

Martin E Block

List of Publications by Year in descending order

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Version: 2024-02-01

56
papers

1,222
citations

471509

17
h-index

395702

33
g-index

57
all docs

57
docs citations

57
times ranked

450
citing authors

#	ARTICLE	IF	CITATIONS
1	Effects of Physical Activity on Social, Behavioral, and Cognitive Skills in Children and Young Adults with Autism Spectrum Disorder: a Systematic Review of the Literature. <i>Review Journal of Autism and Developmental Disorders</i> , 2023, 10, 749-770.	3.4	9
2	Examining Physical Activity for Individuals With Disabilities Through a Social Justice Lens. <i>Kinesiology Review</i> , 2022, 11, 80-87.	0.6	5
3	Intergeneration transfer of diet patterns? Parental self-report of diet and their report of their young adult children with ASD. <i>PLoS ONE</i> , 2022, 17, e0263445.	2.5	1
4	Adapted Physical Education: The Perspective of Asian Parents. <i>International Journal of Environmental Research and Public Health</i> , 2022, 19, 91.	2.6	0
5	Exploring Future Research in Adapted Physical Education. <i>Research Quarterly for Exercise and Sport</i> , 2021, 92, 429-442.	1.4	5
6	Building collegiate adapted sports: goalball case study. <i>Sport, Education and Society</i> , 2021, 26, 326-338.	2.1	7
7	Exploring the variables associated with student attitudes toward inclusion in physical education after taking part in the Paralympic School Day programme. <i>International Journal of Inclusive Education</i> , 2021, 25, 329-347.	2.6	9
8	Mindâ€“Body Physical Activity Interventions and Stress-Related Physiological Markers in Educational Settings: A Systematic Review and Meta-Analysis. <i>International Journal of Environmental Research and Public Health</i> , 2021, 18, 224.	2.6	6
9	A multiple-method review of accommodations to gross motor assessments commonly used with children and adolescents on the autism spectrum. <i>Autism</i> , 2020, 24, 693-706.	4.1	5
10	The Self-Efficacy of Preservice Physical Education Teachers in Disabilities Education in China. <i>Sustainability</i> , 2020, 12, 7283.	3.2	7
11	Historical context and definition of inclusion. , 2020, , 65-80.		13
12	Lessons learned from Paralympic School Day: Reflections from the students. <i>European Physical Education Review</i> , 2019, 25, 745-760.	2.0	21
13	Analysis of Graduate Programs in Adapted Physical Education in the United States. <i>International Journal of Kinesiology in Higher Education</i> , 2019, 3, 47-57.	0.3	10
14	The Effect of Task Modifications on the Fundamental Motor Skills of Boys on the Autism Spectrum: A Pilot Study. <i>Journal of Developmental and Physical Disabilities</i> , 2019, 31, 653-668.	1.6	6
15	The Analysis of the Structure, Validity, and Reliability of an Inclusive Physical Education Self-Efficacy Instrument for Lithuanian Physical Education Teachers. <i>SAGE Open</i> , 2019, 9, 215824401985247.	1.7	9
16	Fundamental Motor Skill Interventions for Children and Adolescents on the Autism Spectrum: a Literature Review. <i>Review Journal of Autism and Developmental Disorders</i> , 2019, 6, 159-171.	3.4	37
17	Fidelity Criteria Development: Aligning Paralympic School Day With Contact Theory. <i>Adapted Physical Activity Quarterly</i> , 2018, 35, 233-242.	0.8	6
18	Psychometric Properties of the Physical Educatorsâ€™ Self-Efficacy Toward Including Students With Disabilitiesâ€™ Autism Among Chinese Preservice Physical Education Teachers. <i>Adapted Physical Activity Quarterly</i> , 2018, 35, 159-174.	0.8	9

