

## CURRICULUM VITAE

Josef Perner  
Department of Psychology  
University of Salzburg  
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Born: May 1, 1948; Radstadt, Austria  
Nationality: Austrian  
Status: Married, two children

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### EDUCATION & POSITIONS

- 1954-58 Elementary school in Austria.
- 1958-67 High school in Austria: Werkschulheim Felbertal, Realgymnasium mit fachwerklicher Ausbildung (Radiomechanik).
- 1967-68 Military service in the Austrian army.
- 1968-72 **University of Salzburg:** Psychology (major), Mathematics (minor) and Philosophy (philosophicum).
- 1972-78 **University of Toronto:** Graduate Studies in the Department of Psychology. Supervisor: Anatol Rapoport.
- 1974 M.A. Thesis: "Concrete Operations: Operating on Internal Representations. A Test of Flavell and Wohlwill's 'Stage' Competence Model".
- 1978 Ph.D. Thesis: "Children's Understanding of Decision Making Principles in Situations Involving Risk or Uncertainty".
- 1978-79 **University of Basel:** "Wissenschaftlicher Assistent," Department of Psychology.
- 1979-94 **University of Sussex:** Member of Faculty in Experimental Psychology, School of Biology.
- 1979 Probationary Lecturer
- 1982 Tenured Lecturer
- 1988-89 **Alexander-von-Humboldt Research Fellow**, Max-Planck Institute for Psychological Research, Munich (15 months).
- 1991 Senior Lecturer
- 1992 Reader
- 1993 **Professor** in Experimental Psychology
- 1993-94 **Visiting Professor**, Max-Planck Institute for Psychological Research, Munich (1 year).
- 1995-... **University of Salzburg:** Professor of Psychology, Department of Psychology.
- 2004 Member of the Centre for Neurocognitive Research, University of Salzburg.
- 2005-06 Fellowship at the **Center for Advanced Study in the Behavioral Sciences (CASBS)**, Stanford, CA.

**Languages** German (mother tongue), English (working language), French (fair proficiency).

### SPECIAL ACHIEVEMENTS

#### International Recognition

1986-1990 **Thirty-sixth highest impact in Psychology** internationally during this period. Source: E. Garfield (1992). Psychology Research, 1986-1990: A citationist perspective on the highest impact papers, institutions, and authors. *Current Comments*, 35, 5-15.

#### Fellowships

- 2000 Elected Fellow of the **Center for Advanced Study in the Behavioral Sciences (CASBS)** at **Stanford University**.
- 2001 Corresponding Fellow of the **British Academy (FBA)**.
- 2008 Elected Member of the **Academia Europaea (AE)**.

## Scholarships

- 1970-78 Scholarships from Austrian Government, University of Toronto, Province of Ontario, and the Alexander von Humboldt Stiftung.
- 1987-88 Social Science Research Fellowship from The **Nuffield Foundation** for project on "Children's Understanding of the Mind" for £10'203.
- 1988-89 Research Fellowship from the **Alexander-von-Humboldt** Stiftung at the Max-Planck Institute for Psychological Research in Munich for DM56'000.

## RESEARCH GRANTS

### **Social Science Research Council (SSRC, UK)**

- 1982-84 •project "Development of Understanding Beliefs and Intentions" for £18'636.
- 1984-86 •project "Recursive Beliefs in Social Cognitive Development" for £21'594.

### **Medical Research Council (MRC, UK)**

- 1988-89 •project "Autistic and Normal Children's Theory of Mind" jointly with Sue Leekam for £29'882.
- 1991-92 •project (G9026071N) "Theory of Mind and Episodic memory in Autistic and Normal Children" for £14'743.

### **Economic and Social Research Council (ESRC, UK)**

- 1991-94 •project (R000232886) jointly with Nicola Yuill "Children's Conception of Desire, Motivation and Personality" for £52'898.
- 1993-96 •project (R000234756) jointly with Dr Ted Ruffman "Children's Metacognition: social determinants and scientific reasoning" for £115'000.

