

Anne P Graham

List of Publications by Year in descending order

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Version: 2024-02-01

71
papers

1,800
citations

331259

21
h-index

315357

38
g-index

73
all docs

73
docs citations

73
times ranked

1338
citing authors

#	ARTICLE	IF	CITATIONS
1	Using the "in-between"™ to build quality in support relationships with people with cognitive disability: the significance of liminal spaces and time. <i>Social and Cultural Geography</i> , 2023, 24, 175-194.	1.6	3
2	Recasting "harm"™ in support: Misrecognition between people with intellectual disability and unpaid workers. <i>Disability and Society</i> , 2023, 38, 1667-1688.	1.4	5
3	Reimagining children's™ participation: a child rights informed approach to social justice in tourism. <i>Journal of Sustainable Tourism</i> , 2023, 31, 2667-2679.	5.7	7
4	Human Research Ethics Committee Experiences and Views About Children's™ Participation in Research: Results From the <i>MESSI</i> Study. <i>Journal of Empirical Research on Human Research Ethics</i> , 2022, 17, 70-83.	0.6	4
5	Positive links between student participation, recognition and wellbeing at school. <i>International Journal of Educational Research</i> , 2022, 111, 101896.	1.2	14
6	Progressing children's™ rights and participation: Utilising rights-informed resources to guide policy and practice. <i>Australian Journal of Social Issues</i> , 2022, 57, 600-626.	1.7	3
7	How do Research Ethics Committee Members Respond to Hypothetical Studies with Children? Results from the MESSI Study. <i>Journal of Empirical Research on Human Research Ethics</i> , 2022, 17, 254-266.	0.6	6
8	Exploring the associations between student participation, wellbeing and recognition at school. <i>Cambridge Journal of Education</i> , 2022, 52, 453-472.	1.6	7
9	Children's™ Rights in the Tourism Industry. <i>International Journal of Children's Rights</i> , 2022, 30, 322-355.	0.4	1
10	Impact of organisational practices on the relationships between young people with disabilities and paid social support workers. <i>Journal of Social Work</i> , 2021, 21, 1377-1398.	0.8	9
11	Feeling safe, avoiding harm: Safety priorities of children and young people with disability and high support needs. <i>Journal of Intellectual Disabilities</i> , 2021, 25, 583-602.	1.0	14
12	Understanding paid support relationships: possibilities for mutual recognition between young people with disability and their support workers. <i>Disability and Society</i> , 2021, 36, 1423-1448.	1.4	15
13	Children and safety in Australian policy: Implications for organisations and practitioners. <i>Australian Journal of Social Issues</i> , 2021, 56, 17-41.	1.7	8
14	Belonging and exclusion in the lives of young people with intellectual disability in small town communities. <i>Journal of Intellectual Disabilities</i> , 2020, 24, 50-68.	1.0	25
15	Meditation in the classroom: supporting both student and teacher wellbeing?. <i>Education 3-13</i> , 2020, 48, 807-819.	0.6	2
16	Exploring mystery: can Christian meditation at school nurture students'™ relationships with God?. <i>Journal of Beliefs and Values</i> , 2020, 41, 58-71.	0.4	3
17	Children's™ participation in research on sensitive topics: addressing concerns of decision-makers. <i>Children's Geographies</i> , 2020, 18, 325-338.	1.6	22
18	Tracing the contribution of childhood studies: Maintaining momentum while navigating tensions. <i>Childhood</i> , 2020, 27, 25-47.	0.6	39

