

# David J Connor

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3777805/publications.pdf>

Version: 2024-02-01

35  
papers

2,032  
citations

471509

17  
h-index

414414

32  
g-index

38  
all docs

38  
docs citations

38  
times ranked

820  
citing authors

#	ARTICLE	IF	CITATIONS
1	Dis/ability critical race studies (DisCrit): theorizing at the intersections of race and dis/ability. <i>Race Ethnicity and Education</i> , 2013, 16, 1-31.	2.6	530
2	Disability Studies in Education. <i>Remedial and Special Education</i> , 2011, 32, 267-278.	2.3	177
3	Tools of Exclusion: Race, Disability, and (Re)segregated Education. <i>Teachers College Record</i> , 2005, 107, 453-474.	0.9	160
4	Disability studies and inclusive education â€” implications for theory, research, and practice. <i>International Journal of Inclusive Education</i> , 2008, 12, 441-457.	2.6	157
5	Disability Critical Race Theory: Exploring the Intersectional Lineage, Emergence, and Potential Futures of DisCrit in Education. <i>Review of Research in Education</i> , 2018, 42, 46-71.	1.6	130
6	[Re]claiming â€œInclusive Educationâ€”toward Cohesion in Educational Reform: Disability Studies Unravels the Myth of the Normal Child. <i>Teachers College Record</i> , 2011, 113, 2122-2154.	0.9	122
7	â€”I was the special ed. girlâ€™: urban workingâ€”class young women of colour. <i>Gender and Education</i> , 2010, 22, 105-121.	1.7	102
8	In the Shadow of Brown. <i>Remedial and Special Education</i> , 2005, 26, 93-100.	2.3	80
9	The conflict within: resistance to inclusion and other paradoxes in special education. <i>Disability and Society</i> , 2007, 22, 63-77.	2.2	78
10	Toward Authentic IEPs and Transition Plans: Student, Parent, and Teacher Perspectives. <i>Learning Disability Quarterly</i> , 2018, 41, 32-43.	1.3	72
11	Beyond the far too incessant schism: special education and the social model of disability. <i>International Journal of Inclusive Education</i> , 2014, 18, 1120-1142.	2.6	57
12	Who is Responsible for the Racialized Practices Evident within (Special) Education and What Can Be Done to Change Them?. <i>Theory Into Practice</i> , 2017, 56, 226-233.	1.6	54
13	Michael's Story: â€œI get into so much trouble just by walkingâ€” Narrative Knowing and Life at the Intersections of Learning Disability, Race, and Class. <i>Equity and Excellence in Education</i> , 2006, 39, 154-165.	2.8	43
14	Who â€œOwnsâ€”Dis/ability? The Cultural Work of Critical Special Educators as Insiderâ€”Outsiders. <i>Theory and Research in Social Education</i> , 2013, 41, 494-513.	1.9	35
15	Is a bridge even possible over troubled waters? The field of special education negates the overrepresentation of minority students: a DisCrit analysis. <i>Race Ethnicity and Education</i> , 2019, 22, 723-745.	2.6	34
16	Engaging Students and Parents in Transition-Focused Individualized Education Programs. <i>Intervention in School and Clinic</i> , 2017, 52, 228-235.	1.0	23
17	Breaking containment â€” the power of narrative knowing: countering silences within traditional special education research. <i>International Journal of Inclusive Education</i> , 2009, 13, 449-470.	2.6	18
18	Pluralizing Methodologies in the Field of LD. <i>Learning Disability Quarterly</i> , 2011, 34, 222-231.	1.3	18

#	ARTICLE	IF	CITATIONS
19	Broadening Our Horizons: Toward a Plurality of Methodologies in Learning Disability Research. <i>Learning Disability Quarterly</i> , 2011, 34, 107-121.	1.3	18
20	Actively navigating the transition into college: narratives of students with learning disabilities. <i>International Journal of Qualitative Studies in Education</i> , 2012, 25, 1005-1036.	1.2	18
21	"Sit in my seat": perspectives of students with learning disabilities about teacher effectiveness in high school inclusive classrooms. <i>International Journal of Inclusive Education</i> , 2020, 24, 288-309.	2.6	17
22	A socio-cultural reframing of science and dis/ability in education: past problems, current concerns, and future possibilities. <i>Cultural Studies of Science Education</i> , 2015, 10, 1103-1122.	1.3	13
23	Troubling "The Problem" of racial overrepresentation in special education: a commentary and call to rethink research. <i>Educational Review</i> , 2020, 72, 567-582.	3.7	13
24	Creating cartoons as representation: visual narratives of college students with learning disabilities. <i>Educational Media International</i> , 2009, 46, 185-205.	1.7	11
25	Kiss my Asperger's: turning the tables of knowledge. <i>International Journal of Inclusive Education</i> , 2013, 17, 111-129.	2.6	11
26	Does Dis/ability Now Sit at the Table(s) of Social Justice and Multicultural Education? - A Descriptive Survey of Three Recent Anthologies. <i>Disability Studies Quarterly</i> , 2012, 32, .	0.3	11
27	Historicizing Dis/Ability: Creating Normalcy, Containing Difference. , 2013, , 29-67.		7
28	Risk-taker, role model, muse, and "charlatan": stories of Ellen "an atypical giant. <i>International Journal of Inclusive Education</i> , 2013, 17, 1229-1240.	2.6	6
29	From the Personal to the Global: Engaging with and Enacting DisCrit Theory Across Multiple Spaces. <i>Race Ethnicity and Education</i> , 2021, 24, 597-606.	2.6	4
30	"I'm Bright Enough to Do It, Even Though Sometimes I Feel I Can't Do It": Perspectives of High School Students with Learning Disabilities About Existing Supports to Achieve Graduation. <i>Disability Studies Quarterly</i> , 2020, 40, .	0.3	4
31	Preparing for their Future: Perspectives of High School Students with Learning Disabilities about Transition Planning. <i>Exceptionality</i> , 2020, 28, 349-361.	1.5	3
32	Considering Inclusive Education through the Independent Living Movement: Lessons for Improvement?. <i>Educational Forum</i> , 2020, 84, 325-339.	1.8	3
33	Studying Disability and Disability Studies. <i>Journal of Learning Disabilities</i> , 2005, 38, 159-174.	2.2	2
34	Cultivating and expanding disability critical race theory (DisCrit). , 2018, , 230-238.		1
35	Assembling All the Jigsaw Pieces Together: The Critical Work of Dorothy Lipsky and Alan Gartner's Inclusion and School Reform. <i>International Perspectives on Inclusive Education</i> , 2015, , 169-185.	0.2	0