

# Gillian King

## List of Publications by Year in descending order

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Version: 2024-02-01

141  
papers

7,086  
citations

66343

42  
h-index

64796

79  
g-index

144  
all docs

144  
docs citations

144  
times ranked

4338  
citing authors

#	ARTICLE	IF	CITATIONS
1	A Conceptual Model of the Factors Affecting the Recreation and Leisure Participation of Children with Disabilities. <i>Physical and Occupational Therapy in Pediatrics</i> , 2003, 23, 63-90.	1.3	447
2	Patterns of participation in recreational and leisure activities among children with complex physical disabilities. <i>Developmental Medicine and Child Neurology</i> , 2006, 48, 337-342.	2.1	380
3	Family-Centered Service for Children With Cerebral Palsy and Their Families: A Review of the Literature. <i>Seminars in Pediatric Neurology</i> , 2004, 11, 78-86.	2.0	346
4	Caregiving process and caregiver burden: Conceptual models to guide research and practice. <i>BMC Pediatrics</i> , 2004, 4, 1.	1.7	342
5	Family-Centred Service. <i>Physical and Occupational Therapy in Pediatrics</i> , 1998, 18, 1-20.	1.3	312
6	The Evaluation of Functional, School-Based Therapy Services for Children with Special Needs. <i>Physical and Occupational Therapy in Pediatrics</i> , 1998, 18, 1-27.	1.3	224
7	Perceived Environmental Barriers to Recreational, Community, and School Participation for Children and Youth With Physical Disabilities. <i>Archives of Physical Medicine and Rehabilitation</i> , 2007, 88, 1636-1642.	0.9	208
8	Predictors of the Leisure and Recreation Participation of Children With Physical Disabilities: A Structural Equation Modeling Analysis. <i>Children's Health Care</i> , 2006, 35, 209-234.	0.9	205
9	Evaluating Health Service Delivery to Children With Chronic Conditions and Their Families: Development of a Refined Measure of Processes of Care (MPOC~20). <i>Children's Health Care</i> , 2004, 33, 35-57.	0.9	203
10	Family-Centred Service. <i>Physical and Occupational Therapy in Pediatrics</i> , 1998, 18, 1-20.	1.3	201
11	Participation of children with physical disabilities: relationships with diagnosis, physical function, and demographic variables. <i>Scandinavian Journal of Occupational Therapy</i> , 2004, 11, 156-162.	1.7	155
12	Family-Centered Care for Children With Cerebral Palsy. <i>Journal of Child Neurology</i> , 2014, 29, 1046-1054.	1.4	141
13	Child and parent engagement in the mental health intervention process: a motivational framework. <i>Child and Adolescent Mental Health</i> , 2014, 19, 2-8.	3.5	134
14	High School-Aged Youths' Attitudes Toward their Peers with Disabilities: the role of school and student interpersonal Factors. <i>International Journal of Disability Development and Education</i> , 2004, 51, 287-313.	1.1	131
15	The Interprofessional Socialization and Valuing Scale: A tool for evaluating the shift toward collaborative care approaches in health care settings. <i>Work</i> , 2010, 35, 77-85.	1.1	127
16	Turning Points and Protective Processes in the Lives of People With Chronic Disabilities. <i>Qualitative Health Research</i> , 2003, 13, 184-206.	2.1	121
17	A Developmental Comparison of the Out-of-School Recreation and Leisure Activity Participation of Boys and Girls With and Without Physical Disabilities. <i>International Journal of Disability Development and Education</i> , 2010, 57, 77-107.	1.1	111
18	The Application of a Transdisciplinary Model for Early Intervention Services. <i>Infants and Young Children</i> , 2009, 22, 211-223.	0.7	110

