

Kathy Hirsh-Pasek

List of Publications by Year in descending order

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Version: 2024-02-01

116
papers

7,642
citations

81743

39
h-index

60497

81
g-index

119
all docs

119
docs citations

119
times ranked

3959
citing authors

#	ARTICLE	IF	CITATIONS
1	The Influence of Exemplar Variability on Young Children's Construal of Verb Meaning. <i>Language Learning and Development</i> , 2023, 19, 249-274.	0.7	4
2	Enhancing spatial skills of preschoolers from under-resourced backgrounds: A comparison of digital app vs. concrete materials. <i>Developmental Science</i> , 2022, 25, e13148.	1.3	10
3	Maternal question use and child language outcomes: The moderating role of children's vocabulary skills and socioeconomic status. <i>Early Childhood Research Quarterly</i> , 2022, 59, 109-120.	1.6	7
4	Psychometric Assessment of Pilot Language and Communication Items on the 2018 and 2019 National Survey of Children's Health. <i>Academic Pediatrics</i> , 2022, 22, 1133-1141.	1.0	1
5	Playing for the Future. <i>Advances in Early Childhood and K-12 Education</i> , 2022, , 416-451.	0.2	1
6	Home literacy environment and existing knowledge mediate the link between socioeconomic status and language learning skills in dual language learners. <i>Early Childhood Research Quarterly</i> , 2021, 55, 1-14.	1.6	20
7	Beyond talk: Contributions of quantity and quality of communication to language success across socioeconomic strata. <i>Infancy</i> , 2021, 26, 123-147.	0.9	26
8	Playful Learning Landscapes: Convergence of Education and City Planning. <i>Education in the Asia-Pacific Region</i> , 2021, , 151-164.	0.2	2
9	Assessing dual language learners of Spanish and English: Development of the QUILS: ES. <i>Revista De Logopedia, Foniatria Y Audiologia</i> , 2021, 41, 183-196.	0.4	7
10	How educational are "educational" apps for young children? App store content analysis using the Four Pillars of Learning framework. <i>Journal of Children and Media</i> , 2021, 15, 526-548.	1.0	42
11	Questions in a Life-Sized Board Game: Comparing Caregivers' and Children's Question-Asking across STEM Museum Exhibits. <i>Mind, Brain, and Education</i> , 2021, 15, 199-210.	0.9	10
12	Where language meets attention: How contingent interactions promote learning. <i>Developmental Review</i> , 2021, 60, 100961.	2.6	42
13	Impacts on Head Start Dual Language Learning Children's Early Science Outcomes. <i>Education Sciences</i> , 2021, 11, 283.	1.4	2
14	Change the Things You Can: Modifiable Parent Characteristics Predict High-Quality Early Language Interaction Within Socioeconomic Status. <i>Journal of Speech, Language, and Hearing Research</i> , 2021, 64, 1992-2004.	0.7	11
15	Beyond Translation: Caregiver Collaboration in Adapting an Early Language Intervention. <i>Frontiers in Education</i> , 2021, 6, .	1.2	0
16	Examining the impact of children's exploration behaviors on creativity. <i>Journal of Experimental Child Psychology</i> , 2021, 207, 105091.	0.7	12
17	Active learning: "Hands-on" meets "minds-on". <i>Science</i> , 2021, 374, 26-30.	6.0	32
18	Translating cognitive science in the public square. <i>Trends in Cognitive Sciences</i> , 2021, 25, 816-818.	4.0	8

