

Cesare Cornoldi

List of Publications by Year in descending order

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205
papers

7,726
citations

53939

47
h-index

84171

75
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208
all docs

208
docs citations

208
times ranked

5107
citing authors

#	ARTICLE	IF	CITATIONS
1	Inferring the Performance of Children with Dyslexia from that of the General Population: The Case of Associative Phonological Working Memory. <i>Scientific Studies of Reading</i> , 2022, 26, 47-60.	1.3	2
2	Emotional Response to Testing in Gifted and Highly Gifted Children. <i>Gifted Child Quarterly</i> , 2022, 66, 208-219.	1.2	1
3	Memory sensitivity and its relationship with the behavioural inhibitory and activation systems and the presence of internalizing symptoms in a group of 9th to 13th graders. <i>Personality and Individual Differences</i> , 2021, 173, 110638.	1.6	0
4	Learning a new geometric concept: The role of working memory and of domain-specific abilities. <i>British Journal of Educational Psychology</i> , 2021, 91, 1537-1554.	1.6	2
5	Intelligence and working memory: evidence from administering the WAIS-IV to Italian adults and elderly. <i>Psychological Research</i> , 2020, 84, 1622-1634.	1.0	9
6	Text reading speed in a language with a shallow orthography benefits less from comprehension as reading ability matures. <i>British Journal of Educational Psychology</i> , 2020, 90, 91-104.	1.6	7
7	Nonverbal learning disability (developmental visuospatial disorder). <i>Handbook of Clinical Neurology / Edited By P J Vinken and G W Bruyn</i> , 2020, 174, 83-91.	1.0	0
8	The Use of New Technologies for Improving Reading Comprehension. <i>Frontiers in Psychology</i> , 2020, 11, 751.	1.1	8
9	A Cross-Modal Working Memory Binding Span Deficit in Reading Disability. <i>Journal of Learning Disabilities</i> , 2019, 52, 99-108.	1.5	11
10	Lumpers vs. splitters: Intelligence in children with specific learning disorders. <i>Intelligence</i> , 2019, 76, 101380.	1.6	8
11	Cross-modal working memory binding and learning of visual-phonological associations in children with reading difficulties. <i>Child Neuropsychology</i> , 2019, 25, 1063-1083.	0.8	6
12	Difficulties of children with symptoms of attention-deficit/hyperactivity disorder in processing temporal information concerning everyday life events. <i>Journal of Experimental Child Psychology</i> , 2019, 182, 86-101.	0.7	9
13	The discrepancy between verbal and visuoperceptual IQ in children with a specific learning disorder: An analysis of 1624 cases. <i>Research in Developmental Disabilities</i> , 2019, 87, 64-72.	1.2	4
14	Reading in a transparent second language with limited orality: The case of high school students with dyslexia in Latin. <i>Dyslexia</i> , 2019, 25, 57-68.	0.8	4
15	Working Memory and Processing Speed mediate the effect of age on a General Ability Construct: Evidence from the Italian WAIS-IV standardization sample. <i>Personality and Individual Differences</i> , 2019, 138, 298-304.	1.6	7
16	Strategy Selection in ADHD Characteristics Children: A Study in Arithmetic. <i>Journal of Attention Disorders</i> , 2019, 23, 87-98.	1.5	13
17	Writing abilities and the role of working memory in children with symptoms of attention deficit and hyperactivity disorder. <i>Child Neuropsychology</i> , 2019, 25, 103-121.	0.8	9
18	A Cooperative Learning Classroom Intervention for Increasing Peers' Acceptance of Children With ADHD. <i>Journal of Attention Disorders</i> , 2019, 23, 282-292.	1.5	14

