

Elizabeth Bettini

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/11123868/publications.pdf>

Version: 2024-02-01

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	Disparities in Teachers' Access to Schools' Collective Social Assets Based on Role, Race, and Poverty. Remedial and Special Education, 2023, 44, 3-15.	2.3	4
2	Working Conditions and Burnout of Special Educators of Students With EBD: Longitudinal Outcomes. Teacher Education and Special Education, 2023, 46, 44-64.	2.6	9
3	Measuring Special Educators' Working Conditions: A Systematic Review. Remedial and Special Education, 2023, 44, 137-153.	2.3	2
4	Special Educators' Experiences of Interpersonal Interactions While Serving Students With Emotional/Behavioral Disorders. Remedial and Special Education, 2022, 43, 98-113.	2.3	11
5	Observation Studies in Special Education: A Synthesis of Validity Evidence for Observation Systems. Review of Educational Research, 2022, 92, 3-45.	7.5	3
6	Experiences of Working Conditions Among Special Education Teachers of Color Serving Students With EBD. Journal of Emotional and Behavioral Disorders, 2022, 30, 96-110.	1.7	2
7	Disparities in Access to Well-Qualified, Well-Supported Special Educators Across Higher- Versus Lower-Poverty Schools Over Time. Exceptional Children, 2022, 88, 283-301.	2.2	7
8	Are Paraprofessionals Being Hired to Replace Special Educators? A Study of Paraprofessional Employment. Exceptional Children, 2022, 88, 302-315.	2.2	2
9	Novice Teachers' Experiences in High-Poverty Schools: An Integrative Literature Review. Urban Education, 2021, 56, 3-31.	1.8	19
10	Special Educators' Working Conditions, Self-Efficacy, and Practices Use With Students With Emotional/Behavioral Disorders. Remedial and Special Education, 2021, 42, 220-234.	2.3	16
11	Learning Together: Teachers' Evolving Understanding of Coordinated Word Study Instruction Within an RTI Framework. Teacher Education and Special Education, 2021, 44, 134-159.	2.6	3
12	Access to Qualified, Well-Supported Principals Across Alternative Educational Settings and Neighborhood Schools. Journal of Special Education, 2020, 53, 195-205.	1.7	5
13	Predicting Special and General Educators' Intent to Continue Teaching Using Conservation of Resources Theory. Exceptional Children, 2020, 86, 310-329.	2.2	31
14	Administrators' Roles: Providing Special Educators with Opportunities to Learn and Enact Effective Reading Practices for Students With EBD. Beyond Behavior, 2020, 29, 52-61.	0.5	7
15	Improving Working Conditions to Support Special Educators' Effectiveness: A Call for Leadership. Teacher Education and Special Education, 2020, 43, 7-27.	2.6	38
16	Predicting Special Educators' Intent to Continue Teaching Students with Emotional or Behavioral Disorders in Self-Contained Settings. Exceptional Children, 2020, 86, 209-228.	2.2	37
17	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
18	Associations of Sociodemographic Factors and Psychiatric Disorders With Type of School-Based Mental Health Services Received by Youth. Journal of Adolescent Health, 2020, 67, 392-400.	2.5	8

#	ARTICLE	IF	CITATIONS
19	Principals's qualifications in special education and students with and at risk for disabilities' reading achievement growth in kindergarten. <i>Exceptionality</i> , 2019, 27, 18-31.	1.5	1
20	Special Education Teacher Attrition and Retention: A Review of the Literature. <i>Review of Educational Research</i> , 2019, 89, 697-744.	7.5	181
21	Introduction to the Special Issue "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
22	Supporting Special Education Teacher Induction Through High-Leverage Practices. <i>Remedial and Special Education</i> , 2019, 40, 365-379.	2.3	25
23	Competing Strands of Educational Reform Policy: Can Collaborative School Reform and Teacher Evaluation Reform Be Reconciled?. <i>Elementary School Journal</i> , 2019, 119, 468-486.	1.4	13
24	Special Educators' Working Conditions in Self-Contained Settings for Students With Emotional or Behavioral Disorders: A Descriptive Analysis. <i>Exceptional Children</i> , 2019, 86, 40-57.	2.2	24
25	Special Educators' Experiences of Roles and Responsibilities in Self-Contained Classes for Students With Emotional/Behavioral Disorders. <i>Remedial and Special Education</i> , 2019, 40, 177-191.	2.3	27
26	Special Education Teacher Effectiveness in an Era of Reduced Federal Mandates and Increasing Teacher Shortages. , 2018, , 333-352.		6
27	Improving Reading Fluency Skills for Secondary Students with Emotional and Behavioral Disorders. <i>Beyond Behavior</i> , 2018, 27, 74-81.	0.5	6
28	Access to Qualified Special Educators Across Elementary Neighborhood and Exclusionary Schools. <i>Remedial and Special Education</i> , 2017, 38, 297-307.	2.3	16
29	Explaining the Decline in Special Education Teacher Employment From 2005 to 2012. <i>Exceptional Children</i> , 2017, 83, 315-329.	2.2	35
30	Workload Manageability Among Novice Special and General Educators: Relationships With Emotional Exhaustion and Career Intentions. <i>Remedial and Special Education</i> , 2017, 38, 246-256.	2.3	60
31	Cultivating a Community of Effective Special Education Teachers. <i>Remedial and Special Education</i> , 2017, 38, 111-126.	2.3	11
32	Improving Special Education Teacher Quality and Effectiveness. , 2017, , 501-520.		15
33	Situating Special Educators' Instructional Quality and Their Students' Outcomes within the Conditions Shaping Their Work. <i>Exceptionality</i> , 2016, 24, 176-193.	1.5	7
34	Responsibilities and Instructional Time: Relationships Identified by Teachers in Self-Contained Classes for Students With Emotional and Behavioral Disabilities. <i>Preventing School Failure</i> , 2015, 59, 121-128.	0.7	21
35	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
36	What are the Roles of General and Special Educators in Inclusive Schools?. , 0, , .		8