

**SSSR Conference, Prague 12-14 July 2007
PROGRAM**

Registration will take place July 11th from 15:00
3rd Floor Foyer

11 July 1700-1930, Room: Salon A; 24th floor
BOARD MEETING

11 July from 20:00
PRE-CONFERENCE SOCIAL EVENT
Corinthia Towers Hotel
Corinthia Towers Bowling Alley/Bar

12 July 0830-1010, Room: Suite 1
Symposium: The relationship between vocabulary acquisition and reading development: Exploring causal models, mediating variables, and instructional procedures
Chair: Donald Compton

1. Vocabulary learning from print: relations with memory, language and literacy; **Kate Cain, Stephanie Guillaume**
2. Vocabulary acquisition through reading: Orthographic and semantic learning; **Jessie Ricketts, Kate Nation, Dorothy Bishop**
3. Origins of Individual and Developmental Differences in Reading Comprehension; **Rick Wagner, Carol Rashotte**
4. Significance of Early Vocabulary Development for Beginning Reading; **Christopher Lonigan**
5. Facilitating struggling readers' acquisition of declarative knowledge and word meaning while reading in context; **Don Compton**

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**12 July 0830-1010, Room: Suite 2
Symposium: Reading in Asian languages
Chair: Jeung-Ryeul Cho**

1. Organization of speech in Chinese-reading dyslexic children: Aspiration and lexical tone; **Him Cheung, Kevin, K. H. Chung, Simpson W. L. Wong, Catherine McBride-Chang, Trevor B. Penney, Connie S. - H. Ho**
2. Disassembly and Assembly of Kanji Readings; **Hirofumi Saito, Masahiro Kawakami, Hisashi Masuda**
3. Different effects of the orthographic and phonological neighborhood density on Korean visual word recognition; **Yooan Kwon, Kichun Nam**
4. Morphological awareness is important in Korean-English biliteracy acquisition; **In Yeong Ko, Min Wang, Jaeho Choi**
5. The Effects of Thai Orthography on Reading Accuracy of Native Thai Readers; **Benjawan Kasisopa, Denis Burnham, Sudaporn Luksaneeyanawin, Ronan Reilly, Heather Winskel, Ralph Radach**

**12 July 0830-1010, Room: Suite 3
Dyslexia, Chair: Frank Vellutino**

1. Developmental dyslexia and acquired letter-by-letter reading: Similarities and differences; **Heinz Wimmer**
2. Dyslexia. Does verbal IQ matter? **Carsten Elbro**
3. Alternative Approaches to "Responsiveness-To-Intervention" as a Method of Identifying Reading Disabilities: Dynamic Assessment and Event Response Potential; **Douglas Fuchs, Lynn Fuchs, Donald Compton, Erin Caffrey, Chris Lemons, Bobette Bouton**
4. Oral and written language skills in poor and good readers. A longitudinal study of Norwegian children at familial risk of dyslexia age 5 through 9; **Bente Hagtvet, Solveig A.H. Lyster**
5. Reading accuracy and speed problems in Spanish dyslexic children; **Francisca Serrano, Sylvia Defior**

**12 July 1040-1220, Room: Suite 1
Symposium: Early Literacy Events and Children's Literacy Development
Chair: Ofra Korat; Discussant: Mary Ann Evans**

1. Socio-cultural measures that predict early literacy; **Dorit Aram**
2. Relations between early and later literacy development: The impact of early home experiences; **Susan Sonnenschein**
3. Early cognitive and non-cognitive predictors of reading fluency, spelling, and reading comprehension skills in Greek and English; **George I. Manolitsis, George K. Georgiou, Rauno Parrila, Kathy Stephenson**
4. The Effects of CD-ROM Storybook Reading on Children's Emergent Literacy; **Ofra Korat**
5. An Up-date and Expansion of a Meta-analysis of Parent-child Book Reading; **Adriana G. Bus**

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**12 July 1040-1220, Room: Suite 2
Spelling, Chair: Richard Kruk**

1. The stability of children's spellings; **W.H.J. van Bon, Cécile Kuijpers**
2. Which children benefit from letter names in learning letter sounds? **Rebecca Treiman, Bruce F. Pennington, Lawrence D. Shriberg, Richard Boda**
3. Do unexpectedly poor spellers have inferior visual memory? **Virginia M. Holmes**
4. The Beginning and Development of Word Knowledge: A Test of Ehri's Spelling Hypothesis; **Claire Davis, Michelle Drouin**
5. Bilingual spelling; **Victor H.P. van Daal, Alexandra Gottardo, Astrid Skaathun**

**12 July 1040-1220, Room: Suite 3
Reading instruction, Chair: Linda Phillips**

1. Contextual Effects on Predicting Risk for Reading Difficulties in Kindergarten and First Grade; **Kristi Santi, David Francis, Mary York, Barbara Foorman**
2. Improving Reading Skills of Hispanic Beginning Readers Attending High Poverty First-Grade Classrooms: The Promise of Peer-Assisted 3. Learning Strategies; **Mary Beth Calhoon, Stephanie Al Otaiba**
4. ABRACADABRA: The design and evaluation of a web-based balanced literacy program; **Robert Savage**
5. Impact of Teacher Study Groups on Observed Teaching Practice and Student Vocabulary and Comprehension for First Grade Teachers: Results of Large Scale Randomized Controlled Trials **Russell Gersten, Joe Dimino**

LUNCH

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12 July 1320-1530

INTERACTIVE PAPERS

(Refreshments available from 1510)

