

Development of Numerical Estimation in Young Children

Child Development

75, 428-444

DOI: [10.1111/j.1467-8624.2004.00684.x](https://doi.org/10.1111/j.1467-8624.2004.00684.x)

Citation Report

#	ARTICLE	IF	CITATIONS
2	Kindergarten Predictors of Math Learning Disability. <i>Learning Disabilities Research and Practice</i> , 2005, 20, 142-155.	0.9	232
3	Preschool Children's Mapping of Number Words to Nonsymbolic Numerosities. <i>Child Development</i> , 2005, 76, 978-988.	1.7	154
4	Sex Differences in Intrinsic Aptitude for Mathematics and Science?: A Critical Review.. <i>American Psychologist</i> , 2005, 60, 950-958.	3.8	548
5	SNARC hunting: Examining number representation in deaf students. <i>Learning and Individual Differences</i> , 2005, 15, 223-236.	1.5	39
6	Making Sense of Number Sense. <i>Journal of Learning Disabilities</i> , 2005, 38, 333-339.	1.5	346
7	A common representational system governed by Weber's law: Nonverbal numerical similarity judgments in 6-year-olds and rhesus macaques. <i>Journal of Experimental Child Psychology</i> , 2006, 95, 215-229.	0.7	70
8	Developmental and individual differences in pure numerical estimation.. <i>Developmental Psychology</i> , 2006, 42, 189-201.	1.2	551
9	Number Sense Growth in Kindergarten: A Longitudinal Investigation of Children at Risk for Mathematics Difficulties. <i>Child Development</i> , 2006, 77, 153-175.	1.7	497
10	The Cognitive Correlates of Computational Estimation Skill Among Third-Grade Students. <i>Learning Disabilities Research and Practice</i> , 2006, 21, 233-243.	0.9	27
11	Ability and Disability. <i>Schizophrenia Bulletin</i> , 2006, 33, 1260-1262.	2.3	3
12	An international perspective of early number sense: Identifying components predictive of difficulties in early mathematics achievement. <i>Australian Journal of Learning Difficulties</i> , 2006, 11, 197-207.	0.4	6
13	DYSCALCULIA: MYTHS AND MODELS. <i>Research in Mathematics Education</i> , 2006, 8, 35-51.	1.0	9
14	An Evolutionary Perspective on Learning Disability in Mathematics. <i>Developmental Neuropsychology</i> , 2007, 32, 471-519.	1.0	77
16	It Takes Nine Days to Iron a Shirt: The Development of Cognitive Estimation Skills in School Age Children. <i>Child Neuropsychology</i> , 2007, 13, 309-318.	0.8	11
17	Numerical estimation in blind subjects: Evidence of the impact of blindness and its following experience.. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 2007, 33, 1089-1106.	0.7	47
18	Aging and Numerosity Estimation. <i>Journals of Gerontology - Series B Psychological Sciences and Social Sciences</i> , 2007, 62, P305-P312.	2.4	24
19	The effects of different modes of representation on the solution of one-step additive problems. <i>Learning and Instruction</i> , 2007, 17, 658-672.	1.9	68
20	Cognitive Mechanisms Underlying Achievement Deficits in Children With Mathematical Learning Disability. <i>Child Development</i> , 2007, 78, 1343-1359.	1.7	646

#	ARTICLE	IF	CITATIONS
21	Is 27 a Big Number? Correlational and Causal Connections Among Numerical Categorization, Number Line Estimation, and Numerical Magnitude Comparison. <i>Child Development</i> , 2007, 78, 1723-1743.	1.7	238
22	Number development and developmental dyscalculia. <i>Developmental Medicine and Child Neurology</i> , 2007, 49, 868-873.	1.1	432
23	Representational change and children's numerical estimation. <i>Cognitive Psychology</i> , 2007, 55, 169-195.	0.9	236
24	Educational Neuroscience: Defining a New Discipline for the Study of Mental Representations. <i>Mind, Brain, and Education</i> , 2007, 1, 114-127.	0.9	95
25	Playing linear numerical board games promotes low-income children's numerical development. <i>Developmental Science</i> , 2008, 11, 655-661.	1.3	299
26	Promoting Broad and Stable Improvements in Low-income Children's Numerical Knowledge Through Playing Number Board Games. <i>Child Development</i> , 2008, 79, 375-394.	1.7	538
27	The Trouble With Transfer: Insights From Microgenetic Changes in the Representation of Numerical Magnitude. <i>Child Development</i> , 2008, 79, 788-804.	1.7	72
28	Numerical Magnitude Representations Influence Arithmetic Learning. <i>Child Development</i> , 2008, 79, 1016-1031.	1.7	500
29	Representational change and magnitude estimation: Why young children can make more accurate salary comparisons than adults. <i>Cognition</i> , 2008, 108, 843-849.	1.1	36
30	Mathematical Cognition in Intellectually Precocious First Graders. <i>Developmental Neuropsychology</i> , 2008, 33, 251-276.	1.0	45
31	Development of Number Line Representations in Children With Mathematical Learning Disability. <i>Developmental Neuropsychology</i> , 2008, 33, 277-299.	1.0	323
32	The relationship between the shape of the mental number line and familiarity with numbers in 5- to 9-year old children: Evidence for a segmented linear model. <i>Journal of Experimental Child Psychology</i> , 2008, 99, 1-17.	0.7	143
33	Quantity representation in children and rhesus monkeys: Linear versus logarithmic scales. <i>Journal of Experimental Child Psychology</i> , 2008, 100, 225-233.	0.7	28
34	Costs and benefits of representational change: Effects of context on age and sex differences in symbolic magnitude estimation. <i>Journal of Experimental Child Psychology</i> , 2008, 101, 20-51.	0.7	78
35	Understanding linear and exponential growth: Searching for the roots in 6- to 9-year-olds. <i>Cognitive Development</i> , 2008, 23, 237-257.	0.7	13
36	A validation of eye movements as a measure of elementary school children's developing number sense. <i>Cognitive Development</i> , 2008, 23, 409-422.	0.7	83
37	Spatial representations of numbers in children and their connection with calculation abilities. <i>Cortex</i> , 2008, 44, 420-428.	1.1	26
38	The Effects of Tier 2 Intervention on the Mathematics Performance of First-Grade Students who are at Risk for Mathematics Difficulties. <i>Learning Disability Quarterly</i> , 2008, 31, 47-63.	0.9	61

#	ARTICLE	IF	CITATIONS
39	Whither Evolutionary Educational Psychology?. Educational Psychologist, 2008, 43, 217-226.	4.7	11
40	Log or Linear? Distinct Intuitions of the Number Scale in Western and Amazonian Indigene Cultures. Science, 2008, 320, 1217-1220.	6.0	503
41	Number games, magnitude representation, and basic number skills in preschoolers.. Developmental Psychology, 2008, 44, 588-596.	1.2	148
42	Development of a measure of early mathematics achievement using the Rasch model: the Researchâ€Based Early Maths Assessment. Educational Psychology, 2008, 28, 457-482.	1.2	149
43	Chinese Children Excel on Novel Mathematics Problems Even Before Elementary School. Psychological Science, 2008, 19, 759-763.	1.8	117
44	Implicit and Explicit Knowledge of Linear and Exponential Growth in 5- and 9-Year-Olds. Journal of Cognition and Development, 2008, 9, 286-309.	0.6	5
45	A Number Sense Assessment Tool for Identifying Children at Risk for Mathematical Difficulties. , 2008, , 45-58.		30
46	Negative Numbers Are Generated in the Mind. Experimental Psychology, 2008, 55, 157-163.	0.3	35
48	Estimating Linear Size and Scale: Body rulers. International Journal of Science Education, 2009, 31, 1495-1509.	1.0	30
49	Non-abstractness as mental simulation in the representation of number. Behavioral and Brain Sciences, 2009, 32, 343-344.	0.4	6
50	Expertise in symbol-referent mapping. Behavioral and Brain Sciences, 2009, 32, 338-339.	0.4	2
51	Inactivation and adaptation of number neurons. Behavioral and Brain Sciences, 2009, 32, 342-342.	0.4	0
52	Do infants count like scientists?. Behavioral and Brain Sciences, 2009, 32, 355-356.	0.4	0
53	Numerical representation, math skills, memory, and decision-making. Behavioral and Brain Sciences, 2009, 32, 347-348.	0.4	1
54	Brain neural activity patterns yielding numbers are operators, not representations. Behavioral and Brain Sciences, 2009, 32, 336-337.	0.4	0
55	Abstract representations of number: What interactions with number form do not prove and priming effects do. Behavioral and Brain Sciences, 2009, 32, 351-352.	0.4	2
56	Symbolic, numeric, and magnitude representations in the parietal cortex. Behavioral and Brain Sciences, 2009, 32, 350-351.	0.4	13
57	Abstract after all? Abstraction through inhibition in children and adults. Behavioral and Brain Sciences, 2009, 32, 339-340.	0.4	2

#	ARTICLE	IF	CITATIONS
58	Numerical representations: Abstract or supramodal? Some may be spatial. Behavioral and Brain Sciences, 2009, 32, 354-355.	0.4	3
59	Numerical abstractness and elementary arithmetic. Behavioral and Brain Sciences, 2009, 32, 330-331.	0.4	2
60	What is an (abstract) neural representation of quantity?. Behavioral and Brain Sciences, 2009, 32, 348-349.	0.4	0
61	Symbols in numbers: From numerals to magnitude information. Behavioral and Brain Sciences, 2009, 32, 341-342.	0.4	7
62	Are non-abstract brain representations of number developmentally plausible?. Behavioral and Brain Sciences, 2009, 32, 329-330.	0.4	5
63	The case for a notation-independent representation of number. Behavioral and Brain Sciences, 2009, 32, 333-335.	0.4	6
64	Concrete magnitudes: From numbers to time. Behavioral and Brain Sciences, 2009, 32, 335-336.	0.4	2
65	Slippery platform: The role of automatic and intentional processes in testing the effect of notation. Behavioral and Brain Sciences, 2009, 32, 328-329.	0.4	13
66	Numerical abstraction: It ain't broke. Behavioral and Brain Sciences, 2009, 32, 331-332.	0.4	5
67	Numerical representations are neither abstract nor automatic. Behavioral and Brain Sciences, 2009, 32, 332-333.	0.4	4
68	Automatic numerical processing is based on an abstract representation. Behavioral and Brain Sciences, 2009, 32, 337-338.	0.4	4
69	The discussion of methodological limitations in number representation studies is incomplete. Behavioral and Brain Sciences, 2009, 32, 345-345.	0.4	0
70	Common mistakes about numerical representations. Behavioral and Brain Sciences, 2009, 32, 346-347.	0.4	6
71	Beyond format-specificity: Is analogue magnitude really the core abstract feature of the cultural number representation?. Behavioral and Brain Sciences, 2009, 32, 352-353.	0.4	3
72	In search of non-abstract representation of numbers: Maybe on the right track, but still not there. Behavioral and Brain Sciences, 2009, 32, 353-354.	0.4	0
73	Non-abstract numerical representations in the IPS: Further support, challenges, and clarifications. Behavioral and Brain Sciences, 2009, 32, 356-373.	0.4	4
74	Abstract or not abstract? Well, it depends â€¦. Behavioral and Brain Sciences, 2009, 32, 345-346.	0.4	1
75	A developmental model of number representation. Behavioral and Brain Sciences, 2009, 32, 340-341.	0.4	34

#	ARTICLE	IF	CITATIONS
76	Abstract or not? Insights from priming. <i>Behavioral and Brain Sciences</i> , 2009, 32, 349-350.	0.4	5
77	Compressed Scaling of Abstract Numerosity Representations in Adult Humans and Monkeys. <i>Journal of Cognitive Neuroscience</i> , 2009, 21, 333-346.	1.1	69
78	Predicting Mathematical Achievement and Mathematical Learning Disability with a Simple Screening Tool. <i>Journal of Psychoeducational Assessment</i> , 2009, 27, 265-279.	0.9	154
79	Comment on "Log or Linear? Distinct Intuitions of the Number Scale in Western and Amazonian Indigene Cultures". <i>Science</i> , 2009, 323, 38-38.	6.0	57
80	The Logarithmic to Linear Shift: One Learning Sequence, Many Tasks, Many Time Scales. <i>Mind, Brain, and Education</i> , 2009, 3, 143-150.	0.9	142
81	Effects of an Adaptive Game Intervention on Accessing Number Sense in Low Socioeconomic Status Kindergarten Children. <i>Mind, Brain, and Education</i> , 2009, 3, 224-234.	0.9	140
82	What the eyes already "know": using eye movement measurement to tap into children's implicit numerical magnitude representations. <i>Infant and Child Development</i> , 2010, 19, 175-186.	0.9	17
83	Socioeconomic variation, number competence, and mathematics learning difficulties in young children. <i>Developmental Disabilities Research Reviews</i> , 2009, 15, 60-68.	2.9	230
84	An introduction to the special issue: Pathways to mathematical learning difficulties and disabilities. <i>Developmental Disabilities Research Reviews</i> , 2009, 15, 1-3.	2.9	6
85	The mental time line: An analogue of the mental number line in the mapping of life events. <i>Consciousness and Cognition</i> , 2009, 18, 781-785.	0.8	78
86	The Factors Related to Preschool Children and Their Mothers on Children's Intuitional Mathematics Abilities. <i>International Journal of Science and Mathematics Education</i> , 2009, 7, 533-549.	1.5	1
87	Addressing computational estimation in the Kuwaiti curriculum: teachers' views. <i>Journal of Mathematics Teacher Education</i> , 2009, 12, 263-283.	1.0	18
88	Multiple spatial representations of number: evidence for co-existing compressive and linear scales. <i>Experimental Brain Research</i> , 2009, 193, 151-156.	0.7	25
89	Origins of Mathematical Intuitions. <i>Annals of the New York Academy of Sciences</i> , 2009, 1156, 232-259.	1.8	189
90	Improving the Numerical Understanding of Children From Low Income Families. <i>Child Development Perspectives</i> , 2009, 3, 118-124.	2.1	88
91	Schematising activities in early childhood education. <i>Educational Research and Evaluation</i> , 2009, 15, 305-321.	0.9	16
92	Preschoolers' use of count information to judge relative quantity. <i>Early Childhood Research Quarterly</i> , 2009, 24, 325-336.	1.6	7
93	Children's mappings of large number words to numerosities. <i>Cognitive Development</i> , 2009, 24, 248-264.	0.7	53

