Gedeon O DeÃ¡k

List of Publications by Year
in descending order

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Version: 2024-02-01

65 papers	2,084 citations	257450 24 h-index	265206 42 g-index
68 all docs	68 docs citations	68 times ranked	1500 citing authors

#	Article	IF	Citations
1	Pre-symptomatic intervention for autism spectrum disorder (ASD): defining a research agenda. Journal of Neurodevelopmental Disorders, 2021, 13, 49.	3.1	28
2	Perspectiveâ€taking and giftâ€giving in Chinese preschool children. Social Development, 2020, 29, 41-56.	1.3	1
3	Adjacent and Nonâ€Adjacent Word Contexts Both Predict Age of Acquisition of English Words: A Distributional Corpus Analysis of Childâ€Directed Speech. Cognitive Science, 2020, 44, e12899.	1.7	4
4	Maternal discourse continuity and infantsâ€™ actions organize 12â€monthâ€oldsâ€™ language exposure during object play. Developmental Science, 2019, 22, e12770.	2.4	8
5	Cultural variation in cognitive flexibility reveals diversity in the development of executive functions. Scientific Reports, 2018, 8, 16326.	3.3	35
6	Intensity of Caring About an Actionâ€™s Side-Effect Mediates Attributions of Actorâ€™s Intentions. Frontiers in Psychology, 2018, 9, 1329.	2.1	3
7	Coactivation of cognitive control networks during task switching.. Neuropsychology, 2018, 32, 31-39.	1.3	9
8	What Leads To Shared Attention? Maternal Cues and Infant Responses During Object Play. Infancy, 2018, 23, 4-28.	1.6	30
9	Contingencies Between Infantsâ€™ Gaze, Vocal, and Manual Actions and Mothersâ€™ Object-Naming: Longitudinal Changes From 4 to 9 Months. Developmental Neuropsychology, 2016, 41, 342-361.	1.4	30
10	Sensorimotor Decoupling Contributes to Triadic Attention: A Longitudinal Investigation of Motherâ€“Infantâ€“Object Interactions. Child Development, 2016, 87, 494-512.	3.0	42
11	When and where do infants follow gaze?. , 2015, , .		13
12	Children's Task-Switching Efficiency: Missing Our Cue?. Journal of Cognition and Development, 2015, 16, 261-285.	1.3	11
13	Cognitive flexibility in young children: General or task-specific capacity?. Journal of Experimental Child Psychology, 2015, 138, 31-53.	1.4	71
14	EEG imaging of toddlers during dyadic turn-taking: Mu-rhythm modulation while producing or observing social actions. NeuroImage, 2015, 112, 52-60.	4.2	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. Cognitive Processing, 2015, 16, 427-434.	1.4	25
17	Watch the hands: infants can learn to follow gaze by seeing adults manipulate objects. Developmental Science, 2014, 17, 270-281.	2.4	104
18	Young children's flexible use of semantic cues to word meanings: converging evidence of individual and age differences. Journal of Child Language, 2014, 41, 511-542.	1.2	6

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19	Development of Adaptive Tool-Use in Early Childhood. Advances in Child Development and Behavior, 2014, 46, 149-181.	1.3	12
20	Visual Prediction in Infancy: What is the Association with Later Vocabulary?. Language Learning and Development, 2014, 10, 36-50.	1.4	30
21	Methodological Considerations For Investigating the Microdynamics of Social Interaction Development. IEEE Transactions on Autonomous Mental Development, 2013, 5, 258-270.	1.6	22
22	Young childrenâ€™s fast mapping and generalization of words, facts, and pictograms. Journal of Experimental Child Psychology, 2013, 115, 273-296.	1.4	11
23	Microdynamics of Interaction: Capturing and Modeling Infantsâ€™ Social Learning [Guest Editorial]. IEEE Transactions on Autonomous Mental Development, 2013, 5, 189-191.	1.6	7
24	Twelve-Month â€˜â€˜Social Revolution'' Emerges from Mother-Infant Sensorimotor Coordination: A Longitudinal Investigation. Human Development, 2013, 56, 223-248.	2.0	47
25	A unified account of gaze following. IEEE Transactions on Autonomous Mental Development, 2012, 4, 257-272.	1.6	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 childrenâ€™s inductive inferences: Modulation by perceptual detail and category specificity. Journal of Experimental Child Psychology, 2012, 111, 230-245.	1.4	8
28	Can unpredicted outcomes be intended? The role of outcome-beliefs in children's judgments of intention. Cognitive Development, 2011, 26, 106-117.	1.3	7
29	Micro-analysis of infant looking in a naturalistic social setting: insights from biologically based models of attention. Developmental Science, 2011, 14, 1150-1160.	2.4	24
30	This ought to be good: Brain activity accompanying positive and negative expectations and outcomes. Psychophysiology, 2011, 48, 1412-1419.	2.4	25
31	Early Domain-Specific Knowledge? Nonlinear Developmental Trajectories Further Erode a House of Sand. Journal of Cognition and Development, 2011, 12, 163-168.	1.3	0
32	Cognitive Science Meets Autonomous Mental Development. Cognitive Science, 2010, 34, 533-534.	1.7	0
33	A Dialogue on the Role of Computational Modeling in Developmental Science. Child Development Perspectives, 2010, 4, 152-158.	3.9	12
34	Temporal dynamics of multimodal multiparty interactions. , 2010, , .		2
35	Older children's misunderstanding of uncertain belief after passing the false belief test. Cognitive Development, 2010, 25, 158-165.	1.3	4
36	The law of large numbers in children's diversity-based reasoning. Thinking and Reasoning, 2009, 15, 388-404.	3.2	20

