

# Minna Torppa

## List of Publications by Year in descending order

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73  
papers

3,273  
citations

136740

32  
h-index

168136

53  
g-index

76  
all docs

76  
docs citations

76  
times ranked

2065  
citing authors

#	ARTICLE	IF	CITATIONS
1	Reading Difficulties Identification: A Comparison of Neural Networks, Linear, and Mixture Models. <i>Scientific Studies of Reading</i> , 2023, 27, 39-66.	1.3	1
2	Assessing the effectiveness of a game-based phonics intervention for first and second grade English language learners in India: A randomized controlled trial. <i>Journal of Computer Assisted Learning</i> , 2022, 38, 76-89.	3.3	11
3	Long-term effects of the home literacy environment on reading development: Familial risk for dyslexia as a moderator. <i>Journal of Experimental Child Psychology</i> , 2022, 215, 105314.	0.7	21
4	Screening for Slow Reading Acquisition in Norway and Finland – a Quest for Context Specific Predictors. <i>Scandinavian Journal of Educational Research</i> , 2021, 65, 584-600.	1.0	5
5	How Are Practice and Performance Related? Development of Reading From Age 5 to 15. <i>Reading Research Quarterly</i> , 2021, 56, 415-434.	1.8	31
6	Early Antecedents of School Burnout in Upper Secondary Education: A Five-year Longitudinal Study. <i>Journal of Youth and Adolescence</i> , 2021, 50, 231-245.	1.9	23
7	Kindergarten pre-reading skills predict Grade 9 reading comprehension (PISA Reading) but fail to explain gender difference. <i>Reading and Writing</i> , 2021, 34, 753-771.	1.0	20
8	Unveiling the Mysteries of Dyslexia – Lessons Learned from the Prospective Jyväskylä Longitudinal Study of Dyslexia. <i>Brain Sciences</i> , 2021, 11, 427.	1.1	27
9	The Impact of School Closure on Adolescents' Wellbeing, and Steps towards to a New Normal: The Need for an Assessment Tool Update?. <i>Adolescents</i> , 2021, 1, 360-362.	0.3	0
10	Development of Numeracy and Literacy Skills in Early Childhood – A Longitudinal Study on the Roles of Home Environment and Familial Risk for Reading and Math Difficulties. <i>Frontiers in Education</i> , 2021, 6, .	1.2	11
11	Developmental profiles of reading fluency and reading comprehension from grades 1 to 9 and their early identification.. <i>Developmental Psychology</i> , 2021, 57, 1840-1854.	1.2	8
12	“Missed” Information: A Moral Failing that Erodes Efforts to Tackle the COVID-19 Pandemic. <i>International Journal of Public Health</i> , 2021, 66, 1604667.	1.0	1
13	Reading and Spelling Development Across Languages Varying in Orthographic Consistency: Do Their Paths Cross?. <i>Child Development</i> , 2020, 91, e266-e279.	1.7	33
14	Leisure Reading (But Not Any Kind) and Reading Comprehension Support Each Other – A Longitudinal Study Across Grades 1 and 9. <i>Child Development</i> , 2020, 91, 876-900.	1.7	81
15	Reading comprehension difficulty is often distinct from difficulty in reading fluency and accompanied with problems in motivation and school well-being. <i>Educational Psychology</i> , 2020, 40, 62-81.	1.2	24
16	The home literacy model in a highly transparent orthography. <i>School Effectiveness and School Improvement</i> , 2020, 31, 80-101.	1.4	36
17	Interpersonal Counseling in the Treatment of Adolescent Depression: A Randomized Controlled Effectiveness and Feasibility Study in School Health and Welfare Services. <i>School Mental Health</i> , 2020, 12, 265-283.	1.1	13
18	Classroom effect on primary school students' self-concept in literacy and mathematics. <i>European Journal of Psychology of Education</i> , 2020, 35, 625-646.	1.3	4