1. Depth of processing: Its relation to reading comprehension, component skills and cognitive processes; **Bozena White, John Kirby**
2. Metalinguistic Instruction Improves Third Graders' Reading Comprehension; **Marcy Zipke, Linnea Ehri**
3. Effects of inference training programs on inference making and reading comprehension; **Ida Iversen**
4. The Effects of Vocabulary Instruction on Reading Comprehension: A Meta-Analysis of Students PreK to 12; **Amy Elleman, Endia J. Lindo, Paul Morphy, Donald L. Compton**
5. Prosody, a nowadays challenge in reading comprehension: an intervention study; **M. Carmen González-Trujillo, Sylvia Defior**
6. withdrawnGerstih
7. Morphological decomposition in visual word recognition in French beginning readers; **Pauline Quémart, Séverine Casalis, Emmanuelle Mathiot**
8. Investigating the role of prosody in the development of fluent reading; **Ellie Clin, Lesly Wade-Woolley**
9. Invented Spelling: A Window into Literacy Acquisition; **Gene Ouellette**
10. Seeing the Onset of the Matthew Effect? Evidence from Young Children's Eye Movements during Shared Storybook Reading; **Gary Feng, Jia Guo**
12. Syntactic structure changes reading behavior: cluster analysis of eye movements; **Isabel Hub Faria, Paula Luegi, Armanda Costa**
13. Eye movements during the reading of syntactically manipulated structures; **Paula Luegi, Bernardes Ribeiro, Armanda Costa, Isabel Hub Faria**
14. Relationship between decoding ability and word length effect when reading Chinese Script; **Ju-Ling Chen, Yi-Fen Su**
15. Relationship between the Amount of Time Spend in Reading and Word Identification: A Twin Study; **Saradha Ramesh, Stephen A. Petrill**
17. Stability of children's word reading accuracy and speed; **Esther Steenbeek-Planting, W.H.J. (Wim) van Bon**
18. Parallel or Serial? English Visual Word Recognition of English as Foreign Language Learners; **Ting-Ting Chang, Yu-Chun Huang, Jun Ren Lee, Ovid J.-L. Tzeng, Daisy L. Hung**
19. Cross-Language Transfer of Morphological and Phonological Awareness to reading in L2 English and Chinese Hanja among Korean children; **Jee-Young Lee, Jeung-Ryeul Cho**
20. Differences of the spelling performances of biliterate Luxemburgish and Romanophone good and poor spellers in German and French; **Sonja Ugen, Sylvie Bodé, Jacqueline Leybaert**
21. The Growth of Automaticity in Double-Deficit Groups; **Virginia Cronin**
22. Measurement of reading progress in young at risk children; **Iuliana Faroga, Alexandra Gottardo**
23. The development of uppercase and lowercase letter names; **Sherri L. Horner**
24. What components are needed for effect professional development? A large scale evaluation of four professional development programs for teachers of at-risk preschoolers; **Susan Landry, Jason Anthony, Paul Swank, Susan Gunnewig**

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25. Definition Availability and Context Effects in Vocabulary Learning; **Michal Balass, Donald, J. Bolger, Charles A. Perfetti**
26. Morphological processing by French beginning readers; **Sophie Bouton, Christel Leuwers, Pascale Colé, Séverine Casalis**
27. Reading acquisition and implicit learning; **Gracia Jimenez-Fernandez, Sylvia Defior, Joaquin Vaquero**
28. How Parents Speak to their Children about Writing: Clues to the Nature of Print in Young Children's Environments; **Sarah Robins, Rebecca Treiman**
29. Young children's knowledge about writing; **Cynthia Puranik, Christopher Lonigan**
30. Letter Sound Instruction For 3-4 Year-Olds: Effects on Alphabet Knowledge, Phonemic Awareness and Motivation; **Theresa Roberts**
31. Evaluating pre-school 'reading' training for dyslexia at risk children; **Gonny Willems, Ulla Richardson, Leo Blomert**
32. Developing sensitivity to storybook style: analysis in two SES; **Ronit Levie, Iris Levin, Dorit Ravid**
33. Results of targeted counselling in severe dyslexia; **Anne Brit Andreassen, Ann-Mari Knivsberg, Pekka Niemi**
34. Genetic correlations between markers of Language Impairment and measures of single word reading; **Timothy Bates**
35. Words and pseudowords as formal primes: differential effects in dyslexic and normal reader children; **Severine Casalis**
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37. Comparison of the eye movements from dyslectic children and children with ADHD during reading in a regular orthography; **Karolina Hartfeld, Arthur M. Jacobs, Angela Heine, Verena Thaler**
38. No visual-attentional deficits in string processing in dyslexic readers, **Stefan Hawelka, Heinz Wimmer**
39. Training reading fluency: Is generalization possible and is it important to practice oral articulation? **Sini Hintikka, Karin Landerl, Mikko Aro, Heikki Lyytinen**
40. Comparison of cerebral activity during performance of an error move as compared to a precise move among dyslexic as compared to regular readers using ERN's ERP component potential; **Tzipi Horowitz, Zvia Breznitz**
41. Making the link between magnocellular sensitivity, orthographic processing and reading ability; **Alison Kevan, Kristen Pammer**
42. Behaviour, attention, and cognition in severe dyslexia; **Ann-Mari Knivsberg, Anne Brit Andreassen**
43. The visual attention span deficit in developmental dyslexia is not a perceptual span disorder; **Marie Lallier, Marie-Line Bosse, Sylviane Valdois**
44. Study of implicit learning abilities in children with and without dyslexia; **Pierre Largy**
45. Visual attention span deficit in developmental dyslexia: A simultaneous processing disorder; **Delphine Lassus, Sylviane Valdois**
46. Semantic Processing Altered by Reading Speed and Training - N 400 Effects of the Reading Acceleration Training; **Sebastian Korinth, Zvia Breznitz, Werner Sommer**
47. Speech and Tone Discrimination in Noise by Dyslexic and Non-Dyslexic Children; **Frank Manis**
48. Sublexical and lexical processing in dyslexic and normal reading children reading in a transparent language; **Eva Marinus, Peter F. de Jong**
49. The predictive power of early phonemic discrimination skills on reading: Follow-up of 85 French-speaking children from 5 to 8 years of age; **Agnès Kipffer-Piquard, Liliane Sprenger-Charolles**
50. Common underlying factors in mathematic difficulties and in reading related problems: a case of 31 children at risk of academic failure followed through grade 5 and grade 6; **Emiko Koyama, Lucja Segal-Seiden, Esther Geva**
51. Learning to read and spell in English among Chinese English-as-a-second-language learners in Hong Kong; **Pui-sze Yeung**
52. Understanding the Correlates of Reading Comprehension in Turkish; **Selma Babayigit**
53. Why is Rapid Naming Speed Related to Reading Ability? Contrasting the Phonological Processing, the Orthographic Processing, and the Speed-of-Processing Hypotheses; **George Georgiou, Rauno Parrila**
54. Which components of Rapid Automised Naming influence naming speed in average and dyslexic readers? **Manon Jones**

