Wednesday, 15 July

9am
Workshop
Preconference AM Workshop: Demystifying the Peer-Review and Publication Process
Venue - Mees 1

10:30am
Workshop
2026 Board Meeting
Venue - Veder

11am
Workshop
2026 Practitioner Day Morning Session 1
Venue - Mees 2

11am
Workshop
2026 Practitioner Day Morning Session 2
Venue - Penn 2

1pm
General
Lunch
Venue - Shipping

1:30pm
Workshop
Preconference PM Workshop: Demystifying the Grant Writing Process
Venue - Mees 1

1:40pm
Workshop
2026 Practioner Day Afternoon Session 1
Venue - Mees 2

1:40pm
Workshop
2026 Practioner Day Afternoon Session 2
Venue - Penn 2

4:25pm
General
Carol Connor Mid-Career Award Plenary: Why Reading Difficulties Run in Families — Dr. Elsje van Bergen (Vrije Universiteit Amsterdam)
Venue - Rotterdam 2

5pm
General
Welcome Reception (Food & Drinks Provided)
Venue - Shipping

Thursday, 16 July

8:15am
General
Morning Coffee
Venue - Shipping

8:30am
Panel
Reading comprehension in adolescence: Sources of variation
Venue - Rotterdam 2
Organised by: Prof. Kate Cain (Convenor, Panel Chair) and Prof. Shelley Gray (Convenor, Panel Chair)

The effects of repeated reading interventions with different instructional components on the oral reading fluency of students with reading difficulties and disabilities in grades 6-8
» Dr. Kristie Calvin, Dr. Lindsay Lee, Dr. Christy Austin, Mrs. Stephanie Gouge, Mrs. Angela Watson

How do literal and inferential comprehension predict situation model construction in adolescent readers?
» Prof. Jessie Ricketts, Dr. Nicola Dawson

Continued from **Thursday, 16 July**

Direct and mediating influences on reading comprehension in grade 6
» Prof. Kate Cain, Dr. Mindy Bridges, Prof. Shelley Gray, Dr. Jia Quan, Dr. Maria Adelaida Restrepo, Dr. Kandace Fleming, Dr. Rebecca Romine

The role of the home literacy environment, reading motivation and reading behaviour in young people's reading comprehension
» Dr. Sanne van der Kleij, Prof. Jessie Ricketts, Dr. Laura Shapiro

Evaluation of the Comprehensive Predictor Model of Reading Comprehension in young monolingual English and bilingual Spanish-English adolescents
» Prof. Shelley Gray, Dr. Kandace Fleming, Dr. Rebecca Romine, Dr. Rob Davies, Prof. Kate Cain, Dr. Jinxiang Hu, Dr. Maria Adelaida Restrepo, Ms. Savannah Romeo, Dr. Mindy Bridges

8:30am

Oral

Eye Movements in Adult Reading & Word Learning
Venue - Mees 1
Organised by: Ms. Sadie Pazoki (Convenor)

From fixations to recall: Linking eye movements to novel-word processing and acquisition in native and non-native readers
» Ms. Sadie Pazoki, Mr. Juan Francisco Quiñonez Beltran, Ms. Ying Xu, Dr. Steven Woltering

Rethinking the frequency effect in incidental vocabulary learning: An eye-tracking study
» Ms. Meng-Huan Li, Prof. Yu-Cin Jian

Cross-linguistic differences and similarities in sensitivity to letter co-occurrence statistics
» Dr. Elisabetta De Simone, Dr. Valentina Pescuma, Prof. Davide Crepaldi

Reading vertically scrolling texts: impacts of the reading task and scrolling mode (automatic versus manual) on eye movements and text comprehension
» Dr. Nicolas Vibert, Mr. Alexis Besseyrias, Dr. Jean Dumoncel, Ms. Christine Ros, Dr. Frederic Danion

8:30am

Panel

Training the cognitive and linguistic foundations of reading across the lifespan: From mechanisms to intervention in typical and clinical populations
Venue - Mees 2
Organised by: Prof. Andrea Facoetti (Convenor, Panel Chair)

Action video game as training to improve precursors of reading in preschoolers
» Prof. Sara Mascheretti, Dr. Valentina Lampis, Dr. Sara Bertoni, Dr. Chiara Mauri, Dr. Matteo Di Segni, Dr. Denis Peruzzo, Dr. Tommaso Ciceri, Dr. Lucy Babicola, Dr. Donald Ielpo, Prof. Rossella Ventura, Prof. Andrea Facoetti

Preventive gaming to stimulate precursors of reading in at risk kindergarteners
» Prof. Pol Ghesquiere, Dr. Femke Vanden Bempt, Prof. Maaike Vandermosten, Prof. Jan Wouters

Training Executive Functioning to Support Reading Acquisition: Insights from a Meta-Analysis and a Game-Based Intervention
» Prof. Angela Pasqualotto

Individual Child-Level Factors Predict Behavior During Ed Tech Reading Intervention
» Dr. Martina Villa, Dr. Lee Branum-Martin, Dr. Elizabeth Schifano, Dr. Daniel Kleinman, Mrs. Kayla Sirois, Ms. Maya Roberts, Ms. Najuma Abdullah, Dr. Michael Milham, Dr. Nicole Landi

Towards a Brain-Computer Interface (BCI) for improving phonological processing in developmental dyslexia
» Mr. Xuanci Zheng, Dr. Joao Araújo, Mr. Quentin Busson, Prof. Usha Goswami

Continued from **Thursday, 16 July**

8:30am

Oral

Neural Mechanisms of Dyslexia

Venue - Oldenbarneveldt

Organised by: Dr. Anastasia Klimovich-Gray (Convenor)

Phonological and lexical representations in dyslexia: Compensation through neural reorganization?

» Dr. Julia Schwarz, Dr. Marie Lallier, Dr. Mikel Lizarazu, Dr. Anastasia Klimovich-Gray

Neural phoneme processing in children with and without dyslexia

» Dr. Marlies Gillis, Dr. Jill Kries, Prof. Jan Wouters, Prof. Laura Gwilliams, Prof. Maaike Vandermosten

What can cortical speech processing tell us about compensatory mechanisms in dyslexia

» Dr. Anastasia Klimovich-Gray, Dr. Nicola Molinaro

Comorbidity between developmental dyslexia and congenital amusia in Cantonese-speaking children

» Ms. Yuhong Zhu, Dr. William Choi, Dr. Caicai Zhang

Lexical access in dyslexia: frequency-tagging EEG reveals that regular words are not discriminated from non-words at fast presentation speeds

» Dr. Aliette Lochy, Ms. Claire Gigleux, Ms. Alice van de Walle de Ghelcke, Dr. Emilie Collette, Dr. Bruno Rossion, Prof. Christine Schiltz

8:30am

Panel

Text comprehension, structure, and coherence across different groups of atypical readers

Venue - Diamond 1

Organised by: Prof. David Saldaña (Convenor, Panel Chair) and Prof. Barbara Arfe (Discussant)

Co-reference processing and autism

» Dr. Philippa Howard, Dr. Nick Martin, Dr. Valerie Benson, Prof. Simon Liversedge

Easy-to-read texts for readers with Intellectual Disability: the effect of non-justified texts on comprehension and eye-movement patterns

» Dr. Inmaculada Fajardo, Mr. Oscar Medina, Mr. Lucía Mollà, Dr. Noemi Skrobiszewska, Dr. Laura Gil, Dr. Vicenta Ávila

The role of text headings and images for deaf adolescents readers

» Prof. David Saldaña, Dr. Adrián Solís-Campos, Ms. Gema Erena-Guardia, Ms. Vanessa Fernández-Torres, Prof. Isabel R. Rodríguez-Ortiz

Adaptation to reading instructions in adolescents with ADHD

» Dr. Martina Micai, Prof. David Saldaña, Prof. Pablo Delgado, Ms. Paula Barea-Arroyo, Prof. Francisco Javier Moreno-Pérez, Dr. Miriam Rivero-Contreras, Dr. Adrián Solís-Campos, Prof. Isabel R. Rodríguez-Ortiz

8:30am

Oral

Bilingual Reading Development & Cognitive Profiles

Venue - Diamond 2

Organised by: Dr. Marie Lallier (Convenor)

Could early bilingual experience offer an adaptive neural pathway for resilience to reading difficulties? Evidence from the ABCD database.

» Dr. Marie Lallier, Ms. Cristina Rius, Dr. Amaia Carrion-Castillo

How multilingualism shapes reading through auditory attentional rebalance

» Ms. Hadeel Ershaid, Dr. Amaia Carrion-Castillo, Dr. Marie Lallier

Examining the effect of biliteracy for bilingual children with reading impairment

» Dr. Dianne Macdonald, Dr. Kathleen Hipfner-Boucher, Dr. Becky (Xi) Chen

Continued from **Thursday, 16 July**

Revisiting reader typologies: The role of executive functions in bilingual reading development
» Dr. Ana Taboada Barber, Ms. Yuanke Pan, Ms. Marieh Arnett

10:10am **General**
Coffee Break
Venue - Shipping

10:25am **Panel**
From early learning skills to life outcomes: International large-scale studies on educational development
Venue - Rotterdam 2
Organised by: Dr. Alexandra Starr (Convenor, Panel Chair) and Prof. Sara Hart (Discussant)

Common genetic factors underlying children's literacy and numeracy skills
» Dr. Alexandra Starr, Dr. René Pool, Ms. Hailey Davis, Ms. Iorana Fey, Ms. Ana Henriques Fürst, Ms. Eugenia Kis, Ms. Yola Sol, Dr. Lannie Ligthart, Dr. Bruno Sauce, Dr. Elsje van Bergen

Why reading and ADHD difficulties co-occur: Insights from genetic and longitudinal studies in the Netherlands and Finland
» Dr. Elsje van Bergen, Dr. Maria Psyridou, Dr. Eveline de Zeeuw, Prof. Sara Hart, Prof. Dorret Boomsma, Prof. Eco de Geus, Prof. Minna Torppa, Dr. Kati Vasalampi, Prof. Anna-Maija Poikkeus, Prof. Marja-Kristiina Lerkkanen, Dr. Kees-Jan Kan

Why does parental education predict teenagers' literacy? A Children-of-Twins study of exams and teacher evaluations in L1 and L2
» Mx. Josefina Bernardo, Dr. Hans Fredrik Sunde, Dr. Fartein Ask Torvik, Dr. Elsje van Bergen

The Impact of Reading and Math skills and ADHD on Educational Attainment and Work Life: A 6-Year Follow-Up Study
» Ms. Julia Partio, Dr. Tuomo Virtanen, Prof. Minna Torppa, Dr. Tuija Aro, Dr. Maria Psyridou, Dr. Karoliina Koskenvuo, Mrs. Miia Saarikallio-Torp, Dr. Kati Vasalampi

10:25am **Panel**
Foundational skills of reading development in multilingual learners
Venue - Mees 1
Organised by: Mrs. Mackenzie Chandler (Convenor), Dr. Miao Li (Convenor, Panel Chair), and Dr. Becky (Xi) Chen (Discussant)

How morphological awareness supports reading comprehension in english–french bilingual children.
» Ms. Zein Abuosbeh, Mrs. Shelley Rafailov, Dr. Kathleen Hipfner-Boucher, Dr. Jeffrey Steele, Dr. Becky (Xi) Chen

Building up word decoding skills for native Chinese children to learn English as a second language
» Prof. Sha Tao, Dr. Haibo Zhang, Dr. Rui Chen, Prof. George Georgiou

The role of digital storybooks in supporting reading comprehension among bilinguals
» Dr. Krystina Raymond, Dr. Kathleen Hipfner-Boucher, Dr. Susan Rvachew, Dr. Becky (Xi) Chen

Gamifying morphological learning: A digital approach to literacy development in emergent bilinguals
» Dr. Miao Li, Mrs. Mackenzie Chandler, Dr. John Kirby

10:25am **Oral**
Discourse, Dialogue & Reading Comprehension
Venue - Mees 2
Organised by: Prof. Hilde Van Keer (Convenor)

Classroom dialogue and literacy achievement: a meta-analysis of grades 4-12
» Ms. Amanda Freeman, Dr. Yucheng Cao, Ms. Erin Price

Continued from **Thursday, 16 July**

Examining the relationship between student talk and reading comprehension among early adolescents
» Dr. Shireen Al-Adeimi, Ms. Rebecca Lee

Understanding reading comprehension in adolescence: Insights from the german National Educational Panel Study
» Ms. Kerstin Schwenkschuster, Prof. Jan Lenhart

Shared reading aloud for enhancing reading literacy, social cognition, and educational equity: evidence from a mixed-method longitudinal study in Italian schools
» Mrs. Martina Ambrogio, Mrs. Joanna Maria Kierska, Mrs. Sara Arena

How students evaluate explanations during reading: validating a coherence framework for understanding narrative inference
» Dr. Alexander Blum, Dr. Robin Irey, Ms. Tonya Murray, Dr. Yukie Toyama, Dr. Youngsun Moon, Prof. Rebecca Silverman, Dr. Jason Yeatman

10:25am

Panel

Emerging approaches and strategies to support young children's vocabulary and knowledge building
Venue - Oldenbarneveldt
Organised by: Dr. Claire (Seung-Hee) Son (Convenor, Panel Chair)

Missing Connections: An Observational Study of Vocabulary and Knowledge-Building in K-2 Classrooms
» Dr. Tanya Wright, Dr. Lori Bruner

Turning Toddlers into Talkers: Initial Development and Evaluation of the Language Leaps Early Childhood Intervention
» Dr. Beth M. Phillips, Dr. Chelsea Funari, Ms. Karli Willis, Ms. Felesa Oliver, Ms. Brielle Babcock, Ms. Jane Weekley

Using automatic speech processing technology to examine pre-K teachers' use of science vocabulary
» Dr. Elizabeth Hadley, Mr. Jiamin Xie, Dr. John Hansen, Dr. Yagmur Seven, Dr. Dwight Irvin

Learning from Page and Screen: Comparing Prekindergartners' Content Vocabulary and Semantic Knowledge in Print and Video
» Dr. Susan Neuman, Dr. Tanya Kaefer

Designing multimedia nonfiction for preschool science vocabulary: Examining elements that guide attention and support learning
» Dr. Claire (Seung-Hee) Son, Dr. Kirsten Butcher, Ms. Justine Hampton, Dr. Ashley Silcox, Ms. Gwendolyn Douglas, Ms. Hanna Enos, Mr. Dalli Penrod

10:25am

Oral

Cognitive Foundations of Reading Skill & Difficulty
Venue - Diamond 1
Organised by: Prof. Shelley Xiuli Tong (Convenor)

Weak Representations and Easily Forgetting Are Associated with Impaired Statistical Learning in Chinese Children at Family Risk of Dyslexia
» Prof. Shelley Xiuli Tong, Dr. Puyuan zhang

A Comparison of Cognitive and Psychological Factors in Chinese Children with and without Reading Difficulties, Mathematics Difficulties, or Both
» Dr. Duo Liu, Mr. Ziqian Wei

Automaticity in primary school children's auditory semantic processing
» Mr. Patrick Dahdah, Dr. Igor Osipov, Prof. Johannes Naumann

The role of language and literacy growth in overcoming reading comprehension difficulties
» Dr. Apostolos Kargiotidis, Prof. George Manolitsis

Continued from **Thursday, 16 July**

10:25am **Oral**

Early Childhood Language & Reading Intervention

Venue - Diamond 2

Organised by: Dr. Christopher J. Lonigan (Convenor)

Screening for Language Comprehension: Adapting the Test for Reception of Grammar (TROG) for whole-class administration

» Ms. Tonya Murray, Dr. Robin Irey, Dr. Alexander Blum, Ms. Brenda Valdes, Ms. Tracy Li, Dr. George Kachergis, Dr. Michael Frank, Prof. Rebecca Silverman, Dr. Jason Yeatman

Effects of an early phonological intervention: a twelve year follow-up

» Prof. Ulrika Wolff

Do oral language skills have a direct influence on development of word reading? A growth model analysis

» Dr. Christopher J. Lonigan, Dr. Beth M. Phillips

Immediate and sustained implementation of a multi-tiered classroom and family curriculum supplement to support preschoolers' language development

» Dr. Sonia Cabell, Dr. Tricia Zucker, Dr. Stephanie Brown, Dr. Chris Schatschneider, Dr. Keisey Fumero, Ms. Rebecca Vasile, Ms. C.J. Espittia, Dr. Michael Assel

12:05pm **General**

Lunch

Venue - Shipping

12:45pm **Poster : Session I: Presentation**

Poster Session I

Venue - Exchange

Session I: Presentation: 1 Reading in the digital age: The impact of artificial intelligence and social media on Arabic reading practices and instruction

» Dr. Alia Kassem, Dr. Shaden Shuhaiber Rizik

Session I: Presentation: 2 Becoming an efficient reader: Tracking the emergence of high-quality written word representations in children

» Dr. Xiangqi Luo, Dr. Cheyenne Svaldi, Dr. Jo Taylor

Session I: Presentation: 3 Exploring the role of segmental and suprasegmental phonological skills in early word reading among Spanish-speaking preschoolers

» Dr. Dunia Garrido, Dr. Gracia Jiménez Fernández, Ms. Alba Martínez-López, Dr. Nicolás Gutiérrez-Palma, Dr. Lesly Wade-Woolley, Dr. Nuria Calet

Session I: Presentation: 4 Executive functioning in Chinese reading comprehension across two Chinese societies

» Dr. Dan Lin, Ms. Yin Fei Chan, Dr. Robert Savage

Session I: Presentation: 5 Dialogic reading enhances neural prediction of young children

» Prof. Shinmin WANG

Session I: Presentation: 6 Iterative development of a reading intervention through a series of experimental studies

» Dr. Nathan Clemens, Dr. Alexis Boucher, Dr. Sharon Vaughn, Dr. Greg Roberts, Dr. Marcia Barnes

Session I: Presentation: 7 Orthographic executive functions as predictors of early Chinese word reading

» Dr. Cathy Yui Chi Fong

Session I: Presentation: 8 Single-document digital reading: How does presentation format (scrolling vs. paging) influence comprehension and eye movements?

