

Susan A Gelman

List of Publications by Year in Descending Order

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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	Development of Qualitative Thinking 2022 , 341-360		
281	How Spanish speakers express norms using generic person markers.. <i>Scientific Reports</i> , 2022 , 12, 5016	4.9	1
280	The role of object features and emotional attachment on preschool children's anthropomorphism of owned objects. <i>Cognitive Development</i> , 2022 , 62, 101165	1.7	0
279	A Slippery Myth: How Learning Style Beliefs Shape Reasoning about Multimodal Instruction and Related Scientific Evidence. <i>Cognitive Science</i> , 2021 , 45, e13047	2.2	1
278	Parent-child conversations about animals on a visit to a (virtual) zoo. <i>Cognitive Development</i> , 2021 , 60, 101123	1.7	0
277	A Dollar Is a Dollar Is a Dollar, or Is It? Insights From Children's Reasoning About "Dirty Money". <i>Cognitive Science</i> , 2021 , 45, e12950	2.2	0
276	Transgender and cisgender children's essentialist beliefs about sex and gender identity. <i>Developmental Science</i> , 2021 , 24, e13115	4.5	1
275	Perceptions of the malleability of fluid and crystallized intelligence. <i>Journal of Experimental Psychology: General</i> , 2021 , 150, 815-827	4.7	1
274	The Roles of Privacy and Trust in Children's Evaluations and Explanations of Digital Tracking. <i>Child Development</i> , 2021 , 92, 1769-1784	4.9	1
273	Should Individuals Think Like Their Group? A Descriptive-to-Prescriptive Tendency Toward Group-Based Beliefs. <i>Child Development</i> , 2021 , 92, e201-e220	4.9	2
272	Growth mindset and academic outcomes: a comparison of US and Chinese students. <i>Npj Science of Learning</i> , 2021 , 6, 21	6	6
271	Generics in society. <i>Language in Society</i> , 2021 , 50, 517-532	0.7	
270	Categories convey prescriptive information across domains and development. <i>Journal of Experimental Child Psychology</i> , 2021 , 212, 105231	2.3	1
269	What we would (but shouldn't) do for those we love: Universalism versus partiality in responding to others' moral transgressions. <i>Cognition</i> , 2021 , 217, 104886	3.5	1
268	To Give or to Receive? The Role of Giver Versus Receiver on Object Tracking and Object Preferences in Children and Adults. <i>Journal of Cognition and Culture</i> , 2021 , 21, 369-388	0.8	0
267	Children's implicit food cognition: Developing a food Implicit Association Test. <i>Cognitive Development</i> , 2020 , 54, 100889-100889	1.7	5
266	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

265	Children's understanding of food and activities on body size. <i>Cognitive Development</i> , 2020 , 54, 100865	1.7	
264	Beliefs About the Persistence of History in Objects and Spaces in the United States and India. <i>Journal of Cross-Cultural Psychology</i> , 2020 , 51, 309-332	1.9	
263	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
262	Children's beliefs about causes of human characteristics: Genes, environment, or choice?. <i>Journal of Experimental Psychology: General</i> , 2020 , 149, 1935-1949	4.7	4
261	"You" speaks to me: Effects of generic-you in creating resonance between people and ideas. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2020 , 117, 31038-31045	11.5	5
260	Iconic realism or representational blindness? How young children and adults reason about pictures and objects. <i>Journal of Cognition and Development</i> , 2020 , 21, 774-796	2.5	1
259	The Roles of Group Status and Group Membership in the Practice of Hypodescent. <i>Child Development</i> , 2020 , 91, e721-e732	4.9	3
258	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
257	You and I in a foreign land: The persuasive force of generic-you. <i>Journal of Experimental Social Psychology</i> , 2019 , 85, 103869	2.6	7
256	Children and Consumer Behavior: Insights, Questions, and New Frontiers. <i>Journal of Consumer Psychology</i> , 2019 , 29, 344-349	3.1	4
255	Children, Object Value, and Persuasion. <i>Journal of Consumer Psychology</i> , 2019 , 29, 309-327	3.1	10
254	Do Children Recall Numbers as Generic? A Strong Test of the Generics-As-Default Hypothesis. <i>Language Learning and Development</i> , 2019 , 15, 217-231	1.3	2
253	Getting What You Pay For: Children's Use of Market Norms to Regulate Exchanges. <i>Child Development</i> , 2019 , 90, 2071-2085	4.9	3
252	Linguistic Shifts: A Relatively Effortless Route to Emotion Regulation?. <i>Current Directions in Psychological Science</i> , 2019 , 28, 567-573	6.5	21
251	Gender essentialism in transgender and cisgender children. <i>PLoS ONE</i> , 2019 , 14, e0224321	3.7	8
250	Do Our Intuitions Mislead Us? 2019 , 179-194		
249	Eleanor Emmons Maccoby (1917-2018). <i>American Psychologist</i> , 2019 , 74, 845-846	9.5	
248	Lessons learned: Young children's use of generic-you to make meaning from negative experiences. <i>Journal of Experimental Psychology: General</i> , 2019 , 148, 184-191	4.7	6

