

## Josef Perner

### PUBLICATIONS

#### 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.

Perner, J. & Dienes, Z. (under contract). *Implicit and explicit knowledge*. Oxford: Oxford University Press.

#### Scientific Papers

##### In press

Perner, J. & Roessler, J. (**Proofs returned : 11 Jan 10**; Published: Autumn 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, 342-395). Cambridge, MA: Bradford Book, The MIT Press.

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*, . DOI 10.1007/s00221-009-2114-9

##### 2010

Rafetseder, E., Cristi-Vargas, R. & Perner, J. (2010). Counterfactual Reasoning: Developing a sense of “nearest possible world.” *Child Development*, 81(1), 362-375.

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.

## 2001 – 2005

Publication	Authorship				Total
	only	first	second	third+	
Journal: peer reviewed	0	11	5	2	18
Journal: editor reviewed	1	0	0	0	1
Chapter: editor reviewed	3	3	8	0	14
Commentaries/Newsletter	1	3	2	0	6
<b>Total</b>	<b>5</b>	<b>17</b>	<b>15</b>	<b>2</b>	<b>39</b>

### 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. Runggaldier (Eds.), *Persons. An interdisciplinary approach* (101-116)—*Proceedings of the 25<sup>th</sup> 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. Runggaldier (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
<b>Total</b>	<b>27</b>	<b>26</b>	<b>23</b>	<b>11</b>	<b>87</b>

## 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 – 2<sup>nd</sup> 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 Science*, 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.
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- 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.
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- 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.
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- 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 Explication 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 University Press: Oxford.
- 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.)
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 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.
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- 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.
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- 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.
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- 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.
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- 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.
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- 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.
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- 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  $2 \times 2$  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  $2 \times 2$  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.



#### **WORK in PROGRESS**

##### **Commissioned:**

- Perner, J., Kloo, D., & Rohwer, M. (submitted: 27 November 2009). Retro- and Prospection for Mental Time Travel: Emergence of episodic remembering and mental rotation in 5- to 8-year old children. *Consciousness & Cognition*, .  
 ♦ Special issue on "Memory and Self-Understanding" edited by Albert Newen, Kai Vogeley, Christoph Michel based on contributions to the workshop in Delmenhorst, June 3-5, 2009.
- Perner, J. (submitted 1st draft: 12 Jan 09). "Who took the Cog out of Cognitive Science?—Mentalism in an Era of Anti-cognitivism." In P.A. Frensch, et al. (Eds.), *ICP 2008 Proceedings*. Psychology Press.
- Perner, J. & Rafetseder, E. (Revision submitted 12 Jan 2010). 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." New York, NY: Oxford University Press.

◇ Special issue edited by Christopher Hoerl, Teresa McCormack, and Sarah Beck based on contributions to the AHRC-workshop 'Understanding Counterfactuals/Understanding Causation', University of Warwick, 15 – 16 December 2007.

Perner, J. (DEADLINE: 1st December 2009--8,000 - 10,000 words). "TITLE". Entry to Alan M. Leslie and Tamsin C. German (Eds.). *The Handbook of 'Theory of Mind'*. Lawrence Erlbaum Associates.

### Papers submitted

Kloo, D., Schmidhuber, N., Aichhorn, M., Güven, Z., & Perner, J. (under revision: 12.10.09). Attention- vs. Response-Shifting: Response flexibility develops earlier than attentional flexibility. *Cognitive Development*.

Rendl, B., Meitner, L., & Perner, J. (under revision 13.07.09). Children understanding identity statements: When two people become one. *Cognition*.

Rafetseder, E. & Perner, J. (submitted: 06.10.09). Are children's correct answers to counterfactual questions due to counterfactual reasoning? *Thinking & Reasoning*.

Iao, L-S., Leekam, S., Perner, J., & McConachie, H. (submitted: 07.09.09). 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*.

Rohwer, M., Kloo, D., & Perner, J. (submitted 30.09.09). Escape from Meta-Ignorance: How Children Develop an Understanding of their Own Lack of Knowledge. *Child Development*.

Rafetseder, E. & Perner, J. (submitted: 03.12.09). When the Alternative had been better: Counterfactual Reasoning and the Emergence of Regret. *Cognition & Emotion*, .

Rafetseder, E., Hacking, L., & Perner, J. (submitted 04.01.10). Counterfactual Reasoning: From childhood to adulthood. *Child Development*,.

### Under longterm revision

Kloo, D., Aichhorn, M., Perner, J., Schmidhuber, N., Trendl, C. and Weiss, B. (under revision 02 May 2008) The case of object-based set-shifting: Different set-shifting effects in children from those in adults.

Kühberger, A., Perner, J., & Ziesel, D. (under revision). Lay theories of counterfactual reasoning.

Kühberger, A., Schwarz, R., & Perner, J. (under revision). Predicting Learning and Forgetting: A Simulation View.

### In preparation

Giritzer, T., Kloo, D., & Perner, J. (draft: 02.05.09). "I know it, because I felt it." Young children's modality-specific ability to predict and report the source of knowledge.

Doherty, M. J. & Perner, J. (partial drafts 30-April-05 + 30-March-08). Mutual exclusivity and understanding perspective.

Kain, W., Tischler, A., & Perner, J. (data collected). Shame & Guilt: Understanding self-conscious emotions by children with ADHD.

Kain, W., Trautinger, K., & Perner, J. (data collected). Theory of mind, executive functions, and working memory in children with ADHD.

Kain, W., Perner, J., ... (data collected). Early Diagnosis of Preschool Children at Risk of ADHD and their later diagnosis: A longitudinal study.

Kain, W. & Perner, J. (data collected). Introspective abilities in children with ADHD.

Kain, W., (Gasperl, A.), & Perner, J. (data collected). Can theory of mind, executive functions, and working memory deficits in children with ADHD be eased with Ritalin?

Unpublished cited drafts:

Parkin, L. & Perner, J. (1996). False directions in children's theory of mind: What it means to understand belief as representation. Unpublished manuscript, Laboratory of Experimental Psychology, University of Sussex.

Hadwin, J. & Perner, J. (unpublished). A nice surprise: Antecedents to children's understanding of surprise as a function of belief violation. Unpublished manuscript, Laboratory of Experimental Psychology, University of Sussex.

Perner, J., Leekam, S. R., Myers, D., Davis, S., & Odgers, N. (1993). Misrepresentation and referential confusion: Children's difficulty with false beliefs and outdated photographs. Unpublished manuscript, Laboratory of Experimental Psychology, University of Sussex.

