

# Michelle O'Reilly

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8128224/publications.pdf>

Version: 2024-02-01

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	Examining the value of using naturally occurring data to facilitate qualitative health research with "seldom heard" "vulnerable" groups: A research note on inpatient care. <i>Qualitative Research</i> , 2023, 23, 825-835.		2
2	Disruptions, adjustments and hopes: The impact of the COVID-19 pandemic on child well-being in five Majority World Countries. <i>Children and Society</i> , 2023, 37, 8-28.	1.7	10
3	"Crippling onto the last threads of sanity": transgender and non-binary prisoners' mental health challenges during the covid-19 pandemic. <i>International Journal of Mental Health</i> , 2023, 52, 218-238.	1.3	0
4	Soliciting children's views on other-perspectives in child mental health assessments. <i>Clinical Child Psychology and Psychiatry</i> , 2023, 28, 554-566.	1.6	4
5	Exploring the potentially positive interaction between social media and mental health; the perspectives of adolescents. <i>Clinical Child Psychology and Psychiatry</i> , 2023, 28, 668-682.	1.6	2
6	"Is Everybody Comfortable?"; Thinking Through Co-design Approaches to Better Support Girls' Physical Activity in Schools. <i>Qualitative Research in Sport, Exercise and Health</i> , 2023, 15, 248-263.	5.9	8
7	Perspectives on what schools and mental health services can do about bullying of adolescents with severe emotional health conditions. <i>Pastoral Care in Education</i> , 2022, 40, 4-24.	1.8	1
8	Operationalizing strategic objectives of suicide prevention policy: Police-led LOSST LIFFE model. <i>Death Studies</i> , 2022, 46, 2077-2084.	2.7	2
9	Locked up While Locked Down: Prisoners' Experiences of the COVID-19 Pandemic. <i>British Journal of Criminology</i> , 2022, 62, 279-298.	2.1	29
10	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. <i>Practice</i> , 2022, 34, 101-115.	0.9	2
11	Applying a "digital ethics of care" philosophy to understand adolescents' sense of responsibility on social media. <i>Pastoral Care in Education</i> , 2021, 39, 91-107.	1.8	6
12	Mixing qualitative methods versus methodologies: A critical reflection on communication and power in inpatient care. <i>Counselling and Psychotherapy Research</i> , 2021, 21, 66-76.	3.2	7
13	Responsibility inoculation: Constructing "good parent" accounts when accessing child mental health services. <i>Human Systems</i> , 2021, 1, 52-69.	1.3	5
14	The Importance of Local Approaches for Suicide Prevention: The LOSST LIFFE Model. <i>Journal of Loss and Trauma</i> , 2021, 26, 691-695.	1.5	0
15	The social construction of stigma: Utilizing discursive psychology for advancing the conceptualization of stigma in mental health.. <i>Stigma and Health</i> , 2021, 6, 53-61.	1.7	5
16	"I was just thinking". <i>Research on Children and Social Interaction</i> , 2021, 4, .	0.6	0
17	Introduction to Special Issue Quality in Qualitative Approaches: Celebrating Heterogeneity. <i>Qualitative Research in Psychology</i> , 2021, 18, 295-304.	17.6	11
18	Application of digital child mental health training to improve capacity in majority world countries: Professional perspectives from Turkey and Pakistan. <i>Clinical Child Psychology and Psychiatry</i> , 2021, , 135910452110468.	1.6	0

