

# Jennifer M Thomson

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/4451407/publications.pdf>

Version: 2024-02-01

35  
papers

1,961  
citations

394421

19  
h-index

434195

31  
g-index

35  
all docs

35  
docs citations

35  
times ranked

1391  
citing authors

#	ARTICLE	IF	CITATIONS
1	Amplitude envelope onsets and developmental dyslexia: A new hypothesis. Proceedings of the National Academy of Sciences of the United States of America, 2002, 99, 10911-10916.	7.1	423
2	Rhythmic processing in children with developmental dyslexia: Auditory and motor rhythms link to reading and spelling. Journal of Physiology (Paris), 2008, 102, 120-129.	2.1	206
3	Auditory discrimination and auditory sensory behaviours in autism spectrum disorders. Neuropsychologia, 2009, 47, 2850-2858.	1.6	190
4	Auditory processing skills and phonological representation in Dyslexic children. Dyslexia, 2004, 10, 215-233.	1.5	187
5	Auditory and motor rhythm awareness in adults with dyslexia. Journal of Research in Reading, 2006, 29, 334-348.	2.0	129
6	Auditory processing interventions and developmental dyslexia: a comparison of phonemic and rhythmic approaches. Reading and Writing, 2013, 26, 139-161.	1.7	115
7	Shorter Lines Facilitate Reading in Those Who Struggle. PLoS ONE, 2013, 8, e71161.	2.5	75
8	E-Readers Are More Effective than Paper for Some with Dyslexia. PLoS ONE, 2013, 8, e75634.	2.5	73
9	Sensitivity to rhythmic parameters in dyslexic children: a comparison of Hungarian and English. Reading and Writing, 2009, 22, 41-56.	1.7	66
10	Auditory Processing and Early Literacy Skills in a Preschool and Kindergarten Population. Journal of Learning Disabilities, 2010, 43, 369-382.	2.2	65
11	Engaging Struggling Adolescent Readers to Improve Reading Skills. Reading Research Quarterly, 2017, 52, 357-382.	3.3	63
12	Common variance in amplitude envelope perception tasks and their impact on phoneme duration perception and reading and spelling in Finnish children with reading disabilities. Applied Psycholinguistics, 2009, 30, 511-530.	1.1	51
13	Phonological similarity neighborhoods and children's short-term memory: Typical development and dyslexia. Memory and Cognition, 2005, 33, 1210-1219.	1.6	50
14	Impaired non-speech auditory processing at a pre-reading age is a risk-factor for dyslexia but not a predictor: An ERP study. Cortex, 2013, 49, 1034-1045.	2.4	46
15	Learning novel phonological representations in developmental dyslexia: associations with basic auditory processing of rise time and phonological awareness. Reading and Writing, 2010, 23, 453-473.	1.7	31
16	Auditory Temporal Processing Skills in Musicians with Dyslexia. Dyslexia, 2014, 20, 261-279.	1.5	29
17	Rhythm production at school entry as a predictor of poor reading and spelling at the end of first grade. Reading and Writing, 2018, 31, 215-237.	1.7	28
18	The ERP signature of sound rise time changes. Brain Research, 2009, 1254, 74-83.	2.2	25

#	ARTICLE	IF	CITATIONS
19	Transcranial direct current stimulation modulates efficiency of reading processes. <i>Frontiers in Human Neuroscience</i> , 2015, 9, 114.	2.0	23
20	The Effects of Visual Attention Span and Phonological Decoding in Reading Comprehension in Dyslexia: A Path Analysis. <i>Dyslexia</i> , 2016, 22, 322-344.	1.5	19
21	Language and reading development in children learning English as an additional language in primary school in England. <i>Journal of Research in Reading</i> , 2020, 43, 309-328.	2.0	9
22	Determining the Internal Validity of the Inventory of Reading Occupations: An Assessment Tool of Children's Reading Participation. <i>American Journal of Occupational Therapy</i> , 2016, 70, 7003220010p1-7003220010p9.	0.3	9
23	Evaluation of an explicit vocabulary teaching intervention for children learning English as an additional language in primary school. <i>Child Language Teaching and Therapy</i> , 2020, 36, 91-108.	0.9	7
24	The relationship between developmental language disorder and dyslexia in European Portuguese school-aged children. <i>Journal of Clinical and Experimental Neuropsychology</i> , 2021, 43, 46-65.	1.3	7
25	Epilogue to Journal of Learning Disabilities Special Edition "Advances in the Early Detection of Reading Risk": Future Advances in the Early Detection of Reading Risk: Subgroups, Dynamic Relations, and Advanced Methods. <i>Journal of Learning Disabilities</i> , 2010, 43, 383-386.	2.2	6
26	Can children's instructional gameplay activity be used as a predictive indicator of reading skills?. <i>Learning and Instruction</i> , 2020, 68, 101348.	3.2	6
27	Chapter 3. Cognitive processes and digital reading. <i>Studies in Written Language and Literacy</i> , 0, , 57-90.	1.0	6
28	The Effect of Keyboard-Based Word Processing on Students With Different Working Memory Capacity During the Process of Academic Writing. <i>Written Communication</i> , 2017, 34, 280-305.	1.3	4
29	The Method of Surgical Lip Repair Affects Speech Outcomes in Children With Bilateral Cleft Lip and Palate. <i>Cleft Palate-Craniofacial Journal</i> , 2021, 58, 419-428.	0.9	4
30	Chapter 9. Digitisation of reading assessment. <i>Studies in Written Language and Literacy</i> , 0, , 205-224.	1.0	3
31	DYNAMIC DEVELOPMENT AND DYNAMIC EDUCATION. <i>Monographs of the Society for Research in Child Development</i> , 2007, 72, 150-156.	6.8	2
32	Introduction: Advances in Early Detection of Reading Risk. <i>Journal of Learning Disabilities</i> , 2010, 43, 291-293.	2.2	2
33	The case for morphophonological intervention: Evidence from a Greek-speaking child with speech difficulties. <i>Child Language Teaching and Therapy</i> , 2019, 35, 5-23.	0.9	1
34	Chapter 10. Learning to read in a digital world. <i>Studies in Written Language and Literacy</i> , 0, , 225-238.	1.0	1
35	Evidence for use of the Quick Interactive Language Screener (QUILS <sup>®</sup> ) to measure the relationship between socioeconomic status and language development. <i>Evidence-Based Communication Assessment and Intervention</i> , 0, , 1-7.	0.6	0