Lisa Feigenson

List of Publications by Year in Descending Order

66 papers	7,858 citations	27 h-index	69 g-index
69 ext. papers	8,768 ext. citations	4.8 avg, IF	6.49 L-index

#	Paper	IF	Citations
66	Violations of expectation trigger infants to search for explanations. *Cognition*, **2022**, 218, 104942	3.5	1
65	Yay! Yuck! Toddlers use others' emotional responses to reason about hidden objects. *Journal of Experimental Child Psychology*, **2022**, 221, 105464	2.3	
64	Stable individual differences in infants' responses to violations of intuitive physics. *Proceedings of the National Academy of Sciences of the United States of America*, **2021**, 118,	11.5	2
63	Preschoolers represent others' false beliefs about emotions. *Cognitive Development*, **2021**, 59, 101081	1.7	1
62	Dynamic changes in numerical acuity in 4-month-old infants. *Infancy*, **2021**, 26, 47-62	2.4	1
61	Emergence of the Link Between the Approximate Number System and Symbolic Math Ability. *Child Development*, **2021**, 92, e186-e200	4.9	1
60	Online measures of looking and learning in infancy. *Infancy*, **2021**,	2.4	4
59	Neural basis of approximate number in congenital blindness. *Cortex*, **2021**, 142, 342-356	3.8	0
58	Effects of Visual Training of Approximate Number Sense on Auditory Number Sense and School Math Ability. *Frontiers in Psychology*, **2020**, 11, 2085	3.4	5
57	Infants recognize counting as numerically relevant. *Developmental Science*, **2019**, 22, e12805	4.5	7
56	Evolution and Development of Signature Limits in Mental Manipulation. *Journal of Vision*, **2019**, 19, 135	0.4	
55	Is Empiricism Innate? Preference for Nurture Over Nature in People's Beliefs About the Origins of Human Knowledge. *Open Mind*, **2019**, 3, 89-100	2.9	7
54	Violations of Core Knowledge Shape Early Learning. *Topics in Cognitive Science*, **2019**, 11, 136-153	2.5	16
53	Bidirectional, Longitudinal Associations Between Math Ability and Approximate Number System Precision in Childhood. *Journal of Cognition and Development*, **2019**, 20, 56-74	2.5	17
52	Infants use linguistic group distinctions to chunk items in memory. *Journal of Experimental Child Psychology*, **2018**, 172, 149-167	2.3	6
51	Infants Extract Frequency Distributions from Variable Approximate Numerical Information. *Infancy*, **2018**, 23, 29-44	2.4	1
50	Numerical cognition is resilient to dramatic changes in early sensory experience. *Cognition*, **2018**, 179, 111-120	3.5	10

49	Hysteresis-induced changes in preverbal infants approximate number precision. *Cognitive Development*, **2018**, 47, 107-116	1.7	4
48	A dissociation between small and large numbers in young children's ability to "solve for x" in non-symbolic math problems. *Cognition*, **2017**, 160, 82-90	3.5	3
47	Expectancy violations promote learning in young children. *Cognition*, **2017**, 163, 1-14	3.5	42
46	Approximate number sense correlates with math performance in gifted adolescents. *Acta Psychologica*, **2017**, 176, 78-84	1.7	15
45	Better together: Multiple lines of evidence for a link between approximate and exact number representations: A reply to Merkley, Matejko, and Ansari. *Journal of Experimental Child Psychology*, **2017**, 153, 168-172	2.3	32
44	A critical period for number-related plasticity in the visual cortex of blind individuals. *Journal of Vision*, **2017**, 17, 644	0.4	
43	Absence of visual experience modifies the neural basis of numerical thinking. *Proceedings of the National Academy of Sciences of the United States of America*, **2016**, 113, 11172-11177	11.5	47
42	The precision of mapping between number words and the approximate number system predicts children's formal math abilities. *Journal of Experimental Child Psychology*, **2016**, 150, 207-226	2.3	37
41	Visual working memory capacity increases between ages 3 and 8 years, controlling for gains in attention, perception, and executive control. *Attention, Perception, and Psychophysics*, **2016**, 78, 1556-73	2	12
40	Infants use temporal regularities to chunk objects in memory. *Cognition*, **2016**, 146, 251-63	3.5	13
39	Changing the precision of preschoolers' approximate number system representations changes their symbolic math performance. *Journal of Experimental Child Psychology*, **2016**, 147, 82-99	2.3	84
38	Cognitive development. Observing the unexpected enhances infants' learning and exploration. *Science*, **2015**, 348, 91-4	33.3	288
37	Young children 'solve for x' using the Approximate Number System. *Developmental Science*, **2015**, 18, 38-49	4.5	12
36	A Developmental Vocabulary Assessment for Parents (DVAP): Validating Parental Report of Vocabulary Size in 2- to 7-Year-Old Children. *Journal of Cognition and Development*, **2015**, 16, 442-454	2.5	24
35	Array heterogeneity prevents catastrophic forgetting in infants. *Cognition*, **2015**, 136, 365-80	3.5	13
34	Developmental origins of recoding and decoding in memory. *Cognitive Psychology*, **2014**, 75, 55-79	3.1	12
33	Understanding the mapping between numerical approximation and number words: evidence from Williams syndrome and typical development. *Developmental Science*, **2014**, 17, 905-19	4.5	21
32	Social knowledge facilitates chunking in infancy. *Child Development*, **2014**, 85, 1477-90	4.9	21

