

This issue contains a range of interesting articles on topics that are highly relevant for the work of psychologists, guidance and counselling professionals. Many of the articles address aspects of social-emotional functioning and behaviour, several are related to social networking and online communication, and one focuses on career guidance. The various authors have highlighted the implications of their research for professional practice, especially with respect to prevention and intervention. Spanning children, adolescents and young adults, and covering topics as diverse as ADHD, giftedness, bereavement, career planning, bullying, virtual connectedness, and online counselling, this is an issue with something for everyone. Those of you who will be enjoying summer vacations over the next few months will undoubtedly find some stimulating articles to intersperse with your usual holiday reading.

The first article, by Leanne Lester and Donna Cross, focuses on the effects of chronic victimisation. The results of a 3-year longitudinal study across the transition from primary to secondary school showed that low but escalating levels of victimisation were associated with a range of adverse social and emotional outcomes. As the authors point out, longitudinal studies that track the trajectory of bullying experiences over time are particularly valuable, especially across times of transition when students are more vulnerable. In the next article, Cristina Iizuka, Paula Barrett, Robyn Gillies, Clayton Cook and Welber Marinovic describe a preliminary study of an intervention to promote social-emotional resilience in a school within a low socioeconomic region. In order to maximise impact of the intervention, the FRIENDS for Life program for students was combined with a complementary upward extension for teachers, called the Adult Resilience Program.

Amanda Bourgeois, Julie Bower and Annemaree Carroll then report the development of a new scale for measuring virtual connectedness. Using this scale, they consider the influence of social networking sites on adolescent wellbeing and social connectedness. Continuing the online theme, Mitchell Dowling and Debra Rickwood focus on the experiences of counsellors who are providing online mental health services for young people. Focus group interviews highlighted the challenges and unique issues associated with this mode of service delivery. One of the interesting findings to emerge was that many young people appear to be using online services in combination with traditional face-to-face counselling.

In the next article, Kevin Runions addresses the quality of student-teacher relationships in the early years of schooling. He investigated whether teacher reports of relationship quality were related to child behaviour differentially for boys and girls. Although gender did not moderate teacher perceptions, more subtle differences suggested possible gender stereotyping and gender-specific expectations by teachers. Erkan Işık's study of self-efficacy in career decision-making showed that undergraduate students who received career intervention in the form of an interest inventory reported higher levels of self-efficacy, with those who were actively involved in feedback discussions being most efficacious.

In a very practical article, Emma Burns and Andrew Martin provide an overview of research about adaptability, and the executive function impairments that impede the capacity of those with ADHD to regulate their cognitive, behavioural and emotional responses at times of change, uncertainty and novelty. The authors present preliminary data from a new scale to show the difficulties students with ADHD have with cognitive and behavioural self-regulation. They then provide a valuable and comprehensive review of ADHD interventions before considering programs that may be particularly useful for increasing adaptability.

To end this issue, there are two interesting articles that involve reviews of the literature on specific topics. Sabrina Blaas provides a very comprehensive review and critical evaluation of the literature about the relationship of social-emotional difficulties and underachievement in gifted students, and Mardi Frost considers the ways in which adolescents use Facebook to express and share feelings of grief.

The book review features a newly released text about ethical practice in psychology and was prepared by a small group of postgraduate students from the Queensland University of Technology's Master of Psychology (Educational and Developmental) program. The students are currently enrolled in an ethics and professional practice unit, so this book was particularly relevant for them. I would like to express my sincere thanks to the seven students who so willingly and enthusiastically took on this task for the journal.

Our next issue is a special one about psycho-educational assessment. It will feature a range of stimulating papers on this topic, including learning disability assessment practices in Australia and Ireland, resiliency assessment in school settings, challenges and dilemmas in psycho-educational assessment, and perspectives on effective psycho-educational report styles. Most excitingly, the next issue will be the first to appear with the new title *Journal of Psychologists and Counsellors in Schools*.

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Associate Editor

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