

# What's Past Is Prologue

Educational Researcher

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Citation Report

#	ARTICLE	IF	CITATIONS
1	To Love, Honor, and Inform from This Site Forward: A Model of Dyadic Information Behavior in Online-Initiated Relationships. , 2013, , .		1
2	State and Trait Effects on Individual Differences in Children's Mathematical Development. Psychological Science, 2014, 25, 2017-2026.	3.3	80
3	Conceptual knowledge of fraction arithmetic.. Journal of Educational Psychology, 2015, 107, 909-918.	2.9	93
4	The Role of Mediators in the Development of Longitudinal Mathematics Achievement Associations. Child Development, 2015, 86, 1892-1907.	3.0	45
5	Role of Parent Literacy and Numeracy Expectations and Activities in Predicting Early Numeracy Skills. Mathematical Thinking and Learning, 2015, 17, 219-236.	1.2	59
6	Processes in the development of mathematics in kindergarten children from Title 1 schools. Journal of Experimental Child Psychology, 2015, 140, 56-73.	1.4	19
7	Discussion From a Mathematics Education Perspective. Mathematical Thinking and Learning, 2015, 17, 244-252.	1.2	4
8	Early Literacy Promotion in the Digital Age. Pediatric Clinics of North America, 2015, 62, 1273-1295.	1.8	7
9	Decreasing the SES math achievement gap: Initial math proficiency and home learning environments. Contemporary Educational Psychology, 2015, 43, 25-38.	2.9	77
10	Teachers' Effortful Control and Student Functioning: Mediating and Moderating Processes. Social Development, 2016, 25, 623-645.	1.3	8
11	Continuity and Change in the Field of Cognitive Development and in the Perspectives of One Cognitive Developmentalist. Child Development Perspectives, 2016, 10, 128-133.	3.9	47
12	Maternal Math Talk in the Home and Math Skills in Preschool Children. Early Education and Development, 2016, 27, 841-857.	2.6	92
13	Effects of MyTeachingPartner's Math/Science on Teacher's Child Interactions in Prekindergarten Classrooms. Early Education and Development, 2016, 27, 110-127.	2.6	17
14	Mathematics Content Coverage and Student Learning in Kindergarten. Educational Researcher, 2016, 45, 293-300.	5.4	66
15	Magnitude knowledge: the common core of numerical development. Developmental Science, 2016, 19, 341-361.	2.4	136
16	Exploración de diferencias de género en los predictores de dominio general y específico de las habilidades matemáticas tempranas. Suma Psicológica, 2016, 23, 71-79.	0.4	0
17	Evaluating Longitudinal Mathematics Achievement Growth. Educational Researcher, 2016, 45, 347-357.	5.4	25
18	Cultivating Knowledge. , 2016, , .		2

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19	Early Mathematical Development: How the Home Environment Matters. , 2016, , 7-28.		28
20	Challenges Faced by Entry-level University Students in Word Problems Involving Fractions Terminology. International Journal of Educational Sciences, 2016, 15, 461-473.	0.1	1
21	Facilitating the Transition to Kindergarten. AERA Open, 2016, 2, 233285841665576.	2.1	27
22	A focus on exploratory tasks in lesson study: The Canadian "Math for Young Children"™ project. ZDM - International Journal on Mathematics Education, 2016, 48, 541-554.	2.2	21
23	Differential and long-term language impact on math. Language Testing, 2016, 33, 577-605.	3.2	15
24	Construct Confounding Among Predictors of Mathematics Achievement. AERA Open, 2016, 2, 233285841664893.	2.1	10
25	Which preschool mathematics competencies are most predictive of fifth grade achievement?. Early Childhood Research Quarterly, 2016, 36, 550-560.	2.7	231
26	Is Kindergarten the New First Grade?. AERA Open, 2016, 2, 233285841561635.	2.1	229
27	Improving low-income preschoolers mathematics achievement with Math Shelf, a preschool tablet computer curriculum. Computers in Human Behavior, 2016, 55, 223-229.	8.5	65
28	Math Shelf: A Randomized Trial of a Prekindergarten Tablet Number Sense Curriculum. Early Education and Development, 2016, 27, 74-88.	2.6	40
29	Executive functioning deficits increase kindergarten children's risk for reading and mathematics difficulties in first grade. Contemporary Educational Psychology, 2017, 50, 23-32.	2.9	55
30	Does Early Mathematics Intervention Change the Processes Underlying Children's Learning?. Journal of Research on Educational Effectiveness, 2017, 10, 96-115.	1.6	21
