
Editor's Note

Overview of Articles in This Issue

Again, in this issue of *Learning Disabilities: A Multidisciplinary Journal*, I believe you will find a wide variety of articles that continue to expand our knowledge base on important topics in the field of learning disabilities.

In “Dyslexia: A Mother’s Role,” by Erin K. Washburn, you’ll find a qualitative study that examines the various roles that mothers play in the lives and education of their children with dyslexia. Though a strong support system is often suggested by the literature, not much research has focused on this support system, and in particular the role that mothers play in this support system. Though the present research is limited in its scope (only four mothers participated in the research), it appears that there is some basis to further study how mothers support their children with dyslexia as investigators, advocates, and tutors.

“The Influence of Drama on Elementary Students’ Written Narratives and On-Task Behavior” by Alida L. Anderson and Katherine A. Berry examines the effect of the use of dramatic language arts lessons and conventional language arts lessons on the written narratives of students who are comorbid with language-based learning disabilities and attention deficit hyperactive disorder. The authors find that both narrative cohesion and on-task behavior increased when using dramatic language arts lessons.

The third article was authored by Paul J. Gerber, Serra T. De Arment, and Cecilia G. Batalo, and is entitled “A Content Analysis of State Data Collection Protocols for Measuring Post-School Outcomes for Students with Learning Disabilities.” In this article, the authors explore the kinds of information gathered by states from students with disabilities after these students graduate or matriculate out of high school. Of particular importance is for states to acquire data on post-secondary education and post-school employment. However, many states obtain much more than this. The authors compare the data collected by the various states and suggest how the protocols might be massaged to include additional relevant information that would assist in post-school planning for students with learning disabilities.

Finally, in “A Good Reader Has a Plan: Helping Students with Learning Disabilities Negotiate Expository Text” by Gail Cahill and Barbara Govendo, the authors provide practitioners with three areas of intervention that will assist students with learning disabilities to understand expository text. Each of these areas of intervention—text features and structures, content enhancements, and cognitive strategies—is described and information is given as to when to effectively use the strategy.

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