

Wenonah N Campbell

List of Publications by Year in descending order

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Version: 2024-02-01

37
papers

844
citations

706676

14
h-index

563245

28
g-index

37
all docs

37
docs citations

37
times ranked

876
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 1 | 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. | 0.6 | 11 |
| 2 | 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. | 0.4 | 2 |
| 3 | 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. | 0.2 | 2 |
| 4 | 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. | 0.8 | 6 |
| 5 | 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. | 0.9 | 1 |
| 6 | Implementing Partnering for Change in Quebec: Occupational Therapy Activities and Stakeholders' Perceptions. <i>Canadian Journal of Occupational Therapy</i> , 2021, 88, 71-82. | 0.8 | 6 |
| 7 | Self-esteem mediates mental health outcomes in young people with epilepsy. <i>Epilepsia</i> , 2021, 62, 2072-2081. | 2.6 | 3 |
| 8 | 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. | 1.1 | 1 |
| 9 | 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. | 0.5 | 13 |
| 10 | Validity of the Early Years Check-In (EYCI) in a Cross-Sectional Sample of Families. <i>Frontiers in Pediatrics</i> , 2020, 8, 157. | 0.9 | 1 |
| 11 | 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. | 0.8 | 42 |
| 12 | Conducting participatory photography with children with disabilities: a literature review. <i>Disability and Rehabilitation</i> , 2019, 41, 1943-1954. | 0.9 | 13 |
| 13 | 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, . | 1.2 | 5 |
| 14 | 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. | 0.8 | 15 |
| 15 | 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. | 0.5 | 23 |
| 16 | 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 |
| 17 | Supporting occupational therapists implementing a capacity-building model in schools. <i>Canadian Journal of Occupational Therapy</i> , 2017, 84, 242-252. | 0.8 | 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. | 0.9 | 14 |

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|----|---|-----|-----------|
| 19 | 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. | 0.9 | 16 |
| 20 | Developmental Coordination Disorder. , 2017, , 431-450. | | 4 |
| 21 | 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. | 0.9 | 6 |
| 22 | 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. | 0.9 | 16 |
| 23 | Implementation Science: Buzzword or Game Changer?. <i>Journal of Speech, Language, and Hearing Research</i> , 2015, 58, S1827-36. | 0.7 | 41 |
| 24 | Psychological Aspects of Developmental Coordination Disorder: Can We Establish Causality?. <i>Current Developmental Disorders Reports</i> , 2014, 1, 125-131. | 0.9 | 34 |
| 25 | Preschoolersâ€™ Sensitivity to the Maxims of the Cooperative Principle: Scaffolds and Developmental Trends. <i>Discourse Processes</i> , 2014, 51, 333-356. | 1.1 | 2 |
| 26 | Psychological distress in children with developmental coordination disorder and attention-deficit hyperactivity disorder. <i>Research in Developmental Disabilities</i> , 2014, 35, 1198-1207. | 1.2 | 118 |
| 27 | A comprehensive description of functioning and disability in children with velopharyngeal insufficiency. <i>Journal of Communication Disorders</i> , 2013, 46, 388-400. | 0.8 | 9 |
| 28 | â€œSupport for Everyoneâ€: Experiences of Occupational Therapists Delivering a New Model of School-Based Service. <i>Canadian Journal of Occupational Therapy</i> , 2012, 79, 51-59. | 0.8 | 45 |
| 29 | 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. | 0.8 | 122 |
| 30 | 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. | 1.2 | 33 |
| 31 | Peer victimization and depression in children with and without motor coordination difficulties. <i>Psychology in the Schools</i> , 2012, 49, 328-341. | 1.1 | 80 |
| 32 | 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. | 0.8 | 5 |
| 33 | 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. | 0.8 | 4 |
| 34 | Identification of Children With Language Impairment: Investigating the Classification Accuracy of the MacArthurâ€™Bates Communicative Development Inventories, Level III. <i>American Journal of Speech-Language Pathology</i> , 2009, 18, 277-288. | 0.9 | 25 |
| 35 | School-aged children with SLI: The ICF as a framework for collaborative service delivery. <i>Journal of Communication Disorders</i> , 2007, 40, 513-535. | 0.8 | 51 |
| 36 | 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. | 1.0 | 40 |

| # | 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. | 0.9 | 0 |