

Christopher J Lonigan

List of Publications by Year in Descending Order

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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.

121
papers

10,103
citations

47
h-index

100
g-index

122
ext. papers

11,120
ext. citations

3.4
avg, IF

6.49
L-index

#	Paper	IF	Citations
121	Does preschool children's self-regulation moderate the impacts of instructional activities? Evidence from a randomized intervention study.. <i>Journal of Experimental Child Psychology</i> , 2022 , 216, 105321	2.3	2
120	What components of working memory are associated with children's reading skills?. <i>Learning and Individual Differences</i> , 2022 , 95, 102114	3.1	1
119	Relations between executive functions and academic outcomes in elementary school children: A meta-analysis. <i>Psychological Bulletin</i> , 2021 , 147, 329-351	19.1	17
118	Differential Patterns of Growth in Reading and Math Skills during Elementary School. <i>Journal of Educational Psychology</i> , 2021 , 113, 462-476	5.3	1
117	Do Parent and Teacher Ratings of ADHD Reflect the Same Constructs? A Measurement Invariance Analysis.. <i>Journal of Psychopathology and Behavioral Assessment</i> , 2021 , 43, 778-792	2	1
116	Trait anxiety and adolescent's academic achievement: The role of executive function. <i>Learning and Individual Differences</i> , 2021 , 85, 101941	3.1	1
115	Supporting language and literacy development with intensive small-group interventions: An early childhood efficacy study. <i>Early Childhood Research Quarterly</i> , 2021 , 57, 75-88	3.3	1
114	Influences of the Home Language and Literacy Environment on Spanish and English Vocabulary Growth among Dual Language Learners. <i>Early Childhood Research Quarterly</i> , 2021 , 57, 27-39	3.3	4
113	Examining the Relations between Preschooler's Externalizing Behaviors and Academic Performance Using an S-1 Bifactor Model. <i>Research on Child and Adolescent Psychopathology</i> , 2021 , 1	4	
112	Executive Function, Language Dominance and Literacy Skills in Spanish-speaking Language-minority Children: A Longitudinal Study. <i>Early Childhood Research Quarterly</i> , 2021 , 57, 228-238 ^{3.3}	3.3	2
111	How the Science of Reading Informs 21st-Century Education. <i>Reading Research Quarterly</i> , 2020 , 55, S267-S282	2.1	21
110	Measurement of early literacy skills among monolingual English-speaking and Spanish-speaking language-minority children: A differential item functioning analysis. <i>Early Childhood Research Quarterly</i> , 2019 , 47, 99-110	3.3	3
109	Examining the Relations of the Home Literacy Environments of Families of Low SES with Children's Early Literacy Skills. <i>Journal of Education for Students Placed at Risk</i> , 2019 , 24, 154-173	1.3	9
108	Stability of Risk Status During Preschool. <i>Journal of Learning Disabilities</i> , 2019 , 52, 209-219	2.7	3
107	Dimensionality of Preschoolers' Informal Mathematical Abilities. <i>Early Childhood Research Quarterly</i> , 2019 , 47, 487-495	3.3	12
106	Examination of the Structure and Measurement of Inattentive, Hyperactive, and Impulsive Behaviors from Preschool to Grade 4. <i>Journal of Abnormal Child Psychology</i> , 2019 , 47, 975-987	4	6
105	Language-minority children's sensitivity to the semantic relations between words. <i>Journal of Experimental Child Psychology</i> , 2018 , 167, 259-277	2.3	8

