

Johannes E H Van Luit

List of Publications by Year in descending order

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Version: 2024-02-01

33
papers

1,772
citations

394421

19
h-index

395702

33
g-index

35
all docs

35
docs citations

35
times ranked

1285
citing authors

#	ARTICLE	IF	CITATIONS
1	Mathematics Interventions for Children with Special Educational Needs. Remedial and Special Education, 2003, 24, 97-114.	2.3	385
2	Working memory and mathematics in primary school children: A meta-analysis. Educational Research Review, 2013, 10, 29-44.	7.8	381
3	Executive Functions as Predictors of Math Learning Disabilities. Journal of Learning Disabilities, 2011, 44, 521-532.	2.2	193
4	Verbal and visual-spatial working memory and mathematical ability in different domains throughout primary school. Memory and Cognition, 2015, 43, 367-378.	1.6	105
5	Improving Early Numeracy of Young Children with Special Educational Needs. Remedial and Special Education, 2000, 21, 27-40.	2.3	70
6	Memory profiles in children with mild intellectual disabilities: Strengths and weaknesses. Research in Developmental Disabilities, 2009, 30, 1237-1247.	2.2	48
7	Differentiated instruction in primary mathematics: Effects of teacher professional development on student achievement. Learning and Instruction, 2018, 54, 22-34.	3.2	48
8	Mathematical Learning Difficulties and PASS Cognitive Processes. Journal of Learning Disabilities, 2003, 36, 574-582.	2.2	47
9	Effectiveness of the MASTER Program for Teaching Special Children Multiplication and Division. Journal of Learning Disabilities, 1999, 32, 98-107.	2.2	42
10	Validity and reliability of an online visual-spatial working memory task for self-reliant administration in school-aged children. Behavior Research Methods, 2015, 47, 708-719.	4.0	40
11	Relations between mathematics achievement and motivation in students of diverse achievement levels. Contemporary Educational Psychology, 2018, 55, 84-96.	2.9	38
12	The Early Numeracy Test in Finnish: Children's norms. Scandinavian Journal of Psychology, 2006, 47, 369-378.	1.5	34
13	Longitudinal study of low and high achievers in early mathematics. British Journal of Educational Psychology, 2012, 82, 28-41.	2.9	32
14	Cognitive predictors of children's development in mathematics achievement: A latent growth modeling approach. Developmental Science, 2018, 21, e12671.	2.4	32
15	Accelerating the early numeracy development of kindergartners with limited working memory skills through remedial education. Research in Developmental Disabilities, 2013, 34, 745-755.	2.2	31
16	Teaching multiplication to low math performers: Guided versus structured instruction. Instructional Science, 2002, 30, 361-378.	2.0	28
17	The Monkey game: A computerized verbal working memory task for self-reliant administration in primary school children. Behavior Research Methods, 2016, 48, 756-771.	4.0	28
18	Early Numeracy Intervention for Low-Performing Kindergartners. Journal of Early Intervention, 2012, 34, 243-264.	1.6	26

#	ARTICLE	IF	CITATIONS
19	Milestones in the development of infant numeracy. <i>Scandinavian Journal of Psychology</i> , 1999, 40, 65-71.	1.5	25
20	The effects of digital learning material on students'™ mathematics learning in vocational education. <i>Cogent Education</i> , 2017, 4, 1313581.	1.5	25
21	Constructivist mathematics education for students with mild mental retardation. <i>European Journal of Special Needs Education</i> , 2005, 20, 107-116.	3.0	19
22	The Contribution of Executive Functions in Predicting Mathematical Creativity in Typical Elementary School Classes: A Twofold Role for Updating. <i>Journal of Intelligence</i> , 2020, 8, 26.	2.5	16
23	Effects of remedial numeracy instruction throughout kindergarten starting at different ages: Evidence from a large-scale longitudinal study. <i>Learning and Instruction</i> , 2014, 33, 39-49.	3.2	14
24	Inhibition, friend or foe? Cognitive inhibition as a moderator between mathematical ability and mathematical creativity in primary school students. <i>Personality and Individual Differences</i> , 2019, 142, 196-201.	2.9	14
25	Learning subtraction in a special school: A self-instructional training strategy for educable mentally retarded children with arithmetic deficits. <i>Instructional Science</i> , 1985, 14, 179-189.	2.0	12
26	Counting and Number Line Trainings in Kindergarten: Effects on Arithmetic Performance and Number Sense. <i>Frontiers in Psychology</i> , 2018, 9, 975.	2.1	10
27	The effectiveness of structural and realistic arithmetic curricula in children with special needs. <i>European Journal of Special Needs Education</i> , 1994, 9, 16-26.	3.0	8
28	The effectiveness of Korean number naming on insight into numbers in Dutch students with mild intellectual disabilities. <i>Research in Developmental Disabilities</i> , 2011, 32, 1941-1947.	2.2	7
29	Teaching impulsive children with arithmetic deficits in special education: a self-instructional training program. <i>European Journal of Special Needs Education</i> , 1987, 2, 237-246.	3.0	5
30	Sex differences in the association of math achievement with visual-spatial and verbal working memory: Does the type of math test matter?. <i>British Journal of Psychology</i> , 2022, 113, 798-819.	2.3	3
31	Remedial early numeracy education: can children identified as having a language deficiency benefit?. <i>International Journal of Language and Communication Disorders</i> , 2015, 50, 593-603.	1.5	2
32	Nonverbal learning disabilities and arithmetic problems: the effectiveness of an explicit verbal instruction model. <i>Advances in Learning and Behavioral Disabilities</i> , 2009, , 265-289.	0.3	0
33	Prepulse Inhibition and P50 Suppression in Relation to Creativity and Attention: Dispersed Attention Beneficial to Quantitative but Not Qualitative Measures of Divergent Thinking. <i>Frontiers in Psychiatry</i> , 0, 13, .	2.6	0