Susan A Gelman

List of Publications by Year
in descending order

282 papers	22,499 citations	10986 71 h-index	15732 125 g-index
292 all docs	292 docs citations	292 times ranked	5856 citing authors

#	Article	IF	Citations
1	Categories and induction in young children. Cognition, 1986, 23, 183-209.	2.2	1,057
2	Cognitive Development: Foundational Theories of Core Domains. Annual Review of Psychology, 1992, 43, 337-375.	17.7	834
3	Insides and essences: Early understandings of the non-obvious. Cognition, 1991, 38, 213-244.	2.2	745
4	ToMM, ToBY, and Agency: Core architecture and domain specificity. , 1994, , 119-148.		649
5	The development of induction within natural kind and artifact categories. Cognitive Psychology, 1988, 20, 65-95.	2.2	572
6	The theory theory. , 1994, , 257-293.		532
7	Origins of domain specificity: The evolution of functional organization. , 1994, , 85-116.		447
8	The role of covariation versus mechanism information in causal attribution. Cognition, 1995, 54, 299-352.	2.2	445
9	The importance of knowing a dodo is a bird: Categories and inferences in 2-year-old children.. Developmental Psychology, 1990, 26, 796-804.	1.6	372
10	The modularity of thought and the epidemiology of representations. , 1994, , 39-67.		353
11	Learning from Others: Children's Construction of Concepts. Annual Review of Psychology, 2009, 60, 115-140.	17.7	344
12	Young Children's Inductions from Natural Kinds: The Role of Categories and Appearances. Child Development, 1987, 58, 1532.	3.0	319
13	Psychological essentialism in children. Trends in Cognitive Sciences, 2004, 8, 404-409.	7.8	310
14	Putting the "Noun Bias" in Context: A Comparison of English and Mandarin. Child Development, 1999, 70, 620-635.	3.0	309
15	Young children are sensitive to how an object was created when deciding what to name it. Cognition, 2000, 76, 91-103.	2.2	279
16	Language and the career of similarity. , 1991, , 225-277.		255
17	Carrot-Eaters and Creature-Believers: The Effects of Lexicalization on Children's Inferences About Social Categories. Psychological Science, 1999, 10, 489-493.	3.3	245
18	Early word-learning entails reference, not merely associations. Trends in Cognitive Sciences, 2009, 13, 258-263.	7.8	245

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19	Inferring Properties from Categories versus Inferring Categories from Properties: The Case of Gender. Child Development, 1986, 57, 396.	3.0	244
20	A developmental examination of the conceptual structure of animal, artifact, and human social categories across two cultural contexts. Cognitive Psychology, 2009, 59, 244-274.	2.2	244
21	Preschoolersâ€™ Search for Explanatory Information Within Adultâ€"Child Conversation. Child Development, 2009, 80, 1592-1611.	3.0	239
22	The birth and nurturance of concepts by domains: The origins of concepts of living things. , 1994, , 234-254.		220
23	Six does not just mean a lot: preschoolers see number words as specific. Cognition, 2004, 92, 329-352.	2.2	180
24	Beyond Labeling: The Role of Maternal Input in the Acquisition of Richly Structured Categories. Monographs of the Society for Research in Child Development, 1998, 63, i.	6.8	179
25	Compound Nouns and Category Structure in Young Children. Child Development, 1985, 56, 84.	3.0	176
26	How Two-Year-Old Children Interpret Proper and Common Names for Unfamiliar Objects. Child Development, 1984, 55, 1535.	3.0	175
27	Boys Will Be Boys; Cows Will Be Cows: Childrenâ€™s Essentialist Reasoning About Gender Categories and Animal Species. Child Development, 2009, 80, 461-481.	3.0	172
28	As Time Goes By: Children's Early Understanding of Growth in Animals. Child Development, 1991, 62, 1302-1320.	3.0	170
29	Why essences are essential in the psychology of concepts. Cognition, 2001, 82, 59-69.	2.2	164
30	As Time Goes By: Children's Early Understanding of Growth in Animals. Child Development, 1991, 62, 1302.	3.0	163
31	Toward a topography of mind: An introduction to domain specificity. , 1994, , 3-36.		160
32	Bewitchment, Biology, or Both: The Coâ€Existence of Natural and Supernatural Explanatory Frameworks Across Development. Cognitive Science, 2008, 32, 607-642.	1.7	155
33	Understanding Natural Cause: Children's Explanations of How Objects and Their Properties Originate. Child Development, 1991, 62, 396-414.	3.0	152
34	Inconsistency With Prior Knowledge Triggers Childrenâ€™s Causal Explanatory Reasoning. Child Development, 2010, 81, 929-944.	3.0	149
35	A cross-linguistic comparison of generic noun phrases in English and Mandarin. Cognition, 1998, 66, 215-248.	2.2	148
36	Traditional and Evaluative Aspects of Flexibility in Gender Roles, Social Conventions, Moral Rules, and Physical Laws. Child Development, 1995, 66, 515-531.	3.0	147

