

Josef Perner

List of Publications by Year in descending order

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Version: 2024-02-01

135
papers

14,831
citations

34100

52
h-index

19188

118
g-index

135
all docs

135
docs citations

135
times ranked

7206
citing authors

#	ARTICLE	IF	CITATIONS
1	Fractionating theory of mind: A meta-analysis of functional brain imaging studies. <i>Neuroscience and Biobehavioral Reviews</i> , 2014, 42, 9-34.	6.1	1,253
2	Three-year-olds' difficulty with false belief: The case for a conceptual deficit. <i>British Journal of Developmental Psychology</i> , 1987, 5, 125-137.	1.7	1,216
3	"John thinks that Mary thinks that" - attribution of second-order beliefs by 5- to 10-year-old children. <i>Journal of Experimental Child Psychology</i> , 1985, 39, 437-471.	1.4	1,122
4	Implicit understanding of belief. <i>Cognitive Development</i> , 1994, 9, 377-395.	1.3	659
5	A theory of implicit and explicit knowledge. <i>Behavioral and Brain Sciences</i> , 1999, 22, 735-808.	0.7	637
6	Exploration of the Autistic Child's Theory of Mind: Knowledge, Belief, and Communication. <i>Child Development</i> , 1989, 60, 689.	3.0	555
7	Development of theory of mind and executive control. <i>Trends in Cognitive Sciences</i> , 1999, 3, 337-344.	7.8	511
8	Infants' Insight into the Mind: How Deep?. <i>Science</i> , 2005, 308, 214-216.	12.6	469
9	Ignorance versus False Belief: A Developmental Lag in Attribution of Epistemic States. <i>Child Development</i> , 1986, 57, 567.	3.0	465
10	Theory of Mind Is Contagious: You Catch It from Your Sibs. <i>Child Development</i> , 1994, 65, 1228-1238.	3.0	422
11	Children's Understanding of Informational Access as Source of Knowledge. <i>Child Development</i> , 1988, 59, 386.	3.0	375
12	Older (but not younger) siblings facilitate false belief understanding.. <i>Developmental Psychology</i> , 1998, 34, 161-174.	1.6	373
13	Does the autistic child have a metarepresentational deficit?. <i>Cognition</i> , 1991, 40, 203-218.	2.2	288
14	Theory of Mind and Self-Control: More than a Common Problem of Inhibition. <i>Child Development</i> , 2002, 73, 752-767.	3.0	263
15	Thinking of mental and other representations: The roles of left and right temporo-parietal junction. <i>Social Neuroscience</i> , 2006, 1, 245-258.	1.3	233
16	Framing decisions: Hypothetical and real. <i>Organizational Behavior and Human Decision Processes</i> , 2002, 89, 1162-1175.	2.5	221
17	Do visual perspective tasks need theory of mind?. <i>NeuroImage</i> , 2006, 30, 1059-1068.	4.2	217
18	From infants' to children's appreciation of belief. <i>Trends in Cognitive Sciences</i> , 2012, 16, 519-525.	7.8	217

