

IQs Corner Recent Literature of Interest 8-12-13

- Alderman, N., & Wood, R. L. (2013). Neurobehavioural Approaches to the Rehabilitation of Challenging Behaviour. Neurorehabilitation, 32(4), 761-770.
- Baeten, M., Dochy, F., & Struyven, K. (2013). The Effects of Different Learning Environments on Students' Motivation for Learning and Their Achievement. British Journal of Educational Psychology, 83(3), 484-501.
- Baker, C. E., & Iruka, I. U. (2013). Maternal Psychological Functioning and Children's School Readiness: the Mediating Role of Home Environments for African American Children. Early Childhood Research Quarterly, 28(3), 509-519.
- Barchard, K. A., & Verenikina, Y. (2013). Improving Data Accuracy: Selecting the Best Data Checking Technique. Computers in Human Behavior, 29(5), 1917-1922.
- Beauducel, A. (2013). Taking the Error Term of the Factor Model Into Account: the Factor Score Predictor Interval. Applied Psychological Measurement, 37(4), 289-303.
- Beck, S. W., Llosa, L., & Fredrick, T. (2013). The Challenges of Writing Exposition: Lessons From a Study of Ell and Non-Ell High School Students. Reading & Writing Quarterly, 29(4), 358-380.
- Bigler, E. D., Yeates, K. O., Dennis, M., Gerhardt, C. A., Rubin, K. H., Stancin, T., Taylor, H. G., & Vannatta, K. (2013). Neuroimaging and Social Behavior in Children After Traumatic Brain Injury: Findings From the Social Outcomes of Brain Injury in Kids (Sobik) Study. Neurorehabilitation, 32(4), 707-720.
- Bindman, S. W., Hindman, A. H., Bowles, R. P., & Morrison, F. J. (2013). The Contributions of Parental Management Language to Executive Function in Preschool Children. Early Childhood Research Quarterly, 28(3), 529-539.
- Borghesani, P. R., Madhyastha, T. M., Aylward, E. H., Reiter, M. A., Swamy, B. R., Schaie, K. W., & Willis, S. L. (2013). The Association Between Higher Order Abilities, Processing Speed, and Age Are Variably Mediated by White Matter Integrity During Typical Aging. Neuropsychologia, 51(8), 1435-1444.
- Briesch, A. M., Ferguson, T. D., Volpe, R. J., & Briesch, J. M. (2013). Examining Teachers' Perceptions of Social-Emotional and Behavioral Referral Concerns. Remedial and Special Education, 34(4), 249-256.
- Cabell, S. Q., Justice, L. M., Logan, J. A. R., & Konold, T. R. (2013). Emergent Literacy Profiles Among Prekindergarten Children From Low-Ses Backgrounds: Longitudinal Considerations. Early Childhood Research Quarterly, 28(3), 608-620.
- Calero, M. D., Mata, S., Carles, R., Vives, C., Lopez-Rubio, S., Fernandez-Parra, A., & Navarro, E. (2013). Learning Potential Assessment and Adaptation to the Educational Context: the Usefulness of the Acfs for Assessing Immigrant Preschool Children. Psychology in the Schools, 50(7), 705-721.
- Canivez, G. L. (2013). Incremental Criterion Validity of Wais-Iv Factor Index Scores: Relationships With Wiat-Ii and Wiat-Iii Subtest and Composite Scores. Psychological Assessment, 25(2), 484-495.
- Cantor, J. B., Gordon, W., & Gumber, S. (2013). What Is Post Tbi Fatigue? Neurorehabilitation, 32(4), 875-883.
- Carey, A. (2013). Doing Disability Justice. Intellectual and Developmental Disabilities, 51(3), 209-212.
- Carter, C., & Sellman, E. (2013). A View of Dyslexia in Context: Implications for Understanding Differences in Essay Writing Experience Amongst Higher Education Students Identified as Dyslexic. Dyslexia, 19(3), 149-164.