## CONFERENCE PRESENTATIONS AND COLLOQUIA

Josef Perner

### 1983-1987

- Department of Psychology, University of Southampton
- Max-Planck Institut für Psychologische Forschung, Munich
- MRC Cognitive Development Unit, London
- Project Zero, Harvard University
- Department of Psychology, University of Liverpool
- Institut für Medizinische Kybernetik, University of Vienna
- Hatfield Polytechnic, London
- Annual Conference of Pakistan Psychological Association, Peshawar.
- Annual Meeting of the Society for Philosophy and Psychology, Toronto.
- MRC Applied Psychology Unit, Cambridge
- Department of Psychology, University of Manchester
- Department of Psychology, University of Surrey
- Department of Psychology, University of Stirling
- International Conference on Developing Theories of Mind, Toronto.
- Workshop on Children's Early Concept of Mind, Oxford.
- Symposium on Autism and Theory of Mind at the Annual Meeting of the Developmental Section of the British Psychological Society, Exeter.
- Department of Psychology, University of Oxford
- Department of Psychology, University of Basel

### 1988-1989

- Department of Psychology, University of Reading
- SRCD Study Group on Children's Theory of Mind, Yale University
- Department of Psychology, University of Illinois
- Center for Human Growth and Development, University of Michigan
- Ontario Institute of Studies in Education, Toronto
- Department of Psychology, University of Pittsburgh
- Workshop on Interactions Among Aptitudes, Strategies and Knowledge in Cognitive Performance. Max-Planck Institute for Psychological Research.
- Symposium on "Children's Theory of Mind" at the Biennial Meeting of the Society for Research in Child Development, Kansas City, Ohio.
- Symposium on "Theoretical Explanations of Children's Understanding of the Mind" at the Biennial Meeting of the Society for Research in Child Development, Kansas City, Ohio.
- The Emergence of Mindreading. Workshop attached to BPS Conference, St. Andrews, April 1989.
- Graduate Program in Developmental Psychology, City University of New York.
- Ontario Institute of Studies in Education, Toronto.
- Symposium on "Children's Theories of Emotion". Annual Meeting of the Developmental Section of the British Psychological Society, Guildford.
- MRC Child Psychiatry Unit, Institute of Psychiatry, London.
- Department of Psychology, University of Cambridge.

### 1990-1991

- Department of Psychology, New College, University of London
- MRC Cognitive Development Unit, London.
- "Harris Visiting Professor", Psychology, University of Chicago.
- Department of Psychology, University of Pennsylvania.
- Workshop "Understanding other minds: Perspectives from autism." Seattle, Washington.
- Symposium on "Children's Understanding of Intention" at the Biennial Meeting of the Society for Research in Child Development, Seattle, Washington.
- Symposium on "The 4-Year Watershed" at the Biennial Meeting of the Society for Research in Child Development, Seattle, Washington.
- Department of Social Sciences (Psychology), City University, London.
- Department of Psychology, Stanford University.
- Cognitive Science, University of California at Berkeley.
- Symposium "The child as theorist" at the Annual Meeting of the Developmental Section of the British Psychological Society. University of Cambridge.

- Department of Psychology, University of Salzburg

### 1992

- Department of Experimental Psychology, University of Oxford
- Workshop on Normal and Autistic Children's Theory of Mind. Welsh Branch of the British Psychological Society, University College Swansea.
- Cognitive Science, Manchester University.
- NATO Workshop on "Child Eyewitness Testimony", Il Ciocco, Italy.
- Symposium on Comparative Studies of Social Behaviour at the 25<sup>th</sup> International Congress of Psychology, Brussels.
- Symposium on "Other Minds", Inaugural conference of the European Society for Philosophy and Psychology, Leuven, Belgium.
- Workshop on "Perception of Subjects and Objects", King's College Research Center, University of Cambridge.
- Department of Psychology, University of Nottingham.
- Theories of Theories of Mind workshop, Hang Seng Centre for Cognitive Studies, Department of Philosophy, University of Sheffield.

### 1993

- Department of Psychology, University of Leicester.
- Department of Psychology, University of Wales at Swansea
- British Academy's meeting on philosophy of mind, London, March 1993.
- Ontario Institute for Studies in Education, Toronto, Ontario.
- Department of Psychology, University of Toronto, Toronto, Ontario.
- Symposium on "Implicit-explicit knowledge: Theoretical and empirical implications for concept learning" at the Biennial Meeting of the Society for Research in Child Development, New Orleans, Louisiana.
- Symposium on "Individual differences in developing theories of mind" at the Biennial Meeting of the Society for Research in Child Development, New Orleans, Louisiana.
- Hang Seng Centre for Cognitive Studies, University of Sheffield: Theories of Theories of Mind Project.
- Invited address at the Annual Meeting of the Developmental Section of the British Psychological Society, Birmingham, September 1993.

### 1994

- Max-Planck Institute for Psychological Research, Munich.
- Biologisch-Mathematische Abteilung des psychologischen Institutes der Universität Zürich.
- Max-Planck Institute for Human Development and Education, Berlin.
- Humanistic Faculty, Copenhagen University.
- Symposium on Concept Development, Treffen der experimentell arbeitenden Psychologen und Psychologinnen, Munich.
- Department of Psychology, University of Freiburg.
- Department of Linguistics, University of Stuttgart.
- Institut für pädagogische Psychologie und empirische Pädagogik der Universität München.
- Nobelsymposium: "The life-span development of individuals: A synthesis of biological and psychological perspectives." Royal Swedish Academy of Science, Södergarn, Stockholm, Sweden.
- Hang Seng Centre for Cognitive Studies, University of Sheffield: "Theories of Theories of Mind" Conference.
- International Conference on the Longitudinal Study of the Genesis of Individual Competencies (LOGIC). Ringberg Castle, Max-Planck Society.
- Hang Seng Centre for Cognitive Studies, University of Sheffield: *Language and Thought* workshop November, 1994.

### 1995

- Symposium on "Language development and the acquisition of a theory of mind" at the Biennial Meeting of the Society for Research in Child Development, March 1995, Indianapolis, Indiana.
- "Implicit understanding of false belief" (given jointly with Wendy Clements) at the Annual Conference of the European Society for Philosophy and Psychology, August/September 1995, Oxford, UK.
- Invited address "Implicit understanding of false belief" at the Tagung der Fachgruppe Entwicklungspsychologie der Deutschen Gesellschaft für Psychologie, September 1995, Leipzig.
- Hang Seng Centre for Cognitive Studies, University of Sheffield: *Language and Thought* workshop November, 1995: Implicit understanding of false belief: A theoretical enigma.

### 1996

- Department of Psychology, University of Heidelberg, Heidelberg, Germany.

- Hang Seng Centre for Cognitive Studies, University of Sheffield: " *Language and Thought* " Conference.
- Discussant of Symposium on "Types of Early Memory" at the Second International Memory Conference, Padua, Italy.
- Centennial Conference of the Würzburg School of Psychology, Department of Psychology, University of Würzburg, Germany.
- Invited Symposium on "Theories of Mind" at the 26<sup>th</sup> International Congress of Psychology, Montreal, Canada.
- Invited Symposium on "Recent Research on Theory of Mind Development" at the Centennial Conference of Jean Piaget's Birth "The growing mind: Multidisciplinary approaches", Geneva, Switzerland.

