Friday, 17 April 1998

10:30 a.m. - 9:30 p.m. - Registration

12:30 to 2:30 p.m. - Plenary Session
Phonemic Awareness Plus - Regency A, Hyatt

Gale Sinatra, University of Utah = Chair

12:30 1. Philip B. Gough - University of Texas at Austin - Phonemic awareness as a predictor of reading achievement
12:45 2. Pieter Reitsma, & R. Wesseling - Paedologisch Institut -VU Amsterdam - Precursors to phonological awareness
1:00 3. Carsten Elbro, Ina Beining Borstrom & Dorthe Klint Peterson - University of Copenhagen - The roots of phoneme awareness: prediction of gains in phoneme awareness in trained and untrained kindergartners
1:15 4. Deborah L. Speece, David H. Cooper & Froma P. Roth - University of Maryland - Accounting for growth in early reading and phonological awareness: Analysis of the contributions of oral language
1:30 5. Barbara Foorman, David J. Francis, Jack Fletcher, Christopher Schatschneider & Colleen Calson - University of Texas and University of Houston - Manipulating phonological awareness within kindergarten programs that vary in explicitness of code instruction
1:45 6. Rhona Johnston & Joyce Watson - University of St. Andrews - The role of letter knowledge in developing reading, spelling and phonemic awareness skills in 5 yr olds
2:00 7. Jane Oakhill & Fiona Kyle - University of Sussex - The relation between phonological awareness and working memory
2:15 8. Frederick J. Morrison, Megan Williams, & Greta Massetti - Loyola University Chicago - The contributions of IQ and schooling to academic achievement

Coffee Break - 2:30 to 2:45 p.m. - TBA

2:45 to 4:45 p.m. - Plenary Session
Comprehension & Text Processing - Regency A, Hyatt

Tamara Jetton, University of Utah = Chair

2:45 1. Kate Cain & Jane Oakhill - University of Sussex - Comprehension skill and the use of context
3:00 2. P. Karen Murphy, Pat Alexander, Michelle Buehl & Christopher
2:45 to 4:45 p.m. - Plenary Session
Comprehension & Text Processing - Regency A, Hyatt - (Con’t.)

3:15 3. Kate Nation & Margaret Snowling - University of York - Semantic processing and the development of word recognition: Evidence from children with reading comprehension difficulties
3:45 5. Donna Salmen & Ralph E. Reynolds - University of Utah - Comprehension strategy differences between good and poor readers
4:00 6. Jennifer Wiley & Keith Rayner - University of Massachusetts - Effects of titles on processing of text: Evidence from eye-movement
4:15 7. Robert Calfee - Stanford University - School of Ed - Skill and will, want to and can do
4:30 8. Arthur Graesser & Tim Bragdon - University of Memphis - Propagating information about who knows what in literary short stories

Dinner Break 4:45 to 7:00:00 to 8:30 p.m. - Interactive Papers in a Poster Format

Session # 1 - Reading, Writing, & Technology  Regency A, Hyatt - (Con’t.)
6. Heather J. Bachman - Loyola University - Black-white differences in early literacy at school entry: Race or social class?
7. Catherine Crain-Thoreson, Crystal N. Neva, & Darcy Bradley - Western Washington University - Does the Slingerland method work? One district's story
8. Alison Mack & Charles Hall - University of Toronto and University of Connecticut - Misclassification in one- and two- population models
9. Walter Sa, Keith Stanovich, & Richard West - University of Toronto - Text dependency in argument evaluation: The role of cognitive ability and dispositions toward decontextualize thought
10. Betty Ann Levy & Derrick Bourassa - McMaster University - Slow versus fast namers: benefits of segmentation and whole word training
12. Maria Giulia Cataldo - University of Sussex - Spatial representation of the text and search strategies in good and poor comprehenders

