

Kevin Wheldall

List of Publications by Year in descending order

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Version: 2024-02-01

162
papers

2,619
citations

201674

27
h-index

243625

44
g-index

175
all docs

175
docs citations

175
times ranked

1408
citing authors

#	ARTICLE	IF	CITATIONS
1	Differential teacher attention to boys and girls in the classroom. <i>Educational Review</i> , 2006, 58, 339-366.	3.7	130
2	Teachers' Use of Approval and Disapproval in the Classroom. <i>Educational Psychology</i> , 2000, 20, 431-446.	2.7	107
3	Electrophysiological and behavioral evidence of auditory processing deficits in children with reading disorder†. <i>Clinical Neurophysiology</i> , 2006, 117, 1130-1144.	1.5	107
4	Which Classroom Behaviours do Primary School Teachers say they find most Troublesome?. <i>Educational Review</i> , 1988, 40, 13-27.	3.7	100
5	An Evaluation of Reading Recovery. <i>Reading Research Quarterly</i> , 1995, 30, 240.	3.3	99
6	Why poor children are more likely to become poor readers: The school years. <i>Australian Journal of Education</i> , 2013, 57, 190-213.	1.5	91
7	Classroom Behaviour Problems which Secondary School Teachers say they find most Troublesome. <i>British Educational Research Journal</i> , 1988, 14, 297-312.	2.5	87
8	How Do Teachers Learn to Manage Classroom Behaviour? A study of teachers'™ opinions about their initial training with special reference to classroom behaviour management. <i>Educational Studies</i> , 1993, 19, 91-106.	2.4	85
9	CONTROLLED STUDY OF INTELLIGENCE AND SCHOOL PERFORMANCE OF VERY LOWâ€BIRTHWEIGHT CHILDREN FROM A DEFINED GEOGRAPHICAL AREA. <i>Developmental Medicine and Child Neurology</i> , 1988, 30, 36-42.	2.1	83
10	Why poor children are more likely to become poor readers: the early years. <i>Educational Review</i> , 2014, 66, 428-446.	3.7	76
11	Recent Research on Troublesome Classroom Behaviour: A Review. <i>Australasian Journal of Special Education</i> , 2007, 31, 45-60.	0.6	62
12	Pitch alterations in British motherese: some preliminary acoustic data. <i>Journal of Child Language</i> , 1989, 16, 503-512.	1.2	57
13	Reading Recovery 20 Years Down the Track: Looking forward, looking back. <i>International Journal of Disability Development and Education</i> , 2007, 54, 199-223.	1.1	53
14	Observing Pupils and Teachers In Classrooms (OPTIC): a behavioural observation schedule for use in schools. <i>Educational Psychology</i> , 1986, 6, 57-70.	2.7	46
15	Behavioural Peer Tutoring: training 16â€yearâ€old tutors to employ the â€pause, prompt and praiseâ€™ method with 12â€yearâ€old remedial readers. <i>Educational Psychology</i> , 1985, 5, 27-44.	2.7	44
16	Do More Boys Than Girls Have Reading Problems?. <i>Journal of Learning Disabilities</i> , 2010, 43, 418-429.	2.2	44
17	Recent Research on Troublesome Classroom Behaviour: A Review. <i>Australasian Journal of Special Education</i> , 2007, 31, 45-60.	0.6	41
18	A Special Font for People with Dyslexia: Does it Work and, if so, why?. <i>Dyslexia</i> , 2016, 22, 233-244.	1.5	40

