Usha Goswami

List of Publications by Year
in descending order

Source: https://exaly.com/author-pdf/1369096/publications.pdf

Version: 2024-02-01

136	14,024	22153	22166
papers	citations	59 h-index	113 g-index

154	154	154	5665
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Delta- and theta-band cortical tracking and phase-amplitude coupling to sung speech by infants. NeuroImage, 2022, 247, 118698.	4.2	53
2	Neural detection of changes in amplitude rise time in infancy. Developmental Cognitive Neuroscience, 2022, 54, 101075.	4.0	1
3	Neural sampling of the speech signal at different timescales by children with dyslexia. NeuroImage, 2022, 253, 119077.	4.2	17
4	Cortical Tracking of Sung Speech in Adults vs Infants: A Developmental Analysis. Frontiers in Neuroscience, 2022, 16, 842447.	2.8	7
5	Atypical delta-band phase consistency and atypical preferred phase in children with dyslexia during neural entrainment to rhythmic audio-visual speech. NeuroImage: Clinical, 2022, 35, 103054.	2.7	12
6	Auditory Sensory Processing and Phonological Development in High IQ and Exceptional Readers, Typically Developing Readers, and Children With Dyslexia: A Longitudinal Study. Child Development, 2021, 92, 1083-1098.	3.0	13
7	Neurocognitive Predictors of Response to Intervention With GraphoGame Rime. Frontiers in Education, 2021, 6, .	2.1	5
8	Machine learning accurately classifies neural responses to rhythmic speech vs. non-speech from 8-week-old infant EEG. Brain and Language, 2021, 220, 104968.	1.6	13
9	Development of binaural temporal fine structure sensitivity in children. Journal of the Acoustical Society of America, 2021, 150, 2967-2976.	1.1	3
10	Rhythm discrimination and metronome tapping in 4-year-old children at risk for developmental dyslexia. Cognitive Development, 2021, 60, 101129.	1.3	8
11	An Evaluation of the Efficacy of GraphoGame Rime for Promoting English Phonics Knowledge in Poor Readers. Frontiers in Education, 2020, 5, .	2.1	8
12	Toward Realizing the Promise of Educational Neuroscience: Improving Experimental Design in Developmental Cognitive Neuroscience Studies. Annual Review of Developmental Psychology, 2020, 2, 133-155.	2.9	5
13	The Role of Paired Associate Learning in Acquiring Letter-Sound Correspondences: A Longitudinal Study of Children at Family Risk for Dyslexia. Scientific Studies of Reading, 2020, , 1-15.	2.0	0
14	Infantâ€directed speech to infants at risk for dyslexia: A novel crossâ€dyad design. Infancy, 2020, 25, 286-303.	1.6	7
15	Novel word learning deficits in infants at family risk for dyslexia. Dyslexia, 2020, 26, 3-17.	1.5	9
16	Speech rhythm and language acquisition: an amplitude modulation phase hierarchy perspective. Annals of the New York Academy of Sciences, 2019, 1453, 67-78.	3.8	68
17	Delayed development of phonological constancy in toddlers at family risk for dyslexia. , 2019, 57, 101327.		14
18	A neural oscillations perspective on phonological development and phonological processing in developmental dyslexia. Language and Linguistics Compass, 2019, 13, e12328.	2.3	27

