
Editor's Note

Developing an understanding of learning disabilities (LD) is a complex, multifaceted process, with needs for knowledge generation existing in, among other areas: the lived experience and perspectives of diverse individuals with LD (e.g., Yeager & Morgan, 2023); effective assessment and intervention practices designed to leverage assets and address needs for individuals with LD (e.g., Gilmour et al., 2019; Grigorenko et al., 2020); teacher and interventionist knowledge and practice related to the integration of these effective practices in inclusive settings (e.g., Woodcock & Nicoll, 2022); social-emotional supports for individuals with LD (e.g., Aro et al., 2022); postsecondary and vocational education opportunities provided to support goals and quality of life for individuals with LD (e.g., Gartland & Strosnider, 2023); and the intersection of race, gender, socioeconomic status, and access to high-quality educational environments (e.g., Fish, 2019). Scholarship addressing these, and other areas of the educational and social experiences of diverse individuals with LD, should be equally multifaceted to continue to advance knowledge related to the provision of high-quality instruction, intervention, and services.

To this end, it is important that scholarship using innovative methodologies asking intriguing research questions be centered to develop a more complex understanding of the assets and needs of diverse individuals with LD so that future scholars can integrate effective practices focused on centering the needs of individuals. Whether that is through qualitative methodologies designed to ensure access for participants with disabilities (Kenny et al., 2023), mixed methods approaches that integrate findings from quantitative and qualitative data collection methods to develop a deeper understanding of the variable of interest (Love et al., 2022), or case study approaches that elucidate experiences of individuals with disabilities through in-depth detail of the implementation of a specific variable impacting outcomes (Ghesquiere et al., 2004), it is important that a variety of research questions and methods be used to continue to build the knowledge in the field of LD while simultaneously building knowledge about the experiences individuals with LD have to try and find alignment between effective interventions and positive experiences of individuals receiving or implementing interventions (e.g., students, teachers).

This issue of *LDMJ* features three articles that highlight innovative methodologies designed to better understand the multifaceted experiences of individuals with learning disabilities. In the first article, Lowrey et al. present the findings of a systematic literature analysis focused on transition research for individuals with LD. Authors of this article present their analysis of literature from 1990 until present, focused on types of scholarship and thematic focus of scholarship published in transition and LD. They present the main themes identified in their analysis as well as make recommendations for practice and future research. Recommendations focus on the need for replication and model-testing research in LD to better understand impact of transition instruction and supports provided.

In the second article, Boily et al. discuss the implementation of Response to Intervention (RTI) models on elementary school campuses in Canada. They expand on scholarship that suggests the positive impact RTI can have on prevention and intervention for individuals at-risk for and with LD through the presentation of results of a multi-case study. Their focus was on the roles of teachers in the RTI model, as well as the organization of assessment and intervention services on the school campus. This multi-case study provides additional information on frameworks for the implementation of RTI and other multi-tiered intervention frameworks on school campuses and provides opportunities for the development of additional research to better understand both RTI implementation and the effects on students referred for intervention.

Finally, DeBono et al. present the findings of a study of graduates from Winston Preparatory School, a school for individuals with LD. Authors surveyed graduates of this program to develop an understanding of perceived variables that supported them in postsecondary and employment success after the completion of their program. The goal of this study was to better understand the predictors of success so that these factors could be considered in future programming for individuals with LD. Through their in-depth analysis of the outcomes

of students who completed their educational program at this school, they make specific recommendations to be explored in future research on variables that may influence the outcomes of diverse individuals with LD.

In total, all three of these articles present methods, discussion, or recommendations that challenge the field of LD to consider complex, innovative ways of developing knowledge within the field of LD. I hope that you enjoy the work presented by authors in this issue and that the findings of their scholarship encourage you to think differently about the types of questions we can ask to enhance our understanding of LD in a multi-faceted, intersectional way so that we can ensure we are providing the highest quality educational and social experiences to the individuals we serve. And, as always, I hope that you will consider submitting your scholarship for consideration of publication in *LDMJ*. I am honored and humbled to serve this community of scholars and look forward to the opportunity to highlight your work and continue to build our understanding of LD.

–Joseph John Morgan, PhD, Interim Editor

References

- Aro, T., Eklund, K., Eloranta, A., Ahonen, T., & Rescorla, L. (2022). Learning disabilities elevate children's risk for behavioral-emotional problems: Differences between LD types, genders, and contexts. *Journal of Learning Disabilities, 55*(6), 465–481. <https://doi.org/10.1177/00222194211056297>
- Fish, R. E. (2019). Standing out and sorting in: Exploring the role of racial composition in racial disparities in special education. *American Educational Research Journal, 56*(6), 2573–2608. <https://doi.org/10.3102/0002831219847966>
- Gartland, D., & Strosnider, R. (2023). Considerations for transition from high school to postsecondary education. *Learning Disability Quarterly, 46*(3), 230–242. <https://doi.org/10.1177/07319487221111099>
- Gilmour, A. F., Fuchs, D., & Wehby, J. H. (2019). Are students with disabilities accessing the curriculum? A meta-analysis of the reading achievement gap between students with and without disabilities. *Exceptional Children, 85*(3), 329–346. <https://doi.org/10.1177/0014402918795830>
- Ghesquiere, P., Maes, B., & Vandenberghe, R. (2004). The usefulness of qualitative case studies in research on special needs education. *International Journal of Disability, Development and Education, 51*(2), 171–184. <https://doi.org/10.1080/10349120410001687382>
- Grigorenko, E. L., Compton, D. L., Fuchs, L. S., Wagner, R. K., Willcutt, E. G., & Fletcher, J. M. (2020). Understanding, educating, and supporting children with specific learning disabilities: 50 years of science and practice. *American Psychologist, 75*(1), 37–51. <https://doi.org/10.1037/amp0000452>
- Kenny, N., Doyle, A., & Horgan, F. (2023). Transformative inclusion: Differentiating qualitative research methods to support participation for individuals with complex communication or cognitive profiles. *International Journal of Qualitative Methods, 22*, <https://doi.org/10.1177/16094069221146992>
- Love, H. R., Cook, B. G., & Cook, L. (2022). Mixed-methods approaches in special education research. *Learning Disabilities Research & Practice, 37*(4), 314–323. <https://doi.org/10.1111/ldrp.12295>
- Woodcock, S., & Nicoll, S. (2021). “It isn’t you”: Teachers’ beliefs about inclusive education and their responses toward specific learning disabilities. *Psychology in the Schools, 59*, 765–783. <https://doi.org/10.1002/pits.22643>
- Yeager, K. H., & Morgan, J. J. (2023). Transition perspectives of high school students with learning disabilities: A qualitative metasynthesis. *Learning Disability Quarterly, 46*(3), 191–203. <https://doi.org/10.1177/07319487221140100>