

# Yaacov Petscher

## 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.

146  
papers

3,495  
citations

33  
h-index

53  
g-index

167  
ext. papers

3,988  
ext. citations

2.5  
avg, IF

5.82  
L-index

#	Paper	IF	Citations
146	Morphological Awareness Performance Profiles of First- Through Sixth-Grade Students.. <i>Journal of Speech, Language, and Hearing Research</i> , <b>2022</b> , 1-17	2.8	2
145	Individual Differences in Learning to Read Words <b>2022</b> , 186-208		
144	Multidimensional morphological assessment for middle school students. <i>Journal of Research in Reading</i> , <b>2021</b> , 44, 70-89	2.1	4
143	Influences of individual, text, and assessment factors on text/discourse comprehension in oral language (listening comprehension). <i>Annals of Dyslexia</i> , <b>2021</b> , 71, 218-237	1.8	4
142	Letter Features as Predictors of Letter-Name Acquisition in Four Languages with Three Scripts.. <i>Scientific Studies of Reading</i> , <b>2021</b> , 25, 453-469	3.8	3
141	Reading prosody unpacked: A longitudinal investigation of its dimensionality and relation with word reading and listening comprehension for children in primary grades.. <i>Journal of Educational Psychology</i> , <b>2021</b> , 113, 423-445	5.3	5
140	What is text reading fluency and is it a predictor or an outcome of reading comprehension? A longitudinal investigation. <i>Developmental Psychology</i> , <b>2021</b> , 57, 718-732	3.7	6
139	Data-based individualization in mathematics to support middleschool teachers and their students with mathematics learning difficulty. <i>Studies in Educational Evaluation</i> , <b>2021</b> , 69, 100897	2	7
138	Study of the Factor Structure, Profiles, and Concurrent Validity of the Mindset Assessment Profile Tool for Elementary Students. <i>Journal of Psychoeducational Assessment</i> , <b>2021</b> , 39, 74-88	1.3	3
137	The Effect of Facilitative Versus Inhibitory Word Training Corpora on Word Reading Accuracy Growth in Children With Dyslexia. <i>Learning Disability Quarterly</i> , <b>2021</b> , 44, 158-169	0.6	1
136	Establishing a Reading Mindset Measure: A Validation Study. <i>Assessment for Effective Intervention</i> , <b>2021</b> , 46, 281-291	0.8	1
135	Teaching Together: Pilot study of a tiered language and literacy intervention with Head Start teachers and linguistically diverse families. <i>Early Childhood Research Quarterly</i> , <b>2021</b> , 54, 136-152	3.3	4
134	Modeling and Visualizing the Codevelopment of Word and Nonword Reading in Children From First Through Fourth Grade: Informing Developmental Trajectories of Children With Dyslexia. <i>Child Development</i> , <b>2021</b> , 92, e252-e269	4.9	4
133	Cross Linguistic Transfer of Literacy Skills between English and French among Grade 1 Students Attending French Immersion Programs. <i>Scientific Studies of Reading</i> , <b>2021</b> , 25, 383-396	3.8	2
132	The Relations of Online Reading Processes (Eye Movements) with Working Memory, Emergent Literacy Skills, and Reading Proficiency. <i>Scientific Studies of Reading</i> , <b>2021</b> , 25, 351-369	3.8	1
131	Comparing the Effects of Reading Intervention Versus Reading and Mindset Intervention for Upper Elementary Students With Reading Difficulties. <i>Journal of Learning Disabilities</i> , <b>2021</b> , 54, 203-220	2.7	5
130	Childhood Mistreatment, PTSD, and Substance Use in Latinx: The Role of Discrimination in an Omitted-Variable Bias. <i>International Journal of Behavioral Medicine</i> , <b>2021</b> , 28, 602-615	2.6	