» Dr. Aisha Futura Tüchler, Mrs. Marieke Titzmann, Prof. Sascha Schroeder

Continued from **Thursday, 16 July**

Session I: Presentation: 9 Reading feelings: Longitudinal associations between reading, empathy, and Theory of Mind in children aged 8-10 years.

» Prof. Jane Oakhill, Dr. Persefoni Tzanaki, Prof. Alan Garnham, Prof. Robin Banerjee

Session I: Presentation: 10 Predicting second language skills using eye movements and machine learning

» Prof. Sascha Schroeder

Session I: Presentation: 11 Comprehension of written text: assessment of inference making in aphasia with an adapted version of the MAKRO Screening (Büttner, 2018), subtest inferences

» Dr. Sarah-Maria Thumbeck, Ms. Sarah Blöchinger, Ms. Teodora Stoica, Prof. Julia Büttner-Kunert, Prof. Frank Domahs

Session I: Presentation: 12 Results from a systematic literature review of literacy interventions for adults with low literacy skills

» Mr. Moritz Butscheidt

Session I: Presentation: 13 Reading to belong: Literary reading, multilingual practices, and sense of belonging in adult second-language education

» Dr. Katja Tereshko, Dr. Camille Welie

Session I: Presentation: 14 Literacy in the disciplines: A mixed method investigation of teacher practices, perceptions and sense of efficacy

» Dr. Patrick Burke

Session I: Presentation: 15 Examining the set for variability-word reading relationship across reading development

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

Session I: Presentation: 16 The Influence of Articulation Training on the Development of Phonemic Awareness and Word Reading: A Systematic Review

» Ms. Christina Giddings

Session I: Presentation: 17 French evidence of the relation between morphological awareness and reading comprehension in upper elementary grades: The role of word-reading mediation and grade-level moderation

» Dr. Anne-Sophie Besse, Dr. Felipe Valentini, Dr. Márcia Maria Peruzzi Elia da Mota

Session I: Presentation: 18 Diagnostic accuracy of French fluency measures among French Immersion students in Canada: A cross-sectional comparison of classification methods

» Mr. Songtao Wang, Dr. Richard Kruk, Dr. Feng Ji, Dr. Kathleen Hipfner-Boucher, Dr. Becky (Xi) Chen

Session I: Presentation: 19 Shifting Dominance: Bilingual Linguistic Skills in Children's English Reading Comprehension Over Time

» Dr. Becky Huang, Dr. Ye Shen

Session I: Presentation: 20 Do Racial Achievement Gaps Persist Among Blind Children? Testing Phonological and Reading Skills Across Intersecting Identities

» Mr. Tremaine Love, Dr. Lindsay Harris, Dr. Allison Gladfelter

Session I: Presentation: 21 How question type shapes children's visual attention and verbal responses in shared picture book reading: An eye-tracking investigation

» Ms. Yinan Jiang, Prof. Si Chen, Ms. Yingshuo Sun, Prof. Xi Yu

Session I: Presentation: 22 Use of Language-Focused Tier 2 Interventions with Prekindergarten through Grade 5 Students

» Ms. Yeqing Liu, Ms. Hyejin Kim, Dr. Shayne B. Piasta

Session I: Presentation: 23 Exploring specific predictors of Chinese children with reading difficulties

» Dr. Qiuying Wang

Continued from **Thursday, 16 July**

Session I: Presentation: 24 Cross-linguistic transfer in bilingual spelling: Evidence from Welsh- and English-language literacy interventions

» Dr. Cameron Downing, Dr. Catherine Clark, Ms. Tesni Huws, Dr. Gwennant Evans-Jones, Dr. Joseph Smith, Prof. Manon Jones

Session I: Presentation: 25 The effect of bilingualism on metalinguistic awareness: A meta-analysis

» Ms. Elizabeth Zhang, Mr. Jr-An Lin, Dr. Li-Jen Kuo, Dr. Marc Goodrich

Session I: Presentation: 26 Integrating Self-Determination Instruction in Reading Intervention: Examining Student-Generated Goals and Reading Performance

» Mr. Roy'al Sanyika, Ms. Abbigail Price, Ms. Emily Hardeman, Mrs. Elizabeth Hart, Ms. Mona Maclay, Ms. Raquel Silva, Dr. Karrie Shogren, Dr. Jessica Toste

Session I: Presentation: 27 The Role of Verbal Reasoning in Comprehension Instruction for Listening Comprehension Among PreK–8 Students: A Meta-Analytic Review

» Ms. Jieun Park, Dr. Amy Elleman, Ms. Brandi MacDonald, Mrs. Deborah Pingitore, Ms. Aviva Coyne-Green, Mrs. Shauna Sweeney, Ms. Lisa Brill, Ms. Rebecca Loera

Session I: Presentation: 28 Is there cross-language interference in bilingual orthographic knowledge?

» Mr. Lukas Hauser, Prof. Konstanze Edtstadler, Prof. Anna Steiner, Prof. Karin Landerl, Dr. Ferenc Kemény

Session I: Presentation: 29 Morphological instruction in adolescence: Evidence across learners, contexts, and literacy outcomes

» Mrs. Jamie Smith

Session I: Presentation: 30 Reading comprehension in young second language readers of Dutch: The role of reading anxiety and linguistic diversity

» Dr. Moniek Schaars, Ms. Ilja van Gelder, Dr. Liza van den Bosch

Session I: Presentation: 31 Cognitive predictors of individual differences in beneting from reading support

» Mrs. Heidi Korpipää, Ms. Pilvi Peura, Prof. Mikko Aro

Session I: Presentation: 32 What can we learn from content analysis of gameplay errors made by children with/without risk of reading difficulties?

» Prof. Jenny Thomson, Prof. Njål Foldnes

Session I: Presentation: 33 When perception meets performance: How does parent concern align with Spanish-English speaking children's language and reading development?

» Ms. Celeste Worley, Dr. Lisa Fitton, Dr. Marc Goodrich, Ms. Kimberly Briseño, Dr. Suzanne Adlof, Dr. Gina Crosby-Quinatoa, Dr. Florina Erbeli

Session I: Presentation: 34 Reading comprehension at the start of secondary education: Heterogeneity and resilience in a multilingual urban context with early tracking

» Dr. Jordi Casteleyn

Session I: Presentation: 35 Developing a new digital story picture book app based on research

» Dr. Christiaan Coenraads

Session I: Presentation: 36 To what extent do English Language Arts Tier 1 curricula used across one U.S. state show positive effects on language?

» Ms. Hyejin Kim, Ms. Yeqing Liu, Dr. Shayne B. Piasta

Session I: Presentation: 37 Exploring cross-linguistic transfer in morphological training: A study with Chinese-English bilinguals

» Ms. Zhenyan Yin, Prof. Helen Breadmore, Dr. Ya-Ling Hsiao

Session I: Presentation: 38 Profiles of reading development and self-concept of Finnish and Estonian first-grade students: Associations with individual factors and additional support at school

» Prof. Piret Soodla, Prof. Eija Pakarinen, Dr. Maris Juhkam, Dr. Kati Vasalampi, Prof. Minna Torppa, Prof. Marja-Kristiina Lerkkanen

Continued from **Thursday, 16 July**

Session I: Presentation: 39 Equity and validity of morphosyntactic measures in L2 literacy assessment: A systematic review
» Ms. Yanfang Zeng, Ms. Elizabeth Zhang, Dr. Li-Jen Kuo

Session I: Presentation: 40 Spelling Knowledge of U.S. Teacher Educators: A Survey Study
» Dr. Jialin Lai, Dr. Emily Binks-Cantrell, Dr. Ramona Pittman, Mrs. Taylor Seymour, Dr. Malt Joshi

Session I: Presentation: 41 Interrupted reading: The resilience of coherence monitoring
» Dr. Arnout Koornneef, Dr. Anne Helder, Prof. Paul Van Den Broek

Session I: Presentation: 42 Differences in fiction vs non-fiction video-based inference generation among kindergarten students
» Ms. Manjary Guha, Dr. Kristen McMaster, Dr. Jechun An, Ms. Ali Fulsher, Dr. Seohyeon Choi, Dr. HyeJin Hwang, Mrs. Susan Slater, Dr. Panayiota Kendeou

Session I: Presentation: 43 Predictors of reading comprehension depend on orthographic consistency: Modelling predictive pathways in children with reading difficulties
» Dr. Ayelet Sasson, Prof. Rachel Schiff

Session I: Presentation: 44 Improving foundational reading skills: A large-scale school-based Tier 2 intervention
» Prof. Saskia Kohnen, Dr. Erin Banales, Mr. James Muldowney, Ms. Julie Casey, Ms. Tosca Galluzzo, Prof. Rauno Parrila

Session I: Presentation: 45 The behavioural and neural basis of somatosensory disruptions during reading
» Dr. Jacqueline Cummine, Mr. Dev Patel, Mr. Mitchell Holmes, Ms. Amberley Ostevik, Dr. Daniel Aalto

Session I: Presentation: 46 The Impact of Reading Anxiety on English Literacy Skills Beyond Cognitive-Linguistic Skills Among Chinese Learners Learning English as a Second Language
» Dr. Kevin Chan, Prof. Kevin K. H. Chung, Prof. Pui-Sze Yeung

Session I: Presentation: 47 Exploring the Social Validity of Informational Book Reading Intervention for Children with Developmental Language Disorder
» Prof. Ying Guo, Prof. Allison Breit, Dr. Sarah Lynn Neiling

Session I: Presentation: 48 Exploring stakeholders' perspectives on responsible implementation of a digital tool for the dynamic assessment of emergent literacy skills
» Ms. Roos de Jong, Ms. Leandra Zinke, Ms. Geertje Tijsma, Dr. Tieme Janssen, Dr. Jurgen Tijms, Prof. Milene Bonte, Prof. Nienke van Atteveldt

Session I: Presentation: 49 Story world absorption, reading frequency, reading motivation, and reading comprehension
» Dr. MG Prezioso, Dr. Ageliki Nicolopoulou

Session I: Presentation: 50 Syllabic markers in early reading instructions in Germany: Prevalence and types of use
» Mr. Philip Kehl, Mrs. Miriam Grunwald, Prof. Frank Domahs

Session I: Presentation: 51 Whole classroom early literacy development with e-Prent&ABC-applied in 'Leeswijs'-
» Dr. Marianne van Dijken

Session I: Presentation: 52 Implicit representation of letters in early reading development
» Ms. Daniela Staton, Dr. Matthew Cooper Borkenhagen

Session I: Presentation: 53 Over exposure: Effects of print diversity beyond print exposure
» Dr. Sean McCarron, Prof. Sara Hart

Session I: Presentation: 54 Predictive Role of Reading Fluency, Linguistic Comprehension, and Metacognitive Knowledge and Skills in Reading Comprehension Across Grades
» Ms. Maris Juhkam, Prof. Piret Soodla, Mr. Valeri Murnikov

Continued from **Thursday, 16 July**

Session I: Presentation: 55 Early left OTC activity is related to children's phonological skills but not letter word identification

» Dr. Sarah S. Hughes-Berheim, Ms. Andrea Burgess, Ms. Addison Cavender, Dr. Laurie Cutting

Session I: Presentation: 56 Some mistakes are better than others: Predicting improvement in the CTOPP Blending Words task in children with reading disability

» Ms. Hannah Ferguson, Dr. Daniel Kleinman, Dr. Nicole Landi

Session I: Presentation: 57 Lexical Influences on Word Recognition in L1 and L2 Readers with Dyslexia: Before and After Intervention

» Dr. Anna Middleton, Ms. Marcela Davila, Dr. Sheryl Frierson

Session I: Presentation: 58 Lexical and sublexical distributional regularities in visual word recognition: An ERP study

» Dr. Vera Varga, Dr. Klaudia Szabó, Ms. Claudia Laskay-Horvath, Dr. Ferenc Kemény

Session I: Presentation: 59 Between the lines: reluctant adolescents' engagement during smartphone story reading

» Mr. Rens van Haaren, Prof. Tijs Kleemans, Dr. Kelly Beekman, Prof. Eliane Segers

Session I: Presentation: 60 Parent-child reading and bilingual development: Effects on English vocabulary knowledge in Chinese-English bilinguals

» Dr. Bonnie Chow, Ms. Chen Liu

Session I: Presentation: 61 Examining the oral language skills of young adults with low reading comprehension and the effect of using a digital text-to-speech function on their understanding of written texts

» Dr. Irit Bar-Kochva, Mrs. Laura Gerkens, Ms. Elisa Herbig

Session I: Presentation: 62 Innovative and Evidence-Based and Effective? - Assessing digital Interventions in Reading Comprehension in Primary School

» Mr. Fabian Feyertag, Dr. Lisa Paleczek, Mrs. Elisabeth Stabler

Session I: Presentation: 63 What does it take to make changes in literacy achievement? Chaco, Argentina, a blueprint for the LAC region

» Prof. Florencia Salvarezza, Dr. Elizabeth Zagata, Dr. Noam Siegelman, Dr. Maureen Lovett, Dr. Kenneth Pugh, Dr. Augusto Buchweitz, Prof. Dan Steinhof, Dr. John Russell

Session I: Presentation: 64 Pathways of Morphological Knowledge in Reading Comprehension: Insights from French

» Dr. Anila Fejzo, Dr. Rihab Saidane, Dr. Kathleen Whissell-Turner, Dr. Becky (Xi) Chen, Dr. Kathleen Hipfner-Boucher

Session I: Presentation: 65 Reading Instruction in Secondary Education: What Works?

» Mr. Pim Woldendorp, Dr. Lesya Ganushchak, Prof. Roel van Steensel

Session I: Presentation: 66 Assessment of French-Speaking students' knowledge regarding verb agreement

» Ms. Geneviève Baran, Dr. Noémia Ruberto, Prof. Daniel Daigle

Session I: Presentation: 67 Comparing the reading abilities of individuals with hearing impairments and those with reading disorders

» Mrs. Ricki Vilder, Mrs. Efrat Fintuch, Prof. Amalia Bar-On

Session I: Presentation: 68 Word Reading and Spelling Profiles of Middle School Students with Word-Level Reading Difficulties

» Dr. Kelly Williams

Session I: Presentation: 69 Predictors of word and pseudoword spelling: A longitudinal study from kindergarten to first grade

» Ms. LARA DAHER, Prof. Sandrine Ferré, Dr. Carole El Akiki, Dr. Marta Manenti, Mrs. Zinaida Tamiatto, Dr. Racha Zebib

Continued from **Thursday, 16 July**

Session I: Presentation: 70 Revisiting the Peter Effect for Comprehension Teachers

» Dr. Kausalai Wijekumar, Dr. Ashley Stack, Dr. Herbert Turner

Session I: Presentation: 71 Bridging the gap to reading comprehension in Japanese children (1): Eye-tracking indicators reflecting comprehension

» Prof. Ayumi Seki, Dr. Yuka Nakai, Dr. Hitoshi UCHIYAMA

Session I: Presentation: 72 Exploring the links between oral language profiles and emergent literacy skills, as well as early reading and spelling abilities in kindergarten.

» Ms. Layla BERBAIN, Dr. Lucie Macchi, Prof. Séverine Casalis, Dr. Gwendoline Mahé

Session I: Presentation: 73 Prevalence and persistence of reading profiles among middle school children in a large U.S. school district

» Dr. Dennis Davis, Ms. Amy Walter

Session I: Presentation: 74 A meta-analysis of AI-integrated interventions for K-12 EFL learners across reading, writing, listening, and speaking domains

» Dr. Angelica DaSilva, Dr. Stacy Fields, Dr. Yucheng Cao, Dr. Sungyoon Lee, Ms. Phoebe Ahn, Ms. Mary Carson LePore

Session I: Presentation: 75 Visual Attention Deficit Disorder in Dyslexia

» Dr. Klaudia Szabó, Dr. Ferenc Kemény

Session I: Presentation: 76 Perspectives on early literacy: How kindergarten teachers view school readiness and language development

» Prof. Fien De Smedt

Session I: Presentation: 77 The effects of a rule-based adaptive online tutoring intervention on the reading performance of struggling readers in grade 4 and 5.

