

Editorial

REACH Journal of Inclusive Education in Ireland aims to act as a resource for teachers and other professionals working with learners with a diverse range of abilities along a continuum of need. It is notable also that volume 36. 2 features articles that report research relating to inclusive education across the education continuum in primary and post primary schools and in higher education. The broad theme of literacy also features strongly in this issue with three articles (Hannify & Raftery; McIntyre Coyle & Nic Aindriú; McCauley Lambe, Ni Bhroin & Flynn) reporting on teacher-designed interventions to support diverse aspects of inclusive teaching and learning of literacy in primary schools while a fourth (Murphy) provides insights into how students with dyslexia experience higher education.

Hannify and Raftery utilised a morphological analysis intervention (MAI) with young learners of English as an additional language and report positive impacts on pupil performance on norm-referenced and researcher-designed assessments of vocabulary, reading accuracy, comprehension and spelling, and on pupils' motivation and engagement during guided reading. McIntyre Coyle and Nic Aindriú investigated strategies used in Gaeltacht schools to support the parents of students with early Irish literacy difficulties. Drawing on data from interviews with teachers, the authors identify the challenges presented for teachers when pupils' home languages differ from the language of communication and instruction of the school and offer recommendations to support parents and parental involvement in education. McCauley Lambe, Ni Bhroin and Flynn explored the design and implementation of a sensorimotor handwriting programme in DEIS and non-DEIS schools reporting positive impacts on children's motor skills, and developments in teachers' knowledge, understanding and classroom practice of sensorimotor development.

Focusing on inclusion within higher education, and reporting data from an ethnographic study of the experience of 17 higher education students with dyslexia, Murphy uses the metaphor of a prism to explore and reflect the individuality and complexity of the learners' experiences and the social and academic impacts of contrasting understandings of dyslexia as deficit and difference. Finally, focusing on inclusive education at post-primary level , Starr and Tierney report the findings from a study which explored the impact of a music intervention which included Traveller community culture and traditional music on school belonging for members of the Traveller community and their non-Traveller peers.

In late August we learned with great sadness of the passing after a brief illness of Dr. Margaret O'Donnell RIP and we extend our sympathies to her family, friends and many colleagues. All who knew and worked with Margaret from her time as a teacher in the CRC School Clontarf, within the NCCA, and latterly in teacher education at the former St. Patrick's College, Drumcondra, and at Dublin City University Institute of Education can attest to her immense energy, commitment and passion. Ar dheis Dé go raibh a hanam. REACH Volume 37 will feature a tribute to Margaret in recognition of her immense contribution to inclusive and special education in Ireland

ANNA LOGAN

Editor