

Conference Sessions and Presentations: 2000-Present

- Bell, N., McMurtrie, A., Madelaine, A., & Notley, A. (2024, May 30). *MultiLit paper bag seminar: Presentations from the 2024 DSF conference* [Virtual symposium]. MultiLit Paper Bag Seminar.
- Buckingham, J. (2024, March 24-26). *Teaching the teachers: What is changing in ITE?* [Conference presentation]. Catholic Education Tasmania 'Teaching Matters: Science of Learning National Summit', Tasmania.
- Wheldall, R. (2024, March 23). *Getting evidence-informed practice into and out of schools: Trials and tribulations (A symposium from the MultiLit Research Unit)* [Conference symposium presentation]. DSF Language, Literacy & Learning Conference, Perth.
- Madelaine, A., & McMurtrie, A. (2024, March 23). *Rethinking tier 1 spelling instruction in year 3 classrooms* [Conference symposium presentation]. DSF Language, Literacy & Learning Conference, Perth.
- Bell, N., & Wheldall, K. (2024, March 23). *When tests get old: A simple model for rehabilitation* [Conference symposium presentation]. DSF Language, Literacy & Learning Conference, Perth.
- Buckingham, J. (2024, March 23). *Collecting the evidence for evidence-based practice* [Conference symposium presentation]. DSF Language, Literacy & Learning Conference, Perth.
- Notley, A., & Taylor, A. (2024, March 22). *Developing oral language to support literacy* [Conference workshop]. DSF Language, Literacy & Learning Conference, Perth.
- Serry, T., Buckingham, J., Snow, P., Hammond, L., Simoncini, K., & Daniel, T. (2024, March 21). *Outcomes of a targeted structured literacy coaching program for students and teachers: The Canberra Goulburn Catalyst program* [Conference presentation]. DSF Language, Literacy & Learning Conference, Perth.
- Buckingham, J. (2024, March 20). *Progress toward evidence-based instruction around Australia* [Event keynote]. MultiLit Perth Office Launch, Perth.
- Madelaine, A. (2024, March 19). *Rethinking tier 1 spelling instruction* [Virtual workshop presentation]. Learning Difficulties Australia Professional Learning series: 'Think It, Say It, Write It! The Fundamentals of Written Expression'.
- Buckingham, J. (2024, March 16). *The Reading Pledge* [Conference presentation]. Sharing Best Practice Conference, Central Coast.
- Wheldall, R., Bell, N., Buckingham, J., Madelaine, A., McMurtrie, A., & Wheldall, K. (2024, March 11). *Getting evidence-informed practice into and out of schools: Trials and tribulations (A symposium from the MultiLit Research Unit)* [Virtual seminar presentation]. MultiLit Paper Bag Seminar.
- Goto, M. (2024, March 2). *Leading change in literacy* [Breakout session presentation]. Sharing Best Practice Conference, Parramatta.
- Buckingham, J. (2024, March 2). *The Reading Pledge* [Conference presentation]. Sharing Best Practice Conference, Parramatta.
- Goto, M. (2024, February 29). *Science of reading: Essential knowledge for teachers* [Professional learning presentation]. Central Sydney Intensive English High School Professional Learning Event, New South Wales.
- Buckingham, J. (2024, January 29). *Teaching reading comprehension in primary school* [Professional learning presentation]. Biddabah Public School Professional Learning Event, New South Wales.
- Madelaine, A. (2024, January 20). *Rethinking tier 1 spelling instruction in primary classrooms* [Conference presentation]. Sharing Best Practice Conference, Toowoomba.
- Madelaine, A. (2024, January 17). *Rethinking tier 1 spelling instruction in primary classrooms* [Conference presentation]. Sharing Best Practice Conference, Brisbane.
- Buckingham, J. (2023, November 26-30). *Literacy policy and practice in the UK and Ireland: Lessons for Australia* [Conference presentation]. AARE Conference, Melbourne.
- The FIVE from FIVE Reading Project. (2023, November 23). *What do teachers want in initial teacher education? A response from the profession* [Video featuring Jennifer Buckingham as online forum chair]. YouTube. <https://www.youtube.com/watch?v=xM1k88t4HGc>
- Morgan, J. (2023, November 23). *Reading comprehension round table* [Video featuring Jennifer Buckingham, Timothy Shanahan, Nell Duke,

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Hugh Catts and Mitchell Brookins, and chaired by Nathaniel Joseph]. YouTube.

