

Melissa E Libertus

List of Publications by Year in descending order

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63
papers

3,005
citations

236925

25
h-index

168389

53
g-index

63
all docs

63
docs citations

63
times ranked

1768
citing authors

#	ARTICLE	IF	CITATIONS
1	Preschool acuity of the approximate number system correlates with school math ability. <i>Developmental Science</i> , 2011, 14, 1292-1300.	2.4	395
2	Number sense in infancy predicts mathematical abilities in childhood. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2013, 110, 18116-18120.	7.1	271
3	Electrophysiological evidence for notation independence in numerical processing. <i>Behavioral and Brain Functions</i> , 2007, 3, 1.	3.3	237
4	Is approximate number precision a stable predictor of math ability?. <i>Learning and Individual Differences</i> , 2013, 25, 126-133.	2.7	196
5	Links Between the Intuitive Sense of Number and Formal Mathematics Ability. <i>Child Development Perspectives</i> , 2013, 7, 74-79.	3.9	179
6	Developmental change in the acuity of approximate number and area representations.. <i>Developmental Psychology</i> , 2013, 49, 1103-1112.	1.6	167
7	Stable individual differences in number discrimination in infancy. <i>Developmental Science</i> , 2010, 13, 900-906.	2.4	140
8	Intuitive sense of number correlates with math scores on college-entrance examination. <i>Acta Psychologica</i> , 2012, 141, 373-379.	1.5	138
9	The General Movement Assessment Helps Us to Identify Preterm Infants at Risk for Cognitive Dysfunction. <i>Frontiers in Psychology</i> , 2016, 7, 406.	2.1	123
10	Behavioral and Neural Basis of Number Sense in Infancy. <i>Current Directions in Psychological Science</i> , 2009, 18, 346-351.	5.3	89
11	Numerical approximation abilities correlate with and predict informal but not formal mathematics abilities. <i>Journal of Experimental Child Psychology</i> , 2013, 116, 829-838.	1.4	87
12	Inhibitory control may not explain the link between approximation and math abilities in kindergarteners from middle class families. <i>Frontiers in Psychology</i> , 2015, 6, 685.	2.1	77
13	Understanding sources of individual variability in parents'™ number talk with young children. <i>Journal of Experimental Child Psychology</i> , 2017, 159, 1-15.	1.4	73
14	Number trumps area for 7-month-old infants.. <i>Developmental Psychology</i> , 2014, 50, 108-112.	1.6	59
15	Infants Show Ratio-Independent Number Discrimination Regardless of Set Size. <i>Infancy</i> , 2013, 18, 927-941.	1.6	54
16	No intrinsic gender differences in children's™ earliest numerical abilities. <i>Npj Science of Learning</i> , 2018, 3, 12.	2.8	51
17	The precision of mapping between number words and the approximate number system predicts children's™ formal math abilities. <i>Journal of Experimental Child Psychology</i> , 2016, 150, 207-226.	1.4	48
18	Speed discrimination in 6- and 10-month-old infants follows Weber's™ law. <i>Journal of Experimental Child Psychology</i> , 2012, 111, 405-418.	1.4	47

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19	Children's spontaneous focus on number before and after guided parent-child interactions in a children's museum.. <i>Developmental Psychology</i> , 2018, 54, 1492-1498.	1.6	47
20	Induced Alpha-band Oscillations Reflect Ratio-dependent Number Discrimination in the Infant Brain. <i>Journal of Cognitive Neuroscience</i> , 2009, 21, 2398-2406.	2.3	45
21	A Developmental Vocabulary Assessment for Parents (DVAP): Validating Parental Report of Vocabulary Size in 2- to 7-Year-Old Children. <i>Journal of Cognition and Development</i> , 2015, 16, 442-454.	1.3	35
22	Intergenerational associations in numerical approximation and mathematical abilities. <i>Developmental Science</i> , 2017, 20, e12436.	2.4	30
23	Promoting Math Talk in Adult-Child Interactions Through Grocery Store Signs. <i>Mind, Brain, and Education</i> , 2019, 13, 110-118.	1.9	29
24	Understanding the mapping between numerical approximation and number words: evidence from Williams syndrome and typical development. <i>Developmental Science</i> , 2014, 17, 905-919.	2.4	28
25	When approximate number acuity predicts math performance: The moderating role of math anxiety. <i>PLoS ONE</i> , 2018, 13, e0195696.	2.5	28
26	Screen Time in the Coronavirus 2019 Era: International Trends of Increasing Use Among 3- to 7-Year-Old Children. <i>Journal of Pediatrics</i> , 2021, 239, 59-66.e1.	1.8	28
27	Parents' use of number talk with young children: Comparing methods, family factors, activity contexts, and relations to math skills. <i>Early Childhood Research Quarterly</i> , 2020, 53, 249-259.	2.7	26
28	Compromised approximate number system acuity in extremely preterm school-aged children. <i>Developmental Medicine and Child Neurology</i> , 2013, 55, 1109-1114.	2.1	23
29	Understanding the unique contributions of home numeracy, inhibitory control, the approximate number system, and spontaneous focusing on number for children's math abilities. <i>Mathematical Thinking and Learning</i> , 2020, 22, 296-311.	1.2	19
30	When beliefs matter most: Examining children's math achievement in the context of parental math anxiety. <i>Journal of Experimental Child Psychology</i> , 2021, 201, 104992.	1.4	18
31	Parallels in Stimulus-Driven Oscillatory Brain Responses to Numerosity Changes in Adults and Seven-Month-Old Infants. <i>Developmental Neuropsychology</i> , 2011, 36, 651-667.	1.4	16
32	The Role of Intuitive Approximation Skills for School Math Abilities. <i>Mind, Brain, and Education</i> , 2015, 9, 112-120.	1.9	15
33	Cerebral visual impairment captured with a structured history inventory in extremely preterm born children aged 6.5 years. <i>Journal of AAPOS</i> , 2020, 24, 28.e1-28.e8.	0.3	15
34	Triangulating Multi-Method Assessments of Parental Support for Early Math Skills. <i>Frontiers in Education</i> , 2020, 5, .	2.1	14
35	Measuring Emerging Number Knowledge in Toddlers. <i>Frontiers in Psychology</i> , 2021, 12, 703598.	2.1	13
36	Developmental trajectories of children's spatial skills: Influencing variables and associations with later mathematical thinking. <i>Learning and Instruction</i> , 2021, 75, 101515.	3.2	13

