

Geoff Lindsay

List of Publications by Year in descending order

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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	Early positive approaches to support for families of young children with intellectual disability: the E-PaTS feasibility RCT. <i>Public Health Research</i> , 2022, 10, 1-144.	1.3	1
2	“The impact of mediation on resolution of disagreements around special educational needs: Effectiveness and cost effectiveness” <i>Research Papers in Education</i> , 2021, 36, 275-298.	3.0	4
3	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
4	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
5	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
6	Editorial: Warnock, 40 Years On: Challenges for Special Educational Needs. <i>Frontiers in Education</i> , 2020, 5, .	2.1	0
7	Language Impairments. , 2020, , 116-139.		0
8	Special Educational Needs: Understanding Drivers of Complaints and Disagreements in the English System. <i>Frontiers in Education</i> , 2019, 4, .	2.1	10
9	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
10	Evaluating Parent Gym: a community implemented universal parenting programme. <i>Journal of Children's Services</i> , 2019, 14, 1-15.	0.7	0
11	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
12	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
13	Sustained Effectiveness of Evidence-Based Parenting Programs After the Research Trial Ends. <i>Frontiers in Psychology</i> , 2018, 9, 2035.	2.1	13
14	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
15	The 1981 Education Act. , 2018, , 231-244.		0
16	Emotional and Behavioural Problems. , 2018, , 85-110.		0
17	The Role of the Educational Psychologist. , 2018, , 116-133.		0
18	The 1981 Education Act and its Implications. , 2018, , 153-166.		0

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19	The CANparent trial—the delivery of universal parenting education in England. <i>British Educational Research Journal</i> , 2017, 43, 759-780.	2.5	4
20	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. <i>BMJ Open</i> , 2017, 7, e015086.	1.9	1
21	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
22	The effectiveness of universal parenting programmes: the CANparent trial. <i>BMC Psychology</i> , 2017, 5, 35.	2.1	28
23	Grand Challenge: Priorities for Research in Special Educational Needs. <i>Frontiers in Education</i> , 2016, 1, .	2.1	4
24	Children with Language Impairment: Prevalence, Associated Difficulties, and Ethnic Disproportionality in an English Population. <i>Frontiers in Education</i> , 2016, 1, .	2.1	31
25	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
26	Universal Parenting Programme Provision in England; Barriers to Parent Engagement in the CANparent Trial, 2012–2014. <i>Children and Society</i> , 2016, 30, 71-81.	1.7	13
27	Multicultural Diversity and Special Educational Needs. <i>International Perspectives on Inclusive Education</i> , 2016, , 137-158.	0.2	1
28	Understanding the Initial Impact of Early Support and Key Working Training Through the Voices of Trainers, Training Participants, and Families. <i>Infants and Young Children</i> , 2016, 29, 71-88.	0.7	0
29	Educational Evaluation: Overview. , 2015, , 229-231.		0
30	Emotional and behavioural problems in children with language impairments and children with autism spectrum disorders. <i>International Journal of Language and Communication Disorders</i> , 2015, 50, 84-93.	1.5	44
31	Do children with specific language impairment and autism spectrum disorders benefit from the presence of orthography when learning new spoken words?. <i>Journal of Experimental Child Psychology</i> , 2015, 134, 43-61.	1.4	32
32	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
33	Capturing communication supporting classrooms: The development of a tool and feasibility study. <i>Child Language Teaching and Therapy</i> , 2015, 31, 271-286.	0.9	42
34	Understanding bullying: using role-play with 12-year-old boys in Cyprus. <i>European Journal of Special Needs Education</i> , 2014, 29, 153-166.	3.0	2
35	Chapter 6. Evidence based policy and practice: the Better Communication Research Programme. <i>Journal of Research in Special Educational Needs</i> , 2014, 14, 210-214.	1.1	1
36	Supporting children with speech, language and communication needs: an overview of the results of the Better Communication Research Programme. <i>International Journal of Language and Communication Disorders</i> , 2014, 49, 543-557.	1.5	57

