



The National Research Center on Learning Disabilities

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**A collaboration of Vanderbilt University
and the University of Kansas**

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Office of Special Education Programs

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OSEP LD Initiative

- **Workgroup: parents, SEA & LEA practitioners, advocacy groups, and researchers (May 2000)**
- **Nine commissioned papers**
- **LD Summit (August 2001)**
- **Researcher Roundtable (November 2001)**
- **Finding Common Ground Roundtable**
- **Funding the National Research Center on Learning Disabilities (NRCLD)**
- **Work with six Regional Resource Centers (RRCs)**

Bradley, R., Danielson, L., & Hallahan, D.P. (2002) *Identification of learning disabilities: Research to Practice*. New Jersey: Lawrence Erlbaum Associates



Purposes of NRCLD

- To understand how alternative approaches to disability identification affect who is identified
- To investigate state and local identification policies and practices and specific learning disabilities (SLD) prevalence
- To provide technical assistance and conduct dissemination to enhance state and local practice in identification
- To identify sites that effectively use RTI as a method of prevention and a tool for identification—an activity conducted with the Regional Resource Centers



Importance of Linking Federal Investments

- Bureau of Education for the Handicapped (BEH) plan to link research to practice -- Dr. James Gallagher (Associate Commissioner of BEH)
- Investments in five areas
 - Research projects to produce new knowledge
 - Development projects to help integrate research into instructional curricula
 - Demonstration projects to validate that research-based practices could be replicated
 - Adoption projects to support administrators and policy makers responsible for institutionalizing proven practices in schools and other service settings
- Explicitly linked Parts B and C with Part D



Special education & general education



“The 1997 amendments to IDEA have created a new policy environment which confuses the focus on each child needing special education with the aphorism of educating all children associated with educational reform.”

Kaufman & Lewis, 1999



NRCLD responding to each and all

- Research on tier 1 and 2
- Research on classification implications
- Dissemination to both general and special education audiences

• www.nrclid.org