Melissa E Libertus

List of Publications by Year
in descending order

63	3,005	236833 25	168321 53
papers	citations	h-index	g-index

63	63	63	1768
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Parental math input is not uniformly beneficial for young children: The moderating role of inhibitory control.. Journal of Educational Psychology, 2022, 114, 1178-1191.	2.1	8
2	Actions may speak louder than words: Comparing methods of assessing childrenâ€™s spontaneous focusing on number. Journal of Experimental Child Psychology, 2022, 214, 105301.	0.7	2
3	Teasing apart the unique contributions of cognitive and affective predictors of math performance. Annals of the New York Academy of Sciences, 2022, 1511, 173-190.	1.8	3
4	Numerical estrangement and integration between symbolic and non-symbolic numerical information: Task-dependence and its link to math abilities in adults. Cognition, 2022, 224, 105067.	1.1	0
5	Environmental influences on mathematics performance in early childhood. , 2022, 1, 407-418.		6
6	When beliefs matter most: Examining childrenâ€™s math achievement in the context of parental math anxiety. Journal of Experimental Child Psychology, 2021, 201, 104992.	0.7	18
7	Editorial: Understanding Trajectories and Promoting Change From Early to Complex Skills in Typical and Atypical Development: A Cross-Population Approach. Frontiers in Psychology, 2021, 12, 647464.	1.1	1
8	Brief Interventions Influence the Quantity and Quality of Caregiver-Child Conversations in an Everyday Context. Frontiers in Psychology, 2021, 12, 645788.	1.1	4
9	Measuring Emerging Number Knowledge in Toddlers. Frontiers in Psychology, 2021, 12, 703598.	1.1	13
10	Screen Time in the Coronavirus 2019 Era: International Trends of Increasing Use Among 3- to 7-Year-Old Children. Journal of Pediatrics, 2021, 239, 59-66.e1.	0.9	28
11	Relations between Subdomains of Home Math Activities and Corresponding Math Skills in 4-Year-Old Children. Education Sciences, 2021, 11, 594.	1.4	12
12	Individual Differences in Parental Support for Numeracy and Literacy in Early Childhood. Education Sciences, 2021, 11, 541.	1.4	5
13	Developmental trajectories of children's spatial skills: Influencing variables and associations with later mathematical thinking. Learning and Instruction, 2021, 75, 101515.	1.9	13
14	Whatâ€™s in a question? Parentsâ€™ question use in dyadic interactions and the relation to preschool-aged childrenâ€™s math abilities. Journal of Experimental Child Psychology, 2021, 211, 105213.	0.7	6
15	Cognitive Mechanisms in Pediatric Voice Therapy â€“ An Initial Examination. Journal of Voice, 2021, , .	0.6	4
16	Making sense of the relation between number sense and math. Journal of Numerical Cognition, 2021, 7, 308-327.	0.6	11
17	A rational explanation for links between the ANS and math. Behavioral and Brain Sciences, 2021, 44, e194.	0.4	0
18	Triangulating Multi-Method Assessments of Parental Support for Early Math Skills. Frontiers in Education, 2020, 5, .	1.2	14

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19	Effects of Visual Training of Approximate Number Sense on Auditory Number Sense and School Math Ability. Frontiers in Psychology, 2020, 11, 2085.	1.1	7
20	Understanding the unique contributions of home numeracy, inhibitory control, the approximate number system, and spontaneous focusing on number for childrenâ€™s math abilities. Mathematical Thinking and Learning, 2020, 22, 296-311.	0.7	19
21	Parentsâ€™ use of number talk with young children: Comparing methods, family factors, activity contexts, and relations to math skills. Early Childhood Research Quarterly, 2020, 53, 249-259.	1.6	26
22	Cerebral visual impairment captured with a structured history inventory in extremely preterm born children aged 6.5Âyears. Journal of AAPOS, 2020, 24, 28.e1-28.e8.	0.2	15
23	Promoting Math Talk in Adultâ€“Child Interactions Through Grocery Store Signs. Mind, Brain, and Education, 2019, 13, 110-118.	0.9	29
24	Understanding the Link Between the Approximate Number System and Math Abilities. , 2019, , 91-106.		8
25	Evolution and Development of Signature Limits in Mental Manipulation. Journal of Vision, 2019, 19, 135.	0.1	0
26	The integration between nonsymbolic and symbolic numbers: Evidence from an <scp>EEG</scp> study. Brain and Behavior, 2018, 8, e00938.	1.0	11
27	Intergenerational associations of the approximate number system in toddlers and their parents. British Journal of Developmental Psychology, 2018, 36, 521-539.	0.9	11
28	Infants Extract Frequency Distributions from Variable Approximate Numerical Information. Infancy, 2018, 23, 29-44.	0.9	1
29	Using Hierarchical Linear Models to Examine Approximate Number System Acuity: The Role of Trial-Level and Participant-Level Characteristics. Frontiers in Psychology, 2018, 9, 2081.	1.1	6
30	When approximate number acuity predicts math performance: The moderating role of math anxiety. PLoS ONE, 2018, 13, e0195696.	1.1	28
31	No intrinsic gender differences in childrenâ€™s earliest numerical abilities. Npj Science of Learning, 2018, 3, 12.	1.5	51
32	Childrenâ€™s spontaneous focus on number before and after guided parentâ€“child interactions in a childrenâ€™s museum.. Developmental Psychology, 2018, 54, 1492-1498.	1.2	47
33	Understanding sources of individual variability in parentsâ€™ number talk with young children. Journal of Experimental Child Psychology, 2017, 159, 1-15.	0.7	73
34	Infants discriminate number: Evidence against the prerequisite of visual object individuation and the primacy of continuous magnitude. Behavioral and Brain Sciences, 2017, 40, e176.	0.4	1
35	Infantsâ€™ Speed Discrimination: Effects of Different Ratios and Spatial Orientations. Infancy, 2017, 22, 762-777.	0.9	2
36	Intergenerational associations in numerical approximation and mathematical abilities. Developmental Science, 2017, 20, e12436.	1.3	30

