

# Ellen Winner

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/7417522/publications.pdf>

Version: 2024-02-01

34  
papers

2,855  
citations

331670

21  
h-index

377865

34  
g-index

35  
all docs

35  
docs citations

35  
times ranked

2271  
citing authors

#	ARTICLE	IF	CITATIONS
1	Artists Excel on Image Activation But Not Image Manipulation Tasks. <i>Empirical Studies of the Arts</i> , 2021, 39, 3-16.	1.7	2
2	Becoming a Character: Dissociation in Conservatory Acting Students. <i>Journal of Trauma and Dissociation</i> , 2020, 21, 87-102.	1.9	4
3	Extreme Drawing Realism in Childhood. <i>Roeper Review</i> , 2018, 40, 222-233.	0.8	3
4	Sight-over-sound judgments of music performances are replicable effects with limited interpretability. <i>PLoS ONE</i> , 2018, 13, e0202075.	2.5	5
5	Looking at the Process: Examining Creative and Artistic Thinking in Fashion Designers on a Reality Television Show. <i>Frontiers in Psychology</i> , 2018, 9, 2008.	2.1	1
6	No support for the claim that literary fiction uniquely and immediately improves theory of mind: A reply to Kidd and Castano's commentary on Panero et al. (2016).. <i>Journal of Personality and Social Psychology</i> , 2017, 112, e5-e8.	2.8	21
7	Distinguishing between Abstract Art by Artists vs. Children and Animals. <i>ACM Transactions on Applied Perception</i> , 2016, 13, 1-17.	1.9	6
8	Does reading a single passage of literary fiction really improve theory of mind? An attempt at replication.. <i>Journal of Personality and Social Psychology</i> , 2016, 111, e46-e54.	2.8	118
9	Can Young Children Distinguish Abstract Expressionist Art From Superficially Similar Works by Preschoolers and Animals?. <i>Journal of Cognition and Development</i> , 2016, 17, 18-29.	1.3	13
10	What Gaze Fixation and Pupil Dilation Can Tell Us About Perceived Differences Between Abstract Art by Artists Versus by Children and Animals. <i>Perception</i> , 2015, 44, 1310-1331.	1.2	5
11	Your kid could not have done that: Even untutored observers can discern intentionality and structure in abstract expressionist art. <i>Cognition</i> , 2015, 137, 154-165.	2.2	16
12	Arts involvement predicts academic achievement only when the child has a musical instrument. <i>Educational Psychology</i> , 2014, 34, 849-861.	2.7	13
13	Training-mediated leftward asymmetries during music processing: A cross-sectional and longitudinal fMRI analysis. <i>NeuroImage</i> , 2013, 75, 97-107.	4.2	43
14	Enhancing Empathy and Theory of Mind. <i>Journal of Cognition and Development</i> , 2012, 13, 19-37.	1.3	248
15	Differentiating maturational and training influences on fMRI activation during music processing. <i>NeuroImage</i> , 2012, 60, 1902-1912.	4.2	40
16	Engagement in Role Play, Pretense, and Acting Classes Predict Advanced Theory of Mind Skill in Middle Childhood. <i>Imagination, Cognition and Personality</i> , 2011, 30, 249-258.	0.9	32
17	Seeing the Mind Behind the Art. <i>Psychological Science</i> , 2011, 22, 435-441.	3.3	46
18	Autistic Local Processing Bias also Found in Children Gifted in Realistic Drawing. <i>Journal of Autism and Developmental Disorders</i> , 2010, 40, 762-773.	2.7	30

#	ARTICLE	IF	CITATIONS
19	Actors are Skilled in Theory of Mind but Not Empathy. <i>Imagination, Cognition and Personality</i> , 2009, 29, 115-133.	0.9	42
20	The Effects of Musical Training on Structural Brain Development. <i>Annals of the New York Academy of Sciences</i> , 2009, 1169, 182-186.	3.8	158
21	Musical Training Shapes Structural Brain Development. <i>Journal of Neuroscience</i> , 2009, 29, 3019-3025.	3.6	661
22	Training-induced Neuroplasticity in Young Children. <i>Annals of the New York Academy of Sciences</i> , 2009, 1169, 205-208.	3.8	117
23	Short-term mood repair through art-making: Positive emotion is more effective than venting. <i>Motivation and Emotion</i> , 2008, 32, 288-295.	1.3	87
24	THE RELATION BETWEEN MUSIC AND PHONOLOGICAL PROCESSING IN NORMAL-READING CHILDREN AND CHILDREN WITH DYSLEXIA. <i>Music Perception</i> , 2008, 25, 383-390.	1.1	108
25	Practicing a Musical Instrument in Childhood is Associated with Enhanced Verbal Ability and Nonverbal Reasoning. <i>PLoS ONE</i> , 2008, 3, e3566.	2.5	207
26	Effects of Music Training on the Child's Brain and Cognitive Development. <i>Annals of the New York Academy of Sciences</i> , 2005, 1060, 219-230.	3.8	287
27	Are there pre-existing neural, cognitive, or motoric markers for musical ability?. <i>Brain and Cognition</i> , 2005, 59, 124-134.	1.8	167
28	Imaging melody and rhythm processing in young children. <i>NeuroReport</i> , 2004, 15, 1723-1726.	1.2	37
29	Problems with the Seeing = Knowing Rule. <i>Developmental Science</i> , 2003, 6, 505-513.	2.4	17
30	Talent: Don't confuse necessity with sufficiency, or science with policy. <i>Behavioral and Brain Sciences</i> , 1998, 21, 430-431.	0.7	5
31	Children's perception of "aesthetic" properties of the arts: Domain-specific or pan-artistic?. <i>British Journal of Developmental Psychology</i> , 1986, 4, 149-160.	1.7	45
32	Perceiving What Paintings Express. <i>Advances in Psychology</i> , 1984, , 127-143.	0.1	29
33	Telling it as it isn't: Children's understanding of figurative language. <i>British Journal of Developmental Psychology</i> , 1983, 1, 121-134.	1.7	102
34	New names for old things: the emergence of metaphoric language. <i>Journal of Child Language</i> , 1979, 6, 469-491.	1.2	133