

# Jack M Fletcher

## List of Publications by Year in descending order

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111  
papers

11,911  
citations

47006

47  
h-index

28297

105  
g-index

111  
all docs

111  
docs citations

111  
times ranked

6407  
citing authors

#	ARTICLE	IF	CITATIONS
1	Specific reading disability (dyslexia): what have we learned in the past four decades?. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2004, 45, 2-40.	5.2	1,858
2	Disruption of posterior brain systems for reading in children with developmental dyslexia. <i>Biological Psychiatry</i> , 2002, 52, 101-110.	1.3	860
3	Evidence That Dyslexia May Represent the Lower Tail of a Normal Distribution of Reading Ability. <i>New England Journal of Medicine</i> , 1992, 326, 145-150.	27.0	615
4	Kindergarten Prediction of Reading Skills: A Longitudinal Comparative Analysis.. <i>Journal of Educational Psychology</i> , 2004, 96, 265-282.	2.9	615
5	Developmental lag versus deficit models of reading disability: A longitudinal, individual growth curves analysis.. <i>Journal of Educational Psychology</i> , 1996, 88, 3-17.	2.9	557
6	Development of left occipitotemporal systems for skilled reading in children after a phonologically-based intervention. <i>Biological Psychiatry</i> , 2004, 55, 926-933.	1.3	489
7	Cognitive profiles of reading disability: Comparisons of discrepancy and low achievement definitions.. <i>Journal of Educational Psychology</i> , 1994, 86, 6-23.	2.9	484
8	Spina bifida. <i>Nature Reviews Disease Primers</i> , 2015, 1, 15007.	30.5	427
9	Subtypes of reading disability: Variability around a phonological core.. <i>Journal of Educational Psychology</i> , 1998, 90, 347-373.	2.9	377
10	Response to Intervention: Preventing and Remediating Academic Difficulties. <i>Child Development Perspectives</i> , 2009, 3, 30-37.	3.9	332
11	Behavioral changes after closed head injury in children.. <i>Journal of Consulting and Clinical Psychology</i> , 1990, 58, 93-98.	2.0	286
12	Validity of IQ-Discrepancy Classifications of Reading Disabilities: A Meta-Analysis. <i>American Educational Research Journal</i> , 2002, 39, 469-518.	2.7	282
13	The Flynn effect: A meta-analysis.. <i>Psychological Bulletin</i> , 2014, 140, 1332-1360.	6.1	248
14	Psychometric Approaches to the Identification of LD. <i>Journal of Learning Disabilities</i> , 2005, 38, 98-108.	2.2	232
15	The effects of theoretically different instruction and student characteristics on the skills of struggling readers. <i>Reading Research Quarterly</i> , 2005, 40, 148-182.	3.3	222
16	Alternative approaches to the definition and identification of learning disabilities: Some questions and answers. <i>Annals of Dyslexia</i> , 2004, 54, 304-331.	1.7	170
17	A model of neurocognitive function in spina bifida over the life span. <i>Journal of the International Neuropsychological Society</i> , 2006, 12, 285-296.	1.8	149
18	An Evaluation of Intensive Intervention for Students with Persistent Reading Difficulties. <i>Journal of Learning Disabilities</i> , 2006, 39, 447-466.	2.2	143

