

Susan Goldin-Meadow

List of Publications by Year in descending order

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Version: 2024-02-01

239
papers

20,415
citations

11908

72
h-index

14012

133
g-index

250
all docs

250
docs citations

250
times ranked

7517
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|--|------|-----------|
| 1 | Gesture Paves the Way for Language Development. <i>Psychological Science</i> , 2005, 16, 367-371. | 1.8 | 701 |
| 2 | Explaining Math: Gesturing Lightens the Load. <i>Psychological Science</i> , 2001, 12, 516-522. | 1.8 | 600 |
| 3 | The mismatch between gesture and speech as an index of transitional knowledge. <i>Cognition</i> , 1986, 23, 43-71. | 1.1 | 569 |
| 4 | The role of gesture in communication and thinking. <i>Trends in Cognitive Sciences</i> , 1999, 3, 419-429. | 4.0 | 446 |
| 5 | Transitions in concept acquisition: Using the hand to read the mind.. <i>Psychological Review</i> , 1993, 100, 279-297. | 2.7 | 412 |
| 6 | Differences in Early Gesture Explain SES Disparities in Child Vocabulary Size at School Entry. <i>Science</i> , 2009, 323, 951-953. | 6.0 | 393 |
| 7 | Gesturing makes learning last. <i>Cognition</i> , 2008, 106, 1047-1058. | 1.1 | 369 |
| 8 | Transitional knowledge in the acquisition of concepts. <i>Cognitive Development</i> , 1988, 3, 359-400. | 0.7 | 352 |
| 9 | Gesturing Gives Children New Ideas About Math. <i>Psychological Science</i> , 2009, 20, 267-272. | 1.8 | 337 |
| 10 | Early gesture <i>selectively</i> predicts later language learning. <i>Developmental Science</i> , 2009, 12, 182-187. | 1.3 | 319 |
| 11 | Why people gesture when they speak. <i>Nature</i> , 1998, 396, 228-228. | 13.7 | 302 |
| 12 | Spontaneous sign systems created by deaf children in two cultures. <i>Nature</i> , 1998, 391, 279-281. | 13.7 | 297 |
| 13 | Making children gesture brings out implicit knowledge and leads to learning.. <i>Journal of Experimental Psychology: General</i> , 2007, 136, 539-550. | 1.5 | 297 |
| 14 | Gesture is at the cutting edge of early language development. <i>Cognition</i> , 2005, 96, B101-B113. | 1.1 | 288 |
| 15 | Gestural Communication in Deaf Children: The Effects and Noneffects of Parental Input on Early Language Development. <i>Monographs of the Society for Research in Child Development</i> , 1984, 49, 1. | 6.8 | 281 |
| 16 | Children Learn When Their Teacher's Gestures and Speech Differ. <i>Psychological Science</i> , 2005, 16, 85-89. | 1.8 | 281 |
| 17 | Quality of early parent input predicts child vocabulary 3 years later. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2013, 110, 11278-11283. | 3.3 | 279 |
| 18 | Gesture's Role in Speaking, Learning, and Creating Language. <i>Annual Review of Psychology</i> , 2013, 64, 257-283. | 9.9 | 278 |

