Annette Karmiloff-Smith

List of Publications by Year
in descending order

176	14,978	14655 66	19190 118
papers	citations	h-index	g-index

182	182	182	7194
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Development itself is the key to understanding developmental disorders. Trends in Cognitive Sciences, 1998, 2, 389-398.	7.8	1,149
2	From meta-processes to conscious access: Evidence from children's metalinguistic and repair data. Cognition, 1986, 23, 95-147.	2.2	667
3	If you want to get ahead, get a theory. Cognition, 1974, 3, 195-212.	2.2	577
4	Disordered visual processing and oscillatory brain activity in autism and Williams Syndrome. NeuroReport, 2001, 12, 2697-2700.	1.2	380
5	Using Developmental Trajectories to Understand Developmental Disorders. Journal of Speech, Language, and Hearing Research, 2009, 52, 336-358.	1.6	377
6	Nativism versus neuroconstructivism: Rethinking the study of developmental disorders.. Developmental Psychology, 2009, 45, 56-63.	1.6	357
7	Are children with autism blind to the mentalistic significance of the eyes?. British Journal of Developmental Psychology, 1995, 13, 379-398.	1.7	333
8	Is There a Social Module? Language, Face Processing, and Theory of Mind in Individuals with Williams Syndrome. Journal of Cognitive Neuroscience, 1995, 7, 196-208.	2.3	332
9	Constraints on representational change: Evidence from children's drawing. Cognition, 1990, 34, 57-83.	2.2	303
10	Williams syndrome: From genotype through to the cognitive phenotype. American Journal of Medical Genetics Part A, 2000, 97, 164-171.	2.4	289
11	Are developmental disorders like cases of adult brain damage? Implications from connectionist modelling. Behavioral and Brain Sciences, 2002, 25, 727-750.	0.7	276
12	The Cognizer's Innards: A Psychological and Philosophical Perspective on the Development of Thought. Mind and Language, 1993, 8, 487-519.	2.3	267
13	Exploring the Williams syndrome face-processing debate: the importance of building developmental trajectories. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2004, 45, 1258-1274.	5.2	266
14	Spatial representation and attention in toddlers with Williams syndrome and Down syndrome. Neuropsychologia, 2003, 41, 1037-1046.	1.6	260
15	Microâ€•and Macrodevelopmental Changes in Language Acquisition and Other Representational Systems*. Cognitive Science, 1979, 3, 91-118.	1.7	258
16	Language and cognitive processes from a developmental perspective. Language and Cognitive Processes, 1985, 1, 61-85.	2.2	256
17	Atypical development of language and social communication in toddlers with Williams syndrome. Developmental Science, 2002, 5, 233-246.	2.4	253
18	Williams Syndrome: Use of Chromosomal Microdeletions as a Tool to Dissect Cognitive and Physical Phenotypes. American Journal of Human Genetics, 1999, 64, 118-125.	6.2	245

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19	PrÃ©cis ofBeyond modularity: A developmental perspective on cognitive science. Behavioral and Brain Sciences, 1994, 17, 693-707.	0.7	244
20	Language and Williams Syndrome: How Intact Is "Intact"?. Child Development, 1997, 68, 246-262.	3.0	237
21	Atypical trajectories of number development: a neuroconstructivist perspective. Trends in Cognitive Sciences, 2002, 6, 511-516.	7.8	190
22	Tracing Syndrome-Specific Trajectories of Attention Across the Lifespan. Cortex, 2007, 43, 672-685.	2.4	188
23	Neuroimaging of typical and atypical development: A perspective from multiple levels of analysis. Development and Psychopathology, 2002, 14, 521-536.	2.3	187
24	GTF2IRD1 in Craniofacial Development of Humans and Mice. Science, 2005, 310, 1184-1187.	12.6	183
25	What makes counting count? Verbal and visuo-spatial contributions to typical and atypical number development. Journal of Experimental Child Psychology, 2003, 85, 50-62.	1.4	182
