Wednesday, 10 July

9am **Student and Early Careers Preconference**
Room 202/203

9am **Board Meeting**
Room 204/205

4:30pm **Award Presentation by Shayne Piasta**
Room 102/103

5pm **Food & Drinks Provided -**
Welcome Reception (5:00-7:00 pm)
Ground Floor

5:30pm **Poster Session 1 (5:30-7:00 pm)**

#1 - Is braille an inefficient learning modality for blind students? A training study with policy implications
» Dr. Lindsay Harris, Dr. Allison Gladfelter, Dr. Alecia Santuzzi, Dr. Iwona Lech, Ms. Rocio Rodriguez, Dr. Luis Lopez, Ms. Dawn Soto, Ms. Ailing Li

#2 - Initial Word Reading Performance as a Moderator of Intervention Effects for Students in Grades 3–12 with Reading Difficulties
» Mrs. Blair Payne, Dr. Alexis Boucher, Dr. Katherine O'Donnell, Dr. Nancy Scammacca Lewis, Dr. Sharon Vaughn, Dr. Nathan Clemens, Dr. Sarah Fishstrom, Mr. Tim Andress

#3 - Improving reading achievement of secondary students reading below grade level with a comprehensive Tier-I reading intervention
» Dr. Kelly Patrick, Ms. Sarah Kocherhans, Dr. Grace Craig, Dr. Matt Fields

#4 - Developing code-related content knowledge in teacher preparation programs: Recommendations from a preliminary analysis of the basic constructs of language survey scores from one teacher preparation program
» Mrs. Amy Edlefson, Dr. Laura Tortorelli

#5 - COVID-19's influence on reading proficiency in U.S. for students with and without disabilities
» Mrs. Eleni Chatzoglou, Dr. Sarah Fishstrom, Mrs. Blair Payne, Mr. Tim Andress, Dr. Sharon Vaughn

#6 - A karaoke-based tablet game to improve the ability of French primary school children in planning pauses and breathing while reading aloud
» Dr. Andrea Briglia, Dr. Erika Godde, Prof. Marie-Line Bosse, Mr. Gerard Bailly

#7 - Acceleration versus remediation for struggling readers: a mixed-methods examination
» Dr. Kayleigh Ryherd, Dr. Lisa Hurwitz

#8 - Examining relationships between teaching varied corpora of academic vocabulary and text comprehension
» Dr. Jill Grifenhagen, Ms. Bethany Lewis, Ms. Courtney Weathers

#9 - Do text characteristics and digital media use impact reading comprehension?
» Dr. Aurora Troncoso Ruiz, Dr. Marco van de Ven, Prof. Eliane Segers

#10 - The association between attentional skills, academic performance and rapid naming
» Dr. Riikka Heikkilä, Ms. Sara Huotari, Ms. Roosa Karhunen, Ms. Pirita Korpivaara

#11 - Associations between functional brain connectivity and monitoring processes in oral reading performance among second-grade students
» Mr. Tin Nguyen, Dr. Sarah S. Hughes-Berheim, Ms. Andrea N. Burgess, Dr. Laurie E. Cutting

Continued from **Wednesday, 10 July**

#12 - The Role of Set for Variability in the Relation Between Word Reading and Reading Fluency
» Dr. Katherine O'Donnell, Dr. Nathan Clemens

#13 - Dysgraphia: Definition, identification, and interventions
» Ms. Aisha Lee-Cobbins, Mrs. Megan Bishop, Dr. Florina Erbeli

#14 - How does phrasal complexity contribute to writing quality in grade school writing?
» Ms. Lauren Hennenfent

#15 - The influence of incidental vocabulary learning on explicit vocabulary learning in high- and low-proficiency English Language learners
» Dr. Ayelet Sasson, Ms. Daniel Mor, Prof. Rachel Schiff

#16 - Effects of gamified Method of Loci training on emergent reading and spelling development
» Dr. Marco van de Ven, Dr. Boris N. Konrad, Dr. Esther G. Steenbeek-Planting

#17 - Phonological awareness is a critical determinant of reading and writing abilities in children with DLD
» Dr. Llorenç Andreu, Dr. Nadia Ahufinger, Ms. Raquel Balboa, Ms. Laura Ferinu, Mr. Josue García Arch, Dr. Mònica Sanz-Torrent

#18 - Using PIAAC Process Data to Examine Adults' Engagement on a Digital Literacy Item
» Dr. Liz Tighe, Dr. Gal Kaldes, Ms. Ling Chen, Dr. Qiwei He

#19 - Shared book reading in early childhood classrooms: What texts are teachers reading and what role does classroom age composition play in teachers' choices?
» Ms. Rebecca Vasile, Dr. Sonia Cabell, Dr. Chelsea Funari, Dr. Sen Wang, Dr. Beth Phillips

#20 - Development and Validation of the Special Educational Needs Family Stress Questionnaire in Hong Kong
» Ms. So Chi Liu, Ms. Ning An, Ms. Justine Wing June Wai, Prof. Shelley Xiuli Tong

#21 - The relationship between early language skills and later listening comprehension: A test of three theories
» Dr. Michelle N. Maurer, Dr. Louie Lei Wang, Prof. Monica Melby-Lervåg

#22 - The effect of English educational technology on bilingual children's English alphabet knowledge
» Dr. Maxine Schaefer

#23 - Decodable texts: low or high proportion of phonically decodable words to enhance early reading acquisition?
» Dr. Cynthia Boggio, Prof. Adeline Leclercq Samson, Prof. Marie-Line Bosse

#24 - Factors impacting a teacher's mindset following a reading comprehension professional development event
» Dr. Kacee Lambright, Dr. Kay Wijekumar

#25 - Sonority and phonological task performance: A systematic review
» Dr. Kelly Farquharson, Ms. Mary Moody, Ms. Lydia Jiyoun Kim

#26 - Internalizing Problems in Individuals with Reading, Mathematics and Unspecified Learning Difficulties: A Systematic Review and Meta-Analysis
» Dr. Ana Paula Alves Vieira, Dr. Peng Peng, Ms. Andrea Antoniuk, Ms. Jodi DeVries, Dr. Kyriakoula Rothou, Prof. Rauno Parrila, Prof. George Georgiou

#27 - Efficacy of a strategy-based intervention on text-level reading comprehension in persons with aphasia
» Ms. Sarah-Maria Thumbeck, Dr. Philipp Schmid, Prof. Sophie Chesneau, Prof. Frank Domahs

Continued from **Wednesday, 10 July**

#28 - Cognitive and linguistic factors predicting early reading comprehension among Filipino-English bilingual children
» Ms. Kembell Lentejas, Prof. Shelley Xiuli Tong

#29 - Exploring dimensions of complexity in Chinese character writing: A cross-sectional study on visual and semantic factors
» Mr. Jr-An Lin, Dr. Li-Jen Kuo, Prof. Yu-Min Ku, Mr. Chih-Yuang Shih, Dr. Zhuo Chen

#30 - The effects of an intensive summer reading intervention program
» Dr. Valentina Contesse, Dr. Holly Lane, Dr. Nicholas Gage

#31 - Longitudinal effects of the home literacy environment on reading outcomes throughout the school-age years
» Ms. Melissa Hill, Dr. Stewart McCauley

#32 - Meta-analysis of Relationships between Pinyin Knowledge and Chinese Literacy Development
» Ms. Jinghan Liang, Dr. Xiuhong Tong, Dr. Liyan Yu

#33 - How does neural oscillatory coupling during morphological processing differentiate children with and without reading difficulty?
» Dr. Richard Kruk, Ms. Alexis Koffman, Dr. Amy Desroches

#34 - Shifts in the relative contribution of metalinguistic skills to reading fluence across the middle elementary school years.
» Dr. marcia maria peruzzi elia da mota, Mrs. Marisangela Siqueira de Souza, Dr. Larissa Maria David Gabardo, Dr. S. Hélène Deacon

#35 - Analysis of written syntactic errors in children with and without developmental language disorder
» Ms. Audrey Leblanc, Prof. Marie-Pier Godin

#36 - Relations between white matter "integrity" and future reading abilities in childhood
» Ms. Emily Harriott, Mr. Tin Nguyen, Dr. Bennett Landman, Dr. Laura Barquero, Dr. Laurie E. Cutting

#37 - Have we compromised the power of spelling interventions for students experiencing literacy difficulties?
» Ms. Christina Novelli, Mr. Brennan W Chandler

#38 - A comparison of language and early literacy skills in English as a second language (ESL) and non-ESL kindergarten children
» Ms. Carlye Brokl, Dr. Alexandra Gottardo, Dr. Eileen Wood

#39 - Examination of KIAA0319's role in dyslexia using a cortical organoid model
» Mr. Michael Scandura, Dr. In-Hyun Park, Dr. Jeffrey Gruen

#40 - The development of morphological decomposition in German-speaking children: An ERP-study.
» Ms. Lilli Kugelmann, Mr. Jan Luis Sigmund, Prof. Gerd Schulte-Körne, Dr. Susanne Volkmer

#41 - Speech-language pathologist-teacher collaboration in a community of practice: a look at professional development in reading comprehension instruction
» Prof. Marie-Catherine St-Pierre, Ms. Marie-Claude Morency-Carrier, Prof. Chantal Desmarais, Prof. Christine Hamel

Thursday, 11 July

8am **Morning Coffee**

Continued from **Thursday, 11 July**

8:30am **Session 1A: Symposium: How early does learning to read start? Exploring early developmental trajectories, precursors, and environmental influences of reading development prior to the onset of formal reading instructions.**
Auditorium
Chaired by: Prof. Nadine Gaab

8:30am **How early does learning to read start? Exploring early developmental trajectories.... Examining the typical and atypical reading brain prior to reading onset(1)**
» Prof. Nadine Gaab

8:50am **How early does learning to read start? Exploring early developmental trajectories.... The role of 'first word' picture books' pictorial and tactile features in infant word learning(2)**
» Prof. Jessie Ricketts, Dr. Amber Muhinyi, Prof. Jeanne Shinskey

9:10am **How early does learning to read start? Exploring early developmental trajectories.... Longitudinal association between teacher-child interaction quality and children's literacy skills(3)**
» Dr. Jenni Salminen, Prof. Eija Pakarinen, Prof. Tuire Koponen, Prof. Marja-Kristiina Lerkkanen

9:30am **How early does learning to read start? Exploring early developmental trajectories...Preschoolers' alphabet knowledge learning and subsequent reading and spelling skills(4)**
» Prof. Shayne Piasta, Dr. Alida K. Hudson, Prof. Jessica Logan, Dr. Cynthia Zettler-Greeley, Dr. Kandia Lewis

9:50am **How early does learning to read start? Exploring early developmental trajectories...Emergent literacy development in preschoolers who are deaf/hard of hearing(5)**
» Dr. Erin Ingvalson, Dr. Tina Grieco-Calub, Dr. Lynn Perry, Dr. Mark VanDam

8:30am **Session 1B: Symposium: Language and literacy acquisition in Arabic Diglossia.**
Room 102
Chaired by: Prof. Elinor Saiegh-Haddad

8:30am **Toward an understanding of the role of dialect in literacy acquisition in children across languages and sociolinguistic contexts: The role of dialect in literacy acquisition: Evidence from Arabic and English (1)**
» Prof. Elinor Saiegh-Haddad, Prof. Julie Washington

8:50am **The role of morphological distance in morphological awareness in Arabic diglossia: A longitudinal study**
» Dr. Yasmin Shalhoub-Awwad, Ms. Nancy Joubran-Awadie

9:10am **The Role of a Diglossia-specific Language and Literacy Intervention in Narrative Skills Development in Arabic Speaking Kindergarten Children: A Study of General and Diglossia-specific Indices**
» Dr. Abeer Asli-Badarneh, Dr. Duaa Abu Elhija, Mr. Lina Haj, Dr. Ola Ghawi-Dakwar, Prof. Rachel Schiff, Prof. Elinor Saiegh-Haddad

9:30am **Toward an understanding of the role of dialect in literacy acquisition in children across languages and sociolinguistic contexts: Predictors of Listening Comprehension in Standard Arabic: Direct and Indirect pathways from Standard and Spoken Arabic (4)**
» Mr. Lina Haj, Prof. Elinor Saiegh-Haddad, Prof. Rachel Schiff

9:50am **Toward an understanding of the role of dialect in literacy acquisition in children across languages and sociolinguistic contexts: Discussant (5)**
» Dr. Nicole Patton Terry

8:30am **Session 1C: Symposium: Designing Early Writing Assessment**
Room 107
Chaired by: Dr. Gary Bingham

Continued from **Thursday, 11 July**

8:30am **Designing early writing assessment: Development of the cWRITE Assessment of Early Writing Skills (1)**
» Dr. Ryan Bowles, Dr. Hope Gerde, Dr. Gary Bingham, Dr. Xiao Zhang

8:50am **Designing early writing assessment: Investigating topic maintenance and organization to advance assessment of kindergarten and first grade writing (2)**
» Dr. Meaghan McKenna, Dr. Hope Gerde, Dr. Nicolette Grasley-Boy, Dr. Robert Dedrick

9:10am **Designing early writing assessment: Young children's approaches to writing: Composing transformation processes from planning to reviewing (3)**
» Dr. Margaret Quinn, Dr. Rebecca Rohloff, Dr. Jackie Ridley

9:30am **Designing early writing assessment: Impact of quality picture book study on preschool students narrative storytelling and drawing (4)**
» Ms. Thankful Davis, Dr. Janna Brown McClain, Dr. Sungyoon Lee, Dr. Katie Schrodt

9:50am **Designing early writing assessment: Are mothers aware of their children's early literacy skills, and is it important?(5)**
» Dr. Dorit Aram

8:30am **Session 1D: Symposium: "Roots" of reading: Examining the role of morphological awareness in reading across diverse readers and languages.**
Room 103/104
Chaired by: Dr. Sofia Giazitzidou

8:30am **"Roots" of reading: The association between preschool morphological awareness and developmental change in early reading ability (1)**
» Prof. Vassiliki Diamanti, Mr. Germán Grande, Prof. Athanassios Protopapas, Prof. Monica Melby-Lervåg, Prof. Arne Lervag

8:50am **"Roots" of reading: Exploring the morphological mechanism in the relation of early morphological awareness with the development of later reading skills (2)**
» Dr. Sofia Giazitzidou, Dr. Kyle Levesque, Dr. S. Hélène Deacon

9:10am **"Roots" of reading: Morphological awareness and reading comprehension in 3rd and 5th grade French students (3)**
» Dr. Anne-Sophie Besse, Dr. Valentini Felipe, Prof. Márcia Maria Peruzzi Elia da Mota

9:30am **"Roots" of reading: The role of morphological awareness in passage comprehension among Chinese third and fifth graders (4)**
» Mrs. Yue Jiang, Mr. Zhenliang Wang, Mr. Ziheng Ye, Prof. Haomin (Stanley) Zhang

9:50am **"Roots" of reading: Morphological processing in French-speaking older adults (5)**
» Prof. Maximiliano A. Wilson, Dr. Audrey Lalancette

8:30am **Session 1E: Spoken Paper Group: Literacy Interventions I**
Room 202
Chaired by: Dr. Steve Amendum

8:30am **The Effects of Comprehensive and Coordinated Tier 1 Classroom Reading Instruction Implemented within a Multi-Tiered System of Support (MTSS) Framework**
» Dr. Michael Coyne

8:50am **The Efficacy of BELLA to Support Young Multilingual Learners: Professional Learning for Collaboration, Instructional Strategies, and Cultural Wealth**
» Dr. Steve Amendum, Dr. Leslie Babinski, Dr. Madeline Carrig, Dr. Steven Knotek, Dr. Marta Sanchez

9:10am **The marginal impact of in-person versus remote early literacy tutoring delivered by university students**
» Dr. Katharine Miles, Ms. Shirin Hashim, Dr. Erin Croke

Continued from **Thursday, 11 July**

9:30am **An examination of Black Language in structured literacy lessons**
» Dr. Jasmine Rogers

9:50am **Evaluating interventions 2: Implementation and scale-up in diverse contexts (1) Sanjhe Bol: A story-based programme to support oral language and foundational learning at school entry.**
» Dr. Ernesto Roque-Gutierrez, Prof. Maggie Snowling, Ms. Adhvika Shetty, Ms. Enxhi Sharxhi, Dr. Athina Ntalli, Ms. Akanksha Tyagi, Dr. Dhir Jhingran, Dr. Gideon Arulmani, Prof. Sonali Nag

8:30am **Session 1F: Spoken Paper Group: Eye-Tracking Research**
Room 203/204
Chaired by: Dr. Romualdo Ibáñez

8:30am **Eye movements analysis during spelling learning: a pilot study in dyslexic and non-dyslexic adults**
» Mrs. Julie Robidoux, Mr. Antonin Rossier-Bisaillon, Mrs. Boutheina Jemel, Mrs. Brigitte Stanké

