

Annette Karmiloff-Smith

List of Publications by Year in descending order

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Version: 2024-02-01

176
papers

14,978
citations

14655

66
h-index

19190

118
g-index

182
all docs

182
docs citations

182
times ranked

7194
citing authors

#	ARTICLE	IF	CITATIONS
1	Motor Abilities and the Motor Profile in Individuals with Williams Syndrome. <i>Advances in Neurodevelopmental Disorders</i> , 2021, 5, 46-60.	1.1	5
2	Developmental Change. , 2021, , 1354-1355.		0
3	Sleep is atypical across neurodevelopmental disorders in infants and toddlers: A cross-syndrome study. <i>Research in Developmental Disabilities</i> , 2020, 97, 103549.	2.2	11
4	A multi-level developmental approach to exploring individual differences in Down syndrome: genes, brain, behaviour, and environment. <i>Research in Developmental Disabilities</i> , 2020, 104, 103638.	2.2	13
5	Visuo-attentional correlates of Autism Spectrum Disorder (ASD) in children with Down syndrome: A comparative study with children with idiopathic ASD. <i>Research in Developmental Disabilities</i> , 2020, 104, 103678.	2.2	5
6	Attentional abilities constrain language development: A cross-syndrome infant/toddler study. <i>Developmental Science</i> , 2020, 23, e12961.	2.4	13
7	Down syndrome and parental depression: A double hit on early expressive language development. <i>Research in Developmental Disabilities</i> , 2020, 100, 103613.	2.2	8
8	The foundations of mathematical development in Williams syndrome and Down syndrome. <i>Journal of Applied Research in Intellectual Disabilities</i> , 2020, 33, 1080-1089.	2.0	7
9	Disentangling autism spectrum and attention-deficit/hyperactivity symptoms over development in fragile X syndrome. <i>Research in Developmental Disabilities</i> , 2020, 104, 103692.	2.2	5
10	Infant wake after sleep onset serves as a marker for different trajectories in cognitive development. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2019, 60, 189-198.	5.2	18
11	Cross-Domain Associations Between Motor Ability, Independent Exploration, and Large-Scale Spatial Navigation; Attention Deficit Hyperactivity Disorder, Williams Syndrome, and Typical Development. <i>Frontiers in Human Neuroscience</i> , 2019, 13, 225.	2.0	13
12	Eye Movement Patterns and Approximate Number Sense Task Performance in Williams Syndrome and Down Syndrome: A Developmental Perspective. <i>Journal of Autism and Developmental Disorders</i> , 2019, 49, 4030-4038.	2.7	8
13	A Cross-Syndrome Comparison of Sleep-Dependent Learning on a Cognitive Procedural Task. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2019, 124, 339-353.	1.6	5
14	Daily touchscreen use in infants and toddlers is associated with reduced sleep and delayed sleep onset. <i>Scientific Reports</i> , 2017, 7, 46104.	3.3	129
15	Neurodevelopmental disorders. <i>Wiley Interdisciplinary Reviews: Cognitive Science</i> , 2017, 8, e1398.	2.8	47
16	Syndromic Autism: Progressing Beyond Current Levels of Description. <i>Review Journal of Autism and Developmental Disorders</i> , 2017, 4, 321-327.	3.4	15
17	Understanding Strategic Information Use During Emotional Expression Judgments in Williams Syndrome. <i>Developmental Neuropsychology</i> , 2017, 42, 323-335.	1.4	3
18	A cross-syndrome study of the differential effects of sleep on declarative memory consolidation in children with neurodevelopmental disorders. <i>Developmental Science</i> , 2017, 20, e12383.	2.4	27

