

Sandra R Waxman

List of Publications by Year in descending order

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Version: 2024-02-01

151
papers

8,876
citations

38738

50
h-index

46795

89
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163
all docs

163
docs citations

163
times ranked

2966
citing authors

#	ARTICLE	IF	CITATIONS
1	Words as Invitations to Form Categories: Evidence from 12- to 13-Month-Old Infants. <i>Cognitive Psychology</i> , 1995, 29, 257-302.	2.2	767
2	Do Words Facilitate Object Categorization in 9-Month-Old Infants?. <i>Journal of Experimental Child Psychology</i> , 1997, 64, 3-26.	1.4	417
3	Categorization in 3- and 4-Month-Old Infants: An Advantage of Words Over Tones. <i>Child Development</i> , 2010, 81, 472-479.	3.0	263
4	Words (but not Tones) facilitate object categorization: Evidence from 6- and 12-month-olds. <i>Cognition</i> , 2007, 105, 218-228.	2.2	247
5	Early word-learning entails reference, not merely associations. <i>Trends in Cognitive Sciences</i> , 2009, 13, 258-263.	7.8	245
6	A Collaborative Approach to Infant Research: Promoting Reproducibility, Best Practices, and Theory-Building. <i>Infancy</i> , 2017, 22, 421-435.	1.6	193
7	Preschoolers' use of superordinate relations in classification and language. <i>Cognitive Development</i> , 1986, 1, 139-156.	1.3	192
8	Seeing Pink Elephants: Fourteen-Month-Olds' Interpretations of Novel Nouns and Adjectives. <i>Cognitive Psychology</i> , 2001, 43, 217-242.	2.2	188
9	Linguistic biases and the establishment of conceptual hierarchies: Evidence from preschool children. <i>Cognitive Development</i> , 1990, 5, 123-150.	1.3	177
10	Words and Gestures: Infants' Interpretations of Different Forms of Symbolic Reference. <i>Child Development</i> , 1998, 69, 295-308.	3.0	177
11	Consistent (but not variable) names as invitations to form object categories: new evidence from 12-month-old infants. <i>Cognition</i> , 2005, 95, B59-B68.	2.2	170
12	Folkbiological reasoning from a cross-cultural developmental perspective: Early essentialist notions are shaped by cultural beliefs.. <i>Developmental Psychology</i> , 2007, 43, 294-308.	1.6	165
13	What Paradox? Referential Cues Allow for Infant Use of Phonetic Detail in Word Learning. <i>Child Development</i> , 2010, 81, 1376-1383.	3.0	164
14	Object names and object functions serve as cues to categories for infants.. <i>Developmental Psychology</i> , 2002, 38, 948-957.	1.6	163
15	Word learning is 'smart': evidence that conceptual information affects preschoolers' extension of novel words. <i>Cognition</i> , 2002, 84, B11-B22.	2.2	158
16	What infants know about syntax but couldn't have learned: experimental evidence for syntactic structure at 18 months. <i>Cognition</i> , 2003, 89, 295-303.	2.2	147
17	The role of comparison in the extension of novel adjectives.. <i>Developmental Psychology</i> , 2000, 36, 571-581.	1.6	143
18	Specifying the scope of 13-month-olds' expectations for novel words. <i>Cognition</i> , 1999, 70, B35-B50.	2.2	126