8:50am **Syntactic complexity and socioeconomic status on school textbooks processing and comprehension. an Eye-tracking study**
» Dr. Romualdo Ibáñez

9:10am **Children's eye movement patterns in search engine results page reading: Lessons learned from an intervention**
» Dr. Oksana Kanerva, Dr. Tuomo Häikiö, Dr. Mirjamaija Mikkilä-Erdmann, Mr. Norbert Erdmann, Dr. Johanna Kaakinen

9:30am **Readers use recent experiences with word meanings to support the processing of lexical ambiguity: Evidence from eye movements**
» Dr. Adam Parker, Dr. Jo Taylor, Prof. Jennifer Rodd

10:10am **Coffee Break**

10:30am **Session 2A: Symposium: Individual differences in word learning**
Auditorium
Chaired by: Dr. Dawna Duff

10:30am **Individual differences in word learning: Predictors of novel word learning in a repeated learning task (1)**
» Dr. Alison Eisel Hendricks, Dr. Suzanne Adlof, Dr. Lisa Fitton

10:50am **Individual differences in word learning: Variables impacting oral word learning in children with dyslexia (2)**
» Dr. Dawna Duff, Dr. Suzanne Adlof, Ms. Alexis Mitchell, Ms. Taylor Berrier, Ms. Tia Spagnuolo

11:10am **Individual differences in word learning: A 30-year longitudinal study of vocabulary development in individuals with and without DLD (5)**
» Ms. Emily Zrostlik, Dr. Stewart McCauley, Dr. Bruce Tomblin, Dr. Kristi Hendrickson

11:30am **Individual differences in word learning: Factors supporting growth trajectories in vocabulary depth and breadth for adolescents with hearing loss or typical hearing (3)**
» Ms. Katherine Kingsbury, Dr. Elizabeth Walker

11:50am **Individual differences in word learning: An investigation into how word learning modality and phonological skills support word learning and subsequent reading. (4)**
» Dr. Sarah S. Hughes-Berheim, Dr. Laura Morett

10:30am **Session 2B: Symposium: Evaluating interventions: Efficacy trials in mainstream education.**
Room 202
Chaired by: Prof. Maggie Snowling

10:30am **Evaluating interventions I: Efficacy trials in mainstream education (1) The impact of the oral language for literacy intervention (OLLI) programme on the language and writing skills of 8-9 year-old children**
» Mx. Rosanne Esposito, Prof. Arne Lervag, Dr. Paula Clarke, Prof. Charles Hulme

Continued from **Thursday, 11 July**

10:50am **Evaluating interventions I: Efficacy trials in mainstream education (2) Children from disadvantaged communities: The impact of a structured oral language intervention on oral language skills, reading comprehension and writing skills**
» Dr. Dacian Dolean, Prof. Monica Melby-Lervåg, Prof. Arne Lervag

11:10am **Evaluating interventions I: Efficacy trials in mainstream education (3)Assessing a technology-based literacy with language intervention for children at risk of reading failure**
» Prof. Manon Jones, Dr. Cameron Downing, Dr. Gwennant Mai Evans-Jones, Dr. Markéta Caravolas, Prof. Arne Lervag, Prof. Monica Melby-Lervåg, Prof. Charles Hulme

11:30am **Evaluating interventions I: Efficacy trials in mainstream education (4) Improving reading comprehension through language comprehension and early word reading: A multi-site randomized trial**
» Prof. Trude Nergård-Nilssen, Dr. Bjarte Furnes, Prof. Oddgeir Friborg, Dr. Ømur Caglar-Ryeng, Prof. Monica Melby-Lervåg

11:50am **Evaluating interventions I: Efficacy trials in mainstream education (5) Improvements in language skills persist two years after early intervention and extend to progress in early word reading**
» Dr. Gillian West, Ms. Mariela Rios Diaz, Mx. Caroline Korell, Ms. Sarah Herne, Dr. Mihaela Duta, Prof. Maggie Snowling, Prof. Charles Hulme

10:30am **Session 2C: Spoken Paper Group: Literacy Instruction**
Room 107
Chaired by: Dr. Ashley Sanabria

10:30am **Can Explicit Instruction Boost Statistical Learning? A Meta-Analytical Review**
» Prof. Min Wang, Ms. Jinglei Ren, Dr. Conway Christopher

10:50am **Describing opportunities to learn literacy in preschool-third grade classrooms**
» Dr. Ashley Sanabria, Dr. Jin Kyoung Hwang, Dr. Elham Zargar, Dr. Deborah Vandell

11:10am **Examining the uppercase facilitation effect in the context of learning**
» Dr. Somin Park, Prof. Shayne Piasta

11:30am **The relationship between US state literacy data and school curricular choice**
» Dr. Tim DeLuca, Dr. Perman Gochyyev, Dr. Tiffany Hogan

11:50am **Linguistically heterogeneous versus homogeneous grouping: Evidence from a randomized controlled trial**
» Dr. Michael Kieffer, Dr. C. Patrick Proctor, Mr. Andrew Weaver, Ms. Sasha Karbachinskiy, Ms. Qihan Chen, Ms. Qun Yu, Ms. Gabriella Solano, Mr. Aaron Coleman, Ms. Shaelyn Cavanaugh, Ms. Xiaoying Wu, Dr. Elise Cappella, Dr. Rebecca Silverman

10:30am **Session 2D: Spoken Paper Group: Bilingual and Second Language Learners I**
Room 103/104
Chaired by: Dr. Genesis Arizmendi

10:30am **Assessing the influence of language and literacy on mathematical achievement in emergent bilingual students**
» Dr. Genesis Arizmendi

10:50am **Determinants of listening comprehension and vocabulary in bilingual kindergarten children**
» Dr. Astrid Haase, Mrs. Farah Fares, Dr. Josefine Koebe, Dr. Melanie Jester, Prof. Simone Ehmig, Prof. Sascha Schroeder

11:10am **Balancing bilingualism: Unveiling compensatory pathways for enhanced reading performance in US students via PIRLS 2021 analysis**
» Ms. Qing Cai, Mr. Bowen Wang-Kildegaard, Prof. Sophia Rabe-Hesketh, Dr. Anne Cunningham

11:30am **Developing adolescent emergent bilinguals' literacy and disciplinary knowledge through social studies instruction**
» Dr. Leticia Martinez, Dr. Erin Hogan, Dr. Sarah Fishstrom, Dr. Philip Capin, Dr. Sharon Vaughn, Dr. Coleen Carlson, Mr. Tim Andress, Dr. David Francis

Continued from **Thursday, 11 July**

11:50am **Foundational skills of literacy predicting typical and atypical development in a shallow orthography. A longitudinal study on Italian monolingual and bilingual children**
» Dr. Emanuele Casani, Dr. Sendy Caffarra

10:30am **Session 2E: Symposium: Print exposure and its impact on reading across languages.**
Room 202
Chaired by: Dr. Maria Korochkina

10:30am **Print exposure and its impact on reading across languages: Creating and analysing word corpora for cross-linguistic reading research: Challenges and insights (1)**
» Ms. Sara Chilson, Dr. Xenia Schmalz

10:50am **Print exposure and its impact on reading across languages: Learning from print exposure: A corpus-based investigation of Chinese classifiers in children's books and language experience (2)**
» Ms. Jinyu Shi, Ms. Yifan Yang, Prof. Kate Nation, Dr. Elizabeth Wonnacott

11:10am **Print exposure and its impact on reading across languages: The nature of morphemic regularities in children's literature: What do British children learn about derivational morphology when they read? (3)**
» Dr. Maria Korochkina, Dr. Marco Marelli, Prof. Marc Brysbaert, Prof. Kathleen Rastle

11:30am **Print exposure and its impact on reading across languages: The development of semantic transparency effects in morphological processing: Evidence from German (4)**
» Prof. Sascha Schroeder

11:50am **Print exposure and its impact on reading across languages: Is it that useful to read? A direct test of the impact of print exposure on word recognition processes (5)**
» Prof. Fabienne Chetail

10:30am **Session 2F: Symposium: Unlocking the world within – reading, imagination and mental imagery.**
Room 203/204
Chaired by: Prof. Sebastian Suggate

10:30am **Unlocking the world within – reading, imagination and mental imagery: Imagination in Pretence and Counterfactual Reasoning: Important for future reading? (1)**
» Dr. Gill Francis

10:50am **Unlocking the world within – reading, imagination and mental imagery: Reading with the mind's eye – an experimental investigation of mental imagery and perceptual simulations in reading comprehension (2)**
» Ms. Emily Buchner, Prof. Wolfgang Lenhard, Prof. Sebastian Suggate

11:10am **Unlocking the world within – reading, imagination and mental imagery: Does reading stimulate mental imagery compared to watching films? (3)**
» Prof. Sebastian Suggate

11:30am **Unlocking the world within – reading, imagination and mental imagery: Profiling mental imagery vividness and its link to reading absorption and enjoyment (4)**
» Ms. Rosina Williams, Prof. Sebastian Suggate

11:50am **Unlocking the world within – reading, imagination and mental imagery: Discussant (5)**
» Prof. Sebastian Suggate, Prof. Wolfgang Lenhard

12:10pm **Lunch**

12:40pm **Poster Session II**

#1 - Teachers' perceptions of multiple-text integration: Instructional challenges and practices
» Dr. Liron Primor, Prof. Sarit Barzilai

Continued from **Thursday, 11 July**

#2 - Teachers' knowledge about innovative digital solutions for individualized reading support: insights from Austrian classrooms
» Mrs. Elisabeth Herunter, Mr. Fabian Feyertag, Dr. Lisa Paleczek, Dr. Susanne Seifert

#3 - Enhancing Return-Sweeps in Text Magnification through the Introduction of a Line-by-Line Text Magnification Approach
» Prof. Sofie Beier, Dr. Bart Cooreman

#4 - The stability of reading and writing skills for middle-school students with and without dyslexia
» Dr. Amanda Kern, Dr. Derek Rodgers

#5 - Visual object recognition in Russian-speaking adolescent readers
» Ms. Alexandra Cherevik, Ms. Alexandra Burdyna, Ms. Yana Nikonova, Dr. Svetlana Alexeeva

#6- Children's Situation Models of Narrative Versus Expository Texts
» Ms. Lara Dilger, Dr. Jos Keuning, Dr. Marco van de Ven, Prof. Eliane Segers

#7 - Exploring First-Gen Identity: Dynamics of College Students' Fixed and Growth Mindsets in Reading Comprehension
» Dr. Gal Kaldes, Dr. Jason Braasch, Dr. Erica Kesseler

#8 - How Canadian teachers and speech-language pathologists learn about the science of reading
» Ms. Jodi DeVries, Ms. Lisa Kohel, Dr. Lindsay Heggie, Dr. Lesly Wade-Woolley

#9 - Language skills and academic success in university students
» Ms. Cansu Altepe, Prof. Catherine Dehon, Prof. Fabienne Chetail

#10 - Evaluating the impact of Science of Reading professional development on teachers' content knowledge
» Ms. Chloe Melton, Mrs. Nina Bayer, Ms. Diana Malkin

#11 - Keep up the rhythm : The dynamic interplay between phonological awareness, executive functions, rhythmic abilities and literacy outcomes
» Ms. Nora Jamoulle, Prof. Pol Ghesquière

#12 - Differential early literacy instructions with interactive e-storybooks on a smartboard
» Dr. Marianne van Dijken

#13 - Examining the relationships between lexical stress sensitivity and reading skill in adult readers.
» Ms. Stephanie Wolfe, Mr. Garrett McNeil, Mr. Jonathan Liu, Ms. Alexis Shumate, Dr. Reyna Gordon, Dr. Srishti Nayak, Dr. Cyrille Magne

#14 - Consistency effects in both reading and spelling: a probabilistic modelling study
» Ms. Camille Charrier, Prof. Marie-Line Bosse, Mr. Julien Diard

#15 - The role of different types of executive functions in reading comprehension
» Ms. Chi Ma, Dr. Peng Peng

#16 - School-based implementation of an early literacy intervention: The role of dosage and familial risk
» Mrs. Fae van der Weijden, Dr. Madelon van den Boer, Dr. Haytske Zijlstra, Prof. Peter de Jong

#17 - Do discipline specific CBM Mazes capture disciplinary reading?
» Prof. Rauno Parrila, Mr. James Muldowney, Dr. Serje Robidoux

#18 - Inference-making skills for L1 and L2 ECEC children
» Ms. Frida Johanne Holmen, Prof. Kari-Anne Bottegård Næss

Continued from **Thursday, 11 July**

#19 - What can eye movements tell us about reading in a second language? A systematic review of the literature

» Mr. Juan Francisco` Quiñonez Beltran, Ms. Taylor Seymour, Mr. Jacob Robbins, Ms. Ying Xu, Prof. R. Malatesha Joshi

#20 - Predictors of spelling abilities in second language university students

» Dr. Alessandra Valentini, Ms. Ghazal Singh

#21 - Profiles of teacher talk during shared book reading in kindergarten and first grade classrooms

» Mrs. Rhonda Raines, Dr. Sonia Cabell, Mrs. C.J. Espittia

#22 - Inference generation when reading texts and watching videos: A lexical decision task study

» Ms. Brechtje van Zeijts, Dr. Lesya Ganushchak, Dr. Huib Tabbers, Dr. Björn de Koning

#23 - The relationship between phonological short-term memory, serial and discrete RAN and reading

» Ms. Lisa Gerhards, Prof. Prisca Stenneken, Dr. Barbara M. Schmidt, Prof. Alfred Schabmann

#24 - Planned and Purposeful Missing Data for Latent Variables in Reading Research

» Prof. Jessica Logan, Dr. Willa van Dijk

#25 - Efficacy Evaluation of a Reading Comprehension Program – Intervention Results in the Fifth Year

» Dr. Helena Corso, Dr. Luciane Piccolo

#26 - Effective vocabulary interventions for young emergent bilinguals: A best-evidence synthesis

» Dr. Alain Bengochea, Dr. Sabrina Sembiante

#27 - How does working memory and reading relate? – A developmental perspective

» Ms. Claudia Laskay-Horváth, Dr. Ferenc Ke6ény, Dr. Eszter P.Remete, Dr. Gábor Aranyi, Dr. Orsolya Pachner

#28 - The semantic transparency in vocabulary development in the read-to-learn stage

» Dr. Hsuan-Hui Wang, Prof. Li-Yu Hung, Ms. Lun-Jui Chang, Ms. Szu-Hui Li

#29 - Cognitive-linguistic predictors of reading in Hebrew: Multicomponent longitudinal model from kindergarten to fourth grade

» Dr. Rotem Yinon, Ms. Dana Tal-Cohen, Dr. Shelly Shaul, Prof. Tami Katzir

#30 - Examining the longitudinal relations between internalizing symptoms and reading achievement from 1st through 12th grade and distal relations to adulthood outcomes

» Mrs. Sarah Mason, Dr. Jessica Toste, Dr. Nicholas Ialongo

#31 - Project Coordinate: Content-focused lesson study for improving the content knowledge, collaborative practice, and instructional practice of 4th grade teachers providing tiered literacy instruction

» Prof. Mary Brownell, Prof. Amber Benedict, Prof. Hyojong Sohn, Ms. Jessica Williams, Ms. Germaine Koziarski

#32 - The behavioral and neurophysiological effects of set-for-variability reading intervention for children with reading difficulties.

» Dr. Badriah Basma, Prof. Rob Savage, Dr. Gigi Luk, Dr. Armando Bertone

#33 - Longitudinal Changes in Tendency of Prekindergarten Teachers to Apply Professional Development Training to Early Literacy Instruction

» Ms. Youngmin Oh, Ms. Jessica Ritchie, Ms. Brielle Babcock, Dr. Beth Phillips

Continued from **Thursday, 11 July**

#34 - Semantic predictors of polysyllabic word reading at the level of the word, child, and child-by-word in upper elementary students

» Ms. Madison Kellenberger, Dr. Laura Steacy, Dr. Matthew Cooper Borkenhagen, Mr. Jordan Dozier, Prof. Donald Compton

#35 - Implications of What Works Clearinghouse guidelines on single-case designs in literacy research: An investigation of empty training phases

» Dr. Derek Rodgers, Dr. Seth King

#36 - Association between reading achievement, general anxiety, and test anxiety

» Dr. Caroline G. Richter, Ms. Brianna Stein, Ms. Rachelle M. Johnson, Dr. Sara Hart, Dr. Courtney L. Gallen

#37 - Sparse phonological neighborhoods: A window into the development of lexical representations

» Dr. Erin Robertson, Prof. Jamie Metsala

#38 - Print learning and spelling skill: Awareness of sub-lexical orthographic regularities contributes to spelling skill over time for elementary school-aged children.