104	Can working memory training work for ADHD? Development of central executive training and comparison with behavioral parent training. <i>Journal of Consulting and Clinical Psychology</i> , 2018 , 86, 964-979	6.5	14
103	Identifying differences in early literacy skills across subgroups of language-minority children: A latent profile analysis. <i>Developmental Psychology</i> , 2018 , 54, 631-647	3.7	10
102	Examining the Simple View of Reading With Elementary School Children: Still Simple After All These Years. <i>Remedial and Special Education</i> , 2018 , 39, 260-273	2.1	69
101	A head-to-toes approach to computerized testing of executive functioning in young children. <i>Early Childhood Research Quarterly</i> , 2018 , 44, 15-23	3.3	2
100	The Influences of Multiple Informants' Ratings of Inattention on Preschoolers' Emergent Literacy Skills Growth. <i>Learning and Individual Differences</i> , 2018 , 65, 90-99	3.1	2
99	Examining the Efficacy of Targeted Component Interventions on Language and Literacy for Third and Fourth Graders Who are at Risk of Comprehension Difficulties. <i>Scientific Studies of Reading</i> , 2018 , 22, 462-484	3.8	11
98	Inhibitory Control of Spanish-Speaking Language-Minority Preschool Children: Measurement and Association With Language, Literacy, and Math Skills. <i>Journal of Learning Disabilities</i> , 2017 , 50, 373-385	2.7	15
97	Does Gender Moderate the Relations Between Externalizing Behavior and Key Emergent Literacy Abilities? Evidence From a Longitudinal Study. <i>Journal of Attention Disorders</i> , 2017 , 21, 600-609	3.7	11
96	Does Preschool Self-Regulation Predict Later Behavior Problems in General or Specific Problem Behaviors?. <i>Journal of Abnormal Child Psychology</i> , 2017 , 45, 1491-1502	4	34
95	Impacts of a Literacy-Focused Preschool Curriculum on the Early Literacy Skills of Language-Minority Children. <i>Early Childhood Research Quarterly</i> , 2017 , 40, 13-24	3.3	9
94	Dimensionality of Reading Skills With Elementary-School-Age Children. <i>Scientific Studies of Reading</i> , 2017 , 21, 239-253	3.8	22
93	Agreement Among Traditional and RTI-based Definitions of Reading-Related Learning Disability with Preschool Children. <i>Learning and Individual Differences</i> , 2017 , 55, 120-129	3.1	4
92	Examining the predictive relations between two aspects of self-regulation and growth in preschool children's early literacy skills. <i>Developmental Psychology</i> , 2017 , 53, 63-76	3.7	40
91	Factor structure and utility of the Behavior Rating Inventory of Executive Function-Preschool Version. <i>Psychological Assessment</i> , 2017 , 29, 172-185	5.3	18
90	Language-Independent and Language-Specific Aspects of Early Literacy: An Evaluation of the Common Underlying Proficiency Model. <i>Journal of Educational Psychology</i> , 2017 , 109, 782-793	5.3	27
89	Identifying the Dimensionality of Oral Language Skills of Children With Typical Development in Preschool Through Fifth Grade. <i>Journal of Speech, Language, and Hearing Research</i> , 2017 , 60, 2185-2198	2.8	46
88	The Relation Between Inattentive and Hyperactive/Impulsive Behaviors and Early Mathematics Skills. <i>Journal of Attention Disorders</i> , 2016 , 20, 704-14	3.7	6
87	Bidirectional relations between phonological awareness and letter knowledge in preschool revisited: A growth curve analysis of the relation between two code-related skills. <i>Journal of Experimental Child Psychology</i> , 2016 , 144, 166-83	2.3	26

86	Links between preschoolers' literacy interest, inattention, and emergent literacy skills. <i>Learning and Individual Differences</i> , 2016 , 47, 88-95	3.1	14
85	Executive function of Spanish-speaking language-minority preschoolers: Structure and relations with early literacy skills and behavioral outcomes. <i>Journal of Experimental Child Psychology</i> , 2016 , 144, 46-65	2.3	26
84	Relations between early reading and writing skills among Spanish-speaking language minority children. <i>Reading and Writing</i> , 2016 , 29, 297-319	2.1	7
83	Development and transfer of vocabulary knowledge in Spanish-speaking language minority preschool children. <i>Journal of Child Language</i> , 2016 , 43, 969-92	2.3	23
82	Lexical characteristics of Spanish and English words and the development of phonological awareness skills in Spanish-speaking language-minority children. <i>Reading and Writing</i> , 2016 , 29, 683-704	2.1	1
81	Response to Instruction in Preschool: Results of Two Randomized Studies with Children At Significant Risk of Reading Difficulties. <i>Journal of Educational Psychology</i> , 2016 , 108, 114-129	5.3	38
80	Identifying unique components of preschool children's self-regulatory skills using executive function tasks and continuous performance tests. <i>Early Childhood Research Quarterly</i> , 2015 , 32, 40-50	3.3	13
79	Early Numeracy Assessment: The Development of the Preschool Numeracy Scales. <i>Early Education and Development</i> , 2015 , 26, 286-313	1.4	34
78	Lexical characteristics of words and phonological awareness skills of preschool children. <i>Applied Psycholinguistics</i> , 2015 , 36, 1509-1531	1.4	10
77	Examining the measurement precision and invariance of the revised get ready to read!. <i>Journal of Learning Disabilities</i> , 2015 , 48, 227-38	2.7	7
76	Evaluation of the Utility of the Revised Get Ready to Read! for Spanish-Speaking English-Language Learners Through Differential Item Functioning Analysis. <i>Assessment for Effective Intervention</i> , 2015 , 40, 216-227	0.8	6
75	Literacy Development 2015 , 1-43		5
74	Children's literacy interest and its relation to parents' literacy-promoting practices. <i>Journal of Research in Reading</i> , 2015 , 38, 172-193	2.1	33
73	Impacts of a Comprehensive School Readiness Curriculum for Preschool Children at Risk for Educational Difficulties. <i>Child Development</i> , 2015 , 86, 1773-93	4.9	28
72	Examining the Factor Structure and Structural Invariance of the PANAS Across Children, Adolescents, and Young Adults. <i>Journal of Personality Assessment</i> , 2015 , 97, 616-25	2.8	25
71	Parenting predictors of cognitive skills and emotion knowledge in socioeconomically disadvantaged preschoolers. <i>Journal of Experimental Child Psychology</i> , 2015 , 132, 14-31	2.3	34
70	Eye movements in developing readers: A comparison of silent and oral sentence reading. <i>Visual Cognition</i> , 2014 , 22, 458-485	1.8	50
69	Children's Expressive Language Skills and Their Impact on the Relation Between First- and Second-Language Phonological Awareness Skills. <i>Scientific Studies of Reading</i> , 2014 , 18, 114-129	3.8	13

