

# Elizabeth D Pena

## List of Publications by Year in descending order

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Version: 2024-02-01

45  
papers

2,451  
citations

393982

19  
h-index

243296

44  
g-index

45  
all docs

45  
docs citations

45  
times ranked

1560  
citing authors

#	ARTICLE	IF	CITATIONS
1	A longitudinal investigation of the semantic receptive-expressive gap in Spanish-English bilingual children. <i>International Journal of Bilingual Education and Bilingualism</i> , 2022, 25, 819-833.	1.1	6
2	From a Distance: Comparison of In-Person and Virtual Assessments With Adult-Child Dyads From Linguistically Diverse Backgrounds. <i>Language, Speech, and Hearing Services in Schools</i> , 2022, 53, 360-375.	0.7	8
3	Can You See My Screen? Virtual Assessment in Speech and Language. <i>Language, Speech, and Hearing Services in Schools</i> , 2022, 53, 329-334.	0.7	3
4	Identifying Language Disorder in Bilingual Children Using Automatic Speech Recognition. <i>Journal of Speech, Language, and Hearing Research</i> , 2022, 65, 2648-2661.	0.7	3
5	Contribution of Nonverbal Cognitive Skills on Bilingual Children's Grammatical Performance: Influence of Exposure, Task Type, and Language of Assessment. <i>Languages</i> , 2021, 6, 36.	0.3	5
6	Factors influencing US speech and language therapists' use of technology for clinical practice. <i>International Journal of Language and Communication Disorders</i> , 2021, 56, 567-582.	0.7	8
7	English BESA Morphosyntax Performance Among Spanish-English Bilinguals Who Use African American English. <i>Journal of Speech, Language, and Hearing Research</i> , 2021, 64, 3826-3842.	0.7	3
8	Phonological predictors of nonword repetition performance in bilingual children. <i>Journal of Communication Disorders</i> , 2021, 94, 106156.	0.8	2
9	Treatment for Anomia in Bilingual Speakers with Progressive Aphasia. <i>Brain Sciences</i> , 2021, 11, 1371.	1.1	7
10	Effects of divided input on bilingual children with language impairment. <i>International Journal of Bilingualism</i> , 2020, 24, 62-78.	0.6	11
11	Identifying Developmental Language Disorder in School Age Bilinguals: Semantics, Grammar, and Narratives. <i>Language Assessment Quarterly</i> , 2020, 17, 541-558.	1.1	24
12	That's hard! Item difficulty and word characteristics for bilinguals with and without developmental language disorder. <i>International Journal of Bilingual Education and Bilingualism</i> , 2020, , 1-19.	1.1	3
13	Longitudinal Evidence for Simultaneous Bilingual Language Development With Shifting Language Dominance, and How to Explain It. <i>Language Learning</i> , 2020, 70, 20-44.	1.4	17
14	“Did I Say <i>Cherry</i>?” Error Patterns on a Blocked Cyclic Naming Task for Bilingual Children With and Without Developmental Language Disorder. <i>Journal of Speech, Language, and Hearing Research</i> , 2020, 63, 1148-1164.	0.7	6
15	Language and Literacy Together: Supporting Grammatical Development in Dual Language Learners With Risk for Language and Learning Difficulties. <i>Language, Speech, and Hearing Services in Schools</i> , 2020, 51, 282-297.	0.7	14
16	The Utility of an English Semantics Measure for Identifying Developmental Language Disorder in Spanish-English Bilinguals. <i>American Journal of Speech-Language Pathology</i> , 2020, 29, 776-788.	0.9	3
17	Insights Into Category Sorting Flexibility in Bilingual Children: Results of a Cognitive Lab Study. <i>American Journal of Speech-Language Pathology</i> , 2020, 29, 1152-1161.	0.9	1
18	Video-Implemented Script Training in a Bilingual Spanish-English Speaker With Aphasia. <i>Journal of Speech, Language, and Hearing Research</i> , 2019, 62, 2295-2316.	0.7	13

