Comorbidity Between Reading Disability and Math Disa

Journal of Learning Disabilities 46, 500-516

DOI: 10.1177/0022219413477476

Citation Report

#	Article	IF	CITATIONS
1	Core deficit and individual manifestations of developmental dyscalculia (DD): The role of comorbidity. Trends in Neuroscience and Education, 2013, 2, 38-42.	1.5	24
2	At the Intersection of Math and Reading Disabilities. Journal of Learning Disabilities, 2013, 46, 483-489.	1.5	28
3	Intervention Effects for Students With Comorbid Forms of Learning Disability. Journal of Learning Disabilities, 2013, 46, 534-548.	1.5	38
4	Specific Learning Disorder: Prevalence and Gender Differences. PLoS ONE, 2014, 9, e103537.	1.1	230
6	The functional anatomy of single-digit arithmetic in children with developmental dyslexia. Neurolmage, 2014, 101, 644-652.	2.1	35
7	Executive Functioning in Children With Developmental Dyslexia. Clinical Neuropsychologist, 2014, 28, 20-41.	1.5	54
8	Mathematics Achievement and Anxiety and Their Relation to Internalizing and Externalizing Behaviors. Journal of Learning Disabilities, 2014, 47, 503-514.	1.5	78
9	Transcranial Electrical Stimulation to Enhance Cognitive Abilities in the Atypically Developing Brain. , 2014, , 455-483.		3
10	Basic number processing in children with specific learning disorders: Comorbidity of reading and mathematics disorders. Child Neuropsychology, 2015, 21, 399-417.	0.8	67
11	Cognitive functioning in children with learning problems. European Journal of Psychology of Education, 2015, 30, 349-367.	1.3	5
12	Predicting Children's Reading and Mathematics Achievement from Early Quantitative Knowledge and Domain-General Cognitive Abilities. Frontiers in Psychology, 2016, 7, 775.	1.1	67
13	Shared and Unique Risk Factors Underlying Mathematical Disability and Reading and Spelling Disability. Frontiers in Psychology, 2016, 7, 803.	1.1	46
14	A Review about Functional Illiteracy: Definition, Cognitive, Linguistic, and Numerical Aspects. Frontiers in Psychology, 2016, 7, 1617.	1.1	46
15	Probing the nature of deficits in the †Approximate Number System' in children with persistent Developmental Dyscalculia. Developmental Science, 2016, 19, 817-833.	1.3	78
16	Visual working memory and number sense: Testing the double deficit hypothesis in mathematics. British Journal of Educational Psychology, 2016, 86, 429-445.	1.6	40
17	Taking Stock of 40 Years of Research on Mathematical Learning Disability: Methodological Issues and Future Directions. Journal for Research in Mathematics Education, 2016, 47, 338-371.	1.0	58
18	Imaging the "At-Risk―Brain: Future Directions. Journal of the International Neuropsychological Society, 2016, 22, 164-179.	1.2	18
19	How common are WM deficits in children with difficulties in reading and mathematics?. Journal of Applied Research in Memory and Cognition, 2016, 5, 384-394.	0.7	66