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19	Daily television exposure, parent conversation during shared television viewing and socioeconomic status: Associations with curiosity at kindergarten. <i>PLoS ONE</i> , 2021, 16, e0258572.	1.1	7
20	Portrait of early science education in majority dual language learner classrooms: Where do we start?. <i>Journal of Childhood Education & Society</i> , 2021, 2, 235-266.	0.3	1
21	Evaluating socioeconomic gaps in preschoolers'™ vocabulary, syntax and language process skills with the Quick Interactive Language Screener (QUILS). <i>Early Childhood Research Quarterly</i> , 2020, 50, 114-128.	1.6	50
22	Language Development: Overview. , 2020, , 228-236.		0
23	Urban Thinkscape: Infusing Public Spaces with STEM Conversation and Interaction Opportunities. <i>Journal of Cognition and Development</i> , 2020, 21, 125-147.	0.6	18
24	Children and Screens. <i>Annual Review of Developmental Psychology</i> , 2020, 2, 69-92.	1.4	21
25	Infant Word Learning and Emerging Syntax. , 2020, , 632-660.		0
26	Preschoolers Benefit Equally From Video Chat, Pseudo-Contingent Video, and Live Book Reading: Implications for Storytime During the Coronavirus Pandemic and Beyond. <i>Frontiers in Psychology</i> , 2020, 11, 2158.	1.1	42
27	Cognitive Behavioral Science behind the Value of Play: Leveraging Everyday Experiences to Promote Play, Learning, and Positive Interactions. <i>Journal of Infant, Child, and Adolescent Psychotherapy</i> , 2020, 19, 202-216.	0.4	14
28	Associations of 3-year-olds'™ Block-building Complexity with Later Spatial and Mathematical Skills. <i>Journal of Cognition and Development</i> , 2020, 21, 383-405.	0.6	14
29	“Why Are There Big Squares and Little Squares?”, 2020, , 164-182.		1
30	Using Verb Extension to Gauge Children's™ Verb Meaning Construals: The Case of Chinese. <i>Frontiers in Psychology</i> , 2020, 11, 572198.	1.1	2
31	Play-and-learn spaces: Leveraging library spaces to promote caregiver and child interaction. <i>Library and Information Science Research</i> , 2020, 42, 101002.	1.2	29
32	Piecing together the role of a spatial assembly intervention in preschoolers'™ spatial and mathematics learning: Influences of gesture, spatial language, and socioeconomic status.. <i>Developmental Psychology</i> , 2020, 56, 686-698.	1.2	33
33	More than just a game: Transforming social interaction and STEM play with Parkopolis.. <i>Developmental Psychology</i> , 2020, 56, 1041-1056.	1.2	33
34	Three-year-olds'™ spatial language comprehension and links with mathematics and spatial performance.. <i>Developmental Psychology</i> , 2020, 56, 1894-1905.	1.2	18
35	Play Captains on Play Streets: A Community-University Playful Learning and Teen Leadership Collaboration. <i>Collaborations (Coral Gables, Fla)</i> , 2020, 3, .	0.1	1
36	Effects of Teacher-Delivered Book Reading and Play on Vocabulary Learning and Self-Regulation among Low-Income Preschool Children. <i>Journal of Cognition and Development</i> , 2019, 20, 136-164.	0.6	31

