

**Author Disclosures**

**TLD2230-Speech-Language Pathologist (SLP) Interventions for Students with Learning Disabilities**

This learning activity combines 4 articles with article titles and author disclosures listed below.

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**Article #1 Title:** “Attending to motivation during vocabulary interventions for students with or at risk for learning disabilities: A review of the literature”

**Author Disclosures:**

Rebecca Louick, Ph.D.

**Financial:** Dr. Louick has no relevant financial relationships to disclose.

**Nonfinancial:** Dr. Louick is an Assistant Professor of Special Education in the College of Education at Eastern Michigan University. Her research focus is academic motivation among children and adolescents with learning disabilities. She is particularly interested in how qualitative methodologies can be used to strengthen knowledge in this area.

Alyssa Emery, Ph.D.

**Financial:** Dr. Emery has no relevant financial relationships to disclose.

**Nonfinancial:** Dr. Emery is an assistant professor of learning sciences at Iowa State University. A former special education teacher, her research focuses on the motivational experiences of students with disabilities in general education classrooms and college.

Katherine Muenks, Ph.D.

**Financial:** Dr. Muenks has no relevant financial relationships to disclose.

**Nonfinancial:** Dr. Muenks is an Assistant Professor in the Human Development, Culture, and Learning Sciences Area of the Department of Educational Psychology at the University of Texas at Austin. She studies the role of beliefs in students’ motivation and how socializers such as teachers and parents can create motivationally supportive environments.

Madeline O’Grady

**Financial:** Madeline O’Grady has no relevant financial relationships to disclose.

**Nonfinancial:** Madeline O’Grady is a first-year doctoral student at the University of Texas at Austin in the Human Development, Culture, and Learning Sciences area of the Department of Educational Psychology. She is interested in studying motivation and understanding how to increase diversity in the college setting.

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**Article #2 Title:** “Motivational Practices in Reading Interventions for Students With or at Risk for Dyslexia: Literature Synthesis and Meta-Analysis’

**Article Financial Disclosure:** This research was supported in part by Grant #R324A210013 from the Institute of Education Sciences (IES), U.S. Department of Education, to Michigan State University. The content is solely the responsibility of the authors and does not necessarily represent the official view of IES.

**Author Disclosures:**

Eunsoo Cho, Ph.D.

**Financial:** Dr. Cho receives a salary from Michigan State University (MSU). MSU received research funding from IES.

**Nonfinancial:** Dr. Cho is an Associate Professor in the Special Education and Educational Psychology/Educational Technology programs at Michigan State University. Her research aims to understand cognitive, motivational, and contextual predictors of literacy development, particularly in students at risk for reading difficulties. She leverages such knowledge to develop literacy assessments and interventions for students with reading difficulties and English learners.

Katlynn Dahl-Leonard

**Financial:** Katlynn Dahl-Leonard has no relevant financial relationships to disclose.

**Nonfinancial:** Katlynn Dahl-Leonard is a doctoral student in the Reading Education program in the School of Education and Human Development at the University of Virginia. Her research interests revolve around effective literacy instruction for early-elementary students with or at risk for reading difficulties, including teacher understanding and implementation of evidence-based literacy practices.

Karen Kehoe, Ph.D.

**Financial:** Dr. Kehoe has no relevant financial relationships to disclose.

**Nonfinancial:** Dr. Kehoe is a post-doctoral research associate with Virginia Literacy Partnerships at the University of Virginia School of Education and Human Development. She studies reading acquisition and development in the elementary grades (K-5), with a particular focus on students with vulnerabilities for low reading achievement. Dr. Kehoe’s research focuses on better understanding how learner characteristics, including academic, socioemotional, and behavioral factors, interact with the environment to influence elementary reading development.

Philip Capin, Ph.D.

**Financial:** Dr. Capin has no relevant financial relationships to disclose.

**Nonfinancial:** Dr. Capin is a research assistant professor for the Department of Special Education and a researcher for the Meadows Center for Preventing Educational Risk at the University of Texas at Austin. His research focuses on improving reading instruction and assessment for children, including those with or at risk for reading disabilities and those who are learning English as a second language.

Colby Hall, Ph.D

**Financial:** Dr. Hall has no relevant financial relationships to disclose.

**Nonfinancial:** Dr. Hall is an assistant professor in the Department of Curriculum, Instruction, and Special Education at the University of Virginia. Her research primarily focuses on identifying features of effective literacy instruction for students with or at risk for literacy-learning difficulties; inference instruction as a means of improving reading comprehension; and reading instruction for multilingual students.

Emily Solari, Ph.D.

**Financial:** Dr. Solari has no relevant financial relationships to disclose.

**Nonfinancial:** Dr. Solari is the Edmund H. Henderson Professor of Education at the School of Education and Human Development in the Curriculum, Instruction, and Special Education department at University of Virginia. Dr. Solari's research focuses on better understanding reading development in subgroups of learners who are at-risk for reading difficulties and those identified with reading disabilities, with the goal of developing and implementing evidence-based language and reading instruction and interventions.

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**Article #3 Title:** “Effects of a Virtually-Delivered Reading and Embedded Mindset Intervention on Reading Performance for Fourth Grader Struggling Readers”

**Article Financial Disclosure:** The research reported in the article was supported by the Eunice Kennedy Shriver National Institute of Child Health & Human Development of the National Institutes of Health under Award Number R01HD091232 to Vanderbilt University. The content is solely the responsibility of the authors and does not necessarily represent the official views of the National Institutes of Health.

**Author Disclosures:**

Stephanie Al Otaiba Ph.D.

