Jenny R Saffran

List of Publications by Year
in descending order

82	10,629	76326	69250
papers	citations	40 h-index	77 g-index

87	87	87	3845
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Statistical learning of tone sequences by human infants and adults. Cognition, 1999, 70, 27-52.	2.2	1,111
2	Word Segmentation: The Role of Distributional Cues. Journal of Memory and Language, 1996, 35, 606-621.	2.1	964
3	Computation of Conditional Probability Statistics by 8-Month-Old Infants. Psychological Science, 1998, 9, 321-324.	3.3	889
4	Statistical Language Learning. Current Directions in Psychological Science, 2003, 12, 110-114.	5.3	506
5	Infant-Directed Speech Facilitates Word Segmentation. Infancy, 2005, 7, 53-71.	1.6	472
6	When cues collide: Use of stress and statistical cues to word boundaries by 7- to 9-month-old infants.. Developmental Psychology, 2003, 39, 706-716.	1.6	431
7	Can Infants Map Meaning to Newly Segmented Words?. Psychological Science, 2007, 18, 254-260.	3.3	429
8	Statistical Learning in Children With Specific Language Impairment. Journal of Speech, Language, and Hearing Research, 2009, 52, 321-335.	1.6	353
9	Words in a sea of sounds: the output of infant statistical learning. Cognition, 2001, 81, 149-169.	2.2	302
10	Statistical learning and language acquisition. Wiley Interdisciplinary Reviews: Cognitive Science, 2010, 1, 906-914.	2.8	300
11	Constraints on Statistical Language Learning. Journal of Memory and Language, 2002, 47, 172-196.	2.1	297
12	Statistical Learning in a Natural Language by 8â€Monthâ€Old Infants. Child Development, 2009, 80, 674-685.	3.0	285
13	From Syllables to Syntax: Multilevel Statistical Learning by 12-Month-Old Infants. Infancy, 2003, 4, 273-284.	1.6	282
14	The Use of Predictive Dependencies in Language Learning. Journal of Memory and Language, 2001, 44, 493-515.	2.1	245
15	Infant Statistical Learning. Annual Review of Psychology, 2018, 69, 181-203.	17.7	230
16	Pattern induction by infant language learners.. Developmental Psychology, 2003, 39, 484-494.	1.6	222
17	Emerging Integration of Sequential and Suprasegmental Information in Preverbal Speech Segmentation. Child Development, 1995, 66, 911.	3.0	195
18	Dog is a dog is a dog: Infant rule learning is not specific to language. Cognition, 2007, 105, 669-680.	2.2	189

#	Article	IF	Citations
19	Linking sounds to meanings: Infant statistical learning in a natural language. Cognitive Psychology, 2011, 63, 93-106.	2.2	182
20	Learning in reverse: Eight-month-old infants track backward transitional probabilities. Cognition, 2009, 113, 244-247.	2.2	179
21	Emerging Integration of Sequential and Suprasegmental Information in Preverbal Speech Segmentation. Child Development, 1995, 66, 911-936.	3.0	173
22	Changing the tune: the structure of the input affects infants' use of absolute and relative pitch. Developmental Science, 2005, 8, 1-7.	2.4	173
23	Music and Language: A Developmental Comparison. Music Perception, 2004, 21, 289-311.	1.1	170
24	Absolute pitch in infant auditory learning: Evidence for developmental reorganization.. Developmental Psychology, 2001, 37, 74-85.	1.6	167
25	Grammatical pattern learning by human infants and cotton-top tamarin monkeys. Cognition, 2008, 107, 479-500.	2.2	167
26	From Statistics to Meaning. Psychological Science, 2010, 21, 284-291.	3.3	139
27	NEUROSCIENCE: Does Grammar Start Where Statistics Stop?. Science, 2002, 298, 553-554.	12.6	96
28	From Flexibility to Constraint: The Contrastive Use of Lexical Tone in Early Word Learning. Child Development, 2015, 86, 10-22.	3.0	96
29	Absolute pitch in infancy and adulthood: the role of tonal structure. Developmental Science, 2003, 6, 35-43.	2.4	93
30	Learning to Learn: Infants' Acquisition of Stress-Based Strategies for Word Segmentation. Language Learning and Development, 2007, 3, 73-100.	1.4	85
31	Constraints on Statistical Learning Across Species. Trends in Cognitive Sciences, 2018, 22, 52-63.	7.8	78
32	Phonotactic Constraints on Infant Word Learning. Infancy, 2011, 16, 180-197.	1.6	73
33	Learning to Learn: Infantsâ€™ Acquisition of Stress-Based Strategies for Word Segmentation. Language Learning and Development, 2007, 3, 73-100.	1.4	62
34	Learning in Complex Environments: The Effects of Background Speech on Early Word Learning. Child Development, 2016, 87, 1841-1855.	3.0	60
35	Statistical word learning in children with autism spectrum disorder and specific language impairment. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2017, 58, 1251-1263.	5.2	60
36	Interactions between statistical and semantic information in infant language development. Developmental Science, 2011, 14, 1207-1219.	2.4	55

