

# Larissa K Samuelson

## List of Publications by Year in descending order

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Version: 2024-02-01

57  
papers

3,448  
citations

236833

25  
h-index

214721

47  
g-index

58  
all docs

58  
docs citations

58  
times ranked

1510  
citing authors

#	ARTICLE	IF	CITATIONS
1	Object name Learning Provides On-the-Job Training for Attention. <i>Psychological Science</i> , 2002, 13, 13-19.	1.8	486
2	Early noun vocabularies: do ontology, category structure and syntax correspond?. <i>Cognition</i> , 1999, 73, 1-33.	1.1	367
3	Word learning emerges from the interaction of online referent selection and slow associative learning.. <i>Psychological Review</i> , 2012, 119, 831-877.	2.7	308
4	Fast Mapping but Poor Retention by 24-Month-Old Infants. <i>Infancy</i> , 2008, 13, 128-157.	0.9	289
5	Learn Locally, Think Globally. <i>Psychological Science</i> , 2010, 21, 1894-1902.	1.8	192
6	Short Arms and Talking Eggs: Why We Should No Longer Abide the Nativist-Empiricist Debate. <i>Child Development Perspectives</i> , 2009, 3, 79-87.	2.1	133
7	Statistical regularities in vocabulary guide language acquisition in connectionist models and 15-20-month-olds.. <i>Developmental Psychology</i> , 2002, 38, 1016-1037.	1.2	126
8	The dynamic nature of knowledge: Insights from a dynamic field model of children's novel noun generalization. <i>Cognition</i> , 2009, 110, 322-345.	1.1	103
9	Memory and Attention Make Smart Word Learning: An Alternative Account of Akhtar, Carpenter, and Tomasello. <i>Child Development</i> , 1998, 69, 94-104.	1.7	96
10	Grounding Word Learning in Space. <i>PLoS ONE</i> , 2011, 6, e28095.	1.1	93
11	The Shape of the Vocabulary Predicts the Shape of the Bias. <i>Frontiers in Psychology</i> , 2011, 2, 345.	1.1	83
12	An attentional learning account of the shape bias: Reply to Cimpian and Markman (2005) and Booth, Waxman, and Huang (2005).. <i>Developmental Psychology</i> , 2006, 42, 1339-1343.	1.2	81
13	What's new? Children prefer novelty in referent selection. <i>Cognition</i> , 2011, 118, 234-244.	1.1	76
14	Grounding Development in Cognitive Processes. <i>Child Development</i> , 2000, 71, 98-106.	1.7	75
15	Statistical regularities in vocabulary guide language acquisition in connectionist models and 15-20-month-olds.. <i>Developmental Psychology</i> , 2002, 38, 1016-1037.	1.2	72
16	They call it like they see it: spontaneous naming and attention to shape. <i>Developmental Science</i> , 2005, 8, 182-198.	1.3	71
17	The First Slow Step: Differential Effects of Object and Word-Form Familiarization on Retention of Fast-Mapped Words. <i>Infancy</i> , 2012, 17, 295-323.	0.9	64
18	Children's Attention to Rigid and Deformable Shape in Naming and Non-Naming Tasks. <i>Child Development</i> , 2000, 71, 1555-1570.	1.7	63

#	ARTICLE	IF	CITATIONS
19	Slowing Down Fast Mapping: Redefining the Dynamics of Word Learning. <i>Child Development Perspectives</i> , 2015, 9, 74-78.	2.1	62
20	Confronting complexity: insights from the details of behavior over multiple timescales. <i>Developmental Science</i> , 2008, 11, 209-215.	1.3	57
21	Dynamic Noun Generalization: Moment-to-Moment Interactions Shape Children's Naming Biases. <i>Infancy</i> , 2007, 11, 97-110.	0.9	38
22	Different is good: connectionism and dynamic systems theory are complementary emergentist approaches to development. <i>Developmental Science</i> , 2003, 6, 434-439.	1.3	37
23	Grounding Cognitive-Level Processes in Behavior: The View From Dynamic Systems Theory. <i>Topics in Cognitive Science</i> , 2015, 7, 191-205.	1.1	35
24	Learning Words in Space and Time. <i>Psychological Science</i> , 2011, 22, 1049-1057.	1.8	33
25	Enhancing the Executive Functions of 3-Year-Olds in the Dimensional Change Card Sort Task. <i>Child Development</i> , 2015, 86, 812-827.	1.7	32
26	What does it take to learn a word?. <i>Wiley Interdisciplinary Reviews: Cognitive Science</i> , 2017, 8, e1421.	1.4	32
27	Too Much of a Good Thing: How Novelty Biases and Vocabulary Influence Known and Novel Referent Selection in 18-Month-Old Children and Associative Learning Models. <i>Cognitive Science</i> , 2018, 42, 463-493.	0.8	27
28	Moving Word Learning to a Novel Space: A Dynamic Systems View of Referent Selection and Retention. <i>Cognitive Science</i> , 2017, 41, 52-72.	0.8	25
29	Highchair philosophers: the impact of seating context-dependent exploration on children's naming biases. <i>Developmental Science</i> , 2014, 17, 757-765.	1.3	24
30	Rigid thinking about deformables: do children sometimes overgeneralize the shape bias?. <i>Journal of Child Language</i> , 2008, 35, 559-589.	0.8	22
31	Reproducibility and a unifying explanation: Lessons from the shape bias. , 2019, 54, 156-165.		21
32	Toddlers can adaptively change how they categorize: same objects, same session, two different categorical distinctions. <i>Developmental Science</i> , 2009, 12, 96-105.	1.3	19
33	Biased feedback in spatial recall yields a violation of delta rule learning. <i>Psychonomic Bulletin and Review</i> , 2010, 17, 581-588.	1.4	19
34	Rethinking Conceptually-Based Inference – Grounding Representation in Task and Behavioral Dynamics: Commentary on “Fifteen-month-old infants attend to shape over other perceptual properties in an induction task,” by S. Graham and G. Diesendruck, and “Form follows function: Learning about function helps children learn about shape,” by E. Ware and A. Booth. <i>Cognitive Development</i> , 2010, 25, 138-148.	0.7	19
35	Non-Bayesian Noun Generalization in 3-to 5-Year-Old Children: Probing the Role of Prior Knowledge in the Suspicious Coincidence Effect. <i>Cognitive Science</i> , 2015, 39, 268-306.	0.8	18
36	The shape of controversy: what counts as an explanation of development? Introduction to the Special Section. <i>Developmental Science</i> , 2008, 11, 183-184.	1.3	17

