

Susan A Gelman

List of Publications by Citations

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

282
papers

16,718
citations

71
h-index

122
g-index

292
ext. papers

19,406
ext. citations

3.9
avg. IF

7.09
L-index

#	Paper	IF	Citations
282	Categories and induction in young children. <i>Cognition</i> , 1986 , 23, 183-209	3.5	871
281	The Essential Child 2003 ,		805
280	Cognitive development: foundational theories of core domains. <i>Annual Review of Psychology</i> , 1992 , 43, 337-75	26.1	699
279	Insides and essences: early understandings of the non-obvious. <i>Cognition</i> , 1991 , 38, 213-44	3.5	603
278	The development of induction within natural kind and artifact categories. <i>Cognitive Psychology</i> , 1988 , 20, 65-95	3.1	448
277	ToMM, ToBY, and Agency: Core architecture and domain specificity 1994 , 119-148		381
276	The role of covariation versus mechanism information in causal attribution. <i>Cognition</i> , 1995 , 54, 299-352	3.5	339
275	The importance of knowing a dodo is a bird: Categories and inferences in 2-year-old children.. <i>Developmental Psychology</i> , 1990 , 26, 796-804	3.7	314
274	Learning from others: children's construction of concepts. <i>Annual Review of Psychology</i> , 2009 , 60, 115-40	26.1	282
273	The theory theory 1994 , 257-293		271
272	Young Children's Inductions from Natural Kinds: The Role of Categories and Appearances. <i>Child Development</i> , 1987 , 58, 1532	4.9	259
271	Origins of domain specificity: The evolution of functional organization 1994 , 85-116		258
270	Putting the Noun Bias In Context: A Comparison of English and Mandarin. <i>Child Development</i> , 1999 , 70, 620-635	4.9	244
269	Psychological essentialism in children. <i>Trends in Cognitive Sciences</i> , 2004 , 8, 404-9	14	231
268	Early word-learning entails reference, not merely associations. <i>Trends in Cognitive Sciences</i> , 2009 , 13, 258-63	14	216
267	Young children are sensitive to how an object was created when deciding what to name it. <i>Cognition</i> , 2000 , 76, 91-103	3.5	212
266	Carrot-Eaters and Creature-Believers: The Effects of Lexicalization on Children's Inferences About Social Categories. <i>Psychological Science</i> , 1999 , 10, 489-493	7.9	197

265	Preschoolers' search for explanatory information within adult-child conversation. <i>Child Development</i> , 2009 , 80, 1592-611	4.9	195
264	A developmental examination of the conceptual structure of animal, artifact, and human social categories across two cultural contexts. <i>Cognitive Psychology</i> , 2009 , 59, 244-74	3.1	192
263	The modularity of thought and the epidemiology of representations 1994 , 39-67		187
262	Inferring Properties from Categories versus Inferring Categories from Properties: The Case of Gender. <i>Child Development</i> , 1986 , 57, 396	4.9	170
261	Language and the career of similarity 1991 , 225-277		158
260	As Time Goes By: Children's Early Understanding of Growth in Animals. <i>Child Development</i> , 1991 , 62, 1302-1320	4.9	151
259	The birth and nurturance of concepts by domains: The origins of concepts of living things 1994 , 234-254		149
258	Six does not just mean a lot: preschoolers see number words as specific. <i>Cognition</i> , 2004 , 92, 329-52	3.5	147
257	As Time Goes By: Children's Early Understanding of Growth in Animals. <i>Child Development</i> , 1991 , 62, 1302	4.9	142
256	Understanding Natural Cause: Children's Explanations of How Objects and Their Properties Originate. <i>Child Development</i> , 1991 , 62, 396-414	4.9	141
255	Boys will be boys; cows will be cows: children's essentialist reasoning about gender categories and animal species. <i>Child Development</i> , 2009 , 80, 461-81	4.9	128
254	Bewitchment, biology, or both: the co-existence of natural and supernatural explanatory frameworks across development. <i>Cognitive Science</i> , 2008 , 32, 607-42	2.2	126
253	Inconsistency with prior knowledge triggers children's causal explanatory reasoning. <i>Child Development</i> , 2010 , 81, 929-44	4.9	124
252	Beyond Labeling: The Role of Maternal Input in the Acquisition of Richly Structured Categories. <i>Monographs of the Society for Research in Child Development</i> , 1998 , 63, i	6.6	122
251	Traditional and evaluative aspects of flexibility in gender roles, social conventions, moral rules, and physical laws. <i>Child Development</i> , 1995 , 66, 515-31	4.9	122
250	Robots and rodents: children's inferences about living and nonliving kinds. <i>Child Development</i> , 2007 , 78, 1675-88	4.9	117
249	Shape and representational status in children's early naming. <i>Cognition</i> , 1998 , 66, B35-B47	3.5	116
248	Compound Nouns and Category Structure in Young Children. <i>Child Development</i> , 1985 , 56, 84	4.9	115

