

EDITORS' NOTE

Over the years, it has become something of a tradition with the *Journal of Clinical Speech and Language Studies*, to include invited papers written by respected and valued contributors to our field. *Volume 9, 1999* is no exception, as we proudly present papers from Professor Alan Kamhi and Professor Joy Stackhouse and her colleagues. Professor Kamhi's paper adds refreshing insights to our understanding of the development of reading in children, resulting in new ways of approaching reading disorders. Literacy skills remain a focus of the second invited paper by Joy Stackhouse, Liz Nathan and Nata Goulandris. This paper addresses the relationship between speech processing, language and emerging literacy skills in pre-school children with specific speech difficulties. This complex relationship is currently of great interest to therapists working with young children with speech and language disorders.

The remaining papers in this issue reflect the growth and diversity of our practice in speech and language therapy. Stephanie Brennan encourages us to apply the principles of conversational analysis to our evaluation of naturally occurring talk in the clinic, while the collaborative practices of SLTs and teachers is the topic under discussion in Aisling Becton's stimulating paper. As we near the end of a decade and the start of a new millennium, Gemma Clerkin gives us a timely overview of developments in the treatment of clients with intellectual impairment and in doing so, reminds us of how far we have come as a profession.

Each and every issue of the *JCSLS* is created by a hard working team of people. We thank this dedicated team and in particular all those who have taken the time and trouble to put pen to paper (or fingers to keyboard!) to record the exciting and significant advances in the area of speech and language therapy.

Martine Smith & Irene Walsh