129	A Cumulative Risk and Resilience Model of Dyslexia. <i>Journal of Learning Disabilities</i> , <b>2021</b> , 222194211037062	8	
128	Monster, P.I.: Validation Evidence for an Assessment of Adolescent Language That Assesses Vocabulary Knowledge, Morphological Knowledge, and Syntactical Awareness. <i>Assessment for Effective Intervention</i> , <b>2020</b> , 153450842096638	0.8	2
127	Intensive Intervention for Upper Elementary Students With Severe Reading Comprehension Difficulties. <i>Journal of Research on Educational Effectiveness</i> , <b>2020</b> , 13, 408-429	1.4	6
126	Academic language and listening comprehension—two sides of the same coin? An empirical examination of their dimensionality, relations to reading comprehension, and assessment modality.. <i>Journal of Educational Psychology</i> , <b>2020</b> , 112, 1367-1387	5.3	3
125	Differential Co-Development of Vocabulary Knowledge and Reading Comprehension for Students with and without Learning Disabilities. <i>Journal of Educational Psychology</i> , <b>2020</b> , 112, 608-627	5.3	17
124	Morphological Supports: Investigating Differences in How Morphological Knowledge Supports Reading Comprehension for Middle School Students With Limited Reading Vocabulary. <i>Language, Speech, and Hearing Services in Schools</i> , <b>2020</b> , 51, 589-602	2.3	6
123	Predicting Second and Third Graders' Reading Comprehension Gains: Observing Students' and Classmates Talk during Literacy Instruction using COLT. <i>Scientific Studies of Reading</i> , <b>2020</b> , 24, 411-433	3.8	4
122	Expanding Curriculum-Based Measurement in Written Expression for Middle School. <i>Journal of Special Education</i> , <b>2020</b> , 54, 133-145	1.4	5
121	Translational Science: A Road Map for the Science of Reading. <i>Reading Research Quarterly</i> , <b>2020</b> , 55, S347-362	1.6	20
120	Past perspectives and new opportunities for the explanatory item response model. <i>Annals of Dyslexia</i> , <b>2020</b> , 70, 160-179	1.8	3
119	How the Science of Reading Informs 21st-Century Education. <i>Reading Research Quarterly</i> , <b>2020</b> , 55, S267-S282	2.1	21
118	The role of academic language in written composition in elementary and middle school. <i>Reading and Writing</i> , <b>2020</b> , 33, 45-66	2.1	3
117	Reconsidering the Psychometrics of the GRS-S: Evidence for Parsimony in Measurement. <i>Assessment for Effective Intervention</i> , <b>2020</b> , 46, 55-66	0.8	
116	Moving the Needle on Evaluating Multivariate Screening Accuracy. <i>Assessment for Effective Intervention</i> , <b>2020</b> , 45, 83-94	0.8	3
115	The Monster in the Classroom: Assessing Language to Inform Instruction. <i>Reading Teacher</i> , <b>2020</b> , 73, 603-616	0.9	7
114	How do latent decoding and language predict latent reading comprehension: across two years in grades 5, 7, and 9?. <i>Reading and Writing</i> , <b>2020</b> , 33, 2281-2309	2.1	4
113	Conditional Longitudinal Relations of Elementary Literacy Skills to High School Reading Comprehension. <i>Journal of Learning Disabilities</i> , <b>2019</b> , 52, 324-336	2.7	4
112	Linking Behavioral and Computational Approaches to Better Understand Variant Vowel Pronunciations in Developing Readers. <i>New Directions for Child and Adolescent Development</i> , <b>2019</b> , 2019, 55-71	1.3	1