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19	Rows Versus Tables: an example of the use of behavioural ecology in two classes of eleven-year-old children. <i>Educational Psychology</i> , 1981, 1, 171-184.	2.7	39
20	Classroom Behaviour Problems which Junior School Teachers Find most Troublesome. <i>Educational Studies</i> , 1984, 10, 87-92.	2.4	39
21	NATURAL RATES OF TEACHER APPROVAL AND DISAPPROVAL IN BRITISH SECONDARY SCHOOL CLASSROOMS. <i>British Journal of Educational Psychology</i> , 1989, 59, 38-48.	2.9	38
22	NATURAL RATES OF TEACHER APPROVAL AND DISAPPROVAL IN BRITISH PRIMARY AND MIDDLE SCHOOL CLASSROOMS. <i>British Journal of Educational Psychology</i> , 1987, 57, 95-103.	2.9	36
23	Fundamental Frequency and Temporal Modifications in the Speech of British Fathers to their Children. <i>Educational Psychology</i> , 1999, 19, 221-233.	2.7	32
24	Identifying low-progress readers: Comparing teacher judgment with a curriculum-based measurement procedure. <i>International Journal of Disability Development and Education</i> , 2005, 52, 33-42.	1.1	32
25	THE EFFECTS OF LIMITED PRIVATE REPRIMANDS AND INCREASED PRIVATE PRAISE ON CLASSROOM BEHAVIOUR IN FOUR BRITISH SECONDARY SCHOOL CLASSES. <i>British Journal of Educational Psychology</i> , 1990, 60, 255-265.	2.9	31
26	Rows versus Tables. II. The Effects of Two Classroom Seating Arrangements on Classroom Disruption Rate, On-task Behaviour and Teacher Behaviour in Three Special School Classes. <i>Educational Psychology</i> , 1987, 7, 303-312.	2.7	30
27	Contingencies in Contexts: a behavioural interactionist perspective in education. <i>Educational Psychology</i> , 1988, 8, 5-19.	2.7	28
28	Teachers' Use of Praise and Reprimands to Boys and Girls. <i>Educational Review</i> , 1992, 44, 73-79.	3.7	28
29	Reconstructing Behaviour Analysis in Education: a revised behavioural interactionist perspective for special education. <i>Educational Psychology</i> , 1996, 16, 121-140.	2.7	28
30	Further Progress Towards a Standardised Curriculum-based Measure of Reading: Calibrating a new passage reading test against the New South Wales Basic Skills Test. <i>Educational Psychology</i> , 2002, 22, 461-471.	2.7	27
31	Components of effective early reading interventions for young struggling readers. <i>Australian Journal of Learning Difficulties</i> , 2010, 15, 171-192.	0.8	25
32	Towards a Curriculum-based Passage Reading Test for Monitoring the Performance of Low-progress Readers Using Standardised Passages: a validity study. <i>Educational Psychology</i> , 1998, 18, 471-478.	2.7	23
33	Playing the Game: a behavioural approach to classroom management in the junior school. <i>Educational Review</i> , 1978, 30, 41-50.	3.7	22
34	Why Can't a Teacher Be More Like a Scientist? Science, Pseudoscience and the Art of Teaching. <i>Australasian Journal of Special Education</i> , 2008, 32, 5-21.	0.6	22
35	Acquisition of Malay word recognition skills: lessons from low-progress early readers. <i>Dyslexia</i> , 2011, 17, 19-37.	1.5	22
36	A Touch of Reinforcement: the effects of contingent teacher touch on the classroom behaviour of young children. <i>Educational Review</i> , 1986, 38, 207-216.	3.7	21