#	Article	IF	Citations
20	Slow sluggish cognitive tempo symptoms are associated with poorer academic performance in children with ADHD. Psychiatry Research, 2016, 242, 251-259.	1.7	30
21	Pathways to Thirdâ€Grade Calculation Versus Wordâ€Reading Competence: Are They More Alike or Different?. Child Development, 2016, 87, 558-567.	1.7	61
22	WISC-IV Intellectual Profiles in Italian Children With Specific Learning Disorder and Related Impairments in Reading, Written Expression, and Mathematics. Journal of Learning Disabilities, 2016, 49, 320-335.	1.5	37
23	Alphanumeric and non-alphanumeric Rapid Automatized Naming in children with reading and/or spelling difficulties and mathematical difficulties. Learning and Individual Differences, 2016, 47, 80-87.	1.5	50
24	Counting and rapid naming predict the fluency of arithmetic and reading skills. Contemporary Educational Psychology, 2016, 44-45, 83-94.	1.6	54
25	Double-Deficit Hypothesis in a Clinical Sample. Journal of Learning Disabilities, 2016, 49, 546-560.	1.5	18
26	Comorbidity of Arithmetic and Reading Disorder. Journal of Learning Disabilities, 2017, 50, 298-308.	1.5	32
27	Cognitive Prediction of Reading, Math, and Attention: Shared and Unique Influences. Journal of Learning Disabilities, 2017, 50, 408-421.	1.5	98
28	Early numeracy skills in preschool-aged children: a review of neurocognitive findings and implications for assessment and intervention. Clinical Neuropsychologist, 2017, 31, 329-351.	1.5	37
29	Utility of KTEA-3 Error Analysis for the Diagnosis of Specific Learning Disabilities. Journal of Psychoeducational Assessment, 2017, 35, 226-241.	0.9	1
30	Using Research-Informed Pedagogical Practices to Maximize Learning in Youth Cognitive Behavioral Therapy. Evidence-Based Practice in Child and Adolescent Mental Health, 2017, 2, 82-95.	0.7	4
31	An oscillopathic approach to developmental dyslexia: From genes to speech processing. Behavioural Brain Research, 2017, 329, 84-95.	1.2	18
32	Distinct influences of affective and cognitive factors on children's non-verbal and verbal mathematical abilities. Cognition, 2017, 166, 118-129.	1.1	26
33	Achievement Error Differences of Students With Reading Versus Math Disorders. Journal of Psychoeducational Assessment, 2017, 35, 111-123.	0.9	6
34	Strengths and Weaknesses in the Intellectual Profile of Different Subtypes of Specific Learning Disorder. Clinical Psychological Science, 2017, 5, 402-409.	2.4	64
35	Academic Achievement Deficits and Their Neuropsychological Correlates in Children Born Extremely Preterm. Journal of Developmental and Behavioral Pediatrics, 2017, 38, 627-637.	0.6	24
36	Differences in the Mathematicsâ€Vocabulary Knowledge of Fifthâ€Grade Students With and Without Learning Difficulties. Learning Disabilities Research and Practice, 2017, 32, 231-245.	0.9	28
37	Pathways to reading, mathematics, and science: Examining domain-general correlates in young Chinese children. Contemporary Educational Psychology, 2017, 51, 366-377.	1.6	43

#	ARTICLE	IF	Citations
38	Child-Level Predictors of Responsiveness to Evidence-Based Mathematics Intervention. Exceptional Children, 2017, 83, 359-377.	1.4	19
39	Neuropsychology of Learning Disabilities: The Past and the Future. Journal of the International Neuropsychological Society, 2017, 23, 930-940.	1.2	34
40	Specific Learning Disorder. , 2017, , 77-104.		7
41	Are reading difficulties associated with bullying involvement?. Learning and Instruction, 2017, 52, 130-138.	1.9	17
42	Covariation between reading and arithmetic skills from Grade 1 to Grade 7. Contemporary Educational Psychology, 2017, 51, 131-140.	1.6	45
43	Differential contributions of the middle frontal gyrus functional connectivity to literacy and numeracy. Scientific Reports, 2017, 7, 17548.	1.6	58
44	Assessment of Psychiatric Comorbidity and WISC-R Profiles in Cases Diagnosed with Specific Learning Disorder According to DSM-5 Criteria. Noropsikiyatri Arsivi, 2018, 55, 127-134.	0.7	16
46	Adolescents with Developmental Dyscalculia Do Not Have a Generalized Magnitude Deficit – Processing of Discrete and Continuous Magnitudes. Frontiers in Human Neuroscience, 2017, 11, 102.	1.0	22
47	Contribuição de múltiplos informantes para avaliação comportamental de adolescentes com queixas de desatenção e hiperatividade. Psico, 2017, 48, 295.	0.1	3
48	Dyscalculia and dyslexia: Different behavioral, yet similar brain activity profiles during arithmetic. Neurolmage: Clinical, 2018, 18, 663-674.	1.4	51
49	Externalizing behaviour and academic performance $\hat{a}\in$ the cross-lagged relationship during school transition. Emotional and Behavioural Difficulties, 2018, 23, 111-126.	0.7	16
50	Understanding the Cognition Related to Mathematics Difficulties: A Meta-Analysis on the Cognitive Deficit Profiles and the Bottleneck Theory. Review of Educational Research, 2018, 88, 434-476.	4.3	70
51	Neonatal systemic inflammation and the risk of low scores on measures of reading and mathematics achievement at age 10 years among children born extremely preterm. International Journal of Developmental Neuroscience, 2018, 66, 45-53.	0.7	13
52	Arithmetic Abilities in Children With Developmental Dyslexia: Performance on French ZAREKI-R Test. Journal of Learning Disabilities, 2018, 51, 236-249.	1.5	13
53	Cognitive Clusters in Specific Learning Disorder. Journal of Learning Disabilities, 2018, 51, 32-42.	1.5	18
54	Identifying the nature of impairments in executive functioning and working memory of children with severe difficulties in arithmetic. Child Neuropsychology, 2018, 24, 1047-1062.	0.8	16
55	Cognitive precursors of word reading versus arithmetic competencies in young Chinese children. Early Childhood Research Quarterly, 2018, 42, 55-65.	1.6	37
56	Text Comprehension and Oral Language as Predictors of Word-Problem Solving: Insights into Word-Problem Solving as a Form of Text Comprehension. Scientific Studies of Reading, 2018, 22, 152-166.	1.3	67

