

JosÃ Navarro

List of Publications by Year in descending order

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Version: 2024-02-01

54
papers

459
citations

840776

11
h-index

839539

18
g-index

62
all docs

62
docs citations

62
times ranked

471
citing authors

#	ARTICLE	IF	CITATIONS
1	Socio-Economic and Cultural Context in the Development of Early Mathematical Competencies: A Comparative Study of Specific Educational Contexts in Chile and Spain. <i>Psychological Reports</i> , 2022, , 003329412210979.	1.7	0
2	Modulation of general and specific cognitive precursors to early mathematical competencies in preschool children. <i>European Journal of Psychology of Education</i> , 2021, 36, 405-422.	2.6	2
3	Numerical Estimation and Mathematical Learning Methodology in Preschoolers. <i>Psychological Reports</i> , 2021, 124, 438-458.	1.7	2
4	Distress tolerance and executive functions: A systematic review.. <i>Psychology and Neuroscience</i> , 2021, 14, 280-297.	0.8	5
5	Teaching psychology at university using the content and language integrated learning (CLIL) approach. <i>Porta Linguarum</i> , 2021, , 77-91.	0.2	5
6	Apps para el aprendizaje de las matemáticas en educación infantil. <i>International Journal of Developmental and Educational Psychology Revista INFAD De Psicología</i> , 2019, 3, 121.	0.1	1
7	Componentes cognitivos del sistema de aproximación numérica y la fluidez de cálculo en niños de educación primaria. <i>Universitas Psychologica</i> , 2019, 18, 1-14.	0.6	1
8	Individual differences in general and specific cognitive precursors in early mathematical learning. <i>Psicothema</i> , 2019, 31, 156-162.	0.9	6
9	The Open Algorithm Based on Numbers (ABN) Method: An Effective Instructional Approach to Domain-Specific Precursors of Arithmetic Development. <i>Frontiers in Psychology</i> , 2018, 9, 1811.	2.1	13
10	Coming Together: R&D and Children's Entertainment Company in Designing APPs for Learning Early Math. <i>Frontiers in Psychology</i> , 2018, 9, 2751.	2.1	18
11	Do boys and girls learn the same way? A preliminary study in Primary Education analyzing gender differences. <i>Electronic Journal of Research in Educational Psychology</i> , 2018, 16, 537-553.	0.6	1
12	Análisis del efecto san Mateo en un estudio longitudinal sobre el desarrollo lector durante la educación primaria (1.º a 5.º). <i>European Journal of Education and Psychology</i> , 2017, 10, 23-32.	1.5	5
13	Regulación emocional y habilidades académicas: relación en niños de 9 a 11 años de edad. <i>Suma Psicológica</i> , 2017, 24, 79-86.	0.4	11
14	Cognitive Profile in Learning Mathematics With Open Calculation Based on Numbers Algorithm. <i>Revista De Psicodidáctica (English Ed)</i> , 2017, 22, 54-59.	1.1	4
15	Different Methods for Long-term Systematic Assessment of Challenging Behaviors in People with Severe Intellectual Disability. <i>Frontiers in Psychology</i> , 2017, 8, 17.	2.1	5
16	Improving number sense in kindergarten children with low achievement in mathematics. <i>Anales De Psicología</i> , 2017, 33, 311.	0.7	11
17	APP designed for early math training. <i>Magnitudes Comparison</i> . , 2017, , .		3
18	PSYCHOLOGY RESEARCH ON APP DESIGN TO IMPROVE EARLY MATH LEARNING. , 2017, , .		0

