

Society for the Scientific Study of Reading

Eleventh Annual Meeting
of
TripleSR

Program 2004



June 27 –30, 2004

Rode Hoed
Keizersgracht 102
Amsterdam

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Society for the Scientific Study of Reading

c/o Darlene Beeman

UMKC School of Education

5100 Rockhill Road, 319 ED

Kansas City, MO 64110, USA

Phone: + 1 (816) 235-2245

Fax: + 1 (816) 235-5270

beemand@umkc.edu or see <http://www.triplesr.org/>

Program Annual Meeting of SSSR - 2004

Sunday, June 27, 2004 - Grote zaal

14: 00-15: 40 **Registration**

14: 00-15: 30 Board Meeting (Banningzaal)

15: 40 Opening: Joanna Williams (President SSSR)

15: 50 In memory to Ronald P. Carver Hugh W. Catts

16: 00-17: 15 Distinguished Scientific Contributions Award (DSCA) chair: Uta Frith

Award recipient and speaker: **Linnea C. Ehri**
Learning to read words: Theory, findings and issues.

17: 30 Canal cruise (optional; 1 hour guided tour)

Monday, June 28, 2004 - Grote zaal

8: 30-10: 30 **Eye movements in reading.** Chair: Florian Hutzler

- 1 Jessica Nelson (jen33+@pitt.edu; University of Pittsburgh), Erik Reichle, Charles A. Perfetti. *Components of word familiarity.*
- 2 Reinhold Kliegl (kliegl@rz.uni-potsdam.de; University of Potsdam), Ralf Engbert, Antje Nuthmann. *SWIFT: A computational model of eye-movement control during reading.*
- 3 Menno Van der Schoot (M.van.der.Schoot@psy.vu.nl; Vrije Universiteit Amsterdam), Horsley, T.M., Vasbinder, A.L., Reitsma, P., Van Lieshout, E.C.D.M. *The role of reading strategies in reading comprehension: Evidence from eye fixations.*
- 4 Florian Hutzler (fhutzler@zedat.fu-berlin.de; Freie Universität Berlin), Heinz Wimmer. *Poor readers' eye movements: No deficits in oculomotoric control during a reading-like visual-search task.*
- 5 Maria de Luca (maria.deluca@uniroma1.it; IRCCS Fondazione Santa Lucia), Pierluigi Zoccolotti. *Eye movements and developmental dyslexia in Italian readers.*
- 6 Barbara J. Juhasz (bjjuhasz@psych.umass.edu; University of Massachusetts), Keith Rayner. *Eye movements and the use of spatial information during English compound word recognition.*

10: 30-11: 00 **Coffee & Tea break**

11: 00-12: 40 **Eye movements (cont.)** Chair: Florian Hutzler

- 7 Erik D. Reichle (reichle+@pitt.edu; University of Pittsburgh), Natasha Tokowicz, Charles A. Perfetti. *Using ERP to examine eye-movement control during reading.*
- 8 Keith Rayner (rayner@psych.umass.edu; University of Massachusetts, Amherst). *Discussant.*

Reading comprehension I. Chair: Nicola Yuill

- 1 Paul van den Broek (pvdbroek@umn.edu; University of Minnesota), Kendeou, M. White, J. Butler, J. Lynch, A. Murphy, K. Kremer. *Precursors to Reading Comprehension: A longitudinal investigation of basic language skills and comprehension skills from Kindergarten to Second Grade.*
- 2 Carol McDonald Connor (cconnor@umich.edu; University of Michigan), Frederick J. Morrison, Jocelyn N. Petrella. *Effective reading comprehension instruction: Examining child by instruction interactions.*
- 3 Carsten Elbro (ce@cphling.dk; University of Copenhagen). *Predicting reading comprehension in grade 7 - from preschool abilities and parent's SES and abilities.*

12: 40-13: 10 **Lunch break**

13: 10-15: 00 **Interactive papers**

15: 00-15: 20 **Coffee & Tea break**

15: 20-17: 20 **Reading comprehension I (cont.)**. Chair: Kate Cain

- 4 Jennifer G. Cromley (Jcromley@aol.com; University of Maryland College Park), R. Azevedo, D. Moos, F. Fried. *Developmental patterns in searching for information in hypermedia.*
- 5 Pascal Gygax (Pascal.gygax@unifr.ch; University of Fribourg), Julien-François Gerber. *Inferring character's emotional status: Plausibility does not mean relevance.*
- 6 Amos van Gelderen (A.J.S.vanGelderen@uva.nl; University of Amsterdam), Rob Schoonen, Reinoud Stoel. *The development of L1 and L2 reading comprehension: A longitudinal autoregression analysis.*
- 7 Noel Gregg (Knoelgregg@aol.com; University of Georgia), Randy Floyd, Jennifer Hartwig. *Reading comprehension: cognitive and linguistic predictors across the lifespan.*
- 8 Joanna Williams (jpw15@columbia.edu; Teachers College, Columbia University), K. Brooke Stafford, Marianne Beerstecher, Abigail Nubla. *Teaching reading comprehension in the context of content instruction.*
- 9 Nicola Yuill (nicolay@sussex.ac.uk; University of Sussex), Adam Galpin, Rebecca Lloyd-Lyon, Karen Bain. *The role of understanding ambiguity in children's reading comprehension.*

18:00 - 19:00 **Reception Town Hall** (Welcome by the City of Amsterdam)

Monday, June 28, 2004 - Grote zaal

13: 10-15: 00 Interactive papers

- 1 Lee Farrington-Flint (l.b.farrington-flint@open.ac.uk; Open University), Clare Wood, Katherine H. Canobi, Dorothy Faulkner. *Strategic variability and the precise nature of analogy in children's early reading.*
- 2 Gabriel Lee (gabriel@lit.tamagawa.ac.jp; Tamagawa University). *Rauding in a second language.*
- 3 Iris Levin (irisl@post.tau.ac.il; Tel Aviv University). *Letter names and letter sounds as a foundation for word recognition.*
- 4 Pamela R. Jacobs (prj6@columbia.edu; Teachers College, Columbia University), Joanna P. Williams. *Expository text comprehension instruction for at-risk first grade students.*
- 5 Cláudia Cardoso-Martins (cacau@fafich.ufmg.br; Universidade Federal de Minas Gerais), Ricardo Fernandes Napoleão de Souza, Letícia Siqueira Lemos, Marcela Fulanete Corrêa. *What is the nature of young children's syllabic spellings?*
- 6 Guy Trainin (gtrainin2@unl.edu; University of Nebraska Lincoln), Kathleen, M. Wilson, Robert, C. Calfee, Kimberly, A. Norman. *The role of metacognition in reading and spelling acquisition.*
- 7 Bente E. Hagtvet (bente.hagtvet@isp.uio.no; University of Oslo), Sol A. H. Lyster, Erna Horn. *The relationship of phonemic awareness, rapid automatized naming and reading skills in normal and disordered development: A longitudinal study of children of dyslexic parents.*
- 8 Vanessa E.G. Martens (v.e.g.martens@uva.nl; University of Amsterdam), Peter F. de Jong. *Explaining the RAN-reading relationship: The effect of case mixing on the acquisition of orthographic knowledge.*
- 9 Alain L. Vasbinder (AL.Vasbinder@psy.vu.nl; Vrije Universiteit Amsterdam), Menno van der Schoot, Tako Horsley, Pieter Reitsma, Ernest van Lieshout. *Distinguishing between informative and noninformative text items during reading: An eye fixation study.*
- 10 Jean Saint-Aubin (evans@psy.uoguelph.ca; University of Guelph), Mary Ann Evans. *Preschool children's eye movements during shared book reading.*
- 11 David Pun-lok Kwan (pldk@graduate.hku.hk; University of Hong Kong), Connie Suk-han Ho. *Basic eye movement indices of Chinese dyslexic children and the relationship with various visual skills.*
- 12 George K. Georgiou (georgiou@ualberta.ca; University of Alberta), Rauno Parrila. *Rapid Automatized Naming components and reading acquisition in first grade.*
- 14 Dan Morgan (dmorgan@lblp.com; Lindamood-Bell Learning Processes). *A successful district model that leaves no child behind.*
- 15 Martine Gijssel (m.gijssel@ped.kun.nl; University of Nijmegen), A. Bosman, L. Verhoeven. *Reading difficulties in Grade 1: A comparison of the effects on decoding skills of a semantically rich context and a semantically poor context intervention program.*
- 16 Shelley O'Carroll (shelleyoc@worldonline.co.za; University of London), Jane Hurry. *Understanding the symbolic nature of written language: how children from a disadvantaged community in South Africa develop an understanding of the alphabetic principle.*
- 17 Marcin Szczerbinski (m.szczerbinski@sheffield.ac.uk; University of Sheffield), Agnieszka Reid, Ewa Iskierka-Kasperek, Peter Hansen. *A multiple case study of Polish developmental dyslexics: Implications for a theory of developmental dyslexia.*
- 18 Maria Chiara Levorato (chiara.levorato@unipd.it; University of Padova), Barbara Nesi, Maja Roch. *Text reading comprehension and the understanding of literal and ambiguous sentences: a follow-up study in primary school children.*
- 19 Betty Ann Levy (Levy@McMaster.ca; McMaster University). *Rereading fluency gains: Modality of practice.*
- 20 Claire Cameron (cameronc@umich.edu; University of Michigan), Frederick J. Morrison. *A Structural Equation Model of self-regulation and early literacy development in preschool children.*
- 21 Sandra Lyn Martin-Chang (smartinchang@hotmail.com; McMaster University), Betty Ann Levy. *Transfer of fluency from two types of training: Words presented in context versus words presented in lists.*
- 22 Jørgen Frost (jorgen.frost@statped.no; Bredtvet kompetansesenter, Oslo), Sigrid Madsbjerg, Jan Niedersøe, Åke Olofsson, Peer M. Sørensen. *Prediction of reading development: From 3 to 16 years of age.*
- 23 George Manolitsis (gmanolitsis@edc.uoc.gr; University of Crete). *The relation between metalinguistic skills and reading acquisition in Greek-speaking children: The neglected role of preschoolers' syntactic awareness.*
- 24 Rebecca S. Betjemann (rbetjema@nova.psy.du.edu; University of Denver), Janice M. Keenan. *Priming in children with reading disabilities.*

