

7th BDA International Conference 27-29 March 2008
with Olympus

Dyslexia: Making Links

Harrogate International Conference Centre, Harrogate, UK

27 March 08.00-10.00, Room:

Registration Opens

Coffee Available

27 March 10.00-11.30, Room: Main Auditorium

****WELCOME****

PLENARY SESSION

**Margaret Snowling Dyslexia: Making Links
University of York**

Th1KN

**Sir Jim Rose The Rose Review on the Teaching of Reading
Former HMI Director of Inspection - OFSTED**

Chair: Judi Stewart, British Dyslexia Association

Th2KN

COFFEE

27 March 12.00-13.00, Room: Queen's 1

Dyscalculia, Chair: Silke Goebel

Th3P

- 1 Basic number processing and single-digit arithmetic in children with dyslexia; **Bert De Smedt, Bart Boets, Pol Ghesquière**
- 2 Exploring the mathematical profiles of dyslexic children; **Fiona Simmons, Chris Singleton**
- 3 Mathematics Anxiety; **Steve Chinn**

27 March 12.00-13.00, Room: Queen's 2

Higher Education, Chair: Claire Jamieson

Th4P

- 1 A "possible-self": dyslexic Higher Education student; **Mary Eld**
- 2 Identifying Dyslexia and Co-morbid Learning Disabilities in HE; **Joss McLeod**
- 3 Neurodiversity in higher education: insights from qualitative research by the BRAINHE project; **Edward Griffin**

27 March 12.00-13.00, Room: Samuel T Orton

Reading Fluency, Chair: Becky Larkin

Th5P

- 1 Development of early reading fluency; **Wilma Jongejan, Ludo Verhoeven, Hanneke Wentink**
- 2 The Reading Impulse for Special Education programme (RISE). Results of a fluency intervention programme that works for pupils with special educational needs; **Thoni Houtveen, Anne Smits, Saskia Brokamp**
- 3 Treatment of the word fluency deficit in persistent dyslexia; **Femke Scheltinga, Aryan van der Leij, Chris Struiksma**

27 March 12.00-13.00, Room: Queen's 3

Assessment, Chair: Barry Johnson

Th6P

- 1 Developing a screening tool for the identification of possible dyslexia in learners of a transparent orthographic system; **Enlli Thomas, Sian W Lloyd**
- 2 Profiles of Arabic children with educational learning difficulties; **John Everatt, Gad Elbeheri, Mowafak Al-Manabri, Abir Al-Sharhan**
- 3 Comparisons of reading skills in Arabic speaking children with and without learning difficulties; **Gad Elbeheri, John Everatt**

27 March 12.00-13.00, Room: Queen's 4

Spelling, Chair: Philomena Ott

Th7P

- 1 Benefits of semantic descriptions during spelling exercises for children in Grade 2; **Maartje Hilte, Pieter Reitsma**
- 2 Orthographic acquisition depends on early visual attention span: a longitudinal study; **Marie-line Bosse, Sylviane Valdois**
- 3 Spelling errors of elementary school students with and without reading problems: A longitudinal investigation in a relatively transparent orthography; **Angeliki Mouzaki, Athanassios Protopapas, Panagiotis Simos, Georgios Sideridis**

27 March 12.00-13.00, Room: Queen's 5

Auditory Processing, Chair: Caroline Witton

Th8P

- 1 Auditory processing in dyslexic children: A Longitudinal Study; **Martina Huss, Tim Fosker, Denes Szucs, Usha Goswami**
- 2 Event-related Potential Measures of Auditory Processing in Dyslexia; **Tim Fosker, Martina Huss, Denes Szucs, Usha Goswami**
- 3 Sensory processing and literacy development: a longitudinal study of the general magnocellular theory of dyslexia; **Bart Boets, Jan Wouters, Bert De Smedt, Astrid van Wieringen, Pol Ghesquière**

27 March 13.00-14.30

POSTERS

EXHIBITION

LUNCH Sponsored by Intel

Dyslexia in Different Languages

- 1 A trial to implement a model of reading in Japanese primary school children by simulation study; **Ami Sanbai, Mutsuo Ijuin, Akira Uno, Itaru Tatsumi, Noriko Haruhara, Masato Kaneko**
- 2 Impaired phonological and visual information processing in dyslexic Japanese children; **Akira Uno**

- 3 Working memory and literacy skills in bilingual biculturals: Case studies of Mandarin-English speaking children at-risk for dyslexia; **Susan J. Rickard Liow, Stephanie Yeong Hui Min, Siok Keng Tng**
- 4 Reading and spelling error analysis of Persian dyslexic students; **Mohammad Ahmadpanah, Prakash Padakannaya**
- 5 A Research-Based Multisensory Instructional Sequence for Teaching Decoding in Arabic and English to Bilingual Students: Similarities and Differences; **Ahmad Oweini, Katia Hazoury**
- 6 Bilingual English-Greek children's reading development in two different contexts (England and Cyprus); **Helen Kyratji**