#	ARTICLE	IF	CITATIONS
19	Nouns Mark Category Relations: Toddlers' and Preschoolers' Word-Learning Biases. <i>Child Development</i> , 1990, 61, 1461-1473.	3.0	125
20	Challenging the notion of a thematic preference in young children.. <i>Developmental Psychology</i> , 1997, 33, 555-567.	1.6	115
21	Conceptual Information Permeates Word Learning in Infancy.. <i>Developmental Psychology</i> , 2005, 41, 491-505.	1.6	107
22	How Two- and Four-Year-Old Children Interpret Adjectives and Count Nouns. <i>Child Development</i> , 1993, 64, 1651-1664.	3.0	106
23	Basic Level Object Categories Support the Acquisition of Novel Adjectives: Evidence from Preschoolâ€Aged Children. <i>Child Development</i> , 2000, 71, 649-659.	3.0	104
24	Meaning from syntax: Evidence from 2-year-olds. <i>Cognition</i> , 2010, 114, 442-446.	2.2	104
25	Are Nouns Learned Before Verbs? Infants Provide Insight Into a Longâ€Standing Debate. <i>Child Development Perspectives</i> , 2013, 7, 155-159.	3.9	104
26	Nonhuman primate vocalizations support categorization in very young human infants. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2013, 110, 15231-15235.	7.1	97
27	Principles that are invoked in the acquisition of words, but not facts. <i>Cognition</i> , 2000, 77, B33-B43.	2.2	96
28	Twenty four-month-old infantsâ€™ interpretations of novel verbs and nouns in dynamic scenes. <i>Cognitive Psychology</i> , 2009, 59, 67-95.	2.2	96
29	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
30	How Two- and Four-Year-Old Children Interpret Adjectives and Count Nouns. <i>Child Development</i> , 1993, 64, 1651.	3.0	93
31	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
32	Beyond the basics: preschool children label objects flexibly at multiple hierarchical levels. <i>Journal of Child Language</i> , 1992, 19, 153-166.	1.2	92
33	Anthropocentrism is not the first step in childrenâ€™s reasoning about the natural world. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2010, 107, 9979-9984.	7.1	89
34	The Development of a Linkage between Count Nouns and Object Categories: Evidence from Fifteen- to Twenty-One-Month-Old Infants. <i>Child Development</i> , 1993, 64, 1224.	3.0	88
35	Nouns Mark Category Relations: Toddlers' and Preschoolers' Word-Learning Biases. <i>Child Development</i> , 1990, 61, 1461.	3.0	84
36	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

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37	Names will never hurt me? Naming and the development of racial and gender categories in preschool-aged children. <i>European Journal of Social Psychology</i> , 2010, 40, 593-610.	2.4	81
38	Experience and Cultural Models Matter: Placing Firm Limits on Childhood Anthropocentrism. <i>Human Development</i> , 2007, 50, 23-30.	2.0	73
39	Taking stock as theories of word learning take shape. <i>Developmental Science</i> , 2008, 11, 185-194.	2.4	71
40	What the [beep]? Six-month-olds link novel communicative signals to meaning. <i>Cognition</i> , 2016, 146, 185-189.	2.2	71
41	Setters and samoyeds: The emergence of subordinate level categories as a basis for inductive inference in preschool-age children.. <i>Developmental Psychology</i> , 1997, 33, 1074-1090.	1.6	70
42	Human-centeredness is not a universal feature of young children's reasoning: Culture and experience matter when reasoning about biological entities. <i>Cognitive Development</i> , 2010, 25, 197-207.	1.3	70
43	Naming the Animals that Come to Mind: Effects of Culture and Experience on Category Fluency. <i>Journal of Cognition and Culture</i> , 2010, 10, 205-220.	0.4	69
44	Object Properties and Object Kind: Twenty-One-Month-Old Infants' Extension of Novel Adjectives. <i>Child Development</i> , 1998, 69, 1313.	3.0	68
45	Assumptions about Word Meaning: Individuation and Basic-Level Kinds. <i>Child Development</i> , 1993, 64, 1550.	3.0	66
46	Linking language and categorization in infancy. <i>Journal of Child Language</i> , 2017, 44, 527-552.	1.2	65
47	A Cross-Linguistic Examination of the Noun-Category Bias: Its Existence and Specificity in French- and Spanish-Speaking Preschool-Aged Children. <i>Cognitive Psychology</i> , 1997, 32, 183-218.	2.2	64
48	Object names and object functions serve as cues to categories for infants.. <i>Developmental Psychology</i> , 2002, 38, 948-957.	1.6	60
49	Relations among word meanings in early lexical development.. <i>Developmental Psychology</i> , 1992, 28, 862-873.	1.6	55
50	Tight and loose are not created equal: An asymmetry underlying the representation of fit in English- and Korean-speakers. <i>Cognition</i> , 2008, 109, 316-325.	2.2	53
51	Naming Practices and the Acquisition of Key Biological Concepts. <i>Psychological Science</i> , 2008, 19, 314-319.	3.3	52
52	Mother's Child Conversations About Pictures and Objects: Referring to Categories and Individuals. <i>Child Development</i> , 2005, 76, 1129-1143.	3.0	51
53	Cultural Differences in Children's Ecological Reasoning and Psychological Closeness to Nature: Evidence from Menominee and European American Children. <i>Journal of Cognition and Culture</i> , 2012, 12, 17-29.	0.4	51
54	Establishing New Subcategories: The Role of Category Labels and Existing Knowledge. <i>Child Development</i> , 1991, 62, 127.	3.0	50

