

Sixteenth Annual Meeting

SSSR

Society for the Scientific
Study of Reading

June 25-27, 2009
Boston, Massachusetts

On the cover: “Learning” is one of three inspirational statues located in Parkman Plaza near the Boston Common Visitor Information Center and the start of The Freedom Trail

Cover design: Chris Lorenzen

**Sixteenth Annual Conference of the
Society for the Scientific Study of Reading**

**June 25-27, 2009
Boston, Massachusetts**

Conference Coordinator

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Local Coordinators

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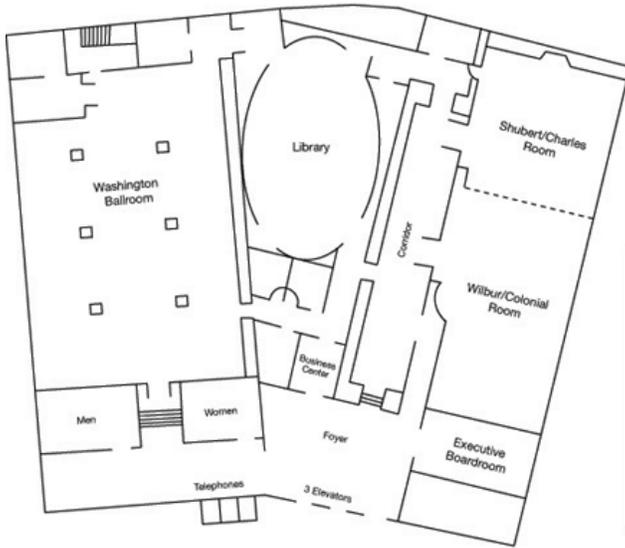
Ana Luiza Navas

Tiffany Hogan

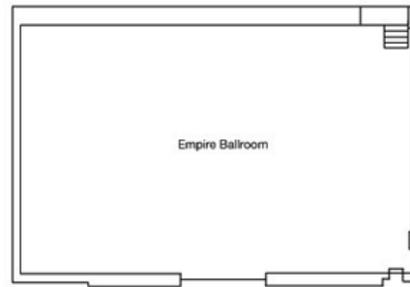
Conference Overview

Wednesday June 24	15:00-21:00 16:30-19:00 20:00-22:00	Registration – Lobby Board Meeting – Executive Boardroom Pre-Conference Social Event – Wilbur/Colonial
Thursday June 25	08:30-14:00 08:30-10:10 10:10-10:40 10:40-12:20 12:30-14:00 13:20-15:30 15:10-15:30 15:30-16:10 16:10-17:50	Registration – Executive Boardroom Spoken Paper Sessions Break Spoken Paper Sessions Lunch - Empire Posters – Washington Refreshments Business Meeting – Wilbur/Colonial Spoken Paper Sessions
Friday June 26	08:30-10:10 10:10-10:40 10:40-12:20 12:30-14:00 13:20-15:30 15:10-15:30 15:30-17:00	Spoken Paper Sessions Break Spoken Paper Sessions Lunch - Empire Posters – Washington Refreshments Presidential Address - Empire
Saturday June 27	08:30-10:10 10:10-10:40 10:40-12:20 12:30-14:00 13:20-15:30 15:10-15:30 15:30-17:10	Spoken Paper Sessions Break Spoken Paper Sessions Lunch - Empire Posters – Washington Refreshments Spoken Paper Sessions

Hotel Conference Map



Fifth Floor



First Floor

SSSR Conference, Boston, Massachusetts – 2009 PROGRAM

Registration June 24th

15:00 - 21:00 Lobby

Board Meeting June 24th

16:30 - 19:00 Executive Boardroom

Pre-Conference Social Event June 24th

20:00 - 22:00 Wilbur/Colonial

Day 1 - 25th June

25th June 08:30 - 10:10, Wilbur/Colonial

Symposium: Neuroimaging studies of reading ability: Functional and structural measures of neural plasticity in learning and development

Chair: Nicole Landi

1. The development of reading pathways: Longitudinal DTI and fMRI measurements; **Michal Ben-Shachar (Stanford University - michal.benshachar@gmail.com); Robert Dougherty; Gayle Deutsch; Brian Wandell**
2. A developmental fMRI study of reading and repetition reveals changes in phonological and visual mechanisms over age; **Jessica Church (Washington University School of Medicine - jess@npg.wustl.edu); Rebecca Coalson; Heather Lugar; Steven Petersen; Bradley Schlaggar**
3. Neural pre-markers of developmental dyslexia in the pre-reading brain: An fMRI investigation; **Nadine Gaab (Harvard Medical School - Nadine.Gaab@childrens.harvard.edu); Maria Chang; Michelle Lee; Roman Buechler; Nora Raschle**
4. Differential effects of phonological and orthographic consistency in cortex for children with and without reading disorders; **Donald Bolger (University of Maryland - djbolger@umd.edu); Jayla Gray; Jennifer Minas; Fan Cao; Douglas Burman; James Booth**
5. Utility of simple repetition to index online learning in reading; **W. Einar Mencl (Haskins Laboratories - mencl@haskins.yale.edu)**

25th June 08:30 - 10:10, Shubert/Charles

Symposium: Home literacy contributes to alphabetic skills: Evidence from longitudinal and intervention studies in various populations

Chair: Dorit Aram; Co-Chair: Iris Levin

1. Parental instruction and preschoolers' writing outcomes in an American, middle SES sample; **Samantha Worzalla (University of Michigan - worzalla@umich.edu); Rachel Pess; Amy Taub; Lori Skibbe**
2. Promoting early literacy of low SES Israeli kindergartners: Effects of parent-child joint-writing and storybook-reading interventions; **Dorit Aram (Tel Aviv University, Israel - dorita@post.tau.ac.il); Iris Levin**
3. Home-based storybook reading: Effects on print knowledge attainment of preschoolers with language impairment; **Laura Justice (The Ohio State University - Justice.57@osu.edu); Lori Skibbe; Shayne Piasta; Anita McGinty**
4. The relationship between home environment variables and progress in early reading acquisition: Evidence from Brazilian low SES children; **Marcela Fulanete Corrêa (Universidade Federal de Minas Gerais, Brazil - mfcorrea@fafich.ufmg.br); Cláudia Cardoso-Martins; Eraline Laponez Guerra**
5. Family contributions to the alphabetic skills of American children in poverty; **Annemarie Hindman (Temple University - ahindman@temple.edu); Alison Miller**

25th June 08:30 - 10:10, Library
Bilingualism, Chair: Alexandra Gottardo

1. Do L1 print exposure and L1 general knowledge contribute to L2 oral and written proficiency?; **Richard Sparks (College of Mt. St. Joseph - richard_sparks@mail.msje.edu)**
2. Story composition in monolingual and ESL students with different reading profiles; **Esther Geva (University of Toronto - egeva@oise.utoronto.ca); Katherine Ndlovu**
3. Vocabulary instruction through home-school connections: Findings from an intervention program for Spanish-English bilingual students; **Mariela Paez (Boston College - mariela.paez@bc.edu); Lianna Pizzo; Kristen Paratore Bock**
4. Does first language have an impact on second language reading strategies? A test of the psycholinguistic grain size hypothesis; **Alexandra Gottardo (Wilfrid Laurier University - agottard@wlu.ca); Adrian Pasquarella; Esther Geva; Fataneh Farnia**
5. Cross-linguistic reading relationships among bilingual learners; **Elizabeth Howard (University of Connecticut - elizabeth.howard@uconn.edu); Patrick Proctor; Betsy McCoach**

25th June 08:30 - 10:10, Empire
Comprehension, Chair: Carolyn Denton

1. Increasing silent reading comprehension in 3rd grade inner city children: The role of fluency training, strategy training and cognitive linguistic skills; **Pamela Hook (MGH Institute of Health Professions - phook@mghihp.edu); Katharine Radville; Paul Macaruso; Charles Haynes**
2. Predictors of growth in English reading comprehension for young Spanish-speaking English-language learners: Understanding interactions with the language of instruction; **Diane August (Center for Applied Linguistics - daugust@msn.com); Maria Carlo; Chris Barr; Margarita Calderon**
3. Effects of a parsimonious comprehension and vocabulary intervention in social studies on fourth-grade students' achievement; **William Rupley (Texas A&M University - w-rupley@tamu.edu); Angela Hairrell; Deb Simmons; Sharon Vaughn; Meghan Edmonds; Elizabeth Swanson; Ross Larsen; Victor Willson**
4. Reading comprehension: Contributions from size and semantic organisation of the mental lexicon; **Dorthe Klint Petersen (University of Aarhus - dkp@dpu.dk); Carsten Elbro**
5. The importance of rich, flexible semantic knowledge for word reading and comprehension; **Maryanne Wolf (Tufts University - Maryanne.Wolf@tufts.edu); Mirit Barzillai; Sasha Yampolsky; Tami Katzir; Robin Morris; Maureen Lovett**

25th June 10:10 - 10:40
Break

25th June 10:40 - 12:20, Wilbur/Colonial
Phonological processing, Chair: Dave Braze

1. The complexities of nonword repetition and its relationship with reading development; **Kate Nation (University of Oxford - kate.nation@psy.ox.ac.uk)**
2. Auditory temporal processing, phonological deficit, and poor phonological decoding; **Rauno Parrila (University of Alberta - rauno.parrila@ualberta.ca); George Georgiou; Timothy Papadopoulos**
3. Neural mechanisms of skilled reading: Phonology is fundamental at any age; **Jane Ashby (University of Massachusetts at Amherst - ashby@psych.umass.edu); Lisa D. Sanders; John Kingston**
4. Predictors of reading: Phonological awareness, naming speed, orthographic processing, and morphological awareness; **John Kirby (Queen's University - john.kirby@queensu.ca); B. Kelly Geier; S. Hélène Deacon**
5. Studying the development of word recognition using a pseudoword task; **Christine Sipala (University of Rhode Island - csipala@mail.uri.edu); Susan Brady**