#	ARTICLE	IF	CITATIONS
57	Individuality in the Early Number Skill Components Underlying Basic Arithmetic Skills. Frontiers in Psychology, 2018, 9, 1056.	1.1	3
58	Why Do We Find it so Hard to Calculate the Burden of Neurodevelopmental Disorders. Journal of Childhood & Developmental Disorders, 2018, 04, .	0.3	18
59	Metaâ€enalytic findings reveal lower means but higher variances in visuospatial ability in dyslexia. British Journal of Psychology, 2018, 109, 897-916.	1.2	15
60	Neural signatures of coâ€occurring reading and mathematical difficulties. Developmental Science, 2018, 21, e12680.	1.3	19
61	Innate or Acquired? – Disentangling Number Sense and Early Number Competencies. Frontiers in Psychology, 2018, 9, 571.	1.1	3
62	Recognizing Psychiatric Comorbidity With Reading Disorders. Frontiers in Psychiatry, 2018, 9, 101.	1.3	101
63	Longitudinal Brain Development of Numerical Skills in Typically Developing Children and Children with Developmental Dyscalculia. Frontiers in Human Neuroscience, 2017, 11, 629.	1.0	40
64	Longitudinal predictors of the overlap between reading and math skills. Contemporary Educational Psychology, 2018, 54, 99-111.	1.6	59
65	Anxiety and Attentional Bias in Children with Specific Learning Disorders. Journal of Abnormal Child Psychology, 2019, 47, 487-497.	3.5	32
66	A Cognitive Dimensional Approach to Understanding Shared and Unique Contributions to Reading, Math, and Attention Skills. Journal of Learning Disabilities, 2019, 52, 15-30.	1.5	56
67	Associations Between Childhood Learning Disabilities and Adult-Age Mental Health Problems, Lack of Education, and Unemployment. Journal of Learning Disabilities, 2019, 52, 71-83.	1.5	51
68	Understanding comorbidity of learning disorders: taskâ€dependent estimates of prevalence. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2019, 60, 286-294.	3.1	39
69	Pattern understanding is a predictor of early reading and arithmetic skills. Early Childhood Research Quarterly, 2019, 49, 69-80.	1.6	19
70	Intellectual functioning and executive functions in children and adolescents with attention deficit hyperactivity disorder (<scp>ADHD</scp>) and specific learning disorder (<scp>SLD</scp>). Scandinavian Journal of Psychology, 2019, 60, 440-446.	0.8	18
71	Educational achievement at age 9.5 years of children born to mothers maintained on methadone during pregnancy. PLoS ONE, 2019, 14, e0223685.	1.1	21
72	Longitudinal Effects of Reading and/or Mathematical Difficulties: The Role of Special Education in Graduation From Upper Secondary Education. Journal of Learning Disabilities, 2019, 52, 456-467.	1.5	13
73	Reading Development and Difficulties. , 2019, , .		15
74	A meta-analysis of executive functioning in dyslexia with consideration of the impact of comorbid ADHD. Journal of Cognitive Psychology, 2019, 31, 725-749.	0.4	48

