



Wednesday, 16 July

8:30am **Workshop**
Pre-Conference Workshop: Choose Your Own Adventure: Career Pathways in the Academy or Beyond
 Venue - MacLeod A1-A3 - Telus Convention Center

9:45am **General Break**
 Venue - MacLeod A1-A3 - Telus Convention Center

10:10am **Workshop**
Pre-Conference Workshop: Choose Your Own Adventure: Career Pathways in the Academy or Beyond
 Venue - MacLeod A1-A3 - Telus Convention Center

10:30am **General Board Meeting**
 Venue - MacLeod E4

12pm **General**
Grab N' Go Lunch (For Board Meeting Attendees Only)
 Venue - MacLeod E4

12:30pm **General**
Lunch (for Morning Pre-conference Workshop Attendees Only)
 Venue - MacLeod A1-A3 - Telus Convention Center

12:30pm **General**
Board Meeting (Afternoon)
 Venue - MacLeod E4

1:30pm **Workshop**
Pre-Conference Workshop: Plan Your Own Adventure: Time Management, Productivity, and Work-Life Harmony
 Venue - MacLeod A1-A3 - Telus Convention Center

2:30pm **General Break**
 Venue - MacLeod A1-A3 - Telus Convention Center

3pm **Workshop**
Pre-Conference Workshop: Plan Your Own Adventure: Time Management, Productivity, and Work-Life Harmony
 Venue - MacLeod A1-A3 - Telus Convention Center

5pm **General**
Welcome Reception (5:00-7:00 pm)
 Venue - Marriott Rooftop - 110 9 Ave SE, Calgary, AB T2G 0P5, Canada



Continued from **Wednesday, 16 July**

Thursday, 17 July

7:30am **General**
Breakfast (7:30 - 8:30 a.m.)
 Venue - Macleod A1 - A4

8:30am **Panel**
Session 1A: Symposium: Reexamining assumptions and understandings of shared book-reading
 Venue - Macleod C
 Organised by: Dr. Beth Phillips (Convenor, Discussant, Panel Chair)

Conjoint analysis: A helpful tool for assessing the Home Literacy Environment?
 » [Dr. Adriana Bus](#)

TeacherRead-Maestros Leer: A read-aloud program to support foundational early literacy skills of Spanish-English dual language learners
 » [Dr. Johannes Bos](#), Dr. Jill Pentimonti, Dr. Lauren Artzi

Digital Stories with multimedia animations and story comprehension in preschool children
 » [Prof. Claire \(Seung-Hee\) Son](#), Prof. Kirsten Butcher

Preschoolers' Semantic Knowledge of Informational Text: A Study of Synergy
 » [Prof. Susan neuman](#), Dr. Tanya Kaefer

8:30am **Oral**
Session 1B: Spoken Paper Group: Dyslexia and Reading Difficulties I
 Venue - Macleod D
 Organised by: Dr. Louie Lei Wang (Convenor)

School Psychologists' Knowledge of Dyslexia
 » [Dr. Tiffany Peltier](#)

Evaluating approaches to dyslexia identification for Multilingual learners
 » [Dr. Karol Ann Moore](#), Dr. R. Malatesha Joshi

Special needs assistance to children with language, behavioral, and developmental difficulties in kindergarten: Predictors of how resources are allocated
 » [Dr. Louie Lei Wang](#), Prof. Monica Melby-Lervåg, Dr. Mari Vaage Wang

The Impact of Educational Supports and Adjustments on Academic Achievement in Students with Developmental Language Disorder
 » [Dr. Shannon Hall-Mills](#)

Risk and protective factors for reading difficulties during elementary school
 » [Prof. Paul Morgan](#), Dr. Eric Hu

8:30am **Panel**
Session 1C: Symposium: Individual Differences in Cognitive Mechanisms for Reading: Insights from Neuroimaging
 Venue - Macleod E1
 Organised by: Dr. Rebecca Marks (Convenor, Panel Chair)

Individual differences in functional connectivity correspond to early reading skill in the first months of schooling
 » [Dr. Rebecca Marks](#), Dr. Xin Sun, Dr. Adriene Beltz, Dr. Fumiko Hoeft, Dr. Ioulia Kovelman

Continued from **Thursday, 17 July**

The relationship between individual differences in the neural basis of phonological awareness and word reading skills in children from kindergarten to elementary school.

» [Prof. Jin Wang](#), Prof. Frank Tong, Prof. Marc Joanisse, Ms. Julia Pines, Prof. James Booth

Brain bases of individual differences in morphology and word reading in children with dyslexia

» [Ms. Rachel Eggleston](#), Mr. Ryan Raybuck, Mr. James Baybas, Dr. S. Hélène Deacon, Dr. Ioulia Kovelman

Precision fMRI Reveals Functional Specificity of Right Hemisphere Recruitment in Children with Reading Disabilities

» [Dr. Ola Ozernov-Palchik](#), Ms. Amanda O'Brien, Dr. Tiffany Hogan, Dr. John Gabrieli

Individualized brain mapping to study reading in English learners.

» [Dr. Tehila Nugiel](#), Dr. Jessica Church

8:30am

Oral

Session 1D: Spoken Paper Group: Narrative Development

Venue - Macleod E2

Organised by: Dr. Amy Scott (Convenor)

The Mediating Role of Narrative and Expository Language Between Maternal Education and Reading Comprehension

» [Dr. Gabriela Silva-Maceda](#), Dr. Matthew Foster, Prof. Trina Spencer

Children's Detection of Inconsistencies in Macrostructure Elements

» [Ms. Lexi Elara](#), Dr. Beth Phillips

Evaluating the Accuracy of AI-Enhanced Speech-to-Text Transcription for Children's Oral Narrative Assessment

» [Dr. Amy Scott](#), Prof. Gail Gillon, Prof. Brigid McNeill

Boosting Narrative Depth: The Impact of Perspective-Taking on Young Writers' Composition and Comprehension

» [Ms. Gal Joseph](#), Prof. Rachel Schiff

8:30am

Oral

Session 1E: Spoken Paper Group: Teacher Knowledge and Perception

Venue - Macleod E3

Organised by: Mrs. Katy Kloberdanz (Convenor)

Enhancing teachers' knowledge of spelling and instructional science improves children's literacy: findings from a cluster randomized controlled trial

» [Dr. Cameron Downing](#), Dr. Richard Watkins, Dr. Nicola Dawson, Dr. Catherine Clark, Dr. Markéta Caravolas, Prof. Manon Jones

Teachers' Feedback Practices: Impact of an observational framework for agentic feedback on students' oral reading

» [Mrs. Karianne Megard Grønli](#), Dr. Bente Rigmor Walgermo, Prof. Per Henning Uppstad, Prof. Erin Margaret McTigue

Effect of Language Construct Knowledge and Literacy Licensing Exams for Pre-Service Teachers

» [Dr. Yan Yan](#), Dr. Caleb Hood

Secondary teachers' perceptions of using generative artificial intelligence to implement evidence-based writing practices

» [Dr. Jamie Day](#)

Literacy knowledge of elementary educators: A comparative study

» [Mrs. Katy Kloberdanz](#), Dr. Jennifer Stewart, Dr. Timothy Odegard

10:10am

General

Coffee Break

Venue - Macleod Prefunction

Continued from **Thursday, 17 July**

10:30am

Oral**Session 2A: Spoken Paper Group: Reading and Spelling Interventions***Venue - Macleod C*

Organised by: Dr. Gillian West (Convenor)

The effectiveness of a nationwide implementation of the Nuffield Early Language Intervention (NELI): Evidence from regression discontinuity analyses» [Dr. Gillian West](#), Prof. Rocio Titunik, Ms. Sarah Hearne, Ms. Caroline Korell, Dr. Mihaela Duta, Prof. Maggie Snowling, Prof. Charles Hulme**Improving reading and mathematical skills through an integrated intervention: a multi-site randomized trial**» [Prof. Monica Melby-Lervåg](#), Dr. Tonje Amland, Prof. Oddny Solheim, Prof. Arne Lervåg, Dr. Anita Lopez-Pedersen, Dr. Vibeke Rønneberg**Large scale implementation of an evidenced based word reading and spelling intervention.**» [Prof. Gail Gillon](#), Prof. Brigid McNeill, Dr. Megan Gath**There is still hope: Tier 3 intervention produces significant effects on pseudoword decoding and set for variability**» [Dr. Kristy Dunn](#), Prof. George Georgiou, Dr. Robert Savage, Prof. Rauno Parrila**That's capital! Improving children's use of a deterministic spelling pattern through intervention**» [Ms. Emilia Hawkey](#), Ms. Annie Worthing, Prof. Nenagh Kemp

10:30am

Panel**Session 2B: Symposium: Using cognitive neuroscience tools to characterize reading growth***Venue - Macleod D*

Organised by: Dr. Nicole Landi (Convenor, Discussant, Panel Chair)

Predicting reading outcomes using in-school neuroscience» [Dr. Dan Kleinman](#), Dr. Nicole Landi**Functional brain imaging indices of response to reading intervention**» [Dr. Augusto Buchweitz](#), Dr. Jan Frijters, Dr. Kenneth Pugh, Dr. Robin Morris**Kindergarten neural predictors of 1st grade reading outcomes and intervention response**» [Dr. Laurie Cutting](#)**Oscillatory stimuli capture 'tuning' of the visual system during reading acquisition**» [Prof. Bruce McCandliss](#), Dr. Fang Wang

10:30am

Oral**Session 2C: Spoken Paper Group: Dyslexia and Reading Difficulties II***Venue - Macleod E1*

Organised by: Dr. Selçuk Güven (Convenor)

Examining Developmental Attentional Dyslexia in Turkish: The Role of Orthography Transparency and Vowel Harmony in Letter Migration Patterns» [Dr. Selçuk Güven](#), Prof. Naama Friedmann**Phonological decoding skill in braille readers: Implications for dyslexia**» [Dr. Lindsay Harris](#), Dr. Luis Lopez, Ms. Ailing Li, Dr. Alecia Santuzzi**Dyslexia: does an auditory processing disorder underlie a phonological processing deficit?**» [Prof. Brigitte Stanké](#), Ms. Julie Robidoux, Mrs. Susan Plante, Mrs. Annie Racine, Ms. Eve Julie Rioux, Mrs. Marianne Paquet, Prof. Benoît Jutras

Continued from **Thursday, 17 July**
Cognitive Profiles and Medication Efficacy in Children with Dyslexia and ADHD in the Chinese Language Context

 » [Prof. Ricky Van Yip Tso](#), Dr. Dan Lin, Dr. Tai Sum Tony Lai, Dr. Kit Yu Kitty Yeung

Differential effects of an early reading intervention for struggling readers

 » [Prof. Per Henning Uppstad](#), Dr. Jan Frijters, Prof. Kjersti Lundetræ, Prof. Oddny Solheim

10:30am

Panel
Session 2D: Symposium: Innovative approaches to examining children's writing development and assessment from preschool to grade five

Venue - Macleod E2

Organised by: Dr. Hope Gerde (Convenor, Panel Chair)

Navigating language production: The interplay of oral narrative skills, spelling, and composing development in preschoolers

 » [Dr. JeanMarie Farrow](#), Dr. Gary Bingham, Dr. Hope Gerde, Dr. Ryan Bowles, Dr. Xiao Zhang

Understanding composing transformation in early writers: Intersections of writing, executive function, language, and reading

 » [Dr. Margaret Quinn](#), Dr. Rebecca Rohloff, Dr. Xiao Zhang, Dr. Jackie Ridley

Identifying ideal written language measures for kindergarten sentence structure across three genres

 » [Dr. Meaghan McKenna](#), Dr. Yan Xia, Dr. Hope Gerde, Dr. Nicolette Grasley-Boy, Dr. Robert Dedrick

Unpacking morphological complexity: Its impact on writing skills in students across literacy development levels

 » [Dr. Kiana Hines](#), Dr. Cherish Sarmiento, Ms. Lauren Hennenfent, Dr. Adrea Truckenmiller

Where do we start when teaching informational writing in grades 4 and 5?

