

Karen McKenzie DPsychol

List of Publications by Year in descending order

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Version: 2024-02-01

84
papers

1,581
citations

393982

19
h-index

377514

34
g-index

84
all docs

84
docs citations

84
times ranked

1543
citing authors

#	ARTICLE	IF	CITATIONS
1	Gender ratio in a clinical population sample, age of diagnosis and duration of assessment in children and adults with autism spectrum disorder. <i>Autism</i> , 2016, 20, 628-634.	2.4	129
2	Sleep, anxiety and challenging behaviour in children with intellectual disability and/or autism spectrum disorder. <i>Research in Developmental Disabilities</i> , 2011, 32, 2758-2766.	1.2	113
3	Do urban environments increase the risk of anxiety, depression and psychosis? An epidemiological study. <i>Journal of Affective Disorders</i> , 2013, 150, 1019-1024.	2.0	111
4	Stigma, Social Comparison and Self-Esteem in Adults with an Intellectual Disability. <i>Journal of Applied Research in Intellectual Disabilities</i> , 2012, 25, 166-176.	1.3	91
5	Acceptance and mindfulness-based stress management for support staff caring for individuals with intellectual disabilities. <i>Research in Developmental Disabilities</i> , 2014, 35, 1216-1227.	1.2	73
6	Screening for offenders with an intellectual disability: The validity of the Learning Disability Screening Questionnaire. <i>Research in Developmental Disabilities</i> , 2012, 33, 791-795.	1.2	55
7	Promoting access to services: the development of a new screening tool. <i>Learning Disability Practice</i> , 2006, 9, 17-21.	0.1	44
8	Impact of group training on emotion recognition in individuals with a learning disability. <i>British Journal of Learning Disabilities</i> , 2000, 28, 143-147.	0.8	42
9	What range of trait levels can the Autism-Spectrum Quotient (AQ) measure reliably? An item response theory analysis. <i>Psychological Assessment</i> , 2016, 28, 673-683.	1.2	41
10	The evaluation of a screening tool for children with an intellectual disability: The Child and Adolescent Intellectual Disability Screening Questionnaire. <i>Research in Developmental Disabilities</i> , 2012, 33, 1068-1075.	1.2	36
11	Factors influencing waiting times for diagnosis of Autism Spectrum Disorder in children and adults. <i>Research in Developmental Disabilities</i> , 2015, 45-46, 300-306.	1.2	36
12	“Touching people in relationships”: a qualitative study of close relationships for people with an intellectual disability. <i>Journal of Clinical Nursing</i> , 2013, 22, 3456-3466.	1.4	34
13	The effectiveness of university counselling for students with academic issues. <i>Counselling and Psychotherapy Research</i> , 2015, 15, 284-288.	1.7	34
14	“it shows that there's no limits”: the psychological impact of co-production for experts by experience working in youth mental health. <i>Health and Social Care in the Community</i> , 2017, 25, 1181-1189.	0.7	33
15	Why are they waiting? Exploring professional perspectives and developing solutions to delayed diagnosis of autism spectrum disorder in adults and children. <i>Research in Autism Spectrum Disorders</i> , 2016, 31, 53-65.	0.8	32
16	A review of measures used in the screening, assessment and diagnosis of dementia in people with an intellectual disability. <i>Journal of Applied Research in Intellectual Disabilities</i> , 2018, 31, 725-742.	1.3	26
17	Validating the Learning Disability Screening Questionnaire Against the Weschler Adult Intelligence Scale, Fourth Edition. <i>Intellectual and Developmental Disabilities</i> , 2015, 53, 301-307.	0.6	24
18	Child and Adolescent Intellectual Disability Screening Questionnaire to identify children with intellectual disability. <i>Developmental Medicine and Child Neurology</i> , 2019, 61, 444-450.	1.1	24

