

# Gedeon O DeÅ;k

## List of Publications by Year in descending order

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Version: 2024-02-01

65  
papers

2,084  
citations

293460

24  
h-index

299063

42  
g-index

68  
all docs

68  
docs citations

68  
times ranked

1724  
citing authors

#	ARTICLE	IF	CITATIONS
1	Pre-symptomatic intervention for autism spectrum disorder (ASD): defining a research agenda. <i>Journal of Neurodevelopmental Disorders</i> , 2021, 13, 49.	1.5	28
2	Perspective—taking and gift-giving in Chinese preschool children. <i>Social Development</i> , 2020, 29, 41-56.	0.8	1
3	Adjacent and Non-Adjacent Word Contexts Both Predict Age of Acquisition of English Words: A Distributional Corpus Analysis of Child-Directed Speech. <i>Cognitive Science</i> , 2020, 44, e12899.	0.8	4
4	Maternal discourse continuity and infants' actions organize 12-month-olds' language exposure during object play. <i>Developmental Science</i> , 2019, 22, e12770.	1.3	8
5	Cultural variation in cognitive flexibility reveals diversity in the development of executive functions. <i>Scientific Reports</i> , 2018, 8, 16326.	1.6	35
6	Intensity of Caring About an Action's Side-Effect Mediates Attributions of Actor's Intentions. <i>Frontiers in Psychology</i> , 2018, 9, 1329.	1.1	3
7	Coactivation of cognitive control networks during task switching. <i>Neuropsychology</i> , 2018, 32, 31-39.	1.0	9
8	What Leads To Shared Attention? Maternal Cues and Infant Responses During Object Play. <i>Infancy</i> , 2018, 23, 4-28.	0.9	30
9	Contingencies Between Infants' Gaze, Vocal, and Manual Actions and Mothers' Object-Naming: Longitudinal Changes From 4 to 9 Months. <i>Developmental Neuropsychology</i> , 2016, 41, 342-361.	1.0	30
10	Sensorimotor Decoupling Contributes to Triadic Attention: A Longitudinal Investigation of Mother-Infant-Object Interactions. <i>Child Development</i> , 2016, 87, 494-512.	1.7	42
11	When and where do infants follow gaze?. , 2015, , .		13
12	Children's Task-Switching Efficiency: Missing Our Cue?. <i>Journal of Cognition and Development</i> , 2015, 16, 261-285.	0.6	11
13	Cognitive flexibility in young children: General or task-specific capacity?. <i>Journal of Experimental Child Psychology</i> , 2015, 138, 31-53.	0.7	71
14	EEG imaging of toddlers during dyadic turn-taking: Mu-rhythm modulation while producing or observing social actions. <i>NeuroImage</i> , 2015, 112, 52-60.	2.1	41
15	To hear and to hold: Maternal naming and infant object exploration. , 2015, , .		1
16	Disarming smiles: irrelevant happy faces slow post-error responses. <i>Cognitive Processing</i> , 2015, 16, 427-434.	0.7	25
17	Watch the hands: infants can learn to follow gaze by seeing adults manipulate objects. <i>Developmental Science</i> , 2014, 17, 270-281.	1.3	104
18	Young children's flexible use of semantic cues to word meanings: converging evidence of individual and age differences. <i>Journal of Child Language</i> , 2014, 41, 511-542.	0.8	6

#	ARTICLE	IF	CITATIONS
19	Development of Adaptive Tool-Use in Early Childhood. <i>Advances in Child Development and Behavior</i> , 2014, 46, 149-181.	0.7	12
20	Visual Prediction in Infancy: What is the Association with Later Vocabulary?. <i>Language Learning and Development</i> , 2014, 10, 36-50.	0.7	30
21	Methodological Considerations For Investigating the Microdynamics of Social Interaction Development. <i>IEEE Transactions on Autonomous Mental Development</i> , 2013, 5, 258-270.	2.3	22
22	Young children's fast mapping and generalization of words, facts, and pictograms. <i>Journal of Experimental Child Psychology</i> , 2013, 115, 273-296.	0.7	11
23	Microdynamics of Interaction: Capturing and Modeling Infants' Social Learning [Guest Editorial]. <i>IEEE Transactions on Autonomous Mental Development</i> , 2013, 5, 189-191.	2.3	7
24	Twelve-Month "Social Revolution" Emerges from Mother-Infant Sensorimotor Coordination: A Longitudinal Investigation. <i>Human Development</i> , 2013, 56, 223-248.	1.2	47
25	A unified account of gaze following. <i>IEEE Transactions on Autonomous Mental Development</i> , 2012, 4, 257-272.	2.3	14
26	Sensory-motor dynamics of mother-infant-object interactions: Longitudinal changes in micro-behavioral patterns across the first year. , 2012, , .		2
27	Category label effects on Chinese children's inductive inferences: Modulation by perceptual detail and category specificity. <i>Journal of Experimental Child Psychology</i> , 2012, 111, 230-245.	0.7	8
28	Can unpredicted outcomes be intended? The role of outcome-beliefs in children's judgments of intention. <i>Cognitive Development</i> , 2011, 26, 106-117.	0.7	7
29	Micro-analysis of infant looking in a naturalistic social setting: insights from biologically based models of attention. <i>Developmental Science</i> , 2011, 14, 1150-1160.	1.3	24
30	This ought to be good: Brain activity accompanying positive and negative expectations and outcomes. <i>Psychophysiology</i> , 2011, 48, 1412-1419.	1.2	25
31	Early Domain-Specific Knowledge? Nonlinear Developmental Trajectories Further Erode a House of Sand. <i>Journal of Cognition and Development</i> , 2011, 12, 163-168.	0.6	0
32	Cognitive Science Meets Autonomous Mental Development. <i>Cognitive Science</i> , 2010, 34, 533-534.	0.8	0
33	A Dialogue on the Role of Computational Modeling in Developmental Science. <i>Child Development Perspectives</i> , 2010, 4, 152-158.	2.1	12
34	Temporal dynamics of multimodal multiparty interactions. , 2010, , .		2
35	Older children's misunderstanding of uncertain belief after passing the false belief test. <i>Cognitive Development</i> , 2010, 25, 158-165.	0.7	4
36	The law of large numbers in children's diversity-based reasoning. <i>Thinking and Reasoning</i> , 2009, 15, 388-404.	2.1	20