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19	Handwriting difficulties in children with attention deficit hyperactivity disorder (ADHD). <i>Research in Developmental Disabilities</i> , 2018, 74, 41-49.	1.2	25
20	Arithmetic, working memory, and visuospatial imagery abilities in children with poor geometric learning. <i>Learning and Individual Differences</i> , 2018, 62, 79-88.	1.5	21
21	Pragmatics of language and theory of mind in children with dyslexia with associated language difficulties or nonverbal learning disabilities. <i>Applied Neuropsychology: Child</i> , 2018, 7, 245-256.	0.7	37
22	Effects of a working memory training program in preschoolers with symptoms of attention-deficit/hyperactivity disorder. <i>Journal of Clinical and Experimental Neuropsychology</i> , 2018, 40, 17-29.	0.8	25
23	Attitudes of Primary School Teachers in Three Western Countries Toward Learning Disabilities. <i>Journal of Learning Disabilities</i> , 2018, 51, 43-54.	1.5	8
24	The effects of the constancy of location and order in working memory visual phonological binding of children with dyslexia. <i>Child Neuropsychology</i> , 2018, 24, 671-685.	0.8	6
25	Metacognitive Monitoring of Text Comprehension: An Investigation on Postdictive Judgments in Typically Developing Children and Children With Reading Comprehension Difficulties. <i>Frontiers in Psychology</i> , 2018, 9, 2253.	1.1	6
26	Working memory affects false memory production for emotional events. <i>Cognition and Emotion</i> , 2017, 31, 33-46.	1.2	20
27	Time-based prospective memory difficulties in children with ADHD and the role of time perception and working memory. <i>Child Neuropsychology</i> , 2017, 23, 588-608.	0.8	25
28	Intelligence measures as diagnostic tools for children with specific learning disabilities. <i>Intelligence</i> , 2017, 61, 140-145.	1.6	32
29	Positive events protect children from causal false memories for scripted events. <i>Memory</i> , 2017, 25, 1366-1374.	0.9	4
30	Einstein and dyslexia: Is giftedness more frequent in children with a specific learning disorder than in typically developing children?. <i>Intelligence</i> , 2017, 62, 175-179.	1.6	26
31	Local and global processing in block design tasks in children with dyslexia or nonverbal learning disability. <i>Research in Developmental Disabilities</i> , 2017, 64, 96-107.	1.2	17
32	Training working memory in older adults: Is there an advantage of using strategies?. <i>Psychology and Aging</i> , 2017, 32, 178-191.	1.4	31
33	Strengths and Weaknesses in the Intellectual Profile of Different Subtypes of Specific Learning Disorder. <i>Clinical Psychological Science</i> , 2017, 5, 402-409.	2.4	64
34	Affective false memories in Dementia of Alzheimer's Type. <i>Psychiatry Research</i> , 2017, 249, 9-15.	1.7	9
35	Time processing in children with mathematical difficulties. <i>Learning and Individual Differences</i> , 2017, 58, 22-30.	1.5	7
36	Allocentric and contra-aligned spatial representations of a town environment in blind people. <i>Acta Psychologica</i> , 2017, 180, 8-15.	0.7	13

