

# Patricia J Brooks

## List of Publications by Year in descending order

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112  
papers

4,959  
citations

117571

34  
h-index

102432

66  
g-index

115  
all docs

115  
docs citations

115  
times ranked

3464  
citing authors

#	ARTICLE	IF	CITATIONS
1	College instructors' and students' views of the use (and misuse) of personal mobile devices.. Scholarship of Teaching and Learning in Psychology, 2023, 9, 14-37.	0.9	4
2	Do graduate students' teaching values align with their approaches to teaching and teaching practices?. Scholarship of Teaching and Learning in Psychology, 2022, 8, 206-224.	0.9	1
3	Laz caregivers talk to their young children: The importance of context and utterance type in eliciting ancestral language use. First Language, 2021, 41, 268-293.	0.5	0
4	Associations Between Online Instruction in Lateral Reading Strategies and Fact-Checking COVID-19 News Among College Students. AERA Open, 2021, 7, 233285842110389.	1.3	15
5	Improving college students' fact-checking strategies through lateral reading instruction in a general education civics course. Cognitive Research: Principles and Implications, 2021, 6, 23.	1.1	21
6	Sociodramatic play enhances preschoolers' private speech and motivation across activities. Cognitive Development, 2021, 59, 101073.	0.7	3
7	'It's just everywhere now' Middle school and college students' mental models of the Internet. Human Behavior and Emerging Technologies, 2021, 3, 495-511.	2.5	10
8	Editorial: Emergentist Approaches to Language. Frontiers in Psychology, 2021, 12, 833160.	1.1	1
9	Executive Functions and Decoding in Children and Adolescents: a Meta-analytic Investigation. Educational Psychology Review, 2020, 32, 735-763.	5.1	18
10	How are exemplar representations transformed by encoding, retrieval, and explicit knowledge? A commentary on Ambridge (2020). First Language, 2020, 40, 564-568.	0.5	2
11	Editorial: Temporal Cognition: Its Development, Neurocognitive Basis, Relationships to Other Cognitive Domains, and Uniquely Human Aspects. Frontiers in Psychology, 2019, 10, 1865.	1.1	2
12	Distinguishing Direct and Indirect Effects of Executive Functions on Reading Comprehension in Adolescents. Reading Psychology, 2019, 40, 551-581.	0.7	12
13	Digital Games as a Context for Children's Cognitive Development: Research Recommendations and Policy Considerations. Social Policy Report, 2019, 32, 1-33.	1.7	57
14	Is there a bilingual advantage on interference-control tasks? A multiverse meta-analysis of global reaction time and interference cost. Psychonomic Bulletin and Review, 2019, 26, 1122-1147.	1.4	94
15	Factors underlying cross-cultural differences in stigma toward autism among college students in Lebanon and the United States. Autism, 2019, 23, 1993-2006.	2.4	42
16	More Is More in Language Learning: Reconsidering the Less is More Hypothesis. Language Learning, 2019, 69, 13-41.	1.4	14
17	Expanding the critique of the social motivation theory of autism with participatory and developmental research. Behavioral and Brain Sciences, 2019, 42, .	0.4	6
18	Closing the symbolic reference gap to support flexible reasoning about the passage of time. Behavioral and Brain Sciences, 2019, 42, e249.	0.4	0

