

Philip S Dale

List of Publications by Year in descending order

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Version: 2024-02-01

168
papers

12,121
citations

34016

52
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30848

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. | 1.5 | 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. | 0.7 | 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. | 3.1 | 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. | 3.1 | 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. | 1.6 | 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. | 1.5 | 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. | 1.5 | 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. | 0.7 | 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. | 4.1 | 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. | 1.3 | 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. | 3.7 | 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. | 1.1 | 4 |
| 13 | The winding roads to adulthood: A twin study. <i>JCPP Advances</i> , 2021, 1, . | 1.4 | 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. | 1.6 | 58 |
| 15 | Predicting educational achievement from genomic measures and socioeconomic status. <i>Developmental Science</i> , 2020, 23, e12925. | 1.3 | 74 |
| 16 | Preschool Verbal and Nonverbal Ability Mediate the Association Between Socioeconomic Status and School Performance. <i>Child Development</i> , 2020, 91, 705-714. | 1.7 | 27 |
| 17 | Evidence for a unitary structure of spatial cognition beyond general intelligence. <i>Npj Science of Learning</i> , 2020, 5, 9. | 1.5 | 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. | 0.7 | 8 |

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 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. | 0.9 | 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. | 0.8 | 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. | 0.3 | 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. | 0.3 | 102 |
| 23 | Disentangling polygenic associations between attention-deficit/hyperactivity disorder, educational attainment, literacy and language. <i>Translational Psychiatry</i> , 2019, 9, 35. | 2.4 | 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. | 3.1 | 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. | 6.2 | 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. | 0.7 | 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. | 1.5 | 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. | 1.7 | 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. | 0.7 | 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. | 1.6 | 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. | 1.5 | 3 |
| 33 | The genetics of university success. <i>Scientific Reports</i> , 2018, 8, 14579. | 1.6 | 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. | 1.5 | 62 |
| 35 | Self-reported parental vocabulary input frequency for young children. <i>Journal of Child Language</i> , 2018, 45, 1073-1090. | 0.8 | 5 |
| 36 | An educator-administered measure of language development in young children. , 2018, 52, 104-113. | | 18 |

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 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. | 3.3 | 32 |
| 38 | The genetic and environmental aetiology of spatial, mathematics and general anxiety. Scientific Reports, 2017, 7, 42218. | 1.6 | 46 |
| 39 | Genome-Wide Polygenic Scores Predict Reading Performance Throughout the School Years. Scientific Studies of Reading, 2017, 21, 334-349. | 1.3 | 32 |
| 40 | Childhood behaviour problems show the greatest gap between DNA-based and twin heritability. Translational Psychiatry, 2017, 7, 1284. | 2.4 | 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. | 1.2 | 25 |
| 42 | True grit and genetics: Predicting academic achievement from personality.. Journal of Personality and Social Psychology, 2016, 111, 780-789. | 2.6 | 275 |
| 43 | Early productive vocabulary predicts academic achievement 10 years later. Applied Psycholinguistics, 2016, 37, 1461-1476. | 0.8 | 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. | 0.7 | 13 |
| 45 | Genetics affects choice of academic subjects as well as achievement. Scientific Reports, 2016, 6, 26373. | 1.6 | 24 |
| 46 | 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 |
| 47 | Pleiotropy across academic subjects at the end of compulsory education. Scientific Reports, 2015, 5, 11713. | 1.6 | 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. | 0.8 | 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. | 0.7 | 24 |
| 50 | Language Impairment From 4 to 12 Years: Prediction and Etiology. Journal of Speech, Language, and Hearing Research, 2014, 57, 850-864. | 0.7 | 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. | 0.9 | 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. | 1.1 | 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. | 1.7 | 20 |
| 54 | Common variation near ROBO2 is associated with expressive vocabulary in infancy. Nature Communications, 2014, 5, 4831. | 5.8 | 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. | 1.1 | 12 |
| 56 | Children Use Gesture to Interpret Novel Verb Meanings. <i>Child Development</i> , 2014, 85, 1181-1189. | 1.7 | 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. | 3.3 | 246 |
| 58 | Why do spatial abilities predict mathematical performance?. <i>Developmental Science</i> , 2014, 17, 462-470. | 1.3 | 67 |
| 59 | The correlation between reading and mathematics ability at age twelve has a substantial genetic component. <i>Nature Communications</i> , 2014, 5, 4204. | 5.8 | 72 |
| 60 | Genetic influence on family socioeconomic status and children's intelligence. <i>Intelligence</i> , 2014, 42, 83-88. | 1.6 | 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. | 0.3 | 76 |
| 62 | Understanding the science-learning environment: A genetically sensitive approach. <i>Learning and Individual Differences</i> , 2013, 23, 145-150. | 1.5 | 11 |
| 63 | Literacy and Numeracy Are More Heritable Than Intelligence in Primary School. <i>Psychological Science</i> , 2013, 24, 2048-2056. | 1.8 | 70 |
| 64 | Treating Speech Subsystems in Childhood Apraxia of Speech With Tactual Input: The PROMPT Approach. <i>American Journal of Speech-Language Pathology</i> , 2013, 22, 644-661. | 0.9 | 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. | 0.9 | 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. | 1.1 | 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. | 2.1 | 40 |
| 68 | Nature and Nurture in School-Based Second Language Achievement. <i>Language Learning</i> , 2012, 62, 28-48. | 1.4 | 8 |
| 69 | Emotional Expression and Language: A Psycholinguistic Perspective. <i>Infant Mental Health Journal</i> , 2012, 33, 593-596. | 0.7 | 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. | 1.1 | 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. | 1.3 | 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. | 0.7 | 31 |

