

Activities and Programs That Improve Children's Exe

Current Directions in Psychological Science

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Citation Report

#	ARTICLE	IF	CITATIONS
1	Associations between executive attention and objectively measured physical activity in adolescence: Findings from ALSPAC, a UK cohort. <i>Mental Health and Physical Activity</i> , 2013, 6, 212-219.	0.9	56
2	Measuring self-regulation in a physically active context: Psychometric analyses of scores derived from an observer-rated measure of self-regulation. <i>Mental Health and Physical Activity</i> , 2013, 6, 189-196.	0.9	15
3	The development of mental scenario building and episodic foresight. <i>Annals of the New York Academy of Sciences</i> , 2013, 1296, 135-153.	1.8	75
4	Top 10 Research Questions Related to Physical Activity in Preschool Children. <i>Research Quarterly for Exercise and Sport</i> , 2013, 84, 448-455.	0.8	32
5	An Examination of the Specificity of Motivation and Executive Functioning in ADHD Symptom-Clusters in Adolescence. <i>Journal of Pediatric Psychology</i> , 2013, 38, 1081-1090.	1.1	6
6	Examining the Relative Contribution of Memory Updating, Attention Focus Switching, and Sustained Attention to Children's Verbal Working Memory Span. <i>Child Development Research</i> , 2013, 2013, 1-12.	1.8	15
7	How to Improve Cognitive Control in Development During Childhood: Potentials and Limits of Cognitive Interventions. <i>Child Development Perspectives</i> , 2013, 7, 121-125.	2.1	38
9	Intervention strategies and clinical process in transdiagnostic cognitive-behavioral therapy.. <i>Psychotherapy</i> , 2013, 50, 381-386.	0.7	25
10	Effects of Exergame Play on EF in Children and Adolescents at a Summer Camp for Low Income Youth. <i>Journal of Educational and Developmental Psychology</i> , 2013, 4, 209-225.	0.0	27
11	Commentaries and Conclusions. <i>Advances in Digital Education and Lifelong Learning</i> , 2013, , 173-185.	0.1	0
12	Predictors of cognitive enhancement after training in preschoolers from diverse socioeconomic backgrounds. <i>Frontiers in Psychology</i> , 2014, 5, 205.	1.1	48
13	Dissociable effects of game elements on motivation and cognition in a task-switching training in middle childhood. <i>Frontiers in Psychology</i> , 2014, 5, 1275.	1.1	33
14	Cognitive and physiological effects of an acute physical activity intervention in elementary school children. <i>Frontiers in Psychology</i> , 2014, 5, 1473.	1.1	77
15	The development and malleability of executive control abilities. <i>Frontiers in Behavioral Neuroscience</i> , 2014, 8, 221.	1.0	64
16	Composantes m�acognitives; d�efinitions et outils d'�evaluation. <i>Enfance</i> , 2014, 2014, 427-457.	0.1	3
17	New directions in cognitive training: on methods, transfer, and application. <i>Psychological Research</i> , 2014, 78, 749-755.	1.0	52
18	The Role and Sources of Individual Differences in Critical-Analytic Thinking: a Capsule Overview. <i>Educational Psychology Review</i> , 2014, 26, 495-518.	5.1	15
19	Executive control training from middle childhood to adolescence. <i>Frontiers in Psychology</i> , 2014, 5, 390.	1.1	216

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20	Moving and Academic Learning Are Not Antagonists: Acute Effects on Executive Function and Enjoyment. <i>Journal of Sport and Exercise Psychology</i> , 2014, 36, 474-485.	0.7	66
21	Less-structured time in children's daily lives predicts self-directed executive functioning. <i>Frontiers in Psychology</i> , 2014, 5, 593.	1.1	113
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23	Executive Functions: Formative Versus Reflective Measurement. <i>Measurement</i> , 2014, 12, 69-95.	0.1	42
24	Costs and benefits linked to developments in cognitive control. <i>Developmental Science</i> , 2014, 17, 203-211.	1.3	50
25	The Nature and Development of Critical-Analytic Thinking. <i>Educational Psychology Review</i> , 2014, 26, 477-493.	5.1	59
26	Self-Control and Grit. <i>Current Directions in Psychological Science</i> , 2014, 23, 319-325.	2.8	605
27	Alternative Measurement Paradigms for Measuring Executive Functions: SEM (Formative and) Tj ETQq1 1 0.784314 rgBT /Ovgrlock 10 T	0.1	9
28	Cognitive precursors of arithmetic development in primary school children with cerebral palsy. <i>Research in Developmental Disabilities</i> , 2014, 35, 826-832.	1.2	9
29	A developmental window into trade-offs in executive function: The case of task switching versus response inhibition in 6-year-olds. <i>Neuropsychologia</i> , 2014, 62, 356-364.	0.7	33
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32	Put on a happy face! Inhibitory control and socioemotional knowledge predict emotion regulation in 5- to 7-year-olds. <i>Journal of Experimental Child Psychology</i> , 2014, 123, 36-52.	0.7	45
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44	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
46	Enhancing the Executive Functions of 3-Year-Olds in the Dimensional Change Card Sort Task. Child Development, 2015, 86, 812-827.	1.7	32
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56	Challenges for an Interdisciplinary Consideration of Cognitive Training. New Directions for Child and Adolescent Development, 2015, 2015, 21-32.	1.3	5
57	Self-Regulation in Children with Intellectual Disability. Journal of Special Education and Rehabilitation, 2015, 16, .	0.5	4
58	Cognitive training as a resolution for early executive function difficulties in children with intellectual disabilities. Research in Developmental Disabilities, 2015, 38, 145-160.	1.2	66

