

EARLI SIG 15 – Special Educational Needs

Newsletter Volume 14 – July 2026

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1 – SIG15 Meeting 2026 in Helsinki

The **program at a glance** of the the EARLI SIG15 2026 Conference has been already published in the conference website: <https://www.helsinki.fi/en/conferences/earli-sig-15-conference-2026>. The detailed program including all presentations will be published in July, the upcoming weeks.

Please, remember that it will gather in **Helsinki, Finland, from Monday 17 to Wednesday 19 August 2026**, under the inspiring theme “**Research Methodological Approaches Bridging Special Educational Needs**” and it has been organized by the Helsinki Research Community of Special Educational Needs, the Faculty of Educational Sciences at the University of Helsinki, and EARLI SIG 15.

Highlights

Keynote speakers:

Professor Sarah Powell, University of Texas at Austin

Title: Supporting Students with Mathematics Difficulties: Methodological Considerations for Research

University Lecturer Sonja Laine, University of Helsinki

Title: Conceptions of giftedness: Why do they matter?

Mentoring Program: Mentoring sessions occur before the conference on Monday morning (17th of Aug) and after the conference on Wednesday afternoon (19th of Aug).

Business Meeting: Tuesday, 18 August 2026, at 9:00 a.m. *Members' drink:* The team of SIG 15 coordinators, Inma, Timö, Terhi and Theresa are planning an informal drink on **Monday or Tuesday** after the conference evening events - at each person's own expense. We'll send out soon a short survey soon to get an idea of numbers.

2 – PhD students in the spotlight

This year, we are absolutely delighted to have received four entries in this category and to witness the continued development of a new generation of researchers within our community.

Elsa Opheij – Radboud University (the Netherlands)



Elsa Opheij is a PhD candidate in the programme 'Learning and Learning Problems' at the Behavioural Science Institute, Radboud University (the Netherlands). Her PhD project 'Different routes to literacy in deaf and hard-of-hearing children: an eye-tracking study' focuses on the reading process and reading behaviour exhibited by deaf and hard-of-hearing (DHH) children. The aim of the project is to gain a deeper understanding of how these children acquire and develop reading skills, informing reading education to be tailored even better to their individual educational needs. This project is funded by Royal Kentalis and supervised by Dr. Carolien Knoop-van Campen, Prof. Eliane Segers, and Prof. Loes Wauters.

Hearing children usually learn to read by first 'cracking the alphabetic code': they learn which letters of the alphabet correspond to which sounds. This process of learning to read can be quite challenging for DHH children, who generally show a reading deficit. However, this group of children is diverse and much variation in reading skills can be found: whereas some DHH children learn to read well, others lag behind severely. Importantly, many DHH children are bilingual, acquiring both a sign and spoken language.

With her background in linguistics, Elsa investigates how DHH children use their knowledge and skills in both languages during reading (Study 1). Moreover, she studies reading behaviour using eye-tracking, obtaining direct and online insights into reading measures (Study 2). This study includes a longitudinal aspect to examine changes in reading behaviour measured over time.

After almost two years, Elsa has collected and analysed the data for Study 1, and prepared data collection for Study 2 starting in September 2026. This August, she will present her findings of the first study at the SIG15 conference in Helsinki as part of the symposium 'Deafness and literacy: factors impacting reading and spelling in deaf and hard-of-hearing students'.

Angel Park – University of Helsinki (Finland)

Angel Park is a doctoral researcher in the Faculty of Educational Sciences at the University of Helsinki, where she has been a happy part of Helsinki SEN, the university's Research Community of Special Educational Needs, since January 2024. She is also a member of the EARLI SIG 15 organizing committee for the Helsinki 2026 conference, and she previously held an EDUFI Fellowship from the Finnish National Agency for Education.

Her path into doctoral research has spanned several countries and roles. She grew up in Southern California, USA, and earned her BA in Psychology at Chapman University, where she first became interested in the creativity of students with ADHD and ASD in schools. She then spent ten years teaching English as a TESOL teacher in schools, universities, and companies, and completed a master's degree in psychological counseling and pedagogy, qualifying as a clinical psychologist and a professional school counselor-teacher in South Korea. She began her doctorate in Helsinki to bring these strands together.

