Philip S Dale

List of Publications by Year
in descending order

168 papers	12,121 citations	34016 52 h-index	30848 102 g-index
184 all docs	184 docs citations	184 times ranked	7656 citing authors

#	Article	IF	Citations
1	Variability in Early Communicative Development. Monographs of the Society for Research in Child Development, 1994, 59, i.	6.8	1,837
2	Short-form versions of the MacArthur Communicative Development Inventories. Applied Psycholinguistics, 2000, 21, 95-116.	0.8	498
3	Lexical development norms for young children. Behavior Research Methods, 1996, 28, 125-127.	1.3	411
4	The validity of a parent report instrument of child language at twenty months. Journal of Child Language, 1989, 16, 239-249.	0.8	354
5	Outcomes of Early Language Delay. Journal of Speech, Language, and Hearing Research, 2003, 46, 544-560.	0.7	352
6	Does frequency count? Parental input and the acquisition of vocabulary. Journal of Child Language, 2008, 35, 515-531.	0.8	285
7	True grit and genetics: Predicting academic achievement from personality.. Journal of Personality and Social Psychology, 2016, 111, 780-789.	2.6	275
8	The high heritability of educational achievement reflects many genetically influenced traits, not just intelligence. Proceedings of the National Academy of Sciences of the United States of America, 2014, 111, 15273-15278.	3.3	246
9	Concurrent and Predictive Validity of Parent Reports of Child Language at Ages 2 and 3 Years. Child Development, 2005, 76, 856-868.	1.7	230
10	The Validity of a Parent Report Measure of Vocabulary and Syntax at 24 Months. Journal of Speech, Language, and Hearing Research, 1991, 34, 565-571.	0.7	229
11	The language-specific nature of grammatical development: evidence from bilingual language learners. Developmental Science, 2004, 7, 212-224.	1.3	227
12	Genetic Evidence for Bidirectional Effects of Early Lexical and Grammatical Development. Child Development, 2003, 74, 394-412.	1.7	211
13	Socioeconomic Status (SES) and Children's Intelligence (IQ): In a UK-Representative Sample SES Moderates the Environmental, Not Genetic, Effect on IQ. PLoS ONE, 2012, 7, e30320.	1.1	200
14	Do early talkers become early readers? Linguistic precocity, preschool language, and emergent literacy.. Developmental Psychology, 1992, 28, 421-429.	1.2	185
15	Enhancing Linguistic Performance. Topics in Early Childhood Special Education, 1999, 19, 28-39.	1.5	171
16	Parent-Child Book Reading as an Intervention Technique for Young Children with Language Delays. Topics in Early Childhood Special Education, 1996, 16, 213-235.	1.5	168
17	Genetic influences on early word recognition abilities and disabilities: a study of 7-year-old twins. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2005, 46, 373-384.	3.1	166
18	I. INTRODUCTION. Monographs of the Society for Research in Child Development, 2007, 72, 1-13.	6.8	165

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19	Genetic influence on family socioeconomic status and children's intelligence. Intelligence, 2014, 42, 83-88.	1.6	155
20	Lexical and grammatical development: a behavioural genetic perspective. Journal of Child Language, 2000, 27, 619-642.	0.8	154
21	Sex differences in early verbal and nonâ€verbal cognitive development. Developmental Science, 2000, 3, 206-215.	1.3	154
22	The influence of the form of the question on the eyewitness testimony of preschool children. Journal of Psycholinguistic Research, 1978, 7, 269-277.	0.7	142
23	Internet Cognitive Testing of Large Samples Needed in Genetic Research. Twin Research and Human Genetics, 2007, 10, 554-563.	0.3	138
24	Early productive vocabulary predicts academic achievement 10 years later. Applied Psycholinguistics, 2016, 37, 1461-1476.	0.8	121
25	The validity of parentâ€based assessment of the cognitive abilities of 2â€yearâ€olds. British Journal of Developmental Psychology, 1998, 16, 349-362.	0.9	120
