

Conrad Perry

List of Publications by Year in descending order

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Version: 2024-02-01

57
papers

5,970
citations

257450

24
h-index

175258

52
g-index

58
all docs

58
docs citations

58
times ranked

3046
citing authors

#	ARTICLE	IF	CITATIONS
1	What Is Going on with Visual Attention in Reading and Dyslexia? A Critical Review of Recent Studies. <i>Brain Sciences</i> , 2022, 12, 87.	2.3	5
2	Using electrophysiological correlates of early semantic priming to test models of reading aloud. <i>Scientific Reports</i> , 2022, 12, 5224.	3.3	1
3	Graphemes are used when reading: Evidence from Monte Carlo simulation using word norms from mega-studies. <i>Quarterly Journal of Experimental Psychology</i> , 2022, , 174702182210865.	1.1	0
4	Effects of Orthographic Consistency on Bilingual Reading: Human and Computer Simulation Data. <i>Brain Sciences</i> , 2021, 11, 878.	2.3	2
5	Investigating the nature of children's altruism using a social humanoid robot. <i>Computers in Human Behavior</i> , 2020, 104, 106149.	8.5	24
6	Effects of a mirror on young children's transgression in a gift-delay task. <i>British Journal of Developmental Psychology</i> , 2020, 38, 205-218.	1.7	5
7	Learning to Read and Dyslexia: From Theory to Intervention Through Personalized Computational Models. <i>Current Directions in Psychological Science</i> , 2020, 29, 293-300.	5.3	31
8	Young Children's Indiscriminate Helping Behavior Toward a Humanoid Robot. <i>Frontiers in Psychology</i> , 2020, 11, 239.	2.1	12
9	Modeling the Variability of Developmental Dyslexia. , 2019, , 350-371.		14
10	Working memory load affects early affective responses to concrete and abstract words differently: Evidence from ERPs. <i>Cognitive, Affective and Behavioral Neuroscience</i> , 2019, 19, 377-391.	2.0	6
11	Understanding Dyslexia Through Personalized Large-Scale Computational Models. <i>Psychological Science</i> , 2019, 30, 386-395.	3.3	70
12	Reading Orthographically Strange Nonwords: Modelling Backup Strategies in Reading. <i>Scientific Studies of Reading</i> , 2018, 22, 264-272.	2.0	3
13	Testing predictions about the processing of word stress in reading using event-related potentials. <i>Language, Cognition and Neuroscience</i> , 2018, 33, 424-442.	1.2	1
14	Toddlers prefer to help familiar people. <i>Journal of Experimental Child Psychology</i> , 2018, 174, 90-102.	1.4	15
15	An Eye on Animacy and Intention. <i>Frontiers in Psychology</i> , 2016, 7, 829.	2.1	0
16	Examining the N400m in affectively negative sentences: A magnetoencephalography study. <i>Psychophysiology</i> , 2016, 53, 689-704.	2.4	12
17	Phonotactic constraints: Implications for models of oral reading in Russian.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2016, 42, 636-656.	0.9	10
18	What Do You Mean by That?! An Electrophysiological Study of Emotional and Attitudinal Prosody. <i>PLoS ONE</i> , 2015, 10, e0132947.	2.5	16

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19	CDP++.Italian: Modelling Sublexical and Supralephical Inconsistency in a Shallow Orthography. PLoS ONE, 2014, 9, e94291.	2.5	27
20	Modelling reading development through phonological decoding and self-teaching: implications for dyslexia. Philosophical Transactions of the Royal Society B: Biological Sciences, 2014, 369, 20120397.	4.0	130
21	When silent letters say more than a thousand words: An implementation and evaluation of CDP++ in French. Journal of Memory and Language, 2014, 72, 98-115.	2.1	21
22	A Computational and Empirical Investigation of Graphemes in Reading. Cognitive Science, 2013, 37, 800-828.	1.7	36
23	Graphemic parsing and the basic orthographic syllable structure. Language and Cognitive Processes, 2013, 28, 355-376.	2.2	5
24	Relationships between receptive vocabulary in English and Cantonese proficiency among five-year-old Hong Kong Kindergarten children. Early Child Development and Care, 2013, 183, 1407-1419.	1.3	3
25	Beyond single syllables: Large-scale modeling of reading aloud with the Connectionist Dual Process (CDP++) model. Cognitive Psychology, 2010, 61, 106-151.	2.2	269
26	Rules versus statistics in reading aloud: New evidence on an old debate. European Journal of Cognitive Psychology, 2010, 22, 798-812.	1.3	19
27	Syllable Timing and Pausing: Evidence from Cantonese. Language and Speech, 2009, 52, 29-53.	1.1	3
28	Additive and interactive effects of stimulus degradation: No challenge for CDP+.. Journal of Experimental Psychology: Learning Memory and Cognition, 2009, 35, 306-311.	0.9	13
29	Developmental dyslexia and the dual route model of reading: Simulating individual differences and subtypes. Cognition, 2008, 107, 151-178.	2.2	185
30	Nested incremental modeling in the development of computational theories: The CDP+ model of reading aloud.. Psychological Review, 2007, 114, 273-315.	3.8	534
31	Syntactic ambiguity resolution and the prosodic foot: Cross-language differences. Applied Psycholinguistics, 2006, 27, 301-333.	1.1	2
32	Prosody and lemma selection. Memory and Cognition, 2005, 33, 862-870.	1.6	4
33	Beyond the Two-Strategy Model of Skilled Spelling: Effects of Consistency, Grain Size, and Orthographic Redundancy. Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology, 2004, 57, 325-356.	2.3	23
34	fMRI evidence for the automatic phonological activation of briefly presented words. Cognitive Brain Research, 2004, 20, 156-164.	3.0	45
35	Do current connectionist learning models account for reading development in different languages?. Cognition, 2004, 91, 273-296.	2.2	84
36	A phoneme-grapheme feedback consistency effect. Psychonomic Bulletin and Review, 2003, 10, 392-397.	2.8	20