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37	Driven from distraction: How infants respond to parentsâ€™ 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.	1.2	0
41	Emergence of Mirror Neurons in a Model of Gaze Following. Adaptive Behavior, 2007, 15, 149-165.	1.9	68
42	New trends in Cognitive Science: Integrative approaches to learning and development. Neurocomputing, 2007, 70, 2139-2147.	5.9	13
43	Do children really confuse appearance and reality?. Trends in Cognitive Sciences, 2006, 10, 546-550.	7.8	21
44	Gaze following: why (not) learn it?. Developmental Science, 2006, 9, 125-147.	2.4	222
45	Gaze following: how (not) to derive predictions from a computational model. Developmental Science, 2006, 9, 156-157.	2.4	0
46	Choose and choose again: appearance-reality errors, pragmatics and logical ability. Developmental Science, 2006, 9, 323-333.	2.4	10
47	Nine-month-oldsâ€™ 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 childrenâ€™s rule-switching flexibility. Cognitive Development, 2004, 19, 385-400.	1.3	56
49	The Development of Cognitive Flexibility and Language Abilities. Advances in Child Development and Behavior, 2004, 31, 271-327.	1.3	124
50	Children's Perseverative Appearance-Reality Errors Are Related to Emerging Language Skills. Child Development, 2003, 74, 944-964.	3.0	68
51	Is perseveration caused by inhibition failure? Evidence from preschool childrenâ€™s inferences about word meanings. Journal of Experimental Child Psychology, 2003, 86, 194-222.	1.4	41
52	Matching and naming objects by shape or function: Age and context effects in preschool children.. Developmental Psychology, 2002, 38, 503-518.	1.6	40
53	Matching and naming objects by shape or function: age and context effects in preschool children. Developmental Psychology, 2002, 38, 503-18.	1.6	6
54	By any other name: when will preschoolers produce several labels for a referent?. Journal of Child Language, 2001, 28, 787-804.	1.2	20

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55	Effects of gesture and target on 12- and 18-month-olds' joint visual attention to objects in front of or behind them.. Developmental Psychology, 2000, 36, 511-523.	1.6	149
56	Hunting the Fox of Word Learning: Why â€œConstraintsâ€•Fail to Capture It. Developmental Review, 2000, 20, 29-80.	4.7	31
57	The Growth of Flexible Problem Solving: Preschool Children Use Changing Verbal Cues to Infer Multiple Word Meanings. Journal of Cognition and Development, 2000, 1, 157-191.	1.3	69
58	Flexible feature creation: Child's play?. Behavioral and Brain Sciences, 1998, 21, 23-23.	0.7	0
59	On having complex representations of things: Preschoolers use multiple words for objects and people.. Developmental Psychology, 1998, 34, 224-240.	1.6	44
60	On having complex representations of things: Preschoolers use multiple words for objects and people.. Developmental Psychology, 1998, 34, 224-240.	1.6	11
61	The Dynamics of Preschoolers' Categorization Choices. Child Development, 1996, 67, 740.	3.0	64
62	The Dynamics of Preschoolers' Categorization Choices. Child Development, 1996, 67, 740-767.	3.0	84
63	The Effects of Task Comprehension on Preschoolersâ€² and Adultsâ€² Categorization Choices. Journal of Experimental Child Psychology, 1995, 60, 393-427.	1.4	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