
Preface

With this issue of *Learning Disabilities: A Multidisciplinary Journal* (Vol. 8, No 2), I want to introduce myself as the new Editor of *Learning Disabilities: A Multidisciplinary Journal*. I am very honored that LDA President, Sandra Britt, asked me to serve as Editor. Fortunately, I follow in the able footsteps of Jeannette Fleischner, Past Editor, and Esther Minskoff, the first Editor of this journal. Lynne Cannon will continue to serve as Managing Editor and Jean Lokerson will serve as Associate Editor. There is also a new Board of Consulting Editors, which reflects professional and parent leadership in learning disabilities. Our objective is to serve as a scholarly publication for the Learning Disabilities Association of America and to bring timely research and information to professionals and parents.

Most of the articles in this issue reflect the editorial leadership and work of Jeannette Fleischner. The article by Eleanor L. Higgins and Marshall H. Raskin is a study of the effectiveness of optical character recognition with speech synthesis on the reading comprehension of postsecondary students with learning disabilities. Optical character recognition (OCR) is a computer-based reading machine that scans and converts hard copy text (e.g. a page in a book) to electronic text. This text is then read aloud by means of speech synthesizer. The technique facilitates reading comprehension by allowing the reader to hear and read the text simultaneously. The OCR method was shown to be especially effective for postsecondary students with learning disabilities who had more severe reading difficulties.

The article by Maurice Miller reports on the quality of resilience in certain university students with learning disabilities. Students with learning disabilities who have resiliency display qualities of persistence, courage, self-sufficiency, and belief in one's self that help them to prevail and reach their goals. Miller studied how these resilient university students with learning disabilities managed to succeed. From this information, Miller set about finding ways to teach other university students with learning disabilities to become more resilient.

The article by John Cawley, Teri Shepard, Maureen Smith, and Rene Parmar studied the arithmetic computation skills of students with learning disabilities, ages 10-15. The authors examined the performance of students with learning disabilities on four arithmetic computation tasks in each of the basic operations: addition, subtraction, multiplication, and division. Two aspects of arithmetic computation were studied: (1) the accuracy of student performance for both items completed and strokes completed within an operation and (2) the relationship between performance on items of comparable difficulty across operations.

The article by Jacqueline McFarland compared the performance in science of students with learning disabilities with regular education students. Students were tested individually. They were asked to answer questions verbally and to perform hands-on tasks. Regular education students outperformed students with learning disabilities on the science tests.

The article by David Yasutake and Janet Lerner reports on a survey of parents about their perceptions of inclusion. Inclusion continues to increase as a placement for students with learning disabilities. According to the Eighteenth Annual Report from the Department of Education (1996), over 43 % of students with disabilities are placed into inclusive classes.

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In the 1990 Annual Report, only 17.6 % of students with learning disabilities were placed in inclusive classes. This article is a follow-up to the survey of teachers' perceptions of inclusion that appeared in the Spring 1996 issue of *Learning Disabilities: A Multidisciplinary Journal* (Vol. 7, No. 1, pp. 1-17). Although there were some concerns about inclusion, overall the attitude of parents about inclusion was favorable. These findings differed from the perceptions of teachers, who were much more critical about inclusive placements.

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Editor