
Co-editors' Note

Welcome to this issue of *Learning Disabilities: A Multidisciplinary Journal*. I am Steven C. Russell, and this is my first issue to serve as co-editor with Janet Lerner. I am replacing Frank Kline, who has refocused his energies on performing the tasks as Dean of the School of Education and Movement Studies at Pacific Lutheran University in Seattle. After many years of valuable service to this Journal as co-editor, we wish Frank well as he moves into this important administrative position.

As newly appointed as co-editor, by LDA's President Patricia Lillie, I was asked to use this opportunity to introduce myself. I have had a long association with LDA starting in 1978 when I was a doctoral student of Professor William M. Cruickshank's at the University of Michigan. Bill always encouraged his students to become professionally involved in the organizations that represent individuals with learning disabilities. And, so it was with me; Dr. Cruickshank took me to my first LDA conference in Milwaukee. Since that early exposure, I have remained active in LDA, serving in the following in capacities: on the program committee for the annual conference for nearly 20 years, as the coordinator for poster sessions at the conference for many years, as a consulting editor for this journal since 1996, as a member and chair of LDA's Professional Advisory Board, as the LDA representative and chair of the National Joint Committee on Learning Disabilities (NJCLD), chair of the program for the LDA Conference, other volunteer activities including serving on various committees, working with local LDA chapters, and presenting at LDA's International Conference. In 2006, I was the recipient of the LDA Award, the highest honor given by LDA in recognition and appreciation of outstanding leadership in the field of learning disabilities. I also hold a number of honors and awards that recognize my scholarship, research, and service in the fields of learning disabilities and education.

I received my PhD in 1981 from the University of Michigan specializing in the areas of Learning Disabilities and Language Development and Disorders. My advisor and dissertation chair was Dr. Cruickshank.

I began my career in higher education as a faculty member at Bowling Green State University, Bowling Green, Ohio. I later served Bowling Green as Associate Dean for academic affairs in the College of Education and Human Development. Subsequently, I served as Dean of Education at Central Michigan University, Eastern New Mexico University, and Governors State University, University Park, Illinois. I recently returned to full-time teaching as a faculty member in special education at Governors State.

In addition to being a long-time member, Fellow, officer, and Executive Director in the International Academy for Research in Learning Disabilities (IARLD), I have served as program chair and committee member, advisor, reviewer, board member and consultant/advisory board member for a number of organizations and institutions related to special education and research. I have authored or co-authored numerous books, book chapters and articles, as well as a variety of papers presented throughout the US and in other countries.

I am a member of Phi Delta Kappa (Education Honorary), Phi Kappa Phi (General Scholarship Honorary), and Pi Lambda Theta (Education Honorary).

In closing, I look forward to this opportunity presented by the co-editorship to be of continuing service to LDA and the field of learning disabilities. As we grow together and continue our journey to learn more about learning disabilities and to serve those individuals with learning disabilities.

Articles in the Issue

The articles in this issue of *Learning Disabilities: A Multidisciplinary Journal* include:

Comprehension and Time Expended for a Doctoral Student with a Learning Disability When Reading with and without an Accommodation by Adam Tanners, Dennis McDougall, Jim Skouge, and Drue Narkon describes the alternating treatment, single-case research study to compare reading comprehension and time expended reading, of a doctoral student with learning disabilities, under two reading conditions. Qualitative data clarified reasons why the student preferred reading-while-listening over silent reading. We describe implications of our findings for those who design, provide, or use accommodations and assistive technology

to promote reading outcomes.

Mathematics in Juvenile Corrections: Curricular and Assessment Policies and Practices by Paula Macchini, Joseph C. Gagnon, and L. Mason-Williams reports on a national survey of special education mathematics teachers in juvenile correctional schools (JC). Results are based on 121 (32%) returned surveys from special education mathematics teacher.

Explicit Prewriting Instruction: Effect on Writing Quality of Adolescents with Learning Disabilities by Todd H. Sundeen discusses the struggles many students with learning disabilities struggle with the writing process throughout their school years. Writing is a skill that can directly impact the quality of life for older students preparing to graduate and progress to college, a career, or the world of work. This study examined the effects of an explicitly taught organizational strategy on the writing of high school students with learning disabilities.

Learning Disabilities: Implications for Policy Regarding Research and Practice: A Report by the National Joint Committee on Learning Disabilities, March 2011. An extensive body of scientific research on learning disabilities continues to support the validity of the construct. However, recent discussion about retaining the learning disabilities category has prompted this overview of critical issues in the field of learning disabilities and their implications for policies that affect individuals with learning disabilities. This report brings new information that will be thought provoking to everyone interested in learning disabilities.

We hope you enjoy reading these articles.

Janet W. Lerner
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Co-editors