

Timo Ahonen

List of Publications by Year in descending order

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Version: 2024-02-01

88
papers

3,423
citations

136950

32
h-index

155660

55
g-index

90
all docs

90
docs citations

90
times ranked

3195
citing authors

#	ARTICLE	IF	CITATIONS
1	Longitudinal and situational associations between math anxiety and performance among early adolescents. <i>Annals of the New York Academy of Sciences</i> , 2022, 1514, 174-186.	3.8	4
2	Adolescents' Academic Emotions and Academic Achievement Across the Transition to Lower Secondary School: The Role of Learning Difficulties. <i>Scandinavian Journal of Educational Research</i> , 2021, 65, 385-403.	1.7	7
3	Unveiling the Mysteries of Dyslexia—Lessons Learned from the Prospective Jyväskylä Longitudinal Study of Dyslexia. <i>Brain Sciences</i> , 2021, 11, 427.	2.3	27
4	Associations between Adolescents' Interpersonal Relationships, School Well-being, and Academic Achievement during Educational Transitions. <i>Journal of Youth and Adolescence</i> , 2020, 49, 1057-1072.	3.5	82
5	The role of academic buoyancy and emotions in students' learning-related expectations and behaviours in primary school. <i>British Journal of Educational Psychology</i> , 2020, 90, 948-963.	2.9	23
6	The feasibility of working memory tablet tasks in predicting scholastic skills in classroom settings. <i>Applied Cognitive Psychology</i> , 2019, 33, 1224-1237.	1.6	11
7	The role of reading difficulties in the associations between task values, efficacy beliefs, and achievement emotions. <i>Reading and Writing</i> , 2019, 32, 1723-1746.	1.7	7
8	Maternal Parenting Styles and Glycemic Control in Children with Type 1 Diabetes. <i>International Journal of Environmental Research and Public Health</i> , 2019, 16, 214.	2.6	11
9	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. <i>Journal of Sports Sciences</i> , 2018, 36, 2296-2303.	2.0	7
10	Why do boys and girls perform differently on PISA Reading in Finland? The effects of reading fluency, achievement behaviour, leisure reading and homework activity. <i>Journal of Research in Reading</i> , 2018, 41, 122-139.	2.0	58
11	The effect of audiovisual speech training on the phonological skills of children with specific language impairment (SLI). <i>Child Language Teaching and Therapy</i> , 2018, 34, 269-287.	0.9	8
12	Adolescents' and mothers' temperament types and their roles in early adolescents' socioemotional functioning. <i>International Journal of Behavioral Development</i> , 2018, 42, 453-463.	2.4	21
13	Early cognitive predictors of PISA reading in children with and without family risk for dyslexia. <i>Learning and Individual Differences</i> , 2018, 64, 94-103.	2.7	24
14	Children's Shyness Moderates the Associations between Parenting Behavior and the Development of Children's Pro-Social Behaviors. <i>Journal of Child and Family Studies</i> , 2018, 27, 3008-3018.	1.3	4
15	Diet quality and academic achievement: a prospective study among primary school children. <i>European Journal of Nutrition</i> , 2017, 56, 2299-2308.	3.9	32
16	Continuity From Prelinguistic Communication to Later Language Ability: A Follow-Up Study From Infancy to Early School Age. <i>Journal of Speech, Language, and Hearing Research</i> , 2016, 59, 1357-1372.	1.6	11
17	Early temperament and age at school entry predict task avoidance in elementary school. <i>Learning and Individual Differences</i> , 2016, 47, 1-10.	2.7	10
18	Double-Deficit Hypothesis in a Clinical Sample. <i>Journal of Learning Disabilities</i> , 2016, 49, 546-560.	2.2	18