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37	Deficits in working memory visual-phonological binding in children with dyslexia.. Psychology and Neuroscience, 2016, 9, 411-419.	0.5	12
38	Difficulties of children with ADHD symptoms in solving mathematical problems when information must be updated. Research in Developmental Disabilities, 2016, 59, 186-193.	1.2	17
39	L2 Spelling Errors in Italian Children with Dyslexia. Dyslexia, 2016, 22, 158-172.	0.8	20
40	The relevance of memory sensitivity for psychological well-being in aging. Quality of Life Research, 2016, 25, 1943-1948.	1.5	8
41	Forward and backward digit span difficulties in children with specific learning disorder. Journal of Clinical and Experimental Neuropsychology, 2016, 38, 478-486.	0.8	40
42	Improving problem solving in primary school students: The effect of a training programme focusing on metacognition and working memory. British Journal of Educational Psychology, 2015, 85, 424-439.	1.6	66
43	Effect of training focused on executive functions (attention, inhibition, and working memory) in preschoolers exhibiting ADHD symptoms. Frontiers in Psychology, 2015, 6, 1161.	1.1	49
44	Metacognitive aspects influence subjective well-being in parents of children with cancer. Psycho-Oncology, 2015, 24, 175-180.	1.0	14
45	Enhanced memory for negative scripted material in low compared to high sensation seekers. Journal of Research in Personality, 2015, 57, 48-52.	0.9	2
46	Spelling Errors in Text Copying by Children With Dyslexia and ADHD Symptoms. Journal of Learning Disabilities, 2015, 48, 73-82.	1.5	25
47	Magnitude Representation and Working Memory Updating in Children With Arithmetic and Reading Comprehension Disabilities. Journal of Learning Disabilities, 2015, 48, 658-668.	1.5	37
48	The structure of intelligence in children with specific learning disabilities is different as compared to typically development children. Intelligence, 2015, 52, 36-43.	1.6	45
49	Deficits in visual short-term memory binding in children at risk of non-verbal learning disabilities. Research in Developmental Disabilities, 2015, 45-46, 365-372.	1.2	7
50	High trait anxiety increases inferential false memories for negative (but not positive) emotional events. Personality and Individual Differences, 2015, 75, 201-204.	1.6	18
51	Identifying developmental coordination disorder: MOQ-T validity as a fast screening instrument based on teachers'™ ratings and its relationship with praxic and visuospatial working memory deficits. Research in Developmental Disabilities, 2014, 35, 3518-3525.	1.2	13
52	Working memory and domain-specific precursors predicting success in learning written subtraction problems. Learning and Individual Differences, 2014, 36, 92-100.	1.5	41
53	Visuospatial working memory for locations, colours, and binding in typically developing children and in children with dyslexia and non-verbal learning disability. British Journal of Developmental Psychology, 2014, 32, 17-33.	0.9	29
54	The relationship among geometry, working memory, and intelligence in children. Journal of Experimental Child Psychology, 2014, 123, 112-128.	0.7	53

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55	Improving reading comprehension in reading and listening settings: The effect of two training programmes focusing on metacognition and working memory. <i>British Journal of Educational Psychology</i> , 2014, 84, 194-210.	1.6	73
56	Emotional false memories in children with learning disabilities. <i>Research in Developmental Disabilities</i> , 2014, 35, 261-268.	1.2	13
57	Emotional negative events do not protect against false memories in young adults with depressive and anxious personality traits. <i>Personality and Individual Differences</i> , 2014, 66, 14-18.	1.6	20
58	Visuospatial working memory in children with autism: The effect of a semantic global organization. <i>Research in Developmental Disabilities</i> , 2014, 35, 1349-1356.	1.2	26
59	Paradoxical Effects of Warning in the Production of Children's False Memories. <i>Journal of Cognition and Development</i> , 2014, 15, 94-109.	0.6	5
60	An analysis of the criteria used to diagnose children with Nonverbal Learning Disability (NLD). <i>Child Neuropsychology</i> , 2014, 20, 255-280.	0.8	70
61	Inferential false memories of events: Negative consequences protect from distortions when the events are free from further elaboration. <i>Memory</i> , 2014, 22, 451-461.	0.9	22
62	Approximate additions and working memory in individuals with Down syndrome. <i>Research in Developmental Disabilities</i> , 2014, 35, 1027-1035.	1.2	24
63	Differences in the intellectual profile of children with intellectual vs. learning disability. <i>Research in Developmental Disabilities</i> , 2014, 35, 2224-2230.	1.2	62
64	Memory and comprehension deficits in spatial descriptions of children with non-verbal and reading disabilities. <i>Frontiers in Psychology</i> , 2014, 5, 1534.	1.1	13
65	The Crucial Role of Working Memory in Intellectual Functioning. <i>European Psychologist</i> , 2014, 19, 260-268.	1.8	24
66	Basic and Applied Cognitive Research in a Country Discovering Psychology. <i>Applied Cognitive Psychology</i> , 2013, 27, 137-138.	0.9	0
67	Attentional WM is not necessarily specifically related with fluid intelligence: the case of smart children with ADHD symptoms. <i>Psychological Research</i> , 2013, 77, 508-515.	1.0	22
68	Beliefs about memory among psychology students and their professors in psychodynamic clinical and experimental study programs. <i>Revue Europeenne De Psychologie Appliquee</i> , 2013, 63, 251-256.	0.4	6
69	The structure of working memory and how it relates to intelligence in children. <i>Intelligence</i> , 2013, 41, 396-406.	1.6	73
70	Mental additions and verbal-domain interference in children with developmental dyscalculia. <i>Research in Developmental Disabilities</i> , 2013, 34, 2845-2855.	1.2	31
71	Beyond interference control impairment in ADHD: Evidence from increased intraindividual variability in the color-stroop test. <i>Child Neuropsychology</i> , 2013, 19, 495-515.	0.8	31
72	Problems in deriving Italian regional differences in intelligence from 2009 PISA data. <i>Intelligence</i> , 2013, 41, 25-33.	1.6	16

