

Selected Publications

Moore, A. M., Rudig, N. O., & Ashcraft, M. H. (in press). Affect, Motivation, Working Memory, and Mathematics. In R. Cohen & A. Dowker (Eds.), *The Oxford Handbook of Numerical Cognition*.

Moore, A. M., & Ashcraft, M. H. (in press). Affect, Emotion, and Mathematics. To appear in C. Mohiyeddini, M. Eysenck, & S. Bauer (Eds.), *The Psychology of Emotions*. Nova Press.

Ashcraft, M. H., & Moore, A. M. (2012). Cognitive processes of numerical estimation in children. *Journal of Experimental Child Psychology*, 111, 246-267.

Ashcraft, M. H., & Rudig, N. O. (2012). Higher cognition is altered by non-cognitive factors: How affect enhances and disrupts mathematics performance in adolescence and young adulthood. In V. F. Reyna, S. Chapman, M. Dougherty, & J. Confrey (Eds.), *The Adolescent Brain: Learning, Reasoning, and Decision Making* (pp. 243-263). Washington, D. C.: APA.

Steiner, E. T., & Ashcraft, M. H. (2012). Three brief assessments of math achievement. *Behavior Research Methods*. DOI: 10.3758/s13428-011-0185-6.

Moore, A. M., & Ashcraft, M. H. (2012). Mathematics anxiety. *Encyclopedia of Language and Literacy Development* (pp. 1-8). London, ON: Canadian Language and Literacy Research Network.

Ashcraft, M. H., & Moore, A. M. (2009). Mathematics anxiety and the affective drop in performance. *Journal of Psychoeducational Assessment*, 27, 197-205.

Ashcraft, M. H., & Guillaume, M. M. (2009). Mathematical cognition and the problem size effect. In B. H. Ross (Ed.), *The Psychology of Learning and Motivation* (Vol. 51, pp. 121-154). Burlington: Academic Press/Elsevier.

Ashcraft, M. H., & Krause, J. A. (2007). Working memory, math performance, and math anxiety. *Psychonomic Bulletin & Review*, 14, 243-248.

Ashcraft, M. H., & Krause, J. A. (2007). Social and behavioral researchers' experiences with their IRBs. *Ethics & Behavior*, 17, 1-17.

Ashcraft, M. H., Krause, J. A., & Hopko, D. R. (2007). Is math anxiety a mathematics learning disability? In D. B. Berch & M. M. M. Mazzocco (Eds.), *Why is math so hard for some children? The nature and origins of mathematical difficulties and disabilities* (pp. 329-348). Baltimore: Paul H. Brookes Publishing.

Ashcraft, M. H., & Ridley, K. S. (2005). Math anxiety and its cognitive consequences. In J. I. D. Campbell (Ed.), *Handbook of mathematical cognition* (pp. 315-327). New York: Psychology Press.