

Marie-Pascale Noël

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/1195901/publications.pdf>

Version: 2024-02-01

55
papers

4,310
citations

156536

32
h-index

182931

54
g-index

57
all docs

57
docs citations

57
times ranked

2064
citing authors

#	ARTICLE	IF	CITATIONS
1	Early visual deprivation does not prevent the emergence of basic numerical abilities in blind children. <i>Cognition</i> , 2021, 210, 104586.	1.1	6
2	Preschoolers' mastery of advanced counting: The best predictor of addition skills 2 years later. <i>Journal of Experimental Child Psychology</i> , 2021, 212, 105252.	0.7	3
3	Investigating the respective contribution of sensory modalities and spatial disposition in numerical training. <i>Journal of Experimental Child Psychology</i> , 2020, 190, 104729.	0.7	3
4	Mathematical Profile Test: A Preliminary Evaluation of an Online Assessment for Mathematics Skills of Children in Grades 1-6. <i>Behavioral Sciences (Basel, Switzerland)</i> , 2020, 10, 126.	1.0	5
5	Magnitude processing in populations with spina-bifida: The role of visuospatial and working memory processes. <i>Research in Developmental Disabilities</i> , 2020, 102, 103655.	1.2	1
6	Transparent number-naming system gives only limited advantage for preschooler's numerical development: Comparisons of Vietnamese and French-speaking children. <i>PLoS ONE</i> , 2020, 15, e0243472.	1.1	2
7	Recruitment of the occipital cortex by arithmetic processing follows computational bias in the congenitally blind. <i>NeuroImage</i> , 2019, 186, 549-556.	2.1	21
8	Impact of ageing on problem size and proactive interference in arithmetic facts solving. <i>Quarterly Journal of Experimental Psychology</i> , 2019, 72, 446-456.	0.6	6
9	Developmental Dyscalculia in Adults: Beyond Numerical Magnitude Impairment. <i>Journal of Learning Disabilities</i> , 2018, 51, 600-611.	1.5	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 développementale: À l'interface de l'orthophonie et de la neuropsychologie. , 2018, , 43-67.		1
12	Visuo-spatial processes as a domain-general factor impacting numerical development in atypical populations. <i>Journal of Numerical Cognition</i> , 2017, 3, 344-364.	0.6	8
13	The role of physical digit representation and numerical magnitude representation in children's multiplication fact retrieval. <i>Journal of Experimental Child Psychology</i> , 2016, 152, 41-53.	0.7	13
14	Improving Preschoolers' Arithmetic through Number Magnitude Training: The Impact of Non-Symbolic and Symbolic Training. <i>PLoS ONE</i> , 2016, 11, e0166685.	1.1	33
15	The role of fingers in the development of counting and arithmetic skills. <i>Acta Psychologica</i> , 2015, 156, 37-44.	0.7	43
16	Spatial and numerical processing in children with high and low visuospatial abilities. <i>Journal of Experimental Child Psychology</i> , 2015, 132, 84-98.	0.7	48
17	The interference effect in arithmetic fact solving: An fMRI study. <i>NeuroImage</i> , 2015, 116, 92-101.	2.1	36
18	Serial-order learning impairment and hypersensitivity-to-interference in dyscalculia. <i>Cognition</i> , 2015, 144, 38-48.	1.1	38

