Daniel Ansari

List of Publications by Year
in descending order

161 papers	12,735 citations	16451 64 h-index	25787 108 g-index
163 all docs	163 docs citations	163 times ranked	6404 citing authors

#	Article	IF	Citations
1	Effects of development and enculturation on number representation in the brain. Nature Reviews Neuroscience, 2008, 9, 278-291.	10.2	592
2	Mapping numerical magnitudes onto symbols: The numerical distance effect and individual differences in childrenâ€™s mathematics achievement. Journal of Experimental Child Psychology, 2009, 103, 17-29.	1.4	565
3	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
4	Using Developmental Trajectories to Understand Developmental Disorders. Journal of Speech, Language, and Hearing Research, 2009, 52, 336-358.	1.6	377
5	Impaired parietal magnitude processing in developmental dyscalculia. Current Biology, 2007, 17, R1042-R1043.	3.9	365
6	To retrieve or to calculate? Left angular gyrus mediates the retrieval of arithmetic facts during problem solving. Neuropsychologia, 2009, 47, 604-608.	1.6	319
7	Age-related Changes in the Activation of the Intraparietal Sulcus during Nonsymbolic Magnitude Processing: An Event-related Functional Magnetic Resonance Imaging Study. Journal of Cognitive Neuroscience, 2006, 18, 1820-1828.	2.3	306
8	Neural correlates of symbolic number processing in children and adults. NeuroReport, 2005, 16, 1769-1773.	1.2	298
9	Numerical predictors of arithmetic success in grades 1â€“6. Developmental Science, 2014, 17, 714-726.	2.4	285
10	Individual differences in mathematical competence predict parietal brain activation during mental calculation. NeuroImage, 2007, 38, 346-356.	4.2	259
11	Atypical development of language and social communication in toddlers with Williams syndrome. Developmental Science, 2002, 5, 233-246.	2.4	253
12	Bridges over troubled waters: education and cognitive neuroscience. Trends in Cognitive Sciences, 2006, 10, 146-151.	7.8	228
13	Nonsymbolic numerical magnitude comparison: Reliability and validity of different task variants and outcome measures, and their relationship to arithmetic achievement in adults. Acta Psychologica, 2012, 140, 50-57.	1.5	203
14	The Psychological Science Accelerator: Advancing Psychology Through a Distributed Collaborative Network. Advances in Methods and Practices in Psychological Science, 2018, 1, 501-515.	9.4	203
15	Atypical trajectories of number development: a neuroconstructivist perspective. Trends in Cognitive Sciences, 2002, 6, 511-516.	7.8	190
16	Neural correlates of symbolic and non-symbolic arithmetic. Neuropsychologia, 2005, 43, 744-753.	1.6	185
17	What makes counting count? Verbal and visuo-spatial contributions to typical and atypical number development. Journal of Experimental Child Psychology, 2003, 85, 50-62.	1.4	182
18	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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19	Common and segregated neural pathways for the processing of symbolic and nonsymbolic numerical magnitude: An fMRI study. NeuroImage, 2010, 49, 1006-1017.	4.2	172
20	Rapid Communication: The effect of mathematics anxiety on the processing of numerical magnitude. Quarterly Journal of Experimental Psychology, 2011, 64, 10-16.	1.1	168
21	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
22	Generation of novel motor sequences: The neural correlates of musical improvisation. NeuroImage, 2008, 41, 535-543.	4.2	163
23	Domainâ€specific and domainâ€general changes in children's development of number comparison. Developmental Science, 2008, 11, 644-649.	2.4	158
24	Double Dissociations in Developmental Disorders? Theoretically Misconceived, Empirically Dubious. Cortex, 2003, 39, 161-163.	2.4	152
25	Mathematics anxiety affects counting but not subitizing during visual enumeration. Cognition, 2010, 114, 293-297.	2.2	152
26	Parametric effects of numerical distance on the intraparietal sulcus during passive viewing of rapid numerosity changes. Brain Research, 2006, 1067, 181-188.	2.2	150
27	Expertise-related deactivation of the right temporoparietal junction during musical improvisation. NeuroImage, 2010, 49, 712-719.	4.2	143
