

# Susanne Schwab

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/4305800/publications.pdf>

Version: 2024-02-01

94  
papers

1,533  
citations

394421

19  
h-index

526287

27  
g-index

104  
all docs

104  
docs citations

104  
times ranked

661  
citing authors

#	ARTICLE	IF	CITATIONS
1	Teachers'™ and parents'™ attitudes towards inclusion of pupils with a first language other than the language of instruction. <i>International Journal of Inclusive Education</i> , 2023, 27, 221-240.	2.6	12
2	Bullying among primary school-aged students: which factors could strengthen their tendency towards resilience?. <i>International Journal of Inclusive Education</i> , 2023, 27, 890-903.	2.6	5
3	Social classroom climate and personalised instruction as predictors of students'™ social participation. <i>International Journal of Inclusive Education</i> , 2023, 27, 1223-1238.	2.6	7
4	Exploring the effects of the COVID-19 emergency remote education on students'™ social and academic integration in higher education in Austria. <i>Higher Education Research and Development</i> , 2023, 42, 215-229.	2.9	20
5	How inclusive are the teaching practices of my German, Maths and English teachers? – psychometric properties of a newly developed scale to assess personalisation and differentiation in teaching practices. <i>International Journal of Inclusive Education</i> , 2022, 26, 61-76.	2.6	45
6	Teacher efficacy predicts teachers'™ attitudes towards inclusion – a longitudinal cross-lagged analysis. <i>International Journal of Inclusive Education</i> , 2022, 26, 958-972.	2.6	64
7	The Circle of Friends intervention: a research synthesis. <i>European Journal of Special Needs Education</i> , 2022, 37, 535-553.	3.0	8
8	Social participation in the context of inclusive education: primary school students'™ friendship networks from students'™ and teachers'™ perspectives. <i>European Journal of Special Needs Education</i> , 2022, 37, 834-849.	3.0	10
9	Teachers'™ beliefs about peer social interactions and their relationship to practice in Chinese inclusive preschools. <i>International Journal of Early Years Education</i> , 2022, 30, 463-477.	0.8	6
10	Meta-analysis of the relationship between teachers'™ self-efficacy and attitudes toward inclusive education. <i>Teaching and Teacher Education</i> , 2022, 109, 103521.	3.2	39
11	Is Segregated Language Support Fit for Purpose? Insights From German Language Support Classes in Austria. <i>European Journal of Educational Research</i> , 2022, 11, 573-586.	1.3	9
12	Primary school students'™ attitudes towards peers displaying hyperactivity: Examining impacts of homophily and intergroup contact on students'™ social inclusion. <i>Social Development</i> , 2022, 31, 765-781.	1.3	3
13	Validation of the Student Version of the Perceptions of Inclusion Questionnaire in Primary and Secondary Education Settings. <i>SAGE Open</i> , 2022, 12, 215824402210798.	1.7	8
14	Social Participation of German Students with and without a Migration Background. <i>Journal of Child and Family Studies</i> , 2022, 31, 1184-1195.	1.3	4
15	Peer acceptance and peer status in relation to students'™ special educational needs, migration biography, gender and socioeconomic status. <i>Journal of Research in Special Educational Needs</i> , 2022, 22, 243-253.	1.1	6
16	Teaching Multilingual Students During the COVID-19 Pandemic in Austria: Teachers'™ Perceptions of Barriers to Distance Learning. <i>Frontiers in Psychology</i> , 2022, 13, 805530.	2.1	7
17	Promoting Factors of Social Inclusion of Students With Special Educational Needs: Perspectives of Parents, Teachers, and Students. <i>Frontiers in Education</i> , 2022, 7, .	2.1	2
18	Will – Skill – Tool Components as Key Factors for Digital Media Implementation in Education: Austrian Teachers'™ Experiences with Digital Forms of Instruction during the COVID-19 Pandemic. <i>Electronics (Switzerland)</i> , 2022, 11, 1805.	3.1	5

