

# Erik G Willcutt

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/9579226/publications.pdf>

Version: 2024-02-01

69  
papers

11,524  
citations

101543

36  
h-index

98798

67  
g-index

71  
all docs

71  
docs citations

71  
times ranked

8811  
citing authors

#	ARTICLE	IF	CITATIONS
1	Validity of the Executive Function Theory of Attention-Deficit/Hyperactivity Disorder: A Meta-Analytic Review. <i>Biological Psychiatry</i> , 2005, 57, 1336-1346.	1.3	2,761
2	The Prevalence of DSM-IV Attention-Deficit/Hyperactivity Disorder: A Meta-Analytic Review. <i>Neurotherapeutics</i> , 2012, 9, 490-499.	4.4	1,600
3	Causal Heterogeneity in Attention-Deficit/Hyperactivity Disorder: Do We Need Neuropsychologically Impaired Subtypes?. <i>Biological Psychiatry</i> , 2005, 57, 1224-1230.	1.3	762
4	Validity of DSM-IV attention deficit/hyperactivity disorder symptom dimensions and subtypes.. <i>Journal of Abnormal Psychology</i> , 2012, 121, 991-1010.	1.9	676
5	Neuropsychological Analyses of Comorbidity Between Reading Disability and Attention Deficit Hyperactivity Disorder: In Search of the Common Deficit. <i>Developmental Neuropsychology</i> , 2005, 27, 35-78.	1.4	504
6	Comorbidity of Reading Disability and Attention-Deficit/ Hyperactivity Disorder. <i>Journal of Learning Disabilities</i> , 2000, 33, 179-191.	2.2	403
7	A comparison of the neuropsychological profiles of the DSM-IV subtypes of ADHD. <i>Journal of Abnormal Child Psychology</i> , 2001, 29, 529-540.	3.5	374
8	Processing Speed Deficits in Attention Deficit/Hyperactivity Disorder and Reading Disability. <i>Journal of Abnormal Child Psychology</i> , 2006, 34, 584-601.	3.5	275
9	Etiology and neuropsychology of comorbidity between RD and ADHD: The case for multiple-deficit models. <i>Cortex</i> , 2010, 46, 1345-1361.	2.4	271
10	Predicting word reading and comprehension with executive function and speed measures across development: A latent variable analysis.. <i>Journal of Experimental Psychology: General</i> , 2012, 141, 470-488.	2.1	246
11	Comorbidity Between Reading Disability and Math Disability. <i>Journal of Learning Disabilities</i> , 2013, 46, 500-516.	2.2	246
12	The Internal, External, and Diagnostic Validity of Sluggish Cognitive Tempo: A Meta-Analysis and Critical Review. <i>Journal of the American Academy of Child and Adolescent Psychiatry</i> , 2016, 55, 163-178.	0.5	244
13	Sex differences in <scp>ADHD</scp> symptom severity. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2015, 56, 632-639.	5.2	235
14	A multiple deficit model of reading disability and attention-deficit/hyperactivity disorder: searching for shared cognitive deficits. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2011, 52, 547-557.	5.2	226
15	Individual prediction of dyslexia by single versus multiple deficit models.. <i>Journal of Abnormal Psychology</i> , 2012, 121, 212-224.	1.9	207
16	The Internal and External Validity of Sluggish Cognitive Tempo and its Relation with DSMâ€“IV ADHD. <i>Journal of Abnormal Child Psychology</i> , 2014, 42, 21-35.	3.5	169
17	Understanding comorbidity: A twin study of reading disability and attention-deficit/hyperactivity disorder. <i>American Journal of Medical Genetics Part B: Neuropsychiatric Genetics</i> , 2007, 144B, 709-714.	1.7	164
18	Quantitative trait locus for reading disability on chromosome 6p is pleiotropic for attentionâ€“deficit/hyperactivity disorder. <i>American Journal of Medical Genetics Part A</i> , 2002, 114, 260-268.	2.4	125

