Kathleen H Corriveau

List of Publications by Year
in descending order

83	4,180	186265	118850
papers	citations	28	62
		h-index	g-index

83	83	83	1860
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Choosing your informant: weighing familiarity and recent accuracy. Developmental Science, 2009, 12, 426-437.	2.4	335
2	Preschoolers monitor the relative accuracy of informants.. Developmental Psychology, 2007, 43, 1216-1226.	1.6	327
3	Children's selective trust in native-accented speakers. Developmental Science, 2011, 14, 106-111.	2.4	304
4	Young children's selective trust in informants. Philosophical Transactions of the Royal Society B: Biological Sciences, 2011, 366, 1179-1187.	4.0	231
5	Going With the Flow. Psychological Science, 2009, 20, 372-377.	3.3	217
6	Rhythmic motor entrainment in children with speech and language impairments: Tapping to the beat. Cortex, 2009, 45, 119-130.	2.4	212
7	Young Children's Trust in Their Mother's Claims: Longitudinal Links With Attachment Security in Infancy. Child Development, 2009, 80, 750-761.	3.0	197
8	Cognitive Foundations of Learning from Testimony. Annual Review of Psychology, 2018, 69, 251-273.	17.7	188
9	Preschoolers continue to trust a more accurate informant 1 week after exposure to accuracy information. Developmental Science, 2009, 12, 188-193.	2.4	186
10	Preschoolers (sometimes) defer to the majority in making simple perceptual judgments.. Developmental Psychology, 2010, 46, 437-445.	1.6	185
11	Accuracy trumps accent in children's endorsement of object labels.. Developmental Psychology, 2013, 49, 470-479.	1.6	143
12	Children Monitor Individuals' Expertise for Word Learning. Child Development, 2010, 81, 669-679.	3.0	117
13	"Why Does Rain Fall?" Children Prefer to Learn From an Informant Who Uses Noncircular Explanations. Child Development, 2014, 85, 1827-1835.	3.0	87
14	Early tracking of informant accuracy and inaccuracy. British Journal of Developmental Psychology, 2009, 27, 331-342.	1.7	85
15	Young Children's Deference to a Consensus Varies by Culture and Judgment Setting. Journal of Cognition and Culture, 2013, 13, 367-381.	0.4	85
16	Question, Explanation, Follow‐Up: A Mechanism for Learning From Others?. Child Development, 2018, 89, 280-294.	3.0	80
17	Children Trust a Consensus Composed of Outgroup Members—But Do Not Retain That Trust. Child Development, 2013, 84, 269-282.	3.0	78
18	The role of consensus and culture in children's imitation of inefficient actions. Journal of Experimental Child Psychology, 2015, 137, 99-110.	1.4	73

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19	Auditory Processing and Early Literacy Skills in a Preschool and Kindergarten Population. Journal of Learning Disabilities, 2010, 43, 369-382.	2.2	65
20	Abraham Lincoln and Harry Potter: Children's differentiation between historical and fantasy characters. Cognition, 2009, 113, 213-225.	2.2	64
21	Auditory Processing of Amplitude Envelope Rise Time in Adults Diagnosed With Developmental Dyslexia. Scientific Studies of Reading, 2007, 11, 259-286.	2.0	62
22	The good, the strong, and the accurate: Preschoolers' evaluations of informant attributes. Journal of Experimental Child Psychology, 2011, 110, 561-574.	1.4	60
23	Young children's trust in what other people say. , 2010, , 87-109.		56
24	Judgments About Fact and Fiction by Children From Religious and Nonreligious Backgrounds. Cognitive Science, 2015, 39, 353-382.	1.7	55
25	Cultural differences in the imitation and transmission of inefficient actions. Journal of Experimental Child Psychology, 2017, 161, 1-18.	1.4	54
26	Monoracial and Biracial Children: Effects of Racial Identity Saliency on Social Learning and Social Preferences. Child Development, 2014, 85, 2299-2316.	3.0	43
27	"They Danced Around in My Head and I Learned Them" Children's Developing Conceptions of Learning. Journal of Cognition and Development, 2007, 8, 345-369.	1.3	38
28	Beliefs About Religious and Scientific Entities Among Parents and Children in Iran. Social Psychological and Personality Science, 2019, 10, 847-855.	3.9	34
29	The Theoretical and Methodological Opportunities Afforded by Guided Play With Young Children. Frontiers in Psychology, 2018, 9, 1152.	2.1	33
30	"If it's in your mind, it's in your knowledge" Children's developing anatomy of identity. Cognitive Development, 2005, 20, 321-340.	1.3	27
31	Distinguishing between realistic and fantastical figures in Iran.. Developmental Psychology, 2016, 52, 221-231.	1.6	27
32	Religious testimony in a secular society: Belief in unobservable entities among Chinese parents and their children.. Developmental Psychology, 2020, 56, 117-127.	1.6	26
33	Preschoolers trust particular informants when learning new names and new morphological forms. British Journal of Developmental Psychology, 2011, 29, 46-63.	1.7	23
34	To the letter: Early readers trust print‐based over oral instructions to guide their actions. British Journal of Developmental Psychology, 2014, 32, 345-358.	1.7	23
35	God, Germs, and Evolution: Belief in Unobservable Religious and Scientific Entities in the U.S. and China. Integrative Psychological and Behavioral Science, 2019, 53, 93-106.	0.9	21
36	Teaching and preschoolers' ability to infer knowledge from mistakes. Journal of Experimental Child Psychology, 2016, 150, 87-98.	1.4	18

