

Geoff Lindsay

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/121305/publications.pdf>

Version: 2024-02-01

114
papers

3,376
citations

136950

32
h-index

161849

54
g-index

129
all docs

129
docs citations

129
times ranked

2152
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 1 | Educational psychology and the effectiveness of inclusive education/mainstreaming. British Journal of Educational Psychology, 2007, 77, 1-24. | 2.9 | 403 |
| 2 | An analysis of the Revised Olweus Bully/Victim Questionnaire using the Rasch measurement model. British Journal of Educational Psychology, 2006, 76, 781-801. | 2.9 | 200 |
| 3 | Inclusive education: a critical perspective. British Journal of Special Education, 2003, 30, 3-12. | 0.4 | 182 |
| 4 | Longitudinal patterns of behaviour problems in children with specific speech and language difficulties: Child and contextual factors. British Journal of Educational Psychology, 2007, 77, 811-828. | 2.9 | 124 |
| 5 | Constraints in the Production of Written Text in Children with Specific Language Impairments. Exceptional Children, 2007, 73, 147-164. | 2.2 | 102 |
| 6 | The behaviour and self-esteem of children with specific speech and language difficulties. British Journal of Educational Psychology, 2000, 70, 583-601. | 2.9 | 94 |
| 7 | The Impact of Specific Language Impairment on Adolescents' Written Text. Exceptional Children, 2009, 75, 427-446. | 2.2 | 91 |
| 8 | Longitudinal Patterns of Behavioral, Emotional, and Social Difficulties and Self-Concepts in Adolescents With a History of Specific Language Impairment. Language, Speech, and Hearing Services in Schools, 2012, 43, 445-460. | 1.6 | 82 |
| 9 | Exploring writing products in students with language impairments and autism spectrum disorders. Learning and Instruction, 2014, 32, 81-90. | 3.2 | 80 |
| 10 | Children with Specific Speech and Language Difficulties—the teachers' perspective. Oxford Review of Education, 2001, 27, 369-394. | 2.0 | 77 |
| 11 | Consultation as a model for providing speech and language therapy in schools: a panacea or one step too far?. Child Language Teaching and Therapy, 2002, 18, 145-163. | 0.9 | 64 |
| 12 | Evidence of Ethnic Disproportionality in Special Education in an English Population. Journal of Special Education, 2009, 43, 174-190. | 1.7 | 64 |
| 13 | Motivation in gifted students. High Ability Studies, 2006, 17, 57-73. | 1.9 | 62 |
| 14 | Educational provision for children with specific speech and language difficulties: perspectives of speech and language therapy service managers. International Journal of Language and Communication Disorders, 2006, 41, 423-440. | 1.5 | 59 |
| 15 | Where are we at? An empirical study of levels and methods of evaluating continuing professional development. British Educational Research Journal, 2008, 34, 195-211. | 2.5 | 59 |
| 16 | Supporting children with speech, language and communication needs: an overview of the results of the Better Communication Research Programme. International Journal of Language and Communication Disorders, 2014, 49, 543-557. | 1.5 | 57 |
| 17 | Whose Job Is It?. Journal of Special Education, 2004, 37, 225-235. | 1.7 | 56 |
| 18 | Vulnerability to bullying in children with a history of specific speech and language difficulties. European Journal of Special Needs Education, 2008, 23, 1-16. | 3.0 | 51 |