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19	Growing up in a tourist destination: developing an environmental sensitivity. <i>Environmental Education Research</i> , 2020, 26, 1027-1042.	1.6	21
20	Recognition in relationships between young people with cognitive disabilities and support workers. <i>Children and Youth Services Review</i> , 2020, 116, 105177.	1.0	6
21	Child safety in policy: Who is being kept safe and from what?. <i>Social Policy and Administration</i> , 2020, 54, 1160-1178.	2.1	7
22	Promoting the safety of children and young people with intellectual disability: Perspectives and actions of families and professionals. <i>Children and Youth Services Review</i> , 2019, 104, 104404.	1.0	3
23	Navigating the ambiguous policy landscape of student participation. <i>Journal of Education Policy</i> , 2019, 34, 789-811.	2.1	11
24	Disadvantaged families' experiences of home-school partnerships: navigating agency, expectations and stigma. <i>International Journal of Inclusive Education</i> , 2019, , 1-16.	1.5	9
25	Disability and support relationships: What role does policy play?. <i>Australian Journal of Public Administration</i> , 2019, 78, 37-55.	1.0	11
26	Children in Social Research: Do Higher Payments Encourage Participation in Riskier Studies?. <i>Journal of Empirical Research on Human Research Ethics</i> , 2019, 14, 126-140.	0.6	8
27	Progressing a Child-Centred Research Agenda in Tourism Studies. <i>Tourism Analysis</i> , 2019, 24, 95-100.	0.5	19
28	Ethical Considerations in Participatory Research with Young Children. <i>Educating the Young Child</i> , 2019, , 21-38.	0.6	6
29	Sensitive topics in social research involving children. <i>International Journal of Social Research Methodology: Theory and Practice</i> , 2018, 21, 647-660.	2.3	32
30	Reflexivity and ethical mindfulness in participatory research with children: What does it really look like?. <i>Childhood</i> , 2018, 25, 400-415.	0.6	47
31	Growing up in a tourist destination: negotiating space, identity and belonging. <i>Children's Geographies</i> , 2018, 16, 156-168.	1.6	20
32	Exploring student participation across different arenas of school life. <i>British Educational Research Journal</i> , 2018, 44, 1029-1046.	1.4	19
33	Wellbeing in schools: what do students tell us?. <i>Australian Educational Researcher</i> , 2018, 45, 515-531.	1.6	47
34	Empowering young people through participatory film: a postmethodological approach. <i>Current Issues in Tourism</i> , 2017, 20, 894-907.	4.6	47
35	Reframing "well-being" in schools: the potential of recognition. <i>Cambridge Journal of Education</i> , 2017, 47, 439-455.	1.6	44
36	Wellbeing in schools: Examining the policy-practice nexus. <i>Australian Educational Researcher</i> , 2017, 44, 213-231.	1.6	27

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37	â€˜Iâ€™m more confident now, I was really quietâ€™: exploring the potential benefits of child-led research. <i>International Journal of Qualitative Studies in Education</i> , 2017, 30, 190-205.	0.8	12
38	Views of young people with cognitive disability 1 about care in their relationships. , 2017, , 203-217.		2
39	Exploring the Nexus between Participatory Methods and Ethics in Early Childhood Research. <i>Australasian Journal of Early Childhood</i> , 2016, 41, 82-89.	0.8	23
40	Ethical research involving children: facilitating reflexive engagement. <i>Qualitative Research Journal</i> , 2016, 16, .	0.4	26
41	Ethical tourism research involving children. <i>Annals of Tourism Research</i> , 2016, 61, 219-221.	3.7	51
42	Facilitating student well-being: relationships do matter. <i>Educational Research</i> , 2016, 58, 366-383.	0.9	68
43	Conceptualisations of childrenâ€™s wellbeing at school: The contribution of recognition theory. <i>Childhood</i> , 2016, 23, 506-520.	0.6	48
44	Improving student wellbeing: having a say at school. <i>School Effectiveness and School Improvement</i> , 2016, 27, 348-366.	1.4	72
45	Reframing â€˜Behaviourâ€™ in Schools: The Role of Recognition in Improving Student Wellbeing. , 2016, , 97-113.		1
46	Ethical Research Involving Children: Encouraging Reflexive Engagement in Research with Children and Young People. <i>Children and Society</i> , 2015, 29, 331-343.	1.0	88
47	Imagining an ideal school for wellbeing: Locating student voice. <i>Journal of Educational Change</i> , 2015, 16, 129-144.	2.5	69
48	Researching with children in Vietnam: cultural, methodological and ethical considerations. <i>Qualitative Research</i> , 2014, 14, 37-60.	2.2	16
49	Exploring Vietnamese children's experiences of, and views on, learning at primary school in rural and remote communities. <i>International Journal of Educational Development</i> , 2014, 36, 33-43.	1.4	14
50	Grandparents Raising Their Grandchildren: Acknowledging the Experience of Grief. <i>Australian Social Work</i> , 2013, 66, 440-454.	0.7	19
51	International Models of Child Participation in Family Law Proceedings following Parental Separation / Divorce. <i>International Journal of Children's Rights</i> , 2012, 20, 645-673.	0.4	15
52	A letter from Australia â€˜ The potential of a â€˜Wraparoundâ€™ approach to reducing juvenile offending in New South Wales. <i>Crime Prevention and Community Safety</i> , 2012, 14, 225-234.	0.5	3
53	But how do we learn? Talking to Vietnamese children about how they learn in and out of school. <i>International Journal of Educational Research</i> , 2012, 53, 289-302.	1.2	10
54	Using an Empowerment Evaluation Approach with Community-based Programs: Reflections from the Front Line. <i>Evaluation Journal of Australasia</i> , 2012, 12, 15-27.	0.4	2

