Elizabeth S Spelke

List of Publications by Year
in descending order

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		6592	4323
194	31,545	79	173
papers	citations	h-index	g-index

197	197	197	9499
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Core systems of number. Trends in Cognitive Sciences, 2004, 8, 307-314.	4.0	2,167
2	Origins of knowledge.. Psychological Review, 1992, 99, 605-632.	2.7	1,405
3	Large number discrimination in 6-month-old infants. Cognition, 2000, 74, B1-B11.	1.1	1,181
4	Core knowledge. Developmental Science, 2007, 10, 89-96.	1.3	1,120
5	Object permanence in five-month-old infants. Cognition, 1985, 20, 191-208.	1.1	857
6	Principles of Object Perception. Cognitive Science, 1990, 14, 29-56.	0.8	769
7	Initial knowledge: six suggestions. Cognition, 1994, 50, 431-445.	1.1	755
8	Perception of partly occluded objects in infancy. Cognitive Psychology, 1983, 15, 483-524.	0.9	725
9	The native language of social cognition. Proceedings of the National Academy of Sciences of the United States of America, 2007, 104, 12577-12580.	3.3	680
10	A geometric process for spatial reorientation in young children. Nature, 1994, 370, 57-59.	13.7	628
11	Newborn infants perceive abstract numbers. Proceedings of the National Academy of Sciences of the United States of America, 2009, 106, 10382-10385.	3.3	625
12	Ontological categories guide young children's inductions of word meaning: Object terms and substance terms. Cognition, 1991, 38, 179-211.	1.1	595
13	Sex Differences in Intrinsic Aptitude for Mathematics and Science?: A Critical Review.. American Psychologist, 2005, 60, 950-958.	3.8	548
14	Human spatial representation: insights from animals. Trends in Cognitive Sciences, 2002, 6, 376-382.	4.0	531
15	Modularity and development: the case of spatial reorientation. Cognition, 1996, 61, 195-232.	1.1	530
16	Sources of Flexibility in Human Cognition: Dual-Task Studies of Space and Language. Cognitive Psychology, 1999, 39, 3-36.	0.9	522
17	The double-edged sword of pedagogy: Instruction limits spontaneous exploration and discovery. Cognition, 2011, 120, 322-330.	1.1	504
18	Log or Linear? Distinct Intuitions of the Number Scale in Western and Amazonian Indigene Cultures. Science, 2008, 320, 1217-1220.	6.0	503

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19	Number sense in human infants. Developmental Science, 2005, 8, 88-101.	1.3	482
20	The construction of large number representations in adults. Cognition, 2003, 86, 201-221.	1.1	468
21	Foundations of cooperation in young children. Cognition, 2008, 108, 222-231.	1.1	464
22	Infants' Discrimination of Number vs. Continuous Extent. Cognitive Psychology, 2002, 44, 33-66.	0.9	458
23	Numerical abstraction by human infants. Cognition, 1990, 36, 97-127.	1.1	454
24	Accent Trumps Race in Guiding Children's Social Preferences. Social Cognition, 2009, 27, 623-634.	0.5	441
25	Skills of divided attention. Cognition, 1976, 4, 215-230.	1.1	388
26	Conceptual precursors to language. Nature, 2004, 430, 453-456.	13.7	363
27	Infants' ability to connect gaze and emotional expression to intentional action. Cognition, 2002, 85, 53-78.	1.1	358
28	Updating egocentric representations in human navigation. Cognition, 2000, 77, 215-250.	1.1	355
29	Abstract number and arithmetic in preschool children. Proceedings of the National Academy of Sciences of the United States of America, 2005, 102, 14116-14121.	3.3	329
30	Non-symbolic arithmetic in adults and young children. Cognition, 2006, 98, 199-222.	1.1	326
31	Language and number: a bilingual training study. Cognition, 2001, 78, 45-88.	1.1	323
32	Approximate quantities and exact number words: dissociable systems. Neuropsychologia, 2003, 41, 1942-1958.	0.7	303
33	Spatiotemporal continuity, smoothness of motion and object identity in infancy. British Journal of Developmental Psychology, 1995, 13, 113-142.	0.9	300
34	Core Knowledge of Geometry in an Amazonian Indigene Group. Science, 2006, 311, 381-384.	6.0	294
35	Symbolic arithmetic knowledge without instruction. Nature, 2007, 447, 589-591.	13.7	281
36	Non-symbolic arithmetic abilities and mathematics achievement in the first year of formal schooling. Cognition, 2010, 115, 394-406.	1.1	264

