

Welcome to Issue 4 of Volume 22 of the journal.

In the first article of this issue Elisabeth Hill, Michelle Pratt, Zara Kanji, and Alice Jones Bartoli explore the incidence of motor impairment amongst children with social, emotional and behavioural difficulties. They compares profiles of motor ability using the Movement ABC-2 assessment in children attending a specialist SEMH primary school with a typically developing comparison group and children with a diagnosis of Developmental Co-ordination Disorder. They report an increased prevalence of borderline or clinically significant motor impairment amongst children with SEMH difficulties compared to the comparison group. There are clear implications flowing from this study for participation and engagement.

Following our recent special issue, Kerry Vincent presents the results of a small-scale research project that aimed to evaluate the effectiveness of a part-time nurture group recently established in one primary school. Her evidence suggests that the nurture group offered an effective way of supporting the social, emotional and behavioural skills of a group of 'at-risk' pupils.

In the third article in this issue Louise Webber reports on teachers' experiences of supporting looked after and adopted children in one case study primary school in England. This study involved the development of a school based model consisting of six main components that can be developed to support children with insecure attachments.

In article four Donnah L. Anderson, Susan E. Watt, Dianne C. Shanley drew on attitude theories from social psychology in order to conduct a survey of Australian pre-service ($n = 327$) and in-service ($n = 127$) teachers' attitudes about teaching children with Attention-Deficit/Hyperactivity Disorder (ADHD). This paper reports a content analysis of beliefs, affect and behaviours towards teaching children with ADHD and quantitative analyses pertaining to attitudinal ambivalence – that is, where a teacher may simultaneously report negative and positive evaluations of teaching children with ADHD. The results have implications for teachers' professional development and training.

In the next article Stephen Houghton, Annemaree Carroll, Corinne Zadow, Emma Sanders O'Connor, John Hattie, and Sasha Lynn, are concerned with intervention for children with Early Onset Conduct Problems (EOCP) and Callous Unemotional traits (CU). They employed a multiple baseline design, 13 males (9.0-10.2 years old) with a history of school suspensions were sequentially introduced to KooLKIDS, a school-based interactive multimedia intervention for young children with EOCP and CU. They report significant reductions for the group in proactive and reactive aggression, and antisocial traits arguing that KooLKIDS offers potential for treating children with EOCP and CU and hence preventing progression towards more serious antisocial behaviour.

In article six of this issue Carolyn M. Thorne notes the emergence of alternative education in Prince Edward Island, Canada and brings to light the complexities underpinning how a child with challenging behaviour is viewed. She reports on her consideration of the discourse of 'alternative education', and problematises how alternative education programs have been put in place as a solution to the problem of the child with challenging behaviour in 'mainstream' schools.

In the final article Kelly Stone, Cheryl Burgess, Brigid Daniel, Joanna Smith, and Christine Stephen draw on the findings from a small qualitative study which focused on gathering perspectives and accounts of experiences from nursery practitioners, health and third sector professionals and parents. The findings offer insights into the specific ways in which settings involving parents can work towards developing a nurturing ethos towards parents themselves, underpinned by the following three elements: a welcoming setting, sensitive and empathic staff and creative practice.

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