### **Austrian Science Fund (FWF— Fond zur Förderung wissenschaftlicher Forschung)**

- 1996-98 •project (P11397-SOZ) jointly with Anton Kühberger, "Simulation and Decision Making" for ATS 1'000'000 (€ 72'500).
- 1999-2002 •project (P13522-SOZ) "Theory of Mind and Executive Function: Normal Development and Children with ADHD" for € 156'000.
- 2000-2003 •project (P14495-SPR) jointly with Hubert Haider and Karin Landerl, "Language Acquisition and Cognitive Development" for € 138'600.
- 2002-2005 •project (P16215-G04) "Episodic Memory and Conscious Experience" for € 164'782.
- 2006-2009 •project (I93-G15) "Metacognition of Perspective Differences" for € 426'168, as part of the ESF EUROCORES CNCC (Consciousness in a Natural and Cultural Context) initiative collaborative research project, "Metacognition as a precursor to self-consciousness: evolution, development, and epistemology."
- 2008 •successful co-applicant within the Centre for Neurocognitive Research for a refurbished MRI-Scanner (€ 860'000) and pre-financing a Professorship for Neurocognition & Developmental Psychology (€ 300'000) within the Research Framework of the F&E Offensive 2007/2008.
- 2008-2011 •project (I140-G15) "Counterfactual reasoning in children" for € 199'452, as part of the ESF EUROCORES LogiCCC (Modelling Intelligent Interaction: Logic in the Humanities, Social and Computational Sciences) initiative collaborative research project, "The Logic of Causal and Probabilistic Reasoning in Uncertain Environments (LcpR)."

### **Commission of the European Communities (EU)**

- 2007-2010 •project (contract number 043225) "Explaining Religion (EXREL)" Sixth Framework Programme FP6-2006-Nest-Path, Cultural Dynamics. Coordinator: Harvey Whitehouse (Oxford). Workpackage 4 (Salzburg): "Theory of mind and religion." € 163'859.

### **European Science Foundation (ESF)**

- 2008 •CNCC Session "Metacognition of Ignorance" at the 3rd Biennial Meeting of the Special Interest Group on Metacognition, 8-10 May 2008, Ioannina, Greece, €22.520,-

## Consultancies on Grants

1997-2000 Consultant on an Economic and Social Research Council grant "How parenting style and sibling relationships affect theory of mind understanding," to Ted Ruffman, University of Sussex.

#### MEMBERSHIP IN LEARNED SOCIETIES

1980 Society for Research in Child Development (SRCD)  
1981 Experimental Psychology Society (elected member, EPS)  
1982 Foreign Associate of the American Psychological Association (APA)  
1982-1990 International Society for the Study of Behavioral Development (ISSBD)  
1989 Behavioral and Brain Sciences (BBS)  
1990 British Psychological Society (BPS)  
1995 Deutsche Gesellschaft für Psychologie (DGP)  
1995 Salzburger Gesellschaft für Psychologie (SGP)  
1996 European Society for Philosophy and Psychology (ESPP)  
2000 Cognitive Development Society (CDS)  
2005 Österreichische Gesellschaft für funktionelle Magnetresonanztomographie (ÖGfMRT)  
2006 Association for Psychological Science (APS)

#### Office in Learned Society

1991-1993 *Developmental Section of the British Psychological Society* (BPS), Committee Member.  
1997-2002 *Salzburger Gesellschaft für Psychologie* (SGP),  
1997-2001 Committee Member (Vorstandsmitglied)  
2000-2002 Chairman (Obmann der SGP)  
1996-... *European Society for Philosophy and Psychology* (ESPP).  
1996-2003 Committee Member  
1996-1997 Joint Programme Chair with John Campbell for Annual Meeting in Padua, August 1997.  
1999-2001 **President of ESPP**.  
2004- Advisory Board Member  
2005-2007 *Österreichische Gesellschaft für funktionelle Magnetresonanztomographie* (ÖGfMRT)  
2005-2007 Beiratsmitglied

#### REVIEWING EXPERIENCE

##### Editorial Boards

1996-1999 Editorial Board of *Cognitive Development*.  
2000-2004 Editorial Board of the *Journal of Cognition and Development* (JCD).  
2000-2002 Editorial Consultant of *Child Development*.  
2002-2004 Consulting Editor of *Child Development*.  
2004-..... Editorial Board of *Developmental Psychology*.  
2004-2005 Board of **Review Editors** (BoRE) of *Science*.  
2004- ... Editorial Board of *Infant and Child Development* (ICD).  
2007- ... Editorial Board of *Journal of Experimental Child Psychology* (JECP).  
2008- ... Board of *Pakistan Journal of Psychological Research* (PJPR) Consulting Editors.  
2008- ... European Journal Developmental Psychology (EJDP).

