

# Ludo Verhoeven

## List of Publications by Citations

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

255  
papers

6,161  
citations

39  
h-index

64  
g-index

260  
ext. papers

7,197  
ext. citations

2.8  
avg, IF

6.38  
L-index

#	Paper	IF	Citations
255	Prediction of the development of reading comprehension: a longitudinal study. <i>Applied Cognitive Psychology</i> , <b>2008</b> , 22, 407-423	2.1	297
254	Language proficiency and reading ability in first- and second-language learners. <i>Reading Research Quarterly</i> , <b>2003</b> , 38, 78-103	2.6	242
253	Cross-linguistic perspectives on the development of text-production abilities. <i>Written Language and Literacy</i> , <b>2002</b> , 5, 1-43	0.2	209
252	Components in Early Second Language Reading and Spelling. <i>Scientific Studies of Reading</i> , <b>2000</b> , 4, 313-338	3.8	209
251	Vocabulary Growth and Reading Development across the Elementary School Years. <i>Scientific Studies of Reading</i> , <b>2011</b> , 15, 8-25	3.8	175
250	Child and home predictors of early numeracy skills in kindergarten. <i>Early Childhood Research Quarterly</i> , <b>2012</b> , 27, 471-477	3.3	150
249	The simple view of second language reading throughout the primary grades. <i>Reading and Writing</i> , <b>2012</b> , 25, 1805-1818	2.1	129
248	Predictors of reading and spelling abilities in first- and second-language learners.. <i>Journal of Educational Psychology</i> , <b>2007</b> , 99, 835-851	5.3	105
247	Early bilingualism, language transfer, and phonological awareness. <i>Applied Psycholinguistics</i> , <b>2007</b> , 28, 425-439	1.4	105
246	Bilingualism in children with developmental disorders: A narrative review. <i>Journal of Communication Disorders</i> , <b>2016</b> , 63, 1-14	1.9	100
245	Pragmatic language impairment and associated behavioural problems. <i>International Journal of Language and Communication Disorders</i> , <b>2010</b> , 45, 204-14	2.9	87
244	Multimedia support of early literacy learning. <i>Computers and Education</i> , <b>2002</b> , 39, 207-221	9.5	81
243	Visuospatial working memory in specific language impairment: a meta-analysis. <i>Research in Developmental Disabilities</i> , <b>2013</b> , 34, 2586-97	2.7	78
242	Advances in text comprehension: model, process and development. <i>Applied Cognitive Psychology</i> , <b>2008</b> , 22, 293-301	2.1	78
241	The relationship between the reading and signing skills of deaf children in bilingual education programs. <i>Journal of Deaf Studies and Deaf Education</i> , <b>2008</b> , 13, 518-30	1.6	77
240	Behaviour problems in children with language impairment. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , <b>2007</b> , 48, 1139-47	7.9	76
239	Working memory performance and executive function behaviors in young children with SLI. <i>Research in Developmental Disabilities</i> , <b>2014</b> , 35, 62-74	2.7	70

238	Morphological processing in reading acquisition: A cross-linguistic perspective. <i>Applied Psycholinguistics</i> , <b>2011</b> , 32, 457-466	1.4	64
237	Improvements in spelling after QEEG-based neurofeedback in dyslexia: a randomized controlled treatment study. <i>Applied Psychophysiology Biofeedback</i> , <b>2010</b> , 35, 5-11	3.4	60
236	Passive voice constructions in written texts. <i>Written Language and Literacy</i> , <b>2002</b> , 5, 163-181	0.2	58
235	Neural correlates of testing effects in vocabulary learning. <i>NeuroImage</i> , <b>2013</b> , 78, 94-102	7.9	55
234	Different brain activation patterns in dyslexic children: evidence from EEG power and coherence patterns for the double-deficit theory of dyslexia. <i>Journal of Integrative Neuroscience</i> , <b>2007</b> , 6, 175-90	1.5	54
233	Introduction to This Special Issue: The Role of Morphology in Learning to Read. <i>Scientific Studies of Reading</i> , <b>2003</b> , 7, 209-217	3.8	54
232	Modeling the Growth of Word-Decoding Skills: Evidence From Dutch. <i>Scientific Studies of Reading</i> , <b>2009</b> , 13, 205-223	3.8	53
231	Long-term effects of computer training of phonological awareness in kindergarten. <i>Journal of Computer Assisted Learning</i> , <b>2005</b> , 21, 17-27	3.8	51
230	What oral text reading fluency can reveal about reading comprehension. <i>Journal of Research in Reading</i> , <b>2015</b> , 38, 213-225	2.1	49
229	Cognitive and linguistic precursors to numeracy in kindergarten: Evidence from first and second language learners. <i>Learning and Individual Differences</i> , <b>2011</b> , 21, 555-561	3.1	49
228	Clause packaging in writing and speech. <i>Written Language and Literacy</i> , <b>2002</b> , 5, 135-161	0.2	49
227	Screening of phonological awareness in the early elementary grades: an IRT approach. <i>Annals of Dyslexia</i> , <b>2007</b> , 57, 33-50	1.8	48
226	Communicative competence and personality dimensions in first and second language learners. <i>Applied Psycholinguistics</i> , <b>2002</b> , 23, 361-374	1.4	47
225	Predicting acceptance and popularity in early adolescence as a function of hearing status, gender, and educational setting. <i>Research in Developmental Disabilities</i> , <b>2011</b> , 32, 2553-65	2.7	45
224	The role of sign phonology and iconicity during sign processing: the case of deaf children. <i>Journal of Deaf Studies and Deaf Education</i> , <b>2009</b> , 14, 436-48	1.6	43
223	Neurocognitive mechanisms of the testing effect—A review. <i>Trends in Neuroscience and Education</i> , <b>2016</b> , 5, 52-66	3.7	42
222	Importance of speech production for phonological awareness and word decoding: the case of children with cerebral palsy. <i>Research in Developmental Disabilities</i> , <b>2009</b> , 30, 712-26	2.7	41
221	Early Literacy From a Longitudinal Perspective. <i>Educational Research and Evaluation</i> , <b>2005</b> , 11, 253-275	0.6	41