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 19 | A comparison of the effectiveness of three parenting programmes in improving parenting skills, parent mental-well being and children's behaviour when implemented on a large scale in community settings in 18 English local authorities: the parenting early intervention pathfinder (PEIP). BMC Public Health, 2011, 11, 962. | 2.9 | 49 |
| 20 | Meeting the needs of children and young people with speech, language and communication difficulties. International Journal of Language and Communication Disorders, 2010, 45, 448-460. | 1.5 | 48 |
| 21 | The ways in which speech and language difficulties impact on children's access to the curriculum. Child Language Teaching and Therapy, 1998, 14, 117-133. | 0.9 | 47 |
| 22 | Governance, leadership, and management in federations of schools. School Effectiveness and School Improvement, 2010, 21, 53-74. | 2.9 | 47 |
| 23 | Self esteem of children with specific speech and language difficulties. Child Language Teaching and Therapy, 2002, 18, 125-143. | 0.9 | 44 |
| 24 | Emotional and behavioural problems in children with language impairments and children with autism spectrum disorders. International Journal of Language and Communication Disorders, 2015, 50, 84-93. | 1.5 | 44 |
| 25 | Capturing communication supporting classrooms: The development of a tool and feasibility study. Child Language Teaching and Therapy, 2015, 31, 271-286. | 0.9 | 42 |
| 26 | Children with Specific Speech and Language Difficulties - the teachers' perspective. Oxford Review of Education, 2001, 27, 369-394. | 2.0 | 42 |
| 27 | Speech and language therapy services to education in England and Wales. International Journal of Language and Communication Disorders, 2002, 37, 273-288. | 1.5 | 40 |
| 28 | Meeting the needs of children with specific speech and language difficulties. European Journal of Special Needs Education, 2000, 15, 24-41. | 3.0 | 39 |
| 29 | Voices of young people with a history of specific language impairment (SLI) in the first year of post-16 education. International Journal of Language and Communication Disorders, 2009, 44, 56-78. | 1.5 | 38 |
| 30 | Characterizing optimal intervention intensity: The relationship between dosage and effect size in interventions for children with developmental speech and language difficulties. International Journal of Speech-Language Pathology, 2012, 14, 471-477. | 1.2 | 38 |
| 31 | An evaluation of the written texts of children with SLI: the contributions of oral language, reading and phonological short-term memory. Reading and Writing, 2013, 26, 865-888. | 1.7 | 38 |
| 32 | Evaluation of the national roll-out of parenting programmes across England: the parenting early intervention programme (PEIP). BMC Public Health, 2013, 13, 972. | 2.9 | 33 |
| 33 | Do children with specific language impairment and autism spectrum disorders benefit from the presence of orthography when learning new spoken words?. Journal of Experimental Child Psychology, 2015, 134, 43-61. | 1.4 | 32 |
| 34 | Children with Language Impairment: Prevalence, Associated Difficulties, and Ethnic Disproportionality in an English Population. Frontiers in Education, 2016, 1, . | 2.1 | 31 |
| 35 | Meeting the needs of children with speech language and communication needs: a critical perspective on inclusion and collaboration. Child Language Teaching and Therapy, 2002, 18, 91-101. | 0.9 | 30 |
| 36 | Defining the construct of masters level clinical practice in manipulative physiotherapy. Manual Therapy, 2010, 15, 93-99. | 1.6 | 30 |

