

# Haley A Vlach

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/911748/publications.pdf>

Version: 2024-02-01

34  
papers

1,190  
citations

516710

16  
h-index

454955

30  
g-index

35  
all docs

35  
docs citations

35  
times ranked

934  
citing authors

#	ARTICLE	IF	CITATIONS
1	Not all is forgotten: Children's associative matrices for features of a word learning episode. <i>Developmental Science</i> , 2023, 26, .	2.4	1
2	Attending less and forgetting more: Dynamics of simultaneous, massed, and spaced presentations in science concept learning.. <i>Journal of Applied Research in Memory and Cognition</i> , 2022, 11, 361-373.	1.1	0
3	Children's knowledge of superordinate words predicts subsequent inductive reasoning. <i>Journal of Experimental Child Psychology</i> , 2022, 221, 105449.	1.4	1
4	Children's science vocabulary uniquely predicts individual differences in science knowledge. <i>Journal of Experimental Child Psychology</i> , 2022, 221, 105427.	1.4	0
5	Multilab Direct Replication of Flavell, Beach, and Chinsky (1966): Spontaneous Verbal Rehearsal in a Memory Task as a Function of Age. <i>Advances in Methods and Practices in Psychological Science</i> , 2021, 4, 251524592110181.	9.4	15
6	Where's the Advantage? Mutual Exclusivity Promotes Children's Initial Mapping, but Not Long-Term Memory, for Words Compared to Other Strategies. <i>Frontiers in Psychology</i> , 2021, 12, 686554.	2.1	1
7	When are difficulties desirable for children? First steps toward a developmental and individual differences account of the spacing effect.. <i>Journal of Applied Research in Memory and Cognition</i> , 2020, 9, 447-454.	1.1	5
8	Anti-representationalism in language development research: A commentary on Ambridge (2020). <i>First Language</i> , 2020, 40, 592-595.	1.2	2
9	Learning to Remember Words: Memory Constraints as Double-Edged Sword Mechanisms of Language Development. <i>Child Development Perspectives</i> , 2019, 13, 159-165.	3.9	19
10	Cross-Situational Learning of Phonologically Overlapping Words Across Degrees of Ambiguity. <i>Cognitive Science</i> , 2019, 43, e12731.	1.7	13
11	To mass or space? Young children do not possess adults' incorrect biases about spaced learning. <i>Journal of Experimental Child Psychology</i> , 2019, 183, 115-133.	1.4	6
12	The effects of refutation texts on generating explanations. <i>Learning and Individual Differences</i> , 2019, 69, 108-115.	2.7	11
13	Improving Methodological Standards in Behavioral Interventions for Cognitive Enhancement. <i>Journal of Cognitive Enhancement: Towards the Integration of Theory and Practice</i> , 2019, 3, 2-29.	1.6	149
14	Statistics learned are statistics forgotten: Children's retention and retrieval of cross-situational word learning.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2019, 45, 700-711.	0.9	18
15	Producing Spatial Words Is Not Enough: Understanding the Relation Between Language and Spatial Cognition. <i>Child Development</i> , 2017, 88, 1966-1982.	3.0	24
16	Remember dax? Relations between children's cross-situational word learning, memory, and language abilities. <i>Journal of Memory and Language</i> , 2017, 93, 217-230.	2.1	36
17	Infants Encode Phonetic Detail during Cross-Situational Word Learning. <i>Frontiers in Psychology</i> , 2016, 7, 1419.	2.1	14
18	How we categorize objects is related to how we remember them: The shape bias as a memory bias. <i>Journal of Experimental Child Psychology</i> , 2016, 152, 12-30.	1.4	12

#	ARTICLE	IF	CITATIONS
19	Talking to children about science is harder than we think: characteristics and metacognitive judgments of explanations provided to children and adults. <i>Metacognition and Learning</i> , 2016, 11, 317-338.	2.7	13
20	Cross-situational Learning of Minimal Word Pairs. <i>Cognitive Science</i> , 2016, 40, 455-465.	1.7	34
21	Temporal dynamics of categorization: forgetting as the basis of abstraction and generalization. <i>Frontiers in Psychology</i> , 2014, 5, 1021.	2.1	10
22	Spacing Simultaneously Promotes Multiple Forms of Learning in Children's Science Curriculum. <i>Applied Cognitive Psychology</i> , 2014, 28, 266-273.	1.6	43
23	The Spacing Effect in Children's Generalization of Knowledge: Allowing Children Time to Forget Promotes Their Ability to Learn. <i>Child Development Perspectives</i> , 2014, 8, 163-168.	3.9	54
24	Retrieval Dynamics and Retention in Cross-situational Statistical Word Learning. <i>Cognitive Science</i> , 2014, 38, 757-774.	1.7	46
25	Equal spacing and expanding schedules in children's categorization and generalization. <i>Journal of Experimental Child Psychology</i> , 2014, 123, 129-137.	1.4	18
26	Comparison Versus Contrast: Task Specifics Affect Category Acquisition. <i>Infant and Child Development</i> , 2013, 22, 1-23.	1.5	16
27	Memory constraints on infants' cross-situational statistical learning. <i>Cognition</i> , 2013, 127, 375-382.	2.2	107
28	At the same time or apart in time? The role of presentation timing and retrieval dynamics in generalization.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2012, 38, 246-254.	0.9	51
29	Fast Mapping Across Time: Memory Processes Support Children's Retention of Learned Words. <i>Frontiers in Psychology</i> , 2012, 3, 46.	2.1	107
30	Distributing Learning Over Time: The Spacing Effect in Children's Acquisition and Generalization of Science Concepts. <i>Child Development</i> , 2012, 83, 1137-1144.	3.0	85
31	Statistical Learning Across Development: Flexible Yet Constrained. <i>Frontiers in Psychology</i> , 2012, 3, 598.	2.1	84
32	Developmental differences in children's context-dependent word learning. <i>Journal of Experimental Child Psychology</i> , 2011, 108, 394-401.	1.4	52
33	Doing with development: Moving toward a complete theory of concepts. <i>Behavioral and Brain Sciences</i> , 2010, 33, 227-228.	0.7	0
34	The spacing effect in children's memory and category induction. <i>Cognition</i> , 2008, 109, 163-167.	2.2	142