#	ARTICLE	IF	CITATIONS
19	Form effects on the estimation of students' oral reading fluency using DIBELS. <i>Journal of School Psychology</i> , 2008, 46, 315-342.	2.9	136
20	Dyslexia: The evolution of a scientific concept. <i>Journal of the International Neuropsychological Society</i> , 2009, 15, 501-508.	1.8	132
21	Spinal lesion level in spina bifida: a source of neural and cognitive heterogeneity. <i>Journal of Neurosurgery: Pediatrics</i> , 2005, 102, 268-279.	1.3	118
22	Effects of Intensive Reading Remediation for Second and Third Graders and a 1-Year Follow-Up.. <i>Journal of Educational Psychology</i> , 2004, 96, 444-461.	2.9	114
23	Evidence-Based Assessment of Learning Disabilities in Children and Adolescents. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2005, 34, 506-522.	3.4	105
24	Attention Problems and Executive Functions in Children With Spina Bifida and Hydrocephalus. <i>Child Neuropsychology</i> , 2005, 11, 265-283.	1.3	104
25	Effectiveness of a Spanish Intervention and an English Intervention for English-Language Learners at Risk for Reading Problems. <i>American Educational Research Journal</i> , 2006, 43, 449-487.	2.7	100
26	Verbal and nonverbal skill discrepancies in hydrocephalic children. <i>Neuropsychology, Development and Cognition Section A: Journal of Clinical and Experimental Neuropsychology</i> , 1992, 14, 593-609.	1.1	98
27	Response to Intervention With Secondary School Students With Reading Difficulties. <i>Journal of Learning Disabilities</i> , 2012, 45, 244-256.	2.2	96
28	Effects of Intensive Reading Intervention for Eighth-Grade Students With Persistently Inadequate Response to Intervention. <i>Journal of Learning Disabilities</i> , 2012, 45, 515-525.	2.2	92
29	Assessment of Reading and Learning Disabilities A Research-Based Intervention-Oriented Approach. <i>Journal of School Psychology</i> , 2002, 40, 27-63.	2.9	89
30	A structural model of algebra achievement: computational fluency and spatial visualisation as mediators of the effect of working memory on algebra achievement. <i>Educational Psychology</i> , 2009, 29, 239-266.	2.7	86
31	Cognitive and behavioral rating measures of executive function as predictors of academic outcomes in children. <i>Child Neuropsychology</i> , 2017, 23, 381-407.	1.3	86
32	Agreement among response to intervention criteria for identifying responder status. <i>Learning and Individual Differences</i> , 2008, 18, 296-307.	2.7	85
33	Prenatal Repair of Myelomeningocele and School-age Functional Outcomes. <i>Pediatrics</i> , 2020, 145, .	2.1	83
34	Classification and Identification of Reading and Math Disabilities. <i>Journal of Learning Disabilities</i> , 2013, 46, 490-499.	2.2	78
35	Evaluation of the Technical Adequacy of Three Methods for Identifying Specific Learning Disabilities Based on Cognitive Discrepancies. <i>School Psychology Review</i> , 2012, 41, 3-22.	3.0	77
36	Data-Driven Topological Filtering Based on Orthogonal Minimal Spanning Trees: Application to Multigroup Magnetoencephalography Resting-State Connectivity. <i>Brain Connectivity</i> , 2017, 7, 661-670.	1.7	76

