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List of Publications by Year
in descending order

44 papers	505 citations	759233 12 h-index	752698 20 g-index
45 all docs	45 docs citations	45 times ranked	454 citing authors

#	ARTICLE	IF	CITATIONS
1	Students' well-being in tertiary environments: insights into the (unrecognised) role of lecturers. Teaching in Higher Education, 2023, 28, 1777-1797.	2.6	11
2	Teaching the Global Goals: Exploring the Experiences of Teacher Educators in an Online-Environment through Vignette Research. , 2022, 15, .		0
3	Comparing Mental Health, Wellbeing and Flourishing in Undergraduate Students Pre- and during the COVID-19 Pandemic. International Journal of Environmental Research and Public Health, 2022, 19, 7438.	2.6	5
4	Determinants of intergenerational sexual relationships and HIV risk among South African women outpatients in Gauteng. AIDS Care - Psychological and Socio-Medical Aspects of AIDS/HIV, 2021, 33, 654-662.	1.2	9
5	College students' well-being during the COVID-19 pandemic: An exploratory study. Journal of Psychology in Africa, 2021, 31, 254-260.	0.6	12
6	Understanding general pedagogical knowledge influences on sustainable teacher well-being: A qualitative exploratory study. Journal of Psychology in Africa, 2021, 31, 464-469.	0.6	1
7	The future we want: Sustainability, psychology, and the global agenda for a better world. Journal of Psychology in Africa, 2021, 31, 439-440.	0.6	1
8	Psychology and the Sustainable Development Goals. Journal of Psychology in Africa, 2020, 30, 86-87.	0.6	1
9	Measuring mental health and well-being of South African undergraduate students. Global Mental Health (Cambridge, England), 2020, 7, e34.	2.5	9
10	Mobilising knowledge through global partnerships to support research-informed teaching: five models for translational research. Journal of Education for Teaching, 2018, 44, 574-589.	2.0	9
11	HIV/AIDS infected mothers' experience of a group intervention to enhance their children's behavior. South African Journal of Education, 2016, 36, 1-10.	0.6	1
12	'All's well that ends': Concluding a deanship. South African Journal of Higher Education, 2016, 30, .	0.4	1
13	In-service teacher training to provide psychosocial support and care in high-risk and high-need schools: school-based intervention partnerships. Journal of Education for Teaching, 2015, 41, 267-284.	2.0	22
14	Telling stories and adding scores: Measuring resilience in young children affected by maternal HIV and AIDS. African Journal of AIDS Research, 2015, 14, 219-227.	0.9	7
15	Taking note of obstacles research partners negotiate in long-term higher education community engagement partnerships. Teaching and Teacher Education, 2015, 45, 59-72.	3.2	11
16	How inclusive education is understood by principals of independent schools. International Journal of Inclusive Education, 2014, 18, 535-552.	2.6	12
17	Using sandplay therapy to bridge a language barrier in emotionally supporting a young vulnerable child. Arts in Psychotherapy, 2014, 41, 107-114.	1.2	5
18	The Role of Parenting in Affecting the Behavior and Adaptive Functioning of Young Children of HIV-Infected Mothers in South Africa. AIDS and Behavior, 2014, 18, 605-616.	2.7	37

#	Article	IF	Citations
19	Behavior and psychological functioning of young children of HIV-positive mothers in South Africa. AIDS Care - Psychological and Socio-Medical Aspects of AIDS/HIV, 2013, 25, 721-725.	1.2	22
20	Development and piloting of a mother and child intervention to promote resilience in young children of HIV-infected mothers in South Africa. Evaluation and Program Planning, 2012, 35, 491-500.	1.6	23
21	Drawing on resilience: piloting the utility of the Kinetic Family Drawing to measure resilience in children of HIV-positive mothers. South African Journal of Education, 2012, 32, 331-348.	0.6	8
22	<i>â€œI am doing okayâ€‹</i>: Intrapersonal Coping Strategies of Children Living in an Institution. Journal of Psychology in Africa, 2011, 21, 397-404.	0.6	8
23	Intervention Groups for HIV-Infected Women: The Need for Additional Services. South African Journal of Psychology, 2011, 41, 38-51.	2.0	4
24	â€˜Memory boxesâ€™ as tool for community-based volunteers. Education As Change, 2010, 14, S73-S84.	0.5	3
25	Opting for assets to enrich preâ€‹school learning. Early Child Development and Care, 2009, 179, 247-257.	1.3	5
26	How Children Experience the Assets that Support their Learning. Journal of Psychology in Africa, 2009, 19, 355-363.	0.6	2
27	South African Teachers' Experiences of Children in their Classrooms who may have ADHD. Journal of Psychology in Africa, 2009, 19, 347-354.	0.6	4
28	Where Differences Matter. Journal of Special Education, 2008, 42, 26-35.	1.7	24
29	In Pursuit of Happiness: How Some Young South African Children Construct Happiness. Journal of Psychology in Africa, 2008, 18, 81-87.	0.6	15
30	Editorialâ€"Positive Psychology: Celebrating Strength and Well-Being in the Cradle of Humankind. Journal of Psychology in Africa, 2008, 18, 5-7.	0.6	2
31	Views from Africa on Positive Psychology. Journal of Psychology in Africa, 2008, 18, 189-194.	0.6	8
32	Views of Inclusion. Remedial and Special Education, 2007, 28, 356-365.	2.3	39
33	Finding The Positives in Psychology: What Are We Doing?. Journal of Psychology in Africa, 2007, 17, 173-180.	0.6	1
34	Reconceptualising vulnerable children by acknowledging their assets. African Journal of AIDS Research, 2007, 6, 79-86.	0.9	17
35	South African Teachers' Voices on Support in Inclusive Education. Childhood Education, 2007, 83, 351-355.	0.1	15
36	The Adjustment of Rorschach Comprehensive System Procedures for South African Learners. South African Journal of Psychology, 2006, 36, 880-902.	2.0	8

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37	The need for collaboration in early communication intervention: whom do parents consult regarding the prevention of communication disorders?. Early Child Development and Care, 2006, 176, 675-692.	1.3	2
38	Some thoughts on the perceptions of the role of educational psychologists in early childhood intervention. Early Child Development and Care, 2006, 176, 111-127.	1.3	5
39	The role of parents' learning facilitation mode in supporting informal learning in mathematics. Early Child Development and Care, 2006, 176, 313-328.	1.3	10
40	Parents' Experiences of Their Rights in the Implementation of Inclusive Education in South Africa. School Psychology International, 2005, 26, 459-477.	1.9	32
41	Asset-Based Assessment In Educational Psychology: Capturing Perceptions During a Paradigm Shift. The California School Psychologist: CASP, 2004, 9, 29-38.	0.2	10
42	Including Learners with Intellectual Disabilities: stressful for teachers?. International Journal of Disability Development and Education, 2003, 50, 293-308.	1.1	55
43	An analysis of mother–child interaction patterns in prison. Early Child Development and Care, 2003, 173, 711-720.	1.3	14
44	Including a learner with physical disabilities: stressful for teachers?. Koers, 2002, 67, .	0.1	7