

Teresa Limpo

List of Publications by Year in descending order

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

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42
papers

998
citations

535685

17
h-index

536525

29
g-index

44
all docs

44
docs citations

44
times ranked

695
citing authors

#	ARTICLE	IF	CITATIONS
1	Mindful Acceptance Predicts Writing Achievement in 6th-Graders. <i>Journal of Research in Childhood Education</i> , 2022, 36, 346-362.	0.6	6
2	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.	3.3	32
3	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.	1.0	8
4	Validation of the Comprehensive Inventory of Mindfulness Experiences (CHIME) in Portuguese Children. <i>Mindfulness</i> , 2022, 13, 1692-1705.	1.6	4
5	Teaching Reading Comprehension in Portuguese Primary and Middle Schools. <i>Technology, Knowledge and Learning</i> , 2021, 26, 339-354.	3.1	3
6	Anxiety in Heart Failure Patients: Its Association with Depression, Cognition, Personality, and Quality of Life. <i>Trends in Psychology</i> , 2021, 29, 204-221.	0.7	0
7	Análisis de una encuesta sobre la enseñanza de la escritura en la educación obligatoria: prácticas y variables del profesorado. <i>Revista Española De Pedagogía</i> , 2021, 79, .	0.7	3
8	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.	1.1	10
9	Editorial: Spelling Across Orthographies. <i>Frontiers in Psychology</i> , 2021, 12, 700604.	1.1	2
10	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.	1.1	4
11	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.	1.1	9
12	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.	1.0	26
13	Portuguese spelling in primary grades: complexity, length and lexicality effects. <i>Reading and Writing</i> , 2020, 33, 1325-1349.	1.0	12
14	THE ROLE OF HANDWRITING INSTRUCTION IN WRITERS' EDUCATION. <i>British Journal of Educational Studies</i> , 2020, 68, 311-329.	0.9	8
15	Promoting transcription in third-grade classrooms: Effects on handwriting and spelling skills, composing, and motivation. <i>Contemporary Educational Psychology</i> , 2020, 61, 101856.	1.6	9
16	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.	0.8	38
17	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.	1.0	16
18	The link between executive functions and literacy: introduction. <i>Reading and Writing</i> , 2020, 33, 807-812.	1.0	4

#	ARTICLE	IF	CITATIONS
19	Spelling Performance of Portuguese Children: Comparison Between Grade Level, Misspelling Type, and Assessment Task. <i>Frontiers in Psychology</i> , 2020, 11, 547.	1.1	9
20	Measuring Sportsâ€™ Perceived Benefits and Aggression-Related Risks: Karate vs. Football. <i>Frontiers in Psychology</i> , 2020, 11, 625219.	1.1	4
21	Introduction to Reading-Writing Connections: The Integration Roads Ahead. <i>Literacy Studies</i> , 2020, , 1-7.	0.2	4
22	A Review of Mindfulness-Based Apps for Children. <i>Mindfulness</i> , 2020, 11, 2089-2101.	1.6	22
23	Reasons to Write in Grade 6 and Their Association With Writing Quality. <i>Frontiers in Psychology</i> , 2019, 10, 2157.	1.1	25
24	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.	0.4	4
25	Acceptance of Mobile Health Applications: Examining Key Determinants and Moderators. <i>Frontiers in Psychology</i> , 2019, 10, 2791.	1.1	69
26	Promoting handwriting fluency in fifth graders with slow handwriting: a single-subject design study. <i>Reading and Writing</i> , 2018, 31, 1343-1366.	1.0	13
27	Tailoring Multicomponent Writing Interventions: Effects of Coupling Self-Regulation and Transcription Training. <i>Journal of Learning Disabilities</i> , 2018, 51, 381-398.	1.5	33
28	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.	0.7	24
29	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.	1.1	55
30	Testing the effectiveness of handwriting interventions: introduction to the special issue. <i>Reading and Writing</i> , 2018, 31, 1249-1253.	1.0	2
31	Effects of planning strategies on writing dynamics and final texts. <i>Acta Psychologica</i> , 2018, 188, 97-109.	0.7	17
32	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.	1.9	13
33	Effects of Age, Gender, and Personality on Individualsâ€™ Behavioral Intention to Use Health Applications. , 2018, , .		2
34	Written Language Bursts Mediate the Relationship Between Transcription Skills and Writing Performance. <i>Written Communication</i> , 2017, 34, 306-332.	0.7	23
35	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.	1.5	59
36	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.	2.1	60

#	ARTICLE	IF	CITATIONS
37	Progress in Written Language Bursts, Pauses, Transcription, and Written Composition Across Schooling. <i>Scientific Studies of Reading</i> , 2015, 19, 374-391.	1.3	79
38	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.	1.6	59
39	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.	1.6	33
40	Teaching planning or sentence-combining strategies: Effective SRSD interventions at different levels of written composition. <i>Contemporary Educational Psychology</i> , 2013, 38, 328-341.	1.6	61
41	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.	2.1	118
42	Medir a empatia: Adapta�o portuguesa do �ndice de Reactividade Interpessoal. <i>Laborat�rio De Psicologia</i> , 2013, 8, .	0.2	16