26	Language and Williams Syndrome: How Intact Is "Intact"?. Child Development, 1997, 68, 246.	3.0	175
27	The Child is a Theoretician, Not an Inductivist. Mind and Language, 1988, 3, 183-196.	2.3	157
28	Visual search in typically developing toddlers and toddlers with Fragile X or Williams syndrome. Developmental Science, 2004, 7, 116-130.	2.4	155
29	Double Dissociations in Developmental Disorders? Theoretically Misconceived, Empirically Dubious. Cortex, 2003, 39, 161-163.	2.4	152
30	The importance of understanding individual differences in Down syndrome. F1000Research, 2016, 5, 389.	1.6	151
31	Are numerical impairments syndrome specific? Evidence from Williams syndrome and Down's syndrome. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2006, 47, 190-204.	5.2	149
32	Linguistic dissociations in Williams syndrome: evaluating receptive syntax in on-line and off-line tasks. Neuropsychologia, 1998, 36, 343-351.	1.6	141
33	Learning to Read in Williams Syndrome: Looking Beneath the Surface of Atypical Reading Development. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2001, 42, 729-739.	5.2	137
34	Past tense formation in Williams syndrome. Language and Cognitive Processes, 2001, 16, 143-176.	2.2	137
35	A cross-syndrome study of the development of holistic face recognition in children with autism, Down syndrome, and Williams syndrome. Journal of Experimental Child Psychology, 2009, 102, 456-486.	1.4	137
36	Discriminating Power of Localized Three-Dimensional Facial Morphology. American Journal of Human Genetics, 2005, 77, 999-1010.	6.2	133

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37	Phonological Short-term Memory and its Relationship to Language in Williams Syndrome. Cognitive Neuropsychiatry, 1997, 2, 81-99.	1.3	130
38	Daily touchscreen use in infants and toddlers is associated with reduced sleep and delayed sleep onset. Scientific Reports, 2017, 7, 46104.	3.3	129
39	Modeling language acquisition in atypical phenotypes.. Psychological Review, 2003, 110, 647-682.	3.8	112
40	Getting developmental differences or studying child development?. Cognition, 1981, 10, 151-158.	2.2	111
41	Atypical epigenesis. Developmental Science, 2007, 10, 84-88.	2.4	110
42	Different approaches to relating genotype to phenotype in developmental disorders. Developmental Psychobiology, 2002, 40, 311-322.	1.6	108
43	To sleep, perchance to enrich learning?. Archives of Disease in Childhood, 2007, 92, 637-643.	1.9	100
44	Genetic and environmental vulnerabilities in children with neurodevelopmental disorders. Proceedings of the National Academy of Sciences of the United States of America, 2012, 109, 17261-17265.	7.1	98
45	In-depth analysis of spatial cognition in Williams syndrome: A critical assessment of the role of the LIMK1 gene. Neuropsychologia, 2006, 44, 679-685.	1.6	95
46	A study of relative clauses in Williams syndrome. Journal of Child Language, 2002, 29, 403-416.	1.2	88
47	Reconsidering the impact of preterm birth on language outcome. Early Human Development, 2009, 85, 639-645.	1.8	88
48	Small and large number processing in infants and toddlers with Williams syndrome. Developmental Science, 2008, 11, 637-643.	2.4	87
49	An Alternative to Domain-general or Domain-specific Frameworks for Theorizing about Human Evolution and Ontogenesis. AIMS Neuroscience, 2015, 2, 91-104.	2.3	87
50	The tortuous route from genes to behavior: A neuroconstructivist approach. Cognitive, Affective and Behavioral Neuroscience, 2006, 6, 9-17.	2.0	84
51	The overâ€pruning hypothesis of autism. Developmental Science, 2016, 19, 284-305.	2.4	83
52	Dethroning the Myth: Cognitive Dissociations and Innate Modularity in Williams Syndrome. Developmental Neuropsychology, 2003, 23, 227-242.	1.4	81
