Adele Diamond

List of Publications by Year
in descending order

85 papers	26,487 citations	46918 47 h-index	76769 74 g-index
139 all docs	139 docs citations	139 times ranked	18479 citing authors

#	Article	IF	Citations
1	Effects of Capoeira on children's executive functions: A randomized controlled trial. Mental Health and Physical Activity, 2022, 22, 100451.	0.9	3
2	First Demonstration of Double Dissociation between COMT-Met158 and COMT-Val158 Cognitive Performance When Stressed and When Calmer. Cerebral Cortex, 2021, 31, 1411-1426.	1.6	8
3	One size does not fit all: Assuming the same normal body temperature for everyone is not justified. PLoS ONE, 2021, 16, e0245257.	1.1	12
4	Executive functions. Handbook of Clinical Neurology / Edited By P J Vinken and G W Bruyn, 2020, 173, 225-240.	1.0	54
5	Children Only 3 Years Old Can Succeed at Conditional â€œIf, Thenâ€•Reasoning, Much Earlier Than Anyone Had Thought Possible. Frontiers in Psychology, 2020, 11, 571891.	1.1	0
6	Aerobic-Exercise and resistance-training interventions have been among the least effective ways to improve executive functions of any method tried thus far. Developmental Cognitive Neuroscience, 2019, 37, 100572.	1.9	74
7	Effects of physical activity interventions on cognitive and academic performance in children and adolescents: a novel combination of a systematic review and recommendations from an expert panel. British Journal of Sports Medicine, 2019, 53, 640-647.	3.1	287
8	Randomized control trial of Tools of the Mind: Marked benefits to kindergarten children and their teachers. PLoS ONE, 2019, 14, e0222447.	1.1	68
9	Maturational Changes in Human Dorsal and Ventral Visual Networks. Cerebral Cortex, 2019, 29, 5131-5149.	1.6	12
10	Review of the Evidence on, and Fundamental Questions About, Efforts to Improve Executive Functions, Including Working Memory. , 2019, , 143-431.		66
11	Maternal depression trajectories from pregnancy to 3Âyears postpartum are associated with childrenâ€™s behavior and executive functions at 3 and 6Âyears. Archives of Women's Mental Health, 2018, 21, 353-363.	1.2	100
12	Is more time in general music class associated with stronger extra-musical outcomes in kindergarten?. Early Childhood Research Quarterly, 2018, 45, 238-248.	1.6	14
13	Children's stress regulation mediates the association between prenatal maternal mood and child executive functions for boys, but not girls. Development and Psychopathology, 2018, 30, 953-969.	1.4	21
14	Conclusions about interventions, programs, and approaches for improving executive functions that appear justified and those that, despite much hype, do not. Developmental Cognitive Neuroscience, 2016, 18, 34-48.	1.9	655
15	Do children need reminders on the dayâ€“night task, or simply some way to prevent them from responding too quickly?. Cognitive Development, 2016, 37, 67-72.	0.7	24
16	Why improving and assessing executive functions early in life is critical.. , 2016, , 11-43.		115
17	Human-animal interaction and the development of executive functions.. , 2016, , 51-72.		12
18	Enhancing cognitive and socialâ€“emotional development through a simple-to-administer mindfulness-based school program for elementary school children: A randomized controlled trial.. Developmental Psychology, 2015, 51, 52-66.	1.2	481

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19	Research that Helps Move Us Closer to a World Where Each Child Thrives. Research in Human Development, 2015, 12, 288-294.	0.8	5
20	Effects of Physical Exercise on Executive Functions: Going beyond Simply Moving to Moving with Thought. , 2015, 2, 1011.		64
21	An effect of inhibitory load in children while keeping working memory load constant. Frontiers in Psychology, 2014, 5, 213.	1.1	80
22	Whether coordinative (soccer) exercise improves executive functioning in kindergarten children has yet to be demonstrated. Experimental Brain Research, 2014, 232, 2045-2045.	0.7	5
23	Want to Optimize Executive Functions and Academic Outcomes?: Simple, Just Nourish the Human Spirit. Minnesota Symposia on Child Psychology Series, 2014, 37, 205-232.	2.0	33
24	Executive Functions. Annual Review of Psychology, 2013, 64, 135-168.	9.9	7,750
25	Prenatal serotonin reuptake inhibitor (SRI) antidepressant exposure and serotonin transporter promoter genotype (SLC6A4) influence executive functions at 6 years of age. Frontiers in Cellular Neuroscience, 2013, 7, 180.	1.8	53
26	Activities and Programs That Improve Childrenâ€™s Executive Functions. Current Directions in Psychological Science, 2012, 21, 335-341.	2.8	557
27	Refining the understanding of inhibitory processes: how response prepotency is created and overcome. Developmental Science, 2012, 15, 62-73.	1.3	66
28	The Effect of Methylphenidate on Prefrontal Cognitive Functioning, Inattention, and Hyperactivity in Velocardiofacial Syndrome. Journal of Child and Adolescent Psychopharmacology, 2011, 21, 589-595.	0.7	40
29	Interventions Shown to Aid Executive Function Development in Children 4 to 12 Years Old. Science, 2011, 333, 959-964.	6.0	2,063
30	Biological and social influences on cognitive control processes dependent on prefrontal cortex. Progress in Brain Research, 2011, 189, 319-339.	0.9	68
31	Martial Arts Research: Weak Evidenceâ€”Response. Science, 2011, 334, 311-311.	6.0	8
32	The Evidence Base for Improving School Outcomes by Addressing the Whole Child and by Addressing Skills and Attitudes, Not Just Content. Early Education and Development, 2010, 21, 780-793.	1.6	123
33	Memory Maintenance and Inhibitory Control Differentiate from Early Childhood to Adolescence. Developmental Neuropsychology, 2010, 35, 679-697.	1.0	171
34	When in competition against engrained habits, is conscious representation sufficient or is inhibition of the habit also needed?. Developmental Science, 2009, 12, 20-22.	1.3	9
35	All or none hypothesis: A global-default mode that characterizes the brain and mind.. Developmental Psychology, 2009, 45, 130-138.	1.2	48
36	The interplay of biology and the environment broadly defined.. Developmental Psychology, 2009, 45, 1-8.	1.2	45