- Case-Smith, J. (2013). Systematic Reviews of the Effectiveness of Interventions Used in Occupational Therapy Early Childhood Services. American Journal of Occupational Therapy, 67(4), 379-382.
- Cheng, Y., Chen, P. H., Qian, J. H., & Chang, H. H. (2013). Equated Pooled Booklet Method in Dif Testing. Applied Psychological Measurement, 37(4), 276-288.
- Choi, D., Conture, E. G., Walden, T. A., Lambert, W. E., & Tumanova, V. (2013). Behavioral Inhibition and Childhood Stuttering. Journal of Fluency Disorders, 38(2), 171-183.
- Coalson, G. A., Pena, E. D., & Byrd, C. T. (2013). Description of Multilingual Participants Who Stutter. Journal of Fluency Disorders, 38(2), 141-156.
- Cook, S., Donlan, C., & Howell, P. (2013). Stuttering Severity, Psychosocial Impact and Lexical Diversity as Predictors of Outcome for Treatment of Stuttering. Journal of Fluency Disorders, 38(2), 124-133.
- Cote, S. M., Doyle, O., Petitcherc, A., & Timmins, L. (2013). Child Care in Infancy and Cognitive Performance Until Middle Childhood in the Millennium Cohort Study. Child Development, 84(4), 1191-1208.
- Cutica, I., & Bucciarelli, M. (2013). Cognitive Change in Learning From Text: Gesturing Enhances the Construction of the Text Mental Model. Journal of Cognitive Psychology, 25(2), 201-209.
- Daniels, L. M., Frenzel, A. C., Stupnisky, R. H., Stewart, T. L., & Perry, R. P. (2013). Personal Goals as Predictors of Intended Classroom Goals: Comparing Elementary and Secondary School Pre-Service Teachers. British Journal of Educational Psychology, 83(3), 396-413.
- Davies, M., Madison, G., Silva, P., & Gouyon, P. (2013). The Effect of Microtiming Deviations on the Perception of Groove in Short Rhythms. Music Perception, 30(5), 497-510.
- Davies, R. S., Dean, D. L., & Ball, N. (2013). Flipping the Classroom and Instructional Technology Integration in a College-Level Information Systems Spreadsheet Course. Etr&D-Educational Technology Research and Development, 61(4), 563-580.
- Deary, I. J., Watson, R., Booth, T., & Gale, C. R. (2013). Does Cognitive Ability Influence Responses to the Warwick-Edinburgh Mental Well-Being Scale? Psychological Assessment, 25(2), 313-318.
- Deng, N., Han, K. T., & Hambleton, R. K. (2013). A Review of Dimpack Version 1.0: Conditional Covariance-Based Test Dimensionality Analysis Package. Applied Psychological Measurement, 37(2), 162-172.
- Dombrowski, S. C. (2013). Investigating the Structure of the Wj-Iii Cognitive at School Age. School Psychology Quarterly, 28(2), 154-169.
- Fandakova, Y., Shing, Y. L., & Lindenberger, U. (2013). High-Confidence Memory Errors in Old Age: the Roles of Monitoring and Binding Processes. Memory, 21(6), 732-750.
- Fang, Z., Grant, L. W., Xu, X. X., Stronge, J. H., & Ward, T. J. (2013). An International Comparison Investigating the Relationship Between National Culture and Student Achievement. Educational Assessment Evaluation and Accountability, 25(3), 159-177.
- Fleck, B. K. B., Leichtman, M. D., Pillemer, D. B., & Shanteler, L. (2013). The Effects of Documentation on Young Children's Memory. Early Childhood Research Quarterly, 28(3), 568-577.
- Forry, N. D., Davis, E. E., & Welte, K. (2013). Ready or Not: Associations Between Participation in Subsidized Child Care Arrangements, Pre-Kindergarten, and Head Start and Children's School Readiness. Early Childhood Research Quarterly, 28(3), 634-644.