Angel's doctoral work explores inclusive education for children with autism spectrum disorder (ASD), with a comparative interest in South Korea and Finland, drawing on both quantitative and qualitative research. Her first study is a quantitative, cross-national investigation of pre-service teachers' attitudes and self-efficacy in implementing inclusive education for students with ASD in Finland and South Korea, for which she adapted two internationally validated scales to fit the ASD population. In her second, qualitative study, she is currently interviewing parents of children with ASD who attend public, state-funded schools in South Korea and are educated in mainstream classrooms under the country's inclusive education policy, investigating how inclusion is experienced in these children's everyday school lives through the theoretical lens of inclusive education. Her motivation is twofold: to understand what it really takes for students with ASD to participate meaningfully and on equal terms, rather than simply to be present in a mainstream classroom; and to explore how parents raising children with ASD can build resilience through difficult times. She is especially interested in the protective factors that help families adapt and thrive, such as social support and positive cognitive appraisal, so that families experience a better quality of life and children with ASD can grow up in the best possible educational and societal environments.

Alongside her research, Angel is a writer, advocate, and activist for students with special educational needs and their families. She writes a column for Korea's National Institute of Special Education (NISE), "Looking Around the World," in which she shares small stories about special education from around the globe, and she engages with advocacy organizations

such as Autism Speaks.org. She also writes a monthly magazine column for a support program for families raising children with special needs (2025–2026). Through this work she helps build understanding of autism and encourages communities to move past indifference and negative assumptions toward genuine recognition and acceptance.

Cecilie Bryhn Hansen – Nord University (Norway)



Cecilie is currently undertaking the first sub-study, a scoping review examining how the social dimension of preparedness is described and understood in research concerning pupils with SEN. A literature search identified 1,050 publications, of which only ten were found to be directly relevant to the review. This finding suggests that the social dimension of preparedness remains an underexplored area within special education research. Preliminary analyses indicate that relevant research is dispersed across related concepts such as inclusion, participation, relational support, and professional competence. The scoping review is currently being written, with the manuscript expected to be submitted to an international peer-reviewed journal later this year.

The next phase of the project will involve qualitative interviews with different professional groups involved in supporting pupils with SEN. The aim is to explore how these professionals understand and describe the social dimension of preparedness and which competencies, practices, and conditions they perceive as necessary for its enactment. In the final stage of the project, findings from the scoping review and interview study will be synthesised to develop a conceptual framework for the social dimension of preparedness in work with pupils with SEN. The resulting framework may contribute to future research, professional learning, and practice development in special and inclusive education.

Gunhild Kringen Johnsen – Nord University (Norway)



Gunhild Kringen Johnsen is a PhD research fellow in special needs education at the Faculty of Education and Arts, Nord University. Her doctoral project is connected to the interdisciplinary research center PrepChild, which focuses on children's social preparedness and well-being in vulnerable contexts.

In her PhD project, supervised by Prof. Natallia B. Hanssen (Nord University) and Assoc. Prof. Kathrin Olsen (Nord University), Gunhild investigates children's sense of belonging across school transitions, with a particular focus on how professional practices may support or challenge this fundamental need. A growing body of research suggests that many children experience reduced well-being, exclusion, or distress in school, highlighting the importance of understanding factors that contribute to belonging and inclusion.

The project applies a mixed methods design to explore the phenomenon from multiple perspectives. It begins with a scoping review mapping how belongingness is conceptualized and addressed in existing research on school transitions. Preliminary findings from this ongoing review suggest that while research has primarily focused on vertical transitions (e.g., between school levels), horizontal transitions in everyday school life – such as shifts between classroom activities and peer group constellations – appear to be relatively underexplored. This indicates a potential gap in the literature that the project aims to address.

A key feature of the project is its emphasis on children's perspectives. In contrast to many studies where children's experiences are interpreted primarily through adult reports, this project prioritizes children's voices as a starting point for knowledge development. The data collection phases will begin with a qualitative photo-story approach, where children document and reflect on their own experiences of belonging and participation in everyday school transitions. Insights from this phase will subsequently inform the development of a survey targeting teachers' reported practices, allowing children's perspectives to play a guiding role in shaping the quantitative investigation.

