

Jessica S Horst

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8712951/publications.pdf>

Version: 2024-02-01

39
papers

2,185
citations

304743

22
h-index

345221

36
g-index

40
all docs

40
docs citations

40
times ranked

1446
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 1 | Word learning emerges from the interaction of online referent selection and slow associative learning.. <i>Psychological Review</i> , 2012, 119, 831-877. | 3.8 | 308 |
| 2 | Fast Mapping but Poor Retention by 24-Month-Old Infants. <i>Infancy</i> , 2008, 13, 128-157. | 1.6 | 289 |
| 3 | The Novel Object and Unusual Name (NOUN) Database: A collection of novel images for use in experimental research. <i>Behavior Research Methods</i> , 2016, 48, 1393-1409. | 4.0 | 177 |
| 4 | Uterine Artery Embolization versus Myomectomy: Impact on Quality of Life—Results of the FUME (Fibroids of the Uterus: Myomectomy versus Embolization) Trial. <i>CardioVascular and Interventional Radiology</i> , 2012, 35, 530-536. | 2.0 | 118 |
| 5 | The effects of shared storybook reading on word learning: A meta-analysis.. <i>Developmental Psychology</i> , 2018, 54, 1334-1346. | 1.6 | 107 |
| 6 | The dynamic nature of knowledge: Insights from a dynamic field model of children's novel noun generalization. <i>Cognition</i> , 2009, 110, 322-345. | 2.2 | 103 |
| 7 | Get the Story Straight: Contextual Repetition Promotes Word Learning from Storybooks. <i>Frontiers in Psychology</i> , 2011, 2, 17. | 2.1 | 103 |
| 8 | Goodnight book: sleep consolidation improves word learning via storybooks. <i>Frontiers in Psychology</i> , 2014, 5, 184. | 2.1 | 80 |
| 9 | What Does It Look Like and What Can It Do? Category Structure Influences How Infants Categorize. <i>Child Development</i> , 2005, 76, 614-631. | 3.0 | 78 |
| 10 | The Cat is out of the Bag: The Joint Influence of Previous Experience and Looking Behavior on Infant Categorization. <i>Infancy</i> , 2008, 13, 285-307. | 1.6 | 77 |
| 11 | What's new? Children prefer novelty in referent selection. <i>Cognition</i> , 2011, 118, 234-244. | 2.2 | 76 |
| 12 | The role of competition in word learning via referent selection. <i>Developmental Science</i> , 2010, 13, 706-713. | 2.4 | 69 |
| 13 | Context and repetition in word learning. <i>Frontiers in Psychology</i> , 2013, 4, 149. | 2.1 | 62 |
| 14 | Confronting complexity: insights from the details of behavior over multiple timescales. <i>Developmental Science</i> , 2008, 11, 209-215. | 2.4 | 57 |
| 15 | The Right Thing at the Right Time: Why Ostensive Naming Facilitates Word Learning. <i>Frontiers in Psychology</i> , 2012, 3, 88. | 2.1 | 53 |
| 16 | That's More Like It: Multiple Exemplars Facilitate Word Learning. <i>Infant and Child Development</i> , 2014, 23, 105-122. | 1.5 | 46 |
| 17 | Cross-Situational Learning Is Supported by Propose-but-Verify Hypothesis Testing. <i>Current Biology</i> , 2018, 28, 1132-1136.e5. | 3.9 | 40 |
| 18 | Dynamic Noun Generalization: Moment-to-Moment Interactions Shape Children's Naming Biases. <i>Infancy</i> , 2007, 11, 97-110. | 1.6 | 38 |

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 19 | Contextual repetition facilitates word learning via fast mapping. <i>Acta Psychologica</i> , 2014, 152, 95-99. | 1.5 | 34 |
| 20 | Two sides to every story: Children learn words better from one storybook page at a time. <i>Infant and Child Development</i> , 2018, 27, e2047. | 1.5 | 31 |
| 21 | Testing a word is not a test of word learning. <i>Acta Psychologica</i> , 2013, 144, 264-268. | 1.5 | 29 |
| 22 | Two are better than one: Comparison influences infants' visual recognition memory. <i>Journal of Experimental Child Psychology</i> , 2009, 104, 124-131. | 1.4 | 27 |
| 23 | Rigid thinking about deformables: do children sometimes overgeneralize the shape bias?. <i>Journal of Child Language</i> , 2008, 35, 559-589. | 1.2 | 22 |
| 24 | Learning What to Remember: Vocabulary Knowledge and Children's Memory for Object Names and Features. <i>Infant and Child Development</i> , 2016, 25, 247-258. | 1.5 | 22 |
| 25 | The Effect of Sleep on Children's Word Retention and Generalization. <i>Frontiers in Psychology</i> , 2016, 7, 1192. | 2.1 | 21 |
| 26 | Toddlers can adaptively change how they categorize: same objects, same session, two different categorical distinctions. <i>Developmental Science</i> , 2009, 12, 96-105. | 2.4 | 19 |
| 27 | Editorial: An Open Book: What and How Young Children Learn from Picture and Story Books. <i>Frontiers in Psychology</i> , 2015, 6, 1719. | 2.1 | 19 |
| 28 | Visual variability affects early verb learning. <i>British Journal of Developmental Psychology</i> , 2014, 32, 359-366. | 1.7 | 16 |
| 29 | Children's referent selection and word learning. <i>Interaction Studies</i> , 0, , 101-127. | 0.6 | 12 |
| 30 | Category learning in a dynamic world. <i>Frontiers in Psychology</i> , 2015, 6, 46. | 2.1 | 11 |
| 31 | It's Taking Shape: Shared Object Features Influence Novel Noun Generalizations. <i>Infant and Child Development</i> , 2013, 22, 24-43. | 1.5 | 10 |
| 32 | Napping and toddlers' memory for fast-mapped words. <i>First Language</i> , 2018, 38, 582-595. | 1.2 | 10 |
| 33 | Near or far: The effect of spatial distance and vocabulary knowledge on word learning. <i>Acta Psychologica</i> , 2016, 163, 81-87. | 1.5 | 7 |
| 34 | An Embodied Model of Young Children's Categorization and Word Learning. , 2013, , 172-196. | | 6 |
| 35 | Benefits of Repeated Book Readings in Children With SLI. <i>Communication Disorders Quarterly</i> , 2018, 39, 367-370. | 0.8 | 2 |
| 36 | When Object Color Is a Red Herring: Extraneous Perceptual Information Hinders Word Learning via Referent Selection. <i>IEEE Transactions on Cognitive and Developmental Systems</i> , 2020, 12, 222-231. | 3.8 | 2 |

| # | ARTICLE | IF | CITATIONS |
|----|---|------|-----------|
| 37 | Prior Exposure and Toddlers' Sleep-Related Memory for Novel Words. <i>Brain Sciences</i> , 2021, 11, 1366. | 2.3 | 2 |
| 38 | Why Do Little Kids Ask to Hear the Same Story Over and Over?. <i>Frontiers for Young Minds</i> , 2017, 5, . | 0.8 | 1 |
| 39 | Conceptual systems align to aid concept learning. <i>Nature Machine Intelligence</i> , 2020, 2, 92-93. | 16.0 | 0 |