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55. Phonological processing, vocabulary and reading development: What underlying cognitive skills are responsible for the relationships among these abilities? **Joanne Taylor, Kate Nation, Philip Angell, Joanne Cocksey**
56. Visual, Auditory and Cross Modal Integration: A comparison of processing between dyslexic and regular readers by means of electrophysiological and behavioral measures. **Shelley Shaul, Zvia Breznitz**
57. Semantic processing altered by reading speed training – N400 effects of reading accuracy training. **Sebastian Korinth, Werner Sommer, Zvia Breznitz**

12 July 15:30: Suite 3

BUSINESS MEETING

(ALL SSSR MEMBERS INVITED)

12 July 1610-1750, Room: Suite 1

Symposium: Theoretical and applied issues in second language literacy development

Chair: Esther Geva

1. Phoneme Discrimination in Primary School Children who are English as a Second Language Learners and Reading Disabled: A Longitudinal Study; **Dana David, Emiko Koyama, Esther Geva**
2. The effects of new phonemes on L2 spelling acquisition: The case of Ethiopian children in Israel; **Michal Shany; Esther Geva**
3. A test of cross linguistic transfer: Training phonological awareness in French immersion children; **Pierre Cormier; Lesly Wade-Woolley**
4. The role of first language in adult beginning readers of English; **Aydin Yucesan Durgunoglu**
5. Writing Skills - The Role of Home Language and Learning Disability Status; **Esther Geva; Katherine Ndlovu**

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**12 July 1610-1750, Room: Suite 2
Symposium: Can the Dyslexic Brain Do Better? Enhancement of reading fluency
Chair: Zvia Breznitz**

1. Working Memory Enhancement through Accelerated Reading Training; **Virginia W. Berninger, Patricia Stock, Robert D Abbott, Zvia Breznitz**
2. Reading impairment in Second Grade children with reading and mathematical impairments; **Monique Plaza**
3. Effects and mechanisms of reading acceleration training in German regular readers: Evidence from eye movement recordings and event-related brain potential analysis; **Werner Sommer, Sebastian Korinth, Olaf Dimigen, Zvia Breznitz**
4. Enhancing the Reading Fluency and Accuracy of Dyslexic children in Dutch; **Patrick Snellings**
5. "The enhancement of reading fluency among dyslexics: Evidence of the reading acceleration manipulation in different languages". The Hebrew Sample; **Zvia Breznitz**

**12 July 1610-1750, Room: Suite 3
Word recognition processes, Chair: Rhona Stainthorp**

1. Still troubles in the Neighborhood? Competing syllabic & orthographic cohorts; **Florian Hutzler, Mario Braun, Thomas F. Münte, Michael Rotte, Arthur M. Jacobs**
2. Processing allomorphs in reading plural inflections; **Vered Vaknin, Joseph Shimron**
3. Phonological neighborhood effects on visual word recognition. **Javier Sainz, Ruben Garcia-Zurdo, Carmen Villalba Muñoz**
4. Interference between first language and second language in the word-sentence congruency task; **Misato Oi, Hirofumi Saito**
5. Learning to read non-vocalized Hebrew: Garden Path Sentences; **Amalia Bar On**

**12 July 1830-2000, Room: Suite 3
PANEL DISCUSSION
In The Aftermath of the Reading War
Chair: Joseph Shimron**

Panelists: Catherine Snow, Rhona Johnston, Usha Goswami, Peter Bryant

**City Tour 18:30-20:30
See webpage for details**

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13 July 0830-1010, Room: Suite 1

Symposium: Complexity in the Learning Environment: Interventions and Interactions

Chair: Carol McDonald Connor

1. The Effect of Individualized Reading Instruction on Student Reading Outcomes: The Results of a Randomized Field Trial; **Carol Connor, Frederick Morrison, Phyllis Underwood, Barry Fishman, Christopher Schatschneider**
2. Enhancing Chinese Children's Language and Literacy acquisition through Dialogic Reading and Morphology Training; **Bonnie Wing-Yin Chow, Catherine McBride-Chang**
3. Examining the Interactions among Student Characteristics, Reading Instruction, and Student Outcomes in Kindergarten Classrooms in Reading First Schools; **Stephanie Al Otaiba, Carol Connor, Jane Meadows, Jessica Logan, Luana Greulich**
4. Reading First, Professional Development, Teacher Knowledge, and Student Outcomes; **Alysia Roehrig**
5. Growth of Self-regulation in Preschool: Interactions among Child, Classroom Organization and Individual Context; **Claire Cameron, Frederick Morrison**
6. Early Language Intervention: Predictors of Treatment Outcome; **Claudine Crane, Charles Hulme, Julia Carroll, Jeremy Miles, Fiona Duff, Elizabeth Fieldsend, Margaret Snowling**

13 July 0830-1010, Room: Suite 2

Symposium: Cross-linguistic aspects of spelling acquisition: New research on Chinese, Dutch, Hebrew, and Brazilian Portuguese

