

Philip S. Dale

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

DATE OF BIRTH: February 15, 1943

CONTACT: 2922 San Diego Ave SE
Albuquerque, NM 87106
tel: 505-803-7435
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	2008-2014

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-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) (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, Dorthé, & 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. (in press). *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)

196 peer-reviewed journal publications, including in-press; Web of Science Core Collection *h*-statistic = 50; ResearchGate *h*-statistic = 66; Google Scholar full *h*-statistic = 79; 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. 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.
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Price, Kaitlyn M., Wigg, Karen G., Eising, E., Feng, Yu, Blokland, Kirsten, Wilkinson, Margaret, Kerr, Elizabeth N., Guger, Sharon L., Quantitative Trait Working Group of the GenLang Consortium {includes Dale, Philip S. }, Fisher, Simon E., Lovett, Maureen W., Strug, Lisa J., & Barr, Cathy L. (2022). Hypothesis-driven genome wide association studies provide novel insights into genetics of reading disabilities. *Translational Psychiatry*.

Sparks, Richard L., Dale, Philip S., Patton, Jon, & Luebbers, Julie. (in press). Individual differences in L1 attainment and language aptitude predict L2 achievement in normally-achieving learners. *Modern Language Journal*.

Hsiao, Yu-Yu, Qi, Cathy H., Dale, Philip S., Shearer-Balotsky, Rebecca, & Wang, Qing. (in press). Measuring behavior problems in children from low-income families: A Rasch analysis. *Journal of Psychoeducational Assessment*.

Abbondanza, Filippo, Dale, Philip S., Wang, Carol A., Hayiou-Thomas, Marianna E., Toseeb, Umar, Koomar, Tanner S., Wigg, Karen G., Feng, Yu, Price, Kaitlyn M., Kerr, Elizabeth N., Guger, Sharon L., Lovett, Maureen W., Strug, Lisa J., van Bergen, Elsje, Dolan, Conor V., Tomblin, J. Bruce, Moll, Kristina, Schulte-Körne, Gerd, Neuhoff, Nina, ... Paracchini, S. (in press). Non-right handedness is associated with language and reading impairments. *Child Development*. _

Gensowski, Miriam, Landersø, Rasmus, Bleses, Dorthe, Dale, Philip, Højen, Anders & Justice, Laura. (under review). Public and parental investments, and children's skill formation.

Smith, Lauren, Janecka, Magdalena, Rimfeld, Kaili, Sandin, Sven, Dale, Philip S., & Reichenberg, Abraham. (under review). Cognitive development in children from early bilingual and monolingual home environments in the Twins Early Development Study.

Sparks, Richard L., & Dale, Philip S. (under review). The prediction from MLAT to L2 achievement is largely due to MLAT assessment of underlying L1 abilities.

Bleses, Dorthe, Purpura, David J., Dale, Philip S, and Moos, Martin. (under review). Domain-general and domain-specific language skills as associates of early numeracy skills in Danish children.

TALKS AND POSTER PRESENTATIONS:.

Dale, Philip S. (November, 1971). Why it pays to keep your mouth shut when you're learning how to talk. Department of Psychology, University of Edinburgh, Edinburgh, Scotland.

Dale, Philip S. (March, 1973). The learning of auditory visual associations by young infants. Paper presented at the meeting of the Society for Research in Child Development, Philadelphia.

Kemp, James C. & Dale, Philip S. (March, 1973). Spontaneous imitations and free speech: A developmental comparison. Paper presented to the Society for Research in Child Development.

Dale, Philip S. (October, 1974). Reading and language development: Some comparisons and a perspective. Paper presented at the sixth Western Symposium on Learning, "Language and Reading," Bellingham, WA.

Dale, Philip S. (February, 1976). Talking and reading. Paper presented at the Claremont Reading Conference, Claremont, CA.

Dale, Philip S., Loftus, Elizabeth F., & Rathbun, Linda (April, 1976). The influence of the form of the question on the eyewitness testimony of young children. Paper presented at the Stanford Child Language Research Forum, Stanford University.

Dale, Philip S. (June, 1976). What does observing language mean? Paper presented at the Conference on the Application of Observational/Ethological methods to the Study of Mental Retardation, Lake Wilderness, WA.

Dale, Philip S. (April, 1977). Symposium discussant, "The different perspectives on the significance of infant vocalizations," Western Psychological Association, Seattle.

Dale, Philip S. (April, 1977). Language development as science and art. Paper presented at the National Conference on the Language Arts, Phoenix, AZ.

Dale, Philip S. (April, 1977). The relationship of normal and abnormal language development. Paper presented to the Linguistics Circle, University of Arizona, Tucson.