26	Genetic Influences in Different Aspects of Language Development: The Etiology of Language Skills in 4.5-Year-Old Twins. Child Development, 2005, 76, 632-651.	1.7	102
27	Twins Early Development Study: A Genetically Sensitive Investigation into Behavioral and Cognitive Development from Infancy to Emerging Adulthood. Twin Research and Human Genetics, 2019, 22, 508-513.	0.3	102
28	A genomeâ€wide association study identifies multiple loci associated with mathematics ability and disability. Genes, Brain and Behavior, 2010, 9, 234-247.	1.1	100
29	The etiology of variation in language skills changes with development: a longitudinal twin study of language from 2 to 12â€fyears. Developmental Science, 2012, 15, 233-249.	1.3	98
30	Outcomes of Early Language Delay. Journal of Speech, Language, and Hearing Research, 2003, 46, 561-575.	0.7	87
31	Common variation near ROBO2 is associated with expressive vocabulary in infancy. Nature Communications, 2014, 5, 4831.	5.8	82
32	Discrimination of Linguistic Stress in Early Infancy. Journal of Speech and Hearing Research, 1977, 20, 224-232.	0.7	80
33	Strong Genetic Influence on a UK Nationwide Test of Educational Achievement at the End of Compulsory Education at Age 16. PLoS ONE, 2013, 8, e80341.	1.1	79
34	The Genetic and Environmental Origins of Language Disability and Ability. Child Development, 2004, 75, 445-454.	1.7	78
35	No Genetic Influence for Childhood Behavior Problems From DNA Analysis. Journal of the American Academy of Child and Adolescent Psychiatry, 2013, 52, 1048-1056.e3.	0.3	76
36	Defining language delay in young children by cognitive referencing: Are we saying more than we know?. Applied Psycholinguistics, 1990, 11, 291-302.	0.8	75

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37	Genetic influence on social outcomes during and after the Soviet era in Estonia. Nature Human Behaviour, 2018, 2, 269-275.	6.2	74
38	Predicting educational achievement from genomic measures and socioeconomic status. Developmental Science, 2020, 23, e12925.	1.3	74
39	Genetic and Environmental Covariation between Verbal and Nonverbal Cognitive Development in Infancy. Child Development, 2000, 71, 948-959.	1.7	72
40	The correlation between reading and mathematics ability at age twelve has a substantial genetic component. Nature Communications, 2014, 5, 4204.	5.8	72
41	Verbal and nonverbal predictors of early language problems: an analysis of twins in early childhood back to infancy. Journal of Child Language, 2004, 31, 609-631.	0.8	70
42	Literacy and Numeracy Are More Heritable Than Intelligence in Primary School. Psychological Science, 2013, 24, 2048-2056.	1.8	70
43	Associations between behaviour problems and verbal and nonverbal cognitive abilities and disabilities in early childhood. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2002, 43, 619-633.	3.1	69
44	The structure of language abilities at 4 years: A twin study.. Developmental Psychology, 2002, 38, 749-757.	1.2	68
45	A Twin Study of Teacher-Reported Mathematics Performance and Low Performance in 7-Year-Olds.. Journal of Educational Psychology, 2004, 96, 504-517.	2.1	68
46	Why do spatial abilities predict mathematical performance?. Developmental Science, 2014, 17, 462-470.	1.3	67
47	From Learning to Read to Reading to Learn: Substantial and Stable Genetic Influence. Child Development, 2007, 78, 116-131.	1.7	66
48	Direct Language Instruction and Interactive Language Instruction with Language Delayed Preschool Children. Journal of Speech, Language, and Hearing Research, 1986, 29, 206-217.	0.7	65
49	Language Differences at 12 Months in Infants Who Develop Autism Spectrum Disorder. Journal of Autism and Developmental Disorders, 2016, 46, 899-909.	1.7	65
