

# Henry M Wellman

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/835352/publications.pdf>

Version: 2024-02-01

122  
papers

20,348  
citations

20036

63  
h-index

21843

118  
g-index

126  
all docs

126  
docs citations

126  
times ranked

7490  
citing authors

#	ARTICLE	IF	CITATIONS
1	All Humans Have a "Theory of Mind"™. <i>Journal of Autism and Developmental Disorders</i> , 2023, 53, 2531-2534.	1.7	1
2	Theory-of-Mind Development in Young Deaf Children With Early Hearing Provisions. <i>Psychological Science</i> , 2021, 32, 109-119.	1.8	14
3	Measurement of Cognition for the National Children's Study. <i>Frontiers in Pediatrics</i> , 2021, 9, 603126.	0.9	5
4	How Bilingualism Informs Theory of Mind Development. <i>Child Development Perspectives</i> , 2021, 15, 154-159.	2.1	14
5	The Quest for Comprehension and Learning. , 2020, , 51-72.		2
6	Caregiving relationships as evolutionary and developmental bases of obligation. <i>Behavioral and Brain Sciences</i> , 2020, 43, e83.	0.4	1
7	Explaining the Unpredictable: The Development of Causal Theories of Mind in Deaf and Hearing Children. <i>Child Development</i> , 2019, 90, e654-e674.	1.7	4
8	Longitudinal Theory of Mind (ToM) Development From Preschool to Adolescence With and Without ToM Delay. <i>Child Development</i> , 2019, 90, 1917-1934.	1.7	59
9	Creepiness Creeps In: Uncanny Valley Feelings Are Acquired in Childhood. <i>Child Development</i> , 2019, 90, 1202-1214.	1.7	52
10	Children's Early Awareness of Comprehension as Evident in Their Spontaneous Corrections of Speech Errors. <i>Child Development</i> , 2019, 90, 196-209.	1.7	12
11	Sequence of theory-of-mind acquisition in Turkish children from diverse social backgrounds. <i>Infant and Child Development</i> , 2018, 27, e2098.	0.9	26
12	Theory of mind: The state of the art. <i>European Journal of Developmental Psychology</i> , 2018, 15, 728-755.	1.0	104
13	Theory of Mind Across the Lifespan?. <i>Zeitschrift Fur Psychologie / Journal of Psychology</i> , 2018, 226, 136-138.	0.7	10
14	Nimble negotiators: How theory of mind (ToM) interconnects with persuasion skills in children with and without ToM delay.. <i>Developmental Psychology</i> , 2018, 54, 494-509.	1.2	18
15	History of the Cognitive Development Society: The First 16 Years. <i>Journal of Cognition and Development</i> , 2017, 18, 392-397.	0.6	1
16	The Development of Theory of Mind: Historical Reflections. <i>Child Development Perspectives</i> , 2017, 11, 207-214.	2.1	68
17	Moral learning as intuitive theory revision. <i>Cognition</i> , 2017, 167, 191-200.	1.1	29
18	Aggression, Sibling Antagonism, and Theory of Mind During the First Year of Siblinghood: A Developmental Cascade Model. <i>Child Development</i> , 2016, 87, 1250-1263.	1.7	29