#	Article	IF	Citations
19	Sensitivity to amplitude envelope rise time in infancy and vocabulary development at 3Âyears: A significant relationship. Developmental Science, 2019, 22, e12836.	2.4	26
20	Impaired Recognition of Metrical and Syntactic Boundaries in Children with Developmental Language Disorders. Brain Sciences, 2019, 9, 33.	2.3	19
21	A Neural Basis for Phonological Awareness? An Oscillatory Temporal-Sampling Perspective. Current Directions in Psychological Science, 2018, 27, 56-63.	5.3	55
22	Atypical cortical entrainment to speech in the right hemisphere underpins phonemic deficits in dyslexia. NeuroImage, 2018, 175, 70-79.	4.2	112
23	The role of phase synchronisation between low frequency amplitude modulations in child phonology and morphology speech tasks. Journal of the Acoustical Society of America, 2018, 143, 1366-1375.	1.1	18
24	Mothers speak differently to infants atâ€risk for dyslexia. Developmental Science, 2018, 21, e12487.	2.4	73
25	The temporal modulation structure of illiterate versus literate adult speech. PLoS ONE, 2018, 13, e0205224.	2.5	7
26	Difficulties in auditory organization as a cause of reading backwardness? An auditory neuroscience perspective. Developmental Science, 2017, 20, e12457.	2.4	8
27	The Temporal Modulation Structure of Infant-Directed Speech. Open Mind, 2017, 1, 78-90.	1.7	70
28	Neural Entrainment and Sensorimotor Synchronization to the Beat in Children with Developmental Dyslexia: An EEG Study. Frontiers in Neuroscience, 2017, 11, 360.	2.8	59
29	Perception of Filtered Speech by Children with Developmental Dyslexia and Children with Specific Language Impairments. Frontiers in Psychology, 2016, 7, 791.	2.1	25
30	Educational neuroscience: neural structure-mapping and the promise of oscillations. Current Opinion in Behavioral Sciences, 2016, 10, 89-96.	3.9	11
31	The principles and practices of educational neuroscience: Comment on Bowers (2016).. Psychological Review, 2016, 123, 620-627.	3.8	110
32	Atypical right hemisphere response to slow temporal modulations in children with developmental dyslexia. NeuroImage, 2016, 143, 40-49.	4.2	60
33	Neural encoding of the speech envelope by children with developmental dyslexia. Brain and Language, 2016, 160, 1-10.	1.6	128
34	Prosodic Similarity Effects in Shortâ€Term Memory in Developmental Dyslexia. Dyslexia, 2016, 22, 287-304.	1.5	11
35	Developmental trajectories for children with dyslexia and low IQ poor readers.. Developmental Psychology, 2016, 52, 717-734.	1.6	32
36	Dyslexia, Developmental. , 2015, , 727-730.		1

#	Article	IF	Citations
37	Awareness of Rhythm Patterns in Speech and Music in Children with Specific Language Impairments. Frontiers in Human Neuroscience, 2015, 9, 672.	2.0	64
38	Acoustic-Emergent Phonology in the Amplitude Envelope of Child-Directed Speech. PLoS ONE, 2015, 10, e0144411.	2.5	86
39	Basic auditory processing and sensitivity to prosodic structure in children with specific language impairments: a new look at a perceptual hypothesis. Frontiers in Psychology, 2015, 6, 972.	2.1	42
40	Visual attention span deficits and assessing causality in developmental dyslexia. Nature Reviews Neuroscience, 2015, 16, 225-226.	10.2	23
41	Auditory Processing in Specific Language Impairment (SLI): Relations With the Perception of Lexical and Phrasal Stress. Journal of Speech, Language, and Hearing Research, 2015, 58, 1292-1305.	1.6	45
42	Sensory theories of developmental dyslexia: three challenges for research. Nature Reviews Neuroscience, 2015, 16, 43-54.	10.2	361
43	Impaired extraction of speech rhythm from temporal modulation patterns in speech in developmental dyslexia. Frontiers in Human Neuroscience, 2014, 8, 96.	2.0	48
44	Oscillatory Ã¢â‚¬Å“temporal samplingÃ¢â‚¬Â•and developmental dyslexia: toward an over-arching theoretical framework. Frontiers in Human Neuroscience, 2014, 8, 904.	2.0	42
45	Auditory Temporal Processing Skills in Musicians with Dyslexia. Dyslexia, 2014, 20, 261-279.	1.5	29
46	A role for amplitude modulation phase relationships in speech rhythm perception. Journal of the Acoustical Society of America, 2014, 136, 366-381.	1.1	38
47	The neural basis of dyslexia may originate in primary auditory cortex. Brain, 2014, 137, 3100-3102.	7.6	18
48	A longitudinal study of basic auditory processing and phonological skills in children with low IQ. Applied Psycholinguistics, 2014, 35, 1109-1141.	1.1	10
49	Assessment of rhythmic entrainment at multiple timescales inÂdyslexia: Evidence for disruption to syllable timing. Hearing Research, 2014, 308, 141-161.	2.0	75
50	Gender differences in developmental dyscalculia depend onÂdiagnostic criteria. Learning and Instruction, 2013, 27, 31-39.	3.2	95
51	A Rhythmic Musical Intervention for Poor Readers: A Comparison of Efficacy With a Letterâ€Based Intervention. Mind, Brain, and Education, 2013, 7, 113-123.	1.9	132
52	Auditory processing interventions and developmental dyslexia: a comparison of phonemic and rhythmic approaches. Reading and Writing, 2013, 26, 139-161.	1.7	115
53	Assessing the Effectiveness of Two Theoretically Motivated Computerâ€Assisted Reading Interventions in the United Kingdom: <scp>GG</scp> Rime and <scp>GG</scp> Phoneme. Reading Research Quarterly, 2013, 48, 61-76.	3.3	112
54	Audiovisual perception of noise vocoded speech in dyslexic and non-dyslexic adults: The role of low-frequency visual modulations. Brain and Language, 2013, 124, 165-173.	1.6	13

