

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	The role of mathematical language skills in arithmetic fluency and word-problem solving for first- and second-language learners.. Journal of Educational Psychology, 2022, 114, 513-539.	2.1	11
2	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
3	Cross-Cultural Comparisons of Home Numeracy and Literacy Environments: Canada, Mexico, and Chile. Education Sciences, 2022, 12, 62.	1.4	9
4	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
5	Linking quantities and symbols in early numeracy learning. Journal of Numerical Cognition, 2022, 8, 1-23.	0.6	4
6	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
7	Pathways to learning mathematics for students in French-immersion and English-instruction programs.. Journal of Educational Psychology, 2022, 114, 1321-1342.	2.1	1
8	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
9	Walking another pathway: The inclusion of patterning in the pathways to mathematics model. Journal of Experimental Child Psychology, 2022, 222, 105478.	0.7	5
10	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
11	Childrenâ€™s Knowledge of Symbolic Number in Grades 1 and 2: Integration of Associations. Child Development, 2021, 92, 1099-1117.	1.7	8
12	Home Learning Environments of Children in Mexico in Relation to Socioeconomic Status. Frontiers in Psychology, 2021, 12, 626159.	1.1	20
13	Individual differences in the development of childrenâ€™s arithmetic fluency from grades 2 to 3.. Developmental Psychology, 2021, 57, 1067-1079.	1.2	12
14	Longitudinal relations between young studentsâ€™ feelings about mathematics and arithmetic performance. Cognitive Development, 2021, 59, 101078.	0.7	12
15	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
16	Next directions in measurement of the home mathematics environment: An international and interdisciplinary perspective. Journal of Numerical Cognition, 2021, 7, 195-220.	0.6	50
17	Number line development of Chilean children from preschool to the end of kindergarten. Journal of Experimental Child Psychology, 2021, 208, 105144.	0.7	5
18	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

#	ARTICLE	IF	CITATIONS
19	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
20	Fixated in unfamiliar territory: Mapping estimates across typical and atypical number lines. <i>Quarterly Journal of Experimental Psychology</i> , 2020, 73, 279-294.	0.6	9
21	Confidence is key: Unlocking the relations between ADHD symptoms and math performance. <i>Learning and Individual Differences</i> , 2020, 77, 101808.	1.5	6
22	Responsive home numeracy as children progress from kindergarten through Grade 1. <i>Early Childhood Research Quarterly</i> , 2020, 53, 484-495.	1.6	16
23	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
24	Knowledge of mathematical symbols goes beyond numbers. <i>Journal of Numerical Cognition</i> , 2020, 6, 322-354.	0.6	4
25	Expediting arithmetic automaticity: Do inefficient computation methods induce spontaneous testing effects?. <i>Journal of Cognitive Psychology</i> , 2019, 31, 104-115.	0.4	1
26	The hierarchical symbol integration model of individual differences in mathematical skill. <i>Journal of Numerical Cognition</i> , 2019, 5, 262-282.	0.6	6
27	Children's Strategy Choices on Complex Subtraction Problems: Individual Differences and Developmental Changes. <i>Frontiers in Psychology</i> , 2018, 9, 1209.	1.1	18
28	Linguistic and Experiential Factors as Predictors of Young Children's Early Numeracy Skills. , 2018, , 49-72.		6
29	Selection of procedures in mental subtraction: Use of eye movements as a window on arithmetic processing.. <i>Canadian Journal of Experimental Psychology</i> , 2018, 72, 171-182.	0.7	7
30	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
31	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
32	The integration of symbolic and non-symbolic representations of exact quantity in preschool children. <i>Cognition</i> , 2017, 166, 382-397.	1.1	28
33	Exploring the influence of basic cognitive skills on the relation between math performance and math anxiety. <i>Journal of Numerical Cognition</i> , 2017, 3, 642-666.	0.6	27
34	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
35	Numerical cognition: Adding it up.. <i>Canadian Journal of Experimental Psychology</i> , 2016, 70, 3-11.	0.7	9
36	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
37	Optimizing the Home Numeracy Environments of 3- to 6-Year-Old Children in the USA and Canada. , 2016, , 127-146.		2
38	The relationship between problem size and fixation patterns during addition, subtraction, multiplication, and division. <i>Journal of Numerical Cognition</i> , 2016, 2, 91-115.	0.6	5
39	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
40	Mental Rotation With Tangible Threeâ€Dimensional Objects: A New Measure Sensitive to Developmental Differences in 4â€to 8â€Yearâ€Old Children. <i>Mind, Brain, and Education</i> , 2015, 9, 10-18.	0.9	78
41	Refining the quantitative pathway of the Pathways to Mathematics model. <i>Journal of Experimental Child Psychology</i> , 2015, 131, 73-93.	0.7	40
42	The Role of the Home Environment in Childrenâ€™s Early Numeracy Development: A Canadian Perspective. <i>Early Mathematics Learning and Development</i> , 2015, , 103-117.	0.3	9
43	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
44	Formal and informal home learning activities in relation to childrenâ€™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
45	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
46	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
47	The Role of Child Interests and Collaborative Parentâ€™Child Interactions in Fostering Numeracy and Literacy Development in Canadian Homes. <i>Early Childhood Education Journal</i> , 2014, 42, 251-259.	1.6	51
48	The role of number naming systems and numeracy experiences in children's rote counting: Evidence from Turkish and Canadian children. <i>Learning and Individual Differences</i> , 2014, 32, 238-245.	1.5	22
49	Individual Differences in Basic Arithmetical Processes in Children and Adults. , 2014, , .		2
50	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
51	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
52	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
53	Charting the role of the number line in mathematical development. <i>Frontiers in Psychology</i> , 2013, 4, 641.	1.1	78
54	The inverse relation between multiplication and division: Concepts, procedures, and a cognitive framework. <i>Educational Studies in Mathematics</i> , 2012, 79, 409-428.	1.8	31