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37	â€œWhatâ€•matters more than â€œWhyâ€Ââ€“ÂNeonatal behaviors initiate social responses. Behavioral and Brain Sciences, 2017, 40, e394.	0.4	2
38	Deficits in Approximate Number System Acuity and Mathematical Abilities in 6.5-Year-Old Children Born Extremely Preterm. Frontiers in Psychology, 2017, 8, 1175.	1.1	10
39	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. Journal of Educational and Developmental Psychology, 2017, 8, 118.	0.0	4
40	The General Movement Assessment Helps Us to Identify Preterm Infants at Risk for Cognitive Dysfunction. Frontiers in Psychology, 2016, 7, 406.	1.1	123
41	The precision of mapping between number words and the approximate number system predicts childrenâ€™s formal math abilities. Journal of Experimental Child Psychology, 2016, 150, 207-226.	0.7	48
42	The Role of Intuitive Approximation Skills for School Math Abilities. Mind, Brain, and Education, 2015, 9, 112-120.	0.9	15
43	Inhibitory control may not explain the link between approximation and math abilities in kindergarteners from middle class families. Frontiers in Psychology, 2015, 6, 685.	1.1	77
44	A Developmental Vocabulary Assessment for Parents (DVAP): Validating Parental Report of Vocabulary Size in 2- to 7-Year-Old Children. Journal of Cognition and Development, 2015, 16, 442-454.	0.6	35
45	Number Word Use in Toddlerhood Is Associated with Number Recall Performance at Seven Years of Age. PLoS ONE, 2014, 9, e98573.	1.1	2
46	Number trumps area for 7-month-old infants.. Developmental Psychology, 2014, 50, 108-112.	1.2	59
47	Understanding the mapping between numerical approximation and number words: evidence from Williams syndrome and typical development. Developmental Science, 2014, 17, 905-919.	1.3	28
48	Developmental change in the acuity of approximate number and area representations.. Developmental Psychology, 2013, 49, 1103-1112.	1.2	167
49	Numerical approximation abilities correlate with and predict informal but not formal mathematics abilities. Journal of Experimental Child Psychology, 2013, 116, 829-838.	0.7	87
50	Is approximate number precision a stable predictor of math ability?. Learning and Individual Differences, 2013, 25, 126-133.	1.5	196
51	Links Between the Intuitive Sense of Number and Formal Mathematics Ability. Child Development Perspectives, 2013, 7, 74-79.	2.1	179
52	Number sense in infancy predicts mathematical abilities in childhood. Proceedings of the National Academy of Sciences of the United States of America, 2013, 110, 18116-18120.	3.3	271
53	Infants Show Ratioâ€dependent Number Discrimination Regardless of Set Size. Infancy, 2013, 18, 927-941.	0.9	54
54	Compromised approximate number system acuity in extremely preterm schoolâ€aged children. Developmental Medicine and Child Neurology, 2013, 55, 1109-1114.	1.1	23

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55	Speed discrimination in 6- and 10-month-old infants follows Weberâ€™s law. Journal of Experimental Child Psychology, 2012, 111, 405-418.	0.7	47
56	Intuitive sense of number correlates with math scores on college-entrance examination. Acta Psychologica, 2012, 141, 373-379.	0.7	138
57	Preschool acuity of the approximate number system correlates with school math ability. Developmental Science, 2011, 14, 1292-1300.	1.3	395
58	Parallels in Stimulus-Driven Oscillatory Brain Responses to Numerosity Changes in Adults and Seven-Month-Old Infants. Developmental Neuropsychology, 2011, 36, 651-667.	1.0	16
59	Stable individual differences in number discrimination in infancy. Developmental Science, 2010, 13, 900-906.	1.3	140
60	Numerical abstraction: It ain't broke. Behavioral and Brain Sciences, 2009, 32, 331-332.	0.4	5
61	Induced Alpha-band Oscillations Reflect Ratio-dependent Number Discrimination in the Infant Brain. Journal of Cognitive Neuroscience, 2009, 21, 2398-2406.	1.1	45
62	Behavioral and Neural Basis of Number Sense in Infancy. Current Directions in Psychological Science, 2009, 18, 346-351.	2.8	89
63	Electrophysiological evidence for notation independence in numerical processing. Behavioral and Brain Functions, 2007, 3, 1.	1.4	237