#	ARTICLE	IF	CITATIONS
19	Infants Use Statistical Sampling to Understand the Psychological World. <i>Infancy</i> , 2016, 21, 668-676.	0.9	37
20	Developing Concepts of the Mind, Body, and Afterlife: Exploring the Roles of Narrative Context and Culture. <i>Journal of Cognition and Culture</i> , 2016, 16, 50-82.	0.1	30
21	Peer social skills and theory of mind in children with autism, deafness, or typical development.. <i>Developmental Psychology</i> , 2016, 52, 46-57.	1.2	72
22	Young Children Prefer and Remember Satisfying Explanations. <i>Journal of Cognition and Development</i> , 2016, 17, 718-736.	0.6	90
23	Deaf and hearing children's development of theory of mind, peer popularity, and leadership during middle childhood. <i>Journal of Experimental Child Psychology</i> , 2016, 149, 146-158.	0.7	41
24	Developing concepts of ordinary and extraordinary communication.. <i>Developmental Psychology</i> , 2016, 52, 19-30.	1.2	25
25	Social Cognition and Education: Theory of Mind. <i>Pensamiento Educativo</i> , 2016, 53, 1-23.	0.1	4
26	Children's belief- and desire-reasoning in the temporoparietal junction: evidence for specialization from functional near-infrared spectroscopy. <i>Frontiers in Human Neuroscience</i> , 2015, 9, 560.	1.0	14
27	Developmental pathways for social understanding: linking social cognition to social contexts. <i>Frontiers in Psychology</i> , 2015, 6, 719.	1.1	16
28	Friends, friendlessness, and social cognition. <i>British Journal of Developmental Psychology</i> , 2015, 33, 24-26.	0.9	9
29	Developing intuitions about free will between ages four and six. <i>Cognition</i> , 2015, 138, 79-101.	1.1	85
30	Theory-of-Mind Training Causes Honest Young Children to Lie. <i>Psychological Science</i> , 2015, 26, 1812-1821.	1.8	85
31	Infants' use of social partnerships to predict behavior. <i>Developmental Science</i> , 2015, 18, 909-916.	1.3	59
32	Approaching an understanding of omniscience from the preschool years to early adulthood.. <i>Developmental Psychology</i> , 2014, 50, 2380-2392.	1.2	43
33	More than meets the eye: Young children's trust in claims that defy their perceptions.. <i>Developmental Psychology</i> , 2014, 50, 865-871.	1.2	41
34	The Social Context of Infant Intention Understanding. <i>Journal of Cognition and Development</i> , 2014, 15, 60-77.	0.6	10
35	Sarcasm and advanced theory of mind understanding in children and adults with prelingual deafness.. <i>Developmental Psychology</i> , 2014, 50, 1862-1877.	1.2	58
36	Informants' Traits Weigh Heavily in Young Children's Trust in Testimony and in Their Epistemic Inferences. <i>Child Development</i> , 2013, 84, 1253-1268.	1.7	103

#	ARTICLE	IF	CITATIONS
37	Deafness, thought bubbles, and theory-of-mind development.. <i>Developmental Psychology</i> , 2013, 49, 2357-2367.	1.2	51
38	Constructing a New Theory From Old Ideas and New Evidence. <i>Cognitive Science</i> , 2013, 37, 592-604.	0.8	25
39	Relations between temperament and theory of mind development in the United States and China: Biological and behavioral correlates of preschoolers' false-belief understanding.. <i>Developmental Psychology</i> , 2013, 49, 825-836.	1.2	45
40	Delayed self-recognition in autism: A unique difficulty?. <i>Research in Autism Spectrum Disorders</i> , 2012, 6, 212-223.	0.8	15
41	Reconstructing constructivism: Causal models, Bayesian learning mechanisms, and the theory theory.. <i>Psychological Bulletin</i> , 2012, 138, 1085-1108.	5.5	431
42	Theory of mind: Better methods, clearer findings, more development. <i>European Journal of Developmental Psychology</i> , 2012, 9, 313-330.	1.0	52
43	Neural correlates of belief-and desire-reasoning in 7-and 8-year-old children: an event-related potential study. <i>Developmental Science</i> , 2012, 15, 618-632.	1.3	26
44	The Mind Behind the Message: Advancing Theory-of-Mind Scales for Typically Developing Children, and Those With Deafness, Autism, or Asperger Syndrome. <i>Child Development</i> , 2012, 83, 469-485.	1.7	208
45	Sociocultural Input Facilitates Children's Developing Understanding of Extraordinary Minds. <i>Child Development</i> , 2012, 83, 1007-1021.	1.7	55
46	Culture and the sequence of steps in theory of mind development.. <i>Developmental Psychology</i> , 2011, 47, 1239-1247.	1.2	232
47	Sequential Progressions in a Theory-of-Mind Scale: Longitudinal Perspectives. <i>Child Development</i> , 2011, 82, 780-792.	1.7	188
48	Observant, nonaggressive temperament predicts theory-of-mind development. <i>Developmental Science</i> , 2011, 14, 319-326.	1.3	72
49	Reinvigorating Explanations for the Study of Early Cognitive Development. <i>Child Development Perspectives</i> , 2011, 5, 33-38.	2.1	64
50	Theory of mind and emotion understanding predict moral development in early childhood. <i>British Journal of Developmental Psychology</i> , 2010, 28, 871-889.	0.9	103
51	Inconsistency With Prior Knowledge Triggers Children's Causal Explanatory Reasoning. <i>Child Development</i> , 2010, 81, 929-944.	1.7	149
52	Children's Understanding of Ordinary and Extraordinary Minds. <i>Child Development</i> , 2010, 81, 1475-1489.	1.7	92
53	Young Children Use Statistical Sampling to Infer the Preferences of Other People. <i>Psychological Science</i> , 2010, 21, 1134-1140.	1.8	261
54	You Can't Always Get What You Want. <i>Psychological Science</i> , 2009, 20, 85-91.	1.8	195

