Special Issue on Learning disabilities around the globe

CITRO, Teresa Allissa (Ed.), et al.

Abstract
This special issue addresses how learning disabilities are defined and regarded around the world.

Reference

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Learning Disabilities: A Contemporary Journal

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# Contents

Learning Disabilities Around the Globe: Making Sense of the Heterogeneity of the Different Viewpoints  
Matthias Grünke and Wendy Morrison Cavendish 1

Use of the Term “Learning Disabilities” in the United Kingdom: Issues for International Researchers and Practitioners  
Bob Gates and Kay Mafuba 9

Historical and Current Perspectives on Learning Disabilities in the United States  
Paige Cullen Pullen 25

Specific Learning Disabilities: The Israeli Perspective  
Michal Al-Yagon and Malka Margalit 39

Learning Disabilities in Canada  
Kim Calder Stegemann 53

Historical and Contemporary Perspectives of Learning Disabilities in Greece  
Ioannis Agaliotis 63

Learning Disabilities Research and Practice in Turkey  
Tevhde Kargin and Birkan Guldenoglu 71

An Appreciation of Learning Disabilities in the South African Context  
Mirna Nel and Mary M. Grosser 79

Learning Disabilities in Australia and New Zealand  
Christina E. van Kraayenoord and James W. Chapman 93

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**Mission Statement**

Learning Disabilities: A Contemporary Journal (LDCJ), a refereed professional journal, is a forum for research, practice and opinion papers in the area of learning disabilities (LD) and related disorders. The mission of the journal is to provide the most up-to-date information on diagnosis and identification, assessment, interventions, policy, and other related issues on LD. The journal intends to inform and challenge researchers, practitioners, and individuals who are involved with learning disabilities.

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<thead>
<tr>
<th>Membership Type</th>
<th>*Regular</th>
<th>*Online</th>
</tr>
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<tbody>
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<td>US LDW Members</td>
<td>$65</td>
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Editorial Policy

Learning Disabilities: A Contemporary Journal (LDCJ), a refereed professional journal, is a forum for research, practice, and opinion papers in the area of learning disabilities (LD) and related disorders. The following types of articles are appropriate for submission to LDCJ.

Empirical Studies. Research studies using experimental or non-experimental designs and descriptive works are appropriate as long as there is a relevance to learning disabilities. Studies that include samples of students at risk of learning problems and in general underachievement are also appropriate. Comparative works that include other disorders such as mental retardation and low incidence disabilities may also be considered for publication (as long as there is relevance to low achievement and/or LD). The size of the submissions must be between 15–25 typewritten, double-spaced pages (including tables, figures, references, appendices and/or other supplements). References must be used judiciously. Figures and pictures must be camera-ready.

Review Papers. Reviews of issues related to LD are appropriate for the journal. The size of the submissions must be between 15–25 typewritten, double-spaced pages.

Brief Research Reports. Brief research works maybe accepted in the journal if space permits and if there are substantial reasons to suggest that the full report should not be published. Such special cases may be preliminary findings and pilot works, replication studies, etc. The length of brief reports must be between 8–12 typewritten, double-spaced pages.

Special Issues. Authors may submit a proposal for a special thematic issue in a particular area, relevant to LD. Initially, authors must submit a proposal of 4–8 typewritten double-spaced pages that provides an outline of the area, and describes the goals and importance of the issue for the field of LD, along with the suggested contributions. The author(s) will act as Guest Editor(s) and will be responsible for inviting other works and for regulating the review process. They will also work closely with one of the co-editors in this process. Authors are encouraged
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to consult the co-editors, prior to submitting their proposal, in order to verify appropriateness
and relevance of the topic to the LD field.

Practice Papers. These are reports of practical nature that have relevance and importance to
educators, practitioners, and researchers. They may describe innovative instructional prac-
tices, behavior modification programs, etc. The length of these reports must be between 8–15
typewritten, double-spaced pages.

Opinion Papers. These papers may address issues of policy, legislation, mandates and laws
relevant to the LD population, etc. They may be the basis for a forum for discussion by other
members of the field of LD.

Research Methodology Reports. The purpose of these reports is to convey methodological
and/or data analytic advances that have particular relevance for the LD field. The length of
these reports must be between 8–15 typewritten, double-spaced pages.

Manuscript Preparation

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