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37	Effects of geometric toy design on parent-child interactions and spatial language. <i>Early Childhood Research Quarterly</i> , 2019, 46, 126-141.	1.6	31
38	Language Matters: Denying the Existence of the 30-Million-Word Gap Has Serious Consequences. <i>Child Development</i> , 2019, 90, 985-992.	1.7	258
39	Education in the app store: using a mobile game to support U.S. preschoolers' vocabulary learning. <i>Journal of Children and Media</i> , 2019, 13, 452-471.	1.0	41
40	Playful Learning Landscapes: Creating skill-building experiences in community spaces. <i>Childhood Education</i> , 2019, 95, 3-9.	0.1	1
41	Community-Based, Caregiver-Implemented Early Language Intervention in High-Risk Families: Lessons Learned. <i>Progress in Community Health Partnerships: Research, Education, and Action</i> , 2019, 13, 283-291.	0.2	9
42	Put Your Data to Use: Entering the Real World of Children and Families. <i>Perspectives on Psychological Science</i> , 2019, 14, 37-42.	5.2	5
43	Syntactic cues to the noun and verb distinction in Mandarin child-directed speech. <i>First Language</i> , 2019, 39, 433-461.	0.5	7
44	Novel word learning at 21 months predicts receptive vocabulary outcomes in later childhood. <i>Journal of Child Language</i> , 2019, 46, 617-631.	0.8	0
45	Any way the wind blows: Children's inferences about force and motion events. <i>Journal of Experimental Child Psychology</i> , 2019, 177, 119-131.	0.7	4
46	Learning Landscapes: Where the Science of Learning Meets Architectural Design. <i>Child Development Perspectives</i> , 2019, 13, 34-40.	2.1	27
47	Measuring success: Within and cross-domain predictors of academic and social trajectories in elementary school. <i>Early Childhood Research Quarterly</i> , 2019, 46, 112-125.	1.6	155
48	Brain Training for Kids: Adding a Human Touch. <i>Cerebrum: the Dana Forum on Brain Science</i> , 2019, 2019, .	0.1	0
49	The parent advantage in fostering children's e-book comprehension. <i>Early Childhood Research Quarterly</i> , 2018, 44, 24-33.	1.6	58
50	Living in Pasteur's Quadrant: How Conversational Duets Spark Language at Home and in the Community. <i>Discourse Processes</i> , 2018, 55, 338-345.	1.1	8
51	Fast mapping word meanings across trials: Young children forget all but their first guess. <i>Cognition</i> , 2018, 177, 177-188.	1.1	89
52	Developer meets developmentalist: improving industry-research partnerships in children's educational technology. <i>Journal of Children and Media</i> , 2018, 12, 227-235.	1.0	6
53	An Eye-Tracking Study of Receptive Verb Knowledge in Toddlers. <i>Journal of Speech, Language, and Hearing Research</i> , 2018, 61, 2917-2933.	0.7	21
54	Accessing the Inaccessible: Redefining Play as a Spectrum. <i>Frontiers in Psychology</i> , 2018, 9, 1124.	1.1	150

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55	The Theoretical and Methodological Opportunities Afforded by Guided Play With Young Children. <i>Frontiers in Psychology</i> , 2018, 9, 1152.	1.1	33
56	The language of play: Developing preschool vocabulary through play following shared book-reading. <i>Early Childhood Research Quarterly</i> , 2018, 45, 1-17.	1.6	63
57	Learning Landscapes: Playing the Way to Learning and Engagement in Public Spaces. <i>Education Sciences</i> , 2018, 8, 74.	1.4	71
58	The Power of Play: A Pediatric Role in Enhancing Development in Young Children. <i>Pediatrics</i> , 2018, 142, .	1.0	320
59	Parents' and experts' awareness of learning opportunities in children's museum exhibits. <i>Journal of Applied Developmental Psychology</i> , 2017, 49, 39-45.	0.8	29
60	IV. RESULTS—LINKS BETWEEN SPATIAL ASSEMBLY, LATER SPATIAL SKILLS, AND CONCURRENT AND LATER MATHEMATICAL SKILLS. <i>Monographs of the Society for Research in Child Development</i> , 2017, 82, 71-80.	6.8	32
61	More than just fun: a place for games in playful learning / Más que diversión: el lugar de los juegos reglados en el aprendizaje lúdico. <i>Infancia Y Aprendizaje</i> , 2017, 40, 191-218.	0.5	55
62	Putting the Education Back in Educational Apps: How Content and Context Interact to Promote Learning. , 2017, , 259-282.		51
63	Playing With Ideas: Evaluating the Impact of the Ultimate Block Party, a Collective Experiential Intervention to Enrich Perceptions of Play. <i>Child Development</i> , 2017, 88, 1419-1434.	1.7	16
64	“Oh, the Places You’ll Go” by Bringing Developmental Science Into the World!. <i>Child Development</i> , 2017, 88, 1403-1408.	1.7	12
65	Identifying Pathways Between Socioeconomic Status and Language Development. <i>Annual Review of Linguistics</i> , 2017, 3, 285-308.	1.2	245
66	Plugging Into Word Learning: The Role of Electronic Toys and Digital Media in Language Development. , 2017, , 75-91.		39
67	Learning on hold: Cell phones sidetrack parent-child interactions.. <i>Developmental Psychology</i> , 2017, 53, 1428-1436.	1.2	112
68	Shape up: An eye-tracking study of preschoolers’ shape name processing and spatial development.. <i>Developmental Psychology</i> , 2017, 53, 1869-1880.	1.2	14
69	A matter of principle: Applying language science to the classroom and beyond.. <i>Translational Issues in Psychological Science</i> , 2017, 3, 5-18.	0.6	10
70	A goal bias in action: The boundaries adults perceive in events align with sites of actor intent.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2017, 43, 916-927.	0.7	21
71	24. Meeting Children Where They Are: Adaptive Contingency Builds Early Communication Skills. , 2016, , 601-628.		38
72	Building Vocabulary Knowledge in Preschoolers Through Shared Book Reading and Gameplay. <i>Mind, Brain, and Education</i> , 2016, 10, 71-80.	0.9	42

