



## Monday, 12 July

2:50pm **Oral : Open Doors**  
**Open Doors**  
Stage - Stage 1

3pm **Oral : Preconf Intro**  
**Pre-conference opening: Introduction to the conference for early career researchers**  
Stage - Stage 1  
Chaired by: Dr. Nicole Conrad and Dr. Fiona Kyle

3:50pm **Oral : Open Doors**  
**Open Doors**  
Stage - Stage 1

4pm **Workshop : Preconf Workshop Jobs**  
**Pre-conference workshop: Navigating the academic job market**  
Stage - Stage 1  
Chaired by: Dr. Susan Chambre

## Tuesday, 13 July

2:20pm **Oral : Open Doors**  
**Open Doors**  
Stage - Stage 1

2:30pm **Workshop : Preconf Workshop Data**  
**Pre-conference workshop: Data Sharing and Data Shared**  
Stage - Stage 1  
Chaired by: Dr. Fiona Kyle and Dr. Nicole Conrad

3:50pm **Oral : Open Doors**  
**Open Doors**  
Stage - Stage 2

4pm **Oral : Opening**  
**Opening session and Presidential Address**  
Stage - Stage 2  
Chaired by: Prof. Kate Cain



## Wednesday, 14 July

9:20am **Oral : Open Doors**  
**Open Doors**  
Stage - Stage 2

9:20am **Oral : Open Doors**  
**Open Doors**  
Stage - Stage 4

9:30am **Oral : SYMP: RDoC1**  
**SYMPOSIUM: Language deficits and Research Domain Criteria Framework (RDoC): Time to replace current diagnostic and treatment systems?**  
Stage - Stage 2  
Chaired by: Prof. Timothy C. Papadopoulos

**Language deficits and Research Domain Criteria Framework (RDoC): Time to replace current diagnostic and treatment systems? RDoC and language disorders in childhood: A review (1)**  
» [Prof. Timothy C. Papadopoulos](#), Prof. George C. Spanoudis, Ms. Evgenia-Peristera Kouki

**Language deficits and Research Domain Criteria Framework (RDoC): Time to replace current diagnostic and treatment systems? The multidimensional nature of reading development (2)**  
» [Prof. Mikko Aro](#), Dr. Tuija Aro

**Language deficits and Research Domain Criteria Framework (RDoC): Time to replace current diagnostic and treatment systems? Stability of reading difficulties across time from grade 2 to age 23 (3)**

» [Dr. Minna Torppa](#)

**Language deficits and Research Domain Criteria Framework (RDoC): Time to replace current diagnostic and treatment systems? From symptomatology to neural mechanisms of developmental reading disorders (4)**

» [Prof. Valéria Csépe](#)

**Language deficits and Research Domain Criteria Framework (RDoC): Time to replace current diagnostic and treatment systems?: Online learning environment and multidimensional learning difficulties (5)**

» [Prof. Paavo Leppänen](#)

9:30am **Oral : Reading in L2**  
**Reading in a second language**  
Stage - Stage 4  
Chaired by: Dr. Anna Cunningham

**L2 word recognition among dyslexic and expert reader late bilinguals: Impact of word presentation modality**

» [Ms. Camille Cornut](#), Prof. Severine Casalis, Dr. Gwendoline Mahé

**The effect of affixation and pre-reading exposure to definitions on contextual word learning during and from reading in English as a second language**

» [Dr. Irina Elgort](#), Dr. Ross van de Wetering, Dr. Elisabeth Beyersmann, Dr. Luan Li

**L1 and L2 competences in Spanish children learning English**

» [Mrs. Carmen Hevia-Tuero](#), Mrs. Lucía Vidal, Dr. Cristina Martínez-García, Dr. Paz Suárez-Coalla



Continued from **Wednesday, 14 July**

**The longitudinal relationship among phonological awareness, vocabulary, word reading and reading comprehension in Chinese-English bilingual children**

» [Dr. Xiuhong Tong](#), Dr. Shelley Tong, Prof. Ming Ming Chiu

**Writing proficiency in English as a second language in children with dyslexia**

» [Dr. Marta Álvarez-Cañizo](#), Dr. Olivia Afonso, Dr. Paz Suárez-Coalla

10:20am **Oral : Open Doors**  
**Open Doors**  
Stage - Stage 2

10:20am **Oral : Open Doors**  
**Open Doors**  
Stage - Stage 4

10:30am **Oral : Reading and socio-emotional factors**  
**Reading and socio-emotional factors**  
Stage - Stage 2  
Chaired by: Prof. Genevieve McArthur

**The relationship between poor reading and anxiety across the lifespan**

» [Prof. Genevieve McArthur](#), Dr. Deanna Francis, Dr. Serje Robidoux, Ms. Alana Jones, Prof. Jennifer Hudson, Prof. Viviana Wuthrich, Prof. Rauno Parrila

**Experienced handicap from dyslexia: The influence of person and environmental factors**

» [Ms. Loes Bazen](#), Dr. Elise de Bree, Dr. Madelon van den Boer, Prof. Peter de Jong

**Reading fluency in children with poor reading and anxiety**

» [Dr. Deanna Francis](#), Prof. Jennifer Hudson, Dr. Saskia Kohnen, Dr. Erin Banales, Dr. Serje Robidoux, Prof. Genevieve McArthur

**A meta-analysis on the relation between social-emotional skills and reading ability**

» [Ms. Liyan Yu](#), Dr. Xiuhong Tong

**Development and validation of the Macquarie Oxford reading anxiety test**

» [Ms. Alana Jones](#), Dr. Deanna Francis, Ms. Esther Gandhi, Ms. Maddison O'Grady-Lee, Prof. Genevieve McArthur, Prof. Jennifer Hudson

10:30am **Oral : Metalinguistic awareness**  
**Metalinguistic awareness and reading**  
Stage - Stage 4  
Chaired by: Prof. Timothy C. Papadopoulos

**Morphological awareness and vocabulary in bilingual and monolingual children**

» [Prof. Severine Casalis](#), Mr. Matthieu Bignon

**Reciprocal relationship between Chinese metalinguistic awareness, reading, and spelling in young Chinese language learners: A one-year longitudinal study**

» [Dr. Yu Ka Wong](#), Dr. Yanling Zhou

**Phonological awareness, morphological awareness interacting with family size and frequency in predicting early Chinese reading**

» [Dr. Dan Lin](#), Mr. Lei Wang, Dr. Phil Duo Liu, Dr. Jie Wang



Continued from **Wednesday, 14 July**

**Phoneme awareness predicts character reading ability in young Chinese children through phonemic mismatch negativity**

» [Ms. Tengwen Fan](#), Mr. Liming Zhang, Mr. Jianyi Liu, Dr. Tian Hong, Prof. Hua Shu, Prof. Jingjing Zhao

**A diglossia-centered emergent literacy and EF intervention among kindergarten children in diglossic Arabic**

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

1:50pm

**Oral : Open Doors**

**Open Doors**

Stage - Stage 2

2pm

**Oral : SYMP: Vocab & morphology interventions**

**SYMPOSIUM: The effects of vocabulary and morphology interventions on school-aged children's language and literacy skills: A cross-linguistic perspective.**

Stage - Stage 2

Chaired by: Dr. Janne von Koss Torkildsen

**The effects of vocabulary and morphology interventions on school-aged children's language and literacy skills: A cross-linguistic perspective: Effects of the EL RAVE morphology intervention for multilingual adolescents (1)**

» [Dr. Amy Crosson](#), Dr. Michael Kieffer, Dr. Margaret McKeown, Dr. William Nagy

**The effects of vocabulary and morphology interventions on school-aged children's language and literacy skills: A cross-linguistic perspective: App-based morphological training produces lasting effects on word knowledge in primary school children (2)**

» [Dr. Janne von Koss Torkildsen](#), Ms. Siri Steffensen Bratlie, Mr. Jarl Kleppe Kristensen, Dr. Jan-Erik Gustafsson, Dr. Solveig-Alma Lyster, Dr. Catherine Snow, Dr. Charles Hulme, Dr. Riikka-Maija Mononen, Dr. Anita Lopez-Pedersen, Dr. Kari-Anne Næss, Dr. Ona Bø Wie, Dr. Bente Hagtvet

**The effects of vocabulary and morphology interventions on school-aged children's language and literacy skills: A cross-linguistic perspective: Improving reading comprehension difficulties in Chinese-English bilingual readers (3)**

» [Dr. Shelley Tong](#), Ms. Charmaine Mak Ching Man

**The effects of vocabulary and morphology interventions on school-aged children's language and literacy skills: A cross-linguistic perspective: The positive effects of the intervention program "Island of Understanding" on literacy and academic emotions (4)**

» [Prof. Tami Katzir](#), Dr. Orly Lipka, Dr. Anat Prior, Dr. Michal Shany, Ms. Shira Blicher, Ms. Tammi Sabag Shoshan

**The effects of vocabulary and morphology interventions on school-aged children's language and literacy skills: A cross-linguistic perspective: Discussant (5)**

» [Dr. Catherine Snow](#)

2:50pm

**Oral : Open Doors**

**Open Doors**

Stage - Stage 1

2:50pm

**Oral : Open Doors**

**Open Doors**

Stage - Stage 2



Continued from **Wednesday, 14 July**

2:50pm **Oral : Open Doors**  
**Open Doors**  
Stage - Stage 3

2:50pm **Oral : Open Doors**  
**Open Doors**  
Stage - Stage 4

3pm **Oral : Adult readers**  
**Adult readers**  
Stage - Stage 1  
Chaired by: Dr. Kelly Farquharson

**Visual-phonological binding in typical readers and adults with developmental dyslexia: An online webcam-based eye tracking study**

» Ms. Simone Lira Calabrich, Dr. Gary Oppenheim, Dr. Manon Jones

**No morphological priming during natural reading of long texts**

» [Mrs. Melda Coskun](#), Dr. Victor Kuperman

**Using syllable structure to determine vowel length in English disyllables**

» [Dr. Rebecca Treiman](#), Ms. Rebecca Jewell, Ms. Kayla Hensley, Dr. Brett Kessler