- Frick, A., & Mohring, W. (2013). Mental Object Rotation and Motor Development in 8-and 10-Month-Old Infants. Journal of Experimental Child Psychology, *115*(4), 708-720.
- Frost, R., Siegelman, N., Narkiss, A., & Afek, L. (2013). What Predicts Successful Literacy Acquisition in a Second Language? Psychological Science, *24*(7), 1243-1252.
- Furstenberg, A., Rummer, R., & Schweppe, J. (2013). Does Visuo-Spatial Working Memory Generally Contribute to Immediate Serial Letter Recall? Memory, *21*(6), 722-731.
- Gaines, M. V., Giles, C. L., & Morgan, R. D. (2013). The Detection of Feigning Using Multiple Pai Scale Elevations: a New Index. Assessment, *20*(4), 437-447.
- Gangemi, A., Mancini, F., & Johnson-Laird, P. N. (2013). Models and Cognitive Change in Psychopathology. Journal of Cognitive Psychology, *25*(2), 157-164.
- Geerlings, H., Van Der Linden, W. J., & Glas, C. A. W. (2013). Optimal Test Design With Rule-Based Item Generation. Applied Psychological Measurement, *37*(2), 140-161.
- Goksun, T., Lehet, M., Malykhina, K., & Chatterjee, A. (2013). Naming and Gesturing Spatial Relations: Evidence From Focal Brain-Injured Individuals. Neuropsychologia, *51*(8), 1518-1527.
- Golay, P., Reverte, I., Rossier, J., Favez, N., & Lecerf, T. (2013). Further Insights on the French Wisc-Iv Factor Structure Through Bayesian Structural Equation Modeling. Psychological Assessment, *25*(2), 496-508.
- Hale, J., & Reitter, D. (2013). Introduction to the Issue on Computational Models of Natural Language. Topics in Cognitive Science, *5*(3), 388-391.
- Han, K. T. (2013). Item Pocket Method to Allow Response Review and Change in Computerized Adaptive Testing. Applied Psychological Measurement, *37*(4), 259-275.
- Haymes, L. K. (2013). The Prt Pocket Guide: Pivotal Response Treatment for Autism Spectrum Disorders. Research and Practice for Persons With Severe Disabilities, *38*(1), 63-64.
- Heath, S., McMahon, K. L., Nickels, L., Angwin, A., Macdonald, A. D., Van Hees, S., Mckinnon, E., Johnson, K., & Copland, D. A. (2013). Facilitation of Naming in Aphasia With Auditory Repetition: an Investigation of Neurocognitive Mechanisms. Neuropsychologia, *51*(8), 1534-1548.
- Hofer, K. G., Farran, D. C., & Cummings, T. P. (2013). Preschool Children's Math-Related Behaviors Mediate Curriculum Effects on Math Achievement Gains. Early Childhood Research Quarterly, *28*(3), 487-495.
- Hollins, N., & Foley, A. R. (2013). The Experiences of Students With Learning Disabilities in a Higher Education Virtual Campus. Etr&D-Educational Technology Research and Development, *61*(4), 607-624.
- Howell, P. (2013). Screening School-Aged Children for Risk of Stuttering. Journal of Fluency Disorders, *38*(2), 102-123.
- Howell, P., & Lu, C. M. (2013). Assessing Risk for Stuttering in Children. Journal of Fluency Disorders, *38*(2), 63-65.
- Hsu, Y. C., Hung, J. L., & Ching, Y. H. (2013). Trends of Educational Technology Research: More Than a Decade of International Research in Six Ssci-Indexed Refereed Journals. Etr&D-Educational Technology Research and Development, *61*(4), 685-705.
- Hudson, M. E., Browder, D. M., & Wood, L. A. (2013). Review of Experimental Research on Academic Learning by Students With Moderate and Severe Intellectual Disability in General Education. Research and Practice for Persons With Severe Disabilities, *38*(1), 17-29.