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73	Where music meets space: Children's sensitivity to pitch intervals is related to their mental spatial transformation skills. <i>Cognition</i> , 2016, 151, 1-5.	1.1	10
74	Individual differences in nonlinguistic event categorization predict later motion verb comprehension. <i>Journal of Experimental Child Psychology</i> , 2016, 151, 18-32.	0.7	20
75	Guided Play: A Solution to the Play Versus Learning Dichotomy. <i>Evolutionary Psychology</i> , 2016, , 117-141.	1.8	22
76	Categorization of dynamic realistic motion events: Infants form categories of path before manner. <i>Journal of Experimental Child Psychology</i> , 2016, 152, 54-70.	0.7	8
77	Guided Play. <i>Current Directions in Psychological Science</i> , 2016, 25, 177-182.	2.8	207
78	Examining the Acquisition of Vocabulary Knowledge Depth Among Preschool Students. <i>Reading Research Quarterly</i> , 2016, 51, 181-198.	1.8	64
79	Language Development in the First Year of Life. <i>Otology and Neurotology</i> , 2016, 37, e56-e62.	0.7	65
80	The preschool paradox The Importance of Being Little What Preschoolers Really Need from Grownups <i>Erika Christakis</i> Viking, 2016. 400 pp.. <i>Science</i> , 2016, 351, 1158-1158.	6.0	1
81	Geometric toys in the attic? A corpus analysis of early exposure to geometric shapes. <i>Early Childhood Research Quarterly</i> , 2016, 36, 358-365.	1.6	20
82	The Shape of Things: The Origin of Young Children's Knowledge of the Names and Properties of Geometric Forms. <i>Journal of Cognition and Development</i> , 2016, 17, 142-161.	0.6	37
83	Becoming brilliant: What science tells us about raising successful children.. , 2016, , .		52
84	The Contribution of Early Communication Quality to Low-Income Children's Language Success. <i>Psychological Science</i> , 2015, 26, 1071-1083.	1.8	542
85	Shovels and swords: How realistic and fantastical themes affect children's word learning. <i>Cognitive Development</i> , 2015, 35, 1-14.	0.7	57
86	Putting Education in "Educational" Apps. <i>Psychological Science in the Public Interest: A Journal of the American Psychological Society</i> , 2015, 16, 3-34.	6.7	628
87	(Baby)Talk to Me. <i>Current Directions in Psychological Science</i> , 2015, 24, 339-344.	2.8	224
88	Skype Me! Socially Contingent Interactions Help Toddlers Learn Language. <i>Child Development</i> , 2014, 85, 956-970.	1.7	347
89	Mise en place: setting the stage for thought and action. <i>Trends in Cognitive Sciences</i> , 2014, 18, 276-278.	4.0	50
90	Guided Play: Where Curricular Goals Meet a Playful Pedagogy. <i>Mind, Brain, and Education</i> , 2013, 7, 104-112.	0.9	221