##### Journal Submissions (\*on regular basis):

Acta Psychologica,  
Behavioral and Brain Sciences\*,  
British Journal of Developmental Psychology\*,  
Child Development\*,  
Cognition\*,  
Cognitive Development\*,  
Cognitive Psychology,  
Consciousness & Cognition,  
Developmental Psychology\*,  
Developmental Science\*,  
Discourse Processes,  
Emotion,  
European Journal of Developmental Psychology,  
Human Brain Mapping,  
Human Development,  
Infant and Child Development\*,  
Interaction Studies  
International Journal of Behavioral Development,  
Journal of Abnormal Psychology,  
Journal of Autism and Developmental Disorders\*,  
Journal of Child Language,  
Journal of Child Psychology and Psychiatry\*,

Journal of Cognition and Development\*,  
Journal of Experimental Child Psychology\*,  
Journal of Experimental Psychology: General,  
Journal of Experimental Psychology: Language,  
Memory and Cognition,  
Journal of Memory and Language,  
Language and Cognitive Processes,  
Language, Learning, and Development,  
Merrill-Palmer Quarterly,  
Mind, Brain and Education,  
Mind & Language\*,

Mind & Society,  
NeuroCase,  
Philosophical Psychology,  
Philosophical Transactions of the Royal Society (SeriesB),  
Psychological Bulletin,  
Psychological Review,  
Science\*,  
Social Development\*,  
Trends in Cognitive Science\*,  
Zeitschrift für Entwicklungspsychologie und  
pädagogische Psychologie.

#### **Grant Applications:**

Economic & Social Research Council (ESRC) of UK,  
MacArthur Foundation—Fellows Programme,  
Chicago.  
Medical Research Council (MRC) of UK,  
National Science Foundation (NSF) of USA,  
Natural Sciences and Engineering Research Council  
(NSERC) of Canada,  
Royal Society of New Zealand (RSNZ)

Social Sciences and Humanities Research Council of  
Canada (SSHRC),  
U.S.-Israel Binational Science Foundation,  
Wellcome Trust,  
Deutsche Forschungsgemeinschaft (DFG),  
Fond National Suisse de la Recherche Scientifique  
(FSNSF).  
Österreichische Nationalbank (ÖNB),

1996 – 2002: Reviewer for DFG Research Group "Cognitive Development".

#### **Conference Submissions:**

- 1997 ESPP (European Society for Philosophy and Psychology) conference September 1997 in Padua, Italy.  
2000 SRCD (Society for Research in Child Development) conference April 2001 in Minneapolis. Member of Review  
Panel 10: "Cognition 1: Concepts, Space, Reasoning & Problem Solving" chaired by Karen Bartsch.  
2002 SRCD (Society for Research in Child Development) conference April 2003 in Tampa, Florida. Member of  
Review Panel 10: "Representation, Concepts, and Problem Solving" chaired by Judy DeLoache.  
2008 SRCD (Society for Research in Child Development) conference April 2009 in Denver, Colorado. Member of  
Review Panel 3: "Childhood: Biological and Cognitive Processes," chaired by Philip D. Zelazo.

#### **ADMINISTRATIVE EXPERIENCE**

##### **Sussex**

- 1981-91 Coordinator of Experimental Psychology Third Year Option Courses.  
1981-84 Member of Experimental Psychology Examination Board.  
1983-88 Organiser of Experimental Psychology Research Seminars.  
1990-92 Four tenure committees and 4 appointing committees for 3 junior faculty and 1 professor.  
1991-93 Chairman of Experimental Psychology Examination Board.

##### **Salzburg**

- 1997-99 **Chairman** (Institutsvorstand), Department of Psychology, University of Salzburg  
2002-03 Mitglied des **Gründungskonvents** der Universität Salzburg gemäß Universitätsgesetz UG 2002.  
2004-05 **Chairman** (Fachbereichsleiter), Department of Psychology, University of Salzburg.

