

Research publications

MultiLit Research Unit (MRU)

Academic Journal Articles: 2006-Present

- Sng, C. Y., Carter, M., Stephenson, J., & Sweller, N. (2022). Conversations with individuals with ASD: Effect of relationship, contact regularity, and age on partner perceptions. *Focus on Autism and Other Developmental Disabilities*, 69(2), 415-434. <https://doi.org/10.1177/10883576211073689>
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- Anderson, A. H., Stephenson, J., & Carter, M. (2022). A qualitative study of the transition to employment of former university students on the autism spectrum from Australia and New Zealand. *International Journal of Developmental Disabilities*. Advance online publication. <https://doi.org/10.1080/20473869.2022.2091912>
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- Haas, K., Carter, M., Stephenson, J., & Gibbs, V. (2022). Benefits and challenges of a hybrid distance education program for autistic school-age students: Parent, Student and teacher perspectives. *Australasian Journal of Special and Inclusive Education*, 46(1), 61-73. <https://doi.org/10.1017/jsi.2022.2>
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- Carter, M., Webster, A., & Stephenson, J. (2022). Perceptions of importance and reported frequency of instruction of self-determination by teaching assistants in New South Wales schools. *Australasian Journal of Special and Inclusive Education*, 46(1), 33-46. <https://doi.org/10.1017/jsi.2021.24>
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- Bell, N., Angwin, A. J., Wilson, W. J., & Arnott, W. L. (2022). Literacy development in children with cochlear implants: A narrative review. *Australian Journal of Learning Difficulties*, 27(1), 115-134. <https://doi.org/10.1080/19404158.2021.2020856>
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- Bell, N., & Wheldall, K. (2022). Factors contributing to reading comprehension in children with varying degrees of word-level proficiency. *Australian Journal of Education*, 66(1), 73-91. <https://doi.org/10.1177%2F00049441211062941>
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- Reynolds, M., Buckingham, J., Madelaine, A., Arakelian, S., Bell, N., Pogorzelski, S., Wheldall, R., & Wheldall, K. (2021). What we have learned: Implementing MiniLit as an intervention with young struggling readers. *Australian Journal of Learning Difficulties*, 26(2), 113-125. <https://doi.org/10.1080/19404158.2021.1989605> (Open access)

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Pogorzelski, S., Main, S., & Hill, S. (2021). A survey of Western Australian teachers' use of texts in supporting beginning readers. *Issues in Educational Research*, 31(1), 204-223. <http://www.iier.org.au/iier31/pogorzelski.pdf> (Open access)

Favot, K., Carter, M., & Stephenson, J. (2021). The effects of an oral narrative intervention on the fictional narratives of children with autism spectrum disorder and language disorder. *Journal of Behavioral Education*. Advance online publication. <https://doi.org/10.1007/s10864-021-09430-9>
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Carter, M., Webster, A., Stephenson, J., Waddy, N., Stevens, R., Clements, M., & Morris, T. (2021). The nature of adjustments and monitoring for students with special educational needs in mainstream schools. *Australasian Journal of Special and Inclusive Education*, 46(1), 1-18. <https://doi.org/10.1017/jsi.2021.21>
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Favot, K., Carter, M., & Stephenson, J. (2021). The effects of oral narrative intervention on the personal narratives of children with ASD and severe language disorder. *Journal of Behavioral Education*, 30(1), 37-61. <https://doi.org/10.1007/s10864-019-09354-5>
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Dargue, N., Sweller, N., & Carter, M. (2021). Short report: Learning through iconic gesture in autism spectrum disorder. *Research in Developmental Disabilities*, 115, Article 104000. <https://doi.org/10.1016/j.ridd.2021.104000>
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Stephenson, J., Browne, L., Carter, M., Clark, T., Costley, D., Martin, J., Williams, K., Bruck, S., Davies, L., & Sweller, N. (2021). Facilitators and barriers to inclusion of students with autism spectrum disorder: Parent, teacher, and principal perspectives. *Australasian Journal of Special and Inclusive Education*, 45(1), 1-17. <https://doi.org/10.1017/jsi.2020.12>

Kishida, Y., Carter, M., & Kemp, C. (2021). Data practices in Australian early childhood programs for children with additional needs. *Australasian Journal of Special and Inclusive Education*, 45(1), 34-48. <https://doi.org/10.1017/jsi.2020.16>
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Meeks, L., Madelaine, A., & Kemp, C. (2020). Research and theory into practice: Australian preservice teachers' knowledge of evidence-based early literacy instruction. *Australian Journal of Learning Difficulties*, 25(2), 215-233.

