

From the Editor,

With support and contributions of early childhood special education professionals around the world, I am again glad to share with you the third issue of International Journal of Early Childhood Special Education (INT-JECSE).

The third issue includes five articles and one book review. Dr. Hua-Kuo Ho from Taiwan in the first article provides essential information on the current system of early intervention in Taiwan in order to understand the problems encountered and provide the coping strategies for improving the services.

The second article focuses on assessing Chinese early childhood teachers' training needs for working with special needs children in regular classrooms in light of China's national policy requiring inclusive practices. Dr. Bi Ying Hu recruited teachers from inclusion pilot kindergartens in Beijing to participate in the study.

Dr. Leah H. Kinniburgh and Dr. Sandra S. Prew in the third article of this issue carried out a qualitative study entitled "Question Answer Relationships (QAR) in the Primary Grades: Laying the Foundation for Reading Comprehension". In this action research study, a kindergarten, first, and second grade teacher, along with a special education teacher, implemented the QAR strategy in their classrooms over a four week period. The teachers were trained in the strategy prior to implementing it in their classrooms. They were shown engaging methods of implementing the QAR with young students. The results indicate that the QAR strategy, if implemented effectively, can increase comprehension of young students and provide a strong foundation for reading comprehension.

The fourth article written by Dr. L. Lynn Stansberry-Brusnahan and Dr. Lana L. Collet-Klingenberg provided guidelines and recommendations from the National Resource Council and National Professional Development Center on Autism Spectrum Disorders and talk about evidence-based practices for young children with Autism Spectrum Disorders. This article provides professionals with guidance in setting up educational programs that use effective, research-based interventions for young children with autism spectrum disorders in early childhood special education.

Invited article in this issue written by Dr. E. Sema Batu is about factors for the success of early childhood inclusion. She also reviewed studies carried out on early childhood inclusion in Turkey.

Avsar Ardic review the book entitled "A practical guide to early childhood inclusion: Effective reflection" and written by Ann M. Gruenberg & Regina Miller as final article of this issue.

By looking forward to receiving contributions of professionals of Early Childhood Special Education around the world, I do appreciate very much those who contributed in the third issue and those who will contribute in the future issues.

Looking forward to meeting you again in the fourth issue in December 2010...

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