

Gail Gillon

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/2155974/publications.pdf>

Version: 2024-02-01

60
papers

1,536
citations

331670

21
h-index

330143

37
g-index

62
all docs

62
docs citations

62
times ranked

832
citing authors

#	ARTICLE	IF	CITATIONS
1	A better start literacy approach: effectiveness of Tier 1 and Tier 2 support within a response to teaching framework. <i>Reading and Writing</i> , 2023, 36, 565-598.	1.7	6
2	Predictors of Speech Severity and Inconsistency Over Time in Children With Token-to-Token Inconsistency. <i>Journal of Speech, Language, and Hearing Research</i> , 2022, 65, 2459-2473.	1.6	2
3	The Efficacy of Preschool Developmental Indicators as a Screen for Early Primary School-Based Literacy Interventions. <i>Child Development</i> , 2020, 91, e59-e76.	3.0	14
4	Developing a Community-Based Oral Language Preventive Intervention. <i>Infants and Young Children</i> , 2020, 33, 195-218.	0.7	2
5	Evidence-Based Class Literacy Instruction for Children With Speech and Language Difficulties. <i>Topics in Language Disorders</i> , 2020, 40, 357-374.	1.0	12
6	Perceptions of Pacific children's academic performance at age 6 years: A multi-informant agreement study. <i>PLoS ONE</i> , 2020, 15, e0240901.	2.5	0
7	A better start to literacy learning: findings from a teacher-implemented intervention in children's first year at school. <i>Reading and Writing</i> , 2019, 32, 1989-2012.	1.7	28
8	Integrating health, education and culture in predicting Pacific children's English receptive vocabulary at 6 years: A classification tree approach. <i>Journal of Paediatrics and Child Health</i> , 2019, 55, 1251-1260.	0.8	2
9	Patterns of early primary school-based literacy interventions among Pacific children from a nationwide health screening programme of 4 year olds. <i>Scientific Reports</i> , 2018, 8, 12368.	3.3	3
10	A Comparison of the Metalinguistic Performance and Spelling Development of Children With Inconsistent Speech Sound Disorder and Their Age-Matched and Reading-Matched Peers. <i>American Journal of Speech-Language Pathology</i> , 2017, 26, 456-468.	1.8	9
11	A culturally responsive framework for enhancing phonological awareness development in children with speech and language impairment. <i>Speech, Language and Hearing</i> , 2017, 20, 163-173.	1.0	18
12	Inter-professional education of prospective speech-language therapists and primary school teachers through shared professional practice placements. <i>International Journal of Language and Communication Disorders</i> , 2017, 52, 426-439.	1.5	15
13	International Survey of Speech-Language Pathologists' Practices in Working with Children with Autism Spectrum Disorder. <i>Folia Phoniatica Et Logopaedica</i> , 2017, 69, 8-19.	1.1	31
14	Dedication to Dr. Carol Westby. <i>Folia Phoniatica Et Logopaedica</i> , 2017, 69, 5-5.	1.1	0
15	Early Storybook Reading with Babies and Young Children: Parents' Opinions and Home Reading Practices. <i>Australasian Journal of Early Childhood</i> , 2017, 42, 69-77.	1.0	7
16	The knowledge and perceptions of prospective teachers and speech language therapists in collaborative language and literacy instruction. <i>Child Language Teaching and Therapy</i> , 2015, 31, 347-362.	0.9	33
17	The emergent literacy skills of four-year-old children receiving free kindergarten early childhood education in New Zealand. <i>International Journal of Early Years Education</i> , 2015, 23, 339-351.	0.8	11
18	Content validity to support the use of a computer-based phonological awareness screening and monitoring assessment (Com-PASMA) in the classroom. <i>International Journal of Speech-Language Pathology</i> , 2015, 17, 500-510.	1.2	10

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19	Predicting reading outcomes in the classroom using a computer-based phonological awareness screening and monitoring assessment (Com-PASMA). <i>International Journal of Speech-Language Pathology</i> , 2014, 16, 552-561.	1.2	12
20	A Descriptive Study Examining Phonological Awareness and Literacy Development in Children with Down Syndrome. <i>Folia Phoniatica Et Logopaedica</i> , 2014, 66, 48-57.	1.1	13
21	A phonological awareness intervention case study of a child with Down syndrome. <i>Speech, Language and Hearing</i> , 2014, 17, 25-36.	1.0	1
22	Exploring the benefits of integrating sound-field amplification and phonological awareness intervention for young school-aged children. <i>Speech, Language and Hearing</i> , 2014, 17, 2-14.	1.0	1
23	Brain, Cognition and Language: Current Issues in Child Language. <i>Folia Phoniatica Et Logopaedica</i> , 2014, 66, 5-6.	1.1	0
24	Dedication to Sara Eyal. <i>Folia Phoniatica Et Logopaedica</i> , 2014, 66, 4-4.	1.1	0
25	Inclusion, Disability and Culture. , 2014, , 255-270.		4
26	Expressive morphosyntactic development in three children with childhood apraxia of speech. <i>Speech, Language and Hearing</i> , 2013, 16, 9-17.	1.0	5
27	Explicit Phonological Knowledge of Educational Professionals. <i>Asia Pacific Journal of Speech Language and Hearing</i> , 2012, 15, 231-244.	0.2	28
28	Personal narrative skills of school-aged children with Down syndrome. <i>International Journal of Language and Communication Disorders</i> , 2012, 47, 95-105.	1.5	21
29	Computer-Administrated Versus Paper-Based Assessment of School-Entry Phonological Awareness Ability. <i>Asia Pacific Journal of Speech Language and Hearing</i> , 2011, 14, 85-101.	0.2	26
30	Supporting children with reading difficulties within the New Zealand English curriculum. <i>Support for Learning</i> , 2011, 26, 115-121.	0.4	0
31	Direct and Indirect Effects of Stimulating Phoneme Awareness vs. Other Linguistic Skills in Preschoolers With Co-occurring Speech and Language Impairments. <i>Topics in Language Disorders</i> , 2011, 31, 128-144.	1.0	16
32	Integrated speech and phonological awareness intervention for pre-school children with Down syndrome. <i>International Journal of Language and Communication Disorders</i> , 2010, 45, 320-335.	1.5	33
33	Effectiveness of an integrated phonological awareness approach for children with childhood apraxia of speech (CAS). <i>Child Language Teaching and Therapy</i> , 2009, 25, 341-366.	0.9	42
34	Phonological awareness and early reading development in childhood apraxia of speech (CAS). <i>International Journal of Language and Communication Disorders</i> , 2009, 44, 175-192.	1.5	38
35	Maori English. <i>Clinical Linguistics and Phonetics</i> , 2008, 22, 658-670.	0.9	11
36	A longitudinal investigation of oral narrative skills in children with mixed reading disability. <i>International Journal of Speech-Language Pathology</i> , 2008, 10, 132-145.	1.2	24