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60	Adaptive working-memory training benefits reading, but not mathematics in middle childhood. <i>Child Neuropsychology</i> , 2015, 21, 285-301.	0.8	145
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81	The impact of behavioural executive functioning and intelligence on math abilities in children with intellectual disabilities. <i>Journal of Intellectual Disability Research</i> , 2016, 60, 1086-1096.	1.2	10
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85	The Adaptive Value of Cognitive Immaturity: Applications of Evolutionary Developmental Psychology to Early Education. <i>Evolutionary Psychology</i> , 2016, , 3-32.	1.8	7
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90	Cognitive flexibility modulates maturation and musicâ€™trainingâ€™related changes in neural sound discrimination. <i>European Journal of Neuroscience</i> , 2016, 44, 1815-1825.	1.2	28
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93	A Longitudinal Investigation of Conflict and Delay Inhibitory Control in Toddlers and Preschoolers. <i>Early Education and Development</i> , 2016, 27, 788-804.	1.6	22
95	Handbook of Mindfulness in Education. <i>Mindfulness in Behavioral Health</i> , 2016, , .	0.2	97
96	Improving Children's Coordinative Skills and Executive Functions. <i>Perceptual and Motor Skills</i> , 2016, 122, 27-46.	0.6	89

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98	A Pilot Study of Contemplative Practices with Economically Disadvantaged Preschoolers: Children's Empathic and Self-Regulatory Behaviors. <i>Mindfulness</i> , 2016, 7, 46-58.	1.6	62
99	The Efficacy of the LearningRx Cognitive Training Program: Modality and Transfer Effects. <i>Journal of Experimental Education</i> , 2016, 84, 600-620.	1.6	9
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129	Cultural consonance, deprivation, and psychological responses for niche construction. Behavioral and Brain Sciences, 2017, 40, e337.	0.4	0
130	Predictability or controllability: Which matters more for the BCD?. Behavioral and Brain Sciences, 2017, 40, e328.	0.4	0
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132	Socioeconomic status, unpredictability, and different perceptions of the same risk. Behavioral and Brain Sciences, 2017, 40, e334.	0.4	4
133	Loss of control is not necessary to induce behavioral consequences of deprivation: The case of religious fasting during Ramadan. Behavioral and Brain Sciences, 2017, 40, e338.	0.4	5
134	Stuff goes wrong, so act now. Behavioral and Brain Sciences, 2017, 40, e340.	0.4	6
135	Toward a balanced view of stress-adapted cognition. Behavioral and Brain Sciences, 2017, 40, e325.	0.4	5

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137	The role of child socioeconomic status in cognitive training outcomes. <i>Journal of Applied Developmental Psychology</i> , 2017, 53, 139-150.	0.8	13
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146	Evolutionary approaches to deprivation transform the ethics of policy making. <i>Behavioral and Brain Sciences</i> , 2017, 40, e322.	0.4	0
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149	When does deprivation motivate future-oriented thinking? The case of climate change. <i>Behavioral and Brain Sciences</i> , 2017, 40, e336.	0.4	0
150	Developing the behavioural constellation of deprivation: Relationships, emotions, and not quite being in the present. <i>Behavioral and Brain Sciences</i> , 2017, 40, e317.	0.4	0
151	From perceived control to self-control, the importance of cognitive and emotional resources. <i>Behavioral and Brain Sciences</i> , 2017, 40, e321.	0.4	0
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155	Interpreting risky behavior as a contextually appropriate response: Significance and policy implications beyond socioeconomic status. Behavioral and Brain Sciences, 2017, 40, e319.	0.4	0
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158	Health behaviour, extrinsic risks, and the exceptions to the rule. Behavioral and Brain Sciences, 2017, 40, e345.	0.4	1
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169	What Is Adolescence?. , 0, , 1-20.		1
171	Cognitive Neuroscience Methods to Study the Adolescent Brain. , 0, , 50-84.		0
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173	Neurocognitive Development. , 0, , 116-150.		0
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176	The Implications of Adolescent Neuroscience on Policy. , 0, , 214-250.		0
178	Complete List of References. , 0, , 256-306.		0
179	Cognitive, not physical, engagement in video gaming influences executive functioning. <i>Journal of Cognition and Development</i> , 2018, 19, 1-20.	0.6	26
180	Indirect effects of cognitive self-regulation on the relation between emotion knowledge and emotionality. <i>Early Child Development and Care</i> , 2018, 188, 966-979.	0.7	3
181	Supporting cognitive control through competition and cooperation in childhood. <i>Journal of Experimental Child Psychology</i> , 2018, 173, 28-40.	0.7	9
182	Visual-Motor Integration, Executive Functions, and Academic Achievement: Concurrent and Longitudinal Relations in Late Elementary School. <i>Early Education and Development</i> , 2018, 29, 956-970.	1.6	20
183	Effects of a Mindfulness-Based Program on Young Children's Self-Regulation, Prosocial Behavior and Hyperactivity. <i>Journal of Child and Family Studies</i> , 2018, 27, 1150-1161.	0.7	40
184	Simians in the Shape School: A comparative study of executive attention. <i>Learning and Behavior</i> , 2018, 46, 281-293.	0.5	2
185	The Role of Social-Emotional Mediators on Middle School Students' Academic Growth as Fostered by an Evidence-Based Intervention. <i>Journal of Counseling and Development</i> , 2018, 96, 27-40.	1.3	20
186	Dynamic assessment: a case of unfulfilled potential?. <i>Educational Review</i> , 2018, 70, 7-17.	2.2	27
187	Testing the association between physical activity and executive function skills in early childhood. <i>Early Childhood Research Quarterly</i> , 2018, 44, 82-89.	1.6	32
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