Susan Danby

List of Publications by Year
in descending order

105 papers	2,243 citations	236612 25 h-index	276539 41 g-index
117 all docs	117 docs citations	117 times ranked	1218 citing authors

#	Article	IF	Citations
1	Advice-implicative Interrogatives. Social Psychology Quarterly, 2010, 73, 265-287.	1.4	129
2	Accounting for young children's competence in educational research: New perspectives on research ethics. Australian Educational Researcher, 2004, 31, 35-49.	1.6	122
3	Children as Experts in Their Lives: Child Inclusive Research. Child Indicators Research, 2011, 4, 185-189.	1.1	103
4	How to be Masculine in the Block Area. Childhood, 1998, 5, 151-175.	0.6	94
5	Young children as rule makers. Journal of Pragmatics, 2009, 41, 1477-1492.	0.8	92
6	Conflicting Guidelines on Young Children's Screen Time and Use of Digital Technology Create Policy and Practice Dilemmas. Journal of Pediatrics, 2018, 202, 300-303.	0.9	91
7	The Novice Researcher: Interviewing Young Children. Qualitative Inquiry, 2011, 17, 74-84.	1.0	77
8	The Communicative Competence of Young Children. Australasian Journal of Early Childhood, 2002, 27, 25-30.	0.8	75
9	Exploring young children's web searching and technoliteracy. Journal of Documentation, 2010, 66, 191-206.	0.9	65
10	Child Participation in the Early Years: Challenges for Education. Australasian Journal of Early Childhood, 2011, 36, 19-26.	0.8	56
11	4. Unravelling the Fabric of Social Order in Block Area. Pragmatics and Beyond New Series, 2000, , 91.	0.3	47
12	Young Children and Digital Technology: Australian Early Childhood Education and Care Sector Adults' Perspectives. Australasian Journal of Early Childhood, 2018, 43, 14-22.	0.8	44
13	Children's Perspectives of Play and Learning for Educational Practice. Education Sciences, 2015, 5, 345-362.	1.4	43
14	Situated collaboration and problem solving in young children's digital gameplay. British Journal of Educational Technology, 2018, 49, 959-972.	3.9	41
15	Creating Spaces for Children's Agency: 'I wonder…' Formulations in Teacher–Child Interactions. International Journal of Early Childhood, 2016, 48, 259-276.	0.6	39
16	Troubles Announcements and Reasons for Calling: Initial Actions in Opening Sequences in Calls to a National Children's Helpline. Research on Language and Social Interaction, 2007, 40, 63-87.	1.3	36
17	'Are you working or playing?' Investigating young children's perspectives of classroom activities. International Journal of Early Years Education, 2017, 25, 439-454.	0.4	36
18	Digital access to knowledge in the preschool classroom: Reports from Australia. Early Childhood Research Quarterly, 2015, 32, 174-182.	1.6	34