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19	The Effects of Framing, Reflection, Probability, and Payoff on Risk Preference in Choice Tasks. <i>Organizational Behavior and Human Decision Processes</i> , 1999, 78, 204-231.	2.5	196
20	Training Transfer Between Card Sorting and False Belief Understanding: Helping Children Apply Conflicting Descriptions. <i>Child Development</i> , 2003, 74, 1823-1839.	3.0	187
21	Early Deception and the Child's Theory of Mind: False Trails and Genuine Markers. <i>Child Development</i> , 1991, 62, 468-483.	3.0	178
22	Pleased and surprised: Children's cognitive theory of emotion. <i>British Journal of Developmental Psychology</i> , 1991, 9, 215-234.	1.7	175
23	Theory of mind finds its Piagetian perspective: why alternative naming comes with understanding belief. <i>Cognitive Development</i> , 2002, 17, 1451-1472.	1.3	170
24	Temporo-parietal Junction Activity in Theory-of-Mind Tasks: Falseness, Beliefs, or Attention. <i>Journal of Cognitive Neuroscience</i> , 2009, 21, 1179-1192.	2.3	160
25	Metalinguistic awareness and theory of mind: Just two words for the same thing?. <i>Cognitive Development</i> , 1998, 13, 279-305.	1.3	151
26	Do infants really understand false belief?. <i>Trends in Cognitive Sciences</i> , 2005, 9, 462-463.	7.8	150
27	Implicit and explicit theory of mind: State of the art. <i>British Journal of Developmental Psychology</i> , 2012, 30, 1-13.	1.7	146
28	Common brain areas engaged in false belief reasoning and visual perspective taking: a meta-analysis of functional brain imaging studies. <i>Frontiers in Human Neuroscience</i> , 2013, 7, 712.	2.0	143
29	Specifying the brain anatomy underlying temporo-parietal junction activations for theory of mind: A review using probabilistic atlases from different imaging modalities. <i>Human Brain Mapping</i> , 2017, 38, 4788-4805.	3.6	136
30	Young children's conception of lying: Lexical realism vs Moral subjectivism. <i>Journal of Experimental Child Psychology</i> , 1984, 37, 1-30.	1.4	130
31	What causes 3-year-olds' difficulty on the dimensional change card sorting task?. <i>Infant and Child Development</i> , 2002, 11, 93-105.	1.5	126
32	The many faces of belief: reflections on Fodor's and the child's theory of mind. <i>Cognition</i> , 1995, 57, 241-269.	2.2	113
33	Disentangling dimensions in the dimensional change card-sorting task. <i>Developmental Science</i> , 2005, 8, 44-56.	2.4	103
34	Knowledge for hunger: Children's problem with representation in imputing mental states. <i>Cognition</i> , 1988, 29, 47-61.	2.2	100
35	The Curious Incident of the Photo that was Accused of Being False: Issues of Domain Specificity in Development, Autism, and Brain Imaging. <i>Quarterly Journal of Experimental Psychology</i> , 2008, 61, 76-89.	1.1	100
36	Want That is Understood Well before Say That, Think That, and False Belief: A Test of de Villiers's Linguistic Determinism on German-Speaking Children. <i>Child Development</i> , 2003, 74, 179-188.	3.0	99

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37	Executive control and higher-order theory of mind in children at risk of ADHD. <i>Infant and Child Development</i> , 2002, 11, 141-158.	1.5	97
38	Counterfactual reasoning: From childhood to adulthood. <i>Journal of Experimental Child Psychology</i> , 2013, 114, 389-404.	1.4	97
39	Intentionality and knowledge in children's judgments of actor's responsibility and recipient's emotional reaction.. <i>Developmental Psychology</i> , 1988, 24, 358-365.	1.6	89
40	Counterfactual Reasoning: Developing a Sense of "Nearest Possible World". <i>Child Development</i> , 2010, 81, 376-389.	3.0	85
41	Clarifying the role of theory of mind areas during visual perspective taking: Issues of spontaneity and domain-specificity. <i>NeuroImage</i> , 2015, 117, 386-396.	4.2	81
42	Episodic memory development: theory of mind is part of re-experiencing experienced events. <i>Infant and Child Development</i> , 2007, 16, 471-490.	1.5	78
43	An evaluation of neurocognitive models of theory of mind. <i>Frontiers in Psychology</i> , 2015, 6, 1610.	2.1	77
44	Understanding the mind as an active information processor: Do young children have a "copy theory of mind"? <i>Cognition</i> , 1991, 39, 51-69.	2.2	74
45	Do infants understand false beliefs? We don't know yet – A commentary on Baillargeon, Buttelmann and Southgate's commentary. <i>Cognitive Development</i> , 2018, 48, 302-315.	1.3	68
46	Counterfactual conditionals and false belief: a developmental dissociation. <i>Cognitive Development</i> , 2004, 19, 179-201.	1.3	64
47	Escape From Metaignorance: How Children Develop an Understanding of Their Own Lack of Knowledge. <i>Child Development</i> , 2012, 83, 1869-1883.	3.0	61
48	'He Thinks He Knows': And More Developmental Evidence Against the Simulation (Role Taking) Theory. <i>Mind and Language</i> , 1992, 7, 72-86.	2.3	59
49	The meta-intentional nature of executive functions and theory of mind. , 1998, , 270-283.		59
50	Identity: Key to Children's Understanding of Belief. <i>Science</i> , 2011, 333, 474-477.	12.6	59
51	Actions really do speak louder than words-but only implicitly: Young children's understanding of false belief in action. <i>British Journal of Developmental Psychology</i> , 2001, 19, 413-432.	1.7	58
52	Understanding of intention and false belief and the development of self-control. <i>British Journal of Developmental Psychology</i> , 2002, 20, 67-76.	1.7	58
53	Developmental aspects of consciousness: How much theory of mind do you need to be consciously aware?. <i>Consciousness and Cognition</i> , 2003, 12, 63-82.	1.5	54
54	Young children's conception of lying: Moral intuition and the denotation and connotation of "to lie.". <i>Developmental Psychology</i> , 1985, 21, 993-995.	1.6	50

