

# Conrad Perry

## 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.

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	Using electrophysiological correlates of early semantic priming to test models of reading aloud.. <i>Scientific Reports</i> , <b>2022</b> , 12, 5224	4.9	0
54	EXPRESS: Graphemes are used when reading: Evidence from Monte Carlo simulation using word norms from mega-studies.. <i>Quarterly Journal of Experimental Psychology</i> , <b>2022</b> , 17470218221086533	1.8	
53	Learning to Read and Dyslexia: From Theory to Intervention Through Personalized Computational Models. <i>Current Directions in Psychological Science</i> , <b>2020</b> , 29, 293-300	6.5	10
52	Young Children's Indiscriminate Helping Behavior Toward a Humanoid Robot. <i>Frontiers in Psychology</i> , <b>2020</b> , 11, 239	3.4	2
51	Effects of a mirror on young children's transgression in a gift-delay task. <i>British Journal of Developmental Psychology</i> , <b>2020</b> , 38, 205-218	2	2
50	Investigating the nature of children's altruism using a social humanoid robot. <i>Computers in Human Behavior</i> , <b>2020</b> , 104, 106149	7.7	10
49	Working memory load affects early affective responses to concrete and abstract words differently: Evidence from ERPs. <i>Cognitive, Affective and Behavioral Neuroscience</i> , <b>2019</b> , 19, 377-391	3.5	2
48	Understanding Dyslexia Through Personalized Large-Scale Computational Models. <i>Psychological Science</i> , <b>2019</b> , 30, 386-395	7.9	36
47	Modeling the Variability of Developmental Dyslexia <b>2019</b> , 350-371		6
46	Reading Orthographically Strange Nonwords: Modelling Backup Strategies in Reading. <i>Scientific Studies of Reading</i> , <b>2018</b> , 22, 264-272	3.8	1
45	Toddlers prefer to help familiar people. <i>Journal of Experimental Child Psychology</i> , <b>2018</b> , 174, 90-102	2.3	7
44	Testing predictions about the processing of word stress in reading using event-related potentials. <i>Language, Cognition and Neuroscience</i> , <b>2018</b> , 33, 424-442	2.4	1
43	Phonotactic constraints: Implications for models of oral reading in Russian. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , <b>2016</b> , 42, 636-56	2.2	6
42	An Eye on Animacy and Intention. <i>Frontiers in Psychology</i> , <b>2016</b> , 7, 829	3.4	
41	Examining the N400m in affectively negative sentences: A magnetoencephalography study. <i>Psychophysiology</i> , <b>2016</b> , 53, 689-704	4.1	11
40	What Do You Mean by That?! An Electrophysiological Study of Emotional and Attitudinal Prosody. <i>PLoS ONE</i> , <b>2015</b> , 10, e0132947	3.7	11
39	CDP++.Italian: modelling sublexical and supralelexical inconsistency in a shallow orthography. <i>PLoS ONE</i> , <b>2014</b> , 9, e94291	3.7	19

