

# CITATION REPORT

List of articles citing

The contribution of executive functions to emergent mathematic skills in preschool children

DOI: 10.1207/s15326942dn2601\_6

Developmental Neuropsychology, 2004, 26, 465-86.

**Source:** <https://exaly.com/paper-pdf/37444149/citation-report.pdf>

**Version:** 2024-04-28

This report has been generated based on the citations recorded by exaly.com for the above article. For the latest version of this publication list, visit the link given above.

The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

#	Paper	IF	Citations
490	Using developmental, cognitive, and neuroscience approaches to understand executive control in young children. <i>Developmental Neuropsychology</i> , <b>2004</b> , 26, 379-84	1.8	73
489	Arithmetic skills and their cognitive correlates in children with acquired and congenital brain disorder. <b>2005</b> , 11, 249-62		31
488	Cortisol reactivity is positively related to executive function in preschool children attending head start. <b>2005</b> , 76, 554-67		304
487	Inhibitory processes in young children and individual variation in short-term memory. <i>Developmental Neuropsychology</i> , <b>2005</b> , 28, 669-88	1.8	64
486	Developmentally sensitive measures of executive function in preschool children. <i>Developmental Neuropsychology</i> , <b>2005</b> , 28, 595-616	1.8	1024
485	Working Memory, Executive Functioning, and Children's Mathematics. <b>2006</b> , 93-123		8
484	Executive functions and achievements in school: Shifting, updating, inhibition, and working memory. <b>2006</b> , 59, 745-59		756
483	Measuring School Readiness: Conceptual and Practical Considerations. <b>2006</b> , 17, 7-41		152
482	Cognitive characteristics of children with mathematics learning disability (MLD) vary as a function of the cutoff criterion used to define MLD. <b>2007</b> , 40, 458-78		235
481	Biological systems and the development of self-regulation: integrating behavior, genetics, and psychophysiology. <b>2007</b> , 28, 409-20		95
480	The development of strategy use in elementary school children: working memory and individual differences. <i>Journal of Experimental Child Psychology</i> , <b>2007</b> , 96, 284-309	2.3	153
479	Perinatal pH and neuropsychological outcomes at age 3 years in children born preterm: an exploratory study. <i>Developmental Neuropsychology</i> , <b>2007</b> , 32, 669-82	1.8	14
478	The speed of magnitude processing and executive functions in controlled and automatic number comparison in children: an electro-encephalography study. <b>2007</b> , 3, 23		60
477	The contribution of working memory to children's mathematical word problem solving. <b>2007</b> , 21, 1201-1216		69
476	With a little help from my friends?: Self-regulation in groups of young children. <b>2007</b> , 28, 584-605		24
475	Relating effortful control, executive function, and false belief understanding to emerging math and literacy ability in kindergarten. <b>2007</b> , 78, 647-63		1929
474	Educational Neuroscience: Defining a New Discipline for the Study of Mental Representations. <b>2007</b> , 1, 114-127		79

473	A longitudinal assessment of executive function skills and their association with math performance. <b>2007</b> , 13, 18-45		199
472	Individual differences in non-verbal number acuity correlate with maths achievement. <b>2008</b> , 455, 665-8		1015
471	Korean preschoolers' advanced inhibitory control and its relation to other executive skills and mental state understanding. <b>2008</b> , 79, 80-99		154
470	Is There a Role for Executive Functions in the Development of Mathematics Ability?. <b>2008</b> , 2, 80-89		44
469	Training Theory of Mind and Executive Control: A Tool for Improving School Achievement?. <b>2008</b> , 2, 122-127		31
468	Neurocognitive and Temperamental Systems of Self-Regulation and Early Adolescents' Social and Academic Outcomes. <b>2008</b> , 2, 177-187		53
467	Short-term memory, working memory, and executive functioning in preschoolers: longitudinal predictors of mathematical achievement at age 7 years. <i>Developmental Neuropsychology</i> , <b>2008</b> , 33, 205-218		992
466	Cognitive abilities as precursors of the early acquisition of mathematical skills during first through second grades. <i>Developmental Neuropsychology</i> , <b>2008</b> , 33, 229-50	1.8	122
465	Human Neuropsychology. <b>2008</b> , 171-219		5
464	Executive functions and school readiness intervention: impact, moderation, and mediation in the Head Start REDI program. <b>2008</b> , 20, 821-43		497
463	La mesure des fonctions exécutives chez les enfants d'âge préscolaire.. <b>2008</b> , 49, 323-341		12
462	Preterm infant hippocampal volumes correlate with later working memory deficits. <b>2008</b> , 131, 2986-94		152
461	Developmental change in the acuity of the "Number Sense": The Approximate Number System in 3-, 4-, 5-, and 6-year-olds and adults. <i>Developmental Psychology</i> , <b>2008</b> , 44, 1457-65	3.7	601
460	Emotion and Cognition Processes in Preschool Children. <b>2008</b> , 54, 102-124		68
459	. <b>2009</b> ,		29
458	Developmental origins of early antisocial behavior. <b>2009</b> , 21, 1095-109		93
457	Individual Differences in Early Numeracy: The Role of Executive Functions and Subitizing. <b>2009</b> , 27, 226-236		118
456	Meta-analysis of neurobehavioral outcomes in very preterm and/or very low birth weight children. <b>2009</b> , 124, 717-28		1073

455	The contribution of inhibitory control to preschoolers' social-emotional competence. <i>Journal of Applied Developmental Psychology</i> , <b>2009</b> , 30, 310-320	2.5	158
454	Mathematical development in spina bifida. <b>2009</b> , 15, 28-34		22
453	Mathematical learning disability in girls with Turner syndrome: a challenge to defining MLD and its subtypes. <b>2009</b> , 15, 35-44		25
452	Using the antisaccade task to investigate the relationship between the development of inhibition and the development of intelligence. <b>2009</b> , 12, 272-88		23
451	Arithmetic difficulties in children with cerebral palsy are related to executive function and working memory. <b>2009</b> , 50, 824-33		65
450	Early gender differences in self-regulation and academic achievement.. <b>2009</b> , 101, 689-704		383
449	A structural model of algebra achievement: computational fluency and spatial visualisation as mediators of the effect of working memory on algebra achievement. <b>2009</b> , 29, 239-266		65
448	Parent-delivered compensatory education for children at risk of educational failure: Improving the academic and self-regulatory skills of a Sure Start preschool sample. <b>2009</b> , 100, 773-97		27
447	A structured observation of behavioral self-regulation and its contribution to kindergarten outcomes. <i>Developmental Psychology</i> , <b>2009</b> , 45, 605-19	3.7	546
446	Growth mixture modeling of academic achievement in children of varying birth weight risk. <i>Neuropsychology</i> , <b>2009</b> , 23, 460-474	3.8	20
445	The Development of Cognitive Skills and Gains in Academic School Readiness for Children from Low-Income Families. <b>2010</b> , 102, 43-53		448
444	Going Down to the Crossroads: Neuroendocrinology, Developmental Psychobiology, and Prospects for Research at the Intersection of Neuroscience and Education. <b>2010</b> , 4, 182-187		3
443	From external regulation to self-regulation: early parenting precursors of young children's executive functioning. <b>2010</b> , 81, 326-39		828
442	Relations between physiological and cognitive regulatory systems: infant sleep regulation and subsequent executive functioning. <b>2010</b> , 81, 1739-52		122
441	. <b>2010</b> ,		119
440	. <b>2010</b> ,		19
439	Infant and Early Childhood Exposure to Adult-Directed and Child-Directed Television Programming: Relations with Cognitive Skills at Age Four. <b>2010</b> , 56, 21-48		142
438	Attentional networks efficiency in preterm children. <b>2010</b> , 16, 130-7		34

437	Les fonctions exécutives chez l'enfant: Concepts et développement.. <b>2010</b> , 51, 149-163		27
436	Memory Strategies and Retrieval Success in Preschool Children: Relations to Maternal Behavior Over Time. <b>2010</b> , 11, 159-184		8
435	Early Childhood as a Foundation for Civic Engagement. <b>2010</b> , 249-275		26
434	The Evidence Base for Improving School Outcomes by Addressing the Whole Child and by Addressing Skills and Attitudes, Not Just Content. <b>2010</b> , 21, 780-793		97
433	The contribution of executive functioning to academic achievement among male adolescents. <b>2010</b> , 32, 455-62		83
432	Contributions of Attentional Control to Socioemotional and Academic Development. <b>2010</b> , 21, 744-764		66
431	Preschool executive functioning abilities predict early mathematics achievement. <i>Developmental Psychology</i> , <b>2010</b> , 46, 1176-1191	3.7	407
430	Contributions of hot and cool self-regulation to preschool disruptive behavior and academic achievement. <i>Developmental Neuropsychology</i> , <b>2011</b> , 36, 162-80	1.8	162
429	Executive functions in learning processes: Do they benefit from physical activity?. <b>2011</b> , 6, 208-222		65
428	The development of inhibitory control: an averaged and single-trial Lateralized Readiness Potential study. <b>2011</b> , 57, 671-85		33
427	Executive functions as predictors of math learning disabilities. <b>2011</b> , 44, 521-32		149
426	Preschool executive control on the Shape School task: measurement considerations and utility. <i>Psychological Assessment</i> , <b>2011</b> , 23, 31-43	5.3	16
425	Age-related changes in children's executive functions and strategy selection: A study in computational estimation. <i>Cognitive Development</i> , <b>2011</b> , 26, 282-282	1.7	44
424	Examining the link between preschool social-emotional competence and first grade academic achievement: The role of attention skills. <i>Early Childhood Research Quarterly</i> , <b>2011</b> , 26, 182-191	3.3	114
423	Relations between Executive Function and Academic Achievement from Ages 5 to 17 in a Large, Representative National Sample. <b>2011</b> , 21, 327-336		641
422	Demographic and familial predictors of early executive function development: contribution of a person-centered perspective. <i>Journal of Experimental Child Psychology</i> , <b>2011</b> , 108, 638-62	2.3	177
421	Investigating the links between the subcomponents of executive function and academic achievement: a cross-cultural analysis of Chinese and American preschoolers. <i>Journal of Experimental Child Psychology</i> , <b>2011</b> , 108, 677-92	2.3	257
420	The role of the executive functions in school achievement at the end of Grade 1. <i>Journal of Experimental Child Psychology</i> , <b>2011</b> , 109, 158-73	2.3	157

