



Conference
2026
Building capacity,
changing lives.

Thursday 7th – Saturday 9th May 2026

Esplanade Hotel Fremantle



Program

2026 DSF Language, Literacy
and Learning Conference

Hosted by The Dyslexia-SPELD Foundation, in partnership with



Dyslexia - SPELD
Foundation



Earn CPD points

Teachers, psychologists, speech pathologists and other professionals attending the DSF Language, Literacy and Learning Conference in 2026 will be able to earn CPD Points. The keynote addresses, workshops, presentations and symposia meet requirements for Teaching Standards and Professional Learning Requirements of most regulatory bodies (including AHPRA).

This Conference relates to several focus areas within the Professional Standards for Teachers:

Standard 1

Know students and how they learn (1.1, 1.2, 1.3, 1.4, 1.5 and 1.6).

Standard 2

Know the content and how to teach it (2.1, 2.2, 2.3, 2.5 and 2.6).

Standard 3

Plan for and implement effective teaching and learning (3.1, 3.2, 3.3, 3.4, 3.5 and 3.6).

Standard 4

Create and maintain supportive and safe learning environments (4.1, 4.2 and 4.3).

Standard 5

Assess, provide feedback and report on student learning (5.1, 5.2 and 5.4).

Standard 6

Engage in professional learning (6.2, 6.3 and 6.4).

Standard 7

Engage professionally with colleagues, parents/carers and the community (7.4).

The focus of our selected keynote and concurrent sessions has been identified as targeted towards proficient and highly accomplished level of professional capability development. The degree to which participants will meet these standards is dependent on individual session selections and attendance. See www.aitsl.edu.au/standards for more information.

General information

Consent to Use of Photographic and Video Images

Registration and attendance or participation at the 2026 DSF Language, Literacy and Learning Conference and its affiliated events constitutes an agreement by the registrant for DSF and its affiliates to use and distribute (both now and in the future) the registrant or attendee's image and/or voice in photographs, videotapes, electronic reproductions and audiotapes of such events and activities.

Conference Passes/Lanyards

Conference passes and lanyards must be worn and visible to security staff and conference personnel for admission to all conference sessions and the exhibition area.

Persons with Disabilities

We make every effort to accommodate those with disabilities. Please indicate specific needs during the registration process. A conference representative will follow up with you.

Lost and Found

If you lose an item during the conference, please visit the DSF booth in the exhibition area.

Session Handouts

Session handouts will be made available by presenters prior to the conference for download. Attendees are encouraged to download and print session handouts before the conference, or to bring a device for digital access. Printed session handouts will not be provided onsite.

Certificates of Attendance

Certificates of Attendance will be provided to each attendee when they pick up their registration materials.

Endorsement Disclaimer

The Dyslexia-SPELD Foundation, in partnership with Auspeld, is pleased to present a forum for sharing evidence-based information with teachers, school leaders, and allied professionals. The information, products and programs presented at the 2026 DSF Language, Literacy and Learning Conference do not necessarily reflect the opinions or carry the endorsement of the Dyslexia-SPELD Foundation and Auspeld.

Please Note: Every attempt has been made to ensure complete and accurate information. Given the volume of detailed information, omissions or errors are possible. Thank you for your understanding.

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About the Conference

Language, literacy and numeracy skills are crucial to the success of all students in education. DSF is bringing together experts in these fields of learning to advance our understanding of how to best support the educational development of all school-aged children.

Our goal is to work closely with educators, allied health professionals and families to leverage expertise for improved outcomes and to promote evidence based teaching and supportive practices. Following the success of previous DSF Language, Literacy and Learning conferences, the 2026 conference is designed to facilitate a greater level of understanding and knowledge in the important areas of child development and learning.

The 2026 DSF Language, Literacy and Learning Conference will provide a wealth of information on the factors influencing the successful acquisition of skills in language, literacy, and numeracy. It is particularly relevant to classroom teachers, school principals and administrators, school psychologists, speech pathologists, occupational therapists, allied health professionals, tutors parents, and other key stakeholders concerned with the effective education and support of all school-aged children – including those with learning and language difficulties.

Key Messages

- Identifying current key research evidence.
- Transforming evidence into practical and achievable classroom strategies designed to improve literacy and numeracy outcomes for all students, including those that struggle.
- Considering all aspects of the child's social, emotional, and academic needs.
- Reviewing what has been achieved and looking forward to what can be achieved in the future.

How to Register

One, two or three-day conference tickets can be purchased via the conference website: www.booking.dsfconference.net.au. Discounted registration rates are available for DSF, SPELD and LDA members. Please contact your respective organisation to receive the applicable discount code.

It is not necessary to nominate your preferred attendance day(s) at the time of purchase. Registered delegates will be invited to select their conference days and session preferences closer to the event. An email notification will be issued by the conference team once session selection becomes available.

Accommodation

Special accommodation rates are available to delegates before, during and after the conference dates at the venue, the Esplanade Hotel Fremantle. Book via this dedicated link: www.rydges.com/private-page/dsf-language-literacy-and-learning-conference/

An accommodation discount is also available to conference delegates at Quest Fremantle. Use the discount code **DSF2026** online at www.questfremantle.com.au

A range of other accommodation options are available in and near Fremantle. Go to *Visit Fremantle* for more information: www.visitfremantle.com.au/hotels

The conference venue

The DSF Language, Literacy and Learning Conference will be held at the Esplanade Hotel in Fremantle, WA

Situated in the historic port city of Fremantle, the Esplanade is surrounded by cafes, restaurants, marinas, and museums.

For more information about Fremantle, see page 30.

Esplanade Hotel Fremantle

46 - 54 Marine Terrace,
Fremantle WA 6160

T: (+61) 8 9432 4000

W: www.rydges.com/accommodation/perth-wa/esplanade-hotel-fremantle-by-rydges/meetings-events/



Welcome from the CEO of DSF

It is with great pleasure that I introduce the program for the 2026 DSF Language, Literacy and Learning Conference, an event that promises three days of exceptional learning opportunities, exposure to current research, and a chance to connect with educators, researchers and practitioners from around the world.

The success of previous DSF conferences has contributed to the enthusiasm of teachers, principals, allied professionals, and academics (both here and overseas) to attend the upcoming conference. To date, the response to the conference has been overwhelmingly positive. We could not have hoped to attract a more impressive range of keynote speakers, session presenters, researchers, and resource developers, all of whom will be contributing to this rich and varied program. The challenge facing attending delegates will, yet again, be choosing which sessions to attend.

The conference themes include: literacy and numeracy acquisition; language development; access to high-quality curricula; improving written expression; learning disorders; inclusive education; evidence-informed pedagogy; assistive technology; self-esteem and resiliency; and better support for families. We have worked hard to ensure that selected presenters are offering sessions and workshops that focus on these themes but have also ensured that the foundations upon which their presentations have been developed are evidence-based. Wherever possible, presentations that offer insight into the application of research in practice have been chosen - with the knowledge that well-conducted research can provide classroom teachers with strategies that make a difference.

Over the three days there will be six exceptional keynote presentations and sixty fascinating concurrent sessions, workshops, symposia, and resource presentations.

In addition, there will be opportunities to catch up with colleagues and visit the exhibition area to review the most up-to-date resources, training opportunities, programs, and assessment tools. We have chosen our exhibitors carefully and ensured that the resources available for review are of a very high quality.

I look forward to catching up with as many of the delegates and presenters as possible over the course of the conference and would encourage you to both register for the conference (if you haven't already done so) and book your tickets to the conference sundowner as soon as possible. This year, the sundowner will be held at Moore and Moore Café in the West End of historic Fremantle. Situated in one of the oldest warehouses in Fremantle, it is renowned for its delicious food, eclectic spaces, and art.

Please join us for this special conference in a unique location.

Mandy Nayton OAM

*CEO of the Dyslexia-SPELD Foundation (DSF)
President of Auspeld*

Conference Sundowner

At the end of Day 1, DSF will host a networking sundowner for delegates and speakers who wish to catch up with old friends and make new contacts.

It will be held at Moore & Moore Café in the heritage-listed Moore's building which is around the corner from the Esplanade Hotel Fremantle.

Tickets include canapes, wines, beers, and non-alcoholic drinks.

Moore & Moore Café

46 Henry St
Fremantle, WA 6160

www.mooreandmoorecafe.com.au

Date: Thursday 7 May 2026

Time: 6:00 PM to 8:00 PM

Cost: \$95





About DSF

The Dyslexia-SPELD Foundation (DSF) is a not-for-profit registered charity.

DSF is committed to sharing the knowledge we have in relation to learning with a particular emphasis on the development of language, literacy and numeracy. We are strong supporters of evidence-based practice in education and see events such as this conference as an important opportunity to bring knowledge to educators and allied professionals. We are dedicated to improving the understanding of how children learn so that they can be better supported in the classroom.

DSF provides a range of targeted services in all areas of Western Australia as well as in other Australian states and territories. The provision of high-quality professional development is one of the many services offered and is valued particularly highly. Over the past 12 months DSF has provided training to more than 12,000 teachers from 965 schools in Western Australia, interstate and overseas.

In order to present the most up-to-date research in the area of learning, DSF frequently invites international speakers who are at the top of their field to present to educators, allied health professionals and parents. Workshops are held at the DSF Institute, our training centre in West Perth dedicated to the delivery of professional learning to educators and allied professionals. The DSF Institute also features our specialist educational bookstore and publishing facilities.

The organisation offers valuable support to students with learning difficulties and provides guidance to school principals and teachers on the components of high-quality literacy and numeracy instruction for all students. DSF also regularly works with research teams from Curtin University and The Australian Centre for the Advancement of Literacy (ACAL, part of the Australian Catholic University) and is currently collaborating on a number of exciting research projects.

Learn more about DSF by visiting www.dsf.net.au



About Auspeld

The Australian Federation of SPELD Associations (Auspeld) represents all state and territory SPELD Associations.

The Australian Federation of SPELD Associations (Auspeld) represents all state and territory SPELD Associations. These organisations promote effective literacy and numeracy instruction for all learners through the provision of a range of in-demand services, including professional development for educators, access to support and advice, and more.

Auspeld and the state SPELDs also represent and support children and adults with learning difficulties and Specific Learning Disorders in Australia. Most of these individuals have persistent literacy and/or numeracy difficulties and many face significant barriers accessing education and training.

The implications of this are significant: on long term academic and employment prospects; mental health; community involvement; socio-economic status; and individual resiliency. It is conservatively estimated that well over 20 percent of Australian children are currently struggling with learning difficulties and 3 to 5 percent of students are thought to have a developmental learning disorder.

Learn more about Auspeld and each state SPELDs by visiting www.auspeld.org.au



Sponsors



Platinum sponsor

ReadingDoctor®

ReadingDoctor® is research-backed software that helps beginning and struggling readers crack the code of written English. Developed by speech-language pathologist Dr. Bartek Rajkowski, it is used in thousands of Australian schools, clinics, and homes, and has been shown in multiple studies to significantly boost reading outcomes. Using a unique, self-adjusting, multisensory scaffolding system, ReadingDoctor® explicitly teaches students to:

- Recognise over 100 spellings of the 44 English phonemes
- Blend, decode and comprehend thousands of regularly spelled words
- Read and understand common irregular words

With a fully automated, three-year systematic synthetic phonics sequence, advanced tools for targeted therapy, and powerful progress tracking, ReadingDoctor® is ideal for both clinical and educational settings.

Gold sponsors

Little Learners Love Literacy®

Little Learners Love Literacy® is a sequential, explicit literacy program backed by research and experience.

Our teaching focuses on phonemic awareness, the alphabetic code (phonics), vocabulary, morphology, and linking the teaching of reading, spelling and writing – no guessing strategies. The program encompasses all the vital components of a structured literacy program – explicit teaching informed by assessment, data, a carefully developed scope and sequence, and an engaging range of decodable books and games as well as a rigorous and supportive professional learning service.

Our mission is to teach ALL children to read, write and spell with confidence.



UFLI Foundations

Developed for teachers, by teachers, with teachers

UFLI Foundations is an evidence-based, explicit and systematic program created by the team at the University of Florida Literacy Institute (UFLI—pronounced “you fly”) and adapted for Australian classrooms by DSF. It introduces students to the foundation-level skills necessary for accurate and fluent reading and spelling. This engaging, affordable and very successful program follows a carefully developed scope and sequence. It offers schools access to a wealth of free resources, all of which are designed to support both the teachers and the students. UFLI Foundations is ideally suited to whole-class core instruction in Foundation to Year 2 but can also be used for targeted intervention with struggling students in any year level. It has been endorsed by the Department of Education in Western Australia.

