

# Sue Walker

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/5873608/publications.pdf>

Version: 2024-02-01

55  
papers

1,250  
citations

471061

17  
h-index

395343

33  
g-index

55  
all docs

55  
docs citations

55  
times ranked

1239  
citing authors

#	ARTICLE	IF	CITATIONS
1	Gender Differences in the Relationship Between Young Children's Peer-Related Social Competence and Individual Differences in Theory of Mind. <i>Journal of Genetic Psychology</i> , 2005, 166, 297-312.	0.6	237
2	A Developmental Cascade Model of Behavioral Sleep Problems and Emotional and Attentional Self-Regulation Across Early Childhood. <i>Behavioral Sleep Medicine</i> , 2017, 15, 1-21.	1.1	110
3	Peer mentoring for first-year teacher education students: the mentors' experience. <i>Mentoring and Tutoring: Partnership in Learning</i> , 2008, 16, 109-124.	0.6	88
4	Literacy, numeracy, and learning in school-aged children identified as having speech and language impairment in early childhood. <i>International Journal of Speech-Language Pathology</i> , 2009, 11, 392-403.	0.6	73
5	Early childhood profiles of sleep problems and self-regulation predict later school adjustment. <i>British Journal of Educational Psychology</i> , 2016, 86, 331-350.	1.6	68
6	Gender Influences on Preschool Children's Social Problem-Solving Strategies. <i>Journal of Genetic Psychology</i> , 2002, 163, 197-209.	0.6	65
7	How Does Initial Teacher Education Research Frame the Challenge of Preparing Future Teachers for Student Diversity in Schools? A Systematic Review of Literature. <i>Review of Educational Research</i> , 2021, 91, 112-158.	4.3	52
8	Multilingualism and speech-language competence in early childhood: Impact on academic and social-emotional outcomes at school. <i>Early Childhood Research Quarterly</i> , 2016, 34, 53-66.	1.6	43
9	Online Learning Environments: What Early Childhood Teacher Education Students Say. <i>Journal of Early Childhood Teacher Education</i> , 2007, 28, 115-126.	0.9	34
10	A shared reading intervention with parents to enhance young children's early literacy skills. <i>Early Child Development and Care</i> , 2014, 184, 1531-1549.	0.7	33
11	At risk students and teacher-student relationships: student characteristics, attitudes to school and classroom climate. <i>International Journal of Inclusive Education</i> , 2021, 25, 896-913.	1.5	33
12	Sociometric Stability and the Behavioral Correlates of Peer Acceptance in Early Childhood. <i>Journal of Genetic Psychology</i> , 2009, 170, 339-358.	0.6	29
13	Children with autistic spectrum disorder in early childhood education programs: A social constructivist perspective on inclusion. <i>International Journal of Early Childhood</i> , 2008, 40, 33-51.	0.6	25
14	Teachers' and children's personal epistemologies for moral education: Case studies in early years elementary education. <i>Teaching and Teacher Education</i> , 2012, 28, 440-450.	1.6	22
15	Critical values education in the early years: Alignment of teachers' personal epistemologies and practices for active citizenship. <i>Teaching and Teacher Education</i> , 2016, 59, 261-273.	1.6	21
16	Choosing Work and Care: Four Australian Women Negotiating Return to Paid Work in the First Year of Motherhood. <i>Contemporary Issues in Early Childhood</i> , 2013, 14, 168-178.	0.9	20
17	Practices for teaching moral values in the early years: a call for a pedagogy of participation. <i>Education, Citizenship and Social Justice</i> , 2011, 6, 109-124.	0.5	19
18	Educational policy for citizenship in the early years in Australia. <i>Journal of Education Policy</i> , 2011, 26, 641-653.	2.1	18

