National Joint Committee on Learning Disabilities (NJCLD) Fact Sheet

Website: www.ldonline.org/njcld

MISSION STATEMENT
The mission of the National Joint Committee on Learning Disabilities (NJCLD) is to provide multiorganizational leadership and resources to benefit individuals with learning disabilities.

To complete its mission, the NJCLD will:

- Facilitate communication, collaboration, and consensus among member organizations.
- Identify and address needs in research, practice, and professional education and development related to learning disabilities.
- Provide an interdisciplinary forum to increase communication and understanding among educational organizations, community, and governmental agencies.
- Act as an advocate and make recommendations on key issues affecting individuals with learning disabilities.
- Develop and disseminate statements, reports, and other resources in the area of learning disabilities to clarify issues, improve practice, and increase knowledge.

MEETINGS: The NJCLD meets twice a year to consider and discuss contemporary issues in learning disabilities, and to develop and disseminate reports and statements related to these issues.

FUNDING: The NJCLD is supported by contributions from the member organizations.

MEMBERSHIP: The NJCLD is a national committee representing 13 organizations concerned about individuals with learning disabilities. The member organizations are:

- American Speech-Language-Hearing-Association (ASHA)  
  www.asha.org
- Association on Higher Education and Disability (AHEAD)  
  www.ahead.org
- Association of Educational Therapists (AET)  
  www.aetonline.org
- Council for Learning Disabilities (CLD)  
  www.cldinternational.org
- Division for Communicative Disabilities and Deafness Council for Exceptional Children (DCDD)  
  www.dcdd.us/
- Division of Learning Disabilities (DLD)  
  www.teachingLD.org
PUBLICATIONS

- Adolescent Literacy and Older Students with Learning Disabilities (2008)
- Transition to School and Work: A blueprint for your child's success after high school (2007)
- Learning Disabilities and Young Children: Identification and Intervention (2006)
- Responsiveness to Intervention and Learning Disabilities (2005)
- State and District-Wide Assessments and Students with Learning Disabilities (2004)
- Professional Development for Teachers (1999)
- Operationalizing the NJCLD Definition of Learning Disabilities for Ongoing Assessment in Schools (Feb. 1997)
- Secondary to Postsecondary Education Transition Planning for Students with Learning Disabilities (Jan. 1994)
- A Reaction to Full Inclusion: A Reaffirmation of the Right of Students with Learning Disabilities to a Continuum of Services (Jan. 1993)
• Learning Disabilities and the Americans with Disabilities Act (ADA) (Sept. 1992)

• School Reform: Opportunities for Excellence and Equity for Individuals with Learning Disabilities-A Special Report (June 1991)

• Providing Appropriate Education for Students with Learning Disabilities in Regular Education Classrooms (June 1990)

• Learning Disabilities: Issues on Definition (Revised Jan. 1990)

• The Need for Subject Descriptors in Learning Disabilities Research: Preschool Through High School Years (Sept. 1989)

• Issues in Learning Disabilities: Assessment and Diagnosis (Sept. 1987)

• Learning Disabilities and the Preschool Child (Feb. 1985)

• Adults with Learning Disabilities: A Call to Action (Feb. 1985)


• Issues in the Delivery of Services to Individuals with Learning Disabilities (Feb. 1982)

• Inservice Programs in Learning Disabilities (Sept. 1981)

• Learning Disabilities: Issues on Definition (Jan. 1981)


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