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37	Preschool Children's Use of Trait Labels to Make Inductive Inferences. Journal of Experimental Child Psychology, 2000, 77, 1-19.	1.4	146
38	Shape and representational status in children's early naming. Cognition, 1998, 66, B35-B47.	2.2	144
39	Children's interpretation of generic noun phrases.. Developmental Psychology, 2002, 38, 883-894.	1.6	141
40	Robots and Rodents: Childrenâ€™s Inferences About Living and Nonliving Kinds. Child Development, 2007, 78, 1675-1688.	3.0	139
41	The Use of Trait Labels in Making Psychological Inferences. Child Development, 1999, 70, 604-619.	3.0	134
42	Understanding Natural Cause: Children's Explanations of How Objects and Their Properties Originate. Child Development, 1991, 62, 396.	3.0	132
43	Concepts and Folk Theories. Annual Review of Anthropology, 2011, 40, 379-398.	1.5	127
44	What young children think about the relationship between language variation and social difference. Cognitive Development, 1997, 12, 213-238.	1.3	126
45	The whole-object, taxonomic, and mutual exclusivity assumptions as initial constraints on word meanings. , 1991, , 72-106.		121
46	Effects of generic language on category content and structure. Cognitive Psychology, 2010, 61, 273-301.	2.2	121
47	Preschoolers' Ability to Distinguish Living Kinds as a Function of Regrowth. Child Development, 1993, 64, 1242-1257.	3.0	119
48	Preschoolers' Ability to Distinguish Living Kinds as a Function of Regrowth. Child Development, 1993, 64, 1242.	3.0	113
49	Preschool Children Use Linguistic Form Class and Pragmatic Cues to Interpret Generics. Child Development, 2003, 74, 308-325.	3.0	113
50	Essentialist beliefs in children: The acquisition of concepts and theories. , 1994, , 341-366.		112
51	Inductions from novel categories: The role of language and conceptual structure. Cognitive Development, 1990, 5, 151-176.	1.3	109
52	How Does Your Garden Grow? Early Conceptualization of Seeds and Their Place in the Plant Growth Cycle. Child Development, 1995, 66, 856-876.	3.0	108
53	Developmental Changes in the Coherence of Essentialist Beliefs About Psychological Characteristics. Child Development, 2007, 78, 757-774.	3.0	106
54	Domain differences in absolute judgments of category membership: Evidence for an essentialist account of categorization. Psychonomic Bulletin and Review, 1999, 6, 338-346.	2.8	105

