Bert De Smedt

List of Publications by Year
in descending order

164 papers	6,832 citations	71102 41 h-index	74163 75 g-index
171 all docs	171 docs citations	171 times ranked	3217 citing authors

#	Article	IF	Citations
1	Aging effects and feasibility of statistical learning tasks across modalities. Aging, Neuropsychology, and Cognition, 2023, 30, 201-230.	1.3	1
2	Spontaneous focusing on Arabic number symbols: A unique component of childrenâ€™s early mathematical development?. Mathematical Thinking and Learning, 2022, 24, 38-51.	1.2	3
3	Fact retrieval or compacted counting in arithmeticâ€”A neurophysiological investigation of two hypotheses.. Journal of Experimental Psychology: Learning Memory and Cognition, 2022, 48, 199-212.	0.9	8
4	Longitudinal associations between spontaneous number focusing tendencies, numerical abilities, and mathematics achievement in 4- to 7-year-olds.. Journal of Educational Psychology, 2022, 114, 37-55.	2.9	2
5	The mathematical, motivational, and cognitive characteristics of high mathematics achievers in primary school.. Journal of Educational Psychology, 2022, 114, 992-1004.	2.9	6
6	The remarkably frequent, efficient, and adaptive use of the subtraction by addition strategy: A choice/no-choice study in fourth- to sixth-graders with varying mathematical achievement levels. Learning and Individual Differences, 2022, 93, 102107.	2.7	11
7	Arithmetic learning in children: An fMRI training study. Neuropsychologia, 2022, 169, 108183.	1.6	6
8	Mathematical language and mathematical abilities in preschool: A systematic literature review. Educational Research Review, 2022, 36, 100457.	7.8	8
9	Individual differences in mathematical cognition: a Bert's eye view. Current Opinion in Behavioral Sciences, 2022, 46, 101175.	3.9	5
10	Learning and education in numerical cognition: We do need education. , 2021, , 181-203.		0
11	Subtraction by addition: A remarkably natural and clever way to subtract?. , 2021, , 117-141.		3
12	Upper Elementary School Childrenâ€™s Adaptive Use of Subtraction by Addition: A Choice/No-Choice Replication Study Involving Two Choice Conditions. Implementation and Replication Studies in Mathematics Education, 2021, 1, 111-138.	0.6	1
13	Developmental brain dynamics of numerical and arithmetic abilities. Npj Science of Learning, 2021, 6, 22.	2.8	19
14	Can the interference effect in multiplication fact retrieval be modulated by an arithmetic training? An fMRI study. Neuropsychologia, 2021, 157, 107849.	1.6	1
15	Next directions in measurement of the home mathematics environment: An international and interdisciplinary perspective. Journal of Numerical Cognition, 2021, 7, 195-220.	1.2	50
16	Stimulating preschoolersâ€™ focus on structure in repeating and growing patterns. Learning and Instruction, 2021, 74, 101444.	3.2	13
17	The value of structural brain imaging in explaining individual differences in children's arithmetic fluency. Cortex, 2021, 144, 99-108.	2.4	3
18	Associations Between Repeating Patterning, Growing Patterning, and Numerical Ability: A Longitudinal Panel Study in 4â€•to 6â€Year Olds. Child Development, 2021, 92, 1354-1368.	3.0	14

