Michael S C Thomas

List of Publications by Year
in descending order

123	5,243	109137	102304
papers	citations	35 h-index	66 g-index

132	132	132	4740
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Neurocomputational Methods. , 2022, , 662-687.		2
2	Modulatory effects of SES and multilinguistic experience on cognitive development: a longitudinal data analysis of multilingual and monolingual adolescents from the SCAMP cohort. International Journal of Bilingual Education and Bilingualism, 2022, 25, 3489-3506.	1.1	3
3	Aged-based differences in spatial language skills from 6 to 10 years: Relations with spatial and mathematics skills. Learning and Instruction, 2021, 73, 101417.	1.9	15
4	Understanding differing outcomes from semantic and phonological interventions with children with word-finding difficulties: A group and case series study. Cortex, 2021, 134, 145-161.	1.1	6
5	Stress and Learning in Pupils: Neuroscience Evidence and its Relevance for Teachers. Mind, Brain, and Education, 2021, 15, 177-188.	0.9	14
6	The developmental trajectories of spatial skills in middle childhood. British Journal of Developmental Psychology, 2021, 39, 566-583.	0.9	8
7	The role of context in verbal humor processing in autism. Journal of Experimental Child Psychology, 2021, 209, 105166.	0.7	4
8	Neuromyths About Neurodevelopmental Disorders: Misconceptions by Educators and the General Public. Mind, Brain, and Education, 2021, 15, 289-298.	0.9	10
9	Digital Technology Use and BMI: Evidence From a Cross-sectional Analysis of an Adolescent Cohort Study. Journal of Medical Internet Research, 2021, 23, e26485.	2.1	9
10	First demonstration of effective spatial training for nearÂtransfer to spatial performance and farÂtransfer to a range of mathematics skills at 8Âyears. Developmental Science, 2020, 23, e12909.	1.3	40
11	A multi-level developmental approach to exploring individual differences in Down syndrome: genes, brain, behaviour, and environment. Research in Developmental Disabilities, 2020, 104, 103638.	1.2	13
12	Differential Associations of Apolipoprotein E Îµ4 Genotype With Attentional Abilities Across the Life Span of Individuals With Down Syndrome. JAMA Network Open, 2020, 3, e2018221.	2.8	7
13	Social networking site use in young adolescents: Association with health-related quality of life and behavioural difficulties. Computers in Human Behavior, 2020, 109, 106320.	5.1	11
14	Education, the science of learning, and the COVID-19 crisis. Prospects, 2020, 49, 87-90.	1.3	66
15	Visuo-attentional correlates of Autism Spectrum Disorder (ASD) in children with Down syndrome: A comparative study with children with idiopathic ASD. Research in Developmental Disabilities, 2020, 104, 103678.	1.2	5
16	Domain-Specific Inhibitory Control Training to Improve Childrenâ€™s Learning of Counterintuitive Concepts in Mathematics and Science. Journal of Cognitive Enhancement: Towards the Integration of Theory and Practice, 2020, 4, 296-314.	0.8	24
17	Evolving Connectionist Models to Capture Population Variability across Language Development: Modeling Children's Past Tense Formation. Artificial Life, 2020, 26, 217-241.	1.0	1
18	Developmental Disorders: Few Specific Disorders and No Specific Brain Regions. Current Biology, 2020, 30, R304-R306.	1.8	3