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37	Curriculum-based Measurement of Reading: A critical review. <i>International Journal of Disability Development and Education</i> , 1999, 46, 71-85.	1.1	21
38	An Examination of the Simple View of Reading Among Beginning Readers in Malay. <i>Reading Psychology</i> , 2009, 30, 250-264.	1.4	21
39	What Recent Reviews Tell Us About the Efficacy of Reading Interventions for Struggling Readers in the Early Years of Schooling. <i>International Journal of Disability Development and Education</i> , 2011, 58, 257-286.	1.1	20
40	THE BEHAVIOURAL APPROACH TO TEACHING PACKAGE (BATPACK): AN EXPERIMENTAL EVALUATION. <i>British Journal of Educational Psychology</i> , 1985, 55, 65-75.	2.9	18
41	Managing Troublesome Classroom Behaviour in Regular Schools: A Positive Teaching Perspective. <i>International Journal of Disability Development and Education</i> , 1991, 38, 99-116.	1.1	18
42	A Curriculum-Based Passage Reading Test for Monitoring the Performance of Low-Progress Readers: The development of the WARP. <i>International Journal of Disability Development and Education</i> , 2000, 47, 371-382.	1.1	17
43	Curriculum-based measurement of reading: recent advances. <i>International Journal of Disability Development and Education</i> , 2004, 51, 57-82.	1.1	16
44	Effects of Identification Technique, Extraction Method, and Stimulus Type on Mismatch Negativity in Adults and Children. <i>Journal of the American Academy of Audiology</i> , 2004, 15, 616-632.	0.7	16
45	Why Do More Boys Than Girls Have a Reading Disability? A Review of the Evidence. <i>Australasian Journal of Special Education</i> , 2011, 35, 1-24.	0.6	16
46	The Attitudes of British Secondary School Pupils to Praise and Reward. <i>Educational Studies</i> , 1987, 13, 293-302.	2.4	15
47	The importance of phonological processing skills for older low-progress readers. <i>Educational Psychology in Practice</i> , 2005, 21, 1-22.	1.0	15
48	A randomised control trial of a Tier-2 small-group intervention (MiniLit™) for young struggling readers. <i>Australian Journal of Learning Difficulties</i> , 2012, 17, 79-99.	0.8	15
49	Back in the USSR: the effect of teacher modelling of silent reading on pupils' reading behaviour in the primary school classroom. <i>Educational Psychology</i> , 1988, 8, 51-66.	2.7	13
50	The Effects of Pupil Self-recording of On-task Behaviour on Primary School Children. <i>British Educational Research Journal</i> , 1991, 17, 113-127.	2.5	13
51	Do Differences in Phonological Processing Performance Predict Gains Made by Older Low-progress Readers Following Intensive Literacy Intervention?. <i>Educational Psychology</i> , 2002, 22, 413-427.	2.7	13
52	“Mind the Gap”: Effective Literacy Instruction for Indigenous Low-Progress Readers. <i>Australasian Journal of Special Education</i> , 2010, 34, 1-16.	0.6	13
53	Criticisms Regarding the use of the E.P.V.T. in Subnormality Research. <i>International Journal of Language and Communication Disorders</i> , 1974, 9, 140-143.	1.5	12
54	The Behavioural Approach to Teaching Secondary Aged Children (BATSAC): two behavioural evaluations of a training package for secondary school teachers in classroom behaviour management. <i>Educational Psychology</i> , 1989, 9, 185-196.	2.7	12

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55	Does the Individualized Classroom Environment Questionnaire (Iceq) Measure Classroom Climate?. Educational and Psychological Measurement, 1999, 59, 847-854.	2.4	12
56	Still Jumping on the Balance Beam: Continued Use of Perceptual Motor Programs in Australian Schools. Australian Journal of Education, 2007, 51, 6-18.	1.5	12
57	Refractory effects on auditory-evoked responses in children with reading disorders. NeuroReport, 2007, 18, 133-136.	1.2	12
58	Gender ratios for reading disability: Are there really more boys than girls who are low-progress readers?. Australian Journal of Learning Difficulties, 2008, 13, 161-179.	0.8	12
59	Mona Tobias Award Winner, 2008 Effective instruction for socially disadvantaged low-progress readers: The Schoolwise Program. Australian Journal of Learning Difficulties, 2009, 14, 151-170.	0.8	12
60	The Devil is in the Detail Regarding the Efficacy of Reading Recovery: A rejoinder to Schwartz, Hobsbaum, Briggs, and Scull. International Journal of Disability Development and Education, 2009, 56, 17-35.	1.1	12
61	'Pause, Prompt and Praise' for parents and peers: effective tutoring of low progress readers. Support for Learning, 1987, 2, 5-12.	0.4	11
62	Evaluating the Effectiveness of Reading Recovery: a critique. Educational Psychology, 1992, 12, 263-274.	2.7	11
63	The Development of a Passage Reading Test for the Frequent Monitoring of Performance of Low-Progress Readers. Australasian Journal of Special Education, 2006, 30, 72-85.	0.6	11
64	A review of the simple view of reading: Decoding and linguistic comprehension skills of low-progress readers. Australian Journal of Learning Difficulties, 2007, 12, 19-30.	0.4	11
65	Estimating Gender Ratios of Poor Reading Using Large-Scale Assessments. Australian Journal of Education, 2010, 54, 190-222.	1.5	11
66	Conservation without conversation? An alternative, non-verbal paradigm for assessing conservation of liquid quantity. British Journal of Psychology, 1980, 71, 117-134.	2.3	10
67	Developing Functional Language with Young Children from English-speaking and Punjabi-speaking Home Backgrounds: incidental teaching and contingent access to materials. Educational Psychology, 1988, 8, 101-116.	2.7	10
68	Building the WARL: The development of the Wheldall Assessment of Reading Lists, a curriculum-based measure designed to identify young struggling readers and monitor their progress. Australian Journal of Learning Difficulties, 2009, 14, 89-111.	0.8	10
69	Strategies for improving the written expression of primary children with poor writing skills. Australian Journal of Learning Difficulties, 1999, 4, 14-20.	0.4	9
70	When will we ever learn?. Educational Psychology, 2005, 25, 573-584.	2.7	9
71	Miracles Take a Little Longer: Science, Commercialisation, Cures and the Dore Program. Australasian Journal of Special Education, 2008, 32, 67-82.	0.6	9
72	The Attitudes of British Teachers towards Behaviour Modification. Educational Review, 1980, 32, 53-65.	3.7	8

