

Paola Bonifacci

List of Publications by Year in descending order

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46
papers

1,009
citations

471509

17
h-index

477307

29
g-index

47
all docs

47
docs citations

47
times ranked

987
citing authors

#	ARTICLE	IF	CITATIONS
1	The relationship between mind wandering and reading comprehension: A meta-analysis. <i>Psychonomic Bulletin and Review</i> , 2023, 30, 40-59.	2.8	8
2	Home activities and cognitive skills in relation to early literacy and numeracy: testing a multifactorial model in preschoolers. <i>European Journal of Psychology of Education</i> , 2022, 37, 681-705.	2.6	10
3	Text-to-speech applications to reduce mind wandering in students with dyslexia. <i>Journal of Computer Assisted Learning</i> , 2022, 38, 440-454.	5.1	8
4	Literacy Acquisition Trajectories in Bilingual Language Minority Children and Monolingual Peers with Similar or Different SES: A Three-Year Longitudinal Study. <i>Brain Sciences</i> , 2022, 12, 563.	2.3	6
5	The Mind in the Machine: Mind Perception Modulates Gaze Aversion During Child-Robot Interaction. <i>International Journal of Social Robotics</i> , 2021, 13, 599-614.	4.6	6
6	Intergenerational Features of Math Skills: Symbolic and Non-Symbolic Magnitude Comparison and Written Calculation in Mothers and Children. <i>Journal of Cognition and Development</i> , 2021, 22, 149-167.	1.3	5
7	Magnitude Comparisons, Number Knowledge and Calculation in Very Preterm Children and Children With Specific Learning Disability: A Cross-Population Study Using Eye-Tracking. <i>Journal of Learning Disabilities</i> , 2021, 54, 83-96.	2.2	6
8	The Relationship of Reading Abilities With the Underlying Cognitive Skills of Math: A Dimensional Approach. <i>Frontiers in Psychology</i> , 2021, 12, 577488.	2.1	8
9	Symbolic versus non-symbolic training for improving early numeracy in preschoolers at risk of developing difficulties in mathematics. <i>Research in Developmental Disabilities</i> , 2021, 111, 103893.	2.2	5
10	Home Literacy and Numeracy Interact and Mediate the Relationship Between Socio-Economic Status and Early Linguistic and Numeracy Skills in Preschoolers. <i>Frontiers in Psychology</i> , 2021, 12, 662265.	2.1	8
11	Literacy Skills in Bilinguals and Monolinguals with Different SES. <i>Reading and Writing Quarterly</i> , 2020, 36, 243-259.	1.4	13
12	Look back at text or rely on memory? Efficacy of reading comprehension strategies in good and poor oral comprehenders. <i>Journal of Research in Reading</i> , 2020, 43, 536-555.	2.0	3
13	Predictors of Children's Early Numeracy: Environmental Variables, Intergenerational Pathways, and Children's Cognitive, Linguistic, and Non-symbolic Number Skills. <i>Frontiers in Psychology</i> , 2020, 11, 505065.	2.1	8
14	Rumination and Emotional Profile in Children with Specific Learning Disorders and Their Parents. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 389.	2.6	10
15	Which Measures Better Discriminate Language Minority Bilingual Children With and Without Developmental Language Disorder? A Study Testing a Combined Protocol of First and Second Language Assessment. <i>Journal of Speech, Language, and Hearing Research</i> , 2020, 63, 1898-1915.	1.6	15
16	Mind wandering, together with test anxiety and self-efficacy, predicts student's academic self-concept but not reading comprehension skills. <i>British Journal of Educational Psychology</i> , 2019, 89, 307-323.	2.9	15
17	Emotional processes in human-robot interaction during brief cognitive testing. <i>Computers in Human Behavior</i> , 2019, 90, 331-342.	8.5	40
18	Teachers, not parents, are able to predict time processing skills in preschoolers. <i>British Journal of Developmental Psychology</i> , 2019, 37, 519-534.	1.7	5