Dyslexia in Adults

- 7 An analysis of the impact on dyslexic students of access to structured support and resources during the dissertation period in order to develop metacognitive skills; **Bernadette Gartside**
- 8 Are we levelling the playing field? **Ruth Harrison**
- 9 Beyond text: Assessing students orally; **Heather Symonds**
- 10 Yorkshire Dyslexia Tutors Forum; **Sandra Falshaw**
- 11 Disability or Dising Ability? Positioning in the narratives of dyslexic adults; **Ruth Gwernan-Jones**
- 12 Childhood otitis media: Relationship to adult intelligence, achievement, language, attention, and auditory processing; **Megan Davidson, Allyson Harrison**
- 13 Dyslexia and Visuo-spatial Thinking; **Alison Bacon, Simon Handley**
- 14 Differences in the connectivity within the brain of adults with developmental dyslexia; **Suzanna Laycock, Nikos Papadakis, Iain Wilkinson, Paul Griffiths, Roderick Nicolson**

Intervention: Research and Practice

- 15 Integrating phonological awareness, letter knowledge and speech targets for children with childhood apraxia of speech (CAS); **Brigid C McNeill, Gail T Gillon, Barbara Dodd**
- 16 At last, a beginning: A report on the Washington State Pilot Program for Dyslexia Intervention; **Nick Hakiel**
- 17 Preliminary results from a reading intervention study aimed at 9-year olds; **Ulrika Wolf**
- 18 Enhancing the use of consonantal onset clusters in poor readers; **Eva Marinus, Peter F. de Jong**
- 19 The impact on literacy attainments for SEN pupils through TTRS (Touch-Type Read Spell Intervention); **Eleanor May-Brenneker**
- 20 The usefulness of remediation method depends on sub-type in dyslexia. Effects of a phonological and a visual training program in children with different types of developmental dyslexia; **Melanie Jucla, Yves Chaix, Maria Trabanino, Jean-Luc Nespoulous, Jean-François Demonet**
- 21 ERP study on grapheme-phoneme training with children at risk of dyslexia; **Leena Alho, Tomi Guttorm, Anne Mönkkönen, Elisa Järvinen & Ulla Richardson**

Nature, causes and correlates of dyslexia

- 22 Auditory processing and phonological representations in Garden-variety poor readers; **Sarah Killing, Usha Goswami**
- 23 Auditory and visual stream segregation in dyslexic children: Evidence for a sluggish auditory attentional shifting only; **Marie Lallier**
- 24 Auditory Rhythmic Processing, Prosodic Patterns and Auditory-Visual Matching in Developmental Dyslexia; **Danielle Gerson**
- 25 The Role of Speech Rhythm and Prosody in Children's Reading Development: Evidence from Three Studies; **Andrew Holliman, Clare Wood, Kieron Sheehy**
- 26 Early Cognitive Markers of Dyslexia; **Ragnhild Nysaeter, Turid Helland**
- 27 Referential communication in dyslexic and non-dyslexic children; **Katerina Antonopoulou, Aglaia Stampoltzis, Sophia Kouvava**
- 28 Aspects of arithmetical performance related to reading performance; **Elin Reikerås**
- 29 A Meta-analysis of Studies Comparing Phonological awareness Skills in Dyslexic children with Chronological Age-matched Readers; **Monica Abrahamsen, Charles Hulme**
- 30 The opportunity to share and consider how to take forward your idea/s for individuals with dyslexia, with a partnership that has created unique ways to help individuals with dyslexia; **Trisha Ware, Lucy Stainer**

27 March 14.00-15.00, Room: Main Auditorium

Aryan Van der Leij
Free University of Amsterdam

International Perspectives

Chair: Rod Nicolson

Th9KN

27 March 14.30-15.30 (continues to 17.30) Room: Queen's 1

Symposium: Understanding dyslexia in the light of longitudinal studies of children at familial risk. Perspectives from different orthographies

Chair: Bente Hagtvet

Th10S

- 1 Qualitative and quantitative differences between the oral language skills of children at familial risk of dyslexia and children with specific language impairment; **Petra van Alphen, Elise de Bree, Ellen Gerrits, Jan de Jong, Carien Wilsenach, Frank Wijnen**

- 2 Speech, phonological awareness and literacy skills in children at familial risk of dyslexia and children with specific language impairment: a comparative view; **Julia M Carroll, Joanne M Myers**
- 3 The longitudinal and concurrent interrelations between skills of general language, phonological awareness, naming speed and learning to read with accuracy, speed and understanding in a semi transparent orthography; **Bente E. Hagtvet, Solveig Alma H. Lyster**
- 4 The impact of pronunciation and phoneme awareness on learning to read and spell in a semi deep orthography; **Dorthe Klint Petersen**
- 5 The examination of the environmental effects on reading-related development among children with and without familial risk for dyslexia; **Minna Torppa**
- 6 Early identification and prevention of dyslexia in an easy-to-learn regular orthography - - attempts to prevent problems; **Heikki Lyytinen, Jane Erskine, Ulla Richardson**
- 7 Prevention of dyslexia in a semi transparent orthography: critical issues; **Aryan van der Leij, Anne Regtvoort, Sandra van Otterloo, Anna Plakas**

27 March 14.00-15.30, Room: Queen's 2

Symposium: Technology and accessing information: linking solutions, strategies and success

Chair: E.A. Draffan, Abi James

Th11S

- 1 Alternative formats for printed publications; **Jean Hutchins**
- 2 Alternative formats: policy, procedures and practice, showing the way forward; **Ian Litterick**
- 3 Reading and Writing mathematical notation using assistive technology; **Abi James**
- 4 Identifying effective, user-friendly spelling and grammar checkers; **Bodil Andersson, Abi James**
- 5 Strategies used by students in a world of technology enhanced learning; **E.A. Draffan**

