

## Editorial

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Three of the articles in this issue examine aspects of special education service delivery from quite different points of view. Clive Dimmock and Alan Bain address a subject highly topical in both Australia and New Zealand, that of the decentralisation for educational administration and the probable effects on special educational services. The implications of decentralisation for resource management and the quality of service to individual students in various settings will become issues of increasing importance as more educational systems follow this path.

Just as topical is the article by Max Sawatzki and Rosemary Walsh. Seldom have we had the opportunity to publish the views of administrators, so their article on resource management for special education programs in times of economic restraint gives a welcome view "from the other side". In the third of the articles on service delivery Barry Fields reports on a study in which he examined the efficacy of remedial teaching using a withdrawal model. The points he raises in discussion should cause those using or contemplating this approach to reflect carefully on the way they go about it.

The article by John Brigg, Alan Bain, and Stephen Houghton will be of particular interest to teachers of intellectually disabled students. The authors describe an approach which they used to teach conversational skills to a group of intellectually disabled adolescents. Some generalisation of conversational behaviours was also found.

When Editors move on to other things there seems to be an overpowering temptation to

philosophise wisely over the years at the helm and to exhort those who follow to greater futures. I will resist the temptation. However, I do want to record my sincere thanks to the supporting cast of the *Journal* enterprise: The Editorial Consultants who assiduously reviewed and advised as requested, the Associate Editors, Dr Michael Lawson of Flinders University and Associate Professor Keri Wilton in Auckland without whose help and advice my job would have been impossible, and Rosalind Stewart, the ever-conscientious Business Manager who kept us in touch with the economic realities of publishing. To all, my sincere thanks. It was a privilege to continue the work so ably begun by my colleague, Associate Professor Jeff Bailey, and to be able to support and promote the aims and ideals of both the Australian Association of Special Education and the New Zealand Special Education Association.

Finally, it goes without saying that the quality of the *Journal* can only be as high as the quality of the manuscripts submitted for publication. It is therefore up to you, the teachers, academics, therapists, and parents who read the *Journal* to write about your work and send it in. We cannot promise to publish everything we receive but with the help of our reviewers we endeavour to publish articles of substance, quality, and relevance to our readership. We are also interested to hear readers' views on the *Journal* and how it might continue to serve, in the best possible way, the special education community in Australia and New Zealand - as it has done for the last 15 years.

**Don Rice**  
Editor