

Carmel Houston-Price

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/654583/publications.pdf>

Version: 2024-02-01

44
papers

1,725
citations

394286

19
h-index

289141

40
g-index

58
all docs

58
docs citations

58
times ranked

1747
citing authors

#	ARTICLE	IF	CITATIONS
1	The effects of using two varieties of one language on cognition. <i>Linguistic Approaches To Bilingualism</i> , 2023, 13, 830-853.	0.6	5
2	VeggieSense: A non-taste multisensory exposure technique for increasing vegetable acceptance in young children. <i>Appetite</i> , 2022, 168, 105784.	1.8	7
3	The effects of taste sensitivity and repeated taste exposure on children's intake and liking of turnip (<i>Brassica rapa</i> subsp. <i>rapa</i>); a bitter Brassica vegetable. <i>Appetite</i> , 2021, 157, 104991.	1.8	17
4	See & Eat! Using E-books to Promote Vegetable Eating Among Preschoolers: Findings From an Italian Sample. <i>Frontiers in Psychology</i> , 2021, 12, 712416.	1.1	1
5	The Relationship between Glucosinolates and the Sensory Characteristics of Steamed-Pureed Turnip (<i>Brassica Rapa</i> subsp. <i>Rapa</i> L.). <i>Foods</i> , 2020, 9, 1719.	1.9	7
6	Cow's milk exclusion in young children: Parents motives, sources of information and perception of their child's eating behaviours. <i>Proceedings of the Nutrition Society</i> , 2020, 79, .	0.4	0
7	Do Infants With Down Syndrome Show an Early Receptive Language Advantage?. <i>Journal of Speech, Language, and Hearing Research</i> , 2020, 63, 585-598.	0.7	9
8	Me and my veggies: The use of interactive, personalised picture books in healthy eating interventions. <i>Nutrition Bulletin</i> , 2020, 45, 51-58.	0.8	6
9	Parents' experiences of introducing toddlers to fruits and vegetables through repeated exposure, with and without prior visual familiarization to foods: Evidence from daily diaries. <i>Food Quality and Preference</i> , 2019, 71, 291-300.	2.3	23
10	Healthy eating interventions delivered in the family home: A systematic review. <i>Appetite</i> , 2019, 140, 114-133.	1.8	21
11	Development of a Parental Feeding Goal Measure: The Family Mealtime Goals Questionnaire. <i>Frontiers in Psychology</i> , 2019, 10, 455.	1.1	15
12	Longitudinal predictors of early language in infants with Down syndrome: A preliminary study. <i>Research in Developmental Disabilities</i> , 2018, 81, 37-51.	1.2	20
13	Listening while reading promotes word learning from stories. <i>Journal of Experimental Child Psychology</i> , 2018, 167, 10-31.	0.7	19
14	Peas, please! Food familiarization through picture books helps parents introduce vegetables into preschoolers' diets. <i>Appetite</i> , 2018, 128, 32-43.	1.8	32
15	How Infants and Young Children Learn About Food: A Systematic Review. <i>Frontiers in Psychology</i> , 2017, 8, 1046.	1.1	115
16	Editorial: An Open Book: What and How Young Children Learn from Picture and Story Books. <i>Frontiers in Psychology</i> , 2015, 6, 1719.	1.1	19
17	Exposure to foods' non-taste sensory properties. A nursery intervention to increase children's willingness to try fruit and vegetables. <i>Appetite</i> , 2015, 84, 1-6.	1.8	84
18	Once upon a time, there was a fabulous funambulist! what children learn about the "high-level" vocabulary they encounter while listening to stories. <i>Frontiers in Psychology</i> , 2014, 5, 75.	1.1	16

