Iroise Dumontheil

List of Publications by Year
in descending order

69 papers	4,941 citations	147801 31 h-index	102487 66 g-index
72 all docs	72 docs citations	72 times ranked	6287 citing authors

#	Article	IF	Citations
1	The gateway hypothesis of rostral prefrontal cortex (area 10) function. Trends in Cognitive Sciences, 2007, 11, 290-298.	7.8	606
2	The case for the development and use of â€œecologically validâ€•measures of executive function in experimental and clinical neuropsychology. Journal of the International Neuropsychological Society, 2006, 12, 194-209.	1.8	503
3	Online usage of theory of mind continues to develop in late adolescence. Developmental Science, 2010, 13, 331-338.	2.4	489
4	Function and localization within rostral prefrontal cortex (area 10). Philosophical Transactions of the Royal Society B: Biological Sciences, 2007, 362, 887-899.	4.0	222
5	The development of metacognitive ability in adolescence. Consciousness and Cognition, 2013, 22, 264-271.	1.5	219
6	Developmental influences on the neural bases of responses to social rejection: Implications of social neuroscience for education. NeuroImage, 2011, 57, 686-694.	4.2	205
7	Development of abstract thinking during childhood and adolescence: The role of rostrolateral prefrontal cortex. Developmental Cognitive Neuroscience, 2014, 10, 57-76.	4.0	179
8	Brain Activity during a Visuospatial Working Memory Task Predicts Arithmetical Performance 2 Years Later. Cerebral Cortex, 2012, 22, 1078-1085.	2.9	168
9	Development of rostral prefrontal cortex and cognitive and behavioural disorders. Developmental Medicine and Child Neurology, 2008, 50, 168-181.	2.1	165
10	Influence of the COMT Genotype on Working Memory and Brain Activity Changes During Development. Biological Psychiatry, 2011, 70, 222-229.	1.3	139
11	Corrections and Clarifications. Science, 2007, 317, 43-43.	12.6	115
12	Night-time screen-based media device use and adolescents' sleep and health-related quality of life. Environment International, 2019, 124, 66-78.	10.0	110
13	Distinct regions of medial rostral prefrontal cortex supporting social and nonsocial functions. Social Cognitive and Affective Neuroscience, 2007, 2, 217-226.	3.0	108
14	Adolescent brain development. Current Opinion in Behavioral Sciences, 2016, 10, 39-44.	3.9	105
15	Development of the social brain during adolescence. Psicologia Educativa, 2015, 21, 117-124.	0.9	96
16	Taking perspective into account in a communicative task. NeuroImage, 2010, 52, 1574-1583.	4.2	83
17	Trust and social reciprocity in adolescence â€“ A matter of perspectiveâ€taking. Journal of Adolescence, 2014, 37, 175-184.	2.4	80
18	Task rules, working memory, and fluid intelligence. Psychonomic Bulletin and Review, 2012, 19, 864-870.	2.8	79

