Angeline S Lillard

List of Publications by Year
in descending order

102 papers	5,311 citations	109321 35 h-index	95266 68 g-index
113 all docs	113 docs citations	113 times ranked	2450 citing authors

#	Article	IF	Citations
1	Standardized Test Proficiency in Public Montessori Schools. Journal of School Choice, 2022, 16, 105-135.	0.8	4
2	Neuroepigenetic impact on mentalizing in childhood. Developmental Cognitive Neuroscience, 2022, 54, 101080.	4.0	3
3	Pretending at hand: How children perceive and process puppets. Cognitive Development, 2022, 63, 101202.	1.3	4
4	Montessori as an alternative early childhood education. Early Child Development and Care, 2021, 191, 1196-1206.	1.3	8
5	Math achievement outcomes associated with Montessori education. Early Child Development and Care, 2021, 191, 1207-1218.	1.3	8
6	Pretending emotions in the early years: The role of language and symbolic play. Infancy, 2021, 26, 920-931.	1.6	0
7	Investigating the Structure of the Children's Concentration and Empathy Scale Using Exploratory Graph Analysis. Psychological Test Adaptation and Development, 2021, 2, 35-49.	1.7	16
8	The Magic School Bus dilemma: How fantasy affects children's learning from stories. Journal of Experimental Child Psychology, 2021, 210, 105212.	1.4	12
9	An Association Between Montessori Education in Childhood and Adult Wellbeing. Frontiers in Psychology, 2021, 12, 721943.	2.1	4
10	Learning from Apps and Objects: The Human Touch. Mind, Brain, and Education, 2020, 14, 16-23.	1.9	9
11	Parents' roles and question-asking during pretend and real activities. Social Development, 2020, 29, 767-782.	1.3	3
12	What Shall We Do: Pretend or Real? Preschoolers' Choices and Parents' Perceptions. Journal of Cognition and Development, 2020, 21, 261-281.	1.3	8
13	Shunned and Admired: Montessori, Self-Determination, and a Case for Radical School Reform. Educational Psychology Review, 2019, 31, 939-965.	8.4	24
14	The current landscape of US children's television: violent, prosocial, educational, and fantastical content. Journal of Children and Media, 2019, 13, 276-294.	1.7	22
15	Authentic Montessori: The Dottoressa's View at the End of Her Life Part I. Journal of Montessori Research, 2019, 5, 1-18.	0.3	19
16	Anthropomorphic media exposure and preschoolers' anthropomorphic thinking in China. Journal of Children and Media, 2019, 13, 149-162.	1.7	8
17	Pretend Play and Fantasy: What if Montessori Was Right?. Child Development Perspectives, 2019, 13, 85-90.	3.9	21
18	Authentic Montessori: The Dotteressa's View at the End of Her Life Part II. Journal of Montessori Research, 2019, 5, 19-34.	0.3	15

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19	Developing cognitions about race: White 5‑to 10‑year‑olds' perceptions of hardship and pain. European Journal of Social Psychology, 2018, 48, O121.	2.4	5
20	The real thing: preschoolers prefer actual activities to pretend ones. Developmental Science, 2018, 21, e12582.	2.4	10
21	Children's preference for real activities: Even stronger in the Montessori Children's House. Journal of Montessori Research, 2018, 4, 1-9.	0.3	3
22	Rethinking Education: Montessori's Approach. Current Directions in Psychological Science, 2018, 27, 395-400.	5.3	15
23	The Digital Dilemma: Why Limit Young Children's Use of Interactive Media?. , 2018, , 71-82.		0
24	Children Prefer the Real Thing to Pretending. , 2018, 04, .		0
25	Why Do the Children (Pretend) Play?. Trends in Cognitive Sciences, 2017, 21, 826-834.	7.8	75
26	Young children's thinking about touchscreens versus other media in the US. Journal of Children and Media, 2017, 11, 167-179.	1.7	45
27	The evolutionary significance of pretend play: Two-year-olds' interpretation of behavioral cues. Learning and Behavior, 2017, 45, 441-448.	1.0	6
28	Montessori Preschool Elevates and Equalizes Child Outcomes: A Longitudinal Study. Frontiers in Psychology, 2017, 8, 1783.	2.1	75
29	Children Adopt the Traits of Characters in a Narrative. Child Development Research, 2017, 2017, 1-16.	1.9	4
30	An Intervention Study: Removing Supplemented Materials from Montessori Classrooms Associated with Better Child Outcomes. Journal of Montessori Research, 2016, 2, 16.	0.3	14
31	Just Google It: Young Children's Preferences for Touchscreens versus Books in Hypothetical Learning Tasks. Frontiers in Psychology, 2016, 7, 1431.	2.1	17
32	Predictors and Moderators of Spontaneous Pretend Play in Children with and without Autism Spectrum Disorder. Frontiers in Psychology, 2016, 7, 1577.	2.1	8
33	The Development of Substitute Object Pretense: The Differential Importance of Form and Function. Journal of Cognition and Development, 2016, 17, 197-220.	1.3	45
34	Theory of Mind and Children's Engagement in Fantasy Worlds. Imagination, Cognition and Personality, 2015, 34, 230-242.	0.9	16
35	From false belief to friendship: Commentary on Fink, Begeer, Peterson, Slaughter, and de Rosnay. British Journal of Developmental Psychology, 2015, 33, 18-20.	1.7	2
36	How is theory of mind useful? Perhaps to enable social pretend play. Frontiers in Psychology, 2015, 6, 1559.	2.1	15