#	Article	IF	CITATIONS
75	Development of Mathematical Language in Preschool and Its Role in Learning Numeracy Skills. , 2019, , 175-193.		9
76	The Language Dimension of Mathematical Difficulties. , 2019, , 437-455.		16
77	The Diagnosis and Treatment of Dyscalculia. Deutsches Ärzteblatt International, 2019, 116, 107-114.	0.6	39
78	Understanding Comorbidity Between Specific Learning Disabilities. New Directions for Child and Adolescent Development, 2019, 2019, 91-109.	1.3	37
79	Connections Between Reading Comprehension and Wordâ€Problem Solving via Oral Language Comprehension: Implications for Comorbid Learning Disabilities. New Directions for Child and Adolescent Development, 2019, 2019, 73-90.	1.3	17
80	The Role of Learning Difficulties in Adolescents' Academic Emotions and Academic Achievement. Journal of Learning Disabilities, 2019, 52, 287-298.	1.5	39
81	Didactics as a Source and Remedy of Mathematical Learning Difficulties. , 2019, , 73-89.		3
82	Role of Neurocognitive Factors in Academic Fluency for Children and Adults With Spina Bifida Myelomeningocele. Journal of the International Neuropsychological Society, 2019, 25, 249-265.	1.2	3
83	Relationships between teacher-reported ADHD symptom profiles and academic achievement domains in a nonreferred convenience sample of first- to fourth-grade students. Journal of Theoretical Social Psychology, 2019, 29, 502-508.	1.2	11
84	Genetic and Environmental Influences on Decoding Skills – Implications for Music and Reading. Frontiers in Psychology, 2019, 10, 2604.	1.1	1
85	The association between poor reading and internalising problems: A systematic review and meta-analysis. Clinical Psychology Review, 2019, 67, 45-60.	6.0	96
87	Identifying dyslexia with confirmatory latent profile analysis. Psychology in the Schools, 2019, 56, 335-359.	1.1	7
88	Prematurity and overlap between reading and arithmetic: The cognitive mechanisms behind the association. Contemporary Educational Psychology, 2019, 56, 171-179.	1.6	8
89	Mathematics ability and related skills in preschoolers born very preterm. Child Neuropsychology, 2019, 25, 162-178.	0.8	25
90	Item response theory analyses of the Delis-Kaplan Executive Function System card sorting subtest. Child Neuropsychology, 2019, 25, 198-216.	0.8	4
91	Relationship Between Children's Lexical Diversity in Written Narratives and Performance on a Standardized Reading Vocabulary Measure. Assessment for Effective Intervention, 2019, 44, 173-183.	0.6	7
92	Dyscalculia and Typical Math Achievement Are Associated With Individual Differences in Numberâ€Specific Executive Function. Child Development, 2020, 91, 596-619.	1.7	33
93	Prevention: Necessary But Insufficient? A 2â€Year Followâ€Up of an Effective Firstâ€Grade Mathematics Intervention. Child Development, 2020, 91, 382-400.	1.7	18

#	Article	IF	CITATIONS
94	Co-Occurrence of Reading Disabilities and Math Disabilities: A Meta-Analysis. Scientific Studies of Reading, 2020, 24, 14-22.	1.3	29
95	A Meta-Analytical Review of the Genetic and Environmental Correlations between Reading and Attention-Deficit/Hyperactivity Disorder Symptoms and Reading and Math. Scientific Studies of Reading, 2020, 24, 23-56.	1.3	44
96	Cognitive Correlates of the Covariance in Reading and Arithmetic Fluency: Importance of Serial Retrieval Fluency. Child Development, 2020, 91, 1063-1080.	1.7	37
97	A Synthesis of Elementary Mathematics Interventions: Comparisons of Students With Mathematics Difficulty With and Without Comorbid Reading Difficulty. Journal of Learning Disabilities, 2020, 53, 244-276.	1.5	22
98	The role of ADHD symptoms in the relationship between academic achievement and psychopathological symptoms. Research in Developmental Disabilities, 2020, 97, 103552.	1.2	17
99	Performance Differences on a Measure of Mathematics Vocabulary for English Learners and Non-English Learners with and without Mathematics Difficulty. Reading and Writing Quarterly, 2020, 36, 124-141.	0.6	19
100	The Multiple Deficit Model: Progress, Problems, and Prospects. Scientific Studies of Reading, 2020, 24, 7-13.	1.3	79
101	Cross-domain associations of key cognitive correlates of early reading and early arithmetic in 5-year-olds. Early Childhood Research Quarterly, 2020, 51, 144-152.	1.6	28
102	Early cognitive profiles predicting reading and arithmetic skills in grades 1 and 7. Contemporary Educational Psychology, 2020, 60, 101830.	1.6	7
103	Comorbid Learning Difficulties in Reading and Mathematics: The Role of Intelligence and In-Class Attentive Behavior. Frontiers in Psychology, 2020, 11, 572099.	1.1	8
104	Developmental dyslexia: A new look at clinical features and brain mechanisms. Handbook of Clinical Neurology / Edited By P J Vinken and G W Bruyn, 2020, 174, 47-59.	1.0	1
105	Diagnostic Associations of Processing Speed in a Transdiagnostic, Pediatric Sample. Scientific Reports, 2020, 10, 10114.	1.6	17
106	The Effect of Peer-Assisted Mathematics Learning Opportunities in First Grade Classrooms: What Works for Whom?. Journal of Research on Educational Effectiveness, 2020, 13, 601-624.	0.9	5
107	Thalamus is a common locus of reading, arithmetic, and IQ: Analysis of local intrinsic functional properties. Brain and Language, 2020, 209, 104835.	0.8	14
108	Neural Correlates in Learning Disabilities. , 2020, , .		1
109	Cognitive correlates of dyslexia, dyscalculia and comorbid dyslexia/dyscalculia: Effects of numerical magnitude processing and phonological processing. Research in Developmental Disabilities, 2020, 107, 103806.	1.2	22
110	Impaired school well-being in children with specific learning disorder and its relationship to psychopathological symptoms. European Journal of Special Needs Education, 2020, , 1-15.	1.5	8
111	Working Memory in Children with Learning Disorders: An EEG Power Spectrum Analysis. Brain Sciences, 2020, 10, 817.	1.1	14