#	ARTICLE	IF	CITATIONS
94	First-grade predictors of mathematical learning disability: A latent class trajectory analysis. <i>Cognitive Development</i> , 2009, 24, 411-429.	0.7	119
95	Mapping numerical magnitudes onto symbols: The numerical distance effect and individual differences in children's mathematics achievement. <i>Journal of Experimental Child Psychology</i> , 2009, 103, 17-29.	0.7	565
96	The predictive value of numerical magnitude comparison for individual differences in mathematics achievement. <i>Journal of Experimental Child Psychology</i> , 2009, 103, 469-479.	0.7	339
97	Children's early mental number line: Logarithmic or decomposed linear?. <i>Journal of Experimental Child Psychology</i> , 2009, 103, 503-515.	0.7	149
98	Dyslexia and dyscalculia: Two learning disorders with different cognitive profiles. <i>Journal of Experimental Child Psychology</i> , 2009, 103, 309-324.	0.7	321
99	Numbers and numerosities: Absence of abstract neural realization doesn't mean non-abstract. <i>Behavioral and Brain Sciences</i> , 2009, 32, 344-344.	0.4	0
100	Mathematics Anxiety and the Affective Drop in Performance. <i>Journal of Psychoeducational Assessment</i> , 2009, 27, 197-205.	0.9	339
101	Understanding Mathematical Giftedness: Integrating Self, Action Repertoires and the Environment. , 2009, , 671-698.		8
102	Numerical representation in the parietal lobes: Abstract or not abstract?. <i>Behavioral and Brain Sciences</i> , 2009, 32, 313-328.	0.4	278
103	Mental number line, number line estimation, and mathematical achievement: Their interrelations in grades 5 and 6.. <i>Journal of Educational Psychology</i> , 2009, 101, 359-372.	2.1	155
105	Playing linear number board games"but not circular ones"improves low-income preschoolers' numerical understanding.. <i>Journal of Educational Psychology</i> , 2009, 101, 545-560.	2.1	439
106	Early math matters: Kindergarten number competence and later mathematics outcomes.. <i>Developmental Psychology</i> , 2009, 45, 850-867.	1.2	753
107	How numeracy influences risk comprehension and medical decision making.. <i>Psychological Bulletin</i> , 2009, 135, 943-973.	5.5	927
108	Numerical estimation in preschoolers.. <i>Developmental Psychology</i> , 2010, 46, 545-551.	1.2	211
109	Representations of the magnitudes of fractions.. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 2010, 36, 1227-1238.	0.7	169
110	Do different types of school mathematics development depend on different constellations of numerical versus general cognitive abilities?. <i>Developmental Psychology</i> , 2010, 46, 1731-1746.	1.2	204
111	The Innateness Hypothesis and Mathematical Concepts. <i>Topoi</i> , 2010, 29, 3-13.	0.8	12
112	A disassociation between physical and mental number bisection in developmental dyscalculia. <i>Neuropsychologia</i> , 2010, 48, 2861-2868.	0.7	58

#	ARTICLE	IF	CITATIONS
113	L'outil «Estimateur», la ligne numérique mentale et les habiletés arithmétiques. <i>Pratiques Psychologiques</i> , 2010, 16, 203-214.	0.4	16
114	The Contributions of Numerosity and Domain-General Abilities to School Readiness. <i>Child Development</i> , 2010, 81, 1520-1533.	1.7	135
115	Pathways to Mathematics: Longitudinal Predictors of Performance. <i>Child Development</i> , 2010, 81, 1753-1767.	1.7	554
116	How 15 Hundred Is Like 15 Cherries: Effect of Progressive Alignment on Representational Changes in Numerical Cognition. <i>Child Development</i> , 2010, 81, 1768-1786.	1.7	126
117	Early development of spatial-numeric associations: evidence from spatial and quantitative performance of preschoolers. <i>Developmental Science</i> , 2010, 13, 761-771.	1.3	121
118	Mathematical Learning Disabilities. <i>Advances in Child Development and Behavior</i> , 2010, 39, 45-77.	0.7	14
119	Linear Numerical-Magnitude Representations Aid Children's Memory for Numbers. <i>Psychological Science</i> , 2010, 21, 1274-1281.	1.8	79
120	Exploring the mental number line via the size congruity effect.. <i>Canadian Journal of Experimental Psychology</i> , 2010, 64, 221-225.	0.7	8
121	The Developmental Relations among Mind, Brain and Education. , 2010, , .		7
122	Understanding quantity in semantic dementia. <i>Cognitive Neuropsychology</i> , 2010, 27, 3-29.	0.4	13
123	Beyond Hemispheric Dominance: Brain Regions Underlying the Joint Lateralization of Language and Arithmetic to the Left Hemisphere. <i>Journal of Cognitive Neuroscience</i> , 2010, 22, 48-66.	1.1	128
124	Relationships between magnitude representation, counting and memory in 4- to 7-year-old children: A developmental study. <i>Behavioral and Brain Functions</i> , 2010, 6, 13.	1.4	132
125	The Infinite Challenge: Levels of Conceiving the Endlessness of Numbers. <i>Cognition and Instruction</i> , 2010, 28, 1-38.	1.9	18
126	Non-Symbolic Numerical Distance Effect in Children With and Without Developmental Dyscalculia: A Parametric fMRI Study. <i>Developmental Neuropsychology</i> , 2011, 36, 741-762.	1.0	104
127	Mental number line training in children with developmental dyscalculia. <i>NeuroImage</i> , 2011, 57, 782-795.	2.1	303
128	Numerical estimation in deaf and hearing adults. <i>Learning and Individual Differences</i> , 2011, 21, 453-457.	1.5	24
129	Defective number module or impaired access? Numerical magnitude processing in first graders with mathematical difficulties. <i>Journal of Experimental Child Psychology</i> , 2011, 108, 278-292.	0.7	231
130	The interrelationships of mathematical precursors in kindergarten. <i>Journal of Experimental Child Psychology</i> , 2011, 108, 713-733.	0.7	143

#	ARTICLE	IF	CITATIONS
131	Origins and Development of Generalized Magnitude Representation. , 2011, , 225-244.		65
132	Cognitive Models of Task Performance for Mathematical Reasoning. , 0, , 156-196.		0
133	Symbolic number: the integration of magnitude and spatial representations in children aged 6 to 8 years. <i>Frontiers in Psychology</i> , 2011, 2, 392.	1.1	25
134	Improving Low-Income Children's Number Sense. , 2011, , 343-354.		6
135	Cognitive predictors of achievement growth in mathematics: A 5-year longitudinal study.. <i>Developmental Psychology</i> , 2011, 47, 1539-1552.	1.2	592
136	The development of numerical estimation: evidence against a representational shift. <i>Developmental Science</i> , 2011, 14, 125-135.	1.3	300
137	The powers of noise-fitting: reply to Barth and Paladino. <i>Developmental Science</i> , 2011, 14, 1194-1204.	1.3	63
138	Representations of Fractions: Evidence for Accessing the Whole Magnitude in Adults. <i>Mind, Brain, and Education</i> , 2011, 5, 42-47.	0.9	39
139	The science of numbers: does language help or hinder?. <i>Language Sciences</i> , 2011, 33, 562-568.	0.5	0
140	Squeezing, striking, and vocalizing: Is number representation fundamentally spatial?. <i>Cognition</i> , 2011, 120, 225-235.	1.1	25
141	An integrated theory of whole number and fractions development. <i>Cognitive Psychology</i> , 2011, 62, 273-296.	0.9	505
142	Numerical bias in bounded and unbounded number line tasks. <i>Psychonomic Bulletin and Review</i> , 2011, 18, 331-338.	1.4	120
143	The relation between teachers' math talk and the acquisition of number sense within kindergarten classrooms. <i>Journal of School Psychology</i> , 2011, 49, 281-299.	1.5	48
144	Cultural differences in early math skills among U.S., Taiwanese, Dutch, and Peruvian preschoolers. <i>International Journal of Early Years Education</i> , 2011, 19, 133-143.	0.4	13
145	Linear Measurement and Linear Measurement Estimation Skills in Apparel Design. <i>Clothing and Textiles Research Journal</i> , 2011, 29, 150-164.	2.2	5
147	No Innate Number Line in the Human Brain. <i>Journal of Cross-Cultural Psychology</i> , 2011, 42, 651-668.	1.0	73
148	Multiple Representations in Number Line Estimation: A Developmental Shift or Classes of Representations?. <i>Cognition and Instruction</i> , 2012, 30, 246-260.	1.9	21
149	Mathematical cognition deficits in children with learning disabilities and persistent low achievement: A five-year prospective study.. <i>Journal of Educational Psychology</i> , 2012, 104, 206-223.	2.1	321

#	ARTICLE	IF	CITATIONS
150	Taking it to the classroom: Number board games as a small group learning activity.. Journal of Educational Psychology, 2012, 104, 661-672.	2.1	142
151	Fact Retrieval Deficits in Low Achieving Children and Children With Mathematical Learning Disability. Journal of Learning Disabilities, 2012, 45, 291-307.	1.5	161
152	Optimal Encoding of Interval Timing in Expert Percussionists. Journal of Neuroscience, 2012, 32, 1056-1060.	1.7	235
153	Numerical and nonnumerical estimation in children with and without mathematical learning disabilities. Child Neuropsychology, 2012, 18, 550-575.	0.8	47
154	Reading, Writing, Mathematics and the Developing Brain: Listening to Many Voices. , 2012, , .		2
155	Diagnostics and Intervention in Developmental Dyscalculia: Current Issues and Novel Perspectives. , 2012, , 233-275.		19
156	Predictors for Mathematics Achievement? Evidence From a Longitudinal Study. Mind, Brain, and Education, 2012, 6, 119-128.	0.9	84
157	Students' Accuracy of Measurement Estimation: Context, Units, and Logical Thinking. School Science and Mathematics, 2012, 112, 171-178.	0.5	19
158	The relation between spatial skill and early number knowledge: The role of the linear number line.. Developmental Psychology, 2012, 48, 1229-1241.	1.2	379
159	Cognitive processes of numerical estimation in children. Journal of Experimental Child Psychology, 2012, 111, 246-267.	0.7	118
160	Representational change and strategy use in children's number line estimation during the first years of primary school. Behavioral and Brain Functions, 2012, 8, 1.	1.4	72
161	Learning without representational change: development of numerical estimation in individuals with Williams syndrome. Developmental Science, 2012, 15, 863-875.	1.3	20
162	Competence with fractions predicts gains in mathematics achievement. Journal of Experimental Child Psychology, 2012, 113, 447-455.	0.7	181
163	Number magnitude processing and basic cognitive functions in children with mathematical learning disabilities. Learning and Individual Differences, 2012, 22, 701-714.	1.5	75
164	The Relation Between Space and Math. Advances in Child Development and Behavior, 2012, 42, 197-243.	0.7	210
165	Mathematics difficulties: does one approach fit all?. Research in Mathematics Education, 2012, 14, 1-15.	1.0	25
166	The effects of cross-sensory attentional demand on subitizing and on mapping number onto space. Vision Research, 2012, 74, 102-109.	0.7	48
167	Impact of High Mathematics Education on the Number Sense. PLoS ONE, 2012, 7, e33832.	1.1	114

#	ARTICLE	IF	CITATIONS
168	Developmental neuroscience of time and number: implications for autism and other neurodevelopmental disabilities. <i>Frontiers in Integrative Neuroscience</i> , 2011, 6, 7.	1.0	65
169	Predicting first graders' development of calculation versus word-problem performance: The role of dynamic assessment.. <i>Journal of Educational Psychology</i> , 2012, 104, 224-234.	2.1	28
170	Linear mapping of numbers onto space requires attention. <i>Cognition</i> , 2012, 122, 454-459.	1.1	90
171	Representation of numerical and non-numerical order in children. <i>Cognition</i> , 2012, 124, 304-313.	1.1	41
172	Early Numerical Competencies of Students with Different Forms of Mathematics Difficulty. <i>Learning Disabilities Research and Practice</i> , 2012, 27, 2-11.	0.9	7
173	Human nonverbal discrimination of relative and absolute number. <i>Learning and Behavior</i> , 2012, 40, 170-179.	0.5	2
174	Connecting neural coding to number cognition: a computational account. <i>Developmental Science</i> , 2012, 15, 589-600.	1.3	13
175	Association between basic numerical abilities and mathematics achievement. <i>British Journal of Developmental Psychology</i> , 2012, 30, 344-357.	0.9	212
176	Knowledge on the line: Manipulating beliefs about the magnitudes of symbolic numbers affects the linearity of line estimation tasks. <i>Psychonomic Bulletin and Review</i> , 2013, 20, 1146-1153.	1.4	37
177	The contribution of general cognitive abilities and number abilities to different aspects of mathematics in children. <i>Journal of Experimental Child Psychology</i> , 2013, 116, 139-156.	0.7	81
178	Sex differences in the spatial representation of number.. <i>Journal of Experimental Psychology: General</i> , 2013, 142, 181-192.	1.5	63
179	Developmental change in numerical estimation.. <i>Journal of Experimental Psychology: General</i> , 2013, 142, 193-208.	1.5	169
180	Number Counting among Students with Mild Intellectual Disability in Penang: A Case Study. <i>Procedia, Social and Behavioral Sciences</i> , 2013, 97, 377-383.	0.5	0
181	Early number knowledge and cognitive ability affect early arithmetic ability. <i>Journal of Experimental Child Psychology</i> , 2013, 115, 405-421.	0.7	76
182	Neural predictors of individual differences in response to math tutoring in primary-grade school children. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2013, 110, 8230-8235.	3.3	220
183	Walk the number line â€“ An embodied training of numerical concepts. <i>Trends in Neuroscience and Education</i> , 2013, 2, 74-84.	1.5	117
184	Coordinating Numeric and Linear Units: Elementary Studentsâ€™ Strategies for Locating Whole Numbers on the Number Line. <i>Mathematical Thinking and Learning</i> , 2013, 15, 235-258.	0.7	12
185	How do we convert a number into a finger trajectory?. <i>Cognition</i> , 2013, 129, 512-529.	1.1	52

