

Philip S Dale

List of Publications by Year in Descending Order

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

173
papers

9,497
citations

48
h-index

93
g-index

184
ext. papers

10,771
ext. citations

3.9
avg, IF

6
L-index

#	Paper	IF	Citations
173	The winding roads to adulthood: A twin study. <i>JCPP Advances</i> , 2021 , 1,		1
172	Breadth versus depth: Cumulative risk model and continuous measure prediction of poor language and reading outcomes at 12. <i>Developmental Science</i> , 2021 , 24, e12998	4.5	9
171	ARE IMPACTS OF EARLY INTERVENTIONS IN THE SCANDINAVIAN WELFARE STATE CONSISTENT WITH A HECKMAN CURVE? A META-ANALYSIS. <i>Journal of Economic Surveys</i> , 2021 , 35, 106-140	3.8	5
170	Sustained effects of an early childhood language and literacy intervention through second grade: Longitudinal findings of the SPELL trial in Denmark. <i>PLoS ONE</i> , 2021 , 16, e0258287	3.7	1
169	Developmental Language Disorder and Psychopathology: Disentangling Shared Genetic and Environmental Influences. <i>Journal of Learning Disabilities</i> , 2021 , 222194211019961	2.7	4
168	School quality ratings are weak predictors of students' achievement and well-being. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2021 , 62, 339-348	7.9	2
167	The developmental origins of genetic factors influencing language and literacy: Associations with early-childhood vocabulary. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2021 , 62, 728-738	7.9	6
166	The relation of home literacy environments to language and preliteracy skills in single- and dual-language children in Danish childcare. <i>Early Childhood Research Quarterly</i> , 2021 , 55, 312-325	3.3	4
165	The developmental genetic architecture of vocabulary skills during the first three years of life: Capturing emerging associations with later-life reading and cognition. <i>PLoS Genetics</i> , 2021 , 17, e1009144	6	1
164	Multivariate genome-wide covariance analyses of literacy, language and working memory skills reveal distinct etiologies. <i>Npj Science of Learning</i> , 2021 , 6, 23	6	1
163	Hierarchy and Reliability of the Preschool Language Scales-Fifth Edition: Mokken Scale Analysis. <i>Journal of Speech, Language, and Hearing Research</i> , 2021 , 64, 3983-3994	2.8	0
162	Pathfinder: a gamified measure to integrate general cognitive ability into the biological, medical, and behavioural sciences. <i>Molecular Psychiatry</i> , 2021 ,	15.1	1
161	Preschool Verbal and Nonverbal Ability Mediate the Association Between Socioeconomic Status and School Performance. <i>Child Development</i> , 2020 , 91, 705-714	4.9	9
160	Evidence for a unitary structure of spatial cognition beyond general intelligence. <i>Npj Science of Learning</i> , 2020 , 5, 9	6	13
159	Dynamic Assessment Language Tasks and the Prediction of Performance on Year-End Language Skills in Preschool Dual Language Learners. <i>American Journal of Speech-Language Pathology</i> , 2020 , 29, 1226-1240	3.1	2
158	Does the Inclusion of a Genome-Wide Polygenic Score Improve Early Risk Prediction for Later Language and Literacy Delay?. <i>Journal of Speech, Language, and Hearing Research</i> , 2020 , 63, 1467-1478	2.8	3
157	Predicting educational achievement from genomic measures and socioeconomic status. <i>Developmental Science</i> , 2020 , 23, e12925	4.5	29