» Dr. Nicole Conrad, Ms. Rachel Crawford, Ms. Alicia MacDonald

#39 - Teaching teachers about the science of reading: A teacher professional development program in Rwanda targeting the teaching of early literacy skills

» Dr. Alexandra Gottardo, Dr. Eileen Wood, Mr. Jean Baptiste Maniraguha, Mr. Clifford Ghaa, Mr. Livison Chovu, Dr. Maina WaGíokò, Ms. Anne Wade, Dr. Philip Abrami

#40 - Measuring morphological complexity in teachers' instructional dialogues

» Ms. Audrey Hendrix, Dr. Sana Tibi, Dr. Carla Wood, Dr. Christopher Schatschneider, Dr. Jeanne Wanzek

#41 - Spanish-influenced English spellings in K-5 U.S. settings: A systematic review

» Mr. Jonathan Kittle, Dr. Steve Amendum

#42 - Does lack of reading instruction during the summer affect the reading performance in Spanish versus English of bilingual students learning to read in both languages?

» Prof. Doris L Baker, Dr. Nancy Le, Dr. Deni Basaraba

#43 - Multilingual Evaluation of Executive Functions and Reading Predictors in Italian and French: Insights from a Sample of 7-8-Year-Olds

» Prof. Silvia Brem, Dr. Marjolaine Cohen, Dr. Angela Pasqualotto, Prof. Irene Altarelli, Prof. Johannes Ziegler, Prof. Pascal Zesiger, Prof. Daphne Bavelier

#44 - Breaking barriers: A look at oral language screening in a rural Canadian school district

» Ms. Lisa Kohel, Dr. Trelani Milburn, Dr. Suzanne Adlof, Dr. Lesly Wade-Woolley

#45 - Early literacy in a wider context: participatory action research in communities with high deprivation

» Prof. Holly Joseph, Ms. Roohul Hussain, Dr. Daisy Powell

#46 - Exploring change in word reading accuracy as a predictor of oral reading fluency above concurrent word reading accuracy

» Dr. Ashley Edwards, Dr. Nuria Gutierrez, Dr. Yaacov Petscher, Dr. Hugh Catts

#47 - Comprehension of informational texts: The role of topic interest

» Dr. Anne Helder, Ms. Dianne Venneker, Prof. Paul van den Broek

#48 - Design and validation of an instrument for assessing lexical-level prosody skills in preschoolers

» Dr. Gracia Jiménez Fernández, Ms. Cristina Lendínez Rodríguez, Ms. Julia Arnal, Ms. Carmen Ávila, Ms. Alba Martínez-López, Ms. Nuria Calet

Continued from **Thursday, 11 July**

#49 - Can we utilize Large Language Models (LLMs) to generate useful linguistic corpora? A case study of the word frequency effect in young German readers
» Prof. Benjamin Gagl, Dr. Job Schepens, Prof. Nicole Marx

#50 - The association between Home Literacy Environment, Preschool Emergent Literacy Skills and Later Reading Outcome at the end of First Grade: Norwegian Bilingual, First- and Second-language learners
» Dr. Sara Esmaeeli, Prof. Elin Reikerås, Dr. Bente Walgermo

#51 - Characterizing the literacy needs of autistic students: A latent class analysis approach using individualized education program goals in reading and writing
» Prof. Matt Zajic, Prof. Nancy McIntyre

#52 - Relationship of knowledge- and text-based inference-making to reading comprehension in 6th to 8th grade struggling comprehenders
» Ms. Vishakha Agrawal, Ms. Rachel Stadwick, Dr. Marcia Barnes, Dr. Nathan Clemens, Ms. Anna Miller

#53 - The role of early literacy and social-emotional skills in reading: A study of bilingual children from immigrant families
» Ms. Maria Buttiler, Dr. Qing Zhou, Dr. Yuuko Uchikoshi Tonkovich

#54 - The influence of teaching method and teacher competence on learning progress in basic reading and writing lessons
» Mrs. Janine Mühle, Mr. Jonas Weyers, Prof. Petra Hanke, Prof. Johannes König, Mrs. Chantal Knips, Prof. Thorsten Pohl

#55 - Introducing the Multitudes Project
» Dr. Francesca Pei, Mr. Julian Maximilian Siebert, Dr. Phaedra Bell, Dr. Mónica Zegers, Ms. Lucy Yan, Prof. Maria Luisa Gorno Tempini

2:10pm **Session 3A: Symposium: The dyslexia debate revisited: The genetic basis of reading disability and its relevance to the dyslexia debate.**
Auditorium
Chaired by: Dr. Julian Elliott

2:10pm **The dyslexia debate revisited: The genetic basis of reading disability and its relevance to the dyslexia debate (1)**
» Dr. Elena Grigorenko

2:30pm **The dyslexia debate revisited: Instructional response as a key criterion for identifying dyslexia (3)**
» Dr. Jack Fletcher, Dr. Jeremy Miciak

2:50pm **The dyslexia debate revisited: Unveiling dyslexia: The impact of social determinants on identification, intervention, and prevention (4).**
» Dr. Timothy N. Odegard

3:10pm **The dyslexia debate revisited: Discussant (5)**
» Dr. Stanislas Morel

2:10pm **Session 3B: Spoken Paper Group: Instrument Development and Validation**
Room 102
Chaired by: Dr. Jason Anthony

2:10pm **Development and evaluation of a Quality Rating and Improvement System for Florida's Voluntary Prekindergarten program**
» Dr. Jason Anthony, Dr. Jeffrey Williams, Dr. Jacob Gray, Dr. Diep Nguyen, Dr. Thanh Pham, Dr. Kavitha Gopalakrishnan, Dr. Eunsook Kim, Dr. Payal Shah, Dr. Noé Erazo

2:30pm **Comparing assessment properties of component reading tests in adolescent versus adult learners**
» Prof. John Sabatini, Mr. John Hollander, Dr. Jonathan Weeks, Dr. Tenaha O'Reilly

Continued from **Thursday, 11 July**

2:50pm **Phonemic awareness: validity of a universal task for second language learners in primary school**
» Mr. Matthieu BIGNON, Prof. Séverine Casalis, Mrs. Sandrine Mejias

3:10pm **#45 - The Development and Deployment of a new Adaptive Elementary Reading Screening test**
» Dr. Bente Walgermo, Prof. Per Henning Uppstad, Dr. Arild Bakken, Prof. Kjersti Lundetræ, Prof. Njål Foldnes

3:30pm **Validation of the Teacher-Reported Reading Engagement Survey (TRRES): A multi-faceted reliability analysis**
» Dr. Montserrat Cubillos, Dr. Mónica Zegers, Mr. Himilcon Inciarte

2:10pm Session 3C: Spoken Paper Group: Teacher Training and Perspectives

Room 107
Chaired by: Dr. Willa van Dijk

2:10pm **What Influences Teacher Perceptions of RTI?**
» Dr. Willa van Dijk, Dr. Stephanie Al Otaiba, Dr. Jennifer Stewart, Dr. Dayna Russell Freudenthal

2:30pm **Mis/Understanding Reading Development: Early Beliefs Held by Preservice Teachers**
» Dr. Andrea Fraser

2:50pm **Dyslexia assessments and their capacity to enhance children's learning: Perspectives of parents and teachers in Aotearoa New Zealand**
» Dr. Amanda Denston, Dr. Mike Sleeman

3:10pm **The impacts of early childhood coaching on teacher and child reading-related outcomes**
» Dr. Rachel E. Schachter, Dr. Lisa Knoche, Ms. Junrong Lu, Ms. Molly Goldberg, Ms. Paige Wernick, Prof. Shayne Piasta

3:30pm **Mixed-methods investigation of US preservice teachers' dyslexia concepts and knowledge sources**
» Dr. Susan Chambre, Dr. Alida Anderson

2:10pm Session 3D: Symposium: Factors in the reading development of deaf and hard-of-hearing readers.

Room 103/104
Chaired by: Prof. Loes Wauters

2:10pm **Factors in the reading development of deaf and hard-of-hearing readers: Phonological memory and vocabulary development in children who are deaf or hard of hearing (1)**
» Dr. Lee Tecoulesco, Dr. Ellie Cooper, Dr. Emily Lund, Dr. Krystal Werfel

2:30pm **Factors in the reading development of deaf and hard-of-hearing readers: Reading development in deaf and hard-of-hearing children: Early literacy to second grade (2)**
» Ms. Sascha Couvee, Prof. Loes Wauters, Prof. Harry Knoors, Prof. Ludo Verhoeven, Prof. Eliane Segers

2:50pm **Factors in the reading development of deaf and hard-of-hearing readers: Executive functions and reading comprehension in deaf good readers adults (4)**
» Dr. Isabel Rodríguez Ortiz, Ms. Marta Ortiz Gómez, Dr. Ian C. Simpson, Dr. Fiona Kyle, Prof. David Saldaña

3:10pm **Factors in the reading development of deaf and hard-of-hearing readers: Discussant (5)**
» Prof. Loes Wauters

2:10pm Session 3E: Symposium: How motivation science can inform and enhance reading intervention.

Room 202
Chaired by: Dr. Jessica Toste

2:10pm **Motivation science: The impact of motivational reading interventions on the reading achievement and motivation of students: A systematic review and meta-analysis (1)**
» Dr. Miriam McBreen, Prof. Rob Savage

Continued from **Thursday, 11 July**

2:30pm **Motivation science: Growing early literacy and motivation (2)**
» Dr. Stephanie Al Otaiba, Dr. Kyle Roberts, Dr. Willa van Dijk, Dr. Dayna Russell Freudenthal, Dr. Mai Zaru

2:50pm **Motivation science: Developing and initially testing a reading intervention integrated with practices for supporting motivation for students with reading difficulties in grades 4 and 5 (3)**
» Dr. Philip Capin

3:10pm **Motivation science: The Self-Determined Learning Model of Instruction for Reading (SDLMI-R): Improving outcomes of upper elementary students with or at-risk for reading disability (4)**
» Dr. Jessica Toste, Dr. Karrie Shogren, Mrs. Elizabeth J. Hart, Mrs. Mona Maclay, Dr. Lisa Didion, Mr. Aziz Alsaeed, Mr. Brennan W Chandler, Ms. Emily Hardeman

3:30pm **Motivation science: Discussant (5)**
» Dr. Kristin Conradi Smith

2:10pm **Session 3F: Spoken Paper Group: Language/Reading Comprehension I**
Room 203/204
Chaired by: Ms. Zein Abuosbeh

2:10pm **Learning to read connections - sensitivity to collocation frequency predicts vocabulary size and reading comprehension in middle childhood**
» Dr. Alexandra Schmitterer, Prof. Caterina Gawrilow, Prof. Claudia Friedrich

2:30pm **Relationships between literacy skills and children's comprehenders profiles in first grade**
» Dr. Emilie Dujardin, Prof. Jean Ecalle, Prof. Annie Magnan

2:50pm **The development of reading comprehension in Syrian refugee children in Canada.**
» Ms. Zein Abuosbeh, Mr. Songtao Wang, Dr. Redab Al-Janaideh, Dr. Alexandra Gottardo, Dr. Johanne Paradis, Dr. Xi Chen

3:10pm **Beyond Words: Studying Story Comprehension through Interactive Book Reading with First Graders**
» Prof. Hilde Van Keer, Dr. Silke Vanparys, Mrs. Eline Decraene

3:30pm **Are speed-enhancing reading activities functional and can reading fluency criteria be based on reading comprehension?**
» Mr. L.J. Koning, Prof. Ben Maassen

3:50pm **Coffee Break**

4:10pm **Session 4A: Symposium: Bases of representation in the reading system.**
Auditorium
Chaired by: Dr. Matthew Cooper Borkenhagen

4:10pm **Bases of representation in the reading system: What (in)accurate spelling reveals about orthographic representations (1)**
» Dr. Valeria Rigobon, Dr. Matthew Cooper Borkenhagen, Dr. Nuria Gutierrez, Dr. Ashley Edwards, Ms. Nancy Marencin, Dr. Laura Steacy, Prof. Donald Compton

4:30pm **Bases of representation in the reading system: Resolving spoken mispronunciations: The role of sentence context (2)**
» Dr. Signy Wegener, Prof. Rauno Parrila, Dr. Laura Steacy, Dr. Danielle Colenbrander, Dr. Valeria Rigobon, Ms. Louise Keun, Dr. Noam Siegelman, Dr. Saskia Kohnen, Prof. Anne Castles, Dr. Elisabeth Beyersmann, Dr. Lyndall Murray, Prof. Donald Compton

4:50pm **Bases of representation in the reading system: The role of morphology in the formation of lexical representations: Results from two studies (3)**
» Dr. Laura Steacy, Dr. Ashley Edwards, Dr. Valeria Rigobon, Ms. Nancy Marencin, Ms. Madison Kellenberger, Mr. Jordan Dozier, Prof. Donald Compton

Continued from **Thursday, 11 July**

5:10pm **Bases of representation in the reading system: A temporal model of learning to read words aloud (4)**
» Dr. Matthew Cooper Borkenhagen, Dr. Christopher Cox, Dr. Jason Chor Ming Lo

5:30pm **Bases of representation in the reading system: Discussant (5)**
» Prof. Donald Compton

4:10pm **Session 4B: Symposium 27: Morphology and literacy skills: Basic research and intervention.**
Room 102
Chaired by: Dr. Sana Tibi

4:10pm **Morphology and literacy skills: Basic research and intervention: Morphology-focused interventions: Morphological analysis pathway to reading (1)**
» Dr. Carla Wood, Mrs. Michelle Chavarro, Dr. Sana Tibi

4:30pm **Morphology and literacy skills: Basic research and intervention: Verdad, "ver" and verify: How does a cross-language vocabulary and morphology intervention benefit multilingual learners of different backgrounds? (2)**
» Dr. Amy Crosson, Dr. Michael Kieffer, Prof. Margaret Mckeown, Prof. William Nagy

4:50pm **Morphology and literacy skills: Basic research and intervention: Efficacy of small group reading intervention for Grade 2 and 3 struggling readers: A randomized controlled trial (3)**
» Dr. Kristy Dunn, Prof. George Georgiou, Prof. Robert Savage, Mr. Michael McMann, Prof. Rauno Parrila

5:10pm **Morphology and literacy skills: Basic research and intervention: Spelling accuracy of polymorphemic words by children with dyslexia and developmental language disorder (4)**
» Dr. Danielle Brimo, Dr. Kimberly Murphy

5:30pm **Morphology and literacy skills: Basic research and intervention: Discussant (5).**
» Prof. Robert Savage

4:10pm **Session 4C: Symposium 5: Multi-disciplinary approaches to understanding reading performance and its associated abilities and comorbid conditions.**
Room 107
Chaired by: Dr. Mia Daucourt

4:10pm **Multi-disciplinary approaches to understanding reading performance and its associated abilities and comorbid conditions: Connectome-Based predictive modeling shows distinct whole-brain signatures for reading and language deficits (1)**
» Dr. Mia Daucourt

4:30pm **Multi-disciplinary approaches to understanding reading performance and its associated abilities and comorbid conditions: Genomic structural equation modelling provides insights into the genetic architecture of reading and ADHD (2)**
» Dr. Shiying Wang

4:50pm **Multi-disciplinary approaches to understanding reading performance and its associated...: Digging in to the 'summer slump': Demographic and cognitive factors influencing seasonal latent reading change in first grade students (3)**
» Ms. Emily Guertin

5:10pm **Multi-disciplinary approaches to understanding reading performance and its associated abilities and comorbid conditions: The co-development of motivation and early reading skill in elementary school (4)**
» Dr. Kimberley Tsujimoto

5:30pm **Multi-disciplinary approaches to understanding reading performance and its associated abilities and comorbid conditions: Discussant (5)**
» Dr. Jeffrey Gruen

Continued from **Thursday, 11 July**

4:10pm **Session 4D: Spoken Paper Group: Literacy Interventions II**
Room 103/104
Chaired by: Prof. Ulrika Wolff

4:10pm **Modelling the impact of effective early literacy instruction in New Zealand: Data from the Better Start Literacy Approach**
» Dr. Megan Gath, Prof. Gail Gillon, Prof. Brigid McNeill

4:30pm **Effects of an early phonological intervention: A ten year follow-up**
» Prof. Ulrika Wolff, Prof. Jan-Eric Gustafsson

4:50pm **Improving reading in beginner readers at scale: A multi-site effectiveness RCT of ABRACADABRA in the English classroom**
» Dr. Janet Vousden, Dr. Kerry Bell, Dr. Katie Whiteside, Mr. Alex Mitchell, Ms. Caroline Fairhurst, Dr. Louise Gascoine, Prof. Catherine Hewitt, Prof. Carole Torgerson, Prof. David Torgerson, Dr. Luisa Tarczynski-Bowles, Dr. Anna Cunningham, Dr. Helen Johnson, Prof. Rob Savage, Prof. Clare Wood

