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## Introduction

# Success Has Its Rewards and Its Problems

One might believe that, with legal provisions for the education of individuals with disabilities (PL 94-142, IDEA) entering their third decade and the Americans with Disabilities Act entering its second decade, adults with learning disabilities would be able to realize their professional goals to the full extent of their abilities. This is not always the case. Indeed, some adults complete their education and training only to find their entry into professions, for which they are otherwise qualified, beyond their grasp.

Such barriers are all the more cruel, because these young adults are among the most promising graduates of programs for people with learning disabilities. They are people whose intelligence, motivation, and perseverance, together with the supports and accommodations supplied by families and teachers, have enabled them to succeed in higher education, despite the vicissitudes of having a learning disability. Given the opportunity to serve society, their contributions as professionals could be substantial.

This issue of *Learning Disabilities: A Multidisciplinary Journal* brings together information from law, psychology, and education relating to the problems these adults encounter in applying for appropriate accommodations for their learning disabilities and demonstrating professional competence on licensing examinations. Twelve national figures in their respective fields were asked to contribute papers describing aspects of the problems in diagnosis, remediation, and legal issues.

The multidisciplinary viewpoint of this journal is well represented in the range of people who comprise the list of contributors: five educators, five lawyers, a biologist, and a psychologist. Cyndi Jordan proposes guidelines for clinical documentation, clarifying both effective uses and misuses of the diagnostic criteria. Rosa Hagin describes the elements of diagnosis and report writing as they may be used to document the need for accommodations. Susan Marie Weaver reviews research on the efficacy of extended time provisions in providing equal opportunities for adults with learning disabilities. The roles of intervention programs are described in two papers: in undergraduate programs by Diane C. Perriera and Ann M. Richards and in remedial work with medical students and physicians by Barbara and Kenneth Guyer. Joshua Konecky and Sid Wolinsky review basic legal provisions for disability rights. Peter S. Latham and Patricia B. Latham explain the effects of case law growing out of recent legal decisions. Finally, Jo Anne Simon narrates the history of a major case, unresolved at present writing, on accommodations requested by a law school graduate for the New York State Bar Examination.

It is hoped that this issue of *Learning Disabilities: A Multidisciplinary Journal* will serve as an archive of information that is now scattered across the literature of several fields. The guest editors hope that it will thus become a useful reference for young adults and their advocates as they deal with the challenges of entry into the professions.

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