

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	Word-Object Learning via Visual Exploration in Space (WOLVES): A neural process model of cross-situational word learning.. Psychological Review, 2022, 129, 640-695.	2.7	13
2	Toward a Precision Science of Word Learning: Understanding Individual Vocabulary Pathways. Child Development Perspectives, 2021, 15, 117-124.	2.1	15
3	Learning words in space and time: Contrasting models of the suspicious coincidence effect. Cognition, 2021, 210, 104576.	1.1	3
4	Sometimes it is better to know less: How known words influence referent selection and retention in 18- to 24-month-old children. Journal of Experimental Child Psychology, 2020, 189, 104705.	0.7	10
5	Reproducibility and a unifying explanation: Lessons from the shape bias. , 2019, 54, 156-165.		21
6	Empirical Tests of a Brain-Based Model of Executive Function Development. Child Development, 2019, 90, 210-226.	1.7	16
7	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. Cognitive Science, 2018, 42, 463-493.	0.8	27
8	Moving Word Learning to a Novel Space: A Dynamic Systems View of Referent Selection and Retention. Cognitive Science, 2017, 41, 52-72.	0.8	25
9	Introduction to the Special Issue Honoring the 2013 David E. Rumelhart Prize Recipient Linda B. Smith. Cognitive Science, 2017, 41, 4-4.	0.8	1
10	What does it take to learn a word?. Wiley Interdisciplinary Reviews: Cognitive Science, 2017, 8, e1421.	1.4	32
11	Preschool Children's Memory for Word Forms Remains Stable Over Several Days, but Gradually Decreases after 6 Months. Frontiers in Psychology, 2016, 7, 1439.	1.1	9
12	Enhancing the Executive Functions of 3-Year-Olds in the Dimensional Change Card Sort Task. Child Development, 2015, 86, 812-827.	1.7	32
13	Non-Bayesian Noun Generalization in 3-to 5-Year-Old Children: Probing the Role of Prior Knowledge in the Suspicious Coincidence Effect. Cognitive Science, 2015, 39, 268-306.	0.8	18
14	Slowing Down Fast Mapping: Redefining the Dynamics of Word Learning. Child Development Perspectives, 2015, 9, 74-78.	2.1	62
15	Grounding Cognitive-Level Processes in Behavior: The View From Dynamic Systems Theory. Topics in Cognitive Science, 2015, 7, 191-205.	1.1	35
16	Grounding Word Learning in Space and Time. , 2015, , 297-326.		1
17	Highchair philosophers: the impact of seating context-dependent exploration on children's naming biases. Developmental Science, 2014, 17, 757-765.	1.3	24
18	A Dynamic Neural Field Model of Word Learning. , 2013, , 1-27.		8

#	ARTICLE	IF	CITATIONS
19	Pushing the Envelope of Associative Learning. , 2013, , 49-80.		7
20	Word learning emerges from the interaction of online referent selection and slow associative learning.. Psychological Review, 2012, 119, 831-877.	2.7	308
21	The First Slow Step: Differential Effects of Object and Wordâ€™Form Familiarization on Retention of Fastâ€™Mapped Words. Infancy, 2012, 17, 295-323.	0.9	64
22	The Shape of the Vocabulary Predicts the Shape of the Bias. Frontiers in Psychology, 2011, 2, 345.	1.1	83
23	Grounding Word Learning in Space. PLoS ONE, 2011, 6, e28095.	1.1	93
24	Whatâ€™s new? Children prefer novelty in referent selection. Cognition, 2011, 118, 234-244.	1.1	76
25	Learning Words in Space and Time. Psychological Science, 2011, 22, 1049-1057.	1.8	33
26	Come down from the clouds: Grounding Bayesian insights in developmental and behavioral processes. Behavioral and Brain Sciences, 2011, 34, 204-206.	0.4	2
27	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
28	Biased feedback in spatial recall yields a violation of delta rule learning. Psychonomic Bulletin and Review, 2010, 17, 581-588.	1.4	19
29	Corresponding delay-dependent biases in spatial language and spatial memory. Psychological Research, 2010, 74, 337-351.	1.0	3
30	Learn Locally, Think Globally. Psychological Science, 2010, 21, 1894-1902.	1.8	192
31	Rethinking Conceptually-Based Inference â€“ Grounding Representation in Task and Behavioral Dynamics: Commentary on â€œFifteen-month-old infants attend to shape over other perceptual properties in an induction task,â€•by S. Graham and G. Diesendruck, and â€œForm follows function: Learning about function helps children learn about shape,â€•by E. Ware and A. Booth. Cognitive Development, 2010, 25, 128-148.	0.7	19
32	The dynamic nature of knowledge: Insights from a dynamic field model of childrenâ€™s novel noun generalization. Cognition, 2009, 110, 322-345.	1.1	103
33	Toddlers can adaptively change how they categorize: same objects, same session, two different categorical distinctions. Developmental Science, 2009, 12, 96-105.	1.3	19
34	A core principle of studying language acquisition: it's a developmental system. Developmental Science, 2009, 12, 407-409.	1.3	1
35	Short Arms and Talking Eggs: Why We Should No Longer Abide the Nativistâ€™Empiricist Debate. Child Development Perspectives, 2009, 3, 79-87.	2.1	133
36	Seeing the World Through a Third Eye: Developmental Systems Theory Looks Beyond the Nativistâ€™Empiricist Debate. Child Development Perspectives, 2009, 3, 103-105.	2.1	14

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37	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
38	TOWARDS THE INTEGRATION OF LINGUISTIC AND NON-LINGUISTIC SPATIAL COGNITION: A DYNAMIC FIELD THEORY APPROACH. , 2009, , .		2
39	Integrating Connectionist Learning and Dynamical Systems Processing: Case Studies in Speech and Lexical Development. , 2009, , 218-250.		14
40	It's in the Eye of the Beholder: Spatial Language and Spatial Memory Use the Same Perceptual Reference Frames. , 2009, , 102-131.		5
41	Objects in Space and Mind: From Reaching to Words. , 2009, , 188-207.		5
42	Fast Mapping but Poor Retention by 24-Month-Old Infants. <i>Infancy</i> , 2008, 13, 128-157.	0.9	289
43	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
44	Confronting complexity: insights from the details of behavior over multiple timescales. <i>Developmental Science</i> , 2008, 11, 209-215.	1.3	57
45	Language as shaped by the brain; the brain as shaped by development. <i>Behavioral and Brain Sciences</i> , 2008, 31, 535-536.	0.4	0
46	Rigid thinking about deformables: do children sometimes overgeneralize the shape bias?. <i>Journal of Child Language</i> , 2008, 35, 559-589.	0.8	22
47	Dynamic Noun Generalization: Moment-to-Moment Interactions Shape Children's Naming Biases. <i>Infancy</i> , 2007, 11, 97-110.	0.9	38
48	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
49	They call it like they see it: spontaneous naming and attention to shape. <i>Developmental Science</i> , 2005, 8, 182-198.	1.3	71
50	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
51	Object name Learning Provides On-the-Job Training for Attention. <i>Psychological Science</i> , 2002, 13, 13-19.	1.8	486
52	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
53	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
54	Grounding Development in Cognitive Processes. <i>Child Development</i> , 2000, 71, 98-106.	1.7	75

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55	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
56	Early noun vocabularies: do ontology, category structure and syntax correspond?. <i>Cognition</i> , 1999, 73, 1-33.	1.1	367
57	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