Editor's Note

Overview of Articles in This Issue

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

"Critical Issues in Response-to-Intervention, Comprehensive Evaluation, and Specific Learning Disabilities Identification and Intervention: An Expert White Paper Consensus" is the first article you'll find in this issue. This is the LDA White Paper that was mentioned as the genesis of the articles that were published in Volume 20, #1. I thought, as did others in LDA, that providing that paper here was important for the contextual information that it gives and the assistance it offers in understanding the various issues.

"Screening to Assign Accommodations: Using Data to Make Decisions" by Leanne R. Ketterlin-Geller, Lindy Crawford, and Jacqueline N. Huscroft-D'Angelo describes a tool to accommodate the unique mathematical needs of students. In particular, this tool seeks to identify those students who display systematic errors in their test scores caused by the disability interfering with the student's ability to fully interact with the content of the test. Once identified as having such a difficulty, accommodations can be made.

"Comparing the Impact Rates of Text-to-Speech Software on Reading Fluency and Comprehension for Adults with Reading Difficulties" by Mari Beth Coleman, Laura K. Kildare, Sherry Mee Bell, and Amanda M. Carter examines the use of a software program in increasing the reading abilities of four postsecondary students. The results, though admittedly limited due to the small sample size, lead to a discussion of the usefulness of such software programs in assisting adult who have reading difficulties.

"Movement Difficulties Affect Children's Learning: An Overview of Developmental Coordination Disorder (DCD)" by Priscila Caçola describes a motor proficiency problem. This article enumerates the many associated difficulties, such as self-esteem issues, experienced by those children identified with DCD. Relevant material is summarized for the professional working in the area of learning disabilities, and various pointers are shared regarding such topics as assessment, and learning implications.

"Time-Based Versus Task-Based Contingencies: Which is More Effective for Independent Academic Assignments for Students with Learning Disabilities?" by Youjia Hua, David L. Lee, Sam Stansbery, and James K. McAfee investigates the use of a modification procedure of academic material on the performance of three students. While the authors point out several limitations of the present study, they also provide some practical direction for practitioners with regard to the dimensions of reinforcers and task-constant contingencies which may assist in obtaining desired academic behaviors.

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