 » [Dr. Adrea Truckenmiller](#), Ms. Katie Valentine, Dr. Cherish Sarmiento, Ms. Lindy Johnson, Dr. Eunsoo Cho, Dr. Kiana Hines, Ms. Lauren Hennenfent, Ms. Julia Randle, Ms. Pam Moura, Dr. Gary Troia

10:30am

Oral
Session 2E: Spoken Paper Group: Assessment I

Venue - Macleod E3

Organised by: Dr. Lee Branum Martin (Convenor)

Planned missing designs for item development

 » [Ms. Roula Aldib](#), Dr. Lee Branum Martin, Dr. Suzanne Adlof, Dr. Alison Hendricks

Measuring maternal sensitivity: Disentangling traits, methods, and items

 » [Dr. Lee Branum Martin](#), Ms. Roula Aldib, Dr. Ivette Cejas, Dr. Erin Ingvalson, Dr. Sara Kover

Examining differential item functioning in academic vocabulary assessments for English language learners

 » [Dr. Paulina Kulesz](#), Dr. Joshua Lawrence, Dr. Rebecca Knoph, Dr. David Francis

The internal structure of ROAR-Morphology using an Item-Response Theory approach.

 » [Dr. Alexander Blum](#), Dr. Robin Irey, Ms. Tonya Murray, Dr. Yukie Toyama, Dr. Jason Yeatman, Dr. Rebecca Silverman

Examining the Internal Structure and Measurement Invariances of Curriculum-based French Fluency Measures

 » [Mr. Songtao Wang](#), Dr. Juan E. Jiménez, Dr. Feng Ji, Ms. Laura Coon, Dr. Kathleen Hipfner-Boucher, Prof. Becky (Xi) Chen

12:10pm

General Lunch

Venue - Macleod A1 - A4

Continued from **Thursday, 17 July**

12:40pm

Poster**Poster Session 1***Venue - Macleod A5 - B***#1 - Item-level pause time and pause time variability in kindergarten rapid automatized naming as a predictor of future reading ability: A multilevel analysis**» Ms. Jiyeon Kim, Ms. Emily Harriott, Dr. Nadine Gaab, Dr. John Gabrieli, Dr. Elizabeth Norton**#2 - Implementation Fidelity of Foundational Reading Skills: Trends, Measures, and Facilitators vs. Barriers**» Ms. Florence Bason, Ms. Casey Balkcom, Ms. Deana West, Dr. Valentina Contesse, Dr. Matthew Burns, Ms. Lauren Kern**#3 - Literacy experiences of dual language and English only students in preschool – 3rd grade classrooms**» Dr. Jin Kyoung Hwang, Dr. Ashley Sanabria, Dr. Deborah Vandell**#4 - What do they know about reading?: an exploratory factor analysis of a language constructs assessment in elementary teacher preparation**» Mrs. Amy Edelfson, Dr. Laura Tortorelli, Dr. Ryan Bowles**#5 - Psychosocial outcomes in adults with word reading difficulties: Anxiety, motivation, and self-regulation**» Dr. Kelly Cartwright, Dr. Ana Taboada Barber, Ms. Erica Neal**#6 - The Role of Domain-General, Behavioral, and Reading-Specific Executive Function in Reading Comprehension: Does Context-Specific Executive Function Matter?**» Dr. Peng Peng**#7 - Pinyin skills relate to Malay and English but not to Chinese word reading in Malaysian trilingual children**» Mr. Zebedee Rui En Cheah, Dr. Catherine McBride, Dr. Tomohiro Inoue**#8 - Measuring the fruits of a district-wide literacy improvement plan: A mixed-methods team science investigation**» Dr. Nicole Patton Terry, Dr. Ashley Edwards, Dr. Callie Little, Dr. Rhonda Raines, Dr. Denise Dennis, Dr. Jenny Root, Mr. Cristian Vazquez, Ms. Christine White, Mr. Jordan Dozier, Dr. Brooke Solz**#9 - When reading difficulties persist: An examination of parent-reported emotion regulation in a sample of fourth-grade students**» Ms. Taylor Berrier, Ms. Supraja Srikumar, Dr. Dawna Duff, Dr. Suzanne Adlof**#10 - The first-letter advantage and event-related potentials in children and adults**» Ms. Maya Blair, Dr. Richard Kruk, Dr. Amy Desroches**#11 - Delayed Copying as a pathway to Chinese literacy development: It is more complicated**» Dr. Yanyan Ye**#12 - Trialling simplification strategies for maths word problem solving in children and adolescents with developmental language disorder (DLD)**» Dr. Nicola Dawson, Ms. Hilary Nicoll, Dr. Lucy Hughes, Mr. Chris Mitchell, Mr. Sander Palmqvist, Ms. Sarah Francis, Ms. Sian Smith, Prof. Helena Osana, Dr. Anne Lafay, Ms. Mélanie Barilaro, Dr. Susan Ebbels**#13 - An examination of small group reading instruction in K-3 Michigan classrooms**» Mrs. Lisa Cortez Hendricks, Dr. Tanya Wright**#14 - Exploring variability in code- and meaning-focused skills in English and Spanish: A latent profile analysis of bilingual children**» Dr. Amy Pratt, Dr. Ashley Sanabria, Dr. Elizabeth Pena, Mr. Johnny Gallagher, Mr. Reinaldo Cabrera Perez



Continued from **Thursday, 17 July**

#15 - Understanding social risk and resilience in urban and rural areas with GIS data

» [Dr. Norma Hancock](#), Dr. Callie Little, Dr. Denisha Campbell, Dr. Erik Rawls, Dr. Lakeisha Johnson, Dr. Nicole Patton Terry, Dr. Tiffany Hogan

#16 - A GRM7 SNP is associated with language decoding in children

» [Dr. Sarah S. Hughes-Berheim](#), Ms. Emily Harriott, Dr. Chenglin Lou, Mr. Harrison Parent, Ms. Kellam Schudde, Dr. Colleen Niswender, Dr. Laurie Cutting

#17 - Contributions of cognitive, language, and literacy skills to L1, L2, and L3 reading comprehension among Kapampangan-Filipino-English students

» [Dr. Portia Padilla](#)

#18 - How Does Teacher Knowledge and Self-Efficacy Influence Their Choice of Spelling Activities and Assessment Methods?

» [Mrs. Kimberly Wright](#), Dr. Ramona Pittman, Mrs. Taylor Seymour, Prof. R. Malatesha Joshi

#19 - Effect size thresholds for phonemic awareness research

» [Dr. Florina Erbeli](#), Dr. Marianne Rice, Ms. Ying Xu, Dr. Robert Savage

#20 - Does participation in a story retell impact performance on expressive comprehension questions for kindergarten students?

» [Dr. Carlin Conner](#), Dr. Emily Solari

#21 - The development of reading is associated with speech categorization consistency

» [Dr. Hyoju Kim](#), Dr. Ethan Kutlu, Dr. Bob McMurray

#22 - The effects of a short, intensive reading intervention for students with reading disabilities

» [Ms. Natalie Huerta](#), Dr. Laurie Cutting

#23 - Does first language and socioeconomic status affect second-language reading skills?

» [Mrs. Mahnaz Dehghantezerjani](#), Dr. Robert Savage, Prof. George Georgiou, Dr. Kristy Dunn, Mr. Alireza Baneshi

#24 - Aggregated Spelling Measure's Ability to Predict Spelling Miscues and Alignment with Spelling Assessment

» [Mr. Kenny Tang](#), Dr. Laurie Cutting

#25 - What teachers know and do: Enhancing teacher knowledge and practice in foundational reading

» [Dr. Julia Lindsey](#)

#26 - The impact of maternal involvement on early adolescent literacy performance

» [Ms. Ariel Chavers](#), Dr. Stephanie Del Tufo

#27 - Key considerations in reading fluency assessments for English Language Learners (ELLs): A systematic scoping review

» [Ms. Jessica Ho](#), Dr. Todd Cunningham, Dr. Esther Geva

#28 - Literal and inferential talk in preschool classroom book reading

» [Ms. Yarui Chen](#), Dr. Beth Phillips, Ms. Brielle Babcock, Ms. Felesa Oliver

#29 - Childhood household chaos and reading motivation

» [Mr. Cory Balon](#)

#30 - Effects of Explicit Morphological Analysis Training on Novel Suffix Learning: Evidence from Upper and Lower Elementary Students

» [Dr. Dalia Martinez](#), Dr. Danielle Colenbrander, Dr. Tomohiro Inoue, Prof. Rauno Parrila, Prof. George Georgiou

#31 - Using Process Data to Understand Adults' Strategy Use on a Digital Literacy Item

» [Dr. Elizabeth Tighe](#), Dr. Gal Kaldes, Dr. Qiwei He



Continued from **Thursday, 17 July**

#32 - Developing a predictive model for dyslexia that combines multiple indicators and targets long-range outcomes

» [Dr. Richard Wagner](#), Ms. Rachelle Johnson, Dr. Jerad Moxley, Dr. Fotena Zirps

#33 - How working memory, phonological, and morphological awareness drive vowelized and unvowelized word reading in children with reading difficulties

» [Prof. Rachel Schiff](#), Dr. Ayelet Sasson

#34 - Identifying Determinants to Scaling-up a New Early Literacy Screener

» [Ms. Stephanie Tatel](#)

#35 - Sooner or later: Early emergence of the first-letter advantage in kindergarten typical but not struggling readers

» [Dr. Richard Kruk](#), Ms. Samantha Pierce, Dr. Amy Desroches

#36 - The effects of altered font for students with and without decoding difficulties

» [Ms. Pamela Shewalter](#), Dr. Amy Elleman, Dr. Timothy Odegard, Dr. Eric Oslund

#37 - Adapting a structured literacy tier 1 method for homeschooling instruction of a child with dyslexia: A caregiver training model

» [Mrs. Susanna Hughes](#), Dr. Shujia Sun, Dr. Sunshine Moss, Dr. Linda J. Lombardino

#38 - The longitudinal interplay between behavioral regulation, vocabulary and mathematics skills in rural Chinese kindergarten children

» [Dr. Catrina Liu](#), Dr. Xiao Zhang

#39 - Incorporating a scenario-based task to enhance high school students' integration of multiple texts in writing an argumentative essay

» [Dr. Yu-Min Ku](#)

#40 - Patterns of Preschool Phonological Awareness Development and Later Literacy Outcomes

» [Dr. Alida Hudson](#), Dr. Shayne B. Piasta, Dr. Jessica Logan, Dr. Cynthia Zettler-Greeley, Dr. Kandia Lewis, Dr. Ye Shen, Dr. Zhiling Shea

#41 - The ERP indicators for mental model updating with authentic text reading

» [Ms. Weiqi Wang](#), Dr. Charles Perfetti, Dr. Lin Chen

#42 - Modeling Growth: Uncovering Science Vocabulary Development in Spanish-Speaking Second Graders

» [Mrs. Kimberly Wright](#), Ms. Nipah Onkananuwonk, Dr. Jose Palma, Dr. Doris Luft Baker

#43 - Are different word reading tasks equally good in predicting growth in early reading comprehension?

