

Roberta Michnick Golinkoff

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8760430/publications.pdf>

Version: 2024-02-01

152
papers

10,096
citations

31902

53
h-index

39575

94
g-index

152
all docs

152
docs citations

152
times ranked

4722
citing authors

#	ARTICLE	IF	CITATIONS
1	Putting Education in "Educational" Apps. <i>Psychological Science in the Public Interest: A Journal of the American Psychological Society</i> , 2015, 16, 3-34.	6.7	628
2	The Contribution of Early Communication Quality to Low-Income Children's Language Success. <i>Psychological Science</i> , 2015, 26, 1071-1083.	1.8	542
3	The eyes have it: lexical and syntactic comprehension in a new paradigm. <i>Journal of Child Language</i> , 1987, 14, 23-45.	0.8	511
4	Early object labels: the case for a developmental lexical principles framework. <i>Journal of Child Language</i> , 1994, 21, 125-155.	0.8	473
5	Mommy and Me. <i>Psychological Science</i> , 2005, 16, 298-304.	1.8	371
6	Language Matters: Denying the Existence of the 30-Million-Word Gap Has Serious Consequences. <i>Child Development</i> , 2019, 90, 985-992.	1.7	258
7	Identifying Pathways Between Socioeconomic Status and Language Development. <i>Annual Review of Linguistics</i> , 2017, 3, 285-308.	1.2	245
8	Once Upon a Time: Parent-Child Dialogue and Storybook Reading in the Electronic Era. <i>Mind, Brain, and Education</i> , 2013, 7, 200-211.	0.9	241
9	Contributions of executive function and spatial skills to preschool mathematics achievement. <i>Journal of Experimental Child Psychology</i> , 2014, 126, 37-51.	0.7	227
10	(Baby)Talk to Me. <i>Current Directions in Psychological Science</i> , 2015, 24, 339-344.	2.8	224
11	Guided Play: Where Curricular Goals Meet a Playful Pedagogy. <i>Mind, Brain, and Education</i> , 2013, 7, 104-112.	0.9	221
12	"I beg your pardon?": the preverbal negotiation of failed messages. <i>Journal of Child Language</i> , 1986, 13, 455-476.	0.8	216
13	Word Learning in Infant- and Adult-Directed Speech. <i>Language Learning and Development</i> , 2011, 7, 185-201.	0.7	209
14	Guided Play. <i>Current Directions in Psychological Science</i> , 2016, 25, 177-182.	2.8	207
15	I. What Does it Take to Learn a Word?. <i>Monographs of the Society for Research in Child Development</i> , 2000, 65, 1-16.	6.8	193
16	Novel Noun and Verb Learning in Chinese-, English-, and Japanese-Speaking Children. <i>Child Development</i> , 2008, 79, 979-1000.	1.7	186
17	The Birth of Words: Ten-Month-Olds Learn Words Through Perceptual Salience. <i>Child Development</i> , 2006, 77, 266-280.	1.7	167
18	Measuring success: Within and cross-domain predictors of academic and social trajectories in elementary school. <i>Early Childhood Research Quarterly</i> , 2019, 46, 112-125.	1.6	155