*UFLI Foundations is also the Conference Program sponsor.



Silver sponsors

Scanning Pens

Scanning Pens Australia is a leading provider of award winning assistive technology that supports individuals with reading challenges, including dyslexia and other literacy differences. Their portable, text-to-speech reading pens including the world-renowned C-Pen, empower users by reading printed text aloud, helping build confidence, independence, and literacy skills across education, workplace and home settings. As part of a global organisation with a mission to inspire a love of reading, Scanning Pens Australia continues to champion accessibility, inclusion and neurodiversity through innovative tools and community advocacy.



MultiLit

MultiLit is a leading provider of effective literacy instruction, grounded in scientific research on the teaching of reading and our mission is to ensure all children learn to read. We support schools by developing programs, assessments and professional development based on extensive classroom trials, ensuring they are effective, user-friendly and practical.

Through our School Partnerships team, we ensure that teachers and school leaders are provided with tailored, comprehensive professional development that supports the implementation of programs and creates positive teaching and learning environments. Schools are also provided with access to ongoing support to help ensure program fidelity and effectiveness.



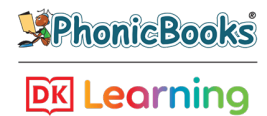
Lanyard and Nametag sponsor

Sounds-Write

Sounds-Write is a high quality evidence-informed phonics training for educators. Developed by teachers and grounded in the science of reading, the programme uses a structured speech-to-print approach to teaching reading and spelling. Sounds-Write is used in schools and education settings globally, supporting teachers with high-quality professional learning, detailed lesson structures, and carefully designed classroom resources. The programme emphasises explicit instruction, cumulative learning, and strong teacher knowledge, enabling effective and consistent phonics teaching. Trusted by thousands of educators, Sounds-Write helps schools deliver high-quality literacy instruction and supports pupils to become accurate, fluent and confident readers and writers.



Exhibitors



The Department of Education is proud to support the Dyslexia - SPELD Foundation Language, Literacy and Learning Conference.



The Department recognises and values the support that DSF continues to provide to public schools, staff and students. This support assists our schools to ensure that students experience year-on-year progress in literacy.

Engagement between DSF and the Department continues to strengthen literacy instruction in Western Australian public schools through initiatives such as the Quality Teaching Strategy, Phonics Initiative, Centre for Excellence in the Explicit Teaching of Literacy, and professional learning support.

The Department encourages conference participants to use their learnings from this event to ensure that students are provided with access to high quality teaching and the right learning supports, in environments where they feel safe and can learn.

Keynote Speakers



Stanislas Dehaene

Thursday 7th May | 9:00 am

Professor Stanislas Dehaene is a French psychologist and cognitive neuroscientist and the author of multiple books including *Reading in the Brain*, *The Number Sense: How the Mind Creates Mathematics*, *Consciousness and the Brain*, and *How We Learn*. He holds the Chair of Experimental Cognitive Psychology at Collège de France in Paris and is the director of NeuroSpin, France's advanced brain-imaging research center. His research uses behavioural and brain-imaging techniques to probe how the human brain acquires new capacities through language and education.



Zach Groshell

Thursday 7th May | 1:30 pm

Zach Groshell, PhD is a highly distinguished teacher, instructional coach, and education consultant. Zach is based in Seattle, WA and works with schools nationwide and internationally to develop high quality instruction based on the science of how kids learn. Zach is the author of the book *Just Tell Them*, hosts the podcast, *Progressively Incorrect*, and is active on Twitter (@mrzachg) and his blog, educationrickshaw.com.



Tara Thiagarajan

Friday 8th May | 9:00 am

Dr. Tara Thiagarajan is the Founder and Chief Scientist of Sapien Labs, a nonprofit focused on understanding how our rapidly changing modern socio-cultural, technological and chemical environment is shaping the brain and mind. A key goal is the identification of the factors affecting children's mental health and translation of these insights to programs that enable the design of environments that cultivate strong minds. data acquisition.



Stuart Kime

Friday 8th May | 1.30 pm

Dr Stuart Kime is co-founder and Director of Education at the UK-based research and training organisation, Evidence Based Education (EBE). At EBE, Stuart leads teams working on studying and innovating teacher development programs and practices. He is a qualified teacher of English, and worked as a classroom teacher and school leader before working as a Policy Fellow in the UK Government's Department for Education.



Kathy Rastle

Saturday 9th May | 9:00 am

Kathy Rastle is a Professor of Psychology at Royal Holloway at the University of London who has published over 100 articles on reading and learning to read. Kathy is interested in translating her scientific work so that teachers can use it to improve children's literacy outcomes, and she recently won the Economic and Social Research Council's 'Celebrating Impact' Prize recognising the global impact of her work.



Kristopher Boulton

Saturday 9th May | 1:30 pm

Kristopher Boulton is CEO and founder of Unstoppable Learning, and an international teacher, educator and education writer specialising in mathematics and instructional design. He has advised on national standards and assessment in England, including the Early Career Framework, inspection frameworks and national reference testing. As a former Director at Teach First, he led the recruitment and development of teacher educators supporting thousands of early career teachers each year.

PROGRAM | Thursday 7 May

7.30	Registration						
8.45	Conference Opening and Welcome						
9.00	T-1 Keynote	Stanislas Dehaene How we learn mathematics - and why girls are falling behind					
10.30	Morning Tea and Trade Exhibition						
11.00	T-2	T-3	T-4	T-5	T-6	T-7	T-8
	Improving mental health outcomes for students with language and literacy difficulties: Programs, partnerships, and practice	How to atomise (It's not just breaking instruction down into small steps!)	What is the impact of intensive, in-school coaching in addition to professional learning on early years' students' reading outcomes and teacher practice: A 2-year RCT trial	Effective language and reading comprehension: An introduction to Talk for Reading	Does evidence-based literacy instruction improve the learning outcomes for primary EAL students?	Literacy intervention in Australian secondary schools	Neurological aspects of literacy development
11.45					<i>Transition</i>		
11.55					T-9	T-10	T-11
					Cognitive strategies utilised by early learners when writing alphabet letters from memory	Transdisciplinary perspectives on effective universal screening at secondary entry	The transformative power of teaching words at depth - Word Origins
12.40	Lunch and Trade Exhibition						
13.30	T-12 Keynote	Zach Groshell The art and science of explaining stuff					
15.00	<i>Transition</i>						
15.10	T-13	T-14	T-15	T-16	T-17	T-18	T-19
	Classroom strategies to build a supportive environment for learning	Evaluating controversial claims in education: Why we make mistakes and how to avoid them	A case study into the impact of effective oral language instruction in schools	An introduction to the developmental English Lexicon Project (d-ELP)	The crucial role of language in early cognitive development	(i) Motivation and self-efficacy for students with Dyslexia (ii) Early identification of learning differences in multilingual contexts	Numero - Making maths available and fun to all
16.00							
18.00	Sundowner at Moore & Moore Café						

Sessions | Thursday 7 May



T-1
Keynote
9.00 - 10.30

How we learn mathematics – and why girls are falling behind

Stanislas Dehaene

What happens in the brain when a student learns a new mathematical concept? In this presentation, Stanislas Dehaene will argue that all children start in life with innate proto-mathematical intuitions, rooted in evolutionary brain circuits for number and space, and shared with other animals. He will then show how, in humans only, these circuits are “recycled” through education into higher mathematical abilities, by relying on the uniquely human ability for symbolic composition. This keynote will conclude with recommendations for maths education: anchoring teaching in children’s intuitions emphasising meaning before routine, reducing anxiety, promoting active engagement, and leveraging the four pillars of learning attention, curiosity, error feedback, and consolidation.

T-2
Symposium
11.00 - 12.40

Improving mental health outcomes for students with language and literacy difficulties: Programs, partnerships, and practice

Suze Leitão, Mark Boyes, Adie Wilmot, Elizabeth Hill, Emily Jackson, Genevieve McArthur, Sam Calder, Shaun Ziegenfusz

This symposium brings together researchers and clinicians exploring how to better support the mental health of students with language and literacy difficulties such as Developmental Language Disorder (DLD) and Dyslexia. Presentations will cover theory-informed wellbeing approaches, evaluation of a school-based program for students with Dyslexia, and co-designed mental health initiatives for students with DLD. Speakers will also share findings on student, parent, and teacher perspectives, and ways to improve collaboration between language and mental health professionals. The session will conclude with a Q&A, inviting symposium attendees to discuss practical strategies for supporting these learners in schools.

Workshops 11.00 - 12.40

T-3

How to atomise (It’s not just breaking instruction down into small steps!)

Kristopher Boulton

In this practical session, you will have the chance to practice atomisation, one of Unstoppable Learning’s foundational strategies, and learn how to unlock success that’s all but guaranteed for every student you teach. Commonly mistaken for ‘breaking things down into small steps’, you will see how to home in with laser-like precision on the exact places students are likely to trip up, how to deploy logically-faultless communication and how to use ‘chaining’ to expertly manage cognitive load.

T-4

What is the impact of intensive, in-school coaching in addition to professional learning on early years’ students’ reading outcomes and teacher practice: A 2-year RCT trial

Tanya Serry, Pamela Snow, Beth Shingles and Daryl Michel

This presentation discussed preliminary findings from a two-year randomised controlled trial investigating the impact of sustained coaching on teacher practice and early years’ students’ reading and spelling outcomes. Twenty-two Victorian schools participated, receiving professional learning on the

science of reading and structured literacy. Ten schools also received fortnightly in-school coaching. Conducted by the SOLAR Lab (La Trobe University) and AERO, this mixed-methods study examines the effectiveness and mechanisms of sustained coaching. Preliminary findings highlight improvements in teacher knowledge, confidence, and literacy instruction, and explore the scalability of SFC for supporting structured literacy implementation in Australian schools.

T-5

Effective language and reading comprehension: An introduction to Talk for Reading

Susie Hillard and Janet Gethin

Reading frameworks, such as The Simple View of Reading, remind us that the capacity to read accurately is essential - but not sufficient - for reading success. Language comprehension, arguably the more complex part of the equation, is often the least well taught. Talk for Reading offers a unique, engaging and effective answer. At its heart is a deceptively simple idea: choose your text carefully, identify what lies at its core, and teach that at depth. In this session, we will explore what sets Talk for Reading apart from other comprehension approaches, walk through sample units and delve into key planning considerations; whilst simultaneously bringing the approach to life with activities you can take straight back to your classroom.



Sessions 11.00 - 11.45

T-6
Does evidence-based literacy instruction improve the learning outcomes for primary EAL students? Insights from a scoping review
Leah Myers

This scoping review examined whether evidence-based literacy instruction improves learning outcomes for primary English as an Additional Language (EAL) students. Drawing on international research across cognitive science, linguistics, and classroom practice, the review explored the impact of explicit instruction, systematic phonics, vocabulary development, and structured writing approaches. Findings indicate consistent benefits for EAL learners when instruction is explicit, cumulative, and language-rich, particularly in phonemic awareness, decoding, oral language, and reading comprehension. However, the review also highlights a significant gap in Australian research, underscoring the need for locally grounded studies to guide policy, teacher practice, and equitable literacy outcomes.

T-7
Literacy intervention in Australian secondary schools - an evidence-informed checklist to audit and improve practice
Melanie Henry

As part of Melanie Henry's PhD research investigating secondary-school interventions, an observation checklist was developed to examine how interventions are delivered. Informed by earlier studies and refined through review by peers, the checklist supports an audit of the learning environment and available resources to support the teaching of reading, spelling and writing. Its purpose is to strengthen educators' capacity by providing meaningful insights into room setup, materials and instructional supports that can guide reflection, evaluation and planning of school approaches. This presentation outlines the checklist's development, its research foundations and its potential applications in improving literacy intervention practice.




“Not only did the pen provide greater independence, the students were happy they got to complete their exams themselves, without intervention. The pen not only saved time - the students LOVED them!” - **Deborah Swords**, Mackillop Catholic College Diocese of Broken Bay



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Resource-related Presentation 11.00 - 11.45

T-8

Understand the neurological aspects of literacy development - and learn to meet all the needs in your classroom

Ros Lugg (Steps Web)

This session explores how perceptual/processing skills evolve through different stages of literacy development, focussing on orthographic mapping and neurological changes as students move from conscious decoding to genuinely fluent reading. We'll examine why some students struggle with this transition and how effective methodology can support success. Participants will be introduced to an online tool, developed in conjunction with Auckland University, that measures visual word recognition speed. This tool helps identify when students begin using the brain's Visual Word Form Area—marking the shift to reading fluency. Participants will have the opportunity to trial this tool with their own learners.