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37	Number-Space Mapping in Human Infants. Psychological Science, 2010, 21, 653-660.	1.8	247
38	Science and Core Knowledge. Philosophy of Science, 1996, 63, 515-533.	0.5	245
39	Representations of space, time, and number in neonates. Proceedings of the National Academy of Sciences of the United States of America, 2014, 111, 4809-4813.	3.3	241
40	Perceiving bimodally specified events in infancy.. Developmental Psychology, 1979, 15, 626-636.	1.2	233
41	Infants' intermodal perception of events. Cognitive Psychology, 1976, 8, 553-560.	0.9	229
42	Brief non-symbolic, approximate number practice enhances subsequent exact symbolic arithmetic in children. Cognition, 2014, 131, 92-107.	1.1	223
43	The development of language and abstract concepts: The case of natural number.. Journal of Experimental Psychology: General, 2008, 137, 22-38.	1.5	221
44	Early knowledge of object motion: continuity and inertia. Cognition, 1994, 51, 131-176.	1.1	220
45	Social Information Guides Infants' Selection of Foods. Journal of Cognition and Development, 2009, 10, 1-17.	0.6	208
46	Spontaneous mapping of number and space in adults and young children. Cognition, 2009, 110, 198-207.	1.1	182
47	Do infants show social preferences for people differing in race?. Cognition, 2011, 119, 1-9.	1.1	172
48	Infants' enumeration of actions: numerical discrimination and its signature limits. Developmental Science, 2005, 8, 173-181.	1.3	170
49	Social categories guide young childrenâ€™s preferences for novel objects. Developmental Science, 2010, 13, 599-610.	1.3	170
50	Discrimination of Large and Small Numerosities by Human Infants. Infancy, 2004, 5, 271-290.	0.9	165
51	Preverbal infants expect members of social groups to act alike. Proceedings of the National Academy of Sciences of the United States of America, 2013, 110, E3965-72.	3.3	165
52	Beyond Core Knowledge: Natural Geometry. Cognitive Science, 2010, 34, 863-884.	0.8	164
53	Number without a language model. Proceedings of the National Academy of Sciences of the United States of America, 2011, 108, 3163-3168.	3.3	161
54	Preschool Children's Mapping of Number Words to Nonsymbolic Numerosities. Child Development, 2005, 76, 978-988.	1.7	154

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55	Mirror-Image Sensitivity and Invariance in Object and Scene Processing Pathways. Journal of Neuroscience, 2011, 31, 11305-11312.	1.7	144
56	Children's Use of Social Categories in Thinking About People and Social Relationships. Journal of Cognition and Development, 2013, 14, 35-62.	0.6	143
57	Evidence from an emerging sign language reveals that language supports spatial cognition. Proceedings of the National Academy of Sciences of the United States of America, 2010, 107, 12116-12120.	3.3	142
58	All Numbers Are Not Equal: An Electrophysiological Investigation of Small and Large Number Representations. Journal of Cognitive Neuroscience, 2009, 21, 1039-1053.	1.1	137
59	Children's use of geometry and landmarks to reorient in an open space. Cognition, 2001, 81, 119-148.	1.1	136
60	rTMS over the intraparietal sulcus disrupts numerosity processing. Experimental Brain Research, 2007, 179, 631-642.	0.7	133
61	Cognitive effects of language on human navigation. Cognition, 2011, 120, 186-201.	1.1	133
62	Perception and understanding of effects of gravity and inertia on object motion. Developmental Science, 1999, 2, 339-362.	1.3	126
63	Neural signatures of number processing in human infants: evidence for two core systems underlying numerical cognition. Developmental Science, 2011, 14, 360-371.	1.3	125
64	What Exactly do Numbers Mean?. Language Learning and Development, 2013, 9, 105-129.	0.7	114
65	Mind Games: Game Engines as an Architecture for Intuitive Physics. Trends in Cognitive Sciences, 2017, 21, 649-665.	4.0	112
66	Ten-month-old infants infer the value of goals from the costs of actions. Science, 2017, 358, 1038-1041.	6.0	111
67	For 5-Month-Old Infants, Melodies Are Social. Psychological Science, 2016, 27, 486-501.	1.8	106
68	Race preferences in children: insights from South Africa. Developmental Science, 2011, 14, 1283-1291.	1.3	93
69	Core systems in human cognition. Progress in Brain Research, 2007, 164, 257-264.	0.9	92
70	Children's Responses to Group-Based Inequalities: Perpetuation and Rectification. Social Cognition, 2011, 29, 270-287.	0.5	92
71	Haptic perception of objects in infancy. Cognitive Psychology, 1988, 20, 1-23.	0.9	89
72	Core multiplication in childhood. Cognition, 2010, 116, 204-216.	1.1	88