#	ARTICLE	IF	CITATIONS
19	Bullying and Identity Development: Insights from Autistic and Non-autistic College Students. <i>Journal of Autism and Developmental Disorders</i> , 2018, 48, 666-678.	1.7	31
20	Stigma associated with autism among college students in Japan and the United States: An online training study. <i>Research in Developmental Disabilities</i> , 2018, 76, 88-98.	1.2	61
21	Assessing the impact of conversational overlap in content on child language growth. <i>Journal of Child Language</i> , 2018, 45, 72-96.	0.8	16
22	Associations Between Manual Dexterity and Language Ability in School-Age Children. <i>Language, Speech, and Hearing Services in Schools</i> , 2018, 49, 982-994.	0.7	10
23	Creating Developmentally-Appropriate Measures of Media Literacy for Adolescents. , 2018, , .		2
24	The Role of Language in Temporal Cognition in 6- to 10-Year-Old Children. <i>Journal of Cognition and Development</i> , 2018, 19, 431-455.	0.6	3
25	Generalization of content and emotional prosody across speakers varying in gender in youth with Autism Spectrum Disorder. <i>Research in Developmental Disabilities</i> , 2018, 83, 57-68.	1.2	4
26	Linking Adult Second Language Learning and Diachronic Change: A Cautionary Note. <i>Frontiers in Psychology</i> , 2018, 9, 480.	1.1	9
27	Quantifier Spreading in School-Age Children: An Eye-Tracking Study. <i>Studies in Theoretical Psycholinguistics</i> , 2018, , 171-192.	0.3	0
28	Linguistic and socio-cognitive predictors of school-age children's narrative evaluations about jealousy. <i>First Language</i> , 2017, 37, 130-149.	0.5	2
29	Encouraging usage of an endangered ancestral language: A supportive role for caregivers' deictic gestures. <i>First Language</i> , 2017, 37, 561-582.	0.5	4
30	Distributional Effects and Individual Differences in L2 Morphology Learning. <i>Language Learning</i> , 2017, 67, 171-207.	1.4	18
31	Whose Expertise Is It? Evidence for Autistic Adults as Critical Autism Experts. <i>Frontiers in Psychology</i> , 2017, 8, 438.	1.1	157
32	“For a Long Time Our Voices have been Hushed” Using Student Perspectives to Develop Supports for Neurodiverse College Students. <i>Frontiers in Psychology</i> , 2017, 8, 544.	1.1	41
33	Media Use as a Context for Cognitive Development: What is and Should be Known?. , 2017, , xi-xx.		3
34	Statistical Learning in Specific Language Impairment and Autism Spectrum Disorder: A Meta-Analysis. <i>Frontiers in Psychology</i> , 2016, 7, 1245.	1.1	89
35	Giving Psychology Away: Implementation of Wikipedia Editing in an Introductory Human Development Course. <i>Psychology Learning and Teaching</i> , 2016, 15, 268-293.	1.3	11
36	Miniature natural language learning in L2 acquisition research. <i>Bilingual Processing and Acquisition</i> , 2016, , 41-67.	0.2	3

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37	Testing the Efficacy of MyPsychLab to Replace Traditional Instruction in a Hybrid Course. <i>Psychology Learning and Teaching</i> , 2016, 15, 6-30.	1.3	11
38	Associations between compulsive internet use and the autism spectrum. <i>Research in Autism Spectrum Disorders</i> , 2016, 23, 152-165.	0.8	22
39	Infant twinsâ€™ social interactions with caregivers and same-age siblings. , 2015, 41, 127-141.		11
40	Phonological Priming With Nonwords in Children With and Without Specific Language Impairment. <i>Journal of Speech, Language, and Hearing Research</i> , 2015, 58, 1210-1223.	0.7	11
41	A Cross-Cultural Comparison of Knowledge and Stigma Associated with Autism Spectrum Disorder Among College Students in Lebanon and the United States. <i>Journal of Autism and Developmental Disorders</i> , 2015, 45, 3520-3536.	1.7	106
42	Changing College Studentsâ€™ Conceptions of Autism: An Online Training to Increase Knowledge and Decrease Stigma. <i>Journal of Autism and Developmental Disorders</i> , 2015, 45, 2553-2566.	1.7	208
43	Musical ability and non-native speech sound processing are linked through sensitivity to pitch and spectral information. <i>British Journal of Psychology</i> , 2015, 106, 349-366.	1.2	22
44	Revisiting theoretical and causal explanations for the bilingual advantage in executive functioning. <i>Cortex</i> , 2015, 73, 342-344.	1.1	11
45	Selecting Computer-Mediated Interventions to Support the Social and Emotional Development of Individuals with Autism Spectrum Disorder. <i>Advances in Medical Technologies and Clinical Practice Book Series</i> , 2015, , 141-167.	0.3	2
46	Contrasting effects of associates and coordinates in children with and without language impairment: A pictureâ€“word interference study. <i>Applied Psycholinguistics</i> , 2014, 35, 515-545.	0.8	8
47	Orienting Cognitive Science to Evolution and Development. <i>Topics in Cognitive Science</i> , 2014, 6, 143-144.	1.1	1
48	Do Partâ€“Whole Relations Produce Facilitation in the Pictureâ€“Word Interference Task?. <i>Quarterly Journal of Experimental Psychology</i> , 2014, 67, 1768-1785.	0.6	22
49	Comparison of diachronic thinking and event ordering in 5- to 10-year-old children. <i>International Journal of Behavioral Development</i> , 2014, 38, 282-292.	1.3	6
50	Perception of the prosody and content of sentences in an unfamiliar language in children with autism spectrum disorders. <i>Research in Autism Spectrum Disorders</i> , 2014, 8, 775-787.	0.8	7
51	Use of Computer-Assisted Technologies (CAT) to Enhance Social, Communicative, and Language Development in Children with Autism Spectrum Disorders. <i>Journal of Autism and Developmental Disorders</i> , 2013, 43, 301-322.	1.7	237
52	Attention to emotional tone of voice in speech perception in children with autism. <i>Research in Autism Spectrum Disorders</i> , 2013, 7, 845-857.	0.8	18
53	Individual differences in adult foreign language learning: The mediating effect of metalinguistic awareness. <i>Memory and Cognition</i> , 2013, 41, 281-296.	0.9	39
54	Effects of video-game play on information processing: A meta-analytic investigation. <i>Psychonomic Bulletin and Review</i> , 2013, 20, 1055-1079.	1.4	252