220	Cross-language effects in written word recognition: The case of bilingual deaf children*. <i>Bilingualism</i> , <b>2012</b> , 15, 288-303	3.2	40
219	Screening for pragmatic language impairment: the potential of the children's communication checklist. <i>Research in Developmental Disabilities</i> , <b>2009</b> , 30, 952-60	2.7	39
218	Learning in a sheltered Internet environment: The use of WebQuests. <i>Learning and Instruction</i> , <b>2009</b> , 19, 423-432	5.8	39
217	Towards a typology of specific language impairment. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , <b>2006</b> , 47, 176-89	7.9	39
216	How cognitive factors affect language development in children with intellectual disabilities. <i>Research in Developmental Disabilities</i> , <b>2011</b> , 32, 1884-94	2.7	38
215	How storage and executive functions contribute to children's reading comprehension. <i>Learning and Individual Differences</i> , <b>2016</b> , 47, 96-102	3.1	36
214	Computer-supported phonological awareness intervention for kindergarten children with specific language impairment. <i>Language, Speech, and Hearing Services in Schools</i> , <b>2004</b> , 35, 229-39	2.3	36
213	Short term memory and working memory in blind versus sighted children. <i>Research in Developmental Disabilities</i> , <b>2013</b> , 34, 2161-72	2.7	35
212	Modeling reading vocabulary learning in deaf children in bilingual education programs. <i>Journal of Deaf Studies and Deaf Education</i> , <b>2008</b> , 13, 155-74	1.6	35
211	How working memory relates to children's reading comprehension: the importance of domain-specificity in storage and processing. <i>Reading and Writing</i> , <b>2017</b> , 30, 105-120	2.1	34
210	Role of Parent Literacy and Numeracy Expectations and Activities in Predicting Early Numeracy Skills. <i>Mathematical Thinking and Learning</i> , <b>2015</b> , 17, 219-236	0.8	33
209	Bidirectional Relations between Text Reading Prosody and Reading Comprehension in the Upper Primary School Grades: A Longitudinal Perspective. <i>Scientific Studies of Reading</i> , <b>2016</b> , 20, 189-202	3.8	33
208	Assessment of sign language development: the case of deaf children in the Netherlands. <i>Journal of Deaf Studies and Deaf Education</i> , <b>2010</b> , 15, 107-19	1.6	33
207	Benefits of Systematic Phonics Instruction. <i>Scientific Studies of Reading</i> , <b>2009</b> , 13, 318-333	3.8	33
206	Introduction to this Special Issue: Vocabulary Growth and Reading Skill. <i>Scientific Studies of Reading</i> , <b>2011</b> , 15, 1-7	3.8	32
205	Scientific reasoning abilities in kindergarten: dynamic assessment of the control of variables strategy. <i>Instructional Science</i> , <b>2015</b> , 43, 381-400	2	31
204	Subtypes of severe speech and language impairments: psychometric evidence from 4-year-old children in The Netherlands. <i>Journal of Speech, Language, and Hearing Research</i> , <b>2004</b> , 47, 1411-23	2.8	31
203	Self-Concept and Social Status of Accelerated and Nonaccelerated Students in the First 2 Years of Secondary School in the Netherlands. <i>Gifted Child Quarterly</i> , <b>2009</b> , 53, 50-67	2.3	30

202	How phonological awareness mediates the relation between working memory and word reading efficiency in children with dyslexia. <i>Dyslexia</i> , <b>2018</b> , 24, 156-169	1.6	28
201	The nature of auditory discrimination problems in children with specific language impairment: an MMN study. <i>Neuropsychologia</i> , <b>2011</b> , 49, 19-28	3.2	28
200	Ethnic Minority Children Acquiring Literacy <b>1987</b> ,		28
199	Assessment of second language proficiency in bilingual children with specific language impairment: a clinical perspective. <i>Research in Developmental Disabilities</i> , <b>2011</b> , 32, 1798-807	2.7	27
198	Predictors of reading literacy for first and second language learners. <i>Reading and Writing</i> , <b>2011</b> , 24, 413-425		27
197	Effects of Parent-based Video Home Training in children with developmental language delay. <i>Child Language Teaching and Therapy</i> , <b>2010</b> , 26, 221-237	0.9	27
196	Developmental Relations Between Reading Comprehension and Reading Strategies. <i>Scientific Studies of Reading</i> , <b>2017</b> , 21, 194-209	3.8	26
195	Neural evidence of the allophonic mode of speech perception in adults with dyslexia. <i>Clinical Neurophysiology</i> , <b>2013</b> , 124, 1151-62	4.3	26
194	Linguistic transfer in bilingual children with specific language impairment. <i>International Journal of Language and Communication Disorders</i> , <b>2012</b> , 47, 176-83	2.9	26
193	Verb morphology as clinical marker of specific language impairment: evidence from first and second language learners. <i>Research in Developmental Disabilities</i> , <b>2011</b> , 32, 1186-93	2.7	26
192	The impact on socio-emotional development and quality of life of language impairment in 8-year-old children. <i>Developmental Medicine and Child Neurology</i> , <b>2011</b> , 53, 81-8	3.3	26
191	The nature of phonological awareness throughout the elementary grades: An item response theory perspective. <i>Learning and Individual Differences</i> , <b>2009</b> , 19, 161-169	3.1	26
190	Introduction: The Development of Second Language Reading in Primary Children--Research Issues and Trends. <i>Scientific Studies of Reading</i> , <b>2000</b> , 4, 261-266	3.8	26
189	Interactions between working memory and language in young children with specific language impairment (SLI). <i>Child Neuropsychology</i> , <b>2016</b> , 22, 955-78	2.7	25
188	Behavioral, Personality, and Communicative Predictors of Acceptance and Popularity in Early Adolescence. <i>Journal of Early Adolescence</i> , <b>2014</b> , 34, 585-605	1.9	25
187	SOCIOCULTURAL VARIATION IN LITERACY ACHIEVEMENT. <i>British Journal of Educational Studies</i> , <b>2006</b> , 54, 189-211	0.9	25
186	The role of speech prosody and text reading prosody in children's reading comprehension. <i>British Journal of Educational Psychology</i> , <b>2014</b> , 84, 521-36	3.2	24
185	Predicting word decoding and word spelling development in children with Specific Language Impairment. <i>Journal of Communication Disorders</i> , <b>2011</b> , 44, 392-411	1.9	24