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 19 | Language in the two-year old. <i>Cognition</i> , 1976, 4, 189-202. | 1.1 | 262 |
| 20 | How our hands help us learn. <i>Trends in Cognitive Sciences</i> , 2005, 9, 234-241. | 4.0 | 259 |
| 21 | Speech-associated gestures, Broca's area, and the human mirror system. <i>Brain and Language</i> , 2007, 101, 260-277. | 0.8 | 259 |
| 22 | Parent Praise to 18-Month-Olds Predicts Children's Motivational Frameworks 5 Years Later. <i>Child Development</i> , 2013, 84, 1526-1541. | 1.7 | 255 |
| 23 | Action's Influence on Thought: The Case of Gesture. <i>Perspectives on Psychological Science</i> , 2010, 5, 664-674. | 5.2 | 248 |
| 24 | The natural order of events: How speakers of different languages represent events nonverbally. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2008, 105, 9163-9168. | 3.3 | 246 |
| 25 | The Role of Gesture in Learning: Do Children Use Their Hands to Change Their Minds?. <i>Journal of Cognition and Development</i> , 2006, 7, 211-232. | 0.6 | 231 |
| 26 | Learning words by hand: Gesture's role in predicting vocabulary development. <i>First Language</i> , 2008, 28, 182-199. | 0.5 | 219 |
| 27 | Young children use their hands to tell their mothers what to say. <i>Developmental Science</i> , 2007, 10, 778-785. | 1.3 | 218 |
| 28 | Beyond the Input Given: The Child's Role in the Acquisition of Language. <i>Language</i> , 1990, 66, 323. | 0.3 | 212 |
| 29 | A parent-directed language intervention for children of low socioeconomic status: a randomized controlled pilot study. <i>Journal of Child Language</i> , 2016, 43, 366-406. | 0.8 | 212 |
| 30 | The Pace of Vocabulary Growth Helps Predict Later Vocabulary Skill. <i>Child Development</i> , 2012, 83, 508-525. | 1.7 | 211 |
| 31 | Silence is liberating: Removing the handcuffs on grammatical expression in the manual modality. <i>Psychological Review</i> , 1996, 103, 34-55. | 2.7 | 210 |
| 32 | The effects of learning two languages on levels of metalinguistic awareness. <i>Cognition</i> , 1990, 34, 1-56. | 1.1 | 204 |
| 33 | The importance of gesture in children's spatial reasoning. <i>Developmental Psychology</i> , 2006, 42, 1259-1268. | 1.2 | 204 |
| 34 | Probing the mental representation of gesture: Is handwaving spatial?. <i>Journal of Memory and Language</i> , 2004, 50, 395-407. | 1.1 | 195 |
| 35 | Gesture, sign, and language: The coming of age of sign language and gesture studies. <i>Behavioral and Brain Sciences</i> , 2017, 40, e46. | 0.4 | 193 |
| 36 | From children's hands to adults' ears: Gesture's role in the learning process. <i>Developmental Psychology</i> , 2003, 39, 509-520. | 1.2 | 189 |

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 37 | From Action to Abstraction. <i>Psychological Science</i> , 2014, 25, 903-910. | 1.8 | 184 |
| 38 | What the teacher's hands tell the student's mind about math.. <i>Journal of Educational Psychology</i> , 1999, 91, 720-730. | 2.1 | 176 |
| 39 | Assessing knowledge conveyed in gesture: Do teachers have the upper hand?. <i>Journal of Educational Psychology</i> , 1997, 89, 183-193. | 2.1 | 175 |
| 40 | Comprehension and production of gesture in combination with speech in one-word speakers. <i>Journal of Child Language</i> , 1992, 19, 559-580. | 0.8 | 170 |
| 41 | Co-speech gestures influence neural activity in brain regions associated with processing semantic information. <i>Human Brain Mapping</i> , 2009, 30, 3509-3526. | 1.9 | 170 |
| 42 | Gesturing Saves Cognitive Resources When Talking About Nonpresent Objects. <i>Cognitive Science</i> , 2010, 34, 602-619. | 0.8 | 166 |
| 43 | Language input and acquisition in a Mayan village: how important is directed speech?. <i>Developmental Science</i> , 2012, 15, 659-673. | 1.3 | 162 |
| 44 | Illuminating Mental Representations Through Speech and Gesture. <i>Psychological Science</i> , 1999, 10, 327-333. | 1.8 | 161 |
| 45 | Number without a language model. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2011, 108, 3163-3168. | 3.3 | 161 |
| 46 | Beyond Words: The Importance of Gesture to Researchers and Learners. <i>Child Development</i> , 2000, 71, 231-239. | 1.7 | 153 |
| 47 | How Do Profoundly Deaf Children Learn to Read?. <i>Learning Disabilities Research and Practice</i> , 2001, 16, 222-229. | 0.9 | 153 |
| 48 | Hands in the air: Using ungrounded iconic gestures to teach children conservation of quantity.. <i>Developmental Psychology</i> , 2008, 44, 1277-1287. | 1.2 | 146 |
| 49 | Learning to talk in a gesture-rich world: Early communication in Italian vs. American children. <i>First Language</i> , 2008, 28, 164-181. | 0.5 | 143 |
| 50 | Gesture and the transition from one- to two-word speech: when hand and mouth come together. , 2000, , 235-258. | | 141 |
| 51 | Assessing Knowledge Through Gesture: Using Children's Hands to Read Their Minds. <i>Cognition and Instruction</i> , 1992, 9, 201-219. | 1.9 | 139 |
| 52 | When gesture-speech combinations do and do not index linguistic change. <i>Language and Cognitive Processes</i> , 2009, 24, 190-217. | 2.3 | 136 |
| 53 | Gestures, but not meaningless movements, lighten working memory load when explaining math. <i>Language and Cognitive Processes</i> , 2012, 27, 594-610. | 2.3 | 133 |
| 54 | What counts as effective input for word learning?. <i>Journal of Child Language</i> , 2013, 40, 672-686. | 0.8 | 125 |