- Huennekens, M. E. (2013). Cultural Reciprocity in Special Education. Research and Practice for Persons With Severe Disabilities, 38(1), 65-66.
- Ishikawa, T., & Nakamura, U. (2012). Landmark Selection in the Environment: Relationships With Object Characteristics and Sense of Direction. Spatial Cognition and Computation, 12(1), 1-22.
- Johnson-Laird, P. N. (2013). Mental Models and Cognitive Change. Journal of Cognitive Psychology, 25(2), 131-138.
- Jourdan, C., Bosserelle, V., Azerad, S., Ghout, I., Bayen, E., Aegerter, P., Weiss, J. J., Mateo, J., Lescot, T., Vigue, B., Tazarourte, K., Pradat-Diehl, P., & Azouvi, P. (2013). Predictive Factors for 1-Year Outcome of a Cohort of Patients With Severe Traumatic Brain Injury (Tbi): Results From the Paris-Tbi Study. Brain Injury, 27(9), 1000-1007.
- Justice, L. M., McGinty, A. S., Zucker, T., Cabell, S. Q., & Piasta, S. B. (2013). Bi-Directional Dynamics Underlie the Complexity of Talk in Teacher-Child Play-Based Conversations in Classrooms Serving at-Risk Pupils. Early Childhood Research Quarterly, 28(3), 496-508.
- Kaprolet, C. M., & Sullivan, A. L. (2013). Social-Emotional Predictors of Postsecondary Enrollment for Students With Disabilities: Findings From a Nationally Representative Sample. Exceptionality, 21(3), 158-175.
- Katsiyannis, A., Thompson, M. P., Barrett, D. E., & Kingree, J. B. (2013). School Predictors of Violent Criminality in Adulthood: Findings From a Nationally Representative Longitudinal Study. Remedial and Special Education, 34(4), 205-214.
- Khemlani, S., & Johnson-Laird, P. N. (2013). Cognitive Changes From Explanations. Journal of Cognitive Psychology, 25(2), 139-146.
- Kieffer, M. J., & Vukovic, R. K. (2013). Growth in Reading-Related Skills of Language Minority Learners and Their Classmates: More Evidence for Early Identification and Intervention. Reading and Writing, 26(7), 1159-1194.
- Kim, D. H., Shin, Y. I., Joa, K. L., Shin, Y. K., Lee, J. J., & You, S. H. (2013). Immediate Effect of Walkbot Robotic Gait Training on Neuromechanical Knee Stiffness in Spastic Hemiplegia: a Case Report. Neurorehabilitation, 32(4), 833-838.
- Kim, M., & Ryu, J. (2013). The Development and Implementation of a Web-Based Formative Peer Assessment System for Enhancing Students' Metacognitive Awareness and Performance in Ill-Structured Tasks. Etr&D-Educational Technology Research and Development, 61(4), 549-561.
- Kim, Y. S., Al Otaiba, S., Sidler, J. F., & Gruelich, L. (2013). Language, Literacy, Attentional Behaviors, and Instructional Quality Predictors of Written Composition for First Graders. Early Childhood Research Quarterly, 28(3), 461-469.
- Kirschner, P. A., & Van Merriënboer, J. J. G. (2013). Do Learners Really Know Best? Urban Legends in Education. Educational Psychologist, 48(3), 169-183.
- Knauff, M., Bucher, L., Krumnack, A., & Nejasnic, J. (2013). Spatial Belief Revision. Journal of Cognitive Psychology, 25(2), 147-156.
- Koedinger, K. R., Stamper, J. C., Leber, B., & Skogsholm, A. (2013). Learnlab's Datashop: a Data Repository and Analytics Tool Set for Cognitive Science. Topics in Cognitive Science, 5(3), 668-669.
