# Publications by Emeritus Professor Karen Stagnitti

## Peer Reviewed Journal Articles

**1983**

1. Poulson, A.A. & Peachey, K.E. (1983). Ayres' Clinical Observations: performance of four and five year old children. *Australian Occupational Therapy Journal*, *30* (1), 15-22.

**1989**

2. Peachey, K.E. (1989). Applying the taxonomy of playfulness to a day centre for the disabled elderly, *Australian Occupational Therapy Journal*, 36 (4), 212-219.

**1997**

3. Stagnitti, K., Rodger, S., & Clarke, J. (1997). Determining gender-neutral toys for play assessment with preschool children. *Australian Occupational Therapy Journal*, *44*, 119-131.

**1998**

4. Clift, S., Stagnitti, K. & DeMello, L. (1998). A validational study of the Test of Pretend Play using correlational and classificational analysis. *Child Language Teaching and Therapy,* 14, 199-209.

**1999**

5. Stagnitti, K., Raison, P., & Ryan, P. (1999). Sensory defensiveness syndrome. A paediatric perspective and case study. *Australian Occupational Therapy Journal, 46*, 175-187.

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6. Stagnitti, K. & Unsworth, C. (2000). The importance of pretend play to child development: An occupational therapy perspective. *British Journal of Occupational Therapy, 63,* 121-127.
7. Clift, S., Stagnitti, K. & DeMello, L. (2000). A developmentally appropriate test of kinder/school readiness. *Australian Journal of Early Childhood, 25,* 22-26.
8. Stagnitti, K., Unsworth, C. A. & Rodger, S. (2000). Development of an assessment to identify play behaviours that discriminate between the play of typical preschoolers and preschoolers with pre-academic problems*. Canadian Journal of Occupational Therapy, 67,* 291-303. https://doi.org/10.1177/000841740006700502

Learn to PLAY THERAPY

**2003**

9. Stagnitti, K. (2003). A review of play and play assessments used in occupational therapy. *Japanese Journal of Occupational Therapy, 22*, 267-280.

**2004**

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11. Stagnitti, K. (2004). Understanding play: implications for play assessment. *Australian Occupational Therapy Journal, 51, 3-12.*
12. Stagnitti, K., & Jellie, L. (2004). Play and literacy: what is the connection? *EQ Australia, Autumn*, 48-49.
13. Stagnitti, K. (2004). The development of a child-initiated assessment of pretend play. *Australian Occupational Therapy Journal, 51*, 170.

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14. Stagnitti, K., Schoo, A., Reid, C. & Dunbar, J. (2005). Access and attitude of rural allied health professionals to continuing professional development and training. *International Journal of Therapy and Rehabilitation, 12* (8), 355-361.
15. Stagnitti, K. (2005). Das "Learn-to-play-program" und ein fallbeispiel eines kindes mit autismus. *Schwierige Kinder, 37*, 12-17. (English translation: The Learn to Play program and a case study of a child with autism. *Challenging Children*.)
16. Stagnitti, K., Schoo, A., Reid, C. & Dunbar, J. (2005). Retention of Allied Health Professionals in the south-west of Victoria. *Australian Journal Rural Health, 13,* 364-365. Also listed in: Labome.Org. see http://www.labome.org//expert/australia/deakin/stagnitti/karen-stagnitti-1040059.html
17. Schoo, AM, Stagnitti, K.E, Mercer, C., & Dunbar, J. (2005) A conceptual model for recruitment and retention: Allied health workforce enhancement in Western Victoria, Australia. *Rural and Remote Health* 5 (online: http://rrh.deakin.edu.au), 477

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18. Stagnitti, K. (2006). Commentary. There was insufficient evidence to conclude whether parent-mediated early intervention was effective for children with autism. Critically Appraised Papers. *Australian Occupational Therapy Journal, 53, 137-139.*
19. Swindells, D., & Stagnitti, K. (2006). Pretend play and parents' view of social competence: the construct validity of the Child-Initiated Pretend Play Assessment. *Australian Occupational Therapy Journal, 53,* 314-324. https://doi.org/10.1111/j.1440-1630.2006.00592.x
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Victoria. *Journal of Allied Health,* 35 (4), 226-232. Labome.Org. see http://www.labome.org//expert/australia/deakin/stagnitti/karen-stagnitti-1040059.html

**2007**

21. Jennings, C., & Stagnitti, K. (2007). 'From little things big things grow' *EQ Australia* Issue One, Autumn, 34-36.
22. Jackman, M. & Stagnitti, K. (2007). Fine motor difficulties: the need for advocating for the role of occupational therapy in schools. *Australian Occupational Therapy Journal, 54,* 168-173.

