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<tr>
<th>Time</th>
<th>Monday, 12 July</th>
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<tr>
<td>2:50pm</td>
<td>Oral: Open Doors</td>
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<td>3pm</td>
<td>Oral: Preconf Intro</td>
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<td>Pre-conference opening: Introduction to the conference for early career researchers</td>
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<td>Chaired by: Dr. Nicole Conrad and Dr. Fiona Kyle</td>
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<td>3:50pm</td>
<td>Oral: Open Doors</td>
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<td>4pm</td>
<td>Workshop: Preconf Workshop Jobs</td>
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<td>Pre-conference workshop: Navigating the academic job market</td>
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<td>Chaired by: Dr. Susan Chambre</td>
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<tr>
<th>Time</th>
<th>Tuesday, 13 July</th>
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<td>2:20pm</td>
<td>Oral: Open Doors</td>
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<td>2:30pm</td>
<td>Workshop: Preconf Workshop Data</td>
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<td>Pre-conference workshop: Data Sharing and Data Shared</td>
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<td>Chaired by: Dr. Fiona Kyle and Dr. Nicole Conrad</td>
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<td>3:50pm</td>
<td>Oral: Open Doors</td>
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<td>Stage - Stage 2</td>
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<td>4pm</td>
<td>Oral: Opening</td>
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<td>Opening session and Presidential Address</td>
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<td>Stage - Stage 2</td>
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<td>Chaired by: Prof. Kate Cain</td>
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### Wednesday, 14 July

<table>
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<tr>
<th>Time</th>
<th>Session</th>
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| 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? 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

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<tr>
<th>Time</th>
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| 9:30am   | **Oral: Reading in L2**  
Reading in a second language  
*Stage - Stage 2*  
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

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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: Metalinguistic awareness
Metalinguistic awareness and reading
Stage - Stage 4
Chaired by: Prof. Timothy C. Papadopoulos

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’Gradey-Lee, Prof. Genevieve McArthur, Prof. Jennifer Hudson

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
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: App-based morphological training produces lasting effects on word knowledge in primary school children (2)
» 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: 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
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<th>Time</th>
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<th>Presenters</th>
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<tr>
<td>2:50pm</td>
<td>Oral: Open Doors</td>
<td>Visual-phonological binding in typical readers and adults with</td>
<td>Chaired by: Dr. Kelly Farquharson</td>
<td>Ms. Simone Lira Calabrich, Dr. Gary Oppenheim, Dr. Manon Jones</td>
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<td>developmental dyslexia: An online webcam-based eye tracking study</td>
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<td>No morphological priming during natural reading of long texts</td>
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<td>Using syllable structure to determine vowel length in English disyllables</td>
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<td>Decoding error differences in child and adult readers</td>
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<td>3pm</td>
<td>Oral: SYMP: Comorbidity symposium</td>
<td>Comorbidity symposium: Comorbidity and causality among ADHD, dyslexia, and dyscalculia</td>
<td>Dr. Elsje van Bergen</td>
<td>Dr. Elsje van Bergen, Dr. Sara Hart, Prof. Dorret Boomsma, Dr. Eveline de Zeeuw, Dr. Kees-Jan Kan</td>
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<td>Comorbidity symposium: Co-occurring trajectories of reading and math and the role of dysregulation processes</td>
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<td>Dr. Florina Erbell, Dr. Qinxin Shi, Ms. Marianne Rice</td>
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<td>Comorbidity symposium: Comorbidity between math and reading problems: Is phonological processing a mutual factor?</td>
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<td>Ms. Tonje Amland, Prof. Arne Lervåg, Prof. Monica Melby-Lervåg</td>
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<td>Comorbidity symposium: Convergence and divergence in autistic and dyslexic children's sensory processing</td>
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<td>Dr. Catherine Manning, Ms. Lisa Toffoli, Prof. Maggie Snowling, Prof. Anthony Norcia, Dr. Nathan Evans, Prof. Gaia Scerif</td>
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<td>Comorbidity symposium: Discussant</td>
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<td>Dr. Silvia Paracchini</td>
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<td>3pm</td>
<td>Oral: Word reading interventions</td>
<td>Word reading interventions</td>
<td>Dr. Laurie E. Cutting</td>
<td>Mr. John Hollander, Dr. John Sabatini, Dr. Zuowei Wang</td>
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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. Kochilt Arechiga, Ms. Yeni Camacho Torres, Dr. John D.E. Gabrieli

EmpowerTM 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
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. Sibylia 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*

**5pm**

**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. Mérav 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

**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

Thursday, 15 July

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

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
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 vowellization 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*
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| 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. Shaheer Banu Vagh, Dr. Katrina Dula, 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  
Powered by *Ex Ordo*, your online conference platform.
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

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

1pm Oral : SYMP: NRP2000
Stage - Stage 2
Chaired by: Dr. Kathleen Roskos

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

### 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. Hélène Deacon

### Oral : Open Doors

**Open Doors**

*Stage - Stage 1*
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 preschoolers' letter-sound learning following short interactions with an app versus a content-matched book
» Ms. Grace Pocock, Dr. Jeanne Shinskey, 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. Alida Hudson, Dr. Bing Han, Dr. Poh Wee Koh

