

Elizabeth S Spelke

List of Publications by Year in Descending Order

Source: <https://exaly.com/author-pdf/5710022/elizabeth-s-spelke-publications-by-year.pdf>

Version: 2024-04-25

This document has been generated based on the publications and citations recorded by exaly.com. For the latest version of this publication list, visit the link given above.

The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

190
papers

25,021
citations

70
h-index

157
g-index

197
ext. papers

28,434
ext. citations

5.6
avg, IF

7.39
L-index

#	Paper	IF	Citations
190	Early concepts of intimacy: Young humans use saliva sharing to infer close relationships.. <i>Science</i> , 2022 , 375, 311-315	33.3	3
189	Using machine learning to understand age and gender classification based on infant temperament.. <i>PLoS ONE</i> , 2022 , 17, e0266026	3.7	0
188	Testing the role of symbols in preschool numeracy: An experimental computer-based intervention study. <i>PLoS ONE</i> , 2021 , 16, e0259775	3.7	1
187	Across demographics and recent history, most parents sing to their infants and toddlers daily. <i>Philosophical Transactions of the Royal Society B: Biological Sciences</i> , 2021 , 376, 20210089	5.8	1
186	The ability to predict actions of others from distributed cues is still developing in 6- to 8-year-old children. <i>Journal of Vision</i> , 2021 , 21, 14	0.4	
185	Infants's sensitivity to shape changes in 2D visual forms. <i>Infancy</i> , 2020 , 25, 618-639	2.4	2
184	Learning from multiple informants: Children's response to epistemic bases for consensus judgments. <i>Journal of Experimental Child Psychology</i> , 2020 , 192, 104759	2.3	5
183	Online Developmental Science to Foster Innovation, Access, and Impact. <i>Trends in Cognitive Sciences</i> , 2020 , 24, 675-678	14	31
182	Origins of the concepts cause, cost, and goal in prereaching infants. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2019 , 116, 17747-17752	11.5	21
181	Children use targets's facial appearance to guide and predict social behavior. <i>Developmental Psychology</i> , 2019 , 55, 1400-1413	3.7	14
180	Language, gesture, and judgment: Children's paths to abstract geometry. <i>Journal of Experimental Child Psychology</i> , 2019 , 177, 70-85	2.3	6
179	Shared musical knowledge in 11-month-old infants. <i>Developmental Science</i> , 2018 , 21, e12542	4.5	17
178	Places in the Brain: Bridging Layout and Object Geometry in Scene-Selective Cortex. <i>Cerebral Cortex</i> , 2018 , 28, 2365-2374	5.1	19
177	Human infants's understanding of social imitation: Inferences of affiliation from third party observations. <i>Cognition</i> , 2018 , 170, 31-48	3.5	30
176	The aesthetic preference for symmetry dissociates from early-emerging attention to symmetry. <i>Scientific Reports</i> , 2018 , 8, 6263	4.9	10
175	At 4.5 but not 5.5 years, children favor kin when the stakes are moderately high. <i>PLoS ONE</i> , 2018 , 13, e0202507	3.7	4
174	From map reading to geometric intuitions. <i>Developmental Psychology</i> , 2018 , 54, 1304-1316	3.7	9

