



Monday, 12 July

2:50pm **Oral : Open Doors**
Open Doors
Stage - Stage 1

3pm **Oral : Preconf Intro**
Pre-conference opening: Introduction to the conference for early career researchers
Stage - Stage 1
Chaired by: Dr. Nicole Conrad and Dr. Fiona Kyle

3:50pm **Oral : Open Doors**
Open Doors
Stage - Stage 1

4pm **Workshop : Preconf Workshop Jobs**
Pre-conference workshop: Navigating the academic job market
Stage - Stage 1
Chaired by: Dr. Susan Chambre

Tuesday, 13 July

2:20pm **Oral : Open Doors**
Open Doors
Stage - Stage 1

2:30pm **Workshop : Preconf Workshop Data**
Pre-conference workshop: Data Sharing and Data Shared
Stage - Stage 1
Chaired by: Dr. Fiona Kyle and Dr. Nicole Conrad

3:50pm **Oral : Open Doors**
Open Doors
Stage - Stage 2

4pm **Oral : Opening**
Opening session and Presidential Address
Stage - Stage 2
Chaired by: Prof. Kate Cain



Wednesday, 14 July

9:20am **Oral : Open Doors**
Open Doors
Stage - Stage 2

9:20am **Oral : Open Doors**
Open Doors
Stage - Stage 4

9:30am **Oral : SYMP: RDoC1**
SYMPOSIUM: Language deficits and Research Domain Criteria Framework (RDoC): Time to replace current diagnostic and treatment systems?
Stage - Stage 2
Chaired by: Prof. Timothy C. Papadopoulos

Language deficits and Research Domain Criteria Framework (RDoC): Time to replace current diagnostic and treatment systems? RDoC and language disorders in childhood: A review (1)
» [Prof. Timothy C. Papadopoulos](#), Prof. George C. Spanoudis, Ms. Evgenia-Peristera Kouki

Language deficits and Research Domain Criteria Framework (RDoC): Time to replace current diagnostic and treatment systems? The multidimensional nature of reading development (2)
» [Prof. Mikko Aro](#), Dr. Tuija Aro

Language deficits and Research Domain Criteria Framework (RDoC): Time to replace current diagnostic and treatment systems? Stability of reading difficulties across time from grade 2 to age 23 (3)

» [Dr. Minna Torppa](#)

Language deficits and Research Domain Criteria Framework (RDoC): Time to replace current diagnostic and treatment systems? From symptomatology to neural mechanisms of developmental reading disorders (4)

» [Prof. Valéria Csépe](#)

Language deficits and Research Domain Criteria Framework (RDoC): Time to replace current diagnostic and treatment systems?: Online learning environment and multidimensional learning difficulties (5)

» [Prof. Paavo Leppänen](#)

9:30am **Oral : Reading in L2**
Reading in a second language
Stage - Stage 4
Chaired by: Dr. Anna Cunningham

L2 word recognition among dyslexic and expert reader late bilinguals: Impact of word presentation modality
» [Ms. Camille Cornut](#), Prof. Severine Casalis, Dr. Gwendoline Mahé

The effect of affixation and pre-reading exposure to definitions on contextual word learning during and from reading in English as a second language

» [Dr. Irina Elgort](#), Dr. Ross van de Wetering, Dr. Elisabeth Beyersmann, Dr. Luan Li

L1 and L2 competences in Spanish children learning English

» [Mrs. Carmen Hevia-Tuero](#), Mrs. Lucía Vidal, Dr. Cristina Martínez-García, Dr. Paz Suárez-Coalla



Continued from **Wednesday, 14 July**

The longitudinal relationship among phonological awareness, vocabulary, word reading and reading comprehension in Chinese-English bilingual children

» [Dr. Xiuhong Tong](#), Dr. Shelley Tong, Prof. Ming Ming Chiu

Writing proficiency in English as a second language in children with dyslexia

» [Dr. Marta Álvarez-Cañizo](#), Dr. Olivia Afonso, Dr. Paz Suárez-Coalla

10:20am **Oral : Open Doors**
Open Doors
Stage - Stage 2

10:20am **Oral : Open Doors**
Open Doors
Stage - Stage 4

10:30am **Oral : Reading and socio-emotional factors**
Reading and socio-emotional factors
Stage - Stage 2
Chaired by: Prof. Genevieve McArthur

The relationship between poor reading and anxiety across the lifespan

» [Prof. Genevieve McArthur](#), Dr. Deanna Francis, Dr. Serje Robidoux, Ms. Alana Jones, Prof. Jennifer Hudson, Prof. Viviana Wuthrich, Prof. Rauno Parrila

Experienced handicap from dyslexia: The influence of person and environmental factors

» [Ms. Loes Bazen](#), Dr. Elise de Bree, Dr. Madelon van den Boer, Prof. Peter de Jong

Reading fluency in children with poor reading and anxiety

» [Dr. Deanna Francis](#), Prof. Jennifer Hudson, Dr. Saskia Kohnen, Dr. Erin Banales, Dr. Serje Robidoux, Prof. Genevieve McArthur

A meta-analysis on the relation between social-emotional skills and reading ability

» [Ms. Liyan Yu](#), Dr. Xiuhong Tong

Development and validation of the Macquarie Oxford reading anxiety test

» [Ms. Alana Jones](#), Dr. Deanna Francis, Ms. Esther Gandhi, Ms. Maddison O'Grady-Lee, Prof. Genevieve McArthur, Prof. Jennifer Hudson

10:30am **Oral : Metalinguistic awareness**
Metalinguistic awareness and reading
Stage - Stage 4
Chaired by: Prof. Timothy C. Papadopoulos

Morphological awareness and vocabulary in bilingual and monolingual children

» [Prof. Severine Casalis](#), Mr. Matthieu Bignon

Reciprocal relationship between Chinese metalinguistic awareness, reading, and spelling in young Chinese language learners: A one-year longitudinal study

» [Dr. Yu Ka Wong](#), Dr. Yanling Zhou

Phonological awareness, morphological awareness interacting with family size and frequency in predicting early Chinese reading

» [Dr. Dan Lin](#), Mr. Lei Wang, Dr. Phil Duo Liu, Dr. Jie Wang



Continued from **Wednesday, 14 July**

Phoneme awareness predicts character reading ability in young Chinese children through phonemic mismatch negativity

» [Ms. Tengwen Fan](#), Mr. Liming Zhang, Mr. Jianyi Liu, Dr. Tian Hong, Prof. Hua Shu, Prof. Jingjing Zhao

A diglossia-centered emergent literacy and EF intervention among kindergarten children in diglossic Arabic

» [Ms. Lina Haj](#), Dr. Ola Ghawi-Dakwar, Prof. Rachel Schiff, Prof. Elinor Saiegh-Haddad

1:50pm

Oral : Open Doors

Open Doors

Stage - Stage 2

2pm

Oral : SYMP: Vocab & morphology interventions

SYMPOSIUM: The effects of vocabulary and morphology interventions on school-aged children's language and literacy skills: A cross-linguistic perspective.

Stage - Stage 2

Chaired by: Dr. Janne von Koss Torkildsen

The effects of vocabulary and morphology interventions on school-aged children's language and literacy skills: A cross-linguistic perspective: Effects of the EL RAVE morphology intervention for multilingual adolescents (1)

» [Dr. Amy Crosson](#), Dr. Michael Kieffer, Dr. Margaret McKeown, Dr. William Nagy

The effects of vocabulary and morphology interventions on school-aged children's language and literacy skills: A cross-linguistic perspective: App-based morphological training produces lasting effects on word knowledge in primary school children (2)

» [Dr. Janne von Koss Torkildsen](#), Ms. Siri Steffensen Bratlie, Mr. Jarl Kleppe Kristensen, Dr. Jan-Erik Gustafsson, Dr. Solveig-Alma Lyster, Dr. Catherine Snow, Dr. Charles Hulme, Dr. Riikka-Maija Mononen, Dr. Anita Lopez-Pedersen, Dr. Kari-Anne Næss, Dr. Ona Bø Wie, Dr. Bente Hagtvet

The effects of vocabulary and morphology interventions on school-aged children's language and literacy skills: A cross-linguistic perspective: Improving reading comprehension difficulties in Chinese-English bilingual readers (3)

» [Dr. Shelley Tong](#), Ms. Charmaine Mak Ching Man

The effects of vocabulary and morphology interventions on school-aged children's language and literacy skills: A cross-linguistic perspective: The positive effects of the intervention program "Island of Understanding" on literacy and academic emotions (4)

» [Prof. Tami Katzir](#), Dr. Orly Lipka, Dr. Anat Prior, Dr. Michal Shany, Ms. Shira Blicher, Ms. Tammi Sabag Shoshan

The effects of vocabulary and morphology interventions on school-aged children's language and literacy skills: A cross-linguistic perspective: Discussant (5)

» [Dr. Catherine Snow](#)

2:50pm

Oral : Open Doors

Open Doors

Stage - Stage 1

2:50pm

Oral : Open Doors

Open Doors

Stage - Stage 2



Continued from **Wednesday, 14 July**

2:50pm **Oral : Open Doors**
Open Doors
Stage - Stage 3

2:50pm **Oral : Open Doors**
Open Doors
Stage - Stage 4

3pm **Oral : Adult readers**
Adult readers
Stage - Stage 1
Chaired by: Dr. Kelly Farquharson

Visual-phonological binding in typical readers and adults with developmental dyslexia: An online webcam-based eye tracking study

» Ms. Simone Lira Calabrich, Dr. Gary Oppenheim, Dr. Manon Jones

No morphological priming during natural reading of long texts

» Mrs. Melda Coskun, Dr. Victor Kuperman

Using syllable structure to determine vowel length in English disyllables

» Dr. Rebecca Treiman, Ms. Rebecca Jewell, Ms. Kayla Hensley, Dr. Brett Kessler

Decoding error differences in child and adult readers

» Mr. John Hollander, Dr. John Sabatini, Dr. Zuowei Wang

The role of the schwa in the quality of adult's lexical representations

» Dr. Nuria Gutiérrez, Ms. Valeria M. Rigobon, Ms. Nancy Marencin, Mr. Logan Bell, Ms. Ashley Edwards, Mr. Daniel Abes, Dr. Laura Steacy, Dr. Donald Compton

3pm **Oral : SYMP: Comorbidity symposium**
SYMPOSIUM: Comorbidity symposium
Stage - Stage 2
Chaired by: Dr. Elsje van Bergen

Comorbidity symposium: Comorbidity and causality among ADHD, dyslexia, and dyscalculia

» Dr. Elsje van Bergen, Dr. Sara Hart, Prof. Dorret Boomsma, Dr. Eveline de Zeeuw, Dr. Kees-Jan Kan

Comorbidity symposium: Co-occurring trajectories of reading and math and the role of dysregulation processes

» Dr. Florina Erbeli, Dr. Qinxin Shi, Ms. Marianne Rice

Comorbidity symposium: Comorbidity between math and reading problems: Is phonological processing a mutual factor?