28	Symbolic estrangement: Evidence against a strong association between numerical symbols and the quantities they represent.. Journal of Experimental Psychology: General, 2012, 141, 635-641.	2.1	139
29	Neuroeducation â€" A Critical Overview of An Emerging Field. Neuroethics, 2012, 5, 105-117.	2.8	137
30	The symbol-grounding problem in numerical cognition: A review of theory, evidence, and outstanding questions.. Canadian Journal of Experimental Psychology, 2016, 70, 12-23.	0.8	136
31	Individual differences in childrenâ€™s mathematical competence are related to the intentional but not automatic processing of Arabic numerals. Cognition, 2011, 118, 32-44.	2.2	134
32	Linking Visual Attention and Number Processing in the Brain: The Role of the Temporo-parietal Junction in Small and Large Symbolic and Nonsymbolic Number Comparison. Journal of Cognitive Neuroscience, 2007, 19, 1845-1853.	2.3	132
33	Neural underpinnings of numerical and spatial cognition: An fMRI meta-analysis of brain regions associated with symbolic number, arithmetic, and mental rotation. Neuroscience and Biobehavioral Reviews, 2019, 103, 316-336.	6.1	131
34	Why Mental Arithmetic Counts: Brain Activation during Single Digit Arithmetic Predicts High School Math Scores. Journal of Neuroscience, 2013, 33, 156-163.	3.6	127
35	A Two-Minute Paper-and-Pencil Test of Symbolic and Nonsymbolic Numerical Magnitude Processing Explains Variability in Primary School Children's Arithmetic Competence. PLoS ONE, 2013, 8, e67918.	2.5	126
36	Annual Research Review: Educational neuroscience: progress and prospects. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2019, 60, 477-492.	5.2	124

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37	Common and distinct brain regions in both parietal and frontal cortex support symbolic and nonsymbolic number processing in humans: A functional neuroimaging meta-analysis. NeuroImage, 2017, 146, 376-394.	4.2	122
38	The principles and practices of educational neuroscience: Comment on Bowers (2016).. Psychological Review, 2016, 123, 620-627.	3.8	110
39	Why numerical symbols count in the development of mathematical skills: evidence from brain and behavior. Current Opinion in Behavioral Sciences, 2016, 10, 14-20.	3.9	109
40	Qualitatively different coding of symbolic and nonsymbolic numbers in the human brain. Human Brain Mapping, 2015, 36, 475-488.	3.6	107
41	What basic number processing measures in kindergarten explain unique variability in first-grade arithmetic proficiency?. Journal of Experimental Child Psychology, 2014, 117, 12-28.	1.4	102
42	Does the Parietal Cortex Distinguish between â€œ10,â€•â€œTen,â€•and Ten Dots?. Neuron, 2007, 53, 165-167.	8.1	101
43	The role of the left intraparietal sulcus in the relationship between symbolic number processing and children's arithmetic competence. Developmental Cognitive Neuroscience, 2012, 2, 448-457.	4.0	100
44	Relations between numerical, spatial, and executive function skills and mathematics achievement: A latent-variable approach. Cognitive Psychology, 2019, 109, 68-90.	2.2	100
45	Genetic and environmental vulnerabilities in children with neurodevelopmental disorders. Proceedings of the National Academy of Sciences of the United States of America, 2012, 109, 17261-17265.	7.1	98
46	Age-related changes in brain activation associated with dimensional shifts of attention: An fMRI study. NeuroImage, 2009, 46, 249-256.	4.2	95
47	Are numbers grounded in a general magnitude processing system? A functional neuroimaging meta-analysis. Neuropsychologia, 2017, 105, 50-69.	1.6	94
48	Dissociating response conflict from numerical magnitude processing in the brain: An event-related fMRI study. NeuroImage, 2006, 32, 799-805.	4.2	93
49	Developmental Specialization in the Right Intraparietal Sulcus for the Abstract Representation of Numerical Magnitude. Journal of Cognitive Neuroscience, 2010, 22, 2627-2637.	2.3	93
50	Challenging the reliability and validity of cognitive measures: The case of the numerical distance effect. Acta Psychologica, 2010, 134, 154-161.	1.5	91
51	Connecting Education and Cognitive Neuroscience: Where will the journey take us?. Educational Philosophy and Theory, 2011, 43, 37-42.	1.8	88
52	Small and large number processing in infants and toddlers with Williams syndrome. Developmental Science, 2008, 11, 637-643.	2.4	87
