Marie-Pascale NoÃ«l

List of Publications by Year
in descending order

55	4,310	136950 32	161849 54
papers	citations	h-index	g-index

57	57	57	1817
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Early visual deprivation does not prevent the emergence of basic numerical abilities in blind children. Cognition, 2021, 210, 104586.	2.2	6
2	Preschoolersâ€™ mastery of advanced counting: The best predictor of addition skills 2Âyears later. Journal of Experimental Child Psychology, 2021, 212, 105252.	1.4	3
3	Investigating the respective contribution of sensory modalities and spatial disposition in numerical training. Journal of Experimental Child Psychology, 2020, 190, 104729.	1.4	3
4	Mathematical Profile Test: A Preliminary Evaluation of an Online Assessment for Mathematics Skills of Children in Grades 1â€“6. Behavioral Sciences (Basel, Switzerland), 2020, 10, 126.	2.1	5
5	Magnitude processing in populations with spina-bifida: The role of visuospatial and working memory processes. Research in Developmental Disabilities, 2020, 102, 103655.	2.2	1
6	Transparent number-naming system gives only limited advantage for preschooler's numerical development: Comparisons of Vietnamese and French-speaking children. PLoS ONE, 2020, 15, e0243472.	2.5	2
7	Recruitment of the occipital cortex by arithmetic processing follows computational bias in the congenitally blind. NeuroImage, 2019, 186, 549-556.	4.2	21
8	Impact of ageing on problem size and proactive interference in arithmetic facts solving. Quarterly Journal of Experimental Psychology, 2019, 72, 446-456.	1.1	6
9	Developmental Dyscalculia in Adults: Beyond Numerical Magnitude Impairment. Journal of Learning Disabilities, 2018, 51, 600-611.	2.2	19
10	Hypersensitivity-to-Interference in Memory as a Possible Cause of Difficulty in Arithmetic Facts Storing. , 2018, , 387-408.		4
11	Chapitre 3. La dyscalculie dÃ©veloppementaleÂ: Ã lâ€™interface de lâ€™orthophonie et de la neuropsychologie. , 2018, , 43-67.		1
12	Visuo-spatial processes as a domain-general factor impacting numerical development in atypical populations. Journal of Numerical Cognition, 2017, 3, 344-364.	1.2	8
13	The role of physical digit representation and numerical magnitude representation in childrenâ€™s multiplication fact retrieval. Journal of Experimental Child Psychology, 2016, 152, 41-53.	1.4	13
14	Improving Preschoolersâ€™ Arithmetic through Number Magnitude Training: The Impact of Non-Symbolic and Symbolic Training. PLoS ONE, 2016, 11, e0166685.	2.5	33
15	The role of fingers in the development of counting and arithmetic skills. Acta Psychologica, 2015, 156, 37-44.	1.5	43
16	Spatial and numerical processing in children with high and low visuospatial abilities. Journal of Experimental Child Psychology, 2015, 132, 84-98.	1.4	48
17	The interference effect in arithmetic fact solving: An fMRI study. NeuroImage, 2015, 116, 92-101.	4.2	36
18	Serial-order learning impairment and hypersensitivity-to-interference in dyscalculia. Cognition, 2015, 144, 38-48.	2.2	38

