

**Society for the Scientific
Study of Reading**

Brighton, United Kingdom
Conference Program

WEDNESDAY, JULY 18, 2018

09:00-04:00	Student and Early Careers Preconference	Refreshments during breaks – Sandringham Room	Ambassador
01:00-03:30	Board Meeting		Chartwell
04:00-05:00	Business Meeting (ST&D Keynote)		Cambridge
05:00-07:00	Welcome Reception (Joint with ST&D)		Oxford Gallery
Wednesday 05:30-07:00	POSTER SESSION I (JOINT with ST&D)	Authors	Oxford Gallery
1	Assessing vocabulary depth and breadth and their role in adult literacy reading comprehension	Katherine Binder, Mount Holyoke College: kbinder@mtholyoke.edu ; An Tran; Kathryn Tremblay	
2	Why do better readers have larger vocabularies? Exploring the roles of reading ability and reading experience in developing vocabulary knowledge	Laura Shapiro, Aston University: l.shapiro@aston.ac.uk ; Jessie Ricketts; Adrian Burgess	
3	The effect of a vocabulary intervention on the spelling, reading and lexical skills of French-speaking grade 4 students	Amélie Bourcier, University of Montreal: amelie.bourcier@umontreal.ca ; Rachel Berthiaume; Daniel Daigle; Dominic Anctil	
4	Vocabulary development through shared storybook reading with preschool parents	Mary Requa, San Francisco State University: mrequa@sfsu.edu ; Yi-Jui (Iva) Chen; Anne E. Cunningham	
5	How phonological and morphological awareness interact for children with dyslexia	Erin Robertson, Cape Breton University: erin_robertson@cbu.ca ; Helene Deacon	
6	An examination of a morpheme-based training and its effects on literacy skills in native speakers of German with a reading disability	Irit Bar-Kochva, German Institute for International Educational Research, University of Haifa: iritbarkochva@gmail.com ; Marcus Hasselhorn	
7	Cross-lagged panel analysis of reciprocal effects between morphological awareness and reading in Chinese in a multilingual context	Dongbo Zhang, University of Exeter: zhangdo6@msu.edu ; CheKan Leong; Keiko Koda; Elizabeth Pang	
8	Effects of morphological awareness training on spelling of morphemes and morphologically complex words in fourth-grade French-speaking students	Anila Fejzo, UQAM: fejzo.anila@uqam.ca ; Rihab Saidane; Kathleen Whissell-Turner	
9	Multidimensionality of morphologically complex words: Consideration at the item level	Robin Irey, University of California at Berkeley: rirey6@berkeley.edu ; Yi-Jui Iva Chen	

10	The role of sleep in the consolidation of orthographic learning in children	Hannah Nash, University of Leeds: h.nash@leeds.ac.uk ; Anna Weighall	
11	A cross-linguistic study of the growth of word and pseudoword reading efficiency: Impact of orthographic consistency	Marketa Caravolas, Bangor University: m.caravolas@bangor.ac.uk	
12	Development of orthographic representations in Spanish children with dyslexia: Influence of semantic and phonological knowledge	Cristina Martínez, University of Oviedo: martinezgristina@uniovi.es ; Paz Suárez-Coalla; Fernando Cuetos	
13	Learning to read when speech sounds different – orthographic learning in children with cochlear implants	Malin Wass, Luleå University of Technology: malin.wass@ltu.se ; Ulrika Löfkvist; Lena Anmyr; Eva Karltorp; Björn Lyxell	
14	Kindergarten phonological awareness development and early literacy skills in Hebrew	Orly Lipka, Haifa University: orlylipka@gmail.com ; Dorin Wasserstein	
15	Both low phonological and low rapid naming skills disrupt typical patterns of reading development: A cusp catastrophe model	Elizabeth Norton, Northwestern University: elizsn@gmail.com ; Georgios Sideridis; Ola Ozernov-Palchik; Sara Beach; Maryanne Wolf; John Gabrieli; Nadine Gaab	
16	Dynamic assessment of the alphabetic principle: Measuring phonological awareness in children with complex communication needs who do not speak	R. Michael Barker, University of South Florida: rmbarker@usf.edu ; Mindy Bridges; Kathryn Saunders	
17	Phonological and lexical predictors of reading and spelling in ESL learners	Rui Qi Choo, University of York: rqchoo@gmail.com ; Susan Rickard Liow	
18	Handwriting legibility reflects spelling difficulties in dyslexia but not in developmental coordination disorder (DCD)	Cameron Downing, Bangor University: c.downing@bangor.ac.uk ; Marketa Caravolas	
19	Invented spelling with feedback – Can a speech synthesis do the job?	Stine Engmose, University of Copenhagen: lxk494@hum.ku.dk	
20	Non-genetic factors driving individual differences in reading, writing and numeracy in Australian students: Insights from discordant monozygotic twins.	Brian Byrne, University of New England: bbyrne@une.edu.au ; Connie Ho; Sally Larsen; William Coventry; Callie Little; Richard Olson	
21	An Examination of unexpected poor comprehenders using molecular-genetic and imaging-genetic approaches	Jeffrey Malins, Yale University School of Medicine & Haskins Laboratories: jeffrey.malins@yale.edu ; Miao Li; Mellissa DeMille; Chintan Mehta; Dongnhu Truong; Maureen Lovett; Joan Bosson-Heenan; Jan Frijters; Jeffrey Gruen	
22	Molecular genetic examination of rapid automatized naming and rapid alternating stimulus in Hispanic and African American youth: A multivariate approach.	Andrew K. Adams, Yale University: andrew.adams@yale.edu ; Dongnhu T. Truong; Joan M. Bosson-Heenan; Jeffrey R. Gruen	

23	The genetic/environmental transmissions and innovations across reading from ages 5 to 15 years	Ginette Dionne, Laval University: ginette.dionne@psy.ulaval.ca ; Sara Mascheretti; Jeffrey Henry; Philippe Robaey; Mara Brendgen; Frank Vitaro; Michel Boivin; Cecilia Marino	
24	A longitudinal analysis of word reading skills in Chinese twin children: genetic and environmental influences	Mo Zheng, University of Hong Kong: zhengmo.hk@gmail.com ; Connie Suk-Han Ho; Bonnie Wing-Yin Chow; Simpson Wai-Lap Wong; Mary M. Y. Waye	
25	Exploring the effects of knowledge of writing on reading Chinese characters in skilled readers	Mingjun Zhai, Rice University: minnazhai@gmail.com ; Simon Fischer-Baum	
26	Exploring the association between preschool literacy environment and children's early writing development	Xiao Zhang, Georgia State University: xzhang60@student.gsu.edu ; Gary Bingham; Hope Gerde; Katherine McLendon	
27	Practice matters more than instruction: The relationship between typical writing instruction, student practice, and writing achievement in first grade	David Coker, University of Delaware: dcoker@udel.edu ; Austin S. Jennings; Elizabeth Farley-Ripple; Charles A. MacArthur	
28	The role of semantics in the organization of the mental lexicon among adults with dyslexia	Ayelet Sasson, Bar Ilan University: ayelet.sasson@gmail.com ; Rachel Schiff	
29	Comparing adult to adolescent performance on component assessments of reading	John Sabatini, Educational Testing Service: jsabatini@ets.org ; Tenaha O'Reilly; Zuowei Wang; Szu-Fu Chao; Daphne Greenberg	
30	Examining correlates of PIAAC literacy performance among the lowest-skilled United States adult prison population	Elizabeth Tighe, Georgia State University: etighe@gsu.edu ; Deborah K. Reed; Lee Branum-Martin	
31	Statistical Learning contributes to different reading skills in children and adults	Ferenc Kemény, University of Graz: ferenc.kemeny@uni-graz.at ; Karin Landerl	
32	Return-sweep saccades and individual differences amongst skilled adult readers	Adam Parker, Bournemouth University: parkera@bournemouth.ac.uk ; Timothy Slattery	
33	Unpacking gains in multisyllabic word reading by adult literacy learners: Differential intervention effects on affixes, syllables, and suffixes.	Jennifer Goudey, Hospital for Sick Children: jgoudey@ualberta.ca ; Jan C. Frijters; Daphne Greenberg ; Maureen W. Lovett	
34	The effects of a partner reading intervention on self-efficacy and reading motivation among L2 learners	Hanna Poylio, Niilo Mäki Institute: hanna.poylio@nmi.fi ; Annastiina Kettunen; Katja Korhonen; Adrienn Jalonen; Paula Salmi	
35	The contribution of cognitive flexibility to reading in 3rd grade children learning French as a second language (L2)	Larissa Alabe Padua, University of Victoria: padualari@gmail.com ; Gina Harrison	
36	Foreign language attainment in children with poor literacy skills	Alexa von Hagen, IDEALAB: alexavh@gmail.com ; Saskia Kohonen ; Nicole Stadie	

37	Early dynamics of white matter deficits in children developing dyslexia	Jolijn Vanderauwera, KU Leuven: jolijn.vanderauwera@ppw.kuleuven.be ; Maaïke Vandermosten; Jan Wouters; Pol Ghesquière	
38	The relationships among SES, white matter, and reading development: A longitudinal investigation from kindergarten to 2nd grade.	Ola Ozernov-Palchik, Massachusetts Institute of Technology: ola.ozernov_palchik@tufts.edu ; Elizabeth S. Norton; Yingying Wang; Sara D. Beach; Jennifer Zuk; Maryanne Wolf; John D. E. Gabrieli; Nadine Gaab	
39	Examining the dimensionality of parent-child interactions related to language and literacy for children in pre-kindergarten and kindergarten	Trelani Milburn, Florida Center for Reading Research: tfchapman@fsu.edu ; Christopher Lonigan	
40	Oral narrative skills of at-risk pre-kindergarten children	Jennifer Jacoby, Mount Holyoke College: jacoby@mtholyoke.edu ; Rebecca Lebowitz	
41	Effects of a text-messaging parent intervention on preschoolers' literacy development	Sonia Cabell, Florida State University: scabell@fcrr.org ; Tricia Zucker; Jamie DeCoster; Susan Landry; Maria Carlo	
42	Efficiency of non-standardized methods of assessing reading level in low income schools: Correlation with standardized measures	Ana Sanchez Negrete, JEL Aprendizaje: anasancheznegrete@gmail.com ; Rufina Pearson ; Terán Mercedes ; María Victoria Antonini	
43	Addressing the reading achievement gap in low-income families: an early reading intervention program	Kevin Kien Hoa Chung, University of Hong Kong: kevin@eduhk.hk ; Li Xiaomin; Lam Chun Bun; Lam Cheuk Yi; Lai Pui Yee; McBride Catherine; Cheung Sum Kwing	
44	A latent profile analysis of language, reading, and dialect variation among low-income African American children	Nicole Patton-Terry, Georgia State University: npterry@gsu.edu ; Mi-Young Webb	
45	Reading and language performance of low-income African American boys in grades 1 -5	Julie Washington, Georgia State University: jwashington1031@gmail.com ; Ryan Lee-James; Lee Branum-Martin; Congying Sun	
46	The relationship between socioeconomic factors and language comprehension: A systematic review	Jannicke Karlsen, University of Oslo: jannicke.karlsen@isp.uio.no ; Linda Larsen; Hanne Næss-Hjetland; Margareth Snowling; Monica Melby-Lervåg	
47	Reading comprehension explicit instruction in 4th grade students of low socio-economic status in Buenos Aires	Monica Graciela Migliardo, UNSAM: grameretta@gmail.com ; Ines Lagomarsino; Eleonora Lasala; Alejandra Mendivelzúa; Manuela Sanchez; Laura García Blanco; María Pujals; Ivana Corrado; Cecilia Malbrán; Milagros Leroy; Marina Simian; Liliana Fonseca	

48	A two-stage longitudinal approach for early identification of dyslexia: Preliminary findings	Susan Lambrecht Smith, MGH Institute of Health Professions; slambrechtsmith@mghihp.edu ; Allan B. Smith; Jennifer A. Roberts	
49	Developmental dyslexia: Brain oscillations analysis	Anna Petrova, University of Hong Kong: lirinka@gmail.com ; Dustin Kai-Yan Lau; Sam-Po Law; I-Fan Su	
50	Reading and oral comprehension skills in high-achieving university students with dyslexia	Hélène Brèthes, LPC Marseille: helene.brethes@wanadoo.fr	
51	Exploring the dual-foundation model: Evidence from four studies of beginning readers	Anna Cunningham, Coventry University: anna.cunningham@coventry.ac.uk ; Anne Castles; Gabriela Malkova ; Markéta Caravolas	
52	Early childhood teachers' language and literacy data practices	Rachel E. Schachter, University of Nebraska: rschachter2@unl.edu ; Shayne B. Piasta	
53	Does the relation between primary caregiver home literacy beliefs and practices and children's early academic skills rely on self-regulation?	Rihana Mason, Georgia State University: rihana@gsu.edu ; Christa Haring; Nicole Venuto; Lakeisha Johnson; Gary Bingham; Nicole Patton-Terry	
54	The impact of teachers' extratextual talk during shared reading on children's language/literacy skills	Jill Pentimonti, American Institutes for Research: jpentimonti@air.org ; Sherine Tambyraja; Tricia Zucker; Ryan Bowles; Laura M. Justice	
55	Unravelling the link between reading ability and print exposure	Elsje van Bergen, Vrije Universiteit Amsterdam: e.van.bergen@vu.nl ; Maggie Snowling; Eveline de Zeeuw; Toos van Beijsterveldt; Conor Dolan; Dorret Boomsma; Kati Vasalampi; Minna Torppa	
56	Linking parental self-efficacy and homework involvement to child Chinese word reading: The unique roles of fathers and mothers	Xiaomin Li, University of Hong Kong: xmli@eduhk.hk ; Kevin Kien Hoa Chung; Chun Bun Lam	
57	Reading strategy instruction and students' perceptions on fostering self-regulated reading	Fabiana Karstens, University of Cologne: fabiana.karstens@uni-koeln.de ; Anke Schmitz; Jörg Jost	
58	The effect of self-correction on beginning reading progress	Robert Kelly, Ohio State University: kelly.1039@osu.edu ; Jerome D'Agostino; Emily Rodgers	
59	The role of student-teacher interactions in explaining the effectiveness of a first grade, systemic reading intervention in a cluster-randomized controlled trial	Nancy Nelson, University of Oregon: nnelson3@uoregon.edu ; Christian Doabler; Michael Stoolmiller; Patrick Kennedy; Brian Gearin; Hank Fien; Scott Baker; Keith Smolkowski; Jean Louise Mercier Smith	

60	What are the key cognitive-linguistic weaknesses of first-grade poor comprehenders in Chinese language?	Fong Cathy Y.-C., The Education University of Hong Kong: ycfong@eduhk.hk ; Connie. S.-H, Ho	
61	Predictors of discrete trajectories of reading comprehension development in first grade	Ryan Grimm, University of California, Davis: ryangrimm2255@gmail.com ; Emily Solari	
62	Prematurity as a predictor of the covariation between reading and arithmetic skills among Finnish school beginners	Heidi Korpipää, University of Jyväskylä: heidi.m.korpipaa@jyu.fi ; Pekka Niemi; Kaisa Aunola; Tuire Koponen; Minna Hannula-Sormunen; Suvi Stolt; Mikko Aro; Jari-Erik Nurmi; Päivi Rautava	
63	Parental literacy skills and HLE predict children's outcomes: A longitudinal family-risk study	Trude Nergård-Nilssen, Arctic University of Norway: trude.nergard.nilssen@uit.no ; Monica Melby-Lervåg; Minna Torppa	
64	Response to reading intervention: Comparison of methods and predictors of responsiveness	Shawn Kent, University of Houston: sckent@uh.edu ; Francesca Jones; Yaacov Petscher; Stephanie Al Otaiba	
65	Secondary analysis of the Reading Recovery four-year i3 scale-up	Robert Schwartz, Oakland University: rschwartz@oakland.edu ; Richard Lomax	