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19	From gateways to multilinear connections: A qualitative longitudinal investigation of the relationships between vaping and smoking among adolescent users. <i>International Journal of Drug Policy</i> , 2021, 97, 103341.	3.3	5
20	What Is Autism? A Clinical Understanding. <i>Education, Equity, Economy</i> , 2021, , 37-56.	0.5	0
21	Stigma, Disability, and Autism. <i>Education, Equity, Economy</i> , 2021, , 131-152.	0.5	1
22	Summarizing Core Issues. <i>Education, Equity, Economy</i> , 2021, , 153-163.	0.5	0
23	Constructing the Meaning(s) of Autism. <i>Education, Equity, Economy</i> , 2021, , 83-94.	0.5	0
24	The clinical use of Subjective Units of Distress scales (SUDs) in child mental health assessments: a thematic evaluation. <i>Journal of Mental Health</i> , 2020, 29, 418-423.	1.9	14
25	â€œEverybodyâ€™s responsibilityâ€: Conceptualization of youth mental health in Kenya. <i>Journal of Child Health Care</i> , 2020, 24, 5-18.	1.4	18
26	In the childâ€™s voice: The experiences of primary school children with social, emotional and mental health difficulties. <i>Clinical Child Psychology and Psychiatry</i> , 2020, 25, 419-434.	1.6	6
27	Parentsâ€™ constructions of normality and pathology in child mental health assessments. <i>Sociology of Health and Illness</i> , 2020, 42, 544-564.	2.1	17
28	Reflective interventionist conversation analysis. <i>Discourse and Communication</i> , 2020, 14, 619-634.	1.7	14
29	Child safety, protection, and safeguarding in the time of COVID-19 in Great Britain: Proposing a conceptual framework. <i>Child Abuse and Neglect</i> , 2020, 110, 104668.	2.6	24
30	The reimagination of school-based physical activity research in the COVID-19 era. <i>PLoS Medicine</i> , 2020, 17, e1003267.	8.4	5
31	Hearing the voices of looked-after children: Considering the challenges of obtaining feedback on healthcare services. <i>Journal of Child Health Care</i> , 2020, 24, 502-514.	1.4	3
32	Social media and adolescent mental health: the good, the bad and the ugly. <i>Journal of Mental Health</i> , 2020, 29, 200-206.	1.9	59
33	Potential of social media in promoting mental health in adolescents. <i>Health Promotion International</i> , 2019, 34, 981-991.	1.8	69
34	Potential barriers in the therapeutic relationship in unaccompanied refugee minors in mental health. <i>Journal of Mental Health</i> , 2019, 28, 372-378.	1.9	20
35	Building a case for accessing service provision in child and adolescent mental health assessments. <i>Discourse Studies</i> , 2019, 21, 421-437.	1.3	5
36	Applied conversation analysis for counselling and psychotherapy researchers. <i>Counselling and Psychotherapy Research</i> , 2019, 19, 97-101.	3.2	3

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37	Pilot implementation of child psychosocial framework in Kenya, Turkey and Brazil. <i>Journal of Children's Services</i> , 2019, 14, 303-316.	0.7	10
38	Mental health, big data and research ethics: Parity of esteem in mental health research from a UK perspective. <i>Clinical Ethics</i> , 2019, 14, 165-172.	0.7	5
39	Interprofessional training on resilience-building for children who experience trauma: Stakeholders' views from six low- and middle-income countries. <i>Journal of Interprofessional Care</i> , 2019, 33, 143-152.	1.7	11
40	Using Naturally Occurring Data in Qualitative Health Research. , 2019, , .		29
41	Reviewing Empirical Examples of Health Research Using Naturally Occurring Data. , 2019, , 279-306.		1
42	Utilising Computer-Mediated Communication and the Internet in Health Research. , 2019, , 179-203.		3
43	Using Naturally Occurring Data to Research Vulnerable Groups. , 2019, , 229-255.		0
44	Testing Children's Degrees and Domains of Social Competence in Child Mental Health Assessments. , 2019, , 17-47.		2
45	Discursive psychology as a method of analysis for the study of couple and family therapy. <i>Journal of Marital and Family Therapy</i> , 2018, 44, 409-425.	1.1	9
46	The challenges of sharing information when a young person is experiencing severe emotional difficulties: implications for schools and CAMHS. <i>Child and Adolescent Mental Health</i> , 2018, 23, 235-242.	3.5	6
47	Whose Responsibility is Adolescent's Mental Health in the UK? Perspectives of Key Stakeholders. <i>School Mental Health</i> , 2018, 10, 450-461.	2.1	50
48	Stakeholder Perspectives on Children's Mental Health Needs and Supports in Six Low- and Middle-Income Countries. <i>Children and Society</i> , 2018, 32, 457-469.	1.7	15
49	Agenda setting with children using the 'three wishes' technique. <i>Journal of Child Health Care</i> , 2018, 22, 419-432.	1.4	6
50	Reflecting on what 'you said' as a way of reintroducing difficult topics in child mental health assessments. <i>Child and Adolescent Mental Health</i> , 2018, 23, 148-154.	3.5	12
51	Is social media bad for mental health and wellbeing? Exploring the perspectives of adolescents. <i>Clinical Child Psychology and Psychiatry</i> , 2018, 23, 601-613.	1.6	167
52	Review of mental health promotion interventions in schools. <i>Social Psychiatry and Psychiatric Epidemiology</i> , 2018, 53, 647-662.	3.1	198
53	How parents build a case for autism spectrum disorder during initial assessments: 'We're fighting a losing battle'. <i>Discourse Studies</i> , 2017, 19, 69-83.	1.3	12
54	Examining Mental Health through Social Constructionism. , 2017, , .		31

