

Philip S. Dale

ACADEMIC APPOINTMENT: Professor Emeritus
Department of Speech & Hearing Sciences
University of New Mexico

DATE OF BIRTH: February 15, 1943

OFFICE ADDRESS: Speech & Hearing Sciences, Rm. 1363
1700 Lomas Blvd NE
University of New Mexico
Albuquerque, NM 87131
tel: 505-277-5338
fax: 505-277-0968
email: dalep@unm.edu

EDUCATION:

| | | |
|------------------------|-------------------------------|------|
| University of Chicago | B. S. Mathematics | 1963 |
| University of Michigan | M. A. Communication Sciences | 1964 |
| University of Michigan | M. S. Mathematics | 1966 |
| University of Michigan | Ph. D. Communication Sciences | 1968 |

PROFESSIONAL EXPERIENCE:

| | | |
|--|---|--|
| University of Michigan Mental Health Research Institute Department of Psychology and Program in Psycholinguistics | Research Assistant Lecturer | 1963-65, 1966-67 1967-68 |
| University of Washington Departments of Psychology, Linguistics, and (1981-99) Speech & Hearing Sciences | Assistant Professor Associate Professor Professor Acting Associate Chair, Psychology | 1968-74 1974-94 1994-99 1998-99 |
| University of Edinburgh, Scotland | Professional Leave | 1971 |
| University of Washington Department of Speech & Hearing Sciences | Postdoctoral Fellow (National Institute of Neurological & Communicative Disorders and Stroke) | 1979-80 |
| University of Missouri-Columbia Department of Communication Science and Disorders | Professor and Chair Adjunct Professor of Psychological Sciences (2001-2006) | 1999-2006 |
| University of New Mexico Department of Speech & Hearing Sciences | Professor and (2006-2012) Chair Professor Emeritus | 2006-2014 2014- |
| Social, Genetic & Developmental Psychiatry Research Centre, Kings College, London | Visiting Professor | 2008- |

HONORS/AWARDS:

Fellow, American Psychological Society (now Association for Psychological Science), 1988-.

President, International Association for the Study of Child Language, 1996-99.

Included in *Who's Who in the World* (Marquis), 17th Edition (1999).

Co-author of Viding et al. (2003), recipient of the 2003 Editor's Award for the Language Section of the Journal of Speech, Language, and Hearing Research.

President's Academic Leadership Institute, University of Missouri, 2003

MU School of Health Professions Faculty Research Award, 2004.

Fellow, American Speech-Language-Hearing Association, 2004-.

GRANT SUPPORT: (Philip S. Dale, Principal Investigator unless otherwise noted)

"The role of hesitations in language acquisition," National Institute of Mental Health grant MH-18498-01, May 1, 1970, through April 30, 1971, \$6,621.

"An investigation of certain relationships between hearing impairment and language disability," National Institute of Child Health and Human Development research contract #NIH-NICHD-NOI-HD-3-2793, December 15, 1974, through June 14, 1979, \$1,234,503. (Fred D. Minifie, Principal Investigator; Philip S. Dale, Senior Investigator)

"Speech pathology: Evaluation of language disorders," National Research Service Award #1-F32-NS-0-6286-01, National Institute of Neurological and Communicative Disorders and Stroke," August 16, 1979, through September 15, 1980, \$18,100.

"Reading and the internal representation of language in deaf people," Graduate School Research Fund, University of Washington, February 1, 1982, through June 30, 1983, \$5,884.

"Sources of variability in language development of preterm and fullterm toddlers," MacArthur Research Network on the Transition from Infancy to Childhood, February 1, 1984, through December 31, 1984, \$3,390. (Philip S. Dale, with Keith Crnic and Mark T. Greenberg.)

"Effects of *in-utero* alcohol exposure on children's language abilities," Alcoholism and Drug Abuse Institute, University of Washington, May 15, 1984, through April 15, 1985, \$13,000. (Ann Pytkowicz Streissguth, Principal Investigator; Philip S. Dale, Co-Investigator.)

"A Longitudinal Comparison of Two Preschool Instructional Models," U.S. Department of Education, July 1, 1984, through September 30, 1988, \$361,635. (Joseph R. Jenkins, Principal Investigator; Philip S. Dale, Project Co-Coordinator.)

"Touch Screen Testing Device for Language and Cognitive Assessment of Transition Age (18-36 months) Children," MacArthur Research Network on the Transition from Infancy to Childhood, June 16, 1985, through June 15, 1986, (extended) \$6,900 (with Stephen Sulzbacher, Carol Stoel-Gammon, and Nola Marriner).

"Linguistic Precocity, Cognition, and Development," MacArthur Research Network on the Transition from Infancy to Childhood, January 15, 1986, through June 30, 1988, \$31,370 (including supplements)

Philip S. Dale
Page 3

(with Nancy Robinson and Sharon Landesman).

- "Assessment of Language in Infants and Toddlers," MacArthur Research Network on the Transition from Infancy to Childhood, September 1, 1988 through June 15, 1990, \$26,933.
- "Precocity in Early Language and Learning to Read," Graduate School Research Fund, University of Washington, January 1, 1989 through December 31, 1989, \$5,363.
- "MacArthur Communicative Development Inventory Norming Study," MacArthur Research Network on Early Childhood Transitions, March 1, 1990, through June 30, 1991, \$7,500.
- "Language Instruction Component Evaluation," U. S. Department of Education, September 1, 1990, through August 31, 1995, \$1,392,199. (Joseph R. Jenkins, Principal Investigator; Philip S. Dale, Senior Researcher.)
- "Language Precocity during the Transition to Early Childhood: Does it Predict Subsequent Verbal Reasoning, Language Style, and Reading Skills?" MacArthur Research Network on Early Childhood Transitions, June 15, 1991, through December 31, 1991, \$4,006 (Philip S. Dale, with Nancy Robinson).
- "Assessing Physically Disabled Children's Cognitive Abilities," Washington Association for Retarded Citizens, August 1, 1991, through December 31, 1992, \$7,124 (Philip S. Dale, with Kristin Rytter).
- "The Establishment of a MacArthur Communicative Development Inventories Database," MacArthur Research Network on Early Childhood Transitions, May 1, 1992, through December 31, 1993, \$26,879 (Philip S. Dale, with Larry Fenson and Brian MacWhinney).
- "A Comparative Study of Early Language and Cognition," Royalty Research Fund, University of Washington, June 16, 1992 through December 31, 1993, \$21,000.
- "Aspects of Universality and Cultural Differences in Early Language Development - A Comparative Study Between Japan and U.S.A.," Research Fellowship Travel Award of the Japan Society for the Promotion of Science, August 27, 1992 - September 21, 1992 (Dr. Tamiko Ogura, Shimane University, Sponsor), \$6,870.
- "A Longitudinal Follow-up of Graduates from Two Contrasting Preschool Instructional Models: Phase 2," U. S. Department of Education, September 1, 1993, through August 31, 1998, \$847,377. (Joseph R. Jenkins, Principal Investigator; Philip S. Dale, Senior Researcher).
- "MacArthur Short Form Vocabulary Checklist Norming Study," San Diego State University Foundation (for the CDI Advisory Board), August 16, 1994, through August 30, 1996, \$6,500 (including supplements).
- "A Parent Report Instrument for Early Cognitive Development," San Diego State University Foundation, August 16, 1994, through August 15, 1995, \$600.
- "Three Teaching Behaviors of Mothers of Children with Mental Retardation and/or Physical Disabilities," The ARC of Washington Trust Fund, June 16, 1995, through May 15, 1997, \$9,906 (Philip S. Dale, with Kristin Rytter).
- "A Proposal for the Development of a Parent Report Measure of Language Development for Four-Year-Olds," Institute of Psychiatry (London), January 1, 1997, through December 31, 1997, \$3,080.

"Development of a Level III MacArthur Communicative Development Inventory," San Diego State University Foundation (for the CDI Advisory Board), September 1, 1996, through May 31, 1998, \$1,880.