By combining knowledge from research literature, professional practices, and children's lived experiences, the project aims to provide a more comprehensive understanding of how belonging is supported - or challenged - across school transitions. The findings are expected to contribute to both theoretical development and practical reflection on how schools can better support inclusive and socially sustainable learning environments.

3 – SIG 15 Activities in the JURE Conference (Tartu, 2026)



This year's **JURE Conference**, the 30th in the series, was held from 6 to 10 July 2026 in **Tartu, Estonia**, and was hosted by the University of Tartu under the theme “Learning in Transition: Science, Society and the Challenges of Tomorrow”. **Theresa Steiner**, our **SIG 15 junior coordinator**, was there and took this nice picture of the Conference venue. Visit her LinkedIn profile for a Conference summary: [Theresa Maria Steiner's LinkedIn profile](#)

SIG 15 was well represented with members contributing to six sessions across the programme listed here:

- **Adaptation Process and Academic Challenges of Ukrainian Refugee Children: A Scoping Review** Karyna Larshina (Co-Authors: Olena Kozmenko, Aleksander Pulver, Kenn Konstabel).
- **Blind Spot Social Class? A Systematic Review in Special Education Research** Theresa Maria Steiner (Co-Author: Jürgen Wilbert)
- **Documentary Analysis and Phenomenological-Interpretative Research on Twice-Exceptional Adults** Felipe Queiroz Dias Rocha
- **Late Identification and Psychological Suffering in Twice-Exceptional Adults** Felipe Queiroz Dias Rocha
- **Thematic Days and Inclusive School Culture: Teachers' Practices and Motivation** Patricija Karaman and Anja Majdenić (Co-Author:)
- **The Best Interests of the Child: Conceptualization in Reform of Support for Learning and Schooling** Aino Rytkönen

4 – Research Projects (new and updated)

We are delighted to share **FIVE PROJECTS** (new grants or updates) in the field of neurodiversity in its broadest sense, in which our sig 15 members are involved as leaders or collaborators. We think that raising awareness of them is a unique opportunity to help build more networks. Don't miss the chance to get in touch with them. Contacts provided!

1 | An evidence-based support model to deal with diversity in schools: Learning Support Teams as a new player in the Swiss school system

PIs: Dr. Julia Häbig, Zurich University of Teacher Education & Prof. Dr. Minna Törmänen,
The University of Teacher Education in Special Needs, Zurich, Switzerland

The Learning Support Teams (LST) project develops an evidence-based support model to help schools respond effectively to increasing diversity and strengthen inclusive education in Switzerland and Liechtenstein.

LSTs are low-threshold, multiprofessional teams of external experts who provide flexible, on-site support to schools during challenging situations. Their role is to collaborate with teachers, school leaders, special educators and other professionals to analyze problems, activate existing resources, and develop practical strategies that support all learners within mainstream education. Beyond immediate relief, LSTs aim to strengthen schools' long-term capacity for inclusive teaching, collaboration, and organizational learning. The support model has been used in Canadian educational context and modified to Swiss context.

The project is grounded in Design-Based Equity Research (DBER, Kerr & Ainscow, 2024) and combines qualitative and quantitative methods, including case studies, longitudinal questionnaires with multilevel actor-approach, group discussions, and document analysis. By working closely with universities, school authorities, and practitioners, the project iteratively refines the LST model to ensure relevance and sustainability.

Ultimately, the project seeks to create a scalable support model that promotes equity, participation, student well-being, and inclusive school improvement across diverse educational contexts.

