

Philip S Dale

List of Publications by Year in descending order

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Version: 2024-02-01

168
papers

12,121
citations

31976
53
h-index

30922
102
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184
all docs

184
docs citations

184
times ranked

7656
citing authors

#	ARTICLE	IF	CITATIONS
1	Developmental Language Disorder and Psychopathology: Disentangling Shared Genetic and Environmental Influences. <i>Journal of Learning Disabilities</i> , 2022, 55, 185-199.	2.2	12
2	Online Computerized Adaptive Tests of Children's Vocabulary Development in English and Mexican Spanish. <i>Journal of Speech, Language, and Hearing Research</i> , 2022, 65, 2288-2308.	1.6	4
3	School quality ratings are weak predictors of students' achievement and well-being. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2021, 62, 339-348.	5.2	12
4	The developmental origins of genetic factors influencing language and literacy: Associations with early childhood vocabulary. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2021, 62, 728-738.	5.2	14
5	The relation of home literacy environments to language and preliteracy skills in single- and dual-language children in Danish childcare. <i>Early Childhood Research Quarterly</i> , 2021, 55, 312-325.	2.7	11
6	The developmental genetic architecture of vocabulary skills during the first three years of life: Capturing emerging associations with later-life reading and cognition. <i>PLoS Genetics</i> , 2021, 17, e1009144.	3.5	5
7	Multivariate genome-wide covariance analyses of literacy, language and working memory skills reveal distinct etiologies. <i>Npj Science of Learning</i> , 2021, 6, 23.	2.8	3
8	Hierarchy and Reliability of the Preschool Language Scales—Fifth Edition: Mokken Scale Analysis. <i>Journal of Speech, Language, and Hearing Research</i> , 2021, 64, 3983-3994.	1.6	2
9	Pathfinder: a gamified measure to integrate general cognitive ability into the biological, medical, and behavioural sciences. <i>Molecular Psychiatry</i> , 2021, 26, 7823-7837.	7.9	11
10	Breadth versus depth: Cumulative risk model and continuous measure prediction of poor language and reading outcomes at 12. <i>Developmental Science</i> , 2021, 24, e12998.	2.4	16
11	ARE IMPACTS OF EARLY INTERVENTIONS IN THE SCANDINAVIAN WELFARE STATE CONSISTENT WITH A HECKMAN CURVE? A META-ANALYSIS. <i>Journal of Economic Surveys</i> , 2021, 35, 106-140.	6.6	15
12	Sustained effects of an early childhood language and literacy intervention through second grade: Longitudinal findings of the SPELL trial in Denmark. <i>PLoS ONE</i> , 2021, 16, e0258287.	2.5	4
13	The winding roads to adulthood: A twin study. <i>JCPP Advances</i> , 2021, 1, .	2.4	6
14	Language intervention research in early childhood care and education: A systematic survey of the literature. <i>Early Childhood Research Quarterly</i> , 2020, 50, 68-85.	2.7	58
15	Predicting educational achievement from genomic measures and socioeconomic status. <i>Developmental Science</i> , 2020, 23, e12925.	2.4	74
16	Preschool Verbal and Nonverbal Ability Mediate the Association Between Socioeconomic Status and School Performance. <i>Child Development</i> , 2020, 91, 705-714.	3.0	27
17	Evidence for a unitary structure of spatial cognition beyond general intelligence. <i>Npj Science of Learning</i> , 2020, 5, 9.	2.8	27
18	Does the Inclusion of a Genome-Wide Polygenic Score Improve Early Risk Prediction for Later Language and Literacy Delay?. <i>Journal of Speech, Language, and Hearing Research</i> , 2020, 63, 1467-1478.	1.6	8

