

Arne Lervåg

List of Publications by Year in descending order

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Version: 2024-02-01

57
papers

3,305
citations

201674

27
h-index

168389

53
g-index

58
all docs

58
docs citations

58
times ranked

2354
citing authors

#	ARTICLE	IF	CITATIONS
1	Variations of homework amount assigned in elementary school can impact academic achievement. <i>Journal of Experimental Education</i> , 2022, 90, 280-296.	2.6	6
2	Measuring Listening Comprehension and Predicting Language Development in At-Risk Preschoolers. <i>Scandinavian Journal of Educational Research</i> , 2022, 66, 778-792.	1.7	5
3	Early language intervention improves behavioral adjustment in school: Evidence from a cluster randomized trial. <i>Journal of School Psychology</i> , 2022, 92, 334-345.	2.9	4
4	Language skills, and not executive functions, predict the development of reading comprehension of early readers: evidence from an orthographically transparent language. <i>Reading and Writing</i> , 2021, 34, 1491-1512.	1.7	14
5	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> , 2021, 62, 1425-1434.	5.2	11
6	The impact of articulatory consciousness training on reading and spelling literacy in students with severe dyslexia: an experimental single case study. <i>Annals of Dyslexia</i> , 2021, 71, 373-398.	1.7	5
7	Editorial: Is there a core deficit in specific learning disabilities?. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2021, 62, 677-679.	5.2	7
8	Non-pharmacological interventions for stuttering in children six years and younger. <i>The Cochrane Library</i> , 2021, 2021, CD013489.	2.8	6
9	A Longitudinal Study of Early Reading Development: Letter-Sound Knowledge, Phoneme Awareness and RAN, but Not Letter-Sound Integration, Predict Variations in Reading Development. <i>Scientific Studies of Reading</i> , 2020, 24, 91-107.	2.0	47
10	Disentangling the far transfer of language comprehension gains using latent mediation models. <i>Developmental Science</i> , 2020, 23, e12929.	2.4	8
11	Children's Language Skills Can Be Improved: Lessons From Psychological Science for Educational Policy. <i>Current Directions in Psychological Science</i> , 2020, 29, 372-377.	5.3	35
12	Editorial: Some roads less travelled—different routes to understanding the causes of child psychopathology. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2020, 61, 625-627.	5.2	5
13	Reading and Oral Vocabulary Development in Early Adolescence. <i>Scientific Studies of Reading</i> , 2020, 24, 380-396.	2.0	30
14	Comorbidity Between Math and Reading Problems: Is Phonological Processing a Mutual Factor?. <i>Frontiers in Human Neuroscience</i> , 2020, 14, 577304.	2.0	11
15	Oral Language Intervention in Norwegian Schools Serving Young Language-Minority Learners: A Randomized Trial. <i>Reading Research Quarterly</i> , 2019, 54, 531-552.	3.3	3
16	Data on numerosity discrimination, inhibition and arithmetic during the early school years. <i>Data in Brief</i> , 2019, 25, 104062.	1.0	0
17	Speech difficulties at school entry are a significant risk factor for later reading difficulties. <i>Early Childhood Research Quarterly</i> , 2019, 49, 40-48.	2.7	20
18	Achievement gap: Socioeconomic status affects reading development beyond language and cognition in children facing poverty. <i>Learning and Instruction</i> , 2019, 63, 101218.	3.2	46

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19	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> , 2019, 22, e12858.	2.4	30
20	Editorial: Correlation and causation: to study causality in psychopathology. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2019, 60, 603-605.	5.2	6
21	A Cross-Linguistic, Longitudinal Study of the Foundations of Decoding and Reading Comprehension Ability. <i>Scientific Studies of Reading</i> , 2019, 23, 386-402.	2.0	50
22	The relationship between numerosity discrimination and arithmetic skill reflects the approximate number system and cannot be explained by inhibitory control. <i>Journal of Experimental Child Psychology</i> , 2019, 184, 220-231.	1.4	28
23	PROTOCOL: Language interventions for improving oral language outcomes in children with neurodevelopmental disorders: A systematic review. <i>Campbell Systematic Reviews</i> , 2019, 15, e1062.	3.0	4
24	The effect of linguistic comprehension instruction on generalized language and reading comprehension skills: A systematic review. <i>Campbell Systematic Reviews</i> , 2019, 15, e1059.	3.0	39
25	Exploring factors underlying children's acquisition and retrieval of sound-symbol association skills. <i>Journal of Experimental Child Psychology</i> , 2019, 177, 86-99.	1.4	20
26	Learning to read in Chinese: Evidence for reciprocal relationships between word reading and oral language skills. <i>Developmental Science</i> , 2019, 22, e12745.	2.4	36
27	Longitudinal relationships between speech perception, phonological skills and reading in children at high-risk of dyslexia. <i>Developmental Science</i> , 2019, 22, e12723.	2.4	41
28	Pathways to reading comprehension: A longitudinal study from 4 to 9 years of age.. <i>Journal of Educational Psychology</i> , 2019, 111, 751-763.	2.9	89
29	Unpicking the Developmental Relationship Between Oral Language Skills and Reading Comprehension: It's Simple, But Complex. <i>Child Development</i> , 2018, 89, 1821-1838.	3.0	172
30	Executive Function, Behavioral Self-Regulation, and School Related Well-Being Did Not Mediate the Effect of School-Based Physical Activity on Academic Performance in Numeracy in 10-Year-Old Children. The Active Smarter Kids (ASK) Study. <i>Frontiers in Psychology</i> , 2018, 9, 245.	2.1	15
31	Early literacy and comprehension skills in children learning English as an additional language and monolingual children with language weaknesses. <i>Reading and Writing</i> , 2017, 30, 771-790.	1.7	16
32	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> , 2017, 58, 1141-1151.	5.2	45
33	Improving language comprehension in preschool children with language difficulties: a cluster randomized trial. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2017, 58, 1132-1140.	5.2	42
34	Vocabulary development in Norwegian L1 and L2 learners in the kindergarten-school transition. <i>Journal of Child Language</i> , 2017, 44, 402-426.	1.2	29
35	Executive Functions Do Not Mediate Prospective Relations between Indices of Physical Activity and Academic Performance: The Active Smarter Kids (ASK) Study. <i>Frontiers in Psychology</i> , 2017, 8, 1088.	2.1	26
36	PROTOCOL: The Effect of Linguistic Comprehension Training on Language and Reading Comprehension: A Systematic Review. <i>Campbell Systematic Reviews</i> , 2016, 12, 1-50.	3.0	7