#	Article	IF	Citations
19	Spatial and numerical processing in children with non-verbal learning disabilities. Research in Developmental Disabilities, 2015, 47, 61-72.	2.2	23
20	The detrimental effect of interference in multiplication facts storing: Typical development and individual differences.. Journal of Experimental Psychology: General, 2014, 143, 2380-2400.	2.1	58
21	Arithmetic facts storage deficit: the hypersensitivityâ€toâ€interference in memory hypothesis. Developmental Science, 2014, 17, 434-442.	2.4	59
22	Visual experience influences the interactions between fingers and numbers. Cognition, 2014, 133, 91-96.	2.2	26
23	The development of childrenâ€™s inhibition: Does parenting matter?. Journal of Experimental Child Psychology, 2014, 122, 166-182.	1.4	77
24	The relationship between working memory for serial order and numerical development: A longitudinal study.. Developmental Psychology, 2014, 50, 1667-1679.	1.6	34
25	How do symbolic and non-symbolic numerical magnitude processing skills relate to individual differences in children's mathematical skills? A review of evidence from brain and behavior. Trends in Neuroscience and Education, 2013, 2, 48-55.	3.1	501
26	A case study of arithmetic facts dyscalculia caused by a hypersensitivity-to-interference in memory. Cortex, 2013, 49, 50-70.	2.4	47
27	Magnitude Representations in Williams Syndrome: Differential Acuity in Time, Space and Number Processing. PLoS ONE, 2013, 8, e72621.	2.5	25
28	The Processing of Symbolic and Nonsymbolic Ratios in School-Age Children. PLoS ONE, 2013, 8, e82002.	2.5	9
29	Numerical and nonnumerical estimation in children with and without mathematical learning disabilities. Child Neuropsychology, 2012, 18, 550-575.	1.3	47
30	The mental representation of the magnitude of symbolic and nonsymbolic ratios in adults. Quarterly Journal of Experimental Psychology, 2012, 65, 702-724.	1.1	20
31	Numerical estimation in adults with and without developmental dyscalculia. Learning and Individual Differences, 2012, 22, 164-170.	2.7	46
32	Is finger-counting necessary for the development of arithmetic abilities?. Frontiers in Psychology, 2011, 2, 242.	2.1	47
33	Developmental Changes in the Profiles of Dyscalculia: An Explanation Based on a Double Exact-and-Approximate Number Representation Model. Frontiers in Human Neuroscience, 2011, 5, 165.	2.0	122
34	Comparing 5/7 and 2/9: Adults can do it by accessing the magnitude of the whole fractions. Acta Psychologica, 2010, 135, 284-292.	1.5	62
35	Symbolic and nonsymbolic number comparison in children with and without dyscalculia. Cognition, 2010, 115, 10-25.	2.2	268
36	Comparing the magnitude of two fractions with common components: Which representations are used by 10- and 12-year-olds?. Journal of Experimental Child Psychology, 2010, 107, 244-259.	1.4	95

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37	Neural Correlates of Symbolic Number Comparison in Developmental Dyscalculia. Journal of Cognitive Neuroscience, 2010, 22, 860-874.	2.3	185
38	Rational numbers: Componential versus holistic representation of fractions in a magnitude comparison task. Quarterly Journal of Experimental Psychology, 2009, 62, 1598-1616.	1.1	90
39	Counting on working memory when learning to count and to add: A preschool study.. Developmental Psychology, 2009, 45, 1630-1643.	1.6	114
40	Automaticity for numerical magnitude of two-digit Arabic numbers in children. Acta Psychologica, 2008, 129, 264-272.	1.5	18
41	Mental Arithmetic in Children With Mathematics Learning Disabilities. Journal of Learning Disabilities, 2008, 41, 498-513.	2.2	25
42	Does finger training increase young children's numerical performance?. Cortex, 2008, 44, 368-375.	2.4	236
43	The innate schema of natural numbers does not explain historical, cultural, and developmental differences. Behavioral and Brain Sciences, 2008, 31, 664-665.	0.7	4
44	The development of automatic numerosity processing in preschoolers: Evidence for numerosity-perceptual interference.. Developmental Psychology, 2008, 44, 544-560.	1.6	91
45	The Inhibition Capacities of Children with Mathematical Disabilities. Child Neuropsychology, 2007, 14, 1-20.	1.3	56
46	The nonintentional processing of Arabic numbers in children. Journal of Clinical and Experimental Neuropsychology, 2007, 29, 225-234.	1.3	22
47	Basic numerical skills in children with mathematics learning disabilities: A comparison of symbolic vs non-symbolic number magnitude processing. Cognition, 2007, 102, 361-395.	2.2	619
48	Finger gnosia: a predictor of numerical abilities in children?. Child Neuropsychology, 2005, 11, 413-430.	1.3	257
49	The Inhibition of Exogenous Distracting Information in Children with Learning Disabilities. Journal of Learning Disabilities, 2005, 38, 400-410.	2.2	18
50	Magnitude comparison in preschoolers: what counts? Influence of perceptual variables. Journal of Experimental Child Psychology, 2004, 87, 57-84.	1.4	158
51	Involvement of short-term memory in complex mental calculation. Memory and Cognition, 2001, 29, 34-42.	1.6	70
52	The Whorfian hypothesis and numerical cognition: is `twenty-four' processed in the same way as `four-and-twenty'?. Cognition, 1998, 66, 51-77.	2.2	115
53	About the influence of the presentation format on arithmetical-fact retrieval processes. Cognition, 1997, 63, 335-374.	2.2	64
54	Arabic number reading deficit: A single case study or when 236 is read (2306) and judged superior to 1258. Cognitive Neuropsychology, 1993, 10, 317-339.	1.1	122

#	Article	IF	Citations
55	Images of numbers, or â€œwhen 98 is upper left and 6 sky blueâ€• Cognition, 1992, 44, 159-196.	2.2	180