#	ARTICLE	IF	CITATIONS
19	Spatial and numerical processing in children with non-verbal learning disabilities. <i>Research in Developmental Disabilities</i> , 2015, 47, 61-72.	1.2	23
20	The detrimental effect of interference in multiplication facts storing: Typical development and individual differences.. <i>Journal of Experimental Psychology: General</i> , 2014, 143, 2380-2400.	1.5	58
21	Arithmetic facts storage deficit: the hypersensitivity to interference in memory hypothesis. <i>Developmental Science</i> , 2014, 17, 434-442.	1.3	59
22	Visual experience influences the interactions between fingers and numbers. <i>Cognition</i> , 2014, 133, 91-96.	1.1	26
23	The development of children's inhibition: Does parenting matter?. <i>Journal of Experimental Child Psychology</i> , 2014, 122, 166-182.	0.7	77
24	The relationship between working memory for serial order and numerical development: A longitudinal study.. <i>Developmental Psychology</i> , 2014, 50, 1667-1679.	1.2	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. <i>Trends in Neuroscience and Education</i> , 2013, 2, 48-55.	1.5	501
26	A case study of arithmetic facts dyscalculia caused by a hypersensitivity-to-interference in memory. <i>Cortex</i> , 2013, 49, 50-70.	1.1	47
27	Magnitude Representations in Williams Syndrome: Differential Acuity in Time, Space and Number Processing. <i>PLoS ONE</i> , 2013, 8, e72621.	1.1	25
28	The Processing of Symbolic and Nonsymbolic Ratios in School-Age Children. <i>PLoS ONE</i> , 2013, 8, e82002.	1.1	9
29	Numerical and nonnumerical estimation in children with and without mathematical learning disabilities. <i>Child Neuropsychology</i> , 2012, 18, 550-575.	0.8	47
30	The mental representation of the magnitude of symbolic and nonsymbolic ratios in adults. <i>Quarterly Journal of Experimental Psychology</i> , 2012, 65, 702-724.	0.6	20
31	Numerical estimation in adults with and without developmental dyscalculia. <i>Learning and Individual Differences</i> , 2012, 22, 164-170.	1.5	46
32	Is finger-counting necessary for the development of arithmetic abilities?. <i>Frontiers in Psychology</i> , 2011, 2, 242.	1.1	47
33	Developmental Changes in the Profiles of Dyscalculia: An Explanation Based on a Double Exact-and-Approximate Number Representation Model. <i>Frontiers in Human Neuroscience</i> , 2011, 5, 165.	1.0	122
34	Comparing 5/7 and 2/9: Adults can do it by accessing the magnitude of the whole fractions. <i>Acta Psychologica</i> , 2010, 135, 284-292.	0.7	62
35	Symbolic and nonsymbolic number comparison in children with and without dyscalculia. <i>Cognition</i> , 2010, 115, 10-25.	1.1	268
36	Comparing the magnitude of two fractions with common components: Which representations are used by 10- and 12-year-olds?. <i>Journal of Experimental Child Psychology</i> , 2010, 107, 244-259.	0.7	95

#	ARTICLE	IF	CITATIONS
37	Neural Correlates of Symbolic Number Comparison in Developmental Dyscalculia. <i>Journal of Cognitive Neuroscience</i> , 2010, 22, 860-874.	1.1	185
38	Rational numbers: Componential versus holistic representation of fractions in a magnitude comparison task. <i>Quarterly Journal of Experimental Psychology</i> , 2009, 62, 1598-1616.	0.6	90
39	Counting on working memory when learning to count and to add: A preschool study.. <i>Developmental Psychology</i> , 2009, 45, 1630-1643.	1.2	114
40	Automaticity for numerical magnitude of two-digit Arabic numbers in children. <i>Acta Psychologica</i> , 2008, 129, 264-272.	0.7	18
41	Mental Arithmetic in Children With Mathematics Learning Disabilities. <i>Journal of Learning Disabilities</i> , 2008, 41, 498-513.	1.5	25
42	Does finger training increase young children's numerical performance?. <i>Cortex</i> , 2008, 44, 368-375.	1.1	236
43	The innate schema of natural numbers does not explain historical, cultural, and developmental differences. <i>Behavioral and Brain Sciences</i> , 2008, 31, 664-665.	0.4	4
44	The development of automatic numerosity processing in preschoolers: Evidence for numerosity-perceptual interference.. <i>Developmental Psychology</i> , 2008, 44, 544-560.	1.2	91
45	The Inhibition Capacities of Children with Mathematical Disabilities. <i>Child Neuropsychology</i> , 2007, 14, 1-20.	0.8	56
46	The nonintentional processing of Arabic numbers in children. <i>Journal of Clinical and Experimental Neuropsychology</i> , 2007, 29, 225-234.	0.8	22
47	Basic numerical skills in children with mathematics learning disabilities: A comparison of symbolic vs non-symbolic number magnitude processing. <i>Cognition</i> , 2007, 102, 361-395.	1.1	619
48	Finger gnosis: a predictor of numerical abilities in children?. <i>Child Neuropsychology</i> , 2005, 11, 413-430.	0.8	257
49	The Inhibition of Exogenous Distracting Information in Children with Learning Disabilities. <i>Journal of Learning Disabilities</i> , 2005, 38, 400-410.	1.5	18
50	Magnitude comparison in preschoolers: what counts? Influence of perceptual variables. <i>Journal of Experimental Child Psychology</i> , 2004, 87, 57-84.	0.7	158
51	Involvement of short-term memory in complex mental calculation. <i>Memory and Cognition</i> , 2001, 29, 34-42.	0.9	70
52	The Whorfian hypothesis and numerical cognition: is 'twenty-four' processed in the same way as 'four-and-twenty'?. <i>Cognition</i> , 1998, 66, 51-77.	1.1	115
53	About the influence of the presentation format on arithmetical-fact retrieval processes. <i>Cognition</i> , 1997, 63, 335-374.	1.1	64
54	Arabic number reading deficit: A single case study or when 236 is read (2306) and judged superior to 1258. <i>Cognitive Neuropsychology</i> , 1993, 10, 317-339.	0.4	122

#	ARTICLE	IF	CITATIONS
55	Images of numbers, or "when 98 is upper left and 6 sky blue" Cognition, 1992, 44, 159-196.	1.1	180