

EDITORIAL

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In this issue, Georgina Reynhout and Mark Carter describe an unsuccessful intervention using Social Stories™ to teach a student with autism, intellectual disability and limited language skills to attend during book-reading. In teasing out the efficacy of interventions such as Social Stories, it is important to identify the kinds of students who are likely to benefit, and this study suggests that the efficacy of Social Stories may be limited for students with limited language skills.

The teaching of skills for self-management and self-advocacy is an important area for students with disabilities. Suzanne Carrington and Nick Lennox report on a pilot project that integrated the use of a practical resource, the *Ask Health Diary* into the school curriculum.

Different professional groups have different perspectives on students with disabilities. It is generally accepted that many children with ADHD will benefit from both behavioural and medical interventions, and thus it can be helpful for educators to hear from the medical profession. Daryl Efron, Emma Sciberras and Phillip Hassell provide a medical perspective on parent perceptions of educational services for their children with ADHD. All the children were diagnosed within a medical setting. They report that parents responding within the medical system had the perception that schools and teachers were not well equipped to deal with students with ADHD.

The final paper in this issue is another paper from the AASE National Conference held in Sydney in 2007. Julie McMillan describes the provision of professional development to teachers who worked with students who used speech generating devices and shows how on-site training is an essential component of professional development that actually influences student outcomes.