

Amy E Booth

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/4709216/publications.pdf>

Version: 2024-02-01

23
papers

1,129
citations

687363

13
h-index

642732

23
g-index

23
all docs

23
docs citations

23
times ranked

600
citing authors

#	ARTICLE	IF	CITATIONS
1	Contributions of causal reasoning to early scientific literacy. <i>Journal of Experimental Child Psychology</i> , 2022, 224, 105509.	1.4	2
2	Early wordâ€ learning skills: A missing link in understanding the vocabulary gap?. <i>Developmental Science</i> , 2021, 24, e13034.	2.4	6
3	Childrenâ€™s Preference for Causal Information in Storybooks. <i>Frontiers in Psychology</i> , 2020, 11, 666.	2.1	4
4	Parentsâ€™ causal talk: Links to childrenâ€™s causal stance and emerging scientific literacy.. <i>Developmental Psychology</i> , 2020, 56, 2055-2064.	1.6	16
5	Causally-Rich Group Play: A Powerful Context for Building Preschoolersâ€™ Vocabulary. <i>Frontiers in Psychology</i> , 2016, 07, 997.	2.1	5
6	Exploring individual differences in preschoolersâ€™ causal stance.. <i>Developmental Psychology</i> , 2016, 52, 411-422.	1.6	9
7	Preschoolers prefer to learn causal information. <i>Frontiers in Psychology</i> , 2015, 6, 60.	2.1	10
8	Effects of causal information on the early word learning: Efficiency and longevity. <i>Cognitive Development</i> , 2015, 33, 99-107.	1.3	6
9	Motivated by Meaning: Testing the Effect of Knowledgeâ€nfused Rewards on Preschoolers' Persistence. <i>Child Development</i> , 2014, 85, 783-791.	3.0	20
10	Form follows function: Learning about function helps children learn about shape. <i>Cognitive Development</i> , 2010, 25, 124-137.	1.3	27
11	A Horse of a Different Color: Specifying With Precision Infantsâ€™ Mappings of Novel Nouns and Adjectives. <i>Child Development</i> , 2009, 80, 15-22.	3.0	93
12	Causal Supports for Early Word Learning. <i>Child Development</i> , 2009, 80, 1243-1250.	3.0	45
13	The cause of infant categorization?. <i>Cognition</i> , 2008, 106, 984-993.	2.2	16
14	Socio-Pragmatics and Attention: Contributions to Gesturally Guided Word Learning in Toddlers. <i>Language Learning and Development</i> , 2008, 4, 179-202.	1.4	61
15	Conceptual Information Permeates Word Learning in Infancy.. <i>Developmental Psychology</i> , 2005, 41, 491-505.	1.6	107
16	Bringing theories of word learning in line with the evidence. <i>Cognition</i> , 2003, 87, 215-218.	2.2	13
17	The origins and evolution of links between word learning and conceptual organization: new evidence from 11-month-olds. <i>Developmental Science</i> , 2003, 6, 128-135.	2.4	94
18	Mapping Words to the World in Infancy: Infants' Expectations for Count Nouns and Adjectives. <i>Journal of Cognition and Development</i> , 2003, 4, 357-381.	1.3	84

#	ARTICLE	IF	CITATIONS
19	Word learning is 'smart': evidence that conceptual information affects preschoolers' extension of novel words. <i>Cognition</i> , 2002, 84, B11-B22.	2.2	158
20	Object names and object functions serve as cues to categories for infants.. <i>Developmental Psychology</i> , 2002, 38, 948-957.	1.6	60
21	Perception of the symmetrical patterning of human gait by infants. <i>Developmental Psychology</i> , 2002, 38, 554-63.	1.6	9
22	Seeing Pink Elephants: Fourteen-Month-Olds' Interpretations of Novel Nouns and Adjectives. <i>Cognitive Psychology</i> , 2001, 43, 217-242.	2.2	188
23	Principles that are invoked in the acquisition of words, but not facts. <i>Cognition</i> , 2000, 77, B33-B43.	2.2	96