111	Retention of Reading Intervention Effects From Fourth to Fifth Grade for Students With Reading Difficulties. <i>Reading and Writing Quarterly</i> , <b>2019</b> , 35, 277-288	1.2	7
110	Unpacking eye movements during oral and silent reading and their relations to reading proficiency in beginning readers. <i>Contemporary Educational Psychology</i> , <b>2019</b> , 58, 102-120	5.6	8
109	Using -Level Structural Equation Models for Causal Modeling in Fully Nested, Partially Nested, and Cross-Classified Randomized Controlled Trials. <i>Educational and Psychological Measurement</i> , <b>2019</b> , 79, 1075-1102	3.1	2
108	Development and Prediction of Context-Dependent Vowel Pronunciation in Elementary Readers. <i>Scientific Studies of Reading</i> , <b>2019</b> , 23, 49-63	3.8	26
107	The Reading Comprehension and Vocabulary Knowledge of Children with Poor Reading Comprehension despite Adequate Decoding: Evidence from a Regression-Based Matching Approach. <i>Journal of Educational Psychology</i> , <b>2019</b> , 111, 1-14	5.3	17
106	Working Memory Profiles of Children With Dyslexia, Developmental Language Disorder, or Both. <i>Journal of Speech, Language, and Hearing Research</i> , <b>2019</b> , 62, 1839-1858	2.8	37
105	Psychometric Evaluation of the Bilingual English-Spanish Assessment Sentence Repetition Task for Clinical Decision Making. <i>Journal of Speech, Language, and Hearing Research</i> , <b>2019</b> , 62, 1906-1922	2.8	5
104	Accelerating Adolescent Vocabulary Growth: Development of an Individualized, Web-Based, Vocabulary Instruction Program. <i>Language, Speech, and Hearing Services in Schools</i> , <b>2019</b> , 50, 579-595	2.3	3
103	Unique and common effects of decoding and language factors in predicting reading comprehension in grades 1-10. <i>Learning and Individual Differences</i> , <b>2018</b> , 63, 12-23	3.1	56
102	Modeling the Early Language Trajectory of Language Development When the Measures Change and Its Relation to Poor Reading Comprehension. <i>Child Development</i> , <b>2018</b> , 89, 2136-2156	4.9	12
101	A longitudinal investigation of direct and indirect links between reading skills in kindergarten and reading comprehension in tenth grade. <i>Reading and Writing</i> , <b>2018</b> , 31, 133-153	2.1	26
100	Examining the Effects and Feasibility of a Teacher-Implemented Tier 1 and Tier 2 Intervention in Word Reading, Fluency, and Comprehension. <i>Journal of Research on Educational Effectiveness</i> , <b>2018</b> , 11, 163-191	1.4	11
99	I'm Not Throwing Away My Shot: What Alexander Hamilton Can Tell Us about Standard Reading Interventions. <i>Learning Disabilities Research and Practice</i> , <b>2018</b> , 33, 156-167	0.8	2
98	Peer Effects on Vocabulary Knowledge: A Linear Quantile Mixed-Modeling Approach. <i>Education Sciences</i> , <b>2018</b> , 8, 181	2.2	
97	When Complexity Is Your Friend: Modeling the Complex Problem Space of Vocabulary. <i>Education Sciences</i> , <b>2018</b> , 8, 169	2.2	5
96	English Narrative Language Growth Across the School Year: Young Spanish-English Dual Language Learners. <i>Communication Disorders Quarterly</i> , <b>2018</b> , 40, 28-39	0.6	2
95	The Effect of e-Book Vocabulary Instruction on Spanish-English Speaking Children. <i>Journal of Speech, Language, and Hearing Research</i> , <b>2018</b> , 61, 1945-1969	2.8	11
94	Improving Kindergarten Students' Writing Outcomes Using Peer-Assisted Strategies. <i>Elementary School Journal</i> , <b>2018</b> , 118, 680-710	1.1	5

