

Editorial for 23(1) Emotional and Behavioural Difficulties

In the first article of the issue, Hannah Margraf and Martin Pinquart discuss differences between regular and special schools in the impact of maternal responsiveness and control on change in externalizing behaviour problems. They compared 124 adolescents from special schools for students with emotional and behavioural disturbances (EBD) and 133 regular schooled adolescents with regard to their perceived maternal behaviour. They noted an interaction effect of school type and parenting behaviour on externalising behaviour. They conclude with a discussion of maternal warmth/support for those attending special schools.

The next two papers tackle the thorny issue of bullying in two very different situations. In paper two, Liane Pereira and Jennifer Lavoie discuss the navigation of social conflicts and bullying, noting that students with emotional and behavioural difficulties are rarely consulted about their struggles, or about their perceived needs. They used a semi-structured interview and visual mapping activity with six participants who described their schooling experiences and their depictions were analysed using an interpretative phenomenological analysis. The findings highlight the need to consider the reciprocal nature of bullying for students with EBD, and its influence on their schooling. A more extreme situation is discussed in paper three. Rachel Williamson, David E Reed II, Robert E. Wickham, and the, sadly, now deceased Nigel P Field examined the mediational Role of Posttraumatic Stress in the Relationship between Domestic Violence Exposure and Peer Victimization in Cambodia. They examined whether the effect of witnessing domestic violence on a child's tendency to bully or to be bullied is mediated by symptoms of Posttraumatic Stress Disorder (PTSD). A significant mediational effect of PTSD symptoms was found for victimization (being bullied); no such mediational model was supported for bullying as the outcome variable.

In paper four, Anne Arnesen, Keith Smolkowski, Terje Ogden, and Monica Melby-Lervag investigated the psychometric properties of the Elementary Social Behaviour Assessment (ESBA), a teacher-report measure of student social skills and academic engagement adapted for use in Norwegian schools. The Norwegian-adapted ESBA paralleled the reliability and validity evidence from U.S. samples.

The next two papers engage with issues concerned with exclusion and alternative provision. Rheanne Jalali and Gavin Morgan compared student perceptions across primary and secondary Pupil Referral Units (PRUs). Their study aimed to examine whether student views change across Primary and Secondary education. A qualitative design and phenomenological investigation were followed. Findings highlight mutual perspectives, with conclusions indicating that alternative provision may exacerbate mental health difficulties. Implications include the use of cognitive behavioural frameworks as well as improving shared responsibility between education providers. Andrew Malcolm also examines alternative provision. The paper consists of an analysis of available data on permanent exclusions and attendance at alternative provision. The findings raises issue of children's rights, particularly equality of educational experience and of fair access to the schooling system. It is argued that annual reporting on exclusions should be developed to include a section of in depth reporting on alternative provision.

The next two papers are, in different ways, influenced by philosophy. Claire Cassidy, Helen Marwick, Lynn Deeney, and Gillian McLean examined the effectiveness of Community of Philosophical Inquiry (CoPI) as an inclusive pedagogical approach by which to support the communicative interaction and opportunities for collaborative dialogue for children with social, emotional and behavioural needs in

two mainstream classes. The findings of this study lead to the assertion that it is the structure of CoPI that supported the children's engaged participation and self-regulation and that this might usefully be considered in creating classroom activities for all children.

Mattias Nilsson Sjöberg, Johan Dahlbeck deploy a philosophical perspective to interrogate the adequacy of ADHD as a construct. The aim of the article is to critically assess the merits of understanding the diagnosis of ADHD as a medical condition defined as a brain disorder. This is being done using the seventeenth century philosopher Benedict Spinoza's (1632–1677) notions of adequate and inadequate knowledge and his counterintuitive theory of mental health. The authors claim that in doing so it becomes clear that ADHD, however adequate it may seem, is founded on inadequate knowledge and that the legitimacy of the individual diagnosis should therefore be questioned on the grounds that on a long term scale it is passivizing and stigmatizing rather than liberating.

We hope you find that this is a stimulating and engaging collection of articles.