THURSDAY, JULY 19, 2018 (JOINT with ST&D)

7:15 – 8:30	BREAKFAST		Durham or Durham Gallery
SESSION 1 (8:30AM – 10:10AM)			
Thursday 8:30- 10:10	Symposium: Developmental dyslexia across languages and writing systems	CHAIR: Ludo Verhoeven	Oxford Suite
1	The nature of developmental dyslexia in a transparent orthography	Ludo Verhoeven, Behavioural Science Institute, Radboud University Nijmegen: L.Verhoeven@pwo.ru.nl ; Jos Keuning	
2	Lexicality effects in reading accuracy and speed of typical and impaired readers in English and Greek	Vassiliki Diamanti, University of Oslo: vassiliki.diamanti@gmail.com ; Athanassios Protopapas	
3	Testing the applicability of the double-deficit hypothesis in Arabic	Sana Tibi, Florida State University: sanatibi@gmail.com ; John Kirby	
4	Impaired orthographic processing in Chinese dyslexic children: Evidence from the lexicality effect on N400	Yu-Lin Tzeng, Institute of Neuroscience, National Yang-Ming University: freewhale1983@gmail.com Chun-Hsien Hsu; Wan-Hsuan Lin; Chia-Ying Lee	

5	DISCUSSION: A neurobiological perspective on dyslexia across languages and writing systems	DISCUSSANT: Kenneth Pugh, Haskins Laboratories: kenneth.pugh@yale.edu	
Thursday 8:30- 10:10	Symposium: <u>Beyond vocabulary – oral language and communication skills in children learning English as an additional language</u>	CHAIR: Claudine Bowyer-Crane	Cambridge
1	Morphological awareness in children learning English as an additional language	Natalie Smith, University of York: ns1084@york.ac.uk	
2	Narrative development in young children with EAL and their monolingual peers; similarities and differences	Dea Nielsen, University of York: dea.nielsen@york.ac.uk ; Silke Fricke; Chris Dixon	
3	Language proficiency of children learning English as an additional language	Cecile De Cat, University of Leeds: c.decat@leeds.ac.uk	
4	Communication skills in children learning English as an additional language	Claudine Bowyer-Crane, University of York: claudine.bowyer-crane@york.ac.uk	
5	DISCUSSION	DISCUSSANT: Holly Joseph, University of Reading: d.taylor@reading.ac.uk	
Thursday 8:30- 10:10	Symposium: <u>The simple view of reading alphabetic and non-alphabetic languages</u>	CHAIR: Alfred Schabmann	Clarence
1	A meta-analysis on the simple view of reading in Chinese: Effects of grade level and dialect at different levels of decoding and linguistic comprehension	Connie Suk-Han Ho, University of Hong Kong: shhoc@hku.hk ; Cathy Yui-chi Fong; Mo Zheng; Edmond Hong-Kei Cheung	
2	Simple view of reading among English as a foreign language learners: A latent interaction modeling approach	Florina Erbeli, Florida State University & University of Ljubljana: ferbeli@fcr.org	
3	Deconstructing the language comprehension component of the SVR – an ELL perspective	Esther Geva, University of Toronto: esther.geva@utoronto.ca ; Christie Fraser; Alexandra Gottrdo	
4	Simple view of reading (SVR) applied to non-alphabetic languages	R. Malatesha Joshi, Texas A&M University: mjoshi@tamu.edu ; Pooja R. Nakamura; Kay Wijekumar	
5	Simple view of reading in German – the role of grammar and vocabulary	Inga Wiedemuth, University of Cologne: inga.wiedemuth@uni-koeln.de ; Barbara Maria Schmidt; Ann-Kathrin Hennes; Alfred Schabmann	
Thursday 8:30- 10:10	Symposium: <u>Cross-linguistic studies of spelling</u>	CHAIR: Susie Russak	Ambassador
1	Spelling accuracy, errors, and component processes: Comparisons between children who speak English as a first (L1) and second (L2) language	Gina Harrison, University of Victoria: harrison@uvic.ca ; Larissa Padua; Maxine Schmidt	
2	Cross-language spelling patterns of plurilingual adolescents: A mixed analysis	Robin L. Danzak, Sacred Heart University: danzakr@sacredheart.edu	

3	An examination of spelling patterns in English as a foreign language (EFL) among native Hebrew and Arabic speaking good and poor spellers	Susie Russak, Beit Berl College: susie.russak@gmail.com	
4	Types of spelling errors by L1 and L2 speakers of a Romance language	Naymé Salas, Autonomous University of Barcelona: nayme.salas@uab.cat	
5	DISCUSSION	DISCUSSANT: Ruth Huntley Bahr, University of South Florida: rbahr@usf.edu	
Thursday 8:30- 10:10	<u>Symposium: Overview of reading-writing connections: Synthesis and the road ahead</u>	CHAIR: Rui A. Alves	Hall 4
1	Reading-writing connections: A case for integrative literacy science	Rui A. Alves, University of Porto: raves@fpce.up.pt ; Teresa Limpo; R.Malatesha Joshi	
2	Integrative approaches to literacy instruction and remediation	Teresa Limpo, University of Porto: tlimpo@fpce.up.pt ; Rui A. Alves; R. Malatesha Joshi	
3	Examining reading-writing connections in kindergarten children at the learning to write phase	Ying Guo, University of Cincinnati: guoy3@ucmail.uc.edu ; Cynthia Puranik; Ben Kelcey; Molly Duncan; Allison Breit Smith; Sun Jing	
4	The effects of articulatory gestures on phonemic segmentation and letter recognition	Barbara Arfé, University of Padova: barbara.arfe@unipd.it ; Alberto Mariotto; Renan Sargiani	
5	DISCUSSION	DISCUSSANT: Richard Wagner, Florida State University: rkwagner@psy.fsu.edu	
10:10-10:30	COFFEE BREAK		Gallery or Durahm Gallery
SESSION 2 (10:30AM – 12:10PM)			
Thursday 10:30-12:10	Invited Symposium – Reading comprehension across the ages: Learning to read and reading to learn	Joint SSSR/ST&D	Oxford Suite
	Word to text integration within the reading systems framework	Chuck Perfetti	
	Considering the role of executive function in the Simple View of Reading	Mercedes Spencer and Laurie Cutting	
	Integration of information within and between texts: Standards of coherence and individual differences	Paul van den Broek	
	Purposeful reading and the comprehension of multiple texts	Jean Francois Rouet	
	Discussion of reading comprehension across the ages	DISCUSSANT: M. Anne Britt	

12:10-12:40	LUNCH		Durham or Durham Gallery
SESSION 3 (12:40PM – 2:20PM)			
Thursday 12:40-02:20	Symposium: <u>Literacy in children with Autism Spectrum Disorder: A developmental exploration and practical interventions</u>	CHAIR: Deborah Bergman Deitcher	Oxford Suite
1	Comparing the home literacy environment of children with Autism Spectrum Disorder with their typical peers one story at a time	Julie Thompson, Texas A&M University: jlthompson@tamu.edu ; Eun Hye “Grace” Ko	
2	Shared book reading with children with ASD: Parents’ book preferences, children’s word learning, and the impact of book genre	Deborah Bergman Deitcher, Tel Aviv University: deb@deitcher.net	
3	Reading enhancements for students in grades 4–8 with Autism Spectrum Disorder (Project READ): Intervention iterative development and refinement-Year 1 process and findings	Colleen Reutebuch, The Meadows Center for Preventing Educational Risk, University of Texas at Austin: ckreutebuch@austin.utexas.edu	
4	Using Collaborative Strategic Reading – High School (CSR-HS) to support reading comprehension for secondary students with autism	Christopher Brum, San Diego State University: cbrum@mail.sdsu.edu	
5	DISCUSSION	DISCUSSANT: Jill Pentimonti, American Institutes for Research: jpentimonti@air.org	
Thursday 12:40-02:20	Symposium: <u>Overlapping and distinct cognitive processes in reading and arithmetic: Evidence from studies on typical development and from studies on comorbidity of impairments</u>	CHAIR: Eva Marinus	Cambridge
1	Individual differences in (cognitive) precursors of arithmetic and reading in 5-year olds	Bert De Smedt, University of Leuven: Bert.DeSmedt@kuleuven.be ; Kiran Vanbinst Elsje van Bergen; Pol Ghesquière;	
2	Pattern understanding as a predictor of early growth in reading and arithmetic skills	Charles Hulme, University of Oxford: charles.hulme@education.ox.ac.uk ; Kelly Burgoyne; Stephanie Malone	
3	Cognitive and non-cognitive predictors of reading and arithmetic fluency at grade 1 and 2	Riikka Heikkilä, University of Jyväskylä: riikka.heikkila@jyu.fi ; Tuire Koponen; Kenneth Eklund; Jonna Salminen; Mikko Aro	
4	Comorbidity between learning disorders: dyslexia and dyscalculia	Kristina Moll, University of Munich: Kristina.Moll@med.uni-muenchen.de	
5	Explaining the association between surface dyslexia and poor arithmetic performance	Eva Marinus, Macquarie University: eva.marinus@mq.edu.au ; Ichelle Meijboom; Eliane Segers; Genevieve McArthur	

Thursday 12:40-02:20	Symposium: <u>Exploring the relations between speech production and word reading in children with dyslexia, speech production deficits, or both</u>	CHAIR: Kelly Farquharson	Clarence
1	The potential role of speech sound production in facilitating reading development among children at risk for reading impairment	Jennifer Zuk, Harvard University: zbek@fas.harvard.edu ; Jade Dunstan; Elizabeth Norton; Xi Yu; Ola Ozernov-Palchik; Yingying Wang; John D.E. Gabrieli; Tiffany P. Hogan; Nadine Gaab	
2	Characterizing nonword repetition production error patterns in children with dyslexia	Kathryn Cabbage, Brigham Young University: kcabbage@byu.edu ; Tiffany Hogan; Shelley Gray; Mary Alt; Samuel Green; Nelson Cowan	
3	Dyslexia versus childhood apraxia of speech: Similar speech errors with different etiologies?	Tiffany Hogan, MGH Institute of Health Professions: thogan@mghihp.edu ; Jenya Iuzzini-Seigel; Jennifer Zuk; Kathryn Cabbage; Jordan Green	
4	The influence of lexical features and list length on nonword repetition skills for children with speech sound production errors	Kelly Farquharson, Emerson College: kyfarq@gmail.com ; Tiffany P. Hogan; Annie B. Fox; John E. Bernthal	
5	DISCUSSION	DISCUSSANT: Jennifer Thomson, University of Sheffield: j.m.thomson@sheffield.ac.uk	
Thursday 12:40-02:20	Symposium: <u>The role of statistical learning on reading and spelling across languages</u>	CHAIR: Monique Sénéchal	Ambassador
1	Statistical learning of speech sounds in typical reading and dyslexic children	Maaïke Vandermosten, KU Leuven: maaike.vandermosten@kuleuven.be ; Jan Wouters, Pol Ghesquière, Narly Golestani	
2	Development and prediction of context-dependent vowel pronunciation in elementary readers	Laura M. Steacy, Florida State University: lsteacy@fcrr.org ; Donald L. Compton	
3	Statistical learning in printed words: The role and development of sensitivity to orthographic regularities	Fabienne Chetail, Université Libre de Bruxelles: fchetail@ulb.ac.be ; Karinne Sauval	
4	Statistical learning of orthographic representations for silent-letter endings and double consonants in French	Maxime Gingras, Carleton University: maxime.gingras@carleton.ca ; Monique Sénéchal	
5	DISCUSSION	DISCUSSANT: Mark Seidenberg, University of Wisconsin-Madison: seidenberg@wisc.edu	
Thursday 12:40-02:20	Symposium: <u>New insights into the genetic and environmental contributions to reading development and disability</u>	CHAIR: Laura Mason	Hall 4
1	Defries-Fulker analyses of low reading ability in a longitudinal twin sample	Susan Gross, Case Western Reserve University: susan.i.gross@case.edu ; Carol Gross	

2	Gene x socioeconomic status interaction on decoding, reading comprehension, writing, and math, in an economically diverse U.S. twin sample	Mia Daucourt, Florida State University: daucourt@fcrr.org ; Sara Hart; Rasheda Haughbrook; Jeanette Taylor	
3	Accounting for the shared environment in reading and math with measured socioecological contexts	Laura Engelhardt, University of Texas at Austin: lauraeng@utexas.edu ; Jessica Church; Paige Harden; Elliot Tucker-Drob	
4	Extended pedigree analysis of language impairment and reading disability	Laura Mason, Ohio State University: mason.872@osu.edu ; Christopher Bartlett; Stephen Petrill	
5	Prediction of individual differences in adolescent reading ability using a priori neuroanatomy and task-based fMRI	Daniel Leopold, University of Colorado Boulder: Daniel.Leopold@colorado.edu ; Andrew Reineberg; Kai Wang; Marie Banich; Erik Willcutt; Lee Thompson; Laurie Cutting; Stephen Petrill	
02:20-02:40	COFFEE BREAK		Durham or Durham Gallery
SESSION 4 (2:40PM-4:20PM)			
Thursday 02:40-04:20	Symposium: <u>Encoding across time and languages</u>	CHAIR: Joanne Arciuli	Oxford Suite
1	Incidental orthographic learning via colour detection task improves children's spelling performance in English	Ben Bailey, University of Sydney: bba14795@uni.sydney.edu.au ; Joanne Arciuli; Athanasios Protopapas	
2	Longitudinal indicators of spelling development in first and second language learners	Yanyan Ye, The Chinese University of Hong Kong: yyryann@link.cuhk.edu.hk ; Jason Lo; Catherine McBride; Connie Ho; Mary Waye	
3	Spelling affix letters in Hebrew: a new conceptual outlook	Rachel Schiff, Bar Ilan University: Rachel.Schiff@biu.ac.il ; Dorit Ravid; Shlomit Rosenshtok	
4	Word reading and spelling accuracy: same or different skills?	Richard Olson, University of Colorado: richard.olson@colorado.edu ; Jacqueline Hulslander; Rebecca Treiman	
5	The unique role of early spelling in the prediction of later literacy performance	Rebecca Treiman: Washington University, St. Louis: rtreiman@wustledu ; Jacqueline Hulslander; Richard K. Olson; Brian Byrne; Brett Kessler	
Thursday 02:40-04:20	Symposium: <u>Is accessing phonology in different ways important for deaf children's literacy?</u>	CHAIR: Fiona Kyle	Cambridge
1	Predictors of reading ability at 9 years of age in children with hearing loss	Linda Cupples, Macquarie University: linda.cupples@mq.edu.au ; Teresa Ching; Laura Button; Vivienne Marnane; Megan Gilliver	

