Malka Margalit

List of Publications by Year
in descending order

43 papers	1,094 citations	516710 16 h-index	434195 31 g-index
45 all docs	45 docs citations	45 times ranked	737 citing authors

#	ARTICLE	IF	CITATIONS
1	Memories and self-efficacy among adults with attention deficit disorder symptoms. European Journal of Special Needs Education, 2023, 38, 1-15.	3.0	2
2	Social participation and posttraumatic growth: The serial mediation of hope, social support, and reappraisal. Journal of Community Psychology, 2022, 50, 47-63.	1.8	23
3	Implicit Theories, Social Support, and Hope as Serial Mediators for Predicting Academic Self-Efficacy Among Higher Education Students. Learning Disability Quarterly, 2022, 45, 85-95.	1.3	13
4	Sense of coherence and burnout among school psychologists: The moderating role of loneliness. Current Psychology, 2022, 41, 2390-2397.	2.8	8
5	Perceptions of family support and college support: the mediating roles of hope and peer support. Journal of Further and Higher Education, 2022, 46, 272-285.	2.5	2
6	Loneliness experience during distance learning among college students with ADHD: the mediating role of perceived support and hope. European Journal of Special Needs Education, 2022, 37, 220-234.	3.0	26
7	Perceived social support, loneliness, and hope during the COVIDâ€19 Pandemic: Testing a mediating model in the UK, USA, and Israel. British Journal of Clinical Psychology, 2021, 60, 133-148.	3.5	42
8	Learning Difficulties and Loneliness in College and Beyond: The Mediating Role of Self-Efficacy, Proactive Coping, and Hope. International Journal of Environmental Research and Public Health, 2021, 18, 10508.	2.6	4
9	Inclusion in community services and PTSD symptoms among adolescents with attention-deficit disorders (ADHD) and learning disabilities (LD). European Journal of Special Needs Education, 2020, 35, 482-496.	3.0	2
10	Hope, Loneliness and Sense of Coherence among Bereaved Parents. International Journal of Environmental Research and Public Health, 2020, 17, 2797.	2.6	12
11	Discrepancies between perceptions of first-grade students at risk for learning disabilities, their parents and teachers. European Journal of Special Needs Education, 2019, 34, 702-711.	3.0	3
12	Test Accommodations and Positive affect among Adolescents with Learning Disabilities: The Mediating Role of Attitudes, Academic Self-efficacy, Loneliness and Hope. Athens Journal of Education, 2018, 5, 345-360.	0.4	7
13	Academic self-efficacy, sense of coherence, hope and tiredness among college students with learning disabilities. European Journal of Special Needs Education, 2017, 32, 18-34.	3.0	36
14	Hope as a Mediator of Loneliness and Academic Selfâ€efficacy Among Students With and Without Learning Disabilities during the Transition to College. Learning Disabilities Research and Practice, 2016, 31, 63-74.	1.1	39
15	Virtual connections, personal resources, loneliness, and academic self-efficacy among college students with and without LD. European Journal of Special Needs Education, 2016, 31, 376-390.	3.0	8
16	Specific Learning Disorder. , 2016, , 1-6.		6
17	Hope, optimism and loneliness among first-year college students with learning disabilities: a brief longitudinal study. European Journal of Special Needs Education, 2015, 30, 338-350.	3.0	26
18	Personal Resources, Hope, and Achievement Among College Students: The Conservation of Resources Perspective. Journal of Happiness Studies, 2015, 16, 543-560.	3.2	54

