

Rebecca Bull

List of Publications by Year in descending order

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74
papers

6,464
citations

147726

31
h-index

95218

68
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75
all docs

75
docs citations

75
times ranked

5002
citing authors

#	ARTICLE	IF	CITATIONS
1	Short-Term Memory, Working Memory, and Executive Functioning in Preschoolers: Longitudinal Predictors of Mathematical Achievement at Age 7 Years. <i>Developmental Neuropsychology</i> , 2008, 33, 205-228.	1.0	1,214
2	Executive Functioning as a Predictor of Children's Mathematics Ability: Inhibition, Switching, and Working Memory. <i>Developmental Neuropsychology</i> , 2001, 19, 273-293.	1.0	1,176
3	Developmental Changes in Executive Functioning. <i>Child Development</i> , 2013, 84, 1933-1953.	1.7	444
4	Executive Functioning and Mathematics Achievement. <i>Child Development Perspectives</i> , 2014, 8, 36-41.	2.1	358
5	Children's Arithmetical Difficulties: Contributions from Processing Speed, Item Identification, and Short-Term Memory. <i>Journal of Experimental Child Psychology</i> , 1997, 65, 1-24.	0.7	297
6	Exploring the roles of the visual-spatial sketch pad and central executive in children's arithmetical skills: Views from cognition and developmental neuropsychology. <i>Developmental Neuropsychology</i> , 1999, 15, 421-442.	1.0	259
7	Positive mood and executive function: Evidence from Stroop and fluency tasks.. <i>Emotion</i> , 2002, 2, 12-22.	1.5	252
8	Helping to Improve the Group Stereotype: On the Strategic Dimension of Prosocial Behavior. <i>Personality and Social Psychology Bulletin</i> , 2007, 33, 776-788.	1.9	160
9	Number games, magnitude representation, and basic number skills in preschoolers.. <i>Developmental Psychology</i> , 2008, 44, 588-596.	1.2	148
10	Using confirmatory factor analysis to understand executive control in preschool children: sources of variation in emergent mathematic achievement. <i>Developmental Science</i> , 2011, 14, 679-692.	1.3	135
11	The role of control functions in mentalizing: Dual-task studies of Theory of Mind and executive function. <i>Cognition</i> , 2008, 107, 663-672.	1.1	133
12	Exploring the specificity of age-related differences in theory of mind tasks.. <i>Psychology and Aging</i> , 2007, 22, 639-643.	1.4	122
13	A comparison of performance on the Towers of London and Hanoi in young children. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2004, 45, 743-754.	3.1	118
14	Lifespan aging and belief reasoning: Influences of executive function and social cue decoding. <i>Cognition</i> , 2011, 120, 236-247.	1.1	100
15	Measuring the development of executive control with the shape school.. <i>Psychological Assessment</i> , 2006, 18, 373-381.	1.2	99
16	Developmental changes in working memory, updating, and math achievement.. <i>Journal of Educational Psychology</i> , 2016, 108, 869-882.	2.1	95
17	The cognitive underpinnings of emerging mathematical skills: Executive functioning, patterns, numeracy, and arithmetic. <i>British Journal of Educational Psychology</i> , 2012, 82, 82-99.	1.6	83
18	Inhibitory Processes in Young Children and Individual Variation in Short-Term Memory. <i>Developmental Neuropsychology</i> , 2005, 28, 669-688.	1.0	79