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37	Investigating Science Together: Inquiry-Based Training Promotes Scientific Conversations in Parent-Child Interactions. Frontiers in Psychology, 2020, 11, 1934.	2.1	17
38	Children's developing realization that some stories are true: Links to the understanding of beliefs and signs. Cognitive Development, 2015, 34, 76-87.	1.3	16
39	Preschoolers' Preference for Syntactic Complexity Varies by Socioeconomic Status. Child Development, 2016, 87, 1529-1537.	3.0	16
40	Gray matter volumes and cognitive ability in the epileptogenic brain malformation of periventricular nodular heterotopia. Epilepsy and Behavior, 2009, 15, 456-460.	1.7	15
41	Learning and Socializing Preferences in Hong Kong Chinese Children. Child Development, 2018, 89, 2109-2117.	3.0	14
42	Beliefs of children and adults in religious and scientific phenomena. Current Opinion in Psychology, 2021, 40, 20-23.	4.9	14
43	Do as I do, not as I say: Actions speak louder than words in preschoolers learning from others. Journal of Experimental Child Psychology, 2016, 143, 179-187.	1.4	13
44	Are high levels of religiosity inconsistent with a high valuation of science? Evidence from the United States, China and Iran. International Journal of Psychology, 2021, 56, 216-227.	2.8	13
45	Epistemic justifications for belief in the unobservable: The impact of minority status. Cognition, 2020, 200, 104273.	2.2	12
46	Cognitive Mechanisms Associated with Children's Selective Teaching. Review of Philosophy and Psychology, 2018, 9, 831-848.	1.8	11
47	Pilot Evaluation of Preservice Teacher Training to Improve Preparedness and Confidence to Address Student Mental Health. Evidence-Based Practice in Child and Adolescent Mental Health, 2020, 5, 42-52.	1.0	11
48	How does a switch work? The relation between adult mechanistic language and children's learning. Journal of Applied Developmental Psychology, 2021, 72, 101221.	1.7	11
49	I don't believe what you said before: Preschoolers retrospectively discount information from inaccurate speakers. Journal of Experimental Child Psychology, 2020, 189, 104701.	1.4	10
50	Beliefs about Unobservable Scientific and Religious Entities are Transmitted via Subtle Linguistic Cues in Parental Testimony. Journal of Cognition and Development, 2021, 22, 379-397.	1.3	9
51	Coexisting religious and scientific beliefs among Iranian parents.. Peace and Conflict, 2018, 24, 240-244.	0.4	9
52	Unique effects of book-reading at 9-months on vocabulary development at 36-months: Insights from a nationally representative sample of Irish families. Early Childhood Research Quarterly, 2022, 58, 242-253.	2.7	9
53	Person Perception in Young Children Across Two Cultures. Journal of Cognition and Development, 2016, 17, 447-467.	1.3	8
54	Trust me, I'm a competent expert: Developmental differences in children's use of an expert's explanation quality to infer trustworthiness. Journal of Experimental Child Psychology, 2019, 188, 104670.	1.4	8

