

# CITATION REPORT

List of articles citing

## Efficacy of language intervention in the early years

DOI: 10.1111/jcpp.12010

Journal of Child Psychology and Psychiatry and Allied Disciplines, 2013, 54, 280-90.

**Source:** <https://exaly.com/paper-pdf/56710601/citation-report.pdf>

**Version:** 2024-04-20

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
153	Current evidence does not support the claims made for CogMed working memory training. <b>2012</b> , 1, 197-200		30
152	Randomized trial of a population-based, home-delivered intervention for preschool language delay. <b>2013</b> , 132, e895-904		19
151	. <b>2013</b> ,		7
150	References. <b>2013</b> , 187-190		
149	Issues in Identifying Poor Comprehenders. <i>Annee Psychologique</i> , <b>2014</b> , 114, 753-777	1.5	21
148	Structured narrative retell instruction for young children from low socioeconomic backgrounds: a preliminary study of feasibility. <b>2014</b> , 5, 391		9
147	Executive functioning and reading achievement in school: a study of Brazilian children assessed by their teachers as "poor readers". <b>2014</b> , 5, 550		39
146	Reading and language intervention for children at risk of dyslexia: a randomised controlled trial. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , <b>2014</b> , 55, 1234-43	7.9	18
145	Closing a Virtuous Circle: Reciprocal Influences Between Theory and Practice in Studies of Reading Intervention. <b>2014</b> , 7, 300-306		5
144	The interface between spoken and written language: developmental disorders. <b>2014</b> , 369, 20120395		71
143	Disorders of reading, mathematical and motor development. <b>2015</b> , 702-718		1
142	Educational interventions for children's learning difficulties. <b>2015</b> , 533-544		6
141	A general inference skill. 160-181		22
140	The Foundations of Literacy Development in Children at Familial Risk of Dyslexia. <b>2015</b> , 26, 1877-86		97
139	Cognitive Attributes, Attention, and Self-Efficacy of Adequate and Inadequate Responders in a Fourth Grade Reading Intervention. <b>2015</b> , 30, 159-170		21
138	Evidence-based practices to stimulate emergent literacy skills in kindergarten in France: A large-scale study. <b>2015</b> , 50, 102-113		5
137	Do infant vocabulary skills predict school-age language and literacy outcomes?. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , <b>2015</b> , 56, 848-56	7.9	121

136	Screening for Speech and Language Delay in Children 5 Years Old and Younger: A Systematic Review. <b>2015</b> , 136, e448-62		70
135	Two-Year Outcomes of a Population-Based Intervention for Preschool Language Delay: An RCT. <b>2015</b> , 136, e838-47		10
134	PROTOCOL: The Effect of Linguistic Comprehension Training on Language and Reading Comprehension: A Systematic Review. <i>Campbell Systematic Reviews</i> , <b>2016</b> , 12, 1-50	2.1	4
133	All about contingent talk. <b>2016</b> , 2016, 17-20		0
132	Screening for language delay after life-saving therapies in term-born infants. <b>2016</b> , 26, 1343-51		1
131	Reading disorders and dyslexia. <b>2016</b> , 28, 731-735		67
130	Literate Language Intervention With High-Need Prekindergarten Children: A Randomized Trial. <b>2016</b> , 59, 1409-1420		9
129	Younger children experience lower levels of language competence and academic progress in the first year of school: evidence from a population study. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , <b>2016</b> , 57, 65-73	7.9	43
128	Improving the General Language Skills of Second-Language Learners in Kindergarten: A Randomized Controlled Trial. <b>2016</b> , 9, 150-170		19
127	Response to Instruction in Preschool: Results of Two Randomized Studies with Children At Significant Risk of Reading Difficulties. <i>Journal of Educational Psychology</i> , <b>2016</b> , 108, 114-129	5.3	38
126	Preschool Predictors of Early Literacy Acquisition in German-Speaking Children. <b>2016</b> , 51, 29-53		25
125	Current Understandings of What Works to Support the Development of Emergent Literacy in Early Childhood Classrooms. <b>2016</b> , 10, 234-239		17
124	The development of executive function and language skills in the early school years. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , <b>2016</b> , 57, 180-7	7.9	90
123	Screening for Language Delay: Growth Trajectories of Language Ability in Low- and High-Performing Children. <b>2016</b> , 59, 1035-1045		8
122	Early language mediates the relations between preschool inattention and school-age reading achievement. <b>2016</b> , 30, 398-404		7
121	Effects of a Text-processing Comprehension Intervention on Struggling Middle School Readers. <b>2016</b> , 36, 368-389		8
120	Inequalities in the provision of paediatric speech and language therapy services across London boroughs. <b>2016</b> , 51, 442-6		3
119	Changed categorical perception of consonant-vowel syllables induced by transcranial direct current stimulation (tDCS). <b>2016</b> , 17, 8		8