31	Rasch Modeling of the Test of Early Mathematics Ability"Third Edition With a Sample of K1 Children in Singapore. Journal of Psychoeducational Assessment, 2017, 35, 615-627.	1.5	12
32	Fluid reasoning predicts future mathematical performance among children and adolescents. Journal of Experimental Child Psychology, 2017, 157, 125-143.	1.4	55
33	Preschoolers"™ mathematical play and colour preferences: a new window into the development of gendered beliefs about math. Early Child Development and Care, 2017, 187, 1273-1283.	1.3	7
34	The 15-Minute Audition: Translating a Proof of Concept Into a Domain-Specific Screening Device for Mathematical Talent. Gifted Child Quarterly, 2017, 61, 164-171.	2.0	5
35	Improving preschoolers"™ mathematics achievement with tablets: a randomized controlled trial. Mathematics Education Research Journal, 2017, 29, 313-327.	1.7	40
36	Early Math Trajectories: Low-income Children's Mathematics Knowledge From Ages 4 to 11. Child Development, 2017, 88, 1727-1742.	3.0	103

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37	Persistent Genetic and Family-Wide Environmental Contributions to Early Number Knowledge and Later Achievement in Mathematics. <i>Psychological Science</i> , 2017, 28, 1707-1718.	3.3	7
38	Encouraging Spatial Talk: Using Children's Museums to Bolster Spatial Reasoning. <i>Mind, Brain, and Education</i> , 2017, 11, 144-152.	1.9	36
39	Strategic Staffing? How Performance Pressures Affect the Distribution of Teachers Within Schools and Resulting Student Achievement. <i>American Educational Research Journal</i> , 2017, 54, 1079-1116.	2.7	30
40	Covariation between reading and arithmetic skills from Grade 1 to Grade 7. <i>Contemporary Educational Psychology</i> , 2017, 51, 131-140.	2.9	45
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42	The DREME Network: Research and Interventions in Early Childhood Mathematics. <i>Advances in Child Development and Behavior</i> , 2017, 53, 1-41.	1.3	8
43	Early Childhood Educators's Issues and Perspectives in Mathematics Education. <i>ICME-13 Monographs</i> , 2018, , 267-289.	1.0	5
44	Contemporary Research and Perspectives on Early Childhood Mathematics Education. <i>ICME-13 Monographs</i> , 2018, , .	1.0	7
45	Early developmental trajectories of number knowledge and math achievement from 4 to 10 years: Low-persistent profile and early-life predictors. <i>Journal of School Psychology</i> , 2018, 68, 84-98.	2.9	35
46	Full- Versus Part-Day Kindergarten for Children With Disabilities: Effects on Executive Function Skills. <i>Early Education and Development</i> , 2018, 29, 288-305.	2.6	3
47	EmMa – Fortbildung für elementarpädagogische Fachperson zur frühsten mathematischen Bildung. <i>Konzepte Und Studien Zur Hochschuldidaktik Und Lehrerbildung Mathematik</i> , 2018, , 417-434.	0.1	2
48	What Is the Long-Run Impact of Learning Mathematics During Preschool?. <i>Child Development</i> , 2018, 89, 539-555.	3.0	58
49	A Systematic Review of Longitudinal Studies of Mathematics Difficulty. <i>Journal of Learning Disabilities</i> , 2018, 51, 523-539.	2.2	70
50	Early mathematical competencies and later achievement: insights from the Longitudinal Study of Australian Children. <i>Mathematics Education Research Journal</i> , 2018, 30, 429-444.	1.7	13
51	Young children's mathematical learning opportunities in family shopping experiences. <i>European Early Childhood Education Research Journal</i> , 2018, 26, 481-494.	1.9	6
52	MaGrid: A Language-Neutral Early Mathematical Training and Learning Application. <i>International Journal of Emerging Technologies in Learning</i> , 2018, 13, 4.	1.3	7
53	The Open Algorithm Based on Numbers (ABN) Method: An Effective Instructional Approach to Domain-Specific Precursors of Arithmetic Development. <i>Frontiers in Psychology</i> , 2018, 9, 1811.	2.1	13
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55	Preschool Executive Function Profiles: Implications for Math Achievement in Grades 1 and 3. Journal of Research in Childhood Education, 2018, 32, 404-418.	1.0	14
56	Revisiting the Marshmallow Test: A Conceptual Replication Investigating Links Between Early Delay of Gratification and Later Outcomes. Psychological Science, 2018, 29, 1159-1177.	3.3	293
57	Investigating the relationship between fetal growth and academic attainment: secondary analysis of the Born in Bradford (BiB) cohort. International Journal of Epidemiology, 2018, 47, 1475-1484.	1.9	11
