David Barner

List of Publications by Citations

73 papers	2,051 citations	27 h-index	44 g-index
75 ext. papers	2,481 ext. citations	3.1 avg, IF	5.47 L-index

#	Paper	IF	Citations
73	Accessing the unsaid: the role of scalar alternatives in children's pragmatic inference. *Cognition*, **2011**, 118, 84-93	3.5	172
72	Quantity judgments and individuation: evidence that mass nouns count. *Cognition*, **2005**, 97, 41-66	3.5	152
71	Does learning to count involve a semantic induction?. *Cognition*, **2012**, 123, 162-73	3.5	124
70	Finding one's meaning: a test of the relation between quantifiers and integers in language development. *Cognitive Psychology*, **2009**, 58, 195-219	3.1	123
69	Inference and exact numerical representation in early language development. *Cognitive Psychology*, **2010**, 60, 40-62	3.1	108
68	On the relation between the acquisition of singular-plural morpho-syntax and the conceptual distinction between one and more than one. *Developmental Science*, **2007**, 10, 365-73	4.5	90
67	Representing exact number visually using mental abacus. *Journal of Experimental Psychology: General*, **2012**, 141, 134-49	4.7	81
66	Cross-linguistic relations between quantifiers and numerals in language acquisition: evidence from Japanese. *Journal of Experimental Child Psychology*, **2009**, 103, 421-40	2.3	70
65	Grammatical morphology as a source of early number word meanings. *Proceedings of the National Academy of Sciences of the United States of America*, **2013**, 110, 18448-53	11.5	60
64	Ontogenetic Origins of Human Integer Representations. *Trends in Cognitive Sciences*, **2019**, 23, 823-835	14	50
63	Language, thought, and real nouns. *Cognition*, **2009**, 111, 329-44	3.5	50
62	Inference and association in children's early numerical estimation. *Child Development*, **2014**, 85, 1740-55	4.9	48
61	Children's Early Understanding of Mass-Count Syntax: Individuation, Lexical Content, and the Number Asymmetry Hypothesis. *Language Learning and Development*, **2006**, 2, 163-194	1.3	48
60	Does the conceptual distinction between singular and plural sets depend on language?. *Developmental Psychology*, **2009**, 45, 1644-53	3.7	46
59	To infinity and beyond: Children generalize the successor function to all possible numbers years after learning to count. *Cognitive Psychology*, **2017**, 92, 22-36	3.1	43
58	Today is tomorrow's yesterday: Children's acquisition of deictic time words. *Cognitive Psychology*, **2017**, 92, 87-100	3.1	41
57	Events and the ontology of individuals: verbs as a source of individuating mass and count nouns. *Cognition*, **2008**, 106, 805-32	3.5	40

56	Compositionality and statistics in adjective acquisition: 4-year-olds interpret tall and short based on the size distributions of novel noun referents. *Child Development*, **2008**, 79, 594-608	4.9	39
55	Evidence for a non-linguistic distinction between singular and plural sets in rhesus monkeys. *Cognition*, **2008**, 107, 603-22	3.5	39
54	Classifiers as Count Syntax: Individuation and Measurement in the Acquisition of Mandarin Chinese. *Language Learning and Development*, **2008**, 4, 249	1.3	38
53	How are number words mapped to approximate magnitudes?. *Quarterly Journal of Experimental Psychology*, **2013**, 66, 389-402	1.8	34
52	Free-ranging rhesus monkeys spontaneously individuate and enumerate small numbers of non-solid portions. *Cognition*, **2008**, 106, 207-21	3.5	31
51	No nouns, no verbs: psycholinguistic arguments in favor of lexical underspecification. *Lingua*, **2002**, 112, 771-791	0.7	30
50	The Role of Gesture in Supporting Mental Representations: The Case of Mental Abacus Arithmetic. *Cognitive Science*, **2018**, 42, 554-575	2.2	29
49	Language, procedures, and the non-perceptual origin of number word meanings. *Journal of Child Language*, **2017**, 44, 553-590	2.3	28
48	Learning the language of time: Children's acquisition of duration words. *Cognitive Psychology*, **2015**, 78, 57-77	3.1	28
47	Does Grammatical Structure Accelerate Number Word Learning? Evidence from Learners of Dual and Non-Dual Dialects of Slovenian. *PLoS ONE*, **2016**, 11, e0159208	3.7	27
46	Why is number word learning hard? Evidence from bilingual learners. *Cognitive Psychology*, **2015**, 83, 1-21	3.1	26
45	Slow mapping: color word learning as a gradual inductive process. *Cognition*, **2013**, 127, 307-17	3.5	26
44	The development of structural analogy in number-line estimation. *Journal of Experimental Child Psychology*, **2014**, 128, 171-89	2.3	25
43	Evolutionary Linguistics: A New Look at an Old Landscape. *Language Learning and Development*, **2007**, 3, 101-132	1.3	25
42	Scalar Implicature in Absence of Epistemic Reasoning? The Case of Autism Spectrum Disorder. *Language Learning and Development*, **2018**, 14, 224-240	1.3	23
41	Discourse bootstrapping: preschoolers use linguistic discourse to learn new words. *Developmental Science*, **2016**, 19, 63-75	4.5	20
40	Piecing together numerical language: children's use of default units in early counting and quantification. *Developmental Science*, **2011**, 14, 44-57	4.5	20
39	Do children's number words begin noisy?. *Developmental Science*, **2019**, 22, e12752	4.5	19

