EARLI SIG 15 – Special Educational Needs

Newsletter Volume 13 – December 2025

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1 – SIG15 Meeting 2026 in Helsinki

The EARLI SIG15 2026 Conference will be held in Helsinki (Finland) in 2026 (from Mon 17th to Wed 19th of August) with the stimulating theme of '*Research methodological approaches bridging special educational needs*. We have already announced some very exciting information:

- Call for papers: **15th of January 2026 to 15th of February 2026**
- Submission types: Symposium, Paper presentation, Poster presentation (submission guidelines here)
- The first keynote speaker: Professor Sarah Powell, University of Texas at Austin
- Contact email for the conference: earlisig15@helsinki.fi

Please visit our website for more information: https://www.helsinki.fi/en/conferences/earli-sig-15-conference-2026

We look forward to receiving your submissions!

2 – Symposium Invitations to SIG15 Meeting in Helsinki

Here are some invitations to submit symposium proposals for the SIG 15 2026 conference. If you have any interesting research in these areas, please contact the organizers of the symposium.

Submission details, deadlines, and selection criteria will follow in accordance with EARLI SIG 15 Conference 2026 guidelines.

Symposium Invitation 1: Integrating Neurodiversity-Oriented Digital Ecosystems and Literacy Support Systems: Inclusive Pathways for Learning, Wellbeing, and Lifelong Participation

Learners with neurodivergent profiles and those experiencing reading and writing difficulties often encounter intersecting and under-addressed barriers in access to education, equitable learning support, and later employability. These challenges are particularly pronounced in low-resource, multilingual, and culturally diverse contexts. Although research on learning difficulties and literacy development has made substantial progress, there remains a pressing need to connect literacy-focused pedagogical innovations with broader digital ecosystems that support learner wellbeing, agency, and long-term inclusion.

This symposium proposal is informed by international research and an ongoing capacity-building initiative, AAN-DI project (Digital Transformation for Neurodiversity Inclusion in Africa and Asia), which advances inclusive digital transformation through the co-development of training modules, digital wellbeing tools, and participatory platforms such as the NeuroWiz Hub. In dialogue with literacy-focused initiatives, the symposium seeks to examine how integrated digital ecosystems and evidence-based literacy support systems can strengthen inclusive educational trajectories across developmental stages.

We invite contributions that address one or more of the following themes:

1. Integration of neurodiversity-oriented digital ecosystems with literacy-focused assessment and intervention frameworks
2. Early identification and support for reading and writing difficulties in digitally mediated learning environments
3. Design principles for accessible, adaptive, and culturally responsive digital tools and pedagogies
4. Empirical evidence from cross-cultural, multilingual, and low-resource educational contexts
5. Implications for teacher education, institutional practice, educational policy, and lifelong learning pathways.

Susannah Otieno-Leppänen (University of Jyväskylä)

For expressions of interest or informal enquiries, please contact: susannah.c.otieno-leppanen@jyu.fi

Symposium Invitation 2: Stereotypes and Attitudes Regarding Different SENs

Increasing classroom heterogeneity is essential for ensuring that all pupils are included (United Nations, 2006), but it can also create challenges for (future) teachers. For example, teachers must evaluate their students' diverse learning prerequisites to make appropriate pedagogical and didactic decisions, while simultaneously keeping track of ongoing learning progress in everyday classroom practice (Helmke & Weinert, 2021). In situations where teachers' motivation and cognitive resources are low, biases may be more likely to influence their judgements (Fiske & Neuberg, 1990; Fazio & Olson, 2014). Research supports this, indicating that teachers rely more on heuristic judgement processes under such conditions (Krolak-Schwerdt et al., 2013, 2018).

At the same time, pupils are not equally affected by potential teacher biases; some groups are more vulnerable than others. Empirical findings suggest that pupils with special educational needs are often stereotyped (e.g.: Glock & Kleen., 2020; Schell et al., 2024; 2025). For this reason, it is particularly important to focus on these groups when investigating underlying mechanisms, as an initial step toward fostering a more equitable and inclusive classroom. Against this background, the proposed symposium seeks to advance understanding of pre- and in-service teachers' perceptions, biases, and expectations and their influences on behaviour from an international perspective.

