# Anne P Graham

List of Publications by Year
in descending order

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|---|---|---|---|
| 71<br>papers | 1,800<br>citations | 331259<br>21<br>h-index | 315357<br>38<br>g-index |
| 73<br>all docs | 73<br>docs citations | 73<br>times ranked | 1338<br>citing authors |

| # | ARTICLE | IF | CITATIONS |
|---|---------|-----|-----------|
| 1 | Supporting children's mental health in schools: teacher views. Teachers and Teaching: Theory and Practice, 2011, 17, 479-496. | 0.9 | 136 |
| 2 | E2F-8: an E2F family member with a similar organization of DNA-binding domains to E2F-7. Oncogene, 2005, 24, 5000-5004. | 2.6 | 106 |
| 3 | E2F-7: a distinctive E2F family member with an unusual organization of DNA-binding domains. Oncogene, 2004, 23, 5138-5150. | 2.6 | 93 |
| 4 | Ethical Research Involving Children: Encouraging Reflexive Engagement in Research with Children and Young People. Children and Society, 2015, 29, 331-343. | 1.0 | 88 |
| 5 | Improving student wellbeing: having a say at school. School Effectiveness and School Improvement, 2016, 27, 348-366. | 1.4 | 72 |
| 6 | Imagining an ideal school for wellbeing: Locating student voice. Journal of Educational Change, 2015, 16, 129-144. | 2.5 | 69 |
| 7 | Children's participation in research. Journal of Sociology, 2010, 46, 133-147. | 0.9 | 68 |
| 8 | Facilitating student well-being: relationships do matter. Educational Research, 2016, 58, 366-383. | 0.9 | 68 |
| 9 | Ethical tourism research involving children. Annals of Tourism Research, 2016, 61, 219-221. | 3.7 | 51 |
| 10 | Conceptualisations of children's wellbeing at school: The contribution of recognition theory. Childhood, 2016, 23, 506-520. | 0.6 | 48 |
| 11 | Grandparents raising grandchildren: negotiating the complexities of role-identity conflict. Child and Family Social Work, 2012, 17, 306-315. | 0.6 | 47 |
| 12 | Empowering young people through participatory film: a postmethodological approach. Current Issues in Tourism, 2017, 20, 894-907. | 4.6 | 47 |
| 13 | Reflexivity and ethical mindfulness in participatory research with children: What does it *really* look like?. Childhood, 2018, 25, 400-415. | 0.6 | 47 |
| 14 | Wellbeing in schools: what do students tell us?. Australian Educational Researcher, 2018, 45, 515-531. | 1.6 | 47 |
| 15 | Reframing 'well-being' in schools: the potential of recognition. Cambridge Journal of Education, 2017, 47, 439-455. | 1.6 | 44 |
| 16 | Tracing the contribution of childhood studies: Maintaining momentum while navigating tensions. Childhood, 2020, 27, 25-47. | 0.6 | 39 |
| 17 | Sensitive topics in social research involving children. International Journal of Social Research Methodology: Theory and Practice, 2018, 21, 647-660. | 2.3 | 32 |
| 18 | Wellbeing in schools: Examining the policy-practice nexus. Australian Educational Researcher, 2017, 44, 213-231. | 1.6 | 27 |