247	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
246	Intelligence in Childhood 2019 , 155-180		0
245	Ownership Matters: People Possess a Naïve Theory of Ownership. <i>Trends in Cognitive Sciences</i> , 2019 , 23, 102-113	14	15
244	Children eat more food when they prepare it themselves. <i>Appetite</i> , 2019 , 133, 305-312	4.5	14
243	Do Varieties of Spanish Influence U.S. Spanish-English Bilingual Children's Friendship Judgments?. <i>Child Development</i> , 2019 , 90, 655-671	4.9	6
242	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
241	Spendthrifts and Tightwads in Childhood: Feelings about Spending Predict Children's Financial Decision-Making. <i>Journal of Behavioral Decision Making</i> , 2018 , 31, 446-460	2.4	5
240	Developing Digital Privacy: Children's Moral Judgments Concerning Mobile GPS Devices. <i>Child Development</i> , 2018 , 89, 17-26	4.9	16
239	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
238	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
237	How Conversations with Parents May Help Children Learn to Separate the Sheep from the Goats (and the Robots) 2018 , 189-212		3
236	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
235	How does "emphorophobia" develop?. <i>Behavioral and Brain Sciences</i> , 2018 , 41, e168	0.9	1
234	Language and Conceptual Development 2018 , 735-754		
233	How deep do we dig? Formal explanations as placeholders for inherent explanations. <i>Cognitive Psychology</i> , 2018 , 106, 43-59	3.1	1
232	Multiracial Children's and Adults' Categorizations of Multiracial Individuals. <i>Journal of Cognition and Development</i> , 2017 , 18, 1-15	2.5	23
231	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
230	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

229	Children and Adults Predictions of Black, White, and Multiracial Friendship Patterns. <i>Journal of Cognition and Development</i> , 2017 , 18, 189-208	2.5	12
228	Now you see race, now you don't: Verbal cues influence children's racial stability judgments. <i>Cognitive Development</i> , 2017 , 43, 129-141	1.7	10
227	Differences in the Evaluation of Generic Statements About Human and Non-Human Categories. <i>Cognitive Science</i> , 2017 , 41, 1934-1957	2.2	6
226	How "you" makes meaning. <i>Science</i> , 2017 , 355, 1299-1302	33.3	30
225	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
224	The value of variety and scarcity across development. <i>Journal of Experimental Child Psychology</i> , 2017 , 156, 43-61	2.3	13
223	Dirty Money: The Role of Moral History in Economic Judgments. <i>Cognitive Science</i> , 2017 , 41 Suppl 3, 523-544	5.4	10
222	Who's the Boss? Concepts of Social Power Across Development. <i>Child Development</i> , 2017 , 88, 946-963	4.9	41
221	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
220	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
219	My Heart Made Me Do It: Children's Essentialist Beliefs About Heart Transplants. <i>Cognitive Science</i> , 2017 , 41, 1694-1712	2.2	10
218	Does this Smile Make me Look White? Exploring the Effects of Emotional Expressions on the Categorization of Multiracial Children. <i>Journal of Cognition and Culture</i> , 2017 , 17, 218-231	0.8	2
217	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
216	Young Children Prefer and Remember Satisfying Explanations. <i>Journal of Cognition and Development</i> , 2016 , 17, 718-736	2.5	71
215	Generic Reference is Less Marked Than Specific Reference in Children's Gestures. <i>Journal of Nonverbal Behavior</i> , 2016 , 40, 65-79	3.4	1
214	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
213	Generics license 30-month-olds' inferences about the atypical properties of novel kinds. <i>Developmental Psychology</i> , 2016 , 52, 1353-62	3.7	13
212	Young children's preference for unique owned objects. <i>Cognition</i> , 2016 , 155, 146-154	3.5	22