<https://www.youtube.com/watch?v=wxHetmdbKco>

- Madelaine, A. (2023, October 29). *Designing Tier 3 interventions for students with learning difficulties* [Virtual conference presentation]. Learning Difficulties Australia Best Practice Using an RTI Framework Conference.
- Merlo, S. (2023, October 29). *Numeracy and mathematics assessment using the RTI model* [Virtual conference presentation]. Learning Difficulties Australia Best Practice Using an RTI Framework Conference.
- Bell, N., Wheldall, R., Madelaine, A., & Wheldall, K. (2023, October 29). *The development and use of the WARs* [Virtual conference presentation]. Learning Difficulties Australia Best Practice Using an RTI Framework Conference.
- Wheldall, K. (2023, October 14). *AJLD Eminent Researcher Award Recipient Speech: Swansong: Five decades of research on language, behaviour and reading difficulties* [Award recipient presentation]. Learning Difficulties Australia Annual General Meeting, Melbourne.
- Buckingham, J. (2023, September 27). *Getting work post-PhD* [Virtual panel discussion]. Monash University.
- Buckingham J. (2023, September 27). *Panel discussion on pathways beyond PhD*. Monash University.
- Buckingham, J. (2023, September 23). *Policy, practice and PIRLS in the UK and Ireland: Literacy lessons for New Zealand*. Learning Disabilities Association of New Zealand.
- Buckingham, J. (2023, September 16). *Why Ireland is a world-leader in literacy: A comparative study of the UK and Ireland* [Conference presentation]. Sharing Best Practice Conference, Sydney.
- Notley (Desjardins), A. (2023, September 14). *Oral language and vocabulary instruction in primary school* [Virtual seminar]. Ochre Education.
- Buckingham, J. (2023, August 24). *The science of reading in Australia: Where we are and where we're going* [Virtual seminar]. Ochre Education
- Buckingham, J. (2023, July 20-22). *A cross-country comparison of literacy policy and practice in the UK and Ireland* [Poster presentation]. Society for the Scientific Study of Reading Conference, Port Douglas.
- Buckingham, J. (2023, June 24). *Reading comprehension: Making sense of the existing and emerging evidence* [Conference presentation]. Sharing Best Practice Conference, Gippsland.
- Madelaine, A. (2023, June 24). *Phonics interventions across the primary years* [Conference presentation]. Sharing Best Practice Conference, Gladstone.
- Madelaine, A. (2023, June 24). *Reading and writing intervention in the junior secondary years* [Conference presentation]. Sharing Best Practice Conference, Gladstone.
- Buckingham, J. (2023, May 25). *A cross-country comparison of literacy policy and practice in the UK and Ireland: Preliminary findings* [Seminar presentation]. MultiLit Paper Bag Seminar, Sydney.
- Buckingham, J. (2023, May 11). *A cross-country comparison of literacy policy and practice in the UK and Ireland: Preliminary findings* [Seminar presentation]. Royal Holloway University, Egham, UK.
- Notley, A. (2023, April 29). *Developing oral language to support literacy* [Conference presentation]. Sharing Best Practice Conference, Illawarra.
- Buckingham, J. (2023, January 30). *From research to practice: How to keep the main thing as the main thing* [Symposium presentation]. Catholic Education Canberra/Goulburn.
- Buckingham, J. (2022, October 23). *Effective, evidence-based reading instruction for every student, every day: How far have we come and what remains to be done?* Learning Difficulties Australia Conference (Melbourne).
- Notley, A. (2022, October 22). *Preliminary demonstration of student progress using LanguageLift*. ResearchEd 2022 (Sydney).
- Buckingham, J. & Young, J. (2022, September 28). *What does the MultiLit Closing the Gap initiative look like in your school?* Anangu Lands Partnership conference (Adelaide).
- Buckingham, J. (2022, September 21). *The Right to Read Inquiry: Responding to Opposition (Reading Recovery)*. [Videoconference presentation]. The Right to Read Inquiry: Responding to Opposition (Ontario).

