Sunday, March 23, 1997

5:00 p.m. - 7:00 p.m.  Concurrent Session A (con't)
Froma P. Roth, Deborah L. Speece, David H. Cooper
University of Maryland
The developmental connection between oral language and early reading: A longitudinal study

5:00 p.m. - 7:00 p.m.  Concurrent Session B
(Salon V, 3rd floor)
Chair: Connie Varnhagen, University of Alberta
Anthony V. Manzo, Kim McNeley
University of Missouri-Kansas City, UMKC Med. Ctr.
Potential problems of brain mapping in reading research
Francoise Vitu, G. W. McConkie
ONRS - Universite’ Rene’ Descartes, Beckman Institute, UIUC
On the relation between word processing and eye movements
P.G. Aaron, R.M. Joshi
Indiana University, Oklahoma State University
Developmental changes in word reading speed processing strategy
Therese Fitzpatrick, Jim Wagner
Brock University
The implicit and explicit learning of a pronunciation rule in word recognition
Joanne F. Carlisle
Northwestern University
Reading morphologically complex words
Egbert M.H. Assink, Caroline Vooyys
Utrecht University, Netherlands
Prefixes as access units in morphologically complex words

9:00 p.m. - 12:00 a.m.  Vital Issues
Reception/Informal Discussion
(Private Dining Room 17, 5th floor)
Facilitator: Joanna Uhry, Fordham University

See Next Page for Monday’s schedule

Saturday, March 22, 1997

9:00 a.m. - 12:00 noon  Board Meeting
(Location TBA)
11:00 a.m. - 6:30 p.m.  Registration
(Foyer of Private Dining Rm. 17, 5th fl.)
1:00 p.m. - 2:30 p.m.  Plenary Session

Chair: Jamie Metsala, University of Maryland
Joseph K. Torgesen, Richard K. Wagner,
Carol A. Rashotte
Florida State University
Preventing reading disabilities: Results from 2-1/2 years of intervention
Dustin Heuston, Maureen A. Marron
Waterford Institute
Success at learning to read: A preliminary look at the Waterford Early Reading Program
Jeremiah Ring, Barbsra Wise, Richard Olson
University of Colorado
The long-term effects of computer-based remedial reading instruction
Barbara W. Wise, Richard K. Olson
University of Colorado
Two years of phonological awareness and comprehension instruction on talking computers
Peter Reitsma
Paedologisch Institut Amsterdam
Remediation of reading problems by using CAI
Alice A. Wilder, Joanna Williams
Teachers College, Columbia University
Instruction in the generation and generalization of themes for students with learning disabilities

3:00 p.m. - 4:45 p.m.  Plenary Session
(Private Dining Room 17, 5th floor)
Chair: Hugh Catts, University of Kansas
Frank Manis
University of Southern California
Cognitive profiles in dyslexic reading subgroups
Alexandra Gottardo, Keith E. Stanovich,
Robindra Sidhu, Linda S. Siegel
University of British Columbia, University of Ontario, University of British Columbia
The search for subtypes of developmental dyslexia in adults

Sunday, March 23, 1997

1:00 p.m. - 2:15 p.m.  Lunch Break
2:15 p.m. - 4:35 p.m.  Concurrent Session A
(Private Dining Room 17, 5th floor)
Chair: Gale M. Sinatra, University of Utah
Hugh W. Catts, Mark Fey, Bruce Tomblin
University of Kansas, University of Iowa
Language deficit in reading disabilities
Louis Volante, Alexandra Gottardo, Keith Stanovich
University of Toronto
Subtypes of reading disability: Differences in real word and pseudoword pronunciation errors
Frank R. Vellutino
SUNY Albany
The importance of early identification and early intervention in diagnosing reading disability: A Longitudinal study of literacy development in difficult to remediate and readily remediated poor readers
Elissa D. Newby-Clark  
*University of Waterloo*  
The deficits in phonemic awareness and naming speed: Effects on response to training

Tamara Garon, Richard K. Wagner  
*Florida State University*  
The effect of linguistic complexity on young children’s phonological awareness

Mina C. Johnson, Barbara Wise, Richard K. Olson  
*University of Colorado, Boulder*  
Effects of training in phonological awareness and reciprocal teaching on the comprehension of reading disabled 2nd through 5th graders

Javier Gayan, Helen E. Patta, Richard K. Olson  
*University of Colorado, Boulder*  
Genetic influences on reading disability subtypes

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**2:15 p.m. - 4:35 p.m. Concurrent Session B**  
**(Salon V, 3rd floor)**

**Chair:** Egbert Assink, *Utrecht University*

Arthur C. Graesser, Cheryl A. Bowers, Brent Olde,  
*University of Memphis*  
Tracking agents in literary short stories

Sandra Stotsky  
*Harvard Graduate School*  
How the cultural contents of current reading series affect the development of a literate reading vocabulary

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**Saturday, March 22, 1997**