Chair: Dorit Ravid; Discussant: Elinor Saiegh-Haddad

1. Spelling acquisition in young Chinese children; **Xiuli Tong, Catherine McBride-Chang**
2. The role of letter names in early literacy: Hebrew letter names have the same role as English, almost; **Iris Levin**
3. The spelling skills of non-literate adults: The role of letter-name knowledge; **Claudia Cardoso-Martins, Larissa Assunção Rodrigues**
4. Spelling function letters in Hebrew across gradeschool; **Dorit Ravid**
5. Prediction of Dutch spelling development throughout elementary school; **Ludo Verhoeven, Jan van Leeuwe**

13 July 0830-1010, Room: Suite 3

Emergent literacy, Chair: Linda Mason

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1. How distinct is phonological distinctiveness? **Jason Lon Anthony, Jeffrey Williams, Martha Dunkelberger, Rachel Aghara, Barbra Novak, Amy Bart**
2. Developmental Trajectory of Emergent Literacy Skills in Monolingual and Bilingual Preschoolers; **Jo Ann Farver, Christopher Lonigan, Stefanie Eppe**
3. What Predicts Parental Literacy Socialisation Practices in the Pre-school Home Environment? **Michelle Hood**
4. Parenting of Preschoolers: Multiple Dimensions and their Complex Associations with Early Literacy and Social Skills; **Annemarie Hindman, Frederick J. Morrison**
5. The benefits of computer assisted instruction to enhance literacy skills in kindergarten children; **Paul Macaruso**

**13 July 1040-1220, Room: Suite 1
Symposium: Morphemes and spelling: Learning across many contexts
Chair: S. Helene Deacon**

1. There are different ways of learning how to spell "education": morphemic knowledge versus word specific learning; **Peter Bryant, Paul Mitchell**
2. Using spelling as an empirical test of rules versus statistics; **S. Hélène Deacon; Sébastien Pacton**
3. The joint influence of orthographic and morphological regularities on children's spelling: Evidence from French; **Sébastien Pacton, Séverine Casalis, Hélène Deacon**
4. Deaf children's use of morphology in reading and writing; **Terezinha Nune, Diana Burman, Deborah Evans, Daniel Bell, Darcy Hallett, Adelina Gardner**
5. Spelling roolz: Intervening to improve university students' spelling of morphological patterns; **Nenagh Kemp**

**13 July 1040-1220, Room: Suite 2
Phonological Skills, Chair: Peter de Jong**

1. The Small Unit Theory in Early Reading Acquisition: Further thoughts on the Common Unit Task; **Jane Oakhill, Lucy Smith, Sarah Elmitt**
2. The role of mora and phoneme awareness in English orthographic knowledge; **Mitsue Allen-Tamai**
3. Psychometric properties and norming data for a battery of ten phonological tasks in Greek; **George Spanoudis, Timothy C. Papadopoulos, Panayiota Kendeou**
4. Phonemic and Sub-Phonemic Neighborhood Similarities in Young Children's Lexicons; **Julia Carroll, Joanne Myers, James Adelman**
5. The relationship between RAN and reading: A longitudinal study; **Rhona Stainthorp, Morag Stuart, Daisy Powell, Philip Quinlan, Holly Garwood**

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**13 July 1040-1220, Room: Suite 3
Reading and Reading Disabilities, Chair: Genevieve MacArthur**

1. Processing Speed and the Simple View of Reading: A Genetic Analysis; **Rebecca Betjemann, Janice M. Keenan, John C. De Fries, Sally J. Wadsworth, Erik G. Willcutt, Richard K. Olson**
2. The Power of Prior Knowledge to Compensate for Deficits in Reading Disability; **Janice M. Keenan, Amanda Miller**
3. Self-regulated strategy development instruction for expository reading comprehension and writing: Effects on performance of 7th and 8th grade students with disabilities; **Linda H. Mason**
4. Poor reading comprehension in mid-childhood: precursors and consequences; **Kate Nation**
5. Word Reading Skill and Brain Anatomy in Adult Resilient Readers; **Suzanne Welcome, Christiana M. Leonard, Laura Halderman, Stephen Towler, Christine Chiarello**

LUNCH

**13 July 1245-1345, Brown Bag Lunch
Suite 3**

Reading Research and Intervention with Post-Secondary Students

A number of researchers are now exploring reading processes and intervention strategies with a post secondary student population. This includes students who have dyslexia. If you are working with this age group, we invite you to join us for an informal discussion of your current projects. We would also like to provide an opportunity for the group to explore the potential for future collaborative projects.

Chair: Joan Wolforth

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13 July 1320-1530

INTERACTIVE PAPERS

(Refreshments available from 1510)