184	The contribution of executive functions to narrative writing in fourth grade children. <i>Reading and Writing</i> , <b>2015</b> , 28, 989-1011	2.1	23
183	Scientific reasoning in kindergarten: Cognitive factors in experimentation and evidence evaluation. <i>Learning and Individual Differences</i> , <b>2016</b> , 49, 190-200	3.1	23
182	Working memory limitations in children with severe language impairment. <i>Journal of Communication Disorders</i> , <b>2008</b> , 41, 85-107	1.9	22
181	Teacher Attitudes toward Academic Acceleration and Accelerated Students in the Netherlands. <i>Journal for the Education of the Gifted</i> , <b>2005</b> , 29, 30-59	0.9	22
180	Foundations of reading comprehension in children with intellectual disabilities. <i>Research in Developmental Disabilities</i> , <b>2017</b> , 60, 211-222	2.7	21
179	The role of executive control in young children's serious gaming behavior. <i>Computers and Education</i> , <b>2015</b> , 82, 432-441	9.5	21
178	Do testing effects change over time? Insights from immediate and delayed retrieval speed. <i>Memory</i> , <b>2014</b> , 22, 803-12	1.8	21
177	Impact of peer and teacher relations on deaf early adolescents' well-being: comparisons before and after a major school transition. <i>Journal of Deaf Studies and Deaf Education</i> , <b>2012</b> , 17, 463-82	1.6	21
176	Home literacy predictors of early reading development in children with cerebral palsy. <i>Research in Developmental Disabilities</i> , <b>2009</b> , 30, 445-61	2.7	21
175	Semantic categorization: a comparison between deaf and hearing children. <i>Journal of Communication Disorders</i> , <b>2010</b> , 43, 347-60	1.9	21
174	Pause Time Patterns in Writing Narrative and Expository Texts by Children and Adults. <i>Discourse Processes</i> , <b>2008</b> , 45, 406-427	2.1	21
173	To take a stance: a developmental study of the use of pronouns and passives in spoken and written narrative and expository texts in Dutch. <i>Journal of Pragmatics</i> , <b>2005</b> , 37, 239-273	1.9	21
172	Language development in deaf children's interactions with deaf and hearing adults: a Dutch longitudinal study. <i>Journal of Deaf Studies and Deaf Education</i> , <b>2006</b> , 11, 238-51	1.6	21
171	Lexical quality and executive control predict children's first and second language reading comprehension. <i>Reading and Writing</i> , <b>2018</b> , 31, 405-424	2.1	21
170	'MetaTaal': enhancing complex syntax in children with specific language impairment--a metalinguistic and multimodal approach. <i>International Journal of Language and Communication Disorders</i> , <b>2015</b> , 50, 273-97	2.9	20
169	How phonological awareness mediates the relation between children's self-control and word decoding. <i>Learning and Individual Differences</i> , <b>2013</b> , 26, 112-118	3.1	20
168	Cognitive, Socioemotional, and Attitudinal Effects of a Triarchic Enrichment Program for Gifted Children. <i>Journal for the Education of the Gifted</i> , <b>2014</b> , 37, 378-397	0.9	20
167	Spelling development throughout the elementary grades: The Dutch case. <i>Learning and Individual Differences</i> , <b>2008</b> , 18, 459-470	3.1	20

