

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	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
2	Use of early word-reading fluency measures to predict outcomes on the Phonics Screening Check. Australian Journal of Education, 2020, 64, 161-176.	1.5	1
3	Researching the efficacy of a reading intervention: An object lesson. Educational and Developmental Psychologist, 2020, 37, 147-151.	0.7	2
4	Recent advances in reading instruction. Educational and Developmental Psychologist, 2020, 37, 95-96.	0.7	1
5	Performance of Australian children on the English Phonics Screening Check following systematic synthetic phonics instruction in the first two years of schooling. Australian Journal of Learning Difficulties, 2019, 24, 131-145.	0.8	2
6	A small group intervention for older primary school-aged low-progress readers: Further evidence for efficacy. Educational and Developmental Psychologist, 2019, 36, 35-40.	0.7	2
7	“Just Teach Our Kids to Read”: Efficacy of Intensive Reading Interventions for Both Younger and Older Low-Progress Readers in Schools Serving Mainly Remote Indigenous Communities. Language Policy, 2019, , 221-246.	0.3	2
8	Further evidence for the efficacy of an evidence-based, small group, literacy intervention program for young struggling readers. Australian Journal of Learning Difficulties, 2017, 22, 3-13.	0.8	8
9	Efficacy of an evidence-based literacy preparation program for young children beginning school. Australian Journal of Learning Difficulties, 2016, 21, 21-39.	0.8	3
10	A Special Font for People with Dyslexia: Does it Work and, if so, why?. Dyslexia, 2016, 22, 233-244.	1.5	40
11	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
12	Evaluation of a two-phase experimental study of a small group (“MultiLit”) reading intervention for older low-progress readers. Cogent Education, 2014, 1, 962786.	1.5	2
13	Why poor children are more likely to become poor readers: the early years. Educational Review, 2014, 66, 428-446.	3.7	76
14	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
15	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
16	Why poor children are more likely to become poor readers: The school years. Australian Journal of Education, 2013, 57, 190-213.	1.5	91
17	A randomised control trial of a MultiLit small group intervention for older low-progress readers. Effective Education, 2012, 4, 1-26.	0.3	7
18	Do boys need different remedial reading instruction from girls?. Australian Journal of Learning Difficulties, 2012, 17, 1-15.	0.8	0

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19	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
20	A randomised control trial of a Tier-2 small-group intervention (â€˜MiniLitâ€™™) for young struggling readers1. Australian Journal of Learning Difficulties, 2012, 17, 79-99.	0.8	15
21	Correction to: â€œEditorial: The Fruits of the Seasons: Personal editorial reflections thirty years onâ€. Educational Psychology, 2012, 32, 7-7.	2.7	0
22	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
23	Acquisition of Malay word recognition skills: lessons from low-progress early readers. Dyslexia, 2011, 17, 19-37.	1.5	22
24	What Recent Reviews Tell Us About the Efficacy of Reading Interventions for Struggling Readers in the Early Years of Schooling. International Journal of Disability Development and Education, 2011, 58, 257-286.	1.1	20
25	Why Do More Boys Than Girls Have a Reading Disability? A Review of the Evidence. Australasian Journal of Special Education, 2011, 35, 1-24.	0.6	16
26	The fruits of the seasons: personal editorial reflections 30 years on. Educational Psychology, 2011, 31, 773-777.	2.7	1
27	Effective Instruction for Older, Low-Progress Readers: Meeting the Needs of Indigenous Students. , 2011, , 255-273.		1
28	Do More Boys Than Girls Have Reading Problems?. Journal of Learning Disabilities, 2010, 43, 418-429.	2.2	44
29	â€˜Mind the Gapâ€™™: Effective Literacy Instruction for Indigenous Low-Progress Readers. Australasian Journal of Special Education, 2010, 34, 1-16.	0.6	13
30	Estimating Gender Ratios of Poor Reading Using Large-Scale Assessments. Australian Journal of Education, 2010, 54, 190-222.	1.5	11
31	Components of effective early reading interventions for young struggling readers. Australian Journal of Learning Difficulties, 2010, 15, 171-192.	0.8	25
32	Mona Tobias Award Winner, 2008 Effective instruction for socially disadvantaged low-progress readers: The Schoolwise Program¹. Australian Journal of Learning Difficulties, 2009, 14, 151-170.	0.8	12
33	A Conceptual Framework for Remedial Reading Instruction for Low-Progress Early Readers in Malaysian. Asia Pacific Journal of Speech Language and Hearing, 2009, 12, 57-70.	0.2	2
34	An Examination of the Simple View of Reading Among Beginning Readers in Malay. Reading Psychology, 2009, 30, 250-264.	1.4	21
35	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
36	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

