

David Barner

List of Publications by Year in descending order

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74
papers

3,003
citations

147566

31
h-index

174990

52
g-index

75
all docs

75
docs citations

75
times ranked

1147
citing authors

#	ARTICLE	IF	CITATIONS
1	Quantity judgments and individuation: evidence that mass nouns count. <i>Cognition</i> , 2005, 97, 41-66.	1.1	248
2	Accessing the unsaid: The role of scalar alternatives in children's pragmatic inference. <i>Cognition</i> , 2011, 118, 84-93.	1.1	226
3	Finding one's meaning: A test of the relation between quantifiers and integers in language development. <i>Cognitive Psychology</i> , 2009, 58, 195-219.	0.9	153
4	Does learning to count involve a semantic induction?. <i>Cognition</i> , 2012, 123, 162-173.	1.1	152
5	Inference and exact numerical representation in early language development. <i>Cognitive Psychology</i> , 2010, 60, 40-62.	0.9	145
6	On the relation between the acquisition of singular-plural morphology and the conceptual distinction between one and more than one. <i>Developmental Science</i> , 2007, 10, 365-373.	1.3	138
7	Representing exact number visually using mental abacus. <i>Journal of Experimental Psychology: General</i> , 2012, 141, 134-149.	1.5	105
8	Cross-linguistic relations between quantifiers and numerals in language acquisition: Evidence from Japanese. <i>Journal of Experimental Child Psychology</i> , 2009, 103, 421-440.	0.7	91
9	Evidence for a non-linguistic distinction between singular and plural sets in rhesus monkeys. <i>Cognition</i> , 2008, 107, 603-622.	1.1	85
10	Ontogenetic Origins of Human Integer Representations. <i>Trends in Cognitive Sciences</i> , 2019, 23, 823-835.	4.0	81
11	Grammatical morphology as a source of early number word meanings. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2013, 110, 18448-18453.	3.3	77
12	Language, thought, and real nouns. <i>Cognition</i> , 2009, 111, 329-344.	1.1	69
13	Free-ranging rhesus monkeys spontaneously individuate and enumerate small numbers of non-solid portions. <i>Cognition</i> , 2008, 106, 207-221.	1.1	62
14	Children's Early Understanding of Mass-Count Syntax: Individuation, Lexical Content, and the Number Asymmetry Hypothesis. <i>Language Learning and Development</i> , 2006, 2, 163-194.	0.7	61
15	Inference and Association in Children's Early Numerical Estimation. <i>Child Development</i> , 2014, 85, 1740-1755.	1.7	60
16	Does the conceptual distinction between singular and plural sets depend on language?. <i>Developmental Psychology</i> , 2009, 45, 1644-1653.	1.2	59
17	To infinity and beyond: Children generalize the successor function to all possible numbers years after learning to count. <i>Cognitive Psychology</i> , 2017, 92, 22-36.	0.9	59
18	Does Grammatical Structure Accelerate Number Word Learning? Evidence from Learners of Dual and Non-Dual Dialects of Slovenian. <i>PLoS ONE</i> , 2016, 11, e0159208.	1.1	59