27 March 14.00-15.30, Room: Samuel T Orton

Symposium: Dyslexia at Transition

Chair: Pamela Deponio

Th12S

- 1 Dyslexia at Transition: An overview, **Pamela Deponio**
- 2 Dyslexia at Transition: Teacher section, **Jane Mott**
- 3 Dyslexia at Transition: Parent and Pupil sections, **Kathleen Clark**

4 Dyslexia at Transition: An Evaluation; Marjorie Rae, Carolan Burnett

27 March 14.30-15.30, Room: Queen's 3

Workshop: Assessing reading difficulties and interpreting findings

Presenters: Estelle Doctor, Jackie Masterson, Gill Brackenbury

Th13W

27 March 14.30-15.30, Room: Queen's 4

Workshop: Information or transformation? The role of the dyslexia tutor in higher education

Presenter: Liz Amesbury

Th14W

27 March 14.30-15.30, Room: Queen's 5

Workshop: Closing the gap in literacy: research using an IT based literacy programme at home

Presenter: Margaret Rooms

Th15W

TEA BREAK

27 March 16.00-17.00, Room: Main Auditorium

Cathy Price Neuroimaging of Dyslexia and Language
Institute of Neurology, London

Chair: Nicola Brunswick

Th16KN

27 March 16.00-17.30, Room: Queen's 1

Symposium: Understanding dyslexia in the light of longitudinal studies of children at familial risk. Perspectives from different orthographies continued

Chair: Bente Hagtvet

Th10S

27 March 16.00-17.30, Room: Queen's 2

Symposium: Procedural Learning and Dyslexia

Chair: Rod Nicolson

Th17S

- 1 Disentangling explicit and implicit learning in the serial reaction time task; **Rebecca Brookes**
- 2 Motor Sequence Learning in Dyslexia: Is consolidation the key? **Jamie Needle**
- 3 Inner Speech and Dyslexia: Is there a delay? **Angela Fawcett**
- 4 Learning Deficits and the Learning Disabilities: The Procedural Learning Deficit hypothesis; **Rod Nicolson**

27 March 16.00-17.30, Room: Samuel T Orton

Symposium: Dyslexia in the Consistent German Orthography: Cognitive Deficits

Chair: Edith Willburger

Th18S

- 1 Language Deficits in Dyslectic Children: Are They Mediated by Working Memory Deficiencies? **Margaret C. Tiffin-Richards, Marcus Hasselhorn**
- 2 Immediate memory for rhythm patterns in children with dyslexia; **Dietmar Grube, Marcus Hasselhorn**
- 3 Dynamic acoustic and visual perception in German speaking children with learning disabilities; **Edith Willburger, Karin Landerl**
- 4 Dyslexia and Dyscalculia: More Empirical Data for Different Neuro-cognitive Deficits; **Karin Landerl**

27 March 16.00-17.00, Room: Queen's 3

Workshop: Practical Use and Efficacy of Intervention Programs for Students with Reading Disorders and Dyslexia in Secondary Education

Presenters: Ria Kleijnen, Esther Steenbeek-Planting

Th19W

27 March 16.00-17.00, Room: Queen's 4

Workshop: ABRACADABRA - A free access web-based reading program

Presenter: Robert Savage

Th20W

27 March 16.00-17.00, Room: Queen's 5

Workshop: Making Links with Second/Foreign Language Learning Problems

Presenter: Anne Margaret Smith

Th21W

27 March 17.30-18.30, Room: Main Auditorium

PLENARY SESSION

Stanislas Dehaene
INSERM, Paris

Education as Brain Recycling: Reading and Arithmetic

Chair: Charles Hulme

[Th22KN](#)

27 March 18.30, Room:

Complimentary drinks reception for conference delegates hosted by the Mayor of Harrogate & Judi Stewart

Friday 28th March

28 March 09.00-10.00, Room: Main Auditorium

David Sugden Developmental Coordination Disorder
University of Leeds

Chair: Barry Johnson

F1KN

28 March 09.00-11.00, Room: Queen's 1

Symposium: Employment and adults with dyslexia: making 'Goodness of Fit' good

Chair: David McLoughlin

F2S

- 1 Employment Experiences of Adults with Dyslexia; **Alan Martin, David McLoughlin**
- 2 Disclosing Dyslexia in Adulthood; **Lynda Price, Paul Gerber, Carol Leather**
- 3 When is a reasonable adjustment 'reasonable'? **David McLoughlin**
- 4 Achieving Success in Employment: an integrated approach; **Carol Leather**

28 March 09.00-11.00, Room: Queen's 2

Symposium: Training grapheme-phoneme correlations with a child-friendly computer game in preschool children with familial risk of dyslexia

Chair: Ulla Richardson

F3S

- 1 Graphogame in the complex English orthography: computer-assisted remediation of reading difficulties in the early school years; **Jane Erskine, Sheila Baillie, Ulla Richardson**

- 2 Evaluating pre-school 'reading' training in Dutch speaking children with familial risk for dyslexia; **Gonny willems, Ulla Richardson, Leo Blomert**
- 3 The effectiveness of computerized GraphoGame1-intervention training for Finnish pre-school-aged children; **Anne Alanko, Ulla Richardson, Heikki Lyytinen**
- 4 Evidence for learning related changes after grapheme-phoneme training in Swiss preschool children; **Silvia Brem, Daniel Brandeis, Silvia Bach, Bettina Streuli, Jsabelle Buckelmüller, Heikki Lyytinen, Ernst Martin, Tomi Guttorm, Ulla Richardson**

