

Jo-Anne LeFevre

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3318722/publications.pdf>

Version: 2024-02-01

103
papers

8,485
citations

81743

39
h-index

48187

88
g-index

104
all docs

104
docs citations

104
times ranked

3877
citing authors

#	ARTICLE	IF	CITATIONS
1	Parental Involvement in the Development of Children's Reading Skill: A Five-Year Longitudinal Study. <i>Child Development</i> , 2002, 73, 445-460.	1.7	1,375
2	Differential Effects of Home Literacy Experiences on the Development of Oral and Written Language. <i>Reading Research Quarterly</i> , 1998, 33, 96-116.	1.8	602
3	Pathways to Mathematics: Longitudinal Predictors of Performance. <i>Child Development</i> , 2010, 81, 1753-1767.	1.7	554
4	Home numeracy experiences and children's math performance in the early school years.. <i>Canadian Journal of Behavioural Science</i> , 2009, 41, 55-66.	0.5	458
5	Formal and informal home learning activities in relation to children's early numeracy and literacy skills: The development of a home numeracy model. <i>Journal of Experimental Child Psychology</i> , 2014, 121, 63-84.	0.7	368
6	The role of working memory in mental arithmetic. <i>European Journal of Cognitive Psychology</i> , 2004, 16, 353-386.	1.3	355
7	Knowledge of storybooks as a predictor of young children's vocabulary.. <i>Journal of Educational Psychology</i> , 1996, 88, 520-536.	2.1	320
8	Cognitive load in hypertext reading: A review. <i>Computers in Human Behavior</i> , 2007, 23, 1616-1641.	5.1	315
9	Selection of procedures in mental addition: Reassessing the problem size effect in adults.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 1996, 22, 216-230.	0.7	305
10	Multiple routes to solution of single-digit multiplication problems.. <i>Journal of Experimental Psychology: General</i> , 1996, 125, 284-306.	1.5	248
11	Continuity and Change in the Home Literacy Environment as Predictors of Growth in Vocabulary and Reading. <i>Child Development</i> , 2014, 85, 1552-1568.	1.7	241
12	Do home numeracy and literacy practices of Greek and Canadian parents predict the numeracy skills of kindergarten children?. <i>International Journal of Early Years Education</i> , 2010, 18, 55-70.	0.4	200
13	Do Written Instructions Need Examples?. <i>Cognition and Instruction</i> , 1986, 3, 1-30.	1.9	195
14	Cognitive arithmetic: Evidence for obligatory activation of arithmetic facts. <i>Memory and Cognition</i> , 1988, 16, 45-53.	0.9	158
15	On Refining Theoretical Models of Emergent Literacy The Role of Empirical Evidence. <i>Journal of School Psychology</i> , 2001, 39, 439-460.	1.5	149
16	The Development of Procedural and Conceptual Knowledge in Computational Estimation. <i>Cognition and Instruction</i> , 1993, 11, 95-132.	1.9	129
17	Word knowledge and working memory as predictors of reading skill.. <i>Journal of Educational Psychology</i> , 1988, 80, 465-472.	2.1	114
18	Phonological and visual working memory in mental addition. <i>Memory and Cognition</i> , 2003, 31, 738-745.	0.9	113