5:10pm **The most effective way to deliver a targeted language and literacy intervention in a preschool classroom: Evidence from the TeacherRead evaluation**
» Dr. Jill Pentimonti, Dr. Johannes Bos, Dr. Michelle Luna, Dr. Danielle Shaw Attaway, Ms. Sophia Alvarez

5:30pm **A teacher-delivered movement and story-telling intervention (MAST) improves language and gross motor skills in young children.**
» Dr. Anna Cunningham, Dr. Emma Eyre, Prof. Michael Duncan, Dr. Matteo Crotti, Dr. Ricardo Martins, Ms. Violeta Baikousi, Prof. Clare Wood

4:10pm **Session 4E: Spoken Paper Group: Identification and Diagnostics of at-Risk Readers**
Room 202
Chaired by: Dr. Gina Biancarosa

4:10pm **Can a computerised dynamic assessment of decoding accurately identify reception pupils at-risk of later reading difficulties?**
» Dr. Hannah Nash, Dr. Paula Clarke, Dr. Chris Dixon, Dr. Emily Oxley, Ms. Katy Grainger, Dr. Anna Weighall, Dr. Anna S. Gellert

4:30pm **Achieving better diagnostic discrimination via adaptive testing**
» Dr. Gina Biancarosa, Dr. Mark Davison, Dr. Dave Weiss, Dr. Patrick Kennedy, Ms. Yun Leng Wong, Mr. Joseph DeWeese, Ms. Seulbi Lee, Ms. Jiayi Deng

4:50pm **Identification of early risk for reading difficulties in Spanish-English bilingual students: Examining sensitivity and specificity of commonly used oral language measures**
» Dr. Marc Goodrich, Dr. Lisa Fitton, Dr. Erin Smolak

5:10pm **"Struggling reader or not? The answer depends on the reading comprehension test".**
» Dr. Hilde Lowell Gunnerud, Prof. Oddny Judith Solheim, Dr. Lilla Magyari, Prof. Njål Foldnes

5:30pm **Diagnostic accuracy of French fluency screeners in identifying ar-risk readers among French Immersion students in Canada**
» Mr. Songtao Wang, Ms. Krystina Raymond, Dr. Xi Chen, Dr. Kathleen Hipfner-Boucher

4:10pm **Session 4F: Symposium: Leveraging research-practice partnerships to improve reading outcomes in vulnerable populations.**
Room 203/204
Chaired by: Dr. Tiffany Hogan

4:10pm **Leveraging research-practice partnerships to improve reading outcomes in vulnerable populations: Initial findings from a research practice partnership: Implementation of an evidence-based tier 1 language curriculum supplement (1)**
» Ms. KaRynn Sheranian, Ms. Margaret Goldberg, Dr. Mindy Bridges, Mr. R.J. Risueno, Dr. Shelley Gray, Ms. Leslie Laud, Prof. Shayne Piasta, Dr. Kandace Fleming, Ms. Mary Rasner, Dr. Tiffany Hogan

Continued from **Thursday, 11 July**

4:30pm **Leveraging research-practice partnerships to improve reading outcomes in vulnerable populations: A state-wide initiative to improve literacy outcomes for k- grade 3 students by aligning practitioners in knowledge of evidence-based literacy instruction (2)**
» Dr. Emily Solari, Dr. Carlin Conner

4:50pm **Leveraging research-practice partnerships to improve reading outcomes in vulnerable populations: A toolkit for increasing equitable access to literacy practices: applying empowering mentorship strategies to an implementation science framework (3)**
» Ms. Natalie King-Shaw, Ms. Ayden Kpormegbey, Ms. Mya Wyatt, Dr. Tiffany Hogan, Ms. Kourtney Black, Ms. Taylor Tate

5:10pm **Leveraging research-practice partnerships to improve reading outcomes in vulnerable populations: The development of the dyslexia screening questionnaire (4)**
» Dr. M. Adelaida Restrepo, Mr. R.J. Risueno, Dr. Shelley Gray, Mr. Ryan Seltzer, Mx. Nilam Khurana, Ms. Jodi Carter, Dr. Carla Allan, Ms. Rebecca Keller, Ms. Kathleen Swartz, Ms. Terrence Stull

5:30pm **Leveraging research-practice partnerships to improve...: School leadership in implementation of a data-based decision-making system for students with reading difficulty: Implementation, scale-up, and sustainment across contexts (5)**
» Dr. Devin Kearns, Dr. Meaghan McKenna, Mr. Jason Borges, Ms. Barbara Daly-Byrnes, Ms. Ellen Delgado, Ms. Meghan Duffy, Ms. Catharine Goralski, Ms. Patricia Hess, Ms. Stephanie Lawlor

5:55pm **Business Meeting (5:55-6:55 pm)**
Auditorium

Friday, 12 July

8am **Morning Coffee**

8:30am **Session 1A: Symposium: Building explicit and systematic supports for oral language into MTSS frameworks for reading and writing.**
Room 107
Chaired by: Dr. Suzanne Adlof

8:30am **Building explicit and systematic supports for oral language into MTSS frameworks for reading and writing: Evaluation of a group-administered oral language screen with primary grade students from three distinct geographic regions in the USA and Canada (1)**
» Dr. Suzanne Adlof, Dr. Alison Eisel Hendricks, Dr. Trelani Milburn, Dr. Lesly Wade-Woolley

8:50am **Building explicit and systematic supports for oral language into MTSS frameworks for reading and writing: Up close with item response theory for a universal oral language screener administered in demographically different regions (2)**
» Dr. Trelani Milburn, Dr. Lesly Wade-Woolley, Dr. Alison Eisel Hendricks, Dr. Suzanne Adlof

9:10am **Building explicit and systematic supports for oral language into MTSS frameworks for reading and writing: 3.Investigating early indicators of later reading difficulty: The dimensionality of narratives among Spanish-English bilingual kindergarteners (3)**
» Dr. Lisa Fitton, Dr. Marc Goodrich, Dr. Anny Castilla-Earls, Ms. Juliana Gebhardt

9:30am **Building explicit and systematic supports for oral language into MTSS frameworks for reading and writing: Implementing tiered, systematic, and explicit language instruction to improve reading comprehension outcomes: A five-year longitudinal study (4)**
» Dr. Douglas Petersen

9:50am **Building explicit and systematic supports for oral language into MTSS frameworks for reading and writing: Improving morphosyntax in children with DLD and/or low reading comprehension using SHAPE CODINGTM. Target identification and intervention (5)**
» Dr. Susan Ebbels, Dr. Rikke Vang Christensen

Continued from **Friday, 12 July**

8:30am **Session 1B: Spoken Paper Group: Autism, ADHD, and Executive Function**
Room 202
Chaired by: Dr. Gina Harrison

8:30am **The contribution of executive function to young children's reading comprehension in French and in English**
» Dr. Gina Harrison, Ms. Jessi Lewis, Ms. Margarita Coppard, Ms. Aima Ogodo, Ms. Amanda Field

8:50am **The effect of technological assistance (TA) and artificial intelligence (AI) on speech and reading development of children with autism spectrum disorder (ASD): A meta-analysis**
» Dr. Leily Ziglari

9:10am **The role of executive functions in reading comprehension by adolescents with ADHD**
» Dr. Meni Yeari

9:30am **The effect of attention on elementary word reading in English-French bilinguals**
» Ms. Shelley Rafailov, Ms. Sharry Shakory, Dr. Stefka Marinova-Todd, Dr. Xi Chen

9:50am **Same spelling, different meaning: An EF-based homograph reading intervention for struggling readers**
» Dr. Shani Levy-Shimon, Mx. Lior Anunu Shaashua, Prof. Rachel Schiff

8:30am **Session 1C: Spoken Paper Group: Phonological and Orthographic Processing**
Room 203/204
Chaired by: Ms. Nicole Sin Hang Law

8:30am **The role of phonology during familiar word reading**
» Ms. Jina Kim, Ms. Emily Zrostlik, Dr. Kristi Hendrickson

8:50am **The effect of consistency on word learning and forgetting**
» Ms. Yani Qiu, Dr. Jo Taylor

9:10am **Does what remain after deleting a syllable really matter?**
» Dr. Jasmeen Mansour-Adwan, Dr. Ibrahim Asadi, Prof. Asaid Khateb, Dr. Afnan Khoury_Metanis

9:30am **Cognitive basis of verbal learning processes: Orthographic learning in early literacy development (3)**
» Dr. Heike Mehlhase, Mr. Jan Luis Sigmund, Prof. Gerd Schulte-Körne, Dr. Kristina Moll

9:50am **Simultaneous learning of semantic and graphotactic regularities in spelling: An artificial orthography learning experiment**
» Ms. Nicole Sin Hang Law, Dr. Elizabeth Wonnacott, Dr. Anna Samara, Prof. Kate Nation

8:30am **Session 1D: Spoken Paper Group: Spelling**
Room 102
Chaired by: Dr. Gene Ouellette

8:30am **Developmental Spelling: An influential yet often overlooked force in learning to read**
» Dr. Gene Ouellette

8:50am **Copying Interventions to Improve Copying and Spelling Skills in First-Grade Children**
» Ms. Elise Blampain, Prof. Marie Van Reybroeck

9:10am **Spelling pronunciations: a comparison of instructional methods**
» Mrs. Anna Lithgow, Dr. Saskia Kohnen, Dr. Danielle Colenbrander, Dr. Polly Barr

9:30am **A meta-analytic review of spelling interventions for students with or at-risk for learning disabilities**
» Mr. Brennan W Chandler, Dr. Jessica Toste, Ms. Christina Novelli, Dr. Derek Rodgers, Ms. Emily Hardeman

Continued from **Friday, 12 July**

9:50am **Effects of own name, letter name frequencies, and broad phonetic classes on U.S. 3¬–5-year-olds' spelling attempts**
» Dr. Jayde Homer, Dr. Rebecca Treiman, Prof. Brett Kessler

8:30am **Session 1E: Symposium: Measuring and improving teachers' knowledge of reading.**
Auditorium
Chaired by: Dr. Deborah Reed

8:30am **Measuring and improving teachers' knowledge of reading: Technical adequacy of dyslexia knowledge measurement (1)**
» Dr. Deborah Reed

8:50am **Measuring and improving teachers' knowledge of reading: Teachers' knowledge of phonological and morphological principles: Room to Grow (2)**
» Prof. Catherine McBride, Dr. Christy Powell, Dr. Jennifer Renn, Dr. Jana Ho, Ms. Maria McQuade, Dr. Jennifer Smith, Dr. Chenell Loudermill, Dr. Wayne Wright

9:10am **Measuring and improving teachers' knowledge of reading: Canadian teachers' self-directed study of the science of reading (3)**
» Dr. Lesly Wade-Woolley, Ms. Lisa Kohel, Ms. Jodi DeVries, Dr. Lindsay Heggie

9:30am **Measuring and improving teachers' knowledge of reading: Cambiar la enseñanza de la alfabetización en Buenos Aires: Shifting reading instruction in Argentina (4)**
» Ms. Elizabeth Zagata, Ms. Magdalena Zavalia, Dr. Florencia Salvarezza, Ms. Clara Zavalia, Dr. Noam Siegelman, Dr. Kenneth Pugh, Dr. Maureen Lovett, Dr. Jay Russell

9:50am **Measuring and improving teachers' knowledge of reading: Australian teachers discuss the challenges of transforming their practice of reading instruction (5)**
» Dr. Tina Daniel

8:30am **Session 1F: Symposium: Contextual dynamics in reading: Navigating challenges and leveraging opportunities across texts.**
Room 103/104
Chaired by: Dr. Joshua Lawrence

8:30am **Contextual dynamics in reading: Navigating challenges and leveraging opportunities across textsThe impact of knowledge-building through conceptually-coherent text sets on vocabulary and comprehension (1)**
» Dr. Gina Cervetti, Dr. Tanya Wright

8:50am **Contextual dynamics in reading: Navigating challenges and leveraging opportunities across textsDecoding the lexicon: Bridging the gap between pedagogical standards and academic scientific literature (2)**
» Dr. Joshua Lawrence, Dr. Rebecca Knoph, Dr. Åste Hagen

9:10am **Contextual dynamics in reading: Navigating challenges and leveraging opportunities across texts: Reading fluency and word knowledge thresholds for higher-order reading comprehension (3)**
» Dr. Ulrich Ludewig, Prof. Nele McElvany

9:30am **Contextual dynamics in reading: Navigating challenges and leveraging opportunities across texts: Latent profiles as predictors of response to instruction for students with reading difficulties (4)**
» Dr. Paulina Kulesz, Dr. Garrett Roberts, Dr. David Francis, Dr. Paul Cirino, Mr. Martin Walczak, Dr. Sharon Vaughn

9:50am **Contextual dynamics in reading: Navigating challenges and leveraging opportunities across texts: Discussant (5)**
» Dr. Elfrieda Hiebert

10:10am **Coffee Break**

10:30am **Session 2A: Spoken Paper Group: Early Literacy Development**
Room 107
Chaired by: Dr. Yu Ka Wong

Continued from **Friday, 12 July**

10:30am **Impact of Metalinguistic Awareness on the Chinese Character Reading Development in Early-Elementary Chinese Language Learners**
» Dr. Yu Ka Wong

10:50am **Exploring Relationships and Predictive Power of Early Literacy Measures on Word Reading Across Language Proficiencies**
» Dr. Nuria Gutierrez, Mr. Julian Maximilian Siebert, Dr. Mónica Zegers, Ms. Lucy Yan, Prof. Lillian Durán, Prof. Hugh Catts, Dr. Yaacov Petscher, Prof. Maria Luisa Gorno Tempini

11:10am **Reading comprehension among beginning readers: Early reading comprehension and centrality effect: the role of memory, vocabulary and reading in the distinction between central and peripheral events in expository texts (1)**
» Dr. Macarena Silva, Ms. Elvira Jeldrez

11:30am **A longitudinal investigation of Arabic word reading**
» Dr. Sana Tibi, Prof. Young-Suk Kim

11:50am **A longitudinal investigation of the performance of 1st Grade students schooled in French regarding various cognitive processes**
» Dr. Marie-France Côté, Dr. Line Laplante, Dr. LAURENT LIMA, Prof. Caroline Viriot-Goeldel, Dr. Maryse Bianco

10:30am **Session 2B: Spoken Paper Group: Bilingual and Second Language Learners II**
Room 202
Chaired by: Dr. Markéta Caravolas

10:30am **Cross-Linguistic and Developmental Insights into the Componential Model of Reading: A Comparative Study in Native Chinese and English as a Foreign Language from Grades 1-6**
» Dr. Keran Chen, Prof. Li Yin, Prof. R. Malatesha Joshi, Prof. Miao Li

10:50am **Learning English as a second orthography: A study of Welsh-to-English orthographic interference in children's spellings**
» Dr. Markéta Caravolas, Mrs. Catrin Leah Hadden, Prof. Brett Kessler

11:10am **Analyzing early literacy skills of Spanish-speaking multi-language learners and monolingual English speakers through the lens of the simple view of reading**
» Mrs. Ifeoluwa Popoola, Dr. Janna Brown McClain, Dr. Emily A. Farris, Dr. Timothy N. Odegard

11:30am **Effects of cross-linguistic instruction on L2 Chinese reading development in early English-Chinese bilinguals**
» Ms. Sheryl W.X. Lim, Dr. Alice H.D. Chan

11:50am **Text-based Argumentative Writing Profiles of Monolingual and Bilingual Secondary Students**
» Mr. Joseph Hin Yan Lam, Ms. Jiali Wang, Dr. Jacob Steiss, Prof. Young-Suk Kim

10:30am **Session 2C: Symposium: Using the Renfrew bus story to study narrative development among monolingual and multilingual preschool children in China, Norway, and the United States.**
Room 203/204
Chaired by: Prof. Si Chen

10:30am **Using the Renfrew bus story to study narrative development among monolingual and multilingual preschool children in China, Norway, and the United States: Validation of the Renfrew bus story in the Chinese context (1)**
» Ms. Peijing Qiao, Ms. Yanpeng Wu, Mr. Peizhi Wen, Prof. Si Chen

10:50am **Using the Renfrew bus story to study narrative development among monolingual and multilingual preschool children in China, Norway, and the United States: Identifying emotions and motives in preschooler's narrative task: Rescoring the Renfrew bus story (2)**
» Ms. Olivia Horne, Dr. Meghan Mccormick, Prof. Catherine Snow

Continued from **Friday, 12 July**

11:10am **Using the Renfrew bus story to study narrative development among monolingual and multilingual preschool children in China, Norway, and the United States: Narrative retelling and SES in a diverse sample of 4-year-olds in Norway (3)**
» Prof. Vibeke Grøver, Prof. Veslemøy Rydland, Dr. Siri Steffensen Bratlie