**Decoding error differences in child and adult readers**

» [Mr. John Hollander](#), Dr. John Sabatini, Dr. Zuowei Wang

**The role of the schwa in the quality of adult's lexical representations**

» [Dr. Nuria Gutiérrez](#), Ms. Valeria M. Rigobon, Ms. Nancy Marencin, Mr. Logan Bell, Ms. Ashley Edwards, Mr. Daniel Abes, Dr. Laura Steacy, Dr. Donald Compton

3pm **Oral : SYMP: Comorbidity symposium**  
**SYMPOSIUM: Comorbidity symposium**  
Stage - Stage 2  
Chaired by: Dr. Elsje van Bergen

**Comorbidity symposium: Comorbidity and causality among ADHD, dyslexia, and dyscalculia**

» [Dr. Elsje van Bergen](#), Dr. Sara Hart, Prof. Dorret Boomsma, Dr. Eveline de Zeeuw, Dr. Kees-Jan Kan

**Comorbidity symposium: Co-occurring trajectories of reading and math and the role of dysregulation processes**

» [Dr. Florina Erbeli](#), Dr. Qinxin Shi, Ms. Marianne Rice

**Comorbidity symposium: Comorbidity between math and reading problems: Is phonological processing a mutual factor?**

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

**Comorbidity symposium: Convergence and divergence in autistic and dyslexic children's sensory processing**

» [Dr. Catherine Manning](#), Ms. Lisa Toffoli, Prof. Maggie Snowling, Prof. Anthony Norcia, Dr. Nathan Evans, Prof. Gaia Scerif

**Comorbidity symposium: Discussant**

» [Dr. Silvia Paracchini](#)

3pm **Oral : Word reading interventions**  
**Word reading interventions**  
Stage - Stage 3  
Chaired by: Dr. Laurie E. Cutting



Continued from **Wednesday, 14 July**

**Effects of treatment integrity on the outcomes of a large scale prevention program for dyslexia**

» [Mrs. Fae van der Weijden](#), Dr. Madelon van den Boer, Dr. Haytske Zijlstra, Dr. Bonne Zijlstra, Prof. Peter de Jong

**The visual noise exclusion in developmental dyslexia and its association to reading intervention outcomes**

» [Dr. Tian Hong](#), Dr. Noam Siegelman, Dr. Lu Zhong-lin, Dr. Kenneth Pugh, Dr. Robin Morris

**How you read affects what you gain: Individual differences in the functional organization of the reading system predict intervention gains in children with reading disabilities**

» [Dr. Noam Siegelman](#), Dr. Jay Rueckl, Dr. Mark van den Bunt, Dr. Jan Frijters, Dr. Jason Zevin, Dr. Maureen Lovett, Dr. Mark Seidenberg, Dr. Kenneth Pugh, Dr. Robin Morris

**Summer reading intervention outcomes among at-risk readers**

» [Dr. Joanna Christodoulou](#), Dr. Lisa Hurwitz, Dr. Pamela Hook, Ms. Karolina Wade, Ms. Xochitl Arechiga, Ms. Yesi Camacho Torres, Dr. John D.E. Gabrieli

**Empower™ reading intervention: an experimental approach to remediate reading disabilities among at-risk population**

» [Dr. Amna Mirza](#), Dr. Maureen Lovett, Dr. Karen Steinbach, Ms. Joan Bosson-Heenan, Dr. Jeffrey Gruen, Dr. Jan Frijters

3pm

**Oral : SYMP: Writing assessment**

**SYMPOSIUM: Writing assessment: Novel approaches across ages and contexts**

Stage - Stage 4

Chaired by: Dr. Margaret Quinn

**Writing assessment: Novel approaches across ages and contexts: Insights from an elementary-age sample of children with autism about parental involvement during writing adapted tele-assessment (1)**

» [Dr. Matthew Zajic](#), Dr. Alyssa Henry, Dr. Carlin Conner, Dr. Emily Solari

**Writing assessment: Novel approaches across ages and contexts: Pragmatic computer-based formative and summative writing assessments (2)**

» [Dr. Debra McKeown](#), Dr. Kausalai Wijekumar, Ms. Julie Owens, Dr. Karen Harris, Dr. Steve Graham

**Writing assessment: Novel approaches across ages and contexts: Resiliency and vulnerability in early grades writing performance during the pandemic (3)**

» [Dr. Deborah Reed](#)

**Writing assessment: Novel approaches across ages and contexts: Middle school students' use of academic language in narrative and informational writing (4)**

» [Dr. Cherish Sarmiento](#), Dr. Adrea Truckenmiller, Dr. Eunsoo Cho

**Writing assessment: Novel approaches across ages and contexts: Squiggly lines and letter-like shapes: Examining teachers' early writing knowledge and practices (5)**

» [Dr. Gary Bingham](#), Dr. Hope Gerde, Dr. Arianna Pikus, Dr. Rebecca Barria, Dr. Ryan Bowles, Ms. Xiao Zhang, Dr. Margaret Quinn

3:50pm

**Oral : Open Doors**

**Open Doors**

Stage - Stage 1

3:50pm

**Oral : Open Doors**

**Open Doors**

Stage - Stage 2



Continued from **Wednesday, 14 July**

3:50pm **Oral : Open Doors**  
**Open Doors**  
Stage - Stage 3

3:50pm **Oral : Open Doors**  
**Open Doors**  
Stage - Stage 4

4pm **Oral : Writing and spelling**  
**Writing and spelling**  
Stage - Stage 1  
Chaired by: Dr. Young-Suk Kim

**Perspective taking and language use in secondary students' text-based analytical writing**

» [Ms. Minkyung Cho](#), Dr. Young-Suk Kim, Ms. Jiali Wang

**Dual language learners' spelling patterns in English and Spanish compositions and their relation to writing quality**

» [Ms. Alissa Wolters](#), Dr. Young-Suk Kim

**Writing interventions for students with IDD: A meta-analysis**

» [Dr. Derek Rodgers](#), Dr. Susan Loveall

**Unique predictors of irregular word spelling in adults**

» [Ms. Valeria Rigobon](#), Dr. Nuria Gutiérrez, Ms. Ashley Edwards, Ms. Nancy Marencin, Mr. Logan Bell, Mr. Daniel Abes, Ms. Cristina Himelhoch, Ms. Katherine Diaz, Dr. Laura Steacy, Dr. Donald Compton

**Examining spelling error patterns in ASL Fingerspelling and English**

» [Dr. Emily Saunders](#), Dr. Karen Emmorey, Dr. Zed Sehyr

4pm **Oral : SYMP: Reading comp skills and knowledge**  
**SYMPOSIUM: Reading comprehension: The impact of skills and knowledge**  
Stage - Stage 2  
Chaired by: Dr. Kristen McMaster

**Reading comprehension: The impact of skills and knowledge: The influence of reader and text characteristics on 6th graders' inference making (1)**

» [Dr. Nicola Currie](#), Dr. Gillian Francey, Dr. Rob Davies, Dr. Shelley Gray, Dr. M. Adelaida Restrepo, Dr. Marilyn Thompson, Dr. Mindy Bridges, Prof. Kate Cain

**Reading comprehension: The impact of skills and knowledge: Knowledge predicts inference-making and inference-making interventions improve knowledge acquisition (2)**

» [Dr. Marcia Barnes](#), Dr. Amy Barth, Dr. Nathan Clemens, Dr. Deborah Simmons, Dr. Colby Hall, Dr. Greg Roberts, Dr. Anna-Maria Fall

**Reading comprehension: The impact of skills and knowledge: Teaching inferencing in K-2: The role of scaffolding and feedback (3)**

» [Dr. Kristen McMaster](#), Dr. Panayiota Kendeou

**Reading comprehension: The impact of skills and knowledge: Influences of language and non-academic knowledge on basic and deep comprehension (4)**

» [Dr. John Sabatini](#), Dr. Zuowei Wang, Dr. Tenaha O'Reilly

**Reading comprehension: The impact of skills and knowledge (Discussant)**

» [Dr. Art Graesser](#)



Continued from **Wednesday, 14 July**

4pm **Oral : Reading L2**  
**Reading in a second language**  
 Stage - Stage 3  
 Chaired by: Dr. Dawna Duff

**Syntactic comprehension in reading comprehension among bilinguals and monolinguals**  
 » [Dr. Guoqin Ding](#), Dr. Kathleen Mohr, Dr. Ronald Gillam

**Predictors of L2 reading proficiency in English: Evidence from the 11 language samples of the Multilingual Eye Movements Corpus (MECO)**  
 » [Dr. Victor Kuperman](#), Dr. Noam Siegelman

**Proficiency predicts efficiency: Evidence from eye-movements of L2 readers of English**  
 » [Mr. Daniil Gnetov](#), Dr. Victor Kuperman

**Cross-linguistic syntactic skill modulates the relationship between text complexity and reading comprehension in bilingual middle-schoolers**  
 » [Ms. Sibylla Leon Guerrero](#), Dr. Veronica Whitford, Dr. Laura Mesite, Dr. Gigi Luk

**A confirmatory factor analysis of L2 English reading skills in India**  
 » [Dr. Sunaina Shenoy](#), Prof. Richard Wagner, Ms. Kathryn Overton, Mrs. Nisha Rao

4pm **Oral : SYMP: Implementation science**  
**SYMPOSIUM: Implementation science meets science of teaching reading and writing**  
 Stage - Stage 4  
 Chaired by: Dr. Kausalai Wijekumar

**Implementation science meets science of teaching reading and writing: Effects of teacher professional development regarding reading comprehension in elementary and secondary classrooms (1)**

» Ms. Kacee Lambright, [Dr. Kausalai Wijekumar](#), Ms. Julie Owens, Dr. Andrea Beerwinkle

**Implementation science meets science of teaching reading and writing: Educator knowledge of phonological awareness, phonics, and dyslexia (2)**

» [Mrs. Tiffany Peltier](#), Dr. Erin Washburn

**Implementation science meets science of teaching reading and writing: Implementation science shines a spotlight on principal roles in supporting writing instruction (3)**

» [Ms. Julie Owens](#), Dr. Debra McKeown, Dr. Kausalai Wijekumar, Dr. Karen Harris

**Implementation science meets science of teaching reading and writing: Predicting students literacy outcomes in the early grades: Teacher knowledge matters (4)**

» [Dr. Tim Odegard](#), Dr. Emily Farris, Dr. Susan Porter

**Implementation science meets science of teaching reading and writing: The influence of teachers' knowledge and teaching practice on outcomes for beginning readers (5)**