156	Language intervention research in early childhood care and education: A systematic survey of the literature. <i>Early Childhood Research Quarterly</i> , 2020 , 50, 68-85	3.3	23
155	Children of the Twins Early Development Study (CoTEDS): A Children-of-Twins Study. <i>Twin Research and Human Genetics</i> , 2019 , 22, 514-522	2.2	4
154	Twins Early Development Study: A Genetically Sensitive Investigation into Behavioral and Cognitive Development from Infancy to Emerging Adulthood. <i>Twin Research and Human Genetics</i> , 2019 , 22, 508-513	2.2	41
153	Disentangling polygenic associations between attention-deficit/hyperactivity disorder, educational attainment, literacy and language. <i>Translational Psychiatry</i> , 2019 , 9, 35	8.6	18
152	Teacher assessments during compulsory education are as reliable, stable and heritable as standardized test scores. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2019 , 60, 1278-1288	7.9	12
151	Patterns of educational achievement among groups of immigrant children in Denmark emerge already in preschool second-language and preliteracy skills. <i>Applied Psycholinguistics</i> , 2019 , 40, 853-875	1.4	5
150	Individual Differences and their Implications for Theories of Language Development 2019 , 95-151		5
149	Genetic influence on social outcomes during and after the Soviet era in Estonia. <i>Nature Human Behaviour</i> , 2018 , 2, 269-275	12.8	42
148	Grammar Clinical Marker Yields Substantial Heritability for Language Impairments in 16-Year-Old Twins. <i>Journal of Speech, Language, and Hearing Research</i> , 2018 , 61, 66-78	2.8	6
147	Differences in exam performance between pupils attending selective and non-selective schools mirror the genetic differences between them. <i>Npj Science of Learning</i> , 2018 , 3, 3	6	29
146	The Effectiveness of a Large-Scale Language and Preliteracy Intervention: The SPELL Randomized Controlled Trial in Denmark. <i>Child Development</i> , 2018 , 89, e342-e363	4.9	29
145	Parents reading with their 10-month-old babies: key predictors for high-quality reading styles. <i>Early Child Development and Care</i> , 2018 , 188, 195-207	0.9	4
144	An educator-administered measure of language development in young children. <i>Research in Social and Administrative Pharmacy</i> , 2018 , 52, 104-113	2.9	7
143	Effective language and literacy instruction: Evaluating the importance of scripting and group size components. <i>Early Childhood Research Quarterly</i> , 2018 , 42, 256-269	3.3	20
142	Individual differences in response to a large-scale language and pre-literacy intervention for preschoolers in Denmark. <i>Learning and Individual Differences</i> , 2018 , 68, 51-60	3.1	1
141	The genetics of university success. <i>Scientific Reports</i> , 2018 , 8, 14579	4.9	28
140	The stability of educational achievement across school years is largely explained by genetic factors. <i>Npj Science of Learning</i> , 2018 , 3, 16	6	41
139	Self-reported parental vocabulary input frequency for young children. <i>Journal of Child Language</i> , 2018 , 45, 1073-1090	2.3	2

138	Phenotypic and genetic evidence for a unifactorial structure of spatial abilities. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2017 , 114, 2777-2782	11.5	16
137	The genetic and environmental aetiology of spatial, mathematics and general anxiety. <i>Scientific Reports</i> , 2017 , 7, 42218	4.9	27
136	Genome-Wide Polygenic Scores Predict Reading Performance Throughout the School Years. <i>Scientific Studies of Reading</i> , 2017 , 21, 334-349	3.8	23
135	Childhood behaviour problems show the greatest gap between DNA-based and twin heritability. <i>Translational Psychiatry</i> , 2017 , 7, 1284	8.6	31
134	The genetic architecture of oral language, reading fluency, and reading comprehension: A twin study from 7 to 16 years. <i>Developmental Psychology</i> , 2017 , 53, 1115-1129	3.7	15
133	Genetics affects choice of academic subjects as well as achievement. <i>Scientific Reports</i> , 2016 , 6, 26373	4.9	18
132	Language Differences at 12 Months in Infants Who Develop Autism Spectrum Disorder. <i>Journal of Autism and Developmental Disorders</i> , 2016 , 46, 899-909	4.6	56
131	True grit and genetics: Predicting academic achievement from personality. <i>Journal of Personality and Social Psychology</i> , 2016 , 111, 780-789	6.5	195
130	Early productive vocabulary predicts academic achievement 10 years later. <i>Applied Psycholinguistics</i> , 2016 , 37, 1461-1476	1.4	68
129	An Item Response Theory-Based, Computerized Adaptive Testing Version of the MacArthur-Bates Communicative Development Inventory: Words & Sentences (CDI:WS). <i>Journal of Speech, Language, and Hearing Research</i> , 2016 , 59, 281-9	2.8	10
128	Why does parental language input style predict child language development? A twin study of gene-environment correlation. <i>Journal of Communication Disorders</i> , 2015 , 57, 106-17	1.9	38
127	Pleiotropy across academic subjects at the end of compulsory education. <i>Scientific Reports</i> , 2015 , 5, 117139	4.9	34
126	Children use gesture to interpret novel verb meanings. <i>Child Development</i> , 2014 , 85, 1181-1189	4.9	28
125	The high heritability of educational achievement reflects many genetically influenced traits, not just intelligence. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2014 , 111, 15273-8	11.5	186
124	Why do spatial abilities predict mathematical performance?. <i>Developmental Science</i> , 2014 , 17, 462-70	4.5	44
123	The correlation between reading and mathematics ability at age twelve has a substantial genetic component. <i>Nature Communications</i> , 2014 , 5, 4204	17.4	54
122	Genetic influence on family socioeconomic status and children's intelligence. <i>Intelligence</i> , 2014 , 42, 83-88		116
121	Genome-wide association study of receptive language ability of 12-year-olds. <i>Journal of Speech, Language, and Hearing Research</i> , 2014 , 57, 96-105	2.8	18