#	ARTICLE	IF	CITATIONS
186	Early numerical development and the role of non-symbolic and symbolic skills. <i>Learning and Instruction</i> , 2013, 25, 95-103.	1.9	195
187	Approximate number sense, symbolic number processing, or numberâ€‘space mappings: What underlies mathematics achievement?. <i>Journal of Experimental Child Psychology</i> , 2013, 114, 418-431.	0.7	238
188	How training on exact or approximate mental representations of number can enhance first-grade studentsâ€™ basic number processing and arithmetic skills. <i>Learning and Instruction</i> , 2013, 23, 125-135.	1.9	95
189	Mathematical symbols as epistemic actions. <i>Synthese</i> , 2013, 190, 3-19.	0.6	38
190	Development and Validation of a Mathematics-number sense Web-based Test Battery. <i>Procedia, Social and Behavioral Sciences</i> , 2013, 86, 423-428.	0.5	7
191	Language in the prediction of arithmetics in kindergarten and grade 1. <i>Learning and Individual Differences</i> , 2013, 27, 90-96.	1.5	52
192	Numerical processing efficiency improved in experienced mental abacus children. <i>Cognition</i> , 2013, 127, 149-158.	1.1	40
193	Development of numerical estimation in Chinese preschool children. <i>Journal of Experimental Child Psychology</i> , 2013, 116, 351-366.	0.7	24
194	The approximate number system and its relation to early math achievement: Evidence from the preschool years. <i>Journal of Experimental Child Psychology</i> , 2013, 114, 375-388.	0.7	186
195	The development of early numeracy ability in kindergartners with limited working memory skills. <i>Learning and Individual Differences</i> , 2013, 25, 45-54.	1.5	15
196	Visual sustained attention and numerosity sensitivity correlate with math achievement in children. <i>Journal of Experimental Child Psychology</i> , 2013, 116, 380-391.	0.7	108
197	Overlapping and distinct brain regions involved in estimating the spatial position of numerical and non-numerical magnitudes: An fMRI study. <i>Neuropsychologia</i> , 2013, 51, 979-989.	0.7	44
198	Developing numberâ€‘space associations: SNARC effects using a color discrimination task in 5-year-olds. <i>Journal of Experimental Child Psychology</i> , 2013, 116, 775-791.	0.7	86
199	Cognitive phenotype of mathematical learning disabilities: What can we learn from siblings?. <i>Research in Developmental Disabilities</i> , 2013, 34, 404-412.	1.2	13
200	Plane thinking: Mental representations in number line estimation as a function of orientation, scale, and counting proficiency. <i>Journal of Experimental Child Psychology</i> , 2013, 115, 468-480.	0.7	12
201	The role of executive functions in numerical magnitude skills. <i>Learning and Individual Differences</i> , 2013, 24, 145-151.	1.5	79
202	The Russian School Twin Registry (RSTR): Project PROGRESS. <i>Twin Research and Human Genetics</i> , 2013, 16, 126-133.	0.3	6
203	The evolution of hyperbolic discounting: Implications for truly social valuation of the future. <i>Journal of Economic Behavior and Organization</i> , 2013, 90, S94-S104.	1.0	37

#	ARTICLE	IF	CITATIONS
204	Adolescents' Functional Numeracy Is Predicted by Their School Entry Number System Knowledge. PLoS ONE, 2013, 8, e54651.	1.1	196
205	Cognitive Guidelines for the Design and Evaluation of Early Mathematics Software: The Example of MathemAntics. Advances in Mathematics Education, 2013, , 83-120.	0.2	19
206	Estimating Large Numbers. Cognitive Science, 2013, 37, 775-799.	0.8	55
207	How many is a zillion? Sources of number distortion.. Journal of Experimental Psychology: Learning Memory and Cognition, 2013, 39, 1257-1264.	0.7	26
208	How are number words mapped to approximate magnitudes?. Quarterly Journal of Experimental Psychology, 2013, 66, 389-402.	0.6	42
209	Effects of Cognitive Strategy Interventions and Cognitive Moderators on Word Problem Solving in Children at Risk for Problem Solving Difficulties. Learning Disabilities Research and Practice, 2013, 28, 170-183.	0.9	43
210	Mathematics Teacher Educators' Perceptions and Use of Cognitive Research. Mind, Brain, and Education, 2013, 7, 63-74.	0.9	8
211	Serial and subjective clustering on a verbal learning test (VLT) in children aged 5-15: The nature of subjective clustering. Child Neuropsychology, 2013, 19, 385-399.	0.8	8
212	Elementary school children's attentional biases in physical and numerical space. European Journal of Developmental Psychology, 2013, 10, 433-448.	1.0	9
213	Teachers' Concepts of Spatial Scale: An international comparison. International Journal of Science Education, 2013, 35, 2462-2482.	1.0	14
214	Des pistes pour enseigner le scandale des nombres irrationnels. Nouveaux Cahiers De La Recherche En Éducation, 2013, 16, 50-76.	0.0	0
215	A longitudinal analysis of estimation, counting skills, and mathematical ability across the first school year.. Developmental Psychology, 2013, 49, 250-257.	1.2	58
217	Development of mathematical concepts as basis for an elaborated mathematical understanding. South African Journal of Childhood Education, 2013, 3, .	0.2	12
218	Comparing apples and pears in studies on magnitude estimations. Frontiers in Psychology, 2013, 4, 332.	1.1	17
219	Development of numerical processing in children with typical and dyscalculic arithmetic skills—a longitudinal study. Frontiers in Psychology, 2013, 4, 459.	1.1	63
220	Design and evaluation of the computer-based training program Calcularis for enhancing numerical cognition. Frontiers in Psychology, 2013, 4, 489.	1.1	58
221	Spatial representations of numbers and letters in children. Frontiers in Psychology, 2013, 4, 544.	1.1	7
222	Charting the role of the number line in mathematical development. Frontiers in Psychology, 2013, 4, 641.	1.1	78

#	ARTICLE	IF	CITATIONS
223	The added value of eye-tracking in diagnosing dyscalculia: a case study. <i>Frontiers in Psychology</i> , 2013, 4, 679.	1.1	32
224	Operational momentum effect in children with and without developmental dyscalculia. <i>Frontiers in Psychology</i> , 2013, 4, 847.	1.1	4
225	Counting Parasites: Using Shrimp to Teach Students about Estimation. <i>Journal of Natural Resources and Life Sciences Education</i> , 2013, 42, 9-13.	0.8	1
226	The Impact of Mathematical Proficiency on the Number-Space Association. <i>PLoS ONE</i> , 2014, 9, e85048.	1.1	53
227	Unbounding the mental number line—new evidence on children's spatial representation of numbers. <i>Frontiers in Psychology</i> , 2013, 4, 1021.	1.1	51
228	Predicting first-grade mathematics achievement: the contributions of domain-general cognitive abilities, nonverbal number sense, and early number competence. <i>Frontiers in Psychology</i> , 2014, 5, 272.	1.1	81
229	Number processing and arithmetic skills in children with cochlear implants. <i>Frontiers in Psychology</i> , 2014, 5, 1479.	1.1	5
230	Using visual aids to help people with low numeracy make better decisions. , 0, , 153-174.		9
231	A review of theories of numeracy: psychological mechanisms and implications for medical decision making. , 0, , 215-251.		8
232	The DeDiMa battery: a tool for identifying students' mathematical learning profiles. <i>Health Psychology Report</i> , 2014, 2, 291-297.	0.5	5
233	Developing Conceptual and Procedural Knowledge of Mathematics. , 0, , 1118-1134.		65
234	Compressive mapping of number to space reflects dynamic encoding mechanisms, not static logarithmic transform. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2014, 111, 7867-7872.	3.3	217
235	Is number sense impaired in chronic pain patients?. <i>British Journal of Anaesthesia</i> , 2014, 113, 1024-1031.	1.5	22
236	Sets within sets: The influence of set membership on numerical estimates.. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 2014, 40, 94-105.	0.7	4
237	The development of structural analogy in number-line estimation. <i>Journal of Experimental Child Psychology</i> , 2014, 128, 171-189.	0.7	28
238	Mathematics growth trajectories in first grade: Cumulative vs. compensatory patterns and the role of number sense. <i>Learning and Individual Differences</i> , 2014, 35, 103-112.	1.5	29
239	Applying grounded coordination challenges to concrete learning materials: A study of number line estimation.. <i>Journal of Educational Psychology</i> , 2014, 106, 403-418.	2.1	6
240	How number-space relationships are assessed before formal schooling: A taxonomy proposal. <i>Frontiers in Psychology</i> , 2014, 5, 419.	1.1	50

#	ARTICLE	IF	CITATIONS
241	Sources of individual differences in emerging competence with numeration understanding versus multidigit calculation skill.. Journal of Educational Psychology, 2014, 106, 482-498.	2.1	39
242	A good foundation for number learning for five-year-olds? An evaluation of the English Early Learning "Numbers"™ Goal in the light of research. Research in Mathematics Education, 2014, 16, 219-233.	1.0	5
243	Linguistic and Spatial Skills Predict Early Arithmetic Development via Counting Sequence Knowledge. Child Development, 2014, 85, 1091-1107.	1.7	147
244	Expanding the <i><sc>CBAL</sc></i>â„¢ Mathematics Assessments toÂElementary Grades: TheÂDevelopment of a Competency Model and a Rational Number Learning Progression. ETS Research Report Series, 2014, 2014, 1-41.	0.5	9
245	An Integrative Theory of Numerical Development. Child Development Perspectives, 2014, 8, 144-150.	2.1	152
246	Involvement of Working Memory in Longitudinal Development of Number" Magnitude Skills. Infant and Child Development, 2014, 23, 36-50.	0.9	31
247	Inference and Association in Children's Early Numerical Estimation. Child Development, 2014, 85, 1740-1755.	1.7	60
248	Spatial Associations in Numerical Cognition" From Single Digits to Arithmetic. Quarterly Journal of Experimental Psychology, 2014, 67, 1461-1483.	0.6	183
249	Children's cognitive representation of the mathematical number line. Developmental Science, 2014, 17, 525-536.	1.3	78
250	Sources of Individual Differences in Children's Understanding of Fractions. Child Development, 2014, 85, 1461-1476.	1.7	85
251	Word and World Knowledge Among Deaf Learners With and Without Cochlear Implants. Journal of Deaf Studies and Deaf Education, 2014, 19, 471-483.	0.7	75
252	Web-Based Mathematics Progress Monitoring in Second Grade. Journal of Psychoeducational Assessment, 2014, 32, 710-724.	0.9	6
253	Numerical landmarks are useful" except when they"re not. Journal of Experimental Child Psychology, 2014, 120, 39-58.	0.7	45
254	Cognitive subtypes of mathematics learning difficulties in primary education. Research in Developmental Disabilities, 2014, 35, 657-670.	1.2	78
255	Number line estimation from kindergarten to grade 2: A longitudinal study. Learning and Instruction, 2014, 33, 19-28.	1.9	31
256	Relations of different types of numerical magnitude representations to each other and to mathematics achievement. Journal of Experimental Child Psychology, 2014, 123, 53-72.	0.7	376
257	Dissociating Number Line Estimations from Underlying Numerical Representations. Quarterly Journal of Experimental Psychology, 2014, 67, 991-1003.	0.6	31
258	Vision: Efficient Adaptive Coding. Current Biology, 2014, 24, R1096-R1098.	1.8	73

#	ARTICLE	IF	CITATIONS
259	On the Relation between the Mental Number Line and Arithmetic Competencies. Quarterly Journal of Experimental Psychology, 2014, 67, 1597-1613.	0.6	83
260	Explaining Variability: Numerical Representations in 4- to 8-Year-Old Children. Journal of Cognition and Development, 2014, 15, 325-344.	0.6	20
261	Breaking down number syntax: Spared comprehension of multi-digit numbers in a patient with impaired digit-to-word conversion. Cortex, 2014, 59, 62-73.	1.1	16
262	Preschool predictors of mathematics in first grade children with autism spectrum disorder. Research in Developmental Disabilities, 2014, 35, 2714-2727.	1.2	30
263	Identification of children with mathematics learning disabilities (MLDs) using latent class growth analysis. Research in Developmental Disabilities, 2014, 35, 2906-2920.	1.2	24
264	Children's number-line estimation shows development of measurement skills (not number) Tj ETQq1 1 0.784314 rgBT /Oyerlock 10	1.2	76
266	Early predictors of middle school fraction knowledge. Developmental Science, 2014, 17, 775-785.	1.3	133
267	Enhancing young children's arithmetic skills through non-intensive, computerised kindergarten interventions: A randomised controlled study. Teaching and Teacher Education, 2014, 39, 56-65.	1.6	47
268	The impact of fraction magnitude knowledge on algebra performance and learning. Journal of Experimental Child Psychology, 2014, 118, 110-118.	0.7	109
269	The association between children's numerical magnitude processing and mental multi-digit subtraction. Acta Psychologica, 2014, 145, 75-83.	0.7	33
270	Number line estimation and mental addition: Examining the potential roles of language and education. Journal of Experimental Child Psychology, 2014, 117, 29-44.	0.7	40
271	Number sense in kindergarten children: Factor structure and working memory predictors. Learning and Individual Differences, 2014, 33, 23-29.	1.5	44
272	Learning from number board games: You learn what you encode.. Developmental Psychology, 2014, 50, 853-864.	1.2	99
273	123s and <sc>ABC</sc>s: developmental shifts in logarithmic to linear responding reflect fluency with sequence values. Developmental Science, 2014, 17, 892-904.	1.3	38
274	Varieties of quantity estimation in children.. Developmental Psychology, 2015, 51, 758-770.	1.2	24
275	Conceptual knowledge of fraction arithmetic.. Journal of Educational Psychology, 2015, 107, 909-918.	2.1	93
276	When prior knowledge interferes, inhibitory control matters for learning: The case of numerical magnitude representations.. Journal of Educational Psychology, 2015, 107, 1035-1050.	2.1	20
278	Numerical Estimation in Children With Autism. Autism Research, 2015, 8, 668-681.	2.1	18

