

Editorial for Applied Practices: Perspectives from the Field

I am delighted to introduce the two papers in our Applied Practices' section of the journal, which are part of this special issue on disability. Both emphasise the critical role of the school counsellor/school psychologist in the active implementation of best practice assessments and evidence based interventions.

In the paper titled "Adapting Evidence-based Interventions for Students with Developmental Disabilities", written by our guest editor, Dr Linda Gilmore and our Editor, Professor Marilyn Campbell, together with Professor Ian Shochet, two main themes are explored: (a) the importance of using well evaluated, evidence-based intervention programs promoting mental health and resilience; and (b) ways of adapting such programs for children and young people with disabilities. Flay and colleagues' paper on criteria for "efficacy, effectiveness and dissemination" provides an excellent framework for considering our choices in recommending and using intervention programs. A range of programs are discussed and two specific, locally developed, well known and robust programs, which are Aussie Optimism and the Resourceful Adolescent Program, have been adapted for students with disabilities, and are examined in detail, with initial evaluative data provided.

The second paper in our practitioners' section is a topic of strong personal interest for me: "Reading Assessment in Children with Autism Spectrum Disorder" submitted by Jessica Paynter, Marleen Westerveld and David Trembath. They outline the problems in making assumptions about reading assessment with students presenting with ASD, and also provide excellent guidelines for practice in assessing these students, and at different stages. The authors stress the importance of both a full, in-depth assessment, possibly by a range of specialists, and of maintaining a positive approach to the teaching of reading to children with ASD and including those students with additional difficulties. The paper also has a useful table summarizing the assessment measures that are appropriate to consider at different stages and across the range of skills comprising reading, including underlying phonological processing and language comprehension.

I recommend both papers to you all to challenge and enhance your practices.

Susan Colmar

Editor Applied Practices section of the Journal of Psychologists and Counsellors in Schools

I am pleased with the papers being submitted to date, and would welcome more. In this section of the journal, papers need to have an applied focus, with scope for colleagues to offer papers, such as:

- Small scale evaluations of practice, where the findings are interesting and noted as preliminary and worthy of further exploration, even if these are not methodologically at the standard required for contributions to the main journal (e.g., no control group).
- Conceptual or research literature reviews with implications for practice, with a specific reflective argument addressing practice, possibly provocatively.
- Linked case study/ies in therapeutic, learning, and behaviour areas of intervention integrated around a common theme.

Papers are refereed and review guidelines include the following:

1. The article is of interest and relevance to members.
2. It is well written, and properly referenced using APA 6th edition guidelines.
3. It has a literature base for the work/findings/thinking.
4. It is approximately 3000 words, with some flexibility.
5. It contains a 120-word abstract.
6. It has a clearly articulated argument, looks to future directions etc.; thus, it goes beyond simple description and is analytic.

Submissions are via Scholar One. Enquiries can be forwarded to Dr Susan Colmar by email susan.colmar@sydney.edu.au