Denis Mareschal

List of Publications by Year
in descending order

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143	4,601	109321	123424
papers	citations	35 h-index	61 g-index

160	160	160	2755
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	A computational and neuropsychological account of objectâ€oriented behaviours in infancy. Developmental Science, 1999, 2, 306-317.	2.4	223
2	Modeling cognitive development on balance scale phenomena. Machine Learning, 1994, 16, 57-86.	5.4	192
3	Categorization in infancy. Trends in Cognitive Sciences, 2001, 5, 443-450.	7.8	180
4	Neuroconstructivism. Developmental Science, 2007, 10, 75-83.	2.4	177
5	A connectionist account of asymmetric category learning in early infancy.. Developmental Psychology, 2000, 36, 635-645.	1.6	146
6	Analogy as relational priming: A developmental and computational perspective on the origins of a complex cognitive skill. Behavioral and Brain Sciences, 2008, 31, 357-378.	0.7	138
7	Generative connectionist networks and constructivist cognitive development. Cognitive Development, 1996, 11, 571-603.	1.3	130
8	Spatial localization of touch in the first year of life: Early influence of a visual spatial code and the development of remapping across changes in limb position.. Journal of Experimental Psychology: General, 2008, 137, 149-162.	2.1	129
9	Fusion of visual cues is not mandatory in children. Proceedings of the National Academy of Sciences of the United States of America, 2010, 107, 17041-17046.	7.1	126
10	The â€œwhatâ€•and â€œwhereâ€•of object representations in infancy. Cognition, 2003, 88, 259-276.	2.2	124
11	Models of habituation in infancy. Trends in Cognitive Sciences, 2002, 6, 293-298.	7.8	121
12	TRACX: A recognition-based connectionist framework for sequence segmentation and chunk extraction.. Psychological Review, 2011, 118, 614-636.	3.8	118
13	The Role of Bottom-Up Processing in Perceptual Categorization by 3- to 4-Month-Old Infants: Simulations and Data.. Journal of Experimental Psychology: General, 2004, 133, 382-397.	2.1	116
14	PrÃ©cis of Neuroconstructivism: How the Brain Constructs Cognition. Behavioral and Brain Sciences, 2008, 31, 321-331.	0.7	114
15	An Interacting Systems Model of Infant Habituation. Journal of Cognitive Neuroscience, 2004, 16, 1352-1362.	2.3	80
16	The Neural Basis of Perceptual Category Learning in Human Infants. Journal of Cognitive Neuroscience, 2009, 21, 2276-2286.	2.3	72
17	Human handedness: An inherited evolutionary trait. Behavioural Brain Research, 2013, 237, 200-206.	2.2	71
18	Modeling developmental cognitive neuroscience. Trends in Cognitive Sciences, 2006, 10, 227-232.	7.8	67

