

Karen E Adolph

List of Publications by Year in descending order

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Version: 2024-02-01

140
papers

8,281
citations

38660

50
h-index

54797

84
g-index

153
all docs

153
docs citations

153
times ranked

3750
citing authors

#	ARTICLE	IF	CITATIONS
1	Infant exuberant object play at home: Immense amounts of time are distributed, variable practice. <i>Child Development</i> , 2022, 93, 150-164.	1.7	34
2	Real-time processes in the development of action planning. <i>Current Biology</i> , 2022, 32, 190-199.e3.	1.8	3
3	Flexibility in action: Development of locomotion under overhead barriers. <i>Developmental Psychology</i> , 2022, 58, 807-820.	1.2	1
4	Mothers talk about infants' actions: How verbs correspond to infants' real-time behavior. <i>Developmental Psychology</i> , 2022, 58, 405-416.	1.2	15
5	The process of learning the designed actions of toys. <i>Journal of Experimental Child Psychology</i> , 2022, 221, 105442.	0.7	2
6	Autism: The face value of eye contact. <i>Current Biology</i> , 2022, 32, R577-R580.	1.8	3
7	The impact of errors in infant development: Falling like a baby. <i>Developmental Science</i> , 2021, 24, e13069.	1.3	14
8	Children's use of everyday artifacts: Learning the hidden affordance of zipping. <i>Developmental Psychobiology</i> , 2021, 63, 793-799.	0.9	8
9	"Dancing" Together: Infant-Mother Locomotor Synchrony. <i>Child Development</i> , 2021, 92, 1337-1353.	1.7	13
10	(Hyper)active Data Curation: A Video Case Study from Behavioral Science. <i>Journal of Esience Librarianship</i> , 2021, 10, .	0.2	4
11	Learning to move in the real world. <i>Science</i> , 2021, 373, 620-621.	6.0	2
12	Modeling Infant Free Play Using Hidden Markov Models. , 2021, 2021, .		2
13	Practice and proficiency: Factors that facilitate infant walking skill. <i>Developmental Psychobiology</i> , 2021, 63, e22187.	0.9	8
14	Children do not distinguish efficient from inefficient actions during observation. <i>Scientific Reports</i> , 2021, 11, 18106.	1.6	2
15	Where Infants Go: Real-Time Dynamics of Locomotor Exploration in Crawling and Walking Infants. <i>Child Development</i> , 2020, 91, 1001-1020.	1.7	22
16	Motor and Physical Development: Locomotion. , 2020, , 347-363.		4
17	Look before you fit: The real-time planning cascade in children and adults. <i>Journal of Experimental Child Psychology</i> , 2020, 189, 104696.	0.7	10
18	Action in Development. , 2020, , 469-494.		5

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19	Online Developmental Science to Foster Innovation, Access, and Impact. Trends in Cognitive Sciences, 2020, 24, 675-678.	4.0	53
20	Editorial: Modeling Play in Early Infant Development. Frontiers in Neurorobotics, 2020, 14, 50.	1.6	0
21	Oh, Behave!. Infancy, 2020, 25, 374-392.	0.9	8
22	AutoViDev: A Computer-Vision Framework to Enhance and Accelerate Research in Human Development. Advances in Intelligent Systems and Computing, 2020, , 147-156.	0.5	6
23	Learning the designed actions of everyday objects.. Journal of Experimental Psychology: General, 2020, 149, 67-78.	1.5	53
24	Ecological Validity: Mistaking the Lab for Real Life. , 2020, , 187-190.		5
25	Missing in action: Tool use is action based. Behavioral and Brain Sciences, 2020, 43, e170.	0.4	1
26	The Importance of Motor Skills for Development. Nestle Nutrition Institute Workshop Series, 2020, 95, 136-144.	1.5	16
27	Real-Time Assembly of Coordination Patterns in Human Infants. Current Biology, 2020, 30, 4553-4562.e4.	1.8	15
28	Postural, Visual, and Manual Coordination in the Development of Prehension. Child Development, 2019, 90, 1559-1568.	1.7	37
29	Object Interaction and Walking: Integration of Old and New Skills in Infant Development. Infancy, 2019, 24, 547-569.	0.9	18
30	Infants plan prehension while pivoting. Developmental Psychobiology, 2019, 61, 1048-1063.	0.9	5
31	An Ecological Approach to Learning in (Not and) Development. Human Development, 2019, 63, 180-201.	1.2	37
32	It's the journey, not the destination: Locomotor exploration in infants. Developmental Science, 2019, 22, e12740.	1.3	66
33	Use it or lose it? Effects of age, experience, and disuse on crawling. Developmental Psychobiology, 2019, 61, 29-42.	0.9	26
34	Motor Development: Embodied, Embedded, Enculturated, and Enabling. Annual Review of Psychology, 2019, 70, 141-164.	9.9	230
35	Open Sharing of Behavioral Research Datasets: Breaking Down the Boundaries of the Research Team. , 2019, , 575-583.		4
36	Fear in infancy: Lessons from snakes, spiders, heights, and strangers.. Developmental Psychology, 2019, 55, 1889-1907.	1.2	46