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19	Predictores de dominio específico para la fluidez de cálculo al inicio de la Educación Primaria. <i>Electronic Journal of Research in Educational Psychology</i> , 2017, 14, .	0.6	1
20	Predictive model for early math skills based on structural equations. <i>Scandinavian Journal of Psychology</i> , 2016, 57, 489-494.	1.5	11
21	Exploración de diferencias de género en los predictores de dominio general y específico de las habilidades matemáticas tempranas. <i>Suma Psicológica</i> , 2016, 23, 71-79.	0.4	0
22	Domain-specific predictors for fluency calculation at the beginning of primary school education. <i>Electronic Journal of Research in Educational Psychology</i> , 2016, 14, 482-499.	0.6	3
23	ANÁLISIS FUNCIONAL DE LA CONDUCTA EN ADULTOS CON DISCAPACIDAD INTELECTUAL PROFUNDA: UN ESTUDIO DE CASO. <i>International Journal of Developmental and Educational Psychology Revista INFAD De Psicología</i> , 2016, 4, 35.	0.1	0
24	Explanatory model of emotional-cognitive variables in school mathematics performance: a longitudinal study in primary school. <i>Frontiers in Psychology</i> , 2015, 6, 1363.	2.1	15
25	Functional Analysis of Challenging Behavior in People with Severe Intellectual Disabilities. <i>Psychological Reports</i> , 2014, 115, 655-669.	1.7	8
26	Cognitive Predictors of 5-Year-Old Students' Early Number Sense // Predictores cognitivos del conocimiento numérico temprano en alumnado de 5 años. <i>Revista De Psicodidáctica</i> , 2014, 20, 83-97.	1.3	21
27	Rendimiento de la memoria prospectiva en personas mayores, adultos y jóvenes. <i>Acta Colombiana De Psicología</i> , 2014, 17, 143-151.	0.4	0
28	Sala 404. El juego educativo en niños preescolares con leucemia hospitalizados. <i>Revista Científica Estudios E Investigaciones</i> , 2014, 3, 149.	0.1	0
29	Aspectos críticos de la concepción de Piaget sobre los números. <i>Pensando Psicología</i> , 2014, 10, 97-101.	0.5	0
30	Un estudio exploratorio para la adaptación de la versión española revisada del "Early Numeracy Test-R" para evaluar el aprendizaje matemático temprano. <i>European Journal of Education and Psychology</i> , 2014, 7, 83.	1.5	5
31	The double task of preventing malnutrition and overweight: a quasi-experimental community-based trial. <i>BMC Public Health</i> , 2013, 13, 212.	2.9	28
32	Procesos de automatización cognitiva en alumnado con altas capacidades intelectuales. <i>Anales De Psicología</i> , 2013, 29, .	0.7	2
33	The Psychology of Hatred. <i>The Open Criminology Journal</i> , 2013, 6, 10-17.	0.1	11
34	«Early Mathematical Competence Test» una herramienta multimedia para la evaluación del aprendizaje matemático temprano. <i>Revista Internacional De Tecnología, Ciencia Y Sociedad</i> , 2013, 2, 67-76.	0.0	0
35	Estudio de la influencia de la inteligencia y el género en la evaluación matemática temprana. <i>European Journal of Education and Psychology</i> , 2013, 6, 5.	1.5	5
36	Longitudinal study of low and high achievers in early mathematics. <i>British Journal of Educational Psychology</i> , 2012, 82, 28-41.	2.9	32

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37	Niveles de dificultad de la conciencia fonológica y aprendizaje lector. Revista De Logopedia, Foniatria Y Audiologia, 2011, 31, 96-105.	0.5	12
38	Inhibitory Processes, Working Memory, Phonological Awareness, Naming Speed, and Early Arithmetic Achievement. Spanish Journal of Psychology, 2011, 14, 580-588.	2.1	30
39	Cognitive Changes Among Institutionalized Elderly People. Educational Gerontology, 2009, 35, 523-540.	1.3	6
40	Relationship between Personality Traits and Vocational Choice. Psychological Reports, 2009, 105, 633-642.	1.7	11
41	Estimación del aprendizaje matemático mediante la versión española del Test de Evaluación Matemática Temprana de Utrecht. European Journal of Education and Psychology, 2009, 2, 131.	1.5	9
42	Positive Behavioral Intervention in Children who Were Wards of the Court Attending a Mainstream School. Psychological Reports, 2007, 101, 1067-1078.	1.7	2
43	POSITIVE BEHAVIORAL INTERVENTION IN CHILDREN WHO WERE WARDS OF THE COURT ATTENDING A MAINSTREAM SCHOOL. Psychological Reports, 2007, 101, 1067.	1.7	2
44	Mental attention in gifted and nongifted children. European Journal of Psychology of Education, 2006, 21, 401-411.	2.6	13
45	Stimulus Control with Computer Assisted Learning. Journal of Behavioral Education, 2004, 13, 83-91.	1.3	1
46	Improving attention behaviour in primary and secondary school children with a Computer Assisted Instruction procedure. International Journal of Psychology, 2003, 38, 359-365.	2.8	16
47	School Characteristics among Children of Alcoholic Parents. Psychological Reports, 2002, 90, 341-348.	1.7	35
48	SCHOOL CHARACTERISTICS AMONG CHILDREN OF ALCOHOLIC PARENTS. Psychological Reports, 2002, 90, 341.	1.7	3
49	Synchronous and asynchronous interactions of bilingual Hispanic pre- and in-service teachers in distance learning. American Journal of Distance Education, 2001, 15, 50-67.	1.5	6
50	Relationship of Arithmetic Problem Solving and Reflective-Impulsive Cognitive Styles in Third-Grade Students. Psychological Reports, 1999, 85, 179-186.	1.7	5
51	RELATIONSHIP OF ARITHMETIC PROBLEM SOLVING AND REFLECTIVE-IMPULSIVE COGNITIVE STYLES IN THIRD-GRADE STUDENTS. Psychological Reports, 1999, 85, 179.	1.7	1
52	Acquisition of Basic Concepts by Children with Intellectual Disabilities Using a Computer-Assisted Learning Approach. Psychological Reports, 1998, 82, 1051-1056.	1.7	9
53	ACQUISITION OF BASIC CONCEPTS BY CHILDREN WITH INTELLECTUAL DISABILITIES USING A COMPUTER-ASSISTED LEARNING APPROACH. Psychological Reports, 1998, 82, 1051.	1.7	2
54	Superconditioning and overshadowing. Learning and Motivation, 1989, 20, 130-152.	1.2	21