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List of Publications by Year
in descending order

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45 papers	2,572 citations	186265 28 h-index	243625 44 g-index
45 all docs	45 docs citations	45 times ranked	1193 citing authors

#	Article	IF	Citations
1	ANS acuity and mathematics ability in preschoolers from lowâ€•income homes: contributions of inhibitory control. Developmental Science, 2013, 16, 136-148.	2.4	254
2	Why Won't You Change Your Mind? Knowledge of Operational Patterns Hinders Learning and Performance on Equations. Child Development, 2005, 76, 883-899.	3.0	203
3	Concreteness Fading in Mathematics and Science Instruction: a Systematic Review. Educational Psychology Review, 2014, 26, 9-25.	8.4	202
4	The Role of Gesture in Children's Comprehension of Spoken Language:Now They Need It, Now They Don't. Journal of Nonverbal Behavior, 2000, 24, 131-150.	1.0	125
5	Should you show me the money? Concrete objects both hurt and help performance on mathematics problems. Learning and Instruction, 2009, 19, 171-184.	3.2	120
6	Middle-School Students' Understanding of the Equal Sign: The Books They Read Can't Help. Cognition and Instruction, 2006, 24, 367-385.	2.9	112
7	â€œConcreteness fadingâ€•promotes transfer of mathematical knowledge. Learning and Instruction, 2012, 22, 440-448.	3.2	102
8	A Longitudinal Examination of Middle School Students' Understanding of the Equal Sign and Equivalent Equations. Mathematical Thinking and Learning, 2007, 9, 221-247.	1.2	100
9	Knowledge Change as a Function of Mathematics Experience: All Contexts are Not Created Equal. Journal of Cognition and Development, 2005, 6, 285-306.	1.3	90
10	U-shaped development in math: 7-year-olds outperform 9-year-olds on equivalence problems.. Developmental Psychology, 2007, 43, 687-695.	1.6	84
11	Divergence of verbal expression and embodied knowledge: Evidence from speech and gesture in children with specific language impairment. Language and Cognitive Processes, 2001, 16, 309-331.	2.2	76
12	Limitations to Teaching Children 2 + 2 = 4: Typical Arithmetic Problems Can Hinder Learning of Mathematical Equivalence. Child Development, 2008, 79, 1524-1537.	3.0	74
13	Benefits of Practicing 4â€ƒ=â€ƒ2â€ƒ+â€ƒ2: Nontraditional Problem Formats Facilitate Childrenâ€™s Understanding of Mathematical Equivalence. Child Development, 2011, 82, 1620-1633.	3.0	73
14	Benefits of â€œconcreteness fadingâ€•for children's mathematics understanding. Learning and Instruction, 2015, 35, 104-120.	3.2	71
15	Middle school students' understanding of core algebraic concepts: Equivalence & Variable1. Zentralblatt FÃ¼r Didaktik Der Mathematik, 2005, 37, 68-76.	0.4	66
16	Using Concreteness in Education: Real Problems, Potential Solutions. Child Development Perspectives, 2009, 3, 160-164.	3.9	59
17	Rethinking the Use of Concrete Materials in Learning: Perspectives From Development and Education. Child Development Perspectives, 2009, 3, 137-139.	3.9	53
18	A specific misconception of the equal sign acts as a barrier to children's learning of early algebra. Learning and Individual Differences, 2015, 38, 61-67.	2.7	53