» [Dr. C. Braid](#), Dr. Allison Arrow, Dr. J. Chapman

4:50pm **Oral : Open Doors**  
**Open Doors**  
 Stage - Stage 1

4:50pm **Oral : Open Doors**  
**Open Doors**  
 Stage - Stage 2





Continued from **Wednesday, 14 July**

4:50pm **Oral : Open Doors**  
**Open Doors**  
Stage - Stage 3

4:50pm **Oral : Open Doors**  
**Open Doors**  
Stage - Stage 4

5pm **Oral : Neuro matters**  
**Neuro matters**  
Stage - Stage 1  
Chaired by: Prof. George Georgiou

**Deficient perceptual anchoring: Children with dyslexia do not benefit from contextual repetitions in speech processing**  
» [Ms. Jessica Ramos-Sanchez](#), Dr. Gesa Schaadt, Dr. Hellmuth Obrig, Prof. Arno Villringer, Prof. Merav Ahissar, Prof. Claudia Männel

**Explaining ERPs elicited by word recognition**  
» [Ms. Noor Seijdel](#), Ms. Gina E.M. Stolwijk, Dr. Joshua Snell, Prof. Jonathan Grainger, Prof. Martijn Meeter

**Sensitivity to orthotactic vs. phonological constraints on word recognition: An ERP study with deaf and hearing readers**  
» [Ms. Brittany Lee](#), Ms. Priscilla Martinez, Dr. Katherine Midgley, Dr. Phillip Holcomb, Dr. Karen Emmorey

**Functional significance of inferior frontal hyperactivation in pre-readers who develop dyslexia**  
» [Dr. Ola Ozernov-Palchik](#), Ms. Neta Tartakovsky, Dr. Elizabeth S Norton, Dr. Sara D Beach, Dr. John D.E. Gabrieli, Dr. Nadine Gaab

**Reading skill correlates in frontal cortex during semantic and phonological processing**  
» [Dr. Chris Brozdowski](#), Dr. James R. Booth

5pm **Oral : SYMP: Deaf readers**  
**SYMPOSIUM: Reading and visual recognition skills in deaf and hard-of-hearing signers**  
Stage - Stage 2  
Chaired by: Dr. Zed Sehyr

**Reading and visual recognition skills in deaf and hard-of-hearing signers: Vocabulary knowledge and reading for ASL-English bilinguals (1)**  
» [Dr. David Quinto-Pozos](#), Ms. Frances Cooley

**Reading and visual recognition skills in deaf and hard-of-hearing signers: Visual word recognition in deaf readers - The interplay between orthographic, semantic and phonological information (2)**  
» [Dr. Kate Rowley](#)

**Reading and visual recognition skills in deaf and hard-of-hearing signers: Assessing the contribution of lexical quality and sign language variables to reading comprehension in deaf adult ASL signers (3)**  
» [Dr. Zed Sehyr](#), Dr. Karen Emmorey

**Reading and visual recognition skills in deaf and hard-of-hearing signers: Understanding the sources of enhanced reading spans in deaf signers (4)**  
» [Dr. Amy Lieberman](#), Dr. Elizabeth Schotter

**Reading and visual recognition skills in deaf and hard-of-hearing signers: Discussant (5)**  
» [Dr. Clifton Langdon](#), Dr. Zed Sehyr

5pm **Oral : Envir influence**  
**Environmental influences on reading**  
Stage - Stage 3  
Chaired by: Dr. Stephanie Al Otaiba



Continued from **Wednesday, 14 July**

**Reading between the lines: A self-determination theory perspective on leisure reading**

» [Ms. Julia Farmer](#), Dr. Lauren Goegan, Ms. Bryce Dueck, Dr. Lia Daniels

**Children's interest in reading matters, so what? Exploring parent-, community- and child-related factors in bilingual and biliteracy development in Chinese dual language learners**

» [Dr. Sihui Ke](#)

**Predicting young multilingual learners' participation in online learning from teacher and parent factors**

» [Dr. Steve Amendum](#), Dr. Leslie Babinski, Dr. Madeline Carrig, Dr. Steve Knotek, Dr. Marta Sanchez

**The impact of emergent literacy development and home literacy environment on oral vocabulary among children with ASD in China**

» [Dr. ZHUO CHEN](#), Dr. Li-Jen Kuo, Dr. Quentin Dixon

**Understanding home literacy experiences in Chinese children's English language development**

» [Ms. Feiwen Xiao](#), Ms. Dandan Yang, Ms. Yaqi Tang, Ms. Yuting Gu, Mr. Jiasheng Guo, Mr. Bolun Sun, Prof. Penelope Collins

5pm

**Oral : SYMP: Classifying less skilled comprehenders**  
**SYMPOSIUM: Classifying less skilled comprehenders based on comprehension processes**

Stage - Stage 4

Chaired by: Dr. Gina Biancarosa

**Classifying less skilled comprehenders based on comprehension processes: The theory and structure of MOCCA items (1)**

» [Dr. Sarah Carlson](#), Dr. Benjamin Seipel, Dr. Gina Biancarosa

**Classifying less skilled comprehenders based on comprehension processes: Improving on the elusive reliability of elaborations (2)**

» [Ms. Amanda Dahl](#), Dr. Benjamin Seipel, Dr. Sarah Carlson, Dr. Virginia Clinton-Lisell, Ms. Heather Ness

**Classifying less skilled comprehenders based on comprehension processes: Development and functioning of MOCCA expository items (3)**

» [Mr. Terrill Taylor](#), Dr. Virginia Clinton-Lisell, Dr. Benjamin Seipel, Dr. Sarah Carlson, Ms. Surjya Bajpayee

**Classifying less skilled comprehenders based on comprehension processes: The effect of varying test item features on IRT parameters (4)**

» [Dr. Patrick Kennedy](#), Dr. Gina Biancarosa, Dr. Mark Davison

**Classifying less skilled comprehenders based on comprehension processes: Computerized adaptive diagnostic assessment of inferential reading comprehension: A simulation study (5)**

» [Dr. Mark Davison](#), Dr. Gina Biancarosa

**Thursday, 15 July**

9:20am

**Oral : Open Doors**  
**Open Doors**  
Stage - Stage 2

9:20am

**Oral : Open Doors**  
**Open Doors**  
Stage - Stage 4



Continued from **Thursday, 15 July**

9:30am **Oral : SYMP: Arabic**  
**SYMPOSIUM: Arabic orthographic features and their impact on reading**

Stage - Stage 2

Chaired by: Dr. Rob Davies and Prof. Elinor Saiegh-Haddad

**Arabic orthographic features and their impact on reading: Impact of diglossia on morphological awareness and reading in low versus mid-high SES Arabic speaking children (1)**

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

**Arabic orthographic features and their impact on reading: The role of the nominal word pattern in Arabic reading acquisition: Insights from cross-modal priming (2)**

» [Dr. Yasmin Shalhoub-Awwad](#)

**Arabic orthographic features and their impact on reading: The predictors of vowelization uncertainty in Modern Standard Arabic (3)**

» [Dr. Rob Davies](#), Dr. Ahmed Alhussein

**Arabic orthographic features and their impact on reading: The contribution of language proficiency in Spoken Arabic, Modern Standard Arabic and morphological awareness to reading Arabic language (4)**

» [Dr. Abeer Asli-Badarneh](#)

**Arabic orthographic features and their impact on reading: Discussant (5)**

» [Prof. Elinor Saiegh-Haddad](#)

9:30am **Oral : Reading difficulties**  
**Reading difficulties**

Stage - Stage 4

Chaired by: Dr. Karin Landerl

**Phonological deficits in Chinese developmental dyslexia**

» [Dr. Ning Ding](#), Dr. Jiuqing Tang, Dr. Chen Cheng, Dr. Zhengjun Wang, Dr. Liming Zhang, Dr. Shunan Zhao, Prof. Hua Shu, Prof. Jingjing Zhao

**Prevalence and profiles of children with dysgraphia, dyslexia, and dyslexia and dysgraphia**

» [Dr. Cameron Downing](#), Dr. Markéta Caravolas

**Unique reading profiles in Chinese children with ASD and the early correlates**

» [Ms. Juan Liu](#), Dr. Ying Wang

**Persistence and compensation of dyslexia impairment: A 12 years longitudinal study (from 5 to 17 years old)**

» [Ms. Elise Lefevre](#), Prof. Liliane Sprenger-Charolles, Dr. Jeremy Law, Dr. Eddy Cavalli

**Reading and spelling processes in Chinese developmental dyslexia and typical developing children: Evidence for self-teaching mechanism and the triangle model**

» [Dr. Chen Cheng](#), Ms. Xiao Liang, Dr. Zhengjun Wang, Prof. Jingjing Zhao

10:50am **Oral : Open Doors**  
**Open Doors**  
 Stage - Stage 2

10:50am **Oral : Open Doors**  
**Open Doors**  
 Stage - Stage 4



Continued from **Thursday, 15 July**

11am **Oral : Text comprehension**  
**Text comprehension**  
 Stage - Stage 2  
 Chaired by: Dr. Mads Poulsen

**Exploring the impact of reading single vs. multiple texts on integration synthesis tasks and the underexamined role of topic**  
 » [Dr. Liron Primor](#), Dr. Carla Firetto, Prof. Tami Katzir, Dr. Meni Yeari

**To read the text before or while answering the questions? The effects of time constraints and domain knowledge on strategic preferences in reading comprehension tests**  
 » [Dr. Meni Yeari](#)

**Effects of a knowledge building strategy on comprehension skill and inference-making ability**  
 » [Mr. Reid Smith](#), Prof. Pamela Snow, Dr. Tanya Serry, Prof. Lorraine Hammond

**The role of intra-text connections in centrality deficit of poor comprehenders**  
 » [Dr. Meni Yeari](#)

**Oral reading fluency, reading motivation and reading comprehension among second graders**  
 » [Prof. Vered Vaknin-Musbaum](#), Dr. Einat Nevo

11am **Oral : Home environment**  
**The influence of the home environment**  
 Stage - Stage 4  
 Chaired by: Dr. Nenagh Kemp

**Do family learning phonics courses improve parents' reading-related skills and ability to support their children's reading?**

» [Dr. Rachael Hulme](#), Ms. Charlotte Webber, Mrs. Amy Fox, Dr. Laura Shapiro, Dr. Jessie Ricketts, Ms. National Family Learning Forum, Dr. Joanne Taylor