- 25 Nancy L. Corbett (ncorbett@edu15.coe.ufl.edu; University of Florida). *A componential study of a summer reading comprehension program for middle school students.*
- 26 Debra Jared (djjared@uwo.ca; University of Western Ontario), Pierre Cormier, Lesly Wade-Woolley, Betty Ann Levy. *Pseudoword repetition in kindergarten predicts second language vocabulary acquisition.*
- 27 Liesbeth van Beijsterveldt (L.vanbeijsterveldt@ped.kun.nl; University of Nijmegen), Janet van Hell. *Temporal organization in written narratives of typically and atypically developing children.*
- 28 Virginia Cronin (vcronin@gwu.edu; George Washington University). *Early automatization in double deficit groups.*
- 29 Gerheid Scheerer-Neumann (scheerer@rz.uni-potsdam.de; Universität Potsdam), Carola D. Hofmann. *Using reading strategies and gender specific materials to promote reading comprehension in German-speaking male 6th graders.*
- 30 Jennifer Roberts (jenny.roberts@temple.edu; Temple University), Scott, K., Lambrecht-Smith, S., Macaruso, P., Hodgson, J., & Locke, J. *Preliteracy skills of dyslexic children.*
- 31 Shih-wei Chen (pure_lander@yahoo.com; University of Maryland), Min Wang. *Pinyin or Zhu-yin-fu-hao: which better predicts phonological awareness at onset-rhyme and phonemic levels?*
- 32 Barbara T. Schmidt (bschmidt@molloy.edu; Molloy College, New York), Loraine K. Obler, Martin Chodorow. *Individual dissociations in reading subskills.*
- 33 Gail McCoubrey (gail.mccoubrey@mail.mcgill.ca; McGill University), Ronald Stringer. *Relationships between rapid naming and reading in English- and French-speaking children.*
- 34 Tatiana Cury Pollo (tcpollo@artsci.wustl.edu; Washington University in St. Louis), Brett Kessler, Rebecca Treiman. *Influence of writing systems on young children's spelling in English and Portuguese.*
- 35 Scott J. Goldberg (sjgoldbe@yu.edu; Yeshiva University NY), Bruce D. Homer. *The relationship between English (L1) and Hebrew (L2) reading comprehension and teacher reported behavior problems.*
- 36 Brendan Weekes (bsw@biols.susx.ac.uk; University of Sussex), Robyn Holliday; Jane Oakhill; Robert Davies. *False memory effects among children with reading difficulties.*
- 37 Joanna Christodoulou (joanna@fulbrightweb.org; Fulbright Fellow, Greece), Maya Alivisatos. *The naming speed deficit: An analysis of Greek students.*
- 38 Christian Klicpera (christian.klicpera@univie.ac.at; Universität Wien), Sabine Dietrich, Barbara Gasteiger-Klicpera, Alfred Schabmann. *Is there an interaction between a training programme of phonological awareness in kindergarten on reading and spelling skills in 1st Grade and the teaching method of phoneme-grapheme correspondence?*
- 39 Cara Richards (crichard@education.ucsb.edu; University of California, Santa Barbara), Michael Gerber, Emily Solari. *Assessing the spelling ability of English learners: An analysis of two spelling measures and their relationship to phonological awareness measures.*
- 40 Anna C. Both de Vries (bothanna@fsw.leidenuniv.nl; Leiden University), Adriana G. Bus. *Development of writing before formal instruction.*
- 41 Alexis Filippini (alexis@education.ucsb.edu; University of California, Santa Barbara), Cara Richards, Mike Gerber. *The spelling errors of English Learners: Analyses of pattern differences in English and Spanish instructed students.*
- 42 Cynthia Puranik (cpuranik@csd.ufl.edu; University of Florida), Linda Lombardino. *Written language differences between two groups: Developmental dyslexia and language learning disability.*
- 43 Orly Lipka (olipka@interchange.ubc.ca; University of British Columbia), Nonie K. Lesaux, Linda S. Siegel, Dorothy C. Lam. *A retrospective analysis of the reading development of a group of grade 4 poor readers: Risk status and profiles over 5 years.*
- 44 F. Nalan Babur (nalan.babur@boun.edu.tr; Bogazici University, Istanbul). *Relationships among RAN, linguistic, and cognitive abilities in early readers.*
- 45 Joyce Serres (joyce.serres@recherche.iserp.lu; University of Luxemburg), Line Laplante. *How two dysorthographic French-speaking fifth graders without any apparent reading disorders read and spell: functionality of the alphabetic and orthographic strategies.*
- 46 Solveig-Alma H. Lyster (sol.lyster@isp.uio.no; University of Oslo). *Orthographic skill and naming speeds as early predictors of reading comprehension and fluency – a nine year follow-up study.*

Monday, June 28, 2004 - Keizerzaal

8: 30-10: 30 **Vocabulary Education.** Chair: Andrew Biemiller

- 1 Andrew Biemiller (abiemiller@oise.utoronto.ca; University of Toronto), Catherine Boote. *Identifying particularly useful word meanings for children ages four to eight.*
- 2 Barbara R. Foorman (Barbara.R.Foorman@uth.tmc.edu; University of Texas-Houston Health Science Center), Sharolyn D. Pollard-Durodola. *Supplementing implicit vocabulary learning through instruction: Primary-Grade curriculum.*
- 3 Kate Cain (kcain@essex.ac.uk; University of Essex), Jane Oakhill, Kate Lemmon. *Vocabulary knowledge and inference from context.*
- 4 Ellen Hamilton (eehamilt@umich.edu; University of Michigan), Marilyn Shatz. *The relation of two-year-olds' lexical knowledge to later performance on phonological working memory tasks: implications for a theory of the development of reading skills.*

Individual papers

- 1 Wim van den Broeck (wv012@pandora.be; University of Leiden). *A lawful relationship between mean and variability of reading performance.*
- 2 Tom Nicholson (t.nicholson@auckland.ac.nz; University of Auckland), Sheryll McIntosh. *The poor get richer: A case study analysis of an after school free tuition programme.*

10: 30-11: 00 **Coffee & Tea break**

11: 00-12: 40 **Is reading stressful? The role of stress in reading and phonological awareness.** Chair: Lesly Wade-Woolley