28 March 09.00-11.00, Room: Samuel T Orton

Symposium: Reading and spelling deficits in different orthographies

Chair: Kristina Moll

F4S

- 1 Learning to spell in Slovak; **Marketa Caravolas, L.Vencelova, M. Mikulajova**
- 2 Working memory deficits in dyslectic children with and without additional spelling disorders; **Maehler Claudia, Kirsten Schuchardt**
- 3 Dissociation between reading and spelling deficits in German orthography; **Kristina Moll, Karin Landerl**
- 4 Repeated Reading of Syllables among Finnish-Speaking Poor Readers; **Sini Hintikka, MikkoAro**
- 5 Spelling errors in the Greek Language. Could differentiate subtypes of learning disability? **Aggeliki Davazoglou, Anastasia Grammenou**
- 6 **TBC**

28 March 09.00-10.00, Room: Queen's 3

Workshop: The development of accessible curriculum resources for pupils with dyslexia and literacy difficulties

Presenter: Fran Ranaldi

F5W

28 March 09.00-10.00, Room: Queen's 4

Workshop: Dyscalculia: A multi- sensory maths teaching programme for primary age children

Presenter: Jane Emerson

F6W

28 March 10.00 – 11.00, Room: Queen's 5

Workshop: Understanding the significance of co-existing SpLDs for dyslexic people: a workshop for practitioners working with adults

Presenters: Bonita Thomson, Vicki Goodwin

F7W

28 March 10.00-11.00, Room: Main Auditorium

Kate Nation Reading Comprehension Impairments
University of Oxford

Chair: Jennifer Owen Adams

F8KN

28 March 10.00-11.00, Room: Queen's 3

Individual Papers, Chair: Philomena Ott

F9P

- 1 Handedness and awareness of left' and 'right'; **Tim Miles, Tim Wheeler, Mary Haslum**
- 2 Supporting Adults at Work; **Katherine Kindersley**
- 3 Dismantling the glass wall between learning support and academic department: establishing inclusive practices across a University; **Tilly Mortimore**

28 March 10.00-11.00, Room: Queen's 4

Stress and Motivation, Chair: Becky Larkin

F10P

- 1 Standardisation of a teacher rating scale for socio-emotional adjustment of preschool children at risk for dyslexia; **Fotini Polychroni, Chryse Hatzichristou, Elias Besevegis, Kostas Mylonas**
- 2 The sources and manifestations of stress amongst school-aged dyslexics, compared to sibling controls; **Neil Alexander-Passe**
- 3 Sporting Preferences and Achievements of Dyslexics and Dyspraxics: Lessons for London 2012? **David Grant**

28 March 10.00-11.00, Room: Queen's 5

Phoneme Awareness, Chair: Julia Carroll

F11P

- 1 Segmental properties and phonemic awareness; **Dina Alves, I.H. Faria, Maria João Freitas**
- 2 The nature of phonological awareness throughout the elementary grades: An Item Response Theory perspective; **Judith Vloedgraven, Ludo Verhoeven**
- 3 Phonological Awareness is the Single most important Predictor for early Reading acquisition in both Regular and Irregular Orthography; **Bjarte Furnes**

COFFEE

28 March 11.30-12.30, Room: Main Auditorium

PLENARY SESSION

Eric Taylor Attention Disorders Chair: Maggie Snowling
Institute of Psychiatry

F12KN

28 March 12.30-14.00

POSTERS

EXHIBITION

LUNCH Sponsored by Intel

Dyslexia and Learning

- 1 A developmental study of implicit sequence learning in good and poor spellers; **Yvonne Griffiths, Ruth Millar, Michelle Polley, Adam Rossello**
- 2 Early diagnosis and treatment of dyslexia: the role of pre-attentive and attentive learning mechanisms; **Anne Regtvoort**
- 3 Does the presence of orthography facilitate word learning? **Jessie Ricketts, Kate Nation, Dorothy Bishop**
- 4 Implicit learning about frequency and consistency in words: an artificial language learning paradigm; **Jo Taylor**
- 5 Dyslexic children show impaired implicit sequence learning but preserved explicit sequence learning; **Gracia Jiménez-Fernández, Joaquín M.M. Vaquero, Luis Jiménez, Sylvia Defior**

Memory, Attention and Dyslexia

- 6 Working memory in five year old children predicts reading and writing skills when they are eight; **Eli Aarnes Leroy, Turid Helland**
- 7 Does memory play a part in the quality of the written product? The relationship between working memory performance and writing in dyslexic and non dyslexic students; **Eleni Sakellariou**
- 8 Visual memory, visual attention span and phonological abilities in type B spellers; **Cathy Lowe, Jackie Masterson, Yvonne Griffiths**
- 9 Visuo-spatial attention and decoding skill in developmental dyslexia; **Lynne Duncan, Christopher Grieve**
- 10 Cortical activation of Japanese developmental dyslexic adults and children during a working memory task with novel Chinese characters/non verbal figures; **Shoko Katano**
- 11 Quantitatively different, but qualitatively identical: A comparison of verbal STM processing in dyslexic and control groups **Emma McDonald**

Reading Fluency

- 12 The role of speed of processing deficits in dyslexia; **Anna Jordan, Maggie Snowling**
- 13 Growth in reading fluency and comprehension over time for students with and without reading difficulties: An application of latent variable growth modelling; **Panagiotis Simos, Georgios Sideridis, Athanassios Protopapas, Angeliki Mouzaki**

