

Prof. Naama Friedmann

PUBLICATIONS

EDITED SPECIAL ISSUES

1. Friedmann, N., & Zoccolotti, P. (Eds.). (2010). Developmental dyslexia and dysgraphia [Special issue]. *Cortex*, 46(10).
2. Schulz, P., & Friedmann, N. (Eds.). (2011). Specific Language Impairment (SLI) across languages: Properties and possible loci [Special issue]. *Lingua*, 121(3).

ARTICLES

1. Friedmann, N., & Grodzinsky, Y. (1994). A linguistic approach to developmental dyslexia. *Brain and Cognition*, 26, 249-255. doi:10.1006/brcg.1994.1059
2. Friedmann, N., & Grodzinsky, Y. (1994). Verb inflection in agrammatism: A dissociation between Tense and Agreement. *Brain and Language*, 47, 402-405.
3. Friedmann, N., & Grodzinsky, Y. (1997). Tense and agreement in agrammatic production: Pruning the syntactic tree. *Brain and Language*, 56, 397-425. doi:10.1006/brln.1997.1795
4. Friedmann, N. (1999). 'That' and 'what' in agrammatic production. *Brain and Language*, 69, 365-367.
5. Friedmann, N., & Grodzinsky, Y. (1999). Morphology in agrammatic production: syntactic tree pruning. Z. Bánréti (Ed.), *Nyelvi struktúrák és az agy: neurolingvisztikai tanulmányok* (pp. 358-391). Budapest, Hungary: Corvina. (in Hungarian)
6. Friedmann, N. (2000). Agrammatic comprehension of OVS and OSV structures in Hebrew. *Behavioral and Brain Sciences*, 23, 33-34.
7. Friedmann, N. (2000). The tree pruning hypothesis: A syntactic characterization of agrammatic production. *Proceedings of the 13th CUNY conference on Human Sentence Processing*.
8. Friedmann, N., Wenkert-Olenik, D., & Gil, M. (2000). From theory to practice: Treatment of agrammatic production in Hebrew based on the Tree Pruning Hypothesis. *Journal of Neurolinguistics*, 13, 250-254.
9. Friedmann, N., Shapiro, L. P., & Swinney, D. A. (2001). Agrammatic comprehension of simple active sentences with moved objects: The case of Hebrew OVS and OSV structures. *Brain and Cognition*, 46, 7-8. doi:10.1016/S0278-2626(01)80005-1
10. Shapiro, L., & Friedmann, N. (2001). Your syntactic component really is necessary. *Aphasiology*, 15, 361-367.
11. Friedmann, N. (2001). Agrammatism and the psychological reality of the syntactic tree. *Journal of Psycholinguistic Research*, 30(1), 71-90. doi: 10.1023/A:1005256224207
12. Friedmann, N., & Gvion, A. (2001). Letter position dyslexia. *Cognitive Neuropsychology*, 18, 673-696. doi: 10.1080/02643290143000051
13. Gvion, A., Biran, M., & Friedmann, N. (2002). Does phonological working memory limitation cause comprehension deficits in agrammatic and conduction aphasia? *Brain and Language*, 83, 87-90.