68	Comprehension Tools for Teachers: Reading for Understanding from Prekindergarten through Fourth Grade. <i>Educational Psychology Review</i> , 2014 , 26, 379-401	7.1	26
67	Executive Function Among Preschool Children: Unitary Versus Distinct Abilities. <i>Journal of Psychopathology and Behavioral Assessment</i> , 2014 , 36, 626-639	2	51
66	Associations Among Parental Education, Home Environment Quality, Effortful Control, and Preacademic Knowledge. <i>Journal of Applied Developmental Psychology</i> , 2014 , 35, 304-315	2.5	24
65	Examining the etiological associations among higher-order temperament dimensions. <i>Journal of Research in Personality</i> , 2014 , 48, 51-60	2.8	5
64	Relations between inhibitory control and the development of academic skills in preschool and kindergarten: a meta-analysis. <i>Developmental Psychology</i> , 2014 , 50, 2368-79	3.7	190
63	Learning to write letters: examination of student and letter factors. <i>Journal of Experimental Child Psychology</i> , 2014 , 128, 152-70	2.3	19
62	Exploring dimensionality of effortful control using hot and cool tasks in a sample of preschool children. <i>Journal of Experimental Child Psychology</i> , 2014 , 122, 33-47	2.3	41
61	Enhancing early child care quality and learning for toddlers at risk: the responsive early childhood program. <i>Developmental Psychology</i> , 2014 , 50, 526-41	3.7	50
60	Evaluating the components of an emergent literacy intervention for preschool children at risk for reading difficulties. <i>Journal of Experimental Child Psychology</i> , 2013 , 114, 111-30	2.3	117
59	Do Early Literacy Skills in Children's First Language Promote Development of Skills in Their Second Language? An Experimental Evaluation of Transfer. <i>Journal of Educational Psychology</i> , 2013 , 105, 414-426	5.3	57
58	The transition from informal to formal mathematical knowledge: Mediation by numeral knowledge.. <i>Journal of Educational Psychology</i> , 2013 , 105, 453-464	5.3	98
57	Informal Numeracy Skills: The Structure and Relations Among Numbering, Relations, and Arithmetic Operations in Preschool. <i>American Educational Research Journal</i> , 2013 , 50, 178-209	2.9	73
56	Inattention, hyperactivity, and emergent literacy: different facets of inattention relate uniquely to preschoolers' reading-related skills. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2013 , 42, 208-19	5.4	38
55	The home literacy environment and Latino head start children's emergent literacy skills. <i>Developmental Psychology</i> , 2013 , 49, 775-91	3.7	113
54	Developmental trajectories of preschool early literacy skills: a comparison of language-minority and monolingual-English children. <i>Developmental Psychology</i> , 2013 , 49, 1943-57	3.7	45
53	IRTs of the ABCs: children's letter name acquisition. <i>Journal of School Psychology</i> , 2012 , 50, 461-81	4.5	42
52	Multi-Method Assessment of ADHD Characteristics in Preschool Children: Relations between Measures. <i>Early Childhood Research Quarterly</i> , 2012 , 27, 329-337	3.3	35
51	Name-writing proficiency, not length of name, is associated with preschool children's emergent literacy skills. <i>Early Childhood Research Quarterly</i> , 2012 , 27, 284-294	3.3	50

