# Sue Walker

List of Publications by Year
in descending order

| 55 | 1,250 | 471061 | 395343 |
|----|-------|--------|--------|
| papers | citations | 17 | 33 |
| | | h-index | g-index |

| 55 | 55 | 55 | 1239 |
|----|----|----|------|
| all docs | docs citations | times ranked | citing authors |

| # | Article | IF | Citations |
|---|---------|-----|-----------|
| 1 | Observing the <b>c</b>lassroom literacy environment of children on the autism spectrum in specialist classrooms. Australian Journal of Education, 2023, 67, 28-45. | 0.9 | 0 |
| 2 | Young children's moral evaluations of inclusion and exclusion in play in ethnic and aggressive stereotypic peer contexts. International Journal of Inclusive Education, 2022, 26, 429-447. | 1.5 | 6 |
| 3 | What influences teachers' support for children's reasoning about social inclusion in primary school education classrooms?. Australian Educational Researcher, 2022, 49, 155-173. | 1.6 | 0 |
| 4 | Children's epistemic reasoning about social inclusion of aggressive peers in a culturally diverse school. British Educational Research Journal, 2022, 48, 272-291. | 1.4 | 2 |
| 5 | Teacher education and teaching for diversity: a call to action. Teaching Education, 2022, 33, 194-213. | 0.9 | 6 |
| 6 | How epistemic reflexivity enables teacher educators' teaching <i>for</i> diversity: Exploring a pedagogical framework for critical thinking. British Educational Research Journal, 2022, 48, 684-703. | 1.4 | 5 |
| 7 | At risk students and teacher-student relationships: student characteristics, attitudes to school and classroom climate. International Journal of Inclusive Education, 2021, 25, 896-913. | 1.5 | 33 |
| 8 | How Does Initial Teacher Education Research Frame the Challenge of Preparing Future Teachers for Student Diversity in Schools? A Systematic Review of Literature. Review of Educational Research, 2021, 91, 112-158. | 4.3 | 52 |
| 9 | The importance of self-regulation: a mediator of early socio-emotional difficulties on later socio-emotional and relational outcomes. Journal of Research in Special Educational Needs, 2021, 21, 3-18. | 0.5 | 3 |
| 10 | Emergent Literacy Assessment in Children With Autism Spectrum Disorder Who Have Limited Verbal Communication Skills: A Tutorial. Language, Speech, and Hearing Services in Schools, 2021, 52, 165-180. | 0.7 | 11 |
| 11 | Children's perspectives on why and when teachers listen to their ideas: Exploring opportunities for participation in the early years of school. International Journal of Educational Research, 2021, 107, 101747. | 1.2 | 4 |
| 12 | Playworlds and Executive Functions in Children: Theorising with the Cultural-Historical Analytical Lenses. Integrative Psychological and Behavioral Science, 2020, 54, 124-141. | 0.5 | 13 |
| 13 | The development of children's epistemic beliefs across the early years of elementary school. British Journal of Educational Psychology, 2020, 90, 266-281. | 1.6 | 2 |
| 14 | Playworlds as an evidenced-based model of practice for the intentional teaching of executive functions. Early Years, 2020, , 1-15. | 0.6 | 0 |
| 15 | Enhancing executive function through imaginary play: A promising new practice principle. Australasian Journal of Early Childhood, 2020, 45, 114-126. | 0.8 | 12 |
| 16 | Doing the right thing in the early years of primary school: a longitudinal study of children's reasoning about right and wrong. Australian Educational Researcher, 2019, 46, 863-878. | 1.6 | 3 |
| 17 | Reasoning about social inclusion over the early years of primary school: a focus on epistemic cognition. European Early Childhood Education Research Journal, 2019, 27, 616-629. | 1.2 | 1 |
| 18 | Researching teacher educators' preparedness to teach to and about diversity: investigating epistemic reflexivity as a new conceptual framework. Asia-Pacific Journal of Teacher Education, 2019, 47, 230-250. | 1.2 | 17 |

