Teresa A Iacono

List of Publications by Year
in descending order

139 papers	3,510 citations

126907

33 h-index	

189892

50 g-index	

143 all docs	143 docs citations	143 times ranked	2493 citing authors

#	Article	IF	Citations
1	A systematized review of co-teaching efficacy in enhancing inclusive education for students with disability. International Journal of Inclusive Education, 2023, 27, 1454-1468.	2.6	13
2	A systematic search and appraisal of intervention characteristics used to develop varied communication functions in children with autism who use aided AAC. Research in Autism Spectrum Disorders, 2022, 90, 101896.	1.5	9
3	A scoping review of AAC research conducted in segregated school settings. Research in Developmental Disabilities, 2022, 120, 104141.	2.2	7
4	A Scoping Review and Appraisal of AAC Research in Inclusive School Settings. Journal of Developmental and Physical Disabilities, 2022, 34, 963-985.	1.6	5
5	Collaborative team approaches to supporting inclusion of children with disability in mainstream schools: A co-design study. Research in Developmental Disabilities, 2022, 126, 104233.	2.2	5
6	The perspectives of allied health clinicians on the working alliance with people with stroke-related communication impairment. Neuropsychological Rehabilitation, 2021, 31, 1390-1409.	1.6	6
7	The wicked problem of delivering primary health care to people with intellectual disabilities. Commentary on â€œAttitudes and experiences of general practitioners who provided health care for people with intellectual disabilities: a South Australian perspectiveâ€•(Smith & Laurence, 2021). Research and Practice in Intellectual and Developmental Disabilities, 2021, 8, 37-45.	0.1	0
8	Parentsâ€™ perspectives of an Australian augmentative and alternative communication service: â€œI clapped for my childâ€• Research and Practice in Intellectual and Developmental Disabilities, 2021, 8, 46-59.	0.1	4
9	Caregiver Psychological Distress Predicts Temperament and Social-Emotional Outcomes in Infants with Autism Traits. Research on Child and Adolescent Psychopathology, 2021, 49, 1669-1681.	2.3	2
10	Factors that predict good Active Support in services for people with intellectual disabilities: A multilevel model. Journal of Applied Research in Intellectual Disabilities, 2020, 33, 334-344.	2.0	18
11	Has teaching about intellectual disability healthcare in Australian medical schools improved? A 20-year comparison of curricula audits. BMC Medical Education, 2020, 20, 321.	2.4	15
12	Predicting good Active Support for people with intellectual disabilities in supported accommodation services: Key messages for providers, consumers and regulators. Journal of Intellectual and Developmental Disability, 2020, 45, 279-289.	1.6	9
13	Quality of practice in supported accommodation services for people with intellectual disabilities: What matters at the organisational level. Journal of Intellectual and Developmental Disability, 2020, 45, 290-302.	1.6	9
14	Evaluation of a Codesign Method Used to Support the Inclusion of Children With Disability in Mainstream Schools. International Journal of Qualitative Methods, The, 2020, 19, 160940692092498.	2.8	11
15	Dimensions of group home culture as predictors of quality of life outcomes. Journal of Applied Research in Intellectual Disabilities, 2020, 33, 1284-1295.	2.0	9
16	Subgroups of Temperament Associated with Socialâ€“Emotional Difficulties in Infants with Early Signs of Autism. Autism Research, 2020, 13, 2094-2101.	3.8	9
17	Designing and Rating Options for Special School Expertise to Support Mainstream Educational Inclusion. Australasian Journal of Special and Inclusive Education, 2020, 44, 15-27.	0.4	4
18	The Role of Negative Affectivity in Concurrent Relations Between Caregiver Psychological Distress and Socialâ€“Emotional Difficulties in Infants With Early Signs of Autism. Autism Research, 2020, 13, 1349-1357.	3.8	5