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|---|---------|----|-----------|
| 19 | Ethical research involving children: facilitating reflexive engagement. Qualitative Research Journal, 2016, 16, . | 0.4 | 26 |
| 20 | Belonging and exclusion in the lives of young people with intellectual disability in small town communities. Journal of Intellectual Disabilities, 2020, 24, 50-68. | 1.0 | 25 |
| 21 | Supporting Children's Social and Emotional Well-being: Does 'Having a Say' Matter?. Children and Society, 2011, 25, 447-457. | 1.0 | 24 |
| 22 | Exploring the Nexus between Participatory Methods and Ethics in Early Childhood Research. Australasian Journal of Early Childhood, 2016, 41, 82-89. | 0.8 | 23 |
| 23 | Acknowledging the complexity and diversity of historical and cultural ICT professional learning practices in schools. Asia-Pacific Journal of Teacher Education, 2011, 39, 47-63. | 1.2 | 22 |
| 24 | Children's participation in research on sensitive topics: addressing concerns of decision-makers. Children's Geographies, 2020, 18, 325-338. | 1.6 | 22 |
| 25 | Growing up in a tourist destination: developing an environmental sensitivity. Environmental Education Research, 2020, 26, 1027-1042. | 1.6 | 21 |
| 26 | Growing up in a tourist destination: negotiating space, identity and belonging. Children's Geographies, 2018, 16, 156-168. | 1.6 | 20 |
| 27 | Grandparents Raising Their Grandchildren: Acknowledging the Experience of Grief. Australian Social Work, 2013, 66, 440-454. | 0.7 | 19 |
| 28 | Exploring student participation across different arenas of school life. British Educational Research Journal, 2018, 44, 1029-1046. | 1.4 | 19 |
| 29 | Progressing a Child-Centred Research Agenda in Tourism Studies. Tourism Analysis, 2019, 24, 95-100. | 0.5 | 19 |
| 30 | "Something Amazing I Guess" Children's Views on Having A Say About Supervised Contact. Australian Social Work, 2011, 64, 487-501. | 0.7 | 17 |
| 31 | Researching with children in Vietnam: cultural, methodological and ethical considerations. Qualitative Research, 2014, 14, 37-60. | 2.2 | 16 |
| 32 | International Models of Child Participation in Family Law Proceedings following Parental Separation / Divorce. International Journal of Children's Rights, 2012, 20, 645-673. | 0.4 | 15 |
| 33 | Understanding paid support relationships: possibilities for mutual recognition between young people with disability and their support workers. Disability and Society, 2021, 36, 1423-1448. | 1.4 | 15 |
| 34 | Life is like the Seasons. Childhood Education, 2004, 80, 317-321. | 0.1 | 14 |
| 35 | Exploring the complementarities between complexity and action research: the story of <i>Technology Together</i>. Cambridge Journal of Education, 2010, 40, 183-197. | 1.6 | 14 |
| 36 | Exploring Vietnamese children's experiences of, and views on, learning at primary school in rural and remote communities. International Journal of Educational Development, 2014, 36, 33-43. | 1.4 | 14 |

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|---|---------|-----|-----------|
| 37 | Feeling safe, avoiding harm: Safety priorities of children and young people with disability and high support needs. Journal of Intellectual Disabilities, 2021, 25, 583-602. | 1.0 | 14 |
| 38 | Positive links between student participation, recognition and wellbeing at school. International Journal of Educational Research, 2022, 111, 101896. | 1.2 | 14 |
| 39 | 'I'm more confident now, I was really quiet': exploring the potential benefits of child-led research. International Journal of Qualitative Studies in Education, 2017, 30, 190-205. | 0.8 | 12 |
| 40 | Postmodern Perspectives and Action Research: reflecting on the possibilities. Educational Action Research, 1996, 4, 267-278. | 0.8 | 11 |
| 41 | Taking account of the 'to and fro' of children's experiences in family law. Children Australia, 2006, 31, 30-36. | 0.3 | 11 |
| 42 | Navigating the ambiguous policy landscape of student participation. Journal of Education Policy, 2019, 34, 789-811. | 2.1 | 11 |
| 43 | Disability and support relationships: What role does policy play?. Australian Journal of Public Administration, 2019, 78, 37-55. | 1.0 | 11 |
| 44 | But how do we learn? Talking to Vietnamese children about how they learn in and out of school. International Journal of Educational Research, 2012, 53, 289-302. | 1.2 | 10 |
| 45 | Disadvantaged families' experiences of home-school partnerships: navigating agency, expectations and stigma. International Journal of Inclusive Education, 2019, , 1-16. | 1.5 | 9 |
| 46 | Impact of organisational practices on the relationships between young people with disabilities and paid social support workers. Journal of Social Work, 2021, 21, 1377-1398. | 0.8 | 9 |
| 47 | Children and young people's decision-making in social research about sensitive issues. Children's Geographies, 0, , 1-16. | 1.6 | 9 |
| 48 | Children in Social Research: Do Higher Payments Encourage Participation in Riskier Studies?. Journal of Empirical Research on Human Research Ethics, 2019, 14, 126-140. | 0.6 | 8 |
| 49 | Children and safety in Australian policy: Implications for organisations and practitioners. Australian Journal of Social Issues, 2021, 56, 17-41. | 1.7 | 8 |
| 50 | Child safety in policy: Who is being kept safe and from what?. Social Policy and Administration, 2020, 54, 1160-1178. | 2.1 | 7 |
| 51 | Exploring the associations between student participation, wellbeing and recognition at school. Cambridge Journal of Education, 2022, 52, 453-472. | 1.6 | 7 |
| 52 | Reimagining children's participation: a child rights informed approach to social justice in tourism. Journal of Sustainable Tourism, 2023, 31, 2667-2679. | 5.7 | 7 |
| 53 | Recognition in relationships between young people with cognitive disabilities and support workers. Children and Youth Services Review, 2020, 116, 105177. | 1.0 | 6 |
| 54 | Ethical Considerations in Participatory Research with Young Children. Educating the Young Child, 2019, , 21-38. | 0.6 | 6 |

