

# Jo Van Herwegen

## List of Publications by Year in descending order

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Version: 2024-02-01

53  
papers

879  
citations

567281

15  
h-index

526287

27  
g-index

61  
all docs

61  
docs citations

61  
times ranked

708  
citing authors

#	ARTICLE	IF	CITATIONS
1	Anxiety and Worries of Individuals with Down Syndrome During the COVID-19 Pandemic: A Comparative Study in the UK. <i>Journal of Autism and Developmental Disorders</i> , 2023, 53, 2021-2036.	2.7	8
2	The Impact of COVID-19 on Anxiety and Worries for Families of Individuals with Special Education Needs and Disabilities in the UK. <i>Journal of Autism and Developmental Disorders</i> , 2022, 52, 2656-2669.	2.7	24
3	Sensory Processing in Williams Syndrome: Individual differences and changes over time. <i>Journal of Autism and Developmental Disorders</i> , 2022, 52, 3129-3141.	2.7	3
4	Dental experiences of a group of autistic adults based in the United Kingdom. <i>Special Care in Dentistry</i> , 2021, 41, 474-488.	0.8	8
5	Twice-Exceptional Students of Mathematics in England: What Do the Teachers Know?. <i>Roeper Review</i> , 2021, 43, 99-111.	0.8	1
6	The Home Learning Environment of Primary School Children with Down Syndrome and Those with Williams Syndrome. <i>Brain Sciences</i> , 2021, 11, 733.	2.3	4
7	Brief Report: A Cross-Sectional Study of Anxiety Levels and Concerns of Chinese Families of Children With Special Educational Needs and Disabilities Post-first-wave of COVID-19. <i>Frontiers in Psychiatry</i> , 2021, 12, 708465.	2.6	13
8	The role of context in verbal humor processing in autism. <i>Journal of Experimental Child Psychology</i> , 2021, 209, 105166.	1.4	4
9	Neuromyths About Neurodevelopmental Disorders: Misconceptions by Educators and the General Public. <i>Mind, Brain, and Education</i> , 2021, 15, 289-298.	1.9	10
10	Mental Arithmetic and Interactivity: the Effect of Manipulating External Number Representations on Older Children's Mental Arithmetic Success. <i>International Journal of Science and Mathematics Education</i> , 2020, 18, 985-1000.	2.5	4
11	Understanding Number Line Estimation in Williams Syndrome and Down Syndrome. <i>Journal of Autism and Developmental Disorders</i> , 2020, 50, 583-591.	2.7	4
12	The development of children's comprehension and appreciation of riddles. <i>Journal of Experimental Child Psychology</i> , 2020, 189, 104709.	1.4	2
13	Perceptual subitizing and conceptual subitizing in Williams syndrome and Down syndrome: Insights from eye movements. <i>Research in Developmental Disabilities</i> , 2020, 106, 103746.	2.2	1
14	The Underreporting of Vision Problems in Statutory Documents of Children with Williams Syndrome and Down Syndrome. <i>Journal of Autism and Developmental Disorders</i> , 2020, 50, 4553-4556.	2.7	4
15	Mathematical development in Williams syndrome: A systematic review. <i>Research in Developmental Disabilities</i> , 2020, 100, 103609.	2.2	5
16	The foundations of mathematical development in Williams syndrome and Down syndrome. <i>Journal of Applied Research in Intellectual Disabilities</i> , 2020, 33, 1080-1089.	2.0	7
17	Online and Face-to-Face Performance on Two Cognitive Tasks in Children With Williams Syndrome. <i>Frontiers in Psychology</i> , 2020, 11, 594465.	2.1	7
18	Introduction to special issue on neurodevelopmental disorders in the classroom. <i>Research in Developmental Disabilities</i> , 2019, 91, 103431.	2.2	0