120	Language impairment from 4 to 12 years: prediction and etiology. <i>Journal of Speech, Language, and Hearing Research</i> , 2014 , 57, 850-64	2.8	18
119	Illusory recovery: are recovered children with early language delay at continuing elevated risk?. <i>American Journal of Speech-Language Pathology</i> , 2014 , 23, 437-47	3.1	25
118	Language and traits of autism spectrum conditions: evidence of limited phenotypic and etiological overlap. <i>American Journal of Medical Genetics Part B: Neuropsychiatric Genetics</i> , 2014 , 165B, 587-95	3.5	8
117	Word reading fluency: role of genome-wide single-nucleotide polymorphisms in developmental stability and correlations with print exposure. <i>Child Development</i> , 2014 , 85, 1190-1205	4.9	15
116	Common variation near ROBO2 is associated with expressive vocabulary in infancy. <i>Nature Communications</i> , 2014 , 5, 4831	17.4	54
115	Language of Children With Disabilities to Peers at Play: Impact of Ecology. <i>Journal of Early Intervention</i> , 2014 , 36, 111-130	1.4	10
114	No genetic influence for childhood behavior problems from DNA analysis. <i>Journal of the American Academy of Child and Adolescent Psychiatry</i> , 2013 , 52, 1048-1056.e3	7.2	62
113	Understanding the science-learning environment: A genetically sensitive approach. <i>Learning and Individual Differences</i> , 2013 , 23, 145-150	3.1	8
112	Literacy and numeracy are more heritable than intelligence in primary school. <i>Psychological Science</i> , 2013 , 24, 2048-56	7.9	57
111	Treating speech subsystems in childhood apraxia of speech with tactual input: the PROMPT approach. <i>American Journal of Speech-Language Pathology</i> , 2013 , 22, 644-61	3.1	36
110	Response to dynamic language tasks among typically developing Latino preschool children with bilingual experience. <i>American Journal of Speech-Language Pathology</i> , 2013 , 22, 103-12	3.1	10
109	Strong genetic influence on a UK nationwide test of educational achievement at the end of compulsory education at age 16. <i>PLoS ONE</i> , 2013 , 8, e80341	3.7	65
108	The etiology of variation in language skills changes with development: a longitudinal twin study of language from 2 to 12 years. <i>Developmental Science</i> , 2012 , 15, 233-49	4.5	77
107	Nature and Nurture in School-Based Second Language Achievement. <i>Language Learning</i> , 2012 , 62, 28-48 ^{5.1}		6
106	Emotional Expression and Language: A Psycholinguistic Perspective: Commentary to Kubicek & Emde, Emotional Expression and Language: A Longitudinal Study of Typically Developing Earlier and Later Talkers from 15 to 30 Months. <i>Infant Mental Health Journal</i> , 2012 , 33, 593-596	2.3	1
105	Socioeconomic status (SES) and children's intelligence (IQ): in a UK-representative sample SES moderates the environmental, not genetic, effect on IQ. <i>PLoS ONE</i> , 2012 , 7, e30320	3.7	149
104	Mathematics is differentially related to reading comprehension and word decoding: Evidence from a genetically-sensitive design. <i>Journal of Educational Psychology</i> , 2012 , 104,	5.3	35
103	Classification accuracy of brief parent report measures of language development in Spanish-speaking toddlers. <i>Language, Speech, and Hearing Services in Schools</i> , 2011 , 42, 536-49	2.3	24

