DISCLOSURES

Modeling Alphabet Skills as Instructive Feedback Within a Phonological Awareness Intervention, by Arnold Olszewski, Xigrid Soto, and Howard Goldstein, published in American Journal of Speech-Language Pathology

Financial Disclosures
This work was supported by Center for Response to Intervention in Early Childhood Cooperative Agreement R324C080011 from the Institute of Education Sciences, U.S. Department of Education. Continued research on implementing early literacy interventions is funded by the Institute of Education Sciences (R324A150132), U.S. Department of Education. Xigrid Soto is a doctoral student with Dr. Howard Goldstein, whose PAth to Literacy program is commercially available. She is also an employee at the University of South Florida, where research is being completed related to this program. Howard Goldstein is an author of the PAth to Literacy curriculum. He would receive a part of the profits from sales of the curriculum from Paul H. Brookes Publishing.

Nonfinancial Disclosures
Arnold Olszewski, Xigrid Soto, and Howard Goldstein report no nonfinancial relationships to the content of this article.


Financial Disclosures
This work was supported by Center for Response to Intervention in Early Childhood Cooperative Agreement R324C080011 from the Institute of Education Sciences, U.S. Department of Education. Howard Goldstein is an author of the PAth to Literacy curriculum. He would receive a part of the profits from sales of the curriculum from Paul H. Brookes Publishing. Christa Haring, Charles R. Greenwood, Luke McCune, Judith Carta, Jane Atwater, Gabriela Guerrero, Naomi Schneider, Tanya McCarthy, and Elizabeth S. Kelley report no financial relationships to the content of this article.

Nonfinancial Disclosures
Howard Goldstein, Arnold Olszewski, Christa Haring, Charles R. Greenwood, Luke McCune, Judith Carta, Jane Atwater, Gabriela Guerrero, Naomi Schneider, Tanya McCarthy, and Elizabeth S. Kelley report no nonfinancial relationships to the content of this article.


ASHA Self-Study WEB3230
Financial Disclosures
Brigid C. McNeill is employed by University of Canterbury and is the recipient of a Marsden (Royal Society of New Zealand) fast start research grant. Julie Wolter and Gail T. Gillon report no financial relationships to the content of this article.

Nonfinancial Disclosures
Gail T. Gillon is Pro-Vice Chancellor at the University of Canterbury, responsible for Teacher Education. Brigid C. McNeill and Julie Wolter report no nonfinancial relationships to the content of this article.


Financial Disclosures
Margaret Harris received grant funding from Economic and Social Research Council to Oxford Brookes University to cover costs of research reported in the paper. Emmanouela Terlektsi and Fiona E. Kyle report no financial relationships to the content of this article.

Nonfinancial Disclosures
Margaret Harris, Emmanouela Terlektsi, and Fiona E. Kyle report no nonfinancial relationships to the content of this article.


Financial Disclosures
This research was funded in part by NIH-NICHD.

Nonfinancial Disclosures
Dana Bitetti and Carol Scheffner Hammer report no nonfinancial relationships to the content of this article.