Angeline S Lillard

List of Publications by Year
in descending order

101 papers	5,311 citations

109137
35 h-index	

95083
68 g-index	

113 all docs	113 docs citations
113 times ranked	2450 citing authors

#	Article	IF	Citations
1	The impact of pretend play on children's development: A review of the evidence.. Psychological Bulletin, 2013, 139, 1-34.	5.5	562
2	Ethnopsychologies: Cultural variations in theories of mind.. Psychological Bulletin, 1998, 123, 3-32.	5.5	552
3	THE EARLY YEARS: Evaluating Montessori Education. Science, 2006, 313, 1893-1894.	6.0	305
4	Pretend Play Skills and the Child's Theory of Mind. Child Development, 1993, 64, 348-371.	1.7	279
5	Pretend Play Skills and the Child's Theory of Mind. Child Development, 1993, 64, 348.	1.7	257
6	The Immediate Impact of Different Types of Television on Young Children's Executive Function. Pediatrics, 2011, 128, 644-649.	1.0	245
7	Synchrony in the Onset of Mental-State Reasoning: Evidence From Five Cultures. Psychological Science, 2005, 16, 378-384.	1.8	235
8	Pretend Play as Twin Earth: A Social-Cognitive Analysis. Developmental Review, 2001, 21, 495-531.	2.6	158
9	Further examination of the immediate impact of television on children's executive function.. Developmental Psychology, 2015, 51, 792-805.	1.2	147
10	Young Children's Conceptualization of Pretense: Action or Mental Representational State?. Child Development, 1993, 64, 372.	1.7	133
11	Preschool children's development in classic Montessori, supplemented Montessori, and conventional programs. Journal of School Psychology, 2012, 50, 379-401.	1.5	127
12	Other Folks' Theories of Mind and Behavior. Psychological Science, 1997, 8, 268-274.	1.8	120
13	Mothers' Behavior Modifications During Pretense and Their Possible Signal Value for Toddlers.. Developmental Psychology, 2004, 40, 95-113.	1.2	116
14	Play and Development. , 0, , .		113
15	Young children's understanding of different mental states.. Developmental Psychology, 1992, 28, 626-634.	1.2	91
16	Why Do the Children (Pretend) Play?. Trends in Cognitive Sciences, 2017, 21, 826-834.	4.0	75
17	Montessori Preschool Elevates and Equalizes Child Outcomes: A Longitudinal Study. Frontiers in Psychology, 2017, 8, 1783.	1.1	75
18	Body or Mind: Children's Categorizing of Pretense. Child Development, 1996, 67, 1717.	1.7	71

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19	Body or Mind: Children's Categorizing of Pretense. Child Development, 1996, 67, 1717-1734.	1.7	69
20	Signs of Pretense Across Age and Scenario. Infancy, 2007, 11, 1-30.	0.9	68
21	The Contribution of Symbolic Skills to the Development of an Explicit Theory of Mind. Child Development, 2014, 85, 1535-1551.	1.7	65
22	Children's understanding of the knowledge prerequisites of drawing and pretending.. Developmental Psychology, 2002, 38, 1004-1015.	1.2	62
23	The informative value of emotional expressions: â€˜social referencingâ€™ in mother-child pretense. Developmental Science, 2007, 10, 205-212.	1.3	62
24	Wanting to Be It: Children's Understanding of Intentions Underlying Pretense. Child Development, 1998, 69, 981-993.	1.7	58
25	Television and Children's Executive Function. Advances in Child Development and Behavior, 2015, 48, 219-248.	0.7	54
26	Old dogs learning new tricks: Neuroplasticity beyond the juvenile period. Developmental Review, 2011, 31, 207-239.	2.6	49
27	Developing a Cultural Theory of Mind. Current Directions in Psychological Science, 1999, 8, 57-61.	2.8	47
28	Can that really happen? Childrenâ€™s knowledge about the reality status of fantastical events in television. Journal of Experimental Child Psychology, 2015, 139, 99-114.	0.7	46
29	Children's racial bias in perceptions of others' pain. British Journal of Developmental Psychology, 2014, 32, 218-231.	0.9	45
30	The Development of Substitute Object Pretense: The Differential Importance of Form and Function. Journal of Cognition and Development, 2016, 17, 197-220.	0.6	45
31	Young childrenâ€™s thinking about touchscreens versus other media in the US. Journal of Children and Media, 2017, 11, 167-179.	1.0	45
32	Play on: Retrospective Reports of the Persistence of Pretend Play Into Middle Childhood. Journal of Cognition and Development, 2012, 13, 524-549.	0.6	43
33	Young Children's Conceptualization of Pretense: Action or Mental Representational State?. Child Development, 1993, 64, 372-386.	1.7	42
34	Young Children's Preference for Mental State versus Behavioral Descriptions of Human Action. Child Development, 1990, 61, 731-741.	1.7	40
35	Young Children's Preference for Mental State versus Behavioral Descriptions of Human Action. Child Development, 1990, 61, 731.	1.7	39
36	Lion Kings or puppies: the influence of fantasy on children's understanding of pretense. Developmental Science, 1999, 2, 75-80.	1.3	39

