

# Julie E Dockrell

## List of Publications by Year in descending order

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Version: 2024-02-01

155  
papers

6,559  
citations

70961

41  
h-index

79541

73  
g-index

175  
all docs

175  
docs citations

175  
times ranked

3487  
citing authors

#	ARTICLE	IF	CITATIONS
1	Teaching and learning in a multilingual Europe: findings from a cross-European study. <i>European Journal of Psychology of Education</i> , 2022, 37, 293-320.	1.3	11
2	Oral language at school entry: dimensionality of speaking and listening skills. <i>Oxford Review of Education</i> , 2022, 48, 743-766.	1.4	7
3	Screening for Language Difficulties in Disadvantaged Populations on Entry to Early Years Education: Challenges and Opportunities. <i>Frontiers in Pediatrics</i> , 2022, 10, .	0.9	3
4	Multilingual Classroomsâ€™ Danish Teachersâ€™ Practices, Beliefs and Attitudes. <i>Scandinavian Journal of Educational Research</i> , 2021, 65, 767-782.	1.0	12
5	Universal strategies for the improvement of expressive language skills in the primary classroom: A systematic review. <i>First Language</i> , 2021, 41, 527-554.	0.5	18
6	A sentence-combining intervention for struggling writers: response to intervention. <i>Reading and Writing</i> , 2021, 34, 1825.	1.0	4
7	Measuring early child development across low and middle-income countries: A systematic review. <i>Journal of Early Childhood Research</i> , 2021, 19, 443-470.	0.9	10
8	Capturing the Nature of the Spelling Errors in Developmental Language Disorder: A Scoping Review. <i>Language, Speech, and Hearing Services in Schools</i> , 2021, 52, 1127-1140.	0.7	10
9	Capturing the Challenges in Assessing Writing. , 2021, , 103-136.		2
10	Written verb use and diversity in children with Developmental Language Disorder: stepping stones to academic writing. <i>Reading and Writing</i> , 2020, 33, 67-96.	1.0	11
11	The Spelling Errors of French and English Children With Developmental Language Disorder at the End of Primary School. <i>Frontiers in Psychology</i> , 2020, 11, 1789.	1.1	7
12	Emotional Competence Mediates the Relationship between Communication Problems and Reactive Externalizing Problems in Children with and without Developmental Language Disorder: A Longitudinal Study. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 6008.	1.2	13
13	Warnock 40 Years on: The Development of Special Educational Needs Since the Warnock Report and Implications for the Future. <i>Frontiers in Education</i> , 2020, 4, .	1.2	8
14	The Impact of Orthography on Text Production in Three Languages: Catalan, English, and Spanish. <i>Frontiers in Psychology</i> , 2020, 11, 878.	1.1	9
15	Editorial: Warnock, 40 Years On: Challenges for Special Educational Needs. <i>Frontiers in Education</i> , 2020, 5, .	1.2	0
16	Language Impairments. , 2020, , 116-139.		0
17	Multiple measures of assessing vocabulary acquisition: Implications for understanding lexical development. <i>Psychology: the Journal of the Hellenic Psychological Society</i> , 2020, 12, 587.	0.1	2
18	Real world word learning: Exploring the development of childrenâ€™s lexical representations. <i>Psychology: the Journal of the Hellenic Psychological Society</i> , 2020, 17, 1.	0.1	1