Sincerely,

Charlotte Schell (Leibniz Institute for Research and Information in Education)

For expressions of interest or informal enquiries, please contact: c.schell@dipf.de

Symposium Invitation 3: Literacy in Students with Hearing Impairments

Mastering literacy skills remains one of the main challenges for the full inclusion of people with hearing impairments at different stages of education, from preschool to university. High-quality empirical research is needed to understand and optimise the process of lexical access, the mastery of morphology and syntax, and literacy skills such as spelling and reading comprehension in students using either oral or sign language. With the aim of finding a forum

to share and discuss scientific data in this field, we invite any SIG 15 member with experience in this area to contact us if they are interested in participating in a symposium proposal on deafness and literacy for the EARLI SIG 15 conference in Helsinki. The organisers will prioritise geographical and academic diversity among speakers. Presenters who are early career researcher are welcome!

Sincerely,

Barbara Arfé (University of Padova) & Inma Fajardo (University of Valencia)

For expressions of interest or informal enquiries, please contact: infabra@uv.es

3 – New SIG15 Coordinators

We are happy to welcome **Timo Lüke and Theresa Steiner** who joined the team as SIG senior and junior coordinators respectively for the period 2025-2028.

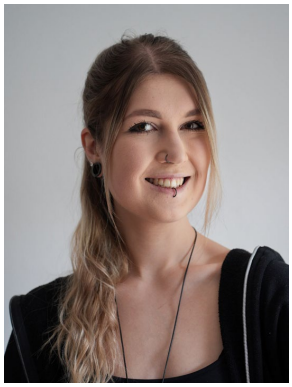
Timo Lüke – University of Kassel (Germany)

Timo recently taken up his current professorship at the University of Kassel and is actively involved in building a new teacher education program in Special Needs Education and Inclusion. As a committed European academic, he sees strengthening transnational scientific collaboration, especially within an inclusive, open, and democratic framework, as more important than ever. He has been a SIG 15 member for approximately ten years and has participated in SIG 15 conferences and Brown Bag seminars. His research focuses on inclusion-oriented diagnostics, single-case methodology, and teachers' professional development in special and inclusive education. In this context, he is particularly interested in advancing methodological discourse and making data-based support planning more visible in our research field. He is also deeply committed to Open Science. He believes scientific associations like EARLI are responsible for actively promoting transparency, accessibility, and reproducibility in educational research. He would therefore like to establish a clear Open Science agenda within SIG 15 and support members in engaging with these practices, for example, through workshops, resources, or collaborative initiatives. He will lead the new Brown Bag Seminar Series on Open Science in Inclusive and Special Education Research

which was opened on December 17th with a general introduction to Open Science and its benefits.

Contact: @ timo.lueke@uni-kassle.de https://uni-kassel.de/go/lueke

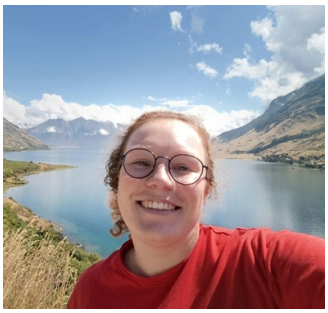
Theresa Steiner– Universität Münster (Germany)



Theresa is a doctoral researcher at the University of Münster in the workgroup for Special Education for Learning with Jürgen Wilbert. Originally from Austria, she moved to Germany about a year ago to pursue her PhD. Her research interests include data-based decision making, visual analysis of learning progress graphs in single-case designs, teachers' attitudes towards inclusion, and the role of socioeconomic status in educational diagnostics. She has been involved in the CASES project, contributing to templates for Austria and Germany, and also works as an editorial assistant for *Empirische Sonderpädagogik*. In her teaching, Theresa leads a master's seminar on foundations of special education in inclusive school contexts. She enjoys encouraging future teachers to engage critically with inclusive education, especially those who may not have had much prior contact with the field. Theresa is committed to Open Science and believes that research in special and inclusive education should be accessible beyond academia - to teachers and practitioners in the field. As JURE Coordinator, she would like to strengthen science communication within SIG 15, for example through social media, to help connect research with practice.