**2008**

23. Schoo, A.M.M., Stagnitti, K., & McNamara, K. (2008). The evolution of a state-wide continuing education program for allied health professionals. *International Journal of Therapy and Rehabilitation, 15*, (2), 60-66.
24. Periera, R. & Stagnitti, K. (2008). The meaning of leisure for well-elderly Italians in an Australian community: Implications for occupational therapy. *Australian Occupational Therapy Journal, 55,* 39-46.
25. D'Cruz, *H., &* Stagnitti, K. (2008). Re-constructing child welfare through participatory and child-centred professional practice: a conceptual approach. *Child and Family Social Work,13,* 156-165.
26. Deleeuw, E., McNess, A., Stagnitti, K., & Crisp, B. (2008). Theoretical reflections on the nexus between research, policy and practice. *Critical Public Health, 18* (1), 5-20.

**2009**

27. Schoo, AM., McNamara, KP., Stagnitti, KE. (2008). Clinical placement and rurality of career commencement: a pilot study. *Rural and Remote Health*, 8:964. (online) http://www.rrh.org.au
28. O'Toole, K., Schoo, A.., Stagnitti, K., & Cuss, K. (2008). Rethinking policies for the retention of allied health professionals in rural areas: A social relations approach. *Health Policy,* 87, 326-332. Listed also in: Labome.Org. see http://www.labome.org//expert/australia/deakin/stagnitti/karen-stagnitti-1040059.html
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30. Brown, T., Mullins, E., & Stagnitti, K. (2008). The reliability of performance of healthy adults on three visual perception tests. *British Journal of Occupational Therapy, 71* (10), 438-447.
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32. McAloney, K., & Stagnitti, K. (2009). Pretend Play and Social Play: the concurrent validity of the Child-Initiated Pretend Play Assessment.

*International Journal of Play Therapy, 18 (*2), 99-113. doi.org/10.1037/a0014559

33. Brown, T., Mullins, E., & Stagnitti, K. (2009). The concurrent validity of three visual perception tests used with adults. *Occupational Therapy in Health Care,* 23 (02), 99-118.
34. Doherty, G., Stagnitti, K., & Schoo, A. (2009). From Student to Therapist: Follow-up of a First Cohort of Bachelor of Occupational Therapy Students. *Australian Occupational Therapy Journal, 56,* 341-349.
35. Brown, T., Keli, M., Peyton, C., Rodger, S., Stagnitti, K., Hutton, E., Casey, J., Watson, C., Hong, C. S., Huang, Y-h., & Wu, C-y. (2009). Occupational therapy students' attitudes towards individuals with disabilities: A comparison between Australia, Taiwan, the United Kingdom, and the United States. *Research in Developmental Disabilities, 30,* 1541-1555. doi:10.1016/j.ridd.2009.07.02

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39. Brown, T., Morrison, I.C., & Stagnitti, K. (2010). The convergent validity of two sensory processing scales used with school-aged children: comparing the Sensory Profile and the Sensory Processing Measure. *New Zealand Journal of Occupational Therapy, 55*, 56-65.
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42. Brown, T., Morrison, I., Stagnitti, K. (2010). The Reliability of Two Sensory Processing Scales Used with School-Age Children: Comparing the Response Consistency of Mothers, Fathers, and Classroom Teachers Rating the Same Child. *Journal of Occupational Therapy, Schools, & Early Intervention, 3* (4), 331-347.

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55. Pfeifer, L.I.; Stagnitti, K.; Panuncio-Pinto, M.P. (2012). Ocupação, bem estar e satisfação de vida: a experiência de um modelo alternativo de estágio em terapia ocupacional na Austrália. Interface: comunicação, saúde e educação.
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57. Fink, N., Stagnitti, K., Galvin, J. (2012). Pretend play of children with Acquired Brain Injury: an exploratory study. *Developmental Neurorehabilitation, 15*(5), 336-342.
58. Pepin, G., & Stagnitti, K. (2012). Come play with me. An argument to link ASD and Anorexia Nervosa through early childhood play. *Eating Disorders: The Journal of Treatment and Prevention, 20,* 254-259.
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66. Sheppard, L., Osmond, J. & Stagnitti, K. (2013). The effectiveness of a multidisciplinary intervention to improve school readiness in children with developmental concerns: Children's skill development and parent perspective. *Journal of Occupational Therapy, Schools, & Early Intervention , 6* (2), 94-107.
67. Maloney, P., Stagnitti, K., Schoo, A. (2013). Barriers and enablers to clinical fieldwork education in rural public and private allied health practice. *Higher Education Research & Development, 32* (3), 420-435.

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**2014**

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82. Hitch, D., Pepin, G., & Stagnitti, K. (2015). Evidence for mental health occupational therapy: trends in the first decade of the new millennium (2000-2013). *SAGE Open*, 1 – 12. DOI: 10.1177/215824415604694
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**2019**

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**2020**


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**2021**


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## Book Chapters

**2004**

Stagnitti, K. (2004). Occupational performance in pretend play; implications for practice. In M. Mollineux (Ed.) *Occupation for Occupational Therapists.* (pp. 103-121). Oxford, UK: Blackwell Science.

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