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19	Spelling Performance in Children with Developmental Language Disorder: A Meta-Analysis across European Languages. <i>Scientific Studies of Reading</i> , 2019, 23, 129-160.	1.3	29
20	Children's Plans for Writing: Characteristics and Impact on Writing Performance. <i>Journal of Literacy Research</i> , 2019, 51, 336-356.	0.5	3
21	Teachers observing classroom communication: An application of the Communicating Supporting Classroom Observation Tool for children aged 4-7 years. <i>Child Language Teaching and Therapy</i> , 2019, 35, 203-220.	0.4	10
22	The effects of classroom noise on the reading comprehension of adolescents. <i>Journal of the Acoustical Society of America</i> , 2019, 145, 372-381.	0.5	31
23	Struggling writers in elementary school: Capturing drivers of performance. <i>Learning and Instruction</i> , 2019, 60, 75-84.	1.9	20
24	Interrelation between empathy and friendship development during (pre)adolescence and the moderating effect of developmental language disorder: A longitudinal study. <i>Social Development</i> , 2019, 28, 599-619.	0.8	23
25	Health-related quality of life in children with autism spectrum disorders and children with developmental language disorders. <i>Autism and Developmental Language Impairments</i> , 2019, 4, 239694151985122.	0.8	13
26	What Drives Educational Support for Children With Developmental Language Disorder or Autism Spectrum Disorder: Needs, or Diagnostic Category?. <i>Frontiers in Education</i> , 2019, 4, .	1.2	13
27	Public health approaches still have room for individualized services: response to commentaries on "Evidence-based pathways to intervention for children with language disorders". <i>International Journal of Language and Communication Disorders</i> , 2019, 54, 28-29.	0.7	0
28	Evidence-based pathways to intervention for children with language disorders. <i>International Journal of Language and Communication Disorders</i> , 2019, 54, 3-19.	0.7	86
29	Conceições dos professores portugueses sobre multilinguismo e práticas educativas em salas de aula multilingues. <i>Análise Psicológica</i> , 2019, 37, 493-506.	0.2	3
30	Language Learning Challenges in the Early Years. , 2019, , 435-452.		2
31	Depressive symptoms and emotion regulation strategies in children with and without developmental language disorder: a longitudinal study. <i>International Journal of Language and Communication Disorders</i> , 2018, 53, 1110-1123.	0.7	25
32	Victimization, Bullying, and Emotional Competence: Longitudinal Associations in (Pre)Adolescents With and Without Developmental Language Disorder. <i>Journal of Speech, Language, and Hearing Research</i> , 2018, 61, 2028-2044.	0.7	47
33	The identification of speech and language problems in elementary school: Diagnosis and co-occurring needs. <i>Research in Developmental Disabilities</i> , 2018, 81, 52-64.	1.2	12
34	Analysis of cognitive and attentional profiles in children with and without ADHD using an innovative virtual reality tool. <i>PLoS ONE</i> , 2018, 13, e0201039.	1.1	31
35	Phase 2 of CATALISE: a multinational and multidisciplinary Delphi consensus study of problems with language development: Terminology. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2017, 58, 1068-1080.	3.1	886
36	Children with Speech Language and Communication Needs in England: Challenges for Practice. <i>Frontiers in Education</i> , 2017, 2, .	1.2	32

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37	CATALISE: A Multinational and Multidisciplinary Delphi Consensus Study. Identifying Language Impairments in Children. PLoS ONE, 2016, 11, e0158753.	1.1	498
38	Meeting the educational and social needs of children with language impairment or autism spectrum disorder: the parents' perspectives. International Journal of Language and Communication Disorders, 2016, 51, 495-507.	0.7	24
39	The effect of language specific factors on early written composition: the role of spelling, oral language and text generation skills in a shallow orthography. Reading and Writing, 2016, 29, 501-527.	1.0	40
40	Investigating affordance of opportunity for young children's language interactions in a nursery setting: How can small group talk act as a forum for language learning?. Journal of Early Childhood Research, 2016, 14, 351-369.	0.9	6
41	The role of social cognition and prosocial behaviour in relation to the socio-emotional functioning of primary aged children with specific language impairment. Research in Developmental Disabilities, 2016, 49-50, 354-370.	1.2	70
42	Teachers' reported practices for teaching writing in England. Reading and Writing, 2016, 29, 409-434.	1.0	45
43	The Relationships Between Oral and Written Sentence Generation in English Speaking Children: The Role of Language and Literacy Skills. Literacy Studies, 2016, , 161-177.	0.2	6
44	A survey of acoustic conditions and noise levels in secondary school classrooms in England. Journal of the Acoustical Society of America, 2015, 137, 177-188.	0.5	75
45	Identifying the challenges and opportunities to meet the needs of children with speech, language and communication difficulties. British Journal of Special Education, 2015, 42, 411-428.	0.2	18
46	Measurement Issues: Assessing language skills in young children. Child and Adolescent Mental Health, 2015, 20, 116-125.	1.8	64
47	Students' Perceptions of School Acoustics and the Impact of Noise on Teaching and Learning in Secondary Schools: Findings of a Questionnaire Survey. Energy Procedia, 2015, 78, 3114-3119.	1.8	21
48	Emotional and behavioural problems in children with language impairments and children with autism spectrum disorders. International Journal of Language and Communication Disorders, 2015, 50, 84-93.	0.7	44
49	Do children with specific language impairment and autism spectrum disorders benefit from the presence of orthography when learning new spoken words?. Journal of Experimental Child Psychology, 2015, 134, 43-61.	0.7	32
50	The role of oral language in underpinning the text generation difficulties in children with specific language impairment. Journal of Research in Reading, 2015, 38, 18-34.	1.0	37
51	Capturing communication supporting classrooms: The development of a tool and feasibility study. Child Language Teaching and Therapy, 2015, 31, 271-286.	0.4	42
52	Assessing children's writing products: the role of curriculum based measures. British Educational Research Journal, 2015, 41, 575-595.	1.4	45
53	Chapter 6. Evidence based policy and practice: the Better Communication Research Programme. Journal of Research in Special Educational Needs, 2014, 14, 210-214.	0.5	1
54	Supporting children with speech, language and communication needs: an overview of the results of the Better Communication Research Programme. International Journal of Language and Communication Disorders, 2014, 49, 543-557.	0.7	57