#	Article	IF	Citations
19	The Proposed Changes for *DSM-5* for SLD and ADHD. Journal of Learning Disabilities, 2013, 46, 58-72.	2.2	58
20	Helping students with LD to succeed: the role of teachers' hope, sense of coherence and specific self-efficacy. European Journal of Special Needs Education, 2013, 28, 427-439.	3.0	12
21	A Focused Intervention for 1st-Year College Students: Promoting Hope, Sense of Coherence, and Self-Efficacy. Journal of Psychology: Interdisciplinary and Applied, 2012, 146, 333-352.	1.6	103
22	Mothers' coping and hope in early intervention. European Journal of Special Needs Education, 2012, 27, 265-279.	3.0	11
23	Positive and Negative Affect Among Mothers of Children with Intellectual Disabilities. British Journal of Developmental Disabilities, 2009, 55, 109-127.	0.1	18
24	Comparisons of Self-Efficacy, Mood, Effort, and Hope Between Students with Learning Disabilities and Their Non-LD-Matched Peers. Learning Disabilities Research and Practice, 2006, 21, 111-121.	1.1	100
25	Family Subtyping and Early Intervention. Journal of Policy and Practice in Intellectual Disabilities, 2006, 3, 33-41.	2.7	11
26	Comparisons of Achievement, Effort, and Self-Perceptions Among Students With Learning Disabilities and Their Peers From Different Achievement Groups. Journal of Learning Disabilities, 2006, 39, 432-446.	2.2	170
27	Reciprocal Nominations, Reciprocal Rejections and Loneliness among Students with Learning Disorders. Educational Psychology, 1999, 19, 79-90.	2.7	32
28	Reciprocal friendship, reciprocal rejection and socio-emotional adjustment: the social experiences of children with learning disorders over a one-year period. European Journal of Special Needs Education, 1999, 14, 37-48.	3.0	27
29	Teachers' Interpretation of ADHD Behaviours in Children: an issue in the development of a computer-based teacher training system. International Journal of Disability Development and Education, 1998, 45, 459-467.	1.1	3
30	Social Skills Learning for Students with Learning Disabilities and Students with Behaviour Disorders. Educational Psychology, 1995, 15, 445-456.	2.7	21
31	LONELINESS AND SOCIAL COMPETENCE AMONG PREADOLESCENTS AND ADOLESCENTS WITH MILD MENTAL RETARDATION. Journal of Applied Research in Intellectual Disabilities, 1993, 6, 97-111.	0.1	14
32	Positive and negative affect in parenting disabled children. Counselling Psychology Quarterly, 1991, 4, 289-299.	2.3	35
33	Understanding Loneliness among Students with Learning Disabilities. Behaviour Change, 1991, 8, 167-173.	1.3	53
34	Reflections on "promoting classroom adjustment and social skills for students with mental retardation within an experimental/control group design". Exceptionality, 1991, 2, 231-235.	1.5	0
35	Promoting classroom adjustment and social skills for students with mental retardation within an experimental and control group design. Exceptionality, 1991, 2, 195-204.	1.5	15
36	Computer-assisted Social Skills Learning for Adolescents with Mild Retardation and Social Difficulties. Educational Psychology, 1990, 10, 343-354.	2.7	12

#	Article	IF	Citations
37	Strategic Keyboard Training and Spelling Improvement among Children with Learning Disabilities and Mental Retardation. Educational Psychology, 1989, 9, 321-329.	2.7	13
38	Social‐environmental characteristics (family climate) and sense of coherence in kibbutz families with disabled and non‐disabled children. European Journal of Special Needs Education, 1988, 3, 87-98.	3.0	17
39	The Facilitation of Information Processing in Learning Disabled Children Using Computer Games. Educational Psychology, 1987, 7, 47-54.	2.7	6
40	Leisure activities of learning disabled children as a reflection of their passive life style and prolonged dependency. Child Psychiatry and Human Development, 1984, 15, 133-141.	1.9	25
41	WISC‐R subtest scores of emotionally disturbed Israeli Children. Journal of Clinical Child and Adolescent Psychology, 1984, 13, 86-89.	2.1	1
42	Diagnostic application of the Conners abbreviated symptom questionnaire. Journal of Clinical Child and Adolescent Psychology, 1983, 12, 355-357.	2.1	12
43	Hope during the COVID-19 outbreak: coping with the psychological impact of quarantine. Counselling Psychology Quarterly, 0, , 1-15.	2.3	11