

How to Make a Proceedings Paper Submission

Anonymous CogSci submission

Abstract

The “shape bias” – the bias to generalize new nouns by their shape rather than other features such as color or texture – has been argued to facilitate early noun learning for children. However, there is conflicting evidence about the magnitude and nature of this bias, and a huge heterogeneity in the literature that is potentially masking developmental and cultural differences. This study examines the influence of procedural variation on the heterogeneity, examining the effect of stimuli and procedural design in a small study that aims to provide the basis for a large scale assessment. In two experiments, we replicate the shape bias in 22 participants age-. Then, we test the same age range using the same stimuli in a within-subject experiment manipulating the functional cues provided. we find that

Keywords: Add your choice of indexing terms or keywords; kindly use a semi-colon; between each term.

Basis of generalizations

What does “dog” mean to a 2-year-old? This old question reflects the evolving nature of our understanding of early label categorization. For young children, a dog might initially be identified by a set of general features that expands with experience (CLARK, 1973). For example, The semantic features hypothesis (CLARK, 1973) suggests that categorization begins with schemas of basic perceptual attributes, such as [four legs, tail, fur] for dog, hence we see overextensions of the word “dog” to beings that share these set of features like cats for example. Over time, deeper attributes, such as its internal composition, behavior and interaction with the world, or sound, may also become relevant (Carey, 1985). In contrast, the functional core hypothesis (Nelson, 1974) posits that children extract relationships among features to identify future category members without treating these features as defining. In this view, perceptual attributes like [four legs, tail, fur] act as identifiers rather than encapsulating the category’s essence. The defining features of the lexical category manifest in the way the word is used to label other objects. Understanding how children generalize a noun learned in the presence of a few exemplars remains critical to deciphering the underlying processes of lexical concept formation. Overextensions, which is #FIXME, are common in early word acquisition (Rescorla, 1980), yet the nature of the underlying representations and their developmental trajectory remain debated. Both frameworks, whether a perceptual or a conceptual one, agree that shared perceptual features facilitate iden-

tification and labeling, forming the foundation for the well-studied shape bias Larissa K. Samuelson & Smith (2000).

The shape bias, which is the tendency to generalize objects names by their shape, rather than other properties, is a word learning constraint that is argued to facilitate early noun acquisition, to be an important route to vocabulary growth, and found to be weaker in children with language delay (Susan S. Jones, 2003; JONES & SMITH, 2005; Smith, Jones, Landau, Gershkoff-Stowe, & Samuelson, 2002; Tek, Jaffery, Fein, & Naigles, 2008 ; Tek & Naigles, 2017). Nevertheless, the shape bias observed in word learning experiments is highly variable across ages, cultures, languages, and experimental conditions, leading to conflicting outcomes and difficulties integrating the state of evidence to assess its commensurability and form a coherent understanding of the phenomenon of label categorization (Kucker et al., 2019).

A recent meta-analytic effect size of 0.8, derived from over 300 standardized effects across 40 studies (Abdelrahim & Frank, 2024), confirms the robustness of the shape bias. However, substantial heterogeneity in the data (with over 90% of variance unexplained by age or language) suggests that cross-cultural, linguistic, and developmental differences remain masked.

Sources of Heterogeneity

The unexplained variability seen across studies and experiments are thought to be due to procedural variation i.e. task format and stimuli.

Task format

Generalization in word learning is often assessed using the word extension task. Here, children are taught a novel label for a novel object and tested on their ability to extend it to other objects that share features like shape, or material, etc, with the exemplar object. Word extensions are often measured via Forced-choice tasks, which require restrictive generalizations, yes/no endorsement tasks, allowing broader acceptance of category membership which allows for different levels of similarity and difference (Landau et al., 1988), or Open-choice tasks, enabling children to reject all options, assumed to indicate an understanding of category membership that goes beyond shared perceptual features. Forced-choice tasks may yield different results compared to yes/no endorsement tasks, and allowing children to select “none of those” re-

duces shape bias, especially with complex objects (Cimpian et al 2005). The choice of the task format is often guided by the theoretical framework of the researchers, leading to what seems like a circular stream of events in which theory informs task selection, and task selection confirms theory.