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19	Too anxious to be confident? A panel longitudinal study into the interplay of mathematics anxiety and metacognitive monitoring in arithmetic achievement.. Journal of Educational Psychology, 2021, 113, 1550-1564.	2.9	7
20	The importance of replicating meta-analyses: Commentary on â€œConceptual replication and extension of the relation between the number line estimation task and mathematical competence across seven studiesâ€. Journal of Numerical Cognition, 2021, 7, 479-482.	1.2	0
21	Oscillatory electroencephalographic patterns of arithmetic problem solving in fourth graders. Scientific Reports, 2021, 11, 23278.	3.3	4
22	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.	2.7	28
23	The association of grey matter volume and cortical complexity with individual differences in children's arithmetic fluency. Neuropsychologia, 2020, 137, 107293.	1.6	9
24	Are preschoolers who spontaneously create patterns better in mathematics?. British Journal of Educational Psychology, 2020, 90, 753-769.	2.9	17
25	Probing the Relationship Between Home Numeracy and Children's Mathematical Skills: A Systematic Review. Frontiers in Psychology, 2020, 11, 2074.	2.1	51
26	A Review on Treatment-Related Brain Changes in Aphasia. Neurobiology of Language (Cambridge, Mass), 2020, 1, 402-433.	3.1	18
27	The neural basis of metacognitive monitoring during arithmetic in the developing brain. Human Brain Mapping, 2020, 41, 4562-4573.	3.6	15
28	Spontaneous focusing on Arabic number symbols: A unique component of childrenâ€™s early mathematical development?. Mathematical Thinking and Learning, 2020, 22, 281-295.	1.2	1
29	No Association Between the Home Math Environment and Numerical and Patterning Skills in a Large and Diverse Sample of 5- to 6-year-olds. Frontiers in Psychology, 2020, 11, 547626.	2.1	22
30	Cognitive correlates of dyslexia, dyscalculia and comorbid dyslexia/dyscalculia: Effects of numerical magnitude processing and phonological processing. Research in Developmental Disabilities, 2020, 107, 103806.	2.2	22
31	Metacognition across domains: Is the association between arithmetic and metacognitive monitoring domain-specific?. PLoS ONE, 2020, 15, e0229932.	2.5	21
32	Towards Greater Collaboration in Educational Neuroscience: Perspectives From the 2018Earliâ€SIG22Conference. Mind, Brain, and Education, 2020, 14, 124-129.	1.9	1
33	Are childrenâ€™s spontaneous number focusing tendencies related to their home numeracy environment?. ZDM - International Journal on Mathematics Education, 2020, 52, 729-742.	2.2	12
34	Young Childrenâ€™s Early Mathematical Competencies: The Role of Mathematical Focusing Tendencies. , 2020, , 23-42.		10
35	Title is missing!. , 2020, 15, e0229932.		0
36	Title is missing!. , 2020, 15, e0229932.		0

#	Article	IF	Citations
37	Title is missing!. , 2020, 15, e0229932.		0
38	Title is missing!. , 2020, 15, e0229932.		0
39	Title is missing!. , 2020, 15, e0229932.		0
40	Title is missing!. , 2020, 15, e0229932.		0
41	Multi-method brain imaging reveals impaired representations of number as well as altered connectivity in adults with dyscalculia. NeuroImage, 2019, 190, 289-302.	4.2	40
42	Interference during the retrieval of arithmetic and lexico-semantic knowledge modulates similar brain regions: Evidence from functional magnetic resonance imaging (fMRI). Cortex, 2019, 120, 375-393.	2.4	13
43	Four-year oldsâ€™ understanding of repeating and growing patterns and its association with early numerical ability. Early Childhood Research Quarterly, 2019, 49, 152-163.	2.7	37
44	Relating individual differences in white matter pathways to childrenâ€™s arithmetic fluency: a spherical deconvolution study. Brain Structure and Function, 2019, 224, 337-350.	2.3	8
45	Distinguishing between cognitive explanations of the problem size effect in mental arithmetic via representational similarity analysis of fMRI data. Neuropsychologia, 2019, 132, 107120.	1.6	3
46	Young Childrenâ€™s Patterning Competencies and Mathematical Development: A Review. , 2019, , 139-161.		19
47	Spontaneous focusing on Arabic number symbols and its association with early mathematical competencies. Early Childhood Research Quarterly, 2019, 48, 111-121.	2.7	24
48	The neural substrates of the problem size and interference effect in childrenâ€™s multiplication: An fMRI study. Brain Research, 2019, 1714, 147-157.	2.2	5
49	Neurobiological Origins of Mathematical Learning Disabilities or Dyscalculia: A Review of Brain Imaging Data. , 2019, , 367-384.		9
50	More than number sense: The additional role of executive functions and metacognition in arithmetic. Journal of Experimental Child Psychology, 2019, 182, 38-60.	1.4	36
51	Editorial: Individual Differences in Arithmetical Development. Frontiers in Psychology, 2019, 10, 2672.	2.1	7
52	Gender equality in 4â€•to 5â€•yearâ€•old preschoolersâ€™ early numerical competencies. Developmental Science, 2019, 22, e12718.	2.4	42
53	Patterning counts: Individual differences in childrenâ€™s calculation are uniquely predicted by sequence patterning. Journal of Experimental Child Psychology, 2019, 177, 152-165.	1.4	22
54	Disentangling Neural Sources of Problem Size and Interference Effects in Multiplication. Journal of Cognitive Neuroscience, 2019, 31, 453-467.	2.3	4