102	Added value measures in education show genetic as well as environmental influence. <i>PLoS ONE</i> , 2011 , 6, e16006	3.7	23
101	Genetic Overlap between ADHD Symptoms and Reading is largely Driven by Inattentiveness rather than Hyperactivity-Impulsivity. <i>Journal of the Canadian Academy of Child and Adolescent Psychiatry</i> , 2011 , 20, 6-14	0.7	35
100	A genome-wide association study identifies multiple loci associated with mathematics ability and disability. <i>Genes, Brain and Behavior</i> , 2010 , 9, 234-47	3.6	81
99	CLEX: a cross-linguistic lexical norms database*. <i>Journal of Child Language</i> , 2010 , 37, 419-28	2.3	37
98	Two by two: a twin study of second-language acquisition. <i>Psychological Science</i> , 2010 , 21, 635-40	7.9	15
97	The etiology of diverse receptive language skills at 12 years. <i>Journal of Speech, Language, and Hearing Research</i> , 2010 , 53, 982-92	2.8	19
96	Sex Differences in School Science Performance from Middle Childhood to Early Adolescence. <i>International Journal of Educational Research</i> , 2010 , 49, 92-101	2.1	12
95	Preschool speech, language skills, and reading at 7, 9, and 10 years: etiology of the relationship. <i>Journal of Speech, Language, and Hearing Research</i> , 2010 , 53, 311-32	2.8	41
94	Generalist genes and high cognitive abilities. <i>Behavior Genetics</i> , 2009 , 39, 437-45	3.2	11
93	Generalist genes and learning disabilities: a multivariate genetic analysis of low performance in reading, mathematics, language and general cognitive ability in a sample of 8000 12-year-old twins. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2009 , 50, 1318-25	7.9	53
92	The etiology of science performance: decreasing heritability and increasing importance of the shared environment from 9 to 12 years of age. <i>Child Development</i> , 2009 , 80, 662-73	4.9	16
91	Sex differences and science: the etiology of science excellence. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2009 , 50, 1113-20	7.9	5
90	Science in elementary school: Generalist genes and school environments. <i>Intelligence</i> , 2008 , 36, 694-701	3	18
89	Does frequency count? Parental input and the acquisition of vocabulary. <i>Journal of Child Language</i> , 2008 , 35, 515-31	2.3	216
88	A Twin Study into the Genetic and Environmental Influences on Academic Performance in Science in nine-year-old Boys and Girls. <i>International Journal of Science Education</i> , 2008 , 30, 1003	2.2	51
87	Why do preschool language abilities correlate with later reading? A twin study. <i>Journal of Speech, Language, and Hearing Research</i> , 2008 , 51, 688-705	2.8	43
86	Generalist genes and the Internet generation: etiology of learning abilities by web testing at age 10. <i>Genes, Brain and Behavior</i> , 2008 , 7, 455-62	3.6	34
85	From learning to read to reading to learn: substantial and stable genetic influence. <i>Child Development</i> , 2007 , 78, 116-31	4.9	55