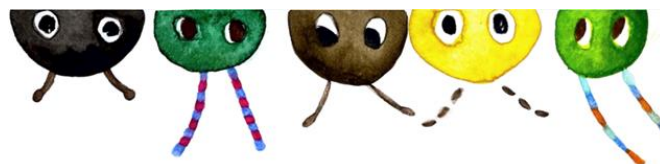
More information: minna.toermaenen@hfh.ch

2 | MathBuzz - Advancing Equitable Early Mathematics Learning Through Play, Movement, and Exploration

Principal investigators: Kati Sormunen (UH), Jenni Vartiainen (UH), Anssi Vanhala (UH),
Donna Niemistö (JYU) and Heidi Hellstrand (ÅA)

Project team: Jasmin Välimäki (MAOL), Emilia Mattila (UH), Lotta Abenstein (UH), Odetta Lee-Simmons (UH), Emilia Tuovila (UH), Veikko Knuuttila (UH), Elina Alvoittu (JYU), Mira Sjöberg (ÅA), Hannah Rönnqvist (ÅA)

Funding: Technology Industries of Finland Centennial Foundation (1,46m€), funding line “School of the Future”.



Research consistently shows that early mathematical skills are among the strongest predictors of later academic achievement. Differences in children’s opportunities to engage with mathematics emerge long before school entry and are already visible when children begin formal education, often widening throughout the school years (Aunola et al., 2006; Jordan et al., 2009). In Finland, these disparities are particularly pronounced among children learning Finnish or Swedish as a second language (Ukkola & Metsämuuronen, 2019). Because mathematical competence does not develop automatically, families, early childhood professionals, and other adults surrounding the child play a crucial role in supporting learning. However, mathematics is often perceived narrowly as a formal instructional activity, overlooking the rich learning opportunities embedded in everyday play, movement, exploration, reading, and daily routines.

MathBuzz is a Finnish national research and development project coordinated by the University of Helsinki (UH) in collaboration with the University of Jyväskylä (JYU), Åbo Akademi (ÅA), and the Finnish Association for Teachers of Mathematics, Physics, Chemistry and Informatics (MAOL). The project seeks to promote equitable access to early mathematics learning by helping adults recognise and utilise the mathematical opportunities naturally present in children’s everyday environments. The project is grounded in research demonstrating that child-centred mathematical learning embedded in play, movement, and exploration can effectively support both mathematical development and broader wellbeing. Research from the Movement with Early Numeracy (MovEN) intervention, for example, has shown that integrating motor and mathematical activities can strengthen young children’s mathematical skills, problem-solving abilities, and attitudes towards mathematics (Jylänki et al., 2023, 2024).

Running from 2025 to 2028, MathBuzz has three central objectives. First, it aims to positively impact general attitude and people’s perceptions of mathematics by increasing awareness of mathematics as a natural part of children’s everyday lives. Second, the project develops and adapts existing research-based materials for diverse user groups, including families, early childhood educators, and leisure-time professionals. These open-access materials are designed to support mathematical learning in ways that are practical, inclusive, and easy to implement. Third, MathBuzz seeks to reach broad audiences—including adults who would not typically participate in mathematics-related training or activities—through nationwide events, targeted outreach, and strategically designed social media engagement. These efforts are intended to make high-quality mathematics support available regardless of family background, language, geographical location, or prior interest in mathematics.

The project combines research, professional learning, family engagement, and social media outreach to investigate how to strengthen adults' mathematical awareness, self-efficacy, and ability to support children's learning. Through training events, family clubs, and multilingual resources, MathBuzz examines how research-based approaches can be successfully adapted for everyday use and how inclusive dissemination strategies can expand participation beyond traditional audiences.

For research-based ideas, practical inspiration, and project updates, follow MathBuzz on Instagram: @matikkasurina.

For list of **related publications** and more information: Kati Sormunen (UH); email: kati.sormunen@helsinki.fi

3 | Summer Course on Refugee Studies at Tallinn University

Karyna Larshina, Tallinn University (Estonia)

This July, Tallinn University will offer a Summer Course on Refugee Studies, designed to provide participants with a deeper understanding of refugee adaptation, integration, and the challenges faced by displaced communities.

The course combines academic research, professional practice, and lived experience. It has been developed by a **Junior Research Fellow at Tallinn University, member of the SIG 15, whose research focuses on the adaptation of Ukrainian refugee children in Estonia and who also has extensive professional experience as a psychologist working with refugees and victims of war.**

The programme is particularly relevant for educators, social workers, psychologists, researchers, and anyone interested in inclusive education and supporting refugee populations.