#	ARTICLE	IF	CITATIONS
19	Block Talk: Spatial Language During Block Play. <i>Mind, Brain, and Education</i> , 2011, 5, 143-151.	0.9	146
20	Conceptual split? Parents' and experts' perceptions of play in the 21st century. <i>Journal of Applied Developmental Psychology</i> , 2008, 29, 305-316.	0.8	135
21	How Reading Books Fosters Language Development around the World. <i>Child Development Research</i> , 2012, 2012, 1-15.	1.8	130
22	How toddlers begin to learn verbs. <i>Trends in Cognitive Sciences</i> , 2008, 12, 397-403.	4.0	113
23	Learning on hold: Cell phones sidetrack parent-child interactions.. <i>Developmental Psychology</i> , 2017, 53, 1428-1436.	1.2	112
24	Twenty-Five Years Using the Intermodal Preferential Looking Paradigm to Study Language Acquisition. <i>Perspectives on Psychological Science</i> , 2013, 8, 316-339.	5.2	109
25	Finding the missing piece: Blocks, puzzles, and shapes fuel school readiness. <i>Trends in Neuroscience and Education</i> , 2014, 3, 7-13.	1.5	109
26	IV. NIH TOOLBOX COGNITION BATTERY (CB): MEASURING LANGUAGE (VOCABULARY COMPREHENSION AND) Tj ETQq0 0 0 rgBT /Overl	6.8	107
27	An image is worth a thousand words: why nouns tend to dominate verbs in early word learning. <i>Developmental Science</i> , 2011, 14, 181-189.	1.3	98
28	A developmental shift from similar to language-specific strategies in verb acquisition: A comparison of English, Spanish, and Japanese. <i>Cognition</i> , 2010, 114, 299-319.	1.1	97
29	Infants discriminate manners and paths in non-linguistic dynamic events. <i>Cognition</i> , 2008, 108, 825-830.	1.1	95
30	Young children extend novel words at the basic level: Evidence for the principle of categorical scope.. <i>Developmental Psychology</i> , 1995, 31, 494-507.	1.2	92
31	Children With Autism Illuminate the Role of Social Intention in Word Learning. <i>Child Development</i> , 2007, 78, 1265-1287.	1.7	92
32	Fast mapping word meanings across trials: Young children forget all but their first guess. <i>Cognition</i> , 2018, 177, 177-188.	1.1	89
33	Focusing on the relation: fewer exemplars facilitate children's initial verb learning and extension. <i>Developmental Science</i> , 2008, 11, 628-634.	1.3	87
34	Infants Segment Continuous Events Using Transitional Probabilities. <i>Child Development</i> , 2014, 85, 1821-1826.	1.7	87
35	The perception of handshapes in American Sign Language. <i>Memory and Cognition</i> , 2005, 33, 887-904.	0.9	86
36	Imageability predicts the age of acquisition of verbs in Chinese children. <i>Journal of Child Language</i> , 2009, 36, 405-423.	0.8	83

#	ARTICLE	IF	CITATIONS
37	Perceptual Narrowing of Linguistic Sign Occurs in the 1st Year of Life. <i>Child Development</i> , 2012, 83, 543-553.	1.7	82
38	Talking Shape: Parental Language With Electronic Versus Traditional Shape Sorters. <i>Mind, Brain, and Education</i> , 2015, 9, 136-144.	0.9	82
39	Infant-directed speech facilitates lexical learning in adults hearing Chinese: implications for language acquisition. <i>Journal of Child Language</i> , 1995, 22, 703-726.	0.8	80
40	Supermarket Speak: Increasing Talk Among Low Socioeconomic Status Families. <i>Mind, Brain, and Education</i> , 2015, 9, 127-135.	0.9	78
41	Multilingual Children: Beyond Myths and Toward Best Practices and commentaries. <i>Social Policy Report</i> , 2013, 27, 1-37.	1.7	75
42	One Cow Does Not an Animal Make: Young Children Can Extend Novel Words at the Superordinate Level. <i>Child Development</i> , 2001, 72, 1674-1694.	1.7	72
43	Baby Wordsmith. <i>Current Directions in Psychological Science</i> , 2006, 15, 30-33.	2.8	71
44	Learning Landscapes: Playing the Way to Learning and Engagement in Public Spaces. <i>Education Sciences</i> , 2018, 8, 74.	1.4	71
45	Lexical Principles May Underlie the Learning of Verbs. <i>Child Development</i> , 1996, 67, 3101.	1.7	69
46	Theory of Mind: a Hidden Factor in Reading Comprehension?. <i>Educational Psychology Review</i> , 2018, 30, 1067-1089.	5.1	69
47	Trading Spaces: Carving up Events for Learning Language. <i>Perspectives on Psychological Science</i> , 2010, 5, 33-42.	5.2	67
48	Language Development in the First Year of Life. <i>Otology and Neurotology</i> , 2016, 37, e56-e62.	0.7	65
49	Influences of vowel and tone variation on emergent word knowledge: a crosslinguistic investigation. <i>Developmental Science</i> , 2014, 17, 94-109.	1.3	64
50	Examining the Acquisition of Vocabulary Knowledge Depth Among Preschool Students. <i>Reading Research Quarterly</i> , 2016, 51, 181-198.	1.8	64
51	The language of play: Developing preschool vocabulary through play following shared book-reading. <i>Early Childhood Research Quarterly</i> , 2018, 45, 1-17.	1.6	63
52	Two-Year-Olds Readily Learn Multiple Labels for the Same Basic-Level Category. <i>Child Development</i> , 1994, 65, 1163-1177.	1.7	62
53	The parent advantage in fostering children's e-book comprehension. <i>Early Childhood Research Quarterly</i> , 2018, 44, 24-33.	1.6	58
54	Shovels and swords: How realistic and fantastical themes affect children's word learning. <i>Cognitive Development</i> , 2015, 35, 1-14.	0.7	57

