

# Josef Perner

## List of Publications by Year in descending order

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135  
papers

14,831  
citations

39113

52  
h-index

21843

118  
g-index

135  
all docs

135  
docs citations

135  
times ranked

8179  
citing authors

#	ARTICLE	IF	CITATIONS
1	Developing Theory of Mind and Counterfactual Reasoning in Children. , 2022, , 408-426.		0
2	Mental Files and Teleology. , 2021, , 257-281.		1
3	Extended difficulties with counterfactuals persist in reasoning with false beliefs: Evidence for teleology-in-perspective. Journal of Experimental Child Psychology, 2021, 204, 105058.	0.7	7
4	Teleology first: Goals before knowledge and belief. Behavioral and Brain Sciences, 2021, 44, e169.	0.4	1
5	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.	1.1	5
6	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.	0.7	5
7	Whatâ€™s in a Hub?â€”Representing Identity in Language and Mathematics. Neuroscience, 2020, 432, 104-114.	1.1	0
8	Mental files: Developmental integration of dual naming and theory of mind. Developmental Review, 2020, 56, 100909.	2.6	17
9	Reduced spontaneous perspective taking in schizophrenia. Psychiatry Research - Neuroimaging, 2019, 292, 5-12.	0.9	8
10	The role of the IPL in person identification. Neuropsychologia, 2019, 129, 164-170.	0.7	3
11	The robustness and generalizability of findings on spontaneous false belief sensitivity: a replication attempt. Royal Society Open Science, 2018, 5, 172273.	1.1	40
12	Helping as an early indicator of a theory of mind: Mentalism or Teleology?. Cognitive Development, 2018, 46, 69-78.	0.7	41
13	Mental files theory of mind: When do children consider agents acquainted with different object identities?. Cognition, 2018, 171, 122-129.	1.1	12
14	Do infants understand false beliefs? We donâ€™t know yet â€” A commentary on Baillargeon, Buttelmann and Southgateâ€™s commentary. Cognitive Development, 2018, 48, 302-315.	0.7	68
15	Measuring visual perspective taking in the brain with avatars and arrows: Which question are we asking?. NeuroImage, 2018, 181, 814-817.	2.1	4
16	The practical other: teleology and its development. Interdisciplinary Science Reviews, 2018, 43, 99-114.	1.0	9
17	Belief and Counterfactuality. Zeitschrift Fur Psychologie / Journal of Psychology, 2018, 226, 110-121.	0.7	21
18	Specifying the brain anatomy underlying temporo-parietal junction activations for theory of mind: A review using probabilistic atlases from different imaging modalities. Human Brain Mapping, 2017, 38, 4788-4805.	1.9	136