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37	Practical Solutions for Sharing Data and Materials From Psychological Research. <i>Advances in Methods and Practices in Psychological Science</i> , 2018, 1, 121-130.	5.4	50
38	See and be seen: Infant's caregiver social looking during locomotor free play. <i>Developmental Science</i> , 2018, 21, e12626.	1.3	108
39	The cost of simplifying complex developmental phenomena: a new perspective on learning to walk. <i>Developmental Science</i> , 2018, 21, e12615.	1.3	83
40	The ties that bind: Cradling in Tajikistan. <i>PLoS ONE</i> , 2018, 13, e0204428.	1.1	53
41	Development (of Walking): 15 Suggestions. <i>Trends in Cognitive Sciences</i> , 2018, 22, 699-711.	4.0	92
42	Variety Wins: Soccer-Playing Robots and Infant Walking. <i>Frontiers in Neurorobotics</i> , 2018, 12, 19.	1.6	57
43	The organization of exploratory behaviors in infant locomotor planning. <i>Developmental Science</i> , 2017, 20, e12421.	1.3	53
44	Video can make behavioural science more reproducible. <i>Nature Human Behaviour</i> , 2017, 1, .	6.2	59
45	Motor decisions are not black and white: selecting actions in the 'œgray zone'. <i>Experimental Brain Research</i> , 2017, 235, 1793-1807.	0.7	3
46	The development of motor behavior. <i>Wiley Interdisciplinary Reviews: Cognitive Science</i> , 2017, 8, e1430.	1.4	198
47	Behavioral flexibility in learning to sit. <i>Developmental Psychobiology</i> , 2017, 59, 937-948.	0.9	42
48	Decisions at the Brink: Locomotor Experience Affects Infants'™ Use of Social Information on an Adjustable Drop-off. <i>Frontiers in Psychology</i> , 2016, 7, 797.	1.1	12
49	Free Viewing Gaze Behavior in Infants and Adults. <i>Infancy</i> , 2016, 21, 262-287.	0.9	53
50	Bouts of steps: The organization of infant exploration. <i>Developmental Psychobiology</i> , 2016, 58, 341-354.	0.9	51
51	The development of tool use: Planning for end-state comfort.. <i>Developmental Psychology</i> , 2016, 52, 1878-1892.	1.2	28
52	Curating identifiable data for sharing: The databrary project. , 2016, , .		7
53	Transforming Education Research Through Open Video Data Sharing. <i>Advances in Engineering Education</i> , 2016, 5, .	0.2	3
54	Video as Data: From Transient Behavior to Tangible Recording. <i>APS Observer</i> , 2016, 29, 23-25.	2.0	14