**Home attributes that relate to language and literacy skills: A meta-analysis of studies from low- and middle-income countries**

» [Dr. Sonali Nag](#), Dr. Shaher Banu Vagh, Dr. Katrina Dulay, Prof. Maggie Snowling, Dr. Enrica Donolato, Prof. Monica Melby-Lervåg

**The lockdown effect on bilingual children's leisure reading**

» [Dr. Baoqi Sun](#), Dr. Chin Ee Loh

**Language background, home literacy environment and emergent literacy skills in Norwegian preschoolers**

» [Dr. Sara Esmaeeli](#)

**Mathew effects in reading fluency during COVID-19: Findings from second grade Hebrew speaking children**

» [Prof. Shelley Shaul](#), Dr. Orla Lipka, Prof. Tami Katzir

12:50pm **Oral : Open Doors**  
**Open Doors**  
 Stage - Stage 2

12:50pm **Oral : Open Doors**  
**Open Doors**  
 Stage - Stage 4



Continued from **Thursday, 15 July**

1pm

**Oral : SYMP: NRP2000**

**SYMPOSIUM: NRP 2000 could neither support nor condemn independent reading: New evidence.**

*Stage - Stage 2*

Chaired by: Dr. Kathleen Roskos

**NRP 2000 could neither support nor condemn independent reading: New evidence: Examining the effects of a school book distribution project on children's independent reading motivation and reading outcomes (1)**

» [Dr. Susan Neuman](#)

**NRP 2000 could neither support nor condemn independent reading: New evidence: Personalized expert guidance of students' book choices in primary and secondary education (2)**

» [Mrs. Lisa van der Sande](#), [Dr. Roel Van Steensel](#), [Prof. Adriana Bus](#)

**NRP 2000 could neither support nor condemn independent reading: New evidence: Sharing literature with adolescents: A way to improve reading skills and enthusiasm for reading? (3)**

» [Mrs. Mira Beukering](#)

**NRP 2000 could neither support nor condemn independent reading: New evidence: A four-year trend study of adolescents' print and digital leisure reading (4)**

» [Dr. Chin Ee Loh](#)

**NRP 2000 could neither support nor condemn independent reading: New evidence: Resolving the lasting dispute about independent reading practice at school: A meta-analysis (5)**

» [Dr. Yi Shang](#), [Dr. Kathleen Roskos](#), [Prof. Adriana Bus](#)

1pm

**Oral : SYMP: Diverse supports**

**SYMPOSIUM: Diverse instructional supports for early writing development across contexts and orthographies**

*Stage - Stage 4*

Chaired by: Dr. Hope Gerde

**Diverse instructional supports for early writing development across contexts and orthographies: Preschoolers' private speech during spelling in Hebrew (1)**

» [Prof. Dorit Aram](#), [Dr. Hadar Hazen](#)

**Diverse instructional supports for early writing development across contexts and orthographies: Maternal writing support and children's early literacy in immigrant families (3)**

» [Dr. Miriam Minkov](#), [Prof. Dorit Aram](#), [Dr. Mila Schwartz](#)

**Diverse instructional supports for early writing development across contexts and orthographies: Conceptualizing Chinese children's early writing skills in mainland China: Associations among classroom environment and early reading and writing (4)**

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

**Diverse instructional supports for early writing development across contexts and orthographies: Learning to write in early childhood: What's the place of phonics instruction? (5)**

» [Dr. Stacey Campbell](#), [Dr. Annette Woods](#)

1:50pm

**Oral : Open Doors**

**Open Doors**

*Stage - Stage 2*

1:50pm

**Oral : Open Doors**

**Open Doors**

*Stage - Stage 4*



Continued from **Thursday, 15 July**

2pm

**Oral : SYMP: Writing**

**SYMPOSIUM: The writing development of young elementary writers - component skills, language status, and technology.**

Stage - Stage 2

Chaired by: Dr. Quentin Dixon

**The writing development of young elementary writers: Component skills, language status, and technology: Examining language status and component skills as predictors of struggling second grade writing (1)**

» [Dr. Keith Graham](#), Dr. Stephanie Moody, Ms. Mahjabin Chowdhury, Dr. Xueyan Hu, Mr. Victor Villasana, Ms. Mariana Melo, Ms. Macy Land, Mr. Omar Manzur, Dr. Quentin Dixon, Dr. Li-Jen Kuo

**The writing development of young elementary writers: Early writing skills in children who speak English as a first (L1) or second (L2) language: The critical role of expressive vocabulary for young L2 learners (2)**

» [Ms. Fan Zhang](#), Ms. Ye Shen, Dr. Adrian Pasquarella, Dr. David Coker

**The writing development of young elementary writers: Do writing bursts mediate the relations of transcription skills, and language and cognitive skills for beginning writers? (3)**

» [Dr. Young-Suk Kim](#)

**The writing development of young elementary writers: Learning to write in a digital age: Technology-enhanced intervention for children in early elementary grades (4)**

» [Dr. Quentin Dixon](#), Dr. Li-Jen Kuo, Dr. ZHUO CHEN, Dr. Stephanie Moody, Ms. Mahjabin Chowdhury, Dr. Xueyan Hu, Dr. Keith Graham

**The writing development of young elementary writers: Component skills, language status, and technology: Discussant (5)**

» [Dr. Catherine Snow](#)

2pm

**Oral : SYMP: Spelling**

**SYMPOSIUM: Spelling matters! Revealing the complexity of the relation between spelling and reading**

Stage - Stage 4

Chaired by: Dr. Nicole Conrad

**Spelling matters! Revealing the complexity of the relation between spelling and reading: Variation in lexical quality on word reading outcomes: Assessing the quality of word-specific representations established during spelling practice (1)**

» [Dr. Nicole Conrad](#)

**Spelling matters! Revealing the complexity of the relation between spelling and reading: Capitalizing on shared storybooks in kindergarten: The interplay between semantics, spelling, vocabulary acquisition and learning to read (2)**

» [Dr. Gene Ouellette](#)

**Spelling matters! Revealing the complexity of the relation between spelling and reading: Does formal explicit instruction promote learning of words' visual aspects? Results from a quasi-experimental study on second-grade French-speaking children (3)**

» [Dr. Noemia Ruberto](#), Dr. Daniel Daigle, Mx. Ahlem Ammar

**Spelling matters! Revealing the complexity of the relation between spelling and reading: An evaluation of phonological recoding as the key mechanism for learning new spelling patterns during emerging readers' independent reading (4)**

» [Dr. Helene Deacon](#), Ms. Rebecca Tucker

**Spelling matters! Revealing the complexity of the relation between spelling and reading: Spelling fluency as a predictor of children's reading and spelling outcomes (5)**

» [Dr. Helen Breadmore](#), Ms. Emily Côté, Dr. H  l  ne Deacon

2:50pm

**Oral : Open Doors**

**Open Doors**

Stage - Stage 1



Continued from **Thursday, 15 July**

2:50pm **Oral : Open Doors**  
**Open Doors**  
Stage - Stage 2

2:50pm **Oral : Open Doors**  
**Open Doors**  
Stage - Stage 3

2:50pm **Oral : Open Doors**  
**Open Doors**  
Stage - Stage 4

3pm **Oral : Read Digital**  
**Reading in the digital age**  
Stage - Stage 1  
Chaired by: Dr. Jessie Ricketts

**Are 'educational' apps truly educational? A comparison of pre-schoolers' letter-sound learning following short interactions with an app versus a content-matched book**

» [Ms. Grace Pocock](#), Dr. Jeanne Shinsky, Dr. Jessie Ricketts

**Response and effectiveness of scaffolding features in reading games**

» [Ms. Laura Diprossimo](#), Mr. Harrison Gamble, Dr. Jennifer Zoski, Prof. Kate Cain, Dr. Anastasia Ushakova, Dr. Robin Irey

**Hurricane! Using an interactive e-book to improve comprehension monitoring and science knowledge in middle elementary school**

» [Dr. Stephanie Day](#), Dr. Jin Hwang, Dr. Tracy Arner, Dr. Danielle McNamara, Dr. Carol Connor

**Transforming a data-based tutoring program in literacy to a virtual environment**

» [Dr. Mark Lauterbach](#), Dr. Ginny Dembek

3pm **Oral : SYMP: Teacher knowledge**  
**SYMPOSIUM: Teachers' knowledge in literacy instruction and assessment**  
Stage - Stage 2  
Chaired by: Prof. Piret Soodla

**Teachers' knowledge in literacy instruction and assessment: Accuracy of special education teachers' ratings of reading difficulties (1)**

» [Mrs. Riitta Virinkoski](#), Prof. Mikko Aro

**Teachers' knowledge in literacy instruction and assessment: Accuracy of teachers' assessments of 3rd grade students' reading fluency and spelling skills (2)**

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

**Teachers' knowledge in literacy instruction and assessment: Teachers' knowledge about reading comprehension processes and instructional practices (3)**

» [Mrs. Kristi Jakobson](#), Prof. Piret Soodla, Prof. Mikko Aro

**Teachers' knowledge in literacy instruction and assessment: A systematic review of US teacher knowledge related to literacy concepts (4)**

» [Dr. Karol Moore](#), Dr. Emily Binks-Cantrell, Prof. R. Malatesha Joshi, Dr. Aida Hudson, Dr. Bing Han, Dr. Poh Wee Koh

**Teachers' knowledge in literacy instruction and assessment: Discussant (5)**

» [Dr. Kausalai Wijekumar](#)



Continued from **Thursday, 15 July**

3pm

**Oral : Long predictors**

**Predictors of reading in school-aged children**

Stage - Stage 3

Chaired by: Dr. Monique Sénéchal

**Early oral language precursors of different types of literacy difficulties in a consistent orthography**

» [Prof. George Manolitsis](#), Mr. Apostolos Kargiotidis, Dr. Ioannis Grigorakis, Dr. Angeliki Mouzaki

**Causal links between comprehension and fluency dimensions including prosody from grade 2 to 4**

» [Dr. Erika Godde](#), Dr. Marie-Line Bosse, Dr. Gerard Bailly

**Reading fluency and reading comprehension development across grades 1 to 9: Unidirectional or bidirectional effects among the two skills?**

