

Virginia A Marchman

List of Publications by Year in descending order

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79
papers

8,749
citations

117625

34
h-index

85541

71
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92
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92
docs citations

92
times ranked

4188
citing authors

#	ARTICLE	IF	CITATIONS
1	Associations of Behavioral Problems and White Matter Properties of the Cerebellar Peduncles in Boys and Girls Born Full Term and Preterm. <i>Cerebellum</i> , 2023, 22, 163-172.	2.5	4
2	Disparities in Kangaroo Care for Premature Infants in the Neonatal Intensive Care Unit. <i>Journal of Developmental and Behavioral Pediatrics</i> , 2022, 43, e304-e311.	1.1	8
3	Toward a "Standard Model" of Early Language Learning. <i>Current Directions in Psychological Science</i> , 2022, 31, 20-27.	5.3	10
4	Early grammatical marking development in Mandarin-speaking toddlers.. <i>Developmental Psychology</i> , 2022, 58, 631-645.	1.6	5
5	Online Computerized Adaptive Tests of Children's Vocabulary Development in English and Mexican Spanish. <i>Journal of Speech, Language, and Hearing Research</i> , 2022, 65, 2288-2308.	1.6	4
6	Accuracy of the Language Environment Analyses (LENA TM) system for estimating child and adult speech in laboratory settings. <i>Journal of Child Language</i> , 2021, 48, 605-620.	1.2	6
7	Building theories of consistency and variability in children's language development: A large-scale data approach. <i>Advances in Child Development and Behavior</i> , 2021, 61, 199-221.	1.3	0
8	Listening to Mom in the NICU: effects of increased maternal speech exposure on language outcomes and white matter development in infants born very preterm. <i>Trials</i> , 2021, 22, 444.	1.6	7
9	Impact of the COVID-19 pandemic on developmental care practices for infants born preterm. <i>Early Human Development</i> , 2021, 163, 105483.	1.8	12
10	Language nutrition for language health in children with disorders: a scoping review. <i>Pediatric Research</i> , 2020, 87, 300-308.	2.3	11
11	Assessing speech exposure in the NICU: Implications for speech enrichment for preterm infants. <i>Journal of Perinatology</i> , 2020, 40, 1537-1545.	2.0	5
12	Off to a good start: Early Spanish language processing efficiency supports Spanish and English language outcomes at 4½ years in sequential bilinguals. <i>Developmental Science</i> , 2020, 23, e12973.	2.4	12
13	Children flexibly seek visual information to support signed and spoken language comprehension.. <i>Journal of Experimental Psychology: General</i> , 2020, 149, 1078-1096.	2.1	10
14	Predicting text reading skills at age 8 years in children born preterm and at term. <i>Early Human Development</i> , 2019, 130, 80-86.	1.8	20
15	Consistency and Variability in Children's Word Learning Across Languages. <i>Open Mind</i> , 2019, 3, 52-67.	1.7	52
16	White Matter Plasticity in Reading-Related Pathways Differs in Children Born Preterm and at Term: A Longitudinal Analysis. <i>Frontiers in Human Neuroscience</i> , 2019, 13, 139.	2.0	23
17	White matter microstructure and cognitive outcomes in relation to neonatal inflammation in 6-year-old children born preterm. <i>NeuroImage: Clinical</i> , 2019, 23, 101832.	2.7	27
18	Predictors of early vocabulary growth in children born preterm and full term: A study of processing speed and medical complications. <i>Child Neuropsychology</i> , 2019, 25, 943-963.	1.3	14

