
Editor's Note

The power of awareness! This dynamic slogan captures the purpose of a new campaign to increase the awareness of parents, educators, health professionals, and the general public about learning disabilities. Readers of this journal should be alerted to the Coordinated Campaign for Learning Disabilities (CCLD). Six key organizations concerned with learning disabilities comprise CCLD, and they jointly took on the task of increasing public awareness about learning disabilities. The Learning Disabilities Association of America is a founding member of CCLD.

CCLD was established in response to a comprehensive research study that showed a lack of public awareness and serious misunderstandings about learning disabilities. A major undertaking of CCLD is an advertising campaign designed to raise public awareness and strengthen the understanding of learning disabilities. To accomplish this task, CCLD submitted a proposal to the Advertising Council, the country's most respected source of public service advertising. CCLD and LDA were very pleased that the Advertising Council selected CCLD as a client. The Advertising Council created short, snappy announcements about learning disabilities, which will appear on television, radio, and newspaper spots. When the announcements were previewed at the 1998 Learning Disabilities Association of America conference in Washington, DC, the audience cheered with approval. The web site for CCLD is www.ldonline.org. These public service announcements are available for local television, radio, and newspaper spots. CCLD is asking the learning disabilities community to watch for these announcements and to spread the message about the availability of these public service announcements to your communities by contacting your local media.

This issue of *Learning Disabilities: A Multidisciplinary Journal* will serve to raise awareness on a number of significant issues.

Precursors of Learning Disabilities in the Inclusive Preschool by Barbara Lowenthal examines early identification and intervention. Precursors are early signs of learning disabilities that are evident in children at the preschool age, such as motor, adaptive, communication and language, cognitive, and social-emotional signs. The article discusses techniques of functional assessment, such as curriculum-based measurement, play assessment, and portfolio evaluation. Young children who display precursors of learning disabilities are often placed in inclusive environments, where interventions can be provided within natural daily preschool routines and activities.

Coaching Parents to Use Causal Attributions and Task Strategies when Reading with their Children by Elizabeth Dohrn and Tanis Bryan studied the effects of attribution training with parents of children who are at-risk for failure. In this research, attribution training was combined with specific strategy instruction. The study compared mothers who had high and low perceptions of their children prior to training. The authors found that certain mothers benefited from attribution training plus the strategy condition, while other mothers benefited more from specific task strategy training without attribution training.

Assistive Technology in the Homes of Children with Learning Disabilities: An Exploratory Study by M. Raskin, E. Higgins, N. Slaff, and T. Shaw investigates the effects of integrating assistive technology into the homes of children with learning disabilities. Parents were taught to work with the technology in the home setting. The researchers judged that 8 of 13 home placements of assistive technology were successful in terms of technology performance and family variables.

Clumsiness in Children: Developmental Coordination Disorder by A. Mervyn Fox explores the diagnostic criteria of Developmental Coordination Disorder, a condition as defined in the third edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-III). The author characterizes motor awkwardness, a problem that is frequently observed in children with learning disabilities. This article delineates the nature of Developmental Coordination Disorder and its treatment.

Ellen S. Goldey's paper *New Angles on Motor and Sensory Coordination in Learning Disabilities* is a report on the Medical Symposium at the 1998 LDA Annual Conference. It gives a brief and valuable overview of all the presentations that were included in the full-day Medical Symposium. The Symposium covered a variety of important medically related topics. One of the presentations that is described is that of Dr. Mervyn Fox on Developmental Coordination Disorders. Dr. Fox's full paper is included in this issue of the Journal.

We hope the articles in this issue of *Learning Disabilities: A Multidisciplinary Journal* enrich your power of awareness on these subjects.

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Editor-in-Chief