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73	Two Randomized Trials Provide No Consistent Evidence for Nonmusical Cognitive Benefits of Brief Preschool Music Enrichment. PLoS ONE, 2013, 8, e82007.	1.1	87
74	Perception of Moving, Sounding Objects by Four-Month-Old Infants. Perception, 1983, 12, 719-732.	0.5	86
75	Gestalt Relations and Object Perception: A Developmental Study. Perception, 1993, 22, 1483-1501.	0.5	86
76	The development of reasoning about beliefs: Fact, preference, and ideology. Journal of Experimental Social Psychology, 2013, 49, 559-565.	1.3	86
77	Preverbal infants identify emotional reactions that are incongruent with goal outcomes. Cognition, 2014, 130, 204-216.	1.1	85
78	Navigation as a source of geometric knowledge: Young childrenâ€™s use of length, angle, distance, and direction in a reorientation task. Cognition, 2012, 123, 144-161.	1.1	84
79	Perception, ontology, and word meaning. Cognition, 1992, 45, 101-107.	1.1	83
80	Two systems of spatial representation underlying navigation. Experimental Brain Research, 2010, 206, 179-188.	0.7	82
81	Chronometric studies of numerical cognition in five-month-old infants. Cognition, 2005, 97, 23-39.	1.1	81
82	What can developmental and comparative cognitive neuroscience tell us about the adult human brain?. Current Opinion in Neurobiology, 2009, 19, 1-5.	2.0	79
83	A modular geometric mechanism for reorientation in children. Cognitive Psychology, 2010, 61, 152-176.	0.9	79
84	First-person action experience reveals sensitivity to action efficiency in prereaching infants. Proceedings of the National Academy of Sciences of the United States of America, 2013, 110, 18728-18733.	3.3	79
85	Children's use of geometry for reorientation. Developmental Science, 2008, 11, 743-749.	1.3	77
86	Flexible intuitions of Euclidean geometry in an Amazonian indigene group. Proceedings of the National Academy of Sciences of the United States of America, 2011, 108, 9782-9787.	3.3	75
87	Infantsâ€™ Developing Understanding of Social Gaze. Child Development, 2012, 83, 486-496.	1.7	74
88	Exact Equality and Successor Function: Two Key Concepts on the Path towards Understanding Exact Numbers. Philosophical Psychology, 2008, 21, 491-505.	0.5	73
89	Nonsymbolic, approximate arithmetic in children: Abstract addition prior to instruction.. Developmental Psychology, 2008, 44, 1466-1477.	1.2	73
90	Recognition and categorization of biologically significant objects by rhesus monkeys (Macaca) Tj ETQq0 0 0 rgBT /Overlock 10 Tf 50 62	1.1	71

