

# Jenny R Saffran

## List of Publications by Year in descending order

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Version: 2024-02-01

82  
papers

10,629  
citations

76294

40  
h-index

69214

77  
g-index

87  
all docs

87  
docs citations

87  
times ranked

3845  
citing authors

#	ARTICLE	IF	CITATIONS
1	Statistical learning of tone sequences by human infants and adults. <i>Cognition</i> , 1999, 70, 27-52.	1.1	1,111
2	Word Segmentation: The Role of Distributional Cues. <i>Journal of Memory and Language</i> , 1996, 35, 606-621.	1.1	964
3	Computation of Conditional Probability Statistics by 8-Month-Old Infants. <i>Psychological Science</i> , 1998, 9, 321-324.	1.8	889
4	Statistical Language Learning. <i>Current Directions in Psychological Science</i> , 2003, 12, 110-114.	2.8	506
5	Infant-Directed Speech Facilitates Word Segmentation. <i>Infancy</i> , 2005, 7, 53-71.	0.9	472
6	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.	1.2	431
7	Can Infants Map Meaning to Newly Segmented Words?. <i>Psychological Science</i> , 2007, 18, 254-260.	1.8	429
8	Statistical Learning in Children With Specific Language Impairment. <i>Journal of Speech, Language, and Hearing Research</i> , 2009, 52, 321-335.	0.7	353
9	Words in a sea of sounds: the output of infant statistical learning. <i>Cognition</i> , 2001, 81, 149-169.	1.1	302
10	Statistical learning and language acquisition. <i>Wiley Interdisciplinary Reviews: Cognitive Science</i> , 2010, 1, 906-914.	1.4	300
11	Constraints on Statistical Language Learning. <i>Journal of Memory and Language</i> , 2002, 47, 172-196.	1.1	297
12	Statistical Learning in a Natural Language by 8-Month-Old Infants. <i>Child Development</i> , 2009, 80, 674-685.	1.7	285
13	From Syllables to Syntax: Multilevel Statistical Learning by 12-Month-Old Infants. <i>Infancy</i> , 2003, 4, 273-284.	0.9	282
14	The Use of Predictive Dependencies in Language Learning. <i>Journal of Memory and Language</i> , 2001, 44, 493-515.	1.1	245
15	Infant Statistical Learning. <i>Annual Review of Psychology</i> , 2018, 69, 181-203.	9.9	230
16	Pattern induction by infant language learners.. <i>Developmental Psychology</i> , 2003, 39, 484-494.	1.2	222
17	Emerging Integration of Sequential and Suprasegmental Information in Preverbal Speech Segmentation. <i>Child Development</i> , 1995, 66, 911.	1.7	195
18	Dog is a dog is a dog: Infant rule learning is not specific to language. <i>Cognition</i> , 2007, 105, 669-680.	1.1	189

#	ARTICLE	IF	CITATIONS
19	Linking sounds to meanings: Infant statistical learning in a natural language. <i>Cognitive Psychology</i> , 2011, 63, 93-106.	0.9	182
20	Learning in reverse: Eight-month-old infants track backward transitional probabilities. <i>Cognition</i> , 2009, 113, 244-247.	1.1	179
21	Emerging Integration of Sequential and Suprasegmental Information in Preverbal Speech Segmentation. <i>Child Development</i> , 1995, 66, 911-936.	1.7	173
22	Changing the tune: the structure of the input affects infants' use of absolute and relative pitch. <i>Developmental Science</i> , 2005, 8, 1-7.	1.3	173
23	Music and Language: A Developmental Comparison. <i>Music Perception</i> , 2004, 21, 289-311.	0.5	170
24	Absolute pitch in infant auditory learning: Evidence for developmental reorganization.. <i>Developmental Psychology</i> , 2001, 37, 74-85.	1.2	167
25	Grammatical pattern learning by human infants and cotton-top tamarin monkeys. <i>Cognition</i> , 2008, 107, 479-500.	1.1	167
26	From Statistics to Meaning. <i>Psychological Science</i> , 2010, 21, 284-291.	1.8	139
27	NEUROSCIENCE: Does Grammar Start Where Statistics Stop?. <i>Science</i> , 2002, 298, 553-554.	6.0	96
28	From Flexibility to Constraint: The Contrastive Use of Lexical Tone in Early Word Learning. <i>Child Development</i> , 2015, 86, 10-22.	1.7	96
29	Absolute pitch in infancy and adulthood: the role of tonal structure. <i>Developmental Science</i> , 2003, 6, 35-43.	1.3	93
30	Learning to Learn: Infants' Acquisition of Stress-Based Strategies for Word Segmentation. <i>Language Learning and Development</i> , 2007, 3, 73-100.	0.7	85
31	Constraints on Statistical Learning Across Species. <i>Trends in Cognitive Sciences</i> , 2018, 22, 52-63.	4.0	78
32	Phonotactic Constraints on Infant Word Learning. <i>Infancy</i> , 2011, 16, 180-197.	0.9	73
33	Learning to Learn: Infants' Acquisition of Stress-Based Strategies for Word Segmentation. <i>Language Learning and Development</i> , 2007, 3, 73-100.	0.7	62
34	Learning in Complex Environments: The Effects of Background Speech on Early Word Learning. <i>Child Development</i> , 2016, 87, 1841-1855.	1.7	60
35	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.	3.1	60
36	Interactions between statistical and semantic information in infant language development. <i>Developmental Science</i> , 2011, 14, 1207-1219.	1.3	55

