

# Ludo Verhoeven

## List of Publications by Year in Descending Order

**Source:** <https://exaly.com/author-pdf/10739344/ludo-verhoeven-publications-by-year.pdf>

**Version:** 2024-04-28

This document has been generated based on the publications and citations recorded by exaly.com. For the latest version of this publication list, visit the link given above.

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	Cross-Language Transfer and Attentional Control in Early Bilingual Speech.. <i>Journal of Speech, Language, and Hearing Research</i> , <b>2022</b> , 1-19	2.8	0
254	Predictors of Word and Text Reading Fluency of Deaf Children in Bilingual Deaf Education Programmes. <i>Languages</i> , <b>2022</b> , 7, 51	0.7	0
253	Learning to read in mother tongue or foreign language: Comparing Papiamentu-Dutch reading skills in the post-colonial Dutch Caribbean. <i>Learning and Individual Differences</i> , <b>2022</b> , 95, 102138	3.1	0
252	Lexical restructuring stimulates phonological awareness among emerging English-French bilingual children's literacy.. <i>Journal of Child Language</i> , <b>2022</b> , 1-25	2.3	
251	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
250	How executive functions contribute to reading comprehension. <i>British Journal of Educational Psychology</i> , <b>2021</b> , 91, 169-192	3.2	12
249	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
248	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
247	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
246	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
245	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	
244	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
243	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
242	Factors affecting L2 phonological awareness in Chinese-Dutch preschoolers. <i>Written Language and Literacy</i> , <b>2020</b> , 23, 109-128	0.2	0
241	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
240	Assessing children's incremental word knowledge in the upper primary grades. <i>Language Testing</i> , <b>2020</b> , 026553222096154	1.7	2
239	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

238	Neurocognitive Markers of Developmental Dyslexia <b>2019</b> , 277-306		1
237	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
236	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
235	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
234	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
233	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
232	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
231	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
230	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
229	Developmental Dyslexia in French <b>2019</b> , 50-72		1
228	Developmental Dyslexia in Dutch <b>2019</b> , 73-95		1
227	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
226	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
225	Cross-linguistic perspectives on second language reading. <i>Journal of Neurolinguistics</i> , <b>2019</b> , 50, 1-6	1.9	6
224	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
223	Dyadic executive function effects in children's collaborative hypermedia learning. <i>Learning and Instruction</i> , <b>2019</b> , 60, 66-74	5.8	1
222	Success in learning similar-sounding words predicts vocabulary depth above and beyond vocabulary breadth. <i>Journal of Child Language</i> , <b>2019</b> , 46, 184-197	2.3	2
221	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

220	Temporal variation in children's self-regulated hypermedia learning. <i>Computers in Human Behavior</i> , <b>2019</b> , 96, 246-258	7.7	13
219	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
218	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
217	The modality and redundancy effects in multimedia learning in children with dyslexia. <i>Dyslexia</i> , <b>2018</b> , 24, 140-155	1.6	13
216	Comprehension and navigation of networked hypertexts. <i>Journal of Computer Assisted Learning</i> , <b>2018</b> , 34, 306-314	3.8	11
215	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
214	Role of linguistic skills in fifth-grade mathematics. <i>Journal of Experimental Child Psychology</i> , <b>2018</b> , 167, 404-413	2.3	9
213	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
212	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
211	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
210	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
209	Individual differences in the development of scientific thinking in kindergarten. <i>Learning and Instruction</i> , <b>2018</b> , 56, 1-9	5.8	17
208	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
207	The Nature of Developmental Dyslexia in a Transparent Orthography. <i>Scientific Studies of Reading</i> , <b>2018</b> , 22, 7-23	3.8	17
206	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
205	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
204	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
203	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

202	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
201	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
200	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
199	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
198	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
197	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
196	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
195	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
194	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
193	Post-primary reading fluency development: A latent change approach. <i>Learning and Individual Differences</i> , <b>2017</b> , 55, 1-12	3.1	14
192	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
191	Core vocabulary of young children with Down syndrome. <i>AAC: Augmentative and Alternative Communication</i> , <b>2017</b> , 33, 77-86	3.5	13
190	Developmental Relations Between Reading Comprehension and Reading Strategies. <i>Scientific Studies of Reading</i> , <b>2017</b> , 21, 194-209	3.8	26
189	Word Decoding Development during Phonics Instruction in Children at Risk for Dyslexia. <i>Dyslexia</i> , <b>2017</b> , 23, 141-160	1.6	17
188	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
187	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
186	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
185	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