- 14 Improving reading fluency: focus on successes or on failures? Practical implications of children's reading instability; **Esther Steenbeek-Planting, Wimvan Bon**
- 15 The Effect of the Visual Tracking Magnifier on reading speed in dyslexia; **Chris Dickinson, Catherine Porter**

Psycho-social Aspects of Dyslexia and Dyslexia Support

- 16 Cups, Coordination and Curricula: Do cup-stacking exercises support attention, literacy skills and self-esteem? **Abeer Harbi, Ruth Gwernan-Jones, Robert Burden**
- 17 Do they still think they're lazy? Student teachers' attitudes and knowledge about dyslexia; **Robert Burden, Ruth Gwernan-Jones**
- 18 Dyslexia, classroom reading and self-esteem; **Rosemary Anderson**
- 19 Empowering parents to support their dyslexic child; **Valerie Muter, Helen Likierman**
- 20 Dyslexia-Friendly Survey in Singapore - Students' views on factors critical for their learning; **Lois Lim, Adam Oei, Yung Ling Low, Dorcas Yap, Kevin Smith, Robin Moseley**

Higher Education

- 21 The Experience of Dyslexic Students in Higher Education; **Margaret Meehan**
- 22 Sense and Sensibility Identification & Assessment: Institutional Practices; **Sandra Hargreaves, Geraldine A. Price**
- 23 How well are students with dyslexia prepared for Higher Education? **Sue Onens, Vikki Anderson**
- 24 Investigating the quality of specific learning disability documentation provided by students in higher education; **Anne-Claire Larochette, Allyson Harrison, Eva Nichols**

Multi-lingual Aspects of Dyslexia 1

- 25 Dyslexia in a Multilingual Society – A Survey of Profiles of Students with Dyslexia in Singapore; **Yung Ling Low, Lois Lim, Kevin Smith, Robin Moseley**
- 26 Explaining Reading Disabilities and Dyslexia in Malay based on the Psycholinguistic Grain Size Theory; **Lay Wah Lee**
- 27 Word decoding development in two languages. Reading in Swedish and English for Swedish students in grades 4-9; **Christer Jacobson**

28 March 14.00-15.00, Room: Main Auditorium

Dorothy Bishop Navigating Dyslexia Treatments
University of Oxford

Chair: **Joel Talcott**

F13KN

28 March 14.00-15.00, Room: Queen's 1

Symposium: Classroom implications of recent research in literacy development: from predictors to assessment

Chair: **Estelle Doctor, Laura Shapiro**

F14S

- 1 Early sensory and cognitive predictors of reading difficulty; **Laura Shapiro, Julia Carroll, Jonathan Solity**
- 2 Frequency/severity of early childhood episodes of otitis media as predictors of reading skill in 8- to 9-year-old children; **Jackie Masterson, Annette Grounds**
- 3 Relationship between Phonological Awareness Skills and Reading Ability among Secondary School Pupils; **Tyeko Wydell**
- 4 A framework for assessing literacy; **Estelle Doctor, Jane Hurry**

28 March 14.00-15.00, Room: Queen's 2

Symposium: Prediction and early development of reading in different orthographies

Chair: **Karin Landerl**

F15S

- 1 Phonological awareness in typically developing and language impaired Greek-speaking children; **Dimitra Ioannou, Margaret Snowling, Emma Hayiou-Thomas**
- 2 Predictors of literacy acquisition in monolingual and bilingual children; **Silke Fricke, Marcin Szczerbinski, Joy Stackhouse, Annette Fox**
- 3 Letter-knowledge and phonemic awareness in German-speaking preschool children; **Blanca Schaefer, Joy Stackhouse, Bill Wells**

- 4 The salience of morphemic units for dyslexic and normal readers of English and French; **Lynne G. Duncan, Pauline Quémart, Séverine Casalis**

28 March 14.00-15.00, Room: Samuel T Orton

Symposium: Number processing and developmental dyscalculia

Chair: Liane Kaufmann

F16S

- 1 Language-specific influences on two-digit number processing in elementary school children; **Silvia Pixner, Hans-Christoph Nuerk**
- 2 Gender differences in acquiring the place-value system of Arabic numbers; **Helga Krinzinger, Hans-Christoph Nuerk, Klaus Willmes, Liane Kaufmann**
- 3 A Developmental Model as Basis for an Arithmetic Achievement Test for Children; **Gabi Ricken, Annemarie Fritz, Lars Balzer**
- 4 Developmental dyscalculia: one or many core deficits? **Liane Kaufmann**

28 March 14.00 – 15.00, Room: Queen's 3

Workshop: Which way for the DSA? – Moving from learning support to independent learning skills with students in higher education

Presenters: Bernadette Kirwan, Carol Leather, Sylvia Mackewn

F17W

28 March 14.00-15.00, Room: Queen's 4

Workshop: Towards a joined-up, student-centred environment for specialist support in Mathematics

Presenters: Jacqueline Szumko, Clare Trott

F18W

28 March 14.00-15.00, Room: Queen's 4

Workshop: Dyslexia and other Specific Learning Disabilities in Canadian Universities and Colleges: Are Disability Service Providers Confident about their Ability to Distinguish Students who really have a specific learning disability from those who do not?

