

CURRICULUM VITAE

Tali Heiman

Open University Books

1. Heiman, T., & Kaspi-Tzahor, D. (2011; Update: 2021). *Giftedness and Special Talents*. Tel Aviv, Israel: The Open University (Hebrew). A textbook, BA in education program.
2. Heiman, T., Shaked, N., & Piterse, E. (2012; Update: 2019). *Technology usage for people with special needs*. Ra'anana, Israel: The Open University (Hebrew). A textbook, MA in education program.
3. Heiman, T. (Update: 2016 with Olenik-Shemesh, D.). *Introduction to Special Education*. The Open University (Hebrew). A textbook, BA in education program.
4. Heiman, T. (2004, Update: 2015 with Bran, A. 2025). *Hyperactivity and attention deficits disorders*. Tel Aviv, Israel: The Open University (Hebrew). A textbook, BA in education program.
5. Heiman, T. (1999, Update: 2012 with Yogev-Temelman, L. 2025). *Learning disabilities*. Tel Aviv, Israel: The Open University (Hebrew). A textbook, BA in education program.

Articles in Refereed Journals

Note: The order of authors' names is according to their contribution.

1.	Brunstein Klomek, A., Olenik Shemesh, D., Nisenboym, O., & Heiman , T. (2025). Anxious-ambivalent attachment and cyberbullying victimization among young adults: The mediating effect of problematic internet use. <i>The Journal of Psychology: Interdisciplinary and Applied</i> 10.1080/00223980.2025.2553049 (Q1)
2.	Végh, J., Voicu, B., Martins Barros, M., Deliu, A., Heiman , T., Hossu, I., Karpava, S., Maxhelaku, A., Olenik Shemesh, D., & Wilsch, M. (2025). Emerging ideas: Transnational family dynamics during the COVID-19 Pandemic: A scoping review. <i>Journal of Family Relations</i> . DOI: 10.1111/fare.70019 (Q1)
3.	Eden, S., Heiman , T., Olenik-Shemesh, D., & Yablon, Y. (2025). Cyberbullying and problematic internet use in adolescents with ADHD: Exploring the relationship with moral disengagement and social skills. <i>Frontiers in Public Health</i> , 13, 1577900 (Q1). https://www.frontiersin.org/articles/10.3389/fpubh.2025.1577900
4.	Taller -Azulay, G., Heiman , T., & Olenik-Shemesh, D. (2025). Perspectives on mainstreaming special education: How principals' and counselors' attitudes relate to their professional well-being. <i>Disabilities</i> , 5, (Q2)
5.	Heiman, T., & Zafrir, A. (2024). The role of self-presentation on social networks sites: Examining the self-esteem of young people in different identity status and gender differences. <i>Psychology</i> , 15, 155-172. doi: 10.4236/psych.2024.152011. (Q2) citations: 2
6.	Taller-Azulay, G., Heiman , T., & Olenik-Shemesh, D. (2024). Principal's attitudes toward the inclusion of special education students in regular schools: Associations with self-efficacy, satisfaction, and stress at work. <i>Psychology</i> , 15, 1154-1172. doi: 10.4236/psych.2024.157068 (Q2) citations: 2
7.	Olenik Shemesh, D., Heiman , T., & Wright, M. (2024). Problematic use of the internet and well-being among youth from a global perspective: A mediated-moderated model of socio-emotional factors. <i>The Journal of Genetic Psychology</i> , 185(2), 91-113. https://www.tandfonline.com/doi/full/10.1080/00221325.2023.2277319 (Q2) citations: 7
8.	Gefen, A., Gross, Z., & Heiman , T. (2024). Co-occurrence of traditional and cyberbullying victimization among adolescents: Characteristics, psychological difficulties, and resilience. <i>Violence and Victims</i> , doi: 10.1891/VV-2021-0234 (Q2) citations: 1
9.	Skrzypiec, G., Wyra, M., Topcu-Uzer, C., Heiman, T., Bauman, S., et al. (2024). A global study of the wellbeing of adolescent students during the COVID-19 2020 lockdown. <i>School Mental Health</i> , 16, 1120–1140 https://doi.org/10.1007/s12310-024-09678-2 (Q1) citations: 3
10.	Eden, S., Heiman , T., Olenik-Shemesh, D., & Yablon, Y. B. (2023). Cyberbullying and PIU among adolescents before and during COVID-19 Pandemic: The association with adolescents' relationships. <i>Youth &</i>