4 – PhD in the Spotlight

Femke Piepers – KU Leuven (Belgium)



Femke Piepers is a first-year PhD researcher in the Parenting and Special Education Research group at the Faculty of Psychology and Educational Sciences at KU Leuven. Her doctoral project, supervised by drs. Dieter Baeyens (KU Leuven), Jantine Spilt (KU Leuven), and Friederike Blume (DIPF | Leibniz Institute for Research and Information in Education), investigates the dynamic interplay between teacher-student relationships and working memory development in primary school children.

Although previous research has established that teacher-child relationships play a vital role in the development of working memory, a comprehensive understanding of this link is still lacking. First, most studies have examined the effects of teacher-child relationships on working memory from a single theoretical perspective (i.e. attachment) while neglecting other relevant frameworks (e.g. motivational perspective). Second, the association between teacher-child relationships and working memory has almost exclusively been studied in terms of stable differences between individuals, even though there are clear indications that these relationships fluctuate within individuals over time. For example, a student may perceive the teacher less positively after a conflict than after receiving praise for a well-executed task.

To date, we lack a nuanced understanding of how these dynamic teacher-child relationships translate into cognitive outcomes. Specifically, it remains unclear whether and how short-term fluctuations in relationship quality predict changes in working memory performance, and through which mechanisms (such as affect, motivation, stress, or engagement) these effects

occur. Addressing these gaps is essential to analyse the role of between-person and within-person differences in predicting the development of working memory.

To address this, Femke will conduct a one-year longitudinal study with fourth-grade children. Over a period of 20 consecutive school days, children will report daily on their relationship with their teacher, operationalized through multiple theoretical perspectives, and complete working memory tasks and ratings. This design will allow us to determine which aspects of teacher-child relationships remain stable and which vary over time. It will also allow us to examine how both general and daily-level teacher-child relationships are associated with working memory, and to explore whether working memory performance at the end of the school year is better predicted by between-person differences of by within-person fluctuations in teacher-child relationships early in the school year.

Finally, Femke will investigate which factors moderate these associations and which mediators explain the mechanisms through which teacher-child relationships affect working memory. Through this study, she aims to provide deeper insight into how everyday teacher-student interactions shape cognitive development and to inform the design of interventions that are both effective and feasible in real-world classrooms.

5 – Congratulations to new PhD graduates

Our sincere congratulations to the SIG 15 researchers who became doctors in 2025. We wish you a successful career!

Terhi Vessonen – University of Helsinki (Finland)

Our **SIG 15 JURE Coordinator**, Terhi Vessonen, defended her doctoral dissertation at the Faculty of Educational Sciences, University of Helsinki on September 2025. She was accompanied by an esteemed opponent from KU Leuven, Professor Lieven Verschaffel. Her work, ***Mathematical Word Problem-Solving Skills Among Elementary Schoolers: A Meta-Analytic Approach to Understanding Related Individual, Task, and Educational Interventions' Characteristics***, brings together three peer-reviewed articles that all follow a meta-analytic method of more than 300 published studies. Her dissertation examined how individual characteristics (e.g., language skills, motivation), task features (e.g., irrelevant information), and educational interventions contribute to the development of mathematical word problem-solving skills among elementary school students. The findings show that elementary schoolers' mathematical word problem-solving is a multidimensional skill shaped by individual characteristics, task features, and educational interventions, with implications for supporting students with language-related difficulties and for future research on how instructional approaches foster competence across diverse problem types. Terhi continues her mathematics-related research as a Postdoctoral Fellow at the Research in Mathematics Education (RME) Unit at Southern Methodist University, Dallas, Texas.

Entire dissertation here.

Adrián Solís-Campos– University of Sevilla (Spain)

Adrián recently completed his PhD, "**Monitoring reading comprehension in children and adolescents with and without hearing loss: An eye movement study**," reviewed by Drs. Isabel R. Rodríguez-Ortiz and David Saldaña. His research examined how deaf and hearing students adapt their reading strategies under different task demands, how they use textual elements such as headings, and how they process multimodal materials combining text and images. Across three eye-tracking studies, results showed that both groups employ similar reading strategies, but oral language proficiency is the key factor explaining differences in reading comprehension and the effective use of reading strategies and textual aids. He is currently working as a substitute lecturer at the Faculty of Education, University of Seville, teaching courses on the treatment of reading, writing, and math disorders. He is grateful to be part of the J**URE community** and appreciate its support for early-career researchers.