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19	A Changeâ€“Resistance Account of Children's Difficulties Understanding Mathematical Equivalence. Child Development Perspectives, 2014, 8, 42-47.	3.9	52
20	Arithmetic practice can be modified to promote understanding of mathematical equivalence.. Journal of Educational Psychology, 2015, 107, 423-436.	2.9	50
21	Effects of Perceptually Rich Manipulatives on Preschoolers' Counting Performance: Established Knowledge Counts. Child Development, 2013, 84, 1020-1033.	3.0	48
22	Easy as ABCABC: Abstract Language Facilitates Performance on a ConcreteÂPatterning Task. Child Development, 2015, 86, 927-935.	3.0	48
23	Continuity in Representation Between Children and Adults: Arithmetic Knowledge Hinders Undergraduates' Algebraic Problem Solving. Journal of Cognition and Development, 2010, 11, 437-457.	1.3	43
24	Learning mathematics from procedural instruction: Externally imposed goals influence what is learned.. Journal of Educational Psychology, 2000, 92, 734-744.	2.9	41
25	Middle School Studentsâ€™ Understanding of Core Algebraic Concepts: Equivalence & Variable. Advances in Mathematics Education, 2011, , 259-276.	0.2	38
26	It pays to be organized: Organizing arithmetic practice around equivalent values facilitates understanding of math equivalence.. Journal of Educational Psychology, 2012, 104, 1109-1121.	2.9	36
27	A is for apple: Mnemonic symbols hinder the interpretation of algebraic expressions.. Journal of Educational Psychology, 2010, 102, 625-634.	2.9	35
28	The Importance of Equal Sign Understanding in the Middle Grades. Mathematics Teaching in the Middle School, 2008, 13, 514-519.	0.1	31
29	An eye for relations: eye-tracking indicates long-term negative effects of operational thinking on understanding of math equivalence. Memory and Cognition, 2013, 41, 1079-1095.	1.6	24
30	Specific early number skills mediate the association between executive functioning skills and mathematics achievement.. Developmental Psychology, 2016, 52, 1217-1235.	1.6	24
31	Consequences of Individual Differences in Children's Formal Understanding of Mathematical Equivalence. Child Development, 2019, 90, 940-956.	3.0	24
32	You'll see what you mean: Students encode equations based on their knowledge of arithmetic. Cognitive Science, 2004, 28, 451-466.	1.7	23
33	Organization matters: Mental organization of addition knowledge relates to understanding math equivalence in symbolic form. Cognitive Development, 2014, 30, 30-46.	1.3	21
34	The Role of Non-Numerical Stimulus Features in Approximate Number System Training in Preschoolers from Low-Income Homes. Journal of Cognition and Development, 2016, 17, 737-764.	1.3	20
35	Perceptual support promotes strategy generation: Evidence from equationÂsolving. British Journal of Developmental Psychology, 2018, 36, 153-168.	1.7	20
36	An integrative data analysis of gender differences in childrenâ€™s understanding of mathematical equivalence. Journal of Experimental Child Psychology, 2017, 163, 140-150.	1.4	14

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37	Influences of problem format and SES on preschoolersâ€™ understanding of approximate addition. Cognitive Development, 2011, 26, 57-71.	1.3	12
38	Improved setâ€size labeling mediates the effect of a counting intervention on children's understanding of cardinality. Developmental Science, 2019, 22, e12819.	2.4	12
39	Arithmetic practice that includes relational words promotes understanding of symbolic equations. Learning and Individual Differences, 2018, 64, 104-112.	2.7	10
40	Activation of Operational Thinking During Arithmetic Practice Hinders Learning And Transfer. Journal of Problem Solving, 2014, 7, .	0.7	9
41	Understanding Childrenâ€™s Difficulties with Mathematical Equivalence. , 2017, , 167-195.		6
42	Comparing Metaâ€analysis and Individual Person Data Analysis Using Raw Data on Children's Understanding of Equivalence. Child Development, 2018, 89, 1983-1995.	3.0	6
43	Question Design Affects Students' Senseâ€Making on Mathematics Word Problems. Cognitive Science, 2021, 45, e12960.	1.7	3
44	Hand position affects performance on multiplication tasks. Journal of Numerical Cognition, 2020, 6, 1-21.	1.2	3
45	Improving Understanding of Mathematical Equivalence. The Mathematics Teacher, 2021, 114, 16-26.	0.1	2