50	Genetic and environmental influence on language impairment in 4-year-old same-sex and opposite-sex twins. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2004, 45, 315-325.	3.1	64
51	Generalist genes and learning disabilities: a multivariate genetic analysis of low performance in reading, mathematics, language and general cognitive ability in a sample of 8000 12â€yearâ€old twins. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2009, 50, 1318-1325.	3.1	64
52	The stability of educational achievement across school years is largely explained by genetic factors. Npj Science of Learning, 2018, 3, 16.	1.5	62
53	A Twin Study into the Genetic and Environmental Influences on Academic Performance in Science in nineâ€yearâ€old Boys and Girls. International Journal of Science Education, 2008, 30, 1003-1025.	1.0	61
54	The use of nouns and verbs by Japanese children and their caregivers in book-reading and toy-playing contexts. Journal of Child Language, 2006, 33, 1-29.	0.8	58

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55	Language intervention research in early childhood care and education: A systematic survey of the literature. Early Childhood Research Quarterly, 2020, 50, 68-85.	1.6	58
56	Genetic and Environmental Mediation of the Relationship Between Language and Nonverbal Impairment in 4-Year-Old Twins. Journal of Speech, Language, and Hearing Research, 2003, 46, 1271-1282.	0.7	55
57	Why does parental language input style predict child language development? A twin study of geneâ€“environment correlation. Journal of Communication Disorders, 2015, 57, 106-117.	0.8	55
58	Pronoun reversals: who, when, and why?. Journal of Child Language, 1993, 20, 573-589.	0.8	54
59	Why Do Preschool Language Abilities Correlate With Later Reading? A Twin Study. Journal of Speech, Language, and Hearing Research, 2008, 51, 688-705.	0.7	51
60	Preschool Speech, Language Skills, and Reading at 7, 9, and 10 Years: Etiology of the Relationship. Journal of Speech, Language, and Hearing Research, 2010, 53, 311-332.	0.7	49
61	Linguistic precocity and the development of reading: The role of extralinguistic factors. Applied Psycholinguistics, 1995, 16, 173-187.	0.8	48
62	Differences in exam performance between pupils attending selective and non-selective schools mirror the genetic differences between them. Npj Science of Learning, 2018, 3, 3.	1.5	48
63	Association analysis of mild mental impairment using DNA pooling to screen 432 brain-expressed single-nucleotide polymorphisms. Molecular Psychiatry, 2005, 10, 384-392.	4.1	46
64	Common aetiology for diverse language skills in 41/2-year-old twins. Journal of Child Language, 2006, 33, 339-368.	0.8	46
65	CLEX: A cross-linguistic lexical norms database*. Journal of Child Language, 2010, 37, 419-428.	0.8	46
66	Children Use Gesture to Interpret Novel Verb Meanings. Child Development, 2014, 85, 1181-1189.	1.7	46
67	Pleiotropy across academic subjects at the end of compulsory education. Scientific Reports, 2015, 5, 11713.	1.6	46
68	The genetic and environmental aetiology of spatial, mathematics and general anxiety. Scientific Reports, 2017, 7, 42218.	1.6	46
69	Childhood behaviour problems show the greatest gap between DNA-based and twin heritability. Translational Psychiatry, 2017, 7, 1284.	2.4	46
70	The Effectiveness of a Largeâ€Scale Language and Preliteracy Intervention: The SPELL Randomized Controlled Trial in Denmark. Child Development, 2018, 89, e342-e363.	1.7	46
71	Treating Speech Subsystems in Childhood Apraxia of Speech With Tactual Input: The PROMPT Approach. American Journal of Speech-Language Pathology, 2013, 22, 644-661.	0.9	45
72	Effects of Preschool Integration for Children with Disabilities. Exceptional Children, 1991, 58, 36-45.	1.4	44

