

**SSSR Conference, Vancouver 6-8 July 2006
PROGRAM**

Registration will take place July 5 1500-2100 and July 6, 7, and 8 from 0730 to 1600 in the lobby of the Buchanan Building

5 July 1900-2100, Room: Scarfe 310

BOARD MEETING

6 July 0830-1010, Room: Buchanan A104

Cross Linguistic Aspects of Literacy Development, Chair: Peter de Jong

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|---|-------------------|--|
| 1 | Marketa Caravolas | The foundations of literacy in a consistent orthography: Much like English after all? |
| 2 | Ellen Hamilton | Differentiating the role of sound sensitivity and awareness in reading ability for English- and Mandarin-speaking adults |
| 3 | Che Kan Leong | Text Inferencing by Chinese Children: Role of Verbal Working Memory, Two-Character Word Reading, RAN and Onset-Rime Segmentation |
| 4 | Sylvia Defior | Influence of Spanish Code Features upon Reading Acquisition |
| 5 | Karin Landerl | Longitudinal development of reading fluency in a consistent orthography |

6 July 0830-1010, Room: Buchanan A102

Teaching Strategies and Instructional Practices, Chair: Nancy Jackson

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|---|-------------------|--|
| 1 | Gail Brown | Classroom implementation of effective instruction in question-answer relationships |
| 2 | Annemarie Hindman | Teacher practices for partnering with parents across the transition to school |
| 3 | James Kim | The Effects of a Voluntary Reading Intervention on Reading Vocabulary and Comprehension: An Experimental Study |
| 4 | Eliane Segers | Learning from the internet: reading and writing |

6 July 0830-1010, Room: Buchanan A100

**Symposium: Genetic and Environmental Influences on Early Reading, Math, ADHD, and Related Skills.
Chair: Richard Olson**

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|---|-------------------|---|
| 1 | Stephen Petrill | Genes, Environments, and the Links between Reading and Math Skills, Evidence from a Longitudinal Twin Study |
| 2 | Stefan Samuelsson | Genetic and environmental influences on early literacy development in Australia, Scandinavia, and the United States |
| 3 | Brian Byrne | Learning-based and "static" measures in early literacy: A behavior-genetic analysis |
| 4 | Richard Olson | School and genetic influences on early reading and related skills |
| 5 | Erik Willcutt | Preschool twin study of the relation between attention-deficit/hyperactivity disorder and prereading skills |

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**6 July 1040-1220, Room: Buchanan A102
Individual Differences in Reading Skills, Chair: Pat Bowers**

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|---|-------------------------|--|
| 1 | Kristen McMaster | Cognitive Profiles of Struggling, Average, and Good Readers in Elementary, Middle, and High School |
| 2 | David Braze | Reader Skill Differences and Online Reading Behavior: Temporarily Ambiguous Sentences |
| 3 | Jennifer Cromley | Is there more than one way to be a poor reader? |
| 4 | Elizabeth Vaughn-Neely | Attention and Reading Skill in Middle Schoolers' Suppression of Irrelevant Word Meanings |
| 5 | Claudia Cardoso Martins | Reading and Spelling Ability of Brazilian Adults with Little or no Formal Education |

**6 July 1040-1220, Room: Buchanan A104
Symposium: Orthographic Learning
Chair: Pieter Reitsma**

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|---|----------------|---|
| 1 | Jessica Nelson | Orthography and decisions about when to move the eyes during reading |
| 2 | Kate Nation | Orthographic learning in context |
| 3 | Chin-Lung Yang | Reading skill and the acquisition of high quality representations for new words |
| 4 | Pieter Reitsma | Early acquisition of orthographic knowledge |

**6 July 1040-1220, Room: Buchanan A100
Symposium: Parenting and Early Literacy
Chair: Dorit Aram**

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|---|-----------------|--|
| 1 | Linda Phillips | What Parents Want for Their Children: A Longitudinal Study |
| 2 | Ofra Korat | Relationships between Maternal Attributions, Maternal Mediation, and Children's Emergent Literacy Level: Comparison between Two Socio-Economic Status Groups |
| 3 | Adriana Bus | An Up-date and Expansion of a Meta-analysis of Parent-Child Book Reading |
| 4 | Dorit Aram | Writing with Young Children: A Comparison between Fathers' and Mothers' Mediation |
| 5 | Mary Ann Evans | Parental Styles of Coaching Normally and Slowly Progressing Young Readers and their Effect |
| 6 | George Georgiou | Comparing the effects of cognitive and non-cognitive factors on early reading acquisition in English and Greek |

**SSSR Conference, Vancouver 6-8 July 2006
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6 July 1220-1410, Buchanan A Block, Lower Lobby (Ground Floor)