#	ARTICLE	IF	CITATIONS
55	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
56	Calculator use need not undermine direct-access ability: The roles of retrieval, calculation, and calculator use in the acquisition of arithmetic facts.. Journal of Educational Psychology, 2011, 103, 607-616.	2.1	13
57	The role of phonological and visual working memory in complex arithmetic for Chinese- and Canadian-educated adults. Memory and Cognition, 2010, 38, 176-185.	0.9	54
58	Pathways to Mathematics: Longitudinal Predictors of Performance. Child Development, 2010, 81, 1753-1767.	1.7	554
59	Negative Numbers in Simple Arithmetic. Quarterly Journal of Experimental Psychology, 2010, 63, 1943-1952.	0.6	8
60	Knowledge of counting principles: How relevant is order irrelevance?. Journal of Experimental Child Psychology, 2010, 105, 138-145.	0.7	32
61	Do home numeracy and literacy practices of Greek and Canadian parents predict the numeracy skills of kindergarten children?. International Journal of Early Years Education, 2010, 18, 55-70.	0.4	200
62	Home numeracy experiences and children's math performance in the early school years.. Canadian Journal of Behavioural Science, 2009, 41, 55-66.	0.5	458
63	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
64	Working memory demands of exact and approximate addition. European Journal of Cognitive Psychology, 2007, 19, 187-212.	1.3	43
65	Cognitive load in hypertext reading: A review. Computers in Human Behavior, 2007, 23, 1616-1641.	5.1	315
66	What counts as knowing? The development of conceptual and procedural knowledge of counting from kindergarten through Grade 2. Journal of Experimental Child Psychology, 2006, 93, 285-303.	0.7	108
67	Selection of procedures in mental subtraction.. Canadian Journal of Experimental Psychology, 2006, 60, 209-220.	0.7	48
68	The role of working memory in mental arithmetic. European Journal of Cognitive Psychology, 2004, 16, 353-386.	1.3	355
69	The tie effect in simple arithmetic: An access-based account. Memory and Cognition, 2004, 32, 1019-1031.	0.9	24
70	Doing as they are told and telling it like it is: Self-reports in mental arithmetic. Memory and Cognition, 2003, 31, 516-528.	0.9	57
71	Phonological and visual working memory in mental addition. Memory and Cognition, 2003, 31, 738-745.	0.9	113
72	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