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Research publications

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- Buckingham, J. (2022, September 17). *Efficient and accurate word reading: A close look at the scientific research evidence for systematic synthetic phonics instruction*. Sharing Best Practice (Sydney).
- Buckingham, J. (2022, July 30). *Efficient and accurate word reading: A close look at the scientific research evidence for systematic synthetic phonics instruction*. [Video conference presentation]. Sharing Best Practice (Adelaide).
- Buckingham, J. (2022, June 25). *Efficient and accurate word reading: A close look at the scientific research evidence for systematic synthetic phonics instruction*. [Video conference presentation]. Sharing Best Practice (Gippsland).
- Buckingham, J. (2022, June 23). *The science of reading and the NSW K-2 English syllabus*. [Conference presentation]. Catholic Education Lismore Principals Conference.
- Buckingham, J. (2022, June 22). *Efficient and accurate word reading: A close look at the scientific research evidence for systematic synthetic phonics instruction* [Video conference presentation]. DESE/ESA Phonics Targeted Assistance Program Conference.
- Buckingham, J. (2022, May 24). *The science of reading and the NSW K-2 English syllabus*. [Conference presentation]. Principal School Leadership Team for Regional NSW PL Day.
- Bell, N. (2022, May 17). *Paper bag seminar* [Video seminar presentation]. MultiLit.
- Buckingham, J. (2022, May 12). *The political challenges of literacy reform: Lessons from Australia's success story*. [Video conference presentation]. New Zealand Initiative Literacy Forum.
- Taylor, A., & Notley, A. (2022, April 20). *Preliminary efficacy results for LanguageLift* [Video conference presentation]. DSF Language, Literacy & Learning Conference.
- Buckingham, J. (2022, March 25). *Key concepts in the science of reading: Essential knowledge for teachers* [Video conference presentation]. International Dyslexia Association Ontario.
- Buckingham, J. (2022, March 24). *Panel discussion* [Video panel presentation]. National Catholic Education Commission Diocesan Directors Forum on the Quality Initial Teacher Education Report.
- Buckingham, J. (2022, March 18). *The science of reading and the NSW Literacy syllabus* [Symposium]. Catholic Education Lismore.
- Buckingham, J. (2022, February 16). *Presentation on Tasmania's goal to achieve 100% literacy* [Video panel presentation]. Tasmanian Government Literacy Panel.
- Buckingham, J. (2022, January 31 – February 3). *Growing great readers: What the science of reading means for schools* [Symposium]. Catholic Education Tasmania.
- Buckingham, J. (2021, October 13). *Need to know or nice to know: What is at the heart of the science of reading for teachers?* [Video conference presentation]. The Reading League Annual Conference.
- Buckingham, J. (2021, September 13). *No time to lose: Effective reading instruction to work towards 100% literacy* [Video conference presentation]. 100% Literacy Alliance.
- Buckingham, J. (2021, July 30). *Scientific evidence for effective teaching of reading: AKA The Science of Reading* [Video conference presentation]. Catholic Education Maitland-Newcastle Principals Meeting.
- Buckingham, J. (2021, June 4). *Language and literacy: The science of reading* [Conference presentation]. Queensland Association of State Schools Principals, Mackay, Australia.
- Buckingham, J. (2021, May 30). *High impact strategies for supporting secondary students with learning difficulties* [Conference co-chair]. Learning Difficulties Australia.
- Desjardins, A. (2021, March 29). *Introduction to LanguageLift: Research base and program design* [In-house presentation]. MultiLit, Sydney, Australia.
- Buckingham, J. (2021, March 15). *All about MultiLit* [Conference presentation]. One Stop Allied Health and Medical Centres, Sydney, Australia.

