Brahm Norwich

List of Publications by Year
in descending order

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	Parents' experiences of choosing a special school for their children. European Journal of Special Needs Education, 2022, 37, 950-964.	1.5	3
2	Teachers' views on the acceptability and implementation of the Incredible Years® Teacher Classroom Management programme in English (UK) primary schools from the STARS trial. British Journal of Educational Psychology, 2022, 92, 1160-1177.	1.6	2
3	A critical consideration of 'mental health and wellbeing' in education: Thinking about school aims in terms of wellbeing. British Educational Research Journal, 2022, 48, 803-820.	1.4	15
4	A critical exploration of inclusion policies of elite UK universities. British Educational Research Journal, 2022, 48, 878-895.	1.4	12
5	How lesson study is used in initial teacher education: an international review of literature. Teacher Development, 2022, 26, 356-372.	0.4	2
6	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. European Journal of Special Needs Education, 2021, 36, 309-328.	1.5	11
7	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. Educational Review, 2021, 73, 346-373.	2.2	2
8	Putting RCTs in their place: implications from an RCT of the integrated group reading approach. International Journal of Research and Method in Education, 2020, 43, 113-126.	1.1	1
9	The Incredible Years® Teacher Classroom Management programme and its impact on teachers' professional self‐efficacy, work‐related stress, and general well‐being: Results from the STARS randomized controlled trial. British Journal of Educational Psychology, 2020, 90, 330-348.	1.6	13
10	Thinking about the nature of educational research: Going beyond superficial theoretical scripts. Review of Education, 2020, 8, 242-262.	1.1	4
11	Context and Implications Document for: Thinking about the nature of educational research: going beyond superficial theoretical scripts. Review of Education, 2020, 8, 263-265.	1.1	1
12	School autonomy and educational inclusion of children with special needs: Evidence from England. British Educational Research Journal, 2020, 46, 532-552.	1.4	13
13	Lesson planning for diversity. Journal of Research in Special Educational Needs, 2019, 19, 115-125.	0.5	3
14	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. Psychological Medicine, 2019, 49, 828-842.	2.7	35
15	Academisation of Schools in England and Placements of Pupils With Special Educational Needs: An Analysis of Trends, 2011–2017. Frontiers in Education, 2019, 4, .	1.2	15
16	UK higher education lecturers' perspectives of dyslexia, dyslexic students and related disability provision. Journal of Research in Special Educational Needs, 2019, 19, 161-172.	0.5	14
17	Adolescent students' psychological needs: Development of an existence, relatedness, and growth needs scale. International Journal of School and Educational Psychology, 2019, 7, 75-83.	1.0	5
18	Training teachers in classroom management to improve mental health in primary school children: the STARS cluster RCT. Public Health Research, 2019, 7, 1-150.	0.5	13

#	ARTICLE	IF	CITATIONS
19	What's in a name? Perspectives of dyslexia assessors working with students in the UK higher education sector. Dyslexia, 2018, 24, 109-127.	0.8	14
20	Predictors of word‐reading ability in 7‐year‐olds: analysis of data from a U.K. cohort study. Journal of Research in Reading, 2018, 41, 58-78.	1.0	9
21	A systematic literature review of the organisational arrangements of primary school‐based reading interventions for struggling readers. Journal of Research in Reading, 2018, 41, S197.	1.0	5
22	Making sense of international variations in lesson study and lesson study-like practices. International Journal for Lesson and Learning Studies, 2018, 7, 201-216.	0.6	11
23	Lesson study: an inter-professional collaboration approach for Educational Psychologists to improve teaching and learning. Educational Psychology in Practice, 2018, 34, 370-385.	0.5	2
24	What exactly do <scp>RCT</scp> findings tell us in education research?. British Educational Research Journal, 2018, 44, 939-959.	1.4	17
25	Piloting a dispersed and inter-professional Lesson Study using technology to link team members at a distance. Technology, Pedagogy and Education, 2017, 26, 587-599.	3.3	5
26	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. British Educational Research Journal, 2015, 41, 629-649.	1.4	4
27	The placement of secondary school students with Statements of special educational needs in the more diversified system of English secondary schooling. British Journal of Special Education, 2015, 42, 128-151.	0.2	13
28	The new special educational needs (SEN) legislation in England and implications for services for children and young people with social, emotional and behavioural difficulties. Emotional and Behavioural Difficulties, 2015, 20, 117-132.	0.7	38
29	A design-based trial of Lesson Study for assessment purposes: evaluating a new classroom based dynamic assessment approach. European Journal of Special Needs Education, 2015, 30, 253-273.	1.5	9
30	Understanding influences on teachers' uptake and use of behaviour management strategies within the STARS trial: process evaluation protocol for a randomised controlled trial. BMC Public Health, 2015, 15, 119.	1.2	12
31	Inclusive education in Italy: a response to Anastasiou, Kauffman and Di Nuovo. European Journal of Special Needs Education, 2015, 30, 448-451.	1.5	2
32	A comparison of teacher assessment (APP) with standardised tests in primary literacy and numeracy (WIAT-II). Assessment in Education, 2014, 21, 412-426.	0.7	4
33	Using lesson study to assess pupils' learning difficulties. International Journal for Lesson and Learning Studies, 2014, 3, 192-207.	0.6	20
34	Chapter 2. Context, interests and methodologies. Journal of Research in Special Educational Needs, 2014, 14, 193-196.	0.5	3
35	How does the capability approach address current issues in special educational needs, disability and inclusive education field?. Journal of Research in Special Educational Needs, 2014, 14, 16-21.	0.5	28
36	Chapter 2. An overview of issues emerging as the policy context changes. Journal of Research in Special Educational Needs, 2014, 14, 122-127.	0.5	5