» Ms. Andrea Jetten, Prof. Christine Espin, Prof. Maria Sikkema-de Jong, Dr. Elise Swart

Session I: Presentation: 78 Reading anxiety's longitudinal associations with reading skills and reading interest from second to third grade

» Ms. Shengyun Cui, Dr. Daria Khanolainen, Prof. Tuire Koponen, Dr. Jenni Salminen, Prof. Minna Torppa

Session I: Presentation: 79 The relationship between home literacy practices and language development among immigrant children: A meta-analysis

» Ms. Rulan Wu, Ms. Chunliu Han, Dr. Michelle Kwok, Dr. Li-Jen Kuo

Session I: Presentation: 80 Do dyslexia laws help students with visual impairments receive needed reading supports? A mixed-methods approach

» Dr. Lindsay Harris, Mr. Johnnie Jones, Dr. Molly Pasley, Dr. Lisa Liberty, Dr. Tiffany Puckett

Session I: Presentation: 81 Morphological complexity of American English-language-arts readings

» Ms. Audrey Hendrix, Dr. Sana Tibi, Prof. Maximiliano Wilson, Dr. Callie Little

Session I: Presentation: 82 The influence of morphological processing on orthographic lexicon access and on the temporal writing course (latency, pause, stroke duration) in typically developing children.

» Ms. Marie Demortier, Prof. Marie Van Reybroeck

Session I: Presentation: 83 What makes high-frequency words difficult? Exploring word-level and item-level predictors of vocabulary assessment difficulty

» Dr. Robin Irey, Dr. Alexander Blum, Dr. Elfrieda Hiebert, Dr. Yukie Toyama, Ms. Tonya Murray, Prof. Rebecca Silverman, Dr. Jason Yeatman

Continued from **Thursday, 16 July**

Session I: Presentation: 84 An exploration of Irish primary teachers' knowledge of the science of reading and how it relates to their self-efficacy for teaching reading.
» Dr. Julie Davison

Session I: Presentation: 85 From Morphemes to Word Meanings: Examining the Dimensionality of Morphological Assessments and Relations to Reading Comprehension
» Ms. Christina D. Sun, Dr. Elizabeth Tighe

Session I: Presentation: 86 High Dosage Reading Interventions in Grades 3-5: Overcoming Implementation Challenges
» Dr. Jill Bowdon, Dr. Billie Day, Dr. Anja Kurki

Session I: Presentation: 87 Mapping the Simple View of Reading
» Dr. Callie Little, Dr. Carlin Conner, Dr. Jessica Logan, Ms. Laura J Darcy, Dr. Colby Hall, Dr. Emily Solari

2:05pm

Panel

The rise and fall of cognitive assessment for reading disabilities identification

Venue - Rotterdam 2

Organised by: Dr. Kathrin Maki (Convenor, Panel Chair), Dr. Matthew Burns (Convenor), Dr. Jeremy Miciak (Convenor), Dr. Nicholas Benson (Convenor), and Prof. Carsten Elbro (Convenor, Discussant)

Redefining Specific Learning Disabilities: An Attempt to Bridge Research, Policy, and Practice Through Expert Consensus
» Dr. Nicholas Benson

Systematic Review and Meta-Analysis of Patterns of Strengths and Weaknesses and Cognitive Assessments in Identifying Learning Disabilities
» Prof. Matthew Burns, Dr. Kathrin Maki, Ms. Hannah Miller, Mr. Garrett Stevens, Dr. Pat Taylor

Cognitive intra-individual variability and reading: Associations and relevance for reading difficulties across indices of dispersion and inconsistency
» Dr. Jeremy Miciak, Dr. Pat Taylor

Pattern of strengths and weaknesses method of reading disability identification: Classification accuracy when combining clinical judgment with assessment
» Dr. Kathrin Maki

2:05pm

Panel

Accuracy-disabled vs. rate-disabled subtypes of dyslexia: Distinct subtypes require different interventions.

Venue - Mees 1

Organised by: Prof. David Share (Convenor, Panel Chair) and Prof. Peter de Jong (Discussant)

The Theoretical and Empirical Basis of the Accuracy-Rate subtyping framework
» Prof. MICHAL SHANI

From Preschool Cognitive-linguistic Profiles to Grade 1 Reading: Two Developmental Pathways to Dyslexia in Hebrew and Arabic
» Dr. Yasmin Shalhoub- Awwad, Prof. David Share, Mrs. Maysa Jabbour-Danial, Mrs. Dana Gott

Beyond phonology: Characteristics of reading-disabled (dyslexic) adults with proficient phoneme awareness
» Dr. Michal Shecter-Lerner, Prof. David Share, Prof. Zvia Breznitz

Reading subtyping of Arabic-speaking University students: A contribution to the accuracy vs. rate model of dyslexia
» Dr. Bahaa Madi Tarabya, Dr. Samer Andria, Prof. ASAID KHATEB

2:05pm

Oral

Motivation as a Lever in Reading Intervention

Venue - Mees 2

Organised by: Iris Vansteelandt (Convenor)

Continued from **Thursday, 16 July**

From teaching reading to teaching readers: enhancing reading attitude and self-efficacy through a Habits of Mind program
» Dr. Asma Amin

Testing the added value of self-determination instruction in reading intervention for upper elementary students with or at-risk for reading disability: A randomized controlled trial of the SDLMI-R
» Dr. Jessica Toste, Dr. Karrie Shogren, Ms. Mona Maclay, Mrs. Elizabeth Hart, Dr. Lisa Didion

Integrating Growth Mindset into Reading Intervention: Exploring Added Benefits for Comprehension in Upper Elementary Students with Reading Difficulties
» Dr. Eunsoo Cho, Dr. Philip Capin, Ms. Sarah Reiley

2:05pm **Oral**
Identification & Equity in Reading Disability
Venue - Oldenbarneveldt
Organised by: Prof. Carsten Elbro (Convenor)

Sociodemographic disparities in specific learning disabilities identification in U.S. elementary schools
» Prof. Paul Morgan

Social Factors and Teacher Expectations can Bias Referrals to Dyslexia Testing
» Prof. Carsten Elbro, Prof. Nicolai Kristensen

Lived experiences and intervention outcomes: Dyslexic adults' perspectives on meaningful support
» Mr. Mitchell Holmes, Dr. Lesley Pritchard, Dr. Jacqueline Cummine

A mixed-methods investigation of US teachers' dyslexia conceptual knowledge and knowledge sources
» Dr. Susan Chambre, Dr. Alida Anderson, Dr. Mary Jean Tecce DeCarlo

2:05pm **Panel**
From Scribbles to Sentences: Approaches for Assessing and Supporting Early Writing Development
Venue - Diamond 1
Organised by: Dr. Gary Bingham (Convenor, Panel Chair)

Understanding the structure of young children's composing: Dimensions of quantity and quality
» Dr. Margaret Quinn, Dr. Xiao Zhang, Dr. Rebecca Rohloff, Dr. Jackie Ridley

Reliability and validity evidence of a contextualized assessment that elicits and measures a comprehensive theoretical conceptualization of early writing
» Dr. Hope Gerde, Dr. Gary Bingham, Dr. Ryan Bowles, Dr. Xiao Zhang

Kindergarten and First Grade Discourse-Level Writing Across Three Genres: From Characteristics to Classroom Practice
» Dr. Meaghan McKenna, Dr. Hope Gerde

Examining How Preschool Teachers Support Children's Early Writing Development In Finland, Norway and Sweden
» Dr. Sophie Tjäru So, Dr. Hilde Hofslundsengen

Writing Together: Grandparents' Contribution to their Grandchildren's Early Literacy
» Ms. Maya Dvir, Prof. Dorit Aram, Ms. Linoy Jajbi

2:05pm **Panel**
Beyond phonology: The role of orthography and morphology in reading development across languages
Venue - Diamond 2
Organised by: Dr. Sofia Giazitzidou (Convenor, Panel Chair) and Dr. Hélène Deacon (Discussant)

Just what skills make up early orthographic knowledge? A study with English- and Greek-speaking preschool children
» Dr. Sofia Giazitzidou, Dr. Hélène Deacon, Dr. Nicole Conrad, Dr. Angeliki Mouzaki

Continued from **Thursday, 16 July**

Uncovering the pathways connecting morphological awareness to reading comprehension in Greek-German bilinguals: Same or different across second and first languages?
» Ms. FREIDERIKI TSELEKIDOU, Dr. Sofia Giazitzidou, Prof. Natalia Gagarina

High vs. low frequency orthographic rimes: Orthographic regularities affect word spelling latencies and (some) letter writing times for elementary school-aged children
» Dr. Nicole Conrad, Dr. Hélène Deacon, Prof. Helen Breadmore

Morphology is still key for visual verbs recognition in French-speaking young and older adults
» Mr. Guillaume Blais, Mrs. Jeanne Nicole, Dr. Phaedra Royle, Prof. Maximiliano Wilson

3:45pm **General**
Coffee Break
Venue - Shipping

4pm **Panel**
Screen time and Story time: The impact of digital media and leisure activities on language and reading development
Venue - Rotterdam 2
Organised by: Dr. Junyi Yang (Convenor) and Prof. Monica Melby-Lervåg (Convenor, Panel Chair)

Developmental leisure reading profiles across Grades 1–9, their early predictors, and association with reading skills
» Prof. Minna Torppa, Ms. Emmi Ulvinen, Dr. Maria Psyridou, Prof. Marja-Kristiina Lerkkanen, Prof. Anna-Maija Poikkeus

Media multitasking during reading: effects on literacy outcomes
» Mr. Mario Romero, Prof. Ladislao Salmerón, Ms. Lidia Altamura, Prof. Ramón D. Castillo, Prof. Pablo Delgado, Dr. Angel Valenzuela

Screen exposure and language development from 4 to 7 years: A longitudinal study
» Dr. Junyi Yang, Prof. Monica Melby-Lervåg, Prof. Øistein Anmarkrud

Trajectories of screen media exposure across childhood: Associations with language, literacy, and academic outcomes up to age 12
» Dr. Megan Gath, Prof. John Horwood, Prof. Gail Gillon, Prof. Brigid McNeill, Prof. Lianne Woodward

Screen time and children's language and literacy development: a meta-analysis of longitudinal studies
» Dr. Lei Wang, Dr. Junyi Yang, Prof. Monica Melby-Lervåg, Prof. Øistein Anmarkrud

4pm **Oral**
Teacher Knowledge & Professional Practice
Venue - Mees 1
Organised by: Dr. Liza van den Bosch (Convenor)

Are Chinese teachers' knowledge of reading difficulties, perceived teaching ability, and warmth during teaching related to their students' reading development?
» Ms. Anna Jia-Jun Zhang, Prof. Tomohiro Inoue

Bridging theory and reading practice: How co-design enhances teachers' curriculum expertise in secondary school
» Dr. Liza van den Bosch

Understanding Reading Knowledge Through KPEERI Data: Exploring Certification-Level, Program-Based, and Temporal Patterns in KPEERI Performance
» Dr. Tiffany Peltier, Dr. Emily Binks-Cantrell, Dr. Ramona Pittman, Dr. Erin Washburn, Dr. Nathan Clemens

Universal practices to support reading and writing for students with DLD: Toward more inclusive classrooms
» Dr. Elisabeth Boily, Dr. Noémia Ruberto, Mrs. Jade Briand, Mrs. Marie-Sophie Pagé, Ms. Émilie Desjardins, Ms. Chloé Dion-Bouchard, Ms. Marjorie Morin

Continued from **Thursday, 16 July**

4pm

Panel

Identifying reading risk in multilingual school-aged populations: Evaluation of current practices and discussion of alternative approaches

Venue - Mees 2

Organised by: Dr. Amy Pratt (Convenor, Panel Chair) and Dr. Lillian Durán (Discussant)

When does added assessment add value? Examining Spanish and English reading measures across instructional contexts

» Dr. Lisa Fitton, Dr. Marc Goodrich, Dr. Jiali Wang, Dr. Suzanne Adlof, Dr. Florina Erbeli, Dr. Gina Crosby-Quinatoa

Progress monitoring of bilinguals' decoding skills: Longitudinal effects of context and language of testing

» Dr. Ashley Sanabria, Dr. Amy Pratt, Dr. Elizabeth Peña

Examining the validity of a dynamic decoding assessment used with bilingual kindergarten students.

» Dr. Marc Goodrich, Dr. Lisa Fitton, Dr. Suzanne Adlof, Dr. Florina Erbeli, Dr. Gina Crosby-Quinatoa, Dr. Jiali Wang

Beyond decoding: Leveraging L1 language tasks to identify reading risk in emergent bilinguals

» Dr. Amy Pratt, Dr. Kathleen Durant, Ms. Abi Mendez

4pm

Oral

Morphological Awareness in Reading Development

Venue - Oldenbarneveldt

Organised by: Ms. Serena Shi (Convenor)

An Exploration of Child-Level Word Reading Competencies as They Relate to Unique Structures of Polymorphemic Complex Words

» Mr. Jordan Dozier, Dr. Laura Steacy, Dr. Matthew Cooper Borkenhagen, Dr. Donald Compton

Understanding how morphology supports L2 reading comprehension: The crucial moderating effect of reading vocabulary

» Dr. Xing Zhang

Cross-Language Transfer of Morphological Awareness to Reading Comprehension in Chinese–English Bilingual Children

» Ms. Serena Shi, Dr. Jo Taylor, Dr. Bonnie Chow

Reading beyond borders: Cross-linguistic transfer between morphological awareness, reading and vocabulary in bilinguals from Ghana, Hong-Kong, South-Africa and Zimbabwe

» Dr. Lieke Stoffelsma, Mrs. Lucy Chitewe, Mrs. Barbara Cravetti, Mrs. Ruth Hughan, Ms. Hayley Jones, Mr. Patrick Larbi, Dr. Kelvin Lui, Dr. Catherine McBride, Dr. Fungai Mutema, Dr. Isaac N. Mwinlaaru, Mrs. Scortia Quansah, Mrs. Mabel Selasi Quashigah, Prof. Carien Wilsenach, Dr. Yanyan Ye

Are all morphological awareness tasks the same?

» Prof. Emilie Cloutier, Dr. Robert Savage, Prof. Catherine Turcotte, Prof. Pier-Olivier Caron

4pm

Oral

Implementation Science & Scaling Literacy Reform

Venue - Diamond 1

Organised by: Dr. Lori Severino (Convenor)

Sustaining school-wide literacy models in rural contexts: A case study in implementation science

» Dr. Blair Payne, Dr. Erin Hogan, Dr. Elizabeth Swanson

Effectiveness of large-scale implementation of structured literacy teaching across differing socio- economic areas.

» Prof. Gail Gillon, Prof. Brigid McNeill, Dr. Megan Gath, Dr. Jen Smith, Dr. Amy Scott

Implementation of an aligned reading instructional model across core and intervention settings

» Ms. Anne Karabell, Dr. Jade Wexler

Continued from **Thursday, 16 July**

Using implementation science to impact literacy outcomes
» Dr. Lori Severino, Dr. Beth Napolitano

4pm

Oral
Single-Case Design & Tier 3 Reading Intervention
Venue - Diamond 2
Organised by: Prof. Robert Savage (Convenor)

Improving evidence-based decision making for Tier 3 intervention.
» Dr. Erin Banales, Prof. Saskia Kohnen

Set-for-variability predicts responsiveness to tier 3 intervention
» Prof. Robert Savage, Prof. George Georgiou, Dr. Kristy Dunn, Prof. Rauno Parrila

Walk to read: a data-driven approach to improving word reading outcomes
» Ms. Margaret Goldberg, Dr. Norma Hancock, Mr. Jamie Allardice, Dr. Tiffany Hogan

Illustration of the Use of a Single-Case Design Study Comparing the Effectiveness and Efficiency of Two Reading Interventions
» Dr. Scott Ardoin, Dr. Christina Novelli, Prof. Derek Rodgers

Using Single Case Design to Test a Skill-by-Treatment Interaction
» Prof. Matthew Burns, Ms. Jonie Welland, Ms. Emily Singell, Dr. Katherine Graves, Dr. Kathrin Maki

Friday, 17 July

8:15am

General
Morning Coffee
Venue - Shipping

8:30am

Panel
Early literacy and reading development in the digital age: insights from online assessment, virtual learning, and media ecologies from a cross-cultural perspective
Venue - Rotterdam 2
Organised by: Dr. Han Yuan (Convenor, Panel Chair) and Prof. Eliane Segers (Discussant)

Capturing sound, meaning, and print skills online: A study of American second graders' word reading and word spelling
» Dr. Catherine McBride, Ms. Jennifer Schumaker, Ms. Hyohyun Shin, Ms. Jai Dellosa Ariza, Dr. Vince Siu Hin Ngan, Dr. Urs Maurer

The impact of online learning during the pandemic on language and reading performance in English–French bilingual children
» Dr. Becky Chen, Ms. Zein Abuosbeh, Dr. Diana Burchell, Dr. Klaudia Krenca

The role of the traditional and digital home literacy environment in Chinese Kindergartners' language and early literacy
» Dr. Han Yuan, Prof. Tijs Kleemans, Prof. Eliane Segers

The effects of digital media use in a cross-contextual media landscape on early literacy.
» Ms. Vere Jacobs, Prof. Tijs Kleemans, Dr. Martine Gijsel, Prof. Nadira Saab, Prof. Eliane Segers

8:30am

Panel
AI in Reading Education: Applications, Advances, and Cautions Across the Teaching and Learning Pipeline
Venue - Mees 1
Organised by: Dr. Laura Tortorelli (Convenor, Panel Chair) and Dr. Matthew Cooper Borkenhagen (Discussant)

Harnessing AI to Support Reading Comprehension in Learners with Intellectual Disabilities
» Dr. Chris Lemons, Dr. Lakshmi Balasubramanian, Mr. Utkarsh Contractor

