Clarissa A Thompson

List of Publications by Year
in descending order

44 papers	2,077 citations	516710 16 h-index	254184 43 g-index
51 all docs	51 docs citations	51 times ranked	1123 citing authors

#	Article	IF	Citations
1	An integrated theory of whole number and fractions development. Cognitive Psychology, 2011, 62, 273-296.	2.2	505
2	Relations of different types of numerical magnitude representations to each other and to mathematics achievement. Journal of Experimental Child Psychology, 2014, 123, 53-72.	1.4	376
3	The Logarithmicâ€Toâ€Linear Shift: One Learning Sequence, Many Tasks, Many Time Scales. Mind, Brain, and Education, 2009, 3, 143-150.	1.9	142
4	How 15 Hundred Is Like 15 Cherries: Effect of Progressive Alignment on Representational Changes in Numerical Cognition. Child Development, 2010, 81, 1768-1786.	3.0	126
5	Early development of spatialâ€numeric associations: evidence from spatial and quantitative performance of preschoolers. Developmental Science, 2010, 13, 761-771.	2.4	121
6	Children Are Not Like Older Adults: A Diffusion Model Analysis of Developmental Changes in Speeded Responses. Child Development, 2012, 83, 367-381.	3.0	92
7	Linear Numerical-Magnitude Representations Aid Childrenâ€™s Memory for Numbers. Psychological Science, 2010, 21, 1274-1281.	3.3	79
8	Costs and benefits of representational change: Effects of context on age and sex differences in symbolic magnitude estimation. Journal of Experimental Child Psychology, 2008, 101, 20-51.	1.4	78
9	The Trouble With Transfer: Insights From Microgenetic Changes in the Representation of Numerical Magnitude. Child Development, 2008, 79, 788-804.	3.0	72
10	Modeling individual differences in response time and accuracy in numeracy. Cognition, 2015, 137, 115-136.	2.2	65
11	Free versus anchored numerical estimation: A unified approach. Cognition, 2016, 149, 11-17.	2.2	51
12	Numerical landmarks are usefulâ€”except when theyâ€™re not. Journal of Experimental Child Psychology, 2014, 120, 39-58.	1.4	45
13	Number lines, but not area models, support childrenâ€™s accuracy and conceptual models of fraction division. Contemporary Educational Psychology, 2019, 58, 288-298.	2.9	25
14	Who uses more strategies? Linking mathematics anxiety to adultsâ€™ strategy variability and performance on fraction magnitude tasks. Thinking and Reasoning, 2019, 25, 94-131.	3.2	25
15	Children can accurately monitor and control their number-line estimation performance.. Developmental Psychology, 2016, 52, 1493-1502.	1.6	21
16	Childrenâ€™s and Adultsâ€™ Math Attitudes Are Differentiated by Number Type. Journal of Experimental Education, 2021, 89, 1-32.	2.6	20
17	What Drives Preventive Health Behavior During a Global Pandemic? Emotion and Worry. Annals of Behavioral Medicine, 2021, 55, 791-804.	2.9	18
18	Implicit Analogies in Learning: Supporting Transfer by Warming Up. Current Directions in Psychological Science, 2019, 28, 619-625.	5.3	17

#	Article	IF	Citations
19	Gender differences in confidence during number-line estimation. Metacognition and Learning, 2021, 16, 157-178.	2.7	17
20	From continuous magnitudes to symbolic numbers: The centrality of ratio. Behavioral and Brain Sciences, 2017, 40, e190.	0.7	16
21	Confident or familiar? The role of familiarity ratings in adultsâ€™ confidence judgments when estimating fraction magnitudes. Metacognition and Learning, 2020, 15, 215-231.	2.7	16
22	Individual differences in the components of childrenâ€™s and adultsâ€™ information processing for simple symbolic and non-symbolic numeric decisions. Journal of Experimental Child Psychology, 2016, 150, 48-71.	1.4	15
23	Learning Linear Spatial-Numeric Associations Improves Accuracy of Memory for Numbers. Frontiers in Psychology, 2016, 7, 24.	2.1	14
24	Do adults treat equivalent fractions equally? Adultsâ€™ strategies and errors during fraction reasoning.. Journal of Experimental Psychology: Learning Memory and Cognition, 2020, 46, 2049-2074.	0.9	12
25	Student Perceptions of General Education Requirements at a Large Public University: No Surprises?. Journal of General Education, The, 2015, 64, 278-293.	0.2	10
26	Math matters: A novel, brief educational intervention decreases whole number bias when reasoning about COVID-19.. Journal of Experimental Psychology: Applied, 2021, 27, 632-656.	1.2	10
27	Can feedback, correct, and incorrect worked examples improve numerical magnitude estimation precision?. Journal of Experimental Education, 2023, 91, 20-45.	2.6	8
28	Math anxiety, but not induced stress, is associated with objective numeracy.. Journal of Experimental Psychology: Applied, 2020, 26, 604-619.	1.2	6
29	Developmental differences in monitoring accuracy and cue use when estimating whole-number and fraction magnitudes. Cognitive Development, 2022, 61, 101148.	1.3	6
30	Diagrams support spontaneous transfer across whole number and fraction concepts. Contemporary Educational Psychology, 2022, 69, 102066.	2.9	6
31	Childrenâ€™s mental representation when comparing fractions with common numerators. Educational Psychology, 2013, 33, 175-191.	2.7	5
32	Effects of figural and numerical presentation formats on growing pattern performance. Journal of Numerical Cognition, 2021, 7, 125-155.	1.2	5
33	Numeracy and COVID-19: examining interrelationships between numeracy, health numeracy and behaviour. Royal Society Open Science, 2022, 9, 201303.	2.4	5
34	â€œBut I Thought I Knew That!â€•Student Confidence Judgments on Course Examinations in Introductory Psychology. Teaching of Psychology, 2015, 42, 330-334.	1.2	4
35	Are Books Like Number Lines? Children Spontaneously Encode Spatial-Numeric Relationships in a Novel Spatial Estimation Task. Frontiers in Psychology, 2017, 8, 2242.	2.1	4
36	Perceptions of ease and difficulty, but not growth mindset, relate to specific math attitudes. British Journal of Educational Psychology, 2021, , e12472.	2.9	4

#	Article	IF	Citations
37	Confidence in COVID problem solving: What factors predict adultsâ€™ item-level metacognitive judgments on health-related math problems before and after an educational intervention?. Metacognition and Learning, 2022, 17, 989-1023.	2.7	4
38	Affective constraints on acquisition of musical concepts: Childrenâ€™s and adultsâ€™ development of the majorâ€“minor distinction. Psychology of Music, 2014, 42, 3-28.	1.6	3
39	Development of Fraction Understanding. , 2019, , 148-182.		2
40	Math predictors of numeric health and non-health decision-making problems. Journal of Numerical Cognition, 2021, 7, 221-239.	1.2	2
41	From integers to fractions: The role of analogy in developing a coherent understanding of proportional magnitude.. Developmental Psychology, 2022, 58, 1912-1930.	1.6	2
42	Studentsâ€™ ability to calculate their final course grade may not be as easy as you think: Insights from mathematical cognition.. Scholarship of Teaching and Learning in Psychology, 2023, 9, 326-333.	1.4	1
43	Cognitive Development: Mathematics Learning and Instruction. , 2015, , 66-75.		0
44	Trouble with Transfer: Insights from the Study of Learning. , 2012, , 3347-3350.		0