173	The statistical shape of geometric reasoning. <i>Scientific Reports</i> , 2018 , 8, 12906	4.9	3
172	Third-Party Preferences for Imitators in Preverbal Infants. <i>Open Mind</i> , 2018 , 2, 61-71	2.9	8
171	Core Knowledge, Language, and Number. <i>Language Learning and Development</i> , 2017 , 13, 147-170	1.3	25
170	The cradle of social knowledge: Infants Reasoning about caregiving and affiliation. <i>Cognition</i> , 2017 , 159, 102-116	3.5	18
169	Six-month-old infants expect agents to minimize the cost of their actions. <i>Cognition</i> , 2017 , 160, 35-42	3.5	26
168	Cognitive science in the field: A preschool intervention durably enhances intuitive but not formal mathematics. <i>Science</i> , 2017 , 357, 47-55	33.3	35
167	Ten-month-old infants infer the value of goals from the costs of actions. <i>Science</i> , 2017 , 358, 1038-1041	33.3	51
166	Mind Games: Game Engines as an Architecture for Intuitive Physics. <i>Trends in Cognitive Sciences</i> , 2017 , 21, 649-665	14	66
165	Young Children's Use of Surface and Object Information in Drawings of Everyday Scenes. <i>Child Development</i> , 2017 , 88, 1701-1715	4.9	1
164	Mastery of the logic of natural numbers is not the result of mastery of counting: evidence from late counters. <i>Developmental Science</i> , 2017 , 20, e12459	4.5	11
163	Intelligent machines and human minds. <i>Behavioral and Brain Sciences</i> , 2017 , 40, e277	0.9	
162	Children can predict actions from subtle preparatory movements, but not as well as adults. <i>Journal of Vision</i> , 2017 , 17, 51	0.4	
161	Shared cultural knowledge: Effects of music on young children's social preferences. <i>Cognition</i> , 2016 , 148, 106-16	3.5	32
160	For 5-Month-Old Infants, Melodies Are Social. <i>Psychological Science</i> , 2016 , 27, 486-501	7.9	79
159	Non-symbolic division in childhood. <i>Journal of Experimental Child Psychology</i> , 2016 , 142, 66-82	2.3	15
158	Effects of Non-Symbolic Approximate Number Practice on Symbolic Numerical Abilities in Pakistani Children. <i>PLoS ONE</i> , 2016 , 11, e0164436	3.7	21
157	Children's Expectations and Understanding of Kinship as a Social Category. <i>Frontiers in Psychology</i> , 2016 , 7, 440	3.4	15
156	Goal attributions and instrumental helping at 14 and 24 months of age. <i>Cognition</i> , 2015 , 142, 44-59	3.5	12

155	In the name of God: How children and adults judge agents who act for religious versus secular reasons. <i>Cognition</i> , 2015 , 144, 134-49	3.5	13
154	Inexperienced newborn chicks use geometry to spontaneously reorient to an artificial social partner. <i>Developmental Science</i> , 2015 , 18, 972-8	4.5	14
153	Core knowledge and the emergence of symbols: The case of maps. <i>Journal of Cognition and Development</i> , 2015 , 16, 81-96	2.5	10
152	Children's expectations about training the approximate number system. <i>British Journal of Developmental Psychology</i> , 2015 , 33, 411-8	2	11
151	Effects of early institutionalization on the development of emotion processing: a case for relative sparing?. <i>Developmental Science</i> , 2015 , 18, 298-313	4.5	19
150	Core geometry in perspective. <i>Developmental Science</i> , 2015 , 18, 894-908	4.5	8
149	Brief non-symbolic, approximate number practice enhances subsequent exact symbolic arithmetic in children. <i>Cognition</i> , 2014 , 131, 92-107	3.5	186
148	The Formation of Belief-Based Social Preferences. <i>Social Cognition</i> , 2014 , 32, 22-47	1.2	14
147	Representations of space, time, and number in neonates. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2014 , 111, 4809-13	11.5	199
146	Dissociation between small and large numerosities in newborn infants. <i>Developmental Science</i> , 2014 , 17, 11-22	4.5	48
145	Reading angles in maps. <i>Child Development</i> , 2014 , 85, 237-49	4.9	9
144	Toward exact number: young children use one-to-one correspondence to measure set identity but not numerical equality. <i>Cognitive Psychology</i> , 2014 , 72, 27-53	3.1	33
143	What do Different Beliefs Tell us? An Examination of Factual, Opinion-Based, and Religious Beliefs. <i>Cognitive Development</i> , 2014 , 30, 15-29	1.7	22
142	Preverbal infants identify emotional reactions that are incongruent with goal outcomes. <i>Cognition</i> , 2014 , 130, 204-16	3.5	66
141	The Development of Reasoning about Beliefs: Fact, Preference, and Ideology. <i>Journal of Experimental Social Psychology</i> , 2013 , 49, 559-565	2.6	74
140	Preverbal infants expect members of social groups to act alike. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2013 , 110, E3965-72	11.5	121
139	First-person action experience reveals sensitivity to action efficiency in prereaching infants. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2013 , 110, 18728-33	11.5	61
138	Generating a lexicon without a language model: Do words for number count?. <i>Journal of Memory and Language</i> , 2013 , 69, 496-496	3.8	19