» [Prof. Rauno Parrila](#), Dr. Tomohiro Inoue, Dr. Kristy Dunn, Ms. Sissi Kerboua, Prof. George Georgiou

#44 - Meaning trumps phonology and reading difficulty status in young students' vocabulary learning

» [Dr. Jamie Metsala](#)

#45 - Children's Written Morphology Skills demonstrated in Narrative Responses

» [Ms. Ashley Ippolito](#), Dr. Carla Wood, Dr. Michelle Torres-Chavarro

#46 - Learning outcomes of participants in a digital writing intervention for adults with low literacy skills in Germany

» [Mr. Moritz Butscheidt](#)

#47 - Kumon: let's read for fun!

» [Ms. Lien Vu](#), Dr. Henry May, Dr. Richard Houang, Dr. Stephanie Del Tufo

#48 - L2 Buoyancy: the ability to negotiate the ups and downs in second language learning

» [Ms. Kenan Gao](#), Prof. Juan Zhang, Ms. Yihui Wang, Mr. Wei He

Continued from **Thursday, 17 July****#49 - Validity and Importance of Reading Accuracy Data for Diagnostic Decisions**» [Dr. Matthew Burns](#), Dr. Valentina Contesse, Dr. Holly Lane**#50 - Coaching in the Context of Reform-Mandated Reading Instruction**» [Ms. Ann Louise Hance](#), Dr. Erin Hogan**#51 - Does word reading in different scripts share the same cognitive basis? A longitudinal study in Japanese**» [Dr. Tomohiro Inoue](#), Prof. George Georgiou, Dr. Miyuki Hosokawa, Dr. Naoko Muroya, Prof. Rauno Parrila

2:10pm

Panel**Session 3A: Symposium: Morphology in reading development: Dimensions within morphological skills and differences across learners.**

Venue - Macleod C

Organised by: Dr. Helene Deacon (Convenor, Panel Chair)

Morphological analysis, and not awareness is the key predictor of vocabulary in early elementary school.» [Dr. Helene Deacon](#), Dr. Sofia Giazitidou**Bilingual reading brain perspectives on morphological awareness**» Dr. Ioulia Kovelman, Dr. Kehui Zhang, Dr. Rebecca Marks, Dr. Nia Nickerson, [Ms. Rachel Eggleston](#)**Promoting and assessing morphological analysis for learning in science with multilingual adolescents**» [Dr. Dianna Townsend](#), Dr. Amy Crosson, Dr. Pui-wa Lei, Ms. Vickie Smith Barrios, Ms. Sophia Lopez**Distinct roles of compound and affix awareness in vocabulary among Chinese-English bilingual and English monolingual preschoolers**» [Dr. Xin Sun](#), Dr. S. Hélène Deacon, Dr. Janet Werker

2:10pm

Oral**Session 3B: Spoken Paper Group: Early Language Development and Literacy**

Venue - Macleod D

Organised by: Mr. Bob Kapteijns (Convenor)

Latent longitudinal profiles of early literacy: Individual differences in phonological, vocabulary and reading development across early primary school.» [Mr. Bob Kapteijns](#), Dr. Marco Van de Ven, Dr. Anne van Hoogmoed, Prof. Evelyn Kroesbergen**Longitudinal Dynamics Between the Expressive Vocabulary and Syntax in Early Childhood**» [Ms. Youngmin Oh](#), Ms. Elizabeth Blue, Dr. Beth Phillips**Long - term prognosis of low language proficiency in children**» [Dr. Åste Hagen](#), Dr. Kristin Rogde, Prof. Monica Melby-Lervåg, Prof. Arne Lervåg, Prof. Courtenay Norbury**Content features of television programming for preschoolers: Links with later language and literacy skills**» [Dr. Megan Gath](#), Ms. Jenna Gawn, Prof. Gail Gillon**Comparing the development of the retrieval of word meanings from spoken and written words between L1 and L2 children**» [Mr. Patrick Dahdah](#), Prof. Johannes Naumann, Dr. Maj-Britt Haffmans, Dr. Julia Schindler, Prof. Tobias Richter

2:10pm

Oral**Session 3C: Spoken Paper Group: Word Reading and Spelling**

Venue - Macleod E1

Organised by: Ms. Qing Cai (Convenor)

Is Lexical Distinctiveness Beneficial? Evidence from Novel Homophones» [Ms. Kayla Hensley](#), Dr. Rebecca Treiman, Dr. Jayde Homer



Continued from **Thursday, 17 July**

How do children read potentiophones?

» [Dr. Danielle Colenbrander](#), Dr. Signy Wegener, Dr. Valeria Rigobon, Prof. Saskia Kohnen, Dr. Lyndall Murray, Prof. Anne Castles

Investigating the impact of feedforward and feedback consistency on word reading accuracy in connected text among second graders

» [Ms. Qing Cai](#), Dr. Yukie Toyama, Mr. Himilcon Inciarte, Dr. Elfrieda Hiebert, Dr. Anne Cunningham, Dr. Robin Irey

2:10pm

Panel

Session 3D: Symposium: Literacy in Children who are Deaf and Hard of Hearing Across the School Years

Venue - Macleod E2

Organised by: Dr. Krystal Werfel (Convenor, Panel Chair)

Developmental trajectories of emergent literacy skills of children who use cochlear implants and children who use hearing aids

» [Dr. Krystal Werfel](#), Dr. Lee Evans, Ms. Brittany Grey, Dr. Emily Lund

Alphabet knowledge and phonological awareness growth in preschoolers who are deaf/hard of hearing

» [Dr. Erin Ingvalson](#), Dr. Tina Grieco-Calub, Dr. Lynn Perry, Dr. Mark VanDam

The effect of vestibular dysfunction on reading outcomes in children with hearing loss.

» [Dr. Kristen Janky](#), Dr. Jessie Patterson, Mrs. Kayla Skaggs, Dr. Denis Fitzpatrick

Reading Profiles in Adolescents who are Deaf or Hard of Hearing

» [Dr. Elizabeth Walker](#), Dr. Jacob Oleson, Ms. Mariia Tertyshnaia

The role of executive functions and language skills in deaf children's reading ability in middle childhood

» [Dr. Fiona Kyle](#), Dr. Kathryn Mason, Ms. Amy Hegedus, Dr. Kate Rowley, Dr. Jan Frijters, Prof. Nicola Botting, Prof. Ros Herman

2:10pm

Oral

Session 3E: Spoken Paper Group: Reading Instruction I

Venue - Macleod E3

Organised by: Dr. Jake Downs (Convenor)

What works for teaching decoding to adolescents? A meta-analytic investigation

» [Dr. Julia Yi](#), Dr. Angelique Aitken, Dr. Micheal Sandbank, Dr. Emily Sharp, Dr. Adiba Nusrat

Typical classroom reading instruction: Contributions to writing achievement in kindergarten

» Dr. Ying Guo, [Prof. Cynthia Puranik](#), Dr. Yanli Xie

Robot-assisted instructions for Chinese children in language learning: A mixed-method study

» [Dr. Hay Mar Myat Kyaw](#), Dr. Annie Yixun Li, Ms. ZOU Lin

Content-focused interactions in preschool classrooms

» [Mrs. C.J. Espittia](#), Dr. Beth Phillips, Dr. Sonia Cabell, Dr. Chelsea Funari

Clash of the Titans - Comparing Outcomes from Reading First and Science of Reading Era Curricula

» [Dr. Jake Downs](#)

3:50pm

General

Coffee Break

Venue - Macleod Prefunction

4:10pm

Oral

Session 4A: Spoken Paper Group: Reading Comprehension Development

Venue - Macleod C

Organised by: Dr. Nicole Conrad (Convenor)



Continued from **Thursday, 17 July**

Understanding Chinese children's reading comprehension by considering the factors from cognitive, psychological, and ecological domains

» [Dr. Zhengye Xu](#), Dr. Phil Duo Liu, Dr. Bonnie Wing-Yin Chow, Dr. Lei Wang, Prof. R. Malatesha Joshi

The mediating role of word reading in the relation between spelling and reading comprehension in elementary school-aged children

» [Dr. Nicole Conrad](#), Dr. Sofia Giazitzidou, Dr. S. Hélène Deacon

Are there bidirectional influences between reading comprehension, word decoding and listening comprehension?

» [Prof. Arne Lervåg](#), Prof. Monica Melby-Lervåg

The relationship between self-regulation, multiple digital document comprehension and individual differences

» [Dr. Aurora Troncoso-Ruiz](#), Dr. Marco Van de Ven, Prof. Eliane Segers

4:10pm

Panel

Session 4B: Symposium: Reading anxiety

Venue - Macleod D

Organised by: Ms. Rachelle Johnson (Convenor, Panel Chair) and Dr. Suzanne Adlof (Discussant)

How common is reading anxiety?

» [Ms. Rachelle Johnson](#), Dr. Tsz Lau, Ms. Ashlyn Hicks, Dr. Colleen Ganley, Dr. Sara Hart

Reading difficulties and related mental health problems in adolescents

» [Dr. Andrea Salins](#), Prof. Saskia Kohnen, Prof. Anne Castles, Dr. Erin Banales, Prof. Genevieve McArthur

Understanding the relation between reading and anxiety among upper elementary students with reading difficulties

» [Dr. Sarah Fishstrom](#), Dr. Philip Capin, Dr. Anna Mari Fall, Dr. Gregory Roberts, Dr. Sharon Vaughn

Reading anxiety in Arabic university students

» [Dr. Sana Tibi](#), Dr. Ashley Edwards, Prof. John Kirby, Dr. Soheil Salha

4:10pm

Panel

Session 4C: Symposium: Dialogic talk in context: Possibilities and pressures in teaching and learning

Venue - Macleod E1

Organised by: Dr. Shireen Al-Adeimi (Convenor, Panel Chair) and Dr. Catherine Snow (Discussant)

Justice-oriented dialogic instruction: Examining dialogicity and equity in pre-service teachers' literacy lessons

» [Dr. Shireen Al-Adeimi](#)

Examining teachers' oral language supports for school-relevant language learning in middle grade classrooms

» [Dr. Emily Phillips Galloway](#), Dr. Lisa Hsin

Dialogic Talk in Preservice Teacher Candidate Courses

» [Dr. Jennie Baumann](#)

Dialogic instruction under pressure: How justice-oriented English teachers navigate prescriptive curricula

» [Ms. Rebecca Lee](#)

4:10pm

Oral

Session 4D: Spoken Paper Group: Eye Movement I

Venue - Macleod E2

Organised by: Ms. Julie Robidoux (Convenor)

Continued from **Thursday, 17 July**

From movement to meaning: Eye-movement measures as predictors of L1 and L2 reading comprehension

» Ms. Stefania Antonia Kyriakidou, Dr. Daniel Schmidtke, Dr. Anna Moro

Eye movements in a spelling learning task: how do children explore words to learn?

» Ms. Julie Robidoux, Mr. Antonin Rossier-Bisaillon, Prof. Boutheina Jemel, Prof. Brigitte Stanké

Visual Skills and Reading Achievement: Are underdeveloped visual skills holding our students back?