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19	Dynamic Assessment Language Tasks and the Prediction of Performance on Year-End Language Skills in Preschool Dual Language Learners. <i>American Journal of Speech-Language Pathology</i> , 2020, 29, 1226-1240.	1.8	4
20	Patterns of educational achievement among groups of immigrant children in Denmark emerge already in preschool second-language and preliteracy skills. <i>Applied Psycholinguistics</i> , 2019, 40, 853-875.	1.1	16
21	Children of the Twins Early Development Study (CoTEDS): A Children-of-Twins Study. <i>Twin Research and Human Genetics</i> , 2019, 22, 514-522.	0.6	5
22	Twins Early Development Study: A Genetically Sensitive Investigation into Behavioral and Cognitive Development from Infancy to Emerging Adulthood. <i>Twin Research and Human Genetics</i> , 2019, 22, 508-513.	0.6	102
23	Disentangling polygenic associations between attention-deficit/hyperactivity disorder, educational attainment, literacy and language. <i>Translational Psychiatry</i> , 2019, 9, 35.	4.8	25
24	Teacher assessments during compulsory education are as reliable, stable and heritable as standardized test scores. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2019, 60, 1278-1288.	5.2	28
25	Individual Differences and their Implications for Theories of Language Development. , 2019, , 95-151.		12
26	Genetic influence on social outcomes during and after the Soviet era in Estonia. <i>Nature Human Behaviour</i> , 2018, 2, 269-275.	12.0	74
27	Grammar Clinical Marker Yields Substantial Heritability for Language Impairments in 16-Year-Old Twins. <i>Journal of Speech, Language, and Hearing Research</i> , 2018, 61, 66-78.	1.6	10
28	Differences in exam performance between pupils attending selective and non-selective schools mirror the genetic differences between them. <i>Npj Science of Learning</i> , 2018, 3, 3.	2.8	48
29	The Effectiveness of a Large-scale Language and Preliteracy Intervention: The SPELL Randomized Controlled Trial in Denmark. <i>Child Development</i> , 2018, 89, e342-e363.	3.0	46
30	Parents reading with their 10-month-old babies: key predictors for high-quality reading styles. <i>Early Child Development and Care</i> , 2018, 188, 195-207.	1.3	6
31	Effective language and literacy instruction: Evaluating the importance of scripting and group size components. <i>Early Childhood Research Quarterly</i> , 2018, 42, 256-269.	2.7	32
32	Individual differences in response to a large-scale language and pre-literacy intervention for preschoolers in Denmark. <i>Learning and Individual Differences</i> , 2018, 68, 51-60.	2.7	3
33	The genetics of university success. <i>Scientific Reports</i> , 2018, 8, 14579.	3.3	38
34	The stability of educational achievement across school years is largely explained by genetic factors. <i>Npj Science of Learning</i> , 2018, 3, 16.	2.8	62
35	Self-reported parental vocabulary input frequency for young children. <i>Journal of Child Language</i> , 2018, 45, 1073-1090.	1.2	5
36	An educator-administered measure of language development in young children. , 2018, 52, 104-113.		18

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37	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.	7.1	32
38	The genetic and environmental aetiology of spatial, mathematics and general anxiety. Scientific Reports, 2017, 7, 42218.	3.3	46
39	Genome-Wide Polygenic Scores Predict Reading Performance Throughout the School Years. Scientific Studies of Reading, 2017, 21, 334-349.	2.0	32
40	Childhood behaviour problems show the greatest gap between DNA-based and twin heritability. Translational Psychiatry, 2017, 7, 1284.	4.8	46
41	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.	1.6	25
42	True grit and genetics: Predicting academic achievement from personality.. Journal of Personality and Social Psychology, 2016, 111, 780-789.	2.8	275
43	Early productive vocabulary predicts academic achievement 10 years later. Applied Psycholinguistics, 2016, 37, 1461-1476.	1.1	121
44	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.	1.6	13
45	Genetics affects choice of academic subjects as well as achievement. Scientific Reports, 2016, 6, 26373.	3.3	24
46	Language Differences at 12 Months in Infants Who Develop Autism Spectrum Disorder. Journal of Autism and Developmental Disorders, 2016, 46, 899-909.	2.7	65
47	Pleiotropy across academic subjects at the end of compulsory education. Scientific Reports, 2015, 5, 11713.	3.3	46
48	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.	1.5	55
49	Genome-Wide Association Study of Receptive Language Ability of 12-Year-Olds. Journal of Speech, Language, and Hearing Research, 2014, 57, 96-105.	1.6	24
50	Language Impairment From 4 to 12 Years: Prediction and Etiology. Journal of Speech, Language, and Hearing Research, 2014, 57, 850-864.	1.6	19
51	Illusory Recovery: Are Recovered Children With Early Language Delay at Continuing Elevated Risk?. American Journal of Speech-Language Pathology, 2014, 23, 437-447.	1.8	32
52	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.	1.7	13
53	Word Reading Fluency: Role of Genomeâ€Wide Singleâ€Nucleotide Polymorphisms in Developmental Stability and Correlations With Print Exposure. Child Development, 2014, 85, 1190-1205.	3.0	20
54	Common variation near ROBO2 is associated with expressive vocabulary in infancy. Nature Communications, 2014, 5, 4831.	12.8	82

