Lisa Feigenson

List of Publications by Year
in descending order

67 papers	9,651 citations	159358 30 h-index	118652 62 g-index
69 all docs	69 docs citations	69 times ranked	3268 citing authors

#	Article	IF	Citations
1	Core systems of number. Trends in Cognitive Sciences, 2004, 8, 307-314.	4.0	2,167
2	Individual differences in non-verbal number acuity correlate with maths achievement. Nature, 2008, 455, 665-668.	13.7	1,202
3	Developmental change in the acuity of the "number sense": The approximate number system in 3-, 4-, 5-, and 6-year-olds and adults.. Developmental Psychology, 2008, 44, 1457-1465.	1.2	721
4	The Representations Underlying Infants' Choice of More: Object Files Versus Analog Magnitudes. Psychological Science, 2002, 13, 150-156.	1.8	589
5	Infants' Discrimination of Number vs. Continuous Extent. Cognitive Psychology, 2002, 44, 33-66.	0.9	458
6	Tracking individuals via object-files: evidence from infants' manual search. Developmental Science, 2003, 6, 568-584.	1.3	438
7	Impaired Acuity of the Approximate Number System Underlies Mathematical Learning Disability (Dyscalculia). Child Development, 2011, 82, 1224-1237.	1.7	399
8	Preschool acuity of the approximate number system correlates with school math ability. Developmental Science, 2011, 14, 1292-1300.	1.3	395
9	Observing the unexpected enhances infantsâ€™ learning and exploration. Science, 2015, 348, 91-94.	6.0	379
10	Preschoolers' Precision of the Approximate Number System Predicts Later School Mathematics Performance. PLoS ONE, 2011, 6, e23749.	1.1	329
11	On the limits of infants' quantification of small object arrays. Cognition, 2005, 97, 295-313.	1.1	263
12	Is approximate number precision a stable predictor of math ability?. Learning and Individual Differences, 2013, 25, 126-133.	1.5	196
13	Links Between the Intuitive Sense of Number and Formal Mathematics Ability. Child Development Perspectives, 2013, 7, 74-79.	2.1	179
14	Multiple Spatially Overlapping Sets Can Be Enumerated in Parallel. Psychological Science, 2006, 17, 572-576.	1.8	176
15	Developmental change in the acuity of approximate number and area representations.. Developmental Psychology, 2013, 49, 1103-1112.	1.2	167
16	The equality of quantity. Trends in Cognitive Sciences, 2007, 11, 185-187.	4.0	134
17	Infants chunk object arrays into sets of individuals. Cognition, 2004, 91, 173-190.	1.1	116
18	Changing the precision of preschoolersâ€™ approximate number system representations changes their symbolic math performance. Journal of Experimental Child Psychology, 2016, 147, 82-99.	0.7	106

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19	Conceptual knowledge increases infants' memory capacity. Proceedings of the National Academy of Sciences of the United States of America, 2008, 105, 9926-9930.	3.3	101
20	A double-dissociation in infants' representations of object arrays. Cognition, 2005, 95, B37-B48.	1.1	88
21	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
22	Absence of visual experience modifies the neural basis of numerical thinking. Proceedings of the National Academy of Sciences of the United States of America, 2016, 113, 11172-11177.	3.3	75
23	Predicting sights from sounds: 6-month-oldsâ€™ intermodal numerical abilities. Journal of Experimental Child Psychology, 2011, 110, 347-361.	0.7	68
24	Expectancy violations promote learning in young children. Cognition, 2017, 163, 1-14.	1.1	57
25	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
26	Bidirectional, Longitudinal Associations Between Math Ability and Approximate Number System Precision in Childhood. Journal of Cognition and Development, 2019, 20, 56-74.	0.6	42
27	Memory for multiple visual ensembles in infancy.. Journal of Experimental Psychology: General, 2011, 140, 141-158.	1.5	40
28	Better together: Multiple lines of evidence for a link between approximate and exact number representations: A reply to Merkley, Matejko, and Ansari. Journal of Experimental Child Psychology, 2017, 153, 168-172.	0.7	36
29	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
30	Parallel non-verbal enumeration is constrained by a set-based limit. Cognition, 2008, 107, 1-18.	1.1	34
31	Social Knowledge Facilitates Chunking in Infancy. Child Development, 2014, 85, 1477-1490.	1.7	34
32	Memory load affects object individuation in 18-month-old infants. Journal of Experimental Child Psychology, 2012, 113, 322-336.	0.7	31
33	Infants hierarchically organize memory representations. Developmental Science, 2013, 16, 610-621.	1.3	31
34	Seven-month-old infants chunk items in memory. Journal of Experimental Child Psychology, 2012, 112, 361-377.	0.7	28
35	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
36	Approximate number sense correlates with math performance in gifted adolescents. Acta Psychologica, 2017, 176, 78-84.	0.7	27