LUNCH AND INTERACTIVE PAPERS

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|----|-----------------------|--|
| 1 | Denyse Hayward | “Closing the Gap?” Implementing a classroom-based reading remediation program with Canadian First Nations children who have experienced reading failure for 2-3 years |
| 2 | Amy Feiker Hollenbeck | “There’s nothing to think about”: Text processing across genres for individuals with learning disabilities |
| 3 | Susan Brady | Studying The Influence of Teacher Attitudes on Response to Professional Development |
| 4 | Catherine Stoodley | Implicit learning in good and poor readers |
| 5 | Fathi El Ashry | A double dilemma for Arab children learn to read Arabic: Diglossia and unvowelled text |
| 6 | Linnea Ehri | Acquisition of Graphophonemic Mappings in Beginning Readers Receiving Systematic Phonics Instruction |
| 7 | Mercedes Rodrigo | Acquisition of orthographic and morphological skills in normal readers and reading disabled children in the Spanish Language |
| 8 | Nenagh Kemp | Adults with compensated dyslexia: Do morphological endings pose a spelling problem? |
| 9 | Ramona Pittman | African American Vernacular English: Patterns of rural and urban African American students in Texas |
| 10 | Jing Yang | An fMRI Study of Chinese Dyslexic Children’s Working Memory Deficit |
| 11 | Amy Barth | An Investigation of the Reading-related Component Skills That Underlie Reading Fluency for Adolescent Readers |
| 12 | Joyce Yang | Anatomical correlates of reading ability in Chinese children: A structural MRI study |
| 13 | Alexis Filippini | Beyond Letter Name Recognition and Early PA Skills: Does Kindergarten Vocabulary Proficiency Predict Later Reading Success for an English Learner Sample? |
| 14 | Lindsay Heggie | Children’s use of syllable and rime as orthographic units in reading English |
| 15 | Ana Luiza Navas | Comparative study of writing skills in children and adults with the same schooling level |
| 16 | Annette Jenner | Comparisons of Orthographic-to-phonologic and Phonologic-to- Consistency Effects across Reading and Spelling |
| 17 | Katherine Strasser | Countries do matter: Home and Instruction Effects on Literacy Skills in a Developing Country |
| 18 | Debra Jared | Cross-language activation in young bilingual readers |
| 19 | Kendra Sun-Alperin | Cross-Language Transfer of Phonological and Orthographic Processing in Spanish-speaking Children Learning to Read and Spell in English |
| 20 | William Owen | Detection and Correction of Spelling Mistakes Across Printed and Computer Formats: The Role of Phonological Recoding |
| 21 | Andrew Holliman | The relationship between musical rhythm, speech rhythm and reading development |
| 22 | Yang Luo | Development of Visual Skills in Learning to Read Chinese |
| 23 | Laura Reynolds | Differential Acquisition of English Letter-Sound Correspondences in Spanish-English Bilingual and English Speaking Monolingual First and Second Graders |
| 24 | Keith Topping | Differential Effects of Reading Challenge, Non-Fiction Reading & Gender on Reading Achievement |
| 25 | Michael Coyne | Direct Vocabulary Instruction during Shared Storybook Reading with Kindergarten Students: A Comparison of Basic Instruction, Extended Instruction, and Incidental Exposure |
| 26 | Lauren Figueredo | Effects of spelling errors on readers’ judgments about job applicants |
| 27 | Chris Coleman | Dyslexic and Non-Dyslexic Spelling Errors Among University Students |
| 28 | Adele Lafrance | EL1 and ESL Spelling Growth: A Longitudinal Study from Grades 1 to 6 |
| 29 | Dianna Townsend | English or Spanish? The Efficacy of Assessing Latino/a Children in Spanish for Risk of Reading Disabilities |
| 30 | Beverly Plester | Exploring the Relationship between Text Messaging and Literacy Attainment |

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|----|---------------------|--|
| 31 | Cynthia Puranik | Expository Writing Skills in Elementary School Children from 3-6th grades and Contributions of Short-term and Working Memory |
| 32 | Stephanie Glasney | Expressive and Receptive Vocabulary Skills Related to Story Comprehension in Preschool Children |
| 33 | Paula Luegi | Eye movements during text reading: dealing with topic familiarity and syntactic violations |
| 34 | Marilyn Jager Adams | Fluency and Vocabulary Instruction for Adult Basic Education Intermediate Readers |
| 35 | Frank Manis | Growth of Word Decoding and Reading Comprehension in English Language Learners |
| 36 | Shayne Piasta | Highly Qualified Teachers: The Importance of Teacher Content Knowledge in Promoting Instructional Practices Related to Student Reading Growth |
| 37 | Tatiana Pollo | How do preschoolers use letter names to select spellings? |
| 38 | Cristina Rodriguez | Identifying Subtypes of Reading Disability: Developmental approach |
| 39 | Morag Stuart | Dissociations between rapid automatized naming (RAN) and phonological awareness (PA) skills in a large sample of British 7-9 year old children in mainstream schools |