166	Responsiveness to Intervention in Children with Dyslexia. <i>Dyslexia</i> , <b>2016</b> , 22, 214-32	1.6	20
165	Enhancing Decoding Efficiency in Poor Readers via a Word Identification Game. <i>Reading Research Quarterly</i> , <b>2017</b> , 52, 105-123	2.6	19
164	How hypertext fosters children's knowledge acquisition: The roles of text structure and graphical overview. <i>Computers in Human Behavior</i> , <b>2013</b> , 29, 2047-2057	7.7	19
163	Lexical Specificity Training Effects in Second Language Learners. <i>Language Learning</i> , <b>2015</b> , 65, 358-389	5.1	19
162	Quality of children's knowledge representations in digital text comprehension: Evidence from pathfinder networks. <i>Computers in Human Behavior</i> , <b>2015</b> , 48, 135-146	7.7	19
161	Arithmetic performance of children with cerebral palsy: the influence of cognitive and motor factors. <i>Research in Developmental Disabilities</i> , <b>2012</b> , 33, 530-7	2.7	19
160	Role of executive functioning and home environment in early reading development. <i>Learning and Individual Differences</i> , <b>2016</b> , 49, 251-259	3.1	19
159	Diagnostic profiles of children with developmental dyslexia in a transparent orthography. <i>Research in Developmental Disabilities</i> , <b>2013</b> , 34, 4194-202	2.7	18
158	Learning word meanings: overnight integration and study modality effects. <i>PLoS ONE</i> , <b>2015</b> , 10, e0124926	3.6	18
157	Learning Phonologically Specific New Words Fosters Rhyme Awareness in Dutch Preliterate Children. <i>Scientific Studies of Reading</i> , <b>2014</b> , 18, 155-172	3.8	18
156	Predictors of early literacy skills in children with intellectual disabilities: a clinical perspective. <i>Research in Developmental Disabilities</i> , <b>2014</b> , 35, 1674-85	2.7	18
155	Early language intervention for children with intellectual disabilities: a neurocognitive perspective. <i>Research in Developmental Disabilities</i> , <b>2011</b> , 32, 705-12	2.7	18
154	Precursors to numeracy in kindergartners with specific language impairment. <i>Research in Developmental Disabilities</i> , <b>2011</b> , 32, 2901-8	2.7	18
153	Narrative competence and underlying mechanisms in children with pragmatic language impairment. <i>Applied Psycholinguistics</i> , <b>2012</b> , 33, 281-303	1.4	18
152	Benefits of computer-presented speed training for poor readers. <i>Annals of Dyslexia</i> , <b>2005</b> , 55, 246-65	1.8	18
151	Beyond the simple view of early first and second language reading: The impact of lexical quality. <i>Journal of Neurolinguistics</i> , <b>2019</b> , 50, 28-36	1.9	18
150	Word Decoding Development during Phonics Instruction in Children at Risk for Dyslexia. <i>Dyslexia</i> , <b>2017</b> , 23, 141-160	1.6	17
149	Individual differences in the development of scientific thinking in kindergarten. <i>Learning and Instruction</i> , <b>2018</b> , 56, 1-9	5.8	17

148	The Nature of Developmental Dyslexia in a Transparent Orthography. <i>Scientific Studies of Reading</i> , <b>2018</b> , 22, 7-23	3.8	17
147	Characteristics of early spelling of children with Specific Language Impairment. <i>Journal of Communication Disorders</i> , <b>2012</b> , 45, 212-22	1.9	17
146	Relations between home numeracy experiences and basic calculation skills of children with and without specific language impairment. <i>Early Childhood Research Quarterly</i> , <b>2013</b> , 28, 415-423	3.3	17
145	Early numeracy in cerebral palsy: review and future research. <i>Developmental Medicine and Child Neurology</i> , <b>2011</b> , 53, 202-9	3.3	17
144	Introduction to the special issue: Morphology in word identification and word spelling. <i>Reading and Writing</i> , <b>2006</b> , 19, 643-650	2.1	17
143	Effects of a tablet game intervention on simple addition and subtraction fluency in first graders. <i>Computers in Human Behavior</i> , <b>2017</b> , 72, 200-207	7.7	16
142	Contextual Richness and Word Learning: Context Enhances Comprehension but Retrieval Enhances Retention. <i>Language Learning</i> , <b>2018</b> , 68, 546-585	5.1	16
141	How logical reasoning mediates the relation between lexical quality and reading comprehension. <i>Reading and Writing</i> , <b>2016</b> , 29, 577-590	2.1	16
140	Assessment of theory of mind in children with communication disorders: role of presentation mode. <i>Research in Developmental Disabilities</i> , <b>2011</b> , 32, 1038-45	2.7	16
139	Units of Analysis in Reading Dutch Bisyllabic Pseudowords. <i>Scientific Studies of Reading</i> , <b>2003</b> , 7, 255-271	3.8	16
138	The unique role of lexical accessibility in predicting kindergarten emergent literacy. <i>Reading and Writing</i> , <b>2016</b> , 29, 591-608	2.1	15
137	Haptic object matching by blind and sighted adults and children. <i>Acta Psychologica</i> , <b>2012</b> , 139, 261-71	1.7	15
136	Post-primary reading fluency development: A latent change approach. <i>Learning and Individual Differences</i> , <b>2017</b> , 55, 1-12	3.1	14
135	Long-Term Effects of Strategic Reading Instruction in the Intermediate Elementary Grades. <i>Journal of Research on Educational Effectiveness</i> , <b>2016</b> , 9, 77-102	1.4	14
134	Child, home and institutional predictors of preschool vocabulary growth. <i>Learning and Individual Differences</i> , <b>2015</b> , 43, 92-99	3.1	14
133	Morpheme frequency effects in Dutch complex word reading: A developmental perspective. <i>Applied Psycholinguistics</i> , <b>2011</b> , 32, 483-498	1.4	14
132	Teacher literacy expectations for kindergarten children with cerebral palsy in special education. <i>International Journal of Rehabilitation Research</i> , <b>2009</b> , 32, 251-9	1.8	14
131	Linguistic diversity and literacy development. <i>Studies in Written Language and Literacy</i> , <b>1994</b> , 199		14



