

JOSEF PERNER - PUBLICATIONS

ID orcid.org/0000-0002-7855-0788

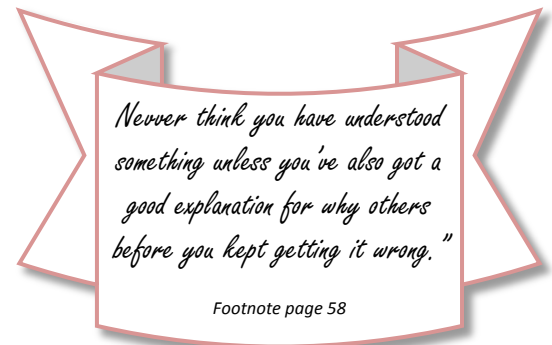
Authored Books

Wimmer, H. and Perner, J. (1979). *Kognitionspsychologie*. Stuttgart: Kohlhammer.

◇ Italian edition (1991): *Psicologia della cognizione*. Roma: Città Nuove Editrice, 1991.

Perner, J. (1991). *Understanding the representational mind*. Cambridge, MA: Bradford Books/ MIT-Press.

◇ Japanese edition (2006): 『発達する<心の理論>—4歳：人の心を理解するターニングポイント』. ["Development of a <Theory of Mind>—4 years: a turning point in understanding other minds."] Translation by Yasuji Kojima for Brain Shuppan Co. Ltd., 2006; rights arranged through Tuttle-Mori Agency, Inc., Tokyo.



Edited Books & Journal Issues

Beran, M., Brandl, J. L., Perner, J., & Proust, J. (Eds.) (2012), *Foundations of Metacognition*. New York, NY: Oxford University Press.

Low, J. & Perner, J. (Eds.) (2012). „Implicit and Explicit Theory of Mind.” Special Issue of the *British Journal of Developmental Psychology*, 30 (1).

Scientific Papers

In press

Schurz, M., Kronbichler, M., Weisengruber, S., Surtees, A., & Perner, J. (in press). Avatars and arrows in the brain: Which question are we asking? *NeuroImage*.

<http://dx.doi.org/10.1016/j.cogdev.2017.08.002>

Tholen, M. G., & Perner, J. (in press). Kognitive und neuronale Grundlagen des Identitätsbewusstseins. In F. Gmainer-Pranzl & B. Mackinger (Eds.), *Identitäten – Zumutungen für Wissenschaft und Gesellschaft* (Salzburger interdisziplinäre Diskurse, Bd. 9). Frankfurt a.M., Germany: Peter Lang Verlag.

2018

Priewasser, B., Rafetseder, E., Gargitter, C. & Perner J. (2018). Helping as an early indicator of a theory of mind: Mentalism or Teleology? *Cognitive Development*, 46, 69-78.

◇ Special issue on replication of infant false belief studies.

Schuerk, T., Priewasser, B., Sodian, B. & Perner J. (2018). The Generalizability and Robustness of Spontaneous False Belief Tests. A Replication Attempt. *Royal Society Open Science*, 5(5), 172273.

Perner, J., Priewasser, B., & Roessler, J. (2018). The Practical Other: Teleology and its development. *Interdisciplinary Science Reviews*. 43 (2), 99-114. Available at: <https://doi.org/10.1080/03080188.2018.1453246>

◇ Special issue for "The Fascination with the Unknown: The Other," contributions from an international symposium under the tutelage of the "Junge Akademie an der Berlin-Brandenburgischen Akademie der Wissenschaften und der nationalen Akademie der Naturforscher Leopoldina," in Leipzig, 28-29 October 2016.

Rafetseder, E. & Perner, J. (2018). Belief and Counterfactual: A teleological theory of belief attribution. *Zeitschrift für Psychologie*. 226(2), 110–121. <https://doi.org/10.1027/2151-2604/a000327>

◇ Special issue: "Theory of mind across the lifespan," edited by Daniel Bernstein.

Huemer, M., Leahy, B. & Perner, J. (2018). Mental Files Theory of Mind: When do children consider agents acquainted with different identities of an object? *Cognition*. 171, 122-129.

2017

- Schmid, B., Karg, K., Perner, J., & Tomasello, M. (2017). Great apes are sensitive to prior reliability of an informant in a gaze following task. *PlosOne*, 12(11), e0187451.
- Schurz, M., Tholen, M., Perner, J., Mars, R., & Sallet, J. (2017). Specifying the brain anatomy underlying temporo-parietal junction activations for theory of mind: A review with probabilistic atlases from different imaging modalities. *Human Brain Mapping*, 38 (9), 4788–4805. DOI: 10.1002/hbm.23675
- Kloo, D., Rohwer, M., & Perner, J. (2017). Explicit and implicit admission of ignorance by Children. *Journal of Experimental Child Psychology*, 159, 279–295.
- Arora, A., Schurz, M., & Perner, J. (2017). Systematic Comparison of Brain Imaging Meta-Analyses of ToM with vPT," *BioMed Research International*, 12 pages. doi:10.1155/2017/6875850.

2016

- Perner, J. (2016). "Referential and Cooperative Bias: in Defence of an Implicit Theory of Mind." Commentary for symposium on Katharina Helming, Brent Strickland, and Pierre Jacob's "Solving the puzzle about early belief-ascription," on Brains Blog: <http://philosophyofbrains.com/2016/10/17/symposium-on-helming-strickland-and-jacob-solving-the-puzzle-about-early-belief-ascription.aspx>.
- Perner, J. & Leahy, B. (2016). Mental files in development: Dual naming, false belief, identity, and intensionality. *Review of Philosophy and Psychology*, 7, 491–508. DOI: 10.1007/s13164-015-0235-6
- ◇ Special issue on "Mental Files" edited by Francois Recanati and Michael Murez.

2015

Schurz, M. & Perner, J. (2015). An evaluation of neurocognitive models of Theory of Mind. *Frontiers in Psychology*, 6.

- Perner, J. & Esken, F. (2015). Evolution of human cooperation in Homo Heidelbergensis: Teleology versus mentalism. *Developmental Review*, 38, 69-88.
- ◇ Special Issue on "Recent advances in cognitive-developmental theory", guest editor Pierre Barrouillet.



- Roessler, J. & Perner, J. (2015). Pro-social cognition: helping, practical reasons, and 'theory of mind'. *Phenomenology & the Cognitive Sciences*, 14, 755-767. DOI 10.1007/s11097-015-9438-7
- ◇ Special issue on "Origins of Normativity," edited by Glenda Satne.

