
Editor's Note

Introduction to This Issue

I am pleased to introduce this special issue of *Learning Disabilities: A Multidisciplinary Journal*. “Critical Issues in Response-to-Intervention, Comprehensive Evaluation, and Specific Learning Disabilities Identification and Intervention: An Expert White Paper Consensus” was a paper published by the Learning Disabilities Association of America (LDA) in 2010 (Hale, 2010). Several core principles were offered and agreed to by LDA and leading researchers and specialists. Of particular interest is the core principle that comprehensive evaluations include assessment of neuropsychological functions, examining and establishing cognitive abilities and psychological processes. Beginning in Oregon, and later through a nationwide coalition called “The Meeting of the Minds,” a method of research-based data collection called “Patterns of Strengths and Weaknesses” (PSW), along with data collected in the prereferral process was developed in order to dispense with the IQ/Achievement Discrepancy Model. As you will see below, this issue focuses on PSW. Guest editors for the issue were Catherine A. Fiorello of Temple University, Dawn P. Flanagan of St. John's University, and James B. Hale of the University of Calgary.

The Articles in This Issue

Introduction to the Special Issue by Nancy Mather and Nicholas Tanner provides an overview of how the use of a pattern of strengths and weaknesses can be a helpful approach to the diagnosis and identification of individuals with specific learning disabilities.

Academic Achievement and Memory Differences Among Specific Learning Disabilities Subtypes by Jessica A. Carmichael, Rebecca L. Fraccaro, Daniel C. Miller, and Denise E. Maricle looks at working memory and long-term memory in relation to academic achievement across subtypes of learning disabilities.

Identifying Specific Reading Disability Subtypes for Effective Educational Remediation by Steven G. Feifer, Rebecca Gerhardtstein Nader, Dawn P. Flanagan, Kim R. Fitzer, and Kelly Hicks examines the neurocognitive variations among individuals with specific learning disabilities in the area of reading.

Cognitive and Academic Profiles Associated with Math Disability Subtypes by Hanna A. Kubas, Amy D. Schmid, Michelle A. Drefs, Jennifer M. Poole, Sara Holland, and Catherine Fiorello extends the examination of the neurocognitive variations among individuals with specific learning disabilities to those individuals with math disabilities.

The Primacy of IQ Subtest Analysis to Understand Reading Performance for Culturally Diverse Groups by Samuel O. Ortiz, Harriet N. Johnston, Gabrielle Wilcox, Stella L. Francis, and Yuma I. Tomes further extends the investigation to the use of intelligence subtests with various cultural groups, and leads to the need to differ instruction and intervention to improve reading performance.

Finally, the concluding article in this issue, *Response to the Special Issue: The Utility of the Pattern of Strengths and Weaknesses Approach* by Catherine A. Fiorello, Dawn P. Flanagan, and James B. Hale, sums up the value of the PSW approach both in terms of evaluation and identification and in terms of instruction and intervention.

Steven C. Russell

Editor-in Chief

Reference

Hale, J. B. (2010). *Critical issues in response-to-intervention, comprehensive evaluation, and specific learning disabilities identification and intervention: An expert white paper consensus*. Pittsburgh, PA: Learning Disabilities Association of America.