Dale, Philip S. (August, 1977). Syntactic development in Down's Syndrome children. Paper presented at the American Psychological Association, San Francisco.

Dale, Philip S. (March, 1978). Studies on pragmatics and symbolic play in normal, Down's Syndrome, and hearing impaired children. Paper presented to the Program in Speech and Hearing Sciences, City University of New York.

Dale, Philip S. (March, 1978). The relationship between normal and abnormal language development. Paper presented to the Department of Special Education, Ontario Institute for Studies in Education, Toronto, Canada.

Dale, Philip S. (March, 1978). New directions in psycholinguistics research: The school age child. Paper presented to the American Educational Research Association, Toronto.

Dale, Philip S., Cook, Nancy, & Goldstein, Howard. (August, 1978). Pragmatics and symbolic play: A study in language and cognition. Paper presented at the First International Congress for the Study of Child Language.

Dale, Philip S. (October, 1978). Differences among language learners: Cognitive and personality factors. Paper presented to Oregon Teachers of English to Speakers of Other Languages (ORTESOL), Portland.

Dale, Philip S. (January, 1979). Pragmatics and symbolic play: A study in language and cognition. Paper presented to the Department of Psychology, Simon Fraser University, Vancouver, Canada.

Shorr, David N., and Dale, Philip S., (March, 1979). Prepositions and the comprehension of English passive sentences. Paper presented to the Society for Research in Child Development, San Francisco.

Dale, Philip S. (June, 1979). The multidimensional nature of language development; and Individual differences in language development. Lectures presented at the 1979 SRCD Institute on the Origins and Growth of Communication, Newark, Delaware.

Dale, Philip S. (October, 1979). Recent trends in the study of language development. Paper presented to the combined Washington/Oregon Speech and Hearing Associations, Seattle.

Dale, Philip S. (November, 1979). Universal and individual differences in language development and reading. Paper presented to the Impact of Child Language Development Research in Curriculum and Instruction Conference II, San Francisco.

Dale, Philip S. (April, 1980). Individual differences in language development and reading. Paper presented to the Communication Division, National Technical Institute for the Deaf, Rochester, NY.

Dale, Philip S. (October, 1980). New views of language, thought and imagination. Paper presented at the School of Librarianship seminar, "Changing World of Children," University of Washington.

Dale, Philip S. (February, 1981). How useful is information about normal language development for helping the handicapped? Paper presented to the Second Annual Midwest Conference, "Dimensions in Communicative Disorders," Milwaukee.

Dale, Philip S. (April, 1981). Chair and discussant for symposium, "Individual differences in language acquisition: Is an integrated theory possible?," Society for Research in Child Development, Boston.

Shorr, David N., & Dale, Philip S. (August, 1981). Grammatical comprehension: A question of style? Paper presented to the Second International Congress for the Study of Child Language, Vancouver, B.C.

Dale, Philip S. (August, 1982). New perspectives in language acquisition. Paper presented at:
Department of Psychology, University of Queensland, Brisbane, Australia, August 4, 1982
Department of Psychology, University of Western Australia, Perth, Australia, August 16, 1982
School of Communication Disorders, Lincoln Institute of Health Sciences, Melbourne, Australia,
August 18, 1982
Joint Symposium of the Second National Child Development Conference and the Australian Psychological Society, Melbourne, Australia, August 21, 1982

- Dale, Philip S. (August, 1982). Assessing children's language: A cognitive psychological approach. Paper presented at:
University of Queensland, Brisbane, Australia, August 5, 1982
School of Communication Disorders, Cumberland College of Health Sciences, Sydney, Australia, August 6, 1982
Department of Speech and Hearing Sciences, Western Australian Institute of Technology, August 16, 1982
School of Communication Disorders, Lincoln Institute of health Sciences, Melbourne, Australia, August 18, 1982
- Dale, Philip S. (August 20, 1982). Reading and language in the deaf. Paper presented at the Second National Child Development Conference, Melbourne, Australia.
- Dale, Philip S. (August 25, 1982). Language and modality. Paper presented at the Australian Psychological Society, Melbourne, Australia, August 25, 1982).
- Dale, Philip S. (January, 1983). The role of language in learning to read. Paper presented to the Claremont Reading Conference, Claremont, CA.
- Dale, Philip S. (April, 1983). Chair and discussant for symposium, "Production leading comprehension in the acquisition of words: Evidence and explanations." Society for Research in Child Development, Detroit.
- Dale, Philip S. (March, 1984). Psycholinguistic perspectives on second language acquisition. Paper presented to the Symposium, "Current Approaches to Second Language Acquisition." University of Wisconsin Milwaukee, Milwaukee.
- Dale, Philip S. (April, 1984). Computer analysis of child language: Promises, pitfalls, and a prototype. Paper presented at the workshop, "Computer Assisted Language Research and Scholarship," University of Kansas, Lawrence.
- Dale, Philip S. (June, 1984). Three lectures on developmental psycholinguistics. Presented at the workshop "Infancy and Early Childhood: Current Directions in Theory, Research, and Application," Utah State University, Logan.
- Dale, Philip S. (February, 1985). Varieties of language development. Paper presented at the "Developmental Psychology: Research Update" conference, North Seattle Community College, Seattle.
- Dale, Philip S. (April, 1985). Sources of variability in language development of preterm and fullterm toddlers. Society for Research in Child Development, Toronto.
- Dale, Philip S. (1985). PANEL: A microcomputer program for the productivity analysis of early language. Society for Research in Child Development, Toronto.
- Dale, Philip S. (October, 1985). Varieties of language development. Presented to the British Columbia Psychological Association, Parksville, B.C.

