Michelle O'Reilly

List of Publications by Year
in descending order

115 papers	3,268 citations	304743 22 h-index	182427 51 g-index
124 all docs	124 docs citations	124 times ranked	3021 citing authors

#	Article	IF	Citations
1	'Unsatisfactory Saturation': a critical exploration of the notion of saturated sample sizes in qualitative research. Qualitative Research, 2013, 13, 190-197.	3.5	1,053
2	Review of mental health promotion interventions in schools. Social Psychiatry and Psychiatric Epidemiology, 2018, 53, 647-662.	3.1	198
3	Is social media bad for mental health and wellbeing? Exploring the perspectives of adolescents. Clinical Child Psychology and Psychiatry, 2018, 23, 601-613.	1.6	167
4	'This doctor, I not trust him, I'm not safe': The perceptions of mental health and services by unaccompanied refugee adolescents. International Journal of Social Psychiatry, 2015, 61, 129-136.	3.1	104
5	Doing accountability: a discourse analysis of research ethics committee letters. Sociology of Health and Illness, 2009, 31, 246-261.	2.1	79
6	Confidentiality and Autonomy: The Challenge(s) of Offering Research Participants a Choice of Disclosing Their Identity. Qualitative Health Research, 2007, 17, 264-275.	2.1	77
7	Potential of social media in promoting mental health in adolescents. Health Promotion International, 2019, 34, 981-991.	1.8	69
8	Social media and adolescent mental health: the good, the bad and the ugly. Journal of Mental Health, 2020, 29, 200-206.	1.9	59
9	Whose Responsibility is Adolescent's Mental Health in the UK? Perspectives of Key Stakeholders. School Mental Health, 2018, 10, 450-461.	2.1	50
10	'Gossiping' as a social action in family therapy: The pseudo-absence and pseudo-presence of children. Discourse Studies, 2012, 14, 457-475.	1.3	47
11	The risk of secondary traumatic stress in the qualitative transcription process: a research note. Qualitative Research, 2016, 16, 468-476.	3.5	44
12	Should children be seen and not heard? An examination of how children's interruptions are treated in family therapy. Discourse Studies, 2006, 8, 549-566.	1.3	37
13	You Can Take a Horse to Water But You Can't Make it Drink': Exploring Children's Engagement and Resistance in Family Therapy. Contemporary Family Therapy, 2013, 35, 491-507.	1.3	37
14	Discourse/Conversation Analysis and Autism Spectrum Disorder. Journal of Autism and Developmental Disorders, 2016, 46, 355-359.	2.7	34
15	'They're not witches. …' Young children and their parents' perceptions and experiences of Child and Adolescent Mental Health Services. Child: Care, Health and Development, 2015, 41, 450-458.	1.7	31
16	"This is a question we have to ask everyone" asking young people about self-harm and suicide. Journal of Psychiatric and Mental Health Nursing, 2016, 23, 479-488.	2.1	31
17	Examining Mental Health through Social Constructionism. , 2017, , .		31
18	What value is there in children's talk? Investigating family therapists' interruptions of parents and children during the therapeutic process. Journal of Pragmatics, 2008, 40, 507-524.	1.5	30