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- Buckingham, J. (2021, March 2). *Reading instruction in Australia: What has been achieved and what remains to be done* [Video conference presentation]. Eszterházy Károly University, Hungary, International Week.
- Madelaine, A. (2021, January 23). *Levelling up: Has the concept of instructional levels in reading stood the test of time?* [Conference presentation]. Learning Difficulties Australia National Conference 2021: Science of Learning – Theory into Practice, Sydney, Australia.
- Buckingham, J. (2020, October 17). *The Primary Reading Pledge: A policy and plan for literacy* [Conference session]. researchED.
- Buckingham, J. (2020, October 9). *Fluency: The misunderstood middle child in the 'Big 5'* [Conference session]. Sharing Best Practice. <https://www.youtube.com/watch?v=pR917xoy2Y0&feature=youtu.be>
- Buckingham, J. (2020, September 9). *The Primary Reading Pledge* [Webinar]. Learning Difficulties Australia. <https://www.youtube.com/watch?v=cFfq2h0BExs>
- Wheldall, R. (2020, July 28). *How can the science of reading improve my practice?* [Webinar]. Think Forward Educators. <https://thinkforwardeducators.org/past-events-recordings/wheldall>
- Wheldall, K., Wheldall, R., Bell, N., & Buckingham, J. (2019, October 31). *The angel is in the detail* [Conference session]. MultiLit seminar, Sydney, NSW, Australia.
- Buckingham, J. (2019, September 30). *From sounding out to sight words: The research base behind the teaching of synthetic phonics* [Conference session]. Sharing Best Practice, Sydney, NSW, Australia.
- Buckingham, J. (2019, September 7). *'Great results can be achieved with small forces' (Sun Tzu): How the reading wars are being fought in Australia* [Conference session]. researchED National Conference, London, UK.
- Wheldall, K., Wheldall, R., Bell, N., & Buckingham, J. (2019, August 24). *The angel is in the detail* [Conference session]. researchED Conference, Melbourne, VIC, Australia.
- Buckingham, J. (2019, July 1). *From sounding out to sight words: The research base supporting the teaching of synthetic phonics* [Conference session]. Sharing Best Practice Conference, Melbourne, VIC, Australia.
- Bell, N., Angwin, A., Wilson, W., & Arnott, W. (2019, June 3). *Spelling outcomes in young school-age children with cochlear implants* [Poster presentation]. Speech Pathology Australia (SPA) Conference, Brisbane, QLD, Australia.
- Madelaine, A., McMurtrie, A., Reynolds, M., Arakelian, S., Wheldall, R., Wheldall, K., & Bell, N. (2019, April 6). *Exemplary initial instruction in reading shortens the tail of at-risk readers* [Conference session]. Dyslexia-SPELD Foundation Language, Literacy and Learning Conference, Perth, WA, Australia.
- Kemp, C., & Wheldall, R. (2018, July). *The role of the special educator in academic learning and engagement: Let's get professional* [Conference session]. Australasian Association of Special Education National Conference, Cairns, QLD, Australia.
- Madelaine, A., McMurtrie, A., Reynolds, M., Arakelian, S., Wheldall, R., & Wheldall, K. (2018, October). *Effective initial instruction in reading: An Australian perspective* [Conference session]. The Reading League 2nd Annual Conference, Syracuse, NY, USA.
- Wheldall, K., Wheldall, R., Madelaine, A., Reynolds, M., Arakelian, S. (2017, April). *'Just teach our kids to read': Efficacy of intensive reading interventions for both younger and older low-progress readers in schools serving remote Aboriginal communities* [Conference session]. The Australasian Association of Special Education National Conference, Darwin, NT, Australia.
- Wheldall, K., Wheldall, R., Madelaine, A., Reynolds, M., Arakelian, S. (2017, March). *'Just teach our kids to read': Efficacy of intensive reading interventions for both younger and older low-progress readers in schools serving remote Aboriginal communities* [Conference session]. Dyslexia Speld Foundation Conference 'Language, Literacy and Learning', Perth, WA, Australia.
- Marinus, E., Mostard, M., Segers, E., Schubert, T. M., Madelaine, A., & Wheldall, K. (2016, July). *A special font for people with dyslexia: Does it work and if so how?* [Conference poster]. The Annual Conference of the Society for the Scientific Study of Reading,

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Porto.