| # | ARTICLE | IF | CITATIONS |
|---|---------|-----|-----------|
| 19 | Seeking a reflexive space for teaching to and about diversity: emergent properties of enablement and constraint for teacher educators. Teachers and Teaching: Theory and Practice, 2019, 25, 259-273. | 0.9 | 11 |
| 20 | Can teacher–child relationships support human rights to freedom of opinion and expression, education and participation?. International Journal of Speech-Language Pathology, 2018, 20, 133-141. | 0.6 | 9 |
| 21 | Epistemic Climates for Active Citizenship: Dialogically Organised Classrooms and Children's Internal Dialogue. International Perspectives on Early Childhood Education and Development, 2018, , 69-87. | 0.2 | 4 |
| 22 | A Developmental Cascade Model of Behavioral Sleep Problems and Emotional and Attentional Self-Regulation Across Early Childhood. Behavioral Sleep Medicine, 2017, 15, 1-21. | 1.1 | 110 |
| 23 | Exploring intercultural competence through the lens of self-authorship. Early Years, 2017, 37, 217-234. | 0.6 | 3 |
| 24 | Re-conceptualizing executive functions as social activity in children's playworlds. Learning, Culture and Social Interaction, 2017, 14, 1-11. | 1.1 | 16 |
| 25 | Changes in children's reasoning about the social inclusion of aggressive children over the early years of elementary school. International Journal of Inclusive Education, 2017, 21, 991-1010. | 1.5 | 9 |
| 26 | Promoting social inclusion in the early years of elementary school: a focus on children's epistemic beliefs for moral reasoning. International Journal of Inclusive Education, 2017, 21, 507-520. | 1.5 | 9 |
| 27 | Working with Teachers' Pedagogical Strengths: The Design of Executive Function Activities for Play-based Programs. Australasian Journal of Early Childhood, 2017, 42, 47-55. | 0.8 | 9 |
| 28 | Early childhood profiles of sleep problems and self-regulation predict later school adjustment. British Journal of Educational Psychology, 2016, 86, 331-350. | 1.6 | 68 |
| 29 | Critical values education in the early years: Alignment of teachers' personal epistemologies and practices for active citizenship. Teaching and Teacher Education, 2016, 59, 261-273. | 1.6 | 21 |
| 30 | Teachers' Experiences of Inclusion of Children with Developmental Disabilities across the Early Years of School. Journal of Psychologists and Counsellors in Schools, 2016, 26, 139-154. | 0.5 | 13 |
| 31 | Multilingualism and speech-language competence in early childhood: Impact on academic and social-emotional outcomes at school. Early Childhood Research Quarterly, 2016, 34, 53-66. | 1.6 | 43 |
| 32 | Working It Out: Balancing Work and Care After the Birth of a First Child. , 2016, , 145-159. | | 1 |
| 33 | Epistemic beliefs and beliefs about teaching practices for moral learning in the early years of school: relationships and complexities. Education 3-13, 2015, 43, 164-183. | 0.6 | 8 |
| 34 | Children's Perspectives on Values and Rules in Australian Early Education. Australasian Journal of Early Childhood, 2014, 39, 12-20. | 0.8 | 14 |
| 35 | A shared reading intervention with parents to enhance young children's early literacy skills. Early Child Development and Care, 2014, 184, 1531-1549. | 0.7 | 33 |
| 36 | Australian Children with Special Health Care Needs: Social-Emotional and Learning Competencies in the Early Years. International Journal of Early Childhood, 2013, 45, 35-50. | 0.6 | 6 |

| # | Article | IF | Citations |
|---|---------|----|-----------|
| 37 | Choosing Work and Care: Four Australian Women Negotiating Return to Paid Work in the First Year of Motherhood. Contemporary Issues in Early Childhood, 2013, 14, 168-178. | 0.9 | 20 |
| 38 | Early years teachers' epistemic beliefs and beliefs about children's moral learning. Teachers and Teaching: Theory and Practice, 2012, 18, 263-275. | 0.9 | 13 |
| 39 | Teachers' and children's personal epistemologies for moral education: Case studies in early years elementary education. Teaching and Teacher Education, 2012, 28, 440-450. | 1.6 | 22 |
| 40 | Moral and Social Development: Teachers' Knowledge of Children's Learning and Teaching Strategies in the Early Years. Australasian Journal of Early Childhood, 2011, 36, 6-14. | 0.8 | 7 |
| 41 | Practices for teaching moral values in the early years: a call for a pedagogy of participation. Education, Citizenship and Social Justice, 2011, 6, 109-124. | 0.5 | 19 |
| 42 | Educational policy for citizenship in the early years in Australia. Journal of Education Policy, 2011, 26, 641-653. | 2.1 | 18 |
| 43 | Assessment by Interview and Portfolio in a Graduate School Program. Journal of Early Childhood Teacher Education, 2010, 31, 86-96. | 0.9 | 3 |
| 44 | Sociometric Stability and the Behavioral Correlates of Peer Acceptance in Early Childhood. Journal of Genetic Psychology, 2009, 170, 339-358. | 0.6 | 29 |
| 45 | Literacy, numeracy, and learning in school-aged children identified as having speech and language impairment in early childhood. International Journal of Speech-Language Pathology, 2009, 11, 392-403. | 0.6 | 73 |
| 46 | Understanding first year university students: personal epistemology and learning. Teaching Education, 2009, 20, 243-256. | 0.9 | 15 |
| 47 | Children with autistic spectrum disorder in early childhood education programs: A social constructivist perspective on inclusion. International Journal of Early Childhood, 2008, 40, 33-51. | 0.6 | 25 |
| 48 | Peer mentoring for first-year teacher education students: the mentors' experience. Mentoring and Tutoring: Partnership in Learning, 2008, 16, 109-124. | 0.6 | 88 |
| 49 | Online Learning Environments: What Early Childhood Teacher Education Students Say. Journal of Early Childhood Teacher Education, 2007, 28, 115-126. | 0.9 | 34 |
| 50 | Developing Peer Mentoring Support for TAFE Students Entering 1st-Year University Early Childhood Studies. Journal of Early Childhood Teacher Education, 2005, 26, 423-436. | 0.9 | 6 |
| 51 | Gender Differences in the Relationship Between Young Children's Peer-Related Social Competence and Individual Differences in Theory of Mind. Journal of Genetic Psychology, 2005, 166, 297-312. | 0.6 | 237 |
| 52 | Gender Influences on Preschool Children's Social Problem-Solving Strategies. Journal of Genetic Psychology, 2002, 163, 197-209. | 0.6 | 65 |
| 53 | Researching early childhood student teachers: Life histories and course experience. International Journal of Early Childhood, 2000, 32, 34-40. | 0.6 | 14 |
| 54 | How do Australian pre-service teachers understand differentiated instruction and associated concepts of inclusion and diversity?. International Journal of Inclusive Education, 0, , 1-15. | 1.5 | 5 |

| # | ARTICLE | IF | CITATIONS |
|---|---------|----|-----------|
| 55 | Understanding relationships between epistemic cognition and executive functioning: Implications for measurement and practice in early childhood. Australasian Journal of Early Childhood, 0, , 183693912210893. | 0.8 | 0 |