Presenters: Joan Wolforth, Allyson Harrison

F19W

TEA BREAK

28 March 15.30-16.30, Room: Main Auditorium

**Barbara Maughan Adult outcomes
Institute of Psychiatry, London**

Chair: Julia Carroll

F20KN

28 March 15.30-16.30, Room: Queen's 1

Motor Skills, Chair: Angela Fawcett

F21P

- 1 Is there any evidence that motor programmes remediate dyslexia? **Erika Doyle, Dr. Elaine Smith, Prof. Ray Fuller**
- 2 Postural stability in dyslexia: deficits specific to reading or part of a broader phenotype? **Kim S H Rochelle, Joel B Talcott**

- 3 The Effect of an Exercise Based Treatment On Learning Impaired Children; **David Reynolds, Roy Rutherford**

28 March 15.30-16.30, Room: Queen's 2

RAN and Dyslexia, Chair: Becky Larkin

F22P

- 1 Late-emerging orthographic processing deficits in children poor at Rapid Automatized Naming tasks **Daisy Powell, Rhona Stainthorp, Morag Stuart**
- 2 Rapid Automatized Naming (RAN) in children with dyslexia: Is inhibition involved? **Anika Bexkens, JurgenTijms, Wery van den Wildenberg**
- 3 When are single deficits in rapid automatised naming associated with dyslexia? **Rhona Stainthorp, Morag Stuart, Daisy Powell, Philip Quinlan, Holly Garwood**

28 March 15.30-16.30, Room: Samuel T Orton

ADHD, Chair: Barry Johnson

F23P

- 1 Identifying Students Feigning either ADHD or Dyslexia: Preliminary Findings and Strategies for Detection; **Allyson Harrison**
- 2 Relationships between self-reported ADHD and dyslexia screening scores and academic performance in undergraduate university students; **Debbie Pope, Jane M. Hutchinson**
- 3 The impact of comorbid attentional difficulties on the reading skills of children with Reading Disorder; **Debbie Gooch, Maggie Snowling, Charles Hulme**

28 March 15.30-16.30, Room: Queen's 3

Workshop: Adaptive Independent Assessment and Intervention for Children with Reading Difficulties

Presenters : Barbara Wise, Sarel Van Vuuren, Lynn Snyder, Tim Weston, Ed Wiley, Nattawut Ngampatipatpong, Jariya Tuantranont, Tammy Tomczyk, Luann Sessions, Nicole Sager, Laurell Richey, Gordon Golding, & Taylor Struempfler

F24W

28 March 15.30-16.30, Room: Queen's 4

Workshop: Developing comprehension skills for English in KS 4

Presenter: Ann Cooke

F25W

28 March 15.30-16.30, Room: Queen's 5

Workshop: No To Failure

Presenters: Rosie Woods and XP

F26W

TEA BREAK 16.30

28 March 17.00-18.00, Room: Main Auditorium

PLENARY SESSION

The Bevé Hornsby Lecture

**Barbara Foorman Reading and Language Intervention
Florida State University**

Chair: Shirley Cramer

F27KN

Sponsored by Dyslexia Action

28 March 19.30

**Conference Dinner
The Majestic Hotel**

Saturday 29th March

29 March 09.00-10.00, Room: Main Auditorium

Usha Goswami Auditory Rhythmic Processing, Phonology and Dyslexia: A Cross-Language Analysis
University of Cambridge Chair: John Rack

S1KN

29 March 10.00-11.00, Room: Main Auditorium

Bob Burden Dyslexia and Self-Esteem Chair: Claire Jamieson
University of Exeter

S2KN

29 March 10.00-11.00, Room: Queen's 1

Instruction, Chair: Jennifer Owen Adams

S3P

- 1 Auditory Perceptual Timing Skills of Conservatoire Level Musicians with Dyslexia: Insights into the Relationship between Musical Training and Reading Ability; **Paula Bishop-Liebler, Jennifer Thomson**
- 2 Language and phonological awareness intervention for at-risk beginning readers: First year results; **Ruth Fielding-Barnsley, Ian Hay**
- 3 Relations between reading risk and responsiveness to instruction in a sample of linguistic minority grade one students in southern California; **Alexis Filippini**

29 March 10.00-11.00, Room: Queen's 2

Intervention Chair: Solveig Lyster

S4P

- 1 Auditory – but not visual – training enhances phonological processing in typically-developing children; **Lorna Halliday, Jenny Taylor, David Moore**
- 2 The Effectiveness of ALS in Years 3 & 4; **Tim Bunn**

- 3 The impact of English dialogic reading on Chinese kindergarteners learning English as a second language
Wing Yin Bonnie Chow, Catherine McBride-Chang

29 March 10.00-11.00, Room: Samuel T Orton

Reading Skills, Chair: Becky Larkin

S5P

- 1 Orthographic competence in different types of reading; **Truus Schijf, Aryan van der Leij, Ans van Berkel**
- 2 Reading Aloud: The development of a new suite of reading tests; **Sue Stothard, Paula Clark, Claudine Crane, Angela Harrington, Charles Hulme, Maggie Snowling**
- 3 Reading Comprehension Skills Amongst Dyslexic Adult Students; **Rob Filder, John Everatt and Peter Brooks**

29 March 10.00-11.00, Room: Queen's 3

Workshop: The Role of Imagery and Verbal Processing in Reading Comprehension, Hyperlexia, and Autism