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37	Exploring writing products in students with language impairments and autism spectrum disorders. <i>Learning and Instruction</i> , 2014, 32, 81-90.	3.2	80
38	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
39	An evaluation of the written texts of children with SLI: the contributions of oral language, reading and phonological short-term memory. <i>Reading and Writing</i> , 2013, 26, 865-888.	1.7	38
40	Evaluation of the national roll-out of parenting programmes across England: the parenting early intervention programme (PEIP). <i>BMC Public Health</i> , 2013, 13, 972.	2.9	33
41	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
42	The benefits of combined (mixed) methods research. <i>Social Work and Social Sciences Review</i> , 2013, 16, 76-87.	0.3	5
43	The benefits of combined (mixed) methods research. <i>Social Work and Social Sciences Review</i> , 2013, 16, 76-87.	0.3	1
44	Longitudinal Patterns of Behavioral, Emotional, and Social Difficulties and Self-Concepts in Adolescents With a History of Specific Language Impairment. <i>Language, Speech, and Hearing Services in Schools</i> , 2012, 43, 445-460.	1.6	82
45	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
46	Characterizing optimal intervention intensity: The relationship between dosage and effect size in interventions for children with developmental speech and language difficulties. <i>International Journal of Speech-Language Pathology</i> , 2012, 14, 471-477.	1.2	38
47	Costing children's speech, language and communication interventions. <i>International Journal of Language and Communication Disorders</i> , 2012, 47, 477-486.	1.5	8
48	An International Perspective on Ethics Codes for Psychology: A Focus on Test Development and Use. , 2012, , .		2
49	Costâ€ effectiveness of interventions for children with speech, language and communication needs (SLCN): a review using the Drummond and Jefferson (1996) â€˜Referee's Checklistâ€™. <i>International Journal of Language and Communication Disorders</i> , 2012, 47, 1-10.	1.5	19
50	Engaging Parents in Parentline Plusâ€™ Time to Talk Community Programme as Part of Englandâ€™s Teenage Pregnancy Strategy: Lessons for Policy and Practice. <i>Children and Society</i> , 2012, 26, 443-455.	1.7	2
51	Ethical Decision Making. , 2012, , .		3
52	Young people's involvement in service evaluation and decision making. <i>Emotional and Behavioural Difficulties</i> , 2011, 16, 129-143.	1.2	6
53	Disabled students in the performing arts â€˜ are we setting them up to succeed?. <i>International Journal of Inclusive Education</i> , 2011, 15, 891-908.	2.6	16
54	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

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55	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). <i>BMC Public Health</i> , 2011, 11, 962.	2.9	49
56	Transnational Ethical Guidance and the Development of the EFPA Meta-Code of Ethics. <i>European Psychologist</i> , 2011, 16, 121-131.	3.1	12
57	Meeting the needs of children and young people with speech, language and communication difficulties. <i>International Journal of Language and Communication Disorders</i> , 2010, 45, 448-460.	1.5	48
58	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
59	Defining the construct of masters level clinical practice in manipulative physiotherapy. <i>Manual Therapy</i> , 2010, 15, 93-99.	1.6	30
60	Governance, leadership, and management in federations of schools. <i>School Effectiveness and School Improvement</i> , 2010, 21, 53-74.	2.9	47
61	The nature and outcomes of PGCE Plus as a model for teacher professional development. <i>Professional Development in Education</i> , 2009, 35, 101-118.	2.8	1
62	The Impact of Specific Language Impairment on Adolescents' Written Text. <i>Exceptional Children</i> , 2009, 75, 427-446.	2.2	91
63	Evidence of Ethnic Disproportionality in Special Education in an English Population. <i>Journal of Special Education</i> , 2009, 43, 174-190.	1.7	64
64	The role of the Connexions service in supporting the transition from school to post-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
65	Voices of young people with a history of specific language impairment (SLI) in the first year of post-16 education. <i>International Journal of Language and Communication Disorders</i> , 2009, 44, 56-78.	1.5	38
66	Where are we at? An empirical study of levels and methods of evaluating continuing professional development. <i>British Educational Research Journal</i> , 2008, 34, 195-211.	2.5	59
67	Language intervention in the school years: a systemic approach. <i>Revista De Logopedia, Foniatria Y Audiologia</i> , 2008, 28, 207-217.	0.5	8
68	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
69	The self-perceptions of bullies in Cyprus primary schools. <i>European Journal of Special Needs Education</i> , 2008, 23, 223-235.	3.0	4
70	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
71	Vulnerability to bullying in children with a history of specific speech and language difficulties. <i>European Journal of Special Needs Education</i> , 2008, 23, 1-16.	3.0	51
72	Constraints in the Production of Written Text in Children with Specific Language Impairments. <i>Exceptional Children</i> , 2007, 73, 147-164.	2.2	102