130	The role of prosody in reading comprehension: evidence from poor comprehenders. <i>Journal of Research in Reading</i> , <b>2019</b> , 42, 37-57	2.1	14
129	Core vocabulary of young children with Down syndrome. <i>AAC: Augmentative and Alternative Communication</i> , <b>2017</b> , 33, 77-86	3.5	13
128	The modality and redundancy effects in multimedia learning in children with dyslexia. <i>Dyslexia</i> , <b>2018</b> , 24, 140-155	1.6	13
127	The use of exploratory procedures by blind and sighted adults and children. <i>Attention, Perception, and Psychophysics</i> , <b>2013</b> , 75, 1451-64	2	13
126	Social-emotional characteristics of gifted accelerated and non-accelerated students in the Netherlands. <i>British Journal of Educational Psychology</i> , <b>2012</b> , 82, 585-605	3.2	13
125	Naming speed as a clinical marker in predicting basic calculation skills in children with specific language impairment. <i>Research in Developmental Disabilities</i> , <b>2012</b> , 33, 882-9	2.7	13
124	Phonemic awareness in Dutch kindergartners: Effects of task, phoneme position, and phoneme class. <i>Learning and Instruction</i> , <b>2011</b> , 21, 163-173	5.8	13
123	Cognitive and linguistic constraints on phoneme isolation in Dutch kindergartners. <i>Learning and Instruction</i> , <b>2008</b> , 18, 391-403	5.8	13
122	Temporal variation in children's self-regulated hypermedia learning. <i>Computers in Human Behavior</i> , <b>2019</b> , 96, 246-258	7.7	13
121	Introduction to This Special Issue: Dyslexia Across Languages and Writing Systems. <i>Scientific Studies of Reading</i> , <b>2018</b> , 22, 1-6	3.8	13
120	Working memory and fine motor skills predict early numeracy performance of children with cerebral palsy. <i>Child Neuropsychology</i> , <b>2016</b> , 22, 735-47	2.7	12
119	Semantic Processing of Sentences in Preschoolers With Specific Language Impairment: Evidence From the N400 Effect. <i>Journal of Speech, Language, and Hearing Research</i> , <b>2017</b> , 60, 627-639	2.8	12
118	Computer-supported early literacy intervention effects in preschool and kindergarten: A meta-analysis. <i>Educational Research Review</i> , <b>2020</b> , 30, 100325	7.5	12
117	Cognitive and linguistic predictors of reading comprehension in children with intellectual disabilities. <i>Research in Developmental Disabilities</i> , <b>2014</b> , 35, 3139-47	2.7	12
116	Transfer from implicit to explicit phonological abilities in first and second language learners*. <i>Bilingualism</i> , <b>2017</b> , 20, 795-812	3.2	12
115	Developmental Associations Between Working Memory and Language in Children With Specific Language Impairment: A Longitudinal Study. <i>Journal of Speech, Language, and Hearing Research</i> , <b>2017</b> , 60, 3284-3294	2.8	12
114	Specific Language Impairment affects the early spelling process quantitatively but not qualitatively. <i>Research in Developmental Disabilities</i> , <b>2012</b> , 33, 1041-7	2.7	12
113	Reading vocabulary in children with and without hearing loss: the roles of task and word type. <i>Journal of Speech, Language, and Hearing Research</i> , <b>2013</b> , 56, 654-66	2.8	12

112	Tactile Functioning in Children who are Blind: A Clinical Perspective. <i>Journal of Visual Impairment and Blindness</i> , <b>2010</b> , 104, 43-54	0.7	12
111	Cognitive predictors of language development in children with specific language impairment (SLI). <i>International Journal of Language and Communication Disorders</i> , <b>2009</b> , 44, 639-55	2.9	12
110	Predictors of verbal working memory in children with cerebral palsy. <i>Research in Developmental Disabilities</i> , <b>2009</b> , 30, 1502-11	2.7	12
109	Integrated pictorial mnemonics and stimulus fading: Teaching kindergartners letter sounds. <i>British Journal of Educational Psychology</i> , <b>2007</b> , 77, 519-39	3.2	12
108	How executive functions contribute to reading comprehension. <i>British Journal of Educational Psychology</i> , <b>2021</b> , 91, 169-192	3.2	12
107	Word decoding development in incremental phonics instruction in a transparent orthography. <i>Reading and Writing</i> , <b>2017</b> , 30, 1529-1550	2.1	11
106	Lexical access in children with hearing loss or specific language impairment, using the cross-modal picture-word interference paradigm. <i>Research in Developmental Disabilities</i> , <b>2015</b> , 37, 81-94	2.7	11
105	Comprehension and navigation of networked hypertexts. <i>Journal of Computer Assisted Learning</i> , <b>2018</b> , 34, 306-314	3.8	11
104	Assessing Autism Spectrum Disorder in People with Sensory Impairments Combined with Intellectual Disabilities. <i>Journal of Developmental and Physical Disabilities</i> , <b>2018</b> , 30, 471-487	1.5	11
103	Emergent literacy activities, instructional adaptations and school absence of children with cerebral palsy in special education. <i>Research in Developmental Disabilities</i> , <b>2011</b> , 32, 659-68	2.7	11
102	Depth of reading vocabulary in hearing and hearing-impaired children. <i>Reading and Writing</i> , <b>2011</b> , 24, 463-477	2.1	11
101	Prefix identification in the reading of Dutch bisyllabic words. <i>Reading and Writing</i> , <b>2006</b> , 19, 651-668	2.1	11
100	The role of feedback and differences between good and poor decoders in a repeated word reading paradigm in first grade. <i>Annals of Dyslexia</i> , <b>2017</b> , 67, 1-25	1.8	10
99	Individual variation in children's reading comprehension across digital text types. <i>Journal of Research in Reading</i> , <b>2018</b> , 41, 106-121	2.1	10
98	Discovering the laws of physics with a serious game in kindergarten. <i>Computers and Education</i> , <b>2016</b> , 101, 168-178	9.5	10
97	Development of Morphosyntactic Accuracy and Grammatical Complexity in Dutch School-Age Children With SLI. <i>Journal of Speech, Language, and Hearing Research</i> , <b>2015</b> , 58, 891-905	2.8	10
96	Immersive communication intervention for speaking and non-speaking children with intellectual disabilities. <i>AAC: Augmentative and Alternative Communication</i> , <b>2010</b> , 26, 203-18	3.5	10
95	From Knowledge Representation to Writing Text: A Developmental Perspective. <i>Discourse Processes</i> , <b>2008</b> , 45, 387-405	2.1	10

