

Jessica R Logan

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8671508/publications.pdf>

Version: 2024-02-01

97
papers

2,277
citations

201385

27
h-index

301761

39
g-index

99
all docs

99
docs citations

99
times ranked

2123
citing authors

#	ARTICLE	IF	CITATIONS
1	Quantile Regression in the Study of Developmental Sciences. <i>Child Development</i> , 2014, 85, 861-881.	1.7	84
2	Peer Effects in Early Childhood Education. <i>Psychological Science</i> , 2014, 25, 1722-1729.	1.8	81
3	The nonlinear relations of the approximate number system and mathematical language to early mathematics development.. <i>Developmental Psychology</i> , 2015, 51, 1717-1724.	1.2	77
4	Rapid serial naming and reading ability: the role of lexical access. <i>Reading and Writing</i> , 2011, 24, 1-25.	1.0	75
5	Early childhood educators' knowledge, beliefs, education, experiences, and children's language- and literacy-learning opportunities: What is the connection?. <i>Early Childhood Research Quarterly</i> , 2016, 36, 281-294.	1.6	71
6	When Children Are Not Read to at Home: The Million Word Gap. <i>Journal of Developmental and Behavioral Pediatrics</i> , 2019, 40, 383-386.	0.6	70
7	Why children differ in motivation to learn: Insights from over 13,000 twins from 6 countries. <i>Personality and Individual Differences</i> , 2015, 80, 51-63.	1.6	67
8	Why do early mathematics skills predict later reading? The role of mathematical language.. <i>Developmental Psychology</i> , 2017, 53, 1633-1642.	1.2	67
9	Emergent literacy profiles among prekindergarten children from low-SES backgrounds: Longitudinal considerations. <i>Early Childhood Research Quarterly</i> , 2013, 28, 608-620.	1.6	58
10	Comparing Emergent-Literacy Skills and Home-Literacy Environment of Children With Autism and Their Peers. <i>Topics in Early Childhood Special Education</i> , 2014, 34, 142-153.	1.5	58
11	SKIPing with teachers: an early years motor skill intervention. <i>Physical Education and Sport Pedagogy</i> , 2017, 22, 270-282.	1.8	53
12	Math Fluency Is Etiologically Distinct From Untimed Math Performance, Decoding Fluency, and Untimed Reading Performance. <i>Journal of Learning Disabilities</i> , 2012, 45, 371-381.	1.5	52
13	A latent profile analysis of math achievement, numerosity, and math anxiety in twins.. <i>Journal of Educational Psychology</i> , 2016, 108, 181-193.	2.1	52
14	Reading Development in Young Children: Genetic and Environmental Influences. <i>Child Development</i> , 2013, 84, 2131-2144.	1.7	49
15	Pressure points in reading comprehension: A quantile multiple regression analysis.. <i>Journal of Educational Psychology</i> , 2017, 109, 451-464.	2.1	48
16	Emergent Literacy Intervention for Prekindergarteners at Risk for Reading Failure. <i>Journal of Learning Disabilities</i> , 2009, 42, 336-355.	1.5	44
17	SKIPing With Head Start Teachers: Influence of T-SKIP on Object-Control Skills. <i>Research Quarterly for Exercise and Sport</i> , 2017, 88, 479-491.	0.8	43
18	Genetic and environmental influences on the growth of early reading skills. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2010, 51, 660-667.	3.1	40

