

Kathleen H Corriveau

List of Publications by Year in descending order

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Version: 2024-02-01

83
papers

4,180
citations

186265
28
h-index

118850
62
g-index

83
all docs

83
docs citations

83
times ranked

1860
citing authors

#	ARTICLE	IF	CITATIONS
1	“What do YOU think?”™: Children's questions, teacher's responses and children's follow-up across diverse preschool settings. <i>Early Childhood Research Quarterly</i> , 2022, 58, 231-241.	2.7	8
2	Unique effects of book-reading at 9-months on vocabulary development at 36-months: Insights from a nationally representative sample of Irish families. <i>Early Childhood Research Quarterly</i> , 2022, 58, 242-253.	2.7	9
3	If I told you everyone picked that (non-affordant) tool, would you? Children attend to conventional language when imitating and transmitting tool use. <i>Journal of Experimental Child Psychology</i> , 2022, 214, 105293.	1.4	2
4	Boosting Children's Persistence through Scientific Storybook Reading. <i>Journal of Cognition and Development</i> , 2022, 23, 161-172.	1.3	6
5	What could have been done? Counterfactual alternatives to negative outcomes generated by religious and secular children.. <i>Developmental Psychology</i> , 2022, 58, 376-391.	1.6	4
6	Belief, culture, & development: Insights from studying the development of religious beliefs and behaviors. <i>Advances in Child Development and Behavior</i> , 2022, 62, 127-158.	1.3	3
7	Miraculous, magical, or mundane? The development of beliefs about stories with divine, magical, or realistic causation. <i>Memory and Cognition</i> , 2022, , 1.	1.6	1
8	“Why Can't I See My Friends and Family?” Children's Questions and Parental Explanations About Coronavirus. <i>Mind, Brain, and Education</i> , 2022, 16, 54-61.	1.9	6
9	Is secondhand information better read or said? Factors influencing children's endorsements of text-based information. <i>Cognitive Development</i> , 2022, 63, 101215.	1.3	3
10	Are high levels of religiosity inconsistent with a high valuation of science? Evidence from the United States, China and Iran. <i>International Journal of Psychology</i> , 2021, 56, 216-227.	2.8	13
11	Beliefs of children and adults in religious and scientific phenomena. <i>Current Opinion in Psychology</i> , 2021, 40, 20-23.	4.9	14
12	Beliefs about Unobservable Scientific and Religious Entities are Transmitted via Subtle Linguistic Cues in Parental Testimony. <i>Journal of Cognition and Development</i> , 2021, 22, 379-397.	1.3	9
13	Parents' Beliefs about Their Influence on Children's Scientific and Religious Views: Perspectives from Iran, China and the United States. <i>Journal of Cognition and Culture</i> , 2021, 21, 49-75.	0.4	3
14	Children's developing capacity to calibrate the verbal testimony of others with observed evidence when inferring causal relations. <i>Journal of Experimental Child Psychology</i> , 2021, 210, 105183.	1.4	3
15	How does a switch work? The relation between adult mechanistic language and children's learning. <i>Journal of Applied Developmental Psychology</i> , 2021, 72, 101221.	1.7	11
16	Questions and explanations in the classroom: Examining variation in early childhood teachers' responses to children's scientific questions. <i>Early Childhood Research Quarterly</i> , 2021, 57, 121-132.	2.7	6
17	Children's Ideas About What Can Really Happen: The Impact of Age and Religious Background. <i>Cognitive Science</i> , 2021, 45, e13054.	1.7	8
18	“How will you construct a pathway system?” Microanalysis of teacher-child scientific conversations. <i>Journal of Childhood Education & Society</i> , 2021, 2, 338-363.	0.6	3