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37	Longitudinal evidence linking processing speed to the development of reasoning. <i>Developmental Science</i> , 2016, 19, 1067-1074.	2.4	38
38	Improving the General Language Skills of Second-Language Learners in Kindergarten: A Randomized Controlled Trial. <i>Journal of Research on Educational Effectiveness</i> , 2016, 9, 150-170.	1.6	26
39	The Foundations of Literacy Development in Children at Familial Risk of Dyslexia. <i>Psychological Science</i> , 2015, 26, 1877-1886.	3.3	136
40	Longitudinal relationships between language and verbal short-term memory skills in children with Down syndrome. <i>Journal of Experimental Child Psychology</i> , 2015, 135, 43-55.	1.4	31
41	Reading comprehension and its underlying components in second-language learners: A meta-analysis of studies comparing first- and second-language learners. <i>Psychological Bulletin</i> , 2014, 140, 409-433.	6.1	241
42	Effects of Educational Interventions Targeting Reading Comprehension and Underlying Components. <i>Child Development Perspectives</i> , 2014, 8, 96-100.	3.9	20
43	Different Patterns, but Equivalent Predictors, of Growth in Reading in Consistent and Inconsistent Orthographies. <i>Psychological Science</i> , 2013, 24, 1398-1407.	3.3	257
44	Nonword-Repetition Ability Does Not Appear to Be a Causal Influence on Children's Vocabulary Development. <i>Psychological Science</i> , 2012, 23, 1092-1098.	3.3	74
45	Common Patterns of Prediction of Literacy Development in Different Alphabetic Orthographies. <i>Psychological Science</i> , 2012, 23, 678-686.	3.3	358
46	The effectiveness of a universal school-based programme on coping and mental health: a randomised, controlled study of Zippy's Friends. <i>Educational Psychology</i> , 2012, 32, 657-677.	2.7	59
47	Exploring the associations between coping patterns for everyday stressors and mental health in young schoolchildren. <i>Journal of School Psychology</i> , 2012, 50, 167-193.	2.9	31
48	Oral Language Skills Moderate Nonword Repetition Skills in Children With Dyslexia: A Meta-Analysis of the Role of Nonword Repetition Skills in Dyslexia. <i>Scientific Studies of Reading</i> , 2012, 16, 1-34.	2.0	50
49	The growth of reading skills in children with Down Syndrome. <i>Developmental Science</i> , 2012, 15, 320-329.	2.4	43
50	Cross-linguistic transfer of oral language, decoding, phonological awareness and reading comprehension: a meta-analysis of the correlational evidence. <i>Journal of Research in Reading</i> , 2011, 34, 114-135.	2.0	233
51	Hvilken betydning har morsmålsferdigheter for utviklingen av leseforståelse og dets underliggende komponenter på andrespråket? – En oppsummering av empirisk forskning. <i>Norsk Pedagogisk Tidsskrift</i> , 2011, 95, 330-343.	0.2	3
52	Vocabulary knowledge is a critical determinant of the difference in reading comprehension growth between first and second language learners. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2010, 51, 612-620.	5.2	247
53	Predicting the Growth of Early Spelling Skills: Are There Heterogeneous Developmental Trajectories?. <i>Scientific Studies of Reading</i> , 2010, 14, 485-513.	2.0	59
54	Rapid Automatized Naming (RAN) Taps a Mechanism That Places Constraints on the Development of Early Reading Fluency. <i>Psychological Science</i> , 2009, 20, 1040-1048.	3.3	245

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55	The cognitive and linguistic foundations of early reading development: A Norwegian latent variable longitudinal study.. <i>Developmental Psychology</i> , 2009, 45, 764-781.	1.6	191
56	Effects of Articulatory Consciousness Training in First Graders with a Reading Delay: A Randomised Control Trial. <i>Scandinavian Journal of Educational Research</i> , 0, , 1-18.	1.7	1
57	A Randomized Trial of the Digital Down Syndrome LanguagePlus (DSL+) Vocabulary Intervention Program. <i>Remedial and Special Education</i> , 0, , 074193252110584.	2.3	4