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91	Once Upon a Time: Parent-Child Dialogue and Storybook Reading in the Electronic Era. <i>Mind, Brain, and Education</i> , 2013, 7, 200-211.	0.9	241
92	Twenty-Five Years Using the Intermodal Preferential Looking Paradigm to Study Language Acquisition. <i>Perspectives on Psychological Science</i> , 2013, 8, 316-339.	5.2	109
93	A New Twist on Studying the Development of Dynamic Spatial Transformations: Mental Paper Folding in Young Children. <i>Mind, Brain, and Education</i> , 2013, 7, 49-55.	0.9	50
94	Taking Shape: Supporting Preschoolers' Acquisition of Geometric Knowledge Through Guided Play. <i>Child Development</i> , 2013, 84, 1872-1878.	1.7	203
95	Carving Categories in a Continuous World: Preverbal Infants Discriminate Categorical Changes Before Distance Changes in Dynamic Events. <i>Spatial Cognition and Computation</i> , 2012, 12, 231-251.	0.6	6
96	Commentary on "Language and age effects in children's processing of word order" by A. Candan, A. Kızıltay, Y. Yeh, H. Cheung, L. Wagner, L. R. Naigles. <i>Cognitive Development</i> , 2012, 27, 222-226.	0.7	2
97	How Reading Books Fosters Language Development around the World. <i>Child Development Research</i> , 2012, 2012, 1-15.	1.8	130
98	Word Learning in Infant- and Adult-Directed Speech. <i>Language Learning and Development</i> , 2011, 7, 185-201.	0.7	209
99	An image is worth a thousand words: why nouns tend to dominate verbs in early word learning. <i>Developmental Science</i> , 2011, 14, 181-189.	1.3	98
100	Block Talk: Spatial Language During Block Play. <i>Mind, Brain, and Education</i> , 2011, 5, 143-151.	0.9	146
101	A developmental shift from similar to language-specific strategies in verb acquisition: A comparison of English, Spanish, and Japanese. <i>Cognition</i> , 2010, 114, 299-319.	1.1	97
102	Speaking Out for Language. <i>Educational Researcher</i> , 2010, 39, 305-310.	3.3	297
103	Trading Spaces: Carving up Events for Learning Language. <i>Perspectives on Psychological Science</i> , 2010, 5, 33-42.	5.2	67
104	Imageability predicts the age of acquisition of verbs in Chinese children. <i>Journal of Child Language</i> , 2009, 36, 405-423.	0.8	83
105	Live Action: Can Young Children Learn Verbs From Video?. <i>Child Development</i> , 2009, 80, 1360-1375.	1.7	143
106	Vacuuming with my mouth?: Children's ability to comprehend novel extensions of familiar verbs. <i>Cognitive Development</i> , 2009, 24, 113-124.	0.7	25
107	Focusing on the relation: fewer exemplars facilitate children's initial verb learning and extension. <i>Developmental Science</i> , 2008, 11, 628-634.	1.3	87
108	Novel Noun and Verb Learning in Chinese, English, and Japanese-Speaking Children. <i>Child Development</i> , 2008, 79, 979-1000.	1.7	186

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109	How toddlers begin to learn verbs. Trends in Cognitive Sciences, 2008, 12, 397-403.	4.0	113
110	King Solomon's Take on Word Learning: An Integrative Account from the Radical Middle. Advances in Child Development and Behavior, 2008, 36, 1-29.	0.7	4
111	Feasibility of Computer-Administered Language Assessment. Perspectives on School-Based Issues, 2008, 9, 57-65.	0.1	2
112	A Unified Theory of Word Learning: Putting Verb Acquisition in Context. , 2006, , 364-391.		60
113	Young children can extend motion verbs to point-light displays.. Developmental Psychology, 2002, 38, 604-614.	1.2	53
114	Social attention need not equal social intention: From attention to intention in early word learning. Behavioral and Brain Sciences, 2001, 24, 1108-1109.	0.4	0
115	D. Messer, The development of communication: from social interaction to language. Chichester: John Wiley, 1994. Pp. ix + 325.. Journal of Child Language, 1995, 22, 469-472.	0.8	0
116	Pressure or challenge in preschool? how academic environments affect children. New Directions for Child and Adolescent Development, 1991, 1991, 39-46.	1.3	18