53	Brain structural differences associated with the behavioural phenotype in children with Williams syndrome. Brain Research, 2009, 1258, 96-107.	2.2	81
54	Word learning in a special population: do individuals with Williams syndrome obey lexical constraints?. Journal of Child Language, 1997, 24, 737-765.	1.2	80

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55	High functioning children with autism spectrum disorder: A novel test of multitasking. Brain and Cognition, 2006, 61, 14-24.	1.8	79
56	Cross syndrome comparison of sleep problems in children with Down syndrome and Williams syndrome. Research in Developmental Disabilities, 2013, 34, 1572-1580.	2.2	78
57	Deviations in the emergence of representations: a neuroconstructivist framework for analysing developmental disorders. Developmental Science, 2000, 3, 1-23.	2.4	77
58	When modularization fails to occur: A developmental perspective. Cognitive Neuropsychology, 2011, 28, 276-287.	1.1	77
59	More about the same: children's understanding of post-articles. Journal of Child Language, 1977, 4, 377-394.	1.2	75
60	Can neural selectionism be applied to cognitive development and its disorders?. New Ideas in Psychology, 1992, 10, 35-46.	1.9	74
61	Children's understanding of notations as domains of knowledge versus referential-communicative tools. Cognitive Development, 1992, 7, 287-300.	1.3	74
62	ERP abnormalities of illusory contour perception in Williams Syndrome. NeuroReport, 2003, 14, 1773-1777.	1.2	74
63	Long-term effects of preterm birth on language and literacy at eight years. Journal of Child Language, 2010, 37, 865-885.	1.2	73
64	Neuroimaging of the developing brain: Taking â€œdevelopingâ€•seriously. Human Brain Mapping, 2010, 31, 934-941.	3.6	72
65	Connectionism and Developmental Psychology. Journal of Child Psychology and Psychiatry and Allied Disciplines, 1997, 38, 53-80.	5.2	71
66	To Look or Not to Look? Typical and Atypical Development of Oculomotor Control. Journal of Cognitive Neuroscience, 2005, 17, 591-604.	2.3	71
67	Delineation of early attentional control difficulties in fragile X syndrome: Focus on neurocomputational changes. Neuropsychologia, 2007, 45, 1889-1898.	1.6	70
68	Rethinking metalinguistic awareness: representing and accessing knowledge about what counts as a word. Cognition, 1996, 58, 197-219.	2.2	69
69	Do Individuals with Williams Syndrome have Bizarre Semantics? Evidence for Lexical Organization Using an On-Line Task. Cortex, 1997, 33, 515-527.	2.4	67
70	The development of spatial frequency biases in face recognition. Journal of Experimental Child Psychology, 2010, 106, 193-207.	1.4	66
71	Characterisation of sleep problems in children with Williams syndrome. Research in Developmental Disabilities, 2011, 32, 164-169.	2.2	66
72	Learning to read in Williams syndrome and Down syndrome: syndromeâ€specific precursors and developmental trajectories. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2013, 54, 754-762.	5.2	63

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73	Early Word Segmentation by Infants and Toddlers With Williams Syndrome. Infancy, 2003, 4, 251-271.	1.6	62
74	Comprehension of Spatial Language Terms in Williams Syndrome: Evidence for an Interaction Between Domains of Strength and Weakness. Cortex, 2004, 40, 85-101.	2.4	62
75	Mechanisms of developmental regression in autism and the broader phenotype: A neural network modeling approach.. Psychological Review, 2011, 118, 637-654.	3.8	59
76	The dawn of cognitive genetics? Crucial developmental caveats. Trends in Cognitive Sciences, 2005, 9, 126-135.	7.8	57
77	Attention across modalities as a longitudinal predictor of early outcomes: the case of fragile X syndrome. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2012, 53, 641-650.	5.2	55