#	Article	IF	CITATIONS
112	Attention-Deficit/Hyperactivity Disorder Predominantly Inattentive Subtype/Presentation: Research Progress and Translational Studies. Brain Sciences, 2020, 10, 292.	1.1	13
113	Learning Difficulties in Children with Symptoms of DCD And/or ADHD: Analyses from a Categorical and a Continuous Approach. International Journal of Disability Development and Education, 2020, , 1-17.	0.6	3
114	Left posterior prefrontal regions support domainâ€general executive processes needed for both reading and math. Journal of Neuropsychology, 2020, 14, 467-495.	0.6	14
115	Assessment of attention-deficit/hyperactivity disorder and comorbid reading disorder with consideration of executive functioning., 2020,, 55-73.		0
116	Comorbidities Between Specific Learning Disorders and Psychopathology in Elementary School Children in Germany. Frontiers in Psychiatry, 2020, 11, 292.	1.3	33
117	The Effect of Computer-Assisted Conceptual Model-Based Intervention Program on Mathematics Problem-Solving Performance of At-Risk English Learners [*] . Reading and Writing Quarterly, 2020, 36, 104-123.	0.6	10
118	Intellectual Profiles in Children With ADHD and Comorbid Learning and Motor Disorders. Journal of Attention Disorders, 2020, 24, 1227-1236.	1.5	20
119	Developmental dynamics between reading and math in elementary school. Developmental Science, 2021, 24, e13004.	1.3	23
120	Cognitive predictors of arithmetic, reading, and spelling in Brazilian Portuguese-speaking children. Reading and Writing, 2021, 34, 171-198.	1.0	8
121	A retrospective investigation of the added clinical value of SCT symptoms on neuropsychological assessments in youth with ADHD. Child Neuropsychology, 2021, 27, 281-295.	0.8	6
122	Development of reading and arithmetic skills across Grades 1 to 4 in two groups of children receiving part-time special education. Learning and Individual Differences, 2021, 85, 101956.	1.5	3
123	Language difficulties are a shared risk factor for both reading disorder and mathematics disorder. Journal of Experimental Child Psychology, 2021, 202, 105009.	0.7	21
124	Annual Research Review: Reading disorders revisited – the critical importance of oral language. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2021, 62, 635-653.	3.1	53
125	Larger increase in trait negative affect is associated with greater future cognitive decline and vice versa across 23 years. Depression and Anxiety, 2021, 38, 146-160.	2.0	17
126	The importance of specific mathematical language for early proportional reasoning. Early Childhood Research Quarterly, 2021, 55, 193-200.	1.6	13
127	Unpacking Underperformance: Learning Mindsets and the Challenge of Academic Achievement Among Filipino Students. SSRN Electronic Journal, 0, , .	0.4	1
128	The effect of an integrated reading and anxiety intervention for poor readers with anxiety. PeerJ, 2021, 9, e10987.	0.9	13
130	How Cognitive Strengths Compensate Weaknesses Related to Specific Learning Difficulties in Fourth-Grade Children. Frontiers in Psychology, 2021, 12, 552458.	1.1	5