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37	Further examination of the immediate impact of television on children's executive function.. Developmental Psychology, 2015, 51, 792-805.	1.6	147
38	Grounded in reality: How children make sense of the unreal. Cognitive Development, 2015, 34, 111-114.	1.3	9
39	The Effect of Realistic Contexts on Ontological Judgments of Novel Entities. Cognitive Development, 2015, 34, 88-98.	1.3	6
40	Television and Children's Executive Function. Advances in Child Development and Behavior, 2015, 48, 219-248.	1.3	54
41	Can that really happen? Children's knowledge about the reality status of fantastical events in television. Journal of Experimental Child Psychology, 2015, 139, 99-114.	1.4	46
42	Real or Not? Informativeness Influences Children's Reality Status Judgments. Cognitive Development, 2015, 33, 28-39.	1.3	5
43	Do children learn from pretense?. Journal of Experimental Child Psychology, 2015, 130, 1-18.	1.4	18
44	Children's racial bias in perceptions of others' pain. British Journal of Developmental Psychology, 2014, 32, 218-231.	1.7	45
45	The Contribution of Symbolic Skills to the Development of an Explicit Theory of Mind. Child Development, 2014, 85, 1535-1551.	3.0	65
46	Do Children Prefer Mentalistic Descriptions?. Journal of Genetic Psychology, 2014, 175, 1-15.	1.2	10
47	Cultural variations in global versus local processing: A developmental perspective.. Developmental Psychology, 2014, 50, 2654-2665.	1.6	13
48	Anthropologist in the Crib? A Review ofTrusting What You're Told. Journal of Cognition and Development, 2014, , 150527104304009.	1.3	0
49	The impact of pretend play on children's development: A review of the evidence.. Psychological Bulletin, 2013, 139, 1-34.	6.1	562
50	Concepts and theories, methods and reasons: Why do the children (pretend) play? Reply to Weisberg, Hirsh-Pasek, and Golinkoff (2013); Bergen (2013); and Walker and Gopnik (2013).. Psychological Bulletin, 2013, 139, 49-52.	6.1	11
51	What Makes an Act a Pretense One? Young Children's Pretend-Real Judgments and Explanations. Child Development Research, 2013, 2013, 1-9.	1.9	10
52	Cortical mechanisms of pretense observation. Social Neuroscience, 2013, 8, 356-368.	1.3	9
53	Fictional Worlds, the Neuroscience of the Imagination, and Childhood Education. , 2013, , .		2
54	Play on: Retrospective Reports of the Persistence of Pretend Play Into Middle Childhood. Journal of Cognition and Development, 2012, 13, 524-549.	1.3	43

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55	Preschool children's development in classic Montessori, supplemented Montessori, and conventional programs. Journal of School Psychology, 2012, 50, 379-401.	2.9	127
56	Old dogs learning new tricks: Neuroplasticity beyond the juvenile period. Developmental Review, 2011, 31, 207-239.	4.7	49
57	Mindfulness Practices in Education: Montessori's Approach. Mindfulness, 2011, 2, 78-85.	2.8	19
58	The Immediate Impact of Different Types of Television on Young Children's Executive Function. Pediatrics, 2011, 128, 644-649.	2.1	245
59	Mother–Child Fantasy Play. , 2010, , .		3
60	The development of the counterfactual imagination. Behavioral and Brain Sciences, 2007, 30, 468-468.	0.7	0
61	The informative value of emotional expressions: 'social referencing' in mother-child pretense. Developmental Science, 2007, 10, 205-212.	2.4	62
62	Signs of Pretense Across Age and Scenario. Infancy, 2007, 11, 1-30.	1.6	68
63	THE EARLY YEARS: Evaluating Montessori Education. Science, 2006, 313, 1893-1894.	12.6	305
64	The Socialization of Theory of Mind. , 2006, , 65-76.		4
65	Theory of Mind: Conscious Attribution and Spontaneous Trait Inference. , 2006, , 277-305.		2
66	Dissociations, Developmental Psychology, and Pedagogical Design. Child Development, 2006, 77, 1563-1567.	3.0	1
67	Where Is the Real Cheese? Young Children's Ability to Discriminate Between Real and Pretend Acts. Child Development, 2006, 77, 1762-1777.	3.0	37
68	Synchrony in the Onset of Mental-State Reasoning. Psychological Science, 2005, 16, 378-384.	3.3	235
69	Preschooler's Understanding of the Role of Mental States and Action in Pretense. Journal of Cognition and Development, 2004, 5, 213-238.	1.3	13
70	Observers' proficiency at identifying pretense acts based on behavioral cues. Cognitive Development, 2004, 19, 223-240.	1.3	38
71	Mothers' Behavior Modifications During Pretense and Their Possible Signal Value for Toddlers.. Developmental Psychology, 2004, 40, 95-113.	1.6	116
72	Children's understanding of the knowledge prerequisites of drawing and pretending.. Developmental Psychology, 2002, 38, 1004-1015.	1.6	62

