

Elena Plante

List of Publications by Year in descending order

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39
papers

2,153
citations

331670

21
h-index

315739

38
g-index

39
all docs

39
docs citations

39
times ranked

1005
citing authors

#	ARTICLE	IF	CITATIONS
1	Dynamic Norming for Systematic Analysis of Language Transcripts. <i>Journal of Speech, Language, and Hearing Research</i> , 2022, 65, 320-333.	1.6	5
2	Translating Enhanced Conversational Recast to a Telepractice Setting. <i>Language, Speech, and Hearing Services in Schools</i> , 2022, 53, 275-289.	1.6	3
3	Evaluating the Equivalence of Telepractice and Traditional Administration of the Test of Integrated Language and Literacy Skills. <i>Language, Speech, and Hearing Services in Schools</i> , 2022, 53, 376-390.	1.6	9
4	The Dimensionality of Language and Literacy in the School-Age Years. <i>Journal of Speech, Language, and Hearing Research</i> , 2022, 65, 2629-2647.	1.6	4
5	Not All Procedural Learning Tasks Are Difficult for Adults With Developmental Language Disorder. <i>Journal of Speech, Language, and Hearing Research</i> , 2021, 64, 922-934.	1.6	5
6	The Role of Spontaneous Repetitions During Treatment of Morphosyntactic Forms for Children With Developmental Language Disorder. <i>Journal of Speech, Language, and Hearing Research</i> , 2021, 64, 3995-4003.	1.6	1
7	A neural perspective on implicit learning: A reply to Kamhi (2019). <i>Journal of Communication Disorders</i> , 2020, 83, 105948.	1.5	2
8	Data-Informed Guideposts for Decision Making in Enhanced Conversational Recast Treatment. <i>American Journal of Speech-Language Pathology</i> , 2020, 29, 2068-2081.	1.8	4
9	Diagnosis of Developmental Language Disorder in Research Studies. <i>Journal of Speech, Language, and Hearing Research</i> , 2020, 63, 2777-2788.	1.6	23
10	Assessing Functional Language in School-Aged Children Using Language Sample Analysis. <i>Perspectives of the ASHA Special Interest Groups</i> , 2020, 5, 622-636.	0.8	16
11	Predictors of Treatment Response for Preschool Children With Developmental Language Disorder. <i>American Journal of Speech-Language Pathology</i> , 2020, 29, 2082-2096.	1.8	5
12	Individual Versus Small Group Treatment of Morphological Errors for Children With Developmental Language Disorder. <i>Language, Speech, and Hearing Services in Schools</i> , 2019, 50, 237-252.	1.6	19
13	Maximizing Treatment Efficiency in Developmental Language Disorder: Positive Effects in Half the Time. <i>American Journal of Speech-Language Pathology</i> , 2019, 28, 1233-1247.	1.8	20
14	Effective Use of Auditory Bombardment as a Therapy Adjunct for Children With Developmental Language Disorders. <i>Language, Speech, and Hearing Services in Schools</i> , 2018, 49, 320-333.	1.6	32
15	Exemplar Variability Facilitates Retention of Word Learning by Children With Specific Language Impairment. <i>Language, Speech, and Hearing Services in Schools</i> , 2018, 49, 72-84.	1.6	29
16	Learning Without Trying: The Clinical Relevance of Statistical Learning. <i>Language, Speech, and Hearing Services in Schools</i> , 2018, 49, 710-722.	1.6	59
17	An fMRI study of implicit language learning in developmental language impairment. <i>NeuroImage: Clinical</i> , 2017, 14, 277-285.	2.7	16
18	Applying an Integrative Framework of Executive Function to Preschoolers With Specific Language Impairment. <i>Journal of Speech, Language, and Hearing Research</i> , 2017, 60, 2170-2184.	1.6	41

