

**AUSTRALASIAN JOURNAL OF SPECIAL EDUCATION**

**Call for Papers**

*Special Issue: Curriculum-Based Measurement*

Special educators are frequently told that they must have a lot of patience to work with children with disabilities; one might hope and even expect that all teachers have patience with their students. However, in some ways, special educators are actually impatient, because they understand that in the absence of effective interventions, students with disabilities continually fall behind their peers, with the knowledge and skill gap increasing at an accelerated pace. Curriculum-based measurement (CBM), when used within a problem-solving approach, has proven to be an especially valuable tool for monitoring the effectiveness of various interventions and helping guide instructional practice. There are numerous, empirically validated strategies useful for assessing mathematics, reading, written expression, and spelling skills at the elementary school levels, and a growing number of techniques are being developed for use with older students, as well as preschool age children.

This special issue of *AJSE* seeks to address the use of CBM across age levels, and papers should provide a clear connection between research and practice. Authors are encouraged to submit papers reporting original research, as well as comprehensive research reviews.

Although a majority of the research has been conducted with English speaking students with behavioural or learning difficulties, we encourage papers that investigate the use of CBM with students who have more severe disabilities.

We expect that the special issue will be published in late 2015 (Issue 2, 2015). **Papers are due no later than 31 May 2014.**

Please consult the journal's *Instructions for Contributors* at <http://journals.cambridge.org/ajse/ifc> for more detailed information on form, length and style.

Authors should send submissions via the Journal Submission Manager <http://journals.cambridge.org/ajse/submit> noting that the paper is for this special issue.

Enquiries may be directed to Dr Keith Hyatt, Associate Editor, *AJSE*, e-mail: [keith.hyatt@wwu.edu](mailto:keith.hyatt@wwu.edu).

CAMBRIDGE

JOURNALS

# Children Australia

Published for The Australian Association of Special Education Inc.

## Editor

Jennifer Lehmann, La Trobe University, Australia

*Children Australia* links policy, research and practice issues on matters associated with children, young people and family wellbeing. It challenges some of the traditional ideas, practices and 'silos' associated with professional disciplines, roles and activities. The journal provides an opportunity for professional staff, academics and others concerned with children, youth and families, to report on a wide range of topics that address Australian and international ideas and developments. It is highly relevant to a wide readership, including academics, administrators, teachers, students and all professionals working in human services fields. Debate and discussion is encouraged as a means to explore and develop the myriad practices contributing to the well-being for children, young people and their families.

## Price information

is available at: <http://journals.cambridge.org/cha>

## Free email alerts

Keep up-to-date with new material – sign up at  
<http://journals.cambridge.org/alerts>



## Children Australia

is available online at:  
<http://journals.cambridge.org/cha>

## To subscribe contact Customer Services

### in Cambridge:

Phone +44 (0)1223 326070  
Fax +44 (0)1223 325150  
Email [journals@cambridge.org](mailto:journals@cambridge.org)

### in New York:

Phone +1 (845) 353 7500  
Fax +1 (845) 353 4141  
Email  
[subscriptions\\_newyork@cambridge.org](mailto:subscriptions_newyork@cambridge.org)

For free online content visit:  
<http://journals.cambridge.org/cha>



CAMBRIDGE  
UNIVERSITY PRESS

# Journal of Child Language

**Editor**

Heike Behrens, University of Basel, Switzerland

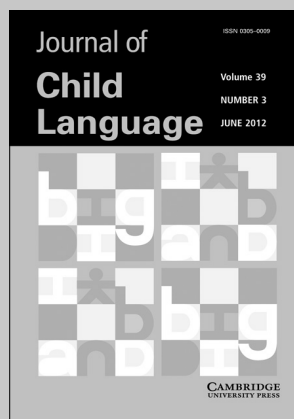
A key publication in the field, *Journal of Child Language* publishes articles on all aspects of the scientific study of language development and behaviour in children, the principles which underlie it, and the theories which may account for it. The international range of authors and breadth of coverage allow the journal to forge links between many different areas of research including psychology, linguistics, cognitive science, speech pathology and anthropology. The interdisciplinary and crosslinguistic perspective spans a wide range of interests: phonology, phonetics, morphology, syntax, vocabulary, semantics, pragmatics, sociolinguistics and other recognised aspects of language study. In addition to articles and brief research reports, the journal also features occasional review articles plus invited commentaries.