"A Longitudinal Follow-up of Graduates from Two Contrasting Preschool Instructional Models: Phase 3," U. S. Department of Education, April 1, 1999, through March 31, 2003, \$675,027. (Philip S. Dale, Principal Investigator). [on moving to the University of Missouri-Columbia in 1999, Joseph Jenkins became P.I. of the grant, and the following subcontracts were issued to Philip Dale]

"A Longitudinal Follow-up of Graduates from Two Contrasting Preschool Instructional Models: Phase 3," subcontract from University of Washington to University of Missouri-Columbia, April 1, 2000, through March 31, 2001, \$16,349. (Philip S. Dale, Principal Investigator).

"A Longitudinal Follow-up of Graduates from Two Contrasting Preschool Instructional Models: Phase 3," subcontract from University of Washington to University of Missouri-Columbia, April 1, 2001, through March 31, 2002, \$17,400. (Philip S. Dale, Principal Investigator).

"A Longitudinal Follow-up of Graduates from Two Contrasting Preschool Instructional Models: Phase 3," subcontract from University of Washington to University of Missouri-Columbia, April 1, 2002, through March 31, 2004, \$28,849. (Philip S. Dale, Principal Investigator).

"Intervention for Parent-Child Joint Bookreading," University of Missouri Research Board, August 1, 2001, through July 31, 2002, \$25,966.

For the following five grants supporting the Twins Early Development Study, as a non-resident of the UK, I served in a "Consultant" or "Co-Investigator" role for measure selection, data analysis, and manuscript preparation.

"Genetic and environmental origins of mild mental impairments and behaviour problems in early development," UK Medical Research Council, Sept 1995 - August 2000, £1,441,522 (£1,144,527 direct costs), G9424799 (Robert Plomin, Principal Investigator).

"Genetic and environmental origins of mild mental impairments and behaviour problems in early development," Sept 2000 - August 2005, £2,151,464 (£1,775,364 direct costs), G9424799 (Robert Plomin, Principal Investigator).

"Origins of learning difficulties and behaviour problems: from behavioural genetics to behavioural genomics," Oct 2005 - Sept 2010, £1,352,588 (£1,085,912 direct costs), G0500079 (Robert Plomin, Principal Investigator).

"Origins of learning difficulties and behaviour problems: from behavioural genetics to behavioural genomics," Oct 2010 - Sept 2015, £2,188,716 (£1,608,021 direct costs), G0500079 (Robert Plomin, Principal Investigator).

"Origins of learning difficulties and behaviour problems: from behavioural genetics to behavioural genomics," Oct 2015 - Sept 2020, £2,188,716 (£1,999,886 direct costs), (Robert Plomin, Principal Investigator).

"The efficacy of PROMPT for children with apraxia of speech," Childhood Apraxia of Speech Association of North America (CASANA), January 1, 2010 - December 31, 2010, \$11,975.

Philip S. Dale
Page 5

“A survey of adaptations of the MacArthur-Bates Communicative Development Inventories into other languages,” San Diego State University (for the CDI Advisory Board), May 1, 2010 - April 30, 2011, \$1,523.

“Revision of the MacArthur-Bates CDI-III instrument,” San Diego State University Foundation (for the CDI Advisory Board), May 1, 2010 - April 30, 2011, \$5,024.

PUBLICATIONS

BOOKS:

- Dale, Philip S. (1972). *Language Development: Structure and Function*. Hinsdale, IL: Dryden Press.
- Dale, Philip S. (1976). *Language Development: Structure and Function* (2nd ed.). NY: Holt, Rinehart and Winston.
- Desarrollo del Lenguaje: Un Enfoque Psicolinguístico* (1980). Tr. by A. Hawayek. Mexico City: Trillas (Spanish translation of the above).
- Deiru Gengo Hattatu Syogo Kara Gakudouki Made* (1983). (Language Development: From the First Word to School Age). Tr. by K. Murata. Tokyo: Shinyosha Ltd. (Japanese translation of the above).
- Jackson, Nancy E., Robinson, Halbert B., and Dale, Philip S. (1977). *Cognitive Development in Young Children*. Monterey: Brooks/Cole.
- This book is a revised and expanded version of:
- Jackson, Nancy E., Robinson, Halbert B., and Dale, Philip S. (1976). *Cognitive Development in Young Children: A Report for Teachers*. National Institute for Education, Department of Health, Education and Welfare.
- Ingram, David, Peng, Fred C.C., and Dale, Philip S. (Eds.) (1980). *Proceedings of the First International Congress for the Study of Child Language*. Lanham, MD: University Press of America.
- Dale, Philip S., and Ingram, David (Eds.) (1981). *Child Language: An International Perspective*. Baltimore: University Park Press.
- Dale, Philip S. and Schadler, Margaret. (1986). *Instructor's Manual to accompany Hetherington/Parke, Child Psychology: A Contemporary Viewpoint* (3rd ed.). NY: McGraw-Hill.
- Fenson, Larry, Dale, Philip S., Reznick, J. Steven, Thal, Donna, Bates, Elizabeth, Hartung, Jeffrey P., Pethick, Steve, and Reilly, Judy S. (1991). *Technical Manual for the MacArthur Communicative Development Inventories*. San Diego: San Diego State University.
- Fenson, Larry, Dale, Philip S., Reznick, J. Steven, Thal, Donna, Bates, Elizabeth, Hartung, Jeffrey P., Pethick, Steve, and Reilly, Judy S. (1993). *The MacArthur Communicative Development Inventories: User's Guide and Technical Manual*. San Diego: Singular Publishing Group.
- Cole, Kevin N., Dale, Philip S., & Thal, Donna J. (1996). *Assessment of Communication and Language*. Baltimore: Paul H. Brookes.
- Fenson, Larry, Marchman, Virginia A., Thal, Donna, Dale, Philip S., Bates, Elizabeth, and Reznick, J. Steven. (2007). *The MacArthur-Bates Communicative Development Inventories: User's Guide and Technical Manual, Second Edition*. Baltimore: Paul H. Brookes.
- Rescorla, Leslie A., & Dale, Philip S. (2013). *Late Talkers: Language Development, Interventions, and Outcomes*. Baltimore: Paul H. Brookes.

JOURNAL ARTICLES AND BOOK CHAPTERS:

(orcid.org/0000-0002-7697-8510;

152 peer-reviewed journal publications; Thompson-Reuters *h*-statistic = 38)

- Rapoport, Anatol, & Dale, Philip S. (1966). Models for prisoner's dilemma. *Journal of Mathematical Psychology*, 3, 269-286.
- Dale, Philip S. (1966). Review of McCleary, R.A. & Moore, R.Y. *Subcortical Mechanisms of Behavior. Behavioral Science*, 11, 306.
- Rapoport, Anatol, & Dale, Philip S. (1966). The "end" and "start" effects in iterated prisoner's dilemma. *Journal of Conflict Resolution*, 10, 363-366.
- Dale, Philip S. (1967). Review of Smith, F. & Miller, G.A. *The Genesis of Language: A psycholinguistic approach. Behavioral Science*, 12, 407-409.
- Dale, Philip S. (1967). Review of Hays, David G. (Ed.), *Readings in Automatic Language Processing. Behavioral Science*, 12, 138-139.
- Dale, Philip S. (1968). *Children's color categories and the problem of language and cognition*. Unpublished dissertation, Program in Communication Sciences, University of Michigan.
- Dale, Philip S. (1969). Color naming, matching, and recognition by preschoolers. *Child Development*, 40, 1135-1144.
- Dale, Philip S. (1971). Language learning, early. In Len C. Deighton (Ed.), *Encyclopedia of Education* (Vol. 5, pp. 322-327). NY: MacMillan.
- Kimball, Meredith M., & Dale, Philip S. (1972). The relationship between color naming and color recognition abilities of preschoolers. *Child Development*, 43, 972-980.
- Dale, Philip S. (1972). Review of Anglin, J., *The Growth of Word Meaning. Modern Language Journal*, 56, 529-530.
- Dale, Philip S. (1974). Hesitations in maternal speech. *Language and Speech*, 17, 174-181.
- Dale, Philip S. (1974). Review of Bowerman, M., *Early Syntactic Development: A Cross-Linguistic Study with Special Reference to Finnish. General Linguistics*, 14, 205-209.
- Dale, Philip S. (1975). Reading and language development: Some comparisons and a perspective. In S.S. Smiley and J.C. Towner (Eds.), *Sixth Western Symposium on Learning: Language and Reading* (pp. 5-18). Western Washington State College.
- Dale, Philip S. (1976). Talking and reading. In Malcolm P. Douglass (Ed.), *Claremont Reading Conference: 40th yearbook* (pp. 54-60). Claremont, CA: Claremont Reading Conference.
- Dale, Philip S. (1977). Prelinguistic development. In Benjamin B. Wolman (Ed.), *International Encyclopedia of Psychiatry, Psychoanalysis, and Psychology* (Vol. 6, pp. 330-334). NY: Van Nostrand.
- Dale, Philip S., Loftus, Elizabeth F., & Rathbun, Linda (1976). The influence of the form of the question on the eyewitness testimony of young children. In *Papers and Reports on Child Language Development*, 12, 89-96.

