

David J Francis

List of Publications by Year in descending order

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Version: 2024-02-01

158
papers

13,344
citations

23879

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27587

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159
all docs

159
docs citations

159
times ranked

7098
citing authors

#	ARTICLE	IF	CITATIONS
1	Structure Altering Effects of a Multicomponent Reading Intervention: An Application of the Direct and Inferential Mediation (DIME) Model of Reading Comprehension in Upper Elementary Grades. <i>Journal of Learning Disabilities</i> , 2022, 55, 58-78.	1.5	6
2	Reading Comprehension and Academic Vocabulary: Exploring Relations of Item Features and Reading Proficiency. <i>Reading Research Quarterly</i> , 2022, 57, 669-690.	1.8	9
3	The Complex Role of Utterance Length on Grammaticality: Multivariate Multilevel Analysis of English and Spanish Utterances of First-Grade English Learners. <i>Journal of Speech, Language, and Hearing Research</i> , 2022, 65, 238-252.	0.7	2
4	Developmental trajectories for literacy and math skills from primary to secondary school. <i>Journal of Research in Reading</i> , 2022, 45, 65-82.	1.0	3
5	Is the treatment weak or the test insensitive: Interrogating item difficulties to elucidate the nature of reading intervention effects. <i>Learning and Individual Differences</i> , 2022, 97, 102167.	1.5	1
6	Early Detection of Dyslexia Risk: Development of Brief, Teacher-Administered Screens. <i>Learning Disability Quarterly</i> , 2021, 44, 145-157.	0.9	9
7	Effects of semantic reinforcement, semantic discrimination, and affix frequency on new word learning in skilled and less skilled readers in Grades 6 to 12. <i>Journal of Experimental Child Psychology</i> , 2021, 205, 105083.	0.7	4
8	Distinct Subthalamic Coupling in the ON State Describes Motor Performance in Parkinson's Disease. <i>Movement Disorders</i> , 2020, 35, 91-100.	2.2	28
9	Moving Forward by Looking Back: Understanding Why Some Spanish-Speaking English Learners Fall Behind. <i>New Directions for Child and Adolescent Development</i> , 2019, 2019, 43-77.	1.3	11
10	Explaining Variation in Findings From Efficacy and Effectiveness Studies for English Reading Interventions for English Learners. <i>Journal of Research on Educational Effectiveness</i> , 2019, 12, 116-134.	0.9	0
11	IQ Achievement Discrepancy for Identification of Disabilities in Spanish-Speaking English Learners. <i>New Directions for Child and Adolescent Development</i> , 2019, 2019, 111-143.	1.3	4
12	Bilingual Phonological Awareness: Construct Validation in Grade 1 Spanish-Speaking English Learners. <i>New Directions for Child and Adolescent Development</i> , 2019, 2019, 79-110.	1.3	7
13	Identification, Classification, and Treatment of Reading and Language Disabilities in Spanish-Speaking EL Students: Introduction to the Special Issue. <i>New Directions for Child and Adolescent Development</i> , 2019, 2019, 7-14.	1.3	2
14	Speaking and Reading in Two Languages: On the Identification of Reading and Language Disabilities in Spanish-Speaking English Learners. <i>New Directions for Child and Adolescent Development</i> , 2019, 2019, 15-41.	1.3	10
15	Longitudinal Changes in Disability Rating Scale Scores: A Secondary Analysis Among Patients With Severe TBI Enrolled in the Epo Clinical Trial. <i>Journal of the International Neuropsychological Society</i> , 2019, 25, 293-301.	1.2	8
16	The Impact of the Spanish-to-English Proficiency Shift on the Grammaticality of English Learners. <i>Journal of Speech, Language, and Hearing Research</i> , 2019, 62, 1739-1754.	0.7	32
17	The moderating influence of instructional intensity and word type on the acquisition of academic vocabulary in young English language learners. <i>Reading and Writing</i> , 2018, 31, 965-989.	1.0	17
18	Extending the Simple View of Reading to Account for Variation Within Readers and Across Texts: The Complete View of Reading (CVR). <i>Remedial and Special Education</i> , 2018, 39, 274-288.	1.7	55

