

References

- Adlof, S.M., Catts, H.W., & Little, T.D. (2006). Should the simple view of reading include a fluency component? *Reading and Writing, 19*, 933-958. <https://doi.org/10.1007/s11145-006-9024-z>
- Albano, A.M., Chorpita, B.F., & Barlow, D.H. (1998). Childhood anxiety disorders. In: E.J. Mash & R.A. Barkley (Eds.), *Child psychopathology* (pp. 196-241). New York: Guilford Press.
- Allen, S.J. (1998). Social phobia anxiety inventory for children. In the 15th *Mental Measurements Yearbook*. Retrieved December 5, 2005, from whitelib.emporia.edu psych info database.
- American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., text revision). Washington, DC: Author.
- Beidel, D.C., Turner, S.M., & Morris, T.L. (1998). *Social phobia and anxiety inventory for children*. Toronto, Ontario. Multi-Health Systems, Inc.
- Berg, L. (1992). Absence from school and mental health. *British Journal of Psychiatry, 161*, 154-166. <https://doi.org/10.1192/bjp.161.2.154>
- Bonifacci, P., Candria, L., & Contento, S. (2008). Reading and writing: What is the relationship with anxiety and depression?. *Reading and Writing: An Interdisciplinary Journal, 21*(6), 609-625. <https://doi.org/10.1007/s11145-007-9078-6>
- Cain, K., Oakhill, J., & Bryant, P. (2004). Children's reading comprehension ability: concurrent prediction by working memory, verbal ability, and component skills. *Journal of Educational Psychology, 96*(1), 31-42. <https://doi.org/10.1037/0022-0663.96.1.31>
- Daneman, M., & Carpenter, P.A. (1980). Individual differences in working memory and reading. *Journal of Verbal Learning and Verbal Behavior, 19*, 450-466. [https://doi.org/10.1016/S0022-5371\(80\)90312-6](https://doi.org/10.1016/S0022-5371(80)90312-6)
- Derakshan, N., & Eysenck, M.W. (1998). Working memory capacity in high trait-anxious and repressor groups. *Cognition & Emotion, 12*, 697-713. <https://doi.org/10.1080/026999398379501>
- Eysenck, M.W. (1982). Attention and arousal. *Cognition and performance*. Berlin: Springer. <https://doi.org/10.1007/978-3-642-68390-9>
- Eysenck, M.W., & Calvo, M.G. (1992). Anxiety and performance: The processing efficiency theory. *Cognition and Emotion, 6*(6), 409-434. <https://doi.org/10.1080/02699939208409696>
- Fisher, P.H., Masia-Warner, C., & Klein, R.G. (2004). Skills for social and academic success: A school-based intervention for social anxiety disorder in adolescents. *Clinical Child and Family Psychology Review, 7*(4), 241-249. <https://doi.org/10.1007/s10567-004-6088-7>

Fuchs, L.S., Fuchs, D., & Compton, D.L. (2004). Monitoring early reading development in first grade: Word identification fluency versus nonsense word fluency. *Exceptional Children*, 71(1), 7 – 21. <https://doi.org/10.1177/001440290407100101>

Fuchs, L.S., Fuchs, D., Hosp, M.D., & Jenkins, J. (2001). Oral reading fluency as an indicator of reading competence: A theoretical, empirical, and historical analysis. *Scientific Studies of Reading*, 5, 239-259. https://doi.org/10.1207/S1532799XSSR0503_3

Fuchs, L.S., Fuchs, D., & Maxwell, L. (1988). The validity of informal reading comprehension measures. *Remedial and Special Education*, 9(2), 20-28. <https://doi.org/10.1177/074193258800900206>

Gumora, G., & Arsenio, W.F. (2002). Emotionality, emotion regulation, and school performance in middle school children. *Journal of School Psychology*, 40(5), 395-413. [https://doi.org/10.1016/S0022-4405\(02\)00108-5](https://doi.org/10.1016/S0022-4405(02)00108-5)

Hadwin, J.A., Brogan, J., & Stevenson, J. (2005). State anxiety and working memory in children: A test of processing efficiency theory. *Educational Psychology*, 25, 379-393. <https://doi.org/10.1080/01443410500041607>

Hudson, R.F., Pullen, P.C., Lane, H.B., Torgesen, J.K. (2009). The complex nature of reading fluency: A multidimensional view. *Reading and Writing Quarterly*, 25, 4-32. <https://doi.org/10.1080/10573560802491208>

Kessler, R.C., Foster, M.P.H., Saunders, W.B., & Stang, P.E. (1995). Social consequences of psychiatric disorders I: Educational attainment. *American Journal of Psychiatry*, 152, 71026-71032.