» [Dr. Maria Psyridou](#), Prof. Asko Tolvanen, Prof. Pekka Niemi, Prof. Marja-Kristiina Lerkkanen, Prof. Anna-Maija Poikkeus, Dr. Minna Torppa

**GARRE1 predicts longitudinal reading achievement across four phonological and reading skill constructs**

» [Mrs. Emily Guertin](#), Dr. Andrew Adams, Ms. Joan Bosson-Heenan, Dr. Jeffrey Gruen, Dr. Jan Frijters

3pm

**Oral : SYMP: Bilingual reading development**

**SYMPOSIUM: Bilingual reading development through cross-linguistic & neuro-behavioral perspectives**

Stage - Stage 4

Chaired by: Dr. Ioulia Kovelman

**Bilingual reading development through cross-linguistic & neuro-behavioral perspectives: Neuro-cognitive transfer effects on morphological processing in Chinese-English bilinguals (1)**

» [Ms. Xin Sun](#), Ms. Kehui Zhang, Ms. Rebecca Marks, Mr. Chi Lin Yu, Ms. Rachel Eggleston, Ms. Nia Nickerson, Mr. Zachary Karas, Dr. Xiaosu Hu, Dr. Tai-Li Chou, Dr. Twila Tardif, Dr. Ioulia Kovelman

**Bilingual reading development through cross-linguistic & neuro-behavioral perspectives: Morphological awareness in English reading in monolinguals, Spanish-English bilinguals, and Chinese-English bilinguals (2)**

» [Ms. Rebecca Marks](#), Dr. Danielle Labotka, Dr. Yuuko Uchikoshi, Dr. Fumiko Hoefft, Dr. Ioulia Kovelman

**Bilingual reading development through cross-linguistic & neuro-behavioral perspectives: Poor reading comprehension in English-French bilingual children (3)**

» [Ms. Diana Burchell](#), Dr. Yahua Cheng, Dr. Klaudia Krenca, Dr. Kathleen Hipfner-Boucher, Dr. Stefka Marinova-Todd, Dr. Xi Chen-Bumgardner

**Bilingual reading development through cross-linguistic & neuro-behavioral perspectives: The reading profiles of bilingual adolescents with reading difficulties (4)**

» [Dr. Miao Li](#), Prof. John Kirby, Dr. Esther Geva, Dr. Poh Wee Koh, Dr. Huan Zhang

**Bilingual reading development through cross-linguistic & neuro-behavioral perspectives: Phonological awareness and its relationship to reading among Chinese-English bilingual college students (5)**

» [Ms. Nan Zhang](#), Ms. Jinglei Ren, Prof. Min Wang

3:50pm

**Oral : Open Doors**

**Open Doors**

Stage - Stage 1





Continued from **Thursday, 15 July**

3:50pm **Oral : Open Doors**  
**Open Doors**  
Stage - Stage 2

3:50pm **Oral : Open Doors**  
**Open Doors**  
Stage - Stage 3

3:50pm **Oral : Open Doors**  
**Open Doors**  
Stage - Stage 4

4pm **Oral : Assessment matters**  
**Assessment matters**  
Stage - Stage 1  
Chaired by: Prof. Nicole Patton Terry

**Using eye movements to predict reading comprehension scores**

» [Ms. Diane Meziere](#), Dr. Lili Yu, Prof. Erik Reichle, Dr. Titus von der Malsburg, Prof. Genevieve McArthur

**Listening ears or reading eyes: A meta-analysis of reading and listening comprehension comparisons**

» [Dr. Virginia Clinton-Lisell](#)

**Revisiting the conceptualization of traditional reading comprehension contributors for dual language learners in a new immigrant destination context**

» [Ms. Min Hyun Oh](#), Dr. Jeannette Mancilla-Martinez, Dr. Jin Hwang

**The ability to comprehend texts in grade 1: Typical and at-risk beginning readers**

» [Ms. Marie-France Côté](#), Mrs. Line Laplante, Ms. Audrey Leblanc

4pm **Oral : SYMP: Textbook**  
**SYMPOSIUM: Textbook analysis around the world**  
Stage - Stage 2  
Chaired by: Dr. Shuai Zhang

**Textbook analysis around the world: An analysis of grade 4 reading textbooks used in mainland China: Do the texts and activities support higher order reading comprehension skills? (1)**

» [Dr. Shuai Zhang](#), Dr. Kausalai Wijekumar, Dr. Bing Han

**Textbook analysis around the world: Can textbook analysis help us understand why Croatian students seldom read their textbooks? (2)**

» [Dr. Anita Peti-Stantić](#), Dr. Gordana Keresteš, Dr. Vedrana Gnjidić

**Textbook analysis around the world: An analysis of reading comprehension questions in Kenyan English textbooks (3)**

» [Dr. Andrea Beerwinkle](#), Dr. Debra McKeown

**Textbook analysis around the world: Analysis of comprehension strategies and skills covered within grade 3-5 reading textbooks in the United States (4)**

» [Dr. Alida Hudson](#), Dr. Andrea Beerwinkle, Ms. Julie Owens

**Textbook analysis around the world: Is reading comprehension taken for granted? An analysis of Austrian textbooks in fourth and sixth grade (5)**

» [Dr. Susann Seifert](#)



Continued from **Thursday, 15 July**

4pm **Oral : Text comp, vocabulary, and knowledge**  
**Text comprehension, vocabulary, and knowledge**  
 Stage - Stage 3  
 Chaired by: Dr. Shelley Gray

**Remembering sentences is not all about memory: The relationship between syntax, working memory, and reading comprehension**

» [Dr. Mads Poulsen](#), Ms. Jessie Leigh Nielsen, Dr. Rikke Vang Christensen

**Tracking vocabulary and reading growth in children from low and high socioeconomic backgrounds during the transition from primary to secondary education**

» [Dr. Sanne van der Kleij](#), Prof. Adrian Burgess, Dr. Jessie Ricketts, Dr. Laura Shapiro

**Transfer effects of an elementary content literacy intervention on second-graders' science content reading comprehension: A mixed methods study**

» [Dr. James Kim](#), Dr. Mary Burkhauser, Dr. Jackie Relyea, Mr. Joshua Gilbert, Mr. Douglas Mosher, Dr. Ethan Scherer, Dr. Joseph McIntyre

**Impact of a content-rich English language arts curriculum on kindergarten students' outcomes and teachers' read-aloud practices**

» [Dr. Sonia Cabell](#), Dr. James Kim, Dr. Thomas White, Dr. HyeJin Hwang, Mr. Charles Gale, Dr. Elizabeth Hadley, Ms. Rhonda Raines, Ms. Jennifer Todd, Ms. Sen Wang

4pm **Oral : SYMP: Adults**  
**SYMPOSIUM: Adults with low academic skills**  
 Stage - Stage 4  
 Chaired by: Dr. Daphne Greenberg

**Adults with low academic skills: Prevalence of stuttering and related factors in adult struggling readers (1)**

» [Dr. Ai Leen Choo](#), Dr. Daphne Greenberg, Dr. Hongli Li, Dr. Amani Talwar

**Adults with low academic skills: Do struggling adult readers monitor their reading? Understanding the role of online and offline comprehension monitoring processes during reading (2)**

» [Dr. Elizabeth Tighe](#), Ms. Gal Kaldes, Dr. Amani Talwar, Dr. Scott Crossley, Dr. Daphne Greenberg, Dr. Stephen Skalicky

**Adults with low academic skills: Exploring thresholds between the foundational skills for reading and comprehension outcomes in the context of postsecondary readers (3)**

» [Dr. Joe Magliano](#), Dr. Amani Talwar, Mr. Daniel Feller, Dr. Zuowei Wang, Dr. Tenaha O'Reilly, Dr. John Sabatini

**Adults with low academic skills: Identifying poor comprehenders among postsecondary students who are not "reading ready" using MOCCA-college (4)**

» [Dr. Benjamin Seipel](#), Dr. Sarah Carlson, Dr. Virginia Clinton-Lisell, Dr. Mark Davison, Dr. Patrick Kennedy

**Adults with low academic skills: Writing motivation of college students in basic writing and first-year composition classes: Confirmatory factor analysis of a scale on goals, self-efficacy, beliefs, and affect (5)**

» [Dr. Charles MacArthur](#), Dr. Zoi Traga Philippakos, Dr. Chuang Wang

4:50pm **Oral : Open Doors**  
**Open Doors**  
 Stage - Stage 1

4:50pm **Oral : Open Doors**  
**Open Doors**  
 Stage - Stage 2



Continued from **Thursday, 15 July**

4:50pm **Oral : Open Doors**  
**Open Doors**  
Stage - Stage 3

4:50pm **Oral : Open Doors**  
**Open Doors**  
Stage - Stage 4

5pm **Oral : Profiles**  
**Profiles of good and poor readers**  
Stage - Stage 1  
Chaired by: Dr. Laura Steacy

**Predicting poor reading in Greenland**

» [Prof. Holger Juul](#), Ms. Mette Larsen Lyberth, Ms. Karina Meincke, Mr. Salik Schmidt, Dr. Mads Poulsen

**Latent language-literacy profiles among Norwegian language-minority students**

» [Ms. Siri Steffensen Bratlie](#), Dr. Jan-Erik Gustafsson, Dr. Janne von Koss Torkildsen

**Functional illiteracy and developmental dyslexia: Looking for common roots**

» [Dr. Réka Vágvolgyi](#), Dr. Kirstin Bergström, Prof. Maria Klatte, Dr. Aleksandar Bulajić, Prof. Tânia Fernandes, Prof. Michael Grosche, Prof. Falk Huettig, Prof. Jascha Rüsseler, Prof. Thomas Lachmann

**The cross-linguistic heterogeneity of bilingual readers in early adolescence: A person-centered approach**

» [Mr. Andrew Weaver](#), Dr. Michael Kieffer

**How stable are the groups based on the double deficit hypothesis? Evidence from a dual-site longitudinal study**

» [Prof. George Georgiou](#), Prof. Robert Savage, Dr. Tomohiro Inoue, Prof. Rauno Parrila

5pm **Oral : SYMP: RfU**  
**SYMPOSIUM: Reaping the rewards of the reading for understanding initiative.**  
Stage - Stage 2  
Chaired by: Dr. Gina Biancarosa

**Reaping the rewards of the reading for understanding initiative: The nature and development of reading comprehension (1)**