84	Reading exposure: a (largely) environmental risk factor with environmentally-mediated effects on reading performance in the primary school years. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2007 , 48, 1192-9	7.9	32
83	Internet cognitive testing of large samples needed in genetic research. <i>Twin Research and Human Genetics</i> , 2007 , 10, 554-63	2.2	116
82	The genetic and environmental origins of learning abilities and disabilities in the early school years. <i>Monographs of the Society for Research in Child Development</i> , 2007 , 72, vii, 1-144	6.6	133
81	Writing and reading skills as assessed by teachers in 7-year olds: A behavioral genetic approach. <i>Cognitive Development</i> , 2007 , 22, 77-95	1.7	7
80	How Special Education Preschool Graduates Finish: Status at 19 Years of Age. <i>American Educational Research Journal</i> , 2006 , 43, 737-781	2.9	13
79	The use of nouns and verbs by Japanese children and their caregivers in book-reading and toy-playing contexts. <i>Journal of Child Language</i> , 2006 , 33, 1-29	2.3	45
78	Common aetiology for diverse language skills in 4 1/2-year-old twins. <i>Journal of Child Language</i> , 2006 , 33, 339-68	2.3	40
77	Genetic and environmental mediation of the prediction from preschool language and nonverbal ability to 7-year reading. <i>Journal of Research in Reading</i> , 2006 , 29, 50-74	2.1	23
76	Genetic influences on early word recognition abilities and disabilities: a study of 7-year-old twins. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2005 , 46, 373-84	7.9	146
75	Genetic influences in different aspects of language development: the etiology of language skills in 4.5-year-old twins. <i>Child Development</i> , 2005 , 76, 632-51	4.9	89
74	Concurrent and predictive validity of parent reports of child language at ages 2 and 3 years. <i>Child Development</i> , 2005 , 76, 856-68	4.9	187
73	Association analysis of mild mental impairment using DNA pooling to screen 432 brain-expressed single-nucleotide polymorphisms. <i>Molecular Psychiatry</i> , 2005 , 10, 384-92	15.1	41
72	Telephone Testing and Teacher Assessment of Reading Skills in 7-year-olds: I. Substantial Correspondence for a Sample of 5544 Children and for Extremes. <i>Reading and Writing</i> , 2005 , 18, 385-400 ^{2.1}	2.1	22
71	Telephone Testing and Teacher Assessment of Reading Skills in 7-year-olds: II. Strong Genetic Overlap. <i>Reading and Writing</i> , 2005 , 18, 401-423	2.1	14
70	Follow-up of Children from Academic and Cognitive Preschool Curricula at 12 and 16. <i>Exceptional Children</i> , 2005 , 71, 301-317	2.7	8
69	Mother-child conversation during joint picture book reading in Japan and the USA. <i>First Language</i> , 2005 , 25, 197-218	1.5	18
68	Predicting literacy at age 7 from preliteracy at age 4. <i>Psychological Science</i> , 2005 , 16, 861-5	7.9	18
67	Verbal and nonverbal predictors of early language problems: an analysis of twins in early childhood back to infancy. <i>Journal of Child Language</i> , 2004 , 31, 609-31	2.3	63

66	When Paths Diverge: Errors of Prediction From Preschool Test Scores to Later Cognitive and Academic Measures. <i>Journal of Special Education</i> , 2004 , 37, 237-248	1.4	5
65	The genetic and environmental origins of language disability and ability. <i>Child Development</i> , 2004 , 75, 445-54	4.9	67
64	The language-specific nature of grammatical development: evidence from bilingual language learners. <i>Developmental Science</i> , 2004 , 7, 212-24	4.5	189
63	Genetic and environmental influence on language impairment in 4-year-old same-sex and opposite-sex twins. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2004 , 45, 315-25	7.9	51
62	A Twin Study of Teacher-Reported Mathematics Performance and Low Performance in 7-Year-Olds.. <i>Journal of Educational Psychology</i> , 2004 , 96, 504-517	5.3	52
61	A longitudinal genetic analysis of low verbal and nonverbal cognitive abilities in early childhood. <i>Twin Research and Human Genetics</i> , 2004 , 7, 139-48		7
60	Outcomes of early language delay: II. Etiology of transient and persistent language difficulties. <i>Journal of Speech, Language, and Hearing Research</i> , 2003 , 46, 561-75	2.8	78
59	Outcomes of early language delay: I. Predicting persistent and transient language difficulties at 3 and 4 years. <i>Journal of Speech, Language, and Hearing Research</i> , 2003 , 46, 544-60	2.8	292
58	Genetic and environmental mediation of the relationship between language and nonverbal impairment in 4-year-old twins. <i>Journal of Speech, Language, and Hearing Research</i> , 2003 , 46, 1271-82	2.8	44
57	Parent-reported language skills in relation to otitis media during the first 3 years of life. <i>Journal of Speech, Language, and Hearing Research</i> , 2003 , 46, 273-87	2.8	30
56	Genetic evidence for bidirectional effects of early lexical and grammatical development. <i>Child Development</i> , 2003 , 74, 394-412	4.9	165
55	Associations between behaviour problems and verbal and nonverbal cognitive abilities and disabilities in early childhood. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2002 , 43, 619-33	7.9	61
54	The structure of language abilities at 4 years: A twin study.. <i>Developmental Psychology</i> , 2002 , 38, 749-757	3.7	63
53	Early Exposure to Direct Instruction and Subsequent Juvenile Delinquency: A Prospective Examination. <i>Exceptional Children</i> , 2002 , 69, 85-96	2.7	19
52	Genetics and the development of language disabilities and abilities. <i>Current Paediatrics</i> , 2002 , 12, 419-424		9
51	The structure of language abilities at 4 years: a twin study. <i>Developmental Psychology</i> , 2002 , 38, 749-57	3.7	29
50	Comorbidity between verbal and non-verbal cognitive delays in 2-year-olds: a bivariate twin analysis. <i>Developmental Science</i> , 2001 , 4, 195-208	4.5	22
49	Lexical and grammatical development: a behavioural genetic perspective. <i>Journal of Child Language</i> , 2000 , 27, 619-42	2.3	114