	<i>Society</i> , 55(7), 1367-1390 https://doi.org/10.1177/0044118X231169493 (Q1) citations: 11
11.	Shauli, S., Heiman , T., & Olenik Shemesh, D. (2023). Inclusion and social integration of students with educational challenges: Perspectives of in-service and pre-service teachers and college students. <i>Journal of University Teaching & Learning Practice</i> , 20(6). https://doi.org/10.53761/1.20.6.7 (Q2) citations: 4
12.	Shauli, S., Heiman , T., & Olenik-Shemesh, D. (2023). Decision making modes regarding the inclusive dilemmas of students with educational challenges in mainstream classrooms. <i>Journal of Research in Special Educational Needs</i> , 23 (3), 199-212. https://doi.org/10.1111/1471-3802.12591 (Q2) citations: 4
13.	Heiman , T., & Avissar, G. (2022). Facilitators and impediments in inclusive education for students with intellectual developmental disability: Perceptions of school staff and parents in Israel. <i>Journal of Intellectual Disabilities</i> , 28(1), 67-82. https://doi.org/10.1177/17446295221136355 (Q2) citations: 13
14.	Avissar, G., & Heiman , T. (2022). Examining the social dimension in the perceptions of students, parents, and educational staff regarding the integration of students with intellectual disabilities in regular education. <i>Issues in Special Education</i> , 31, 82-102 (Hebrew)
15.	Taller-Azulay, G., Heiman , T., & Olenik-Shemesh, D. (2022). The role of the educational counselor in the inclusion and integration processes. <i>European Journal of Special Education Research</i> , 8(2), 60-79. (Q1) citations: 2
16.	Torres, S., Araújo, C.A., Fitzgerald, A., Dooley, B., Leondari, A., Costa, C.M., Olenik-Shemesh, D., Heiman , T., Sygkollitou, E., Burusic, J., Boone, L., et al. (2022). An international study of correlates women's positive body image. <i>European Journal Investigating in Health, Psychological and Education</i> , 12 (10), 1521-1534. https://doi.org/10.3390/ejihpe12100107 (Q2) citations: 14
17.	Heiman , T., & Olenik-Shemesh, D. (2022). Cyber-victimization experience among higher education students: Effects of social support, loneliness, and self-Efficacy <i>International Journal of Environmental Research and Public Health</i> , 19 (12), 7395; https://doi.org/10.3390/ijerph19127395 . (Q1) citations: 29
18.	Heiman , T. (2021). Parents' voice: Parents' emotional and practical coping with a child with special needs. <i>Psychology</i> , 12 (5). doi: 10.4236/psych.2021.125042 (Q2) citations: 31
19.	Olenik-Shemesh, D., & Heiman , T. (2021). Resilience and self-concept as mediating factors in the relationship between bullying victimization and sense of well-being among adolescents. <i>International Journal of Adolescence and Youth</i> , 26 (1), 158-171. https://doi.org/10.1080/02673843.2021.1899946 (Q1) citations: 56
20.	Heiman , T., & Olenik-Shemesh, D. (2020). Social-emotional profile of children with and without learning disabilities: The relationships with perceived loneliness, self-efficacy and well-being. <i>International Journal of Environmental Research and Public Health</i> , 17 (20), 7358-7373. https://doi.org/10.3390/ijerph17207358 (Q1) citations: 50
21.	Skrzypiec, G., Alinsug, E., Nasiruddin, E., Andreou, E., Brighi, A., Didaskalou, D., Guarini, A., Heiman , T., Kang, SW., Kwon, S., Olenik-Shemesh, D., Ortega-Ruiz, R., Romera, E., Roussi-Vergou, C., Sandhu, D., Sikorska, I., Wyra, M., Xi, J., & Yang, C. (2020). Harmful peer aggression: Relationship between victim and perpetrator. <i>Journal of School Violence</i> , 20, 1-16. https://www.tandfonline.com/doi/full/10.1080/15388220.2020.1808789 (Q1) citations: 6
22.	Seale, J., Colwell, C., Coughlan, T., Heiman , T., Kaspi-Tsahor, D., & Olenik – Shemesh, D. (2020). Dreaming in colour: disabled higher education students' perspectives on improving design practices that would enable them to benefit from their use of technologies. <i>Education and Information Technologies</i> , 1-33. doi: 10.1007/s10639-020-10329-7 (Q1) citations: 72
23.	Olenik-Shemesh, D., Heiman , T., & Assaiag, A. (2020). The challenges facing Arab students with learning disabilities in higher education institutions and the role of support centers in their academic functioning: A preliminary study. <i>International Education Studies</i> , 13 (11), 1-11. https://doi.org/10.5539 (Q3) citations: 7
24.	Heiman , T., & Olenik Shemesh, D. (2019). Predictors of cyber-victimization of higher-education students with and without learning disabilities. <i>Journal of Youth Studies</i> , 22 (2), 205-222. doi: 10.1080/13676261.2018.1492103. (Q1) citations: 27
25.	Heiman , T., & Olenik-Shemesh, D. (2019). Perceived body appearance and eating habits: The voice of young and adult students attending higher education. <i>International Journal of Environmental Research and Public Health</i> , 16, 451-463. doi: 10.3390/ijerph16030451 (Q2) citations: 80
26.	Heiman , T., & Olenik-Shemesh, D., & Frank, G. (2019). Patterns of coping with cyberbullying: Emotional, behavioral and strategic coping reactions among Junior High School students. <i>Violence and Victims</i> , 34(1), 28-