**Price information**

is available at: <http://journals.cambridge.org/jcl>

**Free email alerts**

Keep up-to-date with new material – sign up at  
<http://journals.cambridge.org/alerts>

**Journal of Child Language**

is available online at:

<http://journals.cambridge.org/jcl>

**To subscribe contact  
Customer Services****Americas:**

Phone +1 (845) 353 7500

Fax +1 (845) 353 4141

Email

[subscriptions\\_newyork@cambridge.org](mailto:subscriptions_newyork@cambridge.org)

**Rest of world:**

Phone +44 (0)1223 326070

Fax +44 (0)1223 325150

Email [journals@cambridge.org](mailto:journals@cambridge.org)

For free online content visit:  
<http://journals.cambridge.org/jcl>



**CAMBRIDGE**  
UNIVERSITY PRESS

## ONLINE SUBMISSION

1. To be reviewed for possible publication in this journal authors must follow the instructions below. At least two separate files need to be submitted online via the Cambridge University Press Journal Submission Manager at [journals.cambridge.org/jse](http://journals.cambridge.org/jse):
  - Title Page document. The name of this file must be constructed as follows: [first 20 characters of the title]\_[ddmm year]\_AJSE\_Title.doc
  - an Article document. The name of this file must be constructed as follows: [first 20 characters of the title]\_[ddmm year]\_AJSE\_Article.doc
  - all Figure documents should be supplied with the name of the file constructed as follows: [first 20 characters of the title]\_[ddmmyear]\_AJSE\_Figure# (with # being the number of the figure)
  - The Title Page and Article documents should be saved as a Microsoft Word document, double-spaced with minimum margins of 25 mm on both sides and in A4 page size.
  - The Title Page document should contain the full title of the article as well as the full names and affiliations of all authors followed by a full postal and e-mail addresses for the corresponding author. A word count and suggested running head of no more than 50 characters including spaces should also be provided on this second page, along with a maximum of 6 keywords.
  - The Article document should include the complete article **without any identifiable author details** but including the title and an abstract not exceeding 200 words that provides a brief overview of the aims, method and major findings without any citations.
2. **Review.** All manuscripts are sent for blind peer-review to members of the editorial board and guest reviewers. The review process generally requires three months. The receipt of submitted manuscripts will be acknowledged by the editor, from whom a decision and reviewers' comments will be received when the peer-review has been completed. Papers submitted to the journal must not previously have been published nor submitted for publication to any other journal while in review in AJSE.
3. Contributions should follow the format and style described in the *Publication Manual of the American Psychological Association* (6th ed.). Spelling and punctuation should conform to *The Macquarie Dictionary* (5th ed.). For matters of style not covered in these two publications the *Style Manual for Authors, Editors and Printers* (6th ed.) should be consulted.
4. Use single quotation marks to introduce a word or phrase used as an ironic comment, as slang, or which has been coined. Use quotation marks the first time the word or phrase is used; do not use them again. Do not use quotation marks to introduce a technical or key term. Instead, italicise the term.
5. Do not use any footnotes. **Endnotes** should be kept to a minimum and listed at the end of the text under the heading 'Endnotes'. **Acknowledgments** should be placed at the end of the article with a separate heading.
6. **Tables** should be at the end of the manuscript, not in the main text. Their approximate positions in the text should be indicated by the words, 'Insert Table X here'. Horizontal and vertical lines should be used sparingly.
7. **Photographs, graphs and figures** should be prepared to the correct size (max. width 125 mm). Include placement instructions in the Word document, such as 'Insert Fig X here'. Figures should be in black and white line art (artwork that has only text and lines, no shades of grey or blocks of colour).
  - Figures created in Microsoft Word, Excel or PowerPoint need to be saved as PDFs. Figures created in a drawing program such as Adobe Illustrator, CorelDRAW, Freehand, Microsoft Publisher or similar should be saved as EPS files. Figures created in Photoshop or with other photographic software should be saved with a minimum resolution of 600 dpi and in TIF format. Minimum resolution for scanned graphics is 300 dpi for halftone work (e.g., photographs) and 600 dpi for line art, and these should also be in TIF format.
  - Manuscripts that contain special characters (equations, Chinese characters, IPA symbols, etc.) need to be supplied as a PDF file as well as a Word document.
  - Prior to sending artwork, the separate files of figures, graphs, illustrations, and so on, should be printed by the author to test that the fonts have been embedded correctly and there is no distortion in the artwork (e.g., lines and fonts reproduce cleanly with no jagged lines or fuzzy edges), as any such faults cannot be corrected by the publisher.
  - A list of figure captions should follow the tables in the manuscript Word document.
8. **References** should follow the format and style described in the *Publication Manual of the American Psychological Association* (6th ed.). Examples of citations are:
 