**25th June 10:40-12:20, Shubert/Charles
Instruction/intervention, Chair: James Kim**

1. A comparison of reading and spelling ability in 10 year old children taught by analytic and synthetic phonics programmes; **Sarah Logan (University of Hull - s.logan@hull.ac.uk); Rhona Johnston; Joyce Watson**
2. Characteristics of intervention responders and two groups of impaired readers identified using differing criteria for response to intervention; **Carolyn Denton (University of Texas Health Science Center - Houston - Carolyn.A.Denton@uth.tmc.edu); Jack Fletcher; Karla Stuebing; Paul Cirino; Amy Barth; Sharon Vaughn; David Francis**
3. Struggling adolescent readers: Effects of short-term intervention; **Hollis Scarborough (Yale University - hscarborough@att.net); Laurie Cutting; John Sabatini; Kenneth Pugh**
4. Peter effect in preparing reading teachers; **R. Malatesha Joshi (Texas A&M University - mjoshi@tamu.edu); Emily Binks; Martha Hougren; Lori Graham; Jing Zhao; Prakash Padakannaya ; Jorge Gonzalez**
5. An 8 year longitudinal study of early identification and intervention to prevent reading difficulties; **Linda Siegel (University of British Columbia - linda.siegel@ubc.ca)**

**25th June 10:40 - 12:20, Library
Symposium: Invented spelling: Early steps on the pathway to literacy
Chair: Gene Ouellette; Co-Chair: Monique Sénéchal**

1. Do children's prephonological writing patterns predict later spelling performance?; **Tatiana Pollo (Washington University in St. Louis - tpollo@wustl.edu); Brett Kessler; Rebecca Treiman**
2. Kindergartners' invented and conventional spellings in classroom assignments as predictors of spring standard test scores; **Nancy Jackson (The University of Iowa - nancy-jackson@uiowa.edu); Richard Hurtig; Carolyn Brown**
3. The effect of Pinyin practice on literacy acquisition among Chinese young children; **Catherine McBride-Chang (The Chinese University of Hong Kong - cmcbride@psy.cuhk.edu.hk); Dan Lin**
4. Invented spelling in kindergarten: More than just child's play?; **Gene Ouellette (Mount Allison University, Canada - gouellette@mta.ca); Monique Sénéchal**
5. Facilitating childrens' invented spelling: Implications and important characteristics; **Margarida Alves Martins (Instituto Superior de Psicologia Aplicada, Portugal - mmartins@ispa.pt); Cristina Silva; Miguel Mata Pereira**

**25th June 10:40 - 12:20, Empire
Word recognition, Chair: Pieter Reitsma**

1. Does efficient silent word reading depend on either superior visual sequential memory or superior 'visual-attentional' span?; **Virginia Holmes (The University of Melbourne - vmholmes@unimelb.edu.au)**
2. How word-length and lexicality is reflected in the reading brain: A dual-route perspective familiarity of letter strings; **Heinz Wimmer (Universitat Salzburg - heinz.wimmer@sbg.ac.at); Matthias Schur; Martin Kronbichler**
3. Time course of reading processes: A distributional analysis of fixation duration; **Gary Feng (Duke University - garyfeng@duke.edu)**
4. How often are prefixes useful cues to word meaning? Less than you might think!; **Jack Mostow (Carnegie Mellon University - mostow@cs.cmu.edu); Donna Gates; Gregory Aist; Margaret McKeown**
5. Age effects on word processing and eye movement control in reading; **Ralph Radach (Florida State University - radach@psy.fsu.edu); Kathryn Sawyer; Neil Charness; Natalie Sachs-Ericsson**

**25th June 12:30 - 14:00
Lunch Empire**

25th June 13:20 - 15:30, Washington
Posters (Refreshments available from 15:10)

1. Developmental dissociation between brain regions for phonological awareness; **Joanna Christodoulou (Harvard University - jac765@mail.harvard.edu); Ioulia Kovelman; Elizabeth Norton; Livia King; Stephanie Del Tufo; Nadine Gaab; Christina Triantafyllou; Daniel Lieberman; John Lymberis; Patricia O'Loughlin; Susan Whitfield-Gabrieli; Maryanne Wolf; John Gabrieli**
2. Evidence for different neural processing of auditory language and phonological awareness in children with developmental dyslexia; **Elizabeth Norton (Tufts University - elizsn@gmail.com); Ioulia Kovelman; Nadine Gaab; Joanna Christodoulou; Christina Triantafyllou; Daniel Lieberman; John Lymberis; Susan Whitfield-Gabrieli; Maryanne Wolf; John Gabrieli**
3. Teacher knowledge and preparation in scientifically-based reading research in the United Kingdom; **Emily Binks (University of Hull - e.binks@hull.ac.uk); Erin Washburn; R. Malatesha Joshi**
4. Using innovation configurations to improve teacher preparation; **Martha Hougen (University of Texas - mhougen@mail.utexas.edu)**
5. Improving preservice teacher preparation in research-based reading instruction with successful inservice teachers and blended learning; **Susan Pierce (University of Hull - s.pierce@hull.ac.uk); Emily Binks**
6. Preservice teachers' knowledge of and beliefs about dyslexia; **Erin Washburn (Texas A&M University - ewashburn@tamu.edu); Emily Binks; R. Malatesha Joshi**
7. Developmental effects of random letter rotation on reading; **Patricia Riddell (University of Reading - p.m.riddell@reading.ac.uk); Victoria Coultas; Kelly Entwistle; Wendy Gibbons; Rachel Pye**
8. The impact of phonological, auditory, speech, motor and visual attention skills on early reading development; **Laura Shapiro (Aston University - L.R.Shapiro@aston.ac.uk); Julia Carroll; Jonathan Solity**
9. A longitudinal study of the relationship between RAN, phonological awareness and both text and single word reading; **Rhona Stainthorp (University of Reading - r.w.stainthorp@reading.ac.uk); Daisy Powell; Morag Stuart**
10. Cognitive correlates of phonological awareness; **Lori Altmann (University of Florida - laltmann@ufl.edu); Rebecca Wiseheart; Linda Lombardino; Denise Magdales**
11. Responsiveness to reading intervention: An fMRI study; **Laura Barquero (Vanderbilt University - laura.barquero@vanderbilt.edu); Nicole Davis; Donald Compton**
12. The letter-name to letter-sound connection: Recognition of letter-sounds across the alphabet; **Rod Barron (University of Guelph - barron@psy.uoguelph.ca); Maggie Addison; Stephanie Ovens; Meghan Pistchik**
13. The reliability, validity, and classification accuracy of the bead threading and postural stability subtests of the Dyslexia Screening Test; **Amy Barth (University of Houston - aebarth@uh.edu); Karla Stuebing; Jack Fletcher; Paul Cirino; Carolyn Denton; Melissa Romain; Sharon Vaughn; David Francis**
14. Etiology of comorbidity between reading disability, math disability, and attention-deficit/hyperactivity disorder; **Rebecca Betjemann (Regis University - rbetjema@regis.edu); Erik Willcutt; Richard Olson; Janice Keenan; John DeFries; Bruce Pennington; Stephen Petrill; Sara Hart**
15. The development of literacy skills in the US-Mexico borderlands: A four year study (K-3rd) of language minority children in English immersion schools embedded in Spanish dominate communities; **Jay Blanchard (Arizona State University - JSB46@asu.edu); Kim Atwill; Jim Christie; Joe Millett**
16. The home literacy environments of children from birth to age 6 years: A cross-sectional study; **Stephen Burgess (Southwestern Oklahoma State University - stephen.burgess@swosu.edu)**
17. Helping adolescents gain reading skills: The comparison of two remedial reading programs; **Mary Beth Calhoon (Georgia State University - mbcalhoon@gsu.edu)**
18. Helping struggling readers set goals to increase reading time, motivation, and ability; **Micaela Christopher (University of Colorado - micaela.christopher@colorado.edu); Barbara Wise; Richard Olson**
19. Investigating individual differences in children's online language processing using language-mediated eye movements; **Amy Cook (University of Oxford - amy.cook@psy.ox.ac.uk); Kate Nation**
20. Direct vocabulary instruction in kindergarten: Investigating the response of English learners; **Michael Coyne (University of Connecticut - mike.coyne@uconn.edu); D. Betsy McCoach; Yvel Crevecoeur**
21. A large-scale test of the DIME model of reading comprehension with domain-specific text; **Jennifer Cromley (Temple University - jcromley@temple.edu); Lindsey Snyder Hogan; Ulana Luciwi; Ting Dai**
22. Are there distinct stages of fluency development?; **Virginia Cronin (George Washington University - vcronin@gwu.edu); Katherine Montelli; Maya Samuels**