Perner, J., Huemer, M., & Leahy, B. (2015). Mental Files and Belief: A cognitive theory of how children represent belief and its intensionality. *Cognition*, 145, 77-88.

Arora, A., Weiss, B., Schurz, M., Aichhorn, M., Wieshofer, A., & Perner, J. (2015). Left Inferior-Parietal Lobe Activity in Perspective Tasks: Identity statements. *Frontiers in Human Neuroscience*, 9:360. doi: 10.3389/fnhum.2015.00360

Also pp. 79-95 in Goel, V., Navarrete, G., Noveck, I. A., Prado, J., eds. (2017). *The Reasoning Brain: The Interplay between Cognitive Neuroscience and Theories of Reasoning*. Lausanne: Frontiers Media. doi: 10.3389/978-2-88945-118-0

Schurz, M., Kronbichler, M., Weissengruber, S., Surtees, A., Samson, D., & Perner, J. (2015). Clarifying the role of theory of mind areas during visual perspective taking: Issues of domain-specificity and spontaneity. *Neuroimage*, 117, 386-396

2014

- Leahy, B., Rafetseder, E., & Perner, J. (2014). "Basic Conditional Reasoning": How children mimic counterfactual reasoning. *Studia Logica*, 102, 793-810. DOI 10.1007/s11225-013-9510-7
- Perner, J. (2014). Commentary on Ted Ruffman's 'To belief or not belief: ...'. *Developmental Review*, 34, 294-299. DOI: 10.1016/j.dr.2014.05.002
- Kiessling, F. & Perner, J. (2014). God – Mother – Baby: What children think they know. *Child Development*, 85, 1601–1616. DOI: 10.1111/cdev.12210

Rafetseder, E. & Perner, J. (2014). Counterfactual Reasoning: Sharpening Conceptual Distinctions in Developmental Studies. *Child Development Perspectives*, 8, 54–58.

Schurz, M., Radua, J., Aichhorn, M., Richlan, F., & Perner, J. (2014). Fractionating theory of mind: A meta-analysis of functional brain imaging studies. *Neurosci. Biobehav. Rev.* 42: 9-34. doi: .1016/j.neubiorev.2014.01.009.

2013

Schurz, M., Aichhorn, M., Martin, A., Perner, J. (2013). Common brain areas engaged in false belief reasoning and visual perspective taking: a meta-analysis of functional brain imaging studies. *Frontiers in Human Neuroscience*, 7, 712. doi: 10.3389/fnhum.2013.00712.

Kulakova, E. M., Aichhorn, M., Schurz, M., Kronbichler, M., & Perner, J. (2013). Processing counterfactual and hypothetical conditionals: an fMRI investigation. *NeuroImage*, 72, 265-271.

Priewasser, B., Roessler, J., & Perner, J. (2013). Competition as rational action: Why young children can't appreciate competitive games. *Journal of Experimental Child Psychology*, 116, 545–559.

Roessler, J. & Perner, J. (2013). "Teleology: Belief as perspective," in S. Baron-Cohen, H. Tager-Flusberg, & M. Lombardo (Eds.), *UOM-3: Understanding other minds* (3rd edition; Chapter 3, 35 - 50), Oxford University Press.

Perner, J. & Dienes, Z. (2013). How to assess metacognition in infants and animals? Commentary on I. Brinck and R. Liljenfors (2013), "The developmental origin of metacognition." *Infant and Child Development*, 22, 102-104.

Rafetseder, E., Schwitalla, M., & Perner, J. (2013). Counterfactual Reasoning: From childhood to adulthood. *Journal of Experimental Child Psychology*, 114, 389–404.



2012

Rohwer, M., Kloo, D., & Perner, J. (2012). Escape from meta-ignorance: How children develop an understanding of their own lack of knowledge. *Child Development*, 83, 1869-1883.

Perner, J. & Roessler, J. (2012). From Infants' to Children's Appreciation of Belief. *Trends in Cognitive Sciences*, 16 (10), 519–525.

Perner, J. (2012). MiniMeta-: In Search of Minimal Criteria for Metacognition. In M. Beran, J. L. Brandl, J. Perner, & J. Proust (Eds.), *Foundations of Metacognition* (Chapter 6, 94-116). Oxford. Oxford University Press.



Brandl, J. L., Beran M., Perner, J., and Proust, J. (2012). On the nature, evolution, development, and epistemology of metacognition: Introductory thoughts. In M. Beran, J. L. Brandl, J. Perner, & J. Proust (Eds.). *Foundations of Metacognition* (1-18). Oxford: Oxford University Press.

Rafetseder, E. & Perner, J. (2012). When the alternative had been better: Counterfactual reasoning and the emergence of regret. *Cognition & Emotion*, 26(5), 800-819.

Low, J. & Perner, J. (2012). Editorial—Implicit and Explicit Theory of Mind: State of the Art. *British Journal of Developmental Psychology*, 30, 1-13.

Stöttinger, E., Pfusterschmied, J., Wagner, H., Danckert, J., Anderson, B., and Perner, J. (2012). Getting a grip on illusions: replicating Stöttinger et al [Exp Brain Res (2010) 202:79–88] results with 3D objects. *Experimental Brain Research*, 216, 155–157.

2011

Perner, J. & Rafetseder, E. (2011). Counterfactual and other Forms of Conditional Reasoning: Children Lost in the Nearest Possible World. In C. Hoerl, T. McCormack, & S. Beck (eds.), *Understanding Counterfactuals / Understanding Causation* (chapter 4, 90–109). New York, NY: Oxford University Press.

◇ based on contributions to the AHRC-workshop 'Understanding Counterfactuals/Understanding Causation', University of Warwick, 15 – 16 December 2007.



Jensen, K., Joan B., Silk, J.B., Andrews, K., Bshary, R., Cheney, D.L., Emery, N., Hemelrijk, C.K., Holekamp, K., Penn, D.C., Perner, J., and Teufel, C. (2011). Social Knowledge. In R. Menzel and J. Fischer (Eds.), *Animal Thinking: Contemporary Issues in Comparative Cognition* (267-291). Strüngmann Forum Report, vol. 8, J. Lupp, series ed. Cambridge, MA: MIT Press. ISBN 978-0-262-01663-6.