#	ARTICLE	IF	CITATIONS
55	When <i>Veps</i> Cry: Two-Year-Olds Efficiently Learn Novel Words from Linguistic Contexts Alone. <i>Language Learning and Development</i> , 2018, 14, 1-12.	1.4	50
56	Challenging the notion of a thematic preference in young children.. <i>Developmental Psychology</i> , 1997, 33, 555-567.	1.6	50
57	Teleological reasoning about nature: intentional design or relational perspectives?. <i>Trends in Cognitive Sciences</i> , 2013, 17, 166-171.	7.8	48
58	Listen up! Speech is for thinking during infancy. <i>Trends in Cognitive Sciences</i> , 2014, 18, 642-646.	7.8	48
59	“Shall we blick?” Novel words highlight actors' underlying intentions for 14-month-old infants.. <i>Developmental Psychology</i> , 2013, 49, 426-431.	1.6	47
60	Unmasking “Alive” Children's Appreciation of a Concept Linking All Living Things. <i>Journal of Cognition and Development</i> , 2009, 9, 461-473.	1.3	45
61	Linking Language and Cognition in Infancy. <i>Annual Review of Psychology</i> , 2018, 69, 231-250.	17.7	45
62	Bias at the intersection of race and gender: Evidence from preschool-aged children. <i>Developmental Science</i> , 2019, 22, e12788.	2.4	45
63	Naming and Exclaiming: Infants' Sensitivity to Naming Contexts. <i>Journal of Cognition and Development</i> , 2000, 1, 405-428.	1.3	44
64	Object naming at multiple hierarchical levels: a comparison of preschoolers with and without word-finding deficits. <i>Journal of Child Language</i> , 1998, 25, 419-430.	1.2	43
65	Humans (really) are animals: picture-book reading influences 5-year-old urban children's construal of the relation between humans and non-human animals. <i>Frontiers in Psychology</i> , 2014, 5, 172.	2.1	43
66	Why Nouns Trump Verbs in Word Learning: New Evidence from Children and Adults in the Human Simulation Paradigm. <i>Language Learning and Development</i> , 2007, 3, 295-323.	1.4	42
67	Infants use known verbs to learn novel nouns: Evidence from 15- and 19-month-olds. <i>Cognition</i> , 2014, 131, 139-146.	2.2	42
68	Establishing New Subcategories: The Role of Category Labels and Existing Knowledge. <i>Child Development</i> , 1991, 62, 127-138.	3.0	41
69	The development of an appreciation of specific linkages between linguistic and conceptual organization. <i>Lingua</i> , 1994, 92, 229-257.	1.0	41
70	Grammatical Form and Semantic Context in Verb Learning. <i>Language Learning and Development</i> , 2011, 7, 169-184.	1.4	39
71	Young Children Learning from Touch Screens: Taking a Wider View. <i>Frontiers in Psychology</i> , 2016, 7, 1078.	2.1	39
72	Out of sight, but not out of mind: 21-month-olds use syntactic information to learn verbs even in the absence of a corresponding event. <i>Language and Cognitive Processes</i> , 2013, 28, 417-425.	2.2	38