23. Is there a connection between children's brain structure and their responsiveness to intervention?; **Nicole Davis (Vanderbilt University - nikki.davis@vanderbilt.edu); Laura Barquero; Donald Compton**
24. Consequences of the failure to model nesting factors in the analysis of reading interventions; **Matt Fields (University of Utah - Matt.Fields@utah.edu)**
25. Self-regulation in the classroom and literacy outcomes; **Stephanie Glasney (The Florida Center for Reading Research - sglasney@fcrr.org); Carol Connor**
26. ADHD, reading and mathematics performance: Varying affects of genes and environments from a twin sample; **Sara Hart (The Ohio State University - hart.327@osu.edu); Stephen Petrill**
27. Reading development in English as an additional language; **Janina Kahn-Horwitz (Oranim College of Education - horwitz@netvision.net.il); Zahava Goldstein**
28. A randomized experiment of a mixed-methods literacy intervention for struggling readers in grades 4 to 6: Effects on oral reading fluency and reading comprehension; **James Kim (Harvard University - james_kim@gse.harvard.edu); Jennifer Samson**
29. The influence of behavioral regulation on reading and math achievement in preschool and kindergarten in China; **Xuezhao Lan (University of Michigan - xuezhao@umich.edu); Fred Morrison**
30. An fMRI comparison of reading disabled adolescents with and without general cognitive difficulty; **Nicole Landi (University of Minnesota - landi030@umn.edu); Stephen Frost; W.Einar Mencl; Rebecca Sandak; Kenneth Pugh**
31. Contribution of early reading skill and language exposure to comprehension in ELLs; **Frank Manis (University of Southern California - MANIS@USC.EDU); Kim Lindsey; Jonathan Nakamoto**
32. Mother-child dialog during storybook reading: Increasing child engagement; **Sandra Martin-Chang (Concordia University - smartinc@education.concordia.ca); Jill Fraser; Jessica Chapman; Odette Gould**
33. Test differences in diagnosing reading comprehension deficits; **Chelsea Meenan (University of Denver - chelsea.meenan@du.edu); Janice Keenan; Amanda Miller; Sarah Priebe**
34. Phonics and whole language - can they be friends? Looking at the effects of the two teaching strategies by tutoring struggling readers in three disadvantaged schools over two years; **Tom Nicholson (Massey University - t.nicholson@massey.ac.nz); Louise Turner; Laura Tse**
35. The development of oral language proficiency in Chinese and Spanish bilingual children from senior kindergarten (sk) to the 2nd grade; **Adrian Pasquarella (Wilfrid Laurier University - a.pasquarella@gmail.com); Alexandra Gottardo; Fataneh Farnia; Esther Geva**
36. Are fewer letters better to predict risk status in kindergarten?; **Yaacov Petscher (Florida Center for Reading Research - ypetscher@fcrr.org); Young-Suk Kim; Barbara Foorman**
37. Investigating links between teachers' knowledge about reading and the quality of reading instruction; **Geoffrey Phelps (University of Michigan - gphelps@umich.edu); David Johnson; Joanne Carlisle**
38. Age-related phoneme acquisition errors as a possible confound in tests of phonological awareness; **Linda Phillips (University of Alberta - linda.phillips@ualberta.ca); Denyse Hayward; Heather Sample Gosse**
39. The relation between education beliefs and home literacy behaviors in parents of preschool-age children; **Beth Phillips (Florida Center for Reading Research - bphillips@fcrr.org); Christopher Lonigan; Jeanine Menchetti**
40. Suppress to impress: Poor comprehenders show domain-specific deficits in the suppression of irrelevant information; **Hannah Pimperton (University of Oxford - hannah.pimperton@psy.ox.ac.uk); Kate Nation**
41. Examining adolescents' oral versus written language production across five variables: Which promotes the other?; **Ramona Pittman (Florida Center for Reading Research - rtpittman@fcrr.org); RaMonda Horton-Ikard**
42. Automated methods of assessing oral reading accuracy; **Sarah Priebe (University of Denver - spriebe@du.edu); Janice Keenan**
43. The relationship between home literacy activities and emergent writing skills in preschool children at low-versus high-risk for academic difficulties; **Cynthia Puranik (University of Pittsburgh - cpuranik@pitt.edu); Beth Phillips; Christopher Lonigan**
44. Impairments in spoken language in an isolated Russian population; **Natalia Rakhlin (Yale University - natalia.rakhlin@yale.edu); Susan Felsenfeld**
45. Effective language and reading interventions for English language learners; **Mabel Rivera (University of Houston - mabel.rivera@times.uh.edu); Ani Moughamian; Nonie Lesaux; David Francis**
46. Heterogeneity in the skill profiles of adolescent readers; **John Sabatini (Educational Testing Service - jsabatini@ets.org); Kelly Bruce**

47. Repeated reading as an instructional intervention to improve the fluency of deaf readers; **Barbara Schirmer (University of Detroit Mercy - brschirmer@aol.com); William Therrien; Laura Schaffer; Todd Schirmer**
48. Interestingness: The importance of optimal resolution of the text; **Joseph Shimron (University of Haifa - shimron@research.haifa.ac.il); Vered Vaknin**
49. A diffusion model explanation of slow word recognition in children with reading disabilities; **Patrick Snellings (University of Amsterdam - p.snellings@uva.nl); Maaïke Zeguers; Peter Tamboer; Jurgen Tijms; Wouter Weeda; Hilde Huizenga; Anika Bexkens**
50. Screening for future reading problems: A comparison of currently used and new measures; **Brooke Soden Hensler (Florida Center for Reading Research - bsodenhensler@gmail.com); Meghan Hauptli; Yaacov Petscher; Chris Schatschneider**
51. Sixth graders' performance on three different measures of reading comprehension; **Louise Spear-Swerling (Southern Connecticut State University - bswerling@comcast.net)**
52. No role for semantics in reading aloud: Evidence from artificial orthography learning; **Jo Taylor (University of Oxford - joanne.taylor@psy.ox.ac.uk); Kate Nation; Kim Plunkett**
53. Understanding reading comprehension: Is morphological processing a missing piece of the puzzle?; **Shelley Xiuli Tong (Dalhousie University - txlpsy@gmail.com); John Kirby; S. Hélène Deacon; Kate Cain**
54. Development of reading in children at family risk of dyslexia; **Elsje van Bergen (University of Amsterdam - e.vanbergen@uva.nl); Peter de Jong; Aryan van der Leij; Anne Regtvoort; Frans Oort**
55. A two-year longitudinal study: Contributions of phonology, orthography, and morphology in Chinese-English biliteracy acquisition; **Min Wang (University of Maryland - minwang@umd.edu); Chen Yang; Kendra Sun-Alperine**
56. A twin study of reading in Chinese children learning English as a second language; **Simpson Wai Lap Wong (The University of Oxford - wls Wong@gmail.com); Dorothy Bishop; Connie Ho**
57. R u txtng? Use of textisms among college students and relations with literacy; **Michelle Drouin (Indiana University-Purdue University Fort Wayne - drouinm@ipfw.edu); Claire Davis**
58. Txtng vs. texting: Students' speed and accuracy in two styles of text messaging, and links with other language skills; **Nenagh Kemp (University of Tasmania - nenagh.kemp@utas.edu.au)**
59. Effectiveness of vocabulary learning via mobile phone; **Marina Lu (National Taiwan Normal University - marina32.tw@yahoo.com.tw)**
60. Children's use of mobile phone text messaging and its impact on literacy development in primary school; **Beverly Plester (Coventry University - b.plester@coventry.ac.uk); Clare Wood; Emma Jackson**
61. Institute of Education Sciences; **Kristin Lauer (Kristen.Lauer@ed.gov)**
62. National Institute of Child and Human Development; **Brett Miller (millerbre@mail.nih.gov)**

<p>25th June 15:30 - 16:10 Business Meeting Wilbur/Colonial</p>
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25th June 16:10 - 17:50, Wilbur/Colonial

Symposium: Building successful cross-site collaborations with diverse teams, methodologies, and populations
Chair: Peggy McCardle

1. Facilitating collaboration for the next generation of studies of reading disability; **Erik Willcutt (University of Colorado - willcutt@colorado.edu); Chris Schatschneider; Jack Fletcher; Martha Denckla; Richard Wagner; Richard Olson**
2. Methods of collaborating across active research projects; **Christopher Schatschneider (Florida State University - schatschneider@psy.fsu.edu); Erik Willcutt**
3. Multilevel approaches to learning disabilities; **David Francis (University of Houston - dfrancis@uh.edu); Amy Barth; Paul Cirino; Karla Stuebing; Jack Fletcher**
4. Multi-modal and multi-site neuroimaging research: Benefits and challenges; **Ken Pugh (Yale University - pugh@haskins.yale.edu); Laurie Cutting; Einar Mencl; Stephen Frost; Jim Pekar**
5. Collaborative biobanking: Advantages and issues; **Elena Grigorenko (Yale University - elena.grigorenko@yale.edu); Susan Bouregy**

25th June 16:10 - 17:50, Shubert/Charles
Symposium: Morphological processing in word identification across languages
Chair: Ludo Verhoeven; Co-Chairs: Charles Perfetti and Joanne Carlisle

1. Do children see the danger in dangerous? Developmental change in the reading of morphologically complex words; **Helene Deacon (Dalhousie University, Halifax - Helene.Deacon@dal.ca); Rachel Whalen; John Kirby**
2. Role of singular root form frequency in reading plural word forms in Dutch; **Ludo Verhoeven (Radboud University Nijmegen - L.Verhoeven@pwo.ru.nl); Robert Schreuder**
3. The role of hyphenation in reading compound words among developing readers; **Tuomo Häikiö (University of Turku - tuilha@utu.fi); Raymond Bertram; Jukka Hyönä**
4. Morphological analysis in learning to read pseudowords in Hebrew; **Amalia Bar-On (Tel Aviv University - amaliaba@smile.net.il); Dorit Ravid**
5. Acquisition of compound words in Chinese-English bilingual children; **Chenxi Cheng (University of Pittsburgh - cxc@umd.edu); Min Wang; Charles Perfetti**

25th June 16:10 - 17:50, Library
Spelling, Chair: Rebecca Treiman

1. The reliability of children's spelling errors; **Wim van Bon (Radboud University Nijmegen - w.vanbon@pwo.ru.nl); Cécile Kuijpers; Ben Pelzer**
2. Analogies or explicit rules in learning to spell open and closed syllable words; **Pieter Reitsma (Vrije Universiteit Amsterdam - p.reitsma@psy.vu.nl); Maartje Hilde**
3. Spelling in two languages; **Victor van Daal (University of Stavanger - victor.v.daal@uis.no); Alexandra Gottardo**
4. Consonant and vowel representations in the spellings of English and Spanish speaking kindergarten children; **Joanna Uhry (Fordham University - joannauhry@aol.com); Laura Reynolds; Jessica Brunner**
5. Spelling development in a transparent orthography: A longitudinal study; **Marketa Caravolas (Bangor University - m.caravolas@bangor.ac.uk)**