93	The Impact of Item Dependency on the Efficiency of Testing and Reliability of Student Scores From a Computer Adaptive Assessment of Reading Comprehension. <i>Journal of Research on Educational Effectiveness</i> , <b>2017</b> , 10, 408-423	1.4	3
92	Exploring the Dimensionality of Morphological Knowledge for Adolescent Readers. <i>Journal of Research in Reading</i> , <b>2017</b> , 40, 91-117	2.1	44
91	The Contribution of General Reading Ability to Science Achievement. <i>Reading Research Quarterly</i> , <b>2017</b> , 52, 253-266	2.6	24
90	The Relation Between Global and Specific Mindset With Reading Outcomes for Elementary School Students. <i>Scientific Studies of Reading</i> , <b>2017</b> , 21, 376-391	3.8	54
89	Effects of a year long supplemental reading intervention for students with reading difficulties in fourth grade.. <i>Journal of Educational Psychology</i> , <b>2017</b> , 109, 1103-1119	5.3	22
88	Latent Profiles of Reading and Language and Their Association With Standardized Reading Outcomes in Kindergarten Through Tenth Grade. <i>Journal of Research on Educational Effectiveness</i> , <b>2017</b> , 10, 619-645	1.4	18
87	Identifying Children at Risk for Language Impairment or Dyslexia With Group-Administered Measures. <i>Journal of Speech, Language, and Hearing Research</i> , <b>2017</b> , 60, 3507-3522	2.8	21
86	Rapid Automatic Naming Performance of Young SpanishEnglish Speaking Children. <i>Languages</i> , <b>2017</b> , 2, 13	0.7	3
85	Psychometric Analysis of the Diagnostic Evaluation of Language VariationScreening Test: Extension to Low-Income African American Pre-Kindergarteners. <i>Assessment for Effective Intervention</i> , <b>2017</b> , 42, 176-185	0.8	2
84	Acquiring Science and Social Studies Knowledge in Kindergarten Through Fourth Grade: Conceptualization, Design, Implementation, and Efficacy Testing of Content-Area Literacy Instruction (CALI). <i>Journal of Educational Psychology</i> , <b>2017</b> , 109, 301-320	5.3	30
83	Is the Whole Greater Than the Sum of Its Parts? Modeling the Contributions of Language Comprehension Skills to Reading Comprehension in the Upper Elementary Grades. <i>Scientific Studies of Reading</i> , <b>2016</b> , 20, 436-454	3.8	67
82	The Contribution of Vocabulary Knowledge and Spelling to the Reading Comprehension of Adolescents Who Are and Are Not English Language Learners. <i>Reading and Writing</i> , <b>2016</b> , 29, 633-657	2.1	14
81	Using Response Time and Accuracy Data to Inform the Measurement of Fluency <b>2016</b> , 165-186		2
80	Prosodic sensitivity and reading: An investigation of pathways of relations using a latent variable approach.. <i>Journal of Educational Psychology</i> , <b>2016</b> , 108, 630-645	5.3	19
79	Using Latent Change Score Analysis to Model Co-Development in Fluency Skills <b>2016</b> , 333-364		
78	Consequences of Misspecifying Levels of Variance in Cross-Classified Longitudinal Data Structures. <i>Frontiers in Psychology</i> , <b>2016</b> , 7, 695	3.4	6
77	Do Our Means of Inquiry Match our Intentions?. <i>Frontiers in Psychology</i> , <b>2016</b> , 7, 1048	3.4	8
76	Examining Word Factors and Child Factors for Acquisition of Conditional Sound-Spelling Consistencies: A Longitudinal Study. <i>Scientific Studies of Reading</i> , <b>2016</b> , 20, 265-282	3.8	9