##### *Berufungskommissionen*

- 1997-2000 Lehrstuhl für Philosophie der Universität Salzburg: "Nachfolge Weingartner."  
2001-02 Lehrstuhl für Psychologie der Universität Innsbruck: "Nachfolge Ritter."  
2003-04 Lehrstuhl Allgemeine Psychologie der Universität Wien.  
2003-04 Lehrstuhl Diagnostische Psychologie der Universität Salzburg.  
2003-04 Lehrstuhl Sozialpsychologie der Universität Salzburg (**Vorsitz**).

### *Habilitationskommissionen*

- 1996 Wolfgang Hiller (Psychologie, Salzburg).  
1999 Margarethe Delazer (Neuropsychologie & Rehabilitation, Innsbruck).  
2000-01 Anton Kühberger (Psychologie, Salzburg): **Vorsitz**.  
2002-03 Herbert Schwetz (Erziehungswissenschaften, Salzburg).  
2002-03 Karin Landerl (Psychologie, Salzburg).  
2007 Liane Kaufmann (Medizin, Innsbruck).

### **TEACHING EXPERIENCE**

#### **Toronto**

- 1972-78 Part time employment as teaching assistant in the Department of Psychology, University of Toronto: Courses on Symbolic Processes (substitute course organiser for Daniel Berlyne), Thinking & Reasoning, Learning, Developmental Psychology.

#### **Basel**

- 1978-79 Courses on Visual Perception and on Statistics and Experimental Design.

#### **Sussex**

- 1979-94 Courses on Research Methods, Cognitive and Social Development and on Mental Representation and Consciousness. Supervision of experimental projects.

#### **Salzburg**

- 1995-... Lectures and Seminars on Experimental, Cognitive, and Neurocognitive Psychology, Research Methods and Statistics, Knowledge and Consciousness, Volition, and Theory of Mind.  
Supervision of Experimental Practicals, and Masters Theses.  
2002-... Advanced Seminars for Doctoral Students: fMRI for Psychologists, Episodic Memory, Binding, Other Minds, Mental Representation and Consciousness, Empathy.

#### **Outside Home Institution**

- 2004 Three lectures on research topics (executive functions, perspectives, episodic memory) at the Central European University (CEU) Summer School "Understanding Actions and Mind", July 8 – 16, 2004, Budapest.  
2007- ... Foreign expert for Ph.D theses evaluation, National Institute of Psychology, Centre of Excellence, Quaid-I Azam University Islamabad, Pakistan.

### **Supervision of Doctoral Dissertations:**

#### *University of Sussex:*

- Nicola M. Yuill (1984): "Young children's comprehension and judgement of human action."  
Catherine M. Mant (1988): "The child's understanding of commitment."  
Susan R. Leekam (1988): "Children's understanding of intentional falsehood."  
Julie A. Hadwin (1990): "Children's understanding of belief-based emotion".  
Deborah Hutton (1992): "Children's conceptions of social emotions: jealousy & envy," (not completed).  
Lindsay J. Parkin (1994): "Normal and autistic children's theory of representation."  
Martin J. Doherty (1994): "Metalinguistic understanding and theory of mind."  
Wendy A. Clements (1995): "Implicit theories of mind."

#### *University of Salzburg:*

- Birgit Lang (2001): "Die 'Dimensional Change Card Sorting Task' als eine Aufgabe zur Überprüfung der Executive Functions und ihr Zusammenhang mit der Entwicklung einer Theory of Mind." (external: Beate Sodian)  
Sandra Stummer (2001): "Sag es anders—ToM (Theory of mind): Von einem metalinguistischen Bewusstsein zu alternativen Erklärungsansätzen." (external: Beate Sodian)  
Manuel Sprung (2003): "Children's understanding of point of view: belief and sortals." (external: David Olson)  
Daniela Kloo (2003). "Understanding conflicting descriptions: The developmental relation between false belief understanding and card sorting." (external: Adele Diamond)  
Elisabeth Stöttinger (2006): "Episodisches Gedächtnis—Erinnern als wirkliches Wiedererleben." (external: Hans Markowitsch)  
Bibiane Rendl (2008): "Developmental problems with identity: Children's understanding of multiple labels."  
Winfried Kain (working title). "Theory of mind and executive control in children with attention and inhibition deficits."  
Markus Aichhorn (working title): "The functional magnetic resonance image of perspective differences."  
Eva Rafetseder (working title): "The development of counterfactual reasoning."

