***Topics in Language Disorders* April-June 2021**

**Author Disclosures**

**Article Title: “Navajo: A Dynamic Assessment Clinical Tutorial”**

**Author Disclosures:**

Davis E. Henderson, PhD, CCC-SLP

**Financial**: Davis E. Henderson, PhD, CCC-SLP, has no financial relationships to disclose.

**Nonfinancial**: Davis E. Henderson, PhD, CCC-SLP, is an assistant professor in the Department of Communication Sciences and Disorders at Northern Arizona University. He researches typical and delayed speech and language development among Navajo children. His current work investigates (a) whether standardized assessments accurately classify Navajo children with and without speech disorders and (b) Navajo parent/guardian perceptions of autism spectrum disorder that may inform interventions and improve services for their children.

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**Article Title: “Production of Narratives by At-Risk American Indian Children in the Midwest”**

**Author Disclosures:**

Grace E. McConnell, PhD, CCC-SLP

**Financial**: Grace E. McConnell, PhD, CCC-SLP, has no financial relationships to disclose.

**Nonfinancial:** Grace McConnell, PhD, CCC-SLP, is a retired professor, last teaching at Rockhurst University in Kansas City, Missouri, and now living in Vermont. She also worked as an SLP in schools in Northeast Kansas. In retirement, Grace continues to participate in research with colleagues. Her interests include multicultural issues in speech-language pathology, evidence-based practices, stuttering, and mentoring students.

Diane Loeb, PhD, CCC-SLP

**Financial**: Diane Loeb, PhD, CCC-SLP, received money paid to her institution from the Institute of Education Science for a grant. This study was funded in part by the Institute of Education Sciences, Department of Education. The study was conducted in Kansas.

**Nonfinancial:** Diane Loeb, PhD, CCC-SLP, is professor and the Martin Family Endowed Chair of the Department of Communication Sciences and Disorders at Baylor University. Her research expertise is in the area of early language development and language intervention for culturally and linguistically diverse children, children born preterm, and children with language disorders and challenging behaviors.

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**Article Title: “Native American Caregivers’ Developmental Priorities for Young Children: Implications for Intervention”**

**Author Disclosures:**

Kyliah Petrita Ferris, MS, CF-SLP

**Financial**: Kyliah Petrita Ferris MS, CF-SLP, received funding for which the research is based from the University of Wyoming Social Justice Research Center and University of Wyoming Health Sciences Research Committee.

**Nonfinancial**: Kyliah Ferris, MS, CF-SLP, is a clinical fellow speech-language pathologist at an early intervention center in Wyoming. She is an enrolled Northern Arapaho tribal member. Her research has included early language interventions with culturally and/or linguistically diverse children.

Mark Guiberson, PhD, CCC-SLP

**Financial**: Mark Guiberson, PhD, CCC-SLP, received grant funding for which the research is based from the University of Wyoming Social Justice Research Center and the Barbara Kahn Speech Correctionist Foundation.

**Nonfinancial**: Mark Guiberson, PhD, CCC-SLP, is a professor at the University of Wyoming. He researches early language interventions for culturally and linguistically diverse children. His recent research includes scoping and systematic reviews that evaluated the evidence base for interventions with young dual language learners and multilingual learners with hearing loss. He also conducts research in the areas of cultural competence in graduate education programs and among practitioners.

Erin Bush, PhD, CCC-SLP

**Financial**: Erin Bush PhD, CCC-SLP, has no financial relationships to disclose.

**Nonfinancial**: Erin Bush, PhD, CCC-SLP, is an assistant professor in the Communication Disorders Division at the University of Wyoming. She has used quantitative, qualitative, and mixed methods in her published research, with a particular concentration on using diverse qualitative methodologies. Her past research has focused on people with neurogenic communication disorders and prevention. Dr. Bush’s continuing research focus is on health disparities and rural healthcare for marginalized populations.

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**Article Title: “Culturally Responsive Language and Literacy Instruction with Native American Children”**

**Author Disclosures:**

Matthew Gillispie, PhD, CCC-SLP

**Financial**: Matthew Gillispie, PhD, CCC-SLP was Project Director of the Culturally Responsive Early Literacy Instruction (CRELI) personnel preparation project, described in this article and funded by the U.S. Department of Education, Office of Special Education Programs (OSEP) Personnel Preparation grants (H325K130316).

**Nonfinancial**: Matthew Gillispie, PhD, CCC-SLP, is a clinical associate professor and Director of the Schiefelbusch Speech-Language-Hearing Clinic at the University of Kansas. His clinical and research interests include the assessment of and intervention for children with speech, language, and literacy disorders, including cultural and linguistic considerations when working with Native American children and families.