Presenter: Nanci Bell

S6W

29 March 10.30-11.00, Room: Queen's 4

Workshop: Tools for exploring how dyslexics / SpLDs think well

Presenter: Ginny Stacey, John Stein

S7W

29 March 10.00-11.00, Room: Queen's 5

Nature and Neuroscience of Dyslexia, Chair: Joel Talcott

S8P

- 1 A longitudinal fMRI study of children at risk for developing dyslexia; **Turid Helland, Sonja Helgesen Ofte, Karsten Specht, Kenneth Hugdahl**

- 2 Fractionating the multi-element visual processing deficit in developmental dyslexia: Evidence from multiple-case studies; **Mathieu Dubois, Chloé Prado, Søren Kyllingsbæk, Sylviane Valdois**
- 3 Similarities between developmental dyslexia, acquired dyslexia and early reading; **Bernardine King, Clare Wood, Dorothy Faulkner**

COFFEE 11.00

29 March 11.30-12.30, Room: Main Auditorium

The Nata Goulandris Lecture

**Rebecca Treiman
Washington University**

Learning to Spell in English

Chair Rhona Stainthorp

S9KN Sponsored by Dyslexia Action

29 March 11.30-12.30, Room: Queen's 1

Working Memory, Chair: Chris Singleton

S10P

- 1 Vocabulary Acquisition in Adults with Dyslexia: Role of Long-term Memory; **Meesha Warmington, Charles Hulme**
- 2 Working memory in children with learning difficulties: A model of threats and protection factors; **Sharman Jeffries, John Everatt**
- 3 Working memory, reading development and dyslexia; **Susan Atkinson, Helen Whiteley**

29 March 11.30-12.30, Room: Queen's 2

Predictors Dyslexia, Chair: John Everatt

S11P

- 1 Cross-linguistic comparison of reading and writing difficulties; **Ian Smythe, John Everatt, Linda Siegel**
- 2 Search for predictors of dyslexia in children with a Specific Language Impairment; **Ellen Vandewalle, Bart Boets, Pol Ghesquière, Inge Zink**
- 3 The multifactorial origin of developmental dyslexia; **Sylviane Valdois**

29 March 11.30-12.30, Room: Samuel T Orton

Identification, Chair: Barry Johnson

S12P

- 1 A profiling structure for multiple diagnoses: the development and use of a system to identify diagnostic interactions; **Gerald Hales**
- 2 Supporting and identification of students with DCD and Dyslexia- overlapping issues and similarities; **Amanda Kirby**

29 March 11.30-12.30, Room: Queen's 3

Workshop: Supporting vulnerable learners in their transition to secondary school

Presenter: Poppy Nash

S13W

29 March 11.30-12.30, Room: Queen's 4

Workshop: High Functioning People with Dyslexia: Strategies for Achieving Success in the Workplace

Presenter: Jo Todd

S14W

29 March 11.30-12.30, Room: Queen's 5

Workshop: Working towards a holistic and inclusive response to learning differences in higher education

Presenters: David Pollak, Fiona White, Sally Freeman, Stephanie Stark, Susan Onens, Jane Swindells, Janet Desmet, Barbara Taylor

S15W

Lunch available from 12.00 for those attending workshops from 12.45

29 March 12.45-14.00

POSTERS

LUNCH Sponsored by Intel

Also Workshops and Symposia (below)

Dyslexia and Related Learning Disorders

- 1 Parents' reports of coexisting problems in children with severe dyslexia; **Ann-Mari Knivsberg, Anne Brit Andreassen**
- 2 Psychosocial adjustment in poor comprehenders; **Joanne Cocksey, Kate Nation**
- 3 Psychosocial and cultural responses to increased prevalence of Attention Deficit Hyperactivity Disorder (AD/HD) and its treatment in Australia and New Zealand; **Judith Hudson**
- 4 Reading difficulties and adolescent functioning in young people with specific language impairment (SLI); **Kevin Durkin, Jill Fraser, Gina Conti-Ramsden**
- 5 Word decoding skills, mathematical skills and AD/HD problems; **Anne Elizabeth Dahle**

Visual and orthographic skills

- 6 Intact visuo-spatial short term memory in dyslexia; **William Macken**
- 7 Specificity of the visual attention span deficit in developmental dyslexia; **Delphine Lassus-Sangosse Sylviane Valdois**
- 8 Visuospatial ability and dyslexia: Is there a male global advantage? **Nicola Brunswick, G.N Martin, L.Marzano**
- 9 Relation of phonological skills and early visual print processing in preschool children; **Silvia Bach**
- 10 Pre-lexical and post-lexical processing abnormalities in dyslexic adolescents; **Naira Taroyan, Roderick Nicolson, Angela Fawcett**
- 11 Syllabic complexity and word segmentation; **Caterina Afonso, M. João Freitas, Dina Alves**

Dyslexia Treatment and Teacher Knowledge

- 12 Treating word reading problems in Grade 1: A comparison of two theory-driven programs; **Timothy Papadopoulos**
- 13 Teaching Phonics Backwards? A New Look at DECODING and ENCODING Based on Neuroimaging Research; **Jeannine**
- 14 Secondary School Teachers' Knowledge of Dyslexia and Related Reading Difficulties; **Erin Washburn, Emily Binks, R. Malatesha Joshi**
- 15 Supporting Dyslexic Pupils in the Secondary Curriculum; **Moir Thomson**

