

Li-Chih Wang

List of Publications by Year in descending order

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33
papers

339
citations

1162367

8
h-index

996533

15
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33
all docs

33
docs citations

33
times ranked

183
citing authors

#	ARTICLE	IF	CITATIONS
1	Cognitive inhibition in students with and without dyslexia and dyscalculia. <i>Research in Developmental Disabilities</i> , 2012, 33, 1453-1461.	1.2	46
2	Temporal Processing Development in Chinese Primary School- Aged Children With Dyslexia. <i>Journal of Learning Disabilities</i> , 2018, 51, 302-312.	1.5	28
3	Distinct effects of visual and auditory temporal processing training on reading and reading-related abilities in Chinese children with dyslexia. <i>Annals of Dyslexia</i> , 2019, 69, 166-185.	1.2	23
4	The comparison of the visuo-spatial abilities of dyslexic and normal students in Taiwan and Hong Kong. <i>Research in Developmental Disabilities</i> , 2011, 32, 1052-1057.	1.2	20
5	Effects of Phonological Training on the Reading and Reading-Related Abilities of Hong Kong Children with Dyslexia. <i>Frontiers in Psychology</i> , 2017, 8, 1904.	1.1	20
6	Development of lexical tone awareness in Chinese children with and without dyslexia. <i>Contemporary Educational Psychology</i> , 2017, 49, 203-214.	1.6	18
7	Processing speed of dyslexia: the relationship between temporal processing and rapid naming in Chinese. <i>Reading and Writing</i> , 2018, 31, 1645-1668.	1.0	18
8	Longitudinal Associations Between School Engagement and Bullying Victimization in School and Cyberspace in Hong Kong: Latent Variables and an Autoregressive Cross-Lagged Panel Study. <i>School Mental Health</i> , 2021, 13, 462-472.	1.1	16
9	Parental Beliefs and Actual Use of Corporal Punishment, School Violence and Bullying, and Depression in Early Adolescence. <i>International Journal of Environmental Research and Public Health</i> , 2021, 18, 6270.	1.2	14
10	Classifying Chinese children with dyslexia by dual-route and triangle models of Chinese reading. <i>Research in Developmental Disabilities</i> , 2014, 35, 2702-2713.	1.2	11
11	The relationship between paired associate learning and Chinese word reading in kindergarten children. <i>Journal of Research in Reading</i> , 2021, 44, 264-283.	1.0	11
12	Diverse Inhibition and Working Memory of Word Recognition for Dyslexic and Typically Developing Children. <i>Dyslexia</i> , 2015, 21, 162-176.	0.8	10
13	Auditory, Visual, and Cross-Modal Temporal Processing Skills Among Chinese Children With Developmental Dyslexia. <i>Journal of Learning Disabilities</i> , 2019, 52, 431-441.	1.5	9
14	Interactive Technology Application Program of Experience Learning for Children with Developmental Disabilities. <i>Advanced Materials Research</i> , 0, 267, 259-264.	0.3	8
15	Learner-generated drawing for phonological and orthographic dyslexic readers. <i>Research in Developmental Disabilities</i> , 2013, 34, 228-233.	1.2	8
16	Deficits of visual search in Chinese children with dyslexia. <i>Journal of Research in Reading</i> , 2019, 42, 454-468.	1.0	8
17	Relationships between test anxiety and metacognition in Chinese young adults with and without specific learning disabilities. <i>Annals of Dyslexia</i> , 2021, 71, 103-126.	1.2	8
18	Cyber deviance among adolescents in Taiwan: Prevalence and correlates. <i>Children and Youth Services Review</i> , 2021, 126, 106042.	1.0	8

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19	Anxiety and depression among Chinese children with and without reading disabilities. <i>Dyslexia</i> , 2021, 27, 355-372.	0.8	8
20	Reducing cognitive load through virtual environments among hearing-impaired students. , 2010, , .		7
21	Assessment of the Application of Wii Remote for the Design of Interactive Teaching Materials. <i>Communications in Computer and Information Science</i> , 2011, , 483-490.	0.4	7
22	The Moderation Effect of Processing Efficiency on the Relationship Between Visual Working Memory and Chinese Character Recognition. <i>Frontiers in Psychology</i> , 2020, 11, 1899.	1.1	6
23	Co-morbidities in Chinese children with attention deficit/hyperactivity disorder and reading disabilities. <i>Dyslexia</i> , 2018, 24, 276-293.	0.8	5
24	The Relationships Among Temporal Processing, Rapid Naming, and Oral Reading Fluency in Chinese Children With and Without Dyslexia. <i>Learning Disability Quarterly</i> , 2020, 43, 167-178.	0.9	4
25	The link between auditory temporal processing and knowledge of the phonological coding system in learning to read Chinese. <i>Learning and Individual Differences</i> , 2020, 80, 101883.	1.5	4
26	The Roles of Various Forms of Attention in Temporal Processing Deficits in Chinese Children With and Without Dyslexia. <i>Learning Disability Quarterly</i> , 2020, 43, 241-253.	0.9	3
27	An Investigation of Longitudinal Associations Between Psychological Distress and Student Victimization by Teachers. <i>Journal of Interpersonal Violence</i> , 0, , 088626052211061.	1.3	3
28	Do Taiwanese Undergraduate Students with SLD Use Different Learning Strategies than Students without These Disabilities?. <i>Learning Disabilities Research and Practice</i> , 2022, 37, 6-17.	0.9	2
29	Anxiety and Reading Comprehension of Chinese Children with and without Reading Disabilities: The Role of Processing Speed. <i>Learning Disabilities Research and Practice</i> , 2022, 37, 113-123.	0.9	2
30	Lower prosodic sensitivity in Chinese children with dyslexia and its impact on Chinese reading. <i>Dyslexia</i> , 0, , .	0.8	2
31	The effect of different stimulus attributes on the attentional performance of children with attention deficit/hyperactivity disorder and dyslexia. <i>Research in Developmental Disabilities</i> , 2013, 34, 3936-3945.	1.2	1
32	The Interaction Between Morphological Awareness and Word Detection Skills in Predicting Speeded Passage Reading in Primary and Secondary School Chinese Readers. <i>Frontiers in Psychology</i> , 2022, 13, 802005.	1.1	1
33	Examining Distinctive Working Memory Profiles in Chinese Children With Predominantly Inattentive Subtype of Attention-Deficit/Hyperactivity Disorder and/or Reading Difficulties. <i>Frontiers in Psychology</i> , 2021, 12, 718112.	1.1	0