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|----|---|-----|-----------|
| 73 | Added Value Measures in Education Show Genetic as Well as Environmental Influence. <i>PLoS ONE</i> , 2011, 6, e16006. | 1.1 | 27 |
| 74 | Genetic Overlap between ADHD Symptoms and Reading is largely Driven by Inattentiveness rather than Hyperactivity-Impulsivity. <i>Journal of the Canadian Academy of Child and Adolescent Psychiatry</i> , 2011, 20, 6-14. | 0.7 | 41 |
| 75 | Preschool Speech, Language Skills, and Reading at 7, 9, and 10 Years: Etiology of the Relationship. <i>Journal of Speech, Language, and Hearing Research</i> , 2010, 53, 311-332. | 0.7 | 49 |
| 76 | A genome-wide association study identifies multiple loci associated with mathematics ability and disability. <i>Genes, Brain and Behavior</i> , 2010, 9, 234-247. | 1.1 | 100 |
| 77 | CLEX: A cross-linguistic lexical norms database*. <i>Journal of Child Language</i> , 2010, 37, 419-428. | 0.8 | 46 |
| 78 | Two by Two. <i>Psychological Science</i> , 2010, 21, 635-640. | 1.8 | 19 |
| 79 | The Etiology of Diverse Receptive Language Skills at 12 Years. <i>Journal of Speech, Language, and Hearing Research</i> , 2010, 53, 982-992. | 0.7 | 21 |
| 80 | Sex differences in school science performance from middle childhood to early adolescence. <i>International Journal of Educational Research</i> , 2010, 49, 92-101. | 1.2 | 15 |
| 81 | Generalist Genes and High Cognitive Abilities. <i>Behavior Genetics</i> , 2009, 39, 437-445. | 1.4 | 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. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2009, 50, 1318-1325. | 3.1 | 64 |
| 83 | The Etiology of Science Performance: Decreasing Heritability and Increasing Importance of the Shared Environment From 9 to 12 Years of Age. <i>Child Development</i> , 2009, 80, 662-673. | 1.7 | 18 |
| 84 | Sex differences and science: the etiology of science excellence. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2009, 50, 1113-1120. | 3.1 | 5 |
| 85 | Generalist genes and the Internet generation: etiology of learning abilities by web testing at age 10. <i>Genes, Brain and Behavior</i> , 2008, 7, 455-462. | 1.1 | 37 |
| 86 | Science in elementary school: Generalist genes and school environments. <i>Intelligence</i> , 2008, 36, 694-701. | 1.6 | 20 |
| 87 | Does frequency count? Parental input and the acquisition of vocabulary. <i>Journal of Child Language</i> , 2008, 35, 515-531. | 0.8 | 285 |
| 88 | A Twin Study into the Genetic and Environmental Influences on Academic Performance in Science in nine-year-old Boys and Girls. <i>International Journal of Science Education</i> , 2008, 30, 1003-1025. | 1.0 | 61 |
| 89 | Why Do Preschool Language Abilities Correlate With Later Reading? A Twin Study. <i>Journal of Speech, Language, and Hearing Research</i> , 2008, 51, 688-705. | 0.7 | 51 |
| 90 | Internet Cognitive Testing of Large Samples Needed in Genetic Research. <i>Twin Research and Human Genetics</i> , 2007, 10, 554-563. | 0.3 | 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. | 0.7 | 9 |
| 93 | From Learning to Read to Reading to Learn: Substantial and Stable Genetic Influence. Child Development, 2007, 78, 116-131. | 1.7 | 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. | 3.1 | 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. | 1.0 | 26 |
| 96 | How Special Education Preschool Graduates Finish: Status at 19 Years of Age. American Educational Research Journal, 2006, 43, 737-781. | 1.6 | 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. | 0.8 | 58 |
| 98 | Common aetiology for diverse language skills in 4 1/2-year-old twins. Journal of Child Language, 2006, 33, 339-368. | 0.8 | 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. | 3.1 | 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. | 1.7 | 102 |
| 101 | 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 |
| 102 | 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 |
| 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. | 1.0 | 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. | 1.0 | 17 |
| 105 | Follow-up of Children from Academic and Cognitive Preschool Curricula at 12 and 16. Exceptional Children, 2005, 71, 301-317. | 1.4 | 8 |
| 106 | Mother-child conversation during joint picture book reading in Japan and the USA. First Language, 2005, 25, 197-218. | 0.5 | 25 |
| 107 | Predicting Literacy at Age 7 From Preliteracy at Age 4: A Longitudinal Genetic Analysis. Psychological Science, 2005, 16, 861-865. | 1.8 | 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. | 0.8 | 70 |

