Melanie A Nind

List of Publications by Year
in descending order

107 papers	2,460 citations	201575 27 h-index	265120 42 g-index
121 all docs	121 docs citations	121 times ranked	1423 citing authors

#	Article	IF	Citations
1	Doing research inclusively: bridges to multiple possibilities in inclusive research. British Journal of Learning Disabilities, 2014, 42, 102-109.	0.8	160
2	Participatory data analysis: a step too far?. Qualitative Research, 2011, 11, 349-363.	2.2	126
3	Learning as Researchers and Teachers: The Development of a Pedagogical Culture for Social Science Research Methods?. British Journal of Educational Studies, 2014, 62, 191-207.	0.9	101
4	The practical wisdom of inclusive research. Qualitative Research, 2017, 17, 278-288.	2.2	99
5	SATurated models of pupildom: Assessment and inclusion/exclusion. British Educational Research Journal, 2004, 30, 801-817.	1.4	80
6	Deconstructing normalisation: clearing the way for inclusion. Journal of Intellectual and Developmental Disability, 2003, 28, 65-78.	1.1	76
7	Teaching Research Methods in the Social Sciences: Expert Perspectives on Pedagogy and Practice. British Journal of Educational Studies, 2016, 64, 413-430.	0.9	75
8	Inclusive research and inclusive education: why connecting them makes sense for teachers' and learners' democratic development of education. Cambridge Journal of Education, 2014, 44, 525-540.	1.6	55
9	Methodological innovation and research ethics: forces in tension or forces in harmony?. Qualitative Research, 2013, 13, 650-667.	2.2	53
10	Concepts of access for people with learning difficulties: towards a shared understanding. Disability and Society, 2009, 24, 273-287.	1.4	52
11	What pedagogical approaches can effectively include children with special educational needs in mainstream classrooms? A systematic literature review. Support for Learning, 2009, 24, 86-94.	0.2	50
12	Moments of Inclusion and Exclusion: pupils negotiating classroom contexts. British Journal of Sociology of Education, 2003, 24, 547-558.	1.1	49
13	Creating spaces to belong: listening to the voice of girls with behavioural, emotional and social difficulties through digital visual and narrative methods. International Journal of Inclusive Education, 2012, 16, 643-656.	1.5	47
14	Inclusive education: discourse and action. British Educational Research Journal, 2005, 31, 269-275.	1.4	45
15	Methods that teach: developing pedagogic research methods, developing pedagogy. International Journal of Research and Method in Education, 2018, 41, 398-410.	1.1	45
16	Including children with special educational needs in mainstream classrooms: implications for pedagogy from a systematic review. Journal of Research in Special Educational Needs, 2006, 6, 116-124.	0.5	43
17	The teaching and learning of social research methods: developments in pedagogical knowledge. International Journal of Social Research Methodology: Theory and Practice, 2015, 18, 455-461.	2.3	43
18	Creative interactions with data: using visual and metaphorical devices in repeated focus groups. Qualitative Research, 2016, 16, 9-26.	2.2	41

