Nicola J Pitchford

List of Publications by Year in descending order

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#	Article	IF	CITATIONS
1	Development of Executive Function and Attention in Preterm Children: A Systematic Review. Developmental Neuropsychology, 2009, 34, 393-421.	1.4	306
2	Processing speed and working memory underlie academic attainment in very preterm children. Archives of Disease in Childhood: Fetal and Neonatal Edition, 2010, 95, F267-F272.	2.8	139
3	The interrelation between cognitive and motor development in typically developing children aged 4-11 years is underpinned by visual processing and fine manual control. British Journal of Psychology, 2011, 102, 569-584.	2.3	130
4	Baby knows best? The impact of weaning style on food preferences and body mass index in early childhood in a case–controlled sample. BMJ Open, 2012, 2, e000298.	1.9	103
5	Fine Motor Skills Predict Maths Ability Better than They Predict Reading Ability in the Early Primary School Years. Frontiers in Psychology, 2016, 7, 783.	2.1	91
6	Closing the gap: Efficacy of a tablet intervention to support the development of early mathematical skills in UK primary school children. Computers and Education, 2017, 108, 43-58.	8.3	71
7	Processing Speed Mediates Executive Function Difficulties in Very Preterm Children in Middle Childhood. Journal of the International Neuropsychological Society, 2011, 17, 445-454.	1.8	67
8	Inattentive behaviour is associated with poor working memory and slow processing speed in very pre-term children in middle childhood. British Journal of Educational Psychology, 2011, 81, 147-160.	2.9	63
9	Raising early achievement in math with interactive apps: A randomized control trial Journal of Educational Psychology, 2019, 111, 284-298.	2.9	57
10	Development of early mathematical skills with a tablet intervention: a randomized control trial in Malawi. Frontiers in Psychology, 2015, 6, 485.	2.1	49
11	ls the Acquisition of Basic-Colour Terms in Young Children Constrained?. Perception, 2002, 31, 1349-1370.	1.2	46
12	Development of cognitive and motor function following cerebellar tumour injury sustained in early childhood. Cortex, 2010, 46, 919-932.	2.4	46
13	Conceptualization of Perceptual Attributes: A Special Case for Color?. Journal of Experimental Child Psychology, 2001, 80, 289-314.	1.4	44
14	The role of perception, language, and preference in the developmental acquisition of basic color terms. Journal of Experimental Child Psychology, 2005, 90, 275-302.	1.4	37
15	Enhanced recognition of written words and enjoyment of reading in struggling beginner readers through whole-word multimedia software. Computers and Education, 2010, 54, 199-208.	8.3	36
16	Salience of primary and secondary colours in infancy. British Journal of Developmental Psychology, 2008, 26, 471-483.	1.7	34
17	Can Touch Screen Tablets be Used to Assess Cognitive and Motor Skills in Early Years Primary School Children? A Cross-Cultural Study. Frontiers in Psychology, 2016, 7, 1666.	2.1	33
18	Interactive Apps Promote Learning of Basic Mathematics in Children With Special Educational Needs and Disabilities. Frontiers in Psychology, 2018, 9, 262.	2.1	32

