

Heinz Wimmer

List of Publications by Year in descending order

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Version: 2024-02-01

66
papers

12,162
citations

38742

50
h-index

85541

71
g-index

71
all docs

71
docs citations

71
times ranked

4921
citing authors

#	ARTICLE	IF	CITATIONS
1	Searching for the Orthographic Lexicon in the Visual Word Form Area. Literacy Studies, 2018, , 57-69.	0.3	4
2	Visual Experience Shapes Orthographic Representations in the Visual Word Form Area. Psychological Science, 2016, 27, 1240-1248.	3.3	25
3	Left ventral occipitotemporal activation during orthographic and semantic processing of auditory words. NeuroImage, 2016, 124, 834-842.	4.2	34
4	Accessing orthographic representations from speech: The role of left ventral occipitotemporal cortex in spelling. Human Brain Mapping, 2015, 36, 1393-1406.	3.6	31
5	Resting-State and Task-Based Functional Brain Connectivity in Developmental Dyslexia. Cerebral Cortex, 2015, 25, 3502-3514.	2.9	141
6	On Sources of the Word Length Effect in Young Readers. Scientific Studies of Reading, 2015, 19, 289-306.	2.0	28
7	Topâ€down and bottomâ€up influences on the left ventral occipitoâ€temporal cortex during visual word recognition: An analysis of effective connectivity. Human Brain Mapping, 2014, 35, 1668-1680.	3.6	42
8	Structural abnormalities in the dyslexic brain: A metaâ€analysis of voxelâ€based morphometry studies. Human Brain Mapping, 2013, 34, 3055-3065.	3.6	203
9	Opposite effects of visual and auditory word-likeness on activity in the visual word form area. Frontiers in Human Neuroscience, 2013, 7, 491.	2.0	15
10	Meta-analyzing brain dysfunctions in dyslexic children and adults. NeuroImage, 2011, 56, 1735-1742.	4.2	353
11	A dual-route perspective on eye movements of dyslexic readers. Cognition, 2010, 115, 367-379.	2.2	134
12	Dyslexia in regular orthographies: manifestation and causation. Dyslexia, 2010, 16, 283-299.	1.5	110
13	A dual-route perspective on poor reading in a regular orthography: An fMRI study. Cortex, 2010, 46, 1284-1298.	2.4	115
14	A dual-route perspective on brain activation in response to visual words: Evidence for a length by lexicality interaction in the visual word form area (VWFA). NeuroImage, 2010, 49, 2649-2661.	4.2	105
15	A Common Left Occipito-Temporal Dysfunction in Developmental Dyslexia and Acquired Letter-By-Letter Reading?. PLoS ONE, 2010, 5, e12073.	2.5	85
16	Functional abnormalities in the dyslexic brain: A quantitative metaâ€analysis of neuroimaging studies. Human Brain Mapping, 2009, 30, 3299-3308.	3.6	413
17	On the Functional Neuroanatomy of Visual Word Processing: Effects of Case and Letter Deviance. Journal of Cognitive Neuroscience, 2009, 21, 222-229.	2.3	46
18	Developmental dyslexia: Gray matter abnormalities in the occipitotemporal cortex. Human Brain Mapping, 2008, 29, 613-625.	3.6	149

#	ARTICLE	IF	CITATIONS
19	Visual target detection is not impaired in dyslexic readers. Vision Research, 2008, 48, 850-852.	1.4	54
20	A dual-route perspective on poor reading in a regular orthography: Evidence from phonological and orthographic lexical decisions. Cognitive Neuropsychology, 2008, 25, 653-676.	1.1	97
21	Development of word reading fluency and spelling in a consistent orthography: An 8-year follow-up.. Journal of Educational Psychology, 2008, 100, 150-161.	2.9	538
22	Taxi vs. Taksi: On Orthographic Word Recognition in the Left Ventral Occipitotemporal Cortex. Journal of Cognitive Neuroscience, 2007, 19, 1584-1594.	2.3	127
23	Don't neglect reading fluency!. Developmental Science, 2006, 9, 447-448.	2.4	29
24	Impaired visual processing of letter and digit strings in adult dyslexic readers. Vision Research, 2006, 46, 718-723.	1.4	53
25	Perhaps correlational but not causal: No effect of dyslexic readers'™ magnocellular system on their eye movements during reading. Neuropsychologia, 2006, 44, 637-648.	1.6	92
26	Evidence for a dysfunction of left posterior reading areas in German dyslexic readers. Neuropsychologia, 2006, 44, 1822-1832.	1.6	117
27	Developmental dyslexia in a regular orthography: A single case study. Neurocase, 2005, 11, 433-440.	0.6	10
28	How is dysfluent reading reflected in the ERP?. Journal of Neurolinguistics, 2005, 18, 153-165.	1.1	8
29	Impaired visual processing of multi-element arrays is associated with increased number of eye movements in dyslexic reading. Vision Research, 2005, 45, 855-863.	1.4	100
30	Eye movements of dyslexic children when reading in a regular orthography. Brain and Language, 2004, 89, 235-242.	1.6	197
31	When does the brain register deviances from standard word spellings?â€”An ERP study. Cognitive Brain Research, 2004, 20, 529-532.	3.0	40
32	Do current connectionist learning models account for reading development in different languages?. Cognition, 2004, 91, 273-296.	2.2	84
33	Training reading fluency in dysfluent readers with high reading accuracy: Word specific effects but low transfer to untrained words. Annals of Dyslexia, 2004, 54, 89-113.	1.7	88
34	The visual word form area and the frequency with which words are encountered: evidence from a parametric fMRI study. NeuroImage, 2004, 21, 946-953.	4.2	292
35	On the automaticity/cerebellar deficit hypothesis of dyslexia: balancing and continuous rapid naming in dyslexic and ADHD children. Neuropsychologia, 2003, 41, 1493-1497.	1.6	135
36	Learning to read: English in comparison to six more regular orthographies. Applied Psycholinguistics, 2003, 24, 621-635.	1.1	270