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 37 | Interventions for children with speech, language and communication needs: An exploration of current practice. <i>Child Language Teaching and Therapy</i> , 2012, 28, 325-341. | 0.9 | 29 |
| 38 | The effectiveness of universal parenting programmes: the CANparent trial. <i>BMC Psychology</i> , 2017, 5, 35. | 2.1 | 28 |
| 39 | Psychology as an Ethical Discipline and Profession. <i>European Psychologist</i> , 1996, 1, 79-88. | 3.1 | 28 |
| 40 | Facilitating communication between education and health services: the provision for children with speech and language needs. <i>British Journal of Special Education</i> , 2001, 28, 133-137. | 0.4 | 27 |
| 41 | Integration and the Support Service. , 0, , . | | 27 |
| 42 | Challenging underachievement in boys. <i>Educational Research</i> , 2006, 48, 313-332. | 1.8 | 26 |
| 43 | Primary modern foreign languages: an overview of recent research, key issues and challenges for educational policy and practice. <i>Research Papers in Education</i> , 2005, 20, 371-390. | 3.0 | 25 |
| 44 | Meeting the educational and social needs of children with language impairment or autism spectrum disorder: the parents' perspectives. <i>International Journal of Language and Communication Disorders</i> , 2016, 51, 495-507. | 1.5 | 24 |
| 45 | Integrating external evidence of intervention effectiveness with both practice and the parent perspective: development of "What Works" for speech, language, and communication needs. <i>Developmental Medicine and Child Neurology</i> , 2015, 57, 223-228. | 2.1 | 23 |
| 46 | PAIRED READING VERSUS RELAXED READING: A COMPARISON. <i>British Journal of Educational Psychology</i> , 1985, 55, 304-309. | 2.9 | 20 |
| 47 | Local education authorities' approaches to provision for children with specific speech and language difficulties in England and Wales. <i>European Journal of Special Needs Education</i> , 2005, 20, 329-345. | 3.0 | 20 |
| 48 | Cost-effectiveness of interventions for children with speech, language and communication needs (SLCN): a review using the Drummond and Jefferson (1996) "Referee's Checklist". <i>International Journal of Language and Communication Disorders</i> , 2012, 47, 1-10. | 1.5 | 19 |
| 49 | Self-esteem of adolescents with specific language impairment as they move from compulsory education. <i>International Journal of Language and Communication Disorders</i> , 2010, 45, 561-571. | 1.5 | 18 |
| 50 | Problems in the Identification and Assessment of Children with Specific Speech and Language Difficulties. <i>Educational Psychology in Practice</i> , 1997, 13, 29-38. | 1.0 | 17 |
| 51 | Disabled students in the performing arts "are we setting them up to succeed?". <i>International Journal of Inclusive Education</i> , 2011, 15, 891-908. | 2.6 | 16 |
| 52 | An Evaluation of the Use of Accredited Baseline Assessment Schemes in England. <i>British Educational Research Journal</i> , 2003, 29, 149-167. | 2.5 | 15 |
| 53 | What's in a transition? A reply to Botting, Crutchley and Conti-Ramsden. <i>International Journal of Language and Communication Disorders</i> , 1998, 33, 198-207. | 1.5 | 14 |
| 54 | The use of the Infant Index/Baseline PLUS as a baseline assessment measure of literacy. <i>Journal of Research in Reading</i> , 1999, 22, 55-66. | 2.0 | 14 |

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 55 | Universal Parenting Programme Provision in England; Barriers to Parent Engagement in the <scp>CAN</scp>parent Trial, 2012â€“2014. <i>Children and Society</i> , 2016, 30, 71-81. | 1.7 | 13 |
| 56 | Sustained Effectiveness of Evidence-Based Parenting Programs After the Research Trial Ends. <i>Frontiers in Psychology</i> , 2018, 9, 2035. | 2.1 | 13 |
| 57 | Health-related quality of life in children with autism spectrum disorders and children with developmental language disorders. <i>Autism and Developmental Language Impairments</i> , 2019, 4, 239694151985122. | 1.6 | 13 |
| 58 | What Drives Educational Support for Children With Developmental Language Disorder or Autism Spectrum Disorder: Needs, or Diagnostic Category?. <i>Frontiers in Education</i> , 2019, 4, . | 2.1 | 13 |
| 59 | The roles of specialist provision for children with specific speech and language difficulties in England and Wales: a model for inclusion?. <i>Journal of Research in Special Educational Needs</i> , 2005, 5, 88-96. | 1.1 | 12 |
| 60 | Defining the construct of Masters level clinical practice in healthcare based on the UK experience. <i>Medical Teacher</i> , 2008, 30, e100-e107. | 1.8 | 12 |
| 61 | Transnational Ethical Guidance and the Development of the EFPA Meta-Code of Ethics. <i>European Psychologist</i> , 2011, 16, 121-131. | 3.1 | 12 |
| 62 | Inclusive education theory and practice: What does this mean for paediatricians?. <i>Paediatrics and Child Health (United Kingdom)</i> , 2018, 28, 368-373. | 0.4 | 11 |
| 63 | Developing clinical expertise for healthcare professionals through masters courses. <i>International Journal of Therapy and Rehabilitation</i> , 2007, 14, 156-161. | 0.3 | 10 |
| 64 | Supporting fathers to engage with their childrenâ€™s learning and education: an underâ€ developed aspect of the Parent Support Adviser pilot. <i>British Educational Research Journal</i> , 2011, 37, 485-500. | 2.5 | 10 |
| 65 | The Parenting Early Intervention Programme in England, 2006â€“2011; a classed experience?. <i>British Educational Research Journal</i> , 2013, 39, 1025-1043. | 2.5 | 10 |
| 66 | Special Educational Needs: Understanding Drivers of Complaints and Disagreements in the English System. <i>Frontiers in Education</i> , 2019, 4, . | 2.1 | 10 |
| 67 | Values, Rights and Dilemmas. <i>British Journal of Special Education</i> , 1997, 24, 55-59. | 0.4 | 9 |
| 68 | Specific Speech and Language Difficulties and Literacy. , 2004, , 403-435. | | 9 |
| 69 | Language intervention in the school years: a systemic approach. <i>Revista De Logopedia, Foniatria Y Audiologia</i> , 2008, 28, 207-217. | 0.5 | 8 |
| 70 | Identifying and selecting able students for the NAGTY summer school: emerging issues and future considerations. <i>High Ability Studies</i> , 2008, 19, 5-18. | 1.9 | 8 |
| 71 | Costing children's speech, language and communication interventions. <i>International Journal of Language and Communication Disorders</i> , 2012, 47, 477-486. | 1.5 | 8 |
| 72 | Warnock 40 Years on: The Development of Special Educational Needs Since the Warnock Report and Implications for the Future. <i>Frontiers in Education</i> , 2020, 4, . | 2.1 | 8 |

