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
Hugh W. Catts

Local Coordinators
Nonie Lesaux
Jenny Thomson

Program Committee
Don Compton
Linnea Ehri
Frank Manis
C.K. Leong
John Kirby
Alain Desrochers
Stephanie Al-Otaiba
Ana Luiza Navas
Tiffany Hogan
<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>15:00-21:00</td>
<td>Registration – Lobby</td>
</tr>
<tr>
<td>June 24</td>
<td>16:30-19:00</td>
<td>Board Meeting – Executive Boardroom</td>
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<tr>
<td></td>
<td>20:00-22:00</td>
<td>Pre-Conference Social Event – Wilbur/Colonial</td>
</tr>
<tr>
<td>Thursday</td>
<td>08:30-14:00</td>
<td>Registration – Executive Boardroom</td>
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<tr>
<td>June 25</td>
<td>08:30-10:10</td>
<td>Spoken Paper Sessions</td>
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<td></td>
<td>10:10-10:40</td>
<td>Break</td>
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<td>10:40-12:20</td>
<td>Spoken Paper Sessions</td>
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<tr>
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<td>12:30-14:00</td>
<td>Lunch - Empire</td>
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<tr>
<td></td>
<td>15:10-15:30</td>
<td>Refreshments</td>
</tr>
<tr>
<td></td>
<td>15:30-16:10</td>
<td>Business Meeting – Wilbur/Colonial</td>
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<tr>
<td></td>
<td>16:10-17:50</td>
<td>Spoken Paper Sessions</td>
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<td>Friday</td>
<td>08:30-10:10</td>
<td>Spoken Paper Sessions</td>
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<td>June 26</td>
<td>10:10-10:40</td>
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<td>15:30-17:00</td>
<td>Presidential Address - Empire</td>
</tr>
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<td>Saturday</td>
<td>08:30-10:10</td>
<td>Spoken Paper Sessions</td>
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<td>June 27</td>
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<td></td>
<td>15:30-17:10</td>
<td>Spoken Paper Sessions</td>
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</table>
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.benschachar@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 Mencel (Haskins Laboratories - mencel@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 - mfcorreafafich.ufrmg.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.msj.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**; **Meaghan 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**
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 Vaughan; 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 Hougien; 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 - goullette@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
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 Lymbseris; 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 Lymbseris; 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 Calhoun (Georgia State University - mbcalhoun@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 DIIME model of reading comprehension with domain-specific text; Jennifer Cromley (Temple University - jcrowley@temple.edu); Lindsey Snyder Hogan; Ulana Luciw; Ting Dai
22. Are there distinct stages of fluency development?; Virginia Cronin (George Washington University - vcrorin@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 - nikkidavis@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@fcr.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 Mencel; 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; Fateneh Farnia; Esther Geva
36. Are fewer letters better to predict risk status in kindergarten?; Yaacov Petscher (Florida Center for Reading Research - ypetscher@fcr.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
39. The relation between education beliefs and home literacy behaviors in parents of preschool-age children; Beth Phillips (Florida Center for Reading Research - bphillips@fcr.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@fcr.org); RaMonda Horton-Ikard
42. Automated methods of assessing oral reading accuracy; Sarah Priebe (University of Denver - spribe@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 - psnellings@uva.nl); Maaïke Zegers; 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 - wlswong@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 - drouinn@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 - bplester@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)

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25th June 15:30 - 16:10
Business Meeting
Wilbur/Colonial

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 - dffrancis@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 Mencel; Stephen Frost; Jim Pekar
5. Collaborative biobanking: Advantages and issues; Elena Grigorenko (Yale University - elena.grigorenko@yale.edu); Susan Bourgey
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 Hilte
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 Raynolds; 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 Lytinen; Heikki Lytinen
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@hkucz.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); Paavo 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 (Linkoping 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 - wybcow@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.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@fcr.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?; **Juliana Elena Baciu** (Wilfrid Laurier University - julianaf@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); Anuene Kukona; James Magnuson; Einar Mencel; 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 Hoffman; 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 - mklmom@spartan.uncg.edu); Alan Kamhi
17. How does early self-regulation influence 2nd grade reading comprehension?: Gina Cook (Utah State University - gina@eiri.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@fcr.com); 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 - jgoldma@usc.edu); Allison Zumberge; Franklin Manis
24. Fluency and prosody: Methodology in a training study; Carmen González-Trujillo (University of Granada – carmenet@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 - agkrant@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 - ngreg@uga.edu); Chris Coleman
28. Is phonological recoding the basis of the word length effect?: Marleen Haentjens (University of Amsterdam - m.mhaentjens@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; Sun Jung Kim (University of Florida - sjkim9728@gmail.com); Hee Young 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 Schachtschneider

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 Schachtschneider

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-Bungardner; Esther Geva; Emiko Koyama

49. The relation between specific decoding and spelling skills in elementary students; Kelly Robbins (University of Utah - k.p.robbins@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 Olman; 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 - ss Spencer@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@com.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

26th June 15:30 - 17:00, Empire
Presidential Address: Maggie Snowling
Reading Risk Families and Phenotypes
Chair: Dolores Perin

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@macs.mq.edu.au); Geoff Stuart; Veronica 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@fcr OR-g); 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 - ststemler@wesleyan.edu); Tina Newman; Mei Tan
4. Searching for genes for reading ability and disability in Africa; **Damaris Ngosho** (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 - dspeare@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@ferr.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 Sevick

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 Romski; 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
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@eiri.usu.edu); Mark Innocenti; Lori Roggman; 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 - pwicheng@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); Tyran 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 Erdoes; 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** (yaeh01@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**

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 - jsv@psych.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 - lrjmlucz@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 Conners (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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