Session # 2 - Development/ESL  Windsor A, Hyatt
Linnea Ehri, CUNY = Facilitator
1. Joanne F. Carlisle, Margaret Beeman, Lyle H. Davis & Galila Spharim - City University of New York - Do Matthew effects begin before school begins?
2. Ramie Robeson Cooney - Loyola University - Influence of parental control and work-related social skills on early literacy skills
3. Leonard Katz & Elena Grigorenko - Yale University & Moscow State University - Russian children's reading
4. Robindra Sidhu, Barbara Valeska Schuster & Esther Geva - OISE, University of Toronto - The role of frequency, regularity and consistency on word recognition in ESL and non-ESL populations
5. Sherri L. Horner - City University of New York - Do Matthew effects begin before school begins?
6. Stephen R. Burgess - Southwestern Oklahoma State University - The
influence of speech perception, oral language ability, the home literacy environment, and preceding knowledge on growth of phonological sensitivity: A one-year longitudinal study

Friday, 17 April 1997

7:00 to 8:30 p.m. - Interactive Papers in a Poster Format

Session # 2 - Development/ESL  Windsor A. Hyatt - (Con't.)

7. Kate Christian - Loyola University - Kindergarten schooling effect on children's growth in referential communication
8. Emily Hanson - Loyola University Chicago - Predicting school adaption: Links between kindergarten social skills and elementary school achievement and aggression
9. M. Griss & R. Kruk - Bishops University - The Effects of summed spatial frequency redundancy of primes, prime duration, and neighborhood information on lexical access
10. Catherine Christo - Calif. State University, Sacramento - A comparison of the stored orthographic representations of three different reader/speller groups
11. Kelly Ann Parise, Karen Baker, & Patricia Bowers - University of Waterloo - Symbol naming speed as a predictor of reading development
12. Gale M. Sinatra, Kathleen Brown, & Ralph E. Reynolds - University of Utah - Linguistic and orthographic awareness

Session # 3 - Reading Disability  Windsor B. Hyatt
Charles Perfetti, University of Pittsburgh = Facilitator

1. Ron Stringer & Keith E. Stanovich - OISE/University of Toronto - On the possibility of cerebellar involvement on reading disability
2. R.S. Kruk - Bishop's University - Effects of color and peripheral information in sentence reading by disabled readers
3. Jeremiah Ring, Barbara W. Wise, & Richard K. Olson - University of Colorado - An Investigation of the double deficit hypothesis in a computer-based remediation program
4. Patricia Bowers, Elissa Newby-Clark, & Kim Sunseth - University of Waterloo - Parametric explorations of single and double deficits in rapid naming and phonemic awareness in grade 3
5. Theresa A Deeney - Tufts University - Building environments: The utility of reading aloud to remedial seventh graders
6. Megan M. McClelland - Loyola University - Children at risk for literacy problems
7. Megan M. Dixon & Richard K. Wagner - Florida State University - Comparing spelling and reading measures in the identification of dyslexia subtypes
8. Stephanie Al Otaiba, Lynn Fuchs, & Doug Fuchs - Peabody College, Vanderbilt University - Peer-assisted learning strategies for kindergarten students
Friday, 17 April 1997

7:00 to 8:30 p.m. - Interactive Papers in a Poster Format

Session # 3 - Reading Disability  Windsor B, Hyatt  - (Con't.)

9.  J. Anne Calhoon & Lauren Leslie - University of Wisconsin- Madison and Marquette University - A longitudinal study of the influences of rime neighborhood on rime recognition in lists and stories

10. Laurie E. Cutting & Joanne Carlisle - Johns Hopkins, Northwestern - A model of the relationships among rapid automatized naming (RAN) and other predictors of word reading

11. Linda Lombardino, T. Oakland, J. Kranzler, H. Kane, C. Leonard, M. Saravansos - University of Florida - Neurological foundations of reading disabilities, Part 1, Behavioral characteristics that discriminate college students with and without developed dyslexia


13. Christiana Leonard, W. King, L. Lombardino, A. Freeman, C. Mohr, J. Kranzler, T. Oakland - University of Florida - Neurobiological foundations of reading disabilities: Part 3, College students with compensated dyslexia do not have anomalous asymmetry of the plenum

9:30 p.m. to 11:30 p.m. - Board Meeting - TBA
8:00 p.m. to 12:00 midnight - Vital Issues - TBA
Facilitator:

Saturday, 18 April 1997

8:30 to 10:30 a.m. - Concurrent Sessions

Session # 1 - Phonological Processing  Regency A, Hyatt  - (Con't.)

