

1st SRLD Conference - Scientific Program

Friday, June 7, 2019, Via Venezia, 12/2

9:00 – 9:20 a.m. **Opening remarks, greetings and presentation of the 1st SRLD Conference**
Room T3

Carsten Elbro¹ and Irene C. Mammarella²
(¹University of Copenhagen, ²University of Padova)

Invited speakers session: Mathematical difficulties and math anxiety Chair *Marco Zorzi*

Room T3

9:20 – 10:00 a.m. **Giannis Karagiannakis** (University of Athens)
Identification of children with mathematical learning difficulties with a group administered online culture-free test

10:00 – 10:40 a.m. **Evelyn Kroesbergen** (Utrecht University)
The heterogeneity of Mathematical Learning Disabilities

10:40 – 11:20 a.m. **Orly Rubinsten** (University of Haifa and Edmond J. Safra Brain Research Center for the Study of Learning Disabilities)
Heterogeneity of risk factors in math anxiety and their impact on future employment and academic education

Invited speakers session: Reading and Comprehension Chair *Lucia Mason*

Room T3

11:30 – 12:10 a.m. **Franck Ramus** (CNRS and École Normale Supérieure)
Epidemiological investigations of dyslexia in France

12:10 – 12:50 a.m. **Jane Oakhill** (University of Sussex)
The relation between children's reading comprehension and aspects of vocabulary

12:50 a.m. – 1:50 p.m. **Lunch buffet & Registration of participants**

1:50 – 3:10 p.m. **Symposium – Early identification and prevention of dyslexia**

Room T3

Proponents and Chairs **Heikki Lyytinen¹ and Carsten Elbro²**
(¹University of Jyväskylä, ²University of Copenhagen)

- Brain-based early predictors of dyslexia

Jarmo Hämäläinen (University of Jyväskylä)

- Early identification of dyslexia: an overview of issues and recent advances.

Carsten Elbro (University of Copenhagen)

- Intervention for the poorest 5% readers: Under which conditions is it successful?

Miia Ronimus (Niilo Mäki Institute)

- Intervention against dyslexia: an overview of issues and recent advances

Heikki Lyytinen (University of Jyväskylä)

3:10 – 4:00 p.m. **Poster session* & Coffee break**

Room AMU

4:00 – 5:20 p.m.
Room T1

Symposium – Mathematical learning: cognitive, sensory, and contextual perspective

Proponent and Chair **Maria Chiara Passolunghi** (University of Trieste)

-The predictive role of working memory components on transcoding: a cross-linguistic comparison

Chiara Banfi¹, Anna Steiner¹, Sabrina Finke¹, Francina Clayton², Ferenc Kemény¹, Silke Göbel² & Karin Landerl¹

(¹University of Graz, ²University of York)

- What does blindness teach us about the number concept?

Virginie Crollen

(Université Catholique de Louvain)

- Ordering abilities of low mathematics achievers in first grade

Chiara De Vita¹, Kinga Morsanyi² & Maria Chiara Passolunghi¹

(¹University of Trieste, ²Queen's University Belfast)

- How better define clinical and functional profiles of mathematics difficulties

Sara Caviola¹, Enrico Toffalini², Irene C. Mammarella² & Denes Szűcs³

(¹University of Leeds, ²University of Padova, ³University of Cambridge)

4:00 – 5:20 p.m.
Room T2

Symposium – Developmental difficulties and written text production: What do we know and where do we need to go?

Proponent and Chair **Julie Dockrell** (University College London, IOE)

- Comparing handwriting performance in dyslexia and developmental coordination disorder

Emma Sumner

(London's Global University)

- Factors Associated to the Writing Difficulties of Children with Cochlear Implants

Barbara Arfè, Ambra Frastelli, Patrizia Trevisi & Alessandro Martini

(University of Padova)

- Written verb argument structure and verb diversity in children with Developmental Language Disorders

Nichola Stuart¹, Vince Connelly¹ & Julie Dockrell²

(¹Oxford Brookes University, ²London's Global University)

- Understanding problems in the production of written text: What do we need to measure?