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55	Evidence for an explanation advantage in naÃ¯ve biological reasoning. Cognitive Psychology, 2009, 58, 177-194.	2.2	105
56	Children's Inductive Inferences within Superordinate Categories: The Role of Language and Category Structure. Child Development, 1988, 59, 876.	3.0	104
57	Informants' Traits Weigh Heavily in Young Children's Trust in Testimony and in Their Epistemic Inferences. Child Development, 2013, 84, 1253-1268.	3.0	103
58	How language shapes the cultural inheritance of categories. Proceedings of the National Academy of Sciences of the United States of America, 2017, 114, 7900-7907.	7.1	102
59	Components of Young Childrenâ€™s Trait Understanding: Behaviorâ€toâ€Trait Inferences and Traitâ€toâ€Behavior Predictions. Child Development, 2007, 78, 1543-1558.	3.0	101
60	Traditional and Evaluative Aspects of Flexibility in Gender Roles, Social Conventions, Moral Rules, and Physical Laws. Child Development, 1995, 66, 515.	3.0	99
61	What's so essential about essentialism? A different perspective on the interaction of perception, language, and conceptual knowledge. Cognitive Development, 1993, 8, 157-167.	1.3	98
62	Generic Language in Parent-Child Conversations. Language Learning and Development, 2008, 4, 1-31.	1.4	98
63	Generic Statements Require Little Evidence for Acceptance but Have Powerful Implications. Cognitive Science, 2010, 34, 1452-1482.	1.7	98
64	How Does Your Garden Grow? Early Conceptualization of Seeds and Their Place in the Plant Growth Cycle. Child Development, 1995, 66, 856.	3.0	97
65	Beliefs about the origins of human psychological traits.. Developmental Psychology, 2000, 36, 663-678.	1.6	96
66	Why is a pomegranate an apple? The role of shape, taxonomic relatedness, and prior lexical knowledge in children's overextensions of apple and dog. Journal of Child Language, 1998, 25, 267-291.	1.2	95
67	The Nonobvious Basis of Ownership: Preschool Children Trace the History and Value of Owned Objects. Child Development, 2012, 83, 1732-1747.	3.0	94
68	Young children use motive information to make trait inferences.. Developmental Psychology, 1998, 34, 310-321.	1.6	93
69	Children's Use of Sample Size and Diversity Information within Basic-Level Categories. Journal of Experimental Child Psychology, 1997, 64, 159-174.	1.4	92
70	Vitalism in naive biological thinking.. Developmental Psychology, 2000, 36, 582-595.	1.6	92
71	Can You Say It Another Way? Cognitive Factors in Bilingual Children's Pragmatic Language Skills. Journal of Cognition and Development, 2010, 11, 137-158.	1.3	92
72	The Development of Category-Based Induction. Child Development, 1992, 63, 1070.	3.0	91

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73	Quantified statements are recalled as generics: Evidence from preschool children and adults. Cognitive Psychology, 2012, 64, 186-214.	2.2	90
74	Young Children Prefer and Remember Satisfying Explanations. Journal of Cognition and Development, 2016, 17, 718-736.	1.3	90
75	So It Is, So It Shall Be: Group Regularities License Children's Prescriptive Judgments. Cognitive Science, 2017, 41, 576-600.	1.7	90
76	Children's Causal Explanations of Animate and Inanimate Motion. Child Development, 1996, 67, 1970.	3.0	89
77	Children's Causal Explanations of Animate and Inanimate Motion. Child Development, 1996, 67, 1970-1987.	3.0	88
78	Children's sensitivity to the knowledge expressed in pedagogical and nonpedagogical contexts.. Developmental Psychology, 2013, 49, 491-504.	1.6	86
79	Language and categorization: The acquisition of natural kind terms. , 1991, , 146-196.		84
80	Conceptual and linguistic biases in children's word learning.. Developmental Psychology, 1998, 34, 823-839.	1.6	83
81	Children's Use of Generics in Inductive Inferences. Journal of Cognition and Development, 2002, 3, 179-199.	1.3	83
82	Crossâ€Cultural Differences in Children's Beliefs About the Objectivity of Social Categories. Child Development, 2013, 84, 1906-1917.	3.0	82
83	Essentialism and Racial Bias Jointly Contribute to the Categorization of Multiracial Individuals. Psychological Science, 2015, 26, 1639-1645.	3.3	76
84	Children's understanding of the brain: From early essentialism to biological theory. Cognitive Development, 1999, 14, 147-174.	1.3	75
85	Developing domain-specific causal-explanatory frameworks: the role of insides and immanence. Cognitive Development, 2005, 20, 137-158.	1.3	74
86	Expressing generic concepts with and without a language model. Cognition, 2005, 96, 109-126.	2.2	73
87	Conceptual and lexical hierarchies in young children. Cognitive Development, 1989, 4, 309-326.	1.3	72
88	Causal status effect in children's categorization. Cognition, 2000, 76, B35-B43.	2.2	71
89	Who's the Boss? Concepts of Social Power Across Development. Child Development, 2017, 88, 946-963.	3.0	71
90	Exploring the relation between preschool children's magical beliefs and causal thinking. British Journal of Developmental Psychology, 1994, 12, 69-82.	1.7	70

