

Jessica R Logan

List of Publications by Year in descending order

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Version: 2024-02-01

97
papers

2,277
citations

201385

27
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301761

39
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docs citations

99
times ranked

2123
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 1 | Early childhood maltreatment and profiles of resilience among child welfare-involved children. <i>Development and Psychopathology</i> , 2023, 35, 711-723. | 1.4 | 9 |
| 2 | 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 |
| 3 | 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 |
| 4 | 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 |
| 5 | 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 |
| 6 | 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 |
| 7 | Profiles of Preschool Attendance and Children's Kindergarten Readiness. <i>Early Education and Development</i> , 2021, 32, 1260-1273. | 1.6 | 0 |
| 8 | 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 |
| 9 | Prevalence and prediction of kindergarten-transition difficulties. <i>Early Childhood Research Quarterly</i> , 2021, 55, 15-23. | 1.6 | 14 |
| 10 | 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 |
| 11 | Data Sharing in Education Science. <i>AERA Open</i> , 2021, 7, 233285842110064. | 1.3 | 11 |
| 12 | Pros and (con)flikt: 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 |
| 13 | 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 |
| 14 | 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 |
| 15 | 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 |
| 16 | Response to Fuson, Clements, and Sarama Commentary on Litkowski, Duncan, Logan, and Purpura (2020). <i>AERA Open</i> , 2021, 7, 233285842110271. | 1.3 | 0 |
| 17 | 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 |
| 18 | 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 |

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|----|--|-----|-----------|
| 19 | Understanding policies and practices that support successful transitions to kindergarten. <i>Early Childhood Research Quarterly</i> , 2020, 52, 5-14. | 1.6 | 14 |
| 20 | Neighborhood Influences on Perceived Social Support and Parenting Behaviors. <i>Maternal and Child Health Journal</i> , 2020, 24, 250-258. | 0.7 | 16 |
| 21 | Associations Between Children's Media Use and Language and Literacy Skills. <i>Frontiers in Psychology</i> , 2020, 11, 1734. | 1.1 | 14 |
| 22 | 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 |
| 23 | Characteristics of Children's Media Use and Gains in Language and Literacy Skills. <i>Frontiers in Psychology</i> , 2020, 11, 2224. | 1.1 | 10 |
| 24 | 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 |
| 25 | 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 |
| 26 | 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 |
| 27 | 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 |
| 28 | 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 |
| 29 | 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 |
| 30 | 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 |
| 31 | 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 |
| 32 | 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 |
| 33 | The preschool classroom linguistic environment: Children's first-person experiences. <i>PLoS ONE</i> , 2019, 14, e0220227. | 1.1 | 19 |
| 34 | 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 |
| 35 | 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 |
| 36 | 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 |

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|----|---|-----|-----------|
| 37 | 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 |
| 38 | 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 |
| 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 | 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 |
| 41 | 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 |
| 42 | 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 |
| 43 | 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 |
| 44 | 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 |
| 45 | 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 |
| 46 | SKIPing with teachers: an early years motor skill intervention. <i>Physical Education and Sport Pedagogy</i> , 2017, 22, 270-282. | 1.8 | 53 |
| 47 | 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 |
| 48 | 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 |
| 49 | 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 |
| 50 | 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 |
| 51 | 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 |
| 52 | Pressure points in reading comprehension: A quantile multiple regression analysis.. <i>Journal of Educational Psychology</i> , 2017, 109, 451-464. | 2.1 | 48 |
| 53 | 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 |
| 54 | 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 |

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|----|--|-----|-----------|
| 55 | 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 |
| 56 | Why do early mathematics skills predict later reading? The role of mathematical language.. <i>Developmental Psychology</i> , 2017, 53, 1633-1642. | 1.2 | 67 |
| 57 | 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 |
| 58 | 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 |
| 59 | The home-literacy environment of young children with disabilities. <i>Early Childhood Research Quarterly</i> , 2016, 37, 131-139. | 1.6 | 16 |
| 60 | 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 |
| 61 | 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 |
| 62 | 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 |
| 63 | 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 |
| 64 | 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 |
| 65 | Kindergarten Impacts of a Preschool Language-Focused Intervention. <i>Applied Developmental Science</i> , 2016, 20, 94-107. | 1.0 | 7 |
| 66 | 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 |
| 67 | 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 |
| 68 | 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 |
| 69 | 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 |
| 70 | 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 |
| 71 | 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 |
| 72 | 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 |

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|----|---|-----|-----------|
| 73 | Print-Focused Read-Alouds in Early Childhood Special Education Programs. <i>Exceptional Children</i> , 2015, 81, 292-311. | 1.4 | 37 |
| 74 | It Depends. <i>Journal of Learning Disabilities</i> , 2014, 47, 491-502. | 1.5 | 14 |
| 75 | 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 |
| 76 | 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 |
| 77 | Quantile Regression in the Study of Developmental Sciences. <i>Child Development</i> , 2014, 85, 861-881. | 1.7 | 84 |
| 78 | Peer Effects in Early Childhood Education. <i>Psychological Science</i> , 2014, 25, 1722-1729. | 1.8 | 81 |
| 79 | 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 |
| 80 | 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 |
| 81 | 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 |
| 82 | 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 |
| 83 | 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 |
| 84 | 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 |
| 85 | 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 |
| 86 | 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 |
| 87 | Reading Development in Young Children: Genetic and Environmental Influences. <i>Child Development</i> , 2013, 84, 2131-2144. | 1.7 | 49 |
| 88 | 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 |
| 89 | 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 |
| 90 | Heritability Across the Distribution: An Application of Quantile Regression. <i>Behavior Genetics</i> , 2012, 42, 256-267. | 1.4 | 19 |

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| 91 | 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 |
| 92 | Rapid serial naming and reading ability: the role of lexical access. <i>Reading and Writing</i> , 2011, 24, 1-25. | 1.0 | 75 |
| 93 | 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 |
| 94 | 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 |
| 95 | 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 |
| 96 | Emergent Literacy Intervention for Prekindergarteners at Risk for Reading Failure. <i>Journal of Learning Disabilities</i> , 2009, 42, 336-355. | 1.5 | 44 |
| 97 | Do Early Learning and Literacy Support at Home Predict Preschoolers' Narrative Skills?. <i>Educational Sciences: Theory and Practice</i> , 0, , . | 2.6 | 1 |