Stimuli

A significant source of variation in the word extension findings comes from differences in stimuli. Just like task format, these methodological decisions are often driven by theoretical frameworks as well. For instance, studies focusing on low-level attentional biases typically emphasize contrasts between shape and other perceptual features, such as color or material, using stimuli designed to highlight these attributes. On the other hand, studies investigating conceptual understanding often include cues related to animacy, such as eyes, shoes, or other salient features, and use test objects that share multiple dimensions with the exemplar instead of only one to explore broader conceptual frameworks (Susan S. Jones & Smith, 1998; Yoshida & Smith, 2003b). When functionality is emphasized, stimuli are often paired with demonstrations of an affordance, stories, or narratives to contrast shape with function. Children aged 2 to 5 years are frequently found to prioritize shape, even when provided with functional information (Centner, 2003; Graham, Williams, & Huber, 1999; Landau & Jones, 1998; Merriman, Scott, & Marazita, 1993) [Gentner & Rattermann, 1991; Woodward & Markman, 1998; etc.]. However, conflicting evidence shows children sometimes prioritize function or other cues (Kemler Nelson, 1995; Gelman & Medin, 1993; etc.), with variation linked to factors like whether test objects were handled or how stimuli were designed (e.g., functional bases vs. appended parts). In addition, some studies use pictures or drawings, while others use physical objects (cite).

Lastly, most studies employ between-subjects designs, which do not control for individual differences, further amplifying heterogeneity. These procedural and stimuli variations reflect broader theoretical questions about the origins of the shape bias (Smith & Medin, 1981). Is it a Low-level attentional mechanisms driven by attentional processes that guide children to perceptual features associated with category labels? Or a Top-down conceptual processes in which the perceptual features act as identifiers rather than defining properties? Where should the line be drawn between perceptual feature identification and the core representation of conceptual labels? Are these separate processes, or do they exist on a continuum that develops as children acquire more information? How do attention to perceptual attributes and conceptual understanding interact during development (Madole & Oakes, 1999)? These foundational questions influence procedural decisions and should be kept in mind when investigating label categorization and concept formation.

Theoretical implications

The investigation of the shape bias, and label categorization more broadly, has unfolded around two major debates: a

cross-cultural debate and a representational debate.

Cross-linguistic debate

The word extension task literature highlights significant cross-linguistic differences in the prevalence of the shape bias, which are considered theoretically important. For example, speakers of East Asian languages like Mandarin and Japanese demonstrate less reliance on shape when extending nouns compared to English speakers in the United States (Gathercole & Min, 1997; Imai & Gentner, 1997; Larissa K. Samuelson & Smith, 1999; Smith, Colunga, & Yoshida, 2003; Nancy N. Soja, Carey, & Spelke, 1991; Subrahmanyam & Chen, 2006; Yoshida & Smith, 2003b).

Two key hypotheses attempt to explain these differences:

- 1- Syntactic Structure Hypothesis: Differences in linguistic structure, such as count-mass syntax in English versus classifier systems in East Asian languages, influence the prevalence of the shape bias (Imai & Gentner, 1997; Larissa K. Samuelson, Horst, Schutte, & Dobberty, 2008; Nancy N. Soja et al., 1991; Nancy N. Soja, Carey, & Spelke, 1992).

- 2- Statistical Regularities Hypothesis: Variations in lexical and environmental statistical regularities tunes attention toward features like shape. This hypothesis emphasizes the role of existing vocabulary and environmental exposure in guiding category organization (Abdelrahim & Frank, 2024; Colunga & Smith, 2000; Gershkoff-Stowe & Smith, 2004; Jara-Ettinger, Levy, Sakel, Huanca, & Gibson, 2022; Perry, Samuelson, Malloy, & Schiffer, 2010; Larissa K. Samuelson, 2002, 2005; Larissa K. Samuelson & Smith, 1999; Yoshida & Smith, 2003a).

The Perception or conception debate

A second key debate focuses on the mechanism or representation underlying the shape bias. While the tendency to extend nouns based on shape may be influenced by syntax or statistical regularities, its precise cognitive basis has been controversial [Smith et al. (2002); Smith, Colunga, & Yoshida (2010a); Smith, Jones, & Landau (1996); Brady & Chun, 2007; Chun & Jiang, 1998; Larissa K. Samuelson & Perone (2010); Ware & Booth (2010); A. Booth & Waxman (2006); Susan S. Jones & Smith (1993); L. Samuelson & Horst (2008)].

Two competing perspectives attempt to explain this mechanism:

- 1- Associative and Non-Strategic Mechanism: The shape bias is viewed as an early cognitive tool, helping children “break into” language by rapidly mapping nouns to referents through associative processes. This bias operates on a perceptual level, organizing categories around salient features like shape. For instance, the shape of a dog becomes synonymous with the category “dog” i.e. a real dog and a plastic toy dog have the same mental representation. This view posits that the bias is non-strategic, independent of conceptual understanding or general world knowledge (Smith et al., 2002; Smith & Colunga, 2010; Brady & Chun, 2007; Chun & Jiang, 1998).