- 1 Clare Wood (c.p.wood@open.ac.uk ; Open University). *Speech rhythm processing in young children and its relationship to phonological awareness.*
- 2 Nicolás Gutiérrez Palma (ngpalma@ujaen.es; University of Jaen). *Prosodic cues to visual word recognition by Spanish children.*
- 3 Vincent Goetry (goetryv@educ.queensu.ca ; Queen's University), Philippe Mousty, Lesly Wade-Woolley, Regine Kolinsky. *Reading development in a syllable-based vs. stress-based second language: Evidence from bilingual children schooled in French vs. Dutch.*
- 4 Lesly Wade-Woolley (wadewool@educ.queensu.ca; Queen's University), Vincent Goetry, June Lang. *Stress processing and word reading in Spanish and Mandarin adult learners of English.*
- 5 Usha Goswami (ucg10@cam.ac.uk; Cambridge University). Discussant

12: 40-13: 10 **Lunch break**

13: 10-15: 00 **Interactive papers**

15: 00-15: 20 **Coffee & Tea break**

15: 20-17: 20 **Spelling.** Chair: H el ene Deacon

- 1 Rebecca Treiman (rtreiman@artsci.wustl.edu; Washington University in St. Louis), Brett Kessler. *The case of case: Children's knowledge and use of upper- and lower-case Letters.*
- 2 Annelise Notenboom (a.notenboom@psy.vu.nl; PI Research - VU Amsterdam), Pieter Reitsma. *Learning the spelling of past tense verbs in Dutch.*
- 3 Marketa Caravolas (m.c.caravolas@liv.ac.uk; University of Liverpool), Maggie Snowling, Charles Hulme, Brett Kessler. *How orthographic consistency affects the development of spelling skills in English: Implications for theories of orthographic learning.*
- 4 S. H el ene Deacon (hdeacon@psych.ubc.ca; Dalhousie University), Lesly Wade-Woolley, John Kirby. *Yesterday: Morphological awareness and spelling of the past tense morpheme in French and English.*
- 5 Janet G. van Hell (j.vanhell@ped.kun.nl; University of Nijmegen). *Spelling awareness and transcription skills: A temporal analysis of text writing in typically and atypically developing children.*
- 6 Anna M. T. Bosman (a.bosman@ped.kun.nl; University of Nijmegen), Raquel Paffen. *Developing a spelling consciousness.*

18:00 - 19:00 **Reception Town Hall** (Welcome by the City of Amsterdam)

Monday, June 28, 2004 - Kleine zaal

8: 30-10: 30 **Reading (difficulties) in Semitic orthographies: Word-level processes and beyond.** Chair: David Share

- 1 Avi Karni (avik@construct.haifa.ac.il; University of Haifa), Anna Sterkin, Tamar Kushnir, Zvia Breznitz. *Listening to words and reading: Behavioral and fMRI evidence for cross-modal effects in early stages of visual processing.*
- 2 Zvia Breznitz (zviab@construct.haifa.ac.il; University of Haifa). *100 millisecond threshold: Overcoming the asynchrony between processing systems in the dyslexic brain.*
- 3 Oren Lamm (orenl@construct.haifa.ac.il; University of Haifa). *Surface dyslexia: Is it a visual-lexical deficit?*
- 4 David Share (dshare@construct.haifa.ac.il; University of Haifa). *Sources of individual differences in orthographic learning in shallow versus deep scripts.*
- 5 Gad Elbeheri (Gad1318@hotmail.com; University of Durham). *Can the phonological awareness deficit theory be considered the underlying cognitive deficit responsible for the incidence of dyslexia amongst monolingual Arabic speakers?*

10: 30-11: 00 **Coffee & Tea break**

11: 00-12: 40 **Reading (difficulties) in Semitic orthographies (cont.)** Chair: David Share

- 6 Elinor Saiegh-Haddad (saiegh@mail.biu.ac.il; Bar-Ilan University). *Reading efficiency in Arabic: Diglossic and orthographic factors.*
- 7 Mark Leikin (markl@construct.haifa.ac.il; University of Haifa), Zvia Breznitz. *Processing words' grammatical functions in Hebrew-speaking children: An ERP study.*
- 8 Paul Miller (mpaul@construct.haifa.ac.il; University of Haifa). *What do prelingually-deafened readers' word recognition skills tell us about their reading comprehension problems?*
- 9 Michal Shany (shany@inter.net.il; University of Haifa), Esther Geva. *Mapping the development of cognitive, linguistic and early literacy abilities among senior-Kindergarten children of Ethiopian Immigrants in Israel.*

12: 40-13: 10 **Lunch break**

13: 10-15: 00 **Interactive papers**

15: 00-15: 20 **Coffee & Tea break**

15: 20-17: 20 **Subtypes & RAN.** Chair: John Kirby

- 1 Liliane Sprenger-Charolles (sprenger@linguist.jussieu.fr; Université René Descartes), Linda S. Siegel. *Prevalence and stability of phonological, surface and mixed subtypes in developmental dyslexia: A longitudinal study.*
- 2 John R. Kirby (kirbyj@educ.queensu.ca; Queen's University), Timothy Johnston, Rauno Parrila. *Subtypes of adult dyslexia.*
- 3 Juan E. Jiménez (ejimenez@ull.es; Universidad de La Laguna), C. Rodríguez. *Subtypes of reading disability: Evidence from processing time and accuracy scores.*
- 4 Ron Stringer (ron.stringer@mcgill.ca; McGill University), Gail McCoubrey. *Item-level analysis for the RAN.*
- 5 Louise Miller Guron (lmg40@cam.ac.uk; University of Cambridge). *Rapid automatized naming and word recognition automaticity in multilingual students.*
- 6 Kees P. van den Bos (K.P.van.den.Bos@ppsw.rug.nl; University of Groningen). *The development of the naming-reading link.*

18:00 - 19:00 **Reception Town Hall** (Welcome by the City of Amsterdam)

Tuesday, June 29, 2004 - Grote zaal

8: 30-10: 30 **Morphology and reading.** Chair: Joanne Carlisle & Ludo Verhoeven

- 1 Ludo Verhoeven (L.Verhoeven@ped.kun.nl; University of Nijmegen), Robert Schreuder, Vera Haarman. *Prefix identification in reading Dutch bisyllabic words.*
- 2 Pierre Largy (largy@univ-tlse2.fr; University of Toulouse), M-P. Cousin, Michel Fayol. *Memorizing instances or applying rules? On learning written morphology in spelling: The case of French.*
- 3 Catherine McBride-Chang (cmcbride@psy.cuhk.edu.hk; Chinese University of Hong Kong), Jeung-Ryul Cho, Richard K. Wagner, Hua Shu. *Reading development across cultures: Universals and specifics of phonological and morphological awareness.*
- 4 Dorit Ravid (doritr@post.tau.ac.il; Tel Aviv University), Rachel Schiff. *Morphological analogies: The development of root and pattern awareness in Hebrew-speaking gradeschoolers.*
- 5 Joanne F. Carlisle (jfcarl@umich.edu; University of Michigan, Ann Arbor), Lauren Katz. *Ready access to morphemes as a factor in reading English words.*
- 6 Richard C. Anderson (csrca@uiuc.edu; University of Illinois). *Morphological instruction accelerates Chinese children's literacy development.*

10: 30-11: 00 **Coffee & Tea break**

11: 00-12: 40 **Stimulus Matters.** Chair: Morag Stuart & Rhona Stainthorp

- 1 Morag Stuart (m.stuart@ioe.ac.uk; University of London). *Introduction.*
- 2 Jackie Masterson (mastj@essex.ac.uk; University of Essex), Morag Stuart. *The Children's Printed Word Database (CPWD).*
- 3 Elaine Funnell (e.funnell@alpha1.rhbnc.ac.uk; University of London), Morag Stuart. *Regular, exception and nonword reading.*
- 4 Diana Hughes (d.hughes@rhbnc.ac.uk; University of London), Elaine Funnell. *Age of acquisition.*
- 5 Rhona Stainthorp (r.stainthorp@ioe.ac.uk; University of London), Jackie Masterson. *Word frequency, imageability and age of acquisition effects on word reading.*

