## Contents

<table>
<thead>
<tr>
<th>Article</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Editorial</td>
<td>2</td>
</tr>
<tr>
<td>Effective remediation for developmental reading disabilities in Toronto and Boston schools</td>
<td>4</td>
</tr>
<tr>
<td>Problem behaviour or just a communication breakdown?</td>
<td>10</td>
</tr>
<tr>
<td>MUSEC Briefings: Issue 3</td>
<td>18</td>
</tr>
<tr>
<td>Look-Say-Cover-Write-Say-Check and</td>
<td></td>
</tr>
<tr>
<td>Old Way/New Way – Mediational Learning: A comparison of the effectiveness of two tutoring programs for children with persistent spelling difficulties</td>
<td>19</td>
</tr>
<tr>
<td>Developing a ramp to reading for at-risk Year One students: A preliminary pilot study</td>
<td>39</td>
</tr>
<tr>
<td>Pre-service teachers’ views about an inclusive education internship: A qualitative study</td>
<td>70</td>
</tr>
<tr>
<td>Book review</td>
<td>96</td>
</tr>
</tbody>
</table>
SPECIAL EDUCATION PERSPECTIVES

VOLUME 16, NUMBER 1, 2007

The Journal of the NSW Chapter of the Australian Association of Special Education Inc.
Patron: Her Excellency Professor Marie Bashir AC, Governor of New South Wales.

EDITOR:
Michael Arthur-Kelly
Special Education Centre
University of Newcastle
CALLAGHAN NSW 2308
Phone: (02) 4921 6284
Fax: (02) 4921 6693
Email: Michael.Arthur-Kelly@newcastle.edu.au

PRACTICALLY SPEAKING ASSOCIATE EDITOR:
Jennifer Stephenson
Email: jennifer.stephenson@sped.sed.mq.edu.au

BOOK REVIEW EDITOR:
Sue McGarrity
Email: Sue.McGarrity@det.nsw.edu.au

EDITORIAL COMMITTEE:
Greg Auhl, MacKillop College; Jeff Bailey, University of Western Sydney; Louise Bailey, Association of Independent Schools; Hank Bohanen-Edmonson, Loyola University of Chicago; Gail Brown, AASE Chapter; Nancy Butterfield, DADHC; Barry Carpenter, Sunfield School; Mark Carter, Macquarie University; Mark Clayton, Behaviour Consultant, Autism Association of NSW; Ian Dempsey, University of Newcastle; David Evans, University of Sydney; Phil Foreman, University of Newcastle; Rick Frost, NSW DET; Gerry Gray, Catholic Education Commission; Brian Hemmings, Charles Sturt University; Barbara Hinchev, NSW DET; Bruce Knight, Central Queensland University; Wendy Kortman, Deakin University; Gordon Lyons, University of Newcastle; Heather Martin, AASE Chapter; Sue McGarrity, NSW DET; Margaret McKay, NSW DET; Jonathan Munro, Southern Cross University; Michelle Pointon, NSW DET; Sally Roberts, University of Kansas; Greg Robinson, University of Newcastle; Tony Shaddock, University of Canberra; Jeff Sigafoos, University of Tasmania; Paul Stelshman, Catholic Schools Office; Sue Spedding, University of Newcastle; Jennifer Stephenson, Macquarie University; Ian Thompson, NSW DET; Sydney; Peter Westwood, University of Hong Kong; Kevin Wheldall, Macquarie University; Michele Wise, Consultant; Stephen Winn, Griffith University.

PRACTICALLY SPEAKING ADVISORY COMMITTEE:
Jacqui Cashmore; Sandra Hook; Cathy Little; Theresa Llewellyn Evans; Cheeka MacLaurin; Mark Pearce; Georgina Reynhout; Merrie Reynolds; Shelley Robins; Maria Sprem; Tony Tenney; Christine Vendenberg; Robyn Yates.

Australian Association of Special Education Inc. (NSW Chapter)

PRESIDENT: Sue McGarrity
NATIONAL COUNCILLORS: Gerry Gray, David Evans, and Sue McGarrity

NOTES FOR CONTRIBUTORS

1. Contributions to Special Education Perspectives may refer to any aspect of special education practice, policy, or research. They may take the form of position papers, critical reviews of literature, brief reports of action research, or empirical studies. In line with the practical focus of the journal, papers that provide practitioners with research-based support and strategies are especially welcome. Potential authors may like to look at Teaching Exceptional Children as a model for this type of submission.

2. The journal has two main sections: (A) Practically Speaking, containing papers that have received editorial review; and (B) Refereed papers (see 5.).

3. Please forward four hard copies of the paper to Michael Arthur-Kelly, Special Education Centre, University of Newcastle, CALLAGHAN NSW 2308 along with a covering letter indicating the names of all authors, contact details for correspondence, and a statement to indicate that the paper has not been published elsewhere, nor is the paper currently under review elsewhere.

4. It is imperative that prospective authors follow the conventions of the American Psychological Association (APA) Fifth Edition when preparing papers. Authors are advised to consult published referencing guides or previous journal issues in which APA guidelines are followed. The manuscript should be typed, double-spaced, and use one side of A4 paper only. Italics should be used for sources in the reference list rather than underlining. An abstract of approximately 100 words should be included. All figures should be high-quality camera-ready copy, presented on separate sheets with a descriptive caption. The location of each figure should be indicated in the text of the paper. Tables should be included in the body of the text.

5. All papers submitted to the refereed section of the journal follow a double-blind review process. Three members of the editorial committee (or other invited experts) provide feedback on the papers and monitor revisions as appropriate. It is therefore important that you do not identify yourself in the body of the paper.

When submitting a paper, please do not include a disk. If accepted after review/revisions, you will be asked to supply a disk copy of the paper, preferably in MS Word format.

Advertising Policy
Special Education Perspectives accepts advertisements for products or services of interest to educators, special educators, families, and caregivers of children with special education needs and others with an interest in special education.

Disclaimer: The Australian Association of Special Education does not endorse any of the products or services advertised. The editor has the discretion to accept or refuse advertisements and may request changes to advertisements before accepting them for publication.

For further information about submissions and advertisement deadlines, please contact the editorial team.