58	The Chicago School Readiness Project: Examining the long-term impacts of an early childhood intervention. PLoS ONE, 2018, 13, e0200144.	2.5	60
59	Meaning before order: Cardinal principle knowledge predicts improvement in understanding the successor principle and exact ordering. Cognition, 2018, 180, 59-81.	2.2	36
60	Forecasting youth adjustment at age 15 from school readiness profiles at 54 months. Applied Developmental Science, 2019, 23, 353-370.	1.7	4
61	An analysis of Australian STEM education strategies. Policy Futures in Education, 2019, 17, 122-139.	1.8	72
62	Integrating STEM into Preschool Education; Designing a Professional Development Model in Diverse Settings. Early Childhood Education Journal, 2019, 47, 15-28.	2.7	58
63	Explanations and Implications of Diminishing Intervention Impacts Across Time. , 2019, , 321-346.		6
64	A Case for Domain-Specific Curiosity in Mathematics. Educational Psychology Review, 2019, 31, 807-832.	8.4	25
65	Quality and Continuity in Young Children's Educational Experiences. , 2019, , 160-181.		1
66	The interplay of learning approaches and self-efficacy in secondary school students' academic achievement in science. International Journal of Science Education, 2019, 41, 1723-1743.	1.9	20
68	Verbal counting skill predicts later math performance and difficulties in middle school. Contemporary Educational Psychology, 2019, 59, 101803.	2.9	20
69	Assessing Mathematical School Readiness. Frontiers in Psychology, 2019, 10, 1173.	2.1	6
70	Not Just IQ: Patterning Predicts Preschoolers' Math Knowledge Beyond Fluid Reasoning. Journal of Cognition and Development, 2019, 20, 752-771.	1.3	27
71	Dual language learners and four areas of early childhood learning and development: what do we know and what do we need to learn?. Early Child Development and Care, 2021, 191, 1347-1360.	1.3	4
72	Math and Memory in Bilingual Preschoolers: The Relations Between Bilingualism, Working Memory, and Numerical Knowledge. Journal of Cognition and Development, 2019, 20, 314-333.	1.3	12
73	Technology-Based Diagnostic Assessments for Identifying Early Mathematical Learning Difficulties. , 2019, , 683-707.		5

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74	Math homework: Parental help and children's academic outcomes. Contemporary Educational Psychology, 2019, 59, 101784.	2.9	30
76	Parent-child interaction and children's learning from a coding application. Computers and Education, 2019, 140, 103601.	8.3	44
77	Mathematics education for children under four years of age: a systematic review of the literature. Early Years, 2021, 41, 522-539.	1.0	23
78	Elementary-age children's conceptions about mathematics utility and their home-based mathematics engagement. Journal of Educational Research, 2019, 112, 431-446.	1.6	8
79	Early Identification of, and Interventions for, Kindergarten Students at Risk for Mathematics Difficulties. , 2019, , 57-78.		1
80	MathemAntics: a model for computer-based mathematics education for young children / <i>MathemAntics: un modelo de ense�anza de matem�ticas asistida por ordenador para ni�os</i>. Infancia Y Aprendizaje, 2019, 42, 247-302.	0.9	3
81	Evaluation of a Math Intervention Program Implemented With Community Support. Journal of Research on Educational Effectiveness, 2019, 12, 391-412.	1.6	8
82	��Can you help me count these pennies?�� Surfacing preschoolers�� understandings of counting. Mathematical Thinking and Learning, 2019, 21, 237-264.	1.2	6
84	Associations between Fine Motor and Mathematics Instruction and Kindergarten Mathematics Achievement. Early Education and Development, 2019, 30, 678-693.	2.6	2
85	Role of Play and Games in Building Children's Foundational Numerical Knowledge. , 2019, , 69-90.		7
86	Mathematical Cognition: In the Elementary Years [��12]. , 2019, , 1-9.		0
87	Augmented reality��based virtual manipulatives versus physical manipulatives for teaching geometric shapes to preschool children. British Journal of Educational Technology, 2019, 50, 3376-3390.	6.3	38
88	Predictors of Early Numeracy: Applied Measures in Two Childcare Contexts. , 0, , .		0
89	UNEQUAL RETURNS TO CHILDREN��S EFFORTS. Du Bois Review, 2019, 16, 417-438.	0.6	7
90	Socioeconomic status gaps in child cognitive development in Germany and the United States. Social Science Research, 2019, 79, 1-31.	2.0	25