- Spring, David R., & Dale, Philip S. (1977). Discrimination of linguistic stress in early infancy. *Journal of Speech and Hearing Research*, 20, 224-232.
- Dale, Philip S. (1978). What does observing language mean? In Gene P. Sackett (Ed.), *Observing Behavior* (pp. 219-237). Baltimore: University Park Press.
- Dale, Philip S., Loftus, Elizabeth F., & Rathbun, Linda (1978). The influence of the form of the question on the eyewitness testimony of young children. *Journal of Psycholinguistic Research*, 7, 269-277.
- Dale, Philip S. (1978). Discussion summary: Memory, sensorimotor, and cognitive development. In F.D. Minifie and L.L. Lloyd (Eds.), *Communicative and Cognitive Abilities--Early Behavioral Assessment* (pp. 185-191). Baltimore: University Park Press.
- Dale, Philip S. (1980). Is early pragmatic development measurable? *Journal of Child Language*, 7, 1-12.
- Dale, Philip S., Cook, Nancy, & Goldstein, Howard (1981). Pragmatics and symbolic play: A study in language and cognition. In P.S. Dale and D. Ingram (Eds.), *Child Language: An International Perspective* (pp. 151-173). Baltimore: University Park Press.
- Shorr, David N., & Dale, Philip S. (1981). Prepositional marking of source-goal structure and children's comprehension of English passives. *Journal of Speech and Hearing Research*, 24, 179-184.
- Dale, Philip S. (1982). Research on intervention with handicapped children: Some future directions. In E.B. Edgar, N.G. Haring, J.R. Jenkins, and C.G. Pious (Eds.), *Mentally Handicapped Children: Education and Training* (pp. 221-238). Baltimore: University Park Press.
- Dale, Philip S. (1982). Universals and individual differences in language development and reading. In M. Haussler, Y. Goodman, and D. Strickland (Eds.), *Oral and Written Language Development Research: Impact on the Schools* (pp. 31-46). Urbana, IL: National Council of Teachers of English.
- Shorr, David N., & Dale, Philip S. (1982). Grammatical comprehension: A matter of style? In C.E. Johnson and C.L. Thew (Eds.), *Proceedings of the Second International Congress for the Study of Child Language* (Vol. 1, pp 220-230). Washington, DC: University Press of America.
- Shorr, David N., & Dale, Philip S. (1984). Reflectivity bias in picture-pointing grammatical comprehension tests. *Journal of Speech and Hearing Research*, 27, 549-556.
- Cole, Kevin N. and Dale, Philip S. (1986). Direct language instruction and interactive language instruction with language delayed preschool children: A comparison study. *Journal of Speech and Hearing Research*, 29, 206-217.
- Dale, Philip S. and Henderson, Valanne. (1987). An evaluation of the Test of Early Language Development as a measure of receptive and expressive language. *Language, Speech, and Hearing Services in Schools*, 18, 179-187.
- Dale, Philip S., Greenberg, Mark T., and Crnic, Keith A. (1987). The multiple determinants of symbolic development: Evidence from preterm children. *New Directions in Child Development*, 36, 69-86. (Special issue on "Symbolic Development in Atypical Children," Dante Cicchetti and Marjorie Beeghly (Eds.)).

- Dale, Philip S., and Cole, Kevin N. (1988). Comparison of academic and cognitive programs for young handicapped children. *Exceptional Children, 54*, 439-447.
- Dale, Philip S., & Cole, Kevin N. (1988). An empirical evaluation of three commercial language analysis programs. *Journal for Computer Users in Speech and Hearing, 4*, 100-112.
- Dale, Philip S., Bates, Elizabeth, Reznick, J. Steven, and Morisset, Colleen (1989). The validity of a parent report instrument of child language at 20 months. *Journal of Child Language, 16*, 239-249.
- Cole, Kevin N., Mills, Paulette, and Dale, Philip S. (1989). Examination of test-retest and split-half reliability for measures derived from language samples of young handicapped children. *Language, Speech & Hearing Services in Schools, 20*, 259-267.
- Kelly, Charleen A., & Dale, Philip S. (1989). Cognitive skills associated with the onset of multiword utterances. *Journal of Speech & Hearing Research, 32*, 645-656.
- Cole, Kevin N., Mills, Paulette, and Dale, Philip S. (1989). Comparison of effects of academic and cognitive curricula for young handicapped children one and two years post-program. *Topics in Early Childhood Special Education, 9*, 110-127.
- Robinson, Nancy M., Dale, Philip S., and Landesman, Sharon. (1990). Validity of Stanford-Binet IV with linguistically precocious toddlers. *Intelligence, 14*, 173-186.
- White, Deborah J., Dale, Philip S., & Carlsen, James C. (1990). The discrimination and categorization of pitch direction by young children. *Psychomusicology, 9*, 39-58.
- Cole, Kevin N., Dale, Philip S., and Mills, Paulette E. (1990). Defining language delay in young children by Mental Age Referencing: Are we saying more than we know? *Applied Psycholinguistics, 11*, 291-302.
- Dale, Philip S., & Cole, Kevin N. (1991). What's normal? SLI in an Individual Differences Perspective. *Language, Speech, and Hearing Services in Schools, 22*, 80-83.
- Cole, Kevin N., Dale, Philip S., & Mills, Paulette. (1991). Individual differences in language delayed children's responses to direct and interactive preschool instruction. *Topics in Early Childhood Special Education, 11*, 99-124.
- Cole, Kevin N., Mills, Paulette E., Dale, Philip S., and Jenkins, Joseph R. (1991). Individual differences in the effects of preschool integration for children with mild and moderate handicaps. *Exceptional Children, 58*, 36-45.
- Dale, Philip S. (1991). The validity of a parent report measure of vocabulary and syntax at 24 months. *Journal of Speech and Hearing Research, 34*, 565-571.
- Crain-Thoreson, Catherine., & Dale, Philip S. (1992). Do early talkers become early readers? Linguistic precocity, preschool language and emergent literacy. *Developmental Psychology, 28*, 421-429.
- Cole, Kevin N., Dale, Philip S., & Mills, Paulette E. (1992). Stability of the intelligence-language quotient relationship: Is discrepancy modeling based on a myth? *American Journal on Mental Retardation, 97*, 131-143.

