Title: Linking rapid automatized naming (RAN), reading, and the brain

Audience: Special educators, reading specialists, learning disability specialists, SLPs, neuropsychologists, educational psychologists, school administrators

Instructional Level: Intermediate

Course Description:

Reading is a complex skill that requires many complex processes to work together. In this webinar, Dr. Elizabeth Norton will discuss rapid automatized naming (RAN), an important measure related to reading ability, as well as current research on dyslexia and the brain. RAN seems like a simple task in which we ask an individual to name familiar items as quickly as possible, yet it is a robust correlate of current and future reading ability across languages. Dr. Norton will address the many questions that educators and clinicians have about RAN what is and isn't, how to assess it, and what to do if a child has low RAN ability. In addition, Dr. Norton will present on other research linking RAN to reading and the brain, from her Language, Education and Reading Neuroscience Laboratory at Northwestern University. Ample time will be provided for questions from attendees about these topics.

Key Benefits of Attending:

1. Advance your understanding of rapid automatized naming (RAN) and how to use RAN measures for assessing and working with students.

2. Become familiar with new and emerging research findings on RAN, reading and dyslexia, and the brain.

Learning Objectives:

Upon successful completion, you will be able to:

1. Define rapid automatized naming (RAN) and state its significance as it relates to reading ability.

2. Identify ways to measure RAN.

3. Describe preliminary findings from at least one dyslexia/brain research study currently underway and state the significance of this research.

Speaker Bio:

Elizabeth Norton, PhD, is an Assistant Professor at Northwestern University, where she leads the Language, Education and Reading Neuroscience (LEARN) Lab. Her research combines behavioral and brain measures and seeks to understand typical development as well as reading, language, and neurodevelopmental disorders. Her work is published in numerous peer-reviewed journals and is currently funded by two research grants from the National Institutes of Health. She is a recipient of the outstanding early-career researcher award from the Society for the Scientific Study of Reading. As a former high school teacher for students with dyslexia, she is particularly interested in understanding individual differences and subtypes of dyslexia with the goal of improving early identification and intervention for reading disabilities. Dr. Norton obtained her B.A. in Language and Brain Development at Dartmouth College, Ph.D. in Child Development at Tufts University (working with Dr. Maryanne Wolf), and postdoctoral training in the McGovern Institute for Brain Research at MIT.

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