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73	Visuospatial working memory in intuitive geometry, and in academic achievement in geometry. <i>Learning and Individual Differences</i> , 2013, 23, 114-122.	1.5	53
74	Spatial representations in blind people: The role of strategies and mobility skills. <i>Acta Psychologica</i> , 2013, 142, 43-50.	0.7	41
75	Intelligence and working memory control: Evidence from the WISC-IV administration to Italian children. <i>Learning and Individual Differences</i> , 2013, 26, 9-14.	1.5	30
76	The Proposed Changes for <i>DSM-5</i> for SLD and ADHD. <i>Journal of Learning Disabilities</i> , 2013, 46, 58-72.	1.5	58
77	Italian Children with Dyslexia are also Poor in Reading English Words, but Accurate in Reading English Pseudowords. <i>Dyslexia</i> , 2013, 19, 165-177.	0.8	25
78	Intuitive geometry and visuospatial working memory in children showing symptoms of nonverbal learning disabilities. <i>Child Neuropsychology</i> , 2013, 19, 235-249.	0.8	42
79	Mental Imagery and Blindness. , 2013, , 115-130.		10
80	Developing Spatial Knowledge in the Absence of Vision: Allocentric and Egocentric Representations Generated by Blind People When Supported by Auditory Cues. <i>Psychologica Belgica</i> , 2013, 50, 327.	1.0	21
81	Problem Solving and Working Memory Updating Difficulties in a Group of Poor Comprehenders. <i>Journal of Cognitive Education and Psychology</i> , 2012, 11, 39-44.	0.2	21
82	Short-term memory for flavour. <i>Journal of Cognitive Psychology</i> , 2012, 24, 134-139.	0.4	1
83	The involvement of working memory in children's exact and approximate mental addition. <i>Journal of Experimental Child Psychology</i> , 2012, 112, 141-160.	0.7	72
84	Children with ADHD symptoms are less susceptible to gap-filling errors than typically developing children. <i>Learning and Individual Differences</i> , 2012, 22, 896-900.	1.5	6
85	Mental imagery in a visuospatial working memory task and modulation of activation. <i>Journal of Cognitive Psychology</i> , 2011, 23, 52-59.	0.4	10
86	Increased intraindividual variability is a marker of ADHD but also of dyslexia: A study on handwriting. <i>Brain and Cognition</i> , 2011, 77, 33-39.	0.8	30
87	Recollection but not familiarity differentiates memory for text in students with and without learning difficulties. <i>Learning and Individual Differences</i> , 2011, 21, 206-209.	1.5	17
88	Development of Subjective Recollection: Understanding of and Introspection on Memory States. <i>Child Development</i> , 2011, 82, 1954-1969.	1.7	53
89	Which Tasks Best Discriminate between Dyslexic University Students and Controls in a Transparent Language?. <i>Dyslexia</i> , 2011, 17, 227-241.	0.8	36
90	Imaginative Representations of Two - and Three-Dimensional Matrices in Children with Nonverbal Learning Disabilities. <i>Imagination, Cognition and Personality</i> , 2011, 31, 53-62.	0.5	1