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55	Neonatal Intensive-Care Unit Graduates Show Persistent Difficulties in an Intradimensional Shift Card Sort. <i>Journal of Cognition and Development</i> , 2013, 14, 633-650.	0.6	1
56	The key to cultural innovation lies in the group dynamic rather than in the individual mind. <i>Behavioral and Brain Sciences</i> , 2012, 35, 237-238.	0.4	1
57	Individual Differences in the Discrimination of Novel Speech Sounds: Effects of Sex, Temporal Processing, Musical and Cognitive Abilities. <i>PLoS ONE</i> , 2012, 7, e48623.	1.1	13
58	Children's Tolerance of Word-Form Variation. <i>Child Development Research</i> , 2012, 2012, 1-12.	1.8	8
59	Second Language Learning Benefits from Similarity in Word Endings: Evidence from Russian. <i>Language Learning</i> , 2011, 61, 1142-1172.	1.4	13
60	Perspective taking in children's narratives about jealousy. <i>British Journal of Developmental Psychology</i> , 2011, 29, 86-109.	0.9	39
61	Does discovery-based instruction enhance learning?. <i>Journal of Educational Psychology</i> , 2011, 103, 1-18.	2.1	850
62	Cognitive Predictors of Generalization of Russian Grammatical Gender Categories. <i>Language Learning</i> , 2010, 60, 127-153.	1.4	36
63	Acquisition of gender agreement in Lithuanian: Exploring the effect of diminutive usage in an elicited production task. <i>Journal of Child Language</i> , 2009, 36, 477-494.	0.8	23
64	Inconsistent handedness is linked to more successful foreign language vocabulary learning. <i>Psychonomic Bulletin and Review</i> , 2009, 16, 480-485.	1.4	21
65	Attention to prosody (intonation) and content in children with autism and in typical children using spoken sentences in a computer game. <i>Research in Autism Spectrum Disorders</i> , 2009, 3, 743-758.	0.8	38
66	Exploring the time course of semantic interference and associative priming in the picture-word interference task. <i>Quarterly Journal of Experimental Psychology</i> , 2009, 62, 789-801.	0.6	40
67	The effects of explanatory conversations on children's emotion understanding. <i>British Journal of Developmental Psychology</i> , 2008, 26, 249-263.	0.9	78
68	Second Language Learning of Complex Inflectional Systems. <i>Language Learning</i> , 2008, 58, 703-746.	1.4	37
69	Prolonged plasticity: Necessary and sufficient for language-ready brains. <i>Behavioral and Brain Sciences</i> , 2008, 31, 514-515.	0.4	2
70	Effects of Onset- and Rhyme-Related Distractors on Phonological Processing in Children With Specific Language Impairment. <i>Journal of Speech, Language, and Hearing Research</i> , 2008, 51, 1263-1281.	0.7	42
71	Crosslinguistic evidence for the diminutive advantage: gender agreement in Russian and Serbian children. <i>Journal of Child Language</i> , 2007, 34, 111-131.	0.8	41
72	Eye movements during spoken word recognition in Russian children. <i>Journal of Experimental Child Psychology</i> , 2007, 98, 20-45.	0.7	39

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73	Diminutives facilitate word segmentation in natural speech: Cross-linguistic evidence. <i>Memory and Cognition</i> , 2007, 35, 762-773.	0.9	16
74	Playing with word endings: Morphological variation in the learning of Russian noun inflections. <i>British Journal of Developmental Psychology</i> , 2007, 25, 55-77.	0.9	16
75	13. Diminutives provide multiple benefits for language acquisition. <i>Language Acquisition and Language Disorders</i> , 2007, , 319-342.	0.1	9
76	Language and life history: Not a new perspective. <i>Behavioral and Brain Sciences</i> , 2006, 29, 296-297.	0.4	0
77	Pervasiveness of shallow processing. <i>Applied Psycholinguistics</i> , 2006, 27, 84-88.	0.8	1
78	Man-to-Man. <i>Qualitative Inquiry</i> , 2006, 12, 185-207.	1.0	19
79	The role of learner and input variables in learning inflectional morphology. <i>Applied Psycholinguistics</i> , 2006, 27, 185-209.	0.8	49
80	Shortcuts to Quantifier Interpretation in Children and Adults. <i>Language Acquisition</i> , 2006, 13, 177-206.	0.5	40
81	Diminutives in child-directed speech supplement metric with distributional word segmentation cues. <i>Psychonomic Bulletin and Review</i> , 2005, 12, 145-151.	1.4	25
82	The Role of Diminutives in the Acquisition of Russian Gender: Can Elements of Child-Directed Speech Aid in Learning Morphology?. <i>Language Learning</i> , 2005, 55, 139-176.	1.4	18
83	Contributions of response set and semantic relatedness to cross-modal Stroop-like picture-word interference in children and adults. <i>Journal of Experimental Child Psychology</i> , 2005, 90, 21-47.	0.7	26
84	Grammatical competence is not a psychologically valid construct. <i>Journal of Child Language</i> , 2004, 31, 467-470.	0.8	27
85	Developmental change in the cross-modal Stroop effect. <i>Perception &amp; Psychophysics</i> , 2003, 65, 359-366.	2.3	41
86	The role of selective attention in preschoolers' rule use in a novel dimensional card sort. <i>Cognitive Development</i> , 2003, 18, 195-215.	0.7	61
87	Diminutivization supports gender acquisition in Russian children. <i>Journal of Child Language</i> , 2003, 30, 471-485.	0.8	36
88	Diminutivization supports gender acquisition in Russian children. <i>Journal of Child Language</i> , 2003, 30, 471-85.	0.8	5
89	Does preemption help children learn verb transitivity?. <i>Journal of Child Language</i> , 2002, 29, 759-781.	0.8	45
90	Early representations for all, each, and their counterparts in Mandarin Chinese and Portuguese. , 2001, , 316-339.		7

