

ONCE again we have another bumper issue of the Journal with a range of articles covering student motivation, mental health issues, multicultural counselling and evidence-based practice. The papers in this edition of the journal have been selected for publication on the basis of their academic scholarship and or practical relevance to our readership. All papers submitted to the Journal are subject to blind review by at least two reviewers who provide me with feedback on their suitability for publication. Guidance officers, school counsellors and school psychologists work in many different ways across diverse student populations and locations so the topics covered are designed to appeal to the broader needs and interests of our readers.

In the first paper, Andrew Martin examines parents' perceptions of their child's school-related motivation and their enjoyment of parenting by introducing us to the Student Motivation Wheel and the different facets of motivation it represents. His notion of motivation in terms of boosters, mufflers and guzzlers — metaphors to explain the different aspects of motivation that affect individuals — is novel and certainly helps to provide clarity to understanding the complex nature of student-related motivation.

The second paper by Chris Sharpley presents an overview of how field-based practitioners can use different single subject research designs and methodologies for data analysis that can be used to provide evidence-based information on the viability of different interventions that are generalisable to everyday practice. With careful planning and the implementation of the required procedures in conducting single subject research, the practitioner is able to perform valid research in the field that is both informative to other practitioners and highly generalisable — important in rendering counselling and guidance even more evidence-based and valuable to the practice of mental health.

In their paper, Barbara Jones and Erica Frydenberg report on a study that examined anxiety sensitivity in a sample of primary school children. The results showed that children who reported high anxiety sensitivity together with high trait anxiety experienced more anxiety symptoms than other children. The authors argue that the early identification of children with a predisposition to developing anxiety disorders could prevent the onset of debilitating anxiety disorders in adolescence and adulthood.

Identification processes for at-risk students in primary schools are pivotal for the implementation of appropriate and timely intervention strategies. Marilyn Campbell outlines an innovative multidisciplinary approach to the identification and referral of students with special needs which she has trialled successfully in a number of primary schools over the last few years. The approach she discusses is school-wide, proactive, and collaborative with benefits for the children, teachers, specialist personnel and the school.

Working with students from diverse cultural backgrounds to help them deal with issues of acculturation and stress is just one of the many tasks that guidance officers, counsellors and psychologists who work in schools undertake. Dixon and

Barletta outline a crosscultural counselling model for dealing with acculturative stress in clients that can be used to help them maintain and improve their psychological wellbeing and quality of life.

The next paper by Sharpley and Agnew reports on general practitioners' perceptions of counsellors working as mental health professionals in the community. While the work of these counsellors was generally highly regarded, the importance of counsellors having tertiary qualifications and formalised registration was emphasised as important for the recognition of the profession.

Voluntary counselling organisations provide an invaluable support service to the community, yet the professional counselling needs of the people who volunteer their services to work in these organisations is often overlooked. McNamara and Gillies investigated voluntary counsellors' satisfaction with the current levels of support provided by one such organisation — the intention being to provide feedback on how this professional support was perceived and how it could be enhanced.

Finally, the paper by Mark Pearson reports on the use of a range of expressive therapies such as sandplay and symbol work, art therapy, journal writing, play therapy and relaxation by guidance officers and school counsellors who had participated in a 15-day training program on emotional release counselling. Outcomes that the guidance officers and school counsellors had observed in their clients included a stronger sense of self, reduced anxiety, a willingness to be more open to change, and more confidence in being able to deal with challenging situations.

Robyn Gillies PhD

Editor