- Dale, Philip S., & Marriner, Nola (November, 1985). Computerized language analysis: A consumer's guide. Presented to the American Speech Language Hearing Association, Washington, D.C.
- Dale, Philip S., & Kelly, Charleen A. (November, 1985). Cognitive correlates of the emergence of single and multi word utterances. Presented to the American Speech Language Hearing Association, Washington, D.C.
- Cole, Kevin N., & Dale, Philip S. (March, 1986). Academically based and cognitively based preschool programs for handicapped children: A comparative evaluation. 19th Gatlinburg Conference on Mental Retardation and Developmental Disabilities.
- Dale, Philip S. (March, 1986). Language development as mediator and outcome in early education. Child Language Program, University of Kansas, Lawrence.
- Dale, Philip S. (April, 1987). Intervention and Evaluation: A Creative Tension. Presented to the Conference "Language Intervention: Directions for the Future," Ohio State University, Columbus.
- Dale, Philip S. (July, 1987). Linguistic precocity, cognition, and development. Presented to the Fourth International Congress for the Study of Child Language, Lund, Sweden.
- Dale, Philip S., & Robinson, Nancy M. (April, 1988). Linguistic precocity, cognition, & development. International Congress on Infant Studies, Washington, D.C.
- Stoel Gammon, Carol, & Dale, Philip S. (May, 1988). Aspects of phonological development in linguistically precocious children. Child Phonology Conference, University of Illinois, Champaign.
- Dale, Philip S. (October, 1988). Talking about emotions, and feelings in speaking: The interplay of cognition and affect in language development. American Academy of Child and Adolescent Psychiatry, Seattle, WA.
- Dale, Philip S. (November, 1988). Input, interaction, and insight in first and second language learning by children. Washington Association for the Education of Speakers of Other Languages, Bellevue, WA.
- Dale, Philip S. (March, 1989). Predictors of differential effectiveness of programs for young handicapped children. 22nd Gatlinburg Conference on Mental Retardation and Developmental Disabilities.
- Dale, Philip S., & Robinson, Nancy M. (April, 1989). Patterns of language and cognitive abilities in children selected for linguistic precocity. Society for Research in Child Development, Kansas City.
- Dale, Philip S., & Thal, Donna (November, 1989). Assessment of language in infants and toddlers (Short Course). American Speech-Language-Hearing Association, St. Louis.
- Dale, Philip S. (April, 1990). Cognitively and academically focussed programs for young handicapped children: A re-examination of learner characteristics and program structure. American

Educational Research Association, Boston.

Thal, Donna, & Dale, Philip (April, 1990). Parental report as a language assessment tool for infants and toddlers. International Conference on Infant Studies, Montreal, Canada.

Fenson, Larry, Dale, Philip, Reznick, Steve, Hartung, Jeff, & Burgess, Stewart (April, 1990). Norms for the MacArthur Communicative Development Inventories. International Conference on Infant Studies, Montreal, Canada.

Dale, Philip S. (July, 1990). Patterns of language and cognitive development in linguistically precocious children. Fifth International Congress for the Study of Child Language, Budapest, Hungary.

Dale, Philip S., Fenson, Larry, Thal, Donna, Mercer, Cheryl, & Jones, Anita. (July, 1990). The validity of a parent report measure of vocabulary and syntax. Fifth International Congress for the Study of Child Language, Budapest, Hungary.

Crain-Thoreson, Catherine, & Dale, Philip S. (April, 1991). Pronoun reversals: Who, when, and why? Society for Research in Child Development, Seattle.

Dale, Philip S. (September, 1991). Language as window and mediator of emotional development. Oregon Psychiatric Association and Northern California Psychiatric Society, Ashland, Oregon.

Dale, Philip S. (September, 1991). The emergence of communication: Utilizing the perspective of parent report. Sixth Annual Conference on Issues in Language and Deafness, Boys Town, Nebraska.