419	Intelligence and Motivation. 748-770		9
418	The Influence of Demographic Risk Factors on Children's Behavioral Regulation in Prekindergarten and Kindergarten. <b>2011</b> , 22, 461-488		103
417	Verbal ability and executive functioning development in preschoolers at head start. <i>Developmental Psychology</i> , <b>2011</b> , 47, 404-16	3.7	189
416	CSRP's Impact on low-income preschoolers' preacademic skills: self-regulation as a mediating mechanism. <b>2011</b> , 82, 362-78		485
415	Using confirmatory factor analysis to understand executive control in preschool children: sources of variation in emergent mathematic achievement. <b>2011</b> , 14, 679-92		102
414	Modeling a cascade of effects: the role of speed and executive functioning in preterm/full-term differences in academic achievement. <b>2011</b> , 14, 1161-75		191
413	The Importance of Executive Function in Early Science Education. <b>2011</b> , 5, 298-304		22
412	Computerized working memory training improves function in adolescents born at extremely low birth weight. <b>2011</b> , 158, 555-561.e4		89
411	Cognitive control goes to school: The impact of executive functions on academic performance. <b>2011</b> , 11, 240-244		24
410	Influence of Self-Regulation on the Development of Children's Number Sense. <b>2011</b> , 39, 239-247		27
409	The temperament of preterm infant in preschool age. <b>2011</b> , 37, 4		9
408	EEG power and coherence during preschoolers' performance of an executive function battery. <b>2011</b> , 53, 771-84		18
407	Behavioral Regulation and Early Academic Achievement in Taiwan. <b>2011</b> , 22, 1-28		46
406	Language delays of impoverished preschool children in relation to early academic and emotion recognition skills. <b>2011</b> , 31, 164-194		69
405	Measuring behavioral regulation in four societies. <i>Psychological Assessment</i> , <b>2011</b> , 23, 364-78	5.3	111
404	Test-retest reliability of a new executive function battery for use in early childhood. <b>2011</b> , 17, 564-79		67
403	Executive function in early childhood: longitudinal measurement invariance and developmental change. <i>Psychological Assessment</i> , <b>2012</b> , 24, 418-31	5.3	211
402	Acute aerobic exercise impacts selective attention: an exceptional boost in lower-income children. <b>2012</b> , 32, 821-834		29

401	Examining an executive function rating scale as a predictor of achievement in children at risk for behavior problems. <b>2012</b> , 27, 236-246		17
400	The measurement of executive function at age 5: psychometric properties and relationship to academic achievement. <i>Psychological Assessment</i> , <b>2012</b> , 24, 226-39	5.3	169
399	Early Childhood Predictors of Post-Kindergarten Executive Function: Behavior, Parent-Report, and Psychophysiology. <b>2012</b> , 23, 59-73		33
398	References. <b>2012</b> , 529-685		
397	High-Quality School-Based Pre-K Can Boost Early Learning for Children with Special Needs. <b>2012</b> , 78, 471-490		37
396	Cognitive predictors of academic achievement in young children 1 year after traumatic brain injury. <i>Neuropsychology</i> , <b>2012</b> , 26, 314-22	3.8	31
395	Multimodal imaging of the self-regulating developing brain. <b>2012</b> , 109, 19620-5		169
394	Assessing executive function in preschoolers. <b>2012</b> , 22, 345-60		131
393	Salivary alpha-amylase and cortisol in infancy and toddlerhood: direct and indirect relations with executive functioning and academic ability in childhood. <b>2012</b> , 37, 1700-11		44
392	Is preschool executive function causally related to academic achievement?. <b>2012</b> , 18, 79-91		83
391	Early Numeracy Intervention for Low-Performing Kindergartners. <b>2012</b> , 34, 243-264		22
390	Preschool children's development in classic Montessori, supplemented Montessori, and conventional programs. <b>2012</b> , 50, 379-401		85
389	How do different aspects of self-regulation predict successful adaptation to school?. <i>Journal of Experimental Child Psychology</i> , <b>2012</b> , 113, 353-71	2.3	104
388	An envisioned bridge: schooling as a neurocognitive developmental institution. <b>2012</b> , 2 Suppl 1, S6-17		32
387	Does executive function mediate SES and home quality associations with academic readiness?. <i>Early Childhood Research Quarterly</i> , <b>2012</b> , 27, 416-425	3.3	104
386	Refining the Preschool Self-regulation Assessment for Use in Preschool Classrooms. <b>2012</b> , 21, 596-616		37
385	Executive function deficits in preschool children with ADHD and DBD. <b>2012</b> , 53, 111-9		116
384	The profile of executive function in very preterm children at 4 to 12 years. <b>2012</b> , 54, 247-53		95

383	Temperament and Social Problem Solving Competence in Preschool: Influences on Academic Skills in Early Elementary School. <b>2012</b> , 21, 761-779		19
382	Patterns of school readiness forecast achievement and socioemotional development at the end of elementary school. <b>2012</b> , 83, 282-99		108
381	Commonalities and Differences in the Research on Children's Effortful Control and Executive Function: A Call for an Integrated Model of Self-Regulation. <b>2012</b> , 6, 112-121		231
380	The Promotion of Self-Regulation as a Means of Enhancing School Readiness and Early Achievement in Children at Risk for School Failure. <b>2012</b> , 6, 122-128		245
379	Separating the fish from the sharks: a longitudinal study of preschool response inhibition. <b>2012</b> , 83, 1245-61		74
378	The development of executive functions and early mathematics: a dynamic relationship. <b>2012</b> , 82, 100-19		158
377	Domain-specific and domain-general precursors of mathematical achievement: a longitudinal study from kindergarten to first grade. <b>2012</b> , 82, 42-63		141
376	Mobile innovations, executive functions, and educational developments in conflict zones: a case study from Palestine. <b>2012</b> , 60, 175-192		10
375	The contribution of executive function and social understanding to preschoolers' letter and math skills. <i>Cognitive Development</i> , <b>2013</b> , 28, 331-349	1.7	40
374	The link between logic, mathematics and imagination: evidence from children with developmental dyscalculia and mathematically gifted children. <b>2013</b> , 16, 542-53		40
373	Individual differences in attention deficit hyperactivity disorder symptoms and associated executive dysfunction and traits: sex, ethnicity, and family income. <b>2013</b> , 83, 165-75		23
372	Accelerating the early numeracy development of kindergartners with limited working memory skills through remedial education. <b>2013</b> , 34, 745-55		21
371	Working memory and mathematics in primary school children: A meta-analysis. <b>2013</b> , 10, 29-44		264
370	Developmental dyscalculia: Fresh perspectives. <i>Trends in Neuroscience and Education</i> , <b>2013</b> , 2, 33-37	3.7	34
369	Developmental dyscalculia is related to visuo-spatial memory and inhibition impairment. <b>2013</b> , 49, 2674-88		248
368	Executive functions in early learning: Extending the relationship between executive functions and school readiness to science. <b>2013</b> , 26, 81-88		70
367	Executive function mediates socio-economic and racial differences in early academic achievement. <i>Early Childhood Research Quarterly</i> , <b>2013</b> , 28, 774-783	3.3	108
366	The development of early numeracy ability in kindergartners with limited working memory skills. <b>2013</b> , 25, 45-54		10



