

Jenny R Saffran

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8976320/publications.pdf>

Version: 2024-02-01

82
papers

10,629
citations

76326

40
h-index

69250

77
g-index

87
all docs

87
docs citations

87
times ranked

3845
citing authors

#	ARTICLE	IF	CITATIONS
1	Change Is Hard: Individual Differences in Children's Lexical Processing and Executive Functions after a Shift in Dimensions. <i>Language Learning and Development</i> , 2022, 18, 229-247.	1.4	3
2	Use of Mutual Exclusivity and its Relationship to Language Ability in Toddlers with Autism Spectrum Disorder. <i>Journal of Autism and Developmental Disorders</i> , 2022, 52, 4528-4539.	2.7	2
3	Role of speaker gender in toddler lexical processing. <i>Infancy</i> , 2022, , .	1.6	0
4	Acquiring Complex Communicative Systems: Statistical Learning of Language and Emotion. <i>Topics in Cognitive Science</i> , 2022, 14, 432-450.	1.9	14
5	Valid points and looks: Reliability and validity go hand-in-hand when improving infant methods. <i>Infant and Child Development</i> , 2022, 31, .	1.5	1
6	Sampling to learn words: Adults and children sample words that reduce referential ambiguity. <i>Developmental Science</i> , 2021, 24, e13064.	2.4	18
7	Experience with research paradigms relates to infants' direction of preference. <i>Infancy</i> , 2021, 26, 39-46.	1.6	13
8	Two for the price of one: Concurrent learning of words and phonotactic regularities from continuous speech. <i>PLoS ONE</i> , 2021, 16, e0253039.	2.5	3
9	Coarticulation facilitates lexical processing for toddlers with autism. <i>Cognition</i> , 2021, 214, 104799.	2.2	4
10	A Framework for Online Experimenter-Moderated Looking-Time Studies Assessing Infants' Linguistic Knowledge. <i>Frontiers in Psychology</i> , 2021, 12, 703839.	2.1	6
11	Competing Perceptual Salience in a Visual Word Recognition Task Differentially Affects Children With and Without Autism Spectrum Disorder. <i>Autism Research</i> , 2021, 14, 1147-1162.	3.8	8
12	Comparing Automatic Eye Tracking and Manual Gaze Coding Methods in Young Children with Autism Spectrum Disorder. <i>Autism Research</i> , 2020, 13, 271-283.	3.8	19
13	Tuning in to non-adjacencies: Exposure to learnable patterns supports discovering otherwise difficult structures. <i>Cognition</i> , 2020, 202, 104283.	2.2	5
14	Statistical Language Learning in Infancy. <i>Child Development Perspectives</i> , 2020, 14, 49-54.	3.9	44
15	The role of prosody in infants' preference for speech: A comparison between speech and birdsong. <i>Infancy</i> , 2019, 24, 827-833.	1.6	3
16	Specificity of Phonological Representations for Children with Autism Spectrum Disorder. <i>Journal of Autism and Developmental Disorders</i> , 2019, 49, 3351-3363.	2.7	10
17	Non-Linguistic Grammar Learning by 12-Month-Old Infants: Evidence for Constraints on Learning. <i>Journal of Cognition and Development</i> , 2019, 20, 433-441.	1.3	3
18	Familiar Object Salience Affects Novel Word Learning. <i>Child Development</i> , 2019, 90, e246-e262.	3.0	24