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91	Young children reorient by computing layout geometry, not by matching images of the environment. Psychonomic Bulletin and Review, 2011, 18, 192-198.	1.4	70
92	â€˜Nativeâ€™ Objects and Collaborators: Infants' Object Choices and Acts of Giving Reflect Favor for Native Over Foreign Speakers. Journal of Cognition and Development, 2012, 13, 67-81.	0.6	68
93	Cognitive science in the field: A preschool intervention durably enhances intuitive but not formal mathematics. Science, 2017, 357, 47-55.	6.0	66
94	The infant's acquisition of knowledge of bimodally specified events. Journal of Experimental Child Psychology, 1981, 31, 279-299.	0.7	64
95	Father interaction and separation protest.. Developmental Psychology, 1973, 9, 83-90.	1.2	63
96	Perception of objects and object boundaries by 3â€•monthâ€•old infants. British Journal of Developmental Psychology, 1987, 5, 367-383.	0.9	61
97	Human infantsâ€™ understanding of social imitation: Inferences of affiliation from third party observations. Cognition, 2018, 170, 31-48.	1.1	61
98	Dissociation between small and large numerosities in newborn infants. Developmental Science, 2014, 17, 11-22.	1.3	60
99	Core systems of geometry in animal minds. Philosophical Transactions of the Royal Society B: Biological Sciences, 2012, 367, 2784-2793.	1.8	59
100	Melting Lizards and Crying Mailboxes: Children's Preferential Recall of Minimally Counterintuitive Concepts. Cognitive Science, 2013, 37, 1251-1289.	0.8	59
101	Young children's spontaneous use of geometry in maps. Developmental Science, 2008, 11, F1-F7.	1.3	58
102	Spatiotemporal dynamics of processing nonsymbolic number: An eventâ€•related potential source localization study. Human Brain Mapping, 2012, 33, 2189-2203.	1.9	58
103	Infants' sensitivity to effects of gravity on visible object motion.. Journal of Experimental Psychology: Human Perception and Performance, 1992, 18, 385-393.	0.7	57
104	Core foundations of abstract geometry. Proceedings of the National Academy of Sciences of the United States of America, 2013, 110, 14191-14195.	3.3	57
105	Visual Representation in the Wild: How Rhesus Monkeys Parse Objects. Journal of Cognitive Neuroscience, 2001, 13, 44-58.	1.1	55
106	Preschool children master the logic of number word meanings. Cognition, 2006, 98, B57-B66.	1.1	54
107	Judgments of the lucky across development and culture.. Journal of Personality and Social Psychology, 2008, 94, 757-776.	2.6	54
108	Chicks, like children, spontaneously reorient by three-dimensional environmental geometry, not by image matching. Biology Letters, 2012, 8, 492-494.	1.0	54

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109	Online Developmental Science to Foster Innovation, Access, and Impact. Trends in Cognitive Sciences, 2020, 24, 675-678.	4.0	53
110	Modality-specific and amodal aspects of object perception in infancy: The case of active touch. Cognition, 1993, 47, 251-279.	1.1	52
111	Six-month-old infants expect agents to minimize the cost of their actions. Cognition, 2017, 160, 35-42.	1.1	51
112	Core Knowledge, Language, and Number. Language Learning and Development, 2017, 13, 147-170.	0.7	50
113	Childrenâ€™s multiplicative transformations of discrete and continuous quantities. Journal of Experimental Child Psychology, 2009, 103, 441-454.	0.7	49
114	Patterns of implicit and explicit attitudes in children and adults: Tests in the domain of religion.. Journal of Experimental Psychology: General, 2013, 142, 864-879.	1.5	49
115	Synchronous change and perception of object unity: evidence from adults and infants. Cognition, 1999, 71, 257-288.	1.1	48
116	Toward exact number: Young children use one-to-one correspondence to measure set identity but not numerical equality. Cognitive Psychology, 2014, 72, 27-53.	0.9	45
117	Reaching and grasping a moving object in 6-, 8-, and 10-month-old infants: Laterality and performance. , 2009, 32, 137-146.		43
118	Navigation by environmental geometry: The use of zebrafish as a model. Journal of Experimental Biology, 2013, 216, 3693-9.	0.8	43
119	Shared cultural knowledge: Effects of music on young childrenâ€™s social preferences. Cognition, 2016, 148, 106-116.	1.1	43
120	Development of Sensitivity to Geometry in Visual Forms. Human Evolution, 2009, 23, 213-248.	2.0	41
121	Geometric complexity and object search in infancy.. Developmental Psychology, 1988, 24, 512-521.	1.2	40
122	Object perception in infancy: Interaction of spatial and kinetic information for object boundaries.. Developmental Psychology, 1989, 25, 185-196.	1.2	40
123	Language-based Social Preferences among Children in South Africa. Language Learning and Development, 2012, 8, 215-232.	0.7	39
124	Natural Number and Natural Geometry. , 2011, , 287-317.		38
125	Origins of the concepts cause, cost, and goal in prereaching infants. Proceedings of the National Academy of Sciences of the United States of America, 2019, 116, 17747-17752.	3.3	38
126	Childrenâ€™s understanding of the relationship between addition and subtraction. Cognition, 2008, 107, 932-945.	1.1	37