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55	The Complexity of Basic Number Processing: A Commentary from a Neurocognitive Perspective. Research in Mathematics Education, 2019, , 123-132.	0.3	3
56	Is the long-term association between symbolic numerical magnitude processing and arithmetic bi-directional?. Journal of Numerical Cognition, 2019, 5, 358-370.	1.2	5
57	Dyscalculia and dyslexia: Different behavioral, yet similar brain activity profiles during arithmetic. NeuroImage: Clinical, 2018, 18, 663-674.	2.7	51
58	Investigating the relationship between two home numeracy measures: A questionnaire and observations during Lego building and book reading. British Journal of Developmental Psychology, 2018, 36, 354-370.	1.7	31
59	Associations of Number Line Estimation With Mathematical Competence: AÂMetaâ€analysis. Child Development, 2018, 89, 1467-1484.	3.0	137
60	Arithmetic skills correlate negatively with the overlap of symbolic and non-symbolic number representations in the brain. Cortex, 2018, 101, 306-308.	2.4	6
61	Interference and problem size effect in multiplication fact solving: Individual differences in brain activations and arithmetic performance. NeuroImage, 2018, 172, 718-727.	4.2	22
62	Verbal and actionâ€based measures of kindergartners' SFON and their associations with numberâ€related utterances during picture book reading. British Journal of Educational Psychology, 2018, 88, 550-565.	2.9	16
63	Developmental trajectories of childrenâ€™s symbolic numerical magnitude processing skills and associated cognitive competencies. Journal of Experimental Child Psychology, 2018, 166, 232-250.	1.4	28
64	Language and Arithmetic. , 2018, , 51-74.		12
65	Frequency of Home Numeracy Activities Is Differentially Related to Basic Number Processing and Calculation Skills in Kindergartners. Frontiers in Psychology, 2018, 9, 340.	2.1	64
66	Kindergartnersâ€™ Spontaneous Focus on Number During Picture Book Reading. ICME-13 Monographs, 2018, , 87-99.	1.0	3
67	Arithmetic in the developing brain: A review of brain imaging studies. Developmental Cognitive Neuroscience, 2018, 30, 265-279.	4.0	161
68	Subtraction by addition strategy use in children of varying mathematical achievement level: A choice/no-choice study. Journal of Numerical Cognition, 2018, 4, 215-234.	1.2	18
69	Associations of nonâ€symbolic and symbolic numerical magnitude processing with mathematical competence: a metaâ€analysis. Developmental Science, 2017, 20, e12372.	2.4	493
70	Evidence for distinct magnitude systems for symbolic and non-symbolic number. Psychological Research, 2017, 81, 231-242.	1.7	72
71	Unpacking symbolic number comparison and its relation with arithmetic in adults. Cognition, 2017, 165, 26-38.	2.2	52
72	Strategy over operation: neural activation in subtraction and multiplication during fact retrieval and procedural strategy use in children. Human Brain Mapping, 2017, 38, 4657-4670.	3.6	47

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73	Numerical magnitude processing impairments in genetic syndromes: a crossâ€syndrome comparison of Turner and 22q11.2 deletion syndromes. Developmental Science, 2017, 20, e12458.	2.4	16
74	Symbolic magnitude processing in elementary school children: A group administered paper-and-pencil measure (SYMP Test). Behavior Research Methods, 2017, 49, 1361-1373.	4.0	34
75	Editorial: Associations between Reading and Mathematics: Genetic, Brain Imaging, Cognitive and Educational Perspectives. Frontiers in Psychology, 2017, 8, 600.	2.1	7
76	Reactive and proactive control in arithmetical strategy selection. Journal of Numerical Cognition, 2017, 3, 598-619.	1.2	2
77	Neurowetenschappelijke inzichten in de ontwikkeling van rekenstoornissen of dyscalculie. , 2017, , 317-325.		0
78	Individual Differences in Arithmetic Fact Retrieval. , 2016, , 219-243.		9
79	Symbolic Numerical Magnitude Processing Is as Important to Arithmetic as Phonological Awareness Is to Reading. PLoS ONE, 2016, 11, e0151045.	2.5	39
80	Are Individual Differences in Arithmetic Fact Retrieval in Children Related to Inhibition?. Frontiers in Psychology, 2016, 7, 825.	2.1	16
81	Family demographic profiles and their relationship with the quality of executive functioning subcomponents in kindergarten. British Journal of Developmental Psychology, 2016, 34, 226-244.	1.7	14
82	When errors count: an EEG study on numerical error monitoring under performance pressure. ZDM - International Journal on Mathematics Education, 2016, 48, 351-363.	2.2	7
83	Brain activity during arithmetic in symbolic and non-symbolic formats in 9â€“12 year old children. Neuropsychologia, 2016, 86, 19-28.	1.6	22
84	The association between symbolic and nonsymbolic numerical magnitude processing and mental versus algorithmic subtraction in adults. Acta Psychologica, 2016, 165, 34-42.	1.5	6
85	Potential applications of cognitive neuroscience to mathematics education. ZDM - International Journal on Mathematics Education, 2016, 48, 249-253.	2.2	8
86	Enhancing arithmetic in pre-schoolers with comparison or number line estimation training: Does it matter?. Learning and Instruction, 2016, 46, 1-11.	3.2	47
87	The principles and practices of educational neuroscience: Comment on Bowers (2016).. Psychological Review, 2016, 123, 620-627.	3.8	110
88	The role of physical digit representation and numerical magnitude representation in childrenâ€™s multiplication fact retrieval. Journal of Experimental Child Psychology, 2016, 152, 41-53.	1.4	13
89	Individual differences in children's mathematics achievement. Progress in Brain Research, 2016, 227, 105-130.	1.4	21
90	Children's understanding of the addition/subtraction complement principle. British Journal of Educational Psychology, 2016, 86, 382-396.	2.9	15