#	Article	IF	Citations
37	How the Melody Facilitates the Message and Vice Versa in Infant Learning and Memory. Annals of the New York Academy of Sciences, 2009, 1169, 225-233.	3.8	50
38	Statistical learning of a tonal language: the influence of bilingualism and previous linguistic experience. Frontiers in Psychology, 2014, 5, 953.	2.1	50
39	Toddlers encode similarities among novel words from meaningful sentences. Cognition, 2015, 138, 10-20.	2.2	48
40	Toddlers Activate Lexical Semantic Knowledge in the Absence of Visual Referents: Evidence from Auditory Priming. Infancy, 2013, 18, 1053-1075.	1.6	47
41	Statistical Language Learning in Infancy. Child Development Perspectives, 2020, 14, 49-54.	3.9	44
42	The Ontogeny of Lexical Networks. Psychological Science, 2013, 24, 1898-1905.	3.3	41
43	Learning Harmony: The Role of Serial Statistics. Cognitive Science, 2009, 33, 951-968.	1.7	35
44	Musical Learning and Language Development. Annals of the New York Academy of Sciences, 2003, 999, 397-401.	3.8	34
45	Connecting Cues: Overlapping Regularities Support Cue Discovery in Infancy. Child Development, 2010, 81, 727-736.	3.0	31
46	Mapping sound to meaning: Connections between learning about sounds and learning about words. Advances in Child Development and Behavior, 2006, 34, 1-38.	1.3	30
47	Statistical learning as a window into developmental disabilities. Journal of Neurodevelopmental Disorders, 2018, 10, 35.	3.1	30
48	Exposure to multiple accents supports infantsâ€™ understanding of novel accents. Cognition, 2017, 166, 67-72.	2.2	26
49	Expectancy Learning from Probabilistic Input by Infants. Frontiers in Psychology, 2012, 3, 610.	2.1	24
50	Is a Pink Cow Still a Cow? Individual Differences in Toddlers' Vocabulary Knowledge and Lexical Representations. Cognitive Science, 2017, 41, 1090-1105.	1.7	24
51	Familiar Object Salience Affects Novel Word Learning. Child Development, 2019, 90, e246-e262.	3.0	24
52	Second Language Experience Facilitates Statistical Learning of Novel Linguistic Materials. Cognitive Science, 2017, 41, 913-927.	1.7	23
53	Predictable Events Enhance Word Learning in Toddlers. Current Biology, 2018, 28, 2787-2793.e4.	3.9	20
54	Comparing Automatic Eye Tracking and Manual Gaze Coding Methods in Young Children with Autism Spectrum Disorder. Autism Research, 2020, 13, 271-283.	3.8	19