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37	Assessment for effective literacy instruction with low-progress students. Australian Journal of Learning Difficulties, 2009, 14, 1-2.	0.8	0
38	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
39	A Scientific Approach to Special Education. Australasian Journal of Special Education, 2008, 32, 1-4.	0.6	2
40	Why Can'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	22
41	Miracles Take a Little Longer: Science, Commercialisation, Cures and the Dore Program. Australasian Journal of Special Education, 2008, 32, 67-82.	0.6	5
42	A Scientific Approach to Special Education. Australasian Journal of Special Education, 2008, 32, 1-4.	0.6	3
43	Miracles Take a Little Longer: Science, Commercialisation, Cures and the Dore Program. Australasian Journal of Special Education, 2008, 32, 67-82.	0.6	9
44	Why Can'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
45	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
46	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
47	Meeting initial needs in literacy (MINILIT): A ramp to MULTILIT for younger low-progress readers. Australian Journal of Learning Difficulties, 2007, 12, 67-72.	0.4	4
48	Refractory effects on auditory-evoked responses in children with reading disorders. NeuroReport, 2007, 18, 133-136.	1.2	12
49	Recent Research on Troublesome Classroom Behaviour: A Review. Australasian Journal of Special Education, 2007, 31, 45-60.	0.6	62
50	Meeting Initial Needs In Literacy (MINILIT): Why we Need it, How it Works, and the Results of Pilot Studies. Australasian Journal of Special Education, 2007, 31, 147-158.	0.6	2
51	Reading Recovery 20 Years Down the Track: Looking forward, looking back. International Journal of Disability Development and Education, 2007, 54, 199-223.	1.1	53
52	The research locus and conceptual basis for MULTILIT: Why we do what we do. Australian Journal of Learning Difficulties, 2007, 12, 61-65.	0.4	8
53	Meeting Initial Needs In Literacy (MINILIT): Why we Need it, How it Works, and the Results of Pilot Studies. Australasian Journal of Special Education, 2007, 31, 147-157.	0.6	5
54	Recent Research on Troublesome Classroom Behaviour: A Review. Australasian Journal of Special Education, 2007, 31, 45-60.	0.6	41

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55	Differential teacher attention to boys and girls in the classroom. <i>Educational Review</i> , 2006, 58, 339-366.	3.7	130
56	Electrophysiological and behavioral evidence of auditory processing deficits in children with reading disorder†. <i>Clinical Neurophysiology</i> , 2006, 117, 1130-1144.	1.5	107
57	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	11
58	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
59	Letter to Dr Nelson. <i>Australian Journal of Learning Difficulties</i> , 2005, 10, 5-7.	0.4	0
60	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
61	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>Australian Journal of Learning Difficulties</i> , 2005, 10, 87-94.	0.4	1
62	Submission from learning difficulties Australia to the national inquiry into the teaching of literacy. <i>Australian Journal of Learning Difficulties</i> , 2005, 10, 9-10.	0.4	0
63	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
64	The importance of phonological processing skills for older low-progress readers. <i>Educational Psychology in Practice</i> , 2005, 21, 1-22.	1.0	15
65	When will we ever learn?. <i>Educational Psychology</i> , 2005, 25, 573-584.	2.7	9
66	Curriculum-based measurement of reading: recent advances. <i>International Journal of Disability Development and Education</i> , 2004, 51, 57-82.	1.1	16
67	Literacy levels of male juvenile justice detainees. <i>Educational Review</i> , 2004, 56, 3-11.	3.7	7
68	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
69	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	3
70	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
71	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. <i>Educational Psychology</i> , 2003, 23, 569-590.	2.7	4
72	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

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73	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	3
74	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
75	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
76	Lighting the Way in Special Education. <i>Educational Psychology</i> , 2002, 22, 367-370.	2.7	2
77	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
78	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
79	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
80	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
81	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
82	Have Reading Standards Fallen? Inside the Primary Classroom: 20 years on. <i>Educational Psychology</i> , 2000, 20, 505-509.	2.7	0
83	Teachers' Use of Approval and Disapproval in the Classroom. <i>Educational Psychology</i> , 2000, 20, 431-446.	2.7	107
84	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
85	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
86	Does the Individualized Classroom Environment Questionnaire (Iceq) Measure Classroom Climate?. <i>Educational and Psychological Measurement</i> , 1999, 59, 847-854.	2.4	12
87	Strategies for improving the written expression of primary children with poor writing skills. <i>Australian Journal of Learning Difficulties</i> , 1999, 4, 14-20.	0.4	9
88	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
89	Curriculum-based Measurement of Reading: A critical review. <i>International Journal of Disability Development and Education</i> , 1999, 46, 71-85.	1.1	21
90	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