#	Article	IF	Citations
55	Perception of patterns of musical beat distribution in phonological developmental dyslexia: Significant longitudinal relations with word reading and reading comprehension. Cortex, 2013, 49, 1363-1376.	2.4	110
56	Impaired perception of syllable stress in children with dyslexia: A longitudinal study. Journal of Memory and Language, 2013, 69, 1-17.	2.1	98
57	Speech rhythm and temporal structure: Converging perspectives?. Laboratory Phonology, 2013, 4, .	0.6	72
58	Neural entrainment to rhythmic speech in children with developmental dyslexia. Frontiers in Human Neuroscience, 2013, 7, 777.	2.0	91
59	Differential Entrainment of Neuroelectric Delta Oscillations in Developmental Dyslexia. PLoS ONE, 2013, 8, e76608.	2.5	57
60	Universals of reading: Developmental evidence for linguistic plausibility. Behavioral and Brain Sciences, 2012, 35, 287-288.	0.7	2
61	Reduced phase locking to slow amplitude modulation in adults with dyslexia: An MEG study. NeuroImage, 2012, 59, 2952-2961.	4.2	133
62	Neural Entrainment to Rhythmically Presented Auditory, Visual, and Audio-Visual Speech in Children. Frontiers in Psychology, 2012, 3, 216.	2.1	59
63	Basic auditory processing and developmental dyslexia in Chinese. Reading and Writing, 2012, 25, 509-536.	1.7	28
64	Entraining the Brain: Applications to Language Research and Links to Musical Entrainment. Empirical Musicology Review, 2012, 7, 57-63.	0.2	16
65	Auditory sensory deficits in developmental dyslexia: A longitudinal ERP study. NeuroImage, 2011, 57, 723-732.	4.2	50
66	Educational neuroscience: Developmental mechanisms: Towards a conceptual framework. NeuroImage, 2011, 57, 651-658.	4.2	36
67	Neuroscience and Reading: A Review for Reading Education Researchers. Reading Research Quarterly, 2011, 46, 156-172.	3.3	72
68	Music, rhythm, rise time perception and developmental dyslexia: Perception of musical meter predicts reading and phonology. Cortex, 2011, 47, 674-689.	2.4	276
69	N1, P2 and T-complex of the auditory brain event-related potentials to tones with varying rise times in adults with and without dyslexia. International Journal of Psychophysiology, 2011, 81, 51-59.	1.0	13
70	A temporal sampling framework for developmental dyslexia. Trends in Cognitive Sciences, 2011, 15, 3-10.	7.8	646
71	Language-universal Sensory Deficits in Developmental Dyslexia: English, Spanish, and Chinese. Journal of Cognitive Neuroscience, 2011, 23, 325-337.	2.3	184
72	Rise time and formant transition duration in the discrimination of speech sounds: the Ba-Wa distinction in developmental dyslexia. Developmental Science, 2011, 14, 34-43.	2.4	110