Continued from **Friday, 17 July**

Compose With AI: Supporting Middle-Grades Students' Critical and Ethical Use of AI-Generated Content in Science
» Dr. Lori Bruner

Teaching literacy with AI: Results for a national U.S. teacher survey
» Dr. Laura Tortorelli, Dr. John Strong, Dr. Tanya Christ, Mrs. Lisa Cortez Hendricks, Dr. X. Christine Wang, Dr. Jaekyung Lee

8:30am

Oral

Reading Interventions for Older Struggling Readers

Venue - Mees 2

Organised by: Dr. John Strong (Convenor)

Effects of a multicomponent intervention on students' foundational skills, comprehension, and motivation to read and teacher self-efficacy in grades 4-9
» Dr. John Strong, Dr. Laura Tortorelli, Dr. Blythe Anderson, Mrs. Azzah Alzahrani, Ms. Maureen Bender, Mrs. Anthonia Ojeh, Dr. Eunsoo Cho

Does explicit syntax instruction improve reading comprehension skills in grade 5 students with low language skills?
» Dr. Rikke Vang Christensen, Dr. Mads Poulsen

Effective interventions for students with reading and spelling difficulties in secondary education: A systematic literature review
» Mrs. Christel Dood, Mrs. Alice Visschedijk, Ms. Anne Milder, Prof. Elise de Bree

Morphological Pattern Training as a Pathway to Early Reading Success in Arabic: Evidence from a Classroom-Based Intervention
» Dr. Abeer Asli-Badarneh, Prof. Ibrahim Asadi

8:30am

Panel

Beyond the total score: Insights from crossed random item-level models of word reading and spelling

Venue - Oldenbarneveldt

Organised by: Dr. Emily Farris (Convenor, Panel Chair) and Dr. Elfrieda Hiebert (Discussant)

Exploring Item-Level Variability in Phonological Recovery and Recoding Verification
» Dr. Melissa Stalega, Dr. Devin Kearns

Developing Lexical Quality: Fluency, Consistency, and Frequency Effects in Spelling
» Dr. Stuart Bernstein, Dr. Katie Schrodt, Dr. Madeline Berkowitz, Ms. Caitlin Deckhard, Ms. Lindsey Hester, Ms. Robin Miranda

Every phoneme counts in complex words: Predicting phoneme accuracy for struggling readers with word, syllable, grapheme, and child-level characteristics
» Dr. Devin Kearns, Dr. Jessica Toste, Dr. Emily Farris, Dr. Philip Capin, Dr. Marissa Filderman, Dr. Kelly Williams

Intervention readiness and the Big Word Reading Test: Investigating psychometric properties and predicting performance
» Dr. Emily Farris, Dr. Jessica Toste

8:30am

Oral

Reading in Autism Spectrum Disorder & Deafness

Venue - Diamond 1

Organised by: Dr. Fiona Kyle (Convenor)

#BOOK: Investigating the implementation and effects of book clubs for students with special educational needs
» Dr. Jasmijn Bosch, Ms. Milou Nootebos, Prof. Roel van Steensel, Dr. Marjolein Zee, Dr. Marjolein Dobber

Continued from **Friday, 17 July**

Audiovisual Speech and Reading in Children With and Without ASD: a longitudinal study with eye-movement measures
» Dr. Inmaculada Fajardo, Dr. Noemi Skrobiszewska, Dr. Nadina Gómez-Merino, Dr. Patricia Pérez-Fuster, Dr. Vicenta Ávila, Dr. Antonio Ferrer

Morphological Awareness and Reading Comprehension in Deaf and Hearing Children
» Dr. Fiona Kyle, Mrs. Katharine Swift, Dr. Kathryn Mason, Ms. Amy Hegedus, Prof. Jan Frijters, Prof. Ros Herman

A preliminary evaluation of reading outcomes, and predictors thereof, in younger siblings of autistic and non-autistic children
» Ms. Grace Pulliam, Dr. Jacob Feldman, Ms. Jennifer Markfeld, Ms. Sarah Clark, Ms. Catherine Bush, Dr. Kacie Dunham-Carr, Dr. Pooja Santapuram, Dr. Bahar Keceli-Kaysili, Dr. Tiffany Woynaroski

The nature of deaf children's spelling difficulties in a shallow orthography
» Prof. Barbara Arfe, Prof. Tania Cerni, Dr. Gaia Spicciarelli, Dr. Ambra Fastelli

8:30am

Oral

Bilingual Word Reading & Orthographic Processing
Venue - Diamond 2
Organised by: Prof. Holly Joseph (Convenor)

ABC Writing: Child- and Letter- Level Predictors of English Letter Formation in Chinese-English Emergent Bilingual Children
» Dr. Somin Park

Contextual factors in incidental word learning during reading in multilingual children
» Prof. Holly Joseph, Ms. Jiayin Li, Prof. Jeanine Treffers-Daller

Orthographic processing in German–French bilinguals readers: Word Length and Word Superiority Effects
» Ms. Claire Gigleux, Dr. Aliette Lochy

Inhibitory Control and Language Experience in Trilingual Children During Orthographic Production
» Prof. Séverine Casalis, Ms. Razan Tabaja

10:10am

General

Coffee Break
Venue - Shipping

10:30am

Panel

Supporting vocabulary growth: Cognitive processes, strategic instruction, and assessment across elementary and middle grades
Venue - Rotterdam 2
Organised by: Dr. Elfrieda Hiebert (Convenor, Panel Chair) and Dr. Joshua Lawrence (Convenor, Discussant)

Metalinguistic skills mediate the contributions of executive functions to reading comprehension: Evidence from bilingual fourth graders
» Prof. Michael Kieffer, Prof. Rebecca Silverman

The British and American Word Family (BAWF) Database: A resource for morphological and vocabulary instruction in k-12
» Prof. Clarence Green, Prof. Averil Coxhead, Dr. Elfrieda Hiebert

Does instruction in inferring word meanings from informational context affect second graders' skill in inferring words meanings from narrative context?
» Dr. Crystal Wise

Task, learner, and word: A tripartite view of vocabulary assessment outcomes
» Dr. Rebecca Knoph, Dr. Joshua Lawrence, Dr. Paulina Kulesz, Dr. David Francis

Continued from **Friday, 17 July**

10:30am **Oral**

Cognitive Predictors of Word Reading

Venue - Mees 1

Organised by: Dr. Janet Vousden (Convenor)

Does growth in single letter and digraph sound knowledge predict later regular- and irregular-word reading?

» Dr. Janet Vousden, Dr. Anna Cunningham

Intelligence does not add to longitudinal effects of phonological recoding and visual word recognition on reading skills

» Prof. Johannes Naumann, Mr. Patrick Dahdah, Dr. Julia Schindler, Dr. Maj-Britt Isberner, Prof. Tobias Richter

Longitudinal relationships between verbal rehearsal, phonological short-term memory, and word reading in 5-10 year olds

» Dr. Anna Cunningham, Ms. Madeline Wilkinson, Dr. Janet Vousden

A fundamental question is whether the relation between RAN and reading differs between low- and high-performing readers

» Mrs. Malena Åvall

10:30am **Panel**

Shared reading, home literacy environment, and children's literacy skills: insights from interventions and multimodal assessments

Venue - Mees 2

Organised by: Mrs. María Valcárcel Jiménez (Convenor, Panel Chair), Prof. Roel van Steensel (Convenor), and Prof. George Manolitsis (Discussant)

Enhancing vocabulary learning through preteaching prior to interactive book reading

» Mrs. Eline Decraene, Mrs. Hanne Vandebuerie, Prof. Maribel Montero Perez, Prof. Hilde Van Keer

Reading comprehension in Grade 4: The role of pre-reading skills, home literacy environment, parental education, and gender

» Mrs. Mari Manu, Prof. Minna Torppa, Prof. Marja-Kristiina Lerkkanen, Dr. Pekka Niemi

Effects of introducing digital picturebooks in childcare settings on two- and three-year-olds' word learning and story comprehension

» Prof. Roel van Steensel, Dr. Thirza Osterhaus, Dr. Bjorn de Koning

The more, the better? Quantitative and qualitative aspects of the home literacy environment and their impact on children's literacy development

» Mrs. María Valcárcel Jiménez, Mrs. Tina Schiele, Mrs. Öykü Camligüney, Mrs. Jana Schuster, Prof. Frank Niklas

10:30am **Oral**

Eye Tracking & Visual Processing in Children's Reading

Venue - Oldenbarneveldt

Organised by: Dr. Gina Biancarosa (Convenor)

Navigating Digital Texts: A Comparative Study of Eye-Tracking Patterns in Children with and without Dyslexia

» Ms. Siena Vergeer, Dr. Carolien Knoop-Van Campen, Dr. Aurora Troncoso Ruiz, Dr. Marco van de Ven, Prof. Eliane Segers

Interactions Between Cognitive Load and Visual Skills in 4th- and 5th-Grade Readers

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

The Eyes as a Window on Cognitive Processing During Reading: Gaze Behavior of Good and Poor Comprehenders

» Dr. Gina Biancarosa, Ms. Seulbi Lee

Children's visual word recognition is hampered by adjacent stimuli

» Prof. Athanassios Protopapas, Dr. Laoura Ziaka, Mr. Dzan Zelihic, Ms. Kristin Simonsen, Dr. Angeliki Altani, Prof. Bob McMurray

Continued from **Friday, 17 July**

10:30am

Panel

Advancing the science of teaching reading vocabulary and comprehension using novel data, tools, and measures

Venue - Diamond 1

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

How Spiral Curriculum Can Promote Impact Persistence and Cross Domain Transfer From Reading Comprehension to Math Achievement: Results From a Longitudinal School Randomized Trial

» Dr. James Kim

Long-Term Effects of a Sustained and Spiraled Content-Literacy Intervention for Multilingual Learners

» Dr. Jackie Eunjung Relyea, Mr. William Young, Dr. James Kim

Exploring Key Mechanisms that Promote Knowledge Transfer on Reading Comprehension Outcomes

» Dr. Douglas Mosher, Dr. James Kim

Factors Influencing Middle School Acquisition of Taught and Untaught Vocabulary in Social Studies

» Dr. Philip Capin

10:30am

Panel

Beyond efficacy – leveraging research practice partnerships for implementable instruction

Venue - Diamond 2

Organised by: Dr. Adrea Truckenmiller (Convenor, Panel Chair), Dr. Tiffany Hogan (Convenor), and Dr. Nicole Terry (Convenor, Discussant)

Implementing multitiered academic language instruction in first grade

» Dr. Trina Spencer, Dr. Megan Kirby, Dr. Douglas Petersen

Implementing systematic phonics instruction at scale in kindergarten through second grade

» Dr. Holly Lane, Dr. Valentina Contesse, Ms. Florence Bason, Dr. Matthew Burns

Implementing research-based writing instruction in fourth and fifth grade

» Dr. Katherine Valentine, Dr. Adrea Truckenmiller, Dr. Kiana Hines, Ms. Lauren Hennenfent, Dr. Courtenay Barrett

Implementing evidence-based supports for emergent bilinguals in middle school

» Dr. Leticia Martinez, Dr. Daniel Espinas, Dr. Philip Capin, Dr. Erin Hogan, Dr. Sharon Vaughn, Ms. Colleen Moore

12:10pm

General

Lunch

Venue - Shipping

1pm

Poster : Session II: Presentation

Poster Session II

Venue - Exchange

Session II: Presentation: 1 Beyond vocabulary: The specific link between prosodic awareness and word-level reading fluency in adulthood

» Ms. April Senkow, Ms. Stephanie Powell, Mr. Garrett McNeil, Ms. Alexis Shumate, Dr. Catherine McBride, Dr. Kelvin Lui, Dr. Srishti Nayak, Dr. Reyna Gordon, Dr. cyrille magne

Session II: Presentation: 2 Understanding dyslexia in Irish classrooms: A mixed-methods study targeting teacher knowledge and development

» Dr. Paula Lehane

Session II: Presentation: 3 Lexical stress in polysyllabic words: An eye-tracking study of enriched script in sentence reading

» Dr. Jana Hasenäcker, Prof. Frank Domahs

Continued from **Friday, 17 July**

Session II: Presentation: 4 Phonological profiles of children with speech sound disorders: Preliminary data from one academic year

» Dr. Kelly Farquharson, Dr. Kathryn Cabbage, Dr. Chris Schatschneider, Ms. Mary Allison Moody, Ms. Alexis Moser

Session II: Presentation: 5 Persistence and Fadeout of Reading Intervention Gains Over Time

» Dr. Florina Erbeli, Ms. Ying Xu

Session II: Presentation: 6 Digital Tools Meet Reading Instruction: A Design-Based Approach to Teacher Training

» Ms. Elisabeth Herunter, Dr. Susanne Seifert

Session II: Presentation: 7 What texts do early elementary teachers use in small groups?

» Mrs. Lisa Cortez Hendricks, Dr. Tanya Wright

Session II: Presentation: 8 A Systematic Review of Individualized Reading Plan in the United States

» Dr. Leah Zimmermann, Dr. Shawn Datchuk, Ms. Natalie Schloss, Dr. Danielle Frith, Ms. Anna Holowicki, Ms. Anna Holub, Ms. Lindsay Schultz

Session II: Presentation: 9 Is reading and spelling impaired in 10-year-olds with cleft palate?

» Dr. Holger Juul, Ms. Pernille Hartmann Pedersen, Ms. Joan Bogh Nielsen

Session II: Presentation: 10 Context-Specific Data Management and Interpretation Improve Literacy Risk Modeling

» Dr. Brian McMahon, Dr. Norma Hancock, Dr. Christina Jacobs, Mrs. Barbara Hammond, Mrs. Liz Remington, Dr. Nell Thompson, Dr. David Moore, Dr. Tiffany Hogan

Session II: Presentation: 11 Implementing Peer Assisted Writing Strategies (PAWS) to Support At-risk Students in Small Group Instruction

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

Session II: Presentation: 12 Socioeconomic status and executive functions as moderators of reading comprehension in children with dyslexia

» Mrs. Rachel Norton, Dr. Andrea Takahesu-Tabori, Mr. Alexander Kaminsky, Ms. Carissa Mastrangelo, Mrs. Karolina Wade, Ms. Annie Cardinaux, Dr. Rebecca Marks, Dr. John Gabrieli, Dr. Joanna Christodoulou

Session II: Presentation: 13 Building Academic Language Proficiency in Primary Classrooms: Findings from a Design-Based Research Intervention

» Mr. Shane Leonard

Session II: Presentation: 14 Irregular word recognition in beginner language and literacy learners using the unpacking-packing (UP) Method

» Dr. Amna Mirza

Session II: Presentation: 15 Wordless picturebooks and repeated shared reading: A comparative study of fathers' and mothers' conversational purposes and interaction strategies

» Prof. Wan-Chen Chang

Session II: Presentation: 16 Observed and teacher-perceived error types, error identification, and error responses occurring in primary school reading instruction

» Dr. Mareike Ehlert, Dr. Rebecca Schneider, Ms. Ophelia Urbach, Prof. Elmar Souvignier

Continued from **Friday, 17 July**

Session II: Presentation: 17 Peer tutoring for reading in Greek primary schools: A feasibility study of adapting and implementing a paired reading programme

» Dr. Maria Cockerill, Prof. Ioannis Grigorakis, Prof. George Manolitsis, Prof. Allen Thurston, Dr. Elissavet Chlapana, Dr. Maria Kreza, Dr. Joanne O'Keeffe

Session II: Presentation: 18 The Effect of GripOnReading on College Students' Critical Reading and Comprehension of Research Articles

» Mrs. Marlies van der Meer, Prof. Christine Espin, Dr. Pascal Haazebroek

Session II: Presentation: 19 Effects of Simultaneous Pinyin Presentation on Novel Character Learning among Bilingual Learners of Chinese

» Dr. Alice Chan, Dr. Fun Lau, Ms. Wendy Toh, Ms. Xin Ru Toh, Dr. Jia Hoong (Joey) Ong, Dr. Gigi Luk

Session II: Presentation: 20 A scoping review defining the topic sentence and its relevance for adolescent writing instruction

» Ms. Kimberley Knight, Prof. Saskia Kohnen, Prof. Anne Castles, Dr. Alexa Von Hagen, Dr. Danielle Colenbrander

Session II: Presentation: 21 Effectiveness of the C-for-Chinese@JC Program in Improving the Chinese Language Abilities of Chinese and Ethnic Minority Children

» Dr. Chun Bun Lam, Prof. Kevin K. H. Chung

Session II: Presentation: 22 Reading skill and classroom predictors of concurrent and longitudinal Oral Reading Fluency and Maze performance

» Dr. Andrea Fraser, Dr. Jamie Metsala

Session II: Presentation: 23 Evaluation of an adaptive reading comprehension test for learning progress assessment

» Ms. Ophelia Urbach, Dr. Rebecca Schneider, Prof. Elmar Souvignier

Session II: Presentation: 24 Effects of a Morphology-Based Instructional Program for Older Striving Readers During a Summer Intervention Block

» Ms. Lauren Kern, Ms. Florence Bason

Session II: Presentation: 25 Implementing Differentiated Instruction for Hong Kong Preschoolers at Risk of Literacy Difficulties: A Pilot Study

» Dr. Pui-wan Cheng, Ms. Terry Po Man Tse, Ms. Gloria Wing Sze Ho, Ms. Clara Yu Fung Leung

Session II: Presentation: 26 Bridging events with words: Teaching connectives and narrative structure to children with developmental language disorder

» Prof. Marie-Pier Godin, Ms. Geneviève Baran, Ms. Marie-Josée Daviau

Session II: Presentation: 27 Are there word specific changes in reading processes?