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37	Observers' proficiency at identifying pretense acts based on behavioral cues. Cognitive Development, 2004, 19, 223-240.	0.7	38
38	Where Is the Real Cheese? Young Children's Ability to Discriminate Between Real and Pretend Acts. Child Development, 2006, 77, 1762-1777.	1.7	37
39	The impact of fantasy and action on young children's understanding of pretence. British Journal of Developmental Psychology, 2001, 19, 85-98.	0.9	31
40	Pretend Play and Cognitive Development. , 0, , 188-205.		24
41	Shunned and Admired: Montessori, Self-Determination, and a Case for Radical School Reform. Educational Psychology Review, 2019, 31, 939-965.	5.1	24
42	The current landscape of US children's television: violent, prosocial, educational, and fantastical content. Journal of Children and Media, 2019, 13, 276-294.	1.0	22
43	Pretend Play and Fantasy: What if Montessori Was Right?. Child Development Perspectives, 2019, 13, 85-90.	2.1	21
44	Mindfulness Practices in Education: Montessori's Approach. Mindfulness, 2011, 2, 78-85.	1.6	19
45	Authentic Montessori: The Dottoressa's View at the End of Her Life Part I. Journal of Montessori Research, 2019, 5, 1-18.	0.3	19
46	Do children learn from pretense?. Journal of Experimental Child Psychology, 2015, 130, 1-18.	0.7	18
47	Just Google It: Young Children's Preferences for Touchscreens versus Books in Hypothetical Learning Tasks. Frontiers in Psychology, 2016, 7, 1431.	1.1	17
48	Children's understanding of the mind's involvement in pretense: do words bend the truth?. Developmental Science, 2002, 5, 87-97.	1.3	16
49	Theory of Mind and Children's Engagement in Fantasy Worlds. Imagination, Cognition and Personality, 2015, 34, 230-242.	0.5	16
50	Investigating the Structure of the Children's Concentration and Empathy Scale Using Exploratory Graph Analysis. Psychological Test Adaptation and Development, 2021, 2, 35-49.	1.2	16
51	How is theory of mind useful? Perhaps to enable social pretend play. Frontiers in Psychology, 2015, 6, 1559.	1.1	15
52	Rethinking Education: Montessori's Approach. Current Directions in Psychological Science, 2018, 27, 395-400.	2.8	15
53	Authentic Montessori: The Dottoressa's View at the End of Her Life Part II. Journal of Montessori Research, 2019, 5, 19-34.	0.3	15
54	An Intervention Study: Removing Supplemented Materials from Montessori Classrooms Associated with Better Child Outcomes. Journal of Montessori Research, 2016, 2, 16.	0.3	14

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55	Preschooler's Understanding of the Role of Mental States and Action in Pretense. Journal of Cognition and Development, 2004, 5, 213-238.	0.6	13
56	Cultural variations in global versus local processing: A developmental perspective.. Developmental Psychology, 2014, 50, 2654-2665.	1.2	13
57	The Magic School Bus dilemma: How fantasy affects children's learning from stories. Journal of Experimental Child Psychology, 2021, 210, 105212.	0.7	12
58	Children's understanding of the knowledge prerequisites of drawing and pretending. Developmental Psychology, 2002, 38, 1004-15.	1.2	12
59	Theories behind Theories of Mind[1]. Human Development, 1998, 41, 40-46.	1.2	11
60	Just through the looking glass: children's understanding of pretense. , 2002, , 102-114.		11
61	Concepts and theories, methods and reasons: Why do the children (pretend) play? Reply to Weisberg, Hirsh-Pasek, and Golinkoff (2013); Bergen (2013); and Walker and Gopnik (2013).. Psychological Bulletin, 2013, 139, 49-52.	5.5	11
62	What Makes an Act a Pretense One? Young Children's Pretend-Real Judgments and Explanations. Child Development Research, 2013, 2013, 1-9.	1.8	10
63	Do Children Prefer Mentalistic Descriptions?. Journal of Genetic Psychology, 2014, 175, 1-15.	0.6	10
64	The real thing: preschoolers prefer actual activities to pretend ones. Developmental Science, 2018, 21, e12582.	1.3	10
65	Cortical mechanisms of pretense observation. Social Neuroscience, 2013, 8, 356-368.	0.7	9
66	Grounded in reality: How children make sense of the unreal. Cognitive Development, 2015, 34, 111-114.	0.7	9
67	Learning from Apps and Objects: The Human Touch. Mind, Brain, and Education, 2020, 14, 16-23.	0.9	9
68	Wanting to be it: children's understanding of intentions underlying pretense. Child Development, 1998, 69, 981-93; discussion 994-5.	1.7	9
69	Predictors and Moderators of Spontaneous Pretend Play in Children with and without Autism Spectrum Disorder. Frontiers in Psychology, 2016, 7, 1577.	1.1	8
70	Anthropomorphic media exposure and preschoolers' anthropomorphic thinking in China. Journal of Children and Media, 2019, 13, 149-162.	1.0	8
71	What Shall We Do: Pretend or Real? Preschoolers' Choices and Parents' Perceptions. Journal of Cognition and Development, 2020, 21, 261-281.	0.6	8
72	Montessori as an alternative early childhood education. Early Child Development and Care, 2021, 191, 1196-1206.	0.7	8