11:30am **Using the Renfrew bus story to study narrative development among monolingual and multilingual preschool children in China, Norway, and the United States: Dual language learners in three countries (4)**
» Prof. Si Chen, Ms. Yinan Jiang, Prof. Catherine Snow

11:50am **Using the Renfrew bus story to study narrative development among monolingual and multilingual preschool children in China, Norway, and the United States: Discussant (5)**
» Prof. AGELIKI NICOLOPOULOU

10:30am **Session 2D: Spoken Paper Group: Language/Reading Comprehension II**
Room 102
Chaired by: Dr. Åste Hagen

10:30am **Fadeout and persistence: investigating long-term effects of a preschool language comprehension program in children with challenges in oral language**
» Dr. Åste Hagen, Dr. Kristin Rogde, Prof. Arne Lervag, Dr. Joshua Lawrence, Prof. Monica Melby-Lervåg

10:50am **The impact of diagrams on fourth-grade students' metacomprehension accuracy and comprehension of science texts**
» Dr. Daibao Guo, Dr. Qizhen Deng

11:10am **The effect of relevance on children's multiple text reading**
» Dr. Tuomo Häikiö, Dr. Oksana Kanerva, Dr. Mirjamaija Mikkilä-Erdmann, Mr. Norbert Erdmann, Dr. Johanna Kaakinen

11:30am **Evidence for late emerging reading comprehension problems in monolingual English and Spanish-English bilingual students**
» Dr. Kate Cain, Dr. Shelley Gray, Dr. M. Adelaida Restrepo, Dr. Marilyn Thompson, Dr. Mindy Bridges, Dr. Rob Davies

11:50am **Building blocks of literacy: Kindergarten longitudinal predictors of grade 2 reading comprehension and written composition**
» Prof. Young-Suk Kim

10:30am **Session 2E: Symposium: The gene-environment interplay of reading.**
Auditorium
Chaired by: Prof. Monica Melby-Lervåg

10:30am **The gene-environment interplay of reading: Behavioral genetics methods to study influences of the home literacy environment (1).**
» Dr. Callie Little

10:50am **The gene-environment interplay of reading: The intergenerational impact of mothers and fathers on child word reading development (2)**
» Dr. German Grande, Dr. Elsje van Bergen, Prof. Monica Melby-Lervåg, Prof. Arne Lervag

11:10am **The gene-environment interplay of reading: Exploring how parental skills, home environment, and child math and reading development are connected: A longitudinal familial control study (3)**
» Dr. Daria Khanolainen, Dr. Elsje van Bergen, Dr. Jenni Salminen, Prof. Tuire Koponen, Prof. Minna Torppa

11:30am **The gene-environment interplay of reading: How mothers' language skills moderate the association between children's polygenic scores and their reading abilities (4)**
» Dr. Sophie von Stumm, Dr. Anna Brown

Continued from **Friday, 12 July**

11:50am **The gene-environment interplay of reading: Why does parents' educational level predict children's reading comprehension? A population-based study of genetic and environmental transmission (5)**
» Dr. Elsje van Bergen, Dr. Hans Fredrik Sunde, Prof. Caroline Rowland, Prof. Monica Melby-Lervåg, Prof. Fartein Ask Torvik

10:30am **Session 2F: Spoken Paper Group: Literacy Interventions III**
Room 103/104
Chaired by: Dr. Liz Brooke

10:30am **Systems-level support to promote implementation fidelity of an evidence-based reading program**
» Dr. Liz Brooke, Dr. Cara Bliss, Dr. Courtenay Morsi

10:50am **Effects of a multicomponent intervention on reading skills and motivation in grades 4-5**
» Dr. John Strong, Dr. Laura Tortorelli, Dr. Blythe Anderson, Dr. Eunsoo Cho, Mr. David Fronczak

11:10am **Evaluating interventions 2: Implementation and scale-up in diverse contexts (2)Large scale implementation of a culturally responsive early literacy teaching approach: Children's progress after one year of the Better Start Literacy Approach**
» Prof. Gail Gillon, Prof. Brigid McNeill, Dr. Amy Scott, Dr. Megan Gath, Dr. Jen Smith

11:30am **Reading ability and socioeconomic status differentially impact the vocabulary gains of children in remote audiobook RCT**
» Dr. Ola Ozernov-Palchik, Dr. Halie Olson, Dr. John Gabrieli

11:50am **Digital tablet intervention effects on poor readers in Indonesia**
» Ms. Patricia Adam, Dr. Mienke Droop, Dr. Tijs Kleemans, Dr. Americo Amorim, Prof. Eliane Segers

12:10pm **Lunch**

12:50pm **Poster Sessions III**

#1 - Beyond the page: investigating the comparability of test modes for a German reading comprehension test in grades 3 and 4
» Dr. Susanne Seifert, Dr. Lisa Paleczek

#2 - Inalienability facilitates the integration of non-local possessor-possessum relationships: Evidence from eye-tracking data of Mandarin Chinese relative clauses
» Ms. Deran Kong, Dr. Yu-Yin Hsu

#3 - Introduction to the Developmental English Lexicon Project (d-ELP) and Initial Results
» Prof. Donald Compton, Dr. Laura Steacy, Dr. Ashley Edwards, Prof. Jay Rueckl, Dr. Noam Siegelman, Dr. Yaacov Petscher, Dr. Nicole Patton Terry, Prof. Lillian Durán

#4 - Are you immersed now? The effects of Spanish pronouns of address on readers of short stories
» Ms. Patricia Sanchez Carrasco, Ms. Elsa Opheij, Dr. Lotte Hogeweg, Prof. Helen de Hoop

#5 - Enhancing reading fluency training : Peer and self-assessment of reading prosody
» Dr. Séverine Millotte, Dr. Erika Godde

#6 - Eye-tracking reveals why fast reading is more difficult with horizontally scrolling texts than with static texts
» Dr. Nicolas Vibert, Dr. FREDERIC DANION

#7 - Reading and Spelling ReAL-E Fast
» Dr. Hope Lancaster, Mr. Ryan Parks, Dr. Denis Fitzpatrick, Mr. Seth Bashford, Dr. Alicia Buttner

#8 - The effect of goal setting on reading comprehension achievements in a text reconstruction task
» Dr. Miki Cohen

Continued from **Friday, 12 July**

#9 - The combined effect of timing and elaborateness of feedback to support and teach reading comprehension and reading strategy skills.

» Dr. Elise Swart, Ms. Marijke van der Liende

#10 - Intergenerational transmission of Chinese dyslexia

» Mr. Tak Kwan Lam, Dr. Shuting Huo, Mr. Yiu Hei Chan, Mr. Yuxi Chen, Prof. Urs Maurer

#11 - Factors influencing game play in an ed tech reading intervention

» Ms. Martina Villa, Dr. Elizabeth Schifano, Dr. Lee Branum-Martin, Ms. Kayla Sirois, Ms. Maya Roberts, Ms. Najuma Abdullah, Dr. Daniel Kleinman, Dr. Michael Milham, Dr. Nicole Landi

#12 - Miscue quality as a predictor of passage comprehension

» Ms. Natalie Huerta, Dr. Laurie E. Cutting, Prof. Jessica Logan

#13 - Evaluating student responses as a means for cultural validation of a science vocabulary measure for Spanish-English Bilingual 2nd-grade students

» Dr. Jose Palma, Prof. Doris L Baker

#14 - The cross-level effects of Teachers' reading instruction, students' home learning resource, and students' engagement on Student Reading Performance: Evidence from PIRLS 2021 in Taiwan

» Prof. Minglei Chen, Dr. Yuzen Chang, Mr. YenLun Chao

#15 - Parent Perceptions and Use of An Online Instructional Vocabulary Module to Support Early Language Learning

» Ms. Katherine Reid, Dr. Eileen Wood, Dr. Alexandra Gottardo

#16 - Development and Initial Validation of a Web-Based Caregiver Questionnaire for Assessing Emergent Literacy Skills in Preschool- and Kindergarten-Aged Children: Report of Initial Data for the English Version and Mandarin Version

» Ms. Siwei Qin, Ms. Shujia Sun, Dr. Linda Lombardino

#17 - BOQS-CHILD: An orthographic quality scale for children with and without hearing impairment

» Ms. Elodie SABATIER, Prof. Jacqueline LEYBAERT, Prof. Fabienne Chetail

#18 - Peer Assisted Writing Strategies (PAWS): Preliminary findings of an efficacy study

» Dr. Cynthia Puranik, Dr. Chris Lemons, Dr. Lakshmi Balasubramanian, Mrs. Marissa McRae, Dr. Stephanie Al Otaiba, Dr. Yaacov Petscher

#19 - Literacy assessment in young adults with low literacy skills based on the cognitive and applied theoretical perspectives

» Ms. Laura Gerkens

#20 - The Effectiveness of Phonological Training and Morphological Training in Chinese Children with Reading Difficulties

» Ms. Linling Shen, Dr. Guoyan Feng, Ms. Liping Shi, Dr. Fan Cao

#21 - Kindergarten teachers' extratextual talk during narrative and informational read-alouds

» Mrs. C.J. Espittia, Dr. Elizabeth Hadley, Dr. Sonia Cabell, Dr. Jamie DeCoster, Dr. Sen Wang, Mrs. Debbie Slik

#22 - A new measure of word familiarity monitoring

» Dr. Holger Juul, Dr. Dorthe Klint Petersen, Dr. Hanne Trebbien Daugaard, Dr. Anne-Mette Veber Nielsen

#23 - Not quite dyslexic: Supporting middle-grade students with relatively poor reading and spelling skills.

» Ms. Stine Engmose, Ms. Bettina Buch, Dr. Dorthe Klint Petersen, Dr. Anna S. Gellert, Dr. Holger Juul

#24 - Educators' Knowledge of Reading Risk for Children with Speech Sound Disorders

» Mrs. Johanna Hearn, Mrs. Jane Eppstein, Dr. C. Melanie Schuele

Continued from **Friday, 12 July**

#25 - Mitigating the lingering effects of COVID-19: Introducing Paired-Reading in Colombia to improve reading outcomes for children from high poverty areas in Latin America

» Dr. Pelusa Orellana, Dr. Maria Cockerill, Dr. Allen Thurston, Dr. Gloria Bernal, Dr. Luz Karime Abadia, Dr. Joanne O'Keeffe, Dr. Alison MacKenzie

#26 - Implementing evidence-based reading interventions – Longitudinal effects of a two-year professional development programme via multipliers

» Dr. Mareike Ehlert, Prof. Elmar Souvignier

#27 - A meta-analysis into the effects of extensive reading (ER) on second (L2) and foreign (FL) language learning

» Dr. Nina Sangers, Dr. Lisa van der Sande, Dr. Camille Welie, Dr. Marjolein Dobber, Prof. Roel van Steensel

#28 - Individualized lexical coverage and reading comprehension in Children: Toward a Chinese Lexical Coverage Threshold Hypothesis

» Ms. Yimin Fan, Ms. Miaomiao Liu, Dr. Annie Yixun Li, Prof. Hong Li

#29 - The real deal: tracking the benefits of reading nonfiction.

» Prof. Sandra Martin-Chang, Ms. Marie-Helene Navarra, Dr. Stephanie Kozak

#30 - Phonemic awareness instruction in pre-K through first grade: How much is enough?

» Dr. Florina Erbeli, Mrs. Aisha Lee-Cobbins, Mrs. Marianne Rice, Ms. Ying Xu, Mrs. Megan Bishop, Dr. Marc Goodrich

#31 - Modeling the effects of single letter frequency on letter naming times using a cross classified framework

» Mr. Cristian Vazquez, Dr. Ashley Edwards, Mrs. Dana Santangelo, Ms. Christine White, Ms. Emma Friedmann, Dr. Christopher Schatschneider

#32 - Supporting the uptake and use of evidence-based practices in reading and literacy instruction: RPP mechanisms that facilitate educator learning and student achievement

» Dr. Nicole Patton Terry, Dr. LaTara Lampkin, Ms. M. Re'Shaun Blake, Ms. Monique Harris, Ms. Coretta Doss

#33 - Evaluating the impact of COVID-19 school closures on foundational skill development and dyslexia risk

» Dr. Norma Hancock, Dr. Annie Fox, Dr. Tiffany Hogan

#34 - Spelling patterns among early adolescent students with and without relative decoding and spelling discrepancies

» Ms. Melissa Feller, Dr. Pamela Hook, Dr. Charley Haynes, Dr. Annie Fox, Dr. Tiffany Hogan

#35 - How External Textual Markers Enhance Elementary Students' Across-textual Integration When Reading Multiple Texts: Evidence from Eye Movement Data

» Mr. YenLun Chao, Prof. Minglei Chen, Mr. Chia-Hsing Chen

#36 - Relationship between home-literacy practices and reading proficiency in French primary school students: the mediating effect of both phonological and visuo-attentional abilities

» Dr. Brice BROSSETTE, Dr. Marie Vernet, Dr. Abdessadek El-ahmadi, Dr. Stephanie DUCROT

#37 - The longitudinal relation between phonological awareness and vocabulary

» Ms. Lexi Elara, Dr. Beth Phillips, Dr. Christopher Schatschneider

#38 - Examining opportunities to develop early literacy knowledge during shared book reading that are accessible to preschool-age children with intellectual and developmental disabilities

» Dr. Sara Collins, Dr. Andrea Barton-Hulsey

#39 - A meta-analysis of writing intervention studies for K-12 English Learners

» Dr. Stacy Fields, Dr. Janna Brown McClain, Ms. Angelica DaSilva, Dr. Sungyoon Lee, Dr. Zachary T. Barnes

Continued from **Friday, 12 July**

#40 - Context matters: Examining effects of school-level factors on students' reading growth trajectories

» Ms. Anne Karabell, Dr. Sarah Irvine Belson

#41 - Are the relations between home literacy environment and early reading development the same across socioeconomic contexts? A multi-site study in China

» Dr. Tomohiro Inoue, Ms. Su-Zhen Zhang, Dr. Mengmeng Su, Dr. Yu Meng, Prof. Hua Shu, Prof. George Georgiou

#42 - All the small things: Person and item characteristics that influence oral blending in K-2

» Mr. Himilcon Inciarte, Dr. Mark Wilson, Dr. Anne Cunningham

#43 - Early predictors of reading, spelling, and their covariance

» Dr. Kristina Moll, Mr. Jan Luis Sigmund, Dr. Heike Mehlhase, Prof. Gerd Schulte-Körne

#44 - The role of theory of mind in autistic and typically developing children's reading comprehension: A developmental perspective

» Ms. Justine Wing June Wai, Ms. Qianyun Ling, Prof. Shelley Xiuli Tong

#45 - Understanding the Relation Among Parental Trauma and Children's Reading And Language Skills

» Ms. Sarah Odell, Dr. Yaacov Petscher, Dr. Ashley Edwards, Dr. Hugh Catts

#46 - Situational congruence effect on word-to-text integration in incremental reading comprehension: Evidence from ERPs

» Ms. Weiqi Wang, Dr. Charles Perfetti, Dr. Anne Helder, Mr. Geoffrey Lizar

#47 - The Effect of Morphological Awareness Instruction on Literacy Skills in English Language Learners: A Meta-Analysis

» Ms. Lu Chen, Dr. Li-Jen Kuo, Ms. Tian Chen, Ms. Yanfang Zeng

#48 - Reading ability as a predictor of educational achievement in science in the Kingdom of Saudi Arabia

» Ms. Emily Daly, Ms. Ksenia Kharitonova, Dr. Elena Grigorenko, Dr. Mansour Alghamdi, Dr. Abdullah Al Qatee

#49 - Bilingual Dynamics in a Multicultural Mosaic: Exploring the Interplay of Second Language Acquisition and First Language Maintenance in Canadian School-Aged Children

» Mr. Ali Jasemi, Dr. Alexandra Gottardo, Dr. John Schwieter

#50 - Evaluating empirical evidence for protective factors: A scoping review on resilience in literacy

» Ms. Sanne Appels, Dr. Sara van Erp, Dr. Sietske van Viersen, Dr. Lisette Hornstra, Prof. Elise de Bree

#51 - Relationship between Implicit Learning and Chinese Reading is Mediated by Orthographic Awareness

» Ms. Xin Ru Toh, Dr. Fun Lau, Ms. Wendy Toh, Dr. Francis C.K. Wong, Dr. Alice H.D. Chan

#52 - First and second language proficiencies and schooling in adolescents and young adults with immigrant backgrounds

» Ms. Wanxin Li, Dr. Alexandra Gottardo

#53 - Identifying and supporting reading difficulties in low resource educational environments: The case study of a Sub-Saharan fast-track reading programme

» Dr. Anna Tsakalaki

#54 - The impact of a science-based reading recovery program implemented for second graders in Brazilian public schools

» Prof. Renan Sargiani, Prof. Ana Luiza Navas, Prof. Tais Ciboto

#55 - Phonological Awareness and Written Word decoding in adults with and without DLD