Kießling, F. & Perner, J. (2011). Entwicklung der Lüge. In G. Klosinski (ed.). *Tarnen, Täuschen, Lügen: zwischen Lust und Last* (9–34). Tübingen: Attempto-Verlag.

Iao, L-S., Leekam, S., Perner, J., & McConachie, H. (2011). Further evidence for non-specificity of theory of mind in preschoolers: Training and transferability in the understanding of false beliefs and false signs. *Journal of Cognition and Development*, 12, 56-79.

DOI 10.1080/15248372.2011.539523

Perner, J., Mauer, M. C., & Hildenbrand, M. (2011). Identity: Key to children's understanding of belief. *Science*, 333, 474 – 477.



2001 – 2010

Publication	Authorship				Total
	only	first	second	third+	
Journal: peer reviewed	0	18	15	6	39
Chapter: editor/peer reviewed	4	4	11	0	19
Commentaries/Newsletter/Dictionaries	1	4	3	0	8
Total	5	26	29	6	66

2010

Perner, J. & Roessler, J. (2010). Teleology and Causal Reasoning in Children's Theory of Mind. In J. Aguilar & A.A. Buckareff (Eds.), *Causing Human Action: New Perspectives on the Causal Theory of Action* (chapter 14, 199-228). Cambridge, MA: Bradford Book, The MIT Press.

DOI 10.1007/s00221-009-2114-9

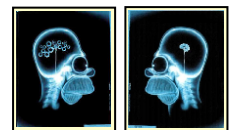
Perner, J., Kloo, D., & Rohwer, M. (2010). Retro- and Prospection for Mental Time Travel: Emergence of episodic remembering and mental rotation in 5- to 8-year old children. *Consciousness & Cognition*, 19, 802-815.

◇ Special issue on “Memory and Self-Understanding” edited by Albert Newen, Kai Vogeley, and Christoph Michel based on contributions to the workshop in Delmenhorst, June 3-5, 2009.

doi:10.1016/j.concog.2010.06.022

Kloo, D., Perner, J., Aichhorn, M., Schmidhuber, N. (2010). Perspective taking and cognitive flexibility in the Dimensional Change Card Sorting (DCCS) task. *Cognitive Development*, 25, 208–217. doi:10.1016/j.cogdev.2010.06.001

Perner, J. (2010). “Who took the Cog out of Cognitive Science?—Mentalism in an Era of Anti-cognitivism.” In P.A. Frensch, & Schwarzer, R. (Eds.), *Cognition and Neuropsychology: International Perspectives on Psychological Science (Volume 1)* (chapter 15, 241–261). Hove, UK: Psychology Press.



◇ Proceedings of the XXIXth International Congress of Psychology, July 20 – 25, 2008, International Congress Centrum, Berlin, Germany.

Rafetseder, E. & Perner, J. (2010). Is reasoning from counterfactual antecedents evidence for counterfactual reasoning? *Thinking & Reasoning*, 16, 131–155.

Stöttinger, E., Soder, K., Pfusterschmied, J., Wagner, H., and Perner, J. (2010). Division of labour within the visual system – fact or fiction?—Which kind of evidence is appropriate to clarify this debate? *Experimental Brain Research*, 202, 79-88.

Rafetseder, E., Cristi-Vargas, R. & Perner, J. (2010). Counterfactual Reasoning: Developing a sense of “nearest possible world.” *Child Development*, 81(1), 376–389.

Kloo, D., Perner, J., & Giritzer, T. (2010). Object-set-shifting in preschoolers: Relations to theory of mind. In B. W. Sokol, U. Müller, J. I. M. Carpendale, A. R. Young and G. Iarocci (Eds.), *Self- and Social-Regulation: Exploring the Relations between Social Interaction, Social Cognition, and the Development of Executive Functions* (193-217). Oxford: Oxford University Press.

DOI:10.1348/026151007X260154

2009

- Stöttinger, E. & Perner, J. (2009). Consistency in exchange for inappropriately matched visual feedback? Comment on Franz & Gegenfurtner (2008) "Grasping visual illusions: Consistent data and no dissociation". *Cognitive Neuropsychology*, 26(4), 412-417. DOI:10.1080/02643290903135750
- Dienes, Z. & Perner, J. (2009). "Representation, problems". Entry to T. Bayne, A. Cleeremans, & P. Wilken (eds.). *The Oxford Companion to Consciousness* (567-571). Oxford, UK: Oxford University Press.
- Stöttinger, E., Kaiser, W., & Perner, J. (2009). "Remember" judgments and the constraint of direct experience. *Psychological Research - Psychologische Forschung*, 73, 623-632. DOI 10.1007/s00426-008-0178-y
- Perner, J. & Brandl, J. (2009). Simulation à la Goldman: Pretend and collapse. (Commentary on the Precipis of Alvin Goldman's "Simulating Minds.") *Philosophical Studies*, 144, 435-446. DOI 10.1007/s11098-009-9356-z
- Aichhorn, M., Perner, J., Weiss, B., Kronbichler, M., Staffen, W., & Ladurner, G. (2009). Temporo-Parietal Junction Activity in Theory-of-Mind Tasks: Falseness, Beliefs, or Attention? *Journal of Cognitive Neuroscience*, 21, 1179-1192.
- Stöttinger, E., Aigner, S., Hanstein, K., & Perner, J. (2009). Grasping the diagonal: Controlling attention to illusory stimuli for action and perception. *Consciousness & Cognition*, 18, 223-228



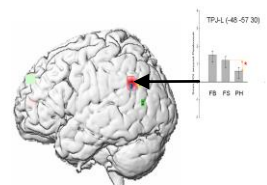
2008

- Kloo, D., Perner, J., Kerschhuber, A., Dabernig, S., Aichhorn, M. (2008). Sorting between Dimensions: Conditions of Cognitive Flexibility in Preschoolers. *Journal of Experimental Child Psychology*, 100, 115-134. doi:10.1016/j.jecp.2007.12.003
- Leekam, S., Perner, J., Healey, L., and Sewell, C. (2008). False signs and the non-specificity of theory of mind: Evidence that preschoolers have general difficulties in understanding representations. *British Journal of Developmental Psychology*, 26, 485-497. DOI:10.1348/026151007X260154
- Kloo, D., & Perner, J. (2008). Training Social and Executive Control Competence. *Mind, Brain and Education*, 2, 122-127.
- Perner, J. & Aichhorn, M. (2008). "Theory of Mind, Language, and the TPJ Mystery," *Trends in Cognitive Sciences*, 12(4), 123-126.
- Perner, J. & Leekam, S. R. (2008). The curious incident of the photo that was accused of being false: Issues of domain specificity in development, autism, and brain imaging. *Quarterly Journal of Experimental Psychology*, 61, 76-89.
◇ reprinted in D. Bishop, M. J. Snowling, & S-J. Blakemore (2008) (Eds). *Neurocognitive Approaches to developmental disorders: A Festschrift for Uta Frith*. Hove & New York: Psychology Press.