#	Article	IF	Citations
73	Rise time perception and detection of syllable stress in adults with developmental dyslexia. Journal of Memory and Language, 2011, 64, 59-73.	2.1	87
74	Correction to: Basic Auditory Processing Skills and Phonological Awareness in Low-IQ Readers and Typically Developing Controls. Scientific Studies of Reading, 2011, 15, 559-559.	2.0	2
75	Basic Auditory Processing Skills and Phonological Awareness in Low-IQ Readers and Typically Developing Controls. Scientific Studies of Reading, 2011, 15, 211-243.	2.0	21
76	Phonological Awareness, Vocabulary, and Reading in Deaf Children With Cochlear Implants. Journal of Speech, Language, and Hearing Research, 2010, 53, 237-261.	1.6	159
77	Learning novel phonological representations in developmental dyslexia: associations with basic auditory processing of rise time and phonological awareness. Reading and Writing, 2010, 23, 453-473.	1.7	31
78	Amplitude envelope perception, phonology and prosodic sensitivity in children with developmental dyslexia. Reading and Writing, 2010, 23, 995-1019.	1.7	145
79	The Future of Educational Neuroscience. Mind, Brain, and Education, 2010, 4, 68-80.	1.9	107
80	Auditory Processing and Early Literacy Skills in a Preschool and Kindergarten Population. Journal of Learning Disabilities, 2010, 43, 369-382.	2.2	65
81	Dyslexia and Specific Language Impairment: The Role of Phonology and Auditory Processing. Scientific Studies of Reading, 2010, 14, 8-29.	2.0	68
82	Beyond format-specificity: Is analogue magnitude really the core abstract feature of the cultural number representation?. Behavioral and Brain Sciences, 2009, 32, 352-353.	0.7	3
83	Orthographic influences, vocabulary development, and phonological awareness in deaf children who use cochlear implants. Applied Psycholinguistics, 2009, 30, 659-684.	1.1	27
84	Enhanced activation of the left inferior frontal gyrus in deaf and dyslexic adults during rhyming. Brain, 2009, 132, 1928-1940.	7.6	85
85	Mind, Brain, and Literacy: Biomarkers as Usable Knowledge for Education. Mind, Brain, and Education, 2009, 3, 176-184.	1.9	44
86	The ERP signature of sound rise time changes. Brain Research, 2009, 1254, 74-83.	2.2	25
87	Sensitivity to rhythmic parameters in dyslexic children: a comparison of Hungarian and English. Reading and Writing, 2009, 22, 41-56.	1.7	66
88	Rhythmic motor entrainment in children with speech and language impairments: Tapping to the beat. Cortex, 2009, 45, 119-130.	2.4	212
89	The Development of Reading across Languages. Annals of the New York Academy of Sciences, 2008, 1145, 1-12.	3.8	43
90	The mental wealth of nations. Nature, 2008, 455, 1057-1060.	27.8	425

#	Article	IF	Citations
91	Principles of Learning, Implications for Teaching: A Cognitive Neuroscience Perspective. Journal of Philosophy of Education, 2008, 42, 381-399.	0.8	62
92	Rhythmic processing in children with developmental dyslexia: Auditory and motor rhythms link to reading and spelling. Journal of Physiology (Paris), 2008, 102, 120-129.	2.1	206
93	Synthetic phonics and the teaching of reading. British Educational Research Journal, 2008, 34, 691-710.	2.5	100
94	Reading, dyslexia and the brain. Educational Research, 2008, 50, 135-148.	1.8	24
95	Analogy and the brain: A new perspective on relational primacy. Behavioral and Brain Sciences, 2008, 31, 387-388.	0.7	4
96	Basic Auditory Processing Skills and Specific Language Impairment: A New Look at an Old Hypothesis. Journal of Speech, Language, and Hearing Research, 2007, 50, 647-666.	1.6	160
97	Auditory Processing of Amplitude Envelope Rise Time in Adults Diagnosed With Developmental Dyslexia. Scientific Studies of Reading, 2007, 11, 259-286.	2.0	62
98	Educational Neuroscience: Defining a New Discipline for the Study of Mental Representations. Mind, Brain, and Education, 2007, 1, 114-127.	1.9	95
99	A developmental perspective on the neural code for written words. Trends in Cognitive Sciences, 2006, 10, 142-143.	7.8	45
100	Auditory and motor rhythm awareness in adults with dyslexia. Journal of Research in Reading, 2006, 29, 334-348.	2.0	129
101	Sensorimotor impairments in dyslexia: getting the beat. Developmental Science, 2006, 9, 257-259.	2.4	15
102	Becoming literate in different languages: similar problems, different solutions. Developmental Science, 2006, 9, 429-436.	2.4	261
103	Fluency, phonology and morphology: a response to the commentaries on becoming literate in different languages. Developmental Science, 2006, 9, 451-453.	2.4	31
104	The foundations of psychological understanding. Developmental Science, 2006, 9, 545-550.	2.4	4
105	Neuroscience and education: from research to practice?. Nature Reviews Neuroscience, 2006, 7, 406-413.	10.2	441
106	Phonological similarity neighborhoods and childrenâ€™s short-term memory: Typical development and dyslexia. Memory and Cognition, 2005, 33, 1210-1219.	1.6	50
107	The brain in the classroom? The state of the art. Developmental Science, 2005, 8, 467-469.	2.4	6
108	The use of event related potentials in the study of early cognitive development. Infant and Child Development, 2005, 14, 95-98.	1.5	2