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19	Intelligence as a Developing Function: A Neuroconstructivist Approach. <i>Journal of Intelligence</i> , 2017, 5, 18.	2.5	23
20	The importance of understanding individual differences in Down syndrome. <i>F1000Research</i> , 2016, 5, 389.	1.6	151
21	The over-pruning hypothesis of autism. <i>Developmental Science</i> , 2016, 19, 284-305.	2.4	83
22	Separating the effects of ethnicity and socio-economic status on sleep practices of 6- to 7-month-old infants. <i>Learning and Individual Differences</i> , 2016, 46, 64-69.	2.7	3
23	Parent-child interaction as a dynamic contributor to learning and cognitive development in typical and atypical development /<i>Influencia dinámica entre la interacción padre/madre-hijo y el aprendizaje y el desarrollo cognitivo en el desarrollo típico y atípico</i>. <i>Infancia Y Aprendizaje</i> , 2016, 39, 694-726.	0.9	8
24	Why a developmental perspective is critical for understanding human cognition. <i>Behavioral and Brain Sciences</i> , 2016, 39, e122.	0.7	11
25	Applying gaze-contingent training within community settings to infants from diverse SES backgrounds. <i>Journal of Applied Developmental Psychology</i> , 2016, 43, 8-17.	1.7	25
26	Williams Syndrome. , 2015, , 579-583.		1
27	Building an adaptive brain across development: targets for neurorehabilitation must begin in infancy. <i>Frontiers in Behavioral Neuroscience</i> , 2015, 9, 232.	2.0	28
28	Face processing in Williams syndrome is already atypical in infancy. <i>Frontiers in Psychology</i> , 2015, 6, 760.	2.1	12
29	The Importance of Sleep: Attentional Problems in School-Aged Children With Down Syndrome and Williams Syndrome. <i>Behavioral Sleep Medicine</i> , 2015, 13, 455-471.	2.1	34
30	Williams syndrome: A surprising deficit in oromotor praxis in a population with proficient language production. <i>Neuropsychologia</i> , 2015, 67, 82-90.	1.6	12
31	An Alternative to Domain-general or Domain-specific Frameworks for Theorizing about Human Evolution and Ontogenesis. <i>AIMS Neuroscience</i> , 2015, 2, 91-104.	2.3	87
32	Environmental and Genetic Influences on Neurocognitive Development. <i>Clinical Psychological Science</i> , 2014, 2, 628-637.	4.0	27
33	What standardized tests ignore when assessing individuals with neurodevelopmental disorders /<i>Lo que ignoran los tests estandarizados en la evaluación de personas con trastornos del neurodesarrollo</i>. <i>Estudios De Psicología</i> , 2014, 35, 426-437.	0.3	8
34	Audio-visual speech perception: a developmental <sc>ERP</sc> investigation. <i>Developmental Science</i> , 2014, 17, 110-124.	2.4	50
35	Genetic contributions to visuospatial cognition in Williams syndrome: insights from two contrasting partial deletion patients. <i>Journal of Neurodevelopmental Disorders</i> , 2014, 6, 18.	3.1	11
36	Basic numerical processes in very preterm children: A critical transition from preschool to school age. <i>Early Human Development</i> , 2014, 90, 103-111.	1.8	25

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37	Delayed Echolalia. , 2013, , 856-856.		0
38	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
39	“Microgenetics”™: No Single Method Can Elucidate Human Learning. Human Development, 2013, 56, 47-51.	2.0	5
40	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
41	From constructivism to neuroconstructivism: Did we still fall into the foundationalism/encodingism trap? Commentary on “Stepping off the pendulum: Why only an action-based approach can transcend the nativist” empiricist debate” by J. Allen and M. Bickhard. Cognitive Development, 2013, 28, 154-158.	1.3	1
42	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
43	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
44	Learning to read in Williams syndrome and Down syndrome: syndrome-specific precursors and developmental trajectories. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2013, 54, 754-762.	5.2	63
45	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
46	Foreword: 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
47	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
48	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
49	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
50	Social Cognition in Williams Syndrome: Genotype/Phenotype Insights from Partial Deletion Patients. Frontiers in Psychology, 2012, 3, 168.	2.1	41
51	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
52	The dynamics of ontogeny. Progress in Brain Research, 2011, 189, 23-33.	1.4	16
53	Characterisation of sleep problems in children with Williams syndrome. Research in Developmental Disabilities, 2011, 32, 164-169.	2.2	66
54	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

