

# Hannes Rakoczy

## List of Publications by Year in descending order

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Version: 2024-02-01

120  
papers

5,004  
citations

81839

39  
h-index

102432

66  
g-index

126  
all docs

126  
docs citations

126  
times ranked

2129  
citing authors

#	ARTICLE	IF	CITATIONS
1	Young children evaluate and follow others's arguments when forming and revising beliefs. <i>Social Development</i> , 2022, 31, 147-164.	0.8	3
2	Children understand subjective (undesirable) desires before they understand subjective (false) beliefs. <i>Journal of Experimental Child Psychology</i> , 2022, 213, 105268.	0.7	1
3	Children's Developing Understanding of the Subjectivity of Intentions – A Case of ‘Advanced Theory of Mind’. <i>Journal of Cognition and Development</i> , 2022, 23, 231-253.	0.6	1
4	Puppet studies present clear and distinct windows into the child's mind. <i>Cognitive Development</i> , 2022, 61, 101147.	0.7	6
5	Chimpanzees consider freedom of choice in their evaluation of social action. <i>Biology Letters</i> , 2022, 18, 20210502.	1.0	3
6	Foundations of theory of mind and its development in early childhood. , 2022, 1, 223-235.		17
7	How do children overcome their pragmatic performance problems in the true belief task? The role of advanced pragmatics and higher-order theory of mind. <i>PLoS ONE</i> , 2022, 17, e0266959.	1.1	3
8	Essentialism. , 2022, , 2427-2433.		0
9	Children's prediction of others' behavior based on group vs. individual properties. <i>Cognitive Development</i> , 2021, 57, 100955.	0.7	3
10	Children explain in- and out-group behavior differently. <i>Social Development</i> , 2021, 30, 684-696.	0.8	2
11	Do children understand desires before they understand beliefs? A comparison of 3-year-olds' grasp of incompatible desires, competitive games and false beliefs. <i>Cognitive Development</i> , 2021, 57, 101009.	0.7	1
12	Dogs distinguish human intentional and unintentional action. <i>Scientific Reports</i> , 2021, 11, 14967.	1.6	11
13	Online Testing Yields the Same Results as Lab Testing: A Validation Study With the False Belief Task. <i>Frontiers in Psychology</i> , 2021, 12, 703238.	1.1	17
14	Chimpanzees consider alternative possibilities. <i>Current Biology</i> , 2021, 31, R1377-R1378.	1.8	14
15	Why Do Children Who Solve False Belief Tasks Begin to Find True Belief Control Tasks Difficult? A Test of Pragmatic Performance Factors in Theory of Mind Tasks. <i>Frontiers in Psychology</i> , 2021, 12, 797246.	1.1	5
16	Selective Social Belief Revision in Young Children. <i>Journal of Cognition and Development</i> , 2020, 21, 513-533.	0.6	7
17	Actions do not speak louder than words in an interactive false belief task. <i>Royal Society Open Science</i> , 2020, 7, 191998.	1.1	6
18	Object Individuation in the Absence of Kind-specific Surface Features: Evidence for a Primordial Essentialist Stance?. <i>Journal of Cognition and Development</i> , 2020, 21, 534-550.	0.6	1

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19	Do infants and preschoolers quantify probabilities based on proportions?. Royal Society Open Science, 2020, 7, 191751.	1.1	2
20	Why Do Young Children Look so Smart and Older Children Look so Dumb on True Belief Control Tasks? An Investigation of Pragmatic Performance Factors. Journal of Cognition and Development, 2020, 21, 213-239.	0.6	13
21	How is the moral stance related to the intentional stance and group thinking?. Behavioral and Brain Sciences, 2020, 43, e82.	0.4	0
22	What is the cognitive basis of the side-effect effect? An experimental test of competing theories. Mind and Language, 2019, 34, 357-375.	1.2	0
23	The Out-Group Homogeneity Effect Across Development: A Cross-Cultural Investigation. Child Development, 2019, 90, 2104-2117.	1.7	17
24	Long-tailed macaques extract statistical information from repeated types of events to make rational decisions under uncertainty. Scientific Reports, 2019, 9, 12107.	1.6	5
25	Is implicit Theory of Mind real but hard to detect? Testing adults with different stimulus materials. Royal Society Open Science, 2019, 6, 190068.	1.1	17
26	Children's understanding of the aspectuality of intentions. Journal of Experimental Child Psychology, 2019, 181, 17-33.	0.7	4
27	Commitment sharing as crucial step toward a developmentally plausible speech act theory?. Theoretical Linguistics, 2019, 45, 93-97.	0.1	4
28	Eighteen-Month-Old Infants Correct Non-Conforming Actions by Others. Infancy, 2019, 24, 613-635.	0.9	25
29	Why can some implicit Theory of Mind tasks be replicated and others cannot? A test of mentalizing versus submentalizing accounts. PLoS ONE, 2019, 14, e0213772.	1.1	28
30	Comparative metaphysics: Evolutionary and ontogenetic roots of essentialist thought about objects. Wiley Interdisciplinary Reviews: Cognitive Science, 2019, 10, e1497.	1.4	0
31	Testing the Role of Verbal Narration in Implicit Theory of Mind Tasks. Journal of Cognition and Development, 2019, 20, 1-14.	0.6	6
32	Making sense of conflicting information: A touchscreen paradigm to measure young children's selective trust. Infant and Child Development, 2019, 28, e2119.	0.9	2
33	Reliability and generalizability of an acted-out false belief task in 3-year-olds. , 2019, 54, 13-21.		8
34	The ontogeny of intent-based normative judgments. Developmental Science, 2019, 22, e12728.	1.3	13
35	On the Uniqueness of Human Normative Attitudes. , 2019, , 121-136.		16
36	Is Implicit Theory of Mind a Real and Robust Phenomenon? Results From a Systematic Replication Study. Psychological Science, 2018, 29, 888-900.	1.8	77