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**6 July 1410-1550, Room: Buchanan A102
Aspects of Literacy Learning, Chair: Kate Nation**

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|---|---------------------|--|
| 1 | Charles Hulme | Visual-verbal paired associate learning, phoneme deletion ability and learning to read |
| 2 | Peter de Jong | Young children's use of sound similarity in paired associate learning |
| 3 | Michal Balass | The Role of Definition and Sentence Context in Vocabulary Learning |
| 4 | Tiffany Hogan | Word learning in preschool children differing in phonological awareness |
| 5 | Christopher Lonigan | Impact of Preschool Literacy Curricula: Results of a Randomized Trial |

**6 July 1410-1550, Room: Buchanan A104
Reading Development in Second and Foreign Languages, Chair: Penny Chiappe**

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|---|---------------------|---|
| 1 | Yasuyo Sawaki | Component reading skill efficiency and reading comprehension in English as a second language for adult native speakers of Chinese, Korean and Spanish |
| 2 | Michal Shany | Socio-cultural Destitution and Schooling: Their Impact on Change Patterns in Language and Literacy Skills of Minority Children |
| 3 | Orly Lipka | The development of reading comprehension skills of students with English as a second language: The case of students from four different language groups |
| 4 | Alexandra Gottardo | The influence of first language (L1) category on the development of second language reading: A longitudinal perspective |
| 5 | Janina Kahn-Horwitz | Predicting English as a foreign language reading from a longitudinal perspective |

**6 July 1410-1550, Room: Buchanan A100
Symposium: Theoretical Validity and Instructional Utility of the Componential Model of Reading, alias Simple View of Reading
Chair: P.G. Aaron Discussant: Margaret Snowling**

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|---|-----------------|--|
| 1 | William Tunmer | Differences in language-related deficits between garden variety and dyslexic poor readers as defined by the Simple View of Reading: Evidence in support of the general language delay hypothesis |
| 2 | Wes Hoover | The Simple view of reading: An overview and implications for instruction |
| 3 | Malatesha Joshi | An alternative to IQ-Achievement discrepancy-based assessment based on Component Model of reading |
| 4 | John Kirby | Naming speed and fluency in learning to read: Evaluation in terms of Simple View of reading |
| 5 | P.G. Aaron | The validity of the Component model of reading: Outcome of an instructional procedure |

**6 July 1620-1800, Room: Buchanan A104
Perceptual Processes in Reading and Reading Disability, Chair: Frank Manis**

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|---|--------------------|--|
| 1 | Alison Kevan | Visual functioning in preliterate children at familial risk for dyslexia |
| 2 | Marie-Line Bosse | Reading acquisition and the visual attentional span: a longitudinal study |
| 3 | Willy Serniclaes | On the causality of the categorical perception deficit in dyslexia |
| 4 | Genevieve McArthur | Sound processing deficits in dyslexia and specific language impairment: Can they be fixed? |

**SSSR Conference, Vancouver 6-8 July 2006
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**6 July 1620-1800, Room: Buchanan A102
Grammar and Morphology, Chair: Claudia Cardoso Martins**

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|---|--------------------|--|
| 1 | Rachel Schiff | Visual and auditory morphological priming in adults with different types of developmental dyslexia |
| 2 | Helene Deacon | Morphological processing: Friend or foe for adults with a history of reading difficulties? |
| 3 | Courtney Patterson | ERP measures of syntactic processing in children with and without dyslexia |
| 4 | Carol Lord | Stress on Function Words: Different Patterns for Fluent and Non-fluent Readers |

**6 July 1620-1800, Room: Buchanan A100
Symposium: The Early Identification of Students at-risk for Reading Disabilities using Dynamic Indicators of Basic Early Literacy Skills
(DIBELS): A Cross-cultural Comparison
Chair: Ruth Kaminski Discussant: Roland H. Good III**

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|---|-----------------------|--|
| 1 | Elizabeth Schaughency | Evaluation of Concurrent and Predictive Validity of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in a New Zealand Sample of Beginning Primary Students |
| 2 | Susan Galletly | Measuring Australian reading achievement using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) |
| 3 | Ruth Ervin | Preliminary Evaluation of a Formative Reading Measure as a Tool for Assessing Risk and Responsiveness to Intervention |
| 4 | Doris Baker | The Predictive Validity and Decision Utility of a Spanish Early Literacy Measure |
| 5 | John Hosp | DIBELS as a Predictor of Proficiency on High Stakes Outcome Assessments for At-Risk Readers |

