

# Ernest C D M Van Lieshout

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8918787/publications.pdf>

Version: 2024-02-01

29  
papers

1,128  
citations

471509

17  
h-index

454955

30  
g-index

30  
all docs

30  
docs citations

30  
times ranked

1007  
citing authors

#	ARTICLE	IF	CITATIONS
1	Individual Differences in Early Numeracy. <i>Journal of Psychoeducational Assessment</i> , 2009, 27, 226-236.	1.5	150
2	Prevalence of Combined Reading and Arithmetic Disabilities. <i>Journal of Learning Disabilities</i> , 2008, 41, 460-473.	2.2	138
3	Longitudinal development of number line estimation and mathematics performance in primary school children. <i>Journal of Experimental Child Psychology</i> , 2015, 134, 12-29.	1.4	84
4	Arithmetic difficulties in children with cerebral palsy are related to executive function and working memory. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2009, 50, 824-833.	5.2	82
5	The effect of illustrations in arithmetic problem-solving: Effects of increased cognitive load. <i>Learning and Instruction</i> , 2009, 19, 345-353.	3.2	80
6	How do children deal with inconsistencies in text? An eye fixation and self-paced reading study in good and poor reading comprehenders. <i>Reading and Writing</i> , 2012, 25, 1665-1690.	1.7	69
7	Individual differences in kindergarten math achievement: The integrative roles of approximation skills and working memory. <i>Learning and Individual Differences</i> , 2013, 28, 119-129.	2.7	61
8	The Effect of Cerebral Palsy on Arithmetic Accuracy is Mediated by Working Memory, Intelligence, Early Numeracy, and Instruction Time. <i>Developmental Neuropsychology</i> , 2007, 32, 861-879.	1.4	51
9	The consistency effect depends on markedness in less successful but not successful problem solvers: An eye movement study in primary school children. <i>Contemporary Educational Psychology</i> , 2009, 34, 58-66.	2.9	49
10	Nonsymbolic and symbolic magnitude comparison skills as longitudinal predictors of mathematical achievement. <i>Learning and Instruction</i> , 2017, 50, 1-13.	3.2	42
11	The role of two reading strategies in text comprehension: An eye fixation study in primary school children. <i>Journal of Research in Reading</i> , 2008, 31, 203-223.	2.0	34
12	Working Memory in Nonsymbolic Approximate Arithmetic Processing: A Dual-Task Study With Preschoolers. <i>Cognitive Science</i> , 2014, 38, 101-127.	1.7	34
13	Cognitive predictors of children's development in mathematics achievement: A latent growth modeling approach. <i>Developmental Science</i> , 2018, 21, e12671.	2.4	32
14	Gender-related effects of contemporary math instruction for low performers on problem-solving behavior. <i>Learning and Instruction</i> , 2007, 17, 42-54.	3.2	30
15	Lexical ambiguity resolution in good and poor comprehenders: An eye fixation and self-paced reading study in primary school children. <i>Journal of Educational Psychology</i> , 2009, 101, 21-36.	2.9	28
16	Cognitive correlates of mathematical achievement in children with cerebral palsy and typically developing children. <i>British Journal of Educational Psychology</i> , 2012, 82, 120-135.	2.9	27
17	The developmental onset of symbolic approximation: beyond nonsymbolic representations, the language of numbers matters. <i>Frontiers in Psychology</i> , 2015, 6, 487.	2.1	20
18	The Relationship Between Medical Impairments and Arithmetic Development in Children With Cerebral Palsy. <i>Journal of Child Neurology</i> , 2009, 24, 528-535.	1.4	19

#	ARTICLE	IF	CITATIONS
19	Manipulatives and number sentences in computer aided arithmetic word problem solving. <i>Instructional Science</i> , 1999, 27, 459-476.	2.0	16
20	Working memory and number line representations in single-digit addition: Approximate versus exact, nonsymbolic versus symbolic. <i>Quarterly Journal of Experimental Psychology</i> , 2015, 68, 1148-1167.	1.1	16
21	The evaluation of two computerised instruction programs for arithmetic word-problem solving by educable mentally retarded children. <i>Learning and Instruction</i> , 1994, 4, 193-215.	3.2	11
22	Pictorial representations of simple arithmetic problems are not always helpful: a cognitive load perspective. <i>Educational Studies in Mathematics</i> , 2018, 98, 39-55.	2.8	10
23	The effects of instruction on situation model construction: an eye fixation study on text comprehension in primary school children. <i>Educational Psychology</i> , 2010, 30, 817-835.	2.7	9
24	Pathways of Number Line Development in Children. <i>Zeitschrift Fur Psychologie / Journal of Psychology</i> , 2015, 223, 120-128.	1.0	9
25	Quality of arithmetic education for children with cerebral palsy. <i>International Journal of Rehabilitation Research</i> , 2010, 33, 19-25.	1.3	7
26	A CAI program for instructing text analysis and modelling of word problems to educable mentally retarded children. <i>Instructional Science</i> , 1994, 22, 115-136.	2.0	6
27	Influence of instruction in mathematics for low performing students on strategy use. <i>European Journal of Special Needs Education</i> , 2003, 18, 5-16.	3.0	4
28	Simple pictorial mathematics problems for children: locating sources of cognitive load and how to reduce it. <i>ZDM - International Journal on Mathematics Education</i> , 2020, 52, 73-85.	2.2	4
29	Diagnosing wrong answers of children with learning disorders solving arithmetic word problems. <i>Computers in Human Behavior</i> , 1994, 10, 7-19.	8.5	3