#	ARTICLE	IF	CITATIONS
19	Investigating teachers' dyadic self-efficacy and its correlations to students' perceptions of teacher efficacy and student well-being. <i>Educational Psychology</i> , 2022, 42, 820-837.	2.7	3
20	The Gender-Specific Role of Social Relationships for School Well-Being in Primary School. <i>Zeitschrift Fur Psychologie / Journal of Psychology</i> , 2022, 230, 215-228.	1.0	3
21	Inclusive education in Saudi Arabia and Germany: students' perception of school well-being, social inclusion, and academic self-concept. <i>European Journal of Special Needs Education</i> , 2021, 36, 773-786.	3.0	14
22	Are we good friends? " Friendship preferences and the quantity and quality of mutual friendships. <i>European Journal of Special Needs Education</i> , 2021, 36, 502-516.	3.0	19
23	A Matter of Resources? " Students' Academic Self-Concept, Social Inclusion and School Well-being in Inclusive Education. <i>International Perspectives on Inclusive Education</i> , 2021, , 89-100.	0.2	4
24	Austrian teachers' attitudes and self-efficacy beliefs regarding at-risk students during home learning due to COVID-19. <i>European Journal of Special Needs Education</i> , 2021, 36, 114-126.	3.0	16
25	Preventing bullying and promoting inclusion. <i>Educational Psychology</i> , 2021, 41, 261-263.	2.7	1
26	Psychometric Properties and Rasch Validation of the Teachers' Version of the Perception of Resources Questionnaire. <i>Frontiers in Psychology</i> , 2021, 12, 633801.	2.1	4
27	Bullying: Group differences of being victim and being bully and the influence of social relations. <i>Studies in Educational Evaluation</i> , 2021, 68, 100964.	2.3	10
28	The Impact of Social Behavior and Peers' Attitudes Toward Students With Special Educational Needs on Self-Reported Peer Interactions. <i>Frontiers in Education</i> , 2021, 6, .	2.1	4
29	Social Inclusion of German Students who Complete an Academic Stay Abroad. <i>European Journal of Educational Research</i> , 2021, 10, 945-955.	1.3	2
30	Special Education Major or Attitudes to Predict Teachers' Self-Efficacy for Teaching in Inclusive Education. <i>Frontiers in Psychology</i> , 2021, 12, 680909.	2.1	14
31	Classroom behavioural climate in inclusive education " a study on secondary students' perceptions. <i>Journal of Research in Special Educational Needs</i> , 2021, 21, 312-322.	1.1	5
32	The Positive Impact of Joint Activities on Students Attitudes Toward Peers With Disabilities. <i>Frontiers in Psychology</i> , 2021, 12, 690546.	2.1	7
33	Parents' attitudes towards students with a background of migration "Does the background of migration matter?. <i>Studies in Educational Evaluation</i> , 2021, 70, 101014.	2.3	1
34	Differentiation and Grouping Practices as a Response to Heterogeneity " Teachers' Implementation of Inclusive Teaching Approaches in Regular, Inclusive and Special Classrooms. <i>Frontiers in Psychology</i> , 2021, 12, 676482.	2.1	3
35	When home turns into quarantine school " new demands on students with special educational needs, their parents and teachers during COVID-19 quarantine. <i>European Journal of Special Needs Education</i> , 2021, 36, 1-4.	3.0	9
36	Psychometric Properties of the Beach Center Family Quality of Life Scale: Arabic Version. <i>Journal of Child and Family Studies</i> , 2021, 30, 3131.	1.3	2

