

Laura Lee McIntyre

List of Publications by Year in descending order

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Version: 2024-02-01

71
papers

3,536
citations

218677
26
h-index

144013
57
g-index

73
all docs

73
docs citations

73
times ranked

2653
citing authors

#	ARTICLE	IF	CITATIONS
1	Self-Directed Web-Based Parent-Mediated Interventions for Autistic Children: A systematic review. Review Journal of Autism and Developmental Disorders, 2023, 10, 505-522.	3.4	6
2	Telehealth Delivery of a Behavioral Parent Training Program to Spanish-Speaking Latinx Parents of Young Children With Developmental Delay: Applying an Implementation Framework Approach. School Psychology Review, 2022, 51, 206-220.	3.0	10
3	Caregiver-reported executive functioning and associated adaptive and challenging behaviour in children with histories of developmental delay. Journal of Intellectual Disability Research, 2022, 66, 121-132.	2.0	4
4	Dimensions of family-school partnerships for autistic children: Context and congruence.. School Psychology, 2022, 37, 4-14.	2.4	2
5	Using Motivational Interviewing to Improve Parenting Skills and Prevent Problem Behavior During the Transition to Kindergarten. Prevention Science, 2021, 22, 747-757.	2.6	21
6	Brief Report: Collateral Joint Engagement During a Playdate Intervention for Children with and at Risk for Autism. Journal of Autism and Developmental Disorders, 2021, 51, 357-363.	2.7	6
7	Does Location Matter? A Single-State Case Study Examining Geographic Differences in School-Based ASD Identification Practices. Journal of Applied School Psychology, 2021, 37, 185-196.	0.9	0
8	School-Based Autism Rates by State: An Analysis of Demographics, Political Leanings, and Differential Identification. Journal of Autism and Developmental Disorders, 2021, 51, 2271-2283.	2.7	6
9	Associations between Religion/Spirituality, Family Characteristics, and Mental Health among Parents with Children with Developmental Delay. Journal of Mental Health Research in Intellectual Disabilities, 2021, 14, 301-317.	2.0	2
10	Initiating Family-School Collaboration in School Mental Health through a Proactive and Positive Strengths and Needs Assessment. School Mental Health, 2021, 13, 667-679.	2.1	3
11	Parental Behavior Influences on Motor Skill Development in Young Children with Developmental Disabilities: A Two-Year Longitudinal Study. Child Psychiatry and Human Development, 2021, , 1.	1.9	0
12	Family Empowerment: Predicting Service Utilization for Children with Autism Spectrum Disorder. Journal of Autism and Developmental Disorders, 2021, , 1.	2.7	0
13	Family-focused interventions as prevention and early intervention of behavioral problems in children with autism spectrum disorder. International Review of Research in Developmental Disabilities, 2021, 61, 159-191.	0.8	1
14	The Efficacy of the Family Check-Up on Children's Emotional and Behavior Problems in Early Elementary School. Journal of Emotional and Behavioral Disorders, 2020, 28, 67-79.	1.7	8
15	Examining the impact of COVID-19 in ethnically diverse families with young children with intellectual and developmental disabilities. Journal of Intellectual Disability Research, 2020, 64, 739-749.	2.0	226
16	In the Time of the Pandemic: Safeguarding People with Developmental Disabilities against the Impact of Coronavirus. Journal of Mental Health Research in Intellectual Disabilities, 2020, 13, 63-65.	2.0	18
17	Coordinating Autism Care Across Schools and Medical Settings: Considerations for School Psychologists. Intervention in School and Clinic, 2020, 56, 107-114.	1.0	12
18	Family-centered prevention to enhance parenting skills during the transition to elementary school: A randomized trial.. Journal of Family Psychology, 2020, 34, 122-127.	1.3	9

