

Pre-2006 MRU Publications

Academic Journal Articles

- Madelaine, A., & Wheldall, K. (2005). Identifying low-progress readers: Comparing teacher judgment with a curriculum-based measurement procedure. *International Journal of Disability, Development and Education*, 52, 33-42. doi: [10.1080/10349120500071886](https://doi.org/10.1080/10349120500071886).
- Pogorzelski, S., & Wheldall, K. (2005). The importance of phonological processing skills for older low-progress readers. *Educational Psychology in Practice*, 21, 1-22. doi: [10.1080/02667360500035074](https://doi.org/10.1080/02667360500035074).
- Wheldall, K. (2005). When will we ever learn? *Educational Psychology*, 25, 573-584. doi: [10.1080/01443410500344639](https://doi.org/10.1080/01443410500344639).
- Wheldall, K., & Limbrick, L. (2005). "I can hardly believe it has turned out like this": A lighthouse school for boys' education. *Education Today*, 55(1), 4-13.
- Madelaine, A., & Wheldall, K. (2005). Further progress towards a standardised curriculum-based measure of reading: Calibrating a new passage reading test against the New South Wales Basic Skills Test. *Australian Journal of Learning Difficulties*, 10(3-4), 87-94. doi: [10.1080/19404150509546802](https://doi.org/10.1080/19404150509546802).
- Anderson, A., & Wheldall, K. (2004). The who, what, where, when and why of self-monitoring of behaviour by students with disabilities. *Australasian Journal of Special Education*, 28(2), 30-64. doi: [10.1017/S103001120002515X](https://doi.org/10.1017/S103001120002515X).
- Madelaine, A., & Wheldall, K. (2004). Teachers' reactions to curriculum-based passage reading test data. *Special Education Perspectives*, 13(1), 55-65.
- Madelaine, A., & Wheldall, K. (2004). Curriculum-based measurement of reading: Recent advances. *International Journal of Disability, Development and Education*, 51, 57-82. doi: [10.1080/1034912042000182201](https://doi.org/10.1080/1034912042000182201).
- Sharma, M., Purdy, S. C., Newall, P., Wheldall, K., Beaman, R., & Dillon, H. (2004). Effects of identification technique, extraction method, and stimulus type on mismatch negativity in adults and children. *Journal of the American Academy of Audiology*, 15, 616-632.
- Wheldall, K., & Watkins, R. (2004). Literacy levels of male juvenile justice detainees. *Educational Review*, 56, 3-11.
- Anderson, A., & Wheldall, K. (2003). Using self-monitoring to increase the on-task behaviour of three students with disabilities during independent work. *Australasian Journal of Special Education*, 27, 3-17. doi: [10.1080/1030011030270102](https://doi.org/10.1080/1030011030270102).
- Madelaine, A., & Wheldall, K. (2003). Can teachers discriminate low-progress readers from average readers in regular classes? *Australian Journal of Learning Disabilities*, 8(3), 4-7. doi: [10.1080/19404150309546732](https://doi.org/10.1080/19404150309546732).
- Wheldall, K., & Pogorzelski, S. (2003). Is the PhAB really fab? The utility of the Phonological Assessment Battery in predicting gains made by older low-progress readers following two terms of intensive literacy instruction. *Educational Psychology*, 23, 569-590. doi: [10.1080/0144341032000123804](https://doi.org/10.1080/0144341032000123804).
- Madelaine, A., & Wheldall, K. (2002). Establishing tentative norms and identifying gender differences in performance for a new passage reading test. *Australian Journal of Learning Disabilities*, 7(1), 40-45. doi: [10.1080/19404150209546691](https://doi.org/10.1080/19404150209546691).
- Madelaine, A., & Wheldall, K. (2002). Further progress towards a standardised curriculum-based measure of reading: Calibrating a new passage reading test against the New South Wales Basic Skills Test. *Educational Psychology*, 22, 461-470. doi: [10.1080/0144341022000003132](https://doi.org/10.1080/0144341022000003132).
- Madelaine, A., & Wheldall, K. (2002). A comparison of two quick methods for identifying low-progress readers: Teacher judgement versus curriculum-based measurement. *Australasian Journal of Special Education*, 26, 32-47. doi: [10.1080/1030011020260104](https://doi.org/10.1080/1030011020260104).

