

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	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
2	Social participation interventions targeting relational outcomes for young people with physical and developmental disabilities: an umbrella review and narrative synthesis. <i>Disability and Rehabilitation</i> , 2023, 45, 2073-2086.	1.8	1
3	Co-constructing engagement in pediatric rehabilitation: a multiple case study approach. <i>Disability and Rehabilitation</i> , 2022, 44, 4429-4440.	1.8	1
4	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
5	Expectations for therapy in pediatric rehabilitation: reframing meaning through metaphor. <i>Disability and Rehabilitation</i> , 2022, 44, 7134-7144.	1.8	5
6	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
7	Integrating lived experience into clinical practice: a case study of young peer providers in pediatric rehabilitation. <i>Disability and Rehabilitation</i> , 2022, 44, 7246-7254.	1.8	1
8	Program factors influencing parents'™ engagement in a friendship-making intervention for youth with disabilities. <i>Disability and Rehabilitation</i> , 2022, 44, 1620-1630.	1.8	2
9	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
10	Solution-Focused Coaching to Support Clinicians'™ Professional Development: An Analysis of Relational Strategies and Co-constructed Outcomes. <i>Developmental Neurorehabilitation</i> , 2022, 25, 205-216.	1.1	1
11	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. <i>BMC Pediatrics</i> , 2022, 22, .	1.7	3
12	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
13	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
14	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
15	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
16	To screen or not to screen? Exploring the value of parent mental health screening in children'™s rehabilitation services. <i>Disability and Rehabilitation</i> , 2021, 43, 739-745.	1.8	2
17	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
18	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

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19	The potential impact of experiencing social inclusion in recreation for children with and without disabilities. <i>Disability and Rehabilitation</i> , 2021, , 1-10.	1.8	2
20	Definitions and Operationalization of Mental Health Problems, Wellbeing and Participation Constructs in Children with NDD: Distinctions and Clarifications. <i>International Journal of Environmental Research and Public Health</i> , 2021, 18, 1656.	2.6	28
21	Exploring the Shared Meaning of Social Inclusion to Children with and without Disabilities. <i>Physical and Occupational Therapy in Pediatrics</i> , 2021, 41, 467-484.	1.3	2
22	Parentsâ€™ 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
23	A Systematic Review to Identify Screening Tools and Practices that Can Be Used by Childrenâ€™s Rehabilitation Service Providers to Screen Parentsâ€™ Mental Health. <i>Developmental Neurorehabilitation</i> , 2021, , 1-9.	1.1	0
24	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
25	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
26	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
27	The Nature, Value, and Experience of Engagement in Pediatric Rehabilitation: Perspectives of Youth, Caregivers, and Service Providers. <i>Developmental Neurorehabilitation</i> , 2020, 23, 18-30.	1.1	29
28	â€˜I 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
29	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
30	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
31	Solution-Focused Coaching in Pediatric Rehabilitation: Perceived Therapist Impact. <i>Physical and Occupational Therapy in Pediatrics</i> , 2020, 40, 263-278.	1.3	15
32	Deconstructing residential immersive life skills programming through a pedagogical lens: mechanisms that can facilitate learning for youth with disabilities. <i>Journal of Research in Special Educational Needs</i> , 2020, 20, 121-129.	1.1	2
33	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
34	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
35	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
36	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

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37	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
38	Assessing resiliency in paediatric rehabilitation: A critical review of assessment tools and applications. <i>Child: Care, Health and Development</i> , 2020, 46, 249-267.	1.7	2
39	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
40	Traumatic brain injury resiliency model: a conceptual model to guide rehabilitation research and practice. <i>Disability and Rehabilitation</i> , 2019, 41, 2708-2717.	1.8	23
41	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
42	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
43	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
44	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
45	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
46	(Unpacking) father involvement in the context of childhood neurodisability research: a scoping review. <i>Disability and Rehabilitation</i> , 2019, 41, 110-124.	1.8	27
47	Development of an observational measure of therapy engagement for pediatric rehabilitation. <i>Disability and Rehabilitation</i> , 2019, 41, 86-97.	1.8	31
48	Solution-Focused Coaching in Pediatric Rehabilitation: Investigating Transformative Experiences and Outcomes for Families. <i>Physical and Occupational Therapy in Pediatrics</i> , 2019, 39, 16-32.	1.3	30
49	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
50	Youth Engagement in Pediatric Rehabilitation: Service Providers' Perceptions in a Real-Time Study of Solution-Focused Coaching for Participation Goals. <i>Physical and Occupational Therapy in Pediatrics</i> , 2018, 38, 527-547.	1.3	25
51	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
52	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
53	“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
54	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