	45. doi: 10.1891/0886-6708.34.1.28. (Q2) citations: 45
27.	Olenik-Shemesh, D., Heiman , T., & Keshet, N. (2019). Factors that affect teachers' coping with cyberbullying: Implications for teacher education programs. <i>Creative Education</i> , 10, 3357-3371. doi: 10.4236/ce.2019.1013258 (IF = 2.04) citations: 9
28.	Olenik-Shemesh, D., Heiman , T., & Zurek-Hannan, M. (2019). Cyber-victimization among young children: Mapping the phenomenon and the relationship with social support and sense of loneliness. <i>Studies in Education: Journal for Study and Research in Education</i> (Iyunim Ba'hinuch) 20, 55-83. (Hebrew).
29.	Olenik-Shemesh, D., Heiman , T., & Zur, Y. (2019). Educational intervention program for coping with youth cyberbullying, based on bystanders' involvement. <i>International Journal of Education</i> , 11(2). doi: https://doi.org/10.5296/ije.v11i2.14999 (IF = 1.18)
30.	Fichten, C., Jorgensen, M., King, L., Havel, A., Heiman , T., Olenik-Shemesh, D., & Kaspi-Tsahor, D. (2019). Mobile technologies that help post-secondary students succeed: A pilot study of Canadian and Israeli professionals and students with disabilities. <i>International Research in Higher Education</i> , 4 (3). doi: https://doi.org/10.5430/irhe.v4n3p35 (a double-blind system for peer-review) citations: 19
31.	Lavan, A., Reiter, S., & Heiman , T. (2019). Educational involvement of parents of mainstreamed special needs children. <i>Contemporary School Psychology</i> , 23(4), 401-411. https://doi.org/10.1007/s40688-018-0202-1 . (IF = 1.9) citations: 16
32.	Heiman , T., Olenik-Shemesh, D. & Liberman, G. (2018). Adolescent involvement in face-to-face and cyber victimization: Can personal well-being mediate social-emotional behavior? <i>Journal of Youth Studies</i> , 21 (3), 391-404. doi: 10.1080/13676261.2017.1366650 (Q1) citations: 30
33.	Olenik-Shemesh, D., Heiman , T., & Kopel-Ben-Ari, D. (2018). Developing, implementing and evaluating an intervention program on cyberbullying for teachers. <i>International Journal of Learning and Teaching</i> , 4 (4), 2377-2891 http://www.ijlt.org/uploadfile/2018/1109/20181109015023239.pdf (at least 2 experts for review). citations: 1
34.	Olenik-Shemesh, D., Heiman , T., & Keshet, N. (2018). The role of career aspiration, self-esteem, body esteem, and gender in predicting sense of well-being among emerging adults. <i>Journal of Genetic Psychology</i> , 179 (6), 343-356, doi: 10.1080/00221325.2018.1526163. (Q2) citations: 64