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19	Is Evidence-Based Practice a Threat to the Progress of the Qualitative Community? Arguments From the Bottom of the Pyramid. Qualitative Inquiry, 2015, 21, 628-632.	1.4	29
20	Using Naturally Occurring Data in Qualitative Health Research. , 2019, , .		29
21	Locked up While Locked Down: Prisonersâ€™ Experiences of the COVID-19 Pandemic. British Journal of Criminology, 2022, 62, 279-298.	2.1	29
22	â€œNuts, schiz, psychoâ€! An exploration of young homeless people's perceptions and dilemmas of defining mental health. Social Science and Medicine, 2009, 68, 1737-1744.	3.8	26
23	Ongoing processes of managing consent: the empirical ethics of using video-recording in clinical practice and research. Clinical Ethics, 2011, 6, 179-185.	0.7	26
24	Implicit theories of online trolling: Evidence that attentionâ€seeking conceptions are associated with increased psychological resilience. British Journal of Psychology, 2016, 107, 448-466.	2.3	24
25	â€œWhy are you here?â€•Seeking childrenâ€™s accounts of their presentation to Child and Adolescent Mental Health Service (CAMHS). Clinical Child Psychology and Psychiatry, 2016, 21, 3-18.	1.6	24
26	Child safety, protection, and safeguarding in the time of COVID-19 in Great Britain: Proposing a conceptual framework. Child Abuse and Neglect, 2020, 110, 104668.	2.6	24
27	â€œWe Are Alone in the Houseâ€! A Case Study Addressing Researcher Safety and Risk. Qualitative Research in Psychology, 2013, 10, 341-354.	17.6	23
28	Identifying the interactional processes in the first assessments in child mental health. Child and Adolescent Mental Health, 2015, 20, 195-201.	3.5	22
29	Building a case for good parenting in a family therapy systemic environment: resisting blame and accounting for children's behaviour. Journal of Family Therapy, 2016, 38, 491-511.	1.0	22
30	Exploring the challenges of meeting child mental health needs through community engagement in Kenya. Child and Adolescent Mental Health, 2017, 22, 201-208.	3.5	22
31	Assessing interprofessional competence using a prospective reflective portfolio. Journal of Interprofessional Care, 2015, 29, 179-187.	1.7	21
32	Childrenâ€™s claims to knowledge regarding their mental health experiences and practitionersâ€™ negotiation of the problem. Patient Education and Counseling, 2016, 99, 905-910.	2.2	20
33	Potential barriers in the therapeutic relationship in unaccompanied refugee minors in mental health. Journal of Mental Health, 2019, 28, 372-378.	1.9	20
34	Caring for children with learning disabilities who present problem behaviours: a maternal perspective. Journal of Child Health Care, 2006, 10, 188-198.	1.4	19
35	Either/or questions in child psychiatric assessments: The effect of the seriousness and order of the alternatives. Discourse Studies, 2014, 16, 327-345.	1.3	18
36	An exploration of the possibility for secondary traumatic stress among transcriptionists: a grounded theory approach. Qualitative Research in Psychology, 2016, 13, 92-108.	17.6	18

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37	"Everybody's responsibility" Conceptualization of youth mental health in Kenya. Journal of Child Health Care, 2020, 24, 5-18.	1.4	18
38	'Autism itself actually isn't a disability': Negotiating a 'normal' versus 'abnormal' autistic identity. Communication and Medicine, 2015, 11, 139-152.	0.2	18
39	Who's a Naughty Boy Then? Accountability, Family Therapy, and the "Naughty" Child. Family Journal, 2007, 15, 234-243.	1.2	17
40	Parents' constructions of normality and pathology in child mental health assessments. Sociology of Health and Illness, 2020, 42, 544-564.	2.1	17
41	Ethics in praxis: Negotiating the presence and functions of a video camera in family therapy. Discourse Studies, 2012, 14, 675-690.	1.3	16
42	Service user perspectives of multiagency working: a qualitative study with children with educational and mental health difficulties and their parents. Child and Adolescent Mental Health, 2013, 18, 202-209.	3.5	16
43	The complaining client and the troubled therapist: a discursive investigation of family therapy. Journal of Family Therapy, 2005, 27, 370-391.	1.0	15
44	Stakeholder Perspectives on Children's Mental Health Needs and Supports in Six Low-and Middle-Income Countries. Children and Society, 2018, 32, 457-469.	1.7	15
45	Blame and accountability in family therapy: Making sense of therapeutic spaces discursively.. Qualitative Psychology, 2014, 1, 163-177.	6.1	15
46	Diagnosing autistic spectrum disorder in the age of austerity. Child: Care, Health and Development, 2014, 40, 115-123.	1.7	14
47	'She needs a smack in the gob': negotiating what is appropriate talk in front of children in family therapy. Journal of Family Therapy, 2014, 36, 287-307.	1.0	14
48	Separating 'emotion' from 'the science': Exploring the perceived value of information for parents and families of children with autistic spectrum disorder. Clinical Child Psychology and Psychiatry, 2015, 20, 500-514.	1.6	14
49	The clinical use of Subjective Units of Distress scales (SUDs) in child mental health assessments: a thematic evaluation. Journal of Mental Health, 2020, 29, 418-423.	1.9	14
50	Reflective interventionist conversation analysis. Discourse and Communication, 2020, 14, 619-634.	1.7	14
51	Reflections From Behind the Screen. Family Journal, 2013, 21, 170-179.	1.2	12
52	How parents build a case for autism spectrum disorder during initial assessments: 'We're fighting a losing battle'. Discourse Studies, 2017, 19, 69-83.	1.3	12
53	Reflecting on what 'you said' as a way of reintroducing difficult topics in child mental health assessments. Child and Adolescent Mental Health, 2018, 23, 148-154.	3.5	12
54	'Active noising': The use of noises in talk, the case of onomatopoeia, abstract sounds, and the functions they serve in therapy. Text & Talk, 2005, 25, 745-762.	0.3	11