#	ARTICLE	IF	CITATIONS
37	Development of Teachers'™ Emotional Adjustment Performance Regarding Their Perception of Emotional Experience and Job Satisfaction During Regular School Operations, the First and the Second School Lockdown in Austria. <i>Frontiers in Psychology</i> , 2021, 12, 702606.	2.1	7
38	DI (Differentiated Instruction) Does Matter! The Effects of DI on Secondary School Students'™ Well-Being, Social Inclusion and Academic Self-Concept. <i>Frontiers in Education</i> , 2021, 6, .	2.1	17
39	Measuring students'™ and teachers'™ perceptions of resources in inclusive education – validation of a newly developed instrument. <i>International Journal of Inclusive Education</i> , 2020, 24, 1326-1339.	2.6	18
40	Peer integration, teacher-student relationships and the associations with depressive symptoms in secondary school students with and without special needs. <i>Educational Studies</i> , 2020, 46, 302-315.	2.4	19
41	Parents'™ attitudes towards inclusive education and their perceptions of inclusive teaching practices and resources. <i>European Journal of Special Needs Education</i> , 2020, 35, 254-272.	3.0	72
42	Transfer interest: measuring interest in training content and interest in training transfer. <i>Human Resource Development International</i> , 2020, 23, 146-167.	4.0	26
43	Assessing dimensions of inclusion from students'™ perspective – measurement invariance across students with learning disabilities in different educational settings. <i>European Journal of Special Needs Education</i> , 2020, 35, 287-302.	3.0	24
44	Agreement among student, parent and teacher ratings of school inclusion: A multitrait-multimethod analysis. <i>Journal of School Psychology</i> , 2020, 82, 1-16.	2.9	20
45	Teachers'™ Judgments of Students'™ School-Wellbeing, Social Inclusion, and Academic Self-Concept: A Multi-Trait-Multimethod Analysis Using the Perception of Inclusion Questionnaire. <i>Frontiers in Psychology</i> , 2020, 11, 1498.	2.1	9
46	Do they practise what they preach? Factors associated with teachers'™ use of inclusive teaching practices among in-service teachers. <i>Journal of Research in Special Educational Needs</i> , 2020, 20, 321-330.	1.1	29
47	The positive impact of knowledge and quality of contact on university students'™ attitudes towards people with intellectual disability in the Arab world. <i>Research in Developmental Disabilities</i> , 2020, 106, 103765.	2.2	17
48	Psychometric Properties of the Arabic Version of the Behavioral Intention to Interact With Peers With Intellectual Disability Scale. <i>Frontiers in Psychology</i> , 2020, 11, 1212.	2.1	6
49	Assessing perceptions of resources and inclusive teaching practices: A cross-country study between German and Saudi students in inclusive schools. <i>Studies in Educational Evaluation</i> , 2020, 65, 100849.	2.3	6
50	What Do Teachers Think About Their Students'™ Inclusion? Consistency of Students'™ Self-Reports and Teacher Ratings. <i>Frontiers in Psychology</i> , 2019, 10, 1637.	2.1	25
51	Perceived Differentiation and Personalization Teaching Approaches in Inclusive Classrooms: Perspectives of Students and Teachers. <i>Frontiers in Education</i> , 2019, 4, .	2.1	29
52	Teachers'™ student-specific self-efficacy in relation to teacher and student variables. <i>Educational Psychology</i> , 2019, 39, 4-18.	2.7	26
53	Fostering Social Participation in Inclusive Classrooms of Students who are Deaf. <i>International Journal of Disability Development and Education</i> , 2019, 66, 325-342.	1.1	16
54	Editorial: teachers'™ attitudes and self-efficacy beliefs with regard to inclusive education. <i>Journal of Research in Special Educational Needs</i> , 2019, 19, 3-7.	1.1	9