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Buckingham, J. (2020). Direct instruction in very remote schools: A rejoinder to Guenther and Osborne (2020). *Australian Journal of Indigenous Education*, 49(2), 171-172.

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Wheldall, K., & Bell, N. (2020). Recent advances in reading instruction. *The Educational and Developmental Psychologist*, 37(2), 95-96. <https://doi.org/10.1017/edp.2020.22>

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Buckingham, J. (2020). Systematic phonics instruction belongs in evidence-based reading programs: A response to Bowers. *The Educational and Developmental Psychologist*, 37(2), 105-113. <https://doi.org/10.1017/edp.2020.12>

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Carter, M., Webster, A., Stephenson, J., Waddy, N., Stevens, R., Clements, M., & Morris, T. (2020). Decision-making regarding adjustments for students with special educational needs in mainstream classrooms. *Research Papers in Education*. Advance online publication. <https://doi.org/10.1080/02671522.2020.1864768>

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Anderson, A. H., Carter, M., & Stephenson, J. (2020). An on-line survey of university students with autism spectrum disorder in Australia and New Zealand: Characteristics, support satisfaction, and advocacy. *Journal of Autism and Developmental Disorders*, 50, 440-454. <https://doi.org/10.1007/s10803-019-04259-8>

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Wheldall, K., Bell, N., Wheldall, R., Madelaine, A., Reynolds, M., & Arakelian, S. (2019). A small group intervention for older primary school-aged low-progress readers: Further evidence for efficacy. *The Educational and Developmental Psychologist*, 36(2), 35-40.

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Wheldall, K., Wheldall, R., Madelaine, A., Reynolds, M., & Arakelian, S. (2017). Further evidence for the efficacy of an evidence-based, small group, literacy intervention program for young struggling readers. *Australian Journal of Learning Difficulties*, 22(1), 3-13. <https://doi.org/10.1080/19404158.2017.1287102>

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Meeks, L., Stephenson, J., Kemp, C., & Madelaine, A. (2016). How well prepared are pre-service teachers to teach early reading? A systematic review of the literature. *Australian Journal of Learning Difficulties*, 21(2), 69-98.

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Wheldall, R., Glenn, K., Arakelian, S., Madelaine, A., Reynolds, M., & Wheldall, K. (2016). Efficacy of an evidence-based literacy preparation program for young children beginning school. *Australian Journal of Learning Difficulties*, 21(1), 21-39.

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- Marinus, E., Mostard, M., Segers, E., Schubert, T. M., Madelaine, M., & Wheldall, K. (2016). A special font for people with dyslexia: Does it work, and, if so, why? *Dyslexia*, 22(3), 233-244. <https://doi.org/10.1002/dys.1527>
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- Wheldall, K., & Wheldall, R. (2014). The Story of MultiLit: Effective instruction for low-progress readers. *Perspectives on Language and Literacy*, 40(3), 32-39. <https://app.box.com/s/42s4h3mmc6ezhc1x0i6hssegrfbs31b0> (Open access)
- Buckingham, J., Beaman-Wheldall, R., & Wheldall, K. (2014). Evaluation of a two-phase experimental study of a small group ('MultiLit') reading intervention for older low-progress readers. *Cogent Education*, 1(1). <https://doi.org/10.1080/2331186X.2014.962786>
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- Buckingham, J., Wheldall, K., & Beaman-Wheldall, R. (2014). Evaluation of a two-phase implementation of a tier 2 (small group) reading intervention for young low-progress readers. *Australasian Journal of Special Education*, 38(2), 169-185. <http://dx.doi.org/10.1017/jse.2014.13>
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- McMullen, F., & Madeleine, A. (2014). Why is there so much resistance to Direct Instruction? *Australian Journal of Learning Difficulties*, 19(2), 137-152. <https://doi.org/10.1080/19404158.2014.962065>
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- Buckingham, J., Wheldall, K., & Beaman-Wheldall, R. (2013). Why Jaydon can't read: The triumph of ideology over evidence in teaching reading. *Policy*, 29(3), 21-32. <https://www.cis.org.au/app/uploads/2015/04/images/stories/policymagazine/2013-spring/29-3-13-jennifer-buckingham.pdf> (Open access)

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Callaghan, G., & Madelaine, A. (2012). Levelling the playing field for kindergarten entry: Research implications for preschool early literacy instruction. *Australasian Journal of Early Childhood*, 37(1), 13-23. <https://doi.org/10.1177/183693911203700103>
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- Sharma, M., Purdy, S.C., Newall, P., Wheldall, K., & Beaman, R. (2007). Refractory effects on auditory evoked responses in children with reading disorder. *NeuroReport*, 18, 133-6. <https://www.doi.org/10.1097/WNR.0b013e32800fef71>
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