» Mr. John Ferrara, Dr. Alexandra Spichtig, Ms. Nancy Brower, Dr. Kristin Gehsmann

The roles of reading abilities and text complexity on eye-movements during children's passage reading

» Ms. Charlotte Jeppsen, Ms. Alex Fell, Mx. Sam Knight, Ms. Mallory Hellman, Ms. Eva Kelly, Dr. Bob McMurray

4:10pm

Oral

Session 4E: Spoken Paper Group: Phonological Awareness and Word Reading

Venue - Macleod E3

Organised by: Mr. Himilcon Inciarte (Convenor)

The fundamental dimension of real-time written word recognition: effects of development, reading ability and oral language

» Dr. Bob McMurray, Dr. Hyoju Kim, Ms. Jamie Klein-Packard, Dr. Bruce Tomblin

Sequential processing efficiency: A missing component of reading fluency but only among advanced readers

» Mrs. Sandra Romero, Prof. George Georgiou, Dr. Athanassios Protopapas

Reading performance and development of first-grade students in Estonia: A comparative cohort study with a 12-year gap

» Prof. Piret Soodla, Dr. Anna-Liisa Jõgi

Development of phonological awareness in preschoolers: an analysis from its multidimensionality

» Ms. Nicole Frez, Ms. Catalina Reszczynski, Dr. Carla Muñoz, Dr. Jorge Valenzuela

What a Cluster! The difficulty of consonant clusters across various tasks, modalities, and languages

» Mr. Himilcon Inciarte, Dr. Anne Cunningham

6pm

General

Business Meeting - Everyone Welcome! Please Join!

Venue - MacLeod D

Friday, 18 July

7:30am

General

Breakfast (7:30 - 8:30 a.m.)

Venue - Macleod A1 - A4

8:30am

Oral

Session 1A: Spoken Paper Group: Orthographic Representations and Reading

Venue - Macleod C

Organised by: Dr. Sofia Giazitzidou (Convenor)



Continued from Friday, 18 July

Are orthographic representations the other side of efficient word reading? An inquiry in a transparent orthography

» [Dr. Sofia Giazitidou](#), Prof. Susana Padeliadu

Learning English as a second orthography: A study of Welsh-to-English orthographic interference in children's spellings.

» [Dr. Markéta Caravolas](#), Ms. Leah Hadden-Purnell, Prof. Brett Kessler

Lurg to relurg to mislurg? Effects of accumulated learning through self-teaching.

» [Dr. Rebecca Tucker](#), Dr. S. Hélène Deacon

Learning complex words: An experiment of the self-teaching hypothesis

» [Ms. Christina Novelli](#), Dr. Scott Ardoin, Dr. Devin Kearns, Prof. Katherine Binder, Ms. Anna Sergi

8:30am

Panel

Session 1B: Symposium: Language learning landscapes: insights and interventions for children

Venue - Macleod D

Organised by: Prof. Young-Suk Kim (Convenor, Panel Chair)

Morphological analysis pathway to reading

» [Dr. Carla Wood](#), Dr. Michelle Torres-Chavarro, Dr. Chris Schatschneider, Dr. Sana Tibi

Enhancing Early Language Skills Through the Story Detective Program: A Randomized Controlled Trial

» [Prof. Young-Suk Kim](#), Ms. Molly Leachman, Ms. Rebecca Goldstone, Dr. Sarah Herrera

Studying Timing and Dosage for Best Impact: A Multi-year Randomized Language Intervention

» [Dr. Beth M. Phillips](#), Dr. Christopher Lonigan, Ms. Karli Willis

What research-tested curricula and interventions positively impact young children's language learning?

» [Ms. Hyejin Kim](#), Dr. Shayne B. Piasta, Ms. Yeqing Liu

Language as the vehicle, not the destination: What shapes teachers' provision of language-learning opportunities in early childhood classrooms

» [Dr. Clariebel Gabas](#), Dr. Rachel Schachter, Ms. Paige Wernick, Dr. Shayne B. Piasta, Dr. Kelly Purtell

8:30am

Oral

Session 1C: Spoken Paper Group: Socio-cultural Factors

Venue - Macleod E1

Organised by: Dr. Amanda Denston (Convenor)

Longitudinal associations between school belonging and internalising symptoms in adolescents with poor reading ability

» [Ms. Alana Jones](#), Prof. Genevieve McArthur, Dr. Lisi Beyersmann, Dr. Serje Robidoux, Dr. Carly Johnco

Reading self-efficacy and behaviour profiles of beginning readers: The relationship with literacy development

» [Dr. Amanda Denston](#), Dr. Alison Arrow, Dr. Jinjing Fang

Interrupting adolescents' habitus: A case study of how disadvantaged students achieve reading gain

» [Dr. Chin Ee Loh](#)

Examining Socioeconomic Status and Academic Achievement Gaps: A Meta-Analysis of Reading and Writing Outcomes

» [Dr. Yucheng Cao](#), Prof. Young-Suk Kim, Ms. Yuemeng Wang

Literacy transformation in the face of systemic obstacles: A mixed-methods investigation

» [Ms. Margaret Goldberg](#), Mr. James Allardice, Dr. Norma Hancock, Ms. KaRynn Sheranian, Dr. Tiffany Hogan

Continued from **Friday, 18 July**

8:30am

Oral**Session 1D: Spoken Paper Group: Home Literacy**

Venue - Macleod E2

Organised by: Prof. Paul Morgan (Convenor)

Relationship between home literacy environment and children's development in Brazilian preschoolers» Dr. Tatiana Pollo, Dr. Mônia Silva, Ms. Maria Eduarda Martins, Mr. Bruno Ferreira, Ms. Daniele Portela**The impact of homework and guided parental support on socioeconomically disadvantaged children**» Dr. Dacian Dolean, Prof. Arne Lervåg, Prof. Monica Melby-Lervåg**Declines in home literacy practices across time by U.S. elementary schoolchildren**» Prof. Paul Morgan, Dr. Qingqing Yang**Effects of parent-child literacy engagement to promote vocabulary growth during COVID-19 school closures.**» Dr. Susan Chambré, Dr. Esther Hellmann**The relationship between literacy environment and early literacy skills in 5-year-old Malayalam-speaking Indian children**» Ms. Aaruni V T, Dr. Perumal R C, Dr. Krupa M, Dr. Jayashree C. Shanbal, Dr. Anjana A V

8:30am

Panel**Session 1E: Symposium: Mental health problems in children with specific learning disabilities**

Venue - Macleod E3

Organised by: Prof. Sha Tao (Convenor) and Prof. George Georgiou (Panel Chair)

Do mothers' educational level and children's inattention explain the comorbidity between mental health problems and difficulties in both reading and mathematics?» Prof. Sha Tao, Mrs. Xiaoyu Ren, Ms. Yuxuan Chen, Ms. Rui Chen, Ms. Haibo Zhang, Ms. Ningyu Liu, Mr. Leilei Ma, Ms. Yao Wang, Prof. George Georgiou**Do Children with Comorbid Reading and Mathematics Difficulties Experience More Internalizing Problems?**» Dr. Ana Paula Alves Vieira, Prof. George Georgiou, Dr. Yuliya Kotelnikova**Reading anxiety, inattention, and reading ability in youth with specific learning disabilities**» Mrs. Brianna Paquette, Ms. Alecia Mercier, Prof. Sylvie Mrug, Ms. Melanie Grace Albright, Dr. Kevin Campbell, Prof. Caroline Richter**Mental health among Chinese children with and without reading difficulties**» Dr. Miao Li, Dr. Wei Zhao, Ms. Mengmeng Liu, Ms. Lele Zhang, Dr. Gen Li**Learning Disabilities and Behavioral-Emotional Problems: Differences Between LD Types, Genders, and Contexts**» Prof. Tuija Aro, Mr. Kenneth Eklund, Mrs. Anna-Kaija Eloranta, Prof. Timo Ahonen

10:10am

General**Coffee Break**

Venue - Macleod Prefunction

10:30am

Panel**Session 2A: Symposium: Content-Rich and Language-Enhanced Literacy Instruction for Diverse K-8 Students**

Venue - Macleod C

Organised by: Dr. Jackie Eunjung Relyea (Convenor, Panel Chair) and Dr. Catherine Snow (Discussant)



Continued from Friday, 18 July

Item-Level Causal Modeling of The Impact of Content-Rich Literacy Instruction on Vocabulary

» [Dr. Sonia Cabell](#), Dr. Yaacov Petscher, Dr. Thomas White, Dr. James Kim, Dr. Rebecca Vasile, Dr. Hyejin Hwang

Variation of Teacher Language Scaffolds in First-Grade Classrooms

» [Dr. Douglas Mosher](#), Dr. James Kim

Evaluating the Impact of the Knowledge, Language, and Structured Inquiry (K.L.I.) Intervention on Reading Comprehension in Upper Elementary Multilingual Learners

» [Dr. Dennis Davis](#), Dr. Ben Kelcey, Ms. Corrie Dobis, Dr. Becky Huang, Dr. Jackie Eunjung Relyea

Enhancing, Evaluating, and Extending Research-Based Instructional Practices for Emergent Bilingual Students in Social Studies Classrooms

» [Dr. Philip Capin](#), Dr. Leticia Martinez, Dr. Daniel Espinas, Dr. Sharon Vaughn

10:30am

Oral

Session 2B: Spoken Paper Group: Bilingual Reading Development

Venue - Macleod D

Organised by: Dr. Baoqi Sun (Convenor)

Peer Effects on Biliteracy Development: When Do They Matter, and For Which Language?

» [Dr. Baoqi Sun](#), Dr. Beth O'Brien

Investigating developmental patterns in English alphabet knowledge of Chinese-English emergent bilingual children in Hong Kong

» [Dr. Somin Park](#), Dr. Diana Pui Ling Lee

Balancing trilingualism: French and English writing and reading competency in multilingual adolescents

» [Ms. Eve Julie Rioux](#), Dr. Elin Thordardottir

Variables related to Arabic word level reading in children in Canada and Saudi Arabia

» [Dr. Alexandra Gottardo](#), Ms. Asma Amin

Analyzing the impact of different implementation patterns on language and literacy outcomes of bilingual students

» [Dr. Rajendra Chattergoon](#), Dr. Nick Feroce, Dr. Gigi Luk, Dr. Liz Brooke

10:30am

Panel

Session 2C: Symposium: Improving literacy knowledge in schools: Supporting principals, coaches, inservice and preservice teachers

Venue - Macleod E1

Organised by: Dr. Kacee Lambright (Convenor, Panel Chair)

The Impact of LETRS Professional Development on Teacher Knowledge and Practice

» [Dr. Erin Washburn](#), Dr. Paola Pilonieta, Dr. Alicia Kitten, Ms. Brittany Hart

Teacher content and pedagogical knowledge about reading comprehension in upper elementary grades

» [Dr. Ashley Stack](#), Dr. Kay Wijekumar, Dr. Marianne Rice

Principals' and specialists' knowledge and leadership for literacy

» [Mrs. Chellie Nelson](#), Ms. Brittany White, Ms. Abigail LaQuey, Dr. Ashley Stack, Dr. Kay Wijekumar, Dr. Kacee Lambright

Sustaining teacher knowledge through implementation support

» [Dr. Marianne Rice](#), Dr. Kay Wijekumar, Dr. Ashley Stack, Dr. Kacee Lambright

10:30am

Oral

Session 2D: Spoken Paper Group: Assessment II

Venue - Macleod E2

Organised by: Dr. Bente Rigmor Walgermo (Convenor)



Continued from Friday, 18 July

Increasing the quality of group-administered assessment of language comprehension

» [Dr. Bente Rigmor Walgermo](#), Prof. Njål Foldnes, Prof. Per Henning Uppstad

Evaluating the Impact of Scoring Approaches on the Construct Validity of Computerized Dynamic Assessment for Reading and Listening Comprehension

» [Mr. Meng-Hsun Lee](#)

Development of an academic vocabulary scale for the social sciences and humanities

» [Mrs. Paulina Freire](#), Dr. Katherine Strasser

The Print Interest Scale for Preschoolers: A Measure of Early Literacy Engagement

» [Dr. Carla Muñoz](#), Dr. Jorge Valenzuela, Ms. Nicole Frez, Ms. Catalina Reszczynski