#	ARTICLE	IF	CITATIONS
55	Friendship stability among students with and without special educational needs. <i>Educational Studies</i> , 2019, 45, 390-401.	2.4	23
56	Predictors of non-compliant classroom behaviour of secondary school students. Identifying the influence of sex, learning problems, behaviour problems, social behaviour, peer relations and student-teacher relations. <i>Journal of Research in Special Educational Needs</i> , 2019, 19, 220-231.	1.1	10
57	A Psychometric Analysis of the Student Version of the Perceptions of Inclusion Questionnaire (PIQ). <i>European Journal of Psychological Assessment</i> , 2019, 35, 641-649.	3.0	27
58	The impact of social referencing on social acceptance of children with disabilities and migrant background: an experimental study in primary school settings. <i>European Journal of Special Needs Education</i> , 2018, 33, 269-285.	3.0	32
59	Social participation of students with special educational needs. <i>European Journal of Special Needs Education</i> , 2018, 33, 163-165.	3.0	9
60	Who intends to learn and who intends to leave? The intention to leave education early among students from inclusive and regular classes in primary and secondary schools. <i>School Effectiveness and School Improvement</i> , 2018, 29, 573-589.	2.9	10
61	Are we included? Secondary students' perception of inclusion climate in their schools. <i>Teaching and Teacher Education</i> , 2018, 75, 31-39.	3.2	41
62	Assessing Behavior Difficulties in Students. <i>European Journal of Psychological Assessment</i> , 2018, 34, 65-68.	3.0	1
63	Suggestions for Vocabulary Focused Reading Lessons for Mainstream Classrooms Addressing Both L1 and L2 Learners. <i>Early Childhood Education Journal</i> , 2017, 45, 333-345.	2.7	4
64	The impact of contact on students' attitudes towards peers with disabilities. <i>Research in Developmental Disabilities</i> , 2017, 62, 160-165.	2.2	64
65	Self-efficacy of prospective Austrian and German primary school teachers regarding the implementation of inclusive education. <i>Journal of Research in Special Educational Needs</i> , 2017, 17, 205-217.	1.1	28
66	Predicting a high rate of self-assessed and parent-assessed peer problems? Is it typical for students with disabilities?. <i>Research in Developmental Disabilities</i> , 2016, 49-50, 196-204.	2.2	14
67	Social acceptance of students with Down syndrome and students without disability. <i>Educational Psychology</i> , 2016, 36, 1501-1515.	2.7	22
68	Effects of a Whole-Class Reading Program Designed for Different Reading Levels and the Learning Needs of L1 and L2 Children. <i>Reading and Writing Quarterly</i> , 2016, 32, 499-526.	1.4	10
69	The Relationship Between Social and Emotional Integration and Reading Ability in Students With and Without Special Educational Needs in Inclusive Classes. <i>Journal of Cognitive Education and Psychology</i> , 2015, 14, 180-198.	0.2	4
70	Evaluation of a short version of the Illinois Loneliness and Social Satisfaction Scale in a sample of students with and without special educational needs – an empirical study with primary and secondary students in Austria. <i>British Journal of Special Education</i> , 2015, 42, 257-278.	0.4	16
71	Subtypes of Readers and Spellers in Second Grade Children. <i>Procedia, Social and Behavioral Sciences</i> , 2015, 174, 2316-2325.	0.5	2
72	Assessing Special Educational Needs in Austria: Description of Labeling Practices and Their Evolution From 1996 to 2013. <i>Journal of Cognitive Education and Psychology</i> , 2015, 14, 329-342.	0.2	13

