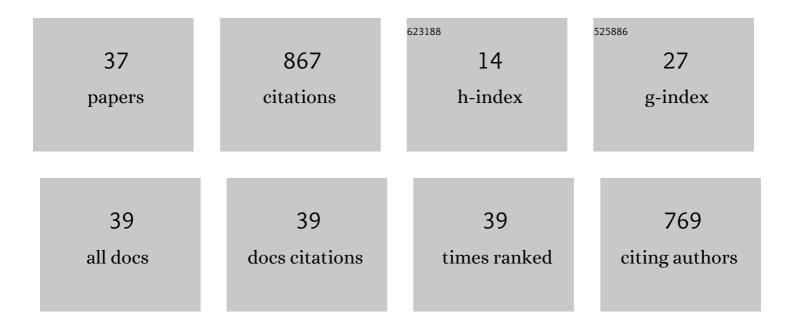
Yoon-Suk Hwang

List of Publications by Year in descending order

Source: https://exaly.com/author-pdf/934116/publications.pdf Version: 2024-02-01



YOON-SUK HWANC

#	Article	IF	CITATIONS
1	A systematic review of mindfulness interventions for in-service teachers: A tool to enhance teacher wellbeing and performance. Teaching and Teacher Education, 2017, 64, 26-42.	1.6	149
2	A Systematic Review of Mindfulness-Based School Interventions with Early Adolescents. Mindfulness, 2019, 10, 593-610.	1.6	91
3	A systematic review of mindfulness intervention for individuals with developmental disabilities: Long-term practice and long lasting effects. Research in Developmental Disabilities, 2013, 34, 314-326.	1.2	79
4	Cultivating Mind: Mindfulness Interventions for Children with Autism Spectrum Disorder and Problem Behaviours, and Their Mothers. Journal of Child and Family Studies, 2015, 24, 3093-3106.	0.7	56
5	Your Voice Counts: Listening to the Voice of High School Students With Autism Spectrum Disorder. Australasian Journal of Special Education, 2011, 35, 173-190.	0.8	50
6	Mindfulness-Based Intervention for Educators: Effects of a School-Based Cluster Randomized Controlled Study. Mindfulness, 2019, 10, 1417-1436.	1.6	42
7	Effects of Mindfulness-Based Positive Behavior Support (MBPBS) Training Are Equally Beneficial for Mothers and Their Children With Autism Spectrum Disorder or With Intellectual Disabilities. Frontiers in Psychology, 2019, 10, 385.	1.1	40
8	Evaluating Short Versions of the Five Facet Mindfulness Questionnaire Using Rasch Analysis. Mindfulness, 2018, 9, 1411-1422.	1.6	36
9	How are students on the autism spectrum affected by bullying? Perspectives of students and parents. Journal of Research in Special Educational Needs, 2019, 19, 27-44.	0.5	30
10	A Component Analysis of the Mindfulness-Based Positive Behavior Support (MBPBS) Program for Mindful Parenting by Mothers of Children with Autism Spectrum Disorder. Mindfulness, 2021, 12, 463-475.	1.6	27
11	Effects of a Mindfulness-Based Program for Teachers on Teacher Wellbeing and Person-Centered Teaching Practices. Mindfulness, 2019, 10, 2385-2402.	1.6	23
12	Mindful and Mutual Care for Individuals with Developmental Disabilities: A Systematic Literature Review. Journal of Child and Family Studies, 2014, 23, 497-509.	0.7	21
13	Recommendations of school students with autism spectrum disorder and their parents in regard to bullying and cyberbullying prevention and intervention. International Journal of Inclusive Education, 2017, 21, 1045-1064.	1.5	20
14	The Role of Dispositional Mindfulness and Self-compassion in Educator Stress. Mindfulness, 2019, 10, 1692-1702.	1.6	20
15	Bullying Prevalence in Students With Autism Spectrum Disorder. Australasian Journal of Special Education, 2017, 41, 101-122.	0.8	19
16	Mindfulness-based programs and practices for people with intellectual and developmental disability. Current Opinion in Psychiatry, 2020, 33, 86-91.	3.1	18
17	Applying Generalizability Theory to the Self-Compassion Scale to Examine State and Trait Aspects and Generalizability of Assessment Scores. Mindfulness, 2021, 12, 636-645.	1.6	15
18	Effectiveness of the Mindfulness-Based OpenMind-Korea (OM-K) Preschool Program. Mindfulness, 2020, 11, 1062-1072.	1.6	14

YOON-SUK HWANG

#	Article	IF	CITATIONS
19	Teachers' ratings of social skills and problem behaviors as concurrent predictors of students' bullying behavior. Journal of Applied Developmental Psychology, 2019, 60, 119-126.	0.8	13
20	Applying generalizability theory to the Perceived Stress Scale to evaluate stable and dynamic aspects of educators' stress International Journal of Stress Management, 2021, 28, 147-153.	0.9	13
21	A study into wellbeing, student engagement and resilience in early-adolescent international school students. Journal of Research in International Education, 2021, 20, 69-92.	0.7	12
22	Meditation on the Soles of the Feet Practice Provides Some Control of Aggression for Individuals with Alzheimer's Disease. Mindfulness, 2019, 10, 1232-1242.	1.6	11
23	Using mindfulness to improve quality of life in caregivers of individuals with intellectual disabilities and autism spectrum disorder. International Journal of Developmental Disabilities, 2020, 66, 370-380.	1.3	11
24	A Mindfulness Intervention for Children with Autism Spectrum Disorder. Mindfulness in Behavioral Health, 2015, , .	0.2	10
25	Understandings and Experiences of Bullying: Impact on Students on the Autism Spectrum. Australasian Journal of Special Education, 2017, 41, 123-140.	0.8	9
26	How students with autism spectrum conditions understand traditional bullying and cyberbullying. International Journal of Inclusive Education, 2018, 22, 391-408.	1.5	9
27	Experience, recursive awareness and understanding in autism spectrum disorders: insights of parents and teachers in Singapore. Asia Pacific Journal of Education, 2015, 35, 453-470.	1.2	7
28	Mindfulness: An Application of Positive Psychology in Intellectual and Developmental Disabilities. , 2017, , 65-79.		5
29	Theory-of-Mind Continuum Model: Why Mind Matters in Philosophy, Psychology and Education. International Journal of Interdisciplinary Social Sciences, 2007, 2, 249-258.	0.1	3
30	â€~Miss mum': mind and affective experience of Korean learners identified with autism spectrum and cognitive difficulties. Disability and Society, 2014, 29, 1583-1600.	1.4	2
31	Mindfulness Care Giving and Support for Anger and Aggression Management. , 2021, , 189-202.		2
32	Mindfulness for Developing Communities of Practice for Educators in Schools. Mindfulness, 2021, 12, 2966-2982.	1.6	2
33	Study Two: Mindfulness Intervention for Children. Mindfulness in Behavioral Health, 2015, , 93-125.	0.2	Ο
34	What teachers do not know The emotional experience of Autism Spectrum Disorders. , 2011, , .		0
35	Study One: Mindfulness Intervention for Mothers. Mindfulness in Behavioral Health, 2015, , 59-91.	0.2	Ο
36	Mindfulness and Disability. Mindfulness in Behavioral Health, 2015, , 23-57.	0.2	0

#	Article	IF	CITATIONS
37	Dharma and Diversity. Mindfulness in Behavioral Health, 2018, , 285-303.	0.2	0