53	Symbol processing in the left angular gyrus: Evidence from passive perception of digits. NeuroImage, 2011, 57, 1205-1211.	4.2	86
54	The function of the left angular gyrus in mental arithmetic: Evidence from the associative confusion effect. Human Brain Mapping, 2013, 34, 1013-1024.	3.6	85

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55	Are specific learning disorders truly specific, and are they disorders?. Trends in Neuroscience and Education, 2019, 17, 100115.	3.1	80
56	White matter microstructures underlying mathematical abilities in children. NeuroReport, 2008, 19, 1117-1121.	1.2	79
57	Cognitive subtypes of mathematics learning difficulties in primary education. Research in Developmental Disabilities, 2014, 35, 657-670.	2.2	78
58	Probing the nature of deficits in the â€˜Approximate Number Systemâ€™ in children with persistent Developmental Dyscalculia. Developmental Science, 2016, 19, 817-833.	2.4	78
59	The Cerebral Basis of Mapping Nonsymbolic Numerical Quantities onto Abstract Symbols: An fMRI Training Study. Journal of Cognitive Neuroscience, 2009, 21, 1720-1735.	2.3	76
60	Drawing connections between white matter and numerical and mathematical cognition: A literature review. Neuroscience and Biobehavioral Reviews, 2015, 48, 35-52.	6.1	76
61	What explains the relationship between spatial and mathematical skills? A review of evidence from brain and behavior. Psychonomic Bulletin and Review, 2020, 27, 465-482.	2.8	76
62	Symbolic number skills predict growth in nonsymbolic number skills in kindergarteners.. Developmental Psychology, 2018, 54, 440-457.	1.6	70
63	Beyond magnitude: Judging ordinality of symbolic number is unrelated to magnitude comparison and independently relates to individual differences in arithmetic. Cognition, 2016, 150, 68-76.	2.2	69
64	Dyscalculia: Characteristics, Causes, and Treatments. Numeracy, 2013, 6, .	0.2	69
65	Effect of Language Switching on Arithmetic: A Bilingual fMRI Study. Journal of Cognitive Neuroscience, 2006, 18, 64-74.	2.3	68
66	Rethinking the implications of numerical ratio effects for understanding the development of representational precision and numerical processing across formats.. Journal of Experimental Psychology: General, 2015, 144, 1021-1035.	2.1	68
67	Neurocognitive approaches to developmental disorders of numerical and mathematical cognition: The perils of neglecting the role of development. Learning and Individual Differences, 2010, 20, 123-129.	2.7	67
68	Semantic and Perceptual Processing of Number Symbols: Evidence from a Cross-linguistic fMRI Adaptation Study. Journal of Cognitive Neuroscience, 2013, 25, 388-400.	2.3	67
69	Developmental specialization of the left parietal cortex for the semantic representation of Arabic numerals: An fMR-adaptation study. Developmental Cognitive Neuroscience, 2015, 12, 61-73.	4.0	67
70	Numerical Order Processing in Children: From Reversing the Distanceâ€Effect to Predicting Arithmetic. Mind, Brain, and Education, 2015, 9, 207-221.	1.9	57
71	Individual differences in left parietal white matter predict math scores on the Preliminary Scholastic Aptitude Test. NeuroImage, 2013, 66, 604-610.	4.2	56
72	Culture and education: new frontiers in brain plasticity. Trends in Cognitive Sciences, 2012, 16, 93-95.	7.8	55

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73	Asymmetric Processing of Numerical and Nonnumerical Magnitudes in the Brain: An fMRI Study. Journal of Cognitive Neuroscience, 2016, 28, 166-176.	2.3	54
74	Strong causal claims require strong evidence: A commentary on Wang and colleagues. Journal of Experimental Child Psychology, 2017, 153, 163-167.	1.4	54
75	One to Four, and Nothing More. Psychological Science, 2011, 22, 803-811.	3.3	53
76	On the ordinality of numbers. Progress in Brain Research, 2016, 227, 187-221.	1.4	53
77	Differential processing of symbolic numerical magnitude and order in first-grade children. Journal of Experimental Child Psychology, 2015, 129, 26-39.	1.4	51
78	More Similar Than Different: Gender Differences in Children's Basic Numerical Skills Are the Exception Not the Rule. Child Development, 2019, 90, e66-e79.	3.0	51
79	Language, Reading, and Math Learning Profiles in an Epidemiological Sample of School Age Children. PLoS ONE, 2013, 8, e77463.	2.5	49