- Cole, Kevin N., Dale, Philip S., Mills, Paulette E., & Jenkins, Joseph R. (1993) Interaction between early intervention curricula and student characteristics. *Exceptional Children*, 16, 17-28.
- Dale, Philip S., & Crain-Thoreson, Catherine. (1993). Pronoun reversals: Who, when, and why? *Journal of Child Language*, 20, 573-589.
- Ogura, Tamiko, Yamashita, Yukie, Murase, Toshiki, & Dale, P. S. (1993). Some findings from the Japanese Early Communicative Development Inventory. *Memoirs of the Faculty of Education Shimane University*, 27, 27-39.
- Dale, Philip S., & Fenson, Larry. (1993). *LEX: A Lexical Development Norms Database* [Computer program]. Seattle, WA: University of Washington, Department of Psychology.
- Bates, Elizabeth, Marchman, Virginia, Thal, Donna, Fenson, Larry, Dale, Philip, Reznick, J. Steven, Reilly, Judy, & Hartung, Jeffrey. (1994). Developmental and stylistic variation in the composition of early vocabulary. *Journal of Child Language*, 21, 85-123.
- Fenson, Larry, Dale, Philip S., Bates, Elizabeth, Reznick, J. Steven, Thal, Donna J., & Pethick, Stephen J. (1994). Variability in early communicative development. *Monographs of the Society for Research in Child Development*, 59 (5, Serial No. 242).
- Bates, Elizabeth, Dale, Philip S., & Thal, Donna. (1995). Individual differences and their implications for theories of language development. In Paul Fletcher & Brian MacWhinney (Eds.), *Handbook of Child Language*, 96-151. Oxford: Basil Blackwell.
- Mills, Paulette E., Dale, Philip S., Cole, Kevin N., & Jenkins, Joseph R. (1995). Follow-up of children from academic and cognitive preschool curricula at age 9. *Exceptional Children*, 61, 378-393.
- Cole, Kevin N., Schwartz, Ilene S., Notari, Angela R., Dale, Philip S., & Mills, Paulette E. (1995). Examination of the stability of two methods of defining Specific Language Impairment. *Applied Psycholinguistics*, 16, 103-123.
- Dale, Philip S., Crain-Thoreson, Catherine, & Robinson, Nancy M. (1995). Linguistic precocity and the development of reading: The role of extralinguistic factors. *Applied Psycholinguistics*, 16, 173-187.
- Dale, Philip S. (1995). The value of a good distinction. *Journal of Early Intervention*, 19, 102-103.
- Dale, Philip S. (1996). Language and emotion: A developmental perspective. In J. H. Beitchman, N. Cohen, M. M. Konstantareas, & R. Tannock (Eds.), *Language, Learning, and Behaviour Disorders*, 5-22. New York: Cambridge University Press.
- Dale, Philip S., & Fenson, Larry. (1996). Lexical development norms for young children. *Behavior Research Methods, Instruments, & Computers*, 28, 125-127.
- Dale, Philip S., Crain-Thoreson, Catherine, Notari-Syverson, Angela, & Cole, Kevin. (1996). Parent-child bookreading as an intervention technique for young children with language delays, *Topics in Early Childhood Special Education*, 16, 213-235.
- Dale, Philip S. (1996). Parent report assessment of language and communication. In K. N. Cole, P. S. Dale, & D. J. Thal (Eds.), *Assessment of Communication and Language*, 161-182. Baltimore: Paul Brookes.

- Cole, Kevin N., Mills, Paulette E., Dale, Philip S., & Jenkins, Joseph R. (1996). Preschool language facilitation methods and child characteristics. *Journal of Early Intervention, 20*, 113-131.
- McCabe, Joan L., Jenkins, Joseph R., Mills, Paulette E., Dale, Philip, Cole, Kevin N., & Pepler, Linda. (1996). Effects of play group variables on language use by preschool children with disabilities. *Journal of Early Intervention, 20*, 329-340.
- Long, Steven, Olswang, Lesley, Brian, Julianne, & Dale, Philip S. (1997). Productivity of emerging word combinations in toddlers with specific expressive language impairment. *American Journal of Speech-Language Pathology, 6* (4), 34-47.
- Dale, Philip S., Simonoff, Emily, Bishop, Dorothy V. M., Eley, Thalia C., Oliver, Bonny, Price, Thomas S., Purcell, Shaun, Stevenson, Jim, & Plomin, Robert. (1998). Genetic influence on language delay in 2-year-olds. *Nature Neuroscience, 1*, 324-328.
- Murase, Toshiki, Mahieu, Aki, Ogura, Tamiko, Yamashita, Yukie, & Dale, Philip S. (1998). Ehon bamen ni okeru boshi kaiwa: Raberingu ni kansuru hatsuwa rensa no bunseki [Mother-child conversation during reading of picture books: A sequential analysis of labeling]. *Japanese Journal of Developmental Psychology, 9*, 142-154.
- Saudino, Kimberly J., Dale, Philip S., Oliver, Bonny, Petrill, Stephen A., Richardson, Victoria, Rutter, Michael, Simonoff, Emily, Stevenson, Jim, & Plomin, Robert. (1998). The validity of parent-based assessment of the cognitive abilities of two-year-olds. *British Journal of Developmental Psychology, 16*, 349-363.
- Mills, Paulette E., Cole, Kevin N., Jenkins, Joseph R., & Dale, Philip S. (1998). Level of inclusion and the effect of instruction. *Exceptional Children, 65*, 79-90.
- Crain-Thoreson, Catherine, & Dale, Philip S. (1999). Enhancing linguistic performance: Parents and teachers as book reading partners for children with language delay. *Topics in Early Childhood Special Education, 19*, 28-39.
- McCabe, Joan Roth, Jenkins, Joseph R., Mills, Paulette E., Dale, Philip S., & Cole, Kevin N. (1999). Effects of group composition, materials, and developmental level on play in preschool children with disabilities. *Journal of Early Intervention, 22*, 164-178.
- Dale, Philip S., & Crain-Thoreson, Catherine. (1999). Language and literacy in a developmental perspective. *Journal of Behavioral Education, 9*, 23-33.
- Eley, Thalia C., Bishop, Dorothy V.M., Dale, Philip S., Oliver, Bonny, Petrill, Steven A., Price, Thomas S., Purcell, Shaun, Saudino, Kimberly J., Simonoff, Emily, Stevenson, Jim, Taylor, Eric, & Plomin, Robert. (1999). Genetic and environmental origins of verbal and performance components of cognitive delay in two-year-olds. *Developmental Psychology, 35*, 1122-1131.
- Fenson, Larry, Pethick, Steve, Renda, Connie, Cox, Jeffrey L., Dale, Philip S., & Reznick, J. Steven (2000). Short form versions of the MacArthur Communicative Development Inventories. *Applied Psycholinguistics, 21*, 95-115.
- Fenson, Larry, Bates, Elizabeth, Dale, Philip S., Goodman, Judith, Reznick, J. Steven, & Thal, Donna. (2000). Measuring variability in early child language: Don't shoot the messenger. *Child Development, 71*, 323-328.
- Galsworthy, Michael J., Dionne, Ginette, Dale, Philip S., and Plomin, Robert. (2000). Sex differences in

- early verbal and non-verbal development. *Developmental Science*, 3, 206-215.
- Price, Thomas S., Eley, Thalia C., Dale, Philip S., Stevenson, Jim, Plomin, Robert (2000). Genetic and environmental covariation between verbal and non-verbal cognitive development in infancy. *Child Development*, 71, 948-959.
- Plomin, Robert, & Dale, Philip S. (2000). Genetics and early language development: A UK study of twins. In D. V. M. Bishop & L. B. Leonard (Eds.), *Speech and Language Impairments in Children: Causes, Characteristics, Intervention, and Outcome*, 35-51. Philadelphia: Taylor & Francis.
- Dale, Philip S., Dionne, Ginette, Eley, Thalia, & Plomin, Robert. (2000). Lexical and grammatical development: A behavioral genetic perspective. *Journal of Child Language*, 27, 619-642.
- Purcell, Shaun, Eley, Thalia C., Dale, Philip S., Oliver, Bonamy, Petrill, Stephen A., Price, Thomas S., Saudino, Kimberly J., Simonoff, Emily, Stevenson, Jim, Taylor, Eric, & Plomin, Robert. (2001). Comorbidity between verbal and non-verbal cognitive delays in 2-year-olds: A bivariate twin analysis. *Developmental Science*, 4, 195-208.
- Eley, Thalia C., Dale, Philip S., Bishop, Dorothy, Price, Tom, and Plomin, Robert (2001). Longitudinal analysis of components of cognitive delay: Examining the aetiology of verbal and performance aspects of cognitive delay. *Journal of Educational Psychology*, 93, 698-707.
- Meaburn, E., Dale, P. S., Craig, I.W., & Plomin, R. (2002). Genotyping of 270 language-impaired children for the FOX2P gene guanine-to-adenine nucleotide mutation in the forkhead DNA-binding domain. *NeuroReport*, 13, 1-3.
- Plomin, Robert, Price, Thomas S., Eley, Thalia C., Dale, Philip S., & Stevenson, Jim. (2002). Associations between behaviour problems and verbal and nonverbal cognitive abilities and disabilities in early childhood. *Journal of Child Psychology and Psychiatry*, 43, 619-633.
- Oliver, Bonamy, Dale, Philip S., Saudino, Kimberly J., Petrill, Stephen A., Pike, Alison, & Plomin, Robert. (2002). The validity of a parent-based assessment of cognitive abilities in three-year-olds. *Early Child Development & Care*, 17, 337-348.
- Colledge, Essi, Bishop, Dorothy V. M., Koeppen-Schomerus, Gesina, Price, Thomas S., Happe, Francesca, Eley, Thalia C., Dale, Philip S., & Plomin, Robert. (2002). The structure of language abilities at 4 years: A twin study. *Developmental Psychology*, 38, 749-757.
- Mills, Paulette E., Cole, Kevin N., Jenkins, Joseph R., & Dale, Philip S. (2002). Early exposure to Direct Instruction and subsequent juvenile delinquency: A prospective examination. *Exceptional Children*, 69, 85-96.
- Plomin, Robert, Colledge, Essi, & Dale, Philip S. (2002). Genetics and the development of language disabilities and abilities. *Current Paediatrics*, 12, 419-424.
- Dionne, Ginette, Dale, Philip S., Boivin, Michel, & Plomin, Robert. (2003). Genetic evidence for bidirectional effects of early lexical and grammatical development. *Child Development*, 74, 394-412.
- Feldman, Heidi M., Dollaghan, Christine A., Campbell, Thomas F., Colborn, D. Kathleen, Janosky, Janine, Kurs-Lasky, Marcia, Rockette, Howard E., Dale, Philip S., & Paradise, Jack L. (2003). Parent-reported language skills in relation to otitis media during the first three years of life.