#	ARTICLE	IF	CITATIONS
19	Semantic Category Convergence in Spanishâ€“English Bilingual Children With and Without Developmental Language Disorder. <i>Journal of Speech, Language, and Hearing Research</i> , 2019, 62, 2361-2371.	0.7	4
20	Cross-Linguistic Cognate Production in Spanishâ€“English Bilingual Children With and Without Specific Language Impairment. <i>Journal of Speech, Language, and Hearing Research</i> , 2018, 61, 619-633.	0.7	19
21	Understanding Disorder Within Variation: Production of English Grammatical Forms by English Language Learners. <i>Language, Speech, and Hearing Services in Schools</i> , 2018, 49, 277-291.	0.7	28
22	Conceptual Scoring and Classification Accuracy of Vocabulary Testing in Bilingual Children. <i>Language, Speech, and Hearing Services in Schools</i> , 2018, 49, 85-97.	0.7	40
23	Production of Spanish Grammatical Forms in U.S. Bilingual Children. <i>American Journal of Speech-Language Pathology</i> , 2018, 27, 975-987.	0.9	17
24	Typicality Effect and Category Structure in Spanishâ€“English Bilingual Children and Adults. <i>Journal of Speech, Language, and Hearing Research</i> , 2017, 60, 1577-1589.	0.7	9
25	Where Spanish and English Come Together: A Two Dimensional Bilingual Approach to Clinical Decision Making. <i>Perspectives of the ASHA Special Interest Groups</i> , 2016, 1, 3-16.	0.4	5
26	Assessment of language impairment in bilingual children using semantic tasks: two languages classify better than one. <i>International Journal of Language and Communication Disorders</i> , 2016, 51, 192-202.	0.7	60
27	Effects of Age of English Exposure, Current Input/Output, and grade on bilingual language performance. <i>Journal of Child Language</i> , 2016, 43, 687-706.	0.8	103
28	Utility of a Language Screening Measure for Predicting Risk for Language Impairment in Bilinguals. <i>American Journal of Speech-Language Pathology</i> , 2015, 24, 426-437.	0.9	30
29	The relation between language experience and receptive-expressive semantic gaps in bilingual children. <i>International Journal of Bilingual Education and Bilingualism</i> , 2014, 17, 90-110.	1.1	45
30	The Receptiveâ€“Expressive Gap in Bilingual Children With and Without Primary Language Impairment. <i>American Journal of Speech-Language Pathology</i> , 2014, 23, 655-667.	0.9	24
31	Story retelling by bilingual children with language impairments and typically developing controls. <i>International Journal of Language and Communication Disorders</i> , 2014, 49, 60-74.	0.7	109
32	Identification of Specific Language Impairment in Bilingual Children: I. Assessment in English. <i>Journal of Speech, Language, and Hearing Research</i> , 2013, 56, 1813-1823.	0.7	59
33	Semantic Convergence in Spanishâ€“English Bilingual Children With Primary Language Impairment. <i>Journal of Speech, Language, and Hearing Research</i> , 2013, 56, 766-777.	0.7	14
34	Lexical choice and language selection in bilingual preschoolers. <i>Child Language Teaching and Therapy</i> , 2013, 29, 27-39.	0.4	35
35	Semantic Deficits in Spanishâ€“English Bilingual Children With Language Impairment. <i>Journal of Speech, Language, and Hearing Research</i> , 2012, 55, 1-15.	0.7	66
36	The measure matters: Language dominance profiles across measures in Spanishâ€“English bilingual children. <i>Bilingualism</i> , 2012, 15, 616-629.	1.0	252

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37	Parent and teacher rating of bilingual language proficiency and language development concerns. <i>International Journal of Bilingual Education and Bilingualism</i> , 2011, 14, 489-511.	1.1	87
38	Risk for Poor Performance on a Language Screening Measure for Bilingual Preschoolers and Kindergarteners. <i>American Journal of Speech-Language Pathology</i> , 2011, 20, 302-314.	0.9	56
39	It Takes Two: Improving Assessment Accuracy in Bilingual Children. <i>ASHA Leader</i> , 2011, 16, 20-22.	0.2	6
40	Bilingual performance on nonword repetition in Spanish and English. <i>International Journal of Language and Communication Disorders</i> , 2010, 45, 480-493.	0.7	76
41	Language sample measures and language ability in Spanish-English bilingual kindergarteners. <i>Journal of Communication Disorders</i> , 2010, 43, 498-510.	0.8	133
42	What you hear and what you say: language performance in Spanish-English bilinguals. <i>International Journal of Bilingual Education and Bilingualism</i> , 2010, 13, 325-344.	1.1	226
43	Assessment of Bilingual Children for Identification of Language Impairment: Current Findings and Implications for Practice. <i>International Journal of Bilingual Education and Bilingualism</i> , 2008, 11, 1-29.	1.1	340
44	Lost in Translation: Methodological Considerations in Cross-Cultural Research. <i>Child Development</i> , 2007, 78, 1255-1264.	1.7	432
45	Conceptual versus monolingual scoring: when does it make a difference?. <i>Language, Speech, and Hearing Services in Schools</i> , 2005, 36, 188-200.	0.7	39