137	Navigation by environmental geometry: the use of zebrafish as a model. <i>Journal of Experimental Biology</i> , 2013 , 216, 3693-9	3	36
136	Two-year-old children interpret abstract, purely geometric maps. <i>Developmental Science</i> , 2013 , 16, 365-765	4.5	17
135	Non-symbolic halving in an Amazonian indigene group. <i>Developmental Science</i> , 2013 , 16, 451-62	4.5	22
134	What exactly do numbers mean?. <i>Language Learning and Development</i> , 2013 , 9, 105-129	1.3	66
133	Melting lizards and crying mailboxes: children's preferential recall of minimally counterintuitive concepts. <i>Cognitive Science</i> , 2013 , 37, 1251-89	2.2	41
132	Patterns of implicit and explicit attitudes in children and adults: tests in the domain of religion. <i>Journal of Experimental Psychology: General</i> , 2013 , 142, 864-79	4.7	38
131	Two randomized trials provide no consistent evidence for nonmusical cognitive benefits of brief preschool music enrichment. <i>PLoS ONE</i> , 2013 , 8, e82007	3.7	62
130	Core foundations of abstract geometry. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2013 , 110, 14191-5	11.5	44
129	Children's Use of Social Categories in Thinking About People and Social Relationships. <i>Journal of Cognition and Development</i> , 2013 , 14, 35-62	2.5	102
128	The role of forgetting in undermining good intentions. <i>PLoS ONE</i> , 2013 , 8, e79091	3.7	5
127	Not all continuous dimensions map equally: number-brightness mapping in human infants. <i>PLoS ONE</i> , 2013 , 8, e81241	3.7	18
126	Infants's developing understanding of social gaze. <i>Child Development</i> , 2012 , 83, 486-96	4.9	62
125	"Native" Objects and Collaborators: Infants's Object Choices and Acts of Giving Reflect Favor for Native Over Foreign Speakers. <i>Journal of Cognition and Development</i> , 2012 , 13, 67-81	2.5	54
124	Language-based social preferences among children in South Africa. <i>Language Learning and Development</i> , 2012 , 8, 215-232	1.3	30
123	Core systems of geometry in animal minds. <i>Philosophical Transactions of the Royal Society B: Biological Sciences</i> , 2012 , 367, 2784-93	5.8	41
122	Spontaneous reorientation is guided by perceived surface distance, not by image matching or comparison. <i>PLoS ONE</i> , 2012 , 7, e51373	3.7	17
121	Spatiotemporal dynamics of processing nonsymbolic number: an event-related potential source localization study. <i>Human Brain Mapping</i> , 2012 , 33, 2189-203	5.9	47
120	Navigation as a source of geometric knowledge: young children's use of length, angle, distance, and direction in a reorientation task. <i>Cognition</i> , 2012 , 123, 144-61	3.5	70