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55	Inflectional and derivational morphological spelling abilities of children with Specific Language Impairment. <i>Frontiers in Psychology</i> , 2014, 5, 948.	1.1	25
56	Exploring writing products in students with language impairments and autism spectrum disorders. <i>Learning and Instruction</i> , 2014, 32, 81-90.	1.9	80
57	Constructing fictional stories: A study of story narratives by children with autistic spectrum disorder. <i>Research in Developmental Disabilities</i> , 2014, 35, 2438-2449.	1.2	41
58	Bridging Research and Practice. , 2014, , 336-342.		0
59	The Role of Oral Language in Developing Written Language Skills. , 2014, , 325-335.		0
60	An evaluation of the written texts of children with SLI: the contributions of oral language, reading and phonological short-term memory. <i>Reading and Writing</i> , 2013, 26, 865-888.	1.0	38
61	Comparison of environmental and acoustic factors in occupied school classrooms for 11-16 year old students. <i>Building and Environment</i> , 2013, 60, 265-271.	3.0	19
62	Event narratives in 11-14 year olds with autistic spectrum disorder. <i>International Journal of Language and Communication Disorders</i> , 2013, 48, 522-533.	0.7	52
63	Children with word finding difficulties: Continuities and profiles of abilities. <i>First Language</i> , 2013, 33, 433-448.	0.5	13
64	Adolescents' perceptions of their school's acoustic environment: The development of an evidence based questionnaire. <i>Noise and Health</i> , 2013, 15, 269.	0.4	28
65	The Impact of Sound-Field Systems on Learning and Attention in Elementary School Classrooms. <i>Journal of Speech, Language, and Hearing Research</i> , 2012, 55, 1163-1176.	0.7	41
66	Longitudinal Patterns of Behavioral, Emotional, and Social Difficulties and Self-Concepts in Adolescents With a History of Specific Language Impairment. <i>Language, Speech, and Hearing Services in Schools</i> , 2012, 43, 445-460.	0.7	82
67	Predicting the Quality of Composition and Written Language Bursts From Oral Language, Spelling, and Handwriting Skills in Children With and Without Specific Language Impairment. <i>Written Communication</i> , 2012, 29, 278-302.	0.7	87
68	Enablers and challenges of post-16 education and employment outcomes: the perspectives of young adults with a history of SLI. <i>International Journal of Language and Communication Disorders</i> , 2012, 47, 567-577.	0.7	15
69	Production of change-of-state, change-of-location and alternating verbs: A comparison of children with specific language impairment and typically developing children. <i>Language and Cognitive Processes</i> , 2012, 27, 1312-1333.	2.3	6
70	Non-word repetition in adolescents with specific language impairment (SLI). <i>International Journal of Language and Communication Disorders</i> , 2012, 47, 257-273.	0.7	23
71	Primary schools: the built environment. , 2012, , 609-642.		0
72	Lexical access and literacy in children with word-finding difficulties. <i>International Journal of Language and Communication Disorders</i> , 2011, 46, 473-480.	0.7	5