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19	Learning to perceive object unity: a connectionist account. Developmental Science, 2002, 5, 151-172.	2.4	66
20	Flexible and Context-Dependent Categorization by Eighteen-Month-Olds. Child Development, 2007, 78, 19-37.	3.0	63
21	Mechanisms of Categorization in Infancy. Infancy, 2000, 1, 59-76.	1.6	59
22	From Parts to Wholes: Mechanisms of Development in Infant Visual Object Processing. Infancy, 2004, 5, 131-151.	1.6	59
23	From perceptual to language-mediated categorization. Philosophical Transactions of the Royal Society B: Biological Sciences, 2014, 369, 20120391.	4.0	55
24	Multisensory uncertainty reduction for hand localization in children and adults.. Journal of Experimental Psychology: Human Perception and Performance, 2013, 39, 773-787.	0.9	54
25	Mapping the origins of time: Scalar errors in infant time estimation.. Developmental Psychology, 2014, 50, 2030-2035.	1.6	51
26	Mechanisms of developmental change in infant categorization. Cognitive Development, 2012, 27, 367-382.	1.3	50
27	Electrophysiological correlates of common-onset visual masking. Neuropsychologia, 2007, 45, 2285-2293.	1.6	47
28	Getting into the Groove: The Development of Tempoâ€Flexibility Between 10 and 18ÂMonths of Age. Infancy, 2017, 22, 540-551.	1.6	46
29	Computational Modeling in Developmental Psychology. IEEE Transactions on Evolutionary Computation, 2007, 11, 137-150.	10.0	45
30	Dorsal and ventral stream activation and object recognition performance in school-age children. NeuroImage, 2011, 57, 659-670.	4.2	44
31	Labels Direct Infantsâ€™ Attention to Commonalities during Novel Category Learning. PLoS ONE, 2014, 9, e99670.	2.5	41
32	The left cradling bias: An evolutionary facilitator of social cognition?. Cortex, 2019, 118, 116-131.	2.4	41
33	Object knowledge in infancy: current controversies and approaches. Trends in Cognitive Sciences, 2000, 4, 408-416.	7.8	40
34	Asymmetric interference in 3- to 4-month-olds' sequential category learning. Cognitive Science, 2002, 26, 377-389.	1.7	40
35	The Goal Circuit Model: A Hierarchical Multiâ€Route Model of the Acquisition and Control of Routine Sequential Action in Humans. Cognitive Science, 2014, 38, 244-274.	1.7	38
36	Development of Children's Seriation: A Connectionist Approach. Connection Science, 1999, 11, 149-186.	3.0	37

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37	Graspability and object processing in infants. , 2003, 26, 516-528.		35
38	TRACX2: a connectionist autoencoder using graded chunks to model infant visual statistical learning. Philosophical Transactions of the Royal Society B: Biological Sciences, 2017, 372, 20160057.	4.0	35
39	Incidental learning in a multisensory environment across childhood. Developmental Science, 2018, 21, e12554.	2.4	35
40	Inhibitory control and counterintuitive science and maths reasoning in adolescence. PLoS ONE, 2018, 13, e0198973.	2.5	34
41	Relations as transformations: Implications for analogical reasoning. Quarterly Journal of Experimental Psychology, 2007, 60, 897-908.	1.1	33
42	Interactions between "light-from-above" and convexity priors in visual development. Journal of Vision, 2010, 10, 6-6.	0.3	33
43	Basic-level category discriminations by 7- and 9-month-olds in an object examination task. Journal of Experimental Child Psychology, 2003, 86, 87-107.	1.4	32
44	Modeling Infant Speech Sound Discrimination Using Simple Associative Networks. Infancy, 2001, 2, 7-28.	1.6	31
45	Handedness as a marker of cerebral lateralization in children with and without autism. Behavioural Brain Research, 2014, 268, 14-21.	2.2	31
46	The neuroscience of conceptual learning in science and mathematics. Current Opinion in Behavioral Sciences, 2016, 10, 114-118.	3.9	30
47	Understanding Early Categorization: One Process or Two?. Infancy, 2000, 1, 111-122.	1.6	28
48	The perceptual origins of the abstract same/different concept in human infants. Animal Cognition, 2010, 13, 817-833.	1.8	28
49	A complementary learning systems approach to temporal difference learning. Neural Networks, 2020, 122, 218-230.	5.9	28
50	Cognitive and perceptual development during infancy. Current Opinion in Neurobiology, 2001, 11, 213-218.	4.2	27
51	The development of metaphorical language comprehension in typical development and in Williams syndrome. Journal of Experimental Child Psychology, 2010, 106, 99-114.	1.4	27
52	Infants' Selective Attention to Reliable Visual Cues in the Presence of Salient Distractors. Child Development, 2014, 85, 1981-1994.	3.0	27
53	Integration of audioâ€visual information for spatial decisions in children and adults. Developmental Science, 2016, 19, 803-816.	2.4	27
54	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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55	Incidental category learning and cognitive load in a multisensory environment across childhood.. Developmental Psychology, 2018, 54, 1020-1028.	1.6	23
56	Definitions versus categorization: assessing the development of lexico-semantic knowledge in Williams syndrome. International Journal of Language and Communication Disorders, 2010, 46, 100824014249025.	1.5	22
57	Is Classroom Noise Always Bad for Children? The Contribution of Age and Selective Attention to Creative Performance in Noise. Frontiers in Psychology, 2019, 10, 381.	2.1	22
58	Action selection in complex routinized sequential behaviors.. Journal of Experimental Psychology: Human Perception and Performance, 2010, 36, 955-975.	0.9	21
59	Local Redundancy Governs Infants' Spontaneous Orienting to Visualâ€Temporal Sequences. Child Development, 2013, 84, 1137-1144.	3.0	20
60	Picturing words? Sensorimotor cortex activation for printed words in child and adult readers. Brain and Language, 2014, 139, 58-67.	1.6	19
61	Using Saliency Maps to Separate Competing Processes in Infant Visual Cognition. Child Development, 2012, 83, 1122-1128.	3.0	18
62	Cognitive Control of Sequential Knowledge in 2-Year-Olds. Psychological Science, 2007, 18, 261-266.	3.3	17
63	Metaphor as Categorization: A Connectionist Implementation. Metaphor and Symbol, 2001, 16, 5-27.	1.0	16
64	ReasoningÂ.Â.Â.Âwhat reasoning?. Developmental Science, 2004, 7, 419-421.	2.4	16
65	Object-centred spatial reference in 4-month-old infants. , 2006, 29, 1-10.		16
66	Modeling Cross-Modal Interactions in Early Word Learning. IEEE Transactions on Autonomous Mental Development, 2013, 5, 288-297.	1.6	14
67	GAMIT â€“ A Fading-Gaussian Activation Model of Interval-Timing: Unifying Prospective and Retrospective Time Estimation. Timing & Time Perception Reviews, 2014, 1, 1-17.	1.4	14
68	Learning in Noisy Classrooms: Childrenâ€™s Reports of Annoyance and Distraction from Noise are Associated with Individual Differences in Mind-Wandering and Switching skills. Environment and Behavior, 2022, 54, 58-88.	4.7	14
69	Preschool children's control of action outcomes. Developmental Science, 2017, 20, e12354.	2.4	13
70	Withstanding the test of time: Multisensory cues improve the delayed retention of incidental learning. Developmental Science, 2019, 22, e12726.	2.4	13
71	Infant Spontaneous Motor Tempo. Developmental Science, 2021, 24, e13032.	2.4	13
72	Asymmetric interference in 3- to 4-month-olds' sequential category learning. Cognitive Science, 2002, 26, 377-389.	1.7	13