- Wheldall, K., Wheldall, R., Madelaine, A., Reynolds, M., & Arakelian, S. (2016, November). *'What's new from MRU?': Recent research on reading instruction from the MultiLit Research Unit (MRU)* [Conference session]. The New South Wales Institute for Educational Research Conference on 'Literacy: What works and why', University of New South Wales, Sydney, NSW, Australia
- Marinus, E., Mostard, M., Segers, E., Madelaine, A., & Wheldall, K. (2015, April). *A special font for children with dyslexia: Does it work and if so how?* [Conference session]. The Australasian Experimental Psychology Conference, University of Sydney, NSW, Australia.
- Wheldall, K., & Wheldall, R. (2015, April). *The story of MultiLit: Effective instruction for low-progress readers* [Conference session]. ARC Centre for Cognition and its Disorders conference on 'Reading and Spelling: Development, disorders and remediation', Sydney, NSW, Australia.
- Wheldall, K., & Wheldall, R. (2015, February). *What teachers say and what they do: using research evidence to inform classroom behavior management via Positive Teaching* [Conference session]. researchED Conference, Sydney, NSW, Australia.
- Reynolds, M., Madelaine, A., McMurtry, S., Beaman-Wheldall, R., & Wheldall, K. (2014, September). *What we have learned: Implementing MiniLit as an intervention with young struggling readers* [Conference session]. The annual national conference of the Australian Association for Special Education, Sydney, NSW, Australia.
- Madelaine, A., Wheldall, K., & Reynolds, M. (2013, September). *Response to intervention models: The role of benchmarks and curriculum-based measurement in making instructional decisions* [Conference session]. Achieving effective outcomes: Language, learning and literacy, Children's Hospital at Westmead Education Research Institute, Sydney, NSW, Australia.
- Buckingham, J., Wheldall, K., & Beaman, R. (2012, September). *A randomized control trial of a tier 2 (small group) reading intervention for young low-progress readers: Findings at follow up and implications for classroom practice* [Conference session]. The 2012 Australasian Special Education Conference, Freemantle, WA, Australia.
- Wheldall, K. (2011, November). *Introduction: What is Response to Intervention?* [Conference session]. Macquarie University Special Education Centre, Sydney, NSW, Australia.
- Reynolds, M., Wheldall, K., & Madelaine, A. (2011, November). *Establishing provisional benchmarks for identifying young low-progress readers in Years 1 and 2* [Conference session]. Macquarie University Special Education Centre, Sydney, NSW, Australia.
- Madelaine, A., Wheldall, K., & Reynolds, M. (2011, November). *The role of curriculum-based measurement of reading within the Response to Intervention model* [Conference session]. Macquarie University Special Education Centre, Sydney, NSW, Australia.
- Buckingham, J., Wheldall, K., & Beaman, R. (2011, November). *Randomised controlled trials of Tier 2 small group reading interventions for young and older low-progress readers* [Conference session]. Macquarie University Special Education Centre, Sydney, NSW, Australia.
- Beaman, R., Wheldall, K., Madelaine, A., Kohnen, S., Reynolds, M., & McMurtry, S. (2011, November). *Meeting the needs of Aboriginal low-progress readers in remote communities* [Conference session]. Macquarie University Special Education Centre, Sydney, NSW, Australia.
- Wheldall, K. (2011, October). *Introduction: What is Response to Intervention?* [Conference session]. Applying the Response to Intervention Model with Low-progress Readers: The work of the MultiLit Research Unit, Learning Difficulties Australia, Melbourne, VIC, Australia.
- Reynolds, M., Wheldall, K., & Madelaine, A. (2011, October). *Establishing provisional benchmarks for identifying young low-progress readers in Years 1 and 2* [Conference session]. Applying the Response to Intervention Model with Low-progress Readers: The work of the MultiLit Research Unit, Learning Difficulties Australia, Melbourne, VIC, Australia.
- Madelaine, A., Wheldall, K., & Reynolds, M. (2011, October). *The role of curriculum-based measurement of reading within the Response to Intervention model* [Conference session]. Applying the Response to Intervention Model with Low-progress Readers: The work of the MultiLit Research Unit, Learning Difficulties Australia, Melbourne, VIC, Australia.
- Buckingham, J., Wheldall, K., & Beaman, R. (2011, October). *Randomised controlled trials of Tier 2 small group reading interventions for*