247	Children's interpretation of generic noun phrases.. <i>Developmental Psychology</i> , 2002 , 38, 883-894	3.7	114
246	Preschool children's use of trait labels to make inductive inferences. <i>Journal of Experimental Child Psychology</i> , 2000 , 77, 1-19	2.3	113
245	How Two-Year-Old Children Interpret Proper and Common Names for Unfamiliar Objects. <i>Child Development</i> , 1984 , 55, 1535	4.9	112
244	A cross-linguistic comparison of generic noun phrases in English and Mandarin. <i>Cognition</i> , 1998 , 66, 215-48	3.5	107
243	Preschoolers' Ability to Distinguish Living Kinds as a Function of Regrowth. <i>Child Development</i> , 1993 , 64, 1242-1257	4.9	107
242	The use of trait labels in making psychological inferences. <i>Child Development</i> , 1999 , 70, 604-19	4.9	106
241	Why essences are essential in the psychology of concepts. <i>Cognition</i> , 2001 , 82, 59-69	3.5	103
240	Understanding Natural Cause: Children's Explanations of How Objects and Their Properties Originate. <i>Child Development</i> , 1991 , 62, 396	4.9	102
239	Preschool children use linguistic form class and pragmatic cues to interpret generics. <i>Child Development</i> , 2003 , 74, 308-25	4.9	99
238	What young children think about the relationship between language variation and social difference. <i>Cognitive Development</i> , 1997 , 12, 213-238	1.7	95
237	Preschoolers' Ability to Distinguish Living Kinds as a Function of Regrowth. <i>Child Development</i> , 1993 , 64, 1242	4.9	94
236	Effects of generic language on category content and structure. <i>Cognitive Psychology</i> , 2010 , 61, 273-301	3.1	93
235	Concepts and folk theories. <i>Annual Review of Anthropology</i> , 2011 , 40, 379-398	3.6	92
234	How Does Your Garden Grow? Early Conceptualization of Seeds and Their Place in the Plant Growth Cycle. <i>Child Development</i> , 1995 , 66, 856-876	4.9	91
233	Components of young children's trait understanding: behavior-to-trait inferences and trait-to-behavior predictions. <i>Child Development</i> , 2007 , 78, 1543-58	4.9	86
232	Children's Inductive Inferences within Superordinate Categories: The Role of Language and Category Structure. <i>Child Development</i> , 1988 , 59, 876	4.9	86
231	Evidence for an explanation advantage in naïve biological reasoning. <i>Cognitive Psychology</i> , 2009 , 58, 177-94	3.4	84
230	Beliefs about the origins of human psychological traits. <i>Developmental Psychology</i> , 2000 , 36, 663-678	3.7	84