- 16 Listening to Trainee Teachers: activating better links; **Jane Mullen, Sue Daley Yates**
- 17 Online to Success: Helping Students with Dyslexia and other Specific Learning Disabilities Succeed in Post-secondary Settings; **Marie McCarron, Allyson Harrison**
- 18 Using Dynamic Indicators of Basic Early Literacy Skills (DIBELS®) in an Outcomes-Driven Model; **Ruth Kaminski, Kelli Cummings**
- 19 Individual differences in dyslexia as predictors of treatment responsiveness; **Jurgen Tijms**

Multi-lingual Aspects of Dyslexia 2

- 21 L2 English in Hungarian and Norwegian dyslexics. L2 English in Hungarian and Norwegian dyslexics; **Turid Helland, JuditKormos, Anna Mikó, Randi Kaasa**
- 22 Studying the Spanish code complexities in dyslexic children; **Francisca Serrano, Sylvia Defior**
- 23 Phonological awareness in Portuguese college students; **Adelina Castelo**
- 24 The cognitive underpinnings of dyslexia in an orthographically consistent language; **George Georgiou, Rauno Parrila, Timothy Papadopoulos, Elena Zarouna**
- 25 Reading acquisition in Brazilian dyslexic children: comparison with good readers' acquisition stages; **Elizeu Coutinho de Macedo, Katerina Lukasova, Anna Carolina C. Barbosa, Carolina Nicaedo, Cleber Diana, Fernanda Or**
- 26 Stages in Chinese Children's Reading of English Words; **Li Yin, Richard Anderson**
- 27 Training in writing Kanji letters of Japanese dyslexic children; **Noriko Haruhara**
- 28 Automatization Deficit in Chinese Developmental Dyslexia: An Indication of Poor Lexical Information Encapsulation; **Simpson Wai Lap Wong, Connie Suk-Han Ho**
- 39 Development of spelling: Prediction and latent classes; **Arne Lervåg, Charles Hulme**

29 March 12.45-15.45, Room: Queen's 1

Symposium: Genetic Perspectives on Co-morbidity

Chair: Emma Hayiou-Thomas

S16s

- 1 Association of reading disability with language impairment: when and why? **Dorothy Bishop**
- 2 Developmental dyslexia and specific language impairment: Genetic similarities and differences; **Timothy Bates**
- 3 Speech and language deficits and their impact on reading: Genetic and environmental mediation of the relationship; **Emma Hayiou-Thomas**
- 4 Genetic etiology of co-morbidity between reading disability and ADHD; **Richard Olson, Bruce Pennington, Erik Willcutt, John De Fries**
- 5 Do dyslexia and ADHD tend to co-occur as a result of shared genes?; **Jim Stevenson**

29 March 12.45-14.00, Room: Queen's 3

Workshop: The impact of current research on assessment, teaching and intervention for learners with dyslexia

Presenters: John Rack, Wendy Goldup and Glyns Heap

S17W

29 March 12.45-14.00, Room: Queen's 4

Workshop: Creating Instructional Links to Learning: Engaging Students with Dyslexia Across the Curriculum

Presenter: Andrew Stetkevich

S18W

29 March 14.00-15.30, Room: Main Auditorium

Round Table Chairs

Chair: Angela Fawcett, Jennifer Owen Adams

S19RT

29 March 14.00-15.30, Room: Queen's 2

Symposium: Dyslexia and the Indian Akshara Languages: Emerging Insights

Chair: Sonali Nag

S20S

1 Individual Differences in Reading Attainments and Phonological Awareness in Hindi; **Anurag Rimzhim, Bhoomika Kar**

- 2 Phonological awareness and orthographic knowledge of children struggling to read in Bengali; **Shruti Sirkar, Sonali Nag**
- 3 Profiles of poor readers in Kannada and implications for diagnosis of dyslexia in the Indian alphasyllabaries; **Sonali Nag, Margaret Snowling**
- 4 Manifestation and Characteristics of Developmental Dyslexia in Kannada Alphasyllabary; **Prakash Padakannaya**

29 March 14.00-15.30, Room: Samuel T Orton

Computers, Assessment & E-Learning, Chair: Bodil Anderssen

S21P

- 1 Computer-based screening for learning difficulties in oral and written language; **Athanassios Protopapas, Christos Skaloumbakas**
- 2 Computerised screening for visual stress in children and adults with dyslexia; **Chris Singleton**
- 3 Exams on Computer: Results of Trials of SQA Digital Question Papers; **Paul Nisbet**
- 4 Using E-Learning to Broaden Access to Specialist Teaching; **Jane Dupree**

29 March 14.00-15.30, Room: Queen's 3

Workshop: Learning and Motivation: Effective Learning for Pupils with Dyslexia

Presenter: Gavin Reid

S22W

29 March 14.00-15.30, Room: Queen's 4

Workshop: Managing 'Long Words': a syllable based approach to reading and spelling

Presenter: Judy Capener

S23W

29 March 14.00-15.30, Room: Queen's 5

Adults with Dyslexia, Chair: Claire Jamieson

S24P

- 1 Correlates of Persistent Reading Difficulties in Brazilian Portuguese; **Claudia Cardoso-Martins**
- 2 Dyslexia at the age of 9, 16 and 37; **Judith Bekebrede, Aryan van der Leij, David Share**

3 Reading impairments and phonological deficits among prison inmates in Norway; **Lise Jones, ArveAsbjørnsen, Terje Manger**

28 March 15.30 – 15.45, Room: Main Auditorium

Prizes

29 March 15.45-16.45, Room: Main Auditorium

PLENARY SESSION

Richard Olson

Genes and Environments

Chair : Maggie Snowling

University of Colorado

S25KN

Conference Closes