Contents

Articles
A Meta-Analysis of Working Memory Deficits in Children With Learning Difficulties: Is There a Difference Between Verbal Domain and Numerical Domain?
Peng Peng and Douglas Fuchs 3

A Longitudinal Examination of the Persistence of Late Emerging Reading Disabilities
Jill M. Etmanskie, Marita Partanen, and Linda S. Siegel 21

Number Processing and Heterogeneity of Developmental Dyscalculia: Subtypes With Different Cognitive Profiles and Deficits
Kenny Skagerlund and Ulf Träff 36

Evaluating the Predictive Impact of an Emergent Literacy Model on Dyslexia in Italian Children: A Four-Year Prospective Cohort Study
Lucia Bigozzi, Christian Tarchi, Sara Pezzica, and Giuliana Pinto 51

Oral and Written Expression in Children With Reading Comprehension Difficulties
Barbara Carretti, Eleonora Motta, and Anna Maria Re 65

A Meta-Analysis of the Long-Term Effects of Phonemic Awareness, Phonics, Fluency, and Reading Comprehension Interventions
Sebastian P. Suggate 77

A Study of the Relationships Among Chinese Multicharacter Words, Subtypes of Readers, and Instructional Methods
Fuk-chuen Ho and Linda S. Siegel 97

Information and Announcements
Author Guidelines 111
Conference Calendar 112

About the Artist: For 17-year-old Michelle Authelet, art has been a part of her life as long as she has known she has dyslexia. She was diagnosed during second grade and placed in a school that accommodated her learning disability. Since then she has been to multiple schools and created art along the way. Art has been an escape for her and a way to feel secure in whatever school she attends. She plans on pursuing this passion in college at an art school next year. This charcoal drawing is a self-portrait created to symbolize what she hides in her life. It was created while she attended the Landmark School, a school for children with language-based learning disabilities in Grades 2 through 12 in Massachusetts.