

Brahm Norwich

List of Publications by Year in descending order

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Version: 2024-02-01

68
papers

2,316
citations

430754

18
h-index

254106

43
g-index

74
all docs

74
docs citations

74
times ranked

1592
citing authors

#	ARTICLE	IF	CITATIONS
1	Teachers' attitudes towards integration / inclusion: a review of the literature. <i>European Journal of Special Needs Education</i> , 2002, 17, 129-147.	1.5	1,068
2	Education, Inclusion and Individual Differences: Recognising and Resolving Dilemmas. <i>British Journal of Educational Studies</i> , 2002, 50, 482-502.	0.9	92
3	Dilemmas, diagnosis and de-stigmatization: Parental perspectives on the diagnosis of autism spectrum disorders. <i>Clinical Child Psychology and Psychiatry</i> , 2012, 17, 229-245.	0.8	90
4	Addressing Tensions and Dilemmas in Inclusive Education. , 0, , .		85
5	Dilemmas of difference, inclusion and disability: international perspectives on placement. <i>European Journal of Special Needs Education</i> , 2008, 23, 287-304.	1.5	72
6	Recognising value tensions that underlie problems in inclusive education. <i>Cambridge Journal of Education</i> , 2014, 44, 495-510.	1.6	41
7	Design based research to develop the teaching of pupils with moderate learning difficulties (MLD): Evaluating lesson study in terms of pupil, teacher and school outcomes. <i>Teaching and Teacher Education</i> , 2013, 34, 162-173.	1.6	39
8	The new special educational needs (SEN) legislation in England and implications for services for children and young people with social, emotional and behavioural difficulties. <i>Emotional and Behavioural Difficulties</i> , 2015, 20, 117-132.	0.7	38
9	Using Lesson Study to develop teaching approaches for secondary school pupils with moderate learning difficulties: teachers'™ concepts, attitudes and pedagogic strategies. <i>European Journal of Special Needs Education</i> , 2012, 27, 301-317.	1.5	36
10	Changing policy and legislation and its effects on inclusive and special education: a perspective from <sc>England</sc>. <i>British Journal of Special Education</i> , 2014, 41, 403-425.	0.2	36
11	The effectiveness and cost-effectiveness of the Incredible Years™ Teacher Classroom Management programme in primary school children: results of the STARS cluster randomised controlled trial. <i>Psychological Medicine</i> , 2019, 49, 828-842.	2.7	35
12	Dilemmas of difference and the identification of special educational needs/disability: international perspectives. <i>British Educational Research Journal</i> , 2009, 35, 447-467.	1.4	33
13	Supporting teachers and children in schools: the effectiveness and cost-effectiveness of the incredible years teacher classroom management programme in primary school children: a cluster randomised controlled trial, with parallel economic and process evaluations. <i>BMC Public Health</i> , 2012, 12, 719.	1.2	33
14	Ideological Dilemmas in Special Needs Education: practitioners'™ views. <i>Oxford Review of Education</i> , 1993, 19, 527-546.	1.4	30
15	Dilemmas of Difference, Inclusion and Disability. , 0, , .		30
16	How does the capability approach address current issues in special educational needs, disability and inclusive education field?. <i>Journal of Research in Special Educational Needs</i> , 2014, 14, 16-21.	0.5	28
17	Professional learning of teachers through a lesson study process in England. <i>International Journal for Lesson and Learning Studies</i> , 2013, 2, 137-154.	0.6	27
18	Pupils' perceptions of self and of labels: Moderate learning difficulties in mainstream and special schools. <i>British Journal of Educational Psychology</i> , 2004, 74, 411-435.	1.6	26

