

Marjorie Taylor

List of Publications by Year in descending order

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37
papers

2,279
citations

331538

21
h-index

414303

32
g-index

38
all docs

38
docs citations

38
times ranked

902
citing authors

#	ARTICLE	IF	CITATIONS
1	Imaginary Companions in Childhood: What Can Prospective Longitudinal Research Tell Us About Their Fate by Adolescence?. <i>Journal of Creative Behavior</i> , 2021, 55, 276-283.	1.6	2
2	Beyond Flights of Fancy?. , 2021, , 305-326.		0
3	Paracosms: The Imaginary Worlds of Middle Childhood. <i>Child Development</i> , 2020, 91, e164-e178.	1.7	13
4	Anthropomorphism, social understanding, and imaginary companions. <i>British Journal of Developmental Psychology</i> , 2019, 37, 284-299.	0.9	21
5	The Imaginary Companions Created by Children Who Have Lived in Foster Care. <i>Imagination, Cognition and Personality</i> , 2017, 36, 340-355.	0.5	15
6	Children's concepts of the social affordances of a virtual dog and a stuffed dog. <i>Cognitive Development</i> , 2015, 34, 16-27.	0.7	11
7	Imaginary Worlds in Middle Childhood: A Qualitative Study of Two Pairs of Coordinated Paracosms. <i>Creativity Research Journal</i> , 2015, 27, 167-174.	1.7	8
8	Elaborated role play and creativity in preschool age children.. <i>Psychology of Aesthetics, Creativity, and the Arts</i> , 2014, 8, 277-286.	1.0	58
9	The Assessment of Elaborated Role Play in Young Children: Invisible Friends, Personified Objects, and Pretend Identities. <i>Social Development</i> , 2013, 22, 75-93.	0.8	30
10	How Real Is the Imaginary?. , 2013, , 113-116.		0
11	The Development of Children's Ability to Fill the Gaps in Their Knowledge by Consulting Experts. <i>Child Development</i> , 2012, 83, 1368-1381.	1.7	50
12	Visual and Auditory Imagery Associated with Children's Imaginary Companions. <i>Imagination, Cognition and Personality</i> , 2011, 31, 99-112.	0.5	16
13	Longitudinal outcomes of young high-risk adolescents with imaginary companions.. <i>Developmental Psychology</i> , 2010, 46, 1632-1636.	1.2	43
14	Cross Modality Correlations in the Imagery of Adults and 5-Year-Old Children. <i>Imagination, Cognition and Personality</i> , 2009, 28, 207-238.	0.5	2
15	Learning From Fantasy and Real Characters in Preschool and Kindergarten. <i>Journal of Cognition and Development</i> , 2009, 10, 41-66.	0.6	81
16	Links Between Dissociation and Role Play in a Nonclinical Sample of Preschool Children. <i>Journal of Trauma and Dissociation</i> , 2008, 9, 149-171.	1.0	17
17	Autonomy and Control in Children's Interactions with Imaginary Companions. , 2007, , .		7
18	Imaginary Companions and Impersonated Characters: Sex Differences in Children's Fantasy Play. <i>Merrill-Palmer Quarterly</i> , 2005, 51, 93-118.	0.3	46

#	ARTICLE	IF	CITATIONS
19	The Characteristics and Correlates of Fantasy in School-Age Children: Imaginary Companions, Impersonation, and Social Understanding.. <i>Developmental Psychology</i> , 2004, 40, 1173-1187.	1.2	133
20	The Illusion of Independent Agency: Do Adult Fiction Writers Experience Their Characters as Having Minds of Their Own?. <i>Imagination, Cognition and Personality</i> , 2003, 22, 361-380.	0.5	72
21	The Distinction Between Lying and Pretending. <i>Journal of Cognition and Development</i> , 2003, 4, 299-323.	0.6	23
22	Imaginary companions and elaborate fantasy in childhood: discontinuity with nonhuman animals. , 2002, , 167-180.		11
23	The Relation between Individual Differences in Fantasy and Theory of Mind. <i>Child Development</i> , 1997, 68, 436.	1.7	255
24	Children's behavioral understanding of knowledge acquisition. <i>Cognitive Development</i> , 1997, 12, 53-84.	0.7	82
25	The Relation between Individual Differences in Fantasy and Theory of Mind. <i>Child Development</i> , 1997, 68, 436-455.	1.7	276
26	The Role of Creative Control and Culture in Children's Fantasy/Reality Judgments. <i>Child Development</i> , 1997, 68, 1015-1017.	1.7	15
27	A Theory of Mind Perspective on Social Cognitive Development. , 1996, , 283-329.		33
28	Children's Understanding of Knowledge Acquisition: The Tendency for Children to Report That They Have Always Known What They Have Just Learned. <i>Child Development</i> , 1994, 65, 1581-1604.	1.7	224
29	Children's ability to distinguish fantasy events from real-life events. <i>British Journal of Developmental Psychology</i> , 1994, 12, 417-427.	0.9	78
30	Children's Understanding of Knowledge Acquisition: The Tendency for Children to Report That They Have Always Known What They Have Just Learned. <i>Child Development</i> , 1994, 65, 1581.	1.7	165
31	A developmental investigation of children's imaginary companions.. <i>Developmental Psychology</i> , 1993, 29, 276-285.	1.2	115
32	Perspective Taking and Theory of Mind: Do Children Predict Interpretive Diversity as a Function of Differences in Observers' Knowledge?. <i>Child Development</i> , 1991, 62, 1334-1351.	1.7	71
33	Perspective Taking and Theory of Mind: Do Children Predict Interpretive Diversity as a Function of Differences in Observers' Knowledge?. <i>Child Development</i> , 1991, 62, 1334.	1.7	90
34	A sex difference in the salience of cues for inductive inference. <i>British Journal of Developmental Psychology</i> , 1990, 8, 39-50.	0.9	1
35	Can children be trained in making the distinction between appearance and reality?. <i>Cognitive Development</i> , 1990, 5, 89-99.	0.7	36
36	Conceptual Perspective Taking: Children's Ability to Distinguish What They Know from What They See. <i>Child Development</i> , 1988, 59, 703.	1.7	108

#	ARTICLE	IF	CITATIONS
37	Seeing and Believing: Children's Understanding of the Distinction between Appearance and Reality. Child Development, 1984, 55, 1710.	1.7	66