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55	When modularization fails to occur: A developmental perspective. <i>Cognitive Neuropsychology</i> , 2011, 28, 276-287.	1.1	77
56	Mechanisms of developmental regression in autism and the broader phenotype: A neural network modeling approach.. <i>Psychological Review</i> , 2011, 118, 637-654.	3.8	59
57	Static Snapshots versus Dynamic Approaches to Genes, Brain, Cognition, and Behavior in Neurodevelopmental Disabilities. <i>International Review of Research in Developmental Disabilities</i> , 2011, 40, 1-15.	0.8	14
58	The missing developmental dimension in the network perspective. <i>Behavioral and Brain Sciences</i> , 2010, 33, 175-176.	0.7	4
59	The importance of ontogenetic change in typical and atypical development. <i>Behavioral and Brain Sciences</i> , 2010, 33, 271-272.	0.7	3
60	Constraints on the Timing of Infant Cognitive Change: Domain-Specific or Domain-General?. <i>International Journal of Developmental Sciences</i> , 2010, 4, 31-45.	0.5	9
61	Definitions versus categorization: assessing the development of lexico-semantic knowledge in Williams syndrome. <i>International Journal of Language and Communication Disorders</i> , 2010, 46, 100824014249025.	1.5	22
62	Neuroimaging of the developing brain: Taking "developing" seriously. <i>Human Brain Mapping</i> , 2010, 31, 934-941.	3.6	72
63	Long-term effects of preterm birth on language and literacy at eight years. <i>Journal of Child Language</i> , 2010, 37, 865-885.	1.2	73
64	Discovering Structure in Auditory Input: Evidence From Williams Syndrome. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2010, 115, 128-139.	1.6	15
65	The development of metaphorical language comprehension in typical development and in Williams syndrome. <i>Journal of Experimental Child Psychology</i> , 2010, 106, 99-114.	1.4	27
66	The development of spatial frequency biases in face recognition. <i>Journal of Experimental Child Psychology</i> , 2010, 106, 193-207.	1.4	66
67	Multiple Trajectories to Human Language Acquisition: Domain-Specific or Domain-General?. <i>Human Development</i> , 2010, 53, 239-244.	2.0	3
68	A Developmental Perspective on Modularity. <i>On Thinking</i> , 2010, , 179-187.	0.5	8
69	A comparative study of cognition and brain anatomy between two neurodevelopmental disorders: 22q11.2 deletion syndrome and Williams syndrome. <i>Neuropsychologia</i> , 2009, 47, 1034-1044.	1.6	32
70	Reconsidering the impact of preterm birth on language outcome. <i>Early Human Development</i> , 2009, 85, 639-645.	1.8	88
71	Brain structural differences associated with the behavioural phenotype in children with Williams syndrome. <i>Brain Research</i> , 2009, 1258, 96-107.	2.2	81
72	Preaching to the Converted? From Constructivism to Neuroconstructivism. <i>Child Development Perspectives</i> , 2009, 3, 99-102.	3.9	30