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 55 | Embodied Learning Across the Life Span. <i>Topics in Cognitive Science</i> , 2012, 4, 731-739. | 1.1 | 122 |
| 56 | Thought before language: how deaf and hearing children express motion events across cultures. <i>Cognition</i> , 2002, 85, 145-175. | 1.1 | 117 |
| 57 | New evidence about language and cognitive development based on a longitudinal study: Hypotheses for intervention.. <i>American Psychologist</i> , 2014, 69, 588-599. | 3.8 | 117 |
| 58 | When does a system become phonological? Handshape production in gesturers, signers, and homesigners. <i>Natural Language and Linguistic Theory</i> , 2012, 30, 1-31. | 0.6 | 116 |
| 59 | The resilience of combinatorial structure at the word level: morphology in self-styled gesture systems. <i>Cognition</i> , 1995, 56, 195-262. | 1.1 | 114 |
| 60 | Gestures convey substantive information about a child's thoughts to ordinary listeners. <i>Developmental Science</i> , 1999, 2, 67-74. | 1.3 | 109 |
| 61 | Gestures Orchestrate Brain Networks for Language Understanding. <i>Current Biology</i> , 2009, 19, 661-667. | 1.8 | 109 |
| 62 | A word in the hand: action, gesture and mental representation in humans and non-human primates. <i>Philosophical Transactions of the Royal Society B: Biological Sciences</i> , 2012, 367, 129-143. | 1.8 | 109 |
| 63 | Children's Early Decontextualized Talk Predicts Academic Language Proficiency in Midadolescence. <i>Child Development</i> , 2019, 90, 1650-1663. | 1.7 | 105 |
| 64 | Vocabulary, syntax, and narrative development in typically developing children and children with early unilateral brain injury: Early parental talk about the "there-and-then" matters.. <i>Developmental Psychology</i> , 2015, 51, 161-175. | 1.2 | 104 |
| 65 | Gesturing makes memories that last. <i>Journal of Memory and Language</i> , 2010, 63, 465-475. | 1.1 | 103 |
| 66 | When Gestures and Words Speak Differently. <i>Current Directions in Psychological Science</i> , 1997, 6, 138-143. | 2.8 | 102 |
| 67 | Once Is Not Enough: Standards of Well-Formedness in Manual Communication Created over Three Different Timespans. <i>Language</i> , 1993, 69, 683. | 0.3 | 101 |
| 68 | The resilience of gesture in talk: gesture in blind speakers and listeners. <i>Developmental Science</i> , 2001, 4, 416-422. | 1.3 | 100 |
| 69 | Using the Hands to Identify Who Does What to Whom: Gesture and Speech Go Hand-in-Hand. <i>Cognitive Science</i> , 2009, 33, 115-125. | 0.8 | 99 |
| 70 | Learning from Gesture: How Our Hands Change Our Minds. <i>Educational Psychology Review</i> , 2015, 27, 405-412. | 5.1 | 93 |
| 71 | How children make language out of gesture: Morphological structure in gesture systems developed by American and Chinese deaf children†. <i>Cognitive Psychology</i> , 2007, 55, 87-135. | 0.9 | 92 |
| 72 | Enacting Stories, Seeing Worlds: Similarities and Differences in the Cross-Cultural Narrative Development of Linguistically Isolated Deaf Children. <i>Human Development</i> , 2001, 44, 311-336. | 1.2 | 80 |