365	Shifting ability predicts math and reading performance in children: A meta-analytical study. <b>2013</b> , 23, 1-9		206
364	Relations among peer acceptance, inhibitory control, and math achievement in early adolescence. <i>Journal of Applied Developmental Psychology</i> , <b>2013</b> , 34, 45-51	2.5	34
363	The role of executive functions in numerical magnitude skills. <b>2013</b> , 24, 145-151		62
362	Working memory development in monolingual and bilingual children. <i>Journal of Experimental Child Psychology</i> , <b>2013</b> , 114, 187-202	2.3	283
361	The neural development of response inhibition in 5- and 6-year-old preschoolers: an ERP and EEG study. <i>Developmental Neuropsychology</i> , <b>2013</b> , 38, 301-16	1.8	19
360	Mathematical outcomes and working memory in children with TBI and orthopedic injury. <b>2013</b> , 19, 254-63		9
359	Cognitive Control Predicts Academic Achievement in Kindergarten Children. <b>2013</b> , 7, 40-48		11
358	REFERENCES. <b>2013</b> , 78, 109-125		
357	Want to Optimize Executive Functions and Academic Outcomes? Simple, Just Nourish the Human Spirit. <b>2013</b> , 203-230		11
356	Individual differences in executive functioning predict preschoolers' improvement from theory-of-mind training. <i>Developmental Psychology</i> , <b>2013</b> , 49, 1615-27	3.7	102
355	Relation of neural structure to persistently low academic achievement: a longitudinal study of children with differing birth weights. <i>Neuropsychology</i> , <b>2013</b> , 27, 364-377	3.8	11
354	Reactivity, Regulation, and Remembering: Associations between Temperament and Memory. <b>2013</b> , 665-687		2
353	Memory in Schools. <b>2013</b> , 836-864		2
352	Individual differences in inhibitory control, not non-verbal number acuity, correlate with mathematics achievement. <i>PLoS ONE</i> , <b>2013</b> , 8, e67374	3.7	304
351	Visual stimulus parameters seriously compromise the measurement of approximate number system acuity and comparative effects between adults and children. <i>Frontiers in Psychology</i> , <b>2013</b> , 4, 444	3.4	107
350	Executive Functions in 5- to 8-Year Olds: Developmental Changes and Relationship to Academic Achievement. <b>2013</b> , 3,		33
349	The Development of Cognitive Control From Infancy Through Childhood. <b>2013</b> ,		3
348	. <b>2013</b> ,		1

347	Preschoolers' dot enumeration abilities are markers of their arithmetic competence. <i>PLoS ONE</i> , <b>2014</b> , 9, e94428	3-7	31
346	Predicting first-grade mathematics achievement: the contributions of domain-general cognitive abilities, nonverbal number sense, and early number competence. <i>Frontiers in Psychology</i> , <b>2014</b> , 5, 272	3-4	65
345	Causal Relations among Executive Functions and Academic Skills from Preschool to End of First Grade. <b>2014</b> , 4,		5
344	What's mom got to do with it? Contributions of maternal executive function and caregiving to the development of executive function across early childhood. <b>2014</b> , 17, 224-38		106
343	Previous reward decreases errors of commission on later 'No-Go' trials in children 4 to 12 years of age: evidence for a context monitoring account. <b>2014</b> , 17, 797-807		19
342	The Co-Occurring Development of Executive Function Skills and Receptive Vocabulary in Preschool-Aged Children: A Look at the Direction of the Developmental Pathways. <b>2014</b> , 23, 4-21		82
341	Time estimation deficits in childhood mathematics difficulties. <b>2014</b> , 47, 450-61		12
340	The role of the executive functions in school readiness among preschool-age children. <b>2014</b> , 27, 749-768		54
339	Executive Functioning and Mathematics Achievement. <b>2014</b> , 8, 36-41		249
338	Planning in middle childhood: early predictors and later outcomes. <b>2014</b> , 85, 1446-60		22
337	Clarifying inhibitory control: Diversity and development of attentional inhibition. <i>Cognitive Development</i> , <b>2014</b> , 31, 1-21	1-7	49
336	Examining the Validity of Behavioral Self-Regulation Tools in Predicting Preschoolers' Academic Achievement. <b>2014</b> , 25, 641-660		73
335	Longitudinal relations among parents' reactions to children's negative emotions, effortful control, and math achievement in early elementary school. <b>2014</b> , 85, 1932-47		14
334	Learning-related skills and academic achievement in academically at-risk first graders. <i>Journal of Applied Developmental Psychology</i> , <b>2014</b> , 35, 433-443	2-5	12
333	Early Behavioral Self-Regulation, Academic Achievement, and Gender: Longitudinal Findings From France, Germany, and Iceland. <b>2014</b> , 18, 90-109		79
332	Randomized controlled trial of maternal omega-3 long-chain PUFA supplementation during pregnancy and early childhood development of attention, working memory, and inhibitory control. <b>2014</b> , 99, 851-9		50
331	Explaining Variability: Numerical Representations in 4- to 8-Year-Old Children. <b>2014</b> , 15, 325-344		17
330	A novel executive function battery for preschoolers: Sensitivity to age differences. <b>2014</b> , 20, 713-36		63

329	Do children with cerebral palsy benefit from computerized working memory training? Study protocol for a randomized controlled trial. <b>2014</b> , 15, 269		10
328	Improving School Readiness in Preschoolers with Behavior Problems: Results from a Summer Treatment Program. <b>2014</b> , 36, 555-569		45
327	Explaining common variance shared by early numeracy and literacy. <b>2014</b> , 27, 631-648		17
326	Cognitive components of a mathematical processing network in 9-year-old children. <b>2014</b> , 17, 506-24		92
325	Associations Among Parental Education, Home Environment Quality, Effortful Control, and Preacademic Knowledge. <i>Journal of Applied Developmental Psychology</i> , <b>2014</b> , 35, 304-315	2.5	24
324	The role of the working memory and language skills in the prediction of word problem solving in 4- to 7-year-old children. <b>2014</b> , 34, 674-696		17
323	Working memory and language: skill-specific or domain-general relations to mathematics?. <i>Journal of Experimental Child Psychology</i> , <b>2014</b> , 122, 104-21	2.3	97
322	Skills underlying mathematics: The role of executive function in the development of mathematics proficiency. <i>Trends in Neuroscience and Education</i> , <b>2014</b> , 3, 63-68	3.7	284
321	Domain-general mediators of the relation between kindergarten number sense and first-grade mathematics achievement. <i>Journal of Experimental Child Psychology</i> , <b>2014</b> , 118, 78-92	2.3	84
320	Social skills and problem behaviors as mediators of the relationship between behavioral self-regulation and academic achievement. <i>Early Childhood Research Quarterly</i> , <b>2014</b> , 29, 298-309	3.3	75
319	Promoting theory of mind during middle childhood: a training program. <i>Journal of Experimental Child Psychology</i> , <b>2014</b> , 126, 52-67	2.3	78
318	Explaining numeracy development in weak performing kindergartners. <i>Journal of Experimental Child Psychology</i> , <b>2014</b> , 124, 97-111	2.3	39
317	Contributions of executive function and spatial skills to preschool mathematics achievement. <i>Journal of Experimental Child Psychology</i> , <b>2014</b> , 126, 37-51	2.3	178
316	Relations between inhibitory control and the development of academic skills in preschool and kindergarten: a meta-analysis. <i>Developmental Psychology</i> , <b>2014</b> , 50, 2368-79	3.7	190
315	Self-regulation assessment among preschoolers with externalizing behavior problems. <i>Psychological Assessment</i> , <b>2015</b> , 27, 1337-48	5.3	34
314	Multiple aspects of self-regulation uniquely predict mathematics but not letter-word knowledge in the early elementary grades. <i>Developmental Psychology</i> , <b>2015</b> , 51, 459-72	3.7	119
313	When prior knowledge interferes, inhibitory control matters for learning: The case of numerical magnitude representations.. <b>2015</b> , 107, 1035-1050		15
312	Early childhood memory and attention as predictors of academic growth trajectories.. <b>2015</b> , 107, 771-788		34

311	Training counting skills and working memory in preschool. <b>2015</b> , 56, 363-70		10
310	Abacus Training Affects Math and Task Switching Abilities and Modulates Their Relationships in Chinese Children. <i>PLoS ONE</i> , <b>2015</b> , 10, e0139930	3-7	13
309	The impact of motivation and teachers' autonomy support on children's executive functions. <i>Frontiers in Psychology</i> , <b>2015</b> , 6, 146	3-4	16
308	Inhibitory control may not explain the link between approximation and math abilities in kindergarteners from middle class families. <i>Frontiers in Psychology</i> , <b>2015</b> , 6, 685	3-4	64
307	How do different components of Effortful Control contribute to children's mathematics achievement?. <i>Frontiers in Psychology</i> , <b>2015</b> , 6, 1383	3-4	12
306	Human Neuropsychology. <b>2015</b> , 183-235		2
305	Television and children's executive function. <b>2015</b> , 48, 219-48		33
304	The development of (non-)symbolic comparison skills throughout kindergarten and their relations with basic mathematical skills. <b>2015</b> , 38, 10-17		34
303	Are Approaches to Learning in Kindergarten Associated with Academic and Social Competence Similarly?. <b>2015</b> , 44, 757-776		36
302	The role of cognitive inhibition in different components of arithmetic. <b>2015</b> , 47, 771-782		55
301	Early language and executive skills predict variations in number and arithmetic skills in children at family-risk of dyslexia and typically developing controls. <b>2015</b> , 38, 53-62		34
300	Structure of executive functions in typically developing kindergarteners. <i>Journal of Experimental Child Psychology</i> , <b>2015</b> , 140, 120-39	2-3	52
299	Indirect and Direct Relationships Between Self-Regulation and Academic Achievement During the Nursery/Elementary School Transition of French Students. <b>2015</b> , 26, 685-707		12
298	The Potential for School-Based Interventions That Target Executive Function to Improve Academic Achievement: A Review. <b>2015</b> , 85, 512-552		289
297	The Development of Executive Function. <b>2015</b> , 1-53		35
296	The Association Between Teachers' Child-Centered Beliefs and Children's Academic Achievement: The Indirect Effect of Children's Behavioral Self-regulation. <b>2015</b> , 44, 309-325		16
295	The effect of inhibitory control on general mathematics achievement and fraction comparison in middle school children. <b>2015</b> , 47, 801-811		26
294	Inhibitory control in preschool predicts early math skills in first grade: Evidence from an ethnically diverse sample. <b>2015</b> , 39, 139-149		29