» Ms. Tonje Amland, Prof. Arne Lervåg, Prof. Monica Melby-Lervåg

Comorbidity symposium: Convergence and divergence in autistic and dyslexic children's sensory processing

» Dr. Catherine Manning, Ms. Lisa Toffoli, Prof. Maggie Snowling, Prof. Anthony Norcia, Dr. Nathan Evans, Prof. Gaia Scerif

Comorbidity symposium: Discussant

» Dr. Silvia Paracchini

3pm **Oral : Word reading interventions**
Word reading interventions
Stage - Stage 3
Chaired by: Dr. Laurie E. Cutting



Continued from **Wednesday, 14 July**

Effects of treatment integrity on the outcomes of a large scale prevention program for dyslexia

» [Mrs. Fae van der Weijden](#), Dr. Madelon van den Boer, Dr. Haytske Zijlstra, Dr. Bonne Zijlstra, Prof. Peter de Jong

The visual noise exclusion in developmental dyslexia and its association to reading intervention outcomes

» [Dr. Tian Hong](#), Dr. Noam Siegelman, Dr. Lu Zhong-lin, Dr. Kenneth Pugh, Dr. Robin Morris

How you read affects what you gain: Individual differences in the functional organization of the reading system predict intervention gains in children with reading disabilities

» [Dr. Noam Siegelman](#), Dr. Jay Rueckl, Dr. Mark van den Bunt, Dr. Jan Frijters, Dr. Jason Zevin, Dr. Maureen Lovett, Dr. Mark Seidenberg, Dr. Kenneth Pugh, Dr. Robin Morris

Summer reading intervention outcomes among at-risk readers

» [Dr. Joanna Christodoulou](#), Dr. Lisa Hurwitz, Dr. Pamela Hook, Ms. Karolina Wade, Ms. Xochitl Arechiga, Ms. Yesi Camacho Torres, Dr. John D.E. Gabrieli

Empower™ reading intervention: an experimental approach to remediate reading disabilities among at-risk population

» [Dr. Amna Mirza](#), Dr. Maureen Lovett, Dr. Karen Steinbach, Ms. Joan Bosson-Heenan, Dr. Jeffrey Gruen, Dr. Jan Frijters

3pm

Oral : SYMP: Writing assessment

SYMPOSIUM: Writing assessment: Novel approaches across ages and contexts

Stage - Stage 4

Chaired by: Dr. Margaret Quinn

Writing assessment: Novel approaches across ages and contexts: Insights from an elementary-age sample of children with autism about parental involvement during writing adapted tele-assessment (1)

» [Dr. Matthew Zajic](#), Dr. Alyssa Henry, Dr. Carlin Conner, Dr. Emily Solari

Writing assessment: Novel approaches across ages and contexts: Pragmatic computer-based formative and summative writing assessments (2)

» [Dr. Debra McKeown](#), Dr. Kausalai Wijekumar, Ms. Julie Owens, Dr. Karen Harris, Dr. Steve Graham

Writing assessment: Novel approaches across ages and contexts: Resiliency and vulnerability in early grades writing performance during the pandemic (3)

» [Dr. Deborah Reed](#)

Writing assessment: Novel approaches across ages and contexts: Middle school students' use of academic language in narrative and informational writing (4)

» [Dr. Cherish Sarmiento](#), Dr. Adrea Truckenmiller, Dr. Eunsoo Cho

Writing assessment: Novel approaches across ages and contexts: Squiggly lines and letter-like shapes: Examining teachers' early writing knowledge and practices (5)

» [Dr. Gary Bingham](#), Dr. Hope Gerde, Dr. Arianna Pikus, Dr. Rebecca Barria, Dr. Ryan Bowles, Ms. Xiao Zhang, Dr. Margaret Quinn

3:50pm

Oral : Open Doors

Open Doors

Stage - Stage 1

3:50pm

Oral : Open Doors

Open Doors

Stage - Stage 2



Continued from **Wednesday, 14 July**

3:50pm **Oral : Open Doors**
Open Doors
Stage - Stage 3

3:50pm **Oral : Open Doors**
Open Doors
Stage - Stage 4

4pm **Oral : Writing and spelling**
Writing and spelling
Stage - Stage 1
Chaired by: Dr. Young-Suk Kim

Perspective taking and language use in secondary students' text-based analytical writing

» [Ms. Minkyung Cho](#), Dr. Young-Suk Kim, Ms. Jiali Wang

Dual language learners' spelling patterns in English and Spanish compositions and their relation to writing quality

» [Ms. Alissa Wolters](#), Dr. Young-Suk Kim

Writing interventions for students with IDD: A meta-analysis

» [Dr. Derek Rodgers](#), Dr. Susan Loveall

Unique predictors of irregular word spelling in adults

» [Ms. Valeria Rigobon](#), Dr. Nuria Gutiérrez, Ms. Ashley Edwards, Ms. Nancy Marencin, Mr. Logan Bell, Mr. Daniel Abes, Ms. Cristina Himelhoch, Ms. Katherine Diaz, Dr. Laura Steacy, Dr. Donald Compton

Examining spelling error patterns in ASL Fingerspelling and English

» [Dr. Emily Saunders](#), Dr. Karen Emmorey, Dr. Zed Sehyr

4pm **Oral : SYMP: Reading comp skills and knowledge**
SYMPOSIUM: Reading comprehension: The impact of skills and knowledge
Stage - Stage 2
Chaired by: Dr. Kristen McMaster

Reading comprehension: The impact of skills and knowledge: The influence of reader and text characteristics on 6th graders' inference making (1)

» [Dr. Nicola Currie](#), Dr. Gillian Francey, Dr. Rob Davies, Dr. Shelley Gray, Dr. M. Adelaida Restrepo, Dr. Marilyn Thompson, Dr. Mindy Bridges, Prof. Kate Cain

Reading comprehension: The impact of skills and knowledge: Knowledge predicts inference-making and inference-making interventions improve knowledge acquisition (2)

» [Dr. Marcia Barnes](#), Dr. Amy Barth, Dr. Nathan Clemens, Dr. Deborah Simmons, Dr. Colby Hall, Dr. Greg Roberts, Dr. Anna-Maria Fall

Reading comprehension: The impact of skills and knowledge: Teaching inferencing in K-2: The role of scaffolding and feedback (3)

» [Dr. Kristen McMaster](#), Dr. Panayiota Kendeou

Reading comprehension: The impact of skills and knowledge: Influences of language and non-academic knowledge on basic and deep comprehension (4)

» [Dr. John Sabatini](#), Dr. Zuowei Wang, Dr. Tenaha O'Reilly

Reading comprehension: The impact of skills and knowledge (Discussant)

» [Dr. Art Graesser](#)



Continued from **Wednesday, 14 July**

4pm **Oral : Reading L2**
Reading in a second language
Stage - Stage 3
Chaired by: Dr. Dawna Duff

Syntactic comprehension in reading comprehension among bilinguals and monolinguals

» [Dr. Guoqin Ding](#), Dr. Kathleen Mohr, Dr. Ronald Gillam

Predictors of L2 reading proficiency in English: Evidence from the 11 language samples of the Multilingual Eye Movements Corpus (MECO)

» [Dr. Victor Kuperman](#), Dr. Noam Siegelman

Proficiency predicts efficiency: Evidence from eye-movements of L2 readers of English

» [Mr. Daniil Gnetov](#), Dr. Victor Kuperman

Cross-linguistic syntactic skill modulates the relationship between text complexity and reading comprehension in bilingual middle-schoolers

» [Ms. Sibylla Leon Guerrero](#), Dr. Veronica Whitford, Dr. Laura Mesite, Dr. Gigi Luk

A confirmatory factor analysis of L2 English reading skills in India

» [Dr. Sunaina Shenoy](#), Prof. Richard Wagner, Ms. Kathryn Overton, Mrs. Nisha Rao

4pm **Oral : SYMP: Implementation science**
SYMPOSIUM: Implementation science meets science of teaching reading and writing
Stage - Stage 4
Chaired by: Dr. Kausalai Wijekumar

Implementation science meets science of teaching reading and writing: Effects of teacher professional development regarding reading comprehension in elementary and secondary classrooms (1)

» Ms. Kacee Lambright, [Dr. Kausalai Wijekumar](#), Ms. Julie Owens, Dr. Andrea Beerwinkle

Implementation science meets science of teaching reading and writing: Educator knowledge of phonological awareness, phonics, and dyslexia (2)

» [Mrs. Tiffany Peltier](#), Dr. Erin Washburn

Implementation science meets science of teaching reading and writing: Implementation science shines a spotlight on principal roles in supporting writing instruction (3)

» [Ms. Julie Owens](#), Dr. Debra McKeown, Dr. Kausalai Wijekumar, Dr. Karen Harris

Implementation science meets science of teaching reading and writing: Predicting students literacy outcomes in the early grades: Teacher knowledge matters (4)

» [Dr. Tim Odegard](#), Dr. Emily Farris, Dr. Susan Porter

Implementation science meets science of teaching reading and writing: The influence of teachers' knowledge and teaching practice on outcomes for beginning readers (5)