#	ARTICLE	IF	CITATIONS
55	Novel Word Learning in Bilingual and Monolingual Infants: Evidence for a Bilingual Advantage. <i>Child Development</i> , 2018, 89, e183-e198.	1.7	57
56	New Insights Into Old Puzzles From Infants' Categorical Discrimination of Soundless Phonetic Units. <i>Language Learning and Development</i> , 2006, 2, 147-162.	0.7	56
57	More than just fun: a place for games in playful learning / Más que diversión: el lugar de los juegos reglados en el aprendizaje lúdico. <i>Infancia Y Aprendizaje</i> , 2017, 40, 191-218.	0.5	55
58	Two-Year-Olds Readily Learn Multiple Labels for the Same Basic-Level Category. <i>Child Development</i> , 1994, 65, 1163.	1.7	54
59	Young children can extend motion verbs to point-light displays.. <i>Developmental Psychology</i> , 2002, 38, 604-614.	1.2	53
60	Mise en place: setting the stage for thought and action. <i>Trends in Cognitive Sciences</i> , 2014, 18, 276-278.	4.0	50
61	Evaluating socioeconomic gaps in preschoolers'™ vocabulary, syntax and language process skills with the Quick Interactive Language Screener (QUILS). <i>Early Childhood Research Quarterly</i> , 2020, 50, 114-128.	1.6	50
62	Teaching for breadth and depth of vocabulary knowledge: Learning from explicit and implicit instruction and the storybook texts. <i>Early Childhood Research Quarterly</i> , 2019, 47, 341-356.	1.6	47
63	Building Semantic Networks: The Impact of a Vocabulary Intervention on Preschoolers'™ Depth of Word Knowledge. <i>Reading Research Quarterly</i> , 2019, 54, 41-61.	1.8	43
64	Action Speaks Louder Than Words: Young Children Differentially Weight Perceptual, Social, and Linguistic Cues to Learn Verbs. <i>Child Development</i> , 2007, 78, 1322-1342.	1.7	42
65	Building Vocabulary Knowledge in Preschoolers Through Shared Book Reading and Gameplay. <i>Mind, Brain, and Education</i> , 2016, 10, 71-80.	0.9	42
66	Preschoolers Benefit Equally From Video Chat, Pseudo-Contingent Video, and Live Book Reading: Implications for Storytime During the Coronavirus Pandemic and Beyond. <i>Frontiers in Psychology</i> , 2020, 11, 2158.	1.1	42
67	How educational are "educational" apps for young children? App store content analysis using the Four Pillars of Learning framework. <i>Journal of Children and Media</i> , 2021, 15, 526-548.	1.0	42
68	Where language meets attention: How contingent interactions promote learning. <i>Developmental Review</i> , 2021, 60, 100961.	2.6	42
69	24. Meeting Children Where They Are: Adaptive Contingency Builds Early Communication Skills. , 2016, , 601-628.		38
70	The Shape of Things: The Origin of Young Children's™ Knowledge of the Names and Properties of Geometric Forms. <i>Journal of Cognition and Development</i> , 2016, 17, 142-161.	0.6	37
71	Modeling the contribution of phonotactic cues to the problem of word segmentation. <i>Journal of Child Language</i> , 2010, 37, 487-511.	0.8	34
72	Piecing together the role of a spatial assembly intervention in preschoolers'™ spatial and mathematics learning: Influences of gesture, spatial language, and socioeconomic status.. <i>Developmental Psychology</i> , 2020, 56, 686-698.	1.2	33