48	Sex differences in early verbal and non-verbal cognitive development. <i>Developmental Science</i> , 2000 , 3, 206-215	4.5	120
47	Genetic and environmental covariation between verbal and nonverbal cognitive development in infancy. <i>Child Development</i> , 2000 , 71, 948-59	4.9	60
46	Short-form versions of the MacArthur Communicative Development Inventories. <i>Applied Psycholinguistics</i> , 2000 , 21, 95-116	1.4	402
45	Enhancing Linguistic Performance: Parents and Teachers as Book Reading Partners for Children with Language Delays. <i>Topics in Early Childhood Special Education</i> , 1999 , 19, 28-39	1.4	143
44	Effects of Group Composition, Materials, and Developmental Level on Play in Preschool Children With Disabilities. <i>Journal of Early Intervention</i> , 1999 , 22, 164-178	1.4	21
43	Language and Literacy in a Developmental Perspective. <i>Journal of Behavioral Education</i> , 1999 , 9, 23-33	1.8	10
42	A parent report measure of language development for three-year-olds 1998 , 21, 370		9
41	The validity of parent-based assessment of the cognitive abilities of 2-year-olds. <i>British Journal of Developmental Psychology</i> , 1998 , 16, 349-362	2	90
40	Effects of Differing Levels of Inclusion on Preschoolers with Disabilities. <i>Exceptional Children</i> , 1998 , 65, 79-90	2.7	26
39	Productivity of Emerging Word Combinations in Toddlers With Specific Expressive Language Impairment. <i>American Journal of Speech-Language Pathology</i> , 1997 , 6, 34-47	3.1	6
38	Lexical development norms for young children. <i>Behavior Research Methods</i> , 1996 , 28, 125-127		338
37	Effects of Play Group Variables on Language Use by Preschool Children With Disabilities. <i>Journal of Early Intervention</i> , 1996 , 20, 329-340	1.4	25
36	Preschool Language Facilitation Methods and Child Characteristics. <i>Journal of Early Intervention</i> , 1996 , 20, 113-131	1.4	8
35	Parent-Child Book Reading as an Intervention Technique for Young Children with Language Delays. <i>Topics in Early Childhood Special Education</i> , 1996 , 16, 213-235	1.4	148
34	The Value of a Good Distinction. <i>Journal of Early Intervention</i> , 1995 , 19, 102-103	1.4	
33	Examination of the stability of two methods of defining specific language impairment. <i>Applied Psycholinguistics</i> , 1995 , 16, 103-124	1.4	25
32	Linguistic precocity and the development of reading: The role of extralinguistic factors. <i>Applied Psycholinguistics</i> , 1995 , 16, 173-187	1.4	43
31	Follow-up of Children from Academic and Cognitive Preschool Curricula at Age 9. <i>Exceptional Children</i> , 1995 , 61, 378-393	2.7	14

