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LEARNING DISABILITIES RESEARCH & PRACTICE

A Publication of the Division for Learning Disabilities of the Council for Exceptional Children

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Editorial Policy. Because of the field of learning disabilities is multidisciplinary, *LDRP* publishes articles describing research, program development, and practices in teaching and assessment from a variety of disciplines as long as the focus is on learning disabilities. Unvalidated program descriptions, descriptions (without evaluation) of techniques or procedures, and personal accounts generally are not acceptable.

Each manuscript submitted is reviewed by the Editors, who will monitor it through the review process. Each paper undergoes blind review by experts in the area of its content. Articles are judged on the following criteria:

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- Adequacy of the research
- Accuracy and validity of content
- Reliability of conclusions
- Contribution to professional literature
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For any inquiries, please contact the editor by email, **Linda Mason**, E-mail: lhmason12@gmail.com.

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Learning Disabilities
Research & Practice

Aims and Scope

Learning Disabilities Research & Practice (LDRP) is a publication of the Division for Learning Disabilities, The Council for Exceptional Children (web address: TeachingLD.org). The purpose of the journal is to provide a forum for presentation of current research in the field of learning disabilities and a vehicle for dissemination of information important to practitioners in the field. Articles published in *LDRP* are intended to further the knowledge base regarding learning disabilities and to improve services for individuals with learning disabilities.

Articles reporting original research in areas related to learning disabilities will be considered for publication in the Research section of the journal. Appropriate contributions to the Research section are data-based reports of basic, experimental, applied, naturalistic, ethnographic, and historical studies; data-based position papers, theoretical papers, policy analyses, and systematic research synthesis papers in specific aspects of learning disabilities. Both group and single–subject research designs are appropriate.

Articles directly related to practice in the field will be considered for publication in the Practice section of the journal. Articles that describe validated practices in identification, assessment, placement, teacher education (both preservice and inservice), and service delivery systems are appropriate for submission to the Practice section. In addition, critical reviews of books, diagnostic instruments, educational materials, and software will be included.

For additional information, see Instructions for Authors (inside back cover).

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Production Editor Eden Grace R. Santos (email: LDRP@wiley.com)

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NOTICE: *Learning Disabilities Research & Practice* is moving to an on-line only format as of the February 2021 issue.
Volume 35, Issue 4 will be the final issue in print.

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