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73	Individual Differences in Language Delayed Children's Responses to Direct and Interactive Preschool Instruction. Topics in Early Childhood Special Education, 1991, 11, 99-124.	1.5	42
74	Genetic Overlap between ADHD Symptoms and Reading is largely Driven by Inattentiveness rather than Hyperactivity-Impulsivity. Journal of the Canadian Academy of Child and Adolescent Psychiatry, 2011, 20, 6-14.	0.7	41
75	Mathematics is differentially related to reading comprehension and word decoding: Evidence from a genetically sensitive design.. Journal of Educational Psychology, 2012, 104, 622-635.	2.1	40
76	The structure of language abilities at 4 years: a twin study. Developmental Psychology, 2002, 38, 749-57.	1.2	39
77	The genetics of university success. Scientific Reports, 2018, 8, 14579.	1.6	38
78	Generalist genes and the Internet generation: etiology of learning abilities by web testing at age 10. Genes, Brain and Behavior, 2008, 7, 455-462.	1.1	37
79	Reading exposure: a (largely) environmental risk factor with environmentallyâ€mediated effects on reading performance in the primary school years. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2007, 48, 1192-1199.	3.1	36
80	Parent-Reported Language Skills in Relation to Otitis Media During the First 3 Years of Life. Journal of Speech, Language, and Hearing Research, 2003, 46, 273-287.	0.7	34
81	Validity of Stanford-Binet IV with linguistically precocious toddlers. Intelligence, 1990, 14, 173-186.	1.6	32
82	Interaction between Early Intervention Curricula and Student Characteristics. Exceptional Children, 1993, 60, 17-28.	1.4	32
83	Illusory Recovery: Are Recovered Children With Early Language Delay at Continuing Elevated Risk?. American Journal of Speech-Language Pathology, 2014, 23, 437-447.	0.9	32
84	Phenotypic and genetic evidence for a unifactorial structure of spatial abilities. Proceedings of the National Academy of Sciences of the United States of America, 2017, 114, 2777-2782.	3.3	32
85	Genome-Wide Polygenic Scores Predict Reading Performance Throughout the School Years. Scientific Studies of Reading, 2017, 21, 334-349.	1.3	32
86	Effective language and literacy instruction: Evaluating the importance of scripting and group size components. Early Childhood Research Quarterly, 2018, 42, 256-269.	1.6	32
87	Comparison of Academic and Cognitive Programs for Young Handicapped Children. Exceptional Children, 1988, 54, 439-447.	1.4	31
88	Effects of Differing Levels of Inclusion on Preschoolers with Disabilities. Exceptional Children, 1998, 65, 79-90.	1.4	31
89	Classification Accuracy of Brief Parent Report Measures of Language Development in Spanish-Speaking Toddlers. Language, Speech, and Hearing Services in Schools, 2011, 42, 536-549.	0.7	31
90	Telephone Testing and Teacher Assessment of Reading Skills in 7-year-olds: I. Substantial Correspondence for a Sample of 5544 Children and for Extremes. Reading and Writing, 2005, 18, 385-400.	1.0	29

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91	Comorbidity between verbal and nonâ€verbal cognitive delays in 2â€yearâ€olds: a bivariate twin analysis. Developmental Science, 2001, 4, 195-208.	1.3	28
92	Teacher assessments during compulsory education are as reliable, stable and heritable as standardized test scores. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2019, 60, 1278-1288.	3.1	28
93	Preschool Verbal and Nonverbal Ability Mediate the Association Between Socioeconomic Status and School Performance. Child Development, 2020, 91, 705-714.	1.7	27
94	Evidence for a unitary structure of spatial cognition beyond general intelligence. Npj Science of Learning, 2020, 5, 9.	1.5	27
95	Added Value Measures in Education Show Genetic as Well as Environmental Influence. PLoS ONE, 2011, 6, e16006.	1.1	27
