

6th All European Dyslexia Conference in Athens

Programme

FRIDAY OCTOBER 18, 2024			
12:00 to 13:00	Registration and coffee		
13:00 to 13:30	Opening ceremony		
13:30 to 14:15	KEYNOTE 1 Silvia Paracchini		
	Creation of Environments	Technologies	Students' Perspectives
14:20 to 14:40	110 Using Universal Design for Learning to make dyslexia-friendly schools; the DislexiaON project	8. Back on track: an efficient computer-assisted multi-componential remediation program for dyslexic readers	40 Listening to students with a profile of dyslexia sitting for their National Examinations
14:40 to 15:00	108 The impact of school climate on academic emotions and motivation of adolescents with and without LD	58. Speech-to-text for students with dyslexia – results and implications from three research approaches	27. Dyslexic students' perceptions of success and failure factors in school
15:00 to 15:20	13. Relationship between executive functions, emotion regulation and self regulated learning in students with SL D	104. Digital Screening Tools and Intervention Activities for Attentional Control, Working Memory, and Language Skills	10. Experiencing Dyslexia Through the Prism of Difference
15:20 to 15:50	COFFEE BREAK		
15:50 to 16:20	Interactive Poster sessions		
16:30 to 17:15	KEYNOTE 2 Stanislas Dehaene		
17:15 to 17:45	Panel Discussion		
20:00	Conference dinner at local restaurant		

SATURDAY OCTOBER 19, 2024

9:10 to 9:55	KEYNOTE 3 Timothy Shanahan (live stream)		
	Diagnoses	Intervention and Prevention	Technologies
10:00 to 10:20	55. Cognitive and Reading Profiles of Gifted/Learning Disabled (GLD students)	45. Improving spelling disorders in children with DD thanks to an implicit training of complex graphemes	W: 20. Unveiling the power of AI: empowering individuals with Dyslexia
10:20 to 10:40	6. Screening for dyslexia: A standardized procedure based on conditional inference trees	103. Building a Data Driven Intervention aiming to enhance	62. Office-based cognition in adults with dyslexia: Evidence from non-immersive virtual reality
10:40 to 11:00	67. Word and nonword reading in Basque, the creation of assessment instruments	22. A Proactive and Preventative Approach to Early Reading Difficulties	W: 86. Technology's Role in Supporting People with Dyslexia in the Workplace"
11:00 to 11:30	COFFEE BREAK		
11:30 to 12:15	KEYNOTE 4 Marie-Pascale Noël		
	Maths and Prediction	Reading in School	Understanding
12:20 to 13:00	Dyscalculia in practice: Informative diagnosis & Tailored intervention (Invited talk)	21. Event Related Components and lexical decision task in children with and without reading difficulties	23. Exploration of Data Processing and Model Multiverse in Developmental Dyslexia Subtyping
13:00 to 13:20		3. The role of executive functions in reading fluency among children with dyslexia	Workshop: 34. Metacognitive skills of people with dyslexia in higher education.
13:20 to 14:30	LUNCH BREAK		
14:30 to 14:50	49. What predicts mental calculations of primary school students with Reading Disabilities?	98. Eye-movements in French dyslexic University students while reading aloud a text with spelling errors	Workshop: 9. Students as Constellations; Helping Dyslexic & Dyscalculic Learners Shine with Evidence-Based Approaches.
14:50 to 15:10	77. The predictive role of memory and RAN in Greek school-aged children with dyslexia learning English as a second language	4. "Teaching Grammar in the EFL Classroom to Students with Dyslexia"	Workshop: 73. Assessment with actionable insights : Neurodevelopmental Disorders and the comorbidity factor in Inclusive Education
15:10 to 15:30	61. Dyslexia symptoms as predictors of everyday attentional control	41. The relation of orthographic representations with efficient word reading in students with and without dyslexia	Workshop 39. Solving Number Problems: Healing the Achilles' Heel of Pupils.
15:30 to 16:00	COFFEE BREAK		

16:00 to 16:30	Interactive Poster sessions		
16:30 to 17:15	KEYNOTE 5 Bert de Smedt		
17:15 to 17:45	Panel discussion		
SUNDAY OCTOBER 20, 2024			
9:10 to 9:55	KEYNOTE 6 Maryanne Wolf (live stream)		
	Comparision	Diagnosis and Screening	Adolescence and Adults (Reading and Grammar)
10:00 to 10:20	47. Oral language growth differences between children with persistent and resolving literacy difficulties	107 The Indipote(dn)s project: how to identify and train children at risk for specific learning disorder	99. The relationship between self-reported dyslexia symptoms and executive functioning in adults
10:20 to 10:40	120. Children with Developmental Language Disorder (DLD) and children at risk for dyslexia (RfD). Can they be told apart?	90. Screening, formative, and summative assessment for students with learning difficulties in Greece	48. The interrelationship between fluid reasoning and reading and morphosyntactic skills in adolescents with Developmental Dyslexia
10:40 to 11:00	72. Creative thinking in preadolescents with dyslexia: School level differences in the figural creative advantage	101. Dynamic Assessment of Oral Language when Screening Multilingual Children in Greek Kindergarten	W: 64. Preventing school failure in learners with dyslexia in mainstream secondary schools in England
11:00 to 11:30	COFFEE BREAK		
11:30 to 12:15	KEYNOTE 7 Fotini Polychroni		
12:15 to 12:45	Panel discussion		
12:45 to 13:00	Closing ceremony		