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19	Direct and indirect admission of ignorance by children. <i>Journal of Experimental Child Psychology</i> , 2017, 159, 279-295.	0.7	24
20	Systematic Comparison of Brain Imaging Meta-Analyses of ToM with vPT. <i>BioMed Research International</i> , 2017, 2017, 1-12.	0.9	23
21	Great apes are sensitive to prior reliability of an informant in a gaze following task. <i>PLoS ONE</i> , 2017, 12, e0187451.	1.1	8
22	Mental Files in Development: Dual Naming, False Belief, Identity and Intensionality. <i>Review of Philosophy and Psychology</i> , 2016, 7, 491-508.	1.0	20
23	Left inferior-parietal lobe activity in perspective tasks: identity statements. <i>Frontiers in Human Neuroscience</i> , 2015, 9, 360.	1.0	22
24	An evaluation of neurocognitive models of theory of mind. <i>Frontiers in Psychology</i> , 2015, 6, 1610.	1.1	77
25	Pro-social cognition: helping, practical reasons, and "theory of mind"™. <i>Phenomenology and the Cognitive Sciences</i> , 2015, 14, 755-767.	1.1	9
26	Mental files and belief: A cognitive theory of how children represent belief and its intensionality. <i>Cognition</i> , 2015, 145, 77-88.	1.1	39
27	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.	2.1	81
28	Evolution of human cooperation in <i>Homo heidelbergensis</i> : Teleology versus mentalism. <i>Developmental Review</i> , 2015, 38, 69-88.	2.6	18
29	God's "Mother's" Baby: What Children Think They Know. <i>Child Development</i> , 2014, 85, 1601-1616.	1.7	22
30	Counterfactual Reasoning: Sharpening Conceptual Distinctions in Developmental Studies. <i>Child Development Perspectives</i> , 2014, 8, 54-58.	2.1	38
31	Fractionating theory of mind: A meta-analysis of functional brain imaging studies. <i>Neuroscience and Biobehavioral Reviews</i> , 2014, 42, 9-34.	2.9	1,253
32	Basic Conditional Reasoning: How Children Mimic Counterfactual Reasoning. <i>Studia Logica</i> , 2014, 102, 793-810.	0.4	18
33	Commentary on Ted Ruffman's "Belief or not belief: " Developmental Review, 2014, 34, 294-299.	2.6	7
34	Counterfactual reasoning: From childhood to adulthood. <i>Journal of Experimental Child Psychology</i> , 2013, 114, 389-404.	0.7	97
35	Competition as rational action: Why young children cannot appreciate competitive games. <i>Journal of Experimental Child Psychology</i> , 2013, 116, 545-559.	0.7	31
36	Processing counterfactual and hypothetical conditionals: An fMRI investigation. <i>NeuroImage</i> , 2013, 72, 265-271.	2.1	37

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37	How to Assess Metacognition in Infants and Animals?. <i>Infant and Child Development</i> , 2013, 22, 102-104.	0.9	1
38	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.	1.0	143
39	Teleology. , 2013, , 35-50.		13
40	When the alternative would have been better: Counterfactual reasoning and the emergence of regret. <i>Cognition and Emotion</i> , 2012, 26, 800-819.	1.2	42
41	Escape From Metaignorance: How Children Develop an Understanding of Their Own Lack of Knowledge. <i>Child Development</i> , 2012, 83, 1869-1883.	1.7	61
42	From infants's to children's appreciation of belief. <i>Trends in Cognitive Sciences</i> , 2012, 16, 519-525.	4.0	217
43	Implicit and explicit theory of mind: State of the art. <i>British Journal of Developmental Psychology</i> , 2012, 30, 1-13.	0.9	146
44	Getting a grip on illusions: replicating Stüttgen et al [ <i>Exp Brain Res</i> (2010) 202:79-88] results with 3-D objects. <i>Experimental Brain Research</i> , 2012, 216, 155-157.	0.7	22
45	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.	0.6	14
46	Identity: Key to Children's Understanding of Belief. <i>Science</i> , 2011, 333, 474-477.	6.0	59
47	Division of labour within the visual system: fact or fiction? Which kind of evidence is appropriate to clarify this debate?. <i>Experimental Brain Research</i> , 2010, 202, 79-88.	0.7	24
48	Retro- and prospection for mental time travel: Emergence of episodic remembering and mental rotation in 5- to 8-year old children. <i>Consciousness and Cognition</i> , 2010, 19, 802-815.	0.8	26
49	Counterfactual Reasoning: Developing a Sense of "Nearest Possible World". <i>Child Development</i> , 2010, 81, 376-389.	1.7	85
50	Is reasoning from counterfactual antecedents evidence for counterfactual reasoning?. <i>Thinking and Reasoning</i> , 2010, 16, 131-155.	2.1	24
51	Perspective taking and cognitive flexibility in the Dimensional Change Card Sorting (DCCS) task. <i>Cognitive Development</i> , 2010, 25, 208-217.	0.7	36
52	Consistency in exchange for inappropriately matched visual feedback? A comment on Franz and Gegenfurtner (2008) "Grasping visual illusions: Consistent data and no dissociation". <i>Cognitive Neuropsychology</i> , 2009, 26, 412-417.	0.4	4
53	Temporo-parietal Junction Activity in Theory-of-Mind Tasks: Falseness, Beliefs, or Attention. <i>Journal of Cognitive Neuroscience</i> , 2009, 21, 1179-1192.	1.1	160
54	Remember judgments and the constraint of direct experience. <i>Psychological Research</i> , 2009, 73, 623-632.	1.0	3