#	ARTICLE	IF	CITATIONS
19	Designing Caregiver-Implemented Shared-Reading Interventions to Overcome Implementation Barriers. <i>Journal of Speech, Language, and Hearing Research</i> , 2015, 58, S1851-63.	0.7	40
20	Professional development for early childhood educators: Efforts to improve math and science learning opportunities in early childhood classrooms.. <i>Journal of Educational Psychology</i> , 2015, 107, 407-422.	2.1	40
21	When do preschoolers learn specific mathematics skills? Mapping the development of early numeracy knowledge. <i>Journal of Experimental Child Psychology</i> , 2020, 195, 104846.	0.7	40
22	Improved soil biological health increases corn grain yield in N fertilized systems across the Corn Belt. <i>Scientific Reports</i> , 2020, 10, 3917.	1.6	38
23	Print-Focused Read-Alouds in Early Childhood Special Education Programs. <i>Exceptional Children</i> , 2015, 81, 292-311.	1.4	37
24	Exploring how nature and nurture affect the development of reading: An analysis of the Florida Twin Project on Reading.. <i>Developmental Psychology</i> , 2013, 49, 1971-1981.	1.2	33
25	Integration of literacy into speech-language therapy: A descriptive analysis of treatment practices. <i>Journal of Communication Disorders</i> , 2014, 47, 34-46.	0.8	33
26	Examining Quality in Two Preschool Settings: Publicly Funded Early Childhood Education and Inclusive Early Childhood Education Classrooms. <i>Child and Youth Care Forum</i> , 2016, 45, 829-849.	0.9	30
27	Influences on the congruence between parents'™ and teachers'™ ratings of young children's social skills and problem behaviors. <i>Early Childhood Research Quarterly</i> , 2013, 28, 144-152.	1.6	29
28	Children'™s Attendance Rates and Quality of Teacher-Child Interactions in At-Risk Preschool Classrooms: Contribution to Children'™s Expressive Language Growth. <i>Child and Youth Care Forum</i> , 2011, 40, 457-477.	0.9	28
29	Relations among home literacy environment, child characteristics and print knowledge for preschool children with language impairment. <i>Journal of Research in Reading</i> , 2014, 37, 65-83.	1.0	28
30	Empirically Based Profiles of the Early Literacy Skills of Children With Language Impairment in Early Childhood Special Education. <i>Journal of Learning Disabilities</i> , 2015, 48, 482-494.	1.5	28
31	Staff Practices and Social Skill Outcomes in a Sport-Based Youth Program. <i>Journal of Applied Sport Psychology</i> , 2017, 29, 59-74.	1.4	28
32	Quality of language intervention provided to primary-grade students with language impairment. <i>Journal of Communication Disorders</i> , 2014, 49, 13-24.	0.8	25
33	Association Between Television Viewing and Parent-Child Reading in the Early Home Environment. <i>Journal of Developmental and Behavioral Pediatrics</i> , 2017, 38, 521-527.	0.6	25
34	School profiles of at-risk student concentration: Differential growth in oral reading fluency. <i>Journal of School Psychology</i> , 2010, 48, 163-186.	1.5	23
35	Intensity of language treatment: contribution to children's language outcomes. <i>International Journal of Language and Communication Disorders</i> , 2017, 52, 155-167.	0.7	23
36	Relations of Maternal Depression and Parenting Self-Efficacy to the Self-Regulation of Infants in Low-Income Homes. <i>Journal of Child and Family Studies</i> , 2020, 29, 2330-2341.	0.7	23

#	ARTICLE	IF	CITATIONS
37	Component processes in reading: shared and unique variance in serial and isolated naming speed. <i>Reading and Writing</i> , 2014, 27, 905-922.	1.0	22
38	Establishing Language Benchmarks for Children With Typically Developing Language and Children With Language Impairment. <i>Journal of Speech, Language, and Hearing Research</i> , 2017, 60, 364-378.	0.7	21
39	Improving Reading Comprehension in the Primary Grades: Mediated Effects of a Language-Focused Classroom Intervention. <i>Journal of Speech, Language, and Hearing Research</i> , 2019, 62, 2812-2828.	0.7	20
40	Heritability Across the Distribution: An Application of Quantile Regression. <i>Behavior Genetics</i> , 2012, 42, 256-267.	1.4	19
41	School readiness of children with language impairment: predicting literacy skills from pre-literacy and social-behavioural dimensions. <i>International Journal of Language and Communication Disorders</i> , 2016, 51, 148-161.	0.7	19
42	The preschool classroom linguistic environment: Children's first-person experiences. <i>PLoS ONE</i> , 2019, 14, e0220227.	1.1	19
43	The early writing skills of children identified as at-risk for literacy difficulties. <i>Early Childhood Research Quarterly</i> , 2020, 51, 392-402.	1.6	19
44	Impact of Prematurity on Language Skills at School Age. <i>Journal of Speech, Language, and Hearing Research</i> , 2014, 57, 901-916.	0.7	18
45	Fidelity of implementation for an early-literacy intervention: Dimensionality and contribution to children's intervention outcomes. <i>Early Childhood Research Quarterly</i> , 2016, 37, 165-174.	1.6	18
46	Algorithm-Driven Dosage Decisions (AD ³): Optimizing Treatment for Children With Language Impairment. <i>American Journal of Speech-Language Pathology</i> , 2017, 26, 57-68.	0.9	17
47	The home-literacy environment of young children with disabilities. <i>Early Childhood Research Quarterly</i> , 2016, 37, 131-139.	1.6	16
48	Technology acceptance in context: preschool teachers' integration of a technology-based early language and literacy curriculum. <i>Journal of Early Childhood Teacher Education</i> , 2019, 40, 275-295.	0.9	16
49	The mediating role of classroom quality on peer effects and language gain in pre-kindergarten ECSE classrooms. <i>Applied Developmental Science</i> , 2019, 23, 90-103.	1.0	16
50	Neighborhood Influences on Perceived Social Support and Parenting Behaviors. <i>Maternal and Child Health Journal</i> , 2020, 24, 250-258.	0.7	16
51	Implementation of a small-group emergent literacy intervention by preschool teachers and community aides. <i>Early Childhood Research Quarterly</i> , 2021, 54, 31-43.	1.6	16
52	Do the symptoms of language disorder align with treatment goals? An exploratory study of primary-grade students' IEPs. <i>Journal of Communication Disorders</i> , 2014, 52, 99-110.	0.8	15
53	Comparing Children with ASD and Their Peers' Growth in Print Knowledge. <i>Journal of Autism and Developmental Disorders</i> , 2016, 46, 2490-2500.	1.7	15
54	It Depends. <i>Journal of Learning Disabilities</i> , 2014, 47, 491-502.	1.5	14

