

CITATION REPORT

List of articles citing

Specific reading disability (dyslexia): what have we learned in the past four decades?

DOI: 10.1046/j.0021-9630.2003.00305.x

Journal of Child Psychology and Psychiatry and Allied Disciplines, 2004, 45, 2-40.

Source: <https://exaly.com/paper-pdf/37041532/citation-report.pdf>

Version: 2024-04-28

This report has been generated based on the citations recorded by exaly.com for the above article. For the latest version of this publication list, visit the link given above.

The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

#	Paper	IF	Citations
1731	References. 763-985		
1730	Auditory processing: Linking listening and learning. 2004 , 19, 124-134		
1729	School evolution: scientist-practitioner educators creating optimal learning environments for all students. 2004 , 37, 500-8		22
1728	Current status of treatments for dyslexia: critical review. 2004 , 19, 744-58		69
1727	Assessing literacy: current challenges and issues. 2004 , 27, 113-117		
1726	Self-teaching in normal and disabled readers. 2004 , 17, 769-800		51
1725	Editor's commentary. 2004 , 54, 173-7		1
1724	Emerging phonological awareness differentiates children with and without familial risk for dyslexia after controlling for general language skills. 2004 , 54, 221-43		33
1723	Deficits in dyslexia: barking up the wrong tree?. 2004 , 10, 289-98		5
1722	The cognitive deficits responsible for developmental dyslexia: review of evidence for a selective visual attentional disorder. 2004 , 10, 339-63		253
1721	Dyslexia. 2004 , 19, 740-4		5
1720	Preattentive deficits in developmental disorders of scholastic skills. 2005 , 16, 1829-32		6
1719	Early development of neurophysiological processes involved in normal reading and reading disability: a magnetic source imaging study. 2005 , 19, 787-98		45
1718	Evidence-based assessment of learning disabilities in children and adolescents. 2005 , 34, 506-22		88
1717	The interaction of vocabulary and short-term memory in predicting phonological awareness: a comparison of dyslexic and non-dyslexic children. 2005 , 5, 62-67		3
1716	Dyslexia and oral reading errors. 2005 , 28, 4-14		5
1715	Visual stress in adults with and without dyslexia. 2005 , 28, 365-378		38

1714	Auditory perceptual grouping and attention in dyslexia. 2005 , 24, 343-54	29
1713	Phonological decoding involves left posterior fusiform gyrus. 2005 , 26, 81-93	82
1712	References. 550-642	
1711	Benefits of computer-presented speed training for poor readers. 2005 , 55, 246-65	18
1710	What the Word Processing Skills of Prelingually Deafened Readers Tell About the Roots of Dyslexia. 2005 , 17, 369-393	19
1709	Telephone Testing and Teacher Assessment of Reading Skills in 7-year-olds: II. Strong Genetic Overlap. 2005 , 18, 401-423	14
1708	. 2005 ,	27
1707	Attention and reading skills. 2005 , 100, 375-86	20
1706	Reading depends on writing, in Chinese. 2005 , 102, 8781-5	302
1705	Auditory processing deficits in dyslexia: task or stimulus related?. 2006 , 16, 1718-28	90
1704	Reading experience and changes in the processing of letters, written words, and pseudohomophones: comparing fifth-grade students and university students. 2005 , 166, 407-34	9
1703	What the processing of real words and pseudohomophones can tell us about the development of orthographic knowledge in prelingually deafened individuals. 2006 , 11, 21-38	32
1702	Do children with developmental dyslexia have an implicit learning deficit?. 2005 , 76, 1392-7	132
1701	Computerized training of the correspondences between phonological and orthographic units. 2005 , 8, 79-102	29
1700	Auditory event related potentials and source current density estimation in phonologic/auditory dyslexics. 2005 , 116, 2632-47	27
1699	Mental rotation of letters, pictures, and three-dimensional objects in German dyslexic children. 2005 , 11, 497-512	39
1698	Phoneme awareness is a key component of alphabetic literacy skills in consistent and inconsistent orthographies: evidence from Czech and English children. 2005 , 92, 107-39	183
1697	Syllable splitting in literate and preliterate Hebrew speakers: onsets and rimes or bodies and codas?. 2005 , 92, 182-202	61

1696	Psychophysiology of developmental dyslexia: a review of findings including studies of children at risk for dyslexia. 2005 , 18, 167-195	72
1695	Dorsal stream deficits suggest hidden dyslexia among deaf poor readers: correlated evidence from reduced perceptual speed and elevated coherent motion detection thresholds. 2005 , 58, 300-11	13
1694	Impaired visual processing of multi-element arrays is associated with increased number of eye movements in dyslexic reading. 2005 , 45, 855-63	90
1693	Comprehension difficulties after year 4: Actioning appropriately. 2006 , 11, 125-130	5
1692	Language Impairment and Reading Disability: Connections and Complexities Introduction to the Special Issue. 2006 , 21, 1-7	2
1691	Children's naming and word-finding difficulties: descriptions and explanations. 2006 , 49, 309-24	62
1690	Reading impairment and visual processing deficits in schizophrenia. 2006 , 87, 238-45	90
1689	Performance in solving arithmetic problems: a comparison of children with different levels of achievement in mathematics and reading. 2006 , 21, 233-250	13
1688	The role of phonological recoding in orthographic learning. 2006 , 93, 166-85	88
1687	The effect of visual word features on the acquisition of orthographic knowledge. 2006 , 93, 337-56	18
1686	Are males with Duchenne muscular dystrophy at risk for reading disabilities?. 2006 , 34, 296-300	45
1685	Genes, cognition and dyslexia: learning to read the genome. 2006 , 10, 250-7	77
1684	[Genetics of dyslexia]. 2006 , 34, 435-44	16
1683	Reading and other learning disorders. 417-446	1
1682	Specific Learning Disabilities: Clarifying, Not Eliminating, a Construct.. 2006 , 37, 99-106	40
1681	Literacy and mental disorders. 2006 , 19, 350-4	77
1680	Trajectories of Reading Development: A Follow-up From Birth to School Age of Children With and Without Risk for Dyslexia. 2006 , 52, 514-546	98
1679	The Dyslexia Spectrum. 2006 , 26, 110-126	30

1678	Relationship of reading fluency assessment data with state accountability test scores: A longitudinal comparison of grade levels. 2006 , 43, 527-535		46
1677	Cognitive hypothesis testing and response to intervention for children with reading problems. 2006 , 43, 835-853		45
1676	Family history, self-perceptions, attitudes and cognitive abilities are associated with early adolescent reading skills. 2006 , 29, 11-32		63
1675	Word stress production in three-year-old children at risk of dyslexia. 2006 , 29, 304-317		23
1674	Revisiting the association between reading achievement and antisocial behavior: new evidence of an environmental explanation from a twin study. 2006 , 77, 72-88		194
1673	Weighing the evidence between competing theories of dyslexia. 2006 , 9, 265-269		34
1672	Impaired balance in developmental dyslexia? A meta-analysis of the contending evidence. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2006 , 47, 1159-66	7.9	67
1671	Do Language-Based Processing Tasks Separate Children with Language Impairment from Typical Bilinguals?. 2006 , 21, 19-29		79
1670	Effects of Visual and Phonological Distinctness on Visual-Verbal Paired Associate Learning in Dutch Dyslexic and Normal Readers. 2006 , 19, 393-426		18
1669	Reading Disabilities Among Hebrew-speaking Children in Upper Elementary Grades: The Role of Phonological and Nonphonological Language Skills. 2006 , 19, 291-311		7
1668	Word-Decoding Deficits in Norwegian: The Impact of Psycholinguistic Marker Effects. 2006 , 19, 265-290		4
1667	Letter names, letter sounds and phonological awareness: an examination of kindergarten children across letters and of letters across children. 2006 , 19, 959-989		86
1666	Sequential processing deficits of reading disabled persons is independent of inter-stimulus interval. 2006 , 46, 3949-60		17
1665	The effect of word length on lexical decision in dyslexic and normal reading children. 2006 , 98, 140-9		100
1664	Brain-behavior relations in reading and dyslexia: implications of Chinese results. 2006 , 98, 344-6		15
1663	Efficiency of visual information processing in children at-risk for dyslexia: habituation of single-trial ERPs. 2006 , 98, 319-31		21
1662	Dyslexia and across-hands finger localization deficits. 2006 , 44, 326-34		5
1661	Dyslexics are impaired on implicit higher-order sequence learning, but not on implicit spatial context learning. 2006 , 44, 1131-44		144

1660	Participation of children with dyslexia in compulsory education: current public policy issues. 2006 , 12, 51-67	48
1659	Meta-analysis of the nonword reading deficit in specific reading disorder. 2006 , 12, 195-221	37
1658	Genomewide scan for real-word reading subphenotypes of dyslexia: novel chromosome 13 locus and genetic complexity. 2006 , 141B, 15-27	35
1657	Spelling patterns in preadolescents with atypical language skills: phonological, morphological, and orthographic factors. 2006 , 29, 93-123	41
1656	Response to intervention as a vehicle for distinguishing between children with and without reading disabilities: Evidence for the role of kindergarten and first-grade interventions. 2006 , 39, 157-69	185
1655	Language deficits in poor comprehenders: a case for the simple view of reading. 2006 , 49, 278-93	577
1654	Addressing semantics promotes the development of reading fluency. 2006 , 27, 247-265	20
1653	A longitudinal study of reading skills among very-low-birthweight children: is there a catch-up?. 2006 , 31, 967-77	38
1652	Is there a "disability" for learning a foreign language?. 2006 , 39, 544-57	27
1651	The effect of temporal asynchrony on the multisensory integration of letters and speech sounds. 2007 , 17, 962-74	142
1650	Core deficits and variable differences in Dutch poor readers learning English. 2006 , 39, 74-90	33
1649	Concurrent correlates and predictors of reading and spelling achievement in deaf and hearing school children. 2006 , 11, 273-88	167
1648	Applying Cognitive Neuroscience Research to Education: The Case of Literacy. 2006 , 41, 53-74	32
1647	Different brain activation patterns in dyslexic children: evidence from EEG power and coherence patterns for the double-deficit theory of dyslexia. 2007 , 6, 175-90	54
1646	Components of Reading Ability: Multivariate Evidence for a Convergent Skills Model of Reading Development. 2007 , 11, 3-32	314
1645	A pilot investigation into unimpaired and dyslexic Persian children's word naming and spelling: Implications for models of reading and counselling. 2007 , 20, 41-50	3
1644	Preorthographical constraints on visual word recognition: evidence from a case study of developmental surface dyslexia. 2007 , 24, 623-60	25
1643	Orthographic Learning During Oral and Silent Reading. 2007 , 11, 55-71	67

1642	Modeling the Early Paths of Phonological Awareness and Factors Supporting its Development in Children With and Without Familial Risk of Dyslexia. 2007 , 11, 73-103	62
1641	A locus on 2p12 containing the co-regulated MRPL19 and C2ORF3 genes is associated to dyslexia. 2007 , 16, 667-77	85
1640	Brain activation during sentence comprehension among good and poor readers. 2007 , 17, 2780-7	75
1639	Reading and Reading Disorders. 454-474	2
1638	What predicts skill in lecture note taking?. 2007 , 99, 167-180	64
1637	Mental rotation of letters and shapes in developmental dyslexia. 2007 , 36, 617-31	32
1636	N1 and P2 components of auditory event-related potentials in children with and without reading disabilities. 2007 , 118, 2263-75	32
1635	Bayesian Modelling of Confusability of Phoneme-Grapheme Connections. 2007 ,	2
1634	Non-word repetition in Dutch children with (a risk of) dyslexia and SLI. 2007 , 21, 935-44	38
1633	The Contribution of Visual Sensitivity, Phonological Processing, and Nonverbal IQ to Children's Reading. 2007 , 11, 33-53	26
1632	Neuropsychology and genetics of speech, language, and literacy disorders. 2007 , 54, 543-61, vii	31
1631	Developmental dyslexia. 2007 , 666-684	0
1630	. 2007 ,	11
1629	Dyslexia at a behavioural and a cognitive level. 2007 , 13, 25-41	11
1628	Computerized screening for visual stress in children with dyslexia. 2007 , 13, 130-51	30
1627	The contribution of phonological awareness and visual attention in early reading and spelling. 2007 , 13, 67-76	83
1626	Follow-up of an exercise-based treatment for children with reading difficulties. 2007 , 13, 78-96	54
1625	The notion of 'phonology' in dyslexia research: cognitivism--and beyond. 2007 , 13, 154-74	10

1624	Comparing inclusive and segregated settings for children with dyslexia –parental perspectives from Ireland. 2007 , 22, 52-59	7
1623	The adaptation of an adult group screening test for dyslexia into Finland-Swedish: normative data for university students and the effects of language background on test performance. 2007 , 48, 419-32	6
1622	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, 923-31	7.9 147
1621	Learning Disabilities in Taiwan: A Case of Cultural Constraints on the Education of Students with Disabilities. 2007 , 22, 170-175	15
1620	Who are Most, Average, or High-Functioning Adults?. 2007 , 22, 264-274	10
1619	Dyslexia, learning, and pedagogical neuroscience. 2007 , 49, 306-11	21
1618	Interhemispheric cooperation and non-cooperation during word recognition: evidence for callosal transfer dysfunction in dyslexic adults. 2007 , 103, 276-91	21
1617	Developmental dyslexia: the visual attention span deficit hypothesis. 2007 , 104, 198-230	471
1616	Attentional blink deficits observed in dyslexia depend on task demands. 2007 , 47, 1292-302	42
1615	The eye movements of dyslexic children during reading and visual search: impact of the visual attention span. 2007 , 47, 2521-30	123
1614	Visual Learning and the Brain: Implications for Dyslexia. 2007 , 1, 128-139	36
1613	Genetics and Neuroscience in Dyslexia: Perspectives for Education and Remediation. 2007 , 1, 162-172	18
1612	Primary reflex persistence in children with reading difficulties (dyslexia): a cross-sectional study. 2007 , 45, 748-54	39
1611	Prisms throw light on developmental disorders. 2007 , 45, 1921-30	37
1610	Auditory processing, speech perception and phonological ability in pre-school children at high-risk for dyslexia: a longitudinal study of the auditory temporal processing theory. 2007 , 45, 1608-20	103
1609	Reasoning and dyslexia: a spatial strategy may impede reasoning with visually rich information. 2007 , 98, 79-92	17
1608	Subject-verb agreement and phonological processing in developmental dyslexia and specific language impairment (SLI): a closer look. 2007 , 42, 293-305	41
1607	Reading in two orthographies: A cross-linguistic study of Dutch average and poor readers who learn English as a second language. 2007 , 20, 753-784	31

1606	Hyperlexia in children with autism spectrum disorders. 2007 , 37, 760-74	110
1605	The Role of Phonology in the Word Decoding Skills of Poor Readers: Evidence from Individuals with Prelingual Deafness or Diagnosed Dyslexia. 2007 , 19, 385-408	16
1604	Screening of phonological awareness in the early elementary grades: an IRT approach. 2007 , 57, 33-50	48
1603	Reading development subtypes and their early characteristics. 2007 , 57, 3-32	98
1602	Reading development and dyslexia in a transparent orthography: a survey of Spanish children. 2007 , 57, 179-98	68
1601	Morphological awareness and early and advanced word recognition and spelling in Dutch. 2008 , 21, 587-607	58
1600	Komorbidity bei ADHS. 2008 , 156, 757-767	20
1599	Development and validation of a reading-related assessment battery in Malay for the purpose of dyslexia assessment. 2008 , 58, 37-57	35
1598	Training reading fluency among poor readers of German: many ways to the goal. 2008 , 58, 115-37	30
1597	Genome scan of a nonword repetition phenotype in families with dyslexia: evidence for multiple loci. 2008 , 38, 462-75	23
1596	Phonological spelling errors in the writing of Greek dyslexic children: in support of the phonological deficit theory. 2008 , 7,	
1595	Do weak phonological representations impact on arithmetic development? A review of research into arithmetic and dyslexia. 2008 , 14, 77-94	149
1594	Coping with academic failure, a study of Dutch children with dyslexia. 2008 , 14, 314-33	29
1593	Phonological working memory in German children with poor reading and spelling abilities. 2008 , 14, 271-90	37
1592	Sentence production in students with dyslexia. 2008 , 43, 55-76	10
1591	Contribution of phonological and broader language skills to literacy. 2008 , 43, 552-69	20
1590	ADHD and developmental dyslexia: two pathways leading to impaired learning. 2008 , 1145, 316-27	23
1589	A meta-analysis of functional neuroimaging studies of dyslexia. 2008 , 1145, 237-59	225

1588	Dyslexia: a review of two theories. 2008 , 91, 333-40	21
1587	Rapid naming deficits in dyslexia: a stumbling block for the perceptual anchor theory of dyslexia. 2008 , 11, F40-7	34
1586	Learning disabilities and the auditory and visual matching computer program. 2008 , 23, 80-88	3
1585	Does Dyslexia Exist?. 2008 , 42, 475-491	53
1584	Reading with vocabulary intervention: evaluation of an instruction for children with poor response to reading intervention. 2008 , 31, 319-336	30
1583	Task-irrelevant visual letters interact with the processing of speech sounds in heteromodal and unimodal cortex. 2008 , 28, 500-9	41
1582	Sequential or simultaneous visual processing deficit in developmental dyslexia?. 2008 , 48, 979-88	64
1581	Visual deficits in pre-readers at familial risk for dyslexia. 2008 , 48, 2835-9	51
1580	A randomized, controlled study of computer-based intervention in middle school struggling readers. 2008 , 106, 83-97	51
1579	Modelling relations between sensory processing, speech perception, orthographic and phonological ability, and literacy achievement. 2008 , 106, 29-40	118
1578	Hemispheric dissociation and dyslexia in a computational model of reading. 2008 , 107, 185-93	13
1577	Speed of processing and reading disability: a cross-linguistic investigation of dyslexia and borderline intellectual functioning. 2008 , 107, 999-1017	60
1576	Modifying the brain activation of poor readers during sentence comprehension with extended remedial instruction: a longitudinal study of neuroplasticity. 2008 , 46, 2580-92	99
1575	The contribution of white and gray matter differences to developmental dyslexia: insights from DTI and VBM at 3.0 T. 2008 , 46, 3170-8	162
1574	Working memory deficits in children with specific learning disorders. 2008 , 41, 514-23	145
1573	Reading comprehension, word reading and spelling as predictors of school achievement and choice of secondary education. 2008 , 18, 201-210	58
1572	Naming speed in dyslexia and dyscalculia. 2008 , 18, 224-236	94
1571	Cross-modal enhancement of the MMN to speech-sounds indicates early and automatic integration of letters and speech-sounds. 2008 , 430, 23-8	87

1570	Sex-differences in grey-white matter structure in normal-reading and dyslexic adolescents. 2008 , 438, 80-4	28
1569	[Prevalence of reading disabilities in early elementary school: impact of socioeconomic environment on reading development in 3 different educational zones]. 2008 , 15, 1049-57	18
1568	[Study of causal factors of reading impairment in a sample of 1062 7 to 8-year-old children]. 2008 , 15, 1058-67	18
1567	Evidence of a posterior cingulate involvement (Brodmann area 31) in dyslexia: a study based on source localization algorithm of event-related potentials. 2008 , 32, 733-8	5
1566	Better to lose the anchor than the whole ship. 2008 , 12, 244-5; author reply 245-6	22
1565	[The reader brain: natural and cultural story]. 2008 , 164 Suppl 3, S77-82	2
1564	[The rapid development of child neuropsychology]. 2008 , 164 Suppl 3, S108-13	
1563	Phonological Spelling and Reading Deficits in Children with Spelling Disabilities. 2010 , 12, 90-105	31
1562	Combined auditory and articulatory training improves phonological deficit in children with dyslexia. 2008 , 18, 402-29	15
1561	The KIAA0319-like (KIAA0319L) gene on chromosome 1p34 as a candidate for reading disabilities. 2008 , 22, 295-313	40
1560	Relations Among Maternal Literacy Beliefs, Home Literacy Practices, and the Emergent Literacy Skills of Preschoolers With Specific Language Impairment. 2008 , 19, 68-88	71
1559	Phonological Awareness and Naming Speed in the Prediction of Dutch Children's Word Recognition. 2008 , 12, 301-324	44
1558	Services for children with dyslexia – the child's experience. 2008 , 24, 189-206	9
1557	Specific disorders and broader phenotypes: the case of dyslexia. 2008 , 61, 142-56	128
1556	Dyslexia and rapid visual processing: a commentary. 2008 , 30, 666-73	3
1555	Initial Progress of Children Identified with Disabilities in Michigan's Reading First Schools. 2008 , 74, 235-256	10
1554	Recent Developments in Neuropsychological Models of Childhood Psychiatric Disorders. 2008 , 195-226	105
1553	Poor readers but compelled to read: Stroop effects in developmental dyslexia. 2008 , 14, 277-83	30

1552	Visual and Auditory Morphological Priming in Adults With Developmental Dyslexia. 2008 , 12, 221-252	26
1551	Memory ability of children with complex communication needs. 2008 , 24, 139-48	12
1550	Predicting reading success in a multilevel schoolwide reading model: a retrospective analysis. 2008 , 41, 174-88	29
1549	Remediation of developmental dyslexia: tackling a basic memory deficit. 2008 , 25, 38-55	7
1548	Influence of Distal and Proximal Cognitive Processes on Word Reading. 2008 , 29, 366-393	17
1547	Development of word reading fluency and spelling in a consistent orthography: An 8-year follow-up.. 2008 , 100, 150-161	435
1546	On the Anglocentricities of current reading research and practice: the perils of overreliance on an "outlier" orthography. 2008 , 134, 584-615	617
1545	Stop and think: Is an impairment model of learning disabilities true progress? Comment on Brueggemann, Kamphaus, and Dombrowski (2008).. 2008 , 39, 431-434	1
1544	Learning Disabilities. 2008 , 1231	2
1543	Characteristics of Reading Disability Types in Middle School Students Classified ED. 2008 , 34, 27-41	7
1542	Learning Disabilities and Culturally/Linguistically Diverse Students. 2008 , 1234	
1541	Prise en charge des dyslexies développementales : critères d'évaluation. 2009 , 1, 102	2
1540	Dyslexia: Neurodevelopmental Basis. 2009 , 741-747	1
1539	Troubles d'apprentissage de la lecture : rôle des facteurs cognitifs, comportementaux et socio-économiques. 2009 , 1, 21	9
1538	The predictive power of phonemic awareness and naming speed for early Dutch word recognition. 2009 , 15, 93-116	5
1537	Auditory and visual processing in children with dyslexia. 2009 , 34, 330-55	33
1536	Dyslexia: Group Screening among 15-16-Year-Olds in Oslo, Norway. 2009 , 53, 217-227	7
1535	RAN Is Not a Measure of Orthographic Processing. Evidence From the Asymmetric German Orthography. 2009 , 13, 1-25	139

1534	Investigating the double-deficit hypothesis in Greek: findings from a longitudinal study. 2009 , 42, 528-47	102
1533	A Comparison of Two Path Models for Predicting Reading Fluency. 2009 , 30, 84-95	10
1532	Joint statement--Learning disabilities, dyslexia, and vision. 2009 , 124, 837-44	63
1531	The nature and efficiency of the word reading strategies of orally raised deaf students. 2009 , 14, 344-61	13
1530	Dyslexia: The evolution of a scientific concept. 2009 , 15, 501-8	101
1529	Somatostatin receptor subtypes 2 and 5 are associated with better survival in well-differentiated endocrine carcinomas. 2009 , 89, 223-30	41
1528	Learning with a missing sense: what can we learn from the interaction of a deaf child with a turtle?. 2009 , 154, 71-82	11
1527	Phonology and reading: a response to Wang, Trezek, Luckner, and Paul. 2009 , 154, 338-45	57
1526	The long road to automation: neurocognitive development of letter-speech sound processing. 2009 , 21, 567-80	111
1525	Reading and subcortical auditory function. 2009 , 19, 2699-707	191
1524	Floor effects associated with universal screening and their impact on the early identification of reading disabilities. 2009 , 42, 163-76	125
1523	Identifying, Assessing, and Treating Dyslexia at School. 2009 ,	0
1522	Processing Words Varying in Personal Familiarity (Based on Reading and Spelling) by Poor Readers and Age-Matched and Reading-Matched Controls. 2009 , 30, 195-206	
1521	Crowding, reading, and developmental dyslexia. 2009 , 9, 14.1-18	127
1520	Common variance in amplitude envelope perception tasks and their impact on phoneme duration perception and reading and spelling in Finnish children with reading disabilities. 2009 , 30, 511-530	42
1519	Predictive Validity of Early Literacy Indicators From the Middle of Kindergarten to Second Grade. 2009 , 42, 209-226	33
1518	Reading does not depend on writing, even in Chinese. 2009 , 47, 1193-9	24
1517	Different behavioral and eye movement patterns of dyslexic readers with and without attentional deficits during single word reading. 2009 , 47, 2436-45	20