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19	A Trajectory of Troubles. <i>Physical and Occupational Therapy in Pediatrics</i> , 2007, 27, 81-101.	1.3	108
20	The Enjoyment of Formal and Informal Recreation and Leisure Activities: A comparison of school-aged children with and without physical disabilities. <i>International Journal of Disability Development and Education</i> , 2009, 56, 109-130.	1.1	107
21	Chronic physical health conditions and disability among Canadian school-aged children: a national profile. <i>Disability and Rehabilitation</i> , 2004, 26, 35-45.	1.8	92
22	Solution-Focused Coaching in Pediatric Rehabilitation: An Integrated Model for Practice. <i>Physical and Occupational Therapy in Pediatrics</i> , 2013, 33, 467-483.	1.3	88
23	Refinement of the Interprofessional Socialization and Valuing Scale (ISVS-21) and Development of 9-Item Equivalent Versions. <i>Journal of Continuing Education in the Health Professions</i> , 2016, 36, 171-177.	1.3	81
24	Belief Systems of Families of Children With Autism Spectrum Disorders or Down Syndrome. <i>Focus on Autism and Other Developmental Disabilities</i> , 2009, 24, 50-64.	1.3	79
25	Working with immigrant families raising a child with a disability: challenges and recommendations for healthcare and community service providers. <i>Disability and Rehabilitation</i> , 2012, 34, 2007-2017.	1.8	77
26	A Critical Appraisal of Literature Reviews About the Transition to Adulthood for Youth with Disabilities. <i>Physical and Occupational Therapy in Pediatrics</i> , 2006, 26, 5-24.	1.3	76
27	A Life Needs Model of Pediatric Service Delivery. <i>Physical and Occupational Therapy in Pediatrics</i> , 2002, 22, 53-77.	1.3	75
28	A life needs model of pediatric service delivery: services to support community participation and quality of life for children and youth with disabilities. <i>Physical and Occupational Therapy in Pediatrics</i> , 2002, 22, 53-77.	1.3	72
29	Major Elements of Parents' Satisfaction and Dissatisfaction With Pediatric Rehabilitation Services. <i>Children's Health Care</i> , 2001, 30, 111-134.	0.9	70
30	Social Support Processes and the Adaptation of Individuals With Chronic Disabilities. <i>Qualitative Health Research</i> , 2006, 16, 902-925.	2.1	69
31	The roles of effective communication and client engagement in delivering culturally sensitive care to immigrant parents of children with disabilities. <i>Disability and Rehabilitation</i> , 2015, 37, 1372-1381.	1.8	66
32	The development of expertise in pediatric rehabilitation therapists: Changes in approach, self-knowledge, and use of enabling and customizing strategies. <i>Developmental Neurorehabilitation</i> , 2007, 10, 223-240.	1.1	64
33	Pathways toward Positive Psychosocial Outcomes and Mental Health for Youth with Disabilities: A Knowledge Synthesis of Developmental Trajectories. <i>Canadian Journal of Community Mental Health</i> , 2014, 33, 45-61.	0.4	64
34	The Assessment of Preschool Children's Participation: Internal Consistency and Construct Validity. <i>Physical and Occupational Therapy in Pediatrics</i> , 2012, 32, 272-287.	1.3	63
35	Predictors of Change Over Time in the Activity Participation of Children and Youth With Physical Disabilities. <i>Children's Health Care</i> , 2009, 38, 321-351.	0.9	62
36	Parents' and Service Providers' Perceptions of the Family-Centredness of Children's Rehabilitation Services. <i>Physical and Occupational Therapy in Pediatrics</i> , 1998, 18, 21-40.	1.3	59