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|-----|---|-----|-----------|
| 109 | When Paths Diverge. <i>Journal of Special Education</i> , 2004, 37, 237-248. | 1.2 | 5 |
| 110 | The Genetic and Environmental Origins of Language Disability and Ability. <i>Child Development</i> , 2004, 75, 445-454. | 1.7 | 78 |
| 111 | The language-specific nature of grammatical development: evidence from bilingual language learners. <i>Developmental Science</i> , 2004, 7, 212-224. | 1.3 | 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. | 3.1 | 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. | 2.1 | 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. | 1.5 | 10 |
| 115 | Genetic Evidence for Bidirectional Effects of Early Lexical and Grammatical Development. <i>Child Development</i> , 2003, 74, 394-412. | 1.7 | 211 |
| 116 | Outcomes of Early Language Delay. <i>Journal of Speech, Language, and Hearing Research</i> , 2003, 46, 561-575. | 0.7 | 87 |
| 117 | Outcomes of Early Language Delay. <i>Journal of Speech, Language, and Hearing Research</i> , 2003, 46, 544-560. | 0.7 | 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. | 0.7 | 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. | 0.7 | 34 |
| 120 | The structure of language abilities at 4 years: A twin study.. <i>Developmental Psychology</i> , 2002, 38, 749-757. | 1.2 | 68 |
| 121 | Early Exposure to Direct Instruction and Subsequent Juvenile Delinquency: A Prospective Examination. <i>Exceptional Children</i> , 2002, 69, 85-96. | 1.4 | 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. | 3.1 | 69 |
| 124 | The structure of language abilities at 4 years: a twin study. <i>Developmental Psychology</i> , 2002, 38, 749-57. | 1.2 | 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. | 1.3 | 28 |
| 126 | Short-form versions of the MacArthur Communicative Development Inventories. <i>Applied Psycholinguistics</i> , 2000, 21, 95-116. | 0.8 | 498 |

