

# 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

1039406

9  
h-index

1058022

14  
g-index

16  
all docs

16  
docs citations

16  
times ranked

189  
citing authors

| #  | ARTICLE   | IF  | CITATIONS |
|----|---|-----|-----------|
| 1  | ELITE GIRLSâ€™ 21 <sup>ST</sup> CENTURY SCHOOLING IN SCOTLAND: HABITUS CLIVÃ‰ IN A SHIFTING LANDSCAPE. <i>British Journal of Educational Studies</i> , 2021, 69, 287-306.   | 0.9 | 1         |
| 2  | Co/productive practitioner relations for children with SLCN: an affect inflected agentic frame. <i>Discourse</i> , 2019, 40, 859-872.   | 1.1 | 4         |
| 3  | 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        |
| 4  | 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        |
| 5  | Assured optimism in a Scottish girlsâ€™ school: habitus and the (re)production of global privilege. <i>British Journal of Sociology of Education</i> , 2015, 36, 116-136.   | 1.1 | 44        |
| 6  | Educating child practitioners: a (re)turn to the university disciplines. <i>Discourse</i> , 2015, 36, 144-159.  | 1.1 | 1         |
| 7  | Gender power in elite schools: methodological insights from researcher reflexive accounts. <i>Research Papers in Education</i> , 2014, 29, 172-192.   | 1.7 | 9         |
| 8  | Spatial paradox: educational and social in/exclusion at St Giles. <i>Pedagogy, Culture and Society</i> , 2012, 20, 273-293.   | 1.8 | 5         |
| 9  | 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        |
| 10 | Interprofessional capital in childrenâ€™s services transformations. <i>International Journal of Inclusive Education</i> , 2011, 15, 573-588.  | 1.5 | 6         |
| 11 | 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        |
| 12 | Social capital theory: A cross-cutting analytic for teacher/therapist work in integrating childrenâ€™s services?. <i>Child Language Teaching and Therapy</i> , 2010, 26, 321-334.   | 0.4 | 15        |
| 13 | Knowledge transformations: examining the knowledge needed in teacher and speech and language therapist coâ€™work. <i>Educational Review</i> , 2008, 60, 141-154.  | 2.2 | 11        |
| 14 | Under-stated powerhouses: Scottish independent schools, their characteristics and their capitals. <i>Discourse</i> , 2008, 29, 509-525.   | 1.1 | 19        |
| 15 | Reflexivity in professional doctoral research. <i>Reflective Practice</i> , 2008, 9, 449-460.   | 0.7 | 16        |
| 16 | Types of social capital: tools to explore service integration?. <i>International Journal of Inclusive Education</i> , 2006, 10, 565-580.  | 1.5 | 10        |