91	Short Danish Version of the Tools for Early Assessment in Math (TEAM) for 3��6-Year-Olds. Early Education and Development, 2019, 30, 238-258.	2.6	3
92	The roles of patterning and spatial skills in early mathematics development. Early Childhood Research Quarterly, 2019, 46, 166-178.	2.7	97
93	Digging deeper: Shared deep structures of early literacy and mathematics involve symbolic mapping and relational reasoning. Early Childhood Research Quarterly, 2019, 46, 201-212.	2.7	18

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94	Executive function in Chilean preschool children: Do short-term memory, working memory, and response inhibition contribute differentially to early academic skills?. Early Childhood Research Quarterly, 2019, 46, 187-200.	2.7	37
95	Prediction of English and Spanish kindergarten mathematics from English and Spanish cognitive and linguistic abilities in Hispanic dual language learners. Early Childhood Research Quarterly, 2019, 46, 213-227.	2.7	17
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97	Expanding the Home Numeracy Model to Chilean children: Relations among parental expectations, attitudes, activities, and children's mathematical outcomes. Early Childhood Research Quarterly, 2020, 50, 16-28.	2.7	76
98	Reasoning about Representations: Effects of an Early Math Intervention. Scandinavian Journal of Educational Research, 2020, 64, 782-800.	1.7	15
99	Benefits of Playing Numerical Card Games on Head Start Children's Mathematical Skills. Journal of Experimental Education, 2020, 88, 200-220.	2.6	18
100	Comparing German and Taiwanese secondary school students' knowledge in solving mathematical modelling tasks requiring their assumptions. ZDM - International Journal on Mathematics Education, 2020, 52, 59-72.	2.2	11
101	Pre-Schoolers' Home Numeracy and Home Literacy Experiences and Their Relationships with Early Number Skills: Evidence from a UK Study. Early Education and Development, 2020, 31, 113-136.	2.6	16
102	What role do comprehension-oriented learning strategies have in solving math calculation and word problems at the end of middle school?. British Journal of Educational Psychology, 2020, 90, 105-123.	2.9	15
103	Racing dragons and remembering aliens: Benefits of playing number and working memory games on kindergartners' numerical knowledge. Developmental Science, 2020, 23, e12908.	2.4	18
104	Number Representations Drive Number Line Estimates. Child Development, 2020, 91, e952-e967.	3.0	13
105	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.	2.2	22
106	Do children use language structure to discover the recursive rules of counting?. Cognitive Psychology, 2020, 117, 101263.	2.2	12
107	Controlling, Confounding, and Construct Clarity: Responding to Criticisms of "Revisiting the Marshmallow Test" by Doebel, Michaelson, and Munakata (2020) and Falk, Kosse, and Pinger (2020). Psychological Science, 2020, 31, 105-108.	3.3	12
108	Effective Early Childhood STEM Education: Findings from the Little Scientists Evaluation. Early Childhood Education Journal, 2020, 48, 353-363.	2.7	34
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112	Infants's™ and Toddlers's™ Language, Math and Socio-Emotional Development: Evidence for Reciprocal Relations and Differential Gender and Age Effects. <i>Frontiers in Psychology</i> , 2020, 11, 580297.	2.1	20
113	Triangulating Multi-Method Assessments of Parental Support for Early Math Skills. <i>Frontiers in Education</i> , 2020, 5, .	2.1	14
114	The Importance of Early STEM Education. , 2020, , 87-100.		10
115	The Effect of Peer-Assisted Mathematics Learning Opportunities in First Grade Classrooms: What Works for Whom?. <i>Journal of Research on Educational Effectiveness</i> , 2020, 13, 601-624.	1.6	5
116	Academic Achievement and Economic Attainment: Reexamining Associations Between Test Scores and Long-Run Earnings. <i>AERA Open</i> , 2020, 6, 233285842092898.	2.1	17
117	Responsive home numeracy as children progress from kindergarten through Grade 1. <i>Early Childhood Research Quarterly</i> , 2020, 53, 484-495.	2.7	16
118	Examining the Efficacy of a Kindergarten Mathematics Intervention by Group Size and Initial Skill. <i>Elementary School Journal</i> , 2020, 121, 125-153.	1.4	10
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123	How Prioritizing Number Skills Can Act as a Mediator for Socioeconomic Inequality within a National Math Compulsory Curriculum. <i>Elementary School Journal</i> , 2020, 120, 580-610.	1.4	0
