

---

## Editor's Note and Introduction to This Issue

To open this issue of *Learning Disabilities: A Multidisciplinary Journal*, let me share with you the news of Janet Lerner's retirement from the position of co-editor. Dr. Lerner has served this journal as a co-editor for many years, taking it from a journal that was issued twice a year to one now producing three issues per year. She has shepherded its growth and its continuous high level of scholarship. In the short time I have served as a co-editor with Janet, I have learned a great deal, particularly about the idiosyncrasies of this journal. We owe her a great deal for the contribution she has made, and the service that she has provided. And, we wish her well as she moves on to the next phase of her career.

In this issue, you'll find the following contributions to our understanding of individuals with learning disabilities.

*Comparisons of High School Graduation Rates of Students with Disabilities and their Peers in Twelve Southern States* by Theodore Scott Smith, Nancy Manuel, and Billy R. Stokes. Comparing differences in diploma and graduation dropout rates across students with and without disabilities, as well as analyzing graduation by disability, the authors offer recommendations based on evidence-based practice in order to improve those graduation rates. Though focused on 12 Southern states, the article has far broader implications that can guide schools in improving graduation among students with disabilities.

*General and Domain-Specific Self-Concepts of Adults with Learning Disabilities: A Meta-Analysis* by Jason M. Nelson. This study used meta-analytic techniques to examine 22 empirical studies that have investigated general and domain-specific self-concepts of adults with learning disabilities. Interestingly, though the results are limited in their generalizability due to the inclusion of individuals attending postsecondary institutions, the magnitude of difference between individuals with and without learning disabilities when considering their general or domain-specific self-concept was relatively small.

*Conceptual Model-Based Problem Solving That Facilitates Algebra Readiness: An Exploratory Study with Computer-Assisted Instruction* by Yan Ping Xin, Luo Si, Casey Hord, Dake Zhang, Suleyman Cetintas, and Joo Young Park. In this study, the authors examined the use of a computer program on the performance of students with learning disabilities when completing word-problem-solving. Results indicated that the program benefitted students by both enhancing problem-solving skills and in preparation for algebra.

*Specific Learning Disability Identification: What Constitutes a Pattern of Strengths and Weaknesses?* by Edward Karl Schultz, Cynthia G. Simpson, and Sharon Lynch. The authors of this paper present a schema for the identification of a specific learning disability through the examination of strengths and weaknesses obtained via a variety of assessment data.

Steven C. Russell  
Editor