9:30 4.  Christopher J. Lonigan & Stephen R. Burgess - Florida State University and Southwestern Oklahoma State University - Emergence of phonological processing abilities in preschool children: A confirmatory analysis

9:50 5.  Wim H.J. van Bon - University of Nijmegen - Phonological ability at preschool and reading and spelling achievement in first grade

10:10 6.  Christopher Schatschneider, David J. Francis, Barbara R Foorman & Jack M. Fletcher - University of Houston and University of Texas - Phonological awareness: What is it and how much is enough?

Session # 2 - Reading Disabilities  Windsor A, Hyatt
Anne Cunningham, University of California @ Berkeley = Chair

8:30 1.  Jose Morais, Alain Content, & Nathale Genard - Universite' Libre de Bruxelles - A longitudinal study of reading and spelling in developmental dyslexia: Universal factors and impact of the orthographic system

8:50 2.  Heinz Wimmer, Heinz Mayringer, Thomas Raberger & Brigit Stadler - University of Salzburg, Austria - Reading and balancing: Evidence against the automatization deficit explanation of developmental dyslexia

9:10 3.  Solveig-Alma H. Lyster - University of Oslo - Preventing reading failure and predicting reading outcome: A follow-up study


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<tr>
<th>Time</th>
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<th>Title</th>
<th>Presenters</th>
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<tbody>
<tr>
<td>10:45</td>
<td>1.</td>
<td>Spelling</td>
<td>Virginia W. Berninger &amp; Robert D. Abbot - University of Washington</td>
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<td>- Spelling is not the simple inverse of word recognition</td>
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<td>2.</td>
<td>Over-pronunciation: Regularizing the spelling-sound relationship helps</td>
<td>Anna M.T. Bosman - University of Nijmegen</td>
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<td>learning to spell</td>
<td>- Over-pronunciation: Regularizing the spelling-sound relationship helps</td>
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<td>3.</td>
<td>Recognizing base and derived forms of words and children's spelling</td>
<td>Che Kan Leong - University of Saskatchewan, Canada</td>
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<td>- A developmental study</td>
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<td>11:45</td>
<td>4.</td>
<td>Analogy and context sensitivity in children's spelling</td>
<td>Stuart E. Bernstein &amp; Rebecca Treiman - Ferris State University</td>
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<td>and Wayne State University</td>
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<td>- Analogy and context sensitivity in children's spelling</td>
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<td>5.</td>
<td>The mutual contribution of contextual reading to spelling accuracy</td>
<td>Michal Shany, Ilana Ben-Dror - Bet-Berl College and Hebrew</td>
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<td>10:45</td>
<td>1.</td>
<td>Preschool factors affecting language and literacy development in</td>
<td>David K. Dickinson, Miriam W. Smith &amp; Theodore P. Cross - Educational</td>
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<td>kindergarten</td>
<td>Development Center and Brandeis University - Preschool factors affecting</td>
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<td>language and literacy development in kindergarten</td>
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<td>2.</td>
<td>Preschoolers' literacy and its relation to socio-economic literate</td>
<td>Iris Levin &amp; Dorit Aram - Tel Aviv University and Tel Aviv and Hakibbutzim</td>
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<td>environment and maternal mediation: A study in a &quot;developmental town&quot;</td>
<td>College - Preschoolers’ literacy and its relation to socio-economic</td>
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<td>Home factors during the preschool years affecting language and</td>
<td>Catherine Snow, Patton O. Tabors, &amp; Keven Roach - Harvard Graduate School</td>
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<td>literacy development in kindergarten</td>
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<td>4.</td>
<td>Underlying linguistic processes</td>
<td>Ludo Verhoeven - Nijmegan University - Early literacy development and</td>
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<td>sociocultural variation</td>
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<td>12:05</td>
<td>5.</td>
<td>Finger-point reading in kindergarten</td>
<td>Joanna K. Uhry - Fordham University - Finger-point reading in kindergarten</td>
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<td>State University - What's in a name? Children's knowledge</td>
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Lunch Break 12:45 to 2:00