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73	Math achievement outcomes associated with Montessori education. Early Child Development and Care, 2021, 191, 1207-1218.	0.7	8
74	Body or mind: children's categorizing of pretense. Child Development, 1996, 67, 1717-34.	1.7	8
75	The Effect of Realistic Contexts on Ontological Judgments of Novel Entities. Cognitive Development, 2015, 34, 88-98.	0.7	6
76	The evolutionary significance of pretend play: Two-year-olds' interpretation of behavioral cues. Learning and Behavior, 2017, 45, 441-448.	0.5	6
77	Real or Not? Informativeness Influences Children's Reality Status Judgments. Cognitive Development, 2015, 33, 28-39.	0.7	5
78	Developing cognitions about race: White 5-to 10-year-olds' perceptions of hardship and pain. European Journal of Social Psychology, 2018, 48, O121.	1.5	5
79	Wanting to Be It: Children's Understanding of Intentions Underlying Pretense. Child Development, 1998, 69, 981.	1.7	4
80	The Socialization of Theory of Mind. , 2006, , 65-76.		4
81	Children Adopt the Traits of Characters in a Narrative. Child Development Research, 2017, 2017, 1-16.	1.8	4
82	Standardized Test Proficiency in Public Montessori Schools. Journal of School Choice, 2022, 16, 105-135.	0.6	4
83	An Association Between Montessori Education in Childhood and Adult Wellbeing. Frontiers in Psychology, 2021, 12, 721943.	1.1	4
84	Pretending at hand: How children perceive and process puppets. Cognitive Development, 2022, 63, 101202.	0.7	4
85	Ethnopsychologies: Reply to Wellman (1998) and Gauvain (1998).. Psychological Bulletin, 1998, 123, 43-46.	5.5	3
86	Mother–Child Fantasy Play. , 2010, , .		3
87	Children's preference for real activities: Even stronger in the Montessori Children's House. Journal of Montessori Research, 2018, 4, 1-9.	0.3	3
88	Parents' roles and question-asking during pretend and real activities. Social Development, 2020, 29, 767-782.	0.8	3
89	Neuroepigenetic impact on mentalizing in childhood. Developmental Cognitive Neuroscience, 2022, 54, 101080.	1.9	3
90	Theory of Mind: Conscious Attribution and Spontaneous Trait Inference. , 2006, , 277-305.		2

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91	From false belief to friendship: Commentary on Fink, Begeer, Peterson, Slaughter, and de Rosnay. British Journal of Developmental Psychology, 2015, 33, 18-20.	0.9	2
92	Fictional Worlds, the Neuroscience of the Imagination, and Childhood Education. , 2013, , .		2
93	The source of universal concepts: A view from folk psychology. Behavioral and Brain Sciences, 1998, 21, 580-580.	0.4	1
94	Dissociations, Developmental Psychology, and Pedagogical Design. Child Development, 2006, 77, 1563-1567.	1.7	1
95	The development of the counterfactual imagination. Behavioral and Brain Sciences, 2007, 30, 468-468.	0.4	0
96	Anthropologist in the Crib? A Review ofTrusting What You're Told. Journal of Cognition and Development, 2014, , 150527104304009.	0.6	0
97	The Digital Dilemma: Why Limit Young Children's Use of Interactive Media?. , 2018, , 71-82.		0
98	Pretending emotions in the early years: The role of language and symbolic play. Infancy, 2021, 26, 920-931.	0.9	0
99	Roots of Social Sensibility and Neural Function. Jay Schulkin. Quarterly Review of Biology, 2001, 76, 393-394.	0.0	0
100	Casting the Theory Net Wide. PsycCritiques, 1998, 43, 663-665.	0.0	0
101	Children Prefer the Real Thing to Pretending. , 2018, 04, .		0