1516	Early language development of children at familial risk of dyslexia: speech perception and production. 2009 , 42, 180-94	33
1515	Missing in Action: Vocabulary Instruction in Pre-K. 2009 , 62, 384-392	88
1514	Oculomotor and linguistic determinants of reading development: a longitudinal study. 2009 , 49, 2948-59	82
1513	Working memory functioning in children with learning disabilities: does intelligence make a difference?. 2009 , 53, 3-10	61
1512	Reduced neural integration of letters and speech sounds links phonological and reading deficits in adult dyslexia. 2009 , 19, 503-8	185
1511	Auditory and visual stream segregation in children and adults: an assessment of the amodality assumption of the 'sluggish attentional shifting' theory of dyslexia. 2009 , 1302, 132-47	41
1510	Compétences narratives et communicatives chez des personnes en situation d'illettrisme. 2009 , 59, 123-138	6
1509	Phonological and orthographic spelling in high-functioning adult dyslexics. 2009 , 15, 105-28	57
1508	The representation and processing of familiar faces in dyslexia: differences in age of acquisition effects. 2009 , 15, 129-46	19
1507	Dyslexic participants show intact spontaneous categorization processes. 2009 , 15, 167-86	3
1506	Dutch dyslexic adolescents: phonological-core variable-orthographic differences. 2009 , 22, 133-165	34
1505	Reliability and prevalence of an atypical development of phonological skills in French-speaking dyslexics. 2009 , 22, 811-842	19
1504	The role of visual and phonological representations in the processing of written words by readers with diagnosed dyslexia: evidence from a working memory task. 2009 , 59, 12-33	13
1503	Sentence comprehension in young adults with developmental dyslexia. 2009 , 59, 151-67	36
1502	Dutch home-based pre-reading intervention with children at familial risk of dyslexia. 2009 , 59, 169-95	14
1501	RESEARCH SECTION: Reactions to a diagnosis of dyslexia among students entering further education: development of the 'résistance' 'accommodation' model. 2009 , 36, 95-102	20
1500	Brain activation on pre-reading tasks reveals at-risk status for dyslexia in 6-year-old children. 2009 , 50, 79-91	45
1499	Auditory processing in developmental dyslexia: an exploratory study of an auditory and visual matching training program with Swedish children with developmental dyslexia. 2009 , 50, 277-85	11

1498	Speech-perception-in-noise deficits in dyslexia. 2009 , 12, 732-45	213
1497	Tarzan helps to find dyslexics: a pseudo-word test. 2009 , 24, 81-85	0
1496	Computerised screening for dyslexia in adults. 2009 , 32, 137-152	19
1495	Influence of the visual attention span on child reading performance: a cross-sectional study. 2009 , 32, 230-253	157
1494	Task-focused behaviour and literacy development: a reciprocal relationship. 2009 , 33, 302-319	42
1493	Response to Intervention: Preventing and Remediating Academic Difficulties. 2009 , 3, 30-37	271
1492	The mathematical strengths and weaknesses of children with dyslexia. 2009 , 9, 154-163	15
1491	Reading and spelling in children with severe speech and physical impairments: a comparative study. 2009 , 44, 864-82	13
1490	Early home-based intervention in the Netherlands for children at familial risk of dyslexia. 2009 , 15, 187-217	17
1489	Enhancing intermediate dyslexic learners' literacy skills: a Free State community project. 2009 , 6, 295-307	2
1488	Visual versus phonological abilities in Spanish dyslexic boys and girls. 2009 , 70, 273-8	7
1487	Early reading and spelling abilities in children with severe speech and physical impairment: a cross-linguistic comparison. 2009 , 30, 77-95	5
1486	Interaction of speech and script in human auditory cortex: insights from neuro-imaging and effective connectivity. 2009 , 258, 152-64	51
1485	The nature of phonological awareness throughout the elementary grades: An item response theory perspective. 2009 , 19, 161-169	26
1484	Naming problems do not reflect a second independent core deficit in dyslexia: double deficits explored. 2009 , 103, 202-21	96
1483	Dyslexia and dyscalculia: two learning disorders with different cognitive profiles. 2009 , 103, 309-24	271
1482	Abnormal auditory ERP N100 in children with dyslexia: comparison with their control siblings. 2009 , 5, 26	10
1481	Reading and spelling disabilities in children with and without a history of early language delay: a neuropsychological and linguistic study. 2009 , 15, 582-604	26

1480	Communication between the cerebral hemispheres in dyslexic and skilled adult readers. 2009 , 29, 85-96	2
1479	If You Don't Know Where You're Going, You'll Wind up Somewhere Else: The Case of "Foreign Language Learning Disability" 2009 , 42, 7-26	14
1478	[Deficits in reading acquisition in primary school: cognitive, social and behavioral factors studied in a sample of 1062 children]. 2009 , 57, 191-203	6
1477	Poor reading in French elementary school: the interplay of cognitive, behavioral, and socioeconomic factors. 2009 , 30, 206-16	58
1476	William I. Cohen Dies at 62: Consummate Clinician, Educator, and Friend. 2009 , 30, 216	
1475	What influences literacy outcome in children with speech sound disorder?. 2009 , 52, 1175-88	117
1474	Reading and arithmetic in adolescents with autism spectrum disorders: peaks and dips in attainment. 2009 , 23, 718-28	182
1473	Myth and Reality of the Word Caller: The Relation Between Teacher Nominations and Prevalence Among Elementary School Children. 2009 , 24, 147-150	30
1472	Controlled but independent: effects of mental rotation and developmental dyslexia in dual-task settings. 2009 , 38, 1019-34	15
1471	Developmental Trajectory. 2010 , 31, 532	1
1470	Behavioral genetic approach to the study of dyslexia. 2010 , 31, 525-32	19
1469	Developmental dyslexia: an overview. 2010 , 16, 299-307	5
1468	Dyslexia: a categorical falsehood without validity or utility. 2010 , 287-301	4
1467	Developmental dyslexia in a transparent orthography: A study of Spanish dyslexic children. 2010 , 95-114	9
1466	The nonword-reading deficit of disabled readers: a developmental interpretation. 2010 , 46, 717-34	16
1465	A Pilot Study of a Kindergarten Summer School Reading Program in High-Poverty Urban Schools. 2010 , 110, 423-439	19
1464	Understanding words, understanding numbers: an exploration of the mathematical profiles of poor comprehenders. 2010 , 80, 255-68	28
1463	Dyslexia and reasoning: the importance of visual processes. 2010 , 101, 433-52	17

1462	Do tasks make a difference? Accounting for heterogeneity of performance of children with reading difficulties on tasks of executive function: findings from a meta-analysis. 2010 , 28, 133-76	84
1461	Towards a further characterization of phonological and literacy problems in Dutch-speaking children with dyslexia. 2010 , 28, 5-31	83
1460	How to distinguish normal from disordered children with poor language or motor skills. 2010 , 45, 336-44	10
1459	Investigating children's ability to reflect on stored phonological representations: the Silent Deletion of Phonemes Task. 2010 , 45, 411-23	10
1458	Classroom organization and teacher stress predict learning motivation in kindergarten children. 2010 , 25, 281-300	62
1457	Reading fluency: implications for the assessment of children with reading disabilities. 2010 , 60, 1-17	37
1456	The nature of the phonological processing in French dyslexic children: evidence for the phonological syllable and linguistic features' role in silent reading and speech discrimination. 2010 , 60, 123-50	23
1455	Reading fluency and speech perception speed of beginning readers with persistent reading problems: the perception of initial stop consonants and consonant clusters. 2010 , 60, 151-74	6
1454	Perceptual organization, phonological awareness, and reading comprehension in adults with and without learning disabilities. 2010 , 60, 209-37	12
1453	Reading in French-speaking adults with dyslexia. 2010 , 60, 238-64	39
1452	The Development of Orthographic Knowledge in Prelingually Deaf Individuals: New Insight from Arab Readers. 2010 , 22, 11-31	6
1451	Phonological, Orthographic, and Syntactic Awareness and their Relation to Reading Comprehension in Prelingually Deaf Individuals: What Can We Learn from Skilled Readers?. 2010 , 22, 549-580	32
1450	Speech perception among school-aged skilled and less skilled readers. 2010 , 39, 465-84	1
1449	Decreased sensitivity to phonemic mismatch in spoken word processing in adult developmental dyslexia. 2010 , 39, 523-39	3
1448	The genetic association between ADHD symptoms and reading difficulties: the role of inattentiveness and IQ. 2010 , 38, 1083-95	58
1447	Semantic categorization: a comparison between deaf and hearing children. 2010 , 43, 347-60	21
1446	Attentional engagement deficits in dyslexic children. 2010 , 48, 3793-801	70
1445	Behavioral and ERP evidence for amodal sluggish attentional shifting in developmental dyslexia. 2010 , 48, 4125-35	66

1444	Phonological processing and arithmetic fact retrieval: evidence from developmental dyslexia. 2010 , 48, 3973-81	91
1443	Aligning Theory and Assessment of Reading Fluency: Automaticity, Prosody, and Definitions of Fluency. 2010 , 45, 230-251	243
1442	Abnormal pattern of cortical speech feature discrimination in 6-year-old children at risk for dyslexia. 2010 , 1335, 53-62	57
1441	Visual attentional blink in dyslexic children: Parameterizing the deficit. 2010 , 50, 1855-61	18
1440	Can solving of wordchains be explained by phonological skills alone?. 2010 , 16, 24-35	7
1439	Predicting reading and spelling difficulties in transparent and opaque orthographies: a comparison between Scandinavian and US/Australian children. 2010 , 16, 119-42	80
1438	Is there a causal link from a phonological awareness deficit to reading failure in children at familial risk for dyslexia?. 2010 , 16, 300-17	50
1437	Procedural learning and dyslexia. 2010 , 16, 194-212	49
1436	Developmental dyslexia and explicit long-term memory. 2010 , 16, 213-25	32
1435	Visual spatial attention and speech segmentation are both impaired in preschoolers at familial risk for developmental dyslexia. 2010 , 16, 226-39	75
1434	Variation in GRIN2B contributes to weak performance in verbal short-term memory in children with dyslexia. 2010 , 153B, 503-511	33
1433	Estimation and visualization of confusability matrices from adaptive measurement data. 2010 , 54, 196-207	2
1432	Differential Ability Scalesâ prediction of reading performance: Global scores are not enough. 2010 , 47, 698-720	19
1431	Verbal and academic skills in children with early-onset type 1 diabetes. 2010 , 52, e143-7	21
1430	The Dynamics of Language Learning Attitudes and Motivation: Lessons From an Interview Study of Dyslexic Language Learners. 2010 , 94, 470-487	31
1429	Creating a Progress-Monitoring System in Reading for Middle-School Students: Tracking Progress Toward Meeting High-Stakes Standards. 2010 , 25, 60-75	52
1428	Comorbidity of learning disorders: prevalence and familial transmission. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2010 , 51, 287-94	7.9 242
1427	A comparison of the foreign language learning motivation of Hungarian dyslexic and non-dyslexic students. 2010 , 20, 232-250	7

1426 Cerebral palsy across the lifespan. 205-220

- 1425 Exploring the Role of Low Level Visual Processing in Letter-Speech Sound Integration: A Visual MMN Study. **2010**, 4, 9 12
- 1424 Developmental dyslexia: clinical aspects. **2010**, 16, 380-387 5
- 1423 Learning disorders in children and adolescents. 127-142
- 1422 Reading in children with orofacial clefts versus controls. **2010**, 35, 199-208 43
- 1421 Deviant processing of letters and speech sounds as proximate cause of reading failure: a functional magnetic resonance imaging study of dyslexic children. **2010**, 133, 868-79 192
- 1420 Language development, literacy skills, and predictive connections to reading in Finnish children with and without familial risk for dyslexia. **2010**, 43, 308-21 148
- 1419 English-Language Learners: Implications of Limited Vocabulary for Cross-Language Transfer of Phonemic Awareness With Kindergartners. **2010**, 9, 104-129 22
- 1418 A Structural Equation Model Using Fluency-Based Early Literacy Measures to Predict Emerging Reading Ability in Kindergarten. **2010**, 31, 385-399 5
- 1417 A test of the cerebellar hypothesis of dyslexia in adequate and inadequate responders to reading intervention. **2010**, 16, 526-36 12
- 1416 Neuropsychological profile on the WISC-IV of French children with dyslexia. **2010**, 43, 563-74 30
- 1415 The Orientation Theory of dyslexia: uniting current schisms through an ecological perspective. **2010**, 62, 215-229 2
- 1414 Oral narrative skills in French adults who are functionally illiterate: linguistic features and discourse organization. **2010**, 53, 1349-71 10
- 1413 Visual rapid naming and phonological abilities: different subtypes in dyslexic children. **2010**, 45, 443-52 31
- 1412 Dutch Dyslexia in Adulthood: Core Features and Variety. **2010**, 14, 183-210 15
- 1411 An analysis of reading and spelling abilities of children using AAC: Understanding a continuum of competence. **2010**, 26, 191-202 13
- 1410 Perception of phonemic length and its relation to reading and spelling skills in children with family risk for dyslexia in the first three grades of school. **2010**, 53, 710-24 22
- 1409 Effects of Classroom Acoustics on Performance and Well-Being in Elementary School Children: A Field Study. **2010**, 42, 659-692 88

1408	Poor ReadersâGood Learners: A Study of Dyslexic Readers Learning With and Without Text. 2010 , 26, 166-187	10
1407	Clinical neurophysiology of visual and auditory processing in dyslexia: a review. 2010 , 121, 1794-809	94
1406	Another joint statement regarding learning disabilities, dyslexia, and vision--a rebuttal. 2010 , 81, 533-43	6
1405	Dyslexia: what do paediatricians need to know?. 2010 , 20, 338-343	7
1404	Defining dyslexia. 2010 , 43, 229-43	108
1403	Dyslexia in Chinese language: An overview of research and practice. 2010 , 15, 213-224	25
1402	ERP differences of pre-lexical processing between dyslexic and non-dyslexic children. 2010 , 77, 59-69	31
1401	Temporal processing, attention, and learning disorders. 2010 , 20, 393-401	28
1400	Predicting word-level reading fluency outcomes in three contrastive groups: Remedial and computer-assisted remedial reading intervention, and mainstream instruction. 2010 , 20, 402-414	42
1399	A case study of developmental phonological dyslexia: Is the attentional deficit in the perception of rapid stimuli sequences amodal?. 2010 , 46, 231-41	55
1398	Newborn brain event-related potentials revealing atypical processing of sound frequency and the subsequent association with later literacy skills in children with familial dyslexia. 2010 , 46, 1362-76	124
1397	Variability in the word-reading performance of dyslexic readers: effects of letter length, phoneme length and digraph presence. 2010 , 46, 1259-71	41
1396	Auditory temporal processing and dyslexia in an orthographically consistent language. 2010 , 46, 1330-44	42
1395	Etiology and neuropsychology of comorbidity between RD and ADHD: the case for multiple-deficit models. 2010 , 46, 1345-61	231
1394	[Dyslexia: clinical characteristics]. 2010 , 17, 1734-43	3
1393	Dyslexia (Developmental). 2010 , 454-460	3
1392	Effet dâentraînements bimodaux ^ la connaissance des lettres. Etude transversale chez des enfants de trois et cinq ans. 2010 , 55, 113-127	9
1391	Perceptions of social support and experience of bullying among pupils with autistic spectrum disorders in mainstream secondary schools. 2010 , 25, 77-91	155

1390	Peer-group indicators of social inclusion among pupils with autistic spectrum disorders (ASD) in mainstream secondary schools: A comparative study. 2010 , 31, 478-494	114
1389	Intact first- and second-order implicit sequence learning in secondary-school-aged children with developmental dyslexia. 2010 , 32, 561-72	26
1388	[Evolution of competence in reading, spelling and comprehension levels in low socioeconomic environments and impact of cognitive and behavioral factors on outcome in two years]. 2010 , 58, 101-10	10
1387	The nature of the automatization deficit in Chinese children with dyslexia. 2010 , 16, 405-15	6
1386	Learning Disabilities: Debates on definitions, causes, subtypes, and responses. 2011 , 58, 75-87	64
1385	Object naming in dyslexic children: more than a phonological deficit. 2011 , 138, 215-28	6
1384	What Discrete and Serial Rapid Automatized Naming Can Reveal About Reading. 2011 , 15, 314-337	70
1383	Children's Reading Comprehension Difficulties: Nature, Causes, and Treatments. 2011 , 20, 139-142	97
1382	The Relation of Morphological Awareness and Syntactic Awareness to Adults's Reading Comprehension: Is Vocabulary Knowledge a Mediating Variable?. 2011 , 43, 159-183	50
1381	Gray matter volume changes following reading intervention in dyslexic children. 2011 , 57, 733-41	87
1380	Peer interaction patterns among adolescents with autistic spectrum disorders (ASDs) in mainstream school settings. 2011 , 15, 397-419	111
1379	Brain activity during processing objects and pseudo-objects: comparison between adult regular and dyslexic readers. 2011 , 122, 284-98	9
1378	Dyslexia, dysgraphia, procedural learning and the cerebellum. 2011 , 47, 117-27	174
1377	Long-term reading and spelling outcome in Italian adolescents with a history of specific language impairment. 2011 , 47, 955-73	32
1376	A visual processing but no phonological disorder in a child with mixed dyslexia. 2011 , 47, 1197-218	44
1375	N1, P2 and T-complex of the auditory brain event-related potentials to tones with varying rise times in adults with and without dyslexia. 2011 , 81, 51-9	12
1374	Auditory event-related potentials show altered hemispheric responses in dyslexia. 2011 , 498, 127-32	10
1373	Phonological Awareness and Rapid Automatized Naming Predicting Early Development in Reading and Spelling: Results from a Cross-Linguistic Longitudinal Study. 2011 , 21, 85-95	143

1372	Copying skills in relation to word reading and writing in Chinese children with and without dyslexia. 2011 , 110, 422-33	54
1371	Literacy problems in Arabic: Sensitivity to diglossia in tasks involving working memory. 2011 , 24, 571-582	9
1370	Domain-specific Rapid Automatized Naming deficits in children at risk for learning disabilities. 2011 , 24, 602-610	26
1369	Altered low-frequency sampling in auditory cortex accounts for the three main facets of dyslexia. 2011 , 72, 1080-90	169
1368	An interpretative model of early indicators of specific developmental dyslexia in preschool age: a comparative presentation of three studies in Greece. 2011 , 32, 3003-16	9
1367	Reduced sensitivity to slow-rate dynamic auditory information in children with dyslexia. 2011 , 32, 2810-9	49
1366	Speech perception in noise deficits in Japanese children with reading difficulties: effects of presentation rate. 2011 , 32, 2748-57	15
1365	Evidence-based interventions for reading and language difficulties: creating a virtuous circle. 2011 , 81, 1-23	125
1364	Desenvolvimento do Instrumento de Avaliação Neuropsicológica Breve Infantil NEUPSILIN-INF. 2011 , 16, 297-305	20
1363	Electrophysiological evidence for impaired attentional engagement with phonologically acceptable misspellings in developmental dyslexia. 2011 , 2, 139	3
1362	Learning Disabilities: Assessment, Identification, and Treatment. 2011 ,	1
1361	Response to Intervention in Literacy: Problems and Possibilities. 2011 , 111, 511-534	21
1360	Order or disorder? Impaired Hebb learning in dyslexia. 2011 , 37, 1270-9	67
1359	The effectiveness of Orton-Gillingham-based instruction with Singaporean children with specific reading disability (dyslexia). 2011 , 38, 143-149	2
1358	Coherent motion sensitivity and reading development in the transition from prereading to reading stage. 2011 , 82, 854-69	62
1357	Lexical access and literacy in children with word-finding difficulties. 2011 , 46, 473-80	5
1356	Subitizing and counting in typical and atypical development. 2011 , 14, 280-91	91
1355	Evidence for a specific cross-modal association deficit in dyslexia: an electrophysiological study of letter-speech sound processing. 2011 , 14, 635-48	81

1354	Specifying theories of developmental dyslexia: a diffusion model analysis of word recognition. 2011 , 14, 1340-54		29
1353	How do teachers in Ireland and England conceptualise dyslexia?. 2011 , 34, 171-192		17
1352	Identification of children at risk of dyslexia: the validity of teacher judgements using 'Phonic Phases' 2011 , 34, 157-170		18
1351	Children with dyslexia reveal abnormal native language representations: evidence from a study of mismatch negativity. 2011 , 48, 1107-18		16
1350	Time perception, phonological skills and executive function in children with dyslexia and/or ADHD symptoms. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2011 , 52, 195-203	7.9	86
1349	A multiple deficit model of reading disability and attention-deficit/hyperactivity disorder: searching for shared cognitive deficits. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2011 , 52, 547-57	7.9	184
1348	Research review: reading comprehension in developmental disorders of language and communication. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2011 , 52, 1111-23	7.9	79
1347	First genome-wide association scan on neurophysiological endophenotypes points to trans-regulation effects on SLC2A3 in dyslexic children. 2011 , 16, 97-107		75
1346	Practitioner Review: Reading disorders: what are the effective interventions and how should they be implemented and evaluated?. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2011 , 52, 3-12	7.9	52
1345	Could audiovisual training be used to improve cognition in extremely low birth weight children?. 2011 , 100, 1489-94		10
1344	Sensitivity to structure in the speech signal by children with speech sound disorder and reading disability. 2011 , 44, 294-314		28
1343	Superior parietal lobule dysfunction in a homogeneous group of dyslexic children with a visual attention span disorder. 2011 , 118, 128-38		76
1342	The role of age of acquisition in picture and word naming in dyslexic adults. 2011 , 102, 328-39		16
1341	The Simple View of Reading: Is It Valid for Different Types of Alphabetic Orthographies?. 2011 , 23, 553-576		190
1340	Phonemic Awareness is Not Necessary to Become a Skilled Deaf Reader. 2011 , 23, 459-476		47
1339	Developmental dyslexics show deficits in the processing of temporal auditory information in German vowel length discrimination. 2011 , 24, 285-303		29
1338	Cognitive and linguistic factors in reading acquisition. 2011 , 24, 387-394		25
1337	Effects of working memory training on reading in children with special needs. 2011 , 24, 479-491		124

1336	Cognitive profiles of poor readers of Kannada. 2011 , 24, 657-676	27
1335	Concurrent and longitudinal neuropsychological contributors to written language expression in first and second grade students. 2011 , 24, 221-252	38
1334	Moving closer to a public health model of language and learning disabilities: the role of genetics and the search for etiologies. 2011 , 41, 1-5	12
1333	In search of the perfect phenotype: an analysis of linkage and association studies of reading and reading-related processes. 2011 , 41, 6-30	21
1332	[Minimal emotional dysfunction and first impression formation in personality disorders]. 2011 , 82, 25-36	5
1331	Are preservice teachers prepared to teach struggling readers?. 2011 , 61, 21-43	84
1330	Effect of phonological and morphological awareness on reading comprehension in Hebrew-speaking adolescents with reading disabilities. 2011 , 61, 44-63	31
1329	Subtypes of reading disability in a shallow orthography: a double dissociation between accuracy-disabled and rate-disabled readers of Hebrew. 2011 , 61, 64-84	42
1328	Computer-based learning of spelling skills in children with and without dyslexia. 2011 , 61, 177-200	27
1327	Predicting reading comprehension of narrative and expository texts among Hebrew-speaking readers with and without a reading disability. 2011 , 61, 242-68	26
1326	Mapping for dyslexia and related cognitive trait loci provides strong evidence for further risk genes on chromosome 6p21. 2011 , 156B, 36-43	23
1325	Cognitive and psycholinguistic skills of adults who are functionally illiterate: Current state of research and implications for adult education. 2011 , 25, 753-762	22
1324	Dutch children at family risk of dyslexia: precursors, reading development, and parental effects. 2011 , 17, 2-18	46
1323	Early difficulties of Chinese preschoolers at familial risk for dyslexia: deficits in oral language, phonological processing skills, and print-related skills. 2011 , 17, 143-64	29
1322	Predicting dyslexia at age 11 from a risk index questionnaire at age 5. 2011 , 17, 207-26	14
1321	The cost-effectiveness of an intensive treatment protocol for severe dyslexia in children. 2011 , 17, 256-67	5
1320	Parental literacy predicts children's literacy: a longitudinal family-risk study. 2011 , 17, 339-55	30
1319	Cognitive profiles of Korean poor readers. 2011 , 17, 312-26	19

1318	Neuropsychological treatment of dyslexia: does type of treatment matter?. 2011 , 44, 136-49	24
1317	Multilingual dyslexia in university students: Reading and writing patterns in three languages. 2011 , 25, 753-66	12
1316	Learning disabilities, dyslexia, and vision. 2011 , 127, e818-56	91
1315	Cognitive and language issues associated with cleft lip and palate. 2011 , 32, 127-40	30
1314	On the importance of a cognitive processing perspective: an introduction. 2011 , 44, 99-104	7
1313	Effects of bottom-up and top-down intervention principles in emergent literacy in children at risk of developmental dyslexia: a longitudinal study. 2011 , 44, 105-22	24
1312	Response Inhibition and its Relationship to Phonological Processing in Children with and without Dyslexia. 2011 , 58, 19-32	9
1311	Writing strengthens orthography and alphabetic-coding strengthens phonology in learning to read Chinese.. 2011 , 103, 509-522	83
1310	An examination of multiple predictors of orthographic functioning. 2011 , 44, 50-62	16
1309	Investigating speech perception in children with dyslexia: is there evidence of a consistent deficit in individuals?. 2011 , 54, 1682-701	53
1308	Auditory frequency discrimination in adults with dyslexia: a test of the anchoring hypothesis. 2012 , 55, 1387-94	10
1307	Predicting word reading and comprehension with executive function and speed measures across development: a latent variable analysis. 2012 , 141, 470-488	193
1306	Examining the Double-Deficit Hypothesis in an Orthographically Consistent Language. 2012 , 16, 287-315	46
1305	Fix It With TAPE: Repurposing Technology to Be Assistive Technology for Students With High-Incidence Disabilities. 2012 , 56, 121-128	32
1304	Is weak oral language associated with poor spelling in school-age children with specific language impairment, dyslexia or both?. 2012 , 26, 791-805	31
1303	The effect of task in deaf readers' graphophonological processes: a longitudinal study. 2012 , 17, 352-66	4
1302	The presence of English and Spanish dyslexia in the Web. 2012 , 18, 131-158	11
1301	Are syllabification and resyllabification strategies phonotactically directed in French children with dyslexia? A preliminary report. 2012 , 55, 435-46	6