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**7 July 0830-1000, Room: Buchanan A102
Writing and Spelling, Chair: Iris Levin**

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|---|--------------------|--|
| 1 | Rebecca Treiman | Young children's knowledge about printed names |
| 2 | Nancy Jackson | Can Ordinary Classroom Assignments be Used to Measure Development of Young Children's Writing? |
| 3 | Kathleen Spencer | The Relationship between Writing Quality and Writing Component Skills among Middle School Students with Language-Based Learning Disabilities |
| 4 | Dorit Ravid | The long developmental route to spelling vowels in Hebrew |
| 5 | Lucja Segal-Seiden | Perception and Spelling of New Speech Sounds: the Case of Polish L2 Speakers of English |

**7 July 0830-1010, Room: Buchanan A104
Reading Instruction 1, Chair: Linda Phillips**

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|---|---------------------|--|
| 1 | Kristen MacConnell | The Effect of Selected Text Factors on Increasing the Fluency of Second Grade Students At Risk for Reading Difficulties |
| 2 | Maaïke Loncke | Rea – ding, read – ing or reading. Which is the most efficient method for training children to read bi-syllabic words? |
| 3 | Valerie LeVasseur | Rereading Phrasally-cued Text Promotes Gains in Reading Fluency |
| 4 | Jack Mostow | Refined micro-analysis of fluency gains in a Reading Tutor that listens: Wide reading beats rereading – but not by much |
| 5 | Stephanie Al Otaiba | Examining the Relations between Reading Instruction and Student Outcomes in Kindergarten Classrooms in Reading First Schools |

**7 July 0830-1010, Room: Buchanan A100
Symposium: Reading comprehension development: theory and measurement
Chair: Kate Cain**

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|---|-------------------|--|
| 1 | Panayiota Kendeou | A longitudinal investigation of comprehension and basic language skills from 4- to 8-years old |
| 2 | Jane Oakhill | Prediction of reading comprehension skill in Year 11 from Year 3 measures |
| 3 | Hugh Catts | A further investigation of poor comprehenders and poor decoders |
| 4 | Janice Keenan | How comparable are reading comprehension tests? |
| 5 | Richard Wagner | Comparing alternative models of developing relations among vocabulary, working memory, and reading comprehension |

**7 July 1040-1220, Room: Buchanan A100
Symposium: Reading Comprehension: Identification and Intervention of Poor Comprehenders
Chair: Jane Oakhill**

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|---|-------------------|---|
| 1 | Kate Cain | What happens to poor comprehenders? |
| 2 | Claudine Crane | Early intervention at the foundations of reading comprehension |
| 3 | Donald Compton | Predicting struggling readers' responsiveness to reading comprehension instruction |
| 4 | Danielle McNamara | iSTART: An automated reading strategy tutor that helps students understand difficult texts |
| 5 | Maureen Lovett | Remediation of reading comprehension and fluency deficits in children with reading disabilities |

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7 July 1040-1220, Room: Buchanan A104
At Risk Readers, Chair: Solveig-Alma Lyster

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|---|-------------------|--|
| 1 | Bente Hagtvet | Preschool oral language skills and variations in early literacy skills: longitudinal relationships in children at familial risk of dyslexia. |
| 2 | Connie Suk-Han Ho | Early Language and Rapid Naming Difficulties of Chinese Preschool Children at Familial Risk for Dyslexia |
| 3 | Marjolaine Limbos | Early Identification of Second-Language Students at Risk for Reading Disability |
| 4 | Francisca Serrano | Classifying dyslexia in Spanish |
| 5 | Joanne Carlisle | Is Reading First an Effective Intervention Over Time for Students' At-Risk for Reading Difficulties? |

7 July 1040-1220, Room: Buchanan A102
Word Recognition Processes, Chair: Rebecca Treiman

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|---|----------------|---|
| 1 | Ludo Verhoeven | Orthographic Regularity Effects in Reading Morphologically Complex Words: The case of Dutch Plurals |
| 2 | Michael Mckay | Grapheme-phoneme and body-rime units in the development of word reading |
| 3 | Vered Vaknin | The Relative Contribution of Phonological and Morphological Information to Word Recognition: Evidence from Hebrew |
| 4 | Javier Sainz | Neighborhood Distribution Effects in Visual Word Recognition: Effects of Single and Twin Neighbors in Spanish |
| 5 | Kors Perdijk | The developing mental lexicon: The role of morphological family size |

**SSSR Conference, Vancouver 6-8 July 2006
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7 July 1220-1410, Buchanan A Block, Lower Lobby (Ground Floor)