#	Article	IF	Citations
19	Transforming positive risk-taking practices: the possibilities of creativity and resilience in learning disability contexts. Scandinavian Journal of Disability Research, 2013, 15, 233-248.	1.0	40
20	Negotiating a third space for participatory research with people with learning disabilities: an examination of boundaries and spatial practices. Innovation: the European Journal of Social Science Research, 2015, 28, 483-497.	0.9	38
21	The Conundrum of Training and Capacity Building for People with Learning Disabilities Doing Research. Journal of Applied Research in Intellectual Disabilities, 2016, 29, 542-551.	1.3	37
22	Insiders or Outsiders: Normalisation and women with learning difficulties. Disability and Society, 1999, 14, 659-672.	1.4	35
23	Interaction as Curriculum. British Journal of Special Education, 2007, 15, 55-57.	0.2	35
24	Intensive Interaction and autism: a useful approach?. British Journal of Special Education, 2003, 26, 96-102.	0.2	33
25	The social experience of early childhood for children with learning disabilities: inclusion, competence and agency. British Journal of Sociology of Education, 2010, 31, 653-670.	1.1	33
26	Ethics in quasi-experimental research on people with severe learning disabilities: dilemmas and compromises. British Journal of Learning Disabilities, 2001, 29, 51-55.	0.8	32
27	Strange new world: applying a Bourdieuian lens to understanding early student experiences in higher education. British Journal of Sociology of Education, 2009, 30, 665-681.	1.1	31
28	But is it Innovation?: The Development of Novel Methodological Approaches in Qualitative Research. Methodological Innovations Online, 2013, 8, 18-33.	0.3	31
29	Research Methods for Pedagogy. , 2016, , .		29
30	Inclusive research in education: contributions to method and debate. International Journal of Research and Method in Education, 2014, 37, 347-356.	1.1	25
31	Methodological challenges in researching inclusive school cultures. Educational Review, 2004, 56, 259-270.	2.2	24
32	Building Relationships in Inclusive Research in Diverse Contexts. Scandinavian Journal of Disability Research, 2020, 22, 147-157.	1.0	24
33	Hard to teach: inclusive pedagogy in social science research methods education. International Journal of Inclusive Education, 2018, 22, 74-88.	1.5	23
34	An evaluation of Intensive Interaction in community living settings for adults with profound intellectual disabilities. Journal of Intellectual Disabilities, 2008, 12, 111-126.	1.0	22
35	Using video and dialogue to generate pedagogic knowledge: teachers, learners and researchers reflecting together on the pedagogy of social research methods. International Journal of Social Research Methodology: Theory and Practice, 2015, 18, 561-576.	2.3	22
36	Inclusive research as a site for lifelong learning: Participation in learning communities. Studies in the Education of Adults, 2016, 48, 23-37.	0.5	21

#	ARTICLE	IF	CITATIONS
37	A conceptual-empirical typology of social science research methods pedagogy. Research Papers in Education, 2020, 35, 467-487.	1.7	21
38	Student perspectives on learning research methods in the social sciences. Teaching in Higher Education, 2020, 25, 797-811.	1.7	20
39	A new application for the concept of pedagogical content knowledge: teaching advanced social science research methods. Oxford Review of Education, 2020, 46, 185-201.	1.4	20
40	Responding to individuals with severe learning difficulties and stereotyped behaviour: challenges for an inclusive era. European Journal of Special Needs Education, 2002, 17, 265-282.	1.5	19
41	Emotional well-being for all: mental health and people with profound and multiple learning disabilities. British Journal of Learning Disabilities, 2005, 33, 34-38.	0.8	19
42	Conducting systematic review in education: a reflexive narrative. London Review of Education, 2006, , .	1.3	18
43	Inclusive curricula? Pupils on the margins of special schools. International Journal of Inclusive Education, 2002, 6, 185-198.	1.5	17
44	Doing Research Inclusively: Understanding What It Means to Do Research with and Alongside People with Profound Intellectual Disabilities. Social Sciences, 2022, 11, 159.	0.7	15
45	Parents choosing to combine special and inclusive early years settings: the best of both worlds?. European Journal of Special Needs Education, 2007, 22, 425-441.	1.5	14
46	â€˜If they donâ€™t listen I shout, and when I shout they listenâ€™: hearing the voices of girls with behavioural, emotional and social difficulties. British Educational Research Journal, 2011, 37, 765-780.	1.4	14
47	TimeBanking: towards a co-produced solution for power and money issues in inclusive research. International Journal of Social Research Methodology: Theory and Practice, 2017, 20, 387-400.	2.3	14
48	Reinstating the value of teachers' tacit knowledge for the benefit of learners: using 'Intensive Interaction'. Journal of Research in Special Educational Needs, 2005, 5, 97-100.	0.5	13
49	Inclusion in play: a case study of a child with autism in an inclusive nursery. Journal of Research in Special Educational Needs, 2010, 10, 99-106.	0.5	13
50	Sociometric methods and difference: a force for good â€“ or yet more harm. Disability and Society, 2013, 28, 1012-1023.	1.4	13
51	Teachersâ€™ Understanding of Interactive Approaches in Special Education. International Journal of Disability Development and Education, 2000, 47, 183-199.	0.6	12
52	Intensive interaction and autism: some theoretical concerns. Children and Society, 2000, 14, 98-109.	1.0	11
53	Supporting lifelong learning for people with profound and multiple learning difficulties. Support for Learning, 2007, 22, 111-115.	0.2	10
54	Identifying Evidence-Based Work on Mental Health Promotion in Schools in Europe: An Interim Report on the DataPrev Project. Advances in School Mental Health Promotion, 2010, 3, 37-45.	0.9	10