Text and Reader Effects in Exam Performance

» [Dr. Stuart Bernstein](#), Dr. Teresa Davis, Dr. John Pennington, Mr. Keithen Harris

10:30am

Oral

Session 2E: Spoken Paper Group: Reading in Special Populations

Venue - Macleod E3

Organised by: [Dr. Leily Zigalri](#) (Convenor)

Individual differences in reading achievement amongst children who read braille

» [Mr. Bradley Blair](#), Ms. Molly Pasley, Dr. Lindsay Harris, Dr. Allison Gladfelter

Prosody's Relationship to Reading in Children who Use Cochlear Implants

» [Ms. Marren Brooks](#), Dr. Krystal Werfel

Neural associations between fingerspelling, print, and signs: An ERP priming study with deaf readers

» [Dr. Brittany Lee](#), Ms. Sofia Ortega, Ms. Priscilla Martinez, Dr. Katherine Midgley, Dr. Phillip Holcomb, Dr. Karen Emmorey

Insights into acquired reading disability: Neural correlates of reading after childhood hemispherectomy

» [Ms. Amy Maguire](#), Dr. Rebecca A. Marks, Ms. Adriana Azor, Dr. John Gabrieli, Dr. Joanna Christodoulou

A meta-analysis of the association between speech and language ability of children who stutter (CWS) and their reading ability: Identification and evidence-based treatment

» [Dr. Leily Zigalri](#)

12:10pm

General Lunch

Venue - Macleod A1 - A4

12:40pm

Poster

Poster Session II

Venue - Macleod A5 - B

#1 - The Role of Organization and Stance Markers in the Persuasive Writing of Middle School ELs and non-ELs: A Sequential Explanatory Mixed-Method Study

» [Mrs. Angelica DaSilva](#), Dr. Janna McClain

#2 - Educators' knowledge of dyslexia & developmental language disorders

» [Dr. Denisha Campbell](#), Dr. Norma Hancock, Dr. Erik Rawls, Dr. Lakeisha Johnson, Dr. Tiffany Hogan, Dr. Nicole Patton Terry

#3 - Working memory growth and early Spanish reading interact to shape reading gain for Spanish-English emergent bilinguals

» [Dr. Ye Shen](#)



Continued from **Friday, 18 July**

#4 - Functional reading activities to motivate and engage for young adults with intellectual and developmental disabilities

» [Dr. Alison Prahj](#), Dr. Kaitlynn Frazee, Ms. Anupama Kannan, Dr. Rodney Sturdivant

#5 - Exploring Developmental Differences in Multi-Text Comprehension: An Eye-Tracking Study of Fourth and Sixth Graders

» [Dr. Minglei Chen](#), Mr. Chia-Hsing Chen

#6 - An accumulation of disparities: A critical quantitative analysis of reading growth trajectories among students with disabilities

» [Ms. Anne Karabell](#), Dr. Sarah Irvine Belson, Ms. Danielle Sodani

#7 - Modeling the influence of item-specific orthographic, phonological, and semantic knowledge on spelling accuracy in skilled adult spellers

» [Mr. Cristian Vazquez](#), Dr. Nuria Gutiérrez, Dr. Christy Timm Fulkerson, Dr. Valeria Rigobon, Dr. Matthew Cooper Borkenhagen, Dr. Laura Steacy, Dr. Donald Compton

#8 - Composing Across Digital and Handwriting Modes: A Developmental Study

» [Mr. Jr-An Lin](#), Ms. Chunliu Han, Mr. Chih-yuan Shih, Dr. Yu-Min Ku, Dr. Li-Jen Kuo

#9 - Investigating the development of children's standard of coherence and its relationship to inference skill and reading Comprehension

» [Dr. Chi-Shun Lien](#), Mr. Yu-Jun Chung, Dr. Chia-Hsiang Chen, Ms. Xin-Ru Wang

#10 - Exploring impacts from a science language intervention on productive word knowledge in multilingual adolescents

» [Dr. Amy Crosson](#), Dr. Dianna Townsend, Ms. Sophia Lopez, Ms. Vickie Smith Barrios

#11 - Eye movements while reading in L1 of primary schoolchildren enrolled in monolingual and bilingual educational programs

» [Ms. Elena Semenova](#), Ms. Marina Norkina, Mrs. Ruzalina Shaikhutdinova, Mrs. Alexandra Berlin

#12 - Improving vocabulary outcomes using digital storybook reading in bilingual kindergartners

» [Ms. Vere Jacobs](#), Dr. Tijs Kleemans, Prof. Eliane Segers

#13 - A scoping review of family-based programming and interventions: Examining the nature of program components and structure for children at-risk or who meet criteria for language-based disorders

» [Dr. Jessica Chan](#), Ms. Rebecca Clark

#14 - Enhancing decision making through validation of a literacy coaching knowledge assessment in a research partnership

» [Dr. Rhonda Raines](#), Dr. Yi Chieh Wu Newton, Dr. Nicole Patton Terry

#15 - Lexical feature importance in word processing during L2 reading: An eye-tracking corpus study

» [Dr. Shingo Nahatame](#), Dr. Satoru Uchida

#16 - A systematic review and synthesis of dysgraphia: assessment, identification, and instruction for students K-12

» [Ms. Emily Hardeman](#), Ms. Emily Mauer

#17 - Is it letter naming, sounds or writing or an interaction of these that explains the most variance in children's emergent spelling scores?

» [Ms. Karah Isabelle Bulaqui](#), Mr. Andres Dorado Solarte, Dr. Trelani Milburn

#18 - A comparison of the text found in early childhood education classrooms by genre

» [Ms. Rebecca Vasile](#), Dr. Matthew Cooper Borkenhagen, Dr. Beth Phillips, Dr. Sonia Cabell, Dr. Sen Wang



Continued from Friday, 18 July

#19 - Narrative Progress Monitoring Assessment for Mandarin-Speaking Children: Development and Validation

» [Prof. Shih-Yuan Liang](#)

#20 - Covid-19 and the Impact of Word-Reading Fluency

» [Mr. Michael McMann](#), Prof. George Georgiou, Dr. Tomohiro Inoue, Mr. Scott McKenzie, Prof. Rauno Parrila

#21 - Pre-service teachers' knowledge of language and literacy concepts in Canada

» [Prof. George Georgiou](#), Dr. Andrea Antoniuk, Dr. Timothy Cusack, Dr. Andrea Fraser, Ms. Sissi Kerboua, Dr. Perry Klein, Dr. Guofang Li, Dr. Jamie Metsala, Dr. Stacey Miner, Dr. Amin Mousavi, Dr. Jodi Nickel, Ms. Abigail Peyton, Dr. Robert Savage

#22 - Connecting the dots: From teachers' knowledge of language and literacy concepts to students' reading growth

» [Ms. Pamela Guilbault](#), Prof. George Georgiou, Ms. Joanna Huynh, Dr. Tomohiro Inoue

#23 - Validation of a print and digital reading habits and digital device use questionnaire

» [Mrs. Aisha Futura Tüchler](#), Prof. Kate Cain

#24 - Teacher Knowledge of Dyslexia: A Systematic Literature Review

» [Ms. Lauren Kern](#), Ms. Christina Giddings

#25 - Does Bigram Frequency Affect the Visual Attention Span?

» [Ms. Emma Friedmann](#)

#26 - Creating a fun online early literacy screener embedded in a storybook reading

» [Ms. Ghasideh Hojjati](#), Dr. Trelani Milburn

#27 - Children's development of textbase and situation model building abilities in grades 5-6

» [Ms. Lara Dilger](#), Dr. Aurora Troncoso-Ruiz, Dr. Marco Van de Ven, Dr. Jos Keuning, Prof. Eliane Segers

#28 - The impact of ADHD on reading outcomes in children with dyslexia

» [Mrs. Karolina Wade](#), Ms. Hanna Thesken, Dr. Rebecca Marks, Ms. Annie Cardinaux, Mr. Alexander Kaminsky, Dr. John Gabrieli, Dr. Joanna Christodoulou

#29 - Revealing the Underlying Processes of Text Reading Fluency in Learning English as a Second Language

» [Dr. Kevin Chan](#), Prof. Kevin K. H. Chung, Dr. Pui-sze Yeung

#30 - Relationships between morphological knowledge, spelling and writing in adolescents.

» [Ms. jessica colleu](#), Dr. Danielle Colenbrander, Prof. Rauno Parrila, Prof. Anne Castles

#31 - Timed Word Reading Assessments for Diverse Learners: An IRTree Modeling Approach.

» [Dr. Gal Kaldes](#), Dr. Daphne Greenberg, Dr. Elizabeth Tighe, Ms. Christy Jarrard, Dr. Hongli Li

#32 - The spoken language, written language, and executive functions of female adolescents with high risk factors

» [Dr. Julia Yi](#)

#33 - Enhancing pre-service early childhood education teachers' teaching competencies through picture book-based intervention in low-resource areas

» [Ms. Shuang Xie](#), Prof. Si Chen, Ms. Yinan Jiang, Ms. Lu Zhang, Mr. Shuwang He

#34 - A computer adaptive measure of word reading ability

» [Dr. Rebecca Summy](#), Dr. Hugh Catts, Dr. Yaacov Petscher, Dr. Ashley Edwards, Dr. Nuria Gutiérrez, Dr. Julian M. Siebert, Dr. Marilu Gorno Tempini, Dr. Lisa Fitton, Dr. Suzanne Adlof



Continued from **Friday, 18 July**

#35 - Language choices in Canadian Urdu speaking bilingual children: The role of parental code-switching and dual-language books in bilingual children's comprehension and expression

» [Ms. Ayesha Asif](#), Dr. Alexandra Gottardo, Ms. Katherine Reid

#36 - Predicting the risk of developing reading difficulties in early grades in Alberta

» [Ms. Sissi Kerboua](#), Prof. George Georgiou, Prof. Rauno Parrila

#37 - Leveraging stakeholder needs to develop a word reading and spelling intervention for middle school students

» [Dr. Kelly Williams](#), Ms. Rita Malouf, Ms. Adrianna Grant, Ms. Danielle Vaughn

#38 - Teachers' judgments of first-grade students' reading skills and the provision of special educational support at school - now and twelve years earlier

» [Dr. Maris Juhkam](#), Prof. Piret Soodla

#39 - Improving reading achievement of G3-12 readers through a multicomponent reading intervention incorporating assisted reading of complex text.

» [Dr. Kelly Patrick](#), Mrs. Sarah Kocherhans, Dr. Matt Fields, Dr. Grace Craig

#40 - Exploring the Relations between Word Recognition, Language Comprehension, School Climate and Reading Comprehension in Black Adolescent Readers

» [Dr. Monique Harris](#), Dr. Nicole Patton Terry

#41 - Sequential Pattern Mining of Question and Scaffold in Caregiver-Child Interaction in Low-resource Areas: A Comparative Study of Teachers, Parents, and Grandparents

» [Ms. Xuerong Wang](#), Prof. Si Chen, Ms. Peijing Qiao, Ms. Yuxuan Liang

#42 - A Systematic Review of University-Based Pre-Service Teacher Preparation in Handwriting Instruction

» [Ms. Deana West](#), Dr. Holly Lane, Ms. Florence Bason

#43 - The effect of a rehabilitation program integrating assistive technology on the production of written words in French for nine- to twelve-year-old dysorthographic students

» [Prof. Myriam Fontaine](#)

#44 - Beyond the base: Using IRT to explore features of morphologically complex words that drive item difficulty

» [Dr. Robin Irey](#), Dr. Alexander Blum, Ms. Tonya Murray, Dr. Yukie Toyama, Dr. Jason Yeatman, Dr. Rebecca Silverman

#45 - Development and feasibility of a preschool literacy skills curriculum enhancement

» [Mrs. Alisha Demchak](#), Dr. Emily Solari, Dr. Jim Soland, Dr. Tisha Hayes, Dr. Colby Hall, Dr. Amanda Williford

#46 - Decision-making during the Pre-Implementation Phase for a Professional Learning Community on Evidence-Based Assessment Practices Utilizing Stakeholder Expertise

» [Dr. Erik Rawls](#), Dr. Denisha Campbell, Dr. Norma Hancock, Dr. Lakeisha Johnson, Dr. Tiffany Hogan, Dr. Nicole Patton Terry

#47 - Phonological Skills in English-speaking Blind Children: Preliminary Findings

» [Mr. Tremaine Love](#), Dr. Lindsay Harris, Dr. Allison Gladfelter

#48 - Does finger-tracking improve dyslexic children's reading?