1. What predicts early Chinese reading in Taiwan? —Phonetic symbols (Zhu Yin Fu Hao); **Hsiu-Fen Chen, Li-Yu Hung, Shu-Li Chen, Mei-Feng Chen**
2. The Role of Attentional Control in Reading Comprehension; **Amber Johnston, Marcia Barnes, Bronwen Davis**
3. The comparison of two resources to detect high risk RD students during the process of identification; **Li-Yu Hung, Shu-Li Chen, Chiung-Chu Wang**
4. Analysis of Decoding Skill; **Joseph Jenkins, Lynn Fuchs, Carol Hamlett, Sarah Powell, Warren Lambert**
5. Lexicality effects in phonemic awareness but not in syllabic awareness; **Pierre Cormier, Alain Desrochers**
6. Phonological processing abilities and reading and spelling acquisition in Spanish-speaking children from different sociocultural backgrounds; **Beatriz Diuk, Ana Maria Borzone, María Elena Benitez**
7. Phonological processing abilities in Dutch preschool children; **Barbara Wagensveld, Miranda van Turenout, Ludo Verhoeven**
8. The Relationship Between Free recall, Serial Recall and Phonological Skills; **Monica Abrahamsen**
9. The Role of IQ and Speed of Processing in Reading; **Anna Jordan, Maggie Snowling**
10. A Simple Procedure to diagnose poor Reading Performance caused by Decoding Deficit from poor Performance caused by Attention Deficit; **P. G. Aaron, Shin Ruu**
11. Factors affecting the development of phonological awareness: exploring the impact of visual and auditory sensitivity; **Samantha Bowyer**
12. Parental involvement: Beliefs and Behaviors. **Maria Fagan Rogers, Judith Wiener**
13. What is the role of working memory in reading relative to phonological awareness, and rapid naming speed? **J. Das, Denyse Hayward**
14. Eye Movements at Reader-Determined Sentence Boundaries in Oral Reading; **Robert Berdan**
15. Fluent reading and phonological abilities in Spanish; **Sylvia Defior, Gracia Jimenez, Francisca Serrano, Maximiliano Wilson**
16. Towards a simple view of second language learning: relationships between fluency, vocabulary, reading and listening comprehension; **Gabriel Lee**
17. Matthew effects for oral reading fluency: A longitudinal investigation of first through third graders; **Brooke Soden, Hensler Yaacov Petscher, Christopher Schatschneider**
18. The nature of second and third grade basal readers in fluency development and genre diversity; **Joan E. Foley**
19. Readers' and spellers' development of word-specific knowledge and code skills; **Michelle Drouin, Claire Davis**
20. Sensitivity to lexical and metrical stress in early reading development; **Ilana Goodman, Lesly Wade-Woolley, Amanda Libenson**
21. Using measures of print exposure to predict reading ability and children at-risk for reading disabilities in second language learners;

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Amy Grant, Alexandra Gottardo, Esther Geva

22. withdrawn
23. Variations in Home Literacy Environments: A Cluster Analytic View of an Early Childhood Sample; **Beth Phillips, Christopher Lonigan**
24. Using Responsiveness to Kindergarten and First Grade Intervention to Predict Reading Achievement and Risk Status in First, Second, and Third Grade; **Frank R. Vellutino**
25. Parental Goals for Shared Book Reading and Relationship to Print-Referencing Behaviour with Young Children; **Mary Ann Evans, Diana Audet, Kailey Reynolds**
27. Direct Vocabulary Intervention in Kindergarten: Investigating Transfer Effects; **Michael Coyne**
28. The Effectiveness of a Thematically Designed Shared-book Reading Intervention for Preschool Children from Low-Income Households; **Sharolyn Pollard-Durodola, Jorge Gonzalez, Deborah Simmons**
29. Preliminary results for low literacy adults receiving decoding and fluency interventions; **John Sabatini, Hollis Scarborough, Jane Shore, Kelly Bruce**
31. Genetic correlations between markers of Language Impairment and measures of single word reading; **Timothy Bates**
32. Words and pseudowords as formal primes: differential effects in dyslexic and normal reader children; **Severine Casalis**
33. Neurocognitive deficits in dyslexia and dyscalculia; **Barbara Fussenegger, Karin Landerl**
34. Comparison of the eye movements from dyslectic children and children with ADHD during reading in a regular orthography; **Karolina Hartfeld, Arthur M. Jacobs, Angela Heine, Verena Thaler**
35. No visual-attentional deficits in string processing in dyslexic readers; **Stefan Hawelka, Heinz Wimmer**
36. Training reading fluency: Is generalization possible and is it important to practice oral articulation? **Sini Hintikka, Karin Landerl, Mikko Aro Heikki Lyytinen**
37. Comparison of cerebral activity during performance of an error move as compared to a precise move among dyslexic as compared to regular readers using ERN's ERP component potential; **Tzipi Horowitz, Zvia Breznitz**
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39. Making the link between magnocellular sensitivity, orthographic processing and reading ability; **Alison Kevan, Kristen Pammer**
41. The visual attention span deficit in developmental dyslexia is not a perceptual span disorder; **Marie Lallier, Marie-Line Bosse, Sylviane Valdois**
42. Study of implicit learning abilities in children with and without dyslexia; **Pierre Largy**
43. The Relationship between the Processes Involved in Reading and Spelling in Adults; **Frances Martin**
44. Spelling, writing, and dialect: A strategy intervention in phonology, morphology, and orthography; **Ramona Pittman, R. Malatesha Joshi, Regina Boulware-Gooden, Lori Graham**
45. Spanish-speaking children's spelling errors with English vowel sounds that are represented by different graphemes in English and Spanish words; **M. Kendra Sun-Alperin, Min Wang**
46. EL1 and ESL Spelling of Grammar Markers: Language Status or Risk Status? **Adele Lafrance, Esther Geva**
47. Will an Orton Gillingham reading program prove effective for "treatment resisters in a predominantly minority urban school where most students first language is not English? **Regina Boulware-Gooden, Suzanne Carreker, R. Malatesha Joshi**
48. Effects of parental knowledge on child reading skill: Evidence from home schooled, unschooled, and traditionally schooled children; **Sandra Martin-Chang, Jessica Chapman, Reanne Meuse**
49. The importance of vocabulary in longitudinal prediction of reading comprehension by word-level skills; **Angeliki Mouzaki, Georgios Sideridis, Panagiotis Simos, Athanassios Protopapas**