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young and older low-progress readers [Conference session]. Applying the Response to Intervention Model with Low-progress Readers, Learning Difficulties Australia, Melbourne, VIC, Australia.

Beaman, R., Wheldall, K., Madelaine, A., Kohnen, S., Reynolds, M., & McMurtry, S. (2011, October). *Meeting the needs of Aboriginal low-progress readers in remote communities* [Conference session]. Applying the Response to Intervention Model with Low-progress Readers, Learning Difficulties Australia, Melbourne, VIC, Australia.

Reynolds, M., Wheldall, K. & Madelaine, A. (2008, September 19-20). *Sifting through new scientific evidence about the effectiveness of Reading Recovery* [Conference session]. Annual Conference of the Australian Association of Special Education, Fremantle, WA, Australia.

Stephenson, J., Carter, M., & Wheldall, K. (2007, September 29). *Futile exercises: The use of perceptual motor programs for students with special education needs* [Conference session]. Annual Conference of the Australian Association of Special Education, Sydney, NSW, Australia.

Reynolds, M., Wheldall, K. & Madelaine, A. (2007, September 29). *'Meeting Initial Needs In Literacy' (MINILIT): Why we need it. how it works and the results of pilot studies* [Conference session]. Annual Conference of the Australian Association of Special Education, Sydney, NSW, Australia.

Reynolds, M., Wheldall, K. & Madelaine, A. (2006, August 20). *'Meeting Initial Needs In Literacy' (MINILIT): A ramp to MULTILIT for younger low-progress readers* [Conference session]. Annual Conference of Learning Difficulties Australia, Melbourne, VIC, Australia.

Beaman, R., Wheldall, K., & Madelaine, A. (2006, August 20). *Making effective reading instruction possible: The role of Positive Teaching in MULTILIT* [Conference session]. Annual Conference of Learning Difficulties Australia, Melbourne, VIC, Australia.

Madelaine, A., Wheldall, K., & Reynolds, M. (2006, August 20). *Tracking progress in reading: Introducing the WARP, the Pre-WARP and the MULTILIT Book levels* [Conference session]. Paper presented to the Annual Conference of Learning Difficulties Australia, Melbourne, VIC, Australia.

Ellis, L, Wheldall, K., & Beaman, R. (2006, August 20). *The research locus and conceptual basis for MULTILIT: why we do what we do* [Conference session]. Annual Conference of Learning Difficulties Australia, Melbourne, VIC, Australia.

Wheldall, K. (2006, August 20). *Introduction to the symposium 'The Work of the MULTILIT Research Unit at Macquarie University': Origins and efficacy of MULTILIT* [Conference session]. Annual Conference of Learning Difficulties Australia, Melbourne, VIC, Australia.

Nickels, L.A., McGlynn, H., Smith-Lock, K., Kohnen, S., & Wheldall, K. (2006, March). *What affects the success of an intervention programme for older low progress readers?* [Conference session]. Inaugural Conference on Clinical and Research Perspectives in Developmental Neuropsychology, Sydney, NSW, Australia.