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19	A Longitudinal Study of Racial Discrimination and Risk for Death Ideation in African American Youth. Suicide and Life-Threatening Behavior, 2017, 47, 86-102.	0.9	82
20	The Poor Get Richer: Heterogeneity in the Efficacy of a School-Level Intervention for Academic Language. Journal of Research on Educational Effectiveness, 2017, 10, 767-793.	0.9	18
21	Examining a motivational treatment and its impact on adolescents' reading comprehension and fluency. Journal of Educational Research, 2017, 110, 98-109.	0.8	12
22	Cognitive discrepancy models for specific learning disabilities identification: Simulations of psychometric limitations.. Psychological Assessment, 2017, 29, 446-457.	1.2	34
23	The influence of properties of the test and their interactions with reader characteristics on reading comprehension: An explanatory item response study.. Journal of Educational Psychology, 2016, 108, 1078-1097.	2.1	30
24	Cognitive Difficulties in Struggling Comprehenders and Their Relation to Reading Comprehension: A Comparison of Group Selection and Regression-Based Models. Journal of Research on Educational Effectiveness, 2016, 9, 153-172.	0.9	4
25	Validation of the direct and inferential mediation (DIME) model of reading comprehension in grades 7 through 12. Contemporary Educational Psychology, 2016, 44-45, 68-82.	1.6	113
26	Different Approaches to Equating Oral Reading Fluency Passages. , 2016, , 223-265.		4
27	Longitudinal study of the feasibility of using ecological momentary assessment to study teacher stress: Objective and self-reported measures.. Journal of Occupational Health Psychology, 2016, 21, 403-414.	2.3	15
28	Relations between volumetric measures of brain structure and attentional function in spina bifida: Utilization of robust statistical approaches.. Neuropsychology, 2015, 29, 212-225.	1.0	7
29	Text-Processing Differences in Adolescent Adequate and Poor Comprehenders Reading Accessible and Challenging Narrative and Informational Text. Reading Research Quarterly, 2015, 50, 393-416.	1.8	69
30	Developmental changes in reading do not alter the development of visual processing skills: an application of explanatory item response models in grades K-2. Frontiers in Psychology, 2015, 6, 116.	1.1	2
31	Inferential processing among adequate and struggling adolescent comprehenders and relations to reading comprehension. Reading and Writing, 2015, 28, 587-609.	1.0	69
32	Visual-Motor Integration Skills. Optometry and Vision Science, 2015, 92, 217-226.	0.6	12
33	The effects of student and text characteristics on the oral reading fluency of middle-grade students.. Journal of Educational Psychology, 2014, 106, 162-180.	2.1	23
34	The nature of Spanish versus English language use at home.. Journal of Educational Psychology, 2014, 106, 181-199.	2.1	42
35	The Contribution of Attentional Control and Working Memory to Reading Comprehension and Decoding. Scientific Studies of Reading, 2014, 18, 325-346.	1.3	158
36	Helping ELLs Meet the Common Core State Standards for Literacy in Science: The Impact of an Instructional Intervention Focused on Academic Language. Journal of Research on Educational Effectiveness, 2014, 7, 54-82.	0.9	39