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19	A prospective study of hospital episodes of adults with intellectual disability. Journal of Intellectual Disability Research, 2020, 64, 357-367.	2.0	12
20	Development and psychometric evaluation of the Group Home Culture Scale. Journal of Applied Research in Intellectual Disabilities, 2020, 33, 515-528.	2.0	12
21	Applying a digital literacy framework and mapping tool to an occupational therapy curriculum. Australian Occupational Therapy Journal, 2020, 67, 210-217.	1.1	4
22	Pre-emptive intervention versus treatment as usual for infants showing early behavioural risk signs of autism spectrum disorder: a single-blind, randomised controlled trial. The Lancet Child and Adolescent Health, 2019, 3, 605-615.	5.6	83
23	A Document Review of Exclusionary Practices in the Context of Australian School Education Policy. Journal of Policy and Practice in Intellectual Disabilities, 2019, 16, 264-272.	2.7	27
24	Factors associated with increases over time in the quality of Active Support in supported accommodation services for people with intellectual disabilities: A multi-level model. Research in Developmental Disabilities, 2019, 94, 103477.	2.2	9
25	The Perceptions of Fathers About Parenting a Child With Developmental Disability: A Scoping Review. Journal of Policy and Practice in Intellectual Disabilities, 2019, 16, 312-324.	2.7	12
26	An exploration of communication within active support for adults with high and low support needs. Journal of Applied Research in Intellectual Disabilities, 2019, 32, 61-70.	2.0	9
27	A scoping review of the working alliance in acquired brain injury rehabilitation. Disability and Rehabilitation, 2019, 41, 489-497.	1.8	22
28	Access to dental services for children with intellectual and developmental disabilities â€" A scoping review. Research in Developmental Disabilities, 2018, 74, 1-13.	2.2	17
29	Measuring practice leadership in supported accommodation services for people with intellectual disability: Comparing staff-rated and observational measures. Journal of Intellectual and Developmental Disability, 2018, 43, 174-182.	1.6	2
30	Translating research into practice in low-resource settings: An Australian case study of early autism service provision in a regional town. Journal of Intellectual and Developmental Disability, 2018, 43, 40-48.	1.6	0
31	The role of practice leadership in active support: impact of practice leadersâ€™ presence in supported accommodation services. International Journal of Developmental Disabilities, 2018, 64, 75-80.	2.0	8
32	Intellectual disability content within pre-registration nursing curriculum: How is it taught?. Nurse Education Today, 2018, 69, 48-52.	3.3	19
33	Intellectual disability content within tertiary medical curriculum: how is it taught and by whom?. BMC Medical Education, 2018, 18, 182.	2.4	19
34	A systematic review of research into aided AAC to increase social-communication functions in children with autism spectrum disorder. AAC: Augmentative and Alternative Communication, 2017, 33, 51-64.	1.4	78
35	Increasing day service staff capacity to facilitate positive relationships with people with severe intellectual disability: Evaluation of a new intervention using multiple baseline design. Journal of Intellectual and Developmental Disability, 2017, 42, 391-402.	1.6	3
36	The role of augmentative and alternative communication for children with autism: current status and future trends. Neuropsychiatric Disease and Treatment, 2016, Volume 12, 2349-2361.	2.2	68