» [Dr. Erin Banales](#), Prof. Saskia Kohnen, Dr. Danielle Colenbrander

#49 - Enhancing empathy through fiction: How task-based reading improves emotional understanding in children

» [Dr. Persefoni Tzanaki](#), Prof. Jane Oakhill, Prof. Alan Garnham, Prof. Robin Banerjee

#50 - Validating a teacher knowledge measure for evidence-based reading instruction in early elementary grades: Insights from the What Works Clearinghouse Practice Guide

» [Dr. Coretta Doss](#), Dr. Nicole Patton Terry



Continued from **Friday, 18 July**

#51 - The longitudinal relation between orthographic awareness and character writing in Chinese: a cross-lagged path analysis

» [Prof. Bing Han](#), Dr. Poh Wee Koh, Prof. R. Malatesha Joshi, Prof. Hong Li

2:10pm

Oral

Session 3A: Spoken Paper Group: Reading Comprehension Strategies

Venue - Macleod C

Organised by: Dr. Marcia A Barnes (Convenor)

The relations of inference, comprehension monitoring, and perspective taking with reading comprehension: A meta-analysis

» [Ms. Youjin Lee](#), Dr. Joong won Lee, Prof. Young-Suk Kim

The relationship of different types of inferences to reading comprehension achievement

» [Dr. Marcia A Barnes](#), Dr. Nathan Clemens, Dr. Gregory Roberts

From the Question to Understanding: The Role of Question Processing in Enhancing Reading Comprehension and Executive Functioning

» [Dr. Shani Levy-Shimon](#), Dr. Miki Cohen

2:10pm

Panel

Session 3B: Symposium: Heterogeneity in multilingual readers: Longitudinal evidence on executive functions, newcomer status, and reading difficulties

Venue - Macleod D

Organised by: Prof. Michael Kieffer (Convenor, Panel Chair)

Direct and indirect influences of preschool executive function on third grade reading skills of children whose home language is Spanish

» [Dr. Christopher Lonigan](#), Ms. Megan Hoffman, Mr. Christopher DeCamp

Unpacking Heterogeneity: Executive Function and Reading Development in U.S. Multilingual Children from Kindergarten to Third Grade

» [Dr. Jackie Eunjung Relyea](#)

Overlapping distributions and contributions: Executive function and reading comprehension in a national sample of U.S. multilingual and monolingual learners

» [Prof. Michael Kieffer](#)

Exploring Latent Profiles of Word Reading and Reading Comprehension Skills among English-French Bilingual Children in Grades 1 to 3

» [Dr. Becky Chen](#), Dr. Sharry Shakory, Mr. Meng-Hsun Lee

Reading profiles and predictors of growth of adolescent newcomer English learners

» [Dr. Jeremy Miciak](#)

2:10pm

Oral

Session 3C: Spoken Paper Group: Eye Movement II

Venue - Macleod E1

Organised by: Dr. Pamela Beach (Convenor)

Striving to measure students' efforts to comprehend: An eye-tracking study

» [Prof. Katherine Binder](#), Dr. Scott Ardoin

The effect of comprehension monitoring during ESL academic text reading: Evidence from eye-tracking

» [Mrs. Yohana Ika Harnita Sari](#), Dr. Minglei Chen, Mr. Chia-Hsing Chen

Is topic interest always beneficial? The moderating role of task instruction on the relationship among topic interest, reading process, and multiple-text reading comprehension: Evidence from an eye-movement study

» [Mr. Zheng-Hong Guan](#), Prof. Sunny San-Ju Lin



Continued from Friday, 18 July

How do pre-service teachers study and learn from The Reading Rope: An exploratory eye-tracking study

» [Dr. Pamela Beach](#), Dr. Ian Matheson, Mr. Dennis Liao, Ms. Anya denHartog

The Emergence of Letter Knowledge: Can Structural Features of Letters Explain What Letters Are Learned Early?

» [Mr. Andres Dorado Solarte](#), Dr. Trelani Milburn

2:10pm

Panel

Session 3D: Symposium: Reading beyond the word: Syntactic processing as a central component of reading comprehension

Venue - Macleod E2

Organised by: Dr. Jack Dempsey (Convenor, Panel Chair) and Dr. Julie Van Dyke (Discussant)

Linguistically-driven text formatting improves reading comprehension and efficiency: Evidence from eye-movements during reading

» [Dr. Jack Dempsey](#), Dr. Kiel Christianson, Dr. Julie Van Dyke

Auditory perceptual simulation (APS) bolsters syntactic processing

» [Dr. Kiel Christianson](#), Dr. Jack Dempsey

Sentence difficulty: How does the comprehension of sentences during reading support children's reading comprehension?

» [Ms. Katie Hoferek](#), Dr. Tamara Sorenson Duncan, Dr. Helene Deacon

Reading comprehension skill predicts prosodic cues to syntactic structure in 6-10-yr-olds

» [Prof. Mara Breen](#), Dr. Katerina Drakoulaki

2:10pm

Oral

Session 3E: Spoken Paper Group: Story Book Reading

Venue - Macleod E3

Organised by: Prof. Kate Cain (Convenor)

The effect of shared reading in L1 and L2 on multilingual children's L2 skills. Insights from a randomized controlled trial with children aged 3-4 years

» [Dr. Elisabeth Stangeland](#), Dr. Adriana Bus, Dr. Joakim Hansen, Dr. Katrin Ehrlich, Ms. Merete Haugstad, Dr. Katarzyna Anna Tunkiel

Early Literacy Skill Development of Pre-School Aged Children in a Parent-Child Shared Book Reading Intervention Program

» [Ms. Katherine Reid](#), Dr. Alexandra Gottardo

Collaborative School-Family Shared Reading Intervention to Prevent Summer Learning Loss of Young Children in Rural China

» [Prof. Si Chen](#), Ms. Yinan Jiang, Ms. Shuang Xie, Ms. Xuerong Wang, Ms. Peijing Qiao, Mr. Boyuan Liu

The effects of story-based activities on language and emergent literacy in South African pre-schoolers

» [Prof. Kate Cain](#), Dr. Shelley O'Carroll, Dr. James Jackson, Prof. Brian Francis, Prof. Daleen Klop, Dr. Monique Visser, Prof. Jane Oakhill

3:50pm

General

Coffee Break

Venue - Macleod Prefunction

4:30pm

General

Award Presentation: Catherine McBride's Distinguished Scientific Contributions Award (DSCA) presentation "Universals and Specifics of Literacy Development and Impairment: Measurement Matters in 2025"

Venue - MacLeod C & D



Continued from **Friday, 18 July**

Saturday, 19 July

7:30am **General**
Breakfast (7:30 - 8:30 a.m.)
Venue - Macleod A1 - A4

8:30am **Panel**
Session 1A: Symposium: What matters for the implementation of large-scale literacy coaching initiatives?
Venue - Macleod C
 Organised by: Dr. Tanya Wright (Convenor, Panel Chair)

Coaching as a bridge from reading science to reading instruction
 » [Dr. Jill Grifenhagen](#), Dr. Jill Jones

How is coaching implemented within a K-3 reading intervention?
 » [Dr. Rachel Schachter](#), Dr. Michael Hebert, Dr. Sara Wing, Dr. Pamela Bazis, Dr. Marc Goodrich, Dr. Natalie Koziol, Dr. Derek Rodgers, Dr. Sarah Zuckerman

A Mississippi Miracle? Teachers' Experiences of Professional Development and Coaching Following the Passage of the Literacy-Based Promotions Act
 » [Dr. Erin Hogan](#)

Discourse within the interactional space of one-on-one literacy coaching
 » [Dr. Dana Robertson](#), Ms. Valerie Dunham

Exploring Variance in Instructional Outcomes of K-3 Literacy Coaching

» [Dr. Lori Bruner](#), Dr. Tanya Wright

8:30am **Oral**
Session 1B: Spoken Paper Group: Predictors of Reading and Math Growth
Venue - Macleod D
 Organised by: Prof. Eliane Segers

Exploring Reading Growth across 1st Grade: Is There a Matthew Effect in Icelandic Schools?

» [Ms. Amelia Larimer](#), Ms. Audur Soffiu Bjorgvinsdottir, Dr. Kristjan Ketill Stefansson, Dr. Anna Lind Petursdottir, Dr. Kristen McMaster

Modeling language growth: Trajectories of Hmong phonological awareness and oral language skills in preschool age children

» [Dr. Alisha Hollman](#), Mrs. Gao Vang, Dr. Kelsey Will, Dr. Lori Erickson, Dr. Kory Vue

Tracing Early Predictors of Math Success: A Preschool to Sixth Grade Longitudinal Study

» [Dr. Rufina Pearson](#), Prof. Agustina Maria Mendez Jurado, Prof. Lucila Le Rose, Prof. Consuelo Payá Bosch, Prof. Melina Juarez, Prof. Josefina Pearson

Social media use slows down the development of comprehension of multiple digital texts.

» [Prof. Eliane Segers](#), Dr. Aurora Troncoso-Ruiz, Dr. Marco Van de Ven

8:30am **Oral**
Session 1C: Spoken Paper Group: Spelling and Writing
Venue - Macleod E1
 Organised by: Prof. Saskia Kohnen (Convenor)

Continued from **Saturday, 19 July**

Does explicit instruction improve spelling outcomes: A systematic review and meta-analysis

» [Prof. Saskia Kohnen](#), Dr. Alexa von Hagen, Dr. Andrea Salins, Dr. Carola Ruiz Hornblas, Dr. Valeria Rigobon, Prof. Rauno Parrila, Prof. Genevieve McArthur

The impact of a sentence-writing curriculum on composing in first grade

» [Dr. David Coker](#), Dr. Kristen Ritchey, Dr. Henry May, Dr. Samuel Van Horne, Ms. Man Jiang, Ms. Amanda Delgado

Adapting self-regulated strategy instruction to teach argumentative writing for adult students.