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|-----|---|-----|-----------|
| 127 | Lexical and grammatical development: a behavioural genetic perspective. <i>Journal of Child Language</i> , 2000, 27, 619-642. | 0.8 | 154 |
| 128 | Sex differences in early verbal and non-verbal cognitive development. <i>Developmental Science</i> , 2000, 3, 206-215. | 1.3 | 154 |
| 129 | Genetic and Environmental Covariation between Verbal and Nonverbal Cognitive Development in Infancy. <i>Child Development</i> , 2000, 71, 948-959. | 1.7 | 72 |
| 130 | Enhancing Linguistic Performance. <i>Topics in Early Childhood Special Education</i> , 1999, 19, 28-39. | 1.5 | 171 |
| 131 | Effects of Group Composition, Materials, and Developmental Level on Play in Preschool Children With Disabilities. <i>Journal of Early Intervention</i> , 1999, 22, 164-178. | 1.1 | 22 |
| 132 | Language and Literacy in a Developmental Perspective. <i>Journal of Behavioral Education</i> , 1999, 9, 23-33. | 0.9 | 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. <i>British Journal of Developmental Psychology</i> , 1998, 16, 349-362. | 0.9 | 120 |
| 135 | Effects of Differing Levels of Inclusion on Preschoolers with Disabilities. <i>Exceptional Children</i> , 1998, 65, 79-90. | 1.4 | 31 |
| 136 | Productivity of Emerging Word Combinations in Toddlers With Specific Expressive Language Impairment. <i>American Journal of Speech-Language Pathology</i> , 1997, 6, 34-47. | 0.9 | 6 |
| 137 | Lexical development norms for young children. <i>Behavior Research Methods</i> , 1996, 28, 125-127. | 1.3 | 411 |
| 138 | Effects of Play Group Variables on Language Use by Preschool Children With Disabilities. <i>Journal of Early Intervention</i> , 1996, 20, 329-340. | 1.1 | 26 |
| 139 | Preschool Language Facilitation Methods and Child Characteristics. <i>Journal of Early Intervention</i> , 1996, 20, 113-131. | 1.1 | 9 |
| 140 | Parent-Child Book Reading as an Intervention Technique for Young Children with Language Delays. <i>Topics in Early Childhood Special Education</i> , 1996, 16, 213-235. | 1.5 | 168 |
| 141 | Follow-up of Children from Academic and Cognitive Preschool Curricula at Age 9. <i>Exceptional Children</i> , 1995, 61, 378-393. | 1.4 | 22 |
| 142 | The Value of a Good Distinction. <i>Journal of Early Intervention</i> , 1995, 19, 102-103. | 1.1 | 0 |
| 143 | Examination of the stability of two methods of defining specific language impairment. <i>Applied Psycholinguistics</i> , 1995, 16, 103-124. | 0.8 | 25 |
| 144 | Linguistic precocity and the development of reading: The role of extralinguistic factors. <i>Applied Psycholinguistics</i> , 1995, 16, 173-187. | 0.8 | 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. | 0.8 | 54 |
| 147 | Interaction between Early Intervention Curricula and Student Characteristics. Exceptional Children, 1993, 60, 17-28. | 1.4 | 32 |
| 148 | Do early talkers become early readers? Linguistic precocity, preschool language, and emergent literacy.. Developmental Psychology, 1992, 28, 421-429. | 1.2 | 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. | 0.7 | 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. | 1.5 | 42 |
| 151 | Effects of Preschool Integration for Children with Disabilities. Exceptional Children, 1991, 58, 36-45. | 1.4 | 44 |
| 152 | What's Normal? Specific Language Impairment in an Individual Differences Perspective. Language, Speech, and Hearing Services in Schools, 1991, 22, 80-83. | 0.7 | 21 |
| 153 | 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 |
| 154 | Validity of Stanford-Binet IV with linguistically precocious toddlers. Intelligence, 1990, 14, 173-186. | 1.6 | 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. | 1.5 | 17 |
| 156 | The validity of a parent report instrument of child language at twenty months. Journal of Child Language, 1989, 16, 239-249. | 0.8 | 354 |
| 157 | Cognitive Skills Associated with the Onset of Multiword Utterances. Journal of Speech, Language, and Hearing Research, 1989, 32, 645-656. | 0.7 | 26 |
| 158 | Comparison of Academic and Cognitive Programs for Young Handicapped Children. Exceptional Children, 1988, 54, 439-447. | 1.4 | 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. | 0.7 | 12 |
| 160 | The multiple determinants of symbolic development: Evidence from preterm children. New Directions for Child and Adolescent Development, 1987, 1987, 69-86. | 1.3 | 15 |
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