- Krpan, K. M., Anderson, N. D., & Stuss, D. T. (2013). Obstacles to Remediating Coping Following Traumatic Brain Injury. Neurorehabilitation, 32(4), 721-728.

- Lange, R. T., Iverson, G. L., Brickell, T. A., Staver, T., Pancholi, S., Bhagwat, A., & French, L. M. (2013). Clinical Utility of the Conners' Continuous Performance Test-II to Detect Poor Effort in Us Military Personnel Following Traumatic Brain Injury. Psychological Assessment, *25*(2), 339-352.
- Lazaro, M., Camacho, L., & Burani, C. (2013). Morphological Processing in Reading Disabled and Skilled Spanish Children. Dyslexia, *19*(3), 178-188.
- Lee, J. J., & Chabris, C. F. (2013). General Cognitive Ability and the Psychological Refractory Period: Individual Differences in the Mind's Bottleneck. Psychological Science, *24*(7), 1226-1233.
- Lee, N. Y. L., & Johnson-Laird, P. N. (2013). Strategic Changes in Problem Solving. Journal of Cognitive Psychology, *25*(2), 165-173.
- Liu, X. Y., Mou, W. M., & Mcnamara, T. P. (2012). Selection of Spatial Reference Directions Prior to Seeing Objects. Spatial Cognition and Computation, *12*(1), 53-69.
- Manning, W., & Beck, J. G. (2013). Personality Dysfunction in Adults Who Stutter: Another Look. Journal of Fluency Disorders, *38*(2), 184-192.
- Mason, L. H., Davison, M. D., Hammer, C. S., Miller, C. A., & Glutting, J. J. (2013). Knowledge, Writing, and Language Outcomes for a Reading Comprehension and Writing Intervention. Reading and Writing, *26*(7), 1133-1158.
- Mckown, C. (2013). Social Equity Theory and Racial-Ethnic Achievement Gaps. Child Development, *84*(4), 1120-1136.
- Mcmillan, T. M. (2013). Outcome of Rehabilitation for Neurobehavioural Disorders. Neurorehabilitation, *32*(4), 791-801.
- Mercer, N. (2013). The Social Brain, Language, and Goal-Directed Collective Thinking: a Social Conception of Cognition and Its Implications for Understanding How We Think, Teach, and Learn. Educational Psychologist, *48*(3), 148-168.
- Michel, N. M., Goldberg, J. O., Heinrichs, R. W., Miles, A. A., Ammari, N., & Vaz, S. M. (2013). Wais-Iv Profile of Cognition in Schizophrenia. Assessment, *20*(4), 462-473.
- Morken, F., & Helland, T. (2013). Writing in Dyslexia: Product and Process. Dyslexia, *19*(3), 131-148.
- Munger, K. A., & Blachman, B. A. (2013). Taking a "Simple View" of the Dynamic Indicators of Basic Early Literacy Skills as a Predictor of Multiple Measures of Third-Grade Reading Comprehension. Psychology in the Schools, *50*(7), 722-737.
- Murayama, K., Pekrun, R., Lichtenfeld, S., & Vom Hofe, R. (2013). Predicting Long-Term Growth in Students' Mathematics Achievement: the Unique Contributions of Motivation and Cognitive Strategies. Child Development, *84*(4), 1475-1490.
- Murdock, K. W., Oddi, K. B., & Bridgett, D. J. (2013). Cognitive Correlates of Personality Links Between Executive Functioning and the Big Five Personality Traits. Journal of Individual Differences, *34*(2), 97-104.
- Murray, M. A., & Byrne, R. M. J. (2013). Cognitive Change in Insight Problem Solving: Initial Model Errors and Counterexamples. Journal of Cognitive Psychology, *25*(2), 210-219.
- Nelson, J. M., Canivez, G. L., & Watkins, M. W. (2013). Structural and Incremental Validity of the Wechsler Adult Intelligence Scale-Fourth Edition With a Clinical Sample. Psychological Assessment, *25*(2), 618-630.

