

Time	Auditorium	Room 1	Room 2	Room 3	Room 4	Room 5	Room 6
7:44 - 9:30	Registration and Coffee						
9:30 - 9:45	Opening Address from Lord Addington and Dr Kate Saunders						
9:45 - 10:30	Keynote - Professor Julia Carroll: Could Morphological Knowledge Improve Literacy in Dyslexic Children? (Chaired by Professor Joel Talcott)						
	Symposium	Symposium	Spoken Research Papers - Adolescents and Adults (12)	Spoken Research Papers - Screening	Spoken Research Paper/Workshops	Workshops	Workshops
10:30 - 11:15	Visual Stress, Coloured Filters and Reading Difficulty – Abbott, Henderson, Evans, Adler	Dyslexia in Adulthood: Challenges, Barriers and Enablers - Terras, Aston, Hyland, Alexander-Passe (In Memoriam of Professor Bob Burden)	Dyslexia and Mental Health: An Investigation of Emotional Coping Strategies - Alexander-Passe	Developmental Growth in Phonological Skills: Differences between Children with and without Dyslexia - Brandenburg	(Spoken Research Paper - 22 minutes) Visual Processing in Indian Children with Dyslexia: an Eye-Tracking Study - Chinta	Teaching English (second language), Reading and Writing - Hartman	Practical Solutions for Teaching Pupils with Dyscalculia - Pinel
			An Investigation into the Prevalence of the Co-existence of Dyslexia and Self-Reported Symptomology of Attention Deficit Hyperactivity Disorder in Higher Education Students and the Effect on Self-image and Self-esteem - Agobiani				
11:15 - 12:00			Morphological Processing as a Top-down Compensatory Process in Dyslexic Adults. Evidence from MEG - Cavalli	Virtual Hebb Williams Maze: a Practicable Early Detection Method for Dyslexia? - Johnson	(Workshop - 45 minutes) Turning Procrastination into Action: Mindfulness for Study for Students with SpLDs - Krcmar	Singapore Maths and Dyscalculia - a Perfect Match? - Hornigold	Addressing Dyslexia Toolkit and Free Interactive Professional Development Resources for Literacy - Ranaldi
			Research on Extraordinarily Successful Adults with Dyslexia and Learning Disabilities - Gerber	Screening Dyslexia in Adults - Nergård-Nilssen			
			Assessing Prose Reading Skills amongst a Large Group of FE and HE students in the UK - Fidler	Neural Unity but Behavioural Dissociation in Developmental Dyslexia - Wydell			
12:00 - 13:00	Lunch and posters						
13:00 - 13:45	Keynote - Professor Sue Gathercole: A Dimensional Approach to Developmental Impairments of Attention, Learning and Memory (Chaired by Professor Joel Talcott)						
	Symposium	Symposium	Spoken Research Papers - Coping with Dyslexia	Spoken Research Papers - Visual Attention and Rhythmic Timing	Workshops	Workshops	Workshops
13:50 - 14:35	Complementary Perspectives on the Development of Vocabulary in Monolingual and L2 Children - Geva, Monsrud, Brandes, van Daal	The Role of Phonology in Deaf and Hearing Impaired Children's Literacy - Carroll, Kyle, Herman, Breadmore	Dyslexia and Success: Out of Despair comes the phoenix of success - Alexander-Passe	Spatial Attention Shifting and Phonological Processing in Adults with Dyslexia - Abbott	Supporting Spelling: Making the Links and Meeting the Challenges - Donovan	Multi-paragraph Writing and Comprehension of Textbook Reading for Upper Elementary Students - Heinz	Empowering and Educating Parents to Assist Children with Dyslexia in Successful School Transition - McCarron
			The Effectiveness of Literacy Interventions on the Psychosocial Development of Students with Literacy Learning Difficulties - Denston				