Nina Bauer (working title): "Bilingualism, alternative naming, and theory of mind".

Thomas Giritzer (working title): "Metacognition of perspective Differences: Identity & Theory of mind in Child Development and Brain Imaging."

Michael Rohwer (working title): "Metakognition und Unsicherheit".

*Visiting Students:*

May – August 2008 Kim Nguyen (Toronto—Janet Astington)

March – April 2009 Marius Dumitru (Oxford—Martin Davies)

**Supervision of Master Theses:**

*University of Toronto*

Howes, D. L. (1989). Children's understanding of false beliefs as subjective attitudes.

*University of Salzburg*

\* ... interessante Daten # ... Teil einer publikation.

Waldhör, E. (1996). Entwicklung eines metalinguistischen Bewusstseins und einer "theory of mind".

Wörister, S. (1996). Theory of mind und Missrepräsentation der Wirklichkeit : kindliches Verstehen der Fals-Sign-, False-Belief- und "False"-Photo-Aufgabe.

#Kroisenbrunner, P. (1997). Beeinflussen Vorstellungen Entscheidungen unter Unsicherheit? Eine experimentelle Untersuchung zum Ellsberg-Effekt. [jointly with Anton Kühberger]

#Kurz, A. (1997). Künstliche Grammatiken und implizites Wissen: Evaluation zweier Theorien zum Urteilsverhalten.

#Lang, B. (1997). Das kindliche Verständnis von Intentionen und Selbstkontrolle: Eine Untersuchung über die Zusammenhänge spezieller menschlicher Reifungsprozesse.

Noggler, G. (1997). Das kindliche Verstehen von Missrepräsentationen: Falsche Hinweise, falscher Glaube und alte Photos.

#Stummer, S. (1997). Metalinguistisches Bewusstsein und "Theory of mind": Unterliegen beide der Fähigkeit der "Metarepräsentation"?

Bernhaupt, R. (1998). Measuring implicit understanding of belief using a computerized method.

#Schrofner, S. (1998). Verstehen anderer Personen: Laien-Theorie oder Empathie? [jointly with Anton Kühberger]

#Schulte-Mecklenbeck, M. (1998). Framing in real and hypothetical decision situations. [jointly with Anton Kühberger]

Berger, M. (1999). Kindliches Urteilen unter dem Einfluss von Situations- und Risikowahrnehmung. [jointly with Anton Kühberger]

\*Feichtinger, S. (1999). Kontrafaktisches Denken in der frühen Kindheit.

Hötzinger, S. (1999). "Wenn das Wörtchen wenn nicht wär' ...": denken Schüler kontrafaktisch? [jointly with Anton Kühberger]

#Komunska, D. (1999). Disjunction effect: Does it really exist? [jointly with Anton Kühberger]

Nowak, M. (1999). Das Verstehen von Blickrichtungen und des falschen Glaubens.

#Sprung, M. (1999). Theory of Mind und Kontrafaktisches Denken: Schwierigkeiten von drei bis fünf Jahre alten Kindern bei Aufgaben zum Kontrafaktischen Denken und Aufgaben zur Theory of Mind.

Steinbacher, R. (1999). Verstehen von emotionalen Reaktionen auf Musik: Theorie oder Simulation? [jointly with Anton Kühberger]

#Horn, R. (2000). Erfasst der "Falscher-Glauben-Test" nur Nichtwissen?

#Gornik, E. (2000). Die Entwicklung des episodischen Gedächtnisses: Die Rolle der direkten Erfahrung.

\*Ziesel, D. (2000). Kontrafaktisches Denken und der If-Only Effekt bei emotionalen und moralischen Urteilen. [jointly with Anton Kühberger]

Kastenhuber, J. (2001). Das episodische Gedächtnis und der Einfluß der Art der Wahrnehmung sowie der Personenbezogenheit bei Erwachsenen.

\*Kloo, D. (2001). "Theory of Mind" und exekutive Funktionen.

#Steinkogler, B. (2001). Dissoziation in der Entwicklung von Theory of Mind und kontrafaktischem Denken in der frühen Kindheit.

