

# Elizabeth A Gunderson

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/1009026/publications.pdf>

Version: 2024-02-01

40  
papers

4,139  
citations

331259  
21  
h-index

315357  
38  
g-index

44  
all docs

44  
docs citations

44  
times ranked

2660  
citing authors

#	ARTICLE	IF	CITATIONS
1	Tracing the origins of the STEM gender gap: The contribution of childhood spatial skills. <i>Developmental Science</i> , 2023, 26, .	1.3	3
2	Spatial skills, but not spatial anxiety, mediate the gender difference in number line estimation.. <i>Developmental Psychology</i> , 2022, 58, 138-151.	1.2	6
3	Socioeconomic Variations in the Frequency of Parent Number Talk: A Meta-Analysis. <i>Education Sciences</i> , 2022, 12, 312.	1.4	5
4	Fathersâ€™ and mothersâ€™ praise and spatial language during play with first graders: Patterns of interaction and relations to math achievement.. <i>Developmental Psychology</i> , 2022, 58, 1931-1946.	1.2	0
5	The dynamic nature of childrenâ€™s strategy use after receiving accuracy feedback in decimal comparisons. <i>Journal of Experimental Child Psychology</i> , 2021, 202, 105015.	0.7	4
6	Childrenâ€™s Flexible Attention to Numerical and Spatial Magnitudes in Early Childhood. <i>Journal of Cognition and Development</i> , 2021, 22, 22-47.	0.6	5
7	Learning Improper Fractions with the Number Line and the Area Model. <i>Journal of Cognition and Development</i> , 2021, 22, 305-327.	0.6	4
8	Relations among spatial skills, number line estimation, and exact and approximate calculation in young children. <i>Journal of Experimental Child Psychology</i> , 2021, 212, 105251.	0.7	5
9	Causal Effects of Parent Number Talk on Preschoolersâ€™ Number Knowledge. <i>Child Development</i> , 2020, 91, e1162-e1177.	1.7	38
10	Number line unidimensionality is a critical feature for promoting fraction magnitude concepts. <i>Journal of Experimental Child Psychology</i> , 2019, 187, 104657.	0.7	15
11	Spatial Skills, Reasoning, and Mathematics. , 2019, , 100-123.		7
12	Number gestures predict learning of number words. <i>Developmental Science</i> , 2019, 22, e12791.	1.3	19
13	Reading Anxiety: An Early Affective Impediment to Childrenâ€™s Success in Reading. <i>Journal of Cognition and Development</i> , 2019, 20, 15-34.	0.6	39
14	The role of inhibitory control in strategy change: The case of linear measurement.. <i>Developmental Psychology</i> , 2019, 55, 1389-1399.	1.2	9
15	Malleability of whole-number and fraction biases in decimal comparison.. <i>Developmental Psychology</i> , 2019, 55, 2263-2274.	1.2	7
16	Utilizing analogical reasoning to aid childrenâ€™s proportional reasoning understanding. <i>Journal of Numerical Cognition</i> , 2019, 5, 140-157.	0.6	1
17	Reciprocal relations among motivational frameworks, math anxiety, and math achievement in early elementary school. <i>Journal of Cognition and Development</i> , 2018, 19, 21-46.	0.6	132
18	The specificity of parenting effects: Differential relations of parent praise and criticism to childrenâ€™s theories of intelligence and learning goals. <i>Journal of Experimental Child Psychology</i> , 2018, 173, 116-135.	0.7	21

#	ARTICLE	IF	CITATIONS
19	Meaning before order: Cardinal principle knowledge predicts improvement in understanding the successor principle and exact ordering. <i>Cognition</i> , 2018, 180, 59-81.	1.1	36
20	Parent praise to toddlers predicts fourth grade academic achievement via children's incremental mindsets.. <i>Developmental Psychology</i> , 2018, 54, 397-409.	1.2	64
21	The number line is a critical spatial-numerical representation: Evidence from a fraction intervention.. <i>Developmental Psychology</i> , 2017, 53, 587-596.	1.2	72
22	Who needs innate ability to succeed in math and literacy? Academic-domain-specific theories of intelligence about peers versus adults.. <i>Developmental Psychology</i> , 2017, 53, 1188-1205.	1.2	61
23	A parent-directed language intervention for children of low socioeconomic status: a randomized controlled pilot study. <i>Journal of Child Language</i> , 2016, 43, 366-406.	0.8	212
24	Young children's motivational frameworks and math achievement: Relation to teacher-reported instructional practices, but not teacher theory of intelligence.. <i>Journal of Educational Psychology</i> , 2016, 108, 300-313.	2.1	113
25	Gesture as a window onto children's number knowledge. <i>Cognition</i> , 2015, 144, 14-28.	1.1	59
26	Intergenerational Effects of Parents' Math Anxiety on Children's Math Achievement and Anxiety. <i>Psychological Science</i> , 2015, 26, 1480-1488.	1.8	290
27	Approximate number word knowledge before the cardinal principle. <i>Journal of Experimental Child Psychology</i> , 2015, 130, 35-55.	0.7	58
28	Math Anxiety, Working Memory, and Math Achievement in Early Elementary School. <i>Journal of Cognition and Development</i> , 2013, 14, 187-202.	0.6	333
29	Teachers' Spatial Anxiety Relates to 1st and 2nd Graders' Spatial Learning. <i>Mind, Brain, and Education</i> , 2013, 7, 196-199.	0.9	34
30	Parent Praise to 1- to 3-Year-Olds Predicts Children's Motivational Frameworks 5 Years Later. <i>Child Development</i> , 2013, 84, 1526-1541.	1.7	255
31	Spatial Anxiety Relates to Spatial Abilities as a Function of Working Memory in Children. <i>Quarterly Journal of Experimental Psychology</i> , 2012, 65, 474-487.	0.6	68
32	"The relation between spatial skill and early number knowledge: The role of the linear number line": Correction to Gunderson et al. (2012).. <i>Developmental Psychology</i> , 2012, 48, 1241-1241.	1.2	7
33	The relation between spatial skill and early number knowledge: The role of the linear number line.. <i>Developmental Psychology</i> , 2012, 48, 1229-1241.	1.2	379
34	New Directions for Research on the Role of Parents and Teachers in the Development of Gender-Related Math Attitudes: Response to Commentaries. <i>Sex Roles</i> , 2012, 66, 191-196.	1.4	10
35	The Role of Parents and Teachers in the Development of Gender-Related Math Attitudes. <i>Sex Roles</i> , 2012, 66, 153-166.	1.4	546
36	"What counts in the development of young children's number knowledge?": Correction to Levine et al. (2010).. <i>Developmental Psychology</i> , 2011, 47, 302-302.	1.2	5

#	ARTICLE	IF	CITATIONS
37	Some types of parent number talk count more than others: relations between parents' input and children's cardinal-number knowledge. <i>Developmental Science</i> , 2011, 14, 1021-1032.	1.3	257
38	What counts in the development of young children's number knowledge?. <i>Developmental Psychology</i> , 2010, 46, 1309-1319.	1.2	324
39	Reply to Plante et al.: Girls' math achievement is related to their female teachers' math anxiety. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2010, 107, .	3.3	2
40	Female teachers' math anxiety affects girls' math achievement. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2010, 107, 1860-1863.	3.3	628