1300	Bilingual children with nonsyndromic cleft lip and/or palate: language and memory skills. 2012 , 55, 1314-28	8
1299	DCDC2 genetic variants and susceptibility to developmental dyslexia. 2012 , 22, 25-30	60
1298	Auditory steady state cortical responses indicate deviant phonemic-rate processing in adults with dyslexia. 2012 , 33, 134-43	43
1297	Improving Reading of Science Text for Secondary Students With Learning Disabilities: Effects of Text Reading, Vocabulary Learning, and Combined Approaches to Instruction. 2012 , 35, 236-247	30
1296	Perceptions of Turkish Parents with Children Identified as Dyslexic About the Problems that they and Their Children Experience. 2012 , 33, 399-422	6
1295	Relationships between learning disability, executive function, and psychopathology in children with ADHD. 2012 , 16, 138-46	66
1294	Biologising reading problems: the specific case of dyslexia. 2012 , 7, 215-229	9
1293	The relationship between stored phonological representations and speech output. 2012 , 14, 226-34	7
1292	Phoneme Awareness, Visual-Verbal Paired-Associate Learning, and Rapid Automatized Naming as Predictors of Individual Differences in Reading Ability. 2012 , 16, 45-62	87
1291	Layout guidelines for web text and a web service to improve accessibility for dyslexics. 2012 ,	55
1290	Evidence for the involvement of ZNF804A in cognitive processes of relevance to reading and spelling. 2012 , 2, e136	10
1289	Foreign-Language Teaching for Students With Language-Learning Problems. 2012 ,	
1288	Brain activity in bilingual developmental dyslexia: an fMRI study. 2012 , 18, 286-97	8
1287	The Understanding Words Reading Intervention: Evidence From a Case Series Design. 2012 , 36, 134-154	
1286	Reading, Writing, Mathematics and the Developing Brain: Listening to Many Voices. 2012 ,	1
1285	Phonological Segmentation Assessment Is Not Enough: A Comparison of Three Phonological Awareness Tests With First and Second Graders. 2012 , 27, 150-165	10
1284	English Reading in a Junior High School Boy Who Showed Disability of Visual Memory. 2012 , 53, 8-19	0
1283	Teaching English as a Foreign Language to Students With Specific Learning Differences. 2012 ,	

1282	Working memory in children: tracing age differences and special educational needs to parameters of a formal model. 2012 , 48, 459-76	14
1281	Attentional requirements during acquisition and consolidation of a skill in normal readers and developmental dyslexics. 2012 , 26, 744-57	12
1280	Fast-Mapping and Deliberate Word-Learning by EFL Children. 2012 , 96, 439-453	7
1279	Free recall behaviour in children with and without spelling impairment: the impact of working memory subcapacities. 2012 , 18, 187-98	4
1278	Dissociation between the procedural learning of letter names and motor sequences in developmental dyslexia. 2012 , 50, 2435-41	41
1277	A Mobile Application for Displaying More Accessible eBooks for People with Dyslexia. 2012 , 14, 226-233	12
1276	Low-level deficits in beat perception: neither necessary nor sufficient for explaining developmental dyslexia in a consistent orthography. 2012 , 33, 1841-56	17
1275	First-grade cognitive abilities as long-term predictors of reading comprehension and disability status. 2012 , 45, 217-31	44
1274	Oral language impairments in developmental disorders characterized by language strengths: A comparison of Asperger syndrome and nonverbal learning disabilities. 2012 , 6, 519-534	11
1273	Are French dyslexic children sensitive to consonant sonority in segmentation strategies? Preliminary evidence from a letter detection task. 2012 , 33, 12-23	20
1272	Auditory processing and speech perception in children with specific language impairment: relations with oral language and literacy skills. 2012 , 33, 635-44	30
1271	Allophonic mode of speech perception in Dutch children at risk for dyslexia: a longitudinal study. 2012 , 33, 1469-83	31
1270	Academic skills in children with early-onset type 1 diabetes: the effects of diabetes-related risk factors. 2012 , 54, 457-63	31
1269	A qualitative and quantitative review of diffusion tensor imaging studies in reading and dyslexia. 2012 , 36, 1532-52	221
1268	Infant brain responses associated with reading-related skills before school and at school age. 2012 , 42, 35-41	70
1267	Brain activity while reading words and pseudo-words: a comparison between dyslexic and fluent readers. 2012 , 84, 270-6	11
1266	The visual attention span deficit in dyslexia is visual and not verbal. 2012 , 48, 768-73	117
1265	Reaction time variability in children with ADHD symptoms and/or dyslexia. 2012 , 37, 453-72	21

1264	Cortical sources of resting state EEG rhythms are abnormal in dyslexic children. 2012 , 123, 2384-91	20
1263	Old and new ways to study characteristics of reading disability: the case of the nonword-reading deficit. 2012 , 65, 414-56	34
1262	Reduced phase locking to slow amplitude modulation in adults with dyslexia: an MEG study. 2012 , 59, 2952-61	100
1261	Cortical networks for vision and language in dyslexic and normal children of variable socio-economic status. 2012 , 61, 258-74	117
1260	Identifying students with dyslexia in higher education. 2012 , 62, 186-203	34
1259	Easier Said Than Done: Operationalizing the Diagnosis of Learning Disability for Use at the Postsecondary Level in Canada. 2012 , 27, 12-34	21
1258	New Perspectives on Individual Differences in Language Learning and Teaching. 2012 ,	18
1257	Executive functions in learning disorders. 131-140	
1256	Phonological Restriction Knowledge in Dyslexia: Universal or Language-Specific?. 2012 ,	
1255	A comparison of phonological processing skills of children with mild to moderate sensorineural hearing loss and children with dyslexia. 2012 , 157, 289-306	13
1254	Definitions and Explanations in Language, Reading and Dyslexia Research. 2012 ,	
1253	Sequential Versus Simultaneous Processing Deficits in Developmental Dyslexia. 2012 ,	8
1252	Un cas de dyslexie d'veloppementale avec trouble isol'de l'empan visuo-attentionnel. 2012 , 4, 24	4
1251	Impaired letter-string processing in developmental dyslexia: what visual-to-phonology code mapping disorder?. 2012 , 18, 77-93	42
1250	Are externalizing and internalizing difficulties of young children with spelling impairment related to their ADHD symptoms?. 2012 , 18, 174-85	5
1249	The role of invented spelling on learning to read in low-phoneme awareness kindergartners: a randomized-control-trial study. 2012 , 25, 917-934	41
1248	Lexical decision with left, right and center visual field presentation: a comparison between dyslexic and regular readers by means of electrophysiological and behavioral measures. 2012 , 25, 1143-1170	3
1247	Working memory function in Chinese dyslexic children: a near-infrared spectroscopy study. 2012 , 32, 141-145	4

1246	Is a cerebellar deficit the underlying cause of reading disabilities?. 2012 , 62, 22-52		18
1245	Visual search deficits are independent of magnocellular deficits in dyslexia. 2012 , 62, 53-69		13
1244	Graphophonological processes in dyslexic readers of French: a longitudinal study of the explicitness effect of tasks. 2012 , 62, 82-99		
1243	Lipread-induced phonetic recalibration in dyslexia. 2012 , 140, 91-5		20
1242	Annual research review: the nature and classification of reading disorders--a commentary on proposals for DSM-5. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2012 , 53, 593-607	7.9	140
1241	The utility of Chinese tone processing skill in detecting children with English reading disabilities. 2012 , 35, 227-250		20
1240	Semantic effects on word naming in children with developmental dyslexia. 2012 , 35, 267-286		5
1239	Reading competence development of poor readers in a German elementary school sample: an empirical examination of the Matthew effect model. 2012 , 35, 411-426		27
1238	Impact of early code-skill and oral-comprehension training on reading achievement in first grade. 2012 , 35, 427-455		28
1237	Interventions for children's language and literacy difficulties. 2012 , 47, 27-34		88
1236	Changing concepts of dyslexia: nature, treatment and comorbidity. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2012 , 53, e1-3	7.9	28
1235	Neural correlates of temporal auditory processing in developmental dyslexia during German vowel length discrimination: an fMRI study. 2012 , 121, 1-11		27
1234	Neural dissociation of phonological and visual attention span disorders in developmental dyslexia: fMRI evidence from two case reports. 2012 , 120, 381-94		96
1233	Reading skill and neural processing accuracy improvement after a 3-hour intervention in preschoolers with difficulties in reading-related skills. 2012 , 1448, 42-55		63
1232	N300 indexes deficient integration of orthographic and phonological representations in children with dyslexia. 2012 , 50, 640-54		20
1231	Decoding ability makes waves in reading: deficient interactions between attention and phonological analysis in developmental dyslexia. 2012 , 50, 1553-64		14
1230	Neural evidence of allophonic perception in children at risk for dyslexia. 2012 , 50, 2010-7		35
1229	Deficit in the preattentive processing of syllabic duration and VOT in children with dyslexia. 2012 , 50, 2044-55		34

1228	Validity of a protocol for adult self-report of dyslexia and related difficulties. 2012 , 18, 1-15	50
1227	What Variables Predict Quality of Text Notes and are Text Notes Related to Performance on Different Types of Tests?. 2012 , 26, 104-117	17
1226	Contribution of discourse and morphosyntax skills to reading comprehension in Chinese dyslexic and typically developing children. 2012 , 62, 1-18	41
1225	Sound can improve visual search in developmental dyslexia. 2012 , 216, 243-8	12
1224	Evaluating the effectiveness of a phonologically based reading intervention for struggling readers with varying language profiles. 2012 , 25, 621-640	12
1223	Differences in Word Processing Skills of Deaf and Hearing Individuals Reading in Different Orthographies. 2012 , 24, 65-83	11
1222	Reviewing evidence-based practice for pupils with dyslexia and literacy difficulties. 2013 , 36, 96-116	25
1221	Effects of reading skill and CaSe MiXiNg on nonword reading in German. 2013 , 36, 186-201	2
1220	Phonological processing in first-degree relatives of individuals with autism: an fMRI study. 2013 , 34, 1447-63	20
1219	Writing affects the brain network of reading in Chinese: a functional magnetic resonance imaging study. 2013 , 34, 1670-84	79
1218	The Reading Comprehension Failure of Turkish Prelingually Deaf Readers: Evidence from Semantic and Syntactic Processing. 2013 , 25, 221-239	9
1217	The cognitive profile of adult dyslexics and its relation to their reading abilities. 2013 , 26, 1487-1515	22
1216	The double deficit hypothesis in the transparent Finnish orthography: a longitudinal study from kindergarten to Grade 2. 2013 , 26, 1353-1380	52
1215	What are the underlying skills of silent reading acquisition? A developmental study from kindergarten to the 2nd grade. 2013 , 26, 1417-1436	24
1214	Reading skill components and impairments in middle school struggling readers. 2013 , 26, 1059-1086	74
1213	The role of letters and syllables in typical and dysfluent reading in a transparent orthography. 2013 , 26, 845-864	12
1212	Specificity and overlap in skills underpinning reading and arithmetical fluency. 2013 , 26, 1009-1030	8
1211	Beyond spelling: the writing skills of students with dyslexia in higher education. 2013 , 26, 705-720	28

1210 Dyslexia and Related Communication Disorders. **2013**, 1-22

1209 Spelling well despite developmental language disorder: what makes it possible?. **2013**, 63, 253-73 11

1208 Developmental dyslexia: exploring how much phonological and visual attention span disorders are linked to simultaneous auditory processing deficits. **2013**, 63, 97-116 18

1207 Evidence for a preserved sensitivity to orthographic redundancy and an impaired access to phonological syllables in French developmental dyslexics. **2013**, 63, 117-32 9

1206 Phonology matters: a comprehensive investigation of reading and spelling skills of school-age children with mild to moderate sensorineural hearing loss. **2013**, 158, 20-40 25

1205 Emergent literacy skills, behavior problems and familial antecedents of reading difficulties: a follow-up study of reading achievement from kindergarten to fifth grade. **2013**, 34, 1018-35 16

1204 The neurophysiological basis of the integration of written and heard syllables in dyslexic adults. **2013**, 124, 315-26 22

1203 White matter lateralization and interhemispheric coherence to auditory modulations in normal reading and dyslexic adults. **2013**, 51, 2087-99 37

1202 Aberrant N400 responses to phonological overlap during rhyme judgements in children at risk for dyslexia. **2013**, 1537, 233-43 5

1201 MicroRNA-128 governs neuronal excitability and motor behavior in mice. **2013**, 342, 1254-8 203

1200 Consensus paper: Language and the cerebellum: an ongoing enigma. **2014**, 13, 386-410 254

1199 The relationship between phonological and auditory processing and brain organization in beginning readers. **2013**, 125, 173-83 104

1198 Intact but less accessible phonetic representations in adults with dyslexia. **2013**, 342, 1251-4 257

1197 Preschool teacher attachment and attention skills. **2013**, 2, 673 7

1196 Impaired implicit sequence learning in children with developmental dyslexia. **2013**, 34, 3924-35 37

1195 Native and novel language prosodic sensitivity in English-speaking children with and without dyslexia. **2013**, 19, 92-112 5

1194 Auditory event-related potentials measured in kindergarten predict later reading problems at school age. **2013**, 38, 550-66 28

1193 Why the New Zealand National Literacy Strategy has failed and what can be done about it: Evidence from the Progress in International Reading Literacy Study (PIRLS) 2011 and Reading Recovery monitoring reports. **2013**, 18, 139-180 17

1192	Predictors of reading ability in English for Mandarin-speaking bilingual children in Singapore. 2013 , 183, 1420-1431		3
1191	Precursors of developmental dyslexia: an overview of the longitudinal Dutch Dyslexia Programme study. 2013 , 19, 191-213		64
1190	Predictors of developmental dyslexia in European orthographies with varying complexity. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2013 , 54, 686-94	7.9	238
1189	Infant ERPs separate children at risk of dyslexia who become good readers from those who become poor readers. 2013 , 16, 554-63		54
1188	Computational Linguistics and Intelligent Text Processing. 2013 ,		
1187	Consequences of severe visual-spatial deficits for reading acquisition: evidence from Williams syndrome. 2013 , 19, 328-47		7
1186	Neurobiological bases of reading comprehension: Insights from neuroimaging studies of word level and text level processing in skilled and impaired readers. 2013 , 29, 145-167		20
1185	Assessing dyslexia in higher education: the York adult assessment battery-revised. 2013 , 13, 48-56		37
1184	The Relationship of Handwriting Speed, Working Memory, Language Comprehension and Outlines to Lecture Note-taking and Test-taking among College Students. 2013 , 27, 115-126		42
1183	Predicting reading disability: early cognitive risk and protective factors. 2013 , 19, 1-10		33
1182	Dissociating crossmodal and verbal demands in paired associate learning (PAL): what drives the PAL-reading relationship?. 2013 , 115, 137-49		54
1181	A lab-controlled simulation of a letter-speech sound binding deficit in dyslexia. 2013 , 115, 691-707		39
1180	Behavioral inhibition in children with learning disabilities. 2013 , 34, 1998-2007		18
1179	Longitudinal stability and predictors of poor oral comprehenders and poor decoders. 2013 , 115, 497-516		56
1178	Relative laterality of the N170 to single letter stimuli is predicted by a concurrent neural index of implicit processing of letter names. 2013 , 51, 667-74		13
1177	Developmental profiles of task-avoidant behaviour and reading skills in Grades 1 and 2. 2013 , 23, 22-31		9
1176	Visual print tuning deficits in dyslexic adolescents under minimized phonological demands. 2013 , 74, 58-69		35
1175	Abnormal visual motion processing is not a cause of dyslexia. 2013 , 79, 180-90		110

1174	What do diagnostic test data tell us about differences in the profiles of children diagnosed with reading disability or language impairments?. 2013 , 46, 465-74	4
1173	Is the phonological deficit in developmental dyslexia related to impaired phonological representations and to universal phonological grammar?. 2013 , 115, 53-73	12
1172	Impaired short-term memory for order in adults with dyslexia. 2013 , 34, 2211-23	45
1171	Brainstem auditory evoked potentials with the use of acoustic clicks and complex verbal sounds in young adults with learning disabilities. 2013 , 34, 646-51	9
1170	Neural evidence of the allophonic mode of speech perception in adults with dyslexia. 2013 , 124, 1151-62	26
1169	Role of the superior parietal lobules in letter-identity processing within strings: FMRI evidence from skilled and dyslexic readers. 2013 , 51, 601-12	54
1168	Working memory deficits in children with reading difficulties: memory span and dual task coordination. 2013 , 115, 188-97	79
1167	Distinct neural signatures of cognitive subtypes of dyslexia with and without phonological deficits. 2013 , 2, 477-90	18
1166	Phonological processing is uniquely associated with neuro-metabolic concentration. 2013 , 67, 175-81	13
1165	Factors affecting the speed of free writing. 2013 , 13, 66-78	9
1164	Dyslexia and education in the 21st century. 2013 , 13, 1-6	5
1163	Early identification and interventions for dyslexia: a contemporary view. 2013 , 13, 7-14	125
1162	I can read it in your eyes: what eye movements tell us about visuo-attentional processes in developmental dyslexia. 2013 , 34, 452-60	51
1161	Preschool teacher attachment, school readiness and risk of learning difficulties. 2013 , 28, 123-133	35
1160	Subtypes of developmental dyslexia: testing the predictions of the dual-route and connectionist frameworks. 2013 , 126, 20-38	53
1159	On the importance of considering individual profiles when investigating the role of auditory sequential deficits in developmental dyslexia. 2013 , 126, 121-7	20
1158	Is it possible to get away from disability-based classifications in education? An empirical investigation of the Swedish system. 2013 , 15, 379-391	14
1157	No deficiency in left-to-right processing of words in dyslexia but evidence for enhanced visual crowding. 2013 , 66, 1803-17	21

1156	Naming fluency in dyslexic and nondyslexic readers: differential effects of visual crowding in foveal, parafoveal, and peripheral vision. 2013 , 66, 2085-91	25
1155	Accelerating decoding-related skills in poor readers learning a foreign language: a computer-based intervention. 2013 , 33, 671-689	3
1154	Mathematical and Reading Difficulties as Predictors of School Achievement and Transition to Secondary Education. 2013 , 57, 488-506	23
1153	Morphological processing in Hebrew-speaking students with reading disabilities. 2013 , 46, 220-9	13
1152	Impaired non-speech auditory processing at a pre-reading age is a risk-factor for dyslexia but not a predictor: an ERP study. 2013 , 49, 1034-45	39
1151	English spelling performance of Dutch grammar school students. 2013 , 2, 152-169	1
1150	Working memory in children with reading disabilities and/or mathematical disabilities. 2013 , 46, 461-72	61
1149	Beyond decoding: adults with dyslexia have trouble forming unified lexical representations across pseudoword learning episodes. 2013 , 56, 1009-22	2
1148	Good fonts for dyslexia. 2013 ,	60
1147	Precursors and consequences of phonemic length discrimination ability problems in children with reading disabilities and familial risk for dyslexia. 2013 , 56, 1462-75	7
1146	Electrophysiological indices of phonological impairments in dyslexia. 2013 , 56, 250-64	15
1145	The speed of articulatory movements involved in speech production in children with dyslexia. 2013 , 46, 278-86	7
1144	Enhanced reading by training with imposed time constraint in typical and dyslexic adults. 2013 , 4, 1486	48
1143	Visuospatial attention deficits in developmental dyslexia: evidence from visual and mental number line bisection tasks. 2013 , 28, 829-36	10
1142	Non-adjacent dependency learning in infants at familial risk of dyslexia. 2013 , 40, 11-28	17
1141	Intervention for a multi-character processing deficit in a Greek-speaking child with surface dyslexia. 2013 , 30, 208-32	6
1140	Private speech use in arithmetical calculation: contributory role of phonological awareness in children with and without mathematical difficulties. 2013 , 46, 291-303	10
1139	Procédures graphophonémiques et graphosyllabiques chez des lecteurs dyslexiques et des lecteurs sourds du primaire: l'effet de la tâche. 2013 , 22, 234-254	

1138	The effect of the internal orthographic connectivity of written Arabic words on the process of the visual recognition: A comparison between skilled and dyslexic readers. 2013 , 5, 214-233		14
1137	Revisiting the phonological deficit in dyslexia: Are implicit nonorthographic representations impaired?. 2013 , 34, 649-672		9
1136	Reading the wrong way with the right hemisphere. 2013 , 3, 1060-75		34
1135	Dyslexia and early intervention: what did we learn from the Dutch Dyslexia Programme?. 2013 , 19, 241-55		20
1134	Impaired memory for syntactical information in poor readers. 2013 , 21, 182-8		4
1133	Children's reading impairments: From theory to practice. 2013 , 55, 186-202		20
1132	âI don't know what it is to be able to readâhow students with dyslexia experience their reading impairment. 2013 , 28, 79-86		10
1131	Italian children with dyslexia are also poor in reading English words, but accurate in reading English pseudowords. 2013 , 19, 165-77		18
1130	Cognitive Endophenotypes of Dyslexia. 2013 , 17, 385-397		42
1129	Preschool language profiles of children at family risk of dyslexia: continuities with specific language impairment. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2013 , 54, 958-68	7.9	56
1128	Modeling the Length Effect: Specifying the Relation With Visual and Phonological Correlates of Reading. 2013 , 17, 243-256		46
1127	Visuospatial memory in dyslexia: evidence for strategic deficits. 2013 , 21, 189-209		25
1126	China's language input system in the digital age affects children's reading development. 2013 , 110, 1119-23		50
1125	Reading Intervention Using Interactive Metronome in Children With Language and Reading Impairment: A Preliminary Investigation. 2013 , 34, 106-119		8
1124	Variables predictoras de la lectura y la escritura en castellano. 2013 , 36, 77-89		33
1123	Exploring the Impact of Contrasting Cases in Text and Picture Processing. 2013 , 32, 15-38		3
1122	Deviant neural processing of phonotactic probabilities in adults with dyslexia. 2013 , 24, 746-50		7
1121	Cyberpsychology and New Media. 2013 ,		18

1120 Language Impairment. **2013**, 795-808

1119 A compreensão leitora de jovens e adultos tardiamente escolarizados. **2013**, 26, 405-413

0

1118 Arabic Phonemic Awareness (PA): The Need for an Assessment Tool. **2013**, 10,

1117 What Affects Academic Functioning in Secondary Special Education Students with Serious Emotional and/or Behavioral Problems?. **2013**, 38, 201-211

8

1116 Rapid extraction of lexical tone phonology in Chinese characters: a visual mismatch negativity study. **2013**, 8, e56778

11

1115 Cross-modal integration in the brain is related to phonological awareness only in typical readers, not in those with reading difficulty. **2013**, 7, 388

26

1114 Impaired auditory sampling in dyslexia: further evidence from combined fMRI and EEG. **2013**, 7, 454

57

1113 The time course of reading processes in children with and without dyslexia: an ERP study. **2013**, 7, 570

40

1112 Working Memory Tasks in Relation to Phonological Processes of Arab Dyslexics in the State of Kuwait. **2013**, 6,

1111 References. 578-670

1110 Opening a Window Into Reading Development: Eye Movements' Role Within a Broader Literacy Research Framework. **2013**, 42, 123-139

15

1109 Phonemic Awareness Contributes to Text Reading Fluency: Evidence From Eye MovementsView all notes. **2013**, 42, 157-170

19

1108 Using Eye Movements to Investigate Word Frequency Effects in Children's Sentence ReadingView all notes. **2013**, 42, 207-222

58

1107 The Influence of Diglossia on Different Types of Phonological Abilities in Arabic. **2014**, 3,

6

1106 Neuroimaging of reading intervention: a systematic review and activation likelihood estimate meta-analysis. **2014**, 9, e83668

66

1105 New insights on developmental dyslexia subtypes: heterogeneity of mixed reading profiles. **2014**, 9, e99337

66

1104 Devil in the details? Developmental dyslexia and visual long-term memory for details. **2014**, 5, 686

10

1103 Reading performance is predicted by more than phonological processing. **2014**, 5, 960

26

1102	Speed and accuracy of dyslexic versus typical word recognition: an eye-movement investigation. 2014, 5, 1129	9
1101	The phonological and visual basis of developmental dyslexia in Brazilian Portuguese reading children. 2014, 5, 1169	39
1100	An investigation into prospective memory in children with developmental dyslexia. 2014, 5, 1308	9
1099	Children with dyslexia show cortical hyperactivation in response to increasing literacy processing demands. 2014, 5, 1491	7
1098	Visual word learning in adults with dyslexia. 2014, 8, 264	11
1097	Visual processing of multiple elements in the dyslexic brain: evidence for a superior parietal dysfunction. 2014, 8, 479	52
1096	Brain activation during phonological and semantic processing of Chinese characters in deaf signers. 2014, 8, 211	9
1095	Spatial and temporal attention in developmental dyslexia. 2014, 8, 331	54
1094	Visual and auditory synchronization deficits among dyslexic readers as compared to non-impaired readers: a cross-correlation algorithm analysis. 2014, 8, 364	6
1093	Magnocellular-dorsal pathway and sub-lexical route in developmental dyslexia. 2014, 8, 460	58
1092	The relationship of phonological ability, speech perception, and auditory perception in adults with dyslexia. 2014, 8, 482	26
1091	The contribution of discrete-trial naming and visual recognition to rapid automatized naming deficits of dyslexic children with and without a history of language delay. 2014, 8, 652	12
1090	Order short-term memory is not impaired in dyslexia and does not affect orthographic learning. 2014, 8, 732	18
1089	Reading networks in children with dyslexia compared to children with ocular motility disturbances revealed by fMRI. 2014, 8, 936	9
1088	Reading comprehension impairments in Autism Spectrum Disorders. 2014, 114, 779-797	19
1087	Phonological processing deficits as a universal model for dyslexia: evidence from different orthographies. 2014, 26, 509-19	10
1086	A Multigroup Investigation of Latent Cognitive Abilities and Reading Achievement Relations. 2014, 43, 385-406	15
1085	Dyslexia and Related Communication Disorders. 2014,	