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91	The Contribution of Numerical Magnitude Comparison and Phonological Processing to Individual Differences in Fourth Gradersâ€™ Multiplication Fact Ability. PLoS ONE, 2016, 11, e0158335.	2.5	5
92	Challenges in mathematical cognition: A collaboratively-derived research agenda. Journal of Numerical Cognition, 2016, 2, 20-41.	1.2	38
93	Arithmetic difficulties in children with mild traumatic brain injury at the subacute stage of recovery. Developmental Medicine and Child Neurology, 2015, 57, 1042-1048.	2.1	11
94	The neural representation of Arabic digits in visual cortex. Frontiers in Human Neuroscience, 2015, 9, 517.	2.0	17
95	Insecure attachment is associated with math anxiety in middle childhood. Frontiers in Psychology, 2015, 6, 1596.	2.1	20
96	Does numerical processing uniquely predict first gradersâ€™ future development of single-digit arithmetic?. Learning and Individual Differences, 2015, 37, 153-160.	2.7	64
97	Profiles of childrenâ€™s arithmetic fact development: A model-based clustering approach. Journal of Experimental Child Psychology, 2015, 133, 29-46.	1.4	53
98	Longitudinal changes in mathematical abilities and white matter following paediatric mild traumatic brain injury. Brain Injury, 2015, 29, 1701-1710.	1.2	21
99	The Effect of a Numerical Domino Game on Numerical Magnitude Processing in Children With Mild Intellectual Disabilities. Mind, Brain, and Education, 2015, 9, 29-39.	1.9	7
100	The potential relevance of cognitive neuroscience for the development and use of technology-enhanced learning. Learning, Media and Technology, 2015, 40, 131-151.	3.2	35
101	Visual Number Beats Abstract Numerical Magnitude: Format-dependent Representation of Arabic Digits and Dot Patterns in Human Parietal Cortex. Journal of Cognitive Neuroscience, 2015, 27, 1376-1387.	2.3	57
102	Mathematical Difficulties and White Matter Abnormalities in Subacute Pediatric Mild Traumatic Brain Injury. Journal of Neurotrauma, 2015, 32, 1567-1578.	3.4	22
103	The association between numerical magnitude processing and mental versus algorithmic multi-digit subtraction in children. Learning and Instruction, 2015, 35, 42-50.	3.2	33
104	Design of the Game-Based Learning Environment â€œDudeman & Sidegirl: Operation Clean World,â€•a Numerical Magnitude Processing Training. , 2015, , 9-26.		3
105	Childrenâ€™s Mapping between Non-Symbolic and Symbolic Numerical Magnitudes and Its Association with Timed and Untimed Tests of Mathematics Achievement. PLoS ONE, 2014, 9, e93565.	2.5	51
106	The arithmetic problem size effect in children: an event-related potential study. Frontiers in Human Neuroscience, 2014, 8, 756.	2.0	13
107	Subtraction by addition in children with mathematical learning disabilities. Learning and Instruction, 2014, 30, 1-8.	3.2	14
108	Format-dependent representations of symbolic and non-symbolic numbers in the human cortex as revealed by multi-voxel pattern analyses. NeuroImage, 2014, 87, 311-322.	4.2	161

