

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/>

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(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: data or information resource, data repository, database, service resource, software resource, storage service resource

Defining Citation: [PMID:2380278](#)

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

Funding: NICHD R01 HD051698;
NICHD R01 HD23998

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: 20260821T193656+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 52 mentions in open access literature.

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

Fernández Fuertes R, et al. (2026) Child Bilingual Acquisition of Spanish Dative (Non-)clitic Doubling Structures: A Case Study Approach to Home and Community Input Conditions. *Journal of psycholinguistic research*, 55(4).

Cheng L, et al. (2026) Neurocognitive Trajectories of Scalar Implicature in Mandarin-Speaking Children: ERP Evidence for Attentional Allocation and Pragmatic Recalibration (4-6 Years). *Behavioral sciences (Basel, Switzerland)*, 16(3).

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.

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

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

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.

Swingley D, et al. (2025) The intelligibility of consonants in American English infant-directed speech. Cognitive psychology, 161, 101766.

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.

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).

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.

Mazur A, et al. (2023) French Students with Dyslexia Facing the Punctuation System: Insecurity, Inventory Use, and Error Studies. Brain sciences, 13(4).

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.

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