

Early oral language and cognitive predictors of emergent literacy skills in Arabic-speaking children: evidence from Saudi children with developmental language disorder

Article

Supplemental Material

Table 3

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Table 3. Hierarchical regression analysis predicting emergent literacy skills in the TD group.

<i>Predictor</i>	Model 1			Model 2			Model 3		
	<i>B</i>	<i>SE</i>	<i>B</i>	<i>B</i>	<i>SE</i>	β	<i>B</i>	<i>SE</i>	β
Age	1.46	.382	.522**	1.288	.378	.462*	.971	.425	.348*
NV	.557	.290	.263	.326	.303	.154	.267	.300	.126
Vocabulary Knowledge				.758	.385	.385	.450	.137	.137
Syntactic Skills							.457	.299	.284
R²		.481**			.531			.560	
R² change		.481**			.050			.029	

Note. *N* = 40. *B*: Unstandardized Beta, *SE*: Standard error of *B*, β : Standardized Beta, NV: Nonverbal reasoning skills.

p*<.05, *p*<.001