118	The impact of universal newborn hearing screening on long-term literacy outcomes: a prospective cohort study. <b>2016</b> , 101, 9-15		62
117	Supporting language in schools: Evaluating an intervention for children with delayed language in the early school years. <i>Child Language Teaching and Therapy</i> , <b>2016</b> , 32, 135-146	0.9	10
116	Management of developmental speech and language disorders: Part 1. <b>2016</b> , 101, 272-7		19
115	The wrong side of the tracks: Starting school in a socially disadvantaged London borough. <i>Child Language Teaching and Therapy</i> , <b>2017</b> , 33, 145-156	0.9	3
114	Oral language skills intervention in pre-school-a cautionary tale. <b>2017</b> , 52, 71-79		15
113	Intervention research: Appraising study designs, interpreting findings and creating research in clinical practice. <b>2017</b> , 19, 218-231		10
112	Unbiased Language Assessment: Contributions of Linguistic Theory. <b>2017</b> , 3, 309-330		5
111	A randomised controlled trial to test the effect of promoting caregiver contingent talk on language development in infants from diverse socioeconomic status backgrounds. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , <b>2017</b> , 58, 1122-1131	7.9	96
110	Early literacy and comprehension skills in children learning English as an additional language and monolingual children with language weaknesses. <b>2017</b> , 30, 771-790		13
109	Reading Intervention for Poor Readers at the Transition to Secondary School. <b>2017</b> , 21, 408-427		10
108	The efficacy of early language intervention in mainstream school settings: a randomized controlled trial. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , <b>2017</b> , 58, 1141-1151	7.9	29
107	Gender Differences in Early Reading Strategies: A Comparison of Synthetic Phonics Only with a Mixed Approach to Teaching Reading to 4B Year-Old Children. <b>2017</b> , 45, 613-620		8
106	A systematic scoping review of speech and language therapists' public health practice for early language development. <b>2017</b> , 52, 407-425		6
105	An evaluation of an integrated model of speech and language therapy in public health practice for early language development. <i>Child Language Teaching and Therapy</i> , <b>2017</b> , 33, 187-198	0.9	
104	Improving language comprehension in preschool children with language difficulties: a cluster randomized trial. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , <b>2017</b> , 58, 1132-1140	7.9	27
103	Predicting reading ability in teenagers who are deaf or hard of hearing: A longitudinal analysis of language and reading. <b>2018</b> , 77, 49-59		6
102	Early talk boost: A targeted intervention for three year old children with delayed language development. <i>Child Language Teaching and Therapy</i> , <b>2018</b> , 34, 53-62	0.9	5
101	Neurodevelopmental Follow-Up. <b>2018</b> , 255-272		