Sessions 11.55 - 12.40

T-9

Cognitive strategies utilised by early learners when writing alphabet-letters from memory

Kathryn Mathwin

This study examined how efficiently 408 mainstream Year 1 and 2 children used cognitive strategies when writing the lowercase alphabet from memory. Using the PRPP System of Task Analysis, children showed difficulties across all four cognitive quadrants, particularly in Planning and Recall, with lowest scores in Evaluating, Recall Facts, Sensing and Programming. Year 2 students performed better than Year 1 students in most areas, although both groups demonstrated limited strategy efficiency; only Attending-Regulates showed no difference. Findings underscore the importance of supporting planning, recall and self-monitoring skills to improve early handwriting development.

Resource-related Presentation 11.55 - 12.40

T-11

The transformative power of teaching words at depth - Word Origins

Jo Ball

Word Origins is an engaging, effective and evidence-informed program designed to provide the next step in spelling, reading and vocabulary instruction for students in middle primary and beyond. This carefully researched scope and sequence follows any structured phonics program perfectly, targeting student knowledge of the morphology and etymology of our vocabulary. The impact these elements have on spelling, reading and word knowledge will also be explored. This informative session will introduce the daily structure, scope and sequence, program design, and materials used in Word Origins.

Author Book Signings

Keep an eye out for information about several book signings that will be taking place over the three days of the Conference. More details to follow!



T-10

Transdisciplinary perspectives on effective universal screening at secondary entry: Why hidden learning needs are missed despite good intentions

Julia Davies-Duff

This PhD research investigated why students with hidden or late-emerging learning needs are often missed in secondary schools. Drawing on interviews with allied-health/health professionals and educator surveys, the study identified systematic gaps in how current screening practices address foundational cognitive-linguistic capacities, and how students' adaptive coping can mask underlying vulnerabilities. Although educators believed they screen effectively, many lack suitable tools and construct knowledge, creating disconnect between practices and what they hope to identify, perpetuating reactive rather than proactive detection. Findings highlight the need for holistic, transdisciplinary screening systems that integrate domain-general capacities and align educator practice with effective early-identification methods.



Level 1 and 2 Available for Purchase Now!

Program | Day One

Thursday Afternoon Sessions



T-12
Keynote
1.30 - 3.00

The art and science of explaining stuff

Zach Groshell

While there is a long history in education of diminishing the importance of “teacher talk”, the time-honoured method of explaining stuff persists as an invaluable asset in the classroom. In this session, the presenter will dive into some of the key research studies and practical insights behind the art of “breaking it down” so that even the most complex concepts become accessible to all learners.

Sessions 3.10 - 4.00

T-13

Classroom strategies to build a supportive environment for learning

Stuart Kime

What can teachers and leaders do to create a supportive environment for learning in the nuanced context of their classroom or school? How can the best available research evidence help us to make good use of our limited time, effort and energy in response to this question? In this session, Stuart will connect the science behind classroom environments that are supportive of learning to concrete, practical techniques that participants can learn, practice, adapt and use in their own work.

T-14

Evaluating controversial claims in education: Why we make mistakes and how to avoid them

Mark Carter

Education has a long history of fad interventions with many proponents specifically claiming to cure or remediate learning difficulties and disabilities. These interventions often gain popularity, waste valuable time and resources, and fade into obscurity, only to resurface in repackaged form. This presentation will provide consideration of some of the reasons why fad interventions are propagated. An overview will be offered of some of the cognitive features and biases that often lead to poor decision-making, including confirmation bias, pattern-seeking, and the many ways we misinterpret probability. Red flags that may assist in identifying questionable interventions will be discussed.

T-15

A case study into the impact of effective oral language instruction in schools

Lauren Cook and Lauren Mirabella

Early oral language competence underpins literacy, learning, and social participation. While speech-language pathologists recognise its importance, educators may underestimate how language difficulties affect learning and feel uncertain about how to assess and support oral language in classrooms. This session explores practical ways to engage school leaders and teachers in understanding the critical role oral language plays in reading and writing development. It shares evidence-informed approaches for embedding oral language screening and intervention across a large education system to strengthen early literacy outcomes and build staff capability for communication-rich learning environments.

T-16

An introduction to the developmental English Lexicon Project (d-ELP): A working database to inform instruction and assessment

Don Compton

Predicting the difficulty of a word for developing readers is quite complicated in English. To help alleviate this issue we have developed the Developmental English Lexicon Project (d-ELP), a publicly available data resource, with various interactive search capabilities. The d-ELP provides estimates of item-level word reading difficulty for the 10,000 most frequent English words (allowing all words to be put on a continuous difficulty scale) based on a diverse sample of over 2,000 US children in grades 1-5. This presentation will provide a rationale and practical examples for using the d-ELP to improve instructional and assessment materials for developing readers.

T-17

The crucial role of language in early cognitive development

Ghislaine Dehaene-Lambertz

Even before their first verbal productions, infants are actively engaged in perceiving and processing the sounds of their native language. Research shows that, despite the diversity in phonology, lexicon, and syntax across human languages, all children follow a relatively universal developmental path in acquiring their native language. However, this learning is also dependent on the environment such as verbal interactions. Limited exposure to language or poor-quality interactions can have lasting consequences on language development. The ability to understand, organise thoughts, and use speech as a cognitive and attentional lever develops through early exchanges. Encouraging parents to put down their phones, play, engage, and talk to their infants is not merely advice: it is an imperative grounded in current developmental neuroscience.

T-18

Talk 1

Motivation and self-efficacy for students with dyslexia: Recent developments, influencing factors, and impact

Fitriya Sharyfah

Students with dyslexia often experience reduced confidence and motivation, affecting their resilience, emotional well-being, and long-term success. Beyond literacy difficulties, lowered self-efficacy and motivation remain major barriers. This systematic review, guided by recognised research protocols,

Resource-related Presentation 3.10 - 4.00

T-19

Making maths available and fun to all

Julie Richards (Numero)

Numero is suitable for a multitude of learning difficulties and abilities. It is visual, aids with transcoding, and allows students to physically demonstrate their learning and understanding. Numero encourages flexible thinking, with multiple ways to make moves within the game. Differentiation offered by Numero is second-to-none. In this session, Numero will be introduced, with participants shown how to develop and improve all areas of maths. This presentation is fun, interactive and hands-on, so come prepared to get involved and find out how engaging and productive maths can be when using Numero.

synthesises studies from the past decade examining motivation and self-efficacy in students with dyslexia. Findings show adolescents face diminished motivation due to persistent literacy challenges, limited support, and negative schooling experiences. Evidence highlights promising approaches such as early intervention, strong family and peer support, digital tools, and personalised strategies that strengthen self-belief and resilience. Future research should examine long-term effects and refine evidence-based interventions.

T-18

Talk 2

Early identification of learning differences in multilingual contexts

Kathleen Chan and Pearlyn Kang

Early identification of learning differences is essential, yet this becomes more complex in multilingual contexts where literacy is shaped by language exposure, instruction, and sociocultural expectations. Uneven proficiency across languages can mask or mimic difficulties such as dyslexia. This session examines how multilingualism influences the assessment and identification of literacy-related differences, drawing on referral patterns and a case vignette to highlight challenges in separating language-learning issues from persistent literacy difficulties. It also considers how English as the main medium of instruction can both support and complicate identification. Practical strategies will be shared to guide clearer evaluation and effective intervention planning.



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PROGRAM | Friday 8 May

8.00	Registration						
8.45	Welcome						
9.00	F-1 Keynote	Tara Thiagarajan Building environments that cultivate strong minds					
10.30	Morning Tea and Trade Exhibition						
11.00	F-2	F-3	F-4	F-5	F-6	F-7	F-8
	It's all about the reps!	The why, what and how of an effective daily review for reading	Practical ideas and AI tools for high school students with Dyscalculia	Maximising the effectiveness of phonics instruction: Key features of UFLI Foundations	Creating speech and language materials for the Noongar language in Co-Design	Literacy impact at Monterey Secondary College, Frankston North	Integrating phonics and morphology for spelling and comprehension
11.45	<i>Transition</i>						
11.55					F-9	F-10	F-11
					(i) Implementation of a teacher-implemented Tier 1 oral narrative instruction in New Zealand schools (ii) Unlocking mathematical potential through school-based language learning	(i) Efficacy of a prewriting intervention (ii) Preschool television content and children's language and literacy skills	From classroom to code: Bridging research and practice in digital literacy intervention
12.40	Lunch and Trade Exhibition						
13.30	F-12 Keynote	Stuart Kime Inclusive excellence: The science and practice of creating a supportive environment for learning					
15.00	<i>Transition</i>						
15.10	F-13	F-14	F-15	F-16	F-17	F-18	F-19
	Reading fluency: What, why, and how?	Reading Ready: Exploring the feasibility of Australian pre-service teachers delivering an intensive early years one-on-one reading intervention	Lessons from New Zealand's literacy transformation	What does 'at risk' look like in early numeracy? Insights from ENSSA	Building capacity to support language and executive function in schools	(i) The oral language and literacy skills of 12 and 13-year old students in South Australia (ii) Defining the topic sentence and adolescent writing instruction	From scribbles to sentences to stories: Designing an effective early years writing program
16.00	Conference Day 2 ends						

Program | Day Two

Sessions Friday 8 May



F-1
Keynote
9.00 - 10.30

Building environments that cultivate strong minds

Tara Thiagarajan

Global data now suggest that mind health is declining in each younger generation where mind health is defined as the emotional, social and cognitive capacity to navigate life's challenges and function productively. From our changing socio-cultural environment to smartphones, digital technology and the food and chemical environment, it will lay out how these factors impact brain physiology and core mental capacities. The talk translates the insights we have into a new paradigm for how schools can design environments that actively cultivate strong, resilient minds.

Workshops 11.00 - 12.40

F-2
It's all about the reps!

Alison Clarke and Elle Holloway

Learners who struggle with orthographic mapping often need many repetitions to store words in long-term memory, especially those with ADHD, ASD, DLD, or other neurodivergence. To maintain engagement and achieve high repetitions of therapy targets, sound-spelling relationships, syllabification, pronunciation, and morphology, we use games and activities that disguise work as fun, incorporating both reading and spelling. This session will demonstrate a selection of these high-repetition activities, with video examples allowing attendees to compare reps per minute. Participants can try activities with partners and take samples home, with time for questions and discussion at the end.

F-3
The why, what and how of an effective daily review for reading

Lorraine Hammond and Brooke Wardana

Learning to read is a cultural invention that must be explicitly taught. Success depends on the quality of instruction, including teachers' use of consistent routines, clear language, and opportunities for students to respond. These practices

help develop the automatic decoding needed for fluent reading. A well-designed Daily Review supports progress by reteaching and retrieving key knowledge such as letter-sound correspondences, word blending, and decoding practice. Effective delivery is fast-paced and interactive, using choral or partner responses to sustain engagement and provide immediate feedback. This session explores what makes Reading Daily Reviews effective, practical, and adaptable across classrooms.

F-4
Helping every learner count: Practical ideas and AI tools for high school students with dyscalculia

Samantha Horner

Many adolescents with Dyscalculia and other learning difficulties face daily frustration in maths classrooms that move too fast or presume skills they haven't yet mastered. This practical, hands-on session gives teachers, support staff and allied health professionals evidence-informed strategies to make maths more accessible and engaging. Learn how to design clear worked examples, use retrieval practice to strengthen number foundations, and apply visual supports that build confidence and understanding. We will also demonstrate simple AI tools that personalise practice without increasing workload. Leave with ready-to-use approaches that support every learner to participate meaningfully in high-school mathematics.

Resource-related Presentation 11.00 - 11.45

F-5
Maximising the Effectiveness of Phonics Instruction: Key features of UFLI Foundations
Holly Lane

Join Dr. Holly Lane for an in-depth look at the key features that drive the UFLI Foundations program and ensure maximum instructional impact. This session explores how to implement explicit, systematic phonics through high-leverage practices that reduce cognitive load and accelerate student mastery. While centred on UFLI, these key features provide a universal blueprint for strengthening the effectiveness of phonics instruction in any well-structured program.



Regular training in this highly effective phonics program, delivered by DSF UFLI trainers, is available both on-site at the DSF institute and off-site as school-based workshops.



dsf.net.au/uflifoundations

Sessions 11.00 - 11.45

F-6

Building cultural responsiveness: Creating speech and language materials for the Noongar language in co-design

Brenda Larsen, Matthew Cirocco, and Britta Biedermann

Understanding Noongar, the original language of Southwest WA, helps non-Indigenous practitioners avoid misdiagnosing language differences as disorders. This presentation outlines a Noongar-led co-design process for developing phonics-based materials comparing Noongar and Australian English. Guided by AIATSIS ethics, Indigenous standpoint theory, and Indigenous methodologies like Kapatı Time, trust and relationships were established. Further, the use of Aboriginal and non-Indigenous Participatory Action Research methods supported effective working together with Noongar Elders, (non-)Indigenous clinicians, educators, and students to create culturally sensitive resources. The outcomes of this work are Noongar language materials that are culturally safe for Noongar Community and accessible for non-Indigenous clinicians.