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37	An integrated model of social environment and social context for pediatric rehabilitation. <i>Disability and Rehabilitation</i> , 2016, 38, 1204-1215.	1.8	52
38	Conceptualizing participation in context for children and youth with disabilities: an activity setting perspective. <i>Disability and Rehabilitation</i> , 2013, 35, 1578-1585.	1.8	49
39	Social Participation of School-aged Children Who Use Communication Aids: The Views of Children and Parents. <i>AAC: Augmentative and Alternative Communication</i> , 2014, 30, 237-251.	1.4	49
40	Pathways to Children's Academic Performance and Prosocial Behaviour: Roles of physical health status, environmental, family, and child factors. <i>International Journal of Disability Development and Education</i> , 2005, 52, 313-344.	1.1	48
41	A Relational Goal-Oriented Model of Optimal Service Delivery to Children and Families. <i>Physical and Occupational Therapy in Pediatrics</i> , 2009, 29, 384-408.	1.3	48
42	A transactional framework for pediatric rehabilitation: shifting the focus to situated contexts, transactional processes, and adaptive developmental outcomes. <i>Disability and Rehabilitation</i> , 2018, 40, 1829-1841.	1.8	47
43	Measuring outcomes in children's rehabilitation: A decision protocol. <i>Archives of Physical Medicine and Rehabilitation</i> , 1999, 80, 629-636.	0.9	44
44	An integrated methods study of the experiences of youth with severe disabilities in leisure activity settings: the importance of belonging, fun, and control and choice. <i>Disability and Rehabilitation</i> , 2014, 36, 1626-1635.	1.8	44
45	A model of impacts of research partnerships in health and social services. <i>Evaluation and Program Planning</i> , 2005, 28, 400-412.	1.6	42
46	Client-centred coaching in the paediatric health professions: a critical scoping review. <i>Disability and Rehabilitation</i> , 2015, 37, 1305-1315.	1.8	38
47	Understanding paediatric rehabilitation therapists' lack of use of outcome measures. <i>Disability and Rehabilitation</i> , 2011, 33, 2662-2671.	1.8	36
48	Connecting Families to Their Health Record and Care Team: The Use, Utility, and Impact of a Client/Family Health Portal at a Children's Rehabilitation Hospital. <i>Journal of Medical Internet Research</i> , 2017, 19, e97.	4.3	35
49	Geographical patterns in the recreation and leisure participation of children and youth with cerebral palsy: A CAPE international collaborative network study. <i>Developmental Neurorehabilitation</i> , 2013, 16, 196-206.	1.1	34
50	Development of a Measure to Assess Youth Self-reported Experiences of Activity Settings (SEAS). <i>International Journal of Disability Development and Education</i> , 2014, 61, 44-66.	1.1	34
51	A framework of operating models for interdisciplinary research programs in clinical service organizations. <i>Evaluation and Program Planning</i> , 2008, 31, 160-173.	1.6	32
52	A framework of personal and environmental learning-based strategies to foster therapist expertise. <i>Learning in Health and Social Care</i> , 2009, 8, 185-199.	0.6	32
53	Understanding Engagement in Home-Based Interactive Computer Play: Perspectives of Children With Unilateral Cerebral Palsy and Their Caregivers. <i>Physical and Occupational Therapy in Pediatrics</i> , 2016, 36, 343-358.	1.3	32
54	The Role of Self-Regulation in Workplace Resiliency. <i>Industrial and Organizational Psychology</i> , 2016, 9, 416-421.	0.6	31

