

Mark A Sabbagh

List of Publications by Year in descending order

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Version: 2024-02-01

55
papers

3,865
citations

236925

25
h-index

189892

50
g-index

55
all docs

55
docs citations

55
times ranked

3301
citing authors

#	ARTICLE	IF	CITATIONS
1	The Development of Executive Functioning and Theory of Mind. A Comparison of Chinese and U.S. Preschoolers. <i>Psychological Science</i> , 2006, 17, 74-81.	3.3	562
2	Learning Words from Knowledgeable versus Ignorant Speakers: Links Between Preschoolers' Theory of Mind and Semantic Development. <i>Child Development</i> , 2001, 72, 1054-1070.	3.0	451
3	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.	1.6	360
4	Understanding orbitofrontal contributions to theory-of-mind reasoning: Implications for autism. <i>Brain and Cognition</i> , 2004, 55, 209-219.	1.8	286
5	Mental state decoding abilities in clinical depression. <i>Journal of Affective Disorders</i> , 2005, 86, 247-258.	4.1	226
6	Enhanced accuracy of mental state decoding in dysphoric college students. <i>Cognition and Emotion</i> , 2005, 19, 999-1025.	2.0	198
7	Individual differences in executive functioning predict preschoolers'™ improvement from theory-of-mind training.. <i>Developmental Psychology</i> , 2013, 49, 1615-1627.	1.6	135
8	Neural Correlates of Mental State Decoding in Human Adults: An Event-related Potential Study. <i>Journal of Cognitive Neuroscience</i> , 2004, 16, 415-426.	2.3	116
9	Executive Functioning and Preschoolers' Understanding of False Beliefs, False Photographs, and False Signs. <i>Child Development</i> , 2006, 77, 1034-1049.	3.0	114
10	Communicative Intentions and Language: Evidence from Right-Hemisphere Damage and Autism. <i>Brain and Language</i> , 1999, 70, 29-69.	1.6	102
11	Neurodevelopmental Correlates of Theory of Mind in Preschool Children. <i>Child Development</i> , 2009, 80, 1147-1162.	3.0	100
12	How children block learning from ignorant speakers. <i>Cognition</i> , 2009, 112, 415-422.	2.2	89
13	Neural Correlates of Children's™ Theory of Mind Development. <i>Child Development</i> , 2009, 80, 318-326.	3.0	86
14	The Children's™ Social Understanding Scale: Construction and validation of a parent-report measure for assessing individual differences in children's™ theories of mind.. <i>Developmental Psychology</i> , 2014, 50, 2485-2497.	1.6	78
15	Developmental Differences in the Structure of Executive Function in Middle Childhood and Adolescence. <i>PLoS ONE</i> , 2013, 8, e77770.	2.5	76
16	Selective social learning: New perspectives on learning from others.. <i>Developmental Psychology</i> , 2013, 49, 399-403.	1.6	73
17	Metarepresentation in action: 3-, 4-, and 5-year-olds' developing theories of mind in parent-child conversations.. <i>Developmental Psychology</i> , 1998, 34, 491-502.	1.6	64
18	Multiple Labels for Objects in Conversations With Young Children: Parents' Language and Children's Developing Expectations About Word Meanings.. <i>Developmental Psychology</i> , 2004, 40, 746-763.	1.6	59