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19	The developmental relations between spatial cognition and mathematics in primary school children. Developmental Science, 2019, 22, e12786.	1.3	50
20	Studying Development in Williams Syndrome: Progress, Prospects, and Challenges. Advances in Neurodevelopmental Disorders, 2019, 3, 343-346.	0.7	4
21	Response to Dougherty and Robey (2018) on Neuroscience and Education: Enough Bridge Metaphorsâ€"Interdisciplinary Research Offers the Best Hope for Progress. Current Directions in Psychological Science, 2019, 28, 337-340.	2.8	8
22	Using an ANN-based computational model to simulate and evaluate Chinese studentsâ€™ individualized cognitive abilities important in their English acquisition. Computer Assisted Language Learning, 2019, 32, 366-397.	4.8	10
23	Processed data on the night-time use of screen-based media devices and adolescents' sleep quality and health-related quality of life. Data in Brief, 2019, 23, 103761.	0.5	7
24	Improving Methodological Standards in Behavioral Interventions for Cognitive Enhancement. Journal of Cognitive Enhancement: Towards the Integration of Theory and Practice, 2019, 3, 2-29.	0.8	149
25	Night-time screen-based media device use and adolescents' sleep and health-related quality of life. Environment International, 2019, 124, 66-78.	4.8	110
26	Annual Research Review: Educational neuroscience: progress and prospects. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2019, 60, 477-492.	3.1	124
27	Cohort Profile: The Study of Cognition, Adolescents and Mobile Phones (SCAMP). International Journal of Epidemiology, 2019, 48, 25-26l.	0.9	19
28	Rule extraction from autoencoderâ€based connectionist computational models. Concurrency Computation Practice and Experience, 2019, 31, e4262.	1.4	2
29	Computational modeling of interventions for developmental disorders.. Psychological Review, 2019, 126, 693-726.	2.7	12
30	Spatial cognition and science achievement: The contribution of intrinsic and extrinsic spatial skills from 7 to 11 years. British Journal of Educational Psychology, 2018, 88, 675-697.	1.6	63
31	Total recall in the SCAMP cohort: Validation of self-reported mobile phone use in the smartphone era. Environmental Research, 2018, 161, 1-8.	3.7	26
32	Intervention for children with word-finding difficulties: a parallel group randomised control trial. International Journal of Speech-Language Pathology, 2018, 20, 708-719.	0.6	6
33	The use of discrimination scaling tasks: A novel perspective on the development of spatial scaling in children. Cognitive Development, 2018, 47, 133-145.	0.7	24
34	A neurocomputational model of developmental trajectories of gifted children under a polygenic model: When are gifted children held back by poor environments?. Intelligence, 2018, 69, 200-212.	1.6	15
35	Exploring the Williams syndrome face-processing debate. , 2018, , 132-160.		0
36	Syndromic Autism: Progressing Beyond Current Levels of Description. Review Journal of Autism and Developmental Disorders, 2017, 4, 321-327.	2.2	15

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37	Evidence of an advantage in visuo-spatial memory for bilingual compared to monolingual speakers. Bilingualism, 2017, 20, 602-612.	1.0	27
38	Understanding Delay in Developmental Disorders. Child Development Perspectives, 2016, 10, 73-80.	2.1	6
39	The overâ€pruning hypothesis of autism. Developmental Science, 2016, 19, 284-305.	1.3	83
40	A Hidden Knowledge Discovering Approach for Past Tense and Plural Problems to Language Cognition. , 2016, , .		0
41	Common mechanisms in intelligence and development: A study of ability profiles in mental age-matched primary school children. Intelligence, 2016, 56, 99-107.	1.6	4
42	The principles and practices of educational neuroscience: Comment on Bowers (2016).. Psychological Review, 2016, 123, 620-627.	2.7	110
43	Cross-syndrome comparison of real-world executive functioning and problem solving using a new problem-solving questionnaire. Research in Developmental Disabilities, 2016, 59, 80-92.	1.2	12
44	Multiscale Modeling of Geneâ€“Behavior Associations in an Artificial Neural Network Model of Cognitive Development. Cognitive Science, 2016, 40, 51-99.	0.8	10
45	Do more intelligent brains retain heightened plasticity for longer in development? A computational investigation. Developmental Cognitive Neuroscience, 2016, 19, 258-269.	1.9	9
46	What Can the Study of Genetics Offer to Educators?. Mind, Brain, and Education, 2015, 9, 72-80.	0.9	16
47	Cross-Sectional Methodologies in Developmental Psychology. , 2015, , 354-360.		4
48	What is universal and what differs in language development?. Language, Cognition and Neuroscience, 2015, 30, 922-927.	0.7	3
49	Bilingual children show an advantage in controlling verbal interference during spoken language comprehension. Bilingualism, 2015, 18, 490-501.	1.0	47
50	Atypical development of configural face recognition in children with autism, <scp>D</scp>own syndrome and <scp>W</scp>illiams syndrome. Journal of Intellectual Disability Research, 2015, 59, 422-438.	1.2	39
51	Intervening to alleviate word-finding difficulties in children: case series data and a computational modelling foundation. Cognitive Neuropsychology, 2015, 32, 133-168.	0.4	8
52	The relationship between SLI in English and Modern Greek. Language Acquisition and Language Disorders, 2015, , 145-174.	0.1	0
53	NeuroconstructivismeÂ: comprendre les trajectoires dÃ©veloppementales typiques et atypiques. Enfance, 2014, 2014, 205-236.	0.1	4
54	Environmental and Genetic Influences on Neurocognitive Development. Clinical Psychological Science, 2014, 2, 628-637.	2.4	27