More information and registration details are available here:

<https://summerschool.tlu.ee/refugee-studies/>

More information: Karyna Larshina; email: karina10@tlu.ee

4 | CASES Project update

Erica Ranzato | University of Surrey

The **CASES (Comparative Analysis of Special Education School systems)** project is an international collaboration involving academics from 14 countries which was launched within SIG15 by former junior coordinators **Erica Ranzato** and **Nadina Gomez-Merino**. The project aims to develop and apply the CASES template for describing and comparing education systems for students with special educational needs and/or disabilities (SEND). By systematically comparing policies, CASES seeks to improve understanding of international approaches to inclusive education and provide evidence to inform research, policy, and practice. Coordinators are pleased to share that our first CASES paper has now been published in the *European Journal of Special Needs Education*:

Ranzato, E., Bianquin, N., de Diego-Lázaro, B., Esposito, R., Lüke, T., Muscat, L., Siddiqui, Z., Pecini, C., Polychroni, F., Sormunen, K., Steiner, T. M., Tabin, M., & Gómez-Merino, N. (2026). *From policy to practice: A comparative study on inclusive and special education for students with SEND across Europe*. *European Journal of Special Needs Education*, 1–19. <https://doi.org/10.1080/08856257.2026.2649544>

Two further papers have been submitted for publication:

- **Co-construction and piloting of a template for the Comparative Analysis of Special Education Systems**, currently under review at the *European Journal of Special Needs Education*.
- **How are students with special educational needs identified and assessed? A cross-national comparison**, submitted to the *Journal of Research in Special Educational Needs*.

We are currently preparing a fourth paper, which compares the roles, responsibilities, and training of teachers and interprofessional teams supporting students with SEND across ten countries.

Findings from the CASES project will be presented in the symposium "Comparing inclusive and special education systems: Cross-national insights from the CASES project" at the **EARLI SIG 15 Conference** this summer, and we welcome anyone attending the conference to join us.

More information: **Dr Erica Ranzato**; email: e.ranzato@surrey.ac.uk

5 | AANDI project update

Digital Transformation for NeuroDiversity Inclusion in Africa and Asia

Coordinator: Prof. Susannah Otieno-Leppänen (University of Jyväskylä)

SIG 15 members in the project: Inmaculada Fajardo as coordinator of the University of Valencia and Eliane Segers (Radboud Universiteit) and Barbara Arfé (University of Padova) as external advisors.

The Faculty of Psychology and Speech Therapy at the University of Valencia held the international workshop "Digital Literacy and Learning: Research Methods, Evidence, and Practice" from 18 to 26 June 2026. The event was organized by the ERI Reading Research Institute (ERI Lectura) as part of the European AANDI project (Digital Transformation for NeuroDiversity Inclusion in Africa and Asia), funded by the Erasmus+ Programme. The workshop brought together faculty members, researchers, and doctoral students from universities across Europe, Africa, and Asia with the aim of strengthening research and international collaboration in the fields of digital literacy, neurodiversity, and inclusive education.

Throughout the week, participants attended an extensive program of specialized workshops led by international experts on topics including digital reading, eye tracking, electroencephalography (EEG), virtual reality applications in mental health, cognitive training games, text adaptation for easy-to-read formats, single-case research methodologies, and scientific publishing. The sessions combined theoretical instruction with hands-on activities, laboratory demonstrations, mentoring opportunities, and discussions focused on developing collaborative research projects.



Photo: Participants in the AANDI Workshop at the School of Psychology and Speech-Language Pathology (University of Valencia, Spain)

More info: Inma Fajardo; email: infabra@uv.es

5 – New SIG15 Publications

This section highlights a self-selection of recent publications by SIG 15 members. Together, these contributions reflect the breadth and vitality of current research and the diverse scholarly interests represented within our community.