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73	Developing clinical expertise for healthcare professionals through masters courses. <i>International Journal of Therapy and Rehabilitation</i> , 2007, 14, 156-161.	0.3	10
74	Educational psychology and the effectiveness of inclusive education/mainstreaming. <i>British Journal of Educational Psychology</i> , 2007, 77, 1-24.	2.9	403
75	Longitudinal patterns of behaviour problems in children with specific speech and language difficulties: Child and contextual factors. <i>British Journal of Educational Psychology</i> , 2007, 77, 811-828.	2.9	124
76	Challenging underachievement in boys. <i>Educational Research</i> , 2006, 48, 313-332.	1.8	26
77	Educational provision for children with specific speech and language difficulties: perspectives of speech and language therapy service managers. <i>International Journal of Language and Communication Disorders</i> , 2006, 41, 423-440.	1.5	59
78	An analysis of the Revised Olweus Bully/Victim Questionnaire using the Rasch measurement model. <i>British Journal of Educational Psychology</i> , 2006, 76, 781-801.	2.9	200
79	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
80	Motivation in gifted students. <i>High Ability Studies</i> , 2006, 17, 57-73.	1.9	62
81	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
82	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
83	Local education authoritiesâ€™ 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
84	Whose Job Is It?. <i>Journal of Special Education</i> , 2004, 37, 225-235.	1.7	56
85	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
86	10th International CEDAR Conference Report Widening participation: research, policy and practice. <i>Journal of Research in Special Educational Needs</i> , 2004, 4, 161-164.	1.1	1
87	Pupil participation: the NASEN policy. <i>Support for Learning</i> , 2004, 19, 194-195.	0.4	3
88	Specific Speech and Language Difficulties and Literacy. , 2004, , 403-435.		9
89	Inclusive education: a critical perspective. <i>British Journal of Special Education</i> , 2003, 30, 3-12.	0.4	182
90	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

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91	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
92	Meeting the needs of children with speech language and communication needs: a critical perspective on inclusion and collaboration. <i>Child Language Teaching and Therapy</i> , 2002, 18, 91-101.	0.9	30
93	Self esteem of children with specific speech and language difficulties. <i>Child Language Teaching and Therapy</i> , 2002, 18, 125-143.	0.9	44
94	Consultation as a model for providing speech and language therapy in schools: a panacea or one step too far?. <i>Child Language Teaching and Therapy</i> , 2002, 18, 145-163.	0.9	64
95	Professional Development of Primary School Headteachers: The Paradox of Ownership. <i>School Leadership and Management</i> , 2002, 22, 359-370.	1.6	3
96	Speech and language therapy services to education in England and Wales. <i>International Journal of Language and Communication Disorders</i> , 2002, 37, 273-288.	1.5	40
97	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
98	Children with Specific Speech and Language Difficulties—the teachers' perspective. <i>Oxford Review of Education</i> , 2001, 27, 369-394.	2.0	77
99	Children with Specific Speech and Language Difficulties - the teachers' perspective. <i>Oxford Review of Education</i> , 2001, 27, 369-394.	2.0	42
100	Meeting the needs of children with specific speech and language difficulties. <i>European Journal of Special Needs Education</i> , 2000, 15, 24-41.	3.0	39
101	The behaviour and self-esteem of children with specific speech and language difficulties. <i>British Journal of Educational Psychology</i> , 2000, 70, 583-601.	2.9	94
102	Guest Editorial: Issues in baseline assessment. <i>Journal of Research in Reading</i> , 1999, 22, 1-7.	2.0	3
103	Editorial invitation: Problèmes de l'évaluation du niveau de base. <i>Journal of Research in Reading</i> , 1999, 22, 8-13.	2.0	0
104	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
105	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
106	The ways in which speech and language difficulties impact on children's access to the curriculum. <i>Child Language Teaching and Therapy</i> , 1998, 14, 117-133.	0.9	47
107	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
108	Values, Rights and Dilemmas. <i>British Journal of Special Education</i> , 1997, 24, 55-59.	0.4	9

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109	Psychology as an Ethical Discipline and Profession. <i>European Psychologist</i> , 1996, 1, 79-88.	3.1	28
110	PAIRED READING VERSUS RELAXED READING: A COMPARISON. <i>British Journal of Educational Psychology</i> , 1985, 55, 304-309.	2.9	20
111	Educational psychology in England and Wales. <i>Journal of School Psychology</i> , 1985, 23, 305-317.	2.9	4
112	Baseline Assessment and the Early Identification of Dyslexia. , 0, , 278-287.		2
113	Integration and the Support Service. , 0, , .		27
114	Taking Stock and Looking Forward. , 0, , 451-463.		2