96	Cognitive Skills Associated with the Onset of Multiword Utterances. Journal of Speech, Language, and Hearing Research, 1989, 32, 645-656.	0.7	26
97	Effects of Play Group Variables on Language Use by Preschool Children With Disabilities. Journal of Early Intervention, 1996, 20, 329-340.	1.1	26
98	Genetic and environmental mediation of the prediction from preschool language and nonverbal ability to 7-year reading. Journal of Research in Reading, 2006, 29, 50-74.	1.0	26
99	Examination of the stability of two methods of defining specific language impairment. Applied Psycholinguistics, 1995, 16, 103-124.	0.8	25
100	Mother-child conversation during joint picture book reading in Japan and the USA. First Language, 2005, 25, 197-218.	0.5	25
101	Disentangling polygenic associations between attention-deficit/hyperactivity disorder, educational attainment, literacy and language. Translational Psychiatry, 2019, 9, 35.	2.4	25
102	The genetic architecture of oral language, reading fluency, and reading comprehension: A twin study from 7 to 16 years.. Developmental Psychology, 2017, 53, 1115-1129.	1.2	25
103	Genome-Wide Association Study of Receptive Language Ability of 12-Year-Olds. Journal of Speech, Language, and Hearing Research, 2014, 57, 96-105.	0.7	24
104	Genetics affects choice of academic subjects as well as achievement. Scientific Reports, 2016, 6, 26373.	1.6	24
105	Early Exposure to Direct Instruction and Subsequent Juvenile Delinquency: A Prospective Examination. Exceptional Children, 2002, 69, 85-96.	1.4	23
106	Follow-up of Children from Academic and Cognitive Preschool Curricula at Age 9. Exceptional Children, 1995, 61, 378-393.	1.4	22
107	Effects of Group Composition, Materials, and Developmental Level on Play in Preschool Children With Disabilities. Journal of Early Intervention, 1999, 22, 164-178.	1.1	22
108	Predicting Literacy at Age 7 From Preliteracy at Age 4: A Longitudinal Genetic Analysis. Psychological Science, 2005, 16, 861-865.	1.8	22

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109	The Etiology of Diverse Receptive Language Skills at 12 Years. Journal of Speech, Language, and Hearing Research, 2010, 53, 982-992.	0.7	21
110	Whatâ€™s Normal? Specific Language Impairment in an Individual Differences Perspective. Language, Speech, and Hearing Services in Schools, 1991, 22, 80-83.	0.7	21
111	Science in elementary school: Generalist genes and school environments. Intelligence, 2008, 36, 694-701.	1.6	20
112	Word Reading Fluency: Role of Genomeâ€Wide Singleâ€Nucleotide Polymorphisms in Developmental Stability and Correlations With Print Exposure. Child Development, 2014, 85, 1190-1205.	1.7	20
113	Two by Two. Psychological Science, 2010, 21, 635-640.	1.8	19
114	Language Impairment From 4 to 12 Years: Prediction and Etiology. Journal of Speech, Language, and Hearing Research, 2014, 57, 850-864.	0.7	19
115	The Etiology of Science Performance: Decreasing Heritability and Increasing Importance of the Shared Environment From 9 to 12 Years of Age. Child Development, 2009, 80, 662-673.	1.7	18
116	An educator-administered measure of language development in young children. , 2018, 52, 104-113.		18
117	A Comparison of the Effects of Academic and Cognitive Curricula for Young Handicapped Children One and Two Years Postprogram. Topics in Early Childhood Special Education, 1989, 9, 110-127.	1.5	17
118	Telephone Testing and Teacher Assessment of Reading Skills in 7-year-olds: II. Strong Genetic Overlap. Reading and Writing, 2005, 18, 401-423.	1.0	17
119	Patterns of educational achievement among groups of immigrant children in Denmark emerge already in preschool second-language and preliteracy skills. Applied Psycholinguistics, 2019, 40, 853-875.	0.8	16
120	Breadth versus depth: Cumulative risk model and continuous measure prediction of poor language and reading outcomes at 12. Developmental Science, 2021, 24, e12998.	1.3	16
