

# Tamar Kushnir

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/6059675/publications.pdf>

Version: 2024-02-01

50  
papers

2,731  
citations

304743

22  
h-index

243625

44  
g-index

54  
all docs

54  
docs citations

54  
times ranked

1368  
citing authors

| #  | ARTICLE  | IF  | CITATIONS |
|----|--|-----|-----------|
| 1  | A Theory of Causal Learning in Children: Causal Maps and Bayes Nets.. Psychological Review, 2004, 111, 3-32.   | 3.8 | 831       |
| 2  | Young Children Use Statistical Sampling to Infer the Preferences of Other People. Psychological Science, 2010, 21, 1134-1140.  | 3.3 | 261       |
| 3  | Knowledge matters: How children evaluate the reliability of testimony as a process of rational inference.. Psychological Review, 2013, 120, 779-797.   | 3.8 | 222       |
| 4  | Conditional probability versus spatial contiguity in causal learning: Preschoolers use new contingency evidence to overcome prior spatial assumptions.. Developmental Psychology, 2007, 43, 186-196. | 1.6 | 142       |
| 5  | Young Children Infer Causal Strength From Probabilities and Interventions. Psychological Science, 2005, 16, 678-683.   | 3.3 | 139       |
| 6  | Developing intuitions about free will between ages four and six. Cognition, 2015, 138, 79-101.   | 2.2 | 85        |
| 7  | Infants Are Rational Constructivist Learners. Current Directions in Psychological Science, 2013, 22, 28-32.  | 5.3 | 84        |
| 8  | A Comparison of American and Nepalese Children's Concepts of Freedom of Choice and Social Constraint. Cognitive Science, 2013, 37, 1343-1355.  | 1.7 | 71        |
| 9  | The importance of decision making in causal learning from interventions. Memory and Cognition, 2006, 34, 411-419.  | 1.6 | 59        |
| 10 | The role of preschoolers' social understanding in evaluating the informativeness of causal interventions. Cognition, 2008, 107, 1084-1092.   | 2.2 | 57        |
| 11 | Giving Preschoolers Choice Increases Sharing Behavior. Psychological Science, 2013, 24, 1971-1979.   | 3.3 | 57        |
| 12 | “Who can help me fix this toy?” The distinction between causal knowledge and word knowledge guides preschoolers' selective requests for information.. Developmental Psychology, 2013, 49, 446-453.   | 1.6 | 56        |
| 13 | A self-agency bias in preschoolers' causal inferences.. Developmental Psychology, 2009, 45, 597-603.   | 1.6 | 55        |
| 14 | Selectivity in toddlers' behavioral and emotional reactions to prosocial and antisocial others.. Developmental Psychology, 2018, 54, 1-14.   | 1.6 | 52        |
| 15 | The Child as Econometrician: A Rational Model of Preference Understanding in Children. PLoS ONE, 2014, 9, e92160.  | 2.5 | 51        |
| 16 | Children protest moral and conventional violations more when they believe actions are freely chosen. Journal of Experimental Child Psychology, 2016, 141, 247-255.                                   | 1.4 | 41        |
| 17 | The developmental and cultural psychology of free will. Philosophy Compass, 2018, 13, e12529.  | 1.3 | 41        |
| 18 | Infants Use Statistical Sampling to Understand the Psychological World. Infancy, 2016, 21, 668-676.  | 1.6 | 37        |