#	ARTICLE	IF	CITATIONS
19	Home Literacy Activities and Children's Reading Skills, Independent Reading, and Interest in Literacy Activities From Kindergarten to Grade 2. <i>Frontiers in Psychology</i> , 2020, 11, 1508.	1.1	39
20	Longitudinal Effects of the Home Learning Environment and Parental Difficulties on Reading and Math Development Across Grades 1-9. <i>Frontiers in Psychology</i> , 2020, 11, 577981.	1.1	21
21	Symptoms of psychological ill-being and school dropout intentions among upper secondary education students: A person-centered approach. <i>Learning and Individual Differences</i> , 2020, 80, 101853.	1.5	28
22	A Comparative Study on Adolescents' Health Literacy in Europe: Findings from the HBSC Study. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 3543.	1.2	55
23	Health asset profiles and health indicators among 13- and 15-year-old adolescents. <i>International Journal of Public Health</i> , 2019, 64, 1301-1311.	1.0	10
24	Task-avoidant behaviour and dyslexia: A follow-up from Grade 2 to age 20. <i>Dyslexia</i> , 2019, 25, 374-389.	0.8	3
25	Early prediction of reading trajectories of children with and without reading instruction in kindergarten: a comparison study of Estonia and Finland. <i>Journal of Research in Reading</i> , 2019, 42, 389-410.	1.0	7
26	Does health literacy explain the link between structural stratifiers and adolescent health?. <i>European Journal of Public Health</i> , 2019, 29, 919-924.	0.1	45
27	The cross-national measurement invariance of the health literacy for school-aged children (HLSAC) instrument. <i>European Journal of Public Health</i> , 2019, 29, 432-436.	0.1	33
28	Changes in students' psychological well-being during transition from primary school to lower secondary school: A person-centered approach. <i>Learning and Individual Differences</i> , 2019, 69, 138-149.	1.5	54
29	Reading comprehension from grade 1 to 6 in two shallow orthographies: comparison of Estonian and Finnish students. <i>Compare</i> , 2019, 49, 681-699.	1.5	5
30	Longitudinal Stability of Reading Difficulties: Examining the Effects of Measurement Error, Cut-Offs, and Buffer Zones in Identification. <i>Frontiers in Psychology</i> , 2019, 10, 2841.	1.1	12
31	Subjective health literacy among school-aged children. <i>Health Education</i> , 2018, 118, 182-195.	0.4	50
32	Profiles of school motivation and emotional well-being among adolescents: Associations with math and reading performance. <i>Learning and Individual Differences</i> , 2018, 61, 196-204.	1.5	43
33	Why do boys and girls perform differently on PISA Reading in Finland? The effects of reading fluency, achievement behaviour, leisure reading and homework activity. <i>Journal of Research in Reading</i> , 2018, 41, 122-139.	1.0	58
34	Reading outcomes of children with delayed early vocabulary: A follow-up from age 2-16. <i>Research in Developmental Disabilities</i> , 2018, 78, 114-124.	1.2	23
35	Early cognitive predictors of PISA reading in children with and without family risk for dyslexia. <i>Learning and Individual Differences</i> , 2018, 64, 94-103.	1.5	24
36	GraphoLearn India: The Effectiveness of a Computer-Assisted Reading Intervention in Supporting Struggling Readers of English. <i>Frontiers in Psychology</i> , 2018, 9, 1045.	1.1	23

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37	The precursors of double dissociation between reading and spelling in a transparent orthography. <i>Annals of Dyslexia</i> , 2017, 67, 42-62.	1.2	24
38	Subjective health literacy: Development of a brief instrument for school-aged children. <i>Scandinavian Journal of Public Health</i> , 2016, 44, 751-757.	1.2	85
39	University Students with Reading Difficulties: Do Perceived Supports and Comorbid Difficulties Predict Well-Being and GPA?. <i>Learning Disabilities Research and Practice</i> , 2016, 31, 45-55.	0.9	8
40	Early temperament and age at school entry predict task avoidance in elementary school. <i>Learning and Individual Differences</i> , 2016, 47, 1-10.	1.5	10
41	Counting and rapid naming predict the fluency of arithmetic and reading skills. <i>Contemporary Educational Psychology</i> , 2016, 44-45, 83-94.	1.6	54
42	Double-Deficit Hypothesis in a Clinical Sample. <i>Journal of Learning Disabilities</i> , 2016, 49, 546-560.	1.5	18
43	Examining the Simple View of Reading in a Transparent Orthography: A Longitudinal Study From Kindergarten to Grade 3. <i>Merrill-Palmer Quarterly</i> , 2016, 62, 179.	0.3	86
44	Dyslexia's Early Identification and Prevention: Highlights from the Jyväskylä Longitudinal Study of Dyslexia. <i>Current Developmental Disorders Reports</i> , 2015, 2, 330-338.	0.9	87
45	Psychosocial Functioning of Children with and without Dyslexia: A Follow-up Study from Ages Four to Nine. <i>Dyslexia</i> , 2015, 21, 197-211.	0.8	41
46	Literacy skill development of children with familial risk for dyslexia through grades 2, 3, and 8.. <i>Journal of Educational Psychology</i> , 2015, 107, 126-140.	2.1	81
47	The development and alignment of pedagogical conceptions of health education. <i>Teaching and Teacher Education</i> , 2015, 49, 11-21.	1.6	13
48	Late-Emerging and Resolving Dyslexia: A Follow-Up Study from Age 3 to 14. <i>Journal of Abnormal Child Psychology</i> , 2015, 43, 1389-1401.	3.5	54
49	Using a Multidimensional Measure of Resilience to Explain Life Satisfaction and Academic Achievement of Adults With Reading Difficulties. <i>Journal of Learning Disabilities</i> , 2015, 48, 646-657.	1.5	22
50	Elementary school teachers adapt their instructional support according to students' academic skills. <i>International Journal of Behavioral Development</i> , 2015, 39, 391-401.	1.3	20
51	The impact of adolescents' dyslexia on parents' and their own educational expectations. <i>Reading and Writing</i> , 2014, 27, 1231-1253.	1.0	12
52	The double deficit hypothesis in the transparent Finnish orthography: a longitudinal study from kindergarten to Grade 2. <i>Reading and Writing</i> , 2013, 26, 1353-1380.	1.0	72
53	Predicting Reading Disability: Early Cognitive Risk and Protective Factors. <i>Dyslexia</i> , 2013, 19, 1-10.	0.8	39
54	Developmental profiles of task-avoidant behaviour and reading skills in Grades 1 and 2. <i>Learning and Individual Differences</i> , 2013, 23, 22-31.	1.5	9

