Timo Ahonen

List of Publications by Year
in descending order

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88	3,423	136950	155660
papers	citations	32 h-index	55 g-index

90	90	90	3195
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Very early phonological and language skills: estimating individual risk of reading disability. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2007, 48, 923-931.	5.2	191
2	Title is missing!. Reading and Writing, 2001, 14, 265-296.	1.7	160
3	Predicting Delay in Reading Achievement in a Highly Transparent Language. Journal of Learning Disabilities, 2001, 34, 401-413.	2.2	158
4	Cognitive predictors of single-digit and procedural calculation skills and their covariation with reading skill. Journal of Experimental Child Psychology, 2007, 97, 220-241.	1.4	158
5	Computer-Assisted Remedial Reading Intervention for School Beginners at Risk for Reading Disability. Child Development, 2011, 82, 1013-1028.	3.0	145
6	Developmental Pathways of Children With and Without Familial Risk for Dyslexia During the First Years of Life. Developmental Neuropsychology, 2001, 20, 535-554.	1.4	131
7	Physical activity and obesity mediate the association between childhood motor function and adolescentsâ€™ academic achievement. Proceedings of the National Academy of Sciences of the United States of America, 2013, 110, 1917-1922.	7.1	113
8	Physical Activity, Sedentary Behavior, and Academic Performance in Finnish Children. Medicine and Science in Sports and Exercise, 2013, 45, 2098-2104.	0.4	104
9	Developmental Links of Very Early Phonological and Language Skills to Second Grade Reading Outcomes. Journal of Learning Disabilities, 2008, 41, 353-370.	2.2	102
10	The Associations of Objectively Measured Physical Activity and Sedentary Time with Cognitive Functions in School-Aged Children. PLoS ONE, 2014, 9, e103559.	2.5	102
11	Borderline Intellectual Functioning: A Systematic Literature Review. Intellectual and Developmental Disabilities, 2014, 52, 419-443.	1.1	94
12	Associations between Adolescentsâ€™ Interpersonal Relationships, School Well-being, and Academic Achievement during Educational Transitions. Journal of Youth and Adolescence, 2020, 49, 1057-1072.	3.5	82
13	Speech and language development of children born at 32 weeks' gestation: a 5â€year prospective followâ€up study. Developmental Medicine and Child Neurology, 1998, 40, 380-387.	2.1	80
14	Reading comprehension, word reading and spelling as predictors of school achievement and choice of secondary education. Learning and Instruction, 2008, 18, 201-210.	3.2	78
15	Coâ€ocurrence of developmental delays in a screening study of 4â€yearâ€old Finnish children. Developmental Medicine and Child Neurology, 2004, 46, 436-443.	2.1	73
16	Neurocognitive functioning in children with typeâ€1 diabetes with and without episodes of severe hypoglycaemia. Developmental Medicine and Child Neurology, 2003, 45, 262-268.	2.1	65
17	The role of learning to read in the development of problem behaviour: A cross-lagged longitudinal study. British Journal of Educational Psychology, 2006, 76, 517-534.	2.9	64
18	Instructional support predicts children's task avoidance in kindergarten. Early Childhood Research Quarterly, 2011, 26, 376-386.	2.7	60

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19	Why do boys and girls perform differently on PISA Reading in Finland? The effects of reading fluency, achievement behaviour, leisure reading and homework activity. Journal of Research in Reading, 2018, 41, 122-139.	2.0	58
20	Predicting word-level reading fluency outcomes in three contrastive groups: Remedial and computer-assisted remedial reading intervention, and mainstream instruction. Learning and Individual Differences, 2010, 20, 402-414.	2.7	53
21	Performance of Zambian Children on the NEPSY: A Pilot Study. Developmental Neuropsychology, 2001, 20, 375-383.	1.4	50
22	Arithmetic disabilities with and without reading difficulties: A comparison of arithmetic errors. Developmental Neuropsychology, 1995, 11, 275-295.	1.4	47
23	Basic Numeracy in Children With Specific Language Impairment: Heterogeneity and Connections to Language. Journal of Speech, Language, and Hearing Research, 2006, 49, 58-73.	1.6	47
24	Development of early motor skills and language in children at risk for familial dyslexia. Developmental Medicine and Child Neurology, 2002, 44, 761-769.	2.1	47
25	Two Alternative Ways to Model the Relation Between Reading Accuracy and Phonological Awareness at Preschool Age. Scientific Studies of Reading, 2000, 4, 77-100.	2.0	45
26	GraphoGame Ã¢â‚¬â€œ a catalyst for multi-level promotion of literacy in diverse contexts. Frontiers in Psychology, 2015, 6, 671.	2.1	43
27	Neurocognitive functioning in children with type-1 diabetes with and without episodes of severe hypoglycaemia. Developmental Medicine and Child Neurology, 2003, 45, 262-8.	2.1	41
28	Academic skills in children with earlyâ€onset type 1 diabetes: the effects of diabetesâ€related risk factors. Developmental Medicine and Child Neurology, 2012, 54, 457-463.	2.1	41
29	Internal consistency and stability of the CANTAB neuropsychological test battery in children.. Psychological Assessment, 2015, 27, 698-709.	1.5	41
30	Reading disability with or without, attention deficit hyperactivity, disorder: Do attentional problems, make a difference?. Developmental Neuropsychology, 1995, 11, 337-349.	1.4	38
31	Teachers adapt their instruction in reading according to individual children's literacy skills. Learning and Individual Differences, 2013, 23, 72-79.	2.7	37
32	Development of early motor skills and language in children at risk for familial dyslexia. Developmental Medicine and Child Neurology, 2002, 44, 761-9.	2.1	35
33	Emerging phonological awareness differentiates children with and without familial risk for dyslexia after controlling for general language skills. Annals of Dyslexia, 2004, 54, 221-243.	1.7	34
34	Assessment of Three-and-a-Half-Year-Old Children's Emerging Phonological Awareness in a Computer Animation Context. Journal of Learning Disabilities, 2003, 36, 416-423.	2.2	32
35	Rapid serial naming: Relations between different stimuli and neuropsychological factors. Brain and Language, 2005, 92, 45-57.	1.6	32
36	Diet quality and academic achievement: a prospective study among primary school children. European Journal of Nutrition, 2017, 56, 2299-2308.	3.9	32