Alnahdi, G., Hassanein, E. E. A., Pozas, M. G., & Letzel-Alt, V. (2026). Scales validation in the context of inclusive education. *Frontiers in Psychology*, 17, 1781095. doi.org/10.3389/fpsyg.2026.1781095

Bosch, J., Lüke, T., Steiner, T. M., & Wilbert, J. (2026). Enhancing Pre-service Teachers' Visual Analysis Skills for Single-Case Graphs: the Role of Trend and Intervention Effect. *Journal of Behavioral Education*, 1-18

Ferrer, A., Gómez-Merino, Figueroa, M. & **Fajardo**, I. (2026). Lectura en jóvenes adultos con sordera. *Revista de Investigación en Logopedia*, 00, 1-15

Fierro, B., Bahamondes, C., & Alves, M. (2026). Inclusive education for pre-service physical education teachers: Reflections on Chile's initial teacher training. *British Journal of Special Education*, 00, 1–9. <https://doi.org/10.1111/1467-8578.70103>

Hanssen, N. B., Valle, A. M., Lagestad, P., Tverbakk, M. L., & Marôco, J. (2026). A survey of teachers' self-reported competence regarding mathematical learning disabilities in Norwegian dyslexia-friendly schools. *International Journal of Inclusive Education*, 30(5), 1005–1021. <https://doi.org/10.1080/13603116.2025.2514139>

- Holzer, E.-M.,** Wehren-Müller, M., Kraft, J., Tabin, M., & Moser Opitz, E. (2026). Allocation of low-threshold special educational support in lower secondary education: The role of individual and class-level characteristics. *Journal of Research in Special Educational Needs*, 26, e70096. <https://doi.org/10.1111/1471-3802.70096>
- Kalkusch, I.,** Schaub, S., Zurbriggen, C. L. A., Neuhauser, A., Rodcharoen, P., Törmänen, M., Lanfranchi, A., & Klaver, P. (2026). Effects of the parents as teachers home visiting program on children's adjustment at primary school entry: Evidence from the Swiss ZEPPELIN project. *Early Childhood Research Quarterly*, 76, 545–555. <https://doi.org/10.1016/j.ecresq.2026.05.001>
- Jantunen, A.,** Carpelan, R., Loukomies, A., Lahtero, T. J., Kallioniemi, A., & **Sormunen, K.** (2025). Intersecting Discourses: How Finnish Principals Construct Meaning and Value Foundations for Inclusive Leadership. *Studia paedagogica*, 30 (3), 72-97. <https://doi.org/10.5817/SP2025-3-3>
- Letzel-Alt, V.,** Woltran, F., & Pozas, M. (2026). Unveiling the relevance of practice experience in teaching students with special educational needs in inclusive settings: exploring personal and contextual factors that shape teachers' use of DI through German large-scale data. *European Journal of Special Needs Education*, 1–18. doi.org/10.1080/08856257.2026.2655314
- Letzel-Alt, V.,** Zölch, J., Simonis, L. & Pozas, M. (2026) 'And it's also much more quiet there!'—A qualitative study on the relationship between differentiated instruction and classroom disruptions. *Journal of Research in Special Educational Needs*, 26 (2). doi.org/10.1111/1471-3802.70064
- Sormunen, K.,** Yliveronen, V., & Rönkkö, ML. (2026). Unveiling young children's collaborative communication in hands-on problem-solving. *International Journal of Technology and Design Education*. <https://doi.org/10.1007/s10798-025-10049-4>
- Urban, S.,** Roeyers, H., Peters, L., & Warreyn, P. (2025). What Do We Know About the Home Literacy and Numeracy Environments of Autistic Preschoolers? A Systematic Review. *Journal of Autism and Developmental Disorders*, 1-15. <https://link.springer.com/article/10.1007/s10803-025-07186-z>
- Yilmaz, H.,** Aksu, Z., Kumandaş Öztürk, H., **Vessonen, T.,** **Widlund, A.,** Hakkarainen, A., & **Aunio, P.** (2026). Translation and Validation of the Turkish Version of the Teacher Rating Scale-Early Numeracy (TRS-EN). *International Journal of Early Childhood*. <https://doi.org/10.1007/s13158-026-00514-z>
- Vessonen, T.,** **Hellstrand, H.,** **Aunio, P.,** & Laine, A. (2026) Pictures in Mathematical Word Problems: A Systematic Review on the Role of Task and Student Characteristics. *Educational Psychology Review*, 38, 20. <https://doi.org/10.1007/s10648-025-10112-5>
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6 – Call for papers of SIG 15 members

Our SIG 15 member Verena Letzel-Alt share with the community a call for papers designed by her and her colleague Traugott Böttinger (University of Education Freiburg) in the journal “Breaking Barriers to Learning and Education” on the topic of “Artificial Intelligence and Education – Empirical and Theoretical Perspectives on Learning.” They look forward to receiving your abstracts. The Call for Papers is available in English and German at the following **link**.