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73	Women, fire, and dangerous things: What categories reveal about the mind. George Lakoff. Chicago: University of Chicago Press, 1987. Pp. xvii + 614.. Applied Psycholinguistics, 1989, 10, 493-497.	1.1	37
74	Looking Beyond Looks. Psychological Science, 2007, 18, 554-555.	3.3	37
75	How Early is Infants' Attention to Objects and Actions Shaped by Culture? New Evidence from 24-Month-Olds Raised in the US and China. Frontiers in Psychology, 2016, 7, 97.	2.1	35
76	On the insufficiency of evidence for a domain-general account of word learning. Cognition, 2001, 78, 277-279.	2.2	34
77	Object Properties and Object Kind: Twenty-One-Month-Old Infants' Extension of Novel Adjectives. Child Development, 1998, 69, 1313-1329.	3.0	34
78	What's in the input? Frequent frames in child-directed speech offer distributional cues to grammatical categories in Spanish and English. Journal of Child Language, 2010, 37, 1089-1108.	1.2	34
79	The Development of a Linkage between Count Nouns and Object Categories: Evidence from Fifteen- to Twenty-One-Month-Old Infants. Child Development, 1993, 64, 1224-1241.	3.0	31
80	Patterns of spontaneous production of novel words and gestures within an experimental setting in children ages 1;6 and 2;2. Journal of Child Language, 2002, 29, 911-921.	1.2	27
81	Preschoolers' Use of Form Class Cues to Learn Descriptive Proper Names. Child Development, 2003, 74, 1547-1560.	3.0	26
82	Naming influences 9-month-olds'™ identification of discrete categories along a perceptual continuum. Cognition, 2016, 156, 41-51.	2.2	26
83	Convergences between semantic and conceptual organization in the preschool years. , 1991, , 107-145.		26
84	Doing More With Less: Verb Learning in Korean-Acquiring 24-Month-Olds. Language Acquisition, 2013, 20, 292-304.	0.9	25
85	Slowly but Surely: Adverbs Support Verb Learning in 2-Year-Olds. Language Learning and Development, 2014, 10, 263-278.	1.4	25
86	Early Word-Learning and Conceptual Development: Everything had a Name, and Each Name Gave Birth to a New Thought. , 0, , 102-126.		24
87	Reaffirming the poverty of the stimulus argument: a reply to the replies. Cognition, 2004, 93, 157-165.	2.2	23
88	Let's™ See a Boy and a Balloon: Argument Labels and Syntactic Frame in Verb Learning. Language Acquisition, 2015, 22, 117-131.	0.9	23
89	Children's™ Play with a Forest Diorama as a Window into Ecological Cognition. Journal of Cognition and Development, 2017, 18, 617-632.	1.3	23
90	Words Are Not Merely Features: Only Consistently Applied Nouns Guide 4-year-olds' Inferences About Object Categories. Language Learning and Development, 2012, 8, 136-145.	1.4	22

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91	Epistemologies in the Text of Children's Books: Native- and non-Native-authored books. <i>International Journal of Science Education</i> , 2013, 35, 2133-2151.	1.9	22
92	Learning words from pictures: 15- and 17-month-old infants appreciate the referential and symbolic links among words, pictures, and objects. <i>Cognitive Development</i> , 2014, 32, 1-11.	1.3	22
93	Stars and starfish: How far can shape take us?. , 1996, 19, 99.		21
94	A little labeling goes a long way: Semi-supervised learning in infancy. <i>Developmental Science</i> , 2019, 22, e12736.	2.4	21
95	Naming guides how 12-month-old infants encode and remember objects. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2020, 117, 21230-21234.	7.1	20
96	Racial Awareness and Bias Begin Early: Developmental Entry Points, Challenges, and a Call to Action. <i>Perspectives on Psychological Science</i> , 2021, 16, 893-902.	9.0	20
97	Language and Experience Influence Children's Biological Induction. <i>Journal of Cognition and Culture</i> , 2010, 10, 171-187.	0.4	19
98	When humans become animals: Development of the animal category in early childhood. <i>Cognition</i> , 2012, 122, 74-79.	2.2	18
99	Infants's advances in speech perception shape their earliest links between language and cognition. <i>Scientific Reports</i> , 2019, 9, 3293.	3.3	18
100	Core Folkbiological Concepts: New Evidence from Wichita-Children and Adults. <i>Journal of Cognition and Culture</i> , 2012, 12, 339-358.	0.4	17
101	Listening to the calls of the wild: The role of experience in linking language and cognition in young infants. <i>Cognition</i> , 2016, 153, 175-181.	2.2	17
102	Assumptions about Word Meaning: Individuation and Basic-Level Kinds. <i>Child Development</i> , 1993, 64, 1550-1570.	3.0	17
103	Response to Sloutsky: Taking development seriously: theories cannot emerge from associations alone. <i>Trends in Cognitive Sciences</i> , 2009, 13, 332-333.	7.8	16
104	Naming the Living Things: Linguistic, Experiential and Cultural Factors in Wichita and Spanish Speaking Children. <i>Journal of Cognition and Culture</i> , 2014, 14, 213-233.	0.4	16
105	Very young infants learn abstract rules in the visual modality. <i>PLoS ONE</i> , 2018, 13, e0190185.	2.5	16
106	The role of representational status and item complexity in parent-child conversations about pictures and objects. <i>Cognitive Development</i> , 2008, 23, 313-323.	1.3	15
107	The precision of 12-month-old infants' link between language and categorization predicts vocabulary size at 12 and 18 months. <i>Frontiers in Psychology</i> , 2015, 6, 1319.	2.1	14
108	Linking Object Categorization and Naming. <i>Psychology of Learning and Motivation - Advances in Research and Theory</i> , 1998,, 249-291.	1.1	13

