

Gina Conti-Ramsden

List of Publications by Year in Descending Order

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

117
papers

5,905
citations

40
h-index

75
g-index

117
ext. papers

6,620
ext. citations

3.3
avg, IF

6.07
L-index

#	Paper	IF	Citations
117	Developmental language disorders and risk of recidivism among young offenders. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2021 , 62, 396-403	7.9	7
116	Pathways from the early language and communication environment to literacy outcomes at the end of primary school; the roles of language development and social development. <i>Oxford Review of Education</i> , 2021 , 47, 260-283	1.6	5
115	The neural basis of nonword repetition in children with developmental speech or language disorder: An fMRI study. <i>Neuropsychologia</i> , 2020 , 138, 107312	3.2	5
114	Play and prosociality are associated with fewer externalizing problems in children with developmental language disorder: The role of early language and communication environment. <i>International Journal of Language and Communication Disorders</i> , 2020 , 55, 583-602	2.9	5
113	What predicts nonword repetition performance?. <i>Child Neuropsychology</i> , 2020 , 26, 518-533	2.7	4
112	Psycholinguistic and socioemotional characteristics of young offenders: Do language abilities and gender matter?. <i>Legal and Criminological Psychology</i> , 2019 , 24, 195-214	1.7	9
111	Do emotional difficulties and peer problems occur together from childhood to adolescence? The case of children with a history of developmental language disorder (DLD). <i>European Child and Adolescent Psychiatry</i> , 2019 , 28, 993-1004	5.5	22
110	Using Polygenic Profiles to Predict Variation in Language and Psychosocial Outcomes in Early and Middle Childhood. <i>Journal of Speech, Language, and Hearing Research</i> , 2019 , 62, 3381-3396	2.8	20
109	A Brain Marker for Developmental Speech Disorders. <i>Journal of Pediatrics</i> , 2018 , 198, 234-239.e1	3.6	13
108	Altered gray matter volumes in language-associated regions in children with developmental language disorder and speech sound disorder. <i>Developmental Psychobiology</i> , 2018 , 60, 814-824	3	7
107	Education and employment outcomes of young adults with a history of developmental language disorder. <i>International Journal of Language and Communication Disorders</i> , 2018 , 53, 237-255	2.9	80
106	More or less likely to offend? Young adults with a history of identified developmental language disorders. <i>International Journal of Language and Communication Disorders</i> , 2018 , 53, 256-270	2.9	18
105	Financial capability and functional financial literacy in young adults with developmental language disorder. <i>Autism and Developmental Language Impairments</i> , 2018 , 3, 2396941518794500	1.8	4
104	Prosociality from early adolescence to young adulthood: A longitudinal study of individuals with a history of language impairment. <i>Research in Developmental Disabilities</i> , 2017 , 62, 148-159	2.7	23
103	Social Confidence in Early Adulthood Among Young People With and Without a History of Language Impairment. <i>Journal of Speech, Language, and Hearing Research</i> , 2017 , 60, 1635-1647	2.8	27
102	Developmental Language Disorder 2017 , 307-313		3
101	Depression and Anxiety Change from Adolescence to Adulthood in Individuals with and without Language Impairment. <i>PLoS ONE</i> , 2016 , 11, e0156678	3.7	25