#	ARTICLE	IF	CITATIONS
73	More than just a game: Transforming social interaction and STEM play with Parkopolis.. <i>Developmental Psychology</i> , 2020, 56, 1041-1056.	1.2	33
74	IV. RESULTSâ€”LINKS BETWEEN SPATIAL ASSEMBLY, LATER SPATIAL SKILLS, AND CONCURRENT AND LATER MATHEMATICAL SKILLS. <i>Monographs of the Society for Research in Child Development</i> , 2017, 82, 71-80.	6.8	32
75	Active learning: â€œHands-onâ€•meets â€œminds-onâ€•. <i>Science</i> , 2021, 374, 26-30.	6.0	32
76	Effects of Teacher-Delivered Book Reading and Play on Vocabulary Learning and Self-Regulation among Low-Income Preschool Children. <i>Journal of Cognition and Development</i> , 2019, 20, 136-164.	0.6	31
77	Effects of geometric toy design on parentâ€™child interactions and spatial language. <i>Early Childhood Research Quarterly</i> , 2019, 46, 126-141.	1.6	31
78	Six Principles of Language Development: Implications for Second Language Learners. <i>Developmental Neuropsychology</i> , 2014, 39, 404-420.	1.0	30
79	Parents' and experts' awareness of learning opportunities in children's museum exhibits. <i>Journal of Applied Developmental Psychology</i> , 2017, 49, 39-45.	0.8	29
80	Play-and-learn spaces: Leveraging library spaces to promote caregiver and child interaction. <i>Library and Information Science Research</i> , 2020, 42, 101002.	1.2	29
81	How do preschoolers express cause in gesture and speech?. <i>Cognitive Development</i> , 2010, 25, 56-68.	0.7	28
82	Who is crossing where? Infantsâ€™™ discrimination of figures and grounds in events. <i>Cognition</i> , 2011, 121, 176-195.	1.1	27
83	Beyond talk: Contributions of quantity and quality of communication to language success across socioeconomic strata. <i>Infancy</i> , 2021, 26, 123-147.	0.9	26
84	Vacuuming with my mouth?: Children's ability to comprehend novel extensions of familiar verbs. <i>Cognitive Development</i> , 2009, 24, 113-124.	0.7	25
85	A long-term predictive validity study: Can the CDI Short Form be used to predict language and early literacy skills four years later?. <i>Journal of Child Language</i> , 2013, 40, 821-835.	0.8	25
86	An Eye-Tracking Study of Receptive Verb Knowledge in Toddlers. <i>Journal of Speech, Language, and Hearing Research</i> , 2018, 61, 2917-2933.	0.7	21
87	Children and Screens. <i>Annual Review of Developmental Psychology</i> , 2020, 2, 69-92.	1.4	21
88	A goal bias in action: The boundaries adults perceive in events align with sites of actor intent.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2017, 43, 916-927.	0.7	21
89	Young children can extend motion verbs to point-light displays. <i>Developmental Psychology</i> , 2002, 38, 604-14.	1.2	21
90	Individual differences in nonlinguistic event categorization predict later motion verb comprehension. <i>Journal of Experimental Child Psychology</i> , 2016, 151, 18-32.	0.7	20

#	ARTICLE	IF	CITATIONS
91	Geometric toys in the attic? A corpus analysis of early exposure to geometric shapes. <i>Early Childhood Research Quarterly</i> , 2016, 36, 358-365.	1.6	20
92	Home literacy environment and existing knowledge mediate the link between socioeconomic status and language learning skills in dual language learners. <i>Early Childhood Research Quarterly</i> , 2021, 55, 1-14.	1.6	20
93	Urban Thinkscape: Infusing Public Spaces with STEM Conversation and Interaction Opportunities. <i>Journal of Cognition and Development</i> , 2020, 21, 125-147.	0.6	18
94	Three-year-olds' spatial language comprehension and links with mathematics and spatial performance.. <i>Developmental Psychology</i> , 2020, 56, 1894-1905.	1.2	18
95	"Mommy sock": the child's understanding of possession as expressed in two-noun phrases. <i>Journal of Child Language</i> , 1980, 7, 119-135.	0.8	16
96	The case for semantic relations: evidence from the verbal and nonverbal domains. <i>Journal of Child Language</i> , 1981, 8, 413-437.	0.8	16
97	What makes communication run? Characteristics of immediate successes. <i>First Language</i> , 1988, 8, 103-124.	0.5	16
98	Playing With Ideas: Evaluating the Impact of the Ultimate Block Party, a Collective Experiential Intervention to Enrich Perceptions of Play. <i>Child Development</i> , 2017, 88, 1419-1434.	1.7	16
99	Associations of 3-year-olds' Block-building Complexity with Later Spatial and Mathematical Skills. <i>Journal of Cognition and Development</i> , 2020, 21, 383-405.	0.6	14
100	Shape up: An eye-tracking study of preschoolers' shape name processing and spatial development.. <i>Developmental Psychology</i> , 2017, 53, 1869-1880.	1.2	14
101	Prelinguistic foundations of verb learning: Infants discriminate and categorize dynamic human actions. <i>Journal of Experimental Child Psychology</i> , 2016, 151, 77-95.	0.7	13
102	Beyond counting words: A paradigm shift for the study of language acquisition. <i>Child Development Perspectives</i> , 2021, 15, 274-280.	2.1	13
103	Examining the impact of children's exploration behaviors on creativity. <i>Journal of Experimental Child Psychology</i> , 2021, 207, 105091.	0.7	12
104	Trends and Transitions in Language Development: Looking for the Missing Piece. <i>Developmental Neuropsychology</i> , 1999, 16, 139-162.	1.0	10
105	Can a microwave heat up coffee? How English- and Japanese-speaking children choose subjects in lexical causative sentences. <i>Journal of Child Language</i> , 2016, 43, 993-1019.	0.8	10
106	Questions in a Life-Sized Board Game: Comparing Caregivers' and Children's Question-Asking across STEM Museum Exhibits. <i>Mind, Brain, and Education</i> , 2021, 15, 199-210.	0.9	10
107	Enhancing spatial skills of preschoolers from under-resourced backgrounds: A comparison of digital app vs. concrete materials. <i>Developmental Science</i> , 2022, 25, e13148.	1.3	10
108	A matter of principle: Applying language science to the classroom and beyond.. <i>Translational Issues in Psychological Science</i> , 2017, 3, 5-18.	0.6	10