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37	How (not) to measure infant Theory of Mind: Testing the replicability and validity of four non-verbal measures. <i>Cognitive Development</i> , 2018, 46, 12-30.	0.7	96
38	The Development of Selective Trust: Prospects for a Dual-Process Account. <i>Child Development Perspectives</i> , 2018, 12, 134-138.	2.1	37
39	Children exhibit different performance patterns in explicit and implicit theory of mind tasks. <i>Cognition</i> , 2018, 173, 60-74.	1.1	26
40	Theory of mind and wisdom: The development of different forms of perspective-taking in late adulthood. <i>British Journal of Psychology</i> , 2018, 109, 6-24.	1.2	18
41	Children's selective trust decisions: rational competence and limiting performance factors. <i>Developmental Science</i> , 2018, 21, e12527.	1.3	32
42	How robust are anticipatory looking measures of Theory of Mind? Replication attempts across the life span. <i>Cognitive Development</i> , 2018, 46, 97-111.	0.7	75
43	Implicit Theory of Mind – An overview of current replications and non-replications. <i>Data in Brief</i> , 2018, 16, 101-104.	0.5	49
44	Long-tailed macaques ( <i>Macaca fascicularis</i> ) can use simple heuristics but fail at drawing statistical inferences from populations to samples. <i>Royal Society Open Science</i> , 2018, 5, 181025.	1.1	10
45	Do infants understand false beliefs? We don't know yet – A commentary on Baillargeon, Buttelmann and Southgate's commentary. <i>Cognitive Development</i> , 2018, 48, 302-315.	0.7	68
46	The Rationality of (Over)imitation. <i>Perspectives on Psychological Science</i> , 2018, 13, 678-687.	5.2	18
47	Chimpanzees Consider Humans' Psychological States when Drawing Statistical Inferences. <i>Current Biology</i> , 2018, 28, 1959-1963.e3.	1.8	27
48	Intuitive statistical inferences in chimpanzees and humans follow Weber's law. <i>Cognition</i> , 2018, 180, 99-107.	1.1	33
49	In defense of a developmental dogma: children acquire propositional attitude folk psychology around age 4. <i>Synthese</i> , 2017, 194, 689-707.	0.6	43
50	Are there signature limits in early theory of mind?. <i>Journal of Experimental Child Psychology</i> , 2017, 162, 209-224.	0.7	32
51	Children's difficulty with true belief tasks: Competence deficit or performance problem?. <i>Cognition</i> , 2017, 166, 28-41.	1.1	27
52	Implicit Theory of Mind across the life span – Anticipatory looking data. <i>Data in Brief</i> , 2017, 15, 712-719.	0.5	7
53	Are great apes able to reason from multi-item samples to populations of food items?. <i>American Journal of Primatology</i> , 2017, 79, e22693.	0.8	21
54	Essentialism. , 2017, , 1-7.		1

