***LD Forum***

The Official Newsletter of the Council for Learning Disabilities

AUTHOR GUIDELINES

The **strategic goals** of the Council for Learning Disabilities (CLD) include the dissemination of research that promotes effective practice for individuals with learning disabilities (LD) and supports the education of students from diverse backgrounds. In light of these goals, CLD’s newsletter, *LD Forum*, includes four columns (described in greater detail below):

* *Research to Practice*: A column that summarizes innovative evidence-based teaching and intervention practices
* *5 Ways To*: A column focused on providing evidence-based tips for addressing specific issues related to students with LD
* *Point/Counterpoint*: A column designed to engage CLD members in discourse related to the multifaceted issues surrounding the education and social-emotional outcomes of students with LD
* *Current Issues in Review*: A column focused on providing a brief summary of the current body of knowledge related to the field of LD and on suggesting future directions for research and teaching

***LD Forum* invites articles** from the full range of professionals who serve individuals with LD, including classroom teachers, graduate students, researchers, teacher preparation faculty, consultants, and others. Manuscripts are accepted on an ongoing basis. Submissions must denote original work that has not been previously published and which is not currently under review. All manuscripts should be prepared in accordance with the style and formatguidelines specified in the Publication Manual of the American Psychological Association (APA) 6th edition (<http://www.apastyle.org/manual/>).

When a manuscript is submitted, the Editor will review the submission and determine whether to forward the manuscript for peer-review. Authors will be promptly contacted by the Editor if the manuscript was not forwarded for peer-review. Manuscripts that meet the eligibility requirements will undergo a blinded peer-review process in which two to three reviewers with expertise in the area will evaluate the suitability of the manuscript for publication on several criteria, including for example, the importance of the topic, clarity, accuracy and validity of the content, contribution to the professional literature and to the field, implications for special education practitioners, and quality of the writing. After reviewing reviewers’ comments the Editor will make a final decision and communicate that decision to the authors.

 **Research to Practice:**

* The purpose of the column is to translate evidence-based research findings on effective interventions and practices in the field of LD to a practitioner-oriented format that offers educators the guidelines needed to integrate research findings into classroom instruction.
* Manuscripts appropriate for the Research-to-Practice column will provide a brief summary of supporting research along with classroom guidelines and implications that will enable educators to easily implement effective practices. Examples of evidence-based lessons, scripts, and activities will be featured, with a focus on presenting articles that easily translate into classroom practice. Manuscripts should be no more than 10 double-spaced pages in length, including a cover page, references, and tables/figure.

**5 Ways To:**

* The purpose of the column is to provide educators with quick access to 5 high quality, easy to implement, evidence-based tips for teaching organized around a specific theme, such as 5 ways to manage challenging behavior, or 5 ways tobuild reading fluency.
* Articles appropriate for the 5 Ways To column will provide a single paragraph introduction/statement of the problem, followed by a brief listing of 5 research supported techniques related to a specific theme. Manuscripts should be no more than 10 double-spaced pages in length, including a cover page, resources, references, and graphics.

**Point/Counterpoint:**

* The purpose of the column is to provide stances and evidence relative to multifaceted issues facing the field of LD. Authors are encouraged to work in teams, with each author taking a stance relative to an issue in the field of LD and providing counterarguments relative to the future directions of research, policy, teaching, and interventions for students with LD. These columns should display two clear stances related to the same topic.
* Articles appropriate to the Point/Counterpoint column will provide two different stances on the same topic relative to the academic and social-emotional outcomes of students with LD, and will provide evidence to support the individual stance. The two stances should be clearly delineated. Manuscripts should be no more than 10 double-spaced pages in length, including a cover page, references, and tables/figures.

**Current Issues in Review:**

* The purpose of the column is to provide a brief overview of current issues and trends relative to the educational and social-emotional outcomes of students with LD.
* Manuscripts should provide an overview of research and policy related to a specific current issue, and should make recommendations for researchers and practitioners for addressing the issue. Manuscripts should be well-grounded in research, but succinct in the presentation of information. Manuscripts should be no more than 10 double-spaced pages in length, including a cover page, references, and tables/figures.

**Please send manuscripts and queries about potential topics** to Apryl L. Poch, Ph.D., *LD Forum* Editor at ldforumeditor@gmail.com.

REVIEWERS INVITED: If you are interested in serving on the Editorial Board Field of Reviewers for *LD Forum*, please send your name, affiliation, curriculum vitae (CV), and 1–3 areas of expertise to Apryl L. Poch, Ph.D., *LD Forum* Editor at ldforumeditor@gmail.com. Reviewers serve 3–year terms.