- 2- Strategic and Conceptually Controlled Mechanism: The shape bias is seen as a flexible and controlled process, gov-

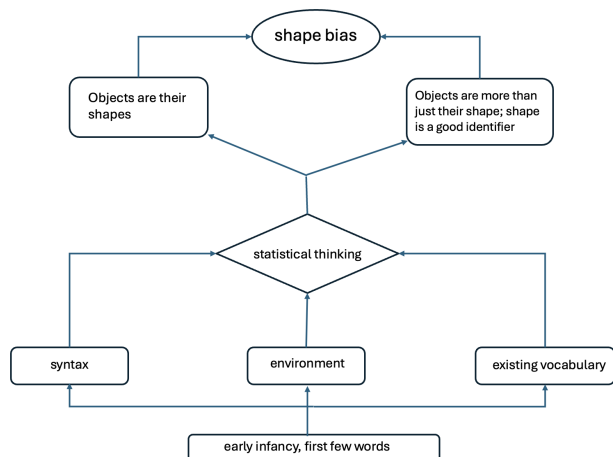


Figure 1: A diagram to visualize different factors that potentially contribute to the emergence of the shape bias

erned by general world knowledge and conceptual understanding (A. E. Booth & Waxman, 2002; A. Booth, Waxman, & Huang, 2005). Although a real dog and a plastic toy dog are both referents of the same label, but they have different mental representations. In this framework, the bias is a heuristic that can be overridden when context or conceptual goals require attention to other features, such as function or material.

The nature of Knowledge

Given that task design is influenced by theoretical assumptions, this raises another important question: What type of knowledge do these tasks measure? Two key assumptions can stem out of this: Knowledge as Stable and Fixed: If knowledge is stable, tasks merely elicit pre-existing constructs. Investigating heterogeneity would then focus on ensuring task validity and reliability in capturing the theoretical construct. Knowledge as Dynamic and Task-Dependent: If knowledge is dynamic, categorization depends on the interaction between task specifics and children’s behavior. This view suggests that children dynamically select information sources to organize categories, influenced by the context of the task and the nature of the stimuli (Smith et al., 2010) (Cimpian & Markman, 2005; L. Samuelson, 2006; Smith, Colunga, & Yoshida, 2010b). If the second assumption holds, achieving consistency in measures across studies is crucial to isolating the relevant contextual cues that tasks provide specially for cross-cultural studies that aim to adjudicate theoretical debates.

Regardless of which assumption holds, it is necessary to evaluate the heterogeneity in the word categorization studies which highlights the importance of methodological consistency and the need to consider the theoretical premises underlying procedural decisions. Understanding how these premises shape task designs and influence results is key to advancing our knowledge of label categorization and concept

formation.

Current Study

This project seeks to evaluate procedural sources of variability as part of a larger scale assessment of word generalization across age groups and languages. We utilize a within-subject design, controlling for individual differences which we believe is important for a proper comparison between conditions that require giving different instructions and cues to the participants. We aim to recruit a larger sample size of a wider age group, with a variety of items and test trials. Given our focus on early language acquisition and the noun bias dominating early vocabulary (Frank, Braginsky, Yurovsky, & Marchman, 2021), we prioritize studies examining functional information over other types of conceptual knowledge.

Stimuli design

To investigate children’s reasoning about objects’ properties and functions, a series of object sets were designed, each containing one exemplar, a material match, a shape match, a function match, and a distractor (e.g., dax, fep, blicket, gorp, zimbo, wap, blint). These sets allowed for systematic manipulation of object features to assess various cognitive processes related to word learning and category generalization. In Experiment 1, the shape match was contrasted with a material match. This served as a baseline check and replication of prior findings regarding shape bias in categorization tasks. In Experiment 2, the same exemplar was used, but the shape match was contrasted with a function match.

The function test object was modified in a way that preserved its shape but altered its functionality (e.g., an object wrapped entirely vs. one that could clearly open). Color was excluded across all objects to ensure that visual similarity was driven solely by shape, material, and functional cues. Objects were crafted to explore how children reason about similarity based on whole-object vs. part-based features (e.g., whether specific parts afford a function). Some objects, like the “Fep,” “blint,” and “wap,” were designed with material-critical functions (e.g., holding water while made of a paper towel). This design tested whether children could prioritize material when reasoning about function and to capture the developmental changes. The degree to which object affordances were visually apparent varied across designs. For example, The “Zimbo” was designed to afford functionality only through a specific part, while the overall structure was irrelevant. The “Gorp” was modeled to resemble objects familiar to slightly older children, like scissors, allowing exploration of prior experiences’ influence on categorization. This variability was accounted for using mixed-effects modeling, enabling the examination of how children’s responses were influenced by object features and individual differences. (An adult similarity rating experiment is currently underway to measure perceived similarity between objects.)