LUNCH AND INTERACTIVE PAPERS

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|----|------------------------|---|
| 1 | Lori Morris | Immersion, Submersion and Drowning: Developing the reading skills of minority language children |
| 2 | Elfrieda Hiebert | A Comparison of the Effects of Two Types of Phonetically Regular Text On The Fluency and Word Recognition Of First-Grade English Learners |
| 3 | Laura Roth | In-Context and Out-Of-Context Fluency as Predictors of Reading Comprehension and Comprehension Monitoring |
| 4 | Yolanda Yuen | Influence of non-linguistic factors in Chinese and English reading |
| 5 | Nina Goodman | Initial word-attack strategies used by English-speaking first-graders learning Hebrew as a second language |
| 6 | Peter Bowers | Instruction in morpho-phonological word structure: Can instruction add transparency to opaque words? |
| 7 | Rebecca Betjemann | Is Processing Speed an Independent Component of Reading Comprehension? |
| 8 | Suzanne Adlof | Kindergarten Prediction of Reading in Early vs. Later Grades |
| 9 | Ying Liu | Learning a tonal language by attending to the tone |
| 10 | Dana David | Lexical Stress and Early Reading Skills in Preschool Children |
| 11 | Mark Lauterbach | Long Term School Based Literacy Consultation: A Program Evaluation |
| 12 | Vassiliki Diamanti | Longitudinal Predictors of Reading and Spelling Ability in Greek Dyslexic and Normally Developing Readers |
| 13 | Jacqueline Hulslander | Longitudinal stability of reading skill profiles |
| 14 | Ulrike Biangardi | Morphological and orthographic priming in children and adults |
| 15 | Adelina Estevez | Morphological and syntactic processing in normal reading and reading disabilities in Spanish |
| 16 | Chenxi Cheng | Morphological Awareness and Reading Development in Chinese-English Bilingual Children |
| 17 | Beth Phillips | Now I Know My ABC's: Alphabetic Order and First Name Predict Letter Knowledge Development in Young Children |
| 18 | Chiung-Chu Wang | Number of Characters School Students Know from G1 to G9 |
| 19 | Jyotsna Vaid | On the psycholinguistic significance of the bar in Hindi word recognition |
| 20 | Leah Roth | Orthographic and morphological processing as predictors of reading achievement |
| 21 | Hsin-Chin Chen | Orthographic and Phonological Neighborhood Density Effects in Word Recognition in Chinese vs. English Readers |
| 22 | Jessie Ricketts | Orthographic learning in poor comprehenders |
| 23 | Jerry Ring | Performance Deficits in Children with Reading Difficulties and Children with Co-Occurring Problems in Reading and Arithmetic |
| 24 | Gina Harrison | Phonological and Orthographic Coding Skills in Adults with Writing Difficulties |
| 25 | Hollis Scarborough | Precision and Development of Phonological Representations of Dialect Differences |
| 26 | Jennifer Balogh | Predicting Oral Reading Rate and Accuracy from a Subjective Measure of Expressiveness |
| 27 | Erin Caffrey | Predicting Reading Growth with Dynamic Assessment |
| 28 | Marla Endler | Predictors of reading in early French Immersion |
| 29 | John Sabatini | Profile and intervention results for adult literacy learners with low decoding and fluency abilities |
| 30 | Clara Brandao de Avila | Quantity and Typology of Errors: A comparative analysis of Brazilian students of public and private schools |
| 31 | Peter Dewitz | Reading Comprehension Instruction in Five Basal Reading Programs: Durkin Revisited |
| 32 | Meghan Parkinson | Reading Motivation and Phonemic Awareness in Beginning Readers |
| 33 | Joanna Uhry | Rime cohesion in kindergarten phoneme segmentation? The controversy continues |
| 34 | Emily Binks | Roadblocks to Reading Acquisition: Is Teacher Knowledge One of Them? |

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- 35 J.P. Das Single and Double-Deficits in Reading: An Analysis of the Effect of Phonological Awareness, Rapid Naming Speed, and Distal Cognitive Processes
- 36 Susan Lambrecht Smith Speech Gestures in Dyslexic Children: From Babble to Words
- 37 Rosario Ortiz Speech perception development in Spanish children with and without dyslexia
- 38 Penny Chiappe Speech perception, vocabulary and the development of literacy skills in English among Korean- and English-speaking children
- 39 Line Laplante Spelling Disability with or without Apparent Reading Disorder: Study of Two Contrasted Cases

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**7 July 1410-1550, Room: Buchanan A102
Comprehension Processes, Chair: Malatesha Joshi**

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|---|-----------------|---|
| 1 | Paul Macaruso | Predictors of reading comprehension among young adults |
| 2 | Marilyn Nippold | Figurative Expressions in Reading: Mental Imagery as an Index of Comprehension |
| 3 | Nicole Landi | Behavioral and electrophysiological investigations of semantic processing in skilled and less-skilled comprehenders |
| 4 | Nell Duke | Revisiting the Simple View of Reading |
| 5 | Ruth Berman | Children's Knowledge of Novel and Traditional Sayings: The Impact of Schooling |