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73	Recognition of complex object-centred spatial configurations in early infancy. Visual Cognition, 2007, 15, 896-926.	1.6	12
74	Flexible integration of visual cues in adolescents with autism spectrum disorder. Autism Research, 2016, 9, 272-281.	3.8	12
75	The impact of semantically congruent and incongruent visual information on auditory object recognition across development. Journal of Experimental Child Psychology, 2017, 162, 72-88.	1.4	12
76	Do cues from multiple modalities support quicker learning in primary schoolchildren?. Developmental Psychology, 2019, 55, 2048-2059.	1.6	12
77	Metaphor as Categorization: A Connectionist Implementation. Metaphor and Symbol, 2001, 16, 5-27.	1.0	12
78	Effects of linear and angular velocity on 2-, 4-, and 6-month-olds' visual pursuit behaviors. , 1997, 20, 435-448.		11
79	Common-onset Visual Masking in Infancy: Behavioral and Electrophysiological Evidence. Journal of Cognitive Neuroscience, 2006, 18, 966-973.	2.3	11
80	Capturing touch in parentâ€“infant interaction: A comparison of methods. Infancy, 2021, 26, 494-514.	1.6	11
81	Rethinking innateness, learning, and constructivism: Connectionist perspectives on development. Cognitive Development, 1997, 12, 563-586.	1.3	10
82	The planning and execution of natural sequential actions in the preschool years. Cognition, 2015, 144, 58-66.	2.2	10
83	How computational models help explain the origins of reasoning. IEEE Computational Intelligence Magazine, 2006, 1, 32-40.	3.2	9
84	From NEOconstructivism to NEUROconstructivism. Child Development Perspectives, 2011, 5, 169-170.	3.9	9
85	Motor Activity Improves Temporal Expectancy. PLoS ONE, 2015, 10, e0119187.	2.5	9
86	Task switching costs in preschool children and adults. Journal of Experimental Child Psychology, 2018, 172, 59-72.	1.4	9
87	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
88	Scientific Collaboration with Educators: Practical Insights from an inâ€Class Noiseâ€Reduction Intervention. Mind, Brain, and Education, 2020, 14, 303-316.	1.9	9
89	Evidence of rapid correlation-based perceptual category learning by 4-month-olds. Infant and Child Development, 2005, 14, 445-457.	1.5	8
90	Possible evolutionary and developmental mechanisms of mental time travel (and implications for) Tj ETQq0 0 0 rgBT /Overlock 10 Tf 50	3.9	8

