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# About This Issue

Some months ago, I invited the current editor of the *Journal* to lunch. As we sat in the Andrews University cafeteria, I explained why I thought an entire issue of the *Journal* should be devoted to dyslexia and related disorders. These factors included the following:

1. Many teachers contact the Andrews University Reading Center to ask what to do with their students who can't read or spell, but seem capable of better work. Other teachers seem unaware that disorders such as dyslexia and dysgraphia exist in their classrooms.

2. My work with university students in the reading center has made me acutely aware of the chronic nature of dyslexia and related learning disorders. Dyslexics do not simply outgrow their problems—as I had hoped when my child's early teachers talked about his "immaturity." Nor do these children learn unaided the best ways to compensate for these problems.

3. I have seen significant success from my own and others' use of clinical teaching methods.

4. Students' orientation to spiritual things can be profoundly affected by the way their learning differences are treated. When Christ was on earth He healed the maladies of children. Some of those maladies may have been learning disabilities.

This issue was compiled with the hope that everyone concerned with the development of human potential through education will learn to better serve the needs of those who learn differently. This requires us to *develop an increased awareness and understanding* of a range of differences that are often hidden except to the trained observer.

We may need to change our attitudes toward those differences and develop a new concept of what constitutes fairness. Certainly, we will need to *develop a wider repertoire of methods and materials* for use in the educational process.

In an ideal situation, every school would provide a full complement of specialists. If your school can't afford all these special services, don't feel overwhelmed or assume that you can't do anything.

- Start by implementing the practical suggestions offered in this issue for helping students in various school situations and grade levels.
- Experiment to discover which strategies work best for you and your students.
- Read some additional materials on the subject, and take a class or two in dyslexia/LD teacher training. Work with other teachers and specialists in your area.

To help teachers deal with the intertwined problems of dyslexia and other learning disorders, this issue of the *Journal* provides a smorgasbord of teaching suggestions. It also includes some personal experiences that show what is possible when students are given time, appropriate teaching, and a supportive relationship with an adult who encourages them and serves as their advocate.

Students with dyslexia can succeed—as Dwain Ford's essay reveals. Teachers have a special responsibility to see that this happens. They *can* make a difference in the lives of children with dyslexia and learning disabilities.

Louise Moon.

*Louise Moon is Assistant Professor of Education, and Director of the University Reading Center at Andrews University, Berrien Springs, Michigan. Her enthusiasm, hard work, and expertise were of invaluable assistance in planning and preparing the articles for this issue of the Journal.*