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55	Grasping the diagonal: Controlling attention to illusory stimuli for action and perception. <i>Consciousness and Cognition</i> , 2009, 18, 223-228.	0.8	14
56	Simulation À la Goldman: pretend and collapse. <i>Philosophical Studies</i> , 2009, 144, 435-446.	0.5	5
57	Developmental aspects of consciousness: How much theory of mind do you need to be consciously aware?*, 2009, , 53-72.		0
58	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.	0.9	35
59	Training Theory of Mind and Executive Control: A Tool for Improving School Achievement?. <i>Mind, Brain, and Education</i> , 2008, 2, 122-127.	0.9	35
60	Sorting between dimensions: Conditions of cognitive flexibility in preschoolers. <i>Journal of Experimental Child Psychology</i> , 2008, 100, 115-134.	0.7	35
61	Theory of mind, language and the temporoparietal junction mystery. <i>Trends in Cognitive Sciences</i> , 2008, 12, 123-126.	4.0	39
62	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.	0.6	100
63	Episodic memory development: theory of mind is part of re-experiencing experienced events. <i>Infant and Child Development</i> , 2007, 16, 471-490.	0.9	78
64	Opacity and Discourse Referents: Object Identity and Object Properties. <i>Mind and Language</i> , 2007, 22, 215-245.	1.2	24
65	Objects of Desire, Thought, and Reality: Problems of Anchoring Discourse Referents in Development. <i>Mind and Language</i> , 2007, 22, 475-513.	1.2	38
66	Introspection & remembering. <i>Synthese</i> , 2007, 159, 253-270.	0.6	34
67	Thinking of mental and other representations: The roles of left and right temporo-parietal junction. <i>Social Neuroscience</i> , 2006, 1, 245-258.	0.7	233
68	Do visual perspective tasks need theory of mind?. <i>NeuroImage</i> , 2006, 30, 1059-1068.	2.1	217
69	Dissociating size representation for action and for conscious judgment: Grasping visual illusions without apparent obstacles. <i>Consciousness and Cognition</i> , 2006, 15, 269-284.	0.8	35
70	File Change Semantics for preschoolers. <i>Interaction Studies</i> , 2005, 6, 483-501.	0.4	11
71	Disentangling dimensions in the dimensional change card-sorting task. <i>Developmental Science</i> , 2005, 8, 44-56.	1.3	103
72	Do infants understand that external goals are internally represented?. <i>Behavioral and Brain Sciences</i> , 2005, 28, 710-711.	0.4	7