75	Examining the Average and Local Effects of a Standardized Treatment for Fourth Graders With Reading Difficulties. <i>Journal of Research on Educational Effectiveness</i> , <b>2016</b> , 9, 45-66	1.4	15
74	Modeling the co-development of correlated processes with longitudinal and cross-construct effects. <i>Developmental Psychology</i> , <b>2016</b> , 52, 1690-1704	3.7	11
73	CBM Reading, Mathematics, and Written Expression at the Secondary Level: Examining Latent Composite Relations Among Indices and Unique Predictions With a State Achievement Test. <i>Journal of Educational Psychology</i> , <b>2015</b> , 107, 437-450	5.3	20
72	The Structure of Oral Language and Reading and Their Relation to Comprehension in Kindergarten through Grade 2. <i>Reading and Writing</i> , <b>2015</b> , 28, 655-681	2.1	81
71	Examining the Underlying Dimensions of Morphological Awareness and Vocabulary Knowledge. <i>Reading and Writing</i> , <b>2015</b> , 28, 959-988	2.1	54
70	The unique relation of silent reading fluency to end-of-year reading comprehension: understanding individual differences at the student, classroom, school, and district levels. <i>Reading and Writing</i> , <b>2015</b> , 28, 131-150	2.1	12
69	Developmental relations between vocabulary knowledge and reading comprehension: a latent change score modeling study. <i>Child Development</i> , <b>2015</b> , 86, 159-75	4.9	128
68	Improving the Reliability of Student Scores from Speeded Assessments: An Illustration of Conditional Item Response Theory Using a Computer-Administered Measure of Vocabulary. <i>Reading and Writing</i> , <b>2015</b> , 28, 31-56	2.1	9
67	Examining General and Specific Factors in the Dimensionality of Oral Language and Reading in 4th-10th Grades. <i>Journal of Educational Psychology</i> , <b>2015</b> , 107, 884-899	5.3	99
66	Identifying gifted students in Puerto Rico: Validation of a Spanish translation of the Gifted Rating Scales. <i>Gifted Education International</i> , <b>2015</b> , 31, 162-175	0.3	6
65	Long Term Effects of First Grade Multi-Tier Intervention. <i>Journal of Research on Educational Effectiveness</i> , <b>2014</b> , 7, 250-267	1.4	15
64	The effects of teacher read-alouds and student silent reading on predominantly bilingual high school seniors' learning and retention of social studies content. <i>Reading and Writing</i> , <b>2014</b> , 27, 1119-1140 <sup>2.1</sup>	2.1	9
63	Differentiating literacy growth of ELL students with LD from other high-risk subgroups and general education peers: evidence from grades 3-10. <i>Journal of Learning Disabilities</i> , <b>2014</b> , 47, 329-48	2.7	18
62	Incorporating RTI in a Hybrid Model of Reading Disability. <i>Learning Disability Quarterly</i> , <b>2014</b> , 37, 161-171 <sup>6.6</sup>	6.6	27
61	Classroom Age Composition and Vocabulary Development Among At-Risk Preschoolers. <i>Early Education and Development</i> , <b>2014</b> , 25, 1016-1034	1.4	24
60	Evaluating the impact of feedback on elementary aged students' fluency growth in written expression: a randomized controlled trial. <i>Journal of School Psychology</i> , <b>2014</b> , 52, 531-48	4.5	13
59	Quantile regression in the study of developmental sciences. <i>Child Development</i> , <b>2014</b> , 85, 861-881	4.9	61
58	Learning to write letters: examination of student and letter factors. <i>Journal of Experimental Child Psychology</i> , <b>2014</b> , 128, 152-70	2.3	19

57	Very Early Language Skills of Fifth-Grade Poor Comprehenders. <i>Journal of Research in Reading</i> , <b>2013</b> , 36, 172-185	2.1	21
56	Individual and group sensitivity to remedial reading program design: Examining reading gains across three middle school reading projects. <i>Reading and Writing</i> , <b>2013</b> , 26, 565-592	2.1	14
55	Language general and specific factors in letter acquisition: considering child and letter characteristics in Korean. <i>Reading and Writing</i> , <b>2013</b> , 26, 263-292	2.1	4
54	Dimensionality and Reliability of Letter Writing in 3- to 5-Year-Old Preschool Children. <i>Learning and Individual Differences</i> , <b>2013</b> , 28, 133-141	3.1	29
53	Considering word characteristics for spelling accuracy: Evidence from Korean-speaking children. <i>Learning and Individual Differences</i> , <b>2013</b> , 23, 80-86	3.1	23
52	Oral Reading Fluency Development for Children with Emotional Disturbance or Learning Disabilities. <i>Exceptional Children</i> , <b>2013</b> , 80, 187-204	2.7	22
51	Advanced (Measurement) Applications of Curriculum-Based Measurement in Reading. <i>Assessment for Effective Intervention</i> , <b>2013</b> , 38, 71-75	0.8	16
50	Exploring the Value Added of a Guided, Silent Reading Intervention: Effects on Struggling Third-Grade Readers' Achievement. <i>Journal of Educational Research</i> , <b>2012</b> , 105, 404-415	1.1	18
49	The Influence of Testing Prompt and Condition on Middle School Students' Retell Performance. <i>Reading Psychology</i> , <b>2012</b> , 33, 562-585	0.5	8
48	A standardized tool for assessing the quality of classroom-based shared reading: Systematic Assessment of Book Reading (SABR). <i>Early Childhood Research Quarterly</i> , <b>2012</b> , 27, 512-528	3.3	23
47	The incremental variance of morphological knowledge to reading comprehension in grades 3-10 beyond prior reading comprehension, spelling, and text reading efficiency. <i>Learning and Individual Differences</i> , <b>2012</b> , 22, 792-798	3.1	65
46	Dialect variation and reading: is change in nonmainstream American English use related to reading achievement in first and second grades?. <i>Journal of Speech, Language, and Hearing Research</i> , <b>2012</b> , 55, 55-69	2.8	42
45	How Many Letters Should Preschoolers in Public Programs Know? The Diagnostic Efficiency of Various Preschool Letter-Naming Benchmarks for Predicting First-Grade Literacy Achievement. <i>Journal of Educational Psychology</i> , <b>2012</b> , 104, 954-958	5.3	50
44	Psychometric Analysis of the Diagnostic Evaluation of Language Variation Assessment. <i>Assessment for Effective Intervention</i> , <b>2012</b> , 37, 243-250	0.8	9
43	The Validity of a Holistically Scored Retell Protocol for Determining the Reading Comprehension of Middle School Students. <i>Learning Disability Quarterly</i> , <b>2012</b> , 35, 76-89	0.6	9
42	Peer effects in preschool classrooms: is children's language growth associated with their classmates' skills?. <i>Child Development</i> , <b>2011</b> , 82, 1768-77	4.9	106
41	A Simulation Study on the Performance of the Simple Difference and Covariance-Adjusted Scores in Randomized Experimental Designs. <i>Journal of Educational Measurement</i> , <b>2011</b> , 48, 31-43	1.1	25
40	Relations of emergent literacy skill development with conventional literacy skill development in Korean. <i>Reading and Writing</i> , <b>2011</b> , 24, 635-656	2.1	18