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73	Effective Educational Research. <i>Educational Psychology</i> , 1981, 1, 5-11.	2.7	8
74	'Talking to teacher' " using Incidental Teaching to encourage child initiations in the nursery classroom : a case study. <i>Child Language Teaching and Therapy</i> , 1987, 3, 277-292.	0.9	8
75	Does Rainbow Repeated Reading Add Value to an Intensive Literacy Intervention Program for Low-progress Readers? An experimental evaluation. <i>Educational Review</i> , 2000, 52, 29-36.	3.7	8
76	Establishing tentative norms and identifying gender differences in performance for a new passage reading test. <i>Australian Journal of Learning Difficulties</i> , 2002, 7, 40-45.	0.4	8
77	The research locus and conceptual basis for MULTILIT: Why we do what we do. <i>Australian Journal of Learning Difficulties</i> , 2007, 12, 61-65.	0.4	8
78	Further evidence for the efficacy of an evidence-based, small group, literacy intervention program for young struggling readers. <i>Australian Journal of Learning Difficulties</i> , 2017, 22, 3-13.	0.8	8
79	Behavioural Pedagogy or Behavioural Overkill?. <i>Educational Psychology</i> , 1982, 2, 181-184.	2.7	7
80	The Behavioural Approach to Teaching Package (BATPACK): Evolution and Evaluation. <i>Behaviour Change</i> , 1985, 2, 21-32.	1.3	7
81	Teacher"Child Oral Reading Interactions: how do teachers typically tutor?. <i>Educational Psychology</i> , 1992, 12, 177-194.	2.7	7
82	How Do Grandmothers Speak to Their Grandchildren? Fundamental Frequency and Temporal Modifications in the Speech of British Grandmothers to Their Grandchildren. <i>Educational Psychology</i> , 2001, 21, 493-503.	2.7	7
83	Literacy levels of male juvenile justice detainees. <i>Educational Review</i> , 2004, 56, 3-11.	3.7	7
84	A randomised control trial of a MultiLit small group intervention for older low-progress readers. <i>Effective Education</i> , 2012, 4, 1-26.	0.3	7
85	The Development of a Passage Reading Test for the Frequent Monitoring of Performance of Low-Progress Readers. <i>Australasian Journal of Special Education</i> , 2006, 30, 72-85.	0.6	7
86	Does teaching student teachers about behaviour modification techniques improve their teaching performance in the classroom? Journal of Education for Teaching, 1982, 8, 67-75.	2.0	6
87	Behavioural language teaching: using the natural language environment. <i>Child Language Teaching and Therapy</i> , 1985, 1, 199-216.	0.9	6
88	Rules, Sanctions and Rewards in Secondary Schools. <i>Educational Studies</i> , 1988, 14, 139-149.	2.4	6
89	Training Teachers to Use the Behavioural Approach to Classroom Management: a review. <i>Educational Psychology</i> , 1984, 4, 213-231.	2.7	5
90	Meeting Initial Needs In Literacy (MINILIT): Why we Need it, How it Works, and the Results of Pilot Studies. <i>Australasian Journal of Special Education</i> , 2007, 31, 147-157.	0.6	5