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19	An analysis of the effectiveness of university counselling services. <i>British Journal of Guidance and Counselling</i> , 2016, 44, 130-139.	0.6	23
20	An evaluation of a school counselling service with direct links to Child and Adolescent Mental Health (CAMH) services. <i>British Journal of Guidance and Counselling</i> , 2011, 39, 67-82.	0.6	22
21	The Impact of Training and Staff Attributions on Staff Practice in Learning Disability Services. <i>Journal of Intellectual Disabilities</i> , 2002, 6, 239-251.	0.2	20
22	Developmental Cascades from Aggression to Internalizing Problems via Peer and Teacher Relationships from Early to Middle Adolescence. <i>Journal of Youth and Adolescence</i> , 2021, 50, 663-673.	1.9	20
23	Screening for Intellectual Disability in Children: A Review of the Literature. <i>Journal of Applied Research in Intellectual Disabilities</i> , 2012, 25, 80-87.	1.3	19
24	The relations between processing style, autistic-like traits, and emotion recognition in individuals with and without Autism Spectrum Disorder. <i>Personality and Individual Differences</i> , 2018, 120, 1-6.	1.6	19
25	The Experiences of People with an Intellectual Disability of a Mindfulness-Based Program. <i>Mindfulness</i> , 2019, 10, 1304-1314.	1.6	19
26	Screening with young offenders with an intellectual disability. <i>Journal of Forensic Psychiatry and Psychology</i> , 2012, 23, 676-688.	0.6	18
27	The ability of adults with an intellectual disability to recognise facial expressions of emotion in comparison with typically developing individuals: A systematic review. <i>Research in Developmental Disabilities</i> , 2015, 41-42, 22-39.	1.2	18
28	Teaching staff knowledge, attributions and confidence in relation to working with children with an intellectual disability and challenging behaviour. <i>British Journal of Learning Disabilities</i> , 2011, 39, 295-301.	0.8	17
29	A national study to investigate the clinical use of standardised instruments in autism spectrum disorder assessment of children and adults in Scotland. <i>Research in Autism Spectrum Disorders</i> , 2016, 29-30, 93-100.	0.8	17
30	Recognition of facial expressions of emotion by adults with intellectual disability: Is there evidence for the emotion specificity hypothesis?. <i>Research in Developmental Disabilities</i> , 2016, 48, 69-78.	1.2	16
31	The evaluation of a framework for measuring the non-technical ward round skills of final year nursing students: An observational study. <i>Nurse Education Today</i> , 2016, 45, 87-90.	1.4	15
32	â€˜It's been adapted rather than impactedâ€™: A qualitative evaluation of the impact of Covidâ€™19 restrictions on the positive behavioural support of people with an intellectual disability and/or autism. <i>Journal of Applied Research in Intellectual Disabilities</i> , 2021, 34, 1089-1097.	1.3	15
33	The Validity of the Child and Adolescent Intellectual Disability Screening Questionnaire (CAIDS-Q) with children aged 6â€™7 years, 11 months: A brief report. <i>Psychiatry Research</i> , 2013, 210, 675-677.	1.7	14
34	Assessing the accuracy of the WISC-IV seven-subtest short form and the child and adolescent intellectual disability screening questionnaire in identifying intellectual disability in children. <i>Child Neuropsychology</i> , 2014, 20, 372-377.	0.8	14
35	The relationship between waiting times and â€™adherenceâ€™ to the Scottish Intercollegiate Guidelines Network 98 guideline in autism spectrum disorder diagnostic services in Scotland. <i>Autism</i> , 2016, 20, 395-401.	2.4	14
36	A picture of happiness. <i>Learning Disability Practice</i> , 2001, 4, 26-29.	0.1	13