6 – SIG 15 Activities in the EARLI Conference (Graz, 2025)

SIG 15 members participated in a total of 52 sessions at the EARLI Conference held in Graz in 23 - 29 August 2025. Congratulations to everyone, especially the members of the SIG 15 guest symposium *"Single-Case Graphs and Progress-Monitoring: Evidence-Based Decision-Making in Inclusive Education*" (Chairs Jannis Bosch; Jochanan Veerbeek; Mika Paananen)

7 – Current Research Projects

IMAGINATEX: Multimodality and diversity: text and image as supports for inclusive learning in poor comprehender and/or autistic students

PIs: Isabel R. Rodríguez-Ortiz & David Saldaña.

University of Sevilla (Spain)

Funded by Ministry of Science and Innovation (Spain). (PID2024-160482NB-I00)

Among recent proposals for the development of inclusive classrooms, universal design for learning (UDL) highlights the idea of incorporating images into educational material. Easy-to-read guidelines also propose the inclusion of images to facilitate the understanding of text. Furthermore, in the case of students with autism, the role of visual support as a facilitator of their learning has been broadly defended. However, the evidence for these recommendations is still weak. Few studies have specifically explored the role of images in understanding texts in primary school students and the results have been contradictory. On the other hand, schoolchildren have often been observed to have difficulties integrating text and images, which reduces the effectiveness of multimedia materials. It therefore seems essential to consider that the mere presence of images will not facilitate the understanding of texts by primary school children but that it is necessary to teach them their usefulness and instruct them to know how to integrate information from both sources. Based on all these considerations, this project focuses on evaluating the effectiveness of using images in school texts to improve accessibility and reading comprehension for students with specific educational support needs from the 3rd to 6th grade of Primary school, including those with reading comprehension difficulties and autism. Both quantitative methodology, which includes experimental tasks, standardized tests and eye-tracking, and qualitative methodology, through interviews and focus groups. The project is divided into three main studies: Study 1 analyzes the perception of the use of images in school texts by teachers and students. Study 2 evaluates reading behavior and the effectiveness of multimodal texts in students with different reading comprehension and autistic profiles, considering individual variables such as age, gender, prior knowledge of the subject, reading level, working memory, attention, and general cognitive

functioning. Study 3 tests two strategies to improve text-image integration in reading school texts, on the one hand, direct instruction, and, on the other hand, eye movement modeling. These are three complementary studies, since Study 1 reflects the views of teachers and students in real contexts and materials, and its results will serve as a basis for the final configuration of materials and tasks in Study 2 and for the final organization, instructions, and execution conditions of Study 3, especially in direct instruction. Together, the three studies contribute to deepening the cognitive theory of multimedia learning and to providing practical guidelines to improve teaching and the integration of textual information and images with the aim of improving reading comprehension in students with and without reading comprehension difficulties and/or autism.

Different routes to literacy in deaf and hard-of-hearing children: an eye-tracking study

Elsa Opheij, Carolien Knoop-van Campen, Eliane Segers, and Loes Wauters

Project funded by Royal Kentalis Behavioural Science Institute, Radboud University (Nijmegen, the Netherlands)

In this project, we investigate the reading process in deaf and hard-of-hearing (DHH) children, a group that exhibits considerable variation in reading skills. Our goal is to gain a deeper understanding of how these children acquire and develop reading skills. In the first study, we analyse reading processes and skills of DHH children and their hearing peers. Moreover, reading profiles among the hearing and DHH children are defined based on performance on the tasks administered. In the second, longitudinal study, eye-tracking is used to obtain a direct measurement of reading behaviour. Two cohorts of DHH and hearing children will be assessed twice within one year to examine developments in reading behaviour and reading profile membership over time. This project started in September 2024 and will be completed in 2029. With our results, we aim to enable reading education to be more tailored to DHH children's individual educational needs.