1084	The Contribution of L1 Phonemic Awareness into L2 Reading: The Case of Arab EFL Readers. 2014 , 7,	4
1083	Statistical Learning, Letter Reversals, and Reading. 2014 , 18, 383-394	35
1082	Deficits in Orthographic Knowledge in Children Poor at Rapid Automatized Naming (RAN) Tasks?. 2014 , 18, 192-207	17
1081	Development of reading and phonological skills of children at family risk for dyslexia: a longitudinal analysis from kindergarten to sixth grade. 2014 , 20, 305-29	41
1080	Neuroscience and education: current state of research on dyslexia / Neurociencias y educaci3n: estado actual de la investigaci3n en dislexias. 2014 , 35, 1-28	2
1079	Early identification or broken promises? A comparison of literacy assessment performance in 112 Swedish third graders. 2014 , 29, 237-246	2
1078	Analysing conflicting approaches to dyslexia on a European project: moving to a more strategic, participatory, strength-based and integrated approach. 2014 , 18, 515-534	8
1077	Do reading disabilities explain the increase of depressive symptoms in late adolescence?. 2014 , 19, 174-189	
1076	âChildren at Riskâ of Poor Educational Outcomes: Insights from a (Neuro-)Cognitive Perspective. 2014 , 7, 735-749	2
1075	Nonword reading and Stroop interference: what differentiates attention-deficit/hyperactivity disorder and reading disability?. 2014 , 36, 244-60	5
1074	Oscillations and Behavior. 2014 , 268-281	2
1073	Alphabetism in reading science. 2014 , 5, 752	23
1072	Altered visual sensory fusion in children with reading difficulties. 2014 , 119, 925-48	1
1071	Perceptual learning of acoustic noise by individuals with dyslexia. 2014 , 57, 1069-77	11
1070	A comparison of the letter-processing skills of hearing and deaf readers: evidence from five orthographies. 2014 , 19, 220-37	2
1069	Hemispheric asymmetry in auditory processing of speech envelope modulations in prereading children. 2014 , 34, 1523-9	44
1068	Literacy and linguistic development in bilingual deaf children: implications of the "and" for phonological processing. 2014 , 159, 372-84	20
1067	Functional illiteracy and neurocognitive deficits among male prisoners: implications for rehabilitation. 2014 , 16, 268-280	5

1066	Word Knowledge in a Theory of Reading Comprehension. 2014 , 18, 22-37	473
1065	Exploring the Phenotype of Phonological Reading Disability as a Function of the Phonological Deficit Severity: Evidence from the Error Analysis Paradigm in Arabic. 2014 , 35, 683-701	1
1064	Neural correlates of language and non-language visuospatial processing in adolescents with reading disability. 2014 , 101, 653-66	25
1063	Dyslexic and skilled reading dynamics are self-similar. 2014 , 64, 202-21	5
1062	The relationship between inhibition and working memory in predicting children's reading difficulties. 2014 , 37, 84-101	25
1061	What do preservice teachers from the USA and the UK know about dyslexia?. 2014 , 20, 1-18	41
1060	Predictors of reading fluency in Italian orthography: evidence from a cross-sectional study of primary school students. 2014 , 20, 449-69	29
1059	Parents of children with dyslexia: cognitive, emotional and behavioural profile. 2014 , 20, 175-90	21
1058	Executive dysfunctions, reading disabilities and speech-language pathology evaluation. 2014 , 66, 37-47	2
1057	Oral language supports early literacy: a pilot cluster randomized trial in disadvantaged schools. 2014 , 16, 495-506	21
1056	Language structures used by kindergartners with cochlear implants: relationship to phonological awareness, lexical knowledge and hearing loss. 2014 , 35, 506-18	44
1055	Longitudinal Stability of Phonological and Surface Subtypes of Developmental Dyslexia. 2014 , 18, 347-362	24
1054	The Adult Reading History Questionnaire (ARHQ) in Icelandic: Psychometric Properties and Factor Structure. 2014 , 47, 532-42	22
1053	Reading disability and adult attained education and income: evidence from a 30-year longitudinal study of a population-based sample. 2014 , 47, 374-86	40
1052	Computer game as a tool for training the identification of phonemic length. 2014 , 39, 149-58	4
1051	A longitudinal study of basic auditory processing and phonological skills in children with low IQ. 2014 , 35, 1109-1141	7
1050	Morphological awareness in dyslexic university students. 2014 , 35, 1213-1233	13
1049	Word reading and word spelling in French adult literacy students: the relationship with oral language skills. 2014 , 37, 268-296	9

1048	The DCDC2/intron 2 deletion and white matter disorganization: focus on developmental dyslexia. 2014 , 57, 227-43	33
1047	Perceptual learning as a possible new approach for remediation and prevention of developmental dyslexia. 2014 , 99, 78-87	74
1046	ESCOLEX: a grade-level lexical database from European Portuguese elementary to middle school textbooks. 2014 , 46, 240-53	20
1045	Cognitive preconditions of early reading and spelling: a latent-variable approach with longitudinal data. 2014 , 27, 383-406	27
1044	What is not working in working memory of children with literacy disorders? Evidence from a three-year-longitudinal study. 2014 , 27, 267-286	15
1043	Both handwriting speed and selective attention are important to lecture note-taking. 2014 , 27, 1-30	36
1042	Dyslexia in a French-Spanish bilingual girl: behavioural and neural modulations following a visual attention span intervention. 2014 , 53, 120-45	46
1041	Reading faces: investigating the use of a novel face-based orthography in acquired alexia. 2014 , 129, 7-13	8
1040	Impact of orthographic transparency on typical and atypical reading development: evidence in French-Spanish bilingual children. 2014 , 35, 1177-90	32
1039	Individual differences in crossmodal brain activity predict arcuate fasciculus connectivity in developing readers. 2014 , 26, 1331-46	24
1038	WISC-III cognitive profiles in children with developmental dyslexia: specific cognitive disability and diagnostic utility. 2014 , 20, 19-37	19
1037	Cognitive Profiles of Italian Children With Developmental Dyslexia. 2014 , 49, 437-452	17
1036	The deficit of letter processing in developmental dyslexia: combining evidence from dyslexics, typical readers and illiterate adults. 2014 , 17, 125-41	31
1035	Lexical and phonological processes in dyslexic readers: evidence from a visual lexical decision task. 2014 , 20, 38-53	6
1034	Progress in reading and spelling of dyslexic children is not affected by executive functioning. 2014 , 35, 3431-54	11
1033	Development of rapid temporal processing and its impact on literacy skills in primary school children. 2014 , 85, 1711-26	31
1032	Enhancement of brain event-related potentials to speech sounds is associated with compensated reading skills in dyslexic children with familial risk for dyslexia. 2014 , 94, 298-310	14
1031	Individual Differences in Reading Development: A Review of 25 Years of Empirical Research on Matthew Effects in Reading. 2014 , 84, 203-244	84

1030	The level of audiovisual print-speech integration deficits in dyslexia. 2014 , 62, 245-61	44
1029	Neuroscience and education: myths and messages. 2014 , 15, 817-24	207
1028	Reading Recovery teachers discuss Reading Recovery: a qualitative investigation. 2014 , 19, 61-73	11
1027	Phonological, temporal and spectral processing in vowel length discrimination is impaired in German primary school children with developmental dyslexia. 2014 , 35, 3034-45	17
1026	Orthographic learning in dyslexic Spanish children. 2014 , 64, 166-81	27
1025	Impairments of multisensory integration and cross-sensory learning as pathways to dyslexia. 2014 , 47, 384-92	52
1024	Anxiety and Response to Reading Intervention among First Grade Students. 2014 , 43, 417-431	17
1023	Spelling in adolescents with dyslexia: errors and modes of assessment. 2014 , 47, 295-306	20
1022	The impact of orthographic connectivity on visual word recognition in Arabic: A cross-sectional study. 2014 , 27, 1413-1436	17
1021	An exploratory factor analysis of the cognitive functioning of first-year bachelor students with dyslexia. 2014 , 64, 91-119	9
1020	Eye movements of university students with and without reading difficulties during naming speed tasks. 2014 , 64, 137-50	19
1019	Learning disabilities in Darier's disease patients. 2014 , 28, 314-9	12
1018	Alteraciones del funcionamiento ejecutivo en el trastorno por déficit de atención con hiperactividad y sus subtipos. 2014 , 20, 23-32	4
1017	Underlying skills of oral and silent reading. 2014 , 128, 138-51	44
1016	Investigating graph comprehension in students with dyslexia: an eye tracking study. 2014 , 35, 1609-22	21
1015	The role of the different components of attention on calculation skill. 2014 , 32, 225-232	17
1014	Acquiring English as a second language via print: the task for deaf children. 2014 , 132, 229-42	52
1013	Convergence insufficiency and vision therapy. 2014 , 61, 621-30	16

1012	Preliteracy signatures of poor-reading abilities in resting-state EEG. 2014 , 8, 735	17
1011	Inattention, hyperactivity and low parental education in children with conduct problems and poor reading skills. 2014 , 14, 239-247	4
1010	A survey of research on text simplification. 2014 , 165, 259-298	42
1009	Who's Really Struggling?: Middle School Teachers' Perceptions of Struggling Readers. 2014 , 37, 1-17	4
1008	The auditory temporal processing deficit theory in children with developmental dyslexia. 2015 , 09, 151-168	1
1007	What's in a word? Australian experts' knowledge, views and experiences using the term dyslexia. 2015 , 20, 143-161	5
1006	Functional Alterations in Order Short-Term Memory Networks in Adults With Dyslexia. 2015 , 40, 407-29	12
1005	Disorders of reading, mathematical and motor development. 2015 , 702-718	1
1004	Impaired recognition of faces and objects in dyslexia: Evidence for ventral stream dysfunction?. 2015 , 29, 739-50	40
1003	Probabilistic category learning in developmental dyslexia: Evidence from feedback and paired-associate weather prediction tasks. 2015 , 29, 844-54	15
1002	Impaired Statistical Learning in Developmental Dyslexia. 2015 , 58, 934-45	79
1001	Visual processing of connected and unconnected letters and words in Arabic. 2015 , 2, 205-238	
1000	Students in higher education with reading and writing difficulties. 2015 , 6, 24277	3
999	Leserelevante Kompetenzen an der Schwelle vom Kindergarten zur Schule. 2015 , 45, 28-42	1
998	Morphological Awareness and Its Role in Compensation in Adults with Dyslexia. 2015 , 21, 254-72	47
997	Pay Attention!: Sluggish Multisensory Attentional Shifting as a Core Deficit in Developmental Dyslexia. 2015 , 21, 285-303	22
996	Reading and spelling gains following one year of Orton-Gillingham intervention in Singaporean students with dyslexia. 2015 , 42, 374-389	5
995	Informational masking of speech in dyslexic children. 2015 , 137, EL496-502	16

994	Cognitive Abilities Underlying Reading in Chinese. 2015 , 56, 37-42	1
993	Developmental Change in Kana Reading Fluency in a Child With Reading Difficulty: A Longitudinal Case Study. 2015 , 3, 45-53	
992	Special Populations of Children. 2015 , 121-173	
991	A Profile of Working Memory Ability in Poor Readers. 2015 , 50, 362-371	3
990	Relative Ease in Creating Detailed Orthographic Representations Contrasted with Severe Difficulties to Maintain Them in Long-term Memory Among Dyslexic Children. 2015 , 21, 361-70	4
989	Disentangling the relation between left temporoparietal white matter and reading: A spherical deconvolution tractography study. 2015 , 36, 3273-87	32
988	How orthographic transparency affects morphological processing in young readers with and without reading disability. 2015 , 56, 498-507	10
987	Executive functions among Egyptian children with attention deficit hyperactivity disorder and reading disabilities. 2015 , 22, 97-106	2
986	Updating executive function and performance in reading comprehension and problem solving. [La funci3n ejecutiva de actualizaci3n y el rendimiento en compresi3n lectora y resoluci3n de problemas]. 2015 , 31,	12
985	Test para la detecci3n temprana de las dificultades en el aprendizaje de la lectura y escritura. 2015 , 17, e99-e107	3
984	Psychophysical Evidence for Impaired Magno, Parvo, and Konio-cellular Pathways in Dyslexic Children. 2015 , 10, 433-40	15
983	Dyslexia and Visuospatial Ability in Maltese Male Adolescents. 2015 ,	
982	Neurodevelopmental disorders: What to look out for. 2015 , 3, 268-274	
981	Can Intelligence Testing Inform Educational Intervention for Children with Reading Disability?. 2015 , 3, 137-157	19
980	Conocimiento del profesorado sobre las dificultades espec3ficas de aprendizaje en lectura y escritura. 2015 , 33, 289	2
979	A Randomized Controlled Trial on The Beneficial Effects of Training Letter-Speech Sound Integration on Reading Fluency in Children with Dyslexia. 2015 , 10, e0143914	23
978	Collective screening tools for early identification of dyslexia. 2014 , 5, 1581	6
977	Musical training as an alternative and effective method for neuro-education and neuro-rehabilitation. 2015 , 6, 475	33

976	Visual processing in reading disorders and attention-deficit/hyperactivity disorder and its contribution to basic reading ability. 2015 , 6, 1635	15
975	Word recognition skills moderate the effectiveness of reading strategy training in Grade 2. 2015 , 40, 55-62	4
974	Multisensory integration and child neurodevelopment. 2015 , 5, 32-57	43
973	The effects of orthographic transparency and familiarity on reading Hebrew words in adults with and without dyslexia. 2015 , 65, 84-102	11
972	Examination of the double-deficit hypothesis with adolescents and young adults with dyslexia. 2015 , 65, 159-77	11
971	Cognitive and Linguistic Dynamics of Reading Remediation. 2015 , 311-343	1
970	Interference control in children with reading difficulties. 2015 , 21, 418-31	10
969	Children with reading problems: Missed opportunities to make a difference. 2015 , 59, 22-34	8
968	Learn-to-read application for remediation of dyslexic children based on multisensory approach. 2015 ,	2
967	Developmental dyslexia: predicting individual risk. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2015 , 56, 976-87	7.9 96
966	A comparison of orthographic processing in children with and without reading and spelling disorder in a regular orthography. 2015 , 28, 1307-1332	25
965	Risk and protective factors in gifted children with dyslexia. 2015 , 65, 178-98	16
964	Effect of age and gender on children's reading performance: The possible neural underpinnings. 2015 , 2, 1045224	5
963	Neurociencia y Educaci3n: ¿podemos ir de la investigaci3n b3sica a su aplicaci3n? Un posible marco de referencia desde la investigaci3n en dislexia. 2015 , 21, 97-105	2
962	Basic number processing in children with specific learning disorders: Comorbidity of reading and mathematics disorders. 2015 , 21, 399-417	53
961	Difficulties in Lexical Stress Versus Difficulties in Segmental Phonology Among Adolescents With Dyslexia. 2015 , 19, 31-50	15
960	Cognitive Processes and Academic Achievement. 2015 , 79-100	1
959	Default spacing is the optimal spacing for word reading. 2015 , 68, 697-709	12

958	Audiovisual perception of natural speech is impaired in adult dyslexics: an ERP study. 2015 , 287, 55-65	16
957	Developmental dyslexia. 2015 , 11, 283-307	248
956	Cognitive functioning in children with learning problems. 2015 , 30, 349-367	5
955	How the visual aspects can be crucial in reading acquisition? The intriguing case of crowding and developmental dyslexia. 2015 , 15, 15.1.8	94
954	Developmental dyslexia and phonological processing in European Portuguese orthography. 2015 , 21, 60-79	10
953	The attentional blink in typically developing and reading-disabled children. 2015 , 139, 51-70	3
952	Early language and executive skills predict variations in number and arithmetic skills in children at family-risk of dyslexia and typically developing controls. 2015 , 38, 53-62	34
951	Reading impairment in Duchenne muscular dystrophy: A pilot study to investigate similarities and differences with developmental dyslexia. 2015 , 45-46, 168-77	11
950	Working-memory endophenotype and dyslexia-associated genetic variant predict dyslexia phenotype. 2015 , 71, 291-305	19
949	Can We Read Letters?. 2015 ,	6
948	Phonological Processing and Word Reading in Typically Developing and Reading Disabled Children: Severity Matters. 2015 , 19, 166-181	7
947	Socioeconomic and gender group differences in early literacy skills: a multiple-group confirmatory factor analysis approach. 2015 , 21, 40-59	19
946	Imaging Studies of Reading and Reading Disability. 2015 , 571-578	1
945	Word recognition and nonword repetition in children with language disorders: the effects of neighborhood density, lexical frequency, and phonotactic probability. 2015 , 58, 78-92	12
944	Chancen und Grenzen eines Trainings des Arbeitsgedächtnisses bei Kindern mit und ohne Lese-/Rechtschreibschwierigkeiten. 2015 , 18, 453-471	7
943	A DTI tractography study in pre-readers at risk for dyslexia. 2015 , 14, 8-15	81
942	Mathematical skills in children with dyslexia. 2015 , 40, 108-114	14
941	Evidence for a general auditory processing deficit in developmental dyslexia from a discrimination paradigm using speech versus nonspeech sounds matched in complexity. 2015 , 58, 107-21	14

940	Increased susceptibility to proactive interference in adults with dyslexia?. 2015 , 23, 268-77	7
939	Meeting the Needs of Students With Coexisting Visual Impairments and Learning Disabilities. 2015 , 50, 226-233	5
938	The specific relation of visual attention span with reading and spelling in Dutch. 2015 , 39, 141-149	37
937	Reading disabilities in children: A selective meta-analysis of the cognitive literature. 2015 , 40, 51-62	49
936	Beyond phonological and morphological processing: pure copying as a marker of dyslexia in Chinese but not poor reading of English. 2015 , 65, 53-68	19
935	Evaluation of ocular movements in patients with dyslexia. 2015 , 65, 24-32	19
934	Differential effects of reading trainings on reading processes: a comparison in Grade 2. 2015 , 18, 489-512	4
933	University Students With Poor Reading Comprehension: The Hidden Cognitive Processing Deficit. 2015 , 48, 535-45	8
932	Present and past: Can writing abilities in school children be associated with their auditory discrimination capacities in infancy?. 2015 , 47, 318-33	27
931	Performance of Children With Developmental Dyslexia on Two Skill Learning Tasks-Serial Reaction Time and Tower of Hanoi Puzzle: A Test of the Specific Procedural Learning Difficulties Theory. 2015 , 48, 471-81	9
930	Reading abilities in school-aged preterm children: a review and meta-analysis. 2015 , 57, 410-9	56
929	Dyslexia and web accessibility. 2015 ,	8
928	Metacognition and Reading: Comparing Three Forms of Metacognition in Normally Developing Readers and Readers with Dyslexia. 2015 , 21, 273-84	14
927	Evaluating the Structure of Early English Literacy Skills in Deaf and Hard-of-Hearing Children. 2015 , 20, 343-55	16
926	Kindergarteners' performance in a sound-symbol paradigm predicts early reading. 2015 , 139, 256-64	14
925	Detecting readers with dyslexia using machine learning with eye tracking measures. 2015 ,	36
924	Incidental learning of sound categories is impaired in developmental dyslexia. 2015 , 73, 131-43	43
923	Spatial attention and reading ability: ERP correlates of flanker and cue-size effects in good and poor adult phonological decoders. 2015 , 151, 1-11	4

922	Dyscalculia and dyslexia in adults: Cognitive bases of comorbidity. 2015 , 37, 118-132	67
921	A Qualitative Analysis of Parents With Children Diagnosed With Reading Disabilities: Insights for Working With Families. 2015 , 23, 74-81	2
920	Impaired stress awareness in Spanish children with developmental dyslexia. 2015 , 37, 152-61	22
919	CTNND2-a candidate gene for reading problems and mild intellectual disability. 2015 , 52, 111-22	24
918	Working Memory in Children With Learning Disabilities in Reading Versus Spelling: Searching for Overlapping and Specific Cognitive Factors. 2015 , 48, 622-34	42
917	Event-related potentials to tones show differences between children with multiple risk factors for dyslexia and control children before the onset of formal reading instruction. 2015 , 95, 101-12	22
916	Basic auditory processing is related to familial risk, not to reading fluency: an ERP study. 2015 , 63, 90-103	22
915	Cognitive Risk Factors for Specific Learning Disorder: Processing Speed, Temporal Processing, and Working Memory. 2016 , 49, 272-81	106
914	Modeling Polymorphemic Word Recognition: Exploring Differences Among Children With Early-Emerging and Late-Emerging Word Reading Difficulty. 2016 , 49, 368-94	30
913	Learning disabilities: Current policy and directions for community involvement among the Arab community in Israel. 2016 , 11, 1279-1287	2
912	Instructional Implications from the WoodcockâJohnson IV Tests of Cognitive Abilities. 2016 , 123-150	1
911	The Dyslexia Dilemma: A History of Ignorance, Complacency and Resistance in Colleges of Education. 2016 , 2,	4
910	âSchool Readinessâand Socio-demographic Variables: The Role of the Cultural Status of the Family on the Prerequisites of Scholastic Learning. 2016 ,	2
909	Developing Guidelines for Evaluating the Adaptation of Accessible Web-Based Learning Materials. 2016 , 17,	4
908	Identifying phonological processing deficits in Northern Sotho-speaking children: The use of non-word repetition as a language assessment tool in the South African context. 2016 , 63, e1-e11	4
907	The Relationship between Phonemic Segmentation Skill and EFL Word Recognition - A Review of Literature. 2016 , 8, 31	3
906	Learning Disorders and Dyslexia. 2016 , 5-11	
905	Rapid naming ability and its relationship to reading in Polish-speaking children with dyslexia. 2016 , 2, 47-55	1

904	Developmental Dyslexia. 2016 , 815-826	6
903	Improving Dorsal Stream Function in Dyslexics by Training Figure/Ground Motion Discrimination Improves Attention, Reading Fluency, and Working Memory. 2016 , 10, 397	40
902	Rôle des habiletés visuospatiales dans lâapprentissage de la lecture : cas du syndrome de Williams. 2016 , 19, 121-144	
901	Relationships between Categorical Perception of Phonemes, Phoneme Awareness, and Visual Attention Span in Developmental Dyslexia. 2016 , 11, e0151015	27
900	What Is Specific and What Is Shared Between Numbers and Words?. 2016 , 7, 22	12
899	Shared and Unique Risk Factors Underlying Mathematical Disability and Reading and Spelling Disability. 2016 , 7, 803	33
898	Lexical Quality Matters: Effects of Word Knowledge Instruction on the Language and Literacy Skills of Third- and Fourth-Grade Poor Readers. 2016 , 51, 165-180	20
897	Precursors of Reading Difficulties in Czech and Slovak Children At-Risk of Dyslexia. 2016 , 22, 120-36	6
896	Cognitive Mechanism Underlying the Relationship Between Rapid Automated Naming and Reading: A Longitudinal Study on Bilingual Children. 2016 , 37, 1196-1211	3
895	Tackling the 'dyslexia paradox': reading brain and behavior for early markers of developmental dyslexia. 2016 , 7, 156-76	80
894	Cognitive and emotional empathy in typical and impaired readers and its relationship to reading competence. 2016 , 38, 1131-43	9
893	Teachersâ Understandings, Perspectives, and Experiences of Dyslexia. 2016 , 65, 436-453	10
892	Frequency of occurrence of specific reading disorder and associated psychiatric comorbidity in a sample of Egyptian primary school students. 2016 , 21, 209-216	2
891	Exploring the Design Space of Tangible Systems Supported for Early Reading Acquisition in Children with Dyslexia. 2016 ,	2
890	Morphological spelling in spite of phonological deficits: Evidence from children with dyslexia and otitis media. 2016 , 37, 1439-1460	10
889	The Role of Categorical Speech Perception and Phonological Processing in Familial Risk Children With and Without Dyslexia. 2016 , 59, 1448-1460	17
888	The Predictive Value of Preschool Language Assessments on Academic Achievement: A 10-Year Longitudinal Study of Icelandic Children. 2016 , 25, 67-79	7
887	Corregistro de la actividad elctrica cerebral y oculomotora: una alternativa para la investigaci3n en dislexia. 2016 , 23, 47-53	

886	Predicting Dyslexia in a Transparent Orthography From Grade 1 Literacy Skills: A Prospective Cohort Study. 2016 , 32, 353-372	6
885	The Neurobiological Basis of Reading Fluency. 2016 , 11-23	0
884	Short-term memory for faces relates to general intelligence moderately. 2016 , 57, 96-104	25
883	Exploring Differential Effects Across Two Decoding Treatments on Item-Level Transfer in Children with Significant Word Reading Difficulties: A New Approach for Testing Intervention Elements. 2016 , 20, 283-295	21
882	Cognitive and familial risk evidence converged: A data-driven identification of distinct and homogeneous subtypes within the heterogeneous sample of reading disabled children. 2016 , 53-54, 213-31	8
881	De la teorí fonol3gica a la identificaci3 temprana de las dificultades específcas de aprendizaje de la lectura. 2016 , 36, 142-149	1
880	Dyslexia and Substance Use in a University Undergraduate Population. 2016 , 51, 15-22	4
879	Are There Lower Repetition Priming Effects in Children with Developmental Dyslexia? Priming Effects in Spanish with the Masked Lexical Decision Task. 2016 , 143, 81-100	
878	Is Computer-Aided Instruction an Effective Tier-One Intervention for Kindergarten Students at Risk for Reading Failure in an Applied Setting?. 2016 , 20, 142-151	4
877	The Effect of Font Type on Screen Readability by People with Dyslexia. 2016 , 8, 1-33	15
876	Oral language deficits in familial dyslexia: A meta-analysis and review. 2016 , 142, 498-545	177
875	Individual differences in children's mathematics achievement: The roles of symbolic numerical magnitude processing and domain-general cognitive functions. 2016 , 227, 105-30	16
874	Reading Processes of University Students with Dyslexia - An Examination of the Relationship between Oral Reading and Reading Comprehension. 2016 , 22, 305-321	12
873	An online chess game designed for people with dyslexia. 2016 ,	2
872	When transparency is opaque: Effects of diacritic marks and vowel letters on dyslexic Hebrew readers. 2016 , 83, 145-59	6
871	Neurocognitive Development and Predictors of L1 and L2 Literacy Skills in Dyslexia: A Longitudinal Study of Children 5-11 Years Old. 2016 , 22, 3-26	18
870	Evaluation of the Bangor Dyslexia Test (BDT) for use with Adults. 2016 , 22, 27-46	4
869	The importance of working memory for school achievement in primary school children with intellectual or learning disabilities. 2016 , 58, 1-8	15