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37	Patterns of cognitive strengths and weaknesses: Identification rates, agreement, and validity for learning disabilities identification.. School Psychology Quarterly, 2014, 29, 21-37.	2.0	73
38	Are Child Cognitive Characteristics Strong Predictors of Responses to Intervention? A Meta-Analysis. Review of Educational Research, 2015, 85, 395-429.	7.5	67
39	<i>IQ is</i> Not <i>Strongly Related to Response to Reading Instruction: A Meta-Analytic Interpretation</i>. Exceptional Children, 2009, 76, 31-51.	2.2	66
40	The Critical Role of Instructional Response for Identifying Dyslexia and Other Learning Disabilities. Journal of Learning Disabilities, 2020, 53, 343-353.	2.2	65
41	Classification in neuropsychology: A theoretical framework and research paradigm. Neuropsychology, Development and Cognition Section A: Journal of Clinical and Experimental Neuropsychology, 1988, 10, 640-658.	1.1	64
42	Cognitive Correlates of Inadequate Response to Reading Intervention. School Psychology Review, 2011, 40, 3-22.	3.0	63
43	Why Intensive Interventions Matter. Learning Disability Quarterly, 2014, 37, 218-229.	1.3	61
44	Introduction: Spina bifidaâ€”A multidisciplinary perspective. Developmental Disabilities Research Reviews, 2010, 16, 1-5.	2.9	57
45	Intensive reading remediation in grade 2 or 3: Are there effects a decade later?. Journal of Educational Psychology, 2014, 106, 46-57.	2.9	55
46	Comprehensive Cognitive Assessments are not Necessary for the Identification and Treatment of Learning Disabilities. Archives of Clinical Neuropsychology, 2017, 32, 2-7.	0.5	55
47	Functional Plasticity in Childhood Brain Disorders: When, What, How, and Whom to Assess. Neuropsychology Review, 2014, 24, 389-408.	4.9	51
48	Gunshot Wounds to the Brain in Children and Adolescents. Neurosurgery, 1994, 35, 225-233.	1.1	50
49	Greater Repertoire and Temporal Variability of Cross-Frequency Coupling (CFC) Modes in Resting-State Neuromagnetic Recordings among Children with Reading Difficulties. Frontiers in Human Neuroscience, 2016, 10, 163.	2.0	48
50	A response to recent reanalyses of the National Reading Panel report: Effects of systematic phonics instruction are practically significant.. Journal of Educational Psychology, 2008, 100, 123-134.	2.9	44
51	Prenatal Repair and Physical Functioning Among Children With Myelomeningocele. JAMA Pediatrics, 2021, 175, e205674.	6.2	44
52	Cortical Thickness and Local Gyrification in Children with Developmental Dyslexia. Cerebral Cortex, 2018, 28, 963-973.	2.9	44
53	The effect of achievement test selection on identification of learning disabilities within a patterns of strengths and weaknesses framework.. School Psychology Quarterly, 2015, 30, 321-334.	2.0	41
54	Finger recognition skills and reading achievement: A developmental neuropsychological analysis.. Developmental Psychology, 1982, 18, 124-132.	1.6	40

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55	Mathematical Skills in 3- and 5-Year-Olds with Spina Bifida and Their Typically Developing Peers: A Longitudinal Approach. <i>Journal of the International Neuropsychological Society</i> , 2011, 17, 431-444.	1.8	38
56	Language development in children with spina bifida. <i>Seminars in Pediatric Neurology</i> , 2002, 9, 201-208.	2.0	35
57	Diffusion tensor quantification and cognitive correlates of the macrostructure and microstructure of the corpus callosum in typically developing and dyslexic children. <i>NMR in Biomedicine</i> , 2012, 25, 1263-1270.	2.8	35
58	Neuropsychology of Learning Disabilities: The Past and the Future. <i>Journal of the International Neuropsychological Society</i> , 2017, 23, 930-940.	1.8	34
59	Cognitive discrepancy models for specific learning disabilities identification: Simulations of psychometric limitations.. <i>Psychological Assessment</i> , 2017, 29, 446-457.	1.5	34
60	Efficacy of a Reading Intervention for Middle School Students with Learning Disabilities. <i>Exceptional Children</i> , 2011, 78, 73-87.	2.2	33
61	White matter microstructure integrity in relation to reading proficiency. <i>Brain and Language</i> , 2017, 174, 103-111.	1.6	30
62	Are Shunt Revisions Associated with IQ in Congenital Hydrocephalus? A Meta -Analysis. <i>Neuropsychology Review</i> , 2016, 26, 329-339.	4.9	27
63	Prediction and Stability of Mathematics Skill and Difficulty. <i>Journal of Learning Disabilities</i> , 2013, 46, 428-443.	2.2	24
64	Anxiety and Response to Reading Intervention among First Grade Students. <i>Child and Youth Care Forum</i> , 2014, 43, 417-431.	1.6	24
65	The effects of student and text characteristics on the oral reading fluency of middle-grade students.. <i>Journal of Educational Psychology</i> , 2014, 106, 162-180.	2.9	23
66	Agreement and Coverage of Indicators of Response to Intervention. <i>Topics in Language Disorders</i> , 2014, 34, 74-89.	1.0	23
67	Predicting reading outcomes with progress monitoring slopes among middle grade students. <i>Learning and Individual Differences</i> , 2014, 30, 46-57.	2.7	23
68	Examination of Frontal and Parietal Tectocortical Attention Pathways in Spina Bifida Meningomyelocele Using Probabilistic Diffusion Tractography. <i>Brain Connectivity</i> , 2013, 3, 512-522.	1.7	22
69	Prospective and episodic memory in relation to hippocampal volume in adults with spina bifida myelomeningocele.. <i>Neuropsychology</i> , 2015, 29, 92-101.	1.3	22
70	The Impact of Intensive Reading Intervention on Level of Attention in Middle School Students. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2015, 44, 942-953.	3.4	22
71	Brain activity in struggling readers before intervention relates to future reading gains. <i>Cortex</i> , 2019, 111, 286-302.	2.4	22
72	Control Engagement During Sentence and Inhibition fMRI Tasks in Children With Reading Difficulties. <i>Cerebral Cortex</i> , 2018, 28, 3697-3710.	2.9	21