Teachers' knowledge in literacy instruction and assessment: Discussant (5)
» Dr. Kausalai Wijekumar
### 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 Lerkkänen, 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

### 3:50pm

**Oral : Open Doors**

**Open Doors**  
*Stage - Stage 1*  
Chaired by: Dr. Ioulia Kovelman

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**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 Hoeft, 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 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

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
## Oral: Text comp, vocabulary, and knowledge

**Stage - Stage 3**

**4pm**

**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

### 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

## Oral: SYMP: Adults

**SYMPOSIUM: Adults with low academic skills**

**Stage - Stage 4**

**4pm**

**Oral: Open Doors**

**Stage - Stage 1**

**4:50pm**

**Oral: Open Doors**

**Stage - Stage 2**
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 Vágvölgyi, Dr. Kirstin Bergström, Prof. Maria Klatte, Dr. Aleksandar Bulačić, Prof. Tania Fernández, Prof. Michael Grosche, Prof. Falk Huettig, Prof. Jascha Rüsseler, Prof. Thomas Lachmann

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
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

Friday, 16 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: 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-Maja 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

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 Oiu, 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

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10:20am  **Oral : Open Doors**

**Stage - Stage 2**

10:20am  **Oral : Open Doors**

**Stage - Stage 4**

10:30am  **Oral : Intervention**

Focus on intervention and pedagogy

**Stage - Stage 2**

Chaired by: Prof. Holger Juul

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**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

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10:30am  **Oral : Syntax**

**Syntax and prosody**

**Stage - Stage 4**

Chaired by: Dr. Shelley Tong

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**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

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12:50pm  **Oral : Open Doors**

**Stage - Stage 2**
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

» 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

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
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<th>Session</th>
<th>Title</th>
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<td>1:50pm</td>
<td>Oral: Open Doors</td>
<td>Syllable-first rather than letter-first to improve phonemic awareness</td>
<td>Ms. Maria Vazeux, Dr. Nadège Doignon-Camus, Dr. Marie-Line Bosse, Dr. Gwendoline Mahé, Ms. Teng Guo, Dr. Daniel Zagar</td>
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<td>1:50pm</td>
<td>Oral: Open Doors</td>
<td>Immediate and longitudinal results from a preschool efficacy trial</td>
<td>Dr. Shayne Piasta, Dr. Jessica Logan, Dr. Cynthia Zettler-Greeley, Dr. Laura Ballet, Dr. Kandia Lewis, Ms. Leah Thomas, Ms. Robin Sayers</td>
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<td>Oral: Open Doors</td>
<td>Predicting kindergarten outcomes from early childhood growth in early literacy/language skills</td>
<td>Dr. Ruth Kaminski, Dr. Jacob Gray, Dr. Roland H. Good III</td>
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<td>Language and literacy opportunities and early childhood learning</td>
<td>Dr. Laura Cutler, Dr. Shayne B. Piasta, Mr. Nathan P. Helsabeck, Dr. Kelly M. Purtell, Dr. Rachel E. Schachter, Dr. Clariebelle Gabas</td>
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<td>gains: Foundations for reading comprehension</td>
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<td>2pm</td>
<td>Oral: Early literacy</td>
<td>Vocabulary acquisition through interactive book reading: An ever-growing gap?</td>
<td>Ms. Silke Vanparys, Ms. Eline Decraene, Ms. Emma Jenquin, Prof. Hilde Van Keer</td>
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<td>SYMP: Digital</td>
<td>The design and use of early literacy digital materials: What's new?</td>
<td>Dr. Ofra Korat</td>
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<td>What's working? E-book reading in kindergarten and story comprehension support</td>
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Continued from Friday, 16 July

» Dr. Preeti Samudra, Dr. Kevin Wong, Dr. Susan Neuman

» Dr. Karen Burstein

» Dr. Natalia Kucirkova, Prof. Adriana Bus

» 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-Hazenber, 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
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

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

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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. Hélène 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. Hélène 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
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

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 Toboada 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
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 “dificcolt” 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

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

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 Whylie, 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
### Closing

**5pm**

**General : Closing**

Closing session and business meeting

*Stage - Stage 1*

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### On Demand

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<th>Date</th>
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<th>Sessions</th>
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<td>12 July</td>
<td>10am</td>
<td>Bundle: 1</td>
<td>POSTERS: Adult reading</td>
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<td><strong>POSTERS: Adult reading</strong></td>
<td>Adult reading matters</td>
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<tr>
<td>12 July</td>
<td>10am</td>
<td>Bundle: 1</td>
<td>POSTERS: Learning difficulties</td>
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<td><strong>POSTERS: Learning difficulties</strong></td>
<td>Readers with learning difficulties</td>
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<td>12 July</td>
<td>10am</td>
<td>Bundle: 1</td>
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**Poster : Scripts, bilingual, L2**

Different scripts, bilingual and second language learners

**Poster : Assessment and Intervention**

Assessment and intervention

**Poster : Word read vocab**

Word reading and vocabulary