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91	Training 3-year-olds in rule-based causal reasoning. <i>British Journal of Developmental Psychology</i> , 2001, 19, 573-595.	0.9	5
92	The Role of Diminutives in the Acquisition of Russian Gender: Can Elements of Child-Directed Speech Aid in Learning Morphology?. <i>Language Learning</i> , 2001, 51, 221-256.	1.4	52
93	From states to events: The acquisition of English passive participles. <i>Cognitive Linguistics</i> , 2001, 11, .	0.4	28
94	Factors Affecting Young Children's Use of Pronouns as Referring Expressions. <i>Journal of Speech, Language, and Hearing Research</i> , 2000, 43, 1337-1349.	0.7	66
95	Phonological priming in children's picture naming. <i>Journal of Child Language</i> , 2000, 27, 335-366.	0.8	87
96	How Children Constrain Their Argument Structure Constructions. <i>Language</i> , 1999, 75, 720.	0.3	179
97	Young Children's Overgeneralizations with Fixed Transitivity Verbs. <i>Child Development</i> , 1999, 70, 1325-1337.	1.7	149
98	Young children learn to produce passives with nonce verbs.. <i>Developmental Psychology</i> , 1999, 35, 29-44.	1.2	188
99	A cross-linguistic study of children's comprehension of universal quantifiers: a comparison of Mandarin Chinese, Portuguese and English. <i>First Language</i> , 1998, 18, 033-79.	0.5	10
100	Learning to produce passive utterances through discourse. <i>First Language</i> , 1998, 18, 223-237.	0.5	16
101	Young children's earliest transitive and intransitive constructions. <i>Cognitive Linguistics</i> , 1998, 9, 379-396.	0.4	117
102	What do children know about the universal quantifiers all and each?. <i>Cognition</i> , 1996, 60, 235-268.	1.1	118
103	Strategic game playing in children through the windows task. <i>British Journal of Developmental Psychology</i> , 1996, 14, 159-172.	0.9	20
104	Inference and action in early causal reasoning.. <i>Developmental Psychology</i> , 1996, 32, 120-131.	1.2	84
105	Acquisition of Gender-like Noun Subclasses in an Artificial Language: The Contribution of Phonological Markers to Learning. <i>Journal of Memory and Language</i> , 1993, 32, 76-95.	1.1	152
106	The development of categories at the semantics/syntax interface. <i>Cognitive Development</i> , 1993, 8, 465-494.	0.7	11
107	Expressive semantic deficit in the productive language of males with fragile X syndrome. <i>American Journal of Medical Genetics Part A</i> , 1992, 43, 65-71.	2.4	48
108	Exploring language acquisition in children with a miniature artificial language: Effects of item and pattern frequency, arbitrary subclasses, and correction. <i>Journal of Memory and Language</i> , 1990, 29, 591-610.	1.1	85

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109	How did introductory psychology students experience the transition to remote online instruction amid the COVID-19 outbreak in New York City?. Scholarship of Teaching and Learning in Psychology, 0, , .	0.9	3
110	Selecting Computer-Mediated Interventions to Support the Social and Emotional Development of Individuals with Autism Spectrum Disorder. , 0, , 32-58.		4
111	Do graduate students aim to teach undergraduates employable skills?. Scholarship of Teaching and Learning in Psychology, 0, , .	0.9	1
112	Remote online learning outcomes in introductory psychology during the COVID-19 pandemic.. Scholarship of Teaching and Learning in Psychology, 0, , .	0.9	2