Weberndorfer, A. (2001). Intuitives vs. rationales Entscheiden und visuelle Wahrnehmung in Sportspielen. [jointly with Anton Kühberger]

Aichhorn, M. (2002). Implizites Verständnis von False-Belief.

- #Barchfeld, P. (2002). Strukturen und Funktionsbeziehungen der Theory of Mind: Eine Untersuchung an 4- bis 6-jährigen Kindern mit und ohne ADHD-Risiko.
- #Stöttinger, E. (2002). Parallelogramm Illusion - die Motorik beeindruckt das wenig! Der Einfluss impliziten Wissens auf das Handlungssystem.
- \*Trautinger, K. (2002). Theory of Mind und Arbeitsgedächtnis bei 8- bis 12-jährigen Kindern mit und ohne ADHD.
- Feninger, T. (2003). Exekutive Funktionen und ADHD. [jointly with Daniela Kloo]
- Laminger, F. (2003). ADHD und exekutive Funktionen: Eine Untersuchung an 8 – 12 jährigen Kindern mit und ohne ADHD. [jointly with Daniela Kloo]
- \*Markova, G. (2003). Unexpected contents, unexpected locations, and the problem with seeing.
- \*Ortner, M. (2003). Zeitverständnis bei Kindern zwischen 3 und 5 Jahren: Unterschiede im Erinnern "ereignisverändernder" und "rein zeitlicher" Abfolgen.
- \*Uiberreither, A. (2003). Theory of Mind und ADHD. [jointly with Daniela Kloo]
- #Wimmer, M. (2003). Theory of Mind und konzeptuelles perspektivisches Wahrnehmen.
- Lueger, A. (2004). Defizitäre exekutive Funktionen bei Kindern (7-9 J.) mit der Aufmerksamkeitsdefizit/Hyperaktivitätsstörung (ADHS)?
- Schaller, T. (2004). Theory of Mind und kontrafaktisches Denken im Alter von 3-5 Jahren.
- \*Gasperl, A. (2004). Der Einfluss von Ritalin und Placebo auf die exekutiven Funktionen von Kindern mit ADHD.
- #Pilz, R. (2005). Kontrafaktualität und Wirklichkeit: Die Entwicklung zu kontrafaktischem Denken unter Einbeziehung der subjektiven Wirklichkeit.
- \*Rendl, B. (2005). Verständnis von dualer Identität und Identitätsinformation bei Vorschulkindern.
- \*Piereder, M. (2005). Episodisches Gedächtnis im Zeitverlauf.
- \*Kaiser, W. (2005). Episodic Memory: The role of directness of information.
- Ammerstorfer, N. (2005). Verständnis von alternativen Benennungsaufgaben im Zusammenhang mit falschen Glaubensaufgaben bei Kindergartenkindern.
- Reikersdorfer, P. (2005). Verstehen von Videoevidenz und die Entwicklung von episodischem Gedächtnis bei Kindergartenkindern. [jointly with Daniela Kloo]
- \*Spitzer, S. (2005). Episodisches Gedächtnis in Abhängigkeit von Abrufart und Direktheit der Wahrnehmung.
- \*Hochhauser, I. (2005). Theory of Mind und Finite Komplementsyntax: Eine Untersuchung des Zusammenhangs dieser Fähigkeiten bei 3-bis 5-jährigen Kindern.
- \*Bauer, N. (2005). Sprachtraining für Theory of Mind: Verbessern Komplementsatz- und WH-Movement Training das Verständnis von falschem Glauben?
- #Giritzer, T. (2006). Theory of Mind und Selbstkontrolle. [jointly with Daniela Kloo]
- \*Grubinger, B. (2006). Identitätsverständnis im Vorschulalter im Zusammenhang mit dem Verständnis des Falschen Glaubens.
- Baumgartner, F. (2006). Direktheit der Erfahrung und episodisches Gedächtnis.
- Schobesberger, O. (2006). Erinnerung an nicht Erlebtes?
- \*Rohwer, M. (2006). Zusammenhang zwischen episodischem Gedächtnis und mentaler Rotation.
- \*Waidmann, G. (2006). Theory of Mind und Identitätsverständnis im Vorschulalter.
- #Kerschhuber, A. (2007). Schwierigkeiten Dreijähriger mit Set-Shifting beim Kartensortieren. [jointly with Daniela Kloo]
- #Dabernig, S. (2007). Entwicklung exekutiver Funktionen: Extradimensional und reversal shifts. [jointly with Daniela Kloo]
- #Schmidhuber, N. (2007). Selektive Aufmerksamkeitsprozesse und ihre Bedeutung für die Schwierigkeiten 3-jähriger Kinder bei der „Dimensional Change Card Sorting“-Aufgabe. [jointly with Daniela Kloo]
- Schwarz, T. (2007). Opazität und eingebettete Perspektiven bei Vorschulkindern.
- Heregger, S. (2007). Executive Funktionen und „Theory of Mind“: Inhibitionskontrolle oder Umbeschreiben. [jointly with Daniela Kloo]
- \*Trendl, C. (2007). Dimension Switching beim Kartensortieren zwischen und innerhalb von Objekten.
- #Hanstein, K. (2007). Der Einfluss visueller Hindernisse auf das Ergreifen optischer Illusionen. [jointly with Elisabeth Stöttinger]
- \*Keller, Z. (2007). Entwicklung des Begriffspaktes bei Kindern und Erwachsenen.
- #Aigner, S. (2008). Unterschiedliche Größenwahrnehmung zwischen visuomotorischer Handlung und perzeptuellem Urteil bei visuellen Illusionen. [jointly with Elisabeth Stöttinger]
- \*Strasser, E. (2008). Verständnis von Klasseninklusion und alternativen Objektbezeichnungen bei drei- bis siebenjährigen Kindern.
- \*Meitner, L. (2008). Verständnis von Identitätsaussagen im Vorschulalter.
- \*Frauschuh, E. (2008). Schwierigkeiten 3-jähriger Kinder mit der ‚Dimensional Change Card Sorting‘-Aufgabe. [jointly with Daniela Kloo]
- Daxeder, Ute (2008). Verständnis dualer Identitäten – ein Perspektivenproblem.
- Feichtinger, Veronika (2008). Entwicklung des Identitätsverständnisses vor dem Hintergrund der „Theory of Mind.“