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91	Down syndrome and parental depression: A double hit on early expressive language development. Research in Developmental Disabilities, 2020, 100, 103613.	2.2	8
92	The Role of Context in the Categorization of Hybrid Toy Stimuli by 18â€Monthâ€Olds. Infancy, 2008, 13, 620-639.	1.6	7
93	Computational perspectives on cognitive development. Wiley Interdisciplinary Reviews: Cognitive Science, 2010, 1, 696-708.	2.8	7
94	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
95	Ten-month-oldsâ€™ selective use of visual dimensions in category learning. , 2008, 31, 287-293.		6
96	Is the Mystery of Thought Demystified by Contextâ€Dependent Categorisation? Towards a New Relation Between Language and Thought. Mind and Language, 2012, 27, 595-618.	2.3	6
97	Are two cues always better than one? The role of multiple intra-sensory cues compared to multi-cross-sensory cues in children's incidental category learning. Cognition, 2020, 199, 104202.	2.2	6
98	â€œAre you looking at me?â€•How childrenâ€™s gaze judgments improve with age.. Developmental Psychology, 2016, 52, 695-703.	1.6	6
99	Modeling Cognitive Development on Balance Scale Phenomena. Machine Learning, 1994, 16, 57-86.	5.4	5
100	The development of similarity: Testing the prediction of a computational model of metaphor comprehension. Language and Cognitive Processes, 2009, 24, 1406-1430.	2.2	5
101	Unifying Prospective and Retrospective Interval-time Estimation: A Fading-gaussian Activation-based Model of Interval-timing. Procedia, Social and Behavioral Sciences, 2014, 126, 141-150.	0.5	5
102	Oscillatory Activity in the Infant Brain and the Representation of Small Numbers. Frontiers in Systems Neuroscience, 2016, 10, 4.	2.5	5
103	Embodiment and the origin of interval timing: kinematic and electromyographic data. Experimental Brain Research, 2017, 235, 923-930.	1.5	5
104	Touch and look: The role of visualâ€haptic cues for categorical learning in primary school children. Infant and Child Development, 2020, 29, e2168.	1.5	5
105	Redesigning learning games for different learning contexts: Applying a serious game design framework to redesign Stop & Think. International Journal of Child-Computer Interaction, 2022, 33, 100503.	3.5	5
106	Attention to Multiple Cues During Spontaneous Object Labeling. Infancy, 2011, 16, 545-556.	1.6	4
107	Object processing for action across childhood. British Journal of Developmental Psychology, 2013, 31, 425-435.	1.7	4
108	Information processes of task-switching and modality-shifting across development. PLoS ONE, 2018, 13, e0198870.	2.5	4

