

# Chiara Valeria Marinelli

## List of Publications by Year in descending order

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Version: 2024-02-01

36  
papers

966  
citations

516215

16  
h-index

454577

30  
g-index

38  
all docs

38  
docs citations

38  
times ranked

979  
citing authors

#	ARTICLE	IF	CITATIONS
1	Transcranial Direct Current Stimulation Improves Word Retrieval in Healthy and Nonfluent Aphasic Subjects. <i>Journal of Cognitive Neuroscience</i> , 2011, 23, 2309-2323.	1.1	247
2	Electrical stimulation over the left inferior frontal gyrus (IFG) determines long-term effects in the recovery of speech apraxia in three chronic aphasics. <i>Behavioural Brain Research</i> , 2011, 225, 498-504.	1.2	117
3	The effect of morphology on spelling and reading accuracy: a study on Italian children. <i>Frontiers in Psychology</i> , 2014, 5, 1373.	1.1	63
4	Different Cognitive Profiles of Patients with Severe Aphasia. <i>Behavioural Neurology</i> , 2017, 2017, 1-15.	1.1	41
5	Single or dual orthographic representations for reading and spelling? A study of Italian dyslexic and normal children. <i>Cognitive Neuropsychology</i> , 2010, 27, 305-333.	0.4	39
6	Attention Deficits in Stroke Patients: The Role of Lesion Characteristics, Time from Stroke, and Concomitant Neuropsychological Deficits. <i>Behavioural Neurology</i> , 2019, 2019, 1-12.	1.1	36
7	Spelling Acquisition in English and Italian: A Cross-Linguistic Study. <i>Frontiers in Psychology</i> , 2015, 6, 1843.	1.1	35
8	An optic micro-switch for an eyelid response to foster environmental control in children with minimal motor behaviour. <i>Developmental Neurorehabilitation</i> , 2006, 9, 53-56.	1.1	34
9	Modeling individual differences in text reading fluency: a different pattern of predictors for typically developing and dyslexic readers. <i>Frontiers in Psychology</i> , 2014, 5, 1374.	1.1	28
10	Costs and Benefits of Orthographic Inconsistency in Reading: Evidence from a Cross-Linguistic Comparison. <i>PLoS ONE</i> , 2016, 11, e0157457.	1.1	28
11	Do Italian dyslexic children use the lexical reading route efficiently? An orthographic judgment task. <i>Reading and Writing</i> , 2009, 22, 333-351.	1.0	26
12	Is developmental dyslexia modality specific? A visual-auditory comparison of Italian dyslexics. <i>Neuropsychologia</i> , 2011, 49, 1718-1729.	0.7	24
13	Cultural and biological factors modulate spatial biases over development. <i>Laterality</i> , 2017, 22, 725-739.	0.5	19
14	Lexical processing and distributional knowledge in sound-spelling mapping in a consistent orthography: A longitudinal study of reading and spelling in dyslexic and typically developing children. <i>Cognitive Neuropsychology</i> , 2017, 34, 163-186.	0.4	19
15	The Neuropsychological Profile of Attention Deficits of Patients with Obstructive Sleep Apnea: An Update on the Daytime Attentional Impairment. <i>Brain Sciences</i> , 2020, 10, 325.	1.1	19
16	Morpheme-based Reading and Spelling in Italian Children with Developmental Dyslexia and Dysorthography. <i>Dyslexia</i> , 2017, 23, 387-405.	0.8	18
17	Line and word bisection in right-brain-damaged patients with left spatial neglect. <i>Experimental Brain Research</i> , 2014, 232, 133-146.	0.7	17
18	The ability to learn new written words is modulated by language orthographic consistency. <i>PLoS ONE</i> , 2020, 15, e0228129.	1.1	13

#	ARTICLE	IF	CITATIONS
19	Predicting individual differences in reading, spelling and maths in a sample of typically developing children: A study in the perspective of comorbidity. <i>PLoS ONE</i> , 2020, 15, e0231937.	1.1	13
20	Slowing in reading and picture naming: the effects of aging and developmental dyslexia. <i>Experimental Brain Research</i> , 2017, 235, 3093-3109.	0.7	11
21	Sleepiness, Neuropsychological Skills, and Scholastic Learning in Children. <i>Brain Sciences</i> , 2020, 10, 529.	1.1	11
22	A Network Analysis of the Relationship among Reading, Spelling and Maths Skills. <i>Brain Sciences</i> , 2021, 11, 656.	1.1	11
23	Does pronounceability modulate the letter string deficit of children with dyslexia? A study with the rate and amount model. <i>Frontiers in Psychology</i> , 2014, 5, 1353.	1.1	10
24	Spelling Impairments in Italian Dyslexic Children with and without a History of Early Language Delay. Are There Any Differences?. <i>Frontiers in Psychology</i> , 2016, 7, 527.	1.1	10
25	Does the mean adequately represent reading performance? Evidence from a cross-linguistic study. <i>Frontiers in Psychology</i> , 2014, 5, 903.	1.1	9
26	Neuropsychological and socio-cognitive deficits in patients with obstructive sleep apnea. <i>Journal of Clinical and Experimental Neuropsychology</i> , 2021, 43, 514-533.	0.8	9
27	Failure to learn a new spatial format in children with developmental dyslexia. <i>Scientific Reports</i> , 2015, 4, 4869.	1.6	8
28	Learning to Spell in a Language with Transparent Orthography: Distributional Properties of Orthography and Whole-Word Lexical Processing. <i>Quarterly Journal of Experimental Psychology</i> , 2018, 71, 17470218.2016.1.	0.6	8
29	Reading and lexical-decision tasks generate different patterns of individual variability as a function of condition difficulty. <i>Psychonomic Bulletin and Review</i> , 2018, 25, 1161-1169.	1.4	8
30	The Simple View of Reading in Children Acquiring a Regular Orthography (Italian): A Network Analysis Approach. <i>Frontiers in Psychology</i> , 2021, 12, 686914.	1.1	7
31	Testing the Specificity of Predictors of Reading, Spelling and Maths: A New Model of the Association Among Learning Skills Based on Competence, Performance and Acquisition. <i>Frontiers in Human Neuroscience</i> , 2020, 14, 573998.	1.0	6
32	Representational neglect for words as revealed by bisection tasks. <i>Journal of Neuropsychology</i> , 2012, 6, 43-64.	0.6	5
33	Orthographic Neighborhood-Size Effects on the Reading Aloud of Italian Children With and Without Dyslexia. <i>Scientific Studies of Reading</i> , 2013, 17, 333-349.	1.3	5
34	Sensitivity to distributional properties of the orthography in the spelling of Italian children with dyslexia. <i>Quarterly Journal of Experimental Psychology</i> , 2021, 74, 1007-1020.	0.6	4
35	Ability to Consolidate Instances as a Proxy for the Association Among Reading, Spelling, and Math Learning Skill. <i>Frontiers in Psychology</i> , 2021, 12, 761696.	1.1	3
36	Interpreting Developmental Surface Dyslexia within a Comorbidity Perspective. <i>Brain Sciences</i> , 2021, 11, 1568.	1.1	3