

Editorial

"Partnerships in Teaching and Learning" has been chosen as the theme for the 18th National Conference of the Australian Association of Special Education Inc., to be held in the Ramada Grand Hotel at Glenelg, Adelaide September 30 - October 3 this year (see this issue for details). The emphasis of the conference theme on partnerships seems most appropriate at the present time. The promulgation of Australia's Federal Disability Discrimination Act, effective from 1 March, 1993, would appear to make refusal of regular school enrolment for students with disabilities an offence and remove the excuse of inadequate school resources. Further, the move towards mainstream education for students with disabilities has increased, even without the effect of this legislation. Many special schools for students with moderate to severe intellectual disabilities, one of the more difficult areas for integrated Special Education services (Center, Ward, Ferguson, Conway & Linfoot, 1991) have shown diminished enrolments in recent years as parents of young children have sought regular school enrolment.

The increased participation in regular schools of students with disabilities really does give effect then, to our conference theme "Partnerships in Teaching and Learning". It will take the genuine efforts of all parents, regular and special educators, and students to see that our emerging inclusive educational practices can be successful for all who contribute to school education. This year's conference, with its eminent local and international speakers is well poised to stimulate our thinking and practice in meeting the challenge of emerging practice in Special Education.

The papers in the current issue of the Journal sample an extensive range of topics of contemporary interest. To begin, Robinson's paper contributes to our understanding of the possible role of coloured lenses in ameliorating reading performance for certain readers. Research studies from both Australia and international sources has been used to support his views.

Annemarie Carroll provides a contemporary review of Attention Deficit Hyperactivity Disorder. This paper discusses developments on this topic with a review of approaches to intervention including some interesting work on social skills training.

Another perspective on social skills training is

discussed by Taffe and Smith in their review of work with children who are at risk in social relationships during adolescence and are rejected by peers. This review also considers the role of self-efficacy judgments in conjunction with social skills training as possible intervention for these students.

An extensive set of findings which compares parents' views of services for children with Down syndrome and those of other children with moderate or severe intellectual disabilities is reported by Foreman. Among the interesting findings is preference for integrated educational placements by parents of younger children with Down syndrome.

Finally in this issue, Jeff Bailey presents a review of courses in Special Education applications of computing, which are offered by Australian universities. While pre-service and in-service teacher education programs for Special Educators should be under periodic review to meet changing needs, the particular challenge and opportunities involved in technology development represent a particular case in point, making this paper very timely.

It was announced in the last issue of the Journal that Volume 18(2), to be published in November 1994, would be a special issue on Attention Deficit Hyperactivity Disorder (ADHD). The Guest Editors, Jeff Bailey and Don Rice have agreed instead to publish the issue on ADHD as a monograph supplement to the regular issues of the Journal, and to appear early in 1995. As a result, Volume 18(2) will now appear as a regular issue of the Journal with a wide range of manuscripts/topics presented. The monograph supplement will be available as an additional issue at no extra cost to regular subscribers and will also be available separately. Further details will be provided in Volume 18(2).

Ken Linfoot
Editor

Reference

- Center, Y., Ward, J., Ferguson, Conway, R., & Linfoot, K. (1991). The integration of children with physical and intellectual disabilities into support classes attached to regular schools. In Ashman, A.F. (Ed). *Current themes in integration (The Exceptional Child Monograph No 2)*. St Lucia: Fred & Eleanor Schonell Special Education Centre.