

# Paul T Cirino

## List of Publications by Year in descending order

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Version: 2024-02-01

103  
papers

5,316  
citations

81900

39  
h-index

95266

68  
g-index

105  
all docs

105  
docs citations

105  
times ranked

4702  
citing authors

#	ARTICLE	IF	CITATIONS
1	Why IQ is not a covariate in cognitive studies of neurodevelopmental disorders. <i>Journal of the International Neuropsychological Society</i> , 2009, 15, 331-343.	1.8	705
2	Measuring Socioeconomic Status. <i>Assessment</i> , 2002, 9, 145-155.	3.1	270
3	Improving at-risk learners's™ understanding of fractions.. <i>Journal of Educational Psychology</i> , 2013, 105, 683-700.	2.9	192
4	Development and aging of the healthy human brain uncinate fasciculus across the lifespan using diffusion tensor tractography. <i>Brain Research</i> , 2009, 1276, 67-76.	2.2	160
5	Remediating number combination and word problem deficits among students with mathematics difficulties: A randomized control trial.. <i>Journal of Educational Psychology</i> , 2009, 101, 561-576.	2.9	151
6	Validity of the behavior rating inventory of executive function in children with ADHD and/or Tourette syndrome. <i>Archives of Clinical Neuropsychology</i> , 2002, 17, 643-662.	0.5	150
7	The interrelationships of mathematical precursors in kindergarten. <i>Journal of Experimental Child Psychology</i> , 2011, 108, 713-733.	1.4	143
8	Response to Intervention for Middle School Students With Reading Difficulties: Effects of a Primary and Secondary Intervention. <i>School Psychology Review</i> , 2010, 39, 3-21.	3.0	139
9	Intensive Intervention for Students with Mathematics Disabilities: Seven Principles of Effective Practice. <i>Learning Disability Quarterly</i> , 2008, 31, 79-92.	1.3	132
10	Cognitive and Mathematical Profiles for Different Forms of Learning Difficulties. <i>Journal of Learning Disabilities</i> , 2015, 48, 156-175.	2.2	107
11	The effects of strategic counting instruction, with and without deliberate practice, on number combination skill among students with mathematics difficulties. <i>Learning and Individual Differences</i> , 2010, 20, 89-100.	2.7	101
12	Effectiveness of a Spanish Intervention and an English Intervention for English-Language Learners at Risk for Reading Problems. <i>American Educational Research Journal</i> , 2006, 43, 449-487.	2.7	100
13	Development and organization of the human brain tissue compartments across the lifespan using diffusion tensor imaging. <i>NeuroReport</i> , 2007, 18, 1735-1739.	1.2	99
14	The Relations Among Oral and Silent Reading Fluency and Comprehension in Middle School: Implications for Identification and Instruction of Students With Reading Difficulties. <i>Scientific Studies of Reading</i> , 2011, 15, 109-135.	2.0	96
15	Effectiveness of Spanish Intervention for First-Grade English Language Learners at Risk for Reading Difficulties. <i>Journal of Learning Disabilities</i> , 2006, 39, 56-73.	2.2	95
16	Reading skill components and impairments in middle school struggling readers. <i>Reading and Writing</i> , 2013, 26, 1059-1086.	1.7	94
17	Response to Intervention for Middle School Students With Reading Difficulties: Effects of a Primary and Secondary Intervention. <i>School Psychology Review</i> , 2010, 39, 3-21.	3.0	92
18	Cognitive and behavioral rating measures of executive function as predictors of academic outcomes in children. <i>Child Neuropsychology</i> , 2017, 23, 381-407.	1.3	86

