

Vladimir M Sloutsky

List of Publications by Year in descending order

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Version: 2024-02-01

85
papers

3,666
citations

126907

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h-index

144013

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99
docs citations

99
times ranked

1816
citing authors

#	ARTICLE	IF	CITATIONS
1	Ready to Learn: Incidental Exposure Fosters Category Learning. <i>Psychological Science</i> , 2022, 33, 999-1019.	3.3	2
2	Sources of Interference in Memory Across Development. <i>Psychological Science</i> , 2022, 33, 1154-1171.	3.3	4
3	Systematic exploration and uncertainty dominate young children's choices. <i>Developmental Science</i> , 2021, 24, e13026.	2.4	31
4	The Development of Attention to Objects and Scenes: From Object-Biased to Unbiased. <i>Child Development</i> , 2021, 92, 1173-1186.	3.0	7
5	Not all exceptions are created equal: Learning of exceptions in pigeons' categorization. <i>Psychonomic Bulletin and Review</i> , 2021, 28, 1344-1353.	2.8	1
6	Modeling the Geometry of Psychological Manifolds Using Continuously Changing Stimuli. <i>Journal of Vision</i> , 2021, 21, 2910.	0.3	0
7	Investigating the Spatial Congruency Bias: The privileged role of location in visual processing is a product of development. <i>Journal of Vision</i> , 2021, 21, 1947.	0.3	0
8	Examining three-way binding as a constraint on statistical learning. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2021, 47, 75-86.	0.9	3
9	The use and effectiveness of colorful, contextualized, student-made material for elementary mathematics instruction. <i>International Journal of STEM Education</i> , 2020, 7, .	5.0	9
10	Attentional mechanisms drive systematic exploration in young children. <i>Cognition</i> , 2020, 202, 104327.	2.2	13
11	Selective and distributed attention in human and pigeon category learning. <i>Cognition</i> , 2020, 204, 104350.	2.2	12
12	Statistical regularities shape semantic organization throughout development. <i>Cognition</i> , 2020, 198, 104190.	2.2	21
13	Two mechanisms underlying auditory dominance: Overshadowing and response competition. <i>Journal of Experimental Child Psychology</i> , 2019, 178, 317-340.	1.4	19
14	Selective attention, filtering, and the development of working memory. <i>Developmental Science</i> , 2019, 22, e12727.	2.4	36
15	Categories, concepts, and conceptual development. <i>Language, Cognition and Neuroscience</i> , 2019, 34, 1284-1297.	1.2	46
16	Components of metacognition can function independently across development. <i>Developmental Psychology</i> , 2019, 55, 315-328.	1.6	22
17	Adaptive flexibility in category learning? Young children exhibit smaller costs of selective attention than adults. <i>Developmental Psychology</i> , 2019, 55, 2060-2076.	1.6	21
18	Assimilation of exceptions? Examining representations of regular and exceptional category members across development. <i>Journal of Experimental Psychology: General</i> , 2019, 148, 1071-1090.	2.1	4

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19	Evidence for the use of three-way binding structures in associative and source recognition. <i>Journal of Memory and Language</i> , 2018, 100, 89-97.	2.1	4
20	Cognitive flexibility and memory in pigeons, human children, and adults. <i>Cognition</i> , 2018, 177, 30-40.	2.2	10
21	Carving Metacognition at Its Joints: Protracted Development of Component Processes. <i>Child Development</i> , 2017, 88, 1015-1032.	3.0	38
22	An associative account of the development of word learning. <i>Cognitive Psychology</i> , 2017, 97, 1-30.	2.2	36
23	Costs of Selective Attention: When Children Notice What Adults Miss. <i>Psychological Science</i> , 2017, 28, 723-732.	3.3	82
24	Visual Category Learning Results in Rapid Changes in Brain Activation Reflecting Sensitivity to the Category Relation between Perceived Objects and to Decision Correctness. <i>Journal of Cognitive Neuroscience</i> , 2016, 28, 1804-1819.	2.3	2
25	Selective attention, diffused attention, and the development of categorization. <i>Cognitive Psychology</i> , 2016, 91, 24-62.	2.2	60
26	When Delays Improve Memory. <i>Psychological Science</i> , 2015, 26, 1937-1946.	3.3	9
27	The development of categorization: Effects of classification and inference training on category representation.. <i>Developmental Psychology</i> , 2015, 51, 392-405.	1.6	43
28	Feature saliency and feedback information interactively impact visual category learning. <i>Frontiers in Psychology</i> , 2015, 6, 74.	2.1	9
29	The cost of learning: Interference effects in memory development.. <i>Journal of Experimental Psychology: General</i> , 2015, 144, 410-431.	2.1	35
30	Linguistic labels, dynamic visual features, and attention in infant category learning. <i>Journal of Experimental Child Psychology</i> , 2015, 134, 62-77.	1.4	40
31	Conceptual influences on induction: A case for a late onset. <i>Cognitive Psychology</i> , 2015, 82, 1-31.	2.2	21
32	The cost of selective attention in category learning: Developmental differences between adults and infants. <i>Journal of Experimental Child Psychology</i> , 2013, 116, 105-119.	1.4	36
33	The role of linguistic labels in inductive generalization. <i>Journal of Experimental Child Psychology</i> , 2013, 114, 432-455.	1.4	18
34	Extraneous perceptual information interferes with children's acquisition of mathematical knowledge.. <i>Journal of Educational Psychology</i> , 2013, 105, 351-363.	2.9	50
35	Redundancy matters: Flexible learning of multiple contingencies in infants. <i>Cognition</i> , 2013, 126, 156-164.	2.2	17
36	Blocking a redundant cue: what does it say about preschoolers' causal competence?. <i>Developmental Science</i> , 2013, 16, 713-727.	2.4	2