39	The utility and accuracy of oral reading fluency score types in predicting reading comprehension. <i>Journal of School Psychology</i> , <b>2011</b> , 49, 107-29	4.5	82
38	The Relationship Between a Silent Reading Fluency Instructional Protocol on Students' Reading Comprehension and Achievement in an Urban School Setting. <i>Reading Psychology</i> , <b>2011</b> , 32, 75-97	0.5	34
37	A synthesis of read-aloud interventions on early reading outcomes among preschool through third graders at risk for reading difficulties. <i>Journal of Learning Disabilities</i> , <b>2011</b> , 44, 258-75	2.7	99
36	Efficiency of Predicting Risk in Word Reading Using Fewer, Easier Letters. <i>Assessment for Effective Intervention</i> , <b>2011</b> , 37, 17-25	0.8	5
35	The impact of teacher responsivity education on preschoolers' language and literacy skills. <i>American Journal of Speech-Language Pathology</i> , <b>2011</b> , 20, 315-30	3.1	107
34	The Importance of Predictive Power in Early Screening Assessments: Implications for Placement in the Response to Intervention Framework. <i>Assessment for Effective Intervention</i> , <b>2011</b> , 36, 158-166	0.8	30
33	A meta-analysis of the relationship between student attitudes towards reading and achievement in reading. <i>Journal of Research in Reading</i> , <b>2010</b> , 33, 335-355	2.1	100
32	Reading First in Florida: Five Years of Improvement. <i>Journal of Literacy Research</i> , <b>2010</b> , 42, 71-93	1.3	13
31	The contributions of phonological awareness and letter-name knowledge to letter-sound acquisition in a cross-classified multilevel model approach. <i>Journal of Educational Psychology</i> , <b>2010</b> , 102, 313-326	5.3	62
30	Does growth rate in oral reading fluency matter in predicting reading comprehension achievement?. <i>Journal of Educational Psychology</i> , <b>2010</b> , 102, 652-667	5.3	111
29	School profiles of at-risk student concentration: differential growth in oral reading fluency. <i>Journal of School Psychology</i> , <b>2010</b> , 48, 163-86	4.5	23
28	Exploring the Relative Effectiveness of Reading Interventions for High School Students. <i>Journal of Research on Educational Effectiveness</i> , <b>2009</b> , 2, 149-175	1.4	43
27	Diagnosing attention-deficit hyperactivity disorder in college students: an investigation of the impact of informant ratings on diagnosis and subjective impairment. <i>Journal of Attention Disorders</i> , <b>2009</b> , 13, 277-83	3.7	26
26	Floor effects associated with universal screening and their impact on the early identification of reading disabilities. <i>Journal of Learning Disabilities</i> , <b>2009</b> , 42, 163-76	2.7	125
25	How Can We Improve the Accuracy of Screening Instruments?. <i>Learning Disabilities Research and Practice</i> , <b>2009</b> , 24, 174-185	0.8	93
24	Examining the core: relations among reading curricula, poverty, and first through third grade reading achievement. <i>Journal of School Psychology</i> , <b>2009</b> , 47, 187-214	4.5	40
23	Modeling Oral Reading Fluency Development in Latino Students: A Longitudinal Study Across Second and Third Grade. <i>Journal of Educational Psychology</i> , <b>2009</b> , 101, 315-329	5.3	39
22	Use of a Measure of Reading Comprehension to Enhance Prediction on the State High Stakes Assessment. <i>Learning and Individual Differences</i> , <b>2008</b> , 18, 316-328	3.1	40