#	ARTICLE	IF	CITATIONS
19	Phonological Learning Influences Labelâ€™Object Mapping in Toddlers. <i>Journal of Speech, Language, and Hearing Research</i> , 2019, 62, 1923-1932.	1.6	4
20	Constraints on Statistical Learning Across Species. <i>Trends in Cognitive Sciences</i> , 2018, 22, 52-63.	7.8	78
21	Infant Statistical Learning. <i>Annual Review of Psychology</i> , 2018, 69, 181-203.	17.7	230
22	Statistical learning as a window into developmental disabilities. <i>Journal of Neurodevelopmental Disorders</i> , 2018, 10, 35.	3.1	30
23	Predictable Events Enhance Word Learning in Toddlers. <i>Current Biology</i> , 2018, 28, 2787-2793.e4.	3.9	20
24	Is a Pink Cow Still a Cow? Individual Differences in Toddlers' Vocabulary Knowledge and Lexical Representations. <i>Cognitive Science</i> , 2017, 41, 1090-1105.	1.7	24
25	Statistical word learning in children with autism spectrum disorder and specific language impairment. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2017, 58, 1251-1263.	5.2	60
26	Exposure to multiple accents supports infantsâ€™ understanding of novel accents. <i>Cognition</i> , 2017, 166, 67-72.	2.2	26
27	Second Language Experience Facilitates Statistical Learning of Novel Linguistic Materials. <i>Cognitive Science</i> , 2017, 41, 913-927.	1.7	23
28	Roses Are Red, Socks Are Blue: Switching Dimensions Disrupts Young Childrenâ€™s Language Comprehension. <i>PLoS ONE</i> , 2016, 11, e0158459.	2.5	3
29	Brief Report: Early Lexical Comprehension in Young Children with ASD: Comparing Eye-Gaze Methodology and Parent Report. <i>Journal of Autism and Developmental Disorders</i> , 2016, 46, 2260-2266.	2.7	14
30	Learning in Complex Environments: The Effects of Background Speech on Early Word Learning. <i>Child Development</i> , 2016, 87, 1841-1855.	3.0	60
31	Infants with Williams syndrome detect statistical regularities in continuous speech. <i>Cognition</i> , 2016, 154, 165-168.	2.2	17
32	Die Entwicklung des Sprach- und Symbolgebrauchs. , 2016, , 197-238.		0
33	From Flexibility to Constraint: The Contrastive Use of Lexical Tone in Early Word Learning. <i>Child Development</i> , 2015, 86, 10-22.	3.0	96
34	The role of experience in childrenâ€™s discrimination of unfamiliar languages. <i>Frontiers in Psychology</i> , 2015, 6, 1587.	2.1	6
35	Toddlers encode similarities among novel words from meaningful sentences. <i>Cognition</i> , 2015, 138, 10-20.	2.2	48
36	Statistical learning of a tonal language: the influence of bilingualism and previous linguistic experience. <i>Frontiers in Psychology</i> , 2014, 5, 953.	2.1	50

#	ARTICLE	IF	CITATIONS
37	Sounds and Meanings Working Together: Word Learning as a Collaborative Effort. <i>Language Learning</i> , 2014, 64, 106-120.	2.7	10
38	Distributional structure in language: Contributions to noun-verb difficulty differences in infant word recognition. <i>Cognition</i> , 2014, 132, 429-436.	2.2	13
39	Toddlers Activate Lexical Semantic Knowledge in the Absence of Visual Referents: Evidence from Auditory Priming. <i>Infancy</i> , 2013, 18, 1053-1075.	1.6	47
40	The Ontogeny of Lexical Networks. <i>Psychological Science</i> , 2013, 24, 1898-1905.	3.3	41
41	Expectancy Learning from Probabilistic Input by Infants. <i>Frontiers in Psychology</i> , 2012, 3, 610.	2.1	24
42	OUT OF THE BRAINS OF BABES: DOMAIN-GENERAL LEARNING MECHANISMS & DOMAIN-SPECIFIC SYSTEMS. , 2012, , .		0
43	Interactions between statistical and semantic information in infant language development. <i>Developmental Science</i> , 2011, 14, 1207-1219.	2.4	55
44	Phonotactic Constraints on Infant Word Learning. <i>Infancy</i> , 2011, 16, 180-197.	1.6	73
45	Linking sounds to meanings: Infant statistical learning in a natural language. <i>Cognitive Psychology</i> , 2011, 63, 93-106.	2.2	182
46	Statistical learning and language acquisition. <i>Wiley Interdisciplinary Reviews: Cognitive Science</i> , 2010, 1, 906-914.	2.8	300
47	Connecting Cues: Overlapping Regularities Support Cue Discovery in Infancy. <i>Child Development</i> , 2010, 81, 727-736.	3.0	31
48	From Statistics to Meaning. <i>Psychological Science</i> , 2010, 21, 284-291.	3.3	139
49	Statistical Learning in Children With Specific Language Impairment. <i>Journal of Speech, Language, and Hearing Research</i> , 2009, 52, 321-335.	1.6	353
50	Learning in reverse: Eight-month-old infants track backward transitional probabilities. <i>Cognition</i> , 2009, 113, 244-247.	2.2	179
51	Learning Harmony: The Role of Serial Statistics. <i>Cognitive Science</i> , 2009, 33, 951-968.	1.7	35
52	Statistical Learning in a Natural Language by 8-Month-Old Infants. <i>Child Development</i> , 2009, 80, 674-685.	3.0	285
53	How the Melody Facilitates the Message and Vice Versa in Infant Learning and Memory. <i>Annals of the New York Academy of Sciences</i> , 2009, 1169, 225-233.	3.8	50
54	Grammatical pattern learning by human infants and cotton-top tamarin monkeys. <i>Cognition</i> , 2008, 107, 479-500.	2.2	167