Julie Dockrell¹, Vince Connelly², Sarah Critten³ & Kirsty Walter²

(¹London's Global University, ²Oxford Brookes University, ³Coventry University)

5:20 – 6:20 p.m.
Room T2

Symposium – Writing Development and Instruction for At-Risk Writers

Proponent and Chair **Charles A. MacArthur** (University of Delaware)

The Society for Research on Learning Disorders

- Examining Writing Disabilities in Beginning Writers

David Coker & Kristen Ritchey
(University of Delaware)

- Writing Instruction for At-Risk Writers: A Review of Research

Linda H. Mason
(George Mason University)

- Self-Regulated Strategy Instruction for At-Risk College Writers

Charles A. MacArthur¹ & Zoi Traga Philippakos²
(¹University of Delaware, ²University of Tennessee)

5:20 – 6:20 p.m.
Room T1

Session

Chair **Barbara Carretti** (University of Padova)

- Make the Connection: A Reading Comprehension Intervention for Middle School Students

Marit C. Guda, Christine A. Espin & Suzanne E. Mol
(Leiden University)

- Writing composition performance in young adults with ADHD. Relations with executive functions and success attributes

Inmaculada Baixauli Fortea¹, Belén Roselló², Carmen Berenguer C¹, Álvaro Mira² & Ana Miranda²
(¹Universidad Católica de Valencia San Vicente-Mártir, ²Universidad de Valencia)

- Predictors of reading and spelling disorders in a transparent orthography: A prospective cohort study

Lucia Bigozzi, Christian Tarchi & Giuliana Pinto
(University of Florence)

- Teaching summary writing to students with learning disabilities (LD) via strategy instruction

Bruce Saddler & Kristie Asaro-Saddler
(University at Albany)

- The Effects of a Peer-Tutoring Intervention on Text Productivity and Completeness of Narratives Written by Eighth Graders with Learning Disabilities

Matthias Grunke¹, Kristie Asaro-Saddler² & Bruce Saddler²
(¹University of Cologne, ²University at Albany)

6:20 p.m.
Room T2

Presentation of projects and discussion about the society & Reception social event

Saturday, June 8, 2019, Via Venezia, 12/2

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| 9:00 – 9:40 a.m. <i>Room 2D</i> | Invited speaker – Cesare Cornoldi (University of Padova) Issues for European research and evidence based practice in the field of specific learning disorders |
| 9:40 – 11:00 a.m. <i>Room 2D</i> | Symposium – Print exposure as a vehicle for the development of foundational and advanced reading skills Proponent and Chair Maria T. Sikkema-de Jong (Leiden University) - Differential vocabulary and phonological instructions with E-storybooks to support children falling behind in classroom learning environments <i>Marianne van Dijken</i> (Leiden University) - Digital reading miles as a way to improve Grade 1 struggling reader’s reading fluency Maria T. Sikkema-de Jong, Deborah N. van Duijn & Kirsten Dol (Leiden University) - A chicken or egg question: Does reading comprehension facilitate print exposure or vice versa? <i>Florina Erbeli¹, Elsje van Bergen², Sara Ann Hart³</i> (¹ Texas A&M University, ² Vrije Universiteit Amsterdam, ³ Florida State University) - Leisure Reading (But Not Any Kind) and Reading Comprehension Support Each Other - A Longitudinal Study across Grades 1 and 9 <i>Minna Torppa¹, Pekka Niemi², Kati Vasalampi¹, Marja-Kristiina Lerkkanen^{1,3}, Asko Tolvanen¹, Anna-Maija Poikkeus¹</i> (¹ University of Jyväskylä, ² University of Turku, ³ University of Stavanger) |
| 11:00 – 11:20 a.m. | Coffee break |
| 11:20 – 12:40 a.m. <i>Room 2D</i> | Symposium – Multi-variable approaches to mathematics development and developmental dyscalculia Proponent and Chair Denes Szücs (University of Cambridge) - Cognitive and emotional factors in mathematics development: Large population studies <i>Denes Szücs</i> (University of Cambridge) - The explanatory power of a multidimensional approach to mathematical learning <i>Luisa Girelli</i> (University of Milano Bicocca) - Why is schema-based instruction still effective for word problem solving in secondary school DCD children? <i>Bert Reynvoet & Delphine Sasanguie</i> (University of Leuven) - Protective vs risks factors in mathematical learning: how disentangle among cognitive processes, individual resources and anxiety forms <i>Irene C. Mammarella¹ & Enrica Donolato²</i> |

(¹University of Padova, ²University of Oslo)

12:40 a.m. – 1:40 p.m. **Lunch buffet**

1:40 – 2:40 p.m.
Room 2B

Symposium – Morphological awareness and development of reading skills: Evidence from a cross-linguistic perspective