868	Visual naming deficits in dyslexia: An ERP investigation of different processing domains. 2016 , 91, 61-76	10
867	Design Rationale. 2016 ,	20
866	Dyetective. 2016 ,	8
865	Investigation of Visual Motor Integration Skills in Children With Speech Sound Problems. 2016 , 123, 624-636	3
864	Integrating MRI brain imaging studies of pre-reading children with current theories of developmental dyslexia: A review and quantitative meta-analysis. 2016 , 10, 155-161	54
863	Dichotic listening as an index of lateralization of speech perception in familial risk children with and without dyslexia. 2016 , 109, 75-83	5
862	Understanding Reading and Reading Difficulties Through Naming Speed Tasks: Bridging the Gaps Among Neuroscience, Cognition, and Education. 2016 , 2, 233285841667534	12
861	IDA urges ILA to review and clarify key points in dyslexia research advisory. 2016 , 66, 251-255	
860	The Social Construction of a Reading (Dis)Ability. 2016 , 51, 289-304	6
859	The Effects of Visual Attention Span and Phonological Decoding in Reading Comprehension in Dyslexia: A Path Analysis. 2016 , 22, 322-344	13
858	Selective Impairments in Covert Shifts of Attention in Chinese Dyslexic Children. 2016 , 22, 362-378	16
857	Sinnerfassendes Lesen in Deutsch und Englisch: ein Vergleich auf Grundlage einer repräsentativen Untersuchung in Österreich. 2016 , 6, 307-324	
856	Web text reading: what satisfy both dyslexic and normal learners?. 2016 , 3, 47-58	5
855	Working memory in children with specific learning disorders and/or attention deficits. 2016 , 49, 341-347	42
854	Interventions in Learning Disabilities. 2016 ,	1
853	A Cognitive and Linguistic Approach to Predicting and Remediating Word Reading Difficulties in Young Readers. 2016 , 47-66	1
852	Voluntary Attentional Orienting in Schoolchildren: How Visual Orienting Skills Change During Primary School. 2016 , 122, 855-70	4
851	Neural processing of amplitude and formant rise time in dyslexia. 2016 , 19, 152-63	4

850	Exploring dyslexicsâ phonological deficit II: Phonological grammar. 2016 , 36, 316-337		10
849	Self-Reports of Increased Prospective and Retrospective Memory Problems in Adults with Developmental Dyslexia. 2016 , 22, 245-62		6
848	Lexical-semantic processing and reading: relations between semantic priming, visual word recognition and reading comprehension. 2016 , 36, 753-770		7
847	The effectiveness of increased support in reading and its relationship to teachers' affect and children's motivation. 2016 , 45, 53-64		12
846	Time-based prospective memory in adults with developmental dyslexia. 2016 , 49-50, 34-46		10
845	Literacy Development Among Language Minority Background and Dyslexic Children in Finnish Orthography Context. 2016 , 37, 706-727		2
844	Research Review: Environmental exposures, neurodevelopment, and child mental health - new paradigms for the study of brain and behavioral effects. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2016 , 57, 775-93	7.9	82
843	Stigma and stratification limiting the math course progression of adolescents labeled with a learning disability. 2016 , 42, 47-57		25
842	Specific language impairment and developmental dyslexia: What are the boundaries? Data from Greek children. 2016 , 49-50, 339-53		16
841	Validation of the direct and inferential mediation (DIME) model of reading comprehension in grades 7 through 12. 2016 , 44-45, 68-82		80
840	Letter-sound processing deficits in children with developmental dyslexia: An ERP study. 2016 , 127, 1989-2000		17
839	Executive functions in adults with developmental dyslexia. 2016 , 53-54, 323-41		42
838	Divergent Thinking in Italian Students with and Without Reading Impairments. 2016 , 63, 450-466		6
837	Crossing barriers: Profiles of reading and comprehension skills in early and late bilinguals, poor comprehenders, reading impaired, and typically developing children. 2016 , 47, 17-26		19
836	Reading under the skin: physiological activation during reading in children with dyslexia and typical readers. 2016 , 66, 171-86		10
835	Brain and Mind. 2016 ,		
834	Differing effects of two synthetic phonics programmes on early reading development. 2016 , 86, 182-203		17
833	Knowledge and beliefs about developmental dyslexia in pre-service and in-service Spanish-speaking teachers. 2016 , 66, 91-110		19

832	Multiple Causal Links Between Magnocellular-Dorsal Pathway Deficit and Developmental Dyslexia. 2016 , 26, 4356-4369	101
831	Taking L3 learning by the horns: benefits of computer-mediated intervention for dyslexic school children. 2016 , 10, 220-237	1
830	Prevalence and Patterns of Learning Disabilities in School Children. 2016 , 83, 300-6	13
829	Double-Deficit Hypothesis in a Clinical Sample: Extension Beyond Reading. 2016 , 49, 546-60	14
828	Mathematical abilities in dyslexic children: a diffusion tensor imaging study. 2016 , 10, 781-91	13
827	The Contributions of Oral and Silent Reading Fluency to Reading Comprehension. 2016 , 37, 167-201	41
826	Reading Processes and Parenting Styles. 2016 , 45, 901-14	1
825	Language Impairments in Children With ADHD and in Children With Reading Disorder. 2016 , 20, 581-9	25
824	High Reading Skills Mask Dyslexia in Gifted Children. 2016 , 49, 189-99	33
823	Using Spelling to Screen Bilingual Kindergarteners At Risk for Reading Difficulties. 2016 , 49, 227-39	6
822	The Role of Phonological versus Morphological Skills in the Development of Arabic Spelling: An Intervention Study. 2016 , 45, 507-35	41
821	The Impacts of Remedial Interventions on Learning Chinese for Low-Achieving First Graders. 2016 , 25, 45-55	
820	Predicting Reading Difficulty in First Grade Using Dynamic Assessment of Decoding in Early Kindergarten: A Large-Scale Longitudinal Study. 2016 , 49, 200-15	24
819	How to present more readable text for people with dyslexia. 2017 , 16, 29-49	23
818	Comorbidity of Arithmetic and Reading Disorder. 2017 , 50, 298-308	24
817	Rapid Naming and Phonemic Awareness in Children With or Without Reading Disabilities and/or ADHD. 2017 , 50, 168-179	7
816	The effect of a specialized dyslexia font, OpenDyslexic, on reading rate and accuracy. 2017 , 67, 114-127	17
815	Cognitive Prediction of Reading, Math, and Attention: Shared and Unique Influences. 2017 , 50, 408-421	60

814	Theoretical models of comprehension skills tested through a comprehension assessment battery for primary school children. 2017 , 34, 223-239	6
813	Neuropsychological status of French children with developmental dyslexia and/or developmental coordination disorder: Are both necessarily worse than one?. 2017 , 23, 422-441	15
812	A resource of errors written in Spanish by people with dyslexia and its linguistic, phonetic and visual analysis. 2017 , 51, 379-408	7
811	Implications of Overlapping Difficulties in Mathematics and Reading on Self-Concept and Academic Achievement. 2017 , 64, 88-103	5
810	Is Semantics Affected by Missing a Critical Period? Evidence from the Persian Deaf. 2017 , 46, 77-88	0
809	The relationship between children's sensitivity to dominant and non-dominant patterns of lexical stress and reading accuracy. 2017 , 157, 1-13	3
808	A General Audiovisual Temporal Processing Deficit in Adult Readers With Dyslexia. 2017 , 60, 144-158	13
807	The 1-min Screening Test for Reading Problems in College Students: Psychometric Properties of the 1-min TIL. 2017 , 23, 66-87	7
806	Adults with developmental dyslexia show selective impairments in time-based and self-initiated prospective memory: Self-report and clinical evidence. 2017 , 62, 247-258	6
805	Beyond the usual cognitive suspects: The importance of speechreading and audiovisual temporal sensitivity in reading ability. 2017 , 54, 60-72	4
804	Assessment and Intervention for English Language Learners. 2017 ,	1
803	Delayed Early Vocabulary Development in Children at Family Risk of Dyslexia. 2017 , 60, 937-949	17
802	Revisiting Sticht: The Changing Nature of the Relationship Between Listening Comprehension and Reading Comprehension Among Upper Elementary and Middle School Students Over the Last 50 Years. 2017 , 56, 176-197	4
801	Auditory Stimulus Processing and Task Learning Are Adequate in Dyslexia, but Benefits From Regularities Are Reduced. 2017 , 60, 471-479	10
800	English as a Foreign Language in Bilingual Language-minority Children, Children with Dyslexia and Monolingual Typical Readers. 2017 , 23, 181-206	18
799	The impact of multisensory instruction on learning letter names and sounds, word reading, and spelling. 2017 , 67, 219-258	18
798	At the Crossroads: Challenges of Foreign Language Learning. 2017 ,	1
797	Verbal and Non-verbal Fluency in Adults with Developmental Dyslexia: Phonological Processing or Executive Control Problems?. 2017 , 23, 234-250	16

796	An oscillopathic approach to developmental dyslexia: From genes to speech processing. 2017 , 329, 84-95	14
795	Verbal working memory and reading abilities among students with visual impairment. 2017 , 64, 87-95	7
794	Viewing a phonological deficit within a multifactorial model of dyslexia. 2017 , 30, 613-629	43
793	The Effect of Illustration on Improving Text Comprehension in Dyslexic Adults. 2017 , 23, 42-65	5
792	Atypical perceptual processing of faces in developmental dyslexia. 2017 , 173, 41-51	31
791	How do different cognitive and linguistic variables contribute to reading in Arabic? A cross-sectional study from first to sixth grade. 2017 , 30, 1835-1867	24
790	Knowledge and Beliefs About Developmental Dyslexia: A Comparison Between Pre-Service and In-Service Peruvian Teachers. 2017 , 16, 375-389	4
789	A longitudinal study investigating neural processing of speech envelope modulation rates in children with (a family risk for) dyslexia. 2017 , 93, 206-219	25
788	White matter pathways mediate parental effects on children's reading precursors. 2017 , 173, 10-19	11
787	Voluntary Attentional Orienting in Schoolchildren: How Visual Orienting Skills Change During Primary School. 2017 , 003329411665203	
786	Word Learning Deficits in Children With Dyslexia. 2017 , 60, 1012-1028	30
785	Literacy Achievement Trends at Entry to First Grade. 2017 , 46, 78-89	5
784	Reading problems and major mental disorders - co-occurrences and familial overlaps in a Swedish nationwide cohort. 2017 , 91, 124-129	14
783	Reading Big Words: Instructional Practices to Promote Multisyllabic Word Reading Fluency. 2017 , 52, 270-278	9
782	Development of a word reading test: Identifying students at-risk for reading problems. 2017 , 56, 159-166	5
781	Impact of early home language exposure on phonological and orthographic skills and their contributions to English literacy abilities in English monolingual and Chinese-English bilingual adults. 2017 , 38, 181-210	3
780	Genetic and environmental risk factors for developmental dyslexia in children: systematic review of the last decade. 2017 , 42, 423-445	23
779	Differences in the Mathematics-Vocabulary Knowledge of Fifth-Grade Students With and Without Learning Difficulties. 2017 , 32, 231	15

778	Six factors of adult dyslexia assessed by cognitive tests and self-report questions: Very high predictive validity. 2017 , 71, 143-168	5
777	A Preliminary Comparison of Reading Subtypes in a Clinical Sample of Children With Specific Language Impairment. 2017 , 60, 2680-2686	14
776	A Critical Analysis of Dyslexia Legislation in Three States. 2017 , 66, 406-421	5
775	White matter microstructure integrity in relation to reading proficiency?. 2017 , 174, 103-111	21
774	Why Tangibility Matters. 2017 ,	22
773	Towards the Prediction of Dyslexia by a Web-based Game with Musical Elements. 2017 ,	8
772	Using a Digital Pen to Support Secondary Students With Learning Disabilities. 2017 , 53, 36-43	7
771	Reading network in dyslexia: Similar, yet different. 2017 , 174, 29-41	12
770	Exploring the Link between Visual Perception, Visual-Motor Integration, and Reading in Normal Developing and Impaired Children using DTVP-2. 2017 , 23, 296-315	17
769	Exploring the nature of phonological weakness in low-proficiency second language learners. 2017 , 57, 133-140	1
768	Identifying and remediating dyslexia in the Reception year, a new possibility?. 2017 , 32, 60-84	1
767	Investigating self-regulated study strategies among postsecondary students with and without dyslexia: a diary method study. 2017 , 30, 1891-1916	8
766	Emergent Literacy in Thai Preschoolers: A Preliminary Study. 2017 , 38, 395-400	3
765	Vision Problems and Reduced Reading Outcomes in Queensland Schoolchildren. 2017 , 94, 345-352	9
764	Improvements in reading accuracy as a result of increased interletter spacing are not specific to children with dyslexia. 2017 , 164, 101-116	10
763	Predicting Reading in Vowelized and Unvowelized Arabic Script: An Investigation of Reading in First and Second Grades. 2017 , 38, 486-505	11
762	Length effects in pseudo-word spelling: stronger in dyslexic than in non-dyslexic students. 2017 , 67, 369-382	4
761	Take Flight: the evolution of an Orton Gillingham-based curriculum. 2017 , 67, 383-400	9

760	The Role of Morphological and Phonological Awareness in the Early Development of Word Spelling and Reading in Typically Developing and Disabled Arabic Readers. 2017 , 23, 345-371	39
759	Does linguistic comprehension support the decoding skills of struggling readers?. 2017 , 22, 75-94	2
758	Verbal Working Memory in Children With Cochlear Implants. 2017 , 60, 3342-3364	22
757	Early development and predictors of morphological awareness: Disentangling the impact of decoding skills and phonological awareness. 2017 , 67, 47-59	12
756	Designing visualizations of temporal relations for children: action research meets HCI. 2017 , 76, 4855-4893	8
755	Development of sensitivity to orthographic errors in children: An event-related potential study. 2017 , 358, 349-360	2
754	Effect of chunk strength on the performance of children with developmental dyslexia on artificial grammar learning task may be related to complexity. 2017 , 67, 180-199	7
753	The causal relationship between dyslexia and motion perception reconsidered. 2017 , 7, 4185	14
752	Psychometric Markers of Genuine and Feigned Neurodevelopmental Disorders in the Context of Applying for Academic Accommodations. 2017 , 10, 121-137	11
751	Mental Imagery and School Readiness. 2017 , 120, 1058-1077	6
750	Atypical neural synchronization to speech envelope modulations in dyslexia. 2017 , 164, 106-117	31
749	The roles of cognitive and language abilities in predicting decoding and reading comprehension: comparisons of dyslexia and specific language impairment. 2017 , 67, 201-218	9
748	An Association between Auditory-Visual Synchrony Processing and Reading Comprehension: Behavioral and Electrophysiological Evidence. 2017 , 29, 435-447	1
747	Performance of children with developmental dyslexia on high and low topological entropy artificial grammar learning task. 2017 , 67, 163-179	7
746	Symbolic and non-symbolic number processing in children with developmental dyslexia. 2017 , 56, 105-111	3
745	Reading comprehension, working memory and higher-level language skills in children with SLI and/or dyslexia. 2017 , 30, 337-361	15
744	Morphology and spelling in French students with dyslexia: the case of silent final letters. 2017 , 67, 85-98	15
743	Reading in dyslexia across literacy development: A longitudinal study of effective connectivity. 2017 , 144, 92-100	42

742	The influences and outcomes of phonological awareness: a study of MA, PA and auditory processing in pre-readers with a family risk of dyslexia. 2017 , 20, e12453	14
741	A sequence learning impairment in dyslexia? It depends on the task. 2017 , 60, 198-210	20
740	Neurocognitive functioning in children with developmental dyslexia and attention-deficit/hyperactivity disorder: Multiple deficits and diagnostic accuracy. 2017 , 39, 296-312	25
739	Identifying Children at Risk for Language Impairment or Dyslexia With Group-Administered Measures. 2017 , 60, 3507-3522	21
738	Procesamiento temporal auditivo de estímulos lingüísticos y no lingüísticos en niños con dificultades en lectura. 2017 , 30, 395-415	
737	Novice Readers: The Role of Focused, Selective, Distributed and Alternating Attention at the First Year of the Academic Curriculum. 2017 , 8, 2041669517718557	9
736	Developmental Dyslexia in Spain. 2017 ,	
735	Predicting Future Reading Problems Based on Pre-reading Auditory Measures: A Longitudinal Study of Children with a Familial Risk of Dyslexia. 2017 , 8, 124	14
734	The Contribution of Phonological Awareness to Reading Fluency and Its Individual Sub-skills in Readers Aged 9- to 12-years. 2017 , 8, 533	14
733	Dispelling the Myth: Training in Education or Neuroscience Decreases but Does Not Eliminate Beliefs in Neuromyths. 2017 , 8, 1314	84
732	Speech Perception Deficits in Mandarin-Speaking School-Aged Children with Poor Reading Comprehension. 2017 , 8, 2144	4
731	The Effect of Handwriting Training on Language Learning Among Deaf Children and Their Matched Hearing Peers in China. 2017 , 162, 265-276	7
730	Training on Movement Figure-Ground Discrimination Remediates Low-Level Visual Timing Deficits in the Dorsal Stream, Improving High-Level Cognitive Functioning, Including Attention, Reading Fluency, and Working Memory. 2017 , 11, 236	25
729	Current Perspectives on Prevention of Reading and Writing Learning Disabilities. 2017 ,	0
728	Developing Automaticity in Children with Learning Disabilities: A Functional Perspective Part One: Theory and Assessment. 2017 ,	0
727	Precision Education Initiative: The Possibility of Personalized Education. 159-182	0
726	Reading Comprehension Difficulties Among EFL Learners: The Case of First and Second Year Students at Yarmouk University in Jordan. 2017 ,	0
725	Are RAN deficits in university students with dyslexia due to defective lexical access, impaired anchoring, or slow articulation?. 2018 , 68, 85-103	9

724	Do single or multiple deficit models predict the risk of dyslexia in Standard Indonesian?. 2018 , 39, 675-702	1
723	Sublexical and syntactic processing during reading: evidence from eye movements of typically developing and dyslexic readers** Both authors are now at Centre for Advances in Behavioural Science, Coventry University, Coventry, UK.View all notes. 2018 , 30, 177-197	5
722	Investigating the Effects of Modality and Multimedia on the Learning Performance of College Students With Dyslexia. 2018 , 33, 182-193	5
721	The association between reading abilities and visual-spatial attention in Hong Kong Chinese children. 2018 , 24, 263-275	15
720	Preliteracy impairments in children with neurofibromatosis type 1. 2018 , 60, 703-710	10
719	The multiple deficit model of dyslexia: what does it mean for identification and intervention?. 2018 , 68, 104-125	16
718	Screening Dyslexia for English Using HCI Measures and Machine Learning. 2018 ,	13
717	Differential effects of age of acquisition and frequency on memory: evidence from free recall of pictures and words in Turkish. 2018 , 10, 1-14	3
716	Implicit sequence learning is preserved in dyslexic children. 2018 , 68, 1-14	8
715	Attitudes and intentions of Greek teachers towards teaching pupils with dyslexia: An application of the theory of planned behaviour. 2018 , 24, 128-139	3
714	No evidence for systematic white matter correlates of dyslexia and dyscalculia. 2018 , 18, 356-366	9
713	Elaborative feedback: Engaging reward and task-relevant brain regions promotes learning in pseudoword reading aloud. 2018 , 18, 68-87	1
712	Assessment of aided language comprehension and use in children and adolescents with severe speech and motor impairments. 2018 , 34, 54-67	7
711	A pilot evaluation of the reading intervention 'Down-voice Intensive Phonics' 2018 , 18, 136-146	1
710	Beyond Phonology: Visual Processes Predict Alphanumeric and Nonalphanumeric Rapid Naming in Poor Early Readers. 2018 , 51, 18-31	3
709	Dyslexia as a multi-deficit disorder: Working memory and auditory temporal processing. 2018 , 183, 19-28	27
708	Speech Recognition in Noise by Children with and without Dyslexia: How is it Related to Reading?. 2018 , 77, 98-113	6
707	Alterations in white matter pathways underlying phonological and morphological processing in Chinese developmental dyslexia. 2018 , 31, 11-19	26

706	Optimizing text for an individual's visual system: The contribution of visual crowding to reading difficulties. 2018 , 103, 291-301	20
705	Atypical cortical entrainment to speech in the right hemisphere underpins phonemic deficits in dyslexia. 2018 , 175, 70-79	62
704	Learning to Read Bilingually Modulates the Manifestations of Dyslexia in Adults. 2018 , 22, 335-349	6
703	The Identification of Students Who Are Gifted and Have a Learning Disability: A Comparison of Different Diagnostic Criteria. 2018 , 62, 175-192	20
702	Specific problems in visual cognition of dyslexic readers: Face discrimination deficits predict dyslexia over and above discrimination of scrambled faces and novel objects. 2018 , 175, 157-168	17
701	Early Reading Abilities of Bilingual Children With Nonsyndromic Orofacial Clefts. 2018 , 55, 259-268	2
700	Teacher's Qualification and Dyslexia Identification in Primary Schools in Oyo State, Nigeria. 2018 , 15, 36-66	2
699	Predictors of word-reading ability in 7-year-olds: analysis of data from a U.K. cohort study. 2018 , 41, 58-78	7
698	Deficit in phonological processes: a characteristic of the neuropsychological profile of children with NF1. 2018 , 24, 558-574	15
697	Screening for Dyslexia in French-Speaking University Students: An Evaluation of the Detection Accuracy of the Alouette Test. 2018 , 51, 268-282	28
696	Atypical Structural Asymmetry of the Planum Temporale is Related to Family History of Dyslexia. 2018 , 28, 63-72	25
695	Arithmetic Abilities in Children With Developmental Dyslexia: Performance on French ZAREKI-R Test. 2018 , 51, 236-249	6
694	Peripheral and central contribution to the difficulty of speech in noise perception in dyslexic children. 2018 , 21, e12558	11
693	Pragmatics of language and theory of mind in children with dyslexia with associated language difficulties or nonverbal learning disabilities. 2018 , 7, 245-256	18
692	Audio-visual speech perception in adult readers with dyslexia: an fMRI study. 2018 , 12, 357-368	17
691	Reading deficits in schizophrenia and their relationship to developmental dyslexia: A review. 2018 , 193, 11-22	18
690	Modeling the Early Language Trajectory of Language Development When the Measures Change and Its Relation to Poor Reading Comprehension. 2018 , 89, 2136-2156	12
689	Morphological awareness and visual processing of derivational morphology in high-functioning adults with dyslexia: An avenue to compensation?. 2018 , 39, 483-506	15

688	Second-Language Reading Difficulties Among Native Chinese-Speaking Students Learning to Read English: The Roles of Native- and Second-Language Skills. 2018 , 53, 423-441	9
687	Prosodic Perception Problems in Spanish Dyslexia. 2018 , 22, 41-54	14
686	A review of prospective memory impairments in developmental dyslexia: evidence, explanations, and future directions. 2018 , 32, 816-835	6
685	Neural Correlates of Oral Word Reading, Silent Reading Comprehension, and Cognitive Subcomponents. 2018 , 42, 342-356	13
684	What can Parents' Self-report of Reading Difficulties Tell Us about Their Children's Emergent Literacy at School Entry?. 2018 , 24, 84-105	12
683	Does the late positive component reflect successful reading acquisition? A longitudinal ERP study. 2018 , 17, 232-240	4
682	Brain event-related potentials to phoneme contrasts and their correlation to reading skills in school-age children. 2018 , 42, 357-372	7
681	The Compensatory Effect of Text-to-Speech Technology on Reading Comprehension and Reading Rate in Swedish Schoolchildren With Reading Disability: The Moderating Effect of Inattention and Hyperactivity Symptoms Differs by Grade Groups. 2018 , 33, 98-110	7
680	Dyslexie font does not benefit reading in children with or without dyslexia. 2018 , 68, 25-42	11
679	Longitudinal interactions between brain and cognitive measures on reading development from 6 months to 14 years. 2018 , 108, 6-12	31
678	Dyslexia Profiles Across Orthographies Differing in Transparency: An Evaluation of Theoretical Predictions Contrasting English and Greek. 2018 , 22, 55-69	17
677	Lexical Reading in Dysfluent Readers of German. 2018 , 22, 24-40	17
676	Distinguishing cause from effect – many deficits associated with developmental dyslexia may be a consequence of reduced and suboptimal reading experience. 2018 , 33, 333-350	39
675	Reading Skills in Greek as a First Language and in French as a Foreign Language among Primary and Secondary School Children with Specific Reading Disorder. 2018 , 4, 81	1
674	An Algorithm for Automatically Detecting Dyslexia on the Fly. 2018 , 10, 01-18	2
673	Evaluaci3n Abreviada del Conocimiento Fonol3gico mediante la Prueba P.E.C.O.. 2018 , 11, 9-23	
672	A molecular-genetic and imaging-genetic approach to specific comprehension difficulties in children. 2018 , 3, 20	6
671	Exploring the Overlap Between Dyslexia and Speech Sound Production Deficits. 2018 , 49, 774-786	20

670	Understanding Dyslexia in the Context of Developmental Language Disorders. 2018 , 49, 762-773	47
669	A blueprint for data-based English reading literacy instructional decision-making. 2018 , 8,	1
668	. 2018 ,	6
667	Pushing the Speed of Assistive Technologies for Reading. 2018 , 13, 14	1
666	Developmental Dyslexia. 2018 , 783-813	
665	Genetic association study of dyslexia and ADHD candidate genes in a Spanish cohort: Implications of comorbid samples. 2018 , 13, e0206431	6
664	Wrestling With the Politics and Ideology of Teacher Educators' Responses to Dyslexia Discourse and Legislation. 2018 , 67, 377-393	4
663	Reading Disabilities in Adolescents and Adults. 2018 , 49, 787-797	4
662	Early Identification of Dyslexia: Understanding the Issues. 2018 , 49, 817-828	9
661	A tablet game to target dyslexia screening in pre-readers. 2018 ,	4
660	Towards Language Independent Detection of Dyslexia with a Web-based Game. 2018 ,	11
659	Short-term adaptation to sound statistics is unimpaired in developmental dyslexia. 2018 , 13, e0198146	5
658	Cognitive predictors of sequential motor impairments in children with dyslexia and/or attention deficit/hyperactivity disorder. 2018 , 43, 430-453	3
657	Stability of Visual Attention Span Performance and Its Relation With Reading Over Time. 2018 , 22, 434-441	14
656	Digital Inclusion in Library Context: A Perspective from Users with Print Disability. 2018 , 12, 121-140	7
655	The Interplay Between Learning Arithmetic and Learning to Read: Insights From Developmental Cognitive Neuroscience. 2018 , 27-49	2
654	Language and Arithmetic: The Potential Role of Phonological Processing. 2018 , 51-74	5
653	Language Skills, but Not Frequency Discrimination, Predict Reading Skills in Children at Risk of Dyslexia. 2018 , 29, 1270-1282	16