12: 40-13: 10 **Lunch break**

13: 10-15: 00 **Interactive papers**

15: 00-15: 20 **Coffee & Tea break**

15: 20-17: 20 **Morphology and learning to read.** Chair: Peter Bryant

- 1 Peter Bryant (peter.bryant@psy.ox.ac.uk; University of Oxford), Terezinha Nunes, Ursula Pretzlik. *Does it help to be explicit about morphology?*
- 2 Nenagh Kemp (nkemp@psych.ubc.ca; University of British Columbia, Vancouver). *Children's use of morphology in spelling: the representation of base words in inflected/derived forms.*
- 3 Sébastien Pacton (pacton@psycho.univ-paris5.fr; Institut de Psychologie, Boulogne Billancourt). *Children's use of syntactic information in spelling.*
- 4 Joao Rosa (jmsrosa@hotmail.com; Escola Superior, Lisbon). *Morphological awareness and spelling discrimination: the case of homophone suffixes in Portuguese.*
- 5 Terezinha Nunes (tnunes@brookes.ac.uk; Oxford Brookes University, Headington, Oxford), Ursula Pretzlik, Freyja Birgisdottir. *Morphology in the classroom.*
- 6 Sylvia Defior (sdefior@ugr.es; Universidad de Granada), Rosa Titos, Jesus Alegria, Francisco Martos. *Is morphological information used in spelling by Spanish children?*

17: 30 Canal cruise (optional; 1 hour guided tour)

Tuesday, June 29, 2004 - Grote zaal

13: 10-15: 00 Interactive papers

- 1 Anne Bishop (abishop@coe.ufl.edu; University of Florida), Mary T. Brownell. *An examination of beginning teacher instruction in special education: Instructional reading practices that result in student engagement.*
- 2 Linda H. Mason (lhmason@staff.uiuc.edu; University of Illinois), Johnell Bentz. *Self-regulating and guiding reading comprehension for students who struggle with expository text.*
- 3 Keith Topping (k.j.topping@dundee.ac.uk; University of Dundee), S. J. Samuels, T. D. Paul, S. Tardrew. *Computerised formative feedback in independent literature based reading.*
- 4 Rebecca Larkin (r.larkin@psych.york.ac.uk; University of York), Margaret J. Snowling. *Do young children use morphological spelling strategies?*
- 5 Marianne Durand (m.durand@psych.york.ac.uk; University of York), Charles Hulme, Margaret J Snowling, Rebecca Larkin. *Concurrent predictors of reading and arithmetic skills in 7- to 10-year-olds.*
- 7 Amy E. Barth (aebarth@ku.edu; University of Kansas), Daryl F. Mellard, Hugh W. Catts. *Improving literacy instruction for adults.*
- 8 Shelley Shaul (shelleys@construct.haifa.ac.il; Haifa University), Zvia Breznitz. *The asynchrony of brain activation in the left and right hemispheres during a lexical decision task: A comparison between dyslexic and normal readers.*
- 9 Connie Suk-Han Ho (shhoc@hkucc.hku.hk; University of Hong Kong), David W. Chan, Suk-Man Tsang, Suk-Han Lee, Kevin K. H. Chung. *Paired associate difficulty in verbal learning among Chinese dyslexic children.*
- 10 Katia Lecocq (klecocq@ulb.ac.be; Université Libre de Bruxelles), Philippe Mousty, Régine Kolinsky, Vincent Goetry, José Morais, Jesus Alegria. *The concurrent development of reading in two alphabetic systems differing in orthographic consistency: Evidence from French-Dutch bilingual children.*
- 11 Pierre Cormier (cormiep@umoncton.ca; Université de Moncton), Natalie Michaud, Gilles Raïche. *The roles of syllabic and phonemic awareness in the growth of decoding in French-speaking grade-one children.*
- 12 Philip Angell (u.frith@ucl.ac.uk; UCL Institute of Cognitive Neuroscience), Uta Frith. *How to become an early reader.*
- 13 Lauren Figueredo (laurenf@ualberta.ca; University of Alberta), Connie Varnhagen. *Is it a typo or a spelling error? Use of the spell checker during the composing process.*
- 14 W. Matthew Collins (collinwm@mcmaster.ca; McMaster University), Martin Chodorow. *The effects of priming on error detection in proofreading.*
- 15 Wong Wai Lap Simpson (simpsonwong@hkusua.hku.hk; University of Hong Kong), Connie Ho Suk Han. *The persisting cognitive deficits of reading-compensated Chinese dyslexic adults: An exploratory study.*
- 16 Alison Arrow (a.arrow@auckland.ac.nz; University of Auckland), Claire M. Fletcher-Flinn, Tom Nicholson. *Instructional effects on the reading, spelling, and phonological awareness of beginning readers.*
- 17 Minna Torppa (Minna.Torppa@psyka.jyu.fi; University of Jyväskylä), Anna-Maija Poikkeus, Marja-Leena Laakso, Esko Leskinen, Paavo H.T. Leppänen, Asko Tolvanen, Anne Puolakanaho, Heikki Lyytinen. *Home literacy environment, child's interest in reading, and development of phonological awareness -A longitudinal study of children with and without familial risk of dyslexia.*
- 18 Marina Mariol (marina.mariol@psp.ucl.ac.be; Université catholique de Louvain), Marie-Anne Schelstraete. *Why feminine form is the first "default" form in written French?*
- 19 Marie-Anne Schelstraete (Marie-Anne.Schelstraete@psp.ucl.ac.be; Université catholique de Louvain), Pascal Zesiger. *How specific is grammatical spelling in French?*
- 20 Astrid Geudens (astrid.geudens@ua.ac.be; University of Antwerp), Dominiek Sandra. *Children's performance in a similarity judgment and a serial recall task the distance between rhyming words and the onset/rime structure of the syllable.*
- 21 Fred Morrison (fjmorris@umich.edu; University of Michigan), David Shilt, Annemarie Hindman. *The contribution of preschoolers' forms of emergent writings to development of their language and academic skills.*
- 22 Tanya Martin (tanyamartin76@hotmail.com; Queen's University), Vincent Goetry, Lesly Wade-Woolley. *Do French immersion students exploit different processing units when reading in English and in French?*
- 23 Regina Boulware-Gooden (rgooden@neuhaus.org; Neuhaus Education Center), R. M. Joshi. *Spelling: Are linguistic processes the same across different orthographies?*
- 24 Jennifer Curry (jcurry@ualberta.ca; University of Alberta), Rauno Parrila, & Kathy Stephenson, John R. Kirby, Joanna Catterson. *The reliability and validity of self-reported home literacy activities and print exposure measures.*