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37	Agreement and Coverage of Indicators of Response to Intervention. <i>Topics in Language Disorders</i> , 2014, 34, 74-89.	0.9	23
38	The Effect of Reading Duration on the Reliability and Validity of Middle School Students's ORF Performance. <i>Assessment for Effective Intervention</i> , 2014, 40, 53-64.	0.6	2
39	Predicting reading outcomes with progress monitoring slopes among middle grade students. <i>Learning and Individual Differences</i> , 2014, 30, 46-57.	1.5	23
40	Adolescents' motivation for reading: group differences and relation to standardized achievement. <i>Reading and Writing</i> , 2014, 27, 503-533.	1.0	63
41	How Important Is Teaching Phonemic Awareness to Children Learning to Read in Spanish?. <i>American Educational Research Journal</i> , 2014, 51, 604-633.	1.6	23
42	Effects of tier 3 intervention for students with persistent reading difficulties and characteristics of inadequate responders.. <i>Journal of Educational Psychology</i> , 2013, 105, 633-648.	2.1	65
43	Meta-analysis of bilingual phonological awareness: Language, age, and psycholinguistic grain size.. <i>Journal of Educational Psychology</i> , 2012, 104, 932-944.	2.1	60
44	Psychometric Properties of Maze Tasks in Middle School Students. <i>Assessment for Effective Intervention</i> , 2012, 37, 131-146.	0.6	26
45	IRTs of the ABCs: Children's letter name acquisition. <i>Journal of School Psychology</i> , 2012, 50, 461-481.	1.5	50
46	Reliability and Validity of Oral Reading Fluency Median and Mean Scores Among Middle Grade Readers When Using Equated Texts. <i>Reading Psychology</i> , 2012, 33, 133-161.	0.7	17
47	Evaluation of the Technical Adequacy of Three Methods for Identifying Specific Learning Disabilities Based on Cognitive Discrepancies. <i>School Psychology Review</i> , 2012, 41, 3-22.	1.8	77
48	Evaluation of the Technical Adequacy of Three Methods for Identifying Specific Learning Disabilities Based on Cognitive Discrepancies. <i>School Psychology Review</i> , 2012, 41, 3-22.	1.8	44
49	The Relations Among Oral and Silent Reading Fluency and Comprehension in Middle School: Implications for Identification and Instruction of Students With Reading Difficulties. <i>Scientific Studies of Reading</i> , 2011, 15, 109-135.	1.3	96
50	Using the SIOP Model to Promote the Acquisition of Language and Science Concepts with English Learners. <i>Bilingual Research Journal</i> , 2011, 34, 334-351.	1.0	58
51	Cognitive Correlates of Inadequate Response to Reading Intervention. <i>School Psychology Review</i> , 2011, 40, 3-22.	1.8	63
52	Effects of Individualized and Standardized Interventions on Middle School Students with Reading Disabilities. <i>Exceptional Children</i> , 2011, 77, 391-407.	1.4	65
53	Effects of Technology Enhancements and Type of Teacher Support on Assessing Spanish-Speaking Children's Oral Reading Fluency in Second Grade. <i>Assessment for Effective Intervention</i> , 2011, 37, 3-16.	0.6	0
54	An Experimental Study of Scheduling and Duration of a Tier 2 First-Grade Reading Intervention. <i>Journal of Research on Educational Effectiveness</i> , 2011, 4, 208-230.	0.9	48

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55	Cognitive Correlates of Inadequate Response to Reading Intervention. <i>School Psychology Review</i> , 2011, 40, 3-22.	1.8	51
56	Contextual effects of bilingual programs on beginning reading.. <i>Journal of Educational Psychology</i> , 2010, 102, 341-355.	2.1	14
57	The relative effects of group size on reading progress of older students with reading difficulties. <i>Reading and Writing</i> , 2010, 23, 931-956.	1.0	69
58	Response to Intervention for Middle School Students With Reading Difficulties: Effects of a Primary and Secondary Intervention. <i>School Psychology Review</i> , 2010, 39, 3-21.	1.8	139
59	A test of the cerebellar hypothesis of dyslexia in adequate and inadequate responders to reading intervention. <i>Journal of the International Neuropsychological Society</i> , 2010, 16, 526-536.	1.2	15
60	Cross-informant symptoms from CBCL, TRF, and YSR: Trait and method variance in a normative sample of Russian youths.. <i>Psychological Assessment</i> , 2010, 22, 893-911.	1.2	50
61	Response to Intervention for Middle School Students With Reading Difficulties: Effects of a Primary and Secondary Intervention. <i>School Psychology Review</i> , 2010, 39, 3-21.	1.8	92
62	Enhancing Social Studies Vocabulary and Comprehension for Seventh-Grade English Language Learners: Findings From Two Experimental Studies. <i>Journal of Research on Educational Effectiveness</i> , 2009, 2, 297-324.	0.9	104
63	Effective Practices for English Language Learners in the Middle Grades: Introduction to the Special Issue of <i>Journal of Research on Educational Effectiveness</i> . <i>Journal of Research on Educational Effectiveness</i> , 2009, 2, 289-296.	0.9	19
64	One-Year Follow-Up Outcomes of Spanish and English Interventions for English Language Learners at Risk for Reading Problems. <i>American Educational Research Journal</i> , 2009, 46, 744-781.	1.6	40
65	Why IQ is not a covariate in cognitive studies of neurodevelopmental disorders. <i>Journal of the International Neuropsychological Society</i> , 2009, 15, 331-343.	1.2	705
66	The Timing of Early Reading Assessment in Kindergarten. <i>Learning Disability Quarterly</i> , 2009, 32, 217-227.	0.9	6
67	Accommodations for English Language Learners Taking Large-Scale Assessments: A Meta-Analysis on Effectiveness and Validity. <i>Review of Educational Research</i> , 2009, 79, 1168-1201.	4.3	163
68	Development of Bilingual Phonological Awareness in Spanish-Speaking English Language Learners: The Roles of Vocabulary, Letter Knowledge, and Prior Phonological Awareness. <i>Scientific Studies of Reading</i> , 2009, 13, 535-564.	1.3	91
69	The Impact of an Instructional Intervention on the Science and Language Learning of Middle Grade English Language Learners. <i>Journal of Research on Educational Effectiveness</i> , 2009, 2, 345-376.	0.9	108
70	Pictures and words: Spanish and English vocabulary in classrooms.. <i>Journal of Educational Psychology</i> , 2009, 101, 897-911.	2.1	27
71	Contextual effects on predicting risk for reading difficulties in first and second grade. <i>Reading and Writing</i> , 2008, 21, 371-394.	1.0	16
72	Form effects on the estimation of students' oral reading fluency using DIBELS. <i>Journal of School Psychology</i> , 2008, 46, 315-342.	1.5	136