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55	Building a Social Machine. , 2015, , .		9
56	Learning difficulties and social class: exploring the intersection through family narratives. International Studies in Sociology of Education, 2008, 18, 87-98.	1.1	8
57	Teachers' talk styles: communicating with learners with severe and complex learning difficulties. Child Language Teaching and Therapy, 2001, 17, 143-159.	0.4	7
58	LESSONS FOR TEACHING SOCIAL SCIENCE RESEARCH METHODS IN HIGHER EDUCATION: SYNTHESIS OF THE LITERATURE 2014-2020. British Journal of Educational Studies, 2023, 71, 241-266.	0.9	7
59	Perspectives on inclusive education: learning from each other. Support for Learning, 2004, 19, 137-141.	0.2	6
60	Social Constructions of Young Children in 'Special', 'Inclusive' and Home Environments. Children and Society, 2011, 25, 359-370.	1.0	6
61	Transformation and regulation in educational research. International Journal of Research and Method in Education, 2009, 32, 135-136.	1.1	5
62	Learning from each other in the context of personalisation and self-build social care. Disability and Society, 2021, 36, 1553-1573.	1.4	5
63	Personalisation policy in the lives of people with learning disabilities: a call to focus on how people build their lives relationally. Critical Social Policy, 2022, 42, 220-240.	1.2	5
64	Intensive interaction and autism: some theoretical concerns. Children and Society, 2000, 14, 98-109.	1.0	5
65	Early Childhood Education and Special Needs Education: some neglected common ground?. Westminster Studies in Education, 2002, 25, 77-90.	0.1	4
66	Parents' experiences of support: co-constructing their stories. International Journal of Early Years Education, 2014, 22, 457-470.	0.4	4
67	A typical issue. International Journal of Research and Method in Education, 2016, 39, 1-2.	1.1	4
68	Celebration, reflection and praxis: 40 volumes of the journal. International Journal of Research and Method in Education, 2017, 40, 1-5.	1.1	4
69	Teaching Systematic Review. , 2020, , 55-68.		4
70	The potential role of teacher-researchers in in-service education: an Oxfordshire project. Journal of in-Service Education, 1997, 23, 231-240.	0.7	3
71	Enhancing the communication learning environment of an early years unit through action research. Educational Action Research, 2003, 11, 347-364.	0.8	3
72	Prospects for educational research. International Journal of Research and Method in Education, 2011, 34, 1-2.	1.1	3