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55	Language switching in bilingual production: Empirical data and computational modelling. Bilingualism, 2014, 17, 294-315.	1.0	54
56	Audioâ€visual speech perception: a developmental <scp>ERP</scp> investigation. Developmental Science, 2014, 17, 110-124.	1.3	50
57	Handedness as a marker of cerebral lateralization in children with and without autism. Behavioural Brain Research, 2014, 268, 14-21.	1.2	31
58	Educating the adult brain: How the neuroscience of learning can inform educational policy. International Review of Education, 2014, 60, 99-122.	1.2	27
59	Modeling Mechanisms of Persisting and Resolving Delay in Language Development. Journal of Speech, Language, and Hearing Research, 2014, 57, 467-483.	0.7	20
60	NeuroconstructivismeÂ: comprendre les trajectoires dÃ©veloppementales typiques et atypiques. Enfance, 2014, NÂ° 3, 205-236.	0.1	4
61	Educational neuroscience in the near and far future: Predictions from the analogy with the history of medicine. Trends in Neuroscience and Education, 2013, 2, 23-26.	1.5	18
62	Human handedness: An inherited evolutionary trait. Behavioural Brain Research, 2013, 237, 200-206.	1.2	71
63	On hermit crabs and humans. Developmental Science, 2013, 16, 314-316.	1.3	1
64	Transfer learning across heterogeneous tasks using behavioural genetic principles. , 2013, , .		2
65	Modeling socioeconomic status effects on language development.. Developmental Psychology, 2013, 49, 2325-2343.	1.2	34
66	Modularity and Developmental Disorders. , 2013, , .		3
67	A bilingual advantage in controlling language interference during sentence comprehension. Bilingualism, 2012, 15, 858-872.	1.0	38
68	Are imaging and lesioning convergent methods for assessing functional specialisation? Investigations using an artificial neural network. Brain and Cognition, 2012, 78, 38-49.	0.8	3
69	Is the Mystery of Thought Demystified by Contextâ€Dependent Categorisation? Towards a New Relation Between Language and Thought. Mind and Language, 2012, 27, 595-618.	1.2	6
70	Connectionism. , 2012, , 767-771.		1
71	Multiple Routes from Occipital to Temporal Cortices during Reading. Journal of Neuroscience, 2011, 31, 8239-8247.	1.7	100
72	Developmental Trajectories in Genetic Disorders. International Review of Research in Developmental Disabilities, 2011, , 43-73.	0.6	5

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73	Verbal and non-verbal intelligence changes in the teenage brain. Nature, 2011, 479, 113-116.	13.7	195
74	The Right Posterior Paravermis and the Control of Language Interference. Journal of Neuroscience, 2011, 31, 10732-10740.	1.7	50
75	Mechanisms of developmental regression in autism and the broader phenotype: A neural network modeling approach.. Psychological Review, 2011, 118, 637-654.	2.7	59
76	Cognition: The developmental trajectory approach. , 2011, , 13-35.		0
77	Definitions versus categorization: assessing the development of lexico-semantic knowledge in Williams syndrome. International Journal of Language and Communication Disorders, 2010, 46, 100824014249025.	0.7	22
78	Development of motion processing in children with autism. Developmental Science, 2010, 13, 826-838.	1.3	109
79	Contrasting Effects of Vocabulary Knowledge on Temporal and Parietal Brain Structure across Lifespan. Journal of Cognitive Neuroscience, 2010, 22, 943-954.	1.1	63
80	Neuronal Activation for Semantically Reversible Sentences. Journal of Cognitive Neuroscience, 2010, 22, 1283-1298.	1.1	28
81	What Is Typical Language Development?. Language Learning and Development, 2010, 6, 162-169.	0.7	8
82	The development of metaphorical language comprehension in typical development and in Williams syndrome. Journal of Experimental Child Psychology, 2010, 106, 99-114.	0.7	27
83	A cross-syndrome study of the development of holistic face recognition in children with autism, Down syndrome, and Williams syndrome. Journal of Experimental Child Psychology, 2009, 102, 456-486.	0.7	137
84	The development of similarity: Testing the prediction of a computational model of metaphor comprehension. Language and Cognitive Processes, 2009, 24, 1406-1430.	2.3	5
85	Using Developmental Trajectories to Understand Developmental Disorders. Journal of Speech, Language, and Hearing Research, 2009, 52, 336-358.	0.7	377
86	Comprehension of metaphor and metonymy in children with Williams syndrome. International Journal of Language and Communication Disorders, 2009, 44, 962-978.	0.7	3
87	COMPETITION AS A MECHANISM FOR PRODUCING SENSITIVE PERIODS IN CONNECTIONIST MODELS OF DEVELOPMENT. , 2009, , .		0
88	Dynamic and Connectionist Approaches to Development: Toward a Future of Mutually Beneficial Coevolution. , 2009, , 337-353.		1
89	1. Lâ€™acquisition du langage dans les pathologies du dÃ©veloppement. , 2009, , 449-475.		1
90	Critical periods and catastrophic interference effects in the development of selfâ€organizing feature maps. Developmental Science, 2008, 11, 371-389.	1.3	33