293	Evolutionary and Developmental Continuities in Numerical Cognition. <b>2015</b> , 1, 123-144		4
292	Impulsivity and the association between the feedback-related negativity and performance on an inhibitory control task in young at-risk children. <b>2015</b> , 52, 704-13		10
291	How preschool executive functioning predicts several aspects of math achievement in Grades 1 and 3: A longitudinal study. <i>Journal of Experimental Child Psychology</i> , <b>2015</b> , 140, 38-55	2.3	57
290	Residential Mobility, Inhibitory Control, and Academic Achievement in Preschool. <b>2015</b> , 26, 189-208		25
289	Attention and basic literacy and numeracy in children with Autism Spectrum Disorder: A one-year follow-up study. <b>2015</b> , 9, 193-201		13
288	Inhibitory control in mathematical thinking, learning and problem solving: a survey. <b>2015</b> , 47, 713-721		19
287	Children's scientific reasoning in the context of bilingualism. <b>2015</b> , 19, 646-664		6
286	Inhibition in dot comparison tasks. <b>2015</b> , 47, 759-770		50
285	Executive Functioning and School Adjustment: The Mediational Role of Pre-kindergarten Learning-related Behaviors. <i>Early Childhood Research Quarterly</i> , <b>2015</b> , 30, 70-79	3.3	71
284	School readiness and self-regulation: a developmental psychobiological approach. <b>2015</b> , 66, 711-31		487
283	Interaction of Numerical and Nonnumerical Parameters in Magnitude Comparison Tasks With Children and Their Relation to Arithmetic Performance. <b>2016</b> , 305-323		
282	Numerical Activities and Information Learned at Home Link to the Exact Numeracy Skills in 5-6 Years-Old Children. <i>Frontiers in Psychology</i> , <b>2016</b> , 7, 94	3.4	28
281	Predicting Children's Reading and Mathematics Achievement from Early Quantitative Knowledge and Domain-General Cognitive Abilities. <i>Frontiers in Psychology</i> , <b>2016</b> , 7, 775	3.4	40
280	Are Individual Differences in Arithmetic Fact Retrieval in Children Related to Inhibition?. <i>Frontiers in Psychology</i> , <b>2016</b> , 7, 825	3.4	13
279	An Extension of the Procedural Deficit Hypothesis from Developmental Language Disorders to Mathematical Disability. <i>Frontiers in Psychology</i> , <b>2016</b> , 7, 1318	3.4	20
278	Executive Function Mediates the Relations between Parental Behaviors and Children's Early Academic Ability. <i>Frontiers in Psychology</i> , <b>2016</b> , 7, 1902	3.4	40
277	Executive functioning predicts academic achievement in middle school: A four-year longitudinal study. <b>2016</b> , 109, 478-490		51
276	Visual working memory and number sense: Testing the double deficit hypothesis in mathematics. <b>2016</b> , 86, 429-45		28

275	The Role of Non-Numerical Stimulus Features in Approximate Number System Training in Preschoolers from Low-Income Homes. <b>2016</b> , 17, 737-764		14
274	Executive function and early childhood education. <b>2016</b> , 10, 102-107		25
273	Executive Functioning and School Readiness Among Preschoolers With Externalizing Problems: The Moderating Role of the Student-Teacher Relationship. <b>2016</b> , 27, 573-589		22
272	Executive function and magnitude skills in preschool children. <i>Journal of Experimental Child Psychology</i> , <b>2016</b> , 147, 126-39	2.3	26
271	Specific early number skills mediate the association between executive functioning skills and mathematics achievement. <i>Developmental Psychology</i> , <b>2016</b> , 52, 1217-35	3.7	16
270	Conceptualization and Operationalization of Executive Function. <b>2016</b> , 10, 10-33		106
269	Brain stimulation, mathematical, and numerical training: Contribution of core and noncore skills. <b>2016</b> , 227, 353-88		9
268	Measuring More: Schools, Teachers, and the Development of Kindergartners Executive Function Skills. <b>2016</b> , 2, 233285841666581		6
267	Does processing speed mediate the effect of pediatric traumatic brain injury on working memory?. <i>Neuropsychology</i> , <b>2016</b> , 30, 263-73	3.8	14
266	A structural equation modeling of executive functions, IQ and mathematical skills in primary students: Differential effects on number production, mental calculus and arithmetical problems. <b>2017</b> , 23, 864-888		24
265	Effects of Extreme Prematurity on Numerical Skills and Executive Function in Kindergarten Children: An Application of Partially Ordered Classification Modeling. <b>2016</b> , 49, 332-340		12
264	A meta-analysis of mathematics and working memory: Moderating effects of working memory domain, type of mathematics skill, and sample characteristics.. <b>2016</b> , 108, 455-473		195
263	Processing speed, executive function, and academic achievement in children with dextro-transposition of the great arteries: Testing a longitudinal developmental cascade model. <i>Neuropsychology</i> , <b>2016</b> , 30, 874-885	3.8	21
262	REFERENCES. <b>2016</b> , 81, 129-149		0
261	Does social-behavioral adjustment mediate the relation between executive function and academic readiness?. <i>Journal of Applied Developmental Psychology</i> , <b>2016</b> , 46, 22-30	2.5	18
260	Association between prenatal and current exposure to selected LCPUFAs and school performance at age 7. <b>2016</b> , 108, 22-9		5
259	Self-Regulation and Task Engagement as Predictors of Emergent Language and Literacy Skills. <b>2016</b> , 27, 18-37		35
258	Number-specific and general cognitive markers of preschoolers' math ability profiles. <i>Journal of Experimental Child Psychology</i> , <b>2016</b> , 147, 1-21	2.3	35

257	The Influence of Relational Knowledge and Executive Function on Preschoolers' Repeating Pattern Knowledge. <b>2016</b> , 17, 85-104		36
256	To Stroop or not to Stroop: Sex-related differences in brain-behavior associations during early childhood. <b>2016</b> , 53, 30-40		10
255	[Formula: see text]Cognitive and behavioral rating measures of executive function as predictors of academic outcomes in children. <b>2017</b> , 23, 381-407		50
254	Attention and executive function in children with and without single-suture craniosynostosis. <b>2017</b> , 23, 83-98		28
253	Developmental Delays in Executive Function from 3 to 5 Years of Age Predict Kindergarten Academic Readiness. <b>2017</b> , 50, 359-372		43
252	Relations between executive function, behavioral regulation, and achievement: Moderation by family income. <i>Journal of Applied Developmental Psychology</i> , <b>2017</b> , 49, 21-30	2.5	22
251	Early mathematical skill profiles of prematurely and full-term born children. <b>2017</b> , 55, 108-119		6
250	Preschoolers' Executive Function: Importance, Contributors, Research Needs and Assessment Options. <b>2017</b> , 2017, 1-24		26
249	Understanding sources of individual variability in parents' number talk with young children. <i>Journal of Experimental Child Psychology</i> , <b>2017</b> , 159, 1-15	2.3	51
248	Pathways to School Readiness: Executive Functioning Predicts Academic and Social-Emotional Aspects of School Readiness. <b>2017</b> , 11, 21-31		31
247	Predicting school achievement from early theory of mind: Differential effects on achievement tests and teacher ratings. <b>2017</b> , 53, 93-102		15
246	Number faculty is alive and kicking: On number discriminations and number neurons. <b>2017</b> , 40, e181		3
245	A cognitive cost of the need to achieve?. <i>Cognitive Development</i> , <b>2017</b> , 44, 12-20	1.7	8
244	The number sense is neither last resort nor of primary import. <b>2017</b> , 40, e166		1
243	The contribution of fish studies to the "number sense" debate. <b>2017</b> , 40, e165		1
242	How not to develop a sense of number. <b>2017</b> , 40, e184		1
241	What is the precise role of cognitive control in the development of a sense of number?. <b>2017</b> , 40, e179		5
240	The evolvement of discrete representations from continuous stimulus properties: A possible overarching principle of cognition. <b>2017</b> , 40, e172		