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37	Violations of Core Knowledge Shape Early Learning. Topics in Cognitive Science, 2019, 11, 136-153.	1.1	25
38	Array heterogeneity prevents catastrophic forgetting in infants. Cognition, 2015, 136, 365-380.	1.1	22
39	Objects, Sets, and Ensembles. , 2011, , 13-22.		22
40	Developmental origins of recoding and decoding in memory. Cognitive Psychology, 2014, 75, 55-79.	0.9	20
41	Infants use temporal regularities to chunk objects in memory. Cognition, 2016, 146, 251-263.	1.1	20
42	Visual working memory capacity increases between ages 3 and 8 years, controlling for gains in attention, perception, and executive control. Attention, Perception, and Psychophysics, 2016, 78, 1556-1573.	0.7	18
43	Stable individual differences in infantsâ€™ responses to violations of intuitive physics. Proceedings of the National Academy of Sciences of the United States of America, 2021, 118, .	3.3	18
44	Online measures of looking and learning in infancy. Infancy, 2022, 27, 4-24.	0.9	17
45	Violations of expectation trigger infants to search for explanations. Cognition, 2022, 218, 104942.	1.1	17
46	Set representations required for the acquisition of the â€œnatural numberâ€•concept. Behavioral and Brain Sciences, 2008, 31, 655-656.	0.4	16
47	Young children â€˜solve for xâ€™ using the Approximate Number System. Developmental Science, 2015, 18, 38-49.	1.3	16
48	Limits on Infants' Ability to Dynamically Update Object Representations. Infancy, 2009, 14, 244-262.	0.9	15
49	Numerical cognition is resilient to dramatic changes in early sensory experience. Cognition, 2018, 179, 111-120.	1.1	14
50	Infants recognize counting as numerically relevant. Developmental Science, 2019, 22, e12805.	1.3	14
51	Is Empiricism Innate? Preference for Nurture Over Nature in Peopleâ€™s Beliefs About the Origins of Human Knowledge. Open Mind, 2019, 3, 89-100.	0.6	14
52	Emergence of the Link Between the Approximate Number System and Symbolic Math Ability. Child Development, 2021, 92, e186-e200.	1.7	12
53	Factors influencing infantsâ€™ ability to update object representations in memory. Cognitive Development, 2013, 28, 272-289.	0.7	11
54	Infants use linguistic group distinctions to chunk items in memory. Journal of Experimental Child Psychology, 2018, 172, 149-167.	0.7	11

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55	A Oneâ€toâ€One Bias and Fast Mapping Support Preschoolersâ€™ Learning About Faces and Voices. Cognitive Science, 2010, 34, 719-751.	0.8	9
56	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
57	Hysteresis-induced changes in preverbal infantsâ€™ approximate number precision. Cognitive Development, 2018, 47, 107-116.	0.7	6
58	A dissociation between small and large numbers in young childrenâ€™s ability to â€œsolve for xâ€•in non-symbolic math problems. Cognition, 2017, 160, 82-90.	1.1	5
59	Neural basis of approximate number in congenital blindness. Cortex, 2021, 142, 342-356.	1.1	4
60	Dynamic changes in numerical acuity in 4â€•monthâ€•old infants. Infancy, 2021, 26, 47-62.	0.9	3
61	Preschoolers represent othersâ€™ false beliefs about emotions. Cognitive Development, 2021, 59, 101081.	0.7	3
62	â€œYay! Yuck!â€•toddlers use othersâ€™ emotional responses to reason about hidden objects. Journal of Experimental Child Psychology, 2022, 221, 105464.	0.7	2
63	Infants Extract Frequency Distributions from Variable Approximate Numerical Information. Infancy, 2018, 23, 29-44.	0.9	1
64	Visual cortex of congenitally blind individuals responds to symbolic number. Journal of Vision, 2015, 15, 194.	0.1	0
65	Plasticity and functional connectivity in foveal and peripheral V1 of congenitally blind individuals. Journal of Vision, 2016, 16, 1119.	0.1	0
66	A critical period for number-related plasticity in the visual cortex of blind individuals. Journal of Vision, 2017, 17, 644.	0.1	0
67	Evolution and Development of Signature Limits in Mental Manipulation. Journal of Vision, 2019, 19, 135.	0.1	0