#	ARTICLE	IF	CITATIONS
19	No nouns, no verbs. <i>Lingua</i> , 2002, 112, 771-791.	0.4	56
20	Today is tomorrow's yesterday: Children's acquisition of deictic time words. <i>Cognitive Psychology</i> , 2017, 92, 87-100.	0.9	55
21	Classifiers as Count Syntax: Individuation and Measurement in the Acquisition of Mandarin Chinese. <i>Language Learning and Development</i> , 2008, 4, 249-290.	0.7	52
22	Events and the ontology of individuals: Verbs as a source of individuating mass and count nouns. <i>Cognition</i> , 2008, 106, 805-832.	1.1	51
23	The Role of Gesture in Supporting Mental Representations: The Case of Mental Abacus Arithmetic. <i>Cognitive Science</i> , 2018, 42, 554-575.	0.8	48
24	Compositionality and Statistics in Adjective Acquisition: 4-Year-Olds Interpret Tall and Short Based on the Size Distributions of Novel Noun Referents. <i>Child Development</i> , 2008, 79, 594-608.	1.7	45
25	How are number words mapped to approximate magnitudes?. <i>Quarterly Journal of Experimental Psychology</i> , 2013, 66, 389-402.	0.6	42
26	Ignorance and Inference: Do Problems with Gricean Epistemic Reasoning Explain Children's Difficulty with Scalar Implicature?. <i>Journal of Semantics</i> , 0, , ffu015.	0.6	41
27	Learning the language of time: Children's acquisition of duration words. <i>Cognitive Psychology</i> , 2015, 78, 57-77.	0.9	41
28	Chapter 14. Four-year-old children compute scalar implicatures in absence of epistemic reasoning. <i>Trends in Language Acquisition Research</i> , 2018, , 326-349.	0.2	41
29	Slow mapping: Color word learning as a gradual inductive process. <i>Cognition</i> , 2013, 127, 307-317.	1.1	40
30	Scalar Implicature in Absence of Epistemic Reasoning? The Case of Autism Spectrum Disorder. <i>Language Learning and Development</i> , 2018, 14, 224-240.	0.7	39
31	Why is number word learning hard? Evidence from bilingual learners. <i>Cognitive Psychology</i> , 2015, 83, 1-21.	0.9	37
32	Language, procedures, and the non-perceptual origin of number word meanings. <i>Journal of Child Language</i> , 2017, 44, 553-590.	0.8	37
33	Evolutionary Linguistics: A New Look at an Old Landscape. <i>Language Learning and Development</i> , 2007, 3, 101-132.	0.7	36
34	The mental timeline is gradually constructed in childhood. <i>Developmental Science</i> , 2018, 21, e12679.	1.3	31
35	Piecing together numerical language: children's use of default units in early counting and quantification. <i>Developmental Science</i> , 2011, 14, 44-57.	1.3	30
36	Do children's number words begin noisy?. <i>Developmental Science</i> , 2019, 22, e12752.	1.3	30

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37	The development of structural analogy in number-line estimation. <i>Journal of Experimental Child Psychology</i> , 2014, 128, 171-189.	0.7	28
38	Discourse bootstrapping: preschoolers use linguistic discourse to learn new words. <i>Developmental Science</i> , 2016, 19, 63-75.	1.3	27
39	Words as Windows to Thought. <i>Current Directions in Psychological Science</i> , 2010, 19, 195-200.	2.8	16
40	Sortal concepts and pragmatic inference in children's early quantification of objects. <i>Cognitive Psychology</i> , 2013, 66, 302-326.	0.9	16
41	Do attitudes toward societal structure predict beliefs about free will and achievement? Evidence from the Indian caste system. <i>Developmental Science</i> , 2016, 19, 109-125.	1.3	16
42	Bootstrapping Numeral Meanings and the Origin of Exactness. <i>Language Learning and Development</i> , 2012, 8, 177-185.	0.7	15
43	Pragmatic inference, not semantic competence, guides 3-year-olds' interpretation of unknown number words. <i>Developmental Psychology</i> , 2013, 49, 1066-1075.	1.2	15
44	Intensive math training does not affect approximate number acuity: Evidence from a three-year longitudinal curriculum intervention. <i>Journal of Numerical Cognition</i> , 2016, 2, 57-76.	0.6	15
45	Learning language from within: Children use semantic generalizations to infer word meanings. <i>Cognition</i> , 2017, 159, 11-24.	1.1	14
46	Do children use language structure to discover the recursive rules of counting?. <i>Cognitive Psychology</i> , 2020, 117, 101263.	0.9	12
47	Number words, quantifiers, and principles of word learning. <i>Wiley Interdisciplinary Reviews: Cognitive Science</i> , 2011, 2, 639-645.	1.4	10
48	Is two a plural marker in early child language?. <i>Developmental Psychology</i> , 2012, 48, 10-17.	1.2	10
49	Partial Color Word Comprehension Precedes Production. <i>Language Learning and Development</i> , 2018, 14, 241-261.	0.7	10
50	Discourse Coherence as a Cue to Reference in Word Learning: Evidence for Discourse Bootstrapping. <i>Cognitive Science</i> , 2019, 43, e12702.	0.8	10
51	Counting and the ontogenetic origins of exact equality. <i>Cognition</i> , 2022, 218, 104952.	1.1	9
52	Counting to Infinity: Does Learning the Syntax of the Count List Predict Knowledge That Numbers Are Infinite?. <i>Cognitive Science</i> , 2020, 44, e12875.	0.8	8
53	Syntactic Cues to Individuation in Mandarin Chinese. <i>Journal of Cognitive Science</i> , 2009, 10, 135-147.	0.2	8
54	Quantity judgment and the mass-count distinction across languages: Advances, problems, and future directions for research. <i>Glossa</i> , 2018, 3, .	0.2	8