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91	Components affecting expressive writing in typical and disabled writers. <i>Advances in Learning and Behavioral Disabilities</i> , 2010, , 269-286.	0.3	7
92	ADHD expressive writing difficulties of ADHD children: when good declarative knowledge is not sufficient. <i>European Journal of Psychology of Education</i> , 2010, 25, 315-323.	1.3	30
93	Special issues on "working memory and executive functioning in individuals with intellectual disabilities". <i>Journal of Intellectual Disability Research</i> , 2010, 54, 293-294.	1.2	6
94	Difficulties in working memory updating in individuals with intellectual disability. <i>Journal of Intellectual Disability Research</i> , 2010, 54, 337-345.	1.2	60
95	Age differences in the contribution of recollection and familiarity to false-memory formation: a new paradigm to examine developmental reversals. <i>Developmental Science</i> , 2010, 13, 355-362.	1.3	32
96	The role of working memory and updating in Coloured Raven Matrices performance in typically developing children. <i>European Journal of Cognitive Psychology</i> , 2010, 22, 1010-1020.	1.3	42
97	Spatial Working Memory and Arithmetic Deficits in Children With Nonverbal Learning Difficulties. <i>Journal of Learning Disabilities</i> , 2010, 43, 455-468.	1.5	82
98	The mean Southern Italian children IQ is not particularly low: A reply to R. Lynn (2010). <i>Intelligence</i> , 2010, 38, 462-470.	1.6	24
99	Working Memory Control Deficit in Kindergarten ADHD Children. <i>Child Neuropsychology</i> , 2010, 16, 134-144.	0.8	27
100	Two New Rating Scales for Assessment of ADHD Symptoms in Italian Preschool Children. <i>Journal of Attention Disorders</i> , 2009, 12, 532-539.	1.5	21
101	A specific deficit in visuospatial simultaneous working memory in Down syndrome. <i>Journal of Intellectual Disability Research</i> , 2009, 53, 474-483.	1.2	81
102	The effects of age and professional expertise on working memory performance. <i>Applied Cognitive Psychology</i> , 2009, 23, 382-395.	0.9	11
103	Cognitive and neuronal processes involved in sequential generation of general and specific mental images. <i>Psychological Research</i> , 2009, 73, 633-643.	1.0	19
104	Memory for an imagined pathway and strategy effects in sighted and in totally congenitally blind individuals. <i>Acta Psychologica</i> , 2009, 130, 11-16.	0.7	33
105	Representation of survey and route spatial descriptions in children with nonverbal (visuospatial) learning disabilities. <i>Brain and Cognition</i> , 2009, 71, 173-179.	0.8	32
106	Role of working memory in explaining the performance of individuals with specific reading comprehension difficulties: A meta-analysis. <i>Learning and Individual Differences</i> , 2009, 19, 246-251.	1.5	318
107	Ageing and intrusion errors in an active visuo-spatial working memory task. <i>Ageing Clinical and Experimental Research</i> , 2009, 21, 282-291.	1.4	11
108	Working Memory In Individuals With Fragile X Syndrome. <i>Child Neuropsychology</i> , 2009, 15, 105-119.	0.8	59

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109	Impairment of simultaneous-spatial working memory in nonverbal (visuospatial) learning disability: A treatment case study. <i>Neuropsychological Rehabilitation</i> , 2009, 19, 761-780.	1.0	6
110	Centred Egocentric, Decentred Egocentric, and Allocentric Spatial Representations in the Peripersonal Space of Congenital Total Blindness. <i>Perception</i> , 2009, 38, 679-693.	0.5	21
111	Imagery and spatial processes in blindness and visual impairment. <i>Neuroscience and Biobehavioral Reviews</i> , 2008, 32, 1346-1360.	2.9	206
112	Evidence for different components in children's visuospatial working memory. <i>British Journal of Developmental Psychology</i> , 2008, 26, 337-355.	0.9	72
113	The development of metamemory monitoring during retrieval: The case of memory strength and memory absence. <i>Journal of Experimental Child Psychology</i> , 2008, 99, 157-181.	0.7	59
114	Working Memory Failures in Children with Arithmetical Difficulties. <i>Child Neuropsychology</i> , 2008, 14, 387-400.	0.8	89
115	A Comparison of Backward and Forward Spatial Spans. <i>Quarterly Journal of Experimental Psychology</i> , 2008, 61, 674-682.	0.6	42
116	Improving Expressive Writing Skills of Children Rated for ADHD Symptoms. <i>Journal of Learning Disabilities</i> , 2008, 41, 535-544.	1.5	31
117	Reality monitoring and resistance to forgetting under short delay intervals. <i>Quarterly Journal of Experimental Psychology</i> , 2007, 60, 551-570.	0.6	8
118	Aging and the Intrusion Superiority Effect in Visuo-Spatial Working Memory. <i>Aging, Neuropsychology, and Cognition</i> , 2007, 14, 1-21.	0.7	21
119	Expressive Writing Difficulties in Children Described as Exhibiting ADHD Symptoms. <i>Journal of Learning Disabilities</i> , 2007, 40, 244-255.	1.5	83
120	Remembering Object Position in the Absence of Vision: Egocentric, Allocentric, and Egocentric Decentred Frames of Reference. <i>Perception</i> , 2007, 36, 850-864.	0.5	14
121	Which factors influence number updating in working memory? The effects of size distance and suppression. <i>British Journal of Psychology</i> , 2007, 98, 45-60.	1.2	29
122	Working memory, control of interference and everyday experience of thought interference: when age makes the difference. <i>Aging Clinical and Experimental Research</i> , 2007, 19, 200-206.	1.4	36
123	Does music enhance cognitive performance in healthy older adults? The Vivaldi effect. <i>Aging Clinical and Experimental Research</i> , 2007, 19, 394-399.	1.4	116
124	Strategic knowledge and consistency in students with good and poor study skills. <i>European Journal of Cognitive Psychology</i> , 2007, 19, 628-649.	1.3	32
125	Expressive Writing in Children with ADHD Symptoms. <i>The ADHD Report</i> , 2007, 15, 10-16.	0.4	1
126	Effects of late visual impairment on mental representations activated by visual and tactile stimuli. <i>Brain Research</i> , 2007, 1148, 170-176.	1.1	26

