

Teresa Limpo

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/7135053/publications.pdf>

Version: 2024-02-01

42
papers

998
citations

471509

17
h-index

477307

29
g-index

44
all docs

44
docs citations

44
times ranked

636
citing authors

#	ARTICLE	IF	CITATIONS
1	Modeling writing development: Contribution of transcription and self-regulation to Portuguese students' text generation quality.. <i>Journal of Educational Psychology</i> , 2013, 105, 401-413.	2.9	118
2	Progress in Written Language Bursts, Pauses, Transcription, and Written Composition Across Schooling. <i>Scientific Studies of Reading</i> , 2015, 19, 374-391.	2.0	79
3	Acceptance of Mobile Health Applications: Examining Key Determinants and Moderators. <i>Frontiers in Psychology</i> , 2019, 10, 2791.	2.1	69
4	Teaching planning or sentence-combining strategies: Effective SRSD interventions at different levels of written composition. <i>Contemporary Educational Psychology</i> , 2013, 38, 328-341.	2.9	61
5	The impact of promoting transcription on early text production: Effects on bursts and pauses, levels of written language, and writing performance.. <i>Journal of Educational Psychology</i> , 2016, 108, 665-679.	2.9	60
6	Children's high-level writing skills: Development of planning and revising and their contribution to writing quality. <i>British Journal of Educational Psychology</i> , 2014, 84, 177-193.	2.9	59
7	Examining the transcription-writing link: Effects of handwriting fluency and spelling accuracy on writing performance via planning and translating in middle grades. <i>Learning and Individual Differences</i> , 2017, 53, 26-36.	2.7	59
8	Short Scales for the Assessment of Personality Traits: Development and Validation of the Portuguese Ten-Item Personality Inventory (TIPI). <i>Frontiers in Psychology</i> , 2018, 9, 461.	2.1	55
9	Executive functions predict literacy and mathematics achievements: The unique contribution of cognitive flexibility in grades 2, 4, and 6. <i>Child Neuropsychology</i> , 2020, 26, 934-952.	1.3	38
10	Implicit theories of writing and their impact on students' response to a SRSD intervention. <i>British Journal of Educational Psychology</i> , 2014, 84, 571-590.	2.9	33
11	Tailoring Multicomponent Writing Interventions: Effects of Coupling Self-Regulation and Transcription Training. <i>Journal of Learning Disabilities</i> , 2018, 51, 381-398.	2.2	33
12	Effectiveness of automated writing evaluation systems in school settings: A systematic review of studies from 2000 to 2020. <i>Journal of Computer Assisted Learning</i> , 2022, 38, 599-620.	5.1	32
13	Do executive functions contribute to writing quality in beginning writers? A longitudinal study with second graders. <i>Reading and Writing</i> , 2020, 33, 813-833.	1.7	26
14	Reasons to Write in Grade 6 and Their Association With Writing Quality. <i>Frontiers in Psychology</i> , 2019, 10, 2157.	2.1	25
15	Examining Potential Sources of Gender Differences in Writing: The Role of Handwriting Fluency and Self-Efficacy Beliefs. <i>Written Communication</i> , 2018, 35, 448-473.	1.3	24
16	Written Language Bursts Mediate the Relationship Between Transcription Skills and Writing Performance. <i>Written Communication</i> , 2017, 34, 306-332.	1.3	23
17	A Review of Mindfulness-Based Apps for Children. <i>Mindfulness</i> , 2020, 11, 2089-2101.	2.8	22
18	Effects of planning strategies on writing dynamics and final texts. <i>Acta Psychologica</i> , 2018, 188, 97-109.	1.5	17