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37	The Development of Episodic Memory. <i>Psychological Science</i> , 2013, 24, 2163-2172.	3.3	50
38	The cost of concreteness: The effect of nonessential information on analogical transfer.. <i>Journal of Experimental Psychology: Applied</i> , 2013, 19, 14-29.	1.2	44
39	When Audition Dominates Vision. <i>Experimental Psychology</i> , 2013, 60, 113-121.	0.7	20
40	Effects of categorical labels on similarity judgments: A critical evaluation of a critical analysis: Comment on Noles and Gelman (2012).. <i>Developmental Psychology</i> , 2012, 48, 897-900.	1.6	9
41	Carrot Eaters or Moving Heads. <i>Psychological Science</i> , 2012, 23, 178-186.	3.3	37
42	Linguistic labels: Conceptual markers or object features?. <i>Journal of Experimental Child Psychology</i> , 2012, 111, 65-86.	1.4	37
43	The Role of Words in Cognitive Tasks: What, When, and How?. <i>Frontiers in Psychology</i> , 2012, 3, 95.	2.1	17
44	Learning to learn: From within-modality to cross-modality transfer during infancy. <i>Journal of Experimental Child Psychology</i> , 2011, 110, 408-421.	1.4	13
45	The Development of Categorization. <i>Psychology of Learning and Motivation - Advances in Research and Theory</i> , 2011, 54, 141-166.	1.1	13
46	On the design and function of rational arguments. <i>Behavioral and Brain Sciences</i> , 2011, 34, 85-86.	0.7	1
47	Development of cross-modal processing. <i>Wiley Interdisciplinary Reviews: Cognitive Science</i> , 2010, 1, 135-141.	2.8	35
48	From Perceptual Categories to Concepts: What Develops?. <i>Cognitive Science</i> , 2010, 34, 1244-1286.	1.7	151
49	Mechanisms of Cognitive Development: Domain-General Learning or Domain-Specific Constraints?. <i>Cognitive Science</i> , 2010, 34, 1125-1130.	1.7	11
50	Effects of multimodal presentation and stimulus familiarity on auditory and visual processing. <i>Journal of Experimental Child Psychology</i> , 2010, 107, 351-358.	1.4	32
51	Evidence for a domain-general mechanism underlying the suffixation preference in language. <i>Language and Cognitive Processes</i> , 2009, 24, 876-909.	2.2	47
52	Transfer of Mathematical Knowledge: The Portability of Generic Instantiations. <i>Child Development Perspectives</i> , 2009, 3, 151-155.	3.9	65
53	Theories about "theories": where is the explanation? Comment on Waxman and Gelman. <i>Trends in Cognitive Sciences</i> , 2009, 13, 331-332.	7.8	12
54	The Role of Words and Sounds in Infants' Visual Processing: From Overshadowing to Attentional Tuning. <i>Cognitive Science</i> , 2008, 32, 342-365.	1.7	70

