

Publications: Animated Movie Test (AMT) and 'Imagine Create Belong'

Manuals

Stagnitti, K. (2018). *Animated Movie Test*. Melbourne: Learn to Play.

Goldingay, S., Stagnitti, K., Dean, B., Robertson, N., Davidson, D. & Francis, E. (2020). *Storying beyond social difficulties for neuro-diverse adolescents: The Imagine Create Belong social development program*. London: Routledge.

Research articles and book chapters

Goldingay, S., Stagnitti, K., Sheppard, L., McGillivray, J., McLean, B., Pepin, G. (2015). An intervention to improve social participation for adolescents with autism spectrum disorder: Pilot study. *Developmental Neurorehabilitation*, 18 (2), 122-130.

Goldingay, S., Stagnitti, K., Robertson, N., Pepin, G., Sheppard, L., & Dean, B. (2020). Implicit play or explicit cognitive behaviour therapy: the impact of interventional approaches to facilitate social skills development in adolescents. *Australian Occupational Therapy Journal*, 67, 360-372. Doi. 10.1111/1440-1630.12673

Goldingay, S. & Stagnitti, K. (2013). Inclusive service design for young people with learning disabilities who exhibit behaviours of concern. In A. Taket, B. Crisp, M. Graham, L. Hanna, S. Goldinay, & L. Wilson (eds.) *Practising Social Inclusion*. (pp. 106-114). London: Routledge.

Stagnitti, K. (2022). Examining play in our pediatric clients: formal assessments. In H. Kuhaneck, & S. L. Spitzer (eds.) *Making play just right: unleashing the power of play in Occupational Therapy* (pp. 77-107). 2nd Ed. Jones & Bartlett Learning.

Marshall, B., Brown, T., Yu, M.-L., & Reed, K. (2025). An examination of the association between neurotypical school-age children's performance on two pretend play assessments. *Journal of Occupational Therapy, Schools, & Early Intervention*, 18(3), 444-460. <https://doi.org/10.1080/19411243.2024.2375510>

