

L•E•A•R•N•I•N•G DISABILITIES

A Multidisciplinary Journal

Janet W. Lerner and Frank Kline
Co-Editors-in-Chief
Editorial Policy

Learning Disabilities: A Multidisciplinary Journal is an official publication of the Learning Disabilities Association of America (LDA). The journal is a vehicle for disseminating the most current thinking on learning disabilities and to provide information on research, practice, theory, issues, and trends regarding learning disabilities from the perspectives of varied disciplines involved in broadening the understanding of learning disabilities. The disciplines represented in the journal include adults, advocacy, assessment, college programs, cultural differences, early childhood, public and private education, families, higher and adult education, law, mental health, public policy, research, science, social and emotional issues, social work, technology, and vocational and career education.

Manuscripts submitted should be data based; however, in some cases papers that discuss timely issues and trends may be appropriate. Papers which express opinions or describe standard treatment and/or diagnostic procedures, will, in most cases, not be suited to the purposes of the journal. Submission of papers with nontraditional points of view is encouraged. All papers submitted are subjected to blind review by experts in the discipline represented in the paper. Papers are evaluated on the basis of the contributions made to the fund of knowledge on learning disabilities.

Viewpoints expressed in articles in *Learning Disabilities: A Multidisciplinary Journal* represent the views of the authors, and in no way reflect the opinions or endorsement of LDA or the editors.

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The manuscript must be written according to the guidelines of the most recent edition of the **Publication Manual of the American Psychological Association**.

Editor

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Learning Disabilities Association of America
4156 Library Road, Pittsburgh, PA 15234

phone: (412) 341-1515 or 1-888-300-6710 fax: (412) 344-0224 E-mail: info@ldaamerica.org