### 1997

- Steirische Gesellschaft für Psychologie, Department of Psychology, University of Graz, Austria.
- Discussant of Symposium "Theory of Mind Ten Years After" at the Biennial Meeting of the Society for Research in Child Development, March 1997, Washington, DC.
- Discussant of Symposium "The Development of a Temporally Extended Self" at the Biennial Meeting of the Society for Research in Child Development, March 1997, Washington, DC.
- Invited talk at the International Conference on "Developing Intentions in a Social World" at the Cognitive Science Programme, University College, University of Toronto, April 10-13, 1997.
- Robotics Group, University of Sussex, Falmer, East Sussex, England.
- Invited talk at the Workshop on Conceptual Development at the University of Würzburg, organised by the German Science Foundation (DFG: deutsche Forschungsgemeinschaft), Würzburg, Germany, July 21- 24, 1997.
- Submitted paper at the Annual Conference of the European Society for Philosophy and Psychology, Padua, August 27-30, 1997.
- Convenor of invited symposium on "Time and Memory" at the Annual Conference of the European Society for Philosophy and Psychology, Padua, August 27-30, 1997.
- Submitted paper at the 3<sup>rd</sup> Scientific Meeting of the Österreichischen Gesellschaft für Psychologie, University of Salzburg, December 1997.

### 1998

- Dienes, Z. & Perner, J. (1998). A theory of implicit knowledge. Invited paper presented at the 'Role of Implicit Memory and Implicit Learning in Representing the World' workshop, University of Liege, 28 March, 1998.
- Invited paper presented at the "theory of mind" workshop financed by the German Science Foundation (DFG) at the University of Würzburg, June 1998.
- Invited paper presented at HRB Interdisciplinary Project on Consciousness & Self-Consciousness, University of Warwick, July 1998.
- Convenor of invited symposium "Counterfactuals" at the Annual Conference of the European Society for Philosophy and Psychology, Lissabon, September 1998.
- Invited address at conference entitled: Evolution of Human Cognitive Specializations. New Iberia Research Center, New Iberia, Louisiana, October 1998.
- Invited address at symposium entitled: "Children's theory of mind: What causes change?" at the Department of Psychology, University of Freiburg, Germany, November, 1998.

### 1999

- Invited paper „Understanding false belief, synonymy and homonymy“ at the conference, "Literacy and Conceptions of Language," April 8 - 10, 1999 at the Ontario Institute for Studies in Education of the University of Toronto.
- Discussant of Symposium "Children's understanding of nonliteral statements and actions: pretense, disguise, jokes and lies." at the Biennial Meeting of the Society for Research in Child Development (SRCD), April 15-18, 1999, Albuquerque, New Mexico.
- Invited contribution "What accounts for the developmental relationship between theory of mind and executive function?" to submitted Symposium "Executive function and theory of mind." at the Biennial Meeting of the Society for Research in Child Development (SRCD), April 15-18, 1999, Albuquerque, New Mexico.
- Discussant of Invited Symposium "Infants' understanding of intentional action" convened by György Gergely at the Annual Meeting of the European Society for Philosophy and Psychology (ESPP) in Warwick, UK, July 23-27, 1999.
- Dienes, Z., & Perner, J. (1999). The essential relation between metacognition and implicit learning. Invited keynote speaker at: Metacognition: Process, Function, and Use, University of Blaise Pascal, 6-8 September.
- Invited address "Belief and the perspectival relativity of sortals" at the conference, "Advances in Theory of Mind," at the Centro di Scienza Cognitiva of the University and Polytechnic of Torino, Italy, September 24-25, 1999.
- Paper "Implicit knowledge in development" at the Invited Symposium "Mental Representations in the Brain" convened by Chris Frith at the 31<sup>st</sup> Annual General Meeting of the European Brain & Behaviour Society (EBBS) in Rome, Italy, 29 September – 2 October, 1999.

- Convenor of and contribution "Theory of mind and executive inhibition: a functional relationship" to Invited Symposium "Theory of mind and executive function," at the Inaugural Meeting of the Cognitive Development Society (CDS), 8-9 October, Chapel Hill, NC.
- Colloquium at the Department of Psychology, University of Michigan: "False Belief and the Perspectival Relativity of Sortals", 11 October 1999.
- Kühberger, A. & Perner, J. (1999.) Methodenartefakte in der Forschung zum kontrafaktischen Denken. Submitted paper presented at the 4th Wissenschaftliche Tagung der ÖGP (österreichische Gesellschaft für Psychologie), Graz, 3-4 December 1999.
- Lang, B. & Perner, J. (1999). Der Zusammenhang zwischen "Theory of Mind" und "Executive Control". Submitted paper presented at the 4th Wissenschaftliche Tagung der ÖGP (österreichische Gesellschaft für Psychologie), 3-4 December, 1999 in Graz.

## 2000

- Lang, B. & Perner, J. (2000). Children's problems with card sorting: Extra-dimensional shift and visual clash. Poster presented at the 12th Annual Convention of the American Psychological Society, 8-11 June 2000, Miami Beach, Florida.
- Invited keynote address, "The distinction between implicit and explicit knowledge in cognitive development" at the XVI Biennial Meeting of the International Society for Studies in Behavioural Development (ISSBD) in Beijing, China, July 11-14, 2000.
- Paper "Children's belief in the causality of beliefs and intentions" at invited symposium "Magic, scepticism, and practice: The role of experience in shaping causal beliefs in children and adults," (Organiser: Eugene Subbotsky) at the XVI Biennial Meeting of the International Society for Studies in Behavioural Development (ISSBD) in Beijing, China, July 11-14, 2000.
- Convenor of and contribution "Theory of mind imperialism" to invited Symposium, "Theory of mind and its detractors: What develops at 4?" at the XXVII International Congress of Psychology, Stockholm, Sweden, July 23-28, 2000.
- Paper "Development of episodic memory and theory of mind: The role of direct experience" at invited Symposium "Autonoetic consciousness" (Convenor: Endel Tulving) at the XXVII International Congress of Psychology, Stockholm, Sweden, July 23-28, 2000.
- Invited keynote address "How much of a theory of mind do you need to be conscious?" at the Annual Meeting of the Developmental Section of the BPS (British Psychological Society), University of Bristol, 14-17 September 2000.
- Invited paper, "Children's problems with card sorting: Extra-dimensional shift and visual clash," for submitted Symposium on "Executive function and Theory of Mind" at the Annual Meeting of the Developmental Section of the BPS (British Psychological Society), University of Bristol, 14-17 September 2000 (Birgit Lang as copresenter).
- Invited paper "Theory of mind and executive control" presented at the International Symposium "The social brain: Evolution and pathology," at the Department of Psychiatry and Psychotherapy, University of Bochum and the Max-Planck-Institute for Behavioural Physiology, Bochum, Germany, December 1-2, 2000.
- Invited paper "False belief and the perspectival relativity of sortals" at the conference on "Belief Ascription" at the University of San Marino, December 15-17, 2000.