50	Early writing deficits in preschoolers with oral language difficulties. <i>Journal of Learning Disabilities</i> , 2012 , 45, 179-90	2.7	24
49	Contributions of Emergent Literacy Skills to Name Writing, Letter Writing, and Spelling in Preschool Children. <i>Early Childhood Research Quarterly</i> , 2011 , 26, 465-474	3.3	107
48	Early literacy and early numeracy: the value of including early literacy skills in the prediction of numeracy development. <i>Journal of Experimental Child Psychology</i> , 2011 , 110, 647-58	2.3	179
47	From Scribbles to Scrabble: Preschool Children's Developing Knowledge of Written Language. <i>Reading and Writing</i> , 2011 , 24, 567-589	2.1	141
46	Examining the dimensionality of effortful control in preschool children and its relation to academic and socioemotional indicators. <i>Developmental Psychology</i> , 2011 , 47, 905-15	3.7	141
45	Promoting the development of preschool children's emergent literacy skills: a randomized evaluation of a literacy-focused curriculum and two professional development models. <i>Reading and Writing</i> , 2011 , 24, 305-337	2.1	129
44	Assessment of Preschool Early Literacy Skills: Linking Children's Educational Needs with Empirically Supported Instructional Activities. <i>Psychology in the Schools</i> , 2011 , 48, 488-501	1.5	37
43	Identifying preschool children at risk of later reading difficulties: evaluation of two emergent literacy screening tools. <i>Journal of Learning Disabilities</i> , 2010 , 43, 62-76	2.7	42
42	Attention-deficit/hyperactivity disorder symptoms in preschool children: examining psychometric properties using item response theory. <i>Psychological Assessment</i> , 2010 , 22, 546-558	5.3	23
41	Child and Informant Influences on Behavioral Ratings of Preschool Children. <i>Psychology in the Schools</i> , 2010 , 47, 374-390	1.5	39
40	Conners' Teacher Rating Scale for preschool children: a revised, brief, age-specific measure. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2009 , 38, 263-72	5.4	24
39	Predictive validity of the get ready to read! Screener: concurrent and long-term relations with reading-related skills. <i>Journal of Learning Disabilities</i> , 2009 , 42, 133-47	2.7	36
38	Negative affectivity, effortful control, and attention to threat-relevant stimuli. <i>Journal of Abnormal Child Psychology</i> , 2009 , 37, 387-99	4	182
37	An evaluation of two emergent literacy screening tools for preschool children. <i>Annals of Dyslexia</i> , 2009 , 59, 115-31	1.8	37
36	Effective early literacy skill development for young Spanish-speaking English language learners: an experimental study of two methods. <i>Child Development</i> , 2009 , 80, 703-19	4.9	119
35	The Factor Structure of Effortful Control and Measurement Invariance Across Ethnicity and Sex in a High-Risk Sample. <i>Journal of Psychopathology and Behavioral Assessment</i> , 2009 , 32, 8-22	2	69
34	Reducing Children's Risk for Later Reading Disabilities: The Role of Tier 1 and Tier 2 Instruction in Preschool 2009 , 35, 21-26		3
33	Successful phonological awareness instruction with preschool children: Lessons from the classroom. <i>Topics in Early Childhood Special Education</i> , 2008 , 28, 3-17	1.4	122