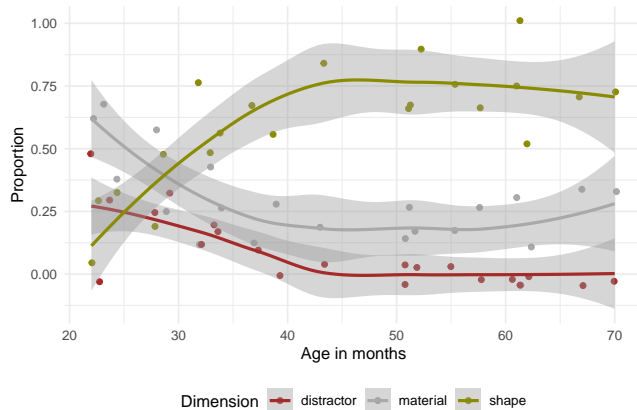


Figure 2: some caption here

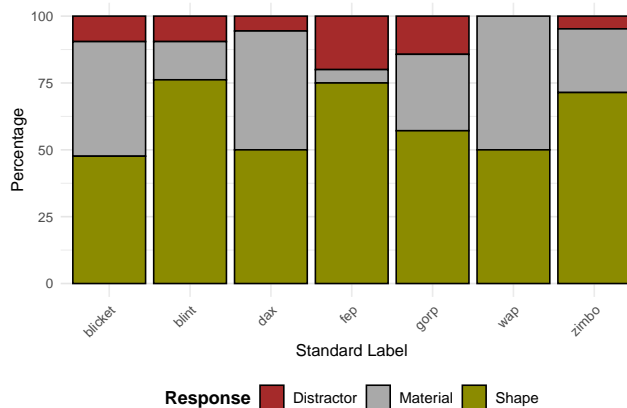


Figure 3: some caption here

Experiment 1:

Participants

Twenty four typically developing English speaking participants (2-5 years old, mean=44.05, SD=15.29) were recruited from a local nursery school and children's museum in the US.

Procedure

Seven trials were conducted in which each participant sees an object being labeled "this is a dax", the object is taken away but still in view, both test objects and the distractor are displayed simultaneously while asking the child "can you find another dax by pointing to it?". The child gets to hear the label 3 times while viewing it without touching it.

Results

Participants showed an overall shape bias across all trials (shape:61%, material:30%, distractor: 9%). Figure 2 shows a developmental shift to choose by shape by age 3, replicating what is seen previously in the literature.

A generalized logistic mixed-effects model (GLMM) reveals an average intercept odds of 0.11 (odds of 0.11:1 at the mean age, $p = < .001$), with a significant increase in odds of 1.06

per unit increase in age ($p = < .001$). The model also shows variability at the item-level intercept (variance = 0.11, SD = 0.32) across 7 unique items (standardlabel groups). After replicating the shape bias effect using the set of stimuli we created in a simple set up, our next experiment explores an design that tests for both conditions when shape is only contrasted with material without any additional information, and a condition in which shape is contrasted with function after demonstrating the function for the exemplar, while controlling for individual differences with a bigger sample size to capture variability at the item level.

Discussion:

Experiment 2

Participants

31 (target n=96, 24 per each age group) participants between 2-5 years old (mean=48.22, SD=5.54, n per age group) were recruited from a local nursery school in the US.

Procedure

A within subject manipulation with two conditions: material or function. The material condition is identical to the first experiment. In the function condition, the experimenter introduce the exemplar object "this is a dax", gives the child 15 seconds to play with it, provides functional information "the dax grapes toys", gives another 15 seconds to play with it, and puts the toy away but within view, before introducing the test objects and asks for a response.

Preliminary results

Similar to what is conveyed in Figure 4, a generalized logistic mixed-effects model (GLMM) showed a lower baseline odds of the shape bias in the material condition compared to the function, and the odds ratio increases with age. In addition, random effects indicate variability in intercepts across participants (SD = 0.22) and across items (SD = 1.38) for 31 participants and 7 items as in Figure 5. (Notably, the confidence intervals show uncertainty "include 0", however data collection is still ongoing.)

Discussion

The word extension and category organization literature is highly heterogeneous. Studies in this domain lack an integrative and commensurable design, which hinders our ability to draw consistent conclusions. To achieve an accurate measurement of category organization and concept learning, we need a reliable and valid wide range set of stimuli objects, consistent task formats and test designs, can be used in multi-site cross-cultural experiments unified across laboratories to maximally account for the variability. Our evaluation of the word extension literature reveals that making procedural decisions, which we think are likely a primary source of unexplained variability, is unattainable without running a series of controlled experiments that would allow us to systematically assess how different designs and stimuli covary with

