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# GUIDELINES FOR CONTRIBUTORS

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The following guidelines are provided for the information of persons interested in contributing to "The Australian Educational and Developmental Psychologist".

It is anticipated that guidelines for contributions in other areas will be published in subsequent issues.

## ADVANCES IN PSYCHOLOGICAL ASSESSMENT<sup>1</sup>

It is expected that the *Australian Educational and Developmental Psychologist* will address issues concerning psychological assessment in educational and developmental psychological practice. The public criticism of testing and tests over the past two decades appears to have led to an increase in test sophistication rather than a decrease in test use. The recent development of "third-generation" cognitive tests (e.g. British Ability Scales, Kaufmann Assessment Battery for Children) and the standardization and norming of behaviour assessments (e.g. behaviour checklists, adaptive behaviour and social competence measures) are helping to broaden the scope of formal assessment as part of our professional repertoire. The *BEDP* will hopefully reflect this increased sophistication and promote more useful and socially responsible test use among psychologists.

Contributions are requested concerning any aspect of test use in the psychological assessment of children. These could take the form of:

- (a) formal test reviews (e.g. as in *Mental Measurements Yearbook* or according to APA/BPs Standards);
- (b) practitioner field reports of the utility of particular instruments (e.g. a comparison of WISC-R and BAS in the meaningfulness of information given to parents and teachers); or
- (c) aspects of test interpretation (e.g. reporting and consideration of measurement error in IQ scores when recommending special educational placement).

1. These guidelines were prepared by Chris Szaday, who is the member of the Editorial Board taking responsibility for the co-ordination of contributions in this area.

## THE NETWORK PAGE

This idea was suggested by Ailsa Drent, a member from Victoria, in her questionnaire response.

The idea is that people who have knowledge to share or who want new knowledge would ask for a short message to be placed on this page, something like a notice board.

Ailsa has also suggested that if there are many people with a similar interest, the network could lead to those people getting together as a "think tank" or "task force" to work out their ideas.

I would like to encourage this idea. So if you have any information to share, or want to contact

people with information you want or similar interests, send a short message for this page in the next issue.

## A COMPARATIVE STUDY OF SCHOOL PSYCHOLOGY SERVICES: CALL FOR PARTICIPATION

In preparing material for this issue of the A.E.D.P., it has become apparent to me that school psychologists in each education system are largely unaware of the nature of school psychology services in other systems, both within and outside Australia.

My discussions with school psychologists working in different systems suggest to me that there are important differences between systems on a number of parameters. For example, a recent investigation I conducted into recruitment and training policies showed wide variations in the qualifications and experiences required of recruits to the service and in the amount and method of training of new recruits. The article by Lord et al in this issue mentions large differences between systems in the ratio of school psychologists to students. Organisation and method of service delivery also appear to me, from informal accounts, to differ widely.

As school psychology services are currently under attack from some quarters, it would seem useful to examine differences in services across systems to find out why some services are seen to be more effective than others. As almost half the members of the B.E.D.P. are school psychologists, I believe that the Board may be able to play a valuable role, through such a survey, in identifying factors that help to make school psychology services effective. Even if the survey did not have a great practical impact, it should nevertheless be of interest to school psychologists to discover how their counterparts work in other systems.

As Editor of the A.E.D.P., I propose to co-ordinate such a survey and to publish the results in a future issue. At this stage I would like to hear from anybody who is willing to participate. The immediate tasks, as I see them, are to identify parameters on which to compare school psychology services across systems and to identify persons who are able to help with either or both of these tasks.

Stephen Meredith  
Editor.