**7 July 1410-1550, Room: Buchanan A100
RAN and Reading, Chair: Charles Hulme**

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|---|-------------------|---|
| 1 | Rhona Stainthorp | A preliminary report of causal factors underlying performance in rapid automatized naming (RAN) tasks: No role for early visual processes |
| 2 | Rauno Parrila | Does rapid naming speed measure phonological or orthographic processing? |
| 3 | Rachael Borley | Visual processing components of rapid naming |
| 4 | Patrick Snellings | Reading fluency in poor readers; the integration between visual and auditory information |
| 5 | Arne Lervag | Modeling growth in reading fluency and rapid naming? |

**7 July 1410-1550, Room: Buchanan A104
Symposium: Assessing Proficiencies in English Reading and Language among Spanish-speaking Language Minority Learners
Chair: Nonie Lesaux**

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|---|-------------------|---|
| 1 | David Francis | Use of Oral Narrative to Understand Language and Literacy Development in Spanish-Speaking Children |
| 2 | Lee Branum-Martin | Heterogeneity in Language Ability among Spanish-speaking English Language Learners: A Latent Class Analysis |
| 3 | Nonie Lesaux | Spanish Speakers' Reading Comprehension in English |
| 4 | Michael Kieffer | The Role of Morphology in the English Reading Comprehension of Spanish Speakers |
| 5 | Gina Biancarosa | Exploring the Heterogeneity of English Reading Comprehension Difficulties among Spanish-speaking Middle School Students |

7 July 1620-1800, Room: Scarfe 100

SSSR AWARD LECTURE: Reading Ability
Charles Perfetti
Learning Research & Development Center
University of Pittsburgh

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**8 July 0830-1010, Room: Buchanan A102
Aspects of Reading Disability, Chair: Helene Deacon**

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|---|---------------------|---|
| 1 | Solveig-Alma Lyster | Linguistic and cognitive profiles of dyslexic poor decoders-poor reading comprehenders and poor decoders-good reading comprehenders |
| 2 | Eva Marinus | The processing of digraphs in dyslexic and normal reading children |
| 3 | Judith Bekebrede | Dutch dyslexic adolescents: phonological core/ variable orthographic difference or subtypes? |
| 4 | Elizabeth Demont | The use of phonological information by deaf readers of French: a cross-cultural study |

**8 July 0830-1010, Room: Buchanan A104
Symposium: Advancing Literacy Instruction in Early Childhood through Systemic Change: CIRCLE's Programmatic Research on the
Integration of Curriculum Assessment, and Professional Development
Chair: Jason Anthony**

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| 1 | Michael Assel | Longitudinal investigation of the implementation of two literacy focused curricula (i.e., Let's Begin with the Letter People and Doors to Discovery) during pre-K and kindergarten: The impact of setting and mentoring |
| 2 | Paul Swank | Development of the CIRCLE - Phonological Awareness, Language, and Literacy System (C-PALLS), a progress monitoring measure for preschool children. |
| 3 | Jason Anthony | Effectiveness of comprehensive professional development for teachers of at-risk preschoolers |
| 4 | Susan Landry | Integration among early childhood service delivery programs in the context of research proven curricula, progress monitoring, and ongoing professional development: The Texas Early Education Model (TEEM) |
| 5 | Ruth Fielding-Barnsley | Unravelling the causal interrelationships of early language and reading development |

**8 July 0830-1010, Room: Buchanan A100
Symposium: Spatial-temporal Dynamics of Information Processing during Reading
Chair: Florian Hutzler & Ralph Radach**

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| 1 | Eyal Reingold | Spatial-temporal dynamics of information processing during reading |
| 2 | Albrecht Inhoff | The time course of parafoveal information usage is a function of task demands |
| 3 | Mario Braun | The optimal viewing position effect: New evidence from eye tracking research |
| 4 | Florian Hutzler | Recording of brain potentials in real-world reading paradigms |
| 5 | Thierry Baccino | How to Describe the Timeline of Cognitive Processes using Eye-Fixation-Related-Potentials |
| 6 | Erik Reichle | Using ERP to Examine When the Eyes Move During Reading |

**SSSR Conference, Vancouver 6-8 July 2006
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**8 July 1040-1220, Room: Buchanan A104
The Development of Phonological Skills, Chair: Linnea Ehri**

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| 1 | Astrid Geudens | Children's reliance on the onset-rime structure: A comparison between English- and Dutch-speaking Children's recall errors |
| 2 | Min Wang | Sub-syllabic unit preference in young Chinese children |
| 3 | Julia Carroll | The Development of Phonological Representations |
| 4 | Young-Suk Kim | The contribution of phonological awareness and phonotactic awareness to reading skills in Korean |
| 5 | Connie Varnhagen | Spelling Strategies in English and French |