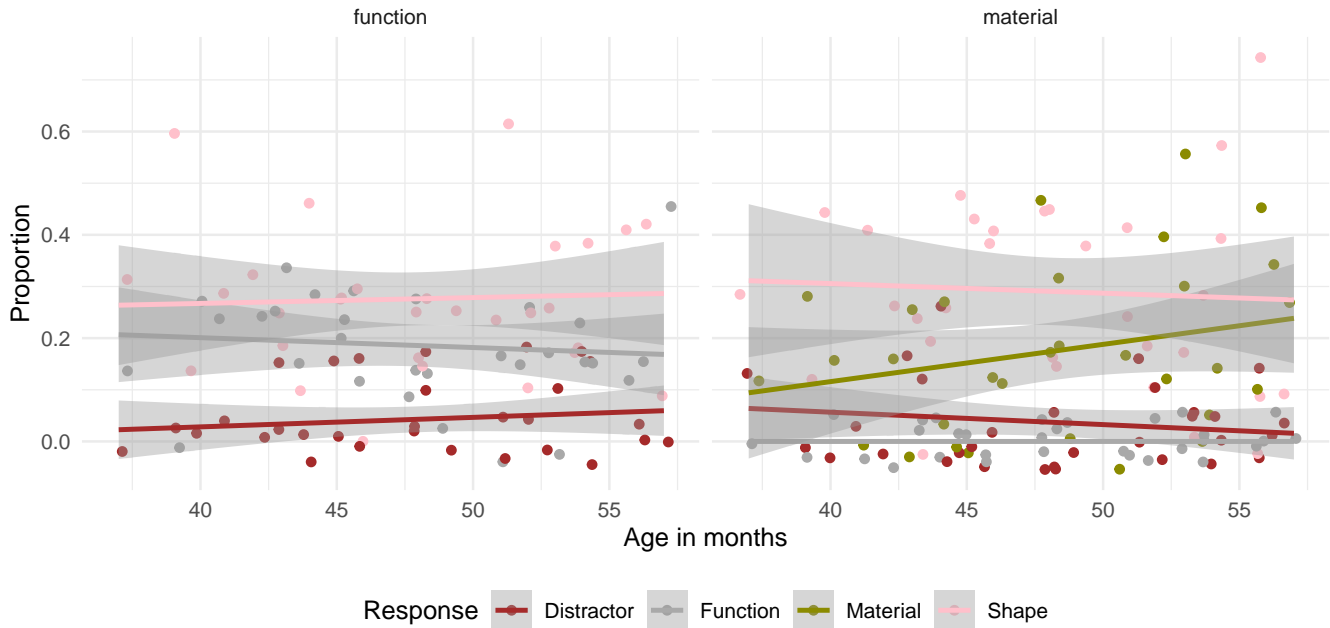


Figure 4: Experiment 2, function vs. no function 'material' condition. Children choose by shape more, even when function information is made salient

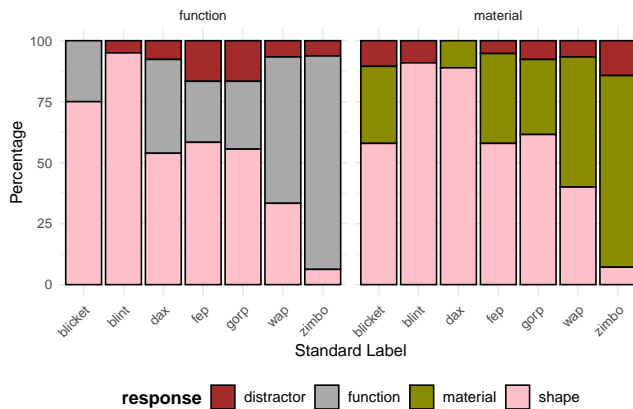


Figure 5: Experiment 2, proportion of choosing by each dimension per exemplar item 'indicated by its novel label. We note variability across items

response patterns. As discussed above, as well as in many existing studies, the objects used in word extension studies vary on many dimensions, related to their ontological status “a solid or non-solid”, their animacy, their complexity, and their affordances. In the case of studies that highlights the relevance of function information or general affordances, objects varied on whether the properties of the objects were structurally independent i.e. whether the function was afforded by a part of the object or the texture of the object, or whether they are designed to be construed as artifact-like objects with properties not immediately available upon visual inspection,