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55	Comparative metaphysics: Thinking about objects in space and time.. , 2017, , 579-599.		15
56	Selective Cooperation in Early Childhood â€” How to Choose Models and Partners. PLoS ONE, 2016, 11, e0160881.	1.1	6
57	Cognitive Architecture of Belief Reasoning in Children and Adults: A Primer on the Twoâ€”Systems Account. Child Development Perspectives, 2016, 10, 184-189.	2.1	69
58	Rational over-imitation: Preschoolers consider material costs and copy causally irrelevant actions selectively. Cognition, 2016, 147, 85-92.	1.1	24
59	Are apes essentialists? Scope and limits of psychological essentialism in great apes. Animal Cognition, 2016, 19, 921-937.	0.9	16
60	Young children think you can opt out of social-conventional but not moral practices. Cognitive Development, 2016, 39, 197-204.	0.7	15
61	Young Children Understand the Role of Agreement in Establishing Arbitrary Normsâ€”But Unanimity Is Key. Child Development, 2016, 87, 612-626.	1.7	30
62	Young children understand the normative force of standards of equal resource distribution. Journal of Experimental Child Psychology, 2016, 150, 396-403.	0.7	58
63	Children protest moral and conventional violations more when they believe actions are freely chosen. Journal of Experimental Child Psychology, 2016, 141, 247-255.	0.7	41
64	The role of prescriptive norms and knowledge in childrenâ€™s and adultsâ€™ causal selection.. Journal of Experimental Psychology: General, 2016, 145, 125-130.	1.5	19
65	The Side-Effect Effect in Children Is Robust and Not Specific to the Moral Status of Action Effects. PLoS ONE, 2015, 10, e0132933.	1.1	11
66	Early Understanding of Normativity and Freedom to Act in Turkish Toddlers. Journal of Cognition and Development, 2015, 16, 44-54.	0.6	7
67	The development of reasoning about the temporal and causal relations among past, present, and future events. Journal of Experimental Child Psychology, 2015, 138, 54-70.	0.7	7
68	Young children heed advice selectively. Journal of Experimental Child Psychology, 2015, 138, 71-87.	0.7	16
69	Comparative metaphysics: the development of representing natural and normative regularities in human and non-human primates. Phenomenology and the Cognitive Sciences, 2015, 14, 683-697.	1.1	6
70	Explicit Theory of Mind Is Even More Unified Than Previously Assumed: Belief Ascription and Understanding Aspectuality Emerge Together in Development. Child Development, 2015, 86, 486-502.	1.7	51
71	Over-imitation is not automatic: Context sensitivity in childrenâ€™s overimitation and action interpretation of causally irrelevant actions. Journal of Experimental Child Psychology, 2015, 130, 163-175.	0.7	34
72	The role of trait reasoning in young childrenâ€™s selective trust.. Developmental Psychology, 2015, 51, 1574-1587.	1.2	29

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73	Young Children Understand the Normative Implications of Future-Directed Speech Acts. PLoS ONE, 2014, 9, e86958.	1.1	8
74	Young children's agent-neutral representations of action roles. Journal of Experimental Child Psychology, 2014, 128, 201-209.	0.7	3
75	What are the relations of thinking about groups and theory of mind?. British Journal of Developmental Psychology, 2014, 32, 255-256.	0.9	4
76	The developmental and evolutionary origins of psychological essentialism lie in social object individuation. Behavioral and Brain Sciences, 2014, 37, 500-501.	0.4	6
77	Children's Norm Enforcement in Their Interactions With Peers. Child Development, 2014, 85, 1108-1122.	1.7	42
78	Executive function plays a role in coordinating different perspectives, particularly when one's own perspective is involved. Cognition, 2014, 130, 315-334.	1.1	41
79	Apes are intuitive statisticians. Cognition, 2014, 131, 60-68.	1.1	78
80	The Early Ontogeny of Social Norms. Child Development Perspectives, 2013, 7, 17-21.	2.1	197
81	Why do children overimitate? Normativity is crucial. Journal of Experimental Child Psychology, 2013, 116, 392-406.	0.7	147
82	Young children understand and defend the entitlements of others. Journal of Experimental Child Psychology, 2013, 116, 930-944.	0.7	56
83	Non-verbal communication enables children's coordination in a "Stag Hunt" game. European Journal of Developmental Psychology, 2013, 10, 597-610.	1.0	28
84	Fourteen-month-old infants infer the continuous identity of objects on the basis of nonvisible causal properties.. Developmental Psychology, 2013, 49, 1325-1329.	1.2	26
85	The decline of theory of mind in old age is (partly) mediated by developmental changes in domain-general abilities. British Journal of Psychology, 2012, 103, 58-72.	1.2	61
86	Young children enforce social norms selectively depending on the violator's group affiliation. Cognition, 2012, 124, 325-333.	1.1	235
87	Do infants have a theory of mind?. British Journal of Developmental Psychology, 2012, 30, 59-74.	0.9	81
88	Young children attribute normativity to novel actions without pedagogy or normative language. Developmental Science, 2011, 14, 530-539.	1.3	138
89	Young children's understanding of violations of property rights. Cognition, 2011, 121, 219-227.	1.1	192
90	Primates do not spontaneously use shape properties for object individuation: a competence or a performance problem?. Animal Cognition, 2011, 14, 407-414.	0.9	22

