

PUBLICATIONS

Peer-Reviewed Journal Articles (trainees underlined)

Career count: 141, as first author: 36

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- 141 Tong, X. & **Deacon, S.H.** (in press). The linguistic pathways model: Capturing the multiple dimensions of reading development. *Reading Research Quarterly*.
- 140 Dunphy, S.M., Krenca, K., Levesque, K.C., Elgendi, M.M., Stewart, S.H., Thomson, J., & **Deacon, S.H.** (in press). The impact of schooling context through COVID-19 on strategies for reading on paper and on digital devices. *Lithos: The Memorial University Medical Journal*.
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- 138 Chan, J., Li, M., **Deacon, S. H.**, & Kirby, J. R. (2025). Summarizing expository text and the relationship to verbal ability and reading skills. *Journal of Educational Research*, Advance Online Publication. <https://doi.org/10.1080/00220671.2025.2523038>
- 137 Ardanouy, E., Ryken, A., & **Deacon, S. H.** (2025). A pilot study exploring elementary school-aged children's knowledge of the syntactic and prosodic functions of punctuation. *Reading Psychology*, Advance Online Publication. <https://doi.org/10.1080/02702711.2025.2523045>
- 136 Guimarães, S. B., Mota, M. M. P. E., & **Deacon, S. H.** (2025). Treinamento de consciência morfológica em leitura e ortografia do português [Morphological awareness training in reading and spelling of Portuguese]. *Revista da Associação Brasileira de Psicopedagogia*, 42(127). <https://doi.org/10.51207/2179-4057.20250004>
- 135 Giazitzidou, S., Levesque, K., & **Deacon, S. H.** (2025). Getting at how: Testing mediating factors in the relation between morphological awareness and reading comprehension in grade 1. *Reading Research Quarterly*, 60(2). <https://doi.org/10.1002/rrq.70007>
- 134 Mimeau, C., Ricketts, J., & **Deacon, S. H.** (2025). Learning spellings and meanings: Longitudinal relations to reading. *Journal of Research in Reading*, 48(1). <https://doi.org/10.1111/1467-9817.12477>
- 133 Kirby, J. R., **Deacon, S. H.**, Georgiou, G., Geier, K., Chan, J., & Parrila, R. (2025). Effects of morphological awareness, naming speed, and phonological awareness on reading skills from Grade 3 to Grade 5. *Journal of Experimental Child Psychology*, 253, 106188. <https://doi.org/10.1016/j.jecp.2024.106188>
- 132 Ardanouy, E., & **Deacon, S. H.** (2024). Morphological awareness and reading comprehension: To what extent do semantic relations in the classic sentence completion task influence associations? *Reading and Writing*. Advance online publication. <https://doi.org/10.1007/s11145-024-10606-8>

- 131 Groff, L.V.M., Elgendi, M. M., Stewart, S. H., & Deacon, S. H. (2024). Long-term mandatory homeschooling during COVID-19 had compounding mental health effects for parents and children. *Children*, 11(9), 1072.
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- 130 Galilee, A., Beck, L. J., Lownie, C. J., Veinot, J., Mimeau, C., Dempster, T., Elliot, L. M., Deacon, S. H., & Newman, A. J. (2024). Ortho-semantic learning of novel words: An event-related potential study of grade 3 children. *Frontiers in Developmental Psychology*, 2. <https://doi.org/10.3389/fdpys.2024.1340383>
- 129 Krenca, K., Taylor, E., & Deacon, S. H. (2024). Scrolling and hyperlinks: The effects of two prevalent digital features on children’s digital reading comprehension. *Journal of Research in Reading*, 47(2). <https://doi.org/10.1111/1467-9817.12468>
- 128 Robertson, E., Mimeau, C., & Deacon, S. H. (2024). Do children with developmental dyslexia have syntactic awareness problems once phonological processing and memory are controlled? *Frontiers in Language Sciences*, 3.
<https://doi.org/10.3389/flang.2024.1388964>
- 127 Nastasiuk, A. M., Courteau, É., Deacon, S. H., & Thomson, J. M. (2024). Drawing attention to print or meaning: How parents read with their preschool-aged children on paper and on screens. *Journal of Research in Reading*, 47(3), 412-428.
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- 118 Quémart, P., Wolter, J., Chen, X., & **Deacon, S. H.** (2023). Do you use love to make it lovely? The role of meaning overlap across morphological relatives in the development of morphological representations. *Journal of Child Language*, 50(6), 1487-1507. <https://doi.org/10.1017/S0305000922000356>
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- 112 Savage, R., Maiorino, K., Gavin, K., Horne-Robinson, H., Georgiou, G., & **Deacon, S. H.** (2023). Contrasting direct instruction in morphological decoding and morphological inquiry-analysis interventions in grade 3 children with poor morphological awareness. *Journal of Learning Disabilities*, 57(2), 120-136. <https://doi.org/10.1177/00222194231161117>
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- 106 Kim, A. J., Smith, M. M., Sherry, S. B., Rodriguez, L. M., Meier, S. M., Nogueira-Arjona, R., **Deacon, S. H.**, Abbass, A., & Stewart, S. H. (2022). Depressive symptoms and conflict behaviors: A test of the stress generation hypothesis in romantic couples during the COVID-19 pandemic. *Journal of Social and Clinical Psychology*, 41(6), 517-540. <https://doi.org/10.1521/jscp.2022.41.6.517>
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