Wheldall, K., & Beaman, R. (2005, April 9). *An introduction to Positive Teaching: Effective classroom behaviour management* [Invited workshop presentation]. NSW SPELD Annual Conference, Ravenswood School, Sydney, NSW, Australia.

Wheldall, K., & Beaman, R. (2004, July 5-7). *MULTILIT for boys (and girls): Meeting the needs of low-progress readers* [Invited workshop presentation]. 'Conference on Boys' Education', Massey University, Albany, July 5-7, 2004.

Wheldall, K. (2004). *Boys, books, behaviour ... and balance*. Invited opening keynote address to 'Conference on Boys' Education', Massey University, Albany, New Zealand.

Sharma, M., Purdy, S. C., Newall, P., Wheldall, K., Beaman, R., & Dillon, H. (2003). Auditory evoked potentials in children with reading problems show abnormal auditory processing. In C. Williams and S. Leitao (Eds.), *Nature, nurture, knowledge: Proceedings of the 2003 Speech Pathology Australia national conference*. Speech Pathology Australia.

Wheldall, K., & Beaman, R. (2003, March 27-29). *MULTILIT for boys (and girls): Meeting the needs of older lowprogress readers* [Conference session]. 'Boys to Fine Men: School and Community Partnerships' Conference, Newcastle, NSW, Australia.

Wheldall, K. (2003, March 27-29). *Boys, books and behaviour* [Conference session]. 'Boys to Fine Men: School and Community Partnerships' Conference, Newcastle, NSW, Australia.

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- Sharma, M., Purdy, S.C., Newall, P., Wheldall, K., & Beaman, R. (2003, May 4-8). *Auditory evoked potentials in children with reading problems show abnormal auditory processing* [Conference session]. Speech Pathology Australia National Conference, TAS, Australia.
- Sharma, M., Purdy, S.C., Newall, P., Wheldall, K., & Beaman, R. (2003, June 8-12). *Mismatch negativity to speech and simple and complex tonal stimuli in school-aged children with reading difficulties* [Conference session]. XVIII International Evoked Response Audiometry Study Group (IERASG) Biennial Symposium, Puerto de la Cruz, Spain.
- Sharma, M., Purdy, S. C., Newall, P., Wheldall, K., & Beaman, R. (2002, March 17-22). *Discriminative auditory cortical evoked potentials to tonal and speech stimuli in adults and school-aged children* [Conference session]. XXVI International Congress of Audiology and Joint Conference of the Audiological Society of Australia and the New Zealand Audiological Society, Melbourne, VIC, Australia.
- Wheldall, K. (2001, November 16). *The work of the Reading Disability Research Group (RDRG) at MUSEC* [Conference session]. Fourth Annual Conference of the Australian Psychological Society College of Educational and Developmental Psychologists (New South Wales Branch), Parramatta, NSW, Australia.
- Madelaine, A., & Wheldall, K. (2001, December 13-15). *'Let's do the time(d) WARP again': The development of a set of standardised passage reading tests for monitoring the progress of low-progress readers* [Conference session]. West Virginia Reading Association 46th Annual Conference, White Sulphur Springs, West Virginia, USA.
- Wheldall, K., & Madelaine, A. (2000, November 17-19). *'Let's do the time(d) WARP again': The development of a set of standardised passage reading tests for monitoring the progress of low-progress readers* [Conference session]. MUSEC 2000 Lighthouse Conference, Macquarie University, Sydney, NSW, Australia.
- Wheldall, K., & Beaman, R (2000, November 17-19). *An evaluation of MULTILIT: 'Making Up Lost Time In Literacy'* [Conference session]. MUSEC 2000 Lighthouse Conference, Macquarie University, Sydney, NSW, Australia.
- Wheldall, K., & Beaman, R (2000, July 21-23). *An evaluation of MULTILIT: 'Making Up Lost Time In Literacy'* [Conference session]. Annual Conference of the United Kingdom Reading Association, University of Oxford, UK.