Johannes E H Van Luit

List of Publications by Year
in descending order

33	1,772	394421 19	395702 33
papers	citations	h-index	g-index

35	35	35	1285
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Sex differences in the association of math achievement with visualâ€spatial and verbal working memory: Does the type of math test matter?. British Journal of Psychology, 2022, 113, 798-819.	2.3	3
2	The Contribution of Executive Functions in Predicting Mathematical Creativity in Typical Elementary School Classes: A Twofold Role for Updating. Journal of Intelligence, 2020, 8, 26.	2.5	16
3	Inhibition, friend or foe? Cognitive inhibition as a moderator between mathematical ability and mathematical creativity in primary school students. Personality and Individual Differences, 2019, 142, 196-201.	2.9	14
4	Differentiated instruction in primary mathematics: Effects of teacher professional development on student achievement. Learning and Instruction, 2018, 54, 22-34.	3.2	48
5	Cognitive predictors of children's development in mathematics achievement: A latent growth modeling approach. Developmental Science, 2018, 21, e12671.	2.4	32
6	Counting and Number Line Trainings in Kindergarten: Effects on Arithmetic Performance and Number Sense. Frontiers in Psychology, 2018, 9, 975.	2.1	10
7	Relations between mathematics achievement and motivation in students of diverse achievement levels. Contemporary Educational Psychology, 2018, 55, 84-96.	2.9	38
8	The effects of digital learning material on studentsâ€™ mathematics learning in vocational education. Cogent Education, 2017, 4, 1313581.	1.5	25
9	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
10	Remedial early numeracy education: can children identified as having a language deficiency benefit?. International Journal of Language and Communication Disorders, 2015, 50, 593-603.	1.5	2
11	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
12	Validity and reliability of an online visualâ€“spatial working memory task for self-reliant administration in school-aged children. Behavior Research Methods, 2015, 47, 708-719.	4.0	40
13	Effects of remedial numeracy instruction throughout kindergarten starting at different ages: Evidence from a large-scale longitudinal study. Learning and Instruction, 2014, 33, 39-49.	3.2	14
14	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
15	Working memory and mathematics in primary school children: A meta-analysis. Educational Research Review, 2013, 10, 29-44.	7.8	381
16	Early Numeracy Intervention for Low-Performing Kindergartners. Journal of Early Intervention, 2012, 34, 243-264.	1.6	26
17	Longitudinal study of low and high achievers in early mathematics. British Journal of Educational Psychology, 2012, 82, 28-41.	2.9	32
18	Executive Functions as Predictors of Math Learning Disabilities. Journal of Learning Disabilities, 2011, 44, 521-532.	2.2	193

#	Article	IF	Citations
19	The effectiveness of Korean number naming on insight into numbers in Dutch students with mild intellectual disabilities. Research in Developmental Disabilities, 2011, 32, 1941-1947.	2.2	7
20	Nonverbal learning disabilities and arithmetic problems: the effectiveness of an explicit verbal instruction model. Advances in Learning and Behavioral Disabilities, 2009, , 265-289.	0.3	0
21	Memory profiles in children with mild intellectual disabilities: Strengths and weaknesses. Research in Developmental Disabilities, 2009, 30, 1237-1247.	2.2	48
22	The Early Numeracy Test in Finnish: Children's norms. Scandinavian Journal of Psychology, 2006, 47, 369-378.	1.5	34
23	Constructivist mathematics education for students with mild mental retardation. European Journal of Special Needs Education, 2005, 20, 107-116.	3.0	19
24	Mathematics Interventions for Children with Special Educational Needs. Remedial and Special Education, 2003, 24, 97-114.	2.3	385
25	Mathematical Learning Difficulties and PASS Cognitive Processes. Journal of Learning Disabilities, 2003, 36, 574-582.	2.2	47
26	Teaching multiplication to low math performers: Guided versus structured instruction. Instructional Science, 2002, 30, 361-378.	2.0	28
27	Improving Early Numeracy of Young Children with Special Educational Needs. Remedial and Special Education, 2000, 21, 27-40.	2.3	70
28	Effectiveness of the MASTER Program for Teaching Special Children Multiplication and Division. Journal of Learning Disabilities, 1999, 32, 98-107.	2.2	42
29	Milestones in the development of infant numeracy. Scandinavian Journal of Psychology, 1999, 40, 65-71.	1.5	25
30	The effectiveness of structural and realistic arithmetic curricula in children with special needs. European Journal of Special Needs Education, 1994, 9, 16-26.	3.0	8
31	Teaching impulsive children with arithmetic deficits in special education: a selfâ€instructional training program. European Journal of Special Needs Education, 1987, 2, 237-246.	3.0	5
32	Learning subtraction in a special school: A self-in-structional training strategy for educable mentally retarded children with arithmetic deficits. Instructional Science, 1985, 14, 179-189.	2.0	12
33	Prepulse Inhibition and P50 Suppression in Relation to Creativity and Attention: Dispersed Attention Beneficial to Quantitative but Not Qualitative Measures of Divergent Thinking. Frontiers in Psychiatry, 0, 13, .	2.6	0