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55	PERSPECTIVES OF NON-URBAN GENERAL PEDIATRICIANS ON DIAGNOSING AUTISM SPECTRUM DISORDER. Paediatrics and Child Health, 2018, 23, e35-e36.	0.6	0
56	Program opportunities of residential immersive life skills programs for youth with disabilities. Research in Developmental Disabilities, 2018, 83, 233-246.	2.2	10
57	A listening skill educational intervention for pediatric rehabilitation clinicians: A mixed-methods pilot study. Developmental Neurorehabilitation, 2017, 20, 40-52.	1.1	14
58	Child and parent engagement in therapy: What is the key?. Australian Occupational Therapy Journal, 2017, 64, 340-343.	1.1	31
59	Assembling activity/setting participation with disabled young people. Sociology of Health and Illness, 2017, 39, 497-512.	2.1	31
60	Exploring validation of a graphic symbol questionnaire to measure participation experiences of youth in activity settings. AAC: Augmentative and Alternative Communication, 2017, 33, 97-109.	1.4	9
61	Centres for Leadership: a strategy for academic integration. Journal of Health Organization and Management, 2017, 31, 302-316.	1.3	3
62	Optimizing engagement in goal pursuit with youth with physical disabilities attending life skills and transition programs: an exploratory study. Disability and Rehabilitation, 2017, 39, 2029-2038.	1.8	14
63	Leisure participationâ€™ preference congruence of children with cerebral palsy: a Children's Assessment of Participation and Enjoyment International Network descriptive study. Developmental Medicine and Child Neurology, 2017, 59, 380-387.	2.1	19
64	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
65	Connecting Families to Their Health Record and Care Team: The Use, Utility, and Impact of a Client/Family Health Portal at a Childrenâ€™s Rehabilitation Hospital. Journal of Medical Internet Research, 2017, 19, e97.	4.3	35
66	Revised Measure of Environmental Qualities of Activity Settings (MEQAS) for youth leisure and life skills activity settings. Disability and Rehabilitation, 2016, 38, 1509-1520.	1.8	12
67	Residential immersive life skills programs for youth with physical disabilities: A pilot study of program opportunities, intervention strategies, and youth experiences. Research in Developmental Disabilities, 2016, 55, 242-255.	2.2	19
68	Optimizing life success through residential immersive life skills programs for youth with disabilities: study protocol of a mixed-methods, prospective, comparative cohort study. BMC Pediatrics, 2016, 16, 153.	1.7	17
69	Integrating research, clinical care, and education in academic health science centers. Journal of Health Organization and Management, 2016, 30, 1140-1160.	1.3	20
70	An integrated model of social environment and social context for pediatric rehabilitation. Disability and Rehabilitation, 2016, 38, 1204-1215.	1.8	52
71	The Role of Self-Regulation in Workplace Resiliency. Industrial and Organizational Psychology, 2016, 9, 416-421.	0.6	31
72	Refinement of the Interprofessional Socialization and Valuing Scale (ISVS-21) and Development of 9-Item Equivalent Versions. Journal of Continuing Education in the Health Professions, 2016, 36, 171-177.	1.3	81

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73	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
74	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
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	Client-centred coaching in the paediatric health professions: a critical scoping review. <i>Disability and Rehabilitation</i> , 2015, 37, 1305-1315.	1.8	38
77	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
78	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
79	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
80	Clinical Scenario Discussions of Listening in Interprofessional Health Care Teams. <i>International Journal of Listening</i> , 2014, 28, 47-63.	0.8	8
81	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
82	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
83	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
84	The leisure activity settings and experiences of youth with severe disabilities. <i>Developmental Neurorehabilitation</i> , 2014, 17, 259-269.	1.1	23
85	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
86	Family-Centered Care for Children With Cerebral Palsy. <i>Journal of Child Neurology</i> , 2014, 29, 1046-1054.	1.4	141
87	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
88	Effectiveness of Experiential Life Skills Coaching for Youth with a Disability. <i>Physical and Occupational Therapy in Pediatrics</i> , 2014, 34, 119-131.	1.3	23
89	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
90	The development of expertise in children's mental health therapists and teachers: changes in perspective and approach. <i>Educational Research</i> , 2014, 56, 277-294.	1.8	0