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73	Belonging and People with Profound Intellectual and Multiple Disabilities. , 2020, , 196-209.		3
74	Children's spaces of belonging in schools: bringing theories and stakeholder perspectives into dialogue. International Journal of Inclusive Education, 0, , 1-13.	1.5	3
75	Promoting the Emotional Well-Being of People with Profound and Multiple Intellectual Disabilities: A Holistic Approach through Intensive Interaction. , 0, , 62-77.		2
76	Making Schools Fitting Places for all: A Creative Approach for Girls Excluded from Mainstream Education. International Perspectives on Inclusive Education, 2012, , 289-307.	0.2	2
77	The reflexivity of educational researchers. International Journal of Research and Method in Education, 2014, 37, 1-2.	1.1	2
78	Not a journal about people with learning disabilities without people with learning disabilities. British Journal of Learning Disabilities, 2020, 48, 81-83.	0.8	2
79	Early Childhood Education and Special Needs Education: some neglected common ground?. Westminster Studies in Education, 2002, 25, 77-90.	0.1	2
80	People with Intellectual Disabilities: Towards a Good Life?. British Journal of Learning Disabilities, 2011, 39, 84-85.	0.8	1
81	Giving voice in educational research. International Journal of Research and Method in Education, 2011, 34, 115-116.	1.1	1
82	The future and the past: relationships between educational policy, data and impact. International Journal of Research and Method in Education, 2012, 35, 1-2.	1.1	1
83	A festival of methods. International Journal of Research and Method in Education, 2013, 36, 1-2.	1.1	1
84	Research methods in context. International Journal of Research and Method in Education, 2018, 41, 1-2.	1.1	1
85	Intensive Interaction, Emotional Development and Emotional Well-Being. , 0, , 22-38.		1
86	Co-creating an Online TimeBank for Inclusive Research. Lecture Notes in Computer Science, 2016, , 81-88.	1.0	1
87	Focus Group Method. , 2022, , 1041-1061.		1
88	Working Towards Inclusive Education: Social Contexts. British Journal of Learning Disabilities, 2002, 30, 82-82.	0.8	0
89	Learning the Language: Building Relationships with People with Severe Learning Disability, Autistic Spectrum Disorder and Other Challenging Behaviours. British Journal of Learning Disabilities, 2003, 31, 138-138.	0.8	0
90	Everyone Belongs: Inclusive Education for People with Severe Learning Difficulties. British Journal of Learning Disabilities, 2003, 31, 139-140.	0.8	0

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91	Creative Conversations: Communicating with people with profound learning disabilities. British Journal of Learning Disabilities, 2005, 33, 205-206.	0.8	0
92	Going 'electronic'. International Journal of Research and Method in Education, 2008, 31, 97-98.	1.1	0
93	A time of change. International Journal of Research and Method in Education, 2008, 31, 1-2.	1.1	0
94	Using Intensive Interaction and Sensory Integration: A Handbook for Those who Support People with Severe Autistic Spectrum Disorder. British Journal of Learning Disabilities, 2009, 37, 240-240.	0.8	0
95	Promoting social interaction for individuals with communicative impairments: making contact. British Journal of Learning Disabilities, 2010, 38, 78-79.	0.8	0
96	Self-reflection and resilience in educational research. International Journal of Research and Method in Education, 2010, 33, 117-118.	1.1	0
97	The resourcefulness of educational researchers. International Journal of Research and Method in Education, 2010, 33, 1-2.	1.1	0
98	Looking forward, looking back. International Journal of Research and Method in Education, 2015, 38, 1-2.	1.1	0
99	Why write about education research methods?. International Journal of Research and Method in Education, 2019, 42, 1-2.	1.1	0
100	The well-being of people with learning disabilities. British Journal of Learning Disabilities, 2020, 48, 173-174.	0.8	0
101	The importance of relationships for people with learning disabilities —in life and in research. British Journal of Learning Disabilities, 2020, 48, 259-260.	0.8	0
102	The power of gatekeepers - a response to Williams. European Journal of Special Needs Education, 2020, 35, 17-19.	1.5	0
103	A question of perspective—parenting and other matters in the lives of people with learning disabilities. British Journal of Learning Disabilities, 2021, 49, 1-2.	0.8	0
104	Editorial: Moving forward. British Journal of Learning Disabilities, 2021, 49, 115-116.	0.8	0
105	Intensive interaction and autism: some theoretical concerns. Children and Society, 2000, 14, 98-109.	1.0	0
106	Focus Group Method. , 2021, , 1-21.		0
107	A proud moment in publishing about the lives of people with learning disabilities. British Journal of Learning Disabilities, 2022, 50, 1-2.	0.8	0