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91	Miracles Take a Little Longer: Science, Commercialisation, Cures and the Dore Program. Australasian Journal of Special Education, 2008, 32, 67-82.	0.6	5
92	Early identification of young struggling readers: Preliminary benchmarks for intervention for students in years one and two in schools in New South Wales. Australian Journal of Learning Difficulties, 2011, 16, 127-143.	0.8	5
93	Reading and Related Skills in the Early School Years: Are boys really more likely to struggle?. International Journal of Disability Development and Education, 2012, 59, 341-358.	1.1	5
94	EYEBROW-RAISING, EYE WIDENING AND VISUAL SEARCH IN NURSERY SCHOOL CHILDREN. Journal of Child Psychology and Psychiatry and Allied Disciplines, 1976, 17, 57-62.	5.2	4
95	A Behavioural Approach to Teaching Subsidiary Physics to Engineering Students. Educational Psychology, 1982, 2, 79-85.	2.7	4
96	Packages for training teachers in behaviour management: BATPACK, BATSAC and the Positive Teaching Packages. Support for Learning, 1988, 3, 86-92.	0.4	4
97	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, 2003, 23, 569-590.	2.7	4
98	â€œMeeting initial needs in literacyâ€™ (MINILIT): A ramp to MULTILIT for younger lowâ€™progress readers. Australian Journal of Learning Difficulties, 2007, 12, 67-72.	0.4	4
99	Preliminary evidence for the validity of the new Test of Everyday Reading Comprehension. Australian Journal of Learning Difficulties, 2014, 19, 173-178.	0.8	4
100	Why Canâ€™t a Teacher Be More Like a Scientist? Science, Pseudoscience and the Art of Teaching. Australasian Journal of Special Education, 2008, 32, 5-21.	0.6	4
101	The Effect of Intonational Emphasis on Sentence Comprehension in Severely Subnormal and Normal Children. Language and Speech, 1976, 19, 87-99.	1.1	3
102	The Use of the Analysis of Coâ€™variance in Educational Research: panacea or pitfall for the unwary?. Educational Studies, 1979, 5, 43-51.	2.4	3
103	Reading recovery in Sydney primary schools. Australasian Journal of Special Education, 1993, 17, 51-63.	0.6	3
104	Some Reservations About the Use of the Analysis of Coâ€™variance in Educational Research: a response to Dugard and Todman. Educational Psychology, 1995, 15, 199-202.	2.7	3
105	Using Self-Monitoring to Increase the On-Task Behaviour of Three Students with Disabilities During Independent Work. Australasian Journal of Special Education, 2003, 27, 3-17.	0.6	3
106	The Who, What, Where, When, and Why of Self-Monitoring of Student Behaviour. Australasian Journal of Special Education, 2004, 28, 30-64.	0.6	3
107	A Scientific Approach to Special Education. Australasian Journal of Special Education, 2008, 32, 1-4.	0.6	3
108	Evaluation of a Two-Phase Implementation of a Tier-2 (Small Group) Reading Intervention for Young Low-Progress Readers. Australasian Journal of Special Education, 2014, 38, 169-185.	0.6	3