#	ARTICLE	IF	CITATIONS
55	Evidence for an explanation advantage in naïve biological reasoning. <i>Cognitive Psychology</i> , 2009, 58, 177-194.	0.9	105
56	Early intention understandings that are common to primates predict children's later theory of mind. <i>Current Opinion in Neurobiology</i> , 2009, 19, 57-62.	2.0	47
57	Neural Correlates of Children's Theory of Mind Development. <i>Child Development</i> , 2009, 80, 318-326.	1.7	86
58	Neural Correlates of Belief and Desire Reasoning. <i>Child Development</i> , 2009, 80, 1163-1171.	1.7	50
59	Preschoolers' Search for Explanatory Information Within Adult's Child Conversation. <i>Child Development</i> , 2009, 80, 1592-1611.	1.7	239
60	From fancy to reason: Scaling deaf and hearing children's understanding of theory of mind and pretence. <i>British Journal of Developmental Psychology</i> , 2009, 27, 297-310.	0.9	64
61	Mothers' and Fathers' Use of Internal State Talk with their Young Children. <i>Social Development</i> , 2008, 17, 757-775.	0.8	163
62	The role of preschoolers' social understanding in evaluating the informativeness of causal interventions. <i>Cognition</i> , 2008, 107, 1084-1092.	1.1	57
63	Including Deontic Reasoning as Fundamental to Theory of Mind. <i>Human Development</i> , 2008, 51, 105-135.	1.2	78
64	Theory of mind development in Chinese children: A meta-analysis of false-belief understanding across cultures and languages. <i>Developmental Psychology</i> , 2008, 44, 523-531.	1.2	360
65	Infant attention to intentional action predicts preschool theory of mind. <i>Developmental Psychology</i> , 2008, 44, 618-623.	1.2	164
66	Components of Young Children's Trait Understanding: Behavior's Trait Inferences and Trait's Behavior Predictions. <i>Child Development</i> , 2007, 78, 1543-1558.	1.7	101
67	Theories of Mind in Transition: A Microgenetic Study of the Development of False Belief Understanding. <i>Journal of Cognition and Development</i> , 2006, 7, 139-172.	0.6	116
68	Developing Conceptions of Responsive Intentional Agents. <i>Journal of Cognition and Culture</i> , 2006, 6, 27-55.	0.1	36
69	Scaling of Theory-of-Mind Understandings in Chinese Children. <i>Psychological Science</i> , 2006, 17, 1075-1081.	1.8	233
70	Developmental foundations of externalizing problems in young children: The role of effortful control. <i>Development and Psychopathology</i> , 2005, 17, 25-45.	1.4	378
71	Preschoolers' Understanding of Knowing-That and Knowing-How in the United States and Hong Kong. <i>Developmental Psychology</i> , 2005, 41, 562-573.	1.2	22
72	Steps in Theory-of-Mind Development for Children With Deafness or Autism. <i>Child Development</i> , 2005, 76, 502-517.	1.7	335