#	ARTICLE	IF	CITATIONS
37	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.	1.8	50
38	Statistical learning of a tonal language: the influence of bilingualism and previous linguistic experience. <i>Frontiers in Psychology</i> , 2014, 5, 953.	1.1	50
39	Toddlers encode similarities among novel words from meaningful sentences. <i>Cognition</i> , 2015, 138, 10-20.	1.1	48
40	Toddlers Activate Lexical Semantic Knowledge in the Absence of Visual Referents: Evidence from Auditory Priming. <i>Infancy</i> , 2013, 18, 1053-1075.	0.9	47
41	Statistical Language Learning in Infancy. <i>Child Development Perspectives</i> , 2020, 14, 49-54.	2.1	44
42	The Ontogeny of Lexical Networks. <i>Psychological Science</i> , 2013, 24, 1898-1905.	1.8	41
43	Learning Harmony: The Role of Serial Statistics. <i>Cognitive Science</i> , 2009, 33, 951-968.	0.8	35
44	Musical Learning and Language Development. <i>Annals of the New York Academy of Sciences</i> , 2003, 999, 397-401.	1.8	34
45	Connecting Cues: Overlapping Regularities Support Cue Discovery in Infancy. <i>Child Development</i> , 2010, 81, 727-736.	1.7	31
46	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.	0.7	30
47	Statistical learning as a window into developmental disabilities. <i>Journal of Neurodevelopmental Disorders</i> , 2018, 10, 35.	1.5	30
48	Exposure to multiple accents supports infants' understanding of novel accents. <i>Cognition</i> , 2017, 166, 67-72.	1.1	26
49	Expectancy Learning from Probabilistic Input by Infants. <i>Frontiers in Psychology</i> , 2012, 3, 610.	1.1	24
50	Is a Pink Cow Still a Cow? Individual Differences in Toddlers' Vocabulary Knowledge and Lexical Representations. <i>Cognitive Science</i> , 2017, 41, 1090-1105.	0.8	24
51	Familiar Object Salience Affects Novel Word Learning. <i>Child Development</i> , 2019, 90, e246-e262.	1.7	24
52	Second Language Experience Facilitates Statistical Learning of Novel Linguistic Materials. <i>Cognitive Science</i> , 2017, 41, 913-927.	0.8	23
53	Predictable Events Enhance Word Learning in Toddlers. <i>Current Biology</i> , 2018, 28, 2787-2793.e4.	1.8	20
54	Comparing Automatic Eye Tracking and Manual Gaze Coding Methods in Young Children with Autism Spectrum Disorder. <i>Autism Research</i> , 2020, 13, 271-283.	2.1	19

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55	Sampling to learn words: Adults and children sample words that reduce referential ambiguity. <i>Developmental Science</i> , 2021, 24, e13064.	1.3	18
56	Infants with Williams syndrome detect statistical regularities in continuous speech. <i>Cognition</i> , 2016, 154, 165-168.	1.1	17
57	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.	1.7	14
58	Acquiring Complex Communicative Systems: Statistical Learning of Language and Emotion. <i>Topics in Cognitive Science</i> , 2022, 14, 432-450.	1.1	14
59	Distributional structure in language: Contributions to noun-verb difficulty differences in infant word recognition. <i>Cognition</i> , 2014, 132, 429-436.	1.1	13
60	Experience with research paradigms relates to infants' direction of preference. <i>Infancy</i> , 2021, 26, 39-46.	0.9	13
61	Idiomatic Syntactic Constructions and Language Learning. <i>Cognitive Science</i> , 2006, 30, 43-63.	0.8	12
62	Sounds and Meanings Working Together: Word Learning as a Collaborative Effort. <i>Language Learning</i> , 2014, 64, 106-120.	1.4	10
63	Specificity of Phonological Representations for Children with Autism Spectrum Disorder. <i>Journal of Autism and Developmental Disorders</i> , 2019, 49, 3351-3363.	1.7	10
64	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.	2.1	8
65	The role of experience in children's discrimination of unfamiliar languages. <i>Frontiers in Psychology</i> , 2015, 6, 1587.	1.1	6
66	A Framework for Online Experimenter-Moderated Looking-Time Studies Assessing Infants' Linguistic Knowledge. <i>Frontiers in Psychology</i> , 2021, 12, 703839.	1.1	6
67	Tuning in to non-adjacencies: Exposure to learnable patterns supports discovering otherwise difficult structures. <i>Cognition</i> , 2020, 202, 104283.	1.1	5
68	Coarticulation facilitates lexical processing for toddlers with autism. <i>Cognition</i> , 2021, 214, 104799.	1.1	4
69	Phonological Learning Influences Label-Object Mapping in Toddlers. <i>Journal of Speech, Language, and Hearing Research</i> , 2019, 62, 1923-1932.	0.7	4
70	Infant Long-Term Memory for Music. <i>Annals of the New York Academy of Sciences</i> , 2001, 930, 397-400.	1.8	3
71	Birds do it - why not babies?. <i>Developmental Science</i> , 2003, 6, 46-47.	1.3	3
72	Roses Are Red, Socks Are Blue: Switching Dimensions Disrupts Young Children's Language Comprehension. <i>PLoS ONE</i> , 2016, 11, e0158459.	1.1	3

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73	The role of prosody in infants'™ preference for speech: A comparison between speech and birdsong. <i>Infancy</i> , 2019, 24, 827-833.	0.9	3
74	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.	0.6	3
75	Two for the price of one: Concurrent learning of words and phonotactic regularities from continuous speech. <i>PLoS ONE</i> , 2021, 16, e0253039.	1.1	3
76	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.	0.7	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. <i>Journal of Autism and Developmental Disorders</i> , 2022, 52, 4528-4539.	1.7	2
79	Valid points and looks: Reliability and validity go hand-in-hand when improving infant methods. <i>Infant and Child Development</i> , 2022, 31, .	0.9	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. <i>Infancy</i> , 2022, , .	0.9	0