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19	Age-related declines in basic social perception: Evidence from tasks assessing eye-gaze processing.. Psychology and Aging, 2008, 23, 812-822.	1.4	72
20	Executive Functioning in Preschoolers: Reducing the Inhibitory Demands of the Dimensional Change Card Sort Task. Developmental Neuropsychology, 2004, 26, 423-443.	1.0	67
21	Are patterns important? An investigation of the relationships between proficiencies in patterns, computation, executive functioning, and algebraic word problems.. Journal of Educational Psychology, 2011, 103, 269-281.	2.1	67
22	Sex differences in the spatial representation of number.. Journal of Experimental Psychology: General, 2013, 142, 181-192.	1.5	63
23	Psychometric properties of the NEPSY-II affect recognition subtest in a preschool sample: a Rasch modeling approach. Clinical Neuropsychologist, 2018, 32, 63-80.	1.5	50
24	Age-Related Differences in Gaze Following: Does the Age of the Face Matter?. Journals of Gerontology - Series B Psychological Sciences and Social Sciences, 2010, 65B, 536-541.	2.4	45
25	The role of numerical and non-numerical cues in nonsymbolic number processing: Evidence from the line bisection task. Quarterly Journal of Experimental Psychology, 2015, 68, 1844-1859.	0.6	42
26	SNARC hunting: Examining number representation in deaf students. Learning and Individual Differences, 2005, 15, 223-236.	1.5	39
27	Digit ratio (2D:4D) and the spatial representation of magnitude. Hormones and Behavior, 2006, 50, 194-199.	1.0	39
28	Learning areas for holistic education: kindergarten teachers' curriculum priorities, professional development needs, and beliefs. International Journal of Child Care and Education Policy, 2016, 10, .	0.8	37
29	Arts-related pedagogies in preschool education: An Asian perspective. Early Childhood Research Quarterly, 2018, 45, 277-288.	1.6	37
30	Older adults have difficulty in decoding sarcasm.. Developmental Psychology, 2015, 51, 1840-1852.	1.2	36
31	Subitizing, Magnitude Representation, and Magnitude Retrieval in Deaf and Hearing Adults. Journal of Deaf Studies and Deaf Education, 2006, 11, 289-302.	0.7	33
32	The Judd illusion: evidence for two visual streams or two experimental conditions?. Experimental Brain Research, 2000, 130, 273-276.	0.7	32
33	Do you see what I see? School perspectives of deaf children, hearing children and their parents. European Journal of Special Needs Education, 2012, 27, 483-497.	1.5	27
34	Familiarity breeds dissent: Reliability analyses for British-English idioms on measures of familiarity, meaning, literality, and decomposability. Acta Psychologica, 2014, 149, 87-95.	0.7	27
35	Age-related changes in detecting happiness: Discriminating between enjoyment and nonenjoyment smiles.. Psychology and Aging, 2010, 25, 246-250.	1.4	27
36	Preschool Educators' Interactions with Children About Sustainable Development: Planned and Incidental Conversations. International Journal of Early Childhood, 2018, 50, 15-32.	0.6	25

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37	Prenatal testosterone, visual-spatial memory, and numerical skills in young children. <i>Learning and Individual Differences</i> , 2010, 20, 246-250.	1.5	24
38	Numerical estimation in deaf and hearing adults. <i>Learning and Individual Differences</i> , 2011, 21, 453-457.	1.5	24
39	Implicit response-irrelevant number information triggers the SNARC effect: Evidence using a neural overlap paradigm. <i>Quarterly Journal of Experimental Psychology</i> , 2012, 65, 1945-1961.	0.6	24
40	Bilingual language experience and children's social-emotional and behavioral skills: a cross-sectional study of Singapore preschoolers. <i>International Journal of Bilingual Education and Bilingualism</i> , 2021, 24, 324-339.	1.1	24
41	“That’s just impossible in my kindergarten.” Advocating for ‘glocal’ early childhood curriculum frameworks. <i>Policy Futures in Education</i> , 2021, 19, 155-174.	1.2	23
42	Preschool Teachers’ Engagement in Professional Development: Frequency, Perceived Usefulness, and Relationship with Self-Efficacy Beliefs. <i>Psychology, Society and Education</i> , 2017, 9, 181.	0.2	22
43	Age-related changes in the integration of gaze direction and facial expressions of emotion. <i>Emotion</i> , 2010, 10, 555-562.	1.5	20
44	Adult Aging, Processing Style, and The Perception of Biological Motion. <i>Experimental Aging Research</i> , 2012, 38, 169-185.	0.6	20
45	Learning and solving algebra word problems: The roles of relational skills, arithmetic, and executive functioning. <i>Developmental Psychology</i> , 2018, 54, 1758-1772.	1.2	18
46	Working Memory, Executive Functioning, and Children's Mathematics. , 2006, , 93-123.		17
47	Deafness, Numerical Cognition, and Mathematics. , 2008, , 170-200.		17
48	Facilitating Social Emotional Learning in Kindergarten Classrooms: Situational Factors and Teachers’ Strategies. <i>International Journal of Early Childhood</i> , 2018, 50, 335-352.	0.6	16
49	Socioeconomic status, home mathematics environment and math achievement in kindergarten: A mediation analysis. <i>Developmental Science</i> , 2021, 24, e13135.	1.3	16
50	Purposeful play during learning centre time: from curriculum to practice. <i>Journal of Curriculum Studies</i> , 2019, 51, 715-736.	1.2	13
51	Psychometric validation of the Family Outcome Survey-Revised in Singapore. <i>Research in Developmental Disabilities</i> , 2014, 35, 1534-1543.	1.2	12
52	Rasch Modeling of the Test of Early Mathematics Ability—Third Edition With a Sample of K1 Children in Singapore. <i>Journal of Psychoeducational Assessment</i> , 2017, 35, 615-627.	0.9	12
53	The approximate number system and domain-general abilities as predictors of math ability in children with normal hearing and hearing loss. <i>British Journal of Developmental Psychology</i> , 2018, 36, 236-254.	0.9	12
54	Investigating the "Deceiver Stereotype": Do Older Adults Associate Averted Gaze With Deception?. <i>Journals of Gerontology - Series B Psychological Sciences and Social Sciences</i> , 2012, 67B, 178-183.	2.4	11

