WEDNESDAY JUNE 26

	Room A: SAC 1011	Room B: SAC 1010	Room C: MPR	Room D: Foster
8:15-9:00	**Registration & Welcome**			
9:00-10:15 *Session 1*	S1A: Can we at least agree on the basics? In search of consensus in mathematical cognition	S1B: Mathematics vocabulary: Complexities to consider in intervention and assessment	S1C: What's the difference? Contextual factors, caregiver beliefs, and children's home math experiences	S1D: Unraveling complex relations between math anxiety and math performance in childhood: Insights from various predictors across different countries
10:15-10:45	**Coffee Break**			
10:45-12:00 *Session 2*	P1/S2A Panel Discussion 1: US Government Funding Agencies (NIH, NSF, IES)	S2B: Link between language, concepts and mathematics: Influence of the semantic content in word-problem solving	S2C: Home math environment and early math development in various sociocultural contexts	S2D: A socio-cognitive perspective to mathematical development across the school years: The Role of learners' motivations and attitudes towards mathematics
12:00-1:00	**Lunch**			
1:00-2:00	**Poster Session 1**			
2:00-3:15 *Session 3*	P2/S3A Panel Discussion 2: Foundations and other agencies (AERA, NAEd, NASEM, foundry10)	S3B: Essential components of word-problem instruction for supporting students with mathematics difficulty	S3C: Bringing families into the equation: Collaborative approaches to family math engagement research	S3D: Mathematics anxiety in elementary and middle school: Concurrent correlates and longitudinal predictors
3:15-3:45	**Coffee Break**			
3:45-5:00 *Session 4*	S4A: Measuring mathematical skills in early childhood: Current evidence and future directions	P3/S4B: "Ask Me Anything" with Funding Panelists	S4C: Children's and parents' spontaneous mathematical focusing tendencies	L1/S4D: Lightning Talks Session 1
5:00-6:00	**Poster Session 2**			
6:00-7:30	**MCLS Social Reception**			

THURSDAY JUNE 27

	Room A: SAC 1011	Room B: SAC 1010	Room C: MPR	Room D: Foster
8:15-9:00	**Registration**			
9:00-10:15 *Session 5*	S5A: Embodied learning in mathematics: Nurturing cognitive development through motor skills, finger-based strategies, and bodily actions	S5B: How neuroscience may inform cognitive arithmetic: From individual mechanisms to intergenerational transmission	S5C: Understanding strategy use in math problem solving and learning	S5D: What about mathematics writing? Effects of instruction and training in mathematics-writing strategies
10:15-10:45	**Coffee Break**			
10:45-12:00 *Session 6*	S6A: Number and mathematics across perceptual modalities and language experiences	S6B: Neural insights into conceptual and procedural fraction understanding	S6C: Flexible and adaptive strategy use in mathematics: Enabling and hindering factors	S6D: Individualized approaches to education: Student profiles and teacher practices
12:00-1:00	**Lunch**			
1:00-2:00	**Poster Session 3**			
2:00-3:15 *Session 7*	S7A: Acquisition of early numerical concepts and numerical reasoning in deaf and hard of hearing children and adults	S7B: Exploring the relations between executive function and mathematics skills	S7C: Arithmetical skills: Hierarchical nature, early predictors and effects of schooling and age	S7D: What's confidence got to do with it? Teaching efficacy in mathematics
3:15-3:45	**Coffee Break**			
3:45-5:00 *Session 8*	S8A: Understanding perceptual influences on math cognition and learning	S8B: Numerical flexibility investigated from cognitive, neural, and educational perspectives	S8C: Multiplication fact knowledge: Integrating findings across multiple levels	L2/S8D: Lightning Talks Session 2
5:00-6:00	**Board Meeting**			

FRIDAY JUNE 28

	Room A: SAC 1011	Room B: SAC 1010	Room C: MPR	Room D: Foster
8:15-9:00	**Registration**			
9:00-10:15 *Session 9*	S9A: Training children's numerical skills in elementary school: From counting to arithmetic fluency	S9B: The development of foundational mathematics skills across the life span	S9C: Pattern learning: Empirical research about interventions, parental beliefs, and links to mathematical competence in children	S9D: Examining factors related to gender differences in early math development
10:15-10:45	**Coffee Break**			
10:45-12:00 *Session 10*	S10A: From games to gains: Enhancing early numeracy through play and technology	S10B: What do we know about children's knowledge of base-ten numeration?	S10C: Diverse methodologies to explore parental involvement in children's math learning	L3/S10D: Lightning Talks Session 3
12:00-1:00	**Lunch**			
1:00-2:00	**Poster Session 4**			
2:00-3:15 *Session 11*	S11A: Innovations in the science of mathematics instruction: Three randomized controlled trials with struggling learners	S11B: What is going on with number ordering? The role of eye-movements, emotions, and familiarity in ordinality and the reverse distance effect	S11C: Why does storybook reading matter? Influences of storybook reading on stem disciplines	L4/S11D: Lightning Talks Session 4