

Published studies

2019

- Trembath, D, Westerveld, M., Teppala, S., Thirumanickam, A., Sulek, R., Rose, V., **Tucker, M.**, Paynter, J., Hetzroni, O., Vivanti, G., & Keen, D. (2019). Profiles of Vocalization Change in Children with Autism receiving Early Intervention, *Autism Research*, 00: 1–13. doi:10.1002/aur.2075
 - This study examined possible changes in speech and nonspeech vocalisations in children with autism attending a comprehensive early intervention program over 10 months. Results revealed that changes in children’s vocalisations over time followed a waxing and waning pattern, rather than a steady increase, and suggested that looking at the quality of children’s vocalisations (i.e., the ratio of speech to nonspeech vocalisations) provides a more accurate picture of a child’s development than looking at how frequently they vocalise.
- Paynter, J., Luskin-Saxby, S., Keen, D., Fordyce, K., Frost, G., Imms, C., Miller, S., Trembath, D., **Tucker, M.**, & Ecker U. (2019) Evaluation of a template for countering misinformation—Real-world Autism treatment myth debunking, *Plos One* 14(1). <https://doi.org/10.1371/journal.pone.0210746>
 - Misinformation regarding treatments in the public health domain poses significant challenges to evidence-based practice. This study tested strategies for debunking misinformation about autism interventions in the context of professional development training.

2018

- Taylor, A., Beamish, W., Paynter, J., & **Tucker, M.** (2018). Designing a Model of Practice for Australian Teachers of Young School-age Children on the Autism Spectrum. *Journal of International Special Needs Education*.
 - A growing number of students on the autism spectrum are enrolling in primary schools, and teachers are increasingly expected to provide high quality education to all students. This paper reports on the design of the first Australian Model of Practice for primary school teachers of students on the autism spectrum in the first year of school. This model of practice is a flexible and highly portable tool that will support decision making regarding teaching methods, and improve professional practice for teachers. This tool will be tested in partnership with teachers, to provide evidence of its applicability in Australian classrooms.
- **Paynter, J.**, Davies, M. & Beamish, W. (2018). Recognising the “Forgotten Man”: Fathers’ experiences in caring for a young child with autism spectrum disorder. *Journal of Intellectual and Developmental Disabilities*. 43(1). doi:10.3109/13668250.2017.1293235
 - This study investigated the experiences of fathers of young children with ASD attending AEIOU. Results revealed that fathers were experiencing elevated levels of parental stress and elevated depressive symptoms. These findings provide further insight into the fathering role, and demonstrate the need for better support for fathers of children with ASD.

2017

- Eapen, V., Grove, R., Aylward, E, Joosten, A., Miller, S., Van Der Watt, G., Fordyce, K., Dissanayake, C., Maya, J., **Tucker, M.**, & DeBlasio, A. (2017). Transition from early intervention program to primary school in children with Autism Spectrum Disorder. *World Journal of Clinical Pediatrics*, 8; 6(4): 161-179.
 - This study investigated the characteristics that are linked with successful transition and school outcomes in preschool aged children with autism. Key results: Cognitive ability and adaptive behaviour were associated with successful transition to school, including participation in the classroom and being comfortable with the classroom teacher. These factors were also associated with social skills in the classroom, including assertiveness and engagement.
- Fulton, A., **Paynter, J.**, & Trembath, D. (2017). Gender Comparisons in children with ASD entering early intervention. *Research in Developmental Disabilities*, 68, 27-34.
 - Currently, a greater number of males are diagnosed with Autism Spectrum Disorder than females. This study sought to investigate the gender differences among young children with ASD, and to better understand the mechanisms by which gender bias may occur. Results revealed no significant gender differences in social, communication or cognitive functioning, as well as level of ASD symptoms. This suggests that gender differences may not be apparent among preschool aged children diagnosed with ASD.
- **Paynter, J.**, Ferguson, S., Fordyce, K., Joosten, A., Paku, S., Stephens, M., Trembath, D., & Keen, D. (2017). Utilisation of evidence-based practices by ASD early intervention service providers. *Autism*, 2, 167-180, doi: 10.1177/1362361316633032
 - This study investigated the knowledge and use of strategies, organisational culture, individual attitudes, sources of information and considerations informing intervention choices by early intervention providers for children with autism. Participants reported greater knowledge and use of evidence-based and emerging practices than unsupported practices. Levels of use were linked to knowledge, and some organisational and attitudinal factors.