25th June 16:10 - 17:50, Empire
Symposium: Children at family-risk of dyslexia: What have we learned?
Chair: Margaret Snowling

1. Atypical brain responses to tones at birth and to speech sounds at six months are associated to pre-reading and reading outcome skills in children with familial risk for dyslexia - risk factors for dyslexia?; **Paavo H.T. Leppänen (University of Jyväskylä - paavo.ht.leppanen@jyu.fi); Jarmo Hämäläinen; Tomi Guttorm; Minna Torppa; Anne Puolakanaho; Anna-Maija Poikkeus; Kenneth Eklund; Riitta Pennala; Paula Lyytinen; Heikki Lyytinen**
2. Early phonological abilities and later literacy in Dutch children at high risk of dyslexia; **Elise de Bree (Utrecht institute of Linguistics OTS - elise.debree@let.uu.nl); Frank Wijnen**
3. Preschool predictors of dyslexia status among Chinese first graders with high or low family risk; **Connie Ho (The University of Hong Kong - shhoc@hkucc.hku.hk)**
4. Early markers of dyslexia in a semi-transparent orthography; **Bente Hagtvet (University of Oslo, - bente.hagtvet@isp.uio.no); Solveig Lyster**
5. Discussion: Family-risk studies of dyslexia; **Charles Hulme (University of York - c.hulme@psych.york.ac.uk)**

Day 2 - 26th June

26th June 08:30 - 10:10, Wilbur/Colonial

Symposium: The use and acquisition of orthographic knowledge

Chair: Kate Nation

1. Context effects in orthographic learning via self-teaching: Are they modulated by prior knowledge of phonology and meaning?; **Anne Castles (Macquarie University - anne.castles@mq.edu.au); Barbara Rabbitts; Saskia Kohnen; Kate Nation**
2. Tracking the development of sight word reading with serial and discrete rapid naming; **Peter de Jong (University of Amsterdam - p.f.dejong@uva.nl)**
3. The use of orthographic knowledge in dyslexic and normal reading children; **Eva Marinus (University of Amsterdam - e.marinus@uva.nl); Peter de Jong**
4. Orthographic and semantic aspects of word learning in children with dyslexia and poor comprehenders; **Jessie Ricketts (University of London - jessie.ricketts@ioe.ac.uk); Dorothy Bishop; Kate Nation**
5. Spelling training improves rule-based and irregular-word spelling but not orthographic learning; **Saskia Kohnen (Macquarie University - saskia.kohnen@mq.edu.au); Anne Castles; Lyndsey Nickels**

26th June 08:30 - 10:10, Shubert/Charles

Dyslexia, Chair: Tiffany Hogan

1. Agreement marking in developmental dyslexia: The effect of morphological and syntactic factors; **Rachel Schiff (Bar-Ilan University - rschiff@mail.biu.ac.il); Dorit Ravid**
2. Perception of amplitude envelope onsets in Finnish children with dyslexia - Behavioural and brain event-related potential findings; **Jarmo Hämäläinen (University of Jyväskylä - jarmo.hamalainen@psyka.jyu.fi); Paaavo Leppänen; Kenneth Eklund; Tomi Guttorm; Jenny Thomson; Usha Goswami; Heikki Lyytinen**
3. Neural correlates of low achievement (LA), aptitude-achievement discrepancy (AAD) and response to intervention (RTI) models in poor reading children; **Fumiko Hoeft (Stanford University - fumiko@stanford.edu); Jessica Black; Charles Hulme; Hiroko Tanaka; Allan Reiss**
4. Socioeconomic status and brain activation are differentially associated for dyslexic versus typically-reading adolescents; **Jessica Black (Stanford University - jmblack@stanford.edu); Nicole Digby; Allan Reiss; Fumiko Hoeft**
5. Heterogeneity in the performance of adult dyslexics on visual, auditory, and cross-modal temporal order judgment tasks; **Mirit Barzillai (Tufts University - mirit.barzillai@tufts.edu); Tami Katzir; Kathleen Corriveau; Bernard Chang**

26th June 08:30 - 10:10, Library

Symposium: The home literacy environment: Where we are now and where we could go

Chair: Stephen Burgess; Co-Chair: Frederick Morrison

1. Home literacy environment and literacy outcomes from childhood throughout young adulthood: A meta-analysis on the effects of print exposure; **Maria de Jong (Leiden University, the Netherlands - jongtm@fsw.leidenuniv.nl); Suzanne Mol; Adriana Bus**
2. Proximal home literacy experiences as influenced by parents and influences on children's word identification; **Mary Ann Evans (University of Guelph - evans@psy.uoguelph.ca); Diana Audet; Kailey Reynolds; Jubilea Mansell**
3. Family environments and Latino preschoolers' emergent literacy skills; **Jo Ann Farver (University of Southern California - farver@usc.edu)**
4. Reading for pleasure and literacy performance in elementary school: The role of motivation; **Stephanie Pagan (Carleton University - stephaniepagan@hotmail.com); Monique Sénéchal**

26th June 08:30 - 10:10, Empire
Symposium: Multivariate behavior-genetic analyses of early literacy development
Chair: Brian Byrne

1. Environmental moderation of genetic influences on group membership for reading disability and high reading ability; **Angela Friend (University of Colorado - Angela.Friend@Colorado.EDU)**
2. What are the effects of reading to your children?; **William Coventry (University of New England - coventrywill@gmail.com)**
3. Behavior-genetic analyses of literacy development in more and less transparent orthographies: A comparison of Scandinavian and U.S./Australian children; **Stefan Samuelsson (Linköping University - Stefan.samuelsson@liu.se)**
4. Learning processes as a factor in literacy development; **Brian Byrne (University of New England - bbyrne@une.edu.au)**
5. Genes and the transition from learning to read to reading to learn; **Richard Olson (University of Colorado - Richard.Olson@Colorado.EDU); Janice Keenan**

26th June 10:10 - 10:40
Break

26th June 10:40 - 12:20, Wilbur/Colonial
Symposium: Vocabulary and reading comprehension
Chair: Jane Oakhill; Co-Chair: Kate Cain

1. Accessing information from semantic memory: Relations with word reading and reading comprehension; **Kate Cain (Lancaster University - k.cain@lancaster.ac.uk); Angela Tring; Stephanie Guillaume**
2. The relation between speed of semantic access, semantic knowledge, and aspects of reading ability; **Jane Oakhill (University of Sussex - janeo@sussex.ac.uk); Diana McCarthy; Kate Cain; Zoe Nightingale**
3. Vocabulary measures in concurrent and longitudinal prediction of reading comprehension; **Athanassios Protopapas (Institute for Language and Speech Processing, "Athena" Research Center, Greece - protopap@ilsp.gr); Panagiotis Simos; Georgios Sideridis; Angeliki Mouzaki**
4. Word learning episodes and reading comprehension skill; **Charles Perfetti (University of Pittsburgh - perfetti@pitt.edu)**
5. The time course of semantic activation and deactivation of homonym meanings in children with poor reading comprehension; **Lisa Henderson (University of York - L.Henderson@psych.york.ac.uk); Paula Clarke; Margaret Snowling**

26th June 10:40 - 12:20, Shubert/Charles
Reading development, Chair: Che Kan Leong

1. Twin study on Chinese language and reading development; **Wing Yin Bonnie Chow (University of Oxford - wybchow@gmail.com); Dorothy Bishop; Connie Ho**
2. Online simple sentence processing by non-native users of Chinese; **Che Kan Leong (University of Saskatchewan - chekan.leong@usask.ca); L.T.S.Tsung; M.S.K. Shum; S.K. Tse; W.W. Ki**
3. Linguistic intervention and the development of word reading in Arabic: A developmental study; **Elinor Saiegh-Haddad (English Department, Bar-Ilan University – saiegh@mail.biu.ac.il); Haitham Taha**
4. Longitudinal prediction of reading and spelling among French-speaking grade 1 children; **Alain Desrochers (University of Ottawa - Alain.Desrochers@uottawa.ca); Glenn Thompson; Sabrina Fréchette; John Kirby**
5. The effect of linguistic, phonetic and lexical factors on phonological skills and reading acquisition in Spanish: A longitudinal study; **Paula Guardia (University of Cambridge - pg309@cam.ac.uk); Usha Goswami**

26th June 10:40 - 12:20, Library

Symposium: Writing performance from the perspective of language, reading comprehension, and problem-solving skills

Chair: Linda H. Mason

1. Relation of reading comprehension, language proficiency, science knowledge and science interest to science summarization ability; **Dolores Perin (Columbia University - dp111@columbia.edu)**
2. Scoring curriculum-based measurement in writing with correct word sequences: An analysis of error categories; **David Coker (University of Delaware - dcoker@udel.edu); Natalie Olinghouse; Kristen Ritchey**
3. Task demands and scoring variations of curriculum-based measurement in writing; **Kristen Ritchey (University of Delaware - kritchey@udel.edu); David Coker**
4. Capturing sentence complexity in students' writing; **Megan Dunn Davison (Temple University - megan.dunn.davison@temple.edu); Linda Mason; Lauren Mooney**
5. Evaluating middle school students' informative writing: Prompts, scoring, and psychometric issues; **Linda Mason (Pennsylvania State University - lhm12@psu.edu); Jonna Kulikowich; Scott Brown**

26th June 10:40 - 12:20, Empire

Symposium: Literacy development: Categories or continua?

