

Elizabeth Bettini

List of Publications by Year in descending order

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36
papers

721
citations

687363

13
h-index

642732

23
g-index

36
all docs

36
docs citations

36
times ranked

295
citing authors

#	ARTICLE	IF	CITATIONS
1	Special Education Teacher Attrition and Retention: A Review of the Literature. Review of Educational Research, 2019, 89, 697-744.	7.5	181
2	Workload Manageability Among Novice Special and General Educators: Relationships With Emotional Exhaustion and Career Intentions. Remedial and Special Education, 2017, 38, 246-256.	2.3	60
3	Rethinking Shortages in Special Education: Making Good on the Promise of an Equal Opportunity for Students With Disabilities. Teacher Education and Special Education, 2020, 43, 45-62.	2.6	52
4	Improving Working Conditions to Support Special Educatorsâ€™ Effectiveness: A Call for Leadership. Teacher Education and Special Education, 2020, 43, 7-27.	2.6	38
5	Predicting Special Educatorsâ€™ Intent to Continue Teaching Students with Emotional or Behavioral Disorders in Self-Contained Settings. Exceptional Children, 2020, 86, 209-228.	2.2	37
6	Explaining the Decline in Special Education Teacher Employment From 2005 to 2012. Exceptional Children, 2017, 83, 315-329.	2.2	35
7	Predicting Special and General Educatorsâ€™ Intent to Continue Teaching Using Conservation of Resources Theory. Exceptional Children, 2020, 86, 310-329.	2.2	31
8	Special Educatorsâ€™ Experiences of Roles and Responsibilities in Self-Contained Classes for Students With Emotional/Behavioral Disorders. Remedial and Special Education, 2019, 40, 177-191.	2.3	27
9	Supporting Special Education Teacher Induction Through High-Leverage Practices. Remedial and Special Education, 2019, 40, 365-379.	2.3	25
10	Special Educatorsâ€™ Working Conditions in Self-Contained Settings for Students With Emotional or Behavioral Disorders: A Descriptive Analysis. Exceptional Children, 2019, 86, 40-57.	2.2	24
11	Responsibilities and Instructional Time: Relationships Identified by Teachers in Self-Contained Classes for Students With Emotional and Behavioral Disabilities. Preventing School Failure, 2015, 59, 121-128.	0.7	21
12	Novice Teachersâ€™ Experiences in High-Poverty Schools: An Integrative Literature Review. Urban Education, 2021, 56, 3-31.	1.8	19
13	Access to Qualified Special Educators Across Elementary Neighborhood and Exclusionary Schools. Remedial and Special Education, 2017, 38, 297-307.	2.3	16
14	Special Educatorsâ€™ Working Conditions, Self-Efficacy, and Practices Use With Students With Emotional/Behavioral Disorders. Remedial and Special Education, 2021, 42, 220-234.	2.3	16
15	Improving Special Education Teacher Quality and Effectiveness. , 2017, , 501-520.		15
16	Competing Strands of Educational Reform Policy: Can Collaborative School Reform and Teacher Evaluation Reform Be Reconciled?. Elementary School Journal, 2019, 119, 468-486.	1.4	13
17	Cultivating a Community of Effective Special Education Teachers. Remedial and Special Education, 2017, 38, 111-126.	2.3	11
18	Special Educatorsâ€™ Experiences of Interpersonal Interactions While Serving Students With Emotional/Behavioral Disorders. Remedial and Special Education, 2022, 43, 98-113.	2.3	11

#	ARTICLE	IF	CITATIONS
19	Working Conditions and Burnout of Special Educators of Students With EBD: Longitudinal Outcomes. <i>Teacher Education and Special Education</i> , 2023, 46, 44-64.	2.6	9
20	What are the Roles of General and Special Educators in Inclusive Schools?. , 0, , .		8
21	Associations of Sociodemographic Factors and Psychiatric Disorders With Type of School-Based Mental Health Services Received by Youth. <i>Journal of Adolescent Health</i> , 2020, 67, 392-400.	2.5	8
22	Situating Special Educatorsâ€™ Instructional Quality and Their Studentsâ€™ Outcomes within the Conditions Shaping Their Work. <i>Exceptionality</i> , 2016, 24, 176-193.	1.5	7
23	Administratorsâ€™ Roles: Providing Special Educators with Opportunities to Learn and Enact Effective Reading Practices for Students With EBD. <i>Beyond Behavior</i> , 2020, 29, 52-61.	0.5	7
24	Disparities in Access to Well-Qualified, Well-Supported Special Educators Across Higher- Versus Lower-Poverty Schools Over Time. <i>Exceptional Children</i> , 2022, 88, 283-301.	2.2	7
25	Special Education Teacher Effectiveness in an Era of Reduced Federal Mandates and Increasing Teacher Shortages. , 2018, , 333-352.		6
26	Improving Reading Fluency Skills for Secondary Students with Emotional and Behavioral Disorders. <i>Beyond Behavior</i> , 2018, 27, 74-81.	0.5	6
27	Introduction to the Special Issueâ€™ A Necessary Step in Pursuit of Equity: Developing a Racially/Ethnically Diverse Special Education Teaching Force. <i>Remedial and Special Education</i> , 2019, 40, 195-198.	2.3	5
28	Access to Qualified, Well-Supported Principals Across Alternative Educational Settings and Neighborhood Schools. <i>Journal of Special Education</i> , 2020, 53, 195-205.	1.7	5
29	Preparing Teachers to Effectively Deliver Reading Instruction and Behavioral Supports in Response to Intervention Frameworks. <i>Advances in Learning and Behavioral Disabilities</i> , 2012, , 247-277.	0.3	4
30	Disparities in Teachersâ€™ Access to Schoolsâ€™ Collective Social Assets Based on Role, Race, and Poverty. <i>Remedial and Special Education</i> , 2023, 44, 3-15.	2.3	4
31	Learning Together: Teachersâ€™ Evolving Understanding of Coordinated Word Study Instruction Within an RTI Framework. <i>Teacher Education and Special Education</i> , 2021, 44, 134-159.	2.6	3
32	Observation Studies in Special Education: A Synthesis of Validity Evidence for Observation Systems. <i>Review of Educational Research</i> , 2022, 92, 3-45.	7.5	3
33	Experiences of Working Conditions Among Special Education Teachers of Color Serving Students With EBD. <i>Journal of Emotional and Behavioral Disorders</i> , 2022, 30, 96-110.	1.7	2
34	Measuring Special Educatorsâ€™ Working Conditions: A Systematic Review. <i>Remedial and Special Education</i> , 2023, 44, 137-153.	2.3	2
35	Are Paraprofessionals Being Hired to Replace Special Educators? A Study of Paraprofessional Employment. <i>Exceptional Children</i> , 2022, 88, 302-315.	2.2	2
36	Principalsâ€™ qualifications in special education and students with and at risk for disabilitiesâ€™ reading achievement growth in kindergarten. <i>Exceptionality</i> , 2019, 27, 18-31.	1.5	1