2007

- Perner, J., Kloo, D., & Gornik, E. (2007). Episodic memory development: Theory of mind is part of re-experiencing experienced events. *Infant & Child Development*, 16, 471-490.
- Perner, J., Kloo, D., & Stöttinger, E. (2007). Introspection and Remembering. *Synthese*, 159, 253-270.
◇ Topical issue on self-directed theory of mind / self-ascriptions of intentional attitudes, edited by Radu Bogdan.
- Perner, J., Rendl, B., & Garnham, A. (2007). "Objects of desire, thought, and reality: Problems of anchoring discourse referents in development." *Mind & Language*, 22, 475-513.
◇ Special Issue of contributions to the Interdisciplinary Conference on Objects co-sponsored by the Editors of Mind & Language and the Institute of Philosophy, University of London, 8 - 9 June 2006, University of London.
- Kain, W. & Perner, J. (2007). Theory of Mind. In Kaufmann, L., Nuerk, H. C., Konrad, K., & Willmes, K. (Eds.), *Kognitive Entwicklungsneuropsychologie* (344-361). Göttingen: Hogrefe.
- Sprung, M., Perner, J. & Mitchell, P. (2007). Opacity and embedded perspectives: object identity and object properties. *Mind & Language*, 22, 215-245.
- Dienes, Z. & Perner, J. (2007). Executive control without conscious awareness: The cold control theory of hypnosis. In G. Jamieson (Ed.), *Hypnosis and conscious states: the cognitive-neuroscience perspective* (293 - 314). Oxford: Oxford University Press.

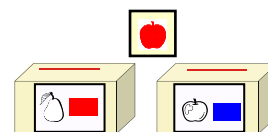
2006



- Perner, J., Aichhorn, M., Kronbichler, M., Staffen, W., & Ladurner, G. (2006). Thinking of mental and other representations: The roles of left and right temporo-parietal junction. *Social Neuroscience*, **1**, 245-258.
 ◇ Reprinted in R. Saxe & S. Baron-Cohen (Eds.), *Theory of mind—a special issue of Social Neuroscience*. New York: Psychology Press, 2007.
- Stöttinger, E., & Perner, J. (2006). Dissociating size representation for action and for conscious judgment: Grasping visual illusions without apparent obstacles. *Consciousness & Cognition*, **15**, 269–284.
- Aichhorn, M., Perner, J., Kronbichler, M., Staffen, W., & Ladurner, G. (2006). Do visual perspective tasks need theory of mind? *NeuroImage*, **30**, 1059-1068.

2005

- Perner, J. & Doherty, M. J. (2005). Do infants understand that external goals are internally represented? (Commentary on Tomasello, et al.'s: "Understanding and sharing intentions: The origins of cultural cognition"). *Behavioural and Brain Sciences*, **28**, 710 – 711.
- Perner, J., & Brandl, J. (2005). File change semantics for preschoolers: alternative naming and belief understanding. *Interaction Studies*, **6**(3), 483 – 501.
 ◇ Reprinted in P. Hauf & F. Försterling (Eds.). *Making minds: The shaping of human minds through social context* (259 – 275). Amsterdam / Philadelphia: John Benjamins, 2007.
- Ruffman, T., & Perner, J. (2005). Do Infants Really Understand False Belief? *Trends in Cognitive Sciences*, **9**, 462 – 463.
- Perner, J. & Kühberger, A. (2005). Mental simulation: Royal road to other minds? In B. Malle & S. Hodges (Eds.). *Other minds: How humans bridge the divide between self and others* (174-189). New York, NY: Guilford Press.
- Perner, J. & Ruffman, T. (2005). Infants' Insight into the Mind: How Deep? *Science*, **308**, 214-216.
- Perner, J., Zauner, P., & Sprung, M. (2005). "What does 'that' have to do with point of view? The case of conflicting desires and 'want' in German." In J.W. Astington & J. Baird (Eds.). *Why language matters for theory of mind* (220-244). New York, NY: Oxford University Press.
- Perner, J. (2005). Theory of Mind in 2005: Old Friends and Old Problems and still a Case for Conceptual Development (Commentary on Special Issue on Young Children's Theory of Mind, edited by P. Misailidi). *Hellenic Journal of Psychology*, **2**, 80-92.
- Kain, W. & Perner, J. (2005). What fMRI can tell us about the ToM-EF connection. In W. Schneider, R. Schumann-Hengsteler, & B. Sodian (Eds.). *Young Children's Cognitive Development: Interrelationships among Executive Functioning, Working Memory, Verbal Ability, and Theory of Mind* (189-217). Mahwah, NJ: Lawrence Erlbaum Associates.
- Kloo, D. & Perner, J. (2005). Disentangling Dimensions in the Dimensional Change Card Sorting task. *Developmental Science*, **8**, 44-56.



2004

- Dienes, Z. & Perner, J. (2004). Assumptions of a subjective measure of consciousness: Three mappings. In R. Gennaro (ed.), *Higher-order theories of consciousness* (173–199). Amsterdam: John Benjamins Publishers (Advances in Consciousness Research Series).
- Perner, J., Sprung, M. & Steinkogler, B. (2004). Counterfactual conditionals and false belief: A developmental dissociation. *Cognitive Development*, **19**, 179–201.
- Perner, J. (2004). Tracking the essential mind. Issue on "Theory of Mind: New Directions" of the *ISSBD Newsletter*, **45**(1), 4–7.
- Perner, J. (2004). Wann verstehen Kinder Handlungen als rational? In H. Schmidinger & C. Sedmak (Eds.), *Der Mensch – ein "animal rationale"?* *Vernunft – Kognition – Intelligenz*, (198-215). Darmstadt: Wissenschaftliche Buchgesellschaft.