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55	Language of Children With Disabilities to Peers at Play. <i>Journal of Early Intervention</i> , 2014, 36, 111-130.	1.6	12
56	Children Use Gesture to Interpret Novel Verb Meanings. <i>Child Development</i> , 2014, 85, 1181-1189.	3.0	46
57	The high heritability of educational achievement reflects many genetically influenced traits, not just intelligence. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2014, 111, 15273-15278.	7.1	246
58	Why do spatial abilities predict mathematical performance?. <i>Developmental Science</i> , 2014, 17, 462-470.	2.4	67
59	The correlation between reading and mathematics ability at age twelve has a substantial genetic component. <i>Nature Communications</i> , 2014, 5, 4204.	12.8	72
60	Genetic influence on family socioeconomic status and children's intelligence. <i>Intelligence</i> , 2014, 42, 83-88.	3.0	155
61	No Genetic Influence for Childhood Behavior Problems From DNA Analysis. <i>Journal of the American Academy of Child and Adolescent Psychiatry</i> , 2013, 52, 1048-1056.e3.	0.5	76
62	Understanding the science-learning environment: A genetically sensitive approach. <i>Learning and Individual Differences</i> , 2013, 23, 145-150.	2.7	11
63	Literacy and Numeracy Are More Heritable Than Intelligence in Primary School. <i>Psychological Science</i> , 2013, 24, 2048-2056.	3.3	70
64	Treating Speech Subsystems in Childhood Apraxia of Speech With Tactile Input: The PROMPT Approach. <i>American Journal of Speech-Language Pathology</i> , 2013, 22, 644-661.	1.8	45
65	Response to Dynamic Language Tasks Among Typically Developing Latino Preschool Children With Bilingual Experience. <i>American Journal of Speech-Language Pathology</i> , 2013, 22, 103-112.	1.8	12
66	Strong Genetic Influence on a UK Nationwide Test of Educational Achievement at the End of Compulsory Education at Age 16. <i>PLoS ONE</i> , 2013, 8, e80341.	2.5	79
67	Mathematics is differentially related to reading comprehension and word decoding: Evidence from a genetically sensitive design.. <i>Journal of Educational Psychology</i> , 2012, 104, 622-635.	2.9	40
68	Nature and Nurture in School-Based Second Language Achievement. <i>Language Learning</i> , 2012, 62, 28-48.	2.7	8
69	Emotional Expression and Language: A Psycholinguistic Perspective. <i>Infant Mental Health Journal</i> , 2012, 33, 593-596.	1.8	2
70	Socioeconomic Status (SES) and Children's Intelligence (IQ): In a UK-Representative Sample SES Moderates the Environmental, Not Genetic, Effect on IQ. <i>PLoS ONE</i> , 2012, 7, e30320.	2.5	200
71	The etiology of variation in language skills changes with development: a longitudinal twin study of language from 2 to 12 years. <i>Developmental Science</i> , 2012, 15, 233-249.	2.4	98
72	Classification Accuracy of Brief Parent Report Measures of Language Development in Spanish-Speaking Toddlers. <i>Language, Speech, and Hearing Services in Schools</i> , 2011, 42, 536-549.	1.6	31

