

Editorial

This issue of the Journal is in many respects, a milestone. It is the first issue as the official publication of the New Zealand Special Education Association as well as AASE, an occasion marked by the Journal's change of name. This issue also marks the beginning of the Journal's second decade of publication, and is the first produced by the new Editorial Committee. Some changes in policy and in the format are immediately apparent, while others will take effect in future issues. As the incoming Editor I would like to pay tribute to Dr. Jeff Bailey for his outstanding achievement in establishing for the Journal a respected place in the educational literature.

The articles for this issue were selected from the papers presented at The 11th National Conference of AASE held in Adelaide last September. The 300 delegates (including 15 from NZ) heard more than 40 local, interstate and overseas speakers address the theme 'Responding to Expectations' in a critical but creative appraisal of many current special education policies and practices. We were privileged to hear one of special education's 'elder statesmen', Professor Richard Schiefelbusch, reflect on the sometimes stormy passage of integration programs in the U.S.. Professor Schiefelbusch's paper, *Integration – Who Benefits?* is the lead article in this issue. David Thomas' paper *Integration: What Do We Mean?* complements that of Richard Schiefelbusch by proposing value-free definitions in an attempt to clarify some of the issues surrounding the integration of children with disabilities. The review by Shirley Yates of publications on Reuven Feuerstein's Instrumental Enrichment program will be a valuable resource for student of cognitive psychology, and Anne Williams's practical article on using computers in special education challenges teachers to use this technology more creatively. Finally, Tony Spinks reports on a language program developed in natural settings for an echolalic-responding young woman.

Our new section, 'Research into Practice' is to encourage writers to contribute short articles of a non-technical nature describing teaching ideas or techniques which will be of interest to others in the field. We would draw the attention of all intending authors to the guidelines published on the inside of the back cover of this issue.

It is my privilege to welcome to the Editorial Committee two colleagues who will hold key positions: Michael Lawson, Senior Lecturer in Education at Flinders University is the Associate Editor; and Rosalind Stewart, Senior Education Officer with the S.A. Education Department is the Business Manager. Dr. Lawson, an educational psychologist with extensive experience in special education, has published in the area of cognitive psychology and in particular, metacognition. Mrs. Stewart is Vice President of the S.A. Chapter of AASE and has wide experience in special education teaching and administration. We look forward to taking the Journal into its second decade and developing it further as an effective organ of both AASE and NZSEA.

Don Rice

A Word from the Presidents . . .

Mary-Helen Martens, AASE

The publication of this issue of the Journal is the beginning of a new era. The National Executive and Council of the Australian Association of Special Education are delighted that the informal and tentative links which have existed for some six or seven years with the New Zealand Special Education Association are now formalised with publication of the first Australasian Journal of Special Education. The Journal is now the official publication of both Associations, and as such provides a forum for the communication and exchange of special education philosophies and practices between our two countries.

November 1981 saw the publication of a special New Zealand issue of the Australian

Journal of Special Education with the guest editor being Keri Wilton (the current President of NZSEA). In his editorial Keri stated that NZSEA, . . . could well adopt the Journal as its official publication. It is to be hoped that joint participation of the Australian and New Zealand Special Education Associations in the Journal will both eventuate and mark the beginning of a new era of trans-Tasman co-operation and involvement in special education.

New Zealand did adopt the Australian Journal of Special Education as its own and NZSEA members have continued to receive copies as part of their subscriptions. However, the last few years have seen stronger links forged and it

became clear that the trans-Tasman involvement in the Journal should be recognised officially. The Australian Journal of Special Education celebrated ten years of publication in 1986, thus 1987 seemed the appropriate time to change the name of the Journal, its cover, layout, and by sheer coincidence, the Editor.

Dr. Jeff Bailey, who had edited the Australian Journal of Special Education since its inception in 1977, foreshadowed that his resignation would take effect with the publication of the Gold Issue of the Journal in November, 1986. We are indebted to Jeff not only for his excellent work in editing the journal, but also for his efforts in encouraging contact with NZSEA. It was Jeff and the then President of AASE, John Burge, who initiated the communication between the two Associations.

It is perhaps significant that the new Journal Editor is Don Rice, a New Zealander now resident in Australia. We welcome Don as Editor and know that the new Australasian Journal of Special Education is in most capable hands.

Special Education has always been a dynamic field, constantly responding, interacting and changing – influenced not only by clients and educators but perhaps more so by legislators. The last twenty years have seen an immense shift in the allocation of resources by successive governments, and a requirement for greater accountability – educational as well as financial. We have

allowed governments to influence totally the shape and direction of special education services provision, accepting almost without question the premise that all decisions must be made in the light of economic constraints. NZSEA and AASE have the responsibility to ensure that children and adults with special education needs receive a quality education in an environment which will maximise their potential. We are, and must be, the *advocates* for our clients. Not only must we continue to seek a better deal for special education, but must also carefully assess the resources at our disposal. Do we utilise those resources efficiently and effectively? Are we innovative in our initiatives? Do we assess the possibilities rather than lament the limitations? Do we evaluate our aims continually to ensure that they are realistic and achievable?

It is my hope that the Australasian Journal of Special Education will assist all members of AASE and NZSEA to answer these questions positively. It is through the interchange of ideas, perspectives, policies and successful practices that growth and change occur. As special educators we have much to offer each other, and the spirit of co-operation which exists between us can only serve to enhance the education of those children and adults with whom we work.

Welcome NZSEA and may the years ahead see a strengthening of the liaison and communication which we now share.

Keri Wilton, NZSEA

The New Zealand Special Education Association (NZSEA) is currently in its sixth year of existence. The Auckland Special Education Association had begun in 1980, and in September 1981 a name change to NZSEA (Auckland) was formally approved. In 1986, NZSEA was formally registered as an incorporated society, and NZSEA (Auckland) became a chapter of NZSEA. Since its inception, the Association has strenuously sought to achieve truly joint involvement of both parents and professionals in its activities. Currently the Association has approximately 120 members. Most of the Association's activity has traditionally occurred in Auckland where the bulk of its present membership is located. Recently, however, councillors have been appointed in Northland and Canterbury and it is anticipated that NZSEA chapters will soon be formed in these areas – and hopefully in the near future, in other parts of New Zealand as well. When further chapters are established, the Association will organize regular national conferences. At the same time, NZSEA has already had some conference involvement. In 1984 the Association was involved in the

planning of a national conference on special education (held in Auckland), NZSEA regional conferences were held in 1984 and 1985 and a regional conference will be held later this year. The aims and objectives of NZSEA are very close to those of the Australian Association of Special Education and thus far close cooperation between the two organizations has been maintained. In 1983, NZSEA decided to adopt the Australian Journal of Special Education as its official journal and the new name and format of the Journal (beginning in this issue) reflects the formal association of NZSEA and AASE in the Journal. There is obviously very considerable mutual goodwill towards our organizations on both sides of the Tasman. I would like to take this opportunity to thank formally the Australian Association on Special Education for their help, support and cooperation in the past and for their generous offer of mutual involvement in the Journal. It is the hope of NZSEA members that we can continue to work closely together and that a joint NZSEA/AASE Conference will be possible in the not too distant future.