2003

- Perner, J., Brandl, J., & Garnham, A. (2003). What is a perspective problem? Developmental issues in understanding belief and dual identity. *Facta Philosophica*, **5**, 355-378. (Special Issue on "Belief ascription" edited by M. Sbisà.)
- Kloo, D. & Perner, J. (2003). Training Transfer Between Card Sorting and False Belief Understanding: Helping Children Apply Conflicting Descriptions. *Child Development*, **74**, 1823-1839.

- Perner, J. & Kühberger, A. (2003). Putting philosophy to work by making simulation theory testable: The case of endowment. In Ch. Kanzian, J. QUITTERER, & E. Rungaldier (Eds.), *Persons. An interdisciplinary approach* (101-116)—*Proceedings of the 25th International Wittgenstein Symposium* (Kirchberg am Wechsel, Austria, 11 – 17 August, 2002. Wien: öbv-hpt Verlagsgesellschaft.
- Perner, J. & Horn, R. (2003). Ignorance or False Negatives: Do children of 4 to 5 years simulate belief with "not knowing = getting it wrong"? *Journal of Cognition and Development*, **4**, 263-273.
- Perner, J. (2003). Dual control and the causal theory of action: The case of nonintentional action. In N. Eilan & J. Roessler (Eds.), *Agency and self-awareness* (218-243). Oxford: Oxford University Press.
- Kühberger, A. & Perner, J. (2003). The role of competition and knowledge in the Ellsberg task. *Journal of Behavioral Decision Making*, **16**, 181-191.
- Dienes, Z., & Perner, J. (2003). Unifying consciousness with explicit knowledge. In Cleeremans, A. (Ed.) *The unity of consciousness: binding, integration, and dissociation* (214-232). Oxford: Oxford University Press.
- Kain, W. & Perner, J. (2003). Do children with ADHD not need their frontal lobes for theory of mind?: A review of brain imaging and neuropsychological studies. In M. Brüne, H. Ribbert, & W. Schiefenhövel (Eds.), *The Social Brain: Evolution and Pathology* (197-230). Chichester, UK: John Wiley.
- Perner, J., Sprung, M., Zauner, P., & Haider, H. (2003). Want-that is understood well before think-that, say-that, and false belief: A test of deVilliers' linguistic determinism on German speaking children. *Child Development*, **74**, 179-188.
- Perner, J. & Dienes, Z. (2003). Developmental aspects of consciousness: How much theory of mind do you need to be consciously aware? *Consciousness & Cognition*, **12**, 63–82.
Reprinted in W. Mack & G. Reuter (Eds.) (2009). *Social Roots of Self-Consciousness: Psychological and Philosophical Contributions* (53-72). Berlin: Akademie Verlag GmbH.
- 2002**
- Perner, J. & Kühberger, A. (2002). Framing and the Theory-Simulation Controversy: Predicting People's Decisions. *Mind & Society*, **3**, 65-80.
(Special Issue of contributions to ESF workshop "Natural Bases of Human Inference", Paris, June 2001).
Reprinted in R. Viale, D. Andler, L. Hirschfeld (Eds.) (2006). *Biological and cultural bases of human inference* (161-176). Mahwah, NJ: Erlbaum.
- Kloo, D., & Perner, J. (2002). Integrating conflicting perspectives. In C. Kanzian, J. QUITTERER, & E. Rungaldier (Eds.), *Persons – An Interdisciplinary Approach, Contributions of the Austrian Ludwig Wittgenstein Society*, Vol. X (112-114). Kirchberg am Wechsel: Austrian Ludwig Wittgenstein Society.
- Dienes, Z. & Perner, J. (2002). What sort of representation is conscious? (Commentary on P. Perruchet & A. Vinter, "The self-organizing consciousness."). *Behavioural and Brain Sciences*, **25**, 336-337.
- Perner, J., Stummer, S., Sprung, M. & Doherty, M. J. (2002). Theory of mind finds its Piagetian Perspective: Why alternative naming comes with understanding belief. *Cognitive Development*, **17**, 1451–1472.
(Inaugural Issue on "Constructivism Today" of Cognitive Development as the official journal of the Jean Piaget Society for the Study of Knowledge and Development.)
- Kühberger, A., Schulte-Mecklenbeck, M. & Perner, J. (2002). Framing decisions: hypothetical and real. *Organizational Behavior and Human Decision Processes*, **89**, 1162-1175.
- Perner, J. Lang, B. & Kloo, D. (2002). Theory of mind and self control: More than a common problem of inhibition. *Child Development*, **73**, 752-767.
- Lang, B. & Perner, J. (2002). Understanding of intention and false belief and the development of self control. *British Journal of Developmental Psychology*, **20**, 67-76.
- Perner, J., Kain, W., & Barchfeld, P. (2002). Executive control and higher-order theory of mind in children at risk of ADHD. *Infant & Child Development*, **11**, 141-158.
- Perner, J. & Lang, B. (2002). What causes 3-year olds' difficulty on the dimensional change card sorting task? *Infant & Child Development*, **11**, 93-105.
- Dienes, Z. & Perner, J. (2002). A theory of the implicit nature of implicit learning. In R. French & A. Cleeremans (Eds.). *Implicit Learning and Consciousness: An empirical, philosophical, and computational consensus in the making* (68-92). Hove, East Sussex: Psychology Press.
- Perner, J., & Dienes, Z. (2002). Implicit versus explicit representation and intra- versus inter-modular processing. Commentary on W. Frawley (2002). Control and cross-domain mental computation: Evidence from language breakdown. *Computational Intelligence*, **18** (1), 55-58.

2001

Dienes, Z. & Perner, J. (2001). The metacognitive implications of the implicit-explicit distinction. In P. Chambres, M. Izaute, & P.-J. Marescaux (Eds.). *Metacognition: Process, function, and use* (241-268). Dordrecht: Kluwer.

Garnham, W. A. & Perner, J. (2001). When actions really do speak louder than words—but only implicitly: Young children's understanding of false belief in action. *British Journal of Developmental Psychology*, **19**, 413-432.

Kühberger, A., Komunska, D., & Perner, J. (2001). The Disjunction Effect: Does it exist for two-step gambles? *Organizational Behavior and Human Decision Processes*, **85**, 250-284.

Lang, B. & Perner, J. (2001). The relation between "Theory of Mind" and "Executive Control." In K. W. Kallus, N. Posthumus, & P. Jimenéz (Eds.). *Current psychological research in Austria*. Akademische Druck- u. Verlagsanstalt, Graz, Austria.