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19	'Let's see if you can see me': making connections with Google Earth™ in a preschool classroom. Children's Geographies, 2016, 14, 141-157.	1.6	33
20	Managing medical advice seeking in calls to Child Health Line. Sociology of Health and Illness, 2009, 31, 817-834.	1.1	29
21	Childhood and social interaction in everyday life: An epilogue. Journal of Pragmatics, 2009, 41, 1596-1599.	0.8	29
22	Address Terms in Turn Beginnings: Managing Disalignment and Disaffiliation in Telephone Counseling. Research on Language and Social Interaction, 2011, 44, 338-358.	1.3	29
23	Talk about a YouTube Video in Preschool: The Mutual Production of Shared Understanding for Learning with Digital Technology. Australasian Journal of Early Childhood, 2014, 39, 76-83.	0.8	29
24	Four observations on openings in calls to Kids Help Line. Pragmatics and Beyond New Series, 2005, , 133-151.	0.3	28
25	Escalating Terror: Communicative Strategies in a Preschool Classroom Dispute. Early Education and Development, 2001, 12, 343-358.	1.6	26
26	Extending client-centered support: counselors' proposals to shift from e-mail to telephone counseling. Text and Talk, 2012, 32, 21-37.	0.2	24
27	Children's strategies for making friends when starting school. Australasian Journal of Early Childhood, 2012, 37, 63-71.	0.8	24
28	Recovering from the earthquake. Disaster Prevention and Management, 2013, 22, 467-479.	0.6	24
29	Watching young children "play" with information technology: Everyday life information seeking in the home. Library and Information Science Research, 2016, 38, 344-352.	1.2	23
30	'I wonder what you know … ' teachers designing requests for factual information. Teaching and Teacher Education, 2016, 59, 68-78.	1.6	23
31	Governance of Children's Everyday Spaces. Australasian Journal of Early Childhood, 2005, 30, 14-20.	0.8	22
32	The quality agenda: governance and regulation of preschool teachers' work. Cambridge Journal of Education, 2018, 48, 515-532.	1.6	22
33	Looking beyond swiping and tapping: Review of design and methodologies for researching young children's use of digital technologies. Cyberpsychology, 2017, 11, .	0.7	22
34	Discussing death: Making end of life implicit or explicit in paediatric palliative care consultations. Patient Education and Counseling, 2019, 102, 198-206.	1.0	20
35	Affording opportunities to discuss deterioration in paediatric palliative care consultations: a conversation analytic study. BMJ Supportive and Palliative Care, 2020, 10, e13-e13.	0.8	20
36	Learning about and Taking Action for the Environment: Child and Teacher Experiences in a Preschool Water Education Program. Children, Youth and Environments, 2014, 24, 43.	0.1	19

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37	Finding a way with words: Delphi study to develop a discussion prompt list for paediatric palliative care. Palliative Medicine, 2020, 34, 291-299.	1.3	19
38	Using physical objects with young children in â€˜face-to-faceâ€™ and telehealth speech and language therapy. Disability and Rehabilitation, 2019, 41, 1664-1675.	0.9	18
39	Living in a broken world: how young children's well-being is supported through playing out their earthquake experiences. International Journal of Play, 2013, 2, 202-219.	0.3	17
40	Healthcare Users' Experiences of Communicating with Healthcare Professionals About Children Who Have Life-Limiting Conditions: A Qualitative Systematic Review. Journal of Palliative Medicine, 2018, 21, 1518-1528.	0.6	17
41	Compromised or Competent: Analyzing Twin Children's Social Worlds. Twin Research and Human Genetics, 2006, 9, 90-94.	0.3	16
42	Early Childhood Teachers' Work in a Time of Change. Australasian Journal of Early Childhood, 2016, 41, 38-45.	0.8	16
43	â€˜Have You Talked with a Teacher Yet?â€™: How Helpline Counsellors Support Young Callers Being Bullied at School. Children and Society, 2011, 25, 328-339.	1.0	15
44	Aligning in and through interaction: Children getting in and out of spontaneous activity. Discourse Studies, 2014, 16, 792-815.	0.5	13
45	How Talk and Interaction Unfold in a Digitally Enabled Preschool Classroom. Australian Journal of Linguistics, 2016, 36, 189-204.	0.4	13
46	Co-producing Cultural Knowledge: Children Telling Tales in the School Playground. , 2017, , 111-125.		13
47	Constituting Social Membership: Two Readings of Talk in an Early Childhood Classroom. Language and Education, 1996, 10, 151-170.	1.0	12
48	Kids, counsellors and troubles-telling. Journal of Applied Linguistics and Professional Practice, 2015, 9, 263-285.	0.1	12
49	Compatibility and Conflict: Negotiation of Relationships by Dizygotic Same-Sex Twin Girls. Twin Research and Human Genetics, 2006, 9, 103-112.	0.3	11
50	How does homework â€˜workâ€™ for young children? Childrenâ€™s accounts of homework in their everyday lives. British Journal of Sociology of Education, 2015, 36, 250-269.	1.1	11
51	Parents as Coresearchers at Home. International Journal of Qualitative Methods, The, 2016, 15, 160940691562140.	1.3	11
52	Adopting an unknowing stance in teacherâ€“child interactions through â€˜I wonderâ€¦â€™ formulations. Classroom Discourse, 2019, 10, 151-167.	0.6	11
53	Healthcare usersÊ¼ experiences of communicating with healthcare professionals about children who have life-limiting conditions: a qualitative systematic review protocol. JBI Database of Systematic Reviews and Implementation Reports, 2015, 13, 33-42.	1.7	10
54	â€œBasically it's the Usual Whole Teen Girl Thingâ€: Stageâ€‘ofâ€‘Life Categories on a Children and Young People's Helpline. Symbolic Interaction, 2018, 41, 25-44.	0.7	10