#	ARTICLE	IF	CITATIONS
279	Are Spatial-Numerical Associations a Cornerstone for Arithmetic Learning? The Lack of Genuine Correlations Suggests No. <i>Mind, Brain, and Education</i> , 2015, 9, 190-206.	0.9	49
280	Spatial estimation: a non-Bayesian alternative. <i>Developmental Science</i> , 2015, 18, 853-862.	1.3	17
281	Cognitive Development During Infancy and Early Childhood across Cultures. , 2015, , 43-50.		2
282	Fast or Slow? Compressions (or Not) in Number-to-Line Mappings. <i>PLoS ONE</i> , 2015, 10, e0120423.	1.1	1
283	Are past and future symmetric in mental time line?. <i>Frontiers in Psychology</i> , 2015, 6, 208.	1.1	12
284	Longitudinal changes in young children's 100 to 1000 number-line error signatures. <i>Frontiers in Psychology</i> , 2015, 6, 647.	1.1	16
285	An integration of competing accounts on children's number line estimation. <i>Frontiers in Psychology</i> , 2015, 6, 884.	1.1	29
286	Does the transparency of the counting system affect children's numerical abilities?. <i>Frontiers in Psychology</i> , 2015, 6, 945.	1.1	20
287	Cognitive Development: Mathematics Learning and Instruction. , 2015, , 66-75.		0
288	Numerical Magnitude Skills in 6-Years-Old Children: Exploring Specific Associations with Components of Executive Function. <i>Journal of Educational and Developmental Psychology</i> , 2015, 6, 157.	0.0	6
289	Cognitive and Mathematical Profiles for Different Forms of Learning Difficulties. <i>Journal of Learning Disabilities</i> , 2015, 48, 156-175.	1.5	107
290	Early Numerical Competencies in 5- and 6-Year-Old Children With Autism Spectrum Disorder. <i>Early Education and Development</i> , 2015, 26, 1012-1034.	1.6	4
291	Assessing the Difficulty Level of Math Board Games for Young Children. <i>Journal of Research in Childhood Education</i> , 2015, 29, 492-509.	0.6	7
292	Assessing Young Children's Number Magnitude Representation: A Comparison Between Novel and Conventional Tasks. <i>Journal of Cognition and Development</i> , 2015, 16, 759-779.	0.6	6
293	Program of arithmetic improvement by means of cognitive enhancement: An intervention in children with special educational needs. <i>Research in Developmental Disabilities</i> , 2015, 38, 352-361.	1.2	7
294	Visuospatial referents facilitate the learning and transfer of mathematical operations: Extending the role of the angular gyrus. <i>Cognitive, Affective and Behavioral Neuroscience</i> , 2015, 15, 229-250.	1.0	9
295	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.	0.6	16
296	The development of numerosity estimation: Evidence for a linear number representation early in life. <i>Journal of Cognitive Psychology</i> , 2015, 27, 400-412.	0.4	11

#	ARTICLE	IF	CITATIONS
297	Spatial and numerical processing in children with high and low visuospatial abilities. <i>Journal of Experimental Child Psychology</i> , 2015, 132, 84-98.	0.7	48
298	Developmental dyscalculia. <i>European Journal of Pediatrics</i> , 2015, 174, 1-13.	1.3	118
299	Pathways to arithmetic: The role of visual-spatial and language skills in written arithmetic, arithmetic word problems, and nonsymbolic arithmetic. <i>Contemporary Educational Psychology</i> , 2015, 41, 188-197.	1.6	74
300	Learning to "See Less Than Nothing: Putting Perceptual Skills to Work for Learning Numerical Structure. <i>Cognition and Instruction</i> , 2015, 33, 154-197.	1.9	24
301	Evidence for a Spatial-Numerical Association in Kindergartners Using a Number Line Task. <i>Journal of Cognition and Development</i> , 2015, 16, 118-128.	0.6	19
302	Longitudinal development of number line estimation and mathematics performance in primary school children. <i>Journal of Experimental Child Psychology</i> , 2015, 134, 12-29.	0.7	84
303	Discussion From a Mathematics Education Perspective. <i>Mathematical Thinking and Learning</i> , 2015, 17, 244-252.	0.7	4
304	The Relationship Between Children's Familiarity with Numbers and Their Performance in Bounded and Unbounded Number Line Estimations. <i>Mathematical Thinking and Learning</i> , 2015, 17, 136-154.	0.7	16
305	Children's mathematical performance: Five cognitive tasks across five grades. <i>Journal of Experimental Child Psychology</i> , 2015, 135, 1-24.	0.7	20
306	From rational numbers to algebra: Separable contributions of decimal magnitude and relational understanding of fractions. <i>Journal of Experimental Child Psychology</i> , 2015, 133, 72-84.	0.7	65
307	Identifying Opportunities for Grade One Children to Acquire Foundational Number Sense: Developing a Framework for Cross Cultural Classroom Analyses. <i>Early Childhood Education Journal</i> , 2015, 43, 257-267.	1.6	37
308	Development and Measurement of Preschoolers' Quantitative Knowledge. <i>Mathematical Thinking and Learning</i> , 2015, 17, 237-243.	0.7	2
309	The Precision and Internal Confidence of Our Approximate Number Thoughts. <i>Advances in Mathematical Cognition and Learning</i> , 2015, 1, 305-333.	0.5	7
310	Time, number and attention in very low birth weight children. <i>Neuropsychologia</i> , 2015, 73, 60-69.	0.7	20
311	Describing and Studying Domain-Specific Serious Games. , 2015, , .		8
313	Number Navigation Game (NNG): Design Principles and Game Description. , 2015, , 45-61.		11
314	Individual differences in algebraic cognition: Relation to the approximate number and semantic memory systems. <i>Journal of Experimental Child Psychology</i> , 2015, 140, 211-227.	0.7	27
315	Spatial and numerical processing in children with non-verbal learning disabilities. <i>Research in Developmental Disabilities</i> , 2015, 47, 61-72.	1.2	23

#	ARTICLE	IF	CITATIONS
316	How number line estimation skills relate to neural activations in single digit subtraction problems. <i>NeuroImage</i> , 2015, 107, 198-206.	2.1	31
317	Dyscalculia and dyslexia in adults: Cognitive bases of comorbidity. <i>Learning and Individual Differences</i> , 2015, 37, 118-132.	1.5	96
318	Multiplication facts and the mental number line: evidence from unbounded number line estimation. <i>Psychological Research</i> , 2015, 79, 95-103.	1.0	11
319	Numerical estimation in individuals with Down syndrome. <i>Research in Developmental Disabilities</i> , 2015, 36, 222-229.	1.2	17
320	Seeing as Understanding: The Importance of Visual Mathematics for our Brain and Learning. <i>Journal of Applied & Computational Mathematics</i> , 2016, 05, .	0.1	46
321	Improving Children's Knowledge of Fraction Magnitudes. <i>PLoS ONE</i> , 2016, 11, e0165243.	1.1	45
322	A Matter of Balance: Motor Control is Related to Children's Spatial and Proportional Reasoning Skills. <i>Frontiers in Psychology</i> , 2015, 6, 2049.	1.1	37
323	Learning Linear Spatial-Numeric Associations Improves Accuracy of Memory for Numbers. <i>Frontiers in Psychology</i> , 2016, 7, 24.	1.1	14
324	Numerical Activities and Information Learned at Home Link to the Exact Numeracy Skills in 5-6 Years-Old Children. <i>Frontiers in Psychology</i> , 2016, 7, 94.	1.1	43
325	Evaluation of a Computer-Based Training Program for Enhancing Arithmetic Skills and Spatial Number Representation in Primary School Children. <i>Frontiers in Psychology</i> , 2016, 7, 913.	1.1	12
326	Early Literacy and Numeracy Skills in Bilingual Minority Children: Toward a Relative Independence of Linguistic and Numerical Processing. <i>Frontiers in Psychology</i> , 2016, 7, 1020.	1.1	15
327	"Number Sense": What's in a Name and Why Should We Bother?. , 2016, , 195-214.		3
328	Development of Children's Estimation Skills: The Ambiguous Role of Their Familiarity With Numerals. <i>Child Development Perspectives</i> , 2016, 10, 116-121.	2.1	4
329	The neural correlates of health risk perception in individuals with low and high numeracy. <i>ZDM - International Journal on Mathematics Education</i> , 2016, 48, 337-350.	1.3	9
330	Place value understanding in number line estimation predicts future arithmetic performance. <i>British Journal of Developmental Psychology</i> , 2016, 34, 502-517.	0.9	18
331	Training young children on sequential relations among numbers and spatial decomposition: Differential transfer to number line and mental transformation tasks.. <i>Developmental Psychology</i> , 2016, 52, 854-866.	1.2	59
332	Detecting strengths and weaknesses in learning mathematics through a model classifying mathematical skills. <i>Australian Journal of Learning Difficulties</i> , 2016, 21, 115-141.	0.2	8
333	The role of cognitive processes, foundational math skill, and calculation accuracy and fluency in word-problem solving versus prealgebraic knowledge.. <i>Developmental Psychology</i> , 2016, 52, 2085-2098.	1.2	43

#	ARTICLE	IF	CITATIONS
334	Concurrent and longitudinal predictors of calculation skills in preschoolers. <i>European Journal of Psychology of Education</i> , 2016, 31, 155-174.	1.3	18
335	Where music meets space: Children's sensitivity to pitch intervals is related to their mental spatial transformation skills. <i>Cognition</i> , 2016, 151, 1-5.	1.1	10
336	Symbolic, Nonsymbolic and Conceptual: An Across-Notation Study on the Space Mapping of Numerals. <i>Perception</i> , 2016, 45, 787-804.	0.5	0
337	Neuroscientific studies of mathematical thinking and learning: a critical look from a mathematics education viewpoint. <i>ZDM - International Journal on Mathematics Education</i> , 2016, 48, 385-391.	1.3	10
338	Separate but correlated: The latent structure of space and mathematics across development.. <i>Journal of Experimental Psychology: General</i> , 2016, 145, 1206-1227.	1.5	195
339	Cognitive predictors of calculations and number line estimation with whole numbers and fractions among at-risk students.. <i>Journal of Educational Psychology</i> , 2016, 108, 214-228.	2.1	43
340	Enhancing arithmetic in pre-schoolers with comparison or number line estimation training: Does it matter?. <i>Learning and Instruction</i> , 2016, 46, 1-11.	1.9	47
341	Specific early number skills mediate the association between executive functioning skills and mathematics achievement.. <i>Developmental Psychology</i> , 2016, 52, 1217-1235.	1.2	24
342	On Numbers: Concepts, Operations, and Structure. , 2016, , 39-71.		1
343	The relation between ANS and symbolic arithmetic skills: The mediating role of number-numerosity mappings. <i>Contemporary Educational Psychology</i> , 2016, 46, 208-217.	1.6	29
344	Working memory components and problem-solving accuracy: Are there multiple pathways?. <i>Journal of Educational Psychology</i> , 2016, 108, 1153-1177.	2.1	45
345	Investigating kindergarteners' number sense and self-regulation scores in relation to their mathematics and Turkish scores in middle school. <i>Mathematics Education Research Journal</i> , 2016, 28, 405-420.	0.9	11
346	Magnitude knowledge: the common core of numerical development. <i>Developmental Science</i> , 2016, 19, 341-361.	1.3	136
347	Brain stimulation, mathematical, and numerical training. <i>Progress in Brain Research</i> , 2016, 227, 353-388.	0.9	11
348	Number Concepts Are Constructed through Material Engagement: A Reply to Sutliff, Read, and Everett. <i>Current Anthropology</i> , 2016, 57, 352-356.	0.8	6
349	Playing number board games supports 5-year-old children's early mathematical development. <i>Journal of Mathematical Behavior</i> , 2016, 43, 134-147.	0.5	43
350	Children can accurately monitor and control their number-line estimation performance.. <i>Developmental Psychology</i> , 2016, 52, 1493-1502.	1.2	21
351	How numbers mean: Comparing random walk models of numerical cognition varying both encoding processes and underlying quantity representations. <i>Cognitive Psychology</i> , 2016, 91, 63-81.	0.9	8

#	ARTICLE	IF	CITATIONS
352	Combining brain stimulation and video game to promote long-term transfer of learning and cognitive enhancement. <i>Scientific Reports</i> , 2016, 6, 22003.	1.6	81
353	Transcranial electrical stimulation and numerical cognition.. <i>Canadian Journal of Experimental Psychology</i> , 2016, 70, 41-58.	0.7	12
355	Training the equidistant principle of number line spacing. <i>Cognitive Processing</i> , 2016, 17, 243-258.	0.7	16
356	Developmental foundations of children's fraction magnitude knowledge. <i>Cognitive Development</i> , 2016, 39, 141-153.	0.7	16
357	Spatial-numerical consistency impacts on preschoolers' numerical representation: Children can count on both peripersonal and personal space. <i>Cognitive Development</i> , 2016, 37, 9-17.	0.7	12
358	Working memory and early numeracy training in preschool children. <i>Child Neuropsychology</i> , 2016, 22, 81-98.	0.8	77
359	Algebraic Models of Mental Number Axes: Part II. <i>Axiomathes</i> , 2016, 26, 123-155.	0.3	2
360	Mathematics Education in the Early Years. , 2016, , .		8
361	Consistency of Response Patterns in Different Estimation Tasks. <i>Journal of Cognition and Development</i> , 2016, 17, 526-547.	0.6	5
362	Explaining the relationship between number line estimation and mathematical achievement: The role of visuomotor integration and visuospatial skills. <i>Journal of Experimental Child Psychology</i> , 2016, 145, 22-33.	0.7	77
363	Spatial Proportional Reasoning Is Associated With Formal Knowledge About Fractions. <i>Journal of Cognition and Development</i> , 2016, 17, 67-84.	0.6	55
364	Cognitive and numerosity predictors of mathematical skills in middle school. <i>Journal of Experimental Child Psychology</i> , 2016, 145, 95-119.	0.7	55
365	Finger gnosis predicts a unique but small part of variance in initial arithmetic performance. <i>Journal of Experimental Child Psychology</i> , 2016, 146, 1-16.	0.7	41
366	Linking language, visual-spatial, and executive function skills to number competence in very young Chinese children. <i>Early Childhood Research Quarterly</i> , 2016, 36, 178-189.	1.6	61
367	Logarithmic to linear shifts in Chinese children's representations of numerical and non-numerical order. <i>Cognitive Development</i> , 2016, 38, 36-48.	0.7	0
368	Free versus anchored numerical estimation: A unified approach. <i>Cognition</i> , 2016, 149, 11-17.	1.1	51
369	Number line estimation strategies in children with mathematical learning difficulties measured by eye tracking. <i>Psychological Research</i> , 2016, 80, 368-378.	1.0	32
370	Math Shelf: A Randomized Trial of a Prekindergarten Tablet Number Sense Curriculum. <i>Early Education and Development</i> , 2016, 27, 74-88.	1.6	40