Dale, Philip S. (May, 1992). The language of emotions. Conference on "Integrating Language, Learning, and Behaviour," University of Toronto, Toronto, Ontario.

Dale, Philip S. (September, 1992). The development of language and literacy in precocious children. Kyoto International Psychology Seminar, Kyoto University, Japan.

Dale, Philip S. (September, 1992). Universals and variation in the emergence of combinatorial language. Japanese Psychological Association, Kyoto, Japan.

Dale, Philip S., Notari, Angela, Crain-Thoreson, Catherine, & Cole, Kevin. (March, 1993). Parent-child storybook reading as an intervention technique for young children with language delays. Society for Research in Child Development, New Orleans.

Fenson, Larry, Dale, Philip S., & Pethick, Steve. (July, 1993). An English language parent report form for assessing communicative development. Presented to the symposium, "Parent report data on communicative development in five languages." Sixth International Congress for the Study of Child Language, Trieste, Italy.

Ogura, Tamiko, Yamashita, Yukie, Murase, Toshiki, and Dale, Philip. (July, 1993). Some preliminary findings from the Japanese early communicative development inventory. Presented to the symposium, "Parent report data on communicative development in five language." Sixth International Congress for the Study of Child Language, Trieste, Italy.

Crain-Thoreson, Catherine, Dale, Philip S., & Robinson, Nancy M. (July, 1993). Linguistic precocity and

the development of reading. Sixth International Congress for the Study of Child Language, Trieste, Italy.

Dale, Philip S., & Fenson, Larry. (July, 1993). A lexical development norms database. Sixth International Congress for the Study of Child Language, Trieste, Italy.

Crain-Thoreson, Catherine, Dale, Philip S., & Robinson, Nancy M. (April, 1994). Insights from a longitudinal study of linguistic precocity regarding similarities and differences between language and reading acquisition. American Educational Research Association, New Orleans.

Cole, Kevin N., Mills, Paulette E., Dale, Philip S., & Jenkins, Joseph R. (April, 1994). Concurrent validity of assessment profiles used in determining eligibility for language intervention services. American Educational Research Association, New Orleans.

Brian, Julianne, Olwang, Lesley, Long, Steven, & Dale, Philip. (June, 1994). Productivity of word combinations: What do different operational definitions mean? Symposium on Research in Child Language Disorders, Madison, Wisconsin.

Toth-Sadjadi, Susan, Muchmore, Marcy, Greenberg, Mark T., & Dale, Philip S. (August, 1994). Linguistic communication between developmentally delayed children and their mothers. American Psychological Association, Los Angeles, California.

Dale, Philip S. (September, 1994). Parent report as a window on children's language and cognitive abilities. Institute of Psychiatry, The Maudsley Hospital, London, England.

Long, Steven H., & Dale, Philip S. (November, 1994). Productivity analysis using PANEL and computerized profiling. American Speech-Language-Hearing Association, New Orleans.

Fenson, Larry, & Dale, Philip S. (April, 1995). Individual variation and group regularity: A large sample study of language skills in infants and toddlers. Presented to the symposium "The shape of change: Longitudinal evidence about language development." Society for Research in Child Development, Indianapolis.

Dale, Philip S. (July, 1996). When shall a word be learned? Determinants of age of acquisition of lexical items. VIIth International Congress for the Study of Child Language, Istanbul, Turkey.

Murase, Toshiki, Yamada, Aki, Ogura, Tamiko, Yamashita, Yukie, & Dale, Philip S. (August, 1996). Conversation between mother and 10-27 month-old children in joint picture-book reading situation. International Society for the Study of Behavioral Development, Quebec City, Canada.

Dale, Philip S. (September, 1996). Cognition and the emergence of combinatorial language: A cross-linguistic perspective. International Symposium "The emergence of human cognition and language." Waseda University International Conference Center, Tokyo, Japan.

Dale, Philip S. (January, 1997). Parent report as a cross-linguistic window on language development. Department of Psychology, Western Washington University, Bellingham, Washington.

Dale, Philip S. (April, 1997). Parental assessment of verbal and nonverbal abilities of two-year-olds. Society for Research in Child Development, Washington, D. C.