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73	Agreement among response to intervention criteria for identifying responder status. <i>Learning and Individual Differences</i> , 2008, 18, 296-307.	1.5	85
74	Response to intervention with older students with reading difficulties. <i>Learning and Individual Differences</i> , 2008, 18, 338-345.	1.5	60
75	Early identification of reading difficulties using heterogeneous developmental trajectories.. <i>Journal of Educational Psychology</i> , 2008, 100, 192-208.	2.1	95
76	A response to recent reanalyses of the National Reading Panel report: Effects of systematic phonics instruction are practically significant.. <i>Journal of Educational Psychology</i> , 2008, 100, 123-134.	2.1	44
77	Long-Term Follow-Up of Spanish and English Interventions for First-Grade English Language Learners at Risk for Reading Problems. <i>Journal of Research on Educational Effectiveness</i> , 2008, 1, 179-214.	0.9	11
78	Speed of Processing, Working Memory, and Language Impairment in Children. <i>Journal of Speech, Language, and Hearing Research</i> , 2007, 50, 408-428.	0.7	423
79	Teacher Characteristics, Classroom Instruction, and Student Literacy and Language Outcomes in Bilingual Kindergartners. <i>Elementary School Journal</i> , 2007, 107, 341-364.	0.9	53
80	Phonological processing and emergent literacy in younger and older preschool children. <i>Annals of Dyslexia</i> , 2007, 57, 113-137.	1.2	84
81	Measures of Reading Comprehension: A Latent Variable Analysis of the Diagnostic Assessment of Reading Comprehension. <i>Scientific Studies of Reading</i> , 2006, 10, 301-322.	1.3	128
82	The impact of instructional practices in Grades 1 and 2 on reading and spelling achievement in high poverty schools. <i>Contemporary Educational Psychology</i> , 2006, 31, 1-29.	1.6	123
83	Effectiveness of an English Intervention for First-Grade English Language Learners at Risk for Reading Problems. <i>Elementary School Journal</i> , 2006, 107, 153-180.	0.9	115
84	Bilingual Phonological Awareness: Multilevel Construct Validation Among Spanish-Speaking Kindergartners in Transitional Bilingual Education Classrooms.. <i>Journal of Educational Psychology</i> , 2006, 98, 170-181.	2.1	75
85	Oral Language and Reading in Bilingual Children. <i>Learning Disabilities Research and Practice</i> , 2006, 21, 30-43.	0.9	229
86	Phonological processing and emergent literacy in Spanish-speaking preschool children. <i>Annals of Dyslexia</i> , 2006, 56, 239-270.	1.2	38
87	Assessing Reading Comprehension in Bilinguals. <i>Elementary School Journal</i> , 2006, 107, 221-238.	0.9	46
88	Response Time in 14-Year-Olds With Language Impairment. <i>Journal of Speech, Language, and Hearing Research</i> , 2006, 49, 712-728.	0.7	61
89	Effectiveness of a Spanish Intervention and an English Intervention for English-Language Learners at Risk for Reading Problems. <i>American Educational Research Journal</i> , 2006, 43, 449-487.	1.6	100
90	Effectiveness of Spanish Intervention for First-Grade English Language Learners at Risk for Reading Difficulties. <i>Journal of Learning Disabilities</i> , 2006, 39, 56-73.	1.5	95