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19	The Response to Intervention of English Language Learners at Risk for Reading Problems. <i>Journal of Learning Disabilities</i> , 2006, 39, 390-398.	2.2	84
20	The relative effects of group size on reading progress of older students with reading difficulties. <i>Reading and Writing</i> , 2010, 23, 931-956.	1.7	69
21	Effects of Fact Retrieval Tutoring on Third-Grade Students with Math Difficulties with and without Reading Difficulties. <i>Learning Disabilities Research and Practice</i> , 2009, 24, 1-11.	1.1	68
22	Does calculation or word-problem instruction provide a stronger route to prealgebraic knowledge?. <i>Journal of Educational Psychology</i> , 2014, 106, 990-1006.	2.9	68
23	Effects of Individualized and Standardized Interventions on Middle School Students with Reading Disabilities. <i>Exceptional Children</i> , 2011, 77, 391-407.	2.2	65
24	Number and counting skills in kindergarten as predictors of grade 1 mathematical skills. <i>Learning and Individual Differences</i> , 2014, 34, 12-23.	2.7	62
25	Response to intervention with older students with reading difficulties. <i>Learning and Individual Differences</i> , 2008, 18, 338-345.	2.7	60
26	Neocortical reorganization in spina bifida. <i>NeuroImage</i> , 2008, 40, 1516-1522.	4.2	60
27	Sex-specific attention problems in long-term survivors of pediatric acute lymphoblastic leukemia. <i>Cancer</i> , 2009, 115, 4238-4245.	4.1	59
28	Longitudinal predictors of the overlap between reading and math skills. <i>Contemporary Educational Psychology</i> , 2018, 54, 99-111.	2.9	59
29	Cognitive Arithmetic Differences in Learning Difficulty Groups and the Role of Behavioral Inattention. <i>Learning Disabilities Research and Practice</i> , 2007, 22, 25-35.	1.1	57
30	Hydrocephalus status in spina bifida: an evaluation of variations in neuropsychological outcomes. <i>Journal of Neurosurgery: Pediatrics</i> , 2011, 8, 289-298.	1.3	57
31	A Cognitive Dimensional Approach to Understanding Shared and Unique Contributions to Reading, Math, and Attention Skills. <i>Journal of Learning Disabilities</i> , 2019, 52, 15-30.	2.2	56
32	Cognitive and numerosity predictors of mathematical skills in middle school. <i>Journal of Experimental Child Psychology</i> , 2016, 145, 95-119.	1.4	55
33	Teacher Characteristics, Classroom Instruction, and Student Literacy and Language Outcomes in Bilingual Kindergartners. <i>Elementary School Journal</i> , 2007, 107, 341-364.	1.4	53
34	Executive function: association with multiple reading skills. <i>Reading and Writing</i> , 2019, 32, 1819-1846.	1.7	53
35	Cognitive Correlates of Inadequate Response to Reading Intervention. <i>School Psychology Review</i> , 2011, 40, 3-22.	3.0	51
36	A framework for executive function in the late elementary years.. <i>Neuropsychology</i> , 2018, 32, 176-189.	1.3	49