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55	Grandparents raising grandchildren: negotiating the complexities of role-identity conflict. <i>Child and Family Social Work</i> , 2012, 17, 306-315.	0.6	47
56	The Changing Status of Children Within Family Law from Vision to Reality?. <i>Griffith Law Review</i> , 2011, 20, 421-448.	0.6	2
57	Supporting children's mental health in schools: teacher views. <i>Teachers and Teaching: Theory and Practice</i> , 2011, 17, 479-496.	0.9	136
58	Supporting Children's Social and Emotional Well-being: Does "Having a Say" Matter?. <i>Children and Society</i> , 2011, 25, 447-457.	1.0	24
59	Acknowledging the complexity and diversity of historical and cultural ICT professional learning practices in schools. <i>Asia-Pacific Journal of Teacher Education</i> , 2011, 39, 47-63.	1.2	22
60	"Something Amazing I Guess" Children's Views on Having A Say About Supervised Contact. <i>Australian Social Work</i> , 2011, 64, 487-501.	0.7	17
61	Children's participation in research. <i>Journal of Sociology</i> , 2010, 46, 133-147.	0.9	68
62	Exploring the complementarities between complexity and action research: the story of Technology Together. <i>Cambridge Journal of Education</i> , 2010, 40, 183-197.	1.6	14
63	Taking account of the "to and fro" of children's experiences in family law. <i>Children Australia</i> , 2006, 31, 30-36.	0.3	11
64	E2F-8: an E2F family member with a similar organization of DNA-binding domains to E2F-7. <i>Oncogene</i> , 2005, 24, 5000-5004.	2.6	106
65	E2F-7: a distinctive E2F family member with an unusual organization of DNA-binding domains. <i>Oncogene</i> , 2004, 23, 5138-5150.	2.6	93
66	Life is like the Seasons. <i>Childhood Education</i> , 2004, 80, 317-321.	0.1	14
67	Pushing the boundaries or overstepping the mark? Exploring the potential of university courses for final year high school students' career pathways. <i>International Journal of Training Research</i> , 2004, 2, 42-54.	0.7	1
68	Postmodern Perspectives and Action Research: reflecting on the possibilities. <i>Educational Action Research</i> , 1996, 4, 267-278.	0.8	11
69	Consumer Choice in Education: what's wrong with parents' rights?. <i>Pedagogy Culture and Society</i> , 1994, 2, 31-42.	0.2	1
70	Children and young people's decision-making in social research about sensitive issues. <i>Children's Geographies</i> , 0, , 1-16.	1.6	9
71	Ethical Practice in Disability Services: Views of Young People and Staff. <i>Ethics and Social Welfare</i> , 0, , 1-20.	0.4	1