100	Conduct problems co-occur with hyperactivity in children with language impairment: A longitudinal study from childhood to adolescence. <i>Autism and Developmental Language Impairments</i> , 2016 , 1, 239-694	1.8	15
99	Health, employment and relationships: Correlates of personal wellbeing in young adults with and without a history of childhood language impairment. <i>Social Science and Medicine</i> , 2016 , 160, 20-8	5.1	17
98	Learning to drive in young adults with language impairment. <i>Transportation Research Part F: Traffic Psychology and Behaviour</i> , 2016 , 42, 195-204	4.5	2
97	Emotional health, support, and self-efficacy in young adults with a history of language impairment. <i>British Journal of Developmental Psychology</i> , 2016 , 34, 538-554	2	23
96	Core subjects at the end of primary school: identifying and explaining relative strengths of children with specific language impairment (SLI). <i>International Journal of Language and Communication Disorders</i> , 2015 , 50, 226-40	2.9	23
95	Language Impairment and Adolescent Outcomes 2015 , 407-439		4
94	What Factors Influence Language Impairment? Considering Resilience as well as Risk. <i>Folia Phoniatrica Et Logopaedica</i> , 2015 , 67, 293-9	1.5	19
93	The relation between receptive grammar and procedural, declarative, and working memory in specific language impairment. <i>Frontiers in Psychology</i> , 2015 , 6, 1090	3.4	39
92	Verbal declarative memory impairments in specific language impairment are related to working memory deficits. <i>Brain and Language</i> , 2015 , 142, 76-85	2.9	29
91	Homozygous microdeletion of exon 5 in ZNF277 in a girl with specific language impairment. <i>European Journal of Human Genetics</i> , 2014 , 22, 1165-71	5.3	22
90	Turn off or tune in? What advice can SLTs, educational psychologists and teachers provide about uses of new media and children with language impairments?. <i>Child Language Teaching and Therapy</i> , 2014 , 30, 187-205	0.9	8
89	Specific Language Impairment (SLI): The Internet Ralli Campaign to Raise Awareness of SLI. <i>Psychology of Language and Communication</i> , 2014 , 18, 143-148	0.4	8
88	Longitudinal trajectories of peer relations in children with specific language impairment. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2014 , 55, 516-27	7.9	71
87	Procedural learning deficits in specific language impairment (SLI): a meta-analysis of serial reaction time task performance. <i>Cortex</i> , 2014 , 51, 1-10	3.8	130
86	Toma de conciencia sobre los trastornos específicos del lenguaje: la campaña RALLI en Internet. <i>Revista De Logopedia, Foniatria Y Audiologia</i> , 2013 , 33, 51-54	0.4	3
85	Adolescents with a history of specific language impairment (SLI): strengths and difficulties in social, emotional and behavioral functioning. <i>Research in Developmental Disabilities</i> , 2013 , 34, 4161-9	2.7	109
84	Communication and social deficits in relatives of individuals with SLI and relatives of individuals with ASD. <i>Journal of Autism and Developmental Disorders</i> , 2013 , 43, 156-67	4.6	14
83	Raising awareness of specific language impairment: The RALLI Internet campaign. <i>Revista De Logopedia, Foniatria Y Audiologia</i> , 2013 , 33, e1-e3	0.4	0

82	Long-term memory: A review and meta-analysis of studies of declarative and procedural memory in specific language impairment. <i>Topics in Language Disorders</i> , 2013 , 33, 282-297	1.3	31
81	Commentary: Increased risk of later emotional and behavioural problems in children with SLI—reflections on Yew and O'Keefe (2013). <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2013 , 54, 525-6	7.9	17
80	Memory and language in middle childhood in individuals with a history of specific language impairment. <i>PLoS ONE</i> , 2013 , 8, e56314	3.7	29
79	Severity of specific language impairment predicts delayed development in number skills. <i>Frontiers in Psychology</i> , 2013 , 4, 581	3.4	24
78	Functional outcomes of adolescents with a history of specific language impairment (SLI) with and without autistic symptomatology. <i>Journal of Autism and Developmental Disorders</i> , 2012 , 42, 123-38	4.6	20
77	Language development and assessment in the preschool period. <i>Neuropsychology Review</i> , 2012 , 22, 384-401	7.7	78
76	Working, declarative and procedural memory in specific language impairment. <i>Cortex</i> , 2012 , 48, 1138-54	3.8	211
75	Developmental trajectories of verbal and nonverbal skills in individuals with a history of specific language impairment: from childhood to adolescence. <i>Journal of Speech, Language, and Hearing Research</i> , 2012 , 55, 1716-35	2.8	110
74	The messages they send: e-mail use by adolescents with and without a history of specific language impairment (SLI). <i>International Journal of Language and Communication Disorders</i> , 2012 , 47, 217-28	2.9	5
73	Postschool educational and employment experiences of young people with specific language impairment. <i>Language, Speech, and Hearing Services in Schools</i> , 2012 , 43, 507-20	2.3	50
72	School-Age Prework Experiences of Young People With a History of Specific Language Impairment. <i>Journal of Special Education</i> , 2012 , 45, 242-255	1.4	10
71	RALLI: An internet campaign for raising awareness of language learning impairments. <i>Child Language Teaching and Therapy</i> , 2012 , 28, 259-262	0.9	23
70	Frequency of educational computer use as a longitudinal predictor of educational outcome in young people with specific language impairment. <i>PLoS ONE</i> , 2012 , 7, e52194	3.7	4
69	Social stress in young people with specific language impairment. <i>Journal of Adolescence</i> , 2011 , 34, 421-31	3.4	34
68	Specific Language Impairment 2011 , 180-185		6
67	Changes in emotional health symptoms in adolescents with specific language impairment. <i>International Journal of Language and Communication Disorders</i> , 2011 , 46, 641-656	2.9	35
66	A longitudinal study of behavioral, emotional and social difficulties in individuals with a history of specific language impairment (SLI). <i>Journal of Communication Disorders</i> , 2011 , 44, 186-99	1.9	226
65	Close relationships in adolescents with and without a history of specific language impairment. <i>Language, Speech, and Hearing Services in Schools</i> , 2011 , 42, 41-51	2.3	24