**Financial:** Dr. Al Otaiba has no relevant financial relationships to disclose.

**Nonfinancial:** Dr. Al Otaiba is the Patsy and Ray Caldwell Centennial Chair in Teaching and Learning at Southern Methodist University. She is also a Faculty Affiliate of the Florida Center for Reading Research, where she previously taught at Florida State University. She received her doctorate in special education from Vanderbilt University. A former special education teacher,

her research focuses on early literacy interventions for students with or at-risk for disabilities, response to intervention (RTI), multi-tiered systems of support, and teacher training. She is the author or coauthor of over 150 journal articles and book chapters. She is the editor of the Journal of Learning Disabilities, she serves on review boards for many journals in education and also serves on the Board of Directors for the International Dyslexia Association.

Jeanne Wanzek PhD

**Financial:** Dr. Wanzek disclosed NIH funding received by Vanderbilt University.

**Nonfinancial:** Dr. Wanzek is the Currey Ingram professor in Special Education at Vanderbilt University. Her research interests include learning disabilities, reading intervention, effective instruction, and response to intervention.

Yaacov Petscher, Ph.D.

**Financial:** Dr. Petscher disclosed that the research was supported by the Eunice Kennedy Shriver National Institute of Child Health & Human Development of the National Institutes of Health under Award Number R01HD091232.

**Nonfinancial:** Dr. Petscher is a Professor of Social Work and Associate Director at the Florida Center for Reading Research at Florida State University. His work is focused on applied quantitative methods applied to the science of modeling and studies individual differences in literacy skill acquisition, psychometrics, and causal modeling.

Sally Fluhler Ph.D.

**Financial:** Dr. Fluhler has no relevant financial relationships to disclose.

**Nonfinancial:** Dr. Fluhler is an Assistant Professor in the Department of Special Education in the School of Teacher Education at Western Kentucky University. She is a former public school special education teacher and focuses her research on examining effective reading and writing instruction and intervention for students with and at-risk for reading difficulties and disabilities, response to intervention (RTI), data-based individualization (DBI) and decision making (DBDM), and teacher training.

Brenna Rivas Ph.D.

**Financial:** Dr. Rivas disclosed NIH funding was received for the research conducted in the article.

**Nonfinancial:** Dr. Rivas has no relevant nonfinancial disclosures.

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**Financial:** Dayna Russell Freudenthal disclosed that the research was supported by the Eunice Kennedy Shriver National Institute of Child Health & Human Development of the National Institutes of Health under Award Number R01HD091232 to Vanderbilt University.

**Nonfinancial:** Dayna Russell Freudenthal has no relevant nonfinancial disclosures.

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**Article #4 Title:** “Writing Motivation Profiles and Their Association with Writing Performance: A person-centered approach”

**Article Financial Disclosure:** This work was supported by a grant attributed to the first author from the Portuguese Foundation for Science and Technology (grant SFRH/BD/116281/2016). This work was also supported by national funding from the Portuguese Foundation for Science and Technology (UIDB/00050/2020). This work further benefitted from a JURE mentoring grant attributed to the first author from the European Association for Research on Learning and Instruction (EARLI) to visit Professor Hilde Van Keer at Ghent University.

**Author Disclosures:**

Ana Camacho, Ph.D.

**Financial:** Dr. Camacho received a grant from the Portuguese Foundation for Science and Technology. She also received a JURE mentoring grant from the EARLI.

**Nonfinancial:** Dr. Camacho is a postdoctoral researcher at the University of Porto. She finished the doctoral thesis on the contribution of motivation to students’ writing performance in 2022. Her research interests include writing, academic motivation, and social and emotional learning.

Fien De Smedt, Ph.D.

**Financial:** Dr. Fien De Smedt has no relevant financial relationships to disclose.

**Nonfinancial:** Dr. Fien De Smedt is a postdoctoral researcher at the Department of Educational Studies at Ghent University in Belgium. Her research mainly focusses on how to foster elementary/secondary school students’ writing skills and motivation.

Rui Maio MSc

**Financial:** Mr. Rui Maio has no relevant financial relationships to disclose.

**Nonfinancial:** Mr. Rui Maio is a junior researcher at the University of Porto. His work is focused on intercultural education, digital literacy and quality in educational processes.

Joana Cadima Ph.D.

**Financial:** Dr. Joana Cadima has no relevant financial relationships to disclose.

**Nonfinancial:** Dr. Joana Cadima is a researcher and Assistant Professor at the University of Porto. Her work is broadly focused on teacher-child interactions and social relationships as developmental contexts for child development, learning, and well-being, with a particular focus on sociocultural risk. She has published more than 50 international peer-reviewed papers.

Hilde Van Keer Ph.D.

**Financial:** Dr. Hilde Van Keer has no relevant financial relationships to disclose.

**Nonfinancial:** Dr. Hilde Van Keer is a full professor at the Department of Educational Studies at Ghent University. Her studies focus on three research lines: (1) interactive and collaborative learning environments; (2) reading and writing (both skills and motivational aspects) and reading and writing education; and (3) self-regulated learning and its implementation in education.

Rui A. Alves Ph.D.

**Financial:** Dr. Rui A. Alves has no relevant financial relationships to disclose.

**Nonfinancial:** Dr. Rui A. Alves is an Associate Professor of Psychology at the University of Porto. His main research interests are the cognitive and affective processes in writing. He is an associate editor of the journal *Reading & Writing*. He is a member of the EARLI-EC, a member of the ISAWR-SC, and an interim coordinator of the ELN.