

Partnering for Change: An Innovative School-Based Occupational Therapy Model for Children with Developmental Coordination Disorder

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Citation Report

#	ARTICLE	IF	CITATIONS
1	Learning together for effective collaboration in school-based occupational therapy practice. Canadian Journal of Occupational Therapy, 2012, 79, 293-302.	0.8	31
2	“Support for Everyone”: Experiences of Occupational Therapists Delivering a New Model of School-Based Service. Canadian Journal of Occupational Therapy, 2012, 79, 51-59.	0.8	45
3	Which to Choose: Manuscript or Cursive Handwriting? A Review of the Literature. Journal of Occupational Therapy, Schools, and Early Intervention, 2012, 5, 248-258.	0.4	12
4	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
5	Social participation: Redesign of education, research, and practice in occupational therapy*. Scandinavian Journal of Occupational Therapy, 2013, 20, 2-8.	1.1	18
6	Creating Enabling Environments at Preschool for Children with Developmental Coordination Disorder. Journal of Occupational Therapy, Schools, and Early Intervention, 2013, 6, 301-313.	0.4	15
7	Ecosystemic Needs Assessment for Children with Developmental Coordination Disorder in Elementary School: Multiple Case Studies. Physical and Occupational Therapy in Pediatrics, 2014, 34, 424-442.	0.8	6
8	Development of the Writing Readiness Inventory Tool in Context (WRITIC). Physical and Occupational Therapy in Pediatrics, 2014, 34, 443-456.	0.8	7
10	Mothers' Experiences of Engaging in Occupational Performance Coaching. British Journal of Occupational Therapy, 2014, 77, 189-197.	0.5	30
11	Social participation: Redesign of education, research, and practice in occupational therapy*. Scandinavian Journal of Occupational Therapy, 2014, 21, 89-95.	1.1	8
12	Psychological Aspects of Developmental Coordination Disorder: Can We Establish Causality?. Current Developmental Disorders Reports, 2014, 1, 125-131.	0.9	34
13	Predicting Participation in Children with DCD. Current Developmental Disorders Reports, 2014, 1, 109-117.	0.9	10
14	The use of coaching in occupational therapy: An integrative review. Australian Occupational Therapy Journal, 2015, 62, 160-176.	0.6	49
15	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
16	Practice Patterns of School-based Occupational Therapists Targeting Handwriting: A Knowledge-to-Practice Gap. Journal of Occupational Therapy, Schools, and Early Intervention, 2015, 8, 170-179.	0.4	16
17	A Service Delivery Model for Children with DCD Based on Principles of Best Practice. Physical and Occupational Therapy in Pediatrics, 2015, 35, 412-425.	0.8	3
18	A Case Review: Reframing School-Based Practices Using a Critical Perspective. Physical and Occupational Therapy in Pediatrics, 2015, 35, 396-411.	0.8	9
19	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

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20	Best practice principles for management of children with developmental coordination disorder (<scp>DCD</scp>): results of a scoping review. <i>Child: Care, Health and Development</i> , 2015, 41, 147-159.	0.8	50
21	Predictive validity of kindergarten assessments on handwriting readiness. <i>Research in Developmental Disabilities</i> , 2015, 36, 114-124.	1.2	29
22	Elaboration of the Environmental Stress Hypothesisâ€™Results from a Population-Based 6-Year Follow-Up. <i>Frontiers in Psychology</i> , 2016, 7, 1904.	1.1	17
23	Strategies Identified as Effective by Mothers During Occupational Performance Coaching. <i>Physical and Occupational Therapy in Pediatrics</i> , 2016, 36, 247-259.	0.8	11
24	Enabling participation of students through school-based occupational therapy services: Towards a broader scope of practice. <i>British Journal of Occupational Therapy</i> , 2016, 79, 188-192.	0.5	25
25	Using an evidence-based online module to improve parents' ability to support their child with Developmental Coordination Disorder. <i>Disability and Health Journal</i> , 2016, 9, 406-415.	1.6	21
26	Participation in Out-of-Home Environments for Young Children With and Without Developmental Disabilities. <i>OTJR Occupation, Participation and Health</i> , 2016, 36, 112-125.	0.4	25
27	An integrated model of social environment and social context for pediatric rehabilitation. <i>Disability and Rehabilitation</i> , 2016, 38, 1204-1215.	0.9	52
28	Physical Literacy Assessment and Its Potential for Identification and Treatment of Children with Neuro-Developmental Behavioral Intellectual Disorders. <i>Current Developmental Disorders Reports</i> , 2016, 3, 195-199.	0.9	8
29	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
30	Occupational therapistâ€™s perceptions of STEPSâ€™K: A response to intervention (Rtl) program. <i>Journal of Occupational Therapy, Schools, and Early Intervention</i> , 2016, 9, 269-280.	0.4	6
31	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
32	Self-regulation workshop and Occupational Performance Coaching with teachers: A pilot study. <i>Canadian Journal of Occupational Therapy</i> , 2016, 83, 115-125.	0.8	24
33	Using Multitouch Collaboration Technology to Enhance Social Interaction of Children with High-Functioning Autism. <i>Physical and Occupational Therapy in Pediatrics</i> , 2016, 36, 46-58.	0.8	33
34	â€™Lessons Learnedâ€™ from introducing universal strategies designed to support the motor and functional skills of Reception and Year 1 children in a sample of primary schools in South East England. <i>Education 3-13</i> , 2017, 45, 83-103.	0.6	2
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37	Occupational performance coaching for mothers of children with cerebral palsy: A case report. <i>International Journal of Therapy and Rehabilitation</i> , 2017, 24, 218-222.	0.1	5
38	The role of inter-professional collaboration in developing inclusive education: experiences of teachers and occupational therapists in Slovenia. <i>International Journal of Inclusive Education</i> , 2017, 21, 938-955.	1.5	13

