
Editors' Note

Learning Disabilities: A Multidisciplinary Journal Welcomes Our New Co-editor, Frank Kline

As the new Co-editor of *Learning Disabilities: A Multidisciplinary Journal*, I am very pleased to start my work with this issue characterized by an emphasis on the impact of school on persons who have learning disabilities as well as persons who work with them. Most of my professional life has been working in school settings. I have worked either directly with students having learning disabilities, or with the professionals serving them for more than 25 years. That experience ranges from direct service to elementary students with learning disabilities, to teacher education of special educators, to my current job as a professor and administrator in a teacher preparation program. While I work with preparation of both general and special educators in my current role, my focus has always been on helping educators understand the challenges and problems of the students with disabilities that they will undoubtedly have in their classroom.

My role as co-editor of this journal that includes a multidisciplinary focus potentially expands my horizons beyond education and into other disciplines. I admit to feeling humbled by the opportunities associated with the journal, and to feeling keenly aware of my ignorance! I'm very pleased and thankful to have the opportunity to work with Janet Lerner in the continued development and direction of this journal.

As co-editors, we are committed to bringing you the finest information about learning disabilities regardless of the discipline of origin. We hope to make the journal a vehicle of dissemination of the most current thinking on learning disabilities. One of the tools that we propose to use for this purpose is development of more thematic issues. Our plan is to have every other issue include a significant theme. If you have a theme you feel needs to be addressed, please let us know. If you would like to be the guest editor for a theme, let us know that also. We want to serve you through this journal.

Another tool that we propose to start is a book review section. Again, if you have a recent book that you feel should be reviewed, or would like to review a book, please contact either one of us. We will take your ideas under consideration.

Dr. Lerner and I are both committed to this. We want it to reflect the field and to meet your needs. We look forward to hearing from you!

The Articles in This Issue

Students' Views of the Least Restrictive Environment by Maurice (Maury) Miller. This article describes the views of college students about the Least Restrictive Environment from a survey of college students. The study reports on how majors in special education feel about the Least Restrictive Environment feature of the law.

NCLB and IDEA – Never the Twain Should Meet by Beverly H. Johns. This article addresses why school personnel today are struggling with the impossible task of trying to align IDEA (the Individuals with Disabilities Education Act) and NCLD (No Child Left Behind) Acts.

General Education and Special Education Teachers' Beliefs Regarding Collaboration by Effie Papoutsis Kritikos and Barry Birnbaum. Interviews with general education and special education teachers were conducted to obtain information on their views and experiences with collaboration. Most of the teachers indicated that they enjoyed the collaboration process and that collaboration was beneficial for both general and special education students. They also reported that collaboration was beneficial for teachers.

Interventions That Positively Impact the Performance of Students with Learning Disabilities in Secondary General Education Classes by Charles A. Hughes, Paula Maccini, and Joseph Calvin Gagnon. Many adolescents with learning disabilities spend the majority of their school day in general education classes. Moreover, they are expected to meet the academic requirements of these

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classes. This article reviews interventions that the literature shows to have a positive academic impact on the performance of students with learning disabilities in middle school and high school general education classes. The interventions are grouped into 3 categories: students-focused, teacher-focus, and peer-focused.

Expanding the Agenda in Mathematics Problem Solving for Students with Mild Disabilities: Suggestions for Method and Content by Teresa E. Foley, Rene S, Parmar, and John F Cawley. In recent years there has been a growing interest in the area of mathematics problem solving in teaching mathematics. In this article, the authors examine methods for problem solving that are effective with students with mild disabilities. A follow-up to this article will appear in the next issue of the Journal.

Cultural Competencies for American Early Interventionists by Barbara Lowenthal. It is important that early childhood special educators be aware of the diversity and cultural backgrounds of young children with disabilities and their families. In this article the author examines the cultural competencies needed by early childhood special education teachers.

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Co-editors