211	Development of Teleological Explanations in Peruvian Quechua-Speaking and U.S. English-Speaking Preschoolers and Adults. <i>Child Development</i> , 2016 , 87, 747-58	4.9	10
210	Parent-child conversations regarding the ontological status of a robotic dog. <i>Cognitive Development</i> , 2016 , 39, 21-35	1.7	22
209	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
208	Children Seek Historical Traces of Owned Objects. <i>Child Development</i> , 2016 , 87, 239-55	4.9	20
207	Children's Recall of Generic and Specific Labels Regarding Animals and People. <i>Cognitive Development</i> , 2015 , 33, 84-98	1.7	9
206	Children's interpretations of general quantifiers, specific quantifiers, and generics. <i>Language, Cognition and Neuroscience</i> , 2015 , 30, 448-461	2.4	14
205	Reasoning about knowledge: Children's evaluations of generality and verifiability. <i>Cognitive Psychology</i> , 2015 , 83, 22-39	3.1	10
204	Essentialism and Racial Bias Jointly Contribute to the Categorization of Multiracial Individuals. <i>Psychological Science</i> , 2015 , 26, 1639-45	7.9	55
203	Frequency and Informativeness of Gestural Cues Accompanying Generic and Particular Reference. <i>Language Learning and Development</i> , 2015 , 11, 285-309	1.3	1
202	Memory errors reveal a bias to spontaneously generalize to categories. <i>Cognitive Science</i> , 2015 , 39, 1021-46	2.46	13
201	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
200	Cognitive science and the cultural challenge. <i>Social Anthropology</i> , 2015 , 23, 208-210	0.6	
199	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
198	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
197	Teleological talk in parent-child conversations in Quechua. <i>First Language</i> , 2015 , 35, 359-376	1.5	5
196	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
195	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
194	You can't always want what you get: Children's intuitions about ownership and desire. <i>Cognitive Development</i> , 2014 , 31, 59-68	1.7	11

193	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
192	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
191	Individual differences in children's and parents' generic language. <i>Child Development</i> , 2014 , 85, 924-940	4.9	8
190	Examining explanatory biases in young children's biological reasoning. <i>Journal of Cognition and Development</i> , 2014 , 15, 284-303	2.5	15
189	The inherence heuristic: a basis for psychological essentialism?. <i>Behavioral and Brain Sciences</i> , 2014 , 37, 490	0.9	1
188	Tracking the actions and possessions of agents. <i>Topics in Cognitive Science</i> , 2014 , 6, 599-614	2.5	15
187	☐We call it as puppy☐ <i>Trends in Language Acquisition Research</i> , 2014 , 191-206	0.2	
186	Conceptual influences on category-based induction. <i>Cognitive Psychology</i> , 2013 , 66, 327-53	3.1	54
185	Artifacts and essentialism. <i>Review of Philosophy and Psychology</i> , 2013 , 4, 449-463	1.4	39
184	The Medium is the Message: Pictures and Objects Evoke Distinct Conceptual Relations in Parent-Child Conversations. <i>Merrill-Palmer Quarterly</i> , 2013 , 59,	1.7	7
183	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
182	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
181	History and essence in human cognition. <i>Behavioral and Brain Sciences</i> , 2013 , 36, 142-3	0.9	6
180	Essentialist beliefs about bodily transplants in the United States and India. <i>Cognitive Science</i> , 2013 , 37, 668-710	2.2	21
179	Cross-cultural differences in children's beliefs about the objectivity of social categories. <i>Child Development</i> , 2013 , 84, 1906-17	4.9	63
178	Children's sensitivity to the knowledge expressed in pedagogical and nonpedagogical contexts. <i>Developmental Psychology</i> , 2013 , 49, 491-504	3.7	76
177	The Medium Is the Message: Pictures and Objects Evoke Distinct Conceptual Relations in Parent-Child Conversations. <i>Merrill-Palmer Quarterly</i> , 2013 , 59, 50	1.7	
176	Concepts in Development 2013 , 541-563		2