More info: Verena Letzel-Alt email: verena.letzel-alt@ph-freiburg.de

7 – Paper in the Picture

Holzer, E.-M., Wehren-Müller, M., Kraft, J., Tabin, M., & Moser Opitz, E. (2026). Allocation of low-threshold special educational support in lower secondary education: The role of individual and class-level characteristics. *Journal of Research in Special Educational Needs*, 26, e70096. <https://doi.org/10.1111/1471-3802.70096>

This study investigates the allocation of low-threshold special educational (SE) support in lower secondary schools in German-speaking Switzerland, focusing on the role of individual characteristics, classroom composition, and school type. Drawing on data from 941 students across 74 classrooms, the findings indicate that students with lower mathematics achievement, lower socioeconomic status, and boys are more likely to receive SE support, whereas migration background and disruptive behaviour do not significantly predict support allocation. The study also shows that students in lower-achieving classrooms are more likely to receive support, although this relationship is partly explained by school type. Notably, gender and socioeconomic status remain significant predictors even after accounting for academic achievement, pointing to persistent social disparities in support allocation. The findings underscore the need for further research into the structural and institutional factors that shape access to SE support and students' educational trajectories.

8 – 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>

Our **Open Science Brown Bag Series** continued on 30 June 2026 with a session by Lukas Röseler (Postdoctoral Research Associate and Managing Director of the Münster Center for Open Science), entitled "**Welcome to the Age of Replications.**"

Replications - independent attempts to repeat a study and check whether its findings hold up - have become a cornerstone of credible, cumulative science, yet they remain comparatively rare in special and inclusive education. **Dr. Röseler** presented projects from the FORRT Replication Hub (<https://forrt.org/replication-hub>), including the world's largest curated database of replications and a scholarly-led journal for replication research, followed by an open discussion on best practices and the practical stumbling blocks of replication work.

As always, the selection of future seminar topics is based on your feedback. If there is an Open Science topic you would like to see covered in a future Brown Bag - or if you would like to lead a session yourself - please share your thoughts with us via timo.lueke@uni-kassel.de



The poster is for an Earli SIG 15 Brown Bag Seminar. It features a photo of Lukas Röseler, a man with glasses and a green shirt. The text on the poster includes the Earli SIG 15 logo, the title "Welcome to the Age of Replications", the date and time "30 June 2026 (13:00) (CEST, -1h)", the speaker "Lukas Röseler (Münster Center for Open Science)", and the topics "Inside the FORRT Replication Hub & a journal for replication research". The bottom of the poster says "Brown Bag Seminar" and "Open Science Practices". There is a graphic of two papers with arrows indicating a cycle.

Earli
SIG 15

"Welcome to the Age of Replications"

🌐 **30 June 2026 (13:00)** (CEST, -1h)

🌐 **Lukas Röseler** (Münster Center for Open Science)

🌐 Inside the FORRT **Replication Hub**
& a **journal for replication research**

Brown Bag Seminar
Open Science Practices

9 – 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 July 9, 2026, the group has grown to **283 members**. This growing number is a very exciting opportunity for our community!

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.

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.

10 – Conference Calendar

Conference	Date	Location	Homepage
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
XV SEPEX & II Joint SEPEX-BAPS meeting 2026 Spanish Society for Experimental Psychology (SEPEX) and the Belgian Association for Psychological Sciences (BAPS).	09-11/ September	Valencia, Spain	https://websepex.com/congreso-sepex/

The information of the other EARLI's SIG conferences that are taking place in 2026 is available here: <https://www.earli.org/calendar>

11 – 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/>