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 73 | Pointing Sets the Stage for Learning Language?and Creating Language. Child Development, 2007, 78, 741-745. | 1.7 | 80 |
| 74 | Spatial language facilitates spatial cognition: Evidence from children who lack language input. Cognition, 2013, 127, 318-330. | 1.1 | 80 |
| 75 | Do iconic gestures pave the way for children's early verbs?. Applied Psycholinguistics, 2014, 35, 1143-1162. | 0.8 | 80 |
| 76 | Parents's early book reading to children: Relation to children's later language and literacy outcomes controlling for other parent language input. Developmental Science, 2019, 22, e12764. | 1.3 | 80 |
| 77 | Early Gesture Predicts Language Delay in Children With Pre-or Perinatal Brain Lesions. Child Development, 2010, 81, 528-539. | 1.7 | 77 |
| 78 | Talking and Thinking With Our Hands. Current Directions in Psychological Science, 2006, 15, 34-39. | 2.8 | 76 |
| 79 | Sex differences in language first appear in gesture. Developmental Science, 2010, 13, 752-760. | 1.3 | 74 |
| 80 | Expressing generic concepts with and without a language model. Cognition, 2005, 96, 109-126. | 1.1 | 73 |
| 81 | Learning through gesture. Wiley Interdisciplinary Reviews: Cognitive Science, 2011, 2, 595-607. | 1.4 | 73 |
| 82 | Doing gesture promotes learning a mental transformation task better than seeing gesture. Developmental Science, 2012, 15, 876-884. | 1.3 | 72 |
| 83 | Frontal and temporal contributions to understanding the iconic co-speech gestures that accompany speech. Human Brain Mapping, 2014, 35, 900-917. | 1.9 | 72 |
| 84 | Do parents lead their children by the hand?. Journal of Child Language, 2005, 32, 481-505. | 0.8 | 71 |
| 85 | Truth Is at Hand. Psychological Science, 2010, 21, 623-628. | 1.8 | 71 |
| 86 | How Gesture Promotes Learning Throughout Childhood. Child Development Perspectives, 2009, 3, 106-111. | 2.1 | 70 |
| 87 | Experimentally Induced Increases in Early Gesture Lead to Increases in Spoken Vocabulary. Journal of Cognition and Development, 2015, 16, 199-220. | 0.6 | 70 |
| 88 | From Here and Now to There and Then: The Development of Displaced Reference in Homesign and English. Child Development, 1997, 68, 420. | 1.7 | 66 |
| 89 | Negation, questions, and structure building in a homesign system. Cognition, 2011, 118, 398-416. | 1.1 | 66 |
| 90 | Gesture as representational action: A paper about function. Psychonomic Bulletin and Review, 2017, 24, 652-665. | 1.4 | 66 |