652	Simulation of dyslexia. How literacy and cognitive skills can help distinguish college students with dyslexia from malingerers. 2018 , 13, e0196903	3
651	Reading strategies of good and poor readers of German with different spelling abilities. 2018 , 174, 150-169	5
650	Acquisition of Letter Naming Knowledge, Phonological Awareness, and Spelling Knowledge of Kindergarten Children at Risk for Learning to Read. 2018 , 2018, 1-10	13
649	Bibliography. 2018 , 682-779	
648	The "Rowdy Classroom Problem" in Children with Dyslexia: A Review. 2018 , 183-211	6
647	Procedural Learning, Dyslexia and Delayed Neural Commitment. 2018 , 235-269	7
646	From Auditory Rhythm Processing to Grapheme-to-Phoneme Conversion: How Neural Oscillations Can Shed Light on Developmental Dyslexia. 2018 , 147-163	5
645	Phonological Awareness and Rapid Automatized Naming Are Independent Phonological Competencies With Specific Impacts on Word Reading and Spelling: An Intervention Study. 2018 , 9, 320	26
644	Learning Disabilities. 116-138	
643	Am I Just Stupid? Key Issues for Teachers Involved in High-Stakes Testing with Children Who Have Dyslexia. 2018 , 67-82	
642	The differential role of verbal and visuospatial working memory in mathematics and reading. 2018 , 12, 1-6	25
641	"We Know for a Fact" Dyslexia Interventionists and the Power of Authoritative Discourse. 2018 , 50, 359-382	9
640	Revisiting Strephosymbolie: The Connection between Interhemispheric Transfer and Developmental Dyslexia. 2018 , 8,	4
639	Prevalence of Developmental Dyslexia in Spanish University Students. 2018 , 8,	5
638	Rapid Automatized Naming, Verbal Working Memory, and Rhythm Discrimination as Predictors of Reading in Italian Undergraduate Students with and without Dyslexia. 2018 , 8,	7
637	Dyslexia and Fonts: Is a Specific Font Useful?. 2018 , 8,	6
636	Dyslexia and dyscalculia are characterized by common visual perception deficits. 2018 , 43, 497-507	24
635	Adult dyslexic readers benefit less from visual input during audiovisual speech processing: fMRI evidence. 2018 , 117, 454-471	5

634	Children With Dyslexia Benefit From Orthographic Facilitation During Spoken Word Learning. 2018 , 61, 2002-2014		15
633	Examining the double-deficit hypothesis in vowelized-transparent Arabic in a national representative sample of Grades 3 and 4. 2018 , 24, 234-249		4
632	Breadth over depth in the semantic representations of adults with nonverbal learning disabilities. 2018 , 10, 56-82		2
631	Construct Validity of a Process-Oriented Test Assessing Syntactic Skills in German Primary Schoolchildren. 2018 , 15, 183-203		2
630	Reading as Statistical Learning. 2018 , 49, 634-643		32
629	Impaired neural mechanism for online novel word acquisition in dyslexic children. 2018 , 8, 12779		12
628	Cognitive-linguistic profiles of Chinese typical-functioning adolescent dyslexics and high-functioning dyslexics. 2018 , 68, 229-250		11
627	A design case study of a tangible system supporting young English language learners. 2018 , 18, 67-78		4
626	Longitudinal Predictors of the Overlap between Reading and Math Skills. 2018 , 54, 99-111		29
625	Mind the gap: Increased inter-letter spacing as a means of improving reading performance. 2018 , 174, 13-28		5
624	Reading comprehension development in at-risk vs. not at-risk first grade readers: The differential roles of listening comprehension, decoding, and fluency. 2018 , 65, 195-206		7
623	Statistical Learning of Speech Sounds in Dyslexic and Typical Reading Children. 2019 , 23, 116-127		18
622	Specific Language Impairment and Reading Disability: Categorical Distinction or Continuum?. 2019 , 52, 3-14		17
621	Representational Bias in the Radial Axis in Children With Dyslexia: A Landmarks Alignment Study. 2019 , 52, 158-167		
620	Understanding comorbidity of learning disorders: task-dependent estimates of prevalence. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2019 , 60, 286-294	7.9	26
619	Reading Recovery's unrecovered learners: Characteristics and issues. 2019 , 7, 237-265		4
618	Context matters: A review to formulate a conceptual framework for coaching as a disability accommodation. 2019 , 14, e0199408		9
617	Remediation of Allophonic Perception and Visual Attention Span in Developmental Dyslexia: A Joint Essay. 2019 , 10, 1502		10

616	Contribution of family risk, emergent literacy and environmental protective factors in childrenâs reading difficulties at the end of second-grade. 2019 , 32, 2375-2399	11
615	Protective Factors and Compensation in Resolving Dyslexia. 2019 , 23, 461-477	6
614	Impairment of some cognitive process in children with reading disability in middle childhood, late childhood, and early adolescence. 2019 , 26,	0
613	Adolescent Health Lifestyles and Educational Risk: Findings From the Monitoring the Future Study, 2010-2016. 2019 , 57, 470-477	5
612	Are specific learning disorders truly specific, and are they disorders?. 2019 , 17, 100115	40
611	Are children with developmental dyslexia all the same? A cluster analysis with more than 300 cases. 2019 , 25, 284-295	11
610	Exploring the use of network meta-analysis in education: examining the correlation between ORF and text complexity measures. 2019 , 69, 335-354	3
609	Learning Lexical Information Depends Upon Task, Learning Approach, and Reader Subtype. 2019 , 52, 442-455	2
608	The Changing Role of Phonology in Reading Development. 2019 , 3,	3
607	Post-treatment reading development in children with dyslexia: the challenge remains. 2019 , 69, 279-296	6
606	Behavioral Precursors of Developmental Dyslexia. 2019 , 229-252	1
605	Mental Images and School Learning: A Longitudinal Study on Children. 2019 , 10, 2034	6
604	Developmental dyslexia: a condensed review of literature. 2019 , 72, 249-270	1
603	Self-Referential Processing Can Modulate Visual Spatial Attention Deficits in Children With Dyslexia. 2019 , 10, 2270	1
602	A Cognitive Framework for Tracing the Roots of Reading Disabilities Among University Students. 2019 , 215-236	
601	Literacy Skills, Academic Self-Efficacy, and Participation in Prison Education. 2019 , 151-169	2
600	Cognitive Profile of Students with Dyslexia Entering Postsecondary Education. 2019 , 193-213	0
599	Investigating the interchangeability and clinical utility of MVPT-3 and MVPT-4 for 7-10 year children with and without specific learning disabilities. 2021 , 10, 258-265	3

598	The link between reading ability and visual spatial attention across development. 2019 , 121, 44-59	12
597	Music-related abilities among readers with dyslexia. 2019 , 69, 318-334	1
596	Speech Recognition with Hidden Markov Model and Multisensory Methods in Learning Applications Intended to Help Dyslexic Children. 2019 , 1235, 012051	
595	Simple Answers and Quick Fixes: Dyslexia and the Brain on the Internet. 2019 , 68, 314-333	1
594	Design and development of a Malay word recognition intervention program for children with dyslexia. 2019 , 24, 163-179	1
593	Reading Development and Difficulties. 2019 ,	
592	A meta-analysis of executive functioning in dyslexia with consideration of the impact of comorbid ADHD. 2019 , 31, 725-749	11
591	Role of Visual Attention in Developmental Dyslexia. 2019 , 307-326	3
590	Cracking the Code: The Impact of Orthographic Transparency and Morphological-Syllabic Complexity on Reading and Developmental Dyslexia. 2018 , 9, 2534	16
589	Reading Difficulties in Low-SES Children: A Study of Cognitive Profiles. 2019 , 20, 75-95	6
588	Developmental Outcomes for Children at High Risk of Dyslexia and Children With Developmental Language Disorder. 2019 , 90, e548-e564	41
587	Exploring the Relationship Between Cognitive Characteristics and Responsiveness to a Tier 3 Reading Fluency Intervention. 2019 , 35, 374-391	1
586	Reproducibility of Brain Responses: High for Speech Perception, Low for Reading Difficulties. 2019 , 9, 8487	5
585	Deconstructing CHC. 2019 , 32, 249-268	11
584	Mindfulness and Speed Testing for Children With Learning Disabilities: Oil and Water?. 2019 , 35, 154-178	4
583	Parenting Stress and Broader Phenotype in Parents of Children with Attention Deficit Hyperactivity Disorder, Dyslexia or Typical Development. 2019 , 16,	4
582	Development of Dyslexia: The Delayed Neural Commitment Framework. 2019 , 13, 112	26
581	Investigating the Double-Deficit Hypothesis in More and Less Transparent Orthographies: A Longitudinal Study from Preschool to Grade 2. 2019 , 23, 478-493	8

580	Linguistic and non-linguistic prosodic skills in Spanish children with developmental dyslexia. 2019 , 90, 92-100	4
579	Linking Behavioral and Computational Approaches to Better Understand Variant Vowel Pronunciations in Developing Readers. 2019 , 2019, 55-71	1
578	Deficient Explicit Access to Phonological Representations Explains Phonological Fluency Difficulties in Greek Children With Dyslexia and/or Developmental Language Disorder. 2019 , 10, 638	6
577	Cognitive, Intervention, and Neuroimaging Perspectives on Executive Function in Children With Reading Disabilities. 2019 , 2019, 25-54	3
576	Beyond the global motion deficit hypothesis of developmental dyslexia: A cross-sectional study of visual, cognitive, and socio-economic factors influencing reading ability in children. 2019 , 159, 48-60	5
575	Early prediction of reading trajectories of children with and without reading instruction in kindergarten: a comparison study of Estonia and Finland. 2019 , 42, 389-410	4
574	Dyslexia in the Music Classroom: A Review of Literature. 2019 , 38, 9-17	1
573	Neural Responses of the Anterior Ventral Occipitotemporal Cortex in Developmental Dyslexia: Beyond the Visual Word Form Area. 2019 , 60, 1063-1068	2
572	Training Working Memory of Children with and without Dyslexia. 2019 , 6,	7
571	Own-race and other-race face recognition problems without visual expertise problems in dyslexic readers. 2019 , 158, 146-156	11
570	Deficits of visual search in Chinese children with dyslexia. 2019 , 42, 454-468	4
569	Reading Failure in a Completely Transparent Orthography Representing a Morphologically Highly Complex Agglutinative Language: the Case of Turkish. 2019 , 31, 669-689	1
568	Efficacy of dynamic visuo-attentional interventions for reading in dyslexic and neurotypical children: A systematic review. 2019 , 100, 58-76	23
567	Understanding Dyslexia Through Personalized Large-Scale Computational Models. 2019 , 30, 386-395	36
566	Oculomotor and Inhibitory Control in Dyslexia. 2018 , 12, 66	4
565	Genome-wide association scan identifies new variants associated with a cognitive predictor of dyslexia. 2019 , 9, 77	42
564	The profile of very preterm children on academic achievement. A cross-population comparison with children with specific learning disorders. 2019 , 87, 54-63	11
563	Comorbidity of reading disabilities and ADHD: Structural and functional brain characteristics. 2019 , 40, 2677-2698	29

562	Comorbidity and cognitive overlap between developmental dyslexia and congenital amusia. 2019 , 36, 1-17	11
561	Literacy and Phonological Skills in Oral Deaf Children and Hearing Children With a History of Dyslexia. 2019 , 54, 553-575	9
560	Note-Taking. 2019 , 320-355	7
559	Visual and orthographic processing in Arabic word recognition among dyslexic and typical readers. 2019 , 11, 142-158	1
558	The development of phonological awareness during the First grade of elementary school in two different teaching contexts. 2019 , 54, 253	
557	. 2019 ,	1
556	Evolving Concepts of Dyslexia and Their Implications for Research and Remediation. 2019 , 10, 2873	10
555	Modelling the relationship of accurate and fluent word recognition in primary school. 2019 , 76, 101779	8
554	Arcfeldolgozsi folyamatok fejlodesi diszlexiban. 2019 , 74, 117-142	
553	. 2019 ,	
552	Double Trouble: Visual and Phonological Impairments in English Dyslexic Readers. 2019 , 10, 2725	10
551	Remapping the cognitive and neural profiles of children who struggle at school. 2019 , 22, e12747	27
550	Atypical neural processing of rise time by adults with dyslexia. 2019 , 113, 128-140	15
549	Reading Disorders/Dyslexia. 2019 , 21-37	2
548	The frequency-following response (FFR) to speech stimuli: A normative dataset in healthy newborns. 2019 , 371, 28-39	19
547	Effects of an Adaptive Phonological Training Program on Reading and Phonological Processing Skills in Arabic-Speaking Children With Dyslexia. 2019 , 35, 103-117	12
546	Literacy development beyond early schooling: a 4-year follow-up study of Croatian. 2019 , 32, 1955-1988	2
545	Orthographic processing is a key predictor of reading fluency in good and poor readers in a transparent orthography. 2019 , 56, 250-261	13

544	Modulation of temporal resolution and speech long-latency auditory-evoked potentials by transcranial direct current stimulation in children and adolescents with dyslexia. 2019 , 237, 873-882	11
543	Diminished brain responses to second-language words are linked with native-language literacy skills in dyslexia. 2019 , 122, 105-115	5
542	Enhanced semantic involvement during word recognition in children with dyslexia. 2019 , 178, 15-29	3
541	Technology-based reading intervention programs for elementary grades: An analytical review. 2019 , 128, 427-451	35
540	Cognitive predictors of shallow-orthography spelling speed and accuracy in 6th grade children. 2019 , 32, 197-216	24
539	The current status of the magnocellular theory of developmental dyslexia. 2019 , 130, 66-77	65
538	A Multiple Streams Analysis of Recent Changes to State-Level Dyslexia Education Law. 2020 , 34, 1036-1068	5
537	Speech-in-noise perception ability can be related to auditory efferent pathway function: a comparative study in reading impaired and normal reading children. 2020 , 86, 209-216	3
536	Phrase-Reading Mediates Between Words and Syntax in Struggling Adolescent Readers. 2020 , 41, 162-175	3
535	Brain activity patterns of phonemic representations are atypical in beginning readers with family risk for dyslexia. 2020 , 23, e12857	20
534	Does Introducing the Letters Faster Boost the Development of Children's Letter Knowledge, Word Reading and Spelling in the First Year of School?. 2020 , 24, 141-158	8
533	Teaching English to Students With Dyslexia in Iran: A Multiple-Case Study. 2020 , 36, 19-33	
532	A Multilevel Investigation into Contextual Reliability in the Designation of Cognitive Health Conditions among U.S. Children. 2020 , 10, 180-197	8
531	Music education in junior high school: Perception of emotions conveyed by music and mental imagery in students who attend the standard or musical curriculum. 2020 , 48, 824-835	2
530	Neuroscience and education: Cerebral lateralization of networks and oscillations in dyslexia. 2020 , 25, 109-125	11
529	Neuropsychological and environmental predictors of reading performance in Brazilian children. 2020 , 9, 259-270	4
528	An exploration of teachers' perceptions and the value of multisensory teaching and learning: a perspective on the influence of Specialist Dyslexia Training in England. 2020 , 48, 795-806	
527	Children with dyslexia show an inhibition domain-specific deficit in reading. 2020 , 33, 907-933	1

526	Cerebellar function in children with and without dyslexia during single word processing. 2020 , 41, 120-138	10
525	Teachers of Students With Learning Disabilities: Assistive Technology Knowledge, Perceptions, Interests, and Barriers. 2020 , 35, 236-248	15
524	Proyecto Petit UBinding: método de adquisición y mejora de la lectura en primero de primaria. Estudio de eficacia. 2020 , 40, 12-22	2
523	The intelligibility and comprehension of synthetic natural speech in dyslexic students. 2020 , 15, 898-907	1
522	Children Learn to Read: How Visual Analysis and Mental Imagery Contribute to the Reading Performances at Different Stages of Reading Acquisition. 2020 , 49, 59-72	6
521	Phonological memory problems are magnified in children from language minority homes when predicting reading disability. 2020 , 47, 680-694	2
520	A meta-analysis of reading-level match dyslexia studies in consistent alphabetic orthographies. 2020 , 70, 1-26	13
519	Knowledge about dyslexia among early literacy teachers in China. 2020 , 26, 247-265	4
518	Impact of digital text variables on legibility for persons with dyslexia. 2020 , 26, 87-103	0
517	Adult Vocabulary Modulates Speed of Word Integration Into Preceding Text Across Sentence Boundaries: Evidence From Self-Paced Reading. 2020 , 55, 663-677	0
516	Functional connectivity of the reading network is associated with prenatal polybrominated diphenyl ether concentrations in a community sample of 5 year-old children: A preliminary study. 2020 , 134, 105212	5
515	Visual and Auditory Interference Control of Attention in Developmental Dyslexia. 2020 , 26, 407-417	4
514	A review of comprehension subskills: A Scientometrics perspective. 2020 , 88, 102180	17
513	The Prevalence of Dyslexia in Primary School Children and Their Chinese Literacy Assessment in Shantou, China. 2020 , 17,	5
512	Problems in Audiovisual Filtering for Children with Special Educational Needs. 2020 , 11, 2041669520951816	1
511	Developmental dyslexia: A new look at clinical features and brain mechanisms. 2020 , 174, 47-59	1
510	The Advantage of Morphological Awareness Among Normal and Dyslexic Native Arabic Readers: A Literature Review. 2020 , 41, 130-156	2
509	Description and prediction of reading decoding skills in Swedish children with Developmental Language Disorder. 2020 , 1-8	0

508	Group Stability and Reading Profiles of Students With Dyslexia: A Double-Deficit Perspective. 2020 , 073194872096369	
507	Identifying and Remediating Dyslexia in Kindergarten and the Foundation Year. 2020 ,	0
506	The psychopathological profile of children with specific learning disorders: the point of view of children and their mothers. 2020 , 1-15	1
505	Dynamics of morphological processing in pre-school children with and without familial risk for dyslexia. 2020 , 56, 100931	2
504	Evaluation of a digital game-based reading training for German children with reading disorder. 2020 , 150, 103834	21
503	Misunderstandings about developmental dyslexia: a historical overview. 2020 , 12, 8505	2
502	Grammatical Spelling and Written Syntactic Awareness in Children With and Without Dyslexia. 2020 , 11, 1524	1
501	An Early Reading Assessment Battery for Multilingual Learners in Malaysia. 2020 , 11, 1700	0
500	It's Time to Be Scientific About Dyslexia. 2020 , 55, S61	14
499	Selective enhancement of low-gamma activity by tACS improves phonemic processing and reading accuracy in dyslexia. 2020 , 18, e3000833	11
498	Defining and understanding dyslexia: past, present and future. 2020 , 46, 501-513	40
497	Differential diagnosis of vergence and saccade disorders in dyslexia. 2020 , 10, 22116	5
496	Sentence Context Differentially Modulates Contributions of Fundamental Frequency Contours to Word Recognition in Chinese-Speaking Children With and Without Dyslexia. 2020 , 11, 598658	0
495	Speech-Brain Frequency Entrainment of Dyslexia with and without Phonological Deficits. 2020 , 10,	2
494	The Mediation Role of Dynamic Multisensory Processing Using Molecular Genetic Data in Dyslexia. 2020 , 10,	1
493	The contribution of attentional processes to calculation skills in second and third grade in a typically developing sample. 2020 , 1	
492	Phonology and orthography in deaf readers: Evidence from a lateralized ambiguity resolution paradigm. 2020 , 25, 675-698	
491	Cognitive correlates of dyslexia, dyscalculia and comorbid dyslexia/dyscalculia: Effects of numerical magnitude processing and phonological processing. 2020 , 107, 103806	6

490	From Schools to Scans: A Neuroeducational Approach to Comorbid Math and Reading Disabilities. 2020 , 8, 469	1
489	Specific learning disorders in sex chromosome aneuploidies: Neural circuits of literacy and mathematics. 2020 , 184, 518-530	2
488	Morphological decomposition compensates for imperfections in phonological decoding. Neural evidence from typical and dyslexic readers of an opaque orthography. 2020 , 130, 172-191	2
487	Unisensory and multisensory temporal processing in autism and dyslexia: A systematic review and meta-analysis. 2020 , 116, 44-63	12
486	Reading-related abilities underlying phonological awareness: a cross-sectional study in children with and without dyslexia. 2021 , 46, 110-117	0
485	Reintroducing Dyslexia: Early Identification and Implications for Pediatric Practice. 2020 , 146,	15
484	Augmented Reality for Early Language Learning: A Systematic Review of Augmented Reality Application Design, Instructional Strategies, and Evaluation Outcomes. 2020 , 58, 1059-1100	18
483	A Review of Online Dyslexia Learning Modules. 2020 , 5,	2
482	Poor neural and perceptual phoneme discrimination during acoustic variation in dyslexia. 2020 , 10, 8646	9
481	Rapid Automatized Naming and Explicit Phonological Processing in Children With Developmental Dyslexia: A Study With Portuguese-Speaking Children in Brazil. 2020 , 11, 928	3
480	Attentional Processes in Children With Attentional Problems or Reading Difficulties as Revealed Using Brain Event-Related Potentials and Their Source Localization. 2020 , 14, 160	3
479	Individual differences in learning the regularities between orthography, phonology and semantics predict early reading skills. 2020 , 114,	14
478	The role of phonology in lexical access in teenagers with a history of dyslexia. 2020 , 15, e0229934	2
477	Dyslexia: neurobiology, clinical features, evaluation and management. 2020 , 9, S36-S45	2
476	Adults with dyslexia: how can they achieve academic success despite impairments in basic reading and writing abilities? The role of text structure sensitivity as a compensatory skill. 2020 , 70, 115-140	10
475	Reading in English as a Foreign Language by Spanish Children With Dyslexia. 2020 , 11, 19	1
474	Language impairments. 2020 , 337-350	
473	The relevance of subtyping children with mathematical learning disabilities. 2020 , 104, 103704	9

472	Reading and Non-word Repetition Skills in Bilingual Developmental Dyslexia: The Case of a Greek - Italian Bilingual Dyslexic Adult. 2020 , 12, 30	
471	A Multifactorial Model of Dyslexia: Evidence from Executive Functions and Phonological-based Treatments. 2020 , 35, 150-164	3
470	Combined Phonological Awareness and Print Knowledge Training Improves Reading Accuracy and Comprehension in Children with Reading Disabilities. 2020 , 1-15	2
469	Research studies on dyslexia: participant inclusion and exclusion criteria. 2020 , 35, 587-602	7
468	Using conceptual change theory to help preservice teachers understand dyslexia. 2020 , 70, 62-78	9
467	An eye tracking study of digital text reading: a comparison between poor and typical readers. 2020 , 33, 1925-1944	3
466	Subcortical auditory neural synchronization is deficient in pre-reading children who develop dyslexia. 2020 , 23, e12945	4
465	A stimulus-brain coupling analysis of regular and irregular rhythms in adults with dyslexia and controls. 2020 , 140, 105531	13
464	Using information-theoretic measures to characterize the structure of the writing system: the case of orthographic-phonological regularities in English. 2020 , 52, 1292-1312	8
463	Syllable-based reading improvement: Effects on word reading and reading comprehension in Grade 2. 2020 , 66, 101304	3
462	Evaluating the cost-effectiveness of the Dyslexia Pilot Project: A multitiered system of supports for early literacy. 2020 , 57, 522-539	0
461	Parental Perceptions of Learning Disabilities. 2020 , 84, 242-257	0
460	Temporal representation impairment in developmental dyslexia for unisensory and multisensory stimuli. 2020 , 23, e12977	1
459	Latent profile analysis of students' reading development and the relation of cognitive variables to reading profiles. 2020 , 70, 94-114	2
458	Internalizing Symptoms in Developmental Dyslexia: A Comparison Between Primary and Secondary School. 2020 , 11, 461	10
457	Second-language learning difficulties in Italian children with reading difficulties. 2021 , 91, 63-77	1
456	Response frequencies in the conjoint recognition memory task as predictors of developmental dyslexia diagnosis: A decision-trees approach. 2021 , 27, 50-61	0
455	School-entry language outcomes in late talkers with and without a family risk of dyslexia. 2021 , 27, 29-49	

454	The role of vocabulary and decoding language skills in reading comprehension: a cross-linguistic perspective. 2021 , 15, 23-42	1
453	Developmental Trajectories of Phonological Information Processing in Upper Elementary Students With Reading or Spelling Disabilities. 2021 , 56, 143-171	2
452	Orthographic knowledge predicts reading and spelling skills over and above general intelligence and phonological awareness. 2021 , 36, 21-43	15
451	Assessing language development in Arabic: The Arabic language: Evaluation of function (ALEF). 2021 , 10, 37-52	4
450	Statistical Learning and Language Impairments: Toward More Precise Theoretical Accounts. 2021 , 16, 319-337	11
449	Reading and Comprehension in Adulthood: a Training Programme. 2021 , 5, 25-34	1
448	From BDNF to reading: Neural activation and phonological processing as multiple mediators. 2021 , 396, 112859	6
447	In Search of Cognitive Promotive and Protective Factors for Word Reading. 2021 , 25, 397-416	1
446	Subgrouping of Korean Readers Based on Reading Achievement and the Relation of Cognitive-Linguistic Variables to the Subgroups. 2021 , 44, 197-209	
445	Modeling and Visualizing the Codevelopment of Word and Nonword Reading in Children From First Through Fourth Grade: Informing Developmental Trajectories of Children With Dyslexia. 2021 , 92, e252-e269	4
444	The heritability of reading and reading-related neurocognitive components: A multi-level meta-analysis. 2021 , 121, 175-200	9
443	Audiovisual processing and selective attention in adult dyslexic readers: An event-related potential study. 2021 , 27, 245-264	1
442	Perspectives on dealing with reading difficulties. 2021 , 49, 52-62	
441	The impact of diacritic marking on listening comprehension skills in Arabic orthography. 2021 , 114, 64-73	0
440	Work in Progress: Web-Delivered Reading Improvement Battery of Tasks. 2021 , 643-654	
439	The Role of Reading Anxiety among Struggling Readers in Fourth and Fifth Grade.. 2021 , 37, 382-394	3
438	Language-Related Skills in Bilingual Children With Specific Learning Disorders. 2020 , 11, 564047	2
437	Action Video Games Enhance Attentional Control and Phonological Decoding in Children with Developmental Dyslexia. 2021 , 11,	10