239	Executive functions and approaches to learning in predicting school readiness. <i>Journal of Applied Developmental Psychology</i> , <b>2017</b> , 53, 1-9	2.5	26
238	Infants discriminate number: Evidence against the prerequisite of visual object individuation and the primacy of continuous magnitude. <b>2017</b> , 40, e176		1
237	A "sense of magnitude" requires a new alternative for learning numerical symbols. <b>2017</b> , 40, e188		1
236	Commentary on Leibovich et al.: What next?. <b>2017</b> , 40, e180		
235	What is a number? The interplay between number and continuous magnitudes. <b>2017</b> , 40, e187		8
234	Approximate number sense theory or approximate theory of magnitude?. <b>2017</b> , 40, e168		2
233	Numerical magnitude evaluation as a foundation for decision making. <b>2017</b> , 40, e183		1
232	Toward an integrative approach to numerical cognition. <b>2017</b> , 40, e194		5
231	Perceiving numerosity from birth. <b>2017</b> , 40, e169		11
230	Is the ANS linked to mathematics performance?. <b>2017</b> , 40, e174		6
229	Selecting the model that best fits the data. <b>2017</b> , 40, e192		1
228	Computational foundations of the visual number sense. <b>2017</b> , 40, e191		7
227	Why try saving the ANS? An alternative proposal. <b>2017</b> , 40, e171		4
226	Numerical intuitions in infancy: Give credit where credit is due. <b>2017</b> , 40, e189		2
225	Infants, animals, and the origins of number. <b>2017</b> , 40, e178		
224	Impact of executive function on efficacy obtaining resources following intimate partner violence. <b>2017</b> , 45, 704-714		1
223	From "sense of number" to "sense of magnitude": The role of continuous magnitudes in numerical cognition. <b>2017</b> , 40, e164		235
222	Foundations of mathematics and literacy: The role of executive functioning components. <i>Journal of Experimental Child Psychology</i> , <b>2017</b> , 153, 15-34	2.3	124



221	Executive Function Skills, Early Mathematics, and Vocabulary in Head Start Preschool Children. <b>2017, 28, 290-307</b>		37
220	From continuous magnitudes to symbolic numbers: The centrality of ratio. <b>2017, 40, e190</b>		13
219	The contributions of non-numeric dimensions to number encoding, representations, and decision-making factors. <b>2017, 40, e182</b>		1
218	Direct and rapid encoding of numerosity in the visual stream. <b>2017, 40, e185</b>		8
217	Magnitude rather than number: More evidence needed. <b>2017, 40, e173</b>		0
216	Magnitude, numerosity, and development of number: Implications for mathematics disabilities. <b>2017, 40, e175</b>		
215	Right idea, wrong magnitude system. <b>2017, 40, e177</b>		3
214	Innateness of magnitude perception? Skill can be acquired and mastered at all ages. <b>2017, 40, e186</b>		
213	Updating and Not Shifting Predicts Learning Performance in Young and Middle-Aged Adults. <b>2017, 11, 190-200</b>		5
212	Multitudes are adaptable magnitudes in the estimation of number. <b>2017, 40, e170</b>		1
211	Controlling for continuous variables is not futile: What we can learn about number representation despite imperfect control. <b>2017, 40, e193</b>		1
210	Cognitive, Parent and Teacher Rating Measures of Executive Functioning: Shared and Unique Influences on School Achievement. <i>Frontiers in Psychology, 2017, 8, 48</i>	3-4	32
209	Bringing Back the Balance: Domain-General Processes Are Also Important in Numerical Cognition. <i>Frontiers in Psychology, 2017, 8, 499</i>	3-4	17
208	Deficits in Approximate Number System Acuity and Mathematical Abilities in 6.5-Year-Old Children Born Extremely Preterm. <i>Frontiers in Psychology, 2017, 8, 1175</i>	3-4	6
207	Early Executive Function at Age Two Predicts Emergent Mathematics and Literacy at Age Five. <i>Frontiers in Psychology, 2017, 8, 1706</i>	3-4	22
206	The Influence of Gain and Loss on Arithmetic Performance. <i>Frontiers in Psychology, 2017, 8, 2150</i>	3-4	1
205	Executive control goes to school: Implications of preschool executive performance for observed elementary classroom learning engagement. <i>Developmental Psychology, 2017, 53, 836-844</i>	3-7	29
204	Executive functions in the context of complex learning: Malleable moderators?. <b>2017, 5, 58-75</b>		11

203	The role of maternal responsiveness and linguistic input in pre-academic skill development: A longitudinal analysis of pathways. <i>Cognitive Development</i> , <b>2018</b> , 45, 125-140	1.7	20
202	Sibling presence, executive function, and the role of parenting. <b>2018</b> , 27, e2091		5
201	Cognitive Abilities and Mathematical Competencies at School Entry. <b>2018</b> , 12, 175-185		10
200	Preschool Executive Control and Internalizing Symptoms in Elementary School. <b>2018</b> , 46, 1509-1520		30
199	The Role of Social-Emotional Mediators on Middle School Students' Academic Growth as Fostered by an Evidence-Based Intervention. <b>2018</b> , 96, 27-40		14
198	Executive Function Mediates the Association between Toddler Negative Affectivity and Early Academic Achievement. <b>2018</b> , 29, 641-654		7
197	Preschoolers' selective sustained attention and numeracy skills and knowledge. <i>Journal of Experimental Child Psychology</i> , <b>2018</b> , 171, 138-147	2.3	4
196	Adolescents' inhibitory control: keep it cool or lose control. <b>2018</b> , 21, e12491		19
195	Immediate and delayed effects of integrating physical activity into preschool children's learning of numeracy skills. <i>Journal of Experimental Child Psychology</i> , <b>2018</b> , 166, 502-519	2.3	46
194	Developmental associations between bilingual experience and inhibitory control trajectories in Head Start children. <b>2018</b> , 21, e12624		15
193	Brief Report: Executive Function as a Predictor of Academic Achievement in School-Aged Children with ASD. <i>Journal of Autism and Developmental Disorders</i> , <b>2018</b> , 48, 276-283	4.6	21
192	Dual language learning, inhibitory control, and math achievement in Head Start and kindergarten. <i>Early Childhood Research Quarterly</i> , <b>2018</b> , 42, 66-78	3.3	23
191	Cognitive games for children's Executive Functions Training with or without learning difficulties. <b>2018</b> ,		3
190	Advantages of Using HJ-Biplot Analysis in Executive Functions Studies. <b>2018</b> , 34,		5
189	Impaired neural processing of transitive relations in children with math learning difficulty. <b>2018</b> , 20, 1255-1265		12
188	Maternal behavior predicts neural underpinnings of inhibitory control in preschoolers. <b>2018</b> , 60, 692-706		11
187	Cognitive Interferences and Their Development in the Context of Numerical Tasks. <b>2018</b> , 245-262		2
186	The Role of Executive Function Skills in the Development of Children's Mathematical Competencies. <b>2018</b> , 263-286		6

185	Hypersensitivity-to-Interference in Memory as a Possible Cause of Difficulty in Arithmetic Facts Storing. <b>2018</b> , 387-408		0
184	Effect of Mini-Trampoline Physical Activity on Executive Functions in Preschool Children. <b>2018</b> , 2018, 2712803		7
183	Evaluation of a teacher training program to enhance executive functions in preschool children. <i>PLoS ONE</i> , <b>2018</b> , 13, e0197454	3.7	10
182	Developmental Dyscalculia is Characterized by Order Processing Deficits: Evidence from Numerical and Non-Numerical Ordering Tasks. <i>Developmental Neuropsychology</i> , <b>2018</b> , 43, 595-621	1.8	20
181	Do Chinese Children With Math Difficulties Have a Deficit in Executive Functioning?. <i>Frontiers in Psychology</i> , <b>2018</b> , 9, 906	3.4	4
180	Different Subcomponents of Executive Functioning Predict Different Growth Parameters in Mathematics: Evidence From a 4-Year Longitudinal Study With Chinese Children. <i>Frontiers in Psychology</i> , <b>2018</b> , 9, 1037	3.4	7
179	Neural correlates underlying spatial and verbal working memory in children with different mathematics achievement levels: An event-related potential study. <b>2018</b> , 133, 149-158		4
178	The Chicago School Readiness Project: Examining the long-term impacts of an early childhood intervention. <i>PLoS ONE</i> , <b>2018</b> , 13, e0200144	3.7	35
177	Task-specific and variability-driven activation of cognitive control processes during motor performance. <b>2018</b> , 8, 10811		19
176	Depth, persistence, and timing of poverty and the development of school readiness skills in rural low-income regions: Results from the family life project. <i>Early Childhood Research Quarterly</i> , <b>2018</b> , 45, 115-130	3.3	7
175	Developmental Transactions Between Self-Regulation and Academic Achievement Among Low-Income African American and Latino Children. <b>2019</b> , 90, 1614-1631		7
174	Kindergarten components of executive function and third grade achievement: A national study. <i>Early Childhood Research Quarterly</i> , <b>2019</b> , 46, 49-61	3.3	30
173	A study of the developing relations between self-regulation and mathematical knowledge in the context of an early math intervention. <i>Early Childhood Research Quarterly</i> , <b>2019</b> , 46, 33-48	3.3	6
172	The Relationship Between Reading Fluency and Arithmetic Fact Fluency and Their Shared Cognitive Skills: A Developmental Perspective. <i>Frontiers in Psychology</i> , <b>2019</b> , 10, 1281	3.4	7
171	Multi-factorial approach to early numeracy—the effects of cognitive skills, language factors and kindergarten attendance on early numeracy performance of South African first graders. <b>2019</b> , 97, 65-76		9
170	Genome-Wide Association Study of Latent Cognitive Measures in Adolescence: Genetic Overlap With Intelligence and Education. <b>2019</b> , 13, 224-233		3
169	Dysexecutive Syndromes. <b>2019</b> ,		2
168	Preschool deficits in cardinal knowledge and executive function contribute to longer-term mathematical learning disability. <i>Journal of Experimental Child Psychology</i> , <b>2019</b> , 188, 104668	2.3	8

