

# Szu-Yin Chu

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3018834/publications.pdf>

Version: 2024-02-01

22  
papers

216  
citations

1307594

7  
h-index

1058476

14  
g-index

23  
all docs

23  
docs citations

23  
times ranked

143  
citing authors

#	ARTICLE	IF	CITATIONS
1	Foundations for Self-Determination in Early Childhood. <i>Topics in Early Childhood Special Education</i> , 2013, 33, 38-47.	2.2	48
2	Culturally Responsive Teaching Efficacy Beliefs of In-Service Special Education Teachers. <i>Remedial and Special Education</i> , 2014, 35, 218-232.	2.3	37
3	Teacher Efficacy Beliefs Toward Serving Culturally and Linguistically Diverse Students in Special Education. <i>Education and Urban Society</i> , 2013, 45, 385-410.	1.5	25
4	Perspectives from Both Sides of the Parentâ€“Professional Partnership: A Preliminary Study on Taiwanâ€™s Early Childhood Special Education Services. <i>International Journal of Disability Development and Education</i> , 2018, 65, 355-372.	1.1	19
5	Assessment of English Language Learners with Learning Disabilities. <i>The Clearing House</i> , 2011, 84, 244-248.	1.2	10
6	Perspectives of Teachers and Parents of Chinese American Students With Disabilities About Their Homeâ€“School Communication. <i>Preventing School Failure</i> , 2014, 58, 237-248.	0.7	10
7	Collective Teacher Efficacy and Culturally Responsive Teaching Efficacy of Inservice Special Education Teachers in the United States. <i>Urban Education</i> , 2021, 56, 1520-1546.	1.8	9
8	Perspectives of Taiwanese Families: A Preliminary Study on Promoting Self-Determination Skills of Young Children with Disabilities. <i>Early Childhood Education Journal</i> , 2018, 46, 673-681.	2.7	8
9	Self-Determination of Young Children With Special Needs From Culturally and Linguistically Diverse Backgrounds. <i>Preventing School Failure</i> , 2012, 56, 149-156.	0.7	7
10	The Effects of Video Self-Modeling on High School Students With Emotional and Behavioral Disturbances. <i>Preventing School Failure</i> , 2015, 59, 207-216.	0.7	7
11	Family voices: promoting foundation skills of self-determination for young children with disabilities in Taiwan. <i>Asia Pacific Education Review</i> , 2018, 19, 91-101.	2.5	7
12	A Review of Parent-Implemented Early Start Denver Model for Children with Autism Spectrum Disorder. <i>Children</i> , 2022, 9, 285.	1.5	6
13	Culturally responsive teaching efficacy in inclusive education at Taiwanese preschools. <i>Asia-Pacific Journal of Teacher Education</i> , 0, , 1-18.	1.9	5
14	An investigation of the effectiveness of family-centred positive behaviour support of young children with disabilities. <i>International Journal of Early Years Education</i> , 2015, 23, 172-191.	0.8	4
15	The link between auditory temporal processing and knowledge of the phonological coding system in learning to read Chinese. <i>Learning and Individual Differences</i> , 2020, 80, 101883.	2.7	4
16	Immigrant Families' Perceptions of Fostering Their Preschoolers' Foundational Skills for Self-Determination. <i>Inclusion</i> , 2017, 5, 293-305.	1.3	4
17	<scp>T</scp>aianese families' perspectives on learning disabilities: an exploratory study in three middle schools. <i>Journal of Research in Special Educational Needs</i> , 2016, 16, 77-88.	1.1	2
18	Family-centred applied behaviour analysis verbal behaviour intervention for young Taiwanese children with disabilities. <i>International Journal of Early Years Education</i> , 2016, 24, 80-96.	0.8	2

#	ARTICLE	IF	CITATIONS
19	Practising Family-Centred Positive Behaviour Support for Preservice Special Education Teachers: Early Intervention Professional Training in Taiwan. <i>International Journal of Disability Development and Education</i> , 2022, 69, 1929-1945.	1.1	1
20	Evaluating Effectiveness of Two Types of Chinese Remedial Materials for Low-Achieving and Disadvantaged Second Graders. <i>Asia-Pacific Education Researcher</i> , 2015, 24, 111-123.	3.7	0
21	Developing a Scale to Investigate In-Service Special Education Teacher Efficacy for Serving Students from Culturally and Linguistically Diverse Backgrounds. <i>Journal of Curriculum and Teaching</i> , 2016, 5, .	0.3	0
22	The Impacts of Remedial Interventions on Learning Chinese for Low-Achieving First Graders. <i>Asia-Pacific Education Researcher</i> , 2016, 25, 45-55.	3.7	0