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37	Empirical Tests of a Brain-Based Model of Executive Function Development. <i>Child Development</i> , 2019, 90, 210-226.	1.7	16
38	Toward a Precision Science of Word Learning: Understanding Individual Vocabulary Pathways. <i>Child Development Perspectives</i> , 2021, 15, 117-124.	2.1	15
39	Seeing the World Through a Third Eye: Developmental Systems Theory Looks Beyond the Nativist-Empiricist Debate. <i>Child Development Perspectives</i> , 2009, 3, 103-105.	2.1	14
40	Integrating Connectionist Learning and Dynamical Systems Processing: Case Studies in Speech and Lexical Development. , 2009, , 218-250.		14
41	Word-Object Learning via Visual Exploration in Space (WOLVES): A neural process model of cross-situational word learning.. <i>Psychological Review</i> , 2022, 129, 640-695.	2.7	13
42	Sometimes it is better to know less: How known words influence referent selection and retention in 18- to 24-month-old children. <i>Journal of Experimental Child Psychology</i> , 2020, 189, 104705.	0.7	10
43	Preschool Children's Memory for Word Forms Remains Stable Over Several Days, but Gradually Decreases after 6 Months. <i>Frontiers in Psychology</i> , 2016, 7, 1439.	1.1	9
44	A Dynamic Neural Field Model of Word Learning. , 2013, , 1-27.		8
45	Pushing the Envelope of Associative Learning. , 2013, , 49-80.		7
46	It's in the Eye of the Beholder: Spatial Language and Spatial Memory Use the Same Perceptual Reference Frames. , 2009, , 102-131.		5
47	Objects in Space and Mind: From Reaching to Words. , 2009, , 188-207.		5
48	Aligning body and world: Stable reference frames improve young children's search for hidden objects. <i>Journal of Experimental Child Psychology</i> , 2009, 102, 445-455.	0.7	4
49	Corresponding delay-dependent biases in spatial language and spatial memory. <i>Psychological Research</i> , 2010, 74, 337-351.	1.0	3
50	Learning words in space and time: Contrasting models of the suspicious coincidence effect. <i>Cognition</i> , 2021, 210, 104576.	1.1	3
51	TOWARDS THE INTEGRATION OF LINGUISTIC AND NON-LINGUISTIC SPATIAL COGNITION: A DYNAMIC FIELD THEORY APPROACH. , 2009, , .		2
52	Come down from the clouds: Grounding Bayesian insights in developmental and behavioral processes. <i>Behavioral and Brain Sciences</i> , 2011, 34, 204-206.	0.4	2
53	A core principle of studying language acquisition: it's a developmental system. <i>Developmental Science</i> , 2009, 12, 407-409.	1.3	1
54	Introduction to the Special Issue Honoring the 2013 David E. Rumelhart Prize Recipient Linda B. Smith. <i>Cognitive Science</i> , 2017, 41, 4-4.	0.8	1

#	ARTICLE	IF	CITATIONS
55	Grounding Word Learning in Space and Time. , 2015, , 297-326.		1
56	Language as shaped by the brain; the brain as shaped by development. Behavioral and Brain Sciences, 2008, 31, 535-536.	0.4	0
57	Abstract Thinking in Space and Time: Using The Environment to Learn Words. Cognition, Brain, Behavior an Interdisciplinary Journal, 2011, 15, 571-581.	0.4	0