

Wenonah N Campbell

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/7937059/publications.pdf>

Version: 2024-02-01

37
papers

844
citations

623734

14
h-index

501196

28
g-index

37
all docs

37
docs citations

37
times ranked

810
citing authors

#	ARTICLE	IF	CITATIONS
1	Partnering for Change: An Innovative School-Based Occupational Therapy Service Delivery Model for Children with Developmental Coordination Disorder. <i>Canadian Journal of Occupational Therapy</i> , 2012, 79, 41-50.	1.3	122
2	Psychological distress in children with developmental coordination disorder and attention-deficit hyperactivity disorder. <i>Research in Developmental Disabilities</i> , 2014, 35, 1198-1207.	2.2	118
3	Peer victimization and depression in children with and without motor coordination difficulties. <i>Psychology in the Schools</i> , 2012, 49, 328-341.	1.8	80
4	School-aged children with SLI: The ICF as a framework for collaborative service delivery. <i>Journal of Communication Disorders</i> , 2007, 40, 513-535.	1.5	51
5	“Support for Everyone”: Experiences of Occupational Therapists Delivering a New Model of School-Based Service. <i>Canadian Journal of Occupational Therapy</i> , 2012, 79, 51-59.	1.3	45
6	Recommended practices to organize and deliver school-based services for children with disabilities: A scoping review. <i>Child: Care, Health and Development</i> , 2019, 45, 15-27.	1.7	42
7	Implementation Science: Buzzword or Game Changer?. <i>Journal of Speech, Language, and Hearing Research</i> , 2015, 58, S1827-36.	1.6	41
8	Spoken Word Recognition Development in Children with Residual Hearing Using Cochlear Implants and Hearing Aids in Opposite Ears. <i>Ear and Hearing</i> , 2005, 26, 82S-91S.	2.1	40
9	Psychological Aspects of Developmental Coordination Disorder: Can We Establish Causality?. <i>Current Developmental Disorders Reports</i> , 2014, 1, 125-131.	2.1	34
10	Use of the Medical Research Council Framework to develop a complex intervention in pediatric occupational therapy: Assessing feasibility. <i>Research in Developmental Disabilities</i> , 2012, 33, 1443-1452.	2.2	33
11	Identification of Children With Language Impairment: Investigating the Classification Accuracy of the MacArthur “Bates Communicative Development Inventories, Level III. <i>American Journal of Speech-Language Pathology</i> , 2009, 18, 277-288.	1.8	25
12	Using an innovative model of service delivery to identify children who are struggling in school. <i>British Journal of Occupational Therapy</i> , 2017, 80, 145-154.	0.9	23
13	Supporting evidence-based practice in speech-language pathology: A review of implementation strategies for promoting health professional behavior change. <i>Evidence-Based Communication Assessment and Intervention</i> , 2017, 11, 72-81.	0.6	21
14	Reflections on Using a Community-Based and Multisystem Approach to Transforming School-Based Intervention for Children with Developmental Motor Disorders. <i>Current Developmental Disorders Reports</i> , 2016, 3, 129-137.	2.1	16
15	Evaluation of a Direct-Instruction Intervention to Improve Movement and Preliteracy Skills among Young Children: A Within-Subject Repeated-Measures Design. <i>Frontiers in Pediatrics</i> , 2017, 5, 298.	1.9	16
16	A scoping review to explore how universal design for learning is described and implemented by rehabilitation health professionals in school settings. <i>Child: Care, Health and Development</i> , 2018, 44, 670-688.	1.7	15
17	Supporting occupational therapists implementing a capacity-building model in schools. <i>Canadian Journal of Occupational Therapy</i> , 2017, 84, 242-252.	1.3	14
18	A Quasi-Experimental Study of a Movement and Preliteracy Program for 3- and 4-Year-Old Children. <i>Frontiers in Pediatrics</i> , 2017, 5, 94.	1.9	14

#	ARTICLE	IF	CITATIONS
19	Conducting participatory photography with children with disabilities: a literature review. <i>Disability and Rehabilitation</i> , 2019, 41, 1943-1954.	1.8	13
20	Making connections between school and home: Exploring therapists'™ perceptions of their relationships with families in partnering for change. <i>British Journal of Occupational Therapy</i> , 2020, 83, 98-106.	0.9	13
21	Tiered Approaches to Rehabilitation Services in Education Settings: Towards Developing an Explanatory Programme Theory. <i>International Journal of Disability Development and Education</i> , 2023, 70, 540-561.	1.1	11
22	A comprehensive description of functioning and disability in children with velopharyngeal insufficiency. <i>Journal of Communication Disorders</i> , 2013, 46, 388-400.	1.5	9
23	Screening Children through Response to Intervention and Dynamic Performance Analysis: The Example of Partnering for Change. <i>Current Developmental Disorders Reports</i> , 2016, 3, 200-205.	2.1	6
24	Health professional-educator collaboration in the delivery of school-based tiered support services: A qualitative case study. <i>Child: Care, Health and Development</i> , 2021, 47, 367-376.	1.7	6
25	Implementing Partnering for Change in Qu'bec: Occupational Therapy Activities and Stakeholders'™ Perceptions. <i>Canadian Journal of Occupational Therapy</i> , 2021, 88, 71-82.	1.3	6
26	Innovations in measuring peer conflict resolution knowledge in children with LI: Exploring the accessibility of a visual analogue rating scale. <i>Journal of Communication Disorders</i> , 2011, 44, 207-217.	1.5	5
27	Building Bridges Between Education and Health Care in Canada: How the ICF and Universal Design for Learning Frameworks Mutually Support Inclusion of Children With Special Needs in School Settings. <i>Frontiers in Education</i> , 2018, 3, .	2.1	5
28	The relationship between peer conflict resolution knowledge and peer victimization in school-age children across the language continuum. <i>Journal of Communication Disorders</i> , 2011, 44, 345-358.	1.5	4
29	Developmental Coordination Disorder. , 2017, , 431-450.		4
30	Self-esteem mediates mental health outcomes in young people with epilepsy. <i>Epilepsia</i> , 2021, 62, 2072-2081.	5.1	3
31	Preschoolers'™ Sensitivity to the Maxims of the Cooperative Principle: Scaffolds and Developmental Trends. <i>Discourse Processes</i> , 2014, 51, 333-356.	1.8	2
32	The Dance of Family Engagement in School-Based Occupational Therapy: An Interpretive Description. <i>Journal of Occupational Therapy, Schools, and Early Intervention</i> , 2022, 15, 181-204.	0.7	2
33	Perceptions of response-to-intervention practices: results from a cross-sectional survey of school-board directors and support service professionals. <i>Support for Learning</i> , 2022, 37, 285-308.	0.4	2
34	Validity of the Early Years Check-In (EYCI) in a Cross-Sectional Sample of Families. <i>Frontiers in Pediatrics</i> , 2020, 8, 157.	1.9	1
35	Inclusive Physical Education: A Critical Discourse Analysis of the Ontario Secondary School Health and Physical Education Curriculum. <i>Journal of Teaching in Physical Education</i> , 2021, , 1-9.	1.2	1
36	The concept of family engagement in education: What are the implications for school-based rehabilitation service providers?. <i>Review of Education</i> , 2021, 9, e3268.	2.1	1

#	ARTICLE	IF	CITATIONS
37	Supporting rehabilitation stakeholders in making service delivery decisions: a rapid review of multi-criteria decision analysis methods. Disability and Rehabilitation, 0, , 1-14.	1.8	0