

# 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. V260917

**THURSDAY A.M.**

Time	Auditorium	Room 1	Room 2	Room 4	Room 5	Room 6
7:44 - 9:30	Registration and Coffee					
9:30 - 9:45	Opening Address from BDA President, Lord Addington, and BDA CEO					
9:45 - 10:30	Keynote 1 - Professor Victor van Daal					
	Symposium	Spoken Research Papers - History and Education Policy	Spoken Research Papers - Intervention	Spoken Research Paper - Screening/Identification/Profiling	Workshops	Workshops
10:30-11:15	Gathercole - Understanding educational under-achievement	Kirby - The History of Dyslexia	Vousden - An evaluation of a teaching assistant led balanced reading intervention for Yr1 children in the UK	McMurray - The identification and assessment of dyslexic-type difficulties in mainstream primary schools	Hartman - Teaching analogue time to dyslexics : a fresh, new technique	Donovan - Dynamic Assessment : Principles and Possibilities
		McVeigh - Examination Access Arrangements: Considering differences in JCQ and Equality Act Terminology	Morgan - Implicit Teaching Strategies for Dyslexics Using a Visual Phonics Approach	Szcerbinski - Cognitive Profiling: Testing the competing predictions of six different theories of dyslexia		
11:15-12:00	Gathercole - Understanding educational under-achievement	Charles - Can't spell, can't teach? Stakeholder attitudes towards primary trainee teachers with dyslexia	Styles - Evaluating the effectiveness of support interventions for dyslexic learners in multiple environments	Krejcová - Feuerstein's deficit cognitive functions theory and dyslexia profiles	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
		Kwok - Visual word learning in adults with dyslexia	Savage - Using the Simplicity Principle to teach reading to at-risk children in year 2	Petscher - Leveraging Technology to Building a bridge between Screening and Identification		
12:00 - 13:00	Lunch and posters					

**THURSDAY P.M.**

Time	Auditorium	Room 1	Room 2	Room 3	Room 4	Room 5	Room 6
13:00-13:45	Keynote 2 - Professor Linnea Ehri						
	Symposium	Spoken Research Papers - Literacy	Spoken Research Papers - Intervention	Workshops	Workshops	Workshops	Workshops
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	Armstrong - The relation between sensory processing and learning disorders	MacKay - Get it right for Dyslexia - get it right for all. Research based strategies for inclusion	Montstephen - Non-language Indicators of Dyslexia : Research and Practice in Early Screening and Intervention	Stetkevich - Accessing the Brain: Universal Design for Learning Principles Applied to the Classroom or Tutoring	Garner - Ensuring dyslexia students are prepared for life after school
		Suarez-Coalla - Handwriting characteristics of Spanish children with dyslexia	Kyle - Is remedial reading intervention more effective in first grade than in second grade?				
14:35 - 15:20		Antzaka - Does morphological grain size affect the role of the Visual Attention Span in reading?	Samunn - Personalised Online Learning Experience (POLE) of children with SpLD - a case study approach	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
		Antzaka - Can playing Action Video Games modulate attentional components involved in reading?	Murdoch - Explicit Vocabulary Instruction and Intervention for Young Children				
15:20 - 15:50	Coffee Break and posters						
15:50 - 16:35	Keynote 3 - Professor Daniel Ansari						
16.35 - 17.30	Networking						
17:30	Day 1 Close						

**FRIDAY A.M.**

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 4 - Professor John Gabrielli						
10:15 - 10:30	Coffee Break and Posters						
	Symposium	Spoken Research Papers - Co-occurring factors	Spoken Research Papers/Workshops- Mathematics / Use of Technology	Spoken Research Papers - languages	Spoken Research Papers/workshops - Mathematics / Music	Spoken Research Papers/workshops - Neurological	Workshops - co-occurring factors / assessment, / cognitive
10:30 - 11:15		Sumner-Comparing handwriting performance in dyslexia and developmental coordination disorder	Bernabini-Broader phenotype of Developmental Dyscalculia	Dewle- Use of fluency-based intervention to improve reading comprehension of ESL elementary students	Brown - Smart Learning: Maths without numbers	Romagnoli-Tackling the impact of PCSK6 on brain asymmetry in dyslexia:an image-genetics study	Muter - How to Develop Diagnostic Formulations for Children with Specific Learning Difficulties
		Griffiths-Teaching for neurodiversity : training teachers to see beyond labels	Mubarak - Overcoming Educator's Barriers in ICT Adoption to Kickstart Digital Literacy in Dyslexia Learners	McVeigh-Verbal fluency in immersion- educated emerging bilinguals		Beelen - Pre-reading and early reading neuroanatomical anomalies in developmental dyslexia	
11:15 - 12:00	Positive Dyslexia at School, University and Work - Nicolson	Almurtaji-Examining influences of behavioural patterns, self-efficacy and resilience on academic achievement	Minto (Microsoft) - Use of Technology	Lallier-Dichotic listening:a window into bilingualism reading development	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
		Stella-Eye movements in dyslexia:an analysis of sentence comprehension and underlying risk factors		Niolaki -English-only and English additional language (EAL) children with and without a spelling difficulty			
12:00 - 13:00	Lunch and Posters						