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37	A scoping review of Australian allied health research in ehealth. BMC Health Services Research, 2016, 16, 543.	2.2	48
38	Intellectual disability health content within nursing curriculum: An audit of what our future nurses are taught. Nurse Education Today, 2016, 45, 72-79.	3.3	54
39	Family caring of older adults with intellectual disability and coping according to loci of responsibility. Research in Developmental Disabilities, 2016, 57, 170-180.	2.2	15
40	Weight, nutrition, food choice, and physical activity in adults with intellectual disability. Journal of Intellectual Disability Research, 2016, 60, 355-364.	2.0	38
41	Intellectual disability health content within medical curriculum: an audit of what our future doctors are taught. BMC Medical Education, 2016, 16, 105.	2.4	41
42	Central nervous system medication use in older adults with intellectual disability: Results from the successful ageing in intellectual disability study. Australian and New Zealand Journal of Psychiatry, 2016, 50, 352-362.	2.3	13
43	Standardized Assessment of Prelinguistic Communication. , 2016, , 75-100.		3
44	Family and Practitioner Perspectives on Telehealth for Services to Young Children with Autism. Studies in Health Technology and Informatics, 2016, 231, 63-73.	0.3	12
45	Predictors of challenging behaviour in adults with intellectual disability. Advances in Mental Health and Intellectual Disabilities, 2015, 9, 312-326.	1.1	11
46	Interactions of preâ€‹symbolic children with developmental disabilities with their mothers and siblings. International Journal of Language and Communication Disorders, 2015, 50, 202-214.	1.5	14
47	Accurate or Assumed: Visual Learning in Children with ASD. Journal of Autism and Developmental Disorders, 2015, 45, 3276-3287.	2.7	28
48	The Role of AAC In Fostering Inclusion of Adults with Angelman Syndrome in Post-School, Home and Community Settings. , 2015, , 288-321.		0
49	Augmentative and alternative communication supports for adults with autism spectrum disorders. Autism, 2014, 18, 891-902.	4.1	16
50	What it Means to have Complex Communication Needs. Research and Practice in Intellectual and Developmental Disabilities, 2014, 1, 82-85.	0.1	13
51	A systematic review of hospital experiences of people with intellectual disability. BMC Health Services Research, 2014, 14, 505.	2.2	131
52	Facilitated Communication and Authorship: A Systematic Review. AAC: Augmentative and Alternative Communication, 2014, 30, 359-368.	1.4	50
53	Acquisition and generalization of key word signing by three children with autism. Developmental Neurorehabilitation, 2014, 17, 125-136.	1.1	22
54	Taking each day as it comes: staff experiences of supporting people with <scp>D</scp>own syndrome and <scp>A</scp>lzheimer's disease in group homes. Journal of Intellectual Disability Research, 2014, 58, 521-533.	2.0	38

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55	The nature of affect attunement used by disability support workers interacting with adults with profound intellectual and multiple disabilities. Journal of Intellectual Disability Research, 2014, 58, 1105-1120.	2.0	24
56	An Investigation of the Intentional Communication and Symbolic Play Skills of Children With Down Syndrome and Cerebral Palsy in Malaysia. Journal of Early Intervention, 2014, 36, 71-89.	1.6	12
57	The multifaceted nature of access to compounded progesterone: A cross-sectional study from Australia. Maturitas, 2014, 77, 155-162.	2.4	2
58	Compounded progesterone and the Behavioral Model of Health Services Use. Research in Social and Administrative Pharmacy, 2014, 10, 693-699.	3.0	1
59	Commentary on Active Support – Fundamental to Behaviour Support (Ockenden, Ashman, &) Tj ETQq1 1 0.784314 rgBT /Overlock 10 108-110.	0.1	1
60	Experiences of adults with complex communication needs receiving and using low tech AAC: an Australian context. Disability and Rehabilitation: Assistive Technology, 2013, 8, 392-401.	2.2	25
61	Psychometric comparison of the <scp>M</scp>otivation <scp>A</scp>ssessment <scp>S</scp>cale (<scp>MAS</scp>) and the <scp>Q</scp>uestions <scp>A</scp>bout <scp>B</scp>ehavioral <scp>F</scp>unction (<scp>QABF</scp>). Journal of Intellectual Disability Research, 2013, 57, 747-757.	2.0	13
62	A model of processes that underpin positive relationships for adults with severe intellectual disability. Journal of Intellectual and Developmental Disability, 2012, 37, 324-336.	1.6	18
63	Challenging behaviour and associated risk factors: an overview (part I). Advances in Mental Health and Intellectual Disabilities, 2012, 6, 199-214.	1.1	20
64	Challenging behaviour: the causes (part II). Advances in Mental Health and Intellectual Disabilities, 2012, 6, 236-248.	1.1	3
65	Experiences of supporting people with Down syndrome and Alzheimer's disease in aged care and family environments. Journal of Intellectual and Developmental Disability, 2012, 37, 54-60.	1.6	22
66	Australian general practitioner uptake of a remunerated Medicare Health Assessment for People with Intellectual Disability. Journal of Intellectual and Developmental Disability, 2012, 37, 151-154.	1.6	12
67	Social Interaction with Adults with Severe Intellectual Disability: Having Fun and Hanging Out. Journal of Applied Research in Intellectual Disabilities, 2012, 25, 329-341.	2.0	56
68	The human rights context for ethical requirements for involving people with intellectual disability in medical research. Journal of Intellectual Disability Research, 2012, 56, 1122-1132.	2.0	33
69	A comparison of Malaysian and Australian speech-language pathologists' practices with children with developmental disabilities who are pre-symbolic. International Journal of Speech-Language Pathology, 2011, 13, 389-398.	1.2	18
70	Secondary Conditions in People With Developmental Disability. American Journal on Intellectual and Developmental Disabilities, 2011, 116, 36-47.	1.6	45
71	The Challenges and Benefits of Using Participant Observation to Understand the Social Interaction of Adults with Intellectual Disabilities. AAC: Augmentative and Alternative Communication, 2011, 27, 267-278.	1.4	18
72	Non-electronic communication aids for people with complex communication needs. International Journal of Speech-Language Pathology, 2011, 13, 399-410.	1.2	14