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91	On Wooden Pillows: Multiple Classification and Children's Category-Based Inductions. Child Development, 1992, 63, 1536.	3.0	68
92	Picasso Paintings, Moon Rocks, and Hand-Written Beatles Lyrics: Adults' Evaluations of Authentic Objects. Journal of Cognition and Culture, 2009, 9, 1-14.	0.4	67
93	Determinants of Gender Essentialism in College Students. Sex Roles, 2008, 58, 864-874.	2.4	66
94	Generic noun phrases in motherâ€"child conversations. Journal of Child Language, 1998, 25, 19-33.	1.2	65
95	Developmental changes in the understanding of generics. Cognition, 2007, 105, 166-183.	2.2	63
96	Conceptual influences on category-based induction. Cognitive Psychology, 2013, 66, 327-353.	2.2	63
97	Making Boundaries Great Again: Essentialism and Support for Boundary-Enhancing Initiatives. Personality and Social Psychology Bulletin, 2017, 43, 1643-1658.	3.0	63
98	Children's reasoning about physics within and across ontological kinds. Cognition, 2003, 89, 43-61.	2.2	61
99	Iâ€™ll have what sheâ€™s having: the impact of model characteristics on childrenâ€™s food choices. Developmental Science, 2012, 15, 87-98.	2.4	61
100	The Perennial Debate: Nature, Nurture, or Choice? Black and White Americansâ€™ Explanations for Individual Differences. Review of General Psychology, 2009, 13, 24-33.	3.2	59
101	Children's and Adults' Models for Predicting Teleological Action: The Development of a Biology-Based Model. Child Development, 2001, 72, 1367-1381.	3.0	57
102	The role of preschoolersâ€™ social understanding in evaluating the informativeness of causal interventions. Cognition, 2008, 107, 1084-1092.	2.2	57
103	Generic language in scientific communication. Proceedings of the National Academy of Sciences of the United States of America, 2019, 116, 18370-18377.	7.1	57
104	A self-agency bias in preschoolers' causal inferences.. Developmental Psychology, 2009, 45, 597-603.	1.6	55
105	The Development of Category-based Induction. Child Development, 1992, 63, 1070-1090.	3.0	55
106	Preschool children's use of novel predicates to make inductive inferences about people. Cognitive Development, 2000, 15, 263-280.	1.3	53
107	Four and 6-year olds' biological concept of death: The case of plants. British Journal of Developmental Psychology, 2002, 20, 495-513.	1.7	53
108	Developmental changes in judgments of authentic objects. Cognitive Development, 2009, 24, 284-292.	1.3	53

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109	Differences in preschoolersâ€™ and adultsâ€™ use of generics about novel animals and artifacts: A window onto a conceptual divide. Cognition, 2009, 110, 1-22.	2.2	52
110	Artifacts and Essentialism. Review of Philosophy and Psychology, 2013, 4, 449-463.	1.8	52
111	Motherâ€"Child Conversations About Pictures and Objects: Referring to Categories and Individuals. Child Development, 2005, 76, 1129-1143.	3.0	51
112	Five-year-oldsâ€™ beliefs about the discreteness of category boundaries for animals and artifacts. Psychonomic Bulletin and Review, 2009, 16, 920-924.	2.8	51
113	Concepts and Theories. , 1996, , 117-150.		51
114	Sample diversity and premise typicality in inductive reasoning: Evidence for developmental change. Cognition, 2008, 108, 543-556.	2.2	49
115	How Much are Harry Potter's Glasses Worth? Children's Monetary Evaluation of Authentic Objects. Journal of Cognition and Development, 2015, 16, 97-117.	1.3	49
116	Children's understanding of homonyms. Journal of Child Language, 1995, 22, 107-127.	1.2	48
117	Childrenâ€™s attention to sample composition in learning, teaching and discovery. Developmental Science, 2010, 13, 421-429.	2.4	48
118	Do Children See in Black and White? Children's and Adults' Categorizations of Multiracial Individuals. Child Development, 2015, 86, 1830-1847.	3.0	47
119	Children's use of adult testimony to guide food selection. Appetite, 2008, 51, 302-310.	3.7	46
120	Children's Understanding of Psychogenic Bodily Reactions. Child Development, 2001, 72, 444-459.	3.0	45
121	Categories Influence Predictions About Individual Consistency. Child Development, 2008, 79, 1270-1287.	3.0	45
122	Generic language and judgements about category membership: Can generics highlight properties as central?. Language and Cognitive Processes, 2009, 24, 481-505.	2.2	45
123	Gender Essentialism in Children and Parents: Implications for the Development of Gender Stereotyping and Gender-Typed Preferences. Sex Roles, 2016, 75, 409-421.	2.4	43
124	How â€œyouâ€•makes meaning. Science, 2017, 355, 1299-1302.	12.6	43
125	Ownership Matters: People Possess a NaÃ¯ve Theory of Ownership. Trends in Cognitive Sciences, 2019, 23, 102-113.	7.8	43
126	Two-Year-Olds Use the Generic/Nongeneric Distinction to Guide Their Inferences About Novel Kinds. Child Development, 2011, 82, 493-507.	3.0	42