Chair: Brett Miller; Co-Chair: Rick Wagner

1. Classification of students based on developmental trajectories of reading: Robustness of findings across sample and method; **Rick Wagner (Florida State University - rkwagner@psy.fsu.edu); Chris Schatschneider**
2. Reading subtypes and their predictive developmental characteristics from one year of age; **Minna Torppa (University of Jyväskylä - Minna.Torppa@psyka.jyu.fi); Asko Tolvanen; Anna-Maija Poikkeus; Kenneth Eklund; Marja-Kristiina Lerkkanen; Esko Leskinen; Heikki Lyytinen**
3. Examining the behavioral profiles of children with late-emerging reading disabilities (LERD); **Donald Compton (Vanderbilt University - donald.l.compton@vanderbilt.edu); Hugh Catts**
4. Latent class models of middle school readers with and without reading problems; **Tammy Tolar (University of Houston - Tammy.Tolar@times.uh.edu); Amy Barth; Mindy Krischer; Merida Ellis; David Francis**
5. Predicting growth of early spelling skills: Are there heterogeneous developmental trajectories?; **Arne Lervåg (University of Oslo - a.o.lervag@ped.uio.no); Charles Hulme**

26th June 12:30 – 14:00

Lunch Empire

26th June 13:20 - 15:30, Washington

Posters (Refreshments available from 15:10)

1. Morpho-syntax in poor comprehenders; **Suzanne Adlof (University of Kansas - suzannea@ku.edu); Hugh Catts**
2. Orthographic and spoken fast-mapping abilities and their relation to literacy skills; **Kenn Apel (Florida State University - kenn.apel@comm.fsu.edu); Elizabeth Wilson-Fowler; Danielle Brimo**
3. The relationship between 2nd grade spelling and reading comprehension; **Elissa Arndt (Florida State University - earndt@fcrr.org); Yaacov Petscher; Barbara Foorman**
4. Modeling growth in morphological spelling in first and second language learners; **Mahshid Azimi (University of Toronto - azimimahshid@gmail.com); Esther Geva**
5. Measuring word reading in second language preschool learners: PA as a single construct or as a variety of unique psycholinguistic units?; **Iuliana Elena Baci (Wilfrid Laurier University - iulianaf@rogers.com); Alexandra Gottardo**
6. Comparing reading comprehension across different measures: Equating TerraNova and ITBS scores using item response theory and regression; **Lindsay Bell (University of Michigan - lindsay.h.bell@gmail.com); Kai Cortina; Joanne Carlisle**

7. The influence of imagery and verbal processing on memory, comprehension, and decoding tasks; **Tara Reynolds (Lindamood-Bell Learning Processes - treynolds@lbp.com); Nanci Bell; Allan Paivio**
8. Meta-analysis of morphological intervention studies; **Peter Bowers (Queen's University - bowersp@kos.net); John Kirby; S. Helene Deacon**
9. Phonemic awareness instruction: Effects of letter manipulation and articulation training on learning to read and spell; **Nancy Boyer (City University of New York - nboyer9@aol.com); Linnea Ehri**
10. Vocabulary makes an independent contribution to reading comprehension in young adults' reading skills; **David Braze (Haskins Laboratories - braze@haskins.yale.edu); Anuenue Kukona; James Magnuson; Einar Mencl; Kenneth Pugh; Whitney Tabor; Julie Van Dyke; Donald Shankweiler**
11. Linguistic contributions to reading and spelling in second, third, and fourth grade students; **Danielle Brimo (Florida State University - dmb02e@fsu.edu); Elizabeth Wilson-Fowler; Kenn Apel**
12. The relationship of morphological awareness to word-level skills and reading comprehension in adolescent readers; **Kelly Bruce (Educational Testing Service - kbruce@ets.org); John Sabatini**
13. Preschool profiles of emergent literacy skills among children from low-SES backgrounds: A longitudinal follow-up study; **Sonia Cabell (University of Virginia - sqc2d@virginia.edu); Laura Justice**
14. When learning to read means learning a second language via print: The challenge for deaf children; **Catherine Caldwell-Harris (Boston University - charris@bu.edu); Robert Hoffmeister; Marlon Kuntze**
15. Training parents in word reading instruction: A meta-analysis of family literacy interventions; **Lauren Capotosto (Harvard University - lac922@mail.harvard.edu); James Kim**
16. The influence of prior knowledge on reading comprehension; **Mary Kristen Clark (University of North Carolina at Greensboro - mklove@spartan.uncg.edu); Alan Kamhi**
17. How does early self-regulation influence 2nd grade reading comprehension?; **Gina Cook (Utah State University - gina@eri.usu.edu); Lori Roggman; Lisa Boyce; Kim D'zatko**
18. Reliability and validity of a reading level assessment and a word recognition automaticity measure; **Grace Craig (University of Utah - Grace.Craig@utah.edu); Kathleen Brown; Matthew Fields; Darrell Morris**
19. The relation of expressive vocabulary to early reading; **Elizabeth Crawford (Florida Center for Reaching Research - ecrawford@ferr.org); Barbara Foorman; Yaacov Petscher**
20. Examining the relations between vocabulary, teacher quality, and student outcomes; **Jessica Folsom (Florida State University - jfolsom@fsu.edu); Stephanie Al Otaiba; Luana Greulich; Jane Meadows**
21. Assessing reading comprehension: Cloze format versus question-answering format; **Anna Gellert (University of Copenhagen - agellert@hum.ku.dk); Carsten Elbro**
22. Writing practices in upper-elementary grades: What's going on and why?; **Jennifer K. Gilbert (Vanderbilt University - jennifer.k.gilbert@vanderbilt.edu); Steve Graham; Karen Harris**
23. Relationships among cortical thickness, reading skill, and print exposure in adult skilled and less skilled readers; **Jason Goldman (University of Southern California - jggoldma@usc.edu); Allison Zumberge; Franklin Manis**
24. Fluency and prosody: Methodology in a training study; **Carmen González-Trujillo (University of Granada - carmengt@ugr.es); Sylvia Defior**
25. The role of morphological awareness unique from phonological awareness in predicting overall reading achievement and vocabulary development in English language learners; **Amanda Goodwin (goodwin13@aol.com); A. Corinne Huggins; Maria Carlo; Diane August**
26. The ongoing debate over the validity of reading comprehension tests: An analysis of second language learners' performance on the Neale analysis of reading; **Amy Grant (Wilfrid Laurier University - akgrnt@mta.ca); Alexandra Gottardo; Esther Geva**
27. Linguistic features associated with increased written discourse complexity for young adults with and without reading disorders; **Noel Gregg (University of Georgia - ngregg@uga.edu); Chris Coleman**
28. Is phonological recoding the basis of the word length effect?; **Marleen Haentjens (University of Amsterdam - m.m.haentjens@uva.nl); Peter de Jong**
29. An examination of decoding instruction with struggling readers: Comparing accuracy and automaticity criteria; **Roxanne Hudson (University of Washington - rhudson@u.washington.edu); Holly Lane; Stephanie Arriaza**
30. Development of prereaders' phonological processing skills; **Patricia Kantor (Florida State University - kantor@psy.fsu.edu); Richard Wagner**

31. Developmental relationships between phonological processing and reading in children with dyslexia; **Sunjung Kim (University of Florida - sjkim9728@gmail.com); Heeyoung Park; Linda Lombardino; Lori Altmann**
32. Starting well: Does language minority (LM) children's English ability in kindergarten predict reading outcomes in late elementary school?; **Emiko Koyama (University of Toronto - ekoyama@oise.utoronto.ca); Emiko Koyama; Guanglei Hong; Esther Geva**
33. Speech errors in preschool children later identified as reading disabled; **Susan Lambrecht Smith (University of Maine - susan.lambrecht.smith@umit.maine.edu); Jenny Roberts; Allan Smith; Paul Macaruso; John Locke; Rebekah Tozer**
34. A longitudinal view of the phonological-orthographic connections: A comparison of French speaking normal and poor spellers; **Line Laplante (Université du Québec à Montréal - laplante.line@uqam.ca); Lucie Godard; Anila Fejzo; Mélanie Bédard**
35. The acquisition of conventional spellings by pre-conventional spellers: A developmental analysis; **Mark Lauterbach (City University of New York - mlauterbach@gc.cuny.edu); Linnea Ehri**
36. RAN components and reading comprehension across languages; **Miao Li (Queen's University - 5ml39@queensu.ca); John Kirby; George Georgiou**
37. Shared and unique variance in rapid serial and isolated naming as predictors of reading: Correlational evidence from the extant literature; **Jessica Logan (Florida State University - Logan@psy.fsu.edu); Chris Schatschneider**
38. The relationship between spelling and reading: The metric matters; **Julie Masterson (Missouri State University - JulieMasterson@MissouriState.edu); Virginia McLaughlin**
39. Is explicit instruction associated with print knowledge development? Child and contextual considerations; **Anita McGinty (University of Virginia, Charlottesville - as2g@virginia.edu); Laura Justice; Shayne Piasta**
40. Phonological representations, verbal short term memory, and reading skills: An experimental training study; **Monica Melby-Lervag (University of Oslo - monica.melby-lervag@isp.uio.no); Charles Hulme**
41. Neighborhood and family-level influences on vocabulary development: A twin study; **Margaret Middleton (The Western Reserve Reading Project - middleton.47@ehe.osu.edu); Stephen Petrill**
42. The influence of working memory on recall of central versus peripheral information; **Amanda C. Miller (University of Denver - amille23@du.edu); Janice Keenan; Erik Willcutt**
43. Identifying predictors of end-of-year kindergarten invented spelling; **Maria Murray (SUNY Oswego - mmurray2@oswego.edu); Benita Blachman; Chris Schatschneider**
44. Hierarchical complexity in expository writing: Development in older children and young adolescents; **Marilyn Nippold (University of Oregon - nippold@uoregon.edu)**
45. Word choice: Understanding the relationship between vocabulary characteristics and writing quality in elementary students; **Natalie Olinghouse (University of Connecticut - natalie.olinghouse@uconn.edu); Ryan Colwell**
46. The effects of writing prompts and content familiarity on second-grade students' sensitivity to text structure; **Simonne Pollini (Columbia University - slp2103@caa.columbia.edu); Joanna P. Williams**
47. The contribution of lexical access speed to RAN and reading; **Mads Poulsen (University of Copenhagen - m.poulsen@hum.ku.dk); Carsten Elbro**
48. The mediating role of cognates in Spanish-speaking ELLs' vocabulary and reading comprehension; **Gloria Ramírez (University of Toronto - gleduvi@gmail.com); Becky Chen-Bumgardner; Esther Geva; Emiko Koyama**
49. The relation between specific decoding and spelling skills in elementary students; **Kelly Robbins (University of Utah - k.p.robbs@utah.edu); Michelle Hosp**
50. When more is less: The effect of alphabet book text length on pre-readers' eye movements; **Jean Saint-Aubin (Université de Moncton - jean.saint-aubin@umoncton.ca); Mary Ann Evans**
51. Examining global coherence using fMRI; **Ben Seipel (University of Minnesota - seip0019@umn.edu); Virginia Clinton; Paul van den Broek; Cheryl Oلمان; Edward O'Brien; Nicole Landi**
52. Cross-linguistic implications of morphological awareness on word reading development: How language proficiency factors in; **Dana Shafman (University of Toronto - dshafman@oise.utoronto.ca); Esther Geva**
53. Influence of orthography and fluency on reading different orthographies – an fMRI study; **Nandini Singh (National Brain Research Centre - nandini@nbrc.ac.in); N. C. Singh; T. Das; U. Kumar; S. R. Bapi; M. Joshi; P. Padakannaya.**