| #  | ARTICLE  | IF  | CITATIONS |
|----|--|-----|-----------|
| 19 | Social context effects in 2- and 4-year-olds' selective versus faithful imitation.. <i>Developmental Psychology</i> , 2014, 50, 922-933.   | 1.6 | 36        |
| 20 | What I don't know won't hurt you: The relation between professed ignorance and later knowledge claims.. <i>Developmental Psychology</i> , 2017, 53, 826-835.   | 1.6 | 31        |
| 21 | Pedagogical cues encourage toddlers' transmission of recently demonstrated functions to unfamiliar adults. <i>Developmental Science</i> , 2015, 18, 645-654.   | 2.4 | 28        |
| 22 | The cultural roots of free will beliefs: How Singaporean and U.S. Children judge and explain possibilities for action in interpersonal contexts.. <i>Developmental Psychology</i> , 2019, 55, 866-876. | 1.6 | 28        |
| 23 | Inferring Hidden Causal Structure. <i>Cognitive Science</i> , 2010, 34, 148-160.   | 1.7 | 25        |
| 24 | When Choices Are Not Personal: The Effect of Statistical and Social Cues on Children's Inferences About the Scope of Preferences. <i>Journal of Cognition and Development</i> , 2015, 16, 370-380.     | 1.3 | 22        |
| 25 | The Self as a Moral Agent: Preschoolers Behave Morally but Believe in the Freedom to Do Otherwise. <i>Journal of Cognition and Development</i> , 2014, 15, 453-464.                                    | 1.3 | 21        |
| 26 | Learning From Doing. , 2007, , 67-85.  |     | 19        |
| 27 | Developing a Concept of Choice. <i>Advances in Child Development and Behavior</i> , 2012, 43, 193-218.   | 1.3 | 16        |
| 28 | Reasoning about knowledge: Children's evaluations of generality and verifiability. <i>Cognitive Psychology</i> , 2015, 83, 22-39.  | 2.2 | 14        |
| 29 | The influence of understanding and having choice on children's prosocial behavior. <i>Current Opinion in Psychology</i> , 2018, 20, 107-110.   | 4.9 | 14        |
| 30 | The ontogeny of cumulative culture: Individual toddlers vary in faithful imitation and goal emulation. <i>Developmental Science</i> , 2020, 23, e12862.  | 2.4 | 14        |
| 31 | Leaving a Choice for Others: Children's Evaluations of Considerate, Socially-Mindful Actions. <i>Child Development</i> , 2021, 92, 1238-1253.  | 3.0 | 14        |
| 32 | Culture moderates the relationship between self-control ability and free will beliefs in childhood. <i>Cognition</i> , 2021, 210, 104609.  | 2.2 | 14        |
| 33 | Young Children's Help-Seeking as Active Information Gathering. <i>Cognitive Science</i> , 2016, 40, 697-722.   | 1.7 | 13        |
| 34 | Preschoolers' Selfish Sharing Is Reduced by Prior Experience With Proportional Generosity. <i>Open Mind</i> , 2017, 1, 42-52.  | 1.7 | 11        |
| 35 | Young children consider individual authority and collective agreement when deciding who can change rules. <i>Journal of Experimental Child Psychology</i> , 2018, 165, 101-116.                        | 1.4 | 11        |
| 36 | How U.S. And Chinese children talk about personal, moral and conventional choices. <i>Cognitive Development</i> , 2019, 52, 100804.  | 1.3 | 9         |

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|----|--|-----|-----------|
| 37 | Social sampling: Children track social choices to reason about status hierarchies.. Journal of Experimental Psychology: General, 2021, 150, 1673-1687.                   | 2.1 | 8         |
| 38 | The choice is yours: Infants's expectations about an agent's future behavior based on taking and receiving actions.. Developmental Psychology, 2018, 54, 829-841.        | 1.6 | 8         |
| 39 | When what's inside counts: Sequence of demonstrated actions affects preschooler's categorization by nonobvious properties.. Developmental Psychology, 2016, 52, 400-410. | 1.6 | 6         |
| 40 | When it's not easy to do the right thing: Developmental changes in understanding cost drive evaluations of moral praiseworthiness. Developmental Science, 2023, 26, .    | 2.4 | 6         |
| 41 | Cultural Pathways in Cognitive Development: Introduction to the Special Issue. Cognitive Development, 2019, 52, 100816.  | 1.3 | 4         |
| 42 | Face-to-face learning enhances the social transmission of information. PLoS ONE, 2022, 17, e0264250.   | 2.5 | 4         |
| 43 | Imagination and social cognition in childhood. Wiley Interdisciplinary Reviews: Cognitive Science, 2022, 13, .   | 2.8 | 4         |
| 44 | Better together. , 2020, , .   |     | 3         |
| 45 | How Children Learn From and About People. , 2013, , 191-196.   |     | 2         |
| 46 | Preface. Advances in Child Development and Behavior, 2012, 43, xi-xiv.   | 1.3 | 2         |
| 47 | Development links psychological causes to evolutionary explanations. Behavioral and Brain Sciences, 2014, 37, 142-143.   | 0.7 | 1         |
| 48 | The Community-Engaged Lab: A Case-Study Introduction for Developmental Science. Frontiers in Psychology, 2021, 12, 715914.   | 2.1 | 1         |
| 49 | No, Your Other Left! Language Children Use To Direct Robots. , 2020, , .   |     | 1         |
| 50 | Understanding the adult moralist requires first understanding the child scientist. Behavioral and Brain Sciences, 2010, 33, 343-344.                                     | 0.7 | 0         |