

Preface

When the possibility of writing this text was first introduced I was somewhat hesitant because of my uncertainty of others' interest in the topic. After consideration, the reason for my hesitancy became my motivation to complete the book. I first encountered the ambivalence and indifference surrounding learning disability diagnosis in graduate school when an instructor informed the class that she would not be discussing learning disability (LD) symptoms and identification because it was too boring. She did, however, invite us to read the chapter—not the most enticing introduction. Despite the threat of overwhelming boredom, I sought out other resources and began my own study of learning disabilities. I discovered that quite contrary to that less than lackluster introduction to the field, learning disability diagnosis was overflowing with intricacies and questions that appealed to my attraction to all things mysterious and neglected by the mainstream. All of these intricacies remain with me and make me gasp inwardly whenever I hear fellow clinicians speak about a simple or straightforward LD case. It seems impossible to be familiar with the learning disabilities literature and consider the diagnosis of a learning disability to be a simple matter. Even with what is considered a cut and dried discrepancy approach there are a myriad of variables to consider. If one uses a processing approach, it may become mindboggling. As I learned more, my graduate student peers began to come to me with their questions regarding LDs and seemed amazed by the depth of my knowledge, which was actually only a scratch on the surface. While I have continued to add to my treasure trove of LD tidbits, I have endeavored to keep this book from delving into the many details and controversies that fuel debates among academics and other professionals who share my interest in the field. Instead, my goal is to impart that introductory knowledge that my own colleagues found practical to provide a useful tool for those who want to know more without too many of those “boring” details that kept me coming back for more.

Amber E. Brueggemann Taylor

Diagnostic Assessment of Learning Disabilities in
Childhood

Bridging the Gap Between Research and Practice

Taylor, A.E.B.

2014, XIII, 254 p. 26 illus., Hardcover

ISBN: 978-1-4939-0334-4