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19	I don't believe what you said before: Preschoolers retrospectively discount information from inaccurate speakers. <i>Journal of Experimental Child Psychology</i> , 2020, 189, 104701.	1.4	10
20	Conflicting perspectives mediate the relation between parents' and preschoolers' self-referent mental state talk during collaboration. <i>British Journal of Developmental Psychology</i> , 2020, 38, 255-267.	1.7	5
21	"We practise every day": parents' attitudes towards early science learning and education among a sample of urban families in Ireland. <i>European Early Childhood Education Research Journal</i> , 2020, 28, 898-910.	1.9	7
22	Investigating Science Together: Inquiry-Based Training Promotes Scientific Conversations in Parent-Child Interactions. <i>Frontiers in Psychology</i> , 2020, 11, 1934.	2.1	17
23	Embedding Scientific Explanations Into Storybooks Impacts Children's Scientific Discourse and Learning. <i>Frontiers in Psychology</i> , 2020, 11, 1016.	2.1	8
24	Pilot Evaluation of Preservice Teacher Training to Improve Preparedness and Confidence to Address Student Mental Health. <i>Evidence-Based Practice in Child and Adolescent Mental Health</i> , 2020, 5, 42-52.	1.0	11
25	Questions about Questions. , 2020, , 1-5.		1
26	Understanding Developmental and Individual Differences in the Process of Inquiry during the Preschool Years. , 2020, , 144-163.		1
27	Talking about Personality: Evidence for Attributions to Self and Others in Early Childhood. <i>Journal of Cognition and Development</i> , 2020, 21, 191-212.	1.3	4
28	Epistemic justifications for belief in the unobservable: The impact of minority status. <i>Cognition</i> , 2020, 200, 104273.	2.2	12
29	Religious testimony in a secular society: Belief in unobservable entities among Chinese parents and their children.. <i>Developmental Psychology</i> , 2020, 56, 117-127.	1.6	26
30	Putting social cognitive mechanisms back into cumulative technological culture: Social interactions serve as a mechanism for children's early knowledge acquisition. <i>Behavioral and Brain Sciences</i> , 2020, 43, e166.	0.7	1
31	Trust me, I'm a competent expert: Developmental differences in children's use of an expert's explanation quality to infer trustworthiness. <i>Journal of Experimental Child Psychology</i> , 2019, 188, 104670.	1.4	8
32	Trusting Your Teacher: Implications for Policy. <i>Policy Insights From the Behavioral and Brain Sciences</i> , 2019, 6, 123-129.	2.4	4
33	On the malleability of selective trust. <i>Journal of Experimental Child Psychology</i> , 2019, 183, 65-74.	1.4	6
34	God, Germs, and Evolution: Belief in Unobservable Religious and Scientific Entities in the U.S. and China. <i>Integrative Psychological and Behavioral Science</i> , 2019, 53, 93-106.	0.9	21
35	Beliefs About Religious and Scientific Entities Among Parents and Children in Iran. <i>Social Psychological and Personality Science</i> , 2019, 10, 847-855.	3.9	34
36	But how does it develop? Adopting a sociocultural lens to the development of intergroup bias among children. <i>Behavioral and Brain Sciences</i> , 2019, 42, e131.	0.7	0

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37	Learning and Socializing Preferences in Hong Kong Chinese Children. <i>Child Development</i> , 2018, 89, 2109-2117.	3.0	14
38	Question, Explanation, Follow-up: A Mechanism for Learning From Others?. <i>Child Development</i> , 2018, 89, 280-294.	3.0	80
39	Cognitive Mechanisms Associated with Children's Selective Teaching. <i>Review of Philosophy and Psychology</i> , 2018, 9, 831-848.	1.8	11
40	Cognitive Foundations of Learning from Testimony. <i>Annual Review of Psychology</i> , 2018, 69, 251-273.	17.7	188
41	The Theoretical and Methodological Opportunities Afforded by Guided Play With Young Children. <i>Frontiers in Psychology</i> , 2018, 9, 1152.	2.1	33
42	The Role of Testimony in Children's Belief in the Existence of the Unobservable. , 2018, , 167-185.		3
43	Coexisting religious and scientific beliefs among Iranian parents.. <i>Peace and Conflict</i> , 2018, 24, 240-244.	0.4	9
44	Cultural differences in the imitation and transmission of inefficient actions. <i>Journal of Experimental Child Psychology</i> , 2017, 161, 1-18.	1.4	54
45	Children begin with the same start-up software, but their software updates are cultural. <i>Behavioral and Brain Sciences</i> , 2017, 40, e260.	0.7	3
46	The uncontrollable nature of early learning experiences. <i>Behavioral and Brain Sciences</i> , 2017, 40, e331.	0.7	2
47	Preschoolers' Preference for Syntactic Complexity Varies by Socioeconomic Status. <i>Child Development</i> , 2016, 87, 1529-1537.	3.0	16
48	A developmental perspective on the cultural evolution of prosocial religious beliefs. <i>Behavioral and Brain Sciences</i> , 2016, 39, e8.	0.7	0
49	Distinguishing between realistic and fantastical figures in Iran.. <i>Developmental Psychology</i> , 2016, 52, 221-231.	1.6	27
50	Teaching and preschoolers' ability to infer knowledge from mistakes. <i>Journal of Experimental Child Psychology</i> , 2016, 150, 87-98.	1.4	18
51	Person Perception in Young Children Across Two Cultures. <i>Journal of Cognition and Development</i> , 2016, 17, 447-467.	1.3	8
52	Do as I do, not as I say: Actions speak louder than words in preschoolers learning from others. <i>Journal of Experimental Child Psychology</i> , 2016, 143, 179-187.	1.4	13
53	Learning about teaching requires thinking about the learner. <i>Behavioral and Brain Sciences</i> , 2015, 38, e37.	0.7	3
54	Children's developing realization that some stories are true: Links to the understanding of beliefs and signs. <i>Cognitive Development</i> , 2015, 34, 76-87.	1.3	16