» [Dr. C. Braid](#), Dr. Allison Arrow, Dr. J. Chapman

4:50pm **Oral : Open Doors**
Open Doors
Stage - Stage 1

4:50pm **Oral : Open Doors**
Open Doors
Stage - Stage 2



Continued from **Wednesday, 14 July**

4:50pm **Oral : Open Doors**
Open Doors
Stage - Stage 3

4:50pm **Oral : Open Doors**
Open Doors
Stage - Stage 4

5pm **Oral : Neuro matters**
Neuro matters
Stage - Stage 1
Chaired by: Prof. George Georgiou

Deficient perceptual anchoring: Children with dyslexia do not benefit from contextual repetitions in speech processing
» [Ms. Jessica Ramos-Sanchez](#), Dr. Gesa Schaadt, Dr. Hellmuth Obrig, Prof. Arno Villringer, Prof. Merav Ahissar, Prof. Claudia Männel

Explaining ERPs elicited by word recognition
» [Ms. Noor Seijdel](#), Ms. Gina E.M. Stolwijk, Dr. Joshua Snell, Prof. Jonathan Grainger, Prof. Martijn Meeter

Sensitivity to orthotactic vs. phonological constraints on word recognition: An ERP study with deaf and hearing readers
» [Ms. Brittany Lee](#), Ms. Priscilla Martinez, Dr. Katherine Midgley, Dr. Phillip Holcomb, Dr. Karen Emmorey

Functional significance of inferior frontal hyperactivation in pre-readers who develop dyslexia
» [Dr. Ola Ozernov-Palchik](#), Ms. Neta Tartakovsky, Dr. Elizabeth S Norton, Dr. Sara D Beach, Dr. John D.E. Gabrieli, Dr. Nadine Gaab

Reading skill correlates in frontal cortex during semantic and phonological processing
» [Dr. Chris Brozdowski](#), Dr. James R. Booth

5pm **Oral : SYMP: Deaf readers**
SYMPOSIUM: Reading and visual recognition skills in deaf and hard-of-hearing signers
Stage - Stage 2
Chaired by: Dr. Zed Sehyr

Reading and visual recognition skills in deaf and hard-of-hearing signers: Vocabulary knowledge and reading for ASL-English bilinguals (1)
» [Dr. David Quinto-Pozos](#), Ms. Frances Cooley

Reading and visual recognition skills in deaf and hard-of-hearing signers: Visual word recognition in deaf readers - The interplay between orthographic, semantic and phonological information (2)
» [Dr. Kate Rowley](#)

Reading and visual recognition skills in deaf and hard-of-hearing signers: Assessing the contribution of lexical quality and sign language variables to reading comprehension in deaf adult ASL signers (3)
» [Dr. Zed Sehyr](#), Dr. Karen Emmorey

Reading and visual recognition skills in deaf and hard-of-hearing signers: Understanding the sources of enhanced reading spans in deaf signers (4)
» [Dr. Amy Lieberman](#), Dr. Elizabeth Schotter

Reading and visual recognition skills in deaf and hard-of-hearing signers: Discussant (5)
» [Dr. Clifton Langdon](#), Dr. Zed Sehyr

5pm **Oral : Envir influence**
Environmental influences on reading
Stage - Stage 3
Chaired by: Dr. Stephanie Al Otaiba



Continued from **Wednesday, 14 July**

Reading between the lines: A self-determination theory perspective on leisure reading

» [Ms. Julia Farmer](#), Dr. Lauren Goegan, Ms. Bryce Dueck, Dr. Lia Daniels

Children's interest in reading matters, so what? Exploring parent-, community- and child-related factors in bilingual and biliteracy development in Chinese dual language learners

» [Dr. Sihui Ke](#)

Predicting young multilingual learners' participation in online learning from teacher and parent factors

» [Dr. Steve Amendum](#), Dr. Leslie Babinski, Dr. Madeline Carrig, Dr. Steve Knotek, Dr. Marta Sanchez

The impact of emergent literacy development and home literacy environment on oral vocabulary among children with ASD in China

» [Dr. ZHUO CHEN](#), Dr. Li-Jen Kuo, Dr. Quentin Dixon

Understanding home literacy experiences in Chinese children's English language development

» [Ms. Feiwen Xiao](#), Ms. Dandan Yang, Ms. Yaqi Tang, Ms. Yuting Gu, Mr. Jiasheng Guo, Mr. Bolun Sun, Prof. Penelope Collins

5pm

Oral : SYMP: Classifying less skilled comprehenders
SYMPOSIUM: Classifying less skilled comprehenders based on comprehension processes

Stage - Stage 4

Chaired by: Dr. Gina Biancarosa

Classifying less skilled comprehenders based on comprehension processes: The theory and structure of MOCCA items (1)

» [Dr. Sarah Carlson](#), Dr. Benjamin Seipel, Dr. Gina Biancarosa

Classifying less skilled comprehenders based on comprehension processes: Improving on the elusive reliability of elaborations (2)

» [Ms. Amanda Dahl](#), Dr. Benjamin Seipel, Dr. Sarah Carlson, Dr. Virginia Clinton-Lisell, Ms. Heather Ness

Classifying less skilled comprehenders based on comprehension processes: Development and functioning of MOCCA expository items (3)

» [Mr. Terrill Taylor](#), Dr. Virginia Clinton-Lisell, Dr. Benjamin Seipel, Dr. Sarah Carlson, Ms. Surjya Bajpayee

Classifying less skilled comprehenders based on comprehension processes: The effect of varying test item features on IRT parameters (4)

» [Dr. Patrick Kennedy](#), Dr. Gina Biancarosa, Dr. Mark Davison

Classifying less skilled comprehenders based on comprehension processes: Computerized adaptive diagnostic assessment of inferential reading comprehension: A simulation study (5)

» [Dr. Mark Davison](#), Dr. Gina Biancarosa

Thursday, 15 July

9:20am

Oral : Open Doors
Open Doors
 Stage - Stage 2

9:20am

Oral : Open Doors
Open Doors
 Stage - Stage 4



Continued from **Thursday, 15 July**

9:30am **Oral : SYMP: Arabic**
SYMPOSIUM: Arabic orthographic features and their impact on reading

Stage - Stage 2

Chaired by: Dr. Rob Davies and Prof. Elinor Saiegh-Haddad

Arabic orthographic features and their impact on reading: Impact of diglossia on morphological awareness and reading in low versus mid-high SES Arabic speaking children (1)

» [Prof. Rachel Schiff](#), Prof. Elinor Saiegh-Haddad

Arabic orthographic features and their impact on reading: The role of the nominal word pattern in Arabic reading acquisition: Insights from cross-modal priming (2)

» [Dr. Yasmin Shalhoub-Awwad](#)

Arabic orthographic features and their impact on reading: The predictors of vowelization uncertainty in Modern Standard Arabic (3)

» [Dr. Rob Davies](#), Dr. Ahmed Alhussein

Arabic orthographic features and their impact on reading: The contribution of language proficiency in Spoken Arabic, Modern Standard Arabic and morphological awareness to reading Arabic language (4)

» [Dr. Abeer Asli-Badarneh](#)

Arabic orthographic features and their impact on reading: Discussant (5)

» [Prof. Elinor Saiegh-Haddad](#)

9:30am **Oral : Reading difficulties**
Reading difficulties

Stage - Stage 4

Chaired by: Dr. Karin Landerl

Phonological deficits in Chinese developmental dyslexia

» [Dr. Ning Ding](#), Dr. Jiuqing Tang, Dr. Chen Cheng, Dr. Zhengjun Wang, Dr. Liming Zhang, Dr. Shunan Zhao, Prof. Hua Shu, Prof. Jingjing Zhao

Prevalence and profiles of children with dysgraphia, dyslexia, and dyslexia and dysgraphia

» [Dr. Cameron Downing](#), Dr. Markéta Caravolas

Unique reading profiles in Chinese children with ASD and the early correlates

» [Ms. Juan Liu](#), Dr. Ying Wang

Persistence and compensation of dyslexia impairment: A 12 years longitudinal study (from 5 to 17 years old)

» [Ms. Elise Lefevre](#), Prof. Liliane Sprenger-Charolles, Dr. Jeremy Law, Dr. Eddy Cavalli

Reading and spelling processes in Chinese developmental dyslexia and typical developing children: Evidence for self-teaching mechanism and the triangle model

» [Dr. Chen Cheng](#), Ms. Xiao Liang, Dr. Zhengjun Wang, Prof. Jingjing Zhao

10:50am **Oral : Open Doors**
Open Doors
Stage - Stage 2

10:50am **Oral : Open Doors**
Open Doors
Stage - Stage 4



Continued from **Thursday, 15 July**

11am **Oral : Text comprehension**
Text comprehension
 Stage - Stage 2
 Chaired by: Dr. Mads Poulsen

Exploring the impact of reading single vs. multiple texts on integration synthesis tasks and the underexamined role of topic
 » [Dr. Liron Primor](#), Dr. Carla Firetto, Prof. Tami Katzir, Dr. Meni Yeari

To read the text before or while answering the questions? The effects of time constraints and domain knowledge on strategic preferences in reading comprehension tests
 » [Dr. Meni Yeari](#)

Effects of a knowledge building strategy on comprehension skill and inference-making ability
 » [Mr. Reid Smith](#), Prof. Pamela Snow, Dr. Tanya Serry, Prof. Lorraine Hammond

The role of intra-text connections in centrality deficit of poor comprehenders
 » [Dr. Meni Yeari](#)

Oral reading fluency, reading motivation and reading comprehension among second graders
 » [Prof. Vered Vaknin-Musbaum](#), Dr. Einat Nevo

11am **Oral : Home environment**
The influence of the home environment
 Stage - Stage 4
 Chaired by: Dr. Nenagh Kemp

Do family learning phonics courses improve parents' reading-related skills and ability to support their children's reading?

