

Core information processing deficits in developmental

Developmental Science

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Citation Report

#	ARTICLE	IF	CITATIONS
1	Commentary: Uncovering developmental processes in mathematical cognition. <i>Developmental Science</i> , 2008, 11, 700-702.	1.3	0
2	Co-occurrence of developmental disorders: The case of Developmental Dyscalculia. <i>Cognitive Development</i> , 2009, 24, 362-370.	0.7	38
3	Individual differences in trajectories of arithmetical development in typically achieving 5- to 7-year-olds. <i>Journal of Experimental Child Psychology</i> , 2009, 103, 455-468.	0.7	62
4	Low numeracy and dyscalculia: identification and intervention. <i>ZDM - International Journal on Mathematics Education</i> , 2010, 42, 527-539.	1.3	80
5	Developmental trajectory of number acuity reveals a severe impairment in developmental dyscalculia. <i>Cognition</i> , 2010, 116, 33-41.	1.1	634
6	Mathematics anxiety in children with developmental dyscalculia. <i>Behavioral and Brain Functions</i> , 2010, 6, 46.	1.4	97
7	Foundational numerical capacities and the origins of dyscalculia. <i>Trends in Cognitive Sciences</i> , 2010, 14, 534-541.	4.0	294
8	Neurocognitive start-up tools for symbolic number representations. <i>Trends in Cognitive Sciences</i> , 2010, 14, 542-551.	4.0	388
9	Measuring the Approximate Number System. <i>Quarterly Journal of Experimental Psychology</i> , 2011, 64, 2099-2109.	0.6	93
10	Updating Working Memory and arithmetical attainment in school. <i>Learning and Individual Differences</i> , 2011, 21, 655-661.	1.5	34
11	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
12	The interrelationships of mathematical precursors in kindergarten. <i>Journal of Experimental Child Psychology</i> , 2011, 108, 713-733.	0.7	143
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15	Neurocognitive Start-Up Tools for Symbolic Number Representations. , 2011, , 267-285.		30
16	Natural Number and Natural Geometry. , 2011, , 287-317.		38
17	Time Processing in Dyscalculia. <i>Frontiers in Psychology</i> , 2011, 2, 364.	1.1	34
18	Brain Correlates of Mathematical Competence in Processing Mathematical Representations. <i>Frontiers in Human Neuroscience</i> , 2011, 5, 130.	1.0	23

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19	Foundational Numerical Capacities and the Origins of Dyscalculia. , 2011, , 249-265.		20
20	Preschoolers' Precision of the Approximate Number System Predicts Later School Mathematics Performance. PLoS ONE, 2011, 6, e23749.	1.1	329
21	Typical Development of Quantity Comparison in School-Aged Children. Spanish Journal of Psychology, 2011, 14, 50-61.	1.1	5
22	Developmental Changes in the Profiles of Dyscalculia: An Explanation Based on a Double Exact-and-Approximate Number Representation Model. Frontiers in Human Neuroscience, 2011, 5, 165.	1.0	122
23	Impaired Acuity of the Approximate Number System Underlies Mathematical Learning Disability (Dyscalculia). Child Development, 2011, 82, 1224-1237.	1.7	399
24	Number versus continuous quantity in numerosity judgments by fish. Cognition, 2011, 119, 281-287.	1.1	151
25	Non-verbal number acuity correlates with symbolic mathematics achievement: But only in children. Psychonomic Bulletin and Review, 2011, 18, 1222-1229.	1.4	180
26	The reliability of and the relation between non-symbolic numerical distance effects in comparison, same-different judgments and priming. Acta Psychologica, 2011, 136, 73-80.	0.7	56
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57	A case study of arithmetic facts dyscalculia caused by a hypersensitivity-to-interference in memory. <i>Cortex</i> , 2013, 49, 50-70.	1.1	47
58	Effects of first-grade number knowledge tutoring with contrasting forms of practice.. <i>Journal of Educational Psychology</i> , 2013, 105, 58-77.	2.1	124
59	Early Foundations for Mathematics Learning and Their Relations to Learning Disabilities. <i>Current Directions in Psychological Science</i> , 2013, 22, 23-27.	2.8	181
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69	The contributions of domain-general and numerical factors to third-grade arithmetic skills and mathematical learning disability.. <i>Journal of Educational Psychology</i> , 2014, 106, 214-229.	2.1	92
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141	Assessing Mathematical School Readiness. <i>Frontiers in Psychology</i> , 2019, 10, 1173.	1.1	6
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144	Effects of Symbolic and Nonsymbolic Equal-Sign Intervention in Second-Grade Classrooms. <i>Elementary School Journal</i> , 2019, 119, 677-702.	0.9	4
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162	Numerical skills and dyscalculia. From basic research to practice in Cuba (<i>Habilidades numĂ©ricas y Tj ETQq0 0 0 rgBT /Overlock 10 373-403.	0.1	3
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