» [Prof. Cynthia Puranik](#), Dr. Daphne Greenberg, Dr. Zoi Philippakos, Dr. Charles MacArthur, Dr. Christine Miller

8:30am

Panel

Session 1D: Symposium: Acquiring literacy in Standard Arabic: The inter-dependence of skills in Spoken and Standard Arabic

Venue - Macleod E2

Organised by: Prof. Elinor Saiegh-Haddad (Convenor, Panel Chair) and Dr. Alexandra Gottardo (Discussant)

Diglossic and orthographic features of reading comprehension in Standard Arabic: The inter-dependence between spoken and standard skills

» [Prof. Elinor Saiegh-Haddad](#), Prof. Rachel Schiff

The effect of diglossia on spelling errors in Arabic

» [Dr. Yasmin Shalhoub-Awwad](#), Ms. Yasmeen Hinow

Arabic diglossia-centered multi-domain intervention with Palestinian Arabic-speaking kindergarteners: The primacy of the spoken language

» [Ms. Lina Haj](#), Prof. Rachel Schiff, Dr. Ola Ghawi-Dakwar, Prof. Elinor Saiegh-Haddad

8:30am

Panel

Session 1E: Symposium: Oral language foundations in multilingual literacy development: Cross-cultural perspectives and applied insights

Venue - Macleod E3

Organised by: Dr. Joshua Lawrence (Discussant) and Dr. Rebecca Silverman (Convenor, Panel Chair)

Chinese mothers' use of idioms in shared book reading: A predictor for children's Chinese Vocabulary growth

» [Dr. Junyi Yang](#), Dr. Vibeke Grøver, Dr. Joshua Lawrence

Speaking to read: Integrating oral language and literacy instruction through the TRANSLATE model

» [Ms. Abbey Gonzales](#), Dr. Emily Phillips Galloway

Association between medium of instruction and EFL oral production: Evidence from China's high school students

» [Mrs. Yanpeng Wu](#), Ms. Jiatong Fan, Prof. Si Chen

Considering variability in a study of a small group language and literacy program for 4th and 5th grade multilingual learners

» [Dr. Rebecca Silverman](#), Dr. Patrick Proctor, Dr. Jeffrey Harring, Dr. Yukie Toyama, Dr. Hsiaolin Hsieh, Dr. Annie Kuo, Dr. Kristin Keane

10:10am

General

Coffee Break

Venue - Macleod Prefunction

10:30am

Oral

Session 2A: Spoken Paper Group: Issues Related to Bilingual Children's Reading Performance

Venue - Macleod C

Organised by: Dr. Shelley Gray (Convenor)



Continued from **Saturday, 19 July**

Preschool and kindergarten predictors of reading comprehension in monolingual English and Spanish-English bilingual 6th graders

» [Dr. Shelley Gray](#), Dr. Rob Davies, Dr. Marilyn Thompson, Dr. Maria Restrepo, Dr. Mindy Bridges, Ms. Savannah Romeo, Dr. Jinxiang Hu, Prof. Kate Cain

Investigating the impact of language and instructional variables on grade 1 multilingual students' reading performance in English and Spanish

» [Dr. Rocío Castiñeira Seoane](#), Dr. Deni Basaraba

Operationalizing risk for reading difficulty among Spanish-English bilingual students in the early elementary grades

» [Dr. Lisa Fitton](#), Dr. Marc Goodrich, Dr. Jiali Wang

Early predictors of reading anxiety and their overlap with early predictors of reading performance

» [Dr. Rebecca Gotlieb](#), Dr. Sohyun Kim, Dr. Laura Rhinehart

Orthographic learning in first and second languages: Evidence from Chinese-English biliterate children

» [Dr. Annie Yixun Li](#)

10:30am

Panel

Session 2B: Symposium: Modeling word features: Computational approaches to word recognition

Venue - Macleod D

Organised by: Dr. Elfrieda Hiebert (Convenor, Panel Chair) and Dr. Devin Kearns (Discussant)

Predicting complex word difficulty: An initial application of the developmental-English Lexicon Project

» [Dr. Laura Steacy](#), Dr. Donald Compton, Dr. Ashley Edwards, Dr. Matthew Cooper Borkenhagen, Ms. Madison Kellenberger, Mr. Jordan Dozier, Dr. Jay Rueckl, Dr. Noam Siegelman

Computational models reveal dramatic differences in outcomes associated with learning different ensembles of words in early reading development

» [Dr. Matthew Cooper Borkenhagen](#), Dr. Devin Kearns

Word-level predictors of reading accuracy in context at the end of first grade

» Dr. Lori Bruner, [Dr. Laura Tortorelli](#), Dr. Elfrieda Hiebert

Investigating factors that influence accurate word reading in connected texts: Secondary analysis of untimed oral reading fluency data from second grade students

» [Dr. Yukie Toyama](#), Dr. Elfrieda Hiebert, Dr. Robin Irey

10:30am

Panel

Session 2C: Symposium: White matter microstructure reflects individual differences in reading and related skills over development

Venue - Macleod E1

Organised by: Ms. Emily Harriott (Convenor, Panel Chair)

The role of dorsal and ventral white matter tracts in phonological and semantic processing of language in pre-readers and beginning readers.

» [Dr. Avantika Mathur](#), Ms. Huijia Zheng, Dr. Yingying Wang, Dr. Marjolein Mues, Prof. James Booth

ADHD symptomatology moderates relationships between white matter tract "integrity" and later growth in reading abilities

» [Ms. Emily Harriott](#), Dr. Tin Nguyen, Dr. Chenglin Lou, Dr. Bennett Landman, Dr. Laura Barquero, Dr. Laurie Cutting

Phonological decoding ability is associated with fiber density of the left arcuate fasciculus longitudinally across reading development

» [Dr. Meaghan Perdue](#), Dr. Bryce Geeraert, Dr. Kathryn Manning, Dr. Deborah Dewey, Dr. Catherine Lebel

Continued from **Saturday, 19 July**

Does white matter integrity in language related tracts link reading comprehension, inattention and anxiety?

» [Ms. Kelly Mahaffy](#), Ms. Mokshitha Chimbili, Dr. Nabin Koirala, Dr. Nicole Landi

Using multiple model systems to evaluate the influence of a candidate-dyslexia gene linked with white matter tract volume

» [Dr. Tracy Centanni](#), Mr. Logun Gunderson, Dr. Vishal Thakkar, Ms. Monica Parra, Ms. Sydney May, Dr. Brad Wilkes, Dr. Ola Ozernov-Palchik, Dr. Sara Beach, Dr. John Gabrieli

10:30am

Oral

Session 2D: Spoken Paper Group: Reading Instruction/Intervention

Venue - Macleod E2

Organised by: Dr. Katharine Miles (Convenor)

The impact of demographic congruence on an early literacy tutoring program

» [Dr. Katharine Miles](#), Ms. Elizabeth Epstein, Dr. Erin Croke

Spanish Enrichment Program for Emergent Bilingual Children

» [Dr. Carol Mesa](#), Dr. Mirza Lugo-Neris

Post-bridging program reading skills as predictors of academic performance in EAL students: A comparison of bridging program students versus direct entry students

» [Dr. Daniel Schmidtke](#), Ms. Stefania Antonia Kyriakidou, Dr. Anna Moro

A growth curve model examining the effect of language-in-education program on reading growth of economically marginalized emergent bilingual elementary students

» [Dr. leanne Sinclair](#)

Effects of a quasi-experimental study of Read STOP Write on fourth- and fifth-grade students' foundational reading skills and comprehension

» [Dr. John Strong](#), Dr. Laura Tortorelli, Dr. Eunsoo Cho, Dr. Blythe Anderson, Mrs. Amy Edlefsen

10:30am

Oral

Session 2E: Spoken Paper Group: Reading Motivation

Venue - Macleod E3

Organised by: Dr. Qiuying Wang (Convenor)

In-school leisure reading increases reading motivation: Results from an adolescent experimental study

» [Dr. Montserrat Cubillos](#), Dr. Mónica Larraín, Dr. Julian M. Siebert

A Concurrent Study of Chinese Parental Literacy Beliefs with Children's Motivation for Reading and Achievement

» [Dr. Qiuying Wang](#)

Optimal motivational strategies in reading interventions for K-12 students: A Bayesian network meta-analysis

» [Ms. Yixian Huang](#), Ms. Meiting Chen, Ms. Na Young Yoon, Ms. Linling Shen, Dr. Doris Luft Baker

The Three Stages of Acquiring Reading Motivation Among Readers with Dyslexia

» [Mr. Edmen Leong](#)

Effects of a summer online volunteer tutoring program on the reading skill and motivation of 1st to 4th graders

» [Dr. Katherine Strasser](#), Dr. Francisco Gallego, Ms. Francisca Lewin, Ms. Francisca Koppmann, Mr. Vedran Razmilic, Dr. Susana Claro, Mr. Eddie Escobar, Mr. Gonzalo Gallardo, Dr. Fernanda Ramírez

12:10pm

General**Lunch**

Venue - Macleod A1 - A4

Continued from **Saturday, 19 July**

12:40pm

Poster**Poster Session III***Venue - Macleod A5 - B***#1 - Psychometric properties of a new spelling test measuring the consonant doubling rule**» [Ms. Sophie Schneemelcher](#), Dr. Gunnar Bruns, Prof. Michael Grosche**#2 - What are the cognitive-linguistic skills profiles of Chinese students with different English reading and spelling abilities?**» [Prof. Kevin K. H. Chung](#), Mr. Anthony Ho Wai Lam, Dr. Kevin Chan, Dr. Pui-sze Yeung, Dr. Winnie Wai Lan Chan**#3 - Impact of Implementation Fidelity in PALS lessons on Students At-risk and Not At-risk in 1st and 2nd grade in Iceland**» [Ms. Audur Bjorgvinsdottir](#), Dr. Kristjan Ketill Stefansson, Dr. Anna Lind Petursdottir, Ms. Amelia Larimer, Dr. Sigurgrimur Skulason, Dr. Kristen McMaster**#4 - A meta-analysis of the follow-up effects of reading instruction**» [Ms. Ying Xu](#), Dr. Florina Erbeli**#5 - Are orthographic expectancies subject to strategic control?**» [Dr. Signy Wegener](#), Mr. Min Soo Cho, Dr. Lisi Beyersmann, Dr. Huachen Wang, Dr. Danielle Colenbrander, Prof. Erik Reichle, Prof. Anne Castles**#6 - Once a bad reader always a bad reader? Exploring the stability of reading skills across the distribution**» [Ms. Lexi Swanz](#), Dr. Mercedes Spencer, Dr. Jessica Logan, Dr. Jeffrey Shero**#7 - Semantic diversity effects on contextual word learning in adults**» [Dr. Dawna Duff](#), Ms. Emilie Ng, Mr. Aditya Doshi, Ms. Jiayu Yu, Dr. Suzanne Adlof**#8 - The Development of Lateral Inhibition and Facilitation During Written Word Recognition**» [Mr. Ege Gur](#), Dr. Bob McMurray**#9 - Examining the Effects of Children's Word Specific Phonological Awareness on Word Reading Accuracy Within a Lexical Quality Theoretical Framework**» [Dr. Nancy Marencin](#), Dr. Ashley Edwards, Dr. Laura Steacy, Dr. Richard Wagner, Dr. Matthew Cooper Borkenhagen, Dr. Nicole Patton Terry, Dr. Donald Compton**#10 - Creating a comprehensive professional development course for in-service Early Childhood Educators in the United States focused on the development of bilingual learners**» [Dr. Lisa Lopez](#)**#11 - Investigating the role of Mursion simulation microteaching in developing preservice reading teachers' classroom readiness**» [Mr. Peter Marti](#), Dr. Julie Baisden**#12 - Speech categorization consistency predicts decoding ability in Korean children**» [Ms. Wi-liwoon Kim](#), Dr. Hyoju Kim, Dr. Bob McMurray, Dr. Dongsun Yim**#14 - Automatic morphological processing in middle school students with and without word reading difficulties**» [Dr. Leah Zimmermann](#), Dr. Derek Rodgers, Dr. Bob McMurray**#15 - Contributors to elementary students' concurrent and later reading fluency**» [Dr. Margaret David](#), Dr. Jamie Metsala**#17 - Parental Beliefs and Home Learning Environments: Insights into Language and Literacy Practices**» [Ms. Brielle Babcock](#), Dr. Beth Phillips, Ms. Yarui Chen, Ms. Felesa Oliver, Dr. Pam Burris



Continued from **Saturday, 19 July**

#18 - How well can computers score elementary student verbal responses on a word reading assessment

