Daniela Lucangeli

List of Publications by Year
in descending order

50 papers	2,270 citations	304743 22 h-index	243625 44 g-index

51 all docs	51 docs citations	51 times ranked	1492 citing authors

#	Article	IF	Citations
1	SOS Joy Wanted. Psychiatria Danubina, 2021, 33, 42-43.	0.4	0
2	Making Sense of Number Words and Arabic Digits: Does Order Count More?. Child Development, 2020, 91, 1456-1470.	3.0	18
3	The knowledge of the preceding number reveals a mature understanding of the number sequence. Cognition, 2020, 194, 104104.	2.2	25
4	The interplay between spatial ordinal knowledge, linearity of number-space mapping, and arithmetic skills. Cognitive Development, 2020, 55, 100915.	1.3	6
5	Response to a Specific and Digitally Supported Training at Home for Students With Mathematical Difficulties. Frontiers in Psychology, 2020, 11, 2039.	2.1	6
6	Effectiveness of digital-based interventions for children with mathematical learning difficulties: A meta-analysis. Computers and Education, 2020, 157, 103953.	8.3	58
7	The role of cognitive and non-cognitive factors in mathematics achievement: The importance of the quality of the student-teacher relationship in middle school. PLoS ONE, 2020, 15, e0231381.	2.5	35
8	Numeracy Skills and Self-Reported Mental Health in People Aging Well. Psychiatric Quarterly, 2019, 90, 629-635.	2.1	11
9	Metacognition and errors: the impact of self-regulatory trainings in children with specific learning disabilities. ZDM - International Journal on Mathematics Education, 2019, 51, 577-585.	2.2	11
10	Teaching of cursive writing in the first year of primary school: Effect on reading and writing skills. PLoS ONE, 2019, 14, e0209978.	2.5	10
11	Mathematical skills in children with pilocytic astrocytoma. Acta Neurochirurgica, 2019, 161, 161-169.	1.7	8
12	Spatial order relates to the exact numerical magnitude of digits in young children. Journal of Experimental Child Psychology, 2019, 178, 385-404.	1.4	8
13	Strategy Selection in ADHD Characteristics Children: A Study in Arithmetic. Journal of Attention Disorders, 2019, 23, 87-98.	2.6	13
14	Dr. A.M.â€”A case of a modern mystic? Implications for psychology and medicine.. Spirituality in Clinical Practice, 2019, 6, 44-65.	1.0	1
15	The Little Prince: is not a glimpse into the world of autism. Archives of Disease in Childhood, 2018, 103, 405.2-405.	1.9	0
16	Spatial and Verbal Routes to Number Comparison in Young Children. Frontiers in Psychology, 2018, 9, 776.	2.1	9
17	On the Science of Consciousness: Epistemological Reflections and Clinical Implications. Explore: the Journal of Science and Healing, 2017, 13, 163-180.	1.0	21
18	Preschool children use space, rather than counting, to infer the numerical magnitude of digits: Evidence for a spatial mapping principle. Cognition, 2017, 158, 56-67.	2.2	34