78	Is atypical development necessarily a window on the normal mind/brain?: The case of Williams syndrome. Developmental Science, 1998, 1, 273-277.	2.4	54
79	Can Developmental Disorders Reveal the Component Parts of the Human Language Faculty?. Language Learning and Development, 2005, 1, 65-92.	1.4	54
80	Nature, Nurture and PDP: Preposterous Developmental Postulates?. Connection Science, 1992, 4, 253-269.	3.0	53
81	Does Attention Constrain Developmental Trajectories in Fragile X Syndrome? A 3-Year Prospective Longitudinal Study. American Journal on Intellectual and Developmental Disabilities, 2012, 117, 103-120.	1.6	53
82	Mapping developmental trajectories of attention and working memory in fragile X syndrome: Developmental freeze or developmental change?. Development and Psychopathology, 2013, 25, 365-376.	2.3	52
83	Early categorization abilities in young children with Williams syndrome. NeuroReport, 2002, 13, 1259-1262.	1.2	51
84	Audioâ€visual speech perception: a developmental <scp>ERP</scp> investigation. Developmental Science, 2014, 17, 110-124.	2.4	50
85	Typical and Atypical Development of Visual Estimation Abilities. Cortex, 2007, 43, 758-768.	2.4	48
86	Neurodevelopmental disorders. Wiley Interdisciplinary Reviews: Cognitive Science, 2017, 8, e1398.	2.8	47
87	Dethroning the Myth: Cognitive Dissociations and Innate Modularity in Williams Syndrome. Developmental Neuropsychology, 2003, 23, 227-242.	1.4	43
88	Social Cognition in Williams Syndrome: Genotype/Phenotype Insights from Partial Deletion Patients. Frontiers in Psychology, 2012, 3, 168.	2.1	41
89	What's Special About the Development of the Human Mind/Brain?. Mind and Language, 1993, 8, 569-581.	2.3	40
90	Speeded naming, frequency and the development of the lexicon in Williams syndrome. Language and Cognitive Processes, 2006, 21, 721-759.	2.2	38

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91	Comprehension of metaphor and metonymy in children with Williams syndrome. International Journal of Language and Communication Disorders, 2009, 44, 962-978.	1.5	38
92	Inefficient Search of Large-Scale Space in Williams Syndrome: Further Insights on the Role of LIMK1 Deletion in Deficits of Spatial Cognition. Perception, 2009, 38, 694-701.	1.2	36
93	Anxious, hypoactive phenotype combined with motor deficits in Gtf2ird1 null mouse model relevant to Williams syndrome. Behavioural Brain Research, 2012, 233, 458-473.	2.2	36
94	The Importance of Sleep: Attentional Problems in School-Aged Children With Down Syndrome and Williams Syndrome. Behavioral Sleep Medicine, 2015, 13, 455-471.	2.1	34
95	Annotation: The Extraordinary Cognitive Journey from Foetus through Infancy. Journal of Child Psychology and Psychiatry and Allied Disciplines, 1995, 36, 1293-1313.	5.2	32
96	A comparative study of cognition and brain anatomy between two neurodevelopmental disorders: 22q11.2 deletion syndrome and Williams syndrome. Neuropsychologia, 2009, 47, 1034-1044.	1.6	32
97	Representational development and theory-of-mind computations. Behavioral and Brain Sciences, 1993, 16, 70-71.	0.7	30
98	Preaching to the Converted? From Constructivism to Neuroconstructivism. Child Development Perspectives, 2009, 3, 99-102.	3.9	30
99	Challenging the use of adult neuropsychological models for explaining neurodevelopmental disorders: Developed versus developing brains. Quarterly Journal of Experimental Psychology, 2013, 66, 1-14.	1.1	30
100	Taking Development Seriously. Human Development, 1999, 42, 325-327.	2.0	28
101	Building an adaptive brain across development: targets for neurorehabilitation must begin in infancy. Frontiers in Behavioral Neuroscience, 2015, 9, 232.	2.0	28