- Dale, Philip S. (April, 1997). Parent report as a cross-linguistic window on language development. Western Psychological Association, Seattle, Washington.
- Dale, Philip S., Reznick, J. Steven, & Thal, Donna J. (April, 1998). A parent report measure of language development for three-year-olds. International Conference on Infant Studies, Atlanta, Georgia.
- Fenson, Larry, Pethick, Steve, Renda, Connie, Dale, Philip S., & Reznick, J. Steven. (April, 1998). Normative data for the short form versions of the MacArthur Communicative Development Inventories. International Conference on Infant Studies, Atlanta, Georgia.
- Murase, Toshiki, Mahieu, Aki, Ogura, Tamiko, Yamashita, Yukie, & Dale, Philip S. (April, 1998). Maternal responses to children's labelling in joint picture-book reading situation. International Conference on Infant Studies, Atlanta, Georgia.
- Dale, Philip S. (October, 1998). What parents tell us about the processes of grammatical development. Presented to the symposium, "Crosslinguistic study for the language development in Japanese children and U.S.children," Japanese Psychological Association, Tokyo.
- Dale, Philip S., & Dionne, Ginette. (April, 1999). Lexical and grammatical development: A behavioral genetic perspective. Society for Research in Child Development, Albuquerque, New Mexico.
- Dale, Philip S., Dionne, Ginette, Eley, Thalia, & Plomin, Robert (July, 1999). Lexical and grammatical development: A behavioral genetic perspective. VIIIth International Congress for the Study of Child Language, San Sebastian-Donostia, Spain.
- Deater-Deckard, Kirby, Eley, Thalia, Cutting, Alexandra, Dale, Philip, & Plomin, Robert. (June, 2000). A twin study of home environments and development in early childhood. American Psychological Society, Miami, FL.
- Galsworthy, Michael J., Dionne, Ginette, Dale, Philip S., & Plomin, Robert. (July, 2000). Sex differences in early verbal and non-verbal development. International Congress on Infant Studies, Brighton, U.K.
- Dale, Philip S., Dionne, Ginette, Price, Thomas S., & Plomin, Robert. (July, 2000). The genetics of language variation in 2 and 3 year old twins: Two results from TEDS. International Congress on Infant Studies, Brighton, U.K.
- Dale, Philip S. (December, 2000). Genetic influence on early language development and delay: Three results from TEDS. Department of Speech Pathology and Audiology, University of Iowa, Iowa City.
- Dale, Philip S. (March, 2001). Genetic influence on early language development and delay: Three results from TEDS. Center for Research on Atypical Development and Learning (CRADL), Georgia State University, Atlanta.
- Dale, Philip S., Price, Thomas S., Bishop, Dorothy V.M., & Plomin, Robert. (November, 2001). Genetic influence on persistent and transient early language delay. American Speech-Language-Hearing Association, New Orleans, La.

- Goodman, Judith C., Dale, Philip S., & Li, Ping. (July, 2002). The relationship between parental frequency and order of acquisition in lexical development. Ninth International Congress for the Study of Child Language, Madison, WI.
- Dale, Philip S. (July, 2002). Parent report as a cross-linguistic window on development. Presented in the symposium AThe MacArthur CDI: Past, Present and Future.@ Ninth International Congress for the Study of Child Language, Madison, WI.
- Oliver, Bonamy, Dale, Philip S., Spinath, Frank M., & Plomin, Robert. (July, 2002). Genetic and environmental influences on the language abilities of 4-year-old children. Ninth International Congress for the Study of Child Language, Madison, WI.
- Day, Linda S., Jesberg, Jeanine, Braddock, Barbara, Hillman, Laura, & Dale, Philip S. (July, 2002). Did Denver II results for toddlers predict speech and language outcomes eight years later? Ninth International Congress for the Study of Child Language, Madison, WI.
- Dale, Philip S. (January, 2003). Genetic influence on persistent and transient early language delay. École de psychologie, Université Laval, Québec, Canada.
- Dale, Philip S. (March, 2003). Parent report and the assessment of children in non-English languages. Missouri Speech-Language-Hearing Association, Osage Beach, MO.
- Goodman, Judith C., Dale, Philip S., & Li, Ping. (April, 2003). Determinants of the age of acquisition of children's early vocabulary. Society for Research in Child Development, Tampa, FL.
- Dale, Philip S. (November, 2003). An index of vocabulary typicality for young children. American Speech-Language-Hearing Association, Chicago, IL
- Silverman, Stacy W., Dale, Philip S., & Scheneman, Mary Ann. (November, 2003). Assessment of word knowledge acquisition processes for planning treatment. American Speech-Language-Hearing Association, Chicago, IL
- Dale, Philip S., & Plomin, Robert. (November, 2004). Unisex or separate-gender norms for language measures? American Speech-Language-Hearing Association, Philadelphia, PA.
- Harlaar, Nicole, & Dale, Philip S. (April, 2005). Preschool prediction of 7-year reading achievement from 4 2 yrs language abilities: Genetic and environmental mediation. Society for Research in Child Development, Atlanta, GA.
- Dale, Philip S. (June, 2005). Persistent and transient early language delay: From quantitative to molecular behavioral genetics. Department of Psychology, University of Washington, Seattle, WA.
- Ogura, Tamiko, Dale, Philip S., Yamashita, Yukie, Murase, Toshiki, & Mahieu, Aki. (July, 2005). Comparative study of early language development and cognitive development in the U.S. and Japan. Tenth International Congress for the Study of Child Language, Berlin, Germany.
- Hayiou-Thomas, Marianna E., & Dale, Philip S. (July, 2005). Expressive vocabulary and grammar in toddlers: Association with DNA markers. Tenth International Congress for the Study of Child

Language, Berlin, Germany.