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55	Child and parent engagement in therapy: What is the key?. Australian Occupational Therapy Journal, 2017, 64, 340-343.	1.1	31
56	Assembling activity/setting participation with disabled young people. Sociology of Health and Illness, 2017, 39, 497-512.	2.1	31
57	Development of an observational measure of therapy engagement for pediatric rehabilitation. Disability and Rehabilitation, 2019, 41, 86-97.	1.8	31
58	Measuring the Expertise of Paediatric Rehabilitation Therapists. International Journal of Disability Development and Education, 2008, 55, 5-26.	1.1	30
59	Solution-Focused Coaching in Pediatric Rehabilitation: Investigating Transformative Experiences and Outcomes for Families. Physical and Occupational Therapy in Pediatrics, 2019, 39, 16-32.	1.3	30
60	The Nature, Value, and Experience of Engagement in Pediatric Rehabilitation: Perspectives of Youth, Caregivers, and Service Providers. Developmental Neurorehabilitation, 2020, 23, 18-30.	1.1	29
61	The Role of the Therapist in Therapeutic Change: How Knowledge From Mental Health Can Inform Pediatric Rehabilitation. Physical and Occupational Therapy in Pediatrics, 2017, 37, 121-138.	1.3	28
62	Definitions and Operationalization of Mental Health Problems, Wellbeing and Participation Constructs in Children with NDD: Distinctions and Clarifications. International Journal of Environmental Research and Public Health, 2021, 18, 1656.	2.6	28
63	(Unpacking) father involvement in the context of childhood neurodisability research: a scoping review. Disability and Rehabilitation, 2019, 41, 110-124.	1.8	27
64	A measure of community members' perceptions of the impacts of research partnerships in health and social services. Evaluation and Program Planning, 2009, 32, 289-299.	1.6	26
65	Psychosocial Determinants of Out of School Activity Participation for Children with and without Physical Disabilities. Physical and Occupational Therapy in Pediatrics, 2013, 33, 384-404.	1.3	25
66	Youth Engagement in Pediatric Rehabilitation: Service Providers' Perceptions in a Real-Time Study of Solution-Focused Coaching for Participation Goals. Physical and Occupational Therapy in Pediatrics, 2018, 38, 527-547.	1.3	25
67	The development of expertise in paediatric rehabilitation therapists: The roles of motivation, openness to experience, and types of caseload experience. Australian Occupational Therapy Journal, 2008, 55, 108-122.	1.1	23
68	Expertise in research-informed clinical decision making: Working effectively with families of children with little or no functional speech. Evidence-Based Communication Assessment and Intervention, 2008, 2, 106-116.	0.6	23
69	The leisure activity settings and experiences of youth with severe disabilities. Developmental Neurorehabilitation, 2014, 17, 259-269.	1.1	23
70	Effectiveness of Experiential Life Skills Coaching for Youth with a Disability. Physical and Occupational Therapy in Pediatrics, 2014, 34, 119-131.	1.3	23
71	Traumatic brain injury resiliency model: a conceptual model to guide rehabilitation research and practice. Disability and Rehabilitation, 2019, 41, 2708-2717.	1.8	23
72	Evaluation of an Occupational Therapy Mentorship Program: Effects on Therapists' Skills and Family-Centered Behavior. Physical and Occupational Therapy in Pediatrics, 2011, 31, 245-262.	1.3	21

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73	A multi-method approach to studying activity setting participation: integrating standardized questionnaires, qualitative methods and physiological measures. <i>Disability and Rehabilitation</i> , 2014, 36, 1652-1660.	1.8	21
74	“Ready to take on the world”: Experiences and understandings of independence after attending residential immersive life skills programs for youth with physical disabilities. <i>Developmental Neurorehabilitation</i> , 2018, 21, 73-82.	1.1	21
75	Residential immersive life skills programs for youth with disabilities: service providers’ perceptions of experiential benefits and key program features. <i>Disability and Rehabilitation</i> , 2015, 37, 971-980.	1.8	20
76	Integrating research, clinical care, and education in academic health science centers. <i>Journal of Health Organization and Management</i> , 2016, 30, 1140-1160.	1.3	20
77	Development of a direct observation Measure of Environmental Qualities of Activity Settings. <i>Developmental Medicine and Child Neurology</i> , 2014, 56, 763-769.	2.1	19
78	Residential immersive life skills programs for youth with physical disabilities: A pilot study of program opportunities, intervention strategies, and youth experiences. <i>Research in Developmental Disabilities</i> , 2016, 55, 242-255.	2.2	19
79	Leisure participation “preference congruence of children with cerebral palsy: a Children's Assessment of Participation and Enjoyment International Network descriptive study. <i>Developmental Medicine and Child Neurology</i> , 2017, 59, 380-387.	2.1	19
80	The complexities and synergies of engagement: an ethnographic study of engagement in outpatient pediatric rehabilitation sessions. <i>Disability and Rehabilitation</i> , 2021, 43, 1-13.	1.8	19
81	A Solution-Focused Coaching Intervention with Children and Youth with Cerebral Palsy to Achieve Participation-Oriented Goals. <i>Physical and Occupational Therapy in Pediatrics</i> , 2020, 40, 423-440.	1.3	19
82	Residential immersive life skills programs for youth with disabilities: service providers' perceptions of change processes. <i>Disability and Rehabilitation</i> , 2015, 37, 2418-2428.	1.8	18
83	Features and impacts of five multidisciplinary community-university research partnerships. <i>Health and Social Care in the Community</i> , 2009, 18, 59-69.	1.6	17
84	Optimizing life success through residential immersive life skills programs for youth with disabilities: study protocol of a mixed-methods, prospective, comparative cohort study. <i>BMC Pediatrics</i> , 2016, 16, 153.	1.7	17
85	Measures of Parent Engagement for Children Receiving Developmental or Rehabilitation Interventions: A Systematic Review. <i>Physical and Occupational Therapy in Pediatrics</i> , 2018, 38, 18-38.	1.3	16
86	How Students without Special Needs Perceive Social Inclusion of Children with Physical Impairments in Mainstream Schools: A Scoping Review. <i>International Journal of Disability Development and Education</i> , 2019, 66, 298-324.	1.1	16
87	Solution-Focused Coaching in Pediatric Rehabilitation: Perceived Therapist Impact. <i>Physical and Occupational Therapy in Pediatrics</i> , 2020, 40, 263-278.	1.3	15
88	A listening skill educational intervention for pediatric rehabilitation clinicians: A mixed-methods pilot study. <i>Developmental Neurorehabilitation</i> , 2017, 20, 40-52.	1.1	14
89	Optimizing engagement in goal pursuit with youth with physical disabilities attending life skills and transition programs: an exploratory study. <i>Disability and Rehabilitation</i> , 2017, 39, 2029-2038.	1.8	14
90	Residential immersive life skills programs for youth with disabilities: a case study of youth developmental trajectories of personal growth and caregiver perspectives. <i>BMC Pediatrics</i> , 2019, 19, 413.	1.7	14