» Prof. Peter de Jong, Dr. Dylan Molenaar, Mr. Emiel Schoneveld, Dr. Madelon van den Boer

Session II: Presentation: 28 Spelling and segmenting words with blends: What types of errors do children make?

» Dr. Hannah Krimm, Mrs. Jane Eppstein, Ms. Olivia Driscoll, Dr. Melanie Schuele, Mrs. Ashleigh Hayward

Session II: Presentation: 29 The effects of contextual diversity on second language word learning

» Mr. Lewis Liu, Dr. Gillian West, Dr. Bonnie Chow

Session II: Presentation: 30 The effects of an interactive storybook on reading outcomes with struggling young adult readers.

» Ms. Samantha McCool

Session II: Presentation: 31 Prevalence of isolated and concurrent reading and writing difficulties in 4th and 5th grade: evidence from a semi-consistent orthography.

» Mr. Jofre Ventura Segura, Dr. Naymé Salas

Continued from **Friday, 17 July**

Session II: Presentation: 32 Effects of high-dosage summer tutoring on elementary students' foundational skills, vocabulary, and comprehension

» Dr. Blythe Anderson, Dr. John Strong, Ms. Maureen Bender, Mr. David Fronczak

Session II: Presentation: 33 Evaluating remote online tests for reliable and scalable assessment of academic skills

» Ms. Madelief Kuijper, Dr. Alexandra Starr, Mr. Martijn Meulenbroek, Ms. Britt Min, Dr. Bruno Sauce, Dr. Elsje van Bergen

Session II: Presentation: 34 Behavioral and Cognitive Engagement Among Second Language Learners in Dynamic Assessment of Chinese Morphological Awareness

» Prof. Sihui Ke

Session II: Presentation: 35 The relationship between phonological awareness and decoding in children from different home language backgrounds.

» Ms. Silke Marie Crols, Dr. Linda Romanovska, Dr. Sonja Ugen, Dr. Ineke M. Pit-ten Cate

Session II: Presentation: 36 Word boxes for spelling: Evidence from a multiple-baseline single-case study in a low-SES elementary school

» Dr. Janine Bracht, Prof. Matthias Grünke

Session II: Presentation: 37 Bilingual proficiency matters for morphological processing in children: Evidence from phase amplitude coupling

» Dr. Richard Kruk, Ms. Gabby Brisson, Dr. Amy Desroches

Session II: Presentation: 38 Effects of syllabication intervention on polysyllabic decoding: A meta-analysis (pre-K to grade 10)

» Mrs. Courtney Pippenger, Dr. Yucheng Cao

Session II: Presentation: 39 Do gains in morphological awareness drive spelling growth? Evidence from a five-month classroom intervention

» Ms. Alexandra Boese, Dr. Emily Oxley, Dr. Jennifer Farrar, Dr. Jeremy Law

Session II: Presentation: 40 Support measures for students with specific learning difficulties at Charles University

» Dr. Klára Špačková, Prof. Anna Kucharská

Session II: Presentation: 41 Multisyllabic Word Reading Accuracy: The Role of Lexical Features for Emergent Bilingual and Monolingual English-Speaking Students

» Mrs. Gabriela Ordaz, Dr. Emily Farris, Dr. Jessica Toste, Ms. Pamella Moura, Ms. Raquel Silva

Session II: Presentation: 42 Stakeholder perspectives on a community-based early literacy intervention.

» Ms. Katy Grainger, Dr. Hannah Nash, Dr. Paula Clarke, Ms. Rachel Ingle-Terre

Session II: Presentation: 43 Vowel duration spelling performance of children with developmental language disorder: More errors than typically developing children, but affected by similar cues

» Ms. Wendy Bliekendaal, Dr. Madelon van den Boer, Dr. Britt Hakvoort, Prof. Elise de Bree

Session II: Presentation: 44 Highlighting the word stress speeds up text reading in Spanish

» Dr. Nicolás Gutiérrez-Palma, Ms. Paula Rodríguez Fernández, Dr. Nieves Valencia Naranjo

Session II: Presentation: 45 The language of likes: A corpus study on linguistic predictors of text agreement

» Ms. Ronja van Zijverden, Dr. Marloes van Moort, Dr. Karin Fikkers, Prof. Antal van den Bosch, Prof. Hans Hoeken

Session II: Presentation: 46 The Influence of a Summer Reading Program on Students' Reading Skills

» Dr. Pamela Beach, Dr. Ian Matheson, Mr. Dennis Liao

Continued from **Friday, 17 July**

Session II: Presentation: 47 Predictors of emergent literacy in French-speaking kindergarten children : A comparative study of reading and spelling

» Ms. Julie Launay, Prof. Corentin Gonthier, Dr. Pauline Quémart

Session II: Presentation: 48 Assessment of morphological awareness in French-speaking first graders: The importance of considering errors on distractor items

» Dr. Carole El Akiki, Dr. Racha Zebib, Dr. Christophe dos Santos, Dr. Pauline Quémart

Session II: Presentation: 49 Design principles for a genre pedagogy that fosters reading and writing across the curriculum

» Dr. Jacqueline Evers-Vermeul, Dr. Renske Bouwer

Session II: Presentation: 50 Event-Related Potentials and Brain Oscillations Associated with Reading Fluency in Children

» Mr. Juan Francisco Quiñonez Beltran, Dr. Steven Woltering, Ms. Lida Ehteshami, Ms. Alexandra Mireles, Dr. Malt Joshi

Session II: Presentation: 51 Phoneme deletion, segmentation, and blending: Which best estimates the latent phonemic skills needed for word-level reading?

» Dr. Kristina Breaux, Prof. David Kilpatrick

Session II: Presentation: 52 AI-enhanced detection of linguistic errors in children's oral language

» Dr. Amy Scott

Session II: Presentation: 53 Specialized dyslexia intervention for children with developmental language disorder: Bottlenecks and solutions within the Dutch context.

» Ms. Dinte Vlieger, Dr. Britt Hakvoort, Dr. Cara Verwimp, Dr. Jurgen Tijms, Prof. Elise de Bree

Session II: Presentation: 54 Stop splitting hairs: The problems with dichotomizing continuous data in language research

» Dr. Shawn Hemelstrand, Prof. Tomohiro Inoue

Session II: Presentation: 55 Teachers' reading-related knowledge and perceived skills: Examining the relationship

» Mrs. Kristi Jakobson, Prof. Piret Soodla, Dr. Anna-Liisa Jõgi, Prof. Mikko Aro

Session II: Presentation: 56 Multiple Views of the Reading Profiles of Third and Fourth Graders in a Rural School District

» Mrs. Ashleigh Hayward, Mrs. Camille Nuttall, Dr. Melanie Schuele

Session II: Presentation: 57 AI as a Dialogic Partner: Feasibility and Triadic Interaction in a Family Shared Reading Program

» Ms. Sining Tao, Dr. Philip Capin, Ms. Feiwen Xiao, Ms. Laura Mesite, Dr. Ying Xu

Session II: Presentation: 58 Beyond scores: Understanding students' motivation in standardized reading tests

» Dr. Amélie Rogiers, Dr. Rielke Bogaert, Mrs. Daphné Van Looy, Prof. Bart Deygers, Prof. Johan van Braak

Session II: Presentation: 59 Co-designing storybook groups to support reading for pleasure among young children from low-income communities

» Dr. Daisy Powell, Dr. Ya-Ling Hsiao, Prof. Holly Joseph

Session II: Presentation: 60 Empowering literacy: Understanding dyslexia and language variation in Black student literacy education

» Dr. Danielle Olivier

Session II: Presentation: 61 Enhancing sentence and text production in children with DLD: the impact of a syntax intervention

» Mrs. Audrey Leblanc, Prof. Marie-France Côté, Prof. Line Laplante

Session II: Presentation: 62 Do State Literacy Reforms Improve Reading Outcomes? A Difference-in-Differences Study Using NAEP Data in the United States

» Ms. Florence Bason, Dr. Christopher Redding, Dr. Colleen Pollett, Dr. Valentina Contesse, Dr. Holly Lane

Continued from **Friday, 17 July**

Session II: Presentation: 63 The RAN deficit in children with dyslexia: effects of parafoveal load on eye-voice coordination

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

Session II: Presentation: 64 The multidimensionality of morphological awareness in P3 children

» Dr. Estelle Ardanouy, Dr. Jeremy Law, Prof. Lynne G Duncan

Session II: Presentation: 65 Mitigating reading failure: A systematic review of effective oral language and reading interventions for children at risk of, or experiencing, reading difficulties in the early primary school years

» Ms. Christina Hannify, Dr. Patrick Burke, Dr. Anna Logan, Dr. Aoife Brennan

Session II: Presentation: 66 Interplay of Home Literacy and Numeracy Practices Among Children from Low-SES Backgrounds: A Cluster Analytic Approach

» Dr. Zebedee Rui En Cheah, Dr. Alison Wing Lam Wan, Prof. Kevin K. H. Chung, Mr. Sing Yin Reeve Wong, Dr. Catrina Cuina Liu, Dr. Chun Bun Lam

Session II: Presentation: 67 Strengthening teachers' professional development on reading: identifying factors contributing to effective professional development in prevocational education

» Mrs. Soetkin Werbrouck, Prof. Hilde Van Keer

Session II: Presentation: 68 Assessing early literacy precursors: development and pilot validation of a screening tool for preschoolers

» Dr. Liliana Fonseca, Dr. Sandra Marder, Dr. Mariela Resches, Dr. Juan Pablo Barreyro, Prof. María del Rosario Borús, Ms. Morena Municoy

Session II: Presentation: 69 Developmental changes in predictive patterns of spelling from kindergarten to grade 3

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

Session II: Presentation: 70 The effects of a small-group reading comprehension intervention aligned to core instruction for fourth graders with reading difficulty

» Dr. Elizabeth Stevens

Session II: Presentation: 71 Effects of Let's Know!2 on Proximal Lower- and Higher-Level Language and Comprehension Skills

» Dr. Shayne B. Piasta, Dr. Tiffany Hogan, Dr. Mindy Bridges, Dr. Kandace Fleming, Dr. Ye Shen, Ms. Zeynep Arslan Ozkaynak, Ms. Caitlin Florek, Ms. Lisa Hallberg

Session II: Presentation: 72 An Empirical Analysis of the Effects of Informal Digital Learning of Chinese on Lexical Inferencing Ability, Vocabulary Knowledge, and Reading Comprehension of International Students Learning Chinese as a Foreign Language in Mainland China

» Ms. Yanan TIAN

Session II: Presentation: 73 Associations and dissociations of reading and spelling in Hungarian

» Prof. Karin Landerl, Ms. Claudia Laskay-Horvath, Dr. Ferenc Kemény

Session II: Presentation: 74 Early Home Literacy Environment, Parental Reading Difficulties, and Children's Motivation and Reading Outcomes from Preschool to Grade 5

» Dr. Sara Esmaeeli

Session II: Presentation: 75 Predicting the risk of developing word-reading difficulties in early grades among Mandarin-speaking Chinese children

» Prof. Tomohiro Inoue, Ms. Su-Zhen Zhang, Prof. George Georgiou

Session II: Presentation: 76 Do young children's literacy and language skills change across a generation? A comparison of the 2005 and 2025 Assessment of Literacy and Language (ALL) norming samples.

» Dr. Maura Moyle, Dr. Ashley Edwards

Continued from **Friday, 17 July**

Session II: Presentation: 77 Early semantic process in children with reading disabilities: ERP evidence from the P200 following a Set for Variability intervention.

» Dr. Badriah Basma, Dr. Robert Savage, Dr. Gigi Luk, Dr. Armando Bertone

Session II: Presentation: 78 Before the first bell rings: A systematic review of Black American families' emergent literacy beliefs

» Mrs. Tiyana Morton, Dr. Cheron Davis

Session II: Presentation: 79 How accurately does Istation classify the risk status of third-grade ELL students based on STAAR performance?

» Ms. Ying Xu, Ms. Katherine Marek, Dr. Marc Goodrich, Dr. Florina Erbeli

Session II: Presentation: 80 Comprehension monitoring in second-language academic reading: Effects of text type, consistency, and individual differences

» Mrs. Yohana Ika Harnita Sari, Prof. Minglei Chen, Dr. ChiaHsing Chen

Session II: Presentation: 81 Cognitive mechanisms of Spanish reading: a large-scale study from primary to secondary school

» Dr. Amaia Carrion-Castillo, Dr. Marie Lallier, Prof. Manuel Carreiras

Session II: Presentation: 82 Decoding in a psycholinguistic framework: unguided phonological encoding

» Dr. Aki Tapionkaski, Dr. Sanna Tapionkaski

Session II: Presentation: 83 From speaking to reading: Literacy development in children with problems in language and speech at preschool

» Dr. Sietske van Viersen, Dr. Iris Duinmeijer, Mrs. Luisa de Heer, Ms. Margoke Nijssen, Prof. Elise de Bree

Session II: Presentation: 84 Emergent literacy development in D/HH preschoolers and TH peers

» Dr. Erin Ingvalson, Dr. Tina Grieco-Calub, Dr. Lynn Perry, Dr. Mark VanDam

Session II: Presentation: 85 Do professional learning and teacher characteristics impact teachers' asset and deficit orientations toward multilingual learners?

» Dr. Steve Amendum, Dr. Leslie Babinski, Dr. Steve Knotek, Mr. Jonathan Kittle, Dr. Jennifer Mann, Ms. Eliza Coull

Session II: Presentation: 86 Understanding the Role of Complex Syntax and Vocabulary Skills in Predicting Bilingual Children's Reading Comprehension

» Dr. Carol Mesa, Dr. Maria Adelaida Restrepo, Dr. Lourdes Martinez-Nieto, Dr. Melissa Melissa Pierce-Rivera, Dr. Theresa Moen

Session II: Presentation: 87 Impact of Prosodic Sensitivity on Fluent Reading of Chinese Primary School Students: The Influence of Timely Processing Auditory Information

» Dr. Li-Chih Wang, Dr. Shu-Hsuan Kung, Ms. Rong-An Jhuo, Ms. Hsin-Ting Peng, Dr. Yu-Tai Cheng

Session II: Presentation: 88 Effective early childhood read-alouds focusing on social and emotional themes and vocabulary

» Dr. Stephanie AlOtaiba, Dr. Dayna Russell Freudenthal, Dr. Wilhelmina van Dijk, Dr. Mai Zaru, Dr. Jennifer Stewart

2:20pm

Panel

Reading is Parasitic on Language - Evidence

Venue - Rotterdam 2

Organised by: Prof. Maggie Snowling (Convenor, Panel Chair) and Prof. Maryellen MacDonald (Discussant)

Developmental Dynamics between Reading Comprehension, Word Reading and Vocabulary in Norwegian Second to Third Graders

» Prof. Arne Lervåg, Dr. Lei Wang, Prof. Monica Melby-Lervåg

Continued from **Friday, 17 July**

'The reading is language model': Reciprocal relationships between reading and language in children at risk of poor reading
» Prof. Charles Hulme, Prof. Maggie Snowling

The efficacy of early language intervention on reading: an individual participant data (IPD) analysis
» Prof. Monica Melby-Lervåg, Dr. Diego G. Campos, Dr. Silke Fricke, Dr. Claudine Bowyer-Crane, Dr. Gillian West, Prof. Maggie Snowling, Prof. Charles Hulme

Oral Narrative Instruction and Reading Comprehension: Evidence for Language-Driven Reading Development
» Dr. Sandi Gillam, Dr. Ron Gillam

2:20pm

Oral
Adolescent Reading Motivation & Engagement
Venue - Mees 1
Organised by: Dr. Yu Ka Wong (Convenor)

Gender differences in adolescents' digital and print reading habits
» Dr. Elvira Jéldrez, Dr. Carmen Sotomayor, Ms. María Jesús López

Structural relationships among self-efficacy, motivated behaviour, and literacy proficiency in young CSL learners
» Dr. Yu Ka Wong

Two roads to adolescent reading engagement: Parents and teachers—not peers—fuel motivation and self-concept
» Dr. Montserrat Cubillos, Mr. Himilcon Inciarte

Examining the mediating role of self-efficacy in the relationship between motivation, attitudes, anxiety, and L2 reading comprehension
» Ms. Hsiuhui Liu, Prof. Yu-Min Ku

2:20pm

Oral
Phonics & Early Word Reading Instruction
Venue - Mees 2
Organised by: Dr. Michael Coyne (Convenor)

The effects of advanced phonemic awareness instruction in first grade
» Dr. Michael Coyne

Supporting word recognition in French-speaking students: Insights from a collaborative intervention
» Dr. Noémia Ruberto, Dr. Elisabeth Boily, Mrs. Ann-julie Gagnon-Boivin, Ms. Maëlle Villeneuve, Dr. Marie-Pierre Baron

Improving reading comprehension through language comprehension and early word reading: Evaluating the UiT-ReadWell Programme in a multi-site randomised trial (RCT)
» Prof. Trude Nergård-Nilssen, Prof. Bjarte Furnes, Prof. Ømur Caglar-Ryeng, Prof. Oddgeir Friborg, Prof. Monica Melby-Lervåg