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39	Supporting occupational therapists implementing a capacity-building model in schools. <i>Canadian Journal of Occupational Therapy</i> , 2017, 84, 242-252.	0.8	14
40	Addressing the Inverse Care Law in Developmental Coordination Disorder and Related Neurodevelopmental Disorders. <i>Current Developmental Disorders Reports</i> , 2018, 5, 18-25.	0.9	0
41	The six "P"s model: principles of coaching for inclusion coaches. <i>International Journal of Mentoring and Coaching in Education</i> , 2018, 7, 19-34.	0.7	11
42	Therapists' perceptions of the 3:1 Service Delivery Model: A workload approach to school-based practice. <i>Journal of Occupational Therapy, Schools, and Early Intervention</i> , 2018, 11, 273-290.	0.4	8
43	Revitalizing the OT role in school-based practice: Promoting success for all students. <i>Journal of Occupational Therapy, Schools, and Early Intervention</i> , 2018, 11, 263-272.	0.4	15
44	Collaborative Occupational Therapy: Teachers' Impressions of the Partnering for Change (P4C) Model. <i>Physical and Occupational Therapy in Pediatrics</i> , 2018, 38, 130-142.	0.8	17
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46	Developmental coordination disorder is more than a motor problem: Children describe the impact of daily struggles on their quality of life. <i>British Journal of Occupational Therapy</i> , 2018, 81, 65-73.	0.5	83
47	Moderating Effects of Physical Activity and Global Self-Worth on Internalizing Problems in School-Aged Children With Developmental Coordination Disorder. <i>Frontiers in Psychology</i> , 2018, 9, 1740.	1.1	6
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49	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
51	"Together on the Way" Occupational Therapy in Mainstream Education: A Narrative Study of Emerging Practice in Switzerland. <i>Occupational Therapy International</i> , 2019, 2019, 1-10.	0.3	7
52	Developmental Coordination Disorder (DCD): An overview of the condition and research evidence. <i>Motriz Revista De Educacao Fisica</i> , 2019, 25, .	0.3	7
53	Occupational Therapy Practice in Mainstream Schools: Results from an Online Survey in Switzerland. <i>Occupational Therapy International</i> , 2019, 2019, 1-9.	0.3	22
54	Coach, Care Coordinator, Navigator or Keyworker? Review of Emergent Terms in Childhood Disability. <i>Physical and Occupational Therapy in Pediatrics</i> , 2019, 39, 119-123.	0.8	12
55	Randomized controlled trial of occupational performance coaching for mothers of children with cerebral palsy. <i>British Journal of Occupational Therapy</i> , 2019, 82, 213-219.	0.5	24
56	Research Review: Internalising symptoms in developmental coordination disorder: a systematic review and meta-analysis. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2019, 60, 606-621.	3.1	35
57	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

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59	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
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63	Creating play opportunities on the school playground: Educator experiences of the Sydney playground project. <i>Australian Occupational Therapy Journal</i> , 2020, 67, 62-73.	0.6	12
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68	Grip strength and pen pressure are not key contributors to handwriting difficulties in children with developmental coordination disorder. <i>British Journal of Occupational Therapy</i> , 2020, 83, 387-396.	0.5	7
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73	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
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75	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

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76	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
77	Towards a paradigm shift in pediatric rehabilitation: accelerating the uptake of evidence on participation into routine clinical practice. <i>Disability and Rehabilitation</i> , 2022, 44, 1746-1757.	0.9	38
78	Web-based early intervention for children with motor difficulties aged 3â€“8 years old using multimodal rehabilitation (WECARE): protocol of a patient-centred pragmatic randomised trial of paediatric telerehabilitation to support families. <i>BMJ Open</i> , 2021, 11, e046561.	0.8	3
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82	Systematic review: Need for high-quality research on occupational therapy for children with intellectual disability. <i>Scandinavian Journal of Occupational Therapy</i> , 2021, , 1-17.	1.1	3
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93	We Need to Completely Change the Way We Look at Therapy: Occupational Therapy in Specialist Schools. <i>Journal of Occupational Therapy, Schools, and Early Intervention</i> , 0, , 1-13.	0.4	1
94	Building Better Teams: Impact of Education And Coaching Intervention on Interprofessional Collaboration Between Teachers and Occupational Therapists in Schools. <i>Journal of Occupational Therapy, Schools, and Early Intervention</i> , 2023, 16, 173-193.	0.4	5

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95	Inclusion of autistic students: promising modalities for supporting a school team. <i>Disability and Rehabilitation</i> , 2022, , 1-11.	0.9	4
96	The Need for a Handwriting Intervention Guideline for Occupational Therapists in the Malaysian Context. <i>Journal of Occupational Therapy, Schools, and Early Intervention</i> , 2023, 16, 382-403.	0.4	2
97	School-based allied health interventions for children and young people affected by neurodisability: a systematic evidence map. <i>Disability and Rehabilitation</i> , 2022, , 1-19.	0.9	1
98	Perspectives of International Experts on Collaborative Tiered School-Based Physiotherapy Service Delivery. <i>Physical and Occupational Therapy in Pediatrics</i> , 2022, , 1-20.	0.8	0
99	Trauma informed occupational therapy school practice with adolescents with social emotional and behavioural difficulties: findings of standardised measures. <i>Brazilian Journal of Occupational Therapy</i> , 2022, 30, .	0.5	0
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