54. Phoneme awareness development for clusters: Analyzing cluster and vowel spelling performance; **Susan Brady (University of Rhode Island - sbrady@uri.edu); Claire Davis**
55. The effects of a fluency intervention on the reading outcomes of middle school students with severe reading disabilities; **Sally Spencer (California State University, Northridge - sspencer@csun.edu); Frank Manis**
56. Instability of children's identification of graphotactically complex words; **Esther Steenbeek-Planting (Radboud University Nijmegen - e.steenbeek@pwo.ru.nl); Wim van Bon; Robert Schreuder**
57. The importance of academic vocabulary knowledge for middle school students formerly designated as English language learners; **Dianna Townsend (University of Nevada, Reno - dtownsend@unr.edu); Penny Collins; Alexis Filippini**
58. The use of the spelling sensitivity scoring procedure with at-risk kindergarten children; **Elizabeth Wilson-Fowler (Florida State University - elizabeth.wilson-fow@comm.fsu.edu); Kenn Apel; Julie Masterson; Howard Goldstein**
59. Rime neighborhood density effects rapid automatized naming (RAN); **Rebecca Wiseheart (University of Florida - wisehart@ufl.edu); Lori Altmann; Linda Lombardino; Denise Magdales**
60. Orthographic fast-mapping and literacy success for children with and without language impairments; **Julie Wolter (Utah State University - julie.wolter@usu.edu); Kenn Apel**
61. The benefits of cultural and linguistic supports for a family literacy intervention for Chinese immigrant families with preschool children; **Jing Zhang (University of Toronto - jizhang@oise.utoronto.ca); Janette Pelletier**

<p>26th June 15:30 - 17:00, Empire Presidential Address: Maggie Snowling Reading Risk Families and Phenotypes Chair: Dolores Perin</p>
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Day 3 - 27th June

**27th June 08:30-10:10, Wilbur/Colonial
 Dyslexia, Chair: Jenny Thomson**

1. Subtypes and dual deficits in dyslexia: Application of recent developments in measurement and statistics.; **Geoff Stuart (La Trobe University - g.stuart@latrobe.edu.au); Anne Castles; Timothy Bates**
2. A longitudinal study of the phonological deficit in garden-variety poor readers; **Sarah Killing (Cambridge University - sek37@cam.ac.uk); Sarah Killing; Usha Goswami**
3. Amplitude envelope perception, reading and phonological skills: A study of dyslexia in Chinese; **Hsiao-Lan Sharon Wang (Cambridge University - hlw36@cam.ac.uk); Martina Huss; Jarmo Hämäläinen; Usha Goswami**
4. The need for speed? Magnocellular temporal resolution in dyslexia; **Gregor McLean (Macquarie University - gmclean@maccs.mq.edu.au); Geoff Stuart; Veronika Coltheart; Anne Castles**
5. Comorbidity of dyslexia and dyscalculia in a population-based sample: Prevalence, gender ratios and familial transmission; **Karin Landerl (University of Tuebingen - karin.landerl@uni-tuebingen.de); Kristina Moll**

**27th June 08:30 - 10:10, Shubert/Charles
 Letters and words, Chair: Linnea Ehri**

1. Children's knowledge about the shapes of Latin letters; **Rebecca Treiman (Washington University - rtreiman@wustl.edu); Brett Kessler; Marketa Caravolas**
2. Theoretical explanations for preschoolers' lowercase alphabet knowledge; **Ryan Bowles (Michigan State University - bowlesr@msu.edu); Khara Pence Turnbull; Laura Justice; Lori Skibbe; Alice Wiggins**
3. Letter names trumps phonological awareness in learning sounds in the beginning of kindergarten; **Young-Suk Kim (Florida Center for Reading Research - ykim@fcrr.org); Barbara Foorman; Yaacov Petscher**
4. Learning about the role of context in spelling-to-sound translation: The case of initial c and g in English; **Brett Kessler (Washington University in St. Louis - bkessler@wustl.edu); Rebecca Treiman**

5. Learning a foreign language alphabet: Embedded picture mnemonics help English-speaking children learn Hebrew letter-sound associations; **Linnea Ehri (City University of New York - lehri@gc.cuny.edu); Adina Shmidman**

27th June 08:30 - 10:10, Library
Symposium: Reading ability and disability in Africa
Chair: Elena Grigorenko

1. Setting the stage: A few facts about schooling and reading in Ghana and Zambia; **Linda Jarvin (Tufts University - Linda.Jarvin@tufts.edu)**
2. Creating mother tongue assessments: An expressive vocabulary study in Ghana; **Kelly Nedwick (Yale University - kelly.nedwick@yale.edu); Dinah Kwadade; Erik Boro**
3. Cross-cultural assessment: The development of a valid and reliable protocol to identify students with learning disabilities in Zambia; **Steve Stemler (Wesleyan University - sstemler@wesleyan.edu); Tina Newman; Mei Tan**
4. Searching for genes for reading ability and disability in Africa; **Damaris Ngorosho (University of Dar es Salaam, Tanzania - ngorosho@yahoo.com); Maria Eastman; Carolyn Yrigollen**
5. Learning to read is a challenge in African bilingual environments: An expression; **Emma Ojanen (Niilo Mäki Institute, Finland - emojan@nmi.fi); Heikki Lyytinen**

27th June 08:30 - 10:10, Empire
Instruction/intervention, Chair: Mary Beth Calhoon

1. Evaluating and predicting response to reading intervention; **Fiona Duff (University of York - fjd500@york.ac.uk); Emma Hayiou-Thomas; Charles Hulme**
2. Comparison of strategies and content approaches to comprehension instruction; **Margaret McKeown (University of Pittsburgh - mckeown@pitt.edu); Isabel Beck; Ronette Blake**
3. Effects of a short-term reading intervention for first grade children at risk for reading problems; **Deborah Speece (University of Maryland - dlspeece@umd.edu); Lisa Pericola Case; Rebecca Silverman; Kristen D. Ritchey; Dawn Jacobs; Elizabeth Montanaro**
4. ABRACADABRA: An effective web-based literacy resource: Evidence from a randomised control trial with classroom teachers; **Robert Savage (McGill University- robert.savage@mcgill.ca); Philip Abrami; Noella Piquette-Tomei; Eileen Wood; Gia Deleveaux**
5. RAVE-O multi-dimensional classroom-based curriculum in reading acquisition: Development and pilot study findings; **Lynne Miller (Tufts University - lynne.miller@tufts.edu); Maryanne Wolf; Mary Anton-Oldenburg; Amy Ellison**

27th June 10:10 - 10:40
Break

27th June 10:40 - 12:20, Wibur/Colonial
Symposium: Vocabulary development and intervention for at-risk populations
Chair: Joshua Lawrence; Co-Chair: Michael Kieffer

1. Topic reading comprehension in second language learners in Norwegian fifth grade classrooms; **Helene Fulland (University of Oslo - helene.fulland@uv.uio.no); Veslemøy Rydland; Vibeke Grøver Aukrust**
2. Vocabulary knowledge and development in children with a hearing impairment; **Karien Coppens (Radboud University Nijmegen - k.coppens@pwo.ru.nl); Agnes Tellings**
3. Examining the trade-off between acquisition of declarative knowledge and vocabulary in struggling readers during meaning versus vocabulary focused text instruction; **Amy Elleman (Vanderbilt University - amy.m.elleman@vanderbilt.edu); Jennifer Gilbert; Donald Compton**
4. Effects of an academic vocabulary intervention on the morphological awareness of first- and second-language learners in sixth grade; **Michael Kieffer (Harvard Graduate School of Education - kieffer.michael@gmail.com); Nonie Lesaux**
5. Evaluating an academic vocabulary intervention for first- and second-language learners in middle school; **Joshua Lawrence (Harvard Graduate School of Education - lawren.jo@gse.harvard.edu); Claire White; Catherine Snow**