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37	Contributions of Neuroscience to Our Understanding of Cognitive Development. Current Directions in Psychological Science, 2008, 17, 136-141.	2.8	57
38	Biological processes in prevention and intervention: The promotion of self-regulation as a means of preventing school failure. Development and Psychopathology, 2008, 20, 899-911.	1.4	857
39	Preschool Program Improves Cognitive Control. Science, 2007, 318, 1387-1388.	6.0	1,558
40	Consequences of Variations in Genes that affect Dopamine in Prefrontal Cortex. Cerebral Cortex, 2007, 17, i161-i170.	1.6	114
41	Interrelated and interdependent. Developmental Science, 2007, 10, 152-158.	1.3	103
42	Bootstrapping conceptual deduction using physical connection: rethinking frontal cortex. Trends in Cognitive Sciences, 2006, 10, 212-218.	4.0	29
43	Development of cognitive control and executive functions from 4 to 13 years: Evidence from manipulations of memory, inhibition, and task switching. Neuropsychologia, 2006, 44, 2037-2078.	0.7	1,604
44	The Early Development of Executive Functions. , 2006, , 70-95.		373
45	Attention-deficit disorder (attention-deficit/ hyperactivity disorder without hyperactivity): A neurobiologically and behaviorally distinct disorder from attention-deficit/hyperactivity disorder (with hyperactivity). Development and Psychopathology, 2005, 17, 807-25.	1.4	317
46	Not Quite as Grown-Up as We Like to Think. Psychological Science, 2005, 16, 291-297.	1.8	170
47	Preschool Children's Performance in Task Switching on the Dimensional Change Card Sort Task: Separating the Dimensions Aids the Ability to Switch. Developmental Neuropsychology, 2005, 28, 689-729.	1.0	210
48	Colorâ€“object interference in young children: A Stroop effect in children 3Â½â€“6Â½ years old. Cognitive Development, 2005, 20, 256-278.	0.7	85
49	Genetic and Neurochemical Modulation of Prefrontal Cognitive Functions in Children. American Journal of Psychiatry, 2004, 161, 125-132.	4.0	321
50	Executive Functioning in Preschoolers: Reducing the Inhibitory Demands of the Dimensional Change Card Sort Task. Developmental Neuropsychology, 2004, 26, 423-443.	1.0	67
51	Developmental cognitive neuroscience: progress and potential. Trends in Cognitive Sciences, 2004, 8, 122-128.	4.0	95
52	Fast mapping of multiple words: Insights into when â€œthe information providedâ€•does and does not equal â€œthe information perceivedâ€• Journal of Applied Developmental Psychology, 2003, 24, 739-762.	0.8	37
53	Helping children apply their knowledge to their behavior on a dimension-switching task. Developmental Science, 2003, 6, 449-467.	1.3	382
54	Sorting between theories of perseveration: performance in conflict tasks requires memory, attention and inhibition. Developmental Science, 2003, 6, 474-476.	1.3	35