#	ARTICLE	IF	CITATIONS
109	Carving the World for Language: How Neuroscientific Research Can Enrich the Study of First and Second Language Learning. <i>Developmental Neuropsychology</i> , 2014, 39, 262-284.	1.0	9
110	Keeping the end in mind: Preliminary brain and behavioral evidence for broad attention to endpoints in pre-linguistic infants. , 2020, 58, 101425.		9
111	Categorization of dynamic realistic motion events: Infants form categories of path before manner. <i>Journal of Experimental Child Psychology</i> , 2016, 152, 54-70.	0.7	8
112	Considering Development in Developmental Disorders. <i>Journal of Cognition and Development</i> , 2016, 17, 568-583.	0.6	8
113	Living in Pasteur's Quadrant: How Conversational Duets Spark Language at Home and in the Community. <i>Discourse Processes</i> , 2018, 55, 338-345.	1.1	8
114	Theory of mind, mental state talk, and discourse comprehension: Theory of mind process is more important for narrative comprehension than for informational text comprehension. <i>Journal of Experimental Child Psychology</i> , 2021, 209, 105181.	0.7	8
115	Translating cognitive science in the public square. <i>Trends in Cognitive Sciences</i> , 2021, 25, 816-818.	4.0	8
116	Exploring the relations between child and word characteristics and preschoolers' word-learning. <i>Journal of Applied Developmental Psychology</i> , 2021, 77, 101332.	0.8	8
117	Syntactic cues to the noun and verb distinction in Mandarin child-directed speech. <i>First Language</i> , 2019, 39, 433-461.	0.5	7
118	Assessing dual language learners of Spanish and English: Development of the QUILS: ES. <i>Revista De Logopedia, Foniatria Y Audiologia</i> , 2021, 41, 183-196.	0.4	7
119	Spatial thinking: Why it belongs in the preschool classroom.. <i>Translational Issues in Psychological Science</i> , 2020, 6, 271-282.	0.6	7
120	Carving Categories in a Continuous World: Preverbal Infants Discriminate Categorical Changes Before Distance Changes in Dynamic Events. <i>Spatial Cognition and Computation</i> , 2012, 12, 231-251.	0.6	6
121	Developer meets developmentalist: improving industry's research partnerships in children's educational technology. <i>Journal of Children and Media</i> , 2018, 12, 227-235.	1.0	6
122	Children and parents' physiological arousal and emotions during shared and independent e-book reading: A preliminary study. <i>International Journal of Child-Computer Interaction</i> , 2022, 33, 100507.	2.5	6
123	Put Your Data to Use: Entering the Real World of Children and Families. <i>Perspectives on Psychological Science</i> , 2019, 14, 37-42.	5.2	5
124	King Solomon's Take on Word Learning: An Integrative Account from the Radical Middle. <i>Advances in Child Development and Behavior</i> , 2008, 36, 1-29.	0.7	4
125	Marketing toys without playing around. <i>Young Consumers</i> , 2012, 13, 381-391.	2.3	4
126	Does the Owl Fly Out of the Tree or Does the Owl Exit the Tree Flying? How L2 Learners Overcome Their L1 Lexicalization Biases. <i>Language Learning and Development</i> , 2016, 12, 42-59.	0.7	4

