

Graeme S Halford

List of Publications by Year in descending order

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85
papers

4,241
citations

172457

29
h-index

114465

63
g-index

89
all docs

89
docs citations

89
times ranked

2299
citing authors

#	ARTICLE	IF	CITATIONS
1	Resolving Conflicts Between Syntax and Plausibility in Sentence Comprehension. <i>Advances in Cognitive Psychology</i> , 2017, 13, 11-27.	0.5	9
2	Fundamental differences between perception and cognition aside from cognitive penetrability. <i>Behavioral and Brain Sciences</i> , 2016, 39, e247.	0.7	2
3	Neural correlates of deductive reasoning: An ERP study with the Wason Selection Task. <i>International Journal of Psychophysiology</i> , 2015, 98, 381-388.	1.0	9
4	Genetic Basis of a Cognitive Complexity Metric. <i>PLoS ONE</i> , 2015, 10, e0123886.	2.5	22
5	Planning Following Stroke: A Relational Complexity Approach Using the Tower of London. <i>Frontiers in Human Neuroscience</i> , 2014, 8, 1032.	2.0	23
6	Verbal learning and memory following stroke. <i>Brain Injury</i> , 2014, 28, 442-447.	1.2	17
7	Three-year-olds' theories of mind are symbolic but of low complexity. <i>Frontiers in Psychology</i> , 2014, 5, 682.	2.1	5
8	Complexity in Relational Processing Predicts Changes in Functional Brain Network Dynamics. <i>Cerebral Cortex</i> , 2014, 24, 2283-2296.	2.9	75
9	Categorizing Cognition. , 2014, , .		25
10	Relational processing following stroke. <i>Brain and Cognition</i> , 2013, 81, 44-51.	1.8	13
11	The Role of Working Memory in the Subsymbolicâ€“Symbolic Transition. <i>Current Directions in Psychological Science</i> , 2013, 22, 210-216.	5.3	29
12	Conditional discrimination in young children: The roles of associative and relational processing. <i>Journal of Experimental Child Psychology</i> , 2012, 112, 84-101.	1.4	15
13	Novelty and processing demands in conceptual combination. <i>Australian Journal of Psychology</i> , 2012, 64, 199-208.	2.8	2
14	Computational models of relational processes in cognitive development. <i>Cognitive Development</i> , 2012, 27, 481-499.	1.3	19
15	Complexity of categorical syllogisms: An integration of two metrics. <i>European Journal of Cognitive Psychology</i> , 2010, 22, 391-421.	1.3	14
16	Relational knowledge: the foundation of higher cognition. <i>Trends in Cognitive Sciences</i> , 2010, 14, 497-505.	7.8	269
17	Complexity provides a better explanation than probability for confidence in syllogistic inferences. <i>Behavioral and Brain Sciences</i> , 2009, 32, 91-91.	0.7	3
18	What Do Transitive Inference and Class Inclusion Have in Common? Categorical (Co)Products and Cognitive Development. <i>PLoS Computational Biology</i> , 2009, 5, e1000599.	3.2	36