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73	Supporting early oral language skills for English language learners in inner city preschool provision. <i>British Journal of Educational Psychology</i> , 2010, 80, 497-515.	1.6	56
74	Meeting the needs of children and young people with speech, language and communication difficulties. <i>International Journal of Language and Communication Disorders</i> , 2010, 45, 448-460.	0.7	48
75	Self-esteem of adolescents with specific language impairment as they move from compulsory education. <i>International Journal of Language and Communication Disorders</i> , 2010, 45, 561-571.	0.7	18
76	Leaving special school: post-16 outcomes for young adults with specific language impairment. <i>European Journal of Special Needs Education</i> , 2010, 25, 131-147.	1.5	13
77	Noise in open plan classrooms in primary schools: A review. <i>Noise and Health</i> , 2010, 12, 225.	0.4	64
78	The Impact of Specific Language Impairment on Adolescents' Written Text. <i>Exceptional Children</i> , 2009, 75, 427-446.	1.4	91
79	The role of the Connexions service in supporting the transition from school to post-16 education, employment training and work for young people with a history of specific speech and language difficulties or learning difficulties. <i>Journal of Research in Special Educational Needs</i> , 2009, 9, 100-112.	0.5	6
80	Voices of young people with a history of specific language impairment (SLI) in the first year of post-16 education. <i>International Journal of Language and Communication Disorders</i> , 2009, 44, 56-78.	0.7	38
81	The impact of oral language skills on the production of written text. <i>British Journal of Educational Psychology</i> , 2009, , .	1.6	13
82	Causes of Delays and Difficulties in the Production of Written Text. , 2009, , 489-505.		9
83	The effects of environmental and classroom noise on the academic attainments of primary school children. <i>Journal of the Acoustical Society of America</i> , 2008, 123, 133-144.	0.5	266
84	Language intervention in the school years: a systemic approach. <i>Revista De Logopedia, Foniatria Y Audiologia</i> , 2008, 28, 207-217.	0.4	8
85	Morphosyntax in children with word finding difficulties. <i>Journal of Child Language</i> , 2008, 35, 703-720.	0.8	2
86	Vulnerability to bullying in children with a history of specific speech and language difficulties. <i>European Journal of Special Needs Education</i> , 2008, 23, 1-16.	1.5	51
87	Intervention for Verb Argument Structure in Children With Persistent SLI: A Randomized Control Trial. <i>Journal of Speech, Language, and Hearing Research</i> , 2007, 50, 1330-1349.	0.7	88
88	Language Profiles and Naming in Children with Word Finding Difficulties. <i>Folia Phoniatica Et Logopaedica</i> , 2007, 59, 318-323.	0.5	11
89	Measuring and understanding patterns of change in intervention studies with children: Implications for evidence-based practice. <i>Evidence-Based Communication Assessment and Intervention</i> , 2007, 1, 86-97.	0.6	6
90	Constraints in the Production of Written Text in Children with Specific Language Impairments. <i>Exceptional Children</i> , 2007, 73, 147-164.	1.4	102

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91	Children's acquisition of science terms: Simple exposure is insufficient. <i>Learning and Instruction</i> , 2007, 17, 577-594.	1.9	33
92	Longitudinal patterns of behaviour problems in children with specific speech and language difficulties: Child and contextual factors. <i>British Journal of Educational Psychology</i> , 2007, 77, 811-828.	1.6	124
93	Unconventional word segmentation in Brazilian children's early text production. <i>Reading and Writing</i> , 2007, 20, 815-831.	1.0	25
94	Acoustical barriers in classrooms: the impact of noise on performance in the classroom. <i>British Educational Research Journal</i> , 2006, 32, 509-525.	1.4	158
95	Children's Naming and Word-Finding Difficulties: Descriptions and Explanations. <i>Journal of Speech, Language, and Hearing Research</i> , 2006, 49, 309-324.	0.7	75
96	Lexical acquisition in elementary science classes.. <i>Journal of Educational Psychology</i> , 2006, 98, 824-838.	2.1	19
97	Real-world word learning: Exploring children's developing semantic representations of a science term. <i>British Journal of Developmental Psychology</i> , 2006, 24, 265-282.	0.9	9
98	Early Years Centres for pre-school children with primary language difficulties: what do they cost, and are they cost-effective?. <i>International Journal of Language and Communication Disorders</i> , 2006, 41, 67-81.	0.7	14
99	Educational provision for children with specific speech and language difficulties: perspectives of speech and language therapy service managers. <i>International Journal of Language and Communication Disorders</i> , 2006, 41, 423-440.	0.7	59
100	Speeded naming, frequency and the development of the lexicon in Williams syndrome. <i>Language and Cognitive Processes</i> , 2006, 21, 721-759.	2.3	38
101	The roles of specialist provision for children with specific speech and language difficulties in England and Wales: a model for inclusion?. <i>Journal of Research in Special Educational Needs</i> , 2005, 5, 88-96.	0.5	12
102	The slow handwriting of undergraduate students constrains overall performance in exam essays. <i>Educational Psychology</i> , 2005, 25, 99-107.	1.2	105
103	Local education authorities' approaches to provision for children with specific speech and language difficulties in England and Wales. <i>European Journal of Special Needs Education</i> , 2005, 20, 329-345.	1.5	20
104	Children's developing numerical notations: The impact of input display, numerical size and operational complexity. <i>Learning and Instruction</i> , 2005, 15, 257-280.	1.9	5
105	Children's perceptions of their acoustic environment at school and at home. <i>Journal of the Acoustical Society of America</i> , 2004, 115, 2964-2973.	0.5	81
106	Whose Job Is It?. <i>Journal of Special Education</i> , 2004, 37, 225-235.	1.2	56
107	Comparing specialist early years provision for speech and language impaired children with mainstream nursery provision in the UK - an application of the Early Childhood Environment Rating Scale (ECERS). <i>Child: Care, Health and Development</i> , 2004, 30, 177-184.	0.8	4
108	How can studies of memory and language enhance the authenticity, validity and reliability of interviews?. <i>British Journal of Learning Disabilities</i> , 2004, 32, 161-165.	0.8	12



