

# Jenny L Gibson

## List of Publications by Year in descending order

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Version: 2024-02-01

47  
papers

924  
citations

623188

14  
h-index

525886

27  
g-index

55  
all docs

55  
docs citations

55  
times ranked

873  
citing authors

#	ARTICLE	IF	CITATIONS
1	“Want to come play with me?”-Outlier subgroup discovery on spatio-temporal interactions. Expert Systems, 2023, 40, .	2.9	0
2	Pioneering, prodigious and perspicacious: Grunya Efimovna Sukhareva’s life and contribution to conceptualising autism and schizophrenia. European Child and Adolescent Psychiatry, 2023, 32, 475-490.	2.8	15
3	Evidence for Protective Effects of Peer Play in the Early Years: Better Peer Play Ability at Age 3 Years Predicts Lower Risks of Externalising and Internalising Problems at Age 7 Years in a Longitudinal Cohort Analysis. Child Psychiatry and Human Development, 2023, 54, 1807-1822.	1.1	4
4	“It’s Like Stealing What Should be Theirs.” An Exploration of the Experiences and Perspectives of Parents and Educational Practitioners on Hebrew-English Bilingualism for Jewish Autistic Children. Journal of Autism and Developmental Disorders, 2022, 52, 4440-4473.	1.7	8
5	Solitary symbolic play, object substitution and peer role play skills at age 3 predict different aspects of age 7 structural language abilities in a matched sample of autistic and non-autistic children. Autism and Developmental Language Impairments, 2022, 7, 239694152110638.	0.8	1
6	Language competence and beyond. Linguistic Approaches To Bilingualism, 2022, 12, 65-70.	0.6	0
7	School-based allied health interventions for children and young people affected by neurodisability: a systematic evidence map. Disability and Rehabilitation, 2022, , 1-19.	0.9	1
8	“We’ve come a very, very, long way” Overcoming stigma of autism: An interpretative phenomenological analysis within the UK Jewish community. Autism, 2022, 26, 2066-2083.	2.4	1
9	Parental Perceptions and Decisions Regarding Maintaining Bilingualism in Autism. Journal of Autism and Developmental Disorders, 2021, 51, 179-192.	1.7	31
10	Dyadic association between aggressive pretend play and children’s anger expression. British Journal of Developmental Psychology, 2021, 39, 153-168.	0.9	2
11	Pathways from the early language and communication environment to literacy outcomes at the end of primary school; the roles of language development and social development. Oxford Review of Education, 2021, 47, 260-283.	1.4	7
12	Practitioners' perspectives and experiences of supporting bilingual pupils on the autism spectrum in two linguistically different educational settings. British Educational Research Journal, 2021, 47, 427-449.	1.4	13
13	Social Functioning as a Mediator between Developmental Language Disorder (DLD) and Emotional Problems in Adolescents. International Journal of Environmental Research and Public Health, 2021, 18, 1221.	1.2	14
14	You Pretend, I Laugh: Associations Between Dyadic Pretend Play and Children's Display of Positive Emotions. Frontiers in Psychology, 2021, 12, 669767.	1.1	2
15	Play interventions for paediatric patients in hospital: a scoping review. BMJ Open, 2021, 11, e051957.	0.8	26
16	Play-based interventions to support social and communication development in autistic children aged 2-8 years: A scoping review. Autism and Developmental Language Impairments, 2021, 6, 239694152110158.	0.8	14
17	Reviewing the link between language abilities and peer relations in children with developmental language disorder: The importance of children’s own perspectives. Autism and Developmental Language Impairments, 2021, 6, 239694152110215.	0.8	10
18	Making sense of social pretense: The effect of the dyad, sex, and language ability in a large observational study of children’s behaviors in a social pretend play context. Social Development, 2020, 29, 526-543.	0.8	13