30	Variability in Early Communicative Development. <i>Monographs of the Society for Research in Child Development</i> , 1994 , 59, i	6.6	1535
29	Pronoun reversals: who, when, and why?. <i>Journal of Child Language</i> , 1993 , 20, 573-89	2.3	35
28	Interaction between Early Intervention Curricula and Student Characteristics. <i>Exceptional Children</i> , 1993 , 60, 17-28	2.7	27
27	Do early talkers become early readers? Linguistic precocity, preschool language, and emergent literacy.. <i>Developmental Psychology</i> , 1992 , 28, 421-429	3.7	168
26	The validity of a parent report measure of vocabulary and syntax at 24 months. <i>Journal of Speech, Language, and Hearing Research</i> , 1991 , 34, 565-71	2.8	203
25	Individual Differences in Language Delayed Children's Responses to Direct and Interactive Preschool Instruction. <i>Topics in Early Childhood Special Education</i> , 1991 , 11, 99-124	1.4	39
24	Effect of preschool integration for children with disabilities. <i>Exceptional Children</i> , 1991 , 58, 36-45	2.7	40
23	What's Normal? Specific Language Impairment in an Individual Differences Perspective. <i>Language, Speech, and Hearing Services in Schools</i> , 1991 , 22, 80-83	2.3	19
22	Defining language delay in young children by cognitive referencing: Are we saying more than we know?. <i>Applied Psycholinguistics</i> , 1990 , 11, 291-302	1.4	68
21	Validity of Stanford-Binet IV with linguistically precocious toddlers. <i>Intelligence</i> , 1990 , 14, 173-186	3	28
20	A Comparison of the Effects of Academic and Cognitive Curricula for Young Handicapped Children One and Two Years Postprogram. <i>Topics in Early Childhood Special Education</i> , 1989 , 9, 110-127	1.4	16
19	The validity of a parent report instrument of child language at twenty months. <i>Journal of Child Language</i> , 1989 , 16, 239-49	2.3	298
18	Cognitive skills associated with the onset of multiword utterances. <i>Journal of Speech, Language, and Hearing Research</i> , 1989 , 32, 645-56	2.8	16
17	Comparison of academic and cognitive programs for young handicapped children. <i>Exceptional Children</i> , 1988 , 54, 439-47	2.7	27
16	An Evaluation of the Test of Early Language Development as a Measure of Receptive and Expressive Language. <i>Language, Speech, and Hearing Services in Schools</i> , 1987 , 18, 179-187	2.3	7
15	The multiple determinants of symbolic development: evidence from preterm children. <i>New Directions for Child and Adolescent Development</i> , 1987 , 1987, 69-86	1.3	11
14	Direct language instruction and interactive language instruction with language delayed preschool children: a comparison study. <i>Journal of Speech, Language, and Hearing Research</i> , 1986 , 29, 206-17	2.8	48
13	Reflectivity bias in picture-pointing grammatical comprehension tasks. <i>Journal of Speech, Language, and Hearing Research</i> , 1984 , 27, 549-56	2.8	1

12	Prepositional marking of source-goal structure and children's comprehension of English passives. <i>Journal of Speech, Language, and Hearing Research</i> , 1981 , 24, 179-84	2.8	
11	The influence of the form of the question on the eyewitness testimony of preschool children. <i>Journal of Psycholinguistic Research</i> , 1978 , 7, 269-277	1	118
10	Discrimination of linguistic stress in early infancy. <i>Journal of Speech and Hearing Research</i> , 1977 , 20, 224-32		68
9	Hesitations in maternal speech. <i>Language and Speech</i> , 1974 , 17, 174-81	1.5	9
8	The Relationship between Color Naming and Color Recognition Abilities of Preschoolers. <i>Child Development</i> , 1972 , 43, 972	4.9	6
7	Color Naming, Matching, and Recognition by Preschoolers. <i>Child Development</i> , 1969 , 40, 1135	4.9	11
6	Genome-wide association analyses of individual differences in quantitatively assessed reading- and language-related skills in up to 34,000 people		6
5	The Multivariate Genome-wide Architecture of Interrelated Literacy, Language and Working Memory Skills Reveals Distinct Etiologies		1
4	Predicting educational achievement from genomic measures and socioeconomic status		3
3	Evidence for a unitary structure of spatial cognition beyond general intelligence		1
2	The winding roads to adulthood: a twin study		1
1	Online Computerized Adaptive Tests of Children's Vocabulary Development in English and Mexican Spanish. <i>Journal of Speech, Language, and Hearing Research</i> , 1-21	2.8	0