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91	Reconstructing Behaviour Analysis in Education: a revised behavioural interactionist perspective for special education. <i>Educational Psychology</i> , 1996, 16, 121-140.	2.7	28
92	An Evaluation of Reading Recovery. <i>Reading Research Quarterly</i> , 1995, 30, 240.	3.3	99
93	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. <i>Educational Psychology</i> , 1995, 15, 203-207.	2.7	0
94	Some Reservations About the Use of the Analysis of Covariance in Educational Research: a response to Dugard and Todman. <i>Educational Psychology</i> , 1995, 15, 199-202.	2.7	3
95	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
96	Conservation without Conversation Revisited: a replication and elaboration of the Wheldall-Poborca findings on the nonverbal assessment of conservation of liquid quantity. <i>Educational Psychology</i> , 1993, 13, 49-58.	2.7	1
97	Reading recovery in Sydney primary schools. <i>Australasian Journal of Special Education</i> , 1993, 17, 51-63.	0.6	3
98	The Individualised Classroom Environment Questionnaire: Confirmatory Findings. <i>Australian Educational and Developmental Psychologist</i> , 1993, 10, 6-8.	0.5	2
99	Reading recovery in Sydney primary schools. <i>Australasian Journal of Special Education</i> , 1993, 17, 51-63.	0.6	2
100	Evaluating the Effectiveness of Reading Recovery: a critique. <i>Educational Psychology</i> , 1992, 12, 263-274.	2.7	11
101	Teacher-Child Oral Reading Interactions: how do teachers typically tutor?. <i>Educational Psychology</i> , 1992, 12, 177-194.	2.7	7
102	Guest editorial: Contemporary behavioural perspectives in special education. <i>Australasian Journal of Special Education</i> , 1992, 15, 2-4.	0.6	2
103	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
104	Contemporary Behavioural Perspectives in Special Education. <i>Australasian Journal of Special Education</i> , 1992, 15, 2-4.	0.6	2
105	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
106	Teachers' Use of Praise and Reprimands to Boys and Girls. <i>Educational Review</i> , 1992, 44, 73-79.	3.7	28
107	Applying Incidental Teaching (Including Contingent Access to Materials) with Second Language Learners in a Multiethnic Nursery Unit: effects on child-teacher initiations and child language use. <i>Educational Psychology</i> , 1991, 11, 35-58.	2.7	2
108	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

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109	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
110	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
111	Pitch alterations in British motherese: some preliminary acoustic data. <i>Journal of Child Language</i> , 1989, 16, 503-512.	1.2	57
112	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
113	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
114	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
115	Packages for training teachers in behaviour management: BATPACK, BATSAC and the Positive Teaching Packages. <i>Support for Learning</i> , 1988, 3, 86-92.	0.4	4
116	CONTROLLED STUDY OF INTELLIGENCE AND SCHOOL PERFORMANCE OF VERY LOW BIRTHWEIGHT CHILDREN FROM A DEFINED GEOGRAPHICAL AREA. <i>Developmental Medicine and Child Neurology</i> , 1988, 30, 36-42.	2.1	83
117	Contingencies in Contexts: a behavioural interactionist perspective in education. <i>Educational Psychology</i> , 1988, 8, 5-19.	2.7	28
118	Rules, Sanctions and Rewards in Secondary Schools. <i>Educational Studies</i> , 1988, 14, 139-149.	2.4	6
119	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
120	Which Classroom Behaviours do Primary School Teachers say they find most Troublesome?. <i>Educational Review</i> , 1988, 40, 13-27.	3.7	100
121	Developing Functional Language with Young Children from English-speaking and Punjabi-speaking Home Backgrounds: incidental teaching and contingent access to materials. <i>Educational Psychology</i> , 1988, 8, 101-116.	2.7	10
122	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
123	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
124	'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
125	Assessing the receptive language development of young children from Punjabi-speaking homes: the Punjabi Bilingual Version of the Sentence Comprehension Test. <i>Child Language Teaching and Therapy</i> , 1987, 3, 170-181.	0.9	1
126	Assessing young children's receptive language development. <i>Child Language Teaching and Therapy</i> , 1987, 3, 72-86.	0.9	2