35.	Heiman , T., Fichten, C. S., Olenik-Shemesh, D., Keshet, N. S., & Jorgensen, M. (2017). Access and perceived ICT usability among students with disabilities attending higher education institutions. <i>Education and Information Technologies</i> , 22, 2727-2740. https://doi.org/10.1007/s10639-017-9623-0 (Q1) citations: 63
36.	Heiman , T., & Olenik-Shemesh, D. (2017). Cyberbullying and traditional bullying: Parents' perceptions of their child with learning disabilities. <i>Journal of Humanities and Social Science</i> , 22 (1), 59-66. doi: 10.9790/0837-2201065966. (IF = 1.1)
37.	Heiman , T. (2017). Internet forums as tools for coping and consultation of mothers with their child with ADHD. <i>Psychology</i> , 7 (1), 29-41. doi: 10.17265/2159-5542. (Q2)
38.	Olenik-Shemesh, D., Heiman , T. & Zurek-Hannan, M. (2017). Cyber-victimization among children: Prevalence, characteristics, gender differences and links to social difficulties. <i>Journal of Child and Adolescent Behavior</i> , 5, 339 - 350. doi: 10.4172/2375-4494.1000339. (IF = 5.33) citations: 12
39.	Olenik-Shemesh, D., & Heiman , T. (2017). Cyberbullying victimization in adolescents as related to body esteem, social support, and social self-efficacy. <i>The Journal of Genetic Psychology</i> , 178 (1), 28-43. https://doi.org/10.1080/00221325.2016.1195331 (Q2) citations: 152
40.	Heiman , T., & Olenik-Shemesh, D. (2017). Cyberbullying involvement of adolescents with low vision compared to typical adolescents, as related to perceived social support. <i>Journal of Aggression, Maltreatment & Trauma</i> , 26 (21), 105-115. doi: 10.1080/10926771.2016.1228725. (Q1) citations: 17
41.	Olenik-Shemesh, D., & Heiman , T. (2017). Bystanders' behavior in cyberbullying episodes: Active and passive patterns in the context of personal-socio-emotional factors. <i>Journal of Interpersonal Violence</i> , 32 (1), 23-48. doi: 10.1177/0886260515585531. jiv.sagepub.com . (Q1) citations: 183
42.	Fichten, C.S., Heiman , T., Jorgensen, M., Nguyen, M., Havel, A., King, L., Budd, J., & Amsel, R. (2016). Sustainability of disability-related services in Canada and Israel: Will the real universal design please stand up? <i>Exceptionality Education International</i> , 26 (1), 19-35. (Q3) citations: 24
43.	Fichten, C.S., Heiman , T., Jorgensen, M., Nguyen, M., Havel, A., King, L., Budd, J., & Amsel, R. (2016). Theory of Planned Behavior predicts graduation intentions of Canadian and Israeli postsecondary students with and without learning disabilities/attention deficit hyperactivity disorder. <i>International Journal of Higher Education</i> , 5(1), 208-219. http://www.sciedupress.com/journal/index.php/ijhe/article/download/8718/5246 . (a