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109	A validation of a multi-spatialscale method for multivariate pattern analysis. , 2014, , .		4
110	Numerical magnitude processing deficits in children with mathematical difficulties are independent of intelligence. Research in Developmental Disabilities, 2014, 35, 2603-2613.	2.2	23
111	Arithmetic strategy development and its domain-specific and domain-general cognitive correlates: A longitudinal study in children with persistent mathematical learning difficulties. Research in Developmental Disabilities, 2014, 35, 3001-3013.	2.2	47
112	Measuring the approximate number system in children: Exploring the relationships among different tasks. Learning and Individual Differences, 2014, 29, 50-58.	2.7	45
113	Left fronto-parietal white matter correlates with individual differences in children's ability to solve additions and multiplications: A tractography study. NeuroImage, 2014, 90, 117-127.	4.2	44
114	The association between children's numerical magnitude processing and mental multi-digit subtraction. Acta Psychologica, 2014, 145, 75-83.	1.5	33
115	Children's use of addition to solve twoâ€digit subtraction problems. British Journal of Psychology, 2013, 104, 495-511.	2.3	15
116	How do symbolic and non-symbolic numerical magnitude processing skills relate to individual differences in children's mathematical skills? A review of evidence from brain and behavior. Trends in Neuroscience and Education, 2013, 2, 48-55.	3.1	501
117	The development of numerical magnitude processing and its association with working memory in children with mild intellectual disabilities. Research in Developmental Disabilities, 2013, 34, 3361-3371.	2.2	19
118	Individual differences in kindergarten math achievement: The integrative roles of approximation skills and working memory. Learning and Individual Differences, 2013, 28, 119-129.	2.7	61
119	Numerical matching judgments in children with mathematical learning disabilities. Research in Developmental Disabilities, 2013, 34, 3182-3189.	2.2	14
120	An electrophysiological investigation of non-symbolic magnitude processing: Numerical distance effects in children with and without mathematical learning disabilities. Cortex, 2013, 49, 2162-2177.	2.4	24
121	Introduction to the Special Section on â€œNumerical and Mathematical Processingâ€• Mind, Brain, and Education, 2012, 6, 117-118.	1.9	1
122	Numerical Magnitude Representations and Individual Differences in Children's Arithmetic Strategy Use. Mind, Brain, and Education, 2012, 6, 129-136.	1.9	91
123	Oscillatory EEG Correlates of Arithmetic Strategies: A Training Study. Frontiers in Psychology, 2012, 3, 428.	2.1	52
124	Neuroeducation â€" A Critical Overview of An Emerging Field. Neuroethics, 2012, 5, 105-117.	2.8	137
125	Association between basic numerical abilities and mathematics achievement. British Journal of Developmental Psychology, 2012, 30, 344-357.	1.7	212
126	Childrenâ€™s use of subtraction by addition on large single-digit subtractions. Educational Studies in Mathematics, 2012, 79, 335-349.	2.8	13

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127	Commentary on the Chapter by Ferdinand Rivera, â€œNeural Correlates of Gender, Culture, and Race and Implications to Embodied Thinking in Mathematicsâ€. Advances in Mathematics Education, 2012, , 545-550.	0.2	0
128	Effects of problem size and arithmetic operation on brain activation during calculation in children with varying levels of arithmetical fluency. NeuroImage, 2011, 57, 771-781.	4.2	167
129	Neurophysiological evidence for the validity of verbal strategy reports in mental arithmetic. Biological Psychology, 2011, 87, 128-136.	2.2	81
130	Defective number module or impaired access? Numerical magnitude processing in first graders with mathematical difficulties. Journal of Experimental Child Psychology, 2011, 108, 278-292.	1.4	231
131	Coherent motion sensitivity predicts individual differences in subtraction. Research in Developmental Disabilities, 2011, 32, 1075-1080.	2.2	11
132	Numerical magnitude processing in children with mild intellectual disabilities. Research in Developmental Disabilities, 2011, 32, 2853-2859.	2.2	23
133	Cognitive neuroscience meets mathematics education: It takes two to Tango. Educational Research Review, 2011, 6, 232-237.	7.8	26
134	Use of indirect addition in adultsâ€™ mental subtraction in the number domain up to 1,000. British Journal of Psychology, 2011, 102, 585-597.	2.3	14
135	Connecting Education and Cognitive Neuroscience: Where will the journey take us?. Educational Philosophy and Theory, 2011, 43, 37-42.	1.8	88
136	What the eyes already â€˜knowâ€™: using eye movement measurement to tap into children's implicit numerical magnitude representations. Infant and Child Development, 2010, 19, 175-186.	1.5	17
137	Towards a further characterization of phonological and literacy problems in Dutchâ€speaking children with dyslexia. British Journal of Developmental Psychology, 2010, 28, 5-31.	1.7	103
138	Using addition to solve large subtractions in the number domain up to 20. Acta Psychologica, 2010, 133, 163-169.	1.5	10
139	Adultsâ€™ use of subtraction by addition. Acta Psychologica, 2010, 135, 323-329.	1.5	15
140	Glossary of technical terms in cognitive neuroscience. ZDM - International Journal on Mathematics Education, 2010, 42, 661-663.	2.2	2
141	Traveling down the road: from cognitive neuroscience to mathematics education â€¦ and back. ZDM - International Journal on Mathematics Education, 2010, 42, 649-654.	2.2	19
142	Phonological processing and arithmetic fact retrieval: Evidence from developmental dyslexia. Neuropsychologia, 2010, 48, 3973-3981.	1.6	125
143	Singleâ€digit arithmetic in children with dyslexia. Dyslexia, 2010, 16, 183-191.	1.5	37
144	How is phonological processing related to individual differences in childrenâ€™s arithmetic skills?. Developmental Science, 2010, 13, 508-520.	2.4	178