229	Informants' traits weigh heavily in young children's trust in testimony and in their epistemic inferences. <i>Child Development</i> , 2013 , 84, 1253-68	4.9	83
228	Generic Language in Parent-Child Conversations. <i>Language Learning and Development</i> , 2008 , 4, 1-31	1.3	83
227	The whole-object, taxonomic, and mutual exclusivity assumptions as initial constraints on word meanings 1991 , 72-106		82
226	Can you say it another way? Cognitive factors in bilingual children's pragmatic language skills. <i>Journal of Cognition and Development</i> , 2010 , 11, 137-158	2.5	79
225	How Does Your Garden Grow? Early Conceptualization of Seeds and Their Place in the Plant Growth Cycle. <i>Child Development</i> , 1995 , 66, 856	4.9	79
224	Inductions from novel categories: The role of language and conceptual structure. <i>Cognitive Development</i> , 1990 , 5, 151-176	1.7	79
223	Developmental changes in the coherence of essentialist beliefs about psychological characteristics. <i>Child Development</i> , 2007 , 78, 757-74	4.9	78
222	Domain differences in absolute judgments of category membership: evidence for an essentialist account of categorization. <i>Psychonomic Bulletin and Review</i> , 1999 , 6, 338-66	4.1	78
221	Children's sensitivity to the knowledge expressed in pedagogical and nonpedagogical contexts. <i>Developmental Psychology</i> , 2013 , 49, 491-504	3.7	76
220	Traditional and Evaluative Aspects of Flexibility in Gender Roles, Social Conventions, Moral Rules, and Physical Laws. <i>Child Development</i> , 1995 , 66, 515	4.9	76
219	The nonobvious basis of ownership: preschool children trace the history and value of owned objects. <i>Child Development</i> , 2012 , 83, 1732-47	4.9	75
218	Quantified statements are recalled as generics: evidence from preschool children and adults. <i>Cognitive Psychology</i> , 2012 , 64, 186-214	3.1	74
217	Generic statements require little evidence for acceptance but have powerful implications. <i>Cognitive Science</i> , 2010 , 34, 1452-1482	2.2	73
216	Young children use motive information to make trait inferences.. <i>Developmental Psychology</i> , 1998 , 34, 310-321	3.7	73
215	What's so essential about essentialism? A different perspective on the interaction of perception, language, and conceptual knowledge. <i>Cognitive Development</i> , 1993 , 8, 157-167	1.7	72
214	Young Children Prefer and Remember Satisfying Explanations. <i>Journal of Cognition and Development</i> , 2016 , 17, 718-736	2.5	71
213	Children's Causal Explanations of Animate and Inanimate Motion. <i>Child Development</i> , 1996 , 67, 1970	4.9	71
212	Children's Causal Explanations of Animate and Inanimate Motion. <i>Child Development</i> , 1996 , 67, 1970-1987	4.9	71

211	The Development of Category-Based Induction. <i>Child Development</i> , 1992 , 63, 1070	4.9	71
210	Toward a topography of mind: An introduction to domain specificity 1994 , 3-36		70
209	Essentialist beliefs in children: The acquisition of concepts and theories 1994 , 341-366		70
208	Children's use of sample size and diversity information within basic-level categories. <i>Journal of Experimental Child Psychology</i> , 1997 , 64, 159-74	2.3	69
207	Vitalism in naive biological thinking. <i>Developmental Psychology</i> , 2000 , 36, 582-595	3.7	65
206	Conceptual and linguistic biases in children's word learning.. <i>Developmental Psychology</i> , 1998 , 34, 823-837	3.7	65
205	Cross-cultural differences in children's beliefs about the objectivity of social categories. <i>Child Development</i> , 2013 , 84, 1906-17	4.9	63
204	Children's Use of Generics in Inductive Inferences. <i>Journal of Cognition and Development</i> , 2002 , 3, 179-199	5	59
203	So It Is, So It Shall Be: Group Regularities License Children's Prescriptive Judgments. <i>Cognitive Science</i> , 2017 , 41 Suppl 3, 576-600	2.2	57
202	Developing domain-specific causal-explanatory frameworks: the role of insides and immanence. <i>Cognitive Development</i> , 2005 , 20, 137-158	1.7	56
201	Children's reasoning about physics within and across ontological kinds. <i>Cognition</i> , 2003 , 89, 43-61	3.5	56
200	Essentialism and Racial Bias Jointly Contribute to the Categorization of Multiracial Individuals. <i>Psychological Science</i> , 2015 , 26, 1639-45	7.9	55
199	I'll have what she's having: the impact of model characteristics on children's food choices. <i>Developmental Science</i> , 2012 , 15, 87-98	4.5	55
198	Developmental changes in the understanding of generics. <i>Cognition</i> , 2007 , 105, 166-83	3.5	55
197	Determinants of Gender Essentialism in College Students. <i>Sex Roles</i> , 2008 , 58, 864-874	3.1	55
196	Exploring the relation between preschool children's magical beliefs and causal thinking. <i>British Journal of Developmental Psychology</i> , 1994 , 12, 69-82	2	55
195	On Wooden Pillows: Multiple Classification and Children's Category-Based Inductions. <i>Child Development</i> , 1992 , 63, 1536	4.9	55
194	Conceptual influences on category-based induction. <i>Cognitive Psychology</i> , 2013 , 66, 327-53	3.1	54