94	Situation model building ability uniquely predicts first and second language reading comprehension. <i>Journal of Neurolinguistics</i> , <b>2019</b> , 50, 106-119	1.9	10
93	Effects of audio support on multimedia learning processes and outcomes in students with dyslexia. <i>Computers and Education</i> , <b>2020</b> , 150, 103858	9.5	9
92	Role of linguistic skills in fifth-grade mathematics. <i>Journal of Experimental Child Psychology</i> , <b>2018</b> , 167, 404-413	2.3	9
91	Online processing of causal relations in beginning first and second language readers. <i>Learning and Individual Differences</i> , <b>2018</b> , 61, 59-67	3.1	9
90	Sequential Implicit Learning Ability Predicts Growth in Reading Skills in Typical Readers and Children with Dyslexia. <i>Scientific Studies of Reading</i> , <b>2019</b> , 23, 77-88	3.8	9
89	Sustainability of Breadth and Depth of Vocabulary after Implicit versus Explicit Instruction in Kindergarten. <i>International Journal of Disability Development and Education</i> , <b>2014</b> , 61, 194-211	0.8	9
88	Response to Intervention as a Predictor of Long-Term Reading Outcomes in Children with Dyslexia. <i>Dyslexia</i> , <b>2017</b> , 23, 268-282	1.6	9
87	The nature of rhyme processing in preliterate children. <i>British Journal of Educational Psychology</i> , <b>2012</b> , 82, 672-89	3.2	9
86	A neurocognitive perspective on rhyme awareness: the N450 rhyme effect. <i>Brain Research</i> , <b>2012</b> , 1483, 63-70	3.7	9
85	Cognitive and Linguistic Precursors to Early Literacy Achievement in Children With Specific Language Impairment. <i>Scientific Studies of Reading</i> , <b>2009</b> , 13, 484-507	3.8	9
84	Cognitive and Linguistic Factors in Interactive Knowledge Construction. <i>Discourse Processes</i> , <b>2008</b> , 45, 289-297	2.1	9
83	Effects of lengthening the speech signal on auditory word discrimination in kindergartners with SLI. <i>Journal of Communication Disorders</i> , <b>2005</b> , 38, 499-514	1.9	9
82	The Role of Linguistic Diversity in the Prediction of Early Reading Comprehension: A Quantile Regression Approach. <i>Scientific Studies of Reading</i> , <b>2019</b> , 23, 203-219	3.8	9
81	Predicting the integrated development of word reading and spelling in the early primary grades. <i>Learning and Individual Differences</i> , <b>2017</b> , 59, 127-140	3.1	8
80	The neural correlates of rhyme awareness in preliterate and literate children. <i>Clinical Neurophysiology</i> , <b>2013</b> , 124, 1336-45	4.3	8
79	Cognitive precursors of the developmental relation between lexical quality and reading comprehension in the intermediate elementary grades. <i>Learning and Individual Differences</i> , <b>2017</b> , 59, 43-54	3.1	8
78	Executive function training in children with SLI: A pilot study. <i>Child Language Teaching and Therapy</i> , <b>2017</b> , 33, 47-66	0.9	8
77	Processing of Regular and Irregular Past-Tense Verb Forms in First and Second Language Reading Acquisition. <i>Language Learning</i> , <b>2013</b> , 63, 740-765	5.1	8