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19	Parental agency, identity and knowledge: mothers of children with dyslexia. <i>Oxford Review of Education</i> , 2004, 30, 417-433.	1.4	23
20	Collective commitment and collective efficacy: a theoretical model for understanding the motivational dynamics of dilemma resolution in inter-professional work. <i>Cambridge Journal of Education</i> , 2014, 44, 59-74.	1.6	22
21	Using lesson study to assess pupils' learning difficulties. <i>International Journal for Lesson and Learning Studies</i> , 2014, 3, 192-207.	0.6	20
22	Preparing teachers to teach children with special educational needs and disabilities: the significance of a national PGCE development and evaluation project for inclusive teacher education. <i>Journal of Research in Special Educational Needs</i> , 2011, 11, 2-11.	0.5	19
23	Moderate learning difficulties: searching for clarity and understanding. <i>Research Papers in Education</i> , 2014, 29, 1-19.	1.7	18
24	Triangulation and Theoretical Understanding. <i>International Journal of Social Research Methodology: Theory and Practice</i> , 2007, 10, 211-226.	2.3	17
25	What exactly do RCT findings tell us in education research?. <i>British Educational Research Journal</i> , 2018, 44, 939-959.	1.4	17
26	Evaluating Children's Participation in SEN Procedures: Lessons for educational psychologists. <i>Educational Psychology in Practice</i> , 2006, 22, 255-271.	0.5	16
27	The initial training of teachers to teach children with special educational needs: A national survey of English Post Graduate Certificate of Education programmes. <i>Teaching and Teacher Education</i> , 2010, 26, 1471-1480.	1.6	16
28	Evaluating the reliability and validity of a learning styles inventory: a classroom-based study. <i>Educational Research</i> , 2007, 49, 51-63.	0.9	15
29	Dilemmas of difference, curriculum and disability: international perspectives. <i>Comparative Education</i> , 2010, 46, 113-135.	1.8	15
30	Academisation of Schools in England and Placements of Pupils With Special Educational Needs: An Analysis of Trends, 2011-2017. <i>Frontiers in Education</i> , 2019, 4, .	1.2	15
31	A critical consideration of 'mental health and wellbeing' in education: Thinking about school aims in terms of wellbeing. <i>British Educational Research Journal</i> , 2022, 48, 803-820.	1.4	15
32	What's in a name? Perspectives of dyslexia assessors working with students in the UK higher education sector. <i>Dyslexia</i> , 2018, 24, 109-127.	0.8	14
33	UK higher education lecturers' perspectives of dyslexia, dyslexic students and related disability provision. <i>Journal of Research in Special Educational Needs</i> , 2019, 19, 161-172.	0.5	14
34	The placement of secondary school students with Statements of special educational needs in the more diversified system of English secondary schooling. <i>British Journal of Special Education</i> , 2015, 42, 128-151.	0.2	13
35	The Incredible Years® Teacher Classroom Management programme and its impact on teachers' professional self-efficacy, work-related stress, and general wellbeing: Results from the STARS randomized controlled trial. <i>British Journal of Educational Psychology</i> , 2020, 90, 330-348.	1.6	13
36	School autonomy and educational inclusion of children with special needs: Evidence from England. <i>British Educational Research Journal</i> , 2020, 46, 532-552.	1.4	13