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37	An Experimental Study of Scheduling and Duration of "Tier 2" First-Grade Reading Intervention. <i>Journal of Research on Educational Effectiveness</i> , 2011, 4, 208-230.	1.6	48
38	The Cerebellum in Children with Spina Bifida and Chiari II Malformation: Quantitative Volumetrics by Region. <i>Cerebellum</i> , 2010, 9, 240-248.	2.5	46
39	A response to recent reanalyses of the National Reading Panel report: Effects of systematic phonics instruction are practically significant.. <i>Journal of Educational Psychology</i> , 2008, 100, 123-134.	2.9	44
40	Effects of a Multitier Support System on Calculation, Word Problem, and Prealgebraic Performance Among At-Risk Learners. <i>Exceptional Children</i> , 2015, 81, 443-470.	2.2	43
41	The role of cognitive processes, foundational math skill, and calculation accuracy and fluency in word-problem solving versus prealgebraic knowledge.. <i>Developmental Psychology</i> , 2016, 52, 2085-2098.	1.6	43
42	Do Word-Problem Features Differentially Affect Problem Difficulty as a Function of Students' Mathematics Difficulty With and Without Reading Difficulty?. <i>Journal of Learning Disabilities</i> , 2009, 42, 99-110.	2.2	41
43	Determining English Language Learners' Response to Intervention: Questions and Some Answers. <i>Learning Disability Quarterly</i> , 2007, 30, 185-195.	1.3	40
44	One-Year Follow-Up Outcomes of Spanish and English Interventions for English Language Learners at Risk for Reading Problems. <i>American Educational Research Journal</i> , 2009, 46, 744-781.	2.7	40
45	Temporo-parietal Brain Activity as a Longitudinal Predictor of Response to Educational Interventions among Middle School Struggling Readers. <i>Journal of the International Neuropsychological Society</i> , 2011, 17, 875-885.	1.8	38
46	Dynamic task-specific brain network connectivity in children with severe reading difficulties. <i>Neuroscience Letters</i> , 2011, 488, 123-128.	2.1	36
47	Executive Function, Self-Regulated Learning, and Reading Comprehension: A Training Study. <i>Journal of Learning Disabilities</i> , 2017, 50, 450-467.	2.2	36
48	Remediating Computational Deficits at Third Grade: A Randomized Field Trial. <i>Journal of Research on Educational Effectiveness</i> , 2008, 1, 2-32.	1.6	35
49	A Framework for Remediating Number Combination Deficits. <i>Exceptional Children</i> , 2010, 76, 135-156.	2.2	35
50	Evaluation of the Double-Deficit Hypothesis in College Students Referred for Learning Difficulties. <i>Journal of Learning Disabilities</i> , 2005, 38, 29-43.	2.2	31
51	White matter microstructure integrity in relation to reading proficiency. <i>Brain and Language</i> , 2017, 174, 103-111.	1.6	30
52	Functional disruption of the brain mechanism for reading: Effects of comorbidity and task difficulty among children with developmental learning problems.. <i>Neuropsychology</i> , 2011, 25, 520-534.	1.3	29
53	Do processing patterns of strengths and weaknesses predict differential treatment response?. <i>Journal of Educational Psychology</i> , 2016, 108, 898-909.	2.9	28
54	Pictures and words: Spanish and English vocabulary in classrooms.. <i>Journal of Educational Psychology</i> , 2009, 101, 897-911.	2.9	27

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55	Intensive Intervention for Students with Mathematics Disabilities: Seven Principles of Effective Practice. <i>Learning Disability Quarterly</i> , 2008, 31, 79-92.	1.3	27
56	Prediction and Stability of Mathematics Skill and Difficulty. <i>Journal of Learning Disabilities</i> , 2013, 46, 428-443.	2.2	24
57	Sustained attention in children with two etiologies of early hydrocephalus.. <i>Neuropsychology</i> , 2008, 22, 765-775.	1.3	23
58	Predicting development of mathematical word problem solving across the intermediate grades.. <i>Journal of Educational Psychology</i> , 2012, 104, 1083-1093.	2.9	22
59	Examination of Frontal and Parietal Tectocortical Attention Pathways in Spina Bifida Meningomyelocele Using Probabilistic Diffusion Tractography. <i>Brain Connectivity</i> , 2013, 3, 512-522.	1.7	22
60	Prospective and episodic memory in relation to hippocampal volume in adults with spina bifida myelomeningocele.. <i>Neuropsychology</i> , 2015, 29, 92-101.	1.3	22
61	Brain activity in struggling readers before intervention relates to future reading gains. <i>Cortex</i> , 2019, 111, 286-302.	2.4	22
62	Postshunt lateral ventricular volume, white matter integrity, and intellectual outcomes in spina bifida and hydrocephalus. <i>Journal of Neurosurgery: Pediatrics</i> , 2015, 15, 410-419.	1.3	21
63	Control Engagement During Sentence and Inhibition fMRI Tasks in Children With Reading Difficulties. <i>Cerebral Cortex</i> , 2018, 28, 3697-3710.	2.9	21
64	Card Sorting Performance and ADHD Symptomatology in Children and Adolescents with Tourette Syndrome. <i>Journal of Clinical and Experimental Neuropsychology</i> , 2000, 22, 245-256.	1.3	20
65	Executive Functions and Response to Intervention: Identification of Students Struggling With Reading Comprehension. <i>Learning Disability Quarterly</i> , 2019, 42, 17-31.	1.3	20
66	Neuropsychological Concomitants of Calculation Skills in College Students Referred for Learning Difficulties. <i>Developmental Neuropsychology</i> , 2002, 21, 201-218.	1.4	19
67	Child-Level Predictors of Responsiveness to Evidence-Based Mathematics Intervention. <i>Exceptional Children</i> , 2017, 83, 359-377.	2.2	19
68	Neurocognitive predictors of mathematical processing in school-aged children with spina bifida and their typically developing peers: Attention, working memory, and fine motor skills.. <i>Neuropsychology</i> , 2015, 29, 861-873.	1.3	19
69	Attention in spina bifida myelomeningocele: Relations with brain volume and integrity. <i>NeuroImage: Clinical</i> , 2015, 8, 72-78.	2.7	18
70	Long-term cognitive and academic outcomes among pediatric brain tumor survivors treated with proton versus photon radiotherapy. <i>Pediatric Blood and Cancer</i> , 2021, 68, e29125.	1.5	18
71	Engagement of Temporal Lobe Regions Predicts Response to Educational Interventions in Adolescent Struggling Readers. <i>Developmental Neuropsychology</i> , 2011, 36, 869-888.	1.4	17
72	Reliability and Validity of Oral Reading Fluency Median and Mean Scores Among Middle Grade Readers When Using Equated Texts. <i>Reading Psychology</i> , 2012, 33, 133-161.	1.4	17

