

Conrad Perry

List of Publications by Citations

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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.

55
papers

4,912
citations

22
h-index

58
g-index

58
ext. papers

5,419
ext. citations

3.5
avg, IF

5.33
L-index

#	Paper	IF	Citations
55	DRC: a dual route cascaded model of visual word recognition and reading aloud. <i>Psychological Review</i> , 2001 , 108, 204-56	6.3	2610
54	Nested incremental modeling in the development of computational theories: the CDP+ model of reading aloud. <i>Psychological Review</i> , 2007 , 114, 273-315	6.3	463
53	Developmental dyslexia in different languages: language-specific or universal?. <i>Journal of Experimental Child Psychology</i> , 2003 , 86, 169-93	2.3	290
52	Beyond single syllables: large-scale modeling of reading aloud with the Connectionist Dual Process (CDP++) model. <i>Cognitive Psychology</i> , 2010 , 61, 106-51	3.1	216
51	Identical words are read differently in different languages. <i>Psychological Science</i> , 2001 , 12, 379-84	7.9	157
50	Developmental dyslexia and the dual route model of reading: simulating individual differences and subtypes. <i>Cognition</i> , 2008 , 107, 151-78	3.5	148
49	Modelling reading development through phonological decoding and self-teaching: implications for dyslexia. <i>Philosophical Transactions of the Royal Society B: Biological Sciences</i> , 2014 , 369, 20120397	5.8	99
48	The neural substrate of analogical reasoning: an fMRI study. <i>Cognitive Brain Research</i> , 2003 , 17, 527-34		87
47	The DRC model of visual word recognition and reading aloud: An extension to German. <i>European Journal of Cognitive Psychology</i> , 2000 , 12, 413-430		73
46	Do current connectionist learning models account for reading development in different languages?. <i>Cognition</i> , 2004 , 91, 273-96	3.5	71
45	Neural mechanisms underlying semantic and orthographic processing in Chinese-English bilinguals. <i>NeuroReport</i> , 2003 , 14, 1557-62	1.7	62
44	A position-sensitive Stroop effect: further evidence for a left-to-right component in print-to-speech conversion. <i>Psychonomic Bulletin and Review</i> , 1999 , 6, 456-63	4.1	57
43	Speed of lexical and nonlexical processing in French: the case of the regularity effect. <i>Psychonomic Bulletin and Review</i> , 2003 , 10, 947-53	4.1	52
42	Phonology matters: the phonological frequency effect in written Chinese. <i>Psychological Science</i> , 2000 , 11, 234-8	7.9	46
41	fMRI evidence for the automatic phonological activation of briefly presented words. <i>Cognitive Brain Research</i> , 2004 , 20, 156-64		39
40	Neural basis of the non-attentional processing of briefly presented words. <i>Human Brain Mapping</i> , 2003 , 18, 215-21	5.9	38
39	Understanding Dyslexia Through Personalized Large-Scale Computational Models. <i>Psychological Science</i> , 2019 , 30, 386-395	7.9	36

38	A computational and empirical investigation of graphemes in reading. <i>Cognitive Science</i> , 2013 , 37, 800-822	2.2	30
37	Testing a computational account of category-specific deficits. <i>Journal of Cognitive Neuroscience</i> , 1999 , 11, 312-20	3.1	30
36	How predictable is spelling? Developing and testing metrics of phoneme-grapheme contingency. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 2002 , 55, 897-915		29
35	A dissociation between orthographic awareness and spelling production. <i>Applied Psycholinguistics</i> , 2002 , 23, 43-73	1.4	28
34	Cross-language computational investigation of the length effect in reading aloud.. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 2002 , 28, 990-1001	2.6	23
33	CDP++.Italian: modelling sublexical and supralelexical inconsistency in a shallow orthography. <i>PLoS ONE</i> , 2014 , 9, e94291	3.7	19
32	When silent letters say more than a thousand words: An implementation and evaluation of CDP++ in French. <i>Journal of Memory and Language</i> , 2014 , 72, 98-115	3.8	18
31	Rules versus statistics in reading aloud: New evidence on an old debate. <i>European Journal of Cognitive Psychology</i> , 2010 , 22, 798-812		18
30	Beyond the two-strategy model of skilled spelling: effects of consistency, grain size, and orthographic redundancy. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 2004 , 57, 325-56		18
29	A phoneme-grapheme feedback consistency effect. <i>Psychonomic Bulletin and Review</i> , 2003 , 10, 392-7	4.1	17
28	On the nature of phonological assembly: Evidence from backward masking. <i>Language and Cognitive Processes</i> , 2002 , 17, 31-59		16
27	Linguistic difficulties in language and reading development constrain skilled adult reading. <i>Memory and Cognition</i> , 2000 , 28, 739-45	2.2	15
26	What Do You Mean by That?! An Electrophysiological Study of Emotional and Attitudinal Prosody. <i>PLoS ONE</i> , 2015 , 10, e0132947	3.7	11
25	Examining the N400m in affectively negative sentences: A magnetoencephalography study. <i>Psychophysiology</i> , 2016 , 53, 689-704	4.1	11
24	Learning to Read and Dyslexia: From Theory to Intervention Through Personalized Computational Models. <i>Current Directions in Psychological Science</i> , 2020 , 29, 293-300	6.5	10
23	Additive and interactive effects of stimulus degradation: no challenge for CDP+. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2009 , 35, 306-11	2.2	10
22	Investigating the nature of children's altruism using a social humanoid robot. <i>Computers in Human Behavior</i> , 2020 , 104, 106149	7.7	10
21	Toddlers prefer to help familiar people. <i>Journal of Experimental Child Psychology</i> , 2018 , 174, 90-102	2.3	7