14. Biran, M., & Friedmann, N. (2002). The effect of semantic and phonological cueing on the naming of aphasics with deficits in the different levels of lexical processing. *Israeli Journal of Language, Speech and Hearing Disorders*, 24, 21-40. (in Hebrew)
15. Friedmann, N. (2002). The syntactic deficit in agrammatic speech: The tree pruning theory. *Israeli Journal of Language, Speech and Hearing Disorders*, 24, 55-76. (in Hebrew)
16. Ruigendijk, E., & Friedmann, N. (2002). Not all grammatical morphemes are impaired in agrammatism: Evidence from the production of case in Hebrew and Dutch. *Israeli Journal of Language, Speech and Hearing Disorders*, 24, 41-54. (in Hebrew)
17. Friedmann, N., & Gvion, A. (2002). Modularity in developmental disorders: Evidence from SLI and peripheral dyslexias. *Behavioral and Brain Sciences*, 25, 756-757.
18. Friedmann, N. (2002). Syntactic tree pruning and question production in agrammatism. *Brain and Language*, 83, 117-120.
19. Friedmann, N. (2002). Types of dyslexia. In D. Finkelstein (Ed.) *the Israeli Orton Dyslexia publication, Everything you wanted to know about dyslexia*. (in Hebrew).
20. Friedmann, N. (2002). Question production in agrammatism: The Tree Pruning Hypothesis. *Brain and Language*, 80, 160-187. doi:10.1006/brln.2001.2587
21. Burchert, F., Friedmann, N., & De Bleser, R. (2003). Agreement morphology does not help comprehension in agrammatism A study of German and Hebrew. In N. Elsner, & H. Zimmermann (Eds.), *The Neurosciences from Basic Research to Therapy: Proceedings of the 29th Göttingen Neurobiology Conference* (pp. 332-333). Stuttgart: Thieme.
22. Burchert, F., Friedmann, N., & De Bleser, R. (2003). Morphology does not help comprehension in agrammatism: A study of German and Hebrew. *Brain and Language*, 87, 52.
23. Friedmann, N., & Gvion, A. (2003). Sentence comprehension and working memory limitation in aphasia: A dissociation between A dissociation between semantic-syntactic and phonological reactivation. *Brain and Language*, 86, 23-39. doi:10.1016/S0093-934X(02)00530-8
24. Friedmann, N., & Shapiro, L. P. (2003). Agrammatic comprehension of simple active sentences with moved constituents: Hebrew OSV and OVS structures. *Journal of Speech Language and Hearing Research*, 46, 288-297. doi:10.1044/1092-4388(2003/023)
25. Friedmann, N., & Biran, M. (2003). When is gender accessed? A study of paraphasias in Hebrew anomia. *Cortex*, 39, 441-463. doi:10.1016/S0010-9452(08)70258-2
26. Szterman, R., & Friedmann, N. (2003). The deficit in comprehension of movement-derived sentences in children with hearing impairment. *Lir'ot et hakolot*, 2, 20-29. (In Hebrew)
27. Gvion, A., & Friedmann, N. (2004). Dyslexias: Types, characteristics, and treatment directions. In the Israeli Association of Physical and Rehabilitation Medicine (PMR) bulletin, *Shikumada*, 22, 3-6. (in Hebrew)
28. Friedmann, N., & Novogrodsky, R. (2004). The acquisition of relative clause comprehension in Hebrew: A study of SLI and normal development. *Journal of Child Language*, 31, 661-681. doi:10.1017/S0305000904006269
29. Friedmann, N., & Nachman-Katz, I. (2004). Developmental neglect dyslexia in a Hebrew-reading child. *Cortex*, 40, 301-313. doi:10.1016/S0010-9452(08)70125-4

