
Editor's Note

At a recent conference I heard the argument that children with disabilities have a civil right to be placed in a general education classroom. I think that students have a civil right to learn the skills they will need in the competitive world they will be entering. Accumulating research shows that students with learning disabilities require systematic and explicit instruction by teachers who are trained and highly skilled in delivering such instruction. This type of explicit instruction requires much more than placement in a regular classroom; it requires intensive work with a small group of students. We may be violating a student's civil rights with the single solution of placing a child with a disability in a general education classroom. Parents of children with learning disabilities have worked hard for many years to get the kind of small group instruction their children need. Let's make sure we do not lose it.

This issue of the journal offers readers new information about learning disabilities.

Douglas Fuchs, Lynn Fuchs and co-workers provide a brief report on their more extensive study of a *Meta-Analysis of Reading Differences between Underachievers with and without the Learning Disabilities Label*. Their study shows that low achievers with learning disabilities are different than low achievers who do not have learning disabilities.

Joseph Boyle's article, *The Effects of a Venn Diagram Strategy on the Literal, Inferential, and Relational Comprehension of Students with Mild Disabilities*, offers a new instructional strategy. Teaching students the strategy of the Venn diagram improved their reading comprehension.

Lori Greenberger and Louis Denti write about locus of control in their article, *Locus of Control: Perception of Children with Learning Disabilities and their Parents*. The authors found significant differences in terms of locus of control between the perceptions of the parents and the child.

Peter Latham's article, *Private Schools and Public Services under the IDEA*, describes several key legal decisions. He investigates what the law and case law have to say about providing special education and related services to students with disabilities.

Megan Kakela and Raymond Witte report on the *Self-Disclosure of College Students with Learning Disabilities*. They found that there are a number of variables that these individuals view as important in influencing their decision on whether to disclose their learning disability to an employer.

I hope you enjoy this issue of *Learning Disabilities: A Multidisciplinary Journal*.

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Editor-in-Chief