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55	Working memory and numeracy training for children with math learning difficulties: Evidence from a large-scale implementation in the classroom.. Journal of Educational Psychology, 2022, 114, 1866-1880.	2.1	11
56	Cat Got Your Tongue? Using the Tip-of-the-Tongue State to Investigate Fixed Expressions. Cognitive Science, 2013, 37, 1553-1564.	0.8	10
57	Confirmatory factor analysis of the Strengths and Difficulties Questionnaire in Singaporean kindergartners. Child: Care, Health and Development, 2016, 42, 109-116.	0.8	9
58	Assessing Quality of Kindergarten Classrooms in Singapore: Psychometric Properties of the Early Childhood Environment Rating Scale"Revised. International Journal of Early Childhood, 2017, 49, 1-20.	0.6	9
59	Inferring the Climate in Classrooms from Audio and Video Recordings: A Machine Learning Approach. , 2018, , .		9
60	Automaticity of access to numerical magnitude and its spatial associations: The role of task and number representation.. Journal of Experimental Psychology: Learning Memory and Cognition, 2019, 45, 333-348.	0.7	9
61	Non-symbolic numerosities do not automatically activate spatial"numerical associations: Evidence from the SNARC effect. Quarterly Journal of Experimental Psychology, 2020, 73, 295-308.	0.6	8
62	Numerical magnitude understanding in kindergartners: A specific and sensitive predictor of later mathematical difficulties?. Journal of Educational Psychology, 2021, 113, 911-928.	2.1	8
63	Gross motor teaching in preschool education: where, what and how do Singapore educators teach? (Enseñanza de la motricidad gruesa en educación infantil: ¿dónde, qué y cómo enseñan las maestras en) Tij.ETQq1 170.7843		8
64	Maternal education and siblings: Agents of cognitive development in kindergarten. Developmental Science, 2022, 25, e13218.	1.3	5
65	Order processing of number symbols is influenced by direction, but not format. Quarterly Journal of Experimental Psychology, 2022, 75, 98-117.	0.6	4
66	Culture shapes preschoolers"™ emotion recognition but not emotion comprehension: a cross-cultural study in Germany and Singapore. Journal of Cultural Cognitive Science, 2022, 6, 9-25.	0.5	3
67	Learning and Solving More Complex Problems: The Roles of Working Memory, Updating, and Prior Skills for General Mathematical Achievement and Algebra. , 2017, , 197-220.		2
68	Magnitude processing of written number words is influenced by task, rather than notation. Acta Psychologica, 2018, 191, 160-170.	0.7	2
69	A Bifactor Model of the Classroom Assessment Scoring System in Preschool and Early Intervention Classrooms in Singapore. International Journal of Early Childhood, 2021, 53, 197-218.	0.6	2
70	Cross- and Within-Domain Associations of Early Reading and Mathematical Skills: Changes Across the Preschool Years. Frontiers in Psychology, 2021, 12, 710470.	1.1	2
71	Can task modifications influence children's performance on false belief tasks?. European Journal of Developmental Psychology, 2007, 4, 273-292.	1.0	1
72	Validation of the Child Behavior Rating Scale (CBRS) using multilevel factor analysis.. Psychological Assessment, 2021, 33, 1138-1151.	1.2	1

#	ARTICLE	IF	CITATIONS
73	Accounting for the SES-Math Achievement Gap at School Entry: Unique Mediation Paths via Executive Functioning and Behavioral Self-Regulation. <i>Frontiers in Education</i> , 2021, 6, .	1.2	0
74	Non-symbolic Ratio Reasoning in Kindergarteners: Underlying Unidimensional Heuristics and Relations With Math Abilities. <i>Frontiers in Psychology</i> , 2022, 13, 800977.	1.1	0