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37	Moderate learning difficulties: searching for clarity and understanding. Research Papers in Education, 2014, 29, 1-19.	1.7	18
38	Recognising value tensions that underlie problems in inclusive education. Cambridge Journal of Education, 2014, 44, 495-510.	1.6	41
39	Collective commitment and collective efficacy: a theoretical model for understanding the motivational dynamics of dilemma resolution in inter-professional work. Cambridge Journal of Education, 2014, 44, 59-74.	1.6	22
40	Changing policy and legislation and its effects on inclusive and special education: a perspective from <scp>E</scp>ngland. British Journal of Special Education, 2014, 41, 403-425.	0.2	36
41	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. Teaching and Teacher Education, 2013, 34, 162-173.	1.6	39
42	Professional learning of teachers through a lesson study process in England. International Journal for Lesson and Learning Studies, 2013, 2, 137-154.	0.6	27
43	Understanding the Profession of Educational Psychology in England: Now and in the Future. Australian Educational and Developmental Psychologist, 2013, 30, 36-53.	0.7	5
44	When diagnosis is uncertain: variation in conclusions after psychological assessment of a six-year-old child. Early Child Development and Care, 2012, 182, 1575-1592.	0.7	3
45	Using Lesson Study to develop teaching approaches for secondary school pupils with moderate learning difficulties: teachersâ€™ concepts, attitudes and pedagogic strategies. European Journal of Special Needs Education, 2012, 27, 301-317.	1.5	36
46	Dilemmas, diagnosis and de-stigmatization: Parental perspectives on the diagnosis of autism spectrum disorders. Clinical Child Psychology and Psychiatry, 2012, 17, 229-245.	0.8	90
47	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. BMC Public Health, 2012, 12, 719.	1.2	33
48	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. Journal of Research in Special Educational Needs, 2011, 11, 2-11.	0.5	19
49	Dilemmas of difference, curriculum and disability: international perspectives. Comparative Education, 2010, 46, 113-135.	1.8	15
50	The initial training of teachers to teach children with special educational needs: A national survey of English Post Graduate Certificate of Education programmes. Teaching and Teacher Education, 2010, 26, 1471-1480.	1.6	16
51	Educational psychologists and children in care: practices and issues. Educational Psychology in Practice, 2010, 26, 375-390.	0.5	7
52	Dilemmas of difference and the identification of special educational needs/disability: international perspectives. British Educational Research Journal, 2009, 35, 447-467.	1.4	33
53	Chapter 5. Summary of discussion and conclusions. Journal of Research in Special Educational Needs, 2008, 8, 181-182.	0.5	0
54	Dilemmas of difference, inclusion and disability: international perspectives on placement. European Journal of Special Needs Education, 2008, 23, 287-304.	1.5	72

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55	Triangulation and Theoretical Understanding. International Journal of Social Research Methodology: Theory and Practice, 2007, 10, 211-226.	2.3	17
56	Evaluating the reliability and validity of a learning styles inventory: a classroom-based study. Educational Research, 2007, 49, 51-63.	0.9	15
57	Evaluating Children's Participation in SEN Procedures: Lessons for educational psychologists. Educational Psychology in Practice, 2006, 22, 255-271.	0.5	16
58	Parental agency, identity and knowledge: mothers of children with dyslexia. Oxford Review of Education, 2004, 30, 417-433.	1.4	23
59	Examining key issues underlying the Audit Commission Reports on SEN Policy Paper 1 (5th series). Journal of Research in Special Educational Needs, 2004, 4, 98-112.	0.5	0
60	Pupils' perceptions of self and of labels: Moderate learning difficulties in mainstream and special schools. British Journal of Educational Psychology, 2004, 74, 411-435.	1.6	26
61	Included and special. Pedagogy, Culture and Society, 2002, 10, 493-501.	1.8	0
62	Teachers' attitudes towards integration / inclusion: a review of the literature. European Journal of Special Needs Education, 2002, 17, 129-147.	1.5	1,068
63	Education, Inclusion and Individual Differences: Recognising and Resolving Dilemmas. British Journal of Educational Studies, 2002, 50, 482-502.	0.9	92
64	Some aspects of the Inclusion Index in operation. Support for Learning, 2001, 16, 156-161.	0.2	5
65	Pupils' reasons for learning and behaving and for not learning and behaving in English and maths lessons in a secondary school. British Journal of Educational Psychology, 1999, 69, 547-569.	1.6	5
66	Ideological Dilemmas in Special Needs Education: practitioners' views. Oxford Review of Education, 1993, 19, 527-546.	1.4	30
67	Addressing Tensions and Dilemmas in Inclusive Education. , 0, , .		85
68	Dilemmas of Difference, Inclusion and Disability. , 0, , .		30