Predicting response to early reading intervention for children at risk for dyslexia
» Dr. Anna S. Gellert, Dr. Dorthe K. Petersen, Prof. Carsten Elbro

Comparing Phonics Components: A Bayesian Network Meta-Analysis of Early Reading Instruction
» Dr. Erin Hogan, Ms. Yixian Huang

2:20pm

Panel
"Beyond the narrative": Understanding genre and its varied uses in shared book-reading
Venue - Oldenbarneveldt
Organised by: Dr. Deborah Bergman Deitcher (Convenor, Panel Chair)

Are we losing comprehension on screens—especially with expository texts?
» Dr. Adriana Bus

Continued from **Friday, 17 July**

Synergy and Genre: How Cross-Medium Learning Shapes Attention and Knowledge Building in Early Literacy
» Dr. Tanya Kaefer, Dr. Susan Neuman

Exploring Teacher Use of Matched Informational and Narrative Texts to Support Language and Literacy in Dual Language Learners
» Dr. Jill Pentimonti, Dr. Johannes Bos, Dr. Lauren Artzi, Dr. Michelle Luna, Ms. Elizabeth Clark

The effects of children's books' typography on parent-child shared book reading: Conventional vs. expressive typography
» Prof. Dorit Aram, Mrs. Ori Riemer-Zer, Dr. Guy Eldar, Prof. Jan Lenhart

Counting on Genre: Exploring mother-child math talk during shared reading of narrative and informational picturebooks
» Dr. Deborah Bergman Deitcher, Dr. Michelle Neumann

2:20pm

Oral

Tutoring & Cross-Age Reading Interventions

Venue - Diamond 1

Organised by: Prof. Christine Espin (Convenor)

Effects of an online, multi-component tutoring intervention for struggling readers
» Prof. Christine Espin, Ms. Marijke van der Liende, Ms. Kelly Gort, Dr. Jochanan Veerbeek

Factors influencing sustained implementation of cross age tutoring in afterschool care settings: students' perceptions and program-level implications
» Ms. Emily Mauer, Dr. Elizabeth Swanson, Dr. Sharon Vaughn, Dr. Jeanne Wanzek

Examining child and tutor factors related to reading outcomes in a structured tutoring program
» Dr. Rhonda Raines, Dr. Katharine Pace Miles, Dr. Nicole Terry

The efficacy of the Sound Partners reading intervention when implemented through cross-age tutoring
» Dr. Elizabeth Swanson, Ms. Emily Mauer, Dr. Sharon Vaughn, Dr. Jeanne Wanzek, Mr. Andrew Chang

2:20pm

Oral

Cross-Linguistic & Cross-Script Studies of Reading

Venue - Diamond 2

Organised by: Dr. Urs Maurer (Convenor)

Co-registration of EEG and eye-tracking in Chinese: N1 facilitation effects in boundary paradigms and in naturalistic text reading
» Dr. Urs Maurer, Mr. Lucas Y. H. Chan, Dr. Xin Huang, Prof. Werner Sommer, Prof. Olaf Dimigen

Phonological and orthographic processing in reading and spelling words in adults with poor basic education: Evidence from Brazilian Portuguese
» Dr. Marcela Corrêa, Dr. Cláudia Cardoso-Martins

On the linguistic and cognitive factors that predict reading abilities among Arabic-Speaking University students
» Prof. ASAID KHATEB, Dr. Bahaa Madi Tarabya

The impact of diglossia on phonological awareness, morphological awareness and word reading ability in Arabic: A comparison between medium-high and low SES
» Dr. Abeer Shahbari-Kassem, Prof. Elinor Saiegh-Haddad, Prof. Rachel Schiff

How effortful is reading in your language? A cross-language Hebrew-Arabic comparison using pupillometry
» Dr. Sivan Medina, Dr. Adi Shechter, Dr. Yasmin Shalhoub- Awwad, Prof. David Share

Continued from **Friday, 17 July**

4pm
General
Coffee Break
Venue - Shipping

4:20pm
General
Award Presentation and Presidential Address by SSSR Past President, Dr. Nicole Patton-Terry (Florida State University)
Venue - Rotterdam 2

6:30pm
General
Conference Dinner at LantarenVenster
Venue - LantarenVenster Theatre - Otto Reuchlinweg 996 LantarenVenster Rotterdam, ZH 3072 MD Netherlands

Saturday, 18 July

8:15am
General
Morning Coffee
Venue - Shipping

8:30am
Panel
Resilience in reading: Empirical findings, methodological challenges, and theoretical considerations in an emerging field
Venue - Mees 1
Organised by: Dr. Sietske van Viersen (Convenor, Panel Chair) and Prof. Rauno Parrila (Discussant)

Buffering against socioeconomic disadvantage: The role of cognitive, behavioral, and home environment factors in reading comprehension development
» Dr. Maria Psyridou, Prof. Minna Torppa, Prof. Marja-Kristiina Lerkkanen

Mediating and Moderating Roles of the Home Literacy Environment in the Intergenerational Transmission of Reading Skills
» Mrs. Lotta Sieppi, Dr. Maria Psyridou, Dr. Daria Khanolainen, Prof. Minna Torppa

Heterogeneity in literacy profiles among adolescents and young adults: a transdiagnostic, multidimensional approach to dyslexia
» Dr. Eddy Cavalli, Prof. Lynne G Duncan, Dr. Estelle Ardanouy, Dr. Abdessadek El Ahmadi, Prof. Pascale Colé, Dr. Elise Lefèvre

Statistical approaches to residualization, small samples, and cross-sectional mediation supporting effective reading resilience research: A tutorial
» Ms. Sanne Appels, Dr. Sara van Erp, Dr. Lisette Hornstra, Prof. Elise de Bree, Dr. Sietske van Viersen

8:30am
Oral
Writing Development & Instruction
Venue - Mees 2
Organised by: Prof. Fien De Smedt (Convenor)

Structured ilteracy for writing in middle school: Longitudinal outcomes from a research–practice partnership
» Dr. Susan Lambrecht Smith, Dr. Charles Haynes, Ms. Anastasia Frank, Ms. Nancy Dutton

What does my reader need? Demonstrations of audience awareness in sixth-graders' written LEGO instructions
» Prof. Janne von Koss Torkildsen, Mrs. Silje Hagelund, Dr. Rebecca Knoph

Development of argumentative writing skills in 3rd & 5th graders in Dutch primary education
» Dr. Marco van de Ven, Dr. Aurora Troncoso Ruiz, Prof. Eliane Segers

How Oral Language and Instruction Shape Early Writing Development
» Ms. Man Jiang, Prof. David L. Coker Jr, Dr. Kristen D. Ritchey

Continued from **Saturday, 18 July**

8:30am

Oral

Reading Engagement Across Multiple Contexts

Venue - Oldenbarneveldt

Organised by: Dr. Claire (Seung-Hee) Son (Convenor)

Comparing Embodied AI and Parent-Generated Questions in Shared Picture Book Reading: Effects on Children's Verbal Engagement and Language Complexity

» Prof. Si Chen, Ms. Peijing Qiao, Ms. Xuerong Wang, Ms. Qizhi Chen, Prof. Yuan Gao

Development of shared reading engagement and early literacy outcomes in preschoolers

» Dr. Claire (Seung-Hee) Son, Dr. Ross Larsen, Ms. Abigail Norton

Patterns of co-occurring parent-child digital and traditional activities and language comprehension in Italian preschoolers

» Dr. Elena Florit, Dr. Chiara Barachetti, Ms. Ambra Natati, Dr. Marinella Majorano

Analysis of genetic intergenerational transmission of literacy skills

» Dr. Chiara Mauri, Prof. Sara Mascheretti, Dr. Ivan Voronin, Mrs. Bei Feng, Ms. Sophie Aubé, Prof. Isabelle Ouellet-Morin, Prof. Mara Brendgen, Prof. Frank Vitaro, Prof. Philippe Robaey, Prof. Till Andlauer, Prof. Amélie Petitclerc, Prof. Ginette Dionne, Prof. Michel Boivin

Comparing parent and child reports of their home literacy environment: Whose report better predicts word reading ability?

» Lydia Greenwood, Dr. Rebecca Treiman

8:30am

Panel

Innovations in actualizing culturally and linguistically responsive reading assessment: Lessons from the field of educational measurement

Venue - Diamond 1

Organised by: Dr. Lillian Durán (Convenor, Panel Chair) and Dr. Amy Pratt (Discussant)

Using community-based participatory research to explore caregiver's thoughts and opinions about early literacy and language assessments

» Dr. Lillian Durán, Dr. Alisha Hollman, Ms. Rebecca Nathan

Advancing Culturally Responsive Assessment: Examining the Role of Visuals in Bilingual Students' Open-Ended Science Vocabulary Responses

» Dr. Jose Palma, Mr. Noah Koehler, Mrs. Kimberly Wright, Mrs. Oluwakemi Alamu, Dr. Doris Baker

Predictive Validity of an Expressive Vocabulary Science Measure for Second and Third Grade Students

» Dr. Doris Baker, Dr. Gozdi Sirganci, Dr. Paul Foster, Dr. Akihito Kamata, Dr. Holland Briggs, Dr. Wu Zhongdi, Dr. Eric Larson

Why not both? Reflecting Multilinguals' Heterogeneity in Bilingual Spanish-English Reading Screening

» Dr. Julian M. Siebert, Dr. Mónica Zegers, Dr. Lillian Durán, Dr. Maria Luisa Gorno-Tempini

8:30am

Oral

High-Quality Curriculum & Instructional Materials

Venue - Diamond 2

Organised by: Dr. Dan Reynolds (Convenor)

Beyond the surface: Leveraging high-quality instructional materials for robust reading comprehension

» Dr. Dan Reynolds, Dr. Sara Rutherford-Quach, Ms. Lauren Cassidy, Dr. Anna Jennerjohn, Dr. Katrina Woodworth

Continued from **Saturday, 18 July**

Redefining how we measure reading proficiency through comprehension
» Ms. Kajal Agrawal, Mr. Vatsal Dalal, Mr. Rishabh Rathod, Mr. Amit Mehta

Reading across the curriculum: Towards a continuous trajectory of literacy development
» Dr. Hilde Kooiker, Mrs. Jessica Melker

Do high quality instructional materials teach students to read grade level text? An upper elementary multisyllabic investigation
» Dr. Jake Downs, Dr. Laura Tortorelli, Dr. Kristin Conradi-Smith, Dr. Qi Si

8:30am

Panel
What do log data reveal about reading?
Venue - Penn 1 + Penn 2
Organised by: Prof. Maria Sikkema-de Jong (Convenor, Panel Chair) and Prof. Christine Espin (Discussant)

Do words catch the eye? Kindergarteners' print attention in shared digital storybook reading
» Prof. Maria Sikkema-de Jong, Ms. Anna Berti, Dr. Sarah Plukaard

Measuring Reading Time: Comparing Logged and Self-Reported Data in Relation to Reading Skills
» Dr. Brice BROSSETTE, Dr. Laurie Persia-Leibnitz, Ms. Mee-Jin Chalbos, Ms. Chloé Prugnières, Dr. Stéphanie Ducrot

How do timing and elaborateness of feedback influence reading behavior, reading enjoyment, and reading comprehension in 4th and 6th grade elementary students?
» Dr. Elise Swart, Ms. Emma Vogelaar

Feedback's transfer effects to new readings: evidence from eye movements and brain activity
» Mr. Mario Romero-Palau, Prof. Marta Vergara-Martínez, Dr. Clara Soberats, Prof. Ladislao Salmerón

10:10am

General
Coffee Break
Venue - Shipping

10:30am

Oral
Universal Screening & Diagnostic Assessment
Venue - Mees 1
Organised by: Mr. Himilcon Inciarte (Convenor)

Early reading screeners: A diagnostic accuracy meta-analysis
» Dr. Jessica Logan, Ms. Allyson Hayward

Theoretical foundation and validation of the Record of Decision-Making (RODM)
» Dr. Emily Rodgers, Dr. Jerome D'Agostino

The distinctiveness and prevalence of different reading profiles in Norwegian first graders
» Dr. Hilde Lowell Gunnerud, Dr. Vibeke Rønneberg, Prof. Monica Melby-Lervåg

Pieces of me: Does segmentation behavior predict reading fluency a year later?
» Mr. Himilcon Inciarte, Dr. Anne Cunningham

10:30am

Panel
Learning and teaching morphemes: Combining theory and practice
Venue - Mees 2
Organised by: Dr. Danielle Colenbrander (Convenor, Panel Chair) and Prof. Helen Breadmore (Discussant)

Continued from **Saturday, 18 July**

Affix learning from text: a new theoretical and computational framework
» Dr. Maria Korochkina, Prof. Marco Marelli, Prof. Kathleen Rastle

Rootbound: How bound bases work, and what readers know about them
» Dr. Danielle Colenbrander, Dr. Nicola Dawson, Dr. Maria Korochkina

The role of morphology in adolescents' ability to spell curriculum relevant words
» Ms. Jessica Colleu Terradas, Prof. Rauno Parrila, Prof. Anne Castles, Dr. Valeria Rigobon, Dr. Danielle Colenbrander

Morphology for Maths: A collaborative classroom prefix intervention for adolescents with DLD
» Dr. Nicola Dawson, Mrs. Hilary Nicoll, Dr. Susan Ebbels

10:30am

Panel

Learning to spell specific words: Innovations in modeling and assessment

Venue - Oldenbarneveldt

Organised by: Ms. Madison Kellenberger (Convenor, Panel Chair) and Dr. Donald Compton (Convenor, Discussant)

Modeling spelling variability in children: An item-level analysis of polymorphemic words
» Ms. Madison Kellenberger, Dr. Laura Steacy, Dr. Matthew Cooper Borkenhagen, Dr. Donald Compton

Spelling Profile Assessment (SPA) a new spelling test for English primary school children; Standardisation
» Dr. Georgia Niolaki, Dr. Harry Purser, Dr. ARIS TERZOPOULOS, Dr. Janet Vousden, Prof. Saskia Kohnen, Prof. Jackie Masterson

Modeling the influence of item-specific orthographic, phonological, and semantic knowledge on item-level adult spelling accuracy
» Mr. Cristian Vazquez, Dr. Nuria Gutiérrez, Dr. Christy Timm Fulkerson, Dr. Valeria Rigobon, Dr. Matthew Cooper Borkenhagen, Dr. Laura Steacy, Dr. Donald Compton

The special status of identical cognates in bilingual spelling
» Dr. Valeria Rigobon, Dr. Nuria Gutiérrez, Dr. Ashley Edwards, Dr. Laura Steacy, Dr. Donald Compton

10:30am

Oral

Computational & Data-Driven Approaches to Reading

Venue - Diamond 1

Organised by: Ms. Qing Cai (Convenor)

Measuring learners' early literacy proficiency in digital educational environments using sequential item response theory
» Dr. Yawen Ma, Prof. Kate Cain, Dr. Anastasia Ushakova

Advancing Understanding of Multilevel Influences on Fourth-Grade Reading Achievement Through Machine Learning Analysis of a National Dataset
» Ms. Yixian Huang, Mr. Haipeng Zhang, Dr. Doris Baker, Ms. Linling Shen

A simulation study of patterns of learning and generalization in decodable texts
» Dr. Matthew Cooper Borkenhagen, Dr. Devin Kearns, Dr. Nathan Crock, Dr. Elfrieda Hiebert, Mr. Uzair Mughal

Too real to be true? How reader ability shapes the lexicality-speed-accuracy tango
» Ms. Qing Cai, Mr. Himilcon Inciarte, Dr. Anne Cunningham

Continued from **Saturday, 18 July**

10:30am **Panel**

Home Language and Learning Environments (HLLE) and children's literacy attainments: Looking beyond the obvious

Venue - Diamond 2

Organised by: Dr. Katrina May Dulay (Convenor, Panel Chair) and Prof. Sonali Nag (Convenor, Discussant, Panel Chair)

Extending our understanding of the home learning environment: sibling pathways to early language and literacy

» Ms. Siyu Ma, Prof. Lars-Erik Malmberg, Prof. Sonali Nag

Language exposure to the Sámi language in preschool and at home in indigenous children: Does it predict language and emergent literacy?

» Dr. Karianne Berg, Ms. Camilla Porsanger, Prof. Veslemøy Rydland, Dr. Kathrin Olsen, Prof. Monica Melby-Lervåg

Did family literacy interventions have long-term effects on the home environment and children's language and reading skills in Cebu City, Philippines?

» Dr. Katrina May Dulay, Dr. Sum Kwing Cheung, Dr. Catherine McBride

Language and Literacy Interventions for Indigenous Children: A Systematic Review and Meta-Analysis of the Effects

» Ms. Camilla Porsanger, Dr. Karianne Berg, Prof. Veslemøy Rydland, Prof. Monica Melby-Lervåg

10:30am **Oral**

Reading Anxiety & Behavioral Influences on Literacy

Venue - Penn 1 + Penn 2

Organised by: Prof. Hilde Van Keer (Convenor)

Examining unique associations between children's internalizing and externalizing behaviors and reading-related skills

» Ms. Megan E. Hoffman, Dr. Christopher J. Lonigan

Integrating behavior supports into small-group reading instruction: A three-arm randomized controlled trial

» Dr. Garrett Roberts

Children's emotional and behavioral reactions to reading: A latent profile analysis

» Ms. Rachelle Johnson, Ms. Sally Cole, Ms. Stephanie Estrera, Dr. Colleen Ganley, Dr. Jeanette Taylor, Dr. Sara Hart

Prevalence and specificity of reading anxiety among primary school children

» Mr. Joni Huikko, Ms. Pilvi Peura, Dr. Tuija Aro, Prof. Mikko Aro

Reading and cognitive predictors of reading anxiety: An 8-year longitudinal study

» Dr. Dacian Dolean, Dr. Daria Khanolainen, Prof. Minna Torppa

12:10pm **General**

Lunch

Venue - Shipping

1pm **Poster : Session III: Presentation**

Poster Session III

Venue - Exchange

Session III: Presentation: 1 Should we use real or pseudowords for dyslexia assessment?

