

# 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	The development of early visual-spatial abilities – considering effects of test mode. <i>Cognitive Development</i> , 2021, 60, 101092.	1.3	0
2	Hierarchical Development of Early Visual-Spatial Abilities – A Taxonomy Based Assessment Using the MaGrid App. <i>Frontiers in Psychology</i> , 2020, 11, 871.	2.1	3
3	Why Not Just Features? Reconsidering Infants’ Behavior in Individuation Tasks. <i>Frontiers in Psychology</i> , 2020, 11, 564807.	2.1	4
4	Differences in Counting Skills Between Chinese and German Children Are Accompanied by Differences in Processing of Approximate Numerical Magnitude Information. <i>Frontiers in Psychology</i> , 2019, 9, 2656.	2.1	3
5	Mental Number Representations in 2D Space. <i>Frontiers in Psychology</i> , 2019, 10, 172.	2.1	14
6	Exploring factors underlying children’s acquisition and retrieval of sound–symbol association skills. <i>Journal of Experimental Child Psychology</i> , 2019, 177, 86-99.	1.4	20
7	The influence of visual–spatial skills on the association between processing of nonsymbolic numerical magnitude and number word sequence skills. <i>Journal of Experimental Child Psychology</i> , 2019, 178, 184-197.	1.4	8
8	Assessing Mathematical Competence and Performance: Quality Characteristics, Approaches, and Research Trends. , 2019, , 633-651.		1
9	Thinking about time and number: An application of the dual-systems approach to numerical cognition. <i>Behavioral and Brain Sciences</i> , 2019, 42, e261.	0.7	0
10	Differences in arithmetic performance between Chinese and German adults are accompanied by differences in processing of non-symbolic numerical magnitude. <i>PLoS ONE</i> , 2017, 12, e0174991.	2.5	4
11	Differences in Arithmetic Performance between Chinese and German Children Are Accompanied by Differences in Processing of Symbolic Numerical Magnitude. <i>Frontiers in Psychology</i> , 2016, 7, 1337.	2.1	4
12	Text-fading based training leads to transfer effects on children’s sentence reading fluency. <i>Frontiers in Psychology</i> , 2015, 6, 119.	2.1	13
13	The Association between Gray Matter Volume and Reading Proficiency: A Longitudinal Study of Beginning Readers. <i>Journal of Cognitive Neuroscience</i> , 2015, 27, 308-318.	2.3	35
14	Does number word inversion affect arithmetic processes in adults?. <i>Trends in Neuroscience and Education</i> , 2015, 4, 1-5.	3.1	17
15	In How Many Ways is the Approximate Number System Associated with Exact Calculation?. <i>PLoS ONE</i> , 2014, 9, e111155.	2.5	49
16	The impact of reading material’s lexical accessibility on text fading effects in children’s reading performance. <i>Reading and Writing</i> , 2014, 27, 841-853.	1.7	9
17	Gender differences in both tails of the distribution of numerical competencies in preschool children. <i>Educational Studies in Mathematics</i> , 2013, 84, 201-208.	2.8	9
18	Transcoding abilities in typical and atypical mathematics achievers: The role of working memory and procedural and lexical competencies. <i>Journal of Experimental Child Psychology</i> , 2013, 116, 707-727.	1.4	53

#	ARTICLE	IF	CITATIONS
19	Spatial representations of numbers and letters in children. <i>Frontiers in Psychology</i> , 2013, 4, 544.	2.1	7
20	Developmental changes in the association between approximate number representations and addition skills in elementary school children. <i>Frontiers in Psychology</i> , 2013, 4, 783.	2.1	14
21	Individual Differences in Children's Early Strategy Behavior in Arithmetic Tasks. <i>Journal of Educational and Developmental Psychology</i> , 2013, 3, .	0.2	7
22	Gender Differences in Children's Math Self-Concept in the First Years of Elementary School. <i>Journal of Education and Learning</i> , 2013, 2, .	0.4	18
23	Explaining school mathematics performance from symbolic and nonsymbolic magnitude processing: Similarities and differences between typical and low-achieving children.. <i>Psychology and Neuroscience</i> , 2012, 5, 37-46.	0.8	26
24	Grey Matter Alterations Co-Localize with Functional Abnormalities in Developmental Dyslexia: An ALE Meta-Analysis. <i>PLoS ONE</i> , 2012, 7, e43122.	2.5	154
25	Domain-specific Rapid Automatized Naming deficits in children at risk for learning disabilities. <i>Journal of Neurolinguistics</i> , 2011, 24, 602-610.	1.1	30
26	Early strategies of elementary school children's single word reading. <i>Journal of Neurolinguistics</i> , 2011, 24, 556-570.	1.1	16
27	Symbolic and non-symbolic distance effects in children and their connection with arithmetic skills. <i>Journal of Neurolinguistics</i> , 2011, 24, 583-591.	1.1	40
28	Relations between balancing and arithmetic skills in children – Evidence of cerebellar involvement?. <i>Journal of Neurolinguistics</i> , 2011, 24, 592-601.	1.1	11
29	A hand full of numbers: a role for offloading in arithmetics learning?. <i>Frontiers in Psychology</i> , 2011, 2, 368.	2.1	60
30	Micro and macro pattern analyses of fMRI data support both early and late interaction of numerical and spatial information. <i>Frontiers in Human Neuroscience</i> , 2011, 5, 115.	2.0	16
31	Rehabilitation of arithmetic fact retrieval via extensive practice: A combined fMRI and behavioural case-study. <i>Neuropsychological Rehabilitation</i> , 2009, 19, 422-443.	1.6	38
32	Spatial representations of numbers in children and their connection with calculation abilities. <i>Cortex</i> , 2008, 44, 420-428.	2.4	26