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50. Narrative Production and Reading Comprehension in children with and with out Learning Disability; **Prakash Padakannaya, Rashmi Rao, Dynyse Haward, Phyllis Schneider Amaya**
51. Improving the comprehension of cause/effect text in the social studies content area for at-risk second graders; **Simonne Pollini, Joanna Williams, Abigail Nubla-Kung, Anne Snyder, Amaya Garcia, Hsiao-Ling Weng, Amy Endo**
52. What Good and Struggling 5th Grade Readers Do When Reading Expository Text for a Specific Purpose: Implications for Intervention; **Janet Tilstra**
53. Auditory processing in specific language impairment: Insights from the N1; **Genevieve McArthur, Timothy Budd, Dorothy Bishop**
54. Reading growth in children with developmental language impairments; **Mindy Bridges, Hugh Catts, Todd Little**
55. Contextual facilitation of spoken words in poor comprehenders, poor decoders, and age-matched controls; **Tiffany Hogan, Hugh Catts, Suzanne Adlof, Holly Storkel**
56. Evaluating the Impact of Family Background on the Comprehension Ability of Struggling Readers in the Late Elementary Grades; **Endia Lindo, Donald Compton**
57. Does the sentence end here? Patterns of novel sentence-final intonation; **Carol Lord**
58. Subsyllabic Unit Preference of Young Chinese Children in Reading Pinyin; **Wei Gao, Min Wang**
59. The interaction between phonological awareness, rapid naming and verbal association learning as concurrent predictors of word reading ability; **Wim Van den Broeck**
60. Assessment of Phonological and Orthographic Abilities in Adults: A New Battery of Computerized Tests; **Chris Coleman, Noel Gregg, Mark Davis, Jennifer Hartwig Lindstrom**

**13 July 1530-1700, Suite 1
PRESIDENT'S ADDRESS
Chair: Richard Olson**

CONFERENCE DINNER (Hybernia Restaurant) 19:00

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14 July 0830-1010, Room: Suite 1

Symposium: At the roots of dyslexia theory: A critical re-appraisal of the relations between speech perception and phonological deficits and reading problems

Chair: Leo Blomert

1. Anomalous brain correlates of implicit phonological processing in dyslexia; **Leo Blomert, Milene Bonte**
2. Allophonic theory of dyslexia: new evidence from labelling and discrimination functions; **Willy Serniclaes, Dries Froyen, Leo Blomert**
3. Brain correlates of anomalous letter/speech sound integration in dyslexia; **Vera Blau, Nienke van Atteveldt, Elia Formisano, Rainer Goebel, Leo Blomert**
4. The long road to automaticity: Development of letter – speech sound integration in normal and dyslexic readers; **Dries Froyen, Nienke van Atteveldt, Milene Bonte, Leo Blomert**
5. A re-appraisal of the impact of speech perception and phonological deficits on dyslexia theory; **Franklin Manis**

14 July 0830-1010, Room: Suite 2

Symposium: Linguistic stress and prosody in reading

Chair: Lesly Wade Woolley; Discussant Clare Wood

1. Stress sensitivity and reading acquisition in Spanish; **Nicolas Gutierrez-Palma**
2. Development of processing written stress diacritics in reading Greek: A case of delayed decoding; **Athanassios Protopapas, Svetlana Gerakaki**
3. Stress assignment and derivational morphology in skilled reading; **Lesly Wade-Woolley**
4. Rhythm, Stress, Reading Acquisition and Dyslexia; **Usha Goswami**

14 July 0830-1010, Room: Suite 3

Reading development, Chair: Charles Hulme

1. The Simple View Grows Up: Investigating the Development of English Reading Comprehension among Adolescent Language Minority Learners; **Jeannette Mancilla-Martinez, Michael J. Kieffer, Joanna Christodoulou, Gina Biancarosa, Catherine E. Snow**
2. Preschool language skills and reading at 7, 9 and 10 years: etiology of the relationship; **Emma Hayiou-Thomas**
3. Prediction of development in beginning reading; **Arne Lervag**
4. English speaking boys have better word recognition than girls with synthetic phonics teaching; **Rhona Johnston**
5. What has changed in children's learning to read in 15 years? A comparison of two longitudinal studies.; **Alfred Schabmann, Christian Klicpera, Stefan Ludwig**

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**14 July 1040-1220, Room: Suite 1
Symposium: Understanding reading development and impairment in Chinese children:
Cognitive correlates and bilingual transfer
Chair: Catherine McBride Chang; Discussant: Gary Feng**

1. Phonemic Representation and Early Spelling Skills: Differences between in Mandarin (L1)-English and English (L1)-Mandarin Bilinguals; **Susan J. Rickard Liow, Stephanie H.-M. Yeong**
2. The important factors in reading acquisition of Chinese; **Hua Shu**
3. Early Language and Phonological Difficulties of Chinese Preschool Children at Familial Risk for Dyslexia; **Connie Suk-Han Ho, Man-Tak Leung, Him Cheun**
4. Contribution of phonology, orthography, and morphology in Chinese-English biliteracy acquisition; **Min Wang, Chen Yang, Chenxi Cheng**
5. Psycholinguistic units in relation to word recognition and vocabulary knowledge in Chinese and English among Hong Kong children; **Catherine McBride-Chang**

**14 July 1040-1220, Room: Suite 2
Development of Orthographic Skills. Chair: Frank Manis**

1. Tracking the acquisition of orthographic skills in developing readers: Masked priming effects; **Anne Castles, Chris Davis, Pauline Cavalot, Kenneth Forster**
2. Predictability reduces orthographic learning; **Eduardo García, Pieter Reitsma, Judith Rispens, Inez Berends**
3. The effect of repeated reading on the word length effect; **Peter F. de Jong**
4. Conflicting cues in marking plural adjectives in Hebrew: The effects of development and literacy; **Rachel Schiff**
5. Spelling and reading; Single or dual orthographic representations? **Kristen Pammer, Ellen Connell, Alison Kevan**

**14 July 1040-1220, Room: Suite 3
Longitudinal studies, Chair: Solveig Alma-Lyster**

1. Home Literacy Environment as an Environmental Measure: A Twin Study, **Sara Hart, Stephen A. Petrill**
2. A longitudinal study of the process of explicitation in children's reading and spelling representations, **Sarah Critten, Karen Pine, David Messer**
3. The influence of aspects of Language ability on Reading development - from 3 to 16 years of age, **Jorgen Frost**
4. Modeling Growth in Reading Comprehension in EL1 and ESL Children: A Longitudinal, Individual Growth Curve Analysis From First to Sixth Grade, **Fataneh Farnia, Esther Geva**
5. A Longitudinal Parent-Child Literacy Intervention Study; **Linda M. Phillips, Stephen P. Norris**