» [Dr. Gina Cervetti](#)

**Reaping the rewards of the reading for understanding initiative: The RfU impact on reading comprehension assessments (2)**

» [Dr. Panayiota Kendeou](#)

**Reaping the rewards of the reading for understanding initiative: The RfU impact on reading comprehension curriculum and instruction (3)**

» [Dr. Gina Biancarosa](#), Dr. Peter Afflerbach, Dr. P. David Pearson, Mr. Matthew Hurt

**Reaping the rewards of the reading for understanding initiative: Reaping the rewards, seeding the future (4)**

» [Dr. P. David Pearson](#), Dr. Annemarie Palincsar

**Reaping the rewards of the reading for understanding initiative: Discussant**

» [Dr. Paul van den Broek](#)



Continued from **Thursday, 15 July**

5pm **Oral : Spelling**  
**Spelling matters**  
Stage - Stage 3  
Chaired by: Dr. Susan Chambre

**Prevalence of isolated reading and spelling difficulties in Chinese: Differential demand of lexical route in reading and spelling**

» [Mr. Edmond Cheung](#), Prof. Connie S.-H. Ho, Prof. Kevin Chung, Prof. David Chan, Ms. Suk-man Tsang, Ms. Suk-han Lee, Dr. Yui Chi Fong, Dr. Patcy Yeung, Ms. Ching Yan Kwok

**Does early spelling predict literacy skills uniquely?**

» [Prof. Stine Engmose](#), Prof. Holger Juul

**Spelling predictors: Investigating the role of phonological ability and rapid naming in a large cross-sectional British study**

» [Dr. Georgia Niolaki](#), Dr. Janet Vousden, Dr. Aris Terzopoulos, Dr. Laura Taylor, Prof. Jackie Masterson

**Investigating the relationship between spelling and handwriting: Longitudinal evidence from French-speaking primary school children**

» [Dr. Claire Gosse](#), Dr. Michael Parmentier, Prof. Marie Van Reybroeck

**Effects of lexicality in copying and dictation tasks in first-grade children**

» [Ms. Elise Blampain](#), Prof. Marie Van Reybroeck

5pm **Oral : SYMP: Dynamic**  
**SYMPOSIUM: Dynamic interactions between brain changes and reading development**  
Stage - Stage 4  
Chaired by: Prof. Maaïke Vandermosten

**Dynamic interactions between brain changes and reading development: Deciphering causality in the association between cortical structure and reading skills across development (1)**

» [Dr. Florence Bouhali](#), Dr. Luxi Feng, Prof. Emilio Ferrer, Prof. Timothy Brown, Prof. Terry Jernigan, Prof. Richard Wagner, Dr. Fumiko Hoeft

**Dynamic interactions between brain changes and reading development: Visual N1 sensitivity to letters in kindergarten and during primary school in children with familial risk for dyslexia (2)**

» [Dr. Gorka Fraga](#), Dr. Georgette Pleisch, Ms. Sarah Di Pietro, Mrs. Jasmin Neuenschwander, Prof. Susanne Walitza, Prof. Daniel Brandeis, Dr. Iliana Karipidis, Prof. Silvia Brem

**Dynamic interactions between brain changes and reading development: The involvement of familial risk for dyslexia in pre-reading white matter differences (3)**

» [Ms. Lauren Blockmans](#), Dr. Fumiko Hoeft, Prof. Jan Wouters, Prof. Pol Ghesquière, Prof. Maaïke Vandermosten

**Dynamic interactions between brain changes and reading development: Training-induced white matter plasticity in pre-readers at risk for dyslexia (4)**

» [Ms. Maria Economou](#), Prof. Jolijn Vanderauwera, Dr. Toivo Glatz, Ms. Femke Vanden Bempt, Ms. Shauni Van Herck, Prof. Pol Ghesquière, Prof. Jan Wouters, Prof. Maaïke Vandermosten

**Dynamic interactions between brain changes and reading development: Plasticity and learning: How interventions shape white matter development (5)**

» [Prof. Jason Yeatman](#), Dr. Elizabeth Huber

**Friday, 16 July**

9:20am **Oral : Open Doors**  
**Open Doors**  
Stage - Stage 2



Continued from **Friday, 16 July**

9:20am **Oral : Open Doors**  
**Open Doors**  
Stage - Stage 4

9:30am **Oral : SYMP: RDoC**  
**SYMPOSIUM: RDoC framework or diagnostic and treatment protocols for understanding reading and language deficits?**  
Stage - Stage 2  
Chaired by: Prof. George C. Spanoudis

**RDoC framework or diagnostic and treatment protocols for understanding reading and language deficits? Mentalizing ability in children with language deficits (1)**

» [Ms. Evgenia-Peristera Kouki](#), Prof. George C. Spanoudis, Prof. Timothy C. Papadopoulos

**RDoC framework or diagnostic and treatment protocols for understanding reading and language deficits? The number of syllables effect in Finnish word recognition (2)**

» [Ms. Lisa Hintermeier](#), Dr. Jarkko Hautala, Prof. Mikko Aro

**RDoC framework or diagnostic and treatment protocols for understanding reading and language deficits? The influence of parental difficulties and the home learning environment on reading and mathematical development across grades 1 and 9 (3)**

» [Mrs. Daria Khanolainen](#), Dr. Maria Psyridou, Dr. Gintautas Silinskas, Prof. Marja-Kristiina Lerkkanen, Prof. Pekka Niemi, Prof. Anna-Maija Poikkeus, Dr. Minna Torppa

**RDoC framework or diagnostic and treatment protocols for understanding reading and language deficits? Typical and atypical development of visual expertise for print: A systematic review of the visual word N1 (N170w) about reading ability (4)**

» [Ms. Kathleen Kay Amora](#), Ms. Ariane Tretow, Ms. Cara Verwimp, Dr. Jurgen Tijms, Prof. Paavo Leppänen, Prof. Valéria Csépe

**RDoC framework or diagnostic and treatment protocols for understanding reading and language deficits? Music training studies for reading difficulties: What we know and where we need to go (5)**

» [Ms. Maria Ioanna Zavogianni](#), Dr. Ferenc Honbolygó, Dr. Maja Kelić

9:30am **Oral : Word Recog**  
**Word recognition matters**  
Stage - Stage 4

**Morphological knowledge among low SES adolescents is hindered by semantic information**

» [Dr. Shani Kahta](#), Dr. Ayelet Sasson, Dr. Miki Cohen, Mrs. Mali Kiassi-Lebel, Prof. Rachel Schiff

**The role of morphology in word recognition of Greek early school children**

» [Dr. STYLIANI TSESMELI](#), Ms. MARGARITA XANTHAKI

**Keeping an eye on effort: The promise of pupillometry in the study of word reading and word learning**

» [Mrs. Adi Shechter](#), Mr. David L. Share

**A comparison of three methods of irregular word reading instruction for beginning readers**

» [Dr. Danielle Colenbrander](#), Dr. Saskia Kohnen, Dr. Elisabeth Beyersmann, Dr. Serje Robidoux, Dr. Signy Wegener, Ms. Tara Arrow, Prof. Kate Nation, Prof. Anne Castles

**The role of inhibitory control in irregular word reading: Evidence from a large-scale longitudinal study**

» [Ms. Yani Qiu](#), Dr. Sarah Griffiths, Prof. Courtenay Norbury, Dr. Joanne Taylor

**RAN objects less efficient for decoders than for children using lexical processes**

» [Ms. Margot Fromont](#), Prof. Marie Van Reybroeck



Continued from **Friday, 16 July**

10:20am **Oral : Open Doors**  
**Open Doors**  
Stage - Stage 2

10:20am **Oral : Open Doors**  
**Open Doors**  
Stage - Stage 4

10:30am **Oral : Intervention**  
**Focus on intervention and pedagogy**  
Stage - Stage 2  
Chaired by: Prof. Holger Juul

**Video-conferencing literacy interventions can improve reading scores: A pilot study**

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

**Educators' perspectives about teaching and supporting students with learning difficulties in reading**

» [Dr. Tanya Serry](#), Prof. Pamela Snow, Prof. Lorraine Hammond, Ms. Emina McLean, Prof. Jane McCormack, Dr. Penny Levickis

**Eye tracker and skin conductance in bilingual children's heritage language reading process**

» [Dr. He Sun](#), Prof. Adriana Bus

**A shared reading intervention for phonological awareness**

» [Dr. Daphne Barker](#), Dr. Anne Hesketh, Dr. Emma Hughes-Parry

**Co-designing reading interventions with teachers: An implementation science approach**

» [Dr. Sarah McGeown](#), Dr. Laura Shapiro, Dr. Jessie Ricketts

10:30am **Oral : Syntax**  
**Syntax and prosody**  
Stage - Stage 4  
Chaired by: Dr. Shelley Tong

**Comma, or no comma? Syntactic and prosodic motivations for adults' comma use**

» [Dr. Nenagh Kemp](#), Dr. Rebecca Treiman

**Acoustic features of oral reading prosody and the relation with reading fluency and reading comprehension in Taiwanese children**

» [Dr. Wei-Lun Chung](#)

**Measuring syntactic comprehension: A comparison of three syntax tests**

» [Ms. Jessie Leigh Nielsen](#), Dr. Rikke Vang Christensen, Dr. Mads Poulsen

**The relationship between stress cue sensitivity and reading: A study with Korean-English bilingual children**

» [Dr. Jeong Hyun Park](#), Dr. Li-Jen Kuo, Dr. Quentin Dixon

**Word- and text-level processes contributing to fluent reading of word lists and sentences**

» [Dr. Sietske van Viersen](#), Prof. Athanassios Protopapas, Prof. Peter de Jong

12:50pm **Oral : Open Doors**  
**Open Doors**  
Stage - Stage 2



Continued from **Friday, 16 July**

12:50pm **Oral : Open Doors**  
**Open Doors**  
Stage - Stage 4

1pm **Oral : SYMP: SBR**  
**SYMPOSIUM: Shared book-reading & children's socio-emotional development in various contexts and cultures**  
Stage - Stage 2  
Chaired by: Dr. Deborah Bergman Deitcher

**Shared book-reading & children's socio-emotional development in various contexts and cultures: Mothers' discourse during shared reading of books that deal with "positive" and "negative" emotions in different genres (1)**