76	Role of gender and linguistic diversity in word decoding development. <i>Learning and Individual Differences</i> , <b>2011</b> , 21, 359-367	3.1	8
75	Universals in Learning to Read Across Languages and Writing Systems. <i>Scientific Studies of Reading</i> , 1-15	3.8	8
74	Strategy training and mind-mapping facilitates children's hypertext comprehension. <i>Written Language and Literacy</i> , <b>2016</b> , 19, 131-156	0.2	8
73	Benefits of augmentative signs in word learning: Evidence from children who are deaf/hard of hearing and children with specific language impairment. <i>Research in Developmental Disabilities</i> , <b>2016</b> , 59, 338-350	2.7	8
72	Domain-specific effects of attentional and behavioral control in early literacy and numeracy development. <i>Learning and Individual Differences</i> , <b>2018</b> , 68, 61-71	3.1	8
71	Predicting responsiveness to a sustained reading and spelling intervention in children with dyslexia. <i>Dyslexia</i> , <b>2019</b> , 25, 190-206	1.6	7
70	First and second language vocabulary affect early second language reading comprehension development. <i>Journal of Research in Reading</i> , <b>2020</b> , 43, 290-308	2.1	7
69	Individual differences in basic arithmetic skills in children with and without developmental language disorder: Role of home numeracy experiences. <i>Early Childhood Research Quarterly</i> , <b>2018</b> , 43, 62-72	3.3	7
68	Vocabulary development in children with hearing loss: the role of child, family, and educational variables. <i>Research in Developmental Disabilities</i> , <b>2012</b> , 33, 119-28	2.7	7
67	Literacy learning in users of AAC: A neurocognitive perspective. <i>AAC: Augmentative and Alternative Communication</i> , <b>2010</b> , 26, 149-57	3.5	7
66	Non-symbolic and symbolic notations in simple arithmetic differentially involve intraparietal sulcus and angular gyrus activity. <i>Brain Research</i> , <b>2016</b> , 1643, 91-102	3.7	7
65	Auditory and verbal memory predictors of spoken language skills in children with cochlear implants. <i>Research in Developmental Disabilities</i> , <b>2016</b> , 57, 112-24	2.7	7
64	Beyond the phonological deficit: Semantics contributes indirectly to decoding efficiency in children with dyslexia. <i>Dyslexia</i> , <b>2018</b> , 24, 309-321	1.6	7
63	Epilogue: Universals and Particulars in Learning to Read across Seventeen Orthographies	455-466	6
62	Cognitive Constraints on the Simple View of Reading: A Longitudinal Study in Children With Intellectual Disabilities. <i>Scientific Studies of Reading</i> , <b>2018</b> , 22, 321-334	3.8	6
61	Narrative competence in children with pragmatic language impairment: a longitudinal study. <i>International Journal of Language and Communication Disorders</i> , <b>2016</b> , 51, 162-73	2.9	6
60	Cross-linguistic perspectives on second language reading. <i>Journal of Neurolinguistics</i> , <b>2019</b> , 50, 1-6	1.9	6
59	Role of linguistic and sociocultural diversity in reading literacy achievement: a multilevel approach. <i>Journal of Research in Reading</i> , <b>2016</b> , 39, 189-208	2.1	5

58	Hypertext comprehension of deaf and hard-of-hearing students and students with specific language impairment. <i>Research in Developmental Disabilities</i> , <b>2017</b> , 61, 127-137	2.7	5
57	Children's executive and social functioning and family context as predictors of preschool vocabulary. <i>Learning and Individual Differences</i> , <b>2017</b> , 57, 1-8	3.1	5
56	Modality and redundancy effects, and their relation to executive functioning in children with dyslexia. <i>Research in Developmental Disabilities</i> , <b>2019</b> , 90, 41-50	2.7	5
55	Repeated Reading Intervention Effects in Kindergartners with Partial Letter Knowledge. <i>International Journal of Disability Development and Education</i> , <b>2014</b> , 61, 225-239	0.8	5
54	Sociocultural and educational factors for reading literacy decline in the Netherlands in the past decade. <i>Learning and Individual Differences</i> , <b>2014</b> , 32, 9-18	3.1	5
53	The role of lexical representations and phonological overlap in rhyme judgments of beginning, intermediate and advanced readers. <i>Learning and Individual Differences</i> , <b>2013</b> , 23, 64-71	3.1	5
52	Stimulating breadth and depth of vocabulary via repeated storybook readings or tests. <i>School Effectiveness and School Improvement</i> , <b>2015</b> , 26, 382-396	2	5
51	Social Adjustment of Deaf Early Adolescents at the Start of Secondary School: The Divergent Role of Withdrawn Behavior in Peer Status. <i>Exceptional Children</i> , <b>2014</b> , 80, 438-453	2.7	5
50	Cognitive and Linguistic Predictors of Basic Arithmetic Skills: Evidence from First-language and Second-language Learners. <i>International Journal of Disability Development and Education</i> , <b>2014</b> , 61, 306-318	0.8	5
49	Semantic abilities in children with pragmatic language impairment: the case of picture naming skills. <i>Journal of Speech, Language, and Hearing Research</i> , <b>2011</b> , 54, 87-98	2.8	5
48	Developing a structural model of reading: the role of hearing status in reading development over time. <i>Journal of Deaf Studies and Deaf Education</i> , <b>2013</b> , 18, 489-512	1.6	4
47	Reading Comprehension Problems in Second Language Learners. <i>Neuropsychology and Cognition</i> , <b>1998</b> , 193-208		4
46	Effects of Signs on Word Learning by Children With Developmental Language Disorder. <i>Journal of Speech, Language, and Hearing Research</i> , <b>2019</b> , 62, 1798-1812	2.8	4
45	Moderating role of reading comprehension in children's word learning with context versus pictures. <i>Journal of Computer Assisted Learning</i> , <b>2020</b> , 36, 29-45	3.8	4
44	The effect of a strategy training on reading comprehension in fourth-grade students. <i>Journal of Educational Research</i> , <b>2018</b> , 111, 690-703	1.1	4
43	The Role of Executive Functions for Dyadic Literacy Learning in Kindergarten. <i>Early Education and Development</i> , <b>2018</b> , 29, 192-206	1.4	4
42	Trainability in lexical specificity mediates between short-term memory and both vocabulary and rhyme awareness. <i>Learning and Individual Differences</i> , <b>2017</b> , 57, 163-169	3.1	3
41	Semantic Priming in Dutch Children: Word Meaning Integration and Study Modality Effects. <i>Language Learning</i> , <b>2017</b> , 67, 546-568	5.1	3