**8 July 1040-1220, Room: Buchanan A102
Reading Instruction 2, Chair: Ruth Fielding-Barnsley**

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|---|-----------------|--|
| 1 | Margaret Pierce | Examining The Heterogeneity of Literacy Performance Among Urban Struggling Readers |
| 2 | Jorgen Frost | The Effects of a Comprehensive Reading Intervention Program for Grade Three Children |
| 3 | Monique Brodeur | Effects of systematic kindergarten phonic activities on readiness for first-grade reading instruction |
| 4 | Lucie Godard | Teaching Phonemic Awareness, a Tool to Enhance Morphological Abilities and Vocabulary Acquisition in French as L2 for Native Arabic Speaking Students of 1st Grade |
| 5 | Donna Caccamise | Improving High Stakes Testing Reading and Writing Outcomes through Summarization |

**8 July 1040-1220, Room: Buchanan A100
Symposium: Eye Movements in Reading: Developmental Research & Individual Differences
Chair: Ralph Radach & Florian Hutzler**

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| 1 | Francoise Vitu | About differences and similarities in eye behavior between children and adults |
| 2 | Ralph Radach | Oculomotor control during silent and oral reading in developing readers |
| 3 | Jukka Hyona | Letter identity span among younger and older readers |
| 4 | Keith Rayner | The effect of word frequency and word predictability on the eye movements on young and elderly readers |
| 5 | Robin Morris | Vocabulary Acquisition during Reading: A Comparison of Good and Poor Adult Readers |
| 6 | Meredyth Daneman | Individual and age-related differences in shallow semantic processing of text: Evidence from eye movements |

**SSSR Conference, Vancouver 6-8 July 2006
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8 July 1220-1410, Buchanan A Block, Lower Lobby (Ground Floor)

LUNCH AND INTERACTIVE PAPERS

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|----|---------------------|--|
| 1 | Lauren Figueredo | Effects of spelling errors on readers' judgments about job applicants |
| 2 | Shih-Jay Tzeng | The effectiveness of the Chinese Phonetic Symbol (CPS) training on 1st-grade disadvantaged poor readers in Taiwan |
| 3 | Sandra Martin-Chang | Taking words out of context: New evidence for transfer appropriate processing in word acquisition and retention by Grade 2 students |
| 4 | Abigail Nubla-Kung | Teaching the comprehension of cause/effect text to at-risk second-graders |
| 5 | Susan Kemp | Teaching to Read Naturally: Examination of a Fluency Training Program for Third Grade Students |
| 6 | Laura Justice | Test of Four Hypotheses Concerning the Order of Alphabet-Letter Learning |
| 7 | Janet Tilstra | The Contribution of Fluency, Vocabulary and Listening Comprehension to Reading Comprehension in 4 th , 7 th and 9 th Grade Readers |
| 8 | Li-Yu Hung | The Development of Three Competences of Orthographic Awareness in Chinese Reading |
| 9 | Lori Altmann | Word and sentence production fluency in dyslexic adults |
| 10 | Naya Choi | The effect of Korean preschoolers' visual perception on Hangul words reading |
| 11 | Maartje Hilte | The effect of segmentation cues in spelling exercises for beginning spellers at risk |
| 12 | Christie Phelan | Working Memory and inhibitory control as predictors of emergent handwriting |
| 13 | Alida Anderson | The utility of Chinese tone processing skill in detecting children with English reading difficulties |
| 14 | Endia Lindo | The Impact of Family Background (Social, Human, and Material Capital) on Student Responsiveness to Research-Based Reading Intervention |
| 15 | Lara Jakobsons | The Impact of Instruction and Engagement on First Graders' Reading Comprehension Skills in Reading First Schools |
| 16 | Jay Blanchard | The Influence of a 'Science-based' Preschool Curriculum on Literacy Development in Spanish-speaking Kindergarten Children Learning English |
| 17 | Amanda Miller | The Influence of Prior Knowledge and Reading Ability on Memory for Text |
| 18 | Catherine Richards | Development of Phonological Awareness Skills in Young English Learners: Application of the Overlapping Waves Model of Development |
| 19 | Sarah Kershaw | The Relationship Between Oral Comprehension and Reading Fluency as it Relates to Reading Comprehension |
| 20 | Monica Abrahamsen | The relationship between reading skills, verbal short-term memory and phonological skills |
| 21 | Shu-Li Chen | The relationships between Phonological awareness and Chinese reading abilities |
| 22 | Amy Grant | The Role of Exposure to Print in Reading Skills of College Students with and Without Reading Disabilities |
| 23 | Noriyeh Rahbari | The role of orthographic and phonological processing skills in reading and spelling of monolingual Persian children |
| 24 | Jennae Bulat | The Role of Print Exposure in the Development of Early Literacy Skills Among Kindergarten Students |
| 25 | Kate Saunders | Towards the Development of the Alphabetic Principle in Adults with Mental Retardation |
| 26 | Iuliana Faroga | Training phonological awareness and commonly used words in school in preschool ESL children: Educational implications |
| 27 | Rufina Pearson | Treatment effects of a Reading Program in Spanish on Spanish-speaking children with dyslexia |
| 28 | Femke Scheltinga | Treatment of hard-to-remediate dyslexic children |
| 29 | Virginia Cronin | Two-Core Hypothesis and the Stroop Effect |
| 30 | Sara Ann Hart | Understanding the links between measured environments, reading, and math outcomes: Evidence from a twin study |
| 31 | Theresa Roberts | Unpacking articulation and its relationship to reading foundations in kindergarten |
| 32 | Liory Fern-Pollak | Word Frequency, String-Length and Lexicality in reading Spanish, English and Hebrew: Effects of Different Levels of Orthographic Transparency on Reading Strategy in Trilinguals |
| 33 | Lesley Wade-Woolley | Using linguistic stress information in reading |
| 34 | Heather Poole | Visible Orthography: Effects on the Reading Skills of Beginning Non-Readers |
| 35 | Nicole Harlaar | Accounting for stability in reading achievement in the early school years: Evidence from a twin study |