Resource-related Presentation 11.00 - 11.45

F-8

From sounds to meaning: Integrating phonics and morphology for spelling and comprehension

*Alexander Harper and Suzanne Deefholts
(Little Learners Love Literacy)*

English spelling is a dual code: letters represent both sounds and meaning. When phonics and morphology are taught together, students build stronger decoding, spelling and comprehension. Systematic phonics lays the foundation; morphology unlocks word structure, vocabulary and the logic behind spelling. By helping learners analyse and build words using meaningful parts, we transform complex words into solvable puzzles—boosting confidence, independence and success across reading and writing.

F-7

Literacy impact at Monterey Secondary College, Frankston North

Julie Scali, Nellie Willmot, Skye Columbine and Andrew McCrorey

How can a few high-impact routines and a strong school culture transform literacy in Years 7–8 in a low-SES setting? This session features Monterey Secondary College leaders and teachers who have achieved significant growth in English and Humanities through high expectations, positive culture, collective efficacy, and trauma-informed practice (Berry Street). They will share how daily choral reading, Questioning the Author, identifying clunks, writing gist statements, and explicit background-knowledge instruction are embedded across Humanities and Science. Hear how shared learning, peer modelling, and consistent routines improved reading fluency, engagement, and confidence—demonstrating that small, purposeful actions create real change.



The DSF Bookstore offers an excellent range of reader bundles which include multiple copies of each book in the series.

dsf.net.au/bookstore

F-9

Talk 1

Supporting children’s oral narrative development through large-scale implementation of teacher implemented Tier 1 oral narrative instruction in New Zealand schools

Lisa Furlong

Oral narrative proficiency is an important predictor of reading success. The Better Start Literacy Approach (BSLA) is an evidence-based and culturally responsive structured literacy approach that includes explicit oral narrative teaching using children’s storybooks. This study evaluated the impact of BSLA Tier 1 oral narrative instruction on children’s retelling and comprehension after one year of school. Using a pre/post design, 100 children receiving BSLA instruction were compared with 100 children receiving business-as-usual teaching. Significant gains were found for the BSLA group for oral narrative retelling and comprehension. Findings demonstrate a scalable and sustainable model for supporting children’s oral narrative development.

F-9

Talk 2

Unlocking mathematical potential through school-based language learning: Insights from PISA 2018

Alejandra Nucette

This study explores the link between school-based foreign language learning and mathematics achievement using PISA 2018 data from over 300,000 students across 73 countries. A linear mixed-effects model and machine learning analysis revealed that each additional hour of language instruction correlated with a five-point increase in maths scores. Cultural content in language curricula also emerged as a strong predictor of high performance. These findings suggest that enriched language programs may support cognitive skills vital for numeracy. Implications for curriculum design and policy are discussed, highlighting language learning as a potential lever for improving maths outcomes.

Resource-related Presentation 11.55 - 12.40

F-11

From classroom to code: Bridging research and practice in digital literacy intervention

Rupert Denton (Spellcaster Education)

This presentation examines the development of Spellcaster, a teacher-created web-based spelling support platform for learners aged 9-14, demonstrating how deep community engagement and evidence-based practice can guide technology design. This presentation will explore the translation of research evidence into practical design decisions, the role of iterative feedback in validating educational effectiveness, and the challenges of balancing pedagogical integrity with engagement. Particular focus will be given to how community-driven development—including structured demos, observational research, and stakeholder collaboration—ensures that technological affordances enhance rather than undermine instructional integrity.

F-10

Talk 1

Efficacy, fidelity and acceptability of a prewriting intervention – the findings of a pilot RCT

Berry Johnston

Correct letter formation relies on mastery of prewriting patterns, however there is a scarcity of evidence-based prewriting programs. This pilot RCT aimed to determine the treatment effect of Peggy Lego, a prewriting intervention, using pre and post measures of visual motor integration and the Prewriting assessment. Group (Mixed ANOVA) and descriptive analyses were conducted. This study found that while participants improved their prewriting ability, improvement cannot be attributed to intervention alone. This pilot was feasible in terms of recruitment, retention of participants and data collection, justifying further research on the efficacy of Peggy Lego.

F-10

Talk 2

Features of preschool television content and children’s later language and literacy skills

Megan Gath

An increasingly prominent environmental influence for young children is their screen media exposure. Through the Growing Up in New Zealand study, data was collected from 6,327 children and their mothers at age 2, with 6,156 re-assessed at age 4.5. Mothers reported on the television shows watched by their children at age 2, and children were assessed on language and educational tasks at age 4.5. Our results provide stronger evidence in favour of children learning language skills than literacy skills from television. However, positive effects of language instructional content were primarily within children from areas of high socioeconomic deprivation.



Program | Day Two

Friday Afternoon Sessions



F-12
Keynote
1.30 - 3.00

Inclusive excellence: The science and practice of creating a supportive environment for learning

Stuart Kime

The science of learning is a term often associated with all things cognitive: attention, retrieval, working memory, cognitive load. But what about relationships, motivation, expectation, trust, warmth and empathy? Are these also part of the 'science of learning'? In this session, Stuart Kime will guide us through a new way of thinking about this topic, one that embraces both cognitive and affective factors, and places a supportive environment for teaching and learning at its heart.

Sessions 3.10 - 4.00

F-13

Reading fluency: What, why, and how?

Kathy Rastle

This session will introduce the concept of reading fluency and will discuss why it is such an important part of reading comprehension. I'll be presenting data from hundreds of thousands of primary school children in England that expose wide variation in reading fluency within school year groups. I will argue that despite generally excellent phonics provision and outcomes, a substantial percentage of children leave England's primary schools with insufficient reading fluency to access the secondary school curriculum. I will argue that reading fluency is likely to be the 'missing link' between phonics and comprehension and will explore strategies for building fluency in the classroom.

F-14

Reading Ready: Exploring the feasibility of Australian pre-service teachers delivering and intensive early years one-on-one reading intervention.

Tanya Serry, Pamela Snow and Kiaya Edwards

This study reports outcomes from a year-long feasibility trial of Reading Ready (RR; Pace-Miles), a Tier-3, systematic synthetic phonics tutoring program for Year 1 students at risk of reading failure. La Trobe University initial teacher education (ITE) students were trained as tutors, delivering one-on-one sessions three times weekly. Preliminary data from 18 students showed strong gains in word reading, fluency, and phonemic awareness. Tutor feedback indicated increased confidence and improved linguistic knowledge, though additional behaviour management training was recommended. Findings highlight the potential for embedding Tier-3 reading interventions within ITE programs to enhance both student outcomes and teacher preparation.

F-15

From recovery to reform: Lessons from New Zealand's literacy transformation

Carla McNeil

New Zealand, birthplace of Reading Recovery, is undergoing a major literacy shift that began with grassroots action and grew into change at scale. Teachers, leaders, and consultants implemented structured literacy and explicit instruction well before policy shifted, creating the momentum that ultimately influenced countrywide direction. Carla McNeil shares lessons from this journey, focusing on what truly enables scale: strong leadership capability, coherent systems, consistent instructional practices, and practical support that builds teacher confidence. Participants will gain clear strategies for implementing change well. This session provides actionable insights into achieving and maintaining large scale schooling improvements.

F-16

What does 'at risk' look like in early numeracy? Insights from ENSSA

Kelly Norris

The Better and Fairer Schools Agreement calls for an early years numeracy check to help teachers identify learning needs early and respond through a multi-tiered system of support (MTSS). Done well, screening builds staff capacity and changes students' trajectories; done poorly, it becomes "just another assessment". This session shares lessons from developing and trialling the Early Number Sense Screener for Australia (ENSSA) with around 8,000 Foundation/Pre-Primary and Year 1 students across government and Catholic systems. Alongside a practical overview of the project, we will explore some of the real challenges - and opportunities - in creating an early numeracy screener that works in the Australian context.

F-17

Beyond words: Building capacity to support language and executive function in schools

Athena Panagopoulos

Language Disorder (LD) affects approximately 10% of students and commonly co-occurs with executive function (EF) challenges such as difficulties with attention, working memory, planning, and self-regulation. Together, these can significantly impact learning and participation, yet many students remain unidentified, with behaviours misread as avoidance or defiance. This session explores how language and EF interact, how difficulties may be masked, and why a neurodiversity-affirming approach matters. Key evidence on LD and ADHD will be reviewed, alongside practical strategies including explicit instruction, visual scaffolds, clear task breakdowns, and supportive teacher-student consultation to reduce barriers and strengthen engagement and wellbeing.

F-18

Talk 1

The oral language and literacy skills of 12 and 13-year-old students in South Australia: Screening data from 390 adolescents

Lisa Furlong

Whole cohort language and literacy screening was conducted in 2023 with 390 Year 7-8 students across three South Australian secondary schools. Students' language and literacy skills were screened using the Clinical Evaluations of Language - Fifth Edition Screening Test and subtests from the Test of Integrated Language and Literacy. Results indicated that 13% of students had potential language difficulties, 54% had potential spelling difficulties and 16% had potential reading difficulties. Gender predicted language, while language and teacher knowledge predicted literacy. Findings highlight the importance of teacher expertise and multidisciplinary support in secondary schools for adolescents with language and literacy difficulties.

F-18

Talk 2

Defining the topic sentence and its relevance for adolescent writing instruction

Kimberley Knight

Secondary students are expected to demonstrate their learning through writing, often essay writing. An important component of essay writing instruction is the topic sentence. Since varying definitions are provided in instructional approaches, establishing a clear definition is the first step in researching the effectiveness of topic sentence construction to support adolescent writing.

Resource-related Presentation 3.10 - 4.00

F-19

From scribbles to sentences to stories: Designing an effective early years writing program

Alison Madelaine and Anna Taylor (MultiLit)

When children begin formal schooling, it can be challenging to get them started with writing while they are also learning to read, spell, and form letters. This presentation will cover the research into early writing instruction and how this can be translated into effective writing instruction for students in the first three years of formal schooling.





A must-have for Year 2 students to build reading fluency

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- reader's theatre
- short stories
- poems
- comics
- riddles
- nonfiction texts
- quizzes
- songs.

Look inside!



PROGRAM | Saturday 9 May

8.00	Registration						
8.45	Welcome						
9.00	S-1 Keynote	Kathy Rastle Morphology in children's books: What's there, and what does it mean for learning?					
10.30	Morning Tea and Trade Exhibition						
11.00	S-2	S-3	S-4	S-5	S-6	S-7	S-8
	Leading change: A roadmap for literacy improvement in schools	Oral language development from pre-school to adolescence	Lost in translation: Why students struggle with maths word problems and what to do about it	Metacognitive conversations: Making your invisible thinking visible through oral and expressive language	From simple stories to structured narratives: Growth patterns in Kindergarten children	(i) Efficacy of teaching practices in online English comprehension lessons for learners with Specific Learning Differences (ii) Automation and AI tools for neurodiverse learners	Phase 2 Evaluation of the Y WA School ReadY Program to support intentional teaching of early language and pre-literacy skills in Early Learning Centres
11.45	<i>Transition</i>						
11.55					S-9	S-10	S-11
					Building strong vocabulary knowledge and spelling skills in the primary years and beyond	(i) The roles of vocabulary in reading development of EAL students (ii) Meaning negotiation and capacity building in EAL/D classrooms	Phonics at scale: Effectiveness and learning patterns in ReadingDoctor Online Letter-Sound Knowledge activities with 4-7 year olds
12.40	Lunch and Trade Exhibition						
13.30	S-12 Keynote	Kristopher Boulton Making maths failure obsolete					
15.00	<i>Transition</i>						
15.10	S-13	S-14	S-15	S-16	S-17	S-18	S-19
	Getting ahead of behaviour	From teacher to coach: Embedding practice that sticks	(i) Outcomes of intervention for children with or at risk of Developmental Language Disorder (ii) Professional learning to increase teacher's knowledge, attitudes and practice in supporting students with DLD	What do students with learning difficulties think about reading?	Cognitive to Classroom: Implementing data from psychometric reports to effective classroom practice	(i) Multisensory structured language for adolescents with mild intellectual disability (ii) Exploring upper-primary teachers' experiences of speech pathology collaboration	Trauma-informed instructional practice: Pedagogical strategies necessary for some, beneficial for all
16.05	Conference Close						

Program | Day Three

Sessions Saturday 9 May



S-1
Keynote
9.00 - 10.30

Morphology in children's books: What's there, and what does it mean for learning?

