Keynote speakers

Dave Edyburg

Torsdag, 10 augusti, 10.45-11.45

Design Interventions that Enable Individuals with Dyslexia to Gain Access to Text

Learning through text is a significant challenge for many individuals with dyslexia. This keynote presentation will illustrate several technology tools and strategies that enable children and adults to alter the cognitive difficulty of text in ways that make text meaningful.

Linda Siegel

Torsdag, 10 augusti, 11.55-12.55

Early Identification and Intervention to Prevent Reading Failure

This presentation will describe a simple assessment to identify children at risk for dyslexia. A classroom-based intervention will be illustrated with a short video. Data will be presented to show that the intervention was successful in reducing the number of children of children with reading problems to a very small number (1.5%). Children whose first language was not English also benefitted from this assessment and intervention. Early identification and intervention is practical and successful and most reading difficulties can be prevented**.**

Margaret McKeown

Fredag, 11 augusti, 10.30-11.30

Effective Vocabulary Growth: Why it Matters and How it Works

This presentation will explain effective vocabulary growth as flexible knowledge and use of words that support a learner in comprehending text. The importance of engaging students in rich language use both in and out of the classroom will be emphasized with practical examples.

Carlsten Elbro

Lördag, 12 augusti, 09.00-10.00

How dyslexic students compensate for their phonological difficulties, and how teaching may support comprehension

Dyslexia is a handicapping difficulty with the acquisition of the alphabetic nature of the orthography. However, many dyslexic students manage to become fairly fluent readers. One compensatory strategy is morphological decomposition and recognition. Even so, reading comprehension is challenged because metal resources are tied up in word decoding. The presentation will suggest ways in which teaching can support the construction of mental models to aid comprehension, problem solving, and memory for the gist.

Usha Goswami

Lördag, 12 augusti, 10.10-11.10

Phonology and Dyslexia: A Sensory/Neural Perspective

Recent insights from auditory neuroscience provide a new perspective on how the brain encodes speech. Using these recent insights, I will provide an overview of key factors in the development of language and phonology. I will develop an oscillatory “temporal sampling” neural framework for linking auditory processing to phonological development in children. I will show that sensitivity to rhythmic structure is key to developing good phonological skills, and that children with dyslexia are relatively insensitive to rhythm. I will argue that rhythmic sensitivity is related to the neural encoding of energy patterns in speech via neuronal oscillatory entrainment.