

Editor's Statement

A variety of topics in Special Education is covered in this issue of the Education Quarterly.

The research "Early detection and disability-inclusive early childhood education towards community awareness and empowerment" by Genevieve Rivadelo and Edilberto Dizon depicts an emergent theory on how perceptions influenced the inclusion of children with disability (CWD). It yielded three major themes on the dynamics of perceptions that affects CWD in the community.

Dealing with inattention and hyperactivity-impulsivity that are inconsistent with the development of a child posit challenges among teachers. The study of Anna Dimapilis and Marie Grace Gomez, "Needs of regular teachers in implementing the individualized accommodation plans for children with attention deficit hyperactivity disorder", determines the competencies needed by teachers to implement the Individualized Accommodation Plan (IAP).

In an inclusive setting, the teachers need to understand their roles and responsibilities in order to deliver the lesson in accordance with the context of the classroom. The study of Eiamin del Corro-Tiangco and Marie Therese Bustos entitled "Professional readiness, teachers' attitude and Collaborative practices of general and special education teachers," ascertain teachers' readiness, attitude and practices in small private schools within Metro Manila.

We thankfully acknowledge the contributors and reviewers for this issue. The Education Quarterly is committed to provide scholarly articles in every issue.