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91	Studying development in the 21st Century. Behavioral and Brain Sciences, 2008, 31, 345-356.	0.4	3
92	New Advances in Understanding Sensitive Periods in Brain Development. Current Directions in Psychological Science, 2008, 17, 1-5.	2.8	145
93	PrÃ©cis of Neuroconstructivism: How the Brain Constructs Cognition. Behavioral and Brain Sciences, 2008, 31, 321-331.	0.4	114
94	Computational Modeling in Developmental Psychology. IEEE Transactions on Evolutionary Computation, 2007, 11, 137-150.	7.5	45
95	Neuroconstructivism. Developmental Science, 2007, 10, 75-83.	1.3	177
96	The benefits of computational modelling for the study of developmental disorders: extending the Triesch et al. model to ADHD. Developmental Science, 2006, 9, 151-155.	1.3	9
97	How computational models help explain the origins of reasoning. IEEE Computational Intelligence Magazine, 2006, 1, 32-40.	3.4	9
98	The computational modeling of sensitive periods. Developmental Psychobiology, 2006, 48, 337-344.	0.9	29
99	Speeded naming, frequency and the development of the lexicon in Williams syndrome. Language and Cognitive Processes, 2006, 21, 721-759.	2.3	38
100	Characterising Compensation. Cortex, 2005, 41, 434-442.	1.1	27
101	Love Isâ€¦ AN ABSTRACT WORD: THE INFLUENCE OF LEXICAL SEMANTICS ON VERBAL SHORT-TERM MEMORY IN WILLIAMS SYNDROME. Cortex, 2005, 41, 169-179.	1.1	18
102	Can Developmental Disorders Reveal the Component Parts of the Human Language Faculty?. Language Learning and Development, 2005, 1, 65-92.	0.7	54
103	Plotting the causes of developmental disorders. Trends in Cognitive Sciences, 2005, 9, 465-466.	4.0	3
104	Exploring the Williams syndrome face-processing debate: the importance of building developmental trajectories. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2004, 45, 1258-1274.	3.1	266
105	How Do Simple Connectionist Networks Achieve a Shift From â€œFeaturalâ€•to â€œCorrelationalâ€• Processing in Categorization?. Infancy, 2004, 5, 199-207.	0.9	4
106	Multiple causality in developmental disorders: methodological implications from computational modelling. Developmental Science, 2003, 6, 537-556.	1.3	9
107	What makes counting count? Verbal and visuo-spatial contributions to typical and atypical number development. Journal of Experimental Child Psychology, 2003, 85, 50-62.	0.7	182
108	Essay Review: Limits on plasticity. Journal of Cognition and Development, 2003, 4, 99-125.	0.6	12

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109	What can developmental disorders tell us about the neurocomputational constraints that shape development? The case of Williams syndrome. Development and Psychopathology, 2003, 15, 969-990.	1.4	50
110	Modeling language acquisition in atypical phenotypes.. Psychological Review, 2003, 110, 647-682.	2.7	112
111	Theories that develop. Bilingualism, 2002, 5, 216-217.	1.0	7
112	Are developmental disorders like cases of adult brain damage? Implications from connectionist modelling. Behavioral and Brain Sciences, 2002, 25, 727-750.	0.4	276
113	Residual normality: Friend or foe?. Behavioral and Brain Sciences, 2002, 25, 772-780.	0.4	10
114	Different approaches to relating genotype to phenotype in developmental disorders. Developmental Psychobiology, 2002, 40, 311-322.	0.9	108
115	Development as a Cause in Developmental Disorders: (Commentary on "Control and Cross-Domain) Tj ETQq1 1 0.784314 rgBT /Overl Intelligence, 2002, 18, 50-54.	2.1	1
116	Connectionist Models of Cognition. , 2001, , 23-58.		66
117	Metaphor as Categorization: A Connectionist Implementation. Metaphor and Symbol, 2001, 16, 5-27.	0.4	16
118	Past tense formation in Williams syndrome. Language and Cognitive Processes, 2001, 16, 143-176.	2.3	137
119	Language Switching Costs in Bilingual Visual Word Recognition. Journal of Memory and Language, 2000, 43, 44-66.	1.1	164
120	Consciousness: mapping the theoretical landscape. Trends in Cognitive Sciences, 2000, 4, 372-382.	4.0	65
121	Quantities of qualia. Behavioral and Brain Sciences, 1999, 22, 169-170.	0.4	2
122	What Makes Us Conscious?. Journal of Intelligent Systems, 1999, 9, .	1.2	0
123	Essay Review: Limits on plasticity. , 0, .		2