100	Unpicking the Developmental Relationship Between Oral Language Skills and Reading Comprehension: It's Simple, But Complex. <b>2018</b> , 89, 1821-1838		100
99	Evaluation of a parent-delivered early language enrichment programme: evidence from a randomised controlled trial. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , <b>2018</b> , 59, 545-555	7.9	23
98	Effectiveness of vocabulary intervention for older children with (developmental) language disorder. <b>2018</b> , 53, 480-494		16
97	Young children and tablets: A systematic review of effects on learning and development. <b>2018</b> , 34, 1-9		72
96	Communication Disorders: Neurodevelopmental Considerations. <b>2018</b> ,		
95	Developmental Dyslexia. <b>2018</b> , 783-813		
94	Reading outcomes of children with delayed early vocabulary: A follow-up from age 2-16. <b>2018</b> , 78, 114-124		13
93	Bibliography. <b>2018</b> , 682-779		
92	Effect of reading to preterm infants on measures of cardiorespiratory stability in the neonatal intensive care unit. <b>2018</b> , 38, 1536-1541		10
91	Ending the Reading Wars: Reading Acquisition From Novice to Expert. <b>2018</b> , 19, 5-51		320
90	A small-scale exploratory study of educator's perceptions and expectations of summer-born children in the reception classes of three English primary academies and the strategies used to support them. <b>2019</b> , 47, 205-216		
89	Language Clearly Matters; Methods Matter Too. <b>2019</b> , 90, 1839-1846		12
88	Feasibility and evaluation of Talk Boost KS2: A school-based programme for oral language skills in children with low-average communication skills in Key Stage 2. <i>Child Language Teaching and Therapy</i> , <b>2019</b> , 35, 221-240	0.9	
87	Longitudinal reading outcomes in response to a book-based, whole class intervention for students from diverse cultural, linguistic and socio-economic backgrounds. <b>2019</b> , 24, 147-161		2
86	Predicting text reading skills at age 8 years in children born preterm and at term. <i>Early Human Development</i> , <b>2019</b> , 130, 80-86	2.2	11
85	Oral Language Intervention in Norwegian Schools Serving Young Language-Minority Learners: A Randomized Trial. <b>2019</b> , 54, 531-552		1
84	Socioeconomic background, nonverbal IQ and school absence affects the development of vocabulary and reading comprehension in children living in severe poverty. <i>Developmental Science</i> , <b>2019</b> , 22, e12858	4.5	17
83	Children's reading difficulties, language, and reflections on the simple view of reading. <b>2019</b> , 24, 47-73		46

82	Improving storytelling and vocabulary in secondary school students with language disorder: a randomized controlled trial. <b>2019</b> , 54, 656-672		7
81	Let's Talk! An interactive intervention to support children's language development. <b>2019</b> , 27, 221-240		4
80	The effect of linguistic comprehension instruction on generalized language and reading comprehension skills: A systematic review. <i>Campbell Systematic Reviews</i> , <b>2019</b> , 15, e1059	2.1	23
79	Quantity and Diversity of Preliteracy Language Exposure Both Affect Literacy Development: Evidence From a Computational Model of Reading. <b>2019</b> , 23, 235-253		8
78	A combined movement and story-telling intervention enhances motor competence and language ability in pre-schoolers to a greater extent than movement or story-telling alone. <b>2019</b> , 25, 221-235		15
77	A consideration of the inequalities apparent in Gaelic medium education linked to appropriate language assessment: an outline of the field and potential future directions. <b>2019</b> , 71, 350-361		3
76	Evidence-based pathways to intervention for children with language disorders. <b>2019</b> , 54, 3-19		48
75	Toward an ecobehavioral model of early language development. <i>Early Childhood Research Quarterly</i> , <b>2020</b> , 50, 246-258	3.3	10
74	Expressive Vocabulary Predicts Nonverbal Executive Function: A 2-year Longitudinal Study of Deaf and Hearing Children. <b>2020</b> , 91, e400-e414		17
73	Dyslexia and Developmental Language Disorder: comorbid disorders with distinct effects on reading comprehension. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , <b>2020</b> , 61, 672-680 <sup>79</sup>		31
72	Can inferencing be trained in preschoolers using shared book-reading? A randomised controlled trial of parents' inference-eliciting questions on oral inferencing ability. <i>Journal of Child Language</i> , <b>2020</b> , 47, 655-679	2.3	4
71	Preschoolers with developmental speech and/or language impairment: Efficacy of the Teaching Early Literacy and Language (TELL) curriculum. <i>Early Childhood Research Quarterly</i> , <b>2020</b> , 51, 124-143	3.3	11
70	The relationships between oral language and reading instruction: Evidence from a computational model of reading. <b>2020</b> , 123, 101336		3
69	Lessons learned in practice-based research: Studying language interventions for young children in the real world. <b>2020</b> , 5, 239694152091348		2
68	Children's Language Skills Can Be Improved: Lessons From Psychological Science for Educational Policy. <b>2020</b> , 29, 372-377		22
67	Fostering Broad Oral Language Skills in Preschoolers from Low SES Background. <b>2020</b> , 17,		4
66	Aspects of teachers' language and communication support in Swedish preschools after a second phase of implementation. <b>2020</b> , 1-11		
65	Assessing speech exposure in the NICU: Implications for speech enrichment for preterm infants. <b>2020</b> , 40, 1537-1545		1

