

**Grant Title:** LEARNING DISABILITIES RESEARCH CENTERS (P50)

**Funding Opportunity Number:** RFA-HD-12-202. CFDA Number(s): 93.865.

**Agency/Department:** National Institutes of Health (NIH), Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD).

**Area of Research:** Research generating new scientific knowledge to inform our understanding of learning disabilities and comorbid conditions.

**Release and Expiration:** Release Date: January 24, 2011. Expiration Date: May 4, 2011.

**Application Deadline:** May 3, 2011. Letter of Intent Due Date: April 4, 2011.

**Amount:** Direct costs of up to \$1,200,000 may be requested for the initial year.

**Length of Support:** The maximum project period is 5 years.

**Eligible Applicants:** Public and State controlled institutions of higher education. See the full application for a complete list of eligible applicants.

**Summary:** The Learning Disabilities Research Centers Program will focus on generating new scientific knowledge to inform our understanding of learning disabilities and comorbid conditions. The request invites both foundational and translational, transdisciplinary research examining issues related to etiology, classification and definition of, and prevention and remediation of learning disabilities impacting listening, speaking, reading, writing and mathematics with an emphasis on comorbid conditions. The P50 mechanism allows for richly integrative, multi-method approaches to examining research topics focusing on learning disabilities that are not feasible through standard research mechanisms. Applicants should propose inter-disciplinary, coordinated programs of research that demonstrate cohesion and synergy across research subprojects and cores. Research plans for the P50 program must include one or more projects with a primary focus on or that richly and significantly integrate a focus on at least two of the following three broad scientific topics, as these pertain to individuals at risk for or identified with LDs impacting reading and/or writing: 1) the development of writing skills and their relation to broader literacy and oral language skills; 2) the development of reading comprehension as it relates to broader literacy and oral language skills; and 3) the development of executive function skills as it relates to broader literacy and oral language skills in these individuals. We are particularly interested in applications with a focus on written composition. This would include, but is not limited to, investigations that help to chart the developmental acquisition of these skills in diverse learners. Such investigations may include attention to the relevant social and contextual environment within which learning is occurring and should relate these skills to development of broader literacy skills. Intervention projects with both proximal and distal (multi-year) longitudinal follow-up are encouraged and may include secondary foci on teacher professional development in support of the project's intervention efforts; however, projects with a primary or sole focus on teacher professional development (PD) will be considered out of scientific scope for this FOA. NICHD also strongly encourages projects that would help refine our understanding of the construct of reading comprehension and how the relative import or weighting of component skills that form a full concept of reading comprehension might be stable or change developmentally as reading, writing, and oral language skills develop. Additionally, the role of executive function skills in facilitating or mediating skill development in learners with LDs impacting reading and writing is of interest. Examinations of comorbid conditions that include executive function dysfunction are of particular interest.

**Detail Information:** <http://grants.nih.gov/grants/guide/rfa-files/RFA-HD-12-202.html>