Provisional Timetable for the **11th British Dyslexia Association's International Conference,** 12th - 14th April 2018, Telford, UK

BDA International Conference and EXPO 2018

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This timetable will evolve as our conference draws near, so please keep checking for more information. We reserve the right to amend this timetable and it will be subject to changes. Updated 07/03/2018.

Time	Auditorium	Room 1	Room 2	Room 3	Room 4	Room 5	Room 6	Room 7
							THURSDAY A.M.	
7:44 - 9:30	Registration and coffee							
9:30 - 9:45	Opening address from BDA CEO							
9:45 - 10:30	Keynote 1 - Professor Van Daal: A longitudinal study of self-teaching in learning to read and spell							
	Symposium	**Spoken Research Papers**	**Spoken Research Papers**	**Spoken Research Papers**	**Workshops**	**Workshops**	**Workshops**	**Masterclasses**
10:30-11:15	Professor Gathercole - Understanding educational under-achievement	Kirby - The history of dyslexia McVeigh - Examination access arrangements: Considering differences in JCQ and Equality Act terminology	Vousden - An evaluation of a teaching assistant led balanced reading intervention for Yr1 children in the UK Morgan - Implicit teaching strategies for dyslexics using a visual phonics approach	McMurray - The identification and assessment of dyslexic-type difficulties in mainstream primary schools Szczerbinski - Cognitive profiling: Testing the competing predictions of six different theories of dyslexia	Hartman - Teaching analogue time to dyslexics: a fresh, new technique	Donovan - Dynamic assessment: principles and possibilities	Esposito - Practitioner enquiry spelling project	Chinn and Hornigold - Dyscalculia and Practical Solutions
11:15-12:00		Charles - Can't spell, can't teach? Stakeholder attitudes towards primary trainee teachers with dyslexia Kwok - Visual word learning in adults with dyslexia	Styles - Evaluating the effectiveness of support interventions for dyslexic learners in multiple environments Thompson - Mind the gap: inclusion, dyslexia - SpLD and the problem of poor educational outcomes	Krejcova - Feuerstein's deficit cognitive functions theory and dyslexia profiles Petscher - Leveraging technology to building a bridge between screening and identification	Mc Murray - The importance of integrating phonemic, orthographic and morphemic knowledge when learning to spell	Harrison - Universal design of information and communication technologies for students with dyslexia	Lennon - Reading and co-operative learning: how this supports dyslexic readers	
12:00 - 13:00	Lunch and posters							

THURSDAY P.M.

Time	Auditorium	Room 1	Room 2	Room 3	Room 4	Room 5	Room 6	Room 7
13:00-13:45	Keynote 2 - Professor Savage - Novel recent approaches to early reading intervention							
	Symposium	Spoken Research Papers	Spoken Research Papers	Workshops	Workshops	Workshops	Workshops	Masterclasses
13:50 - 14:35	Carroll - The roles of hearing and speech in dyslexia : evidence from four large samples	Leppänen - Neurocognitive signatures of Internet reading in fluent and dysfluent readers Suarez-Coalla - Handwriting characteristics of Spanish children with dyslexia	Armstrong - The relation between sensory processing and learning disorders Kyle - Is remedial reading intervention more effective in first grade than in second grade?	MacKay - Get it right for dyslexia - get it right for all. Research based strategies for inclusion	Shantha-Ram: 'Promoting positive mental health: Relating dyslexia teachers' values to organisational intiatives'	Thomson: Supporting Learners with Dyslexia in the Secondary Curriculum	Garner - Ensuring dyslexia students are prepared for life after school	Savage - Using the ABRACADABRA web-technology to mobilize knowledge about effective early literacy teaching
14:35 - 15:20		Antzaka - Can playing action video games modulate attentional components involved in reading?	Samunn - Personalised Online Learning Experinece (POLE) of children with SpLD - a case study approach Murdoch - Explicit vocabulary instruction and intervention for young children	MacKay - "Can't write, won't write - and you can't make me". Strategies and solutions for reluctant writers	McCarron - Outcomes of a transition program for middle school children with Dyslexia	Hayes - Waiting to Fail: Better training - better teaching in the early years	Harrison - Evaluating validity of test performance in children and adolescents with dyslexia	
15:20 - 15:50	Coffee break and posters							
15:50 - 16:35	Keynote 3 - Professor Ansari: Building blocks of mathematical competence: evidence from brain and behaviour							
18:00 - 20:00	Drinks reception and networking							
20:00	Day 1 Close							