#	ARTICLE	IF	CITATIONS
19	Explaining the sex difference in dyslexia. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2017, 58, 719-727.	5.2	117
20	Genetic and environmental influences on aspects of literacy and language in early childhood: Continuity and change from preschool to Grade 2. <i>Journal of Neurolinguistics</i> , 2009, 22, 219-236.	1.1	114
21	Understanding the Complex Etiologies of Developmental Disorders: Behavioral and Molecular Genetic Approaches. <i>Journal of Developmental and Behavioral Pediatrics</i> , 2010, 31, 533-544.	1.1	110
22	Gene × environment interactions in reading disability and attention-deficit/hyperactivity disorder.. <i>Developmental Psychology</i> , 2009, 45, 77-89.	1.6	103
23	Etiology of inattention and hyperactivity/impulsivity in a community sample of twins with learning difficulties. <i>Journal of Abnormal Child Psychology</i> , 2000, 28, 149-159.	3.5	99
24	Cognitive Prediction of Reading, Math, and Attention: Shared and Unique Influences. <i>Journal of Learning Disabilities</i> , 2017, 50, 408-421.	2.2	98
25	Attention-deficit/hyperactivity disorder and sluggish cognitive tempo throughout childhood: temporal invariance and stability from preschool through ninth grade. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2016, 57, 1066-1074.	5.2	91
26	Genome-wide association scan identifies new variants associated with a cognitive predictor of dyslexia. <i>Translational Psychiatry</i> , 2019, 9, 77.	4.8	82
27	Longitudinal twin study of early literacy development: Preschool through Grade 1. <i>Reading and Writing</i> , 2006, 20, 77-102.	1.7	78
28	Colorado Learning Difficulties Questionnaire: Validation of a parent-report screening measure.. <i>Psychological Assessment</i> , 2011, 23, 778-791.	1.5	71
29	Longitudinal Study of Reading Disability and Attention-deficit/Hyperactivity Disorder: Implications for Education. <i>Mind, Brain, and Education</i> , 2007, 1, 181-192.	1.9	65
30	Sluggish cognitive tempo in adults: Psychometric validation of the Adult Concentration Inventory.. <i>Psychological Assessment</i> , 2018, 30, 296-310.	1.5	62
31	Advancing the study of sluggish cognitive tempo via DSM, RDoC, and hierarchical models of psychopathology. <i>European Child and Adolescent Psychiatry</i> , 2019, 28, 603-613.	4.7	61
32	A Cognitive Dimensional Approach to Understanding Shared and Unique Contributions to Reading, Math, and Attention Skills. <i>Journal of Learning Disabilities</i> , 2019, 52, 15-30.	2.2	56
33	Genome-wide association study reveals new insights into the heritability and genetic correlates of developmental dyslexia. <i>Molecular Psychiatry</i> , 2021, 26, 3004-3017.	7.9	56
34	Differential impact of trait sluggish cognitive tempo and ADHD inattention in early childhood on adolescent functioning. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2018, 59, 1094-1104.	5.2	52
35	Exploring How Symptoms of Attention-Deficit/Hyperactivity Disorder Are Related to Reading and Mathematics Performance. <i>Psychological Science</i> , 2010, 21, 1708-1715.	3.3	50
36	A Cross-Lagged Model of the Development of ADHD Inattention Symptoms and Rapid Naming Speed. <i>Journal of Abnormal Child Psychology</i> , 2012, 40, 1313-1326.	3.5	46