| # | ARTICLE | IF | CITATIONS |
|-----|---|-----|-----------|
| 91 | From Here and Now to There and Then: The Development of Displaced Reference in Homesign and English. <i>Child Development</i> , 1997, 68, 420-435. | 1.7 | 65 |
| 92 | Parent praise to toddlers predicts fourth grade academic achievement via children's incremental mindsets. <i>Developmental Psychology</i> , 2018, 54, 397-409. | 1.2 | 64 |
| 93 | The role of parental input in the development of a morphological system. <i>Journal of Child Language</i> , 1990, 17, 527-563. | 0.8 | 62 |
| 94 | Creating a communication system from scratch: gesture beats vocalization hands down. <i>Frontiers in Psychology</i> , 2014, 5, 354. | 1.1 | 62 |
| 95 | A tale of two hands: children's early gesture use in narrative production predicts later narrative structure in speech. <i>Journal of Child Language</i> , 2015, 42, 662-681. | 0.8 | 62 |
| 96 | Sensitivity of alpha and beta oscillations to sensorimotor characteristics of action: An EEG study of action production and gesture observation. <i>Neuropsychologia</i> , 2012, 50, 2745-2751. | 0.7 | 61 |
| 97 | Understanding gesture: Is the listener's motor system involved?. <i>Journal of Experimental Psychology: General</i> , 2014, 143, 195-204. | 1.5 | 61 |
| 98 | Gesture offers insight into problem-solving in adults and children. <i>Cognitive Science</i> , 2002, 26, 817-831. | 0.8 | 60 |
| 99 | Better together: Simultaneous presentation of speech and gesture in math instruction supports generalization and retention. <i>Learning and Instruction</i> , 2017, 50, 65-74. | 1.9 | 60 |
| 100 | The Relation Between Gesture and Speech in Congenitally Blind and Sighted Language-Learners. <i>Journal of Nonverbal Behavior</i> , 2000, 24, 105-130. | 0.6 | 59 |
| 101 | Does linguistic input play the same role in language learning for children with and without early brain injury?. <i>Developmental Psychology</i> , 2009, 45, 90-102. | 1.2 | 59 |
| 102 | The gestures ASL signers use tell us when they are ready to learn math. <i>Cognition</i> , 2012, 123, 448-453. | 1.1 | 59 |
| 103 | Gesture as a window onto children's number knowledge. <i>Cognition</i> , 2015, 144, 14-28. | 1.1 | 59 |
| 104 | Brain function overlaps when people observe emblems, speech, and grasping. <i>Neuropsychologia</i> , 2013, 51, 1619-1629. | 0.7 | 57 |
| 105 | Does language shape silent gesture?. <i>Cognition</i> , 2016, 148, 10-18. | 1.1 | 54 |
| 106 | Is Seeing Gesture Necessary to Gesture Like a Native Speaker?. <i>Psychological Science</i> , 2016, 27, 737-747. | 1.8 | 53 |
| 107 | Gesture helps learners learn, but not merely by guiding their visual attention. <i>Developmental Science</i> , 2018, 21, e12664. | 1.3 | 53 |
| 108 | Knowledge Conveyed in Gesture Is Not Tied to the Hands. <i>Child Development</i> , 1998, 69, 75. | 1.7 | 52 |

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|-----|---|-----|-----------|
| 109 | Pointing and naming are not redundant: Children use gesture to modify nouns before they modify nouns in speech.. <i>Developmental Psychology</i> , 2014, 50, 1660-1666. | 1.2 | 52 |
| 110 | The Palm-Up Puzzle: Meanings and Origins of a Widespread Form in Gesture and Sign. <i>Frontiers in Communication</i> , 2018, 3, . | 0.6 | 52 |
| 111 | Displaced communication in a self-styled gesture system: Pointing at the nonpresent. <i>Cognitive Development</i> , 1991, 6, 315-342. | 0.7 | 51 |
| 112 | Gesture for Linguists: A Handy Primer. <i>Language and Linguistics Compass</i> , 2015, 9, 437-451. | 1.3 | 51 |
| 113 | What makes a movement a gesture?. <i>Cognition</i> , 2016, 146, 339-348. | 1.1 | 50 |
| 114 | Gesture in the developing brain. <i>Developmental Science</i> , 2012, 15, 165-180. | 1.3 | 48 |
| 115 | The Role of Gesture in Supporting Mental Representations: The Case of Mental Abacus Arithmetic. <i>Cognitive Science</i> , 2018, 42, 554-575. | 0.8 | 48 |
| 116 | Constructing communication by hand. <i>Cognitive Development</i> , 2002, 17, 1385-1405. | 0.7 | 47 |
| 117 | The Cultural Bounds of Maternal Accommodation: How Chinese and American Mothers Communicate With Deaf and Hearing Children. <i>Psychological Science</i> , 2000, 11, 307-314. | 1.8 | 45 |
| 118 | On the way to language: event segmentation in homesign and gesture. <i>Journal of Child Language</i> , 2015, 42, 64-94. | 0.8 | 45 |
| 119 | Gesture's Role in the Learning Process. <i>Theory Into Practice</i> , 2004, 43, 314-321. | 0.9 | 44 |
| 120 | When speech is ambiguous, gesture steps in: Sensitivity to discourse-pragmatic principles in early childhood. <i>Applied Psycholinguistics</i> , 2010, 31, 209-224. | 0.8 | 43 |
| 121 | Hierarchical structure in a self-created communication system: Building nominal constituents in homesign. <i>Language</i> , 2012, 88, 732-763. | 0.3 | 43 |
| 122 | Gesture for generalization: gesture facilitates flexible learning of words for actions on objects. <i>Developmental Science</i> , 2018, 21, e12656. | 1.3 | 43 |
| 123 | Communicating about quantity without a language model: Number devices in homesign grammar. <i>Cognitive Psychology</i> , 2013, 67, 1-25. | 0.9 | 42 |
| 124 | Learning from gesture: How early does it happen?. <i>Cognition</i> , 2015, 142, 138-147. | 1.1 | 42 |
| 125 | From action to abstraction: Gesture as a mechanism of change. <i>Developmental Review</i> , 2015, 38, 167-184. | 2.6 | 40 |
| 126 | Comparing sign language and gesture: Insights from pointing. <i>Glossa</i> , 2019, 4, . | 0.2 | 40 |