2	Deaf children's spelling errors do show evidence of phonology	Fiona Kyle, University of London: fiona.kyle.1@city.ac.uk ; Emmanouela Terlektsi; Margaret Harris	
3	A randomized-controlled trial of Foundations for Literacy, an early literacy intervention for deaf and hard-of-hearing children	Amy Lederberg, Georgia State University: alederberg@gsu.edu ; Susan Easterbrooks	
4	Using neurobiological insights to inform a computerised speech reading training programme for young deaf children	Mairéad MacSweeney, University College London: m.macsweeney@ucl.ac.uk ; Hannah Pimperton; Fiona Kyle; Margaret Harris; Charles Hulme	
5	A randomized-controlled trial of Fingerspelling Our Way to Reading	Brenda Schick, University of Colorado Boulder: Brenda.Schick@colorado.edu ; Amy Lederberg; Nancy Bridenbaugh; Rachel Boll, Carol Connor, Lee Branum-Martin	
Thursday 02:40-04:20	Symposium: Toward understanding reading processes through the study of naming tasks	CHAIR: Athanassios Protopapas	Clarence
1	The relation of serial and discrete word reading with visual attention span	Sietske van Viersen, University of Amsterdam: s.vanviersen@uva.nl ; Madelon van den Boer, Peter F. de Jong	
2	Articulation and pause time in serial and discrete naming and reading: Where do interrelations come from?	Athanassios Protopapas, University of Oslo: athansp@isp.uio.no ; Katerina Katopodi; Angeliki Altani; Dimitris Sagris; Iliana Kolotoura; George K. Georgiou	
3	What you say matters – even for correlations between RAN, reading fluency, and comprehension	Mads Poulsen, University of Copenhagen: m.poulsen@hum.ku.dk ; Holger Juul	
4	Reading in single- vs multiple-item displays: The effect of development and reading skills	Pierluigi Zoccolotti, Sapienza University of Rome: pierluigi.zoccolotti@uniroma1.it ; Sara Conforti	
5	DISCUSSION	DISCUSSANT: Rauno Parrila	
Thursday 02:40-04:20	Symposium: Academic language and academic vocabulary: theory, instruction, and text	CHAIR: Jeff Elmore	Ambassador
1	Academic language: Empirical exploration of dimensionality	Young-Suk Grace Kim, University of California, Irvine: youngsk7@uci.edu ; Yaacov Petscher	
2	Domain-specific academic vocabulary development in elementary grades core disciplinary textbooks	Jeff Elmore, MetaMetrics: jelmore@lexile.com ; Jill Fitzgerald; Jackie Eunung Relyea; Melody Kung	
3	Exploring a year-long intervention to develop primary-grade students' vocabulary knowledge during word study	Kathy Ganske, Vanderbilt University: kathy.ganske@vanderbilt.edu	
4	Academic vocabulary and reading in the disciplines: Influences of adolescents' reading level and text density	Dianna Townsend, University of Nevada, Reno: dtownsend@unr.edu ; Hannah Carter; Julie Degbie; Darl Kiernan; Matthew Ochs	

5	DISCUSSION	DISCUSSANT: Donald Compton, Florida Center for Reading Research: compton@fcr.org	
Thursday 02:40-04:20	Symposium: <u>The applicability of the Simple View of Reading to special populations</u>	CHAIR: Cláudia Cardoso-Martins	Hall 4
1	The Simple View of Reading (SVR): Application to children and adolescents with Williams syndrome (WS)	Cláudia Cardoso-Martins, Universidade Federal de Minas Gerais: cardosomartins.c@gmail.com ; Carolyn B. Mervis	
2	The Simple View of Reading (SVR): Application to children with 7q11.23 Duplication syndrome (Dup7)	Carolyn Mervis, University of Louisville: cbmervis@louisville.edu ; Cláudia Cardoso-Martins	
3	The Simple View of Reading as applied to individuals with hyperlexia: A meta-analytic review	Shuai Zhang, Texas A & M University: szhang1989@tamu.edu ; R. Malatesha Joshi	
4	The Simple View of Reading in poor comprehenders with Down syndrome (DS), Autism Spectrum Disorder (ASD) and typical development (TD): Similar or different profiles?	Maja Roch, University of Padova: maja.roch@unipd.it ; Kate Cain; Chris Jarrold	
5	Applying the Simple View of Reading to the “special” problem of U.S. L2 learners	Richard Sparks, Mount St. Joseph University: richard.sparks@msj.edu	
04:20-04:40	COFFEE BREAK		Durham or Durahm Gallery
SESSION 5 (4:40PM – 6:20PM)			
Thursday 04:40-06:20	Symposium: <u>Understanding the role of statistical learning in reading and spelling development across languages</u>	CHAIR: Shelley Xiuli Tong	Oxford Suite
1	Visual non-linguistic and visual linguistic statistical learning in Chinese children with and without developmental dyslexia	Shelley Xiuli Tong, University of Hong Kong: xtong@hku.hk ; Macro Tsz Ho, Fong	
2	Relationships between statistical learning and literacy skills in children with and without dyslexia	Merel Van Witteloostuijn, University of Amsterdam: m.t.g.vanwitteloostuijn@uva.nl ; Paul Boersma; Frank Wijnen; Judith Rispens	
3	Exploring the role of auditory artificial grammar learning (AGL) in reading acquisition: One-year longitudinal study	Kahta Shani, Bar-Ilan University & David Yelin College: shani360kahta@gmail.com ; Schiff Rachel	
4	A multidimensional-bilevel approach on Chinese spelling analysis: Unveiling cognitive behavioural spelling patterns in Chinese children with and without dyslexia	Stephen Man Kit Lee, University of Hong Kong: stp0911@connect.hku.hk ; Shelley Xiuli Tong	
5	DISCUSSION	DISCUSSANT: Rebecca Treiman, Washington University-St. Louis: rtreiman@wustledu	
Thursday 04:40-06:20	Symposium: <u>Writing systems, literacy development and combinatoriality</u>	CHAIR: Sonali Nag & David L. Share	Cambridge
1	Writing systems	Peter T. Daniels, Independent scholar, New Jersey: grammatim@verizon.net	

2	Blueprint for a universal theory of learning to read: The Combinatorial Model	David L. Share, University of Haifa, Edmond J. Safra Brain Research Center for the Study of Learning Disabilities: dshare@edu.haifa.ac.il	
3	Chinese literacy development and combinatorial principles at the radical and character levels	Catherine McBride, The Chinese University of Hong Kong: cmcbride@psy.cuhk.edu.hk	
4	Literacy learning in the akshara writing system	Sonali Nag, University of Oxford, The Promise Foundation: sonalinag@t-p-f.org	
5	Combining in a hurry: Is the challenge the same across orthographies?	Rauno Parrila, Macquarie University: rauno.parrila@mq.edu.au ; Tomohiro Inoue; Mikko Aro; Athanasios Protopapas,	
Thursday 04:40-06:20	Symposium: How neuroimaging methods can inform the science of reading and reading disorder.	CHAIR: Jo S. H. Taylor	Clarence
1	Orthographic and phonological abstraction along the ventral visual stream	Jo S. H. Taylor, Aston University: j.taylor13@aston.ac.uk ; Matthew H. Davis; Kathleen Rastle	
2	Mapping the neural correlates of reading with representational similarity analysis	Simon Fischer-Baum, Rice University: simon.j.fischer-baum@rice.edu	
3	New dimensions: Relating computational models of word reading to human performance and brain activity	Jason D Zevin, University of Southern California, Haskins Laboratories: zevin@usc.edu ; Jay Rueckl	
4	Sensitivity to morphology in written word structure is associated with ventral white matter pathways	Maya Yablonkski, The Gonda Multidisciplinary Brain Research Center: mayayab@gmail.com ; Kathleen Rastle; Jo S. H. Taylor; Michal Ben-Shachar	
5	Stimulating reading: EEG correlates of anatomically and functionally targeted left-lateralising neurostimulation to temporoparietal cortex in developmental dyslexia	Anna Woollams, University of Manchester: anna.woollams@manchester.ac.uk	
Thursday 04:40-06:20	Symposium: Adult literacy learners: Evaluating reading and reading-related skills and intervening with blended instructional programs	CHAIR: Maureen W. Lovett	Ambassador
1	Reading-related strengths and weaknesses of adults who read between third and eighth grade levels	Daphne Greenberg, Georgia State University: dgreenberg@gsu.edu ; Elena Nightingale; Lee Branum-Martin; Hongli Li	
2	Validating item level phonological processing performance across two populations	Leslie Hodges, Georgia State University: levans25@student.gsu.edu ; Lee Branum-Martin; Daphne Greenberg	
3	Augmenting the Simple View of Reading for struggling adult readers: A unique role for background knowledge	Amani Talwar, Georgia State University: atalwar1@student.gsu.edu ; Elizabeth L. Tighe; Daphne Greenberg	

4	Is reading intervention for adult literacy learners associated with meaningful outcome effects?	Maureen W. Lovett, The Hospital for Sick Children, University of Toronto: mwl@sickkids.ca ; Jan C. Frijters; Jennifer Goudey; Arthur Graesser; Daphne Greenberg	
5	Performance of adults is higher for material tapping deep rather than shallow comprehension when using AutoTutor	Arthur Graesser, University of Memphis: graesser@memphis.edu ; Anne Lippert; Genghu Shi	
Thursday 04:40-06:20	Symposium: <u>Critical evaluation of the conceptualizations and operationalizations of letter knowledge</u>	CHAIR: Jason Lon Anthony	Hall 4
1	Dimensionality of letter knowledge across names, sounds, case, and response modalities	Jason Anthony, University of South Florida: JasonAnthony@usf.edu	
2	Which sounds should be scored as correct on an English test of letter sounds?	Janelle Montroy, University of Texas-Houston: janelle.j.montroy@uth.tmc.edu ; Jason Lon Anthony; Jeffrey Williams	
3	Bias in the assessment of English letter name and English letter sound knowledge: Group differences by gender, racial, and language status groups	Matthew Foster, University of South Florida: mefoster@usf.edu ; Jason Anthony; Jeffrey Williams; Janelle Montroy	
4	Psychometric evaluations of the short and long form tests of letter knowledge on the School Readiness Curriculum Based Measurement System (SRCBM)	Jeffrey Williams, University of South Florida: jwilliams32@usf.edu ; Jason Anthony	
5	DISCUSSION	DISCUSSANT: Shayne Piasta, Ohio State University: piasta.1@osu.edu	
Thursday 06:20-07:50	POSTER SESSION II & Reception (JOINT with ST&D)	Authors	Oxford Gallery
1	<u>The role of receptive vocabulary in listening comprehension of Italian-English bilingual children</u>	Raffaele Dicaldo Università Degli Studi di Padova: raffaele.dicaldo@studenti.unipd.it ; Elena Florit ; Maja Roch	
2	<u>Vocabulary depth and reading comprehension: Activation and association of one versus multiple lexical entries</u>	Carsten Elbro, University of Copenhagen: ce@hum.ku.dk ; Vibeke S. Asmussen	
3	<u>Disentangling the contribution of direct instruction and practice on the remediation of the word recognition deficits of children with dyslexia</u>	Jennifer Cooper, Middle Tennessee State University: jlcooper@live.com ; Jeremiah Ring; Timothy N. Odegard	
4	<u>Bayesian modeling of lexical knowledge acquisition in BRAID, a model of visual word recognition.</u>	Emilie Ginestet, CNRS - Laboratoire de Psychologie et NeuroCognition: emilie.ginestet@univ-grenoble-alpes.fr ; Sylviane Valdois; Julien Diard	
5	<u>Controversial behavioral effects explained by BRAID, a new probabilistic model of visual word recognition</u>	Thierry Phenix, UGA: thierry.phenix@univ-grenoble-alpes.fr ; Julien Diard; Sylviane Valdois	

6	Reading comprehension in Spanish: contribution of word recognition and language abilities	Milagros Tapia Montesinos, Universidad de Piura: milagros.tapia@udep.pe ; Juan C. Ripoll; Gerardo Aguado ; R. Malatesha Joshi	
7	L1 phonological interference and L2 phonological mediation in bilingual visual word recognition	Joanna Guohong Zeng, University of British Columbia: joannagz@alumni.ubc.ca ; Guofang Li	
8	Activation time-course of phonological code in silent word recognition in adult readers with and without dyslexia	Ambre Denis-Noël, Aix-Marseille Université: ambre.d.n@gmail.com ; Eric Castet; Chotiga Pattamadilok; Pascale Colé	
9	Graphotactic and morphological regularities training in spelling: Long-term effects of an interventional study in French third graders	Julie Robidoux -- Universite de Montreal: robidoux.julie.3@hotmail.com ; BrigitteStanké; Stefano Rezzonico; Phaedra Royle	
10	Inflectional and derivational morphological processing in EFL spelling	Arige Younis Elouty, aelouti@gmail.com ; Elinor Saiegh-Haddad	
11	Investigating the item factor structure of a derivational morphology task with struggling adult reader investigating the item factor Structure of a derivational morphology task with struggling adult readers	Gal Kaldes, Georgia State University: galkaldes@gmail.com ; Elizabeth Tighe	
12	The influence of frequency and morphological family size on the representation of the letter He (ה') as an unstable letter in Hebrew spelling	Shani Levy Shimon, David Yellin College: shanilevshim@gmail.com ; Miki Cohen; Rachel Schiff; Dorit Ravid	
13	An examination of rare words in texts across grades and genres	Alia Pugh, TextProject: aliapugh@gmail.com ; Elfrieda H. Hiebert	
14	Do children rely on orthography when they correct mispronunciations?	Devin Kearns, University of Connecticut: devin.kearns@uconn.edu	
15	The impact of linguistic distance and orthography on writing in Arabic	Ranya Bisharat Farraj, Bar-Ilan University: ranyarami@yahoo.com ; Lior Laks; Elinor Saiegh-Haddad	
16	The orthographic learning of polysyllabic words: Semantics as a source of variability	Reem Ghanem, University of Connecticut: ghanemra@bu.edu ; Devin Kearns	
17	Modelling orthographic learning, reading, and spelling	Victor H.P. van Daal, Edge Hill University: vandaalv@edgehill.ac.uk ; Malin Wass; Herman Adèr	
18	Are phonological awareness, prosodic sensitivity, and letter knowledge separable factors in German speaking first-graders?	Doris Vahlhaus-Aretz, University of Cologne: d.vahlhaus-aretz@uni-koeln.de ; Barbara M. Schmidt; Igor Osipov; Alfred Schabmann	
19	The relationship between visual speech, phonological awareness and reading in hearing children.	Elizabeth Worster, University College London: elizabeth.worster.14@ucl.ac.uk ; Hannah Pimperton; Charles Hulme; Mairead MacSweeney	

20	Comparing the key position and item difficulty relationship in alphabetical knowledge and phonological awareness measures	Qinjun Wang, University of Minnesota, Twin Cities: wang4314@umn.edu ; Jose Palma; Alisha Wackerle-Hollman; Scott McConnell	
21	Five-year longitudinal prediction of reading subskills by rapid naming and phonological awareness in a cohort of Spanish speaking argentine children.	Ivana Corrado, Universidad Nacional de San Martín: ivanacdb@gmail.com ; Ines Lagomarsino; Eleonora Lasala; Marina Simian; Milagros Alegre; Manuela Sanchez; Maria Pujals; Graciela Meretta; Alejandra Mendivelzua; Laura Garcia Blanco; Liliana Fonseca	
22	Do children with dyslexia present a handwriting deficit? Impact of word graphic complexity on spelling and handwriting performance.	Claire Gosse, Université Catholique de Louvain: claire.gosse@uclouvain.be ; Marie Van Reybroeck	
23	An examination of spelling stage models with latent class analysis	Beth O'Brien, National Institute of Education at NTU: beth.obrien@nie.edu.sg ; Ong Quan He; Malikka Begum Binte HM	
24	Early literacy skills: How early can you assess it and does music help?	Elena Zaretsky, Clark University: ezaretsky@clarku.edu	
25	Does children in classes with a faster pace in letter instruction develop better letter knowledge, word reading and spelling skills during 1st grade?	Kristin Sunde, University of Stavanger: kristin.sunde@uis.no ; Kjersti Lundetræ	
26	A development of text processing strategies: an eye-tracking study of the text reading in typically-developing and dyslexic children	Alexandr Kornev, St.Petersburg State Pediatric Medical University: k1949@ya.ru ; Sergey Oganov	
27	How do L2 readers monitor intentional coherence during narrative reading?: Evidence from an eye-tracking study	Yuji Ushiro, University of Tsukuba: ushiro.yuji.gn@u.tsukuba.ac.jp ; Takumi Ojima; Hazuki Kawashima; Shiho Suzuki; Rika Mandokoro; Kozo Kamimura	
28	Digital text comprehension: An eye-movement study of text and multimedia integration	Gal Ben-Yehudah, Open University of Israel: galby@openu.ac.il ; Orly Azulai; Yael Gilutz; Yoram Eshet-Alkai	
29	Exploring teachers' fidelity of implementation of Data-Based Instruction in early writing	Erica Lembke, University of Missouri: lembkee@missouri.edu ; Kristen McMaster; Britta Bresina	
30	Improving sentence writing skills with Quill: A sentence combining and computer feedback intervention	Michael Hebert, University of Nebraska-Lincoln: michaelhebert@unl.edu ; Pamela Bazis; Julia Roehling; Yun Yang; Marianna Lamnina	
31	Do handwriting fluency and self-efficacy beliefs explain the gender gap in writing?	Carolina Cordeiro, University of Porto: carolina_cordeiro92@hotmail.com ; São Luís Castro; Teresa Limpo	