80	Trajectories of Symbolic and Nonsymbolic Magnitude Processing in the First Year of Formal Schooling. PLoS ONE, 2016, 11, e0149863.	2.5	49
81	Typical and Atypical Development of Visual Estimation Abilities. Cortex, 2007, 43, 758-768.	2.4	48
82	Thinking about mechanisms is crucial to connecting neuroscience and education. Cortex, 2009, 45, 546-547.	2.4	47
83	Overlapping and distinct brain regions involved in estimating the spatial position of numerical and non-numerical magnitudes: An fMRI study. Neuropsychologia, 2013, 51, 979-989.	1.6	44
84	Nonsymbolic and symbolic magnitude comparison skills as longitudinal predictors of mathematical achievement. Learning and Instruction, 2017, 50, 1-13.	3.2	42
85	Structure-function relationships underlying calculation: A combined diffusion tensor imaging and fMRI study. NeuroImage, 2010, 52, 358-363.	4.2	40
86	Symbolic Numerical Magnitude Processing Is as Important to Arithmetic as Phonological Awareness Is to Reading. PLoS ONE, 2016, 11, e0151045.	2.5	39
87	Speeded naming, frequency and the development of the lexicon in Williams syndrome. Language and Cognitive Processes, 2006, 21, 721-759.	2.2	38
88	Challenges in mathematical cognition: A collaboratively-derived research agenda. Journal of Numerical Cognition, 2016, 2, 20-41.	1.2	38
89	Cognitive neuroscience meets mathematics education. Educational Research Review, 2010, 5, 97-105.	7.8	37
90	How Are Symbols and Nonsymbolic Numerical Magnitudes Related? Exploring Bidirectional Relationships in Early Numeracy. Mind, Brain, and Education, 2019, 13, 143-156.	1.9	35

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91	Challenging the neurobiological link between number sense and symbolic numerical abilities. Annals of the New York Academy of Sciences, 2020, 1464, 76-98.	3.8	32
92	Kindergarten children's symbolic number comparison skills relates to 1st grade mathematics achievement: Evidence from a two-minute paper-and-pencil test. Learning and Instruction, 2019, 59, 21-33.	3.2	30
93	The Evolution of Numerical Cognition: From Number Neurons to Linguistic Quantifiers. Journal of Neuroscience, 2008, 28, 11819-11824.	3.6	28
94	Building Mind, Brain, and Education Connections: The View From the Upper Valley. Mind, Brain, and Education, 2009, 3, 27-33.	1.9	28
95	How symbols transform brain function: A review in memory of Leo Blomert. Trends in Neuroscience and Education, 2014, 3, 44-49.	3.1	28
96	The left intraparietal sulcus adapts to symbolic number in both the visual and auditory modalities: Evidence from fMRI. NeuroImage, 2017, 153, 16-27.	4.2	28
97	Linking brain-wide multivoxel activation patterns to behaviour: Examples from language and math. NeuroImage, 2010, 51, 462-471.	4.2	27
98	The development of metaphorical language comprehension in typical development and in Williams syndrome. Journal of Experimental Child Psychology, 2010, 106, 99-114.	1.4	27
99	Cognitive neuroscience meets mathematics education: It takes two to Tango. Educational Research Review, 2011, 6, 232-237.	7.8	26
100	Foundations of Children's Numerical and Mathematical Skills. Advances in Child Development and Behavior, 2015, 48, 93-116.	1.3	26
101	Differences between literates and illiterates on symbolic but not nonsymbolic numerical magnitude processing. Psychonomic Bulletin and Review, 2012, 19, 93-100.	2.8	25
102	The relation between subitizable symbolic and nonâ€symbolic number processing over the kindergarten school year. Developmental Science, 2020, 23, e12884.	2.4	23
103	Understanding the effects of education through the lens of biology. Npj Science of Learning, 2018, 3, 17.	2.8	21
104	Cognitive neuroscience and mathematics learning: how far have we come? Where do we need to go?. ZDM - International Journal on Mathematics Education, 2016, 48, 379-383.	2.2	20
105	Developmental specialization of the left intraparietal sulcus for symbolic ordinal processing. Cortex, 2019, 114, 41-53.	2.4	20
106	Individual differences in mathematical competence modulate brain responses to arithmetic errors: An fMRI study. Learning and Individual Differences, 2011, 21, 636-643.	2.7	19
107	Counting on the motor system: Rapid action planning reveals the format- and magnitude-dependent extraction of numerical quantity. Journal of Vision, 2014, 14, 30-30.	0.3	19