Perner, J. (2001). Episodic memory: essential distinctions and developmental implications. In C. Moore & K. Lemmon (Eds.). *The Self in Time: Developmental Issues* (181-202). Hillsdale, NJ: Lawrence Erlbaum Associates.

1974 - 2000

Publication	Authorship				Total
	only	first	second	third+	
Book	1	0	1	0	2
Journal: peer reviewed	6	19	14	8	47
Journal: editor reviewed	2	2	1	2	7
Chapter: peer reviewed	2	0	0	0	2
Chapter: editor reviewed	12	4	5	1	22
Commentaries	4	1	2	0	7
Total	27	26	23	11	87

1995-2000

Perner, J. & Clements, W. A. (2000). From an implicit to an explicit theory of mind. In Y. Rossetti & A. Revonsuo (Eds.). *Beyond dissociations: interaction between dissociated implicit and explicit processing*. (273-293). Amsterdam: John Benjamins.

Perner, J. (2000). RUM, PUM, and the perspectival relativity of sortals. In J. Astington (Ed.). *Minds in the making: Essays in honour of David R. Olson* (212-232). Oxford: Blackwell.

Perner, J. (2000). Memory and theory of mind. In E. Tulving & F.I.M. Craik (Eds.), *The Oxford Handbook of Memory* (297-312). New York, NY: Oxford University Press.

Perner, J. (2000). About + Belief + Counterfactual. In P. Mitchell and K. J. Riggs (Eds.). *Children's reasoning and the mind* (367-401). Hove, East Sussex: Psychology Press.

Perner, J. & Lang, B. (2000). Theory of mind and executive function: is there a developmental relationship? In S. Baron-Cohen, H. Tager-Flusberg, & D. J. Cohen (Eds.). *Understanding other minds: Perspectives from developmental cognitive neuroscience – 2nd edition* (ch. 7, 150-181). Oxford: Oxford University Press.

Dienes, Z. & Perner, J. (1999). A theory of implicit and explicit knowledge (target article). *Behavioral and Brain Sciences*, **22**, 735-755.

Perner, J. & Dienes, Z. (1999). Deconstructing RTK: How to explicate a theory of implicit knowledge. (Authors' Reply to Commentators). *Behavioral and Brain Sciences*, **22**, 790-808.

Perner, J. & Lang, B. (1999). Development of theory of mind and executive control. *Trends in Cognitive Sciences*, **3**, 337-344.

Perner, J., Gschaider, A., Kühberger, A., & Schrofner, S. (1999). Predicting others through simulation or by theory? A method to decide. *Mind & Language*, **14**, 57-79.

- Perner, J. (1999). Theory of mind. In M. Bennett (Ed.). *Developmental psychology: Achievements & prospects* (205-230). Hove, East Sussex: Psychology Press.
- Perner, J. (1999). Metakognition und Introspektion in entwicklungspsychologischer Sicht: Studien zur "Theory of mind" und "Simulation". In W. Janke & W. Schneider (Eds.). *100 Jahre Institut für Psychologie und Würzburger Schule der Denkpsychologie* (411-431). Göttingen: Hogrefe.
- Perner, J. & Dienes, Z. (1999). Higher order thinking. (Commentary on G. O'Brian & J. Opie's, "A connectionist theory of phenomenal experience."). *Behavioural and Brain Sciences*, 22, 164-165.
- Perner, J., Stummer, S., & Lang, B. (1999). Executive functions and theory of mind: Cognitive complexity or functional dependence? In P.D. Zelazo, J.W. Astington & D.R. Olson (Eds.), *Developing theories of intention: Social understanding and self control* (133-152). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Kühberger, A., Schulte-Mecklenbeck, M., & Perner, J. (1999). The effects of framing, reflection, probability and payoff on risk preference in choice tasks. *Organizational Behavior and Human Decision Processes*, 78, 204-231.
- Ruffman, T., Perner, J., & Parkin, L. (1999). Parental disciplinary intervention and the development of theory of mind. *Social Development*, 8, 395-411.
- Schneider, W., Perner, J., Bullock, M., Stefanek, J., & Ziegler, A. (1999). Development of intelligence and thinking. In F. E. Weinert, & W. Schneider (Eds.), *Individual development from 3 to 12: Findings from the Munich Longitudinal Study*. (9-28). Cambridge: Cambridge University Press.
- Perner, J. (1998). Room for concept development? (Commentary on R. G. Millikan's "A common structure for concepts of individuals, stuffs, and real kinds: More mama, more milk, and more mouse.") *Behavioural and Brain Sciences*, 21, 82-83.
- Perner, J. (1998). The meta-intentional nature of executive functions and theory of mind. In P. Carruthers & J. Boucher (Eds.), *Language and Thought: Interdisciplinary themes* (270-283). Cambridge: Cambridge University Press.
- Doherty, M. J. & Perner, J. (1998). Metalinguistic awareness and theory of mind: Just two words for the same thing? *Cognitive Development*, 13, 279-305.
- Kühberger, A., Kroissenbrunner, P., & Perner, J. (1998). Der Einfluß von Vorstellungen bei Entscheidungen unter Unsicherheit. In J. Glück, M. Jirasco, O. Vitouch, & B. Rollett (Eds.). *Perspektiven psychologischer Forschung in Österreich, Band 2* (25-28). Wien: WUV-Universitätsverlag.
- Ruffman, T., Perner, J., Naito, M., Parkin, L., Clements, W. A., & Complin, C. (1998). Older (but not younger) siblings facilitate false belief understanding. *Developmental Psychology*, 34, 161-174.
- Stummer, S. & Perner, J. (1998). Sag es anders: Repräsentationsverständnis oder exekutive Kontrolle? In J. Glück, O. Vitouch, M. Jirasco, & B. Rollett (Eds.). *Perspektiven psychologischer Forschung in Österreich, Band 2* (29-32). Wien: WUV-Universitätsverlag.
- Perner, J. (1997). Children's competency in understanding the role of a witness: Truth, lies, and moral ties. *Applied Cognitive Psychology*, 11, 21-35.
- Perner, J. & Lopez, A. (1997). Children's understanding of belief and disconfirming visual evidence. *Cognitive Development*, 12, 463-478.
- Dienes, Z., Kurz, A., Bernhaupt, R. & Perner, J. (1997). Application of implicit knowledge: deterministic or probabilistic? *Psychologica Belgica*, 37, 89-113.
- Perner, J. (1996). Simulation as Explicitation of Predication-Implicit Knowledge about the Mind: Arguments for a Simulation-Theory Mix. In P. Carruthers & P. K. Smith (Eds.). *Theories of theories of mind* (90-104). Cambridge: Cambridge University Press.
- Perner, J. (1996). An Overview of Cognitive Development. In E. DeCorte & F. E. Weinert (Eds.), *International Encyclopedia of Developmental and Instructional Psychology*. Oxford: Elsevier Science.
[Revised version of Perner, J. (1994). *Cognitive Development*. In T. Husén and T. N. Postlethwaite (Eds.), *International Encyclopedia of Education*, Second Edition. Oxford: Pergamon Press.
- Dienes, Z. & Perner, J. (1996). Implicit knowledge in people and connectionist networks. In G. Underwood (Ed.), *Implicit Cognition* (227-256). Oxford: Oxford University Press.
- Weinert, F. E. & Perner, J. (1996). Cognitive development. In D. Magnusson (Ed.), *Individual Development over the lifespan: Biological and psychosocial perspectives* (207-222). Cambridge: Cambridge University Press.
- Yuill, N., Perner, J., Pearson, A., Peerbhoy, D. & van den Ende, J. (1996) Children's changing understanding of wicked desires: From objective to subjective and moral. *British Journal of Developmental Psychology*, 14, 457-475.