436	Reduced Visual Magnocellular Event-Related Potentials in Developmental Dyslexia. 2021 , 11,	1
435	Memory Deficits in Children with Developmental Dyslexia: A Reading-Level and Chronological-Age Matched Design. 2021 , 11,	5
434	A Technology for Assisting Literacy Development in Adults with Dyslexia and Illiterate Second Language Learners. 2021 , 475-485	
433	Impaired Perception and Neural Processing of Rules in Developmental Dyslexia. 2021 , 54, 452-465	0
432	Dysfunctional auditory gamma oscillations in developmental dyslexia: A potential target for a tACS-based intervention. 2021 , 264, 211-232	
431	Lese-Rechtschreibföderung. 2021 , 133-147	
430	Introducing phonics to learners who struggle: content and embedded cognitive elements. 2021 , 34, 2059-2080	1
429	Disorders of Language and Literacy in the Prison Population: A Scoping Review. 2021 , 11, 77	5
428	Reading comprehension on word- and sentence-level can be predicted by orthographic knowledge for German children with poor reading proficiency. 2021 , 34, 2031-2057	3
427	Mode effect: An issue of perspective? Writing mode differences in a spelling assessment in German children with and without developmental dyslexia. 2021 , 27, 373-410	0
426	How Cognitive Strengths Compensate Weaknesses Related to Specific Learning Difficulties in Fourth-Grade Children. 2021 , 12, 552458	3
425	Beyond Reading Modulation: Temporo-Parietal tDCS Alters Visuo-Spatial Attention and Motion Perception in Dyslexia. 2021 , 11,	6
424	Examining the Reading and Cognitive Profiles of Students With Significant Reading Comprehension Difficulties.. 2021 , 44, 183-196	7
423	Dyslexia and syllogistic reasoning in adults: Differences in strategy usage. 2021 , 27, 153-167	0
422	Attention-driven read-aloud technology increases reading comprehension in children with reading disabilities. 2021 , 37, 875	2
421	Literacy Progress in Children with Dyslexia and the Role of Attention. 1-14	1
420	Individuals with dyslexia use a different visual sampling strategy to read text. 2021 , 11, 6449	4
419	Can a Questionnaire Be Useful for Assessing Reading Skills in Adults? Experiences with the Adult Reading Questionnaire among Incarcerated and Young Adults in Norway. 2021 , 11, 154	

418	Is orthographic knowledge a strength or a weakness in individuals with dyslexia? Evidence from a meta-analysis. 2021 , 71, 5-27	5
417	Speech Perception by Children. 2021 , 485-516	0
416	Rapid online assessment of reading ability. 2021 , 11, 6396	3
415	Behavioral and Brain Measures of Morphological Processing in Children With and Without Familial Risk for Dyslexia From Pre-school to First Grade. 2021 , 6,	
414	Ahead of Maturation: Enhanced Speech Envelope Training Boosts Rise Time Discrimination in Pre-Readers at Cognitive Risk for Dyslexia.	1
413	A Bridge over Troubled Listening: Improving Speech-in-Noise Perception by Children with Dyslexia. 2021 , 22, 465-480	3
412	Is the Science of Reading Just the Science of Reading English?. 56, S391	6
411	Öğrenme Güçlüğü olan Öğrencilerin Okuma Becerilerinin İncelenmesi. 330-342	
410	Supportive Development of Phonological Awareness Through Musical Activities According to Edgar Willems. 2021 , 11, 215824402110218	
409	Neomodernasyon: Eğitim ve Neobilim Kavramından Geleceğe Bakış	
408	Effect of comorbid developmental dyslexia on oculomotor behavior in children with developmental coordination disorder: A study with the Developmental Eye Movement test. 2021 , 76, 102764	4
407	Effect of computer-based multisensory program on English reading skills of students with Dyslexia and reading difficulties. 2021 , 1-14	1
406	Efficacy of the RtI Model in the Treatment of Reading Learning Disabilities. 2021 , 11, 209	5
405	Zur Additivität kognitiver Defizitprofile bei komorbiden Lernstörungen. 2021 , 10, 89-101	4
404	Grammatical performance in children with dyslexia: the contributions of individual differences in phonological memory and statistical learning. 2021 , 42, 791-821	1
403	Reading-related brain changes in audiovisual processing: cross-sectional and longitudinal MEG evidence.	
402	Comorbidity and cognitive overlap between developmental dyslexia and congenital amusia in children. 2021 , 155, 107811	4
401	The Modularity of Dyslexia. 2021 , 62, 240-248	1

400 Bibliographie (restreinte). **2021**, 297-329

- 399 Statistical Learning and the Effect of Starting Small in Developmental Dyslexia. **2021**, 64, 1621-1635 2
- 398 Selecting the Most Relevant Brain Regions to Classify Children with Developmental Dyslexia and Typical Readers by Using Complex Magnocellular Stimuli and Multiple Kernel Learning. **2021**, 11, 2
- 397 Psychoeducational Challenges in Spanish Children With Dyslexia and Their Parents' Stress During the COVID-19 Pandemic. **2021**, 12, 648000 7
- 396 Work-in-Progress: Integrated Reading Assistance in an Immersive Environment. **2021**,
- 395 Orthographic depth and developmental dyslexia: a meta-analytic study. **2021**, 71, 399-438 11
- 394 Facial speech processing in children with and without dyslexia. **2021**, 71, 501-524 2
- 393 Speech discrimination in infants at family risk of dyslexia: Group and individual-based analyses. **2021**, 206, 105066 1
- 392 Reading-related brain changes in audiovisual processing: cross-sectional and longitudinal MEG evidence. **2021**, 4
- 391 Dyslexia knowledge, perceived preparedness, and professional development needs of in-service educators. **2021**, 71, 547-567 0
- 390 CORRECTION OF LEARNING DISORDERS BY OPTIMIZING THE DEVELOPMENT OF SPATIAL AND TEMPORAL ORIENTATION. **2021**, 66, 43-66
- 389 Visuo-Spatial Abilities and Phonological Awareness as Predictors of Reading Accuracy in Arabic Children With and Without Dyslexia. 1-17
- 388 Spoken Word Learning in Children With Developmental Language Disorder or Dyslexia. **2021**, 64, 2734-2749 3
- 387 K-2 principal knowledge (not leadership) matters for dyslexia intervention. **2021**, 27, 525-547
- 386 The 100 Top-Cited Studies on Dyslexia Research: A Bibliometric Analysis. **2021**, 12, 714627 3
- 385 Facilitating positive L1 transfer through explicit spelling instruction for EFL learners with dyslexia: an intervention study. 1-20 0
- 384 Childhood reading problems and cognitive ageing across mid to later life. **2022**, 76, 67-74
- 383 Differences in oral language growth between children with and without literacy difficulties: evidence from early phases of learning to read and spell in Greek. 1-24 1

- 382 Trilingualism and reading difficulty in a third (school) language: A case study of an at-risk child in French immersion. 146879842110413
- 381 Better Writing in Scientific Publications Builds Reader Confidence and Understanding. **2021**, 12, 714321 3
- 380 Neuro-Behavioral Correlates of Executive Dysfunctions in Dyslexia Over Development From Childhood to Adulthood. **2021**, 12, 708863 4
- 379 Phonological Awareness Deficits in Children With Dyslexia: The Impact of Working Memory as a Function of Modality of Test Administration. 1-14 1
- 378 Investigating L2 reading aloud and silent reading in typically developing readers and dyslexic adolescents from grades 6 to 9. **2021**,
- 377 Categorical perception and influence of attention on neural consistency in response to speech sounds in adults with dyslexia. **2021**, 1
- 376 AccÈs aux reprÈsentrations sÈmantiques en lecture et inhibition cognitive chez les Ètudiants dyslexiques : lâ€™apport de la tÈche Stroop sÈmantique. **2021**, Vol. 121, 177-215
- 375 Reading: The Confluence of Vision and Language. **2021**, 7, 487-517 8
- 374 Mathematics Disability vs. Learning Disability: A 360 Degree Analysis. **2021**, 12, 725694
- 373 The extraction of orthographic and phonological structure of printed words in adults with dyslexia. **2021**,
- 372 Visual attention span and phonological skills in Chinese developmental dyslexia. **2021**, 116, 104015 5
- 371 Evaluating a new verbal working memory-balance program: a double-blind, randomized controlled trial study on Iranian children with dyslexia. **2021**, 22, 55 0
- 370 The contribution of spectral processing to the acquisition of phonological sensitivity by adolescent cochlear implant users and normal-hearing controls. **2021**, 150, 2116 1
- 369 Digital Game-Based Phonics Instruction Promotes Print Knowledge in Pre-Readers at Cognitive Risk for Dyslexia. **2021**, 12, 720548 3
- 368 Visual Explanation for Identification of the Brain Bases for Developmental Dyslexia on fMRI Data. **2021**, 15, 594659 2
- 367 A meta-analytic review of comprehension deficits in students with dyslexia. **2021**, 1 0
- 366 Educational Interventions for Primary School Students with Dyslexiaâ€™ Mapping Study. 1-21
- 365 Phonological working memory and central executive function differ in children with typical development and dyslexia. **2021**, 2

364	Towards a Comprehensive Account of Rhythm Processing Issues in Developmental Dyslexia. 2021 , 11,	0
363	The lexical status of verbs among typical and dyslexic native Arabic readers: a developmental model. 2021 , 1	0
362	Oral Language Skills and Literacy Skills of Malay Children with Dyslexia.	
361	Comorbidity between persistent reading and mathematics disabilities: The nature of comorbidity. 2021 , 117, 104049	1
360	Recent update on reading disability (dyslexia) focused on neurobiology. 2021 , 64, 497-503	2
359	Delaying feedback compensates for impaired reinforcement learning in developmental dyslexia. 2021 , 185, 107518	1
358	Detection of developmental dyslexia with machine learning using eye movement data. 2021 , 12, 100087	2
357	The cognitive profiles for different samples of mathematical learning difficulties and their similarity to typical development: Evidence from a longitudinal study. 2022 , 214, 105288	1
356	Decoding Abilities in Adolescents with Intellectual Disabilities: The Contribution of Cognition, Language, and Home Literacy. 2021 , 4, 58	0
355	Problematizing Perceptions of STEM Potential: Differences by Cognitive Disability Status in High School and Postsecondary Educational Outcomes. 2021 , 7,	1
354	Holistic processing of Chinese characters in college students with dyslexia. 2021 , 11, 1973	5
353	How Specific Are Learning Disabilities?. 2021 , 54, 466-483	4
352	Intelligent Games for Learning and the Remediation of Dyslexia: Using Automaticity Principles. 2021 , 7, 15-24	2
351	A Review of the Research on Chinese Developmental Dyslexia. 2021 , 11, 1210-1219	
350	Children and Young People with Written Language Disorders. 2021 , 651-670	1
349	Behavioral Self-Regulation as a Protective Factor for Children at Risk of Reading Failure: Predicting First-Grade Reading from Kindergarten Entry Assessment (KEA) Data. 2021 , 32, 994-1015	0
348	Word Retrieval in Developmental Language Impairments: Application of the Tip-of-the-Tongue Paradigm. 963-982	4
347	Early and late diagnosed dyslexia in secondary school: Performance on literacy skills and cognitive correlates. 2020 , 26, 359-376	4

346	Developmental dyslexia, learning and the cerebellum. 2005 , 19-36	32
345	Technologies That Support Students' Literacy Development. 2014 , 591-604	6
344	Reading and Text Comprehension Skills in School-age Children with Autism Spectrum Disorders. 2014 , 1031-1042	1
343	The Neurobiological Strands of Developmental Dyslexia: What We Know and What We Don't Know. 2019 , 233-270	3
342	Assessing Reading in Second Language Learners: Development, Validity, and Educational Considerations. 2019 , 117-155	1
341	Effective Prevention and Intervention for Word-Level Reading Difficulties. 2019 , 179-210	3
340	Word Reading Interventions for Students with Reading Difficulties and Disabilities. 2016 , 29-45	2
339	Evidence-Based Assessment and Interventions for Problems with Reading in School Psychology. 2017 , 173-195	1
338	Assessing SLLs with SpLDs: Challenges and Opportunities for Equity in Education. 2017 , 175-188	2
337	Multilingual/Multicultural Perspective on the Identification of Dyslexia. 2011 , 95-106	1
336	Frequent Words Improve Readability and Short Words Improve Understandability for People with Dyslexia. 2013 , 203-219	36
335	One Half or 50%? An Eye-Tracking Study of Number Representation Readability. 2013 , 229-245	18
334	Reading Comprehension. 2011 , 15-34	9
333	Evidence of Dynamic Changes in Brain Processing from Imaging Techniques: Implications for Interventions for Developmental Disabilities. 2012 , 5-24	2
332	Spelling Disability – Neurophysiologic Correlates and Intervention. 2012 , 157-175	0
331	Relationship Between Eye-Movement Patterns, Cognitive Load, and Reading Ability in Children with Reading Difficulties. 2020 , 49, 491-507	3
330	Prozessbezogene Diagnostik von Lesefähigkeiten bei Grundschulkindern. 2012 , 26, 313-331	21
329	Lernschwierigkeiten. Wie man einen pädagogisch-psychologischen Dauerbrenner immer wieder aufs Neue befeuern kann. 2015 , 29, 123-132	3

328	Implizites Lernen und LRS: Spielen Defizite im impliziten Lernen eine Rolle bei der Entstehung von Schwierigkeiten im Lesen und Rechtschreiben?. 2012 , 1, 079-097	6
327	Blickbewegungen beim Lesen, Leseentwicklung und Legasthenie. 2012 , 1, 185-204	9
326	Arbeitsgedächtnisfunktionen von Kindern mit Minderleistungen in der Schriftsprache. 2013 , 2, 147-159	12
325	Leseefizienz im Grundschulalter: Entwicklungsverlauf und Effekte systematischer Leseförderung. 2013 , 2, 131-146	10
324	Dyskalkulie vs. Rechenschwäche: Basisnumerische Verarbeitung in der Grundschule. 2013 , 2, 229-247	13
323	Phonologische Verarbeitung bei Grundschulkindern mit schwacher Lesefähigkeit. 2013 , 2, 199-215	12
322	LeFiS-Lernförderung in Schulen – Evaluation eines Modellprojekts zur schulinternen Lerntherapie für Kinder mit Lese- & Rechtschreibschwierigkeiten. 2016 , 5, 17-31	4
321	Kognitive Profile bei lese-rechtschreibschwachen Kindern mit und ohne Aufmerksamkeitsprobleme. 2017 , 6, 169-181	4
320	Konzeption eines Online-Screenings für Lernstörungen. 2018 , 7, 203-207	3
319	Spezifische Vorläuferfertigkeiten der Lesegeschwindigkeit, des Leseverständnisses und des Rechtschreibens. 2012 , 44, 53-67	59
318	Sozial-Emotionale und Kognitive Fertigkeiten als Regulationskompetenzen. 2017 , 26, 1-6	7
317	Leseentwicklung in der Kindheit. 2018 , 27, 5-13	3
316	Comparing treatments for children with ADHD and word reading difficulties: A randomized clinical trial. 2017 , 85, 434-446	31
315	Spoken Word Learning Differences Among Children With Dyslexia, Concomitant Dyslexia and Developmental Language Disorder, and Typical Development. 2019 , 50, 540-561	10
314	Reading Risk in Children With Speech Sound Disorder: Prevalence, Persistence, and Predictors. 2020 , 63, 3714-3726	10
313	Promoting Reading Achievement in Children With Developmental Language Disorders: What Can We Learn From Research on Specific Language Impairment and Dyslexia?. 2020 , 63, 3277-3292	9
312	Dyslexia: Why Is This Diagnosis so Challenging?. 2014 , 21, 98-113	5
311	Is Reading Recovery an Effective Early Literacy Intervention Programme for Children Who Most Need Literacy Supports?. 2015 , 41-70	5

310	Dutch and English literacy and language outcomes of dyslexic students in regular and bilingual secondary education. 2014 , 3, 62-81	2
309	Is there an overlap between Specific Language Impairment and Developmental Dyslexia? New insights from French. 2015 , 57-88	2
308	EFFE-Escreves como falas âfalas como escreves?. 2016 , 51, 36-69	1
307	Integrating word processing with text comprehension. 9-32	15
306	Dyslexia and word reading problems. 333-358	10
305	Issues in diagnosing dyslexia.	1
304	A Multigroup Investigation of Latent Cognitive Abilities and Reading Achievement Relations. 2014 , 43, 385-406	3
303	What Underlies the Deficit in Rapid Automatized Naming (RAN) in Adults with Dyslexia? Evidence from Eye Movements. 1-16	2
302	Classroom Promotion of Oral Language (CPOL): protocol for a cluster randomised controlled trial of a school-based intervention to improve children's literacy outcomes at grade 3, oral language and mental health. 2017 , 7, e016574	5
301	An english language learning study with rural chinese children using an augmented reality app. 2020 ,	4
300	Parent and Teacher Ratings of Behavioral Executive Functioning for Students With Dyslexia. 2021 , 54, 373-387	2
299	Prevalence and Gender Ratio of Dyslexia in Greek Adolescents and Its Association with Parental History and Brain Injury. 2013 , 1, 22-25	9
298	Developmental Characteristics of Word Decoding and Text Reading Fluency among Korean Children with Developmental Dyslexia. 2017 , 22, 272-283	6
297	Evidence for deficits in the temporal attention span of poor readers. 2014 , 9, e91278	6
296	Screening for Dyslexia Using Eye Tracking during Reading. 2016 , 11, e0165508	56
295	Specific effects of working memory training on the reading skills of Chinese children with developmental dyslexia. 2017 , 12, e0186114	13
294	Predicting risk of dyslexia with an online gamified test. 2020 , 15, e0241687	9
293	A Korean Literature Review of Metalinguistic skills in Semantics and Grammar. 2014 , 23, 61-77	3

292	Are "cool" executive function impairments more salient in ADHD symptoms than in reading disability?. 2020 , 14, 47-55	2
291	UNDERSTANDING INCLUSIVE EDUCATION IN CHILE: AN OVERVIEW OF POLICY AND EDUCATIONAL RESEARCH. 2020 , 50, 114-134	4
290	Identificação precoce do risco para transtornos da atenção e da leitura em sala de aula. 2013 , 29, 167-176	3
289	Tempo de latência e características da nomeação de figuras de crianças com transtorno da leitura. 2007 , 13, 189-204	1
288	Critical Thinking and Reading Comprehension among Postgraduate Students: The Case of Gender and Language Proficiency Level. 2016 , 7, 802	4
287	Indicadores precoces da dislexia de desenvolvimento: um estudo longitudinal Early indicators of dyslexia: a longitudinal study. 2017 , 4, 71-88	1
286	Neuropsychologie développementale et dyslexie. 2004 , 56, 237	2
285	Genetic bases of developmental dyslexia: A capsule review of heritability estimates. 2004 , 56, 273	29
284	Evaluation des difficultés d'apprentissage de la lecture. 2010 , XV, 89	3
283	Effects of a Multisensory Programme on Dyslexic Students: Identification and Mastery of the Alphabet. 2012 , 7, 340-343	2
282	L'apprentissage de la lecture et ses difficultés. 2007 , 29-56	2
281	Analyse cognitive et linguistique de l'illettrisme : bilan des études et implications pour la formation. 2011 ,	3
280	Nonverbal Learning Disabilities and Asperger Syndrome in Young Adults. 264-315	1
279	Eye Tracking as a Tool for Diagnosing Specific Learning Disabilities. 2019 , 153-170	1
278	A linguistic analysis of spelling errors in Grade 3 isiXhosa home-language learners. 2020 , 11,	0
277	Perceptions of teachers about learning disorder in a northern city of India. 2015 , 4, 432-4	6
276	Accommodation, Convergence, and Stereopsis in Dyslexic Schoolchildren. 2018 , 25, 14-18	3
275	Morphological Knowledge and Decoding Skills of Deaf Readers. 2011 , 02, 109-116	23

274	Visual, Auditory and Cross Modal Lexical Decision: A Comparison between Dyslexic and Typical Readers. 2014 , 05, 1855-1869	2
273	Magnetoencephalography Coherence Source Imaging in Dyslexia: Activation of Working Memory Pathways. 2014 , 05, 1879-1910	3
272	Phonological and Cognitive Reading Related Skills as Predictors of Word Reading and Reading Comprehension among Arabic Dyslexic Children. 2015 , 06, 20-38	24
271	Cognitive predictors of counting skills. 2018 , 4, 410-428	8
270	Is the long-term association between symbolic numerical magnitude processing and arithmetic bi-directional?. 2019 , 5, 358-370	3
269	Relation between Phonological Processing, Auditory Processing and Speech Perception among Bilingual Poor Readers. 2015 , 19, 125-31	2
268	On the relationship between visual system in the reading process: learning from dyslexia research. 2021 , 40, 329-349	
267	Is Developmental Dyslexia Due to a Visual and Not a Phonological Impairment?. 2021 , 11,	4
266	The role of phonological processing in children from a national-type Chinese primary school in Malaysia: implications for dyslexia assessment. 1-12	
265	Unraveling the Interconnections Between Statistical Learning and Dyslexia: A Review of Recent Empirical Studies. 2021 , 15, 734179	0
264	Perception of indexical cues in speech by children and adults with and without dyslexia: Regional dialect and gender identification. 2021 ,	
263	Animal models of developmental dyslexia: Where we are and what we are missing. 2021 , 131, 1180-1197	1
262	ERP Correlates of Altered Orthographic-Phonological Processing in Dyslexia. 2021 , 12, 723404	0
261	Introductory Chapter. 2021 , 1-28	
260	Featural and configural processing of faces and houses in matched dyslexic and typical readers. 2021 , 162, 108059	3
259	Dyslexie: achtergronden en ontwikkeling van ernstige leesproblemen. 2005 , 323-334	
258	Entwicklungsstörungen. 2005 , 891-906	
257	Integrated Multilevel Model for Branching Assessment, Instructional Assessment, and Profile Assessment. 2005 , 151-185	1

- 256 An Assessment Paradigm for Speech-Language Pathologists Working With Children With Reading Disabilities. **2006**, 33, 101-112 2
- 255 Une nouvelle explication phonologique de la dyslexie : donnèes comportementales et de neuroimagerie. **2008**, 43-69
- 254 Bibliographie gñfale. **2009**, 279-311
- 253 Learning Disorders: Beyond Dyslexia.
- 252 Lernstñfungen. **2010**, 183-196
- 251 Auditive Verarbeitungs- und Wahrnehmungsstñfungen (AVWS). **2010**, 201-210
- 250 Dyslexie. **2010**, 18-41
- 249 A Unified Theoretical Bayesian Model of Speech Communication. **2010**, 469-478
- 248 Word Level and Discourse Processing of Text. **2011**, 63-80
- 247 Comprehension Is Strategic. **2011**, 163-177
- 246 Assessment and Comprehension. **2011**, 209-219
- 245 Language Processing. **2011**, 49-61
- 244 Capacitè pragmatiques des adultes en situation d'illittrisme : comprhension du langage non littfal et connaissances m'apragmatiques. **2011**, 111, 3 1
- 243 References. 245-257
- 242 The Relation Between Finnish Conscripts' Reading Difficulties (Rd), Cognitive Abilities And The Length Of Service Period. **2011**, 2, 94-114
- 241 Optimizing Reading Enhancement: Evidence from Brain Research. **2012**, 83-112
- 240 A Model of Brain Activity of Young as Compared to Adult Dyslexic Readers and Outcomes After Intervention. **2012**, 65-82
- 239 Individual Differences in Language Learners with Dyslexia. **2012**, 349-362

- 238 The Role of Anchoring in Auditory and Speech Perception in the General and Dyslexic Populations. 921-937
- 237 DEFICIENT ANCHORING: A POTENTIAL LINK BETWEEN PERCEPTUAL AND COGNITIVE DIFFICULTIES AMONG INDIVIDUALS WITH DYSLEXIA. **2012**, 133-152
- 236 The Impact of Lexical Simplification by Verbal Paraphrases for People with and without Dyslexia. **2013**, 501-512
- 235 Vision, reading and dyslexia. **2013**, 631-637 1
- 234 References. 280-304
- 233 Olvasási, olvasási zavar és a fejldés. In memoriam Leo Blomert. **2013**, 33, 1-14 1
- 232 Learning and Intellectual Disabilities. 262-276
- 231 Comparative examination of the intelligence profile of school children with ADHD and dyslexia. **2013**, 68, 223-244
- 230 Electronic Reading and Writing in Spoken and Written Arabic: A Case Study. **2013**, 3, 1
- 229 Klassifikation und Erscheinungsbild der Lese-Rechtschreibstörung. **2014**, 49-86
- 228 Dyslexie: cognitieve aspecten. **2014**, 61-75
- 227 Academic Intervention. **2014**, 363-404
- 226 Behandeling van ontwikkelingsdyslexie. **2014**, 139-146
- 225 Learning Disabilities.
- 224 Neuropsychological factors underlying developmental dyslexia, measured by NEPSY-I. **2014**, 69, 65-89 1
- 223 Behandeling van ontwikkelingsdyslexie. **1999**, 1665-1669
- 222 Dyslexie: cognitieve aspecten. **1999**, 1624-1631
- 221 [From brain imaging to good teaching? implicating from neuroscience for research on learning and instruction]. **2014**, 42, 253-68; quiz 268-9 1

