

# Terry T-Y Wong

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/5925810/publications.pdf>

Version: 2024-02-01

28  
papers

551  
citations

759233

12  
h-index

677142

22  
g-index

28  
all docs

28  
docs citations

28  
times ranked

406  
citing authors

#	ARTICLE	IF	CITATIONS
1	Early predictors of dyslexia in Chinese children: familial history of dyslexia, language delay, and cognitive profiles. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2011, 52, 204-211.	5.2	82
2	Morphological awareness in Chinese: Unique associations of homophone awareness and lexical compounding to word reading and vocabulary knowledge in Chinese children. <i>Applied Psycholinguistics</i> , 2013, 34, 755-775.	1.1	80
3	A Comparison of Phonological Awareness, Lexical Compounding, and Homophone Training for Chinese Word Reading in Hong Kong Kindergartners. <i>Early Education and Development</i> , 2012, 23, 475-492.	2.6	48
4	Poor Readers of Chinese and English: Overlap, Stability, and Longitudinal Correlates. <i>Scientific Studies of Reading</i> , 2013, 17, 57-70.	2.0	40
5	The unique role of executive function skills in predicting Hong Kong kindergarteners' reading comprehension. <i>British Journal of Educational Psychology</i> , 2018, 88, 628-644.	2.9	34
6	The relation between ANS and symbolic arithmetic skills: The mediating role of number-numerosity mappings. <i>Contemporary Educational Psychology</i> , 2016, 46, 208-217.	2.9	29
7	The relation between spatial skills and mathematical abilities: The mediating role of mental number line representation. <i>Contemporary Educational Psychology</i> , 2019, 56, 14-24.	2.9	27
8	Defective Number Sense or Impaired Access? Differential Impairments in Different Subgroups of Children With Mathematics Difficulties. <i>Journal of Learning Disabilities</i> , 2017, 50, 49-61.	2.2	26
9	Identification of children with mathematics learning disabilities (MLDs) using latent class growth analysis. <i>Research in Developmental Disabilities</i> , 2014, 35, 2906-2920.	2.2	24
10	Component processes in arithmetic word-problem solving and their correlates.. <i>Journal of Educational Psychology</i> , 2017, 109, 520-531.	2.9	23
11	Subtypes of mathematical difficulties and their stability.. <i>Journal of Educational Psychology</i> , 2020, 112, 649-666.	2.9	17
12	Exploring the relationship between intellectual humility and academic performance among post-secondary students: The mediating roles of learning motivation and receptivity to feedback. <i>Learning and Individual Differences</i> , 2021, 88, 102012.	2.7	16
13	Identifying children with persistent low math achievement: The role of number-magnitude mapping and symbolic numerical processing. <i>Learning and Instruction</i> , 2019, 60, 29-40.	3.2	15
14	Is conditional reasoning related to mathematical problem solving?. <i>Developmental Science</i> , 2018, 21, e12644.	2.4	14
15	Visuospatial pathways to mathematical achievement. <i>Learning and Instruction</i> , 2019, 62, 11-19.	3.2	14
16	The unique and shared contributions of arithmetic operation understanding and numerical magnitude representation to children's mathematics achievement. <i>Journal of Experimental Child Psychology</i> , 2017, 164, 68-86.	1.4	10
17	The underlying number's space mapping among kindergartners and its relation with early numerical abilities. <i>Journal of Experimental Child Psychology</i> , 2016, 148, 35-50.	1.4	7
18	Do children with mathematics learning disability in Hong Kong perceive word problems differently?. <i>Learning and Instruction</i> , 2020, 68, 101352.	3.2	7

#	ARTICLE	IF	CITATIONS
19	Contributions of Reading Comprehension Subskills to Arithmetic Word-Problem Solving among Chinese Primary School Students. <i>Journal of Cognition and Development</i> , 2021, 22, 585-604.	1.3	6
20	Multifaceted assessment of children's inversion understanding. <i>Journal of Experimental Child Psychology</i> , 2021, 207, 105121.	1.4	6
21	Consistency of Response Patterns in Different Estimation Tasks. <i>Journal of Cognition and Development</i> , 2016, 17, 526-547.	1.3	5
22	Components of Mathematical Competence in Middle Childhood. <i>Child Development Perspectives</i> , 2021, 15, 18-23.	3.9	5
23	The growth rates of dot enumeration ability predict mathematics achievements: A 5-year longitudinal study. <i>British Journal of Educational Psychology</i> , 2020, 90, 604-617.	2.9	4
24	Comorbidity between persistent reading and mathematics disabilities: The nature of comorbidity. <i>Research in Developmental Disabilities</i> , 2021, 117, 104049.	2.2	4
25	The association between visual attention and arithmetic competence: The mediating role of enumeration. <i>Journal of Experimental Child Psychology</i> , 2020, 196, 104864.	1.4	3
26	The roles of place-value understanding and non-symbolic ratio processing system in symbolic rational number processing. <i>British Journal of Educational Psychology</i> , 2019, 89, 635-652.	2.9	2
27	Are the acuities of magnitude representations of different types and ranges of numbers related? Testing the core assumption of the integrated theory of numerical development. <i>Cognitive Development</i> , 2020, 54, 100888.	1.3	2
28	The link between transitive reasoning and mathematics achievement in preadolescence: the role of relational processing and deductive reasoning. <i>Thinking and Reasoning</i> , 2023, 29, 531-558.	3.2	1