#	Article	IF	Citations
19	On the primacy and irreducible nature of first-person versus third-person information. F1000Research, 2017, 6, 99.	1.6	3
20	On the primacy and irreducible nature of first-person versus third-person information. F1000Research, 2017, 6, 99.	1.6	4
21	Numerical Activities and Information Learned at Home Link to the Exact Numeracy Skills in 5â€“6 Years-Old Children. Frontiers in Psychology, 2016, 7, 94.	2.1	43
22	Spontaneous nonâ€verbal counting in toddlers. Developmental Science, 2016, 19, 329-337.	2.4	26
23	Training numerical skills with the adaptive videogame â€œThe Number Raceâ€: A randomized controlled trial on preschoolers. Trends in Neuroscience and Education, 2016, 5, 20-29.	3.1	56
24	Varieties of quantity estimation in children.. Developmental Psychology, 2015, 51, 758-770.	1.6	24
25	Response to Specific Training for Students With Different Levels of Mathematical Difficulties. Exceptional Children, 2014, 80, 337-352.	2.2	21
26	Working memory and domain-specific precursors predicting success in learning written subtraction problems. Learning and Individual Differences, 2014, 36, 92-100.	2.7	41
27	Mathematical Difficulties in Nonverbal Learning Disability or Co-Morbid Dyscalculia and Dyslexia. Developmental Neuropsychology, 2013, 38, 418-432.	1.4	20
28	Mental additions and verbal-domain interference in children with developmental dyscalculia. Research in Developmental Disabilities, 2013, 34, 2845-2855.	2.2	31
29	The Proposed Changes for DSM-5 for SLD and ADHD. Journal of Learning Disabilities, 2013, 46, 58-72.	2.2	58
30	The involvement of working memory in childrenâ€™s exact and approximate mental addition. Journal of Experimental Child Psychology, 2012, 112, 141-160.	1.4	72
31	Representation of numerical and non-numerical order in children. Cognition, 2012, 124, 304-313.	2.2	41
32	Analogic and Symbolic Comparison of Numerosity in Preschool Children with Cochlear Implants. Deafness and Education International, 2011, 13, 34-45.	1.3	8
33	Which Tasks Best Discriminate between Dyslexic University Students and Controls in a Transparent Language?. Dyslexia, 2011, 17, 227-241.	1.5	36
34	Numerical estimation in preschoolers.. Developmental Psychology, 2010, 46, 545-551.	1.6	211
35	Developmental trajectory of number acuity reveals a severe impairment in developmental dyscalculia. Cognition, 2010, 116, 33-41.	2.2	634
36	Spatial Working Memory and Arithmetic Deficits in Children With Nonverbal Learning Difficulties. Journal of Learning Disabilities, 2010, 43, 455-468.	2.2	82

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37	Impairment of simultaneous-spatial working memory in nonverbal (visuospatial) learning disability: A treatment case study. Neuropsychological Rehabilitation, 2009, 19, 761-780.	1.6	6
38	Math disabilities: Italian and U.S. perspectives. Advances in Learning and Behavioral Disabilities, 2008, , 277-308.	0.3	1
39	Patterns of Developmental Dyscalculia With or Without Dyslexia. Neurocase, 2007, 13, 217-225.	0.6	13
40	Mathematical Difficulties and ADHD. Exceptionality, 2006, 14, 53-62.	1.5	66
41	â€˜To define means to say what you know about thingsâ€™: the development of definitional skills as metalinguistic acquisition. Journal of Child Language, 2006, 33, 71-97.	1.2	41
42	Arithmetic Education and Learning Disabilities in Italy. Journal of Learning Disabilities, 2004, 37, 42-49.	2.2	28
43	Effective strategies for mental and written arithmetic calculation from the third to the fifth grade. Educational Psychology, 2003, 23, 507-520.	2.7	33
44	The Disturbing Effect of Irrelevant Information on Arithmetic Problem Solving in Inattentive Children. Developmental Neuropsychology, 2002, 21, 73-92.	1.4	66
45	The Development of Automaticity in Accessing Number Magnitude. Journal of Experimental Child Psychology, 2000, 76, 104-122.	1.4	271
46	Cognitive and Metacognitive Abilities Involved in the Solution of Mathematical Word Problems: Validation of a Comprehensive Model. Contemporary Educational Psychology, 1998, 23, 257-275.	2.9	51
47	TEXT ANXIETY, PERCEIVED COMPETENCE, AND ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOL STUDENTS. Advances in Learning and Behavioral Disabilities, 0, , 223-230.	0.3	3
48	Education and Treatment of Calculation Abilities of Low-Achieving Students and Students with Dyscalculia: Whole Class and Individual Implementations. Advances in Learning and Behavioral Disabilities, 0, , 199-223.	0.3	1
49	Mathematical vs. Reading and Writing Disabilities in Deaf Children: A Pilot Study on the Development of Numerical Knowledge. Advances in Learning and Behavioral Disabilities, 0, , 33-46.	0.3	5
50	Dr. A.M. - A Case of a Modern Mystic? Implications for Psychology and Medicine. SSRN Electronic Journal, 0, , .	0.4	0