

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 second issue of International Journal of Early Childhood Special Education (INT-JECSE). Starting with the first issue, the INT-JECSE has been recognized and is currently being indexed, abstracted, and listed in AREA SIG Communication of Research, Directory of Open Access Journals (DOAJ), EBSCO Education Research Complete (ERC), Index Copernicus, The e-Journal Gateway (J-Gate), New-Jour (Electronic Journals & Newsletters, and Open J-Gate. With your contributions, I believe that the INT-JECSE will be indexed in major journal indexes soon.

The second issue includes five articles and one book review. The first article is written by Sandberg, Norling, and Lillvist. They explore how preschool teachers experience the educational support for children in need of special support. In this qualitative study, they have found that the preschool teachers emphasize educational support to children in need of special support from two perspectives.

The second article reports a study of teaching toileting skills to children with autism. It was carried out by Kırcaali-İftar, Ülke-Kürkçüoğlu, Çetin, and Ünlü. They used an intensive toilet training program developed by the authors based on the scientifically supported principles of applied behavior analysis (ABA) to teach two 5- and 3-year old boys with autism to stay accident free between scheduled toilet visits. They have found that the intensive daytime toilet training program was successful for targeted children with autism. Dr. Pretis, a consultant of early childhood special education, describes and discusses early childhood intervention in Austria. He overviews of 30 years of development and future challenges in early childhood intervention in Austria. Dr. Rondal in the fourth article of the INT-JECSE reviews the literature on spoken language in persons with Down Syndrome. He provides with this article a life-span perspective on spoken language in persons with Down Syndrome. In the fifth article entitled planning a comprehensive program for young children with autism spectrum disorders (ASD), Smith Myles, Grossman, Aspy, & Henry outlines two compatible models for planning and implementing programs for students with ASD. The Ziggurat Model and Comprehensive Autism Planning System (CAPS) are being described with a brief case study. In the last article Güldenoğlu review a book entitled "The Program Administrator's Guide To Early Childhood Special Education" written by Janen McCracken Taylor, James R. McGowan, and Toni Linder and published by Paul H. Brookes Publishing Co. in 2009.

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 second issue and those who will contribute in the future issues.

Looking forward to meeting you again in June 2010..

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