#	ARTICLE	IF	CITATIONS
371	Children's use of number line estimation strategies. <i>European Journal of Psychology of Education</i> , 2016, 31, 117-134.	1.3	42
372	Representational Structures of Arithmetical Thinking: Part I. <i>Axiomathes</i> , 2016, 26, 1-40.	0.3	3
373	Defective Number Sense or Impaired Access? Differential Impairments in Different Subgroups of Children With Mathematics Difficulties. <i>Journal of Learning Disabilities</i> , 2017, 50, 49-61.	1.5	26
374	Comorbidity of Arithmetic and Reading Disorder. <i>Journal of Learning Disabilities</i> , 2017, 50, 298-308.	1.5	32
375	Grounding the Symbols for Place Value: Evidence From Training and Long-Term Exposure to Base-10 Models. <i>Journal of Cognition and Development</i> , 2017, 18, 129-151.	0.6	23
376	Early Numerical Competencies in 4- and 5-Year-Old Children With Autism Spectrum Disorder. Focus on Autism and Other Developmental Disabilities, 2017, 32, 279-292.	0.8	6
377	The Mental Number Line in Dyscalculia: Impaired Number Sense or Access From Symbolic Numbers?. <i>Journal of Learning Disabilities</i> , 2017, 50, 672-683.	1.5	18
378	Number Knowledge and Young Children's Ability to Measure Length. <i>Early Education and Development</i> , 2017, 28, 1-17.	1.6	2
379	Sex differences in number line estimation: The role of numerical estimation. <i>British Journal of Psychology</i> , 2017, 108, 334-350.	1.2	18
380	Physical Similarity or Numerical Representation Counts in Same-Different, Numerical Comparison, Physical Comparison, and Priming Tasks?. <i>Quarterly Journal of Experimental Psychology</i> , 2017, 71, 17470218.2016.1.	0.6	3
381	Estimation as analogy-making: Evidence that preschoolers' analogical reasoning ability predicts their numerical estimation. <i>Cognitive Development</i> , 2017, 41, 73-84.	0.7	7
382	Support of mathematical thinking through embodied cognition: Nondigital and digital approaches. <i>Cognitive Research: Principles and Implications</i> , 2017, 2, 16.	1.1	57
383	Designing Visual Aids That Promote Risk Literacy: A Systematic Review of Health Research and Evidence-Based Design Heuristics. <i>Human Factors</i> , 2017, 59, 582-627.	2.1	190
384	Using analogy to learn about phenomena at scales outside human perception. <i>Cognitive Research: Principles and Implications</i> , 2017, 2, 21.	1.1	9
385	The research-based balance in early childhood mathematics: A response to Common Core criticisms. <i>Early Childhood Research Quarterly</i> , 2017, 40, 150-162.	1.6	31
386	The Psychology of Digital Learning., 2017, , .		4
387	Today is tomorrow's yesterday: Children's acquisition of deictic time words. <i>Cognitive Psychology</i> , 2017, 92, 87-100.	0.9	55
388	Does growth rate in spatial ability matter in predicting early arithmetic competence?. <i>Learning and Instruction</i> , 2017, 49, 232-241.	1.9	40

#	ARTICLE	IF	CITATIONS
389	Dealing with Big Numbers: Representation and Understanding of Magnitudes Outside of Human Experience. <i>Cognitive Science</i> , 2017, 41, 1020-1041.	0.8	25
390	Co-development of fraction magnitude knowledge and mathematics achievement from fourth through sixth grade. <i>Learning and Individual Differences</i> , 2017, 60, 18-32.	1.5	10
391	Number line estimation under working memory load: Dissociations between working memory subsystems. <i>Trends in Neuroscience and Education</i> , 2017, 8-9, 1-9.	1.5	3
392	Improving the Numerical Knowledge of Children with Autism Spectrum Disorder: The Benefits of Linear Board Games. <i>Journal of Research in Special Educational Needs</i> , 2017, 17, 218-226.	0.5	5
394	Child-Level Predictors of Responsiveness to Evidence-Based Mathematics Intervention. <i>Exceptional Children</i> , 2017, 83, 359-377.	1.4	19
395	Cognitive science in the field: A preschool intervention durably enhances intuitive but not formal mathematics. <i>Science</i> , 2017, 357, 47-55.	6.0	66
396	Benchmark-based strategies in whole number line estimation. <i>British Journal of Psychology</i> , 2017, 108, 668-686.	1.2	29
397	Enhancing Children's Spatial and Numerical Skills through a Dynamic Spatial Approach to Early Geometry Instruction: Effects of a 32-Week Intervention. <i>Cognition and Instruction</i> , 2017, 35, 236-264.	1.9	100
398	Transcranial random noise stimulation and cognitive training to improve learning and cognition of the atypically developing brain: A pilot study. <i>Scientific Reports</i> , 2017, 7, 4633.	1.6	56
399	Visual-spatial Ability in STEM Education. , 2017, , .		21
400	How Does Space Interact with Numbers?. , 2017, , 241-263.		0
401	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.	1.1	34
402	Using Relational Reasoning to Learn About Scientific Phenomena at Unfamiliar Scales. <i>Educational Psychology Review</i> , 2017, 29, 11-25.	5.1	32
403	Numerical abilities of school-age children with Developmental Coordination Disorder (DCD): A behavioral and eye-tracking study. <i>Human Movement Science</i> , 2017, 55, 315-326.	0.6	25
404	Numerical Development. <i>Annual Review of Psychology</i> , 2017, 68, 187-213.	9.9	71
405	Thinking Materially: Cognition as Extended and Enacted. <i>Journal of Cognition and Culture</i> , 2017, 17, 354-373.	0.1	17
406	Evaluating the Effect of Labeled Benchmarks on Children's Number Line Estimation Performance and Strategy Use. <i>Frontiers in Psychology</i> , 2017, 8, 1082.	1.1	17
407	Predictive Relation between Early Numerical Competencies and Mathematics Achievement in First Grade Portuguese Children. <i>Frontiers in Psychology</i> , 2017, 8, 1103.	1.1	4

#	ARTICLE	IF	CITATIONS
408	Number Line Estimation Predicts Mathematical Skills: Difference in Grades 2 and 4. <i>Frontiers in Psychology</i> , 2017, 8, 1576.	1.1	20
409	Are Books Like Number Lines? Children Spontaneously Encode Spatial-Numeric Relationships in a Novel Spatial Estimation Task. <i>Frontiers in Psychology</i> , 2017, 8, 2242.	1.1	4
410	Pre-service teachers'™ conceptions of the magnitude of large numbers. <i>Investigations in Mathematics Learning</i> , 2017, 9, 53-68.	0.7	1
411	Number sense and mathematics: Which, when and how?. <i>Developmental Psychology</i> , 2017, 53, 1924-1939.	1.2	40
412	Fraction Development in Children: Importance of Building Numerical Magnitude Understanding., 2017, , 125-140.		5
413	Early developmental trajectories of number knowledge and math achievement from 4 to 10 years: Low-persistent profile and early-life predictors. <i>Journal of School Psychology</i> , 2018, 68, 84-98.	1.5	35
415	Associations of Number Line Estimation With Mathematical Competence: A Meta-analysis. <i>Child Development</i> , 2018, 89, 1467-1484.	1.7	137
416	Children's™ early understanding of number predicts their later problem-solving sophistication in addition. <i>Journal of Experimental Child Psychology</i> , 2018, 169, 73-92.	0.7	28
417	Young children's non-numerical ordering ability at the start of formal education longitudinally predicts their symbolic number skills and academic achievement in maths. <i>Developmental Science</i> , 2018, 21, e12645.	1.3	15
418	Components of Place Value Understanding: Targeting Mathematical Difficulties When Providing Interventions. <i>School Science and Mathematics</i> , 2018, 118, 17-29.	0.5	13
419	Spontaneous focusing on numerosity in preschool as a predictor of mathematical skills and knowledge in the fifth grade. <i>Journal of Experimental Child Psychology</i> , 2018, 169, 42-58.	0.7	25
420	Spatial scaling, proportional thinking, and numerical understanding in 5- to 7-year-old children. <i>Cognitive Development</i> , 2018, 45, 57-67.	0.7	33
421	Evolution of cognitive and neural solutions enabling numerosity judgements: lessons from primates and corvids. <i>Philosophical Transactions of the Royal Society B: Biological Sciences</i> , 2018, 373, 20160514.	1.8	43
422	Influences of presentation format and task instruction on children's™ number line estimation. <i>Cognitive Development</i> , 2018, 47, 53-62.	0.7	12
424	The log-linear response function of the bounded number-line task is unrelated to the psychological representation of quantity. <i>Psychonomic Bulletin and Review</i> , 2018, 25, 447-454.	1.4	15
425	Developmental changes in the whole number bias. <i>Developmental Science</i> , 2018, 21, e12541.	1.3	45
426	Learning from where we™ remotely look or point: Impact on number line estimation error in adults. <i>Quarterly Journal of Experimental Psychology</i> , 2018, 71, 1526-1534.	0.6	11
427	The link between deductive reasoning and mathematics. <i>Thinking and Reasoning</i> , 2018, 24, 234-257.	2.1	30

#	ARTICLE	IF	CITATIONS
428	Fraction magnitude understanding and its unique role in predicting general mathematics achievement at two early stages of fraction instruction. <i>British Journal of Educational Psychology</i> , 2018, 88, 345-362.	1.6	6
429	Cognitive precursors of word reading versus arithmetic competencies in young Chinese children. <i>Early Childhood Research Quarterly</i> , 2018, 42, 55-65.	1.6	37
430	Does initial learning about the meaning of fractions present similar challenges for students with and without adequate whole-number skill?. <i>Learning and Individual Differences</i> , 2018, 61, 151-157.	1.5	22
431	The wisdom of the inner crowd in three large natural experiments. <i>Nature Human Behaviour</i> , 2018, 2, 21-26.	6.2	28
432	Early Conceptual Understanding of Cardinality Predicts Superior School-Entry Number-System Knowledge. <i>Psychological Science</i> , 2018, 29, 191-205.	1.8	97
433	The rule counts! Acquisition of mathematical competencies with a number board game. <i>Journal of Educational Research</i> , 2018, 111, 554-563.	0.8	22
434	Meerkat Maths – A comprehensive maths learning programme for Grade-R. <i>South African Journal of Childhood Education</i> , 2018, 8, .	0.2	2
435	Sharing as a model for understanding division. <i>NeuroReport</i> , 2018, 29, 889-893.	0.6	2
436	Development of a Possible General Magnitude System for Number and Space. <i>Frontiers in Psychology</i> , 2018, 9, 2221.	1.1	6
437	Does symbolic and non-symbolic estimation ability predict mathematical achievement across primary school years?. <i>ITM Web of Conferences</i> , 2018, 18, 04006.	0.4	1
438	The Developmental Changes of Number Processing and Calculation Abilities in Chinese Primary School Students. <i>Eurasia Journal of Mathematics, Science and Technology Education</i> , 2018, 14, .	0.7	3
439	Cognitive and Neural Effects of a Brief Nonsymbolic Approximate Arithmetic Training in Healthy First Grade Children. <i>Frontiers in Integrative Neuroscience</i> , 2018, 12, 28.	1.0	5
440	Analogical Mapping in Numerical Development. , 2018, , 31-47.		5
441	How Does the “Learning Gap” Open? A Cognitive Theory of Nation Effects on Mathematics Proficiency. , 2018, , 99-130.		1
442	Dynamics and development in number-to-space mapping. <i>Cognitive Psychology</i> , 2018, 107, 44-66.	0.9	13
443	Numerical and Non-numerical Predictors of First Graders’ Number-Line Estimation Ability. <i>Frontiers in Psychology</i> , 2018, 9, 2336.	1.1	3
444	The developmental relations between spatial cognition and mathematics in primary school children. <i>Developmental Science</i> , 2019, 22, e12786.	1.3	50
445	Materials count: Linear-spatial materials improve young children’s addition strategies and accuracy, irregular arrays don’t. <i>PLoS ONE</i> , 2018, 13, e0208832.	1.1	7

#	ARTICLE	IF	CITATIONS
446	More Space, Better Mathematics: Is Space a Powerful Tool or a Cornerstone for Understanding Arithmetic?. <i>Research in Mathematics Education</i> , 2018, , 77-116.	0.1	14
447	Scaling up Spatial Development: A Closer Look at Children's Scaling Ability and Its Relation to Number Knowledge. <i>Mind, Brain, and Education</i> , 2018, 12, 110-119.	0.9	7
448	How Much as Compared to What: Relative Magnitude as a Key Idea in Mathematics Cognition. <i>Research in Mathematics Education</i> , 2018, , 3-24.	0.1	3
449	Visualizing Mathematics. <i>Research in Mathematics Education</i> , 2018, , .	0.1	9
450	A Mathematical Model of How People Solve Most Variants of the Number Line Task. <i>Cognitive Science</i> , 2018, 42, 2621-2647.	0.8	13
451	Specific learning disability in mathematics: a comprehensive review. <i>Translational Pediatrics</i> , 2018, 7, 48-62.	0.5	40
452	The Developmental Trajectory of the Operational Momentum Effect. <i>Frontiers in Psychology</i> , 2018, 9, 1062.	1.1	13
453	The Use of Local and Global Ordering Strategies in Number Line Estimation in Early Childhood. <i>Frontiers in Psychology</i> , 2018, 9, 1562.	1.1	3
454	The Role of Approximate Number System in Different Mathematics Skills Across Grades. <i>Frontiers in Psychology</i> , 2018, 9, 1733.	1.1	10
455	Testing the Efficacy of Training Basic Numerical Cognition and Transfer Effects to Improvement in Children's Math Ability. <i>Frontiers in Psychology</i> , 2018, 9, 1775.	1.1	6
456	The Open Algorithm Based on Numbers (ABN) Method: An Effective Instructional Approach to Domain-Specific Precursors of Arithmetic Development. <i>Frontiers in Psychology</i> , 2018, 9, 1811.	1.1	13
457	Differential Development of Children's Understanding of the Cardinality of Small Numbers and Zero. <i>Frontiers in Psychology</i> , 2018, 9, 1636.	1.1	4
458	Is Visuospatial Reasoning Related to Early Mathematical Development? A Critical Review. , 2018, , 177-210.		16
459	Whole Number Thinking, Learning and Development: Neuro-cognitive, Cognitive and Developmental Approaches. <i>New ICMI Study Series</i> , 2018, , 137-167.	1.0	7
460	Use of feedback to improve mental number line representations in primary care clinics. <i>BMC Medical Informatics and Decision Making</i> , 2018, 18, 40.	1.5	4
461	Effects of Mathematics Language on Children's Mathematics Achievement and Central Conceptual Knowledge. , 2018, , 73-98.		2
462	Developmental Changes in the Effect of Active Left and Right Head Rotation on Random Number Generation. <i>Frontiers in Psychology</i> , 2018, 9, 236.	1.1	6
463	Frequency of Home Numeracy Activities Is Differentially Related to Basic Number Processing and Calculation Skills in Kindergartners. <i>Frontiers in Psychology</i> , 2018, 9, 340.	1.1	64