	double-blind peer-reviewed) citations: 26
44.	Eden, S., Heiman , T., & Olenik-Shemesh, D. (2016). Bully versus victim on the internet: The correlation with emotional-social characteristics. <i>Education and Information Technologies</i> , 21(3), 699-713. doi: 10.1007/s10639-014-9348-2. (Q1) citations: 72
45.	Olenik-Shemesh, D., & Heiman , T. (2015). Exploring cyberbullying among primary school children in relation to: Internet use, social support, loneliness, self-efficacy and well-being. <i>Child Welfare</i> , 93 (5), 27-46. (Q2) citations: 45
46.	Heiman , T., & Olenik-Shemesh, D. (2015). Students voice on the internet: Vulnerability of adolescents with learning disabilities, ADHD, visual and auditory disabilities. <i>Israeli Studies in Language and Society (Iyunim be safa ve hevra)</i> , 7 (1-2), 88-104. (Hebrew).
47.	Heiman , T., & Olenik-Shemesh, D. (2015). Computer-based communication and cyberbullying involvement in the sample of Arab teenagers. <i>Education and Information Technologies</i> . doi: 10.1007/s10639-015-9375-7. (Q1) citations: 31
48.	Tarabulus, T., Heiman , T., & Olenik-Shemesh, D. (2015). Cyberbullying among teenagers in Israel: An Examination of cyberbullying, traditional bullying, and socio-emotional functioning. <i>Journal of Aggression, Maltreatment & Trauma</i> , 24 (6), 1-14. doi:10.1080/10926771.2015.1049763. (Q2) citations: 46
49.	Heiman , T., & Olenik-Shemesh, D. (2015). Cyberbullying experience and gender differences among adolescents attending different educational settings. <i>Journal of Learning Disabilities</i> , 48(2), 146-155. doi: 10.1177/0022219413492855. (Q1) citations: 176
50.	Olenik-Shemesh, D., Heiman , T., & Rabin, E. (2014). The Virtual Anti-Bullying Village Project for coping with bullying and cyberbullying within a 3D virtual learning environment: Evaluation research. <i>International Journal of Cyber Society and Education</i> , 7(2), 97-124. doi:10.7903/ijcse.1147. (a double-blind peer-reviewed) citations: 21
51.	Heiman , T., Olenik-Shemesh, D., & Eden, S. (2014). Cyberbullying involvement among students with ADHD: Relation to self-efficacy, social support and loneliness. <i>European Journal of Special Needs Education</i> , 1-15. doi:10.1080/08856257.2014.943562. (Q1) citations: 193
52.	Heiman , T., Olenik-Shemesh, D. & Eden, S. (2014). Involvement in social networking and cyber victimization among students with and without attention deficit hyperactivity disorder, and the relationships with perceived social self-efficacy, loneliness and social support. <i>Mifgash (Meeting)</i> , 39, (22), 93-112 (Hebrew).
53.	Olenik-Shemesh, D., Heiman , T. & Eden, S. (2012). Cyberbullying victimization in adolescence: Relationships with loneliness and depressive mood. <i>Emotional Behavioral Difficulties</i> , 17 (3-4), 361-374. (Q2) citations: 304
54.	Eden, S., Heiman , T., & Olenik-Shemesh, D. (2012). Teachers' perceptions, beliefs and concerns about cyberbullying. <i>British Journal of Educational Technology</i> , 43(6), 1-17. doi: 10.1111/j.1467-8535.2012.01363. (Q1) citations: 245
55.	Heiman , T., & Olenik-Shemesh, D. (2012). Students with learning disabilities in higher education: Use and contribution of assistive technology, website courses and their correlation to students' hope and well-being. <i>Journal of Learning Disabilities</i> , 45(4), 308-318. doi: 10.1177/0022219410392047. (Q1) citations: 96
56.	Olenik-Shemesh, D., & Heiman , T. (2012). Parents' and children's perceptions and reactions towards cyberbullying. <i>International Journal of Psychology</i> , 47, (3-4), 327. (Q1)
57.	Eden, S., & Heiman , T. (2011). Computer mediated communication: Social support for students with and without learning disabilities. <i>Educational Technology and Society</i> , 14 (2), 89-97. (Q1) citations: 48
58.	Heiman , T., Zinck, L., & Heath, N. (2008). Parents and youth with learning disabilities: Perceptions of relationships and communication. <i>Journal of Learning Disabilities</i> , 41 (6), 524-534. (Q1) citations: 63
59.	Heiman , T. (2008). Females with learning disabilities taking on-line courses: Perceptions of the learning environment, coping and well-being. <i>Journal of Postsecondary Education and Disability</i> , 21 (1), 4-14. (Impact Factor = 1.4) citations: 22
60.	Heiman , T. (2008). The Effects of e-mail messages in a distance learning university on the perceived learning environment and on coping strategies. <i>Quarterly Review of Distance Education</i> , 9(3), 237-248. (Q1) citations: 54
61.	Heiman , T., & Berger, O. (2008). Parents of children with Asperger Syndrome or with learning disabilities: Family environment and social support. <i>Research in Developmental Disabilities</i> , 29 (4), 289-300. (Q1) citations: 320
62.	Heiman T., Almog, N., & Godder, E. (2006). Students with visual impairment and students with hearing impairment: Coping strategies and support services at The Open University. <i>Topics in Special Education and</i>

