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AIMS AND SCOPE

British Journal of Learning Disabilities is an interdisciplinary international peer-reviewed journal which aims to be the leading journal in the learning disability field. It is the official journal of the British Institute of Learning Disabilities. It encompasses contemporary debates and developments in research, policy and practice that are relevant to the field of learning disabilities. It publishes original refereed papers, regular special issues giving comprehensive coverage to specific subject areas, and especially commissioned keynote reviews on major topics. In addition there are reviews of books and training materials, and a letters section.

The focus of the journal is on practical issues, with current debates and research reports.

Topics covered could include, but not be limited to:

• Current trends in residential and day-care services;
• Education, rehabilitation and quality of life;
• Education and training;
• Historical and inclusive pieces [particularly welcome are those on: written with people with learning disabilities];
• The names;
• Mental health issues;
• Employment and occupation;
• Finance and policy;
• Ethical issues, advocacy and rights;
• Family and carers;
• Health issues;
• Adoption and fostering;
• Causation and management of specific syndromes;
• Staff training;
• 'New technology';
• Policy critique and impact.

Its readership is wide comprising members from the British Institute of Learning Disabilities, as well as academics, family carers, practitioners, staff in health and social care organisations, as well as a wide range of others with a personal and professional interest in learning disability, and who wish to promote enriched lifestyles, as well as high quality services and support for adults and children with learning disabilities.

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Accessible Summary: As well as an abstract, authors must include an easy-to-read summary of their papers. This was introduced in 2005, and was done so in the spirit of making research more accessible to people with learning disabilities. The editorial board also believes that this will make ‘scanning’ the Journal contents easier for all readers. Authors are requested to: Summarise the content of their paper using bullet points (3 or 4 most), Express their ideas in this summary using straightforward language, and State simply why the research is important, and should matter to people with learning disabilities.

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References

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