Hamedinger, C.



## PUBLICATIONS

Josef Perner

### 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

Stöttinger, E., Kaiser, W., & Perner, J. (accepted pending minor revision: 2<sup>nd</sup> October 2008). "Remember" judgments and the constraint of direct experience. *Psychological Research - Psychologische Forschung*.

Aichhorn, M., Perner, J., Weiss, B., Kronbichler, M., Staffen, W., & Ladurner, G. (in press 02-June-08). Temporo-Parietal Junction Activity in Theory-of-Mind Tasks: Falseness, Beliefs, or Attention? *Journal of Cognitive Neuroscience*.

Perner, J. & Dienes, Z. (in press: proofs anticipated Sept/Oct 2008, publication in 2009 ). Representation. Entry to Cleeremans, A., Wilken, P. & Bayne, T. (eds.). *Oxford Companion to Consciousness*. Oxford, UK: Oxford University Press.

Stöttinger, E., Aigner, S., Hanstein, K., & Perner, J. (accepted 12.4.08). Grasping the diagonal: Controlling attention to illusory stimuli for action and perception. *Consciousness & Cognition*.

Kloo, D., Perner, J., & Giritzer, T. (2nd Draft: 3 May 07). Object-set-shifting in preschoolers: Relations to theory of mind. In Sokol, Carpendale, Iarocci, Müller, and Young (Eds.), *Self- and Social-Regulation: Exploring the Relations between Social Interaction, Social Cognition, and the Development of Executive Functions*. Oxford: Oxford University Press. DOI:10.1348/026151007X260154

#### 2008

Kloo, D., & Perner, J. (2008). Training Social and Executive Control Competence. *Mind, Brain and Education*, 2, 122-127.