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127	Imagery and blindness. , 2007, , 369-379.		0
128	What people believe about memory. <i>Memory</i> , 2006, 14, 595-613.	0.9	72
129	Left mediotemporal structures mediate the retrieval of episodic autobiographical mental images. <i>NeuroImage</i> , 2006, 30, 645-655.	2.1	94
130	Evidence for a double dissociation between spatial-simultaneous and spatial-sequential working memory in visuospatial (nonverbal) learning disabled children. <i>Brain and Cognition</i> , 2006, 62, 58-67.	0.8	81
131	Why Cyclops could not compete with Ulysses: monocular vision and mental images. <i>NeuroReport</i> , 2006, 17, 723-726.	0.6	13
132	The contribution of cognitive psychology to the study of human intelligence. <i>European Journal of Cognitive Psychology</i> , 2006, 18, 1-17.	1.3	16
133	Visual Experience is not Necessary for Efficient Survey Spatial Cognition: Evidence from Blindness. <i>Quarterly Journal of Experimental Psychology</i> , 2006, 59, 1306-1328.	0.6	106
134	Intrusion errors in visuospatial working memory performance. <i>Memory</i> , 2006, 14, 176-188.	0.9	15
135	The assessment of imagery and visuo-spatial working memory functions in children and adults. <i>Advances in Consciousness Research</i> , 2006, , 15-38.	0.2	5
136	Difficulties in the control of irrelevant visuospatial information in children with visuospatial learning disabilities. <i>Acta Psychologica</i> , 2005, 118, 211-228.	0.7	41
137	Sequence and space: The critical role of a backward spatial span in the working memory deficit of visuospatial learning disabled children. <i>Cognitive Neuropsychology</i> , 2005, 22, 1055-1068.	0.4	56
138	Different neuronal pathways support the generation of general and specific mental images. <i>NeuroImage</i> , 2005, 27, 544-552.	2.1	34
139	Updating in working memory: A comparison of good and poor comprehenders. <i>Journal of Experimental Child Psychology</i> , 2005, 91, 45-66.	0.7	135
140	What Happens to Information to be Suppressed in Working Memory Tasks? Short and Long Term Effects. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 2004, 57, 1059-1084.	2.3	47
141	Arithmetic Education and Learning Disabilities in Italy. <i>Journal of Learning Disabilities</i> , 2004, 37, 42-49.	1.5	28
142	Verbal and Visuospatial Working Memory Deficits in Children With Down Syndrome. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2004, 109, 456.	2.7	187
143	Working memory performance of Italian students with foreign language learning difficulties. <i>Learning and Individual Differences</i> , 2004, 14, 137-151.	1.5	40
144	Spatial memory and integration processes in congenital blindness. <i>NeuroReport</i> , 2004, 15, 2787-90.	0.6	56