#	ARTICLE	IF	CITATIONS
19	Researching teacher educators' preparedness to teach to and about diversity: investigating epistemic reflexivity as a new conceptual framework. <i>Asia-Pacific Journal of Teacher Education</i> , 2019, 47, 230-250.	1.2	17
20	Re-conceptualizing executive functions as social activity in children's playworlds. <i>Learning, Culture and Social Interaction</i> , 2017, 14, 1-11.	1.1	16
21	Understanding first year university students: personal epistemology and learning. <i>Teaching Education</i> , 2009, 20, 243-256.	0.9	15
22	Researching early childhood student teachers: Life histories and course experience. <i>International Journal of Early Childhood</i> , 2000, 32, 34-40.	0.6	14
23	Children's Perspectives on Values and Rules in Australian Early Education. <i>Australasian Journal of Early Childhood</i> , 2014, 39, 12-20.	0.8	14
24	Early years teachers' epistemic beliefs and beliefs about children's moral learning. <i>Teachers and Teaching: Theory and Practice</i> , 2012, 18, 263-275.	0.9	13
25	Teachers' Experiences of Inclusion of Children with Developmental Disabilities across the Early Years of School. <i>Journal of Psychologists and Counsellors in Schools</i> , 2016, 26, 139-154.	0.5	13
26	Playworlds and Executive Functions in Children: Theorising with the Cultural-Historical Analytical Lenses. <i>Integrative Psychological and Behavioral Science</i> , 2020, 54, 124-141.	0.5	13
27	Enhancing executive function through imaginary play: A promising new practice principle. <i>Australasian Journal of Early Childhood</i> , 2020, 45, 114-126.	0.8	12
28	Seeking a reflexive space for teaching to and about diversity: emergent properties of enablement and constraint for teacher educators. <i>Teachers and Teaching: Theory and Practice</i> , 2019, 25, 259-273.	0.9	11
29	Emergent Literacy Assessment in Children With Autism Spectrum Disorder Who Have Limited Verbal Communication Skills: A Tutorial. <i>Language, Speech, and Hearing Services in Schools</i> , 2021, 52, 165-180.	0.7	11
30	Changes in children's reasoning about the social inclusion of aggressive children over the early years of elementary school. <i>International Journal of Inclusive Education</i> , 2017, 21, 991-1010.	1.5	9
31	Promoting social inclusion in the early years of elementary school: a focus on children's epistemic beliefs for moral reasoning. <i>International Journal of Inclusive Education</i> , 2017, 21, 507-520.	1.5	9
32	Working with Teachers' Pedagogical Strengths: The Design of Executive Function Activities for Play-based Programs. <i>Australasian Journal of Early Childhood</i> , 2017, 42, 47-55.	0.8	9
33	Can teacher-child relationships support human rights to freedom of opinion and expression, education and participation?. <i>International Journal of Speech-Language Pathology</i> , 2018, 20, 133-141.	0.6	9
34	Epistemic beliefs and beliefs about teaching practices for moral learning in the early years of school: relationships and complexities. <i>Education 3-13</i> , 2015, 43, 164-183.	0.6	8
35	Moral and Social Development: Teachers' Knowledge of Children's Learning and Teaching Strategies in the Early Years. <i>Australasian Journal of Early Childhood</i> , 2011, 36, 6-14.	0.8	7
36	Developing Peer Mentoring Support for TAFE Students Entering 1st-Year University Early Childhood Studies. <i>Journal of Early Childhood Teacher Education</i> , 2005, 26, 423-436.	0.9	6

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37	Australian Children with Special Health Care Needs: Social-Emotional and Learning Competencies in the Early Years. <i>International Journal of Early Childhood</i> , 2013, 45, 35-50.	0.6	6
38	Young children's moral evaluations of inclusion and exclusion in play in ethnic and aggressive stereotypic peer contexts. <i>International Journal of Inclusive Education</i> , 2022, 26, 429-447.	1.5	6
39	Teacher education and teaching for diversity: a call to action. <i>Teaching Education</i> , 2022, 33, 194-213.	0.9	6
40	How do Australian pre-service teachers understand differentiated instruction and associated concepts of inclusion and diversity?. <i>International Journal of Inclusive Education</i> , 0, , 1-15.	1.5	5
41	How epistemic reflexivity enables teacher educatorsâ€™ teaching <i>for</i> diversity: Exploring a pedagogical framework for critical thinking. <i>British Educational Research Journal</i> , 2022, 48, 684-703.	1.4	5
42	Childrenâ€™s perspectives on why and when teachers listen to their ideas: Exploring opportunities for participation in the early years of school. <i>International Journal of Educational Research</i> , 2021, 107, 101747.	1.2	4
43	Epistemic Climates for Active Citizenship: Dialogically Organised Classrooms and Childrenâ€™s Internal Dialogue. <i>International Perspectives on Early Childhood Education and Development</i> , 2018, , 69-87.	0.2	4
44	Assessment by Interview and Portfolio in a Graduate School Program. <i>Journal of Early Childhood Teacher Education</i> , 2010, 31, 86-96.	0.9	3
45	Exploring intercultural competence through the lens of self-authorship. <i>Early Years</i> , 2017, 37, 217-234.	0.6	3
46	Doing the right thing in the early years of primary school: a longitudinal study of childrenâ€™s reasoning about right and wrong. <i>Australian Educational Researcher</i> , 2019, 46, 863-878.	1.6	3
47	The importance of selfâ€­regulation: a mediator of early socioâ€­emotional difficulties on later socioâ€­emotional and relational outcomes. <i>Journal of Research in Special Educational Needs</i> , 2021, 21, 3-18.	0.5	3
48	The development of children's epistemic beliefs across the early years of elementary school. <i>British Journal of Educational Psychology</i> , 2020, 90, 266-281.	1.6	2
49	Childrenâ€™s epistemic reasoning about social inclusion of aggressive peers in a culturally diverse school. <i>British Educational Research Journal</i> , 2022, 48, 272-291.	1.4	2
50	Reasoning about social inclusion over the early years of primary school: a focus on epistemic cognition. <i>European Early Childhood Education Research Journal</i> , 2019, 27, 616-629.	1.2	1
51	Working It Out: Balancing Work and Care After the Birth of a First Child. , 2016, , 145-159.		1
52	Playworlds as an evidenced-based model of practice for the intentional teaching of executive functions. <i>Early Years</i> , 2020, , 1-15.	0.6	0
53	What influences teachersâ€™ support for childrenâ€™s reasoning about social inclusion in primary school education classrooms?. <i>Australian Educational Researcher</i> , 2022, 49, 155-173.	1.6	0
54	Understanding relationships between epistemic cognition and executive functioning: Implications for measurement and practice in early childhood. <i>Australasian Journal of Early Childhood</i> , 0, , 183693912210893.	0.8	0

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55	Observing the classroom literacy environment of children on the autism spectrum in specialist classrooms. Australian Journal of Education, 2023, 67, 28-45.	0.9	0