Five reasons to write for LD Forum

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In recent years, researchers, along with service organizations, have taken a much stronger interest in how we translate research to practice, or even research to something that policymakers will understand as important. Though our empirical studies often are required to include implications for practice and/or policy, it is not always easy to see how to do so seamlessly. Service organizations like the Council for Learning Disabilities (CLD) offer one route by which researchers and practitioners can continue to collaborate and work towards both a better understanding of the needs of students with learning disabilities (LD), but also to foster the growth and awareness of the field as we continue to grow opportunities for improving the life outcomes of individuals with LD at all stages of development.

Moreover, organizations like CLD play a critical role in supporting the various ways in which we can share the important work of enhancing the lives of individuals with LD. Outlets for sharing information through the organization’s journals (e.g., *Learning Disability Quarterly* and *Intervention in School and Clinic*), newsletter (e.g., *LD Forum*), and Research to Practice Corner offer opportunities for supporting the dissemination of research and the translation of research to practice.

While journals may seem the natural outlet for sharing new knowledge, newsletters can also provide a viable means for the dissemination of research and practice to an organization’s constituents within a peer-reviewed framework on a more personalized level.

Here are our five reasons to write for *LD Forum*.

**Reason 1** To disseminate research that promotes effective practice for individuals with LD and supports the education of students from diverse backgrounds

Promoting and disseminating evidence-based practices and research is central to the mission of CLD and inherent to the core of our ethical practice as researchers and educators.

**Reason 2** To share your ongoing and new work with the membership

Newsletters are intended as news briefs on what’s happening in an organization. Members are central to the growth of CLD; when they share the work that they are engaging in, they provide avenues for growing pathways to connect with new and existing members, and fostering collaboration and advocacy efforts on international, national, and local fronts.

**Reason 3** To engage educators working with students with LD in effective practices

Access to research and effective evidence-based practices are frequently lamented in discussions about how to get research into the hands of educators and to help them facilitate implementation. Many educators may not have access to scholarly journals, either individually or within their work settings. Newsletters like *LD Forum*, which are distributed to the membership and available on the CLD website, are oftentimes more accessible and available at no cost. Sharing

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important and emerging practices in these outlets is just as important as utilizing scholarly journals.

**Reason 4**

To help the membership explore or engage a core or emerging issue in the field

Ideas change quickly and pendulum shifts occur within a field, but all may not be within the purview of our own individual niches. Exploring and engaging competing, collaborative, and challenging issues will allow for informed members who can help steady the waters when unforeseen agendas and ideas seem to threaten the security of safe waters.

**Reason 5**

To refine and expand your writing skills (both when beginning to build your writerly voice and when refining your craft of translating research to practice)

Whether you are just beginning to brave the dance of finding your writerly voice, or you are refining your writing process and working to navigate the publication process, know that support is available to help you refine your craft.

Continuing to find ways to bridge research and practice requires a bi-directional effort that responds to the voices of both researchers and practitioners (Farley-Ripple, May, Karpyn, Tilley, & McDonough, 2018). We welcome your submissions to our outlets and look forward to collaborating on how we might continue to close the gap between research and practice.

**References**


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**Announcement from the Leadership Development Committee**

The Leadership Development Committee is pleased to announces Cohort 8 for the Leadership Academy.

Congratulations to the following new academy members:

- Tasia Brafford, *University of Oregon*
- Sam Choo, *University of Oregon*
- Sarah McCarthy, *University of Nevada Las Vegas*
- Maryam Nozari, *University of Texas*
- Jennifer M. White, *University of Arizona*
- Kelly Williams, *Indiana University*

We are also pleased to announce that the 2019 Leadership Institute will include 22 participants from universities across the United States. Congratulations to our new 2019 Leadership Institute group!