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145	Visual but not spatial working memory deficit in children with spina bifida. <i>Brain and Cognition</i> , 2003, 53, 311-314.	0.8	42
146	9th European Workshop on Imagery and Cognition. <i>Imagination, Cognition and Personality</i> , 2003, 23, 143-146.	0.5	0
147	Arithmetic Difficulties in Children With Visuospatial Learning Disability (VLD). <i>Child Neuropsychology</i> , 2003, 9, 175-183.	0.8	59
148	A Rapid Screening Measure for the Identification of Visuospatial Learning Disability in Schools. <i>Journal of Learning Disabilities</i> , 2003, 36, 299-306.	1.5	49
149	Can We Have an Image of a Concept? The Generation Process of General and Specific Mental Images. <i>Imagination, Cognition and Personality</i> , 2003, 23, 193-200.	0.5	2
150	The Disturbing Effect of Irrelevant Information on Arithmetic Problem Solving in Inattentive Children. <i>Developmental Neuropsychology</i> , 2002, 21, 73-92.	1.0	66
151	Remembering changes: repetition effects in face recollection. <i>Acta Psychologica</i> , 2002, 109, 95-105.	0.7	13
152	Visuo-spatial working memory in navigation. <i>Applied Cognitive Psychology</i> , 2002, 16, 35-50.	0.9	138
153	Visuospatial memory and phonological loop in learning from multimedia. <i>Applied Cognitive Psychology</i> , 2002, 16, 665-685.	0.9	65
154	Working Memory Deficits in Individuals with and without Mental Retardation. <i>Journal of Cognitive Education and Psychology</i> , 2002, 2, 301-312.	0.2	9
155	Visuospatial working memory in Turner's Syndrome. <i>Brain and Cognition</i> , 2001, 46, 90-94.	0.8	30
156	Working memory and updating processes in reading comprehension. <i>Memory and Cognition</i> , 2001, 29, 344-354.	0.9	199
157	Working Memory Interference Control Deficit in Children Referred by Teachers for ADHD Symptoms. <i>Child Neuropsychology</i> , 2001, 7, 230-240.	0.8	66
158	Mental imagery in blind people: the role of passive and active visuospatial processes. , 2000, , 142-181.		28
159	Chapitre 9. CÃ©citÃ© prÃ©coce et images mentales spatiales. , 2000, , 175-189.		3
160	Interactive Auditory and Visual Images in Persons who are Totally Blind. <i>Journal of Visual Impairment and Blindness</i> , 1999, 93, 579-583.	0.4	8
161	Papers from the San Marino Conference on Representation and Blindness. <i>Journal of Visual Impairment and Blindness</i> , 1999, 93, 404-404.	0.4	1
162	Paraprofessionals in Italy: Perspectives from an Inclusive Country. <i>Research and Practice for Persons With Severe Disabilities</i> , 1999, 24, 254-258.	0.6	11

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163	Imagery Deficits in Nonverbal Learning Disabilities. <i>Journal of Learning Disabilities</i> , 1999, 32, 48-57.	1.5	60
164	Working memory and intrusions of irrelevant information in a group of specific poor problem solvers. <i>Memory and Cognition</i> , 1999, 27, 779-790.	0.9	187
165	Spatial discourse and navigation: an analysis of route directions in the city of Venice. <i>Applied Cognitive Psychology</i> , 1999, 13, 145-174.	0.9	270
166	Self-Assessment of Everyday Spatial Memory and Performance on Memory Tasks in Old Age. <i>Clinical Gerontologist</i> , 1999, 20, 57-66.	1.2	8
167	Passive Storage and Active Manipulation in Visuo-spatial Working Memory: Further Evidence From the Study of Age Differences. <i>European Journal of Cognitive Psychology</i> , 1999, 11, 391-406.	1.3	95
168	Self-monitoring in poor and good reading comprehenders and their use of strategy. <i>British Journal of Developmental Psychology</i> , 1998, 16, 155-165.	0.9	35
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