#	ARTICLE	IF	CITATIONS
127	VI. DISCUSSION AND IMPLICATIONS: HOW EARLY SPATIAL SKILLS PREDICT LATER SPATIAL AND MATHEMATICAL SKILLS. Monographs of the Society for Research in Child Development, 2017, 82, 89-109.	6.8	4
128	Any way the wind blows: Children's inferences about force and motion events. Journal of Experimental Child Psychology, 2019, 177, 119-131.	0.7	4
129	The Influence of Exemplar Variability on Young Children's Construal of Verb Meaning. Language Learning and Development, 2023, 19, 249-274.	0.7	4
130	Do toddlers have label preferences? A possible explanation for word refusals. First Language, 2000, 20, 253-272.	0.5	3
131	Advances in pediatric hearing loss: A road to better language outcomes.. Translational Issues in Psychological Science, 2017, 3, 80-93.	0.6	3
132	Using Verb Extension to Gauge Children's Verb Meaning Construals: The Case of Chinese. Frontiers in Psychology, 2020, 11, 572198.	1.1	2
133	Feasibility of Computer-Administered Language Assessment. Perspectives on School-Based Issues, 2008, 9, 57-65.	0.1	2
134	Hypothesis 1: Are Children Sensitive to Multiple Cues for Word Learning?. Monographs of the Society for Research in Child Development, 2000, 65, 101-114.	6.8	1
135	III. RESULTS-CONSIDERING THE 2-D AND 3-D TRIALS OF THE TOSA SEPARATELY AND TOGETHER. Monographs of the Society for Research in Child Development, 2017, 82, 56-70.	6.8	1
136	Crossing to the other side: Language influences children's perception of event components. Cognition, 2019, 192, 104020.	1.1	1
137	“Why Are There Big Squares and Little Squares?”, 2020, , 164-182.		1
138	Tuned in: Musical rhythm and social skills in adults. Psychology of Music, 2021, 49, 273-286.	0.9	1
139	Portrait of early science education in majority dual language learner classrooms: Where do we start?. Journal of Childhood Education & Society, 2021, 2, 235-266.	0.3	1
140	Playing for the Future. Advances in Early Childhood and K-12 Education, 2022, , 416-451.	0.2	1
141	Language Acquisition - Werner Deutsch (ed.), The child's construction of language. New York: Academic Press, 1981. Pp. x + 393.. Language in Society, 1983, 12, 548-551.	0.3	0
142	Wells G., Language development in the pre-school years. Cambridge: C.U.P., 1985. Pp. 484.. Journal of Child Language, 1987, 14, 179-186.	0.8	0
143	Have four module and eat it too!. Behavioral and Brain Sciences, 1991, 14, 561-561.	0.4	0
144	V. Volterra & C. J. Erting (eds), From gesture to language in hearing and deaf children. Berlin: Springer-Verlag; 1990. Pp. xv + 335.. Journal of Child Language, 1994, 21, 509-513.	0.8	0

#	ARTICLE	IF	CITATIONS
145	VI. Is 12-Month-Old Word Learning Domain General, Socially Determined, or Emergent?. Monographs of the Society for Research in Child Development, 2000, 65, 85-100.	6.8	0
146	JEAN MATTER MANDLER, The foundations of mind. New York: Oxford University Press, 2004. Pp. 359. ISBN 0-19-517200-0.. Journal of Child Language, 2005, 32, 702-708.	0.8	0
147	Late Japanese Bilinguals'™ Novel Verb Construal. Bilingualism, 2016, 19, 782-790.	1.0	0
148	A Commentary on Werker (2017): Limitations of the laboratory and the role of variability in language learning. Applied Psycholinguistics, 2018, 39, 746-753.	0.8	0
149	Pointing to success: Caregivers'™ beliefs about intelligence matter in their interactions with children. Evidence-Based Communication Assessment and Intervention, 2019, 13, 157-161.	0.6	0
150	Novel word learning at 21 months predicts receptive vocabulary outcomes in later childhood. Journal of Child Language, 2019, 46, 617-631.	0.8	0
151	Language Development: Overview. , 2020, , 228-236.		0
152	Beyond Translation: Caregiver Collaboration in Adapting an Early Language Intervention. Frontiers in Education, 2021, 6, .	1.2	0