

# Jack M Fletcher

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/2960706/publications.pdf>

Version: 2024-02-01

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	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
2	Internalizing Symptoms and Reading Difficulties Among Early Elementary School Students. <i>Child Psychiatry and Human Development</i> , 2023, 54, 1064-1074.	1.9	4
3	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
4	Brain malformations and spina bifida. <i>Developmental Medicine and Child Neurology</i> , 2021, 63, 244-244.	2.1	0
5	Prenatal Repair and Physical Functioning Among Children With Myelomeningocele. <i>JAMA Pediatrics</i> , 2021, 175, e205674.	6.2	44
6	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
7	The Critical Role of Instructional Response for Identifying Dyslexia and Other Learning Disabilities. <i>Journal of Learning Disabilities</i> , 2020, 53, 343-353.	2.2	65
8	Prenatal Repair of Myelomeningocele and School-age Functional Outcomes. <i>Pediatrics</i> , 2020, 145, .	2.1	83
9	Neuropsychological care guidelines for people with spina bifida. <i>Journal of Pediatric Rehabilitation Medicine</i> , 2020, 13, 663-673.	0.5	5
10	Spina Bifida Myelomeningocele: The Brain and Neuropsychological Outcomes. <i>Klinička i Specialna Psihologija</i> , 2020, 9, 1-14.	0.5	2
11	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
12	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
13	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
14	Brain activity in struggling readers before intervention relates to future reading gains. <i>Cortex</i> , 2019, 111, 286-302.	2.4	22
15	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
16	Control Engagement During Sentence and Inhibition fMRI Tasks in Children With Reading Difficulties. <i>Cerebral Cortex</i> , 2018, 28, 3697-3710.	2.9	21
17	Cortical Thickness and Local Gyration in Children with Developmental Dyslexia. <i>Cerebral Cortex</i> , 2018, 28, 963-973.	2.9	44
18	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

#	ARTICLE	IF	CITATIONS
19	Comprehensive Cognitive Assessments are not Necessary for the Identification and Treatment of Learning Disabilities. <i>Archives of Clinical Neuropsychology</i> , 2017, 32, 2-7.	0.5	55
20	White matter microstructure integrity in relation to reading proficiency. <i>Brain and Language</i> , 2017, 174, 103-111.	1.6	30
21	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
22	Neuropsychology of Learning Disabilities: The Past and the Future. <i>Journal of the International Neuropsychological Society</i> , 2017, 23, 930-940.	1.8	34
23	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
24	Cognitive discrepancy models for specific learning disabilities identification: Simulations of psychometric limitations. <i>Psychological Assessment</i> , 2017, 29, 446-457.	1.5	34
25	Cognitive control and associated neural correlates in adults with spina bifida myelomeningocele. <i>Neuropsychology</i> , 2017, 31, 411-423.	1.3	11
26	Greater Repertoire and Temporal Variability of Cross-Frequency Coupling (CFC) Modes in Resting-State Neuromagnetic Recordings among Children with Reading Difficulties. <i>Frontiers in Human Neuroscience</i> , 2016, 10, 163.	2.0	48
27	Are Shunt Revisions Associated with IQ in Congenital Hydrocephalus? A Meta -Analysis. <i>Neuropsychology Review</i> , 2016, 26, 329-339.	4.9	27
28	Classifying children with reading difficulties from non-impaired readers via symbolic dynamics and complexity analysis of MEG resting-state data. , 2016, , .		4
29	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
30	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
31	Accuracy and Validity of Methods for Identifying Learning Disabilities in a Response-to-Intervention Service Delivery Framework. , 2016, , 421-440.		4
32	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
33	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
34	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
35	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
36	The effect of achievement test selection on identification of learning disabilities within a patterns of strengths and weaknesses framework. <i>School Psychology Quarterly</i> , 2015, 30, 321-334.	2.0	41

#	ARTICLE	IF	CITATIONS
37	Are Child Cognitive Characteristics Strong Predictors of Responses to Intervention? A Meta-Analysis. <i>Review of Educational Research</i> , 2015, 85, 395-429.	7.5	67
38	Spina bifida. <i>Nature Reviews Disease Primers</i> , 2015, 1, 15007.	30.5	427
39	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
40	Attention in spina bifida myelomeningocele: Relations with brain volume and integrity. <i>NeuroImage: Clinical</i> , 2015, 8, 72-78.	2.7	18
41	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
42	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
43	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
44	Why Intensive Interventions Matter. <i>Learning Disability Quarterly</i> , 2014, 37, 218-229.	1.3	61
45	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
46	The Flynn effect: A meta-analysis.. <i>Psychological Bulletin</i> , 2014, 140, 1332-1360.	6.1	248
47	Patterns of cognitive strengths and weaknesses: Identification rates, agreement, and validity for learning disabilities identification.. <i>School Psychology Quarterly</i> , 2014, 29, 21-37.	2.0	73
48	Intensive reading remediation in grade 2 or 3: Are there effects a decade later?. <i>Journal of Educational Psychology</i> , 2014, 106, 46-57.	2.9	55
49	Alternative approaches to outcomes assessment: Beyond psychometric tests. <i>Pediatric Blood and Cancer</i> , 2014, 61, 1734-1738.	1.5	4
50	Agreement and Coverage of Indicators of Response to Intervention. <i>Topics in Language Disorders</i> , 2014, 34, 74-89.	1.0	23
51	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
52	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
53	Predicting reading outcomes with progress monitoring slopes among middle grade students. <i>Learning and Individual Differences</i> , 2014, 30, 46-57.	2.7	23
54	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