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37	Speed of lexical and nonlexical processing in French: The case of the regularity effect. <i>Psychonomic Bulletin and Review</i> , 2003, 10, 947-953.	2.8	59
38	The neural substrate of analogical reasoning: an fMRI study. <i>Cognitive Brain Research</i> , 2003, 17, 527-534.	3.0	93
39	Neural basis of the non-attentional processing of briefly presented words. <i>Human Brain Mapping</i> , 2003, 18, 215-221.	3.6	41
40	Developmental dyslexia in different languages: Language-specific or universal?. <i>Journal of Experimental Child Psychology</i> , 2003, 86, 169-193.	1.4	344
41	Neural mechanisms underlying semantic and orthographic processing in Chinese and English bilinguals. <i>NeuroReport</i> , 2003, 14, 1557-1562.	1.2	68
42	Priming the rules of spelling. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 2003, 56, 515-530.	2.3	12
43	On the nature of phonological assembly: Evidence from backward masking. <i>Language and Cognitive Processes</i> , 2002, 17, 31-59.	2.2	19
44	A dissociation between orthographic awareness and spelling production. <i>Applied Psycholinguistics</i> , 2002, 23, 43-73.	1.1	29
45	How predictable is spelling? Developing and testing metrics of phoneme-grapheme contingency. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 2002, 55, 897-915.	2.3	35
46	Cross-language computational investigation of the length effect in reading aloud. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 2002, 28, 990-1001.	0.9	24
47	A consonant-vowel priming effect in nonword spelling. <i>Australian Journal of Psychology</i> , 2002, 54, 25-31.	2.8	0
48	Cross-language computational investigation of the length effect in reading aloud. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 2002, 28, 990-1001.	0.9	6
49	Identical Words are Read Differently in Different Languages. <i>Psychological Science</i> , 2001, 12, 379-384.	3.3	186
50	DRC: A dual route cascaded model of visual word recognition and reading aloud. <i>Psychological Review</i> , 2001, 108, 204-256.	3.8	3,131
51	Linguistic difficulties in language and reading development constrain skilled adult reading. <i>Memory and Cognition</i> , 2000, 28, 739-745.	1.6	17
52	Phonology Matters: The Phonological Frequency Effect in Written Chinese. <i>Psychological Science</i> , 2000, 11, 234-238.	3.3	59
53	The DRC model of visual word recognition and reading aloud: An extension to German. <i>European Journal of Cognitive Psychology</i> , 2000, 12, 413-430.	1.3	89
54	Testing a Computational Account of Category-Specific Deficits. <i>Journal of Cognitive Neuroscience</i> , 1999, 11, 312-320.	2.3	32

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55	A position-sensitive stroop effect: Further evidence for a left-to-right component in print-to-speech conversion. <i>Psychonomic Bulletin and Review</i> , 1999, 6, 456-463.	2.8	70
56	Category-Specific Deficits in a Self-Organizing Model of the Lexical-Semantic System. <i>Perspectives in Neural Computing</i> , 1999, , 137-148.	0.1	5
57	Itâ€™s the words you use and how you say them: electrophysiological correlates of the perception of imitated masculine speech. <i>Language, Cognition and Neuroscience</i> , 0, , 1-21.	1.2	1