#	ARTICLE	IF	CITATIONS
19	Parenting Stress and Broader Phenotype in Parents of Children with Attention Deficit Hyperactivity Disorder, Dyslexia or Typical Development. <i>International Journal of Environmental Research and Public Health</i> , 2019, 16, 1878.	2.6	9
20	The profile of very preterm children on academic achievement. A cross-population comparison with children with specific learning disorders. <i>Research in Developmental Disabilities</i> , 2019, 87, 54-63.	2.2	16
21	Using a Humanoid Robot as a Complement to Interventions for Children with Autism Spectrum Disorder: a Pilot Study. <i>Advances in Neurodevelopmental Disorders</i> , 2018, 2, 273-285.	1.1	20
22	Verbal and Nonverbal Anticipatory Mechanisms in Bilinguals. <i>Journal of Psycholinguistic Research</i> , 2018, 47, 719-739.	1.3	11
23	In few words: linguistic gap but adequate narrative structure in preschool bilingual children. <i>Journal of Child Language</i> , 2018, 45, 120-147.	1.2	27
24	Creativity Style and Achievements: An Investigation on the Role of Emotional Competence, Individual Differences, and Psychometric Intelligence. <i>Frontiers in Psychology</i> , 2018, 9, 1826.	2.1	12
25	Theoretical models of comprehension skills tested through a comprehension assessment battery for primary school children. <i>Language Testing</i> , 2017, 34, 223-239.	3.2	11
26	The Simple View of Reading in Bilingual Language-Minority Children Acquiring a Highly Transparent Second Language. <i>Scientific Studies of Reading</i> , 2017, 21, 109-119.	2.0	36
27	English as a Foreign Language in Bilingual Language-Minority Children, Children with Dyslexia and Monolingual Typical Readers. <i>Dyslexia</i> , 2017, 23, 181-206.	1.5	26
28	Predictors of reading and comprehension abilities in bilingual and monolingual children: a longitudinal study on a transparent language. <i>Reading and Writing</i> , 2017, 30, 1311-1334.	1.7	26
29	Exploring the Use of a Humanoid Robot to Engage Children with Autism Spectrum Disorder (ASD). <i>Studies in Health Technology and Informatics</i> , 2017, 242, 501-509.	0.3	2
30	Early Literacy and Numeracy Skills in Bilingual Minority Children: Toward a Relative Independence of Linguistic and Numerical Processing. <i>Frontiers in Psychology</i> , 2016, 7, 1020.	2.1	15
31	Concurrent and longitudinal predictors of calculation skills in preschoolers. <i>European Journal of Psychology of Education</i> , 2016, 31, 155-174.	2.6	18
32	An eye-controlled version of the Kaufman Brief Intelligence Test 2 (KBIT-2) to assess cognitive functioning. <i>Computers in Human Behavior</i> , 2016, 63, 502-508.	8.5	4
33	Lexicality, frequency and stress assignment effects in bilingual children reading Italian as a second language. <i>Bilingualism</i> , 2016, 19, 89-105.	1.3	22
34	Crossing barriers: Profiles of reading and comprehension skills in early and late bilinguals, poor comprehenders, reading impaired, and typically developing children. <i>Learning and Individual Differences</i> , 2016, 47, 17-26.	2.7	30
35	Reading under the skin: physiological activation during reading in children with dyslexia and typical readers. <i>Annals of Dyslexia</i> , 2016, 66, 171-186.	1.7	14
36	Specific Learning Disorders. <i>Journal of Learning Disabilities</i> , 2016, 49, 532-545.	2.2	47

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37	The simple view of reading in a transparent orthography: the stronger role of oral comprehension. <i>Reading and Writing</i> , 2015, 28, 939-957.	1.7	66
38	Familiarity of Faces: Sense or Feeling?. <i>Journal of Psychophysiology</i> , 2015, 29, 20-25.	0.7	9
39	Parents of Children with Dyslexia: Cognitive, Emotional and Behavioural Profile. <i>Dyslexia</i> , 2014, 20, 175-190.	1.5	31
40	Speed of processing, anticipation, inhibition and working memory in bilinguals. <i>Developmental Science</i> , 2011, 14, 256-269.	2.4	98
41	Reading and writing: what is the relationship with anxiety and depression?. <i>Reading and Writing</i> , 2008, 21, 609-625.	1.7	12
42	Emotional attention: effects of emotion and gaze direction on overt orienting of visual attention. <i>Cognitive Processing</i> , 2008, 9, 127-135.	1.4	28
43	Speed of processing and reading disability: A cross-linguistic investigation of dyslexia and borderline intellectual functioning. <i>Cognition</i> , 2008, 107, 999-1017.	2.2	70
44	“Far from the heart far from the eye”: Evidence from the Capgras delusion. <i>Cognitive Neuropsychiatry</i> , 2007, 12, 189-197.	1.3	108
45	How do emotion and gaze direction interfere with overt orienting of visual attention?. <i>Cognitive Processing</i> , 2006, 7, 115-115.	1.4	1
46	Children with low motor ability have lower visual-motor integration ability but unaffected perceptual skills. <i>Human Movement Science</i> , 2004, 23, 157-168.	1.4	60