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55	The Nature of and Factors Related to Reading Difficulties Among Adolescents in a Transparent Orthography. <i>Scientific Studies of Reading</i> , 2013, 17, 315-332.	1.3	26
56	Examining the Double-Deficit Hypothesis in an Orthographically Consistent Language. <i>Scientific Studies of Reading</i> , 2012, 16, 287-315.	1.3	57
57	The role of parenting styles and teacher interactional styles in children's reading and spelling development. <i>Journal of School Psychology</i> , 2012, 50, 799-823.	1.5	47
58	Infant brain responses associated with reading-related skills before school and at school age. <i>Neurophysiologie Clinique</i> , 2012, 42, 35-41.	1.0	79
59	Longitudinal predictors of reading and spelling across languages varying in orthographic consistency. <i>Reading and Writing</i> , 2012, 25, 321-346.	1.0	133
60	Parental Literacy Predicts Children's Literacy: A Longitudinal Family-Risk Study. <i>Dyslexia</i> , 2011, 17, 339-355.	0.8	40
61	Language Development, Literacy Skills, and Predictive Connections to Reading in Finnish Children With and Without Familial Risk for Dyslexia. <i>Journal of Learning Disabilities</i> , 2010, 43, 308-321.	1.5	193
62	Developmental Links of Very Early Phonological and Language Skills to Second Grade Reading Outcomes. <i>Journal of Learning Disabilities</i> , 2008, 41, 353-370.	1.5	102
63	Early Identification and Prevention of Dyslexia: Results from a Prospective Follow-up Study of Children at Familial Risk for Dyslexia. , 2008, , 121-146.		28
64	Modeling the Early Paths of Phonological Awareness and Factors Supporting its Development in Children With and Without Familial Risk of Dyslexia. <i>Scientific Studies of Reading</i> , 2007, 11, 73-103.	1.3	69
65	Very early phonological and language skills: estimating individual risk of reading disability. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2007, 48, 923-931.	3.1	191
66	Reading development subtypes and their early characteristics. <i>Annals of Dyslexia</i> , 2007, 57, 3-32.	1.2	115
67	Predicting delayed letter knowledge development and its relation to Grade 1 reading achievement among children with and without familial risk for dyslexia.. <i>Developmental Psychology</i> , 2006, 42, 1128-1142.	1.2	138
68	Trajectories of Reading Development: A Follow-up From Birth to School Age of Children With and Without Risk for Dyslexia. <i>Merrill-Palmer Quarterly</i> , 2006, 52, 514-546.	0.3	114
69	Detection of sound rise time by adults with dyslexia. <i>Brain and Language</i> , 2005, 94, 32-42.	0.8	66
70	The development of children at familial risk for dyslexia: Birth to early school age. <i>Annals of Dyslexia</i> , 2004, 54, 184-220.	1.2	148
71	Early development of children at familial risk for Dyslexia—follow-up from birth to school age. <i>Dyslexia</i> , 2004, 10, 146-178.	0.8	99
72	Spelling in Finnish: the case of the double consonant. <i>Reading and Writing</i> , 0, , 1.	1.0	1

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73	Understanding the role of cross-language transfer of phonological awareness in emergent Hindi-English biliteracy acquisition. Reading and Writing, 0, , 1.	1.0	3