#	ARTICLE	IF	CITATIONS
464	Spatial and Verbal Routes to Number Comparison in Young Children. <i>Frontiers in Psychology</i> , 2018, 9, 776.	1.1	9
465	Counting and Number Line Trainings in Kindergarten: Effects on Arithmetic Performance and Number Sense. <i>Frontiers in Psychology</i> , 2018, 9, 975.	1.1	10
466	The Developing Mental Number Line: Does Its Directionality Relate to 5- to 7-Year-Old Children's Mathematical Abilities?. <i>Frontiers in Psychology</i> , 2018, 9, 1142.	1.1	15
467	Longitudinal Brain Development of Numerical Skills in Typically Developing Children and Children with Developmental Dyscalculia. <i>Frontiers in Human Neuroscience</i> , 2017, 11, 629.	1.0	40
468	Children's Understanding of the Natural Numbers' Structure. <i>Cognitive Science</i> , 2018, 42, 1945-1973.	0.8	4
469	A Longitudinal Study Revisiting the Notion of Early Number Sense: Algebraic Arithmetic AS a Catalyst for Number Sense Development. <i>Mathematical Thinking and Learning</i> , 2018, 20, 222-247.	0.7	13
470	Tangible Tens. , 2018, , .		7
471	How the Abstract Becomes Concrete: Irrational Numbers Are Understood Relative to Natural Numbers and Perfect Squares. <i>Cognitive Science</i> , 2018, 42, 1642-1676.	0.8	8
472	The Recruitment of Shifting and Inhibition in Online Science and Mathematics Tasks. <i>Cognitive Science</i> , 2018, 42, 1860-1886.	0.8	25
473	Number line estimation in highly math-anxious individuals. <i>British Journal of Psychology</i> , 2019, 110, 40-59.	1.2	6
474	Effect of Presentation Format on Judgment of Long-Range Time Intervals. <i>Frontiers in Psychology</i> , 2019, 10, 1479.	1.1	3
475	The influence of flow separation mode on side-loads in a rocket nozzle. <i>Journal of Physics: Conference Series</i> , 2019, 1300, 012090.	0.3	1
476	Preschool deficits in cardinal knowledge and executive function contribute to longer-term mathematical learning disability. <i>Journal of Experimental Child Psychology</i> , 2019, 188, 104668.	0.7	15
477	Individual differences in math problem solving and executive processing among emerging bilingual children. <i>Journal of Experimental Child Psychology</i> , 2019, 187, 104653.	0.7	14
478	Building Blocks of Mathematical Learning: Virtual and Tangible Manipulatives Lead to Different Strategies in Number Composition. <i>Frontiers in Education</i> , 2019, 4, .	1.2	13
479	The Relation Between Spatial Reasoning and Mathematical Achievement in Children with Mathematical Learning Difficulties. , 2019, , 423-435.		6
480	Ordinal skills influence the transition in number line strategies for children in Grades 1 and 2. <i>Journal of Experimental Child Psychology</i> , 2019, 185, 109-127.	0.7	5
481	Spontaneous partitioning and proportion estimation in children's numerical judgments. <i>Journal of Experimental Child Psychology</i> , 2019, 185, 71-94.	0.7	14

#	ARTICLE	IF	CITATIONS
483	Young Children's Patterning Competencies and Mathematical Development: A Review. , 2019, , 139-161.		19
484	Unbounded number line estimation as a measure of numerical estimation. PLoS ONE, 2019, 14, e0213102.	1.1	13
485	The Stability of Individual Differences in Basic Mathematics-Related Skills in Young Children at the Start of Formal Education. Mind, Brain, and Education, 2019, 13, 234-244.	0.9	9
486	Perspectives to Technology-Enhanced Learning and Teaching in Mathematical Learning Difficulties. , 2019, , 733-754.		7
487	Individual differences in basic numerical skills: The role of executive functions and motor skills. Journal of Experimental Child Psychology, 2019, 182, 187-195.	0.7	34
488	Chinese Preschoolers' Mental Number Line and Mental Number Distance: Valid Characteristics Using Dirichlet Process Gaussian Mixture Model. Early Education and Development, 2019, 30, 694-707.	1.6	0
489	Linear Spatial-Numeric Associations Aid Memory for Single Numbers. Frontiers in Psychology, 2019, 10, 146.	1.1	2
490	The Relationship between Visuospatial Working Memory and Mathematical Performance in School-Aged Children: a Systematic Review. Educational Psychology Review, 2019, 31, 509-531.	5.1	50
491	Role of Play and Games in Building Children's Foundational Numerical Knowledge. , 2019, , 69-90.		7
492	English and Chinese Children's Performance on Numerical Tasks. Frontiers in Psychology, 2018, 9, 2731.	1.1	3
493	Spatial Skills, Reasoning, and Mathematics. , 2019, , 100-123.		7
494	Iterative Development of Conceptual and Procedural Knowledge in Mathematics Learning and Instruction. , 2019, , 124-147.		10
495	Development of Fraction Understanding. , 2019, , 148-182.		2
496	Individual differences in young children's visual-spatial abilities. Early Child Development and Care, 2021, 191, 2246-2259.	0.7	2
497	The Relationship Between Non-symbolic and Symbolic Numerosity Representations in Elementary School: The Role of Intelligence. Frontiers in Psychology, 2019, 10, 2724.	1.1	10
498	What shapes the probability weighting function? Influence of affect, numeric competencies, and information formats. Journal of Behavioral Decision Making, 2019, 32, 124-139.	1.0	20
499	The Relation Between Executive Functions, Fine Motor Skills, and Basic Numerical Skills and Their Relevance for Later Mathematics Achievement. Early Education and Development, 2019, 30, 913-926.	1.6	19
500	The roles of place-value understanding and non-symbolic ratio processing system in symbolic rational number processing. British Journal of Educational Psychology, 2019, 89, 635-652.	1.6	2

#	ARTICLE	IF	CITATIONS
501	Longitudinal algebra prediction for early versus later takers. <i>Journal of Educational Research</i> , 2019, 112, 179-191.	0.8	7
502	The Number Interval Position Effect (NIPE) in the mental bisection of numerical intervals might reflect the influence of the decimal-number system on the Gaussian representations of numerosities: A combined developmental and computational-modeling study. <i>Cortex</i> , 2019, 114, 164-175.	1.1	8
503	Relations between numerical, spatial, and executive function skills and mathematics achievement: A latent-variable approach. <i>Cognitive Psychology</i> , 2019, 109, 68-90.	0.9	100
504	The relation between spatial skills and mathematical abilities: The mediating role of mental number line representation. <i>Contemporary Educational Psychology</i> , 2019, 56, 14-24.	1.6	27
505	What predicts mathematics achievement? Developmental change in 5- and 7-year-old children. <i>Journal of Experimental Child Psychology</i> , 2019, 178, 104-120.	0.7	19
506	Spatial order relates to the exact numerical magnitude of digits in young children. <i>Journal of Experimental Child Psychology</i> , 2019, 178, 385-404.	0.7	8
507	The nature of the association between number line and mathematical performance: An international twin study. <i>British Journal of Educational Psychology</i> , 2019, 89, 787-803.	1.6	6
508	Identifying children with persistent low math achievement: The role of number-magnitude mapping and symbolic numerical processing. <i>Learning and Instruction</i> , 2019, 60, 29-40.	1.9	15
509	Kindergarten children's symbolic number comparison skills relates to 1st grade mathematics achievement: Evidence from a two-minute paper-and-pencil test. <i>Learning and Instruction</i> , 2019, 59, 21-33.	1.9	30
510	Spatial transformation abilities and their relation to later mathematics performance. <i>Psychological Research</i> , 2019, 83, 1465-1484.	1.0	97
511	Electronic Book for Promoting Emergent Math: A Comparison Between Kindergarteners at Risk for Learning Disabilities and With Typical Development. <i>Journal of Educational Computing Research</i> , 2019, 57, 954-977.	3.6	6
512	The influence of number line estimation precision and numeracy on risky financial decision making. <i>International Journal of Psychology</i> , 2019, 54, 530-538.	1.7	9
513	Training early visuo-spatial abilities: A controlled classroom-based intervention study. <i>Applied Developmental Science</i> , 2019, 23, 1-21.	1.0	39
514	It's more than just fun and games: Play-based mathematics activities for Head Start families. <i>Early Childhood Research Quarterly</i> , 2020, 50, 78-89.	1.6	28
516	Prevention: Necessary But Insufficient? A 2-Year Follow-Up of an Effective First-Grade Mathematics Intervention. <i>Child Development</i> , 2020, 91, 382-400.	1.7	18
517	Exploring the Promise of a Number Line Assessment to Help Identify Students At-Risk in Mathematics. <i>Assessment for Effective Intervention</i> , 2020, 45, 151-160.	0.6	4
518	Reasoning about Representations: Effects of an Early Math Intervention. <i>Scandinavian Journal of Educational Research</i> , 2020, 64, 782-800.	1.0	15
519	Number identification: a unique developmental pathway in mathematics?. <i>Research Papers in Education</i> , 2020, 35, 117-143.	1.7	5

#	ARTICLE	IF	CITATIONS
520	Does training mental rotation transfer to gains in mathematical competence? Assessment of an at-home visuospatial intervention. <i>Psychological Research</i> , 2020, 84, 2000-2017.	1.0	26
521	Math problem-solving and cognition among emerging bilingual children at risk and not at risk for math difficulties. <i>Child Neuropsychology</i> , 2020, 26, 489-517.	0.8	4
522	Fixated in unfamiliar territory: Mapping estimates across typical and atypical number lines. <i>Quarterly Journal of Experimental Psychology</i> , 2020, 73, 279-294.	0.6	9
523	The effects of two digital educational games on cognitive and non-cognitive math and reading outcomes. <i>Computers and Education</i> , 2020, 143, 103680.	5.1	55
524	Understanding Number Line Estimation in Williams Syndrome and Down Syndrome. <i>Journal of Autism and Developmental Disorders</i> , 2020, 50, 583-591.	1.7	4
525	The growth rates of dot enumeration ability predict mathematics achievements: A 5-year longitudinal study. <i>British Journal of Educational Psychology</i> , 2020, 90, 604-617.	1.6	4
526	Racing dragons and remembering aliens: Benefits of playing number and working memory games on kindergartners' numerical knowledge. <i>Developmental Science</i> , 2020, 23, e12908.	1.3	18
527	How Stable Is Early Academic Performance? Using Cluster Analysis to Classify Low Achievement and EF. <i>Journal of Learning Disabilities</i> , 2020, 53, 19-35.	1.5	4
528	Confirmatory factor analysis of the indicators of basic early math skills. <i>Current Psychology</i> , 2020, , 1.	1.7	3
529	Decision making in numeracy tasks with spatially continuous scales. <i>Cognitive Psychology</i> , 2020, 116, 101259.	0.9	12
530	Investigating the respective contribution of sensory modalities and spatial disposition in numerical training. <i>Journal of Experimental Child Psychology</i> , 2020, 190, 104729.	0.7	3
531	The strategy matters: Bounded and unbounded number line estimation in secondary school children. <i>Cognitive Development</i> , 2020, 53, 100839.	0.7	11
532	The interplay between spatial ordinal knowledge, linearity of number-space mapping, and arithmetic skills. <i>Cognitive Development</i> , 2020, 55, 100915.	0.7	6
533	Probing the Relationship Between Home Numeracy and Children's Mathematical Skills: A Systematic Review. <i>Frontiers in Psychology</i> , 2020, 11, 2074.	1.1	51
534	The use and effectiveness of colorful, contextualized, student-made material for elementary mathematics instruction. <i>International Journal of STEM Education</i> , 2020, 7, .	2.7	9
535	Mathematical Profile Test: A Preliminary Evaluation of an Online Assessment for Mathematics Skills of Children in Grades 1-6. <i>Behavioral Sciences (Basel, Switzerland)</i> , 2020, 10, 126.	1.0	5
536	Efficacy of a Computer-Based Learning Program in Children With Developmental Dyscalculia. What Influences Individual Responsiveness?. <i>Frontiers in Psychology</i> , 2020, 11, 1115.	1.1	6
537	Children's neural activity during number line estimations assessed by functional near-infrared spectroscopy (fNIRS). <i>Brain and Cognition</i> , 2020, 144, 105601.	0.8	2

#	ARTICLE	IF	CITATIONS
538	Logarithmic encoding of ensemble time intervals. <i>Scientific Reports</i> , 2020, 10, 18174.	1.6	9
539	Alzheimer's disease disrupts domain-specific and domain-general processes in numerosity estimation. <i>Journal of Clinical and Experimental Neuropsychology</i> , 2020, 42, 690-709.	0.8	1
540	Comparing eye fixation and mouse cursor response modes in number line estimation. <i>Journal of Cognitive Psychology</i> , 2020, 32, 827-840.	0.4	2
541	The contribution of attentional processes to calculation skills in second and third grade in a typically developing sample. <i>European Journal of Psychology of Education</i> , 2021, 36, 965-988.	1.3	1
542	Children's Math Anxiety Predicts Their Math Achievement Over and Above a Key Foundational Math Skill. <i>Journal of Cognition and Development</i> , 2020, 21, 709-728.	0.6	18
543	Effect of Finger Gnosis on Young Chinese Children's Addition Skills. <i>Frontiers in Psychology</i> , 2020, 11, 544543.	1.1	1
544	Putting a Finger on Numerical Development – Reviewing the Contributions of Kindergarten Finger Gnosis and Fine Motor Skills to Numerical Abilities. <i>Frontiers in Psychology</i> , 2020, 11, 1012.	1.1	24
545	Confident or familiar? The role of familiarity ratings in adults' confidence judgments when estimating fraction magnitudes. <i>Metacognition and Learning</i> , 2020, 15, 215-231.	1.3	16
546	The radiation of auto-noetic consciousness in cognitive neuroscience: A functional neuroanatomy perspective. <i>Neuropsychologia</i> , 2020, 143, 107477.	0.7	17
547	Imagining and Experiencing the Self on Cognitive Maps. , 2020, , 311-331.		1
548	Mathematical Cognition. , 2020, , 311-318.		2
549	Numerical cognition in Brazil: a narrative review of a growing research field (<i>Cognition</i>) 41, 271-293.	0.1	1
550	Are the acuities of magnitude representations of different types and ranges of numbers related? Testing the core assumption of the integrated theory of numerical development. <i>Cognitive Development</i> , 2020, 54, 100888.	0.7	2
551	Gender differences in the development of semantic and spatial processing of numbers. <i>British Journal of Developmental Psychology</i> , 2020, 38, 391-414.	0.9	6
552	Parallel and serial processes in number-to-quantity conversion. <i>Cognition</i> , 2020, 204, 104387.	1.1	10
553	Domain-general cognitive functions fully explained growth in nonsymbolic magnitude representation but not in symbolic representation in elementary school children. <i>PLoS ONE</i> , 2020, 15, e0228960.	1.1	6
554	The spatial-numerical association of response codes effect and math skills: why related?. <i>Annals of the New York Academy of Sciences</i> , 2020, 1477, 5-19.	1.8	14
555	Visualizing Number: Instruction for Number System Knowledge in Second-Grade Classrooms. <i>Investigations in Mathematics Learning</i> , 2020, 12, 142-161.	0.7	0