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91	An Evaluation of Intensive Intervention for Students with Persistent Reading Difficulties. <i>Journal of Learning Disabilities</i> , 2006, 39, 447-466.	1.5	143
92	Space-Based Inhibition of Return in Children With Spina Bifida.. <i>Neuropsychology</i> , 2005, 19, 456-465.	1.0	30
93	Early Development of Neurophysiological Processes Involved in Normal Reading and Reading Disability: A Magnetic Source Imaging Study.. <i>Neuropsychology</i> , 2005, 19, 787-798.	1.0	52
94	Evidence-Based Assessment of Learning Disabilities in Children and Adolescents. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2005, 34, 506-522.	2.2	105
95	Development of Phonological Awareness. <i>Current Directions in Psychological Science</i> , 2005, 14, 255-259.	2.8	440
96	Identifying English Language Learners with Learning Disabilities: Key Challenges and Possible Approaches. <i>Learning Disabilities Research and Practice</i> , 2005, 20, 6-15.	0.9	74
97	Teaching English Language Learners At Risk for Reading Disabilities to Read: Putting Research into Practice. <i>Learning Disabilities Research and Practice</i> , 2005, 20, 58-67.	0.9	60
98	Covert orienting to exogenous and endogenous cues in children with spina bifida. <i>Neuropsychologia</i> , 2005, 43, 976-987.	0.7	46
99	Peripersonal spatial attention in children with spina bifida: Associations between horizontal and vertical line bisection and congenital malformations of the corpus callosum, midbrain, and posterior cortex. <i>Neuropsychologia</i> , 2005, 43, 2000-2010.	0.7	29
100	The effects of theoretically different instruction and student characteristics on the skills of struggling readers. <i>Reading Research Quarterly</i> , 2005, 40, 148-182.	1.8	222
101	Validity of Alternative Approaches for the Identification of Learning Disabilities. <i>Journal of Learning Disabilities</i> , 2005, 38, 545-552.	1.5	103
102	Psychometric Approaches to the Identification of LD. <i>Journal of Learning Disabilities</i> , 2005, 38, 98-108.	1.5	232
103	Spinal lesion level in spina bifida: a source of neural and cognitive heterogeneity. <i>Journal of Neurosurgery: Pediatrics</i> , 2005, 102, 268-279.	0.8	118
104	Spina Bifida: Genes, Brain, and Development. <i>International Review of Research in Mental Retardation</i> , 2004, , 63-117.	0.7	34
105	Variability in Text Features in Six Grade 1 Basal Reading Programs. <i>Scientific Studies of Reading</i> , 2004, 8, 167-197.	1.3	40
106	Motor learning in children with spina bifida: Dissociation between performance level and acquisition rate. <i>Journal of the International Neuropsychological Society</i> , 2004, 10, 877-887.	1.2	40
107	Effects of Intensive Reading Remediation for Second and Third Graders and a 1-Year Follow-Up.. <i>Journal of Educational Psychology</i> , 2004, 96, 444-461.	2.1	114
108	Kindergarten Prediction of Reading Skills: A Longitudinal Comparative Analysis.. <i>Journal of Educational Psychology</i> , 2004, 96, 265-282.	2.1	615