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19	Microstructural properties of white matter pathways in relation to subsequent reading abilities in children: a longitudinal analysis. <i>Brain Structure and Function</i> , 2019, 224, 891-905.	2.3	28
20	Validity of caregiver-report measures of language skill for Wolof-learning infants and toddlers living in rural African villages. <i>Journal of Child Language</i> , 2018, 45, 939-958.	1.2	6
21	Speed of Language Comprehension at 18 Months Old Predicts School-Relevant Outcomes at 54 Months Old in Children Born Preterm. <i>Journal of Developmental and Behavioral Pediatrics</i> , 2018, 39, 246-253.	1.1	19
22	Nonword Repetition and Language Outcomes in Young Children Born Preterm. <i>Journal of Speech, Language, and Hearing Research</i> , 2018, 61, 1203-1215.	1.6	2
23	Caregiver Talk and Medical Risk as Predictors of Language Outcomes in Full Term and Preterm Toddlers. <i>Child Development</i> , 2018, 89, 1674-1690.	3.0	37
24	26. How socioeconomic differences in early language environments shape children's language development. , 2018, , 545-564.		36
25	Real-time lexical comprehension in young children learning American Sign Language. <i>Developmental Science</i> , 2018, 21, e12672.	2.4	10
26	White matter properties associated with pre-reading skills in 6-year-old children born preterm and at term. <i>Developmental Medicine and Child Neurology</i> , 2018, 60, 695-702.	2.1	29
27	Caregiver talk to young Spanish-English bilinguals: comparing direct observation and parent-report measures of dual-language exposure. <i>Developmental Science</i> , 2017, 20, e12425.	2.4	136
28	Sensitivity to Morphosyntactic Information in 3-Year-Old Children With Typical Language Development: A Feasibility Study. <i>Journal of Speech, Language, and Hearing Research</i> , 2017, 60, 668-674.	1.6	15
29	Quality of caregiver-child play interactions with toddlers born preterm and full term: Antecedents and language outcome. <i>Early Human Development</i> , 2017, 115, 110-117.	1.8	16
30	Using Eye Movements to Assess Language Comprehension in Toddlers Born Preterm and Full Term. <i>Journal of Pediatrics</i> , 2017, 180, 124-129.	1.8	15
31	Wordbank: an open repository for developmental vocabulary data. <i>Journal of Child Language</i> , 2017, 44, 677-694.	1.2	312
32	Early language processing efficiency predicts later receptive vocabulary outcomes in children born preterm. <i>Child Neuropsychology</i> , 2016, 22, 649-665.	1.3	37
33	Relative language exposure, processing efficiency and vocabulary in Spanish-English bilingual toddlers. <i>Bilingualism</i> , 2014, 17, 189-202.	1.3	117
34	Language exposure and online processing efficiency in bilingual development. <i>Trends in Language Acquisition Research</i> , 2014, , 15-36.	0.3	11
35	Short-form versions of the Spanish MacArthur-Bates Communicative Development Inventories. <i>Applied Psycholinguistics</i> , 2013, 34, 837-868.	1.1	57
36	<sc>SES</sc> differences in language processing skill and vocabulary are evident at 18 months. <i>Developmental Science</i> , 2013, 16, 234-248.	2.4	906

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37	Individual Differences in Lexical Processing at 18 Months Predict Vocabulary Growth in Typically Developing and Late-Talking Toddlers. <i>Child Development</i> , 2012, 83, 203-222.	3.0	247
38	Causes and consequences of variability in early language learning. <i>Trends in Language Acquisition Research</i> , 2011, , 181-202.	0.3	13
39	The PTT-20: UK normative data for 5- to 11-year-olds on a 20-item past-tense task. <i>International Journal of Language and Communication Disorders</i> , 2010, 46, 100824014249025.	1.5	4
40	Blue car, red car: Developing efficiency in online interpretation of adjective-noun phrases. <i>Cognitive Psychology</i> , 2010, 60, 190-217.	2.2	80
41	How vocabulary size in two languages relates to efficiency in spoken word recognition by young Spanish-English bilinguals. <i>Journal of Child Language</i> , 2010, 37, 817-840.	1.2	263
42	Speed of word recognition and vocabulary knowledge in infancy predict cognitive and language outcomes in later childhood. <i>Developmental Science</i> , 2008, 11, F9-16.	2.4	479
43	Does input influence uptake? Links between maternal talk, processing speed and vocabulary size in Spanish-learning children. <i>Developmental Science</i> , 2008, 11, F31-9.	2.4	452
44	Input affects uptake: How early language experience influences processing efficiency and vocabulary learning. , 2008, , .		46
45	Baby's first 10 words.. <i>Developmental Psychology</i> , 2008, 44, 929-938.	1.6	118
46	Looking while listening. <i>Language Acquisition and Language Disorders</i> , 2008, , 97-135.	0.1	243
47	Speed of word recognition and vocabulary knowledge in infancy predict cognitive and language outcomes in later childhood. <i>Developmental Science</i> , 2008, .	2.4	7
48	Spoken word recognition by Latino children learning Spanish as their first language. <i>Journal of Child Language</i> , 2007, 34, 227-249.	1.2	56
49	Grammar and the Lexicon: Developmental Ordering in Language Acquisition. <i>Child Development</i> , 2007, 78, 190-212.	3.0	67
50	Language Learning in Infancy. , 2006, , 1027-1071.		10
51	Picking up speed in understanding: Speech processing efficiency and vocabulary growth across the 2nd year.. <i>Developmental Psychology</i> , 2006, 42, 98-116.	1.6	534
52	The language-specific nature of grammatical development: evidence from bilingual language learners. <i>Developmental Science</i> , 2004, 7, 212-224.	2.4	227
53	Productive use of the English past tense in children with focal brain injury and specific language impairment. <i>Brain and Language</i> , 2004, 88, 202-214.	1.6	33
54	Concurrent Validity of Caregiver/Parent Report Measures of Language for Children Who Are Learning Both English and Spanish. <i>Journal of Speech, Language, and Hearing Research</i> , 2002, 45, 983-997.	1.6	177

