

# Mary Wagner Fuhs

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/12121754/publications.pdf>

Version: 2024-02-01

16  
papers

1,239  
citations

759233

12  
h-index

940533

16  
g-index

16  
all docs

16  
docs citations

16  
times ranked

1122  
citing authors

#	ARTICLE	IF	CITATIONS
1	Longitudinal associations between executive functioning and academic skills across content areas.. Developmental Psychology, 2014, 50, 1698-1709.	1.6	268
2	ANS acuity and mathematics ability in preschoolers from low-income homes: contributions of inhibitory control. Developmental Science, 2013, 16, 136-148.	2.4	254
3	Verbal ability and executive functioning development in preschoolers at head start.. Developmental Psychology, 2011, 47, 404-416.	1.6	247
4	Preschool classroom processes as predictors of children's cognitive self-regulation skills development.. School Psychology Quarterly, 2013, 28, 347-359.	2.0	113
5	Executive function skills and academic achievement gains in prekindergarten: Contributions of learning-related behaviors.. Developmental Psychology, 2015, 51, 865-878.	1.6	98
6	Prekindergarten children's executive functioning skills and achievement gains: The utility of direct assessments and teacher ratings.. Journal of Educational Psychology, 2015, 107, 207-221.	2.9	78
7	Learning-related cognitive self-regulation measures for prekindergarten children: A comparative evaluation of the educational relevance of selected measures.. Journal of Educational Psychology, 2017, 109, 1084-1102.	2.9	56
8	Specific early number skills mediate the association between executive functioning skills and mathematics achievement.. Developmental Psychology, 2016, 52, 1217-1235.	1.6	24
9	Stability and instability in the co-development of mathematics, executive function skills, and visual-motor integration from prekindergarten to first grade. Early Childhood Research Quarterly, 2019, 46, 262-274.	2.7	23
10	Chronic Absenteeism and Preschool Children's Executive Functioning Skills Development. Journal of Education for Students Placed at Risk, 2018, 23, 39-52.	2.5	21
11	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
12	Influences of problem format and SES on preschoolers' understanding of approximate addition. Cognitive Development, 2011, 26, 57-71.	1.3	12
13	Approximate number system task performance: Associations with domain-general and domain-specific cognitive skills in young children. Journal of Numerical Cognition, 2018, 4, 590-612.	1.2	10
14	Teacher fidelity to Conscious Discipline and children's executive function skills. Early Childhood Research Quarterly, 2020, 51, 14-25.	2.7	9
15	Children's Flexible Attention to Numerical and Spatial Magnitudes in Early Childhood. Journal of Cognition and Development, 2021, 22, 22-47.	1.3	5
16	Executive function mediates the relationship between Conscious Discipline fidelity and kindergarten readiness. Journal of Applied Developmental Psychology, 2022, 79, 101393.	1.7	1