102	The development of metaphorical language comprehension in typical development and in Williams syndrome. Journal of Experimental Child Psychology, 2010, 106, 99-114.	1.4	27
103	Environmental and Genetic Influences on Neurocognitive Development. Clinical Psychological Science, 2014, 2, 628-637.	4.0	27
104	A crossâ€syndrome study of the differential effects of sleep on declarative memory consolidation in children with neurodevelopmental disorders. Developmental Science, 2017, 20, e12383.	2.4	27
105	Brief Report: Developing Spatial Frequency Biases for Face Recognition in Autism and Williams Syndrome. Journal of Autism and Developmental Disorders, 2011, 41, 968-973.	2.7	26
106	Basic numerical processes in very preterm children: A critical transition from preschool to school age. Early Human Development, 2014, 90, 103-111.	1.8	25
107	Applying gaze-contingent training within community settings to infants from diverse SES backgrounds. Journal of Applied Developmental Psychology, 2016, 43, 8-17.	1.7	25
108	The Development of External Symbol Systems: The Child as a Notator. , 1996, , 185-211.		24

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109	Intelligence as a Developing Function: A Neuroconstructivist Approach. Journal of Intelligence, 2017, 5, 18.	2.5	23
110	Asynchrony in the cognitive and lexical development of young children with Williams syndrome. Journal of Child Language, 2005, 32, 427-438.	1.2	22
111	Definitions versus categorization: assessing the development of lexico-semantic knowledge in Williams syndrome. International Journal of Language and Communication Disorders, 2010, 46, 100824014249025.	1.5	22
112	Macro- and microdevelopmental research: Assumptions, research strategies, constraints, and utilities. , 2002, , 243-266.		20
113	Williams syndrome. Current Biology, 2007, 17, R1035-R1036.	3.9	20
114	Love Isâ€¦ AN ABSTRACT WORD: THE INFLUENCE OF LEXICAL SEMANTICS ON VERBAL SHORT-TERM MEMORY IN WILLIAMS SYNDROME. Cortex, 2005, 41, 169-179.	2.4	18
115	Infant wake after sleep onset serves as a marker for different trajectories in cognitive development. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2019, 60, 189-198.	5.2	18
116	What Does It Mean to Claim that Something Is 'Innate'? Response to Clark, Harris, Lightfoot and Samuels. Mind and Language, 1998, 13, 588-597.	2.3	17
117	The dynamics of ontogeny. Progress in Brain Research, 2011, 189, 23-33.	1.4	16
118	Notational adaptation in children.. Canadian Journal of Behavioural Science, 1998, 30, 159-171.	0.6	15
119	Discovering Structure in Auditory Input: Evidence From Williams Syndrome. American Journal on Intellectual and Developmental Disabilities, 2010, 115, 128-139.	1.6	15
120	Foreward: Development Is Not About Studying Children: The Importance of Longitudinal Approaches. American Journal on Intellectual and Developmental Disabilities, 2012, 117, 87-89.	1.6	15
121	Syndromic Autism: Progressing Beyond Current Levels of Description. Review Journal of Autism and Developmental Disorders, 2017, 4, 321-327.	3.4	15
122	Static Snapshots versus Dynamic Approaches to Genes, Brain, Cognition, and Behavior in Neurodevelopmental Disabilities. International Review of Research in Developmental Disabilities, 2011, 40, 1-15.	0.8	14
123	Cross-Domain Associations Between Motor Ability, Independent Exploration, and Large-Scale Spatial Navigation; Attention Deficit Hyperactivity Disorder, Williams Syndrome, and Typical Development. Frontiers in Human Neuroscience, 2019, 13, 225.	2.0	13
124	A multi-level developmental approach to exploring individual differences in Down syndrome: genes, brain, behaviour, and environment. Research in Developmental Disabilities, 2020, 104, 103638.	2.2	13