#	Article	IF	CITATIONS
131	The Relationship of Reading Abilities With the Underlying Cognitive Skills of Math: A Dimensional Approach. Frontiers in Psychology, 2021, 12, 577488.	1.1	8
132	Executive Functions in Neurodevelopmental Disorders: Comorbidity Overlaps Between Attention Deficit and Hyperactivity Disorder and Specific Learning Disorders. Frontiers in Human Neuroscience, 2021, 15, 594234.	1.0	33
133	Differences between Students with Emotional Disturbance, Learning Disabilities, and without Disabilities on the Five Dimensions of Emotional Disturbance. Journal of Applied School Psychology, 0, , 1-16.	0.4	7
134	Sluggish Cognitive Tempo and Neuropsychological Functioning. Research on Child and Adolescent Psychopathology, 2021, 49, 1001-1013.	1.4	22
135	Angebot, Nutzung und Ertrag von Konzeptwechseltexten zu Neuromythen bei angehenden BiologielehrkrÄften. Zeitschrift Fļr Didaktik Der Naturwissenschaften, 0, , 1.	0.2	2
136	The Neurological Basis of Developmental Dyslexia and Related Disorders: A Reappraisal of the Temporal Hypothesis, Twenty Years on. Brain Sciences, 2021, 11, 708.	1.1	22
137	The co-occurrence of Attention-Deficit/Hyperactivity Disorder and mathematical difficulties: An investigation of the role of basic numerical skills. Research in Developmental Disabilities, 2021, 112, 103881.	1.2	8
138	Longâ€term cognitive and academic outcomes among pediatric brain tumor survivors treated with proton versus photon radiotherapy. Pediatric Blood and Cancer, 2021, 68, e29125.	0.8	18
139	Similarities and Differences in the Learning Profiles of Adolescents with SLD and SLI in Mathematics—A Preliminary Analysis. Brain Sciences, 2021, 11, 850.	1.1	1
140	Predetermined accommodations with a standardized testing protocol: Examining two accommodation supports for developing fraction thinking in students with mathematical difficulties. Journal of Mathematical Behavior, 2021, 62, 100861.	0.5	3
141	Review on the Prevalence and Persistence of Neuromyths in Education $\hat{a}\in$ Where We Stand and What Is Still Needed. Frontiers in Education, 2021, 6, .	1.2	11
142	Effects of Neurofeedback on the Working Memory of Children with Learning Disorders—An EEG Power-Spectrum Analysis. Brain Sciences, 2021, 11, 957.	1.1	8
143	Do Reading and Arithmetic Fluency Share the Same Cognitive Base?. Frontiers in Psychology, 2021, 12, 709448.	1.1	6
144	Examining the Relations between Preschooler's Externalizing Behaviors and Academic Performance Using an S-1 Bifactor Model. Research on Child and Adolescent Psychopathology, 2022, 50, 577-589.	1.4	2
145	Children Who Receive Special Education Services for ADHD: Early Indicators and Evidence of Disproportionate Representation in the Early Childhood Longitudinal Study (ECLS-K: 2011). Journal of Emotional and Behavioral Disorders, 2022, 30, 3-15.	1.1	5
146	Overcoming theoretical stagnation through cultural–historical neuropsychology: The case of dyslexia. Theory and Psychology, 0, , 095935432110408.	0.7	1
147	Cognitive Profiles in the WISC-V of Children with ADHD and Specific Learning Disorders. Sustainability, 2021, 13, 9948.	1.6	7
148	Mathematics Disability vs. Learning Disability: A 360 Degree Analysis. Frontiers in Psychology, 2021, 12, 725694.	1.1	0

#	ARTICLE	IF	Citations
149	Helping School Psychologists and Districts Estimate the Cost of Adopting the Dual Discrepancy/Consistency PSW Method for SLD Identification. Journal of Applied School Psychology, 0, , 1-34.	0.4	1
150	Comorbidity between persistent reading and mathematics disabilities: The nature of comorbidity. Research in Developmental Disabilities, 2021, 117, 104049.	1.2	4
151	Closing the word-problem achievement gap in first grade: Schema-based word-problem intervention with embedded language comprehension instruction Journal of Educational Psychology, 2021, 113, 86-103.	2.1	42
152	Behavior-Genetic Studies of Academic Performance in School Students: A Commentary for Professionals in Psychology and Education., 2019,, 213-232.		4
153	Cognitive Training in Children with Neurodevelopmental Conditions. , 2021, , 351-368.		4
156	Developmental Dyscalculia. Zeitschrift Fur Psychologie / Journal of Psychology, 2015, 223, 69-82.	0.7	19
157	Internalizing Problems in Children and Adolescents With Math Disability. Zeitschrift Fur Psychologie / Journal of Psychology, 2015, 223, 93-101.	0.7	8
158	Understanding, educating, and supporting children with specific learning disabilities: 50 years of science and practice American Psychologist, 2020, 75, 37-51.	3.8	132
159	The association of parent-reported executive functioning, reading, and math is explained by nature, not nurture Developmental Psychology, 2020, 56, 2246-2261.	1.2	4
160	Latent class analysis of children with math difficulties and/or math learning disabilities: Are there cognitive differences?. Journal of Educational Psychology, 2018, 110, 931-951.	2.1	19
161	Cognitive predictors of difficulties in math and reading in pre-kindergarten children at high risk for learning disabilities Journal of Educational Psychology, 2020, 112, 685-700.	2.1	25
162	Cognitive dimensions of learning in children with problems in attention, learning, and memory Journal of Educational Psychology, 2021, 113, 1454-1480.	2.1	23
163	Validity and reliability of the Arabic dyscalculia test in diagnosing Egyptian dyscalculic school-age children. The Egyptian Journal of Otolaryngology, 2020, 36, .	0.1	3
164	Creativity as predictor of mathematical abilities in fourth graders in addition to number sense and working memory. Journal of Numerical Cognition, 2017, 3, 417-440.	0.6	16
165	Inferencing Skill and Attentional Control Account for the Connection Between Reading Comprehension and Mathematics. Frontiers in Psychology, 2021, 12, 709944.	1.1	0
168	O INTERESSE PESSOAL E O FATOR PROFESSOR NO PROCESSO DE APRENDIZAGEM DO ALUNO. Itinerarius Reflectionis, 2019, 15, 01-21.	0.1	2
170	Study on Mental Health Problems of Children with Learning Disabilities. Advances in Psychology, 2020, 10, 1488-1494.	0.0	0
172	Interface Entre a Velocidade de Processamento Cognitivo e o Desempenho Aritmético e Leitor de Alunos do 5° e 7° Anos do Ensino Fundamental. Bolema - Mathematics Education Bulletin, 2020, 34, 225-245.	0.1	2