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55	Picture naming by children with hearing loss: I. Effect of semantically related auditory distractors. <i>Journal of the American Academy of Audiology</i> , 2002, 13, 463-77.	0.7	11
56	Picture naming by children with hearing loss: II. Effect of phonologically related auditory distractors. <i>Journal of the American Academy of Audiology</i> , 2002, 13, 478-92.	0.7	8
57	Idiom comprehension in children and adults with unilateral brain damage. <i>Developmental Neuropsychology</i> , 1999, 15, 327-349.	1.4	121
58	Morphological Productivity in Children With Normal Language and SLI. <i>Journal of Speech, Language, and Hearing Research</i> , 1999, 42, 206-219.	1.6	207
59	Narrative Discourse in Children with Early Focal Brain Injury. <i>Brain and Language</i> , 1998, 61, 335-375.	1.6	171
60	Overregularization in English plural and past tense inflectional morphology: a response to Marcus (1995). <i>Journal of Child Language</i> , 1997, 24, 767-779.	1.2	72
61	Children's Productivity in the English Past Tense: The Role of Frequency, Phonology, and Neighborhood Structure. <i>Cognitive Science</i> , 1997, 21, 283-304.	1.7	89
62	Models of language development: An "emergentist" perspective. <i>Mental Retardation and Developmental Disabilities Research Reviews</i> , 1997, 3, 293-299.	3.6	8
63	Learning from a connectionist model of the acquisition of the English past tense. <i>Cognition</i> , 1996, 61, 299-308.	2.2	70
64	Language learning and relearning: A connectionist view. , 1996, 19, 181.		4
65	Production of complex syntax in normal ageing and alzheimer's disease. <i>Language and Cognitive Processes</i> , 1995, 10, 487-539.	2.2	115
66	Continuity in lexical and morphological development: a test of the critical mass hypothesis. <i>Journal of Child Language</i> , 1994, 21, 339-366.	1.2	506
67	Developmental and stylistic variation in the composition of early vocabulary. <i>Journal of Child Language</i> , 1994, 21, 85-123.	1.2	409
68	From rote learning to system building: acquiring verb morphology in children and connectionist nets. <i>Cognition</i> , 1993, 48, 21-69.	2.2	511
69	Early lexical development in Spanish-speaking infants and toddlers. <i>Journal of Child Language</i> , 1993, 20, 523-549.	1.2	207
70	Constraints on Plasticity in a Connectionist Model of the English Past Tense. <i>Journal of Cognitive Neuroscience</i> , 1993, 5, 215-234.	2.3	153
71	U-shaped learning and frequency effects in a multi-layered perception: Implications for child language acquisition. <i>Cognition</i> , 1991, 38, 43-102.	2.2	571
72	From Rote Learning to System Building: Acquiring Verb Morphology in Children and Connectionist Nets. , 1991, , 201-219.		3

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73	Binding and unfolding: Towards the linguistic construction of narrative discourse. <i>Discourse Processes</i> , 1991, 14, 277-305.	1.8	43
74	Functional constraints of the acquisition of the passive: toward a model of the competence to perform. <i>First Language</i> , 1991, 11, 65-92.	1.2	81
75	Babble and first words in children with focal brain injury. <i>Applied Psycholinguistics</i> , 1991, 12, 1-22.	1.1	81
76	The Acquisition of Language in Normally Developing Children: Some Basic Strategies and Approaches. , 1991, , 15-24.		1
77	Task Demands and Accountability in Middle-Grade Science Classes. <i>Elementary School Journal</i> , 1988, 88, 251-265.	1.4	17
78	Instruction Addressing the Components of Scientific Literacy and Its Relation to Student Outcomes. <i>American Educational Research Journal</i> , 1987, 24, 611-633.	2.7	25
79	What holds a narrative together? The linguistic encoding of episode boundaries. <i>IPrA Papers in Pragmatics</i> , 0, , 58-121.	0.1	36