

As this is the last issue of AJSE before the printing of the journal is taken over by Taylor and Francis, I would like to thank Tony Thomas, the Executive Officer of AASE, who has done a great job with the layout and desktop publishing for this volume. The next issue, will have a new look with a redesigned cover and layout.

This journal partly fulfils the aims of AASE to provide services to members (and others) by advancing quality research that informs educational practice. It provides an outlet for research in special education and a forum for discussing and reviewing that research, particularly from an Australian perspective. When I reflected on the matters discussed at the recent national council meeting it seemed that many activities of AASE must be based on a sound knowledge of the research on "what works" in special education. Among matters that were raised at the meeting that rely on this knowledge were the lobbying of politicians for improvements in the delivery of education to students with special educational needs, the production of position papers, standards for highly accomplished special education teachers and educational leaders, and the provision of professional development through conferences and visiting expert speakers. An example of the way AASE works in an integrated way to promote evidence-based practice is through its involvement in establishing positive behaviour intervention and support in Australia through supporting experts in this area to speak at conferences and seminars. This work is soundly based in research and has the potential to

improve the lives of many students with emotional and behavioural difficulties. Tim Lewis, an authority in this field serves as an editorial consultant on the journal. Similarly, AASE has advocated for the explicit teaching of literacy skills to low-progress readers and AJSE has published research papers in this area to inform readers (including one in the current issue).

In this issue we once again have a diverse set of papers. You may have a sense of *déjà vu* browsing the first article by Mark Apps and Mark Carter. Unfortunately when this was printed in the previous issue (Vol 30, No 1), a section of the paper was missing and it seemed more appropriate to republish the entire article. Josephine Infanto and Kerry Hempenstall present a detailed case study of the use of a Direct Instruction reading program by a parent working with their child with reading difficulties. Michael Townsend and Kerri Wilton report a study which followed up students with emotional and behavioural difficulties who had attended a residential school in New Zealand. The positive outcomes reported for these students suggest that such schools may be of benefit for students with such difficulties. Finally, Gwyn Symonds presents a spirited discussion of the presentation of disability, particularly problem behaviour, in the popular media and challenges special education professionals to be more active in protesting sensational and inaccurate stereotypes.

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