#	Article	IF	CITATIONS
173	Mathematical Language of Students with Learning Disabilities in the Context of Length. Athens Journal of Education, 2021, 9, 79-102.	0.2	1
174	The comparison of sluggish cognitive tempo, processing speed, and executive functions in female children with specific learning disabilities and typically developing female children: A pilot study. Applied Neuropsychology: Child, 2021, , 1-8.	0.7	1
175	Higher-order dimensions of psychopathology in a neurodevelopmental transdiagnostic sample Journal of Abnormal Psychology, 2021, 130, 909-922.	2.0	13
176	Learning Disabilities Elevate Children's Risk for Behavioral-Emotional Problems: Differences Between LD Types, Genders, and Contexts. Journal of Learning Disabilities, 2022, 55, 465-481.	1.5	7
177	Wordâ€Problem Performance Differences by Schema: A Comparison of Students with and without Mathematics Difficulty. Learning Disabilities Research and Practice, 2022, 37, 37-50.	0.9	1
178	Comorbidity in Reading Comprehension and Word-Problem Solving Difficulties: Exploring Shared Risk Factors and Their Impact on Language Minority Learners. Journal of Learning Disabilities, 2022, 55, 513-527.	1.5	2
179	Neuropsychology consultation to identify learning disorders in children and adolescents: a proposal based on lessons learned during the COVID-19 pandemic. Child Neuropsychology, 2022, 28, 671-688.	0.8	4
180	A Meta-Analysis of Mathematics Word-Problem Solving Interventions for Elementary Students Who Evidence Mathematics Difficulties. Review of Educational Research, 2022, 92, 695-742.	4.3	8
181	Domain-General Cognitive Skills in Children with Mathematical Difficulties and Dyscalculia: A Systematic Review of the Literature. Brain Sciences, 2022, 12, 239.	1.1	11
182	The Cognitive Profile of Math Difficulties: A Meta-Analysis Based on Clinical Criteria. Frontiers in Psychology, 2022, 13, 842391.	1.1	3
183	Özgýl Öğrenme Bozukluğu için Dikkat Eksikliği Hiperaktivite Bozukluğu Komorbiditesi Her Zaman Köt Durum Olmayabilir Mi?. Anadolu Kliniği Tıp Bilimleri Dergisi, 0, , .	ü Bir 0.1	0
184	Modeling the Speeded Determinants of Adolescents' Academic and Attentional Functioning. Developmental Neuropsychology, 2022, 47, 61-77.	1.0	0
191	Mathematics Difficulties and Psychopathology in School-Age Children. Journal of Learning Disabilities, 2023, 56, 116-131.	1.5	3
192	Longitudinal Trajectories of Reading and Mathematics Achievement for Students With Learning Disabilities. Journal of Learning Disabilities, 2023, 56, 132-144.	1.5	5
193	Dorsal visual stream activity during coherent motion processing is not related to math ability or dyscalculia. NeuroImage: Clinical, 2022, 35, 103042.	1.4	0
194	A meta-analysis of the effects of academic interventions on academic achievement and academic anxiety outcomes in elementary school children. Journal of School Psychology, 2022, 92, 265-284.	1.5	6
197	Are different reading problems associated with different anxiety types?. Applied Cognitive Psychology, 2022, 36, 793-804.	0.9	6
198	Cognitive skills, self-beliefs and task interest in children with low reading and/or arithmetic fluency. Learning and Individual Differences, 2022, 97, 102160.	1.5	3

