

# Maria Chiara Passolunghi

## List of Publications by Year in descending order

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Version: 2024-02-01

50  
papers

3,262  
citations

201674

27  
h-index

214800

47  
g-index

50  
all docs

50  
docs citations

50  
times ranked

1894  
citing authors

#	ARTICLE	IF	CITATIONS
1	The relationship between math anxiety and arithmetic reasoning: The mediating role of working memory and self-competence. <i>Current Psychology</i> , 2023, 42, 14506-14516.	2.8	10
2	The contributions of working memory domains and processes to early mathematical knowledge between preschool and first grade. <i>Psychological Research</i> , 2022, 86, 497-511.	1.7	6
3	Numerical Training Videos and Early Numerical Achievement: A Study on 3-Year-Old Preschoolers. <i>Brain Sciences</i> , 2022, 12, 88.	2.3	3
4	Executive functions, math anxiety and math performance in middle school students. <i>British Journal of Developmental Psychology</i> , 2022, 40, 438-452.	1.7	3
5	The interplay between math anxiety and working memory on math performance: a longitudinal study. <i>Annals of the New York Academy of Sciences</i> , 2022, 1510, 132-144.	3.8	9
6	Exploring the effect of cool and hot EFs training in four-year-old children. <i>European Journal of Developmental Psychology</i> , 2021, 18, 731-746.	1.8	3
7	Meta-analysis on inhibition from childhood to young adulthood in people with Down syndrome. <i>Research in Developmental Disabilities</i> , 2021, 109, 103838.	2.2	6
8	Inhibitory Dimensions and Delay of Gratification: A Comparative Study on Individuals with Down Syndrome and Typically Developing Children. <i>Brain Sciences</i> , 2021, 11, 636.	2.3	2
9	Psychological well-being in childhood: The role of trait emotional intelligence, regulatory emotional self-efficacy, coping and general intelligence. <i>Clinical Child Psychology and Psychiatry</i> , 2021, 26, 1284-1297.	1.6	4
10	Inhibitory Abilities in Individuals with Down Syndrome: Investigation of Interference Suppression Using an Adapted Version of Navon Task. <i>Developmental Neuropsychology</i> , 2021, 46, 486-497.	1.4	0
11	Math anxiety and math achievement: The effects of emotional and math strategy training. <i>Developmental Science</i> , 2020, 23, e12964.	2.4	33
12	Exploring EFs and Math Abilities in Highly Deprived Contexts. <i>Frontiers in Psychology</i> , 2020, 11, 383.	2.1	13
13	Working Memory and Mathematical Learning. , 2019, , 407-421.		9
14	The relation between cognitive and emotional factors and arithmetic problem-solving. <i>Educational Studies in Mathematics</i> , 2019, 100, 271-290.	2.8	34
15	Evaluation and training of Executive Functions in genocide survivors. The case of Yazidi children. <i>Developmental Science</i> , 2019, 22, e12798.	2.4	19
16	Mathematics Anxiety and Working Memory. , 2019, , 103-125.		3
17	Response Inhibition and Interference Suppression in Individuals With Down Syndrome Compared to Typically Developing Children. <i>Frontiers in Psychology</i> , 2018, 9, 660.	2.1	27
18	How is anxiety related to math performance in young students? A longitudinal study of Grade 2 to Grade 3 children. <i>Cognition and Emotion</i> , 2017, 31, 755-764.	2.0	99