- 25 Jocelyn Petrella (jocelynp@umich.edu; University of Michigan), Claire Cameron, Frederick Morrison. *How children spend their time: The effect of non-academic activities on children's literacy skills.*
- 26 Adenike K. Griffin (akgriffi@umich.edu; University of Michigan), Fred Morrison. *The Black-White test score gap: Role of the home environment in predicting higher SES African American children's reading skills development.*
- 27 Simon Bignell (sjbign@essex.ac.uk; University of Essex), Kate Cain. *Inferencing skills in children with high levels of inattention and hyperactivity.*
- 28 Ashley Bucko (abucko@umich.edu; University of Michigan), Frederick Morrison, Carol Connor. *Teaching preschoolers how to read: Maternal characteristics that increase the likelihood of direct literacy instruction in the home.*
- 29 Joseph E. Beck (joseph.beck@cmu.edu; Carnegie Mellon University), June Sison, Jack Mostow. *Using automated speech recognition to measuring scaffolding and learning effects of word identification interventions in a computer tutor that listens.*
- 30 Holly B. Lane (hlane@ufl.edu; University of Florida), Paige C. Pullen, Tyran L. Wright. *Patterns in the development of invented spelling abilities.*
- 31 Sherri L. Horner (shorner@bgnet.bgsu.edu; Bowling Green State University). *Young children's use of strategies during environmental print tasks.*
- 32 Cynthia Core (corec@bellsouth.net; Florida Atlantic University), Alice T. Dyson, Linda J. Lombardino. *Phonological awareness skills in kindergarten children with and without phonological impairment.*
- 33 Vivian Luan Hui (hluan@hkusua.hku.hk; University of Hong Kong), Connie Ho Suk-Han. *Morphological deficit in Chinese developmental dyslexia.*
- 34 Rui Alexandre Alves (ralves@psi.up.pt; Universidade do Porto), Cecilia Aguiar, Sao Luis Castro, Joaquim Bairrio. *Assessment of concepts about print using an ecologically valid task with Portuguese children.*
- 35 Annemarie Hindman (ahindman@umich.edu; University of Michigan), Frederick J. Morrison. *Tailoring best practices in book reading: An analysis of differential effects of immediate and non-immediate talk related to individual and contextual variation.*
- 36 Simone Nunes (simone_r_nunes@yahoo.com; City University of New York), Linnea Ehri. *Short vowel knowledge and word learning in beginning readers.*
- 37 Paul L. Morgan (pml17@psu.edu; Pennsylvania State University), Doug Fuchs, Lynn Fuchs, Don Compton. *Does early reading failure decrease young children's reading motivation? An evaluation of the negative Matthew effects hypothesis.*
- 38 Natalie Olinghouse (natalie.g.olinghouse@vanderbilt.edu; Vanderbilt University), Warren Lambert, Donald Compton. *Designing a word recognition task within a response to intervention framework.*
- 39 Stephanie Bellitti (Mark1@brooklyn.cuny.edu; City University of New York), Genine Marie Coccoli, Mark Lauterbach. *The role of spelling explorations on the spelling acquisition of special education and typically developing 2nd grade students.*
- 40 Martha League (mleague@coe.ufl.edu; University of Florida, Gainesville), Anne Bishop. *Prediction of early reading achievement: A follow-up study examining theoretically coherent measures prior to reading acquisition.*
- 41 Pascal E. A. Brenders (P.Brenders@student.kun.nl; University of Nijmegen), T. Dijkstra, J. G. van Hell. *Does sentence constraint influence visual word recognition in bilinguals? Evidence from event-related potentials and response times.*
- 42 Aruna Rudra (arudra@essex.ac.uk; University of Essex), Jackie Masterson, Yvonne Griffiths. *Cognitive factors predicting lexical abilities in 9- to 11-year-old poor readers.*
- 43 Eliane Segers (e.segers@ped.kun.nl; University of Nijmegen), Ludo Verhoeven. *The cognitive theory of multimedia learning in normal and poor reading children.*
- 44 Ana Sucena (anasantos@psi.up.pt; Universidade do Porto), Nathalie Génard, São Luís Castro, Jacqueline Leybaert, Jésus Alegria, Phillippe Mousty. *Effects of orthographic complexity in European Portuguese and French: A cross-sectional study between Grade 1 and Grade 4.*
- 45 Laura S. Roth (lroth@du.edu; University of Denver), Janice M. Keenan. *A test for assessing comprehension monitoring in children.*
- 46 Kristina Goetz (kg12@york.ac.uk; University of York), Margaret J. Snowling. *An investigation into verbal-verbal paired-associate learning ability of poor and typical readers*

Tuesday, June 29, 2004 - Keizerzaal

8: 30-10: 30 **Literacy in the brain.** Chair: Connie Varnhagen

- 1 Leo Blomert (L.Blomert@psychology.unimaas.nl; Universiteit Maastricht), Nienke van Atteveldt, Elia Formisano, Rainer Goebel. *A functional neuro-anatomical model for the integration of letters and speech sounds in the human brain.*
- 2 Michal Balass (mibst21@pitt.edu; University of Pittsburgh), Jessica Nelson, Charles A. Perfetti. *The effects of word knowledge on new word learning in adults: An ERP study.*
- 3 Connie K. Varnhagen (varn@ualberta.ca; University of Alberta), Erin Goldberg, Angela Chamberland, Lauren Figueredo. *Childrens brain activation during spelling.*
- 4 Rebecca Sandak (sandak@haskins.yale.edu; Haskins Laboratories), W. Einar Mencl, Stephen J. Frost, Dina Moore, Stephanie A. Mason, Jay G. Reuckl, Leonard Katz, Kenneth R. Pugh. *How learning conditions affect the way that the brain reads words.*
- 5 Paavo H.T. Leppänen (Paavo.Leppanen@psyka.jyu.fi; University of Jyväskylä), Minna Kaaranen, Tomi K. Guttorm, Anne Puolakanaho, Anna-Maija Poikkeus, Kenneth M. Eklund, Paula Lyytinen, Heikki Lyytinen. *Infant brain responses for temporal cues are associated with early reading related skills at pre-school age in children with risk for familial dyslexia.*
- 6 Charles A. Perfetti (Perfetti@pitt.edu; University of Pittsburgh), Edward Wlotko, Lesley Hart. *Reading processes and reading skill are exposed through ER.*

10: 30-11: 00 **Coffee & Tea break**

11: 00-12: 40 **Reading and Arithmetic.** Chair: Karin Landerl

- 1 Karin Landerl (Karin.Landerl@sbg.ac.at; University of Salzburg). *Arithmetic deficits with and without reading deficits.*
- 2 Evelien Dirks (e.dirks@psy.vu.nl; Vrije Universiteit Amsterdam), Ginny Spyer, Ernest van Lieshout, Leo de Sonneville. *Differences between children with specific reading and specific arithmetic difficulties.*
- 3 Pekka Räsänen (pekka.rasanen@cc.jyu.fi; University of Jyväskylä). *A follow-up study on children with and without a genetic dyslexia risk: Number skills at the beginning of the school.*
- 4 Yolanda V. Post (yolandapost@hotmail.com; Post Testing and Education). *Mathematical and script literacy and their relation to speech.*
- 5 Uta Frith (u.frith@ucl.ac.uk; University College London). *Discussant.*

12: 40-13: 10 **Lunch break**

13: 10-15: 00 **Interactive papers**

15: 00-15: 20 **Coffee & Tea break**

15: 20-17: 20 **Reading and spelling.** Chair: Anne Cunningham

- 1 Che Kan Leong (leong@sask.usask.ca; University of Saskatchewan), L.H. Tan, K.T.Hau, P.W. Cheng. *Are orthographic information and phonological sensitivity 'separable but equal' in word reading and spelling? A two-wave structural equation analysis.*
- 2 Brett Kessler (bkessler@wustl.edu; Washington University in St Louis), Rebecca Treiman. *Sensitivity to statistical contextual patterns when spelling consonants in English.*
- 3 Paul Macaruso (pmacaruso@ccri.edu; Community College of Rhode Island), Donald Shankweiler. *Relationship between spelling success and reading exposure: Follow-up studies.*
- 4 P.G. Aaron (epaaron@isugw.indstate.edu; Indiana State University). *A metric to assess sight-word reading skill.*
- 5 Rebecca Godfrey (r.godfrey@auckland.ac.nz; University of Auckland), G. Brian Thompson. *Ignoring what you've been taught? Phonics and the English orthography.*
- 6 Vincent Connelly (vconnelly@brookes.ac.uk; Oxford Brookes University), Morag Maclean, Sonya Campbell. *The writing skills of university dyslexics compared to age and spelling age matched controls.*

17: 30 Canal cruise (optional; 1 hour guided tour)

Tuesday, June 29, 2004 - Kleine zaal

8: 30-10: 30 **Use the computer.** Chair: Michael McKenna

- 1 M. Heather Carver, Ronald P. Carver (carverh@missouri.edu; University of Missouri Columbia). *Effect of computerized tutoring in spelling, vocabulary, and rate upon the reading achievement of poor readers: A treatment study, Testing a causal model.*
- 2 Jack Mostow (mostow@cs.cmu.edu; Carnegie Mellon University), Joseph Beck, Cecily Heiner. *Which help helps? Effects of various types of help on word learning in an automated reading tutor that listens.*
- 3 Mercedes Muñetón Ayala (mayala@ull.es; Universidad de La Laguna). *Effects of computer assisted instruction on spelling errors.*
- 4 Barbara W. Wise (ba_wise@hotmail.com; University of Colorado), Lynn Snyder, Scott Schwartz, Sarel van Vuuren, Ron Cole. *Interactive books and tutors that run "by themselves" in K-2 classrooms.*
- 5 Michael McKenna (mmckenna@georgiasouthern.edu; Georgia Southern University), Sharon Walpole. *An internet database of longitudinal case studies in reading.*
- 6 Jared Bernstein (jared@ordinate.com; Stanford University), Sheida White, Brent Townshend, Isabella Barbier. *Automatic analysis of oral reading fluency.*