» [Dr. Ashley Edwards](#), Dr. Nuria Gutiérrez, Dr. Yaacov Petscher

#19 - Investigating the role of text structure-related cognition and metacognition in L2 science text recall task

» [Ms. Sheung Ting Tammy Law](#), Prof. Siu Sze Susanna Yeung

#20 - Morphological structure of subject-specific words: A comparison of difficulty from the Developmental English Lexicon Project

» [Mr. Jordan Dozier](#), Dr. Laura Steacy, Dr. Matthew Cooper Borkenhagen, Ms. Madison Kellenberger, Dr. Donald Compton

#21 - Elementary teachers' literacy knowledge and self-efficacy in a changing landscape

» [Dr. Andrea Fraser](#), Dr. Jamie Metsala

#22 - The effects of coaching and performance feedback on practicing teachers' corrective feedback implementation during literacy instruction

» [Mrs. Gentry O'Steen](#)

#23 - The effects of a small-group reading comprehension intervention aligned to core instruction for fourth graders with reading difficulty

» [Dr. Elizabeth Stevens](#)

#24 - The effects of syntactic skill interventions on passage and sentence-level reading comprehension in prek-12 students: A meta-analytic review

» [Ms. Jieun Park](#), Dr. Amy Elleman, Dr. Cyrille Magne, Mrs. Deborah Pingitore, Ms. Lauren MacDonell

#25 - Word lists and short films to help writing informative texts

» [Prof. Catherine Turcotte](#), Prof. Nathalie Prévost

#26 - A comparative study of rapid automatized naming in dyslexic and non-dyslexic lower secondary students using a novel Slovak diagnostic tool

» [Dr. Martina Zubakova](#), Mrs. Julia Blaškova

#27 - Simple View of Writing: A Study with Young English-as-a-first-language (EL1) and English-language-learner (EL) Struggling Writers

» [Ms. Chunliu Han](#), Mr. Jr-An Lin, Ms. Lu Chen, Dr. Li-Jen Kuo, Dr. Quentin Dixon

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

» [Dr. Vivian Gonsalves](#), Mrs. Christina Flake, Ms. Deana West, Dr. Matthew Burns

#29 - Examining Access to morpho-semantic information during reading in bilingual children

» [Dr. Amy Desroches](#), Ms. Dominique Ruest, Dr. Richard Kruk

#30 - Effects of text features on inferencing accuracy of middle school students with reading difficulties in the context of a computerized inference-making intervention

» [Ms. Melanie M Chong](#), Dr. Scott Crossley, Dr. Nathan Clemens, Dr. Marcia A Barnes

#31 - Kindergarten phonemic knowledge: A psychometric comparison of phonemic awareness and letter-sound correspondence tasks

» [Dr. Gina Biancarosa](#), Dr. John Gallo, Dr. Cayla Lussier, Ms. Havisha Khurana, Dr. Patrick C. Kennedy

#32 - An examination of research, school, and caregiver reported measures for identifying literacy difficulty in children with developmental language disorder

» [Dr. Tim DeLuca](#), Dr. Katharine Radville, Dr. Norma Hancock, Dr. Julie Wolter, Dr. Jessie Ricketts, Dr. Tiffany Hogan



Continued from **Saturday, 19 July**

#33 - Are shared genetic influences on reading partially mediated by gray matter?

» [Ms. Martina Villa](#), Dr. Ivan Voronin, Dr. Denis Peruzzo, Dr. Connor Cheek, Dr. Michel Bovin, Dr. Nicole Landi, Dr. Sara Mascheretti

#34 - A comparison of instructional methods to support learning and retention of precise orthographic information in skilled adult readers

» [Ms. Madison Kellenberger](#), Dr. Laura Steacy, Dr. Matthew Cooper Borkenhagen, Mr. Jordan Dozier, Dr. Donald Compton

#35 - Introduction to the Developmental English Lexicon Project (d-ELP): A Working Beta-Version with Interactive Search Capability

» [Dr. Donald Compton](#), Dr. Laura Steacy, Dr. Ashley Edwards, Dr. Jay Rueckl, Dr. Noam Siegelman, Dr. Matthew Cooper Borkenhagen, Dr. Nicole Patton Terry, Dr. Yaacov Petscher

#36 - Cross-Linguistic Transfer in Emergent Bilinguals: A Classroom and Student-Level Analysis of Early Literacy Skills

» [Dr. Marc Goodrich](#), Mr. Juan Francisco Quiñonez Beltran, Dr. Lisa Fitton, Dr. Gina Crosby-Quinotoa

#37 - Structuring tutoring to develop teacher candidate knowledge for evidence-based reading instruction

» [Dr. Jodi Nickel](#), Ms. Jessica Cuillerier, Ms. Emma Minish

#38 - Computer-assisted intervention impact on reading outcomes in children with reading disabilities

» [Ms. Jada Lawrence](#), Ms. Lien Vu, Ms. Andromeda Henderson, Ms. Ariel Chavers, Dr. Stephanie Del Tufo

#39 - Examining the influence of the home literacy environment on spelling development

» [Ms. Jasmine Smith](#), Dr. Callie Little, Dr. Sara Hart

#40 - Bilingual Second Graders Science Vocabulary Patterns

» [Mrs. Cinthia Herrera](#), Dr. Jose Palma, Dr. Doris Luft Baker

#41 - The Impact of Visual Skills on Fixation Durations while Reading Grade-Level Texts: Are we overlooking inefficiencies that should be considered in making instructional decisions?

» [Dr. Alexandra Spichtig](#), Mr. John Ferrara, Ms. Nancy Brower, Dr. Kristin Gehsmann

#42 - The use of translingual stories in a middle-school science classroom

» [Prof. Jie Zhang](#), Ms. Zhenjie Hou

#43 - Effects of Multiple Word-Learning Strategy Instruction on Second Graders' Listening Comprehension

» [Dr. Crystal Wise](#)

#44 - Supporting students with reading disabilities in French immersion programs

» [Ms. Madison Kramreither](#), Dr. Deanna Friesen

#45 - Evaluation of the depth of vocabulary knowledge test (DOK) for Spanish-English bilingual second-grade students

» [Dr. Jose Palma](#), Mrs. Fanyi Yu, Dr. Doris Luft Baker

2:20pm

Panel

Session 3A: Symposium: The effect of cross age peer tutoring on reading outcomes and reflections from student participants

Venue - Macleod C

Organised by: Dr. Elizabeth Swanson (Convenor, Panel Chair) and Dr. Marcia A Barnes (Discussant)

Meta-Analysis: Examining the Academic Effects of Cross-Age Tutoring

» [Mr. Andrew Chang](#), Dr. Jeanne Wanzek

The effects of reading intervention for young learners when delivered by cross age tutors compared to adult tutors

» [Dr. Elizabeth Swanson](#), Dr. Jeanne Wanzek, Dr. Sharon Vaughn, Dr. Emma Shanahan, Dr. Gregory Roberts



Continued from **Saturday, 19 July**

The Type and Quality of Feedback Upper Elementary Grade Reading Tutors Give to First Grade Tutees

» [Ms. Emily Mauer](#)

Tutoring Young Children With Reading Difficulties: Perceptions of Child and Adult Tutors

» [Dr. Sharon Vaughn](#)

2:20pm

Oral

Session 3B: Spoken Paper Group: Dyslexia and Reading Difficulties III

Venue - Macleod D

Organised by: Mr. Mehdi Purmohammad (Convenor)

DOLLI: A dynamic omni-language literacy screening tool for bi/multilingual kindergarten students

» [Ms. Emily Wood](#), Dr. Monika Molnar

Impact of an Intensive Reading Intervention with Elementary Students with Disabilities

» [Dr. Stephanie Al Otaiba](#), Dr. Jill Allor, Dr. Greg Benner, Dr. Keith Smolkowski, Dr. June Preast

Compensated readers in elementary grades

» [Prof. Melanie Bedard](#), Prof. Séverine Casalis, Prof. Line Laplante

Phonemic awareness difficulties do not go away on their own: A comparison of high school students with dyslexia and non-disabled elementary students.

» [Dr. David Kilpatrick](#), Dr. Michelle Storie

The role of auditory attention in the comprehension of complex syntactic sentences in dyslexic children

» [Mr. Mehdi Purmohammad](#), Mr. Mostafa Mazlumi

2:20pm

Panel

Session 3C: Symposium: Effective early writing instruction across contexts and a range of professionals

Venue - Macleod E1

Organised by: Dr. Matthew Zajic (Convenor, Panel Chair)

Exploring relations among Chinese preschoolers' reading and writing skills: Utilization of a refined coding approach

» [Dr. Xiao Zhang](#), Dr. Chenyi Zhang, Dr. Gary Bingham, Dr. Liying Zhang

Parental ADHD and preschool children's literacy: Examining the nature of parents' writing support

» [Prof. Dorit Aram](#)

Examining the impact of teachers' practices on children's writing development: Considering quantity and quality indicators

» [Dr. Gary Bingham](#), Dr. Hope Gerde, Dr. Xiao Zhang, Dr. Ryan Bowles

Supporting Autistic students' writing development: Examining IEP goals and professional support in general and across the Pandemic

» [Dr. Matthew Zajic](#), Dr. Nancy McIntyre

Brave spelling: Measuring increases in children's linguistic knowledge

» [Dr. Katie Schrod](#), Dr. Stuart Bernstein

2:20pm

Oral

Session 3D: Spoken Paper Group: Language Literacy

Venue - Macleod E2

Organised by: Dr. Ramona Pittman (Convenor)

Language as Strength: Unlocking Literacy Success for African American Students

» [Dr. Ramona Pittman](#), Mrs. Kimberly Wright, Mrs. Taylor Seymour, Mrs. Dinan Messiqua



Continued from **Saturday, 19 July**

The relations of vocabulary with language and literacy skills: A meta-analysis

» [Mr. Julian Levine](#), Dr. Alissa Wolters, Prof. Young-Suk Kim

The influence of task modality on syntactic awareness of Y4 students with and without reading difficulties

» [Dr. Alison Arrow](#), Dr. Amanda Denston, Dr. Erin Robertson, Dr. Philippa Butler

Low diversity advantage in word learning: Both semantic and syntactic contexts matter

» [Dr. Yaling Hsiao](#)

Composite working memory scoring for predicting sentence reading performance

» [Dr. Deran Kong](#)

2:20pm

Oral

Session 3E: Spoken Paper Group: Instructional Practice

Venue - Macleod E3

Organised by: Dr. Steve Amendum (Convenor)

Exploring Teachers' Use of Instructional Strategies for Decoding and Language Comprehension Within an Evidence-Based Professional Learning Program to Support Multilingual Learners

» [Dr. Steve Amendum](#), Dr. Leslie Babinski, Dr. Steve Knotek, Dr. Madeline Carrig, Dr. Jennifer Mann, Mr. Jonathan Kittle

Affix frequencies between academic subjects in teacher's instructional dialogues

» [Ms. Audrey Hendrix](#), Dr. Sana Tibi, Dr. Carla Wood, Dr. Jeanne Wanzek

From recommendations to practice: Considerations for French immersion teachers in implementing the Ontario Right to Read Report.

» [Dr. Deanna Friesen](#), Ms. Olivia Butler

The impact of teacher professional development on the grade 3 reading performance of students with characteristics of dyslexia

» [Dr. Deborah Reed](#)

Effectiveness and Usability of UFLI Foundations

» [Dr. Holly Lane](#), Dr. Valentina Contesse, Dr. Matthew Burns, Dr. Nicholas Gage

5:30pm

General

Conference Dinner

Venue - Marriott Rooftop - 110 9 Ave SE, Calgary, AB T2G 0P5, Canada