108	The neural basis of metacognitive monitoring during arithmetic in the developing brain. Human Brain Mapping, 2020, 41, 4562-4573.	3.6	15

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109	Domain-general and domain-specific influences on emerging numerical cognition: Contrasting uni-and bidirectional prediction models. Cognition, 2021, 215, 104816.	2.2	15
110	Disentangling the individual and contextual effects of math anxiety: A global perspective. Proceedings of the National Academy of Sciences of the United States of America, 2022, 119, .	7.1	15
111	Situational factors shape moral judgements in the trolley dilemma in Eastern, Southern and Western countries in a culturally diverse sample. Nature Human Behaviour, 2022, 6, 880-895.	12.0	15
112	Beyond comparison: The influence of physical size on number estimation is modulated by notation, range and spatial arrangement. Acta Psychologica, 2017, 175, 33-41.	1.5	14
113	Let's Talk About Maths: The Role of Observed â€œMathsâ€Talkâ€•and Maths Provisions in Preschoolers' Numeracy. Mind, Brain, and Education, 2019, 13, 326-340.	1.9	14
114	Kindergartenersâ€™ symbolic number abilities predict nonsymbolic number abilities and math achievement in grade 1.. Developmental Psychology, 2021, 57, 471-488.	1.6	14
115	Promises and potential pitfalls of a â€˜cognitive neuroscience of mathematics learningâ€™. ZDM - International Journal on Mathematics Education, 2010, 42, 655-660.	2.2	12
116	Number Symbols in the Brain. , 2016, , 27-50.		11
117	How do individual differences in children's domain specific and domain general abilities relate to brain activity within the intraparietal sulcus during arithmetic? An fMRI study. Human Brain Mapping, 2017, 38, 3941-3956.	3.6	11
118	The neural association between arithmetic and basic numerical processing depends on arithmetic problem size and not chronological age. Developmental Cognitive Neuroscience, 2019, 37, 100653.	4.0	11
119	Teachers as Orchestrators of Neuronal Plasticity: Effects of Teaching Practices on the Brain. Mind, Brain, and Education, 2020, 14, 415-428.	1.9	11
120	Shared Neural Circuits for Visuospatial Working Memory and Arithmetic in Children and Adults. Journal of Cognitive Neuroscience, 2021, 33, 1003-1019.	2.3	11
121	Extending ideas of numerical order beyond the count-list from kindergarten to first grade. Cognition, 2022, 223, 105019.	2.2	11
122	Time to use neuroscience findings in teacher training. Nature, 2005, 437, 26-26.	27.8	10
123	The neural roots of mathematical expertise. Proceedings of the National Academy of Sciences of the United States of America, 2016, 113, 4887-4889.	7.1	10
124	A comes before B, like 1 comes before 2. Is the parietal cortex sensitive to ordinal relationships in both numbers and letters? An fMRIâ€adaptation study. Human Brain Mapping, 2020, 41, 1591-1610.	3.6	10
125	Mind, Brain, and Education: A Discussion of Practical, Conceptual, and Ethical Issues. , 2015, , 1703-1719.		10
126	Accumulation of nonâ€numerical evidence during nonsymbolic number processing in the brain: An fMRI study. Human Brain Mapping, 2017, 38, 4908-4921.	3.6	9

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127	Contributions of functional Magnetic Resonance Imaging (fMRI) to the study of numerical cognition. Journal of Numerical Cognition, 2018, 4, 505-525.	1.2	9
128	What is the precise role of cognitive control in the development of a sense of number?. Behavioral and Brain Sciences, 2017, 40, e179.	0.7	8
129	Does writing handedness affect neural representation of symbolic number? An fMRI adaptation study. Cortex, 2019, 121, 27-43.	2.4	8
130	The â€œInferior Temporal Numeral Areaâ€•distinguishes numerals from other character categories during passive viewing: A representational similarity analysis. NeuroImage, 2020, 214, 116716.	4.2	8
131	The consistency and cognitive predictors of children's oral language, reading, and math learning profiles. Learning and Individual Differences, 2019, 70, 130-141.	2.7	7
132	Developmental dyscalculia. Handbook of Clinical Neurology / Edited By P J Vinken and G W Bruyn, 2013, 111, 241-244.	1.8	6