#	ARTICLE	IF	CITATIONS
19	Let's look at leeks! Picture books increase toddlers' willingness to look at, taste and consume unfamiliar vegetables. <i>Frontiers in Psychology</i> , 2014, 5, 191.	1.1	44
20	Effects of action observation on corticospinal excitability: Muscle specificity, direction, and timing of the mirror response. <i>Neuropsychologia</i> , 2014, 64, 331-348.	0.7	150
21	To eat or not to eat? Kinematics and muscle activity of reach-to-grasp movements are influenced by the action goal, but observers do not detect these differences. <i>Experimental Brain Research</i> , 2013, 225, 261-275.	0.7	73
22	Once upon a time, there was a pulchritudinous princess .Â.Â: The role of word definitions and multiple story contexts in children's learning of difficult vocabulary. <i>Applied Psycholinguistics</i> , 2013, 34, 591-613.	0.8	37
23	How Experiences with Words Supply All the Tools in the Toddlerâ€™s Word-Learning Toolbox. , 2013, , 81-108.		3
24	Should healthy eating programmes incorporate interaction with foods in different sensory modalities? A review of the evidence. <i>British Journal of Nutrition</i> , 2012, 108, 769-777.	1.2	53
25	Picture books about food increase toddlersâ€™ liking and consumption of disliked vegetables. <i>Appetite</i> , 2012, 59, 632.	1.8	0
26	How infantsâ€™ visual preferences for fruits and vegetables are influenced through picture book exposure. <i>Appetite</i> , 2011, 57, 539.	1.8	1
27	Increasing food familiarity without the tears. A role for visual exposure?. <i>Appetite</i> , 2011, 57, 832-838.	1.8	75
28	Tracking speakersâ€™ false beliefs: is theory of mind available earlier for word learning?. <i>Developmental Science</i> , 2011, 14, 623-634.	1.3	4
29	The impact of novel labels on visual processing during infancy. <i>British Journal of Developmental Psychology</i> , 2011, 29, 783-805.	0.9	12
30	Can visual exposure impact on children's visual preferences for fruit and vegetables?. <i>Proceedings of the Nutrition Society</i> , 2010, 69, .	0.4	16
31	Language Experience Shapes the Development of the Mutual Exclusivity Bias. <i>Infancy</i> , 2010, 15, 125-150.	0.9	99
32	Picture book exposure elicits positive visual preferences in toddlers. <i>Journal of Experimental Child Psychology</i> , 2009, 104, 89-104.	0.7	40
33	Visual exposure impacts on toddlersâ€™ willingness to taste fruits and vegetables. <i>Appetite</i> , 2009, 53, 450-453.	1.8	73
34	A Longitudinal Study of Perceptual Grouping by Proximity, Luminance and Shape in Infants at Two, Four and Six Months. <i>International Journal of Developmental Sciences</i> , 2008, 2, 353-369.	0.3	1
35	Discrepancy between parental reports of infants' receptive vocabulary and infants' behaviour in a preferential looking task. <i>Journal of Child Language</i> , 2007, 34, 701-724.	0.8	76
36	The Development of Perceptual Grouping in Infants with Williams Syndrome. <i>International Journal of Developmental Sciences</i> , 2007, 1, 253-271.	0.3	2

#	ARTICLE	IF	CITATIONS
37	The use of social and salience cues in early word learning. <i>Journal of Experimental Child Psychology</i> , 2006, 95, 27-55.	0.7	70
38	“Word-learning wizardry” at 1;6. <i>Journal of Child Language</i> , 2005, 32, 175-189.	0.8	79
39	The prompt hypothesis: Clarification requests as corrective input for grammatical errors. <i>Applied Psycholinguistics</i> , 2005, 26, 393-414.	0.8	43
40	Distinguishing novelty and familiarity effects in infant preference procedures. <i>Infant and Child Development</i> , 2004, 13, 341-348.	0.9	185
41	Response to commentaries by Leslie B. Cohen and Alan Slater. <i>Infant and Child Development</i> , 2004, 13, 357-359.	0.9	1
42	Combining representations in working memory: A brief report. <i>British Journal of Developmental Psychology</i> , 2001, 19, 319-324.	0.9	20
43	Understanding the dimensional change card sort. <i>Cognitive Development</i> , 2000, 15, 347-365.	0.7	147
44	How Experiences with Words Supply All the Tools in the Toddler's Word-Learning Toolbox. , 0, , 1345-1373.		0