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109	Science with Duplo: Multilevel goal management in preschoolersâ€™ toy house constructions. Journal of Experimental Child Psychology, 2021, 206, 105067.	1.4	4
110	From neural constructivism to children's cognitive development: Bridging the gap. Behavioral and Brain Sciences, 1997, 20, 571-572.	0.7	3
111	Studying development in the 21st Century. Behavioral and Brain Sciences, 2008, 31, 345-356.	0.7	3
112	Are imaging and lesioning convergent methods for assessing functional specialisation? Investigations using an artificial neural network. Brain and Cognition, 2012, 78, 38-49.	1.8	3
113	Does surprise enhance infant memory? Assessing the impact of the encoding context on subsequent object recognition. Infancy, 2021, 26, 303-318.	1.6	3
114	Rate of infant carrying impacts infant spontaneous motor tempo. Royal Society Open Science, 2021, 8, 210608.	2.4	3
115	Mixing the Old with the New and the New with the Old: Combining Prior and Current Knowledge in Conceptual Change. , 2009, , 213-230.		3
116	INFANT HABITUATION: A REVIEW OF CURRENT COMPUTATIONAL MODELS AND A NEW PROPOSAL. , 2002, , .		3
117	To reach or not to reach ... that is the question. Developmental Science, 1998, 1, 198-199.	2.4	2
118	Editorial. Developmental Science, 2012, 15, 1-1.	2.4	2
119	Modeling the origins of object knowledge. , 2009, , 227-262.		2
120	Individual Differences in Dealing With Classroom Noise Disturbances. Mind, Brain, and Education, 0, , .	1.9	2
121	Can there be embodiment without a body/brain?. Behavioral and Brain Sciences, 2001, 24, 49-50.	0.7	1
122	Models of atypical development must also be models of normal development. Behavioral and Brain Sciences, 2002, 25, 771-772.	0.7	1
123	MODELLING THE TRANSITION FROM PERCEPTUAL TO CONCEPTUAL ORGANIZATION. , 2009, , .		1
124	Remembering nothing: Encoding and memory processes involved in representing empty locations. Memory and Cognition, 2021, , 1.	1.6	1
125	In search of the mechanisms of multisensory development. , 2012, , 342-359.		1
126	Connectionist insights into the development of object permanence. , 1996, 19, 179.		0

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127	Developmental cognitive neuroscience and connectionist models of infancy. Infant and Child Development, 1998, 7, 147-151.	0.4	0
128	The dual route hypothesis in visual cognition: Why a developmental approach is necessary. Behavioral and Brain Sciences, 2002, 25, 111-112.	0.7	0
129	Of models and mechanisms: a reply to commentators. Developmental Science, 2002, 5, 181-185.	2.4	0
130	Growing cognition from recycled parts. Behavioral and Brain Sciences, 2008, 31, 401-414.	0.7	0
131	Editorial: The triage process atDevelopmental Science. Developmental Science, 2009, 12, iii-iii.	2.4	0
132	Where do concepts come from?. , 2010, , 3-10.		0
133	The making of human concepts: A final look. , 2010, , 387-394.		0
134	Editorial. Developmental Science, 2011, 14, 463-463.	2.4	0
135	Editorial: News from the editors. Developmental Science, 2012, 15, 731-731.	2.4	0
136	Erratum to "Modeling cross-modal interactions in early word learning" [Dec 13 288-297]. IEEE Transactions on Autonomous Mental Development, 2014, 6, 73-73.	1.6	0
137	Educational neuroscience. , 0, , 582-587.		0
138	Conclusion: the future of neuroconstructivism. , 2007, , 265-270.		0
139	A DUAL-MEMORY MODEL OF CATEGORIZATION IN INFANCY. , 2008, , .		0
140	A CONNECTIONIST APPROACH TO MODELLING THE FLEXIBLE CONTROL OF ROUTINE ACTIVITIES. , 2008, , .		0
141	Combining Connectionist and Dynamic Systems Principles in Models of Development: The Case of Analogical Completion. , 2009, , 203-217.		0
142	Selective particle attention: Rapidly and flexibly selecting features for deep reinforcement learning. Neural Networks, 2022, 150, 408-421.	5.9	0
143	Connectionism. , 2009, , 858-861.		0