

# CITATION REPORT

List of articles citing

## Grounded in What Works: Exemplary Practice in Special Education Teachers Technology Integration

DOI: 10.1177/0162643416633333

Journal of Special Education Technology, 2016, 31, 26-38.

**Source:** <https://exaly.com/paper-pdf/65210967/citation-report.pdf>

**Version:** 2024-04-10

This report has been generated based on the citations recorded by exaly.com for the above article. For the latest version of this publication list, visit the link given above.

The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

| #  | Paper   | IF  | Citations |
|----|---|-----|-----------|
| 24 | Technology Disruptions and Elementary Teachers' Problem Solving in an Urban Canadian District: A Case Study. <i>Journal of Research on Technology in Education</i> , <b>2018</b> , 50, 365-383                        | 2.7 |           |
| 23 | The Role of Leadership for Information Technology in Education: Systems of Practices. <i>Springer International Handbooks of Education</i> , <b>2018</b> , 483-498  | 0.2 | 7         |
| 22 | The Role of Leadership for Information Technology in Education: Systems of Practices. <i>Springer International Handbooks of Education</i> , <b>2018</b> , 1-16   | 0.2 |           |
| 21 | Special Education Teachers' Experience, Confidence, Beliefs, and Knowledge About Integrating Technology. <i>Journal of Special Education Technology</i> , <b>2020</b> , 35, 37-50                                     | 0.9 | 9         |
| 20 | What does technology integration research tell us about the leadership of technology?. <i>Journal of Research on Technology in Education</i> , <b>2020</b> , 52, 17-36  | 2.7 | 19        |
| 19 | Implementation of Assistive Technology in Inclusive Classrooms. <i>International Perspectives on Inclusive Education</i> , <b>2020</b> , 177-193  | 0.2 | 3         |
| 18 | Professional Development to Increase Teacher Capacity for the Use of New Technologies. <i>Intervention in School and Clinic</i> , <b>2020</b> , 56, 115-118   | 0.6 | 1         |
| 17 | Main and Moderating Effects of an Online Transition Curriculum on Career Readiness. <i>Career Development and Transition for Exceptional Individuals</i> , <b>2020</b> , 43, 146-156                                  | 1.8 | 2         |
| 16 | Building Inclusive Learning Environments With 1:1 Devices. <i>Journal of Special Education Technology</i> , <b>2021</b> , 36, 54-59   | 0.9 | 1         |
| 15 | Teachers' perspectives of what works: Implementation of AT for students with disabilities. <i>Assistive Technology</i> , <b>2021</b> , 1-10   | 1.5 |           |
| 14 | Appropriation of adaptive literacy games into the German elementary school classroom. <i>British Journal of Educational Technology</i> , <b>2021</b> , 52, 1917-1934  | 4.3 | 1         |
| 13 | Personal, Cultural, and Institutional Perspectives of Special Education Technology Integrators: A Narrative Inquiry. <i>Journal of Special Education Technology</i> , 016264342110193                                 | 0.9 | 1         |
| 12 | The Role of Leadership for Information Technology in Education: Systems of Practices. <i>Springer International Handbooks of Education</i> , <b>2019</b> , 1-16   | 0.2 | 0         |
| 11 | Pre-Service Teachers' Motivation, Practices and Challenges in Using Mobile Learning to Enhance Teaching Activities in Tanzania. <i>East African Journal of Education and Social Sciences</i> , <b>2020</b> , 1, 74-89 | 0.1 |           |
| 10 | Attitudes of Families of Children with Special Needs towards Technology. <i>Lecture Notes in Networks and Systems</i> , <b>2022</b> , 183-189   | 0.5 |           |
| 9  | Teachers of Special Education and Assistive Technology: Teachers' Perceptions of Knowledge, Competencies and Professional Development. <i>SAGE Open</i> , <b>2022</b> , 12, 215824402210799                           | 1.5 |           |
| 8  | Promising Technologies and Their Uses for English Learners with Learning Disabilities. 1-7  |     |           |

|   |   |     |   |
|---|---|-----|---|
| 7 | RECENSION DES CRITS SUR LES PRATIQUES D'ENSEIGNEMENT EN LITTÉRATURE INTÉGRANT DES TECHNOLOGIES NUMÉRIQUES AUPRÈS D'ÉLÈVES EN SITUATION DE HANDICAP. 2021, 14, | 0.5 |   |
| 6 | Between School and Home: TPACK-in-Practice in Elementary Special Education Contexts. <i>Computers in the Schools</i> , 1-19                                   | 1.2 | 1 |
| 5 | Elementary special education teachers' thinking while planning and implementing technology-integrated lessons.  |     | 0 |
| 4 | What about special ed? Barriers and enablers for teaching with technology in special education. 2023, 193, 104665   |     | 0 |
| 3 | Serving students with disabilities in K-12 online learning: daily practices of special educators during the COVID-19 pandemic. 1-25                           |     | 0 |
| 2 | Enacting Special Education in a Digitalized School: Opening for New Understandings of a Digitalized Special Educational Practice. 016264342211317             |     | 0 |
| 1 | Factors predicting current and future use of video-modelling in teaching students with autism spectrum disorder (ASD): a Saudi Arabian perspective. 1-7       |     | 0 |