#	ARTICLE	IF	CITATIONS
37	Driven from distraction: How infants respond to parents's attempts to elicit and re-direct their attention. , 2008, 31, 34-50.		42
38	A reinforcement learning model of social referencing. , 2008, , .		4
39	A robotic model of the development of gaze following. , 2008, , .		12
40	REVIEW - Geoffrey Hall and Sandra Waxman (eds) Weaving a lexicon. Cambridge, MA: MIT Press, 2004/ Pp. 672. ISBN 026208323X. Journal of Child Language, 2007, 34, 909-916.	0.8	0
41	Emergence of Mirror Neurons in a Model of Gaze Following. Adaptive Behavior, 2007, 15, 149-165.	1.1	68
42	New trends in Cognitive Science: Integrative approaches to learning and development. Neurocomputing, 2007, 70, 2139-2147.	3.5	13
43	Do children really confuse appearance and reality?. Trends in Cognitive Sciences, 2006, 10, 546-550.	4.0	21
44	Gaze following: why (not) learn it?. Developmental Science, 2006, 9, 125-147.	1.3	222
45	Gaze following: how (not) to derive predictions from a computational model. Developmental Science, 2006, 9, 156-157.	1.3	0
46	Choose and choose again: appearance-reality errors, pragmatics and logical ability. Developmental Science, 2006, 9, 323-333.	1.3	10
47	Nine-month-olds's shared visual attention as a function of gesture and object location. , 2004, 27, 181-194.		64
48	Effects of age, reminders, and task difficulty on young children's rule-switching flexibility. Cognitive Development, 2004, 19, 385-400.	0.7	56
49	The Development of Cognitive Flexibility and Language Abilities. Advances in Child Development and Behavior, 2004, 31, 271-327.	0.7	124
50	Children's Perseverative Appearance-Reality Errors Are Related to Emerging Language Skills. Child Development, 2003, 74, 944-964.	1.7	68
51	Is perseveration caused by inhibition failure? Evidence from preschool children's inferences about word meanings. Journal of Experimental Child Psychology, 2003, 86, 194-222.	0.7	41
52	Matching and naming objects by shape or function: Age and context effects in preschool children.. Developmental Psychology, 2002, 38, 503-518.	1.2	40
53	Matching and naming objects by shape or function: age and context effects in preschool children. Developmental Psychology, 2002, 38, 503-18.	1.2	6
54	By any other name: when will preschoolers produce several labels for a referent?. Journal of Child Language, 2001, 28, 787-804.	0.8	20

#	ARTICLE	IF	CITATIONS
55	Effects of gesture and target on 12- and 18-month-olds' joint visual attention to objects in front of or behind them.. <i>Developmental Psychology</i> , 2000, 36, 511-523.	1.2	149
56	Hunting the Fox of Word Learning: Why "Constraints" Fail to Capture It. <i>Developmental Review</i> , 2000, 20, 29-80.	2.6	31
57	The Growth of Flexible Problem Solving: Preschool Children Use Changing Verbal Cues to Infer Multiple Word Meanings. <i>Journal of Cognition and Development</i> , 2000, 1, 157-191.	0.6	69
58	Flexible feature creation: Child's play?. <i>Behavioral and Brain Sciences</i> , 1998, 21, 23-23.	0.4	0
59	On having complex representations of things: Preschoolers use multiple words for objects and people.. <i>Developmental Psychology</i> , 1998, 34, 224-240.	1.2	44
60	On having complex representations of things: preschoolers use multiple words for objects and people. <i>Developmental Psychology</i> , 1998, 34, 224-40.	1.2	11
61	The Dynamics of Preschoolers' Categorization Choices. <i>Child Development</i> , 1996, 67, 740.	1.7	64
62	The Dynamics of Preschoolers' Categorization Choices. <i>Child Development</i> , 1996, 67, 740-767.	1.7	84
63	The Effects of Task Comprehension on Preschoolers' and Adults' Categorization Choices. <i>Journal of Experimental Child Psychology</i> , 1995, 60, 393-427.	0.7	64
64	Combining embodied models and empirical research for understanding the development of shared attention. , 0, , .		31
65	Learning to share: The emergence of joint attention in human infancy.. , 0, , 173-210.		17