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73	Added Value Measures in Education Show Genetic as Well as Environmental Influence. PLoS ONE, 2011, 6, e16006.	2.5	27
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.	0.6	41
75	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.	1.6	49
76	A genome-wide association study identifies multiple loci associated with mathematics ability and disability. Genes, Brain and Behavior, 2010, 9, 234-247.	2.2	100
77	CLEX: A cross-linguistic lexical norms database*. Journal of Child Language, 2010, 37, 419-428.	1.2	46
78	Two by Two. Psychological Science, 2010, 21, 635-640.	3.3	19
79	The Etiology of Diverse Receptive Language Skills at 12 Years. Journal of Speech, Language, and Hearing Research, 2010, 53, 982-992.	1.6	21
80	Sex differences in school science performance from middle childhood to early adolescence. International Journal of Educational Research, 2010, 49, 92-101.	2.2	15
81	Generalist Genes and High Cognitive Abilities. Behavior Genetics, 2009, 39, 437-445.	2.1	14
82	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 12-year-old twins. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2009, 50, 1318-1325.	5.2	64
83	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.	3.0	18
84	Sex differences and science: the etiology of science excellence. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2009, 50, 1113-1120.	5.2	5
85	Generalist genes and the Internet generation: etiology of learning abilities by web testing at age 10. Genes, Brain and Behavior, 2008, 7, 455-462.	2.2	37
86	Science in elementary school: Generalist genes and school environments. Intelligence, 2008, 36, 694-701.	3.0	20
87	Does frequency count? Parental input and the acquisition of vocabulary. Journal of Child Language, 2008, 35, 515-531.	1.2	285
88	A Twin Study into the Genetic and Environmental Influences on Academic Performance in Science in nine-year-old Boys and Girls. International Journal of Science Education, 2008, 30, 1003-1025.	1.9	61
89	Why Do Preschool Language Abilities Correlate With Later Reading? A Twin Study. Journal of Speech, Language, and Hearing Research, 2008, 51, 688-705.	1.6	51
90	Internet Cognitive Testing of Large Samples Needed in Genetic Research. Twin Research and Human Genetics, 2007, 10, 554-563.	0.6	138

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91	I. INTRODUCTION. Monographs of the Society for Research in Child Development, 2007, 72, 1-13.	6.8	165
92	Writing and reading skills as assessed by teachers in 7-year olds: A behavioral genetic approach. Cognitive Development, 2007, 22, 77-95.	1.3	9
93	From Learning to Read to Reading to Learn: Substantial and Stable Genetic Influence. Child Development, 2007, 78, 116-131.	3.0	66
94	Reading exposure: a (largely) environmental risk factor with environmentally-mediated effects on reading performance in the primary school years. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2007, 48, 1192-1199.	5.2	36
95	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.	2.0	26
96	How Special Education Preschool Graduates Finish: Status at 19 Years of Age. American Educational Research Journal, 2006, 43, 737-781.	2.7	14
97	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.	1.2	58
98	Common aetiology for diverse language skills in 41/2-year-old twins. Journal of Child Language, 2006, 33, 339-368.	1.2	46
99	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.	5.2	166
100	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.	3.0	102
101	Concurrent and Predictive Validity of Parent Reports of Child Language at Ages 2 and 3 Years. Child Development, 2005, 76, 856-868.	3.0	230
102	Association analysis of mild mental impairment using DNA pooling to screen 432 brain-expressed single-nucleotide polymorphisms. Molecular Psychiatry, 2005, 10, 384-392.	7.9	46
103	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.	1.7	29
104	Telephone Testing and Teacher Assessment of Reading Skills in 7-year-olds: II. Strong Genetic Overlap. Reading and Writing, 2005, 18, 401-423.	1.7	17
105	Follow-up of Children from Academic and Cognitive Preschool Curricula at 12 and 16. Exceptional Children, 2005, 71, 301-317.	2.2	8
106	Mother-child conversation during joint picture book reading in Japan and the USA. First Language, 2005, 25, 197-218.	1.2	25
107	Predicting Literacy at Age 7 From Preliteracy at Age 4: A Longitudinal Genetic Analysis. Psychological Science, 2005, 16, 861-865.	3.3	22
108	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.	1.2	70