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19	Psychological distress of children with early-onset type 1 diabetes and their mothers' well-being. <i>Acta Paediatrica, International Journal of Paediatrics</i> , 2015, 104, 1144-1149.	1.5	12
20	GraphoGame – a catalyst for multi-level promotion of literacy in diverse contexts. <i>Frontiers in Psychology</i> , 2015, 6, 671.	2.1	43
21	Internal consistency and stability of the CANTAB neuropsychological test battery in children.. <i>Psychological Assessment</i> , 2015, 27, 698-709.	1.5	41
22	Associations between private speech, behavioral self-regulation, and cognitive abilities. <i>International Journal of Behavioral Development</i> , 2015, 39, 508-518.	2.4	13
23	The Associations of Objectively Measured Physical Activity and Sedentary Time with Cognitive Functions in School-Aged Children. <i>PLoS ONE</i> , 2014, 9, e103559.	2.5	102
24	Borderline Intellectual Functioning: A Systematic Literature Review. <i>Intellectual and Developmental Disabilities</i> , 2014, 52, 419-443.	1.1	94
25	Response. <i>Medicine and Science in Sports and Exercise</i> , 2014, 46, 841.	0.4	1
26	Teachers adapt their instruction in reading according to individual children's literacy skills. <i>Learning and Individual Differences</i> , 2013, 23, 72-79.	2.7	37
27	The Role of Reading Disability Risk and Environmental Protective Factors in Students' Reading Fluency in Grade 4. <i>Reading Research Quarterly</i> , 2013, 48, 349-368.	3.3	28
28	Long-Term Intervention Effects of Spelling Development for Children With Compromised Preliteracy Skills. <i>Reading and Writing Quarterly</i> , 2013, 29, 333-357.	1.4	9
29	Physical activity and obesity mediate the association between childhood motor function and adolescents' academic achievement. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2013, 110, 1917-1922.	7.1	113
30	Audiovisual Speech Perception in Children With Developmental Language Disorder in Degraded Listening Conditions. <i>Journal of Speech, Language, and Hearing Research</i> , 2013, 56, 211-221.	1.6	28
31	Physical Activity, Sedentary Behavior, and Academic Performance in Finnish Children. <i>Medicine and Science in Sports and Exercise</i> , 2013, 45, 2098-2104.	0.4	104
32	The Nature of and Factors Related to Reading Difficulties Among Adolescents in a Transparent Orthography. <i>Scientific Studies of Reading</i> , 2013, 17, 315-332.	2.0	26
33	Developmental Trajectories of Early Communication Skills. <i>Journal of Speech, Language, and Hearing Research</i> , 2012, 55, 1083-1096.	1.6	25
34	Academic skills in children with early-onset type 1 diabetes: the effects of diabetes-related risk factors. <i>Developmental Medicine and Child Neurology</i> , 2012, 54, 457-463.	2.1	41
35	Instructional support predicts children's task avoidance in kindergarten. <i>Early Childhood Research Quarterly</i> , 2011, 26, 376-386.	2.7	60
36	Computer-Assisted Remedial Reading Intervention for School Beginners at Risk for Reading Disability. <i>Child Development</i> , 2011, 82, 1013-1028.	3.0	145

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37	Verbal and academic skills in children with early-onset type 1 diabetes. <i>Developmental Medicine and Child Neurology</i> , 2010, 52, e143-7.	2.1	22
38	Neuropsychological subgroups of adolescents with conduct disorder. <i>Scandinavian Journal of Psychology</i> , 2010, 51, 278-284.	1.5	25
39	Predicting word-level reading fluency outcomes in three contrastive groups: Remedial and computer-assisted remedial reading intervention, and mainstream instruction. <i>Learning and Individual Differences</i> , 2010, 20, 402-414.	2.7	53
40	Rapid Automatized Naming and Learning Disabilities: Does RAN Have a Specific Connection to Reading or Not?. <i>Child Neuropsychology</i> , 2009, 15, 343-358.	1.3	16
41	Conceptual knowledge-based strategy training in single-digit calculation: a single case intervention study in a child with specific language impairment. <i>European Journal of Special Needs Education</i> , 2009, 24, 259-275.	3.0	4
42	Psychiatric comorbidity more common among adolescent females with CD/ODD than among males. <i>Nordic Journal of Psychiatry</i> , 2009, 63, 308-315.	1.3	30
43	How does early developmental assessment predict academic and attentional-behavioural skills at group and individual levels?. <i>Developmental Medicine and Child Neurology</i> , 2009, 51, 792-799.	2.1	4
44	Does IQ matter in adolescents' reading disability?. <i>Learning and Individual Differences</i> , 2009, 19, 257-261.	2.7	21
45	Reading comprehension, word reading and spelling as predictors of school achievement and choice of secondary education. <i>Learning and Instruction</i> , 2008, 18, 201-210.	3.2	78
46	Developmental Links of Very Early Phonological and Language Skills to Second Grade Reading Outcomes. <i>Journal of Learning Disabilities</i> , 2008, 41, 353-370.	2.2	102
47	Individual Differences in Sign Language Abilities in Deaf Children. <i>American Annals of the Deaf</i> , 2008, 152, 495-504.	0.2	9
48	Boosting Reading Fluency: An intervention case study at subword level. <i>Scandinavian Journal of Educational Research</i> , 2007, 51, 253-274.	1.7	3
49	Screening for Developmental Risks at 4 Years of Age. <i>Nordic Psychology</i> , 2007, 59, 95-108.	0.8	6
50	Cognitive predictors of single-digit and procedural calculation skills and their covariation with reading skill. <i>Journal of Experimental Child Psychology</i> , 2007, 97, 220-241.	1.4	158
51	Very early phonological and language skills: estimating individual risk of reading disability. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2007, 48, 923-931.	5.2	191
52	The role of learning to read in the development of problem behaviour: A cross-lagged longitudinal study. <i>British Journal of Educational Psychology</i> , 2006, 76, 517-534.	2.9	64
53	The Early Motor Milestones in Infancy and Later Motor Skills in Toddlers. <i>Physical and Occupational Therapy in Pediatrics</i> , 2006, 26, 91-113.	1.3	7
54	Basic Numeracy in Children With Specific Language Impairment: Heterogeneity and Connections to Language. <i>Journal of Speech, Language, and Hearing Research</i> , 2006, 49, 58-73.	1.6	47