» Ms. Elizabeth Dennis, Ms. Emily Zrostlik, Dr. Philip Combiths, Dr. Bruce Tomblin, Dr. Stewart McCauley, Dr. Si On Yoon, Dr. Kristi Hendrickson

Continued from **Friday, 12 July**

2:20pm **Session 3A: Spoken Paper Group: Socio-Cognition (Resilience, motivation, emotions)**
Room 107
Chaired by: Prof. Roel van Steensel

2:20pm **Predicting adult-age mental health with childhood reading and math disability: do resilience and coping styles matter?**
» Prof. Minna Torppa, Dr. Ahmet Bilal Özbek, Prof. Tuija Aro

2:40pm **Motives, means, and opportunity: The weight of habitual reading motivation and situation-specific reasons in explaining variance in reading time across genres**
» Prof. Roel van Steensel, Dr. Lisa van der Sande, Dr. Nina Sangers, Ms. Ruth IJbema, Ms. Özgül Alkaya, Dr. Camille Welie

3pm **Hard feelings: The frequency of negative emotions during word learning instruction in children with reading difficulty and comparisons to children with typical development**
» Ms. Taylor Berrier, Dr. Dawna Duff, Dr. Suzanne Adlof

3:20pm **Longitudinal associations between reading experience and Theory of Mind from age 12 to 16**
» Dr. Sanne van der Kleij, Dr. Rory Devine, Dr. Laura Shapiro, Prof. Jessie Ricketts, Prof. Ian Apperly

3:40pm **"Maybe I can be a debate man": Why early adolescents participate in dialogic discussions**
» Dr. Shireen Al-Adeimi, Ms. Rebecca Lee

2:20pm **Session 3B: Symposium: Exploring the potential of cross-platform learning for early literacy: Texts and conversations.**
Room 202
Chaired by: Dr. Adriana Bus

2:20pm **Exploring the potential of cross-platform learning for early literacy: A book reading intervention study in Arab society (1)**
» Dr. Ofra Korat, Mrs. Zaki Sarhan

2:40pm **Exploring the potential of cross-platform learning for early literacy: Medium's effects on children's semantic knowledge of narrative and nonfiction text (2)**
» Dr. susan Neuman, Dr. Tanya Kaefer, Dr. Ashley Pinkham

3pm **Exploring the potential of cross-platform learning for early literacy: Children's learning from parent-preschooler shared reading of informational texts (3)**
» Dr. Deborah Bergman Deitcher, Dr. Dorit Aram, Dr. Osher Benesty

3:20pm **Exploring the potential of cross-platform learning for early literacy: Leveraging technology to address cognitive challenges in picture book reading (4)**
» Dr. Burcu Sarı Uğurlu, Dr. Adriana Bus

3:40pm **Exploring the potential of cross-platform learning for early literacy: Discussant (5)**
» Dr. Adriana Bus, Dr. Kathleen Roskos

2:20pm **Session 3C: Spoken Paper Group: Writing**
Room 203/204
Chaired by: Dr. Li-Jen Kuo

2:20pm **Exploring analytical indicators of writing and factors contributing to writing quality in Chinese: A developmental study**
» Dr. Li-Jen Kuo, Prof. Yu-Min Ku, Mr. Jr-An Lin, Ms. Xiaoyu Yang, Mr. Chih-Yuang Shih, Dr. Zhuo Chen, Dr. Wen Luo

2:40pm **Effects of Classroom Writing Instruction and Student Practice on Writing Achievement in Kindergarten**
» Prof. Ying Guo, Dr. Cynthia Puranik, Dr. Yanli Xie

3pm **Argumentative French writing competency in multilingual high school students**
» Ms. Eve Julie Rioux, Dr. Elin Thordardottir

Continued from **Friday, 12 July**

3:20pm **Using piecewise linear-linear mixed-effects modeling to estimate non-linear longitudinal changes in student writing outcomes**
» Ms. Seohyeon Choi, Dr. Kristen McMaster, Dr. Nidhi Kohli

3:40pm **Development of early writing across preschool**
» Dr. Hope Gerde, Dr. Ryan Bowles, Dr. Xiao Zhang, Dr. Gary Bingham

2:20pm **Session 3D: Spoken Paper Group: Literacy Screening**
Room 102
Chaired by: Mr. Julian Maximilian Siebert

2:20pm **An iterative random forest approach to task selection**
» Mr. Julian Maximilian Siebert, Dr. Nuria Gutierrez, Prof. Ben W Domingue, Prof. Hugh Catts, Prof. Maria Luisa Gorno Tempini

2:40pm **Scores from CBM maze: Do they reflect text-level comprehension?**
» Prof. Christine Espin, Dr. Elise Swart, Dr. Anne Helder, Dr. Jochanan Veerbeek, Dr. Arnout Koornneef, Prof. Paul van den Broek

3pm **Early Language and Behavioral Screening Predictors of Later Reading Performance**
» Dr. Jason Chow

3:20pm **The impact of Tier 1 integrated vocabulary instruction on later vocabulary, reading and spelling skills for children with lower levels of oral language**
» Dr. Amy Scott, Prof. Gail Gillon, Prof. Brigid McNeill, Dr. Megan Gath

2:20pm **Session 3E: Symposium: Emotions and Reading.**
Auditorium
Chaired by: Prof. Kate Nation

Emotions and Reading: Reading feelings: Associations between reading, empathy, and Theory of Mind in children aged 8-9 years. (1)
» Dr. Su Morris, Prof. Jane Oakhill, Prof. Alan Garnham, Prof. Robin Banerjee

Emotions and Reading: Can teaching reading comprehension foster pupils' cognitive and affective empathy? (2)
» Dr. Sarah Pariser, Prof. Caroline Viriot-Goeldel, Prof. Andre Tricot

Emotions and Reading: Paratext matters! Effects of paratextual information on readers' perception of stories, their story experiences, and their spontaneous use of mental state words for story summaries (3)
» Ms. Julia Schwerin, Prof. Jan Lenhart, Prof. Tobias Richter

Emotions and Reading: The influence of emotional narrative context on word learning via reading. (4)
» Yuzhen Dong, Dr. Matthew Mak, Dr. Robert Hepach, Prof. Kate Nation

2:20pm **Session 3F: Spoken Paper Group: Morphology**
Room 103/104
Chaired by: Dr. Ravit Cohen-Mimran

2:20pm **The developmental interplay between phonology and morphology in learning to read Hebrew**
» Dr. Ravit Cohen-Mimran, Mrs. Liron Reznik-Nevet, Mrs. Dana Gott, Prof. David Share

2:40pm **Investigating the association between written morphology input and morphological processing in child and adolescent readers**
» Dr. Nicola Dawson, Ms. Mohen Zhang, Dr. Yaling Hsiao, Mr. Alvin Tan, Dr. Nilanjana Banerji, Prof. Kate Nation

3pm **The Role of Morphological Awareness in English and French Reading Comprehension: A Longitudinal Investigation with Bayesian SEM**
» Mr. Meng-Hsun Lee, Dr. Juwairia Sohail, Dr. Kathleen Hipfner-Boucher, Dr. Xi Chen

Continued from **Friday, 12 July**

3:20pm **Measuring morphological spelling proficiency in adolescents**
» Dr. Danielle Colenbrander, Dr. Serje Robidoux, Dr. Nathan Caruana, Ms. Kristina Barisic, Mrs. Elena Badcock, Dr. Erin Banales, Dr. Saskia Kohnen

3:40pm **Bidirectional Cross-language Transfer of Morphological Awareness to Reading Comprehension in Chinese-English Adolescent Bilinguals**
» Dr. Adrian Pasquarella, Ms. Bita Moradi, Dr. Becky Chen, Dr. Alexandra Gottardo

4pm **Coffee Break**

4:20pm **Award Presentation and Presidential Address by Kate Cain (Title TBA) (4:20-5:40 pm)**

6:30pm **Conference Dinner**

Saturday, 13 July

8am **Morning Coffee**

8:30am **Session 1A: Spoken Paper Group: Issues in Literacy Assessment**
Room 107
Chaired by: Dr. Christopher Lonigan

8:30am **Examining the role of quantity naming for arithmetic and reading fluency**
» Ms. Sara Huotari, Dr. Riikka Heikkilä, Prof. Minna Torppa, Prof. Mikko Aro, Prof. Tuire Koponen

8:50am **Linguistic features effect comprehension of texts used in reading assessments**
» Dr. Lilla Magyari, Dr. Hilde Lowell Gunnerud, Prof. Oddny Judith Solheim

9:10am **The validity of the simple view of reading for German language in large scale assessment**
» Dr. Carola Schnitzler, Dr. Thomas Canz, Dr. Sebastian Weirich

9:30am **Semantic fluency for authors as a proxy measure of print exposure in L2**
» Mr. Sean McCarron, Prof. Kate Nation

9:50am **Developmental continuity in the structure and measurement of phonological processing skills among 2- to 5-year-old children**
» Dr. Christopher Lonigan

8:30am **Session 1B: Spoken Paper Group: Modeling Reading Development**
Room 202
Chaired by: Dr. Devin Kearns

8:30am **Computational modeling of various print learning environments**
» Dr. Devin Kearns, Dr. Matthew Cooper Borkenhagen, Dr. Elfrieda Hiebert, Prof. Jay Rueckl, Dr. Nathan Crock

8:50am **Big data meets the science of reading: Using graphical models to reveal the dynamics between different skills in early literacy development (3)**
» Ms. Yawen Ma, Dr. Kate Cain, Dr. Anastasia Ushakova

9:10am **Predicting longitudinal risk for dyslexia using machine learning**
» Dr. Patrick Kennedy, Dr. Brian Gearin, Dr. Gina Biancarosa, Dr. Katherine Bromley

9:30am **On the Underlying Nature of Reading Disabilities: Simulations of Categorical vs Dimensional Conceptualizations of Reading Disabilities and their Identification**
» Dr. Jeremy Miciak, Dr. David Francis, Dr. Pat Taylor

Continued from **Saturday, 13 July**

9:50am **An Investigation of Dimensionality and Validity of Domain-general and Domain-specific Writing Self-efficacy Scales**
» Ms. Jiali Wang, Dr. Steve Graham, Dr. Jacob Steiss, Prof. Young-Suk Kim

8:30am **Session 1C: Symposium: Literacy in children who are deaf and hard of hearing.**
Room 203/204
Chaired by: Dr. Krystal Werfel

8:30am **Literacy in children who are deaf and hard of hearing: Home literacy environment and emergent literacy skills in preschool deaf and hearing children (1)**
» Dr. Fiona Kyle, Dr. Kathryn Mason, Mr. Marco Cangini, Prof. Ros Herman

8:50am **Literacy in children who are deaf and hard of hearing: How do measures of lexical-semantic knowledge in preschool influence early elementary decoding and spelling outcomes? (2)**
» Dr. Emily Lund, Dr. Krystal Werfel

9:10am **Literacy in children who are deaf and hard of hearing: Use of story writing elements by first grade children who are deaf and hard of hearing (3)**
» Ms. Brittany Grey, Dr. Emily Lund, Dr. Krystal Werfel

9:30am **Literacy in children who are deaf and hard of hearing: Does the Simple View of Reading adequately explain reading comprehension in children who are deaf and hard of hearing? (4)**
» Dr. Krystal Werfel, Dr. Emily Lund

9:50am **Literacy in children who are deaf and hard of hearing: Growth trajectories in word reading, reading comprehension, and written language for children who are hard of hearing compared to children with typical hearing (5)**
» Dr. Elizabeth Walker

8:30am **Session 1D: Symposium: Orthographic facilitation for word learning: When does it work and where do we go from here.**
Room 102
Chaired by: Dr. Andrea Salins

8:30am **Orthographic Facilitation for word learning: When does it work and where do we go from here? Using spellings to facilitate adjective learning in primary school children (1)**
» Dr. Andrea Salins, Dr. Serje Robidoux, Prof. Anne Castles, Prof. Greg Leigh, Prof. Linda Cupples, Prof. Joanne Arciuli

8:50am **Orthographic Facilitation for word learning: When does it work and where do we go from here? Is there any orthographic facilitation when children learn L2 words in a more opaque orthography than their own? (2)**
» Prof. Séverine Casalis, Dr. Florian Salomé

9:10am **Orthographic Facilitation for word learning: When does it work and where do we go from here? Orthographic support for word learning in noise (3)**
» Ms. Courtney Hooton, Dr. Andrea Salins, Prof. Jessie Ricketts

9:30am **Orthographic Facilitation for word learning: When does it work and where do we go from here? The role of orthographic facilitation in novel word learning in children with developmental language disorder (4)**
» Dr. Katharine Radville, Prof. Jessie Ricketts, Dr. Julie Wolter, Dr. Crystle Alonzo, Dr. Rouzana Komesidou, Dr. Tiffany Hogan

9:50am **Orthographic Facilitation for word learning: When does it work and where do we go from here? Discussant (5)**
» Prof. Anne Castles, Prof. Jessie Ricketts

8:30am **Session 1E: Symposium: Uncovering strategic reading in higher education with eye-tracking.**
Auditorium
Chaired by: Dr. Mariska Okkinga

Continued from **Saturday, 13 July**

8:30am **Uncovering strategic reading in higher education with eye-tracking: Using eye-tracking to explore reading strategies of university students with English as L2 (1)**
» Dr. Ruomeng Zhu, Dr. Mariska Okkinga, Dr. Ingmar Visser, Dr. Patrick Snellings

8:50am **Uncovering strategic reading in higher education with eye-tracking: How do students process the CBM-MAZE reading proficiency test? Evidence from eye tracking (2)**
» Dr. Arnout Koornneef, Prof. Christine Espin

9:10am **Uncovering strategic reading in higher education with eye-tracking: Mind-wandering and immersion during reading: evidence from eye-tracking (3)**
» Dr. Diane Meziere, Dr. Johanna Kaakinen, Ms. Emilia Ranta, Prof. Jonathan Smallwood, Dr. Jaana Simola, Prof. Karin Kukkonen

9:30am **Uncovering strategic reading in higher education with eye-tracking: Discussant (5)**
» Prof. Marc Brysbaert

8:30am **Session 1F: Spoken Paper Group: Dyslexia I**
Room 103/104
Chaired by: Dr. Anna S. Gellert

8:30am **The RAN-reading relationship and dyslexia: insights from the eye-voice span**
» Mr. Antonin Rossier-Bisaillon, Mrs. Julie Robidoux, Mrs. Brigitte Stanké, Mrs. Boutheina Jemel

8:50am **Assessing dyslexia in second language learners by means of a computerized dynamic assessment of decoding ability**
» Dr. Anna S. Gellert, Dr. Carsten Elbro

9:10am **Improving spelling through morphological awareness training in French university adults with dyslexia**
» Dr. Estelle Ardanouy, Prof. Pascal Zesiger, Dr. Hélène Delage

9:30am **An investigation on cognitive-linguistic skills of English-Chinese bilingual learners with and without dyslexia in Singapore**
» Dr. Priscillia Shen

9:50am **The relationship between reading difficulties and reading motivation**
» Ms. Elvira Jeldrez, Dr. Macarena Silva, Dr. Kate Cain

10:10am **Coffee Break**

10:30am **Session 2A: Symposium: The development of syntactic skills and the conditions for their relationship with reading comprehension.**
Room 202
Chaired by: Dr. Mads Poulsen

10:30am **The development of syntactic skills and the conditions for their relationship with reading comprehension: How do syntactic skills support reading comprehension? Testing parsing as a mechanism (1)**
» Ms. Katherine Hoferek, Dr. Tamara Sorenson Duncan, Prof. Hélène Deacon

10:50am **The development of syntactic skills and the conditions for their relationship with reading comprehension: Does growth rate in syntactic awareness matter in predicting reading comprehension? Unveiling the impact of text complexity (2)**
» Dr. Xiuhong Tong, Dr. Yu Liyan

11:10am **The development of syntactic skills and the conditions for their relationship with reading comprehension: Does the relationship between syntactic comprehension and reading comprehension depend on the language skill level? (3)**
» Dr. Mads Poulsen, Dr. Jessie Leigh Nielsen, Dr. Rikke Vang Christensen

Continued from **Saturday, 13 July**

11:30am **The development of syntactic skills and the conditions for their relationship with reading comprehension: Association of changes in home literacy over time with growth in young children's syntax skills (4)**
» Dr. Beth M. Phillips, Ms. Sisi Dong, Ms. Pamela W. Burris, Ms. Felesa Oliver, Ms. Jennifer Berrien

11:50am **The development of syntactic skills and the conditions for their relationship with reading comprehension: Discussant (5)**
» Prof. Monica Melby-Lervåg

10:30am **Session 2B: Symposium: Enhancing K-5 students' literacy and knowledge through content-rich curricula.**
Room 103/104
Chaired by: Dr. Sonia Cabell