#	ARTICLE	IF	CITATIONS
19	Reliability of the Test of Integrated Language and Literacy Skills (TILLS). <i>International Journal of Language and Communication Disorders</i> , 2016, 51, 447-459.	1.5	7
20	Feasibility of a Recasting and Auditory Bombardment Treatment With Young Cochlear Implant Users. <i>Language, Speech, and Hearing Services in Schools</i> , 2016, 47, 157-170.	1.6	23
21	Dose Schedule and Enhanced Conversational Recast Treatment for Children With Specific Language Impairment. <i>Language, Speech, and Hearing Services in Schools</i> , 2016, 47, 334-346.	1.6	25
22	Executive Function in SLI: Recent Advances and Future Directions. <i>Current Developmental Disorders Reports</i> , 2015, 2, 245-252.	2.1	78
23	Variability in the Language Input to Children Enhances Learning in a Treatment Context. <i>American Journal of Speech-Language Pathology</i> , 2014, 23, 530-545.	1.8	147
24	Identification of Adults With Developmental Language Impairments. <i>American Journal of Speech-Language Pathology</i> , 2011, 20, 2-13.	1.8	50
25	Children with specific language impairment show rapid, implicit learning of stress assignment rules. <i>Journal of Communication Disorders</i> , 2010, 43, 397-406.	1.5	16
26	The Diagnostic Accuracy and Construct Validity of the Structured Photographic Expressive Language Test—Preschool: Second Edition. <i>Language, Speech, and Hearing Services in Schools</i> , 2009, 40, 150-160.	1.6	105
27	Processing prosodic structure by adults with language-based learning disability. <i>Journal of Communication Disorders</i> , 2009, 42, 313-323.	1.5	10
28	Sustained Selective Attention Skills of Preschool Children With Specific Language Impairment: Evidence for Separate Attentional Capacities. <i>Journal of Speech, Language, and Hearing Research</i> , 2008, 51, 16-34.	1.6	140
29	The Diagnostic and Predictive Validity of <i>The Renfrew Bus Story</i>. <i>Language, Speech, and Hearing Services in Schools</i> , 2007, 38, 390-399.	1.6	78
30	The effects of variation on learning word order rules by adults with and without language-based learning disabilities. <i>Journal of Communication Disorders</i> , 2006, 39, 158-170.	1.5	67
31	Factors That Influence Lexical and Semantic Fast Mapping of Young Children With Specific Language Impairment. <i>Journal of Speech, Language, and Hearing Research</i> , 2006, 49, 941-954.	1.6	164
32	Eligibility Criteria for Language Impairment. <i>Language, Speech, and Hearing Services in Schools</i> , 2006, 37, 61-72.	1.6	234
33	Diagnostic Accuracy of the Structured Photographic Expressive Language Test: Third Edition (SPELT-3). <i>Language, Speech, and Hearing Services in Schools</i> , 2005, 36, 103-115.	1.6	68
34	Semantic Features in Fast-Mapping. <i>Journal of Speech, Language, and Hearing Research</i> , 2004, 47, 407-420.	1.6	146
35	Difference in Standard Scores of Adults on the Peabody Picture Vocabulary Test (Revised and Third) Tj ETQq1 1 0.784314 rgBT /Overlo	1.6	16
36	Sensitivity to word order cues by normal and language/learning disabled adults. <i>Journal of Communication Disorders</i> , 2002, 35, 453-462.	1.5	109

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37	Norm-Referenced Test Interpretation in the Diagnostic Process. <i>Language, Speech, and Hearing Services in Schools</i> , 1997, 28, 50-58.	1.6	39
38	Effect of Implicit and Explicit "Rule" Presentation on Bound-Morpheme Generalization in Specific Language Impairment. <i>Journal of Speech, Language, and Hearing Research</i> , 1995, 38, 168-173.	1.6	25
39	Selection of Preschool Language Tests. <i>Language, Speech, and Hearing Services in Schools</i> , 1994, 25, 15-24.	1.6	313