Australian Association of Special Education Important — Instructions for Authors Further information at https://www.cambridge.org/core/journals/ australasian-journal-of-special-and-inclusive-education

SUBMISSION

1. Australasian Journal of Special and Inclusive Education (AJSIE) accepts submissions through ScholarOne for online submission and peer review. To be reviewed for possible publication in this journal, authors must follow the instructions below. New users first need to create an account. Once logged on, submission must be made through the 'Author Centre'. At least two separate files need to be submitted online via https://mc.manuscriptcentral.com/ajse

Authors must submit

- or must summine a Title Page. This should include (a) article title; (b) name, credentials, affiliation, address, telephone number(s), and email address of the corresponding author; (c) the names, credentials, and affiliations of all authors; (d) any acknowledgements, financial disclosure information, including conflicts of interest statements, author notes, and/or other text that could identify the authors to reviewers; and (e) that this manuscript is an original work that has not been submitted or published anywhere else. A word count should also be provided, along with a maximum of 6 keywords. This document is separate from the article and not shared with the reviewers
- the article document (Main Document). This document must be blinded and include an abstract not exceeding 200 words that provides a brief overview of the aims, method, and major findings.
- **Review**. AJSIE uses a double-blind review process. Manuscripts are initially assigned to an Editor and screened. If considered suitable for peer review, the manuscript is blind peer reviewed by at least two expert 2. reviewers. The review process generally takes 3 to 4 months, not including any times of revision by the author. When reviews are returned, the Editor considers reviewers' comments, independently evaluates the manuscript, and makes an editorial decision to reject, request a revision with further peer review, request a revision subject to review by the Editor, or accept as is. Authors receive copies of (anonymous) reviewers' comments. Although feedback will usually be provided to authors, the Editor reserves the right to reject a manuscript for publication without providing a rationale for the decision. Final decisions regarding acceptnce of a manuscript will be made by the Editor.
- Publishing Ethics. AJSIE considers all manuscripts on the strict condition that 3.
 - the manuscript is your own original work, and does not duplicate any other previously published work, including your own previously published work;
 - · the manuscript has been submitted only to the journal it is not under consideration or peer review or accepted for publication or in press or published elsewhere;
 - all listed authors know of and agree to the manuscript being submitted to the journal; and
 - the manuscript contains nothing that is abusive, defamatory, fraudulent, illegal, libellous, or obscene

By submitting your paper to AJSIE you are agreeing to any necessary originality checks your paper may have to undergo during the peer review and production processes. The Editor will collaborate with Cambridge University Press using the guidelines of the Committee on Publication Ethics in cases of allegations of research errors, authorship complaints, multiple or simultaneous submission, plagiarism complaints, research results misappropriation, reviewer bias, and undisclosed conflicts of interest.

- Authorship. All persons who have a reasonable claim to authorship must 4 be named in the manuscript as co-authors; the corresponding author must be authorised by all co-authors to act on their behalf in all matters pertaining to publication of the manuscript, and the order of names should be agreed by all authors. Each author should have participated sufficiently in the work to take public responsibility for appropriate portions of the content. Authorship credit should be based on
 - substantial contributions to conception and design, acquisition of data, or analysis and interpretation of data;
 - · drafting the article or revising it critically for important intellectual content: and
 - final approval of the version to be published.

Authors should meet all conditions. Acquisition of funding, collection of data, or general supervision of the research group alone does not constitute authorship.

- 5 Manuscript Format and Style. All manuscripts must be in English. Contributions should follow the format and style described in the *Publication* Manual of the American Psychological Association (7th ed.). Spelling and punctuation should conform to *The Macquarie Dictionary* (8th ed). For matters of style not covered in these two publications, the *Style Manual for Authors, Editors and Printers* (6th ed.) should be consulted.
 - The preferred length for research articles and literature reviews is no more than 7,000 words, including abstract, references, tables, and figures. Manuscripts submitted for the *Special Education Perspectives* section of AJSIE should not exceed 5,000 words.
 - The Title Page and Main Document should be saved as Microsoft Word documents, double-spaced with minimum margins of 25 mm on all sides
 - and in A4 page size. Times New Roman 12 pt size typeface is preferred.
 Authors should avoid language that can be seen as discriminating against people on account of disability, race, or gender.