#	Article	IF	CITATIONS
199	The relationship between phonological processing and arithmetic in children with learning disabilities. Developmental Science, 2023, 26, .	1.3	1
200	Specific Learning Disorders and Eating Disorders: an Italian retrospective study. Italian Journal of Pediatrics, 2022, 48, .	1.0	2
201	A Neuropsychological Profile of Developmental Dyscalculia: The Role of Comorbidity. Journal of Learning Disabilities, 2023, 56, 310-323.	1.5	1
203	Working Memory and Classroom Learning. , 2022, , 835-858.		0
204	Technological Practices of Middle Years Students with Mathematics Learning Disabilities. Canadian Journal of Science, Mathematics and Technology Education, 2022, 22, 376-391.	0.6	2
205	The Contributions of Cognitive Abilities to the Relationship between ADHD Symptoms and Academic Achievement. Brain Sciences, 2022, 12, 1075.	1.1	0
206	Using Twins to Assess What Might Have Been: The Co-twin Control Design. Research on Social Work Practice, 0, , 104973152211206.	1.1	1
207	Digitalized Interactive Components in Computer-Based-Assessment in Mathematics for K12 Students: A Research Synthesis. Computers in the Schools, 2023, 40, 56-84.	0.4	1
208	Working Memory and Processing Speed Predict Math Skills in Pediatric Brain Tumor Survivors. Journal of Pediatric Hematology/Oncology, 0, Publish Ahead of Print, .	0.3	0
209	A Meta-Analysis on the Differences in Mathematical and Cognitive Skills Between Individuals With and Without Mathematical Learning Disabilities. Review of Educational Research, 2023, 93, 718-755.	4.3	2
210	Peso diferencial que ostentan variables cognitivas y no cognitivas en el rendimiento matem \tilde{A}_i tico. , 2022, 11, 53-64.		1
211	Domain-general and domain-specific cognitive correlates of developmental dyscalculia: a systematic review of the last two decades' literature. Child Neuropsychology, 2023, 29, 1179-1229.	0.8	1
212	Attention-Deficit/Hyperactivity Disorder and Academic Functioning: Reading, Writing, and Math Abilities in a Community Sample of Youth with and without ADHD. Research on Child and Adolescent Psychopathology, 2023, 51, 583-596.	1.4	1
213	Contributions of linguistic, quantitative, and spatial attention skills to young children's math versus reading: Same, different, or both?. Infant and Child Development, 2023, 32, .	0.9	0
214	Understanding Mental Health in Developmental Dyslexia: A Scoping Review. International Journal of Environmental Research and Public Health, 2023, 20, 1653.	1.2	8
215	Assessed Numeracy Skills and Skill Use of Adults With Learning Disabilities in PIAAC. Learning Disability Quarterly, 0, , 073194872211456.	0.9	1
216	A Register Study Suggesting Homotypic and Heterotypic Comorbidity Among Individuals With Learning Disabilities. Journal of Learning Disabilities, 2024, 57, 30-42.	1.5	2
217	Solving Algebraic Word Problems Using General Heuristics Instruction. Teaching Exceptional Children, 0, , 004005992311570.	0.8	O

#	Article	IF	CITATIONS
218	Improving learning science: Evaluating and comparing academic interventions using measures of learning speed. Psychology in the Schools, 0 , , .	1.1	1
219	Mathematics abilities associated with adaptive functioning in preschool children born preterm. Child Neuropsychology, 2024, 30, 315-328.	0.8	1
220	Risk factors of and interventions for mental health problems in learning disabilities: a systematic review of psychological therapies for parents and children. Current Psychology, 2024, 43, 3956-3972.	1.7	1
223	Executive Function in Children and Adolescents: A Concept in Need of Clarity. Autism and Child Psychopathology Series, 2023, , 235-268.	0.1	0
234	Neurodevelopmental Disorders: Learning Disorders. , 2023, , 1-30.		2
236	How "Specific―Are Specific Learning Disabilities After All?. Advances in Psychology, Mental Health, and Behavioral Studies, 2023, , 157-168.	0.1	0