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

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

**Oral Presentations Session 2**

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| 1:30 – 1:50 | Tiffany Hogan  Mass. General Hospital Institute of Health Professions | The structure of working memory in children with dyslexia |
| 1:50 – 2:10 | Jeffrey Malins  Yale 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-Palchik  Tufts University | Investigating contextual facilitation effects on phonetic processing  in young children with dyslexia |
| 2:30 – 2:50 | Zhenghan Qi  University of Delaware | Hearing matters more than seeing:  A cross-domain study of statistical learning and reading ability |
| 2:50 – 3:10 | Anurag Rimzhim  Central Connecticut State University | Functionally alphabetic nature of Hindi |
| 3:10 – 3:30 | Xi Yu  Boston 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 Zuk  Boston 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 Avery  Haskins Laboratories | Contributions of preattentional sensory processes to reading and language deficits in adolescents prenatally exposed to cocaine |
| 2 | Lauren Baron  Mass. General Hospital Institute of Health Professions | Can educational technology effectively differentiate instruction for reader profiles? |
| 3 | Clarisa Carruthers  Boston Children’s Hospital | Right lateralization of white matter tracts important for reading abilities in infants with a familial risk of developmental dyslexia |
| 4 | Michael Coyne  University of Connecticut | Evaluating a K-3 multi-tier reading reform initiative |
| 5 | Christina der Nederlanden  University of Western Ontario | Is there greater phase-locking to sung compared to spoken utterances? |
| 6 | Jade Dunstan  Boston 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 Kaminski  Boston Children's Hospital | How parental reading history sculpts reading-related brain characteristics of their offspring |
| 8 | Pranav Krish & Raghav Nathan  Yorktown High School & Somers High School | Electrophysiological correlates of perception and multisensory integration of the International Phonetic Alphabet (IPA) |
| 9 | Lisa Levinson  Columbia University | Neural correlates of early-stage visual processing differences in developmental dyslexia |
| 10 | Liz Brooke  Lexia Learning | The impact of summer slide on reading growth across two years for students from low SES backgrounds |
| 11 | Jennifer Mozeiko  University of Connecticut | Intensive oral reading therapy vs. intensive language action therapy to treat chronic mild aphasia and alexia |
| 12 | Nancy Nelson  University of Oregon | National Center on Improving Literacy for students with literacy-related disabilities including dyslexia |
| 13 | Meaghan Perdue  University of Connecticut | Relationships among brain structure and reading-related skills across reading acquisition |
| 14 | Peter Perrino  University of Connecticut | Characterization of auditory processing in mice with variant COMT Val/Met alleles |
| 15 | Kayleigh Ryherd  University of Connecticut | Characterizing novel word and concept learning in poor comprehenders |
| 16 | Laura Steacy  Florida Center for Reading Research | Development and prediction of context-dependent vowel pronunciation in students with and without dyslexia |
| 17 | Parker Tichko  University of Connecticut | Investigating the relationships between auditory processing, reading-related skills, and musical training in adult readers. |
| 18 | Rebecca Wiseheart  St. John's University | Utilizing RAN to identify dyslexia-risk for sport-related concussion management |
| 19 | Sara Mascheretti  IRCCS Eugenio Medea, Lecco, Italy | Testing for the mediation role of endophenotypes using molecular genetic data in reading (dis)ability |
| 20 | Sara Mascheretti  IRCCS 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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