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|-----|--|-----|-----------|
| 127 | Individual differences in mental rotation: what does gesture tell us?. <i>Cognitive Processing</i> , 2013, 14, 153-162. | 0.7 | 39 |
| 128 | Visual cortex entrains to sign language. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2017, 114, 6352-6357. | 3.3 | 39 |
| 129 | Widening the lens: what the manual modality reveals about language, learning and cognition. <i>Philosophical Transactions of the Royal Society B: Biological Sciences</i> , 2014, 369, 20130295. | 1.8 | 38 |
| 130 | The Resilience of Structure Built Around the Predicate: Homesign Gesture Systems in Turkish and American Deaf Children. <i>Journal of Cognition and Development</i> , 2015, 16, 55-80. | 0.6 | 38 |
| 131 | What language creation in the manual modality tells us about the foundations of language. <i>Linguistic Review</i> , 2005, 22, . | 0.2 | 37 |
| 132 | How gesture works to change our minds. <i>Trends in Neuroscience and Education</i> , 2014, 3, 4-6. | 1.5 | 37 |
| 133 | Narrative skill in children with early unilateral brain injury: a possible limit to functional plasticity. <i>Developmental Science</i> , 2010, 13, 636-647. | 1.3 | 36 |
| 134 | Meaning before order: Cardinal principle knowledge predicts improvement in understanding the successor principle and exact ordering. <i>Cognition</i> , 2018, 180, 59-81. | 1.1 | 36 |
| 135 | Transitions in learning: Evidence for simultaneously activated strategies.. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 1993, 19, 92-107. | 0.7 | 36 |
| 136 | A Helping Hand in Assessing Children's Knowledge: Instructing Adults to Attend to Gesture. <i>Cognition and Instruction</i> , 2002, 20, 1-26. | 1.9 | 35 |
| 137 | The Seeds of Spatial Grammar in the Manual Modality. <i>Cognitive Science</i> , 2005, 29, 1029-1043. | 0.8 | 35 |
| 138 | Learning what children know about space from looking at their hands: The added value of gesture in spatial communication. <i>Journal of Experimental Child Psychology</i> , 2012, 111, 587-606. | 0.7 | 35 |
| 139 | Moving to Learn: How Guiding the Hands Can Set the Stage for Learning. <i>Cognitive Science</i> , 2016, 40, 1831-1849. | 0.8 | 35 |
| 140 | Narrative processing in typically developing children and children with early unilateral brain injury: Seeing gesture matters.. <i>Developmental Psychology</i> , 2014, 50, 815-828. | 1.2 | 33 |
| 141 | Gesturing has a larger impact on problem-solving than action, even when action is accompanied by words. <i>Language, Cognition and Neuroscience</i> , 2015, 30, 251-260. | 0.7 | 33 |
| 142 | Teaching moral reasoning through gesture. <i>Developmental Science</i> , 2014, 17, 984-990. | 1.3 | 31 |
| 143 | Language Emergence. <i>Annual Review of Linguistics</i> , 2017, 3, 363-388. | 1.2 | 31 |
| 144 | When gesture does and does not promote learning. <i>Language and Cognition</i> , 2010, 2, 1-19. | 0.2 | 30 |