64	The PTT-20: UK normative data for 5- to 11-year-olds on a 20-item past-tense task. <i>International Journal of Language and Communication Disorders</i> , 2011 , 46, 243-8	2.9	3
63	Young people with specific language impairment: A review of social and emotional functioning in adolescence. <i>Child Language Teaching and Therapy</i> , 2010 , 26, 105-121	0.9	98
62	Computer anxiety: A comparison of adolescents with and without a history of specific language impairment (SLI). <i>Computers and Education</i> , 2010 , 54, 136-145	9.5	29
61	Language and social factors in the use of cell phone technology by adolescents with and without specific language impairment (SLI). <i>Journal of Speech, Language, and Hearing Research</i> , 2010 , 53, 196-208 ^{2.8}		17
60	Growth of reading skills in children with a history of specific language impairment: the role of autistic symptomatology and language-related abilities. <i>British Journal of Developmental Psychology</i> , 2010 , 28, 109-31	2	32
59	Longitudinal study of declarative and procedural memory in primary school-aged children. <i>Australian Journal of Psychology</i> , 2010 , 62, 139-148	2.3	19
58	Procedural and declarative memory in children with and without specific language impairment. <i>International Journal of Language and Communication Disorders</i> , 2010 , 45, 96-107	2.9	93
57	Computer-mediated communication in adolescents with and without a history of specific language impairment (SLI). <i>Computers in Human Behavior</i> , 2010 , 26, 176-185	7.7	6
56	The field of language impairment is growing up. <i>Child Language Teaching and Therapy</i> , 2009 , 25, 166-168 ^{0.9}		11
55	Loss of language in early development of autism and specific language impairment. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2009 , 50, 843-52	7.9	86
54	Specific language impairment and school outcomes. II: Educational context, student satisfaction, and post-compulsory progress. <i>International Journal of Language and Communication Disorders</i> , 2009 , 44, 36-55	2.9	43
53	Specific language impairment and school outcomes. I: identifying and explaining variability at the end of compulsory education. <i>International Journal of Language and Communication Disorders</i> , 2009 , 44, 15-35	2.9	128
52	Educational and interpersonal uses of home computers by adolescents with and without specific language impairment. <i>British Journal of Developmental Psychology</i> , 2009 , 27, 197-217	2	20
51	CMIP and ATP2C2 modulate phonological short-term memory in language impairment. <i>American Journal of Human Genetics</i> , 2009 , 85, 264-72	11	142
50	Emotional health in adolescents with and without a history of specific language impairment (SLI). <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2008 , 49, 516-25	7.9	144
49	Self-esteem, shyness, and sociability in adolescents with specific language impairment (SLI). <i>Journal of Speech, Language, and Hearing Research</i> , 2008 , 51, 938-52	2.8	74
48	Parental perspectives during the transition to adulthood of adolescents with a history of specific language impairment (SLI). <i>Journal of Speech, Language, and Hearing Research</i> , 2008 , 51, 84-96	2.8	24
47	Language and independence in adolescents with and without a history of specific language impairment (SLI). <i>Journal of Speech, Language, and Hearing Research</i> , 2008 , 51, 70-83	2.8	50