» [Dr. Rachael Hulme](#), Ms. Charlotte Webber, Mrs. Amy Fox, Dr. Laura Shapiro, Dr. Jessie Ricketts, Ms. National Family Learning Forum, Dr. Joanne Taylor

Home attributes that relate to language and literacy skills: A meta-analysis of studies from low- and middle-income countries

» [Dr. Sonali Nag](#), Dr. Shaher Banu Vagh, Dr. Katrina Dulay, Prof. Maggie Snowling, Dr. Enrica Donolato, Prof. Monica Melby-Lervåg

The lockdown effect on bilingual children's leisure reading

» [Dr. Baoqi Sun](#), Dr. Chin Ee Loh

Language background, home literacy environment and emergent literacy skills in Norwegian preschoolers

» [Dr. Sara Esmaeeli](#)

Mathew effects in reading fluency during COVID-19: Findings from second grade Hebrew speaking children

» [Prof. Shelley Shaul](#), Dr. Orla Lipka, Prof. Tami Katzir

12:50pm **Oral : Open Doors**
Open Doors
 Stage - Stage 2

12:50pm **Oral : Open Doors**
Open Doors
 Stage - Stage 4



Continued from **Thursday, 15 July**

1pm

Oral : SYMP: NRP2000

SYMPOSIUM: NRP 2000 could neither support nor condemn independent reading: New evidence.

Stage - Stage 2

Chaired by: Dr. Kathleen Roskos

NRP 2000 could neither support nor condemn independent reading: New evidence: Examining the effects of a school book distribution project on children's independent reading motivation and reading outcomes (1)

» [Dr. Susan Neuman](#)

NRP 2000 could neither support nor condemn independent reading: New evidence: Personalized expert guidance of students' book choices in primary and secondary education (2)

» [Mrs. Lisa van der Sande](#), [Dr. Roel Van Steensel](#), [Prof. Adriana Bus](#)

NRP 2000 could neither support nor condemn independent reading: New evidence: Sharing literature with adolescents: A way to improve reading skills and enthusiasm for reading? (3)

» [Mrs. Mira Beukering](#)

NRP 2000 could neither support nor condemn independent reading: New evidence: A four-year trend study of adolescents' print and digital leisure reading (4)

» [Dr. Chin Ee Loh](#)

NRP 2000 could neither support nor condemn independent reading: New evidence: Resolving the lasting dispute about independent reading practice at school: A meta-analysis (5)

» [Dr. Yi Shang](#), [Dr. Kathleen Roskos](#), [Prof. Adriana Bus](#)

1pm

Oral : SYMP: Diverse supports

SYMPOSIUM: Diverse instructional supports for early writing development across contexts and orthographies

Stage - Stage 4

Chaired by: Dr. Hope Gerde

Diverse instructional supports for early writing development across contexts and orthographies: Preschoolers' private speech during spelling in Hebrew (1)

» [Prof. Dorit Aram](#), [Dr. Hadar Hazen](#)

Diverse instructional supports for early writing development across contexts and orthographies: Maternal writing support and children's early literacy in immigrant families (3)

» [Dr. Miriam Minkov](#), [Prof. Dorit Aram](#), [Dr. Mila Schwartz](#)

Diverse instructional supports for early writing development across contexts and orthographies: Conceptualizing Chinese children's early writing skills in mainland China: Associations among classroom environment and early reading and writing (4)

» [Dr. Chenyi Zhang](#), [Ms. Xiao Zhang](#), [Dr. Gary Bingham](#), [Dr. Liying Zhang](#)

Diverse instructional supports for early writing development across contexts and orthographies: Learning to write in early childhood: What's the place of phonics instruction? (5)

» [Dr. Stacey Campbell](#), [Dr. Annette Woods](#)

1:50pm

Oral : Open Doors

Open Doors

Stage - Stage 2

1:50pm

Oral : Open Doors

Open Doors

Stage - Stage 4



Continued from **Thursday, 15 July**

2pm

Oral : SYMP: Writing

SYMPOSIUM: The writing development of young elementary writers - component skills, language status, and technology.

Stage - Stage 2

Chaired by: Dr. Quentin Dixon

The writing development of young elementary writers: Component skills, language status, and technology: Examining language status and component skills as predictors of struggling second grade writing (1)

» [Dr. Keith Graham](#), Dr. Stephanie Moody, Ms. Mahjabin Chowdhury, Dr. Xueyan Hu, Mr. Victor Villasana, Ms. Mariana Melo, Ms. Macy Land, Mr. Omar Manzur, Dr. Quentin Dixon, Dr. Li-Jen Kuo

The writing development of young elementary writers: Early writing skills in children who speak English as a first (L1) or second (L2) language: The critical role of expressive vocabulary for young L2 learners (2)

» [Ms. Fan Zhang](#), Ms. Ye Shen, Dr. Adrian Pasquarella, Dr. David Coker

The writing development of young elementary writers: Do writing bursts mediate the relations of transcription skills, and language and cognitive skills for beginning writers? (3)

» [Dr. Young-Suk Kim](#)

The writing development of young elementary writers: Learning to write in a digital age: Technology-enhanced intervention for children in early elementary grades (4)

» [Dr. Quentin Dixon](#), Dr. Li-Jen Kuo, Dr. ZHUO CHEN, Dr. Stephanie Moody, Ms. Mahjabin Chowdhury, Dr. Xueyan Hu, Dr. Keith Graham

The writing development of young elementary writers: Component skills, language status, and technology: Discussant (5)

» [Dr. Catherine Snow](#)

2pm

Oral : SYMP: Spelling

SYMPOSIUM: Spelling matters! Revealing the complexity of the relation between spelling and reading

Stage - Stage 4

Chaired by: Dr. Nicole Conrad

Spelling matters! Revealing the complexity of the relation between spelling and reading: Variation in lexical quality on word reading outcomes: Assessing the quality of word-specific representations established during spelling practice (1)

» [Dr. Nicole Conrad](#)

Spelling matters! Revealing the complexity of the relation between spelling and reading: Capitalizing on shared storybooks in kindergarten: The interplay between semantics, spelling, vocabulary acquisition and learning to read (2)

» [Dr. Gene Ouellette](#)

Spelling matters! Revealing the complexity of the relation between spelling and reading: Does formal explicit instruction promote learning of words' visual aspects? Results from a quasi-experimental study on second-grade French-speaking children (3)

» [Dr. Noemia Ruberto](#), Dr. Daniel Daigle, Mx. Ahlem Ammar

Spelling matters! Revealing the complexity of the relation between spelling and reading: An evaluation of phonological recoding as the key mechanism for learning new spelling patterns during emerging readers' independent reading (4)

» [Dr. Helene Deacon](#), Ms. Rebecca Tucker

Spelling matters! Revealing the complexity of the relation between spelling and reading: Spelling fluency as a predictor of children's reading and spelling outcomes (5)

» [Dr. Helen Breadmore](#), Ms. Emily Côté, Dr. H  l  ne Deacon

2:50pm

Oral : Open Doors

Open Doors

Stage - Stage 1



Continued from **Thursday, 15 July**

2:50pm **Oral : Open Doors**
Open Doors
Stage - Stage 2

2:50pm **Oral : Open Doors**
Open Doors
Stage - Stage 3

2:50pm **Oral : Open Doors**
Open Doors
Stage - Stage 4

3pm **Oral : Read Digital**
Reading in the digital age
Stage - Stage 1
Chaired by: Dr. Jessie Ricketts

Are 'educational' apps truly educational? A comparison of pre-schoolers' letter-sound learning following short interactions with an app versus a content-matched book

» [Ms. Grace Pocock](#), Dr. Jeanne Shinsky, Dr. Jessie Ricketts

Response and effectiveness of scaffolding features in reading games

» [Ms. Laura Diprossimo](#), Mr. Harrison Gamble, Dr. Jennifer Zoski, Prof. Kate Cain, Dr. Anastasia Ushakova, Dr. Robin Irey

Hurricane! Using an interactive e-book to improve comprehension monitoring and science knowledge in middle elementary school

» [Dr. Stephanie Day](#), Dr. Jin Hwang, Dr. Tracy Arner, Dr. Danielle McNamara, Dr. Carol Connor

Transforming a data-based tutoring program in literacy to a virtual environment

» [Dr. Mark Lauterbach](#), Dr. Ginny Dembek

3pm **Oral : SYMP: Teacher knowledge**
SYMPOSIUM: Teachers' knowledge in literacy instruction and assessment
Stage - Stage 2
Chaired by: Prof. Piret Soodla

Teachers' knowledge in literacy instruction and assessment: Accuracy of special education teachers' ratings of reading difficulties (1)

» [Mrs. Riitta Virinkoski](#), Prof. Mikko Aro

Teachers' knowledge in literacy instruction and assessment: Accuracy of teachers' assessments of 3rd grade students' reading fluency and spelling skills (2)

» [Dr. Maris Juhkam](#), Prof. Piret Soodla, Prof. Mikko Aro

Teachers' knowledge in literacy instruction and assessment: Teachers' knowledge about reading comprehension processes and instructional practices (3)

» [Mrs. Kristi Jakobson](#), Prof. Piret Soodla, Prof. Mikko Aro

Teachers' knowledge in literacy instruction and assessment: A systematic review of US teacher knowledge related to literacy concepts (4)

» [Dr. Karol Moore](#), Dr. Emily Binks-Cantrell, Prof. R. Malatesha Joshi, Dr. Aida Hudson, Dr. Bing Han, Dr. Poh Wee Koh

Teachers' knowledge in literacy instruction and assessment: Discussant (5)

» [Dr. Kausalai Wijekumar](#)



Continued from **Thursday, 15 July**

3pm

Oral : Long predictors

Predictors of reading in school-aged children

Stage - Stage 3

Chaired by: Dr. Monique Sénéchal

Early oral language precursors of different types of literacy difficulties in a consistent orthography

» [Prof. George Manolitsis](#), Mr. Apostolos Kargiotidis, Dr. Ioannis Grigorakis, Dr. Angeliki Mouzaki

Causal links between comprehension and fluency dimensions including prosody from grade 2 to 4

» [Dr. Erika Godde](#), Dr. Marie-Line Bosse, Dr. Gerard Bailly

Reading fluency and reading comprehension development across grades 1 to 9: Unidirectional or bidirectional effects among the two skills?