Perner, J. (1995). The many faces of belief: Reflections on Fodor's and the child's theory of mind. *Cognition*, 57, 241-269.

Perner, J. & Ruffman, T. (1995). Episodic memory and auto-noetic consciousness: Developmental evidence and a theory of childhood amnesia. *Journal of Experimental Child Psychology*, 59, 516-548.

Kühberger, A., Perner, J., Schulte, M., & Leingruber, R. (1995). Choice or no choice: Is the Langer effect evidence against simulation? *Mind & Language*, 10, 423-436.

1990-1994

Perner, J. (1994). Cognitive Development. In T. Husén and T. N. Postlethwaite (Eds.), *International Encyclopedia of Education*, Second Edition. Oxford: Pergamon Press.

Perner, J. (1994). The necessity and impossibility of simulation. *Proceedings of the British Academy*, 83, 145-154. (In C. Peacocke (Ed.), *Representation, simulation and consciousness: Current issues in the Philosophy of Mind*. Oxford: Oxford University Press.)

Perner, J., Baker, S., & Hutton, D. (1994). Prielief: The conceptual origins of belief and pretence. In C. Lewis & P. Mitchell (Eds.), *Children's early understanding of mind: Origins and development* (261-286). Hove, East Sussex: Lawrence Erlbaum Associates.

Perner, J., Ruffman, T. & Leekam, S. R. (1994). Theory of mind is contagious; you catch it from your sibs. *Child Development*, 65, 1224-1234.

Translated into Italian as "La teoria della mente è contagiosa: si prende dai fratelli," in O.L. Sempio & A. Marchetti (Eds.), *Il pensiero dell'altro: contesto, conoscenza e teorie della mente* (447-465). Milano: Raffaello Cotina Editore, 1995.

Clements, W. & Perner, J. (1994). Implicit understanding of belief. *Cognitive Development*, 9, 377-397.

Dienes, Z. & Perner, J. (1994). Dissociable definitions of consciousness. (Commentary on Shanks and St. John's "Characteristics of dissociable human learning systems"). *Behavioral and Brain Sciences*, 17, 403-404.

Harris, P. L., Lillard, A., & Perner, J. (1994). Triangulating pretence and belief. In C. Lewis & P. Mitchell (Eds.), *Children's early understanding of mind: Origins and development* (287-293). Hove, East Sussex: Lawrence Erlbaum Associates.

Perner, J. (1993). The theory of mind deficit in autism: Rethinking the metarepresentation theory. In S. Baron-Cohen, H. Tager-Flusberg, D. Cohen & F. Volkmar (Eds.), *Understanding other minds: Perspectives from autism* (pp. 112-137). Oxford: Oxford University Press.

Perner, J. (1993). A plea for the Second Functionalist Model and the insufficiency of simulation (Comments on target articles by A. I. Goldman and A. Gopnik). *Behavioral and Brain Sciences*, 16, 66-67.

Ruffman, T., Perner, J., Olson, D. R., & Doherty, M. (1993). Reflecting on scientific thinking: Children's understanding of the hypothesis-evidence relation. *Child Development*, 94, 1617-1636.

Perner, J. (1992). Grasping the concept of representation: Its impact on 4-year-olds' theory of mind and beyond. *Human Development*, 35, 146-155.

Perner, J. & Astington, J. W. (1992). The child's understanding of mental representation. In P. Pufall & H. Beilin (Eds.), *Piaget's theory: Prospects and possibilities*, (pp. 141-160). Hillsdale, NJ: Lawrence Erlbaum Associates.

Perner, J. & Howes, D. (1992). "He thinks he knows": and more developmental evidence against the simulation (role-taking) theory. *Mind & Language*, 7, 72-86.

Perner, J. (1991). On representing that: The asymmetry between belief and intention in children's theory of mind. In D. Frye & C. Moore (Eds.), *Children's theories of mind*. (pp. 139-155). Hillsdale, NJ: Erlbaum.

Perner, J. & Davies, G. (1991). Understanding the mind as an active information processor: Do young children have a "Copy Theory of Mind"? *Cognition*, 39, 51-69.

Hadwin, J. & Perner, J. (1991). Pleased and Surprised: Children's cognitive theory of emotion. *British Journal of Developmental Psychology*, 9, 215-234.

Leekam, S. & Perner, J. (1991). Does the autistic child have a metarepresentational deficit? *Cognition*, 40, 203-218.

Sodian, B., Taylor, C., Harris, P. L., & Perner, J. (1991). Early deception and the child's theory of mind: False trails and genuine markers. *Child Development*, 62, 468-483.

Whiten, A. & Perner, J. (1991). Fundamental issues in the multidisciplinary study of mindreading. In A. Whiten (Ed.), *Natural theories of mind: Evolution, development and simulation of everyday mindreading*. (pp. 1-17). Oxford: Blackwell.

