

## Publications Dr. Sarolta Bakos

### 2021

Feldmann, L., Landes, I., Kohls, G., **Bakos, S.**, Bartling, J., Schulte-Körne, G., & Greimel, E. (2021). Neural processes of reward and punishment processing in childhood and adolescence: An event-related potential study on age differences. *Developmental Cognitive Neuroscience*, 47, 100896. <https://doi.org/https://doi.org/10.1016/j.dcn.2020.100896>

### 2020

Mehlhase, H., **Bakos, S.**, Bartling, J., Schulte-Körne, G., & Moll, K. (2020). Word processing deficits in children with isolated and combined reading and spelling deficits: An ERP-study. *Brain Research*, 1738. <https://doi.org/10.1016/J.BRAINRES.2020.146811>

**Bakos, S.**, Mehlhase, H., Landerl, K., Bartling, J., Schulte-Körne, G., & Moll, K. (2020). Naming processes in reading and spelling disorders: An electrophysiological investigation. *Clinical Neurophysiology : Official Journal of the International Federation of Clinical Neurophysiology*, 131(2), 351–360. <https://doi.org/10.1016/J.CLINPH.2019.11.017>

### 2019

Mehlhase, H., **Bakos, S.**, Landerl, K., Schulte-Körne, G., & Moll, K. (2019). Orthographic learning in children with isolated and combined reading and spelling deficits. *Child Neuropsychology : A Journal on Normal and Abnormal Development in Childhood and Adolescence*, 25(3), 370–393. <https://doi.org/10.1080/09297049.2018.1470611>

### 2018

Kemény, F., Gangl, M., Banfi, C., **Bakos, S.**, Perchtold, C. M., Papousek, I., Moll, K., & Landerl, K. (2018). Deficient letter-speech sound integration is associated with deficits in reading but not spelling. *Frontiers in Human Neuroscience*, 12, 449. <https://doi.org/10.3389/FNHUM.2018.00449/BIBTEX>

Feldmann, L., Piechaczek, C. E., Pehl, V., Bartling, J., **Bakos, S.**, Schulte-Körne, G., & Greimel, E. (2018). State or trait? Auditory event-related potentials in adolescents with current and remitted major depression. *Neuropsychologia*, 113, 95–103. <https://doi.org/10.1016/J.NEUROPSYCHOLOGIA.2018.03.035>

Landes, I., **Bakos, S.**, Kohls, G., Bartling, J., Schulte-Körne, G., & Greimel, E. (2018). Altered neural processing of reward and punishment in adolescents with Major Depressive Disorder. *Journal of Affective Disorders*, 232, 23–33. <https://doi.org/10.1016/J.JAD.2018.01.017>

Greimel, E., **Bakos, S.**, Landes, I., Töllner, T., Bartling, J., Kohls, G., & Schulte-Körne, G. (2018). Sex differences in the neural underpinnings of social and monetary incentive processing during adolescence. *Cognitive, Affective, & Behavioral Neuroscience*, 18(2), 296–312. <https://doi.org/10.3758/s13415-018-0570-z>

**Bakos, S.**, Landerl, K., Bartling, J., Schulte-Körne, G., & Moll, K. (2018). Neurophysiological correlates of word processing deficits in isolated reading and isolated spelling disorders. *Clinical Neurophysiology : Official Journal of the International Federation of Clinical Neurophysiology*, 129(3), 526–540. <https://doi.org/10.1016/J.CLINPH.2017.12.010>

## 2017

**Bakos, S.**, Landerl, K., Bartling, J., Schulte-Körne, G., & Moll, K. (2017). Deficits in letter-speech sound associations but intact visual conflict processing in dyslexia: Results from a novel ERP-paradigm. *Frontiers in Human Neuroscience*, 11, 116. <https://doi.org/10.3389/FNHUM.2017.00116/BIBTEX>

## 2016

**Bakos, S.**, Töllner, T., Trinkl, M., Landes, I., Bartling, J., Grossheinrich, N., Schulte-Körne, G., & Greimel, E. (2016). Neurophysiological Mechanisms of Auditory Information Processing in Adolescence: A Study on Sex Differences. *Http://Dx.Doi.Org/10.1080/87565641.2016.1194840*, 41(3), 201–214. <https://doi.org/10.1080/87565641.2016.1194840>

## 2015

Greimel, E., Trinkl, M., Bartling, J., **Bakos, S.**, Grossheinrich, N., & Schulte-Körne, G. (2015). Auditory selective attention in adolescents with major depression: An event-related potential study. *Journal of Affective Disorders*, 172, 445–452. <https://doi.org/10.1016/J.JAD.2014.10.022>

## 2014

Goschy, H., **Bakos, S.**, Mueller, H. J., & Zehetleitner, M. (2014). Probability cueing of distractor locations: both intertrial facilitation and statistical learning mediate interference reduction. *Frontiers in Psychology*, 5(OCT). <https://doi.org/10.3389/FPSYG.2014.01195>