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55	The Disjunction Effect: Does It Exist for Two-Step Gambles?. <i>Organizational Behavior and Human Decision Processes</i> , 2001, 85, 250-264.	2.5	48
56	Children's changing understanding of wicked desires: From objective to subjective and moral. <i>British Journal of Developmental Psychology</i> , 1996, 14, 457-475.	1.7	45
57	The child's understanding of commitment.. <i>Developmental Psychology</i> , 1988, 24, 343-351.	1.6	42
58	When the alternative would have been better: Counterfactual reasoning and the emergence of regret. <i>Cognition and Emotion</i> , 2012, 26, 800-819.	2.0	42
59	Helping as an early indicator of a theory of mind: Mentalism or Teleology?. <i>Cognitive Development</i> , 2018, 46, 69-78.	1.3	41
60	The role of competition and knowledge in the Ellsberg task. <i>Journal of Behavioral Decision Making</i> , 2003, 16, 181-191.	1.7	40
61	The robustness and generalizability of findings on spontaneous false belief sensitivity: a replication attempt. <i>Royal Society Open Science</i> , 2018, 5, 172273.	2.4	40
62	Theory of mind, language and the temporoparietal junction mystery. <i>Trends in Cognitive Sciences</i> , 2008, 12, 123-126.	7.8	39
63	Mental files and belief: A cognitive theory of how children represent belief and its intensionality. <i>Cognition</i> , 2015, 145, 77-88.	2.2	39
64	Objects of Desire, Thought, and Reality: Problems of Anchoring Discourse Referents in Development. <i>Mind and Language</i> , 2007, 22, 475-513.	2.3	38
65	Counterfactual Reasoning: Sharpening Conceptual Distinctions in Developmental Studies. <i>Child Development Perspectives</i> , 2014, 8, 54-58.	3.9	38
66	Young children's preoccupation with their own payoffs in strategic analysis of 2x2 games.. <i>Developmental Psychology</i> , 1979, 15, 204-213.	1.6	37
67	Processing counterfactual and hypothetical conditionals: An fMRI investigation. <i>NeuroImage</i> , 2013, 72, 265-271.	4.2	37
68	Belief and quantity: three-year olds' adaptation to listener's knowledge. <i>Journal of Child Language</i> , 1986, 13, 305-315.	1.2	36
69	Choice or No Choice: Is the Langer Effect Evidence Against Simulation?. <i>Mind and Language</i> , 1995, 10, 423-436.	2.3	36
70	Perspective taking and cognitive flexibility in the Dimensional Change Card Sorting (DCCS) task. <i>Cognitive Development</i> , 2010, 25, 208-217.	1.3	36
71	Dissociating size representation for action and for conscious judgment: Grasping visual illusions without apparent obstacles. <i>Consciousness and Cognition</i> , 2006, 15, 269-284.	1.5	35
72	False signs and the non-specificity of theory of mind: Evidence that preschoolers have general difficulties in understanding representations. <i>British Journal of Developmental Psychology</i> , 2008, 26, 485-497.	1.7	35

