

Conference Papers: 2000-2020

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, 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 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, Freemantle, 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 low-progress 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.

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.

Research publications

MultiLit Research Unit (MRU)



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.