

Kenneth K Poon

List of Publications by Year in descending order

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papers

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567281

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737
citing authors

#	ARTICLE	IF	CITATIONS
1	To What Extent Do Joint Attention, Imitation, and Object Play Behaviors in Infancy Predict Later Communication and Intellectual Functioning in ASD?. <i>Journal of Autism and Developmental Disorders</i> , 2012, 42, 1064-1074.	2.7	100
2	Phonological awareness in multilingual Chinese children. <i>Applied Psycholinguistics</i> , 1998, 19, 339-362.	1.1	52
3	Anxiety symptoms in young people with autism spectrum disorder attending special schools: Associations with gender, adaptive functioning and autism symptomatology. <i>Autism</i> , 2016, 20, 306-320.	4.1	48
4	Neuropsychological Characteristics of School-Age Children with High-Functioning Autism: Performance on the Nepsy. <i>Child Neuropsychology</i> , 2006, 12, 299-305.	1.3	39
5	Updating and working memory training: Immediate improvement, long-term maintenance, and generalisability to non-trained tasks.. <i>Journal of Applied Research in Memory and Cognition</i> , 2015, 4, 121-128.	1.1	38
6	Challenging behaviors among children with autism spectrum disorders and multiple disabilities attending special schools in Singapore. <i>Research in Developmental Disabilities</i> , 2012, 33, 578-582.	2.2	31
7	Adults with autism spectrum disorders. <i>Current Opinion in Psychiatry</i> , 2017, 30, 77-84.	6.3	31
8	Do non-referred young people with Autism Spectrum Disorders and their caregivers agree when reporting anxiety symptoms? A preliminary investigation using the Spence Children's Anxiety Scale. <i>Research in Autism Spectrum Disorders</i> , 2014, 8, 546-558.	1.5	30
9	The activities and participation of adolescents with autism spectrum disorders in Singapore: findings from an ICF-based instrument. <i>Journal of Intellectual Disability Research</i> , 2011, 55, 790-800.	2.0	27
10	What is school like? Perspectives of Singaporean youth with high-functioning autism spectrum disorders. <i>International Journal of Inclusive Education</i> , 2014, 18, 1069-1081.	2.6	27
11	Parental perspectives and challenges in inclusive education in Singapore. <i>Asia Pacific Journal of Education</i> , 2015, 35, 85-97.	2.1	27
12	Special Education in Singapore. <i>Intervention in School and Clinic</i> , 2013, 49, 59-64.	1.0	25
13	Parental perspectives on the importance and likelihood of adult outcomes for children with Autism Spectrum Disorders, Intellectual Disabilities or Multiple Disabilities. <i>Research in Autism Spectrum Disorders</i> , 2013, 7, 382-390.	1.5	24
14	Parental Expectations Regarding Postschool Social Attainments of Adolescents with Autism Spectrum Disorders in Singapore. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2013, 118, 95-107.	1.6	22
15	Factors associated with staff perceptions towards inclusive education in Singapore. <i>Asia Pacific Journal of Education</i> , 2016, 36, 84-97.	2.1	19
16	The perception of social situations by children with autism spectrum disorders. <i>Autism</i> , 2011, 15, 185-203.	4.1	16
17	Current Provision, Recent Developments, and Future Directions for Early Childhood Intervention in Singapore. <i>Infants and Young Children</i> , 2012, 25, 323-333.	0.7	14
18	Psychometric validation of the Family Outcome Survey-Revised in Singapore. <i>Research in Developmental Disabilities</i> , 2014, 35, 1534-1543.	2.2	12