#	ARTICLE	IF	CITATIONS
37	Word reading and reading comprehension: stability, overlap and independence. <i>Reading and Writing</i> , 2008, 21, 539-558.	1.7	39
38	Extending the “cross-disorder” relevance of executive functions to dimensional neuropsychiatric traits in youth. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2016, 57, 462-471.	5.2	38
39	Understanding Comorbidity Between Specific Learning Disabilities. <i>New Directions for Child and Adolescent Development</i> , 2019, 2019, 91-109.	2.2	37
40	Multidimensionality in the measurement of math-specific anxiety and its relationship with mathematical performance. <i>Learning and Individual Differences</i> , 2019, 70, 228-235.	2.7	35
41	The Colorado Longitudinal Twin Study of Reading Difficulties and ADHD: Etiologies of Comorbidity and Stability. <i>Twin Research and Human Genetics</i> , 2015, 18, 755-761.	0.6	34
42	Modeling the Etiology of Individual Differences in Early Reading Development: Evidence for Strong Genetic Influences. <i>Scientific Studies of Reading</i> , 2013, 17, 350-368.	2.0	32
43	Development in reading and math in children from different SES backgrounds: the moderating role of child temperament. <i>Developmental Science</i> , 2017, 20, e12380.	2.4	31
44	Multivariate genome-wide association study of rapid automatized naming and rapid alternating stimulus in Hispanic American and African-American youth. <i>Journal of Medical Genetics</i> , 2019, 56, 557-566.	3.2	31
45	The regulatory element READ1 epistatically influences reading and language, with both deleterious and protective alleles. <i>Journal of Medical Genetics</i> , 2016, 53, 163-171.	3.2	29
46	Longitudinal Stability in Reading Comprehension Is Largely Heritable from Grades 1 to 6. <i>PLoS ONE</i> , 2015, 10, e0113807.	2.5	26
47	Distinct influences of affective and cognitive factors on children’s non-verbal and verbal mathematical abilities. <i>Cognition</i> , 2017, 166, 118-129.	2.2	26
48	Reaction Time Variability Associated with Reading Skills in Poor Readers with ADHD. <i>Journal of the International Neuropsychological Society</i> , 2014, 20, 292-301.	1.8	25
49	Sluggish Cognitive Tempo and Neuropsychological Functioning. <i>Research on Child and Adolescent Psychopathology</i> , 2021, 49, 1001-1013.	2.3	22
50	DSM-5 and Other Symptom Thresholds for ADHD: Which Is the Best Predictor of Impairment in College Students?. <i>Journal of Attention Disorders</i> , 2019, 23, 1637-1646.	2.6	21
51	Invariance of ADHD Symptoms Across Sex and Age: a Latent Analysis of ADHD and Impairment Ratings from Early Childhood into Adolescence. <i>Journal of Abnormal Child Psychology</i> , 2019, 47, 21-34.	3.5	21
52	The genetic and environmental etiologies of the relations between cognitive skills and components of reading ability. <i>Journal of Experimental Psychology: General</i> , 2016, 145, 451-466.	2.1	19
53	Investigating the effects of copy number variants on reading and language performance. <i>Journal of Neurodevelopmental Disorders</i> , 2016, 8, 17.	3.1	19
54	Are Sluggish Cognitive Tempo, ADHD, and Oppositional Defiant Disorder Trait- or State-Like Constructs from Prekindergarten to Fourth Grade?. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2020, 49, 460-468.	3.4	18

#	ARTICLE	IF	CITATIONS
55	Left posterior prefrontal regions support domain-general executive processes needed for both reading and math. <i>Journal of Neuropsychology</i> , 2020, 14, 467-495.	1.4	14
56	College Readiness: Differences Between First-Year Undergraduates With and Without ADHD. <i>Journal of Learning Disabilities</i> , 2021, 54, 403-411.	2.2	13
57	Familial risk and ADHD-specific neural activity revealed by case-control, discordant twin pair design. <i>Psychiatry Research - Neuroimaging</i> , 2015, 233, 458-465.	1.8	11
58	Does the Environment Have an Enduring Effect on ADHD? A Longitudinal Study of Monozygotic Twin Differences in Children. <i>Journal of Abnormal Child Psychology</i> , 2016, 44, 1487-1501.	3.5	11
59	Approximate number sense shares etiological overlap with mathematics and general cognitive ability. <i>Intelligence</i> , 2017, 65, 67-74.	3.0	10
60	Genetic Etiologies of Comorbidity and Stability for Reading Difficulties and ADHD: A Replication Study. <i>Twin Research and Human Genetics</i> , 2016, 19, 647-651.	0.6	9
61	Enrichment of putatively damaging rare variants in the DYX2 locus and the reading-related genes CCDC136 and FLNC. <i>Human Genetics</i> , 2017, 136, 1395-1405.	3.8	9
62	Sluggish cognitive tempo: longitudinal stability and validity. <i>ADHD Attention Deficit and Hyperactivity Disorders</i> , 2019, 11, 463-471.	1.7	7
63	Mathematics achievement scores and early psychosis in school-aged children. <i>Schizophrenia Research</i> , 2014, 156, 133-134.	2.0	4
64	Unique considerations in the assessment of ADHD in college students. <i>Journal of Clinical and Experimental Neuropsychology</i> , 2021, 43, 352-369.	1.3	4
65	Attention-Deficit/Hyperactivity Disorder and Solar Irradiance: A Cloudy Perspective. <i>Biological Psychiatry</i> , 2014, 76, e19-e20.	1.3	2
66	Behavior and Molecular Genetic Approaches to Comorbidity. <i>Current Developmental Disorders Reports</i> , 2019, 6, 31-36.	2.1	2
67	In Search of Cognitive Promotive and Protective Factors for Word Reading. <i>Scientific Studies of Reading</i> , 2021, 25, 397-416.	2.0	1
68	The Differential Relations Between ADHD and Reading Comprehension: A Quantile Regression and Quantile Genetic Approach. <i>Behavior Genetics</i> , 2021, 51, 631-653.	2.1	0
69	Modeling the Speeded Determinants of Adolescents' Academic and Attentional Functioning. <i>Developmental Neuropsychology</i> , 2022, 47, 61-77.	1.4	0