#	ARTICLE	IF	CITATIONS
556	An integrated hierarchical model of 5th grade students' computational estimation strategies. <i>International Journal of Mathematical Education in Science and Technology</i> , 2021, 52, 84-106.	0.8	2
557	Modulation of general and specific cognitive precursors to early mathematical competencies in preschool children. <i>European Journal of Psychology of Education</i> , 2021, 36, 405-422.	1.3	2
558	Exploring the scaling law of geographical space: Gaussian versus Paretian thinking. <i>European Journal of Soil Science</i> , 2021, 72, 495-509.	1.8	6
559	Mastery of structured quantities like finger or dice patterns predict arithmetic performance. <i>Cognitive Processing</i> , 2021, 22, 93-104.	0.7	7
560	Gender differences in confidence during number-line estimation. <i>Metacognition and Learning</i> , 2021, 16, 157-178.	1.3	17
561	Location- and object-based attention enhance number estimation. <i>Attention, Perception, and Psychophysics</i> , 2021, 83, 7-17.	0.7	9
562	Investigating the utility of a kindergarten number line assessment compared to an early numeracy screening battery. <i>Early Childhood Research Quarterly</i> , 2021, 55, 119-128.	1.6	3
563	The averaging of numerosities: A psychometric investigation of the mental line. <i>Attention, Perception, and Psychophysics</i> , 2021, 83, 1152-1168.	0.7	2
564	Numerical Estimation and Mathematical Learning Methodology in Preschoolers. <i>Psychological Reports</i> , 2021, 124, 438-458.	0.9	2
565	Fostering number sense in low SES children: a comparison between low- and high-intensity interventions. <i>Mathematics Education Research Journal</i> , 2021, 33, 345-363.	0.9	6
566	Strategies and Accuracy in the Number Line Task in Colombian and Brazilian Deaf Children. , 2021, , 95-111.		0
567	Mental and Neural Foundations of Numerical Magnitude. , 2021, , 69-93.		0
568	Estimation in the primary mathematics curricula of the United Kingdom: Ambivalent expectations of an essential competence. <i>International Journal of Mathematical Education in Science and Technology</i> , 2022, 53, 2199-2225.	0.8	8
569	Range and distribution effects on number line placement. <i>Attention, Perception, and Psychophysics</i> , 2021, 83, 1673-1683.	0.7	0
570	EstratÁgias de estimativa numÁrica de quantidades. <i>Pro-PosiÃµes</i> , 0, 32, .	0.3	0
571	Numerical Magnitude Processing in Deaf Adolescents and Its Contribution to Arithmetical Ability. <i>Frontiers in Psychology</i> , 2021, 12, 584183.	1.1	3
572	Number line tasks and their relation to arithmetics in second to fourth graders. <i>Journal of Numerical Cognition</i> , 2021, 7, 20-41.	0.6	2
573	Can feedback, correct, and incorrect worked examples improve numerical magnitude estimation precision?. <i>Journal of Experimental Education</i> , 2023, 91, 20-45.	1.6	8

#	ARTICLE	IF	CITATIONS
574	Judging Numbers: Global and Local Contextual Effects in Individual and Group Data. <i>Psychological Record</i> , 0, , 1.	0.6	0
575	Predicting Middle School Profiles of Algebra Performance Using Fraction Knowledge. <i>Child Development</i> , 2021, 92, 1984-2005.	1.7	9
576	Two Dyscalculia Subtypes With Similar, Low Comorbidity Profiles: A Mixture Model Analysis. <i>Frontiers in Psychology</i> , 2021, 12, 589506.	1.1	9
577	Biological scaling analyses are more than statistical line fitting. <i>Journal of Experimental Biology</i> , 2021, 224, .	0.8	30
579	Math predictors of numeric health and non-health decision-making problems. <i>Journal of Numerical Cognition</i> , 2021, 7, 221-239.	0.6	2
580	Embodied multisensory training for learning in primary school children. , 2021, , .		4
581	Numeral order and the operationalization of the numerical system. <i>Quarterly Journal of Experimental Psychology</i> , 2022, 75, 406-421.	0.6	3
582	Visual-spatial skills contribute to Chinese reading and arithmetic for different reasons: A three-wave longitudinal study. <i>Journal of Experimental Child Psychology</i> , 2021, 208, 105142.	0.7	15
583	Number line development of Chilean children from preschool to the end of kindergarten. <i>Journal of Experimental Child Psychology</i> , 2021, 208, 105144.	0.7	5
584	Linking inhibitory control to math achievement via comparison of conflicting decimal numbers. <i>Cognition</i> , 2021, 214, 104767.	1.1	13
585	The new unbounded number line estimation task: A systematic literature review. <i>Acta Psychologica</i> , 2021, 219, 103366.	0.7	5
586	Numerical estimation strategies are correlated with math ability in school-aged children. <i>Cognitive Development</i> , 2021, 60, 101089.	0.7	7
587	When the brain comes into play: Neurofunctional correlates of emotions and reward in game-based learning. <i>Computers in Human Behavior</i> , 2021, 125, 106946.	5.1	29
588	Longitudinal relations between the approximate number system and symbolic number skills in preschool children. <i>Journal of Experimental Child Psychology</i> , 2021, 212, 105254.	0.7	7
589	Longitudinal Performance in Basic Numerical Skills Mediates the Relationship Between Socio-Economic Status and Mathematics Anxiety: Evidence From Chile. <i>Frontiers in Psychology</i> , 2020, 11, 611395.	1.1	3
590	Number Line Estimations, Place Value Understanding and Mathematics Achievement. <i>Journal of Education and Future</i> , 2021, , 37-47.	0.8	6
591	Working memory growth predicts mathematical problem-solving growth among emergent bilingual children. <i>Journal of Experimental Child Psychology</i> , 2021, 201, 104988.	0.7	6
592	Tier 3: Intensive Mathematics Intervention Strategies. , 2016, , 375-388.		3

#	ARTICLE	IF	CITATIONS
593	Formal and Informal Learning Environments: Using Games to Support Early Numeracy. , 2015, , 231-250.		9
594	Design of the Game-Based Learning Environment "Dudeman & Sidegirl: Operation Clean World," Numerical Magnitude Processing Training. , 2015, , 9-26.		3
595	The Role of Conceptual Subitising in the Development of Foundational Number Sense. , 2016, , 371-394.		14
596	The Physiology of Numerical Learning: From Neural Correlates to Embodied Trainings. , 2017, , 21-40.		1
597	Applying the Modification of Attributes, Affordances, Abilities, and Distance for Learning Framework to a Child's Multi-touch Interactions with an Idealized Number Line. ICME-13 Monographs, 2018, , 35-57.	1.0	5
598	and Analysis to Highlight Changes in Young Children's Developmental Progressions Using Mathematics Apps. Mathematics Education in the Digital Era, 2018, , 167-187.	0.2	2
599	There Is Nothing So Practical as a Good Theory. Psychology of Learning and Motivation - Advances in Research and Theory, 2011, 55, 171-197.	0.5	3
600	Language-specific numerical estimation in bilingual children. Journal of Experimental Child Psychology, 2020, 197, 104860.	0.7	3
601	Intertwining special education and mathematics education perspectives to design an intervention to improve student understanding of symbolic numerical magnitude. Journal of Mathematical Behavior, 2020, 59, 100782.	0.5	5
602	Basic numerical processing, calculation, and working memory in children with dyscalculia and/or ADHD symptoms. Zeitschrift Für Kinder- Und Jugendpsychiatrie Und Psychotherapie, 2016, 44, 365-375.	0.4	24
606	Psychophysics of Numerical Representation. Zeitschrift Fur Psychologie / Journal of Psychology, 2011, 219, 58-63.	0.7	9
607	Psychophysics of Numerical Representation. Zeitschrift Fur Psychologie / Journal of Psychology, 2011, 219, 64-70.	0.7	14
608	The better part of not knowing: Virtuous ignorance.. Developmental Psychology, 2016, 52, 31-45.	1.2	23
609	A unified framework for bounded and unbounded numerical estimation.. Developmental Psychology, 2017, 53, 1088-1097.	1.2	34
610	Knowing, applying, and reasoning about arithmetic: Roles of domain-general and numerical skills in multiple domains of arithmetic learning.. Developmental Psychology, 2017, 53, 2304-2318.	1.2	47
611	Spatial but not temporal numerosity thresholds correlate with formal math skills in children.. Developmental Psychology, 2018, 54, 458-473.	1.2	48
612	The importance of additive reasoning in children's mathematical achievement: A longitudinal study.. Journal of Educational Psychology, 2017, 109, 477-508.	2.1	36
613	Developmental change in the influence of domain-general abilities and domain-specific knowledge on mathematics achievement: An eight-year longitudinal study.. Journal of Educational Psychology, 2017, 109, 680-693.	2.1	111

#	ARTICLE	IF	CITATIONS
614	Latent class analysis of children with math difficulties and/or math learning disabilities: Are there cognitive differences?. <i>Journal of Educational Psychology</i> , 2018, 110, 931-951.	2.1	19
615	Sex differences in mathematics anxiety and attitudes: Concurrent and longitudinal relations to mathematical competence.. <i>Journal of Educational Psychology</i> , 2019, 111, 1447-1461.	2.1	36
616	Improving fraction understanding in sixth graders with mathematics difficulties: Effects of a number line approach combined with cognitive learning strategies.. <i>Journal of Educational Psychology</i> , 2020, 112, 628-648.	2.1	33
617	On the origins of logarithmic number-to-position mapping.. <i>Psychological Review</i> , 2016, 123, 637-666.	2.7	26
618	Who gains more: Experts or novices? The benefits of interaction under numerical uncertainty.. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 2018, 44, 1228-1239.	0.7	2
619	Validating a Number Sense Screening Tool for Use in Kindergarten and First Grade: Prediction of Mathematics Proficiency in Third Grade. <i>School Psychology Review</i> , 2010, 39, 181-195.	1.8	73
620	How Informal Learning Activities Can Promote Children's Numerical Knowledge. , 0, , 1135-1153.		22
621	Development of Quantitative Thinking. , 0, , 585-605.		16
622	The effectiveness of an adaptive digital educational game for the training of early numerical abilities in terms of cognitive, noncognitive and efficiency outcomes. <i>British Journal of Educational Technology</i> , 2021, 52, 112-124.	3.9	18
623	Adaptive computer assisted instruction (CAI) for students with dyscalculia (learning disability in) Tj ETQq1 1 0.784314 rgBT /Overlock 1		
624	Handbook of Mixed Membership Models and Their Applications. , 0, , .		59
625	Playing numerical board games improves number sense in children from low-income backgrounds. <i>British Journal of Educational Psychology</i> , 2010, , .	1.6	3
626	Missouri longitudinal study of mathematical development and disability. <i>British Journal of Educational Psychology</i> , 2010, , .	1.6	14
627	Number Concepts without Number Lines in an Indigenous Group of Papua New Guinea. <i>PLoS ONE</i> , 2012, 7, e35662.	1.1	45
628	Solving Math Problems Approximately: A Developmental Perspective. <i>PLoS ONE</i> , 2016, 11, e0155515.	1.1	15
629	Effects of Non-Symbolic Approximate Number Practice on Symbolic Numerical Abilities in Pakistani Children. <i>PLoS ONE</i> , 2016, 11, e0164436.	1.1	32
630	One-step "change" and "compare" word problems: Focusing on eye-movements. <i>Electronic Journal of Research in Educational Psychology</i> , 2017, 13, .	0.2	2
631	Web-based progress monitoring in first grade mathematics. <i>Frontline Learning Research</i> , 2013, 1, .	0.4	6

#	ARTICLE	IF	CITATIONS
632	Deficits in Basic Number Competencies May Cause Low Numeracy in Primary School Children. <i>Egitim Ve Bilim</i> , 2015, 40, .	0.1	8
633	EstratĖgias de estimativa na reta numĖrica. <i>Educar Em Revista</i> , 2018, 34, 205-221.	0.3	2
634	Desempenho em Estimativa NumĖrica de um Grupo de Alunos de 3Ė e 4Ė anos do Ensino Fundamental. <i>Bolema - Mathematics Education Bulletin</i> , 2018, 32, 156-171.	0.1	2
635	ESTIMACIĖN EN LA LĖNEA NUMĖRICA Y CĖLCULO ESCRITO Y MENTAL EN ALUMNADO DE 4Ė Y 5Ė DE EDUCACIĖN PRIMARIA. <i>International Journal of Developmental and Educational Psychology Revista INFAD De PsicologĖa</i> , 2017, 7, 453.	0.0	1
636	Effects of Using Dynamic Geometry Activities on Eighth Grade StudentsĖ Achievement Levels and Estimation Performances in Triangles. <i>Participatory Educational Research</i> , 2015, 2, 43-54.	0.4	4
637	Ortaokul Matematik Ėretmenlerinin Tahmin HakkĖndaki GĖrĖĖleri. <i>Necatibey EĖitim FakĖltesi Elektronik Fen Ve Matematik EĖitimi Dergisi</i> , 0, , 48-80.	0.5	8
640	Mental Distance in Children's Numerical Estimation. <i>Acta Psychologica Sinica</i> , 2010, 42, 569-580.	0.4	1
641	A Theoretical and Methodological Approach to Examine Young LearnersĖ Cognitive Engagement in Science Learning. , 0, , 64-83.		1
642	Understanding of Number Concepts and Number Operations through Games in Early Mathematics Education. <i>Creative Education</i> , 2015, 06, 1306-1315.	0.2	8
643	Number Sense: The Underpinning Understanding for Early Quantitative Literacy. <i>Numeracy</i> , 2012, 5, .	0.1	4
644	Number Comparison and Number Line Estimation Rely on Different Mechanisms. <i>Psychologica Belgica</i> , 2014, 53, 17.	1.0	24
645	The Development of Symbolic and Non-Symbolic Number Line Estimations: Three Developmental Accounts Contrasted Within Cross-Sectional and Longitudinal Data. <i>Psychologica Belgica</i> , 2016, 56, 382-405.	1.0	10
646	Student Magnitude Knowledge of Negative Numbers. <i>Journal of Numerical Cognition</i> , 2015, 1, 38-55.	0.6	13
647	Intensive math training does not affect approximate number acuity: Evidence from a three-year longitudinal curriculum intervention. <i>Journal of Numerical Cognition</i> , 2016, 2, 57-76.	0.6	15
648	Encoding ĖlivenessĖ improves first-gradersĖ estimation of numerical magnitudes. <i>Journal of Numerical Cognition</i> , 2017, 2, 190-201.	0.6	3
649	Domain-specific and domain-general training to improve kindergarten childrenĖs mathematics. <i>Journal of Numerical Cognition</i> , 2017, 3, 468-495.	0.6	35
650	How do different aspects of spatial skills relate to early arithmetic and number line estimation?. <i>Journal of Numerical Cognition</i> , 2017, 3, 309-343.	0.6	13
651	Narrowing the early mathematics gap: A play-based intervention to promote low-income preschoolersĖ number skills. <i>Journal of Numerical Cognition</i> , 2017, 3, 559-581.	0.6	31