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55	Embedding Scientific Explanations Into Storybooks Impacts Children's Scientific Discourse and Learning. Frontiers in Psychology, 2020, 11, 1016.	2.1	8
56	Children's Ideas About What Can Really Happen: The Impact of Age and Religious Background. Cognitive Science, 2021, 45, e13054.	1.7	8
57	'What do YOU think?': Children's questions, teacher's responses and children's follow-up across diverse preschool settings. Early Childhood Research Quarterly, 2022, 58, 231-241.	2.7	8
58	'We practise every day': parents' attitudes towards early science learning and education among a sample of urban families in Ireland. European Early Childhood Education Research Journal, 2020, 28, 898-910.	1.9	7
59	On the malleability of selective trust. Journal of Experimental Child Psychology, 2019, 183, 65-74.	1.4	6
60	Questions and explanations in the classroom: Examining variation in early childhood teachers' responses to children's scientific questions. Early Childhood Research Quarterly, 2021, 57, 121-132.	2.7	6
61	Boosting Children's Persistence through Scientific Storybook Reading. Journal of Cognition and Development, 2022, 23, 161-172.	1.3	6
62	"Why Can't I See My Friends and Family?" Children's Questions and Parental Explanations About Coronavirus. Mind, Brain, and Education, 2022, 16, 54-61.	1.9	6
63	Conflicting perspectives mediate the relation between parents' and preschoolers' self-referent mental state talk during collaboration. British Journal of Developmental Psychology, 2020, 38, 255-267.	1.7	5
64	Trusting Your Teacher: Implications for Policy. Policy Insights From the Behavioral and Brain Sciences, 2019, 6, 123-129.	2.4	4
65	Talking about Personality: Evidence for Attributions to Self and Others in Early Childhood. Journal of Cognition and Development, 2020, 21, 191-212.	1.3	4
66	What could have been done? Counterfactual alternatives to negative outcomes generated by religious and secular children.. Developmental Psychology, 2022, 58, 376-391.	1.6	4
67	Learning about teaching requires thinking about the learner. Behavioral and Brain Sciences, 2015, 38, e37.	0.7	3
68	Children begin with the same start-up software, but their software updates are cultural. Behavioral and Brain Sciences, 2017, 40, e260.	0.7	3
69	The Role of Testimony in Children's Belief in the Existence of the Unobservable. , 2018, , 167-185.		3
70	Parents' Beliefs about Their Influence on Children's Scientific and Religious Views: Perspectives from Iran, China and the United States. Journal of Cognition and Culture, 2021, 21, 49-75.	0.4	3
71	Children's developing capacity to calibrate the verbal testimony of others with observed evidence when inferring causal relations. Journal of Experimental Child Psychology, 2021, 210, 105183.	1.4	3
72	Belief, culture, & development: Insights from studying the development of religious beliefs and behaviors. Advances in Child Development and Behavior, 2022, 62, 127-158.	1.3	3

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73	"How will you construct a pathway system?" Microanalysis of teacher-child scientific conversations. Journal of Childhood Education & Society, 2021, 2, 338-363.	0.6	3
74	Is secondhand information better read or said? Factors influencing children's endorsements of text-based information. Cognitive Development, 2022, 63, 101215.	1.3	3
75	The uncontrollable nature of early learning experiences. Behavioral and Brain Sciences, 2017, 40, e331.	0.7	2
76	If I told you everyone picked that (non-affordant) tool, would you? Children attend to conventional language when imitating and transmitting tool use. Journal of Experimental Child Psychology, 2022, 214, 105293.	1.4	2
77	Questions about Questions. , 2020, , 1-5.		1
78	Understanding Developmental and Individual Differences in the Process of Inquiry during the Preschool Years. , 2020, , 144-163.		1
79	Putting social cognitive mechanisms back into cumulative technological culture: Social interactions serve as a mechanism for children's early knowledge acquisition. Behavioral and Brain Sciences, 2020, 43, e166.	0.7	1
80	Miraculous, magical, or mundane? The development of beliefs about stories with divine, magical, or realistic causation. Memory and Cognition, 2022, , 1.	1.6	1
81	Persistence in Science Play and Gender: Findings from Early Childhood Classrooms in Ireland. Early Education and Development, 0, , 1-13.	2.6	1
82	A developmental perspective on the cultural evolution of prosocial religious beliefs. Behavioral and Brain Sciences, 2016, 39, e8.	0.7	0
83	But how does it develop? Adopting a sociocultural lens to the development of intergroup bias among children. Behavioral and Brain Sciences, 2019, 42, e131.	0.7	0