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55	The pervasive relevance of COVID-19 within routine paediatric palliative care consultations during the pandemic: A conversation analytic study. Palliative Medicine, 2020, 34, 1202-1219.	1.3	10
56	Who's the friend in the background?. Australian Review of Applied Linguistics, 2007, 30, 31.1-31.17.	0.5	10
57	A cautionary tale: digital resources in literacy classrooms. Learning, Media and Technology, 2019, 44, 443-456.	2.1	9
58	Pandemic morality-in-action: Accounting for social action during the COVID-19 pandemic. Discourse and Society, 2021, 32, 666-688.	1.5	9
59	Attending to child agency in paediatric palliative care consultations: Adults' use of tag questions directed to the child. Sociology of Health and Illness, 2022, 44, 566-585.	1.1	9
60	'Well it depends on what you'd call play': Parent Perspectives on Play in Queensland's Preparatory Year. Australasian Journal of Early Childhood, 2016, 41, 77-84.	0.8	8
61	'You need to own cats to be a part of the play': Icelandic preschool children challenge adult-initiated rules in play. European Early Childhood Education Research Journal, 2017, 25, 824-837.	1.2	8
62	The interactional achievement of reading aloud by young children and parents during digital technology use. Journal of Early Childhood Literacy, 2021, 21, 475-498.	0.4	8
63	investigating an account of children 'passing notes' in the classroom. Journal of Early Childhood Research, 2006, 4, 259-275.	0.9	7
64	To separate or not to separate? Parental decision-making regarding the separation of twins in the early years of schooling. Journal of Early Childhood Research, 2012, 10, 196-208.	0.9	7
65	"A Problem of Versions" Laying Down the Law in the School Playground. Sociological Studies of Children and Youth, 2012, , 221-241.	0.2	7
66	Testing the Vision: Preschool Settings as Places for Meeting, Bonding and Bridging. Children and Society, 2012, 26, 328-340.	1.0	7
67	Pranking in Children's Helpline Calls. Australian Journal of Linguistics, 2016, 36, 224-238.	0.4	7
68	Pretend Play and Technology: Young Children Making Sense of Their Everyday Social Worlds. International Perspectives on Early Childhood Education and Development, 2017, , 231-245.	0.2	7
69	Digital Childhoods Across Contexts and Countries. International Perspectives on Early Childhood Education and Development, 2018, , 1-14.	0.2	7
70	Using Conversation Analysis for Understanding Children's Talk about Traumatic Events. , 2015, , 402-421.		7
71	Supporting, failing to support and undermining breastfeeding self-efficacy: Analysis of helpline calls. Maternal and Child Nutrition, 2020, 16, e12919.	1.4	7
72	Technologies, Child-Centred Practice and Listening to Children. , 2017, , 127-138.		7