- Pogorzelski, S., & Wheldall, K. (2002). Do differences in phonological processing performance predict gains made by older low-progress readers following intensive literacy intervention? *Educational Psychology*, 22, 413-427. doi: [10.1080/0144341022000003105](https://doi.org/10.1080/0144341022000003105).
- Wheldall, K. (2002). Lighting the way in special education. *Educational Psychology*, 22, 367-370. doi: [10.1080/0144341022000003060a](https://doi.org/10.1080/0144341022000003060a).
- Shute, B., & Wheldall, K. (2001). How do grandmothers speak to their grandchildren? Fundamental frequency and temporal modifications in the speech of British grandmothers to their grandchildren. *Educational Psychology*, 21, 493-503. doi: [10.1080/01443410120090858](https://doi.org/10.1080/01443410120090858).
- Beaman, R., & Wheldall, K. (2000). Teachers' use of approval and disapproval. *Educational Psychology*, 20, 431-446. doi: [10.1080/713663753](https://doi.org/10.1080/713663753).
- Wheldall, K. (2000). Does Rainbow repeated reading add value to an intensive literacy intervention program for low-progress readers? An experimental evaluation. *Educational Review*, 52, 29-36. doi: [10.1080/00131910097388](https://doi.org/10.1080/00131910097388).
- Wheldall, K., & Madelaine, A. (2000). A curriculum-based passage reading test for monitoring the performance of low-progress readers: The development of the WARP. *International Journal of Disability, Development and Education*, 47, 371-382. doi: [10.1080/713671151](https://doi.org/10.1080/713671151).

Books, Published Reports and Edited Special Issues of Journals

- Wheldall, K. & de Lemos, M. (Eds.). (2005). Research of relevance to the Nelson Report [Special double issue]. *Australian Journal of Learning Disabilities*, 10(3&4).
- Wheldall, K., & Siegel, L. (Eds.). (2004). Recent research on reading [Special issue]. *Educational Psychology*, 24(6).
- 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*. Melbourne: Speech Pathology Australia.
- Sharma, M., Purdy, S.C., Newall, P., Wheldall, K., & Beaman, R. (2001). Discriminative auditory cortical evoked potentials to tonal and speech stimuli in adults and school-aged children. *Australian and New Zealand Journal of Audiology*, 23(2), 143-4.
- Wheldall, K. (Ed.). (2002). 'Lighting the way in special education': The work of Macquarie University Special Education Centre [Special issue]. *Educational Psychology*, 22(4).
- Wheldall, K., & Beaman, R. (2000). *An evaluation of MULTILIT: 'Making Up Lost Time In Literacy'*. Canberra: Department of Education, Training and Youth Affairs.

Chapters in Edited Books

- Center, Y., Wheldall, K., & Freeman, L. (2004). Evaluating the effectiveness of Reading Recovery: A critique. In D. Wray D (ed.) *Literacy: Major themes in education volume 2. Reading: Processes and teaching* (pp. 220-234). London: Routledge.

Conference Papers

- Wheldall, K., & Beaman, R. (2005, April 9). *An introduction to Positive Teaching: Effective classroom behaviour management*. Invited workshop presentation to NSW SPELD Annual Conference, Ravenswood School, Sydney.
- Wheldall, K. (2004). *Boys, books, behaviour and balance*. Invited opening keynote address to 'Conference on Boys' Education', Massey University, Albany, July 5-7.
- Wheldall, K., & Beaman, R. (2004, July 5-7). MULTILIT for boys (and girls): Meeting the needs of low-progress readers. Invited workshop presentation (repeated) to 'Conference on Boys' Education', Massey University, Albany.
- 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*. Paper presented to 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. (2003, May 4-8). *Auditory evoked potentials in children with reading problems show abnormal auditory processing*. Proceedings of the 2003 Speech Pathology Australia National Conference. National Conference of Speech Pathology Australia, Tasmania.
- Wheldall, K. (2003, March 27-29). Boys, books and behaviour. Invited presentation to 'Boys to Fine Men: School and Community Partnerships' Conference, Newcastle, March 27-29, 2003.
- Wheldall, K., & Beaman, R. (2003). *MULTILIT for boys (and girls): Meeting the needs of older low-progress readers*. Invited presentation to 'Boys to Fine Men: School and Community Partnerships' Conference, Newcastle.
- 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*. Paper presented to the West Virginia Reading Association 46th Annual Conference, White Sulphur Springs, West Virginia.
- Wheldall, K. (2001, November 16). *The work of the Reading Disability Research Group (RDRG) at MUSEC*. Invited paper presented to the Fourth Annual Conference of the Australian Psychological Society College of Educational and Developmental Psychologists (New South Wales Branch), Parramatta.
- Wheldall, K., & Beaman, R. (2000, July 21-23). *An evaluation of MULTILIT: 'Making Up Lost Time In Literacy'*. Paper presented to the Annual Conference of the United Kingdom Reading Association, University of Oxford, UK.
- Wheldall, K., & Beaman, R. (2000, November 17-19). *An evaluation of MULTILIT: 'Making Up Lost Time In Literacy'*. Paper presented to the MUSEC 2000 Lighthouse Conference, Macquarie University, Sydney.
- 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*. Paper presented to the MUSEC 2000 Lighthouse Conference, Macquarie University, Sydney.