32	Simple view of reading in three languages: Kapampangan, Filipino, and English	Portia Padilla, Portia Padilla -- Wilfrid Laurier University: padi5260@mylaurier.ca ; Alexandra Gottardo	
33	Emerging Interdependent Systems: A downward extension of the Simple View of Reading	David Dickinson, Vanderbilt University: david.dickinson@vanderbilt.edu ; Kimberly Nesbitt; Kerry G. Hofer	
34	Calibration of reading comprehension across L1, L2, and L3: domain-general or language-specific?	Razan Silawi, University of Haifa: razan.silawi@gmail.com ; Yasmin Shalhoub-Awwad ; Anat Prior	
35	Salvaging English literacy as L2 in native Chinese-speaking children with dyslexia	Ricky Van-yip Tso, Education University of Hong Kong: richie13@connect.hku.hk ; Kitty Kit-yu Yeung; Janet Hui-wen Hsiao; Kathy Kar-man Shum	
36	iSTART-E: A Spanish web-based reading comprehension strategy trainer	Cecilia Malbran, Universidad Nacional de San Martín: ceciliamalbran@gmail.com ; Cristian Soto; Kathryn McCarthy; Juan PabloBarreyro; Ricardo Olmos; Liliana Fonseca; Danielle McNamara; Marina Simian	
37	Semantic priming and reading skills among Spanish-speaking language-minority children	Sergio Leiva Cardona, University of Nebraska: sleiva-cardona@huskers.unl.edu ; Marc Goodrich	
38	Reading as a bridge to science understanding: Reading comprehension and reading fluency as mediators of science Learning in Spanish-speaking 5th grade students	Maximiliano Montenegro, Pontificia Universidad Católica de Chile: maximiliano.montenegro@uc.cl ; Marion Gabera; Alejandra Meneses; Jose Pablo Escobra; Soledad Veliz; Maria Paz Ramirez	
39	Exploring the effects of the home language environment on growth in language skills among Spanish-speaking language-minority children	John Goodrich, SECD-University of Nebraska-Lincoln: marcgoodrich5@gmail.com ; Christopher J. Lonigan; Beth M. Phillips	
40	Modeling relations among rapid automatized naming, processing speed, and reading fluency in early reading development	Silvia Siu-Yin Lam, Northwestern University: silvialam@u.northwestern.edu ; Ola Ozernov-Palchik; Sara D. Beach; Nadine Gaab; John Gabrieli; Elizabeth S. Norton	
41	The relationship between reading fluency and arithmetic fact-fluency and their shared constructs	Shelley Shaul, Edmond J. Safra Brain Research Center for the study of Learning Disabilities, Haifa University: shelleys@edu.haifa.ac.il ; Reut Abeles-Balhinez	
42	The role of naming speed, word knowledge and syllable omission for word and text reading fluency in first and third grade Hebrew-speaking children	Adi Shechter, Haifa University: adysh111@gmail.com ; Tami Katzir ; Orly Lipka	

43	Growth trajectories on reading and mathematics of first grade children at risk of learning difficulties	Cristina Rodríguez, crodr@ulles ; Doris, L. Baker; Felipe Sepúlveda; Marcela Bizama	
44	Early reading and cognitive profiles of comorbid word reading and math calculation difficulties.	Nuria Gutierrez, Universidad de La Laguna: ngutierr@ull.edu.es ; Laura M. Steacy; Donald L. Compton	
45	Reading and math achievement in children with dyslexia and/or developmental language disorder	Suzanne Adlof, University of South Carolina: sadlof@mailbox.sc.edu ; Alison Eisel Hendricks	
46	The effect of reading anxiety on secondary school children's reading and math performance	Megan Bird, University of Oxford: megan.bird@psy.ox.ac.uk ; Rachel Maddox; Yaling Hsiao; Kate Nation	
47	GraphoLearn India: The effectiveness of a computer assisted reading intervention in supporting English readers in India	Priyanka Patel, University of Jyväskylä: prpatel@student.jyu.fi ; Minna Torppa; Ulla Richardson; Heikki Lyytinen	
48	Longitudinal replication of a Tier II intervention model for struggling readers across all grades	Kathleen Brown, University of Utah Reading Clinic: kathleen.brown@utah.edu ; Matthew K. Fields	
49	Using Auto Tutor in strategic reading	Ju-Ling Chen, National Academy for Educational Research: juling@mailnaer.edu.tw ; Jih-Ho Cha; Hou-Chiang Tseng; Min-ying Tsai; Berlin Chen; Yao-Ting Sung	
50	Problem behaviors as a predictor of reading outcomes for elementary students with reading deficits	Garrett Roberts, University of Denver: garrett.roberts@du.edu ; Sharon Vaughn; Greg Roberts	
51	Using the N1 print tuning effect to predict poor reading in Chinese in Hong Kong children	Jason C M Lo, Chinese University of Hong Kong: cmjlo@gmail.com ; Catherine McBride; Connie Suk-han Ho; Mary M. Y. Waye; Urs Maurer	
52	The effects of a multicomponent reading intervention for 6th grade struggling readers	Marina Tual, Université-Grenoble-Alpes: marinatual@yahoo.fr ; Laurent Lima; Maryse Bianco; Pascal Bressoux; Marc Gurgand; Suzanne Bellue	
53	Unpacking implementation fidelity of a Tier 2 reading intervention: Is the sum greater than the parts?	Cheryl Varghese, Frank Porter Graham Child Development Institute: cvarghes@live.unc.edu ; Mary Bratsch-Hines; Lynne Vernon-Feagans	
54	Evidence for a literacy intervention for students with intellectual and developmental disabilities	Jill Allor, Southern Methodist University, Simmons School: jallor@smu.edu ; Stephanie Al Otaiba; Carlin Connor	
55	Reading Rescue: A follow-up on the effectiveness of an intervention program	Katharine Miles, Brooklyn College: katiepacemiles@gmail.com ; Mark Lauterbach; Dana Murano; Ginny Dembek	

56	Intertwined development of academic language discourse and reading comprehension	Dan Reynolds, John Carroll University: danielereynolds@gmail.com	
57	Let me count the ways: Structural relations among decoding, reading comprehension, and language comprehension	Congying Sun, Georgia State University: csun6@student.gsu.edu ; Lee Branum-Martin	
58	Examining the structure of dialect and language skills among early elementary African American children	Brandy Gatlin, University of California, Irvine: gatlinb@uci.edu ; Nicole Patton Terry; Lakeisha Johnson	
59	Meta-comprehension processes in First (L1) and Foreign language (FL) reading comprehension: Training and feedback	Lilach Temelman-Yogev, Haifa University: lilachtem@gmail.com ; Tami Kazir; Anat Prior	
60	Lexical knowledge modulates the speed of integration of words to preceding text	Ernesto Guerra, Universidad de Chile: ernesto.guerra@ciae.uchile.cl ; Edmundo Kronmüller	

FRIDAY, JULY 20, 2018

7:15 - 8:30	BREAKFAST		Durham or Durham Gallery
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SESSION 1 (8:30AM – 10:10AM)

Friday 08:30-10:10	Symposium: Vocabularies - and how to make them grow	CHAIR: Holger Juul	Oxford Suite
1	Estimates of individual differences in vocabulary size in English: how many words are needed to close the vocabulary gap?	Dawna Duff, University of Pittsburgh: dduff@pitt.edu	
2	Orthographic facilitation for vocabulary acquisition: Does it work in the classroom?	Jessie Ricketts, University of London: jessie.ricketts@rhul.ac.uk ; Lucy Taylor; Elizabeth Wonnacott	
3	Effects of a morphological intervention on the word knowledge and text comprehension of fifth-grade students with poor vocabulary	Anna Gellert, University of Copenhagen: agellert@hum.ku.dk ; Elisabeth Arnbak; Signe Wischmann	
4	Effects of an academic vocabulary intervention using latin roots on adolescent English learners	Amy Crosson, Penn State University: acc245@psu.edu ; Margaret McKeown; Kelly Patrick Robbins; Kathleen Brown	
5	Can word learning during independent reading be stimulated through instruction in the use of strategies (morphological analysis and attention to context clues)?	Anne-Mette Veber Nielsen, University of Copenhagen: anveber@hum.ku.dk ; Hanne Trebbien Daugaard; Holger Juul	
Friday 08:30-10:10	Symposium: Challenges in assessing reading comprehension	CHAIR: Catherine Turcotte	Cambridge

1	Assessing “extended” comprehension abilities: Development of source evaluation skills from childhood to young adulthood	Anna Potocki, CeRCA, Poitiers university, CNRS: anna.potocki@univ-poitiers.fr ; Guillaume de Pereyra; Christine Ros; Mônica Macedo-Rouet; Marc Stadler; Ladislao Salmeron; Jean -François Rouet	
2	The dimensionality of texts and questions assessing reading comprehension in French	Maryse Bianco, Université Grenoble-Alpes, LaRAC: maryse.bianco@univ-grenoble-alpes.fr ; Laurent Lima; Aurélie Nardy; Pascale Colé; Hakima Megherbi; Alix Seigneuric	
3	In search of a reliable, valid, and instructionally useful measure for comprehension progress monitoring: An examination of reader and item characteristics for different types of maze tasks	Amy Elleman, Middle Tennessee State University: amy.elleman@mtsu.edu ; Casey F. Brasher; Eric Oslund; Jwa Kim; Jennifer Cooper	
4	Developing a group-administered reading comprehension assessment that can guide instruction	Catherine Turcotte, Université du Québec à Montréal: turcotte.catherine@ugam.ca	
5	DISCUSSION	DISCUSSANT: John Kirby, Queen's University: john.kirby@queensu.ca	
Friday 08:30-10:10	Symposium: Emerging solutions for implementing multi-tiered systems of support with Spanish-English bilinguals in early childhood education	CHAIR: Lillian Duran	Clarence
1	Innovations in progress monitoring Spanish-speaking preschooler’s Spanish language and early literacy development	Lillian Duran, University of Oregon: lduran@uoregon.edu	
2	The performance of Spanish-English bilingual preschoolers on the Spanish and English progress monitoring measures	Alisha Wackerle-Hollman, University of Minnesota: wacke020@umn.edu	
3	The impact of Spanish-English multi-tiered intervention to promote academic language skills of preschoolers	Trina Spencer, University of South Florida trinaspencer@usf.edu ; Douglas B. Petersen; M. Adelaida Restrepo; Marilyn Thompson	
4	Iterative development and pilot testing of developing talkers: A tiered academic English language curriculum for pre-kindergarten and Kindergarten dual-language learners	Maria Carlo, University of South Florida: mariacarlo@usf.edu ; Tricia Zucker; Susan Landry; Jeffrey Williams; Vibhuti Bhavsar	
5	DISCUSSION	DISCUSSANT: Sylvia Linan-Thompson, University of Oregon: sthomps5@uoregon.edu	
Friday 08:30-10:10	Symposium: Writing development processes and practices: Attention to child, parent, and teacher factors	CHAIR: Gary Bingham	Ambassador
1	Do you like to write?: Young children’s perceptions of early writing experiences	Chenyi Zhang, Georgia State University: czhang15@gsu.edu ; Margaret F. Quinn	
2	Maternal writing supports for kindergartners with and without Cerebral Palsy	Lori Skibbe, Michigan State University: lriskibbe@gmail.com ; Dorit Aram	

3	The unique role of academic language in written expression across late elementary to secondary grade levels	Adrea Truckenmiller, Michigan State University: atruck@msu.edu ; Yaacov Petscher	
4	You wrote the right letter for the right sound!": Parents' reading-related knowledge and the writing feedback they provide in a joint writing activity	Aviva Segal, McGill University: aviva.segal5@gmail.com ; Sandra Martin-Chang	
5	Early childhood teachers' knowledge and beliefs about writing: Associations with classroom practices and children's writing development	Gary Bingham, Georgia State University: gbingham@gsu.edu ; Margaret F. Quinn; Hope K. Gerde; Xiao Zhang; Rebecca Barria	
Friday 08:30-10:10	Symposium: Morphological processing in reading: Items effects and participants characteristics	CHAIR: Maximiliano A. Wilson	Hall 4
1	Morphological priming in fifth graders with different reading profiles	Maximiliano A. Wilson, University Laval: Maximiliano.wilson@fmed.ulaval.ca ; Anna Potocki; Pauline Quémart	
2	Modelling the influence of morphological knowledge on reading acquisition	Eddy Cavalli, Université Lumière Lyon: eddy.cavalli@univ-lyon2.fr ; Pascale Colé	
3	Morphological decomposition in low and intermediate low proficiency bilinguals: Only embedded stem matters	Séverine Casalis, Université de Lille Severine.casalis@univ-lille3.fr ; Florian Salomé; Aris Terzopoulos; Lynne Duncan	
4	The primacy of morphology in French verb processing	Phaedra Royle, Université de Montréal: phaedra.royle@umontreal.ca ; Émilie Dessureault; Karsten Steinhauer; Simona Brambati	
5	MorphoLex_FR: A derivational morphological database for 40,000 French words	Claudia H. Sánchez-Gutiérrez, University of California, Davis: chsanchez@ucdavis.edu ; Hugo Mailhot; Hélène Deacon; Maximiliano A. Wilson	
10:10-10:30	COFFEE BREAK		Durham or Durham Gallery
SESSION 2 (10:30AM – 12:10PM)			
Friday 10:30-12:10	Symposium: Developing language and literacy skills using a bilingual approach to deaf education	CHAIR: Jessica Scott	Oxford Suite
1	The influence of early American Sign Language exposure on acquisition of academic English among deaf and hard of hearing students	Jessica Scott, Georgia State University: jscott96@gsu.edu	
2	Implicit and explicit bilingual approaches in writing instruction with deaf students	Kimberly Wolbers, University of Tennessee kwolbers@utk.edu ; Hannah Dostal	
3	The role of American Sign Language for learning to read for a population that does not have access to spoken English	Marlon Kuntze, Gallaudet University marlon.kuntze@gallaudet.edu ; Jessica Scott	