#	ARTICLE	IF	CITATIONS
19	Comparing Autism Symptom Severity Between Children With a Medical Autism Diagnosis and an Autism Special Education Eligibility. Focus on Autism and Other Developmental Disabilities, 2020, 35, 186-192.	1.3	8
20	The relationship of age, early motor skills and observable child behaviors in young children with developmental delays. Research in Developmental Disabilities, 2019, 93, 103445.	2.2	4
21	Examining Demographics in Randomized Controlled Trials of Group-Based Social Skills Interventions for Individuals with Autism Spectrum Disorder. Journal of Autism and Developmental Disorders, 2019, 49, 3453-3461.	2.7	17
22	Interventions for Repetitive Behavior in Young Children with Autism: A Survey of Behavioral Practices. Journal of Autism and Developmental Disorders, 2019, 49, 3047-3059.	2.7	14
23	Early Communication Skills and Special Education Outcomes at School Entry: Implications for Pediatric Care and Screening. Global Pediatric Health, 2019, 6, 2333794X1988418.	0.7	0
24	Examining family-school engagement in a randomized controlled trial of the family check-up.. School Psychology, 2019, 34, 433-443.	2.4	10
25	Presidential Address, 2019â€”Family-Based Practices to Promote Well-Being: A Personal Journey of Knowledge Translation. Intellectual and Developmental Disabilities, 2019, 57, 545-548.	1.1	0
26	Examining the utilisation and usefulness of social support for mothers with young children with autism spectrum disorder. Journal of Intellectual and Developmental Disability, 2018, 43, 93-101.	1.6	34
27	Variability in adaptive behaviour in young children with autism spectrum disorder. Journal of Intellectual and Developmental Disability, 2018, 43, 102-111.	1.6	18
28	Linking the Medical and Educational Home to Support Children With Autism Spectrum Disorder: Practice Recommendations. Clinical Pediatrics, 2018, 57, 1496-1505.	0.8	25
29	The Transition to Kindergarten: Predicting Socio-Behavioral Outcomes for Children With and Without Disabilities. Early Childhood Education Journal, 2017, 45, 83-93.	2.7	26
30	Intellectual Disability and Developmental Risk: Promoting Intervention to Improve Child and Family Wellâ€”Being. Child Development, 2017, 88, 436-445.	3.0	72
31	Optimism and positive and negative feelings in parents of young children with developmental delay. Journal of Intellectual Disability Research, 2017, 61, 719-725.	2.0	16
32	A Brief Measure of Language Skills at 3 Years of Age and Special Education Use in Middle Childhood. Journal of Pediatrics, 2017, 181, 189-194.	1.8	8
33	Examining Services for Young Children with Autism Spectrum Disorder: Parent Satisfaction and Predictors of Service Utilization. Early Childhood Education Journal, 2017, 45, 727-734.	2.7	29
34	Contemplative Intervention Reduces Physical Interventions for Children in Residential Psychiatric Treatment. Prevention Science, 2017, 18, 164-173.	2.6	4
35	Family involvement and parentâ€”teacher relationships for students with autism spectrum disorders.. School Psychology Quarterly, 2016, 31, 478-490.	2.0	41
36	Parent Training. Evidence-based Practices in Behavioral Health, 2016, , 467-492.	0.3	8

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37	Early Childhood Special Education in the Context of School Psychology. , 2016, , 441-453.		2
38	Conjoint Behavioral Consultation for children with Autism Spectrum Disorder.. School Psychology Quarterly, 2016, 31, 450-466.	2.0	27
39	Sociodemographic differences in parental satisfaction with an autism spectrum disorder diagnosis. Journal of Intellectual and Developmental Disability, 2015, 40, 147-155.	1.6	29
40	The Transition to Kindergarten for Children With and Without Disabilities. Topics in Early Childhood Special Education, 2015, 35, 52-62.	2.2	29
41	The Transition to Kindergarten for Typically Developing Children: A Survey of School Psychologistsâ€™ Involvement. Early Childhood Education Journal, 2014, 42, 203-210.	2.7	49
42	Parent Training Interventions to Reduce Challenging Behavior in Children with Intellectual and Developmental Disabilities. International Review of Research in Developmental Disabilities, 2013, , 245-279.	0.8	21
43	Investigating the Relation Between Kindergarten Preparation and Child Socio-Behavioral School Outcomes. Early Childhood Education Journal, 2012, 40, 169-176.	2.7	34
44	Family Concerns and Involvement During Kindergarten Transition. Journal of Child and Family Studies, 2011, 20, 387-396.	1.3	56
45	Kindergarten Transition Preparation: A Comparison of Teacher and Parent Practices for Children with Autism and Other Developmental Disabilities. Early Childhood Education Journal, 2011, 38, 411-420.	2.7	47
46	Preliminary Assessment of Friendship, Problem Behavior, and Social Adjustment in Children with Disabilities in an Inclusive Education Setting. Journal of Developmental and Physical Disabilities, 2011, 23, 477-489.	1.6	17
47	Preschool Children With and Without Developmental Delay: Risk, Parenting, and Child Demandingness. Journal of Mental Health Research in Intellectual Disabilities, 2011, 4, 206-226.	2.0	42
48	The Application of a Three-Tier Model of Intervention to Parent Training. Journal of Positive Behavior Interventions, 2011, 13, 198-207.	1.7	41
49	Dual Diagnosis and Families: Introduction to the Special Issue. Journal of Mental Health Research in Intellectual Disabilities, 2011, 4, 135-139.	2.0	2
50	Examining the State of the Science. Educating the Young Child, 2011, , 21-31.	0.9	3
51	Early childhood autism services: How wide is the research to practice divide?. Behavioral Development Bulletin, 2010, 16, 34-43.	0.5	6
52	Family Concerns Surrounding Kindergarten Transition: A Comparison of Students in Special and General Education. Early Childhood Education Journal, 2010, 38, 259-263.	2.7	54
53	Call for Submission to the<i>Journal of Mental Health Research in Intellectual Disabilities</i>: Special Issue on Dual Diagnosis and Families. Journal of Mental Health Research in Intellectual Disabilities, 2010, 3, 223-223.	2.0	0
54	Childrenâ€™s Daily Routines During Kindergarten Transition. Early Childhood Education Journal, 2008, 36, 69-74.	2.7	51