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55	The role of consensus and culture in children's imitation of inefficient actions. <i>Journal of Experimental Child Psychology</i> , 2015, 137, 99-110.	1.4	73
56	Judgments About Fact and Fiction by Children From Religious and Nonreligious Backgrounds. <i>Cognitive Science</i> , 2015, 39, 353-382.	1.7	55
57	To the letter: Early readers trust print-based over oral instructions to guide their actions. <i>British Journal of Developmental Psychology</i> , 2014, 32, 345-358.	1.7	23
58	"Why Does Rain Fall?" Children Prefer to Learn From an Informant Who Uses Noncircular Explanations. <i>Child Development</i> , 2014, 85, 1827-1835.	3.0	87
59	Monoracial and Biracial Children: Effects of Racial Identity Saliency on Social Learning and Social Preferences. <i>Child Development</i> , 2014, 85, 2299-2316.	3.0	43
60	Children Trust a Consensus Composed of Outgroup Members' But Do Not Retain That Trust. <i>Child Development</i> , 2013, 84, 269-282.	3.0	78
61	Young Children's Deference to a Consensus Varies by Culture and Judgment Setting. <i>Journal of Cognition and Culture</i> , 2013, 13, 367-381.	0.4	85
62	Accuracy trumps accent in children's endorsement of object labels. <i>Developmental Psychology</i> , 2013, 49, 470-479.	1.6	143
63	The good, the strong, and the accurate: Preschoolers' evaluations of informant attributes. <i>Journal of Experimental Child Psychology</i> , 2011, 110, 561-574.	1.4	60
64	Children's selective trust in native-accented speakers. <i>Developmental Science</i> , 2011, 14, 106-111.	2.4	304
65	Preschoolers trust particular informants when learning new names and new morphological forms. <i>British Journal of Developmental Psychology</i> , 2011, 29, 46-63.	1.7	23
66	Young children's selective trust in informants. <i>Philosophical Transactions of the Royal Society B: Biological Sciences</i> , 2011, 366, 1179-1187.	4.0	231
67	Preschoolers (sometimes) defer to the majority in making simple perceptual judgments. <i>Developmental Psychology</i> , 2010, 46, 437-445.	1.6	185
68	Children Monitor Individuals' Expertise for Word Learning. <i>Child Development</i> , 2010, 81, 669-679.	3.0	117
69	Young children's trust in what other people say. , 2010, , 87-109.		56
70	Auditory Processing and Early Literacy Skills in a Preschool and Kindergarten Population. <i>Journal of Learning Disabilities</i> , 2010, 43, 369-382.	2.2	65
71	Going With the Flow. <i>Psychological Science</i> , 2009, 20, 372-377.	3.3	217
72	Abraham Lincoln and Harry Potter: Children's differentiation between historical and fantasy characters. <i>Cognition</i> , 2009, 113, 213-225.	2.2	64

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73	Young Children's Trust in Their Mother's Claims: Longitudinal Links With Attachment Security in Infancy. <i>Child Development</i> , 2009, 80, 750-761.	3.0	197
74	Preschoolers continue to trust a more accurate informant 1 week after exposure to accuracy information. <i>Developmental Science</i> , 2009, 12, 188-193.	2.4	186
75	Choosing your informant: weighing familiarity and recent accuracy. <i>Developmental Science</i> , 2009, 12, 426-437.	2.4	335
76	Early tracking of informant accuracy and inaccuracy. <i>British Journal of Developmental Psychology</i> , 2009, 27, 331-342.	1.7	85
77	Rhythmic motor entrainment in children with speech and language impairments: Tapping to the beat. <i>Cortex</i> , 2009, 45, 119-130.	2.4	212
78	Gray matter volumes and cognitive ability in the epileptogenic brain malformation of periventricular nodular heterotopia. <i>Epilepsy and Behavior</i> , 2009, 15, 456-460.	1.7	15
79	"They Danced Around in My Head and I Learned Them": Children's Developing Conceptions of Learning. <i>Journal of Cognition and Development</i> , 2007, 8, 345-369.	1.3	38
80	Preschoolers monitor the relative accuracy of informants.. <i>Developmental Psychology</i> , 2007, 43, 1216-1226.	1.6	327
81	Auditory Processing of Amplitude Envelope Rise Time in Adults Diagnosed With Developmental Dyslexia. <i>Scientific Studies of Reading</i> , 2007, 11, 259-286.	2.0	62
82	"If it's in your mind, it's in your knowledge": Children's developing anatomy of identity. <i>Cognitive Development</i> , 2005, 20, 321-340.	1.3	27
83	Persistence in Science Play and Gender: Findings from Early Childhood Classrooms in Ireland. <i>Early Education and Development</i> , 0, , 1-13.	2.6	1