

Editorial

It is a great honour to write this inaugural editorial as the newly appointed Editor of the *REACH Journal of Inclusive Education in Ireland*. At the outset, I want to acknowledge, praise and express sincerest gratitude for the tremendous work and dedication of our previous Editor, and to personally thank her for trusting me to lead this wonderful publication. Dr Anna Logan has nurtured the journal for over two decades, and I know that I will never fill her shoes but hope to humbly continue with her work and the work of our fantastic Editorial board. Anna is thankfully staying on the board so we will not lose her expertise and specialised knowledge, and on behalf of the board, I want to thank her for everything that she has done for us as a team, for the journal and for being the best mentor for us all. REACH continues to be a source of both empirical and conceptual research for educators and those with an interest in inclusion across the continuum, from early childhood to further and higher education, and a resource that is accessible and reflective of both national and international trends, policy, and practices.

Volume 37 reflects the research in inclusive education across special and intercultural contexts. It is fitting that Rose invites us to ruminate upon the concept of inclusion and the premise of an ‘inclusive attitude’ and what that means in an ever-changing educational landscape. He asks us to reflect upon the progress and the obstacles that challenge inclusion since the publication of the Salamanca statement in 1994. He highlights how inclusive education has been subjected to much scrutiny through research and debate, resulting in vast literature examining all aspects of the issue and the same can be said of Volume 37. Collins and Colum examine inclusion through the collaborative lens of having an occupational therapist on site as a strategy for inclusion in schools and draw on the necessity of having a partnership approach with teachers for effective inclusive practices. Teahan considers Functional Behavioural Assessment (FBA) as a construct of Positive Behaviour Support and how the implementation of FBA helps to identify and reframe behaviours to aid with transitioning and emotional regulation of an autistic child.

Examining inclusion through an intercultural lens, Fitzsimons, Mc Daid, and Share investigate standardised testing of children learning English as an Additional Language (EAL). Drawing on data from five cohorts of EAL children as they progressed through a junior and senior primary school in Ireland, they explore the importance of implications for educational professionals and policy makers including that these tests may be inappropriate for EAL children and that the interpretation and reporting of results needs to be qualified.

Considering Rose’s holistic approach to the promotion of equity and inclusion, it prompts mention of three of Ireland’s new developments in inclusive education over the past few months. We have welcomed the publication of **Circular 0064/2024** and accompanying guidelines that replace circulars 0013/2017 and 0014/2017. The Department of Education also published “Understanding **Behaviours of Concern** and Responding to Crisis Situations: Guidelines for Schools in Supporting Students.” The National Council of Special Education launched **NCSE Relate**, a new resource for schools. The focus of Relate is on a regulation-first approach to reframing behaviour to support student engagement and participation. These three examples begin to acknowledge what Rose, in this volume, refers to as a concerted effort among key stakeholders to promote inclusion in our schools.

Dr Miriam Colum,

Editor.