31	Infants hierarchically organize memory representations. *Developmental Science*, **2013**, 16, 610-21	4.5	24
30	Factors influencing infants' ability to update object representations in memory. *Cognitive Development*, **2013**, 28, 272-289	1.7	8
29	Developmental change in the acuity of approximate number and area representations. *Developmental Psychology*, **2013**, 49, 1103-12	3.7	133
28	Numerical approximation abilities correlate with and predict informal but not formal mathematics abilities. *Journal of Experimental Child Psychology*, **2013**, 116, 829-38	2.3	71
27	Is Approximate Number Precision a Stable Predictor of Math Ability?. *Learning and Individual Differences*, **2013**, 25, 126-133	3.1	161
26	Links Between the Intuitive Sense of Number and Formal Mathematics Ability. *Child Development Perspectives*, **2013**, 7, 74-79	5.5	150
25	Seven-month-old infants chunk items in memory. *Journal of Experimental Child Psychology*, **2012**, 112, 361-77	2.3	25
24	Memory load affects object individuation in 18-month-old infants. *Journal of Experimental Child Psychology*, **2012**, 113, 322-36	2.3	23
23	Predicting sights from sounds: 6-month-olds' intermodal numerical abilities. *Journal of Experimental Child Psychology*, **2011**, 110, 347-61	2.3	63
22	Preschoolers' precision of the approximate number system predicts later school mathematics performance. *PLoS ONE*, **2011**, 6, e23749	3.7	271
21	Impaired acuity of the approximate number system underlies mathematical learning disability (dyscalculia). *Child Development*, **2011**, 82, 1224-37	4.9	343
20	Preschool acuity of the approximate number system correlates with school math ability. *Developmental Science*, **2011**, 14, 1292-300	4.5	338
19	Memory for multiple visual ensembles in infancy. *Journal of Experimental Psychology: General*, **2011**, 140, 141-58	4.7	28
18	Objects, Sets, and Ensembles **2011**, 13-22		14
17	A One-to-One Bias and Fast Mapping Support Preschoolers' Learning About Faces and Voices. *Cognitive Science*, **2010**, 34, 719-51	2.2	9
16	Limits on Infants' Ability to Dynamically Update Object Representations. *Infancy*, **2009**, 14, 244-262	2.4	14
15	Individual differences in non-verbal number acuity correlate with maths achievement. *Nature*, **2008**, 455, 665-8	50.4	1015
14	Parallel non-verbal enumeration is constrained by a set-based limit. *Cognition*, **2008**, 107, 1-18	3.5	27

13	Conceptual knowledge increases infants' memory capacity. *Proceedings of the National Academy of Sciences of the United States of America*, **2008**, 105, 9926-30	11.5	81
12	Set representations required for the acquisition of the natural number concept. *Behavioral and Brain Sciences*, **2008**, 31, 655-656	0.9	14
11	Developmental change in the acuity of the "Number Sense": The Approximate Number System in 3-, 4-, 5-, and 6-year-olds and adults. *Developmental Psychology*, **2008**, 44, 1457-65	3.7	601
10	The equality of quantity. *Trends in Cognitive Sciences*, **2007**, 11, 185-7	14	105
9	Multiple spatially overlapping sets can be enumerated in parallel. *Psychological Science*, **2006**, 17, 572-6	7.9	150
8	A double-dissociation in infants' representations of object arrays. *Cognition*, **2005**, 95, B37-48	3.5	77
7	On the limits of infants' quantification of small object arrays. *Cognition*, **2005**, 97, 295-313	3.5	209
6	Infants chunk object arrays into sets of individuals. *Cognition*, **2004**, 91, 173-90	3.5	96
5	Core systems of number. *Trends in Cognitive Sciences*, **2004**, 8, 307-14	14	1779
4	Tracking individuals via object-files: evidence from infants manual search. *Developmental Science*, **2003**, 6, 568-584	4.5	376
3	Infants' discrimination of number vs. continuous extent. *Cognitive Psychology*, **2002**, 44, 33-66	3.1	382
2	The representations underlying infants' choice of more: object files versus analog magnitudes. *Psychological Science*, **2002**, 13, 150-6	7.9	507
1	Violations of expectation trigger infants to search for explanations		5