193	Picasso Paintings, Moon Rocks, and Hand-Written Beatles Lyrics: Adults' Evaluations of Authentic Objects. <i>Journal of Cognition and Culture</i> , 2009 , 9, 1-14	0.8	52
192	Children's understanding of the brain: From early essentialism to biological theory. <i>Cognitive Development</i> , 1999 , 14, 147-174	1.7	52
191	How language shapes the cultural inheritance of categories. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2017 , 114, 7900-7907	11.5	51
190	A self-agency bias in preschoolers' causal inferences. <i>Developmental Psychology</i> , 2009 , 45, 597-603	3.7	51
189	Language and categorization: The acquisition of natural kind terms 1991 , 146-196		50
188	Expressing generic concepts with and without a language model. <i>Cognition</i> , 2005 , 96, 109-26	3.5	49
187	Mother-Child Conversations About Pictures and Objects: Referring to Categories and Individuals. <i>Child Development</i> , 2005 , 76, 1129-1143	4.9	48
186	Differences in preschoolers' and adults' use of generics about novel animals and artifacts: a window onto a conceptual divide. <i>Cognition</i> , 2009 , 110, 1-22	3.5	47
185	Conceptual and lexical hierarchies in young children. <i>Cognitive Development</i> , 1989 , 4, 309-326	1.7	47
184	Why is a pomegranate an apple? The role of shape, taxonomic relatedness, and prior lexical knowledge in children's overextensions of apple and dog. <i>Journal of Child Language</i> , 1998 , 25, 267-91	2.3	46
183	The Perennial Debate: Nature, Nurture, or Choice? Black and White Americans' Explanations for Individual Differences. <i>Review of General Psychology</i> , 2009 , 13, 24-33	3.9	45
182	Causal status effect in children's categorization. <i>Cognition</i> , 2000 , 76, B35-43	3.5	45
181	Developmental Changes in Judgments of Authentic Objects. <i>Cognitive Development</i> , 2009 , 24, 284-292	1.7	44
180	The role of preschoolers' social understanding in evaluating the informativeness of causal interventions. <i>Cognition</i> , 2008 , 107, 1084-92	3.5	44
179	Generic noun phrases in mother-child conversations. <i>Journal of Child Language</i> , 1998 , 25, 19-33	2.3	44
178	Five-year-olds' beliefs about the discreteness of category boundaries for animals and artifacts. <i>Psychonomic Bulletin and Review</i> , 2009 , 16, 920-4	4.1	42
177	Sample diversity and premise typicality in inductive reasoning: evidence for developmental change. <i>Cognition</i> , 2008 , 108, 543-56	3.5	42
176	Children's use of adult testimony to guide food selection. <i>Appetite</i> , 2008 , 51, 302-10	4.5	42