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37	Relations between Subdomains of Home Math Activities and Corresponding Math Skills in 4-Year-Old Children. <i>Education Sciences</i> , 2021, 11, 594.	2.6	12
38	The integration between nonsymbolic and symbolic numbers: Evidence from an <scp>EEG</scp> study. <i>Brain and Behavior</i> , 2018, 8, e00938.	2.2	11
39	Intergenerational associations of the approximate number system in toddlers and their parents. <i>British Journal of Developmental Psychology</i> , 2018, 36, 521-539.	1.7	11
40	Making sense of the relation between number sense and math. <i>Journal of Numerical Cognition</i> , 2021, 7, 308-327.	1.2	11
41	Deficits in Approximate Number System Acuity and Mathematical Abilities in 6.5-Year-Old Children Born Extremely Preterm. <i>Frontiers in Psychology</i> , 2017, 8, 1175.	2.1	10
42	Understanding the Link Between the Approximate Number System and Math Abilities. , 2019, , 91-106.		8
43	Parental math input is not uniformly beneficial for young children: The moderating role of inhibitory control.. <i>Journal of Educational Psychology</i> , 2022, 114, 1178-1191.	2.9	8
44	Effects of Visual Training of Approximate Number Sense on Auditory Number Sense and School Math Ability. <i>Frontiers in Psychology</i> , 2020, 11, 2085.	2.1	7
45	Using Hierarchical Linear Models to Examine Approximate Number System Acuity: The Role of Trial-Level and Participant-Level Characteristics. <i>Frontiers in Psychology</i> , 2018, 9, 2081.	2.1	6
46	Whatâ€™s in a question? Parentsâ€™ question use in dyadic interactions and the relation to preschool-aged childrenâ€™s math abilities. <i>Journal of Experimental Child Psychology</i> , 2021, 211, 105213.	1.4	6
47	Environmental influences on mathematics performance in early childhood. , 2022, 1, 407-418.		6
48	Numerical abstraction: It ain't broke. <i>Behavioral and Brain Sciences</i> , 2009, 32, 331-332.	0.7	5
49	Individual Differences in Parental Support for Numeracy and Literacy in Early Childhood. <i>Education Sciences</i> , 2021, 11, 541.	2.6	5
50	The Role of Parental Education, Household Income, and Race on Parentsâ€™ Academic Beliefs and the Provision of Home Learning Opportunities for 4- to 8-Year-Old Children. <i>Journal of Educational and Developmental Psychology</i> , 2017, 8, 118.	0.2	4
51	Brief Interventions Influence the Quantity and Quality of Caregiver-Child Conversations in an Everyday Context. <i>Frontiers in Psychology</i> , 2021, 12, 645788.	2.1	4
52	Cognitive Mechanisms in Pediatric Voice Therapy â€“ An Initial Examination. <i>Journal of Voice</i> , 2021, , .	1.5	4
53	Teasing apart the unique contributions of cognitive and affective predictors of math performance. <i>Annals of the New York Academy of Sciences</i> , 2022, 1511, 173-190.	3.8	3
54	Number Word Use in Toddlerhood Is Associated with Number Recall Performance at Seven Years of Age. <i>PLoS ONE</i> , 2014, 9, e98573.	2.5	2

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55	Infants' Speed Discrimination: Effects of Different Ratios and Spatial Orientations. <i>Infancy</i> , 2017, 22, 762-777.	1.6	2
56	"What matters more than 'Why'" Neonatal behaviors initiate social responses. <i>Behavioral and Brain Sciences</i> , 2017, 40, e394.	0.7	2
57	Actions may speak louder than words: Comparing methods of assessing children's spontaneous focusing on number. <i>Journal of Experimental Child Psychology</i> , 2022, 214, 105301.	1.4	2
58	Infants discriminate number: Evidence against the prerequisite of visual object individuation and the primacy of continuous magnitude. <i>Behavioral and Brain Sciences</i> , 2017, 40, e176.	0.7	1
59	Infants Extract Frequency Distributions from Variable Approximate Numerical Information. <i>Infancy</i> , 2018, 23, 29-44.	1.6	1
60	Editorial: Understanding Trajectories and Promoting Change From Early to Complex Skills in Typical and Atypical Development: A Cross-Population Approach. <i>Frontiers in Psychology</i> , 2021, 12, 647464.	2.1	1
61	Evolution and Development of Signature Limits in Mental Manipulation. <i>Journal of Vision</i> , 2019, 19, 135.	0.3	0
62	A rational explanation for links between the ANS and math. <i>Behavioral and Brain Sciences</i> , 2021, 44, e194.	0.7	0
63	Numerical estrangement and integration between symbolic and non-symbolic numerical information: Task-dependence and its link to math abilities in adults. <i>Cognition</i> , 2022, 224, 105067.	2.2	0