» [Dr. Rotem Schapira](#), Dr. Deborah Bergman Deitcher, Prof. Dorit Aram

**Shared book-reading & children's socio-emotional development in various contexts and cultures: Promoting socio-emotional learning through shared book reading: Examining teacher's strategies and children's responses in Singapore kindergartens (2)**

» [Ms. Siew Chin Ng](#), Dr. Sabrina Sun

**Shared book-reading & children's socio-emotional development in various contexts and cultures: Teacher socioemotional support during shared book-reading & toddlers in poverty's engagement and vocabulary learning (3)**

» [Prof. Annmarie Hindman](#), Prof. Barbara Wasik, Dr. Patricia Snyder

**Shared book-reading & children's socio-emotional development in various contexts and cultures: An SBR intervention to promote mental-emotional expression among Arab-Israeli preschoolers (4)**

» [Dr. Deborah Bergman Deitcher](#), Prof. Dorit Aram, Ms. Mona Dwairy, Ms. Mabsam Khalaily-Shahadi

**Shared book-reading & children's socio-emotional development in various contexts and cultures: Discussant (5)**

» [Dr. Susan Neuman](#)

1pm **Oral : SYMP: diversity**  
**SYMPOSIUM: Understanding vulnerability, diversity and discrimination in the context of literacy development and education**  
Stage - Stage 4  
Chaired by: Prof. Clare Wood

**Understanding vulnerability, diversity and discrimination in the context of literacy development and education: Targeting instruction or promoting inequity? Segregation and the reading development of elementary second language learners in the U.S. (1)**

» [Dr. Michael Kieffer](#)

**Understanding vulnerability, diversity and discrimination in the context of literacy development and education: The role of socioeconomic status in Chinese and English word reading among Hong Kong bilingual children (2)**

» [Prof. Catherine McBride](#)

**Understanding vulnerability, diversity and discrimination in the context of literacy development and education: The influence of mealtime language on children's linguistic outcomes in rural Africa (3)**

» [Dr. Pamela Wadende](#), Dr. Henriette Zeidler, Dr. Laura Shapiro

**Understanding vulnerability, diversity and discrimination in the context of literacy development and education: A framework for understanding vulnerability to reading difficulties (4)**

» [Prof. Nicole Patton Terry](#)

**Understanding vulnerability, diversity and discrimination in the context of literacy development and education: Discussant**

» [Prof. Clare Wood](#)



Continued from **Friday, 16 July**

1:50pm **Oral : Open Doors**  
**Open Doors**  
Stage - Stage 1

1:50pm **Oral : Open Doors**  
**Open Doors**  
Stage - Stage 2

1:50pm **Oral : Open Doors**  
**Open Doors**  
Stage - Stage 3

1:50pm **Oral : Open Doors**  
**Open Doors**  
Stage - Stage 4

2pm **Oral : Early literacy**  
**Early literacy development**  
Stage - Stage 1  
Chaired by: Dr. Shayne B. Piasta

**Syllable-first rather than letter-first to improve phonemic awareness**

» [Ms. Maria Vazeux](#), Dr. Nadège Doignon-Camus, Dr. Marie-Line Bosse, Dr. Gwendoline Mahé, Ms. Teng Guo, Dr. Daniel Zagar

**The effect of oral vocabulary on early reading development: A meta-analysis**

» [Dr. Lana Jago](#), Prof. Kate Cain, Dr. Katie Alcock, Prof. Padraic Monaghan

**Immediate and longitudinal results from a preschool efficacy trial of a small-group, emergent literacy intervention implemented under routine conditions**

» [Dr. Shayne Piasta](#), Dr. Jessica Logan, Dr. Cynthia Zettler-Greeley, Dr. Laura Bailet, Dr. Kandia Lewis, Ms. Leah Thomas, Ms. Robin Sayers

**Predicting kindergarten outcomes from early childhood growth in early literacy/language skills**

» Dr. Ruth Kaminski, [Dr. Jacob Gray](#), Dr. Roland H. Good III

**Language and literacy opportunities and early childhood learning gains: Foundations for reading comprehension**

» [Dr. Laura Cutler](#), Dr. Shayne B. Piasta, Mr. Nathan P. Helsabeck, Dr. Kelly M. Purtell, Dr. Rachel E. Schachter, Dr. Clarielle Gabas

**Vocabulary acquisition through interactive book reading: An ever-growing gap?**

» [Ms. Silke Vanparys](#), Ms. Eline Decraene, Ms. Emma Jenquin, Prof. Hilde Van Keer

2pm **Oral : SYMP: Digital**  
**SYMPOSIUM: The design and use of early literacy digital materials: What's new? What's working?**  
Stage - Stage 2  
Chaired by: Prof. Adriana Bus

**The design and use of early literacy digital materials: What's new? What's working? E-book reading in kindergarten and story comprehension support (1)**

» [Dr. Ofra Korat](#)





Continued from **Friday, 16 July**

**The design and use of early literacy digital materials: What's new? What's working? Small changes, big impact: Can reducing cognitive load in educational media support low-income preschoolers' vocabulary learning? (2)**

» [Dr. Preeti Samudra](#), Dr. Kevin Wong, Dr. Susan Neuman

**The design and use of early literacy digital materials: What's new? What's working? Potentiating young children's story comprehension with high-quality digital storybooks (3)**

» [Dr. Karen Burstein](#)

**The design and use of early literacy digital materials: What's new? What's working? A comparison of children's reading on paper versus screen: A meta-analysis (4)**

» Dr. Natalia Kucirkova, [Prof. Adriana Bus](#)

**The design and use of early literacy digital materials: What's new? What's working? Discussant (5)**

» [Dr. Kathleen Roskos](#)

2pm

**Oral : SYMP: Beyond**

**Beyond reading comprehension**

*Stage - Stage 3*

Chaired by: Dr. Quentin Dixon

**Reading minds and reading text: The relationship between theory of mind and reading in adult readers**

» [Dr. Sophie Jackson](#)

**Linguistic barriers to civic engagement**

» [Ms. Kaitlyn Battershill](#), Dr. Victor Kuperman

**Using canonical correlation to explore differences in the distribution of literacy and numeracy skills**

» [Ms. Heather Wild](#), Dr. Aki-Juhani Kyröläinen, Dr. Victor Kuperman

**Health literacy: Cohesion, vocabulary, and reader characteristics interact to affect comprehension of written health information**

» [Mr. Kole Norberg](#), Dr. Dawna Duff, Dr. Margaret McKeown

**What does it mean to read in math: Examining components of reading and mathematics that inform math problem solving**

» [Ms. Aishwarya Nair](#), Dr. Adam K. Dubé

2pm

**Oral : Text Structure**

**Text structure**

*Stage - Stage 4*

Chaired by: Prof. Elinor Saiegh-Haddad

**Inference training in reading of expository texts in middle grade classes: Effects on L1- and L2-inferencing and reading comprehension**

» [Mr. Henrik Balle Nielsen](#)

**Effects of text structure instruction in grades 4 and 5**

» [Mrs. Suzanne Bogaerds-Hazenbergh](#), Dr. Jacqueline Evers-Vermeul, Prof. Huub van den Bergh

**Students' strategic processing of expository and narrative texts**

» [Mrs. Anke Schmitz](#), Mrs. Wiebke Dannecker

**Beyond comprehension processes: Effects of semiotic modes on reading comprehension of multimodal texts in science**

» [Dr. Pablo Escobar](#), Prof. Maximiliano Montenegro, Mrs. Katy Asem, Prof. Alejandra Meneses

**Investigating the reliability and validity of a measure of text structure awareness in grades 4-5**

» [Dr. John Strong](#)

2:50pm

**Oral : Open Doors**

**Open Doors**

*Stage - Stage 1*



Continued from **Friday, 16 July**

2:50pm **Oral : Open Doors**  
**Open Doors**  
Stage - Stage 2

2:50pm **Oral : Open Doors**  
**Open Doors**  
Stage - Stage 3

2:50pm **Oral : Open Doors**  
**Open Doors**  
Stage - Stage 4

3pm **Oral : At risk**  
**At risk readers**  
Stage - Stage 1  
Chaired by: Dr. Daphne Greenberg

**Is a procedural learning deficit a causal risk factor for developmental language disorder or dyslexia? A meta-analytic review**

» [Dr. Gillian West](#), Prof. Monica Melby-Lervåg, Dr. Charles Hulme

**Surface dyslexia can be detected in transparent orthographies too: The case of Turkish**

» [Dr. Selçuk Güven](#), Dr. Naama Friedmann

**Inference generation in children with Childhood Epilepsy with Centro-Temporal Spikes (CECTS)/Rolandic Epilepsy (RE)**

» [Dr. Gillian Francey](#), Dr. Nicola Currie, Dr. Adina Lew, Dr. Christian De Goede, Dr. Helen Basu, Dr. Anand Iyer, Prof. Kate Cain

**Effective screening in reading for culturally and linguistically diverse students**

» [Dr. Shawn Kent](#)

**Spelling abilities of children and adolescents with Williams syndrome**

» [Ms. Caroline Greiner de Magalhães](#), Prof. Cláudia Cardoso-Martins, Prof. Carolyn B. Mervis

3pm **Oral : SYMP: Teacher**  
**\*SYMPOSIUM: Investigating teacher knowledge of reading-related constructs: New aspects and angles**  
Stage - Stage 2  
Chaired by: Mrs. Tiffany Peltier

**Investigating teacher knowledge of reading-related constructs: New aspects and angles: Teaching older struggling readers: Novice teachers' knowledge of foundational reading skills (1)**

» [Ms. Abby Pierce](#), Dr. Erin Washburn

**Investigating teacher knowledge of reading-related constructs: New aspects and angles: Teacher candidates' literacy achievement, literacy habits, and print exposure: Implications for literacy instruction (2)**

» [Dr. Louise Spear-Swerling](#), Dr. Hannah Dostal

**Investigating teacher knowledge of reading-related constructs: New aspects and angles: Examining SLPs', general and special education teachers', and reading specialists' knowledge of developmental language disorder (3)**

» [Dr. Karla McGregor](#), Mrs. Tiffany Peltier, Dr. Benjamin Heddy, Dr. Tiffany Hogan



Continued from Friday, 16 July

**Investigating teacher knowledge of reading-related constructs: New aspects and angles: Pre-service teachers' knowledge, skills, and use of data-based decision making for reading instruction (4)**