» [Dr. Maria Psyridou](#), Prof. Asko Tolvanen, Prof. Pekka Niemi, Prof. Marja-Kristiina Lerkkanen, Prof. Anna-Maija Poikkeus, Dr. Minna Torppa

GARRE1 predicts longitudinal reading achievement across four phonological and reading skill constructs

» [Mrs. Emily Guertin](#), Dr. Andrew Adams, Ms. Joan Bosson-Heenan, Dr. Jeffrey Gruen, Dr. Jan Frijters

3pm

Oral : SYMP: Bilingual reading development

SYMPOSIUM: Bilingual reading development through cross-linguistic & neuro-behavioral perspectives

Stage - Stage 4

Chaired by: Dr. Ioulia Kovelman

Bilingual reading development through cross-linguistic & neuro-behavioral perspectives: Neuro-cognitive transfer effects on morphological processing in Chinese-English bilinguals (1)

» [Ms. Xin Sun](#), Ms. Kehui Zhang, Ms. Rebecca Marks, Mr. Chi Lin Yu, Ms. Rachel Eggleston, Ms. Nia Nickerson, Mr. Zachary Karas, Dr. Xiaosu Hu, Dr. Tai-Li Chou, Dr. Twila Tardif, Dr. Ioulia Kovelman

Bilingual reading development through cross-linguistic & neuro-behavioral perspectives: Morphological awareness in English reading in monolinguals, Spanish-English bilinguals, and Chinese-English bilinguals (2)

» [Ms. Rebecca Marks](#), Dr. Danielle Labotka, Dr. Yuuko Uchikoshi, Dr. Fumiko Hoefft, Dr. Ioulia Kovelman

Bilingual reading development through cross-linguistic & neuro-behavioral perspectives: Poor reading comprehension in English-French bilingual children (3)

» [Ms. Diana Burchell](#), Dr. Yahua Cheng, Dr. Klaudia Krenca, Dr. Kathleen Hipfner-Boucher, Dr. Stefka Marinova-Todd, Dr. Xi Chen-Bumgardner

Bilingual reading development through cross-linguistic & neuro-behavioral perspectives: The reading profiles of bilingual adolescents with reading difficulties (4)

» [Dr. Miao Li](#), Prof. John Kirby, Dr. Esther Geva, Dr. Poh Wee Koh, Dr. Huan Zhang

Bilingual reading development through cross-linguistic & neuro-behavioral perspectives: Phonological awareness and its relationship to reading among Chinese-English bilingual college students (5)

» [Ms. Nan Zhang](#), Ms. Jinglei Ren, Prof. Min Wang

3:50pm

Oral : Open Doors

Open Doors

Stage - Stage 1



Continued from **Thursday, 15 July**

3:50pm **Oral : Open Doors**
Open Doors
Stage - Stage 2

3:50pm **Oral : Open Doors**
Open Doors
Stage - Stage 3

3:50pm **Oral : Open Doors**
Open Doors
Stage - Stage 4

4pm **Oral : Assessment matters**
Assessment matters
Stage - Stage 1
Chaired by: Prof. Nicole Patton Terry

Using eye movements to predict reading comprehension scores

» [Ms. Diane Meziere](#), Dr. Lili Yu, Prof. Erik Reichle, Dr. Titus von der Malsburg, Prof. Genevieve McArthur

Listening ears or reading eyes: A meta-analysis of reading and listening comprehension comparisons

» [Dr. Virginia Clinton-Lisell](#)

Revisiting the conceptualization of traditional reading comprehension contributors for dual language learners in a new immigrant destination context

» [Ms. Min Hyun Oh](#), Dr. Jeannette Mancilla-Martinez, Dr. Jin Hwang

The ability to comprehend texts in grade 1: Typical and at-risk beginning readers

» [Ms. Marie-France Côté](#), Mrs. Line Laplante, Ms. Audrey Leblanc

4pm **Oral : SYMP: Textbook**
SYMPOSIUM: Textbook analysis around the world
Stage - Stage 2
Chaired by: Dr. Shuai Zhang

Textbook analysis around the world: An analysis of grade 4 reading textbooks used in mainland China: Do the texts and activities support higher order reading comprehension skills? (1)

» [Dr. Shuai Zhang](#), Dr. Kausalai Wijekumar, Dr. Bing Han

Textbook analysis around the world: Can textbook analysis help us understand why Croatian students seldom read their textbooks? (2)

» [Dr. Anita Peti-Stantić](#), Dr. Gordana Keresteš, Dr. Vedrana Gnjidić

Textbook analysis around the world: An analysis of reading comprehension questions in Kenyan English textbooks (3)

» [Dr. Andrea Beerwinkle](#), Dr. Debra McKeown

Textbook analysis around the world: Analysis of comprehension strategies and skills covered within grade 3-5 reading textbooks in the United States (4)

» [Dr. Alida Hudson](#), Dr. Andrea Beerwinkle, Ms. Julie Owens

Textbook analysis around the world: Is reading comprehension taken for granted? An analysis of Austrian textbooks in fourth and sixth grade (5)

» [Dr. Susann Seifert](#)



Continued from **Thursday, 15 July**

4pm **Oral : Text comp, vocabulary, and knowledge**
Text comprehension, vocabulary, and knowledge
Stage - Stage 3
Chaired by: Dr. Shelley Gray

Remembering sentences is not all about memory: The relationship between syntax, working memory, and reading comprehension

» [Dr. Mads Poulsen](#), Ms. Jessie Leigh Nielsen, Dr. Rikke Vang Christensen

Tracking vocabulary and reading growth in children from low and high socioeconomic backgrounds during the transition from primary to secondary education

» [Dr. Sanne van der Kleij](#), Prof. Adrian Burgess, Dr. Jessie Ricketts, Dr. Laura Shapiro

Transfer effects of an elementary content literacy intervention on second-graders' science content reading comprehension: A mixed methods study

» [Dr. James Kim](#), Dr. Mary Burkhauser, Dr. Jackie Relyea, Mr. Joshua Gilbert, Mr. Douglas Mosher, Dr. Ethan Scherer, Dr. Joseph McIntyre

Impact of a content-rich English language arts curriculum on kindergarten students' outcomes and teachers' read-aloud practices

» [Dr. Sonia Cabell](#), Dr. James Kim, Dr. Thomas White, Dr. HyeJin Hwang, Mr. Charles Gale, Dr. Elizabeth Hadley, Ms. Rhonda Raines, Ms. Jennifer Todd, Ms. Sen Wang

4pm **Oral : SYMP: Adults**
SYMPOSIUM: Adults with low academic skills
Stage - Stage 4
Chaired by: Dr. Daphne Greenberg

Adults with low academic skills: Prevalence of stuttering and related factors in adult struggling readers (1)

» [Dr. Ai Leen Choo](#), Dr. Daphne Greenberg, Dr. Hongli Li, Dr. Amani Talwar

Adults with low academic skills: Do struggling adult readers monitor their reading? Understanding the role of online and offline comprehension monitoring processes during reading (2)

» [Dr. Elizabeth Tighe](#), Ms. Gal Kaldes, Dr. Amani Talwar, Dr. Scott Crossley, Dr. Daphne Greenberg, Dr. Stephen Skalicky

Adults with low academic skills: Exploring thresholds between the foundational skills for reading and comprehension outcomes in the context of postsecondary readers (3)

» [Dr. Joe Magliano](#), Dr. Amani Talwar, Mr. Daniel Feller, Dr. Zuowei Wang, Dr. Tenaha O'Reilly, Dr. John Sabatini

Adults with low academic skills: Identifying poor comprehenders among postsecondary students who are not "reading ready" using MOCCA-college (4)

» [Dr. Benjamin Seipel](#), Dr. Sarah Carlson, Dr. Virginia Clinton-Lisell, Dr. Mark Davison, Dr. Patrick Kennedy

Adults with low academic skills: Writing motivation of college students in basic writing and first-year composition classes: Confirmatory factor analysis of a scale on goals, self-efficacy, beliefs, and affect (5)

» [Dr. Charles MacArthur](#), Dr. Zoi Traga Philippakos, Dr. Chuang Wang

4:50pm **Oral : Open Doors**
Open Doors
Stage - Stage 1

4:50pm **Oral : Open Doors**
Open Doors
Stage - Stage 2



Continued from **Thursday, 15 July**

4:50pm **Oral : Open Doors**
Open Doors
Stage - Stage 3

4:50pm **Oral : Open Doors**
Open Doors
Stage - Stage 4

5pm **Oral : Profiles**
Profiles of good and poor readers
Stage - Stage 1
Chaired by: Dr. Laura Steacy

Predicting poor reading in Greenland

» [Prof. Holger Juul](#), Ms. Mette Larsen Lyberth, Ms. Karina Meincke, Mr. Salik Schmidt, Dr. Mads Poulsen

Latent language-literacy profiles among Norwegian language-minority students

» [Ms. Siri Steffensen Bratlie](#), Dr. Jan-Erik Gustafsson, Dr. Janne von Koss Torkildsen

Functional illiteracy and developmental dyslexia: Looking for common roots

» [Dr. Réka Vágvolgyi](#), Dr. Kirstin Bergström, Prof. Maria Klatte, Dr. Aleksandar Bulajić, Prof. Tânia Fernandes, Prof. Michael Grosche, Prof. Falk Huettig, Prof. Jascha Rüsseler, Prof. Thomas Lachmann

The cross-linguistic heterogeneity of bilingual readers in early adolescence: A person-centered approach

» [Mr. Andrew Weaver](#), Dr. Michael Kieffer

How stable are the groups based on the double deficit hypothesis? Evidence from a dual-site longitudinal study

» [Prof. George Georgiou](#), Prof. Robert Savage, Dr. Tomohiro Inoue, Prof. Rauno Parrila