	<i>Rehabilitation</i> , 21, 33-44 (Hebrew).
63.	Heiman , T. (2006). Assessing learning style among students with LD at a distance-learning university. <i>Learning Disability Quarterly</i> , 29 (1), 55-63. (Q1) citations: 104
64.	Heiman , T. (2006). Social support networks, stress, sense of coherence and academic success of university students with and without learning disabilities. <i>Social Psychology of Education</i> , 9 (4), 461-478. (Q1) citations: 131
65.	Heiman , T. (2005). An examination of peer relationships of children with and without attention deficit hyperactivity disorder. <i>School Psychology International</i> , 26, 330-339. (Q1) citations: 134
66.	Heiman , T. & Kariv, D. (2005). Manifestations of learning disabilities in university students: Implications for coping and adjustment. <i>Journal of Education</i> , 125 (2), 313-324. https://www.questia.com/read/1G1-127013758/manifestations-of-learning-disabilities-in-university . (Q1) citations: 81
67.	Kariv, D., & Heiman , T. (2005). Stressors, stress and coping in dual-demand environments: the case of working back to schoolers. <i>Journal of Adult and Continuing Education</i> , 11(10), 91-110. (Q1) citations: 19
68.	Kariv, D., & Heiman , T. (2005). Task-oriented versus emotion-oriented coping strategies: The case of college students. <i>College Students Journal</i> , 39(1), 72-89. (Q3) citations: 325
69.	Heiman , T. & Kariv, D. (2004). Coping experience among students in higher education. <i>Educational Studies</i> , 30 (4), 441-455. (Q2) citations: 70
70.	Heiman , T. (2004). Examination of the Salutogenic Model, support resources, coping style and stressors among university students. <i>The Journal of Psychology</i> , 138 (6), 505-520. (Q1) citations: 177
71.	Heiman , T. (2004). Teachers coping with changes: Including students with disabilities in mainstream classes: An international view. <i>International Journal of Special Education</i> , 19 (2), 91-103. (Q3) citations: 103
72.	Heiman , T., & Precel, K. (2003). Students with learning disabilities in higher education: Academic strategies profile. <i>Journal of Learning Disabilities</i> , 36 (3), 248-258. doi: 10.1177/002221940303600304. (Q1) citations: 431
73.	Heiman , T. (2002). Teachers' responses and expectations regarding students with and without LD. <i>Advances in Psychology Research</i> , 21, 85 - 98. (Q3) citations: 1
74.	Heiman , T. (2002). Parents of children with disabilities: Resilience, coping and future expectations. <i>Journal of Developmental and Physical Disabilities</i> , 14 (2), 159-171. (Q2) citations: 936
75.	Heiman , T. (2002). Prevalence of loneliness and friendship: children, parents and teachers' perceptions. <i>Journal of Child and Family Welfare</i> , 5 (1-2), 52-61. (a peer-reviewed journal) citations: 11
76.	Heiman , T. (2001). Depressive mood in students with mild intellectual disability: Students' reports and teachers' evaluations. <i>Journal of Intellectual Disability Research</i> , 45 (6), 526 - 534. (Q1) citations: 96
77.	Heiman , T. (2001). Inclusive schooling: Middle – School teachers' perceptions. <i>School Psychology International</i> , 22 (4), 451 – 462. (Q1)
78.	Heiman , T. (2000). Friendship quality among students in three educational settings. <i>Journal of Intellectual & Development Disability</i> , 25, 1-12. (Q1) citations: 172
79.	Heiman , T. (2000). Quality and quantity of friendship: Students and teachers' perceptions. <i>Journal of School Psychology International</i> , 21 (3), 265-280. (Q1) citations: 42
80.	Heiman , T., & Margalit, M. (1998). Loneliness, depression and social skills among students with mild mental retardation in special education and in mainstreamed classes. <i>Journal of Special Education</i> , 32 (3), 154 - 163. (Q1) citations: 190
81.	Margalit, M., Weisel, A., Heiman , T., & Shulman, S. (1988). Social skills and family climate of behavior disordered adolescents. <i>Behavior Disorders</i> , 13, 253 – 262. (Q1) citations: 28
82.	Karniol, R., & Heiman , T. (1987). Situational antecedent of children's anger experiences and subsequent responses to adult versus peer provokers. <i>Aggressive Behavior</i> , 13, 109 - 118. (Q1)
83.	Margalit, M., & Heiman , T. (1986). Family climate and anxiety of families with learning disabled boys. <i>Journal of the American Academy of Child Psychiatry</i> , 25, 841 - 856. (Q1) citations: 112
84.	Margalit, M., & Heiman , T. (1986). Learning disabled boys' anxiety, parental anxiety, and family climate. <i>Journal of Clinical Child Psychology</i> , 15, 248 – 253. (Q1) citations: 60
85.	Margalit, M., & Heiman , T. (1983). Anxiety and self-dissatisfaction in epileptic children. <i>International Journal of Social Psychiatry</i> , 29, 220 - 224. (Q1) citations: 42