4	The effects of ASL rhythm and rhyme on ASL phonological awareness on language development in early childhood classrooms	Leala Holcomb, University of Tennessee lholcom5@vols.utk.edu ; Debbie Golos; Annie Moses	
5	DISCUSSION	DISCUSSANT: Jeff Bravin, American School for the Deaf	
Friday 10:30-12:10	Symposium: <u>Symposium on reading motivation</u>	CHAIR: Ilona S. Wildeman	Cambridge
1	The importance of motivation as predictor of text comprehension	Franziska Schwabe, TU Dortmund University: franziska.schwabe@tu-dortmund.de ; Nele McElvany; Nicole Kaufmann	
2	Reading motivation profiles in secondary school: The student-teacher connection	Amélie Rogiers, Ghent University: Amelie.Rogiers@UGent.be ; Emmelien Merchie; Hilde Van Keer	
3	Supporting students' book selection behavior: Effects on reading motivation, reading behavior, and reading comprehension levels	Lisa van der Sande, Free University Amsterdam n.e.vander.sande@vu.nl ; Roel van Steensel; Adriana Bus	
4	The effects of nudging in a study on enriched school libraries in secondary education	Ilona Wildeman, Free University Amsterdam i.wildeman@vu.nl ; Roel van Steensel; Adriana Bus	
5	DISCUSSION	DISCUSSANT: James Kim, Harvard Graduate School of Education: james_kim@gse.harvard.edu	
Friday 10:30-12:10	Symposium: <u>Morphological processing and literacy development: Current issues and research</u>	CHAIR: Rachel Berthiaume	Clarence
1	Morphological processing tasks and measurement issues	Rachel Berthiaume, Université de Montréal: rachel.berthiaume@umontreal.ca ; Amélie Bourcier; Daniel Daigle	
2	The acquisition of derivational morphology in children	Lynne Duncan, University of Dundee: lg.duncan@dundee.ac.uk ; Alain Desrochers; S. Hélène Deacon; Anila Fejzo	
3	The effects of morphological instruction on vocabulary learning, reading, and spelling	John R. Kirby, Queen's University kirbyj@queensu.ca ; Cara Metzler; Peter N. Bowers	
4	Classroom practices in morphological instruction	Daniel Daigle, University of Montreal: daniel.daigle@umontreal.ca ; Julie A. Wolter Rachel Berthiaume; Noémia Ruberto	
5	DISCUSSION	DISCUSSANT: Julie Wolter, University of Montana Julie.wolter@mso.umt.edu	
Friday 10:30-12:10	Symposium: <u>The effect of feedback on reading comprehension</u>	CHAIR: Maria T. Sikkema - de Jong	Ambassador

1	Are working memory training effective in increasing reading comprehension ability?	Barbara Caretti, University of Padova: barbara.carretti@unipd.it ; Erika Borella; Cesare Cornoldi	
2	Processing formative feedback to enhance readers' deep comprehension	Eduardo Vidal-Abarca, University of Valencia: Eduardo.Vidal-Abarca@uv.es ; Ignacio Mañez	
3	Adapting text difficulty to support reading comprehension in an intelligent tutoring system	Kathryn S. McCarthy, Arizona State University Ksmccar1@asu.edu ; Amy M. Johnson; Micah Wantanabe; Danielle S. McNamara	
4	Supporting reading comprehension: A meta-analysis on when and how to provide feedback during reading	Elise K. Swart; Leiden University, e.k.swart@fsw.leidenuniv.nl ; Thijs M. J. Nielen; Maria T. Sikkema-de Jong	
5	DISCUSSION	DISCUSSANT: Danielle S. McNamara, Arizona State University: dsmcnamara1@gmail.com	
Friday 10:30-12:10	Spoken Paper: Reading in a Second Language	CHAIR: David Francis	Hall 4
1	The effect of dialogic reading paired with multi-sensory learning of Chinese characters for L2 Chinese young learners at Hong Kong kindergartens	Yan Ling Zhou, Education University of Hong Kong: ylzhouherold@gmail.com ; Jian Hong Mo; Longyin Chan; Kevin K. K. Chung; Catherine McBride	
2	Developing literacy in language-minority children: A pre-literacy intervention study in Luxembourg	Cyril Wealer, University of Luxembourg: cyrilwealer@uni.lu ; Pascale Engel de Abreu; Silke Fricke	
3	Effects of explicit English vocabulary instruction on developing Chinese ESL kindergarten children's L2 vocabulary and phonological awareness	Siu Sze (Susanna) Yeung, Education University of Hong Kong: siusze@eduhk.hk	
4	Identification of Reading and Language Disabilities in Spanish-speaking English Learners	David Francis, University of Houston: dfrancis@uh.edu ; Kristi Santi; Shiva Khalaf; Raul Rojas; Ferenc Bunta	
5	Word and pseudoword spellings in adult ESL learners: Comparisons across L1s using different scoring methods	Katherine Martin, Southern Illinois University: martinki@siu.edu	
12:10-12:40	LUNCH		Durham or Durham Gallery
Friday 12:40-2:10	POSTER SESSION III	Authors	Oxford Gallery
1	Differential vocabulary- and phonological instructions with E-storybooks to support children with weak early literacy skills	Marianne van Dijken, University Leiden: mdijken@fsw.leidenuniv.nl	
2	The development of academic vocabulary among Arabic native speaking middle school pupils: How much do they really know?	Baha Makhoul, Hebrew University, Oranim College: baham@cet.ac.il	

3	Investigating science vocabulary acquisition through a bi-factor model approach	Emily Hayden, Iowa State University: ehayden@iastate.edu ; Anupma Singh	
4	From infancy to adolescence: The longitudinal links between vocabulary, early literacy skills, oral narrative, and reading comprehension	Sebastian Suggate, University of Regensburg: sebastian.suggate@ur.de ; Elizabeth Schaughency; Helena McAnally; Elaine Reese	
5	Longitudinal effects of different aspects of morphological awareness skills on early spelling development	Ioannis Grigorakis, University of Crete: grigor2@hotmail.com ; George Manolitsis	
6	The roles of morphological awareness and rapid automatized naming (RAN) in Chinese children's reading comprehension and reading fluency: Evidence from longitudinal mediation models	Ying Zhao, Beijing Normal University: candy_psy@mail.bnu.edu.cn ; Xinchun Wu	
7	Morphological awareness skills and spelling in children with developmental language disorder: The case of derivational silent letters in French	Marie-Pier Godin, Université du Québec à Montréal: godin.marie-pier@uqam.ca ; Andréanne Gagné; Nathalie Chapleau	
8	When is a corner like corn? Morpho-orthographic segmenting skills in children who struggle with reading	Lindsay Rosenberg, University of Manitoba: rosenbe7@myumanitoba.ca ; Richard Kruk	
9	The influence of lexicon size and font characteristics on information optimization in reading: an orthographic prediction model investigation	Benjamin Gagl, Goethe University Frankfurt: gagl@psych.uni-frankfurt.de ; Simon Schug; Christian Fiebach	
10	The distinctness of and relationship among orthographic knowledge, word reading, and lexical access	Elizabeth Mackay, Dalhousie University: e.mackay@dal.ca ; Helene Deacon; Nicole Conrad	
11	The development of Brazilian Portuguese (BP) orthographic knowledge in children with reading disabilities (RD) and children with typical development (TD)	Daniela Teixeira Gonçalves, Universidade Federal de Minas Gerais: danitg6@gmail.com ; Caroline G. de Magalhães; Carolyn B. Mervis; Cláudia Cardoso-Martins	
12	Predictors of orthographic knowledge in grade 3: beyond decoding skills, what is the part of previous word-specific orthographic knowledge and sensitivity to orthographic constraints?	Carole Hanner, Université Grenoble Alpes: carole.hanner@univ-grenoble-alpes.fr ; Marie-Line Bosse; Laurent Lima; Maryse Bianco; Pascal Bressoux	
13	It takes two (languages) to make a thing go write: Dual language writing and working memory among Spanish-English Bilinguals.	Sara Ashley Smith University of South Florida: sarasmith3@usf.edu ; Jessica G. Briggs,	
14	The predictive role of working memory in Chinese reading comprehension among Hong Kong kindergarteners	Jue Pan, Education University of Hong Kong: pje_psy@hotmail.com ; Lin Dan	
15	The relationship between auditory sequence processing and language skill in children: do working memory or attention act as mediators?	Faye Smith, University of Newcastle: faye.smith@newcastle.ac.uk ; Tim Griffiths; Sukhbinder Kumar; Manon Grube	
16	Comparing reading acquisition and working memory capacity in children and adults learning to read	Rosangela Gabriel, Universidad de Santa Cruz Do Sul: rgabriel@unisc.br ; Régine Kolinsky; José Morais	

17	Longitudinal relations between working memory, inference, and reading comprehension in higher-functioning children with ASD	Nancy McIntyre, University of California, Davis: nsmcintyre@ucdavis.edu ; Ryan Grimm; Matt Zajic; Emily Solari; Peter Mundy
18	Phonological decoding and word reading accuracy in children taught by whole-language: Does instruction influence the relationship?	Alison Arrow, University of Canterbury: alison.arrow@canterbury.ac.nz ; James Chapman
19	Predicting reading and spelling achievement in French-speaking beginning readers. Specific contributions of phonological awareness and RAN.	Caroline Vander Stappen, UCL: caroline.vanderstappen@uclouvain.be ; Marie Van Reybroeck
20	Traces of spelling and reading deficits in the neural phonological network	Agnieszka Debska, Nencki Institute of Experimental Biology: a.debska@nencki.gov.pl ; Katarzyna Chyl; Gabriela Dziegiel; Agnieszka Kacprzak; Magdalena Łuniewska; Joanna Plewko; Artur Marchewka; Anna Grabowska; Katarzyna Jednoróg
21	Selective attention in reading comprehension through the quality of a summarization task: An eye tracking study	David Moreno, Universidad Autónoma de Madrid: davi_mp@msn.com ; José Antonio León; Inmaculada Escudero; Johanna K. Kaakinen
22	What do children read better? Eye movements in reading comprehension of comics and texts using a coherent/incoherent paradigm. An eye-tracking study.	Lorena Alicia Martin-Arnal, Universidad Autónoma de Madrid: lorena.martin@uam.es ; Jose A. León; Ricardo Olmos
23	Is RAN capturing the efficiency of processing multiple stimuli presented in serial fashion? Evidence from an eye-movement study.	Pamela Eberharter, University of Alberta: peberhar@ualberta.ca ; George K. Georgiou
24	Children's knowledge about the function of writing in storybooks	Molly Farry-Thorn, Washington University, St. Louis: mfarry-thorn@wustl.edu ; Rebecca Treiman
25	Longitudinal effects of an invented writing intervention in preschool on fifth grade reading comprehension	Hilde Hofslundsengen, Western Norway University of Applied Sciences: hilde.hofslundsengen@hvl.no ; Bente E. Hagtvet; Arne Lervåg
26	The role of coherence in the relationship between reading and writing of 4th grade students	Sabine Stephany, University of Cologne: sabine.stephany@uni-koeln.de
27	Executive functions and brain structural development support the growth of readers' self-correction probability	Tin Nguyen, Vanderbilt University: tin.nguyen@vanderbilt.edu ; Stephanie Del Tufo; Laurie Cutting
28	Do differences in central executive functioning explain patterns of comorbidity in DDL and dyslexia?	Katherine Hall, Coventry University: hallk9@uni.coventry.ac.uk ; Helen L. Breadmore; Julia M. Carroll

29	The effects of “Interactive repeated reading aloud program” and “executive function activity integrated into repeated reading aloud instruction” on oral comprehension and executive function performance of preschoolers	HsinYing Chien, National Taitung University: linyu8888@nttu.edu.tw	
30	Executive functioning predicts reading comprehension in Hong Kong Chinese kindergartners	Dan Lin, Education University of Hong Kong: linkoala@gmail.com ; Yingyi Liu; Huilin Sun; Hong Li; Siu-sze Yeung; Tin-Yau Wong	
31	The contribution of executive function to inference making for struggling comprehenders	Britta Bresina, University of Minnesota: b@umn.edu ; Reese Butterfuss; Kyle Wagner; Jasmine Kim; Kristen McMaster; Panayiota Kendeou	
32	English-Chinese bilingual children’s reading: Evidence for course-grain strategy preference	Jie Zhou, Univeristy of Manitoba: deepcream5@gmail.com ; Richard Kruk	
33	Task demands and teaching methods modulate lexical and semantic processing of translations for young bilinguals	Aris Terzopoulos, University of Dundee: arterzopoulos@dundee.ac.uk ; Lynne Duncan; Georgia Niolaki; Jackie Masterson	
34	What and when individual differences matter: Internal and external factors in bilingual preschooler’s English literacy development	He Sun, National Institute of Education, Nanyang Technological University: sabrinattxs@gmail.com	
35	Commercial systematic synthetic phonics programmes: A possible cause of pupils’ literacy difficulties	Jonathan Soly, Optima Psychology Ltd: info@krm-per.com	
36	Predicting readability for Dutch adolescents: The Utrecht Readability Model (U-Read)	Suzanne Kleijn, Utrecht University: s.kleijn1@uu.nl ; Henk Pander Maat; Ted Sanders	
37	Digital scaffolding to support adolescent literacy	Penelope Collins, University of California, Irvine: pennyc@uci.edu ; Mark Warschauer; George Farkas; Tamara Tate; Jenell Krishnan; Joanna Yau; Ying Xu; Yenda Prado	
38	A systematic review of text structure interventions for adolescents with LLD	Shannon Hall-Mills, Florida State University: shannon.hall-mills@cci.fsu.edu ; Leesa Marante	
39	Using quantile regression with latent variables to examine the effectiveness of an adolescent reading intervention	Eric Oslund, Middle Tennessee State University: eric.oslund@mtsu.edu ; Nathan Clemens	
40	Examining the effects of scaffolding middle school students’ self-selected book choices on summer reading practices	Lauren Capotosto, College of the Holy Cross: lcapotos@holycross.edu	
41	The impact of diglossia on word decoding and word learning in kindergarten and first grade Arabic native speaking children: A comparison between DLD and TLD children	Ola Ghawi Dakwar, Bar Ilan University: ghawi.ola4@gmail.com ; Elinor Saiegh Haddad	
42	Oral language growth of minority language learners from kindergarten to second grade in the United States	Tien Thuy Ho, University of California, Irvine: tienth@uci.edu ; Penelope Collins	

43	Teachers' use of extratextual talk before, during, and after shared-reading sessions	Tricia Zucker, UT Health Science Center: tricia.zucker@uth.tmc.edu ; Jill Pentimonti; Ryan Bowles; Sherine Tambyraja; Laura Justice	
44	Stability of reading fluency and reading comprehension difficulties from grade 2 to grade 6.	Maria Psyridou, University of Jyväskylä: maria.m.psyridou@jyu.fi ; Minna Torppa; Asko Tolvanen; Marja-Kristiina Lerkkanen; Anna-Maija Poikkeus	
45	Contributions of sight word identification vs. decoding to fluency in early first grade	Elise Spang, University of California, Davis: easpang@ucdavis.edu ; Ryan Grimm; Emily Solari; Nancy McIntyre; Alyssa Henry	
46	Early growth in word and nonword reading fluency in a transparent syllabary	Tomohiro Inoue, Seigakuin University: t_inoue@seigakuin-univ.ac.jp ; George K. Georgiou; Katsutoshi Sato; Saori Beppu; Hisao Maekawa; Rauno Parrila; Naoko Muroya	
47	An examination of parent-child use of multisensory environmental print strategies to foster emergent literacy in Australian pre-schoolers	Michelle Neumann, Griffith University: m.neumann@griffith.edu.au	
48	The relation of home literacy practices and emergent literacy skills in preschool children with hearing loss	Gabriella Reynolds, University of South Carolina: gir1@email.sc.edu ; Krystal Werfel	
49	Parent perceptions of digital technology, impact on emergent literacy	Parminder Khela, Coventry University: khelap2@uni.coventry.ac.uk ; Clare Wood; Helen L. Breadmore; Stoyan Kurtev; Jenny M. Thomson	
50	Importance of the development of emergent literacy skills and self-regulation in preschool for reading in early elementary school	Christopher Lonigan, Florida State University: lonigan@psy.fsu.edu ; Beth M. Phillips	
51	The developing pre-literacy skills of children with hearing loss	Megan Gilliver, National Acoustic Laboratories: megan.gilliver@nal.gov.au	
52	The rate of hearing screen failure among students with reading impairments	Krystal Werfel, University of South Carolina: werfel@sc.edu ; Gabriella Reynolds; Sydney Bassard	
53	Developmental reading trajectories for students with special needs	Mark Lauterbach, Brooklyn College: markl@brooklyn.cuny.edu ; Katharine Pace Miles; Francis Tabone; Ginny Dembek; Dana Murano; John Aspromonte	
54	Reading motivation and achievement in elementary school: Findings from Chilean low-performing readers	Paula Baldwin, Universidad de los Andes: pbaldwin@uandes.cl ; Pelusa Orellana; Carolina Melo	