8 – CASES project: Update

Comparative Analyses of Special Educational Systems (CASES) is a collaborative project that started on March 2023 and that is coordinated by the former JURE SIG 15 coordinators Dr Nadina Gomez Merino and Dr Erica Ranzato.

The main aim of this project is to provide researchers with a tool to better understand the Special Educational Need and Disabilities (SEN) educational system in different countries and to consider how differences in the educational school context impacts not only the learning and educational outcomes of students with SEN but also the intervention programmes that are conducted.

A full list of contributors from the EARLI SIG 15 is available on the project's **Opens Science Framework** page: **https://doi.org/10.17605/OSF.IO/BMK3A**

Last conference presentation:

Steiner, T. M., Tabin, M., Ranzato, E., Gomez Merino, N., & Lüke, T. (2025, November). *Systematischer internationaler Vergleich der Förderstrukturen für Lernende mit SEN - erste Erkenntnisse deutschsprachiger Länder* [Systematic international comparison of support structures for learners with SEN – initial findings from German-speaking countries]. [Poster presentation]. AESF Autumn Conference, Dortmund, Germany. https://doi.org/10.13140/RG.2.2.14476.37761

If you have any questions or would like to join the project, please email Dr Nadina Gomez-Merino or Dr Erica Ranzato at **casesproject@hotmail.com**

9 – New SIG15 Publications

Donath, J. L., Lüke, T., Tran, U. S. et al. The Transfer of Teacher Training to Inclusive Classroom Practice: A Meta-Analytic SEM Approach. *Educational Psychology Review 37, 105* (2025). https://doi.org/10.1007/s10648-025-10081-9

Fajardo, I. & Marín, D. (2025). *Handbook of Special Educational Needs*. Tirant Lo Blanch. https://editorial.tirant.com/es/ebook/handbook-of-special-educational-needs-inmaculada-fajardo-bravo-9791370100896

Holzer, E. M., & Moser Opitz, E. (2025). The benefits of inclusive education: a systematic review of student achievement in secondary schools. *European Journal of Special Needs Education*, 1–19. https://doi.org/10.1080/08856257.2025.2587615

Kashikar, L., Lüke, T., & Grosche, M. (2025). Effects of Diagnostic Labels for Students With Learning Problems on Teachers' Stereotypes and Performance Expectations. *Journal of Learning Disabilities, 59* (1). https://doi.org/10.1177/00222194251315187

Li, C., Yang, L., Sin, K. F., Gao, F., & Romano, A. (2025). Career Adaptability in Special Educational Needs Populations: A Systematic Review of the Empirical Evidence and Emerging Research Directions. *Behavioral Sciences, 15*(7), 927.

Ortiz-Gómez, M., Juárez-Ramírez, R., Solís-Campos, A., Saldaña, D., Rodríguez-Ortiz, I. R. (2025). A Gamified Intervention Programme for the Supervision of Reading Comprehension in Deaf Students. *Investigaciones Sobre Lectura, 20*(1), 125-150. https://doi.org/10.24310/isl.20.1.2025.20424

Pang, F., Yang, L., Tse, C. Y., & Sin, K. F. (2025). Assessing the relationship between teacher inclusive beliefs, behaviors, and competences of students with autism spectrum disorders. *Journal of Autism and Developmental Disorders, 55*(10), 3631-3646.

Rodriguez-Ortiz, Isabel R., Moreno-Pérez, F. J., Saldaña, D. (2025). Reading Metacomprehension of Spanish Deaf and Hard-of-Hearing Students. *Journal of Deaf Studies and Deaf Education, 30* (1), 60-69. https://doi.org/10.1093/jdsade/enae030

Sankalaite, S., Pollé, S., Huizinga, M., Van der Oord, S., Rakickiene, L., & Baeyens, D. (2025). Supporting Children's Working Memory Through Instructional Support in Primary School: A Microtrial Study. *Education Sciences, 15*(10), Article 1379. https://doi.org/10.3390/educsci15101379

Schell, C. S., Kleen, H., Dignath, C., John, N., & Kunter, M. (2025).Pre-service teachers' explicit and implicit stereotypes towards pupils with different special educational needs. *British Journal of Educational Psycholog y, 00*, 1–19. https://doi.org/10.1111/bjep.70041

Schnepel, S., Luger, S., Wehren-Müller, M., & Moser Opitz, E. (2025). The role of teacher attitudes and collaboration for inclusive teaching practices. *Teaching and Teacher Education, 168*, 105240.