| # | Article | IF | Citations |
|---|---|---|---|
| 55 | How do Research Ethics Committee Members Respond to Hypothetical Studies with Children? Results from the MESSI Study. Journal of Empirical Research on Human Research Ethics, 2022, 17, 254-266. | 0.6 | 6 |
| 56 | Recasting â€˜harmâ€™ in support: Misrecognition between people with intellectual disability andÂpaid workers. Disability and Society, 2023, 38, 1667-1688. | 1.4 | 5 |
| 57 | Human Research Ethics Committee Experiences and Views About Childrenâ€™s Participation in Research: Results From the <i>MESSI</i> Study. Journal of Empirical Research on Human Research Ethics, 2022, 17, 70-83. | 0.6 | 4 |
| 58 | A letter from Australia â€" The potential of a â€˜Wraparoundâ€™ approach to reducing juvenile offending in New South Wales. Crime Prevention and Community Safety, 2012, 14, 225-234. | 0.5 | 3 |
| 59 | Promoting the safety of children and young people with intellectual disability: Perspectives and actions of families and professionals. Children and Youth Services Review, 2019, 104, 104404. | 1.0 | 3 |
| 60 | Exploring mystery: can Christian meditation at school nurture studentsâ€™ relationships with God?. Journal of Beliefs and Values, 2020, 41, 58-71. | 0.4 | 3 |
| 61 | Using the â€˜in-betweenâ€™ to build quality in support relationships with people with cognitive disability: the significance of liminal spaces and time. Social and Cultural Geography, 2023, 24, 175-194. | 1.6 | 3 |
| 62 | Progressing childrenâ€™s rights and participation: Utilising rightsâ€‐informed resources to guide policy and practice. Australian Journal of Social Issues, 2022, 57, 600-626. | 1.7 | 3 |
| 63 | The Changing Status of Children Within Family Law from Vision to Reality?. Griffith Law Review, 2011, 20, 421-448. | 0.6 | 2 |
| 64 | Using an Empowerment Evaluation Approach with Community-based Programs: Reflections from the Front Line. Evaluation Journal of Australasia, 2012, 12, 15-27. | 0.4 | 2 |
| 65 | Meditation in the classroom: supporting both student and teacher wellbeing?. Education 3-13, 2020, 48, 807-819. | 0.6 | 2 |
| 66 | Views of young people with cognitive disability 1 about care in their relationships. , 2017, , 203-217. | | 2 |
| 67 | Consumer Choice in Education: what's wrong with parentsâ€™ rights?. Pedagogy Culture and Society, 1994, 2, 31-42. | 0.2 | 1 |
| 68 | Pushing the boundaries or overstepping the mark? Exploring the potential of university courses for final year high schoolstudentsâ€™ career pathways. International Journal of Training Research, 2004, 2, 42-54. | 0.7 | 1 |
| 69 | Reframing â€˜Behaviourâ€™ in Schools: The Role of Recognition in Improving Student Wellbeing. , 2016, , 97-113. | | 1 |
| 70 | Ethical Practice in Disability Services: Views of Young People and Staff. Ethics and Social Welfare, 0, , 1-20. | 0.4 | 1 |
| 71 | Childrenâ€™s Rights in the Tourism Industry. International Journal of Children's Rights, 2022, 30, 322-355. | 0.4 | 1 |