## 2001

- Invited talk "False belief and the perspectival relativity of sortals," at DECOLAGE 2001, 21-22 March 2001, Besançon, France.
- Invited talk "The role of direct experience in the development of episodic memory," at International Workshop on Episodic Memory at l'Institut Jean Nicod, Paris, 6 April 2001.
- Invited contribution "The role of direct experience in the development of episodic memory," to submitted Symposium "Linking reasoning about mental states and developing memory for personally experienced events," at the Biennial Meeting of the Society for Research in Child Development (SRCD), April 19-22, 2001, Minneapolis, Minnesota.
- Invited paper "Evidence for Simulation in Predicting the Framing Effect in Decision Making" presented at the International conference on *Natural and cultural Bases of Human Inference* sponsored by the ESF Network Human Reasoning and Decision Making. Paris, 7 – 9 June 2001.
- Colloquium and workshop contribution "How much theory of mind do you need to be conscious?" at MPI for Evolutionary Anthropology, Leipzig, July 3-4.
- Invited contribution "The role of direct experience in the development of episodic memory," to invited Symposium "Episodic Memory" at the Annual Meeting of the ESPP, August 8 – 11, 2001, Fribourg, Switzerland.
- Dienes, Z., & Perner, J. (2001). When knowledge is unconscious because of conscious knowledge and vice versa. Twenty-third Annual Conference of the Cognitive Science Society, 1-4 August 2001, Edinburgh, Scotland.
- Invited contribution "How much theory of mind do you need to be conscious?" to invited symposium "The development of symbolic thought: Biological and cultural components" at the Annual Meeting of the Developmental Psychology Division of AIP (Italian Academic Association of Psychologists), Mondello, Sicily, September 26-28.

- Paper "Do children of 4 to 5 years simulate belief with "not knowing = getting it wrong?" presented at submitted Symposium "True or False: Do 4- and 5-Year-Olds Really understand belief?" at the Second Biennial Meeting of the Cognitive Development Society, 26-27 October 2001, Virginia Beach, VA.
- Paper with Birgit Lang, "What Causes 3-year olds' Difficulty on the Dimensional Change Card Sorting Task?" presented at submitted Symposium "Rule use through the lens of the Dimensional Change Card Sort: What develops?" at the Second Biennial Meeting of the Cognitive Development Society, 26-27 October 2001, Virginia Beach, VA.
- Invited Address, "How much theory of mind do you need to be conscious?", in Distinguished Lectures Series of the Institute of Interdisciplinary Studies & School of Linguistics and Applied Language Studies, Carleton University, Ottawa, Canada (25 October 2001).

## 2002

- Sprung, M., Zauner, P., & Perner, J. (2002). Gibt es einen Zusammenhang zwischen der Entwicklung einer Theory of Mind und einer Dass-Komplement Grammatik? Paper presented at 5. Wissenschaftliche Tagung der österreichischen Gesellschaft für Psychologie, University of Vienna, 1–2 March 2002.
- Kloo, D., & Perner, J. (2002). Theory of Mind und exekutive Funktionen. Vortrag gehalten auf der 44. Tagung experimentell arbeitender Psychologen (TEAP), Chemnitz, 25-27 März 2002.
- Invited Participation at Seminar, "Philosophie des Geistes: die Genese des Verstehens mentaler Repräsentation" at the Department of Philosophy of the University of Bern, Switzerland, April 10, 2002.
- Perner, J. (2002). Departmental Colloquium "What is a perspective problem? Developmental issues in understanding belief and dual identity," at the Department of Psychology, University of Bern, Switzerland, April 11, 2002.
- Perner, J. (2002). Invited Contribution "How much theory of mind do you need to be conscious?" to Seminar "Theory of Mind and Communication," organised by Joëlle Proust and Jérôme Dokic, Institut Jean-Nicod, Paris, April 12, 2002.
- Kloo, D., & Perner, J. (2002). Transfereffekte zwischen Theory of Mind und Executive Functions. Eine Trainingsstudie. Vortrag gehalten im Rahmen der Mittwochs-Vortragsreihe am Institut für Psychologie, Salzburg, 3 April 2002.
- Perner, J. (2002). Departmental Colloquium, "What is a perspective problem? Developmental issues in understanding belief and dual identity," at the Department of Psychology and Phil-Neuroscience-Psych program at Washington University, St. Louis, MO, April 22, 2002.
- Perner, J. (2002). Departmental Colloquium, "Do we predict our and other person's choices by thinking or by feeling" at the Departments of Psychology and Philosophy at Missouri University--St. Louis, St. Louis, MO, April 24, 2002.
- Perner, J. & Zauner, P. (2002) "What does 'that' have to do with understanding perspective? The case of 'want' in German." Invited talk at the International Conference on "Why Language Matters for Theory of Mind," April 25-27, 2002, University College, University of Toronto, Canada.
- Sprung, M., Zauner, P., Perner, J., & Haider, H. (2002). Theory of Mind and the Development of That Complements: Data from German Speaking Children. Paper presented at the 19th Annual Workshop/ NTCS (New Trends in Cognitive Science) of the European Society for the Study of Cognitive Systems and the Austrian Society for Cognitive Science, Salzburg, 2-4 May 2002.
- Kloo, D., & Perner, J. (2002). Training Theory of Mind and Executive Functions. Talk given at the 19th Annual Workshop/ NTCS (New Trends in Cognitive Science) of the European Society for the Study of Cognitive Systems and the Austrian Society for Cognitive Science, Salzburg, 2-4 May 2002.
- Kain, W., Perner, J., & Kloo, D. (2002) "Do ADHD children need their frontal lobes for processing higher-order theory of mind?" Invited talk at the International Workshop of the German Research Group Cognitive Development "Executive functioning, working memory, and theory of mind," at Castle Hirschberg, Bavaria (May 22-24, 2002).
- Kloo, D., & Perner, J. (2002). Training Theory of Mind and Executive Functions. Poster presented at the Annual Meeting of the European Society for Philosophy and Psychology (ESPP), July, Lyon, France.
- Sprung, M., & Perner, J. (2002). Children's Understanding of Perspective: Belief and Sortals. Poster at the Biennial Meeting of the International Society for the Study of Behavioral Development, Ottawa, 2-6 August 2002.
- Perner, J. (2002). "Do we predict our and other person's choices by thinking or by feeling?" Invited Address at the 25<sup>th</sup> International Wittgenstein-Symposium, "Personen. Ein Interdisziplinärer Dialog," in Kirchberg, Austria, 11 – 17 August 2002.