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109	When Paths Diverge. <i>Journal of Special Education</i> , 2004, 37, 237-248.	1.7	5
110	The Genetic and Environmental Origins of Language Disability and Ability. <i>Child Development</i> , 2004, 75, 445-454.	3.0	78
111	The language-specific nature of grammatical development: evidence from bilingual language learners. <i>Developmental Science</i> , 2004, 7, 212-224.	2.4	227
112	Genetic and environmental influence on language impairment in 4-year-old same-sex and opposite-sex twins. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2004, 45, 315-325.	5.2	64
113	A Twin Study of Teacher-Reported Mathematics Performance and Low Performance in 7-Year-Olds.. <i>Journal of Educational Psychology</i> , 2004, 96, 504-517.	2.9	68
114	A Longitudinal Genetic Analysis of Low Verbal and Nonverbal Cognitive Abilities in Early Childhood. <i>Twin Research and Human Genetics</i> , 2004, 7, 139-148.	1.0	10
115	Genetic Evidence for Bidirectional Effects of Early Lexical and Grammatical Development. <i>Child Development</i> , 2003, 74, 394-412.	3.0	211
116	Outcomes of Early Language Delay. <i>Journal of Speech, Language, and Hearing Research</i> , 2003, 46, 561-575.	1.6	87
117	Outcomes of Early Language Delay. <i>Journal of Speech, Language, and Hearing Research</i> , 2003, 46, 544-560.	1.6	352
118	Genetic and Environmental Mediation of the Relationship Between Language and Nonverbal Impairment in 4-Year-Old Twins. <i>Journal of Speech, Language, and Hearing Research</i> , 2003, 46, 1271-1282.	1.6	55
119	Parent-Reported Language Skills in Relation to Otitis Media During the First 3 Years of Life. <i>Journal of Speech, Language, and Hearing Research</i> , 2003, 46, 273-287.	1.6	34
120	The structure of language abilities at 4 years: A twin study.. <i>Developmental Psychology</i> , 2002, 38, 749-757.	1.6	68
121	Early Exposure to Direct Instruction and Subsequent Juvenile Delinquency: A Prospective Examination. <i>Exceptional Children</i> , 2002, 69, 85-96.	2.2	23
122	Genetics and the development of language disabilities and abilities. <i>Current Paediatrics</i> , 2002, 12, 419-424.	0.2	13
123	Associations between behaviour problems and verbal and nonverbal cognitive abilities and disabilities in early childhood. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2002, 43, 619-633.	5.2	69
124	The structure of language abilities at 4 years: A twin study.. <i>Developmental Psychology</i> , 2002, 38, 749-757.	1.6	39
125	Comorbidity between verbal and nonverbal cognitive delays in 2-year-olds: a bivariate twin analysis. <i>Developmental Science</i> , 2001, 4, 195-208.	2.4	28
126	Short-form versions of the MacArthur Communicative Development Inventories. <i>Applied Psycholinguistics</i> , 2000, 21, 95-116.	1.1	498

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127	Lexical and grammatical development: a behavioural genetic perspective. Journal of Child Language, 2000, 27, 619-642.	1.2	154
128	Sex differences in early verbal and non-verbal cognitive development. Developmental Science, 2000, 3, 206-215.	2.4	154
129	Genetic and Environmental Covariation between Verbal and Nonverbal Cognitive Development in Infancy. Child Development, 2000, 71, 948-959.	3.0	72
130	Enhancing Linguistic Performance. Topics in Early Childhood Special Education, 1999, 19, 28-39.	2.2	171
131	Effects of Group Composition, Materials, and Developmental Level on Play in Preschool Children With Disabilities. Journal of Early Intervention, 1999, 22, 164-178.	1.6	22
132	Language and Literacy in a Developmental Perspective. Journal of Behavioral Education, 1999, 9, 23-33.	1.3	10
133	A parent report measure of language development for three-year-olds. , 1998, 21, 370.		13
134	The validity of parent-based assessment of the cognitive abilities of 2-year-olds. British Journal of Developmental Psychology, 1998, 16, 349-362.	1.7	120
135	Effects of Differing Levels of Inclusion on Preschoolers with Disabilities. Exceptional Children, 1998, 65, 79-90.	2.2	31
136	Productivity of Emerging Word Combinations in Toddlers With Specific Expressive Language Impairment. American Journal of Speech-Language Pathology, 1997, 6, 34-47.	1.8	6
137	Lexical development norms for young children. Behavior Research Methods, 1996, 28, 125-127.	1.3	411
138	Effects of Play Group Variables on Language Use by Preschool Children With Disabilities. Journal of Early Intervention, 1996, 20, 329-340.	1.6	26
139	Preschool Language Facilitation Methods and Child Characteristics. Journal of Early Intervention, 1996, 20, 113-131.	1.6	9
140	Parent-Child Book Reading as an Intervention Technique for Young Children with Language Delays. Topics in Early Childhood Special Education, 1996, 16, 213-235.	2.2	168
141	Follow-up of Children from Academic and Cognitive Preschool Curricula at Age 9. Exceptional Children, 1995, 61, 378-393.	2.2	22
142	The Value of a Good Distinction. Journal of Early Intervention, 1995, 19, 102-103.	1.6	0
143	Examination of the stability of two methods of defining specific language impairment. Applied Psycholinguistics, 1995, 16, 103-124.	1.1	25
144	Linguistic precocity and the development of reading: The role of extralinguistic factors. Applied Psycholinguistics, 1995, 16, 173-187.	1.1	48