20	Priming the rules of spelling. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 2003 , 56, 515-30		7
19	Modeling the Variability of Developmental Dyslexia 2019 , 350-371		6
18	Phonotactic constraints: Implications for models of oral reading in Russian. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2016 , 42, 636-56	2.2	6
17	Graphemic parsing and the basic orthographic syllable structure. <i>Language and Cognitive Processes</i> , 2013 , 28, 355-376		4
16	Relationships between receptive vocabulary in English and Cantonese proficiency among five-year-old Hong Kong Kindergarten children. <i>Early Child Development and Care</i> , 2013 , 183, 1407-1419 ^{0.9}		3
15	Syllable timing and pausing: evidence from Cantonese. <i>Language and Speech</i> , 2009 , 52, 29-53	1.5	3
14	Category-Specific Deficits in a Self-Organizing Model of the Lexical-Semantic System. <i>Perspectives in Neural Computing</i> , 1999 , 137-148		3
13	Cross-language computational investigation of the length effect in reading aloud. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 2002 , 28, 990-1001	2.6	3
12	Working memory load affects early affective responses to concrete and abstract words differently: Evidence from ERPs. <i>Cognitive, Affective and Behavioral Neuroscience</i> , 2019 , 19, 377-391	3.5	2
11	Young Children's Indiscriminate Helping Behavior Toward a Humanoid Robot. <i>Frontiers in Psychology</i> , 2020 , 11, 239	3.4	2
10	Syntactic ambiguity resolution and the prosodic foot: Cross-language differences. <i>Applied Psycholinguistics</i> , 2006 , 27, 301-333	1.4	2
9	Prosody and lemma selection. <i>Memory and Cognition</i> , 2005 , 33, 862-70	2.2	2
8	Effects of a mirror on young children's transgression in a gift-delay task. <i>British Journal of Developmental Psychology</i> , 2020 , 38, 205-218	2	2
7	Reading Orthographically Strange Nonwords: Modelling Backup Strategies in Reading. <i>Scientific Studies of Reading</i> , 2018 , 22, 264-272	3.8	1
6	Testing predictions about the processing of word stress in reading using event-related potentials. <i>Language, Cognition and Neuroscience</i> , 2018 , 33, 424-442	2.4	1
5	It's the words you use and how you say them: electrophysiological correlates of the perception of imitated masculine speech. <i>Language, Cognition and Neuroscience</i> , 1-21	2.4	0
4	Using electrophysiological correlates of early semantic priming to test models of reading aloud.. <i>Scientific Reports</i> , 2022 , 12, 5224	4.9	0
3	A consonant-vowel priming effect in nonword spelling. <i>Australian Journal of Psychology</i> , 2002 , 54, 25-31 2.3		

2 An Eye on Animacy and Intention. *Frontiers in Psychology*, **2016**, 7, 829 3.4

1 EXPRESS: Graphemes are used when reading: Evidence from Monte Carlo simulation using word norms from mega-studies.. *Quarterly Journal of Experimental Psychology*, **2022**, 17470218221086533 1.8