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73	Comprehension of metaphor and metonymy in children with Williams syndrome. <i>International Journal of Language and Communication Disorders</i> , 2009, 44, 962-978.	1.5	38
74	Nativism versus neuroconstructivism: Rethinking the study of developmental disorders.. <i>Developmental Psychology</i> , 2009, 45, 56-63.	1.6	357
75	A cross-syndrome study of the development of holistic face recognition in children with autism, Down syndrome, and Williams syndrome. <i>Journal of Experimental Child Psychology</i> , 2009, 102, 456-486.	1.4	137
76	Using Developmental Trajectories to Understand Developmental Disorders. <i>Journal of Speech, Language, and Hearing Research</i> , 2009, 52, 336-358.	1.6	377
77	Inefficient Search of Large-Scale Space in Williams Syndrome: Further Insights on the Role of LIMK1 Deletion in Deficits of Spatial Cognition. <i>Perception</i> , 2009, 38, 694-701.	1.2	36
78	Comprehension of metaphor and metonymy in children with Williams syndrome. <i>International Journal of Language and Communication Disorders</i> , 2009, 44, 962-978.	1.5	3
79	Small and large number processing in infants and toddlers with Williams syndrome. <i>Developmental Science</i> , 2008, 11, 637-643.	2.4	87
80	LANGUAGE AND WILLIAMS SYNDROME. <i>Annual Review of Applied Linguistics</i> , 2008, 28, 191-204.	1.5	8
81	Specific and general underpinnings to number; parallel development. <i>Behavioral and Brain Sciences</i> , 2008, 31, 661-661.	0.7	0
82	VISUAL SEARCH ATTENTION AND EXECUTIVE FUNCTION IN CHINESE CHILDREN WITH WILLIAMS SYNDROME. <i>Pediatrics</i> , 2008, 121, S148-S148.	2.1	0
83	To sleep, perchance to enrich learning?. <i>Archives of Disease in Childhood</i> , 2007, 92, 637-643.	1.9	100
84	Tracing Syndrome-Specific Trajectories of Attention Across the Lifespan. <i>Cortex</i> , 2007, 43, 672-685.	2.4	188
85	Typical and Atypical Development of Visual Estimation Abilities. <i>Cortex</i> , 2007, 43, 758-768.	2.4	48
86	Semantic knowledge in williams syndrome: Insights from comparing behavioural and brain processes in false memory tasks. , 2007, , .		4
87	Can developmental disorders provide evidence for two systems of number computation in humans?. , 2007, , .		1
88	Atypical epigenesis. <i>Developmental Science</i> , 2007, 10, 84-88.	2.4	110
89	Williams syndrome. <i>Current Biology</i> , 2007, 17, R1035-R1036.	3.9	20
90	Delineation of early attentional control difficulties in fragile X syndrome: Focus on neurocomputational changes. <i>Neuropsychologia</i> , 2007, 45, 1889-1898.	1.6	70

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91	High functioning children with autism spectrum disorder: A novel test of multitasking. <i>Brain and Cognition</i> , 2006, 61, 14-24.	1.8	79
92	Is it language that makes humans intelligent?. <i>Behavioral and Brain Sciences</i> , 2006, 29, 298-298.	0.7	1
93	Are numerical impairments syndrome specific? Evidence from Williams syndrome and Down's syndrome. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2006, 47, 190-204.	5.2	149
94	The tortuous route from genes to behavior: A neuroconstructivist approach. <i>Cognitive, Affective and Behavioral Neuroscience</i> , 2006, 6, 9-17.	2.0	84
95	In-depth analysis of spatial cognition in Williams syndrome: A critical assessment of the role of the LIMK1 gene. <i>Neuropsychologia</i> , 2006, 44, 679-685.	1.6	95
96	Speeded naming, frequency and the development of the lexicon in Williams syndrome. <i>Language and Cognitive Processes</i> , 2006, 21, 721-759.	2.2	38
97	Ontogeny, Genetics, and Evolution: A Perspective from Developmental Cognitive Neuroscience. <i>Biological Theory</i> , 2006, 1, 44-51.	1.5	8
98	To Look or Not to Look? Typical and Atypical Development of Oculomotor Control. <i>Journal of Cognitive Neuroscience</i> , 2005, 17, 591-604.	2.3	71
99	Asynchrony in the cognitive and lexical development of young children with Williams syndrome. <i>Journal of Child Language</i> , 2005, 32, 427-438.	1.2	22
100	Love Isâ€¦ AN ABSTRACT WORD: THE INFLUENCE OF LEXICAL SEMANTICS ON VERBAL SHORT-TERM MEMORY IN WILLIAMS SYNDROME. <i>Cortex</i> , 2005, 41, 169-179.	2.4	18
101	Discriminating Power of Localized Three-Dimensional Facial Morphology. <i>American Journal of Human Genetics</i> , 2005, 77, 999-1010.	6.2	133
102	Can Developmental Disorders Reveal the Component Parts of the Human Language Faculty?. <i>Language Learning and Development</i> , 2005, 1, 65-92.	1.4	54
103	The dawn of cognitive genetics? Crucial developmental caveats. <i>Trends in Cognitive Sciences</i> , 2005, 9, 126-135.	7.8	57
104	GTF2IRD1 in Craniofacial Development of Humans and Mice. <i>Science</i> , 2005, 310, 1184-1187.	12.6	183
105	Visual search in typically developing toddlers and toddlers with Fragile X or Williams syndrome. <i>Developmental Science</i> , 2004, 7, 116-130.	2.4	155
106	Exploring the Williams syndrome face-processing debate: the importance of building developmental trajectories. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2004, 45, 1258-1274.	5.2	266
107	Comprehension of Spatial Language Terms in Williams Syndrome: Evidence for an Interaction Between Domains of Strength and Weakness. <i>Cortex</i> , 2004, 40, 85-101.	2.4	62
108	Early Word Segmentation by Infants and Toddlers With Williams Syndrome. <i>Infancy</i> , 2003, 4, 251-271.	1.6	62