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55	What can education teach child mental health services? Practitioners' perceptions of training and joint working. Emotional and Behavioural Difficulties, 2012, 17, 109-124.	1.2	11
56	Interprofessional training on resilience-building for children who experience trauma: Stakeholders' views from six low- and middle-income countries. Journal of Interprofessional Care, 2019, 33, 143-152.	1.7	11
57	Introduction to Special Issue Quality in Qualitative Approaches: Celebrating Heterogeneity. Qualitative Research in Psychology, 2021, 18, 295-304.	17.6	11
58	Should Autism Be Classified as a Mental Illness/Disability? Evidence from Empirical Work. , 2015, , 252-271.		11
59	'We're here to get you sorted': parental perceptions of the purpose, progression and outcomes of family therapy. Journal of Family Therapy, 2015, 37, 322-342.	1.0	10
60	Pilot implementation of child psychosocial framework in Kenya, Turkey and Brazil. Journal of Children's Services, 2019, 14, 303-316.	0.7	10
61	Disruptions, adjustments and hopes: The impact of the COVID‐19 pandemic on child well‐being in five Majority World Countries. Children and Society, 2023, 37, 8-28.	1.7	10
62	Question use in child mental health assessments and the challenges of listening to families. BJPsych Open, 2015, 1, 116-120.	0.7	9
63	Discursive psychology as a method of analysis for the study of couple and family therapy. Journal of Marital and Family Therapy, 2018, 44, 409-425.	1.1	9
64	Parent and child views on anonymity: 'I've got nothing to hide'. International Journal of Social Research Methodology: Theory and Practice, 2012, 15, 211-223.	4.4	8
65	The views and opinions of CAMHS professionals on their role and the role of others in attending to children who self-harm. Clinical Child Psychology and Psychiatry, 2015, 20, 289-303.	1.6	8
66	"Is Everybody Comfortable?"; Thinking Through Co-design Approaches to Better Support Girls' Physical Activity in Schools. Qualitative Research in Sport, Exercise and Health, 2023, 15, 248-263.	5.9	8
67	'I didn't violent punch him': parental accounts of punishing children with mental health problems. Journal of Family Therapy, 2008, 30, 272-295.	1.0	7
68	Mixing qualitative methods versus methodologies: A critical reflection on communication and power in inpatient care. Counselling and Psychotherapy Research, 2021, 21, 66-76.	3.2	7
69	Facilitating and limiting factors of training available to staff of specialist CAMHS. Journal of Mental Health Training, Education and Practice, 2008, 3, 22-31.	0.7	6
70	A qualitative exploration of how adopted children and their parents conceptualise mental health difficulties. Adoption & Fostering, 2016, 40, 60-76.	0.5	6
71	'The challenges of sharing information when a young person is experiencing severe emotional difficulties': implications for schools and <scp>CAMHS</scp>. Child and Adolescent Mental Health, 2018, 23, 235-242.	3.5	6
72	Agenda setting with children using the 'three wishes' technique. Journal of Child Health Care, 2018, 22, 419-432.	1.4	6

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73	In the child's voice: The experiences of primary school children with social, emotional and mental health difficulties. Clinical Child Psychology and Psychiatry, 2020, 25, 419-434.	1.6	6
74	Applying a 'digital ethics of care' philosophy to understand adolescents' sense of responsibility on social media. Pastoral Care in Education, 2021, 39, 91-107.	1.8	6
75	Complementary or controversial care? The opinions of professionals on complementary and alternative interventions for Autistic Spectrum Disorder. Clinical Child Psychology and Psychiatry, 2012, 17, 602-615.	1.6	5
76	The History and Landscape of Conversation and Discourse Analysis. , 2016, , 23-44.		5
77	Building a case for accessing service provision in child and adolescent mental health assessments. Discourse Studies, 2019, 21, 421-437.	1.3	5
78	Mental health, big data and research ethics: Parity of esteem in mental health research from a UK perspective. Clinical Ethics, 2019, 14, 165-172.	0.7	5
79	The reimagination of school-based physical activity research in the COVID-19 era. PLoS Medicine, 2020, 17, e1003267.	8.4	5
80	Responsibility inoculation: Constructing 'good parent' accounts when accessing child mental health services. Human Systems, 2021, 1, 52-69.	1.3	5
81	The social construction of stigma: Utilizing discursive psychology for advancing the conceptualization of stigma in mental health.. Stigma and Health, 2021, 6, 53-61.	1.7	5
82	From gateways to multilinear connections: A qualitative longitudinal investigation of the relationships between vaping and smoking among adolescent users. International Journal of Drug Policy, 2021, 97, 103341.	3.3	5
83	Soliciting children's views on other-perspectives in child mental health assessments. Clinical Child Psychology and Psychiatry, 2023, 28, 554-566.	1.6	4
84	Subject positions in research ethics committee letters: a discursive analysis. Clinical Ethics, 2009, 4, 187-194.	0.7	3
85	Introduction: The Social Construction of Normality and Pathology. , 2016, , 1-19.		3
86	Applied conversation analysis for counselling and psychotherapy researchers. Counselling and Psychotherapy Research, 2019, 19, 97-101.	3.2	3
87	Hearing the voices of looked-after children: Considering the challenges of obtaining feedback on healthcare services. Journal of Child Health Care, 2020, 24, 502-514.	1.4	3
88	Utilising Computer-Mediated Communication and the Internet in Health Research. , 2019, , 179-203.		3
89	The Value of Using Discourse and Conversation Analysis as Evidence to Inform Practice in Counselling and Therapeutic Interactions. , 2016, , 520-539.		3
90	Turning policy into practice: an evaluation of policy for, and delivery of, education and training for the staff of specialist child and adolescent mental health services in England. Evidence and Policy, 2010, 6, 505-525.	1.0	2