#	ARTICLE	IF	CITATIONS
652	A comparison of methods for assessing performance on the number line estimation task. Journal of Numerical Cognition, 2018, 4, 554-571.	0.6	6
653	Preschool Children's Representation of Numbers on a Linear Number Line: Implications to Teaching and Learning of Number Concepts. IOSR Journal of Humanities and Social Science, 2013, 14, 87-92.	0.0	4
655	An Inquiry into the Effects of Early Childhood Teaching Factors and Home Environment Factors on Young Children's Concepts of Number. Korean Journal of Early Childhood Education, 2007, 27, 377-399.	0.0	1
656	Children's Developing Understanding of Number: Mind, Brain, and Culture. , 2010, , 129-148.		0
657	Neurociencias y Enseñanza de la Matemática. Prólogo de algunos retos educativos. Revista Iberoamericana De Educación, 2010, 51, 1-12.	0.2	3
658	Typical and Atypical Development of Basic Numerical Magnitude Representations: A Review of Behavioral and Neuroimaging Studies. , 2010, , 105-127.		3
659	Children's Strategies in Approximate Quantification. Current Psychology Letters: Behaviour, Brain & Cognition: CPL, 2010, , .	0.2	1
662	Exploration of the Hemispheric Differences in Number Processing of the Brain. Journal of Student Research, 2012, 1, 55-61.	0.0	0
664	A Review of the Neurocognitive Mechanisms of Number Sense. Korean Journal of Cognitive Science, 2013, 24, 271-300.	0.1	2
665	Using basic number processing tasks in determining students with mathematics disorder risk. Dusunen Adam, 2015, , 47-57.	0.0	2
666	Intelligenz und schulische Leistungen. , 2016, , 275-311.		0
667	Number Comparison Efficiency Mediates the Relationship between the Precision of Numberline Estimation and Math Achievement in Children. Korean Journal of Cognitive and Biological Psychology, 2017, 29, 165-172.	0.0	0
668	Development of the Computerized Mathematics Test in Korean Children and Adolescents. Soa'seongso'nyeon Jeongsin Yihag, 2017, 28, 174-182.	0.3	1
669	Sayı ve Öylemlerle İlgili Eğitim Materyallerinin Okul Öncesi Öğrenciler için Matematik Becerisine Etkisi. Elementary Education Online (discontinued), 2017, 16, 1777-1791.	0.8	6
670	SAYI TAHTASI OYUNUNUN DÖK SOSYO EKONOMİK DÖZ ZEYDEKİ 48-60 AYLIK ÖÇÜKLARIN SAYI GELİŞİMİNE ETKİSİ Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi, 0, , 402-423.	0.3	0
671	A Theoretical and Methodological Approach to Examine Young Learners' Cognitive Engagement in Science Learning. , 2018, , 763-784.		0
672	A study on the relationship between 'play' and 'learning': Focusing on metaphor analysis. Korean Journal of Early Childhood Education, 2018, 38, 211-231.	0.0	2
673	Diferentes habilidades de estimativa: um estudo de comparação entre desempenho em tarefas. Ciência & Educação, 2019, 25, 43-56.	0.4	0

#	ARTICLE	IF	CITATIONS
674	Estimativa numérica de quantidades: um estudo de comparação entre crianças e adultos. <i>Educacao E Pesquisa</i> , 0, 45, .	0.4	1
675	App diseñada para el entrenamiento de la matemática temprana. La estimación en la recta numérica. <i>International Journal of Developmental and Educational Psychology Revista INFAD De Psicología</i> , 2019, 3, 133.	0.0	0
676	Developmental change in number line estimation: A strategy-based perspective.. <i>Canadian Journal of Experimental Psychology</i> , 2019, 73, 144-156.	0.7	1
677	O que as pesquisas em educação matemática apontam sobre estimativas numéricas de crianças?. <i>Zetetike</i> , 0, 27, e019025.	0.1	0
678	Estimativa numérica, memória de trabalho e raciocínio quantitativo. <i>Zetetike</i> , 0, 28, e020022.	0.1	0
679	What applying growth mixture modeling can tell us about predictors of number line estimation. <i>Journal of Numerical Cognition</i> , 2020, 6, 66-82.	0.6	1
680	The relationship between mental rotation and arithmetic: do number line estimation, working memory, or place value concept matter?. <i>British Journal of Educational Psychology</i> , 2021, 91, 793-810.	1.6	5
681	Approximate number system discrimination training for 7-8 year olds improves approximate, but not exact, arithmetics, and only in children with low pre-training arithmetic scores. <i>Journal of Numerical Cognition</i> , 2020, 6, 275-303.	0.6	4
682	Building a Strong Conception of the Number Line. <i>The Mathematics Teacher</i> , 2020, 113, 18-24.	0.1	4
684	Language and Reasoning by Entropy Fractals. <i>Signals</i> , 2021, 2, 754-770.	1.2	1
685	Domain general and specific contributions to algebra: A sequenced longitudinal path model. <i>Contemporary Educational Psychology</i> , 2022, 68, 102026.	1.6	2
686	Supporting Learning Trajectories for the Development of Number Concept: Digital Games. <i>Kuramsal Eğitim Bilim Dergisi</i> , 2020, 13, 663-684.	0.2	6
687	Fraction magnitude: Mapping between symbolic and spatial representations of proportion. <i>Journal of Numerical Cognition</i> , 2020, 6, 204-230.	0.6	5
689	Conceptual replication and extension of the relation between the number line estimation task and mathematical competence across seven studies. <i>Journal of Numerical Cognition</i> , 2021, 7, 435-452.	0.6	7
691	The effect of augmented virtuality on financial decision-making among adults and children. <i>Virtual Reality</i> , 0, , 1.	4.1	0
692	Entropy, Chaos, and Language. <i>Advances in Computational Intelligence and Robotics Book Series</i> , 2022, , 331-370.	0.4	0
693	Number sense, trading decisions and mispricing: An experiment. <i>Journal of Economic Dynamics and Control</i> , 2022, 135, 104293.	0.9	1
694	Numeracy skills mediate the relation between executive function and mathematics achievement in early childhood. <i>Cognitive Development</i> , 2022, 62, 101154.	0.7	11

#	ARTICLE	IF	CITATIONS
695	Predicting mathematics achievement from subdomains of early number competence: Differences by grade and achievement level. <i>Journal of Experimental Child Psychology</i> , 2022, 217, 105354.	0.7	4
696	Relating mathematical abilities to numerical skills and executive functions in informal and formal schooling. <i>BMC Psychology</i> , 2022, 10, 27.	0.9	2
697	Numerical Training Videos and Early Numerical Achievement: A Study on 3-Year-Old Preschoolers. <i>Brain Sciences</i> , 2022, 12, 88.	1.1	3
698	Summary accuracy feedback and the left digit effect in number line estimation. <i>Memory and Cognition</i> , 2022, 50, 1789-1803.	0.9	5
699	Relational language influences young children's number relation skills. <i>Child Development</i> , 2022, 93, 956-972.	1.7	7
700	Large number placements on a bounded number line: The importance of explanations. <i>School Science and Mathematics</i> , 2022, 122, 110-122.	0.5	0
701	Foundational Considerations. , 2022, , 216-241.		0
702	Development of Numerical Knowledge. , 2022, , 361-382.		0
703	Transforming social perspectives with cognitive maps. <i>Social Cognitive and Affective Neuroscience</i> , 2022, 17, 939-955.	1.5	3
704	Improving mathematics performance in 7-year-old children: Training the mapping from estimated quantities to Arabic digits. <i>Journal of Numerical Cognition</i> , 2022, 8, 123-147.	0.6	4
705	How does working memory matter in young children's arithmetic skills: The mediating role of basic number processing. <i>Current Psychology</i> , 2022, , 1-13.	1.7	0
706	Development of the Mental Number Line Representation of Numbers 0-10 and Its Relationship to Mental Arithmetic. <i>Brain Sciences</i> , 2022, 12, 335.	1.1	4
707	Cognitive and academic growth among emergent bilingual children at risk and not at risk for math difficulties. <i>Journal of Experimental Child Psychology</i> , 2022, 219, 105389.	0.7	3
708	Analyzing the misperception of exponential growth in graphs. <i>Cognition</i> , 2022, 225, 105112.	1.1	7
709	The Transformative Impact of a Mathematical Mindset Experience Taught at Scale. <i>Frontiers in Education</i> , 2021, 6, .	1.2	7
710	A number-line task with a Bayesian active learning algorithm provides insights into the development of non-symbolic number estimation. <i>Psychonomic Bulletin and Review</i> , 2021, , 1.	1.4	2
711	The Role of the Home Learning Environment on Early Cognitive and Non-Cognitive Outcomes in Math and Reading. <i>Frontiers in Education</i> , 2021, 6, .	1.2	2
712	Contributions of orthographic awareness, letter knowledge, and patterning skills to Chinese literacy skills and arithmetic competence. <i>Educational Psychology</i> , 2022, 42, 530-548.	1.2	5

#	ARTICLE	IF	CITATIONS
725	Playing for the Future. <i>Advances in Early Childhood and K-12 Education</i> , 2022, , 416-451.	0.2	1
726	Present Bias in Renewable Resources Management Reduces Agent's Welfare. <i>Journal of Interdisciplinary Economics</i> , 0, , 026010792210880.	0.4	0
727	Revisiting the Relationship Between Number-Line Estimation and Basic Addition and Subtraction in Elementary School Children and Adults. <i>Journal of Cognitive Education and Psychology</i> , 2021, 20, 123-137.	0.2	0
729	Investigation of the computational estimation skills of and strategies employed by pre-service primary school teacher. <i>International Electronic Journal of Mathematics Education</i> , 2022, 17, em0689.	0.3	0
730	Teachers' Struggling in Identifying the Semiotic Potential of Mathematical Board Games. <i>Advances in Game-based Learning Book Series</i> , 2022, , 354-373.	0.2	0
732	Confidence in COVID problem solving: What factors predict adults' item-level metacognitive judgments on health-related math problems before and after an educational intervention?. <i>Metacognition and Learning</i> , 2022, 17, 989-1023.	1.3	4
733	Emergent math difficulties among English learners: can the odds be reduced?. <i>Child Neuropsychology</i> , 2023, 29, 136-164.	0.8	1
734	Spatial skills and number skills in preschool children: The moderating role of spatial anxiety. <i>Cognition</i> , 2022, 225, 105165.	1.1	4
735	Examining Temporal Memory and Flexible Retrieval of Conventional Time Knowledge across Middle to Late Childhood. <i>Journal of Cognition and Development</i> , 2022, 23, 571-589.	0.6	2
736	Examining first and second graders' number sense acuity and their mental representation using a numberline estimation task. <i>The Korean Journal of Developmental Psychology</i> , 2022, 35, 25-43.	0.2	0
737	How negative emotions affect young and older adults' numerosity estimation performance. <i>Quarterly Journal of Experimental Psychology</i> , 2023, 76, 1098-1110.	0.6	2
738	Developing mental number line games to improve young children's number knowledge and basic arithmetic skills. <i>Journal of Experimental Child Psychology</i> , 2022, 222, 105479.	0.7	3
740	Design and Analytic Features for Reducing Biases in Skill-Building Intervention Impact Forecasts. <i>Journal of Research on Educational Effectiveness</i> , 2023, 16, 271-299.	0.9	0
741	Vertical versus horizontal Spatial-Numerical Associations (SNA): A processing advantage for the vertical dimension. <i>PLoS ONE</i> , 2022, 17, e0262559.	1.1	2
742	Resoluções de problemas matemáticos: conceitos e precursores. <i>Conjeturas</i> , 2022, 22, 491-510.	0.0	0
743	The number line estimation task is a valid tool for assessing mathematical achievement: A population-level study with 6484 Luxembourgish ninth-graders. <i>Journal of Experimental Child Psychology</i> , 2023, 225, 105521.	0.7	7
744	Executive Functioning and Mathematical Skills Development: From Preschool to School. , 2022, , 67-84.		0
745	Contributions of the psychology of mathematical cognition in early childhood education using apps. <i>Frontiers in Psychology</i> , 0, 13, .	1.1	0

#	ARTICLE	IF	CITATIONS
746	The role of math anxiety in the relationship between approximate number system and math performance in young children. <i>Psychology in the Schools</i> , 0, , .	1.1	0
747	Whole Number Bias of Students in Fraction Number Line Tasks. <i>International Journal of Science and Mathematics Education</i> , 0, , .	1.5	0
748	Cognitive skills as predictors of elementary students'™ understanding of arithmetic concepts. <i>Ciência & Educação</i> , 0, 28, .	0.4	0
749	More linear than log? Non-symbolic number-line estimation in 3- to 5-year-old children. <i>Frontiers in Psychology</i> , 0, 13, .	1.1	1
750	Let's™ be rational: worked examples supplemented textbooks improve conceptual and fraction knowledge. <i>Educational Psychology</i> , 2023, 43, 1-21.	1.2	3
751	Longitudinal relationship between number line estimation and other mathematical abilities in Chinese preschool children. <i>Journal of Experimental Child Psychology</i> , 2023, 228, 105619.	0.7	2
752	Geodiversity and Geopedology in a Logarithmic Universe. , 2023, , 185-199.		0
753	Math computerized games in the classroom: A number line training in primary school children. <i>Progress in Brain Research</i> , 2023, , 1-33.	0.9	3
754	Rethinking Executive Functions in Mathematical Cognition. <i>Journal of Cognition and Development</i> , 2023, 24, 280-295.	0.6	7
755	How does the modern home environment impact children's mathematics knowledge? Evidence from Canadian elementary children's digital home numeracy practice (DHNP). <i>Journal of Computer Assisted Learning</i> , 0, , .	3.3	1
756	Using the Number Line to Develop Understanding of Whole Number Magnitude and Operations. <i>Intervention in School and Clinic</i> , 0, , 105345122311568.	0.8	0
757	A potential dissociation between perception and production version for bounded but not unbounded number line estimation. <i>Trends in Neuroscience and Education</i> , 2023, 31, 100202.	1.5	0
760	Numeracy, gist, literal thinking and the value of nothing in decision making. , 0, , .		1
761	The Number Line in the Elementary Classroom as a Vehicle for Mathematical Thinking. , 2023, , 175-191.		0
796	A model of time in natural linguistic reasoning. , 2024, , 59-92.		0