or whether affordances were intrinsic to the objects (cite Graham and diesendruck 2010). In our initial results, we see a strong tendency to generalize by shape, even in conditions designed to make function salient. This suggests that, even with a potential saliency effect, where the trials highlighted functional information, it failed to override the preference for shape-based choices. In addition, many children explored whether their chosen test object could perform the intended function after selecting it based on shape, specially in case of designs by which the visual inspection of the affordance was not certain (the dax for example. This behavior implies that the shape-based selection might not reflect a disregard for functional information but rather a hypothesis that objects sharing shape might also share functionality. In the case of the “Zimbo”, the object was designed in away that makes the function afforded only by a part, but the whole structure is irrelevant. Hence, we see children go with function in the function condition, however, the objects shared the shape of a small part that is critical for performing the function. This complicates the interpretation of the results as the shape of the part but not the whole is shared across chosen objects. For evaluating the children’s ability to reason about intrinsic affordances, we created the “Fep” in a way such that the material itself is very critical for performing the function “holding water while being made of paper towel”. We are EDIT: What does it mean to talk about validity and reliability in a task like the word extension one? What is the construct we are talking about here. It is a measure at the group level rather than at the individual level >> this kid had this level of shape bias. >> is it an issue of the signal is not even there, or is it

a matter of the level/degree of the signal when it comes to cross-cultural work. (Madole, K. L., & Oakes, L. M. (1999)): Although the distinction between perceptual and conceptual categories makes a certain intuitive sense, it may only confuse our attempts to understand psychological reality. Establishing a reliable metric for this distinction is extremely difficult and attempts to operationalize the terms perceptual and conceptual are invariably highly ambiguous and task-specific. How the perceptual vs conceptual debate maps into the cross cultural differences debate ? As we mentioned in the introduction, procedural variation observed in the literature have followed theoretical debates and in fact reinforced by them. Thus, evaluating the theories given the state of evidence is not feasible and it will end up crashing with this heterogeneity and with the broader question on the type of knowledge being highlighted by each one of the evidence.

References

- 10 Abdelrahim, S., & Frank, M. C. (2024, September). Examining the robustness and generalizability of the shape bias: A meta-analysis. PsyArXiv. <http://doi.org/10.31234/osf.io/3by54>
- Baldwin, D. A. (1992). Clarifying the role of shape in children's taxonomic assumption. *Journal of Experimental Child Psychology*, 54 3, 392–416. Retrieved from <https://api.semanticscholar.org/CorpusID:29725812>
- Booth, A. E., & Waxman, S. R. (2002). Word learning is “smart”: Evidence that conceptual information affects preschoolers' extension of novel words. *Cognition*, 84(1), B11–B22. [http://doi.org/https://doi.org/10.1016/S0010-0277\(02\)00015-X](http://doi.org/https://doi.org/10.1016/S0010-0277(02)00015-X)
- Booth, A., & Waxman, S. (2006). Déjà vu all over again: Re-revisiting the conceptual status of early word learning: Comment on smith and samuelson (2006). *Developmental Psychology*, 42, 1344–6. <http://doi.org/10.1037/0012-1649.42.6.1344>
