DISCLOSURES

**Statistical Learning: How it Relates to Speech-Language Pathology**, by Mary Alt

**Financial Disclosures**
Mary Alt receives grant funding from NIH-NIDCD that relates to the topic of statistical learning.

**Nonfinancial Disclosures**
Mary Alt reports no nonfinancial relationships to the content of this article.

**Acquisition of Verb Meaning From Syntactic Distribution in Preschoolers With Autism Spectrum Disorder**, by Sabrina Horvath, Elizabeth McDermott, Kathleen Reilly, and Sudha Arunachalam

**Financial Disclosures**
Funding for this study was provided by grants from Autism Speaks, National Institutes of Health, and the Boston University Dudley Allen Sargent Research Fund. The content is solely the responsibility of the authors and does not necessarily represent the official views of the National Institutes of Health. Sabrina Horvath, Elizabeth McDermott, Kathleen Reilly, and Sudha Arunachalam report no other financial relationships to the content of this article.

**Nonfinancial Disclosures**
Sabrina Horvath, Elizabeth McDermott, Kathleen Reilly, and Sudha Arunachalam report no nonfinancial relationships to the content of this article.


**Financial Disclosures**
Amanda J. Owen Van Horne received funding from NIH and the ASHFoundation for this work. Caroline Larson was a doctoral student at the University of Iowa CSD Department and research assistant in the Grammar Acquisition Lab. She is currently a doctoral student at the University of Wisconsin-Madison CSD Department and a research assistant in the Language Processes Lab. Marc E. Fey receives royalties from Paul H. Brookes publishing for editing a book series and publishing numerous book chapters. He was employed as Professor of Hearing and Speech by the University of Kansas Medical Center. Maura Curran reports no financial relationships to the content of this article.

**Nonfinancial Disclosures**
Caroline Larson is an ASHA member and a guest lecturer for a UW-Madison CSD Department professional seminar and UW-Madison undergraduate courses. Amanda J. Owen Van Horne, Maura Curran, and Marc E. Fey report no nonfinancial relationships to the content of this article.
Capitalizing on Children’s Learning Patterns for Fast, Effective Language Intervention


**Financial Disclosures**
Jessica Hall received a predoctoral fellowship from NIH-NIDCD. Karla K. McGregor is an employee of Boys Town National Research Hospital and received an honorarium from the National Institutes of Health as an LCOM study section member. Amanda J. Owen Van Horne and Thomas A. Farmer report no financial relationships to the content of this article.

**Nonfinancial Disclosures**
Jessica Hall, Amanda J. Owen Van Horne, Karla K. McGregor, and Thomas A. Farmer report no nonfinancial relationships to the content of this article.

**Learning Without Trying: The Clinical Relevance of Statistical Learning**, by Elena Plante and Rebecca L. Gómez

**Financial Disclosures**
The work covered by this article was funded, in part, by grants from the NIH-NIDCD. Rebecca L. Gómez receives a salary from the University of Arizona. She was a co-author on an article that received a Research Paper Award from the Journal of Speech, Language, and Hearing Research, which is published by ASHA. Elena Plante reports no additional financial relationships to the content of this article.

**Nonfinancial Disclosures**
Rebecca L. Gómez is a member of the Society for Research on Child Development, Cognitive Development Society, and International Society for Infant Studies. Elena Plante reports no nonfinancial relationships to the content of this article.

**The Role of Statistical Learning in Understanding and Treating Spoken Language Outcomes in Deaf Children With Cochlear Implants**, by Joanne A. Deocampo, Gretchen N. L. Smith, William G. Kronenberger, David B. Pisoni, and Christopher M. Conway

**Financial Disclosures**
Joanne A. Deocampo received funding from the NIDCD. Gretchen N. L. Smith was employed by Indiana University School of Medicine, Department of Otolaryngology-Head & Neck Surgery. William G. Kronenberger, David B. Pisoni, and Christopher M. Conway report no financial relationships to the content of this article.

**Nonfinancial Disclosures**
Joanne A. Deocampo, Gretchen N. L. Smith, William G. Kronenberger, David B. Pisoni, and Christopher M. Conway report no nonfinancial relationships to the content of this article.
Capitalizing on Children’s Learning Patterns for Fast, Effective Language Intervention

**Statistical Learning and Bilingualism**, by Federica Bulgarelli, Amy L. Lebkuecher, and Daniel J. Weiss

*Financial Disclosures*
Federica Bulgarelli, Amy L. Lebkuecher, and Daniel J. Weiss report no financial relationships to the content of this article.

*Nonfinancial Disclosures*
Federica Bulgarelli, Amy L. Lebkuecher, and Daniel J. Weiss report no nonfinancial relationships to the content of this article.

**Take Home Points: How to Use Statistical Learning**, by Mary Alt

*Financial Disclosures*
Mary Alt receives grant funding from NIH-NIDCD that relates to the topic of statistical learning.

*Nonfinancial Disclosures*
Mary Alt reports no nonfinancial relationships to the content of this article.