#	Article	IF	Citations
55	Sampling to learn words: Adults and children sample words that reduce referential ambiguity. Developmental Science, 2021, 24, e13064.	2.4	18
56	Infants with Williams syndrome detect statistical regularities in continuous speech. Cognition, 2016, 154, 165-168.	2.2	17
57	Brief Report: Early Lexical Comprehension in Young Children with ASD: Comparing Eye-Gaze Methodology and Parent Report. Journal of Autism and Developmental Disorders, 2016, 46, 2260-2266.	2.7	14
58	Acquiring Complex Communicative Systems: Statistical Learning of Language and Emotion. Topics in Cognitive Science, 2022, 14, 432-450.	1.9	14
59	Distributional structure in language: Contributions to nounâ€“verb difficulty differences in infant word recognition. Cognition, 2014, 132, 429-436.	2.2	13
60	Experience with research paradigms relates to infantsâ€™ direction of preference. Infancy, 2021, 26, 39-46.	1.6	13
61	Idiomatic Syntactic Constructions and Language Learning. Cognitive Science, 2006, 30, 43-63.	1.7	12
62	Sounds and Meanings Working Together: Word Learning as a Collaborative Effort. Language Learning, 2014, 64, 106-120.	2.7	10
63	Specificity of Phonological Representations for Children with Autism Spectrum Disorder. Journal of Autism and Developmental Disorders, 2019, 49, 3351-3363.	2.7	10
64	Competing Perceptual Salience in a Visual Word Recognition Task Differentially Affects Children With and Without Autism Spectrum Disorder. Autism Research, 2021, 14, 1147-1162.	3.8	8
65	The role of experience in childrenâ€™s discrimination of unfamiliar languages. Frontiers in Psychology, 2015, 6, 1587.	2.1	6
66	A Framework for Online Experimenter-Moderated Looking-Time Studies Assessing Infantsâ€™ Linguistic Knowledge. Frontiers in Psychology, 2021, 12, 703839.	2.1	6
67	Tuning in to non-adjacencies: Exposure to learnable patterns supports discovering otherwise difficult structures. Cognition, 2020, 202, 104283.	2.2	5
68	Coarticulation facilitates lexical processing for toddlers with autism. Cognition, 2021, 214, 104799.	2.2	4
69	Phonological Learning Influences Labelâ€“Object Mapping in Toddlers. Journal of Speech, Language, and Hearing Research, 2019, 62, 1923-1932.	1.6	4
70	Infant Longâ€Term Memory for Music. Annals of the New York Academy of Sciences, 2001, 930, 397-400.	3.8	3
71	Birds do it - why not babies?. Developmental Science, 2003, 6, 46-47.	2.4	3
72	Roses Are Red, Socks Are Blue: Switching Dimensions Disrupts Young Childrenâ€™s Language Comprehension. PLoS ONE, 2016, 11, e0158459.	2.5	3

#	Article	IF	Citations
73	The role of prosody in infantsâ€™ preference for speech: A comparison between speech and birdsong. Infancy, 2019, 24, 827-833.	1.6	3
74	Non-Linguistic Grammar Learning by 12-Month-Old Infants: Evidence for Constraints on Learning. Journal of Cognition and Development, 2019, 20, 433-441.	1.3	3
75	Two for the price of one: Concurrent learning of words and phonotactic regularities from continuous speech. PLoS ONE, 2021, 16, e0253039.	2.5	3
76	Change Is Hard: Individual Differences in Childrenâ€™s Lexical Processing and Executive Functions after a Shift in Dimensions. Language Learning and Development, 2022, 18, 229-247.	1.4	3
77	Learning the Sounds of Language. , 0, , 42-58.		2
78	Use of Mutual Exclusivity and its Relationship to Language Ability in Toddlers with Autism Spectrum Disorder. Journal of Autism and Developmental Disorders, 2022, 52, 4528-4539.	2.7	2
79	Valid points and looks: Reliability and validity go handâ€inâ€hand when improving infant methods. Infant and Child Development, 2022, 31, .	1.5	1
80	OUT OF THE BRAINS OF BABES: DOMAIN-GENERAL LEARNING MECHANISMS & DOMAIN-SPECIFIC SYSTEMS. , 2012, , .		0
81	Die Entwicklung des Sprach- und Symbolgebrauchs. , 2016, , 197-238.		0
82	Role of speaker gender in toddler lexical processing. Infancy, 2022, , .	1.6	0