2016

- Rose, V., Trembath, D., Keen, D., & **Paynter, J.** (2016). The proportion of minimally-verbal children with ASD in a community-based early intervention program. *Journal of Intellectual Disability Research*, 60 (5), 464-477
- Westerveld, M, Trembath, T., & **Paynter, J.** (2016). A systematic review of the literature on emergent literacy skills of preschool children with autism Spectrum disorder. *The Journal of Special Education*, 50 (1), 37-48.
- Taylor, L. J., Eapen, V., Mayberry, M. T., Midford, S., **Paynter, J.**, Quarmby, L., Smith, T., Williams, K., & Whitehouse, A. J. O. (2016). Diagnostic evaluation for autism spectrum disorder: A survey of health professionals in Australia. *BMJ Open*, 6, e012517. doi: 10.1136/bmjopen-2016-012517
- Pritchard, M. A., de Dassel, T., Beller, E., Begossian, F., Russo, S., Johnston, L., **Paynter, J.**, & Scott, (2016). Autism in toddlers born very preterm. *Pediatrics*, 137 (2), e20151949.
- Taylor, L. J., Eapen, V., Mayberry, M. T., Midford, S., **Paynter, J.**, Quarmby, L., Smith, T., Williams, K., & Whitehouse, A. J. O. (2016). Diagnostic evaluation for autism spectrum disorder: A survey of health professionals in Australia. *BMJ Open*, 6, e012517. doi: 10.1136/bmjopen-2016-012517

- Yang, S., **Paynter, J.**, Gilmore, L. (2016). Vineland Adaptive Behavior Scales - II Profile of young children with Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*, 46 (1), 64-73.

2015

- **Paynter, J.** (2015). Assessment of school-aged children with Autism Spectrum Disorders. *Journal of Psychologists and Counsellors in Schools*, 25, 104-115.
- **Paynter, J.** & Fothergill, F. (2015). Conducting assessments with young children with Autism Spectrum Disorders. *Australian Clinical Psychologist*, 1(2), 14-18.
- **Paynter, J., Riley, E.,** Beamish, W., Scott, J. G., & Heussler, H. S. (2015). Brief report: An Evaluation of an Australian Autism-Specific, Early Intervention Programme. *International Journal of Special Education*, 30 (2), 1-7. Available online: <https://eric.ed.gov/?id=EJ1094831>
- Trembath, D., **Paynter, J.**, Keen, D., & Ecker, U. (accepted 30/09/2015) "Attention: Myth Follows!" Facilitated communication, parent and professional attitudes towards evidence-based practice, and the power of misinformation. *Evidence-Based Communication Assessment and Intervention*.
- **Paynter, J.** & Keen D. (2015) Knowledge and Use of Intervention Practices by Community-Based Early Intervention Service Providers. *Journal of Autism and Developmental Disorders* 45(6): 1614-1623.
- Westerveld, M, Trembath, T., & **Paynter, J.** (accepted 28/09/2015). The emergent literacy skills of children with Autism Spectrum Disorder: A systematic review of the literature. *Journal of Special Education*.
- Westerveld, M., **Paynter, J.**, & Trembath, D. Reading instruction for children with ASD: Getting the story Straight (accepted 14/12/2015). *Journal of Clinical Practice in Speech Language Pathology*

2014

- Vivanti, G., **Paynter, J.**, Duncan, E., Fothergill, H., Dissanayake, C., & Rogers, S. (2014). Effectiveness and Feasibility of the Early Start Denver Model Implemented in a Group-Based Community Childcare Setting. *Journal of Autism and Developmental Disorders*, 1-14. doi: 10.1007/s10803-014-2168-9