10:30am **Enhancing K-5 students' literacy and knowledge through content-rich curricula: Sustained effects of a content-rich literacy curriculum on primary grade students' reading comprehension (1)**
» Dr. Sonia Cabell, Dr. James Kim, Dr. Thomas White, Dr. Ashley Edwards, Dr. Yaacov Petscher, Dr. HyeJin Hwang

10:50am **Enhancing K-5 students' literacy and knowledge through content-rich curricula: Using Inference Galaxy to build literacy skills and content knowledge in kindergarten (2)**
» Ms. Susan Slater, Dr. HyeJin Hwang, Dr. Kristen McMaster, Dr. Panayiota Kendeou, Ms. Seohyeon Choi, Ms. Emily Reno, Mr. Joseph Burey, Ms. Rina Harsch, Ms. Manjary Guha

11:10am **Enhancing K-5 students' literacy and knowledge through content-rich curricula: Social studies-literacy integration: The influence of a teacher developed unit on 2nd grade students' vocabulary knowledge, comprehension, and interest (3)**
» Dr. Courtney Hattan, Ms. Meghan Parkinson, Ms. Deborah MacPhee, Ms. Jennie Baumann

11:30am **Enhancing K-5 students' literacy and knowledge through content-rich curricula: Feasibility study on Knowledge, Language, and Inquiry (KLI) intervention for grade 3-5 English learners (4)**
» Dr. Jackie Eunjung Relyea, Dr. Dennis Davis, Dr. Becky Huang, Ms. Corrie Dobis

11:50am **Enhancing K-5 students' literacy and knowledge through content-rich curricula: Discussant (5)**
» Dr. Joshua Lawrence, Dr. Gina Cervetti

10:30am **Session 2C: Spoken Paper Group: Literacy Interventions IV**
Room 203/204
Chaired by: Dr. Matthew Burns

10:30am **Relationship Between Pretest Reading Scores and Social Studies Outcomes from PACT: Evidence for a Skill-by-Treatment Interaction**
» Dr. Matthew Burns, Dr. Lauren Artzi, Dr. Kathryn Drummond, Dr. Alida K. Hudson, Dr. Iliana Brodziak De Los Reyes

10:50am **Is remotely delivered reading with language instruction efficacious?**
» Dr. Cameron Downing, Dr. Gwennant Mai Evans-Jones, Prof. Charles Hulme, Prof. Manon Jones

11:10am **Scaling up: Facilitators of and barriers to district-wide implementation of an explicit and systematic phonics program**
» Dr. Holly Lane, Dr. Valentina Contesse

11:30am **The Active Ingredient in Reading Comprehension Strategy Intervention for Struggling Readers: A Bayesian Network Meta-analysis**
» Dr. Peng Peng

11:50am **Is an intensive Kindergarten phoneme awareness training program helpful for the development of phoneme awareness, alphabetic knowledge and reading ability?**
» Prof. Wim Van den Broeck, Dr. Eva Staels

Continued from **Saturday, 13 July**

10:30am **Session 2D: Symposium: Diversity in heritage language proficiency and its impact on school readiness among Latine early childhood learners.**
Room 102
Chaired by: Dr. Matthew Foster

10:30am **Diversity in heritage language proficiency and its impact on school readiness among Latine early childhood learners: Identifying oral language profiles and changes in Spanish-English dual language learners (1)**
» Dr. Linye Jing, Ms. Julie Smith, Dr. Carol Scheffner Hammer

10:50am **Diversity in heritage language proficiency and its impact on school readiness among Latine early childhood learners: Embracing heterogeneity to understand normative development in DLLs: A LTA of bilingual development during the pre-kindergarten year (2)**
» Ms. Julie Smith, Dr. Carol Scheffner Hammer, Dr. Lisa Lopez

11:10am **Diversity in heritage language proficiency and its impact on school readiness among Latine early childhood learners: Exploring Cross-Domain Relations in Bilingual Language and Literacy Profiles of Latine Dual Language Learners in the U.S. (3)**
» Dr. Lisa Lopez, Ms. Dina Arch, Dr. Karen Nylund-Gibson, Dr. Matthew Foster

11:30am **Diversity in heritage language proficiency and its impact on school readiness among Latine early childhood learners: Utility of mixture modeling to understand language and literacy proficiency in Latine DLLs: A methodological look at child development (4)**
» Ms. Dina Arch, Dr. Karen Nylund-Gibson, Dr. Lisa Lopez, Dr. Matthew Foster

11:50am **Diversity in heritage language proficiency and its impact on school readiness among Latine early childhood learners: Discussant (5)**
» Dr. Yusra Ahmed

10:30am **Session 2E: Symposium: Children's reading comprehension in a digital age.**
Auditorium
Chaired by: Dr. Elena Florit

10:30am **Children's reading comprehension in a digital age: Print vs screen reading: What influences comprehension and recall of where information is located? (1)**
» Ms. Aisha Futura Tüchler, Dr. Kate Cain

10:50am **Children's reading comprehension in a digital age: Does change in children's print and online reading habits over time predict change in reading literacy and motivation? (2)**
» Prof. Johannes Naumann, Ms. Lidia Altamura, Dr. Christina Vargas, Dr. Amelia Maña, Dr. Ladislao Salmerón

11:10am **Children's reading comprehension in a digital age: Relations between primary school children's cognitive and motivational skills, processing, and comprehension of digital multiple texts (3)**
» Dr. Elena Florit, Dr. Daniela Raccanello, Dr. Margherita Brondino, Dr. Antonio Rodà, Dr. Lucia Mason

11:30am **Children's reading comprehension in a digital age: Smartphone use negatively predicts digital reading comprehension (4)**
» Prof. Eliane Segers, Dr. Liesbeth Crajé-Tilanus, Ms. Anouk Bakker, Dr. Aurora Troncoso Ruiz, Dr. Jos Keuning, Dr. Marco van de Ven

11:50am **Children's reading comprehension in a digital age: Discussant (5)**
» Dr. Kate Cain

10:30am **Session 2F: Spoken Paper Group: Prosodic Processing**
Room 107
Chaired by: Dr. Jana Hasenäcker

10:30am **Same same but different – The influence of prosodic prominence on visual letter detection**
» Dr. Jana Hasenäcker, Prof. Frank Domahs

Continued from **Saturday, 13 July**

10:50am **Prosodic and Morphemic Influences on Spelling Complex Words**
» Dr. Stuart Bernstein, Dr. Cyrille Magne

11:10am **A Reading Karaoke to Improve Reading Rate, Reading Prosody and Compréhension.**
» Dr. Erika Godde, Prof. Marie-Line Bosse, Mr. Gerard Bailly

11:30am **Prefixes and Lexical Stress: Teasing Apart Orthographic and Phonological Influences**
» Ms. Kayla Hensley, Dr. Rebecca Treiman, Prof. Brett Kessler

12:10pm **Lunch**

1:10pm **Poster Session IV**

#1 - Differences in reading motivation between different levels of reading proficiency are dependent on gender
» Mrs. Fenke Kachisi, Dr. Jelena Marković, Dr. Telse Nagler

#2 - The trajectory of false-negative students in the RTI for beginning readers in Japan
» Prof. Ayumi Seki

#3 - Virtual PD and Coaching for Diverse Dyslexia Practitioners
» Dr. Kristi Cheyney-Collante, Dr. Vivian Gonsalves

#4 - Social, environmental and educational factors in reading
» Dr. Ferenc Kemény, Dr. Eszter P.Remete, Ms. Claudia Laskay-Horváth, Dr. Gábor Aranyi, Dr. Orsolya Pachner

#5 - Urdu-English speaking parent-child dyads engaging in dual language shared book reading
» Ms. Ayesha Asif, Ms. Katherine Reid, Dr. Alexandra Gottardo

#6 - How do researchers account for misarticulations and speech intelligibility when assessing IQ, language, and reading in children with speech sound disorders?
» Ms. Grace Phillips, Mrs. Johanna Hearn, Dr. Melanie Schuele

#7 - Teachers' Knowledge of the Differences between Structured Literacy and African American and Hispanic Students' Spelling Development
» Dr. Ramona Pittman, Dr. Heesun Chang, Dr. Amanda Lindner, Mrs. Kimberly Wright, Ms. Brittany White, Dr. Emily Binks-Cantell, Prof. R. Malatesha Joshi

#8 - Questionnaire for the identification of signs of dyslexia in Brazilian students: development, content validity, and internal structure
» Dr. Cíntia Salgado-Azoni, Ms. Alexandre Barbosa

#9 - The interplay between the perceived effort and speed in reading and their relationship to reading fluency
» Mrs. Sivan Medina, Dr. Adi Shechter, Prof. David Share

#10 - Parents' evaluation of satisfaction and continuance intention in I-DID Carnival, a mobile game intervention for children with and without developmental dyslexia.
» Mr. Hey Wing Liu, Prof. Shelley Xiuli Tong

#11 - Grade 1 teachers' reported literacy curricula and practices to support language
» Dr. Mindy Bridges, Ms. Zeynep Ozkaynak, Ms. Alayna Wilson, Ms. Zoe Lightcap, Prof. Shayne Piasta, Dr. Kandace Fleming, Ms. MaryKate DeSantis, Dr. Tiffany Hogan

#12 - Multisyllabic decoding achievement and relation to vocabulary in fourth and fifth grade
» Dr. Laura Tortorelli, Dr. John Strong, Dr. Blythe Anderson

#13 - Impact of socioeconomic status in children's vocabulary breadth and depth
» Mr. Junior Vargas-Cuevas, Dr. Ludivine Javourey-Drevet, Prof. Séverine Casalis

Continued from **Saturday, 13 July**

#14 - Prosodically enriched script – The effect of markers indicating word stress on reading pseudowords

» Mr. Philip Kehl, Dr. Margret Seyboth, Dr. Jana Hasenäcker, Prof. Frank Domahs

#15 - Classroom and special education teachers' perceived skills to support reading development of students in inclusive classrooms

» Mrs. Kristi Jakobson, Prof. Piret Soodla, Prof. Mikko Aro, Ms. Maris Juhkam

#16 - Genetic and environmental influences of reading self-efficacy, interest, and achievement

» Ms. Stephanie Estrera, Ms. Rachelle M. Johnson, Dr. Rasheda Haughbrook, Dr. Sara Hart

#17 - The dimensionality of language in monolingual and bilingual 6th grade children

» Dr. Kristie Calvin, Dr. M. Adelaida Restrepo, Dr. Marilyn Thompson, Dr. Shelley Gray, Dr. Rob Davies, Dr. Kate Cain, Dr. Jinxiang Hu, Dr. Mindy Bridges

#18 - An observation study of the frequency and nature of motivational language during upper elementary reading intervention

» Mrs. Elizabeth J. Hart, Mrs. Sarah Mason, Mrs. Mona Maclay, Dr. Jessica Toste, Mr. Brennan W Chandler, Dr. Karrie Shogren

#19 - Bridging early language and later literacy: exploring the contributions of preschool oral language skills to reading and listening comprehension in at-risk children

» Mr. David Armas Hoff, Dr. Rebecca Knoph, Dr. Joshua Lawrence, Prof. Monica Melby-Lervåg, Prof. Arne Lervag, Dr. Åste Hagen

#20 - Patterns of students' code-related performance: A latent profile analysis

» Ms. Brielle Babcock, Dr. Beth Phillips, Dr. Chelsea Funari, Ms. Felesa Oliver

#21 - Exploring the relationship between orthographic complexity and English spelling in grades 1-3

» Ms. Katie Wilburn, Dr. Latisha Hayes, Ms. Samantha Vann, Ms. Alisha Demchak, Ms. L.J. Darcy, Dr. Emily Solari

#22 - Measuring practitioner knowledge of dyslexia assessment and intervention practices

» Dr. Vivian Gonsalves, Ms. Kelley Taksier, Mrs. Christina Flake, Mrs. Deana West, Dr. Kristi Cheyney-Collante

#23 - The relationships between access to literacy resources, reading interest, and literacy skills: Results from Hong Kong Chinese children

» Ms. Anna Jia-Jun Zhang, Ms. Kelly Chik Wa Wong, Dr. Tomohiro Inoue

#24 - Advantage of handwriting modality over typewriting modalty for learning to spell. An intervention study in Grade 2 French-speaking children

» Dr. Claire Gosse, Prof. Marie Van Reybroeck

#25 - The development and validation of a leveled reading tool in Chinese: Connecting text complexity to children's reading ability

» Ms. Miaomiao Liu, Dr. Annie Yixun Li, Prof. Hong Li

#26 - Processing benefits for code-switched reading in Cantonese-English bilinguals

» Ms. Hillarie Man, Dr. Adam Parker, Dr. Jo Taylor, Dr. Bonnie Chow

#27 - The simple view of reading: Predictors of reading comprehension in Down syndrome

» Dr. Alison Prahl, Dr. Melanie Schuele, Dr. Rodney Sturdivant

#28 - Reading anxiety and reading achievement: A meta-analysis

» Ms. Rachelle Johnson, Dr. Maxine Schaefer, Mrs. Cynthia Norris, Dr. Richard Wagner, Dr. Sara Hart

#29 - Examining the Impact of Dolly Parton's Imagination Library

» Prof. Clare Wood, Dr. Ferhat Tura

Continued from **Saturday, 13 July**

#30 - The use of digital storybooks to stimulate parent-child interaction

» Mrs. Romina de Lima, Prof. Roel van Steensel, Dr. Björn de Koning

#31 - Morphological awareness and complex word reading in students with and without word reading disabilities

» Mr. Jordan Dozier, Dr. Laura Steacy, Prof. Donald Compton, Ms. Madison Kellenberger

#32 - Can we trust our data?: A systematic and critical review of reading motivation measures

» Dr. Kristin Conradi Smith, Dr. Bong Gee Jang

#33 - Development of a New Chinese Cloze Test to Identify Children's inference generation differences

» Prof. Chi-Shun Lien, Ms. Lu-Jie Chen

#34 - Non-verbal capacity and reading acquisition: an examination of error detection efficiency in first and second grade children

» Dr. Fanny Grisetto, Dr. Clémence Roger, Dr. Gwendoline Mahé

#35 - Emergent literacy profiles in kindergarten: Exploring dyslexia and developmental language disorder risk indicators

» Mrs. Katy Kloberdanz, Dr. Emily A. Farris, Mrs. Ifeoluwa Popoola, Dr. Timothy N. Odegard

#36 - Cognitive-linguistic profiles of U.S. emerging bilingual kindergarteners at risk of reading difficulties: A person-centered approach

» Ms. Jialin Lai, Dr. Marc Goodrich, Prof. R. Malatesha Joshi

#37 - Are speech sound difficulties a risk factor of difficulties in language and reading skills? A systematic review and meta-analysis

» Ms. Line Walquist Sørli, Dr. Ømur Caglar-Ryeng, Dr. Bjarte Furnes, Dr. Enrica Donolato, Prof. Trude Nergård-Nilssen, Prof. Monica Melby-Lervåg

#38 - Longitudinal predictors of reading and arithmetic at different attainment levels

» Prof. Karin Landerl, Dr. Viktoria Jöbstl, Dr. Chiara Banfi

#39 - The Role of Morphological Ability in Reading: A Meta-Analysis

» Dr. Leah Zimmermann, Dr. Derek Rodgers

#40 - PREVENIR: A tier 1 oral language intervention program in kindergarten to enhance future reading abilities

» Ms. Raquel Balboa, Mr. Esteban Peñaherrera, Ms. Shafaq Rubab, Dr. Alfonso Igualada, Dr. Mònica Sanz-Torrent, Dr. Llorenç Andreu

#41 - Verb Ventures: Conquering Grammar Gaps in Spanish English MLs - A Comparative Study on Implicit and Explicit Intervention Approaches

» Ms. Kiana Hines, Dr. Carla Wood, Mrs. Shaylyn King-St. Remy, Ms. Jasmine Smith

#42 - How bilinguals are described in reading research: A systematic review

» Prof. Amy Pratt, Dr. Ashley Sanabria

#43 - Examining early elementary students' reading growth using a computer-adaptive progress monitoring test: Focusing on students at risk for reading disabilities

» Dr. Dayna Russell Freudenthal, Dr. Stephanie Al Otaiba

#44 - Validation Processes and Reading Instructions: Is Validation Against Background Knowledge and Prior Text Influenced by Reading Instructions?