#	ARTICLE	IF	CITATIONS
73	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
74	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
75	Decomposing the problem-size effect: A comparison of response time distributions across cultures. <i>Memory and Cognition</i> , 2002, 30, 1160-1167.	0.9	35
76	Multiplication by eye and by ear for Chinese-speaking and English-speaking adults.. <i>Canadian Journal of Experimental Psychology</i> , 2001, 55, 277-284.	0.7	30
77	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
78	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
79	Research on the development of academic skills: Introduction to the special issue on early literacy and early numeracy.. <i>Canadian Journal of Experimental Psychology</i> , 2000, 54, 57-60.	0.7	7
80	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
81	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
82	Interactions among Encoding, Calculation, and Production Processes in the Multiplication Performance of Chinese-speaking Adults. <i>Mathematical Cognition</i> , 1998, 4, 47-65.	0.4	5
83	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
84	Multiple routes to solution of single-digit multiplication problems.. <i>Journal of Experimental Psychology: General</i> , 1996, 125, 284-306.	1.5	248
85	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
86	The extension of the interference effect to multiplication.. <i>Canadian Journal of Experimental Psychology</i> , 1996, 50, 393-396.	0.7	43
87	Knowledge of storybooks as a predictor of young children's vocabulary.. <i>Journal of Educational Psychology</i> , 1996, 88, 520-536.	2.1	320
88	Base word Frequency and Pseudohomophone Naming. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 1996, 49, 1044-1061.	2.3	8
89	Current Views of Mental Representation in Models of Numerical Cognition. <i>PsycCritiques</i> , 1995, 40, 26-27.	0.0	0
90	Individual differences in the obligatory activation of addition facts. <i>Memory and Cognition</i> , 1994, 22, 188-200.	0.9	62

#	ARTICLE	IF	CITATIONS
91	Implicating the lexicon: Base-word frequency effects in pseudohomophone naming.. Journal of Experimental Psychology: Human Perception and Performance, 1994, 20, 575-590.	0.7	16
92	The Development of Procedural and Conceptual Knowledge in Computational Estimation. Cognition and Instruction, 1993, 11, 95-132.	1.9	129
93	Chapter 3 Understanding Elementary Mathematics. Advances in Psychology, 1992, , 113-136.	0.1	39
94	Factors influencing the selection of university majors varying in mathematical content.. Canadian Journal of Behavioural Science, 1992, 24, 276-289.	0.5	64
95	Individual differences in the efficiency of word recognition.. Journal of Educational Psychology, 1992, 84, 95-102.	2.1	13
96	Individual differences and developmental change in the associative relations among numbers. Journal of Experimental Child Psychology, 1991, 52, 256-274.	0.7	37
97	Cognitive arithmetic: Evidence for obligatory activation of arithmetic facts. Memory and Cognition, 1988, 16, 45-53.	0.9	158
98	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
99	Word knowledge and working memory as predictors of reading skill.. Journal of Educational Psychology, 1988, 80, 465-472.	2.1	114
100	Processing instructional texts and examples.. Canadian Journal of Psychology, 1987, 41, 351-364.	0.8	14
101	Do Written Instructions Need Examples?. Cognition and Instruction, 1986, 3, 1-30.	1.9	195
102	A cognitive analysis of number-series problems: Sources of individual differences in performance. Memory and Cognition, 1986, 14, 287-298.	0.9	64
103	Interpretation of instructions: A source of individual differences in analogical reasoning. Intelligence, 1984, 8, 161-169.	1.6	14