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109	Efficacy of an evidence-based literacy preparation program for young children beginning school. <i>Australian Journal of Learning Difficulties</i> , 2016, 21, 21-39.	0.8	3
110	Assessing young children's receptive language development. <i>Child Language Teaching and Therapy</i> , 1987, 3, 72-86.	0.9	2
111	Applying Incidental Teaching (Including Contingent Access to Materials) with Second Language Learners in a Multi-ethnic Nursery Unit: effects on child-teacher initiations and child language use. <i>Educational Psychology</i> , 1991, 11, 35-58.	2.7	2
112	Guest editorial: Contemporary behavioural perspectives in special education. <i>Australasian Journal of Special Education</i> , 1992, 15, 2-4.	0.6	2
113	Implementing self-recording of on-task behaviour in a class of ten primary aged children with learning difficulties. <i>Australasian Journal of Special Education</i> , 1992, 15, 71-74.	0.6	2
114	Contemporary Behavioural Perspectives in Special Education. <i>Australasian Journal of Special Education</i> , 1992, 15, 2-4.	0.6	2
115	Implementing Self-Recording of On-Task Behaviour in a Class of Ten Primary Aged Children with Learning Difficulties. <i>Australasian Journal of Special Education</i> , 1992, 15, 71-74.	0.6	2
116	The Individualised Classroom Environment Questionnaire: Confirmatory Findings. <i>Australian Educational and Developmental Psychologist</i> , 1993, 10, 6-8.	0.5	2
117	Reading recovery in Sydney primary schools. <i>Australasian Journal of Special Education</i> , 1993, 17, 51-63.	0.6	2
118	Lighting the Way in Special Education. <i>Educational Psychology</i> , 2002, 22, 367-370.	2.7	2
119	A Comparison of Two Quick Methods for Identifying Low-progress Readers: Teacher Judgment Versus Curriculum-based Measurement. <i>Australasian Journal of Special Education</i> , 2002, 26, 32-47.	0.6	2
120	Can teachers discriminate low-progress readers from average readers in regular classes?. <i>Australian Journal of Learning Difficulties</i> , 2003, 8, 4-7.	0.4	2
121	Meeting Initial Needs In Literacy (MINILIT): Why we Need it, How it Works, and the Results of Pilot Studies. <i>Australasian Journal of Special Education</i> , 2007, 31, 147-158.	0.6	2
122	A Scientific Approach to Special Education. <i>Australasian Journal of Special Education</i> , 2008, 32, 1-4.	0.6	2
123	A Conceptual Framework for Remedial Reading Instruction for Low-Progress Early Readers in Malaysian. <i>Asia Pacific Journal of Speech Language and Hearing</i> , 2009, 12, 57-70.	0.2	2
124	Evaluation of a two-phase experimental study of a small group (MultiLit) reading intervention for older low-progress readers. <i>Cogent Education</i> , 2014, 1, 962786.	1.5	2
125	Performance of Australian children on the English Phonics Screening Check following systematic synthetic phonics instruction in the first two years of schooling. <i>Australian Journal of Learning Difficulties</i> , 2019, 24, 131-145.	0.8	2
126	A small group intervention for older primary school-aged low-progress readers: Further evidence for efficacy. <i>Educational and Developmental Psychologist</i> , 2019, 36, 35-40.	0.7	2

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127	Researching the efficacy of a reading intervention: An object lesson. <i>Educational and Developmental Psychologist</i> , 2020, 37, 147-151.	0.7	2
128	A comparison of two quick methods for identifying low-progress readers: Teacher judgment versus curriculum-based measurement. <i>Australasian Journal of Special Education</i> , 2002, 26, 32-47.	0.6	2
129	The who, what, where, when, and why of self-monitoring of student behaviour. <i>Australasian Journal of Special Education</i> , 2004, 28, 30-64.	0.6	2
130	Using self-monitoring to increase the on-task behaviour of three students with disabilities during independent work. <i>Australasian Journal of Special Education</i> , 2003, 27, 3-17.	0.6	2
131	â€œJust Teach Our Kids to Readâ€™: Efficacy of Intensive Reading Interventions for Both Younger and Older Low-Progress Readers in Schools Serving Mainly Remote Indigenous Communities. <i>Language Policy</i> , 2019, , 221-246.	0.3	2
132	The Influence of Intonational Style on the Young Child's Ability to Understand Sentences: a Research Note on Passives. <i>International Journal of Language and Communication Disorders</i> , 1978, 13, 147-152.	1.5	1
133	Pronunciation, intonation and sentence comprehension: a comparison of young children from Afro-Caribbean and indigenous culture backgrounds. <i>First Language</i> , 1981, 2, 193-200.	1.2	1
134	A Behavioural Approach to Classroom Problems [BATPACK]â€— . <i>Educational Psychology in Practice</i> , 1985, 1, 23-26.	1.0	1
135	Assessing the receptive language development of you ng children from Panjabi-speaking homes: the Panjabi Bilingual Version of the Sentence Comprehension Test. <i>Child Language Teaching and Therapy</i> , 1987, 3, 170-181.	0.9	1
136	Waiting for Teacher: the frequency and duration of times children spend waiting for teacher attention in infant school classrooms. <i>British Educational Research Journal</i> , 1989, 15, 205-216.	2.5	1
137	Conservation without Conversation Revisited: a replication and elaboration of the Wheldallâ€™Poborca findings on the nonverbal assessment of conservation of liquid quantity ¹ . <i>Educational Psychology</i> , 1993, 13, 49-58.	2.7	1
138	Editorial: The origins of the nelson report and its main findings. <i>Australian Journal of Learning Difficulties</i> , 2005, 10, 2-4.	0.4	1
139	Further progress towards a standardised curriculumâ€based measure of reading: Calibrating a new passage reading test against the new South wales basic skills test. <i>Australian Journal of Learning Difficulties</i> , 2005, 10, 87-94.	0.4	1
140	The fruits of the seasons: personal editorial reflections 30 years on. <i>Educational Psychology</i> , 2011, 31, 773-777.	2.7	1
141	Use of early word-reading fluency measures to predict outcomes on the Phonics Screening Check. <i>Australian Journal of Education</i> , 2020, 64, 161-176.	1.5	1
142	Recent advances in reading instruction. <i>Educational and Developmental Psychologist</i> , 2020, 37, 95-96.	0.7	1
143	Effective Instruction for Older, Low-Progress Readers: Meeting the Needs of Indigenous Students. , 2011, , 255-273.		1
144	Behaviour Analysis in Educational Psychology. , 0, , .		1