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36 Beatriz Diuk
37 Ellie Clin

Vocabulary knowledge, phonological representations and phonological sensitivity in Spanish-speaking low- and middle-income preschoolers
What Predicts Growth in L2 Alphabet Knowledge in French Immersion Kindergarten Students?

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8 July 1410-1450, Room: Buchanan A102

BUSINESS MEETING

**8 July 1450-1550, Room: Buchanan A100
Socio-Emotional Issues, Chair: Bente Hagtvet**

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|---|----------------|--|
| 1 | Tom Nicholson | Motivational Matthew effects in reading: The good feel happier and the poor feel sadder |
| 2 | Abigail Jewkes | Effects of Preschool on Children's Literacy, Numeracy, and Self-Regulation Skills: A Cut-off Study |
| 3 | Claire Cameron | The Head-to-toes Task: Using a behavioral measure of self-regulation to predict emergent literacy, language, and math skills |

**8 July 1450-1550, Room: Buchanan A104
Symposium: Report of the National Literacy Panel on Language Minority Children and Youth
Chair: Diane August**

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|---|--------------|---|
| 1 | Diane August | Effective Literacy Instruction for English-language Learners |
| 2 | Esther Geva | Oral Language Proficiency and Literacy Development of English Language Learners: Key Findings of the NLP Report |
| 3 | Linda Siegel | Instruction for Language Minority Students Placed in Special Education Settings |

**8 July 1620-1800, Room: Buchanan A104
Reading Development, Chair: Jorgen Frost**

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|---|-----------------------|---|
| 1 | Carol Connor | The cumulative effect of first and second grade reading instruction on students' decoding skill growth |
| 2 | Joseph Betts | Tracking Students' Early Literacy Development: A Three-Year Study |
| 3 | Jing Zhang | Strategy development in learning to read in Chinese |
| 4 | Becky Chen-Bumgardner | Development of Phonological Strategies in Learning to Reading Chinese |
| 5 | Taeko Wydell | Relationship between Reading Skills and Cognitive Abilities among Japanese Primary-School Children: Are Children with Reading Difficulties Rare in Japan? |

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8 July 1620-1800, Room: Buchanan A102

Assessment Issues, Chair: Val Muter

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|---|-----------------------|--|
| 1 | Rihana Williams Smith | Children's Strategy Use in Selecting Foils on the Peabody Picture Vocabulary Test- Third Edition. |
| 2 | Brooke Soden Hensler | Are all questions created equal? Factors that influence cloze question difficulty |
| 3 | Katsunori Koatni | Reading Speed and Readability: Second Language Reading |
| 4 | Noel Gregg | Evaluating the Written Discourse Complexity of College Writers: Task, Individual, and Writing Experience |

8 July 1620-1800, Room: Buchanan A100

Symposium: Deaf Children's Use of Phonology in Learning to Read: Is there an Alternative Route?

Chair: Margaret Harris

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|---|-----------------|---|
| 1 | Margaret Harris | Speech reading and learning to read: a comparison of 8-year-old deaf children with good and poor reading ability |
| 2 | Fiona Kyle | Longitudinal predictors of beginning reading and spelling in deaf and hearing children |
| 3 | Daniel Daigle | The acquisition of double consonants' legal position in written French: a case of implicit learning in deaf readers |