121	The multiple determinants of symbolic development: Evidence from preterm children. New Directions for Child and Adolescent Development, 1987, 1987, 69-86.	1.3	15
122	Sex differences in school science performance from middle childhood to early adolescence. International Journal of Educational Research, 2010, 49, 92-101.	1.2	15
123	ARE IMPACTS OF EARLY INTERVENTIONS IN THE SCANDINAVIAN WELFARE STATE CONSISTENT WITH A HECKMAN CURVE? A METAâ€ANALYSIS. Journal of Economic Surveys, 2021, 35, 106-140.	3.7	15
124	How Special Education Preschool Graduates Finish: Status at 19 Years of Age. American Educational Research Journal, 2006, 43, 737-781.	1.6	14
125	Generalist Genes and High Cognitive Abilities. Behavior Genetics, 2009, 39, 437-445.	1.4	14
126	The developmental origins of genetic factors influencing language and literacy: Associations with earlyâ€childhood vocabulary. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2021, 62, 728-738.	3.1	14

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127	A parent report measure of language development for three-year-olds. , 1998, 21, 370.		13
128	Genetics and the development of language disabilities and abilities. Current Paediatrics, 2002, 12, 419-424.	0.2	13
129	Language and traits of autism spectrum conditions: Evidence of limited phenotypic and etiological overlap. American Journal of Medical Genetics Part B: Neuropsychiatric Genetics, 2014, 165, 587-595.	1.1	13
130	An Item Response Theoryâ€“Based, Computerized Adaptive Testing Version of the MacArthurâ€“Bates Communicative Development Inventory: Words & Sentences (CDI:WS). Journal of Speech, Language, and Hearing Research, 2016, 59, 281-289.	0.7	13
131	An Evaluation of the Test of Early Language Development as a Measure of Receptive and Expressive Language. Language, Speech, and Hearing Services in Schools, 1987, 18, 179-187.	0.7	12
132	Response to Dynamic Language Tasks Among Typically Developing Latino Preschool Children With Bilingual Experience. American Journal of Speech-Language Pathology, 2013, 22, 103-112.	0.9	12
133	Language of Children With Disabilities to Peers at Play. Journal of Early Intervention, 2014, 36, 111-130.	1.1	12
134	Individual Differences and their Implications for Theories of Language Development. , 2019, , 95-151.		12
135	School quality ratings are weak predictors of studentsâ€™ achievement and wellâ€being. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2021, 62, 339-348.	3.1	12
136	Developmental Language Disorder and Psychopathology: Disentangling Shared Genetic and Environmental Influences. Journal of Learning Disabilities, 2022, 55, 185-199.	1.5	12
137	Color Naming, Matching, and Recognition by Preschoolers. Child Development, 1969, 40, 1135.	1.7	11
138	Understanding the science-learning environment: A genetically sensitive approach. Learning and Individual Differences, 2013, 23, 145-150.	1.5	11
139	The relation of home literacy environments to language and preliteracy skills in single- and dual-language children in Danish childcare. Early Childhood Research Quarterly, 2021, 55, 312-325.	1.6	11
140	Pathfinder: a gamified measure to integrate general cognitive ability into the biological, medical, and behavioural sciences. Molecular Psychiatry, 2021, 26, 7823-7837.	4.1	11
141	Language and Literacy in a Developmental Perspective. Journal of Behavioral Education, 1999, 9, 23-33.	0.9	10
142	A Longitudinal Genetic Analysis of Low Verbal and Nonverbal Cognitive Abilities in Early Childhood. Twin Research and Human Genetics, 2004, 7, 139-148.	1.5	10
143	Grammar Clinical Marker Yields Substantial Heritability for Language Impairments in 16-Year-Old Twins. Journal of Speech, Language, and Hearing Research, 2018, 61, 66-78.	0.7	10
144	Hesitations in Maternal Speech. Language and Speech, 1974, 17, 174-181.	0.6	10