Fenson, Larry, & Dale, Philip. (October, 2005). Liz=s contributions to language assessment. Presented to the symposium, ACelebrating Elizabeth Bates= contributions to cognitive development.@ Cognitive Development Society, San Diego, CA.

Dale, Philip S. (January, 2006). Assessing language thoughtfully: Connecting the >why= and the >how=. Conference: AChildren=s language acquisition - A mutual responsibility >06.@ University of Southern Denmark, Odense.

Dale, Philip S. (May, 2006). Parent report as a window on language acquisition: What we've learned and what's next? European Network Meeting on Communicative Development Inventories (EUNM-CDI) 2006. Dubrovnik, Croatia.

Dale, Philip S. (May, 2006). Unisex or separate-sex norms for speech/language measures? European Network Meeting on Communicative Development Inventories (EUNM-CDI) 2006. Dubrovnik, Croatia.

Dale, Philip S. (March, 2007). A psycholinguist stumbles into behavioral genetics. Language and Genes Working Group, Santa Fe Institute, Santa Fe, New Mexico.

Dale, Philip S. (April, 2007). Outcomes of early language delay: Phenotypic, quantitative genetic, and molecular genetic perspectives. Program in Communication Disorders, New Mexico State University, Las Cruces.

Arden, Rosalind, & Dale, Philip S. (June, 2007). Changes in cognitive ability between 4 and 10 years. Behavior Genetics Association, Amsterdam, Netherlands.

Haworth, Claire M. A., Dale, Philip S., & Plomin, Robert. (June, 2007). The etiology of school science performance. Behavior Genetics Association, Amsterdam, Netherlands.

Jørgensen, Rune N., Bleses, Dorthe, Dale, Philip & Fenson, Larry. (July, 2007). The CLEX website: An introduction to a new cross-linguistic database website and a discussion of dilemmas regarding publishing complete datasets. Child Language Seminar, Reading, UK.

Hayiou-Thomas, Marianna E., & Dale, Philip S. (November, 2007). Genetic and environmental influences on early language and literacy development. American Speech-Language-Hearing Association, Boston, MA.

Dale, Philip S. (July, 2008). Some useful insights from the Twins Early Development Study (TEDS) for screening projects. Eleventh International Congress for the Study of Child Language, Edinburgh, Scotland.

Dale, Philip S. (April, 2009). What counts as an explanation in developmental psychology? Society for Research in Child Development, Denver, Colorado.

Dale, Philip S. (January, 2011). Screening for language delay and disorders in the Danish population: The design issues. Presented at AChildren=s language: A common responsibility@, University of Southern Denmark, Odense, Denmark.

Dale, Philip S. (March, 2011). What twin studies can and cannot tell us about language development and disorders. Callier Prize Conference, University of Texas-Dallas.

Dale, Philip S., Penfold, Melissa J., & Fenson, Larry. (July, 2011). Adaptations of the MacArthur-Bates Communicative Development Inventories into Other Languages: A 2011 Update. Twelfth International Congress for the Study of Child Language, Montreal, Canada.

Jørgensen, Rune N., Dale, Philip S., Bleses, Dorthe, and Fenson, Larry. (July, 2011). CLEX: A cross-linguistic lexical norms database. Twelfth International Congress for the Study of Child Language, Montreal, Canada.

Dale, Philip S. (February, 2012). The MacArthur-Bates CDI: Lessons learned from making language-specific versions. American Association for the Advancement of Science, Vancouver, Canada.

Hayiou-Thomas, Marianna E., & Dale, Philip S. (June, 2012), >Verbal= and >Clinical= language impairment at 4 years: Etiology and outcomes at age 12. Behavior Genetics Association, Edinburgh, Scotland.

Dale, Philip S. (July, 2012). Imposing a criterion cutoff on an underlying dimension: Evidence from twin studies of language. Presented at the seminar ACategorical versus dimensional approaches in developmental and clinical psychology, @ Institute of Psychology, Jagiellonian University, Cracow, Poland.

Dale, Philip S. (July, 2012). What twin studies can tell us about why preschool language abilities predict later reading. Presented at ASpecific Language Impairment: Diagnosis, Prognosis, Intervention, @ Warsaw, Poland.