119	Chicks, like children, spontaneously reorient by three-dimensional environmental geometry, not by image matching. <i>Biology Letters</i> , 2012 , 8, 492-4	3.6	44
118	Cross-dimensional mapping of number, length and brightness by preschool children. <i>PLoS ONE</i> , 2012 , 7, e35530	3.7	29
117	Kindergarten children's sensitivity to geometry in maps. <i>Developmental Science</i> , 2011 , 14, 809-21	4.5	26
116	Natural Number and Natural Geometry 2011 , 287-317		27
115	Neural signatures of number processing in human infants: evidence for two core systems underlying numerical cognition. <i>Developmental Science</i> , 2011 , 14, 360-71	4.5	100
114	Race preferences in children: insights from South Africa. <i>Developmental Science</i> , 2011 , 14, 1283-91	4.5	68
113	Spatial and numerical abilities without a complete natural language. <i>Neuropsychologia</i> , 2011 , 49, 924-936	3.2	18
112	The double-edged sword of pedagogy: Instruction limits spontaneous exploration and discovery. <i>Cognition</i> , 2011 , 120, 322-30	3.5	411
111	Do infants show social preferences for people differing in race?. <i>Cognition</i> , 2011 , 119, 1-9	3.5	143
110	Cognitive effects of language on human navigation. <i>Cognition</i> , 2011 , 120, 186-201	3.5	99
109	Young children reorient by computing layout geometry, not by matching images of the environment. <i>Psychonomic Bulletin and Review</i> , 2011 , 18, 192-8	4.1	62
108	Mirror-image sensitivity and invariance in object and scene processing pathways. <i>Journal of Neuroscience</i> , 2011 , 31, 11305-12	6.6	106
107	Quinian bootstrapping or Fodorian combination? Core and constructed knowledge of number. <i>Behavioral and Brain Sciences</i> , 2011 , 34, 149-150	0.9	8
106	Flexible intuitions of Euclidean geometry in an Amazonian indigene group. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2011 , 108, 9782-7	11.5	53
105	Number without a language model. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2011 , 108, 3163-8	11.5	129
104	Children's Responses to Group-Based Inequalities: Perpetuation and Rectification. <i>Social Cognition</i> , 2011 , 29, 270-287	1.2	64
103	Geometry as a Universal Mental Construction 2011 , 319-332		14
102	Beyond core knowledge: Natural geometry. <i>Cognitive Science</i> , 2010 , 34, 863-884	2.2	134

101	Number-space mapping in human infants. <i>Psychological Science</i> , 2010 , 21, 653-60	7.9	220
100	Evidence from an emerging sign language reveals that language supports spatial cognition. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2010 , 107, 12116-20	11.5	98
99	Social categories guide young children's preferences for novel objects. <i>Developmental Science</i> , 2010 , 13, 599-610	4.5	137
98	Two systems of spatial representation underlying navigation. <i>Experimental Brain Research</i> , 2010 , 206, 179-88	2.3	70
97	Non-symbolic arithmetic abilities and mathematics achievement in the first year of formal schooling. <i>Cognition</i> , 2010 , 115, 394-406	3.5	232
96	Core multiplication in childhood. <i>Cognition</i> , 2010 , 116, 204-16	3.5	69
95	A modular geometric mechanism for reorientation in children. <i>Cognitive Psychology</i> , 2010 , 61, 152-76	3.1	65
94	Social information guides infants's selection of foods. <i>Journal of Cognition and Development</i> , 2009 , 10, 1-17	2.5	184
93	Accent trumps race in guiding children's social preferences. <i>Social Cognition</i> , 2009 , 27, 623-634	1.2	359
92	All numbers are not equal: an electrophysiological investigation of small and large number representations. <i>Journal of Cognitive Neuroscience</i> , 2009 , 21, 1039-53	3.1	116
91	Newborn infants perceive abstract numbers. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2009 , 106, 10382-5	11.5	501
90	Spontaneous mapping of number and space in adults and young children. <i>Cognition</i> , 2009 , 110, 198-207	3.5	168
89	Core knowledge and its limits: the domain of food. <i>Cognition</i> , 2009 , 112, 120-40	3.5	33
88	What can developmental and comparative cognitive neuroscience tell us about the adult human brain?. <i>Current Opinion in Neurobiology</i> , 2009 , 19, 1-5	7.6	73
87	Reaching and grasping a moving object in 6-, 8-, and 10-month-old infants: laterality and performance. <i>Research in Social and Administrative Pharmacy</i> , 2009 , 32, 137-46	2.9	39
86	Occlusion is hard: Comparing predictive reaching for visible and hidden objects in infants and adults. <i>Cognitive Science</i> , 2009 , 33, 1483-1502	2.2	26
85	Young children's representations of spatial and functional relations between objects. <i>Child Development</i> , 2009 , 80, 1612-27	4.9	28
84	Innateness, Learning, and Rationality. <i>Child Development Perspectives</i> , 2009 , 3, 96-98	5.5	28

