Learning Disability Quarterly (LDQ) publishes high-quality research and scholarship concerning children, youth, and adults with learning disabilities. Consistent with that purpose, the journal seeks articles with the potential to affect and improve educational outcomes, opportunities, and services. The main emphasis of a manuscript should be on learning disabilities rather than on topics or studies that incidentally include participants with LD or only indirectly relate to the LD field. Manuscripts that address populations "at risk for LD identification" or identified as having other related conditions will be considered when a clear statement of pertinence to LD is included. Submissions are evaluated via masked peer review.

Types of Manuscripts

LDQ will consider papers with an emphasis on LD as they relate to education in the following areas:

- **Original research with an applied focus on identification, assessment, remediation/intervention, and/or programming** that have been applied with populations with learning disabilities and that have application in special and/or general education settings

- **Interpretive reviews of the literature** related directly to individuals with learning disabilities that are integrative, critical, and systematic

- **Conceptual, policy, or position papers** that specify developing conceptual theories or models related to learner, method, programming, or material variables relevant to populations with learning disabilities, as well as policy and position papers that delineate major issues or trends in the field of learning disabilities

- **Research-based practices in personnel preparation** that detail or present investigations of models for preservice and inservice education of professionals and paraprofessionals in the field of learning disabilities

- **Special series** containing manuscripts related to a topic of major interest to the field will be considered. Individuals are invited to propose topics to the editor, are welcome to nominate themselves as a special series editor, and either identify participant authors when proposing the issue or consult with the journal editor to place an open call for submissions. Nominations will be evaluated based on timeliness and interest to the profession, consistency with the mission of LDQ, quality of the series' conceptualization, and the qualifications of all nominated participants to contribute quality manuscripts within the proposed timeline. **Potential special series editors should contact the editor for further information before submitting a proposal.**

- LDQ will also publish (a) **critical reviews** of child/student, professional, and teacher preparation materials; (b) **articles oriented toward the practical needs of the learning disability practitioner**; and (c) **information pertaining to state and federal laws, legislation, policies, rules, and regulations,** so long as their implications for practice are addressed.

MANUSCRIPT PAGE COUNT: Maximum is 37 pages. *Must include abstract, references, tables, and figures; each table should start on a new page*.

Manuscript Preparation

Papers submitted to LDQ should:

1. Operationally define the study participants in accordance with professional standards. See CLD Research Committee: Rosenberg et al. (1992). Minimum standards for the description of participants in learning disabilities research. *Learning Disability Quarterly, 15,* 114–121. Also available, reprinted: *Remedial and Special Education* (1994), Vol. 15, pp. 56–59. Parameters of the settings in which the research took place must be clearly delineated.

2. Include an "Implications for Practice" subsection in the Discussion section that specifically addresses how the practice, research findings, position or policy, or theory presented can be used to improve educational practice for individuals with learning disabilities.

3. Include a 100- to 150-word abstract summarizing the contents.

Manuscripts should be prepared according to the *Publication Manual of the American Psychological Association* (**7th ed., 2020**). Manuscripts should adhere to the following formatting guidelines:

1. **Title Page.** Submit a <u>separate title page file</u> with (a) article title; (b) names of all authors; (c) author affiliations, complete mailing address for contact author, e-mail addresses of all authors; and (d) any acknowledgments, financial disclosure information, author notes, or other text that could identify authors to reviewers.

2. **Format.** 8½ × 11 in. document; 1-in. margins; double-spacing, left alignment, Times New Roman, 12-pt. type for text. Include title & abstract. **Text and table files must be Word text documents; no PDFs.**

3. **Tables.** Each table should start on a new page. <u>Tables should be double-spaced</u>; please use Word's table functions.

4. **Endnotes.** Use endnotes sparingly. Number with Arabic numerals starting with 1 and continuing through the article. Example: (see Note 1). NO footnotes.

Authors for Whom English is a Second Language. It is highly recommended to have a colleague or copyeditor who is fluent in English review the manuscript before submission.

Figures. Figures should be separate files, with each figure on a new page or file. Figures must be **black and white only** and production-ready. Because most art will be reduced to fit, use bold type that is large enough to be reduced and still be readable, and make sure rules/tick marks are at least 1 pt. Acceptable electronic formats for art: TIFF, EPS, Word, or Excel. For scans/photos, download the SAGE **Image Resolution Guidelines** from the Instructions & Forms link at https://mc.manuscriptcentral.com/ldq. If loading Excel files causes problems, copy/paste them into a Word document.

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Technical Editing

For papers accepted to LDQ, the editorial staff reserves the right to make editorial changes that do not materially affect the meaning of the text.

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