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109	External and internal noise surveys of London primary schools. <i>Journal of the Acoustical Society of America</i> , 2004, 115, 730-738.	0.5	194
110	The Nature of Written Language Deficits in Children With SLI. <i>Journal of Speech, Language, and Hearing Research</i> , 2004, 47, 1469-1483.	0.7	133
111	Relation Between Naming and Literacy in Children With Word-Finding Difficulties.. <i>Journal of Educational Psychology</i> , 2004, 96, 462-470.	2.1	23
112	Specific Speech and Language Difficulties and Literacy. , 2004, , 403-435.		9
113	Lexical acquisition in the eraly school years. <i>Trends in Language Acquisition Research</i> , 2004, , 35-52.	0.2	29
114	Beyond naming patterns in children with WFDsâ€™ definitions for nouns and verbs. <i>Journal of Neurolinguistics</i> , 2003, 16, 191-211.	0.5	38
115	The Effects of Noise on Children at School: A Review. <i>Building Acoustics</i> , 2003, 10, 97-116.	1.1	230
116	Meeting the needs of children with speech language and communication needs: a critical perspective on inclusion and collaboration. <i>Child Language Teaching and Therapy</i> , 2002, 18, 91-101.	0.4	30
117	Self esteem of children with specific speech and language difficulties. <i>Child Language Teaching and Therapy</i> , 2002, 18, 125-143.	0.4	44
118	Bishop, Dorothy V. M. & Leonard, Laurence B. (eds), <i>Speech and language impairments in children: causes, characteristics, intervention and outcome</i> . Hove, UK. Psychology Press, 2000. Pp. xiii+305.. <i>Journal of Child Language</i> , 2002, 29, 701-711.	0.8	3
119	Speech and language skills and cognitive functioning in children with Apert syndrome: a pilot study. <i>International Journal of Language and Communication Disorders</i> , 2002, 37, 325-343.	0.7	47
120	Young children's understanding of disabilities: the influence of development, context, and cognition. <i>Journal of Applied Developmental Psychology</i> , 2002, 23, 409-430.	0.8	86
121	Motivational interviewing for HIV risk reduction among gay men in commercial and public sex settings. <i>AIDS Care - Psychological and Socio-Medical Aspects of AIDS/HIV</i> , 2001, 13, 493-501.	0.6	28
122	Naturalistic Decision-Making Task Processes in Multiprofessional Assessment of Disability. <i>Journal of School Psychology</i> , 2001, 39, 499-519.	1.5	8
123	Assessing Language Skills in Preschool Children. <i>Child and Adolescent Mental Health</i> , 2001, 6, 74-85.	1.8	13
124	Patterns of naming objects and actions in children with word finding difficulties. <i>Language and Cognitive Processes</i> , 2001, 16, 261-286.	2.3	53
125	Assessing Language Skills in Preschool Children. <i>Child Psychology and Psychiatry Review</i> , 2001, 6, 74-85.	0.1	42
126	Children with Specific Speech and Language Difficultiesâ€™ the teachers' perspective. <i>Oxford Review of Education</i> , 2001, 27, 369-394.	1.4	77