184	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
183	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
182	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
181	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
180	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
179	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
178	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
177	Foundations of reading comprehension in children with intellectual disabilities. <i>Research in Developmental Disabilities</i> , <b>2017</b> , 60, 211-222	2.7	21
176	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
175	How executive control predicts early reading development. <i>Written Language and Literacy</i> , <b>2017</b> , 20, 170-193	0.2	2
174	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
173	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
172	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
171	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
170	Neurocognitive mechanisms of the Resting effect—A review. <i>Trends in Neuroscience and Education</i> , <b>2016</b> , 5, 52-66	3.7	42
169	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
168	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
167	Effects of individualized word retrieval in kindergarten vocabulary intervention. <i>School Effectiveness and School Improvement</i> , <b>2016</b> , 27, 441-454	2	3

166	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
165	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
164	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
163	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
162	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
161	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
160	Towards a Theoretical Framework on Individual Differences in Numerical Abilities: Role of Home Numeracy Experiences <b>2016</b> , 71-86		3
159	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
158	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
157	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
156	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
155	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
154	Bilingualism in children with developmental disorders: A narrative review. <i>Journal of Communication Disorders</i> , <b>2016</b> , 63, 1-14	1.9	100
153	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
152	Responsiveness to Intervention in Children with Dyslexia. <i>Dyslexia</i> , <b>2016</b> , 22, 214-32	1.6	20
151	'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
150	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
149	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

148	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
147	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
146	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
145	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
144	Lexical Specificity Training Effects in Second Language Learners. <i>Language Learning</i> , <b>2015</b> , 65, 358-389	5.1	19
143	Learning word meanings: overnight integration and study modality effects. <i>PLoS ONE</i> , <b>2015</b> , 10, e0124926	3.7	18
142	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
141	Child, home and institutional predictors of preschool vocabulary growth. <i>Learning and Individual Differences</i> , <b>2015</b> , 43, 92-99	3.1	14
140	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
139	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
138	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
137	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
136	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
135	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
134	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
133	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
132	Learning Phonologically Specific New Words Fosters Rhyme Awareness in Dutch Pre-literate Children. <i>Scientific Studies of Reading</i> , <b>2014</b> , 18, 155-172	3.8	18
131	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



130	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
129	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
128	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
127	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, 306-316	0.8	5
126	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
125	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
124	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
123	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
122	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
121	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
120	Neural correlates of testing effects in vocabulary learning. <i>NeuroImage</i> , <b>2013</b> , 78, 94-102	7.9	55
119	The neural correlates of rhyme awareness in preliterate and literate children. <i>Clinical Neurophysiology</i> , <b>2013</b> , 124, 1336-45	4.3	8
118	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
117	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
116	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
115	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
114	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
113	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

112	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
111	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
110	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
109	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
108	The nature of rhyme processing in preliterate children. <i>British Journal of Educational Psychology</i> , <b>2012</b> , 82, 672-89	3.2	9
107	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
106	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
105	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
104	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
103	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
102	A neurocognitive perspective on rhyme awareness: the N450 rhyme effect. <i>Brain Research</i> , <b>2012</b> , 1483, 63-70	3.7	9
101	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
100	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
99	Haptic object matching by blind and sighted adults and children. <i>Acta Psychologica</i> , <b>2012</b> , 139, 261-71	1.7	15
98	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
97	Narrative competence and underlying mechanisms in children with pragmatic language impairment. <i>Applied Psycholinguistics</i> , <b>2012</b> , 33, 281-303	1.4	18
96	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
95	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

94	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
93	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
92	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
91	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
90	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
89	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
88	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
87	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
86	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
85	Precursors to numeracy in kindergartners with specific language impairment. <i>Research in Developmental Disabilities</i> , <b>2011</b> , 32, 2901-8	2.7	18
84	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
83	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
82	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
81	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
80	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
79	Predictors of reading literacy for first and second language learners. <i>Reading and Writing</i> , <b>2011</b> , 24, 413-425		27
78	Depth of reading vocabulary in hearing and hearing-impaired children. <i>Reading and Writing</i> , <b>2011</b> , 24, 463-477	2.1	11
77	Morphological processing in reading acquisition: A cross-linguistic perspective. <i>Applied Psycholinguistics</i> , <b>2011</b> , 32, 457-466	1.4	64

76	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
75	Morpheme frequency effects in Dutch complex word reading: A developmental perspective. <i>Applied Psycholinguistics</i> , <b>2011</b> , 32, 483-498	1.4	14
74	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
73	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
72	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
71	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
70	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
69	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
68	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
67	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
66	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
65	Semantic categorization: a comparison between deaf and hearing children. <i>Journal of Communication Disorders</i> , <b>2010</b> , 43, 347-60	1.9	21
64	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
63	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
62	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
61	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
60	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
59	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