Kathy Rastle

One key part of becoming a skilled reader is understanding how words are built by combining smaller units of meaning called morphemes. Readers use their knowledge of morphemes to speed up recognition of familiar words like breakable and to make sense of unfamiliar words like bingeable. In this presentation, Professor Kathy Rastle will discuss what we know about how children develop understanding of morphology. She'll show that reading experience provides rich opportunity for children to discover how words are structured, but that reading experience alone is unlikely to be enough to learn the functions of many individual morphemes. This keynote will conclude with a discussion of how targeted morphology instruction might complement reading experience to facilitate learning.

Workshops 11.00 - 12.40

S-2

Leading change: A roadmap for literacy improvement in schools

Julie Scali

Schools are expected to engage in continuous improvement, yet many leaders focus on what to implement – high expectations, evidence-based literacy practices, cognitive load principles, and knowledge-rich, low-variance curriculum – without equal clarity on 'how' to implement it. Implementation science is often the missing link. Drawing on research from multiple disciplines, this session outlines a practical roadmap for leaders undertaking school improvement. Julie will unpack the essential phases of successful implementation and provide actionable steps for embedding evidence-based literacy practices school-wide. Participants will gain guidance on leading sustainable, high-impact change that strengthens teaching, learning, and long-term whole-school improvement.

S-3

Oral language development from pre-school to adolescence: A classroom teacher's pocket-guide

Pamela Snow and Tanya Serry

This workshop explores oral language development from linguistic and cognitive perspectives, using Bloom and Lahey's (1978) Form-Content-Use model and Snow's (2020) Language House framework. Core components—phonology, syntax, morphology, semantics, and pragmatics—are described alongside key developmental milestones and the distinction between literal and figurative language. The role of early shared book reading in building oral language, background knowledge, and literacy readiness is examined. Finally, links between oral language and reading are analysed through the Cognitive Foundations Framework (Tunmer & Hoover, 2019), highlighting the interplay of decoding and language comprehension in reading success from pre-school to secondary years.

S-4

Lost in translation: Why students struggle with maths word problems and what to do about it

Lisa Watts and Naomi Cave

At the intersection of language comprehension, conceptual understanding, and procedural fluency lie mathematical word problems. While they offer a gateway to 'real-world maths,' they remain one of the most persistent challenges for students, particularly those with language and/or learning difficulties. Many struggle to decipher the linguistic, structural, and cognitive demands embedded within these tasks. Drawing on research from mathematics education, language, and cognitive sciences, this interactive session outlines the common reasons these breakdowns occur and, with a particular focus on language and oral reasoning, provides practical recommendations on how to support students facing these challenges.

S-5

Metacognitive conversations: Making your invisible thinking visible through oral and expressive language

Daryl Michel

During this session, you will learn ways to explicitly teach metacognitive conversation routines (e.g., using think-alouds, posing questions, facilitating discussions). You will learn ways to scaffold support for all learners when they are expected to engage with challenging text. You will also be given several texts from different subject areas to practice and apply your learning. Your knowledge of how to teach metacognitive conversations is important if a goal (not an exhaustive list) is for students to develop critical thinking skills, co-construct knowledge, explore diverse perspectives, understand their own thinking processes, or build confidence when faced with complex text.

Sessions 11.00 - 11.45

S-6

From simple stories to structured narratives: Growth patterns in kindergarten children (3;7-5;3)

Jenny Baker

Narrative ability is a sensitive window into early language development and a practical target for classroom screening. We report cross-sectional normative data from over 500 kindergarten children aged 3;7-5;3 across Perth. Children produced short oral narratives after viewing a video about a boy who wants to buy binoculars and answered 12 comprehension questions. Narratives were analysed for macrostructure (story grammar) and microstructure (lexical and syntactic features). Five growth domains: Vocabulary, Elaboration, Description, Connectivity, and Sentence Construction were investigated. Results showed clear age-related gains; over time, children produced more complete stories with richer detail, stronger connectivity, and improved responses to questions.

S-7

Talk 1

Efficacy of teaching practices in online English comprehension lessons for learners with Specific Learning Differences (SpLD): A qualitative analysis

Andy Wang and Tuty Elfira Abdul Razak

This study examines the effectiveness of online teaching practices and its influence on student engagement and learning outcomes among primary school learners with specific learning differences (SpLD). The research involved qualitative analysis of two one-hour recorded virtual classes conducted by educational therapists with five students aged 10-12. Using an adapted three-level Engagement Framework for Learning targeting behavioural, cognitive, and emotional aspects, the study explored how therapists applied online tools, resources, and questioning strategies to foster engagement and application. The study provides insights for educators seeking to strengthen engagement and literacy outcomes through purposeful integration of technology and questioning techniques.

Sessions 11.55 - 12.40

S-9

Building strong vocabulary knowledge and spelling skills in the primary years and beyond.

Mandy Nayton

As students progress from the early years into middle and upper primary, they encounter a rapid increase in complex, abstract vocabulary in the texts they read. Many of these words: derive from Latin and Greek; feature unfamiliar spelling patterns; and rely on morphemic rather than phonetic knowledge. Students who understand these linguistic shifts and their historical origins become more accurate readers and spellers and develop richer, more sophisticated vocabularies. This leads to stronger reading comprehension and written expression. In this session, participants will explore the history of English, including the impact of the Battle of Hastings, examine the concept of deep lexical quality, and review an instructional routine designed to strengthen spelling and vocabulary development.

S-7

Talk 2

Inclusive by design: How automation and AI tools transform learning for neurodiverse learners and diverse needs

Soofrina Mubarak and Geetharam Shantha

This presentation explores how AI and automation can transform the learning and working lives of adults with learning differences such as dyslexia, ADD, and ADHD, empowering them to participate more fully and confidently in a rapidly evolving digital landscape. Drawing from our experiential workshop involving over 140 young adult learners, the presentation session illustrates how participants dismantled their fear and reservations of technology and discovered the power of digital fluency. By showcasing these transformations, this presentation underscores the urgent need to integrate accessible AI and automation training into young adult education.

S-8

Phase 2 Evaluation of the Y WA School ReadY Program to support intentional teaching of early language and pre-literacy skills in Early Learning Centres.

Simmons Pogorzelski and Renee Chakaodza

Early Learning Centres provide opportunities to support children to develop the language and early literacy skills needed for school readiness and future success. This Phase 2 study evaluates the impact of the Y WA School ReadY Language & Literacy program, which offers educators scripted resources and coaching to deliver intentional instruction through playful learning in the year before school. Program components include shared reading and mat sessions targeting pre-reading skills. Participants included children and educators from metropolitan and regional sites with diverse cultural and linguistic backgrounds. The study reports on program outcomes, implementation learnings, and recommendations for practice.

S-10

Talk 1

The Roles of Vocabulary in Reading Development of EAL Students

Qiuzhi Xie

This presentation aims to show the essential roles of vocabulary in reading comprehension among EAL students from primary middle graders in Hong Kong and the United Arab Emirates. The studies show that vocabulary contributed to English reading comprehension through word decoding and listening comprehension. Among children in Hong Kong, vocabulary was strongly associated with both word decoding and language comprehension, whereas among children in the UAE, these associations were medium. Such differences may be due to the larger contrast in phonology between Chinese and English relative to Arabic and English. Effective vocabulary instructions will be discussed.

S-10

Talk 2

**Meaning negotiation and capacity building:
Neurolinguistic evidence from EAL/D classrooms**

Afzal Khan

This mixed-methods study examines how teacher-led meaning negotiation enhances learner comprehension and cognitive processing in EAL/D classrooms. Drawing on 36 lessons, it combines quantitative and discourse-analytic approaches to identify negotiation strategies linked to attention, memory, and lexical retrieval. Findings show that paraphrase-then-clarify cycles and homonym-based negotiation significantly facilitate prediction and lexical disambiguation. Viewed through a neurolinguistic predictive-processing lens, the study reframes teacher talk as a cognitive interface for capacity building. It proposes practical classroom tools, self-monitoring tags, calibrated wait-time, and low-cost lexical routines to optimise comprehension and learning outcomes.

S-11

Digital phonics and scale: Effectiveness and learning patterns in ReadingDoctor® Online Letter-Sound Knowledge Activities with 4-7 year olds

Emma Grace, Lisa Furlong, Karyn Carson, Megan Gath, Rosanna Barani, Erin Goh and Pina Capella.

Letter-sound knowledge is a critical foundation of literacy. ReadingDoctor® has shown promise in small studies with children with reading difficulties. This study extends that work by investigating outcomes in a large inclusive sample of Australian children aged 4-7 years. We report findings from a two-arm, multi-site, waitlist-control, randomised trial with ~980 participants recruited. The presentation will address three aims: (1) validity of the Reading Doctor® Grapheme-Knowledge Test; (2) effectiveness of 8-weeks of ReadingDoctor® letter-sound activities, reported alongside qualitative insights from teachers, parents and children; and (3) analysis of children's response accuracy and error patterns.



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MultiLit is a leading provider of effective literacy instruction grounded in extensive research and expertise in the science of how children learn. We are committed to developing comprehensive, evidence-based instructional programs, professional development and resources delivering results for students and schools. MultiLit's mission is to enable effective instruction to ensure every child learns.



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Program | Day three

Saturday Afternoon Sessions



S-12
Keynote
1.30 - 3.00

Making maths failure obsolete

Kristopher Bolton

If all children can learn and succeed in maths, why don't they? In this far reaching talk, Kris Boulton will show you why, and convince you of an alternative future. Five decades of education research, live demonstration, and logical analysis, all will be brought to bear to show how it's possible to easily make maths failure obsolete.

Sessions 3.10 - 4.00

S-13

Getting ahead of behaviour: Lightning fast behaviour moves

Zach Groshell

Effective classroom management starts with subtle, strategic redirections that maintain momentum while reinforcing expectations. This session equips teachers with a toolkit of least invasive interventions, starting with positive whole-group corrections and progressing to more direct responses as needed. By using non-disruptive strategies that preserve student dignity and lesson flow, educators can foster a calm, structured environment where learning remains the priority.

S-14

From teacher to coach: Embedding practice that sticks

Jessica Colleu-Terradas and Stefanie Cook

This session supports school leaders to embed instructional coaching that strengthens teaching in line with the science of learning. Drawing on the High-Impact Teaching Practices (HITP) Instructional Leaders' Network across 48 Catholic Education Canberra–Goulburn schools, it shares practical strategies for building trustful teacher–coach relationships, using classroom videos to model effective practice, and applying observation rubrics to guide reflection and goal setting. Participants will explore real examples of growth trackers, and feedback tools to foster reflective practice and build a sustainable coaching culture that sharpens instruction and drives continuous school improvement across primary and secondary settings.

S-15

Talk 1

Outcomes of intervention for children with or at risk of DLD: Findings of a systematic review and the views of children with DLD on outcomes important to them.

Suze Leitão and Adie Wilmot

This study systematically reviewed research literature on oral language interventions that reported outcome data for children with or at risk of DLD, identifying 242 relevant articles. Most outcome measures focused on language impairment, with limited attention to broader participation and wellbeing. The team further explored children's perspectives on important outcomes through a modified Nominal Group Technique, recruiting children with DLD internationally via in-person and virtual approaches. Preliminary findings highlight outcomes valued by children and emphasise the need for research and practice to address aspects directly relevant to their lives and actively involve them in decision-making.

S-15

Talk 2

Professional learning to increase teacher's knowledge, attitudes and practice in supporting students with DLD

Shaun Ziegenfusz

Teachers play a critical role in supporting students with Developmental Language Disorder (DLD) yet often report limited knowledge and confidence. This study explored teachers' experiences of previous professional learning about DLD and their preferences for future delivery, then evaluated the impact of a 90-minute live webinar on teacher knowledge, attitudes, and intended implementation of evidence-based classroom practices. Teachers identified a clear need for accessible, practical professional learning about DLD. The 90-minute webinar served as a successful proof of concept, bridging the research-to-practice gap and offering a scalable model for teacher capacity building.

S-16

What do students with learning difficulties think about reading?

Katrina Kelso

Developing strong reading skills is crucial for students' longterm success, and motivation plays a significant role in predicting reading outcomes beyond cognitive and academic skills. Increasing knowledge and understanding of this relationship can inform interventions.

Reading motivation—selfconcept and value of reading—was investigated in 50 Grade 3–8 students with learning difficulties completing a 20week reading intervention in Ontario, Canada. Students completed a teacher-developed motivation questionnaire pre- and post-intervention, with results correlated to timed and untimed wordreading performance. This presentation shares the tool, response patterns, and ways teachers can use data to strengthen individual and wholeclass motivation.