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55	Active vision in passive locomotion: real-world free viewing in infants and adults. <i>Developmental Science</i> , 2015, 18, 736-750.	1.3	68
56	Gibson's Theory of Perceptual Learning. , 2015, , 127-134.		38
57	Places and Postures. <i>Journal of Cross-Cultural Psychology</i> , 2015, 46, 1023-1038.	1.0	83
58	A new twist on old ideas: how sitting reorients crawlers. <i>Developmental Science</i> , 2015, 18, 206-218.	1.3	27
59	From local to global processing: The development of illusory contour perception. <i>Journal of Experimental Child Psychology</i> , 2015, 131, 38-55.	0.7	62
60	Researcher-Library Collaborations: Data Repositories as a Service for Researchers. <i>Journal of Librarianship and Scholarly Communication</i> , 2015, 3, .	0.3	12
61	Sharing Displays and Data from Vision Science Research with Databrary. <i>Journal of Vision</i> , 2015, 15, 280.	0.1	1
62	Human Quadrupeds, Primate Quadrupedalism, and Uner Tan Syndrome. <i>PLoS ONE</i> , 2014, 9, e101758.	1.1	21
63	Planning an Action: A Developmental Progression in Tool Use. <i>Ecological Psychology</i> , 2014, 26, 98-108.	0.7	21
64	Affordances as Probabilistic Functions: Implications for Development, Perception, and Decisions for Action. <i>Ecological Psychology</i> , 2014, 26, 109-124.	0.7	57
65	Postural Position Constrains Multimodal Object Exploration in Infants. <i>Infancy</i> , 2014, 19, 138-161.	0.9	126
66	Crawling and Walking Infants See the World Differently. <i>Child Development</i> , 2014, 85, 1503-1518.	1.7	219
67	What Cruising Infants Understand about Support for Locomotion. <i>Infancy</i> , 2014, 19, 117-137.	0.9	43
68	Crawling and walking infants elicit different verbal responses from mothers. <i>Developmental Science</i> , 2014, 17, 388-395.	1.3	155
69	The Costs and Benefits of Development: The Transition From Crawling to Walking. <i>Child Development Perspectives</i> , 2014, 8, 187-192.	2.1	119
70	Fear of Heights in Infants?. <i>Current Directions in Psychological Science</i> , 2014, 23, 60-66.	2.8	25
71	Gut estimates: Pregnant women adapt to changing possibilities for squeezing through doorways. <i>Attention, Perception, and Psychophysics</i> , 2014, 76, 460-472.	0.7	73
72	Coping with asymmetry: How infants and adults walk with one elongated leg. , 2014, 37, 305-314.		8

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73	Perceptionâ€“action development from infants to adults: Perceiving affordances for reaching through openings. <i>Journal of Experimental Child Psychology</i> , 2014, 117, 92-105.	0.7	29
74	Dynamic reaching in infants during binocular and monocular viewing. <i>Experimental Brain Research</i> , 2013, 229, 1-12.	0.7	8
75	Ledge and wedge: younger and older adultsâ€™ perception of action possibilities. <i>Experimental Brain Research</i> , 2013, 228, 183-192.	0.7	35
76	Perceiving affordances for different motor skills. <i>Experimental Brain Research</i> , 2013, 225, 309-319.	0.7	35
77	Play, attention, and learning: How do play and timing shape the development of attention and influence classroom learning?. <i>Annals of the New York Academy of Sciences</i> , 2013, 1292, 1-20.	1.8	26
78	Cliff or Step? Postureâ€™s Specific Learning at the Edge of a Dropâ€™Off. <i>Child Development</i> , 2013, 84, 226-240.	1.7	108
79	No bridge too high: Infants decide whether to cross based on the probability of falling not the severity of the potential fall. <i>Developmental Science</i> , 2013, 16, 336-351.	1.3	57
80	Carry on: Spontaneous object carrying in 13-month-old crawling and walking infants.. <i>Developmental Psychology</i> , 2012, 48, 389-397.	1.2	92
81	What infants know and what they do: Perceiving possibilities for walking through openings.. <i>Developmental Psychology</i> , 2012, 48, 1254-1261.	1.2	47
82	Go naked: diapers affect infant walking. <i>Developmental Science</i> , 2012, 15, 783-790.	1.3	63
83	How Do You Learn to Walk? Thousands of Steps and Dozens of Falls per Day. <i>Psychological Science</i> , 2012, 23, 1387-1394.	1.8	331
84	Toward Open Behavioral Science. <i>Psychological Inquiry</i> , 2012, 23, 244-247.	0.4	33
85	Perception of passage through openings depends on the size of the body in motion. <i>Experimental Brain Research</i> , 2012, 223, 301-310.	0.7	76
86	On the other hand: Overflow movements of infants' hands and legs during unimanual object exploration. <i>Developmental Psychobiology</i> , 2012, 54, 372-382.	0.9	24
87	Patterns of optic flow experienced by infants and their mothers during locomotion. <i>Journal of Vision</i> , 2012, 12, 245-245.	0.1	0
88	Reliability of actors' and observers' gaze during natural tasks. <i>Journal of Vision</i> , 2012, 12, 825-825.	0.1	0
89	Transition From Crawling to Walking and Infantsâ€™ Actions With Objects and People. <i>Child Development</i> , 2011, 82, 1199-1209.	1.7	252
90	Head-Mounted Eye Tracking: A New Method to Describe Infant Looking. <i>Child Development</i> , 2011, 82, 1738-1750.	1.7	213