58	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
57	Learning in a sheltered Internet environment: The use of WebQuests. <i>Learning and Instruction</i> , <b>2009</b> , 19, 423-432	5.8	39
56	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
55	Benefits of Systematic Phonics Instruction. <i>Scientific Studies of Reading</i> , <b>2009</b> , 13, 318-333	3.8	33
54	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
53	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
52	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
51	Working memory limitations in children with severe language impairment. <i>Journal of Communication Disorders</i> , <b>2008</b> , 41, 85-107	1.9	22
50	Cognitive and Linguistic Factors in Interactive Knowledge Construction. <i>Discourse Processes</i> , <b>2008</b> , 45, 289-297	2.1	9
49	From Knowledge Representation to Writing Text: A Developmental Perspective. <i>Discourse Processes</i> , <b>2008</b> , 45, 387-405	2.1	10
48	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
47	Spelling development throughout the elementary grades: The Dutch case. <i>Learning and Individual Differences</i> , <b>2008</b> , 18, 459-470	3.1	20
46	Cognitive and linguistic constraints on phoneme isolation in Dutch kindergartners. <i>Learning and Instruction</i> , <b>2008</b> , 18, 391-403	5.8	13
45	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
44	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
43	Prediction of the development of reading comprehension: a longitudinal study. <i>Applied Cognitive Psychology</i> , <b>2008</b> , 22, 407-423	2.1	297
42	Advances in text comprehension: model, process and development. <i>Applied Cognitive Psychology</i> , <b>2008</b> , 22, 293-301	2.1	78
41	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

40	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
39	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
38	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
37	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
36	Early bilingualism, language transfer, and phonological awareness. <i>Applied Psycholinguistics</i> , <b>2007</b> , 28, 425-439	1.4	105
35	SOCIOCULTURAL VARIATION IN LITERACY ACHIEVEMENT. <i>British Journal of Educational Studies</i> , <b>2006</b> , 54, 189-211	0.9	25
34	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
33	Prefix identification in the reading of Dutch bisyllabic words. <i>Reading and Writing</i> , <b>2006</b> , 19, 651-668	2.1	11
32	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
31	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
30	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
29	Early Literacy From a Longitudinal Perspective. <i>Educational Research and Evaluation</i> , <b>2005</b> , 11, 253-275	0.6	41
28	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
27	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
26	Benefits of computer-presented speed training for poor readers. <i>Annals of Dyslexia</i> , <b>2005</b> , 55, 246-65	1.8	18
25	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
24	Literacy Development Across Language Boundaries <b>2005</b> , 437-452		1
23	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

22	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
21	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
20	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
19	Units of Analysis in Reading Dutch Bisyllabic Pseudowords. <i>Scientific Studies of Reading</i> , <b>2003</b> , 7, 255-271	3.8	16
18	Communicative competence and personality dimensions in first and second language learners. <i>Applied Psycholinguistics</i> , <b>2002</b> , 23, 361-374	1.4	47
17	Passive voice constructions in written texts. <i>Written Language and Literacy</i> , <b>2002</b> , 5, 163-181	0.2	58
16	Clause packaging in writing and speech. <i>Written Language and Literacy</i> , <b>2002</b> , 5, 135-161	0.2	49
15	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
14	Multimedia support of early literacy learning. <i>Computers and Education</i> , <b>2002</b> , 39, 207-221	9.5	81
13	Components in Early Second Language Reading and Spelling. <i>Scientific Studies of Reading</i> , <b>2000</b> , 4, 313-338	3.8	209
12	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
11	Reading Comprehension Problems in Second Language Learners. <i>Neuropsychology and Cognition</i> , <b>1998</b> , 193-208		4
10	Functional Literacy <b>1997</b> , 127-132		3
9	Linguistic diversity and literacy development. <i>Studies in Written Language and Literacy</i> , <b>1994</b> , 199		14
8	Ethnic Minority Children Acquiring Literacy <b>1987</b> ,		28
7	Learning to Read Dutch <b>1987</b> , 323-346		3
6	Epilogue: Universals and Particulars in Learning to Read across Seventeen Orthographies <b>1987</b> , 455-466		6
5	Word Properties Predicting Children's Word Recognition. <i>Scientific Studies of Reading</i> , <b>1987</b> , 1-17	3.8	0

4	Learning to read in a second language. <i>Studies in Written Language and Literacy</i> ,215-234		2
3	Universals in Learning to Read Across Languages and Writing Systems. <i>Scientific Studies of Reading</i> ,1-15	3.8	8
2	Predicting the development of early reading in ChineseDutch bilinguals. <i>Reading and Writing</i> ,1	2.1	0
1	Responsiveness to a game-based intervention to enhance reading efficiency in first graders. <i>Journal of Computer Assisted Learning</i> ,	3.8	1