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73	DVD-based stories of people with developmental disabilities as resources for inter-professional education. Disability and Rehabilitation, 2011, 33, 1010-1021.	1.8	19
74	Knowledge and Perceptions of Newly Graduated Medical Practitioners in Malaysia of Their Role in Medical Care of People With Developmental Disabilities. Journal of Policy and Practice in Intellectual Disabilities, 2010, 7, 85-95.	2.7	8
75	Addressing increasing demands on Australian disability support workers. Journal of Intellectual and Developmental Disability, 2010, 35, 290-295.	1.6	25
76	The pearl in the middle: A case study of social interactions in an individual with a severe intellectual disability. Journal of Intellectual and Developmental Disability, 2010, 35, 175-186.	1.6	18
77	Relationships amongst age, language and related skills in adults with Down syndrome. Research in Developmental Disabilities, 2010, 31, 568-576.	2.2	35
78	Maximizing community inclusion through mainstream communication services for adults with severe disabilities. International Journal of Speech-Language Pathology, 2009, 11, 180-190.	1.2	19
79	Limitations in Life Participation and Independence Due to Secondary Conditions. American Journal on Intellectual and Developmental Disabilities, 2009, 114, 437-448.	1.6	9
80	Australian Speech-Language Pathologists' Perceptions and Experiences of Augmentative and Alternative Communication in Early Childhood Intervention. AAC: Augmentative and Alternative Communication, 2009, 25, 236-249.	1.4	56
81	Reliability and validity of the revised Triple C: Checklist of Communicative Competencies for adults with severe and multiple disabilities. Journal of Intellectual Disability Research, 2009, 53, 44-53.	2.0	27
82	The Interaction with Disabled Persons scale: Revisiting its internal consistency and factor structure, and examining item-level properties. Research in Developmental Disabilities, 2009, 30, 1490-1501.	2.2	23
83	Checklists for general practitioner diagnosis of depression in adults with intellectual disability. Journal of Intellectual Disability Research, 2008, 52, 930-941.	2.0	9
84	Disability support workersâ€™ experience of interaction with a person with profound intellectual disability. Journal of Intellectual and Developmental Disability, 2008, 33, 137-147.	1.6	47
85	Health and disability: Interprofessional education of healthcare students. Journal of Interprofessional Care, 2008, 22, 549-551.	1.7	10
86	Student and professional attitudes and interests in working with people with complex communication needs. International Journal of Speech-Language Pathology, 2008, 10, 286-296.	1.2	9
87	People with developmental disabilities teaching medical students â€" Does it make a difference?. Journal of Intellectual and Developmental Disability, 2008, 33, 345-348.	1.6	75
88	The effect of active support training on engagement, opportunities for choice, challenging behaviour and support needs. Journal of Intellectual and Developmental Disability, 2008, 33, 247-256.	1.6	43
89	Perceptions of communication before and after a speech pathology intervention for an adult with intellectual disability. Journal of Intellectual and Developmental Disability, 2007, 32, 302-314.	1.6	5
90	Recruitment of speech pathologists into positions considered less attractive. International Journal of Speech-Language Pathology, 2007, 9, 204-212.	0.5	9