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73	Do infants really understand false belief?. Trends in Cognitive Sciences, 2005, 9, 462-463.	4.0	150
74	PSYCHOLOGY: Infants' Insight into the Mind: How Deep?. Science, 2005, 308, 214-216.	6.0	469
75	Counterfactual conditionals and false belief: a developmental dissociation. Cognitive Development, 2004, 19, 179-201.	0.7	64
76	The role of competition and knowledge in the Ellsberg task. Journal of Behavioral Decision Making, 2003, 16, 181-191.	1.0	40
77	Developmental aspects of consciousness: How much theory of mind do you need to be consciously aware?. Consciousness and Cognition, 2003, 12, 63-82.	0.8	54
78	Training Transfer Between Card Sorting and False Belief Understanding: Helping Children Apply Conflicting Descriptions. Child Development, 2003, 74, 1823-1839.	1.7	187
79	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. Child Development, 2003, 74, 179-188.	1.7	99
80	Ignorance or False Negatives: Do Children of 4 to 5 Years Simulate Belief With "Not Knowing = Getting it Wrong?". Journal of Cognition and Development, 2003, 4, 263-273.	0.6	18
81	Theory of mind finds its Piagetian perspective: why alternative naming comes with understanding belief. Cognitive Development, 2002, 17, 1451-1472.	0.7	170
82	What sort of representation is conscious?. Behavioral and Brain Sciences, 2002, 25, 336-337.	0.4	7
83	Framing decisions: Hypothetical and real. Organizational Behavior and Human Decision Processes, 2002, 89, 1162-1175.	1.4	221
84	What causes 3-year-olds' difficulty on the dimensional change card sorting task?. Infant and Child Development, 2002, 11, 93-105.	0.9	126
85	Executive control and higher-order theory of mind in children at risk of ADHD. Infant and Child Development, 2002, 11, 141-158.	0.9	97
86	Framing and the theory-simulation controversy. Predicting people's decisions. Mind and Society, 2002, 3, 65-80.	0.9	2
87	Theory of Mind and Self-Control: More than a Common Problem of Inhibition. Child Development, 2002, 73, 752-767.	1.7	263
88	Implicit Versus Explicit Representation and Intra- Versus Inter-Modular Processing. Computational Intelligence, 2002, 18, 55-58.	2.1	3
89	Understanding of intention and false belief and the development of self-control. British Journal of Developmental Psychology, 2002, 20, 67-76.	0.9	58
90	The Disjunction Effect: Does It Exist for Two-Step Gambles?. Organizational Behavior and Human Decision Processes, 2001, 85, 250-264.	1.4	48

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91	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.	0.9	58
92	A theory of implicit and explicit knowledge. <i>Behavioral and Brain Sciences</i> , 1999, 22, 735-808.	0.4	637
93	Higher order thinking. <i>Behavioral and Brain Sciences</i> , 1999, 22, 164-165.	0.4	0
94	Deconstructing RTK: How to explicate a theory of implicit knowledge. <i>Behavioral and Brain Sciences</i> , 1999, 22, 790-801.	0.4	5
95	Predicting Others Through Simulation or by Theory? A Method to Decide. <i>Mind and Language</i> , 1999, 14, 57-79.	1.2	12
96	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.	1.4	196
97	Development of theory of mind and executive control. <i>Trends in Cognitive Sciences</i> , 1999, 3, 337-344.	4.0	511
98	Metalinguistic awareness and theory of mind: Just two words for the same thing?. <i>Cognitive Development</i> , 1998, 13, 279-305.	0.7	151
99	The meta-intentional nature of executive functions and theory of mind. , 1998, , 270-283.		59
100	Older (but not younger) siblings facilitate false belief understanding.. <i>Developmental Psychology</i> , 1998, 34, 161-174.	1.2	373
101	Room for concept development?. <i>Behavioral and Brain Sciences</i> , 1998, 21, 82-83.	0.4	2
102	Children's understanding of belief and disconfirming visual evidence. <i>Cognitive Development</i> , 1997, 12, 463-475.	0.7	2
103	Children's changing understanding of wicked desires: From objective to subjective and moral. <i>British Journal of Developmental Psychology</i> , 1996, 14, 457-475.	0.9	45
104	Simulation as explication of predication-implicit knowledge about the mind: arguments for a simulation-theory mix. , 1996, , 90-104.		29
105	Choice or No Choice: Is the Langer Effect Evidence Against Simulation?. <i>Mind and Language</i> , 1995, 10, 423-436.	1.2	36
106	The many faces of belief: reflections on Fodor's and the child's theory of mind. <i>Cognition</i> , 1995, 57, 241-269.	1.1	113
107	Dissociable definitions of consciousness. <i>Behavioral and Brain Sciences</i> , 1994, 17, 403-404.	0.4	7
108	Implicit understanding of belief. <i>Cognitive Development</i> , 1994, 9, 377-395.	0.7	659