Proponent and Chair **Daniela Traficante¹** and **Maximiliano A. Wilson²**
(¹Catholic University of Milan, ²Université Laval)

- Preschool morphological awareness and early reading: Evidence from Greek and Norwegian
Vassiliki Diamanti
(University of Oslo)

- The influence of morphological knowledge in the early stages of reading acquisition among low SES children: A graphical modeling approach
Eddy Cavalli¹, Lynne Duncan² & Pascale Colé³

(¹Université Lyon, ²University of Dundee, ³Aix-Marseille Université & CNRS)

- The role of reading skills and word features in reading derived nouns: an eye-movement study with primary-school children
Daniela Traficante¹, Marco Marelli² & Claudio Luzzatti²

(¹Catholic University of Milan, ²University of Milan-Bicocca)

Session

1:40 – 2:40 p.m.
Room 2E

Chair **Pierluigi Zoccolotti** (Sapienza University of Rome)

- Toward a proximal cognitive model of co-morbidity: Predicting individual differences in reading, writing and maths
Pierluigi Zoccolotti¹, Maria De Luca², Chiara Valeria Marinelli³ & Donatella Spinelli⁴

(¹Sapienza University of Rome, ²IRCCS Fondazione Santa Lucia, ³University of Salento, ⁴Foro italico, University of Rome)

- Improving Multi-sensory Perceptual Noise-Exclusion in Developmental Dyslexia through Action Video Games
Sara Bertoni¹, Sandro Franceschini¹, Simone Gori² & Andrea Facchetti¹

(¹University of Padova, ²University of Bergamo)

- Protective Factors and Compensation in Resolving Dyslexia
Sietske van Viersen^{1,2}, Elise H. de Bree² & Peter F. de Jong²

(¹University of Oslo, ²University of Amsterdam)

- Neurofunctional markers of Developmental Dyslexia across countries and ages: A meta-analytic study using the CluB toolbox
Manuela Berlinger^{1,2,3}, Francantonio Devoto^{2,4}, Desirée Carioti¹ & Laura Danelli⁴

(¹University of Urbino Carlo Bo, ²Milan Center of Neuroscience ³Center of Developmental Neuropsychology, ⁴University of Milano-Bicocca)

- Simple addition solving in children with dyscalculia
Jeanne Bagnoud, Jasinta Dewi & Catherine Thevenot

(University of Lausanne)

2:40 – 4:00 p.m.

Symposium – Cognitive underpinnings of learning disabilities

The Society for Research on Learning Disorders

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| <i>Room 2D</i> | <p>Proponents and Chairs David Giofrè¹ and Joni Holmes² (¹University of Genova, ²University of Cambridge)</p> <p>- Remapping the cognitive and neural profiles of children who struggle at school <i>Duncan Astle¹, Joe Bathelt², The CALM Team³ & Joni Holmes⁴</i> (¹Medical Research Council, ²University of Amsterdam, ³University of Tennessee at Chattanooga, ⁴University of Cambridge)</p> <p>- Cognitive and environmental influences in early reading development <i>Elena Soto-Calvo, Fiona Simmons, Anne-Marie Adams, David Giofrè, Hannah Francis & Hannah Patel</i> (Liverpool John Moores University)</p> <p>- Profile and structure of intelligence in children with specific learning disorder <i>Enrico Toffalini¹, David Giofrè² & Cesare Cornoldi¹</i> (¹University of Padova, ²University of Genova)</p> <p>- Transdiagnostic associations across communication, cognitive, and behavioural problems in a developmentally at-risk population <i>Joni Holmes¹, The CALM Team² & Silvana Mareva¹</i> (University of Cambridge, ²University of Tennessee at Chattanooga)</p> |
| 4:00 – 4:40 p.m. <i>Room 2D</i> | <p>Invited speaker – Monica Melby-Lervåg (University of Oslo) Interventions to improve cognitive abilities: Results, future prospects and challenges</p> |
| 4:40 – 4:50 p.m. <i>Room 2D</i> | <p>Conclusions & Future Perspectives for the SRLD</p> |

3:10 – 4:00 p.m.

POSTER SESSION

Room AMU

Dyslexia

1 - Semantic Stroop task and dyslexia: Automatic access to semantic representations in reading?