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109	Bringing theories of word learning in line with the evidence. <i>Cognition</i> , 2003, 87, 215-218.	2.2	13
110	Commentary on special section: Deficit or difference? Interpreting diverse developmental paths.. <i>Developmental Psychology</i> , 2013, 49, 80-83.	1.6	13
111	What does it mean to "live" and "die"? A crosslinguistic analysis of parent-child conversations in English and Indonesian. <i>British Journal of Developmental Psychology</i> , 2011, 29, 375-395.	1.7	12
112	D'Ájã vu all over again: Re-visiting the conceptual status of early word learning: Comment on Smith and Samuelson (2006).. <i>Developmental Psychology</i> , 2006, 42, 1344-1346.	1.6	11
113	Language and conceptual development. <i>Wiley Interdisciplinary Reviews: Cognitive Science</i> , 2010, 1, 548-558.	2.8	11
114	Social categories are shaped by social experience. <i>Trends in Cognitive Sciences</i> , 2012, 16, 531-532.	7.8	11
115	Becoming human: human infants link language and cognition, but what about the other great apes?. <i>Philosophical Transactions of the Royal Society B: Biological Sciences</i> , 2020, 375, 20180408.	4.0	11
116	Complementary versus contrastive classification in preschool children. <i>Journal of Experimental Child Psychology</i> , 1989, 48, 410-422.	1.4	10
117	Interpreting Asymmetries of Projection in Children's Inductive Reasoning. , 2001, , 55-80.		10
118	Maya Folk Botany and Knowledge Devolution: Modernization and IntraCommunity Variability in the Acquisition of Folkbotanical Knowledge. <i>Ethos</i> , 2011, 39, 349-367.	0.2	10
119	"Inhabitants of the Earth": Reasoning About Folkbiological Concepts in Wichi Children and Adults. <i>Early Education and Development</i> , 2016, 27, 1109-1129.	2.6	10
120	Contemporary approaches to concept development. <i>Cognitive Development</i> , 1991, 6, 105-118.	1.3	9
121	Nouns, Adjectives, and the Acquisition of Meaning: New Evidence from Italian-Acquiring Children. <i>Language Learning and Development</i> , 2009, 5, 50-68.	1.4	9
122	Building a Better Bridge. , 2013, , 292-296.		9
123	Social-ecological relations among animals serve as a conceptual framework among the Wichi. <i>Cognitive Development</i> , 2019, 52, 100807.	1.3	8
124	Two-year-olds consolidate verb meanings during a nap. <i>Cognition</i> , 2020, 198, 104205.	2.2	8
125	Studying the Real-Time Interpretation of Novel Noun and Verb Meanings in Young Children. <i>Frontiers in Psychology</i> , 2019, 10, 274.	2.1	7
126	Maturation constrains the effect of exposure in linking language and thought: evidence from healthy preterm infants. <i>Developmental Science</i> , 2018, 21, e12522.	2.4	6