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19	Assembly and Use of New Task Rules in Fronto-parietal Cortex. Journal of Cognitive Neuroscience, 2011, 23, 168-182.	2.3	75
20	Development of relational reasoning during adolescence. Developmental Science, 2010, 13, F15-24.	2.4	70
21	The gateway hypothesis of rostral prefrontal cortex (area 10) function. , 2005, , 217-248.		63
22	Development of online use of theory of mind during adolescence: An eye-tracking study. Journal of Experimental Child Psychology, 2016, 149, 81-97.	1.4	59
23	Recruitment of lateral rostral prefrontal cortex in spontaneous and task-related thoughts. Quarterly Journal of Experimental Psychology, 2010, 63, 1740-1756.	1.1	54
24	Effect of Early Adversity and Childhood Internalizing Symptoms on Brain Structure in Young Men. JAMA Pediatrics, 2015, 169, 938.	6.2	53
25	The audience effect in adolescence depends on who's looking over your shoulder. Journal of Adolescence, 2015, 43, 5-14.	2.4	51
26	DEVELOPMENTAL INTER-RELATIONS BETWEEN EARLY MATERNAL DEPRESSION, CONTEXTUAL RISKS, AND INTERPERSONAL STRESS, AND THEIR EFFECT ON LATER CHILD COGNITIVE FUNCTIONING. Depression and Anxiety, 2014, 31, 599-607.	4.1	40
27	Social perspective taking is associated with self-reported prosocial behavior and regional cortical thickness across adolescence.. Developmental Psychology, 2018, 54, 1745-1757.	1.6	40
28	Developmental Differences in the Control of Action Selection by Social Information. Journal of Cognitive Neuroscience, 2012, 24, 2080-2095.	2.3	36
29	Working memory brain activity and capacity link MAOA polymorphism to aggressive behavior during development. Translational Psychiatry, 2012, 2, e85-e85.	4.8	36
30	Dynamic causal modelling of effective connectivity during perspective taking in a communicative task. NeuroImage, 2013, 76, 116-124.	4.2	35
31	Development of Risk-Taking, Perspective-Taking, and Inhibitory Control During Adolescence. Developmental Neuropsychology, 2016, 41, 59-76.	1.4	35
32	Inhibitory control and counterintuitive science and maths reasoning in adolescence. PLoS ONE, 2018, 13, e0198973.	2.5	34
33	Development of the Selection and Manipulation of Self-Generated Thoughts in Adolescence. Journal of Neuroscience, 2010, 30, 7664-7671.	3.6	29
34	Developmental changes in effective connectivity associated with relational reasoning. Human Brain Mapping, 2014, 35, 3262-3276.	3.6	26
35	Total recall in the SCAMP cohort: Validation of self-reported mobile phone use in the smartphone era. Environmental Research, 2018, 161, 1-8.	7.5	26
36	Domain-Specific Inhibitory Control Training to Improve Childrenâ€™s Learning of Counterintuitive Concepts in Mathematics and Science. Journal of Cognitive Enhancement: Towards the Integration of Theory and Practice, 2020, 4, 296-314.	1.6	24

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37	Our own action kinematics predict the perceived affective states of others.. Journal of Experimental Psychology: Human Perception and Performance, 2017, 43, 1263-1268.	0.9	24
38	Multitasking during social interactions in adolescence and early adulthood. Royal Society Open Science, 2015, 2, 150117.	2.4	20
39	Audience effects on the neural correlates of relational reasoning in adolescence. Neuropsychologia, 2016, 87, 85-95.	1.6	19
40	Cohort Profile: The Study of Cognition, Adolescents and Mobile Phones (SCAMP). International Journal of Epidemiology, 2019, 48, 25-26l.	1.9	19
41	Genomeâ€Wide Association Study of Latent Cognitive Measures in Adolescence: Genetic Overlap With Intelligence and Education. Mind, Brain, and Education, 2019, 13, 224-233.	1.9	18
42	The specificity of associations between cognition and attainment in English, maths and science during adolescence. Learning and Individual Differences, 2019, 69, 84-93.	2.7	17
43	Internalising and externalising in early adolescence predict later executive function, not the other way around: a cross-lagged panel analysis. Cognition and Emotion, 2021, 35, 986-998.	2.0	16
44	Dual adaptation to sensory conflicts during whole-body rotations. Brain Research, 2006, 1072, 119-132.	2.2	14
45	Preliminary investigation of the influence of dopamine regulating genes on social working memory. Social Neuroscience, 2014, 9, 437-451.	1.3	14
46	The Relationship Between Pubertal Status and Neural Activity During Risky Decision-making in Male Adolescents. Journal of Adolescent Health, 2014, 54, S84-S85.	2.5	14
47	Field Independence Associates with Mathematics and Science Performance in 5â€•to 10â€Yearâ€Olds after Accounting for Domainâ€General Factors. Mind, Brain, and Education, 2019, 13, 268-278.	1.9	13
48	Should online math learning environments be tailored to individualsâ€™ cognitive profiles?. Journal of Experimental Child Psychology, 2020, 191, 104730.	1.4	12
49	Influence ofCOMTgenotype and affective distractors on the processing of self-generated thought. Social Cognitive and Affective Neuroscience, 2015, 10, 777-782.	3.0	11
50	Social networking site use in young adolescents: Association with health-related quality of life and behavioural difficulties. Computers in Human Behavior, 2020, 109, 106320.	8.5	11
51	Rewards Enhance Proactive and Reactive Control in Adolescence and Adulthood. Social Cognitive and Affective Neuroscience, 2019, 14, 1219-1232.	3.0	10
52	Evidence for specificity of polygenic contributions to attainment in English, maths and science during adolescence. Scientific Reports, 2021, 11, 3851.	3.3	10
53	The Unique Contributions of Verbal Analogical Reasoning and Nonverbal Matrix Reasoning to Science and Maths Problemâ€Solving in Adolescence. Mind, Brain, and Education, 2019, 13, 211-223.	1.9	9
54	Digital Technology Use and BMI: Evidence From a Cross-sectional Analysis of an Adolescent Cohort Study. Journal of Medical Internet Research, 2021, 23, e26485.	4.3	9

