

Carol-Anne Murphy

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/6872296/publications.pdf>

Version: 2024-02-01

16
papers

1,526
citations

1163117

8
h-index

1199594

12
g-index

16
all docs

16
docs citations

16
times ranked

1202
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 1 | Phase 2 of CATALISE: a multinational and multidisciplinary Delphi consensus study of problems with language development: Terminology. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2017, 58, 1068-1080. | 5.2 | 886 |
| 2 | CATALISE: A Multinational and Multidisciplinary Delphi Consensus Study. Identifying Language Impairments in Children. <i>PLoS ONE</i> , 2016, 11, e0158753. | 2.5 | 498 |
| 3 | Schools as sanctuaries: A systematic review of contextual factors which contribute to student retention in alternative education. <i>International Journal of Inclusive Education</i> , 2016, 20, 536-551. | 2.6 | 23 |
| 4 | The Influence of Quantitative Intervention Dosage on Oral Language Outcomes for Children With Developmental Language Disorder: A Systematic Review and Narrative Synthesis. <i>Language, Speech, and Hearing Services in Schools</i> , 2021, 52, 738-754. | 1.6 | 23 |
| 5 | Consequential differences in perspectives and practices concerning children with developmental language disorders: an integrative review. <i>International Journal of Language and Communication Disorders</i> , 2019, 54, 529-552. | 1.5 | 21 |
| 6 | Moving Beyond Traditional Understandings of Evidence-Based Practice: A Total Evidence and Knowledge Approach (TEKA) to Treatment Evaluation and Clinical Decision Making in Speech-Language Pathology. <i>Seminars in Speech and Language</i> , 2019, 40, 370-393. | 0.8 | 18 |
| 7 | What Our Hands Tell Us: A Two-Year Follow-Up Investigating Outcomes in Subgroups of Children With Language Delay. <i>Journal of Speech, Language, and Hearing Research</i> , 2019, 62, 356-366. | 1.6 | 12 |
| 8 | The characteristics, life circumstances and self-concept of 13 year olds with and without disabilities in Ireland: A secondary analysis of the Growing Up in Ireland (GUI) study. <i>PLoS ONE</i> , 2020, 15, e0229599. | 2.5 | 11 |
| 9 | Establishing premises for inter-professional collaborative practice in school: inclusion, difference and influence. <i>Disability and Rehabilitation</i> , 2020, 43, 1-10. | 1.8 | 11 |
| 10 | The Impact of Intervention Dose Form on Oral Language Outcomes for Children With Developmental Language Disorder. <i>Journal of Speech, Language, and Hearing Research</i> , 2021, 64, 3253-3288. | 1.6 | 11 |
| 11 | Why Clinicians Choose Their Language Intervention Approach: An International Perspective on Intervention for Children with Developmental Language Disorder. <i>Folia Phoniatrica Et Logopaedica</i> , 2021, 73, 537-551. | 1.1 | 5 |
| 12 | The limits of evidence and the implications of context: considerations when implementing pathways to intervention for children with language disorders. <i>International Journal of Language and Communication Disorders</i> , 2019, 54, 20-23. | 1.5 | 4 |
| 13 | Reflective practice across speech and language therapy and education: a protocol for an integrative review. <i>HRB Open Research</i> , 2021, 4, 29. | 0.6 | 1 |
| 14 | Addressing implementation considerations when developing universal interventions for speech, language and communication needs in the ordinary classroom: a protocol for a scoping review. <i>HRB Open Research</i> , 0, 4, 41. | 0.6 | 1 |
| 15 | Addressing implementation considerations when developing universal interventions for speech, language and communication needs in the ordinary classroom: a protocol for a scoping review. <i>HRB Open Research</i> , 0, 4, 41. | 0.6 | 1 |
| 16 | Addressing implementation considerations when developing universal interventions for speech, language and communication needs in the ordinary classroom: a protocol for a scoping review. <i>HRB Open Research</i> , 2021, 4, 41. | 0.6 | 0 |