83	Children's multiplicative transformations of discrete and continuous quantities. <i>Journal of Experimental Child Psychology</i> , 2009 , 103, 441-54	2.3	40
82	Development of Sensitivity to Geometry in Visual Forms. <i>Human Evolution</i> , 2009 , 23, 213-248		37
81	Young children's spontaneous use of geometry in maps. <i>Developmental Science</i> , 2008 , 11, F1-7	4.5	52
80	Children's use of geometry for reorientation. <i>Developmental Science</i> , 2008 , 11, 743-9	4.5	68
79	Foundations of cooperation in young children. <i>Cognition</i> , 2008 , 108, 222-31	3.5	369
78	Children's understanding of the relationship between addition and subtraction. <i>Cognition</i> , 2008 , 107, 932-45	3.5	36
77	Log or linear? Distinct intuitions of the number scale in Western and Amazonian indigene cultures. <i>Science</i> , 2008 , 320, 1217-20	33.3	392
76	Exact Equality and Successor Function: Two Key Concepts on the Path towards understanding Exact Numbers. <i>Philosophical Psychology</i> , 2008 , 21, 491	1.1	57
75	Judgments of the lucky across development and culture. <i>Journal of Personality and Social Psychology</i> , 2008 , 94, 757-76	6.5	35
74	Nonsymbolic, approximate arithmetic in children: abstract addition prior to instruction. <i>Developmental Psychology</i> , 2008 , 44, 1466-77	3.7	65
73	The development of language and abstract concepts: the case of natural number. <i>Journal of Experimental Psychology: General</i> , 2008 , 137, 22-38	4.7	173
72	La th�orie du « Core Knowledge ». <i>Annee Psychologique</i> , 2008 , 108, 721	1.5	3
71	Symbolic arithmetic knowledge without instruction. <i>Nature</i> , 2007 , 447, 589-91	50.4	258
70	Core knowledge. <i>Developmental Science</i> , 2007 , 10, 89-96	4.5	893
69	Will any doll do? 12-month-olds's reasoning about goal objects. <i>Cognitive Psychology</i> , 2007 , 54, 133-54	3.1	21
68	rTMS over the intraparietal sulcus disrupts numerosity processing. <i>Experimental Brain Research</i> , 2007 , 179, 631-42	2.3	118
67	The native language of social cognition. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2007 , 104, 12577-80	11.5	548
66	Core systems in human cognition. <i>Progress in Brain Research</i> , 2007 , 164, 257-64	2.9	60

