

Publikationen

Peer-Review Artikel

Stephan, F., Gunzenhauser, C., Saalbach, H. (under review). Function of Language Skills in Preschooler's Problem-solving Performance: The role of Self-directed Speech. *Journal of Applied Developmental Psychology*.

Stephan, F., Saalbach, H. & Rossi, S. (2020). Inner versus overt speech production: Does this make a difference in the developing brain? *Brain Sciences*, 10(12), 939. Impact 2020: 3.332

Stephan, F., Saalbach, H. & Rossi, S. (2020). The Brain Differentially Prepares Inner and Overt Speech Production: Electrophysiological and Vascular Evidence. *Brain Sciences*, 10(3), 148. Impact 2019: 2.786

Steber, S., König, N., **Stephan, F.** & Rossi, S. (2020). Uncovering electrophysiological and vascular signatures of implicit emotional prosody. *Scientific Report*, 10(1), 1-14. Impact 2019: 4.011 / 5-Year-Impact: 4.525

Obrig, H., Mock, J., **Stephan, F.**, Richter, M., Vignotto, M. & Rossi, S. (2017). Impact of associative word learning on phonotactic processing in 6-month-old infants: A combined EEG and fNIRS study. *Developmental Cognitive Neuroscience*, 25, 185-197. Impact 2017: 4.185 / 5-Year-Impact: 5.197

Buchkapitel

Gunzenhauser, C., Hauch, F., **Stephan, F.** & Saalbach, H. (2020). Verbal Mediation of Planning in Elementary Students: A Think-Aloud Approach. Invited chapter in E. Klopp, R. Stark, & J. Schneider (Eds.), *Thinking Aloud - The Mind in Action*. Weimar, Deutschland: Bertuch Verlag.

Monographien

Stephan, F. (2020). *Language processing supporting cognitive performance: An investigation of children's and adults' inner speech using behavioral, electrophysiological and optical methods*. Leipzig.

Stephan, F. (2014). *Elektrophysiologische Korrelate von Wortlernmechanismen bei sechsmonatigen Säuglingen*. Halle (Saale).