#	ARTICLE	IF	CITATIONS
55	Can Infants Map Meaning to Newly Segmented Words?. <i>Psychological Science</i> , 2007, 18, 254-260.	3.3	429
56	Learning to Learn: Infants' Acquisition of Stress-Based Strategies for Word Segmentation. <i>Language Learning and Development</i> , 2007, 3, 73-100.	1.4	62
57	Dog is a dog is a dog: Infant rule learning is not specific to language. <i>Cognition</i> , 2007, 105, 669-680.	2.2	189
58	Learning to Learn: Infants' Acquisition of Stress-Based Strategies for Word Segmentation. <i>Language Learning and Development</i> , 2007, 3, 73-100.	1.4	85
59	Idiomatic Syntactic Constructions and Language Learning. <i>Cognitive Science</i> , 2006, 30, 43-63.	1.7	12
60	Mapping sound to meaning: Connections between learning about sounds and learning about words. <i>Advances in Child Development and Behavior</i> , 2006, 34, 1-38.	1.3	30
61	Infant-Directed Speech Facilitates Word Segmentation. <i>Infancy</i> , 2005, 7, 53-71.	1.6	472
62	Changing the tune: the structure of the input affects infants' use of absolute and relative pitch. <i>Developmental Science</i> , 2005, 8, 1-7.	2.4	173
63	Music and Language: A Developmental Comparison. <i>Music Perception</i> , 2004, 21, 289-311.	1.1	170
64	From Syllables to Syntax: Multilevel Statistical Learning by 12-Month-Old Infants. <i>Infancy</i> , 2003, 4, 273-284.	1.6	282
65	Musical Learning and Language Development. <i>Annals of the New York Academy of Sciences</i> , 2003, 999, 397-401.	3.8	34
66	Absolute pitch in infancy and adulthood: the role of tonal structure. <i>Developmental Science</i> , 2003, 6, 35-43.	2.4	93
67	Birds do it - why not babies?. <i>Developmental Science</i> , 2003, 6, 46-47.	2.4	3
68	Statistical Language Learning. <i>Current Directions in Psychological Science</i> , 2003, 12, 110-114.	5.3	506
69	When cues collide: Use of stress and statistical cues to word boundaries by 7- to 9-month-old infants.. <i>Developmental Psychology</i> , 2003, 39, 706-716.	1.6	431
70	Pattern induction by infant language learners.. <i>Developmental Psychology</i> , 2003, 39, 484-494.	1.6	222
71	NEUROSCIENCE: Does Grammar Start Where Statistics Stop?. <i>Science</i> , 2002, 298, 553-554.	12.6	96
72	Constraints on Statistical Language Learning. <i>Journal of Memory and Language</i> , 2002, 47, 172-196.	2.1	297

#	ARTICLE	IF	CITATIONS
73	Absolute pitch in infant auditory learning: Evidence for developmental reorganization.. Developmental Psychology, 2001, 37, 74-85.	1.6	167
74	The Use of Predictive Dependencies in Language Learning. Journal of Memory and Language, 2001, 44, 493-515.	2.1	245
75	Infant Long-Term Memory for Music. Annals of the New York Academy of Sciences, 2001, 930, 397-400.	3.8	3
76	Words in a sea of sounds: the output of infant statistical learning. Cognition, 2001, 81, 149-169.	2.2	302
77	Statistical learning of tone sequences by human infants and adults. Cognition, 1999, 70, 27-52.	2.2	1,111
78	Computation of Conditional Probability Statistics by 8-Month-Old Infants. Psychological Science, 1998, 9, 321-324.	3.3	889
79	Word Segmentation: The Role of Distributional Cues. Journal of Memory and Language, 1996, 35, 606-621.	2.1	964
80	Emerging Integration of Sequential and Suprasegmental Information in Preverbal Speech Segmentation. Child Development, 1995, 66, 911-936.	3.0	173
81	Emerging Integration of Sequential and Suprasegmental Information in Preverbal Speech Segmentation. Child Development, 1995, 66, 911.	3.0	195
82	Learning the Sounds of Language. , 0, , 42-58.		2