- Perner, J. (1990). Experiential awareness and children's episodic memory. In W. Schneider & F. E. Weinert (Eds.), *Interaction among aptitudes, strategies and knowledge in cognitive performance* (pp. 3-11). Berlin, Heidelberg, New York: Springer Verlag.
- Garnham, A. & Perner, J. (1990). Does manifestness solve problems of mutuality? (Commentary on Sperber and Wilson's Relevance. *Behavioral and Brain Sciences*, **13**, 178-179.
- 1980-1989**
- Perner, J. (1989). Conventions of relevance: "Look, but don't touch with dirty hands!" A rejoinder to Siegal and Sanderson. *Cognition*, **31**, 281-284.
- Perner, J. (1989). Is "Thinking" Belief? Reply to Wellman and Bartsch. *Cognition*, **33**, 315-319.
- Perner, J., Frith, U., Leslie, A. M., & Leekam, S. R. (1989). Exploration of the autistic child's theory of mind: Knowledge, belief and communication. *Child Development*, **60**, 689-700.
Translated into Japanese in R. Takagi, M. Rutter, & E. Schopler (Eds.), *Advances in Research on Autism and Developmental Disorders* (61-76). Kyoto: Japanese Society for the Promotion of Research on Autism, 1996.
- Perner, J. (1988). Developing semantics for theories of mind: From propositional attitudes to mental representation. In J. W. Astington, P. L. Harris, & D. R. Olson (eds.), *Developing theories of mind*. (pp. 141-172). New York: Cambridge University Press.
- Perner, J. (1988). Higher-order beliefs and intentions in children's understanding of social interaction. In J. W. Astington, P. L. Harris, & D. R. Olson (eds.), *Developing theories of mind*. Cambridge: Cambridge University Press.
- Perner, J. & Garnham, A. (1988). Conditions for mutuality. *Journal of Semantics*, **6**, 369-385.
- Perner, J. & Ogden, J. (1988). Knowledge for hunger: Children's problem with representation in imputing mental states. *Cognition*, **29**, 47-61.
- Perner, J. & Wimmer, H. (1988). Misinformation and unexpected change: Testing the development of epistemic state attribution. *Psychological Research*, **50**, 191-197.
- Mant, C. M. & Perner, J. (1988). The child's understanding of commitment. *Developmental Psychology*, **24**, 343-351.
- Wimmer, H., Hogrefe, G.-J., & Perner, J. (1988). Children's understanding of informational access as source of knowledge. *Child Development*, **59**, 386-396.
- Yuill, N. M. & Perner, J. (1988). Intentionality and knowledge in children's judgement of actor's responsibility and recipient's emotional reaction. *Developmental Psychology*, **24**, 358-365.
- Perner, J., Leekam, S. R., & Wimmer, H. (1987). Three-year olds' difficulty with false belief: The case for a conceptual deficit. *British Journal of Developmental Psychology*, **5**, 125-137.
- Perner, J. & Wimmer, H. (1987). Young children's understanding of belief and communicative intention. *Pakistan Journal of Psychological Research*, **2**, 17-40.
- Yuill, N. & Perner, J. (1987). Exceptions to Mutual Trust: Children's use of second-order beliefs in responsibility attribution. *International Journal of Behavioural Development*, **10**, 207-223.
- Hogrefe, J., Wimmer, H., & Perner, J. (1986). Ignorance vs. false belief: A developmental lag in attribution of epistemic states. *Child Development*, **57**, 567-582.
- Perner, J. & Leekam, S. R. (1986). Belief and quantity: Three-year olds' adaptation to listener's knowledge. *Journal of Child Language*, **13**, 305-315.
- Perner, J., & Aebi, J. (1985). Feedback dependent encoding of length series. *British Journal of Developmental Psychology*, **3**, 133-141.
- Perner, J. & Wimmer, H. (1985). "John thinks that Mary thinks that...": Attribution of second-order beliefs by 5- to 10-year old children. *Journal of Experimental Child Psychology*, **39**, 437-471.
- Wimmer, H., Gruber, S., & Perner, J. (1985). Young children's conception of lying: Moral thinking and the denotation and connotation of "to lie". *Developmental Psychology*, **21**, 993-995.
- Perner, J., Kohlmann, R., & Wimmer, H. (1984). Young children's recognition and use of the vertical and horizontal in drawings. *Child Development*, **55**, 1637-1645.
- Wimmer, H., Gruber, S., & Perner, J. (1984). Young children's conception of lying: Conceptual Realism – Moral Subjectivism. *Journal of Experimental Child Psychology*, **37**, 1-30.

Perner, J. & Mansbridge, D. G. (1983). Developmental differences in encoding length series. *Child Development*, 54, 710-719.

Wimmer, H. & Perner, J. (1983). Beliefs about beliefs: Representation and constraining function of wrong beliefs in young children's understanding of deception. *Cognition*, 13, 103-128.
Translated into Japanese in R. Takagi, M. Rutter, & E. Schopler (Eds.), *Advances in Research on Autism and Developmental Disorders* (22-40). Kyoto: Japanese Society for the Promotion of Research on Autism, 1996.

Wimmer, H., Wachter, J., & Perner, J. (1982). Cognitive autonomy of the development of moral evaluation of achievement. *Child Development*, 53, 668-676.

Perner, J., Steiner, G., & Staehelin, C. (1981). Mental representation of length and weight series and transitive inferences in young children. *Journal of Experimental Child Psychology*, 31, 177-192.

1974-1979

Perner, J. (1979). Young children's preoccupation with their own payoffs in strategic analysis of 2×2 games. *Developmental Psychology*, 15 (2), 204-213.

Perner, J. (1979). Young children's bets in probabilistic tasks involving disjoint and part-whole related events. *Archives de Psychologie*, XLVII (181), 131-149.

Perner, J. (1979). Discrepant results in experimental studies of young children's understanding of probability. *Child Development*, 50, 1121-1127.

Rapoport, A., Frenkel, O. J., & Perner, J. (1977). Experiments with cooperative 2×2 games. *Theory and Decision*, 8, 67-92.

Rapoport, A., & Perner, J. (1974). Testing Nash's solution of the cooperative game. In Anatol Rapoport (ed.), *Game theory as a theory of conflict resolution*. Dordrecht: Reidel.

Perner, J. (1974). Begriffsbildung in der Psychologie: Zur Logik des Begriffes "Intelligenz". *Conceptus*, VIII (24), 36-44.