21	Identifying Young Gifted Children Using the Gifted Rating Scales-Preschool/Kindergarten Form. <i>Gifted Child Quarterly</i> , <b>2008</b> , 52, 19-29	2.3	36
20	Development of oral reading fluency in children with speech or language impairments: a growth curve analysis. <i>Journal of Learning Disabilities</i> , <b>2008</b> , 41, 545-60	2.7	34
19	Measurement Invariance of the Chinese Gifted Rating Scales: Teacher and Parent Forms. <i>Journal of Psychoeducational Assessment</i> , <b>2008</b> , 26, 274-286	1.3	10
18	The Gifted Rating Scales-School Form: A Validation Study Based on Age, Gender, and Race. <i>Roeper Review</i> , <b>2008</b> , 30, 140-146	1.4	19
17	Validation of the Gifted Rating Scales-School Form in China. <i>Gifted Child Quarterly</i> , <b>2008</b> , 52, 160-169	2.3	19
16	Parent Ratings Using the Chinese Version of the Parent Gifted Rating Scales School Form Reliability and Validity for Chinese Students. <i>Educational and Psychological Measurement</i> , <b>2008</b> , 68, 659-675	2.1	9
15	The Reliability and Validity of a Spanish Translated Version of the Gifted Rating Scales. <i>Gifted and Talented International</i> , <b>2008</b> , 23, 105-114	1	7
14	Accuracy of the DIBELS oral reading fluency measure for predicting third grade reading comprehension outcomes. <i>Journal of School Psychology</i> , <b>2008</b> , 46, 343-66	4.5	129
13	The Gifted Rating Scales-Preschool/Kindergarten Form: An Analysis of the Standardization Sample Based on Age, Gender, and Race. <i>Roeper Review</i> , <b>2007</b> , 29, 206-211	1.4	16
12	The Learning/Study Strategies of College Students with ADHD. <i>The ADHD Report</i> , <b>2007</b> , 15, 6-9	1.4	6
11	The learning and study strategies of college students with ADHD. <i>Psychology in the Schools</i> , <b>2007</b> , 44, 627-638	1.5	94
10	Development and Validation of a Principal Implementation Practices Measure: The Principal Implementation Questionnaire. <i>Educational Assessment, Evaluation and Accountability</i> , <b>2007</b> , 20, 247-259		
9	Study Skills Profiles of Normal-Achieving and Academically-Struggling College Students. <i>Journal of College Student Development</i> , <b>2006</b> , 47, 37-51	1.4	47
8	The Revised Learning and Study Strategies Inventory: An Evaluation of Competing Models. <i>Educational and Psychological Measurement</i> , <b>2006</b> , 66, 448-458	3.1	28
7	Aggression and Violence in Sport: Moving Beyond the Debate. <i>International Journal of Sport and Exercise Psychology</i> , <b>2003</b> , 1, 167-179	2.5	14
6	A Cumulative Risk and Protection Model of Dyslexia		3
5	Widening the Lens of Translational Science through Team Science		4
4	Adolescent Language: Models, Assessment, and Links to Reading		3

- 3 Unraveling Adolescent Language & Reading Comprehension: The MonsterB Data. *Scientific Studies of Reading*,1-22 3.8 1
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