

Author Disclosures

Topics in Language Disorders (43:4) October-December 2023 **TLD4230-Improving Language by Exploring Pragmatic Differences**

This learning activity combines 5 articles with article titles and author disclosures listed below.

Article #1: “Translation and Transcription Processes in the Writing Skills of Children with Developmental Language Disorder: A systematic review”

Article Funding Disclosure:

Funding was received for this article from Leverhulme Foundation.

Author Disclosures:

Gareth J. Williams, PhD

Financial: Dr. Gareth J. Williams disclosed funding was received from Leverhulme Foundation.

Nonfinancial: Dr. Gareth J. Williams, SFHEA CPsychol AFBPsS, is Associate Professor and the Associate Dean of Resource and Planning for the School of Social Sciences at Nottingham Trent University. Gareth is a cognitive developmental psychologist, with a research focus on the spelling and written language skills of children with Developmental Language Disorder and the developmental predictors of Developmental Coordination Disorder.

Rebecca F. Larkin, PhD

Financial: Dr. Rebecca F. Larkin disclosed funding was received from Leverhulme Foundation.

Nonfinancial: Dr. Rebecca F. Larkin is the Deputy Head of Academy for NTU Psychology at Nottingham Trent University. Rebecca is a cognitive developmental psychologist, with a particular focus on language and literacy development in children. Recent research work has focused primarily on Developmental Language Disorder and the impact on written language development, including children's spelling skills.

Article #2: “Writing Errors of Children with Developmental Language Disorder”

Article Funding Disclosure: The collection of the data within this study was funded by a Jeanne S. Chall Research Fellowship from the International Reading Association. Funding was also received by a grant from the National Institute of Health (NIH), and Rocky Mountain University of the Health Professions. Texas Christian University John V. Roach Honors College received an Honors Undergraduate Research Grant. This grant was used to pay undergraduate research assistants for their work scoring language samples.

Author Disclosures:

Danielle Brimo, Ph.D.

Author Disclosures

Financial: Dr. Danielle Brimo disclosed that she receives a salary from Texas Christian University for employment.

Nonfinancial: Dr. Danielle Brimo is an Associate Professor in the Davies School of Communication Sciences and Disorders at Texas Christian University.

Kavi Nallamala, M.S.

Financial: Kavi Nallamala disclosed that the Texas Christian University's John V. Roach Honors College provided an Honors Undergraduate Research Grant for this study. This grant was used to pay undergraduate research assistants for their work scoring language samples.

Nonfinancial: Kavi Nallamala is employed by Texas Christian University.

Krystal Werfel, Ph.D.

Financial: Dr. Krystal Werfel disclosed that she receives a salary from Boys Town National Research Hospital. She disclosed that funding was provided by a Jeanne S. Chall Research Fellowship from International Reading Association for the collection of data within this study.

Nonfinancial: Dr. Krystal Werfel was an Ad-hoc reviewer for NIH and past Keynote speaker at the Alexander Graham Bell Association for the Deaf and Hard of Hearing (AG Bell). She is a Research Scientist in the Center for Childhood Deafness, Language, and Learning at Boys Town National Research Hospital.

Article #3: "Teaching Students to Write Sentences: A review of the literature"

Author Disclosures:

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Financial: Dr. Kristen Ritchey has no relevant financial relationships to disclose.

Nonfinancial: Dr. Kristen Ritchey is employed by the University of Delaware.

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Nonfinancial: Dr. David Coker has no relevant nonfinancial relationships to disclose.

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Financial: Matthew Myers has no relevant financial relationships to disclose.

Nonfinancial: Matthew Myers has no relevant nonfinancial relationships to disclose.

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Fan Zhang, MA

Financial: Fan Zhang has no relevant financial relationships to disclose.

Nonfinancial: Fan Zhang has no relevant nonfinancial relationships to disclose.

Article #4: “Complex Syntax Production in Informational Writing by Students with Language Impairment from Diverse Linguistic Backgrounds”

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Shannon Hall-Mills, Ph.D., CCC-SLP

Financial: Dr. Shannon Hall-Mills is a salaried employee of Florida State University where this research was conducted.

Nonfinancial: Dr. Shannon Hall-Mills is an Assistant Professor in the School of Communication Science and Disorders at Florida State University. Her work focuses on language and literacy development and disorders in children and adolescents, educational policy and practices for students with disabilities, and school-based issues in speech-language pathology.

Carla Wood, Ph.D.

Financial: Dr. Carla Wood has no relevant financial relationships to disclose.

Nonfinancial: Dr. Carla Wood has no relevant nonfinancial relationships to disclose.

Article #5: “A Feasibility Study in Virtual Assessment Procedures of a Sentence Writing Probe for Use with Intermediate Grade Students”

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Author Disclosures

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Nonfinancial: Dr. Karissa Marble-Flint is an associate professor in the Department of Communication Sciences and Disorders at Wichita State University in Wichita, KS. Her major research, teaching, and clinical interests include language and literacy in childhood, literacy and autism spectrum disorder, and technology for language-literacy assessment and intervention.

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Financial: Dr. Anthony D. Koutsoftas was awarded a development and innovation grant from the Institute of Education Sciences, Grant #R324A200046 for this study.

Nonfinancial: Dr. Anthony D. Koutsoftas is an Associate Professor in the Department of Speech Language Pathology at Seton Hall University, Nutley, NJ. His research interests include language and literacy development in schoolchildren with a focus on writing skills in children with language-based learning disabilities.