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37	the friendships of people with a learning disability. <i>Learning Disability Practice</i> , 2005, 8, 12-17.	0.1	13
38	“I feel like just a normal person now”: An exploration of the perceptions of people with intellectual disabilities about what is important in the provision of positive behavioural support. <i>British Journal of Learning Disabilities</i> , 2018, 46, 241-249.	0.8	13
39	The views of carers about support for their family member with an intellectual disability: With a focus on positive behavioural approaches. <i>Health and Social Care in the Community</i> , 2018, 26, e56-e63.	0.7	12
40	The impact of COVID-19 restrictions in the United Kingdom on the positive behavioural support of people with an intellectual disability. <i>British Journal of Learning Disabilities</i> , 2021, 49, 138-144.	0.8	12
41	Putting screening tools to the test. <i>Learning Disability Practice</i> , 2008, 11, 14-18.	0.1	11
42	The impact of contextual information on the emotion recognition of children with an intellectual disability. <i>Journal of Applied Research in Intellectual Disabilities</i> , 2019, 32, 152-158.	1.3	11
43	Screening for intellectual disability with the Child and Adolescent Intellectual Screening Questionnaire: a modified Delphi approach. <i>Developmental Medicine and Child Neurology</i> , 2019, 61, 979-983.	1.1	11
44	Providing services in the United Kingdom to people with an intellectual disability who present behaviour which challenges: A review of the literature. <i>Research in Developmental Disabilities</i> , 2011, 32, 395-403.	1.2	10
45	Should We Subtype ADHD According to the Context in Which Symptoms Occur? Criterion Validity of Recognising Context-Based ADHD Presentations. <i>Child Psychiatry and Human Development</i> , 2019, 50, 308-320.	1.1	10
46	Picking up the signs. <i>Learning Disability Practice</i> , 2002, 5, 16-19.	0.1	9
47	behaviours that challenge. <i>Learning Disability Practice</i> , 2005, 8, 16-19.	0.1	9
48	The Application of the Theory of Planned Behaviour to Diet in Carers of People with an Intellectual Disability. <i>Journal of Applied Research in Intellectual Disabilities</i> , 2011, 24, 237-246.	1.3	9
49	Homelessness “It will crumble men”: The views of staff and service users about facilitating the identification and support of people with an intellectual disability in homeless services. <i>Health and Social Care in the Community</i> , 2019, 27, e514-e521.	0.7	9
50	Estimating the level of functional ability of children identified as likely to have an intellectual disability. <i>Research in Developmental Disabilities</i> , 2013, 34, 4009-4016.	1.2	8
51	Implementation of a Practice Development Model to Reduce the Wait for Autism Spectrum Diagnosis in Adults. <i>Journal of Autism and Developmental Disorders</i> , 2018, 48, 2677-2691.	1.7	8
52	Emotion recognition from body movement and gesture in children with Autism Spectrum Disorder is improved by situational cues. <i>Research in Developmental Disabilities</i> , 2019, 86, 1-10.	1.2	8
53	Staff responses to behaviour that challenges: The role of knowledge, attributions, and emotion regulation style. <i>Journal of Intellectual and Developmental Disability</i> , 2013, 38, 205-214.	1.1	7
54	The convergent validity of the Child and Adolescent Intellectual Disability Screening Questionnaire with a measure of adaptive functioning: A brief report. <i>Journal of Intellectual and Developmental Disability</i> , 2014, 39, 98-101.	1.1	7