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LUNCH

14 July 1320-1530

INTERACTIVE PAPERS

(Refreshments available from 1510)

1. Evaluation of reading comprehension with and without text consultation; **Carolina Alves Ferreira de Carvalho, Clara Regina Brandao de Avila, Adriana de Souza Batista Brasilia, Maria Chiari Faleiros Paolucci**
2. Hidden deficits in reading comprehension: Relating teacher's perceptions to performance on psychometric tests; **Joanne Cocksey, Kate Nation**
3. Inference Comparison between Native French-Speaking, Non-Native French-Speaking and French Learning Disability Students attending French Schools; **Lucie Godard**
4. Cognitive and motivational factors in children's reading comprehension; **Julie Hansen, Linda Cebulski**
5. Research-based Reading Instruction: What About No Teacher Left Behind? **Emily Binks, R. Malatesha Joshi**
6. Deaf adolescents' sensitivity to number agreement during sentence processing; **Helen Breadmore, Andrew Olson, Andrea Krott**
7. Deaf children's use of spelling strategies; **Fiona Kyle, Margaret Harris, Usha Goswami, Rhona Stainthorp, Leonie Mathews**
9. Dyslexia in a regular language - the role of phonology, grammar and semantics; **Solveig-Alma Lyster**
10. Development of Syntactic Awareness in Chinese children; **Xiao XiaoYun, Connie Suk-Han Ho**
11. From transparent to shift: Development of morphological awareness and its contribution to reading acquisition; **Richard S. Kruk, Ashley Petrasko**
12. Morphological awareness, vocabulary and reading comprehension in Middle School English language learners; **Gloria Ramírez, Becky Chen-Bumgardner, Michael Gerber, Esther Geva**
13. What's in a word? Evaluating French-Immersion students' morphological knowledge (through grades 2, 4 and 6); **Chantal Sabourin, Marie Labelle**
14. withdrawn

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15. Distinct differential sound substitutions in adult Polish-Canadian learners of English as a second language; **Lucja Segal-Seiden, Esther Geva**
16. Does L2 Vocabulary Knowledge Predict L2 Word Recognition Skills in ESL and EL1 Upper-elementary Children? **Maureen Jean**
17. Early Comprehension Development of Spanish-speaking English Language Learners; **Emily Solari, Cara Eadie, Alexis Filippini**
18. Domain specific or domain general: Electro-cortical measures during lexical and object decision tasks, a comparison of dyslexic and regular readers; **Naama Mayseless, Zvia Breznitz**
19. The Double-Deficit Hypothesis in German orthography; **Kristina Moll**
20. The naming speed deficit is not what it looks like: Testing the assumptions of the double deficit hypothesis; **Anniek Vaessen, Leo Blomert**
21. Naming speed in dyslexia and dyscalculia; **Edith Willburger, Karin Landerl**
22. Central executive and speed of processing deficit in Chinese developmental dyslexia: its impact on word decoding and reading comprehension; **Simpson Wai Lap Wong, Connie S-H Ho**
23. Do cognitive abilities matter in developing compensatory strategies for reading and spelling? Evidence from individual cases; **Elena Zaretsky, James Hodgson, Kristina Curro**
24. The relationships between reading, executive functioning and time perception in children; **Debbie Gooch, Maggie Snowling, Charles Hulme**
25. Predicting early reading development from group administered preschool measures; **Holger Juul**
26. Assessing phonology, syntax, & working memory using ERP: Towards an understanding of the underlying cause of developmental dyslexia; **Courtney Patterson, Todd Ferretti, Alexandra Gottardo**
27. Possible interactions between speech perception development and learning to read; **Hanne Poelmans, Willy Serniclaes, Dries Froyen**
28. Input and output phonological processing in dyslexia; **Mads Poulsen, Carsten Elbro**
29. Modelling the association of the naming skills with neurocognitive, motor and reading skills in children at familial risk for dyslexia; **Paula Salmi, Tuija Aro, Asko Tolvanen, Kenneth Eklund, Timo Ahonen, Heikki Lyytinen**
30. Teaching morphemes to dyslexic individuals. Is there any difference? **Styliani Tsesmeli, Philip H.K. Seymour**
31. Do Dyslexic Children Really Show Evidence of a Left 'Mini-Neglect'? **Christopher Grieve, Lynne Duncan**
32. Cerebral activation related to visual word processing in Korean language - case study on alexic patients and fMRI study; **Hyojeong Sohn, Sung-Bom Pyun, Jaebum Jung, Kichun Nam**
33. Stability and Overlap of Response to Intervention Criteria; **Amy Barth, Jason Anthony, Carolyn Denton, David Francis, Jack Fletcher**
34. Do visual and auditory temporal processing deficits account for Chinese dyslexic children? **Kevin Kien Hoa Chung, Catherine McBride-Chang, Trevor B Penney, Him Cheung, Connie S H Ho, Simpson W L Wong**
35. An Investigation of the Effects of Neural Connectivity on Math and Reading Ability; **Nicole Davis, Craig Lorang, John Gore, Lynn Fuchs, Adam Anderson, Christopher Cannistraci, Donald Compton**
36. Reading-related behavioral characteristics as predictor of reading difficulties of Chinese adults: The use of adult behavior checklist for reading and writing in Hong Kong; **Kate Nga-ki Leung, Connie Suk-han Ho**
37. School Reform and Students with Disabilities: The Impact of the Reading First Program on Students in Special Education; **Aubree Zelnick, Janice Dole, John Hosp, Michelle Hosp**
38. Phonological Spelling and Reading Deficits in Children with Spelling Disabilities; **Angela Friend, Richard K. Olson**
39. Spelling acquisition in a transparent orthography; **Ana María Borzone, Verónica Sanchez, Beatriz Diuk, Marina Ferroni**
40. Use of Morphology in Spelling: A Comparison of Children with Dyslexia and Typically Developing Children; **Derrick Bourassa, Rebecca Treiman**
41. Effects of letter-sound consistency and letter-spelling complexity in learning default and contextually conditioned letter spellings in Slovak; **Marketa Caravolas, Marina Mikulajova, Lidia Vencelova**

