

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	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
2	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
3	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
4	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
5	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
6	â€œIt'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
7	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
8	The impact of COVIDâ€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
9	Evaluating an evidence-based online screening tool to identify learning disability. <i>Learning Disability Practice</i> , 2021, 24, 13-19.	0.1	1
10	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
11	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
12	An exploration of the factors influencing career choice in mental health. <i>Journal of Clinical Nursing</i> , 2020, 29, 3764-3773.	1.4	5
13	â€œLook, all our hard work is paying offâ€ A qualitative evaluation of a systemâ€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
14	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
15	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
16	The use of therapeutic untruths by learning disability nursing students. <i>Nursing Ethics</i> , 2020, 27, 1607-1617.	1.8	2
17	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
18	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

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19	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
20	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
21	Homelessnessâ€”â€”It will crumble menâ€™: 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
22	The Experiences of People with an Intellectual Disability of a Mindfulness-Based Program. <i>Mindfulness</i> , 2019, 10, 1304-1314.	1.6	19
23	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
24	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
25	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
26	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
27	Emotion recognition and processing style in children with an intellectual disability. <i>Learning Disability Practice</i> , 2019, 22, 20-24.	0.1	2
28	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
29	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
30	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
31	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
32	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
33	â€œI feel like just a normal person nowâ€” 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
34	â€”it shows that there's no limitsâ€™: 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
35	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
36	An analysis of the effectiveness of university counselling services. <i>British Journal of Guidance and Counselling</i> , 2016, 44, 130-139.	0.6	23

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37	Improving the non-technical ward round skills of medical students. British Journal of Hospital Medicine (London, England: 2005), 2016, 77, 481-484.	0.2	2
38	A national study to investigate the clinical use of standardised instruments in autism spectrum disorder assessment of children and adults in Scotland. Research in Autism Spectrum Disorders, 2016, 29-30, 93-100.	0.8	17
39	Why are they waiting? Exploring professional perspectives and developing solutions to delayed diagnosis of autism spectrum disorder in adults and children. Research in Autism Spectrum Disorders, 2016, 31, 53-65.	0.8	32
40	The evaluation of a framework for measuring the non-technical ward round skills of final year nursing students: An observational study. Nurse Education Today, 2016, 45, 87-90.	1.4	15
41	An evaluation of the performance of the WISC-IV eight-subtest short form with children who may have an intellectual disability. Journal of Intellectual and Developmental Disability, 2016, 41, 50-53.	1.1	6
42	Gender ratio in a clinical population sample, age of diagnosis and duration of assessment in children and adults with autism spectrum disorder. Autism, 2016, 20, 628-634.	2.4	129
43	The relationship between waiting times and adherence™ to the Scottish Intercollegiate Guidelines Network 98 guideline in autism spectrum disorder diagnostic services in Scotland. Autism, 2016, 20, 395-401.	2.4	14
44	Do close supportive relationships moderate the effect of depressive symptoms on suicidal ideation?. British Journal of Guidance and Counselling, 2016, 44, 99-107.	0.6	2
45	The relation between practice that is consistent with NICE guideline 142 recommendations and waiting times within Autism Spectrum Disorder diagnostic services. Research in Autism Spectrum Disorders, 2016, 26, 10-15.	0.8	6
46	Recognition of facial expressions of emotion by adults with intellectual disability: Is there evidence for the emotion specificity hypothesis?. Research in Developmental Disabilities, 2016, 48, 69-78.	1.2	16
47	What range of trait levels can the Autism-Spectrum Quotient (AQ) measure reliably? An item response theory analysis.. Psychological Assessment, 2016, 28, 673-683.	1.2	41
48	The effectiveness of university counselling for students with academic issues. Counselling and Psychotherapy Research, 2015, 15, 284-288.	1.7	34
49	An analysis of differential item functioning by gender in the Learning Disability Screening Questionnaire (LDSQ). Research in Developmental Disabilities, 2015, 39, 76-82.	1.2	3
50	The ability of adults with an intellectual disability to recognise facial expressions of emotion in comparison with typically developing individuals: A systematic review. Research in Developmental Disabilities, 2015, 41-42, 22-39.	1.2	18
51	Validating the Learning Disability Screening Questionnaire Against the Weschler Adult Intelligence Scale, Fourth Edition. Intellectual and Developmental Disabilities, 2015, 53, 301-307.	0.6	24
52	Factors influencing waiting times for diagnosis of Autism Spectrum Disorder in children and adults. Research in Developmental Disabilities, 2015, 45-46, 300-306.	1.2	36
53	Evaluating the use of the Child and Adolescent Intellectual Disability Screening Questionnaire (CAIDS-Q) to estimate IQ in children with low intellectual ability. Research in Developmental Disabilities, 2015, 37, 31-36.	1.2	7
54	The convergent validity of the Child and Adolescent Intellectual Disability Screening Questionnaire with a measure of adaptive functioning: A brief report. Journal of Intellectual and Developmental Disability, 2014, 39, 98-101.	1.1	7

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55	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
56	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
57	Psychotherapy as entropy management. <i>Medical Hypotheses</i> , 2013, 81, 156-158.	0.8	0
58	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
59	The Validity of the Child and Adolescent Intellectual Disability Screening Questionnaire (CAIDS-Q) with children aged 6-7 years, 11 months: A brief report. <i>Psychiatry Research</i> , 2013, 210, 675-677.	1.7	14
60	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
61	Reconciling the professional and student identities of clinical psychology trainees. <i>Advances in Health Sciences Education</i> , 2013, 18, 745-754.	1.7	3
62	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
63	“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
64	Screening with young offenders with an intellectual disability. <i>Journal of Forensic Psychiatry and Psychology</i> , 2012, 23, 676-688.	0.6	18
65	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
66	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
67	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
68	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
69	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
70	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
71	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
72	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

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73	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
74	Putting screening tools to the test. <i>Learning Disability Practice</i> , 2008, 11, 14-18.	0.1	11
75	diagnosis, information and stress in parents of children with a learning disability. <i>Learning Disability Practice</i> , 2007, 10, 28-33.	0.1	5
76	Promoting access to services: the development of a new screening tool. <i>Learning Disability Practice</i> , 2006, 9, 17-21.	0.1	44
77	the friendships of people with a learning disability. <i>Learning Disability Practice</i> , 2005, 8, 12-17.	0.1	13
78	behaviours that challenge. <i>Learning Disability Practice</i> , 2005, 8, 16-19.	0.1	9
79	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
80	Picking up the signs. <i>Learning Disability Practice</i> , 2002, 5, 16-19.	0.1	9
81	A picture of happiness. <i>Learning Disability Practice</i> , 2001, 4, 26-29.	0.1	13
82	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
83	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
84	Predicting staff turnover in learning disability social care services. <i>Learning Disability Practice</i> , 0, , .	0.1	0