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109	The necessity of the alphabetic principle to phonemic awareness instruction. Reading and Writing, 2003, 16, 289-324.	1.0	66
110	Brain Mechanisms for Reading in Children With and Without Dyslexia: A Review of Studies of Normal Development and Plasticity. Developmental Neuropsychology, 2003, 24, 593-612.	1.0	37
111	APPLICATION OF TWO-LEVEL NEGATIVE EXPONENTIAL MODEL TO CHILDREN'S LEARNING CURVE IN READING. Communications in Statistics Part B: Simulation and Computation, 2002, 31, 279-299.	0.6	2
112	Object-based and action-based visual perception in children with spina bifida and hydrocephalus. Journal of the International Neuropsychological Society, 2002, 8, 95-106.	1.2	53
113	Object-based and action-based visual perception in children with spina bifida and hydrocephalus. Journal of the International Neuropsychological Society, 2002, 8, 95-106.	1.2	38
114	Relationship of Rapid Automatized Naming and Phonological Awareness in Early Reading Development. Journal of Learning Disabilities, 2002, 35, 245-256.	1.5	179
115	Brain Activation Profiles During the Early Stages of Reading Acquisition. Journal of Child Neurology, 2002, 17, 159-163.	0.7	52
116	Assessment of Reading and Learning Disabilities A Research-Based Intervention-Oriented Approach. Journal of School Psychology, 2002, 40, 27-63.	1.5	89
117	Growth in Precursor and Reading-Related Skills: Do Low-Achieving and IQ-Discrepant Readers Develop Differently?. Learning Disabilities Research and Practice, 2002, 17, 19-34.	0.9	35
118	Measures of Information Processing in Rapid Automatized Naming (RAN) and Their Relation to Reading. Journal of Experimental Child Psychology, 2001, 78, 359-373.	0.7	111
119	Response: Misrepresentation of Research by Other Researchers. Educational Researcher, 2000, 29, 27-37.	3.3	6
120	Introduction to Individual Growth Curve Analysis. Issues in Clinical Child Psychology, 2000, , 51-73.	0.2	19
121	Persistence of Dyslexia: The Connecticut Longitudinal Study at Adolescence. Pediatrics, 1999, 104, 1351-1359.	1.0	382
122	Beginning reading is strategic and by design multi-level. Issues in Education, 1999, 5, 65-75.	0.2	1
123	The dimensionality of phonological awareness: An application of item response theory.. Journal of Educational Psychology, 1999, 91, 439-449.	2.1	178
124	The Foundations of Literacy: Learning the Sounds of Letters. Child Development, 1998, 69, 1524-1540.	1.7	170
125	The role of instruction in learning to read: Preventing reading failure in at-risk children.. Journal of Educational Psychology, 1998, 90, 37-55.	2.1	539
126	Subtypes of reading disability: Variability around a phonological core.. Journal of Educational Psychology, 1998, 90, 347-373.	2.1	377

