DISCLOSURES

Classroom Phonological Awareness Instruction and Literacy Outcomes in the First Year of School, by Karyn L. Carson, Gail T. Gillon, and Therese M. Boustead

Financial Disclosures
Karyn L. Carson, Gail T. Gillon, and Therese M. Boustead have no financial relationships to the content of this article.

Nonfinancial Disclosures
Karyn L. Carson, Gail T. Gillon, and Therese M. Boustead have no nonfinancial relationships to the content of this article.

The Relation of Linguistic Awareness and Vocabulary to Word Reading and Spelling for First-Grade Students Participating in Response to Intervention, by Young-Suk Kim, Kenn Apel, and Stephanie Al Otaiba

Financial Disclosures
Young-Suk Kim, Kenn Apel, and Stephanie Al Otaiba have no financial relationships to the content of this article.

Nonfinancial Disclosures
Young-Suk Kim, Kenn Apel, and Stephanie Al Otaiba have no nonfinancial relationships to the content of this article.

Reading Skills of Students With Speech Sound Disorders at Three Stages of Literacy Development, by Crysten M. Skebo, Barbara A. Lewis, Lisa A. Freebairn, Jessica Tag, Allison Avrich Ciesla, and Catherine M. Stein

Financial Disclosures
Crysten M. Skebo, Barbara A. Lewis, Lisa A. Freebairn, Jessica Tag, Allison Avrich Ciesla, and Catherine M. Stein are employees of Case Western Reserve University. This research was conducted with grant funds from NIH.

Nonfinancial Disclosures
Crysten M. Skebo, Barbara A. Lewis, Lisa A. Freebairn, Jessica Tag, Allison Avrich Ciesla, and Catherine M. Stein have no nonfinancial relationships to the content of this article.

Evaluating the Dimensionality of First-Grade Written Composition, by Young-Suk Kim, Stephanie Al Otaiba, Jessica S. Folsom, Luana Greulich, and Cynthia Puranik

Financial Disclosures
Young-Suk Kim, Stephanie Al Otaiba, Jessica S. Folsom, Luana Greulich, and Cynthia Puranik have no financial relationships to the content of this article.

Nonfinancial Disclosures
Young-Suk Kim, Stephanie Al Otaiba, Jessica S. Folsom, Luana Greulich, and Cynthia Puranik have no nonfinancial relationships to the content of this article.
Emergent Literacy in Children With Autism: An Exploration of Developmental and Contextual Dynamic Processes, by Elizabeth Lanter, Linda R. Watson, Karen A. Erickson, and Daniel Freeman

Financial Disclosures
Elizabeth Lanter, Linda R. Watson, Karen A. Erickson, and Daniel Freeman have no financial relationships to the content of this article.

Nonfinancial Disclosures
Elizabeth Lanter, Linda R. Watson, Karen A. Erickson, and Daniel Freeman have no nonfinancial relationships to the content of this article.