#	ARTICLE	IF	CITATIONS
19	Play and prosociality are associated with fewer externalizing problems in children with developmental language disorder: The role of early language and communication environment. <i>International Journal of Language and Communication Disorders</i> , 2020, 55, 583-602.	0.7	17
20	Dispositional playfulness in young children: A cross-sectional and longitudinal examination of the psychometric properties of a new child self-reported playfulness scale and associations with social behaviour. <i>Infant and Child Development</i> , 2020, 29, e2181.	0.9	11
21	Participant engagement with play research – examples and lessons learned from the Centre for Play in Education, Development and Learning. <i>International Journal of Play</i> , 2020, 9, 365-381.	0.3	2
22	Features of Social Play in 8- to 11-Year-Olds in China: Exploring Children's Own Perspectives. <i>Beijing International Review of Education</i> , 2020, 2, 276-294.	0.2	2
23	Bilingualism in the family and child well-being: A scoping review. <i>International Journal of Bilingualism</i> , 2020, 24, 1049-1070.	0.6	41
24	A Cross-Lagged Analysis of Emotion Regulation, Peer Problems, and Emotional Problems in Children With and Without Early Language Difficulties: Evidence From the Millennium Cohort Study. <i>Journal of Speech, Language, and Hearing Research</i> , 2020, 63, 1227-1239.	0.7	19
25	Using a 'child's-eye view' of social success to understand the importance of school readiness at the transition to formal schooling. <i>Social Development</i> , 2019, 28, 186-199.	0.8	9
26	Lessons for Successful Cognitive Developmental Science in Educational Settings: The Case of Executive Functions. <i>Journal of Cognition and Development</i> , 2019, 20, 253-277.	0.6	5
27	The school experiences of bilingual children on the autism spectrum: An interpretative phenomenological analysis. <i>Research in Developmental Disabilities</i> , 2019, 87, 9-20.	1.2	23
28	Do Tangible User Interfaces promote social behaviour during free play? A comparison of autistic and typically-developing children playing with passive and digital construction toys. <i>Research in Autism Spectrum Disorders</i> , 2019, 58, 68-82.	0.8	15
29	Using interpretative phenomenological analysis in autism research. <i>Autism</i> , 2019, 23, 1871-1876.	2.4	61
30	Relations Between Bilingualism and Autistic-Like Traits in a General Population Sample of Primary School Children. <i>Journal of Autism and Developmental Disorders</i> , 2019, 49, 2509-2523.	1.7	7
31	Automated and unobtrusive measurement of physical activity in an interactive playground. <i>International Journal of Human Computer Studies</i> , 2019, 129, 55-63.	3.7	5
32	Introducing the Play in Education, Development and Learning (PEDAL) Research Centre. <i>International Journal of Play</i> , 2019, 8, 308-319.	0.3	1
33	Motivations for emotional expression and emotion regulation strategies in Chinese school-aged children. <i>Motivation and Emotion</i> , 2019, 43, 371-386.	0.8	2
34	Mining Exceptional Social Behaviour. <i>Lecture Notes in Computer Science</i> , 2019, , 460-472.	1.0	1
35	Early Risk Factors and Emotional Difficulties in Children at Risk of Developmental Language Disorder: A Population Cohort Study. <i>Journal of Speech, Language, and Hearing Research</i> , 2019, 62, 2750-2771.	0.7	50
36	Using Polygenic Profiles to Predict Variation in Language and Psychosocial Outcomes in Early and Middle Childhood. <i>Journal of Speech, Language, and Hearing Research</i> , 2019, 62, 3381-3396.	0.7	23

#	ARTICLE	IF	CITATIONS
37	The Role of Pretend Play in Supporting Young Children's Emotional Development. , 2019, , 63-79.		15
38	The Influence of a Recess Intervention on Children's Sense of Belonging and Enjoyment. Journal of Contemporary Issues in Education, 2018, 13, .	0.1	3
39	A longitudinal analysis of early language difficulty and peer problems on later emotional difficulties in adolescence: Evidence from the Millennium Cohort Study. Autism and Developmental Language Impairments, 2018, 3, 239694151879539.	0.8	36
40	Playground Social Interaction Analysis using Bespoke Wearable Sensors for Tracking and Motion Capture. , 2018, , .		8
41	A Systematic Review of Research into the Impact of Loose Parts Play on Children's Cognitive, Social and Emotional Development. School Mental Health, 2017, 9, 295-309.	1.1	56
42	Friendships and Family Support Reduce Subsequent Depressive Symptoms in At-Risk Adolescents. PLoS ONE, 2016, 11, e0153715.	1.1	151
43	Practitioner Review: Multilingualism and neurodevelopmental disorders " an overview of recent research and discussion of clinical implications. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2016, 57, 1205-1217.	3.1	52
44	A call for greater transparency in health policy development: observations from an analysis of child and adolescent mental health policy. Evidence and Policy, 2015, 11, 7-18.	0.5	4
45	Social communication disorder outside autism? A diagnostic classification approach to delineating pragmatic language impairment, high functioning autism and specific language impairment. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2013, 54, 1186-1197.	3.1	105
46	Quantifying peer interactions for research and clinical use: The Manchester Inventory for Playground Observation. Research in Developmental Disabilities, 2011, 32, 2458-2466.	1.2	27
47	Associations between bilingualism and attention-deficit hyperactivity disorder (ADHD)-related behavior in a community sample of primary school children. Applied Psycholinguistics, 0, , 1-19.	0.8	1