Journal of Speech-Language-Hearing Research, 46, 273-287

- Dale, Philip S., Price, Thomas S., Bishop, Dorothy V. M., & Plomin, Robert. (2003). Outcomes of early language delay: I. Predicting persistent and transient difficulties at 3 and 4 years. *Journal of Speech-Language-Hearing Research, 46, 544-560.*
- Bishop, Dorothy V. M., Price, Thomas S., Dale, Philip S., & Plomin, Robert. (2003). Outcomes of early language delay: II. Etiology of transient and persistent language difficulties. *Journal of Speech-Language-Hearing Research, 46, 561-575.*
- Viding, Essi, Price, Thomas S., Spinath, Frank M., Bishop, Dorothy V. M., Dale, Philip S., & Plomin, Robert. (2003). Genetic and environmental mediation of the relationship between language and nonverbal impairment in 4-year-old twins. *Journal of Speech-Language-Hearing Research, 46, 1271-1282.*
- Dale, Philip S., Mills, Paulette E., Cole, Kevin N., & Jenkins, Joseph R. (2004). When paths diverge: "Errors of prediction" from preschool test scores to later cognitive and academic measures. *Journal of Special Education, 37, 237-248.*
- Marchman, Virginia A., Martínez-Sussman, Carmen, & Dale, Philip S. (2004). The language-specific nature of grammatical development: Evidence from bilingual language learners. *Developmental Science, 7, 212-224.*
- Spinath, Frank M., Price, Thomas S., Dale, Philip S., & Plomin, Robert. (2004). The genetic and environmental origins of language disability and ability: A study of language at 2, 3, and 4 years of age in a large community sample of twins. *Child Development, 75, 445-454.*
- Oliver, Bonamy, Harlaar, Nicole, Hayiou Thomas, Marianna E., Kovas, Yulia, Walker, Sheila O., Petrill, Stephen A., Spinath, Frank M., Dale, Philip S., & Plomin, Robert. (2004). A twin study of teacher-reported mathematics performance and low performance in 7-year-olds. *Journal of Educational Psychology, 96, 504-517.*
- Viding, Essi, Spinath, Frank M., Price, Thomas S., Bishop, Dorothy V. M., Dale, Philip S., & Plomin, Robert. (2004). Genetic and environmental influence on language impairment in 4-year-old same-sex and opposite-sex twins. *Journal of Child Psychology and Psychiatry, 45, 315-325.*
- Oliver, Bonamy, Dale, Philip S., & Plomin, Robert. (2004). Verbal and nonverbal predictors of early language problems: An analysis of twins in early childhood back to infancy. *Journal of Child Language, 31, 609-631.*
- Price, Thomas S., Dale, Philip S., & Plomin, Robert. (2004). A longitudinal genetic analysis of low verbal and nonverbal abilities in early childhood. *Twin Research, 7, 139-148.*
- Dale, Philip S., & Goodman, Judith C. (2005). Commonality and individual differences in vocabulary growth. In M. Tomasello & D. I. Slobin (Eds.). *Beyond Nature-Nurture: Essays in Honor of Elizabeth Bates*, 41-78. Mahwah, NJ: Lawrence Erlbaum Associates.
- Harlaar, Nicole, Spinath, Frank M., Dale, Philip S., & Plomin, Robert. (2005). Genetic influences on early word recognition abilities and disabilities: A study of 7-year-old twins. *Journal of Child Psychology and Psychiatry, 46, 373-384.*

- Dale, Philip S., Jenkins, Joseph R., Mills, Paulette E., & Cole, Kevin N. (2005). Follow-up of children from academic and cognitive preschool curricula at ages 12 and 16. *Exceptional Children, 71*, 301-317.
- Cole, Kevin N., Mills, Paulette E., Jenkins, Joseph R., & Dale, Philip S. (2005). Early intervention curricula and subsequent adolescent social development: A longitudinal examination. *Journal of Early Intervention, 27*, 71-82.
- Cole, Kevin N., Mills, Paulette E., Jenkins, Joseph R., & Dale, Philip S. (2005). Getting to the second generation questions. *Journal of Early Intervention, 27*, 92-93.
- Butcher LM, Meaburn E, Dale PS, Sham P, Schalkwyk LC, Craig IW, & Plomin R (2005). Association analysis of mild mental impairment using DNA pooling to screen 432 brain-expressed single-nucleotide polymorphisms. *Molecular Psychiatry, 10*, 384-392.
- Kovas, Yulia, Hayiou-Thomas, Marianna E., Oliver, Bonamy, Dale, Philip S., Bishop, Dorothy V. M., & Plomin, Robert. (2005). Genetic influences in different aspects of language development: The etiology of diverse language skills in 4.5-year-old twins. *Child Development, 76*, 632-651.
- Murase, Toshiki, Dale, Philip S., Ogura, Tamiko, Yamashita, Yukie, & Mahieu, Aki. (2005). Mother-child conversation during joint picture book reading in Japan and the U. S. *First Language, 25*, 197-218.
- Feldman, Heidi M., Dale, Philip S., Campbell, Thomas F., Colborn, D. Kathleen, Kurs-Lasky, Marcia, Rockette, Howard E., & Paradise, Jack L. (2005). Concurrent and predictive validity of parent reports of child language at ages 2 and 3 years. *Child Development, 76*, 856-868.
- Dale, Philip S., Harlaar, Nicole, & Plomin, R. (2005). Telephone testing and teacher assessment of reading skills in 7-year-olds: I. Substantial correspondence for a sample of 5544 children and for extremes. *Reading and Writing, 18*, 385-400.
- Harlaar, Nicole, Dale, Philip S., & Plomin, R. (2005). Telephone testing and teacher assessment of reading skills in 7-year-olds: II. Strong genetic overlap. *Reading and Writing, 18*, 401-423.
- Oliver, Bonamy, Dale, Philip S., & Plomin, Robert. (2005). Predicting literacy at age 7 from pre-literacy at age 4: A longitudinal genetic analysis. *Psychological Science, 16*, 861-865.
- Bavin, Edith L., & Dale, Philip S. (2006). Editorial. *Journal of Child Language, 33*, i.
- Ogura, Tamiko, Dale, Philip S., Yamashita, Yukie, Murase, Toshiki, & Maheiu, Aki. (2006). The use of nouns and verbs by Japanese children and their caregivers in book-reading and toy-play contexts. *Journal of Child Language, 33*, 1-29.
- Hayiou-Thomas, M. E., Harlaar, N., Dale, Philip S., & Plomin, R. (2006). Genetic and environmental mediation of the prediction from preschool language and non-verbal ability to 7-year reading. *Journal of Research in Reading, 29*, 50-74.