» Dr. Mads Poulsen, Dr. Holger Juul, Prof. Carsten Elbro

Session III: Presentation: 2 Reading fluency as a bridge: Linking reading engagement and comprehension in bilingual learners

» Ms. Yuanke Pan, Dr. Ana Taboada Barber, Ms. Marieh Arnett

Session III: Presentation: 3 Short- and mid-term effects of digital vs. paper-based reading instruction on primary school students' reading fluency and comprehension

» Mr. Samuel Bellinghausen, Dr. Mareike Ehlert, Prof. Elmar Souvignier

Continued from **Saturday, 18 July**

Session III: Presentation: 4 Reading in Motion: What Do Movement Dynamics Tell Us About Comprehension?

» Mrs. Mihaela Cimpian, Dr. Sanne van der Ven, Dr. Carolien Knoop-Van Campen, Dr. Kshitij Kshitij, Prof. Eliane Segers

Session III: Presentation: 5 Reading Motivation in Context: A Meta-Synthesis of Qualitative Research

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

Session III: Presentation: 6 Self-monitoring through context across reading genres: A shared process with distinct linguistic pathways

» Dr. Smadar Patael, Prof. Amalia Bar-On

Session III: Presentation: 7 Exploratory factor analysis of Writing Attitude Survey of elementary and middle school students

» Dr. Courtney Hattan, Mr. Edmund Fernandez, Dr. Lara-Jeane Costa, Dr. Stephen Hooper

Session III: Presentation: 8 Smooth pursuit eye movements triggered by reading automatically scrolling texts: comparison with single dot tracking and link to text comprehension

» Dr. Frederic Danion, Mr. Alexis Besseyrias, Dr. Jean Dumoncel, Ms. Christine Ros, Dr. Nicolas Vibert

Session III: Presentation: 9 Measuring the Implementation Context: A Theoretically Grounded Approach to Assessing Barriers and Facilitators to Professional Learning

» Dr. Norma Hancock, Dr. Denisha Campbell, Dr. Erik Rawls, Ms. Jessie Wang, Dr. Lakeisha Johnson, Dr. Nicole Terry, Dr. Tiffany Hogan

Session III: Presentation: 10 Why "Dyslexia-Friendly" Fonts Are Not About the Letters: Disentangling Design from Spacing in Reading

» Dr. Nilsu Atilgan, Dr. Ben D Sawyer

Session III: Presentation: 11 Visual processing of derivational morphology in Arabic-speaking children with developmental dyslexia

» Ms. Bayan Shehadey, Dr. Yasmin Shalhoub- Awwad

Session III: Presentation: 12 Examining dosage effects and tutor linguistic knowledge in a university-based high-impact early literacy tutoring program

» Dr. Katharine Pace Miles, Dr. Elizabeth Epstein, Dr. Danielle Sodani, Dr. Sarah Irvine Belson, Dr. Rida Hameed

Session III: Presentation: 13 Feasibility of Project WILLD for use in self-contained classrooms for students with language-based learning disabilities

» Dr. Anthony Koutsoftas, Dr. Cynthia Puranik

Session III: Presentation: 14 Statistical effectiveness analyses of a spelling intervention demonstrated in a single case study

» Dr. Birgit Ehl, Prof. Michael Grosche

Session III: Presentation: 15 Developing a new Expressive vocabulary Measure for Preschool Children: the Informal Definitions task

» Prof. Julia Carroll, Dr. Tanvir Ahmed, Dr. Sian Alsop

Session III: Presentation: 16 The first-letter advantage in novice readers: A behavioural and electrophysiological investigation

» Ms. Mia Rogerson, Dr. Amy Desroches, Dr. Richard Kruk

Session III: Presentation: 17 From skills to transfer: Evaluating the mechanisms behind early literacy interventions in two cluster randomised control trials

» Mrs. Violeta Baikousi, Dr. Anna Cunningham, Dr. Janet Vousden, Dr. Caroline Ford

Session III: Presentation: 18 A longitudinal study of the impact of experiential reading tutoring on preservice teachers' literacy knowledge, confidence, and instructional practice

» Dr. Karen Boese, Dr. Jeremy Law, Ms. Alexandra Boese, Dr. Suparna Roy, Dr. Stephen Scholes

Continued from **Saturday, 18 July**

Session III: Presentation: 19 Letter-symbol sound learning trajectories, static reading precursors and self-belief measures as early predictors of reading potential in kindergartners

» Ms. Leandra Zinke, Dr. Jurgen Tijms, Ms. Roos de Jong, Mr. Bob Kapteijns, Dr. Tieme Janssen, Prof. Nienke van Atteveldt, Prof. Milene Bonte

Session III: Presentation: 20 The smallest meaningful sample: Adapting a successful morphological intervention for a low-incidence population

» Ms. Andrea Joensberg, Dr. Andreas Falck, Prof. Janne von Koss Torkildsen

Session III: Presentation: 21 Stability of reading and spelling difficulties

» Ms. Claudia Laskay-Horvath, Dr. Ferenc Kemény

Session III: Presentation: 22 Adolescents' experience of story world absorption when reading and listening to narrative fiction

» Dr. Brechtje van Zeijts, Ms. Eline Verhoef, Dr. Jimmy van Rijt

Session III: Presentation: 23 Temporal Regulation of Adult Reading: Integrating Reaction Time and Think-Aloud Data

» Dr. Elizabeth Tighe, Dr. Gal Kaldes, Ms. Christina D. Sun, Ms. Samantha McCool, Ms. Sarah E. Miller, Ms. Niara Minnifield, Ms. Kailyn Jones, Dr. Heewon Lee-Laminack, Dr. Joseph P. Magliano

Session III: Presentation: 24 Correlations between readers' scrolling style and reading efficiency of digital texts in two reading tasks

» Mr. Alexis Besseyrias, Dr. Frederic Danion, Dr. Jean Dumoncel, Ms. Christine Ros, Dr. Nicolas Vibert

Session III: Presentation: 25 General orthographic knowledge and its source in kindergarten and primary school

» Dr. Ferenc Kemény, Mr. Lukas Hauser, Prof. Karin Landerl

Session III: Presentation: 26 From Goals to Feasibility: Aligning writing and reading instruction for students with IDD

» Ms. Erica Wood-Bedi, Ms. Hyejeong Yoon, Mrs. May Kannika Ross, Prof. Susan Loveall-Hague, Prof. Derek Rodgers

Session III: Presentation: 27 Genre pedagogy in the Dutch language curriculum: A material evaluation

» Mr. Jan van Gulik, Dr. Renske Bouwer, Dr. Jacqueline Evers-Vermeul, Dr. Erwin Mantingh, Dr. Ninke Stukker

Session III: Presentation: 28 Teachers' beliefs about specific learning disorders: Between theory, experience, and professional support

» Prof. Anna Kucharská, Dr. Olga Kučerová

Session III: Presentation: 29 Phoneme Knowledge Predicts English Spelling More Than Phonological Awareness: An Intervention Study with Chinese-English Bilingual Kindergarteners in Hong Kong

» Ms. Jinghan Liang, Dr. Xiuhong Tong

Session III: Presentation: 30 The Effectiveness of AI Technologies on Vocabulary Acquisition – A Three-Level Meta-Analysis

» Prof. Juan Zhang, Ms. Xiaotong Shi, Ms. Kenan Gao

Session III: Presentation: 31 A novel task that taps knowledge about the phonotactic properties of spoken words

» Mrs. Jordyn Thomas, Dr. Matthew Cooper Borkenhagen, Dr. Jay Rueckl, Dr. Noam Siegelman, Dr. Laura Steacy, Dr. Donald Compton

Session III: Presentation: 32 What is the role of the corticospinal tract in reading in childhood?

» Ms. Emily Harriott, Dr. Tin Nguyen, Dr. Laura Barquero, Dr. Laurie Cutting

Session III: Presentation: 33 Does language status matter in vocabulary screening? Technical evidence from K-2 students

» Dr. Susan Rattan, Mr. Himilcon Inciarte

Continued from **Saturday, 18 July**

Session III: Presentation: 34 Learning spelling by the book: The effects of an explicit, implicit or combined spelling approach on the spelling of different word types

» Dr. Madelon van den Boer, Mr. Stephan Vermeire, Ms. Eefke van Geffen, Prof. Elise de Bree

Session III: Presentation: 35 The effects of prior knowledge activation on college students' history text processing and comprehension

» Ms. Lauren MacDonell, Dr. Angelica DaSilva, Ms. Maria del Mar Cuadron Roldan, Ms. Kendra Miller, Dr. Sungyoon Lee

Session III: Presentation: 36 Concurrent neural encoding of speech features in young children at risk and without risk for dyslexia

» Dr. Elise Lefevre, Dr. Roma Siugzdaite, Dr. Chanyuan Gu, Prof. Pol Ghesquiere, Prof. Jan Wouters, Prof. Maaike Vandermosten

Session III: Presentation: 37 The role of classroom size and complexity in literacy outcomes of Grade 1 to 9 students

» Mr. Thomas Carter, Prof. George Georgiou

Session III: Presentation: 38 Keeping Track of Language Growth in Kindergarten Students

» Ms. Lisa Kohel, Dr. Suzanne Adlof, Ms. Roula Aldib, Dr. Alison Eisel Hendricks, Ms. Alexis Mitchell, Ms. Jodi DeVries, Dr. Lesly Wade-Woolley

Session III: Presentation: 39 Reading Skills Predict Learning from Listening: Predictors of Spoken Word-Learning Across Instructional Contexts and Time

» Dr. Suzanne Adlof, Dr. Dawna Duff, Ms. Taylor Bryant, Ms. Supraja Srikumar

Session III: Presentation: 40 Predictors of spelling, reading and maths in primary age children; a longitudinal study.

» Dr. ARIS TERZOPOULOS, Dr. Georgia Niolaki, Dr. Janet Vousden, Prof. Jackie Masterson

Session III: Presentation: 41 Effect of technology-based intervention on writing development: A cross-linguistic meta-analysis

» Mr. Jr-An Lin, Ms. Lu Chen, Ms. Yanbing Chen, Mr. Haoran Shen, Dr. Li-Jen Kuo

Session III: Presentation: 42 Exploring the Effectiveness of a Combined Reading and Social-Emotional Skills Intervention for Primary School Students

» Ms. Andrea Kogler, Mr. Martin Berger, Dr. Katharina Prinz, Prof. Lisa Paleczek, Prof. Konstanze Edtstadler, Prof. Barbara Gasteiger-Klicpera

Session III: Presentation: 43 How early reading, mathematics, and cognitive skills mutually support each other in kindergarten through second grade

» Mr. Bob Kapteijns, Dr. Anne van Hoogmoed, Dr. Marco van de Ven, Prof. Evelyn Kroesbergen, Prof. Rogier Kievit

Session III: Presentation: 44 Green literacies for a sustainable future: Preservice teacher self-efficacy and interdisciplinary practice

» Dr. Cheron Davis, Mrs. Tiyana Morton

Session III: Presentation: 45 Effects of a suprasegmental phonological intervention on early reading in Spanish-speaking preschoolers: a follow-up study

» Dr. Nuria Calet, Ms. Alba Martínez-López, Dr. Dunia Garrido, Dr. Nicolás Gutiérrez-Palma, Dr. Lesly Wade-Woolley, Dr. Gracia Jiménez-Fernández

Session III: Presentation: 46 Predicting Fourth Graders' Multiple-Text Comprehension: The Roles of Language Ability, Executive Functions, and Affective-Motivational Factors

» Dr. ChihYuan Shih, Prof. Minglei Chen, Mr. YenLun Chao

Session III: Presentation: 47 The Developmental Links among Vocabulary, Phonological Awareness, Name Writing, and Kana Reading in Japanese-speaking Preschoolers: A Sequential Mediation Analysis

» Dr. Maya Kobayashi, Dr. Tetsuya Nakamura, Dr. Keiko Ochi

Continued from **Saturday, 18 July**

Session III: Presentation: 48 In what ways do early-age learners of English as a second language progress from basic reading to meaningful comprehension?

» Mr. Rishabh Rathod, Mr. Vatsal Dalal, Ms. Kajal Agrawal, Mr. Amit Mehta

Session III: Presentation: 49 Do discipline specific CBM Mazes capture disciplinary reading in Grade 4 and 5?

» Prof. Rauno Parrila, Dr. Qiuzhi Xie, Dr. Serje Robidoux, Mr. Thomas Carter, Prof. George Georgiou

Session III: Presentation: 50 Reading activities in kindergarten classrooms and children's academic gains: moderation by home language and family poverty

» Dr. Zhiling Shea, Dr. Yucheng Cao

Session III: Presentation: 51 The power of partnership: what plcs and instructional coaching teach us about transformational practice

» Dr. Jennifer Roig, Dr. Jennifer Parra

Session III: Presentation: 52 Supporting children's oral narrative development through large-scale implementation of teacher-delivered tier 1 oral narrative instruction in New Zealand schools

» Dr. Lisa Furlong, Prof. Marleen Westerveld, Prof. Gail Gillon, Prof. Brigid McNeill, Dr. Megan Gath

Session III: Presentation: 53 Evaluating an implicit spelling intervention through the combination of latent change score models and log data analysis

» Ms. Sophie Schneemelcher, Dr. Gunnar Bruns, Prof. Michael Grosche

Session III: Presentation: 54 Dimensions of Reading Anxiety and Their Links to Reading Performance in Children and Adolescents

» Dr. Silvia Clement-Lam, Dr. Deborah Schneider-richardson, Ms. Allison Kalva, Ms. Celine Li, Dr. Brianna Paquette, Dr. Caroline Richter, Dr. Devin Kearns, Dr. Fumiko Hoeft

Session III: Presentation: 55 Preschool training of morphological awareness with vs. without print exposure: Effects on morphological awareness and transfer to other linguistic prerequisites of literacy acquisition

» Mr. Konstantin Mrosk, Prof. Claudia Steinbrink

Session III: Presentation: 56 When Spelling Systems Collide: Cross-Linguistic Intrusions and the Development of Bilingual Spelling in Welsh-English Children

» Prof. Manon Jones, Dr. Catherine Clark, Ms. Tesni Huws, Dr. Gwennant Evans-Jones, Dr. Joseph Smith, Dr. Cameron Downing

Session III: Presentation: 57 The benefits of handwriting versus typing for word spelling and reading: Intervention study in Grade 4

» Ms. Elise Van Heuverswyn, Ms. Marie Van Reybroeck

Session III: Presentation: 58 When words worry: Reading- and spelling-related self-concept, emotions, and coping strategies in primary school students with and without dyslexia

» Ms. Judi Dams, Dr. Eva van de Weijer-Bergsma, Dr. Sanne van der Ven, Prof. Elise de Bree, Mrs. Jojanneke van der Beek

Session III: Presentation: 59 Using an eye tracking methodology to examine the comprehension monitoring behaviours of individuals with and without ADHD

» Ms. Olivia Ward, Dr. Deanna Friesen

Session III: Presentation: 60 Tier 1 Reading Instruction in the Later Grades of Portuguese Primary Education

» Prof. Irene Cadime, Prof. Joana Cruz, Dr. Bruna Rodrigues

Session III: Presentation: 61 Podcasting To Disseminate Knowledge

» Ms. Lori Sappington

Session III: Presentation: 62 The Predictive Value of Teacher Writing Practices on Preschoolers' Early Writing

» Ms. Muge Ongur, Dr. Gary Bingham, Dr. Hope Gerde

Continued from **Saturday, 18 July**

Session III: Presentation: 63 The Roles of Theory of Mind, Text Structure Awareness, and Executive Function in Children's Inference and Reading Comprehension

» Dr. Chi-Shun Lien, Ms. Xin-Ru Wang, Ms. Tzu-Hsien Hsieh

Session III: Presentation: 64 Examining regularity x frequency x imageability effects on word reading in developing readers using the developmental English Lexicon Project (d-ELP)

» Dr. Donald Compton, Dr. Laura Steacy, Dr. Ashley Edwards, Dr. Matthew Cooper Borkenhagen, Dr. Jay Rueckl, Dr. Noam Siegelman

Session III: Presentation: 65 How do Canadian children who are English as a first language (EL1) speakers and English as a second language (L2) speakers compare on early literacy skills?

» Dr. Alexandra Gottardo, Dr. Eileen Wood

Session III: Presentation: 66 Syllabic complexity and its influence on word and pseudoword decoding in brazilian portuguese: a psycholinguistic analysis

» Mr. João Lima, Prof. Ana Luiza Navas, Prof. Cíntia Salgado-Azoni

Session III: Presentation: 67 Effects of scrolling and paginating on children's processing and comprehension of single versus multiple digital texts.