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19	Integration of weight and distance information in young children: The role of relational complexity. <i>Cognitive Development</i> , 2009, 24, 49-60.	1.3	26
20	The missing link: Dynamic, modifiable representations in working memory. <i>Behavioral and Brain Sciences</i> , 2008, 31, 137-138.	0.7	5
21	Acquisition of structured knowledge without instruction: The relational schema induction paradigm.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2007, 33, 586-603.	0.9	16
22	Separating cognitive capacity from knowledge: a new hypothesis. <i>Trends in Cognitive Sciences</i> , 2007, 11, 236-242.	7.8	255
23	Problem decomposability as a factor in complexity of the dimensional change card sort task. <i>Cognitive Development</i> , 2007, 22, 384-391.	1.3	20
24	Complexity effects on the children's gambling task. <i>Cognitive Development</i> , 2007, 22, 376-383.	1.3	36
25	Relational processing is fundamental to the central executive and is limited to four variables. , 2007, , 261-280.		6
26	Relational processing and working memory capacity in comprehension of relative clause sentences. <i>Memory and Cognition</i> , 2006, 34, 1325-1340.	1.6	44
27	An analysis of relational complexity in an air traffic control conflict detection task. <i>Ergonomics</i> , 2006, 49, 1508-1526.	2.1	66
28	Measuring the Influence of Complexity on Relational Reasoning. <i>Educational and Psychological Measurement</i> , 2006, 66, 146-171.	2.4	50
29	How Many Variables Can Humans Process?. <i>Psychological Science</i> , 2005, 16, 70-76.	3.3	385
30	: The development of deductive reasoning: How important is complexity?. <i>Thinking and Reasoning</i> , 2004, 10, 123-145.	3.2	33
31	Theory of Mind and Relational Complexity. <i>Child Development</i> , 2003, 74, 1476-1499.	3.0	163
32	Young children's understanding of oddity: reducing complexity by simple oddity and "most different" strategies. <i>Cognitive Development</i> , 2003, 18, 1-23.	1.3	16
33	Cognitive complexity of suppositional reasoning: An application of the relational complexity metric to the knight-knave task. <i>Thinking and Reasoning</i> , 2002, 8, 109-134.	3.2	31
34	Integration of Category Induction and Hierarchical Classification: One Paradigm at Two Levels of Complexity. <i>Journal of Cognition and Development</i> , 2002, 3, 143-177.	1.3	29
35	Young Children's Performance on the Balance Scale: The Influence of Relational Complexity. <i>Journal of Experimental Child Psychology</i> , 2002, 81, 417-445.	1.4	67
36	A cognitive complexity metric applied to cognitive development. <i>Cognitive Psychology</i> , 2002, 45, 153-219.	2.2	177

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37	Processing capacity limits are not explained by storage limits. Behavioral and Brain Sciences, 2001, 24, 123-124.	0.7	8
38	Complexity effects are found in all relative-clause sentence forms. Behavioral and Brain Sciences, 1999, 22, 95-95.	0.7	7
39	Induction of Relational Schemas: Common Processes in Reasoning and Complex Learning. Cognitive Psychology, 1998, 35, 201-245.	2.2	93
40	Cognitive science questions for cognitive development: the concepts of learning, analogy, and capacity. Learning and Instruction, 1998, 8, 289-308.	3.2	19
41	Children's ability to make transitive inferences: The importance of premise integration and structural complexity. Cognitive Development, 1998, 13, 479-513.	1.3	56
42	Relational complexity metric is effective when assessments are based on actual cognitive processes. Behavioral and Brain Sciences, 1998, 21, 848-860.	0.7	67
43	Processing capacity defined by relational complexity: Implications for comparative, developmental, and cognitive psychology. Behavioral and Brain Sciences, 1998, 21, 803-831.	0.7	765
44	Abstraction: Nature, costs, and benefits. International Journal of Educational Research, 1997, 27, 21-35.	2.2	9
45	Recoding can lead to inaccessible structures, but avoids capacity limitations. Behavioral and Brain Sciences, 1997, 20, 75-75.	0.7	0
46	What are the transition processes in cognitive development?. New Ideas in Psychology, 1997, 15, 211-215.	1.9	0
47	Learning Processes in Cognitive Development: A Reassessment with Some Unexpected Implications. Human Development, 1995, 38, 295-301.	2.0	9
48	The Development of Memory and Processing Capacity. Child Development, 1994, 65, 1338-1356.	3.0	95
49	The Development of Memory and Processing Capacity. Child Development, 1994, 65, 1338.	3.0	34
50	Competing, or perhaps complementary, approaches to the dynamic-binding problem, with similar capacity limitations. Behavioral and Brain Sciences, 1993, 16, 461-462.	0.7	2
51	The processing loads of young children's and teachers' representations of place value and implications for teaching. Mathematics Education Research Journal, 1992, 4, 1-23.	1.7	9
52	Analogical Reasoning and Conceptual Complexity in Cognitive Development. Human Development, 1992, 35, 193-217.	2.0	133
53	Applications of Cognitive Developmental Theory and Data to Educational Psychology. Australian Educational and Developmental Psychologist, 1991, 8, 7-8.	0.5	0
54	Cognitive processing capacity and learning ability: An integration of two areas. Learning and Individual Differences, 1989, 1, 125-153.	2.7	9

