**3rd Meeting of the New England Research on Dyslexia Society (NERDY)**



Saturday October 21, 2017

University of Connecticut

Oak Hall room 112

363-367 Fairfield Way, Storrs, CT 06269

Schedule

8:30 – 9:00: Continental Breakfast

9:00: Introductory Remarks – Nicole Landi

9:10 – 11:30: Oral Presentations Session 1

11:30 – 12:30: Catered Lunch

12:30 – 1:30: Poster Session

1:30 – 3:50: Oral Presentations Session 2

3:50 – 4:15: Coffee Break

4:15 – 5:30: Keynote Presentation:

“Dyslexia: From Neurophysiology to Intervention"

\*John Gabrieli, Ph.D., Professor of Brain and Cognitive Sciences, MIT

5:30 – 6:00: Discussion

**\*John Gabrieli** is the director of the Athinoula A. Martinos Imaging Center at the McGovern Institute at the Massachusetts Institute of Technology. He is an Investigator at the Institute, with faculty appointments in the Department of Brain and Cognitive Sciences and the Harvard-MIT Division of Health Sciences and Technology, where is holds the Grover Hermann Professorship. Prior joining MIT, he spent 14 years at Stanford University in the Department of Psychology and Neurosciences Program. Since 1990, he has served as Visiting Professor, Department of Neurological Sciences, Rush-Presbyterian-St. Luke’s Hospital and Rush Medical College. He received a Ph.D. in Behavioral Neuroscience in the MIT Department of Brain and Cognitive Sciences in 1987 and B.A. in English from Yale University in 1978.

**Oral Presentations Session 1**

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| 9:10 – 9:30 | Andrew AdamsYale University | Significant enrichment of damaging rare variants in reading and language genes |
| 9:30 – 9:50 | Iris BerentNortheastern University | The phonological grammar in dyslexia: Typical behavior is supported by atypical brain mechanisms |
| 9:50 – 10:10 | Dave BrazeHaskins Laboratories | Pennsylvania Dyslexia Screening and Early Literacy Intervention Pilot Program: Year 2 report |
| 10:10 – 10:30 | Rachael GabrielUniversity of Connecticut | Discourses of dyslexia in state education policy |
| 10:30 – 10:50 | Mellissa DeMilleYale University | Worldwide distribution of the *DCDC2* READ1 regulatory element and its relationship with phoneme variation across languages |
| 10:50 – 11:10 | Stephanie GottwaldCurious Learning | Custom games for dyslexia screening on mobile devices |
| 11:10 – 11:30 | Roeland HancockUniversity of Connecticut | Neural noise hypothesis of developmental dyslexia |

**Oral Presentations Session 2**

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| 1:30 – 1:50 | Tiffany HoganMass. General Hospital Institute of Health Professions | The structure of working memory in children with dyslexia |
| 1:50 – 2:10 | Jeffrey MalinsYale University | Individual differences in reading skill are related to Trial-by-trial neural activation variability in the reading network |
| 2:10 – 2:30 | Ola Ozernov-PalchikTufts University | Investigating contextual facilitation effects on phonetic processing in young children with dyslexia |
| 2:30 – 2:50 | Zhenghan QiUniversity of Delaware | Hearing matters more than seeing: A cross-domain study of statistical learning and reading ability |
| 2:50 – 3:10 | Anurag RimzhimCentral Connecticut State University | Functionally alphabetic nature of Hindi |
| 3:10 – 3:30 | Xi YuBoston Children’s Hospital | Neural compensatory mechanisms in prereaders with a family history of dyslexia who subsequently develop typical reading skills |
| 3:30 – 3:50 | Jennifer ZukBoston Children’s Hospital | White matter in infancy predicts language and pre-literacy skills in preschool |

**Poster Session**

**12:30 – 1:30 pm**

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| 1 | Trey AveryHaskins Laboratories | Contributions of preattentional sensory processes to reading and language deficits in adolescents prenatally exposed to cocaine |
| 2 | Lauren BaronMass. General Hospital Institute of Health Professions | Can educational technology effectively differentiate instruction for reader profiles? |
| 3 | Clarisa CarruthersBoston Children’s Hospital | Right lateralization of white matter tracts important for reading abilities in infants with a familial risk of developmental dyslexia |
| 4 | Michael CoyneUniversity of Connecticut | Evaluating a K-3 multi-tier reading reform initiative |
| 5 | Christina der NederlandenUniversity of Western Ontario | Is there greater phase-locking to sung compared to spoken utterances? |
| 6 | Jade DunstanBoston Children’s Hospital | The influence of orthographic experience and genetics on activation in the visual word-form system (VWFS) in children prior to reading onset |
| 7 | Adam KaminskiBoston Children's Hospital | How parental reading history sculpts reading-related brain characteristics of their offspring |
| 8 | Pranav Krish & Raghav NathanYorktown High School & Somers High School | Electrophysiological correlates of perception and multisensory integration of the International Phonetic Alphabet (IPA) |
| 9 | Lisa LevinsonColumbia University | Neural correlates of early-stage visual processing differences in developmental dyslexia |
| 10 | Liz BrookeLexia Learning | The impact of summer slide on reading growth across two years for students from low SES backgrounds |
| 11 | Jennifer MozeikoUniversity of Connecticut | Intensive oral reading therapy vs. intensive language action therapy to treat chronic mild aphasia and alexia |
| 12 | Nancy NelsonUniversity of Oregon | National Center on Improving Literacy for students with literacy-related disabilities including dyslexia |
| 13 | Meaghan PerdueUniversity of Connecticut | Relationships among brain structure and reading-related skills across reading acquisition |
| 14 | Peter PerrinoUniversity of Connecticut | Characterization of auditory processing in mice with variant COMT Val/Met alleles |
| 15 | Kayleigh RyherdUniversity of Connecticut | Characterizing novel word and concept learning in poor comprehenders |
| 16 | Laura SteacyFlorida Center for Reading Research | Development and prediction of context-dependent vowel pronunciation in students with and without dyslexia |
| 17 | Parker TichkoUniversity of Connecticut | Investigating the relationships between auditory processing, reading-related skills, and musical training in adult readers. |
| 18 | Rebecca WiseheartSt. John's University | Utilizing RAN to identify dyslexia-risk for sport-related concussion management |
| 19 | Sara MascherettiIRCCS Eugenio Medea, Lecco, Italy | Testing for the mediation role of endophenotypes using molecular genetic data in reading (dis)ability |
| 20 | Sara MascherettiIRCCS Eugenio Medea, Lecco, Italy | The *DCDC2*-intron 2 deletion and magnocellular visual stream: A preliminary fMRI study in developmental dyslexia texting main effects and interactions |

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