Emilie Collette & Marie-Anne Schelstraete

(Université catholique de Louvain)

2 - Semantic and phonological fluency difficulties in children with dyslexia and/or Developmental Language Disorder: How their lexical retrieval difficulties are explained?

Maria Mengisidou¹, Chloë Marshall¹ & Stavroula Stavrakaki²

(¹University College London, ²Aristotle University of Thessaloniki)

3 - Verbal and visuospatial processes in participants with developmental dyslexia

Maria Claudia Ponzoni¹, Serena Provazza¹, David Giofrè² & Irene C. Mammarella³

(¹Liverpool John Moores University, ²University of Genova, ³University of Padova)

4 - Exploring Reading-Specific Emotions, Executive Functions, and Reading Comprehension in High School Students with Dyslexia

Sonia Zaccoletti & Lucia Mason

(University of Padova)

5 - Word length effects in English adult participants with dyslexia

Serena Provazza¹, David Giofrè², Anne-Marie Adams¹ & Daniel J. Roberts³

(Liverpool John Moores University, ²University of Genova, ³Brunel University London)

6 - Can brain responses of 6-month-old infants predict dyslexia?

Kaisa Lohvansuu, Jarmo A. Hämäläinen, Heikki Lyytinen & Paavo H. T. Leppänen

(University of Jyväskylä)

7 - Set-shifting profile in students with Dyslexia

Michela Camia, Marika Ferrara, Erika Benassi & Maristella Scorza

(University of Modena and Reggio Emilia)

8 - Reading performance differences between adults with compensated dyslexia and non-compensated dyslexia

Ana Pellicer¹, José Francisco Cervera¹ & Amparo Ygual²

(¹Universidad Católica de Valencia, ²Universitat de Valencia)

9 - Developmental Dyslexia in Europe: a meta-analytic study across European languages & orthographies

Desirè Carioti¹, Marta Franca Masia², Marielvira Pirolo¹ & Manuela Berlinger^{1,2,3}

(¹University of Urbino Carlo Bo, ²Center of Developmental Neuropsychology ASUR Marche, ³Milan Center of Neuroscience)

10 - Learning disorders, emotional and behavioral problems: A meta-analysis and systematic review

Enrica Donolato¹, Ramona Cardillo², Irene C. Mammarella² & Monica Melby-Lervag¹

(¹University of Oslo, ²University of Padova)

Mathematical Difficulties

11 - Comorbidity between Mathematical Learning Disability and Reading Learning Disability

Marije Huijsmans¹, Tijs Kleemans² & Evelyn Kroesbergen²

(¹MSc, ²Radboud University)

12 - The impact of emotional, cognitive factors and stereotypes on math achievement in students of primary school

Marija Živković, Sandra Pellizzoni & Maria Chiara Passolunghi
(University of Trieste)

13 - State-, Trait-Math Anxiety and Their Relation to Math Performance in Children: The Role of Core Executive Functions

Lars Orbach¹, Moritz Herzog^{1,2} & Annemarie Fritz^{1,2}
(¹Universität Duisburg-Essen, ²University of Johannesburg)

14 - Roles of Spatial and Motor Skills in Mathematics achievement in primary school children
Chiara Meneghetti¹, Laura M. Fernández-Méndez², Tommaso Feraco¹ & María José Contreras²
(¹University of Padova, ²UNED)

15 - Influence of multilingualism and SES on arithmetic performance

Moritz Herzog^{1,2} & Annemarie Fritz^{1,2}
(¹University of Duisburg-Essen, ¹University of Johannesburg)

16 - The need to improve mathematical thinking skills of children with low socioeconomic and/or sociocultural status and its potential benefits

Réka Ökördi
(University of Szeged)

17 - Executive Functions in academic achievement: a comparison between Specific Learning Disorders and typical development

Giulia Crisci¹, Ramona Cardillo¹, Cristiana Erbi¹ & Sara Caviola²
(¹University of Padova, ²University of Leeds)

Language and Comprehension

18 - Maternal education and language development at 2 years corrected age in children born very preterm

Mariane Sentenac¹, Marie-Laure Charkaluk^{2,3}, Samantha Johnson⁴ & Jennifer Zeitlin¹
(¹Paris Descartes University, ²Université Catholique de Lille, ³Hôpital Saint Vincent de Paul, ⁴University of Leicester)

19 - On studying children's narrative competence in transition: A longitudinal study from kindergarten to the 2nd year of primary school