#	Article	IF	Citations
109	Phonological Awareness in Deaf Children Who Use Cochlear Implants. Journal of Speech, Language, and Hearing Research, 2005, 48, 1511-1528.	1.6	61
110	Synthetic Phonics and Learning to Read: A Crossâ€language Perspective. Educational Psychology in Practice, 2005, 21, 273-282.	1.0	42
111	The effects of spelling consistency on phonological awareness: A comparison of English and German. Journal of Experimental Child Psychology, 2005, 92, 345-365.	1.4	116
112	Reading Acquisition, Developmental Dyslexia, and Skilled Reading Across Languages: A Psycholinguistic Grain Size Theory.. Psychological Bulletin, 2005, 131, 3-29.	6.1	2,104
113	Neuroscience, education and special education. British Journal of Special Education, 2004, 31, 175-183.	0.4	33
114	Neuroscience and education. British Journal of Educational Psychology, 2004, 74, 1-14.	2.9	223
115	Auditory processing skills and phonological representation in Dyslexic children. Dyslexia, 2004, 10, 215-233.	1.5	187
116	Deficits in beat perception and dyslexia: evidence from French. NeuroReport, 2004, 15, 1255-1259.	1.2	106
117	Why theories about developmental dyslexia require developmental designs. Trends in Cognitive Sciences, 2003, 7, 534-540.	7.8	166
118	Phonological neighbourhood density: effects in a rhyme awareness task in five-year-old children. Journal of Child Language, 2003, 30, 695-710.	1.2	83
119	Nonword reading across orthographies: How flexible is the choice of reading units?. Applied Psycholinguistics, 2003, 24, 235-247.	1.1	134
120	Phonological neighbourhood density: effects in a rhyme awareness task in five-year-old children. Journal of Child Language, 2003, 30, 695-710.	1.2	19
121	Amplitude envelope onsets and developmental dyslexia: A new hypothesis. Proceedings of the National Academy of Sciences of the United States of America, 2002, 99, 10911-10916.	7.1	423
122	Similarity relations among spoken words: The special status of rimes in English. Behavior Research Methods, 2002, 34, 416-423.	1.3	94
123	Pseudohomophone Effects and Phonological Recoding Procedures in Reading Development in English and German. Journal of Memory and Language, 2001, 45, 648-664.	2.1	141
124	Phonological representations, reading development and dyslexia: towards a cross-linguistic theoretical framework. Dyslexia, 2000, 6, 133-151.	1.5	214
125	Children's orthographic representations and linguistic transparency: Nonsense word reading in English, French, and Spanish. Applied Psycholinguistics, 1998, 19, 19-52.	1.1	250
126	Effects of Dialect on American and British Children's Spelling. Child Development, 1997, 68, 229.	3.0	29

#	Article	IF	Citations
127	Picture Naming Deficits in Developmental Dyslexia: The Phonological Representations Hypothesis. Brain and Language, 1997, 56, 334-353.	1.6	203
128	Phonological Awareness Deficits in Developmental Dyslexia and the Phonological Representations Hypothesis. Journal of Experimental Child Psychology, 1997, 66, 18-41.	1.4	321
129	Effects of Dialect on American and British Children's Spelling. Child Development, 1997, 68, 229-245.	3.0	38
130	Childrenâ€™s orthographic representations in English and Greek. European Journal of Psychology of Education, 1997, 12, 273-292.	2.6	91
131	The influence of orthographic consistency on reading development: word recognition in English and German children. Cognition, 1994, 51, 91-103.	2.2	376
132	A Special Link between Rhyming Skill and the Use of Orthographic Analogies by Beginning Readers. Journal of Child Psychology and Psychiatry and Allied Disciplines, 1990, 31, 301-311.	5.2	96
133	Children's use of analogy in learning to read: A developmental study. Journal of Experimental Child Psychology, 1986, 42, 73-83.	1.4	299
134	Strengths and weaknesses of the reading level design: A comment on Backman, Mamen, and Ferguson.. Psychological Bulletin, 1986, 100, 101-103.	6.1	142
135	Imitation as a Mechanism of Social Cognition: Origins of Empathy, Theory of Mind, and the Representation of Action. , 0, , 6-25.		90
136	Cognitive Development and Cognitive Neuroscience. , 0, , .		16