

Nicola Yuill

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3622963/publications.pdf>

Version: 2024-02-01

75
papers

2,867
citations

201385

27
h-index

205818

48
g-index

81
all docs

81
docs citations

81
times ranked

1921
citing authors

#	ARTICLE	IF	CITATIONS
1	Autistic children's language imitation shows reduced sensitivity to ostracism. <i>Journal of Autism and Developmental Disorders</i> , 2022, 52, 1929-1941.	1.7	5
2	Play Space Design in Autism. , 2021, , 3531-3536.		0
3	Engagement and Joint Attention. , 2021, , 21-37.		1
4	Collaborative Technology in the Classroom. , 2021, , 83-104.		1
5	Contingency and Control. , 2021, , 39-59.		0
6	Autism and Technology for Collaboration. , 2021, , 105-126.		0
7	"Whose agenda? Who knows best? Whose voice?" Co-creating a technology research roadmap with autism stakeholders. <i>Disability and Society</i> , 2020, 35, 201-234.	1.4	55
8	Playful learning with sound-augmented toys: comparing children with and without visual impairment. <i>Journal of Computer Assisted Learning</i> , 2020, 36, 147-159.	3.3	4
9	Play Space Design in Autism. , 2020, , 1-5.		0
10	Synchronised shared spaces. , 2020, , .		0
11	Thinking or feeling? An exploratory study of maternal scaffolding, child mental state talk, and emotion understanding in language-impaired and typically developing school-aged children. <i>British Journal of Educational Psychology</i> , 2018, 88, 261-283.	1.6	8
12	Scaffolding under the microscope: Applying self-regulation and other-regulation perspectives to a scaffolded task. <i>British Journal of Educational Psychology</i> , 2018, 88, 174-191.	1.6	4
13	Inclusive Computing in Special Needs Classrooms. , 2018, , .		20
14	Minding the children: A longitudinal study of mental state talk, theory of mind, and behavioural adjustment from the age of 3 to 10. <i>Social Development</i> , 2018, 27, 826-840.	0.8	17
15	Scaffolding: Integrating social and cognitive perspectives on children's learning at home. <i>British Journal of Educational Psychology</i> , 2018, 88, 171-173.	1.6	1
16	Interdisciplinary perspectives on designing, understanding and evaluating digital technologies for autism. <i>Journal of Enabling Technologies</i> , 2017, 11, 13-18.	0.7	7
17	Call for papers: Scaffolding in home learning interactions: Carer and child contributions. <i>British Journal of Educational Psychology</i> , 2017, 87, 123-123.	1.6	0
18	Inhibitory control and lexical alignment in children with an autism spectrum disorder. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2017, 58, 1155-1165.	3.1	18

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19	Beyond autism and technology: lessons from neurodiverse populations. <i>Journal of Enabling Technologies</i> , 2017, 11, 43-48.	0.7	14
20	Tablets for two: How dual tablets can facilitate other-awareness and communication in learning disabled children with autism. <i>International Journal of Child-Computer Interaction</i> , 2017, 11, 72-82.	2.5	21
21	“A child with autism only has one childhood” main themes and questions for research from the “Digital Bubbles” seminar series. <i>Journal of Enabling Technologies</i> , 2017, 11, 113-119.	0.7	7
22	Curling Up With a Good E-Book: Mother-Child Shared Story Reading on Screen or Paper Affects Embodied Interaction and Warmth. <i>Frontiers in Psychology</i> , 2016, 7, 1951.	1.1	37
23	ASCMEL.T. - AN ONLINE TOOL TO CAPTURE NEW DIGITAL AND TECHNOLOGICAL IDEAS AND FACILITATE THE DEVELOPMENT OF NEW PRODUCTS TO HELP INDIVIDUALS ON THE AUTISTIC SPECTRUM. , 2016, , .		0
24	How can participatory design inform the design and development of innovative technologies for autistic communities?. <i>Journal of Assistive Technologies</i> , 2016, 10, 115-120.	0.9	29
25	Virtual reality and robots for autism: moving beyond the screen. <i>Journal of Assistive Technologies</i> , 2016, 10, 211-216.	0.9	19
26	Children with autism align syntax in natural conversation. <i>Applied Psycholinguistics</i> , 2016, 37, 347-370.	0.8	51
27	What Technology for Autism Needs to be Invented? Idea Generation from the Autism Community via the ASCmel.T. App. <i>Lecture Notes in Computer Science</i> , 2016, , 343-350.	1.0	10
28	Knowing me, knowing you: perspectives on awareness in autism. <i>Journal of Assistive Technologies</i> , 2015, 9, 233-238.	0.9	6
29	Innovative technologies for autism: critical reflections on digital bubbles. <i>Journal of Assistive Technologies</i> , 2015, 9, 116-121.	0.9	14
30	Going along with or taking along with: a cooperation continuum in autism?. <i>Frontiers in Psychology</i> , 2014, 5, 1266.	1.1	2
31	How getting noticed helps getting on: successful attention capture doubles children's cooperative play. <i>Frontiers in Psychology</i> , 2014, 5, 418.	1.1	12
32	Facilitating Other-Awareness in Low-Functioning Children with Autism and Typically-Developing Preschoolers Using Dual-Control Technology. <i>Journal of Autism and Developmental Disorders</i> , 2014, 44, 236-248.	1.7	36
33	Pass the iPad. , 2013, , .		23
34	How Mastery and Performance Goals Influence Learners’ Metacognitive Help-Seeking Behaviours When Using Ecolab II. <i>Springer International Handbooks of Education</i> , 2013, , 659-668.	0.1	4
35	Contrasting Lab-Based and in-the-Wild Studies for Evaluating Multi-User Technologies. , 2013, , 359-373.		11
36	Mechanisms for collaboration. <i>ACM Transactions on Computer-Human Interaction</i> , 2012, 19, 1-25.	4.6	87