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55	Reflections on 25 Years of Piagetian Cognitive Developmental Psychology, 1963-1988. <i>Human Development</i> , 1989, 32, 325-357.	2.0	32
56	Set-size effects in primary memory: An age-related capacity limitation?. <i>Memory and Cognition</i> , 1988, 16, 480-487.	1.6	103
57	A Structure-Mapping Approach to Cognitive Development. <i>International Journal of Psychology</i> , 1987, 22, 609-642.	2.8	55
58	Information-processing demands of transitive inference.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 1986, 12, 600-613.	0.9	100
59	Children's concepts of volume and flotation.. <i>Developmental Psychology</i> , 1986, 22, 218-222.	1.6	28
60	Capacity Limitations in Children's Reasoning: A Dual-Task Approach. <i>Child Development</i> , 1986, 57, 616.	3.0	1
61	Capacity Limitations in Children's Reasoning: A Dual-Task Approach. <i>Child Development</i> , 1986, 57, 616-627.	3.0	51
62	The Role of Strategies in the Development of Memory Span Assessed by Running Probes. <i>International Journal of Behavioral Development</i> , 1985, 8, 301-312.	2.4	6
63	Hypothesis Testing in Conceptual Rule Identification. <i>American Journal of Psychology</i> , 1984, 97, 419.	0.3	2
64	Can young children integrate premises in transitivity and serial order tasks?. <i>Cognitive Psychology</i> , 1984, 16, 65-93.	2.2	117
65	Does a concurrent memory load interfere with reasoning?. <i>Current Psychology</i> , 1984, 3, 14-23.	0.4	20
66	On the basis of early transitivity judgments. <i>Journal of Experimental Child Psychology</i> , 1984, 38, 42-63.	1.4	52
67	Does Cognitive Style Account for Cultural Differences in Scholastic Achievement?. <i>Journal of Cross-Cultural Psychology</i> , 1983, 14, 279-296.	1.6	13
68	A category theory approach to cognitive development. <i>Cognitive Psychology</i> , 1980, 12, 356-411.	2.2	135
69	A Learning Set Approach to Multiple Classification: Evidence for a Theory of Cognitive Levels. <i>International Journal of Behavioral Development</i> , 1980, 3, 409-422.	2.4	14
70	Children's Construction of Three-Dimensional Patterns. <i>International Journal of Behavioral Development</i> , 1980, 3, 47-59.	2.4	1
71	Measurement and memory in transitivity: A Reply to griev and nesdale. <i>Australian Journal of Psychology</i> , 1979, 31, 49-56.	2.8	5
72	Cognitive Developmental Stages Emerging from Levels of Learning. <i>International Journal of Behavioral Development</i> , 1978, 1, 341-354.	2.4	8

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73	Children who fail to make transitive inferences can remember comparisons. Australian Journal of Psychology, 1977, 29, 1-5.	2.8	27
74	Children's Pattern Construction as a Function of Age and Complexity. Child Development, 1977, 48, 1096.	3.0	9
75	Effect of structure on learning and transfer: A possible link between learning and thinking. Australian Journal of Psychology, 1975, 27, 237-250.	2.8	1
76	Children's ability to interpret transformations of a quantity, I: An operational system for judging combinations of transformations.. Canadian Journal of Psychology, 1975, 29, 124-141.	0.8	2
77	Secondary reinforcement: Signal or substitute reward? A further study. Australian Journal of Psychology, 1972, 24, 235-240.	2.8	0
78	Acquisition of conservation through learning a consistent classificatory system for quantities. Australian Journal of Psychology, 1971, 23, 151-159.	2.8	20
79	A classification learning set which is a possible model for conservation of quantity. Australian Journal of Psychology, 1970, 22, 11-19.	2.8	5
80	A theory of the acquisition of conservation.. Psychological Review, 1970, 77, 302-316.	3.8	51
81	An experimental analysis of the criteria used by children to judge quantities. Journal of Experimental Child Psychology, 1969, 8, 314-327.	1.4	13
82	On the validity of the s-r mediation explanation of the ease of reversal concept shifts. Australian Journal of Psychology, 1969, 21, 49-54.	2.8	0
83	An experimental test of Piaget's notions concerning the conservation of quantity in children. Journal of Experimental Child Psychology, 1968, 6, 33-43.	1.4	15
84	Information-Processing Models of Cognitive Development. , 0, , 555-574.		2
85	Children's Understanding. , 0, , .		10