Kloo, D., Perner, J., Kerschhuber, A. Dabernig, S., Aichhorn, M. (in press, 2008). Sorting between Dimensions: Conditions of Cognitive Flexibility in Preschoolers. *Journal of Experimental Child Psychology*. doi:10.1016/j.jecp.2007.12.003

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**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>

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**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>

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- Dienes, Z. & Perner, J. (1999). A theory of implicit and explicit knowledge (target article). *Behavioral and Brain Sciences*, 22, 735-755.
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[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.]
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- 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.
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- 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  $2 \times 2$  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. & Rafetseder, E. (submitted: **1st draft: 17 Mar 2008**). Hypothetical or Counterfactual Reasoning: Children Lost in the Nearest Possible World. *Mind and Language*, Vol, pp – pp.  
◇ Special issue edited by Sarah Beck, Teresa McCormack, and Christopher Hoerl based on contributions to the AHRC-workshop 'Understanding Counterfactuals/Understanding Causation', University of Warwick, 15 – 16 December 2007.
- Perner, J. & Brandl, J. (submitted **<shortened draft: 20 June 2008>**). "Simulation à la Goldman: Pretend and collapse." Commentary on the *Precis* of Alvin Goldman's "Simulating Minds." *Philosophical Studies*.
- Perner, J. & Roessler, J. (commissioned **DEADLINE 1st draft: end August 08; Final: June 2009; Published: July 2010; Length: ≤10.000 words**). 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*. Cambridge, MA: Bradford Book, The MIT Press.
- Perner, J. (**DEADLINE: end of January 2009--approximately 36.000 characters (including spaces) which equals roughly 10 pages**). "TITLE". In P.A. Frensch, et al. (Eds.), *ICP 2008 Proceedings*. Psychology Press.
- Perner, J. & Dienes, Z. (?**DEADLINE 1st draft: autumn 07 or 08**). Worldly projection and mental ascent: Which internal states can be externalised and which external states can be internalised? In J. Proust, J. Dokic, and E. Pacherie (Eds.), *From Metacognition to self-awareness*. Oxford: Oxford University Press.

#### Papers submitted

- Rafetseder, E. & Perner, J. (under revision **31 July 2008**). Counterfactual Reasoning: Developing a sense of "nearest possible world." *Child Development*.
- 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.
- Rendl, B. & Perner, J. (**under revision: 25 July 07**). Children understanding identity statements.
- 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

- Rafetseder, E. & Perner, J. (draft). Counterfactual reasoning in children: What factors can account for the discrepant data?
- Rafetseder, E. & Perner, J. (draft).

Kloo, D., Perner, J., & Rohwer, M. (data collected). Development of episodic remembering and mental rotation.

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

Perner, J., & Ruffman, T. (preliminary draft Nov-2004; partial draft 15-February-06). Criteria for Attributing a Theory of Mind: Can the False Belief Test meet Povinelli's Challenge?.

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

Kain, W., Traintinger, 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
- SRCDD 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, synonymity and homonymity“ 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, Maffliers, 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). "TITLE." 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

### Submissions:

- **Discussant** of Symposium "Toward an Integrated Theory of the Experience of Uncertainty and Ignorance: Insights from Conceptual and Metacognitive Development" convened by Claudia Roebers at the Biennial Meeting of the Society for Research in Child Development (SRCD) in Denver, Colorado, April 2 – 4, 2009.
- Perner, J. & Rafetseder, E. (2009). "What do Children Need for Proper Counterfactual Conditional Reasoning?" Paper presented in submitted Symposium "How do children do counterfactual thinking?" convened by Sarah Beck at the Biennial Meeting of the Society for Research in Child Development (SRCD) in Denver, Colorado, April 2 – 4, 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, April 2 – 4, 2009.
- Kießling, F., Perner, J., & Rohwer, M. (2009). "Children's early understanding of knowledge states in humans and supernatural agents." Paper presented in submitted Symposium "Kinds of minds," convened by ..... at the Biennial Meeting of the Society for Research in Child Development (SRCD) in Denver, Colorado, April 2 – 4, 2009.
- Perner, J., Kloos, D., & Rohwer, M. (2009). "Introspective Self-Awareness and Mental Time Travel: Episodic Remembering and Imagistic Reasoning in Typical Development." Paper presented in submitted Symposium "Self-

awareness in autism and typical development,” convened by David Williams at the Biennial Meeting of the Society for Research in Child Development (SRCD) in Denver, Colorado, April 2 – 4, 2009.

- Perner, J. (2009). “TITLE”. 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.