#	ARTICLE	IF	CITATIONS
55	Anxiety and Response to Reading Intervention among First Grade Students. <i>Child and Youth Care Forum</i> , 2014, 43, 417-431.	1.6	24
56	Functional Plasticity in Childhood Brain Disorders: When, What, How, and Whom to Assess. <i>Neuropsychology Review</i> , 2014, 24, 389-408.	4.9	51
57	Anatomical and diffusion MRI of deep gray matter in pediatric spina bifida. <i>NeuroImage: Clinical</i> , 2014, 5, 120-127.	2.7	17
58	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
59	Classification and Identification of Reading and Math Disabilities. <i>Journal of Learning Disabilities</i> , 2013, 46, 490-499.	2.2	78
60	Adequate Versus Inadequate Response to Reading Intervention: An Event-Related Potentials Assessment. <i>Developmental Neuropsychology</i> , 2013, 38, 534-549.	1.4	15
61	Prediction and Stability of Mathematics Skill and Difficulty. <i>Journal of Learning Disabilities</i> , 2013, 46, 428-443.	2.2	24
62	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
63	Meta-Analysis and Inadequate Responders to Intervention. <i>Journal of Learning Disabilities</i> , 2012, 45, 565-569.	2.2	4
64	Classification and Identification of Learning Disabilities. , 2012, , 1-25.		19
65	Response to Intervention With Secondary School Students With Reading Difficulties. <i>Journal of Learning Disabilities</i> , 2012, 45, 244-256.	2.2	96
66	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
67	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
68	Cognitive Correlates of Inadequate Response to Reading Intervention. <i>School Psychology Review</i> , 2011, 40, 3-22.	3.0	63
69	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
70	Efficacy of a Reading Intervention for Middle School Students with Learning Disabilities. <i>Exceptional Children</i> , 2011, 78, 73-87.	2.2	33
71	Introduction: Spina bifidaâ€”A multidisciplinary perspective. <i>Developmental Disabilities Research Reviews</i> , 2010, 16, 1-5.	2.9	57
72	Paul Satz, Ph.D. 1932â€”2010. <i>Journal of the International Neuropsychological Society</i> , 2010, 16, 951-952.	1.8	0

#	ARTICLE	IF	CITATIONS
73	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
74	Construct Validity of Reading Measures in Adults With Significant Reading Difficulties. <i>Journal of Learning Disabilities</i> , 2010, 43, 166-168.	2.2	1
75	Dyslexia: The evolution of a scientific concept. <i>Journal of the International Neuropsychological Society</i> , 2009, 15, 501-508.	1.8	132
76	Response to Intervention: Preventing and Remediating Academic Difficulties. <i>Child Development Perspectives</i> , 2009, 3, 30-37.	3.9	332
77	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
78	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
79	<i>IQ is</i> Not <i>Strongly Related to Response to Reading Instruction: A Meta-Analytic Interpretation</i>. <i>Exceptional Children</i> , 2009, 76, 31-51.	2.2	66
80	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
81	Agreement among response to intervention criteria for identifying responder status. <i>Learning and Individual Differences</i> , 2008, 18, 296-307.	2.7	85
82	A response to recent reanalyses of the National Reading Panel report: Effects of systematic phonics instruction are practically significant.. <i>Journal of Educational Psychology</i> , 2008, 100, 123-134.	2.9	44
83	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
84	Neurobehavioral outcomes in spina bifida: Processes versus outcomes. <i>Journal of Pediatric Rehabilitation Medicine</i> , 2008, 1, 311-24.	0.5	11
85	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
86	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
87	An Evaluation of Intensive Intervention for Students with Persistent Reading Difficulties. <i>Journal of Learning Disabilities</i> , 2006, 39, 447-466.	2.2	143
88	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
89	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
90	Psychometric Approaches to the Identification of LD. <i>Journal of Learning Disabilities</i> , 2005, 38, 98-108.	2.2	232

#	ARTICLE	IF	CITATIONS
91	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
92	Attention Problems and Executive Functions in Children With Spina Bifida and Hydrocephalus. <i>Child Neuropsychology</i> , 2005, 11, 265-283.	1.3	104
93	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
94	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
95	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
96	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
97	Kindergarten Prediction of Reading Skills: A Longitudinal Comparative Analysis.. <i>Journal of Educational Psychology</i> , 2004, 96, 265-282.	2.9	615
98	Validity of IQ-Discrepancy Classifications of Reading Disabilities: A Meta-Analysis. <i>American Educational Research Journal</i> , 2002, 39, 469-518.	2.7	282
99	Disruption of posterior brain systems for reading in children with developmental dyslexia. <i>Biological Psychiatry</i> , 2002, 52, 101-110.	1.3	860
100	Language development in children with spina bifida. <i>Seminars in Pediatric Neurology</i> , 2002, 9, 201-208.	2.0	35
101	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
102	Subtypes of reading disability: Variability around a phonological core.. <i>Journal of Educational Psychology</i> , 1998, 90, 347-373.	2.9	377
103	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
104	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
105	Gunshot Wounds to the Brain in Children and Adolescents. <i>Neurosurgery</i> , 1994, 35, 225-233.	1.1	50
106	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
107	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
108	Head injury in children. <i>Brain Injury</i> , 1991, 5, 337-338.	1.2	19

#	ARTICLE	IF	CITATIONS
109	Behavioral changes after closed head injury in children.. Journal of Consulting and Clinical Psychology, 1990, 58, 93-98.	2.0	286
110	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
111	Finger recognition skills and reading achievement: A developmental neuropsychological analysis.. Developmental Psychology, 1982, 18, 124-132.	1.6	40