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91	Developmental continuity? Crawling, cruising, and walking. <i>Developmental Science</i> , 2011, 14, 306-318.	1.3	98
92	Sampling Development. <i>Journal of Cognition and Development</i> , 2011, 12, 411-423.	0.6	29
93	WEIRD walking: Cross-cultural research on motor development. <i>Behavioral and Brain Sciences</i> , 2010, 33, 95-96.	0.4	41
94	Systems in development: Motor skill acquisition facilitates three-dimensional object completion.. <i>Developmental Psychology</i> , 2010, 46, 129-138.	1.2	312
95	Infants' perception of affordances of slopes under high- and low-friction conditions.. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 2010, 36, 797-811.	0.7	21
96	Learning by doing: Action performance facilitates affordance perception. <i>Vision Research</i> , 2010, 50, 2758-2765.	0.7	78
97	Visually guided navigation: Head-mounted eye-tracking of natural locomotion in children and adults. <i>Vision Research</i> , 2010, 50, 2766-2774.	0.7	148
98	Using social information to guide action: Infants'™ locomotion over slippery slopes. <i>Neural Networks</i> , 2010, 23, 1033-1042.	3.3	57
99	Bridging the Gap: Solving Spatial Means'€“Ends Relations in a Locomotor Task. <i>Child Development</i> , 2010, 81, 1367-1375.	1.7	10
100	Cinderella indeed '€“ a commentary on Iverson's '€“Developing language in a developing body: the relationship between motor development and language development'™. <i>Journal of Child Language</i> , 2010, 37, 269-273.	0.8	13
101	Head-mounted eye-tracking of infants' natural interactions. , 2010, , .		28
102	Developmental studies of visual-motor integration: A comparative approach. <i>Journal of Vision</i> , 2010, 10, 1078-1078.	0.1	0
103	Kanizsa illusory contour perception in children: a novel approach using eye-tracking. <i>Journal of Vision</i> , 2010, 10, 1157-1157.	0.1	1
104	Change in action: how infants learn to walk down slopes. <i>Developmental Science</i> , 2009, 12, 888-902.	1.3	69
105	How Mothers Encourage and Discourage Infants' Motor Actions. <i>Infancy</i> , 2008, 13, 366-392.	0.9	14
106	In Defense of Change Processes. <i>Child Development</i> , 2008, 79, 1648-1653.	1.7	31
107	Beyond the average: Walking infants take steps longer than their leg length. , 2008, 31, 554-558.		15
108	Learning to Move. <i>Current Directions in Psychological Science</i> , 2008, 17, 213-218.	2.8	126

