

Vitor A Coelho

List of Publications by Year in descending order

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Version: 2024-02-01

30
papers

463
citations

759190

12
h-index

794568

19
g-index

32
all docs

32
docs citations

32
times ranked

363
citing authors

#	ARTICLE	IF	CITATIONS
1	The relation between social anxiety, social withdrawal and (cyber)bullying roles: A multilevel analysis. <i>Computers in Human Behavior</i> , 2018, 86, 218-226.	8.5	63
2	Promoting a Positive Middle School Transition: A Randomized-Controlled Treatment Study Examining Self-Concept and Self-Esteem. <i>Journal of Youth and Adolescence</i> , 2017, 46, 558-569.	3.5	41
3	“Positive Attitude”: A multilevel model analysis of the effectiveness of a Social and Emotional Learning Program for Portuguese middle school students. <i>Journal of Adolescence</i> , 2015, 43, 29-38.	2.4	37
4	A Multilevel Analysis of the Importance of School Climate for the Trajectories of Students’ Self-concept and Self-esteem Throughout the Middle School Transition. <i>Journal of Youth and Adolescence</i> , 2020, 49, 1793-1804.	3.5	35
5	The Impact of a School-Based Social and Emotional Learning Program on the Self-Concept of Middle School Students // O impacto de um programa escolar de Aprendizagem Socioemocional sobre o autoconceito de alunos de 3.º ciclo. <i>Revista De Psicodidactica</i> , 2014, 19, 347-365.	1.3	30
6	Comparing Two Low Middle School Social and Emotional Learning Program Formats: A Multilevel Effectiveness Study. <i>Journal of Youth and Adolescence</i> , 2017, 46, 656-667.	3.5	24
7	Bullying and cyberbullying in Portugal: Validation of a questionnaire and analysis of prevalence. <i>School Psychology International</i> , 2016, 37, 223-239.	1.9	22
8	Positive Attitude Program’s Impact upon Self-Concept across Childhood and Adolescence // Emociones positivas, apoyo a la autonomía y rendimiento de estudiantes universitarios: El papel mediador del compromiso académico y la autoeficacia. <i>Revista De Psicodidactica</i> , 2015, 21, 261-280.	1.3	20
9	Development and Validation of the Social and Emotional Competencies Evaluation Questionnaire. <i>Journal of Educational and Developmental Psychology</i> , 2015, 5, .	0.2	18
10	Trajectories of Students’ School Climate Dimensions throughout Middle School Transition: A Longitudinal Study. <i>Child Indicators Research</i> , 2020, 13, 175-192.	2.3	17
11	Stress in Portuguese Middle School Transition: A Multilevel Analysis. <i>Spanish Journal of Psychology</i> , 2016, 19, E61.	2.1	16
12	Class-level risk factors for bullying and victimization in Portuguese middle schools. <i>School Psychology International</i> , 2018, 39, 121-137.	1.9	15
13	A Review of the Provision of Social and Emotional Learning in Australia, the United States, Poland, and Portugal. <i>Journal of Relationships Research</i> , 2017, 8, .	0.6	14
14	Differential Effectiveness of a Middle School Social and Emotional Learning Program: Does Setting Matter?. <i>Journal of Youth and Adolescence</i> , 2018, 47, 1978-1991.	3.5	12
15	Trajectories of Social and Emotional Competencies according to Cyberbullying Roles: A Longitudinal Multilevel Analysis. <i>Journal of Youth and Adolescence</i> , 2018, 47, 1952-1965.	3.5	12
16	The Effectiveness of a Portuguese Elementary School Social and Emotional Learning Program. <i>Journal of Primary Prevention</i> , 2016, 37, 433-447.	1.6	11
17	The Impact of Secondary School Transition on Self-Concept and Self-Esteem. <i>Revista De Psicodidactica (English Ed)</i> , 2017, 22, 85-92.	1.1	11
18	The impact of a Portuguese middle school social-emotional learning program. <i>Health Promotion International</i> , 2017, 32, 292-300.	1.8	8

#	ARTICLE	IF	CITATIONS
19	Social and Emotional Competencies Evaluation Questionnaire™Teacher™s Version. Psychological Reports, 2016, 119, 221-236.	1.7	8
20	Adolescents™ trajectories of social anxiety and social withdrawal: Are they influenced by traditional bullying and cyberbullying roles?. Contemporary Educational Psychology, 2022, 69, 102053.	2.9	7
21	The Impact of Class-Level Variables on the Effectiveness of a Middle School Social and Emotional Learning Program: A Multilevel Analysis. Journal of Relationships Research, 2017, 8, .	0.6	6
22	Bullying and Cyberbullying Behaviors Questionnaire: Validation of a short form. International Journal of School and Educational Psychology, 2020, 8, 3-10.	1.6	6
23	Programas de intervenÃ§Ã£o para o desenvolvimento de competÃªncias socioemocionais: Uma revisÃ£o crÃtica dos enquadramentos SEL e SEAL. Analise Psicologica, 2016, 34, 61-72.	0.2	5
24	Educational psychology in Portugal: Results of the 2013 International School Psychology Survey. School Psychology International, 2016, 37, 18-31.	1.9	4
25	A Multilevel Analysis of the Relation Between Bullying Roles and Social and Emotional Competencies. Journal of Interpersonal Violence, 2021, 36, 5122-5144.	2.0	4
26	Positive Transition to Middle School: A Multilevel Model Analysis of a Portuguese School Adjustment Program. Journal of Positive Behavior Interventions, 2018, 20, 160-171.	1.7	3
27	A multilevel analysis of the influence of bullying participant roles upon the trajectories of adolescents™ social and emotional competencies. School Psychology International, 0, , 014303432198897.	1.9	3
28	Differential effectiveness of an elementary school social and emotional learning program during middle school transition in Portugal.. School Psychology, 2021, 36, 475-482.	2.4	2
29	A nationwide analysis of the effectiveness of a Social and Emotional Learning program in Portugal: Focus on the role of developers™ involvement. Revista De PsicodidÃctica (English Ed), 2021, 26, 152-159.	1.1	0
30	Portuguese psychology: Placing the professional practice and training in a global context. Universitas Psychologica, 2016, 15, .	0.6	0