#	ARTICLE	IF	CITATIONS
73	Infants' understanding of object-directed action. <i>Cognition</i> , 2005, 98, 137-155.	1.1	95
74	Mental state expressions in US and Japanese children's books. <i>International Journal of Behavioral Development</i> , 2004, 28, 546-552.	1.3	19
75	False belief understanding in Cantonese-speaking children. <i>Journal of Child Language</i> , 2004, 31, 779-800.	0.8	46
76	Scaling of Theory-of-Mind Tasks. <i>Child Development</i> , 2004, 75, 523-541.	1.7	1,399
77	Infant social attention predicts preschool social cognition. <i>Developmental Science</i> , 2004, 7, 283-288.	1.3	137
78	Infants' understanding of occlusion of others' line-of-sight: Implications for an emerging theory of mind. <i>European Journal of Developmental Psychology</i> , 2004, 1, 49-66.	1.0	43
79	Theory of mind for learning and teaching: the nature and role of explanation. <i>Cognitive Development</i> , 2004, 19, 479-497.	0.7	106
80	Decoupling beliefs from reality in the brain: an ERP study of theory of mind. <i>NeuroReport</i> , 2004, 15, 991-995.	0.6	58
81	Thought-Bubbles Help Children with Autism Acquire an Alternative to a Theory of Mind. <i>Autism</i> , 2002, 6, 343-363.	2.4	94
82	Differences in early parent-child conversations about negative versus positive emotions: Implications for the development of psychological understanding.. <i>Developmental Psychology</i> , 2002, 38, 564-580.	1.2	214
83	Infants' ability to connect gaze and emotional expression to intentional action. <i>Cognition</i> , 2002, 85, 53-78.	1.1	358
84	Differences in early parent-child conversations about negative versus positive emotions: implications for the development of psychological understanding. <i>Developmental Psychology</i> , 2002, 38, 564-80.	1.2	70
85	The emergence of children's causal explanations and theories: Evidence from everyday conversation.. <i>Developmental Psychology</i> , 2001, 37, 668-683.	1.2	231
86	Thinking about the Past: Early Knowledge about Links between Prior Experience, Thinking, and Emotion. <i>Child Development</i> , 2001, 72, 82-102.	1.7	116
87	Meta-Analysis of Theory-of-Mind Development: The Truth about False Belief. <i>Child Development</i> , 2001, 72, 655-684.	1.7	3,281
88	Theory of Mind and Conceptual Change. <i>Child Development</i> , 2001, 72, 702-707.	1.7	30
89	Acquisition of mental state language in Mandarin- and Cantonese-speaking children.. <i>Developmental Psychology</i> , 2000, 36, 25-43.	1.2	160
90	Young Children's Understanding of Perception, Desire, and Emotion. <i>Child Development</i> , 2000, 71, 895-912.	1.7	121