- Kloo, D. & Perner, J. (2002). "Integrating conflicting perspectives." Paper presented at the 25<sup>th</sup> International Wittgenstein-Symposium, "Personen. Ein Interdisziplinärer Dialog," in Kirchberg, Austria, 11 – 17 August 2002.
- Kloo, D. & Perner, J. (2002). Teaching transfer between theory of mind and executive functions. Poster presented at the BPS Developmental Section Conference, Brighton, UK, 5-8 September 2002.
- Perner, J. (2002). "Den Geist verstehen." Invited contribution to "Was macht eine Lebensform human? Geistes- und naturwissenschaftliche Perspektiven." Tagung des Kulturwissenschaftlichen Instituts, Essen, Germany, 11 – 12 September, 2002.
- Departmental Colloquium, "Was ist eine Perspektive? Verstehen von Irrtümern, alternative Benennungen und Kartensortieren um 4 Jahre." at the Department of Psychology, University of Munich, 28 November 2002.
- Perner (2002). "Wann verstehen Kinder Handlungen als rational?" Invited contribution to the Meeting of the "österreichische Forschungsgemeinschaft" organised by H. Schmidinger, Vernunft - Kognition – Intelligenz: Der Mensch - ein "animal rationale"? December 12-14, 2002.

### 2003

- Departmental Colloquium, "Understanding Perspectives: A common developmental schedule for belief attribution, alternative naming and card sorting." Institute of Cognitive Neuroscience, University College London, 10 February 2003.
- Departmental Colloquium, "Understanding Perspectives: A common developmental schedule for belief attribution, alternative naming and card sorting." Department of Psychology, University of Nottingham, 18 March 2003.
- Perner, J. (2003). "Understanding "happy" and "sad" as consequences of being in objectively positive or negative situations." Invited Contribution to *EMOTION, CONSCIOUSNESS AND SELF CONSCIOUSNESS*, A European Science Foundation Exploratory Workshop, University of Cambridge, 21-22 March 2003.
- Kloo, D. & Perner, J. (2003). Training Transfer between Theory of Mind and Executive Functions: Understanding Perspective as a Common Denominator. Paper presented at submitted Symposium "The Relation Between Theory of Mind and Executive Functions: Searching for Explanations" at the Biennial Meeting of the Society for Research in Child Development (SRCD), April 24-27, 2003, Tampa, Florida.
- Perner, J. & Kloo, D. (2003). Chairs of Paper Symposium "The Relation Between Theory of Mind and Executive Functions: Searching for Explanations" at the Biennial Meeting of the Society for Research in Child Development (SRCD), April 24-27, 2003, Tampa, Florida.
- Perner, J. (2003). Invited contribution "Development of Episodic memory and theory of mind: The role of direct experience" to preconference workshop *Memory Development*, 24 April 2003, at the Biennial Meeting of the Society for Research in Child Development (SRCD), April 24-27, 2003, Tampa, Florida.
- Perner, J. & Kühberger, A. (2003). Simulating endowment. Contribution to submitted Symposium "Making simulation testable" at the Annual Meeting of the ESPP, July 9 – 12, 2003, Torino, Italy.
- Kühberger, A. & Perner, J. (2003). Putting Philosophy to Work by Making Simulation Theory Testable: The Case of Endowment. Paper presented in submitted Symposium, "Action simulation and understanding of mental states" at the *European Cognitive Science Conference*, 10 – 13 September, 2003, Osnabrück, Germany.
- Departmental Colloquium, "Young children's objective notion of desire and emotion." Centre for Applied Cognitive Science, OISE, University of Toronto, 22 September, 2003.
- Perner, J. & Kühberger, A. (2003). Making Simulation Theory Testable: The Case of Endowment. Invited Contribution to *Other Minds: An Interdisciplinary Conference* at the University of Oregon, Eugene, Oregon, 25 – 28 September, 2003.
- Invited Debate: Josef Perner & David Olson, "Metarepresentation and metalinguistics: Same or different?" Centre for Applied Cognitive Science, OISE, University of Toronto, 30 September, 2003.
- Sprung, M., Perner, J., & Doherty, M. (2003). Embedding perspectives: explaining later development in theory of mind and metalinguistic awareness. Paper presented in submitted symposium "Points-of-View and Opacity: Dual Identity, Mutual Exclusivity and False Belief (chaired by Elizabeth J. Robinson and Manuel Sprung) at the Third Biennial Meeting of the Cognitive Development Society, 24 – 25 October, Park City, Utah.
- Perner, J. (2003). The core meaning of "Simulation." Paper presented at the Simulation Meeting, Max Planck Institut für Psychologische Forschung, Munich, 26 November 2003.

## 2004

- Perner, J. (2004). "Young children's objective notion of desire and emotions." Invited Contribution to "Making Minds," an interdisciplinary conference at Kloster Irsee, Irsee, Bavaria, 29 January – 1 February, 2004.
- Perner, J. (2004). "Die Simulation des Endowment-Effektes." Paper presented in submitted symposium "Theorie-Theorie und Simulations-Theorie at the 6. wissenschaftliche Tagung der österreichischen Gesellschaft für Psychologie, University of Innsbruck, 26 – 28 February, 2004.
- Perner, J. (2004). "What makes CFCs (counterfactual conditionals) difficult for children?. Invited contribution to "AHRB interdisciplinary project on Consciousness & Self-Consciousness: Exploratory workshop on Causal Understanding", Girton College, Cambridge.
- Dienes, Z., & Perner, J. (2004). A hierarchy of explicit representation. Invited plenary speaker at the workshop "Evolving communication: from action to language: An 'implicit vs explicit' cognitive and pragmatic perspective", Siena, Italy, May 13-14, 2004.
- Perner, J. (2004). Convenor of invited symposium "Opacity" at the First Joint Meeting of the North American (SPP) and the European Society for Philosophy and Psychology (ESPP) in Barcelona, Spain, 3 – 6 July 2004.
- Perner, J. (2004). Children's problem constraining substitution of co-referentials: Partial knowledge or dual identity? Contribution to invited symposium "Opacity" convened by J. Perner at the First Joint Meeting of the North American (SPP) and the European Society for Philosophy and Psychology (ESPP) in Barcelona, Spain, 3 – 6 July 2004.
- Perner, J. (2004). Young children's objective notion of desire and emotions. Invited Contribution to ESF Exploratory Workshop "Understanding Actions and Minds": An Interdisciplinary Conference" at Central European University, Budapest, Hungary, 5 – 7 July 2004.
- Stöttinger, E., Kloo, D., & Perner, J. (2004). Episodisches Gedächtnis nur für direkt wahrgenommene Ereignisse. Poster präsentiert am 44. Kongress der Deutschen Gesellschaft für Psychologie, Göttingen, Deutschland, 26-30 September.