#	ARTICLE	IF	CITATIONS
19	Rasch Modeling of the Test of Early Mathematics Ability—Third Edition With a Sample of K1 Children in Singapore. <i>Journal of Psychoeducational Assessment</i> , 2017, 35, 615-627.	1.5	12
20	Reconciling individual differences with collective needs: The juxtaposition of sociopolitical and neuroscience perspectives on remediation and compensation of student skill deficits. <i>Trends in Neuroscience and Education</i> , 2016, 5, 41-51.	3.1	11
21	Construct, Convergent, and Discriminant Validity of the Beach Center Family Quality of Life Scale for Singapore. <i>Infants and Young Children</i> , 2019, 32, 201-214.	0.7	11
22	Context, Service Provision, and Reflections on Future Directions of Support for Individuals With Intellectual Disability in Singapore. <i>Journal of Policy and Practice in Intellectual Disabilities</i> , 2015, 12, 100-107.	2.7	10
23	The student profile, service delivery model, and support practices of four early childhood intervention environments in Singapore. <i>Asia Pacific Journal of Education</i> , 2016, 36, 437-449.	2.1	10
24	Confirmatory factor analysis of the Strengths and Difficulties Questionnaire in Singaporean kindergartners. <i>Child: Care, Health and Development</i> , 2016, 42, 109-116.	1.7	9
25	Inclusive Education in Asia: Insights From Some Country Case Studies. <i>Journal of Policy and Practice in Intellectual Disabilities</i> , 2021, 18, 23-35.	2.7	9
26	Brain literacy empowers educators to meet diverse learner needs. <i>Learning: Research and Practice</i> , 2019, 5, 174-188.	0.4	6
27	Predictors of reading ability in English for Mandarin-speaking bilingual children in Singapore. <i>Early Child Development and Care</i> , 2013, 183, 1420-1431.	1.3	4
28	A comprehensive peer network intervention appears effective for improving social communication of children with autism spectrum disorders based on the results of a randomized controlled trial in kindergarten and first grade. <i>Evidence-Based Communication Assessment and Intervention</i> , 2015, 9, 96-100.	0.6	3
29	Developing and Piloting a Computerized Adaptive Test for a Culturally Appropriate Measure of Adaptive Behavior. <i>Journal of Psychoeducational Assessment</i> , 2022, 40, 238-254.	1.5	3
30	The Ecological Context of Challenging Behavior in Young Children with Developmental Disabilities. <i>International Review of Research in Mental Retardation</i> , 2004, 29, 229-260.	0.7	2
31	A Bifactor Model of the Classroom Assessment Scoring System in Preschool and Early Intervention Classrooms in Singapore. <i>International Journal of Early Childhood</i> , 2021, 53, 197-218.	1.0	2
32	Singapore and Autism Spectrum Disorder. , 2015, , 1-9.		2
33	Equity and Excellence in East Asian High-Performing Education Systems – A Paradoxical Relationship?. <i>Education Innovation Series</i> , 2019, , 1-9.	0.3	2
34	Assessing Family Outcomes Over Time: Longitudinal Measurement Invariance of the Family Outcomes Survey—Revised. <i>Topics in Early Childhood Special Education</i> , 2023, 43, 60-70.	2.2	1
35	Validation of the Child Behavior Rating Scale (CBRS) using multilevel factor analysis.. <i>Psychological Assessment</i> , 2021, 33, 1138-1151.	1.5	1
36	Helping Children with Mathematical Difficulties Level Up: Evaluating the Efficacy of a Novel Updating Training Programme. <i>Education Innovation Series</i> , 2019, , 161-181.	0.3	1

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37	Inclusive Education for Children with Special Educational Needs in Singapore Schools. Education in the Asia-Pacific Region, 2022, , 33-47.	0.4	1
38	Early Childhood Education in Singapore. Springer International Handbooks of Education, 2022, , 1-20.	0.1	1
39	Creating Possibilities for an Inclusive Society: A Commentary on the Second Asia-Pacific Conference. Journal of Policy and Practice in Intellectual Disabilities, 2009, 6, 69-69.	2.7	0
40	Singapore and Autism Spectrum Disorder. , 2021, , 4370-4379.		0
41	Construct validity of the Family Outcomes Survey “ Revised expanded helpfulness scale. Research in Developmental Disabilities, 2021, 112, 103895.	2.2	0
42	Policies and Initiatives for Preschool Children from Disadvantaged Environments and Preschool Children with Disabilities in Singapore. Education Innovation Series, 2019, , 149-159.	0.3	0
43	Singapore and Autism Spectrum Disorder. , 2020, , 1-10.		0
44	The Education of Children with Special Educational Needs: Current Provision, the Role of Public Reports, and Possible Directions. , 2022, , 121-130.		0