167	Randomized control trial of Tools of the Mind: Marked benefits to kindergarten children and their teachers. <i>PLoS ONE</i> , <b>2019</b> , 14, e0222447	3.7	34
166	The specificity of associations between cognition and attainment in English, maths and science during adolescence. <b>2019</b> , 69, 84-93		11
165	Longitudinal contributions of executive functioning and visual-spatial skills to mathematics learning in young Chinese children. <b>2019</b> , 39, 678-704		14
164	Working Memory and Mathematical Learning. <b>2019</b> , 407-421		7
163	Voice Agents Supporting High-Quality Social Play. <b>2019</b> ,		7
162	Theoretical and Methodological Implications of Associations between Executive Function and Mathematics in Early Childhood. <b>2019</b> , 58, 276-287		8
161	Bidirectional and co-developing associations of cognitive, mathematics, and literacy skills during kindergarten. <i>Journal of Applied Developmental Psychology</i> , <b>2019</b> , 62, 135-144	2.5	24
160	General cognitive but not mathematic abilities predict very preterm and healthy term born adults' wealth. <i>PLoS ONE</i> , <b>2019</b> , 14, e0212789	3.7	9
159	Executive Function and Resilience as Mediators of Adolescents' Perceived Stressful Life Events and School Adjustment. <i>Frontiers in Psychology</i> , <b>2019</b> , 10, 446	3.4	8
158	Executive function deficits in children born preterm or at low birthweight: a meta-analysis. <b>2019</b> , 61, 1015-1024		38
157	Effects of socioeconomic status and executive function on school readiness across levels of household chaos. <i>Early Childhood Research Quarterly</i> , <b>2019</b> , 47, 331-340	3.3	9
156	Improving neurodevelopmental outcomes in children with congenital heart disease: protocol for a randomised controlled trial of working memory training. <b>2019</b> , 9, e023304		10
155	An Integrated Model of Regulation for Applied Settings. <b>2019</b> , 22, 2-23		27
154	Intelligence and Motivation. <b>2019</b> , 1061-1086		
153	Predicting maths anxiety from mathematical achievement across the transition from primary to secondary education. <b>2019</b> , 6, 191459		8
152	Inhibition, friend or foe? Cognitive inhibition as a moderator between mathematical ability and mathematical creativity in primary school students. <b>2019</b> , 142, 196-201		9
151	The Relation Between Executive Functions, Fine Motor Skills, and Basic Numerical Skills and Their Relevance for Later Mathematics Achievement. <b>2019</b> , 30, 913-926		10
150	Virtual Intervention Programme to Improve the Working Memory and Basic Mathematical Skills in Early Childhood Education. <b>2019</b> , 24, 17-23		5

149	Programa de intervenci3n virtual para mejorar la memoria de trabajo y las habilidades matem3ticas b3sicas en Educaci3n Infantil. <b>2019</b> , 24, 17-23		7
148	Attention to number: The convergence of numerical magnitude processing, attention, and mathematics in the inferior frontal gyrus. <b>2019</b> , 40, 928-943		16
147	Executive function deficits in kindergarten predict repeated academic difficulties across elementary school. <i>Early Childhood Research Quarterly</i> , <b>2019</b> , 46, 20-32	3.3	44
146	Effect of play-based educational programme on behavioral self-regulation skills of 48-60 month-old children. <i>Early Child Development and Care</i> , <b>2019</b> , 189, 1100-1113	0.9	1
145	Set size influences the relationship between ANS acuity and math performance: a result of different strategies?. <b>2019</b> , 83, 590-612		9
144	Relations between self-regulation and early writing: Domain specific or task dependent?. <i>Early Childhood Research Quarterly</i> , <b>2019</b> , 46, 228-239	3.3	17
143	Executive function in Chilean preschool children: Do short-term memory, working memory, and response inhibition contribute differentially to early academic skills?. <i>Early Childhood Research Quarterly</i> , <b>2019</b> , 46, 187-200	3.3	20
142	Bidirectional relations among executive function, teacher-child relationships, and early reading and math achievement: A cross-lagged panel analysis. <i>Early Childhood Research Quarterly</i> , <b>2019</b> , 46, 152-165	3.3	35
141	Dyscalculia and Typical Math Achievement Are Associated With Individual Differences in Number-Specific Executive Function. <b>2020</b> , 91, 596-619		18
140	Effects of game-based and standard executive control training on cognitive and academic abilities in elementary school children. <b>2020</b> , 23, e12866		19
139	Inhibition and cognitive load in fractions and decimals. <b>2020</b> , 90 Suppl 1, 240-256		8
138	Challenging the neurobiological link between number sense and symbolic numerical abilities. <i>Annals of the New York Academy of Sciences</i> , <b>2020</b> , 1464, 76-98	6.5	16
137	Benefits of Behavioral Self-regulation in the Context of High Classroom Quality for Preschoolers' Mathematics. <b>2020</b> , 31, 323-334		5
136	Executive Function. <b>2020</b> , 568-574		1
135	[Formula: see text] A hierarchical model of cognitive flexibility in children: Extending the relationship between flexibility, creativity and academic achievement. <b>2020</b> , 26, 770-800		13
134	The roles of executive functioning and oral language skills in young Chinese children's arithmetic competence. <b>2020</b> , 77, 101810		5
133	The relationship of teacher ratings of executive functions to emergent literacy in Head Start. <b>2020</b> , 33, 963-989		6
132	Should online math learning environments be tailored to individuals' cognitive profiles?. <i>Journal of Experimental Child Psychology</i> , <b>2020</b> , 191, 104730	2.3	5

131	Human Capital and Administrative Burden: The Role of Cognitive Resources in Citizen-State Interactions. <b>2020</b> , 80, 127-136		50
130	The Effects of Early Care and Education Settings on the Kindergarten Outcomes of Doubly Vulnerable Children. <b>2020</b> , 87, 27-53		4
129	Relations between frontal EEG maturation and inhibitory control in preschool in the prediction of children's early academic skills. <b>2020</b> , 146, 105636		6
128	Promotion of Street-Dance Training on the Executive Function in Preschool Children. <i>Frontiers in Psychology</i> , <b>2020</b> , 11, 585598	3.4	4
127	Assessing the Effectiveness of Differentiated Instructional Approaches for Teaching Math to Preschoolers with Different Levels of Executive Functions. <b>2020</b> , 10, 181		1
126	Executive Functions and Fine Motor Skills in Kindergarten as Predictors of Arithmetic Skills in Elementary School. <i>Developmental Neuropsychology</i> , <b>2020</b> , 45, 367-379	1.8	5
125	The relation between parental involvement and school readiness: the mediating role of preschoolers's self-regulation skills. <i>Early Child Development and Care</i> , <b>2020</b> , 1-16	0.9	2
124	Predictors of Children's Early Numeracy: Environmental Variables, Intergenerational Pathways, and Children's Cognitive, Linguistic, and Non-symbolic Number Skills. <i>Frontiers in Psychology</i> , <b>2020</b> , 11, 505065	3.4	5
123	Conservation developmental process in early childhood: Impact of intrinsic motivation and practice effects. <b>2020</b> , 1		
122	Can Neurocognitive Function Predict Lower Extremity Injuries in Male Collegiate Athletes?. <b>2020</b> , 17,		0
121	The role of BMI on cognition following acute physical activity in preadolescent children. <i>Trends in Neuroscience and Education</i> , <b>2020</b> , 21, 100143	3.7	1
120	Self-reported and parent proxy reported functional impairment among pediatric cancer survivors and controls. <b>2020</b> , 18, 142		1
119	The Contribution of Executive Functions in Predicting Mathematical Creativity in Typical Elementary School Classes: A Twofold Role for Updating. <b>2020</b> , 8,		8
118	Attentional Flexibility Predicts A-Not-B Task Performance in 14-Month-Old-Infants: A Head-Mounted Eye Tracking Study. <i>Brain Sciences</i> , <b>2020</b> , 10,	3.4	
117	Exploring EFs and Math Abilities in Highly Deprived Contexts. <i>Frontiers in Psychology</i> , <b>2020</b> , 11, 383	3.4	7
116	Executive functions predict literacy and mathematics achievements: The unique contribution of cognitive flexibility in grades 2, 4, and 6. <b>2020</b> , 26, 934-952		16
115	Building executive function in pre-school children through play: a curriculum. <b>2020</b> , 9, 128-142		1
114	Set-shifting ability is specifically linked to high-school science and math achievement in Chinese adolescents. <b>2020</b> , 9, 327-338		3