27th June 10:40 - 12:20, Shubert/Charles
Symposium: Focusing classroom instruction for students on
different paths in learning to read
Chair: Karen Douglas; Co-Chair: Frederick Morrison

1. The York READING for Meaning project: Examining the long term effects of three interventions to support reading comprehension in poor comprehenders; **Paula Clarke (University of York, UK - pjc118@york.ac.uk); Emma Trulove; Maggie Snowling; Charles Hulme**
2. Children's early literacy growth in relation to classmates' self-regulation; **Lori Skibbe (Michigan State University - skibbelo@msu.edu); Stephanie Glasney; Carol Connor; Holly Brophy-Herb**
3. Growth in literacy skills from first through second grade: The impact of child X instruction interactions; **Carol McDonald Connor (Florida State University - cconnor@fcrr.org); Frederick Morrison**
4. Different trajectories in learning to read in U.S. elementary schools; **Karen Douglas (International Reading Association - kdouglas@reading.org); Min Liu**
5. Do teachers' instructional practices during reading comprehension lessons contribute to their students' progress in reading?; **Joanne Carlisle (University of Michigan - jfcarl@umich.edu); Ben Kelcey; David Johnson; Geoffrey Phelps; Daniel Berebitsky**

27th June 10:40 - 12:20, Library
Symposium: Interventions with children who have intellectual
or developmental disabilities
Chair: Amy Lederberg; Co-Chair: Rose Sevcik

1. Strategy-based interventions for developmental reading disabilities: Are benefits equivalent for children who vary in socio-economic status, intelligence, and primary language status?; **Maureen Lovett (The Hospital For Sick Children and University of Toronto - mwl@sickkids.ca); Robin Morris; Maryanne Wolf; Rose Sevcik; Jan Frijters; Karen Steinbach; Maria De Palma**
2. Multiple-component intervention modifies reading-disabled students' self-reported attributions of success and failure; **Jan Frijters (Brock University - jan.frijters@brocku.ca); Holly Dodsworth; Maureen Lovett; Rose Sevcik; Robin Morris**
3. Evaluating two reading interventions for elementary school students with mild intellectual disabilities; **Rose Sevcik (Georgia State University - rsevcik@gsu.edu); Justin Wise; MaryAnn Ronski; Robin Morris**
4. An integrated literacy curriculum for students with moderate to severe intellectual disabilities; **Paul Alberto (Georgia State University - palberto@gsu.edu); Laura Fredrick**
5. The development of a curriculum to teach deaf children alphabetic knowledge, phonological awareness, and vocabulary; **Amy Lederberg (Georgia State University - alederberg@gsu.edu); Victoria Burke; Carol Connor; Susan Easterbrooks**

27th June 10:40 - 12:20, Empire
Symposium: Assignment of lexical stress in reading
Chair: Athanassios Protopapas; Co-Chair: Lucia Colombo

1. Cross-linguistic analyses of sublexical cues to stress position; **Padraic Monaghan (Lancaster University, UK - p.monaghan@lancaster.ac.uk); Joanne Arciuli; Nada Ševa**
2. Neighborhood stress effects in Spanish; **Nicolás Gutiérrez-Palma (University of Jaén, Spain - ngpalma@ujaen.es)**
3. Derivational suffixes as cues to stress position in reading Greek; **Katerina Grimani (University of Athens, Greece - kathi_32@hotmail.com); Athanassios Protopapas**
4. Stress priming in Italian nonword reading; **Lucia Colombo (University of Padua, Italy - lucia.colombo@unipd.it); Chizuru Deguchi; Magali Boureux**
5. When stress assignment is unpredictable, age of acquisition affects Italian word naming; **Maximiliano Wilson (Institute for Cognitive Sciences and Technologies (ISTC-CNR), Rome, Italy - maximiliano.wilson@istc.cnr.it); Cristina Burani**

27th June 12:30 – 14:00
Lunch Empire

27th June 13:20 - 15:30, Washington
Posters (Refreshments available from 15:10)

1. Bodies and rimes: identifying the salient subsyllabic orthographic recognition units in adult Korean-English speakers; **Hei Won Ahn (University of Oxford - heiwon.ahn@psy.ox.ac.uk); Kate Nation**
2. Gender differences: Sex moderates the relation between externalizing behavior and emergent literacy; **Nicholas Allan (Florida State University - allan@psy.fsu.edu); Shauna Wilson; Christopher Lonigan**
3. The utility of Chinese tone processing skill in detecting children with English reading disabilities; **Alida Anderson (Widener University - aanderson@widener.edu); Min Wang**
4. Unpacking the relation between passage fluency and comprehension in Spanish and English; **Doris Luft Baker (University of Oregon - dbaker@uoregon.edu); Roland Good III**
5. Investigating oral reading fluency assessments: Evaluating psychometric claims and Rasch modeling of responses; **Joseph Betts (Renaissance Learning, Inc. - bett0088@umn.edu)**
6. Story-telling for the home enrichment of language and literacy (SHELLS): Impacts on maternal language supporting behaviors in migrant Head Start families; **Lisa Boyce (Utah State University - lisab@eri.usu.edu); Mark Innocenti; Lori Rogman; Vonda Jump**
7. Cross-linguistic transfer, bilingualism, and threshold in bilingual Chinese children's development of phonological awareness and literacy skills; **Xi Chen (University of Toronto - chen-bumgardner@oise.utoronto.ca); Fen Xu, Thien-Kim Nguyen, Guanglei Hong, Yun Wang**
8. What strategies do beginning learners use to learn Chinese characters? Insights from reading and writing error analysis; **Pui-wan Cheng (The Chinese University of Hong Kong - pwcheng@cuhk.edu.hk); Sua-ha Sarah Luk, Lai-yi Elsa Chiu, Ching-king May Chan**
9. Cognitive profiles of Chinese adolescents with childhood diagnoses of dyslexia; **Kevin Kien Hoa Chung (The Hong Kong Institute of Education - kevin@ied.edu.hk); C.S.H. Ho; D. W. Chan; S. M. Tsang; S.H. Lee**
10. Examining English oral expression in language-minority children; **Daniel Colangelo (Wilfrid Laurier University - dannycolange@hotmail.com); Alexandra Gottardo; Esther Geva; Mahshid Azimi**
11. Orthographic priming in 6th and 8th grade French students learning English as a second language: Investigating the development of L2 lexicon ; **Eva Commissaire (Université de Lille, Nord de France - eva_commissaire@hotmail.com); Séverine Casalis**
12. Does vocabulary predict phonological awareness among bilingual children?; **L. Quentin Dixon (Texas A&M University – qdixon@tamu.edu); Hui-Kai Chuang; Blanca Quiroz**
13. The role of background knowledge in stories about relationships: A study of social development and reading comprehension; **Amy Dray (University of California, Berkeley - adray@berkeley.edu)**
14. Effects on preschool teachers references to print during large-group readings; **Jaclyn Dynia (The Ohio State University - jdynia@ehe.osu.edu); Shayne Piasta; Laura Justice; Jill Pentimonti**
15. Pervasive effect of poor vocabulary and decoding on reading comprehension of ELL children; **Fataneh Farnia (University of Toronto - ffarnia@oise.utoronto.ca); Mahshid Azimi, Esther Geva**
16. Effects of computer-based and print-based fluency instruction on students at risk for reading failure; **Nicole Fenty (University of Louisville - nsfent01@louisville.edu); Tyrann Butler; Melissa Miller; Amy Lingo**
17. Factors related to writing fluency in English language learners; **Miriam Fine (Wilfrid Laurier University - fine5370@wlu.ca); Vahideh Shahidi; Alexandra Gottardo; Esther Geva**
18. Examining reading knowledge and student achievement: Does teacher reading knowledge matter?; **Shana Goldwyn (University of Cincinnati - shana.goldwyn@uc.edu); Carol Connor**
19. The effectiveness of parent tutoring on reading achievement: Follow up effects on oral reading fluency; **Jen Goudey (University of Alberta - jgoudey@ualberta.ca); Jan Frijters; Rauno Parrila; Maureen Lovett**
20. Relations among teacher self-efficacy, instructional quality, and preschoolers' language and literacy growth; **Ying Guo (The Ohio State University - guo.133@osu.edu); Shayne Piasta; Laura Justice; Joan Kaderavek**
21. Parent-child writing activities and child literacy outcomes; **Stephanie Guthrie (University of Michigan - stephig@umich.edu); Sam Worzalla; Lori Skibbe; Frederick Morrison**
22. Individual differences in L2 language and literacy outcomes in English-speaking students in French immersion programs; **Corinne Haigh (McGill University - corinne.haigh@mcgill.ca); Caroline Erdos; Fred Genesee; Robert Savage**
23. Testing the frustration reading level: Connections between accuracy, comprehension, and frustration; **Juliet Halladay (University of Vermont - juliet.halladay@uvm.edu); Jennifer Rousseau**
24. The importance of phonological awareness in English- and Mandarin-speaking emergent readers; **Ellen Hamilton (University of Michigan - eehamilt@umich.edu); Twila Tardif; Hua Shu; Jingyuan Huang**