S-17

Cognitive to Classroom: Implementing data from psychometric reports to effective classroom practice

Katrina Sheraton-Yu

This presentation is designed to bridge the gap between psychological assessment data and practical classroom application. Suitable for educators, school counsellors, and learning support professionals, it introduces understanding of cognitive and psychometric assessments to assist with interpreting cognitive profiles and applying this data to developing and implementing evidence-based classroom strategies for diverse learners. A brief introduction to the WISC-5 will be provided, outlining implications of different profiles on learning. Case studies will guide interpretation of data to better understand factors impacting learning and to inform support planning, including generating and implementing practical strategies and intervention or adjustment plans for students.

Resource Presentation 15.10 - 16.00

S-19

Trauma-informed instructional practice: Pedagogical strategies necessary for some, beneficial for all

Lena Streiff Kosok

This workshop explores dual-purpose curriculum strategies that integrate academic learning and student wellbeing. Grounded in trauma-informed and wellbeing sciences, participants will examine how adverse experiences affect learning readiness and behaviours like stress escalation and disengagement. Educators will gain practical tools to foster safety, engagement, and autonomy—particularly for students with complex needs. The session includes trauma-informed approaches to instructional routines such as retrieval practice, questioning, and feedback. It is suitable for primary, secondary, and specialist educators, and aims to enhance both learning outcomes and classroom regulation.

S-18

Talk 1

Multisensory structured language for adolescents with mild intellectual disability: Early decoding outcomes from a five-participant case study

Ana Roknic

This case study examined whether a dyslexia-informed Multisensory Structured Language (MSL) approach could improve decoding skills in adolescents with mild intellectual disability. Five students received individual MSL intervention 2–3 times per week over 12–24 months, with explicit teaching of phoneme–grapheme correspondences, rule-based decoding, multisensory (VAK) inputs, guided practice, and regular review. Pre–post assessment showed significant gains in letter–sound knowledge, closed syllables, silent-e words, and common digraphs. Findings suggest that structured, multisensory, high-frequency intervention can effectively strengthen foundational decoding skills for students with mild ID, supporting improved literacy, independence, and long-term educational and life outcomes.

S-18

Talk 2

Collaboration creates change: Exploring upper-primary teachers' experiences of speech pathology collaboration for whole class inclusive practices

Harriet Naylor

This research shares new insights into how speech–language pathologists (SLPs) and upper-primary teachers can work together to strengthen inclusive, whole-class practice. Using a descriptive phenomenological approach, we explored teachers' experiences after participating in the LINK-UP program, a classroom-based professional learning model grounded in Universal Design for Learning (UDL). Teachers described clearer communication, more effective collaboration, and increased confidence applying accessible instructional strategies. They also reported perceived improvements in student independence, agency, and engagement. Findings offer practical, classroom-ready ideas for embedding language support into everyday teaching and highlight how sustained SLP–teacher partnerships can overcome common barriers to inclusion.



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DSF offers Sounds-Write training workshops, along with a range of Sounds-Write resources available in our bookstore.

Information about Fremantle/Walyalup

Arriving in Fremantle

The international and domestic airport terminals are located approximately 26 kilometres from Fremantle.

Taxis and Ubers are available to pick up arriving passengers and it takes approximately 35 minutes to get to Fremantle. The fare will be approximately \$60-\$90. Taxi ranks and ride share pickups are located at the front of all terminals. The main taxi service providers in Perth are Uber, Swan Taxis/13cabs (13 2227 | www.13cabs.com.au) and Black & White Cabs (133 222 | www.blackandwhitecabs.com.au).

Perth Airport is also well connected to Fremantle by train. The Airport Central Train Station on the Airport Line takes around an hour to get to Fremantle (via Perth train station) and costs \$5.10. A credit card can be used for contactless payment. You can plan your journey on public transport using the Transperth Journey Planner (www.transperth.wa.gov.au/journey-planner).

To get to Fremantle from Perth city, take the Fremantle Line train from Perth Station. Alternatively, use bus routes such as the 910 or 111. It takes around 30 minutes and costs \$3.50.

Things to do in Fremantle

Fremantle is an historic port town with a rich and creative cultural heritage. It hosts a wide range of unique museums, markets, cafés, pubs, restaurants, galleries, bookshops, and tours.

Visit one or more of the beautiful Indian Ocean beaches surrounding Fremantle, perfect for swimming, snorkelling and sunset walks. South Beach and Bathers Beach are popular spots close to town, while Port Beach and Leighton Beach offer wide stretches of sand, clear water and excellent coastal views just minutes away.

The WA Maritime Museum features historic vessels, stories of migration and trade, and exhibits on ocean exploration and naval history – visit.museum.wa.gov.au/maritime

Explore Fremantle Prison, a UNESCO World Heritage Site that offers an insight into Western Australia's convict past. Guided tours share inmate stories and take visitors through cellblocks and tunnels – www.fremantleprison.com.au

Fremantle Markets is a vibrant hub of local culture, housed in a historic 19th century building. Open on weekends, it features fresh produce, street food, artisan goods and live entertainment – fremantlemarkets.com.au

Visit the beautiful botanic gardens located in Kings Park - a huge nature reserve within walking distance of Perth city showcasing native Australian flora and fauna. Take a long (or short) walk through native bushland, visit the Treetops Walk or the Pioneer Women's Garden and take in the view of the city skyline and Swan and Canning Rivers from the lookout areas - www.bgpa.wa.gov.au/kings-park

What's on in Perth and Fremantle in May 2026

Fremantle Heritage Festival invites locals and visitors to explore the people, places and moments that have shaped Fremantle. Through talks, heritage walks, exhibitions, performances and community events, the festival brings history to life across the city's streets, buildings and public spaces – visitfremantle.com.au/heritage-festival-2026

Enjoy a laugh at the Perth Comedy Festival - Western Australia's largest annual comedy event, running from 20 April to 17 May 2026. It features a packed program of Australian legends, international stars, and emerging talent across iconic venues across Perth and Fremantle. Audiences can enjoy everything from stand-up and improv to musical comedy and star-studded Galas – perthcomedyfestival.com

Visit the world-class WA Museum Boola Bardip (Perth Centre), which features major exhibitions in May including OceanXperience (interactive marine science), Revealed (WA Aboriginal art), and Biomass (VR art). Visitors can also see Wild Life (biodiversity), Seeing Echoes in the Mind of a Whale, and Legacies Karlkurla – visit.museum.wa.gov.au/boolabardip

Black Swan State Theatre Company brings Tim Winton's acclaimed novel, The Shepherd's Hut, to the Heath Ledger Theatre from 9-31 May. This world-premiere production is not to be missed – artsculturetrust.wa.gov.au/venues/state-theatre-centre-of-wa

Quick getaways

The areas surrounding Fremantle offer plenty of places to go to for a short getaway or day trip.

Take the ferry from Fremantle and hire a bike to explore Rottnest Island / Wadjemup, a small island only 30 minutes away. Rottnest is home to pristine beaches, snorkelling, riding/walking trails, and quirky quokkas – www.rottnestisland.com.










Head to the Perth Hills for gourmet food, quality wine, historic pubs, beautiful national parks, and magnificent black cockatoos. The easy 40-minute drive makes the Hills a good day-trip option – www.perthhills.com.au





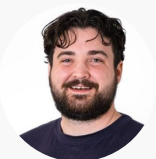




The Margaret River region, located about four hours south of Perth is definitely worth a visit. Spend a couple of nights here to take in some of the many attractions on offer, including beautiful beaches (try Yallingup Beach, Eagle Bay or Meelup beach), natural beauty (including the caves and Boranup Forest) and world-class food and wine – www.margaretriver.com.










Visit the Dolphin Discovery Centre located in Bunbury (approximately two hours south of Perth) and learn about these magnificent creatures. Take a cruise around Koombana Bay or interact with the dolphins in their own environment – www.dolphindiscovery.com.au

For more information about Fremantle, Perth and Western Australia, visit www.westernaustralia.com

Speaker Directory







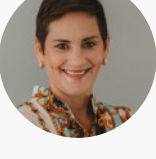


Speakers	Session	Page
 <p>Tuty Elfira Abdul Razak (Tuty Elfira) Saturday - 11.00</p> <p>Tuty Elfira is an educational therapist with 15 years of experience supporting students with learning differences. Guided by empathy and a belief in every child's potential, she leads curriculum development, mentors educators, and ensures that learners receive targeted, effective strategies to thrive academically and emotionally.</p>	S-7	26
 <p>Jenny Baker Saturday - 11.00</p> <p>Jenny is a Speech Pathologist with a long-held interest in the relationship between language and literacy. Her work focuses on refining best-practice approaches to teaching children how to read, write, and spell. This project represents a small but important departure from her mainstream work.</p>	S-6	26
 <p>Jo Ball Thursday - 11.55</p> <p>Jo is a specialist Literacy teacher and trainer at DSF. She has a long career leading and coaching curriculum teams in the UK and Australia and regularly visits schools to provide advice and coaching to support the delivery of high-quality literacy instruction. Jo is also the coordinator of the DSF South Perth Literacy Clinic.</p>	T-11	13
 <p>Rosanna Barani Saturday - 11.55</p> <p>Rosanna Barani is a certified speech pathologist working with individuals across the lifespan. Rosanna is passionate about all areas of speech pathology but is especially interested in literacy. She completed an Honours project exploring child engagement with explicit, systematic and synthetic phonics instruction delivered through an evidence-based literacy app.</p>	S-11	27
 <p>Britta Biedermann Friday - 11.00</p> <p>Britta is an Associate Professor at the School of Allied Health/ enAble Institute at Curtin University. She was trained in Germany and Australia in cognitive neuropsychology of language/ psycholinguistics. Britta is passionate about the intersection of language and culture and works to raise linguistic awareness of the Noongar language to overcome linguistic blind spots.</p>	F-6	19
 <p>Mark Boyes Thursday - 11.00</p> <p>Professor Mark Boyes co-leads the Curtin enAble Institute's Mental Health Research Domain. His research investigates psychosocial outcomes among vulnerable youth (including children with language and literacy difficulties, youth affected by HIV, and youth who self-injure). He has published over 200 scientific articles and held research grants totalling over \$6.3 million.</p>	T-2	11
 <p>Sam Calder Thursday - 11.00</p> <p>Dr Sam Calder is a senior lecturer at the University of Tasmania. He is passionate about improving our understanding of the origins and impact of Developmental Language Disorder, and how to improve outcomes to best support these children and young people to thrive and live life to their desired potential.</p>	T-2	11
 <p>Pina Cappella Saturday - 11.55</p> <p>Pina Cappella is a lead teacher at Fairview Park Primary School, specialising in Literacy and Aboriginal and Torres Strait Islander Learning. She mentors colleagues and supports inclusive and evidence-informed practice. Following her First Class Honours research completed in 2025, Pina plans to pursue further research in literacy instruction.</p>	S-11	27
 <p>Karyn Carson Saturday - 11.55</p> <p>Dr Karyn Carson is a certified practising speech-language pathologist with over 20 years' experience supporting children and young adults across Australia and New Zealand. A published author who integrates research into practice, she leads The Soundmill Centre team and specialises in speech, language, emergent literacy, and dyslexia.</p>	S-11	27