55	Motivation to write: A conceptual review of the literature	Ana Camacho, University of Porto: anacamacho@fpce.up.pt ; Rui A. Alves; Pietro Boscolo	
56	Effects of visual complexity on reading: Modelling traditional and simplified Chinese character reading development	Li-Yun Wendy Chang, National Taiwan Normal University: skyliyun@gmail.com ; Ya-Ning Chang	
57	The development of letter-name knowledge in Norwegian 4-6-year-old children	Linda Larsen, University of Oslo: linda.larsen@isp.uio.no ; Hanne Næss Hjetland; Stefan Schaubert	
58	Visual attention resolution precision and efficiency as indicators of reading ability: A developmental study	Kerri Hildebrand, University of Manitoba: hildebk3@myumanitoba.ca ; Richard Kruk	
59	The effectiveness of online professional development in changing teacher's behavior	Lauren Barnes, Ohio State University: barnes.517@osu.edu ; Jaclyn Dynia	
60	An explanatory item response model for Grade 3 reading comprehension: The influence of child, item, and passage characteristics	Autumn McIlraith, University of Houston: autumnlorayne@gmail.com ; Yaacov Petscher; Adrea Truckenmiller; Barbara Foorman	
61	The influence of referential and causal markers on children's multiple text comprehension	Min Ping Lo, National Chung Cheng University: m61326119@yahoo.com.tw ; Chi-Shun Lien	
62	Do informal home literacy activities influence higher-level comprehension processes?	Brenda Hannon, Texas A&M University: brenda.a.hannon@gmail.com	
63	Is there a difference in comprehension between silent and oral reading?	Ralph Radach, University of Wuppertal: radach@uni-wuppertal.de ; Christian Vorstius; Albrecht Inhoff	
64	Effects of data-based individualization for students with intensive learning needs: A meta-analysis	Pyung-Gang Jung, Ewha Womans University: jungx165@gmail.com ; Kristen L. McMaster	
65	Cognitive and environmental factors in bilingual literacy acquisition	Daisy Powell, Institute of Education, University of Reading: d.a.powell@reading.ac.uk ; Tze Peng Wong	
66	A cross-sectional look at the impact of reading intervention teacher training on teachers' knowledge of literacy constructs	Melissa McMahan, MTSU: readingtherapyga@gmail.com ; Timothy Odegard	
SESSION 3 (2:10PM – 3:50PM)			
Friday 2:10-3:50	Symposium: The role of shared literacy activities in young children's language and literacy skills	CHAIR: Roel van Steensel	Oxford Suite
1	More than words: Narrator engagement during storytelling increases children's word learning and on-task behaviour	Jan Lenhart, University of Wuerzburg: jan.lenhart@uni-wuerzburg.de ; Klaus Lingel; Wolfgang Lenhard; Enni Vaahtoranta; Sebastian Suggate	

2	Scaffolding parent-child inferencing during shared reading with in-text interaction suggestions	Roel van Steensel, Free University Amsterdam, Erasmus University Rotterdam: vansteensel@essb.eur.nl ; Lesya Ganushchak; Stephanie Wassenburg; Eke Krijnen; Bjorn de Koning	
3	Code and meaning focused parent-child interaction during a literacy activity and degrees of decontextualization: Associations with children's emergent literacy outcomes	Eke Krijnen, Erasmus University Rotterdam krijnen@essb.eur.nl ; Roel van Steensel; Marieke Meeuwisse; Sabine Severiens	
4	Differential effects of parent tutors? Evidence from a Swiss Paired Reading intervention study at Grade 3	Caroline Villiger, University of Teacher Training Caroline.Villiger@phbern.ch ; Silke Hauri; Annette Tettenborn; Isabelle Hugener; Catherine Nöpflin	
5	DISCUSSION	DISCUSSANT: Monique Sénéchal, Carleton University: monique.@carleton.ca	
Friday 2:10-3:50	Spoken Papers: Scalable Interventions	CHAIR: Carol McDonald Connor	Cambridge
1	Benefits of an early literacy intervention for monolingual versus bilingual learners with specific language and/or literacy impairments	John Everatt, University of Canterbury: john.everatt@canterbury.ac.nz ; Joel Chang; Dina Ocampo; Brigid McNeill	
2	Bringing your reading research to practice at scale	Joseph Connor, Learning Ovations Inc.: jcrubicon@gmail.com	
3	Talking in class? Talking predicts students' reading gains	Carol McDonald Connor, University of California Irvine: connorcm@uci.edu ; Benjamin Kelcey; Nicole Sparapani; Yaacov Petscher; Sarah W. Siegal; Ashley Adams; Jin Young Want; Joanne F. Carlisle	
4	An evaluation of a teaching-assistent led reading intervention for 5-6 yr-olds in the UK	Janet Vousden, Coventry University: janet.vousden@coventry.ac.uk ; Clare Wood; Rob Savage; Sandra McNally; Jeni Ruiz-Valenzuela; Helen Johnson; Sam Waldron; Sabrina Ammi; Rosa Kwok; Claire Pillinger	
5	Experimental impacts of a large-scale shared book reading intervention on children's vocabulary development and parental literacy beliefs	Si Chen, Harvard University: si_chen1@mail.harvard.edu ; Catherine E. Snow	
Friday 2:10-3:50	Symposium: Learning to read Arabic in non-Arabic speaking environments: Linguistic, orthographic and psycho-social factors	CHAIR: Alexandra Gottardo	Clarence
1	Learning to read Urdu (L1) in Nastaliq script in Pakistan and in Arabic script in Canada	Amna Mirza, Wilfrid Laurier University: mirz5320@mylaurier.ca ; Alexandra Gottardo	

2	The development of a standardized measure of orthographic processing in Arabic	Lisa Fitton, Florida State University: lisa.11.fitton@gmail.com ; Sana Tibi; Autumn L. McIlraith	
3	Discourse skills and reading outcomes in Arabic-English bilingual children	Redab Al Janaideh, OISE/ University of Toronto: ready.aljanaideh@mailutoronto.ca ; Patricia Cleave; Anna Yamashita; Xi Chen	
4	Specific needs in literacy and language learning of refugee children: A comparison of Germany and Canada	Anna Yamashita, OISE/University of Toronto: anna.yamashita@mailutoronto.ca ; Redab Al Janaideh; Katrin Lindner; Xi Chen	
5	DISCUSSION	DISCUSSANT: Elinor Saiegh-Haddad, Bar-Ilan University: elinorhaddad@gmail.com	
Friday 2:10-3:50	Symposium: <u>Reading ability and disability in context</u>	CHAIR: Rick Wagner	Ambassador
1	Using model-based meta-analysis to generate data for developing a dyslexia risk calculator	Richard Wagner, Florida State University: rkwagner@psy.fsu.edu ; Chris Schatschneider; Hugh Catts; Jessica Ribiero; Fotena Zirps	
2	Domain general skills and reading	Paul Cirino, University of Houston: pcirino@uh.edu	
3	Exploring the role of phonological awareness and attention as mediators of the statistical learning-word reading relationship in developing readers	Don Compton, Florida Center for Reading Research: compton@fcrr.org ; Laura Steacy; Yaacov Petscher; Jay Rueckl; Stephen Frost; Ken Pugh	
4	Learning disorders and other developmental disorders: A comorbidity analysis	Elena Grigorenko, University of Houston elena.grigorenko@yale.edu	
5	DISCUSSION	DISCUSSANT: Richard Olson, University of Colorado, Boulder: richard.olson@colorado.edu	
Friday 2:10-3:50	Symposium: <u>Lexical and referential processing in Mandarin: Linguistic, cognitive and developmental factors</u>	CHAIR: Xiaomei Qiao	Hall 4
1	How is Chinese reading affected by the violation of Gricean Maxims?	Shiyu Wu Shanghai, Jiaotong University: shiyuw@sjtu.edu.cn ; Zheng Ma	
2	Phonetic radicals in Mandarin might be processed differently from semantic radicals: Evidence from the two-alternative forced choice task	Xiaomei Qiao, Shanghai University of Finance & Economics: xqiao@mail.shufe.edu.cn ; Xinwen Zhang; Ying Tao	
3	Literature reading improves pronoun resolution in counterfactual world: Evidence from Event-related Potentials	Xiaodong Xu Nanjing, Normal University: 412alix@gmail.com ; Haoyun Dai	
4	The early child acquisition of scalar implicature: A study from the perspective of modality	Li Fan, Beijing Forestry University: fansong_cn@yahoo.com ; Chen Ning; Gang Song	

5	DISCUSSION	DISCUSSANT: Ping Zhang, South China Normal University	
3:50-4:10	COFFEE BREAK		Durham or Durahm Gallery
4:10-5:30	Awards Presentation Distinguished Scientific Contributor Award Address - Reflections on the Science of Reading Instruction (Joanna Williams)		Oxford Gallery
6:30	CONFERENCE DINNER – meet in hotel lobby at 6:30pm or be at the Royal Pavilion by 7:00pm		Royal Pavilion
SATURDAY, JULY 21, 2018			
7:15-8:30	BREAKFAST		Durham or Durahm Gallery
SESSION 1 (08:30AM – 10:10AM)			
Saturday 8:30 - 10:10	Symposium: <u>Oral language contributions to reading comprehension in Spanish speakers</u>	CHAIR: Katherine Strasser	Oxford Suite
1	Kindergarten oral language predicts third grade reading comprehension over and above cognitive and decoding measures	Katherine Strasser, Pontificia Universidad Católica de Chile: kstrasse@uc.cl ; Vivian Singer	
2	The contribution of listening comprehension of narrative and expository texts to early reading comprehension	Macarena Silva, CIAE Universidad de Chile: macarena.silva@ciae.uchile.cl	
3	Science and literacy intervention with 4th Chilean graders: academic language, academic vocabulary, reading comprehension, fluency and science learning	Alejandra Meneses, Pontificia Universidad Católica de Chile: amenesea@uc.cl ; Maximiliano Montenegro; Marcela Ruiz; Nicolás Bedrossian	
4	The impact of linguistic skills on RC among Chilean schoolers with SLI	Quezada Camilo, Universidad de Chile: carmenjuliacoloma@uchile.cl ; Carmen Julia Coloma; Zulema de Barbieri	
5	Early language and literacy and home literacy environment contributions to text comprehension in 2nd and 4th grades in Chilean children from low-SES households	Susana Mendive, Pontificia Universidad Católica de Chile: smendive@uc.cl ; Jose Pezoa; Daniela Aldoney; Elisa Torres	
Saturday 8:30 - 10:10	Symposium: <u>How do children understand texts in their second language: Sentence level, schooling, and societal factors</u>	CHAIR: Xi Chen	Cambridge
1	Early reading comprehension in first and second language readers of Dutch	Liza van den Bosch, Radboud University: L.vandenBosch@pwo.ru.nl ; Eliane Segers; Ludo Verhoeven	

2	Learning to read in a second language: The role of syntactic awareness in the reading development of children in French immersion	Tamara Duncan, Dalhousie University: T.SorensonDuncan@dal.ca ; Juwairia Sohail; Xi Chen; Hélène Deacon	
3	Cross-language transfer of syntactic awareness in French immersion children	Diana Burchell, University of Toronto: diana.burchell@mail.utoronto.ca ; Catherine Mimeau; Hélène Deacon; Xi Chen	
4	Education as the great equalizer: Some good news for a change	Alexandra Gottardo, Wilfrid Laurier University: alexandra.gottardo@gmail.com ; Aline Ferreira; John Schwieter	
5	DISCUSSION	DISCUSSANT: Hélène Deacon, Dalhousie University: helene.deacon@dal.ca	
Saturday 8:30 - 10:10	Spoken Papers: Emotion and motivation in reading	CHAIR: James Kim	Clarence
1	Emergent reading skills, interest, and sense of competence: Development of a new measure of early reading motivation	Kimberley Tsujimoto, University of Toronto: kimberley.tsujimoto@mail.utoronto.ca ; Jan C. Frijters; Joan Bosson-Heenan; Jeffrey R. Gruen	
2	Dimensions of reading motivation and how they relate to reading comprehension and writing in Chinese	Xi Chen, Florida State University: xchenbumgardner@gmail.com ; Poh Wee Koh; Yu-Min Ku	
3	The enduring effects of pleasure and difficulties in elementary school reading on university students' reading achievement and academic success.	Jamie Metsala, Mount Saint Vincent University jamie.metsala@msvu.ca ; Rauno Parrila; Hélène Deacon	
4	Reading motivation in Chinese elementary grade students	Pui-sze Yeung, University of Hong Kong: patcyy@hku.hk ; Connie Suk-han Ho; David Wai-ock Chan; Kevin Kien-hoa Chung	
5	Effects of an engagement-focused literacy approach with embedded science content on elementary students' concept knowledge, reading motivation and engagement, and expository writing	James Kim, Harvard University: james_kim@gse.harvard.edu ; Mary A. Burkhauser; Laura Mesite; Margaret Troyer	
Saturday 8:30 -10:10	Symposium: Advances in digital storybook design and application in early literacy	CHAIR: Karen Burstein	Ambassador
1	Towards new forms of interactivity in digital storybooks	Adriana Bus, University Amsterdam: a.g.bus@vu.nl ; Rosalie Anstadt	
2	The impact of reading an e-book with a dictionary on word learning: Comparison between kindergartners with and without SLI	Ofra Korat, Bar-Ilan University: ofra.korat@biu.ac.il ; Tzlil Graister ; Carmit Altman	

3	Quick, incidental word learning in educational media: All contexts are not equal for low-income children	Susan B. Neuman, New York University: sbneuman@nyu.edu ; Kevin Wong; Rachel Flynn; Tanya Kaefer	
4	The potential of digital reading settings for preschoolers' story comprehension and enjoyment	Kathleen Roskos, John Carroll University: roskos@jcu.edu ; Karen Burstein	
5	Preschoolers' book creation: Comparison of digital vs. paper and pencil writing	Renee Casbergue, Louisiana State University: rcasberg@lsu.edu ; Julie Parish; Kim Skinner	
Saturday 8:30 - 10:10	Symposium: <u>New approaches to understanding how (and when) morphological skills influence literacy</u>	CHAIR: Helen Breadmore	Hall 4
1	Morphological awareness in children with poor comprehension skills: effects of age, task and morphology type	Nicola Currie, Lancaster University: n.currie@lancaster.ac.uk ; Emma James; Xiuli Tong; Kate Cain	
2	Clarifying links to literacy: Does morphological awareness predict gains in children's word reading skills?	Kyle Levesque, Dalhousie University: kyle.levesque@dal.ca ; Michael J. Kieffer; S. Hélène Deacon	
3	Mechanisms of morphological decomposition: A developmental perspective	Nicola Dawson, Royal Holloway, University of London: nicola.dawson.2015@live.rhul.ac.uk ; Kathleen Rastle; Jessie Ricketts	
4	When and how children use morphemes in spelling and copying	Helen Breadmore, Coventry University: helen.breadmore@coventry.ac.uk ; S. Hélène Deacon	
5	Training in morphological structure versus word meaning: Effects on spelling in third and fifth grade children	Laura Gonnerman, McGill University: laura.gonnerman@mcgill.ca ; Katherine Hill; Kendall Kolne; Robert Savage; S. Hélène Deacon	
10:10-10:30	COFFEE BREAK		Durham or Durham Gallery
SESSION 2 (10:30AM - 12:10PM)			
Saturday 10:30-12:10	Symposium: <u>Orthographic learning: Who, what, when, where and how?</u>	CHAIR: Rebecca Tucker	Oxford Suite
1	Orthographic learning in beginning readers: What do they learn and do they transfer that learning to related complex words?	Rebecca Tucker, Dalhousie University: rebecca.tucker@dal.ca ; S. Hélène Deacon	
2	The roles of phonological recoding, context and writing practice in orthographic learning in Chinese	Yixun (Annie) Li, University of Maryland, College Park: yixunli@umd.edu ; Hong Li; Min Wang	
3	Orthographic learning in Chinese: a role for semantic decoding?	Luan Li, Macquarie University: luan.li@hdr.mq.edu.au ; Hua-Chen Wang; Anne Castles; Miao-Ling Hsieh; Eva Marinus	