- Nemmi, F., Boccia, M., Piccardi, L., Galati, G., & Guariglia, C. (2013). Segregation of Neural Circuits Involved in Spatial Learning in Reaching and Navigational Space. Neuropsychologia, *51*(8), 1561-1570.
- Nicolay, A. C., & Poncelet, M. (2013). Cognitive Abilities Underlying Second-Language Vocabulary Acquisition in an Early Second-Language Immersion Education Context: a Longitudinal Study. Journal of Experimental Child Psychology, *115*(4), 655-671.
- Niileksela, C. R., Reynolds, M. R., & Kaufman, A. S. (2013). An Alternative Cattell-Horn-Carroll (Chc) Factor Structure of the Wais-Iv: Age Invariance of an Alternative Model for Ages 70-90. Psychological Assessment, *25*(2), 391-404.
- Nip, I. S. B., & Green, J. R. (2013). Increases in Cognitive and Linguistic Processing Primarily Account for Increases in Speaking Rate With Age. Child Development, *84*(4), 1324-1337.
- Nokes-Malach, T. J., & Mestre, J. P. (2013). Toward a Model of Transfer as Sense-Making. Educational Psychologist, *48*(3), 184-207.
- Oddy, M., & Ramos, S. D. (2013). Cost Effective Ways of Facilitating Home Based Rehabilitation and Support. Neurorehabilitation, *32*(4), 781-790.
- Ohl, M., Fox, P., & Mitchell, K. (2013). Strengthening Socio-Emotional Competencies in a School Setting: Data From the Pyramid Project. British Journal of Educational Psychology, *83*(3), 452-466.
- Paek, I., & Han, K. T. (2013). Irpro 2.1 For Windows (Item Response Theory for Patient-Reported Outcomes). Applied Psychological Measurement, *37*(3), 242-252.
- Palladino, P., Bellagamba, I., Ferrari, M., & Cornoldi, C. (2013). Italian Children With Dyslexia Are Also Poor in Reading English Words, but Accurate in Reading English Pseudowords. Dyslexia, *19*(3), 165-177.
- Patton, K. L. S., & Reschly, A. L. (2013). Using Curriculum-Based Measurement to Examine Summer Learning Loss. Psychology in the Schools, *50*(7), 738-753.
- Ponsford, J. (2013). Factors Contributing to Outcome Following Traumatic Brain Injury. Neurorehabilitation, *32*(4), 803-815.
- Prigatano, G. P. (2013). Challenges and Opportunities Facing Holistic Approaches to Neuropsychological Rehabilitation. Neurorehabilitation, *32*(4), 751-759.
- Ramscar, M., Dye, M., Gustafson, J. W., & Klein, J. (2013). Dual Routes to Cognitive Flexibility: Learning and Response-Conflict Resolution in the Dimensional Change Card Sort Task. Child Development, *84*(4), 1308-1323.
- Ranellucci, J., Muis, K. R., Duffy, M., Wang, X. H., Sampasivam, L., & Franco, G. M. (2013). To Master or Perform? Exploring Relations Between Achievement Goals and Conceptual Change Learning. British Journal of Educational Psychology, *83*(3), 431-451.
- Reed, P., & Wu, Y. Q. (2013). Logistic Regression for Risk Factor Modelling in Stuttering Research. Journal of Fluency Disorders, *38*(2), 88-101.
- Robinson, M. (2013). How the First Nine Months Shape the Rest of Our Lives. Australian Psychologist, *48*(4), 239-245.
- Rowe, D. A., & Test, D. W. (2013). Effects of Simulation to Teach Students With Disabilities Basic Finance Skills. Remedial and Special Education, *34*(4), 237-248.

- Ruff, R. (2013). Selecting the Appropriate Psychotherapies for Individuals With Traumatic Brain Injury: What Works and What Does Not? Neurorehabilitation, *32*(4), 771-779.