175	Children's understanding of psychogenic bodily reactions. <i>Child Development</i> , 2001 , 72, 444-59	4.9	42
174	Who's the Boss? Concepts of Social Power Across Development. <i>Child Development</i> , 2017 , 88, 946-963	4.9	41
173	Making Boundaries Great Again: Essentialism and Support for Boundary-Enhancing Initiatives. <i>Personality and Social Psychology Bulletin</i> , 2017 , 43, 1643-1658	4.1	41
172	Do Children See in Black and White? Children's and Adults' Categorizations of Multiracial Individuals. <i>Child Development</i> , 2015 , 86, 1830-47	4.9	40
171	Four and 6-year olds' biological concept of death: The case of plants. <i>British Journal of Developmental Psychology</i> , 2002 , 20, 495-513	2	40
170	Artifacts and essentialism. <i>Review of Philosophy and Psychology</i> , 2013 , 4, 449-463	1.4	39
169	Children's attention to sample composition in learning, teaching and discovery. <i>Developmental Science</i> , 2010 , 13, 421-429	4.5	39
168	Children's and adults' models for predicting teleological action: the development of a biology-based model. <i>Child Development</i> , 2001 , 72, 1367-81	4.9	39
167	Generic language and judgements about category membership: Can generics highlight properties as central?. <i>Language and Cognitive Processes</i> , 2009 , 24, 481-505		38
166	Categories influence predictions about individual consistency. <i>Child Development</i> , 2008 , 79, 1270-87	4.9	37
165	Preschool children's use of novel predicates to make inductive inferences about people. <i>Cognitive Development</i> , 2000 , 15, 263-280	1.7	36
164	Do lions have manes? For children, generics are about kinds rather than quantities. <i>Child Development</i> , 2012 , 83, 423-33	4.9	33
163	Looking beyond looks: comments on Sloutsky, Kloos, and Fisher (2007). <i>Psychological Science</i> , 2007 , 18, 554-5; discussion 556-7	7.9	33
162	Group presence, category labels, and generic statements influence children to treat descriptive group regularities as prescriptive. <i>Journal of Experimental Child Psychology</i> , 2017 , 158, 19-31	2.3	32
161	Two-year-olds use the generic/nongeneric distinction to guide their inferences about novel kinds. <i>Child Development</i> , 2011 , 82, 493-507	4.9	32
160	The influence of language form and conventional wording on judgments of illness. <i>Journal of Psycholinguistic Research</i> , 2007 , 36, 273-95	1	32
159	Children's interpretation of generic noun phrases. <i>Developmental Psychology</i> , 2002 , 38, 883-94	3.7	32
158	How much are Harry Potter's glasses worth? Children's monetary evaluation of authentic objects. <i>Journal of Cognition and Development</i> , 2015 , 16, 97-117	2.5	31

157	Child categorization. <i>Wiley Interdisciplinary Reviews: Cognitive Science</i> , 2011 , 2, 95-105	4.5	31
156	A developmental analysis of generic nouns in Southern Peruvian Quechua. <i>Language Learning and Development</i> , 2010 , 7, 1-23	1.3	31
155	How "you" makes meaning. <i>Science</i> , 2017 , 355, 1299-1302	33.3	30
154	More than meets the eye: young children's trust in claims that defy their perceptions. <i>Developmental Psychology</i> , 2014 , 50, 865-71	3.7	29
153	Preschoolers' use of spatiotemporal history, appearance, and proper name in determining individual identity. <i>Cognition</i> , 2008 , 107, 366-80	3.5	29
152	Can White children grow up to be Black? Children's reasoning about the stability of emotion and race. <i>Developmental Psychology</i> , 2016 , 52, 887-93	3.7	29
151	Gender Essentialism in Children and Parents: Implications for the Development of Gender Stereotyping and Gender-Typed Preferences. <i>Sex Roles</i> , 2016 , 75, 409-421	3.1	28
150	Theory-based considerations influence the interpretation of generic sentences. <i>Language and Cognitive Processes</i> , 2010 , 25, 261-276		28
149	Children's understanding of homonyms. <i>Journal of Child Language</i> , 1995 , 22, 107-27	2.3	28
148	Coordination of Size Standards by Young Children. <i>Child Development</i> , 1988 , 59, 888	4.9	27
147	Developmental Changes in the Consideration of Sample Diversity in Inductive Reasoning. <i>Journal of Cognition and Development</i> , 2008 , 9, 112-143	2.5	26
146	Children's category-based inferences affect classification. <i>British Journal of Developmental Psychology</i> , 2005 , 23, 1-24	2	26
145	Memory for generic and quantified sentences in Spanish-speaking children and adults. <i>Journal of Child Language</i> , 2016 , 43, 1231-44	2.3	25
144	You get what you need: an examination of purpose-based inheritance reasoning in undergraduates, preschoolers, and biological experts. <i>Cognitive Science</i> , 2014 , 38, 197-243	2.2	24
143	Effects of categorical labels on similarity judgments: a critical analysis of similarity-based approaches. <i>Developmental Psychology</i> , 2012 , 48, 890-6	3.7	24
142	Development of the Animate-Inanimate Distinction 151-166		24
141	Multiracial Children's and Adults' Categorizations of Multiracial Individuals. <i>Journal of Cognition and Development</i> , 2017 , 18, 1-15	2.5	23
140	Generic language in scientific communication. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2019 , 116, 18370-18377	11.5	23