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91	Motivation and paediatric interventions: Is it a predisposition, a mechanism for change, or an outcome?. <i>Developmental Medicine and Child Neurology</i> , 2013, 55, 965-966.	2.1	13
92	Bringing the Life Needs Model to Life. <i>Physical and Occupational Therapy in Pediatrics</i> , 2006, 26, 43-70.	1.3	13
93	Revised Measure of Environmental Qualities of Activity Settings (MEQAS) for youth leisure and life skills activity settings. <i>Disability and Rehabilitation</i> , 2016, 38, 1509-1520.	1.8	12
94	Creating an inclusive leisure space: strategies used to engage children with and without disabilities in the arts-mediated program Spiral Garden. <i>Disability and Rehabilitation</i> , 2018, 40, 199-207.	1.8	12
95	Generating Expectations: What Pediatric Rehabilitation Can Learn From Mental Health Literature. <i>Physical and Occupational Therapy in Pediatrics</i> , 2019, 39, 217-235.	1.3	12
96	Building blocks of resiliency: a transactional framework to guide research, service design, and practice in pediatric rehabilitation. <i>Disability and Rehabilitation</i> , 2020, 42, 1031-1040.	1.8	12
97	â€œI Didnâ€™t Know What to Expectâ€™: Describing Parentsâ€™ Expectations in Childrenâ€™s Rehabilitation Services. <i>Physical and Occupational Therapy in Pediatrics</i> , 2020, 40, 311-329.	1.3	12
98	Researching experiences of childhood brain injury: co-constructing knowledge with children through arts-based research methods. <i>Disability and Rehabilitation</i> , 2020, 42, 2967-2976.	1.8	11
99	Program opportunities of residential immersive life skills programs for youth with disabilities. <i>Research in Developmental Disabilities</i> , 2018, 83, 233-246.	2.2	10
100	Performance and visual arts-based programs for children with disabilities: a scoping review focusing on psychosocial outcomes. <i>Disability and Rehabilitation</i> , 2020, 42, 574-585.	1.8	10
101	Impact of Solution-Focused Coaching Training on Pediatric Rehabilitation Specialists: A longitudinal evaluation study. <i>Journal of Interprofessional Care</i> , 2020, 34, 481-492.	1.7	10
102	Opportunities, experiences, and outcomes of residential immersive life skills programs for youth with disabilities. <i>Disability and Rehabilitation</i> , 2021, 43, 2758-2768.	1.8	10
103	Engaging children with cerebral palsy in interactive computer play-based motor therapies: theoretical perspectives. <i>Disability and Rehabilitation</i> , 2021, 43, 133-147.	1.8	10
104	A measure of parent engagement: plan appropriateness, partnering, and positive outcome expectancy in pediatric rehabilitation sessions. <i>Disability and Rehabilitation</i> , 2021, , 1-10.	1.8	10
105	Exploring validation of a graphic symbol questionnaire to measure participation experiences of youth in activity settings. <i>AAC: Augmentative and Alternative Communication</i> , 2017, 33, 97-109.	1.4	9
106	Investigating a Participation-Based Friendship Intervention for Youth with Disabilities: Effects on Goal Attainment, Social Self-Efficacy, and Engagement. <i>Physical and Occupational Therapy in Pediatrics</i> , 2020, 40, 152-167.	1.3	9
107	Clinical Scenario Discussions of Listening in Interprofessional Health Care Teams. <i>International Journal of Listening</i> , 2014, 28, 47-63.	0.8	8
108	Intervention strategies in residential immersive life skills programs for youth with disabilities: a study of active ingredients and program fidelity. <i>Developmental Neurorehabilitation</i> , 2019, 22, 303-311.	1.1	7



