

Silvia Postigo

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/9381670/publications.pdf>

Version: 2024-02-01

19
papers

121
citations

1307594

7
h-index

1372567

10
g-index

20
all docs

20
docs citations

20
times ranked

136
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 1 | Clinical intuition in psychotherapy: an approach based on Grounded Theory (<i>La intuici3n cl3nica en) Tj ETQq1 1 0.784314 rgBT /Ove 259-286. | 0.3 | 1 |
| 2 | What Does It Mean to Be Popular in Spain? Mixed-Method Analysis of Popularity as Perceived by Teenagers and Their Teachers. Youth and Society, 2021, 53, 392-416. | 2.3 | 2 |
| 3 | EmoTIC: Impact of a game-based social-emotional programme on adolescents. PLoS ONE, 2021, 16, e0250384. | 2.5 | 9 |
| 4 | Influence of Social Support and Subjective Well-Being on the Perceived Overall Health of the Elderly. International Journal of Environmental Research and Public Health, 2021, 18, 5438. | 2.6 | 13 |
| 5 | Los efectos a largo plazo de las competencias emocionales y la autoestima en los s3ntomas internalizantes en la adolescencia. Revista De Psicodidactica, 2021, 26, 113-122. | 1.3 | 3 |
| 6 | Psychological adjustment of Spanish adolescents and their parents during COVID-19 lockdown: A mixed method approach. PLoS ONE, 2021, 16, e0255149. | 2.5 | 9 |
| 7 | Experiencia de p3rdida ambigua y bienestar en familias de personas trans. International Journal of Developmental and Educational Psychology Revista INFAD De Psicolog3a, 2021, 3, . | 0.1 | 0 |
| 8 | Representaciones sociales del COVID-19 en adolescentes y progenitores. Ansiedad Y Estres, 2021, 27, 119-122. | 0.2 | 2 |
| 9 | Serious game to promote socioemotional learning and mental health (<i>emoTIC</i>): a study protocol for randomised controlled trial. BMJ Open, 2021, 11, e052491. | 1.9 | 1 |
| 10 | DESARROLLO DE COMPETENCIAS SOCIOEMOCIONALES MEDIANTE PLATAFORMA TECNOL3GICA (PROGRAMA) Tj ETQq0 0 0 rgBT /Ove Psychology, 2020, 1, . | 0.1 | 3 |
| 11 | Relaci3n entre el apoyo social, la satisfacci3n de las necesidades psicol3gicas b3sicas y el bienestar en adultos mayores. European Journal of Health Research, 2020, 6, 133. | 0.2 | 3 |
| 12 | VALORACI3N DEL PROGRAMA DE EDUCACI3N EMOCIONAL PARA DOCENTES (MADEMO). Know and Share Psychology, 2020, 1, . | 0.1 | 3 |
| 13 | Ajuste familiar durante la pandemia de la COVID-19: un estudio de d3adas. Revista De Psicología Clínica Con Niños Y Adolescentes, 2020, 7, 66-72. | 0.4 | 15 |
| 14 | Emotional education program for adolescents (PREDEMA): evaluation from the perspective of students and effects on socio-affective competences / Programa de educaci3n emocional para adolescentes (PREDEMA): valoraci3n desde la perspectiva de los participantes y sus efectos en las competencias socio-afectivas. Infancia Y Aprendizaje, 2019, 42, 303-336. | 0.9 | 7 |
| 15 | ¿Qu3 dicen los adolescentes sobre el acoso escolar?. Anales De Psicología, 2019, 35, 251-258. | 0.7 | 1 |
| 16 | Relationships between affective states and childhood internalizing disorders. Archives of Psychiatric Nursing, 2018, 32, 591-598. | 1.4 | 4 |
| 17 | 'We can Only Teach from Our Own Experience': From Emotional Learning in Childhood and Adolescence to Emotional Training in Teachers. International Journal of Psychology & Behavior Analysis, 2018, 4, . | 0.2 | 0 |
| 18 | Propuestas te3ricas en la investigaci3n sobre acoso escolar: una revisi3n. Anales De Psicología, 2013, 29, . | 0.7 | 21 |

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 19 | Predicting bullying: maladjustment, social skills and popularity. Educational Psychology, 2012, 32, 627-639. | 2.7 | 14 |