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37	Psychiatric comorbidity more common among adolescent females with CD/ODD than among males. Nordic Journal of Psychiatry, 2009, 63, 308-315.	1.3	30
38	Attention deficit hyperactivity disorder subtypes: Are there differences in academic problems?. Developmental Neuropsychology, 1995, 11, 297-310.	1.4	28
39	Parents as Informants of their Child's Vocal and Early Language Development. Early Child Development and Care, 1996, 126, 15-25.	1.3	28
40	The Role of Reading Disability Risk and Environmental Protective Factors in Students' Reading Fluency in Grade 4. Reading Research Quarterly, 2013, 48, 349-368.	3.3	28
41	Audiovisual Speech Perception in Children With Developmental Language Disorder in Degraded Listening Conditions. Journal of Speech, Language, and Hearing Research, 2013, 56, 211-221.	1.6	28
42	Unveiling the Mysteries of Dyslexiaâ€"Lessons Learned from the Prospective JyvÃskylÃ Longitudinal Study of Dyslexia. Brain Sciences, 2021, 11, 427.	2.3	27
43	The Nature of and Factors Related to Reading Difficulties Among Adolescents in a Transparent Orthography. Scientific Studies of Reading, 2013, 17, 315-332.	2.0	26
44	Neuropsychological subgroups of adolescents with conduct disorder. Scandinavian Journal of Psychology, 2010, 51, 278-284.	1.5	25
45	Developmental Trajectories of Early Communication Skills. Journal of Speech, Language, and Hearing Research, 2012, 55, 1083-1096.	1.6	25
46	Early cognitive predictors of PISA reading in children with and without family risk for dyslexia. Learning and Individual Differences, 2018, 64, 94-103.	2.7	24
47	Repeated Assessment of the Tower of Hanoi Test: Reliability and Age Effects. Assessment, 2000, 7, 297-310.	3.1	23
48	The role of academic buoyancy and emotions in studentsâ€™ learningâ€related expectations and behaviours in primary school. British Journal of Educational Psychology, 2020, 90, 948-963.	2.9	23
49	Verbal and academic skills in children with earlyâ€onset type 1 diabetes. Developmental Medicine and Child Neurology, 2010, 52, e143-7.	2.1	22
50	Familial dyslexia: neurocognitive and genetic correlation in a large Finnish family. Developmental Medicine and Child Neurology, 2002, 44, 580-586.	2.1	21
51	Does IQ matter in adolescents' reading disability?. Learning and Individual Differences, 2009, 19, 257-261.	2.7	21
52	Adolescentsâ€™ and mothersâ€™ temperament types and their roles in early adolescentsâ€™ socioemotional functioning. International Journal of Behavioral Development, 2018, 42, 453-463.	2.4	21
53	Trail Making Test in Assessing Children with Reading Disabilities: A Test of Executive Functions or Content Information. Perceptual and Motor Skills, 1997, 84, 1355-1362.	1.3	18
54	Double-Deficit Hypothesis in a Clinical Sample. Journal of Learning Disabilities, 2016, 49, 546-560.	2.2	18

