

# Joan Forbes

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/4224895/publications.pdf>

Version: 2024-02-01

16  
papers

217  
citations

1039880

9  
h-index

1058333

14  
g-index

16  
all docs

16  
docs citations

16  
times ranked

189  
citing authors

#	ARTICLE	IF	CITATIONS
1	Assured optimism in a Scottish girls'™ school: habitus and the (re)production of global privilege. <i>British Journal of Sociology of Education</i> , 2015, 36, 116-136.	1.1	44
2	A qualitative case study in the social capital of co-professional collaborative co-practice for children with speech, language and communication needs. <i>International Journal of Language and Communication Disorders</i> , 2017, 52, 514-527.	0.7	29
3	â€œCapitalizing on sportâ€™™: sport, physical education and multiple capitals in Scottish independent schools. <i>British Journal of Sociology of Education</i> , 2011, 32, 861-879.	1.1	22
4	Under-stated powerhouses: Scottish independent schools, their characteristics and their capitals. <i>Discourse</i> , 2008, 29, 509-525.	1.1	19
5	Reflexivity in professional doctoral research. <i>Reflective Practice</i> , 2008, 9, 449-460.	0.7	16
6	Social capital theory: A cross-cutting analytic for teacher/therapist work in integrating children's™ services?. <i>Child Language Teaching and Therapy</i> , 2010, 26, 321-334.	0.4	15
7	Slippage and/or symbolism: gender, policy and educational governance in Scotland and Sweden. <i>Gender and Education</i> , 2011, 23, 761-776.	1.1	15
8	Knowledge transformations: examining the knowledge needed in teacher and speech and language therapist co-work. <i>Educational Review</i> , 2008, 60, 141-154.	2.2	11
9	Types of social capital: tools to explore service integration?. <i>International Journal of Inclusive Education</i> , 2006, 10, 565-580.	1.5	10
10	Relations between Child Poverty and New Migrant Child Status, Academic Attainment and Social Participation: Insights Using Social Capital Theory. <i>Education Sciences</i> , 2016, 6, 24.	1.4	10
11	Gender power in elite schools: methodological insights from researcher reflexive accounts. <i>Research Papers in Education</i> , 2014, 29, 172-192.	1.7	9
12	Interprofessional capital in children's™ services transformations. <i>International Journal of Inclusive Education</i> , 2011, 15, 573-588.	1.5	6
13	Spatial paradox: educational and social in/exclusion at St Giles. <i>Pedagogy, Culture and Society</i> , 2012, 20, 273-293.	1.8	5
14	Co/productive practitioner relations for children with SLCN: an affect inflected agentic frame. <i>Discourse</i> , 2019, 40, 859-872.	1.1	4
15	Educating child practitioners: a (re)turn to the university disciplines. <i>Discourse</i> , 2015, 36, 144-159.	1.1	1
16	ELITE GIRLS'™ 21 <sup>ST</sup> CENTURY SCHOOLING IN SCOTLAND: HABITUS CLIV'™ IN A SHIFTING LANDSCAPE. <i>British Journal of Educational Studies</i> , 2021, 69, 287-306.	0.9	1