10: 30-11: 00 **Coffee & Tea break**

11: 00-12: 40 **Shared reading.** Chair: Mary Ann Evans

- 1 Dorit Aram (dorita@post.tau.ac.il; Tel Aviv University), Sigalit Aviram. *Parents' choosing and reading books to their young children: How does it effect children's literacy and socio-emotional development?*
- 2 Ofra Korat (korato@mail.biu.ac.il; Bar-Ilan University, Ramat-Gan), Pnina Klienn, Ora Segal-Drori. *Patterns of mediation in book reading to young children as predictors of emergent reading: A comparison between two Israeli social groups.*
- 3 Adriana G. Bus (bus@fsw.leidenuniv.nl; Leiden University), Maria T. de Jong, Marian Verhallen. *Do stories on DVD or CD-rom support young children's literacy?*
- 4 Mary Ann Evans (evans@psy.uoguelph.ca; University of Guelph), Jubilea Mansell, Laura Hamilton, Betty Ann Levy. *Parental responses to child miscues during shared reading: Stability and effects of parent style from Kindergarten through Grade 2.*
- 5 Paul P. M. Leseman (P.P.M.Leseman@fss.uu.nl; University of Utrecht). Discussant

12: 40-13: 10 **Lunch break**

13: 10-15: 00 **Interactive papers**

15: 00-15: 20 **Coffee & Tea break**

15: 20-17: 20 **Reading First: Some Initial Data and Lessons.** Chair: Janice Dole

- 1 Janice Dole (janice.dole@ed.utah.edu; University of Utah), Michelle Hosp, John Hosp. *Educators' knowledge of SBRR.*
- 2 John Hosp (john.hosp@ed.utah.edu; University of Utah), Michelle Hosp, Janice A. Dole. *Knowledge and attitudes toward Reading First.*
- 3 Stephanie Al Otaiba (alotaiba@coe.fsu.edu; Florida State University). *Reading Coaches in Reading First: What is their role?*

Individual paper

- 1 Javier S. Sainz (jsainz@psi.ucm.es; Universidad Complutense de Madrid), Carmen Villalba. *Brain mapping of attention resources allocation in high-neighbourhood-density word reading.*

17: 30 Canal cruise (optional; 1 hour guided tour)

Wednesday, June 30, 2004 - Grote zaal

- 8: 30-10: 30 **Reading Disability: Precursors and deficits.** Chair: Susan Lambrecht Smith & Jenny Roberts.
- 1 Elise deBree (elise.debree@let.uu.nl; Utrecht University), Petra van Alphen, Ellen Gerrits, Jan de Jong, Frank Wijnen, Carien Wilsenach. *Early language development in children with a genetic risk for dyslexia: a longitudinal and prospective study.*
 - 2 Susan Lambrecht Smith (susan.lambrecht.smith@umit.maine.edu; University of Maine), Jenny Roberts, John L. Locke, Paul Macaruso, Jim Hodgson. *Precursors to dyslexia: phonological and lexical markers.*
 - 3 Heikki Lyytinen (hlyytine@psyka.jyu.fi ; University of Jyväskylä). *Early markers of dyslexia – highlights of an eight-year follow-up from birth of children at familial risk for dyslexia.*
 - 4 Brian Byrne (bbyrne@pobox.une.edu.au; University of New England), Barbara Hindson, Ruth Fielding Barnsley, Donald Shankweiler, Cara DeLaland, Carol Mackay. *Early intervention with preschool children bearing family risk for dyslexia.*
 - 5 Frank Manis (manis@usc.edu; University of Southern California), Anne Sperling, Zhong-Lin Lu. *Visual processing deficits in dyslexia in high vs. low noise displays.*
 - 6 Don Shankweiler (dshank@uconnvm.uconn.edu; University of Connecticut). Discussant

10: 30-11: 00 **Coffee & Tea break**

- 11: 00-12: 40 **Language and reading disorders.** Chair: Kate Nation & Hugh Catts
- 1 Hugh W. Catts (catts@ku.edu ; University of Kansas), Suzanne M. Adlof. *Language processing in children with specific comprehension deficits.*
 - 2 Kate Nation (kate.nation@psy.ox.ac.uk; University of Oxford). *Hidden language impairments in children with poor reading comprehension.*
 - 3 Margaret J. Snowling (m.snowling@psych.york.ac.uk; University of York), Liz Nathan, Joy Stackhouse, Nata Goulandris. *Development of literacy skills among children with speech difficulties.*
 - 4 Julia M. Carroll (j.carroll@psych.york.ac.uk; University of Warwick), Margaret J. Snowling, Valerie Muter, Uta Frith. *Language development in children at genetic risk of dyslexia: a follow-up at age 13.*
 - 5 Dorothy Steffler (dsteffler@concordia.ab.ca; Concordia University College of Alberta), Linda M. Phillips, Nabihah Rawdah. *Predictors of spelling and writing skills for average and at-risk children in Grades 1 and 2.*

12: 40-13: 10 **Lunch break**

13: 10-15: 00 **Interactive papers**

15: 00-15: 20 **Coffee & Tea break**

14: 40 – 15: 10 SSSR Business meeting Keizerzaal

- 15: 20-17: 20 **Genetic bases of reading and reading-related difficulties.** Chair: Elena L. Grigorenko
- 1 Elena Grigorenko (elena.grigorenko@yale.edu; Yale). *Introduction.*
 - 2 Stefan Samuelsson (Stefan.samuelsson@slf.his.no; Stavanger University College), Brian Byrne, Richard K. Olson. *Genetic and environmental influences on reading related cognitive skills in preschool children: A comparison between three twin samples*
 - 3 Richard Olson (rolson@psych.colorado.edu; University of Colorado), Brian Byrne, Stefan Samuelsson, Robin Corley, John DeFries, Sally Wadsworth, Erik Willcutt, Peter Quain. *Longitudinal phenotypic and genetic analyses of pre-reading and early reading skills from preschool through second grade.*
 - 4 Anne Castles (acastles@unimelb.edu.au; University of Melbourne), Timothy Bates, Max Coltheart, Nathan Gillespie, Margie Wright, Nick Martin. *Behavior genetic analyses of reading & spelling: A component processes approach.*
 - 5 Timothy Bates (tim@macqs.mq.edu.au; Macquarie University, Sydney), Anne Castles, Max Coltheart, Nathan Gillespie, Margie Wright, Nick Martin. *Molecular genetic analyses of reading & spelling: A component processes approach.*
 - 6 Myriam Peyrard-Janvid (myriam.peyrard-janvid@biosci.ki.se; Karolinska Institutet, Huddinge, Sweden), Juha Kere, Katariina Hannula-Jouppi, Heidi Anthoni, Nina Kaminen, Isabel Tapia, Jaana Nopola-Hemmi, Heikki Lyytinen. *Identification of genes associated with dyslexia.*
 - 7 Sudha Iyengar (iyengar@hal.epbi.cwru.edu; Case Western Reserve University, Cleveland), Catherine M. Stein, Barbara A. Lewis, James H. Schick, H. Gerry Taylor, Lawrence D. Shriberg, Christopher Millard, Amy Kundtz-Kluge, Karlie Reading, Nori Minich, Amy Hansen, Lisa A. Freebairn, Robert C. Elston. *Pleiotropic effects of a chromosome 3 locus on speech-sound disorder and reading.*

19: 30 Conference dinner (optional; €35 to be paid in cash at registration)

next SSSR conference, June 24-27, 2005 Toronto CA, Marriott Eaton Centre Local co-ordinator: Alexandra Gottardo Program chair: Pieter Reitsma
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Wednesday, June 30, 2004 - Grote zaal