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55	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
56	Rapid serial naming: Relations between different stimuli and neuropsychological factors. Brain and Language, 2005, 92, 45-57.	1.6	32
57	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
58	Co-occurrence of developmental delays in a screening study of 4-year-old Finnish children. Developmental Medicine and Child Neurology, 2004, 46, 436-443.	2.1	73
59	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
60	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
61	Neurocognitive functioning in children with type-1 diabetes with and without episodes of severe hypoglycaemia. Developmental Medicine and Child Neurology, 2003, 45, 262-268.	2.1	65
62	The Role of Reading by Analogy in First Grade Finnish Readers. Scandinavian Journal of Educational Research, 2002, 46, 83-98.	1.7	17
63	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
64	Familial dyslexia: neurocognitive and genetic correlation in a large Finnish family. Developmental Medicine and Child Neurology, 2002, 44, 580-6.	2.1	13
65	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
66	Familial dyslexia: neurocognitive and genetic correlation in a large Finnish family. Developmental Medicine and Child Neurology, 2002, 44, 580-586.	2.1	21
67	Treating Missing Data in a Clinical Neuropsychological Dataset—Data Imputation. Clinical Neuropsychologist, 2001, 15, 380-392.	2.3	6
68	Title is missing!. Reading and Writing, 2001, 14, 265-296.	1.7	160
69	Cognitive skills among Nepalese child labourers. International Journal of Psychology, 2001, 36, 242-250.	2.8	4
70	Predicting Delay in Reading Achievement in a Highly Transparent Language. Journal of Learning Disabilities, 2001, 34, 401-413.	2.2	158
71	Performance of Zambian Children on the NEPSY: A Pilot Study. Developmental Neuropsychology, 2001, 20, 375-383.	1.4	50
72	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

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73	Practice Effects on Visuomotor and Problem-Solving Tests by Children. <i>Perceptual and Motor Skills</i> , 2001, 92, 479-494.	1.3	11
74	Repeated Assessment of the Tower of Hanoi Test: Reliability and Age Effects. <i>Assessment</i> , 2000, 7, 297-310.	3.1	23
75	Two Alternative Ways to Model the Relation Between Reading Accuracy and Phonological Awareness at Preschool Age. <i>Scientific Studies of Reading</i> , 2000, 4, 77-100.	2.0	45
76	The Development of Phonological Abilities and Their Relation to Reading Acquisition. <i>Journal of Learning Disabilities</i> , 1999, 32, 457-463.	2.2	16
77	Contribution of ADHD characteristics to the academic treatment outcome of children with learning difficulties. <i>Developmental Neuropsychology</i> , 1999, 15, 291-305.	1.4	11
78	Speech and language development of children born at 32 weeks' gestation: a 5-year prospective follow-up study. <i>Developmental Medicine and Child Neurology</i> , 1998, 40, 380-387.	2.1	80
79	Comparing Efficacies of Neurocognitive Treatment and Homework Assistance Programs for Children with Learning Difficulties. <i>Journal of Learning Disabilities</i> , 1997, 30, 333-345.	2.2	8
80	Two-Year Group Treatment for Children with Learning Difficulties. <i>Journal of Learning Disabilities</i> , 1997, 30, 354-364.	2.2	5
81	Trail Making Test in Assessing Children with Reading Disabilities: A Test of Executive Functions or Content Information. <i>Perceptual and Motor Skills</i> , 1997, 84, 1355-1362.	1.3	18
82	Parents as Informants of their Child's Vocal and Early Language Development. <i>Early Child Development and Care</i> , 1996, 126, 15-25.	1.3	28
83	Task-related variation in communication of mothers and their sons with learning disability. <i>European Journal of Psychology of Education</i> , 1995, 10, 3-12.	2.6	5
84	Reading disability with or without, attention deficit hyperactivity, disorder: Do attentional problems, make a difference?. <i>Developmental Neuropsychology</i> , 1995, 11, 337-349.	1.4	38
85	Attention deficit hyperactivity disorder subtypes: Are there differences in academic problems?. <i>Developmental Neuropsychology</i> , 1995, 11, 297-310.	1.4	28
86	Arithmetic disabilities with and without reading difficulties: A comparison of arithmetic errors. <i>Developmental Neuropsychology</i> , 1995, 11, 275-295.	1.4	47
87	XXX syndrome and cognitive profile: a diagnostic single case. <i>Scandinavian Journal of Logopedics & Phoniatrics</i> , 1994, 19, 61-67.	0.1	0
88	Multimodal intervention in children with attention deficit hyperactivity disorder. <i>European Journal of Special Needs Education</i> , 1994, 9, 168-181.	3.0	5