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37	An augmented toy and social interaction in children with autism. <i>International Journal of Arts and Technology</i> , 2012, 5, 104.	0.1	35
38	Beyond one-size-fits-all. , 2011, , .		57
39	Social benefits of a tangible user interface for children with Autistic Spectrum Conditions. <i>Autism</i> , 2010, 14, 237-252.	2.4	91
40	In my own words. , 2010, , .		24
41	Lo-fi prototyping to design interactive-tabletop applications for children. , 2010, , .		9
42	Let the play set come alive: Supporting playful learning through the digital augmentation of a traditional toy environment. , 2010, , .		7
43	Children designing together on a multi-touch tabletop. , 2009, , .		78
44	Kingdom of the Knights. , 2009, , .		13
45	Actions speak loudly with words. , 2009, , .		91
46	Fighting for control. , 2009, , .		57
47	How technology for comprehension training can support conversation towards the joint construction of meaning. <i>Journal of Research in Reading</i> , 2009, 32, 109-125.	1.0	13
48	Around the table. , 2009, , .		79
49	The influence of context-specific and dispositional achievement goals on children's paired collaborative interaction. <i>British Journal of Educational Psychology</i> , 2008, 78, 355-374.	1.6	31
50	“œ™ keeping those there, are you?œ•The role of a new user interface paradigm œœ Separate Control of Shared Space (SCOSS) œœ in the collaborative decision-making process. <i>Computers and Education</i> , 2008, 50, 193-206.	5.1	26
51	Children's differentiation between beliefs about matters of fact and matters of opinion.. <i>Developmental Psychology</i> , 2007, 43, 1084-1096.	1.2	14
52	Brief Report: Designing a Playground for Children with Autistic Spectrum DisordersœœEffects on Playful Peer Interactions. <i>Journal of Autism and Developmental Disorders</i> , 2007, 37, 1192-1196.	1.7	53
53	Selective difficulty in recognising facial expressions of emotion in boys with ADHD. <i>European Child and Adolescent Psychiatry</i> , 2007, 16, 398-404.	2.8	103
54	Patterns of language impairment and behaviour in boys excluded from school. <i>British Journal of Educational Psychology</i> , 2005, 75, 37-50.	1.6	72

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55	Children's understanding of self-presentational display rules: Associations with mental-state understanding. <i>British Journal of Developmental Psychology</i> , 1999, 17, 111-124.	0.9	90
56	Children's explanations for self-presentational behaviour. <i>European Journal of Social Psychology</i> , 1999, 29, 105-111.	1.5	120
57	The development of bases for trait attribution: Children's understanding of traits as causal mechanisms based on desire.. <i>Developmental Psychology</i> , 1998, 34, 574-586.	1.2	115
58	Children's understanding of extended identity.. <i>Developmental Psychology</i> , 1998, 34, 322-331.	1.2	25
59	Children's understanding of extended identity. <i>Developmental Psychology</i> , 1998, 34, 322-31.	1.2	11
60	Children's changing understanding of wicked desires: From objective to subjective and moral. <i>British Journal of Developmental Psychology</i> , 1996, 14, 457-475.	0.9	45
61	Children's Problems in Text Comprehension. <i>Language</i> , 1993, 69, 637.	0.3	0
62	Children's problems in text comprehension. <i>Child Language Teaching and Therapy</i> , 1992, 8, 211-212.	0.4	25
63	Children's Conception of Personality Traits. <i>Human Development</i> , 1992, 35, 265-279.	1.2	60
64	Children's production and comprehension of trait terms. <i>British Journal of Developmental Psychology</i> , 1992, 10, 131-142.	0.9	21
65	Understanding of causal expressions in skilled and less skilled text comprehenders. <i>British Journal of Developmental Psychology</i> , 1990, 8, 401-410.	0.9	25
66	Working memory, comprehension ability and the resolution of text anomaly. <i>British Journal of Psychology</i> , 1989, 80, 351-361.	1.2	197
67	Effects of inference awareness training on poor reading comprehension. <i>Applied Cognitive Psychology</i> , 1988, 2, 33-45.	0.9	127
68	Understanding of anaphoric relations in skilled and less skilled comprehenders. <i>British Journal of Psychology</i> , 1988, 79, 173-186.	1.2	70
69	Intentionality and knowledge in children's judgments of actor's responsibility and recipient's emotional reaction.. <i>Developmental Psychology</i> , 1988, 24, 358-365.	1.2	89
70	Effect of organizational cues and strategies on good and poor comprehenders' story understanding.. <i>Journal of Educational Psychology</i> , 1988, 80, 152-158.	2.1	57
71	Exceptions to Mutual Trust: Children's Use of Second-Order Beliefs in Responsibility Attribution. <i>International Journal of Behavioral Development</i> , 1987, 10, 207-223.	1.3	17
72	Pronoun Resolution in Skilled and Less-Skilled Comprehenders: Effects of Memory Load and Inferential Complexity. <i>Language and Speech</i> , 1986, 29, 25-37.	0.6	93

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73	On the nature of the difference between skilled and less-skilled comprehenders. <i>Journal of Research in Reading</i> , 1986, 9, 80-91.	1.0	107
74	Perception of personal and interpersonal action in a cartoon film. <i>British Journal of Social Psychology</i> , 1985, 24, 115-124.	1.8	42
75	Young children's coordination of motive and outcome in judgements of satisfaction and morality. <i>British Journal of Developmental Psychology</i> , 1984, 2, 73-81.	0.9	117