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109	An inclusive arts-mediated program for children with and without disabilities: Establishing community and an environment for child development through the arts. <i>Children's Health Care</i> , 2016, 45, 204-226.	0.9	6
110	Contextual strategies to support social inclusion for children with and without disabilities in recreation. <i>Disability and Rehabilitation</i> , 2021, 43, 1615-1625.	1.8	6
111	Perceived Impacts of Solution-Focused Coaching Training for Pediatric Rehabilitation Practitioners: A Qualitative Evaluation. <i>Physical and Occupational Therapy in Pediatrics</i> , 2021, 41, 1-14.	1.3	6
112	Residential immersive life skills programs for youth with disabilities: Experiences of parents and shifts in parenting approaches. <i>Journal of Adolescence</i> , 2019, 77, 139-146.	2.4	5
113	Mental Health Care in Pediatric Rehabilitation Hospitals: A Biopsychosocial, Collaborative, and Agency-based Service Integration Approach. <i>Developmental Neurorehabilitation</i> , 2020, 23, 359-367.	1.1	5
114	Parents' perceptions of the foundational and emergent benefits of residential immersive life skills programs for youth with disabilities. <i>Research in Developmental Disabilities</i> , 2021, 110, 103857.	2.2	5
115	Expectations for therapy in pediatric rehabilitation: reframing meaning through metaphor. <i>Disability and Rehabilitation</i> , 2022, 44, 7134-7144.	1.8	5
116	Exploring the after-hours social experiences of youth with disabilities in residential immersive life skills programs: a photo elicitation study. <i>Disability and Rehabilitation</i> , 2022, 44, 3104-3112.	1.8	5
117	Indicators of life success from the perspective of individuals with traumatic brain injury: a scoping review. <i>Disability and Rehabilitation</i> , 2023, 45, 330-343.	1.8	5
118	Children and Teens in Charge of their Health (CATCH): A protocol for a feasibility randomised controlled trial of solution-focused coaching to foster healthy lifestyles in childhood disability. <i>BMJ Open</i> , 2019, 9, e025119.	1.9	4
119	Residential Immersive Life Skills Programs: A Catalyst for Facilitating Emotional Literacy Development for Youth with Disabilities. <i>Developmental Neurorehabilitation</i> , 2020, 23, 294-301.	1.1	4
120	Investigating the adaptation of caregivers of people with traumatic brain injury: a journey told in evolving research traditions. <i>Disability and Rehabilitation</i> , 2020, 43, 1-15.	1.8	4
121	Solution-Focused Coaching for Friendship in Pediatric Rehabilitation: A Case Study of Goal Attainment, Client Engagement, and Coach Stances. <i>Physical and Occupational Therapy in Pediatrics</i> , 2022, 42, 154-171.	1.3	4
122	Central yet overlooked: engaged and person-centred listening in rehabilitation and healthcare conversations. <i>Disability and Rehabilitation</i> , 2022, 44, 7664-7676.	1.8	4
123	Developing authentic clinical simulations for effective listening and communication in pediatric rehabilitation service delivery. <i>Developmental Neurorehabilitation</i> , 2014, 19, 1-11.	1.1	3
124	Centres for Leadership: a strategy for academic integration. <i>Journal of Health Organization and Management</i> , 2017, 31, 302-316.	1.3	3
125	Exploring Relational Dialogue in Solution-Focused Coaching Sessions: An Analysis of Co-Construction and Reflection. <i>Developmental Neurorehabilitation</i> , 2020, 23, 390-401.	1.1	3
126	Recruitment in Pediatric Rehabilitation Research: Challenges, Strategies, Impact on Evidence-Informed Care, and a Call to Action. <i>Physical and Occupational Therapy in Pediatrics</i> , 2020, 40, 365-370.	1.3	3