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37	Dyslexia: Verbal impairments in the absence of magnocellular impairments. <i>NeuroReport</i> , 2002, 13, 617-620.	1.2	86
38	Dysfluent reading in the absence of spelling difficulties: A specific disability in regular orthographies.. <i>Journal of Educational Psychology</i> , 2002, 94, 272-277.	2.9	213
39	Children with dyslexia and right parietal lobe dysfunction: event-related potentials in response to words and pseudowords. <i>Neuroscience Letters</i> , 2002, 331, 211-213.	2.1	23
40	No deficits at the point of hemispheric indecision. <i>Neuropsychologia</i> , 2002, 40, 701-704.	1.6	31
41	Phoneme awareness and pathways into literacy: A comparison of German and American children. <i>Reading and Writing</i> , 2002, 15, 653-682.	1.7	189
42	Deficits in phoneme segmentation are not the core problem of dyslexia: Evidence from German and English children. <i>Applied Psycholinguistics</i> , 2000, 21, 243-262.	1.1	171
43	Pseudoname Learning by German-Speaking Children with Dyslexia: Evidence for a Phonological Learning Deficit. <i>Journal of Experimental Child Psychology</i> , 2000, 75, 116-133.	1.4	134
44	The double-deficit hypothesis and difficulties in learning to read a regular orthography.. <i>Journal of Educational Psychology</i> , 2000, 92, 668-680.	2.9	321
45	Reading and Dual-Task Balancing. <i>Journal of Learning Disabilities</i> , 1999, 32, 473-478.	2.2	98
46	Differences in Phonological Recoding in German- and English-Speaking Children. <i>Scientific Studies of Reading</i> , 1998, 2, 31-54.	2.0	267
47	Poor Reading: A Deficit in Skill-Automatization or a Phonological Deficit?. <i>Scientific Studies of Reading</i> , 1998, 2, 321-340.	2.0	206
48	The impact of orthographic consistency on dyslexia: A German-English comparison. <i>Cognition</i> , 1997, 63, 315-334.	2.2	493
49	The Nonword Reading Deficit in Developmental Dyslexia: Evidence from Children Learning to Read German. <i>Journal of Experimental Child Psychology</i> , 1996, 61, 80-90.	1.4	130
50	The early manifestation of developmental dyslexia: Evidence from German children. <i>Reading and Writing</i> , 1996, 8, 171-188.	1.7	91
51	Intrusion of orthographic knowledge on phoneme awareness: Strong in normal readers, weak in dyslexic readers. <i>Applied Psycholinguistics</i> , 1996, 17, 1-14.	1.1	61
52	The influence of orthographic consistency on reading development: word recognition in English and German children. <i>Cognition</i> , 1994, 51, 91-103.	2.2	376
53	Children's theory of mind: Fodor's heuristics examined. <i>Cognition</i> , 1994, 53, 45-57.	2.2	102
54	The role of rhyme awareness in learning to read a regular orthography. <i>British Journal of Developmental Psychology</i> , 1994, 12, 469-484.	1.7	71

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55	Characteristics of developmental dyslexia in a regular writing system. Applied Psycholinguistics, 1993, 14, 1-33.	1.1	607
56	The relationship of phonemic awareness to reading acquisition: More consequence than precondition but still important. Cognition, 1991, 40, 219-249.	2.2	210
57	Against the Cartesian view on mind: Young children's difficulty with own false beliefs. British Journal of Developmental Psychology, 1991, 9, 125-138.	1.7	254
58	How German-speaking first graders read and spell: Doubts on the importance of the logographic stage. Applied Psycholinguistics, 1990, 11, 349-368.	1.1	180
59	Misinformation and unexpected change: Testing the development of epistemic-state attribution. Psychological Research, 1988, 50, 191-197.	1.7	28
60	Children's Understanding of Informational Access as Source of Knowledge. Child Development, 1988, 59, 386.	3.0	375
61	Three-year-olds' difficulty with false belief: The case for a conceptual deficit. British Journal of Developmental Psychology, 1987, 5, 125-137.	1.7	1,216
62	Ignorance versus False Belief: A Developmental Lag in Attribution of Epistemic States. Child Development, 1986, 57, 567.	3.0	465
63	Young children's conception of lying: Moral intuition and the denotation and connotation of "to lie.". Developmental Psychology, 1985, 21, 993-995.	1.6	50
64	John thinks that Mary thinks that... attribution of second-order beliefs by 5- to 10-year-old children. Journal of Experimental Child Psychology, 1985, 39, 437-471.	1.4	1,122
65	Young children's conception of lying: Lexical realism vs Moral subjectivism. Journal of Experimental Child Psychology, 1984, 37, 1-30.	1.4	130
66	Cognitive Autonomy of the Development of Moral Evaluation of Achievement. Child Development, 1982, 53, 668.	3.0	15