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109	Spatial representation and attention in toddlers with Williams syndrome and Down syndrome. <i>Neuropsychologia</i> , 2003, 41, 1037-1046.	1.6	260
110	Dethroning the Myth: Cognitive Dissociations and Innate Modularity in Williams Syndrome. <i>Developmental Neuropsychology</i> , 2003, 23, 227-242.	1.4	81
111	What makes counting count? Verbal and visuo-spatial contributions to typical and atypical number development. <i>Journal of Experimental Child Psychology</i> , 2003, 85, 50-62.	1.4	182
112	Double Dissociations in Developmental Disorders? Theoretically Misconceived, Empirically Dubious. <i>Cortex</i> , 2003, 39, 161-163.	2.4	152
113	ERP abnormalities of illusory contour perception in Williams Syndrome. <i>NeuroReport</i> , 2003, 14, 1773-1777.	1.2	74
114	Modeling language acquisition in atypical phenotypes.. <i>Psychological Review</i> , 2003, 110, 647-682.	3.8	112
115	Evaluating connectionism: A developmental perspective. <i>Behavioral and Brain Sciences</i> , 2003, 26, 614-615.	0.7	1
116	Dethroning the Myth: Cognitive Dissociations and Innate Modularity in Williams Syndrome. <i>Developmental Neuropsychology</i> , 2003, 23, 227-242.	1.4	43
117	A study of relative clauses in Williams syndrome. <i>Journal of Child Language</i> , 2002, 29, 403-416.	1.2	88
118	Neuroimaging of typical and atypical development: A perspective from multiple levels of analysis. <i>Development and Psychopathology</i> , 2002, 14, 521-536.	2.3	187
119	Are developmental disorders like cases of adult brain damage? Implications from connectionist modelling. <i>Behavioral and Brain Sciences</i> , 2002, 25, 727-750.	0.7	276
120	Early categorization abilities in young children with Williams syndrome. <i>NeuroReport</i> , 2002, 13, 1259-1262.	1.2	51
121	Atypical trajectories of number development: a neuroconstructivist perspective. <i>Trends in Cognitive Sciences</i> , 2002, 6, 511-516.	7.8	190
122	Macro- and microdevelopmental research: Assumptions, research strategies, constraints, and utilities. , 2002, , 243-266.		20
123	Residual normality: Friend or foe?. <i>Behavioral and Brain Sciences</i> , 2002, 25, 772-780.	0.7	10
124	Different approaches to relating genotype to phenotype in developmental disorders. <i>Developmental Psychobiology</i> , 2002, 40, 311-322.	1.6	108
125	Atypical development of language and social communication in toddlers with Williams syndrome. <i>Developmental Science</i> , 2002, 5, 233-246.	2.4	253
126	Disordered visual processing and oscillatory brain activity in autism and Williams Syndrome. <i>NeuroReport</i> , 2001, 12, 2697-2700.	1.2	380

