

Short-Term Memory, Working Memory, and Executive Longitudinal Predictors of Mathematical Achievement a

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Citation Report

#	ARTICLE	IF	CITATIONS
1	Cognitive Abilities as Precursors of the Early Acquisition of Mathematical Skills During First Through Second Grades. <i>Developmental Neuropsychology</i> , 2008, 33, 229-250.	1.0	141
2	Mathematical Cognition in Intellectually Precocious First Graders. <i>Developmental Neuropsychology</i> , 2008, 33, 251-276.	1.0	45
3	Stability of Computational Deficits in Math Learning Disability From Second Through Fifth Grades. <i>Developmental Neuropsychology</i> , 2008, 33, 300-317.	1.0	55
4	Longitudinal Associations Between Reading and Mathematics Achievement. <i>Developmental Neuropsychology</i> , 2008, 33, 410-426.	1.0	111
5	Working Memory and Mathematical Cognitive Development: Limitations of Limited-Capacity Resource Models. <i>Developmental Neuropsychology</i> , 2008, 33, 427-446.	1.0	17
6	Academic attainment and special educational needs in extremely preterm children at 11 years of age: the EPICure study. <i>Archives of Disease in Childhood: Fetal and Neonatal Edition</i> , 2009, 94, F283-F289.	1.4	290
7	Context of academic achievement: lessons from Hong Kong. <i>Educational Psychology</i> , 2009, 29, 447-468.	1.2	22
8	The role of individual and contextual factors in the development of maths skills. <i>Educational Psychology</i> , 2009, 29, 541-560.	1.2	36
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17	Do children with autism use inner speech and visuospatial resources for the service of executive control? Evidence from suppression in dual tasks. <i>British Journal of Developmental Psychology</i> , 2010, 28, 369-391.	0.9	39
18	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

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132	Educational implications of executive dysfunction. , 0, , 232-246.		7
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#	ARTICLE	IF	CITATIONS
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#	ARTICLE	IF	CITATIONS
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1038	The Relationship Between Problem-Solving Skills and Planning Ability by Using Tower of London Test. <i>Open Education Studies</i> , 2021, 3, 226-232.	0.4	1
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