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145	Preschool Language Facilitation Methods and Child Characteristics. Journal of Early Intervention, 1996, 20, 113-131.	1.1	9
146	Writing and reading skills as assessed by teachers in 7-year olds: A behavioral genetic approach. Cognitive Development, 2007, 22, 77-95.	0.7	9
147	Follow-up of Children from Academic and Cognitive Preschool Curricula at 12 and 16. Exceptional Children, 2005, 71, 301-317.	1.4	8
148	Nature and Nurture in Schoolâ€Based Second Language Achievement. Language Learning, 2012, 62, 28-48.	1.4	8
149	Does the Inclusion of a Genome-Wide Polygenic Score Improve Early Risk Prediction for Later Language and Literacy Delay?. Journal of Speech, Language, and Hearing Research, 2020, 63, 1467-1478.	0.7	8
150	The Relationship between Color Naming and Color Recognition Abilities of Preschoolers. Child Development, 1972, 43, 972.	1.7	6
151	Parents reading with their 10-month-old babies: key predictors for high-quality reading styles. Early Child Development and Care, 2018, 188, 195-207.	0.7	6
152	Productivity of Emerging Word Combinations in Toddlers With Specific Expressive Language Impairment. American Journal of Speech-Language Pathology, 1997, 6, 34-47.	0.9	6
153	The winding roads to adulthood: A twin study. JCPP Advances, 2021, 1, .	1.4	6
154	When Paths Diverge. Journal of Special Education, 2004, 37, 237-248.	1.2	5
155	Sex differences and science: the etiology of science excellence. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2009, 50, 1113-1120.	3.1	5
156	Self-reported parental vocabulary input frequency for young children. Journal of Child Language, 2018, 45, 1073-1090.	0.8	5
157	Children of the Twins Early Development Study (CoTEDS): A Children-of-Twins Study. Twin Research and Human Genetics, 2019, 22, 514-522.	0.3	5
158	The developmental genetic architecture of vocabulary skills during the first three years of life: Capturing emerging associations with later-life reading and cognition. PLoS Genetics, 2021, 17, e1009144.	1.5	5
159	Sustained effects of an early childhood language and literacy intervention through second grade: Longitudinal findings of the SPELL trial in Denmark. PLoS ONE, 2021, 16, e0258287.	1.1	4
160	Dynamic Assessment Language Tasks and the Prediction of Performance on Year-End Language Skills in Preschool Dual Language Learners. American Journal of Speech-Language Pathology, 2020, 29, 1226-1240.	0.9	4
161	Online Computerized Adaptive Tests of Children's Vocabulary Development in English and Mexican Spanish. Journal of Speech, Language, and Hearing Research, 2022, 65, 2288-2308.	0.7	4
162	Individual differences in response to a large-scale language and pre-literacy intervention for preschoolers in Denmark. Learning and Individual Differences, 2018, 68, 51-60.	1.5	3

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163	Multivariate genome-wide covariance analyses of literacy, language and working memory skills reveal distinct etiologies. Npj Science of Learning, 2021, 6, 23.	1.5	3
164	Emotional Expression and Language: A Psycholinguistic Perspective. Infant Mental Health Journal, 2012, 33, 593-596.	0.7	2
165	Hierarchy and Reliability of the Preschool Language Scalesâ€“Fifth Edition: Mokken Scale Analysis. Journal of Speech, Language, and Hearing Research, 2021, 64, 3983-3994.	0.7	2
166	Reflectivity Bias in Picture-Pointing Grammatical Comprehension Tasks. Journal of Speech, Language, and Hearing Research, 1984, 27, 549-556.	0.7	1
167	Prepositional Marking of Source-Goal Structure and Children's Comprehension of English Passives. Journal of Speech, Language, and Hearing Research, 1981, 24, 179-184.	0.7	0
168	The Value of a Good Distinction. Journal of Early Intervention, 1995, 19, 102-103.	1.1	0