2:00 to 4:00 p.m. - Concurrent Sessions

Session # 1 - Disabled Readers: Subtypes  Regency A, Hyatt
Malt Joshi, Oklahoma State University = Chair

2:00 1. Elissa D. Newby-Clark & Patricia Greig Bowers - University of Waterloo - The effects of single and double deficits in phonemic awareness and naming speed on use of orthographic pattern knowledge

2:20 2. Alyssa Goldberg, Maryanne Wolf, Robin Morris & Maureen Lovett - Tufts University, Georgia State University and Toronto Hospital for Sick Children - A test of the double deficit hypothesis


3:00 4. A. Castles, R.K. Olson, J. Gayan, H.E. Datta - University of Melbourne and University of Colorado at Boulder - Genetic and environmental influences on subtypes of developmental dyslexia

3:20 5. Hugh W. Catts & Marc Fey - University of Kansas - Subtyping poor readers: An alternative to IQ- achievement discrepancy

3:40 6. J. Gayan, S. Cherry, L. Cardon, D. Fulker, W. Kimberling, R. Olson, B. Pennington, S. Smith, J. DeFries - University of Colorado, Sequana Therapeutics, University of Denver, and Boys Town Research Hospital - A Genetic locus for deficits in component reading skills

Session # 2 - Language Issues and Reading  Gibbons A, Hyatt
Jane Oakhill, University of Sussex = Chair

2:00 1. Andrew Biemiller - University of Toronto - Oral vocabulary, word identification, and reading comprehension in English second language and English first language elementary school children

2:20 2. Ester Geva, Alison Mack, Clara Merbaum, Margaret Lam & Lesley Wade-Wolley - OSIE/University of Toronto and University of British Columbia - Learning to read in a second language (L2): Does L2 oral proficiency matter?

2:40 3. Nancy E. Jackson, M. Everson, C. Ke, J. Coyne, H. Doellinger - University of Iowa - What can we learn about phonological and orthographic processing in beginning reading from second-language learners? The case of Americans learning Chinese

4:00 to 5:15 p.m. - Awards Session - Regency A, Hyatt
Ralph E. Reynolds, University of Utah = Chair

1 Alvin Liberman, University of Connecticut, Yale University, Haskins Laboratory - Why the scientific study of reading must probe more deeply into speech

2 Donald Schankweiler, University of Connecticut, Haskins Laboratory - Words to meanings

Coffee Break - 5:15 to 5:30 p.m. - TBA

5:30 to 7:30 p.m. - Concurrent Sessions

Session # 1 - Reading, Writing, & Technology  Gibbons A, Hyatt
Joanne Carlisle, Northwestern University = Chair

5:30 1. Mark Sadoski & Ernest T. Goetz - Texas A&M University - Concreteness effects and syntactic modification in written composition

5:50 2. Jay Blanchard, Gary Anderson, & John Behrens - Arizona State University - The family-school connection and technology: Effects on standardized achievement test scores

6:10 3. Joseph Shimon - University of Haifa - Decomposition of word elements: Evidence from Hebrew

6:30 4. Evelin Witruk, Thomas Lachmann, Judith Grve, & Hans-Georg Geissler - University of Leipzig, Germany - Dyslexia and age specificity of visual matching performance with different types of
### Saturday, 18 April 1997

#### 5:30 to 7:30 p.m. - Concurrent Sessions

**Session # 1 - Reading, Writing, & Technology**  
**Gibbons A, Hyatt** (Con't.)

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<td>7:10</td>
<td>6.</td>
<td>Bente E. Hagtvet - University of Oslo</td>
<td>Emotional and linguistic precursors of reading disabilities</td>
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**Session # 2 - Components of Reading and Development**  
**Cunningham A, Hyatt**  
**Kate Cain, University of Sussex** = Chair