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73	Does IQ affect the functional brain network involved in pseudoword reading in students with reading disability? A magnetoencephalography study. <i>Frontiers in Human Neuroscience</i> , 2014, 7, 932.	2.0	20
74	Head injury in children. <i>Brain Injury</i> , 1991, 5, 337-338.	1.2	19
75	Classification and Identification of Learning Disabilities. , 2012, , 1-25.		19
76	Attention in spina bifida myelomeningocele: Relations with brain volume and integrity. <i>NeuroImage: Clinical</i> , 2015, 8, 72-78.	2.7	18
77	Anatomical and diffusion MRI of deep gray matter in pediatric spina bifida. <i>NeuroImage: Clinical</i> , 2014, 5, 120-127.	2.7	17
78	Cognitive Attributes of Adequate and Inadequate Responders to Reading Intervention in Middle School. <i>School Psychology Review</i> , 2014, 43, 407-427.	3.0	16
79	A test of the cerebellar hypothesis of dyslexia in adequate and inadequate responders to reading intervention. <i>Journal of the International Neuropsychological Society</i> , 2010, 16, 526-536.	1.8	15
80	Adequate Versus Inadequate Response to Reading Intervention: An Event-Related Potentials Assessment. <i>Developmental Neuropsychology</i> , 2013, 38, 534-549.	1.4	15
81	Measurement of neurodevelopmental changes in children treated with radiation for brain tumors: what is a true "baseline"? <i>Clinical Neuropsychologist</i> , 2017, 31, 307-328.	2.3	15
82	A Commentary on Bowers (2020) and the Role of Phonics Instruction in Reading. <i>Educational Psychology Review</i> , 2021, 33, 1249-1274.	8.4	15
83	Gray matter integrity within regions of the dorsolateral prefrontal cortical-subcortical network predicts executive function and fine motor dexterity in spina bifida.. <i>Neuropsychology</i> , 2016, 30, 492-501.	1.3	13
84	Covert Orienting in Three Etiologies of Congenital Hydrocephalus: The Effect of Midbrain and Posterior Fossa Dysmorphology. <i>Journal of the International Neuropsychological Society</i> , 2014, 20, 268-277.	1.8	12
85	Plasticity of Interhemispheric Temporal Lobe White Matter Pathways Due to Early Disruption of Corpus Callosum Development in Spina Bifida. <i>Brain Connectivity</i> , 2016, 6, 238-248.	1.7	12
86	Cognitive, Intervention, and Neuroimaging Perspectives on Executive Function in Children With Reading Disabilities. <i>New Directions for Child and Adolescent Development</i> , 2019, 2019, 25-54.	2.2	12
87	Long-Term Follow-Up of Spanish and English Interventions for First-Grade English Language Learners at Risk for Reading Problems. <i>Journal of Research on Educational Effectiveness</i> , 2008, 1, 179-214.	1.6	11
88	Cognitive control and associated neural correlates in adults with spina bifida myelomeningocele.. <i>Neuropsychology</i> , 2017, 31, 411-423.	1.3	11
89	Neurobehavioral outcomes in spina bifida: Processes versus outcomes. <i>Journal of Pediatric Rehabilitation Medicine</i> , 2008, 1, 311-24.	0.5	11
90	White and grey matter relations to simple, choice, and cognitive reaction time in spina bifida. <i>Brain Imaging and Behavior</i> , 2016, 10, 238-251.	2.1	10