## 2005

- Perner, J. & Sprung, M. (2005). "What makes counterfactual conditionals problematic for children?" Paper presented at submitted Symposium (2-192), "Alternative Possibilities: Development in Children's Counterfactual Thinking," chaired by Sarah Beck, at the Biennial Meeting of the Society for Research in Child Development (SRCD), April 7-10, 2005, Atlanta, Georgia.
- Perner, J. (2005). "The role of direct experience and imagination for the development of episodic memory." Departmental Colloquium, Department of Psychology, University of Southern Mississippi at Long Beach, 14 April 2005.
- Sprung, M., & Perner, J. (2005). Children's understanding of the concept of identity. Poster presented at the 35<sup>th</sup> Annual Meeting of the Jean Piaget Society, Vancouver, Canada, June 2 – 4 June, 2005.
- Sprung, M., & Perner, J. (2005). Children's difficulties with changing interpretation of figures. Poster presented at the 35<sup>th</sup> Annual Meeting of the Jean Piaget Society, Vancouver, Canada, June 2 – 4 June, 2005.
- Perner, J. (2005). "Episodisches Gedächtnis: Die Rolle direkter Erfahrung und erlebter Vorstellungen in der Entwicklung." Departmental Colloquium, Department of Psychology, University of Frankfurt, 2 June 2005.
- Perner, J. (2005). "Children understanding identity statements: Links to alternative naming and false beliefs." Departmental Colloquium, Department of Psychology, University of Berkeley, 13 October 2005.
- Perner, J. (2005). "Children understanding identity statements: Links to alternative naming and false beliefs." Developmental Brown Bag Series, Stanford University, 2 November 2005.

## 2006

- Perner, J. (2006). "Episodic memory and theory-of-mind: The role of direct experience and mental imagery in development". Departmental Colloquium, Department of Psychology, Stanford University, 1 February 2006.
- Perner, J. (2006). "Children understanding identity statements: Links to alternative naming and false beliefs." Colloquium at the Department of Psychology, University of Otago, Dunedin, New Zealand, 15 February 2006.

- Perner, J. (2006). "Episodic memory and theory-of-mind: The role of direct experience and mental imagery in development". Colloquium at the Department of Psychology, University of Otago, Dunedin, New Zealand, 17 February 2006.
- Perner, J. (2006). "Episodic Memory and Theory of Mind". Colloquium at the Centre for Advanced Studies in Behavioral Sciences, Stanford, CA, 3 March 2006.
- Perner, J. (2006). "Episodic memory and theory-of-mind: The role of direct experience and mental imagery in development". Colloquium at the Institute of Personality and Social Research (IPSR), University of California Berkeley, CA, 8 March 2006.
- Perner, J. (2006). "Episodic memory and theory-of-mind: The role of direct experience and mental imagery in development". Colloquium at the Department of Psychology, University of California at Santa Cruz, CA, 15 March 2006.
- Stöttinger, E., Perner, J., & Kaiser, W. (2006). "Episodisches Gedächtnis als Wiedererleben: Wird es von Erinnerungsurteilen erfasst?" Paper presented at the 7. Wissenschaftlichen Tagung der Österreichischen Gesellschaft für Psychologie, Klagenfurt, Austria, 28 – 30 April, 2006.
- Perner, J. (2006). "Domain specificity of theory of mind: false signs in development and brain imaging." Colloquium at the Department of Psychology, University of California at Davis, CA, 19 May 2006.
- Sprung, M. & Perner, J. (2006). "Context sensitivity in preschooler's judgments of object identity." Poster presented at the 18<sup>th</sup> Annual Meeting of the Association for Psychological Science (APS), New York, 25 – 28 May 2006.
- Perner, J. (2006). Invited Talk "File Change Semantics for Preschoolers: Their problems with alternative names, identity statements and false belief stories." 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.
- Stöttinger, E., Kaiser, W., & Perner, J. (2006). "Do 'Remember' judgments reflect episodic memory as a re-experiencing of events?" Poster presented at the Annual Meeting of the European Society for Philosophy and Psychology (ESPP), University of Belfast, 24 – 27 August 2006.
- Rendl, B., Zauner, P., & Perner, J. (2006): "Preschooler's difficulties to identify objects under two different familiar labels: a pragmatic account." Paper presented at the Annual Meeting of the European Society for Philosophy and Psychology (ESPP), University of Belfast, 24 – 27 August 2006.
- Perner, J. (2006). Convener of invited symposium, "Twenty years of ToM: old problems, new data". British Psychological Society Developmental Section Conference, Royal Holloway University of London, 7 – 9 September 2006.
- Perner, J. (2006). "Criteria for attributing a theory of mind". Paper presented at invited symposium, "Twenty years of ToM: old problems, new data". British Psychological Society (BPS) Developmental Section Conference, Royal Holloway University of London, 7 – 9 September 2006.
- Perner, J., & Aichhorn, M. (2006). "False Signs in Development and Brain Imaging: Domain specificity of theory of mind?" Paper presented in submitted symposium "The end of theory of mind: New perspectives from research on adults;" convened by Ian Apperly and Fenja Ziegler at the British Psychological Society (BPS) Developmental Section Conference, Royal Holloway University of London, 7 – 9 September 2006.
- Perner, J., & Rafetseder, E. (2006). "Counterfactual Conditionals: When do children consult the *nearest possible world*?" Invited paper at the AHRB Project on Causal Understanding of the University of Warwick, at the University of Birmingham, 10 September, 2006.
- Aichhorn, M. & Perner, J. (2006). "Thinking about false Signs and Beliefs from a Neurocognitive Perspective." Paper presented in invited symposium convened by Ian Apperly and Dana Samson on Theory of Mind and Perspective Taking at the Joint Meeting of the European Societies of Neuropsychology (ESN), Toulouse, France, 18 – 20 October 2006.
- Kloo, D. & Perner, J. (2006). "Theory of Mind and Executive Control: Evidence from a training study and brain imaging." Invited Paper for Workshop sponsored by Neuroscience, Instruction and Learning (NIL), Munich Germany, 19 – 21 October 2006.
- Perner, J. (2006). Invited lecture "Mental Perspective Taking", GlaxoSmithKline Advanced Lectures on Clinical and Experimental Neurology, 28<sup>th</sup> Series: 'Social Cognition,' 15 November 2006, Queen Square, London.
- Perner, J. (2006). "Episodic memory and Theory-of-mind: The role of direct experience and mental imagery in development." Invited Paper presented at ESF workshop on "Metacognition and mental state monitoring", Novotel Château de Maffliers, Mafflier, France, 7 – 9 December 2006.