64	Preschool pathways to reading comprehension: A systematic meta-analytic review. <b>2020</b> , 30, 100323		16
63	Evaluating the Elklan Talking Matters Programme: Exploring the impact of a training programme for early years professionals on pre-school children's language development. <i>Child Language Teaching and Therapy</i> , <b>2020</b> , 36, 108-125	0.9	0
62	The effects of reading and language intervention on literacy skills in children in a remote community: An exploratory randomized controlled trial. <b>2020</b> , 100, 101535		3
61	Linguistic comprehension and narrative skills predict reading ability: A 9-year longitudinal study. <i>British Journal of Educational Psychology</i> , <b>2021</b> , 91, 148-168	3.2	4
60	Annual Research Review: Reading disorders revisited - the critical importance of oral language. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , <b>2021</b> , 62, 635-653	7.9	20
59	Support of language and communication in the "ambour situation" in Swedish preschools. <b>2021</b> , 191, 699-712		5
58	Supporting language and literacy development with intensive small-group interventions: An early childhood efficacy study. <i>Early Childhood Research Quarterly</i> , <b>2021</b> , 57, 75-88	3.3	1
57	Enhancing Reading Comprehension in First Graders: The Effects of Two Training Programs Provided in Listening or Written Modality. <b>2021</b> , 7, 187-200		
56	Investigating the Measurement Invariance and Method-Trait Effects of Parent and Teacher SNAP-IV Ratings of Preschool Children. <b>2021</b> , 1		0
55	Early language screening and intervention can be delivered successfully at scale: evidence from a cluster randomized controlled trial. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , <b>2021</b> , 62, 1425-1434	7.9	4
54	Fostering Communicative Competence and Motivation through ComunicARTE Program. <b>2021</b> , 13, 2600		0
53	Academic school readiness in children born very preterm and associated risk factors. <i>Early Human Development</i> , <b>2021</b> , 155, 105325	2.2	0
52	Measuring Listening Comprehension and Predicting Language Development in At-Risk Preschoolers. <i>Scandinavian Journal of Educational Research</i> , 1-15	1.2	2
51	What does the Sentence Structure component of the CELF-IV index, in monolinguals and bilinguals?. <i>Journal of Child Language</i> , <b>2021</b> , 1-28	2.3	
50	Visual Analysis Plus Hierarchical Linear Model Regressions: Morphosyntax Intervention with Deaf-and-Hard-of-Hearing Students. <i>Communication Disorders Quarterly</i> , 152574012110262	0.6	1
49	Decoding and comprehension skills mediate the link between a small-group reading programme and English national literacy assessments. <i>British Journal of Educational Psychology</i> , <b>2021</b> , e12441	3.2	0
48	Promoting Language Skills in Children With Neuromotor and Intellectual Disorders: Telepractice at the Time of SARS-CoV-2. <i>American Journal of Speech-Language Pathology</i> , <b>2021</b> , 30, 1866-1879	3.1	
47	PROTOCOL: Language interventions for improving the L1 and L2 development of dual language learners in early education and care: A systematic review and meta-analysis. <i>Campbell Systematic Reviews</i> , <b>2021</b> , 17, e1131	2.1	0