| # | ARTICLE | IF | CITATIONS |
|-----|--|-----|-----------|
| 145 | Speech-accompanying gestures are not processed by the language-processing mechanisms. <i>Neuropsychologia</i> , 2019, 132, 107132. | 0.7 | 29 |
| 146 | Turkish- and English-speaking children display sensitivity to perceptual context in the referring expressions they produce in speech and gesture. <i>Language and Cognitive Processes</i> , 2012, 27, 844-867. | 2.3 | 25 |
| 147 | The pace of vocabulary growth during preschool predicts cortical structure at school age. <i>Neuropsychologia</i> , 2017, 98, 13-23. | 0.7 | 25 |
| 148 | Functional neuroanatomy of gesture–speech integration in children varies with individual differences in gesture processing. <i>Developmental Science</i> , 2018, 21, e12648. | 1.3 | 25 |
| 149 | The noun-verb distinction in established and emergent sign systems. <i>Language</i> , 2019, 95, 230-267. | 0.3 | 25 |
| 150 | Learning math by hand: The neural effects of gesture-based instruction in 8-year-old children. <i>Attention, Perception, and Psychophysics</i> , 2019, 81, 2343-2353. | 0.7 | 25 |
| 151 | Gesture offers insight into problem-solving in adults and children. <i>Cognitive Science</i> , 2002, 26, 817-831. | 0.8 | 25 |
| 152 | Watching language grow. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2005, 102, 2271-2272. | 3.3 | 24 |
| 153 | Repeated movie viewings produce similar local activity patterns but different network configurations. <i>NeuroImage</i> , 2016, 142, 613-627. | 2.1 | 24 |
| 154 | Does language about similarity play a role in fostering similarity comparison in children?. <i>Cognition</i> , 2009, 112, 217-228. | 1.1 | 22 |
| 155 | Generating a lexicon without a language model: Do words for number count?. <i>Journal of Memory and Language</i> , 2013, 69, 496-505. | 1.1 | 22 |
| 156 | Gesturing with an injured brain: How gesture helps children with early brain injury learn linguistic constructions. <i>Journal of Child Language</i> , 2013, 40, 69-105. | 0.8 | 21 |
| 157 | Gesture as a Window onto Communicative Abilities: Implications for Diagnosis and Intervention. <i>Perspectives on Language Learning and Education</i> , 2015, 22, 50-60. | 0.2 | 20 |
| 158 | Manual directional gestures facilitate cross-modal perceptual learning. <i>Cognition</i> , 2019, 187, 178-187. | 1.1 | 20 |
| 159 | Looking at the hands through time: A microgenetic perspective on learning and instruction. , 2002, , 80-106. | | 19 |
| 160 | Mental Transformation Skill in Young Children: The Role of Concrete and Abstract Motor Training. <i>Cognitive Science</i> , 2018, 42, 1207-1228. | 0.8 | 19 |
| 161 | Gesture in Experimental Studies. <i>Organizational Research Methods</i> , 2018, 21, 489-499. | 5.6 | 19 |
| 162 | Number gestures predict learning of number words. <i>Developmental Science</i> , 2019, 22, e12791. | 1.3 | 19 |

| # | ARTICLE | IF | CITATIONS |
|-----|---|-----|-----------|
| 163 | Current Research in Pragmatic Language Use Among Deaf and Hard of Hearing Children. <i>Pediatrics</i> , 2020, 146, S237-S245. | 1.0 | 19 |
| 164 | Do you have to be right to redescribe?. <i>Behavioral and Brain Sciences</i> , 1994, 17, 718-719. | 0.4 | 17 |
| 165 | The Impact of Time on Predicate Forms in the Manual Modality: Signers, Homesigners, and Silent Gesturers. <i>Topics in Cognitive Science</i> , 2015, 7, 169-184. | 1.1 | 17 |
| 166 | Linking language to sensory experience: Onomatopoeia in early language development. <i>Developmental Science</i> , 2021, 24, e13066. | 1.3 | 17 |
| 167 | Widening the Lens on Language Learning: Language Creation in Deaf Children and Adults in Nicaragua. <i>Human Development</i> , 2010, 53, 303-311. | 1.2 | 16 |
| 168 | How handshape type can distinguish between nouns and verbs in homesign. <i>Gesture</i> , 2013, 13, 354-376. | 0.5 | 16 |
| 169 | What the hands can tell us about language emergence. <i>Psychonomic Bulletin and Review</i> , 2017, 24, 213-218. | 1.4 | 16 |
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