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19	Implementing the adapted physical education E-learning program into physical education teacher education program. <i>Research in Developmental Disabilities</i> , 2017, 69, 18-29.	2.2	18
20	The Impact of Paralympic School Day on Student Attitudes Toward Inclusion in Physical Education. <i>Adapted Physical Activity Quarterly</i> , 2015, 32, 331-348.	0.8	60
21	Exploring Teachers' Voices about Inclusion in Physical Education: A Qualitative Analysis with Young Elementary and Middle School Teachers. <i>Comprehensive Psychology</i> , 2015, 4, 10.IT.4.5.	0.3	7
22	Influence of an Awareness Program on Portuguese Middle and High School Students' Perceptions of Peers with Disabilities. <i>Psychological Reports</i> , 2014, 115, 897-912.	1.7	25
23	SELF-EFFICACY OF PRE-SERVICE PHYSICAL EDUCATION TEACHER TOWARD TEACHING STUDENTS WITH DISABILITIES IN GENERAL PHYSICAL EDUCATION CLASSES IN SERBIA. <i>European Journal of Adapted Physical Activity</i> , 2014, 7, 32-46.	0.5	23
24	AN ANALYSIS INTO THE STRUCTURE, VALIDITY AND RELIABILITY OF THE CHILDREN'S ATTITUDES TOWARDS INTEGRATED PHYSICAL EDUCATION-REVISED (CAIPE-R). <i>European Journal of Adapted Physical Activity</i> , 2013, 6, 29-37.	0.5	11
25	Positive Illusory Bias in Children with ADHD in Physical Education. <i>Journal of Physical Education, Recreation and Dance</i> , 2012, 83, 43-48.	0.3	1
26	Validation of the Children's Beliefs and Intentions to Play with Peers with Disabilities in Middle School Physical Education Scale. <i>Journal of Developmental and Physical Disabilities</i> , 2012, 24, 35-51.	1.6	3
27	Physical Education Teachers' Beliefs and Intentions Toward Teaching Students With Disabilities. <i>Research Quarterly for Exercise and Sport</i> , 2011, 82, 239-246.	1.4	37
28	Teaching the Self-Contained Adapted Physical Education Class. <i>Journal of Physical Education, Recreation and Dance</i> , 2011, 82, 47-52.	0.3	9
29	Adapting the Sport Education Model for Children with Disabilities. <i>Journal of Physical Education, Recreation and Dance</i> , 2011, 82, 32-39.	0.3	7
30	Middle School Student Intentions to Play with Peers with Disabilities in Physical Education: Using the Theory of Planned Behavior. <i>Journal of Developmental and Physical Disabilities</i> , 2011, 23, 113-127.	1.6	9
31	Children's Beliefs Toward Cooperative Playing With Peers With Disabilities in Physical Education. <i>Adapted Physical Activity Quarterly</i> , 2010, 27, 127-142.	0.8	33
32	Using Self-Efficacy Theory to Facilitate Inclusion in General Physical Education. <i>Journal of Physical Education, Recreation and Dance</i> , 2010, 81, 43-46.	0.3	36
33	The Effect of Peer Tutoring on Interaction Behaviors in Inclusive Physical Education. <i>Adapted Physical Activity Quarterly</i> , 2008, 25, 132-158.	0.8	69
34	Inclusion in Physical Education: A Review of the Literature from 1995-2005. <i>Adapted Physical Activity Quarterly</i> , 2007, 24, 103-124.	0.8	235
35	Including Students with Severe, Multiple Disabilities in General Physical Education. <i>Journal of Physical Education, Recreation and Dance</i> , 2007, 78, 29-32.	0.3	16
36	Self-Advocacy in Physical Education for Students with Physical Disabilities. <i>Journal of Physical Education, Recreation and Dance</i> , 2005, 76, 45-48.	0.3	7

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37	Children with Autism: A Parentsâ€™™ Guide (2nd ed.). Adapted Physical Activity Quarterly, 2004, 21, 303-304.	0.8	0
38	Children with Asperger Syndrome: Implications for General Physical Education and Youth Sports. Journal of Physical Education, Recreation and Dance, 2003, 74, 38-43.	0.3	3
39	Impact of Inclusion in General Physical Education on Students Without Disabilities. Adapted Physical Activity Quarterly, 2003, 20, 230-245.	0.8	75
40	Aquatic Instructorsâ€™™ Beliefs Toward Inclusion: The Theory of Planned Behavior. Adapted Physical Activity Quarterly, 2002, 19, 172-187.	0.8	43
41	Planning and Documenting Consultation in Adapted Physical Education. Journal of Physical Education, Recreation and Dance, 2001, 72, 49-52.	0.3	8
42	Aquatic Instructorsâ€™™ Attitudes Toward Teaching Students with Disabilities. Adapted Physical Activity Quarterly, 2000, 17, 197-207.	0.8	31
43	Are Children with Disabilities Receiving Appropriate Physical Education?. Teaching Exceptional Children, 1999, 31, 18-23.	1.0	4
44	Don't Forget the Social Aspects of Inclusion. Strategies, 1998, 12, 30-34.	0.3	4
45	Attitudes on Inclusion of a Player With Disabilities in a Regular Softball League. Mental Retardation, 1998, 36, 137-144.	1.0	15
46	Including Students with Disabilities in Regular Physical Education: Effects on Nondisabled Children. Adapted Physical Activity Quarterly, 1996, 13, 38-49.	0.8	65
47	Development and Validation of the Childrenâ€™™s Attitudes Toward Integrated Physical Educationâ€™™ Revised (CAIPEâ€™™R) Inventory. Adapted Physical Activity Quarterly, 1995, 12, 60-77.	0.8	62
48	Americans with Disabilities Act: Its Impact on Youth Sports. Journal of Physical Education, Recreation and Dance, 1995, 66, 28-32.	0.3	9
49	Attitudes and Attributes of Physical Educators Associated with Teaching Individuals with Severe and Profound Disabilities. Research and Practice for Persons With Severe Disabilities, 1995, 20, 80-87.	0.6	60
50	The Pocket Referenceâ€™™ A Tool for Fostering Inclusion. Journal of Physical Education, Recreation and Dance, 1995, 66, 47-51.	0.3	4
51	Effects of Collaborative Peer Tutoring on Urban Seventh Graders. Journal of Educational Research, 1995, 88, 275-279.	1.6	11
52	Modifying Rules of a Regular Girls Softball League to Facilitate the Inclusion of a Child with Severe Disabilities. Research and Practice for Persons With Severe Disabilities, 1994, 19, 24-31.	0.6	13
53	Including Preschool Children with Disabilities. Journal of Physical Education, Recreation and Dance, 1994, 65, 45-56.	0.3	4
54	Collaborative Teams for Students with Severe Disabilities: Integrating Therapy and Education Services. Adapted Physical Activity Quarterly, 1994, 11, 339-341.	0.8	0

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55	What Is Appropriate Physical Education for Students with Profound Disabilities?. Adapted Physical Activity Quarterly, 1992, 9, 197-213.	0.8	12
56	An Alternative to Least Restrictive Environments: A Continuum of Support to Regular Physical Education. Adapted Physical Activity Quarterly, 1992, 9, 97-113.	0.8	28