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91	Mental Health Assessment and Intervention for People With Complex Communication Needs Associated With Developmental Disabilities. Journal of Policy and Practice in Intellectual Disabilities, 2007, 4, 40-59.	2.7	10
92	Ethical challenges and complexities of including people with intellectual disability as participants in research. Journal of Intellectual and Developmental Disability, 2006, 31, 173-179.	1.6	133
93	Health Screening and Developmental Disabilities. Journal of Policy and Practice in Intellectual Disabilities, 2006, 3, 155-163.	2.7	33
94	Further comments on the researched, researchers and ethics committees: A response. Journal of Intellectual and Developmental Disability, 2006, 31, 189-191.	1.6	6
95	Further examination of relationships between life events and psychiatric symptoms in adults with intellectual disability. Journal of Intellectual Disability Research, 2005, 49, 839-844.	2.0	44
96	A preliminary investigation into the internal consistency and construct validity of the Triple C: Checklist of Communicative Competencies. Journal of Intellectual and Developmental Disability, 2005, 30, 139-145.	1.6	10
97	Accessible Reading Intervention: A Work in Progress. AAC: Augmentative and Alternative Communication, 2004, 20, 179-190.	1.4	13
98	Assessment of Phonemic Awareness and Word Reading Skills of People With Complex Communication Needs. Journal of Speech, Language, and Hearing Research, 2004, 47, 437-449.	1.6	20
99	The assessment of sexual knowledge in people with intellectual disability. Journal of Intellectual and Developmental Disability, 2004, 29, 350-365.	1.6	103
100	Health care service provision for country people with developmental disability: an Australian perspective. Research in Developmental Disabilities, 2004, 25, 265-284.	2.2	34
101	Issues of Informed Consent in Conducting Medical Research Involving People with Intellectual Disability. Journal of Applied Research in Intellectual Disabilities, 2003, 16, 41-51.	2.0	86
102	GP and support people's concerns and priorities for meeting the health care needs of individuals with developmental disabilities: a metropolitan and non‑metropolitan comparison. Journal of Intellectual and Developmental Disability, 2003, 28, 353-368.	1.6	32
103	The experiences of people with developmental disability in Emergency Departments and hospital wards. Research in Developmental Disabilities, 2003, 24, 247-264.	2.2	93
104	AAC and scripting activities to facilitate communication and play. International Journal of Speech-Language Pathology, 2003, 5, 79-93.	0.5	16
105	PICTURE IT: an evaluation of a training program for carers of adults with severe and multiple disabilities. Journal of Intellectual and Developmental Disability, 2003, 28, 260-282.	1.6	32
106	A New Look AAC. AAC: Augmentative and Alternative Communication, 2003, 19, 1-1.	1.4	1
107	With Growth Comes Transition. AAC: Augmentative and Alternative Communication, 2002, 18, 1-1.	1.4	2
108	Professional judgments of the intentionality of communicative acts. AAC: Augmentative and Alternative Communication, 2002, 18, 177-191.	1.4	48