46	The role of language, social cognition, and social skill in the functional social outcomes of young adolescents with and without a history of SLI. <i>British Journal of Developmental Psychology</i> , 2008 , 26, 281-300	2.9	70
45	Contribution of phonological and broader language skills to literacy. <i>International Journal of Language and Communication Disorders</i> , 2008 , 43, 552-69	2.9	20
44	Phonological short-term memory, language and literacy: developmental relationships in early adolescence in young people with SLI. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2007 , 48, 147-56	7.9	62
43	Language, social behavior, and the quality of friendships in adolescents with and without a history of specific language impairment. <i>Child Development</i> , 2007 , 78, 1441-57	4.9	218
42	Autism, primary pragmatic difficulties, and specific language impairment: can we distinguish them using psycholinguistic markers?. <i>Developmental Medicine and Child Neurology</i> , 2007 , 45, 515-524	3.3	80
41	Narrative in adolescent specific language impairment (SLI): a comparison with peers across two different narrative genres. <i>International Journal of Language and Communication Disorders</i> , 2007 , 42, 583-605	2.9	62
40	Evidence of reading difficulty in subgroups of children with specific language impairment. <i>Child Language Teaching and Therapy</i> , 2006 , 22, 315-331	0.9	30
39	Estimating familial loading in SLI: a comparison of direct assessment versus parental interview. <i>Journal of Speech, Language, and Hearing Research</i> , 2006 , 49, 88-101	2.8	24
38	The characteristics and concerns of mothers of adolescents with a history of SLI. <i>Child Language Teaching and Therapy</i> , 2006 , 22, 177-196	0.9	10
37	The prevalence of autistic spectrum disorders in adolescents with a history of specific language impairment (SLI). <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2006 , 47, 621-8	7.9	90
36	Cognitive abilities in children with specific language impairment: consideration of visuo-spatial skills. <i>International Journal of Language and Communication Disorders</i> , 2005 , 40, 137-49	2.9	59
35	Social difficulties and victimization in children with SLI at 11 years of age. <i>Journal of Speech, Language, and Hearing Research</i> , 2004 , 47, 145-61	2.8	236
34	Bullying risks of 11-year-old children with specific language impairment (SLI): does school placement matter?. <i>International Journal of Language and Communication Disorders</i> , 2003 , 38, 1-12	2.9	69
33	Processing and linguistic markers in young children with specific language impairment (SLI). <i>Journal of Speech, Language, and Hearing Research</i> , 2003 , 46, 1029-37	2.8	182
32	Autism, primary pragmatic difficulties, and specific language impairment: can we distinguish them using psycholinguistic markers?. <i>Developmental Medicine and Child Neurology</i> , 2003 , 45, 515-24	3.3	28
31	Focus on Practice: Educational placements and National Curriculum Key Stage 2 test outcomes of children with a history of specific language impairment. <i>British Journal of Special Education</i> , 2002 , 29, 76-82	0.9	12
30	Productivity with word order and morphology: a comparative look at children with SLI and children with normal language abilities. <i>International Journal of Language and Communication Disorders</i> , 2002 , 37, 17-30	2.9	17
29	Different school placements following language unit attendance: which factors affect language outcome?. <i>International Journal of Language and Communication Disorders</i> , 2002 , 37, 185-95	2.9	8