38	Modelling reading development through phonological decoding and self-teaching: implications for dyslexia. <i>Philosophical Transactions of the Royal Society B: Biological Sciences</i> , <b>2014</b> , 369, 20120397	5.8	99
37	When silent letters say more than a thousand words: An implementation and evaluation of CDP++ in French. <i>Journal of Memory and Language</i> , <b>2014</b> , 72, 98-115	3.8	18
36	A computational and empirical investigation of graphemes in reading. <i>Cognitive Science</i> , <b>2013</b> , 37, 800-28.2	2.2	30
35	Graphemic parsing and the basic orthographic syllable structure. <i>Language and Cognitive Processes</i> , <b>2013</b> , 28, 355-376	1.4	4
34	Relationships between receptive vocabulary in English and Cantonese proficiency among five-year-old Hong Kong Kindergarten children. <i>Early Child Development and Care</i> , <b>2013</b> , 183, 1407-1419 <sup>0.9</sup>	0.9	3
33	Rules versus statistics in reading aloud: New evidence on an old debate. <i>European Journal of Cognitive Psychology</i> , <b>2010</b> , 22, 798-812	1.4	18
32	Beyond single syllables: large-scale modeling of reading aloud with the Connectionist Dual Process (CDP++) model. <i>Cognitive Psychology</i> , <b>2010</b> , 61, 106-51	3.1	216
31	Syllable timing and pausing: evidence from Cantonese. <i>Language and Speech</i> , <b>2009</b> , 52, 29-53	1.5	3
30	Additive and interactive effects of stimulus degradation: no challenge for CDP+. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , <b>2009</b> , 35, 306-11	2.2	10
29	Developmental dyslexia and the dual route model of reading: simulating individual differences and subtypes. <i>Cognition</i> , <b>2008</b> , 107, 151-78	3.5	148
28	Nested incremental modeling in the development of computational theories: the CDP+ model of reading aloud. <i>Psychological Review</i> , <b>2007</b> , 114, 273-315	6.3	463
27	Syntactic ambiguity resolution and the prosodic foot: Cross-language differences. <i>Applied Psycholinguistics</i> , <b>2006</b> , 27, 301-333	1.4	2
26	Prosody and lemma selection. <i>Memory and Cognition</i> , <b>2005</b> , 33, 862-70	2.2	2
25	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> , <b>2004</b> , 57, 325-56	1.4	18
24	fMRI evidence for the automatic phonological activation of briefly presented words. <i>Cognitive Brain Research</i> , <b>2004</b> , 20, 156-64	1.9	39
23	Do current connectionist learning models account for reading development in different languages?. <i>Cognition</i> , <b>2004</b> , 91, 273-96	3.5	71
22	Neural mechanisms underlying semantic and orthographic processing in Chinese-English bilinguals. <i>NeuroReport</i> , <b>2003</b> , 14, 1557-62	1.7	62
21	A phoneme-grapheme feedback consistency effect. <i>Psychonomic Bulletin and Review</i> , <b>2003</b> , 10, 392-7	4.1	17

20	Speed of lexical and nonlexical processing in French: the case of the regularity effect. <i>Psychonomic Bulletin and Review</i> , <b>2003</b> , 10, 947-53	4.1	52
19	The neural substrate of analogical reasoning: an fMRI study. <i>Cognitive Brain Research</i> , <b>2003</b> , 17, 527-34		87
18	Neural basis of the non-attentional processing of briefly presented words. <i>Human Brain Mapping</i> , <b>2003</b> , 18, 215-21	5.9	38
17	Developmental dyslexia in different languages: language-specific or universal?. <i>Journal of Experimental Child Psychology</i> , <b>2003</b> , 86, 169-93	2.3	290
16	Priming the rules of spelling. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , <b>2003</b> , 56, 515-30		7
15	A consonant-vowel priming effect in nonword spelling. <i>Australian Journal of Psychology</i> , <b>2002</b> , 54, 25-31	2.3	
14	On the nature of phonological assembly: Evidence from backward masking. <i>Language and Cognitive Processes</i> , <b>2002</b> , 17, 31-59		16
13	A dissociation between orthographic awareness and spelling production. <i>Applied Psycholinguistics</i> , <b>2002</b> , 23, 43-73	1.4	28
12	How predictable is spelling? Developing and testing metrics of phoneme-grapheme contingency. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , <b>2002</b> , 55, 897-915		29
11	Cross-language computational investigation of the length effect in reading aloud.. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , <b>2002</b> , 28, 990-1001	2.6	23
10	Cross-language computational investigation of the length effect in reading aloud. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , <b>2002</b> , 28, 990-1001	2.6	3
9	Identical words are read differently in different languages. <i>Psychological Science</i> , <b>2001</b> , 12, 379-84	7.9	157
8	DRC: a dual route cascaded model of visual word recognition and reading aloud. <i>Psychological Review</i> , <b>2001</b> , 108, 204-56	6.3	2610
7	Linguistic difficulties in language and reading development constrain skilled adult reading. <i>Memory and Cognition</i> , <b>2000</b> , 28, 739-45	2.2	15
6	Phonology matters: the phonological frequency effect in written Chinese. <i>Psychological Science</i> , <b>2000</b> , 11, 234-8	7.9	46
5	The DRC model of visual word recognition and reading aloud: An extension to German. <i>European Journal of Cognitive Psychology</i> , <b>2000</b> , 12, 413-430		73
4	Testing a computational account of category-specific deficits. <i>Journal of Cognitive Neuroscience</i> , <b>1999</b> , 11, 312-20	3.1	30
3	A position-sensitive Stroop effect: further evidence for a left-to-right component in print-to-speech conversion. <i>Psychonomic Bulletin and Review</i> , <b>1999</b> , 6, 456-63	4.1	57

2	Category-Specific Deficits in a Self-Organizing Model of the Lexical-Semantic System. <i>Perspectives in Neural Computing</i> , <b>1999</b> , 137-148	3
1	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