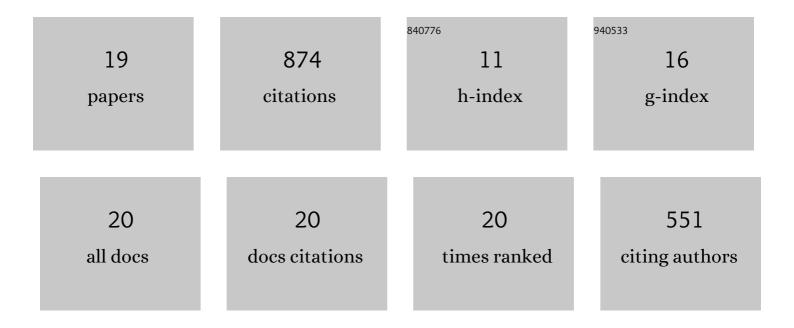
Kelly S Mix

List of Publications by Year in descending order

Source: https://exaly.com/author-pdf/4503314/publications.pdf Version: 2024-02-01



KELLY S MIX

| # | Article | IF | CITATIONS |
|----|---|-----|-----------|
| 1 | The Relation Between Space and Math. Advances in Child Development and Behavior, 2012, 42, 197-243. | 1.3 | 210 |
| 2 | Separate but correlated: The latent structure of space and mathematics across development Journal of Experimental Psychology: General, 2016, 145, 1206-1227. | 2.1 | 195 |
| 3 | Thinking about quantity: the intertwined development of spatial and numerical cognition. Wiley Interdisciplinary Reviews: Cognitive Science, 2015, 6, 491-505. | 2.8 | 84 |
| 4 | How Spencer made number: First uses of the number words. Journal of Experimental Child Psychology, 2009, 102, 427-444. | 1.4 | 81 |
| 5 | Why Are Spatial Skill and Mathematics Related?. Child Development Perspectives, 2019, 13, 121-126. | 3.9 | 58 |
| 6 | Young Children's Interpretation of Multidigit Number Names: From Emerging Competence to Mastery. Child Development, 2014, 85, 1306-1319. | 3.0 | 48 |
| 7 | The Latent Structure of Spatial Skills and Mathematics: A Replication of the Two-Factor Model. Journal of Cognition and Development, 2017, 18, 465-492. | 1.3 | 44 |
| 8 | The latent structure of spatial skill: A test of the 2†×†2 typology. Cognition, 2018, 180, 268-278. | 2.2 | 33 |
| 9 | Beginnings of Place Value: How Preschoolers Write Threeâ€Digit Numbers. Child Development, 2014, 85, 437-443. | 3.0 | 31 |
| 10 | Preschoolers and multi-digit numbers: A path to mathematics through the symbols themselves. Cognition, 2019, 189, 89-104. | 2.2 | 25 |
| 11 | Grounding the Symbols for Place Value: Evidence From Training and Long-Term Exposure to Base-10 Models. Journal of Cognition and Development, 2017, 18, 129-151. | 1.3 | 23 |
| 12 | Spatial and mathematics skills: Similarities and differences related to age, SES, and gender. Cognition, 2022, 218, 104918. | 2.2 | 17 |
| 13 | Number Representations Drive Numberâ€Line Estimates. Child Development, 2020, 91, e952-e967. | 3.0 | 13 |
| 14 | The development of place value concepts: Approximation before principles. Child Development, 2022, 93, 778-793. | 3.0 | 8 |
| 15 | A Network Analysis of Children's Emerging Place-Value Concepts. Psychological Science, 2022, 33, 1112-1127. | 3.3 | 3 |
| 16 | The origins of number: Getting developmental. Behavioral and Brain Sciences, 2008, 31, 662-662. | 0.7 | 0 |
| 17 | Commentary on Leibovich et al.: What next?. Behavioral and Brain Sciences, 2017, 40, e180. | 0.7 | 0 |
| 18 | Foreword to the Special Issue: Found in Translation. Journal of Cognition and Development, 2019, 20, 107-109. | 1.3 | 0 |

| # | Article | IF | CITATIONS |
|----|--|-----|-----------|
| 19 | The Cognitive Foundations of Early Childhood Numeracy. Advances in Early Childhood and K-12 Education, 2022, , 317-348. | 0.2 | Ο |