Then, D. & Floth, A. (2025). Mindsets for Preschool Inclusion: Preschool Teachers' Perspectives on Disability in Early Childhood Education. *Education Sciences, 15*(9), 1261. https://doi.org/10.3390/educsci15091261

Wang, L. L., Melby-Lervåg, M., Lekhal, R., & Wang, M. V. (2026). How are Difficulty Types Related to the Allocation of Special Needs Assistance in Early Childhood Education and Care. *Early Childhood Research Quarterly, 74*, 211-220.

Yang, L.*, Guo, J., & Fong, R. W. (Eds.). (2025). *Social and Emotional Development for Diverse Learners: The Addition of Asian Perspectives*. Springer Nature.

10 – Paper in the Picture

Sankalaite, S., Pollé, S., Huizinga, M., Van der Oord, S., Rakickiene, L., & Baeyens, D. (2025). Supporting Children's Working Memory Through Instructional Support in Primary School: A Microtrial Study. *Education Sciences, 15*(10), Article 1379.

Plain Summary: Clinical interventions aimed at supporting children with poor working memory (often seen as difficulties with attention, following instructions, or task organization) have frequently produced limited transferable results. As a result, recent research has shifted focus towards classroom-based interventions, emphasizing the role of teachers and teacher-student interactions. Though effective, the field still lacks clarity on which intervention components are most effective, as existing studies vary widely in outcomes, intensity, and implementation fidelity. This pilot study uses a microtrial approach to examine the immediate effects of teacher-provided instructional support on children exhibiting working memory problems.

Teachers were trained to apply five instructional strategies during everyday teaching for four weeks. Compared to a teaching-as-usual group, children in the intervention group showed clear reductions in working memory problems. These improvements were observed both at school and at home, based on reports from teachers and parents.

The results highlight instructional support as a valuable approach for addressing working memory problems and illustrate the usefulness of microtrials in testing intervention components of classroom interventions. Moreover, this study will lay the groundwork for future microtrials isolating and testing all domains of teacher-student interactions, including instructional, organizational, and emotional support.

See the full paper here:

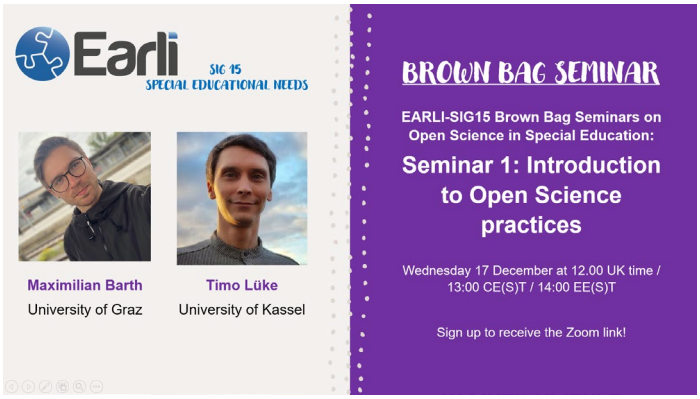
https://urldefense.com/v3/__https://doi.org/10.3390/educsci15101379__;!!D9dNQwwGXtA!UE1iDem5fbtrcNQcSEq0XA8aXiX1uGOcl6wJXCCjjJm4-gy18ABJilv9Cs-KSZnWOn_PQC1zl0YxySEFVlNcXPOg$

11 – SIG15 Online Brown Bag Seminars

Since 2020, SIG15 has been hosting Brown Bag Meetings that provide a forum for exchanging ideas and discussing future directions for both our field and the SIG. Recordings of most sessions can be found here: https://www.earli.org/sig/sig-15-special-educational-needs

For the 2025-2026 academic year, we have created a new section on **Open Science in Special and Inclusive Education Research,** which was launched on December 17th with an introductory seminar led by Max Barth (University of Graz) and our SIG 15 Coordinator, Timo Lüke, entitled "**General Introduction to Open Science Practices**" The seminar was a success in terms of attendance and interest and helped to gather ideas for future seminars on the subject. Future Brown Bag Seminars could include sessions on specific Open Science Practices, and related themes, like Preregistration, Open Data or Licencing. The selection of specific seminar topics will be based on your feedback.