The theory was first propounded in 1970 (Larsen, 1971).

Larsen (1970) was the first to propound the theory.

Examples of references are:

Heward, W.L. (2006). *Exceptional children: An introduction to special education* (8th ed.). Upper Saddle River, NJ: Pearson.

Thomas, T. (2009). The age and qualifications of special education staff in Australia. *Australasian Journal of Special Education*, 33, 109–116. doi: 10.1375/ajse.33.2.109
9. Authors are expected to check the accuracy of all references in the manuscript before submission. It may not be possible to submit proofs for correction.
10. While manuscripts are subject to editing, the Australian Association of Special Education Inc does not hold itself responsible for statements made by contributors.
11. **Copyright** in all articles rests with authors. A limited set of permanent copyright permission licences has been granted by authors to the publisher to allow publication in this journal. Rights in the reproduction and distribution of the published articles as visual facsimiles of this published edition by either mechanical or digital means is controlled by the publisher and any distributions by CAL for copying of an author's work therefore are due to the publisher and AASE only. All other rights in the words contained in this edition are controlled by the authors. Authors are therefore free to adapt and/or republish the words making up their own articles either online or in print.

# Contents

<b>Editorial</b>	1	Schooling Transitions Within the Lifespan of People With an Intellectual Disability: Perceptions and Recommendations of Ageing Mothers	64
<b>Articles</b>			
Rhetoric, Accountability, Advocacy: Postschool Transition of Students With Specific Learning Difficulties in Hong Kong	4	Iva Strnadová and David Evans	
Kim Fong Poon-McBrayer			
Transition and Students With Twice Exceptionality	19	Development of a Mobile-Optimised Website to Support Students With Special Needs Transitioning From Primary to Secondary Settings	79
Susan Prior		Dianne Chambers and Anne Coffey	
The Experience of Transitioning Two Adolescents With Asperger Syndrome in Academically Focused High Schools	28		
Roselyn M. Dixon and Kathleen Tanner			
Transition for a Student With Special Educational Needs From Primary to Secondary School in Hong Kong	49		
Chris Forlin, Kenneth Kuen-Fung Sin and Rupert Maclean			
		<b>Call for Papers</b>	
		Special Issue: Curriculum-Based Measurement	

ISSN 1030-0112

Cambridge Journals Online

For further information about this journal please go to the journal website at:

[journals.cambridge.org/jse](http://journals.cambridge.org/jse)

<https://doi.org/10.1017/jse.2013.14> Published online by Cambridge University Press

**CAMBRIDGE**  
UNIVERSITY PRESS