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55	Effects of auditory input in individuation tasks. <i>Developmental Science</i> , 2008, 11, 869-881.	2.4	18
56	Attentional Learning and Flexible Induction: How Mundane Mechanisms Give Rise to Smart Behaviors. <i>Child Development</i> , 2008, 79, 639-651.	3.0	79
57	Recognition memory and mechanisms of induction: Comment on Wilburn and Feeney. <i>Cognition</i> , 2008, 108, 500-506.	2.2	3
58	Analogy is to priming as relations are to transformations. <i>Behavioral and Brain Sciences</i> , 2008, 31, 396-397.	0.7	1
59	The Advantage of Abstract Examples in Learning Math. <i>Science</i> , 2008, 320, 454-455.	12.6	202
60	What's behind different kinds of kinds: Effects of statistical density on learning and representation of categories.. <i>Journal of Experimental Psychology: General</i> , 2008, 137, 52-72.	2.1	103
61	When Looks Are Everything. <i>Psychological Science</i> , 2007, 18, 179-185.	3.3	121
62	What's Beyond Looks?. <i>Psychological Science</i> , 2007, 18, 556-557.	3.3	14
63	Visual processing speed: effects of auditory input on visual processing. <i>Developmental Science</i> , 2007, 10, 734-740.	2.4	66
64	Linguistic Labels and Categorization in Infancy: Do Labels Facilitate or Hinder?. <i>Infancy</i> , 2007, 11, 233-253.	1.6	80
65	fMRI Evidence for a Three-Stage Model of Deductive Reasoning. <i>Journal of Cognitive Neuroscience</i> , 2006, 18, 320-334.	2.3	58
66	Similarity, induction, naming, and categorization (SINC): Generalization or inductive reasoning? Reply to Heit and Hayes (2005).. <i>Journal of Experimental Psychology: General</i> , 2005, 134, 606-611.	2.1	15
67	The advantage of simple symbols for learning and transfer. <i>Psychonomic Bulletin and Review</i> , 2005, 12, 508-513.	2.8	99
68	When Induction Meets Memory: Evidence for Gradual Transition From Similarity-Based to Category-Based Induction. <i>Child Development</i> , 2005, 76, 583-597.	3.0	73
69	Mental Representation of Logical Connectives. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 2004, 57, 636-665.	2.3	10
70	When Development and Learning Decrease Memory. <i>Psychological Science</i> , 2004, 15, 553-558.	3.3	92
71	Auditory Dominance and Its Change in the Course of Development. <i>Child Development</i> , 2004, 75, 1387-1401.	3.0	176
72	Is a Picture Worth a Thousand Words? The Flexible Nature of Modality Dominance in Young Children. <i>Child Development</i> , 2004, 75, 1850-1870.	3.0	72

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73	Naive theory and transfer of learning: When less is more and more is less. <i>Psychonomic Bulletin and Review</i> , 2004, 11, 528-535.	2.8	13
74	Induction and Categorization in Young Children: A Similarity-Based Model.. <i>Journal of Experimental Psychology: General</i> , 2004, 133, 166-188.	2.1	247
75	Is a Picture Worth a Thousand Words? Preference for Auditory Modality in Young Children. <i>Child Development</i> , 2003, 74, 822-833.	3.0	125
76	The role of similarity in the development of categorization. <i>Trends in Cognitive Sciences</i> , 2003, 7, 246-251.	7.8	178
77	Processing of logically valid and logically invalid conditional inferences in discourse comprehension.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2002, 28, 59-68.	0.9	46
78	Processing of logically valid and logically invalid conditional inferences in discourse comprehension.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2002, 28, 59-68.	0.9	16
79	Children's solutions of logical versus empirical problems: What's missing and what develops?. <i>Cognitive Development</i> , 2001, 16, 907-928.	1.3	21
80	Conjunctive bias in memory representations of logical connectivesa. <i>Memory and Cognition</i> , 2001, 29, 838-849.	1.6	1
81	How Much Does a Shared Name Make Things Similar? Linguistic Labels, Similarity, and the Development of Inductive Inference. <i>Child Development</i> , 2001, 72, 1695-1709.	3.0	130
82	How much does a shared name make things similar? Part 1. Linguistic labels and the development of similarity judgment.. <i>Developmental Psychology</i> , 1999, 35, 1478-1492.	1.6	60
83	How much does a shared name make things similar? Part 1. Linguistic labels and the development of similarity judgment.. <i>Developmental Psychology</i> , 1999, 35, 1478-1492.	1.6	30
84	Understanding of Logical Necessity: Developmental Antecedents and Cognitive Consequences. <i>Child Development</i> , 1998, 69, 721-741.	3.0	29
85	Institutional Care and Developmental Outcomes of 6- and 7-year-old Children: A Contextualist Perspective. <i>International Journal of Behavioral Development</i> , 1997, 20, 131-151.	2.4	51