65	Non-symbolic arithmetic in adults and young children. <i>Cognition</i> , 2006 , 98, 199-222	3.5	264
64	Preschool children master the logic of number word meanings. <i>Cognition</i> , 2006 , 98, B57-66	3.5	39
63	Core knowledge of geometry in an Amazonian indigene group. <i>Science</i> , 2006 , 311, 381-4	33.3	210
62	InfantsSRapid Learning About Self-Propelled Objects. <i>Infancy</i> , 2006 , 9, 45-71	2.4	26
61	Object boundaries influence toddlersSperformance in a search task. <i>Developmental Science</i> , 2006 , 9, 97-107	4.5	13
60	Preschool childrenS mapping of number words to nonsymbolic numerosities. <i>Child Development</i> , 2005 , 76, 978-88	4.9	134
59	Number sense in human infants. <i>Developmental Science</i> , 2005 , 8, 88-101	4.5	411
58	InfantsSenumeration of actions: numerical discrimination and its signature limits. <i>Developmental Science</i> , 2005 , 8, 173-81	4.5	148
57	Chronometric studies of numerical cognition in five-month-old infants. <i>Cognition</i> , 2005 , 97, 23-39	3.5	66
56	Abstract number and arithmetic in preschool children. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2005 , 102, 14116-21	11.5	296
55	Sex differences in intrinsic aptitude for mathematics and science?: a critical review. <i>American Psychologist</i> , 2005 , 60, 950-8	9.5	431
54	Straddling the perception-conception boundary. <i>Developmental Science</i> , 2004 , 7, 507-511	4.5	7
53	Conceptual precursors to language. <i>Nature</i> , 2004 , 430, 453-6	50.4	264
52	Discrimination of Large and Small Numerosities by Human Infants. <i>Infancy</i> , 2004 , 5, 271-290	2.4	117
51	The Animate-Inanimate Distinction in Infancy: Developing Sensitivity to Constraints on Human Actions. <i>Journal of Cognition and Development</i> , 2004 , 5, 399-426	2.5	24
50	Core systems of number. <i>Trends in Cognitive Sciences</i> , 2004 , 8, 307-14	14	1779
49	The construction of large number representations in adults. <i>Cognition</i> , 2003 , 86, 201-21	3.5	395
48	Motion and edge sensitivity in perception of object unity. <i>Cognitive Psychology</i> , 2003 , 46, 31-64	3.1	29

47	Approximate quantities and exact number words: dissociable systems. <i>Neuropsychologia</i> , 2003 , 41, 1942-58	3.5	276
46	Infants' ability to connect gaze and emotional expression to intentional action. <i>Cognition</i> , 2002 , 85, 53-78	3.5	300
45	Developmental neuroimaging: a developmental psychologist looks ahead. <i>Developmental Science</i> , 2002 , 5, 392-396	4.5	12
44	Infants' discrimination of number vs. continuous extent. <i>Cognitive Psychology</i> , 2002 , 44, 33-66	3.1	382
43	Human spatial representation: insights from animals. <i>Trends in Cognitive Sciences</i> , 2002 , 6, 376	14	455
42	Language and number: a bilingual training study. <i>Cognition</i> , 2001 , 78, 45-88	3.5	275
41	Children's use of geometry and landmarks to reorient in an open space. <i>Cognition</i> , 2001 , 81, 119-48	3.5	120
40	Recognition and categorization of biologically significant objects by rhesus monkeys (<i>Macaca mulatta</i>): the domain of food. <i>Cognition</i> , 2001 , 82, 127-55	3.5	63
39	Visual representation in the wild: how rhesus monkeys parse objects. <i>Journal of Cognitive Neuroscience</i> , 2001 , 13, 44-58	3.1	47
38	Predictive Reaching for Occluded Objects by 6-Month-Old Infants. <i>Journal of Cognition and Development</i> , 2001 , 2, 261-281	2.5	31
37	Object representation and predictive action in infancy. <i>Developmental Science</i> , 2000 , 3, 193-205	4.5	30
36	Updating egocentric representations in human navigation. <i>Cognition</i> , 2000 , 77, 215-50	3.5	321
35	Large number discrimination in 6-month-old infants. <i>Cognition</i> , 2000 , 74, B1-B11	3.5	975
34	Perception and understanding of effects of gravity and inertia on object motion. <i>Developmental Science</i> , 1999 , 2, 339-362	4.5	115
33	Sources of flexibility in human cognition: dual-task studies of space and language. <i>Cognitive Psychology</i> , 1999 , 39, 3-36	3.1	410
32	Synchronous change and perception of object unity: evidence from adults and infants. <i>Cognition</i> , 1999 , 71, 257-88	3.5	45
31	Infant sensitivity to shadow motions. <i>Cognitive Development</i> , 1998 , 13, 387-419	1.7	15
30	Science and Core Knowledge. <i>Philosophy of Science</i> , 1996 , 63, 515-533	1.1	152