## 2007

- Perner, J. & Leekam, S. R. (2007). "False direction signs and the domain specificity of theory of mind." Invited Paper for the Festschrift for Uta Frith, London, 2 – 3 January 2007.
- Perner, J. (2007). Referential ambiguity in thought. Departmental talk at Smith College, Northampton, MA, 28 March 2007.
- Perner, J. (2007). "Triangulating the emergence of conscious awareness." Paper presented in the submitted symposium 1-064, "Early awareness of self and other," convened by Peter Hobson at the Biennial Meeting of the Society for Research in Child Development (SRCD) in Boston, Massachusetts, March 29 – April 1, 2007.
- Kloo, D., Dabernig, S., & Perner, J. (2007). "Reversal shifts vs. extra-dimensional shifts in preschoolers: Evidence against a selective attention account." Poster #74 presented at Session 2-004 of the Biennial Meeting of the Society for Research in Child Development (SRCD) in Boston, Massachusetts, March 29 – April 1, 2007.
- Perner, J. (2007). "Gehirnströme und Denkentwicklung: Was leistet die Gehirnforschung für die Fragen der Entwicklungspsychologie?" Abendvortrag in der Reihe: *Frontiers of Science: Gehirn und Geist*, University of Düsseldorf, 10 May 2007.
- Perner, J. (2007). Understanding Minds: biology or group cognition? Keynote address at NWO symposium on Group Cognition of the Dutch Organisation for Scientific Research, Gertrudiskapel, Utrecht, NL, 20 June 2007.
- Perner, J. (2007). Convener of invited symposium, "Mutual Exclusivity" at the Annual Meeting of the European Society for Philosophy and Psychology (ESPP) in Geneva, Switzerland, July 9 – 12, 2007.
- Perner, J. (2007). "Children's objectivist conception of desire." Contribution to invited symposium, "Children's conception of desire," convened by Johannes Roessler at the Annual Meeting of the European Society for Philosophy and Psychology (ESPP) in Geneva, Switzerland, July 9 – 12, 2007.
- Perner, J. (2007). "Discourse referents and external anchors in developmental thought". Invited address at International ESF sponsored workshop on "Fallibilities, Illusion and Metacognition" as part of the MPSC (Metacognition as a Precursor to Self-Consciousness: evolution, development, and epistemology) ESF EUROCORES CNCC Project, Maison de la Recherche, 28 rue Serpente Paris 6e, France, 12-13 July 2007.
- Rafetseder, E. & Perner, J. (2007). "Counterfactual conditionals: a developmental challenge of integrating reality." Paper presented in the symposium submitted by Sarah Beck, "Developments in Children's Counterfactual Thinking," at the British Psychological Society (BPS) Developmental Section Conference, University of Plymouth, 29 – 30 August 2007.
- Perner, J. (2007). "Subordination, Referential Ambiguity, and the Curse of Inhibition". Invited Paper to Conference Workshop, "Subordination in Language Development," at the 8<sup>th</sup> Biennial Meeting of GALA (Generative Approaches to Language Acquisition), UAB-Casa Convalescència, Barcelona, 6 September 2007.
- Perner, J. (2007). "Teleology and Causal Reasoning in Children's 'Theory of Mind'". Invited presentation in Workshop: "Causality in the Special Sciences," Università IUAV di Venezia, Venice, 25-27 October, 2007.
- Perner, J. (2007). "Ist Bewußtsein Selbstbewußtsein und wann entwickelt es sich?". Presentation in Workshop "Die sozialen Wurzeln des Selbst und des Selbstbewußtseins" of the SFB Wissenskultur, Frankfurt am Main, 9 – 10 November 2007.
- Rafetseder, E. & Perner, J. (2007). "Does children's counterfactual thinking stick to the nearest possible world?" Presentation in Workshop *Understanding Counterfactuals/Understanding Causation* as part of the AHRC Project on Causal Understanding (<http://go.warwick.ac.uk/causalunderstanding>), at Warwick University, 15 – 16 December 2007.

## 2008

- Perner, J. (2008). "What is a Perspective? Some BASIC issues!" Invited contribution to workshop on "Social and Spatial Perspective Taking" as part of the BASIC (Brain, Agency, Self, Intersubjectivity, Consciousness) ESF EUROCORES CNCC Project, University of Aarhus, Denmark, February 26-28, 2008.
- Perner, J. (2008). "Intentional objects and children understanding identity." Invited contribution to workshop on 'Pragmatics and Social Cognition', Department of Phonetics and Linguistics, University College London, April 25-26 (Friday/Saturday) 2008.

- Perner, J. (2008). "The Metacognition of Identity: Identity Statements, Mutual Exclusivity, Belief-Desire Reasoning." Invited address at the 3rd Biennial Meeting of the Special Interest Group 16 on Metacognition of the European Association for Research on Learning and Instruction (SIG16-EARLI), supported by the Psychological Society of Northern Greece (PSNG) in Ioannina, Greece, May 8 – 10, 2008.
- Perner, J. (2008). Convenor of Symposium: "Metacognition of Ignorance," at the 3rd Biennial Meeting of the Special Interest Group 16 on Metacognition of the European Association for Research on Learning and Instruction (SIG16-EARLI), supported by the Psychological Society of Northern Greece (PSNG) in Ioannina, Greece, May 9, 2008.
- Perner, J. (2008). "The Metacognition of Ignorance." Contribution to the ESF-CNCC workshop on Metacognition in Ioannina, Greece, May 8 – 10, 2008.
- Bauer, N. & Perner, J. (2008). "Do adults and children rely on conceptual pacts in communicative situations?" Submitted paper at the Annual Meeting of the European Society for Philosophy and Psychology (ESPP) in Utrecht, Netherlands, June 26 – 28, 2008.
- Rafetseder, E. & Perner, J. (2008). "Do children consider the nearest possible world when reasoning counterfactually?" Submitted paper at the Annual Meeting of the European Society for Philosophy and Psychology (ESPP) in Utrecht, Netherlands, June 26 – 28, 2008.
- Perner, J. (2008). "Perspectives: Theory of Mind and Identity in Preschool." Invited address at the XXIX International Congress of Psychology, July 20 – 25, 2008, International Congress Centrum, Berlin, Germany.
- Perner, J. (2008). "Development of understanding the mind and mental control." Contribution to invited Symposium, "Acquisition of control," organised by Koch, I. & Prinz, W. at the XXIX International Congress of Psychology, July 20 – 25, 2008, International Congress Centrum, Berlin, Germany.
- Perner, J. (2008). "The Puzzle of False Belief." Discussant of submitted Symposium, "Do infants have a Theory of Mind?" organised by Beate Sodian and Diane Poulin-Dubois at the XXIX International Congress of Psychology, July 20 – 25, 2008, International Congress Centrum, Berlin, Germany.
- Perner, J. (2008). "Perspectives: Time, the automated family script, constant gender, ... ." Discussant of submitted Symposium, "Cognitive and socio-emotional changes in four year olds: are they manifestations of a common underlying process?" organised by Norbert Bischof at the XXIX International Congress of Psychology, July 20 – 25, 2008, International Congress Centrum, Berlin, Germany.
- Perner, J. (2008). "Criteria for Attributing a Theory of Mind and Metacognition: Does the False-Belief Test Meet Povinelli's Challenge?" Invited presentation at the EPS Research Workshop on theory of mind: A workshop in celebration of the 30th anniversary of Premack and Woodruff's seminal paper, "Does the chimpanzee have a Theory of Mind? (BBS 1978)," organized by Antonia Hamilton, Ian Apperly, and Dana Samson, University of Nottingham, 11 – 12 September 2008.

