"Support for Everyone" Experiences of Occupational School-Based Service

Citation Report

#	Article	IF	Citations
1	Use of the Medical Research Council Framework to develop a complex intervention in pediatric occupational therapy: Assessing feasibility. Research in Developmental Disabilities, 2012, 33, 1443-1452.	1.2	33
2	From an initial idea to dissemination: a case study of novice practitioner research in South Western Sydney. Journal of Assistive, Rehabilitative and Therapeutic Technologies JARTT, 2014, 2, 23207.	0.4	1
3	The importance of identity and empowerment to teenagers with developmental coâ€ordination disorder. Child: Care, Health and Development, 2014, 40, 309-318.	0.8	32
4	Psychological Aspects of Developmental Coordination Disorder: Can We Establish Causality?. Current Developmental Disorders Reports, 2014, 1, 125-131.	0.9	34
5	Knowledge to Practice in Developmental Coordination Disorder: Utility of an Evidence-Based Online Module for Physical Therapists. Physical and Occupational Therapy in Pediatrics, 2015, 35, 178-194.	0.8	12
6	Promoting the Role of Occupational Therapy in School-based Collaboration: Outcome Project. Journal of Occupational Therapy, Schools, and Early Intervention, 2015, 8, 136-148.	0.4	10
7	A Case Review: Reframing School-Based Practices Using a Critical Perspective. Physical and Occupational Therapy in Pediatrics, 2015, 35, 396-411.	0.8	9
8	Supporting children with disabilities at school: implications for the advocate role in professional practice and education. Disability and Rehabilitation, 2015, 37, 2282-2290.	0.9	26
9	Reflections on Using a Community-Based and Multisystem Approach to Transforming School-Based Intervention for Children with Developmental Motor Disorders. Current Developmental Disorders Reports, 2016, 3, 129-137.	0.9	16
10	Scoping the barriers to implementing policies for inclusive education in Rwanda: an occupational therapy opportunity. International Journal of Inclusive Education, 2016, 20, 364-382.	1.5	6
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14	Supporting occupational therapists implementing a capacity-building model in schools. Canadian Journal of Occupational Therapy, 2017, 84, 242-252.	0.8	14
15	Therapistsâ€™ perceptions of the 3:1 Service Delivery Model: A workload approach to school-based practice. Journal of Occupational Therapy, Schools, and Early Intervention, 2018, 11, 273-290.	0.4	8
16	Die pÃ¤dagogische Dimension in den Gesundheitsberufen. Public Health Forum, 2018, 26, 30-32.	0.1	0
17	Strengthening school-based occupational therapy through peer mentoring. Journal of Occupational Therapy, Schools, and Early Intervention, 2018, 11, 87-105.	0.4	6
18	Revitalizing the OT role in school-based practice: Promoting success for all students. Journal of Occupational Therapy, Schools, and Early Intervention, 2018, 11, 263-272.	0.4	15

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20	A scoping review to explore how universal design for learning is described and implemented by rehabilitation health professionals in school settings. Child: Care, Health and Development, 2018, 44, 670-688.	0.8	15
21	School-based occupational therapists' service delivery decision-making: Perspectives on identity and roles. Journal of Occupational Therapy, Schools, and Early Intervention, 2019, 12, 51-67.	0.4	17
22	Making connections between school and home: Exploring therapists' perceptions of their relationships with families in partnering for change. British Journal of Occupational Therapy, 2020, 83, 98-106.	0.5	13
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25	Developmental coordination disorder in UK children aged 6–18 years: Estimating the cost. British Journal of Occupational Therapy, 2020, 83, 29-40.	0.5	7
26	The Differing Tiers of School-Based Occupational Therapy Support: A Pilot Study of Schools in England. Journal of Occupational Therapy, Schools, and Early Intervention, 2020, 13, 264-282.	0.4	6
27	Handwriting Difficulties in Developmental Coordination Disorder (DCD). Current Developmental Disorders Reports, 2021, 8, 6-14.	0.9	16
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30	Children and young people's experiences of living with developmental coordination disorder/dyspraxia: A systematic review and meta-ethnography of qualitative research. PLoS ONE, 2021, 16, e0245738.	1.1	10
31	Occupational Therapy Services in School-Based Practice: A Pediatric Occupational Therapy Perspective from Ireland. Occupational Therapy International, 2021, 2021, 1-11.	0.3	16
32	Toward a Conceptual Framework for Occupational Therapist-Teacher Collaborations. Journal of Occupational Therapy, Schools, and Early Intervention, 0, , 1-17.	0.4	2
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37	How can we evaluate collaborative practices in inclusive schools? Challenges and proposed solutions. Journal of Occupational Therapy, Schools, and Early Intervention, 2023, 16, 346-367.	0.4	3
38	Perspectives of International Experts on Collaborative Tiered School-Based Physiotherapy Service Delivery. Physical and Occupational Therapy in Pediatrics, 2022, , 1-20.	0.8	0
39	Perceptions of response‐to‐intervention practices: results from a cross‐sectional survey of school‐board directors and support service professionals. Support for Learning, 2022, 37, 285-308.	0.2	2
40	The invisible and the non-routine: a meta-ethnography of intersectoral work in schools from the perspective of speech and language therapists and occupational therapists. Journal of Interprofessional Care, 2023, 37, 662-673.	0.8	1
41	Outcomes management practices in tiered school‐based speech–language therapy: A Canadian example. International Journal of Language and Communication Disorders, 2023, 58, 786-801.	0.7	2
42	Evidence for Implementing Tiered Approaches in School-Based Occupational Therapy in Elementary Schools: A Scoping Review. American Journal of Occupational Therapy, 2023, 77, .	0.1	2