29	Modularity and development: the case of spatial reorientation. <i>Cognition</i> , 1996 , 61, 195-232	3.5	455
28	Spatiotemporal continuity, smoothness of motion and object identity in infancy. <i>British Journal of Developmental Psychology</i> , 1995 , 13, 113-142	2	188
27	The role of three-dimensional depth cues in infants'Sperception of partly occluded objects. <i>Infant and Child Development</i> , 1994 , 3, 187-191		26
26	A geometric process for spatial reorientation in young children. <i>Nature</i> , 1994 , 370, 57-9	50.4	520
25	Early knowledge of object motion: continuity and inertia. <i>Cognition</i> , 1994 , 51, 131-76	3.5	181
24	Initial knowledge: six suggestions. <i>Cognition</i> , 1994 , 50, 431-45	3.5	492
23	Gestalt relations and object perception: a developmental study. <i>Perception</i> , 1993 , 22, 1483-501	1.2	79
22	Modality-specific and amodal aspects of object perception in infancy: the case of active touch. <i>Cognition</i> , 1993 , 47, 251-79	3.5	28
21	Origins of knowledge. <i>Psychological Review</i> , 1992 , 99, 605-32	6.3	1114
20	Infants'Sensitivity to effects of gravity on visible object motion.. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 1992 , 18, 385-393	2.6	52
19	Perception, ontology, and word meaning. <i>Cognition</i> , 1992 , 45, 101-7	3.5	60
18	Toward a comparative psychology of number. <i>Cognition</i> , 1991 , 39, 171-172	3.5	19
17	Ontological categories guide young children'S inductions of word meaning: object terms and substance terms. <i>Cognition</i> , 1991 , 38, 179-211	3.5	410
16	Principles of Object Perception. <i>Cognitive Science</i> , 1990 , 14, 29-56	2.2	554
15	Numerical abstraction by human infants. <i>Cognition</i> , 1990 , 36, 97-127	3.5	374
14	Object perception in infancy: Interaction of spatial and kinetic information for object boundaries.. <i>Developmental Psychology</i> , 1989 , 25, 185-196	3.7	35
13	Haptic perception of objects in infancy. <i>Cognitive Psychology</i> , 1988 , 20, 1-23	3.1	76
12	Geometric complexity and object search in infancy.. <i>Developmental Psychology</i> , 1988 , 24, 512-521	3.7	31

11	Perception of objects and object boundaries by 3-month-old infants. <i>British Journal of Developmental Psychology</i> , 1987 , 5, 367-383	2	48
10	Object permanence in five-month-old infants. <i>Cognition</i> , 1985 , 20, 191-208	3.5	661
9	Perception of moving, sounding objects by four-month-old infants. <i>Perception</i> , 1983 , 12, 719-32	1.2	64
8	Perception of partly occluded objects in infancy. <i>Cognitive Psychology</i> , 1983 , 15, 483-524	3.1	554
7	The infant's acquisition of knowledge of bimodally specified events. <i>Journal of Experimental Child Psychology</i> , 1981 , 31, 279-99	2.3	53
6	Perceiving bimodally specified events in infancy.. <i>Developmental Psychology</i> , 1979 , 15, 626-636	3.7	187
5	Skills of divided attention. <i>Cognition</i> , 1976 , 4, 215-230	3.5	311
4	Infants' intermodal perception of events. <i>Cognitive Psychology</i> , 1976 , 8, 553-560	3.1	183
3	Infant reaction to parental separations when left with familiar and unfamiliar adults. <i>Journal of Genetic Psychology</i> , 1975 , 126, 255-62	1.4	16
2	Father interaction and separation protest.. <i>Developmental Psychology</i> , 1973 , 9, 83-90	3.7	40
1	The role of perceptual access in infants' third party evaluations of imitation		2