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127	Child categorization. Wiley Interdisciplinary Reviews: Cognitive Science, 2011, 2, 95-105.	2.8	42
128	Group presence, category labels, and generic statements influence children to treat descriptive group regularities as prescriptive. Journal of Experimental Child Psychology, 2017, 158, 19-31.	1.4	42
129	Do Lions Have Manes? For Children, Generics Are About Kinds Rather Than Quantities. Child Development, 2012, 83, 423-433.	3.0	41
130	More than meets the eye: Young childrenâ€™s trust in claims that defy their perceptions.. Developmental Psychology, 2014, 50, 865-871.	1.6	41
131	The Influence of Language Form and Conventional Wording on Judgments of Illness. Journal of Psycholinguistic Research, 2007, 36, 273-295.	1.3	40
132	A Developmental Analysis of Generic Nouns in Southern Peruvian Quechua. Language Learning and Development, 2010, 7, 1-23.	1.4	38
133	Looking Beyond Looks. Psychological Science, 2007, 18, 554-555.	3.3	37
134	Preschoolersâ€™ use of spatiotemporal history, appearance, and proper name in determining individual identity. Cognition, 2008, 107, 366-380.	2.2	37
135	Children's gender- and age-based categorization in similarity and induction tasks. Social Development, 1993, 2, 104-121.	1.3	36
136	Is the acquisition of social categories based on domain-specific competence or on knowledge transfer?. , 1994, , 201-233.		36
137	Young childrenâ€™s preference for unique owned objects. Cognition, 2016, 155, 146-154.	2.2	36
138	Theory-based considerations influence the interpretation of generic sentences. Language and Cognitive Processes, 2010, 25, 261-276.	2.2	35
139	You Get What You Need: An Examination of Purposeâ€Based Inheritance Reasoning in Undergraduates, Preschoolers, and Biological Experts. Cognitive Science, 2014, 38, 197-243.	1.7	35
140	Can White children grow up to be Black? Childrenâ€™s reasoning about the stability of emotion and race.. Developmental Psychology, 2016, 52, 887-893.	1.6	35
141	Childrenâ€™s descriptive-to-prescriptive tendency replicates (and varies) cross-culturally: Evidence from China. Journal of Experimental Child Psychology, 2018, 165, 148-160.	1.4	35
142	This land is my land: Psychological ownership increases willingness to protect the natural world more than legal ownership. Journal of Environmental Psychology, 2020, 70, 101443.	5.1	35
143	Children's interpretation of generic noun phrases.. Developmental Psychology, 2002, 38, 883-894.	1.6	34
144	Linguistic Shifts: A Relatively Effortless Route to Emotion Regulation?. Current Directions in Psychological Science, 2019, 28, 567-573.	5.3	33