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73	Anatomical and diffusion MRI of deep gray matter in pediatric spina bifida. <i>NeuroImage: Clinical</i> , 2014, 5, 120-127.	2.7	17
74	Semantic, Executive, and Visuospatial Abilities in Mathematical Reasoning of Referred College Students. <i>Assessment</i> , 2007, 14, 94-104.	3.1	16
75	Reporting of Demographic Variables in Neuropsychological Research: An Update of Oâ€™Bryant et al.’s Trends in the Current Literature. <i>Journal of the International Neuropsychological Society</i> , 2021, 27, 497-507.	1.8	16
76	A test of the cerebellar hypothesis of dyslexia in adequate and inadequate responders to reading intervention. <i>Journal of the International Neuropsychological Society</i> , 2010, 16, 526-536.	1.8	15
77	The Not-So-Simple View of Writing in Struggling Readers/Writers. <i>Reading and Writing Quarterly</i> , 2022, 38, 272-296.	1.4	14
78	Folate Metabolism Gene 5,10-Methylenetetrahydrofolate Reductase (MTHFR) Is Associated with ADHD in Myelomeningocele Patients. <i>PLoS ONE</i> , 2012, 7, e51330.	2.5	14
79	Gray matter integrity within regions of the dorsolateral prefrontal cortical-subcortical network predicts executive function and fine motor dexterity in spina bifida.. <i>Neuropsychology</i> , 2016, 30, 492-501.	1.3	13
80	Psychometric Stability of Nationally Normed and Experimental Decoding and Related Measures in Children with Reading Disability. <i>Journal of Learning Disabilities</i> , 2002, 35, 526-539.	2.2	12
81	Plasticity of Interhemispheric Temporal Lobe White Matter Pathways Due to Early Disruption of Corpus Callosum Development in Spina Bifida. <i>Brain Connectivity</i> , 2016, 6, 238-248.	1.7	12
82	Cognitive, Intervention, and Neuroimaging Perspectives on Executive Function in Children With Reading Disabilities. <i>New Directions for Child and Adolescent Development</i> , 2019, 2019, 25-54.	2.2	12
83	Long-Term Follow-Up of Spanish and English Interventions for First-Grade English Language Learners at Risk for Reading Problems. <i>Journal of Research on Educational Effectiveness</i> , 2008, 1, 179-214.	1.6	11
84	Sustained Attention and Behavioral Ratings of Attention in Struggling Readers. <i>Scientific Studies of Reading</i> , 2021, 25, 436-451.	2.0	11
85	Cognitive control and associated neural correlates in adults with spina bifida myelomeningocele.. <i>Neuropsychology</i> , 2017, 31, 411-423.	1.3	11
86	The Timing and Strength of Regional Brain Activation Associated with Word Recognition in Children with Reading Difficulties. <i>Frontiers in Human Neuroscience</i> , 2011, 5, 45.	2.0	10
87	White and grey matter relations to simple, choice, and cognitive reaction time in spina bifida. <i>Brain Imaging and Behavior</i> , 2016, 10, 238-251.	2.1	10
88	The Structure of Processing Speed in Children and Its Impact on Reading. <i>Journal of Cognition and Development</i> , 2021, 22, 84-107.	1.3	10
89	The Role of Reading Anxiety among Struggling Readers in Fourth and Fifth Grade. <i>Reading and Writing Quarterly</i> , 2021, 37, 382-394.	1.4	10
90	Visual attention and reading: A test of their relation across paradigms. <i>Journal of Experimental Child Psychology</i> , 2022, 214, 105289.	1.4	10