32	Development, Assessment, and Promotion of Preliteracy Skills. <i>Early Education and Development</i> , 2006 , 17, 91-114	1.4	106
31	Home environments and young Latino children's school readiness. <i>Early Childhood Research Quarterly</i> , 2006 , 21, 196-212	3.3	191
30	Multisample cross-validation of a model of childhood posttraumatic stress disorder symptomatology. <i>Journal of Traumatic Stress</i> , 2005 , 18, 667-76	3.8	28
29	Temperament, anxiety, and the processing of threat-relevant stimuli. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2004 , 33, 8-20	5.4	226
28	The Nature of Phonological Awareness: Converging Evidence From Four Studies of Preschool and Early Grade School Children.. <i>Journal of Educational Psychology</i> , 2004 , 96, 43-55	5.3	186
27	Relations of positive and negative affectivity to anxiety and depression in children: evidence from a latent variable longitudinal study. <i>Journal of Consulting and Clinical Psychology</i> , 2003 , 71, 465-81	6.5	199
26	Phonological sensitivity: A quasi-parallel progression of word structure units and cognitive operations. <i>Reading Research Quarterly</i> , 2003 , 38, 470-487	2.6	160
25	Posttraumatic stress disorder in children: diagnosis, assessment, and associated features. <i>Child and Adolescent Psychiatric Clinics of North America</i> , 2003 , 12, 171-94	3.3	36
24	Factor Structure of the Conners' Teacher Rating Scale-Short Form in a Low-Income Preschool Sample. <i>Journal of Psychoeducational Assessment</i> , 2003 , 21, 223-243	1.3	8
23	Relations of the home literacy environment (HLE) to the development of reading-related abilities: A one-year longitudinal study. <i>Reading Research Quarterly</i> , 2002 , 37, 408-426	2.6	329
22	An affect-based, hierarchical model of temperament and its relations with internalizing symptomatology. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2002 , 31, 480-90	5.4	80
21	Structure of preschool phonological sensitivity: overlapping sensitivity to rhyme, words, syllables, and phonemes. <i>Journal of Experimental Child Psychology</i> , 2002 , 82, 65-92	2.3	130
20	Positive and negative affectivity in children: a multitrait-multimethod investigation. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2002 , 31, 465-79	5.4	70
19	Temperamental Influences on the Development of Anxiety Disorders 2001 , 60-91		90
18	Development of emergent literacy and early reading skills in preschool children: evidence from a latent-variable longitudinal study. <i>Developmental Psychology</i> , 2000 , 36, 596-613	3.7	632
17	Tripartite model of depression and anxiety in youth psychiatric inpatients: relations with diagnostic status and future symptoms. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2000 , 29, 372-82		102
16	Relations Among Emergent Literacy Skills, Behavior Problems, and Social Competence in Preschool Children From Low- and Middle-Income Backgrounds. <i>Topics in Early Childhood Special Education</i> , 1999 , 19, 40-53	1.4	126
15	Effects of Two Shared-Reading Interventions on Emergent Literacy Skills of At-Risk Preschoolers. <i>Journal of Early Intervention</i> , 1999 , 22, 306-322	1.4	144

14	Positive and negative affectivity in children: Confirmatory factor analysis of a two-factor model and its relation to symptoms of anxiety and depression.. <i>Journal of Consulting and Clinical Psychology</i> , 1999 , 67, 374-386	6.5	131
13	Dimensionality of posttraumatic stress disorder symptoms in children exposed to disaster: Results from confirmatory factor analyses.. <i>Journal of Abnormal Psychology</i> , 1999 , 108, 326-336	7	79
12	Child Development and Emergent Literacy. <i>Child Development</i> , 1998 , 69, 848-872	4.9	1425
11	Relative efficacy of parent and teacher involvement in a shared-reading intervention for preschool children from low-income backgrounds. <i>Early Childhood Research Quarterly</i> , 1998 , 13, 263-290	3.3	378
10	Diagnostic efficacy of posttraumatic symptoms in children exposed to disaster. <i>Journal of Clinical Child and Adolescent Psychology</i> , 1998 , 27, 255-67		40
9	Bidirectional relations of phonological sensitivity and prereading abilities: evidence from a preschool sample. <i>Journal of Experimental Child Psychology</i> , 1998 , 70, 117-41	2.3	228
8	Empirically supported psychosocial interventions for children: an overview. <i>Journal of Clinical Child and Adolescent Psychology</i> , 1998 , 27, 138-45		326
7	Development of phonological sensitivity in 2- to 5-year-old children.. <i>Journal of Educational Psychology</i> , 1998 , 90, 294-311	5.3	243
6	Reading to Preschoolers Exposed: Is the Emperor Really Naked?. <i>Developmental Review</i> , 1994 , 14, 303-323	3.4	93
5	Children exposed to disaster: I. Epidemiology of post-traumatic symptoms and symptom profiles. <i>Journal of the American Academy of Child and Adolescent Psychiatry</i> , 1994 , 33, 80-93	7.2	307
4	Children exposed to disaster: II. Risk factors for the development of post-traumatic symptomatology. <i>Journal of the American Academy of Child and Adolescent Psychiatry</i> , 1994 , 33, 94-105	7.2	267
3	Anxiety and depression in children and adolescents: Negative affectivity and the utility of self-reports.. <i>Journal of Consulting and Clinical Psychology</i> , 1994 , 62, 1000-1008	6.5	143
2	Accelerating language development through picture book reading: Replication and extension to a videotape training format.. <i>Journal of Educational Psychology</i> , 1994 , 86, 235-243	5.3	241
1	Temperament and anxiety in children and adolescents		198-224 5