139	A Cross-Cultural Developmental Analysis of Children's and Adults' Understanding of Illness in South Asia (India) and the United States. <i>Journal of Cognition and Culture</i> , 2004 , 4, 293-317	0.8	23
138	Children's Use of Categories to Guide Biological Inferences. <i>Human Development</i> , 1989 , 32, 65-71	1.7	23
137	Children's Expectations Concerning Natural Kind Categories. <i>Human Development</i> , 1988 , 31, 28-34	1.7	23
136	Acquisition of generic noun phrases in Chinese: learning about lions without an '-s'. <i>Journal of Child Language</i> , 2012 , 39, 130-61	2.3	22
135	Young children's preference for unique owned objects. <i>Cognition</i> , 2016 , 155, 146-154	3.5	22
134	Parent-child conversations regarding the ontological status of a robotic dog. <i>Cognitive Development</i> , 2016 , 39, 21-35	1.7	22
133	Children's descriptive-to-prescriptive tendency replicates (and varies) cross-culturally: Evidence from China. <i>Journal of Experimental Child Psychology</i> , 2018 , 165, 148-160	2.3	21
132	Linguistic Shifts: A Relatively Effortless Route to Emotion Regulation?. <i>Current Directions in Psychological Science</i> , 2019 , 28, 567-573	6.5	21
131	Essentialist beliefs about bodily transplants in the United States and India. <i>Cognitive Science</i> , 2013 , 37, 668-710	2.2	21
130	Development of the Animate-Inanimate Distinction 2010 , 213-238		21
129	Do children endorse psychosocial factors in the transmission of illness and disgust?. <i>Developmental Psychology</i> , 2008 , 44, 801-13	3.7	21
128	Children's Developing Intuitions About the Truth Conditions and Implications of Novel Generics Versus Quantified Statements. <i>Cognitive Science</i> , 2015 , 39, 711-38	2.2	20
127	Is the acquisition of social categories based on domain-specific competence or on knowledge transfer? 1994 , 201-233		20
126	Children Seek Historical Traces of Owned Objects. <i>Child Development</i> , 2016 , 87, 239-55	4.9	20
125	Preschool ontology: The role of beliefs about category boundaries in early categorization. <i>Journal of Cognition and Development</i> , 2014 , 15, 78-93	2.5	19
124	Who am I? The role of moral beliefs in children's and adults' understanding of identity. <i>Journal of Experimental Social Psychology</i> , 2018 , 78, 210-219	2.6	18
123	That's how "you" do it: Generic you expresses norms during early childhood. <i>Journal of Experimental Child Psychology</i> , 2018 , 165, 183-195	2.3	18
122	South African Children's Understanding of AIDS and Flu: Investigating Conceptual Understanding of Cause, Treatment, and Prevention. <i>Journal of Cognition and Culture</i> , 2009 , 9, 333-346	0.8	18