- 220 Visuelle Wahrnehmungsstufen. **2015**, Q5c.1-Q5c.10
- 219 A review of non-strabismic accommodative-vergence anomalies in school-age children. Part 1: Vergence anomalies. **2015**, 74, 3
- 218 Making reading more meaningful. **2015**, 17, 38-44
- 217 Teachers' perception of the differences in the reading profiles of students with dyslexia and the role of dyslexia assessment for an appropriate choice of teaching strategy. **2015**, 1, 27-40 1
- 216 Language. **2016**, 97-106
- 215 New Phonological Representation of Children with Speech Sound Disorders. **2016**, 21, 24-36 6
- 214 Parents' and school career counsellors' evaluations of the occupational competence of children with dyslexia. **2016**, 4, 32-61
- 213 Evaluation of visual stress symptoms in age-matched dyslexic, Meares-Irlen syndrome and normal adults. **2016**, 9, 617-24 1
- 212 Using Neuropsychometric Measurements in the Differential Diagnosis of Specific Learning Disability. **2016**, 53, 144-151 3
- 211 Characteristics of the Defining Ability of the Elderly in Nouns, Verbs, and Adjectives. **2016**, 21, 271-283 2
- 210 Effect of sports vision exercise on visual perception and reading performance in 7- to 10-year-old developmental dyslexic children. **2016**, 12, 604-609
- 209 Word Reading and Decoding. **2017**, 63-79
- 208 An oscillopathic approach to developmental dyslexia: from genes to speech processing.
- 207 The role of metalinguistic and socio-cognitive factors in reading skill.
- 206 Can poor readers be good learners?.
- 205 Imagery in reading and reading disabilities.
- 204 The shift of the role of early intervention in the study of dyslexia.
- 203 Approaches mothers of first graders use to deal with perceived reading difficulties. **2017**, 8, 27-57

202	Leseentwicklung im Grundschulalter. Kognitive Grundlagen und Risikofaktoren. 2018 , 7, 33-44	4
201	No Evidence for Systematic White Matter Correlates of Dyslexia and Dyscalculia.	
200	Remapping the cognitive and neural profiles of children who struggle at school.	1
199	A Narrative Systematic Review of Coaching Interventions to Improve Dyslexia at Work.	
198	Chapter 7. Brain mechanisms of Chinese word reading. 137-162	
197	Chapter 5. Affordances and challenges of digital reading for individuals with different learning profiles. 121-140	3
196	Lese- und Rechtschreibstörung. 2019 , 1-13	
195	Chapter 25. Remarks on the vulnerability of grammar. 2018 , 365-378	
194	Auditive Verarbeitungs- und Wahrnehmungsstörungen (AVWS). 2019 , 179-187	
193	Communication in Children and Youth with Cerebral Palsy. 2019 , 1-20	
192	Okullarda Okuma Gözetimaya Yönelik Kullanılan Detimzel Değerlendirme ve İhtiyaçları. 859-873	
191	A Study of the Correlation between Syntactic Awareness Characteristics and Reading Comprehension for School-Aged Children with Language-Learning Disabilities in Grades 3-4. 2019 , 24, 31-46	1
190	The effectiveness of working memory computer assisted program on executive functions and reading progress of students with reading disability disorder. 2019 , 16, em123	2
189	Diversität in der Entwicklung des Lesens. 2020 , 3-21	
188	Okuma Sürecinde Dil Temelli Becerilerin İhtiyaçları: Dil ve Okuma İhtiyaçlarına Yönelik Bulgular. 2019 , 1, 1-27	0
187	A Meta-Analysis of the Event-Related Potential during Auditory Processing in Infants with Familial Risk for Dyslexia and Its Correlation to Language Abilities. 2019 , 24, 837-851	0
186	Neuroimaging and Reading Comprehension. 2019 , 8, 74-94	1
185	Communication in Children and Youth with Cerebral Palsy. 2020 , 2883-2902	

- 184 Structured Literacy Intervention for Students With Dyslexia: Focus on Growing Morphological Skills. **2020**, 51, 336-344 2
- 183 Dyslexia, Dysgraphia, Inclusion: a Literature Review in the Research Field. **2020**, 81, 31-45
- 182 Language Learning. **2020**, 121-137
- 181 Intragroup differences and similarities in performance on rapid automatized naming tasks in children with ADHD symptoms, children with reading disabilities, and controls. **2020**, 42, 190-194 0
- 180 Early signs of specific learning disabilities in early childhood.. 101-101
- 179 Cognitive, Noncognitive, and Home Environment Correlates of Reading Difficulties in Primary-Grade Students With Language Impairment. **2020**, 63, 1933-1946 0
- 178 Developmental Characteristics of Spelling Ability according to the Types of Linguistic Units (Word/Sentence) for Lower Grade Elementary School Children. **2020**, 25, 266-278
- 177 Rapid Online Assessment of Reading Ability.
- 176 Words as Visual Objects: Neural and Behavioral Evidence for High-Level Visual Impairments in Dyslexia. **2021**, 11, 4
- 175 Třkiye’de Okuma GıřGidermeye Odaklanan İkokul Dřeyindeki Arařmalarıń İncelenmesi: 2000-2020 Dřemi. 1188-1225
- 174 Bibliographie. **2015**, 231-273 0
- 173 Visual attention and reading: A test of their relation across paradigms. **2022**, 214, 105289 0
- 172 Neural correlates of morphological processing and its development from pre-school to the first grade in children with and without familial risk for dyslexia. **2022**, 61, 101037
- 171 The Role of Memory Systems in Neurodevelopmental Disorders of Language. **2020**, 69-80
- 170 Factors Affecting Reading Comprehension among Malaysian ESL Elementary Learners. **2020**, 11, 2639-2659 1
- 169 Orthography and cognition. **2020**, 149-180
- 168 Dř Okuma Bařıř-Gıřteren İcuklarda Okuma, Sesbilgisel Farkıadık, Hızlı İncimlendirme ve İncimlendirme BelleđBecerilerinin İncelenmesi. 2
- 167 Capacity of short-term memory in dyslexia is reduced due to less efficient utilization of itemsâ long-term frequency.

166	Selective enhancement of low-gamma activity by tACS improves phonemic processing and reading accuracy in dyslexia.	
165	Learning Disorder (Dyslexia): An Overview Description of the Entity through Available Researches.	
164	Atypical processing in neural source analysis of speech envelope modulations in adolescents with dyslexia. 2021 , 54, 7839	0
163	Ahead of maturation: Enhanced speech envelope training boosts rise time discrimination in pre-readers at cognitive risk for dyslexia. 2021 , e13186	1
162	Domain General and Specific Contributions to Algebra: A Sequenced Longitudinal Path Model. 2021 , 102026	0
161	Nonverbal Learning Disabilities and Asperger Syndrome in Young Adults. 1555-1605	
160	Developmental dyslexia.	
159	The shift of the role of early intervention in the study of dyslexia.	
158	Hearing Screening Failure Among Students With Reading Impairment: Rate and Relation to Specific Reading Deficits. 2020 , 5, 1212-1220	1
157	Analisis Pola Asuh Orangtua dalam Upaya Menangani Kesulitan Membaca pada Anak Disleksia. 2020 , 5, 1128-1137	1
156	Adapting a receptive vocabulary test for preschool-aged Greek-speaking children. 2011 , 46, 95-107	5
155	Cognitive Correlates of Inadequate Response to Reading Intervention. 2011 , 40, 3-22	45
154	Opening a Window into Reading Development: Eye Movements' Role Within a Broader Literacy Research Framework. 2013 , 42, 123-139	4
153	Contra-lateral Auditory Brainstem Responses in Dyslexia. 2016 , 10, 10-15	3
152	Auditory-Verbal Processing Disorder and Dyslexia in Adulthood. 2019 , 20, 28-31	0
151	Parents can accurately and reliably administer an online dyslexia evaluation tool. 1-17	1
150	Common Misconceptions about the Phonological Deficit Theory of Dyslexia. 2021 , 11,	4
149	Faces and words are both associated and dissociated as evidenced by visual problems in dyslexia. 2021 , 11, 23000	1

- 148 The Effect of Length on Word Recognition (in Reading): The Case of Arabic // ????? ???? ?????? ??? ???
????????: ??????? ?????? ?????? 2017, 34,
- 147 Chapitre 4. L'åpprentissage de la lecture. 2020, 128-159
- 146 A sensorimotor representation impairment in dyslexic adults: A specific profile of comorbidity.. 2021, 108134 2
- 145 Capacit pragmatiques des adultes en situation d'ållettrisme: comprhension du langage non
littal et connaissances mapragmatiques. 2011, Vol. 111, 3-39
- 144 Reading comprehension impairments in Autism Spectrum Disorders. 2014, Vol. 114, 779-797 1
- 143 Computer-assisted Remedial Instruction Structured to reduce Dyslexia in children. 2020,
- 142 Quick test to diagnostic developmental dyslexia in children based on Bishop and Snowling model of
reading comprehension. 2020,
- 141 Coherence analysis of EEG in bidirectional reading task (BRT). 2020, 0
- 140 Bibliographie. 2021, 301-326
- 139 Enhancing reading skills through a video game mixing action mechanics and cognitive training..
2022, 1
- 138 Early Productive Vocabulary Composition as Precursor of Dyslexia.. 2022, 1-15 1
- 137 Online Research and Comprehension Performance Profiles Among Sixth-Grade Students, Including
Those with Reading Difficulties and/or Attention and Executive Function Difficulties. 1
- 136 Specific predictors of length and frequency effects in German beginning readers: testing
component processes of sublexical and lexical reading in the DRC. 1
- 135 Relating Phonological Awareness and Rapid Automatized Naming to Phonological and
Orthographic Processing of Written Words: Cross-sequential Evidence from French. 2
- 134 Insider accounts of dyslexia from research mathematicians. 1
- 133 Prevalence of Developmental Dyslexia in Primary School Children: A Systematic Review and
Meta-Analysis.. 2022, 12, 4
- 132 Visual Implicit Learning Abilities in Infants at Familial Risk for Language and Learning Impairments..
2022, 19, 0
- 131 A Psycholinguistic-Developmental Approach to the Study of Reading in Arabic Diglossia:
Assumptions, Methods, Findings and Educational Implications. 2022, 135-163 2

- 130 From Hand to Eye: a Meta-Analysis of the Benefit from Handwriting Training in Visual Graph Recognition. 1 0
- 129 Speech-Language Pathologists' Orthographic Knowledge. **2022**, 43, 206-209
- 128 What do teachers know about dyslexia? It's complicated!. 1 1
- 127 Predicting word and pseudoword reading in Arabic-speaking children: the independent contributions of phonological and morphological awareness and visual attention.
- 126 Assessing Oral Language When Screening Multilingual Children for Learning Disabilities in Reading. 105345122210812
- 125 The Role of Auditory and Visual Components in Reading Training: No Additional Effect of Synchronized Visual Cue in a Rhythm-Based Intervention for Dyslexia. **2022**, 12, 3360 2
- 124 Speech perception in noise in children with dyslexia: Does speech sound disorder matter?. **2022**,
- 123 La dislexia: una cuestión neuropsicológica y neuroeducativa. **2022**, 23,
- 122 Later but Not Weaker: Neural Categorization of Native Vowels of Children at Familial Risk of Dyslexia.. **2022**, 12,
- 121 The influence of intelligence and cognitive abilities on the reading ability of Japanese students with developmental disorders.. **2022**,
- 120 Automaticity and Executive Abilities in Developmental Dyslexia: A Theoretical Review.. **2022**, 12, 2
- 119 Shallow or deep? The impact of orthographic depth on visual processing impairments in developmental dyslexia.. **2022**, 72, 171-196 0
- 118 Rapid Automated Naming as a Universal Marker of Developmental Dyslexia in Italian Monolingual and Minority-Language Children.. **2022**, 13, 783775 0
- 117 Identifying Determinants of Dyslexia: An Ultimate Attempt Using Machine Learning.. **2022**, 13, 869352
- 116 Infancy and early childhood maturation of neural auditory change detection and its associations to familial dyslexia risk.. **2022**, 137, 159-176 1
- 115 Classification of EEG signals from young adults with dyslexia combining a Brain Computer Interface device and an Interactive Linguistic Software Tool. **2022**, 76, 103646 0
- 114 The role of visual-spatial attention in reading development: a meta-analysis.. **2021**, 38, 387-407 0
- 113 Reduced learning of sound categories in dyslexia is associated with reduced regularity-induced auditory cortex adaptation.. **2021**,

112	Exploring the Korean Hangul Word Decoding Properties of Children with Reading Disabilities: Implication for Reading Intervention and Reading Related Language Factors. 2021 , 26, 797-819	0
111	Insights from a dyslexia simulation font: Can we simulate reading struggles of individuals with dyslexia?. 2021 ,	
110	Success Is Not the Entire Story for a Scientific Theory: The Case of the Phonological Deficit Theory of Dyslexia.. 2022 , 12,	1
109	Neural correlates of sequence learning in children with developmental dyslexia.. 2022 ,	3
108	Table_1.docx. 2020 ,	
107	Table_1.DOCX. 2020 ,	
106	Table_1.xlsx. 2019 ,	
105	Image_1.pdf. 2018 ,	
104	Data_Sheet_1.docx. 2019 ,	
103	Table_1.XLS. 2020 ,	
102	Adapting a receptive vocabulary test for preschool-aged Greek-speaking children. 2011 , 46, 95-107	1
101	Links Between Eating Habits, Cognitive Skills Associated with Learning to Read, and Academic Achievement in Moroccan School-Age Children. 2022 , 10, 221-230	1
100	The story behind DyTECTIVE. 2022 ,	
99	Sequencing Deficits and Phonological Speech Errors, But Not Articulation Errors, Predict Later Literacy Skills.. 2022 , 1-17	1
98	Text Reading Fluency and Text Reading Comprehension Do Not Rely on the Same Abilities in University Students With and Without Dyslexia. 2022 , 13,	1
97	BRNÇIVE RNÇİSİNİFTA OKUMA BECERİLERİNİN GELİME MATTHEW ETKSİBOYLAMSAL BR ALİMANIN SONUÇARI. 2022 , 51, 939-966	0
96	Integration of visual motion and orientation signals in dyslexic children: an equivalent noise approach.. 2022 , 9, 200414	0
95	Disleksi Vakasıñ Teorik ĖrĖvede Ėcelenmesi: Ėrdeki YĖdzlarĖFilmi Ėerine Nitel Bir AraĖma.	

94 Bibliographie. **2016**, 249-303

93 The Association Between Emergent Literacy and Cognitive Abilities in Kindergarten Children.

92 A Dime Rolls Up to a Domino: Using Mnemonic Stories to Orient b and d .

91 The relationship between phonological processing and arithmetic in children with learning disabilities.

90 Development of Atypical Reading at Ages 5 to 9 Years and Processing of Speech Envelope Modulations in the Brain. 16, 0

89 Poor Reading and Cognitive Deficits among Korean Kindergartners and First-to-Third Grade Students. **2022**, 35, 45-71

88 Self-reported symptoms of developmental dyslexia predict impairments in everyday cognition in adults. **2022**, 128, 104288

87 Prevalence of developmental dyslexia in primary school children: a protocol for systematic review and meta-analysis. 0

86 Neural Correlates of Statistical Learning in Developmental Dyslexia: An Electroencephalography Study. 0

85 Brain Source Correlates of Speech Perception and Reading Processes in Children With and Without Reading Difficulties. 16, 0

84 Neural dissociation of visual attention span and phonological deficits in developmental dyslexia: A hub-based white matter network analysis. 1

83 Language acquisition and speech rhythm patterns: an auditory neuroscience perspective. **2022**, 9, 0

82 Zinc in Cognitive Impairment and Aging. **2022**, 12, 1000 2

81 Educational Opportunities of Virtual Game-Based Initiatives for Students With Disabilities. **2022**, 433-454

80 The visual-attention span deficit in developmental dyslexia: Review of evidence for a visual-attention-based deficit. 1

79 Repeated series learning revisited with a novel prediction on the reduced effect of item frequency in dyslexia. **2022**, 12, 1

78 Same-different letter decision task: a study with Spanish children with dyslexia (Tarea de decisi3n de letras igual-diferente: un estudio con ni1os espa1oles con dislexia). 1-36

77 How Can Orthographic Representations in Arabic Contribute to Phoneme Awareness Development?.

- 76 Reimagining Assessment of Literacy Skills for Adolescents With Intellectual Disabilities: A Tutorial for an Individualized Approach. 1-13 1
- 75 Creativity, Eye-Movement Abnormalities, and Aesthetic Appreciation of Magritte's Paintings. **2022**, 12, 1028
- 74 Phonological awareness and rapid automatized naming as predictors of early literacy skills among children with mild to borderline intellectual functioning. 1-9
- 73 Does a specialist typeface affect how fluently children with and without dyslexia process letters, words, and passages?.
- 72 How visual attention span and phonological skills contribute to N170 print tuning: An EEG study in French dyslexic students. **2022**, 234, 105176 0
- 71 Metodika kariřovho poradenstvĀ pro Āy s naruĀnou komunikaĀĀschopnostĀ Āy se specifickĀni poruchami uĀnĀ chovĀĀ **2022**,
- 70 Forty Years of Reading Intervention Research for Elementary Students with or at Risk for Dyslexia: A Systematic Review and Meta-Analysis. 1
- 69 Cognitive Requirements of the Phonological Tests Affect Their Ability to Discriminate Children With and Without Developmental Dyslexia. 1-18 1
- 68 Early oral language precursors of different types of reading difficulties in a consistent orthography. 7, 0
- 67 Impact of FM System Use on Acquisition of Phonological Awareness Skills for Children at Risk of Dyslexia: A Preliminary Classroom Study. **2022**, 31, 2078-2091 0
- 66 ĀIntelligent Tutoring System in Education for Disabled Learners Using HumanĀComputer Interaction and Augmented RealityĀ 1-13 0
- 65 Phonological Awareness and Working Memory in Mandarin-Speaking Preschool-Aged Children With Cochlear Implants. 1-13 0
- 64 The Effects of a Computer-Based Early Reading Program on the Literacy Skills of Kindergarten Students. 1-21 0
- 63 Start shallow and grow deep: The development of a Hebrew reading brain. **2022**, 176, 108376 0
- 62 A szĀegftĀ egyĀi klĀbsĀeinek kognitĀ meghatĀozĀ **2021**, 121, 211-236 1
- 61 Dyslexia: An Attempt to Define the Notion. **2022**, 193-201 0
- 60 Speech perception deficits and the effect of envelope-enhanced story listening combined with phonics intervention in pre-readers at risk for dyslexia. 13, 0
- 59 Investigating the prevalence and comorbidity of attention deficit hyperactivity disorder and developmental dyslexia in learners in a South African practice. **2022**, 12, 0

58	Parent-implemented intervention for children in third to fifth grade with dyslexia. 2022,	o
57	Use of Virtual Reality in Children with Dyslexia. 2022, 9, 1621	1
56	Using OVIP online: a teacher-mediated computer-assisted programme for pupils with reading difficulties.	o
55	Reading Fluency in Chinese Children With Reading Disabilities and/or ADHD: A Key Role for Morphology. 002221942211315	o
54	Do learning disabilities in reading, spelling and numeracy have common underlying factors? Evidence from Arabic-speaking children sample. 1-13	o
53	A Study of Phonemic Awareness, Letter Sound Knowledge, and Word Reading in Struggling Adolescent Students. 1-20	o
52	The relations of SES and literacy-related oral and written language skills after one year of reading instruction – evidence from novice readers of Arabic. 1-23	o
51	Methoden der primären Legasthenieprävention im Anfangsunterricht Deutsch. 2023, 12, 39-47	o
50	The effects of school climate on students' reading achievement. 2022, 6, 100375	o
49	Impaired neural entrainment to low frequency amplitude modulations in English-speaking children with dyslexia or dyslexia and DLD. 2023, 236, 105217	o
48	Developing inclusive lateral layouts for students with dyslexia – Chinese reading materials as an example. 2023, 132, 104389	o
47	The association between intelligence and face processing abilities: A conceptual and meta-analytic review. 2023, 96, 101718	o
46	Identifying the risk of dyslexia in bilingual children: The potential of language-dependent and language-independent tasks. 13,	o
45	Multiple dimensions of affix spelling complexity: analyzing the performance of children with dyslexia and typically developing controls.	o
44	How Characters Are Learned Leaves Its Mark on the Neural Substrates of Chinese Reading. 2022, 9, ENEURO.0111-22.2022	o
43	Differences in brain functional networks for audiovisual integration during reading between children and adults.	o
42	Context and target recollection for words and pictures in young adults with developmental dyslexia. 13,	o
41	Attention-Deficit/Hyperactivity Disorder and Academic Functioning: Reading, Writing, and Math Abilities in a Community Sample of Youth with and without ADHD.	o

- 40 Pathogenesis of Comorbid ADHD and Chinese Developmental Dyslexia: Evidence From Eye-Movement Tracking and Rapid Automatized Naming. 108705472211408 1
- 39 Neural synchronization and intervention in pre-readers who later on develop dyslexia. 0
- 38 Educational Technology in Support of Elementary Students With Reading or Language-Based Disabilities: A Cluster Randomized Control Trial. 002221942211410 0
- 37 Difficulties and dilemmas in the assessment of special educational needs. **2006**, 23, 25-34 0
- 36 Visual factors in reading. **2008**, 25, 8-20 0
- 35 Do developmental dyslexia and congenital amusia share underlying impairments?. 1-47 0
- 34 Screening for word reading and spelling problems in elementary school: An item response theory perspective. **2007**, 24, 44-58 0
- 33 Differences in the correlates of reading accuracy and speed in young Dutch readers. **2008**, 25, 37-50 0
- 32 Word-reading development, the double-deficit hypothesis, and the diagnosis of dyslexia. **2008**, 25, 51-69 0
- 31 Assessment of reading skills in Gaelic-medium education: Exploring teachers' perceptions and present practice. **2014**, 31, 21-32 0
- 30 Dyslexia and creativity in Maltese male adolescents. **2015**, 1, 21-32 0
- 29 Anxiety, Executive Functions, and Reading Disorder: A Neurobiological View. **2023**, 17-24 0
- 28 Neural phoneme discrimination in variable speech in newborns - associations with dyslexia risk and later language skills. 0
- 27 Research methodology and educational psychologists as scientist-practitioners: The contribution of Professor Andy Miller. **2008**, 1, 20-27 0
- 26 Funciones ejecutivas en estudiantes con dislexia. Implicaciones educativas. **2019**, 13-32 0
- 25 The Effect of Speech Sound Disorders on Language, Literacy, and Nonverbal Mathematical Thinking Skills of 6-Year-Old Children. **2022**, 27, 879-893 0
- 24 Discriminatory Brain Processes of Native and Foreign Language in Children with and without Reading Difficulties. **2023**, 13, 76 0
- 23 Reading and spelling profiles of adult poor readers: Phonological, orthographic and morphological considerations. 0

- 22 The Nature of Paired Associate Learning Deficits in Chinese Children with Developmental Dyslexia. **2023**, 13, 172 ○
- 21 Dyslexia and dyscalculia: which neuropsychological processes distinguish the two developmental disorders?. 1-21 ○
- 20 Learning from their miscues: Differences across reading ability and text difficulty. **2009**, 32, 226-244 ○
- 19 Learning and Well-Being in Multilingual Adolescents with Italian as L2: A Comparison with Monolingual Peers with and without a Learning Disorder. **2023**, 15, 4381 ○
- 18 Reading fluency and statistical learning across modalities and domains: Online and offline measures. **2023**, 18, e0281788 ○
- 17 The impact of phonological relatedness on semantic congruency judgements in readers with dyslexia: Evidence from behavioural judgements, event related potentials and pupillometry. **2023**, 184, 108548 ○
- 16 Neural phoneme discrimination in variable speech in newborns –Associations with dyslexia risk and later language skills. **2023**, 168, 105974 ○
- 15 Revisiting Multifactor Models of Dyslexia: Do They Fit Empirical Data and What Are Their Implications for Intervention?. **2023**, 13, 328 ○
- 14 Differences in Detecting Statistical Visual Regularities between Typical and Poor Readers. 1-19 ○
- 13 Associations between Dietary Intake, Blood Levels of Omega-3 and Omega-6 Fatty Acids and Reading Abilities in Children. **2023**, 13, 368 ○
- 12 The multiple-level framework of developmental dyslexia: the long trace from a neurodevelopmental deficit to an impaired cultural technique. ○
- 11 Using Word Reading Fluency Curriculum-Based Measurements to Monitor Students’ Reading Progress in Grade 2. **2023**, 13, 217 ○
- 10 The cumulative effect of socioeconomic status and dyslexia on linguistic, cognitive and reading skills among Arabic-speaking children. ○
- 9 Dyslexia: Causes and Concomitant Impairments. **2023**, 13, 472 ○
- 8 Non-game like training benefits spoken foreign-language processing in children with dyslexia. 17, ○
- 7 Zur Vorhersage des schulischen Lern- und Arbeitsverhaltens durch domänenübergreifende Vorläuferfertigkeiten. ○
- 6 Thinking outside the phonological box: Combining repeated reading and action video games to develop reading fluency in year 7 children with dyslexia. **2023**, 40, 78-95 ○
- 5 The Effectiveness of Serious Games for Enhancing Literacy Skills in Children with Learning Disabilities or Difficulties: A Systematic Review. **2023**, 13, 4512 ○

- 4 Digital Reading Rulers. **2023**,
- 3 Speech Perception in Noise Deficit in Individuals with Dyslexia: A Meta-Analysis. 1-16
- 2 The Use of Cognitive Tests in the Assessment of Dyslexia. **2023**, 11, 79
- 1 Internalized and Externalized Behaviors in Children and Adolescents With SLD and ADHD. **2023**, 72-92