- · Uncommon abbreviations and acronyms should be explained. Full stops should not be used in abbreviations or acronyms
- Use single quotation marks, except where 'a quotation is "within" a quotation', to introduce a word or phrase used as an ironic comment, as slang, or as an invented or coined expression. 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; italicise the term instead. Long quotations of 40 words or more should be formatted as a block quotation and italicised. • Do not use any footnotes. Endnotes should be kept to a minimum and
- listed at the end of the text under the heading 'Notes'. **Tables and Figures**. Both tables and figures should be titled with a short, concise description, numbered separately but consecutively, and referenced 6.
- Tables should be placed at the end of the manuscript, not in the main text. Their approximate positions in the text should be indicated by the 7. words, 'Please insert Table X about here'. Horizontal and vertical lines
- should be used sparingly. Figures, graphs, illustrations, and photographs (not tables) should be prepared to the correct size and each one supplied as an individual file, separate to the manuscript file. Include placement instructions in the manuscript, such as 'Please insert Figure X about here'.
 - · Figures created in Microsoft Word, Excel, or PowerPoint need to be saved as PDFs.
 - Figures created in a drawing program should be saved as EPS (encap-
 - sulated postcripti files. Figures created in Photoshop or other photographic software should be saved with a minimum resolution of 600 dpi and in TIFF format. Minimum resolution for scanned graphics is 300 dpi for halftone work (e.g., photographs) and 600 dpi for line art; these should also be in TIFF format. All figures and graphs should be in black and white line art (art-
 - work that has only text and graphs should be in back and while line at (arte-work that has only text and lines, no shades of grey or blocks of colour). All photographs should be supplied as separate files in JPEG or TIFF for-mats with a minimum 300 dpi resolution. (As a rough guide, the file size of each photograph should be above 200 KB.) Prior to submitting artwork, the separate figure files should be printed by the author to test that the fonts have been embedded correctly and there
 - is no distortion in the artwork (i.e., 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 document.
- Acknowledgements. Acknowledge individuals or organisations who provided advice or non-financial support. If there are no acknowledge-ments, include the heading 'Acknowledgements' followed by 'None'. Financial Support. Provide details of the sources of financial and in-kind
- support for all authors, including grant numbers. Grants held by different authors should be identified as belonging to individual authors by the author's initials. Where no specific funding has been provided for research, please provide the following statement: 'This research received no specific grant from any funding agency, commercial, or not-for-profit sectors' **Conflicts of Interest.** Conflict of interest exists when an author has
- interests that might influence his or her judgement, even if that judgement is not influenced. Authors must disclose potential financial and any relevant non-financial conflicts of interest. This requirement applies to all authors named on a paper and to all categories of papers. If there are no conflicts of interest, include the heading 'Conflicts of Interest' followed by 'None'.
- References and citations must be accurate and complete on submission and should follow the format and style described in the *Publication Manual of the American Psychological Association* (7th ed.). Prospective authors are requested to check the format used for referencing in a recent issue of AJSE and ensure all listings in their manuscript follow these conventions. Papers will be declined for publication if they have references that are found to be incomplete or inaccurate. References should be selective, appropriate, and easily accessible.
- 13. Permissions. The corresponding author is responsible for providing copies of permissions obtained for lengthy quotations or reprinted or adapted tables or figures. It is the responsibility of the author to check with the publisher or copyright owner regarding specific requirements for permission to adapt or quote from copyrighted material. Appropriate acknowledgement of the source must be given in your manuscript.
- Minor amendments may be made by editorial staff following review 14 to ensure that reasonable standards of content, presentation, and readability are maintained.
- 15. The Australian Association of Special Education Inc. does not hold itself responsible for statements made by contributors.
- Copyright. To assure the integrity, dissemination, and protection against copyright infringement of published articles, you will be asked to assign us, via a publishing agreement, the copyright in your article. Under the conditions detailed on the journal's standard transfer of 16. copyright form, when an article is accepted, its authors are free to post their version of the accepted manuscript on a website or repository.

Contents

Editorial

Special Section: Capacity Building in Early 105 Childhood Intervention Coral Kemp

Articles

Communication That Leads to Successful 108 Social Inclusion For Children With Hearing Loss: Are Excellent Speech and Language Skills Sufficient?

Anne Fulcher, Amber Sargeant, Marc de Rosnay, Tracy Hopkins, Katie Neal and Aleisha Davis

Promoting Children's Social-Emotional 12: Learning Through Early Education: Piloting the Pyramid Model in Victorian Preschools Janene M. Swalwell and Louise A. McLean

Application of an Evidence-Based Early 135 Intervention Model for Children With ASD in Mainstream Early Childhood Education and Care Settings via a Targeted Professional Development Program Elizabeth Aylward and Cathrine Neilsen-Hewett

Articles

| Collegiate Principal Structures in Implementing a School Behaviour Support Program: The Role of the Local Management Group Model Judith Foggett, Robert Conway and Kerry Dally | 191 |
|---|-----|
| 'Not Enough Time': Identifying Victorian Teachers' Perceptions of the Facilitators and Barriers to Supporting Improved Student Behaviour Russell A. Fox, Umesh Sharma, Erin S. Leif, Karina L. Stocker and Dennis W. Moore | 205 |
| A Model of Practice for Improving Autism Knowledge in Teachers of Mainstream Students on the Autism | 221 |
| Spectrum in Australia | |
| Susan Bruck, Ainslie Robinson and Emma Gallagher | |

ISSN 2515-0731

Cambridge Core For further information about this journal please go to the journal website at: cambridge.org/ajsie A Model of Inclusion for Children With 150 Disability in NSW Community Preschools Tracey Quick, Beth Flatley, Claire Sellwood, Oishee Alam and Ildi Vukovich

Literature Review

Small Steps: The Inclusion of Young164Children With Disabilities in Australia,
Greece, and Malaysia164Jane Warren, Elena P. Soukakou, John Forster,
Lai-Thin Ng and Evdoxia Nteropoulou-Nterou164

Special Education Perspectives

Increasing Engagement for Young Children 178 With Autism Spectrum Disorder Using Way to Play: A Preliminary Investigation of the Adult Training Program

Dervla Beaumont, Tanya Blakey, Neil Stuart and Julia Woodward

Observations of Children With Disability237During Arts-Based Multisensory Story
and Rhyme Activities: Is It All Just Chimes237John O'Rourke, Susan Main, Christina Gray
and Christine Lovering252

for Children With Disabilities: A Qualitative Study of Components and Methods Amanda Nyberg, Ulrika Ferm and Juan Bornman

Special Education Perspectives

 Integration to Inclusion in Hong Kong:
 268

 Not an Easy Progression
 Peter Westwood