Time	Auditorium	Room 1	Room 2	Room 3	Room 4	Room 5	Room 6	Room 7
8:30 - 9:30	Registration and coffee							
9:30 - 10:15	Keynote 4 - Professor Casanova: Dyslexia and Autism: Neuroanatomical findings pointing towards a spectrum of cognitive abilities							
10:15 - 10:30	Coffee break and posters							
	Symposium	Spoken Research Papers	Spoken Research Papers/ Workshops	Spoken Research Papers	Spoken Research Papers/Workshops	Spoken Research Papers/Workshops	Workshops	Masterclasses
10:30 - 11:15	Nicolson - Positive Dyslexia at school, university and work	Sumner- Comparing handwriting performance in dyslexia and developmental coordination disorder Griffiths- Teaching for neurodiversity: training teachers to see beyond labels	Bernabini- Broader phenotype of Developmental Dyscalculia Mubarak - Overcoming educator's barriers in ICT adoption to kick-start digital literacy in dyslexia learners	Dewle- Use of fluency-based intervention to improve reading comprehension of ESL elementary students McVeigh-Verbal fluency in immersion- educated emerging bilinguals	Vataja - The development of literacy skills among monolingual and bilingual children in early school years Nikolopoulos: STEM - ducation for students with Math's deficits whose problem is working memory Risberg - Early identification of reading and writing difficulties among monolingual and bilingual pupils	Romagnoli - Tackling the impact of PCSK6 on brain asymmetry in dyslexia:an image-genetics study Beelen - Pre-reading and early reading neuroanatomical anomalies in developmental dyslexia	Muter - How to develop diagnostic formulations for children with specific learning difficulties	Cochrane - Hints and tips for a successful APC renewal – how to avoid any pitfalls in your application
11:15 - 12:00		Almurtaji- Examining influences of behavioural patterns, self-efficacy and resilience on academic achievement Solity - Levelling or banding reading books: the rhetoric and reality Stella- Eye movements in dyslexia:an analysis of sentence comprehension and underlying risk factors	Steffert - Neurofeedback as an effective intervention for dyslexia	Lallier- Dichotic listening: a window into bilingualism reading development Niolaki - English-only and English additional language (EAL) children with and without a spelling difficulty	Trott - The impact of dyscalculia and dyslexia on Maths anxiety	Benson - Dyslexia and the imagery-language connection: theory, research, practice	Daulby - Removing barriers to learning using cognitive load theory	
12:00 - 13:00	Lunch and posters							

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FRIDAY P.M.								
13:00 - 13:45	Keynote 5 - Professor Fisher: A genomic perspective on speech, language and reading							
	Symposium	**Spoken Research Papers**	**Workshops**	**Workshops**	**Workshops**	**Spoken Research Papers**	**Workshops**	**Masterclasses**
13:50 - 14:30	Breadmore - Morphological skills and their relationship with literacy and dyslexia	Akyurek - Executive functions of gifted children with dyslexia Van Viersen - Pathways into literacy: The effects of early oral language abilities and family risk for dyslexia Knowles - Evidence-based developmental dyslexia: findings from a literature review	Peer - Overcoming barriers to early reading: dyslexia/ deafness / poor listening and auditory processing	Garner - Recognising and supporting dyslexia in EAL students	Moore - Using music to support children with dyslexia	Franzen - Electrophysiology reveals different processing of multisensory perceptual evidence in adult dyslexia Leather - Identifying processing deficits in dyslexia adults : executive functioning and verbal working memory	Reid - Working memory, learning strategies and classroom approaches	BDA - In the service of building a dyslexia friendly society
14:30 - 15:15		Biotteau-Dyslexia is more than just a reading child syndrome Solity - Systematic synthetic phonics: A possible cause of pupils' literacy difficulties Saleh- The preference-based teaching approach for children with dyslexia and challenging behaviour	Hickmott - Turning dyslexic and other neuro-divergent strengths into skills to improve literacy and numeracy	Stacey: Dyslexic working memory: Is it poor or over worked? Can mindfulness help?	Daunt - Reasonable adjustments in music exams for neuro-diverse candidates: best practice guidelines	de Bree - Reading and spelling performance in grade two: Cognitive precursors and comorbidity Van Witteloostuijn - Online and offline measures of visual statistical learning in children with and without dyslexia Rankin - Would interventions/ accommodations be useful for pupils with dyslexia who have drawing difficulties?	MacKay - Dyslexia and the memory lite classroom	
15:15 - 15:45	Coffee break and posters							
15:45 - 16:30	Keynote 6 - Professor Ehri: Acquisition of sight word reading, spelling memory, and vocabulary learning: the role of orthographic mapping							
16:30 - 18:30	Mayor's reception, networking and exhibitors							
18:30	Day 2 close							