14:35 - 15:20			A Picture Paints a Thousand Words: Transforming Comprehension, Engagement and Recall in HE Lectures - Roberts	Visual Crowding in Normal and Dyslexic Children: Who Benefits from Extra Letter Spacing and Why? - Tijms	Moving Forward: Supporting Students with Neurodiversity and Co-occurring Mental Health Difficulties - Horsman	Getting it right with assistive technology: lessons from research and practice in Sweden and the UK - Rack	Dyscalculia in Higher Education - Trott
			Legal Lexical Decision Making in Adult Dyslexia - Franzen	Rhythmic Timing at School Entry as a Predictor of Poor Word Reading and Spelling at End of Grade 1 - Lundetræ			
			Dyslexia in Adulthood: Experiences, Coping and the Importance of Resilience - Terras	Phonological Skills, Visual Attention Span, and Visual Stress in Developmental Dyslexia - Saksida			
15:20- 15:50	Coffee Break and posters						
15:50-16:35	Keynote - Professor Tom Nicholson: Phonological Awareness and Reading Difficulties (Chaired by Professor Joel Talcott)						
	Workshop	Workshop	Workshop	Workshop	Workshop	Workshop	Workshop
16:35 - 17:20	Spotting SLI in the Classroom: Using Video Clips in Training Teachers to Identify Underlying Language Difficulties - Clark	Using the Executive Function Model to Help Understand and Support a Range of Specific Learning Differences - Krcmar	Amazing Apps: Accessibility for the Road Ahead - McLaren	EAL Learners with SpLDs – a Continuing Challenge - Smith	Mind Reading for Teachers: Memory, Metacognition and Effective Learning - Guise	Moving Forward in Practice: from Problem Solving to Strength-Based Assessment - Rochelle	Tackling Dyslexia in Schools – a Phonics-Based, Whole-School Literacy Approach - White
17:20 - 18:05	Keynote - Professor Esther Geva: Dyslexia and English Language Learners - Beliefs and Research Evidence (Chaired by Professor Joel Talcott)						
18:05 - 19:30	Lord Mayor's Reception, Presentation of the Marion Welchman International Award and Poster Presentation (Sponsored by Lucid)						
19:30	Day 1 Close						

Time	Auditorium	Room 1	Room 2	Room 3	Room 4	Room 5	Room 6
8:30 - 9:30	Registration and Coffee						
9:30 - 10:15	Keynote - Professor Karin Landerl: Associations and Dissociations of Deficits in Reading, Spelling and Arithmetic (Chaired by Professor Joel Talcott)						
10:15 - 10:30	Coffee Break and posters						
	Symposium	Symposium	Symposium	Spoken Research Papers - Intervention	Spoken Research Papers - Screening and Intervention	Workshops	Workshops
10:30 - 11:15	Using Technology to Overcome Difficulties Associated with SpLD: Success Stories and Lessons Learnt - Dobbs, Cottrell, Litten, James	Developmental Dyslexia in Different Orthographies: Moving forward: challenges and transitions - Wydell, Stainthorp, Ho, Park, Uno	Desirable Dyslexia: A Positive Psychology Approach - Kannagara, Carson, Puttaraju, Shastri	Using Morphological Strategies to Improve Dyslexic and Non-Dyslexic Undergraduates' Spelling - Devonshire	Prediction of Reading Difficulties: The Contribution of a Dynamic Test of Decoding - Gellert	Teaching Children with Dyslexia: What's Proven and What's Not - Muter	The Second Coming of William Caxton: Transparent Orthography or Visible Etymology? - Machin
				Beyond the Broom-Cupboard: The Wider Impact of Specialist Dyslexia Training for Teaching Assistants - Griffiths	Working Memory Deficits in Children with Dyslexia: Beyond Phonology - Gray		
11:15 - 12:00				Clinical Implications of the Double Deficit Model for Adolescents with Dyslexia - Harrison	Benefit from Statistical Regularities in Language - for Adequate Readers and Among Dyslexics - Kimel	Bilingualism and Dyslexia: an Interactive Welsh Perspective - Packer	'Consistently Inconsistent' - part of the Maths SpLD Profile. Can we help? - Wedderburn
			Responding to Intervention: Distinct Effects of Tier 2 Supports for Poor Readers in Year 1 - Savage	Language-based Literacy Intervention: A Description of Three Clinical Cases - Nadler-Nir			