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127	Learning to Read in Williams Syndrome: Looking Beneath the Surface of Atypical Reading Development. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2001, 42, 729-739.	5.2	137
128	Past tense formation in Williams syndrome. <i>Language and Cognitive Processes</i> , 2001, 16, 143-176.	2.2	137
129	Williams syndrome: From genotype through to the cognitive phenotype. <i>American Journal of Medical Genetics Part A</i> , 2000, 97, 164-171.	2.4	289
130	Deviations in the emergence of representations: a neuroconstructivist framework for analysing developmental disorders. <i>Developmental Science</i> , 2000, 3, 1-23.	2.4	77
131	Deviations in the emergence of representations: themes and variations. <i>Developmental Science</i> , 2000, 3, 38-40.	2.4	4
132	Taking Development Seriously. <i>Human Development</i> , 1999, 42, 325-327.	2.0	28
133	Williams Syndrome: Use of Chromosomal Microdeletions as a Tool to Dissect Cognitive and Physical Phenotypes. <i>American Journal of Human Genetics</i> , 1999, 64, 118-125.	6.2	245
134	Work from the MRC Cognitive Development Unit. <i>Developmental Science</i> , 1998, 1, 213-214.	2.4	0
135	Is atypical development necessarily a window on the normal mind/brain?: The case of Williams syndrome. <i>Developmental Science</i> , 1998, 1, 273-277.	2.4	54
136	What Does It Mean to Claim that Something Is 'Innate'? Response to Clark, Harris, Lightfoot and Samuels. <i>Mind and Language</i> , 1998, 13, 588-597.	2.3	17
137	Linguistic dissociations in Williams syndrome: evaluating receptive syntax in on-line and off-line tasks. <i>Neuropsychologia</i> , 1998, 36, 343-351.	1.6	141
138	Development itself is the key to understanding developmental disorders. <i>Trends in Cognitive Sciences</i> , 1998, 2, 389-398.	7.8	1,149
139	Quo vadis modularity in the 1990S?. <i>Learning and Individual Differences</i> , 1998, 10, 245-250.	2.7	5
140	Notational adaptation in children.. <i>Canadian Journal of Behavioural Science</i> , 1998, 30, 159-171.	0.6	15
141	Constraints on the construction of cognition. <i>Behavioral and Brain Sciences</i> , 1997, 20, 569-570.	0.7	1
142	Language and Williams Syndrome: How Intact Is "Intact"?. <i>Child Development</i> , 1997, 68, 246.	3.0	175
143	Word learning in a special population: do individuals with Williams syndrome obey lexical constraints?. <i>Journal of Child Language</i> , 1997, 24, 737-765.	1.2	80
144	Phonological Short-term Memory and its Relationship to Language in Williams Syndrome. <i>Cognitive Neuropsychiatry</i> , 1997, 2, 81-99.	1.3	130