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73	Just through the looking glass: children's understanding of pretense. , 2002, , 102-114.		11
74	Children's understanding of the mind's involvement in pretense: do words bend the truth?. Developmental Science, 2002, 5, 87-97.	2.4	16
75	Children's understanding of the knowledge prerequisites of drawing and pretending.. Developmental Psychology, 2002, 38, 1004-1015.	1.6	12
76	Pretend Play as Twin Earth: A Social-Cognitive Analysis. Developmental Review, 2001, 21, 495-531.	4.7	158
77	The impact of fantasy and action on young children's understanding of pretence. British Journal of Developmental Psychology, 2001, 19, 85-98.	1.7	31
78	Roots of Social Sensibility and Neural Function. Jay Schulkin. Quarterly Review of Biology, 2001, 76, 393-394.	0.1	0
79	Developing a Cultural Theory of Mind. Current Directions in Psychological Science, 1999, 8, 57-61.	5.3	47
80	Lion Kings or puppies: the influence of fantasy on children's understanding of pretense. Developmental Science, 1999, 2, 75-80.	2.4	39
81	Wanting to Be It: Children's Understanding of Intentions Underlying Pretense. Child Development, 1998, 69, 981-993.	3.0	58
82	Theories behind Theories of Mind[1]. Human Development, 1998, 41, 40-46.	2.0	11
83	Wanting to Be It: Children's Understanding of Intentions Underlying Pretense. Child Development, 1998, 69, 981.	3.0	4
84	Ethnopsychologies: Reply to Wellman (1998) and Gauvain (1998).. Psychological Bulletin, 1998, 123, 43-46.	6.1	3
85	Ethnopsychologies: Cultural variations in theories of mind.. Psychological Bulletin, 1998, 123, 3-32.	6.1	552
86	The source of universal concepts: A view from folk psychology. Behavioral and Brain Sciences, 1998, 21, 580-580.	0.7	1
87	Casting the Theory Net Wide. PsycCritiques, 1998, 43, 663-665.	0.0	0
88	Ethnopsychologies: Reply to Wellman (1998) and Gauvain (1998).. Psychological Bulletin, 1998, 123, 43-46.	6.1	4
89	Wanting to be it: children's understanding of intentions underlying pretense. Child Development, 1998, 69, 981-93; discussion 994-5.	3.0	9
90	Other Folks' Theories of Mind and Behavior. Psychological Science, 1997, 8, 268-274.	3.3	120

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91	Body or Mind: Children's Categorizing of Pretense. Child Development, 1996, 67, 1717.	3.0	71
92	Body or Mind: Children's Categorizing of Pretense. Child Development, 1996, 67, 1717-1734.	3.0	69
93	Body or mind: children's categorizing of pretense. Child Development, 1996, 67, 1717-34.	3.0	8
94	Pretend Play Skills and the Child's Theory of Mind. Child Development, 1993, 64, 348.	3.0	257
95	Pretend Play Skills and the Child's Theory of Mind. Child Development, 1993, 64, 348-371.	3.0	279
96	Young Children's Conceptualization of Pretense: Action or Mental Representational State?. Child Development, 1993, 64, 372.	3.0	133
97	Young Children's Conceptualization of Pretense: Action or Mental Representational State?. Child Development, 1993, 64, 372-386.	3.0	42
98	Young children's understanding of different mental states.. Developmental Psychology, 1992, 28, 626-634.	1.6	91
99	Young Children's Preference for Mental State versus Behavioral Descriptions of Human Action. Child Development, 1990, 61, 731.	3.0	39
100	Young Children's Preference for Mental State versus Behavioral Descriptions of Human Action. Child Development, 1990, 61, 731-741.	3.0	40
101	Pretend Play and Cognitive Development. , 0, , 188-205.		24
102	Play and Development. , 0, , .		113