» [Dr. Erin Washburn](#), Dr. Miranda Fitzgerald, Dr. Samantha Gesel

**Investigating teacher knowledge of reading-related constructs: New aspects and angles: Preparing preservice teachers for the science of teaching reading (5)**

» [Dr. Emily Binks-Cantrell](#), Dr. Alida Hudson, Dr. Kausalai Wijekumar

3pm

**Oral : Morphology**

**Focus on morphology**

Stage - Stage 3

Chaired by: Prof. Suzanne Adlof

**Understanding morphological knowledge: Modeling frameworks matter**

» [Mr. Jarl Kleppe Kristensen](#), Dr. Björn Andersson, Ms. Siri Steffensen Bratlie, Dr. Janne von Koss Torkildsen

**Contrasting print-based morphological decoding and oral language analysis morphology in struggling readers in grade 3**

» [Prof. Robert Savage](#), Dr. H el ene Deacon, Prof. George Georgiou

**Morphological interventions for struggling adolescent readers: A meta-analysis**

» [Mrs. Cheryl Lyon](#), Dr. Devin Kearns

**The critical role of morphology in Arabic reading**

» [Dr. Sana Tibi](#), Ms. Ashley Edwards, Prof. Chris Schatschneider, Prof. John Kirby

**Morphology and reading skills in Arabic-speaking refugee children**

» [Mrs. Redab Janaideh](#), Dr. Sana Tibi, Dr. Xi Chen-Bumgardner

3pm

**Oral : SYMP: age**

**SYMPOSIUM: What's age got to do with it? Learning to read in a second language**

Stage - Stage 4

Chaired by: Dr. Alexandra Gottardo

**What's age got to do with it? Learning to read in a second language: The role of age and experience in language and literacy attainment: An examination of different age groups of Syrian refugee children (1)**

» [Dr. Alexandra Gottardo](#), Ms. Redab Al Janaideh, Ms. Norah Amin, Dr. Adriana Soto-Corominas, Dr. Xi Chen, Ms. Farah Wahib, Dr. Johanne Paradis

**What's age got to do with it? Learning to read in a second language: Effects of age and the socio-economic status on English learning and motivation to learn a second language in Iranian immigrants and second generation immigrants in Canada (2)**

» [Mr. Ali Jasemi](#), Dr. Alexandra Gottardo

**What's age got to do with it? Learning to read in a second language: The development of strategies used by English-French bilingual children to discriminate languages with a shared alphabet (3)**

» [Ms. Krystina Raymond](#), Dr. Xi Chen, Dr. Diane Pesco, Dr. H el ene Deacon

**What's age got to do with it? Learning to read in a second language: A longitudinal study on the role of word reading fluency: Learning French as a second language (4)**

» [Ms. Michelle Ru Yun Huo](#), Dr. Poh Wee Koh, Dr. Xi Chen

**What's age got to do with it? Learning to read in a second language: L1, L2, and L3 reading among multi-linguals of different age groups: Learners in the Philippines (5)**

» [Dr. Portia Padilla](#), Dr. Alexandra Gottardo

3:50pm

**Oral : Open Doors**

**Open Doors**

Stage - Stage 1



Continued from **Friday, 16 July**

3:50pm **Oral : Open Doors**  
**Open Doors**  
 Stage - Stage 2

3:50pm **Oral : Open Doors**  
**Open Doors**  
 Stage - Stage 3

3:50pm **Oral : Open Doors**  
**Open Doors**  
 Stage - Stage 4

4pm **Oral : Teach Know**  
**Teacher knowledge and the classroom environment**  
 Stage - Stage 1  
 Chaired by: Dr. Sonia Cabell

**Educating the future: Addressing preservice teachers' knowledge gaps in dyslexia**

» [Dr. Susan Chambre](#), Dr. Molly Ness

**Investigating the effects of an interdisciplinary neuroscience-education learning module on teachers' dyslexia knowledge**

» [Dr. Alida Anderson](#), Dr. Eric Schuler, Mr. Kyle Mitchell

**Teachers' knowledge about the phonological, morphological, and orthographic characteristics of spelling**

» [Dr. Ramona Pittman](#), Dr. Amanda Lindner

**Do teacher language scaffolds support academic language learning? Design and validation of a measure of linguistically-supportive oral language instruction**

» [Dr. Emily Phillips Galloway](#)

**The effects of distant professional development model on second grade teachers' instruction and students' quality of procedural papers**

» [Dr. Zoi Traga Philippakos](#), Dr. Ashley Voggt

4pm **Oral : SYMP: Meta**  
**SYMPOSIUM: Dimensions of metalinguistic awareness**  
 Stage - Stage 2  
 Chaired by: Dr. Dianna Townsend

**Dimensions of metalinguistic awareness: Contributions of language and executive functioning to homonym knowledge in linguistically diverse students (1)**

» [Dr. Ana Tobaada Barber](#), Dr. Dianna Townsend, Dr. Kelly Cartwright

**Dimensions of metalinguistic awareness: Long term English learners' vocabulary and reading comprehension: Supporting growth and closing gaps (2)**

» [Dr. Dianna Townsend](#), Dr. Amy Crosson, Ms. Lizeth Lizzaraga-Duenas, Ms. Lisa Johnson, Ms. Rachel Knecht

**Dimensions of metalinguistic awareness: Exploring shared risk factors for higher-order comorbidity in reading and mathematics among language minority learners (3)**

» [Dr. Jeannette Mancilla-Martinez](#), Dr. Dianna Townsend, Dr. Eunsoo Cho, Dr. Jin Hwang, Dr. Lynn Fuchs, Dr. Pamela Seethaler, Dr. Douglas Fuchs

**Dimensions of metalinguistic awareness: Playing with language - Best practices for MA instruction (4)**

» [Dr. Marcy Zipke](#), Dr. Dianna Townsend



Continued from Friday, 16 July

**Dimensions of metalinguistic awareness: Discussant**

» [Dr. Michael Kieffer](#), Dr. Dianna Townsend

4pm

**Oral : Orthography**

**Orthography matters**

Stage - Stage 3

Chaired by: Dr. Beth Phillips

**How do the dynamics of orthographic processing vary in children according to task? The differential impact of display time variations in three canonical orthographic tasks**

» [Mr. Brice Brossette](#), Dr. Royce Anders, Prof. Jonathan Grainger, Prof. Bernard Lété

**A systematic review on orthographic learning via self-teaching**

» [Ms. Annie Yixun Li](#), Prof. Min Wang

**Is orthographic knowledge a strength or a weakness in individuals with dyslexia? Evidence from a meta-analysis**

» [Ms. Dalia Martinez](#), Prof. George Georgiou, Dr. Ana Vieira, Dr. Guo Kan

**Spelling "difficult" words: A more nuanced measure of lexical quality based on orthographic neighborhood**

» [Mr. Bowen Wang](#), Dr. Anne Cunningham

**Orthographic influences on phonological awareness in school-aged children with persisting dyslexia, resolving dyslexia, and typical word reading skills**

» [Dr. Lauren Baron](#), Mrs. Anna Ehrhorn, Mr. Peter Shlanta, Dr. Bethany Bell, Dr. Jane Ashby, Prof. Suzanne Adlof

4pm

**Oral : SYMP: Dynamic learning**

**SYMPOSIUM: The use of dynamic learning tasks to predict growth in reading, identify children at risk of literacy and related difficulties and forecast response to intervention.**

Stage - Stage 4

Chaired by: Dr. Hannah Nash

**The use of dynamic learning tasks to predict growth in reading, identify children at risk of literacy difficulties and forecast response to intervention: Dynamic assessments of decoding and vocabulary: Preliminary investigation of their validity (1)**

» [Dr. Eunsoo Cho](#), Ms. Eun Ha Kim, Ms. Cyde Katherine Josol

**The use of dynamic learning tasks: Morphological awareness in the first year of schooling contributes to reading comprehension after a year of formal literacy instruction (2)**

» [Dr. Sara Whyllie](#), Dr. Anna Cunningham, Prof. Clare Wood, Dr. Helen Breadmore

**The use of dynamic learning tasks: Using kindergarten dynamic assessment of language to predict future reading comprehension difficulty (3)**

» [Prof. Douglas Petersen](#), Dr. Maureen Staskowski

**The use of dynamic learning tasks: Can a dynamic vocabulary learning task add to the prediction of growth in reading comprehension and the identification of children with reading comprehension difficulties? (4)**

» [Dr. Hannah Nash](#), Dr. Paula Clarke, Dr. Anna S. Gellert, Dr. Anna Weighall, Dr. Christopher Dixon, Dr. Emily Oxley

**The use of dynamic learning tasks: Predicting longer-term outcomes of a morphological vocabulary intervention using a dynamic assessment of morphological analysis (5)**

» [Dr. Anna S. Gellert](#), Dr. Elisabeth Arnbak

4:50pm

**Oral : Open Doors**

**Open Doors**

Stage - Stage 1



Continued from <b>Friday, 16 July</b>	
5pm	<b>General : Closing</b> Closing session and business meeting Stage - Stage 1
<b>On Demand</b>	
12 July 10am	<b>Bundle: 1 Sessions released on-demand</b> <b>POSTERS: Adult reading</b>
1 of 1	<b>Poster : Adult reading</b> Adult reading matters
12 July 10am	<b>Bundle: 1 Sessions released on-demand</b> <b>POSTERS: Learning difficulties</b>
1 of 1	<b>Poster : Learning difficulties</b> Readers with learning difficulties
12 July 10am	<b>Bundle: 1 Sessions released on-demand</b> <b>POSTERS: Comprehension</b>
1 of 1	<b>Poster : Comprehension</b> Comprehension
12 July 10am	<b>Bundle: 1 Sessions released on-demand</b> <b>POSTERS: Language matters</b>

1 of 1	<b>Poster : Scripts, bilingual, L2</b> Different scripts, bilingual and second language learners
12 July 10am	<b>Bundle: 1 Sessions released on-demand</b> <b>POSTERS: Assessment and intervention</b>
1 of 1	<b>Poster : Assessment and Intervention</b> Assessment and intervention
12 July 10am	<b>Bundle: 1 Sessions released on-demand</b> <b>POSTERS: Word reading and vocabulary</b>
1 of 1	<b>Poster : Word read vocab</b> Word reading and vocabulary