

Barbara Gasteiger-Klicpera

List of Publications by Year in descending order

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Version: 2024-02-01

33
papers

475
citations

759233

12
h-index

839539

18
g-index

56
all docs

56
docs citations

56
times ranked

277
citing authors

#	ARTICLE	IF	CITATIONS
1	Student diversity and student voice conceptualisations in five European countries: Implications for including all students in schools. <i>European Educational Research Journal</i> , 2022, 21, 355-376.	2.1	12
2	Learning and support assistants in inclusive education: a transnational analysis of assistance services in Europe. <i>European Journal of Special Needs Education</i> , 2021, 36, 344-357.	3.0	14
3	Inclusion and standards achievement: the presence of pupils identified as having special needs as a moderating effect on the national mathematics standards achievements of their classmates. <i>International Journal of Inclusive Education</i> , 2021, 25, 795-811.	2.6	4
4	Concept of knowledge boxes – a tool for professional development for learning and support assistants. <i>Improving Schools</i> , 2021, 24, 137-151.	1.0	2
5	Don't forget about us: attitudes towards the inclusion of refugee children with(out) disabilities. <i>International Journal of Inclusive Education</i> , 2020, 24, 202-217.	2.6	22
6	Attitudes towards inclusion of refugee girls with and without disabilities in Austrian primary schools. <i>International Journal of Inclusive Education</i> , 2020, 24, 463-478.	2.6	4
7	Refugee students' perspectives on inclusive and exclusive school experiences in Austria. <i>International Journal of Psychology</i> , 2020, 55, 723-731.	2.8	19
8	The self-efficacy of learning and support assistants in the Austrian inclusive education context. <i>European Journal of Special Needs Education</i> , 2020, 35, 451-465.	3.0	11
9	Slow is good. , 2020, , .		4
10	Internet-Based Health Information-Seeking Behavior of Students Aged 12 to 14 Years: Mixed Methods Study. <i>Journal of Medical Internet Research</i> , 2020, 22, e16281.	4.3	13
11	Diversität in der Entwicklung des Lesens. , 2020, , 3-21.		0
12	LARS – Ein Leseförderprogramm mit Wortschatzarbeit und differenzierten Materialien für den inklusiven Unterricht in der Grundschule. , 2020, , 283-312.		1
13	Collective self-efficacy expectations in Co-teaching teams – what are the influencing factors?. <i>Educational Studies</i> , 2018, 44, 99-114.	2.4	19
14	Ways of composing teaching teams and their impact on teachers' perceptions about collaboration. <i>European Journal of Teacher Education</i> , 2018, 41, 463-478.	3.7	19
15	Suggestions for Vocabulary Focused Reading Lessons for Mainstream Classrooms Addressing Both L1 and L2 Learners. <i>Early Childhood Education Journal</i> , 2017, 45, 333-345.	2.7	4
16	INFLUENCES ON TEACHERS' JUDGMENT ACCURACY OF READING ABILITIES ON SECOND AND THIRD GRADE STUDENTS: A MULTILEVEL ANALYSIS. <i>Psychology in the Schools</i> , 2017, 54, 228-245.	1.8	19
17	Inclusive practices at the teacher and class level: the experts' view. <i>European Journal of Special Needs Education</i> , 2017, 32, 329-345.	3.0	21
18	Effects of a Whole-Class Reading Program Designed for Different Reading Levels and the Learning Needs of L1 and L2 Children. <i>Reading and Writing Quarterly</i> , 2016, 32, 499-526.	1.4	10

#	ARTICLE	IF	CITATIONS
19	The Relationship Between Social and Emotional Integration and Reading Ability in Students With and Without Special Educational Needs in Inclusive Classes. <i>Journal of Cognitive Education and Psychology</i> , 2015, 14, 180-198.	0.2	4
20	Subtypes of Readers and Spellers in Second Grade Children. <i>Procedia, Social and Behavioral Sciences</i> , 2015, 174, 2316-2325.	0.5	2
21	Assessing Reading and Spelling Abilities from Three Different Angles – Correlations between Test Scores, Teachers’ Assessment and Children’s Self-assessments in L1 and L2 Children. <i>Procedia, Social and Behavioral Sciences</i> , 2015, 174, 2200-2210.	0.5	7
22	Linking self-rated social inclusion to social behaviour. An empirical study of students with and without special education needs in secondary schools. <i>European Journal of Special Needs Education</i> , 2015, 30, 1-14.	3.0	41
23	Das Provokative Essay: Inklusive Regionen. Ein Konzept zur Umsetzung der UN-Behindertenrechtskonvention im Bildungssystem. <i>Vierteljahresschrift Fur Heilpadagogik Und Ihre Nachbargebiete</i> , 2015, 84, 185.	0.1	3
24	Dialog: Transkription eines Gesprachs zwischen: Klaus Acker, Barbara Gasteiger-Klicpera und David Wohlhart. <i>Vierteljahresschrift Fur Heilpadagogik Und Ihre Nachbargebiete</i> , 2015, 84, 262.	0.1	0
25	On the diagnosis of learning disabilities in the Austrian school system: Official directions and the diagnostic process in practice in Styria/Austria. <i>Alter</i> , 2014, 8, 30-39.	0.9	7
26	Improving reading in children with German as a first or second language. <i>International Journal of Early Years Education</i> , 2014, 22, 210-222.	0.8	7
27	Reading Intervention in Second-grade Children with Poor Reading Abilities. <i>Procedia, Social and Behavioral Sciences</i> , 2013, 106, 2205-2216.	0.5	3
28	Attitudes and experiences of parents regarding inclusive and special school education for children with learning and intellectual disabilities. <i>International Journal of Inclusive Education</i> , 2013, 17, 663-681.	2.6	34
29	An examination of public opinion in Austria towards inclusion. Development of the ‘Attitudes Towards Inclusion Scale’ – ATIS. <i>European Journal of Special Needs Education</i> , 2012, 27, 355-371.	3.0	11
30	The transition from school to the workplace for students with learning disabilities: status quo and the efficiency of pre-vocational and vocational training schemes. <i>European Journal of Special Needs Education</i> , 2011, 26, 443-459.	3.0	17
31	Prevention of Aggressive Behavior in Elementary Schools: Gender-related Effects of a Peer Mediation Program. <i>International Journal of Developmental Sciences</i> , 2009, 3, 304-311.	0.5	0
32	The presence of students identified as having special needs as a moderating effect on their classmates’ reading comprehension scores in relation to other major class composition effects. <i>Educational Studies</i> , 0, , 1-19.	2.4	1
33	Bending and Bowing: How Teachers Adapt a Vocabulary-Based Reading Program to Their Students Needs. <i>Journal of Education</i> , 0, , 002205742211126.	1.1	0