133	Symbols Are Special: An fMRI Adaptation Study of Symbolic, Nonsymbolic, and Non-Numerical Magnitude Processing in the Human Brain. Cerebral Cortex Communications, 2021, 2, tgab048.	1.6	6
134	Sulcation of the intraparietal sulcus is related to symbolic but not non-symbolic number skills. Developmental Cognitive Neuroscience, 2021, 51, 100998.	4.0	6
135	Are non-abstract brain representations of number developmentally plausible?. Behavioral and Brain Sciences, 2009, 32, 329-330.	0.7	5
136	Symbolic and Nonsymbolic Representation of Number in the Human Parietal Cortex: A Review of the State-of-the-Art, Outstanding Questions and Future Directions. , 2016, , 326-353.		5
137	Advances in Understanding the Development of the Mathematical Brain. Developmental Cognitive Neuroscience, 2018, 30, 236-238.	4.0	5
138	Identifying Children with Persistent Developmental Dyscalculia from a 2â€min Test of Symbolic and Nonsymbolic Numerical Magnitude Processing. Mind, Brain, and Education, 2021, 15, 88-102.	1.9	5
139	Sharpening, focusing, and developing: A study of change in nonsymbolic number comparison skills and math achievement in 1st grade. Developmental Science, 2022, 25, e13194.	2.4	5
140	Do infants have a sense of numerosity? A pâ€curve analysis of infant numerosity discrimination studies. Developmental Science, 2020, 23, e12897.	2.4	4
141	Integrating numerical cognition research and mathematics education to strengthen the teaching and learning of early number. British Journal of Educational Psychology, 2021, 91, 1073-1109.	2.9	4
142	Order processing of number symbols is influenced by direction, but not format. Quarterly Journal of Experimental Psychology, 2022, 75, 98-117.	1.1	4
143	From Counting to Retrieving: Neural Networks Underlying Alphabet Arithmetic Learning. Journal of Cognitive Neuroscience, 2021, 34, 16-33.	2.3	4
144	When Your Brain Cannot Do 2â€‰+â€‰2: A Case of Developmental Dyscalculia. Frontiers for Young Minds, 2014, 2, .	0.8	3

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145	Investigating the visual number form area: a replication study. Royal Society Open Science, 2019, 6, 182067.	2.4	3
146	Developmental Cognitive Neuroscience and Learning. , 2012, , 961-966.		3
147	Typical and Atypical Development of Basic Numerical Magnitude Representations: A Review of Behavioral and Neuroimaging Studies. , 2010, , 105-127.		3
148	Toward a Developmental Cognitive Neuroscience Approach to the Study of Typical and Atypical Number Development. , 2008, , 13-43.		2
149	Mapping arithmetic problem solving strategies in the brain: The role of the left angular gyrus in arithmetic fact retrieval. NeuroImage, 2009, 47, S111.	4.2	2
150	Magnitude processing of written number words is influenced by task, rather than notation. Acta Psychologica, 2018, 191, 160-170.	1.5	2
151	The promises of educational neuroscience: examples from literacy and numeracy. Learning: Research and Practice, 2019, 5, 189-200.	0.4	2
152	Can developmental disorders provide evidence for two systems of number computation in humans?. , 2007, , .		1
153	Introduction to the Special Issue: Toward a Developmental Cognitive Neuroscience of Numerical and Mathematical Cognition. Developmental Neuropsychology, 2011, 36, 645-650.	1.4	1
154	Introduction to the Special Section on â€œNumerical and Mathematical Processingâ€• Mind, Brain, and Education, 2012, 6, 117-118.	1.9	1
155	Development of Number Understanding: Different Theoretical Perspectives. , 2019, , 91-104.		1
156	Exploring the Implementation of Early Math Assessments in Kindergarten Classrooms: A <scp>Researchâ€Practice</scp> Collaboration. Mind, Brain, and Education, 2021, 15, 311-321.	1.9	1
157	Number symbols are processed more automatically than nonsymbolic numerical magnitudes: Findings from a Symbolic-Nonsymbolic Stroop task. Acta Psychologica, 2022, 228, 103644.	1.5	1
158	Cognitive Neuroscience of Numerical Cognition. , 2013, , .		0
159	What has changed in 18 years? Reflections on Ansari & Karmiloff-Smith (2002). , 2021, , 151-158.		0
160	Linking Cognitive Neuroscientific Research to Educational Practice in the Classroom. , 2022, , 537-553.		0
161	Children's attention to numerical quantities relates to verbal number knowledge: An introduction to the Buildâ€Aâ€Train task. Developmental Science, 2022, 25, .	2.4	0