

Call for papers
Lernen und Lernstörungen

Themenheft zu „Prävention von Lernstörungen“

Herausgeberinnen: Irene Corvacho del Toro & Karin Kucian

Das Themenheft inkludiert Beiträge zur Prävention und Frühdiagnose von umschriebenen Entwicklungsstörungen schulischer Fertigkeiten im Kindes- und Jugendalter. Von Interesse sind Beiträge, die die Prävention und Frühdiagnose von Entwicklungsstörungen in den Bereichen Lesen-, Rechtschreiben oder Arithmetik untersuchen. Es können Übersichtsbeiträge, empirische Beiträge und Fallstudien zu diesen Themenbereichen eingereicht werden.

Da die Zeitschrift eine Schnittstelle zwischen Grundlagenforschung und Anwendung ist, bitten wir die Autoren, auch die Implikationen für die Praxis explizit anzusprechen (siehe Autorenrichtlinien). Die Einreichfrist für die erste Version der Manuskripte ist der **30.09.2022**. Die Einreichung erfolgt bitte per Online-Einreichung auf: <https://www.editorialmanager.com/lls>
Geben Sie bitte bei der Einreichung unter das Feld „Nachricht an den Redakteur“ die Wörter „Themenheft Prävention von Lernstörungen“ ein.

Wir freuen uns über Ihre Einreichung!

Irene Corvacho del Toro & Karin Kucian, *Herausgeberinnen*

Zeitschriften-Webseite: www.hgf.io/lls

Call for papers
Lernen und Lernstörungen (Learning and Learning Disabilities)

Special issue on “Preventing Learning Disabilities”

Editors: Irene Corvacho del Toro & Karin Kucian

The special issue aims at articles on the prevention and early diagnosis of specific developmental disorders in childhood and adolescence. Of interest are articles that examine the prevention and early diagnosis of specific developmental disorders in the areas of reading, spelling, and arithmetic. Reviews, empirical contributions and case studies on these subject areas can be submitted. Since the journal is an interface between basic research and applied science, we ask the authors to explicitly address the implications for practice (see author guidelines).

As our journal is targeted at (i) bridging the gap between basic sciences and practice and (ii) fostering interdisciplinary communication, the readership of our journal includes researchers and professionals from various disciplines interested in learning and learning disorders (e.g., psychologists, psychiatrists, paediatricians, teachers, special education professionals, dyscalculia and dyslexia therapists, speech and occupational therapists etc.).

Our author guidelines are available in German only, the English translation is currently in process (but may not be ready within the next few weeks). However, the editors can provide you with a provisional translation of the condensed version in near future. Manuscripts undergo a double blinded review process and thus, need to be anonymized. Original articles (empirical papers and reviews) may contain a max. of 60.000 characters (incl. space characters, abstracts in German and English, reference list, tables and figures). Shorter manuscripts are welcome!

If the article is written in German, both abstracts (German and English) may have 1500 characters max., and in addition should have 5 key words (in German and English). If the article is written in English, the English abstract is still of a maximum of 1500 characters, but the German abstract should be extended to 1500 words. All manuscripts should be structured as follows: Introduction, Methods, Results, Discussion (if submitting a review, the section Results may be omitted). The last two paragraphs of the discussion should be devoted to “Limitations” and “Relevance for practice”.

Submission deadline is **September 30, 2022**. Manuscripts should be submitted at: <https://www.editorialmanager.com/lls>. When submitting, please enter the words “Preventing Learning Disabilities Issue” in the field “Message to the editor”.

We are looking forward to your submissions!

Irene Corvacho del Toro & Karin Kucian, *Editors*

Journal website: www.hgf.io/lls