#	ARTICLE	IF	CITATIONS
19	Influences of Language and Parental Involvement on the Development of Counting Skills: Comparisons of French- and English-speaking Canadian Children. <i>Early Child Development and Care</i> , 2002, 172, 283-300.	0.7	109
20	What counts as knowing? The development of conceptual and procedural knowledge of counting from kindergarten through Grade 2. <i>Journal of Experimental Child Psychology</i> , 2006, 93, 285-303.	0.7	108
21	The role of executive attention in the acquisition of mathematical skills for children in Grades 2 through 4. <i>Journal of Experimental Child Psychology</i> , 2013, 114, 243-261.	0.7	103
22	Charting the role of the number line in mathematical development. <i>Frontiers in Psychology</i> , 2013, 4, 641.	1.1	78
23	Mental Rotation With Tangible Three-dimensional Objects: A New Measure Sensitive to Developmental Differences in 4- to 8-Year-Old Children. <i>Mind, Brain, and Education</i> , 2015, 9, 10-18.	0.9	78
24	Expanding the Home Numeracy Model to Chilean children: Relations among parental expectations, attitudes, activities, and children's mathematical outcomes. <i>Early Childhood Research Quarterly</i> , 2020, 50, 16-28.	1.6	76
25	Storybook Reading and Parent Teaching: Links to Language and Literacy Development. <i>New Directions for Child and Adolescent Development</i> , 2001, 2001, 39.	1.3	75
26	The Role of Experience in Numerical Skill: Multiplication Performance in Adults from Canada and China. <i>Mathematical Cognition</i> , 1997, 3, 31-62.	0.4	74
27	More on the relation between division and multiplication in simple arithmetic: Evidence for mediation of division solutions via multiplication. <i>Memory and Cognition</i> , 1999, 27, 803-812.	0.9	71
28	A cognitive analysis of number-series problems: Sources of individual differences in performance. <i>Memory and Cognition</i> , 1986, 14, 287-298.	0.9	64
29	Factors influencing the selection of university majors varying in mathematical content.. <i>Canadian Journal of Behavioural Science</i> , 1992, 24, 276-289.	0.5	64
30	Individual differences in the obligatory activation of addition facts. <i>Memory and Cognition</i> , 1994, 22, 188-200.	0.9	62
31	Training young children on sequential relations among numbers and spatial decomposition: Differential transfer to number line and mental transformation tasks.. <i>Developmental Psychology</i> , 2016, 52, 854-866.	1.2	59
32	Doing as they are told and telling it like it is: Self-reports in mental arithmetic. <i>Memory and Cognition</i> , 2003, 31, 516-528.	0.9	57
33	The role of phonological and visual working memory in complex arithmetic for Chinese- and Canadian-educated adults. <i>Memory and Cognition</i> , 2010, 38, 176-185.	0.9	54
34	Children's Home Numeracy Environment Predicts Growth of their Early Mathematical Skills in Kindergarten. <i>Child Development</i> , 2020, 91, 1663-1680.	1.7	53
35	The Role of Child Interests and Collaborative Parent-Child Interactions in Fostering Numeracy and Literacy Development in Canadian Homes. <i>Early Childhood Education Journal</i> , 2014, 42, 251-259.	1.6	51
36	Next directions in measurement of the home mathematics environment: An international and interdisciplinary perspective. <i>Journal of Numerical Cognition</i> , 2021, 7, 195-220.	0.6	50

#	ARTICLE	IF	CITATIONS
37	Cultural differences in complex addition: Efficient Chinese versus adaptive Belgians and Canadians.. Journal of Experimental Psychology: Learning Memory and Cognition, 2009, 35, 1465-1476.	0.7	49
38	Selection of procedures in mental subtraction.. Canadian Journal of Experimental Psychology, 2006, 60, 209-220.	0.7	48
39	The extension of the interference effect to multiplication.. Canadian Journal of Experimental Psychology, 1996, 50, 393-396.	0.7	43
40	Working memory demands of exact and approximate addition. European Journal of Cognitive Psychology, 2007, 19, 187-212.	1.3	43
41	Refining the quantitative pathway of the Pathways to Mathematics model. Journal of Experimental Child Psychology, 2015, 131, 73-93.	0.7	40
42	Chapter 3 Understanding Elementary Mathematics. Advances in Psychology, 1992, , 113-136.	0.1	39
43	Individual differences and developmental change in the associative relations among numbers. Journal of Experimental Child Psychology, 1991, 52, 256-274.	0.7	37
44	Effects of problem format on division and multiplication performance: Division facts are mediated via multiplication-based representations.. Journal of Experimental Psychology: Learning Memory and Cognition, 2003, 29, 163-170.	0.7	37
45	Decomposing the problem-size effect: A comparison of response time distributions across cultures. Memory and Cognition, 2002, 30, 1160-1167.	0.9	35
46	Knowledge of counting principles: How relevant is order irrelevance?. Journal of Experimental Child Psychology, 2010, 105, 138-145.	0.7	32
47	The inverse relation between multiplication and division: Concepts, procedures, and a cognitive framework. Educational Studies in Mathematics, 2012, 79, 409-428.	1.8	31
48	Multiplication by eye and by ear for Chinese-speaking and English-speaking adults.. Canadian Journal of Experimental Psychology, 2001, 55, 277-284.	0.7	30
49	The integration of symbolic and non-symbolic representations of exact quantity in preschool children. Cognition, 2017, 166, 382-397.	1.1	28
50	Exploring the influence of basic cognitive skills on the relation between math performance and math anxiety. Journal of Numerical Cognition, 2017, 3, 642-666.	0.6	27
51	The tie effect in simple arithmetic: An access-based account. Memory and Cognition, 2004, 32, 1019-1031.	0.9	24
52	The role of number naming systems and numeracy experiences in children's rote counting: Evidence from Turkish and Canadian children. Learning and Individual Differences, 2014, 32, 238-245.	1.5	22
53	Cultural differences in strategic behavior: A study in computational estimation.. Journal of Experimental Psychology: Learning Memory and Cognition, 2011, 37, 1294-1301.	0.7	20
54	The Home Numeracy Environment: What Do Cross-Cultural Comparisons Tell Us About How to Scaffold Young Children's Mathematical Skills?. , 2016, , 87-104.		20