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145	Do Individuals with Williams Syndrome have Bizarre Semantics? Evidence for Lexical Organization Using an On-Line Task. <i>Cortex</i> , 1997, 33, 515-527.	2.4	67
146	Language and Williams Syndrome: How Intact Is "Intact"?. <i>Child Development</i> , 1997, 68, 246-262.	3.0	237
147	Connectionism and Developmental Psychology. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 1997, 38, 53-80.	5.2	71
148	Heads you win, tails you lose: evidence for young infants categorizing mammals by head and facial attributes. <i>Infant and Child Development</i> , 1997, 6, 113-126.	0.4	2
149	Rethinking metalinguistic awareness: representing and accessing knowledge about what counts as a word. <i>Cognition</i> , 1996, 58, 197-219.	2.2	69
150	The Development of External Symbol Systems: The Child as a Notator. , 1996, , 185-211.		24
151	Restricciones de la conciencia metalingüística. <i>Infancia Y Aprendizaje</i> , 1995, 18, 33-50.	0.9	7
152	Annotation: The Extraordinary Cognitive Journey from Foetus through Infancy. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 1995, 36, 1293-1313.	5.2	32
153	Are children with autism blind to the mentalistic significance of the eyes?. <i>British Journal of Developmental Psychology</i> , 1995, 13, 379-398.	1.7	333
154	Is There a Social Module? Language, Face Processing, and Theory of Mind in Individuals with Williams Syndrome. <i>Journal of Cognitive Neuroscience</i> , 1995, 7, 196-208.	2.3	332
155	Beyond modularity: A developmental perspective on cognitive science. <i>Behavioral and Brain Sciences</i> , 1994, 17, 693-707.	0.7	244
156	Transforming a partially structured brain into a creative mind. <i>Behavioral and Brain Sciences</i> , 1994, 17, 732-745.	0.7	7
157	The Cognizer's Innards: A Psychological and Philosophical Perspective on the Development of Thought. <i>Mind and Language</i> , 1993, 8, 487-519.	2.3	267
158	What's Special About the Development of the Human Mind/Brain?. <i>Mind and Language</i> , 1993, 8, 569-581.	2.3	40
159	Representational development and theory-of-mind computations. <i>Behavioral and Brain Sciences</i> , 1993, 16, 70-71.	0.7	30
160	Las restricciones del conocimiento notacional. <i>Infancia Y Aprendizaje</i> , 1993, 16, 19-51.	0.9	11
161	Nature, Nurture and PDP: Preposterous Developmental Postulates?. <i>Connection Science</i> , 1992, 4, 253-269.	3.0	53
162	Can neural selectionism be applied to cognitive development and its disorders?. <i>New Ideas in Psychology</i> , 1992, 10, 35-46.	1.9	74

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163	Children's understanding of notations as domains of knowledge versus referential-communicative tools. <i>Cognitive Development</i> , 1992, 7, 287-300.	1.3	74
164	Diagnostics for domain-specific constraints. <i>Behavioral and Brain Sciences</i> , 1991, 14, 621-622.	0.7	3
165	Constructivism without tears. <i>Behavioral and Brain Sciences</i> , 1991, 14, 566-566.	0.7	5
166	Constraints on representational change: Evidence from children's drawing. <i>Cognition</i> , 1990, 34, 57-83.	2.2	303
167	The right tools for the job?. <i>Behavioral and Brain Sciences</i> , 1989, 12, 600-600.	0.7	1
168	The Child is a Theoretician, Not an Inductivist. <i>Mind and Language</i> , 1988, 3, 183-196.	2.3	157
169	Discourse has lost its virginity. <i>New Ideas in Psychology</i> , 1988, 6, 375-379.	1.9	0
170	Human versus nonhuman abilities: Is there a difference which really counts?. <i>Behavioral and Brain Sciences</i> , 1988, 11, 589-590.	0.7	2
171	From meta-processes to conscious access: Evidence from children's metalinguistic and repair data. <i>Cognition</i> , 1986, 23, 95-147.	2.2	667
172	Language and cognitive processes from a developmental perspective. <i>Language and Cognitive Processes</i> , 1985, 1, 61-85.	2.2	256
173	Getting developmental differences or studying child development?. <i>Cognition</i> , 1981, 10, 151-158.	2.2	111
174	Micro- and Macrodevelopmental Changes in Language Acquisition and Other Representational Systems*. <i>Cognitive Science</i> , 1979, 3, 91-118.	1.7	258
175	More about the same: children's understanding of post-articles. <i>Journal of Child Language</i> , 1977, 4, 377-394.	1.2	75
176	If you want to get ahead, get a theory. <i>Cognition</i> , 1974, 3, 195-212.	2.2	577