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91	Response to Intervention Models as Alternatives to Traditional Views of Learning Disabilities: Response to the Commentaries. <i>Child Development Perspectives</i> , 2009, 3, 48-50.	3.9	7
92	Relations between volumetric measures of brain structure and attentional function in spina bifida: Utilization of robust statistical approaches.. <i>Neuropsychology</i> , 2015, 29, 212-225.	1.3	7
93	Cognitive Attributes of Adequate and Inadequate Responders to Reading Intervention in Middle School. <i>School Psychology Review</i> , 2014, 43, 407-427.	3.0	6
94	Neuropsychological care guidelines for people with spina bifida. <i>Journal of Pediatric Rehabilitation Medicine</i> , 2020, 13, 663-673.	0.5	5
95	Meta-Analysis and Inadequate Responders to Intervention. <i>Journal of Learning Disabilities</i> , 2012, 45, 565-569.	2.2	4
96	Alternative approaches to outcomes assessment: Beyond psychometric tests. <i>Pediatric Blood and Cancer</i> , 2014, 61, 1734-1738.	1.5	4
97	Classifying children with reading difficulties from non-impaired readers via symbolic dynamics and complexity analysis of MEG resting-state data. , 2016, , .		4
98	Cognitive Difficulties in Struggling Comprehenders and Their Relation to Reading Comprehension: A Comparison of Group Selection and Regression-Based Models. <i>Journal of Research on Educational Effectiveness</i> , 2016, 9, 153-172.	1.6	4
99	Accuracy and Validity of Methods for Identifying Learning Disabilities in a Response-to-Intervention Service Delivery Framework. , 2016, , 421-440.		4
100	The Role of Neural and Genetic Processes in Learning to Read and Specific Reading Disabilities: Implications for Instruction. <i>Reading Research Quarterly</i> , 2023, 58, 203-219.	3.3	4
101	Internalizing Symptoms and Reading Difficulties Among Early Elementary School Students. <i>Child Psychiatry and Human Development</i> , 2023, 54, 1064-1074.	1.9	4
102	Reading, Laterality, and the Brain: Early Contributions on Reading Disabilities by Sara S. Sparrow. <i>Journal of Autism and Developmental Disorders</i> , 2014, 44, 250-255.	2.7	3
103	Role of Neurocognitive Factors in Academic Fluency for Children and Adults With Spina Bifida Myelomeningocele. <i>Journal of the International Neuropsychological Society</i> , 2019, 25, 249-265.	1.8	3
104	Long-Term Intellectual and Fine Motor Outcomes in Spina Bifida Are Related to Myelomeningocele Repair and Shunt Intervention History. <i>Journal of the International Neuropsychological Society</i> , 2020, 26, 364-371.	1.8	3
105	The Effect of Reading Duration on the Reliability and Validity of Middle School Students's™ ORF Performance. <i>Assessment for Effective Intervention</i> , 2014, 40, 53-64.	0.8	2
106	Spina Bifida Myelomeningocele: The Brain and Neuropsychological Outcomes. <i>Kliničeska I Specialna Psihologija</i> , 2020, 9, 1-14.	0.5	2
107	Construct Validity of Reading Measures in Adults With Significant Reading Difficulties. <i>Journal of Learning Disabilities</i> , 2010, 43, 166-168.	2.2	1
108	Interactions between visual working memory and visual attention among survivors of pediatric acute lymphoblastic leukemia (ALL) and their healthy peers. <i>Journal of Clinical and Experimental Neuropsychology</i> , 2019, 41, 974-986.	1.3	1

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109	Are primary and secondary types of brain anomalies exclusive factors affecting the attention networks in individuals with spina bifida?. <i>Neuropsychology</i> , 2019, 33, 1057-1064.	1.3	1
110	Paul Satz, Ph.D. 1932â€“2010. <i>Journal of the International Neuropsychological Society</i> , 2010, 16, 951-952.	1.8	0
111	Brain malformations and spina bifida. <i>Developmental Medicine and Child Neurology</i> , 2021, 63, 244-244.	2.1	0