» Ms. Deliah van der Zeeuw, Dr. Marco van de Ven, Dr. Aurora Troncoso Ruiz, Prof. Eliane Segers

Session III: Presentation: 68 Morphological processing of Latin and Greek bound root compounds in French-speaking children

» Dr. Kathleen Whissell-Turner, Dr. Anila Fejzo, Dr. Laura Gonnerman

Session III: Presentation: 69 An EEG-FPVS investigation of lexical access in sequential presentation of Latin and fingerspelled letters in hearing and deaf signers.

» Mr. Lucas Rifon, Dr. Aliette Lochy, Prof. Virginie Crollen

Session III: Presentation: 70 Evaluating effectiveness of the letter-knowledge-intervention Klankkr8

» Prof. Elise de Bree, Dr. Wendy de Geus, Ms. Marijn Vleeskens, Ms. Suzanne Gerritsen, Dr. Lyset Rekers-Mombarg, Dr. Hans Luyten

Session III: Presentation: 71 Navigating multiple documents: predictors of individual differences in implicit and explicit comprehension in multiple vs. single document reading with scrolling and pagination.

» Dr. Aurora Troncoso Ruiz, Dr. Marco van de Ven, Prof. Eliane Segers

Session III: Presentation: 72 Word reading, reading comprehension, and associated psycholinguistic skills of children with persistent speech sound disorders

» Ms. Johanna Hearn, Dr. Melanie Schuele

Session III: Presentation: 73 Executive functions and language profiles in early childhood: Evidence from Arabic-speaking kindergarten and first-grade children

» Dr. Shaden Shuhaiber Rizik, Prof. ASAID KHATEB

Session III: Presentation: 74 Make time count! Exposure to words, not hours spent practicing, drives reading progress

» Mr. Emiel Schoneveld, Dr. Madelon van den Boer, Prof. Elise de Bree, Prof. Peter de Jong

Session III: Presentation: 75 Correlates of K-12 Students' Sourcing Skills: A Systematic Review

» Mr. Jelle Osinga, Dr. Suzan van Brussel, Dr. Pim Mak, Dr. Esther van der Stappen, Prof. Ted Sanders

Session III: Presentation: 76 The Influence of Sentence Context on the Spacing Effect in Orthographic Learning

» Ms. Fei Fan, Dr. Lili Yu, Dr. Signy Wegener, Dr. Hua-Chen Wang

Session III: Presentation: 77 Examining the effects of Tier 3 reading interventions on different reading outcomes: A meta-analysis

» Ms. Joanna Huynh, Ms. Zahra Lotfi Bidakhavidi, Prof. George Georgiou

Continued from **Saturday, 18 July**

Session III: Presentation: 78 "See me as a science person": cultivating culturally relevant science narratives through teacher-authored picture books
» Prof. Chen Chen

Session III: Presentation: 79 Characteristics of early spelling errors in Arabic: The impact of visual-orthographic features
» Ms. Rana yassin, Dr. Yasmin Shalhoub- Awwad

Session III: Presentation: 80 Shared book reading and early literacy skills development: implementation and adaptation of Sit Together and Read (STAR-OHIO) for the Brazilian context
» Dr. Aline Pereira, Dr. Rosangela Gabriel

Session III: Presentation: 81 Script demands and dyslexia: Foveal-parafoveal coordination in Chinese children
» Ms. XIU YAN HUANG, Dr. Carol K. S. TO

Session III: Presentation: 82 Eye-tracking and physiological correlates of reading efficiency in a transparent orthography: evidence from Serbian third-grade children
» Ms. Katarina Stekić, Dr. Anđela Šoškić, Dr. Ivan Vajs, Ms. Marija Novičić, Dr. Gordana Čolić, Dr. Tamara Papić, Dr. Vladislava Krsmanović, Dr. Vanja Ković, Dr. Milica Janković

Session III: Presentation: 83 Grapheme-level item response modelling of non-word reading in early literacy
» Dr. Mark LaVenia, Dr. Megan Gath, Prof. Brigid McNeill, Prof. Gail Gillon

Session III: Presentation: 84 When the mind wanders: Comprehension of same-topic narrative and expository texts varying in coherence.
» Ms. Lara Dilger, Dr. Aurora Troncoso Ruiz, Dr. Marco van de Ven, Prof. Eliane Segers

Session III: Presentation: 85 Parental shared-book reading strategies and children's expressive language: insights from structural equation modeling
» Ms. Chunliu Han, Dr. Yu-Min Ku, Dr. Li-Jen Kuo

Session III: Presentation: 86 Preschool linguistic and non-linguistic rhythm processing as a predictor of reading and spelling skills in elementary school?
» Ms. Pauline Credo, Prof. Claudia Steinbrink

Session III: Presentation: 87 Beyond comparison: Predicting children's digital and paper reading comprehension in a longitudinal study
» Dr. Hélène Deacon, Dr. Shuqi Yu, Ms. Katie Hoferek, Ms. Saisha Rankaduwa

2:20pm

Panel

Shared Book-Reading and Book-Reading Motivation amongst Bilingual Children: Which language should we focus on?

Venue - Mees 1

Organised by: Prof. Twila Tardif (Convenor, Panel Chair) and Dr. Catherine McBride (Discussant)

Routes to Third Grade Reading Comprehension in Monolingual English and Bilingual Children
» Dr. Kehui Zhang, Dr. Xin Sun, Ms. Adler Zheyan Cao, Prof. Ioulia Kovelman, Prof. Twila Tardif

Reading to children in Mother Tongue Languages (MTL) has lasting effects on child achievement
» Prof. Twila Tardif, Dr. Mengru Liu, Dr. Kehui Zhang, Dr. Anne Rifkin-Graboi, Dr. Evelyn Law

Cantonese or Putonghua as the Chinese Medium of Instruction: Effects on Children's Reading Motivation
» Dr. Jianhong Mo, Dr. Zebedee Rui En Cheah, Dr. Mengge Yan, Dr. Catherine McBride, Dr. Urs Maurer

Continued from **Saturday, 18 July**

Heritage Language Input Matters: Integrating Linguistic and Environmental Perspectives to Understanding Bilingual Language and Literacy Systems
» Ms. Valeria Ortiz Villalobos, Ms. Zahira Flores Gaona, Prof. Ioulia Kovelman, Prof. Teresa Satterfield, Dr. Neelima Wagley

2:20pm

Panel

Structural Relations & Mechanisms in Reading Comprehension: Testing Theoretical Models Across Contexts
Venue - Mees 2
Organised by: Dr. Young-Suk Kim (Convenor, Panel Chair) and Dr. Lee Branum-Martin (Convenor, Panel Chair)

Are the direct and inferential mediation mechanisms of reading equal across language backgrounds for adult literacy learners?
» Ms. Eleanor Fang Yan, Dr. Lee Branum-Martin

Testing the DIME Model to Uncover How Reading Interventions Reshape Comprehension Processes
» Dr. Yusra Ahmed, Dr. David Francis, Dr. Jeremy Miciak, Dr. Pat Taylor

Exploring Direct and Indirect Relations of Component Skills of Reading in Turkish Using DIER
» Prof. Kasim Yıldırım, Dr. Young-Suk Kim, Mr. Seçkin Gök

Examining Hierarchical and Dynamic Relations of Component Skills in Reading Comprehension according to DIER
» Dr. Young-Suk Kim

5. Oh, DIER, Can You Spare a DIME? Empirically Evaluating Two Theories of Reading Comprehension
» Dr. Lee Branum-Martin

2:20pm

Oral

Foundations of Early Childhood Literacy
Venue - Oldenbarneveldt
Organised by: Dr. Lorraine Reggin (Convenor)

Early child and family longitudinal predictors of phonological awareness at age five
» Dr. Lorraine Reggin, Dr. Beverly A. Collisson, Prof. Susan A. Graham, Prof. Suzanne Tough

Characterizing neurobehavioral letter-sound learning trajectories for learner clusters among pre-readers
» Ms. Fiona Borska, Ms. Chiara Turri, Mr. Bob Kapteijns, Dr. Jurgen Tijms, Ms. Marjolein Tool, Prof. Rogier Kievit, Prof. Milene Bonte

Language difficulties and early literacy skills: A longitudinal study of Hebrew-speaking children from preschool to first grade
» Dr. Ravit Cohen-Mimran, Mr. Liron Reznik-Nevet, Prof. David Share

Understanding gender differences in early literacy skills among Malayalam-speaking Indian preschoolers
» Ms. Aaruni V T, Dr. Perumal R C, Dr. Krupa M, Dr. Shanbal J C, Dr. Anjana A V

2:20pm

Oral

Spelling Development & Its Predictors
Venue - Diamond 1
Organised by: Dr. Cheyenne Svaldi (Convenor)

Examining cognitive and linguistic predictors of reading and spelling: The roles of prosodic sensitivity, rapid automatized naming and phonological and morphological awareness
» Dr. Lisa Gerhards, Dr. Anja Obergfell, Prof. Alfred Schabmann, Prof. Prisca Stenneken

Fibre-specific white matter associations with spelling performance in typically developing children
» Dr. Cheyenne Svaldi, Dr. Xiangqi Luo, Dr. Jo Taylor

Continued from **Saturday, 18 July**

Writing development and it association with academic performance among Chinese primary school students: A latent profile analysis approach
» Dr. Yanyan Ye, Ms. Liushuang Zhang, Ms. Shihua Wang, Ms. Meibao Chen, Dr. Xiujie Yang

Evaluation of a structured linguistic phonics intervention in grades 4-8 on students' word identification, sentence reading efficiency, and spelling
» Dr. Haiwen Wang, Dr. Dan Reynolds, Dr. Sara Rutherford-Quach, Ms. Sunny Cao, Ms. Madeline Coole, Ms. Katherine Necochea Tinco, Dr. Rebecca Sutherland

2:20pm **Oral**
Reading Fluency & Prosody
Venue - Diamond 2
Organised by: Dr. Vasiliki Diamanti (Convenor)

Speed vs. expressive reading instructions: implications for identifying struggling readers at middle school entry
» Dr. Erika Godde

Where do the effects of repeated reading come from?
» Dr. Vasiliki Diamanti, Dr. Angeliki Altani, Ms. Kristin Simonsen, Mr. Dzan Zelihic, Prof. Athanassios Protopapas

Speech prosody, reading prosody and reading comprehension in Taiwanese children
» Dr. Wei-Lun Chung

Exploring Reading Fluency as a Function of the Orthographic Lexicon: A Direct Test of Torgesen's Hypothesis
» Prof. David Kilpatrick, Dr. Michelle Storie, Dr. Jason Parkin, Dr. Daniel Hajovsky, Dr. Vincent Alfonso

2:20pm **Panel**
Reading interventions utilising digital technologies for screening and supporting early literacy and reading skills
Venue - Penn 1 + Penn 2
Organised by: Ms. Deepti Bora (Convenor, Panel Chair)

Differential effects of dyslexia intervention for class-repeaters or bilingual children.
» Prof. Eliane Segers, Ms. Melissa in 't Zandt, Dr. Martine Gijsel

Supporting literacy and reading skills in Grade 1 with teacher-led and computer-assisted phonics intervention: A randomised control trial
» Ms. Deepti Bora, Prof. Minna Torppa

Who responds to reading intervention? Motivational factors as moderators of responsiveness
» Ms. Pilvi Peura, Mrs. Heidi Korpipää, Prof. Mikko Aro

Towards improving early prediction of reading problems: a digital dynamic assessment tool
» Prof. Milene Bonte, Ms. Leandra Zinke, Ms. Chiara Turri, Ms. Fiona Borska, Mr. Bob Kapteijns, Ms. Marjolein Tool, Prof. Nienke van Atteveldt, Prof. Rogier Kievit, Dr. Jurgen Tijms

Screening for risk of Dyslexia: A review of commercially available tools designed to identify the support needs of children and young people.
» Dr. Paula Clarke, Dr. Hannah Nash

4:20pm **Oral**
Multilingual Learners: Equity, Instruction & Outcomes
Venue - Mees 1
Organised by: Dr. Nicole Swart (Convenor)

Exploring impacts of a science language intervention for multilingual learners at varying stages of English development
» Dr. Amy Crosson, Dr. Dianna Townsend, Dr. Pui-wa Lei, Ms. Vickie Smith-Barrios, Ms. Sophia Lopez, Mr. Farrukh Nazir, Mr. Zili Zhang

Continued from **Saturday, 18 July**

Opportunity Gaps Widening Early for Emergent Multilingual Children in Icelandic Schools
» Dr. Kristen McMaster, Ms. Amelia Larimer, Dr. Audur Soffiu Bjorgvinsdottir, Dr. Kristjan Ketill Stefansson, Dr. Anna Lind Petursdottir

Tracing Literacy and Non-Cognitive Functioning: A Latent Profile Analysis of Monolingual and Multilingual Students Across Time
» Dr. Kerstin Nobel, Dr. Anne Barwasser, Prof. Shuai Zhang, Prof. Jana Jungjohann, Dr. Susanne Hoff, Prof. David L. Coker Jr, Prof. Matthias Grünke

Beyond Input Quantity: Home Language Entropy, Input–Output Balance, and Writing Development in Primary School Bilingual Children
» Dr. Pan Lei, Dr. Beth Ann O'Brien

Encouraging Home Language Use in Schools: Results from the @Home in languages Program
» Dr. Nicole Swart, Dr. Anne van Buul

4:20pm

Oral

Vocabulary & Language Knowledge in Reading Comprehension
Venue - Mees 2
Organised by: Dr. Kristen Beach (Convenor)

Argument structure knowledge as a predictor of reading comprehension of academic texts in first-year university students
» Mrs. Paulina Freire, Dr. Katherine Strasser Salinas, Dr. Antonia Larrain, Ms. Tania Millares, Mr. Izhan Maureira, Dr. David Torres Irribarra

Does digital collaboration enhance morphological learning? The role of 'leading' and 'advising' in collaborative exchanges
» Dr. Andreas falck, Dr. Jarl Kleppe Kristensen, Mr. Amund Grothe, Prof. Janne von Koss Torkildsen

Vocabulary intervention for students with learning disabilities in grades 3-8: A synthesis of 50 years of research
» Dr. Kristen Beach, Dr. Victoria Sanchez, Dr. Miranda Fitzgerald

Unpacking the relation between motivation, vocabulary and reading comprehension in Chilean students
» Dr. Pelusa Orellana

4:20pm

Panel

Individual Differences in Language and Reading: Beyond the Simple View
Venue - Oldenbarneveldt
Organised by: Dr. Rebecca Knoph (Convenor, Discussant, Panel Chair)

Scaling vocabulary assessment with transformer-based automatic item generation: Extending the complete view of vocabulary
» Dr. Joshua Lawrence, Ms. Jasmine Tran, Mr. Jackson Herberts, Dr. Åste Hagen

Reading development as a function of between- and within-person growth of component skills
» Ms. Emma Bartley, Dr. David Francis, Dr. Stephen Petrill

Unpacking the Language Load in Math and Science Items
» Dr. Paulina Kulesz

Subtypes of reading challenges: Different paths the same outcome
» Dr. Jason Yeatman, Ms. Tonya Murray, Prof. Rebecca Silverman

4:20pm

Panel

Coloring outside the lines: A transdiagnostic framework for understanding and supporting reading disabilities
Venue - Diamond 2
Organised by: Dr. Jurgen Tijms (Convenor, Panel Chair), Prof. Jarmo Hämäläinen (Convenor), and Prof. Milene Bonte (Discussant)

Continued from **Saturday, 18 July**

Cognitive and mental health dimensions in adults with specific learning difficulties and co-occurring conditions: A transdiagnostic perspective
» Dr. Karin Madericova, Prof. Joel Talcott

Brain activity during spoken sentence processing in children with varying reading abilities
» Ms. Aino Sorsa, Dr. Weiyong Xu, Prof. Tiina Parviainen, Prof. Paavo Leppänen, Prof. Jarmo Hämäläinen

Towards a neurobehavioral predictive model of reading development: early trajectories of symbol-sound learning in children with and without familial risk for dyslexia
» Ms. Chiara Turri, Ms. Fiona Borska, Dr. Jurgen Tijms, Ms. Marjolein Tool, Prof. Rogier Kievit, Prof. Milene Bonte

The Impact of Specialized Dyslexia Intervention for Children with Developmental Language Disorder and Co-Occurring Dyslexia
» Dr. Jurgen Tijms, Dr. Cara Verwimp, Dr. Britt Hakvoort, Ms. Dinte Vlieger, Prof. Elise de Bree

4:20pm

Oral

Individual Differences & Moderators in Literacy Outcomes

Venue - Penn 1 + Penn 2

Organised by: Dr. Naymé Salas (Convenor)

Text Access as a Design Variable: Differential Effects across Student Characteristics During Reading Comprehension Testing
» Dr. Katherine Binder, Dr. Scott Ardoin, Dr. Christina Novelli

Can perspective-taking and writing motivation predict argumentative writing skills beyond reading comprehension and decoding in 7th-grade students?
» Mrs. Silje Hagelund, Prof. Arne Lervåg, Prof. Janne von Koss Torkildsen

Moderators of intervention efficacy in writing instruction
» Dr. Naymé Salas, Mr. Jofre Ventura Segura, Dr. Mariona Pascual

Gender differences in reading and its relationship with writing and language skills: Evidence drawn from over a decade of NAPLAN assessments in Australian children
» Prof. David Neumann, Dr. David Reilly