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145	On Wooden Pillows: Multiple Classification and Children's Category-based Inductions. Child Development, 1992, 63, 1536-1557.	3.0	33
146	A Cross-Cultural Developmental Analysis of Children's and Adults' Understanding of Illness in South Asia (India) and the United States. Journal of Cognition and Culture, 2004, 4, 293-317.	0.4	32
147	Children's category-based inferences affect classification. British Journal of Developmental Psychology, 2005, 23, 1-24.	1.7	31
148	Children Seek Historical Traces of Owned Objects. Child Development, 2016, 87, 239-255.	3.0	30
149	Memory for generic and quantified sentences in Spanish-speaking children and adults. Journal of Child Language, 2016, 43, 1231-1244.	1.2	30
150	Who am I? The role of moral beliefs in children's and adults' understanding of identity. Journal of Experimental Social Psychology, 2018, 78, 210-219.	2.2	30
151	Childrenâ€™s Expectations Concerning Natural Kind Categories. Human Development, 1988, 31, 28-34.	2.0	29
152	Coordination of Size Standards by Young Children. Child Development, 1988, 59, 888.	3.0	29
153	Development of the Animateâ€“Inanimate Distinction. , 0, , 151-166.		29
154	Developmental Changes in the Consideration of Sample Diversity in Inductive Reasoning. Journal of Cognition and Development, 2008, 9, 112-143.	1.3	29
155	Essentialist Beliefs About Bodily Transplants in the United States and India. Cognitive Science, 2013, 37, 668-710.	1.7	29
156	Parentâ€“child conversations regarding the ontological status of a robotic dog. Cognitive Development, 2016, 39, 21-35.	1.3	29
157	The value of variety and scarcity across development. Journal of Experimental Child Psychology, 2017, 156, 43-61.	1.4	29
158	Childrenâ€™s Use of Categories to Guide Biological Inferences. Human Development, 1989, 32, 65-71.	2.0	28
159	Acquisition of generic noun phrases in Chinese: learning about lions without an â€˜-sâ€™. Journal of Child Language, 2012, 39, 130-161.	1.2	28
160	6 Generics as a Window onto Young Children's Concepts. , 2009, , 100-121.		28
161	Effects of categorical labels on similarity judgments: A critical analysis of similarity-based approaches.. Developmental Psychology, 2012, 48, 890-896.	1.6	27
162	Multiracial Childrenâ€™s and Adultsâ€™ Categorizations of Multiracial Individuals. Journal of Cognition and Development, 2017, 18, 1-15.	1.3	26

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163	Growth mindset and academic outcomes: a comparison of US and Chinese students. Npj Science of Learning, 2021, 6, 21.	2.8	26
164	The role of group norms in evaluating uncommon and negative behaviors.. Journal of Experimental Psychology: General, 2019, 148, 374-387.	2.1	26
165	Childrenâ€™s and Adultsâ€™ Intuitions about Who Can Own Things. Journal of Cognition and Culture, 2012, 12, 265-286.	0.4	25
166	Preschool Ontology: The Role of Beliefs About Category Boundaries in Early Categorization. Journal of Cognition and Development, 2014, 15, 78-93.	1.3	25
167	The perceived stability and biological basis of religious beliefs, factual beliefs, and opinions. Journal of Experimental Child Psychology, 2017, 156, 82-98.	1.4	25
168	Children's Use of Different Information Types When Learning Homophones and Nonce Words. Cognitive Development, 1999, 14, 515-530.	1.3	24
169	An investigation of maternal food intake and maternal food talk as predictors of child food intake. Appetite, 2018, 127, 356-363.	3.7	24
170	Measuring the influence of context: The interpretation of dimensional adjectives. Language and Cognitive Processes, 1987, 2, 205-215.	2.2	23
171	Do children endorse psychosocial factors in the transmission of illness and disgust?. Developmental Psychology, 2008, 44, 801-813.	1.6	23
172	South African Children's Understanding of AIDS and Flu: Investigating Conceptual Understanding of Cause, Treatment and Prevention. Journal of Cognition and Culture, 2009, 9, 333-346.	0.4	23
173	Children's Developing Intuitions About the Truth Conditions and Implications of Novel Generics Versus Quantified Statements. Cognitive Science, 2015, 39, 711-738.	1.7	23
174	Acquisitional principles in lexical development. , 1991, , 31-71.		22
175	Bilingual parents' modeling of pragmatic language use in multiparty interactions. Applied Psycholinguistics, 2011, 32, 761-780.	1.1	22
176	Learning words from pictures: 15- and 17-month-old infants appreciate the referential and symbolic links among words, pictures, and objects. Cognitive Development, 2014, 32, 1-11.	1.3	22
177	Gender essentialism in transgender and cisgender children. PLoS ONE, 2019, 14, e0224321.	2.5	22
178	Children eat more food when they prepare it themselves. Appetite, 2019, 133, 305-312.	3.7	22
179	Effects of Language and Similarity on Comparison Processing. Language Learning and Development, 2009, 5, 147-171.	1.4	21
180	You canâ€™t always want what you get: Children's intuitions about ownership and desire. Cognitive Development, 2014, 31, 59-68.	1.3	21