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73	Guest Editorial: Compromised or Competent: Analyzing Twin Children's Social Worlds. Twin Research and Human Genetics, 2006, 9, 90-94.	0.3	5
74	Bullying: The Moral and Social Orders at Play. Children and Society, 2011, 25, 255-257.	1.0	5
75	'We're doing a wedding': producing peer cultures in pretend play. International Journal of Play, 2018, 7, 290-307.	0.3	5
76	Everyday Experiences of Homeless Young People in Supported Accommodation Programmes in Australia. Children and Society, 2006, 20, 260-272.	1.0	4
77	Documenting young children's technology use: Observations in the home. Proceedings of the American Society for Information Science and Technology, 2014, 51, 1-9.	0.2	4
78	"I'm Your Best Friend" Peer Interaction and Friendship in a Multilingual Preschool. Sociological Studies of Children and Youth, 2016, , 171-196.	0.2	4
79	Facilitating Young Children's Use of the Web in Preschool. Journal of Research in Childhood Education, 2016, 30, 569-584.	0.6	4
80	Avoiding giving advice in telephone counselling for children and young people. Pragmatics and Beyond New Series, 2015, , 83-114.	0.3	4
81	Compatibility and conflict: negotiation of relationships by dizygotic same-sex twin girls. Twin Research and Human Genetics, 2006, 9, 103-12.	0.3	4
82	Identifying and addressing equivocal trouble in understanding within classroom interaction. Discourse Studies, 2016, 18, 3-24.	0.5	3
83	"Uh Oh" Multimodal Meaning Making During Viewing of YouTube Videos in Preschool. , 2017, , 233-255.		3
84	Soliciting and pursuing suggestions: Practices for contemporaneously managing student-centred and curriculum-focused activities. Linguistics and Education, 2017, 42, 65-73.	0.5	3
85	Socializing children into pop culture: A visit to Santa. Global Studies of Childhood, 2018, 8, 252-266.	0.2	3
86	Becoming a member of the classroom: supporting children's participation as informants in research. European Early Childhood Education Research Journal, 2018, 26, 393-406.	1.2	3
87	'Two's company, three's a crowd'. Research on Children and Social Interaction, 2021, 5, .	0.3	3
88	Webs of relationships. , 2019, , 402-415.		3
89	Social interactional understandings in investigating family practices of digital media use. , 2017, , .		3
90	Producing Contexts for Young Children's Digital Technology Use: Web Searching During Adult-Child Interactions at Home and Preschool. International Perspectives on Early Childhood Education and Development, 2018, , 65-82.	0.2	2

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91	Siblings Accomplishing Tasks Together. , 2020, , 130-143.		2
92	Parentification: Counselling Talk on a Helpline for Children and Young People. , 2015, , 578-596.		2
93	Sentiment analysis of preschool teachersâ€™ perceptions on ICT use for young children. , 2019, , .		1
94	Investigating interactions from the childrenâ€™s perspective. Research on Children and Social Interaction, 2021, 5, .	0.3	1
95	Name-Calling by a Child with Aspergerâ€™s Syndrome. , 2015, , 350-366.		1
96	Uncertainty, responsibility, and reassurance in paediatric palliative care: A conversation analytic study of telephone conversations between parents and clinicians. , 2022, 1, 26-43.		1
97	Making Culture Visible: Telling Small Stories in Busy Classrooms. , 2022, , 123-148.		1
98	Parentification. , 0, , .		0
99	Reply. Journal of Pediatrics, 2019, 207, 262-263.	0.9	0
100	From Fledgling Manoeuvres to Methodological Confidence: Conversations Between a Doctoral Student and Supervisor on Ethnomethodology and Conversation Analysis to Explore the Everyday Worlds of Children and Families. , 2016, , 237-252.		0
101	Professional Practices and Childrenâ€™s Social Competence in Mental Health Talk. , 2019, , 1-16.		0
102	Childrenâ€™s Competence and Wellbeing in Sensitive Research: When Video-Stimulated Accounts Lead to Dispute. , 2019, , 137-166.		0
103	Whoâ€™s the friend in the background?. Australian Review of Applied Linguistics, 2007, 30, 31.1-31.17.	0.5	0
104	Name-Calling by a Child with AspergerÃ¢Â€Â™s Syndrome. , 0, , .		0
105	Using Conversation Analysis for Understanding ChildrenÃ¢Â€Â™s Talk about Traumatic Events. , 0, , .		0