**5:00 p.m. - 6:30 p.m. Plenary Session (con’t)**

Rhona Stainthorp  
*The University of Reading*  
The non-word reading skills of precocious readers

Rhona Johnston  
*University of St. Andrews, Scotland*  
Nonword reading deficits in poor readers

**9:00 p.m. - 12:00 a.m. Vital Issues**  
Reception/Informal Discussion  
**(Private Dining Room 17, 5th floor)**

**Facilitator:** Joanna Uhry, *Fordham University*

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**Sunday, March 23, 1997**

**7:30 a.m. - 5:00 p.m. Registration**  
**(Foyer, Private Dining Rm. 17, 5th floor)**

**8:30 a.m. - 10:30 a.m. Concurrent Session A**  
**(Private Dining Room 17, 5th floor)**

**Chair:** Sandra Stotsky, *Harvard Graduate School*

Ronald P. Carver  
*University of Missouri at Kansas City*  
The relationship between spelling and reading rate for graduate students

R. Maletesha Joshi, P.G. Aaron  
*Oklahoma State University, Indiana University*  
The regularity effect in spelling

Connie K. Varnhagen  
*University of Alberta*  
Segmentation in children’s spelling

Jennifer Susan Smith, R.T. Elliot  
*University of New South Wales*  
Spelling instruction by phonemic analysis versus letter name: Effects on spelling and reading

Sarah Ahmed, Linda J. Lombardino  
*University of Florida*  
An investigation of phonological patterns in invented spelling of kindergarten children

Monique J.W.L. Coenen  
*University of Nijmegen*  
The development of orthographic representations

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**Sunday, March 22, 1997**

**8:30 a.m. - 10:30 a.m. Concurrent Session B**  
**(Salon V, 3rd floor)**

**Chair:** Margaret Steffensen, *Illinois State University*

Kim Sunseth  
*University of Waterloo*  
The relationship between digit naming speed and orthography in children with and without phonological deficits

Patricia G. Bowers  
*University of Waterloo*  
Exploration of the link between processes tapped by rapid naming tests and orthographic skill

Ron Stringer, Keith E. Stanovich  
*University of Toronto, OISE/UT*  
The performance of reading disabled adults on temporal processing tasks: A test of the “timing deficit hypothesis”

Cheryl A. Cisero Durwin, James M. Royer  
*Wayne State University, University of Massachusetts*  
Evidence for phonological deficits and orthographic skill in disabled college readers

Maureen A. Marron  
*University of Pittsburgh*  
The role of phonological awareness in the reading ability of adult literacy students

Dolores Perin  
*Teachers College, Columbia University*  
Relation of functional reading ability to writing skills in adult literacy students

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**10:30 a.m. - 11:00 a.m. Coffee Break**  
**(Private Dining Room 17, 5th floor)**

**11:00 a.m. - 1:00 p.m. Concurrent Session A**  
**(Private Dining Room 17, 5th floor)**

**Chair:** James M. Royer, *University of Massachusetts*

Ralph E. Reynolds, Kathleen J. Brown, Dale Niederhauser, Woodrow Trathen  
*University of Utah, Appalachian State University*  
Selective attention, individual differences, and learning from text
Gale M. Sinatra, Kathleen J. Brown, Ralph E. Reynolds
University of Utah
Predictors of successful reading comprehension: A longitudinal study

Sunday, March 23, 1997

11:00 a.m. - 1:00 p.m. Concurrent Session A (con't)
Jane Oakhill, Kate Cain, Peter Bryant
University of Sussex, UK, University of Oxford
Factors that contribute to individual differences in children’s comprehension skill

Kate Cain
University of Sussex
How knowledge about reading is related to young children’s reading comprehension failure

Roger Bruning, Barbara Schweiger, John Neitfeld
University of Nebraska
The role of observation in reading

Patricia A. Alexander, P. Karen Murphy
University of Maryland
What counts: The predictive powers of subject-matter knowledge, interest, strategic processing in expository text comprehension

11:00 a.m. - 1:00 p.m. Concurrent Session B
(Salon V, 3rd floor)
Chair: Patricia Bowers, University of Waterloo

Esther Geva
University of Toronto
The contribution of morphosyntactic and orthographic knowledge to second language word recognition

Leslie Wade-Wooley
University of Toronto and University of British Columbia
A comparison of the word recognition and sublexical processing of ESL learners with different orthographies

Ilana Ben-Dror, Michal Shan, Bet Berl, Tova Grinfeld
Hebrew University, Jerusalem, Teachers College
Perception and production of semantic, phonologic and morphologic relationship between spoken Hebrew words: Comparison between reading disabled and normal readers

Aydin Durgunoglu, Banu Oney
University of Minnesota@Duluth, Bogazici University
Beginning reading and reading difficulties: Effects of language and orthography

Karin Landerl
University of Salzburg
Word and nonword reading in four different orthographies