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55	Adapting Webster-Stratton's incredible years parent training for children with developmental delay: findings from a treatment group only study. Journal of Intellectual Disability Research, 2008, 52, 1176-1192.	2.0	99
56	A Three-Tier Model of Parent Education in Early Childhood. Topics in Early Childhood Special Education, 2008, 27, 214-222.	2.2	70
57	Parent Training for Young Children With Developmental Disabilities: Randomized Controlled Trial. American Journal on Intellectual and Developmental Disabilities, 2008, 113, 356-368.	2.4	151
58	EFFECTS OF INDIVIDUALIZED VIDEO FEEDBACK COMBINED WITH GROUP PARENT TRAINING ON INAPPROPRIATE MATERNAL BEHAVIOR. Journal of Applied Behavior Analysis, 2007, 40, 737-741.	2.7	50
59	TREATMENT INTEGRITY OF SCHOOL-BASED INTERVENTIONS WITH CHILDREN IN THE JOURNAL OF APPLIED BEHAVIOR ANALYSIS 1991-2005. Journal of Applied Behavior Analysis, 2007, 40, 659-672.	2.7	163
60	Developing Emotional Competence in Preschoolers: A Review of Regulation Research and Recommendations for Practice. The California School Psychologist: CASP, 2007, 12, 107-120.	0.2	6
61	Transition to Kindergarten: Family Experiences and Involvement. Early Childhood Education Journal, 2007, 35, 83-88.	2.7	127
62	Syndrome specificity and behavioural disorders in young adults with intellectual disability: cultural differences in family impact. Journal of Intellectual Disability Research, 2006, 50, 184-198.	2.0	349
63	The transition to school: adaptation in young children with and without intellectual disability. Journal of Intellectual Disability Research, 2006, 50, 349-361.	2.0	200
64	Increasing Treatment Integrity Through Negative Reinforcement: Effects on Teacher and Student Behavior. School Psychology Review, 2005, 34, 220-231.	3.0	100
65	Quality of life for young adults with severe intellectual disability: mothers' thoughts and reflections. Journal of Intellectual and Developmental Disability, 2004, 29, 131-146.	1.6	48
66	Relevance of functional behavioral assessment research for school-based interventions and positive behavioral support. Research in Developmental Disabilities, 2004, 25, 19-37.	2.2	65
67	Pre-school children with and without developmental delay: behaviour problems and parenting stress over time. Journal of Intellectual Disability Research, 2003, 47, 217-230.	2.0	686
68	Quality of Life for Young Adults With Mental Retardation During Transition. Mental Retardation, 2003, 41, 250-262.	1.0	79
69	Behaviour/mental health problems in young adults with intellectual disability: the impact on families. Journal of Intellectual Disability Research, 2002, 46, 239-249.	2.0	157
70	Risk Factors Associated with the Co-Occurrence of Hyperactivity-Impulsivity-Inattention and Conduct Problems. Behavioral Disorders, 2001, 26, 189-199.	1.2	5
71	Professionals' Perspectives on Service Delivery: The Impact of COVID-19 on Early Childhood Special Education Providers. Topics in Early Childhood Special Education, 0, , 027112142110739.	2.2	2