Articles in Conference Proceedings

1. Rimor, R., Reingold, R., & **Heiman**, T. (2008). *Instructor scaffolding in support of students' metacognition through an online course* (pp. 43-53). In J. Zumbach, N. Schwartz, T. Seufert, & L. Kester (Eds.), *Beyond Knowledge: The Legacy of Competence -Meaningful Computer-based Learning Environments*. Conference proceedings. Springer Nature, Switzerland.
2. Kaspi-Tsahor, D., **Heiman**, T., & Olenik-Shemesh, D. (2008). *Usage patterns of assistive technologies and their contribution to students with learning disabilities*. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference* (pp. 5080-5083). Chesapeake, VA: AACE.

Edited book

- Emirhaizovic, M., **Heiman**, T., Medgyesi, M., Pinheiro-Mota, C., Tomanovic, S., & Vella, S. (2022). (Eds.), *Family formation among youth in Europe: Coping with socio-economic disadvantages – Perspectives in human development* (pp. 211). Information Age Publishing Inc (IAP). ISBN: 978-1-64802-903-5

Chapters in Books

1. Shauli, S., Taller, G., Rotenberg-Tadmor, Y., **Heiman**, T., & Olenik Shemesh, D. (2025). *Breaking down barriers: A multifaceted approach to fostering inclusive attitudes and decision-making skills in pre-service teachers*. In A. M. Columbus (Ed.) *Progress in education*. NY: Nova Science.
2. Agius, M., **Heiman**, T., Sula, G., Tsvetkova, P., Nanchen, B., Tkaczyk, A. H., & Sousa, C. (2024). Supporting workplace inclusion: Reasonable accommodation and assistive technologies for individuals with intellectual disability. In C. Sousa, J. Pereira, & C. Casimiro (Eds.), *No Barriers: Strategies and Best Practices for the Employment of Individuals with Intellectual Disability* (Chp. 5, pp. 111-127). Edições Universitárias Lusófonas. <https://doi.org/10.24140/nobarriers.v1.p02.05>
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