- Hayiou-Thomas, Marianna E., Kovas, Yulia, Harlaar, Nicole, Bishop, Dorothy V. M., Dale, Philip S., & Plomin, Robert. (2006). Common aetiology for diverse language skills in 4½ year old twins. *Journal of Child Language*, 33, 339-368.
- Jenkins, Joseph R., Dale, Philip S., Mills, Paulette E., Cole, Kevin N., Pious, Constance, & Ronk, Joan. (2006). How special education preschool graduates finish: Status at 19 years of age. *American Educational Research Journal*, 43, 737-781.
- Oliver, Bonamy R., Dale, Philip S., & Plomin, R. (2007). Writing and reading skills as assessed by teachers in seven-year olds: a behavioral genetic approach. *Cognitive Development*, 22, 77-95.
- Harlaar, Nicole, Dale, Philip S., & Plomin, R. (2007). From learning to read to reading to learn: Substantial and stable genetic influence. *Child Development*, 78, 116-131.
- Kovas, Y., Haworth, C. M. A., Harlaar, N., Petrill S. A., Dale, P. S., & Plomin, R. (2007). Overlap and specificity of genetic and environmental influences on mathematics and reading disability in 10-year-old twins. *Journal of Child Psychiatry and Psychology*, 48, 914-922.
- Haworth, Claire M. A., Harlaar, Nicole, Kovas, Yulia, Davis, Oliver S. P., Oliver, Bonamy R., Hayiou-Thomas, Marianna E., Frances, Jane, Busfield, Patricia, McMillan, Andrew, Dale, Philip S., & Plomin, Robert. (2007). Internet cognitive testing of large samples needed in genetic research. *Twin Research and Human Genetics*, 10, 554-563.
- Kovas, Yulia, Haworth, Claire M. A., Dale, Philip S., & Plomin, Robert. (2007). The genetic and environmental origins of learning abilities and disabilities in the early school years. *Monographs of the Society for Research in Child Development*, 72 (3, Serial No. 288).
- Harlaar, Nicole, Dale, Philip S., & Plomin, Robert. (2007). Reading exposure: A (largely) environmental risk factor with environmentally-mediated effects on reading performance. *Journal of Child Psychiatry and Psychology*, 48, 1192-1999.
- Davis, O. S. P., Kovas, Y., Harlaar, N., Busfield, P., MacMillan, A., Frances, J., Petrill, S. A., Dale, P. S., & Plomin, R. (2008). Generalist genes and the Internet generation: etiology of learning abilities by web testing at age 10. *Genes, Brain and Behavior*, 7, 455-462.
- Haworth, Claire M. A., Dale, Philip S. & Plomin, Robert. (2008). A twin study into the genetic and environmental influences on academic performance in science in 9-year-old boys and girls. *International Journal of Science Education*, 30, 1003-1025.
- Harlaar, Nicole, Hayiou-Thomas, Marianna E., Dale, Philip S., & Plomin, Robert. (2008). Why do preschool language abilities correlate with later reading? A twin study. *Journal of Speech, Language, and Hearing Research*, 51, 688-705.
- Goodman, Judith C., Dale, Philip S., & Li, Ping. (2008). Does frequency count? Parental input and the acquisition of vocabulary. *Journal of Child Language*, 35, 515-531.
- Haworth, Claire M. A., Kovas, Yulia, Dale, Philip S., & Plomin, Robert. (2008). Science in elementary school: Generalist genes and school environments. *Intelligence*, 36, 694-701.

- Haworth, Claire M. A., Dale, Philip S., & Plomin, Robert. (2009). The etiology of science performance: Decreasing heritability and increasing importance of shared environment from 9 to 12 years of age. *Child Development, 80*, 662-673.
- Haworth, Claire M. A., Dale, Philip S., & Plomin, Robert. (2009). Generalist genes and high cognitive abilities. *Behavior Genetics, 39*, 437-445.
- Haworth, Claire M. A., Dale, Philip S., & Plomin, R. (2009). Sex differences and science: The etiology of science excellence. *Journal of Child Psychology and Psychiatry, 50*, 1113-1120. doi:10.1111/j.1469-7610.2009.02087.x
- Haworth, Claire M. A., Kovas, Y., Harlaar, Nicole, Hayiou-Thomas, Marianna E., Petrill, Stephan A., Dale, Philip S., & Plomin, Robert. (2009). 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. *Journal of Child Psychology and Psychiatry, 50*, 1318-1325. doi:10.1111/j.1469-7610.2009.02114.x
- Dale, Philip S., & Patterson, Janet L. (2009, online). Early identification of language delay. *Encyclopedia on Early Childhood Development*, <http://www.child-encyclopedia.com/pages/PDF/Dale-PattersonANGxp-Language.pdf>
- Jørgensen, Rune Nørgaard, Dale, Philip S., Bleses, Dorthe, & Fenson, Larry. (2010). CLEX: A cross-linguistic lexical norms database. *Journal of Child Language, 37*, 419-428. doi:10.1017/S0305000909009544.
- Hayiou-Thomas, Marianna E., Harlaar, Nicole, Dale, Philip S., Bishop, Dorothy V. M., & Plomin, Robert. (2010). Preschool language skills and reading at 7, 9 and 10 years: Etiology of the relationship. *Journal of Speech, Language, and Hearing Research, 53*, 311-332. doi: 10.1044/1092-4388(2009/07-0145)
- Dale, Philip S., Harlaar, Nicole, & Plomin, R. (2010). Two by two: A twin study of second language acquisition. *Psychological Science, 21*, 635-640. doi: 10.1177/0956797610368060.
- Docherty, Sophia J., Kovas, Yulia, Davis, Oliver S. P., Meaburn, Emma L., Dale, Philip S., Petrill, Stephen A., Schwalkwyk, Leonard C., & Plomin, Robert. (2010). A genome-wide association study identifies multiple loci associated with mathematics ability and disability. *Genes, Brain and Behavior, 9*, 234-247.
- Dale, Philip S., Hayiou-Thomas, M. E., Harlaar, N., & Plomin, R. (2010). The etiology of diverse receptive language skills at 12 years. *Journal of Speech, Language, and Hearing Research, 53*, 982-992. doi: 10.1044/1092-4388(2009/09-0108).
- Haworth, Claire M. A., Dale, Philip S., & Plomin, Robert. (2010). Sex differences in school science performance from middle childhood to early adolescence. *International Journal of Educational Research, 49*, 92-101. doi: 10.1016 /j.ijer.2010.09.003.
- Haworth, Claire M. A., Asbury, Kathryn, Dale, Philip S., & Plomin, Robert. (2011). Added value measures in education show genetic as well as environmental influence. *PLOS ONE, 6*(2): e16006. doi:10.1371/journal.pone.0016006.