30. Ruigendijk, E., Kouwenberg, M., & Friedmann, N. (2004). Question production in Dutch agrammatism. *Brain and Language*, 91, 116-117. doi:10.1016/j.bandl.2004.06.060
31. Biran, M., & Friedmann, N. (2005). From phonological paraphasias to the structure of the phonological output lexicon. *Language and Cognitive Processes*, 20, 589-616. doi:10.1080/01690960400005813
32. Friedmann, N. (2005). Degrees of severity and recovery in agrammatism: Climbing up the syntactic tree. *Aphasiology*, 19, 1037-1051. doi:10.1080/02687030544000236
33. Friedmann, N., & Gvion, A. (2005). Letter form as a constraint for errors in neglect dyslexia and letter position dyslexia. *Behavioural Neurology*, 16, 145-158.
34. Biran, M., & Friedmann, N. (2006). Learning from mistakes: From the analysis of naming errors to phonological lexical retrieval. *Balshonut Ivrit*, 57, 23-47. (in Hebrew).
35. Friedmann, N., & Szterman, R. (2006). Syntactic movement in orally-trained children with hearing impairment. *Journal of Deaf Studies and Deaf Education*, 11(1), 56-75. doi:10.1093/deafed/enj002
36. Friedmann, N. (2006). Generalizations on variations in comprehension and production: A further source of variation and a possible account. *Brain and Language*, 96, 151-153. doi:10.1016/j.bandl.2005.06.002
37. Friedmann, N., Gvion, A., Biran, M., & Novogrodsky, R. (2006). Do people with agrammatic aphasia understand verb movement? *Aphasiology*, 20, 136-153. doi:10.1080/02687030500472462
38. Novogrodsky, R., & Friedmann, N. (2006). The production of relative clauses in SLI: A window to the nature of the impairment. *Advances in Speech-Language Pathology*, 8(4), 364-375. doi:10.1080/14417040600919496
39. Szterman, R., & Friedmann, N. (2007). How do children with hearing impairment produce and understand relative clauses? *Israeli Journal of Language, Speech and Hearing Disorders*, 28, 58-71. (In Hebrew)
40. Friedmann, N., & Gvion, A. (2007). As far as individuals with conduction aphasia understood these sentences were ungrammatical: Garden path in conduction aphasia. *Aphasiology*, 21, 570-586. doi:10.1080/02687030701192000
41. Friedmann, N., & Novogrodsky, R. (2007). Is the movement deficit in syntactic SLI related to traces or to thematic role transfer? *Brain and Language*, 101, 50-63. doi:10.1016/j.bandl.2006.09.006
42. Shetreet, E., Palti, D., Friedmann, N., & Hadar, U. (2007). Cortical representation of verb processing in sentence comprehension: Number of complements, subcategorization, and thematic frames. *Cerebral Cortex*, 17(8), 1958-1969. doi:10.1093/cercor/bhl105
43. Dotan, D., & Friedmann, N. (2007). From seven dwarfs to four wolves: Differences in the processing of number words and other words. *Language and Brain*, 6, 3-16. (in Hebrew).
44. Biran, M., & Friedmann, N. (2007). Lexical-syntactic information: Representation and possible impairments. *Language and Brain*, 6, 17-27. (in Hebrew)
45. Kenan, N., Friedmann, N., Schwartz, R., & Shapiro, L. (2007). Lexical-syntactic properties of verbs in the language of children with and without SLI. *Language and Brain*, 6, 29-37. (in Hebrew)
46. Shetreet, E., Friedmann, N., & Hadar, U. (2007). Syntactic and lexical aspects of embedding. *Language and Brain*, 6, 39-42. (in Hebrew)

47. Balaban, N., Friedmann, N., & Ariel, M. (2007). Linguistic implications of acquired Theory of Mind impairment. *Language and Brain*, 6, 43-54. (in Hebrew)
48. Novogrodsky, R., & Friedmann, N. (2007). Lexical SLI: Modularity within the language module. *Language and Brain*, 6, 55-64. (in Hebrew)
49. Kerbel, N., Shvimer, L., & Friedmann, N. (2007). Characteristics of developmental attentional dyslexia and an evaluation of directions for treatment. *Language and Brain*, 6, 65-74. (in Hebrew)
50. Nachman-Katz, I., & Friedmann, N. (2007). Developmental neglect dyslexia: Characteristics and directions for treatment. *Language and Brain*, 6, 75-90. (In Hebrew)
51. Sternberg, T., & Friedmann, N. (2007). Developmental graphemic buffer dyslexia. *Language and Brain*, 6, 91-96. (in Hebrew)
52. Lukov, L., & Friedmann, N. (2007). The effect of Ritalin on the manifestation of various dyslexias. *Language and Brain*, 6, 97-100. (in Hebrew)
53. Haddad, M., Friedmann, N. (2007). The effect of the orthographic structure of Arabic on letter position dyslexia. *Language and Brain*, 6, 101-110. (in Hebrew)
54. Gvion, A., & Friedmann, N. (2007). Dyscravia: A dysgraphia of voicing substitution. *Language and Brain*, 6, 111-118. (in Hebrew)
55. Yachini, M., & Friedmann, N. (2007). Blazing saddles: How are double letters represented in the graphemic buffer? *Language and Brain*, 6, 119-128. (in Hebrew)
56. Friedmann, N., & Rahamim, E. (2007). Developmental letter position dyslexia. *Journal of Neuropsychology*, 1, 201-236. doi:10.1348/174866407X204227
57. Friedmann, N. (2007). Young children and A-chains: The acquisition of Hebrew unaccusatives. *Language Acquisition*, 14(4), 377-422. doi: 10.1080/10489220701600523
58. Friedmann, N., Taranto, G., Shapiro, L. P., & Swinney, D. (2008). The leaf fell (the leaf): The online processing of unaccusatives. *Linguistic Inquiry*, 39(3), 355-377.
59. Gvion, A., Friedmann, N., & Yachini, M. (2008). Writing and dysgraphias: on the process of writing, writing impairments, and the relation between dysgraphia and dyslexia. The Israeli Association of Physical and Rehabilitation Medicine (PMR) bulletin, *Shikumada*, 26, 32-35. (in Hebrew).
60. Friedmann, N., & Lukov, L. (2008). Developmental surface dyslexias. *Cortex*, 44(9), 1146-1160. doi:10.1016/j.cortex.2007.09.005
61. Ruigendijk, E., & Friedmann, N. (2008). On the relation between structural case, determiners, and verbs in agrammatism: A study of Hebrew and Dutch. *Aphasiology*, 22, 948-969. doi:10.1080/02687030701831482
62. Friedmann, N., Reznick, J., Dolinski-Nuger, D., & Soboleva, K. (2008). Comprehension and production of movement-derived sentences by Russian-speaking agrammatic aphasics. *Language and Brain*, 7, 45-68. (In Hebrew)
63. Levy, H., & Friedmann, N. (2008). E pur si muove: Treatment of syntactic movement in SLI. *Literacy and Language*, 1, 9-38. (in Hebrew)
64. Dotan, D., Rahamim, E., & Friedmann, N. (2008). Is the visual analyzer specific for words? Conclusions from letter position dyslexia. *Language and Brain*, 7, 3-22. (in Hebrew)