#	ARTICLE	IF	CITATIONS
55	Using Hierarchical Linear Modeling to Examine How Individual SLPs Differentially Contribute to Children's Language and Literacy Gains in Public Schools. <i>American Journal of Speech-Language Pathology</i> , 2015, 24, 504-516.	0.9	14
56	Understanding policies and practices that support successful transitions to kindergarten. <i>Early Childhood Research Quarterly</i> , 2020, 52, 5-14.	1.6	14
57	Associations Between Children's Media Use and Language and Literacy Skills. <i>Frontiers in Psychology</i> , 2020, 11, 1734.	1.1	14
58	Prevalence and prediction of kindergarten-transition difficulties. <i>Early Childhood Research Quarterly</i> , 2021, 55, 15-23.	1.6	14
59	Increasing Caregivers' Adherence to an Early-Literacy Intervention Improves the Print Knowledge of Children with Language Impairment. <i>Journal of Autism and Developmental Disorders</i> , 2018, 48, 4179-4192.	1.7	13
60	Genetic Covariation Underlying Reading, Language and Related Measures in a Sample Selected for Specific Language Impairment. <i>Behavior Genetics</i> , 2011, 41, 651-659.	1.4	12
61	Child language and parent discipline mediate the relation between family income and false belief understanding. <i>Journal of Experimental Child Psychology</i> , 2017, 158, 1-18.	0.7	12
62	Modeling the Nature of Grammar and Vocabulary Trajectories From Prekindergarten to Third Grade. <i>Journal of Speech, Language, and Hearing Research</i> , 2018, 61, 910-923.	0.7	12
63	Does mixing age groups in early childhood education settings support children's language development?. <i>Applied Developmental Science</i> , 2019, 23, 214-226.	1.0	12
64	Data Sharing in Education Science. <i>AERA Open</i> , 2021, 7, 233285842110064.	1.3	11
65	Decoding Skills in Children With Language Impairment: Contributions of Phonological Processing and Classroom Experiences. <i>American Journal of Speech-Language Pathology</i> , 2015, 24, 177-188.	0.9	10
66	Predictors of Language Gains Among School-Age Children With Language Impairment in the Public Schools. <i>Journal of Speech, Language, and Hearing Research</i> , 2017, 60, 1590-1605.	0.7	10
67	Preschool Teachers' Implementation Fidelity When Using a Technology-Mediated Language and Literacy Intervention. <i>Child and Youth Care Forum</i> , 2018, 47, 771-786.	0.9	10
68	Identifying Children With Clinical Language Disorder: An Application of Machine-Learning Classification. <i>Journal of Learning Disabilities</i> , 2019, 52, 351-365.	1.5	10
69	Characteristics of Children's Media Use and Gains in Language and Literacy Skills. <i>Frontiers in Psychology</i> , 2020, 11, 2224.	1.1	10
70	Improving Language-Focused Comprehension Instruction in Primary-Grade Classrooms: Impacts of the Let's Know! Experimental Curriculum. <i>Educational Psychology Review</i> , 2014, 26, 357-377.	5.1	9
71	Efficacy of the Nemours BrightStart! Early Literacy Program: Treatment Outcomes From a Randomized Trial With At-Risk Prekindergartners. <i>Early Education and Development</i> , 2018, 29, 873-892.	1.6	9
72	Food Insecurity and Depression among Economically Disadvantaged Mothers: Does Maternal Efficacy Matter?. <i>Applied Psychology: Health and Well-Being</i> , 2020, 12, 432-448.	1.6	9