- Booth, A., Waxman, S., & Huang, Y. (2005). Conceptual information permeates word learning in infancy. *Developmental Psychology*, 41(3), 491–505. <http://doi.org/10.1037/0012-1649.41.3.491>
- Centner, D. (2003). On relational meaning : The acquisition of verb meaning. In. Retrieved from <https://api.semanticscholar.org/CorpusID:7539638>
- Cimpian, A., & Markman, E. M. (2005). The absence of a shape bias in children's word learning. *Developmental Psychology*, 41(6), 1003.
- CLARK, E. V. (1973). WHAT'S IN a WORD? ON THE CHILD'S ACQUISITION OF SEMANTICS IN HIS FIRST LANGUAGE¹¹This research was supported in part by NSF grant GS-1880 to the language universals project, stanford university, and in part by NSF grant GS-30040 to the author. In T. E. Moore (Ed.), *Cognitive development and acquisition of language* (pp. 65–110). San Diego: Academic Press. <http://doi.org/https://doi.org/10.1016/B978-0-12-505850-6.50009-8>
- Colunga, E., & Smith, L. B. (2000). Learning to learn words: A cross-linguistic study of the shape and material biases. In *Proceedings of the 24th annual boston university conference on language development* (Vol. 1, pp. 197–207).
- Frank, M. C., Braginsky, M., Yurovsky, D., & Marchman, V. A. (2021). *Variability and consistency in early language learning: The wordbank project*. The MIT Press. <http://doi.org/10.7551/mitpress/11577.001.0001>
- Gathercole, V. C. M., & Min, H. (1997). Word meaning biases or language-specific effects? Evidence from English, Spanish and Korean. *First Language*, 17(51), 031–56. <http://doi.org/10.1177/014272379701705102>
- Gershkoff-Stowe, L., & Smith, L. B. (2004). Shape and the first hundred nouns. *Child Development*, 75(4), 1098–1114.
- Graham, S. A., & Diesendruck, G. (2010). Fifteen-month-old infants attend to shape over other perceptual properties in an induction task. *Cognitive Development*, 25(2), 111–123. <http://doi.org/10.1016/j.cogdev.2009.06.002>
- Graham, S. A., & Poulin-Dubois, D. (1999). Infants' reliance on shape to generalize novel labels to animate and inanimate objects. *Journal of Child Language*, 26, 295–320. Retrieved from <https://api.semanticscholar.org/CorpusID:43424185>
- Graham, S. A., Williams, L. D., & Huber, J. F. (1999). Preschoolers' and adults' reliance on object shape and object function for lexical extension. *Journal of Experimental Child Psychology*, 74(2), 128–151. <http://doi.org/https://doi.org/10.1006/jecp.1999.2514>
- Imai, M., & Gentner, D. (1997). A cross-linguistic study of early word meaning: Universal ontology and linguistic influence. *Cognition*, 62(2), 169–200.
- Imai, M., Gentner, D., & Uchida, N. (1994). Children's theories of word meaning: The role of shape similarity in early acquisition. *Cognitive Development*, 9(1), 45–75. [http://doi.org/10.1016/0885-2014\(94\)90019-1](http://doi.org/10.1016/0885-2014(94)90019-1)
- Jara-Ettinger, J., Levy, R., Sakel, J., Huanca, T., & Gibson, E. (2022). The origins of the shape bias: Evidence from the tsimane'. *Journal of Experimental Psychology: General*.
- Jones, Susan S. (2003). Late talkers show no shape bias in a novel name extension task. *Developmental Science*, 6(5), 477–483. <http://doi.org/https://doi.org/10.1111/1467-7687.00304>
- Jones, Susan S., & Smith, L. B. (1993). The place of perception in children's concepts. *Cognitive Development*, 8(2), 113–139. [http://doi.org/https://doi.org/10.1016/0885-2014\(93\)90008-S](http://doi.org/https://doi.org/10.1016/0885-2014(93)90008-S)
- Jones, Susan S., & Smith, L. B. (1998). How children name objects with shoes. *Cognitive Development*, 13(3), 323–334. [http://doi.org/https://doi.org/10.1016/S0885-2014\(98\)90014-4](http://doi.org/https://doi.org/10.1016/S0885-2014(98)90014-4)
- JONES, S. S., & SMITH, L. B. (2005). Object name learning and object perception: A deficit in late talk-