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37	Training teachers in classroom management to improve mental health in primary school children: the STARS cluster RCT. <i>Public Health Research</i> , 2019, 7, 1-150.	0.5	13
38	Understanding influences on teachers' uptake and use of behaviour management strategies within the STARS trial: process evaluation protocol for a randomised controlled trial. <i>BMC Public Health</i> , 2015, 15, 119.	1.2	12
39	A critical exploration of inclusion policies of elite UK universities. <i>British Educational Research Journal</i> , 2022, 48, 878-895.	1.4	12
40	Making sense of international variations in lesson study and lesson study-like practices. <i>International Journal for Lesson and Learning Studies</i> , 2018, 7, 201-216.	0.6	11
41	Review of research literature about the use of lesson study and lesson study-related practices relevant to the field of special needs and inclusive education. <i>European Journal of Special Needs Education</i> , 2021, 36, 309-328.	1.5	11
42	A design-based trial of Lesson Study for assessment purposes: evaluating a new classroom based dynamic assessment approach. <i>European Journal of Special Needs Education</i> , 2015, 30, 253-273.	1.5	9
43	Predictors of word reading ability in 7-year-olds: analysis of data from a U.K. cohort study. <i>Journal of Research in Reading</i> , 2018, 41, 58-78.	1.0	9
44	Educational psychologists and children in care: practices and issues. <i>Educational Psychology in Practice</i> , 2010, 26, 375-390.	0.5	7
45	Pupils' reasons for learning and behaving and for not learning and behaving in English and maths lessons in a secondary school. <i>British Journal of Educational Psychology</i> , 1999, 69, 547-569.	1.6	5
46	Some aspects of the Inclusion Index in operation. <i>Support for Learning</i> , 2001, 16, 156-161.	0.2	5
47	Understanding the Profession of Educational Psychology in England: Now and in the Future. <i>Australian Educational and Developmental Psychologist</i> , 2013, 30, 36-53.	0.7	5
48	Chapter 2. An overview of issues emerging as the policy context changes. <i>Journal of Research in Special Educational Needs</i> , 2014, 14, 122-127.	0.5	5
49	Piloting a dispersed and inter-professional Lesson Study using technology to link team members at a distance. <i>Technology, Pedagogy and Education</i> , 2017, 26, 587-599.	3.3	5
50	A systematic literature review of the organisational arrangements of primary school-based reading interventions for struggling readers. <i>Journal of Research in Reading</i> , 2018, 41, S197.	1.0	5
51	Adolescent students' psychological needs: Development of an existence, relatedness, and growth needs scale. <i>International Journal of School and Educational Psychology</i> , 2019, 7, 75-83.	1.0	5
52	A comparison of teacher assessment (APP) with standardised tests in primary literacy and numeracy (WIAT-II). <i>Assessment in Education</i> , 2014, 21, 412-426.	0.7	4
53	Lesson study practices in the development of secondary teaching of students with moderate learning difficulties: a systematic qualitative analysis in relation to context and outcomes. <i>British Educational Research Journal</i> , 2015, 41, 629-649.	1.4	4
54	Thinking about the nature of educational research: Going beyond superficial theoretical scripts. <i>Review of Education</i> , 2020, 8, 242-262.	1.1	4

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55	When diagnosis is uncertain: variation in conclusions after psychological assessment of a six-year-old child. <i>Early Child Development and Care</i> , 2012, 182, 1575-1592.	0.7	3
56	Chapter 2. Context, interests and methodologies. <i>Journal of Research in Special Educational Needs</i> , 2014, 14, 193-196.	0.5	3
57	Lesson planning for diversity. <i>Journal of Research in Special Educational Needs</i> , 2019, 19, 115-125.	0.5	3
58	Parents's experiences of choosing a special school for their children. <i>European Journal of Special Needs Education</i> , 2022, 37, 950-964.	1.5	3
59	Inclusive education in Italy: a response to Anastasiou, Kauffman and Di Nuovo. <i>European Journal of Special Needs Education</i> , 2015, 30, 448-451.	1.5	2
60	Lesson study: an inter-professional collaboration approach for Educational Psychologists to improve teaching and learning. <i>Educational Psychology in Practice</i> , 2018, 34, 370-385.	0.5	2
61	Interpreting RCT, process evaluation and case study evidence in evaluating the Integrated Group Reading (IGR) programme: a teacher-led, classroom-based intervention for Year 2 and 3 pupils struggling to read. <i>Educational Review</i> , 2021, 73, 346-373.	2.2	2
62	Teachers's views on the acceptability and implementation of the Incredible Years [®] Teacher Classroom Management programme in English (UK) primary schools from the STARS trial. <i>British Journal of Educational Psychology</i> , 2022, 92, 1160-1177.	1.6	2
63	How lesson study is used in initial teacher education: an international review of literature. <i>Teacher Development</i> , 2022, 26, 356-372.	0.4	2
64	Putting RCTs in their place: implications from an RCT of the integrated group reading approach. <i>International Journal of Research and Method in Education</i> , 2020, 43, 113-126.	1.1	1
65	Context and Implications Document for: Thinking about the nature of educational research: going beyond superficial theoretical scripts. <i>Review of Education</i> , 2020, 8, 263-265.	1.1	1
66	Included and special. <i>Pedagogy, Culture and Society</i> , 2002, 10, 493-501.	1.8	0
67	Examining key issues underlying the Audit Commission Reports on SEN Policy Paper 1 (5th series). <i>Journal of Research in Special Educational Needs</i> , 2004, 4, 98-112.	0.5	0
68	Chapter 5. Summary of discussion and conclusions. <i>Journal of Research in Special Educational Needs</i> , 2008, 8, 181-182.	0.5	0