46	Validity evidence based on response processes of the TRILHAR - screening tool for infant vocabulary. <i>CoDAS</i> , <b>2021</b> , 33, e20190285	0.6	
45	Evidenzbasierung vorschulischer sprachlicher Bildung und Förderung: Was man darunter versteht und bisher darüber weiß. <i>Edition ZfE</i> , <b>2020</b> , 3-27	0.9	2
44	A meta-analysis and systematic review of the associations between professional development of early childhood educators and children's outcomes. <i>Early Childhood Research Quarterly</i> , <b>2020</b> , 53, 217-248	2.3	15
43	Examining Sources and Mechanisms of Reading Comprehension Difficulties: Comparing English Learners and Non-English Learners within the Simple View of Reading. <i>Journal of Educational Psychology</i> , <b>2019</b> , 111, 982-1000	5.3	13
42	Using Parallel, Narrative-Based Measures to Examine the Relationship Between Listening and Reading Comprehension: A Pilot Study. <i>Language, Speech, and Hearing Services in Schools</i> , <b>2020</b> , 51, 1097-1113	2.3	3
41	A Systematic Review of Emergent Literacy Interventions for Preschool-Age Children With Cochlear Implants. <i>Contemporary Issues in Communication Science and Disorders</i> , <b>2016</b> , 43, 64-76		5
40	Development of reading comprehension. <i>Studies in Written Language and Literacy</i> , 283-306		7
39	Improving the Odds: Identifying Language Activities that Support the Language Development of Preschoolers with Poorer Vocabulary Skills. <i>Scandinavian Journal of Educational Research</i> , <b>2018</b> , 62, 649-663	1.2	10
38	Working memory and phonological awareness in children with rolandic epilepsy. <i>Universitas Psychologica</i> , <b>2017</b> , 15,	0.5	1
37	Construção de um instrumento de triagem do vocabulário para crianças entre 3 e 7 anos. <i>Audiology: Communication Research</i> , 24,	0.6	0
36	Promotion of Language Skills in Preschool Children in a Context of Low Educational Standards. <i>Psychology</i> , <b>2015</b> , 06, 1125-1135	0.5	
35	Integrated Speech and Language Interventions. <i>Perspectives of the ASHA Special Interest Groups</i> , <b>2016</b> , 1, 66-74	0.9	0
34	Literacy Disorders. 263-269		
33	Política y práctica: servicios de fonoaudiología y terapia ocupacional para la primera infancia colombiana. <i>Revista Facultad De Medicina</i> , <b>2018</b> , 66, 97-102	0.4	
32	PREPARING CHILDREN WITH DYSPHASIA FOR READING AND WRITING. <i>Listy Klinické Logopedie</i> , <b>2019</b> , 3, 18-24	0.1	
31	A preliminary evaluation of a manualised intervention to improve early literacy skills in children with Developmental Language Disorder. <i>Child Language Teaching and Therapy</i> , 026565902110520	0.9	0
30	Phonological Awareness and Literacy in L2. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , <b>2020</b> , 62-81	0.3	0
29	Sprachtherapie mit Kindern. <b>2020</b> , 331-357		



