Haley A Vlach

List of Publications by Year
in descending order

34	1,190	516710 16	454955 30
papers	citations	h-index	g-index

35	35	35	934
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Improving Methodological Standards in Behavioral Interventions for Cognitive Enhancement. Journal of Cognitive Enhancement: Towards the Integration of Theory and Practice, 2019, 3, 2-29.	1.6	149
2	The spacing effect in childrenâ€™s memory and category induction. Cognition, 2008, 109, 163-167.	2.2	142
3	Fast Mapping Across Time: Memory Processes Support Childrenâ€™s Retention of Learned Words. Frontiers in Psychology, 2012, 3, 46.	2.1	107
4	Memory constraints on infantsâ€™ cross-situational statistical learning. Cognition, 2013, 127, 375-382.	2.2	107
5	Distributing Learning Over Time: The Spacing Effect in Childrenâ€™s Acquisition and Generalization of Science Concepts. Child Development, 2012, 83, 1137-1144.	3.0	85
6	Statistical Learning Across Development: Flexible Yet Constrained. Frontiers in Psychology, 2012, 3, 598.	2.1	84
7	The Spacing Effect in Children's Generalization of Knowledge: Allowing Children Time to Forget Promotes Their Ability to Learn. Child Development Perspectives, 2014, 8, 163-168.	3.9	54
8	Developmental differences in childrenâ€™s context-dependent word learning. Journal of Experimental Child Psychology, 2011, 108, 394-401.	1.4	52
9	At the same time or apart in time? The role of presentation timing and retrieval dynamics in generalization.. Journal of Experimental Psychology: Learning Memory and Cognition, 2012, 38, 246-254.	0.9	51
10	Retrieval Dynamics and Retention in Crossâ€Situational Statistical Word Learning. Cognitive Science, 2014, 38, 757-774.	1.7	46
11	Spacing Simultaneously Promotes Multiple Forms of Learning in Children's Science Curriculum. Applied Cognitive Psychology, 2014, 28, 266-273.	1.6	43
12	Remember dax? Relations between childrenâ€™s cross-situational word learning, memory, and language abilities. Journal of Memory and Language, 2017, 93, 217-230.	2.1	36
13	Crossâ€Situational Learning of Minimal Word Pairs. Cognitive Science, 2016, 40, 455-465.	1.7	34
14	Producing Spatial Words Is Not Enough: Understanding the Relation Between Language and Spatial Cognition. Child Development, 2017, 88, 1966-1982.	3.0	24
15	Learning to Remember Words: Memory Constraints as Doubleâ€Edged Sword Mechanisms of Language Development. Child Development Perspectives, 2019, 13, 159-165.	3.9	19
16	Equal spacing and expanding schedules in childrenâ€™s categorization and generalization. Journal of Experimental Child Psychology, 2014, 123, 129-137.	1.4	18
17	Statistics learned are statistics forgotten: Childrenâ€™s retention and retrieval of cross-situational word learning.. Journal of Experimental Psychology: Learning Memory and Cognition, 2019, 45, 700-711.	0.9	18
18	Comparison Versus Contrast: Task Specifics Affect Category Acquisition. Infant and Child Development, 2013, 22, 1-23.	1.5	16

#	Article	IF	Citations
19	Multilab Direct Replication of Flavell, Beach, and Chinsky (1966): Spontaneous Verbal Rehearsal in a Memory Task as a Function of Age. Advances in Methods and Practices in Psychological Science, 2021, 4, 251524592110181.	9.4	15
20	Infants Encode Phonetic Detail during Cross-Situational Word Learning. Frontiers in Psychology, 2016, 7, 1419.	2.1	14
21	Talking to children about science is harder than we think: characteristics and metacognitive judgments of explanations provided to children and adults. Metacognition and Learning, 2016, 11, 317-338.	2.7	13
22	Crossâ€Situational Learning of Phonologically Overlapping Words Across Degrees of Ambiguity. Cognitive Science, 2019, 43, e12731.	1.7	13
23	How we categorize objects is related to how we remember them: The shape bias as a memory bias. Journal of Experimental Child Psychology, 2016, 152, 12-30.	1.4	12
24	The effects of refutation texts on generating explanations. Learning and Individual Differences, 2019, 69, 108-115.	2.7	11
25	Temporal dynamics of categorization: forgetting as the basis of abstraction and generalization. Frontiers in Psychology, 2014, 5, 1021.	2.1	10
26	To mass or space? Young children do not possess adultsâ€™ incorrect biases about spaced learning. Journal of Experimental Child Psychology, 2019, 183, 115-133.	1.4	6
27	When are difficulties desirable for children? First steps toward a developmental and individual differences account of the spacing effect.. Journal of Applied Research in Memory and Cognition, 2020, 9, 447-454.	1.1	5
28	Anti-representationalism in language development research: A commentary on Ambridge (2020). First Language, 2020, 40, 592-595.	1.2	2
29	Whereâ€™s the Advantage? Mutual Exclusivity Promotes Childrenâ€™s Initial Mapping, but Not Long-Term Memory, for Words Compared to Other Strategies. Frontiers in Psychology, 2021, 12, 686554.	2.1	1
30	Childrenâ€™s knowledge of superordinate words predicts subsequent inductive reasoning. Journal of Experimental Child Psychology, 2022, 221, 105449.	1.4	1
31	Not all is forgotten: Children's associative matrices for features of a word learning episode. Developmental Science, 2023, 26, .	2.4	1
32	Doing with development: Moving toward a complete theory of concepts. Behavioral and Brain Sciences, 2010, 33, 227-228.	0.7	0
33	Attending less and forgetting more: Dynamics of simultaneous, massed, and spaced presentations in science concept learning.. Journal of Applied Research in Memory and Cognition, 2022, 11, 361-373.	1.1	0
34	Childrenâ€™s science vocabulary uniquely predicts individual differences in science knowledge. Journal of Experimental Child Psychology, 2022, 221, 105427.	1.4	0