25. Examining executive functions among adult readers: Comparing dyslexic readers to intact readers; **Yael Horowitz (yaelh01@gmail.com); Zvia Breznitz**
26. Frequency neighbourhood effects in poor and good French spellers in 3rd and 5th grades: A masked priming study; **Marion Janiot (Université de Lille, Nord de France - marion.janiot@univ-lille3.fr); Karinne Sauval; Séverine Casalis**
27. Opposite effects of phonological vs. visual orthographic trainings in a letter rhyming task: An ERP study in developmental dyslexia; **Mélanie Jucla (University of Toulouse, France - melanie.jucla@inserm.fr); Rodolphe Nénert; Jean-François Démonet**
28. Orthographic knowledge in phonological context: How literacy tasks can mask knowledge; **Tanya Kaefer (Duke University - ttk2@duke.edu); Gary Feng**
29. Cognitive profiles of students with reading disability: Comparison of three reading disability subtypes; **Devin Kearns (Vanderbilt University - devin.kearns@vanderbilt.edu); Douglas Fuchs; Lynn Fuchs; Donald Compton; Samuel Patton III**
30. Older children's recreational reading motivations and habits: Does perceived support for reading from both parents and friends matter? ; **Susan Klauda (University of Maryland - susan3@umd.edu); Allan Wigfield**
31. Are visual skills unimportant to Chinese readers in primary-school level?; **David Pun Lok Kwan (The University of Hong Kong - dplkwan@hku.hk); Connie Suk-han Ho**
32. A new computerised reading intervention game - GraphoGame rime; **Fiona Kyle (University College London - f.kyle@ucl.ac.uk); Ulla Richardson; Heikki Lyytinen; Usha Goswami**
33. Would a 'rose' read in isolation seem as sweet? Investigating the cognitive processing of contextual and isolated word reading; **Kyle Levesque (Concordia University - k_leve@education.concordia.ca); Megan Ladd; Sandra Martin-Chang**
34. Levels of phonological awareness development in Chinese and Chinese-English bilingual children; **Pei-Ying Lin (University of Toronto - piyilinse@gmail.com); Chen Xi**
35. Do family background and perceptions of reading skill predict reading comprehension performance and growth in adult literacy participants?; **Endia Lindo (Georgia State University - elindo@gsu.edu); Daphne Greenberg**
36. Morphological awareness: A comparison between ESL and native English language speakers; **Orly Lipka (University of British Columbia - orlylipka@telus.net); Julie Kim; Linda Siegel**
37. Visual and auditory processing in children with and without Specific Language Impairment (SLI); **Caitriona Martyn (National University of Ireland, Galway - caitriona.martyn@nuigalway.ie); Mark Elliott**
38. Music and reading acquisition: Links between rhythm skills and phonological awareness; **Catherine Moritz (Tufts University - catherine.moritz@tufts.edu); Sasha Yampolsky; Georgios Papadelis; Katie Overy; Maryanne Wolf**
39. The decoding strategies deployed by level-matched L1 and L2 grade 1 pupils; **Lori Morris (Université du Québec à Montréal - morris.lori@uqam.ca); Marie Labelle**
40. A diffusion model analysis of the relationship between reading and reaction time; **Adam Naples (ajn23@cornell.edu)**
41. How does partial Hebrew immersion for native English speakers impact language proficiency and word decoding skills in both languages?; **Dana Nezon (University of Toronto - dana.nezon@utoronto.ca); Dana Shafman; Esther Geva**
42. Effect of professional development on student literacy achievement in a Latin American context; **Dan Pallante (Ohio Educational Development Center - dpallante@roadrunner.com); Young-Suk Kim**
43. Word learning in context: The role of prior knowledge; **Susan Parault (St. Cloud State University - susanparault@yahoo.com); Rihana Williams**
44. Kids helping kids: The impact of PALS on the reading levels of at-risk grade one students; **Angela Pyle (Queen's University - 6adv@queensu.ca); Laura Steacy; Chris Mattatall**
45. Early morphological activation in French beginning readers: A masked priming study; **Pauline Quemart (Université Lille North of France - pauline.quemart2@univ-lille3.fr); Severine Casalis**
46. Experimental data on the effectiveness of an explicit reading comprehension intervention for high-functioning students with Autism Spectrum Disorder; **Catherine Roux (University of Quebec in Montreal - roux.catherine@courrier.uqam.ca); Eric Dion**
47. The effect of phonological context on phonological processing skills in native Hebrew speaking adults with and without reading disability learning English as a foreign language; **Susie Russak (Beit Berl Academic College - susie.russak@gmail.com); Elinor Saiegh-Haddad**

48. Fourth graders' expository text comprehension: Evidence from NAEP on the role of income, out-of-school reading experiences, and in-school reading experiences; **Heather Schugar (West Chester University - hschugar@wcupa.edu); Mariam Jean Dreher**
49. Written language development in L1 and L2 children; **Lucja Segal-Seiden (University of Toronto - lsegalseiden@oise.utoronto.ca); Esther Geva**
50. Spelling schwa: Children's use of morphological spelling strategies; **Erin Sparks (Dalhousie University - erin.sparks@dal.ca); Helene Deacon**
51. The role of prior knowledge in college students' strategic reading: Evidences from eye-movement data; **Yi-Fen Su (National Taiwan Normal University - yifensu@ntnu.edu.tw); Ju-Ling Chen; You-Hsuan Chang**
52. Reading skills in Arabic speaking children; **Nadia Taibah (King AbdulAziz University - nadiat@u.washington.edu); Charles Haynes**
53. First language interference on second language cognate and nonword spelling; **Sonja Ugen (Université Libre de Bruxelles - sonja.ugen@gmail.com); Sylvie Bodé; Jacqueline Leybaert**
54. Evidence for a reading fluency-specific deficit in dyslexia; **Catherine Ullman (Tufts University - catherine.ullman@tufts.edu); Elizabeth Norton; Stephanie Gottwald; Kathleen Spencer; Robin Morris; Maureen Lovett; Maryanne Wolf**
55. Orthographic and morphological priming in Hindi and Urdu: A preliminary investigation; **Jyotsna Vaid (Texas A&M University - jxv@psyc.tamu.edu); Chaitra Rao; Hsin-Chin Chen; S. Narayanan**
56. Implicit sequence learning and encoding non-linguistic material in poor and good readers; **Tali Vishne (Bar Ilan University and Ramat Chen Mental Health Center - tali@vishne.com); Rachel Schiff**

27th June 15:30 - 17:10, Wilbur/Colonial
Symposium: Sensitivity to speech prosody and written language skills
Chair: Clare Wood

1. Prosodic sensitivity and literacy performance in dyslexic and non-dyslexic adults; **Ian Mundy (University of Warwick - I.R.Mundy@warwick.ac.uk)**
2. Emerging relationships between English derived-word spelling and stress production; **Linda Jarmulowicz (University of Memphis - ljrmlwcz@memphis.edu); Valentina Taran**
3. Investigating the component features of speech rhythm: Examining the effectiveness of a new measure of speech rhythm; **Gareth Williams (Nottingham Trent University - gareth.williams@nut.ac.uk); Clare Wood; Rebecca Hedderley**
4. Stress awareness and orthographic stress knowledge in Spanish; **Sylvia Defior (University of Granada - sdefior@ugr.es); Nicolás Gutiérrez-Palma; Francisca Serrano; Gracia Jiménez-Fernández; María del Carmen González-Trujillo**
5. Discussion: Re-examining the influence of prosodic variables on literacy skills; **Lesly Wade-Woolley (Queen's University - wadewool@queensu.ca)**

27th June 15:30 - 17:10, Shubert/Charles
Symposium: Rapid automatized naming (RAN) speed and reading:
What underlies their relationship?
Chair: George Georgiou; Co-Chair: Rauno Parrila

1. Rapid naming speed components and reading in adult compensated dyslexics and controls; **George Georgiou (University of Alberta - georgiou@ualberta.ca); Rauno Parrila; Rickie Hung**
2. Do orthographic processes underlie the RAN-reading link?; **Daisy Powell (Roehampton University - d.powell@roehampton.ac.uk); Rhona Stainthorp; Morag Stuart**
3. The role of RAN, phonological awareness, attention, working memory, speed of processing, and motor skills in word fluency, word accuracy, spelling, and reading comprehension; **Timothy Papadopoulos (University of Cyprus - tpapadop@ucy.ac.cy); George Spanoudis**
4. Association between RAN and literacy skills in German orthography; **Kristina Moll (University of Salzburg - kristina.moll@sbg.ac.at); Karin Landerl**
5. A retrospective examination of the double-deficit hypothesis in an orthographically consistent language; **Paula Salmi (University of Jyväskylä - paula.h.salmi@jyu.fi); Minna Torppa; Kenneth Eklund; George Georgiou; Heikki Lyytinen**

27th June 15:30 - 17:10, Library

Symposium: Reading and children with intellectual disabilities and Down syndrome

Chair: Christopher Lemons; Co-Chair: Stephanie Al-Otaiba

1. Strengths and weaknesses in reading skills of children with intellectual disabilities; **Frances Connors (University of Alabama - fconners@bama.ua.edu); Marie Moore; Susan Loveall; Laura Hulme; Christopher Maddox**
2. Patterns of reading development in Down syndrome; **Hannah Nash (University of York - h.nash@psych.york.ac.uk); Charles Hulme; Margaret Snowling**
3. Exploring the effectiveness of phonics-based instruction for children with Down syndrome; **Christopher Lemons (University of Pittsburgh - lemons@pitt.edu); Douglas Fuchs**
4. Measurement solutions for continuous progress monitoring of students with moderate intellectual disabilities; **J. Kyle Roberts (Southern Methodist University - klyer@mail.smu.edu); Jill Allor; Patricia Mathes**

27th June 15:30 - 17:10, Empire

Symposium: How new technology shapes literacy interactions and outcomes?

Chair: Ofra Korat

1. Mother-child interactions while sharing print and electronic books; **Ji Eun Kim (University of British Columbia - jieun_kim2@yahoo.ca); Jim Anderson**
2. Mother-child interaction during printed and electronic book reading; **Ofra Korat (Bar-Ilan University - korato@mail.biu.ac.il); Tal Or**
3. Using interactive electronic storybooks to boost children's vocabulary; **Adriana Bus (Leiden University - BUS@fsw.leidenuniv.nl); Daisy Smeets**
4. Using technology to support the efficacy of teachers' first grade literacy instruction; **Elizabeth Crowe (Florida State University); Carol Connor; Phyllis Underwood; Frederick J. Morrison**

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