#	ARTICLE	IF	CITATIONS
55	No nouns, no verbs? A rejoinder to Panagiotidis. <i>Lingua</i> , 2005, 115, 1169-1179.	0.4	7
56	Starting small: exploring the origins of successor function knowledge. <i>Developmental Science</i> , 2021, 24, e13091.	1.3	6
57	Inferring Number, Time, and Color Concepts from Core Knowledge and Linguistic Structure. , 2016, , 105-126.		5
58	Analogical Mapping in Numerical Development. , 2018, , 31-47.		5
59	Most Preschoolers Don't Know Most. <i>Language Learning and Development</i> , 2018, 14, 320-338.	0.7	5
60	Disjunction Triggers Exhaustivity Implicatures in 4- to 5-Year-Olds: Investigating the Role of Access to Alternatives. <i>Journal of Semantics</i> , 2020, 37, 219-245.	0.6	5
61	Do Children Interpret "or" Conjunctively?. <i>Journal of Semantics</i> , 2020, 37, 247-267.	0.6	5
62	What Counts? Sources of Knowledge in Children's Acquisition of the Successor Function. <i>Child Development</i> , 2021, 92, e476-e492.	1.7	5
63	Assessing the knower-level framework: How reliable is the Give-a-Number task?. <i>Cognition</i> , 2022, 222, 104998.	1.1	5
64	Children gradually construct spatial representations of temporal events. <i>Child Development</i> , 2022, 93, 1380-1397.	1.7	5
65	The Role of Design and Training in Artifact Expertise: The Case of the Abacus and Visual Attention. <i>Cognitive Science</i> , 2018, 42, 757-782.	0.8	4
66	Grammatical Alternatives and Pragmatic Development. , 2013, , 238-266.		4
67	Encoding individuals in language using syntax, words, and pragmatic inference. <i>Wiley Interdisciplinary Reviews: Cognitive Science</i> , 2016, 7, 341-353.	1.4	3
68	Differentiating scalar implicature from exclusion inferences in language acquisition. <i>Journal of Child Language</i> , 2019, 46, 733-759.	0.8	3
69	Language-specific numerical estimation in bilingual children. <i>Journal of Experimental Child Psychology</i> , 2020, 197, 104860.	0.7	3
70	Contrast and entailment: Abstract logical relations constrain how 2- and 3-year-old children interpret unknown numbers. <i>Cognition</i> , 2019, 183, 192-207.	1.1	2
71	Do children derive exact meanings pragmatically? Evidence from a dual morphology language. <i>Cognition</i> , 2021, 207, 104527.	1.1	1
72	Lexical, syntactic, and pragmatic sources of countability. <i>Language Faculty and Beyond</i> , 2020, , 159-190.	0.1	1

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73	In defense of intuitive mathematical theories as the basis for natural number. Behavioral and Brain Sciences, 2008, 31, 643-644.	0.4	0
74	A learning model for essentialist concepts. , 2015, , .		0