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55	Social and Nonsocial Relational Reasoning in Adolescence and Adulthood. Journal of Cognitive Neuroscience, 2017, 29, 1739-1754.	2.3	8
56	Processed data on the night-time use of screen-based media devices and adolescents' sleep quality and health-related quality of life. Data in Brief, 2019, 23, 103761.	1.0	7
57	Manipulating Interface Design Features Affects Children's Stop-And-Think Behaviours in a Counterintuitive-Problem Game. ACM Transactions on Computer-Human Interaction, 2022, 29, 1-21.	5.7	7
58	Postâ€error slowing: Large scale study in an online learning environment for practising mathematics and language. Developmental Science, 2021, , e13174.	2.4	6
59	Development of dopaminergic genetic associations with visuospatial, verbal and social working memory. Developmental Science, 2020, 23, e12889.	2.4	5
60	Sustained and Transient Processes in Event-based Prospective Memory in Adolescence and Adulthood. Journal of Cognitive Neuroscience, 2020, 32, 1924-1945.	2.3	5
61	Adolescents are delayed at inferring complex social intentions in others, but not basic (false) beliefs: An eye-movement investigation. Quarterly Journal of Experimental Psychology, 2020, 73, 1640-1659.	1.1	5
62	Neural correlates of task and source switching: Similar or different?. Biological Psychology, 2010, 83, 239-249.	2.2	4
63	Association between action kinematics and emotion perception across adolescence.. Journal of Experimental Psychology: Human Perception and Performance, 2020, 46, 657-666.	0.9	4
64	Error detection through mouse movement in an online adaptive learning environment. Journal of Computer Assisted Learning, 2021, 37, 242-252.	5.1	3
65	Modulatory effects of SES and multilinguistic experience on cognitive development: a longitudinal data analysis of multilingual and monolingual adolescents from the SCAMP cohort. International Journal of Bilingual Education and Bilingualism, 2022, 25, 3489-3506.	2.1	3
66	Towards Greater Collaboration in Educational Neuroscience: Perspectives From the 2018Earliâ€SIG22Conference. Mind, Brain, and Education, 2020, 14, 124-129.	1.9	1
67	Responses to Navon tasks differ across development and between tasks with differing attentional demands. Vision Research, 2021, 185, 17-28.	1.4	1
68	Human Behavior, Learning, and the Developing Brain: Typical Development. Child and Adolescent Mental Health, 2012, 17, 63-63.	3.5	0
69	The Development of White and Gray Matter: Adolescence as a Period of Transition. , 2022, , 400-409.		0