#	ARTICLE	IF	CITATIONS
73	Does Inclusive Education Change Teachers's™ Educational Goals? A Comparative Analysis of Two Cross-sectional Surveys in Austria. <i>Journal of Studies in Education</i> , 2015, 5, 114.	0.2	2
74	Social dimensions of inclusion in education of 4th and 7th grade pupils in inclusive and regular classes: Outcomes from Austria. <i>Research in Developmental Disabilities</i> , 2015, 43-44, 72-79.	2.2	65
75	Assessing Reading and Spelling Abilities from Three Different Angles – Correlations between Test Scores, Teachers's™ Assessment and Children's Self-assessments in L1 and L2 Children. <i>Procedia, Social and Behavioral Sciences</i> , 2015, 174, 2200-2210.	0.5	7
76	Achievement Goals, School Achievement, Self-Estimations of School Achievement, and Calibration in Students With and Without Special Education Needs in Inclusive Education. <i>Scandinavian Journal of Educational Research</i> , 2015, 59, 461-477.	1.7	14
77	Linking self-rated social inclusion to social behaviour. An empirical study of students with and without special education needs in secondary schools. <i>European Journal of Special Needs Education</i> , 2015, 30, 1-14.	3.0	41
78	Lehrersicht der sozialen Partizipation von Grundschülern. Ergebnisse einer Studie mit dem Lehrerfragebogen zur Erfassung der sozialen Partizipation. <i>Vierteljahresschrift Für Heilpädagogik Und Ihre Nachbargebiete</i> , 2015, 84, 234.	0.1	3
79	Improving reading in children with German as a first or second language. <i>International Journal of Early Years Education</i> , 2014, 22, 210-222.	0.8	7
80	Achievement Goals in Students With Learning Disabilities, Emotional or Behavioral Disorders, and Low IQ Without Special Educational Needs. <i>Journal of Cognitive Education and Psychology</i> , 2014, 13, 357-374.	0.2	8
81	Lehrkraftfeedback oder Spaß beim Spiel? Eine Experimentalstudie zum Einfluss von Lehrkraftfeedback auf die soziale Akzeptanz bei Grundschulkindern. <i>Physics and Chemistry of Minerals</i> , 2014, 62, 51.	0.8	12
82	Aktuelle Forschungsprojekte: Einstellung zur Integration im Zusammenhang mit sozialer Inklusion. Eine Fragebogenerhebung in österreichischen Integrations- und Regelschulklassen. <i>Vierteljahresschrift Für Heilpädagogik Und Ihre Nachbargebiete</i> , 2014, 84, 66.	0.1	6
83	Reading Intervention in Second-grade Children with Poor Reading Abilities. <i>Procedia, Social and Behavioral Sciences</i> , 2013, 106, 2205-2216.	0.5	3
84	Attitudes and experiences of parents regarding inclusive and special school education for children with learning and intellectual disabilities. <i>International Journal of Inclusive Education</i> , 2013, 17, 663-681.	2.6	34
85	Entwicklung und Überprüfung eines fallbasierten Instruments zur Messung der Einstellung zur schulischen Integration. Wie denken Studierende, Berufstätige und Schüler/innen über schulische Integration von Kindern mit sonderpädagogischem Förderbedarf?. <i>Vierteljahresschrift Für Heilpädagogik Und Ihre Nachbargebiete</i> , 2013, 83, 20.	0.1	4
86	An examination of public opinion in Austria towards inclusion. Development of the "Attitudes Towards Inclusion Scale" – ATIS. <i>European Journal of Special Needs Education</i> , 2012, 27, 355-371.	3.0	11
87	Achievement and Integration of Students with and without Special Educational Needs (SEN) in the Fifth Grade. <i>Journal of Special Education and Rehabilitation</i> , 2012, 13, .	0.5	4
88	The transition from school to the workplace for students with learning disabilities: status quo and the efficiency of pre-vocational and vocational training schemes. <i>European Journal of Special Needs Education</i> , 2011, 26, 443-459.	3.0	17
89	Differentiation and individualisation in inclusive education: a systematic review and narrative synthesis. <i>International Journal of Inclusive Education</i> , 0, , 1-21.	2.6	61
90	Inclusion does not solely apply to students with disabilities: pre-service teachers's™ attitudes towards inclusive schooling of all students. <i>International Journal of Inclusive Education</i> , 0, , 1-17.	2.6	13

#	ARTICLE	IF	CITATIONS
91	Maths, German, and English teachers' student specific self-efficacy " is it a matter of students' characteristics?. Educational Psychology, 0, , 1-17.	2.7	3
92	The role of students' experiences in attitude formation towards peers with non-compliant classroom behaviour in inclusive primary schools. European Journal of Special Needs Education, 0, , 1-15.	3.0	0
93	Teachers' feedback in the context of students' social acceptance, students' well-being in school and students' emotions. Educational Studies, 0, , 1-18.	2.4	6
94	Inclusion of multilingual students' teachers' perceptions on language support models. International Journal of Inclusive Education, 0, , 1-20.	2.6	7