
Editor's Note and Introduction to This Issue

This issue of **Learning Disabilities: A Multidisciplinary Journal** contains articles on important topics in the field of learning disabilities.

Math and Science Strategies for English Learners with Learning Disabilities by Patricia Peterson, Gae Johnson, and Stephen Showalter. This article provides the reader with helpful practices that can assist students with learning disabilities and who are also English language learners achieve greater success in math and science. These are valuable strategies that will help the classroom teacher be more successful with such students.

Effect of Neuroscience-Based Cognitive Skill Training on Growth of Cognitive Deficits Associated with Learning Disabilities in Children Grades 2-4 by Sarah Abitbol Avtzon. In this experimental study, the effectiveness was examined of a neuroscience-based, cognitive-skills computer-training program on cognitive processing. Results indicate significantly increased performance for the experimental group over the control group in all skill areas.

Three Student Case Examples of Response to Intervention Programming by Michael Dunn and Ruth Browning. This article focuses on a longitudinal study of an elementary school and its use of RTI. Focusing on three children, the authors examine the process and make recommendations to facilitate better instruction and assessment.

Exploring the Use of Active Electronic Support Tools by Students with Learning Disabilities by Lindy Crawford, Kristina N. Higgins, and Barbara Freeman. This study examines the use of electronic support tools and their relationship to mathematical metacognition. While utilizing computer-based instruction in math, the authors analyzed the use of tools — like the calculator, or hyperlinks — by students with learning disabilities. They explore the active use of these tools to gains in pre- and post-test scores, the Woodcock-Johnson Broad Math score, and the Wechsler IQ scales. The results support the use of such tools in increasing the understanding of mathematical concepts.

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Editor