Last, C.G., & Strauss, C.C. (1990). School refusal in anxiety-disordered children and adolescents. *Journal of the American Academy of Child and Adolescent Psychiatry*, 29, 31-35. <https://doi.org/10.1097/00004583-199001000-00006>

MacLeod, C., & Donnellan, A.M. (1993). Individual differences in anxiety and the restriction of working memory capacity. *Personality and Individual Differences*, 15(2), 163-173. [https://doi.org/10.1016/0191-8869\(93\)90023-V](https://doi.org/10.1016/0191-8869(93)90023-V)

Markham, R., & Darke, S. (1991). The effects of anxiety on verbal and spatial task performance. *Australian Journal of Psychology*, 43, 107-111. <https://doi.org/10.1080/00049539108259108>

Mather, N., & Woodcock, R.W. (2001). Examiner's Manual. *Woodcock-Johnson III Tests of Achievement*. Itasca, IL: Riverside Publishing.

Merriam-Webster's Medical Dictionary (2002). Merriam-Webster, Inc. Retrieved October 8, 2008, from www.dictionary.com.

Minnaert, A.E. (1999). Individual differences in text comprehension as a function of test anxiety and prior knowledge. *Psychological Reports*, 84, 167-177. <https://doi.org/10.2466/pr0.1999.84.1.167>

National Mental Health Information Center. (2009). *Children's mental health facts:*

Children and adolescents with anxiety disorders. Retrieved January 27, 2009, from <http://mentalhealth.samhsa.gov/publications/allpubs/ca-0007/default.asp#8>

Oakhill, J.V., Cain, K., & Bryant, P.E. (2003). The dissociation of word reading and text comprehension: Evidence from component skills. *Language and Cognitive Processes*, 18(4), 443-468. <https://doi.org/10.1080/01690960344000008>

Oakhill, J.V., Yuill, N.M., & Parkin, A. (1986). On the nature of the difference between skilled and less-skilled comprehenders. *Journal of Research in Reading*, 9, 80-91. <https://doi.org/10.1111/j.1467-9817.1986.tb00115.x>

Official Dynamic Indicators of Basic Early Literacy Skills home page. Retrieved December 8, 2008, from <http://dibels.uoregon.edu/>

Owayed El-Anzi, F. (2005). Academic achievement and its relationship with anxiety, self-esteem, optimism, and pessimism in Kuwaiti students. *Social Behavior and Personality*, 33(1), 95-104. <https://doi.org/10.2224/sbp.2005.33.1.95>

Owens, M., Stevenson, J., Norgate, R., & Hadwin, J.A. (2008). Processing efficiency theory in children: Working memory as a mediator between trait anxiety and academic performance. *Anxiety, Stress, & Coping*, 21(4), 417-430. <https://doi.org/10.1080/10615800701847823>

Pazzaglia, F., Cornoldi, C., & Tessoldi, P.E. (1993). Learning to read: Evidence on the distinction between decoding and comprehension skills. *European Journal of Psychology in Education*, 8, 247-258. <https://doi.org/10.1007/BF03174080>

Perfetti, C.A. (1985). *Reading ability*. New York: Oxford University Press.

Schwanenflugel, P.J., Meisinger, E.B., Wisenbaker, J.M., Kuhn, M.R., Strauss, G.P., & Morris, R.D. (2006). Becoming a fluency and automatic reader in the early elementary school years. *Reading Research Quarterly*, 41(4), 496-522. <https://doi.org/10.1598/RRQ.41.4.4>

Seigneuric, A., Ehrlich, M.F., Oakhill, J.V., & Yuill, N.M. (2000). Working memory resources and children's reading comprehension. *Reading and Writing*, 13, 81-103. <https://doi.org/10.1023/A:1008088230941>

Sellers, V.D. (2000). Anxiety and reading comprehension in Spanish as a foreign language. *Foreign Language Annals*, 33(5), 512-521. <https://doi.org/10.1111/j.1944-9720.2000.tb01995.x>

Shinn, M.R., Good, R.H., Knutson, N., Tilly, W.D., & Collins, V.L. (1992). Curriculum-based measurement of oral reading fluency: A confirmatory analysis of its relation to reading. *School Psychology Review*, 21(3), 459-479.

Stanovich, K.E., & Stanovich, P. (1999). How research might inform the debate about early reading acquisition. In J.V. Oakhill & R. Beard (Eds.). *Reading development and the teaching of reading*. Oxford: Basil Blackwell.

Stothard, S.E., & Hulme, C. (1996). A comparison of reading comprehension and

decoding difficulties in children. In C. Cornoldi & J.V. Oakhill (Eds.). *Reading comprehension difficulties: Processes and remediation*. Mahwah, NJ: Lawrence Erlbaum Associates Inc.

Van Ameringen, M., Mancini, C., & Farvolden, P. (2003). The effect of anxiety disorders on educational achievement. *Anxiety Disorders, 17*, 561-571.
[https://doi.org/10.1016/S0887-6185\(02\)00228-1](https://doi.org/10.1016/S0887-6185(02)00228-1)