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55	The Role of Reading by Analogy in First Grade Finnish Readers. Scandinavian Journal of Educational Research, 2002, 46, 83-98.	1.7	17
56	The Development of Phonological Abilities and Their Relation to Reading Acquisition. Journal of Learning Disabilities, 1999, 32, 457-463.	2.2	16
57	Rapid Automatized Naming and Learning Disabilities: Does RAN Have a Specific Connection to Reading or Not?. Child Neuropsychology, 2009, 15, 343-358.	1.3	16
58	Familial dyslexia: neurocognitive and genetic correlation in a large Finnish family. Developmental Medicine and Child Neurology, 2002, 44, 580-6.	2.1	13
59	Associations between private speech, behavioral self-regulation, and cognitive abilities. International Journal of Behavioral Development, 2015, 39, 508-518.	2.4	13
60	Psychological distress of children with earlyâ€onset type 1 diabetes and their mothers' wellâ€being. Acta Paediatrica, International Journal of Paediatrics, 2015, 104, 1144-1149.	1.5	12
61	Contribution of ADHD characteristics to the academic treatment outcome of children with learning difficulties. Developmental Neuropsychology, 1999, 15, 291-305.	1.4	11
62	Practice Effects on Visuomotor and Problem-Solving Tests by Children. Perceptual and Motor Skills, 2001, 92, 479-494.	1.3	11
63	Continuity From Prelinguistic Communication to Later Language Ability: A Follow-Up Study From Infancy to Early School Age. Journal of Speech, Language, and Hearing Research, 2016, 59, 1357-1372.	1.6	11
64	The feasibility of working memory tablet tasks in predicting scholastic skills in classroom settings. Applied Cognitive Psychology, 2019, 33, 1224-1237.	1.6	11
65	Maternal Parenting Styles and Glycemic Control in Children with Type 1 Diabetes. International Journal of Environmental Research and Public Health, 2019, 16, 214.	2.6	11
66	Early temperament and age at school entry predict task avoidance in elementary school. Learning and Individual Differences, 2016, 47, 1-10.	2.7	10
67	Individual Differences in Sign Language Abilities in Deaf Children. American Annals of the Deaf, 2008, 152, 495-504.	0.2	9
68	Long-Term Intervention Effects of Spelling Development for Children With Compromised Preliteracy Skills. Reading and Writing Quarterly, 2013, 29, 333-357.	1.4	9
69	The Early Motor Milestones in Infancy and Later Motor Skills in Toddlers. Physical and Occupational Therapy in Pediatrics, 2006, 26, 91-113.	1.3	9
70	Comparing Efficacies of Neurocognitive Treatment and Homework Assistance Programs for Children with Learning Difficulties. Journal of Learning Disabilities, 1997, 30, 333-345.	2.2	8
71	The effect of audiovisual speech training on the phonological skills of children with specific language impairment (SLI). Child Language Teaching and Therapy, 2018, 34, 269-287.	0.9	8
72	The Early Motor Milestones in Infancy and Later Motor Skills in Toddlers. Physical and Occupational Therapy in Pediatrics, 2006, 26, 91-113.	1.3	7

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73	Mediating effects of motor performance, cardiorespiratory fitness, physical activity, and sedentary behaviour on the associations of adiposity and other cardiometabolic risk factors with academic achievement in children. Journal of Sports Sciences, 2018, 36, 2296-2303.	2.0	7
74	The role of reading difficulties in the associations between task values, efficacy beliefs, and achievement emotions. Reading and Writing, 2019, 32, 1723-1746.	1.7	7
75	Adolescentsâ€™ Academic Emotions and Academic Achievement Across the Transition to Lower Secondary School: The Role of Learning Difficulties. Scandinavian Journal of Educational Research, 2021, 65, 385-403.	1.7	7
76	Treating Missing Data in a Clinical Neuropsychological Datasetâ€“Data Imputation. Clinical Neuropsychologist, 2001, 15, 380-392.	2.3	6
77	Screening for Developmental Risks at 4 Years of Age. Nordic Psychology, 2007, 59, 95-108.	0.8	6
78	Multimodal intervention in children with attentionâ€deficit hyperactivity disorder. European Journal of Special Needs Education, 1994, 9, 168-181.	3.0	5
79	Task-related variation in communication of mothers and their sons with learning disability. European Journal of Psychology of Education, 1995, 10, 3-12.	2.6	5
80	Two-Year Group Treatment for Children with Learning Difficulties. Journal of Learning Disabilities, 1997, 30, 354-364.	2.2	5
81	Cognitive skills among Nepalese child labourers. International Journal of Psychology, 2001, 36, 242-250.	2.8	4
82	Conceptual knowledgeâ€based strategy training in singleâ€digit calculation: a single case intervention study in a child with specific language impairment. European Journal of Special Needs Education, 2009, 24, 259-275.	3.0	4
83	How does early developmental assessment predict academic and attentionalâ€“behavioural skills at group and individual levels?. Developmental Medicine and Child Neurology, 2009, 51, 792-799.	2.1	4
84	Childrenâ€™s Shyness Moderates the Associations between Parenting Behavior and the Development of Childrenâ€™s Pro-Social Behaviors. Journal of Child and Family Studies, 2018, 27, 3008-3018.	1.3	4
85	Longitudinal and situational associations between math anxiety and performance among early adolescents. Annals of the New York Academy of Sciences, 2022, 1514, 174-186.	3.8	4
86	Boosting Reading Fluency: An intervention case study at subword level. Scandinavian Journal of Educational Research, 2007, 51, 253-274.	1.7	3
87	Response. Medicine and Science in Sports and Exercise, 2014, 46, 841.	0.4	1
88	XYY syndrome and cognitive profile: a diagnostic single case. Scandinavian Journal of Logopedics & Phoniatrics, 1994, 19, 61-67.	0.1	0