#	ARTICLE	IF	CITATIONS
55	Home Learning Environments of Children in Mexico in Relation to Socioeconomic Status. <i>Frontiers in Psychology</i> , 2021, 12, 626159.	1.1	20
56	Strategic flexibility in computational estimation for Chinese- and Canadian-educated adults.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2014, 40, 1481-1497.	0.7	19
57	Development of Mathematical Knowledge in Young Children: Attentional Skill and the Use of Inversion. <i>Journal of Cognition and Development</i> , 2014, 15, 161-180.	0.6	18
58	Children's Strategy Choices on Complex Subtraction Problems: Individual Differences and Developmental Changes. <i>Frontiers in Psychology</i> , 2018, 9, 1209.	1.1	18
59	Cognition in Early Relapsing-Remitting Multiple Sclerosis: Consequences May Be Relative to Working Memory. <i>Journal of the International Neuropsychological Society</i> , 2013, 19, 938-949.	1.2	17
60	Implicating the lexicon: Base-word frequency effects in pseudohomophone naming.. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 1994, 20, 575-590.	0.7	16
61	Responsive home numeracy as children progress from kindergarten through Grade 1. <i>Early Childhood Research Quarterly</i> , 2020, 53, 484-495.	1.6	16
62	Interpretation of instructions: A source of individual differences in analogical reasoning. <i>Intelligence</i> , 1984, 8, 161-169.	1.6	14
63	Processing instructional texts and examples.. <i>Canadian Journal of Psychology</i> , 1987, 41, 351-364.	0.8	14
64	Individual differences in the efficiency of word recognition.. <i>Journal of Educational Psychology</i> , 1992, 84, 95-102.	2.1	13
65	Calculator use need not undermine direct-access ability: The roles of retrieval, calculation, and calculator use in the acquisition of arithmetic facts.. <i>Journal of Educational Psychology</i> , 2011, 103, 607-616.	2.1	13
66	Individual differences in the development of children's arithmetic fluency from grades 2 to 3.. <i>Developmental Psychology</i> , 2021, 57, 1067-1079.	1.2	12
67	Longitudinal relations between young students' feelings about mathematics and arithmetic performance. <i>Cognitive Development</i> , 2021, 59, 101078.	0.7	12
68	The role of mathematical language skills in arithmetic fluency and word-problem solving for first- and second-language learners.. <i>Journal of Educational Psychology</i> , 2022, 114, 513-539.	2.1	11
69	Ending up with less: the role of working memory in solving simple subtraction problems with positive and negative answers. <i>Research in Mathematics Education</i> , 2013, 15, 165-176.	1.0	9
70	Prospective Memory Failures in Aviation: Effects of Cue Salience, Workload, and Individual Differences. <i>Aerospace Medicine and Human Performance</i> , 2015, 86, 366-373.	0.2	9
71	Numerical cognition: Adding it up.. <i>Canadian Journal of Experimental Psychology</i> , 2016, 70, 3-11.	0.7	9
72	Learning to Count: Structured Practice With Spatial Cues Supports the Development of Counting Sequence Knowledge in 3-Year-Old English-Speaking Children. <i>Early Education and Development</i> , 2017, 28, 308-322.	1.6	9