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145	ON PRESENTING PICTURES AND SENTENCES: THE EFFECT OF PRESENTATION ORDER ON SENTENCE COMPREHENSION IN NORMAL AND MENTALLY HANDICAPPED CHILDREN*. British Journal of Educational Psychology, 1977, 47, 322-326.	2.9	0
146	Estimation by Microcomputer of Interobserver Agreement in Duration Recording of Behaviour. Behavioural Psychotherapy, 1982, 10, 48-53.	0.5	0
147	Distar in the Day Nursery: an experimental evaluation of Distar Language 1. Educational Review, 1984, 36, 287-301.	3.7	0
148	Social Psychology and Education: the state of the art?. Educational Psychology, 1984, 4, 79-81.	2.7	0
149	The "New Developmental Psychology" and Education. Educational Psychology, 1985, 5, 199-201.	2.7	0
150	An Elaboration of the "Bottles Test": a revised and extended alternative verbal procedure for the assessment of conservation of liquid quantity. Educational Psychology, 1985, 5, 311-317.	2.7	0
151	The Deception Study: A Potential Paradigm for the Evaluation of Generalizability of Social Skills Training. Behavioural and Cognitive Psychotherapy, 1985, 13, 342-348.	1.2	0
152	The behavioural approach to teaching package (BATPACK): Evolution and evaluation. Cognitive Behaviour Therapy, 1986, 15, 5-23.	0.3	0
153	The Right Tools for the Wrong Job: a response to Leach and Siddall on parental involvement in the teaching of reading with particular reference to Pause, Prompt and Praise tutoring. Educational Psychology, 1995, 15, 203-207.	2.7	0
154	Have Reading Standards Fallen? Inside the Primary Classroom: 20 years on. Educational Psychology, 2000, 20, 505-509.	2.7	0
155	Letter to Dr Nelson. Australian Journal of Learning Difficulties, 2005, 10, 5-7.	0.4	0
156	Submission from learning difficulties Australia to the national inquiry into the teaching of literacy. Australian Journal of Learning Difficulties, 2005, 10, 9-10.	0.4	0
157	Assessment for effective literacy instruction with low-progress students. Australian Journal of Learning Difficulties, 2009, 14, 1-2.	0.8	0
158	Do boys need different remedial reading instruction from girls?. Australian Journal of Learning Difficulties, 2012, 17, 1-15.	0.8	0
159	Correction to: "Editorial: The Fruits of the Seasons: Personal editorial reflections thirty years on". Educational Psychology, 2012, 32, 7-7.	2.7	0
160	Comparing the performance of older low-progress readers on the York Assessment of Reading for Comprehension with performance on the Neale Analysis of Reading Ability and other measures of reading and related skills. Australian Journal of Learning Difficulties, 2016, 21, 157-166.	0.8	0
161	Psychological Aspects of Learning and Teaching. , 0, , .		0
162	What we have learned: implementing MiniLit as an intervention with young struggling readers. Australian Journal of Learning Difficulties, 2021, 26, 113-125.	0.8	0