

## EDITORIAL

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This issue of the journal is the first to be produced for AASE Inc. by Taylor & Francis Australia. You will have noticed the new cover and the general changes in the design of the journal. AASE will benefit from international exposure and advertising and by a presence on the Taylor & Francis website which will provide information for authors, information about the editorial consultants and the contents of the journal.

This year we can also look forward to a National AASE conference with an emphasis on evidence-based practice in the education of students with special needs. The program will provide specific foci on early reading, programs for students with complex needs, cognitive strategies for assisting students with significant additional learning needs, and positive behaviour interventions. These practical issues of effective pedagogy for students with special educational needs are often neglected in values-based discussion of inclusive schooling. There will be a mix of international and local researchers and practitioners to provide a strong link between research and practice in Australian schools.

The contents of this issue have a strong common theme of inclusive schooling. In the Des English Memorial Lecture for 2005, Craig Curry (executive Director of Schools for the ACT Department of Education and Training and a long-term AASE member) reflects on the complexities of successful inclusion of people with disabilities in schooling and in the wider community. He examines the role of legislation, curriculum and pedagogy, resourcing, and most importantly, the beliefs and attitudes of major stakeholders. Although Craig uses examples from the ACT and the discussion and consultation around the proposed changes to ACT schooling, the issues he raises have universal relevance.

The paper by Patricia Bourke and Suzanne Carrington on teacher aides in Queensland picks up the broad issues discussed by Craig Curry in his address. They provide a particular focus on the potential role of teacher aides in contributing to the dialogue about inclusion in the context of the necessary changes in beliefs and attitudes about students with disabilities and special educational needs required by inclusive approaches to schooling.

The paper by Robin Howard and Jerry Ford provides some Australian data from teacher aides on their perceptions of their roles and responsibilities. It is disturbing that these aides report that their relationships with teachers can be problematic and there appears to be a need for the clarification of the part teacher aides play in supporting included students.

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Robyn Beaman, Kevin Wheldall and Coral Kemp provide an updated review of research on students with problem behaviour with a particular focus on Australian schools. They note, however, that behaviour problems are not the exclusive preserve of students with identified disabilities and that students with problem behaviour may be becoming the new 'excluded.' They confirm that in the real world teachers constantly deal with problem behaviour and that persistent low-level problem behaviour remains a concern for most teachers. Older students and boys present more difficulty to teachers than younger students and girls. They also note that the attitudes and beliefs about problem behaviour in the wider community may be shaped more by sensationalist reporting than by what actually happens in schools.

The paper by Mohammad Tariq Ahsan and Lindsay Burnip describes the state of education for students with disabilities in the developing country of Bangladesh. It outlines the progress made towards inclusive education in Bangladesh and has suggestions for future directions.

In this issue we also have a brief report from Ian Demsey, which presents information on the placement of students in segregated settings in NSW. There has been an increase in the proportion of students in segregated settings and a large increase in the number of students placed in classes for students with emotional disturbance. These statistics provide food for thought.

Finally, I would like to remind readers of the call for papers for the special issue on the scientific approach to research in special education. The call for papers is printed later in this journal.