#	ARTICLE	IF	CITATIONS
73	Fixated in unfamiliar territory: Mapping estimates across typical and atypical number lines. Quarterly Journal of Experimental Psychology, 2020, 73, 279-294.	0.6	9
74	The Role of the Home Environment in Children's Early Numeracy Development: A Canadian Perspective. Early Mathematics Learning and Development, 2015, , 103-117.	0.3	9
75	Home mathematics environment and math performance of Chilean students in kindergarten and Grades 1 to 3. Early Childhood Research Quarterly, 2022, 59, 84-95.	1.6	9
76	Cross-Cultural Comparisons of Home Numeracy and Literacy Environments: Canada, Mexico, and Chile. Education Sciences, 2022, 12, 62.	1.4	9
77	Base word Frequency and Pseudohomophone Naming. Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology, 1996, 49, 1044-1061.	2.3	8
78	Negative Numbers in Simple Arithmetic. Quarterly Journal of Experimental Psychology, 2010, 63, 1943-1952.	0.6	8
79	Children's Knowledge of Symbolic Number in Grades 1 and 2: Integration of Associations. Child Development, 2021, 92, 1099-1117.	1.7	8
80	Research on the development of academic skills: Introduction to the special issue on early literacy and early numeracy.. Canadian Journal of Experimental Psychology, 2000, 54, 57-60.	0.7	7
81	Selection of procedures in mental subtraction: Use of eye movements as a window on arithmetic processing.. Canadian Journal of Experimental Psychology, 2018, 72, 171-182.	0.7	7
82	Linguistic and Experiential Factors as Predictors of Young Children's Early Numeracy Skills. , 2018, , 49-72.		6
83	Confidence is key: Unlocking the relations between ADHD symptoms and math performance. Learning and Individual Differences, 2020, 77, 101808.	1.5	6
84	The subject matters: relations among types of anxiety, ADHD symptoms, math performance, and literacy performance. Cognition and Emotion, 2021, 35, 1-16.	1.2	6
85	The hierarchical symbol integration model of individual differences in mathematical skill. Journal of Numerical Cognition, 2019, 5, 262-282.	0.6	6
86	Interactions among Encoding, Calculation, and Production Processes in the Multiplication Performance of Chinese-speaking Adults. Mathematical Cognition, 1998, 4, 47-65.	0.4	5
87	Number line development of Chilean children from preschool to the end of kindergarten. Journal of Experimental Child Psychology, 2021, 208, 105144.	0.7	5
88	CROSS-CULTURAL COMPARISONS OF YOUNG CHILDREN'S EARLY NUMERACY PERFORMANCE: EFFECTS OF AN EXPLICIT MIDPOINT ON NUMBER LINE PERFORMANCE FOR CANADIAN AND CHINESE-CANADIAN CHILDREN. Bordon, 2018, 70, 131-146.	0.2	5
89	The relationship between problem size and fixation patterns during addition, subtraction, multiplication, and division. Journal of Numerical Cognition, 2016, 2, 91-115.	0.6	5
90	Walking another pathway: The inclusion of patterning in the pathways to mathematics model. Journal of Experimental Child Psychology, 2022, 222, 105478.	0.7	5

#	ARTICLE	IF	CITATIONS
91	Knowledge of mathematical symbols goes beyond numbers. Journal of Numerical Cognition, 2020, 6, 322-354.	0.6	4
92	Linking quantities and symbols in early numeracy learning. Journal of Numerical Cognition, 2022, 8, 1-23.	0.6	4
93	Fraction mapping and fraction comparison skills among grade 4 Chinese students: An error analysis. British Journal of Educational Psychology, 2022, 92, 1335-1353.	1.6	3
94	Optimizing the Home Numeracy Environments of 3- to 6-Year-Old Children in the USA and Canada. , 2016, , 127-146.		2
95	Individual Differences in Basic Arithmetical Processes in Children and Adults. , 2014, , .		2
96	When does the story matter? No evidence for the foregrounding hypothesis in math story problems. Journal of Numerical Cognition, 2021, 7, 259-274.	0.6	2
97	Divide and conquer: Relations among arithmetic operations and emerging knowledge of fraction notation for Chinese students in Grade 4. Journal of Experimental Child Psychology, 2022, 217, 105371.	0.7	2
98	Expediting arithmetic automaticity: Do inefficient computation methods induce spontaneous testing effects?. Journal of Cognitive Psychology, 2019, 31, 104-115.	0.4	1
99	Fixated in more familiar territory: Providing an explicit midpoint for typical and atypical number lines. Quarterly Journal of Experimental Psychology, 2021, 74, 523-535.	0.6	1
100	Pathways to learning mathematics for students in French-immersion and English-instruction programs.. Journal of Educational Psychology, 2022, 114, 1321-1342.	2.1	1
101	Paths to postsecondary education enrollment among adolescents with and without childhood attentionâ€deficit/hyperactivity disorder (ADHD): A longitudinal analysis of symptom and academic trajectories. Child Development, 2022, 93, .	1.7	1
102	Reading skill as a source of individual differences in the processing of instructional texts.. Journal of Educational Psychology, 1988, 80, 312-314.	2.1	0
103	Current Views of Mental Representation in Models of Numerical Cognition. PsycCritiques, 1995, 40, 26-27.	0.0	0