## 2009

- Rendl, B. & Perner, J. (2009). "Who is Who? Children's Understanding of Identity Statements." Paper presented in submitted Symposium "Developing an Understanding of Perspectives and Sameness," convened by Henrike Moll at the Biennial Meeting of the Society for Research in Child Development (SRCD) in Denver, Colorado, Thursday 10:20 am - 12:00 pm (April 2, 2009), Room: Convention Center 702.
- Giritzer, T., Kloo, D., & Perner, J. (2009). "Because I felt it": Modality Specific Source Monitoring in Preschoolers. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD) in Denver, Colorado, Poster Session 5, Board 128 (CC: Exhibit Hall B), Thursday 4:20 pm - 6:00 pm (April 2, 2009)
- Perner, J. (2009). "Who Lost the Cog in *Cognitive Science*?—Mentalism in an Era of Anti-Cognitivism." Invited talk at the Zangwill Club, Department of Psychology, University of Cambridge, UK, 8 May 2009.
- Perner, J. (2009). "The Direct and the Indirect: the Self in Remembering and Consciousness". Invited paper at the conference, "Memory and Self-Understanding: Self-concept – Self-knowledge – Self-image," at Hanse-Wissenschaftskolleg in Delmenhorst/Bremen, 03 – 05 June 2009.
- Perner, J. (2009). "Who Lost the Cog in *Cognitive Science*?—Mentalism in an Era of Anti-Cognitivism." Invited talk at the Centre for Applied Cognitive Science, Ontario Institute of Studies in Education (OISE), University of Toronto, 10 June 2009.

- Perner, J. (2009). "Teleology: A Basic Grasp of Intentional Action". Invited paper at the conference "Agency and Joint Attention", organised by Janet Metcalfe, Betsy Sparrow, and Herb Terrace, sponsored by the Seminar on Behavioral & Cognitive Neuroscience at Columbia University, New York, 12-13 June 2009.
- Perner, J. (2009). "Metacognition of Ignorance—Mark 2". Paper presented at the International ESF sponsored workshop on "Metacognition and Mindreading," as part of the MPSC (Metacognition as a Precursor to Self-Consciousness: evolution, development, and epistemology) ESF EUROCORES CNCC Project, July, 9-11, 2009, Salzburg, Austria.
- Rafetseder, E. & Perner, J. (2009): Children's counterfactual reasoning and their experience of regret. Paper presented at the Annual Meeting of the European Society for Philosophy and Psychology (ESPP), Budapest, 27 – 30 August, 2009.
- Stöttinger, E. & Perner, J. (2009). "Division of labour within the visual system – myth or truth? Which kind of evidence is appropriate to clarify this debate?" Paper presented at the Annual Meeting of the European Society for Philosophy and Psychology (ESPP), Budapest, 27 – 30 August, 2009.
- Perner, J. (2009). Infants' Sensitivity to Belief: Implicit Knowledge? Contribution to invited symposium "Dissociations between Perception and Action," convened by Pierre Jacob at the Annual Meeting of the European Society for Philosophy and Psychology (ESPP) in Budapest, 27 – 30 August, 2009.
- Perner, J. (2009). Overcoming Povinelli's Challenge. Colloquium Max-Planck Institute for Evolutionary Anthropology, Leipzig, 21 September 2009.
- Perner, J. (2009). Delimiting *Counterfactual Reasoning*. Paper presented at the ESF-LogiCCC day (23 September 2009) at WUPES-09 (Workshops on Uncertainty Processing), Liblice, Czech Republic.
- Perner, J. (2009). Mentalism in an Era of Anti-Cognitivism: Overcoming Povinelli's Challenge. Colloquium, Department of Psychology, University of Stirling, Scotland, October 1, 2009.
- Rendl, B., Meitner, L., & Perner, J. (2009). Children understanding identity statements. Poster presented at CNCC Final Conference, 2-4 October 2009, Edinburgh, UK
- Rohwer, M., Kloo, D., & Perner, J. (2009). Escape from meta-ignorance: how children develop an understanding of their own lack of knowledge. Poster presented at CNCC Final Conference, 2-4 October 2009, Edinburgh, UK.
- Weiss, B., Perner, J., & Aichhorn, M. (2009). Metacognitive aspects of identity statements – an fMRI study. Poster presented at CNCC Final Conference, 2-4 October 2009, Edinburgh, UK
- Nguyen, T-K. & Perner, J. (2009). The Relation Between Understanding of Identity Statements and False Belief. Poster presented at the Sixth Biennial Meeting of the Cognitive Development Society, San Antonio, Texas, 16-17 October 2009.
- Kiessling, F., Russell, Y., & Perner, J. (2009). "Children's understanding of invisible agents: Absent, small, or ... invisible ?!". Poster presented at the Biennial Meeting of the Cognitive Development Society (CDS) in San Antonio, Texas, Alternate Poster Session A (Room: La Habana), Friday, 4:15 – 5:45 pm (October 16, 2009).
- Kiessling, F., Russell, Y., & Perner, J. (2009). "Does Peter see the Gozie? Does the Gozie see Peter? Children's understanding of invisibility: The case of invisible agents". Paper presented in submitted Symposium "Initial Results of the Explaining Religion Project" convened by Donald Braxton at the Annual Meeting of the Society for the Scientific Study of Religion (SSSR) in Denver, Colorado, Thursday 01:00 pm - 02:30 pm (October 23, 2009), Room: Augusta.
- Perner, J. (2009). "TITLE". Invited paper at "12. Interdisziplinäres Tübinger Kinder- und Jugendpsychiatrisches Symposium zum Thema: „Tarnen, Täuschen, Lügen“,“ organised by Gunther Klosinski, Psychiatry University of Tübingen, Tübingen, 13-14 November 2009.

## 2010

- Perner, J. (2010). "Timely Distinctions: When is "when" when? Can episodic remembering be demonstrated in non-linguistic creatures?" Invited contribution to workshop on "Knowledge, Language and Memory" hosted by the

Courant Center for the Evolution of Social Behaviour at the Lichtenbergkolleg of the Georg-August-University in Göttingen, 14-15 January 2010.

- Perner, J. (2010). "Identity in Development and in the Brain." Keynote address at the Third Brussels Conference on Utterance Interpretation and Cognitive Models (UICM3). 5-7 February 2010, Brussels.
- Perner, J. (2010). "Theory of mind: Uniqueness, developmental emergence, and neural basis." Invited address at Nobel Symposium 2010 "The Enlightened Brain" to celebrate the 200th Anniversary of Karolinska Institutet, Stockholm, Sweden, 6 – 9 June, 2010.
- Perner, J. (2010). Invited Participant to the Ernst Strüngmann Forum on "Animal Thinking: Contemporary Issues in Comparative Cognition". Frankfurt, 26 Sept – 3 Oct 2010.

## **2011**

## **2012**

- Perner, J. (2012). "Frege's Puzzle: Identity, Mind, and Existence in the Brain and in Development." Invited paper at the 30<sup>th</sup> International Congress of Psychology (XXX<sup>th</sup> ICP). Cape Town International Conference Centre, South Africa, 22-27 July 2012.