			Effects of a Randomised Reading Intervention: A Five Year Follow-Up - Wolff	Enhancing Dyslexic's Reading Fluency in English as a Foreign Language - Snellings			
12:00- 13:00	Lunch and posters						
13:00 - 13:45	Keynote - Professor Don Compton: Exploring the Role of Knowledge Transfer on Passage Comprehension in Children with Learning Differences: An Exploratory Study (Chaired by Professor Joel Talcott)						
	Symposium	Symposium	Symposium	Spoken Research Papers - Curriculum	Spoken Research Papers - Early Intervention	Workshops	Workshop
13:45 - 14:30	Comorbidity, Executive Function, Stress and Strengths in Dyslexia - Nicolson ( <b>In Memoriam of Professor Peter Pumfrey</b> )	Nonword and Irregular Word Reading in Young Children - Cunningham, Powell, Shapiro, Vousden	Reasonable Adjustments in High-Stakes Assessments for Candidates with SpLDs - Hipkiss, Nisbet, Simon, James	The Hidden Maths Content in HE Courses: A Survey - Chinn	Children at Family-Risk of Reading Difficulties: Modelling the Early Path of Emergent Literacy Skills and Home Literacy Environment (HLE) at School Start - Esmaeeli	Has Handwriting become an Instructional Dinosaur? Handwriting may be more Important than you think! - Cushen White	BDA Dyslexia Friendly Quality Mark: Impact in the Classroom, UK and European Centres Schools - Gregory
				Working in the Weeds: Implementing Beginning Reading Supports in High Need Schools - Coyne	The Sound Check Project: Supporting Phonics Learning at KS1 and KS2 - Horobin		
14:30 - 15:15							An Innovative Model for Continuing Professional Development - McMurray
			Curricula Issues for Key Stage 2 Pupils with SpLD in Literacy in English Mainstream Education - Moutra	Is the Phonic Screening Check a Major Cause of Pupils' Difficulties in Learning to Read? - Solyt			
			Introducing Dyslexia Friendly Practices in Greek Primary EFL Classrooms - Reraki	Effects of an Early Phonological Training Study: A Latent Growth Curve Analysis - Wolff			
15:15- 15:45	Coffee Break and posters						
15:45-16:30	Keynote - Professor Peter de Jong: Issues in Diagnosing Dyslexia (Chaired by Professor Joel Talcott)						
16:30 - 17:15	Keynote - Professor Elena Grigorenko: Reading about Reading: Reflections on the Current State of the Literature (Chaired by Professor Joel Talcott)						
17:15 - 18:00	Workshop - Adults and Dyslexia/SpLD, a Review of the Current Research and Social Landscape and the Campaigns being Undertaken by the BDA and DAN - Malpas						
18:00 - 18:30	Networking and Exhibitors (close at The King's Centre)						
20:00 - 23:00	Gala Dinner - Oxford Hotel (Sponsored by Bredon School)						
23:00	Day 2 Close						

Time	Auditorium	Room 1	Room 2	Room 3	Room 4	Room 5	Room 6
8:30 - 9:30	Registration and Coffee						
9:30 - 10:15	Keynote - Professor Maggie Snowling: Development of Literacy in Children at High-Risk of Dyslexia: Implications for Intervention (Chaired by Professor Joel Talcott)						
10:15 - 10:30	Coffee Break and posters						
	Symposium	Symposium	Symposium	Spoken Research Papers - Multilingual	Spoken Research Papers - Dyslexia Across Languages	Workshops	Workshops
10:30 - 11:15	Developing Specialist Dyslexia Training across the Globe: how can we ensure excellence? - Mortimore, Johnson, Naidoo, Lannen, Reid, Malpas	Psychological Perspectives on the Assessment of Dyslexia: Pitfalls & Advances - Kurz, Doyle, Jubb, Coomes	Neurobiological Correlates of Reading Related Processes and Fact Retrieval in Developmental Dyslexia - Moll, Jones, Bakos, Banfi, Göbel	Assessment of Reading Acquisition in Urdu Language; Towards Testing and Profiling - Haidry	Morphological Awareness & Spelling Development in EFL: The Case of Arabic L1 Students - Elouty	Supporting the Transition to Inclusivity in Higher Education using Multisensory Teaching - McLoughlin and Davies	Workplace Difficulties, Tribunals & Court Hearings: Meeting the Challenges and Exploring Solutions - Jameson