113	The effects of chronic physical activity interventions on executive functions in children aged 3-7 years: A meta-analysis. <b>2020</b> , 23, 949-954		10
112	Predicting the growth patterns in early mathematics achievement from cognitive and environmental factors among Chinese kindergarten children. <b>2020</b> , 79, 101841		3
111	Young students with Down syndrome: Early longitudinal academic achievement and neuropsychological predictors. <b>2020</b> , 45, 211-221		9
110	Preschool Mathematics Performance and Executive Function: Rural-Urban Comparisons across Time. <b>2021</b> , 35, 458-476		1
109	Inhibitory Control and Preschoolers' Use of Irregular Past Tense Verbs. <b>2021</b> , 48, 480-498		3
108	Examining the Effectiveness of Group Games in Enhancing Inhibitory Control in Preschoolers. <b>2021</b> , 32, 741-763		0
107	Using a multidimensional model of attention to predict low-income preschoolers' early academic skills across time. <b>2021</b> , 24, e13025		3
106	Executive Functions and Academic Outcomes of Low Birthweight Infants: A Prospective Longitudinal U.S. Cohort. <b>2021</b> , 38, 602-608		1
105	The relationship of working memory and inhibition with different number knowledge skills in preschool children. <i>Journal of Experimental Child Psychology</i> , <b>2021</b> , 203, 105014	2-3	4
104	Cognitive regulation outdoes behavior regulation in predicting state standardized test scores over time. <b>2021</b> , 16, 113-134		2
103	Contribution of Attentional Networks to Basic Arithmetic Achievement in School-age Children. <b>2021</b> , 000-000		1
102	Planned Change: Drivers of High Implementation for a Pedagogical Self-Regulated Learning Intervention. <i>Frontiers in Education</i> , <b>2021</b> , 5,	2.1	
101	A Developmental Eye Tracking Investigation of Cued Task Switching Performance. <b>2021</b> , 92, 1652-1672		1
100	Associations between working memory and simple addition in kindergarteners and first graders. 1		0
99	The contributions of working memory domains and processes to early mathematical knowledge between preschool and first grade. <b>2021</b> , 1		1
98	Integrating Embodied Cognition and Information Processing: A Combined Model of the Role of Gesture in Children's Mathematical Environments. <i>Frontiers in Psychology</i> , <b>2021</b> , 12, 650286	3-4	1
97	Examining the effect of perceived performance-contingent gains, losses and errors on arithmetic. <i>PLoS ONE</i> , <b>2021</b> , 16, e0249696	3-7	
96	Relationship between Pre-Schoolers' Self-regulation, language, and early academic skills: The mediating role of self-regulation and moderating role of gender. <b>2021</b> , 40, 4718		2



95	Relations between executive functions and academic outcomes in elementary school children: A meta-analysis. <i>Psychological Bulletin</i> , <b>2021</b> , 147, 329-351	19.1	17
94	Proactive Control Mediates the Relationship Between Working Memory and Math Ability in Early Childhood. <i>Frontiers in Psychology</i> , <b>2021</b> , 12, 611429	3.4	
93	Longitudinal Effects of Media Usage by Early School-age Children and Maternal Parenting Stress on School Adjustment: Mediating Effect of Executive Function Difficulty. <b>2021</b> , 59, 233-243		
92	Home activities and cognitive skills in relation to early literacy and numeracy: testing a multifactorial model in preschoolers. 1		2
91	Promoting EF With Preschool Interventions: Lessons Learned From 15 Years of Conducting Large-Scale Studies. <i>Frontiers in Psychology</i> , <b>2021</b> , 12, 640702	3.4	1
90	Investigating the Dimensionality of Early Numeracy Using the Bifactor Exploratory Structural Equation Modeling Framework. <i>Frontiers in Psychology</i> , <b>2021</b> , 12, 680124	3.4	3
89	Thinking inside the box: Mental manipulation of working memory contents in 3- to 7-year-old children. <i>Cognitive Development</i> , <b>2021</b> , 59, None	1.7	2
88	Inhibitory control and the understanding of buoyancy from childhood to adulthood. <i>Journal of Experimental Child Psychology</i> , <b>2021</b> , 208, 105155	2.3	1
87	Persistence of the "Moving Things Are Alive" Heuristic into Adulthood: Evidence from EEG. <i>CBE Life Sciences Education</i> , <b>2021</b> , 20, ar45	3.4	
86	The roles of different executive functioning skills in young children's mental computation and applied mathematical problem-solving. <i>British Journal of Developmental Psychology</i> , <b>2021</b> ,	2	1
85	Executive function of the brain and its influences on understanding of physics concept. <i>Trends in Neuroscience and Education</i> , <b>2021</b> , 24, 100159	3.7	2
84	Depression and learning problems in children: Executive function impairments and inattention as mediators. <i>Acta Psychologica</i> , <b>2021</b> , 220, 103420	1.7	1
83	Actions may speak louder than words: Comparing methods of assessing children's spontaneous focusing on number. <i>Journal of Experimental Child Psychology</i> , <b>2022</b> , 214, 105301	2.3	0
82	The Role of Executive Function and Self-Regulation in the Development of Computational Thinking. <i>Advances in Early Childhood and K-12 Education</i> , <b>2021</b> , 64-83	0.2	0
81	Socioeconomic status, parental beliefs, and parenting practices as predictors of preschoolers' school readiness and executive functions in Chile. <i>Early Childhood Research Quarterly</i> , <b>2021</b> , 57, 61-74	3.3	0
80	Kognitive Basiskompetenzen und ihr Einfluss auf die Rechtschreib- und Rechenleistung. <i>Zeitschrift Fur Entwicklungspsychologie Und Padagogische Psychologie</i> , <b>2010</b> , 42, 15-25	0.8	15
79	Does school mobility place elementary school children at risk for lower math achievement? The mediating role of cognitive dysregulation. <i>Developmental Psychology</i> , <b>2015</b> , 51, 1725-39	3.7	7
78	The unity and diversity of executive functions: A systematic review and re-analysis of latent variable studies. <i>Psychological Bulletin</i> , <b>2018</b> , 144, 1147-1185	19.1	166



77	Do children with attention-deficit/hyperactivity disorder (ADHD) have set shifting deficits? <i>Neuropsychology</i> , <b>2019</b> , 33, 470-481	3.8	20
76	Speed and accuracy on the Hearts and Flowers task interact to predict child outcomes. <i>Psychological Assessment</i> , <b>2019</b> , 31, 995-1005	5.3	10
75	Leveraging item accuracy and reaction time to improve measurement of child executive function ability. <i>Psychological Assessment</i> , <b>2020</b> , 32, 1118-1132	5.3	4
74	Towards a better understanding of the link between executive functions, early literacy, and emergent mathematical abilities. <i>Written Language and Literacy</i> , <b>2018</b> , 21, 238-268	0.2	3
73	Play-Based Design: Giving 3- to 4-Year-Old Children a Voice in the Design Process. <b>2020</b> ,		2
72	Executive function and IQ predict mathematical and attention problems in very preterm children. <i>PLoS ONE</i> , <b>2013</b> , 8, e55994	3.7	76
71	Heterogeneity in Clinical Symptoms and Cognitive Functioning of Children with Hyperactivity-Impulsivity and Inattention: Dimensional and Person-Centered Perspectives. <i>Polish Psychological Bulletin</i> , <b>2016</b> , 47, 195-206		2
70	Elements of the physical learning environment that impact on the teaching and learning in South African Grade 1 classrooms. <i>South African Journal of Education</i> , <b>2019</b> , 39, 1-11	0.9	9
69	Validity of Child-Adolescent Self-reported Executive Function Difficulty Screening Questionnaire. <i>The Korean Journal of Clinical Psychology</i> , <b>2014</b> , 33, 121-137	2.5	21
68	Executive Functions Differentially Contribute to Fourth Graders' Mathematics, Reading, and Spelling Skills. <i>Journal of Cognitive Education and Psychology</i> , <b>2016</b> , 15, 444-463	0.4	10
67	Inhibitory Processes and Fluid Intelligence: a Performance at Early Years of Schooling. <i>International Journal of Psychological Research</i> , <b>2020</b> , 13, 29-39	0.9	4
66	The role of executive function in the construction and employment of scientific and mathematical concepts that require conceptual change learning. <i>Neuroeducation</i> , <b>2018</b> , 5, 62-72	0.3	4
65	Development of Children's Cool and Hot Executive Function and its Relationship to Children's Self-Regulation. <i>Adonghakoeji</i> , <b>2013</b> , 34, 99-114	0.4	8
64	The Effects of Fathers' Emotional Valuation of Children and Parenting Behaviors on Children's School Readiness and Executive Function. <i>Adonghakoeji</i> , <b>2018</b> , 39, 67-79	0.4	1
63	A View from the Start: A Review of Inhibitory Control Training in Early Childhood.		1
62	Executive Function and Self-Regulation: Bi-Directional Longitudinal Associations and Prediction of Early Academic Skills. <i>Frontiers in Psychology</i> , <b>2021</b> , 12, 733328	3.4	4
61	Prefrontal and frontostriatal structures mediate academic outcomes associated with ADHD symptoms. <i>Brain Disorders</i> , <b>2021</b> , 4, 100023		
60	Assessment of Executive Functioning Using Tasks of Executive Control. <b>2014</b> , 333-357		0

