

# Ilaria Berteletti

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8152573/publications.pdf>

Version: 2024-02-01

18  
papers

1,211  
citations

759233

12  
h-index

940533

16  
g-index

21  
all docs

21  
docs citations

21  
times ranked

872  
citing authors

| #  | ARTICLE   | IF  | CITATIONS |
|----|---|-----|-----------|
| 1  | Different Language Modalities Yet Similar Cognitive Processes in Arithmetic Fact Retrieval. <i>Brain Sciences</i> , 2022, 12, 145.  | 2.3 | 5         |
| 2  | The unexplored role of handshape similarity in processing numbers on the hands. <i>Journal of Numerical Cognition</i> , 2021, 7, 156-171.   | 1.2 | 2         |
| 3  | Testing the role of symbols in preschool numeracy: An experimental computer-based intervention study. <i>PLoS ONE</i> , 2021, 16, e0259775.   | 2.5 | 4         |
| 4  | Early Engagement of Parietal Cortex for Subtraction Solving Predicts Longitudinal Gains in Behavioral Fluency in Children. <i>Frontiers in Human Neuroscience</i> , 2020, 14, 163.      | 2.0 | 5         |
| 5  | What counts in preschool number knowledge? A Bayes factor analytic approach toward theoretical model development. <i>Journal of Experimental Child Psychology</i> , 2018, 166, 116-133. | 1.4 | 16        |
| 6  | The relationship between non-verbal systems of number and counting development: a neural signatures approach. <i>Developmental Science</i> , 2017, 20, e12464.                          | 2.4 | 9         |
| 7  | Preschool children use space, rather than counting, to infer the numerical magnitude of digits: Evidence for a spatial mapping principle. <i>Cognition</i> , 2017, 158, 56-67.          | 2.2 | 34        |
| 8  | Finger Representation and Finger-Based Strategies in the Acquisition of Number Meaning and Arithmetic. , 2016, , 109-139.   |     | 12        |
| 9  | Spontaneous non-verbal counting in toddlers. <i>Developmental Science</i> , 2016, 19, 329-337.  | 2.4 | 26        |
| 10 | Effects of Non-Symbolic Approximate Number Practice on Symbolic Numerical Abilities in Pakistani Children. <i>PLoS ONE</i> , 2016, 11, e0164436.  | 2.5 | 32        |
| 11 | Varieties of quantity estimation in children.. <i>Developmental Psychology</i> , 2015, 51, 758-770.   | 1.6 | 24        |
| 12 | Perceiving fingers in single-digit arithmetic problems. <i>Frontiers in Psychology</i> , 2015, 6, 226.  | 2.1 | 50        |
| 13 | Numerical estimation in individuals with Down syndrome. <i>Research in Developmental Disabilities</i> , 2015, 36, 222-229.  | 2.2 | 17        |
| 14 | Children with mathematical learning disability fail in recruiting verbal and numerical brain regions when solving simple multiplication problems. <i>Cortex</i> , 2014, 57, 143-155.    | 2.4 | 67        |
| 15 | Representation of numerical and non-numerical order in children. <i>Cognition</i> , 2012, 124, 304-313.   | 2.2 | 41        |
| 16 | Numerical estimation in preschoolers.. <i>Developmental Psychology</i> , 2010, 46, 545-551.   | 1.6 | 211       |
| 17 | Developmental trajectory of number acuity reveals a severe impairment in developmental dyscalculia. <i>Cognition</i> , 2010, 116, 33-41.  | 2.2 | 634       |
| 18 | Implicit versus explicit interference effects in a number-color synesthete. <i>Cortex</i> , 2010, 46, 170-177.  | 2.4 | 21        |