13: 10-15: 00 Interactive papers

- 1 Bonnie Wing-Yin Chow (wychow@psy.cuhk.edu.hk; Chinese University of Hong Kong), Catherine McBride-Chang, Pan-Chung Fung. *The impact of dialogical reading on typically developing and hearing impaired Hong Kong young children.*
- 2 Bernardine King (b.king@open.ac.uk; Open University), Clare Wood, Dorothy Faulkner. *Does developmental dyslexia arise from a failure to temporally reorganise modalities during an early stage of reading development?*
- 3 Inez Berends (i.berends@psy.vu.nl; PI Research - Vrije Universiteit Amsterdam), Pieter Reitsma. *The effects of orthographically and semantically oriented flashcard training.*
- 4 Sylvie Bodé (sylvie.bode@education.lu; University of Luxemburg), Alain Conten. *Phonological awareness training: A field study in a transparent orthographic system.*
- 5 Carol A. Christensen (c.christensen@mailbox.uq.edu.au; University of Queensland). *Making a difference: Secondary school reform in literacy.*
- 6 Jay Blanchard (jsb46@asu.edu; Arizona State University), James Christie, Karen Burstein., Kim Atwill, Terry Moore. *The effect of illustrations on assessment of phonemic awareness in young children: A preliminary study.*
- 7 Jennifer Thomson (j.thomson@ich.ucl.ac.uk; University College London), Torsten Baldeweg, Usha Goswami. *Amplitude envelope onsets and dyslexia: a behavioural and electrophysiological study.*
- 8 Melanie R. Kuhn (melaniek@rci.rutgers.edu; Rutgers Graduate School of Education), Steven A. Stahl, Paula Schwanenflugel, Deborah Woo. *Teaching students to become fluent readers: A three year review.*
- 9 Valerie Muter (Valerie@vmuter.fsnet.co.uk; University of York), Margaret Snowling, Julia Carroll, Yvonne Griffiths, Uta Frith. *Children at family risk of dyslexia: A follow-up in adolescence.*
- 10 Igone Arteagoitia (igone@cal.org; Center for Applied Linguistics, Washington), Liz Howard. *Investigating spelling/reading relationships in Spanish/English bilingual students.*
- 11 Terese Jimenez (tjimenez@education.ucsb.edu; University of California, Santa Barbara), Stacey Kyle. *The lexical restructuring model: How the primary language impacts English reading development in English learners.*
- 12 Chris Coleman (ccoleman@uga.edu; Regents' Center for Learning Disorders, Athens), Noel Gregg, J. Mark Davis. *How effective are dyslexia and ADHD screeners in identifying college students with and without RD and ADHD?*
- 13 Anne E. Cunningham (acunning@uclink.berkeley.edu; University of California, Berkeley), Jennae Bulat, Colleen Ryan, Devon McCreachon, David Futterman, Keith E. Stanovich. *Orthographic learning while reading: An examination of First Grade readers.*
- 14 Dorthe Klint Petersen (dkp@cphling.dk; University of Copenhagen). *Distinctness training in kindergarten.*
- 15 Sandra van Otterloo (S.G.vanOtterloo@uva.nl; University of Amsterdam), Anne Regtvoort, A. van der Leij. *Does early intervention make a difference for Dutch children at risk: A comparison of two intervention programs.*
- 16 Isabelle Bonnotte (bonnotte@univ-lille3.fr; Université Charles de Gaulle - Lille 3). *The role of semantic features in French adults' processing of verb meaning in semantic decision-priming tasks with short and long SOAs.*
- 17 Séverine Casalis (casalis@univ-lille3.fr; Université Charles de Gaulle - Lille 3), Isabelle Bonnotte. *Phonological and semantic processing in French children's word naming: Evidence from normal readers and poor comprehenders.*
- 18 Geoff W. Stuart (gstuart@unimelb.edu.au; University of Melbourne), Anne Castles, Ken McAnally, Adam McKay, Michael Johnston. *A test of the general temporal processing deficit theory of dyslexia in an adult sample.*
- 19 Peter F. de Jong (P.F.deJong@uva.nl; University of Amsterdam), Vera C. S. Messbauer. *Exploring the consequences of impoverished phonological representations: The role of learning context.*
- 20 Ken Blaiklock (kblaiklock@unitec.ac.nz; Institute of Technology, Auckland). *The importance of letter knowledge in the relationship between phonological awareness and reading.*
- 21 Nata Goulandris (a.goulandris@ucl.ac.uk; University College London), Teresa To. *The role of phonological awareness in bilinguals learning to read English and Mandarin.*
- 22 Sara E. Alarie (6sea@qlink.queensu.ca; Queen's University), Marina Davydovskaia, Tanya Martin, Lesly Wade-Woolley. *Is there a bilingual advantage for early French immersion students in reading and spelling English?*
- 23 Jacqueline Hulstlander (jacqui@psych.colorado.edu; University of Colorado), Richard Olson. *The influence of orthographic skills on phoneme awareness task performance.*

- 24 Souhila Messaoud-Galusi (souhila@vjf.cnrs.fr; CNRS Villejuif), Liliane Sprenger-Charolles, Caroline Bogliotti, Willy Serniclaes. *Perceptual weighting strategy: developmental trend and reading effect.*
- 25 Kimberly G. Noble (kimnoble@med.upenn.edu; University of Pennsylvania), Martha J. Farah, Bruce D. McCandliss. *The additive and interacting effects of socioeconomic status and phonological awareness on reading development.*
- 26 Kathleen H. Corriveau (khc26@cam.ac.uk; University of Cambridge), Usha C. Goswami. *Specific language impairment and P-Centre processing: A causal connection?*
- 27 Eva Man Ching Chow (h0019436@hkusua.hku.hk; University of Hong Kong), Connie Suk-Han Ho. *Motion perception in Chinese dyslexic children.*
- 28 Pascale Colé (Pascale.Cole@univ-savoie.fr; Université de Savoie et C.N.R.S.), Liliane Sprenger-Charolles, Linda S. Siegel, Juan E. Jiménez González. *Syllables in learning to read in English, French and Spanish.*
- 30 Nathalie Genard (ngenard@ulb.ac.be; Free University of Brussels), Jacqueline Leybaert, Philippe Mousty, Jesus Alegria. *Impact of the teaching methods on metaphonological development and reading and spelling acquisition.*
- 31 Gwen E. Wolters (gewolters@fsw.leidenuniv.nl; University Leiden), Wim van den Broeck. *The influence of bigram frequency and consonantal sonority on first grade reading performance.*
- 32 SallyAnn Giess (sgieess@csd.ufl.edu; University of Florida), Wayne King, Linda Lombardino. *Using the gap statistic to estimate clusters of individuals with reading disabilities.*
- 33 Fred Hasselman (f.hasselmann@ped.kun.nl; University of Nijmegen), Ludo Verhoeven, Saskia de Graaff . *Early treatment of children with a genetic risk for dyslexia: Does slowing down the speech signal aid in phonics training?*
- 34 Nicole Suchey (suchey_n@ed.utah.edu; University of Utah), Michelle Hosp, Janice Dole, John Hosp. *The relation between oral reading fluency and student motivation.*
- 35 M. Carmen González-Trujillo (carmengt@ugr.es; University of Granada), Francisca Serrano, J. Márquez, Sylvia Defior. *Initial phoneme awareness development: Spanish preschooler follow up.*
- 36 Sandra Van Heghe (savheghe@ulb.ac.be; Université Libre de Bruxelles), Philippe Mousty, Jean-Jacques Detraux. *Acquisition of phonological reading skills in an adult with intellectual disability: A case study.*
- 37 Dalva M. A. Godoy (dalva@cce.ufsc.br; Universidade Federal de Santa Catarina). *Phonological development in two Brazilian Portuguese classrooms with different methods of teaching reading.*
- 38 Yolanda W. S. Yuen (yueny@educ.queensu.ca; Queen's University), Lesly Wade-Woolley. *Phonological representation in Chinese ESL children.*
- 39 Adele Lafrance (alafrance@oise.utoronto.ca; OISE-Toronto), Alexandra Gottardo. *Development of phonological awareness in bilingual learners.*
- 40 Alicia Cruz (acruzbe@ujaen.es; Universidad de Jaén), Sylvia Defior, Elvira Mendoza. *Rhyme in Spanish deaf children.*
- 41 Isabel Garcia Gomez (igarcia@us.es; University of Seville), Gary Morgan. *Describing signing deaf children's reading of single words with different length, frequency, and lexical features.*
- 42 Caroline Bogliotti (Caroline.Bogliotti@vjf.cnrs.fr; Université Denis Diderot-Paris VII), Souhila Messaoud-Galusi, Willy Serniclaes. *Relation between categorical perception of speech and reading acquisition.*
- 44 Carol A Johnson (caj45@cam.ac.uk; University of Cambridge), Usha C. Goswami. *Phonological skills, vocabulary development and reading development in deaf children with cochlear implant.*
- 45 Verena Thaler (Verena.Thaler@sbg.ac.at; Universität Salzburg), Karin Landerl, Pieter Reitsma. *Spelling pronunciations as a means of remediating spelling deficits.*