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127	Children with Specific Speech and Language Difficulties - the teachers' perspective. Oxford Review of Education, 2001, 27, 369-394.	1.4	42
128	Divergent perspectives, multiple meanings: A comparison of caregivers' and observers' interpretations of infant behaviour. Journal of Reproductive and Infant Psychology, 2000, 18, 41-60.	0.9	6
129	Multisign Combinations by Children With Intellectual Impairments. Journal of Speech, Language, and Hearing Research, 2000, 43, 309-323.	0.7	22
130	Meeting the needs of children with specific speech and language difficulties. European Journal of Special Needs Education, 2000, 15, 24-41.	1.5	39
131	The behaviour and self-esteem of children with specific speech and language difficulties. British Journal of Educational Psychology, 2000, 70, 583-601.	1.6	94
132	Why is colour naming difficult?. Journal of Child Language, 1999, 26, 23-47.	0.8	46
133	Notes and Discussion Children with word-finding difficulties-prevalence, presentation and naming problems. International Journal of Language and Communication Disorders, 1998, 33, 445-454.	0.7	50
134	What's in a transition? A reply to Botting, Crutchley and Conti-Ramsden. International Journal of Language and Communication Disorders, 1998, 33, 198-207.	0.7	14
135	The ways in which speech and language difficulties impact on children's access to the curriculum. Child Language Teaching and Therapy, 1998, 14, 117-133.	0.4	47
136	The ways in which speech and language difficulties impact on children's access to the curriculum. Child Language Teaching and Therapy, 1998, 14, 117-133.	0.4	37
137	Problems in the Identification and Assessment of Children with Specific Speech and Language Difficulties. Educational Psychology in Practice, 1997, 13, 29-38.	0.5	17
138	The Contribution of Psychology to Understanding the Remediation of Communication Problems through Facilitated Communication. International Journal of Language and Communication Disorders, 1997, 32, 75-81.	0.7	0
139	Children with Speech and Language Difficulties: Issues in Identification and Intervention. Journal of Clinical Speech & Language Studies, 1996, 6, 49-64.	0.2	0
140	Community care for people with challenging behaviours and mild learning disability: An evaluation of an assessment and treatment unit. British Journal of Clinical Psychology, 1995, 34, 383-395.	1.7	12
141	Safer sex: Lessons from the male sex industry. Journal of Community and Applied Social Psychology, 1995, 5, 333-346.	1.4	32
142	An economic analysis of the resettlement of people with mild learning disabilities and challenging behaviour. Social Science and Medicine, 1995, 40, 895-901.	1.8	11
143	Is Understanding the Experimenter's Intentions the Clue to Conservation Ability?. International Journal of Behavioral Development, 1995, 18, 505-517.	1.3	2
144	An evaluation of teaching fifteen year olds about HIV/AIDS. Studies in Educational Evaluation, 1995, 21, 43-56.	1.2	2

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145	Methodological issues involved in the study of young people and HIV/AIDS: a social psychological view. <i>Health Education Research</i> , 1992, 7, 509-516.	1.0	13
146	Young children's use of phrase structure and inflectional information in form-class assignments of novel nouns and verbs. <i>First Language</i> , 1990, 10, 127-140.	0.5	13
147	Toy libraries: what's in a name?. <i>Early Child Development and Care</i> , 1989, 49, 27-36.	0.7	3
148	Meeting the needs of the parents of children with speech and language difficulties. <i>Child Language Teaching and Therapy</i> , 1989, 5, 146-156.	0.4	0
149	Verbs and Time. <i>Springer Series in Cognitive Development</i> , 1986, , 275-302.	2.8	15
150	Justifying conservation: A reply to McGarrigle and Donaldson. <i>Cognition</i> , 1983, 15, 277-291.	1.1	6
151	Does repetition of the question influence children's performance in conservation tasks?. <i>British Journal of Developmental Psychology</i> , 1983, 1, 163-174.	0.9	23
152	Conservation Accidents Revisited. <i>International Journal of Behavioral Development</i> , 1980, 3, 423-439.	1.3	18
153	Communication Disorders: Neurodevelopmental Considerations. , 0, , 190-203.		0
154	Teacher practices for teaching writing in Greek primary schools. <i>Reading and Writing</i> , 0, , 1.	1.0	1
155	Examining the psychometric properties of the ELLECCT: A commentary on Weadman, Serry and Snow (2022). <i>First Language</i> , 0, , 014272372210938.	0.5	1