Giulia Vettori & Lucia Bigozzi
(University of Florence)

20 - Online Reading Comprehension Assessment (Italian version): relationships with printed text reading and need for cognition

Martina Caccia¹, Marisa Giorgetti¹, Mirta Vernice², Daniela Traficante³ & Maria Luisa Lorusso¹
(¹Scientific Institute IRCCS E. Medea, ²Università Milano-Bicocca, ³Università Cattolica Milano)

21 - Processing of double consonants in children with specific learning disorders (SLD) and language disorders (LD)

Marinella De Salvatore¹, Chiara Valeria Marinelli², Daniela Sarti¹, Elisa Granocchio¹, Cinzia Scardino² & Paola Angelelli²
(¹Fondazione I.R.C.C.S Istituto Neurologico "C. Besta", ²Università del Salento)

22 - Effects of the STOP and LIST Strategy on the Writing Performance of Fourth Graders with Learning Disorders

Kerstin Nobel, Matthias Grünke & Anne Barwasser
(University of Cologne)

23 - The relationship between working memory and reading comprehension: an analysis of familiarity and recollection processes

Maria Luisa Colantonio¹, Barbara Carretti¹, Santiago Pelegrina² & Rocío Linares²

(¹University of Padova, ²University of Jaen)

Learning and Disabilities

24 - Instructional factors that influence learning from university lectures: Opinions of students with and without disabilities

Rianne Feijt¹, Suzanne Mol¹, Christine A. Espin¹, Antonio D'Ambrosio² & Willem Heiser¹

(¹Leiden University, ²University of Naples Federico II)

25 - Meta-analysis of Inhibition processes in Individuals with Down Syndrome

Martina Fontana¹, Maria Carmen Usai² & Maria Chiara Passolunghi¹

(¹University of Trieste, ²University of Genova)

26 - Reading competence of people with intellectual and developmental disability in texts with different lexical and semantic complexity: A pilot study

José Ángel Martínez-Huertas, Olga Jastrzebska & José Antonio León

(Universidad Autónoma de Madrid)

27 - How do deaf students read complex sentences? Evidence from eye movements

Nadina Gómez Merino, Inmaculada Fajardo Bravo & Antonio Ferrer Manchón

(University of Valencia)

28 - Comparing people with intellectual and developmental disability and undergraduate students when they read health-related texts

Olga Jastrzebska, José Ángel Martínez-Huertas & José Antonio León

(Universidad Autónoma de Madrid)

29 - Well-being in secondary school students: a comparison between specific learning disorder and difficulties

Elisabetta Lombardi¹, Ilaria Offredi², Roberta Bettoni², Daniela Sarti², Daniela Traficante¹ & Mirta Vernice³

(¹Catholic University of Milan, ²Fondazione IRCCS Istituto Neurologico Carlo Besta, ³University of Milan-Bicocca)

30 - Improving basic numerical abilities in Down syndrome

Sara Onnivello¹, Maristella Lunardon¹, Francesco Sella², Silvia Lanfranchi¹, Marco Zorzi¹

(¹University of Padova, ²University of Sheffield)

Learning in typical development

31 - Developmental trajectories of set-shifting ability from childhood through adolescents

Marika Ferrara, Michela Camia, Erika Benassi & Maristella Scorza

(University of Modena and Reggio Emilia)

32 - The role of feedback in primary school children while performing learning tasks

Serena Rossi¹, Enrica Donolato² & Sara Caviola³

(¹University of Padova, ²University of Oslo, ³University of Leeds)

33 - Digital reading in young readers: advantage or disadvantage for text comprehension?

Elena Florit, Giuseppe Rosati & Lucia Mason

(University of Padova)

34 - Linguistic and cognitive predictors of listening text comprehension in monolingual and bilingual preschoolers: the importance of high-order cognitive skills

Raffaele Dicataldo, Elena Florit & Maja Roch
(University of Padova)

35 - Does school matter? SES, parents' education level and emergent literacy in Italian preschool children

Oriana Incognito, Christian Tarchi & Giuliana Pinto
(University of Florence)

36 - Speech reception and listening comprehension in real classrooms for 11 to 13 years old students: effects of noise type and age on task performance and listening effort

Nicola Prodi¹, Chiara Visentin², Erika Borella², Irene Cristina Mammarella² & Alberto Di Domenico³
(¹University of Ferrara, ²University of Padova, ³University of Chieti)