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42. Single or Dual Orthographic Representations for Spelling and Reading: the Product of the Definition; **Ellen Connell, Alison Kevan, Kristen Pammer**
43. Component Reading and Spelling Skills in a Case of Developmental Surface Dysgraphia; **Gina Harrison; Keira Ogle**
44. Semantic cues facilitate learning to spell; **Maartje Hilte**
45. RAN components and reading: Evidence from English, Greek, and Chinese; **Rauno K. Parrila; George Georgiou; Chen-Huei Liao**
46. Are orthographic representations compromised in children with problems in Rapid Automatized Naming tasks? **Daisy Powell; Rhona Stainthorp, Morag Stuart, Philip Quinlan, Holly Garwood**
47. Using a 3-axis accelerometer to measure postural stability as an indicator of cerebellar processing; **Ron Stringer, Shahrzad Irannejad**
48. The Effects on Student Outcomes of Coaching Support Provided to Reading Intervention Teachers; **Carolyn A. Denton, Patricia G. Mathes, Minyi Shih**
50. Preventing Reading Disabilities among Disadvantaged First-Graders: A Two-Pronged Approach; **Eric Dion, Catherine Roux, Danika Landry, Douglas Fuchs, Joseph Wehby**
51. General Visual and Visual-Orthographic Skills in Chinese Character Acquisition; **Yang Luo, Cherry Jing Zhang, Xi Chen**
52. Explorations of the relations between statistical speech segmentation, speech rate, and reading skill; **Daniel Mirman, Nicole Landi**
53. Sensitivity to Stress in Speech and its Relationship to Spelling Proficiency in Adults; **Clare Wood, Puja Joshi**
54. Orthographic learning during self-teaching: the role of simultaneous visual processing of letters; **Marie-line Bosse**
55. Examining the orthographic skills of high functioning adults with dyslexia; **Nicole Conrad, S. Helene Deacon, Melissa McGonnell**
56. Patterns of reading success following rime family training; **Heather Poole, Betty Ann Levy**
57. Factors influencing word recognition in an alpha-syllabic Indic script: Evidence from Hindi; **Jyotsna Vaid, Chaitra Rao, Hsin-Chin Chen**
58. Cross-Linguistic Transfer of Phonological Processing Skills in Bilingual Arabic/English-Speaking Children; **Nadia Taibah**

14 July 1530-1710, Room: Suite 1

**Symposium: Environmental influences on early reading development in identical and fraternal twins
Chair: Richard Olson**

1. Exploring environmental influences on literacy development within a genetically sensitive research design: The case of teacher effects; **Brian Byrne, Richard K. Olson, Jacqueline Hulslander, Stefan Samuelsson**
2. A new curriculum for reading and spelling: Changes in estimated genetic and environmental influences on early literacy development in Norway; **Stefan Samuelsson, Brian Byrne, Jacqueline Hulslander, Richard K. Olson**
3. Gene by environment interactions in the etiology of individual differences and group deficits in reading development; **Richard Olson, Angela Friend, Brian Byrne, Robin Corley, John DeFries, Jacqueline Hulslander, Stefan Samuelsson, Sally Wadsworth**
4. The home literacy environment and early reading: Evidence from a twin study; **Anna Johnson, Stephen A. Petrill**
5. How are reading experience and reading achievement related over time? Results from a genetically informative cross-lagged study; **Nicole Harlaar, Robert Plomin**

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14 July 1530-1710, Room: Suite 2

Symposium: An integrative account of cognitive deficits in reading difficulties: Implications for early diagnosis and intervention

Chair: Timothy Papadopoulos; Discussant: John Kirby

1. What is the role of working memory in reading relative to phonological awareness, and rapid naming; **J.P. Das, Denyse Hayward, George K. Georgiou**
2. Triple deficits and reading difficulties: Studies of early years Greek reading; **Rod I. Nicolson, Angela Fawcett, Maya Alivisatos**
3. Diagnosis of reading difficulties in kindergarten and Grade 1 in Greek: The role of CAS and DEST-R; **Timothy C. Papadopoulos, Panayiota Kendeou, Stefanos Demetriou, Andreas Demetriou**
4. Bridging theories to better understand early reading difficulties; **Panayiota Kendeou, Timothy C. Papadopoulos, Maria Constantinidou, Elena Christou**

14 July 1530-1710, Room: Suite 3

Cross linguistic studies, Chair: Bente Hagtvet

1. Acquiring knowledge about derivational suffixes during early schooling: Some observations from a comparison of English and French; **Lynne Duncan, Séverine Casalis, Pascale Colé**
2. On the Benefits of Bi-literacy: Just a Head Start in Reading or Specific Orthographic Insights? **Mila Schwartz, David L. Share, Mark Leikin, Ely Kozminsky**
3. Can Componential Model of Reading be applied to acquisition of Spanish literacy? **R. Malatesha Joshi, R. Boulware-Gooden, Emily Ocker-Dean, P.G. Aaron**
4. Vocabulary knowledge in Norwegian-English bilinguals; **Alexandra Gottardo, Rebecca Charbonneau, Victor van Daal, Tore Meberg, Astrid Skaathun**
5. Syllable Structure Transfer from Chinese to English and its Implications for Subsyllabic Division Unit Preference; **Aleck Shih-wei Chen**

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14 July 1715, Room:TBC

FAREWELL DRINKS

Foyer 3 (3rd Floor)

City Tour - 18:30-20:30
(see website)