59	3-5 Year OldsâExecutive Function Performances and Its Relationship with Language Abilities. <i>Cumhuriyet International Journal of Education</i> , <b>2016</b> , 5, 84-100	0.2	0
58	The effects of young childrenâeffortful control on young childrenâmath ability. <i>Korean Journal of Early Childhood Education</i> , <b>2016</b> , 36, 261-283	0	
57	Executive Functions and Language Development in Pre-Term and Full-Term Children. <i>Literacy Studies</i> , <b>2017</b> , 91-112	0.5	1
56	The relationship between early childhood mathematics learning and executive function. <i>Advances in Psychological Science</i> , <b>2018</b> , 26, 1661	0.9	
55	Neuropsychological Evaluation of Single Suture Craniosynostosis (SSC). <b>2019</b> , 1-18		
54	Human Capital and Administrative Burden: The Role of Cognitive Resources in Citizen-State Interactions. <i>SSRN Electronic Journal</i> ,	1	
53	The Assessment of Executive Functions in Cross-Cultural Context. <b>2019</b> , 317-336		1
52	??? ?? ?????? ??? ?????? ??? ??? ??: ?????? ?????. <i>Korean Journal of Early Childhood Education</i> , <b>2019</b> , 39, 377-400	0	1
51	Behavioral and Cognitive Differences in Early Childhood related to Prenatal Marijuana Exposure. <i>Journal of Applied Developmental Psychology</i> , <b>2021</b> , 77, 101348-101348	2.5	5
50	Neuropsychological Evaluation of Single Suture Craniosynostosis (SSC). <b>2020</b> , 1643-1656		
49	Teachers as First Responders. <i>Advances in Higher Education and Professional Development Book Series</i> , 103-124	0.2	
48	Examining the Influence of Interactions Between Early Reading Skills and Executive Functioning on Second Grade Reading Achievement. <i>Journal of Cognitive Education and Psychology</i> , <b>2020</b> , 19, 141-160	0.4	
47	Want to Optimize Executive Functions and Academic Outcomes?: Simple, Just Nourish the Human Spirit. <b>2014</b> , 37, 205-232		24
46	Kindergarten-Based Progressive Muscle Relaxation Training Enhances Attention and Executive Functioning in 5-6-year-old Children: A Randomized Controlled Trial.. <i>Perceptual and Motor Skills</i> , <b>2022</b> , 315125221080334	2.2	
45	Teasing apart the unique contributions of cognitive and affective predictors of math performance.. <i>Annals of the New York Academy of Sciences</i> , <b>2022</b> ,	6.5	0
44	What Ability Can Predict Mathematics Performance in Typically Developing Preschoolers and Those with Autism Spectrum Disorder?. <i>Journal of Autism and Developmental Disorders</i> , <b>2022</b> , 1	4.6	
43	Relating mathematical abilities to numerical skills and executive functions in informal and formal schooling.. <i>BMC Psychology</i> , <b>2022</b> , 10, 27	2.8	0
42	Research Progress and Prospect of the Relationship between ChildrenâMetacognition, Executive Function and Number Sense. <i>Advances in Psychology</i> , <b>2022</b> , 12, 784-791	0	

41	Does It Count? Pre-School Children's Spontaneous Focusing on Numerosity and Their Development of Arithmetical Skills at School.. <i>Brain Sciences</i> , <b>2022</b> , 12,	3.4	1
40	Metacognition and Flexibility: What are the Theoretical Links and What Links have been Observed?. <b>2022</b> , 53-76		
39	Numerical Cognition and Executive Functions. <b>2022</b> , 383-407		
38	Foundational Considerations. <b>2022</b> , 216-241		
37	Body Mass Index and Academic Achievement Among Chinese Secondary School Students: The Mediating Effect of Inhibitory Control and the Moderating Effect of Social Support.. <i>Frontiers in Psychology</i> , <b>2022</b> , 13, 835171	3.4	
36	A Hierarchical Integrated Model of Self-Regulation.. <i>Frontiers in Psychology</i> , <b>2022</b> , 13, 725828	3.4	1
35	Comparison of Machine Learning Analysis on Predictive Factors of Children's Planning-Organizing Executive Function by Income Level: Through Home Environment Quality and Wealth Factors. <i>Journal of People, Plants, and Environment</i> , <b>2021</b> , 24, 651-662	0.4	
34	Executive Dysfunction Among Children with ADHD: Contributions to Deficits in Mathematics. <b>2022</b> , 1-37		
33	The relationship between numerosity perception and mathematics ability in adults: the moderating role of dots number.. <i>PeerJ</i> , <b>2021</b> , 9, e12660	3.1	0
32	Links between parent-grandparent coparenting, maternal parenting and young children's executive function in urban China. <i>Early Child Development and Care</i> , 1-18	0.9	2
31	Development of Executive Function at the Preschool Age. <i>Advances in Psychology, Mental Health, and Behavioral Studies</i> , <b>2022</b> , 1-22	0.2	
30	Environmental influences on mathematics performance in early childhood.		0
29	The relationship between cognitive flexibility and mathematical performance in children: A meta-analysis. <i>Trends in Neuroscience and Education</i> , <b>2022</b> , 28, 100179	3.7	2
28	Dynamic Assessment of Self-Regulation and Planning Behavior. <i>Frontiers in Education</i> , 7,	2.1	2
27	Mathematical Skills in Early Childhood: Various Variables and Early Mathematics Intervention Programs. <i>Anadolu Journal of Educational Sciences International</i> , 665-690		
26	School Challenges and Services Related to Executive Functioning for Fully Included Middle Schoolers With Autism. <i>Focus on Autism and Other Developmental Disabilities</i> , 108835762211101	1.8	
25	Basketball training frequency is associated with executive functions in boys aged 6 to 8 years. <i>Frontiers in Human Neuroscience</i> , 16,	3.3	0
24	Self-Regulation and Academic Achievement from Early to Middle Childhood Among Children in Low-Income Neighborhoods. 1-16		

- 23 Scene saliencies in egocentric vision and their creation by parents and infants. **2022**, 229, 105256
- 22 Associations between executive function and early math and literacy skills in preschool children. **2022**, 3, 100201 ○
- 21 Changing priorities in the development of cognitive competence and school learning: A general theory. 13, ○
- 20 The relationship between executive function, neurodevelopmental disorder traits, and academic achievement in university students. 13, ○
- 19 Executive Dysfunction Among Children with ADHD: Contributions to Deficits in Mathematics. **2022**, 501-537 ○
- 18 Does training working memory or inhibitory control produce far-transfer improvements in set shifting for children with ADHD? A randomized controlled trial. 1-21 ○
- 17 The relationship between motor performance and executive functioning in early childhood: A systematic review on motor demands embedded within executive function tasks. 1-22 ○
- 16 A sequential model of the contribution of preschool fluid and crystallized cognitive abilities to later school achievement. **2022**, 17, e0276532 ○
- 15 Executive function and education. **2023**, 168-178 ○
- 14 Screen Media Exposure in Early Childhood and Its Relation to Children's Self-Regulation. **2022**, 2022, 1-34 ○
- 13 Relaci3n entre las funciones ejecutivas y el rendimiento acad3mico en estudiantes de psicolog3a. **2022**, 11, 1-10 ○
- 12 The role of inhibition and speed of processing in mathematics. ○
- 11 Characterizing different cognitive and neurobiological profiles in a community sample of children using a non-parametric approach: An fMRI study. **2023**, 60, 101198 ○
- 10 Socio-economic Status Exceeds Executive Function as a Central Role Player in Academic Achievement of Grade 7 Primary School Boys and Girls: the NW-CHILD Study. ○
- 9 Trajectories of Executive Functions After Early Childhood Traumatic Brain Injury: Teacher Ratings in the Initial 81 Months Postinjury. Publish Ahead of Print, ○
- 8 Rethinking Executive Functions in Mathematical Cognition. **2023**, 24, 280-295 1
- 7 Modelling children's inhibitory skills using learning data from an educational app. ○
- 6 Contribution of sustained attention abilities to real-world academic skills in children. **2023**, 13, ○

- 5 Executive functions are important for academic achievement, but emotional intelligence too. ○
- 4 Krill oil supplementation's effect on school grades in typically developing adolescents. **2023**, 191, 102553 ○
- 3 Relationship Between Inhibitory Control and Arithmetic in Elementary School Children With ADHD: The Mediating Role of Working Memory. 108705472311615 ○
- 2 Nocturnal sleep duration trajectories in early childhood and school performance at age 10 years. ○
- 1 From terrible twos to sassy sixes: The development of vocabulary and executive functioning across early childhood. ○