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 73 | A study of socialâ€market interventions in the shaping of the field of cultural production. <i>International Journal of Cultural Policy</i> , 2006, 12, 93-109. | 1.5 | 7 |
| 74 | Comparing the Effectiveness of Evidence-Based Parenting Programs on Families with and without Children with Special Educational Needs: Short-term and Long-term Gains. <i>Frontiers in Education</i> , 2017, 2, . | 2.1 | 7 |
| 75 | The role of the Connexions service in supporting the transition from school to postâ€16 education, employment training and work for young people with a history of specific speech and language difficulties or learning difficulties. <i>Journal of Research in Special Educational Needs</i> , 2009, 9, 100-112. | 1.1 | 6 |
| 76 | Young people's involvement in service evaluation and decision making. <i>Emotional and Behavioural Difficulties</i> , 2011, 16, 129-143. | 1.2 | 6 |
| 77 | Parenting programmes for parents of children and young people with behavioural difficulties. <i>Counselling and Psychotherapy Research</i> , 2019, 19, 3-7. | 3.2 | 6 |
| 78 | The Early Positive Approaches to Support (E-PAtS) study: study protocol for a feasibility cluster randomised controlled trial of a group programme (E-PAtS) for family caregivers of young children with intellectual disability. <i>Pilot and Feasibility Studies</i> , 2020, 6, 147. | 1.2 | 5 |
| 79 | The benefits of combined (mixed) methods research. <i>Social Work and Social Sciences Review</i> , 2013, 16, 76-87. | 0.3 | 5 |
| 80 | Early Positive Approaches to Support (E-PAtS) for Families of Young Children With Intellectual Disability: A Feasibility Randomised Controlled Trial. <i>Frontiers in Psychiatry</i> , 2021, 12, 729129. | 2.6 | 5 |
| 81 | Educational psychology in England and Wales. <i>Journal of School Psychology</i> , 1985, 23, 305-317. | 2.9 | 4 |
| 82 | The consistency of baseline assessment schemes as measures of early literacy. <i>Journal of Research in Reading</i> , 2004, 27, 118-131. | 2.0 | 4 |
| 83 | The selfâ€perceptions of bullies in Cyprus primary schools. <i>European Journal of Special Needs Education</i> , 2008, 23, 223-235. | 3.0 | 4 |
| 84 | â€I'm just there to ease the burdenâ€™: the parent support adviser role in English schools and the question of emotional labour. <i>British Educational Research Journal</i> , 2013, 39, 302-319. | 2.5 | 4 |
| 85 | Grand Challenge: Priorities for Research in Special Educational Needs. <i>Frontiers in Education</i> , 2016, 1, . | 2.1 | 4 |
| 86 | The CANparent trialâ€the delivery of universal parenting education in England. <i>British Educational Research Journal</i> , 2017, 43, 759-780. | 2.5 | 4 |
| 87 | â€The impact of mediation on resolution of disagreements around special educational needs: Effectiveness and cost effectivenessâ€ Research Papers in Education, 2021, 36, 275-298. | 3.0 | 4 |
| 88 | Guest Editorial: Issues in baseline assessment. <i>Journal of Research in Reading</i> , 1999, 22, 1-7. | 2.0 | 3 |
| 89 | Professional Development of Primary School Headteachers: The Paradox of Ownership. <i>School Leadership and Management</i> , 2002, 22, 359-370. | 1.6 | 3 |
| 90 | Assessment in special schools: national early assessment procedures and pupils attending special schools in England. <i>European Journal of Special Needs Education</i> , 2003, 18, 141-153. | 3.0 | 3 |

