

Karin Kucian

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/6709748/publications.pdf>

Version: 2024-02-01

20
papers

887
citations

623734

14
h-index

642732

23
g-index

24
all docs

24
docs citations

24
times ranked

568
citing authors

#	ARTICLE	IF	CITATIONS
1	Impaired neural networks for approximate calculation in dyscalculic children: a functional MRI study. <i>Behavioral and Brain Functions</i> , 2006, 2, 31.	3.3	180
2	Development of Neural Networks for Exact and Approximate Calculation: A fMRI Study. <i>Developmental Neuropsychology</i> , 2008, 33, 447-473.	1.4	133
3	Developmental dyscalculia. <i>European Journal of Pediatrics</i> , 2015, 174, 1-13.	2.7	118
4	Non-Symbolic Numerical Distance Effect in Children With and Without Developmental Dyscalculia: A Parametric fMRI Study. <i>Developmental Neuropsychology</i> , 2011, 36, 741-762.	1.4	104
5	Developmental dyscalculia: a dysconnection syndrome?. <i>Brain Structure and Function</i> , 2014, 219, 1721-33.	2.3	54
6	Longitudinal Brain Development of Numerical Skills in Typically Developing Children and Children with Developmental Dyscalculia. <i>Frontiers in Human Neuroscience</i> , 2017, 11, 629.	2.0	40
7	Functional hyperconnectivity vanishes in children with developmental dyscalculia after numerical intervention. <i>Developmental Cognitive Neuroscience</i> , 2018, 30, 291-303.	4.0	39
8	A developmental model of number representation. <i>Behavioral and Brain Sciences</i> , 2009, 32, 340-341.	0.7	34
9	Neurostructural correlate of math anxiety in the brain of children. <i>Translational Psychiatry</i> , 2018, 8, 273.	4.8	31
10	Adolescents with Developmental Dyscalculia Do Not Have a Generalized Magnitude Deficit “ Processing of Discrete and Continuous Magnitudes. <i>Frontiers in Human Neuroscience</i> , 2017, 11, 102.	2.0	22
11	Persistent Differences in Brain Structure in Developmental Dyscalculia: A Longitudinal Morphometry Study. <i>Frontiers in Human Neuroscience</i> , 2020, 14, 272.	2.0	22
12	Mathematics anxiety “where are we and where shall we go?. <i>Annals of the New York Academy of Sciences</i> , 2022, 1513, 10-20.	3.8	20
13	Relation Between Mathematical Performance, Math Anxiety, and Affective Priming in Children With and Without Developmental Dyscalculia. <i>Frontiers in Psychology</i> , 2018, 9, 263.	2.1	13
14	Development of a Possible General Magnitude System for Number and Space. <i>Frontiers in Psychology</i> , 2018, 9, 2221.	2.1	6
15	Efficacy of a Computer-Based Learning Program in Children With Developmental Dyscalculia. What Influences Individual Responsiveness?. <i>Frontiers in Psychology</i> , 2020, 11, 1115.	2.1	6
16	Increased structural covariance in brain regions for number processing and memory in children with developmental dyscalculia. <i>Journal of Neuroscience Research</i> , 2022, 100, 522-536.	2.9	6
17	Does It Count? Pre-School Children’s Spontaneous Focusing on Numerosity and Their Development of Arithmetical Skills at School. <i>Brain Sciences</i> , 2022, 12, 313.	2.3	5
18	Operational momentum effect in children with and without developmental dyscalculia. <i>Frontiers in Psychology</i> , 2013, 4, 847.	2.1	4

#	ARTICLE	IF	CITATIONS
19	Numerical development from cognitive functions to neural underpinnings. <i>Frontiers in Psychology</i> , 2014, 5, 1047.	2.1	1
20	Editorial: Integrating Time & Number: From Neural Bases to Behavioral Processes Through Development and Disease. <i>Frontiers in Human Neuroscience</i> , 2020, 14, 129.	2.0	0