

Publikationen

Prof. Dr. van Ermingen-Marbach (Stand Nov. 2022)

2017

Płoński, P., Gradkowski, W., Altarelli, I., Monzalvo, K., van Ermingen-Marbach, M., Grande, M., Heim S., Marchewka, A., Bogorodzki, P., Ramus, F. & Jednoróg, K. (2017). Multi-parameter machine learning approach to the neuroanatomical basis of developmental dyslexia. *Human Brain Mapping*, 38(2), 900-908.

2015

Heim, S., Pape-Neumann, J., van Ermingen-Marbach, M., Brinkhaus, M., & Grande, M. (2015). Shared vs. specific brain activation changes in dyslexia after training of phonology, attention, or reading. *Brain Structure and Function*, 220(4), 2191-2207.

Jednorog, K., Marchewka, A., Altarelli, I., Monzalvo Lopez, A. K., van Ermingen-Marbach, M., Grande, M., Grabowska, A., Heim, S. & Ramus, F. (2015). How reliable are gray matter disruptions in specific reading disability across multiple countries and languages? Insights from a large-scale voxel-based morphometry study. *Human brain mapping*, 36(5), 1741-1754.

Pape-Neumann, J., van Ermingen-Marbach, M., Grande, M., Willmes, K., & Heim, S. (2015). The role of phonological awareness in treatments of dyslexic primary school children. *Acta Neurobiol Exp*, 75, 80-106.

Pape-Neumann, J., van-Ermingen-Marbach, M., Verhalen, N., Heim, S., & Grande, M. (2015). Rapid Automatized Naming, Verarbeitungs-geschwindigkeit und Leseflüssigkeit. *Sprache· Stimme· Gehör*, 39(01), 30-35.

2014

Brinkhaus, M., van Ermingen-Marbach, M., Grande, M., Reimers, J., Pape-Neumann, J., Sturm, W., & Heim, S. (2014). Subtypen-spezifisches Training bei Dyslexie. *Lernen*

und Lernstörungen. Huestegge, L., Rohrßen, J., van Ermingen-Marbach, M., Pape-Neumann, J., & Heim, S. (2014). Devil in the details? Developmental dyslexia and visual long-term memory for details. *Frontiers in psychology*, 5, 686.

van Ermingen-Marbach, M., Verhalen, N., Grande, M., Heim, S., Mayer, A., & Pape-Neumann, J. (2014). Orientierungswerte für die Benennungsgeschwindigkeit bei leseunauffälligen Kindern im Alter von 9 bis 11 Jahren. *Sprache· Stimme· Gehör*, 38(04), e28-e32.

2013

Hillen, R., Günther, T., Kohlen, C., Eckers, C., van Ermingen-Marbach, M., Sass, K., Volmar, J., Raddach, R. & Heim, S. (2013). Identifying brain systems for gaze orienting during reading: fMRI investigation of the Landolt paradigm. *Frontiers in human neuroscience*, 7, 384.

van Ermingen-Marbach, M., Pape-Neumann, J., Grande, M., Grabowska, A., & Heim, S. (2013). Distinct neural signatures of cognitive subtypes of dyslexia: Effects of lexicality during phonological processing. *Acta Neurobiologiae Experimentalis*, 73(3), 404-416.

van Ermingen-Marbach, M., Grande, M., Pape-Neumann, J., Sass, K. & Heim, S. (2013). Distinct Neural Signatures of Cognitive Subtypes of Dyslexia: An fMRI Study on Phonological Processing in Developmental Dyslexics with and without Phonological Deficits. *Neuroimage Clinical*, 2, 477-490.

2012

Brinkhaus, M., van Ermingen-Marbach, M., Grande, M., Reimers, J., Pape-Neumann, J., Sturm, W. & Heim, S. (2012). Training bei Dyslexie: Hirnfunktionelle Veränderungen. *Sprache Stimme Gehör*, 36, e28-29. 2

Repscher, S., Grande, M., Heim, S., van Ermingen, M. & Pape-Neumann, J. (2012). Entwicklung parallelisierter Wortlisten zur Verlaufsdiagnostik bei dyslektischen Kindern. (Developing parallelized word lists for a repeated testing of dyslectic children). *Sprache, Stimme, Gehör*, 36,33-39.

2010

Heim, S., Grande, M., Pape-Neumann, J., van Ermingen, M., Meffert, E., Grabowska, A., Huber, W. & Amunts, K. (2010). Interaction of phonological awareness and 'magnocellular' processing during normal and dyslexic reading: behavioural and fMRI investigations. *Dyslexia*, 16(3), 258-282.

Heim, S., van Ermingen, M., Huber, W., & Amunts, K. (2010). Left cytoarchitectonic BA 44 processes syntactic gender violations in determiner phrases. *Human brain mapping, 31*(10), 1532-1541.