121	Effects of language and similarity on comparison processing. <i>Language Learning and Development</i> , 2009 , 5, 147-171	1.3	18
120	Children's gender- and age-based categorization in similarity and induction tasks. <i>Social Development</i> , 1993 , 2, 104-121	2.4	18
119	The perceived stability and biological basis of religious beliefs, factual beliefs, and opinions. <i>Journal of Experimental Child Psychology</i> , 2017 , 156, 82-98	2.3	17
118	Children's understanding of the transmission of genetic disorders and contagious illnesses. <i>Developmental Psychology</i> , 2005 , 41, 171-82	3.7	17
117	Concepts and Theories 1996 , 117-150		17
116	Developing Digital Privacy: Children's Moral Judgments Concerning Mobile GPS Devices. <i>Child Development</i> , 2018 , 89, 17-26	4.9	16
115	Learning words from pictures: 15- and 17-month-old infants appreciate the referential and symbolic links among words, pictures, and objects. <i>Cognitive Development</i> , 2014 , 32, 1-11	1.7	16
114	This cat has nine lives? Children's memory for genericity in language. <i>Developmental Psychology</i> , 2007 , 43, 1256-68	3.7	16
113	The role of group norms in evaluating uncommon and negative behaviors. <i>Journal of Experimental Psychology: General</i> , 2019 , 148, 374-387	4.7	16
112	Examining explanatory biases in young children's biological reasoning. <i>Journal of Cognition and Development</i> , 2014 , 15, 284-303	2.5	15
111	Tracking the actions and possessions of agents. <i>Topics in Cognitive Science</i> , 2014 , 6, 599-614	2.5	15
110	Domains and name theories. <i>Wiley Interdisciplinary Reviews: Cognitive Science</i> , 2011 , 2, 490-502	4.5	15
109	Bilingual parents' modeling of pragmatic language use in multiparty interactions. <i>Applied Psycholinguistics</i> , 2011 , 32, 761-780	1.4	15
108	Children's and adults' intuitions about who can own things. <i>Journal of Cognition and Culture</i> , 2012 , 12, 265-286	0.8	15
107	Acquisitional principles in lexical development 1991 , 31-71		15
106	Ownership Matters: People Possess a Name Theory of Ownership. <i>Trends in Cognitive Sciences</i> , 2019 , 23, 102-113	14	15
105	Children's interpretations of general quantifiers, specific quantifiers, and generics. <i>Language, Cognition and Neuroscience</i> , 2015 , 30, 448-461	2.4	14
104	This land is my land: Psychological ownership increases willingness to protect the natural world more than legal ownership. <i>Journal of Environmental Psychology</i> , 2020 , 70, 101443	6.7	14

103	An investigation of maternal food intake and maternal food talk as predictors of child food intake. <i>Appetite</i> , 2018 , 127, 356-363	4.5	14
102	Children's recognition of time in the causes and cures of physical and emotional reactions to illnesses and injuries. <i>British Journal of Psychology</i> , 2007 , 98, 389-410	4	14
101	Parent-child collaboration in young children's understanding of category hierarchies 1991 , 440-484		14
100	When chatting about negative experiences helps-and when it hurts: Distinguishing adaptive versus maladaptive social support in computer-mediated communication. <i>Emotion</i> , 2020 , 20, 368-375	4.1	14
99	Children eat more food when they prepare it themselves. <i>Appetite</i> , 2019 , 133, 305-312	4.5	14
98	The value of variety and scarcity across development. <i>Journal of Experimental Child Psychology</i> , 2017 , 156, 43-61	2.3	13
97	Memory errors reveal a bias to spontaneously generalize to categories. <i>Cognitive Science</i> , 2015 , 39, 1021-1046	2.46	13
96	Fast-mapping placeholders: Using words to talk about kinds. <i>Language Learning and Development</i> , 2010 , 6, 223-240	1.3	13
95	The Role of Representational Status and Item Complexity in Parent-Child Conversations about Pictures and Objects. <i>Cognitive Development</i> , 2008 , 23, 313-323	1.7	13
94	Generics license 30-month-olds' inferences about the atypical properties of novel kinds. <i>Developmental Psychology</i> , 2016 , 52, 1353-62	3.7	13
93	Children's and Adults' Predictions of Black, White, and Multiracial Friendship Patterns. <i>Journal of Cognition and Development</i> , 2017 , 18, 189-208	2.5	12
92	Generic Language Use Reveals Domain Differences in Children's Expectations about Animal and Artifact Categories. <i>Cognitive Development</i> , 2013 , 28, 63-75	1.7	12
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