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73	Training Theory of Mind and Executive Control: A Tool for Improving School Achievement?. Mind, Brain, and Education, 2008, 2, 122-127.	1.9	35
74	Sorting between dimensions: Conditions of cognitive flexibility in preschoolers. Journal of Experimental Child Psychology, 2008, 100, 115-134.	1.4	35
75	Introspection & remembering. Synthese, 2007, 159, 253-270.	1.1	34
76	Competition as rational action: Why young children cannot appreciate competitive games. Journal of Experimental Child Psychology, 2013, 116, 545-559.	1.4	31
77	Simulation as explicitation of predication-implicit knowledge about the mind: arguments for a simulation-theory mix. , 1996, , 90-104.		29
78	Misinformation and unexpected change: Testing the development of epistemic-state attribution. Psychological Research, 1988, 50, 191-197.	1.7	28
79	Retro- and prospection for mental time travel: Emergence of episodic remembering and mental rotation in 5- to 8-year old children. Consciousness and Cognition, 2010, 19, 802-815.	1.5	26
80	Mental representation of length and weight series and transitive inferences in young children. Journal of Experimental Child Psychology, 1981, 31, 177-192.	1.4	24
81	Opacity and Discourse Referents: Object Identity and Object Properties. Mind and Language, 2007, 22, 215-245.	2.3	24
82	Division of labour within the visual system: fact or fiction? Which kind of evidence is appropriate to clarify this debate?. Experimental Brain Research, 2010, 202, 79-88.	1.5	24
83	Is reasoning from counterfactual antecedents evidence for counterfactual reasoning?. Thinking and Reasoning, 2010, 16, 131-155.	3.2	24
84	Direct and indirect admission of ignorance by children. Journal of Experimental Child Psychology, 2017, 159, 279-295.	1.4	24
85	Systematic Comparison of Brain Imaging Meta-Analyses of ToM with vPT. BioMed Research International, 2017, 2017, 1-12.	1.9	23
86	Getting a grip on illusions: replicating Stüttgen et al [Exp Brain Res (2010) 202:79-88] results with 3-D objects. Experimental Brain Research, 2012, 216, 155-157.	1.5	22
87	God's "Mother" Baby: What Children Think They Know. Child Development, 2014, 85, 1601-1616.	3.0	22
88	Left inferior-parietal lobe activity in perspective tasks: identity statements. Frontiers in Human Neuroscience, 2015, 9, 360.	2.0	22
89	Belief and Counterfactuality. Zeitschrift Fur Psychologie / Journal of Psychology, 2018, 226, 110-121.	1.0	21
90	Mental Files in Development: Dual Naming, False Belief, Identity and Intensionality. Review of Philosophy and Psychology, 2016, 7, 491-508.	1.8	20

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91	Ignorance or False Negatives: Do Children of 4 to 5 Years Simulate Belief With "Not Knowing = Getting it Wrong?". <i>Journal of Cognition and Development</i> , 2003, 4, 263-273.	1.3	18
92	Basic Conditional Reasoning: How Children Mimic Counterfactual Reasoning. <i>Studia Logica</i> , 2014, 102, 793-810.	0.6	18
93	Evolution of human cooperation in <i>Homo heidelbergensis</i> : Teleology versus mentalism. <i>Developmental Review</i> , 2015, 38, 69-88.	4.7	18
94	Exceptions to Mutual Trust: Children's Use of Second-Order Beliefs in Responsibility Attribution. <i>International Journal of Behavioral Development</i> , 1987, 10, 207-223.	2.4	17
95	Mental files: Developmental integration of dual naming and theory of mind. <i>Developmental Review</i> , 2020, 56, 100909.	4.7	17
96	Grasping the diagonal: Controlling attention to illusory stimuli for action and perception. <i>Consciousness and Cognition</i> , 2009, 18, 223-228.	1.5	14
97	Further Evidence for Nonspecificity of Theory of Mind in Preschoolers: Training and Transferability in the Understanding of False Beliefs and False Signs. <i>Journal of Cognition and Development</i> , 2011, 12, 56-79.	1.3	14
98	Feedback-dependent encoding of length series. <i>British Journal of Developmental Psychology</i> , 1985, 3, 133-141.	1.7	13
99	Teleology. , 2013, , 35-50.		13
100	Experiments with cooperative 2 $\frac{1}{2}$ 2 games. <i>Theory and Decision</i> , 1977, 8, 67-92.	1.0	12
101	CONDITIONS FOR MUTUALITY. <i>Journal of Semantics</i> , 1988, 6, 369-385.	1.5	12
102	Predicting Others Through Simulation or by Theory? A Method to Decide. <i>Mind and Language</i> , 1999, 14, 57-79.	2.3	12
103	Mental files theory of mind: When do children consider agents acquainted with different object identities?. <i>Cognition</i> , 2018, 171, 122-129.	2.2	12
104	File Change Semantics for preschoolers. <i>Interaction Studies</i> , 2005, 6, 483-501.	0.6	11
105	Pro-social cognition: helping, practical reasons, and "theory of mind". <i>Phenomenology and the Cognitive Sciences</i> , 2015, 14, 755-767.	1.8	9
106	The practical other: teleology and its development. <i>Interdisciplinary Science Reviews</i> , 2018, 43, 99-114.	1.4	9
107	Do Children with ADHD Not Need Their Frontal Lobes for Theory of Mind? A Review of Brain Imaging and Neuropsychological Studies. , 0, , 197-230.		8
108	Reduced spontaneous perspective taking in schizophrenia. <i>Psychiatry Research - Neuroimaging</i> , 2019, 292, 5-12.	1.8	8