Wednesday, June 30, 2004 - Keizerzaal

8: 30-10: 30 **Comprehension II.** Chair: Alexandra Gottardo

- 1 Michael M. Gerber (mgerber@education.ucsb.edu; University of California). *Experimental measures of comprehension by 3rd Grade English learners: Continued longitudinal research.*
- 2 Jane Oakhill (janeo@biols.susx.ac.uk; University of Sussex), Kate Cain. *Prediction of reading and comprehension skill in Year 9 from Year 3 measures.*
- 3 Donald L. Compton (donald.l.compton@vanderbilt.edu; Vanderbilt University), Amy Elleman, Natalie Olinghouse, Jan Vining. *An evaluation of the effects of decoding, comprehension, and metacognitive instruction on reading comprehension gains in children who are poor readers.*
- 4 Alexandra Gottardo (agottard@wlu.ca; Wilfrid Laurier University), Heidy Stanish. *Longitudinal predictors of word reading and reading comprehension in Spanish-speaking children.*
- 5 R. Malatesha Joshi (mjoshi@coe.tamu.edu; Texas A & M University), P. Padakannaya, S. Surendranath, C.N. Karibasappa, J. Vaid. *Dissociation between decoding and comprehension: Evidence from a biliterate dyslexic and a biliterate hyperlexic*
- 6 Yi-Chen Wu (wuxx0207@umn.edu; University of Minnesota), S. Jay Samuels. *Effects of repeated reading and text difficulty on text comprehension for college students.*

10: 30-11: 00 **Coffee & Tea break**

11: 00-12: 40 **Categorical deficits in speech perception and dyslexia.** Chair: Willy Serniclaes

- 1 Denis Burnham (d.burnham@uws.edu.au; University of Western Sydney). *Language specific speech perception, mode of speech processing, and the onset of reading.*
- 2 Ulla Richardson (ulla.richardson@jyu.fi; University of Jyväskylä). *Early language development and dyslexia.*
- 3 Willy Serniclaes (wsermic@vjf.cnrs.fr; CNRS de Villejuif), Caroline Bogliotti, Souhila Messaoud-Galusi, Liliane Sprenger-Charolles. *Allophonic perception in developmental dyslexia: origin, reliability and implications of the categorical perception deficit.*
- 4 Patrick Snellings (p.snellings@uva.nl; University of Amsterdam), Aryan van der Leij, Henk Blok, Peter de Jong. *Speech perception in poor readers: how does the perception of initial (stop)consonants and consonant clusters in Dutch differ from normal readers?*
- 5 Jason Anthony (jason.anthony@times.uh.edu; University of Houston), Coleen Carlson. *Phonological precision, awareness, memory, and access: The structure and roles of preschool phonological processing abilities in early literacy.*

12: 40-13: 10 **Lunch break**

13: 10-15: 00 **Interactive papers**

15: 00-15: 20 **Coffee & Tea break**

14: 40 – 15: 10 SSSR Business meeting Keizerzaal

15: 20-17: 20 **Teaching effects.** Chair: Peter de Jong

- 1 Alfred Schabmann (alfred.schabmann@univie.ac.at; University of Vienna), Christian Klicpera, Barbara Gasteiger-Klicpera. *Reading and spelling of words and nonwords of German speaking students some effects of different approaches to reading instruction.*
- 2 Kieron Sheehy (k.sheehy@open.ac.uk; Open University). *Teaching word recognition to children with severe learning difficulties: The potential of morphing.*
- 3 Rhona S. Johnston (r.s.johnston@hull.ac.uk; University of Hull), Joyce E Watson. *Boys read words better than girls with synthetic phonics teaching.*
- 4 Veronica Smith (vesmith@telus.net; University of British Columbia), Linda Siegel. *Preventing early reading failure: An examination of implementation.*
- 5 Scott K. Baker (sbaker@oregon.uoregon.edu; University of Oregon), David Chard, Lana Edwards. *Teaching First Grade students to listen attentively to narrative and expository text: Results of an experimental study.*

19: 30 Conference dinner (optional; €35 to be paid in cash at registration)

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Wednesday, June 30, 2004 - Kleine zaal

8: 30-10: 30 **Biliteracy & Phonemic awareness.** Chair: Theresa Roberts

- 1 Lynne G. Duncan (l.g.duncan@dundee.ac.uk; University of Dundee), Sheila Baillie. *Regional differences between English dialects create variation in the acquisition of reading and spelling skills.*
- 2 Linda S. Siegel (linda.siegel@ubc.ca; University of British Columbia), Orly Lipka. *A longitudinal study of reading skills in children learning English as a second language.*
- 3 Min Wang (minwang@umd.edu; University of Maryland), Yoonjung Park, Kyoung Rang Lee. *Korean-English biliteracy acquisition: Cross language and orthography transfer.*
- 4 Theresa A. Roberts (robertst@csus.edu; California State University). *Articulation accuracy and vocabulary size contributions to phonemic awareness and word reading in kindergarten English learners.*
- 5 Annukka Lehtonen (annukka.lehtonen@wustl.edu; Washington University in St. Louis), Rebecca Treiman. *Not as perfect as assumed: phonological effects in adults' phoneme awareness performance.*
- 6 Joanna K. Uhry (joannauhry@aol.com; Fordham University). *Is teachers' phonemic knowledge enhanced by practical experience?*

10: 30-11: 00 **Coffee & Tea break**

11: 00-12: 40 **Visual magnocellular deficit theory of dyslexia.** Chair: Chris Chase

- 1 Annette R. Jenner (ajenner@holycross.edu; College of the Holy Cross). *Structural alterations in the brains of dyslexics: Is there a link between alterations in the visual system and those seen in language cortices?*
- 2 Joel B. Talcott (j.b.talcott@aston.ac.uk; Aston University, Birmingham). *Dynamic visual processing and reading: What is the nature of the relationship?*
- 3 Chris C. Chase (chris.chase@claremontmckenna.edu; Claremont McKenna College), Robert F. Dougherty, Nicola Ray, Susan Fowler & John Stein. *Magnocellular cone signal strength in dyslexia.*
- 4 Piers Cornelissen (p.l.cornelissen@ncl.ac.uk; Newcastle University), Kristen Pammer, Ruth Lavis, Peter Hansen. *Dynamic visual processes in normal reading: Implications for developmental dyslexia?*
- 5 John Stein (john.stein@physiol.ox.ac.uk; Laboratory of Physiology, Oxford). *The role of the visual magnocellular system in reading and dyslexia.*

12: 40-13: 10 **Lunch break**

13: 10-15: 00 **Interactive papers**

15: 00-15: 20 **Coffee & Tea break**

14: 40 – 15: 10 SSSR Business meeting Keizerzaal

15: 20-17: 20 **Deaf and reading.** Chair: Catherine Transler

- 1 Jacqueline Leybaert (leybaert@ulb.ac.be; Université libre de Bruxelles), Perrine Willems. *Phonological working memory in deaf children fitted with a cochlear implant.*
- 2 Stéphanie Colin (Stephanie.Colin@etu.univ-lyon2.fr; Université Lyon2), Annie Magnan, Jean Ecalle, Jacqueline Leybaert. *Relation between early phonological skills and later reading performances in deaf children: effect of early exposure to Cued Speech.*
- 3 Loes Wauters (L.Wauters@ped.kun.nl; University of Nijmegen), Wim van Bon, Agnes Tellings. *The role of word identification and mode of acquisition in reading comprehension of deaf children.*
- 4 Fiona Kyle (f.e.kyle@rhul.ac.uk; University of London), Margaret Harris. *Longitudinal predictors of literacy development in deaf children.*
- 5 Daphne A. Ducharme (dducharm@uottawa.ca; University of Ottawa), Rachel I. Mayberry. *Can reading be achieved without phonological decoding?*
- 6 Catherine Transler (catherinetransler@yahoo.fr; Unilever Health Institute), Ruth Campbell, Mairead MacSweeney. *Fingerspelling: a phonological-coding hypothesis at stake.*

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