

Markus Gebhardt

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/6760531/publications.pdf>

Version: 2024-02-01

49
papers

716
citations

623734

14
h-index

642732

23
g-index

60
all docs

60
docs citations

60
times ranked

462
citing authors

#	ARTICLE	IF	CITATIONS
1	How do teachers evaluate their parent communication competence? Latent profiles and relationships to workplace behaviors. <i>Teaching and Teacher Education</i> , 2016, 55, 207-216.	3.2	62
2	Sexuality education including lesbian, gay, bisexual, and transgender (LGBT) issues in schools. <i>Educational Research Review</i> , 2017, 22, 215-222.	7.8	57
3	Correlation between attitudes, concerns, self-efficacy and teaching intentions in inclusive education evidence from German pre-service teachers using international scales. <i>Journal of Research in Special Educational Needs</i> , 2019, 19, 103-114.	1.1	51
4	Voluntary or mandatory training participation as a moderator in the relationship between goal orientations and transfer of training. <i>International Journal of Training and Development</i> , 2016, 20, 290-301.	1.3	47
5	Linking self-rated social inclusion to social behaviour. An empirical study of students with and without special education needs in secondary schools. <i>European Journal of Special Needs Education</i> , 2015, 30, 1-14.	3.0	41
6	Do learners with special education needs really feel included? Evidence from the Perception of Inclusion Questionnaire and Strengths and Difficulties Questionnaire. <i>Research in Developmental Disabilities</i> , 2018, 83, 28-36.	2.2	41
7	Attitudes and experiences of parents regarding inclusive and special school education for children with learning and intellectual disabilities. <i>International Journal of Inclusive Education</i> , 2013, 17, 663-681.	2.6	34
8	The impact of social referencing on social acceptance of children with disabilities and migrant background: an experimental study in primary school settings. <i>European Journal of Special Needs Education</i> , 2018, 33, 269-285.	3.0	32
9	How Does Social Behavior Relate to Both Grades and Achievement Scores?. <i>Frontiers in Psychology</i> , 2018, 9, 857.	2.1	24
10	Assessing dimensions of inclusion from students' perspective – measurement invariance across students with learning disabilities in different educational settings. <i>European Journal of Special Needs Education</i> , 2020, 35, 287-302.	3.0	24
11	Social acceptance of students with Down syndrome and students without disability. <i>Educational Psychology</i> , 2016, 36, 1501-1515.	2.7	22
12	Performance of Students With Special Educational Needs in Germany: Findings From Programme for International Student Assessment 2012. <i>Journal of Cognitive Education and Psychology</i> , 2015, 14, 343-356.	0.2	22
13	The transition from school to the workplace for students with learning disabilities: status quo and the efficiency of pre-vocational and vocational training schemes. <i>European Journal of Special Needs Education</i> , 2011, 26, 443-459.	3.0	17
14	An assessment of measurement invariance in the 3- and 5-factor models of the Strengths and Difficulties Questionnaire: New insights from a longitudinal study. <i>Personality and Individual Differences</i> , 2017, 119, 1-6.	2.9	17
15	Inclusive vocational schools in Canada and Germany. A comparison of vocational pre-service teachers' attitudes, self-efficacy and experiences towards inclusive education. <i>European Journal of Special Needs Education</i> , 0, , 1-16.	3.0	16
16	Does Teacher Collaboration Improve Student Achievement? Analysis of the German PISA 2012 Sample. <i>Frontiers in Education</i> , 2019, 4, .	2.1	15
17	Der Prozess der Feststellung sonderpädagogischen Förderbedarfs in Deutschland. , 2015, , 129-152.		15
18	Predicting a high rate of self-assessed and parent-assessed peer problems – Is it typical for students with disabilities?. <i>Research in Developmental Disabilities</i> , 2016, 49-50, 196-204.	2.2	14