Speakers		Session	Page
	<p>Mark Carter Thursday - 15.10</p> <p>Mark is Dean of The Academy for the Science of Instruction (MultiLit) and Honorary Associate Professor at the University of Wollongong. He has a range of research interests, including evidence-based practice, effective instruction and controversial practices in education. Mark has over 150 refereed publications and book chapters.</p>	T-14	14
	<p>Naomi Cave Saturday - 11.00</p> <p>Naomi is a DSF Maths Trainer and an experienced primary school teacher who has also served as an Assistant Head Teacher and School Development Lead for the NCETM in the UK. As a specialist mathematics educator and strong advocate for evidence-informed practice, Naomi has extensive experience leading and coaching school leaders and teachers to develop high-quality mathematics curricula and strengthen instructional practice.</p>	S-4	25
	<p>Renee Chakaodza Saturday - 11.00</p> <p>Renee has worked in education for over 25 years as a teacher, literacy specialist, and education support coordinator in primary schools in Australia and overseas. She has experience developing evidence-based literacy and language programs and provides ongoing professional development and coaching for education staff at the YWA.</p>	S-8	26
	<p>Kathleen Chan Thursday - 15.10</p> <p>Kathleen is a Registered Psychologist with the Singapore Psychological Society and the Australian Health Practitioner Regulation Agency. As the Lead Psychologist at the Dyslexia Association of Singapore's SpLD Assessment Services, she conducts psycho-educational assessments for children and adults. She also designs and delivers social-emotional programmes for school-aged learners.</p>	T-18	15
	<p>Matthew Cirocco Friday - 11.00</p> <p>Matthew is a practising speech pathologist, research assistant at the Centre for Aboriginal Studies, and PhD candidate at Curtin University. His work emerges from his experience completing a degree in speech pathology which included little recognition of, or instruction in, Indigenous Australia or the Noongar language. He is motivated to highlight and promote Indigenous languages that have been restricted due to colonisation.</p>	F-6	19
	<p>Alison Clarke Friday - 11.00</p> <p>Alison is a highly experienced speech pathologist with a Masters in Applied Linguistics. She has worked across education, health, disability, early intervention and (now) private practice. Alison runs the Spelfabet website, serves as SPELD Victoria's President, and is a former LDA Vice-President. She is a Mona Tobias Award and OAM recipient.</p>	F-2	18
	<p>Jessica Colleu Terradas Saturday - 15.10</p> <p>Jessica is the Senior Officer Literacy Specialist at Catholic Education Canberra and Goulburn, and passionate about supporting vulnerable students. A Churchill Fellow and Commonwealth Bank Teaching Award recipient, she is also a PhD student at the Centre for the Advancement of Literacy (ACU), researching adolescent spelling and morphology.</p>	S-14	28
	<p>Skye Columbine Friday - 11.00</p> <p>Skye Columbine is an Assistant Principal with 20 years' experience in education. She leads evidencebased curriculum initiatives, including the Science of Learning and the Victorian Teaching and Learning Model 2.0. She empowers middle-level leaders to embed these approaches, strengthening Professional Learning Communities and driving continuous improvement and high-impact teaching practice.</p>	F-7	19
	<p>Donald Compton (Don) Thursday - 15.55</p> <p>Dr Donald L. Compton is Professor of Literacy in the Australian Centre for the Advancement of Literacy at Australian Catholic University and Professor of Psychology and Education at Florida State University and Director Emeritus of the Florida Center for Reading Research.</p>	T-16	14








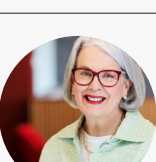
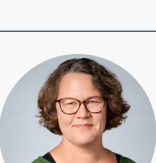
Speakers		Session	Page
	<p>Lauren Cook Thursday- 15.10</p> <p>Lauren Cook is Senior Speech Pathologist with Catholic Education Sandhurst Limited, leading speech pathology services across the Sandhurst Diocese. With 20 years' experience delivering speech pathology services across educational and clinical settings, she supports educators to implement evidence-based practices that strengthen language, communication, literacy, and inclusive learning for all students.</p>	T-15	14
	<p>Stefanie Cook Saturday - 15.10</p> <p>Stefanie Cook is an experienced educator passionate about literacy and early intervention within an RTI framework. She focuses on strengthening Tier 1 instruction through responsive teaching and coaching, helping teachers refine practice and meet diverse needs. Committed to evidence-based strategies, Stefanie builds teacher capacity to improve literacy outcomes for all.</p>	S-14	28
	<p>Julia Davies-Duff Thursday - 11.55</p> <p>Julia Davies-Duff is a lecturer in undergraduate and postgraduate Teacher Education at the University of Canberra, drawing on over 25 years' experience in primary and secondary schools, including several leadership roles. Her work focuses on literacy, language-based learning difficulties, and practical, evidence-informed approaches to early identification and inclusive education.</p>	T-10	13
	<p>Suzanne Deefholts Friday - 11.00</p> <p>Suzanne is an experienced educator with over 20 years in schools, having worked as a teacher, Literacy Leader, Learning and Teaching Leader, and Deputy Principal. She now works as a teacher coach and consultant with Little Learners Love Literacy, supporting evidence-based reading and writing instruction.</p>	F-8	19
	<p>Ghislaine Dehaene-Lambertz Thursday - 15.10</p> <p>Ghislaine Dehaene-Lambertz is a pediatrician and Director of Research at the French National Centre for Scientific Research (CNRS). She leads the Robert Debré Child Brain Institute and the Developmental Brain Imaging Laboratory at NeuroSpin. Her research focuses on the development of cognitive functions in infants and children using non-invasive brain imaging techniques such as MRI and high-density EEG.</p>	T-17	15
	<p>Rupert Denton Friday - 11.00</p> <p>Rupert spent a decade working as a teacher and assistant-principal in high needs schools, particularly with older, disengaged learners. He is a self taught software engineer and the founder of Spellcaster Education.</p>	F-11	20
	<p>Kiaya Edwards Friday - 15.30</p> <p>Kiaya Edwards is a research assistant and academic at La Trobe University, working across the School of Education and the School of Allied Health. She supports research projects within SOLAR Lab and helps train future teachers and speech pathologists to implement evidence informed practice. In her role with Reading Ready, Kiaya supervises pre-service teachers delivering literacy intervention.</p>	F-14	21
	<p>Lisa Furlong Friday - 11.55 Friday - 3.10 Saturday - 11.55</p> <p>Dr Lisa Furlong is a Senior Lecturer at the Child Well-being Research Institute (University of Canterbury) involved in the Better Start Literacy Approach. Her research focuses on evidence-based reading and spelling instruction, educators' engagement with the Science of Reading and, technology-supported interventions. Lisa is a Speech-Language Pathologist by background.</p>	F-9, F-18, S-11	20, 22, 27
	<p>Megan Gath Friday - 11.55 Saturday - 11.55</p> <p>Dr. Megan Gath is a Senior Lecturer at the Child Well-being Research Institute at the University of Canterbury. Her research is based in developmental psychology and focuses on children's screen media use in relation to a range of developmental outcomes.</p>	F-10, S-11	20, 27

Speakers		Session	Page
	<p>Janet Gethin Thursday - 11.00</p> <p>Janet has significant experience as a primary school teacher, having worked across Western Australian schools. She has led the planning and implementation of the Talk for Writing program across the primary years. Janet is now a specialist literacy teacher at DSF where she provides training and coaching in evidence-based literacy instruction including Talk for Writing, Talk for Reading and Word Origins.</p>	T-5	11
	<p>Erin Goh Saturday - 11.55</p> <p>Erin Goh is a fourth year Bachelor of Speech Pathology (Honours) student at Flinders University. Her research as a student in the Honours program has focused on investigating parents' experiences and perspectives with online phonics instruction as a digital learning tool to support children's early literacy development.</p>	S-11	27
	<p>Emma Grace Saturday - 11.55</p> <p>Dr Emma Grace is a Senior Lecturer in Inclusive Education at Flinders University and Speech Pathologist. Her research evaluates instructional approaches and interventions that support children's learning and participation, including online phonics instruction and Augmentative and Alternative Communication. She conducts applied research that informs practical strategies for teachers and families.</p>	S-11	27
	<p>Lorraine Hammond Friday - 11.00</p> <p>Dr Lorraine Hammond AM, Professor Early Years Literacy at the University of Notre Dame, is a national leader in evidence-based reading instruction. She has advanced explicit teaching and literacy research, receiving national and state honours, including the Order of Australia and induction into the WA Women's Hall of Fame.</p>	F-3	18
	<p>Alexandra Harper Friday - 11.00</p> <p>Alexandra manages Little Learners Love Literacy® in Melbourne. Throughout her career developing literacy resources and delivering professional learning, Alex has worked with many educators to implement evidence-based instruction in classrooms. Like all the team at Little Learners, Alex is passionate that every child can learn to read, write and spell with confidence.</p>	F-8	19
	<p>Melanie Henry Thursday - 11.00</p> <p>Melanie Henry is a lecturer in the School of Education at La Trobe University. She is also a PhD candidate in the Science of Language and Reading (SOLAR) Lab, investigating how Australian secondary schools identify, select and provide literacy intervention to older students.</p>	T-7	12
	<p>Elizabeth Hill Thursday - 11.00</p> <p>Dr Elizabeth Hill is a Senior Lecturer in the Curtin School of Allied Health. Trained as a speech-language pathologist, her research explores the intersection of language difficulties and mental health. Her work focuses on interprofessional collaboration to enhance accessible, inclusive mental health care for individuals with language and communication difficulties.</p>	T-2	11
	<p>Susie Hillard Thursday - 11.00</p> <p>Susie is an experienced Primary and Secondary trained teacher and has worked as a teacher in high performing schools in both England and Australia. As a literacy specialist at DSF, she provides training, consultation and coaching to teachers, other professionals and schools in Talk for Writing, Talk for Reading, Word Origins and other evidence-based literacy programs.</p>	T-5	11
	<p>Elle Holloway Friday - 11.00</p> <p>Elle is a speech pathologist at Spelfabet and has worked across clinic and school settings. She has Masters in Speech Pathology and a BA in Asian Studies and Languages. Her interests include literacy, language and speech sound therapy, and she is trained in Sounds-Write, Talk for Writing, PROMPT and SRSD. As a neurodiverse clinician, she is also passionate about creating safe, affirming spaces for all learners.</p>	F-2	18

Speakers	Session	Page
 <p>Samantha Horner Friday - 11.00</p> <p>Sam is a passionate primary and special education teacher with a PhD in Dyslexia interventions. She has worked across school, university and community settings creating and delivering educational programs for students with diverse learning needs. Sam is a tutor and the Executive Manager, Education and Learning at Learning Links.</p>	F-4	18
 <p>Emily Jackson Thursday - 11.00</p> <p>Dr Emily Jackson is a Research Fellow in the Curtin School of Population Health and a Senior Speech Pathologist in a forensic mental health setting. Using collaborative, community-engaged methods, Emily aims to build interventions to support communication and mental health outcomes among neurodivergent young people.</p>	T-2	11
 <p>Berenice Johnston (Berry) Friday - 11.55</p> <p>Berry Johnston is the Principal Occupational Therapist at Lil Peeps OT for Kids. With over 20 years experience working with children, families and schools a large focus of her work supports handwriting challenges in the classroom. Berry is also completing her PhD through Curtin University</p>	F-10	20
 <p>Pearllyn Kang Thursday - 15.10</p> <p>Pearllyn is a Registered Psychologist and Deputy Director of SpLD Assessment Services at the Dyslexia Association of Singapore. She leads a team providing psycho-educational assessments, facilitates student placement into suitable learning programmes, conducts individual assessments, and contributes to research on learning profiles and evidence-based interventions.</p>	T-18	15
 <p>Katrina Kelso Saturday - 15.10</p> <p>Katrina is an experienced clinician and researcher specialising in language, literacy and learning difficulties in school-age children. She holds a Master of Education and a PhD which focused on reading comprehension. In 2023 she began a two-year research role in Ontario, Canada, comparing interventions for struggling readers.</p>	S-16	29
 <p>Afzal Khan Saturday - 15.10</p> <p>Dr. Afzal Khan, member of the Scientific Research Committee at Alkhaleej Training and Education – King Saud University, has extensive experience in teaching and research across diverse linguistic and educational contexts. His work integrates second language acquisition, neurolinguistics, and computational linguistics to explore the intersection of language, cognition, and technology.</p>	S-10	27
 <p>Kim Knight Friday - 15.10</p> <p>Kim is a PhD student investigating writing processes at the Australian Centre for the Advancement of Literacy (ACU) within the ARC Laureate program, Literacy in Teens. She is a speech pathologist by profession and a 2026 Visiting Fellow at the State Library NSW.</p>	F-18	22
 <p>Holly Lane Friday - 11.00</p> <p>Dr. Lane is the Director of the University of Florida Literacy Institute (UFLI) and a professor of special education. Her research focuses on effective reading instruction and intervention and helping teachers develop the knowledge and skills they need to teach reading effectively. She is author of UFLI Foundations: An Explicit and Systematic Phonics Program.</p>	F-5	18
 <p>Brenda Larsen Friday - 11.00</p> <p>Brenda is a Noongar Elder and Associate Lecturer at the Centre for Aboriginal Studies at Curtin University and a Master of Philosophy student. Her research focuses on creating culturally secure speech and language materials to be used by educators and speech pathologists when working with children who speak Noongar.</p>	F-6	19

