

Resource Summary Report

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Child Language Data Exchange System (CHILDES)

RRID:SCR_003241

Type: Tool

Proper Citation

Child Language Data Exchange System (CHILDES) (RRID:SCR_003241)

Resource Information

URL: <http://childes.talkbank.org/>

Proper Citation: Child Language Data Exchange System (CHILDES)
(RRID:SCR_003241)

Description: Child language component of TalkBank system. TalkBank is system for sharing and studying conversational interactions. Includes software developed for speech recognition and analysis as well as behavior recognition. Database contains transcript and media data collected from conversations between young children and their playmates and caretakers. Conversations with older children and adults are available from TalkBank. All of data is transcribed in CHAT and CA/CHAT formats.

Abbreviations: CHILDES

Synonyms: Child Language Data Exchange System

Resource Type: storage service resource, software resource, data repository, service resource, database, data or information resource

Defining Citation: [PMID:2380278](#)

Keywords: Child, language, conversation, interaction, data, psychology, survey, transcript

Funding: NICHD R01 HD23998;
NICHD R01 HD051698

Availability: Free, Freely available

Resource Name: Child Language Data Exchange System (CHILDES)

Resource ID: SCR_003241

Alternate IDs: nif-0000-00624, r3d100010887

Alternate URLs: <https://doi.org/10.17616/R3M31S>

Old URLs: <http://childes.psy.cmu.edu>

License: GPL

Record Creation Time: 20220129T080217+0000

Record Last Update: 20260805T044051+0000

Ratings and Alerts

No rating or validation information has been found for Child Language Data Exchange System (CHILDES).

No alerts have been found for Child Language Data Exchange System (CHILDES).

Data and Source Information

Source: [SciCrunch Registry](#)

Usage and Citation Metrics

We found 46 mentions in open access literature.

Listed below are recent publications. The full list is available at [dkNET](#) .

Räsänen O, et al. (2025) A pipeline for stochastic and controlled generation of realistic language input for simulating infant language acquisition. Behavior research methods, 57(10), 275.

Garcia-Castro G, et al. (2025) Cognate beginnings to bilingual lexical acquisition. Child development, 96(1), 286.

MacWhinney B, et al. (2025) Priorities for New Data Collection. Developmental science, 28(6), e70072.

Zhou Y, et al. (2025) Quantifying the roles of visual, linguistic, and visual-linguistic complexity in noun and verb acquisition. PloS one, 20(5), e0321973.

Strazzeri MM, et al. (2025) Multiphase Structured Latent Curve Models for Count Response Data: A Re-Analysis of the Acquisition of Morphology in English. Psychometrika, 90(2), 1.

Assaf R, et al. (2025) Screening autism spectrum disorder in children using machine learning on speech transcripts. Scientific reports, 15(1), 34134.

McCoy RT, et al. (2025) Modeling rapid language learning by distilling Bayesian priors into artificial neural networks. Nature communications, 16(1), 4676.

Seidl AH, et al. (2024) Touch to learn: Multisensory input supports word learning and processing. *Developmental science*, 27(1), e13419.

Ramezani A, et al. (2024) Quantifying the emergence of moral foundational lexicon in child language development. *PNAS nexus*, 3(8), pgae278.

Nencheva ML, et al. (2024) Word Repetition and Isolation are Intertwined in Children's Early Language Experiences. *Open mind : discoveries in cognitive science*, 8, 1330.

Graziosi V, et al. (2024) Sitting Acquisition and Early Communication Development: Are There Associations in Very Preterm Infants at Six Months of Corrected Age? *Children (Basel, Switzerland)*, 11(12).

Citraro S, et al. (2023) Feature-rich multiplex lexical networks reveal mental strategies of early language learning. *Scientific reports*, 13(1), 1474.

Aho K, et al. (2023) Signatures of cross-modal alignment in children's early concepts. *Proceedings of the National Academy of Sciences of the United States of America*, 120(42), e2309688120.

Cox CR, et al. (2023) Child-oriented word associations improve models of early word learning. *Behavior research methods*, 55(1), 16.

Sainburg T, et al. (2022) Long-range sequential dependencies precede complex syntactic production in language acquisition. *Proceedings. Biological sciences*, 289(1970), 20212657.

Levshina N, et al. (2022) Corpus-based typology: applications, challenges and some solutions. *Linguistic typology*, 26(1), 129.

Le Normand MT, et al. (2022) The role of Function Words to build syntactic knowledge in French-speaking children. *Scientific reports*, 12(1), 544.

Smolak E, et al. (2022) Convergence and divergence in prediction from vocabulary and speed of word processing. *Cognitive development*, 64.

Yang JS, et al. (2022) Measurement of Lexical Diversity in Children's Spoken Language: Computational and Conceptual Considerations. *Frontiers in psychology*, 13, 905789.

Odijk L, et al. (2021) Tailoring the Input to Children's Needs: The Use of Fine Lexical Tuning in Speech Directed to Normally Hearing Children and Children With Cochlear Implants. *Frontiers in psychology*, 12, 676664.