28	The Effects of Blended Text-Processing and Linguistic Comprehension Interventions Among Struggling Middle-School Readers. <b>2015</b> , 2, 2-17		
27	The Effects of a Multitiered System of Language Support on Kindergarten Oral and Written Language: A Large-Scale Randomized Controlled Trial. <i>Language, Speech, and Hearing Services in Schools</i> , <b>2021</b> , 1-25	2.3	0
26	Issues in identifying poor comprehenders. <i>Annee Psychologique</i> , <b>2014</b> , Vol. 114, 753-777	1.5	
25	The nature and causes of children's grammatical difficulties: Evidence from an intervention to improve past tense marking in children with down syndrome.. <i>Developmental Science</i> , <b>2021</b> ,	4.5	0
24	Oral language at school entry: dimensionality of speaking and listening skills. <i>Oxford Review of Education</i> , 1-24	1.6	0
23	Intervention Goals for Preschoolers With Language Difficulties and Disorders: A Scoping Review Using the International Classification of Functioning, Disability and Health Framework.. <i>American Journal of Speech-Language Pathology</i> , <b>2022</b> , 1-70	3.1	2
22	Delivering language intervention at scale: promises and pitfalls. <i>Journal of Research in Reading</i> ,	2.1	1
21	Speech-Language Pathologists' Self-Reported Language Input and Recommendations During Early Intervention. <i>Journal of Early Intervention</i> , 105381512210865	1.4	
20	Differentiating Reading Profiles of Children With Specific Comprehension Deficits From Skilled Readers: A Systematic Review. <i>Learning Disability Quarterly</i> , 073194872210852	0.6	
19	Cosmic Sounds: A game to support Phonological Awareness skills for children with Dyslexia. <i>IEEE Transactions on Learning Technologies</i> , <b>2022</b> , 1-1	4	
18	Challenges for implementation in diverse settings: reflections on two randomised controlled trials of educational interventions in South American communities. <i>Research Papers in Education</i> , 1-21	1.6	1
17	Screening for Language Difficulties in Disadvantaged Populations on Entry to Early Years Education: Challenges and Opportunities. <i>Frontiers in Pediatrics</i> , <b>2022</b> , 10,	3.4	
16	Phonological Awareness and Literacy in L2. <b>2022</b> , 1514-1533		
15	Teaching Children to Read. <b>2022</b> , 209-233		0
14	Early Language Intervention in School Settings: What Works for Whom?. <b>2022</b> , 305-325		0
13	Reliable change in parent-rated scores on the Brown Attention-Deficit Disorder Scales from pre- to post-participation in the Brain Balance program. <b>2022</b> , 9,		0
12	Scaling up early language intervention in educational settings: First steps matter. 1-19		1
11	Garman Model for Language Processing in Children with Oral Language Disorders. <b>2022</b> , 7, 216-227		0

- 10 Effects of oral language and decoding skills on reading comprehension performance across multiple assessments: a longitudinal study. ○
- 9 Special education in Norwegian early childhood education and care: a document analysis of special education assistance provided to children with language disorders. 1-14 ○
- 8 Sing and Play Your Way to Reading: Building Emergent Literacy Skills in Infants and Toddlers Through Music. ○
- 7 Promoting Meaning-Focused Skills: Creating a Foundation for Comprehension in Early Childhood Classrooms. ○
- 6 Embedding Executive Function Training Into Early Literacy Instruction for Dual Language Learners: A Pilot Study. 1-16 ○
- 5 The challenges of mapping literacy development across the years of schooling. **2021**, 44, 11-25 ○
- 4 Cascades in language acquisition: Re-thinking the linear model of development. **2023**, ○
- 3 Executive Functions and Language Skills in Preschool Children: The Unique Contribution of Verbal Working Memory and Cognitive Flexibility. **2023**, 13, 470 ○
- 2 Teachers' Experiences of promoting young students' language development in inclusive settings. **2023**, 4, 1-15 ○
- 1 The development of a parent report instrument of early communication and language skills of infants and toddlers in mainland China. ○