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91	Social Conventions, Institutions, and Human Uniqueness: Lessons from Children and Chimpanzees. , 2011, , 131-156.		5
92	Executive function and the development of beliefâ€“desire psychology. <i>Developmental Science</i> , 2010, 13, 648-661.	1.3	43
93	Bigger knows better: Young children selectively learn rule games from adults rather than from peers. <i>British Journal of Developmental Psychology</i> , 2010, 28, 785-798.	0.9	66
94	Matching mind to world and vice versa: Functional dissociations between belief and desire mental state processing. <i>Social Neuroscience</i> , 2010, 5, 1-18.	0.7	37
95	FROM THOUGHT TO LANGUAGE TO THOUGHT: TOWARDS A DIALECTICAL PICTURE OF THE DEVELOPMENT OF THINKING AND SPEAKING. <i>Grazer Philosophische Studien</i> , 2010, 81, 77-103.	0.6	3
96	Done wrong or said wrong? Young children understand the normative directions of fit of different speech acts. <i>Cognition</i> , 2009, 113, 205-212.	1.1	46
97	Understanding of speaker certainty and falseâ€“belief reasoning: a comparison of Japanese and German preschoolers. <i>Developmental Science</i> , 2009, 12, 602-613.	1.3	61
98	Young children understand multiple pretend identities in their object play. <i>British Journal of Developmental Psychology</i> , 2009, 27, 385-404.	0.9	34
99	Young children's understanding of the contextâ€“relativity of normative rules in conventional games. <i>British Journal of Developmental Psychology</i> , 2009, 27, 445-456.	0.9	69
100	Creations of the Mind: Theories of Artifacts and Their Representation. <i>Philosophical Psychology</i> , 2009, 22, 401-406.	0.5	1
101	Young children's selective learning of rule games from reliable and unreliable models. <i>Cognitive Development</i> , 2009, 24, 61-69.	0.7	94
102	Normativity and context in young children's pretend play. <i>Cognitive Development</i> , 2009, 24, 146-155.	0.7	95
103	Kinds of selves: A comparative view on the development of intentionality and self-consciousness**, 2009, , 13-33.		0
104	Minds, persons, and space: An fMRI investigation into the relational complexity of higher-order intentionality. <i>Consciousness and Cognition</i> , 2008, 17, 438-450.	0.8	44
105	Pretence as Individual and Collective Intentionality. <i>Mind and Language</i> , 2008, 23, 499-517.	1.2	68
106	Ape metaphysics: Object individuation without language. <i>Cognition</i> , 2008, 106, 730-749.	1.1	47
107	Kollektive IntentionalitÃt und kulturelle Entwicklung. <i>Deutsche Zeitschrift Fur Philosophie</i> , 2008, 56, 401-410.	0.0	5
108	Taking fiction seriously: Young children understand the normative structure of joint pretence games.. <i>Developmental Psychology</i> , 2008, 44, 1195-1201.	1.2	89

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109	The sources of normativity: Young children's awareness of the normative structure of games.. Developmental Psychology, 2008, 44, 875-881.	1.2	464
110	“This way!” “No! That way!” 3-year olds know that two people can have mutually incompatible desires. Cognitive Development, 2007, 22, 47-68.	0.7	87
111	Social cognition and social practice. British Journal of Developmental Psychology, 2007, 25, 33-38.	0.9	4
112	Play, games, and the development of collective intentionality. New Directions for Child and Adolescent Development, 2007, 2007, 53-67.	1.3	42
113	The Ontogeny of Social Ontology: Steps to Shared Intentionality and Status Functions. , 2007, , 113-137.		36
114	Two-year-olds grasp the intentional structure of pretense acts. Developmental Science, 2006, 9, 557-564.	1.3	56
115	The role of experience and discourse in children's developing understanding of pretend play actions. British Journal of Developmental Psychology, 2006, 24, 305-335.	0.9	24
116	Pretend play and the development of collective intentionality. Cognitive Systems Research, 2006, 7, 113-127.	1.9	57
117	On tools and toys: how children learn to act on and pretend with 'virgin objects'. Developmental Science, 2005, 8, 57-73.	1.3	62
118	Auditory-oral matching behavior in newborns. Developmental Science, 2004, 7, 42-47.	1.3	45
119	Young Children Know That Trying Is Not Pretending: A Test of the "Behaving-As-If" Construal of Children's Early Concept of Pretense.. Developmental Psychology, 2004, 40, 388-399.	1.2	111
120	What Makes Human Cognition Unique? From Individual to Shared to Collective Intentionality. Mind and Language, 2003, 18, 121-147.	1.2	416