- Ruitenbergh, M. F. L., Abrahamse, E. L., & Verwey, W. B. (2013). Sequential Motor Skill in Preadolescent Children: the Development of Automaticity. Journal of Experimental Child Psychology, *115*(4), 607-623.
- Saine, N. L., Lerkkanen, M. K., Ahonen, T., Tolvanen, A., & Lyytinen, H. (2013). Long-Term Intervention Effects of Spelling Development for Children With Compromised Preliteracy Skills. Reading & Writing Quarterly, *29*(4), 333-357.
- Salvucci, D. D. (2013). Integration and Reuse in Cognitive Skill Acquisition. Cognitive Science, *37*(5), 829-860.
- Santamaria, C., Tse, P. P., Moreno-Rios, S., & Garcia-Madruga, J. A. (2013). Deductive Reasoning and Metalinguistic Knowledge in Preadolescence: a Mental Model Appraisal. Journal of Cognitive Psychology, *25*(2), 192-200.
- Sasisekaran, J., & Byrd, C. T. (2013). A Preliminary Investigation of Segmentation and Rhyme Abilities of Children Who Stutter. Journal of Fluency Disorders, *38*(2), 222-234.
- Schonberger, A. R., Barbe, M. T., Hagelweide, K., Kuhn, A. B., Fink, G. R., & Schubotz, R. I. (2013). Joint Principles of Motor and Cognitive Dysfunction in Parkinson's Disease. Neuropsychologia, *51*(8), 1417-1425.
- Seo, D., & Taherbhai, H. (2013). Introduction to Many-Facet Rasch Measurement: Analyzing and Evaluating Rater-Mediated Assessments. Applied Psychological Measurement, *37*(2), 173-175.
- Shogren, K. A., Wehmeyer, M. L., Palmer, S. B., & Paek, Y. (2013). Exploring Personal and School Environment Characteristics That Predict Self-Determination. Exceptionality, *21*(3), 147-157.
- Song, T., & Wolfe, E. W. (2013). Raschfit.sas: A Sas Macro for Generating Rasch Model Expected Values, Residuals, and Fit Statistics. Applied Psychological Measurement, *37*(3), 253-254.
- Stockall, N., & Smith, R. E. (2013). Alternative Assessment Portfolios for Students With Intellectual Disabilities: a Case Study. Exceptionality, *21*(3), 127-146.
- Taboada, A., Townsend, D., & Boynton, M. J. (2013). Mediating Effects of Reading Engagement on the Reading Comprehension of Early Adolescent English Language Learners. Reading & Writing Quarterly, *29*(4), 309-332.
- Tate, R. L., Godbee, K., & Sigmundsdottir, L. (2013). A Systematic Review of Assessment Tools for Adults Used in Traumatic Brain Injury Research and Their Relationship to the Icf. Neurorehabilitation, *32*(4), 729-750.
- Taylor, S. J., Barker, L. A., Heavey, L., & Mchale, S. (2013). The Typical Developmental Trajectory of Social and Executive Functions in Late Adolescence and Early Adulthood. Developmental Psychology, *49*(7), 1253-1265.
- Trigwell, K., Ashwin, P., & Millan, E. S. (2013). Evoked Prior Learning Experience and Approach to Learning as Predictors of Academic Achievement. British Journal of Educational Psychology, *83*(3), 363-378.
- Tureck, K., Matson, J. L., May, A., Davis, T. E., & Whiting, S. E. (2013). Investigation of the Rates of Comorbid Symptoms in Children With Adhd Compared to Children With Asd. Journal of Developmental and Physical Disabilities, *25*(4), 405-417.
- Van Der Linden, W. J., & Xiong, X. H. (2013). Speededness and Adaptive Testing. Journal of Educational and Behavioral Statistics, *38*(4), 418-438.

