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## Editor's Note and Introduction to This Issue

Congratulations! Maybe you are not aware of this, but this is the fiftieth year since the founding of the Learning Disabilities Association of America (LDA), originally the Association for Children with Learning Disabilities (ACLD). This organization, besides being the organization that publishes this journal, has been a confident and sure advocate for children and adults with learning disabilities in school, in the work place, and in the community. The volunteers of this organization have worked tirelessly to ensure that individuals with learning disabilities have appropriate support, resources, and opportunities. For all of their hard work, we must be grateful. And, offer our sincere congratulations and hope that they continue for another fifty years!

### Articles in This Issue

In this issue of **Learning Disabilities: A Multidisciplinary Journal**, you will find articles that continue to expand our knowledge base on important topics in the field of learning disabilities.

*Intervention Research for Helping Elementary School Students with Math Learning Difficulties Understand and Solve Word Problems: 1996-2010* by Casey Hord and Yan Ping Xin. By completing a narrative review of studies from 1996 through 2010 of math interventions, this article identifies profitable components of instruction that assist students to think critically when completing word problems.

*Success Factors 40 Years Later: The Pioneer Postsecondary Program for Students with Learning Disabilities, Attention Deficit Hyperactivity Disorder, and Executive Function* by Laurie Fox. In this study, the author examines what matters to students, what can help families choose supports, and what can be applied to improve educational practice for college-aged students with learning disabilities.

*Including Assistive Technology in Teacher Preparation: Exploring One Approach* by Elissa Wolfe Poel, Jackie Wood, and Naomi Schmidt. This article focuses on the inclusion of assistive technology in pre-service teacher preparation programs. The study looks at the pre-knowledge that teacher candidates have in the area of assistive technology, the effectiveness of a module on assistive technology included in a program for teacher preparation, and the impact of that introduction to assistive technology on classroom practice.

*Learning Disability and Depression in Young Adulthood* by Maryhelen MacInnes and Clifford L. Broman. While it seems well-established that individuals with learning disabilities experience greater depressed moods than their peers, little attention has been given to whether or not this relationship continues into young adulthood. This study examines longitudinal data from a national study to determine whether or not individuals with physical and learning disabilities have higher levels of depression than their young adult peers who do not have disabilities.

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Editor