5pm **Oral : SYMP: RfU**
SYMPOSIUM: Reaping the rewards of the reading for understanding initiative.
Stage - Stage 2
Chaired by: Dr. Gina Biancarosa

Reaping the rewards of the reading for understanding initiative: The nature and development of reading comprehension (1)

» [Dr. Gina Cervetti](#)

Reaping the rewards of the reading for understanding initiative: The RfU impact on reading comprehension assessments (2)

» [Dr. Panayiota Kendeou](#)

Reaping the rewards of the reading for understanding initiative: The RfU impact on reading comprehension curriculum and instruction (3)

» [Dr. Gina Biancarosa](#), Dr. Peter Afflerbach, Dr. P. David Pearson, Mr. Matthew Hurt

Reaping the rewards of the reading for understanding initiative: Reaping the rewards, seeding the future (4)

» [Dr. P. David Pearson](#), Dr. Annemarie Palincsar

Reaping the rewards of the reading for understanding initiative: Discussant

» [Dr. Paul van den Broek](#)



Continued from **Thursday, 15 July**

5pm **Oral : Spelling**
Spelling matters
Stage - Stage 3
Chaired by: Dr. Susan Chambre

Prevalence of isolated reading and spelling difficulties in Chinese: Differential demand of lexical route in reading and spelling

» [Mr. Edmond Cheung](#), Prof. Connie S.-H. Ho, Prof. Kevin Chung, Prof. David Chan, Ms. Suk-man Tsang, Ms. Suk-han Lee, Dr. Yui Chi Fong, Dr. Patcy Yeung, Ms. Ching Yan Kwok

Does early spelling predict literacy skills uniquely?

» [Prof. Stine Engmose](#), Prof. Holger Juul

Spelling predictors: Investigating the role of phonological ability and rapid naming in a large cross-sectional British study

» [Dr. Georgia Niolaki](#), Dr. Janet Vousden, Dr. Aris Terzopoulos, Dr. Laura Taylor, Prof. Jackie Masterson

Investigating the relationship between spelling and handwriting: Longitudinal evidence from French-speaking primary school children

» [Dr. Claire Gosse](#), Dr. Michael Parmentier, Prof. Marie Van Reybroeck

Effects of lexicality in copying and dictation tasks in first-grade children

» [Ms. Elise Blampain](#), Prof. Marie Van Reybroeck

5pm **Oral : SYMP: Dynamic**
SYMPOSIUM: Dynamic interactions between brain changes and reading development
Stage - Stage 4
Chaired by: Prof. Maaïke Vandermosten

Dynamic interactions between brain changes and reading development: Deciphering causality in the association between cortical structure and reading skills across development (1)

» [Dr. Florence Bouhali](#), Dr. Luxi Feng, Prof. Emilio Ferrer, Prof. Timothy Brown, Prof. Terry Jernigan, Prof. Richard Wagner, Dr. Fumiko Hoeft

Dynamic interactions between brain changes and reading development: Visual N1 sensitivity to letters in kindergarten and during primary school in children with familial risk for dyslexia (2)

» [Dr. Gorka Fraga](#), Dr. Georgette Pleisch, Ms. Sarah Di Pietro, Mrs. Jasmin Neuenschwander, Prof. Susanne Walitza, Prof. Daniel Brandeis, Dr. Iliana Karipidis, Prof. Silvia Brem

Dynamic interactions between brain changes and reading development: The involvement of familial risk for dyslexia in pre-reading white matter differences (3)

» [Ms. Lauren Blockmans](#), Dr. Fumiko Hoeft, Prof. Jan Wouters, Prof. Pol Ghesquière, Prof. Maaïke Vandermosten

Dynamic interactions between brain changes and reading development: Training-induced white matter plasticity in pre-readers at risk for dyslexia (4)

» [Ms. Maria Economou](#), Prof. Jolijn Vanderauwera, Dr. Toivo Glatz, Ms. Femke Vanden Bempt, Ms. Shauni Van Herck, Prof. Pol Ghesquière, Prof. Jan Wouters, Prof. Maaïke Vandermosten

Dynamic interactions between brain changes and reading development: Plasticity and learning: How interventions shape white matter development (5)

» [Prof. Jason Yeatman](#), Dr. Elizabeth Huber

Friday, 16 July

9:20am **Oral : Open Doors**
Open Doors
Stage - Stage 2



Continued from **Friday, 16 July**

9:20am **Oral : Open Doors**
Open Doors
Stage - Stage 4

9:30am **Oral : SYMP: RDoC**
SYMPOSIUM: RDoC framework or diagnostic and treatment protocols for understanding reading and language deficits?
Stage - Stage 2
Chaired by: Prof. George C. Spanoudis

RDoC framework or diagnostic and treatment protocols for understanding reading and language deficits? Mentalizing ability in children with language deficits (1)

» [Ms. Evgenia-Peristera Kouki](#), Prof. George C. Spanoudis, Prof. Timothy C. Papadopoulos

RDoC framework or diagnostic and treatment protocols for understanding reading and language deficits? The number of syllables effect in Finnish word recognition (2)

» [Ms. Lisa Hintermeier](#), Dr. Jarkko Hautala, Prof. Mikko Aro

RDoC framework or diagnostic and treatment protocols for understanding reading and language deficits? The influence of parental difficulties and the home learning environment on reading and mathematical development across grades 1 and 9 (3)

» [Mrs. Daria Khanolainen](#), Dr. Maria Psyridou, Dr. Gintautas Silinskas, Prof. Marja-Kristiina Lerkkanen, Prof. Pekka Niemi, Prof. Anna-Maija Poikkeus, Dr. Minna Torppa

RDoC framework or diagnostic and treatment protocols for understanding reading and language deficits? Typical and atypical development of visual expertise for print: A systematic review of the visual word N1 (N170w) about reading ability (4)

» [Ms. Kathleen Kay Amora](#), Ms. Ariane Tretow, Ms. Cara Verwimp, Dr. Jurgen Tijms, Prof. Paavo Leppänen, Prof. Valéria Csépe

RDoC framework or diagnostic and treatment protocols for understanding reading and language deficits? Music training studies for reading difficulties: What we know and where we need to go (5)

» [Ms. Maria Ioanna Zavogianni](#), Dr. Ferenc Honbolygó, Dr. Maja Kelić

9:30am **Oral : Word Recog**
Word recognition matters
Stage - Stage 4

Morphological knowledge among low SES adolescents is hindered by semantic information

» [Dr. Shani Kahta](#), Dr. Ayelet Sasson, Dr. Miki Cohen, Mrs. Mali Kiassi-Lebel, Prof. Rachel Schiff

The role of morphology in word recognition of Greek early school children

» [Dr. STYLIANI TSESMELI](#), Ms. MARGARITA XANTHAKI

Keeping an eye on effort: The promise of pupillometry in the study of word reading and word learning

» [Mrs. Adi Shechter](#), Mr. David L. Share

A comparison of three methods of irregular word reading instruction for beginning readers

» [Dr. Danielle Colenbrander](#), Dr. Saskia Kohnen, Dr. Elisabeth Beyersmann, Dr. Serje Robidoux, Dr. Signy Wegener, Ms. Tara Arrow, Prof. Kate Nation, Prof. Anne Castles

The role of inhibitory control in irregular word reading: Evidence from a large-scale longitudinal study

» [Ms. Yani Qiu](#), Dr. Sarah Griffiths, Prof. Courtenay Norbury, Dr. Joanne Taylor

RAN objects less efficient for decoders than for children using lexical processes

» [Ms. Margot Fromont](#), Prof. Marie Van Reybroeck



Continued from **Friday, 16 July**

10:20am **Oral : Open Doors**
Open Doors
Stage - Stage 2

10:20am **Oral : Open Doors**
Open Doors
Stage - Stage 4

10:30am **Oral : Intervention**
Focus on intervention and pedagogy
Stage - Stage 2
Chaired by: Prof. Holger Juul

Video-conferencing literacy interventions can improve reading scores: A pilot study

» [Dr. Saskia Kohnen](#), Dr. Erin Banales, Prof. Genevieve McArthur

Educators' perspectives about teaching and supporting students with learning difficulties in reading

» [Dr. Tanya Serry](#), Prof. Pamela Snow, Prof. Lorraine Hammond, Ms. Emina McLean, Prof. Jane McCormack, Dr. Penny Levickis

Eye tracker and skin conductance in bilingual children's heritage language reading process

» [Dr. He Sun](#), Prof. Adriana Bus

A shared reading intervention for phonological awareness

» [Dr. Daphne Barker](#), Dr. Anne Hesketh, Dr. Emma Hughes-Parry

Co-designing reading interventions with teachers: An implementation science approach

» [Dr. Sarah McGeown](#), Dr. Laura Shapiro, Dr. Jessie Ricketts

10:30am **Oral : Syntax**
Syntax and prosody
Stage - Stage 4
Chaired by: Dr. Shelley Tong

Comma, or no comma? Syntactic and prosodic motivations for adults' comma use

» [Dr. Nenagh Kemp](#), Dr. Rebecca Treiman

Acoustic features of oral reading prosody and the relation with reading fluency and reading comprehension in Taiwanese children

» [Dr. Wei-Lun Chung](#)

Measuring syntactic comprehension: A comparison of three syntax tests

» [Ms. Jessie Leigh Nielsen](#), Dr. Rikke Vang Christensen, Dr. Mads Poulsen

The relationship between stress cue sensitivity and reading: A study with Korean-English bilingual children

» [Dr. Jeong Hyun Park](#), Dr. Li-Jen Kuo, Dr. Quentin Dixon

Word- and text-level processes contributing to fluent reading of word lists and sentences

» [Dr. Sietske van Viersen](#), Prof. Athanassios Protopapas, Prof. Peter de Jong

12:50pm **Oral : Open Doors**
Open Doors
Stage - Stage 2



Continued from **Friday, 16 July**

12:50pm **Oral : Open Doors**
Open Doors
Stage - Stage 4

1pm **Oral : SYMP: SBR**
SYMPOSIUM: Shared book-reading & children's socio-emotional development in various contexts and cultures
Stage - Stage 2
Chaired by: Dr. Deborah Bergman Deitcher