Time	Auditorium	Room 1	Room 2	Room 3	Room 4	Room 5	Room 6
SATURDAY A.M.							
8:30 - 9:30	Registration and coffee						
9:30 - 10:15	Keynote 7 - Professor Kirby: Dyslexia – into and in employment – latest understanding from research and practice						
10:15 - 10:30	Coffee break and posters						
	Symposium	**Spoken Research Papers/Workshops**	**Spoken Research Papers/Workshops**	**Workshops**	**Spoken Research Papers**	**Workshops/Spoken Research Papers**	Parent event
10:30 - 11:15	McLoughlin - Dyslexia in adulthood: practice to evidence and back to practice	Loveland-Armour - Dyslexia: what university students wish their primary school teachers knew Loveland-Armour - University sympathetic marking policy - inclusive practice, othering or somewhere between?	Beetham - Workplace dyslexia & SpLDs - productivity, engagement and well-being Nalavany - Relationship between emotional experience and work self-efficacy among adults with dyslexia	Aston - Addressing the emotional repercussions of dyslexia	Dutton - Ups and downs of co-production with parents to develop and evaluate Cambridgeshire Dyslexia Guidance Mavrommatis - Mavrommati's pictorial method for teaching English spelling to dyslexics	Samsudin - Metacognitive strategies for transitioning post-secondary students	Parent event
11:15- 12.00		Sunday - How dyslexics will rule the future	Hewlett - Recruitment and retention of adult dyslexic employees - commission report and next steps	Dechef-Tweddle - Beyond the layers: strategies supporting academic success in students with mental health issues.	Harrison - Influence of age vs grade-based norms on diagnosis of dyslexia in postsecondary and graduate clients Everatt - Reading problems/dyslexia in Arabic: weaknesses in phonological processing versus rapid naming	Owen - Exploring potential markers of bilingual literacy abilities in Welsh	Parent event
12:00 - 13:00	Lunch and posters						

Time	Auditorium	Room 1	Room 2	Room 3	Room 4	Room 5	Room 6
	SATURDAY P.M.						
13:00 - 13:45	Keynote 8 - Professor Gabrielli: Cognitive Neuroscience of dyslexia: from biology to remediation'						
	Symposium	**Spoken Research Papers**	**Spoken Research Papers**	**Symposium**	**Spoken Research Papers**	**Workshops**	**Workshops**
13:45 - 14:30	Malpas - Adults and employment	Falzon - 'A pebble in my shoe': dyslexic students and their views of examinations Leong - Exploring the classroom practices of English exam skills for school children with dyslexia	McLoughlin - Dyslexia and professional medical training	Maassen - ERP – precursors of early and advanced reading acquisition (MMR and print tuning)	Akyurek - Home environment and executive functions in children with dyslexia McCormack-Colbert - Perceptions of support for learners with dyslexia in France and Wales	Styles - Evaluating the effectiveness of support interventions for adults with dyslexia in the workplace	
14:30 - 15:15		Everatt - Reading comprehension, detail retention and inference making among adult students with dyslexia	Jacobs - Dyslexia and syllogistic reasoning in adults : differences in strategy usage Knight - Educating educators - dyslexia	Minto (Microsoft) - Use of Technology	Mesa - A language and reading intervention for Spanish-speaking children in a rural and isolated community	Leather - Working with working memory in the workplace	
15:15 - 15:45	Coffee break and posters						
15:45 - 16:30	Keynote 9 - Professor Gathercole: Supporting learners: Where does the evidence lead us?						
16:30 - 16:45	Closing ceremony						
16:45 - 18:15	Networking						
18:15	Conference close						