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91	Development of a Measure to Assess Youth Self-reported Experiences of Activity Settings (SEAS). International Journal of Disability Development and Education, 2014, 61, 44-66.	1.1	34
92	Conceptualizing participation in context for children and youth with disabilities: an activity setting perspective. Disability and Rehabilitation, 2013, 35, 1578-1585.	1.8	49
93	Motivation and paediatric interventions: Is it a predisposition, a mechanism for change, or an outcome?. Developmental Medicine and Child Neurology, 2013, 55, 965-966.	2.1	13
94	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
95	Solution-Focused Coaching in Pediatric Rehabilitation: An Integrated Model for Practice. Physical and Occupational Therapy in Pediatrics, 2013, 33, 467-483.	1.3	88
96	Geographical patterns in the recreation and leisure participation of children and youth with cerebral palsy: A CAPE international collaborative network study. Developmental Neurorehabilitation, 2013, 16, 196-206.	1.1	34
97	Working with immigrant families raising a child with a disability: challenges and recommendations for healthcare and community service providers. Disability and Rehabilitation, 2012, 34, 2007-2017.	1.8	77
98	The Assessment of Preschool Children's Participation: Internal Consistency and Construct Validity. Physical and Occupational Therapy in Pediatrics, 2012, 32, 272-287.	1.3	63
99	Understanding paediatric rehabilitation therapists' lack of use of outcome measures. Disability and Rehabilitation, 2011, 33, 2662-2671.	1.8	36
100	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
101	The Interprofessional Socialization and Valuing Scale: A tool for evaluating the shift toward collaborative care approaches in health care settings. Work, 2010, 35, 77-85.	1.1	127
102	A Developmental Comparison of the Out-of-School Recreation and Leisure Activity Participation of Boys and Girls With and Without Physical Disabilities. International Journal of Disability Development and Education, 2010, 57, 77-107.	1.1	111
103	Predictors of Change Over Time in the Activity Participation of Children and Youth With Physical Disabilities. Children's Health Care, 2009, 38, 321-351.	0.9	62
104	The Application of a Transdisciplinary Model for Early Intervention Services. Infants and Young Children, 2009, 22, 211-223.	0.7	110
105	The Enjoyment of Formal and Informal Recreation and Leisure Activities: A comparison of school-aged children with and without physical disabilities. International Journal of Disability Development and Education, 2009, 56, 109-130.	1.1	107
106	A Relational Goal-Oriented Model of Optimal Service Delivery to Children and Families. Physical and Occupational Therapy in Pediatrics, 2009, 29, 384-408.	1.3	48
107	Belief Systems of Families of Children With Autism Spectrum Disorders or Down Syndrome. Focus on Autism and Other Developmental Disabilities, 2009, 24, 50-64.	1.3	79
108	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

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109	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
110	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
111	The development of expertise in paediatric rehabilitation therapists: The roles of motivation, openness to experience, and types of caseload experience. <i>Australian Occupational Therapy Journal</i> , 2008, 55, 108-122.	1.1	23
112	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
113	Measuring the Expertise of Paediatric Rehabilitation Therapists. <i>International Journal of Disability Development and Education</i> , 2008, 55, 5-26.	1.1	30
114	Expertise in research-informed clinical decision making: Working effectively with families of children with little or no functional speech. <i>Evidence-Based Communication Assessment and Intervention</i> , 2008, 2, 106-116.	0.6	23
115	A Trajectory of Troubles. <i>Physical and Occupational Therapy in Pediatrics</i> , 2007, 27, 81-101.	1.3	108
116	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
117	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
118	Expertise in Evidence-Based Clinical Decision-Making: Working Effectively With Families. <i>Perspectives on Augmentative and Alternative Communication</i> , 2007, 16, 2-7.	0.2	3
119	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
120	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
121	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
122	Social Support Processes and the Adaptation of Individuals With Chronic Disabilities. <i>Qualitative Health Research</i> , 2006, 16, 902-925.	2.1	69
123	Bringing the Life Needs Model to Life. <i>Physical and Occupational Therapy in Pediatrics</i> , 2006, 26, 43-70.	1.3	13
124	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
125	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
126	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

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127	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
128	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
129	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
130	Caregiving process and caregiver burden: Conceptual models to guide research and practice. <i>BMC Pediatrics</i> , 2004, 4, 1.	1.7	342
131	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
132	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
133	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
134	A Life Needs Model of Pediatric Service Delivery. <i>Physical and Occupational Therapy in Pediatrics</i> , 2002, 22, 53-77.	1.3	75
135	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
136	Major Elements of Parents' Satisfaction and Dissatisfaction With Pediatric Rehabilitation Services. <i>Children's Health Care</i> , 2001, 30, 111-134.	0.9	70
137	Measuring outcomes in children's rehabilitation: A decision protocol. <i>Archives of Physical Medicine and Rehabilitation</i> , 1999, 80, 629-636.	0.9	44
138	Family-Centred Service. <i>Physical and Occupational Therapy in Pediatrics</i> , 1998, 18, 1-20.	1.3	201
139	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
140	Family-Centred Service. <i>Physical and Occupational Therapy in Pediatrics</i> , 1998, 18, 1-20.	1.3	312
141	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