4	Awareness of orthographic regularities facilitates learning to read and spell new words	Nicole Conrad, Saint Mary's University: nicole.conrad@smu.ca ; Alexandra Hallett; S. Hélène Deacon	
5	DISCUSSION	DISCUSSANT: Victor van Daal, Edge Hill University: vandaalv@edgehill.ac.uk	
Saturday 10:30-12:10	Symposium: <u>Unpacking the diverse factors that contribute to second language reading</u>	CHAIR: Miao Li	Cambridge
1	Working memory measures that predict vocabulary development in monolingual and ELL school children	Yueming Xi, University of Toronto: y.xi@mailutoronto.ca ; Esther Geva	
2	What is phonological awareness in L2?	Elinor Saiegh-Haddad, Bar-Ilan University: Elinor.Saiegh-Haddad@biu.ac.il	
3	The componential model of reading in English Language Learners	Miao Li, University of Houston: mli33@central.uh.edu ; Esther Geva; Becky Chen; Alexandar Gottardo; PohWee Koh; Michelle Huo	
4	Effects of home literacy environment on reading comprehension in English Learners: Multiple mediator analysis	Jackie Eunjung Relyea, University of Houston: jereleya@uh.edu , Jie Zhang; Yu Liu	
5	DISCUSSION	DISCUSSANT: William Nagy, Seattle Pacific University: wnagy@spu.edu	
Saturday 10:30-12:10	Spoken Papers: Morphology	CHAIR: George Manolitsis	Clarence
1	<u>A report of main theoretical issues and findings about the acquisition of inflectional morphology in writing by children</u>	Catherine Maynard, Université de Montréal: catherine.maynard@umontreal.ca ; Catherine Brissaud; Françoise Armand	
2	<u>Effectiveness of a morphological intervention for children with reading and spelling difficulties</u>	Danielle Colenbrander, University of Bristol: danielle.colenbrander@gmail.com ; Liam Parsons; Shawna Murphy; Queenie Hon; Jeffrey Bowers; Colin Davis	
3	<u>Long-term effects of early morphological awareness instruction on reading and spelling skills</u>	George Manolitsis, University of Crete: gmanolitsis@edc.uoc.gr ; Alkistis Kyriakou; George K. Georgiou	
4	<u>How does morphological awareness benefit reading comprehension in Spanish children? Evidence from path analysis</u>	María Josefina D'Alessio, University of Buenos Aires: m.j.dalessio@gmail.com ; Virginia I. Jaichenco; Maximiliano A. Wilson	
5	<u>Morphological and contextual cues in L1 and L2 lexical inferencing</u>	Henriette Raudszus, Radboud University: h.raudszus@bsi.ru.nl ; Eliane Segers; Ludo Verhoeven	
Saturday 10:30-12:10	Symposium: <u>International perspective of Peer Assisted Learning Strategies</u>	CHAIR: Emma Vardy	Ambassador

1	Research on kindergarten Peer-Assisted Learning Strategies (K-PALS) in Iceland	Anna-Lind Pétursdóttir, University of Iceland: annalind@hi.is	
2	Evaluation of Grade 2-6 PALS with Year 5 pupils in the UK	Emma Vardy, Coventry University: emma.vardy@coventry.ac.uk	
3	Peer-Assisted Learning Strategies (PALS) for Chinese-speaking students: Effectiveness and nonresponders	Shu-Hsuan (Linda) Kung, National Tsing Hua University: shkung@mail.nd.nthu.edu.tw	
4	Building Arabic reading skills: Feasibility of Peer-Assisted Learning Strategies	Stephanie Al Otaiba, Southern Methodist University: salotaiba@smu.edu ; Reem Al Ghanem	
5	DISCUSSION	DISCUSSANT: Kristen McMaster, University of Minnesota: mcmas004@umn.edu	
Saturday 10:30-12:10	Symposium: Examining causal hypotheses in language and reading using longitudinal studies and interventions	CHAIR: Monica Melby-Lervåg	Hall 4
1	Investigating the causes of reading disorders in children at family-risk of dyslexia	Margaret Snowling, University of Oxford maggie.snowling@sjc.ox.ac.uk ; Charles Hulme, Welcome Language and Reading Project Team	
2	Do language comprehension interventions produce gains on standardized measures of language and reading comprehension? A Campbell collaboration systematic review	Lervåg Arne, University of Oslo: a.o.lervag@iped.uio.no ; Kristin Rogde; Åste Mjelve Hagen ; Monica Melby-Lervåg	
3	A randomized controlled trial to investigate the causes and correlates of poor reading in an isolated population	Carol Mesa, University of Oxford: carol.mesa@psy.ox.ac.uk ; Margaret J Snowling; Charles Hulme; Dianne Newbury; the CLARA team	
4	Disentangling the causes of language comprehension gains using latent mediation models	Monica Melby-Lervåg, University of Oslo: monica.melby-lervag@isp.uio.no ; Åste Mjelve Hagen; Arne Lervåg	
5	DISCUSSION	DISCUSSANT: Charles Hulme, University of Oxford: charles.hulme@education.ox.ac.uk	
12:10 -12.40	LUNCH		Durham or Durahm Gallery
12:40-2:10	POSTER SESSION IV	Authors	Oxford Gallery
1	A novel electronic measure of productive multi-word vocabulary knowledge for L2 English learners	Jessica Briggs, University of Oxford: jess.briggs@education.ox.ac.uk ; Sara A. Smith	
2	Development of a corpus-based Spanish vocabulary assessment with randomized distractors.	Pelusa Orellana, Universidad de los Andes: porellan@uandes.cl ; Maria Francisca Valenzuela, Melody Kung; Kattia Muñoz	
3	An intervention to improve adolescent EL vocabulary acquisition	Collin Olson, Middle Tennessee State University: collinsolson@gmail.com ; Amy Elleman; Eric Oslund	

4	Self-teaching vs. others-teaching: Does measuring orthographic learning process via dynamic decoding assessment help with early prediction of word reading difficulties?	Eunsoo Cho, Michigan State University: escho@msu.edu ; Donald D. Compton	
5	Transactional relations among working memory, cognitive flexibility, and reading ability for language-minority and monolingual students: A cross-lagged path analysis	Melody Kung, mkung@purdue.edu ; Jackie Eunjung Relyea	
6	Monitoring information during reading: Investigating the role of working memory in a dual-task paradigm	Amy de Bruïne, Leiden University: a.de.bruine@fsw.leidenuniv.nl ; Dietsje Jolles; Paul van den Broek	
7	Phonological awareness and working memory are better predictors of poor English learners than prosodic awareness	Wei-Lun Chung, National Pingtung University: weilun.chung@gmail.com	
8	Neural correlates of integration during reading: influence of context information and background knowledge on integration processes and subsequent memory	Marloes van Moort, Leiden University: m.lvan.moort@fsw.leidenuniv.nl ; Dietsje Jolles; Arnout Koornneef; Paul van den Broek	
9	The effect of working memory, sustained attention, and verbal abilities on explanation-based inference making in expository text	Juan Pablo Barreyro, University of Buenos Aires: jpbarreyro@gmail.com ; Irene Injoque-Ricle; Jesica Formoso; Debora Burín	
10	Negative affect and academic performance: the mediation role of working memory and protective psychological resources	Enrica Donolato, Padova (Italy): enrica.donolato@gmail.com ; David Giofrè; Irene C. Mammarella	
11	An analysis of the performance of Reading Recovery students on a phonics screening check	Sinead Harmey, UCL Institute of Education: s.harmey@ucl.ac.uk ; Jake Anders	
12	Meanings within meanings: Skilled readers activate the meanings of phonetic cues in Chinese	Matt Cooper Borkenhagen, UW-Madison: cooperborken@wisc.edu ; Tianlin Wang; Mark Seidenberg	
13	Visual Attention Span performance in German-speaking children with differential reading and spelling profiles: No evidence of group differences	Chiara Banfi, Karl Franzes University: banfi.chiara8@gmail.com ; Karin Landerl	
14	Lexical reading among good and poor readers with different spelling profiles	Karin Landerl, University of Graz: karin.landerl@uni-graz.at ; Melanie Gangl; Kristina Moll	
15	Spelling with DLD: A cross-linguistic analysis of the spelling errors produced by French and English students at the end of primary school	Nelly Joye, UCL Institute of Education: nelly.joye.14@ucl.ac.uk ; Julie Dockrell; Chloe Marshall; Laurie Brunet ; Lucie Broc	
16	Reading interventions for students with or at-risk of attention deficit/hyperactivity disorder: A systematic review	Alicia Stewart, University of Texas at Austin: alicia.stewart@utexas.edu ; Christy R. Austin	

17	The origin of the centrality deficit in individuals with attention deficit hyperactivity disorder	Meni Yeari, Bar-Ilan University: myeari@gmail.com ; Lee Schifer; Rachel Schiff; Eli Vakil	
18	Reading, writing, and also arithmetic: The relationship between attention and broader academic success	Jane McClure, Brock University: janemcclure02@gmail.com ; Jan C. Frijters; Joan Bosson-Heenan; Jeffrey R. Gruen	
19	Reading interventions for students with problem behaviors or attention deficit/ hyperactivity: A synthesis of the literature	Grant Goble, University of Denver: grant.goble@du.edu ; Taryn Robertson; Garrett J. Roberts; Justin D. Garwood; John McKenna	
20	Use of prosodic cues is impaired in poor comprehenders	Nicole Landi, University of Connecticut: nicole.landi@yale.edu ; Lianne Kaswer; Kayleigh Ryherd; Julie A. Van Dyke; Jelena Krivokapic; Mara Breen	
21	Understanding prosodic awareness in school-age children's reading.	Jessica S. Chan, Queen's University: jessica.chan@queensu.ca ; Lesly Wade-Woolley; John R. Kirby	
22	Prosodic sensitivity and Hangul word reading and writing among Korean kindergartners	Jeung-Ryeul Cho, Kyungnam University: jrcho@kyungnam.ac.kr ; Yeri Gu	
23	Punctuation and prosody in children	Lesly Wade-Woolley, University of South Carolina: wadewool@sc.edu ; Lindsay Heggie	
24	Neuromyths in the classroom	Ann-Kathrin Hennes, University of Cologne: ann-kathrin.hennes@uni-koeln.de ; Barbara Maria Schmidt; Julia Nowak; Alfred Schabmann	
25	Neural activity differences between average readers and dyslexics during reading tasks	Noor Al Dahhan, Queen's University: noor.aldahhan@queensu.ca ; John R. Kirby; Donald C. Brien; Rina Gupta; Allyson Harrison; Douglas P. Munoz	
26	Neural systems supporting typical and atypical reading – separating developmental processes from dyslexia specific effects	Katarzyna Chyl, Nencki Institute of Experimental Biology: k.chyl@nencki.gov.pl ; Agnieszka Dębska; Magdalena Łuniewska; Katarzyna Jednoróg	
27	Investigation of magno- and parvo-cellular pathways in developmental dyslexia	Chiara Andreola, IRCCS Eugenio Medea: chiara.andreola.ca@gmail.com ; Sara Mascheretti, Denis Peruzzo; Vittoria Trezzi; Andrea Nordio; Cecilia Marino; Filippo Arrigoni	
28	Reading achievement in children following left or right hemispherectomy	Joanna Christodoulou, MGH Institute of Health Professions: joanna22c@gmail.com ; Kelly Halverson; Olivia Meegoda; Heather Beckius; Andrea Imhof; Stella deBode; Tami Katzir	

29	Bilingualism enhances cortical specialization for language	Rebecca Marks, University of Michigan: marksre@umich.edu ; Maria M. Arredondo; Myriam Oliver; Yuuko Uchikoshi; Fumiko Hoeft; Ioulia Kovelman	
30	Examining the role of second language reading instruction on English word reading: A study on young native English speakers in dual immersion programs	Lu Yang, University of California, Davis: luuyang@ucdavis.edu ; Fumiko Hoeft; Loulia Kovelman; Yuuko Uchikoshi	
31	Key characteristics of an early literacy intervention for students with intellectual and developmental disabilities	Carlin Conner, Southern Methodist University: carlinc@smu.edu ; Kristi Baker	
32	iPad-based assessments of early literacy skills	David Neumann, Griffith University: d.neumann@griffith.edu.au ; Michelle Neumann	
33	Predicting reading comprehension in children with different types of reading disorders	Hope Lancaster, Arizona State University: hope.lancaster@asu.edu ; Jing Li; Shelley Gray	
34	The longitudinal contribution of broad metacognition versus theory of mind in early listening comprehension	Sophie Jackson, Roehampton University: jacksons1@roehampton.ac.uk ; Lance Slade; Samantha McCormick; Joe Levy	
35	Exploring the component processes of children's reading comprehension across grades	Chi-Shun Lien, National Chung Cheng University: cshlien@ccu.edu.tw	
36	Developing a comprehension instruction observation rubric	Laura A. Moylan, Boise State University: lauramoylan@boisestate.edu ; Evelyn Johnson	
37	Measuring rates of growth in syntactic knowledge and reading comprehension skills among English Learners and their peers	Alison Mitchell, Lexia Learning: amitchell@lexialearning.com ; Raffaella Wolf	
38	Dynamic computerized-adaptive assessment of reading processes: Incremental validity on text comprehension.	Juan-José Navarro, Universidad de Zaragoza/ Universidad Autónoma de Chile: jjnh@unizar.es ; Isabel Rodríguez; Claudia Sánchez-Gutiérrez; Eduardo Guzmán; Ricardo Conejo; Catalina Mourgues	
39	The impact of differentiated silent reading instruction targeting comprehension and efficiency in grades 4 and 5	Kristin M. Gehsmann, East Carolina University: kgehsmann@smcvt.edu ; Alexandra N. Spichtig; Jeffrey Pascoe; John D. Ferrara; Elias Tousley	
40	Visual search and reading comprehension in Chinese children: Word detection skill as a mediator	Phil Duo Liu, Education University of Hong Kong: duoliu@eduhk.hk ; Xi Chen	
41	Early emerging, slow mapping? Comprehension of conjunction clauses that involve unfamiliar event ordering in different types of readers	Shih-Yuan Liang, Vanderbilt University: naclten@gmail.com ; Amy Elleman; C. Melanie Schuele	
42	Easier in hindsight: Profiles of Filipino beginning readers and non-readers	Katrina May Dulay, Chinese University of Hong Kong: kay.dulay@gmail.com ; Sum Kwing Cheung; Catherine McBride	