Shared book-reading & children's socio-emotional development in various contexts and cultures: Mothers' discourse during shared reading of books that deal with "positive" and "negative" emotions in different genres (1)

» [Dr. Rotem Schapira](#), Dr. Deborah Bergman Deitcher, Prof. Dorit Aram

Shared book-reading & children's socio-emotional development in various contexts and cultures: Promoting socio-emotional learning through shared book reading: Examining teacher's strategies and children's responses in Singapore kindergartens (2)

» [Ms. Siew Chin Ng](#), Dr. Sabrina Sun

Shared book-reading & children's socio-emotional development in various contexts and cultures: Teacher socioemotional support during shared book-reading & toddlers in poverty's engagement and vocabulary learning (3)

» [Prof. Annmarie Hindman](#), Prof. Barbara Wasik, Dr. Patricia Snyder

Shared book-reading & children's socio-emotional development in various contexts and cultures: An SBR intervention to promote mental-emotional expression among Arab-Israeli preschoolers (4)

» [Dr. Deborah Bergman Deitcher](#), Prof. Dorit Aram, Ms. Mona Dwairy, Ms. Mabsam Khalaily-Shahadi

Shared book-reading & children's socio-emotional development in various contexts and cultures: Discussant (5)

» [Dr. Susan Neuman](#)

1pm **Oral : SYMP: diversity**
SYMPOSIUM: Understanding vulnerability, diversity and discrimination in the context of literacy development and education
Stage - Stage 4
Chaired by: Prof. Clare Wood

Understanding vulnerability, diversity and discrimination in the context of literacy development and education: Targeting instruction or promoting inequity? Segregation and the reading development of elementary second language learners in the U.S. (1)

» [Dr. Michael Kieffer](#)

Understanding vulnerability, diversity and discrimination in the context of literacy development and education: The role of socioeconomic status in Chinese and English word reading among Hong Kong bilingual children (2)

» [Prof. Catherine McBride](#)

Understanding vulnerability, diversity and discrimination in the context of literacy development and education: The influence of mealtime language on children's linguistic outcomes in rural Africa (3)

» [Dr. Pamela Wadende](#), Dr. Henriette Zeidler, Dr. Laura Shapiro

Understanding vulnerability, diversity and discrimination in the context of literacy development and education: A framework for understanding vulnerability to reading difficulties (4)

» [Prof. Nicole Patton Terry](#)

Understanding vulnerability, diversity and discrimination in the context of literacy development and education: Discussant

» [Prof. Clare Wood](#)



Continued from **Friday, 16 July**

1:50pm **Oral : Open Doors**
Open Doors
Stage - Stage 1

1:50pm **Oral : Open Doors**
Open Doors
Stage - Stage 2

1:50pm **Oral : Open Doors**
Open Doors
Stage - Stage 3

1:50pm **Oral : Open Doors**
Open Doors
Stage - Stage 4

2pm **Oral : Early literacy**
Early literacy development
Stage - Stage 1
Chaired by: Dr. Shayne B. Piasta

Syllable-first rather than letter-first to improve phonemic awareness

» [Ms. Maria Vazeux](#), Dr. Nadège Doignon-Camus, Dr. Marie-Line Bosse, Dr. Gwendoline Mahé, Ms. Teng Guo, Dr. Daniel Zagar

The effect of oral vocabulary on early reading development: A meta-analysis

» [Dr. Lana Jago](#), Prof. Kate Cain, Dr. Katie Alcock, Prof. Padraic Monaghan

Immediate and longitudinal results from a preschool efficacy trial of a small-group, emergent literacy intervention implemented under routine conditions

» [Dr. Shayne Piasta](#), Dr. Jessica Logan, Dr. Cynthia Zettler-Greeley, Dr. Laura Baillet, Dr. Kandia Lewis, Ms. Leah Thomas, Ms. Robin Sayers

Predicting kindergarten outcomes from early childhood growth in early literacy/language skills

» Dr. Ruth Kaminski, [Dr. Jacob Gray](#), Dr. Roland H. Good III

Language and literacy opportunities and early childhood learning gains: Foundations for reading comprehension

» [Dr. Laura Cutler](#), Dr. Shayne B. Piasta, Mr. Nathan P. Helsabeck, Dr. Kelly M. Purtell, Dr. Rachel E. Schachter, Dr. Clarielle Gabas

Vocabulary acquisition through interactive book reading: An ever-growing gap?

» [Ms. Silke Vanparys](#), Ms. Eline Decraene, Ms. Emma Jenquin, Prof. Hilde Van Keer

2pm **Oral : SYMP: Digital**
SYMPOSIUM: The design and use of early literacy digital materials: What's new? What's working?
Stage - Stage 2
Chaired by: Prof. Adriana Bus

The design and use of early literacy digital materials: What's new? What's working? E-book reading in kindergarten and story comprehension support (1)

» [Dr. Ofra Korat](#)



Continued from **Friday, 16 July**

The design and use of early literacy digital materials: What's new? What's working? Small changes, big impact: Can reducing cognitive load in educational media support low-income preschoolers' vocabulary learning? (2)

» [Dr. Preeti Samudra](#), Dr. Kevin Wong, Dr. Susan Neuman

The design and use of early literacy digital materials: What's new? What's working? Potentiating young children's story comprehension with high-quality digital storybooks (3)

» [Dr. Karen Burstein](#)

The design and use of early literacy digital materials: What's new? What's working? A comparison of children's reading on paper versus screen: A meta-analysis (4)

» Dr. Natalia Kucirkova, [Prof. Adriana Bus](#)

The design and use of early literacy digital materials: What's new? What's working? Discussant (5)

» [Dr. Kathleen Roskos](#)

2pm

Oral : SYMP: Beyond

Beyond reading comprehension

Stage - Stage 3

Chaired by: Dr. Quentin Dixon

Reading minds and reading text: The relationship between theory of mind and reading in adult readers

» [Dr. Sophie Jackson](#)

Linguistic barriers to civic engagement

» [Ms. Kaitlyn Battershill](#), Dr. Victor Kuperman

Using canonical correlation to explore differences in the distribution of literacy and numeracy skills

» [Ms. Heather Wild](#), Dr. Aki-Juhani Kyröläinen, Dr. Victor Kuperman

Health literacy: Cohesion, vocabulary, and reader characteristics interact to affect comprehension of written health information

» [Mr. Kole Norberg](#), Dr. Dawna Duff, Dr. Margaret McKeown

What does it mean to read in math: Examining components of reading and mathematics that inform math problem solving

» [Ms. Aishwarya Nair](#), Dr. Adam K. Dubé

2pm

Oral : Text Structure

Text structure

Stage - Stage 4

Chaired by: Prof. Elinor Saiegh-Haddad

Inference training in reading of expository texts in middle grade classes: Effects on L1- and L2-inferencing and reading comprehension

» [Mr. Henrik Balle Nielsen](#)

Effects of text structure instruction in grades 4 and 5

» [Mrs. Suzanne Bogaerds-Hazenbergh](#), Dr. Jacqueline Evers-Vermeul, Prof. Huub van den Bergh

Students' strategic processing of expository and narrative texts

» [Mrs. Anke Schmitz](#), Mrs. Wiebke Dannecker

Beyond comprehension processes: Effects of semiotic modes on reading comprehension of multimodal texts in science

» [Dr. Pablo Escobar](#), Prof. Maximiliano Montenegro, Mrs. Katy Asem, Prof. Alejandra Meneses

Investigating the reliability and validity of a measure of text structure awareness in grades 4-5

» [Dr. John Strong](#)

2:50pm

Oral : Open Doors

Open Doors

Stage - Stage 1



Continued from **Friday, 16 July**

2:50pm **Oral : Open Doors**
Open Doors
Stage - Stage 2

2:50pm **Oral : Open Doors**
Open Doors
Stage - Stage 3

2:50pm **Oral : Open Doors**
Open Doors
Stage - Stage 4

3pm **Oral : At risk**
At risk readers
Stage - Stage 1
Chaired by: Dr. Daphne Greenberg

Is a procedural learning deficit a causal risk factor for developmental language disorder or dyslexia? A meta-analytic review

» [Dr. Gillian West](#), Prof. Monica Melby-Lervåg, Dr. Charles Hulme

Surface dyslexia can be detected in transparent orthographies too: The case of Turkish

» [Dr. Selçuk Güven](#), Dr. Naama Friedmann

Inference generation in children with Childhood Epilepsy with Centro-Temporal Spikes (CECTS)/Rolandic Epilepsy (RE)

» [Dr. Gillian Francey](#), Dr. Nicola Currie, Dr. Adina Lew, Dr. Christian De Goede, Dr. Helen Basu, Dr. Anand Iyer, Prof. Kate Cain

Effective screening in reading for culturally and linguistically diverse students

» [Dr. Shawn Kent](#)

Spelling abilities of children and adolescents with Williams syndrome

» [Ms. Caroline Greiner de Magalhães](#), Prof. Cláudia Cardoso-Martins, Prof. Carolyn B. Mervis

3pm

Oral : SYMP: Teacher

***SYMPOSIUM: Investigating teacher knowledge of reading-related constructs: New aspects and angles**

Stage - Stage 2

Chaired by: Mrs. Tiffany Peltier

Investigating teacher knowledge of reading-related constructs: New aspects and angles: Teaching older struggling readers: Novice teachers' knowledge of foundational reading skills (1)

» [Ms. Abby Pierce](#), Dr. Erin Washburn

Investigating teacher knowledge of reading-related constructs: New aspects and angles: Teacher candidates' literacy achievement, literacy habits, and print exposure: Implications for literacy instruction (2)

» [Dr. Louise Spear-Swerling](#), Dr. Hannah Dostal

Investigating teacher knowledge of reading-related constructs: New aspects and angles: Examining SLPs', general and special education teachers', and reading specialists' knowledge of developmental language disorder (3)

» [Dr. Karla McGregor](#), Mrs. Tiffany Peltier, Dr. Benjamin Heddy, Dr. Tiffany Hogan