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145	The Numerical Stroop Effect in Primary School Children: A Comparison of Low, Normal, and High Achievers. Child Neuropsychology, 2010, 16, 461-477.	1.3	17
146	Frequency, efficiency and flexibility of indirect addition in two learning environments. Learning and Instruction, 2010, 20, 205-215.	3.2	37
147	Cognitive neuroscience meets mathematics education. Educational Research Review, 2010, 5, 97-105.	7.8	37
148	Mathematical learning disabilities in children with 22q11.2 deletion syndrome: A review. Developmental Disabilities Research Reviews, 2009, 15, 4-10.	2.9	62
149	Acquisition and use of shortcut strategies by traditionally schooled children. Educational Studies in Mathematics, 2009, 71, 1-17.	2.8	61
150	Jump or compensate? Strategy flexibility in the number domain up to 100. ZDM - International Journal on Mathematics Education, 2009, 41, 581-590.	2.2	27
151	Oscillatory EEG correlates of arithmetic strategy use in addition and subtraction. Experimental Brain Research, 2009, 195, 635-642.	1.5	80
152	Basic number processing and difficulties in single-digit arithmetic: Evidence from Velo-Cardio-Facial Syndrome. Cortex, 2009, 45, 177-188.	2.4	45
153	Working memory and individual differences in mathematics achievement: A longitudinal study from first grade to second grade. Journal of Experimental Child Psychology, 2009, 103, 186-201.	1.4	293
154	Childrenâ€™s representation of symbolic magnitude: The development of the priming distance effect. Journal of Experimental Child Psychology, 2009, 103, 480-489.	1.4	34
155	The predictive value of numerical magnitude comparison for individual differences in mathematics achievement. Journal of Experimental Child Psychology, 2009, 103, 469-479.	1.4	339
156	Solving Subtraction Problems by Means of Indirect Addition. Mathematical Thinking and Learning, 2009, 11, 79-91.	1.2	39
157	Modelling relations between sensory processing, speech perception, orthographic and phonological ability, and literacy achievement. Brain and Language, 2008, 106, 29-40.	1.6	140
158	A validation of eye movements as a measure of elementary school children's developing number sense. Cognitive Development, 2008, 23, 409-422.	1.3	83
159	Neural networks for short-term memory for order differentiate high and low proficiency bilinguals. NeuroImage, 2008, 42, 1698-1713.	4.2	42
160	No relation between 2Dâ€‰:â€‰4D fetal testosterone marker and dyslexia. NeuroReport, 2007, 18, 1487-1491.	1.2	12
161	Motor development in schoolâ€aged children with 22q11 deletion (velocardiofacial/DiGeorge) Tj ETQq1 1 0.784314 rgBT /Overlock 1	2.1	43
162	Mathematical disabilities in children with velo-cardio-facial syndrome. Neuropsychologia, 2007, 45, 885-895.	1.6	46

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163	Atypical Neuropsychological Profile in a Boy with 22q11.2 Deletion Syndrome Keywords:. Child Neuropsychology, 2005, 11, 87-108.	1.3	11
164	Applications of Neuroscience to Mathematics Education. , 0, , 612-632.		2