- Greven, Corina U., Harlaar, Nicole, Dale, Philip S., & Plomin, Robert. (2011). Genetic overlap between ADHD and reading is largely driven by inattentiveness rather than hyperactivity-impulsivity. *Journal of the Canadian Academy of Child and Adolescent Psychiatry, 20*, 6-14.
- Guiberson, Mark, Rodriguez, Barbara L., & Dale, Philip S. (2011). Classification accuracy of brief parent report measures of language development in Spanish-speaking toddlers. *Language, Speech, and Hearing Services in Schools, 42*, 536-549.
- Hanscombe, Ken B., Trzaskowski, Maciej, Haworth Claire M. A., Davis, Oliver S. P., Dale, Philip S., & Plomin, Robert. (2012). Socioeconomic status (SES) and children's intelligence (IQ): In a UK-representative sample SES moderates the environmental, not genetic, effect on IQ. *PLoS ONE, 7*(2): e30320. doi: 10.1371/journal.pone.0030320.
- Hayiou-Thomas, Marianna E., Dale, Philip S., & Plomin, Robert. (2012). The etiology of variation in language skills changes with development: A longitudinal twin study of language from 2 to 12 years. *Developmental Science, 15*, 233-249.
- Harlaar, Nicole, Kovas, Yulia, Dale, Philip S., Petrill, Stephen A., & Plomin, Robert. (2012). Mathematics is differentially related to reading comprehension and word decoding: Evidence from a genetically-sensitive design. *Journal of Educational Psychology, 104*, 622-635.
- Dale, Philip S., Harlaar, Nicole, & Plomin, Robert. (2012). Nature and nurture in school-based second language achievement. *Language Learning: Supplement 2, 62*, 28-48.
- Dale, Philip S. (2012). 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. *Infant Mental Health Journal, 33*, 593-596.
- Haworth, Claire M. A., Davis, Oliver S. P., Hanscombe, Ken B., Kovas, Yulia, Dale, Philip S., and Plomin, Robert. (2013). Understanding the science-learning environment: A genetically sensitive approach. *Learning and Individual Differences, 13*, 145-160.
- Patterson, Janet L., Rodríguez, Barbara L., and Dale, Philip S. (2013) Response to dynamic language tasks among typically developing Latino preschool children with bilingual experience. *American Journal of Speech-Language Pathology, 22*, 103-112.
- Dale, Philip S., & Hayiou-Thomas, Marianna E. (2013). Outcomes for late talkers: A twin study. In Leslie A. Rescorla & Philip S. Dale (Eds.), *Late Talkers: Language Development, Interventions, and Outcomes*, pp. 241-257. Baltimore: Paul H. Brookes.
- Rescorla, Leslie A., & Dale, Philip S. (2013). Where do we stand now? Conclusions and future directions. In Leslie A. Rescorla & Philip S. Dale (Eds.), *Late Talkers: Language Development, Interventions, and Outcomes*, pp. 377-387. Baltimore: Paul H. Brookes.
- Kovas, Yulia, Voronin, Ivan, Kaydalov, Andrey, Malykh, Sergei, Dale, Philip S., & Plomin, Robert (2013). Literacy and numeracy are more heritable than intelligence in primary school. *Psychological Science, 24*, 2048-2056.

- Dale, Philip S., & Hayden, Deborah A. (2013). Treating speech subsystems in Childhood Apraxia of Speech with tactual input: The PROMPT approach. *American Journal of Speech-Language Pathology*, 22, 644-661.
- Trzaskowski, Maciej, Dale, Philip S., & Plomin, Robert. (2013). No genetic influence for childhood behavior problems from DNA analysis. *Journal of the American Academy of Child and Adolescent Psychiatry*, 52, 1048-1056.
- Shakeshaft, Nicholas G., Trzaskowski, Maciek., McMillan, Andrew, Rimfeld, Kaili, Krapohl, Eva, Haworth, Claire M. A., Dale, Philip S., & Plomin, Robert. (2013). Strong genetic influence on a UK nationwide test of educational achievement at the end of compulsory education at age 16. *PLOS ONE*, 8, 1-10.
- Trzaskowski, M., Harlaar, Nicole, Arden, Rosalind, Krapohl, Eva, Rimfeld, Kaili, McMillan, Andrew, Dale, Philip S., & Plomin, Robert. (2014). Genetic influence on family socioeconomic status and children's intelligence. *Intelligence*, 42, 83-88.
- Harlaar, Nicole, Meaburn, Emma L., Hayiou-Thomas, Marianna E., Wellcome Trust Case Control Consortium 2, Davis, Oliver S. P., Docherty, S., Hanscombe, Ken B., Haworth, Claire M. A., Price, Thomas S., Trzaskowski, Dale, Philip S., & Plomin, Robert. (2014). Genome-wide association study of receptive language ability of 12-year-olds. *Journal of Speech, Language, and Hearing Research*, 57, 96-105.
- Harlaar, Nicole, Trzaskowski, Maciej, Dale, Philip S., & Plomin, Robert. (2014). Word reading fluency: Role of genome-wide SNPs in developmental stability and correlations with print exposure. *Child Development*, 85, 1190-1205.
- Tosto, Maria G., Hanscombe, Ken B., Haworth, Claire M. A., Davis, Oliver S. P., Petrill, Stephen, Dale, Philip S., Malykh, Sergey, Plomin, Robert, & Kovas, Yulia (2014). Why do spatial abilities predict mathematical performance? *Developmental Science*, 17, 462-470.
- Hayiou-Thomas, Marianna E., Dale, Philip S., & Plomin, Robert. (2014). Language impairment from 4 to 12 years: Prediction and etiology. *Journal of Speech, Language, and Hearing Research*, 57, 850-861.
- Davis, Oliver S. P., Band, Gavin, Pirinen, Matti, Haworth, Claire, M. A., Meaburn, Emma L., Kovas, Yulia, Harlaar, Nicole, Docherty, Sophia J., Hanscombe, Ken B., Trzaskowski, Maciej, Curtis, Charles J. C., Strange, Amy, Freeman, Colin, Bellenguez, Celine, Su, Zhan, Pearson, Richard, Vukcevic, Damjan, Langford, Cordelia, Deloukas, Panos, Hunt, Sarah, Gray, Emma, Dronov, Serge, Potter, Simon C., Tashakkori-Ghanbaria, Avazeh, Edkins, Sarah, Bumpstead, Suzannah, J., Blackwell, Jenefer M., Bramon, Elvira, Brown, Matthew A., Cases, Juan P., Corvin, Aiden, Duncanson, Audrey, Jankowski, Janusz A. Z., Markus, Hugh S., Mathew, Christopher G., Palmer, Coliln N. A., Rautanen, Anna, Sawcer, Stephen J., Trembath, Richard C., Viswanathan, Ananth C., Wood, Nicholas W., Barroso, Inez, Peltonen, Leena, Dale, Philip S., Petrill, Stephen A., Schalkwyk, Leonard S., Craig, Iam W., Lewis, Cathryn M., Price, Thomas S., The Wellcome Trust Case Control Consortium 2, Donnelly, Peter, Plomin, Robert, & Spencer, Chris C. A.. (2014). The correlation between reading and mathematics ability at age twelve has a substantial genetic component. *Nature Communications*, 5:4204.

- Dale, Philip S., McMillan, Andrew J., Hayiou-Thomas, Marianna E., & Plomin, Robert. (2014). Illusory recovery: Are recovered children with early language delay at continuing elevated risk? *American Journal of Speech-Language Pathology*, *23*, 437-447.
- Bleses, Dorthe, Højen, Anders, Dybdal, Line, Dale, Philip, Justice, Laura, Piasta, Shayne, Markussen-Brown, Justin, Clausen, Marit, Haghish, E. F., Aktürk Ari, Burcak, Kjær Andersen, Mette, & Vach, Werner. (2014). A randomized controlled trial of a large scale systematic and explicit language and literacy intervention in Danish daycares: The *SPELL* study. *British Journal of Education, Society & Behavioural Science*, *4*, 1504-1524.
- St. Pourcain, Beate, Cents, Rolieke A. M., Whitehouse, Andrew JO, Haworth, Claire M. A., Davis, Oliver S. P., O'Reilly, Paul F., Roulstone, Susan, Wren, Yvonne, Ang, Qui W., Velders, Fleur P., Evans, David M., Kemp, John P., Warrington, Nicole M., Miller, Laura, Timpson, Nicholas J., Ring, Susan M., Verhulst, Frank C., Hofman, Albert, Rivadenaira, Fernando, Meaburn, Emma L., Price, Thomas S., Dale, Philip S., Pillas, Demtris, Yliherva, Anneli, Rodriguez, Alina, Golding, Jean, Jaddoe, Vincent W. V., Jarvelin, Marjo-Ritta, Plomin, Robert, Pennell, Craig E., Tiemeier, Henning, & Davey-Smith, George. (2014). Common variation near *ROBO2* is associated with expressive vocabulary in infancy. *Nature Communications*, *5*:4831.
- Taylor, Mark J., Charman, Tony, Robinson, Elise B., Hayiou-Thomas, Marianne E., Happe, Francesca, Dale, Philip S., & Ronald, Angelica. (2014). Language and traits of autism spectrum conditions: Evidence of limited phenotypic and etiological overlap. *Neuropsychiatric Genetics*, *165B*, 587-595.
- Krapohl, Eva, Rimfeld, Kaili, Shakeshaft, Nicholas G., Trzaskowski, Maciej, McMillan, Andrew, Pingault, Jean-Baptiste, Asbury, Kathryn, Harlaar, Nicole, Kovas, Yulia, Dale, Philip S., & Plomin, Robert. (2014). The high heritability of educational achievement reflects many genetically influenced traits, not just intelligence. *Proceedings of the National Academy of Sciences*, *111*, 15273-15278.
- Mills, Paulette E., Beecher, Constance C., Dale, Philip S., Cole, Kevin N., & Jenkins, Joseph R. (2014). Language of children with disabilities to peers at play: Impact of ecology. *Journal of Early Intervention*, *36*, 111-130.
- Rimfeld, Kaili, Kovas, Yulia, Dale, Philip S., & Plomin, Robert. (2015). Pleiotropy across academic subjects at the end of compulsory education. *Scientific Reports*, *5*, 11713; doi: 10.1038/srep11713.
- Krapohl, Eva, Euesden, Jack, Zabaneh, Delilah, Pingault, Jean-Baptiste, Rimfeld, Kaili, von Stumm, Sophie, Dale, Philip S., Breen, Gerome, O'Reilly, Paul F., & Plomin, Robert. (2015). Phenome-wide analysis of genome-wide polygenic scores. *Molecular Psychiatry*, 1-6.
- Rimfeld, Kaili, Dale, Philip S., & Plomin, Robert. (2015). How specific is second language learning ability? A twin study exploring the contributions of first language achievement and intelligence to second language achievement. *Translational Psychiatry*, *5*.
- Dale, Philip S., Tosto, Maria Grazia, Hayiou-Thomas, Marianna E., & Plomin, Robert. (2015). Why does parental language input style predict child language development? A twin study of gene-environment correlation. *Journal of Communication Disorders*, *57*, 106-117.