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127	Core knowledge and its limits: The domain of food. Cognition, 2009, 112, 120-140.	1.1	37
128	Motion and edge sensitivity in perception of object unity. Cognitive Psychology, 2003, 46, 31-64.	0.9	35
129	Object representation and predictive action in infancy. Developmental Science, 2000, 3, 193-205.	1.3	34
130	Predictive Reaching for Occluded Objects by 6-Month-Old Infants. Journal of Cognition and Development, 2001, 2, 261-281.	0.6	34
131	Infants' Rapid Learning About Self-Propelled Objects. Infancy, 2006, 9, 45-71.	0.9	34
132	Innateness, Learning, and Rationality. Child Development Perspectives, 2009, 3, 96-98.	2.1	34
133	Cross-Dimensional Mapping of Number, Length and Brightness by Preschool Children. PLoS ONE, 2012, 7, e35530.	1.1	34
134	The role of three-dimensional depth cues in infants' perception of partly occluded objects. Infant and Child Development, 1994, 3, 187-191.	0.4	33
135	The Animate-Inanimate Distinction in Infancy: Developing Sensitivity to Constraints on Human Actions. Journal of Cognition and Development, 2004, 5, 399-426.	0.6	32
136	Effects of Non-Symbolic Approximate Number Practice on Symbolic Numerical Abilities in Pakistani Children. PLoS ONE, 2016, 11, e0164436.	1.1	32
137	What do different beliefs tell us? An examination of factual, opinion-based, and religious beliefs. Cognitive Development, 2014, 30, 15-29.	0.7	31
138	Places in the Brain: Bridging Layout and Object Geometry in Scene-Selective Cortex. Cerebral Cortex, 2018, 28, 2365-2374.	1.6	31
139	Young Childrenâ€™s Representations of Spatial and Functional Relations Between Objects. Child Development, 2009, 80, 1612-1627.	1.7	30
140	Kindergarten childrenâ€™s sensitivity to geometry in maps. Developmental Science, 2011, 14, 809-821.	1.3	30
141	Will any doll do? 12-month-oldsâ€™ reasoning about goal objects. Cognitive Psychology, 2007, 54, 133-154.	0.9	27
142	Occlusion Is Hard: Comparing Predictive Reaching for Visible and Hidden Objects in Infants and Adults. Cognitive Science, 2009, 33, 1483-1502.	0.8	27
143	The cradle of social knowledge: Infantsâ€™ reasoning about caregiving and affiliation. Cognition, 2017, 159, 102-116.	1.1	27
144	Nonâ€symbolic halving in an Amazonian indigene group. Developmental Science, 2013, 16, 451-462.	1.3	26

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145	Spatial and numerical abilities without a complete natural language. Neuropsychologia, 2011, 49, 924-936.	0.7	25
146	Spontaneous Reorientation Is Guided by Perceived Surface Distance, Not by Image Matching Or Comparison. PLoS ONE, 2012, 7, e51373.	1.1	24
147	Effects of early institutionalization on the development of emotion processing: a case for relative sparing?. Developmental Science, 2015, 18, 298-313.	1.3	24
148	Inexperienced newborn chicks use geometry to spontaneously reorient to an artificial social partner. Developmental Science, 2015, 18, 972-978.	1.3	23
149	Non-symbolic division in childhood. Journal of Experimental Child Psychology, 2016, 142, 66-82.	0.7	23
150	Third-Party Preferences for Imitators in Preverbal Infants. Open Mind, 2018, 2, 61-71.	0.6	23
151	Children use targetsâ€™ facial appearance to guide and predict social behavior.. Developmental Psychology, 2019, 55, 1400-1413.	1.2	23
152	Toward a comparative psychology of number. Cognition, 1991, 39, 171-172.	1.1	22
153	Generating a lexicon without a language model: Do words for number count?. Journal of Memory and Language, 2013, 69, 496-505.	1.1	22
154	Childrenâ€™s Expectations and Understanding of Kinship as a Social Category. Frontiers in Psychology, 2016, 7, 440.	1.1	22
155	The aesthetic preference for symmetry dissociates from early-emerging attention to symmetry. Scientific Reports, 2018, 8, 6263.	1.6	22
156	Geometry as a Universal Mental Construction. , 2011, , 319-332.		22
157	Infant Reaction to Parental Separations When Left with Familiar and Unfamiliar Adults. Journal of Genetic Psychology, 1975, 126, 255-262.	0.6	21
158	Twoâ€yearâ€old children interpret abstract, purely geometric maps. Developmental Science, 2013, 16, 365-376.	1.3	21
159	Shared musical knowledge in 11â€monthâ€old infants. Developmental Science, 2018, 21, e12542.	1.3	20
160	Early concepts of intimacy: Young humans use saliva sharing to infer close relationships. Science, 2022, 375, 311-315.	6.0	19
161	Developmental neuroimaging: a developmental psychologist looks ahead. Developmental Science, 2002, 5, 392-396.	1.3	18
162	The Formation of Belief-Based Social Preferences. Social Cognition, 2014, 32, 22-47.	0.5	18