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19	Lehrkraftfeedback oder Spaß beim Spiel? Eine Experimentalstudie zum Einfluss von Lehrkraftfeedback auf die soziale Akzeptanz bei Grundschulkindern. <i>Physics and Chemistry of Minerals</i> , 2014, 62, 51.	0.8	12
20	An examination of public opinion in Austria towards inclusion. Development of the "Attitudes Towards Inclusion Scale"™ " ATIS. <i>European Journal of Special Needs Education</i> , 2012, 27, 355-371.	3.0	11
21	Self-rated health and wellbeing among school-aged children with and without special educational needs: Differences between mainstream and special schools. <i>Research in Developmental Disabilities</i> , 2018, 81, 134-142.	2.2	10
22	Teacher Collaboration in German Schools: Do Gender and School Type Influence the Frequency of Collaboration Among Teachers?. <i>Frontiers in Education</i> , 2018, 3, .	2.1	9
23	Minimization of a Short Computer-Based Test in Reading. <i>Frontiers in Education</i> , 2021, 6, .	2.1	8
24	On the diagnosis of learning disabilities in the Austrian school system: Official directions and the diagnostic process in practice in Styria/Austria. <i>Alter</i> , 2014, 8, 30-39.	0.9	7
25	Individualized Assignments, Group Work and Discussions: How They Interact With Class Size, Low Socioeconomic Status, and Second Language Learners. <i>Frontiers in Education</i> , 2020, 5, .	2.1	7
26	Subject-Specific Self-Concept and Global Self-Esteem Mediate Risk Factors for Lower Competency in Mathematics and Reading. <i>Social Sciences</i> , 2021, 10, 11.	1.4	7
27	Schulische Kompetenzen von SchÃ¼lerinnen und SchÃ¼lern ohne sonderpÃdagogischen FÃrderbedarf im gemeinsamen Unterricht. <i>Vierteljahresschrift FÃr HeilpÃdagogik Und Ihre Nachbargebiete</i> , 2015, 84, 246.	0.1	7
28	Using Theory-Based Test Construction to Develop a New Curriculum-Based Measurement for Sentence Reading Comprehension. <i>Frontiers in Education</i> , 2018, 3, .	2.1	6
29	Effects of using curriculum-based measurement (CBM) for progress monitoring in reading and an additive reading instruction in second classes. <i>Zeitschrift FÃr Grundschulforschung</i> , 2020, 13, 151-166.	2.0	6
30	Levumi: A Web-Based Curriculum-Based Measurement to Monitor Learning Progress in Inclusive Classrooms. <i>Lecture Notes in Computer Science</i> , 2018, , 369-378.	1.3	6
31	Measurement Invariance of a Direct Behavior Rating Multi Item Scale across Occasions. <i>Social Sciences</i> , 2019, 8, 46.	1.4	5
32	Assessment of the quality of inclusive schools A short form of the quality scale of inclusive school development (QUIS-S) " reliability, factorial structure and measurement invariance. <i>International Journal of Inclusive Education</i> , 0, , 1-16.	2.6	5
33	The Relationship Between Social and Emotional Integration and Reading Ability in Students With and Without Special Educational Needs in Inclusive Classes. <i>Journal of Cognitive Education and Psychology</i> , 2015, 14, 180-198.	0.2	4
34	Entwicklung und ÃberprÃfung eines fallbasierten Instruments zur Messung der Einstellung zur schulischen Integration. Wie denken Studierende, BerufstÃtige und SchÃ¼ler/innen Ãber schulische Integration von Kindern mit sonderpÃdagogischem FÃrderbedarf?. <i>Vierteljahresschrift FÃr HeilpÃdagogik Und Ihre Nachbargebiete</i> , 2013, 83, 20.	0.1	4
35	Achievement and Integration of Students with and without Special Educational Needs (SEN) in the Fifth Grade. <i>Journal of Special Education and Rehabilitation</i> , 2012, 13, .	0.5	4
36	Progress Monitoring in Primary Education using Levumi: A Case Study. , 2019, , .		4

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37	Basic Arithmetical Skills of Students with Learning Disabilities in the Secondary Special Schools: An Exploratory Study covering Fifth to Ninth Grade. <i>Frontline Learning Research</i> , 0, , .	0.8	4
38	Inklusion und Bildung. , 2016, , 1-20.		3
39	Social, Systemic, Individual-Medical or Cultural? Questionnaire on the Concepts of Disability Among Teacher Education Students. <i>Frontiers in Education</i> , 2022, 6, .	2.1	3
40	Does Inclusive Education Change Teachersâ€™ Educational Goals? A Comparative Analysis of Two Cross-sectional Surveys in Austria. <i>Journal of Studies in Education</i> , 2015, 5, 114.	0.2	2
41	Fachbeitrag: Pilotierung von LeseflÃ¼ssigkeits- und LeseverstÃ¤ndnistests zur Entwicklung von Instrumenten der Lernverlaufdiagnostik. Ergebnisse einer LÃ¤ngsschnittstudie in der 3ten und 4ten Jahrgangsstufe. <i>Vierteljahresschrift FÃ¼r HeilpÃdagogik Und Ihre Nachbargebiete</i> , 2018, , .	0.1	2
42	How the existence of special schools affects the placement of students with special needs in inclusive primary schools. <i>Journal of Research in Special Educational Needs</i> , 2022, 22, 274-287.	1.1	2
43	Inklusion und Bildung. , 2018, , 1241-1260.		1
44	PHYSICAL DISABILITY, STIGMA, AND PHYSICAL ACTIVITY IN CHILDREN: A REPLICATED STUDY. <i>Journal of Special Education and Rehabilitation</i> , 2016, 17, 101-101.	0.5	1
45	Fachbeitrag: â€œMach mal Platz, hier kommt ein Behinderterâ€œ. Schulische Inklusion und problematische atypische Situationen am Beispiel von Lernenden mit einer BeeintrÃchtigung des Sehens â€œ inklusive FettnÃpfchen. <i>Vierteljahresschrift FÃ¼r HeilpÃdagogik Und Ihre Nachbargebiete</i> , 2018, 87, 112-125.	0.1	1
46	What applying growth mixture modeling can tell us about predictors of number line estimation. <i>Journal of Numerical Cognition</i> , 2020, 6, 66-82.	1.2	1
47	VerknÃpfung von Lernverlaufdiagnostik und LesefÃ¶rderung. Die Konstruktionsprinzipien des Leseabenteuers â€œLevumi und Fredro auf Schatzsucheâ€œ. , 2021, , 173-179.		0
48	Adaptiven Unterricht mit und durch Lernverlaufdiagnostik gestalten. , 2021, , 329-335.		0
49	Umsetzung der schulischen Integration von SchÃ¼lerInnen mit Behinderung(en) in Ã–sterreich. , 2015, , 132-138.		0