- ers. *Journal of Child Language*, 32(1), 223–240. <http://doi.org/10.1017/S0305000904006646>
- Kucker, S. C., Samuelson, L. K., Perry, L. K., Yoshida, H., Colunga, E., Lorenz, M. G., & Smith, L. B. (2019). Reproducibility and a unifying explanation: Lessons from the shape bias. *Infant Behavior & Development*, 54, 156–165. Retrieved from <https://api.semanticscholar.org/CorpusID:53045726>
- Landau, B., & Jones, S. (1998). Object shape, object function, and object name. *Journal of Memory and Language - J MEM LANG*, 38, 1–27. <http://doi.org/10.1006/jmla.1997.2533>
- Landau, B., Smith, L. B., & Jones, S. S. (1988). The importance of shape in early lexical learning. *Cognitive Development*, 3(3), 299–321. [http://doi.org/https://doi.org/10.1016/0885-2014\(88\)90014-7](http://doi.org/https://doi.org/10.1016/0885-2014(88)90014-7)
- Merriman, W. E., Scott, P. D., & Marazita, J. (1993). An appearance-function shift in children's object naming. *Journal of Child Language*, 20(1), 101–118. <http://doi.org/10.1017/S0305000900009144>
- Nelson, K. (1974). Concept, word, and sentence: Interrelations in acquisition and development. *Psychological Review*, 81, 267–285. Retrieved from <https://api.semanticscholar.org/CorpusID:143965074>
- Perry, L. K., Samuelson, L. K., Malloy, L. M., & Schiffer, R. N. (2010). Learn locally, think globally: Exemplar variability supports higher-order generalization and word learning. *Psychological Science*, 21(12), 1894–1902.
- Rescorla, L. (1980). Overextension in early language development. *Journal of Child Language*, 7, 321–335. Retrieved from <https://api.semanticscholar.org/CorpusID:17145854>
- Samuelson, L. (2006). An attentional learning account of the shape bias: Reply to cimpian and markman (2005) and booth, waxman, and huang (2005). *Developmental Psychology*, 42, 1339–43. <http://doi.org/10.1037/0012-1649.42.6.1339>
- Samuelson, Larissa K. (2002). Statistical regularities in vocabulary guide language acquisition in connectionist models and 15-20-month-olds. *Developmental Psychology*, 38(6), 1016–1037. <http://doi.org/10.1037/0012-1649.38.6.1016>
- Samuelson, Larissa K. (2005). Statistical regularities in vocabulary guide language acquisition in connectionist models and 15-20-month-olds. *Developmental Psychology*, 38(6), 1016–1037. <http://doi.org/10.1037/0012-1649.38.6.1016>
- Samuelson, Larissa K., Horst, J. S., Schutte, A. R., & Dobbertin, B. N. (2008). Rigid thinking about deformables: Do children sometimes overgeneralize the shape bias? *Journal of Child Language*, 35(3), 559–589.
- Samuelson, Larissa K., & Perone, S. (2010). Rethinking conceptually-based inference — grounding representation in task and behavioral dynamics: Commentary on “fifteen-month-old infants attend to shape over other perceptual properties in an induction task,” by s. Graham and g. Diesendruck, and “form follows function: Learning about function helps children learn about shape,” by e. Ware and a. booth. *Cognitive Development*, 25(2), 138–148. <http://doi.org/https://doi.org/10.1016/j.cogdev.2010.02.002>
- Samuelson, Larissa K., & Smith, L. B. (1999). Early noun vocabularies: Do ontology, category structure and syntax correspond? *Cognition*, 73(1), 1–33.
- Samuelson, Larissa K., & Smith, L. B. (2000). Children's attention to rigid and deformable shape in naming and non-naming tasks. *Child Development*, 71(6), 1555–1570.
- Samuelson, L., & Horst, J. (2008). Shape bias special section: Confronting complexity: Insights from the details of behavior over multiple timescales. *Developmental Science*, 11, 209–15. <http://doi.org/10.1111/j.1467-7687.2007.00667.x>
- Smith, L. B., Colunga, E., & Yoshida, H. (2003). Making an ontology: Cross-linguistic evidence. In. Retrieved from <https://api.semanticscholar.org/CorpusID:195941919>
- Smith, L. B., Colunga, E., & Yoshida, H. (2010a). Knowledge as process: Contextually cued attention and early word learning. *Cognitive Science*, 34(7), 1287–1314. <http://doi.org/https://doi.org/10.1111/j.1551-6709.2010.01130.x>
- Smith, L. B., Colunga, E., & Yoshida, H. (2010b). Knowledge as process: Contextually cued attention and early word learning. *Cognitive Science*, 34(7), 1287–1314. <http://doi.org/https://doi.org/10.1111/j.1551-6709.2010.01130.x>
- Smith, L. B., Jones, S. S., & Landau, B. (1996). Naming in young children: A dumb attentional mechanism? *Cognition*, 60, 143–171. Retrieved from <https://api.semanticscholar.org/CorpusID:18659784>
- Smith, L. B., Jones, S. S., Landau, B., Gershkoff-Stowe, L., & Samuelson, L. (2002). Object name learning provides on-the-job training for attention. *Psychological Science*, 13(1), 13–19. <http://doi.org/10.1111/1467-9280.00403>
- Soja, Nancy N., Carey, S., & Spelke, E. S. (1991). Ontological categories guide young children's inductions of word meaning: Object terms and substance terms. *Cognition*, 38(2), 179–211.
- Soja, Nancy N., Carey, S., & Spelke, E. S. (1992). Perception, ontology, and word meaning. *Cognition*, 45(1), 101–107. [http://doi.org/10.1016/0010-0277\(92\)90025-D](http://doi.org/10.1016/0010-0277(92)90025-D)
- Subrahmanyam, K., & Chen, H.-H. N. (2006). A crosslinguistic study of children's noun learning: The case of object and substance words. *First Language*, 26(2), 141–160. <http://doi.org/10.1177/0142723706060744>
- Tek, S., Jaffery, R., Fein, D., & Naigles, L. (2008). Do children with autism show a shape bias in word learning? *Autism Research : Official Journal of the International Society for Autism Research*, 1, 208–22. <http://doi.org/10.1002/aur.38>

- Tek, S., & Naigles, L. (2017). The shape bias as a word-learning principle: Lessons from and for autism spectrum disorder. *Translational Issues in Psychological Science*, 3, 94–103. <http://doi.org/10.1037/tps0000104>
- Ware, E. A., & Booth, A. E. (2010). Form follows function: Learning about function helps children learn about shape. *Cognitive Development*, 25(2), 124–137. <http://doi.org/https://doi.org/10.1016/j.cogdev.2009.10.003>
- Yoshida, H., & Smith, L. B. (2003a). Known and novel noun extensions: Attention at two levels of abstraction. *Child Development*, 74(2), 564–577.
- Yoshida, H., & Smith, L. B. (2003b). Shifting ontological boundaries: How japanese- and english-speaking children generalize names for animals and artifacts. *Developmental Science*, 6(1), 1–17. http://doi.org/https://doi.org/10.1111/1467-7687.00247/_1