#	ARTICLE	IF	CITATIONS
19	Development and validation of instruments to measure Portuguese third graders' reasons to write and self-efficacy. <i>Reading and Writing</i> , 2020, 33, 2173-2204.	1.7	16
20	Medir a empatia: Adaptação portuguesa do Índice de Reactividade Interpessoal. <i>Laboratório de Psicologia</i> , 2013, 8, .	0.2	16
21	Promoting handwriting fluency in fifth graders with slow handwriting: a single-subject design study. <i>Reading and Writing</i> , 2018, 31, 1343-1366.	1.7	13
22	Development of a short measure of writing apprehension: Validity evidence and association with writing frequency, process, and performance. <i>Learning and Instruction</i> , 2018, 58, 115-125.	3.2	13
23	Portuguese spelling in primary grades: complexity, length and lexicality effects. <i>Reading and Writing</i> , 2020, 33, 1325-1349.	1.7	12
24	Promoting Third Graders' Executive Functions and Literacy: A Pilot Study Examining the Benefits of Mindfulness vs. Relaxation Training. <i>Frontiers in Psychology</i> , 2021, 12, 643794.	2.1	10
25	Promoting transcription in third-grade classrooms: Effects on handwriting and spelling skills, composing, and motivation. <i>Contemporary Educational Psychology</i> , 2020, 61, 101856.	2.9	9
26	Spelling Performance of Portuguese Children: Comparison Between Grade Level, Misspelling Type, and Assessment Task. <i>Frontiers in Psychology</i> , 2020, 11, 547.	2.1	9
27	Exploring the Effects of Meditation Techniques Used by Mindfulness-Based Programs on the Cognitive, Social-Emotional, and Academic Skills of Children: A Systematic Review. <i>Frontiers in Psychology</i> , 2021, 12, 660650.	2.1	9
28	THE ROLE OF HANDWRITING INSTRUCTION IN WRITERS' EDUCATION. <i>British Journal of Educational Studies</i> , 2020, 68, 311-329.	1.3	8
29	The role of transcription and executive functions in writing: a longitudinal study in the transition from primary to intermediate Grades. <i>Reading and Writing</i> , 2022, 35, 1911-1932.	1.7	8
30	Mindful Acceptance Predicts Writing Achievement in 6th-Graders. <i>Journal of Research in Childhood Education</i> , 2022, 36, 346-362.	1.0	6
31	Individual Factors that Influence the Acceptance of Mobile Health Apps: The Role of Age, Gender, and Personality Traits. <i>Communications in Computer and Information Science</i> , 2019, , 167-179.	0.5	4
32	The link between executive functions and literacy: introduction. <i>Reading and Writing</i> , 2020, 33, 807-812.	1.7	4
33	Measuring Sports' Perceived Benefits and Aggression-Related Risks: Karate vs. Football. <i>Frontiers in Psychology</i> , 2020, 11, 625219.	2.1	4
34	The Contribution of Word-, Sentence-, and Discourse-Level Abilities on Writing Performance: A 3-Year Longitudinal Study. <i>Frontiers in Psychology</i> , 2021, 12, 668139.	2.1	4
35	Introduction to Reading-Writing Connections: The Integration Roads Ahead. <i>Literacy Studies</i> , 2020, , 1-7.	0.3	4
36	Validation of the Comprehensive Inventory of Mindfulness Experiences (CHIME) in Portuguese Children. <i>Mindfulness</i> , 2022, 13, 1692-1705.	2.8	4

#	ARTICLE	IF	CITATIONS
37	Teaching Reading Comprehension in Portuguese Primary and Middle Schools. <i>Technology, Knowledge and Learning</i> , 2021, 26, 339-354.	4.9	3
38	Análisis de una encuesta sobre la enseñanza de la escritura en la educación obligatoria: prácticas y variables del profesorado. <i>Revista Espanola De Pedagogia</i> , 2021, 79, .	0.2	3
39	Testing the effectiveness of handwriting interventions: introduction to the special issue. <i>Reading and Writing</i> , 2018, 31, 1249-1253.	1.7	2
40	Editorial: Spelling Across Orthographies. <i>Frontiers in Psychology</i> , 2021, 12, 700604.	2.1	2
41	Effects of Age, Gender, and Personality on Individuals' Behavioral Intention to Use Health Applications. , 2018, , .		2
42	Anxiety in Heart Failure Patients: Its Association with Depression, Cognition, Personality, and Quality of Life. <i>Trends in Psychology</i> , 2021, 29, 204-221.	1.2	0