38	The mental timeline is gradually constructed in childhood. *Developmental Science*, **2018**, 21, e12679	4.5	19
37	Ignorance and Inference: Do Problems with Gricean Epistemic Reasoning Explain Children's Difficulty with Scalar Implicature?. *Journal of Semantics*, **2014**, ffu015	0.8	17
36	Bootstrapping Numeral Meanings and the Origin of Exactness. *Language Learning and Development* , **2012**, 8, 177-185	1.3	14
35	Pragmatic inference, not semantic competence, guides 3-year-olds' interpretation of unknown number words. *Developmental Psychology*, **2013**, 49, 1066-75	3.7	14
34	Words as windows to thought: The case of object representation. *Current Directions in Psychological Science*, **2010**, 19, 195-200	6.5	12
33	Intensive math training does not affect approximate number acuity: Evidence from a three-year longitudinal curriculum intervention. *Journal of Numerical Cognition*, **2016**, 2, 57-76	1.6	12
32	Sortal concepts and pragmatic inference in children's early quantification of objects. *Cognitive Psychology*, **2013**, 66, 302-26	3.1	10
31	Number words, quantifiers, and principles of word learning. *Wiley Interdisciplinary Reviews: Cognitive Science*, **2011**, 2, 639-645	4.5	10
30	Learning language from within: Children use semantic generalizations to infer word meanings. *Cognition*, **2017**, 159, 11-24	3.5	9
29	Do attitudes toward societal structure predict beliefs about free will and achievement? Evidence from the Indian caste system. *Developmental Science*, **2016**, 19, 109-25	4.5	8
28	Is two a plural marker in early child language?. *Developmental Psychology*, **2012**, 48, 10-7	3.7	7
27	No nouns, no verbs? A rejoinder to Panagiotidis. *Lingua*, **2005**, 115, 1169-1179	0.7	6
26	Do children use language structure to discover the recursive rules of counting?. *Cognitive Psychology*, **2020**, 117, 101263	3.1	6
25	Syntactic Cues to Individuation in Mandarin Chinese. *Journal of Cognitive Science*, **2009**, 10, 135-148	0.5	5
24	Grammatical Alternatives and Pragmatic Development **2013**, 238-266		4
23	Chapter 14. Four-year-old children compute scalar implicatures in absence of epistemic reasoning. *Trends in Language Acquisition Research*, **2018**, 326-349	0.2	4
22	Discourse Coherence as a Cue to Reference in Word Learning: Evidence for Discourse Bootstrapping. *Cognitive Science*, **2019**, 43, e12702	2.2	4
21	Do Children Interpret or Conjunctively?. *Journal of Semantics*, **2020**, 37, 247-267	0.8	3

20	The Role of Design and Training in Artifact Expertise: The Case of the Abacus and Visual Attention. *Cognitive Science*, **2018**, 42 Suppl 3, 757-782	2.2	3
19	Partial Color Word Comprehension Precedes Production. *Language Learning and Development*, **2018**, 14, 241-261	1.3	3
18	Most Preschoolers Don□t Know Most. *Language Learning and Development*, **2018**, 14, 320-338	1.3	3
17	Quantity judgment and the mass-count distinction across languages: Advances, problems, and future directions for research. *Glossa*, **2018**, 3,	1.2	3
16	Encoding individuals in language using syntax, words, and pragmatic inference. *Wiley Interdisciplinary Reviews: Cognitive Science*, **2016**, 7, 341-53	4.5	3
15	Inferring Number, Time, and Color Concepts from Core Knowledge and Linguistic Structure **2016**, 105-126		3
14	Analogical Mapping in Numerical Development **2018**, 31-47		3
13	What Counts? Sources of Knowledge in Children's Acquisition of the Successor Function. *Child Development*, **2021**, 92, e476-e492	4.9	3
12	Differentiating scalar implicature from exclusion inferences in language acquisition. *Journal of Child Language*, **2019**, 46, 733-759	2.3	2
11	Language-specific numerical estimation in bilingual children. *Journal of Experimental Child Psychology*, **2020**, 197, 104860	2.3	2
10	Counting to Infinity: Does Learning the Syntax of the Count List Predict Knowledge That Numbers Are Infinite?. *Cognitive Science*, **2020**, 44, e12875	2.2	2
9	Contrast and entailment: Abstract logical relations constrain how 2- and 3-year-old children interpret unknown numbers. *Cognition*, **2019**, 183, 192-207	3.5	2
8	Starting small: exploring the origins of successor function knowledge. *Developmental Science*, **2021**, 24, e13091	4.5	1
7	Do children derive exact meanings pragmatically? Evidence from a dual morphology language. *Cognition*, **2021**, 207, 104527	3.5	1
6	Disjunction Triggers Exhaustivity Implicatures in 4- to 5-Year-Olds: Investigating the Role of Access to Alternatives. *Journal of Semantics*, **2020**, 37, 219-245	0.8	0
5	Assessing the knower-level framework: How reliable is the Give-a-Number task?. *Cognition*, **2022**, 222, 104998	3.5	0
4	Counting and the ontogenetic origins of exact equality. *Cognition*, **2022**, 218, 104952	3.5	0
3	In defense of intuitive mathematical theories as the basis for natural number. *Behavioral and Brain Sciences*, **2008**, 31, 643-644	0.9	

2 Lexical, syntactic, and pragmatic sources of countability. *Language Faculty and Beyond*, **2020**, 159-190 0.2

1 Numerical Symbols as Explanations of Human Perceptual Experience **2021**, 201-242