#	ARTICLE	IF	CITATIONS
73	Early childhood maltreatment and profiles of resilience among child welfare-involved children. <i>Development and Psychopathology</i> , 2023, 35, 711-723.	1.4	9
74	Triple Alignment: Congruency of Perceived Preschool Classroom Social Networks Among Teachers, Children, and Researchers. <i>Frontiers in Psychology</i> , 2020, 11, 1341.	1.1	8
75	Designing Effective Speech-Language Interventions for Children in the Public Schools. <i>Policy Insights From the Behavioral and Brain Sciences</i> , 2016, 3, 85-91.	1.4	7
76	Kindergarten Impacts of a Preschool Language-Focused Intervention. <i>Applied Developmental Science</i> , 2016, 20, 94-107.	1.0	7
77	Caregiver Implementation of a Home-Based Reading Program With Their Children With Disabilities: Patterns of Adherence. <i>Learning Disability Quarterly</i> , 2019, 42, 135-146.	0.9	7
78	The Contribution of Vocabulary, Grammar, and Phonological Awareness Across a Continuum of Narrative Ability Levels in Young Children. <i>Journal of Speech, Language, and Hearing Research</i> , 2021, 64, 3489-3503.	0.7	7
79	Longitudinal Impacts of Print-Focused Read-Alouds for Children With Language Impairment. <i>American Journal of Speech-Language Pathology</i> , 2017, 26, 383-396.	0.9	6
80	Early-Literacy Intervention Conducted by Caregivers of Children with Language Impairment: Implementation Patterns Using Survival Analysis. <i>Journal of Autism and Developmental Disorders</i> , 2020, 50, 1668-1682.	1.7	6
81	Influence of Teachers' Grouping Strategies on Children's Peer Social Experiences in Early Elementary Classrooms. <i>Frontiers in Psychology</i> , 2020, 11, 587170.	1.1	6
82	Small-Group, Emergent Literacy Intervention Under Two Implementation Models: Intent-to-Treat and Dosage Effects for Preschoolers at Risk for Reading Difficulties. <i>Journal of Learning Disabilities</i> , 2023, 56, 225-240.	1.5	6
83	Profiles and Predictors of Children's Growth in Alphabet Knowledge. <i>Journal of Education for Students Placed at Risk</i> , 2022, 27, 1-26.	1.5	5
84	Should I allow my confirmatory factors to correlate during factor score extraction? Implications for the applied researcher. <i>Quality and Quantity</i> , 2022, 56, 2107-2131.	2.0	5
85	Pros and (con)flict: Using head-mounted cameras to identify teachers' roles in intervening in conflict among preschool children. <i>Early Childhood Research Quarterly</i> , 2021, 55, 230-241.	1.6	4
86	Profiles of Resilience among Children Exposed to Non-Maltreatment Adverse Childhood Experiences. <i>International Journal of Environmental Research and Public Health</i> , 2021, 18, 10600.	1.2	4
87	The Long-Term Effects of Early Childhood Resilience Profiles on School Outcomes among Children in the Child Welfare System. <i>International Journal of Environmental Research and Public Health</i> , 2022, 19, 5987.	1.2	4
88	Individual differences in response to a large-scale language and pre-literacy intervention for preschoolers in Denmark. <i>Learning and Individual Differences</i> , 2018, 68, 51-60.	1.5	3
89	Alignment Between Children's Numeracy Performance, the Kindergarten Common Core State Standards for Mathematics, and State-Level Early Learning Standards. <i>AERA Open</i> , 2020, 6, 233285842096854.	1.3	2
90	Treatment Effects in Longitudinal Two-Method Measurement Planned Missingness Designs: An Application and Tutorial. <i>Journal of Research on Educational Effectiveness</i> , 2021, 14, 501-522.	0.9	2

#	ARTICLE	IF	CITATIONS
91	Assessing fidelity of implementation to a technology-mediated early intervention using process data. <i>Journal of Computer Assisted Learning</i> , 2022, 38, 409-421.	3.3	2
92	Do Early Learning and Literacy Support at Home Predict Preschoolers' Narrative Skills?. <i>Educational Sciences: Theory and Practice</i> , 0, , .	2.6	1
93	Exploring the Influence of Early Childhood Education and Care on the Etiology of Achievement. <i>Behavior Genetics</i> , 2020, 50, 387-400.	1.4	0
94	Profiles of Preschool Attendance and Children's Kindergarten Readiness. <i>Early Education and Development</i> , 2021, 32, 1260-1273.	1.6	0
95	Pathways to Kindergarten: A Latent Class Analysis of Children's Time in Early Education and Care. <i>Early Education and Development</i> , 2021, 32, 764-788.	1.6	0
96	The Differential Relations Between ADHD and Reading Comprehension: A Quantile Regression and Quantile Genetic Approach. <i>Behavior Genetics</i> , 2021, 51, 631-653.	1.4	0
97	Response to Fuson, Clements, and Sarama Commentary on Litkowski, Duncan, Logan, and Purpura (2020). <i>AERA Open</i> , 2021, 7, 233285842110271.	1.3	0