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109	Theory of Mind Is Contagious: You Catch It from Your Sibs. <i>Child Development</i> , 1994, 65, 1228-1238.	1.7	422
110	A plea for the second functionalist model and the insufficiency of simulation. <i>Behavioral and Brain Sciences</i> , 1993, 16, 66-67.	0.4	2
111	'He Thinks He Knows': And More Developmental Evidence Against the Simulation (Role Taking) Theory. <i>Mind and Language</i> , 1992, 7, 72-86.	1.2	59
112	Does the autistic child have a metarepresentational deficit?. <i>Cognition</i> , 1991, 40, 203-218.	1.1	288
113	Understanding the mind as an active information processor: Do young children have a "copy theory of mind"? <i>Cognition</i> , 1991, 39, 51-69.	1.1	74
114	Early Deception and the Child's Theory of Mind: False Trails and Genuine Markers. <i>Child Development</i> , 1991, 62, 468-483.	1.7	178
115	Pleased and surprised: Children's cognitive theory of emotion. <i>British Journal of Developmental Psychology</i> , 1991, 9, 215-234.	0.9	175
116	Does manifestness solve problems of mutuality?. <i>Behavioral and Brain Sciences</i> , 1990, 13, 178-179.	0.4	6
117	Exploration of the Autistic Child's Theory of Mind: Knowledge, Belief, and Communication. <i>Child Development</i> , 1989, 60, 689.	1.7	555
118	Misinformation and unexpected change: Testing the development of epistemic-state attribution. <i>Psychological Research</i> , 1988, 50, 191-197.	1.0	28
119	Knowledge for hunger: Children's problem with representation in imputing mental states. <i>Cognition</i> , 1988, 29, 47-61.	1.1	100
120	CONDITIONS FOR MUTUALITY. <i>Journal of Semantics</i> , 1988, 6, 369-385.	0.6	12
121	Intentionality and knowledge in children's judgments of actor's responsibility and recipient's emotional reaction.. <i>Developmental Psychology</i> , 1988, 24, 358-365.	1.2	89
122	The child's understanding of commitment.. <i>Developmental Psychology</i> , 1988, 24, 343-351.	1.2	42
123	Children's Understanding of Informational Access as Source of Knowledge. <i>Child Development</i> , 1988, 59, 386.	1.7	375
124	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.	1.3	17
125	Three-year-olds' difficulty with false belief: The case for a conceptual deficit. <i>British Journal of Developmental Psychology</i> , 1987, 5, 125-137.	0.9	1,216
126	Ignorance versus False Belief: A Developmental Lag in Attribution of Epistemic States. <i>Child Development</i> , 1986, 57, 567.	1.7	465



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127	Belief and quantity: three-year olds' adaptation to listener's knowledge. Journal of Child Language, 1986, 13, 305-315.	0.8	36
128	Young children's conception of lying: Moral intuition and the denotation and connotation of "to lie.". Developmental Psychology, 1985, 21, 993-995.	1.2	50
129	Feedback-dependent encoding of length series. British Journal of Developmental Psychology, 1985, 3, 133-141.	0.9	13
130	John thinks that Mary thinks that... attribution of second-order beliefs by 5- to 10-year-old children. Journal of Experimental Child Psychology, 1985, 39, 437-471.	0.7	1,122
131	Young children's conception of lying: Lexical realism vs Moral subjectivism. Journal of Experimental Child Psychology, 1984, 37, 1-30.	0.7	130
132	Mental representation of length and weight series and transitive inferences in young children. Journal of Experimental Child Psychology, 1981, 31, 177-192.	0.7	24
133	Young children's preoccupation with their own payoffs in strategic analysis of 2x2 games.. Developmental Psychology, 1979, 15, 204-213.	1.2	37
134	Experiments with cooperative 2 1/2 2 games. Theory and Decision, 1977, 8, 67-92.	0.5	12
135	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