| # | ARTICLE | IF | CITATIONS |
|-----|---|-----|-----------|
| 91 | Pupil participation: the NASEN policy. Support for Learning, 2004, 19, 194-195. | 0.4 | 3 |
| 92 | Ethical Decision Making. , 2012, , . | | 3 |
| 93 | Baseline Assessment and the Early Identification of Dyslexia. , 0, , 278-287. | | 2 |
| 94 | An International Perspective on Ethics Codes for Psychology: A Focus on Test Development and Use. , 2012, , . | | 2 |
| 95 | Engaging Parents in Parentline Plus™ Time to Talk Community Programme as Part of England's Teenage Pregnancy Strategy: Lessons for Policy and Practice. Children and Society, 2012, 26, 443-455. | 1.7 | 2 |
| 96 | Understanding bullying: using role-play with 12-year-old boys in Cyprus. European Journal of Special Needs Education, 2014, 29, 153-166. | 3.0 | 2 |
| 97 | Taking Stock and Looking Forward. , 0, , 451-463. | | 2 |
| 98 | 10th International CEDAR Conference Report Widening participation: research, policy and practice. Journal of Research in Special Educational Needs, 2004, 4, 161-164. | 1.1 | 1 |
| 99 | The nature and outcomes of PGCE Plus as a model for teacher professional development. Professional Development in Education, 2009, 35, 101-118. | 2.8 | 1 |
| 100 | Chapter 6. Evidence based policy and practice: the Better Communication Research Programme. Journal of Research in Special Educational Needs, 2014, 14, 210-214. | 1.1 | 1 |
| 101 | Multicultural Diversity and Special Educational Needs. International Perspectives on Inclusive Education, 2016, , 137-158. | 0.2 | 1 |
| 102 | Initial protocol for a national evaluation of an area-based intervention programme (A Better Start) on early-life outcomes: a longitudinal cohort study with comparison (control) cohort samples. BMJ Open, 2017, 7, e015086. | 1.9 | 1 |
| 103 | The benefits of combined (mixed) methods research. Social Work and Social Sciences Review, 2013, 16, 76-87. | 0.3 | 1 |
| 104 | Early positive approaches to support for families of young children with intellectual disability: the E-PATs feasibility RCT. Public Health Research, 2022, 10, 1-144. | 1.3 | 1 |
| 105 | Editorial invitation: Problèmes de l'évaluation du niveau de base. Journal of Research in Reading, 1999, 22, 8-13. | 2.0 | 0 |
| 106 | Educational Evaluation: Overview. , 2015, , 229-231. | | 0 |
| 107 | Understanding the Initial Impact of Early Support and Key Working Training Through the Voices of Trainers, Training Participants, and Families. Infants and Young Children, 2016, 29, 71-88. | 0.7 | 0 |
| 108 | Evaluating Parent Gym: a community implemented universal parenting programme. Journal of Children's Services, 2019, 14, 1-15. | 0.7 | 0 |

| # | ARTICLE | IF | CITATIONS |
|-----|---|-----|-----------|
| 109 | Editorial: Warnock, 40 Years On: Challenges for Special Educational Needs. <i>Frontiers in Education</i> , 2020, 5, . | 2.1 | 0 |
| 110 | The 1981 Education Act. , 2018, , 231-244. | | 0 |
| 111 | Emotional and Behavioural Problems. , 2018, , 85-110. | | 0 |
| 112 | The Role of the Educational Psychologist. , 2018, , 116-133. | | 0 |
| 113 | The 1981 Education Act and its Implications. , 2018, , 153-166. | | 0 |
| 114 | Language Impairments. , 2020, , 116-139. | | 0 |