28	Non-word repetition and grammatical morphology: normative data for children in their final year of primary school. <i>International Journal of Language and Communication Disorders</i> , 2001 , 36, 395-404	2.9	18
27	Non-word repetition and language development in children with specific language impairment (SLI). <i>International Journal of Language and Communication Disorders</i> , 2001 , 36, 421-32	2.9	124
26	Follow-up of children attending infant language units: outcomes at 11 years of age. <i>International Journal of Language and Communication Disorders</i> , 2001 , 36, 207-219	2.9	8
25	Psycholinguistic markers for specific language impairment (SLI). <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2001 , 42, 741-8	7.9	557
24	Predicting pathways of specific language impairment: what differentiates good and poor outcome?. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2001 , 42, 1013-20	7.9	47
23	Follow-up of children attending infant language units: outcomes at 11 years of age. <i>International Journal of Language and Communication Disorders</i> , 2001 , 36, 207-219	2.9	109
22	L. B. ADAMSON & M. A. ROMSKI (editors), Communication and language acquisition: discoveries from atypical development. Baltimore/London: Paul Brooks Publishing Co, 1997. Pp. xvi+336.. <i>Journal of Child Language</i> , 1999 , 26, 491-504	2.3	
21	Classification of children with specific language impairment: longitudinal considerations. <i>Journal of Speech, Language, and Hearing Research</i> , 1999 , 42, 1195-204	2.8	215
20	Pragmatic Language Impairment without Autism: The Children in Question. <i>Autism</i> , 1999 , 3, 371-396	6.6	75
19	Characteristics of children attending language units in England: a national study of 7-year-olds. <i>International Journal of Language and Communication Disorders</i> , 1999 , 34, 359-66	2.9	66
18	Educational transitions of 7-year-old children with SLI in language units: a longitudinal study. <i>International Journal of Language and Communication Disorders</i> , 1998 , 33, 177-97; discussion 198-207	2.9	21
17	Educational transitions from a clinical perspective: a reply to commentaries. <i>International Journal of Language and Communication Disorders</i> , 1998 , 33, 215-219	2.9	1
16	The extent to which psychometric tests differentiate subgroups of children with SLI. <i>Journal of Speech, Language, and Hearing Research</i> , 1997 , 40, 765-77	2.8	230
15	Verb use in specific language impairment. <i>Journal of Speech, Language, and Hearing Research</i> , 1997 , 40, 1298-313	2.8	129
14	Bilingualism and specific language impairment in children attending language units. <i>International Journal of Language and Communication Disorders</i> , 1997 , 32, 267-76	2.9	40
13	Children with Speech and Language Difficulties: Issues in Identification and Intervention. <i>Journal of Clinical Speech & Language Studies</i> , 1996 , 6, 49-64		
12	Contingency and breakdown: children with SLI and their conversations with mothers and fathers. <i>Journal of Speech, Language, and Hearing Research</i> , 1995 , 38, 1290-302	2.8	43
11	Transitions from the Clinic to School: The Changing Picture of Specific Language Impaired Children from Pre-School to School Age. <i>Journal of Clinical Speech & Language Studies</i> , 1995 , 5, 1-11		3

10	Maternal speech to their offspring: SLI children and their younger siblings. <i>Scandinavian Journal of Logopedics & Phoniatics</i> , 1994 , 19, 11-17		3
9	Conversational interaction and decision-making in children with specific language impairment. <i>International Journal of Language and Communication Disorders</i> , 1993 , 28, 141-52	2.9	11
8	Characteristics of children with specific language impairment attending language units. <i>International Journal of Language and Communication Disorders</i> , 1992 , 27, 325-42	2.9	7
7	Mother-child interactions with language-impaired children and their siblings. <i>International Journal of Language and Communication Disorders</i> , 1991 , 26, 337-54	2.9	26
6	Teacher-pupil talk: integrated vs segregated environments for children with severe learning difficulties. <i>International Journal of Language and Communication Disorders</i> , 1990 , 25, 1-15	2.9	5
5	Maternal recasts and other contingent replies to language-impaired children. <i>The Journal of Speech and Hearing Disorders</i> , 1990 , 55, 262-74		102
4	Stephen Von Tetzchner, Linda S. Siegel & Lars Smith (eds), The social and cognitive aspects of normal and atypical language development. New York: Springer-Verlag, 1989 Pp. xvi + 182.. <i>Journal of Child Language</i> , 1990 , 17, 728-729	2.3	
3	Language-impaired children's comprehension of active versus passive sentences. <i>International Journal of Language and Communication Disorders</i> , 1988 , 23, 229-43	2.9	9
2	Schiefelbusch Richard L. (ed.), Language competence, assessment and intervention. London: Taylor & Francis, 1986. Pp. xvii + 293.. <i>Journal of Child Language</i> , 1987 , 14, 195-197	2.3	
1	Mother-child dialogues: considerations of cognitive complexity for young language learning children. <i>International Journal of Language and Communication Disorders</i> , 1986 , 21, 245-55	2.9	10