124	When do preschoolers learn specific mathematics skills? Mapping the development of early numeracy knowledge. <i>Journal of Experimental Child Psychology</i> , 2020, 195, 104846.	1.4	40
125	Impact of Children's™ math self-concept, math self-efficacy, math anxiety, and teacher competencies on math development. <i>Teaching and Teacher Education</i> , 2020, 94, 103096.	3.2	30
126	Are the acuities of magnitude representations of different types and ranges of numbers related? Testing the core assumption of the integrated theory of numerical development. <i>Cognitive Development</i> , 2020, 54, 100888.	1.3	2
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128	Learning Gains From the KinderTEK<sup>Â®</sup> iPad Math Program: Does Timing of a Preventative Intervention Matter?. <i>Journal of Special Education Technology</i> , 2021, 36, 321-335.	2.2	3
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131	Parental Math Talk During Home Cooking and Math Skills in Head Start Children: The Role of Task Management Talk. Journal of Research in Childhood Education, 2020, 34, 406-426.	1.0	18
132	Preschool Quality Effects on Learning Behavior and Later Achievement in Germany: Moderation by Socioeconomic Status. Child Development, 2020, 91, 2237-2254.	3.0	26
133	The foundations of mathematical development in Williams syndrome and Down syndrome. Journal of Applied Research in Intellectual Disabilities, 2020, 33, 1080-1089.	2.0	7
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135	Investigating U.S. Preschool Teachers' Math Teaching Knowledge in Counting and Numbers. Early Education and Development, 2021, 32, 589-607.	2.6	3
136	Modulation of general and specific cognitive precursors to early mathematical competencies in preschool children. European Journal of Psychology of Education, 2021, 36, 405-422.	2.6	2
137	Using Number Games to Support Mathematical Learning in Preschool and Home Environments. Early Education and Development, 2021, 32, 459-479.	2.6	9
138	What counts in number books? A content-domain specific typology to evaluate children's books for mathematics. Mathematical Thinking and Learning, 2021, 23, 145-169.	1.2	8
139	Examining Certification Requirements in Early Math and Literacy: What Do States Expect Prekindergarten Teachers to Know?. Journal of Teacher Education, 2021, 72, 72-85.	3.5	6
140	Mathematics Learning Opportunities in Preschool: Where Does the Classroom Library Fit In?. Early Education and Development, 2021, 32, 66-81.	2.6	9
141	Observing mathematical learning experiences in preschool. Early Child Development and Care, 2021, 191, 68-82.	1.3	4
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146	Learning at home: What preschool children's parents do and what they want to learn from their children's teachers. Journal of Early Childhood Research, 2021, 19, 309-322.	1.6	19
147	Pathways from socioeconomic status to early academic achievement: The role of specific executive functions. Early Childhood Research Quarterly, 2021, 54, 321-331.	2.7	46

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148	Direct numeracy activities and early math skills: Math language as a mediator. Early Childhood Research Quarterly, 2021, 54, 252-259.	2.7	17
149	Validating the Research-Based Early Math Assessment (REMA) among rural children in Southwest United States. Studies in Educational Evaluation, 2021, 68, 100944.	2.3	6
150	An evaluation of the incremental impact of math intervention on early literacy performance. Psychology in the Schools, 2021, 58, 431-442.	1.8	1
151	Cognitive regulation outdoes behavior regulation in predicting state standardized test scores over time. Metacognition and Learning, 2021, 16, 113-134.	2.7	3
152	An ecological approach to adolescent mathematics ability development: differences in demographics, parenting, mathematics teaching, and student behaviors and emotions. Educational Studies, 2021, 47, 155-178.	2.4	1
153	The Enhancing of Numeracy Skills Through Pencil-and-Paper or Computerized Training for Kindergarteners. Cognition and Exploratory Learning in the Digital Age, 2021, , 3-18.	0.5	0
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156	Are translated mathematics items a valid accommodation for dual language learners? Evidence from ECLS-K. Early Childhood Research Quarterly, 2021, 57, 89-101.	2.7	2
