DISCLOSURES

Developing Executive Control Skills in Preschool Children With Language Impairment, by Karole Howland

Financial Disclosures
Karole Howland is a clinical assistant professor at Boston University.

Nonfinancial Disclosures
Karole Howland has no nonfinancial interests related to the content of this article.

Assessment of Executive Functions in School-Aged Children: Challenges and Solutions for the SLP, by Jill K. Fahy

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Acquired and Developmental Executive Dysfunction: Common Intervention Principles, by Lynn Drazinski

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Lynn Drazinski has no relevant financial interests to disclose.

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A Clinical Model for Developing Executive Function Skills, by Sarah Ward and Kristen Jacobsen

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Sarah Ward is a speech-language pathologist, co-director of Cognitive Connections, LLP, and an adjunct instructor at MGH Institute of Health Professions. Kristen Jacobsen is a speech-language pathologist and co-director of Cognitive Connections, LLP.

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Executive Function Skills in Preschool and School-Age Children

Executive Function Situational Awareness Observation Tool, by Sarah Ward and Kristen Jacobsen

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Sarah Ward is a speech-language pathologist, co-director of Cognitive Connections, LLP, and an adjunct instructor at MGH Institute of Health Professions. Kristen Jacobsen is a speech-language pathologist and co-director of Cognitive Connections, LLP.

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Sarah Ward and Kristen Jacobsen have no relevant nonfinancial interests to disclose.

Executive Functioning and School Pragmatic Communication Skills: Exploring the Threads in Our Social Fabric, by Michelle Garcia Winner and Pamela Crooke

Financial Disclosures
Michelle Garcia Winner is a speech-language pathologist and the founder of Social Thinking and Social Thinking Publishing. Pamela Crooke is the director of research and clinical operations and senior therapist at the Social Thinking Center.

Nonfinancial Disclosures
Michelle Garcia Winner has previously published in the subject area. Pamela Crooke has previously published in the subject area.