

Kirsten Abbot-Smith

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/1735957/publications.pdf>

Version: 2024-02-01

29
papers

1,197
citations

623734

14
h-index

477307

29
g-index

31
all docs

31
docs citations

31
times ranked

854
citing authors

#	ARTICLE	IF	CITATIONS
1	How do 3-year-olds use relevance inferencing to interpret indirect speech?. <i>First Language</i> , 2022, 42, 3-21.	1.2	4
2	How set switching affects the use of context-appropriate language by autistic and neuro-typical children. <i>Autism</i> , 2021, 25, 2418-2422.	4.1	1
3	The constructionist approach offers a useful lens on language learning in autistic individuals: Response to Kissine. <i>Language</i> , 2021, 97, e169-e183.	0.6	1
4	“What’s new for you?”: Interlocutor-specific perspective-taking and language interpretation in autistic and neuro-typical children. <i>Research in Autism Spectrum Disorders</i> , 2020, 70, 101465.	1.5	2
5	“Sure I’ll help” I’ve just been sitting around doing nothing at school all day” Cognitive flexibility and child irony interpretation. <i>Journal of Experimental Child Psychology</i> , 2020, 199, 104942.	1.4	16
6	Using shared knowledge to determine ironic intent; a conversational response paradigm. <i>Journal of Child Language</i> , 2020, 47, 1170-1188.	1.2	2
7	Language disorders and autism. <i>Trends in Language Acquisition Research</i> , 2020, , 287-321.	0.3	0
8	Is verbal reference impaired in autism spectrum disorder? A systematic review. <i>Autism and Developmental Language Impairments</i> , 2018, 3, 239694151876316.	1.6	13
9	Individual Differences in Children’s Pragmatic Ability: A Review of Associations with Formal Language, Social Cognition, and Executive Functions. <i>Language Learning and Development</i> , 2018, 14, 186-223.	1.4	135
10	When do Children with Autism Spectrum Disorder Take Common Ground into Account During Communication?. <i>Autism Research</i> , 2018, 11, 1366-1375.	3.8	4
11	Using parental questionnaires to investigate the heritage language proficiency of bilingual children. <i>Child Language Teaching and Therapy</i> , 2018, 34, 155-170.	0.9	8
12	The role of timing and prototypical causality on how preschoolers fast-map novel verb meanings. <i>First Language</i> , 2017, 37, 186-204.	1.2	7
13	A Meta-Analysis and Critical Review of Prospective Memory in Autism Spectrum Disorder. <i>Journal of Autism and Developmental Disorders</i> , 2017, 47, 646-666.	2.7	27
14	Can early years professionals determine which preschoolers have comprehension delays? A comparison of two screening tools. <i>Child Language Teaching and Therapy</i> , 2017, 33, 67-79.	0.9	2
15	Do two and three year old children use an incremental first-NP-as-agent bias to process active transitive and passive sentences?: A permutation analysis. <i>PLoS ONE</i> , 2017, 12, e0186129.	2.5	28
16	How children aged 2;6 tailor verbal expressions to interlocutor informational needs. <i>Journal of Child Language</i> , 2016, 43, 1277-1291.	1.2	9
17	Word order, referential expression, and case cues to the acquisition of transitive sentences in Italian. <i>Journal of Child Language</i> , 2015, 42, 1-31.	1.2	19
18	How much exposure to English is necessary for a bilingual toddler to perform like a monolingual peer in language tests?. <i>International Journal of Language and Communication Disorders</i> , 2014, 49, 649-671.	1.5	82

#	ARTICLE	IF	CITATIONS
19	Familiar Verbs Are Not Always Easier Than Novel Verbs: How German Pre-School Children Comprehend Active and Passive Sentences. <i>Cognitive Science</i> , 2014, 38, 128-151.	1.7	14
20	Children aged 2 ; 1 use transitive syntax to make a semantic-role interpretation in a pointing task. <i>Journal of Child Language</i> , 2011, 38, 1109-1123.	1.2	13
21	Lexically Restricted Utterances in Russian, German, and English Child-Directed Speech. <i>Cognitive Science</i> , 2009, 33, 75-103.	1.7	57
22	Young German children's early syntactic competence: a preferential looking study. <i>Developmental Science</i> , 2008, 11, 575-582.	2.4	67
23	German Children's Comprehension of Word Order and Case Marking in Causative Sentences. <i>Child Development</i> , 2008, 79, 1152-1167.	3.0	170
24	Graded representations in the acquisition of English and German transitive constructions. <i>Cognitive Development</i> , 2008, 23, 48-66.	1.3	39
25	How Known Constructions Influence the Acquisition of Other Constructions: The German Passive and Future Constructions. <i>Cognitive Science</i> , 2006, 30, 995-1026.	1.7	105
26	Exemplar-learning and schematization in a usage-based account of syntactic acquisition. <i>Linguistic Review</i> , 2006, 23, .	0.4	195
27	Training 2;6-year-olds to produce the transitive construction: the role of frequency, semantic similarity and shared syntactic distribution. <i>Developmental Science</i> , 2004, 7, 48-55.	2.4	44
28	A tale of two theories: response to Fisher. <i>Cognition</i> , 2002, 83, 207-214.	2.2	47
29	What preschool children do and do not do with ungrammatical word orders. <i>Cognitive Development</i> , 2001, 16, 679-692.	1.3	76