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158	Toddlersâ€™ Mathematics: Whole Body Learning. , 2021, , 201-215.		3
159	Teaching STEM through play in kindergarten: analysis towards pre-service early childhood teachers preparing the lesson plan. Journal of Physics: Conference Series, 2021, 1764, 012130.	0.4	0
160	Akasha: Custom Application to Support Elementary Geometry Learning First-Grade Children in Colombia. Technology, Knowledge and Learning, 0, , 1.	4.9	3
161	Symbolic Magnitude Understanding Predicts Preschoolersâ€™ Later Addition Skills. Journal of Cognition and Development, 2021, 22, 185-202.	1.3	14
162	Dynamic maths interviews to identify educational needs of students showing low math achievement. European Journal of Special Needs Education, 0, , 1-15.	3.0	0
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164	Just do it! Study time increases mathematical achievement scores for grade 4-10 students in a large longitudinal cross-country study. European Journal of Psychology of Education, 2022, 37, 39-53.	2.6	13
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167	Reconceptualizing Symbolic Magnitude Estimation Training Using Non-declarative Learning Techniques. <i>Frontiers in Psychology</i> , 2021, 12, 638004.	2.1	0
168	Experimental effects of a preschool STEM professional learning model on educators' attitudes, beliefs, confidence, and knowledge. <i>Journal of Early Childhood Teacher Education</i> , 2022, 43, 509-539.	1.5	11
169	Examining the relevance of basic numerical skills for mathematical achievement in secondary school using a within-task assessment approach. <i>Acta Psychologica</i> , 2021, 215, 103289.	1.5	2
170	Erken Çocuklukta STEM Etkitimi. <i>Erken Çocukluk Akademi Dergisi</i> , 2021, 5, 255-284.	0.2	4
171	Systematic Modeling and Prompting to Teach Math Skills to Preschoolers With Disabilities. <i>Topics in Early Childhood Special Education</i> , 0, , 027112142110127.	2.2	0
172	The Effects of a Multicomponent Motivational System Intervention Using Peer-Tutoring for Implementation on the Automation of Single-Digit Addition Tasks of Four Struggling Elementary Students. <i>Education Sciences</i> , 2021, 11, 265.	2.6	0
173	Investigating the associations of early numeracy activities and skills with mathematics dispositions, engagement, and achievement among fourth graders in the United Arab Emirates. <i>Large-Scale Assessments in Education</i> , 2021, 9, .	2.0	2
174	Investigating the Dimensionality of Early Numeracy Using the Bifactor Exploratory Structural Equation Modeling Framework. <i>Frontiers in Psychology</i> , 2021, 12, 680124.	2.1	5
175	Math talk during traditional and digital number board game play. <i>Journal of Applied Developmental Psychology</i> , 2021, 76, 101312.	1.7	6
176	Gray matter volume in left intraparietal sulcus predicts longitudinal gains in subtraction skill in elementary school. <i>NeuroImage</i> , 2021, 235, 118021.	4.2	4
177	“Maybe we do more Science than I had Initially Thought”: How Parental Efficacy Affects Preschool-Aged Children's Science and Math Activities and Media Use. <i>Early Childhood Education Journal</i> , 0, , 1.	2.7	2
178	Pupils' Summative Assessments in Mathematics as Dependent on Selected Factors. <i>Eurasia Journal of Mathematics, Science and Technology Education</i> , 2021, 17, em1995.	1.3	0
179	Developing a rigorous measure of the pre-school home mathematics environment. <i>Journal of Numerical Cognition</i> , 2021, 7, 172-194.	1.2	6
180	Developmental disparities based on socioeconomic status and sex: an analysis of two large, population-based early childhood development assessments in Uruguay. <i>Early Child Development and Care</i> , 2022, 192, 1857-1875.	1.3	4
181	Parent and child spontaneous focus on number, mathematical abilities, and mathematical talk during play activities. <i>Cognitive Development</i> , 2021, 59, 101076.	1.3	5
182	Next directions in measurement of the home mathematics environment: An international and interdisciplinary perspective. <i>Journal of Numerical Cognition</i> , 2021, 7, 195-220.	1.2	50
183	Give yourself a hand: The role of gesture and working memory in preschoolers' numerical knowledge. <i>Journal of Experimental Child Psychology</i> , 2021, 208, 105145.	1.4	2

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