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19	Views of professionals about the educational needs of children with neurodevelopmental disorders. <i>Research in Developmental Disabilities</i> , 2019, 91, 103422.	2.2	15
20	Eye Movement Patterns and Approximate Number Sense Task Performance in Williams Syndrome and Down Syndrome: A Developmental Perspective. <i>Journal of Autism and Developmental Disorders</i> , 2019, 49, 4030-4038.	2.7	8
21	Reprint of "Introduction to Special Issue on Neurodevelopmental disorders in the classroom" <i>Research in Developmental Disabilities</i> , 2019, 92, 103454.	2.2	0
22	Parent-Reported Communication Abilities of Children with Sotos Syndrome: Evidence from the Children's Communication Checklist-2. <i>Journal of Autism and Developmental Disorders</i> , 2019, 49, 1475-1483.	2.7	7
23	Studying Development in Williams Syndrome: Progress, Prospects, and Challenges. <i>Advances in Neurodevelopmental Disorders</i> , 2019, 3, 343-346.	1.1	4
24	Exploring the approximate number system in Sotos syndrome: insights from a dot comparison task. <i>Journal of Intellectual Disability Research</i> , 2019, 63, 917-925.	2.0	4
25	Comparing parental stress of children with neurodevelopmental disorders: The case of Williams syndrome, Down syndrome and autism spectrum disorders. <i>Journal of Applied Research in Intellectual Disabilities</i> , 2019, 32, 1047-1057.	2.0	34
26	Low performance on mathematical tasks in preschoolers: the importance of domain-general and domain-specific abilities. <i>Journal of Intellectual Disability Research</i> , 2018, 62, 292-302.	2.0	15
27	Addressing the Educational Needs of Children with Williams Syndrome: A Rather Neglected Area of Research?. <i>Journal of Autism and Developmental Disorders</i> , 2018, 48, 3256-3259.	2.7	9
28	Improving number abilities in low achieving preschoolers: Symbolic versus non-symbolic training programs. <i>Research in Developmental Disabilities</i> , 2018, 77, 1-11.	2.2	9
29	L1 " L2 semantic and syntactic processing: The influence of language proximity. <i>System</i> , 2018, 78, 54-64.	3.4	4
30	A Cross-Sectional and Longitudinal Study of Novel Metaphor and Metonymy Comprehension in Children, Adolescents, and Adults With Autism Spectrum Disorder. <i>Frontiers in Psychology</i> , 2018, 9, 945.	2.1	10
31	Parental views on special educational needs provision: Cross-syndrome comparisons in Williams Syndrome, Down Syndrome, and Autism Spectrum Disorders. <i>Research in Developmental Disabilities</i> , 2018, 80, 102-111.	2.2	31
32	Genetic and environmental vulnerabilities in children with neurodevelopmental disorders. , 2018, , 247-258.		0
33	Improving approximate number sense abilities in preschoolers: PLUS games.. <i>School Psychology Quarterly</i> , 2017, 32, 497-508.	2.0	9
34	Route-learning strategies in typical and atypical development; eye tracking reveals atypical landmark selection in Williams syndrome. <i>Journal of Intellectual Disability Research</i> , 2016, 60, 933-944.	2.0	19
35	Williams syndrome and its cognitive profile: the importance of eye movements. <i>Psychology Research and Behavior Management</i> , 2015, 8, 143.	2.8	18
36	Exploring different explanations for performance on a theory of mind task in Williams syndrome and autism using eye movements. <i>Research in Developmental Disabilities</i> , 2015, 45-46, 202-209.	2.2	8

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37	The use of emotions in narratives in Williams syndrome. <i>Journal of Communication Disorders</i> , 2014, 50, 1-7.	1.5	6
38	Youth with Autism Spectrum Disorder Comprehend Lexicalized and Novel Primary Conceptual Metaphors. <i>Journal of Autism and Developmental Disorders</i> , 2014, 44, 2568-2583.	2.7	40
39	Development of novel metaphor and metonymy comprehension in typically developing children and Williams syndrome. <i>Research in Developmental Disabilities</i> , 2013, 34, 1300-1311.	2.2	95
40	Performance on verbal and low-verbal false belief tasks: Evidence from children with Williams syndrome. <i>Journal of Communication Disorders</i> , 2013, 46, 440-448.	1.5	20
41	Narrowing Perceptual Sensitivity to the Native Language in Infancy: Exogenous Influences on Developmental Timing. <i>Behavioral Sciences (Basel, Switzerland)</i> , 2013, 3, 120-132.	2.1	25
42	Genetic and environmental vulnerabilities in children with neurodevelopmental disorders. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2012, 109, 17261-17265.	7.1	98
43	The production of figurative language in typically developing children and Williams Syndrome. <i>Research in Developmental Disabilities</i> , 2012, 33, 711-716.	2.2	14
44	Colour as an environmental cue when learning a route in a virtual environment: Typical and atypical development. <i>Research in Developmental Disabilities</i> , 2012, 33, 900-908.	2.2	19
45	How useful are landmarks when learning a route in a virtual environment? Evidence from typical development and Williams syndrome. <i>Journal of Experimental Child Psychology</i> , 2012, 111, 571-586.	1.4	44
46	Item and error analysis on Raven's Coloured Progressive Matrices in Williams Syndrome. <i>Research in Developmental Disabilities</i> , 2011, 32, 93-99.	2.2	38
47	Variability and standardized test profiles in typically developing children and children with Williams Syndrome. <i>British Journal of Developmental Psychology</i> , 2011, 29, 883-894.	1.7	22
48	Cognition: The developmental trajectory approach. , 2011, , 13-35.		0
49	Comprehension of metaphor and metonymy in children with Williams syndrome. <i>International Journal of Language and Communication Disorders</i> , 2009, 44, 962-978.	1.5	38
50	Comprehension of metaphor and metonymy in children with Williams syndrome. <i>International Journal of Language and Communication Disorders</i> , 2009, 44, 962-978.	1.5	3
51	Small and large number processing in infants and toddlers with Williams syndrome. <i>Developmental Science</i> , 2008, 11, 637-643.	2.4	87
52	Can developmental disorders provide evidence for two systems of number computation in humans?. , 2007, , .		1
53	Is it language that makes humans intelligent?. <i>Behavioral and Brain Sciences</i> , 2006, 29, 298-298.	0.7	1