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163	Not All Continuous Dimensions Map Equally: Number-Brightness Mapping in Human Infants. PLoS ONE, 2013, 8, e81241.	1.1	18
164	Goal attributions and instrumental helping at 14 and 24 months of age. Cognition, 2015, 142, 44-59.	1.1	17
165	Infant sensitivity to shadow motions. Cognitive Development, 1998, 13, 387-419.	0.7	16
166	In the name of God: How children and adults judge agents who act for religious versus secular reasons. Cognition, 2015, 144, 134-149.	1.1	16
167	Mastery of the logic of natural numbers is not the result of mastery of counting: evidence from late counters. Developmental Science, 2017, 20, e12459.	1.3	15
168	Object boundaries influence toddlers' performance in a search task. Developmental Science, 2006, 9, 97-107.	1.3	14
169	Across demographics and recent history, most parents sing to their infants and toddlers daily. Philosophical Transactions of the Royal Society B: Biological Sciences, 2021, 376, 20210089.	1.8	14
170	Quinian bootstrapping or Fodorian combination? Core and constructed knowledge of number. Behavioral and Brain Sciences, 2011, 34, 149-150.	0.4	13
171	Core Knowledge and the Emergence of Symbols: The Case of Maps. Journal of Cognition and Development, 2015, 16, 81-96.	0.6	12
172	Language, gesture, and judgment: Childrenâ€™s paths to abstract geometry. Journal of Experimental Child Psychology, 2019, 177, 70-85.	0.7	12
173	Reading Angles in Maps. Child Development, 2014, 85, 237-249.	1.7	11
174	Children's expectations about training the approximate number system. British Journal of Developmental Psychology, 2015, 33, 411-418.	0.9	11
175	From map reading to geometric intuitions.. Developmental Psychology, 2018, 54, 1304-1316.	1.2	11
176	Core geometry in perspective. Developmental Science, 2015, 18, 894-908.	1.3	10
177	Infantsâ€™ sensitivity to shape changes in 2D visual forms. Infancy, 2020, 25, 618-639.	0.9	10
178	Straddling the perception-conception boundary. Developmental Science, 2004, 7, 507-511.	1.3	8
179	The statistical shape of geometric reasoning. Scientific Reports, 2018, 8, 12906.	1.6	6
180	Learning from multiple informants: Childrenâ€™s response to epistemic bases for consensus judgments. Journal of Experimental Child Psychology, 2020, 192, 104759.	0.7	6

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181	At 4.5 but not 5.5 years, children favor kin when the stakes are moderately high. PLoS ONE, 2018, 13, e0202507.	1.1	5
182	The Role of Forgetting in Undermining Good Intentions. PLoS ONE, 2013, 8, e79091.	1.1	5
183	La thÃ©orie du Â« Core Knowledge Â». Annee Psychologique, 2008, 108, 721.	0.2	4
184	Testing the role of symbols in preschool numeracy: An experimental computer-based intervention study. PLoS ONE, 2021, 16, e0259775.	1.1	4
185	Visual foundations of Euclidean geometry. Cognitive Psychology, 2022, 136, 101494.	0.9	4
186	Young Children's Use of Surface and Object Information in Drawings of Everyday Scenes. Child Development, 2017, 88, 1701-1715.	1.7	2
187	What Could Go Wrong: Adults and Children Calibrate Predictions and Explanations of Others' Actions Based on Relative Reward and Danger. Cognitive Science, 2022, 46, .	0.8	2
188	Using machine learning to understand age and gender classification based on infant temperament. PLoS ONE, 2022, 17, e0266026.	1.1	1
189	Intelligent machines and human minds. Behavioral and Brain Sciences, 2017, 40, e277.	0.4	0
190	The ability to predict actions of others from distributed cues is still developing in 6- to 8-year-old children. Journal of Vision, 2021, 21, 14.	0.1	0
191	ACCENT OVER RACE: THE ROLE OF LANGUAGE IN GUIDING CHILDREN'S EARLY SOCIAL PREFERENCES. , 2008, , .		0
192	Differential representation of length and angle information across scene-selective cortex. Journal of Vision, 2015, 15, 519.	0.1	0
193	Children can predict actions from subtle preparatory movements, but not as well as adults. Journal of Vision, 2017, 17, 51.	0.1	0
194	A Sampling of Infant Cognition. PsycCritiques, 1980, 25, 549-550.	0.0	0