

# Li-Chih Wang

## List of Publications by Year in descending order

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33  
papers

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citations

1162367

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996533

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docs citations

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times ranked

183  
citing authors

#	ARTICLE	IF	CITATIONS
1	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
2	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
3	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
4	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
5	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
6	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
7	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
8	Cyber deviance among adolescents in Taiwan: Prevalence and correlates. <i>Children and Youth Services Review</i> , 2021, 126, 106042.	1.0	8
9	Anxiety and depression among Chinese children with and without reading disabilities. <i>Dyslexia</i> , 2021, 27, 355-372.	0.8	8
10	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
11	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
12	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
13	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
14	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
15	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
16	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
17	Deficits of visual search in Chinese children with dyslexia. <i>Journal of Research in Reading</i> , 2019, 42, 454-468.	1.0	8
18	Comorbidities in Chinese children with attention deficit/hyperactivity disorder and reading disabilities. <i>Dyslexia</i> , 2018, 24, 276-293.	0.8	5

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19	Temporal Processing Development in Chinese Primary Schoolâ€œAged Children With Dyslexia. Journal of Learning Disabilities, 2018, 51, 302-312.	1.5	28
20	Processing speed of dyslexia: the relationship between temporal processing and rapid naming in Chinese. Reading and Writing, 2018, 31, 1645-1668.	1.0	18
21	Development of lexical tone awareness in Chinese children with and without dyslexia. Contemporary Educational Psychology, 2017, 49, 203-214.	1.6	18
22	Effects of Phonological Training on the Reading and Reading-Related Abilities of Hong Kong Children with Dyslexia. Frontiers in Psychology, 2017, 8, 1904.	1.1	20
23	Diverse Inhibition and Working Memory of Word Recognition for Dyslexic and Typically Developing Children. Dyslexia, 2015, 21, 162-176.	0.8	10
24	Classifying Chinese children with dyslexia by dual-route and triangle models of Chinese reading. Research in Developmental Disabilities, 2014, 35, 2702-2713.	1.2	11
25	The effect of different stimulus attributes on the attentional performance of children with attention deficit/hyperactivity disorder and dyslexia. Research in Developmental Disabilities, 2013, 34, 3936-3945.	1.2	1
26	Learner-generated drawing for phonological and orthographic dyslexic readers. Research in Developmental Disabilities, 2013, 34, 228-233.	1.2	8
27	Cognitive inhibition in students with and without dyslexia and dyscalculia. Research in Developmental Disabilities, 2012, 33, 1453-1461.	1.2	46
28	The comparison of the visuo-spatial abilities of dyslexic and normal students in Taiwan and Hong Kong. Research in Developmental Disabilities, 2011, 32, 1052-1057.	1.2	20
29	Assessment of the Application of Wii Remote for the Design of Interactive Teaching Materials. Communications in Computer and Information Science, 2011, , 483-490.	0.4	7
30	Reducing cognitive load through virtual environments among hearing-impaired students. , 2010, , .		7
31	Interactive Technology Application Program of Experience Learning for Children with Developmental Disabilities. Advanced Materials Research, 0, 267, 259-264.	0.3	8
32	An Investigation of Longitudinal Associations Between Psychological Distress and Student Victimization by Teachers. Journal of Interpersonal Violence, 0, , 088626052211061.	1.3	3
33	Lower prosodic sensitivity in Chinese children with dyslexia and its impact on Chinese reading. Dyslexia, 0, , .	0.8	2