**FRIDAY P.M.**

Time	Auditorium	Room 1	Room 2	Room 3	Room 4	Room 5	Room 6
13:00 - 13:45	Keynote 5 - Professor Simon Fisher						
	Symposium	Spoken Research Papers - Co-occurring factors	Workshops- / co-occurring factors /strengths	Workshops - languages	Workshops- / Music	Spoken Research Papers - Neurological	Workshops - Memory
13:45 - 14:30		Akyurek -Executive functions of gifted children with dyslexia	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 differnt processing of multisensory perceptual evidence in adult dyslexia	Reid -Working Memory, Learning Strategies and Classroom Approaches
		Van Viersen Pathways into Literacy: The Effects of Early Oral Language Abilities and Family Risk for Dyslexia					
14:30 - 15:15	Breadmore - Morphological Skills and their relationship with literacy and dyslexia	Biotteau-Dyslexia is more than just a reading child syndrome	Hickmott - Turning Dyslexic and other neuro-divergent strengths into skills to improve literacy and numeracy	British Dyslexia Association - In the Service of Building a Dyslexia Friendly Society	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	MacKay - Dyslexia and the memory lite classroom
		Saleh-The preference-based teaching approach for children with dyslexia and challenging behaviour				Van Witteloostuijn - Online and offline measures of visual statistical learning in children with and without dyslexia	
15:15 - 15:45	Coffee Break and Posters						
15:45 - 16:30	Keynote 6 - Professor Marketa Caravolas						
16:30 - 18:30	Mayor's Reception, Networking and Exhibitors						
18:30	Day 2 Close						

**SATURDAY A.M.**

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 8 - Professor Amanda Kirby						
10:15 - 10:30	Coffee Break and Posters						
	Symposium	Spoken Research Papers/workshops - HE students	Spoken Research Papers/workshops- Employment	Workshops- Well-being and Self-esteem / Mental Health	Spoken Research Papers - International Developments / Education Policy / Assessment	Workshops/Spoken Research Papers - transition / bilingual	Parent Event
10:30 - 11:15	Dyslexia in adulthood : Practice to Evidence and Back to Practice - McLoughlin	Loveland-Armour - Dyslexia : What University Students Wish Their Primary School Teachers Knew	McLoughlin - Dyslexia and Professional Medical Training	Aston - Addressing the Emotional Repercussions of Dyslexia	Dutton - Ups and downs of Co-production with parents to develop and evaluate Cambridgeshire Dyslexia Guidance	Samsudin - Metacognitive Strategies for transitioning post-secondary students	Parent Event
11:15 - 12:00		Loveland-Armour - University Sympathetic Marking Policy - Inclusive Practice, Othering or Somewhere Between?	Nalavany - Relationship between emotional experience and work self-efficacy among adults with dyslexia		Mavrommatis - Mavrommati's Pictorial Method for Teaching English Spelling to Dyslexics		
		Richard -Working together to solve maths problems	Jameson - 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						

		SATURDAY P.M.					
Time	Auditorium	Room 1	Room 2	Room 3	Room 4	Room 5	Room 6
13:00 - 13:45	Keynote 9 - Professor Manuel Casanova						
	Symposium	Spoken Research Papers - Examinations / Adults	Spoken Research Papers - Employment / Adults	Spoken Research Papers/Workshops - Well-being and self-esteem / underachievement / employment	Spoken Research Papers - Parents / International / Languages	Workshops - Adults / workplace	Workshops
13:45 - 14:30		Falzon - 'A pebble in my shoe': Dyslexic students and their views of examinations	Beetham - Workplace Dyslexia & SpLDs - productivity, engagement and well-being	Thompson - Mind the Gap : Inclusion, Dyslexia -SpLD and the problem of poor educational outcomes.	Akyurek - Home environment and executive functions in children with dyslexia	Styles - Evaluating the effectiveness of support interventions for adults with dyslexia in the workplace	Guy - Supporting dyslexic pupils' mental well being in mainstream schools.
		Leong - Exploring the classroom practices of English exam skills for school children with dyslexia	Leather - Identifying processing deficits in dyslexia adults : executive functioning and verbal working memory	Greaney - Dyslexia in Nursing and Nurse Education - a case study	McCormack-Colbert - Perceptions of support for learners with dyslexia in France and Wales		
14:30 - 15:15	Malpas - Adults and Employment	Rankin - Would interventions/ accommodations be useful for pupils with dyslexia who have drawing difficulties?	Jacobs - Dyslexia and syllogistic reasoning in adults : differences in strategy usage		Risberg - Early identification of reading and writing difficulties among monolingual and bilingual pupils	Leather - Working with working memory in the workplace	Horsman - Evidence to Practice and Back Again : The Development of Mindset within 1:1 Specialist Study Support
		Everatt - Reading comprehension, detail retention and inference making among adult students with dyslexia					
15:15 - 15:45	Coffee Break and Posters						
15:45 - 16:30	Keynote 10 - Professor Susan Gathercole						
16:30 - 16:45	Closing Ceremony						
16:45 - 18:15	Networking						
18:15	Conference Close						