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55	Exploring the challenges of meeting child mental health needs through community engagement in Kenya. <i>Child and Adolescent Mental Health</i> , 2017, 22, 201-208.	3.5	22
56	Empirical Examples: Language, Mental Health, and Therapeutic Approaches. , 2017, , 229-259.		1
57	Language-Based Methodologies for Studying Mental Health. , 2017, , 199-227.		0
58	Constructions of Stigma. , 2017, , 137-167.		1
59	Critical Perspectives in Psychiatry: Anti- and Critical Psychiatry. , 2017, , 75-105.		0
60	Empirical Examples: Language and Child Mental Health. , 2017, , 261-298.		0
61	Building a case for good parenting in a family therapy systemic environment: resisting blame and accounting for children's behaviour. <i>Journal of Family Therapy</i> , 2016, 38, 491-511.	1.0	22
62	Children's claims to knowledge regarding their mental health experiences and practitioners' negotiation of the problem. <i>Patient Education and Counseling</i> , 2016, 99, 905-910.	2.2	20
63	An exploration of the possibility for secondary traumatic stress among transcriptionists: a grounded theory approach. <i>Qualitative Research in Psychology</i> , 2016, 13, 92-108.	17.6	18
64	A qualitative exploration of how adopted children and their parents conceptualise mental health difficulties. <i>Adoption &amp; Fostering</i> , 2016, 40, 60-76.	0.5	6
65	"This is a question we have to ask everyone" asking young people about self-harm and suicide. <i>Journal of Psychiatric and Mental Health Nursing</i> , 2016, 23, 479-488.	2.1	31
66	Introduction: The Social Construction of Normality and Pathology. , 2016, , 1-19.		3
67	Discourse/Conversation Analysis and Autism Spectrum Disorder. <i>Journal of Autism and Developmental Disorders</i> , 2016, 46, 355-359.	2.7	34
68	The risk of secondary traumatic stress in the qualitative transcription process: a research note. <i>Qualitative Research</i> , 2016, 16, 468-476.	3.5	44
69	The History and Landscape of Conversation and Discourse Analysis. , 2016, , 23-44.		5
70	Implicit theories of online trolling: Evidence that attention-seeking conceptions are associated with increased psychological resilience. <i>British Journal of Psychology</i> , 2016, 107, 448-466.	2.3	24
71	"Why are you here?" Seeking children's accounts of their presentation to Child and Adolescent Mental Health Service (CAMHS). <i>Clinical Child Psychology and Psychiatry</i> , 2016, 21, 3-18.	1.6	24
72	Abuse Victims and High-Profile Offenders: A Discourse Analysis of Victim Construction and Adult Mental Health. , 2016, , 167-188.		0

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73	The Value of Using Discourse and Conversation Analysis as Evidence to Inform Practice in Counselling and Therapeutic Interactions. , 2016, , 520-539.		3
74	Question use in child mental health assessments and the challenges of listening to families. BJPsych Open, 2015, 1, 116-120.	0.7	9
75	Identifying the interactional processes in the first assessments in child mental health. Child and Adolescent Mental Health, 2015, 20, 195-201.	3.5	22
76	â€˜We're here to get you sortedâ€™: parental perceptions of the purpose, progression and outcomes of family therapy. Journal of Family Therapy, 2015, 37, 322-342.	1.0	10
77	â€˜This doctor, I not trust him, Iâ€™m not safeâ€™: The perceptions of mental health and services by unaccompanied refugee adolescents. International Journal of Social Psychiatry, 2015, 61, 129-136.	3.1	104
78	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
79	Separating â€˜emotionâ€™ from â€˜the scienceâ€™: 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
80	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
81	Assessing interprofessional competence using a prospective reflective portfolio. Journal of Interprofessional Care, 2015, 29, 179-187.	1.7	21
82	â€˜They're not witches. â€˜â€™ 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
83	Should Autism Be Classified as a Mental Illness/Disability? Evidence from Empirical Work. , 2015, , 252-271.		11
84	Parentsâ€™ Resistance of Anticipated Blame through Alignment Strategies: A Discursive Argument for Temporary Exclusion of Children from Family Therapy. , 2015, , 559-577.		2
85	â€˜Autism itself actually isnâ€™t a disabilityâ€™: Negotiating a â€˜normalâ€™ versus â€˜abnormalâ€™ autistic identity. Communication and Medicine, 2015, 11, 139-152.	0.2	18
86	The Discursive Construction of Problem Behaviours of Children with Autism in Therapy. , 2015, , 332-349.		1
87	Diagnosing autistic spectrum disorder in the age of austerity. Child: Care, Health and Development, 2014, 40, 115-123.	1.7	14
88	â€˜She needs a smack in the gobâ€™: negotiating what is appropriate talk in front of children in family therapy. Journal of Family Therapy, 2014, 36, 287-307.	1.0	14
89	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
90	Blame and accountability in family therapy: Making sense of therapeutic spaces discursively.. Qualitative Psychology, 2014, 1, 163-177.	6.1	15

