DISCLOSURES

*Effective Vocabulary Instruction Fosters Knowing Words, Using Words, and Understanding How Words Work,* by Margaret G. McKeown, published in *Language, Speech, and Hearing Services in Schools*

**Financial Disclosures**
Margaret G. McKeown has authored several books on vocabulary instruction, published by Guilford Press, for which she receives royalties.

**Nonfinancial Disclosures**
Margaret G. McKeown has no nonfinancial relationships to the content of this article.

*The Effect of Vocabulary Intervention on Text Comprehension: Who Benefits?* by Dawna Duff, published in *Language, Speech, and Hearing Services in Schools*

**Financial Disclosures**
Dawna Duff is employed by the University of Pittsburgh, Department of Communication Science and Disorders.

**Nonfinancial Disclosures**
Dawna Duff has no nonfinancial relationships to the content of this article.

*Accelerating Adolescent Vocabulary Growth: Development of an Individualized, Web-Based, Vocabulary Instruction Program,* by Suzanne M. Adlof, Lauren S. Baron, Joanna Scoggins, Adam Kapelner, Margaret G. McKeown, Charles A. Perfetti, Elaine Miller, Jeanine Soterwood, and Yaacov Petscher, published in *Language, Speech, and Hearing Services in Schools*

**Financial Disclosures**
The research reported in this article was supported by a grant from the Institute of Education Sciences, U.S. Department of Education. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education. Margaret G. McKeown has authored several books on vocabulary instruction, published by Guilford Press, for which she receives royalties. Suzanne M. Adlof, Lauren S. Baron, Joanna Scoggins, Adam Kapelner, Charles A. Perfetti, Elaine Miller, Jeanine Soterwood, and Yaacov Petscher have no financial relationships to the content of this article.

**Nonfinancial Disclosures**
Suzanne M. Adlof, Lauren S. Baron, Joanna Scoggins, and Jeanine Soterwood, contributed to the development of the intervention DictionarySquared, which is tested in
Vocabulary Learning Strategies for Adolescents

this article. Adam Kapelner Margaret G. McKeown, Charles A. Perfetti, Elaine Miller, and Yaacov Petscher have no nonfinancial relationships to the content of this article.

Key Elements of Robust Vocabulary Instruction for Emergent Bilingual Adolescents, by Amy C. Crosson, Margaret G. McKeown, Kelly P. Robbins, and Kathleen J. Brown, published in Language, Speech, and Hearing Services in Schools

Financial Disclosures
This research was supported by a grant from the Institute for Education Sciences. Amy C. Crosson, Kelly P. Robbins, and Kathleen J. Brown have no additional financial relationships to the content of this article. Margaret G. McKeown has authored several books on vocabulary instruction, published by Guilford Press, for which she receives royalties.

Nonfinancial Disclosures
Amy C. Crosson, Margaret G. McKeown, Kelly P. Robbins, and Kathleen J. Brown have no nonfinancial relationships to the content of this article.

A Review of Middle School Vocabulary Interventions: Five Research-Based Recommendations for Practice, by Amy M. Elleman, Eric L. Oslund, Natalie M. Griffin, and Katie E. Myers, published in Language, Speech, and Hearing Services in Schools

Financial Disclosures
Amy M. Elleman, Eric L. Oslund, Natalie M. Griffin, and Katie E. Myers have no financial relationships to the content of this article.

Nonfinancial Disclosures
Amy M. Elleman, Eric L. Oslund, Natalie M. Griffin, and Katie E. Myers have no nonfinancial relationships to the content of this article.

ASHA Self-Study WEB3600