Continued from **Friday, 16 July**

Investigating teacher knowledge of reading-related constructs: New aspects and angles: Pre-service teachers' knowledge, skills, and use of data-based decision making for reading instruction (4)

» [Dr. Erin Washburn](#), Dr. Miranda Fitzgerald, Dr. Samantha Gesel

Investigating teacher knowledge of reading-related constructs: New aspects and angles: Preparing preservice teachers for the science of teaching reading (5)

» [Dr. Emily Binks-Cantrell](#), Dr. Alida Hudson, Dr. Kausalai Wijekumar

3pm

Oral : Morphology

Focus on morphology

Stage - Stage 3

Chaired by: Prof. Suzanne Adlof

Understanding morphological knowledge: Modeling frameworks matter

» [Mr. Jarl Kleppe Kristensen](#), Dr. Björn Andersson, Ms. Siri Steffensen Bratlie, Dr. Janne von Koss Torkildsen

Contrasting print-based morphological decoding and oral language analysis morphology in struggling readers in grade 3

» [Prof. Robert Savage](#), Dr. H el ene Deacon, Prof. George Georgiou

Morphological interventions for struggling adolescent readers: A meta-analysis

» [Mrs. Cheryl Lyon](#), Dr. Devin Kearns

The critical role of morphology in Arabic reading

» [Dr. Sana Tibi](#), Ms. Ashley Edwards, Prof. Chris Schatschneider, Prof. John Kirby

Morphology and reading skills in Arabic-speaking refugee children

» [Mrs. Redab Janaideh](#), Dr. Sana Tibi, Dr. Xi Chen-Bumgardner

3pm

Oral : SYMP: age

SYMPOSIUM: What's age got to do with it? Learning to read in a second language

Stage - Stage 4

Chaired by: Dr. Alexandra Gottardo

What's age got to do with it? Learning to read in a second language: The role of age and experience in language and literacy attainment: An examination of different age groups of Syrian refugee children (1)

» [Dr. Alexandra Gottardo](#), Ms. Redab Al Janaideh, Ms. Norah Amin, Dr. Adriana Soto-Corominas, Dr. Xi Chen, Ms. Farah Wahib, Dr. Johanne Paradis

What's age got to do with it? Learning to read in a second language: Effects of age and the socio-economic status on English learning and motivation to learn a second language in Iranian immigrants and second generation immigrants in Canada (2)

» [Mr. Ali Jasemi](#), Dr. Alexandra Gottardo

What's age got to do with it? Learning to read in a second language: The development of strategies used by English-French bilingual children to discriminate languages with a shared alphabet (3)

» [Ms. Krystina Raymond](#), Dr. Xi Chen, Dr. Diane Pesco, Dr. H el ene Deacon

What's age got to do with it? Learning to read in a second language: A longitudinal study on the role of word reading fluency: Learning French as a second language (4)

» [Ms. Michelle Ru Yun Huo](#), Dr. Poh Wee Koh, Dr. Xi Chen

What's age got to do with it? Learning to read in a second language: L1, L2, and L3 reading among multi-linguals of different age groups: Learners in the Philippines (5)

» [Dr. Portia Padilla](#), Dr. Alexandra Gottardo

3:50pm

Oral : Open Doors

Open Doors

Stage - Stage 1



Continued from **Friday, 16 July**

3:50pm **Oral : Open Doors**
Open Doors
Stage - Stage 2

3:50pm **Oral : Open Doors**
Open Doors
Stage - Stage 3

3:50pm **Oral : Open Doors**
Open Doors
Stage - Stage 4

4pm **Oral : Teach Know**
Teacher knowledge and the classroom environment
Stage - Stage 1
Chaired by: Dr. Sonia Cabell

Educating the future: Addressing preservice teachers' knowledge gaps in dyslexia

» [Dr. Susan Chambre](#), Dr. Molly Ness

Investigating the effects of an interdisciplinary neuroscience-education learning module on teachers' dyslexia knowledge

» [Dr. Alida Anderson](#), Dr. Eric Schuler, Mr. Kyle Mitchell

Teachers' knowledge about the phonological, morphological, and orthographic characteristics of spelling

» [Dr. Ramona Pittman](#), Dr. Amanda Lindner

Do teacher language scaffolds support academic language learning? Design and validation of a measure of linguistically-supportive oral language instruction

» [Dr. Emily Phillips Galloway](#)

The effects of distant professional development model on second grade teachers' instruction and students' quality of procedural papers

» [Dr. Zoi Traga Philippakos](#), Dr. Ashley Voggt

4pm **Oral : SYMP: Meta**
SYMPOSIUM: Dimensions of metalinguistic awareness
Stage - Stage 2
Chaired by: Dr. Dianna Townsend

Dimensions of metalinguistic awareness: Contributions of language and executive functioning to homonym knowledge in linguistically diverse students (1)

» [Dr. Ana Tobaada Barber](#), Dr. Dianna Townsend, Dr. Kelly Cartwright

Dimensions of metalinguistic awareness: Long term English learners' vocabulary and reading comprehension: Supporting growth and closing gaps (2)

» [Dr. Dianna Townsend](#), Dr. Amy Crosson, Ms. Lizeth Lizzaraga-Duenas, Ms. Lisa Johnson, Ms. Rachel Knecht

Dimensions of metalinguistic awareness: Exploring shared risk factors for higher-order comorbidity in reading and mathematics among language minority learners (3)

» [Dr. Jeannette Mancilla-Martinez](#), Dr. Dianna Townsend, Dr. Eunsoo Cho, Dr. Jin Hwang, Dr. Lynn Fuchs, Dr. Pamela Seethaler, Dr. Douglas Fuchs

Dimensions of metalinguistic awareness: Playing with language - Best practices for MA instruction (4)

» [Dr. Marcy Zipke](#), Dr. Dianna Townsend



Continued from Friday, 16 July

Dimensions of metalinguistic awareness: Discussant

» [Dr. Michael Kieffer](#), Dr. Dianna Townsend

4pm

Oral : Orthography

Orthography matters

Stage - Stage 3

Chaired by: Dr. Beth Phillips

How do the dynamics of orthographic processing vary in children according to task? The differential impact of display time variations in three canonical orthographic tasks

» [Mr. Brice Brossette](#), Dr. Royce Anders, Prof. Jonathan Grainger, Prof. Bernard Lété

A systematic review on orthographic learning via self-teaching

» [Ms. Annie Yixun Li](#), Prof. Min Wang

Is orthographic knowledge a strength or a weakness in individuals with dyslexia? Evidence from a meta-analysis

» [Ms. Dalia Martinez](#), Prof. George Georgiou, Dr. Ana Vieira, Dr. Guo Kan

Spelling "difficult" words: A more nuanced measure of lexical quality based on orthographic neighborhood

» [Mr. Bowen Wang](#), Dr. Anne Cunningham

Orthographic influences on phonological awareness in school-aged children with persisting dyslexia, resolving dyslexia, and typical word reading skills

» [Dr. Lauren Baron](#), Mrs. Anna Ehrhorn, Mr. Peter Shlanta, Dr. Bethany Bell, Dr. Jane Ashby, Prof. Suzanne Adlof

4pm

Oral : SYMP: Dynamic learning

SYMPOSIUM: The use of dynamic learning tasks to predict growth in reading, identify children at risk of literacy and related difficulties and forecast response to intervention.

Stage - Stage 4

Chaired by: Dr. Hannah Nash

The use of dynamic learning tasks to predict growth in reading, identify children at risk of literacy difficulties and forecast response to intervention: Dynamic assessments of decoding and vocabulary: Preliminary investigation of their validity (1)

» [Dr. Eunsoo Cho](#), Ms. Eun Ha Kim, Ms. Cyde Katherine Josol

The use of dynamic learning tasks: Morphological awareness in the first year of schooling contributes to reading comprehension after a year of formal literacy instruction (2)

» [Dr. Sara Whyllie](#), Dr. Anna Cunningham, Prof. Clare Wood, Dr. Helen Breadmore

The use of dynamic learning tasks: Using kindergarten dynamic assessment of language to predict future reading comprehension difficulty (3)

» [Prof. Douglas Petersen](#), Dr. Maureen Staskowski

The use of dynamic learning tasks: Can a dynamic vocabulary learning task add to the prediction of growth in reading comprehension and the identification of children with reading comprehension difficulties? (4)

» [Dr. Hannah Nash](#), Dr. Paula Clarke, Dr. Anna S. Gellert, Dr. Anna Weighall, Dr. Christopher Dixon, Dr. Emily Oxley

The use of dynamic learning tasks: Predicting longer-term outcomes of a morphological vocabulary intervention using a dynamic assessment of morphological analysis (5)

» [Dr. Anna S. Gellert](#), Dr. Elisabeth Arnbak

4:50pm

Oral : Open Doors

Open Doors

Stage - Stage 1



Continued from **Friday, 16 July**

5pm **General : Closing**
Closing session and business meeting
Stage - Stage 1

On Demand

12 July 10am **Bundle: 1 Sessions released on-demand**
POSTERS: Adult reading

1 of 1 **Poster : Adult reading**
Adult reading matters

12 July 10am **Bundle: 1 Sessions released on-demand**
POSTERS: Learning difficulties

1 of 1 **Poster : Learning difficulties**
Readers with learning difficulties

12 July 10am **Bundle: 1 Sessions released on-demand**
POSTERS: Comprehension

1 of 1 **Poster : Comprehension**
Comprehension

12 July 10am **Bundle: 1 Sessions released on-demand**
POSTERS: Language matters

1 of 1 **Poster : Scripts, bilingual, L2**
Different scripts, bilingual and second language learners

12 July 10am **Bundle: 1 Sessions released on-demand**
POSTERS: Assessment and intervention

1 of 1 **Poster : Assessment and Intervention**
Assessment and intervention

12 July 10am **Bundle: 1 Sessions released on-demand**
POSTERS: Word reading and vocabulary

1 of 1 **Poster : Word read vocab**
Word reading and vocabulary