

## **Philip S. Dale**

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

**DATE OF BIRTH:** February 15, 1943

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Albuquerque, NM 87106  
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### **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	2008-2014

**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 Journal of Speech, Language, and Hearing Research, Language section.

MU School of Health Professions Faculty Research Award, 2004.

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

Certificate of Recognition for Outstanding Contributions in International Achievement, American Speech-Language-Hearing Association, 2021.

**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-06286-01, 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) (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.

"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.

Højen, Anders, Bleses, Dorte, & Dale, Philip S. (2022). *Language Assessments for Preschool Children: Validity and Reliability of Two New Instruments Administered by Childcare Educators* (Elements in Research Methods for Developmental Science). Cambridge: Cambridge University Press. <https://doi.org/10.1017/9781108924399>

Marchman, Virginia A., Dale, Philip S., & Fenson, Larry. (2023). *The MacArthur-Bates Communicative Development Inventories: User's Guide and Technical Manual, Third Edition*. Baltimore: Paul H. Brookes.

**JOURNAL ARTICLES, BOOK CHAPTERS & OTHER PUBLICATIONS:**

([orcid.org/0000-0002-7697-8510](https://orcid.org/0000-0002-7697-8510))

203 peer-reviewed journal publications, including in-press; Web of Science Core Collection *h*-statistic = 51; ResearchGate *h*-statistic = 68; Google Scholar full *h*-statistic = 82; last-5-years *h*-statistic = 52)

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. Konstatareas, & 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.
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- 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.
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