» Dr. Marloes van Moort, Dr. Arnout Koornneef, Prof. Paul van den Broek

#45 - Using weighted blankets to reduce head motion during fMRI in a pediatric population

» Ms. Andrea N. Burgess, Dr. Sarah S. Hughes-Berheim, Ms. Kelly Mahaffy, Dr. Nicole Landi, Dr. Laurie E. Cutting

Continued from **Saturday, 13 July**

#46 - The Comprehension Train(ing): Developing a Massive Open Online Course drawing on the experiences and understanding of educators working in schools.
» Mrs. Megan Dixon, Prof. Jane Oakhill

#47 - Effects of language interventions on English Language Arts, Math, Science, and Social Studies outcomes for English Learners: A meta-analysis
» Ms. Hanyue Sha, Ms. Yixian Huang, Prof. Doris L Baker, Dr. Peng Peng, Ms. Cinthia Herrera, Ms. Sholeh Moradibavi

#48 - Personalizing Text by Using Readers Names – Effects on Learning Performance, Reading Motivation and Social Agency
» Mrs. Maike Lindhaus, Dr. Mareike Ehlert, Ms. Michelle Fimpler, Prof. Stephan Dutke

2:40pm **Session 3A: Symposium: Reading and intellectual disabilities.**
Room 107
Chaired by: Prof. Henrik Danielsson

2:40pm **Reading and intellectual disabilities: The Role of Early Literacy Skills, Fluid Intelligence, and Socioeconomic Status in Word Reading for Beginning Readers with Intellectual Disability (1)**
» Dr. Lisa Palmqvist, Prof. Mikael Heimann, Ms. Jenny Samuelsson, Prof. Gunilla Thunberg, Prof. Monica Reichenberg, Dr. Emil Holmer

3pm **Reading and intellectual disabilities: Developmental trajectories of reading ability in adolescents with intellectual disabilities (2)**
» Dr. Karin Nilsson

3:20pm **Reading and intellectual disabilities: Communication and reading skills among children with intellectual disability and complex communication needs (3)**
» Prof. Anne-Françoise de Chambrier, Ms. Natalina Meuli, Dr. Anne-Laure Linder, Dr. Megan Geyer, Prof. Catherine Martinet, Prof. Rachel Sermier Dessemontet

3:40pm **Reading and intellectual disabilities: Including target audiences in the automatic text adaptation process: Empirical findings from students with intellectual disability (4)**
» Dr. Åsa Elwér, Mr. Daniel Holmer, Dr. Evelina Rennes, Prof. Arne Jönsson

4pm **Reading and intellectual disabilities: Discussant (5)**
» Prof. Kari-Anne Bottegård Næss

2:40pm **Session 3B: Spoken Paper Group: Home Literacy Practices**
Room 202
Chaired by: Dr. Maria Psyridou

2:40pm **Home Environments and Children's Language and Literacy Skills: A Meta-Analytic Review of Studies Conducted in Low- and Middle-income Countries**
» Prof. Monica Melby-Lervåg, Dr. Shaher Banu Vagh, Dr. Katrina May Dulay, Prof. Maggie Snowling, Dr. Enrica Donolato, Prof. Sonali Nag

3pm **Promotive and Protective Effects of Cognitive, Motivation, and Parental Factors on Reading Fluency and Reading Comprehension in Grade 9**
» Dr. Maria Psyridou, Prof. Minna Torppa, Prof. Anna-Maija Poikkeus, Prof. Marja-Kristiina Lerkkanen

3:20pm **Are there enduring effects of a parent-child dialogic book sharing intervention on the literacy skills of children from low-income families, once they start school?**
» Dr. Daisy Powell, Ms. Amanda Busby, Dr. David Wellsted, Prof. Peter Cooper, Prof. Lynne Murray

3:40pm **Exploring the relationships between parental and child factors in Norwegian children with special education in language and reading: A population-based network analysis**
» Dr. Louie Lei Wang, Dr. Mari Vaage Wang, Prof. Monica Melby-Lervåg

4pm **Home environments of children with language disorders and typical development in Chile: The role of special language schools**
» Ms. Nicole Frez, Dr. Katherine Strasser

Continued from **Saturday, 13 July**

2:40pm **Session 3C: Spoken Paper Group: Dyslexia II**
Room 203/204
Chaired by: Prof. Ben Maassen

2:40pm **Towards formative criteria for diagnosing dyslexia**
» Prof. Ben Maassen, Mr. L.J. Koning

3pm **Reliability of visual and auditory processing tasks in dyslexia research**
» Ms. Tatiana Logvinenko, Dr. Xenia Schmalz

3:20pm **Child-level and contextual predictors of response to intervention among students identified with dyslexia**
» Dr. Karen Kehoe, Dr. Timothy N. Odegard

3:40pm **Effects of a morphology-based intervention for students with dyslexia**
» Dr. Robin Irey, Dr. Christa Watson Pereira, Ms. Marni Shabash, Ms. Erica Gutmann, Ms. Mieke Voges, Prof. Maria Luisa Gorno Tempini

4pm **What selective impairments can tell us about reading cognition – evidence from four orthographies: Bayesian Insights into dyslexia: Identifying subtypes in a children's cohort using hierarchical modelling (4)**
» Dr. Selçuk Güven

2:40pm **Session 3D: Spoken Paper Group: Oral Language and Literacy Difficulties**
Room 102
Chaired by: Prof. George Manolitsis

2:40pm **Predicting reading difficulties beyond the Simple View of Reading components in a consistent orthography: Are specific types of reading difficulties predicted by different oral language and literacy skills?**
» Prof. George Manolitsis, Mr. Apostolos Kargiotidis

3pm **Cognitive profiles of poor readers across varying levels of reading comprehension difficulty**
» Dr. Alison Arrow, Dr. Mike Sleeman, Dr. Amanda Denston, Prof. John Everatt

3:20pm **Relationships among measures of reading, writing, and oral language in a sample of students with language-based learning disabilities**
» Dr. Anthony Koutsoftas, Dr. Cynthia Puranik

3:40pm **Capturing current practice and provision of access arrangements for secondary students with literacy difficulties**
» Dr. Catherine Antalek, Dr. Emma Sumner, Dr. Amelia Roberts

4pm **Word learning in Arabic diglossia in children with TLD and DLD**
» Dr. Ola Ghawi-Dakwar, Prof. Elinor Saiegh-Haddad

2:40pm **Session 3E: Symposium: "Development of word reading processes."**
Auditorium
Chaired by: Prof. Peter de Jong

2:40pm **Development of word reading processes: Do the characteristics of words influence the relations of serial and discrete naming with reading? Evidence from Spanish (1)**
» Prof. George Georgiou, Dr. Sandra Romero, Dr. Angeliki Altani, Prof. Athanassios Protopapas

3pm **Development of word reading processes: Only time can tell: The relations between serial and discrete RAN and reading from a longitudinal perspective (2)**
» Dr. Madelon van den Boer, Mrs. Lotte Visser, Prof. Peter de Jong

3:20pm **Development of word reading processes: Word reading strategies: Word specific or word-type specific? (3)**
» Prof. Peter de Jong, Dr. Dylan Molenaar

Continued from **Saturday, 13 July**

3:40pm **Development of word reading processes: Cognitive effort in word learning: A pupillometric investigation of orthographic learning (4)**
» Dr. Adi Shechter, Prof. David Share

4pm **Development of word reading processes: Downstream effects of orthographic learning: From word exposure to sentence reading time (5)**
» Prof. Athanassios Protopapas, Dr. Sietske van Viersen, Mrs. Laoura Ziaka, Prof. Peter de Jong, Prof. Rauno Parrila, Prof. George Georgiou

2:40pm **Session 3F: Symposium: Recent innovations in writing research.**
Room 103/104
Chaired by: Dr. Erica Lembke

2:40pm **Recent innovations in writing research: Handwriting, keyboarding, and dictation: A pilot study examining the impact of task modality on sentence writing fluency (1)**
» Dr. Michael Hebert, Prof. Matt Zajic, Dr. Benjamin Lovett, Ms. Heidi Hines, Ms. Youngsun Moon

3pm **Recent innovations in writing research: Constructs for benchmark writing assessment shared with reading in late elementary grades (2)**
» Ms. Lindy Johnson, Dr. Adrea Truckenmiller, Ms. Cherish Sarmiento, Ms. Katie Valentine, Ms. Lauren Hennenfent, Ms. Ellie Friedman, Ms. Julia Bachmann, Ms. Pamella Moura

3:20pm **Recent innovations in writing research: The role of linguistic knowledge in sentence writing growth (3)**
» Dr. David L. Coker, Jr., Dr. Kristen D. Ritchey, Dr. Henry May, Dr. Samuel Van Horne, Mx. Man Jiang, Ms. Amanda Delgado

3:40pm **Recent innovations in writing research: Data-based individualization in early writing: Teacher and student outcomes from a 4-year study (4)**
» Dr. Erica Lembke, Dr. Kristen McMaster

4pm **Recent innovations in writing research: Discussant (5)**
» Dr. Kristen McMaster

4:20pm **Coffee Break**

4:40pm **Session 4A: Spoken Paper Group: Vocabulary**
Room 107
Chaired by: Dr. Katherine Strasser

4:40pm **The role of disciplinary vocabulary knowledge in Science and Social Studies achievement of first-graders: evidence from Chile**
» Dr. Katherine Strasser, Dr. Alejandra Meneses, Dr. Carolina Iturra, Ms. Anneliese Marín

5pm **Effects of a summer tutoring program on word reading and vocabulary in primary grades**
» Dr. Blythe Anderson, Dr. John Strong, Mr. David Fronczak, Dr. Sharon Walpole

5:20pm **Examining second graders use of word-learning strategies through verbal protocol analysis**
» Dr. Crystal Wise

5:40pm **Does orthography support verb learning?**
» Mrs. Grace Clark, Dr. Christina Reuterskiöld

6pm **Unraveling the relation between orthographic knowledge and vocabulary knowledge among young EFL learners: Levels of orthographic knowledge and morphological awareness**
» Mr. Xing Zhang, Prof. Haiming Xu, Prof. Haomin (Stanley) Zhang

4:40pm **Session 4B: Spoken Paper Group: Brain and (Neuro) Cognition**
Room 202
Chaired by: Dr. Rebecca Marks

Continued from **Saturday, 13 July**

4:40pm **The nature of a writing system shapes the cognitive and neural mechanisms for reading acquisition**
» Prof. Kathleen Rastle, Dr. Jo Taylor, Dr. Adam Jowett, Dr. Tibor Auer, Prof. Angelika Lingnau

5pm **Brain bases of morphological awareness relate to reading (dis)ability over time**
» Dr. Rebecca Marks, Ms. Rachel Eggleston, Dr. John Gabrieli, Dr. Joanna Christodoulou, Dr. Ioulia Kovelman

5:20pm **Fast, neural tuning for print in Chinese: ERP data from skilled adults and children with and without dyslexia**
» Prof. Urs Maurer, Mr. Brian W. L. Wong, Mr. Ka Chun Wu, Dr. Jie Wang, Dr. Fang Wang

5:40pm **The Effect of Working Memory Load on Listening versus Reading Comprehension**
» Mr. Patrick Dahdah, Prof. Johannes Naumann, Prof. Eliane Segers

6pm **Rethink the Role of Working Memory in Reading: Dissociating Memory Span and Memory Precision**
» Ms. Ning An, Prof. Shelley Xiuli Tong

4:40pm **Session 4C: Symposium: Current opinions on audiovisual integration in typical & atypical reading development .**
Room 203/204
Chaired by: Dr. Jurgen Tijms

4:40pm **Current opinions on audiovisual integration in typical & atypical reading development (COAIR): Neurobehavioral trajectories of letter and speech sound learning (1)**
» Prof. Milene Bonte, Prof. Silvia Brem

5pm **Current opinions on audiovisual integration in typical & atypical reading development (COAIR): Divergent learning trajectories and neural network adaptations during false font-speech sound learning in children with and without reading impairments (2)**
» Ms. Nada Frei, Dr. David Willinger, Mr. Patrick Haller, Dr. Gorka Fraga González, Dr. Gustavo Pamplona, Ms. Christina Lutz, Ms. Seline Coraj, Ms. Eva Hefti, Prof. Silvia Brem

5:20pm **Current opinions on audiovisual integration in typical & atypical reading development (COAIR): How specific is the paired associate learning deficit in dyslexia to cross-modal working memory? (3)**
» Ms. Catherine Clark, Dr. Simone Calabrich, Dr. Cameron Downing, Prof. Manon Jones

5:40pm **Current opinions on audiovisual integration in typical & atypical reading development (COAIR): The link between cognitive control correlates during artificial script learning and dyslexia treatment progress (4)**
» Dr. Jurgen Tijms, Dr. Cara Verwimp, Dr. Patrick Snellings, Prof. Reinout Wiers, Prof. Milene Bonte

6pm **Current opinions on audiovisual integration in typical & atypical reading development (COAIR): Discussant (5)**
» Prof. Silvia Brem, Dr. Iliana Karipidis

4:40pm **Session 4D: Spoken Paper Group: Visual and Lexical Processing**
Room 102
Chaired by: Dr. Ian C. Simpson

4:40pm **The effects of contextual diversity on lexical processing: A scoping review**
» Ms. Rebecca Norman, Dr. Jo Taylor, Prof. Jennifer Rodd

5pm **Why are we making errors during visual word recognition? Analysis of error distribution during lexical decision in children and adults**
» Dr. Gwendoline Mahé, Dr. Fanny Grisetto, Dr. Clémence Roger

Continued from **Saturday, 13 July**

5:20pm **Should we control for letter visual similarity in masked priming experiments?**
» Dr. Ian C. Simpson

5:40pm **The relationship between visual skills and reading achievement: A preliminary look**
» Dr. Alexandra Spichtig, Mr. John Ferrara, Ms. Nancy Brower

6pm **A Theory of Visual Attention (TVA)-based assessment of font style: how important is x-height for font legibility?**
» Dr. Bart Cooreman, Prof. Sofie Beier

4:40pm **Session 4E: Symposium: Impact and reciprocity of reading and writing interventions in upper elementary grades.**
Auditorium
Chaired by: Dr. Kay Wijekumar

4:40pm **The Impact and Reciprocity of Reading and Writing in Upper Elementary Grades: Factors and adherence rates of fidelity of writing intervention implementation (2)**
» Dr. April Camping, Dr. Debra McKeown, Ms. Jennifer Brewer, Dr. Kay Wijekumar

5pm **Impact and reciprocity of reading and writing interventions in upper elementary grades: A randomized controlled trial on reading and writing with upper elementary students (1)**
» Dr. Debra McKeown, Dr. Kay Wijekumar

5:20pm **The Impact and Reciprocity of Reading and Writing in Upper Elementary Grades: Factors and adherence rates of fidelity of reading intervention implementation (3)**
» Ms. Ashley Stack, Dr. Kacee Lambright, Dr. Kay Wijekumar

5:40pm **The Impact and Reciprocity of Reading and Writing in Upper Elementary Grades: Measurement of writing outcomes using large language models (4)**
» Dr. Shuai Zhang, Dr. Kay Wijekumar, Dr. Debra McKeown

6pm **The Impact and Reciprocity of Reading and Writing in Upper Elementary Grades: Discussant Dr. Hope Gerde (5)**
» Dr. Hope Gerde, Dr. Steve Graham, Dr. Kay Wijekumar

4:40pm **Session 4F: Symposium: Impact of Peer-Assisted Learning Strategies (PALS) in Reading for Diverse Learners in International Contexts.**
Room 103/104
Chaired by: Dr. Kristen McMaster

4:40pm **Impact of Peer-Assisted Learning Strategies (PALS) in Reading for Diverse Learners in International Contexts: Effects of Explicit Peer-Assisted Instruction on Icelandic Emergent Multilingual Children's Early Reading Growth (1)**
» Ms. Amelia Larimer, Dr. Anna-Lind Pétursdóttir, Dr. Kristján Ketill Stefánsson, Dr. Kristen McMaster

5pm **Impact of Peer-Assisted Learning Strategies in Reading for Diverse Learners in International Contexts: Effects of Continuing Use of Explicit Peer-Assisted Instruction for At-Risk Students in 2nd Grade (2)**
» Ms. Auður Björgvinsdóttir, Dr. Anna-Lind Pétursdóttir, Dr. Kristen McMaster, Dr. Kristján Ketill Stefánsson, Dr. Sigurgrímur Skúlason

5:20pm **Impact of Peer-Assisted Learning Strategies in Reading for Diverse Learners in International Contexts: Adapting implementation of Peer-Assisted Learning Strategies to maximise support for reading comprehension, fluency, and self-efficacy in England (3)**
» Dr. Helen Breadmore, Dr. Emma Vardy

5:40pm **Impact of Peer-Assisted Learning Strategies (PALS) in Reading for Diverse Learners in International Contexts: A case study of adapting Peer-Assisted Learning Strategies to maximise support for vocabulary instruction in England (4)**
» Mr. Aaron Jordan, Dr. Emma Vardy

6pm **Impact of Peer-Assisted Learning Strategies (PALS) in Reading for Diverse Learners in International Contexts: Discussant (5)**
» Dr. Stephanie Al Otaiba