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55	Early success in using the relation between stimuli and rewards to deduce an abstract rule: Perceived physical connection is key.. Developmental Psychology, 2003, 39, 825-847.	1.2	14
56	Conditions under which young children can hold two rules in mind and inhibit a prepotent response.. Developmental Psychology, 2002, 38, 352-362.	1.2	298
57	Normal Development of Prefrontal Cortex from Birth to Young Adulthood: Cognitive Functions, Anatomy, and Biochemistry. , 2002, , 466-503.		654
58	Conditions under which young children can hold two rules in mind and inhibit a prepotent response. Developmental Psychology, 2002, 38, 352-62.	1.2	81
59	Looking closely at infants' performance and experimental procedures in the A-not-B task. Behavioral and Brain Sciences, 2001, 24, 38-41.	0.4	22
60	Inability of Five-Month-Old Infants to Retrieve a Contiguous Object: A Failure of Conceptual Understanding or of Control of Action?. Child Development, 2000, 71, 1477-1494.	1.7	15
61	Close Interrelation of Motor Development and Cognitive Development and of the Cerebellum and Prefrontal Cortex. Child Development, 2000, 71, 44-56.	1.7	1,076
62	Toward an Understanding of the Human Frontal Lobes. PsycCritiques, 2000, 45, 564-565.	0.0	2
63	Cognitive Deficits in a Genetic Mouse Model of the Most Common Biochemical Cause of Human Mental Retardation. Journal of Neuroscience, 1999, 19, 6175-6182.	1.7	65
64	Early developments in the ability to understand the relation between stimulus and reward.. Developmental Psychology, 1999, 35, 1507-1517.	1.2	36
65	Understanding the A-not-B Error: Working memory vs. reinforced response, or active trace vs. latent trace. Developmental Science, 1998, 1, 185-189.	1.3	80
66	Evidence for the importance of dopamine for prefrontal cortex functions early in life. , 1998, , 144-164.		18
67	Prefrontal Cortex Cognitive Deficits in Children Treated Early and Continuously for PKU. Monographs of the Society for Research in Child Development, 1997, 62, i.	6.8	483
68	Assessing cognitive function in animal models of mental retardation. Mental Retardation and Developmental Disabilities Research Reviews, 1996, 2, 216-226.	3.5	9
69	Development of an aspect of executive control: Development of the abilities to remember what I said and to ?Do as I say, not as I do?. , 1996, 29, 315-334.		548
70	Impaired sensitivity to visual contrast in children treated early and continuously for phenylketonuria. Brain, 1996, 119, 523-538.	3.7	64
71	Development of an aspect of executive control: Development of the abilities to remember what I said and to â€œDo as I say, not as I doâ€•. , 1996, 29, 315.		30
72	Evidence of Robust Recognition Memory Early in Life Even When Assessed by Reaching Behavior. Journal of Experimental Child Psychology, 1995, 59, 419-456.	0.7	96

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73	The relationship between cognition and action: performance of children 312â€“7 years old on a stroop-like day-night test. Cognition, 1994, 53, 129-153.	1.1	1,232
74	Young children's performance on a task sensitive to the memory functions of the medial temporal lobe in adults: The delayed nonmatching-to-sample task reveals problems that are due to non-memory-related task demands.. Behavioral Neuroscience, 1994, 108, 659-680.	0.6	44
75	AB with multiple wells: I. Why are multiple wells sometimes easier than two wells? II. Memory or memoryÂ€Â,+Â€Â,inhibition?. Developmental Psychology, 1994, 30, 192-205.	1.2	112
76	Introduction. Annals of the New York Academy of Sciences, 1990, 608, xiii-lvi.	1.8	20
77	The Development and Neural Bases of Memory Functions as Indexed by the AB and Delayed Response Tasks in Human Infants and Infant Monkeys. Annals of the New York Academy of Sciences, 1990, 608, 267-317.	1.8	275
78	Rate of Maturation of the Hippocampus and the Developmental Progression of Children's Performance on the Delayed Non-Matching to Sample and Visual Paired Comparison Tasks. Annals of the New York Academy of Sciences, 1990, 608, 394-433.	1.8	106
79	Developmental Time Course in Human Infants and Infant Monkeys, and the Neural Bases of, Inhibitory Control in Reaching. Annals of the New York Academy of Sciences, 1990, 608, 637-676.	1.8	398
80	The performance of human infants on a measure of frontal cortex function, the delayed response task. Developmental Psychobiology, 1989, 22, 271-294.	0.9	254
81	Development as progressive inhibitory control of action: retrieval of a contiguous object. Cognitive Development, 1989, 4, 223-249.	0.7	122
82	Successful performance by monkeys with lesions of the hippocampal formation on ABÌ„, and object retrieval, two tasks that mark developmental changes in human infants.. Behavioral Neuroscience, 1989, 103, 526-537.	0.6	152
83	Abilities and Neural Mechanisms Underlying AB Performance. Child Development, 1988, 59, 523.	1.7	124
84	Development of the Ability to Use Recall to Guide Action, as Indicated by Infants' Performance on AB. Child Development, 1985, 56, 868.	1.7	404
85	A Model System for Studying the Role of Dopamine in Prefrontal Cortex During Early Development in Humans. , 0, , 441-493.		6