175	El aprendizaje de los conceptos genéricos entre niños quechuahablantes monolingües*. <i>Bulletin De L'Institut Français D'Etudes Andines</i> , 2013 , 353-368	0.1	0
174	Do lions have manes? For children, generics are about kinds rather than quantities. <i>Child Development</i> , 2012 , 83, 423-33	4.9	33
173	Disentangling similarity judgments from pragmatic judgments: Response to Sloutsky and Fisher (2012). <i>Developmental Psychology</i> , 2012 , 48, 901-6	3.7	2
172	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
171	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
170	Preschool-age children and adults flexibly shift their preferences for auditory versus visual modalities but do not exhibit auditory dominance. <i>Journal of Experimental Child Psychology</i> , 2012 , 112, 338-50	2.3	9
169	Generic language facilitates children's cross-classification. <i>Cognitive Development</i> , 2012 , 27, 154-167	1.7	3
168	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
167	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
166	Quantified statements are recalled as generics: evidence from preschool children and adults. <i>Cognitive Psychology</i> , 2012 , 64, 186-214	3.1	74
165	Children's and adults' intuitions about who can own things. <i>Journal of Cognition and Culture</i> , 2012 , 12, 265-286	0.8	15
164	Conceptual Development: The Case of Essentialism 2012 ,		1
163	Thinking about possibilities. <i>Trends in Cognitive Sciences</i> , 2011 , 15, 341-342	14	2
162	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
161	Domains and naïve theories. <i>Wiley Interdisciplinary Reviews: Cognitive Science</i> , 2011 , 2, 490-502	4.5	15
160	Child categorization. <i>Wiley Interdisciplinary Reviews: Cognitive Science</i> , 2011 , 2, 95-105	4.5	31
159	Concepts and folk theories. <i>Annual Review of Anthropology</i> , 2011 , 40, 379-398	3.6	92
158	Bilingual parents' modeling of pragmatic language use in multiparty interactions. <i>Applied Psycholinguistics</i> , 2011 , 32, 761-780	1.4	15

157	When Worlds Collide Or Do They? Implications of Explanatory Coexistence for Conceptual Development and Change. <i>Human Development</i> , 2011 , 54, 185-190	1.7	7
156	Generic statements require little evidence for acceptance but have powerful implications. <i>Cognitive Science</i> , 2010 , 34, 1452-1482	2.2	73
155	Modules, theories, or islands of expertise? Domain specificity in socialization. <i>Child Development</i> , 2010 , 81, 715-9	4.9	6
154	Inconsistency with prior knowledge triggers children's causal explanatory reasoning. <i>Child Development</i> , 2010 , 81, 929-44	4.9	124
153	Children's attention to sample composition in learning, teaching and discovery. <i>Developmental Science</i> , 2010 , 13, 421-429	4.5	39
152	Determining that a label is kind-referring: factors that influence children's and adults' novel word extensions. <i>Journal of Child Language</i> , 2010 , 37, 1007-26	2.3	12
151	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
150	Theory-based considerations influence the interpretation of generic sentences. <i>Language and Cognitive Processes</i> , 2010 , 25, 261-276		28
149	A developmental analysis of generic nouns in Southern Peruvian Quechua. <i>Language Learning and Development</i> , 2010 , 7, 1-23	1.3	31
148	Fast-mapping placeholders: Using words to talk about kinds. <i>Language Learning and Development</i> , 2010 , 6, 223-240	1.3	13
147	A computational foundation for cognitive development: comment on Griffiths et al. and McLelland et al. <i>Trends in Cognitive Sciences</i> , 2010 , 14, 342-3	14	6
146	Development of the Animate-Inanimate Distinction 2010 , 213-238		21
145	Effects of generic language on category content and structure. <i>Cognitive Psychology</i> , 2010 , 61, 273-301	3.1	93
144	Different kinds of concepts and different kinds of words: What words do for human cognition 2010 , 99-130		11
143	Generic language and judgements about category membership: Can generics highlight properties as central?. <i>Language and Cognitive Processes</i> , 2009 , 24, 481-505		38
142	Learning from others: children's construction of concepts. <i>Annual Review of Psychology</i> , 2009 , 60, 115-40	6.1	282
141	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
140	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