Margaret S. Steffensen, Ernest T. Goetz,
Xiaoguang Cheng
Illinois State University, Texas A&M, Liaoning Normal University
Linguistic representation in bilingual readers: Dual coding in Chinese and English

Saturday, March 22, 1997

3:00 p.m. - 4:45 p.m. Plenary Session (con’t)
Penny Chiappe, Keith Stanovich, Linda Siegel
Ontario Institute for Studies in Education/University of Toronto, University of British Columbia
A timely look at the timing deficit hypothesis of developmental dyslexia

Arlene R. Young
Clarke Institute of Psychiatry, Toronto
Relationship of phonological analysis and naming speed to training effects among dyslexic readers

James M. Royer, Cheryl A. Cisero Durwin, Loel Tronsky
University of Massachusetts, Wayne State University, University of Massachusetts
Word fluency training in severe dyslexic readers transfers to higher level reading skills

Richard K. Olson
University of Colorado
Processing speed and the genetic etiology of reading disability

Sandra Whitehouse, Dan Woltz, Gale M. Sinatra, Ted Packard
University of Utah
Comparing dyslexic and normal readers’ implicit memory for phonological processing

5:00 p.m. - 6:30 p.m. Plenary Session
(Private Dining Room 17, 5th floor)
Chair: Malt Joshi, Oklahoma State University

Philip B. Gough
University of Texas
How interactive is word recognition?

Jamie L. Metsala, Keith E. Stanovich, Gordon D. A. Brown, Betty Ruei
University of Maryland, University of Toronto, University of Warwick, University of Maryland
Regularity effects and the phonological deficit account of reading disabilities: A meta-analytic review

Joanna K. Uhry
Fordham University
Fingerpoint-reading as a predictor of sight word acquisition

Heinz Wimmer, Heinz Mayringer, Karin Landerl
University of Salzburg, Austria
What deficit underlies reading difficulties in a more regular orthography
2:15 p.m. - 4:35 p.m. Concurrent Session B (con't)

Mariam Jean Dreher, William Schafer  
*University of Maryland*  
An analysis of reading achievement from the engagement perspective based on the 1992 National Assessment of Educational Progress

Stephen R. Burgess, Christopher J. Lonugan  
*Florida State University*  
A meta-analysis examining the impact of the preschool home literacy environment on reading development: Paper lion or king of the reading jungle?

Ludo Verhoeven  
*Nymegen University, Netherlands*  
Early literacy development and sociocultural variation

David K. Dickinson, Miriam Smith  
*Educational Development Center*  
Fostering teacher reflection on language in Head Start classrooms

Ramie A. Robeson, Frederick J. Morrison  
*Loyola University Chicago*  
Discrepancy between parental aspirations/expectations and literacy promoting activities

5:00 p.m. - 7:00 p.m. Concurrent Session A  
(Private Dining Room 17, 5th floor)

Chair: Richard K. Olson, *University of Colorado*

Rollanda E. O’Connor, Timothy A. Slocum, Linda Lisowski  
University of Pittsburgh, Utah State University  
Do low-skilled children learn blending more easily than segmenting? Evidence from four prereader studies

Kenyatta O. Rivers, Linda J. Lombardino  
*University of Central Florida, University of Florida*  
Generalization of early metalinguistic skills in a phonological decoding study with first-graders at-risk for reading failure

Greta Massetti, Frederick J. Morrison  
*Loyola University, Chicago*  
Effects of schooling on phonological segmentation and reading

Che Kan Leong  
*University of Saskatchewan*  
What is the nature of phonemic awareness in reading Chinese?

Robert Scholes  
*University of Florida*  
The case against phonemic awareness

Monday, March 24, 1997

8:00 a.m. - 9:45 a.m. Invited Symposium  
(Private Dining Room 17, 5th floor)
Chair: Patricia Alexander, University of Maryland

Jan Dole
University of Utah
Comprehension instruction

John Guthrie
University of Maryland
Motivation variables: Links to basic reading processes

P. David Pearson
Michigan State University
Returning to our roots - the need to understand the early acquisition of reading

Barbara Foorman
University of Houston
Future directions in reading disability research

Richard C. Anderson
University of Illinois
Future directions in reading research

9:45 a.m. - 10:15 a.m. Coffee Break
(Private Dining Room 17, 5th floor)

10:15 a.m. - 11:00 a.m. Presidential Address
(Private Dining Room 17, 5th floor)

Linnea Ehri
CUNY Graduate School
Learning to read and spell

11:00 a.m.-12:00 p.m. Business Meeting
(Private Dining Room 17, 5th floor)

12:30 p.m.-3:00 p.m. Board Meeting
(lunch included)
(Location TBA)
# Fourth Annual Meeting

## Society for the Scientific Study of Reading

**March 22 - 24, 1997**  
Palmer House  
17 East Monroe  
Chicago, IL  60603  
1-800-HILTONS or 312-726-7500 ext. 5990 or 5991

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