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109	Great apes are sensitive to prior reliability of an informant in a gaze following task. PLoS ONE, 2017, 12, e0187451.	2.5	8
110	Dissociable definitions of consciousness. Behavioral and Brain Sciences, 1994, 17, 403-404.	0.7	7
111	What sort of representation is conscious?. Behavioral and Brain Sciences, 2002, 25, 336-337.	0.7	7
112	Do infants understand that external goals are internally represented?. Behavioral and Brain Sciences, 2005, 28, 710-711.	0.7	7
113	Commentary on Ted Ruffman's "Belief or not belief: a developmental review". Developmental Review, 2014, 34, 294-299.	4.7	7
114	Extended difficulties with counterfactuals persist in reasoning with false beliefs: Evidence for teleology-in-perspective. Journal of Experimental Child Psychology, 2021, 204, 105058.	1.4	7
115	Does manifestness solve problems of mutuality?. Behavioral and Brain Sciences, 1990, 13, 178-179.	0.7	6
116	Deconstructing RTK: How to explicate a theory of implicit knowledge. Behavioral and Brain Sciences, 1999, 22, 790-801.	0.7	5
117	Simulation À la Goldman: pretend and collapse. Philosophical Studies, 2009, 144, 435-446.	0.8	5
118	Mistaken Max befriends Duplo girl: No difference between a standard and an acted-out false belief task. Journal of Experimental Child Psychology, 2020, 191, 104756.	1.4	5
119	Why Do Children Who Solve False Belief Tasks Begin to Find True Belief Control Tasks Difficult? A Test of Pragmatic Performance Factors in Theory of Mind Tasks. Frontiers in Psychology, 2021, 12, 797246.	2.1	5
120	Consistency in exchange for inappropriately matched visual feedback? A comment on Franz and Gegenfurtner (2008) "Grasping visual illusions: Consistent data and no dissociation". Cognitive Neuropsychology, 2009, 26, 412-417.	1.1	4
121	Measuring visual perspective taking in the brain with avatars and arrows: Which question are we asking?. NeuroImage, 2018, 181, 814-817.	4.2	4
122	Implicit Versus Explicit Representation and Intra- Versus Inter-Modular Processing. Computational Intelligence, 2002, 18, 55-58.	3.2	3
123	Remember judgments and the constraint of direct experience. Psychological Research, 2009, 73, 623-632.	1.7	3
124	The role of the IPL in person identification. Neuropsychologia, 2019, 129, 164-170.	1.6	3
125	A plea for the second functionalist model and the insufficiency of simulation. Behavioral and Brain Sciences, 1993, 16, 66-67.	0.7	2
126	Children's understanding of belief and disconfirming visual evidence. Cognitive Development, 1997, 12, 463-475.	1.3	2

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127	Room for concept development?. Behavioral and Brain Sciences, 1998, 21, 82-83.	0.7	2
128	Framing and the theory-simulation controversy. Predicting people's decisions. Mind and Society, 2002, 3, 65-80.	1.3	2
129	How to Assess Metacognition in Infants and Animals?. Infant and Child Development, 2013, 22, 102-104.	1.5	1
130	Mental Files and Teleology. , 2021, , 257-281.		1
131	Teleology first: Goals before knowledge and belief. Behavioral and Brain Sciences, 2021, 44, e169.	0.7	1
132	Higher order thinking. Behavioral and Brain Sciences, 1999, 22, 164-165.	0.7	0
133	Whatâ€™s in a Hub?â€™Representing Identity in Language and Mathematics. Neuroscience, 2020, 432, 104-114. 2.3		0
134	Developmental aspects of consciousness: How much theory of mind do you need to be consciously aware?*. , 2009, , 53-72.		0
135	Developing Theory of Mind and Counterfactual Reasoning in Children. , 2022, , 408-426.		0