

# David Armstrong

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/10940295/publications.pdf>

Version: 2024-02-01

14  
papers

165  
citations

1478505

6  
h-index

1372567

10  
g-index

15  
all docs

15  
docs citations

15  
times ranked

90  
citing authors

#	ARTICLE	IF	CITATIONS
1	Addressing the wicked problem of behaviour in schools. <i>International Journal of Inclusive Education</i> , 2018, 22, 997-1013.	2.6	39
2	RESEARCH SECTION: Reactions to a diagnosis of dyslexia among students entering further education: development of the "resistance" accommodation™ model. <i>British Journal of Special Education</i> , 2009, 36, 95-102.	0.4	31
3	Educator perceptions of children who present with social, emotional and behavioural difficulties: a literature review with implications for recent educational policy in England and internationally. <i>International Journal of Inclusive Education</i> , 2014, 18, 731-745.	2.6	26
4	Wicked problems in special and inclusive education. <i>Journal of Research in Special Educational Needs</i> , 2017, 17, 229-236.	1.1	25
5	"Grey"™ exclusions matter: mapping illegal exclusionary practices and the implications for children with disabilities in England and Australia. <i>Journal of Research in Special Educational Needs</i> , 2021, 21, 36-44.	1.1	9
6	Thinking it through: a study of how pre-service teachers respond to children who present with possible mental health difficulties. <i>Emotional and Behavioural Difficulties</i> , 2015, 20, 381-397.	1.2	8
7	Scaled-up "safety-net"™ schooling and the "wicked problem"™ of educational exclusion in South Australia: problem or solution?. <i>Australian Educational Researcher</i> , 2020, 47, 239-261.	2.3	8
8	Addressing the wicked problem of behaviour in schools. <i>International Journal of Inclusive Education</i> , 2021, 25, 976-992.	2.6	6
9	Work done in the margins: A comparative study of mental health literacy in pre-service teacher education in Australia and in Scotland. <i>Journal of Research in Special Educational Needs</i> , 2019, 19, 334-343.	1.1	3
10	Can school psychologists be inclusive when delivering evidence-based behavioural interventions in special schools, behaviour units or clinics? A systematic mapping literature review. <i>Review of Education</i> , 2021, 9, e3271.	2.1	2
11	Refreshing JORSEN: the Renewed Importance of Informed Intellectual Debate about Special and Inclusive Education. <i>Journal of Research in Special Educational Needs</i> , 2017, 17, 155-156.	1.1	0
12	Am I Just Stupid? Key Issues for Teachers Involved in High-Stakes Testing with Children Who Have Dyslexia. , 2018, , 67-82.		0
13	Context and Implications Document for: Can school psychologists be inclusive when delivering evidence-based behavioural interventions in special schools, behaviour units or clinics? A systematic mapping literature review. <i>Review of Education</i> , 2021, 9, e3296.	2.1	0
14	Introduction to the Special Issue: exclusion, expulsion and suspension of students with disabilities: advancing knowledge, preventing educational exclusion. <i>Journal of Research in Special Educational Needs</i> , 0, , .	1.1	0