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19	The development of conceptual colour categories in pre-school children: Influence of perceptual categorization. Visual Cognition, 2003, 10, 51-77.	1.6	26
20	Interactive apps prevent gender discrepancies in earlyâ€grade mathematics in a lowâ€income country in subâ€Sahara Africa. Developmental Science, 2019, 22, e12864.	2.4	25
21	Effect of orthographic transparency on letter position encoding: A comparison of Greek and English monoscriptal and biscriptal readers. Language and Cognitive Processes, 2008, 23, 258-281.	2.2	24
22	Reduced orthographic learning in dyslexic adult readers: Evidence from patterns of letter search. Quarterly Journal of Experimental Psychology, 2009, 62, 99-113.	1.1	24
23	Should Touch Screen Tablets Be Used to Improve Educational Outcomes in Primary School Children in Developing Countries?. Frontiers in Psychology, 2016, 7, 839.	2.1	20
24	Development of letter position processing: effects of age and orthographic transparency. Journal of Research in Reading, 2009, 32, 180-198.	2.0	19
25	A new methodological approach for evaluating the impact of educational intervention implementation on learning outcomes. International Journal of Research and Method in Education, 2020, 43, 225-242.	1.9	19
26	Reading disorders and weak Verbal IQ following left hemisphere stroke in children: No evidence of compensation. Cortex, 2010, 46, 1248-1258.	2.4	17
27	Does whole-word multimedia software support literacy acquisition?. Reading and Writing, 2010, 23, 31-51.	1.7	15
28	Why is the processing of global motion impaired in adults with developmental dyslexia?. Brain and Cognition, 2016, 108, 20-31.	1.8	15
29	Neuropsychological outcomes of children with Optic Pathway Glioma. Scientific Reports, 2020, 10, 3344.	3.3	12
30	GreekLex 2: A comprehensive lexical database with part-of-speech, syllabic, phonological, and stress information. PLoS ONE, 2017, 12, e0172493.	2.5	12
31	High variability phonetic training in adaptive adverse conditions is rapid, effective, and sustained. PLoS ONE, 2018, 13, e0204888.	2.5	11
32	Language counts when learning mathematics with interactive apps. British Journal of Educational Technology, 2020, 51, 2326-2339.	6.3	10
33	Early indications of delayed cognitive development in preschool children born very preterm: evidence from domainâ€general and domainâ€specific tasks. Infant and Child Development, 2011, 20, 400-422.	1.5	9
34	Encoding of rapid time-varying information is impaired in poor readers. Journal of Vision, 2017, 17, 1.	0.3	9
35	Sexual Dimorphism of Brown Adipose Tissue Function. Journal of Pediatrics, 2019, 210, 166-172.e1.	1.8	9
36	New insights into the role of motion and form vision in neurodevelopmental disorders. Neuroscience and Biobehavioral Reviews, 2017, 83, 32-45.	6.1	8

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37	Visual perception in dyslexia is limited by sub-optimal scale selection. Scientific Reports, 2017, 7, 6593.	3.3	6
38	Right-hemisphere reading in a case of developmental deep dyslexia. Quarterly Journal of Experimental Psychology, 2007, 60, 1187-1196.	1.1	5
39	Secondary Benefits to Attentional Processing Through Intervention With an Interactive Maths App. Frontiers in Psychology, 2019, 10, 2633.	2.1	5
40	Effects of Hydrocephalus After Cerebellar Tumor: A Case-By-Case Approach. Pediatric Neurology, 2011, 44, 193-201.	2.1	4
41	Does colour preference have a role in colour term acquisition?. British Journal of Developmental Psychology, 2009, 27, 993-1012.	1.7	3
42	Using Interactive Apps to Support Learning of Elementary Maths in Multilingual Contexts: Implications for Practice and Policy Development in a Digital Age. Multilingual Education Yearbook, 2021, , 135-153.	0.3	3
43	Reflections on how color term acquisition is constrained. Journal of Experimental Child Psychology, 2006, 94, 328-333.	1.4	2
44	ls the Masked Priming Same-Different Task a Pure Measure of Prelexical Processing?. PLoS ONE, 2013, 8, e72888.	2.5	2
45	Vision, development, and bilingualism are fundamental in the quest for a universal model of visual word recognition and reading. Behavioral and Brain Sciences, 2012, 35, 300-301.	0.7	1
46	QOL-16. ASSOCIATIONS BETWEEN SENSORY, PERCEPTUAL, AND COGNITIVE IMPAIRMENT IN THE VISUAL DOMAIN IN CHILDREN TREATED FOR OPTIC PATHWAY GLIOMA. Neuro-Oncology, 2018, 20, i160-i160.	1.2	0
47	QOL-15. VISUAL IMPAIRMENT AND AUDITORY COMPENSATION IN CHILDREN TREATED FOR OPTIC PATHWAY GLIOMA. Neuro-Oncology, 2018, 20, i160-i160.	1.2	Ο