Other Public Output

- Wheldall, K., de Lemos, M., Coltheart, M. (2005). The origins of the Nelson Report and its main findings. *Australian Journal of Learning Disabilities*, 10(3-4), 2-4.
- Wheldall, K. (2005). Is phonics fascist? *Directions in Education*, 14(1), 2. Also in *Bulletin of Learning Difficulties Australia*, 37(1), 7.
- Wheldall, K. (2005). What teachers read. *Bulletin of Learning Difficulties Australia*, 37(1), 7.
- Wheldall, K. (2004). Phonics not an 'F' word. *Directions in Education*, 13(4), 3.
- Wheldall, K. (2004). From a foreign country: Reflections on the psychology of education. *Psychology of Education Review*, 28(2), 14-15.
- Wheldall, K., & Siegel, L. (2004). Reading science comes of age. *Educational Psychology*, 24, 723-725.
- Wheldall, K & Coltheart, M. (2004, August). Don't mention the reading wars. *Macquarie News*, June 2004, 15. (Also published as: Reading wars? *The Teacher*, August, 22.)
- Wheldall, K. (2004). Reading Recovery and reading science. *Bulletin of Learning Difficulties Australia*, 36(4), 4-5.
- Wheldall, K. (2003). Making up lost time in literacy. *Education Horizons*, 7(4), 14-15.
- Wheldall, K., & Beaman, R. (2003, April). MULTILIT for boys: Meeting the needs of older low-progress readers. *Educare News*, 135, 6-12.
- Wheldall, K. (2003, April). Defining disability by magic numbers. *Macquarie University News*, 13.
- Wheldall, K. (2003). Effective support for older low-progress readers: the role of MULTILIT. *NSW Education Magazine*, Term 2, 5-6.

- Wheldall, K. & Beaman, R. (2002). MULTILIT for boys: Meeting the needs of older low-progress readers. *Boys in Schools Bulletin*, 5(3),14-17.
- Wheldall, K. (2001, April-May). The more things change. *Education Review*, 17.

Unpublished Research Reports

- Wheldall, K., & Beaman, R. (2004). *Continuing evaluations of the efficacy of the Schoolwise Program, 2002-2003*. Report to the Exodus Foundation. Sydney: Macquarie University Special Education Centre.
- Wheldall, K., & Limbrick, L. (2003). *Final report to Boys' Education Lighthouse Schools Programme*. Sydney: Macquarie University Special Education Centre.
- Wheldall, K., & Beaman, R. (2002). *Gladstone MULTILIT® Tutorial Centre: Final report*. Sydney: Macquarie University Special Education Centre.
- Wheldall, K., & Beaman, R. (2002). *Exodus Foundation Tutorial Centre Schoolwise Program: Annual Report, 2001*. Sydney: Macquarie University Special Education Centre.
- Wheldall, K., & Beaman, R. (2001). *Gladstone MULTILIT® Tutorial Centre: Report on the second intake, semester 2, 2001*. Sydney: Macquarie University Special Education Centre.
- Wheldall, K., & Beaman, R. (2001). *Gladstone MULTILIT® Tutorial Centre: Report on the first intake, semester 1, 2001*. Sydney: Macquarie University Special Education Centre.
- Wheldall, K., & Beaman, R. (2000). *Assessing the reading progress of identified low-progress year 7 students on three separate occasions over sixteen months: Final report*. Unpublished report submitted to the NSW Department of Education and Training. Sydney: Macquarie University Special Education Centre.