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<tr>
<td>5:30</td>
<td>1.</td>
<td>William H. Rupley &amp; Victor L. Willson - Texas A&amp;M University</td>
<td>Exploring stages and phases of reading development</td>
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<td>5:50</td>
<td>2.</td>
<td>Jan Mejding &amp; Peter Allerup - Danish National Institute for Educational Research</td>
<td>Reading development from grade 3 to grade 8 - A longitudinal study</td>
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<td>6:10</td>
<td>3.</td>
<td>Virginia Cronin, Janne Buisseret, Michelle Lawrence, Daniel Stephenson &amp; Julie Quinn - Mount St. Vincent University</td>
<td>Individual differences in component processes of reading</td>
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<td>6:30</td>
<td>4.</td>
<td>Ronald P. Carver - University of Missouri at Kansas City</td>
<td>What is the best way to measure pronunciation knowledge, decoding knowledge, spelling knowledge, and orthographic knowledge?</td>
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<td>6:50</td>
<td>5.</td>
<td>R. Malatesta Joshi &amp; P.G. Aaron - Oklahoma State University and Indiana State University</td>
<td>The simple view of reading made a little more complex</td>
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<td>7:10</td>
<td>6.</td>
<td>Anthony Manzo, Andrew Lang, &amp; Amy Barnhill - University of Missouri-Kansas City</td>
<td>Factor analysis suggests four subtypes of proficient readers</td>
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#### 8:00 p.m. to 12:00 midnight - Vital Issues - TBA

Facilitator: TBA
Sunday, 19 April 1998

9:00 to 11:00 a.m. - Concurrent Sessions
Session # 1 - Words & Spellings - Topeka, Embassy Suites
Lesly Wade-Wooley, University of British Columbia = Chair

9:00  1. Rhona Stainthorp - University of Reading - Morpho-syntactic influences on spelling: A study of the development of the spelling of the past tense morpheme using a proof reading
9:20  2. Egbert M. H. Assink & H. Nefs - Utrecht University, Psychology Dept - Processing morphologically complex words
9:40  3. Hollis S. Scarborough & Raquel M. Domgaard - Brooklyn College of CUNY and Haskins Laboratories - An exploration of the relationship between reading and rapid serial naming
10:00 4. Linnea Ehri, Alison Soffer, Eleanor Hanlon, & Simone Nunes - CUNY Graduate School - Graphophonemic awareness: Development in elementary students
10:20 5. Victor H.P. van Daal, Herman J. Ader - Free University - Effects of frequency and versatility of consistent letter clusters on the naming of words
10:40 6. Alexandra Gottardo, Linda S. Siegel & Keith E. Stanovich - Grand Valley State University (1); University of British Columbia (2); University of Toronto (3) - The development of orthographic processing skills

Session # 2 - Reading Disabilities - Sante Fe, Embassy Suites
Anthony Manzo, University of Missouri at Kansas City = Chair

9:00 1. Richard K. Olson, Jacqui Hulsander & Anne Castles - University of Colorado and University of Melbourne - Individual differences among children with reading disability
9:20 2. James M. Royer, Kenneth Rath, & Loel Tronsky - University of Massachusetts - Cognitive component profiles of disabled, poor, and normal readers
9:40 3. Marc Joanisse, Franklin Manis, Mark Seidenberg & Patricia Keating - University of Southern California and UCLA - Heterogeneity of language deficits in dyslexia
10:00 4. Frank Manis - University of Southern California - Development of dyslexic subtypes
10:20 5. Monica Biscaldi, Gernot Gutjahr & Burkhart Fischer - Brain Research Unit - Institute of Biophysics, University of Freiburg - Impairment of voluntary sacade generation in dyslexia
10:40 6. Linda S. Siegel & Liliane Sprenger-Charolles - University of British Columbia - Phonological mediation and orthographic factors in silent reading in French: A comparison of dyslexics, below average, and average readers

Sunday, 19 April 1998

11:15 to 12:15 p.m. - Business Meeting
TBA

12:30 to 2:30 p.m. - Board Meeting
TBA