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109	What is the shape of developmental change?. <i>Psychological Review</i> , 2008, 115, 527-543.	2.7	188
110	Perceiving affordances for fitting through apertures.. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 2008, 34, 1501-1514.	0.7	77
111	Locomotor experience and use of social information are posture specific.. <i>Developmental Psychology</i> , 2008, 44, 1705-1714.	1.2	50
112	When infants take mothers' advice: 18-month-olds integrate perceptual and social information to guide motor action.. <i>Developmental Psychology</i> , 2008, 44, 734-746.	1.2	79
113	"No! Don't! Stop!": Mothers' Words for Impending Danger. <i>Parenting</i> , 2007, 7, 1-25.	1.0	2
114	Gauging possibilities for action based on friction underfoot.. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 2007, 33, 1145-1157.	0.7	22
115	Learning and development in infant locomotion. <i>Progress in Brain Research</i> , 2007, 164, 237-255.	0.9	44
116	Baby Carriage: Infants Walking With Loads. <i>Child Development</i> , 2007, 78, 664-680.	1.7	42
117	How and when infants learn to climb stairs. , 2007, 30, 36-49.		46
118	Learning From Falling. <i>Child Development</i> , 2006, 77, 89-102.	1.7	70
119	Why walkers slip: Shine is not a reliable cue for slippery ground. <i>Perception & Psychophysics</i> , 2006, 68, 339-352.	2.3	24
120	Out of the Toolbox: Toddlers Differentiate Wobbly and Wooden Handrails. <i>Child Development</i> , 2005, 76, 1294-1307.	1.7	76
121	What Changes in Infant Walking and Why. <i>Child Development</i> , 2003, 74, 475-497.	1.7	275
122	Infants use handrails as tools in a locomotor task.. <i>Developmental Psychology</i> , 2003, 39, 594-605.	1.2	44
123	Babiesâ€™ steps make giant strides toward a science of development. , 2002, 25, 86-90.		13
124	Learning to keep balance. <i>Advances in Child Development and Behavior</i> , 2002, 30, 1-40.	0.7	24
125	Learning and exploration: Lessons from infants. <i>Behavioral and Brain Sciences</i> , 2001, 24, 213-214.	0.4	5
126	Walking infants adapt locomotion to changing body dimensions.. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 2000, 26, 1148-1166.	0.7	94

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127	Exploration in the service of prospective control. , 2000, 23, 441-460.		71
128	Specificity of Learning: Why Infants Fall Over a Veritable Cliff. Psychological Science, 2000, 11, 290-295.	1.8	242
129	Gender Bias in Mothers' Expectations about Infant Crawling. Journal of Experimental Child Psychology, 2000, 77, 304-316.	0.7	94
130	Development of Visually Guided Locomotion. Ecological Psychology, 1998, 10, 303-321.	0.7	28
131	Learning to Crawl. Child Development, 1998, 69, 1299.	1.7	178
132	Learning to Crawl. Child Development, 1998, 69, 1299-1312.	1.7	30
133	Development of Visually Guided Locomotion. Ecological Psychology, 1998, 10, 303-321.	0.7	12
134	Learning in the Development of Infant Locomotion. Monographs of the Society for Research in Child Development, 1997, 62, i.	6.8	359
135	Toddlers' Postural Adaptations to Different Support Surfaces. Motor Control, 1997, 1, 119-137.	0.3	64
136	The developmental relationship between infants' exploration and action on slanted surfaces. , 1996, 19, 259-264.		16
137	Psychophysical assessment of toddlers' ability to cope with slopes.. Journal of Experimental Psychology: Human Perception and Performance, 1995, 21, 734-750.	0.7	99
138	Crawling versus Walking Infants' Perception of Affordances for Locomotion over Sloping Surfaces. Child Development, 1993, 64, 1158.	1.7	166
139	Crawling versus Walking Infants' Perception of Affordances for Locomotion over Sloping Surfaces. Child Development, 1993, 64, 1158-1174.	1.7	125
140	Arnold L. Gesell: The paradox of nature and nurture.. Developmental Psychology, 1992, 28, 368-380.	1.2	40