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91	Service user perspectives of multiagency working: a qualitative study with children with educational and mental health difficulties and their parents. <i>Child and Adolescent Mental Health</i> , 2013, 18, 202-209.	3.5	16
92	You Can Take a Horse to Water But You Can't Make it Drink: Exploring Children's Engagement and Resistance in Family Therapy. <i>Contemporary Family Therapy</i> , 2013, 35, 491-507.	1.3	37
93	"Unsatisfactory Saturation": a critical exploration of the notion of saturated sample sizes in qualitative research. <i>Qualitative Research</i> , 2013, 13, 190-197.	3.5	1,053
94	Reflections From Behind the Screen. <i>Family Journal</i> , 2013, 21, 170-179.	1.2	12
95	"We Are Alone in the House": A Case Study Addressing Researcher Safety and Risk. <i>Qualitative Research in Psychology</i> , 2013, 10, 341-354.	17.6	23
96	Parent and child views on anonymity: "I've got nothing to hide". <i>International Journal of Social Research Methodology: Theory and Practice</i> , 2012, 15, 211-223.	4.4	8
97	Ethics in praxis: Negotiating the presence and functions of a video camera in family therapy. <i>Discourse Studies</i> , 2012, 14, 675-690.	1.3	16
98	Complementary or controversial care? The opinions of professionals on complementary and alternative interventions for Autistic Spectrum Disorder. <i>Clinical Child Psychology and Psychiatry</i> , 2012, 17, 602-615.	1.6	5
99	"Gossiping" as a social action in family therapy: The pseudo-absence and pseudo-presence of children. <i>Discourse Studies</i> , 2012, 14, 457-475.	1.3	47
100	What can education teach child mental health services? Practitioners' perceptions of training and joint working. <i>Emotional and Behavioural Difficulties</i> , 2012, 17, 109-124.	1.2	11
101	Ongoing processes of managing consent: the empirical ethics of using video-recording in clinical practice and research. <i>Clinical Ethics</i> , 2011, 6, 179-185.	0.7	26
102	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. <i>Evidence and Policy</i> , 2010, 6, 505-525.	1.0	2
103	Subject positions in research ethics committee letters: a discursive analysis. <i>Clinical Ethics</i> , 2009, 4, 187-194.	0.7	3
104	"Nuts, schiz, psycho": An exploration of young homeless people's perceptions and dilemmas of defining mental health. <i>Social Science and Medicine</i> , 2009, 68, 1737-1744.	3.8	26
105	Doing accountability: a discourse analysis of research ethics committee letters. <i>Sociology of Health and Illness</i> , 2009, 31, 246-261.	2.1	79
106	"I didn't violent punch him": parental accounts of punishing children with mental health problems. <i>Journal of Family Therapy</i> , 2008, 30, 272-295.	1.0	7
107	What value is there in children's talk? Investigating family therapists' interruptions of parents and children during the therapeutic process. <i>Journal of Pragmatics</i> , 2008, 40, 507-524.	1.5	30
108	Facilitating and limiting factors of training available to staff of specialist CAMHS. <i>Journal of Mental Health Training, Education and Practice</i> , 2008, 3, 22-31.	0.7	6

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109	Who's a Naughty Boy Then? Accountability, Family Therapy, and the "Naughty" Child. Family Journal, 2007, 15, 234-243.	1.2	17
110	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
111	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
112	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
113	The complaining client and the troubled therapist: a discursive investigation of family therapy. Journal of Family Therapy, 2005, 27, 370-391.	1.0	15
114	"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
115	Young people's views on specialist mental healthcare and remote delivery during the COVID-19 pandemic. Mental Health Practice, 0, , .	0.2	2