- Veldkamp, B. P., Matteucci, M., & De Jong, M. G. (2013). Uncertainties in the Item Parameter Estimates and Robust Automated Test Assembly. Applied Psychological Measurement, 37(2), 123-139.
- Vergauwe, E., Gauffroy, C., Morsanyi, K., Dagry, I., & Barrouillet, P. (2013). Chronometric Evidence for the Dual-Process Mental Model Theory of Conditional. Journal of Cognitive Psychology, 25(2), 174-182.
- Vesely, C. K. (2013). Low-Income African and Latina Immigrant Mothers' Selection of Early Childhood Care and Education (Ecce): Considering the Complexity of Cultural and Structural Influences. Early Childhood Research Quarterly, 28(3), 470-486.
- Vivanti, G., Hudry, K., Trembath, D., Barbaro, J., Richdale, A., & Dissanayake, C. (2013). Towards the Dsm-5 Criteria for Autism: Clinical, Cultural, and Research Implications. Australian Psychologist, 48(4), 258-261.
- Von Stumm, S. (2013). Investment Traits and Intelligence in Adulthood Assessment and Associations. Journal of Individual Differences, 34(2), 82-89.
- Wallace, S. E., & Kimelman, M. D. Z. (2013). Generalization of Word Retrieval Following Semantic Feature Treatment. Neurorehabilitation, 32(4), 899-913.
- Wang, C., Chang, H. H., & Boughton, K. A. (2013). Deriving Stopping Rules for Multidimensional Computerized Adaptive Testing. Applied Psychological Measurement, 37(2), 99-122.
- Wanless, S. B., Mcclelland, M. M., Lan, X. Z., Son, S. H., Cameron, C. E., Morrison, F. J., Chen, F. M., Chen, J. L., Li, S., Lee, K., & Sung, M. (2013). Gender Differences in Behavioral Regulation in Four Societies: the United States, Taiwan, South Korea, and China. Early Childhood Research Quarterly, 28(3), 621-633.
- Ward, D. (2013). Risk Factors and Stuttering: Evaluating the Evidence for Clinicians. Journal of Fluency Disorders, 38(2), 134-140.
- Watkins, M. W., & Smith, L. G. (2013). Long-Term Stability of the Wechsler Intelligence Scale for Children-Fourth Edition. Psychological Assessment, 25(2), 477-483.
- Weber-Fox, C., Wray, A. H., & Arnold, H. (2013). Early Childhood Stuttering and Electrophysiological Indices of Language Processing. Journal of Fluency Disorders, 38(2), 206-221.
- Willoughby, M. T., Pek, J., & Blair, C. B. (2013). Measuring Executive Function in Early Childhood: a Focus on Maximal Reliability and the Derivation of Short Forms. Psychological Assessment, 25(2), 664-670.
- Wilson, S. J., Dickinson, D. K., & Rowe, D. W. (2013). Impact of an Early Reading First Program on the Language and Literacy Achievement of Children From Diverse Language Backgrounds. Early Childhood Research Quarterly, 28(3), 578-592.
- Wood, R. L. (2013). Neurobehavioural Disorders After Traumatic Brain Injury: Assessment, Treatment and Outcome. Neurorehabilitation, 32(4), 697-698.
- Wood, R. L. (2013). Recognising and Assessing Neurobehavioural Disability After Traumatic Brain Injury. Neurorehabilitation, 32(4), 699-706.
- Woods, L. L., Martin, J. E., & Humphrey, M. J. (2013). The Difference a Year Makes: an Exploratory Self-Directed Iep Case Study. Exceptionality, 21(3), 176-189.
- Yairi, E., & Ambrose, N. (2013). Epidemiology of Stuttering: 21st Century Advances. Journal of Fluency Disorders, 38(2), 66-87.
- Zimmerman, B. J. (2013). From Cognitive Modeling to Self-Regulation: a Social Cognitive Career Path. Educational Psychologist, 48(3), 135-147.