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181	Developing Digital Privacy: Children's Moral Judgments Concerning Mobile GPS Devices. Child Development, 2018, 89, 17-26.	3.0	21
182	Thatâ€™s how â€œyouâ€•do it: Generic you expresses norms during early childhood. Journal of Experimental Child Psychology, 2018, 165, 183-195.	1.4	21
183	When chatting about negative experiences helpsâ€"and when it hurts: Distinguishing adaptive versus maladaptive social support in computer-mediated communication.. Emotion, 2020, 20, 368-375.	1.8	21
184	Knowledge of illness during childhood: Making distinctions between cancer and colds. International Journal of Behavioral Development, 2008, 32, 443-450.	2.4	20
185	Domains and naÃ¯ve theories. Wiley Interdisciplinary Reviews: Cognitive Science, 2011, 2, 490-502.	2.8	20
186	Categories and Causality. , 1993, , 3-32.		20
187	Parentâ€"child collaboration in young children's understanding of category hierarchies. , 1991, , 440-484.		19
188	The role of language in the construction of kinds. Psychology of Learning and Motivation - Advances in Research and Theory, 2000, 39, 201-263.	1.1	19
189	Children's Understanding of the Transmission of Genetic Disorders and Contagious Illnesses.. Developmental Psychology, 2005, 41, 171-182.	1.6	19
190	Tracking the Actions and Possessions of Agents. Topics in Cognitive Science, 2014, 6, 599-614.	1.9	19
191	Generics license 30-month-oldsâ€™ inferences about the atypical properties of novel kinds.. Developmental Psychology, 2016, 52, 1353-1362.	1.6	19
192	This cat has nine lives? Children's memory for genericity in language.. Developmental Psychology, 2007, 43, 1256-1268.	1.6	18
193	Children's recognition of time in the causes and cures of physical and emotional reactions to illnesses and injuries. British Journal of Psychology, 2007, 98, 389-410.	2.3	18
194	Examining Explanatory Biases in Young Children's Biological Reasoning. Journal of Cognition and Development, 2014, 15, 287-303.	1.3	18
195	Children, Object Value, and Persuasion. Journal of Consumer Psychology, 2019, 29, 309-327.	4.5	18
196	Memory Errors Reveal a Bias to Spontaneously Generalize to Categories. Cognitive Science, 2015, 39, 1021-1046.	1.7	17
197	Children's interpretations of general quantifiers, specific quantifiers and generics. Language, Cognition and Neuroscience, 2015, 30, 448-461.	1.2	17
198	The Role of Essentialism in Children's Concepts. Advances in Child Development and Behavior, 1999, 27, 55-98.	1.3	16

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199	Response to Sloutsky: Taking development seriously: theories cannot emerge from associations alone. Trends in Cognitive Sciences, 2009, 13, 332-333.	7.8	16
200	Fast-Mapping Placeholders: Using Words to Talk About Kinds. Language Learning and Development, 2010, 6, 223-240.	1.4	16
201	Development of Teleological Explanations in <scp>P</scp>eruvian <scp>Q</scp>uechuaâ€Speaking and U.S. <scp>E</scp>nglishâ€Speaking Preschoolers and Adults. Child Development, 2016, 87, 747-758.	3.0	16
202	Childrenâ€™s and Adultsâ€™ Predictions of Black, White, and Multiracial Friendship Patterns. Journal of Cognition and Development, 2017, 18, 189-208.	1.3	16
203	Dirty Money: The Role of Moral History in Economic Judgments. Cognitive Science, 2017, 41, 523-544.	1.7	16
204	Psychological essentialism in selecting the 14th Dalai Lama. Trends in Cognitive Sciences, 2008, 12, 243.	7.8	15
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