Green Journals

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Journal Information

Journal Title	Learning Disabilities Research & Practice
Publisher	
ISSN	0938-8982
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Database	AERES
Domain	Health Sciences, Physical Sciences, Social Sciences

Classification History

Year	A+	A	B	C
2026		✓	✓	
2025		✓	✓	
2024		✓	✓	
2023		✓	✓	
2021/2022		✓	✓	
2020		✓	✓	
2019		✓	✓	
2018		✓		

Classification: The table above shows all journal classifications recorded for each classification year in the Green Journals database. A journal may have more than one classification in the same year.

Recent Articles

Effect of a Science Vocabulary Intervention on Vocabulary, Comprehension, and Attitude Among Middle-School Multilingual Learners
2026-10-23
Authors: Heba Z. Abdelnaby, Matthew K. Burns, Delinda van Garderen et al.
DOI: 10.1177/09388982261484977

Calculation Strategies Among Primary School Students: Understanding Individual Differences and Identifying the Early Signs of Arithmetic Difficulties
2026-10-23
Authors: Matilda Hamara, Minna Torppa, Riikka Heikkilä et al.
DOI: 10.1177/09388982261496943

Systematic Review of Anxiety Interventions for Students With Learning Difficulties: Current Evidence and Research Gaps
2026-10-19
Authors: Eleni Chatzoglou, Sarah Fishstrom, Kimberly McFadden et al.
DOI: 10.1177/09388982261496951

Cognitive Flexibility as a Mediator of Academic Behavior in Students With Specific Learning Disorders
2026-10-9
Authors: Shahrooz Nemati, Rahim Badri Gargari, Zahra Abolhasani et al.
DOI: 10.1177/09388982261483518

Interference Sensitivity in Multiplication Learning: Effects of a Digital Intervention for Children With Learning Disabilities
2026-9-20
Authors: Sonja Julkunen, Johan Korhonen, Pirjo Aunio
DOI: 10.1177/09388982261490608

How Spatial Skills Predict Language and Reading Outcomes in Chinese-Speaking Preschoolers With Familial Risk for Dyslexia
2026-9-19
Authors: Kevin Kien Hoa Chung, Alfred S. Y. Lee, Li-Chih Wang et al.
DOI: 10.1177/09388982261488879

Language Comprehension Interventions for English Learners With or at Risk for Reading Difficulties: A Research Synthesis
2026-9-3
Authors: Isabel Vargas-Bell, Katlynn Dahl-Leonard, Cassidi Richmond et al.
DOI: 10.1177/09388982261483231

Building Variable Understanding: A Pilot Study of a Supplemental Algebra Tutoring Intervention
2026-9-1
Authors: Amber Y. Wang, Sarah K. Krowka, Robin F. Schumacher et al.
DOI: 10.1177/09388982261483236

Using Text Reading Fluency to Identify Students at Risk for Reading Comprehension Difficulties Across Grades 4, 7, and 9
2026-9-1
Authors: Auðun Valborgarson, Freyja Birgisdóttir, Fanney Thorsdottir et al.
DOI: 10.1177/09388982261483527

Understanding Academic Adjustment in Undergraduates With SLD or ADHD: An Integrative Model of Social-Emotional-Behavioral Skills, Academic Self-Efficacy, and Self-Regulated Learning
2026-8-27
Authors: Adi Sharabi
DOI: 10.1177/09388982261483237