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145	Variability in Early Communicative Development. Monographs of the Society for Research in Child Development, 1994, 59, i.	6.8	1,837
146	Pronoun reversals: who, when, and why?. Journal of Child Language, 1993, 20, 573-589.	1.2	54
147	Interaction between Early Intervention Curricula and Student Characteristics. Exceptional Children, 1993, 60, 17-28.	2.2	32
148	Do early talkers become early readers? Linguistic precocity, preschool language, and emergent literacy.. Developmental Psychology, 1992, 28, 421-429.	1.6	185
149	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.	1.6	229
150	Individual Differences in Language Delayed Children's Responses to Direct and Interactive Preschool Instruction. Topics in Early Childhood Special Education, 1991, 11, 99-124.	2.2	42
151	Effects of Preschool Integration for Children with Disabilities. Exceptional Children, 1991, 58, 36-45.	2.2	44
152	What's Normal? Specific Language Impairment in an Individual Differences Perspective. Language, Speech, and Hearing Services in Schools, 1991, 22, 80-83.	1.6	21
153	Defining language delay in young children by cognitive referencing: Are we saying more than we know?. Applied Psycholinguistics, 1990, 11, 291-302.	1.1	75
154	Validity of Stanford-Binet IV with linguistically precocious toddlers. Intelligence, 1990, 14, 173-186.	3.0	32
155	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.	2.2	17
156	The validity of a parent report instrument of child language at twenty months. Journal of Child Language, 1989, 16, 239-249.	1.2	354
157	Cognitive Skills Associated with the Onset of Multiword Utterances. Journal of Speech, Language, and Hearing Research, 1989, 32, 645-656.	1.6	26
158	Comparison of Academic and Cognitive Programs for Young Handicapped Children. Exceptional Children, 1988, 54, 439-447.	2.2	31
159	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.	1.6	12
160	The multiple determinants of symbolic development: Evidence from preterm children. New Directions for Child and Adolescent Development, 1987, 1987, 69-86.	2.2	15
161	Direct Language Instruction and Interactive Language Instruction with Language Delayed Preschool Children. Journal of Speech, Language, and Hearing Research, 1986, 29, 206-217.	1.6	65
162	Reflectivity Bias in Picture-Pointing Grammatical Comprehension Tasks. Journal of Speech, Language, and Hearing Research, 1984, 27, 549-556.	1.6	1

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163	Prepositional Marking of Source-Goal Structure and Children's Comprehension of English Passives. Journal of Speech, Language, and Hearing Research, 1981, 24, 179-184.	1.6	0
164	The influence of the form of the question on the eyewitness testimony of preschool children. Journal of Psycholinguistic Research, 1978, 7, 269-277.	1.3	142
165	Discrimination of Linguistic Stress in Early Infancy. Journal of Speech and Hearing Research, 1977, 20, 224-232.	0.7	80
166	Hesitations in Maternal Speech. Language and Speech, 1974, 17, 174-181.	1.1	10
167	The Relationship between Color Naming and Color Recognition Abilities of Preschoolers. Child Development, 1972, 43, 972.	3.0	6
168	Color Naming, Matching, and Recognition by Preschoolers. Child Development, 1969, 40, 1135.	3.0	11