Dale, Philip S. (October, 2012). What twin studies can and cannot tell us about language development and disorders. Presented at the symposium ANew perspectives on nature and nurture in early language development, @ University of Freiburg, Germany.

Taylor, M.J., Charman, T., Robinson, E.B., Hayiou-Thomas, M.E., Happe, F., Dale, P.S., & Ronald, A. (May, 2013). Language abilities and traits of autism are aetiologically distinct: Evidence from a community-based twin study of 12-year-olds. Poster presented at the International Meeting for Autism Research, Donostia-San Sebastian, Spain.

Taylor, M.J., Charman, T., Robinson, E.B., Hayiou-Thomas, M.E., Happe, F., Dale, P.S., & Ronald, A. (July, 2013). Language abilities and traits of autism are aetiologically distinct: Evidence from a community-based twin study of 12-year-olds. Paper presented at the Behavior Genetics Association, Marseille, France.

Dale, Philip S. (January, 2014). Two by two: Twin studies of second language acquisition. Department of Psychology, University of York, UK.

Dale, Philip S., Hayou-Thomas, Marianna E., & Tosto, Maria Grazia. (July, 2014), Why does parental language input style predict child language development? A twin study. Poster presented at the International Congress for the Study of Child Language, Amsterdam, The Netherlands.

- Bleses, Dorte, Højen, Anders, Justice, Laura, Dale, Philip, Dybdal, Line, Piasta, Shayne, Markussen-Brown, Justin, Claussen, Marit, & Haghish, E. G. (March, 2015). A randomized controlled trial of a large scale systematic and explicit language and literacy intervention in Danish daycares. Society for Research in Child Development, Philadelphia, PA.
- Dale, Philip S., Tosto, Maria Grazia, Hayiou-Thomas, Marianne E., & Plomin, Robert. (March, 2015). Why does parental language input style predict child language development? A twin study. Society for Research in Child Development, Philadelphia, PA.
- Tosto, Maria Grazia, Hayiou-Thomas, Marianna E., Dale, Philip, & Plomin, Robert. (March, 2015). Ecological & longitudinal relationships between language, reading fluency, and reading comprehension in 7, 12 & 16-year-old twins. Society for Research in Child Development, Philadelphia, PA.
- Dale, Philip S. (November, 2015). Why does parental language input style predict child language development? A twin study of gene-environment correlation. American Speech-Language-Hearing Association, Denver, CO.
- Dale, Philip S. (April, 2016). What twin studies can tell us about the role of the environment in language and literacy development. Department of Psychology, Stanford University, Palo Alto, CA.
- Bleses, Dorte, Dale, Philip, Bleses, Højen, Anders, Justice, Laura, Jensen, Peter, & Andersen, Thomas. (April, 2017). Language and preliteracy interventions in early childhood over the last 25 years and their effects. Society for Research in Child Development, Austin, TX.
- Walker, Dale, Sepulveda, Samantha, Hoff, Erika, Rowe, Meredith, Schwartz, Ilene, Dale, Philip S., Peterson, Carla, Diamond, Karen, Bigelow, Kathryn, Raikes, Helen, Levin, Susan & Wasik, Barbara. (April, 2017). A systematic review of interventions promoting children's language implemented in child care and early intervention. Society for Research in Child Development, Austin, TX.
- Hoy, Robert, Qi, Cathy, Stump, Glenda, Davison, Megan Dunn, Dale, Philip S., & Xia, Yinglin. (April, 2017). Reliability of the Preschool Language Scale-5 in preschool children. Society for Research in Child Development, Austin, TX.
- Smith-Woolley, Emily, Krapohl, Eva, Selzam, Saskia, Pingault, Jean-Baptiste, von Stumm, Sophie, Asbury, Kathryn, Dale, Philip, Kovas, Yulia and Plomin, Robert. (June, 2017). Differences in exam performance between school types mirrors genotype differences between them. Behavior Genetics Association, Oslo, Norway.
- Dale, Philip S., Logan, Jessica, Bleses, Dorte, & Højen, Anders. (July, 2017). Language profile as a predictor of response to an early language and literacy intervention. 14th International Congress for the Study of Child Language, Amsterdam, The Netherlands.
- Højen, Anders, Bleses, Dorte, & Dale, Philip S. (July, 2017). The impact of the home literacy environment in native- vs. second-language acquisition. 14th International Congress for the Study of Child Language, Amsterdam, The Netherlands.
- Dale, Philip S. (September, 2017). Assessment and intervention for language and emergent literacy prior

to school. Universidade do Minho, Braga, Portugal.