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127	Expertise in Evidence-Based Clinical Decision-Making: Working Effectively With Families. Perspectives on Augmentative and Alternative Communication, 2007, 16, 2-7.	0.2	3
128	A multi-center, pragmatic, effectiveness-implementation (hybrid I) cluster randomized controlled trial to evaluate a child-oriented goal-setting approach in paediatric rehabilitation (the ENGAGE approach): a study protocol. BMC Pediatrics, 2022, 22, .	1.7	3
129	Deconstructing residential immersive life skills programming through a pedagogical lens: mechanisms that can facilitate learning for youth with disabilities. Journal of Research in Special Educational Needs, 2020, 20, 121-129.	1.1	2
130	Assessing resiliency in paediatric rehabilitation: A critical review of assessment tools and applications. Child: Care, Health and Development, 2020, 46, 249-267.	1.7	2
131	To screen or not to screen? Exploring the value of parent mental health screening in children's rehabilitation services. Disability and Rehabilitation, 2021, 43, 739-745.	1.8	2
132	The potential impact of experiencing social inclusion in recreation for children with and without disabilities. Disability and Rehabilitation, 2021, , 1-10.	1.8	2
133	Exploring the Shared Meaning of Social Inclusion to Children with and without Disabilities. Physical and Occupational Therapy in Pediatrics, 2021, 41, 467-484.	1.3	2
134	Program factors influencing parents' engagement in a friendship-making intervention for youth with disabilities. Disability and Rehabilitation, 2022, 44, 1620-1630.	1.8	2
135	Co-constructing engagement in pediatric rehabilitation: a multiple case study approach. Disability and Rehabilitation, 2022, 44, 4429-4440.	1.8	1
136	Integrating lived experience into clinical practice: a case study of young peer providers in pediatric rehabilitation. Disability and Rehabilitation, 2022, 44, 7246-7254.	1.8	1
137	Solution-Focused Coaching to Support Clinicians' Professional Development: An Analysis of Relational Strategies and Co-constructed Outcomes. Developmental Neurorehabilitation, 2022, 25, 205-216.	1.1	1
138	Social participation interventions targeting relational outcomes for young people with physical and developmental disabilities: an umbrella review and narrative synthesis. Disability and Rehabilitation, 2023, 45, 2073-2086.	1.8	1
139	The development of expertise in children's mental health therapists and teachers: changes in perspective and approach. Educational Research, 2014, 56, 277-294.	1.8	0
140	PERSPECTIVES OF NON-URBAN GENERAL PEDIATRICIANS ON DIAGNOSING AUTISM SPECTRUM DISORDER. Paediatrics and Child Health, 2018, 23, e35-e36.	0.6	0
141	A Systematic Review to Identify Screening Tools and Practices that Can Be Used by Children's Rehabilitation Service Providers to Screen Parents' Mental Health. Developmental Neurorehabilitation, 2021, , 1-9.	1.1	0