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109	Health issues for adults with developmental disability. Research in Developmental Disabilities, 2002, 23, 422-445.	2.2	118
110	The efficacy of `whole word' versus `analytic' reading instruction for children with Down syndrome. Reading and Writing, 2002, 15, 549-574.	1.7	59
111	Gesture and word production in children with down syndrome. AAC: Augmentative and Alternative Communication, 2001, 17, 73-87.	1.4	38
112	Focus group discussions of literacy assessment and world wide web-based reading intervention. AAC: Augmentative and Alternative Communication, 2001, 17, 27-36.	1.4	12
113	Focus group discussions of literacy assessment and world wide web-based reading intervention. AAC: Augmentative and Alternative Communication, 2001, 17, 27-36.	1.4	1
114	Phonological Awareness and Oral Reading Skill in Children With Down Syndrome. Journal of Speech, Language, and Hearing Research, 2000, 43, 595-608.	1.6	102
115	Language Intervention in Early Childhood. International Journal of Disability Development and Education, 1999, 46, 383-420.	1.1	15
116	Crews,Wusses, and Whoppas: core and fringe vocabularies of Australian meal-break conversations in the workplace. AAC: Augmentative and Alternative Communication, 1999, 15, 95-109.	1.4	56
117	Analysis of the Phonological Skills of Children with Down Syndrome from Single Word and Connected Speech Samples. International Journal of Disability Development and Education, 1998, 45, 57-73.	1.1	7
118	Efficacy of a parent-implemented early language intervention based on collaborative consultation. International Journal of Language and Communication Disorders, 1998, 33, 281-303.	1.5	33
119	Identification of intentional communication in students with severe and multiple disabilities. AAC: Augmentative and Alternative Communication, 1998, 14, 102-114.	1.4	88
120	A few well-chosen words. AAC: Augmentative and Alternative Communication, 1998, 14, 147-161.	1.4	70
121	Topics of meal-break conversations. AAC: Augmentative and Alternative Communication, 1998, 14, 131-146.	1.4	17
122	AAC and Australian speech pathologists: report on a national survey. AAC: Augmentative and Alternative Communication, 1998, 14, 239-249.	1.4	26
123	Sampling communicative behaviours in children with intellectual disability in structured and unstructured situations. International Journal of Language and Communication Disorders, 1996, 31, 106-120.	1.5	14
124	Comparison of Sign alone and in combination with an electronic communication device in early language intervention: Case study. AAC: Augmentative and Alternative Communication, 1995, 11, 249-259.	1.4	53
125	Communication Assessment Camps for Adolescents and Young Adults with Developmental Delay and Their Caregivers. Australian Journal of Human Communication Disorders, 1994, 22, 40-56.	0.2	0
126	Selecting augmentative communication devices for persons with severe disabilities: Some factors for educational teams to consider. Journal of Intellectual & Developmental Disability, 1993, 18, 133-146.	0.3	30

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127	Phonological Abilities of Individuals with down Syndrome. Australian Journal of Human Communication Disorders, 1992, 20, 31-45.	0.2	3
128	Individual language learning styles and Augmentative and Alternative Communication. AAC: Augmentative and Alternative Communication, 1992, 8, 33-40.	1.4	19
129	Communication Options for Persons with Severe and Profound Disabilities: State of the Art and Future Directions. Research and Practice for Persons With Severe Disabilities, 1990, 15, 3-21.	0.6	83
130	Teaching a child with multiple disabilities to use a tactile augmentative communication device. AAC: Augmentative and Alternative Communication, 1989, 5, 249-256.	1.4	29
131	Strategies for Promoting Augmentative and Alternative Communication in Natural Contexts with Students with Autism. Focus on Autism and Other Developmental Disabilities, 1988, 3, 1-16.	0.4	13
132	Tongue Reduction and Articulation in Children with down Syndrome. Australian Journal of Human Communication Disorders, 1987, 15, 3-13.	0.2	0
133	Stepping beyond the Teaching Manuals into Signing in the â€˜Real Worldâ€™. Australian Journal of Human Communication Disorders, 1987, 15, 101-116.	0.2	4
134	A Comparison of Techniques for Teaching Signs to Intellectually Disabled Individuals Using an Alternating Treatments Design. Australian Journal of Human Communication Disorders, 1986, 14, 23-34.	0.2	8
135	The Effect of Pre-Information on Naive Listeners' Perceptual Judgements of Post Treatment Stutterers. Australian Journal of Human Communication Disorders, 1984, 12, 25-34.	0.2	3
136	Public Awareness of Speech/Language Pathologists and the Services they Provide. Australian Journal of Human Communication Disorders, 1983, 11, 51-59.	0.2	13
137	Unpacking complex health needs. Commentary on<i>Assessing health needs of children with intellectual disabilities: a formative evaluation of a pilot service</i>(Milne, Johnson, Lord, Ong,) Tj ETQq1 1 0.784314 rgBT /Overlock 1	4.1	0
138	Patterns of group home culture in organisations supporting people with intellectual disabilities: A cross-sectional study. Journal of Intellectual and Developmental Disability, 0, , 1-13.	1.6	2
139	Addressing increasing demands on Australian disability support workers. Journal of Intellectual and Developmental Disability, 0, , 1-11.	1.6	0