Friend, Margaret, Smolak, Erin, Zesiger, Pascal, Poulin-Dubois, Diane, Højen, Anders, Jensen, Peter, Bleses, Dorte, Dale, Philip, & Barlow, Jessica. (March, 2019). The Computerized Comprehension Task: Cross-language evaluation of psychometric properties and prediction to developmental outcomes. Society for Research in Child Development, Baltimore, MD.

Dale, Philip S. (October-November, 2020). (1) Choosing and interpreting assessments appropriately for specific purposes: Connecting the ‘how’ and the ‘why’. (2) Shared bookreading-based interventions for developing oral language and preliteracy skills. Both presented virtually at the Iranian National Conference on Developmental Language Disorder.

Kachergis, George, Marchman, Virginia, Dale, Philip, Mehta, Henry, Mankewitz, Jessica, & Frank, Michael (April, 2021). An online Computerized Adaptive Test (CAT) of children’s vocabulary development in English and Mexican Spanish. Society for Research in Child Development, virtual meeting.

Dale, Philip S. (May, 2021). Some recent developments in the CDI world. European Network Meeting on the Communicative Development Inventories, virtual meeting.

Dale, Philip S., Ahmadzadeh, Yasmin, & McAdams, Tom. (July, 2021, postponed from 2020). Parental input style to young children: Predictors and consequences for 2-year vocabulary. International Congress for the Study of Child Language, virtual meeting.

Kachergis, George, Marchman, Virginia, Dale, Philip, Mehta, Henry, Mankewitz, Jessica, & Frank, Michael (November, 2021). An online Computerized Adaptive Test (CAT) of children’s vocabulary development in English and Mexican Spanish. American Speech-Language-Hearing Association, virtual meeting.

PROFESSIONAL SOCIETIES AND ACTIVITIES:

Society for Research in Child Development

Member, Child Development Editorial Board, 1977-84

Program Committee Co-Chair, 1989-91

International Association for the Study of Child Language

Member, Executive Committee, 1978 - 1996

Secretary, and Editor of Child Language Bulletin, 1990-1996

President, 1996-1999

NIH Study Section, Human Development and Aging-1,

Member, 1993-1997

NIH Study Section, Human Development and Aging 3,

Ad hoc member, February, 1988; June, 1989

National Science Foundation Graduate Fellowship Review Panel

February, 1989

American Psychological Society (Fellow, 1988-)

American Speech Language Hearing Association (Fellow, 2004-)

U.S. Department of Education

Early Reading First grant review panel, 2002, 2003

Institute of Educational Sciences review panel, 2008-2009
Journal of Child Language
Associate Editor, 2005; Editor, 2006-2010; Editorial Board, 2011-2018
External Examiner for PhD thesis of S. Wehberg, University of Southern Denmark, 2007.
External Examiner for PhD thesis of M. Wang, University of Oslo (Norway), 2014.
External Examiner for PhD thesis of C. Mimeau, Laval University (Canada), 2014.
External Examiner for PhD thesis of N. Sjö, Aarhus University (Denmark), 2017.

ADDITIONAL INTERNATIONAL SERVICE FOR RESEARCH

Grant proposal reviewing for funding agencies in the UK (3), India, Poland, and South Africa

UNIVERSITY SERVICE AND ADMINISTRATION: UNIVERSITY OF WASHINGTON

Faculty Council on Faculty Affairs, 1970-72
Faculty Senate, 1976-78
University Grievance Committee, Alternate Member, 1976-78
Human Subjects Review Committee D, 1977
Chair, Psychology Research Program, Child Development and Mental Retardation Center, 1975-79
Jewish Studies Committee, 1983-86
College of Arts & Sciences W Course Committee, 1984-1987
Human Subjects Review Committee C, 1987-89
Chair, Faculty Advisory Board, Center for the Study of Capable Youth, 1987-1999
Chair, Psychology Department Computer Committee, 1989-1992
Chair, Cognitive Psychology Search Committee, 1990-91
Psychology Department Planning Committee, 1993-1996
Faculty Senate, 1996-1998
Chair, Psychology Department Graduate Admissions, 1994-1997
Associate Chair, Psychology Department, 1998-1999

UNIVERSITY SERVICE AND ADMINISTRATION: UNIVERSITY OF MISSOURI-COLUMBIA

Chair, Department of Communication Science and Disorders, 1999-2006
Health Sciences Institutional Review Board (Human Subjects), 2000-2002
MU Chair's Council, 2002-2005
Fellow, Center for Family Policy & Research, 2002-2006
Chair, Scientific Advisory Board, Thompson Center for Autism and Neurodevelopmental Disorders

UNIVERSITY SERVICE AND ADMINISTRATION: UNIVERSITY OF NEW MEXICO

Chair, Department of Speech and Hearing Sciences, 2006-2012
Senior Promotions Committee, College of Arts & Sciences 2008-2010, 2013-2014