11:15 - 12:00				Contribution of Cognitive Abilities and Home Literacy Environment to Reading Fluency in Japanese - Inomata			
				Relative Importance of Language and Cognitive Skills to Reading Comprehension - Kim	Dyslexia in Ireland: Challenges and Transitions - McPhillips	What does Visuo/Spatial Ability mean and how can it be Identified? - Steffert	Maths Word Problems: Helping Students with SpLD in Singapore - Bunn
				Specialised Visual Processing for Print: An ERP Study Comparing Alphabetic and Character Scripts - Maassen	The Danish Dyslexia Test. Validity of a Wide-Range, Web-Based Test for Dyslexia - Poulsen		
				Relations Between Cognitive-linguistic Skills and Chinese Writing Among Children with Dyslexia - Yeung	Exploring the Inflectional Morphology in Greek Reading Disabled Children - Rothou		
12:00 - 13:00	Lunch and posters						
13:00 - 13:45	Keynote - Professor Usha Goswami: Phonology and Dyslexia: A Sensory/Neural Perspective (Chaired by Professor Joel Talcott)						
	Symposium	Symposium	Spoken Research Papers - Dyslexia and Other Difficulties	Spoken Research Papers - Work and Adjustment	Spoken Research Papers - Multilingual	Workshops	Workshops
13:45 - 14:30	Spelling and Handwriting Difficulties in Dyslexia: Studies of Online and Offline Writing Processes - Caravolas, Connelly, Kandel, Olive	The Visual Attention Span Theory of Developmental Dyslexia: the Causality Issue - Valdois, Bosse, Zoubrinetzky, Phenix	Talking the Line: Dyslexic and Dyspraxic Arts Graduates Articulate their Perceptions of Objects in Space through the Vehicle of Drawing - Rankin	To what Extent is Coaching a 'Reasonable' Adjustment for Dyslexia? - Doyle	Phonological Skills in Multilingual Adolescents in South Africa - Smythe	Safe, Ethical and Useful: Improving Diagnostic Assessments for Adults in the Workplace - Cleaver	Dyslexia & Music: the Challenges for Dyslexic Musicians & Transition towards Musical Interventions - Pitt
			Diagnosing Dyslexia in Deaf Adults. Can a Dynamic Test Provide a Basis? - Juul	Factors for Successful Inclusion of Individuals with Dyslexia - Kejrova			
14:30 - 15:15			The Impact of Lexical Factors on Spoken Word Articulation Times (Response Duration) in Word Naming - Davies	Dyslexia, Reading Difficulties and the Offending Population – a Lesson for us all to Learn! - Kirby	Getting it Right with Assistive Technology: Lessons from Research and Practice in Sweden and the UK - Rack	Dyslexia: Recognising & Overcoming Crippling Stressors Inherent in so many Dyslexic Youngsters - Peer	How to use an Online Corpus for Literacy Instruction: The Secret Tool for Literacy Ninjas - Lukes
			When does SSD Matter for Literacy? Disordered Errors, Language Status, and Family-Risk of Dyslexia - Hayiou-Thomas	Dyslexia Executive Functions and Success at Work - Leather	Providing Support to Students with Special Educational Needs and Disability in Polish Mainstream Schools - Malenko		
			An Improved Method of Identifying Individuals with Dyslexia Courtesy of Reverend Bayes - Wagner	The Effectiveness of a Wraparound Support Package for Dyslexic Employees/Employers in the Workplace - Styles	Equity or Advantage - Duncan		
15:15 - 15:45	Coffee Break and posters						
15:45 - 16:30	Keynote - Professor Victor van Daal: Orthographic Learning in Typically and Atypically Developing Children (Chaired by Professor Joel Talcott)						
16:30 - 16:45	Closing session						
16:45 - 18:15	Networking						
18:15	Conference Close						