40	Learning to Read Dutch323-346		3
39	Effects of individualized word retrieval in kindergarten vocabulary intervention. <i>School Effectiveness and School Improvement</i> , <b>2016</b> , 27, 441-454	2	3
38	Comprehension of networked hypertexts in students with hearing or language problems. <i>Learning and Individual Differences</i> , <b>2019</b> , 73, 124-137	3.1	3
37	Predicting early spelling difficulties in children with specific language impairment: a clinical perspective. <i>Research in Developmental Disabilities</i> , <b>2012</b> , 33, 2279-91	2.7	3
36	Towards a Theoretical Framework on Individual Differences in Numerical Abilities: Role of Home Numeracy Experiences <b>2016</b> , 71-86		3
35	Functional Literacy <b>1997</b> , 127-132		3
34	The unique contribution of vocabulary in the reading development of English as a foreign language. <i>Journal of Research in Reading</i> , <b>2021</b> , 44, 453	2.1	3
33	Patterns and predictors of reading comprehension growth in first and second language readers. <i>Journal of Research in Reading</i> , <b>2021</b> , 44, 400-417	2.1	3
32	The Efficiency of Briefly Presenting Word Forms in a Computerized Repeated Spelling Training. <i>Reading and Writing Quarterly</i> , <b>2019</b> , 35, 225-242	1.2	2
31	Comparing Effects of Instruction on Word Meaning and Word Form on Early Literacy Abilities in Kindergarten. <i>Early Education and Development</i> , <b>2019</b> , 30, 375-399	1.4	2
30	How children's intellectual profiles relate to their cognitive, socio-emotional, and academic functioning. <i>High Ability Studies</i> , <b>2018</b> , 29, 149-168	1.3	2
29	How social challenges affect children's regulation and assignment quality in hypermedia: a process mining study. <i>Metacognition and Learning</i> , <b>2019</b> , 14, 189-213	2.7	2
28	Componential Skills in Second Language Development of Bilingual Children With Specific Language Impairment. <i>Topics in Language Disorders</i> , <b>2017</b> , 37, 154-169	1.3	2
27	How executive control predicts early reading development. <i>Written Language and Literacy</i> , <b>2017</b> , 20, 170-193	0.2	2
26	Home and School Predictors of Reading Achievement in Linguistically Diverse Learners in the Intermediate Primary Grades. <i>Literacy Studies</i> , <b>2016</b> , 65-76	0.5	2
25	Learning to read in a second language. <i>Studies in Written Language and Literacy</i> , 215-234		2
24	Assessing children's incremental word knowledge in the upper primary grades. <i>Language Testing</i> , <b>2020</b> , 026553222096154	1.7	2
23	The impact of lexical skills and executive functioning on L1 and L2 phonological awareness in bilingual kindergarten. <i>Learning and Individual Differences</i> , <b>2021</b> , 88, 102009	3.1	2

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21	Response to Phonics Through Spelling Intervention in Children With Dyslexia. <i>Reading and Writing Quarterly</i> , <b>2021</b> , 37, 17-31	1.2	2
20	Modeling individual variation in early literacy skills in kindergarten children with intellectual disabilities. <i>Research in Developmental Disabilities</i> , <b>2018</b> , 72, 1-12	2.7	2
19	Neurocognitive Markers of Developmental Dyslexia <b>2019</b> , 277-306		1
18	Helping parents enhance vocabulary development in preschool children: Effects of a family literacy program. <i>Early Childhood Research Quarterly</i> , <b>2019</b> , 48, 226-236	3.3	1
17	The Aurora-a Battery as an Assessment of Triarchic Intellectual Abilities in Upper Primary Grades. <i>Gifted Child Quarterly</i> , <b>2016</b> , 60, 226-238	2.3	1
16	Developmental Dyslexia in French <b>2019</b> , 50-72		1
15	Developmental Dyslexia in Dutch <b>2019</b> , 73-95		1
14	Foundations of Language, Literacy, and Numeracy Learning. <i>International Journal of Disability Development and Education</i> , <b>2014</b> , 61, 189-193	0.8	1
13	Literacy Development Across Language Boundaries <b>2005</b> , 437-452		1
12	Dyadic executive function effects in children's collaborative hypermedia learning. <i>Learning and Instruction</i> , <b>2019</b> , 60, 66-74	5.8	1
11	Responsiveness to Intervention after Second versus Third Grade Diagnosis of Dyslexia. <i>Reading and Writing Quarterly</i> , <b>2020</b> , 36, 521-541	1.2	1
10	The quality of the assignment matters in hypermedia learning. <i>Journal of Computer Assisted Learning</i> , <b>2018</b> , 34, 853-862	3.8	1
9	Responsiveness to a game-based intervention to enhance reading efficiency in first graders. <i>Journal of Computer Assisted Learning</i> ,	3.8	1
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7	Word Properties Predicting Children's Word Recognition. <i>Scientific Studies of Reading</i> ,1-17	3.8	0
6	Factors affecting L2 phonological awareness in Chinese-Dutch preschoolers. <i>Written Language and Literacy</i> , <b>2020</b> , 23, 109-128	0.2	0
5	Predicting the development of early reading in Chinese-Dutch bilinguals. <i>Reading and Writing</i> ,1	2.1	0

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2	Sign effects in spoken word learning by oral deaf and hard-of-hearing children, and by hearing children. <i>First Language</i> , <b>2020</b> , 40, 300-325	1.5	
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