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127	Tracing culture in children's thinking: a socioecological framework in understanding nature (Rastreando la cultura en el pensamiento infantil: una socioecología para comprender la naturaleza) <i>Trends in Cognitive Sciences</i> , 2011, 15(4), 14-18. DOI: 10.1016/j.tics.2011.08.001	0.7	14
128	East and West: A Role for Culture in the Acquisition of Nouns and Verbs. <i>Journal of Child Psychology and Psychiatry</i> , 2006, 47(5), 525-543. DOI: 10.1111/j.1469-7610.2006.01511.x		6
129	A matter of time: novel nouns mark object categories when delays are imposed. <i>Developmental Science</i> , 1999, 2, 59-66. DOI: 10.1111/1469-7610.00111	2.4	5
130	Crying helps, but being sad doesn't: Infants constrain nominal reference online using known verbs, but not known adjectives. <i>Cognition</i> , 2019, 193, 104033. DOI: 10.1016/j.cognition.2019.104033	2.2	5
131	Birdsong fails to support object categorization in human infants. <i>PLoS ONE</i> , 2021, 16, e0247430. DOI: 10.1371/journal.pone.0247430	2.5	5
132	Early lexical acquisition in the Wichi language. <i>Journal of Child Language</i> , 2020, 47, 1052-1072. DOI: 10.1017/S0305000920000107	1.2	4
133	Developmental changes in auditory-evoked neural activity underlie infants' links between language and cognition. <i>Developmental Science</i> , 2021, 24, e13121. DOI: 10.1111/desc.13121	2.4	4
134	Does Human Touch Facilitate Object Categorization in 6-to-9-Month-Old Infants?. <i>Brain Sciences</i> , 2020, 10, 940. DOI: 10.3390/brainsci10070940	2.3	3
135	Sign language, like spoken language, promotes object categorization in young hearing infants. <i>Cognition</i> , 2021, 215, 104845. DOI: 10.1016/j.cognition.2021.104845	2.2	3
136	Semantic priming supports infants' ability to learn names of unseen objects. <i>PLoS ONE</i> , 2021, 16, e0244968. DOI: 10.1371/journal.pone.0244968	2.5	2
137	Acquiring verbal reference: The interplay of cognitive, linguistic, and general learning capacities. <i>Journal of Child Psychology and Psychiatry</i> , 2021, 62(1), 101624. DOI: 10.1111/jcpp.15244		2
138	Word extension: A key to early word learning and domain-specificity. <i>Behavioral and Brain Sciences</i> , 2001, 24, 1121-1122. DOI: 10.1017/S014467900100579X	0.7	1
139	Very young infants' responses to human and nonhuman primate vocalizations. <i>Behavioral and Brain Sciences</i> , 2014, 37, 553-554. DOI: 10.1017/S0144679014000107	0.7	1
140	Experience is Instrumental in Tuning a Link Between Language and Cognition: Evidence from 6- to 7-Month-Old Infants' Object Categorization. <i>Journal of Visualized Experiments</i> , 2017, 53, 53553. DOI: 10.3791/53553	0.3	1
141	Hands on: Nonverbal communication in Native and non-Native American parent-child dyads during informal learning. <i>Developmental Psychology</i> , 2022, 58, 32-42. DOI: 10.1037/dev0000400	1.6	1
142	Sparse labels, no problems: Infant categorization under challenging conditions. <i>Child Development</i> , 2009, 80(1), 1-11. DOI: 10.1111/j.1467-8624.2008.01211.x	3.0	1
143	Words are invitations to learn about categories. <i>Behavioral and Brain Sciences</i> , 1998, 21, 88-88. DOI: 10.1017/S0144679098000107	0.7	0
144	LEARNING FROM INFANTS' FIRST VERBS. <i>Monographs of the Society for Research in Child Development</i> , 2009, 74, 127-132. DOI: 10.1111/j.1540-5834.2009.00371.x	6.8	0

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145	Abandoning the “theoretical apartheid”™ between nature and nurture: human infants hold the key. <i>Social Anthropology</i> , 2015, 23, 213-215.	0.4	0
146	Defining the Role Of Language in Infants' Object Categorization with Eye-tracking Paradigms. <i>Journal of Visualized Experiments</i> , 2019, , .	0.3	0
147	An Object Lesson: Objects, Non-Objects, and the Power of Conceptual Construal in Adjective Extension. <i>Language Learning and Development</i> , 2021, 17, 207-220.	1.4	0
148	Fast mapping from argument structure alone. <i>LSA Annual Meeting Extended Abstracts</i> , 0, 2, 8.	0.0	0
149	Placing Cognition in a Developmental Context. <i>PsycCritiques</i> , 1989, 34, 992-992.	0.0	0
150	Rhythm May Be Key to Linking Language and Cognition in Young Infants: Evidence From Machine Learning. <i>Frontiers in Psychology</i> , 2022, 13, .	2.1	0
151	I See What You Are Saying: Hearing Infants’s™ Visual Attention and Social Engagement in Response to Spoken and Sign Language. <i>Frontiers in Psychology</i> , 0, 13, .	2.1	0