43	Comparative study on type and function of gesture among Korean and Japanese children	Somin Park, Yonsei University: park.2615@buckeyemailosu.edu ; Myung sun Kim	
44	Investigating the automation of syllable use during reading acquisition in French	Ophélie Lucas, Université Clermont Auvergne: ophelie.lucas@etu.uca.fr ; Virginie Loiseau; Norbert Maionchi-Pino	
45	Prevalence and subgroups of poor readers in Korean school-aged children	Hyojin Yoon, Chosun University: hjyoon0714@gmail.com ; Mibae Kim; Ahyoung Seol; Soyeong Pae	
46	How many children do Arab children read in a minute? Evidence from a CBM study in two Arab Countries	Mahmoud Emam, Sultan Qaboos University: memam@squ.edu.om ; Asma Abudulla Al Attiyah	
47	Categorical perception of Chinese characters by simplified and traditional Chinese readers	Ruoxiao Yang, Hong Kong Shue Yan University: ruoxiaoyang@gmail.com	
48	The role of ICT resources, use, and attitudes in Dutch PISA-2015 digitally assessed reading literacy	Joyce Gubbels, National Center for Language Education: j.gubbels@expertisecentrumnederlands.nl ; Nicole M. Swart; Margriet A. Groen	
49	Evidence-based practices to stimulate literacy skills in G1: A large scale study	Jean Ecalte, Lab EMC -Univ Lyon: ecalle.jean@wanadoo.fr ; Laurent Cros; Annie Magnan	
50	Parental literacy disabilities: Relation to child's reading performance across cultures.	Nicole Banach, Brock University: nb13zp@brocku.ca ; Jan C. Frijters; Melissa Nichol; Jeffrey R. Gruen; Joan Bosson- Heenan	
51	The influence of sound on semantics: An ERP and pupillometry study.	Ciara Egan, Bangor University: c.egan@bangor.ac.uk ; Filipe Cristino; Guillaume Thierry; Manon Jones	
52	Valence, arousal and reading anxiety in children's processing of emotion words	Yaling Hsiao, University of Oxford: yaling.hsiao@psy.ox.ac.uk ; Rachel Maddox; Megan Bird; Kate Nation	
53	Mind the gap: Increased inter-letter spacing as a means of improving reading performance	Tami Katzir, University of Haifa: katzirta@gmail.com ; Shahar Dotan,	
54	Familial risk and environmental protective factors of literacy skill: A multifactorial perspective	Zahra Esmaeeli, National Reading Centre, Centre for Reading Education and Reading Research, University of Stavanger: zahra.esmaeeli@uis.no ; Kjersti Lundetræ	
55	Initial validation evidence for the Decoding System Measure (DSyM): A measure of decoding difficulty.	Neena Saha, Vanderbilt University: neena.m.saha@vanderbilt.edu ; Stephen Bailey; Laurie Cutting	

56	Dynamic assessment of early reading acquisition difficulties with serious gaming	Ben Maassen, University of Groningen: b.a.m.maassen@rug.nl ; Toivo Glatz; Elisabeth Borleffs; Wim Tops	
57	Examining students' identification of relations across multiple texts	Alexandra List, Penn State University: azl261@psu.edu	
58	Synchronization ability in rhythm reproduction indicates stronger reading abilities in children	Melissa Nichol, Brock University: mnichol@brocku.ca ; Emily Guertin; Jan C. Frijters; Joan Bosson-Heenan; Jeffrey R. Gruen	
59	Is statistical learning related to reading ability, and if so, why?	Xenia Schmalz, University of Munich: xenia.schmalz@gmail.com ; Kristina Moll; Claudio Mulatti; Gerd Schulte-Körne	
SESSION 3 (2:10PM – 3:50PM)			
Saturday 2:10-3:50	Symposium: Investigations into language and literacy knowledge in early childhood educators: Theory, measurement and recent findings	CHAIR: Beth Phillips	Oxford Suite
1	What do preschool teachers know about language and how to teach it? Development and initial validation of a new measure	Beth Phillips, Florida State University: bphillips@fcrr.org ; Felesa Oliver	
2	Associations between early childhood educators' knowledge and children's emergent literacy outcomes	Shayne Piasta, Ohio State University: Piasta.1@osu.edu ; Michelle Park; Kristin Farley; Laura Justice; Ann O'Connell	
3	Does vocabulary-focused professional development increase preschool teachers' knowledge about vocabulary instruction? Evidence from the story talk model	Annemarie Hindman, Temple University: ahindman@temple.edu ; Barbara Wasik	
4	Beyond defining: How preschool teachers report thinking about supporting vocabulary in their enacted practice	Julie Dwyer, Boston University: dwyerj@bu.edu ; Rachel Schachter	
5	DISCUSSION	DISCUSSANT: R. Malatesha Joshi, Texas A&M University: mjoshi@tamu.edu	
Saturday 2:10-3:50	Symposium: Implementing RTI to improve reading outcomes in Spanish in Spain, Chile, and Argentina: challenges and model adaptations	CHAIR: Doris L. Baker	Cambridge
1	Examining the effects of the strategies Spanish-speakers use to decode Pseudowords in Spanish within an RTI model	Patricia Crespo, Universidad de La Laguna: pcrespo@ulles ; Doris Luft Baker; Cristina Rodriguez; Juan E. Jiménez; Juan A. Cabrera	
2	The impact of a tier 2 vocabulary intervention on the reading comprehension of 4th grade students in Chile	Camila Zúñiga, Universidad Católica del Maule camila.paz.z.p@gmail.com ; Maribel Granada Azcarraga	

3	Development of a software tool to screen students for reading disabilities in Argentina	Rufina Pearson, Grupo JEL Argentina: rufinapearson@gmail.com ; Josefina Pearson; Magdalena Magrane; Ana Sanchez Negrete	
4	A multiple risk factor perspective and prediction of literacy acquisition and learning difficulties of Spanish children ages 3-6	Juan Luque Universidad de Málaga juan.luque@uma.es ; A. Giménez; P. Lopez-Perez; P. Lopez Zamora; M. Milani; J. Munilla; A. Sanchez	
5	DISCUSSION	DISCUSSANT: Doris L. Baker, Southern Methodist University: dluftdebaker@smu.edu	
Saturday 2:10-3:50	Symposium <u>Methods for disentangling complexities in reading interventions</u>	CHAIR: Lee Branum-Martin	Clarence
1	Modeling fleeting and persisting treatment effects from randomized intervention studies	Jamie Quinn, Florida Center for Reading Research jquinn@fcr.org ; Jessica Logan	
2	Don't be mean: Treatment may affect more than just the average	Yusra Ahmed, University of Houston: yusra.ahmed@times.uh.edu ; David Francis; Jeremy Miciak; Pat Taylor	
3	Measuring treatment impact across different outcomes, settings, and designs	Lee Branum-Martin, Georgia State University BranumMartin@gsu.edu ; Congying Sun; Beth Calhoon	
4	Methods for combining outcomes to generate multivariate estimates of intervention response	Jan C. Frijters, Brock University jan.frijters@brocku.ca ; Maureen W. Lovett; Lee Branum-Martin; Robin D. Morris	
5	Expanding notions of causality with quantile treatment effects	Yaacov Petscher, Florida Center for Reading Research: ypetscher@fcr.org	
Saturday 2:10-3:50	Symposium: <u>Neuroimaging the typical and atypical development of reading over time</u>	CHAIR: Mary A. Roe	Ambassador
1	Longitudinal changes in the reading network depend on age and skill	Jeci Younger, Vanderbilt University: jrwise@utexas.edu ; James Booth	
2	Longitudinal changes in brain connectivity during reading development	Laurie Cutting, Vanderbilt University: laurie.cutting@vanderbilt.edu	
3	Executive control engagement before and after intervention in struggling readers	Mary A. Roe, University of Texas, Austin: maroe@utexas.edu ; Tehila Nugiel; Jessica Church	
4	Baseline cortical thickness in frontal regions characterizes future responders to reading intervention	Jenifer Juranek, University of Texas: Jenifer.Juranek@uth.tmc.edu ; Victoria Williams; W. Pat Taylor; Jessica Church; Jack Fletcher	
5	DISCUSSION	DISCUSSANT Jessica Church, University of Texas, Austin: church@austin.utexas.edu	
Saturday 2:10-3:50	Symposium: <u>Writing development from preschool to third grade: Critical skills and contexts</u>	CHAIR: Hope Gerde	Hall 4

1	Early composing development: Longitudinal predictions of performance on multiple tasks	Margaret Quinn, University of Tennessee, Knoxville: mquinn10@utk.edu ; Gary Bingham	
2	The emergent writing ability of preschool children considered at-risk for later literacy difficulties	Leiah Groom, Ohio State University: groom.33@buckeyemailosu.edu ; Shayne Piasta; Hope Gerde; Jessica Logan; Cynthia Zettler-Greenley; Laura Bailet	
3	Longitudinal associations between self-regulation and early writing	Cynthia Puranik, Georgia State University: cpuranik@gsu.edu ; Yaacov Petscher	
4	Dig vs. jig: Do young children spell by analogy?	Laura Tortorelli, Michigan State University: ltort@msu.edu ; Lori Bruner	
5	Promoting early literacy in Hebrew using a computerized writing game: The unique contribution of auditory and visual digital aids	Dorit Aram, Tel Aviv University: dorita@post.tau.ac.il ; Adi Elimelech	
3:50-4:10	COFFEE BREAK		Durham or Durahm Gallery
SESSION 4 (4:10PM – 5:50PM)			
Saturday 4:10-5:50	Symposium: <u>Understanding the association between poor reading and emotional health</u>	CHAIR: Genevieve McArthur	Oxford Suite
1	Poor reading and poor emotional health: Correlates and comorbidity	Genevieve McArthur, Macquarie University: genevieve.mcarthur@mq.edu.au ; Deanna Francis; Nicholas Badcock; Anne Castles	
2	Potential links in a causal relationship between poor reading and anxiety	Deanna Francis, Macquarie University: deanna.francis@mq.edu.au ; Jennie Hudson; Genevieve McArthur	
3	The role of self-efficacy in decoding and reading comprehension	Julia Carroll, Coventry University: julia.carroll@coventry.ac.uk ; Amy Fox	
4	Comparison of intervention targeting sources of self-efficacy and reading fluency with intervention targeting solely reading fluency	Tuija Aro, University of Jyväskylä: tuija.i.aro@jyu.fi ; Helena Viholainen; Tuire Koponen; Pilvi Peura; Eija Räikkönen; Paula Salmi; Mikko Aro	
5	The associations between reading fluency, reading comprehension, and self-reported well-being –a longitudinal study from age 15 to age 20	Minna Torppa, University of Jyväskylä: minna.p.torppa@jyu.fi ; Rauno Parrila; Kenneth Eklund; Timo Ahonen	
Saturday 4:10-5:50	Symposium: <u>Reading across scripts: Computational, developmental and neural studies</u>	CHAIR: Brendan S. Weekes	Cambridge
1	Activation of Chinese phonology during Chinese and English word reading in Chinese-English bilinguals	Walter J.B. van Heuven, University of Nottingham: Walter.Vanheuven@nottingham.ac.uk ; Yun Wen; Ruth Filik	

2	Grain size and orthographic transparency: Word learning in English, German, Italian and Spanish	Rosa Kwok, Coventry University: rosa.kwok@coventry.ac.uk ; M. Kaestner; M. Gerin; R. Avdyl; B. Bermúdez; F. Cuetos	
3	Effect of masked phonological and semantic priming in Korean-English bilinguals: Evidence for bilingual lexical representations using Event-Related Potentials	Hyun Kyung Lee, University of Hong Kong: lhk759@gmail.com ; Medhi Bakhtiar; I-Fan Su	
4	Language distance drives adaptive effects in the anterior cingulate cortex	Keerthi Ramanujan, University of Hong Kong: keerthi.ramanujan@gmail.com ; Jubin Abutalebi; Brendan S. Weekes	
5	DISCUSSION	DISCUSSANT: Maximiliano Wilson, Université Laval: Maximiliano.wilson@fmed.ulaval.ca	
Saturday 4:10-5:50	Symposium: <u>From skeletons to legacies: The time course of learning to read written words.</u>	CHAIR: Anne Castles	Clarence
1	Are orthographic skeletons formed with and without semantics? Evidence from eye movements	Signy Wegener, Macquarie University: signy.wegener@hdr.mq.edu.au ; Hua-Chen Wang; Kate Nation; Anne Castles	
2	Nap effects on preschool children learning letter-sound mappings	Anne Castles, Macquarie University: anne.castles@mq.edu.au ; Hua-Chen Wang; Kate Nation; Gareth Gaskell; Anna Weighall; Julianne Pascoe	
3	Learning new words when reading: Effects of contextual diversity, temporal spacing and opportunities for retrieval practice	Ascension Pagan, University of Oxford: ascension.pagancamacho@psy.ox.ac.uk ; Kate Nation	
4	Building a lexical legacy: Reading experience and learning to read words	Kate Nation, University of Oxford: kate.nation@psy.ox.ac.uk ; Yaling Hsiao; Helen Norris; Megan Bird; Ascension Pagan	
5	DISCUSSION	DISCUSSANT: Anne Castles, Macquarie University: anne.castles@mq.edu.au	
Saturday 4:10-5:50	Symposium: <u>Reading comprehension instruction: What to include?</u>	CHAIR: David Saldana	Ambassador
1	The impact of language-focused instruction on elementary students' reading comprehension	Mindy Bridges, University of Kansas Medical Center: mbridges2@kumc.edu ; Hui Jiang; Language and Reading Research Consortium	
2	Does early reading intervention in first grade reduce the incidence of reading difficulties?	Kjersti Lundetræ, University of Stavanger, Norway: Fiona Kyle; Oddny Judith Solheim; Per Henning Uppstad	

3	Impact of rral language and metacognitive interventions on reading comprehension: A comparison study	David Saldaña, Universidad de Sevilla: dsaldana@us.es ; F. Javier Moreno-Pérez; Ian C. Simpson; Marta Valdés-Coronel; Isabel R. Rodríguez-Ortiz	
4	Oral vocabulary training program for Spanish third-graders: A randomized controlled trial	Clara Gomes-Koban, Universidad de Granada: clara.gomeskoban@gmail.com ; Ian C. Simpson; Araceli Valle; Sylvia Defior	
5	DISCUSSION	DISCUSSANT: Hugh Catts, Florida State University: hugh.catts@cci.fsu.edu	
Saturday 4:10-5:50	Symposium: Language, reading, and writing development in individuals with autism spectrum disorders	CHAIR: Emily J. Solari	Hall 4
1	The association between emergent-literacy skills and child-specific teacher self-efficacy for children with autism spectrum disorders	Jaclyn Dynia, Ohio State University: Dynia.1@osu.edu ; Laura Justice	
2	Effects of a pilot listening comprehension intervention on narrative and oral language outcomes for students with autism	Alyssa Henry, University of California, Davis: arhenry@ucdavis.edu ; Emily J. Solari; Nancy S. McIntyre; Laurel Towers; Matthew Zajic	
3	Understanding reading intervention needs of students with ASD	Michael Solis, University of California, Riverside: michaelsolis@ucr.edu	
4	Attention and task engagement during writing: Diagnostic, developmental, and cognitive factors in school-age children with ASD or ADHD	Matthew Zajic, University of California, Davis: mczajic@ucdavis.edu ; Nancy S. McIntyre; Lindsay Lerro; Jamie McCauley; Peter C. Mundy	
5	Longitudinal stability of reading profiles in individuals with higher functioning autism	Emily J. Solari, University of California, Davis: ejsolari@ucdavis.edu ; Ryan P. Grimm; Nancy S. McIntyre; Peter C. Mundy	

This conference was organized by Robert Savage (program chair) in collaboration with Amy Scarborough (program assistant) and Sean Day (registration assistant). The preconference program was organized by Devin Kearns & Jessie Ricketts.

The following members served as reviewer for the present program:

Suzanne Adlof	Kenn Apel	Joanne Arciuli
Lee Branum-Martin	Helen Breadmore	Wing-Yin Bonnie Chow

Penelope Collins	Nicole Conrad	Hélène Deacon
Alain Desrochers	Florina Erbeli	Jan Frijters
Alexandra Gottardo	Gina Harrison	Tiffany Hogan
Devin Kearns	Nenagh Kemp	Young-Suk Kim
John Kirby	Mark Lauterbach	Jeannette Mancilla-Martinez
Sandra Martin-Chang	Catherine McBride	Ana Luiza Navas
Gene Ouellette	Elinor Saiegh-Haddad	Robert Savage
Amy C. Scarborough	Eliane Segers	Emily Solari
Jenny Thomson	Minna Torppa	Rebecca Treiman