

# Jan Lonnemann

## List of Publications by Year in descending order

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Version: 2024-02-01

32  
papers

728  
citations

567281

15  
h-index

552781

26  
g-index

37  
all docs

37  
docs citations

37  
times ranked

842  
citing authors

#	ARTICLE	IF	CITATIONS
1	Grey Matter Alterations Co-Localize with Functional Abnormalities in Developmental Dyslexia: An ALE Meta-Analysis. PLoS ONE, 2012, 7, e43122.	2.5	154
2	A hand full of numbers: a role for offloading in arithmetics learning?. Frontiers in Psychology, 2011, 2, 368.	2.1	60
3	Transcoding abilities in typical and atypical mathematics achievers: The role of working memory and procedural and lexical competencies. Journal of Experimental Child Psychology, 2013, 116, 707-727.	1.4	53
4	In How Many Ways is the Approximate Number System Associated with Exact Calculation?. PLoS ONE, 2014, 9, e111155.	2.5	49
5	Symbolic and non-symbolic distance effects in children and their connection with arithmetic skills. Journal of Neurolinguistics, 2011, 24, 583-591.	1.1	40
6	Rehabilitation of arithmetic fact retrieval via extensive practice: A combined fMRI and behavioural case-study. Neuropsychological Rehabilitation, 2009, 19, 422-443.	1.6	38
7	The Association between Gray Matter Volume and Reading Proficiency: A Longitudinal Study of Beginning Readers. Journal of Cognitive Neuroscience, 2015, 27, 308-318.	2.3	35
8	Domain-specific Rapid Automatized Naming deficits in children at risk for learning disabilities. Journal of Neurolinguistics, 2011, 24, 602-610.	1.1	30
9	Spatial representations of numbers in children and their connection with calculation abilities. Cortex, 2008, 44, 420-428.	2.4	26
10	Explaining school mathematics performance from symbolic and nonsymbolic magnitude processing: Similarities and differences between typical and low-achieving children.. Psychology and Neuroscience, 2012, 5, 37-46.	0.8	26
11	Exploring factors underlying children's acquisition and retrieval of sound-symbol association skills. Journal of Experimental Child Psychology, 2019, 177, 86-99.	1.4	20
12	Gender Differences in Children's Math Self-Concept in the First Years of Elementary School. Journal of Education and Learning, 2013, 2, .	0.4	18
13	Does number word inversion affect arithmetic processes in adults?. Trends in Neuroscience and Education, 2015, 4, 1-5.	3.1	17
14	Early strategies of elementary school children's single word reading. Journal of Neurolinguistics, 2011, 24, 556-570.	1.1	16
15	Micro and macro pattern analyses of fMRI data support both early and late interaction of numerical and spatial information. Frontiers in Human Neuroscience, 2011, 5, 115.	2.0	16
16	Developmental changes in the association between approximate number representations and addition skills in elementary school children. Frontiers in Psychology, 2013, 4, 783.	2.1	14
17	Mental Number Representations in 2D Space. Frontiers in Psychology, 2019, 10, 172.	2.1	14
18	Text-fading based training leads to transfer effects on children's sentence reading fluency. Frontiers in Psychology, 2015, 6, 119.	2.1	13

#	ARTICLE	IF	CITATIONS
19	Relations between balancing and arithmetic skills in children – Evidence of cerebellar involvement?. Journal of Neurolinguistics, 2011, 24, 592-601.	1.1	11
20	Gender differences in both tails of the distribution of numerical competencies in preschool children. Educational Studies in Mathematics, 2013, 84, 201-208.	2.8	9
21	The impact of reading material’s lexical accessibility on text fading effects in children’s reading performance. Reading and Writing, 2014, 27, 841-853.	1.7	9
22	The influence of visual’spatial skills on the association between processing of nonsymbolic numerical magnitude and number word sequence skills. Journal of Experimental Child Psychology, 2019, 178, 184-197.	1.4	8
23	Spatial representations of numbers and letters in children. Frontiers in Psychology, 2013, 4, 544.	2.1	7
24	Individual Differences in Children’s Early Strategy Behavior in Arithmetic Tasks. Journal of Educational and Developmental Psychology, 2013, 3, .	0.2	7
25	Differences in Arithmetic Performance between Chinese and German Children Are Accompanied by Differences in Processing of Symbolic Numerical Magnitude. Frontiers in Psychology, 2016, 7, 1337.	2.1	4
26	Differences in arithmetic performance between Chinese and German adults are accompanied by differences in processing of non-symbolic numerical magnitude. PLoS ONE, 2017, 12, e0174991.	2.5	4
27	Why Not Just Features? Reconsidering Infants’s Behavior in Individuation Tasks. Frontiers in Psychology, 2020, 11, 564807.	2.1	4
28	Differences in Counting Skills Between Chinese and German Children Are Accompanied by Differences in Processing of Approximate Numerical Magnitude Information. Frontiers in Psychology, 2019, 9, 2656.	2.1	3
29	Hierarchical Development of Early Visual-Spatial Abilities – A Taxonomy Based Assessment Using the MaGrid App. Frontiers in Psychology, 2020, 11, 871.	2.1	3
30	Assessing Mathematical Competence and Performance: Quality Characteristics, Approaches, and Research Trends. , 2019, , 633-651.		1
31	The development of early visual-spatial abilities – considering effects of test mode. Cognitive Development, 2021, 60, 101092.	1.3	0
32	Thinking about time and number: An application of the dual-systems approach to numerical cognition. Behavioral and Brain Sciences, 2019, 42, e261.	0.7	0