

# Shlomo Romi

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/10633214/publications.pdf>

Version: 2024-02-01

39  
papers

876  
citations

516710

16  
h-index

477307

29  
g-index

39  
all docs

39  
docs citations

39  
times ranked

557  
citing authors

#	ARTICLE	IF	CITATIONS
1	An interactive model of parents'™ involvement and their children'™s functioning in school. <i>Education</i> 3-13, 2019, 47, 217-232.	1.0	3
2	Youth exposure to security threats in Israel. <i>Israel Affairs</i> , 2018, 24, 332-358.	0.4	2
3	Focused training of child and youth-care workers for promoting social and educational inclusion of youth at risk. <i>Child and Youth Services</i> , 2018, 39, 43-53.	0.8	3
4	Reasons for aggressive classroom management and directions for change through teachers'™ professional development programmes. <i>Journal of Education for Teaching</i> , 2016, 42, 173-187.	2.0	5
5	Exclusion as a Way of Promoting Student Responsibility: Does the Kind of Misbehavior Matter?. <i>Journal of Educational Research</i> , 2015, 108, 306-317.	1.6	3
6	Typology of youth at risk. <i>Children and Youth Services Review</i> , 2015, 59, 184-195.	1.9	31
7	Teachers' coping styles and factors inhibiting teachers' preferred classroom management practice. <i>Teaching and Teacher Education</i> , 2015, 48, 56-65.	3.2	19
8	Classroom management and teachers'™ coping strategies: Inside classrooms in Australia, China and Israel. <i>Prospects</i> , 2013, 43, 215-231.	2.3	9
9	Online Support-group Facilitators and Adolescent Users: The Unknown Leading the Unknowing. <i>Information Technology, Education and Society</i> , 2012, 13, 53-60.	0.1	0
10	Excluding students from classroom: Teacher techniques that promote student responsibility. <i>Teaching and Teacher Education</i> , 2012, 28, 870-878.	3.2	25
11	The Impact of Teachers'™ Aggressive Management Techniques on Students'™ Attitudes to Schoolwork. <i>Journal of Educational Research</i> , 2011, 104, 231-240.	1.6	42
12	Coping Styles as Mediators of Teachers' Classroom Management Techniques. <i>Research in Education</i> , 2011, 85, 53-68.	1.1	24
13	Changes in Self-efficacy of Prospective Special and General Education Teachers: Implication for inclusive education. <i>International Journal of Disability Development and Education</i> , 2011, 58, 241-255.	1.1	73
14	Student responsibility and classroom discipline in Australia, China, and Israel. <i>Compare</i> , 2009, 39, 439-453.	2.1	31
15	Non-formal education: a major educational force in the postmodern era. <i>Cambridge Journal of Education</i> , 2009, 39, 257-273.	2.4	60
16	Self Efficacy Beliefs of Pre-Service Teachers from Six Religious Affiliations: Educational Implications. <i>Educational Practice and Theory</i> , 2009, 31, 73-90.	0.2	1
17	Ego identity and perceived family functioning: comparing at-risk native-born and immigrant Ethiopian adolescents in Israel. <i>Adolescence</i> , 2009, 44, 869-90.	0.2	0
18	Religion and attitudes of college preservice teachers toward students with disabilities: implications for higher education. <i>Higher Education</i> , 2008, 55, 703-717.	4.4	19

#	ARTICLE	IF	CITATIONS
19	Studentsâ€™ reaction to classroom discipline in Australia, Israel, and China. <i>Teaching and Teacher Education</i> , 2008, 24, 715-724.	3.2	78
20	Training Programs: A Methodological Note. <i>Performance Improvement Quarterly</i> , 2008, 14, 97-105.	1.0	1
21	Experiential Learning of History through Youth Journeys to Poland. <i>Research in Education</i> , 2007, 78, 88-102.	1.1	17
22	Differences in intelligence between nondelinquent and dropout delinquent adolescents. <i>Adolescence</i> , 2007, 42, 325-36.	0.2	0
23	Exploring inclusion preservice training needs: a study of variables associated with attitudes and self-efficacy beliefs. <i>European Journal of Special Needs Education</i> , 2006, 21, 85-105.	3.0	143
24	Teachersâ€™ classroom discipline and student misbehavior in Australia, China and Israel. <i>Teaching and Teacher Education</i> , 2005, 21, 729-741.	3.2	183
25	Wilderness Programs: Principles, Possibilities and Opportunities for Intervention with Dropout Adolescents. <i>Child and Youth Care Forum</i> , 2004, 33, 115-136.	1.6	20
26	Disruptive Behaviour in Religious and Secular High Schools. <i>Research in Education</i> , 2004, 71, 81-91.	1.1	10
27	The influence of computer technology learning program on attitudes toward computers and self-esteem among Arab Dropout Youth. <i>Educational Media International</i> , 2003, 40, 259-268.	1.7	5
28	Affective Education: The Nature and Characteristics of Teachersâ€™ and Studentsâ€™ Attitudes Toward School in Israel. <i>Educational Practice and Theory</i> , 2003, 25, 35-47.	0.2	3
29	E-learning: A Comparison between Expected and Observed Attitudes of Normative and Dropout Adolescents. <i>Educational Media International</i> , 2002, 39, 47-54.	1.7	8
30	Teacher and Student Attitudes to Affective Education: A European collaborative research project. <i>Compare</i> , 2001, 31, 165-186.	2.1	16
31	Informal Counselling Services in Israel: A Challenge for the School Counsellor. <i>Pastoral Care in Education</i> , 2001, 19, 14-22.	1.8	1
32	Distance Learning and Non-formal Education: Existing Trends and New Possibilities of Distance Learning Experiences. <i>Educational Media International</i> , 2000, 37, 39-44.	1.7	8
33	Teachersâ€™, Studentsâ€™ and Parentsâ€™ Attitudes Towards Disruptive Behaviour Problems in High School: a case study. <i>Educational Psychology</i> , 1999, 19, 53-70.	2.7	21
34	Participant modelling training programme: Tutoring the paraprofessional. <i>British Journal of Guidance and Counselling</i> , 1998, 26, 297-301.	1.2	0
35	Psychological Aspects in Religious Residential Schools in Israel. <i>Residential Treatment for Children and Youth</i> , 1997, 15, 27-46.	0.9	2
36	Participant and Symbolic Modeling and the Self-Efficacy of Israeli "Street-Corner" Youth Counselors. <i>Journal of Offender Rehabilitation</i> , 1996, 24, 155-169.	0.8	2

#	ARTICLE	IF	CITATIONS
37	Participant and symbolic modelling training programmes: Changes in self-efficacy of youth counsellors. <i>British Journal of Guidance and Counselling</i> , 1995, 23, 83-94.	1.2	6
38	High-school student councils: A typological approach. <i>Education, Citizenship and Social Justice</i> , 0, , 174619791988688.	1.1	0
39	Social Re-Evaluation Model: A Mechanism for Evaluating the Social Capital of at-Risk Adolescents in an ultra-Orthodox Collective Society. <i>Child and Youth Services</i> , 0, , 1-25.	0.8	2