#	ARTICLE	IF	CITATIONS
91	Young children's storybooks as a source of mental state information. <i>Cognitive Development</i> , 2000, 15, 17-37.	0.7	130
92	Young children's understanding of the non-physical nature of thoughts and the physical nature of the brain. <i>British Journal of Developmental Psychology</i> , 1998, 16, 321-335.	0.9	13
93	Preschoolers' Understanding of the Link between Thinking and Feeling: Cognitive Cuing and Emotional Change. <i>Child Development</i> , 1997, 68, 1081.	1.7	43
94	Preschoolers' understanding of others' mental attitudes towards pretend happenings. <i>British Journal of Developmental Psychology</i> , 1997, 15, 339-354.	0.9	64
95	Explaining human movements and actions: Children's understanding of the limits of psychological explanation. <i>Cognition</i> , 1997, 62, 291-324.	1.1	126
96	Young Children's Understanding of Thought Bubbles and of Thoughts. <i>Child Development</i> , 1996, 67, 768.	1.7	74
97	Young Children's Understanding of Thought Bubbles and of Thoughts. <i>Child Development</i> , 1996, 67, 768-788.	1.7	83
98	Early understanding of emotion: Evidence from natural language. <i>Cognition and Emotion</i> , 1995, 9, 117-149.	1.2	230
99	The Mind's "I": Children's Conception of the Mind as an Active Agent. <i>Child Development</i> , 1994, 65, 1564-1580.	1.7	41
100	The theory theory. , 1994, , 257-293.		532
101	The Mind's "I": Children's Conception of the Mind as an Active Agent. <i>Child Development</i> , 1994, 65, 1564.	1.7	70
102	Origin and Truth: Young Children's Understanding of Imaginary Mental Representations. <i>Child Development</i> , 1993, 64, 1-17.	1.7	104
103	Origin and Truth: Young Children's Understanding of Imaginary Mental Representations. <i>Child Development</i> , 1993, 64, 1.	1.7	82
104	Cognitive Development: Foundational Theories of Core Domains. <i>Annual Review of Psychology</i> , 1992, 43, 337-375.	9.9	834
105	Why the Child's Theory of Mind Really Is a Theory. <i>Mind and Language</i> , 1992, 7, 145-171.	1.2	808
106	Insides and essences: Early understandings of the non-obvious. <i>Cognition</i> , 1991, 38, 213-244.	1.1	745
107	Mind and emotion: Children's understanding of the emotional consequences of beliefs and desires. <i>British Journal of Developmental Psychology</i> , 1991, 9, 191-214.	0.9	141
108	From simple desires to ordinary beliefs: The early development of everyday psychology. <i>Cognition</i> , 1990, 35, 245-275.	1.1	624

#	ARTICLE	IF	CITATIONS
109	Three-year-olds understand belief: A reply to Perner. <i>Cognition</i> , 1989, 33, 321-326.	1.1	22
110	Young Children's Attribution of Action to Beliefs and Desires. <i>Child Development</i> , 1989, 60, 946.	1.7	375
111	Children's Understanding of Mental Phenomena. <i>Advances in Child Development and Behavior</i> , 1989, 22, 41-87.	0.7	78
112	Young children's representation of spatial information acquired from maps.. <i>Developmental Psychology</i> , 1989, 25, 128-138.	1.2	64
113	Young children's reasoning about beliefs. <i>Cognition</i> , 1988, 30, 239-277.	1.1	522
114	Thinking about nothing: Development of concepts of zero. <i>British Journal of Developmental Psychology</i> , 1986, 4, 31-42.	0.9	67
115	Accuracies and inaccuracies in autobiographical memories. <i>Journal of Memory and Language</i> , 1986, 25, 93-103.	1.1	182
116	Comprehension Monitoring in Preschool Children. <i>Child Development</i> , 1985, 56, 654.	1.7	56
117	The development of concepts of the mental world. <i>Behavioral and Brain Sciences</i> , 1984, 7, 651-652.	0.4	4
118	The acquisition of mental verbs: A systematic investigation of the first reference to mental state. <i>Cognition</i> , 1983, 14, 301-321.	1.1	647
119	Young Children's Deliberate Reminding. <i>Journal of Genetic Psychology</i> , 1983, 143, 87-96.	0.6	89
120	Children's Developing Conceptions of the Mind and Brain. <i>Child Development</i> , 1982, 53, 222.	1.7	135
121	Deliberate memory behavior in the delayed reactions of very young children.. <i>Developmental Psychology</i> , 1975, 11, 780-787.	1.2	78
122	The study of human infant attachment: A procedural critique.. <i>Psychological Bulletin</i> , 1974, 81, 218-237.	5.5	95