139	Essentialist Reasoning about the Biological World. <i>Research and Perspectives in Neurosciences</i> , 2009 , 7-16		8
138	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
137	Evidence for an explanation advantage in naïve biological reasoning. <i>Cognitive Psychology</i> , 2009 , 58, 177-94	3.4	84
136	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
135	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
134	Preschoolers' search for explanatory information within adult-child conversation. <i>Child Development</i> , 2009 , 80, 1592-611	4.9	195
133	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
132	Effects of language and similarity on comparison processing. <i>Language Learning and Development</i> , 2009 , 5, 147-171	1.3	18
131	Developmental Changes in Judgments of Authentic Objects. <i>Cognitive Development</i> , 2009 , 24, 284-292	1.7	44
130	Early word-learning entails reference, not merely associations. <i>Trends in Cognitive Sciences</i> , 2009 , 13, 258-63	14	216
129	Response to Sloutsky: taking development seriously: theories cannot emerge from associations alone. <i>Trends in Cognitive Sciences</i> , 2009 , 13, 332-3	14	12
128	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
127	A self-agency bias in preschoolers' causal inferences. <i>Developmental Psychology</i> , 2009 , 45, 597-603	3.7	51
126	Categories influence predictions about individual consistency. <i>Child Development</i> , 2008 , 79, 1270-87	4.9	37
125	Preschoolers' use of spatiotemporal history, appearance, and proper name in determining individual identity. <i>Cognition</i> , 2008 , 107, 366-80	3.5	29
124	The role of preschoolers' social understanding in evaluating the informativeness of causal interventions. <i>Cognition</i> , 2008 , 107, 1084-92	3.5	44
123	Sample diversity and premise typicality in inductive reasoning: evidence for developmental change. <i>Cognition</i> , 2008 , 108, 543-56	3.5	42
122	Children's use of adult testimony to guide food selection. <i>Appetite</i> , 2008 , 51, 302-10	4.5	42

121	Psychological essentialism in selecting the 14th Dalai Lama. <i>Trends in Cognitive Sciences</i> , 2008 , 12, 243	14	11
120	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
119	Generic Language in Parent-Child Conversations. <i>Language Learning and Development</i> , 2008 , 4, 1-31	1.3	83
118	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
117	Knowledge of illness during childhood: Making distinctions between cancer and colds. <i>International Journal of Behavioral Development</i> , 2008 , 32, 443-450	2.6	12
116	Do children endorse psychosocial factors in the transmission of illness and disgust?. <i>Developmental Psychology</i> , 2008 , 44, 801-13	3.7	21
115	Determinants of Gender Essentialism in College Students. <i>Sex Roles</i> , 2008 , 58, 864-874	3.1	55
114	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
113	Developmental changes in the coherence of essentialist beliefs about psychological characteristics. <i>Child Development</i> , 2007 , 78, 757-74	4.9	78
112	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
111	Robots and rodents: children's inferences about living and nonliving kinds. <i>Child Development</i> , 2007 , 78, 1675-88	4.9	117
110	Developmental changes in the understanding of generics. <i>Cognition</i> , 2007 , 105, 166-83	3.5	55
109	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
108	The influence of language form and conventional wording on judgments of illness. <i>Journal of Psycholinguistic Research</i> , 2007 , 36, 273-95	1	32
107	Looking beyond looks: comments on Sloutsky, Kloos, and Fisher (2007). <i>Psychological Science</i> , 2007 , 18, 554-5; discussion 556-7	7.9	33
106	This cat has nine lives? Children's memory for genericity in language. <i>Developmental Psychology</i> , 2007 , 43, 1256-68	3.7	16
105	Conceptual Development 2007 ,		3
104	Developing domain-specific causal-explanatory frameworks: the role of insides and immanence. <i>Cognitive Development</i> , 2005 , 20, 137-158	1.7	56

103	Children's understanding of the transmission of genetic disorders and contagious illnesses. <i>Developmental Psychology</i> , 2005 , 41, 171-82	3.7	17
102	Children's category-based inferences affect classification. <i>British Journal of Developmental Psychology</i> , 2005 , 23, 1-24	2	26
101	Mother-Child Conversations About Pictures and Objects: Referring to Categories and Individuals. <i>Child Development</i> , 2005 , 76, 1129-1143	4.9	48
100	Expressing generic concepts with and without a language model. <i>Cognition</i> , 2005 , 96, 109-26	3.5	49
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