#	ARTICLE	IF	CITATIONS
19	Decoupling beliefs from reality in the brain: an ERP study of theory of mind. <i>NeuroReport</i> , 2004, 15, 991-995.	1.2	58
20	Mental state decoding in past major depression: Effect of sad versus happy mood induction. <i>Cognition and Emotion</i> , 2010, 24, 497-513.	2.0	54
21	Dopaminergic functioning and preschoolers' theory of mind. <i>Neuropsychologia</i> , 2010, 48, 1767-1774.	1.6	51
22	Dopamine receptor D4 gene variation predicts preschoolers' developing theory of mind. <i>Developmental Science</i> , 2012, 15, 272-280.	2.4	47
23	How an appreciation of conventionality shapes early word learning. <i>New Directions for Child and Adolescent Development</i> , 2007, 2007, 25-37.	2.2	43
24	Do word learners ignore ignorant speakers?. <i>Journal of Child Language</i> , 2003, 30, 905-924.	1.2	39
25	Shifting visual attention to social and non-social stimuli in Autism Spectrum Disorders. <i>Research in Autism Spectrum Disorders</i> , 2019, 65, 56-64.	1.5	32
26	Different Kinds of Information Affect Word Learning in the Preschool Years: The Case of Part-Term Learning. <i>Child Development</i> , 2004, 75, 395-408.	3.0	30
27	Intergenerational transmission of theory of mind. <i>Developmental Science</i> , 2008, 11, 354-360.	2.4	29
28	Learning foreign labels from a foreign speaker: the role of (limited) exposure to a second language. <i>Journal of Child Language</i> , 2012, 39, 1135-1149.	1.2	26
29	Preschoolers' selective learning is guided by the principle of relevance. <i>Cognition</i> , 2013, 126, 246-257.	2.2	23
30	Replication studies of implicit false belief with infants and toddlers. <i>Cognitive Development</i> , 2018, 46, 1-3.	1.3	23
31	Sentential complements and false belief understanding in Chinese Mandarin-speaking preschoolers: A training study. <i>Cognitive Development</i> , 2014, 29, 50-61.	1.3	22
32	Understanding the Role of Communicative Intentions in Word Learning. , 2005, , 165-184.		19
33	Serotonin and Dopamine Gene Variation and Theory of Mind Decoding Accuracy in Major Depression: A Preliminary Investigation. <i>PLoS ONE</i> , 2016, 11, e0150872.	2.5	18
34	Childhood emotional abuse, physical abuse, and neglect are associated with theory of mind decoding accuracy in young adults with depression. <i>Psychiatry Research</i> , 2018, 268, 501-507.	3.3	15
35	Valence in the Reading the Mind in the Eyes task.. <i>Psychological Assessment</i> , 2020, 32, 623-634.	1.5	15
36	Conceptual change and preschoolers' theory of mind: Evidence from load force adaptation. <i>Neural Networks</i> , 2010, 23, 1043-1050.	5.9	14

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37	For love or money? What motivates people to know the minds of others?. <i>Cognition and Emotion</i> , 2012, 26, 541-549.	2.0	13
38	The Differentiation of Executive Functioning Across Development: Insights from Developmental Cognitive Neuroscience. , 2017, , 47-66.		13
39	Mid-frontal EEG alpha asymmetries predict individual differences in one aspect of theory of mind: Mental state decoding. <i>Social Neuroscience</i> , 2006, 1, 299-308.	1.3	12
40	Continuity in the neural system supporting children's theory of mind development: Longitudinal links between task-independent EEG and task-dependent fMRI. <i>Developmental Cognitive Neuroscience</i> , 2019, 40, 100705.	4.0	12
41	Conceptual constraints and mechanisms in children's selective learning. <i>Developmental Science</i> , 2017, 20, e12415.	2.4	11
42	Children remember words from ignorant speakers but do not attach meaning: evidence from event-related potentials. <i>Developmental Science</i> , 2018, 21, e12544.	2.4	11
43	Parents' use of conventional and unconventional labels in conversations with their preschoolers. <i>Journal of Child Language</i> , 2010, 37, 793-816.	1.2	10
44	Children use whole-part juxtaposition as a pragmatic cue to word meaning.. <i>Developmental Psychology</i> , 2002, 38, 993-1003.	1.6	9
45	Buzzsaws and blueprints: what children need (or don't need) to learn language. <i>Journal of Child Language</i> , 2000, 27, 715-726.	1.2	8
46	Preschoolers use speakers' preferences to learn words. <i>Cognitive Development</i> , 2009, 24, 125-132.	1.3	6
47	Inhibitory Control and Preschoolers' Use of Irregular Past Tense Verbs. <i>Journal of Child Language</i> , 2021, 48, 480-498.	1.2	6
48	Theory of Mind, Excessive Reassurance-Seeking, and Stress Generation in Depression: A Social-Cognitive-Interpersonal Integration. <i>Journal of Social and Clinical Psychology</i> , 2018, 37, 725-750.	0.5	5
49	Multidimensional Reasoning Can Promote 3-Year-Old Children's Performance on the Dimensional Change Card Sort Task. <i>Child Development</i> , 2021, 92, e924-e939.	3.0	5
50	Homozygosity for the 10-repeat dopamine transporter (DAT1) allele is associated with reduced EEG response in males with ASD. <i>Research in Autism Spectrum Disorders</i> , 2019, 60, 25-35.	1.5	4
51	Maternal depression and children's false belief understanding. <i>Social Development</i> , 2019, 28, 927-941.	1.3	4
52	Emergence is what?. <i>Journal of Child Language</i> , 2000, 27, 763-766.	1.2	2
53	Event-related potential studies of cross-situational word learning in four-year-old children. <i>Journal of Experimental Child Psychology</i> , 2022, 222, 105468.	1.4	1
54	Some costs of over-assimilating data to the implicit/explicit distinction. <i>Behavioral and Brain Sciences</i> , 1999, 22, 783-784.	0.7	0

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55	Theory of mind in dysphoric and non-dysphoric adults: An ERP study of true- and false-belief reasoning. <i>Social Neuroscience</i> , 2021, , 1-13.	1.3	0