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91	Sleep Problems, Chronotype, and Diurnal Preferences in Children and Adults with Spina Bifida. <i>Journal of Biological Rhythms</i> , 2012, 27, 172-175.	2.6	7
92	Longitudinal algebra prediction for early versus later takers. <i>Journal of Educational Research</i> , 2019, 112, 179-191.	1.6	7
93	The Woodcock Reading Mastery Test. <i>Assessment</i> , 2005, 12, 347-357.	3.1	6
94	Strongâ€Meter and Weakâ€Meter Rhythm Identification in Spina Bifida Meningomyelocele and Volumetric Parcellation of Rhythmâ€Relevant Cerebellar Regions. <i>Annals of the New York Academy of Sciences</i> , 2009, 1169, 84-88.	3.8	6
95	Brain mechanisms for reading and language processing in spina bifida meningomyelocele: A combined magnetic source- and structural magnetic resonance imaging study.. <i>Neuropsychology</i> , 2011, 25, 590-601.	1.3	5
96	Maternal geneâ€micronutrient interactions related to oneâ€carbon metabolism and the risk of myelomeningocele among offspring. <i>Birth Defects Research</i> , 2017, 109, 99-105.	1.5	3
97	Role of Neurocognitive Factors in Academic Fluency for Children and Adults With Spina Bifida Myelomeningocele. <i>Journal of the International Neuropsychological Society</i> , 2019, 25, 249-265.	1.8	3
98	Executive Functioning with the NIH EXAMINER and Inference Making in Struggling Readers. <i>Developmental Neuropsychology</i> , 2021, 46, 213-231.	1.4	3
99	Cognitive predictors of social adjustment in pediatric brain tumor survivors treated with photon versus proton radiation therapy. <i>Pediatric Blood and Cancer</i> , 2022, 69, e29645.	1.5	3
100	Domain general and specific contributions to algebra: A sequenced longitudinal path model. <i>Contemporary Educational Psychology</i> , 2022, 68, 102026.	2.9	2
101	Frontostriatal White Matter Integrity Relations with â€Coolâ€and â€Hotâ€Self-Regulation after Pediatric Traumatic Brain Injury. <i>Journal of Neurotrauma</i> , 2021, 38, 122-132.	3.4	1
102	Characterization of English and Spanish language proficiency among middle school English learners with reading difficulties. <i>Bilingualism</i> , 0, , 1-14.	1.3	1
103	Properties of a combined measure of reading and writing: the Assessment of Writing, Self-Monitoring, and Reading (AWSM Reader). <i>Reading and Writing</i> , 2023, 36, 723-744.	1.7	1