125	Attentional abilities constrain language development: A crossâ€syndrome infant/toddler study. Developmental Science, 2020, 23, e12961.	2.4	13
126	Face processing in Williams syndrome is already atypical in infancy. Frontiers in Psychology, 2015, 6, 760.	2.1	12

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127	Williams syndrome: A surprising deficit in oromotor praxis in a population with proficient language production. Neuropsychologia, 2015, 67, 82-90.	1.6	12
128	Las restricciones del conocimiento notacional. Infancia Y Aprendizaje, 1993, 16, 19-51.	0.9	11
129	Genetic contributions to visuospatial cognition in Williams syndrome: insights from two contrasting partial deletion patients. Journal of Neurodevelopmental Disorders, 2014, 6, 18.	3.1	11
130	Why a developmental perspective is critical for understanding human cognition. Behavioral and Brain Sciences, 2016, 39, e122.	0.7	11
131	Sleep is atypical across neurodevelopmental disorders in infants and toddlers: A cross-syndrome study. Research in Developmental Disabilities, 2020, 97, 103549.	2.2	11
132	Residual normality: Friend or foe?. Behavioral and Brain Sciences, 2002, 25, 772-780.	0.7	10
133	Constraints on the Timing of Infant Cognitive Change: Domain-Specific or Domain-General?. International Journal of Developmental Sciences, 2010, 4, 31-45.	0.5	9
134	Ontogeny, Genetics, and Evolution: A Perspective from Developmental Cognitive Neuroscience. Biological Theory, 2006, 1, 44-51.	1.5	8
135	LANGUAGE AND WILLIAMS SYNDROME. Annual Review of Applied Linguistics, 2008, 28, 191-204.	1.5	8
136	What standardized tests ignore when assessing individuals with neurodevelopmental disorders /Lo que ignoran los tests estandarizados en la evaluaciÃ³n de personas con trastornos del neurodesarrollo. Estudios De Psicologia, 2014, 35, 426-437.	0.3	8
137	Parent-child interaction as a dynamic contributor to learning and cognitive development in typical and atypical development /Influencia dinÃ¡mica entre la interacciÃ³n padre/madre-hijo y el aprendizaje y el desarrollo cognitivo en el desarrollo tÃpico y atÃpico. Infancia Y Aprendizaje, 2016, 39, 694-726.	0.9	8
138	Eye Movement Patterns and Approximate Number Sense Task Performance in Williams Syndrome and Down Syndrome: A Developmental Perspective. Journal of Autism and Developmental Disorders, 2019, 49, 4030-4038.	2.7	8
139	Down syndrome and parental depression: A double hit on early expressive language development. Research in Developmental Disabilities, 2020, 100, 103613.	2.2	8
140	A Developmental Perspective on Modularity. On Thinking, 2010, , 179-187.	0.5	8
141	Transforming a partially structured brain into a creative mind. Behavioral and Brain Sciences, 1994, 17, 732-745.	0.7	7
142	Restricciones de la conciencia metalingÃ¼Ãstica. Infancia Y Aprendizaje, 1995, 18, 33-50.	0.9	7
143	The foundations of mathematical development in Williams syndrome and Down syndrome. Journal of Applied Research in Intellectual Disabilities, 2020, 33, 1080-1089.	2.0	7
144	Constructivism without tears. Behavioral and Brain Sciences, 1991, 14, 566-566.	0.7	5

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145	Quo vadis modularity in the 1990S?. Learning and Individual Differences, 1998, 10, 245-250.	2.7	5
146	â€˜Microgeneticsâ€™: No Single Method Can Elucidate Human Learning. Human Development, 2013, 56, 47-51.	2.0	5
147	Do behavioural inattention and hyperactivity exacerbate cognitive difficulties associated with autistic symptoms? Longitudinal profiles in fragile X syndrome. International Journal of Developmental Disabilities, 2013, 59, 80-94.	2.0	5
148	Reduced Reliance on Optimal Facial Information for Identity Recognition in Autism Spectrum Disorder. Journal of Cognition and Development, 2013, 14, 467-479.	1.3	5