Speakers		Session	Page
	<p>Suze Leitão Thursday - 11.00 Saturday - 15.10</p> <p>Suze is an experienced speech pathology clinician and researcher specialising in children with oral language and literacy disorders, particularly DLD. She is presenting this funded work with Adie on behalf of the Intervention Consensus for LD team. (https://www.ucc.ie/en/ticld/). Other research projects can be found at Engage-DLD (https://www.bath.ac.uk/projects/the-screening-of-undiagnosed-dld-in-students-sounds-project/) and (https://languageandliteracyinyoungpeople.com/get-involved)</p>	T-2, S-15	11, 28
	<p>Ros Lugg Thursday - 11.00</p> <p>Ros is a dyslexia/literacy specialist with 40+ years' experience in education. Her passion is stopping learners from falling through the gaps in the early stages. Having done over 3,000 full Ed Psych assessments over the years, she has a particular interest in the processing and perceptual aspects of literacy.</p>	T-8	13
	<p>Alison Madelaine Friday - 15.10</p> <p>Dr Alison Madelaine is a Principal Research Fellow within the MultiLit Research Unit at MultiLit Pty Ltd, and Clinical Director of the MultiLit Literacy Centres. She is currently involved in the development of wholeclass and remedial programs in reading, spelling and writing.</p>	F-19	22
	<p>Kathryn Mathwin Thursday - 11.55</p> <p>Kathryn is an occupational therapist specialising in children's handwriting difficulties. She recently completed a PhD at the University of Sydney exploring handwriting proficiency, program effectiveness, and cognitive strategy use in Year 1–2 children. Her work advances understanding of early handwriting development.</p>	T-9	13
	<p>Genevieve McArthur Thursday - 11.00</p> <p>Professor Genevieve McArthur is Director of Research Translation at the Dyslexia SPELD Foundation and senior researcher on the ARC Literacy in Teens project. Her research aims to understand why poor reading is related to poor wellbeing and how to improve support services for people with illiteracy and illbeing.</p>	T-2	11
	<p>Andrew McCrorey Friday - 11.00</p> <p>Andrew McCrorey, a Literacy Learning Specialist, utilises his 21 years of P-12 teaching English in Australia and overseas and passion for Disability Inclusion to build lasting, whole school literacy impacts. Andrew drives evidence-based literacy practices to improve Tier 1 instruction across schools involved in the Frankston North Education Plan.</p>	F-7	19
	<p>Carla McNeil Friday - 15.10</p> <p>Carla McNeil is a former teacher and principal turned national leader in literacy reform. As Founder and GM of Learning MATTERS, she drives large-scale change grounded in evidence-based instruction. Carla created the IDA-accredited LMIT Certification and has been pivotal in implementing effective, sustainable literacy practice across Aotearoa.</p>	F-15	21
	<p>Daryl Michel Thursday - 11.00 Saturday - 11.00</p> <p>Daryl Michel, PhD, consults with organisations nationally and internationally and is the coauthor of Student-Focused Coaching and Instructional Leadership in Student-Focused Coaching (Brookes Publishing, 2022, 2026). In addition to his consulting, he serves in a leadership role at The UT-Austin's Meadows Center for Preventing Educational Risk.</p>	T-4, S-5	11, 25
	<p>Lauren Mirabella Thursday - 15.10</p> <p>Lauren Mirabella is the National Primary Manager at Pearson, bringing 15 years of teaching experience and a decade of support to schools in literacy education. Her background in school leadership, educational research, and assessment has been enriched through diverse roles at Pearson, driving impactful change in primary education.</p>	T-15	21

Speakers	Session	Page
 <p>Soofrina Mubarak Saturday - 11.00</p> <p>Since 2012, Soofrina has evolved from a therapist to Assistant Director at DAS, specializing in Educational Technology. Combining a Master's in Instructional Design with software engineering expertise, she creates inclusive EdTech solutions. She mentors staff and designs pedagogically grounded tools, bridging the gap between classroom realities and digital innovation.</p>	S-7	26
 <p>Leah Myers Thursday - 11.00</p> <p>Leah is an experienced educator with 25 years across early childhood, primary and system-level roles. She holds a Masters in Language and Literacy and has worked as an academic tutor at La Trobe University, a teacher, leader, instructional coach, and consultant. Through her consultancy, she supports schools with evidence-aligned implementation.</p>	T-6	12
 <p>Harriet Naylor Saturday - 15.10</p> <p>Harriet Naylor is a Certified Practising Speech Language Pathologist and Lecturer at James Cook University with 12 years' experience working across K-12 schools in rural, remote, and regional North Queensland. Her research focuses on inclusive classroom practices and strengthening teacher-SLP collaboration.</p>	S-18	29
 <p>Mandy Nayton Saturday - 11.55</p> <p>Mandy is the CEO of the Dyslexia SPELD Foundation and Co-President of Auspeld. She is an educational and developmental psychologist and qualified teacher with extensive experience in the field of literacy education. Mandy provides advice and training to schools throughout Australia and is an Adjunct Research Fellow at Curtin University's School of Allied Health. She was awarded an OAM for her services to education in 2016.</p>	S-9	26
 <p>Kelly Norris Friday - 11.00</p> <p>Kelly Norris is Project Lead for the Early Number Sense Screener for Australia (ENSSA) at the Centre for Independent Studies. With a background in classroom teaching, teacher education and specialist consultancy, she works across research, policy and practice to improve early numeracy outcomes for young learners.</p>	F-16	21
 <p>Alejandra Nucette Friday - 11.55</p> <p>Alejandra Nucette is a PhD candidate at Curtin University researching how adolescent second language learning supports cognitive and academic development, especially in mathematics. Drawing on international and Australian data, her mixed-methods work bridges research and practice, highlighting how culturally enriched language programs can enhance numeracy, reasoning and problem-solving.</p>	F-9	20
 <p>Athena Panagopoulos Friday - 15.10</p> <p>Athena, a Senior Speech Pathologist and Senior Manager at Language Disorder Australia, leads School Support Services and serves on the Executive Team. Since 2015, she has supported children with Language Disorder and equipped educators with evidence-based strategies that strengthen inclusion, improve learning, and build classrooms where every student feels valued.</p>	F-17	22
 <p>Simone Pogorzelski Saturday - 11.00</p> <p>Simone is a lecturer and researcher at ECU with more than 25 years of experience translating literacy research into practice. She has led national early literacy initiatives and worked with teachers and schools across Australia. Her current research and teaching focus on preparing pre-service teachers to teach reading effectively.</p>	S-8	26
 <p>Julie Richards Thursday - 15.10</p> <p>Julie Richards is the Director of "Numero". She has a BEd from Murdoch University and previously been a Special Needs Education Assistant. Julie runs professional learning for staff, as well as student and parent workshops instructing, developing and promoting Numero in maths education. She works tirelessly to see Numero benefit ALL children.</p>	T-19	15

Speakers		Session	Page
	<p>Ana Roknic Saturday - 15.10</p> <p>Ana is a Speech Pathologist at Emerson School supporting students with mild to moderate intellectual disability. Ana is passionate about helping young people learn to read using evidence-based science of reading principles. Ana supports language and literacy development and works to meet learning needs in specialist settings to improve outcomes.</p>	S-18	29
	<p>Julie Scali Friday - 15.00 Saturday - 11.00</p> <p>Julie Scali is a passionate literacy and learning difficulties specialist with 25+ years' experience in Australia and the UK. She supports schools nationwide to raise literacy achievement, including 35+ in the Northern Territory. She authored High Impact Reading Instruction and Intervention, driven by a commitment to every student's literacy success.</p>	F-7, S-2	19, 25
	<p>Tanya Serry Thursday - 11.00</p> <p>Professor Tanya Serry (La Trobe University's School of Education) is a speech pathologist and linguist whose research focuses on language, literacy and learning difficulties. Co-founder of the Science of Language and Reading (SOLAR) Lab, she leads major projects on structured literacy, teacher coaching, implementation science and systemic collaboration in education.</p>	T-4, F-14, S-3	11, 21, 25
	<p>Geetha Shantha Ram Saturday - 11.00</p> <p>Dr. Geetha Shantha Ram, a veteran educator and researcher at the Dyslexia Association of Singapore, directs SpLD assessment, literacy, and staff development. Holding a Doctorate in Education, she chairs the DAS Research Committee and edits the Asia Pacific Journal of Developmental Differences, passionately advocating for inclusive education through research-informed practice.</p>	S-7	26
	<p>Fitriya Sharyfah (Sharyfah) Thursday - 15.10</p> <p>Sharyfah is a Lead Educational Therapist and Educational Advisor at DAS, serving since 2012. She mentors trainee therapists and supports dyslexic learners. She holds a Master's in Special Educational Needs and is pursuing her PhD at SUSS on motivation. She has presented at BDA, ARWA, and SMU Rising Scholars conference.</p>	T-18	15
	<p>Katrina Sheraton-Yu Saturday - 15.10</p> <p>Katrina is the co-founder, CEO and Principal Psychologist of PosAbility Australia, a not-for-profit organisation supporting children with learning difficulties. As an experienced Psychologist, teacher and educational consultant, Katrina brings a deep understanding of cognitive science and effective practices and strategies to assist children in their learning.</p>	S-17	29
	<p>Beth Shingles Thursday - 11.00</p> <p>Beth Shingles is a researcher and teacher at the School of Education, La Trobe University in the Science of Language and Reading (SOLAR) Lab. Her work spans multiple large-scale school-based trials testing the implementation of evidence-based instruction in early years' reading and oral language. She is a PhD candidate at the University of Melbourne.</p>	T-4	11
	<p>Pamela Snow Thursday - 11.00 Friday - 15.10 Saturday - 11.00</p> <p>Distinguished Professor Pamela Snow is Co-Director of the SOLAR Lab at La Trobe University. Her research focuses on language, literacy, and learning. She advocates for evidence-based reading instruction and bridges research, policy, and practice to improve educational outcomes for all children, and promotes high teacher knowledge concerning language and literacy.</p>	T-4, F-14, S-3	11, 21, 25
	<p>Lena Streiff Kosok Saturday - 15.10</p> <p>Lena Streiff Kosok is WA's Senior Consultant for the Berry Street Education Model. Lena holds a Master of Education and has broad teaching experience. She champions holistic learning and wellbeing, and shares her insights with humour and compassion, aiming to drive systemic change for students and educators.</p>	S-19	29

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 <p>Anna Taylor Friday - 15.10 Anna Taylor, a proud Noongar Ballardong descendant, is a Speech and Language Specialist with MultiLit and a PhD candidate at Curtin. She strives to connect research with practical applications in speech pathology and education to enhance the life outcomes of people with oral language and literacy difficulties.</p>	F-19	22
 <p>Andy Wang Saturday - 11.00 Andy has been with the Dyslexia Association of Singapore since 2012, serving as Lead Educational Therapist and Deputy Director for Specialised Educational Services. He holds a MEd (Special Education) and Postgraduate Certificate (SpLD) and has represented DAS at local conferences, supporting learners with SpLD and driving strategic partnerships.</p>	S-7	26
 <p>Brooke Wardana Friday - 11.00 Brooke Wardana OAM is a Western Australian educator who is both an awarded classroom teacher and experienced provider of professional learning and high-impact instructional coaching. Brooke has provided demonstration lessons in schools across Australia that has supported teachers to embed research-informed literacy practices.</p>	F-3	18
 <p>Lisa Watts Saturday - 11.00 Lisa is a highly regarded trainer at DSF, where she delivers workshops across literacy, numeracy and learning difficulties. With dual qualifications in teaching and educational psychology, Lisa is DSF's Director of Intervention Services, where she mentors and oversees more than 200 specialist teachers and tutors. In addition, Lisa provides advice and support to schools to build sustainable, long-term improvement.</p>	S-4	25
 <p>Nellie Wilmot Friday - 11.00 Nellie Wilmot specialises in early literacy and numeracy acquisition, providing targeted intervention for students whose reading and writing skills are well below age-related expectations. As an early-adopter of evidence-based practice, she is committed to the Science of Learning, structured literacy, and is passionate about driving system-wide change to improve outcomes.</p>	F-7	19
 <p>Adie Wilmot Thursday - 11.00 Adie is an early career researcher in the Curtin enAble Institute and Curtin School of Population Health. She takes a neurodiversity lens and strengths-based approach to her research. Adie is currently involved in a range of projects investigating the associations between language, literacy and mental health.</p>	T-2	11
 <p>Qiuzhi Xie (Claire Xie) Saturday - 11.55 Qiuzhi Xie is a senior lecture in Australian Centre for the Advancement of Literacy, Australian Catholic University. Her research interests are mainly specialised in bilingualism as well as how cognitive, emotional, and psychosocial factors affect the learning and development of language and literacy.</p>	S-10	27
 <p>Shaun Ziegenfusz Saturday - 15.10 Dr Shaun Ziegenfusz is a Lecturer in Speech Pathology at Griffith University and Co-CEO of The DLD Project. His doctoral research examined the educational needs of students with Developmental Language Disorder. Shaun leads national advocacy, research and professional learning to improve outcomes for children with DLD.</p>	T,2 S-15	11, 28



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