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127	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
128	The Attitudes of British Secondary School Pupils to Praise and Reward. <i>Educational Studies</i> , 1987, 13, 293-302.	2.4	15
129	'Pause, Prompt and Praise' for parents and peers: effective tutoring of low progress readers. <i>Support for Learning</i> , 1987, 2, 5-12.	0.4	11
130	The behavioural approach to teaching package (BATPACK): Evolution and evaluation. <i>Cognitive Behaviour Therapy</i> , 1986, 15, 5-23.	0.3	0
131	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
132	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
133	Behavioural Peer Tutoring: training 16-year-old tutors to employ the 'pause, prompt and praise'™ method with 12-year-old remedial readers. <i>Educational Psychology</i> , 1985, 5, 27-44.	2.7	44
134	The 'New Developmental Psychology'™ and Education. <i>Educational Psychology</i> , 1985, 5, 199-201.	2.7	0
135	THE BEHAVIOURAL APPROACH TO TEACHING PACKAGE (BATPACK): AN EXPERIMENTAL EVALUATION. <i>British Journal of Educational Psychology</i> , 1985, 55, 65-75.	2.9	18
136	The Behavioural Approach to Teaching Package (BATPACK): Evolution and Evaluation. <i>Behaviour Change</i> , 1985, 2, 21-32.	1.3	7
137	An Elaboration of the 'Bottles Test'™: a revised and extended alternative verbal procedure for the assessment of conservation of liquid quantity. <i>Educational Psychology</i> , 1985, 5, 311-317.	2.7	0
138	The Deception Study: A Potential Paradigm for the Evaluation of Generalizability of Social Skills Training. <i>Behavioural and Cognitive Psychotherapy</i> , 1985, 13, 342-348.	1.2	0
139	Behavioural language teaching: using the natural language environment. <i>Child Language Teaching and Therapy</i> , 1985, 1, 199-216.	0.9	6
140	A Behavioural Approach to Classroom Problems [BATPACK]™—. <i>Educational Psychology in Practice</i> , 1985, 1, 23-26.	1.0	1
141	Distar in the Day Nursery: an experimental evaluation of Distar Language 1. <i>Educational Review</i> , 1984, 36, 287-301.	3.7	0
142	Classroom Behaviour Problems which Junior School Teachers Find most Troublesome. <i>Educational Studies</i> , 1984, 10, 87-92.	2.4	39
143	Social Psychology and Education: the state of the art?. <i>Educational Psychology</i> , 1984, 4, 79-81.	2.7	0
144	Training Teachers to Use the Behavioural Approach to Classroom Management: a review. <i>Educational Psychology</i> , 1984, 4, 213-231.	2.7	5

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145	Estimation by Microcomputer of Interobserver Agreement in Duration Recording of Behaviour. Behavioural Psychotherapy, 1982, 10, 48-53.	0.5	0
146	Behavioural Pedagogy or Behavioural Overkill?. Educational Psychology, 1982, 2, 181-184.	2.7	7
147	A Behavioural Approach to Teaching Subsidiary Physics to Engineering Students. Educational Psychology, 1982, 2, 79-85.	2.7	4
148	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
149	Effective Educational Research. Educational Psychology, 1981, 1, 5-11.	2.7	8
150	Rows Versus Tables: an example of the use of behavioural ecology in two classes of eleven-year-old children. Educational Psychology, 1981, 1, 171-184.	2.7	39
151	Pronunciation, intonation and sentence comprehension: a comparison of young children from Afro-Caribbean and indigenous culture backgrounds. First Language, 1981, 2, 193-200.	1.2	1
152	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
153	The Attitudes of British Teachers towards Behaviour Modification. Educational Review, 1980, 32, 53-65.	3.7	8
154	The Use of the Analysis of Covariance in Educational Research: panacea or pitfall for the unwary?. Educational Studies, 1979, 5, 43-51.	2.4	3
155	Playing the Game: a behavioural approach to classroom management in the junior school. Educational Review, 1978, 30, 41-50.	3.7	22
156	The Influence of Intonational Style on the Young Child's Ability to Understand Sentences: a Research Note on Passives. International Journal of Language and Communication Disorders, 1978, 13, 147-152.	1.5	1
157	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
158	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
159	The Effect of Intonational Emphasis on Sentence Comprehension in Severely Subnormal and Normal Children. Language and Speech, 1976, 19, 87-99.	1.1	3
160	Criticisms Regarding the use of the E.P.V.T. in Subnormality Research. International Journal of Language and Communication Disorders, 1974, 9, 140-143.	1.5	12
161	Behaviour Analysis in Educational Psychology. , 0, , .		1
162	Psychological Aspects of Learning and Teaching. , 0, , .		0