149	A Cross-Syndrome Comparison of Sleep-Dependent Learning on a Cognitive Procedural Task. American Journal on Intellectual and Developmental Disabilities, 2019, 124, 339-353.	1.6	5
150	Visuo-attentional correlates of Autism Spectrum Disorder (ASD) in children with Down syndrome: A comparative study with children with idiopathic ASD. Research in Developmental Disabilities, 2020, 104, 103678.	2.2	5
151	Motor Abilities and the Motor Profile in Individuals with Williams Syndrome. Advances in Neurodevelopmental Disorders, 2021, 5, 46-60.	1.1	5
152	Disentangling autism spectrum and attention-deficit/hyperactivity symptoms over development in fragile X syndrome. Research in Developmental Disabilities, 2020, 104, 103692.	2.2	5
153	Deviations in the emergence of representations: themes and variations. Developmental Science, 2000, 3, 38-40.	2.4	4
154	Semantic knowledge in williams syndrome: Insights from comparing behavioural and brain processes in false memory tasks. , 2007, , .		4
155	The missing developmental dimension in the network perspective. Behavioral and Brain Sciences, 2010, 33, 175-176.	0.7	4
156	Diagnostics for domain-specific constraints. Behavioral and Brain Sciences, 1991, 14, 621-622.	0.7	3
157	The importance of ontogenetic change in typical and atypical development. Behavioral and Brain Sciences, 2010, 33, 271-272.	0.7	3
158	Multiple Trajectories to Human Language Acquisition: Domain-Specific or Domain-General?. Human Development, 2010, 53, 239-244.	2.0	3
159	Separating the effects of ethnicity and socio-economic status on sleep practices of 6- to 7-month-old infants. Learning and Individual Differences, 2016, 46, 64-69.	2.7	3
160	Understanding Strategic Information Use During Emotional Expression Judgments in Williams Syndrome. Developmental Neuropsychology, 2017, 42, 323-335.	1.4	3
161	Comprehension of metaphor and metonymy in children with Williams syndrome. International Journal of Language and Communication Disorders, 2009, 44, 962-978.	1.5	3
162	Human versus nonhuman abilities: Is there a difference which really counts?. Behavioral and Brain Sciences, 1988, 11, 589-590.	0.7	2

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163	Heads you win, tails you lose: evidence for young infants categorizing mammals by head and facial attributes. Infant and Child Development, 1997, 6, 113-126.	0.4	2
164	The right tools for the job?. Behavioral and Brain Sciences, 1989, 12, 600-600.	0.7	1
165	Constraints on the construction of cognition. Behavioral and Brain Sciences, 1997, 20, 569-570.	0.7	1
166	Evaluating connectionism: A developmental perspective. Behavioral and Brain Sciences, 2003, 26, 614-615.	0.7	1
167	Is it language that makes humans intelligent?. Behavioral and Brain Sciences, 2006, 29, 298-298.	0.7	1
168	Can developmental disorders provide evidence for two systems of number computation in humans?. , 2007, , .		1
169	From constructivism to neuroconstructivism: Did we still fall into the foundationalism/encodingism trap? Commentary on â€œStepping off the pendulum: Why only an action-based approach can transcend the nativistâ€“empiricist debateâ€• by J. Allen and M. Bickhard. Cognitive Development, 2013, 28, 154-158.	1.3	1
170	Williams Syndrome. , 2015, , 579-583.		1
171	Discourse has lost its virginity. New Ideas in Psychology, 1988, 6, 375-379.	1.9	0
172	Work from the MRC Cognitive Development Unit. Developmental Science, 1998, 1, 213-214.	2.4	0
173	Specific and general underpinnings to number; parallel development. Behavioral and Brain Sciences, 2008, 31, 661-661.	0.7	0
174	VISUAL SEARCH ATTENTION AND EXECUTIVE FUNCTION IN CHINESE CHILDREN WITH WILLIAMS SYNDROME. Pediatrics, 2008, 121, S148-S148.	2.1	0
175	Delayed Echolalia. , 2013, , 856-856.		0
176	Developmental Change. , 2021, , 1354-1355.		0