#	ARTICLE	IF	CITATIONS
19	Improving approximate number sense abilities in preschoolers: PLUS games.. School Psychology Quarterly, 2017, 32, 497-508.	2.0	9
20	The interplay between affective and cognitive factors in shaping early proficiency in mathematics. Trends in Neuroscience and Education, 2017, 8-9, 28-36.	3.1	27
21	Symbolic and non-symbolic number processing in children with developmental dyslexia. Learning and Individual Differences, 2017, 56, 105-111.	2.7	7
22	Is it a Small World After All? Investigating the Theoretical Structure of Working Memory Cross-Nationally. Journal of Cognition and Culture, 2017, 17, 331-353.	0.4	6
23	Convergent Evaluation of Working Memory and Arithmetic Ability in a Child with Autism Spectrum Disorder without Intellectual Impairment. Frontiers in Psychology, 2017, 8, 1278.	2.1	2
24	Mathematics Anxiety, Working Memory, and Mathematics Performance in Secondary-School Children. Frontiers in Psychology, 2016, 7, 42.	2.1	72
25	Difficulties of children with ADHD symptoms in solving mathematical problems when information must be updated. Research in Developmental Disabilities, 2016, 59, 186-193.	2.2	17
26	Working memory and early numeracy training in preschool children. Child Neuropsychology, 2016, 22, 81-98.	1.3	77
27	Maths anxiety in primary and secondary school students: Gender differences, developmental changes and anxiety specificity. Learning and Individual Differences, 2016, 48, 45-53.	2.7	205
28	Improving working memory abilities in individuals with Down syndrome: a treatment case study. Frontiers in Psychology, 2015, 6, 1331.	2.1	11
29	Mathematical skills in children with dyslexia. Learning and Individual Differences, 2015, 40, 108-114.	2.7	19
30	Early numerical abilities and cognitive skills in kindergarten children. Journal of Experimental Child Psychology, 2015, 135, 25-42.	1.4	45
31	The contribution of general cognitive abilities and approximate number system to early mathematics. British Journal of Educational Psychology, 2014, 84, 631-649.	2.9	38
32	Approximate additions and working memory in individuals with Down syndrome. Research in Developmental Disabilities, 2014, 35, 1027-1035.	2.2	24
33	Math's gender stereotypes and math-related beliefs in childhood and early adolescence. Learning and Individual Differences, 2014, 34, 70-76.	2.7	116
34	Selective Spatial Working Memory Impairment in a Group of Children With Mathematics Learning Disabilities and Poor Problem-Solving Skills. Journal of Learning Disabilities, 2012, 45, 341-350.	2.2	84
35	Domain-specific and domain-general precursors of mathematical achievement: A longitudinal study from kindergarten to first grade. British Journal of Educational Psychology, 2012, 82, 42-63.	2.9	176
36	Cognitive and Emotional Factors in Children with Mathematical Learning Disabilities. International Journal of Disability Development and Education, 2011, 58, 61-73.	1.1	44

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37	The relationship between working memory, IQ, and mathematical skills in children. <i>Learning and Individual Differences</i> , 2011, 21, 133-137.	2.7	170
38	Spatial and visual working memory ability in children with difficulties in arithmetic word problem solving. <i>European Journal of Cognitive Psychology</i> , 2010, 22, 944-963.	1.3	85
39	Naming speed and effortful and automatic inhibition in children with arithmetic learning disabilities. <i>Learning and Individual Differences</i> , 2009, 19, 170-180.	2.7	59
40	Cognitive Abilities as Precursors of the Early Acquisition of Mathematical Skills During First Through Second Grades. <i>Developmental Neuropsychology</i> , 2008, 33, 229-250.	1.4	141
41	Working Memory Failures in Children with Arithmetical Difficulties. <i>Child Neuropsychology</i> , 2008, 14, 387-400.	1.3	89
42	The precursors of mathematics learning: Working memory, phonological ability and numerical competence. <i>Cognitive Development</i> , 2007, 22, 165-184.	1.3	245
43	Selective Effect of Inhibition of Literal or Numerical Irrelevant Information in Children With Attention Deficit Hyperactivity Disorder (ADHD) or Arithmetic Learning Disorder (ALD). <i>Developmental Neuropsychology</i> , 2005, 28, 731-753.	1.4	47
44	A comparison of updating processes in children good or poor in arithmetic word problem-solving. <i>Learning and Individual Differences</i> , 2005, 15, 257-269.	2.7	71
45	Individual differences in memory updating in relation to arithmetic problem solving. <i>Learning and Individual Differences</i> , 2004, 14, 219-230.	2.7	80
46	Working memory and access to numerical information in children with disability in mathematics. <i>Journal of Experimental Child Psychology</i> , 2004, 88, 348-367.	1.4	286
47	Short-Term Memory, Working Memory, and Inhibitory Control in Children with Difficulties in Arithmetic Problem Solving. <i>Journal of Experimental Child Psychology</i> , 2001, 80, 44-57.	1.4	372
48	Working memory and intrusions of irrelevant information in a group of specific poor problem solvers. <i>Memory and Cognition</i> , 1999, 27, 779-790.	1.6	187
49	Encoding Modality and Prospective Memory in Children. <i>International Journal of Behavioral Development</i> , 1995, 18, 631-648.	2.4	31
50	The Effect of Cue-Familiarity, Cue-Distinctiveness, and Retention Interval on Prospective Remembering. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 1994, 47, 565-587.	2.3	137