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37	Oral narrative intervention for children with mixed reading disability. <i>Child Language Teaching and Therapy</i> , 2008, 24, 31-54.	0.9	30
38	Childhood Apraxia of Speech: Children at Risk for Persistent Reading and Spelling Disorder. <i>Seminars in Speech and Language</i> , 2007, 28, 048-057.	0.8	41
39	Speech rates of New Zealand English- and American English-speaking children. <i>International Journal of Speech-Language Pathology</i> , 2007, 9, 173-180.	0.5	10
40	Development of phonological representations and phonological awareness in children with speech impairment. <i>International Journal of Language and Communication Disorders</i> , 2007, 42, 229-250.	1.5	66
41	Working memory and proverb comprehension in adolescents with traumatic brain injury: A preliminary investigation. <i>Brain Injury</i> , 2006, 20, 417-423.	1.2	20
42	Enhancing Phonological Awareness and Letter Knowledge in Preschool Children with Down Syndrome. <i>International Journal of Disability Development and Education</i> , 2006, 53, 301-329.	1.1	63
43	Phonological awareness intervention for children with childhood apraxia of speech. <i>International Journal of Language and Communication Disorders</i> , 2006, 41, 713-734.	1.5	55
44	The phonological awareness skills of school-aged children who are bilingual in Samoan and English. <i>International Journal of Speech-Language Pathology</i> , 2006, 8, 57-68.	0.5	9
45	Phonological Awareness. <i>Language, Speech, and Hearing Services in Schools</i> , 2005, 36, 281-284.	1.6	10
46	Inference comprehension of adolescents with traumatic brain injury: A working memory hypothesis. <i>Brain Injury</i> , 2005, 19, 743-751.	1.2	32
47	Phonological Awareness. <i>Language, Speech, and Hearing Services in Schools</i> , 2005, 36, 346-349.	1.6	12
48	Facilitating Phoneme Awareness Development in 3- and 4-Year-Old Children With Speech Impairment. <i>Language, Speech, and Hearing Services in Schools</i> , 2005, 36, 308-324.	1.6	118
49	Initial insights into phoneme awareness intervention for children with complex communication needs. <i>International Journal of Disability Development and Education</i> , 2005, 52, 7-31.	1.1	7
50	Language and memory profiles of adolescents with traumatic brain injury. <i>Brain Injury</i> , 2004, 18, 273-288.	1.2	33
51	Spoken language samples of New Zealand children in conversation and narration. <i>International Journal of Speech-Language Pathology</i> , 2004, 6, 195-208.	0.5	66
52	Follow-up study investigating the benefits of phonological awareness intervention for children with spoken language impairment. <i>International Journal of Language and Communication Disorders</i> , 2002, 37, 381-400.	1.5	102
53	Further Exploration of Phonological Awareness. <i>International Journal of Speech-Language Pathology</i> , 2001, 3, 167-170.	0.5	0
54	Exploring the Relationship Between Phonological Awareness, Speech Impairment, and Literacy. <i>International Journal of Speech-Language Pathology</i> , 2001, 3, 139-147.	0.5	23

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55	The Efficacy of Phonological Awareness Intervention for Children With Spoken Language Impairment. Language, Speech, and Hearing Services in Schools, 2000, 31, 126-141.	1.6	237
56	Enhancing the phonological processing skills of children with specific reading disability. International Journal of Language and Communication Disorders, 1997, 32, 67-90.	1.5	23
57	The Effects of Training Phonological, Semantic, and Syntactic Processing Skills in Spoken Language on Reading Ability. Language, Speech, and Hearing Services in Schools, 1995, 26, 58-68.	1.6	46
58	A prospective study of the relationship between phonological, semantic and syntactic skills and specific reading disability. Reading and Writing, 1994, 6, 321-345.	1.7	43
59	The Phonological, Syntactic and Semantic Skills of Children with Specific Reading Disability. Australian Journal of Human Communication Disorders, 1993, 21, 86-102.	0.2	12
60	Impacting Change in Classroom Literacy Instruction: A Further Investigation of the Better Start Literacy Approach. New Zealand Journal of Educational Studies, 0, , 1.	1.1	0