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91	Operationalizing strategic objectives of suicide prevention policy: Police-led LOSST LIFFE model. Death Studies, 2022, 46, 2077-2084.	2.7	2
92	Examining the value of using naturally occurring data to facilitate qualitative health research with 'seldom heard' 'vulnerable' groups: A research note on inpatient care. Qualitative Research, 2023, 23, 825-835.	3.5	2
93	Parents' Resistance of Anticipated Blame through Alignment Strategies: A Discursive Argument for Temporary Exclusion of Children from Family Therapy. , 2015, , 559-577.		2
94	Testing Children's Degrees and Domains of Social Competence in Child Mental Health Assessments. , 2019, , 17-47.		2
95	Consultation in a Specialist Mental Health Team for Vulnerable Children before and during the Early Stages of the COVID-19 Pandemic: Audit Findings and Practice-Based Reflections. Practice, 2022, 34, 101-115.	0.9	2
96	Young people's views on specialist mental healthcare and remote delivery during the COVID-19 pandemic. Mental Health Practice, 0, , .	0.2	2
97	Exploring the potentially positive interaction between social media and mental health; the perspectives of adolescents. Clinical Child Psychology and Psychiatry, 2023, 28, 668-682.	1.6	2
98	Perspectives on what schools and mental health services can do about bullying of adolescents with severe emotional health conditions. Pastoral Care in Education, 2022, 40, 4-24.	1.8	1
99	Empirical Examples: Language, Mental Health, and Therapeutic Approaches. , 2017, , 229-259.		1
100	Reviewing Empirical Examples of Health Research Using Naturally Occurring Data. , 2019, , 279-306.		1
101	The Discursive Construction of Problem Behaviours of Children with Autism in Therapy. , 2015, , 332-349.		1
102	Constructions of Stigma. , 2017, , 137-167.		1
103	Stigma, Disability, and Autism. Education, Equity, Economy, 2021, , 131-152.	0.5	1
104	The Importance of Local Approaches for Suicide Prevention: The LOSST LIFFE Model. Journal of Loss and Trauma, 2021, 26, 691-695.	1.5	0
105	'I was just thinking'. Research on Children and Social Interaction, 2021, 4, .	0.6	0
106	Application of digital child mental health training to improve capacity in majority world countries: Professional perspectives from Turkey and Pakistan. Clinical Child Psychology and Psychiatry, 2021, , 135910452110468.	1.6	0
107	Abuse Victims and High-Profile Offenders: A Discourse Analysis of Victim Construction and Adult Mental Health. , 2016, , 167-188.		0
108	Language-Based Methodologies for Studying Mental Health. , 2017, , 199-227.		0

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109	Critical Perspectives in Psychiatry: Anti- and Critical Psychiatry. , 2017, , 75-105.		0
110	Empirical Examples: Language and Child Mental Health. , 2017, , 261-298.		0
111	Using Naturally Occurring Data to Research Vulnerable Groups. , 2019, , 229-255.		0
112	What Is Autism? A Clinical Understanding. Education, Equity, Economy, 2021, , 37-56.	0.5	0
113	Summarizing Core Issues. Education, Equity, Economy, 2021, , 153-163.	0.5	0
114	Constructing the Meaning(s) of Autism. Education, Equity, Economy, 2021, , 83-94.	0.5	0
115	â€œGripping onto the last threads of sanityâ€ transgender and non-binary prisonersâ€™ mental health challenges during the covid-19 pandemic. International Journal of Mental Health, 2023, 52, 218-238.	1.3	0