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127	Memory functions in children with early hydrocephalus.. <i>Neuropsychology</i> , 1998, 12, 578-589.	1.0	52
128	Early Interventions for Children With Reading Disabilities. <i>Scientific Studies of Reading</i> , 1997, 1, 255-276.	1.3	104
129	Psychometric properties of family members' reports of parental physical aggression toward clinic-referred children.. <i>Journal of Consulting and Clinical Psychology</i> , 1997, 65, 309-318.	1.6	39
130	Longitudinal neuropsychological outcome in infants and preschoolers with traumatic brain injury. <i>Journal of the International Neuropsychological Society</i> , 1997, 3, 581-591.	1.2	238
131	Neurobehavior in preterm neonates exposed to cocaine, alcohol, and tobacco. , 1997, 20, 297-309.		17
132	Effects of intraventricular hemorrhage and hydrocephalus on the long-term neurobehavioral development of preterm very-low-birthweight infants. <i>Developmental Medicine and Child Neurology</i> , 1997, 39, 596-606.	1.1	61
133	Defining Learning and Language Disabilities. <i>Language, Speech, and Hearing Services in Schools</i> , 1996, 27, 132-143.	0.7	41
134	Developmental lag versus deficit models of reading disability: A longitudinal, individual growth curves analysis.. <i>Journal of Educational Psychology</i> , 1996, 88, 3-17.	2.1	557
135	Relation of phonological and orthographic processing to early reading: Comparing two approaches to regression-based, reading-level-match designs.. <i>Journal of Educational Psychology</i> , 1996, 88, 639-652.	2.1	87
136	Reliability of brain structure morphometry in hydrocephalic children using MR images. <i>Magnetic Resonance Imaging</i> , 1996, 14, 649-655.	1.0	10
137	Morphometric evaluation of the hydrocephalic brain: relationships with cognitive development. <i>Child's Nervous System</i> , 1996, 12, 192-199.	0.6	66
138	Attentional skills and executive functions in children with early hydrocephalus. <i>Developmental Neuropsychology</i> , 1996, 12, 53-76.	1.0	85
139	Interrelationships between Reading Disability and Attention-Deficit/Hyperactivity Disorder. <i>Child Neuropsychology</i> , 1995, 1, 170-186.	0.8	64
140	Verbal and Nonverbal Skill Discrepancies in Children with Hydrocephalus: A Five-Year Longitudinal Follow-Up. <i>Journal of Pediatric Psychology</i> , 1995, 20, 785-800.	1.1	58
141	Behavioral Adjustment of Children With Hydrocephalus: Relationships With Etiology, Neurological, and Family Status. <i>Journal of Pediatric Psychology</i> , 1995, 20, 109-125.	1.1	50
142	Neuropsychological changes in children with cancer: The treatment of missing data in longitudinal studies. <i>Neuropsychology Review</i> , 1994, 4, 199-222.	2.5	19
143	Exploring connections among reading, spelling, and phonemic segmentation during first grade. <i>Reading and Writing</i> , 1994, 6, 65-91.	1.0	35
144	Cognitive profiles of reading disability: Comparisons of discrepancy and low achievement definitions.. <i>Journal of Educational Psychology</i> , 1994, 86, 6-23.	2.1	484

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145	Motor, visual^spatial, and somatosensory skills after closed head injury in children and adolescents: A study of change.. Neuropsychology, 1994, 8, 333-342.	1.0	73
146	Links among segmenting, spelling, and reading words in first and second Grades. Reading and Writing, 1993, 5, 1-15.	1.0	14
147	The Validity of Discrepancy-Based Definitions of Reading Disabilities. Journal of Learning Disabilities, 1992, 25, 555-561.	1.5	142
148	A five-factor model for motor, psychomotor, and visual-spatial tests used in the neuropsychological assessment of children. Neuropsychology, Development and Cognition Section A: Journal of Clinical and Experimental Neuropsychology, 1992, 14, 625-637.	1.4	16
149	Verbal and nonverbal skill discrepancies in hydrocephalic children. Neuropsychology, Development and Cognition Section A: Journal of Clinical and Experimental Neuropsychology, 1992, 14, 593-609.	1.4	98
150	Analysis of change: Modeling individual growth.. Journal of Consulting and Clinical Psychology, 1991, 59, 27-37.	1.6	248
151	How letter-sound instruction mediates progress in first-grade reading and spelling.. Journal of Educational Psychology, 1991, 83, 456-469.	2.1	171
152	Neurobehavioral outcomes in diseases of childhood: Individual change models for pediatric human immunodeficiency viruses.. American Psychologist, 1991, 46, 1267-1277.	3.8	23
153	Comparisons of Cutoff and Regression-Based Definitions of Reading Disabilities. Journal of Learning Disabilities, 1989, 22, 334-338.	1.5	82
154	Discriminant validity of lateral sensorimotor tests in children. Neuropsychology, Development and Cognition Section A: Journal of Clinical and Experimental Neuropsychology, 1988, 10, 779-799.	1.4	19
155	Visual attention skills of premature infants with and without intraventricular hemorrhage. , 1985, 8, 309-321.		46
156	Differential Outcomes Associated with Early Medical Complications in Premature Infants. Journal of Pediatric Psychology, 1984, 9, 385-401.	1.1	55
157	Development of Phonological Awareness. , 0, .		1
158	Characterization of English and Spanish language proficiency among middle school English learners with reading difficulties. Bilingualism, 0, , 1-14.	1.0	1