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55	Evaluating the use of the Child and Adolescent Intellectual Disability Screening Questionnaire (CAIDS-Q) to estimate IQ in children with low intellectual ability. <i>Research in Developmental Disabilities</i> , 2015, 37, 31-36.	1.2	7
56	The long-term impact of a whole school approach of restorative practice: the views of secondary school teachers. <i>Pastoral Care in Education</i> , 2018, 36, 313-324.	0.9	7
57	An Analysis of Response Shifts in Teacher Reports Associated with the Use of a Universal School-Based Intervention to Reduce Externalising Behaviour. <i>Prevention Science</i> , 2019, 20, 1265-1273.	1.5	7
58	Examining response shifts in the Clinical Outcomes in Routine Evaluation- Outcome Measure (CORE-OM). <i>British Journal of Guidance and Counselling</i> , 2020, 48, 276-288.	0.6	7
59	“Look, all our hard work is paying off” A qualitative evaluation of a system-wide, workforce development model to promote positive behavioural support. <i>Journal of Applied Research in Intellectual Disabilities</i> , 2020, 33, 1512-1522.	1.3	7
60	An evaluation of the performance of the WISC-IV eight-subtest short form with children who may have an intellectual disability. <i>Journal of Intellectual and Developmental Disability</i> , 2016, 41, 50-53.	1.1	6
61	The relation between practice that is consistent with NICE guideline 142 recommendations and waiting times within Autism Spectrum Disorder diagnostic services. <i>Research in Autism Spectrum Disorders</i> , 2016, 26, 10-15.	0.8	6
62	The use of an impact framework to evaluate the impact of research on policy and practice: Screening questionnaires for intellectual disability. <i>Research Evaluation</i> , 2021, 30, 141-153.	1.3	6
63	diagnosis, information and stress in parents of children with a learning disability. <i>Learning Disability Practice</i> , 2007, 10, 28-33.	0.1	5
64	An exploration of the factors influencing career choice in mental health. <i>Journal of Clinical Nursing</i> , 2020, 29, 3764-3773.	1.4	5
65	A quantitative evaluation of a regional Positive Behavioural Support workforce development approach. <i>Journal of Applied Research in Intellectual Disabilities</i> , 2021, 34, 1641-1654.	1.3	5
66	An Exploratory Study Investigating How Adults with Intellectual Disabilities Perform on the Visual Association Test (VAT). <i>Journal of Applied Research in Intellectual Disabilities</i> , 2017, 30, 824-829.	1.3	4
67	A preliminary investigation into the relationship between empathy, autistic like traits and emotion recognition. <i>Personality and Individual Differences</i> , 2019, 137, 12-16.	1.6	4
68	Validation of the Revised Children's Anxiety and Depression Scales (RCADS) and RCADS short forms adapted for adults. <i>Journal of Affective Disorders</i> , 2019, 245, 200-204.	2.0	4
69	The impact of an adult intellectual disability screening questionnaire on service providers and users. <i>Journal of Applied Research in Intellectual Disabilities</i> , 2020, 33, 457-464.	1.3	4
70	The use of an implementation science theoretical framework to inform the development of a region wide Positive Behavioural Support Workforce Development approach. <i>Journal of Applied Research in Intellectual Disabilities</i> , 2021, 34, 675-683.	1.3	4
71	Reconciling the professional and student identities of clinical psychology trainees. <i>Advances in Health Sciences Education</i> , 2013, 18, 745-754.	1.7	3
72	An analysis of differential item functioning by gender in the Learning Disability Screening Questionnaire (LDSQ). <i>Research in Developmental Disabilities</i> , 2015, 39, 76-82.	1.2	3

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73	An evaluation of the distribution properties, factor structure, and item response profile of an assessment of emotion recognition. <i>Heliyon</i> , 2020, 6, e03572.	1.4	3
74	The use of therapeutic untruths by staff supporting people with an intellectual disability who display behaviours that challenge. <i>Journal of Applied Research in Intellectual Disabilities</i> , 2021, 34, 28-35.	1.3	3
75	Improving the non-technical ward round skills of medical students. <i>British Journal of Hospital Medicine</i> (London, England: 2005), 2016, 77, 481-484.	0.2	2
76	Do close supportive relationships moderate the effect of depressive symptoms on suicidal ideation?. <i>British Journal of Guidance and Counselling</i> , 2016, 44, 99-107.	0.6	2
77	The use of therapeutic untruths by learning disability nursing students. <i>Nursing Ethics</i> , 2020, 27, 1607-1617.	1.8	2
78	Emotion recognition and processing style in children with an intellectual disability. <i>Learning Disability Practice</i> , 2019, 22, 20-24.	0.1	2
79	Exploring the knowledge of social care staff about learning disability: 20 years on. <i>Learning Disability Practice</i> , 2022, 25, 26-32.	0.1	2
80	Exploring the relative importance of factors that influence the job retention of social care staff working in intellectual disability services. <i>British Journal of Learning Disabilities</i> , 0, , .	0.8	1
81	Evaluating an evidence-based online screening tool to identify learning disability. <i>Learning Disability Practice</i> , 2021, 24, 13-19.	0.1	1
82	An exploration of the impact of contextual information on the emotion recognition ability of autistic adults. <i>International Journal of Psychology</i> , 2022, , .	1.7	1
83	Psychotherapy as entropy management. <i>Medical Hypotheses</i> , 2013, 81, 156-158.	0.8	0
84	Predicting staff turnover in learning disability social care services. <i>Learning Disability Practice</i> , 0, , .	0.1	0