

# Barbara W Sarnecka

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8345509/publications.pdf>

Version: 2024-02-01

32  
papers

1,702  
citations

516710

16  
h-index

552781

26  
g-index

32  
all docs

32  
docs citations

32  
times ranked

1126  
citing authors

#	ARTICLE	IF	CITATIONS
1	Doctoral writing workshops: A pre-registered, randomized controlled trial. <i>Innovative Higher Education</i> , 2022, 47, 155-174.	2.5	2
2	Intuitive Sociology: Children Recognize Decision-Making Structures and Prefer Groups With Less-Concentrated Power. <i>Open Mind</i> , 2022, 6, 25-40.	1.7	1
3	Learning to represent exact numbers. <i>Synthese</i> , 2021, 198, 1001-1018.	1.1	18
4	Why Would a Professor Self-Publish a Book?. <i>Journal of Scholarly Publishing</i> , 2020, 51, 309-313.	0.6	1
5	Rationalization may improve predictability rather than accuracy. <i>Behavioral and Brain Sciences</i> , 2020, 43, e49.	0.7	0
6	Infants Choose Those Who Defer in Conflicts. <i>Current Biology</i> , 2019, 29, 2183-2189.e5.	3.9	18
7	Toddlers prefer those who win but not when they win by force. <i>Nature Human Behaviour</i> , 2018, 2, 662-669.	12.0	79
8	Early Number Knowledge in Dual-Language Learners From Low-SES Households. , 2018, , 197-227.		5
9	How Numbers Are Like the Earth (and Unlike Faces, Loitering, or Knitting). , 2016, , 151-170.		3
10	No Child Left Alone: Moral Judgments about Parents Affect Estimates of Risk to Children. <i>Collabra</i> , 2016, 2, .	1.3	9
11	Correction: No Child Left Alone: Moral Judgments about Parents Affect Estimates of Risk to Children. <i>Collabra</i> , 2016, 2, .	1.3	0
12	Exploring the relation between people's theories of intelligence and beliefs about brain development. <i>Frontiers in Psychology</i> , 2015, 6, 921.	2.1	7
13	Is there really a link between exact number knowledge and approximate number system acuity in young children?. <i>British Journal of Developmental Psychology</i> , 2015, 33, 92-105.	1.7	42
14	On the relation between grammatical number and cardinal numbers in development. <i>Frontiers in Psychology</i> , 2014, 5, 1132.	2.1	17
15	Children's number-line estimation shows development of measurement skills (not number) <i>Tj ETQq1 1 0.784314 rgBT /Oyerlock 10</i>	1.6	76
16	Are bilingual children better at ignoring perceptually misleading information? A novel test. <i>Developmental Science</i> , 2014, 17, 956-964.	2.4	15
17	The development of contingent reciprocity in children. <i>Evolution and Human Behavior</i> , 2013, 34, 86-93.	2.2	96
18	Connecting numbers to discrete quantification: A step in the child's construction of integer concepts. <i>Cognition</i> , 2013, 129, 31-41.	2.2	21

#	ARTICLE	IF	CITATIONS
19	The Idea of an Exact Number: Children's Understanding of Cardinality and Equinumerosity. <i>Cognitive Science</i> , 2013, 37, 1493-1506.	1.7	65
20	A Number of Options. <i>Advances in Child Development and Behavior</i> , 2012, 43, 237-268.	1.3	0
21	Numberâ€™Concept Acquisition and General Vocabulary Development. <i>Child Development</i> , 2012, 83, 2019-2027.	3.0	73
22	An Excel sheet for inferring childrenâ€™s number-knower levels from give-N data. <i>Behavior Research Methods</i> , 2012, 44, 57-66.	4.0	14
23	Find the picture of eight turtles: A link between childrenâ€™s counting and their knowledge of number word semantics. <i>Journal of Experimental Child Psychology</i> , 2011, 110, 38-51.	1.4	79
24	Number-knower levels in young children: Insights from Bayesian modeling. <i>Cognition</i> , 2011, 120, 391-402.	2.2	52
25	A Model of Knowerâ€™Level Behavior in Number Concept Development. <i>Cognitive Science</i> , 2010, 34, 51-67.	1.7	56
26	Levels of number knowledge during early childhood. <i>Journal of Experimental Child Psychology</i> , 2009, 103, 325-337.	1.4	124
27	How counting represents number: What children must learn and when they learn it. <i>Cognition</i> , 2008, 108, 662-674.	2.2	361
28	Generic Language in Parent-Child Conversations. <i>Language Learning and Development</i> , 2008, 4, 1-31.	1.4	98
29	SEVEN does not mean NATURAL NUMBER, and children know more than you think. <i>Behavioral and Brain Sciences</i> , 2008, 31, 668-669.	0.7	1
30	From grammatical number to exact numbers: Early meanings of â€™oneâ€™, â€™twoâ€™, and â€™threeâ€™ in English, Russian, and Japanese. <i>Cognitive Psychology</i> , 2007, 55, 136-168.	2.2	189
31	Six does not just mean a lot: preschoolers see number words as specific. <i>Cognition</i> , 2004, 92, 329-352.	2.2	180
32	Infants Prefer Those Who â€™Bow Outâ€™ of Zero-Sum Conflicts. <i>SSRN Electronic Journal</i> , 0, , .	0.4	0