Contents

Stereotypes of Individuals With Learning Disabilities: Views of College Students With and Without Learning Disabilities
Alison L. May and C. Addison Stone 483

The Role of Morphological Awareness in Reading Comprehension Among Typical and Learning Disabled Native Arabic Speakers
Abdessatar Mahfoudhi, Gad Elbeheri, Mousa Al-Rashidi, and John Everatt 500

Teacher Attitudes Toward Dyslexia: Effects on Teacher Expectations and the Academic Achievement of Students With Dyslexia
Lisette Hornstra, Eddie Denessen, Joep Bakker, Linda van den Bergh, and Marinus Voeten 515

Note-Taking Skills of Middle School Students With and Without Learning Disabilities
Joseph R. Boyle 530

The Specific Role of Inhibition in Reading Comprehension in Good and Poor Comprehenders
Erika Borella, Barbara Carretti, and Santiago Pelegrina 541

Elements of Working Memory as Predictors of Goal-Setting Skills in Children With Attention-Deficit/Hyperactivity Disorder
Anna Nyman, Taina Taskinen, Matti Grönroos, Leena Haataja, Jaana Lähdetie, and Tapio Korhonen 553

Neuropsychological Profile on the WISC-IV of French Children With Dyslexia
Maryse De Clercq-Quaegebeur, Séverine Casalis, Marie-Pierre Lemaître, Béatrice Bourgois, Marie Getto, and Louis Vallée 563

About the Artist: Aaron Banks-Jones created a collage of a lion. He started with a photograph of a lion, from which he created a line drawing. Aaron outlined the lion, using a Sharpie pen, and then used watercolor paints to add color. The background was collaged using patterned paper, blueprint paper, and pastels. Finally, Aaron cut out the snout and eyes from the photo of the lion and glued them in place. Aaron has always been creative with his projects and very confident in the decisions he makes during the artistic process. Aaron is in his fifth year at The Harbour School in Annapolis, Maryland.