So please share your thoughts and wishes with us via email: timo.lueke@uni-kassel.de

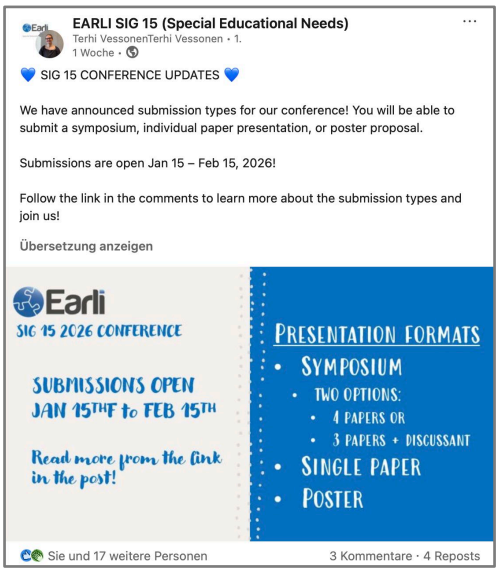


12 - SIG 15 Social Media – LinkedIn

In December 2024, Terhi Vessonen set up a LinkedIn group for our SIG 15 community. After one year, we are happy to share some updates on how the group has developed.

As of December 19, 2025, the group has grown to **191 members**. Three months ago, we crossed the 100-member mark. Since August 2025, we have welcomed 115 new members (+41 in August, +15 in September, +18 in October, +16 in November, and +25 in December). In our first year, 30 posts have been shared, which have received a total of 24,561 views.

The group serves as a communication channel for our SIG 15 community. Content includes updates on the EARLI SIG 15 conference, conference contributions from SIG 15 members, information about our Brown Bag Seminars, job opportunities, announcements for SIG 15 Member Meetings, and live updates from conferences. Here you can see an example of a recent post:



If you are not yet a member, you are welcome to join: https://www.linkedin.com/groups/10025235/

Members who would like to share content with the community - such as publications, job openings, events, or conference contributions - are invited to contact Terhi Vessonen or Theresa Steiner via email or LinkedIn.

13 – Conference Calendar

Conference	Date	Location	Homepage
SEPEX 2026	09-11/ September	Valencia, Espain	https://websepex.com/congreso-sepex/
JURE 2026	06-10 July	Tartu, Estonia	https://www.earli.org/events/jure2026
EARLI SIG15 Conference 2026	17-19 August	Helsinki, Finland	https://www.helsinki.fi/en/conferences/earli-sig-15-conference-2026
EARLI SIG 5 Conference 2026	19-21 August	Jyväskylä, Finland	https://www.jyu.fi/en/events/earli-sig5-conference-2026

The information of the other EARLI's SIG conferences that are taking place in 2025 is available here:https://www.earli.org/calendar

14 – EARLI membership

Call for New SIG15 Members and MEMBERSHIP RENEWALS

Please note that EARLI membership runs per calendar year. The 2026 memberships will be available as of 2 January 2026.

To ensure broad and inclusive participation, EARLI offers two membership rates. The regular fee of €80 applies to senior researchers, while a reduced fee of €40 is available to Master's and PhD students, early career researchers within three years of their doctorate (JURE), researchers aged 67 and above, and researchers working in low-GDP countries.

Join EARLI here: https://www.earli.org/membership

Greetings

We hope December 2025 newsletter had provided a comprehensive overview of the activities of EARLI SIG 15 (Special Educational Needs) in the second semester of 2025.

Thank you for helping to keep research in this field alive.

Follow us on our website : https://www.earli.org/sig/sig-15-special-educational-needs

and LinkedIn : https://www.linkedin.com/groups/10025235/