- Lazenby, DeWayne, Sideridis, Georgios, Huntington, Noelle, Prante, Matthew, Dale, Philip, Curtin, Suzanne, Henkel, Lisa, Iverson, Jana, Carver, Leslie, Dobkins, Karen, Akshoomoff,, Natacha, Tagavi, Daina, Nelson III, Charles, & Tager-Flusberg, Helen. (2016). Language differences at 12 months in infants who develop Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*, 46, 899-909.
- Makransky, Guido, Dale, Philip S., Havmose, Philip, & Bleses, Dorthe. (2016). An IRT-based, computerized adaptive testing version of the MacArthur Communicative Development Inventory: Words & Sentences (CDI:WS). *Journal of Speech, Language, and Hearing Sciences*. doi: 10.1044/2015_JSLHR-L-15-0202
- Bleses, Dorthe, Makransky, Guido, Dale, Philip S., Højen, Anders, & Aktürk Ari, Burcak. (2016). Early productive vocabulary predicts academic achievement 10 years later. *Applied Psycholinguistics*. doi: 10.1017/S0142716416000060
- Rimfeld, Kaili, Kovas, Yulia, Dale, Philip S., & Plomin, Robert. (2016). True grit and genetics: Predicting academic achievement from personality. *Journal of Personality and Social Psychology: Personality Processes and Individual Differences*. Doi: 10.1037/pspp0000089
- Selzam, S., Krapohl, E., von Stumm, S., O'Reilly, P. F., Rimfeld, K., Kovas, Y., Dale, P. S., Lee, J. J., & Plomin, R. (2016). Predicting educational achievement from DNA. *Molecular Psychiatry*. Doi:10.1038/mp.2016.107
- Rimfeld, Kaili, Ayorech, Ziada, Dale, Philip S., Kovas, Yulia, & Plomin, Robert. (2016). Genetics affects choice of academic subjects as well as achievement. *Scientific Reports*, 6:26373. Doi: 10.1038/srep26373.
- Dale, Philip S., & Patterson, Janet L. (2016, online). Early identification of language delay (rev. ed.). *Encyclopedia on Early Childhood*, <http://www.child-encyclopedia.com/learning-disabilities/according-experts/early-identification-language-delaydevelopment>.
- Kucirkova, Natalia, Dale, Philip S., & Sylva, Kathy. (in press). Parents reading with their 10-month-old babies: Key predictors for high-quality reading styles. *Early Child Development and Care*.
- Marchman, Virginia A., & Dale, Philip S. (in press). Assessing receptive and expressive vocabulary in child language. In Annette M. B. de Groot & Peter Hagoort (Eds), *Research Methods in Psycholinguistics and the Neurobiology of Language*. Wiley.
- Tosto, Maria G., Hayiou-Thomas, Marianna E., Harlaar, Nicole, Prom-Wormsley, Elizabeth, Dale, Philip S., & Plomin, Robert. (in press). The genetic architecture of oral language, reading fluency, and reading comprehension: A twin study from 7 to 16 years. *Developmental Psychology*.
- Rimfeld, Kaili, Shakeshaft, Nicholas G., Malanchini, Margherita, Rodic, Maja, Selzam, Saskia, Schofield, Kerry, Dale, Philip S., Kovas, Yulia, & Plomin, Robert. (in press). Spatial ability or spatial abilities? Investigating the phenotypic and genetic structure of spatial ability. *Proceedings of the National Academy of Sciences*.

Bleses, Dorthe, Højen, Anders, Justice, Laura, Dale, Philip S., Dybdal, Line, Piasta, Shayne B., Markussen-Brown, Justin, Clausen, Marit, & Haghish, E. F. (in press). The effectiveness of a large-scale early childhood language and pre-literacy intervention: The SPELL randomized controlled trial in Denmark. *Child Development*.

Malanchini, Margherita, Rimfeld, Kaili, Shakeshaft, Nicholas G., Rodic, Maja, Schofield, Kerry, Selzam, Saskia, Dale, Philip S., Petrill, Stephen A., & Plomin, Robert. (in press). Anxiety: unitary or multifactorial? The genetic and environmental etiology of spatial, mathematics and general anxiety. *Scientific Reports*.

Selzam, Saskia, Dale, Philip S., Wagner, Richard K., DeFries, John C., Cerderlof, Martin, O'Reilly, Paul F., Krapohl, Eva, & Plomin, Robert. (in press). Genome-wide polygenic scores predict reading performance throughout the school years. *Scientific Studies of Reading*.

Krapohl, Eva, Paten, Hamel, Newhouse, Stephen, Curtis, Charles J., von Stumm, Sophie, Dale, Philip S., Zabaneh, Delilah, Breen, Gerome, O'Reilly, Paul F., & Plomin, Robert. (under review). Multipolygenic score (MPS) models predict 11% variation in educational achievement and 5% in general cognitive ability. *Molecular Psychiatry*.

Dale, Philip S., Rice, Mabel L., Rimfeld, Kaili, & Hayiou-Thomas, Marianna E. (under review). Grammar clinical marker yields high heritability for language impairments in 16-year-old twins.

Bleses, Dorthe, Højen, Anders, Dale, Philip S., Justice, Laura, Dybdal, Line, Piasta, Shayne, Markussen-Brown, Justin, Kjærbaek, Laila, & Haghish, E. G. (under review). Effective language and literacy instruction: Evaluating the importance of scripting and group size components.

Højen, Anders, Bleses, Dorthe, Jensen, Peter, & Dale, Philip S. (under review). Factors in minority children's language and pre-literacy outcomes of universal childcare

Bleses, Dorthe, Vach, Werner, and Dale, Philip S. (under review). Self-reported parental vocabulary input frequency for young children.

Bleses, Dorthe, Dale, Philip S., Højen, Anders, Justice, Laura, Jensen, Peter, & Andersen, Thomas Lind. (under review). Identifying effective instructional approaches in early language and literacy interventions: Meta-analysis of 25 years of research (1990-2014).

Rimfeld, Kaili, Krapohl, Eva, Trzaskowski, Maciej, Coleman, Jonathan R. I., Selzam, Saski, Dale, Philip S., Esko, Tonu, Metspalu, Andres, & Plomin, Robert. (under review). Genetic meritocracy during and after the Soviet era in Estonia.