65. Günzberg-Kerbel, N., Shvimer, L., & Friedmann, N. (2008). "Take the Hen that the cow kissed the hen": The acquisition of comprehension and production of various relative clauses in Hebrew. *Language and Brain*, 7, 23-43. (in Hebrew)
66. Shetreet, E., Friedmann, N., & Hadar, U. (2008). Brain imaging in the service of linguistic theory: The representation of optional complements. *Language and Brain*, 7, 69-82. (in Hebrew)
67. Nachman-Katz, I., & Friedmann, N. (2008). Developmental neglect dyslexia and its effect on number reading. *Language and Brain*, 7, 83-96. (in Hebrew)
68. Biran, M., & Friedmann, N. (2008). aPASia in aphasia: Evidence from production and repetition tasks. *Language and Brain*, 7, 97-124. (in Hebrew)
69. Balaban, N., Friedmann, N., Ariel, M., & Ziv, M. (2008). The linguistic consequences of acquired deficit in Theory of Mind. *Language and Brain*, 7, 125-148. (in Hebrew)
70. Yachini, M., & Friedmann, N. (2008). What is better: Popsicles or chocolate? *Language and Brain*, 7, 149-160. (in Hebrew)
71. Gvion, A., & Friedmann, N. (2008). FriGvi: A battery for the diagnosis of phonological working memory. *Language and Brain*, 7, 161-180. (in Hebrew)
72. Friedmann, N. (2008). Traceless relatives: Agrammatic comprehension of relative clauses with resumptive pronouns. *Journal of Neurolinguistics*, 21, 138-149. doi:10.1016/j.jneuroling.2006.10.005
73. Levy, H., & Friedmann, N. (2009). Treatment of syntactic movement in syntactic SLI: A case study. *First Language*, 29, 15-50. doi:10.1177/0142723708097815
74. Rahamim, E., & Friedmann, N. (2009). Developmental letter position dyslexia. *Literacy and Language*, 2, 79-109. (In Hebrew)
75. Friedmann, N., Belletti, A., & Rizzi, L. (2009). Relativized relatives: Types of intervention in the acquisition of A-bar dependencies. *Lingua*, 119, 67-88. doi:10.1016/j.lingua.2008.09.002
76. Shetreet, E., Friedmann, N., & Hadar, U. (2009). An fMRI study of syntactic layers: Sentential and lexical aspects of embedding. *NeuroImage*, 48, 707-716. doi:10.1016/j.neuroimage.2009.07.001
77. Shetreet, E., Friedmann, N., & Hadar, U. (2009). Cortical representation of unaccusative verbs. *Language and Brain*, 8, 21-29. (in Hebrew)
78. Reznick, J., & Friedmann, N. (2009). Morphological decomposition in the early stages of orthographic-visual analysis: Evidence from neglexia. *Language and Brain*, 8, 31-61. (in Hebrew)
79. Shvimer, L., Kerbel, N., & Friedmann, N. (2009). An empirical evaluation of various treatment directions in developmental attentional dyslexia. *Language and Brain*, 8, 87-118. (in Hebrew)
80. Yachini, M., & Friedmann, N. (2009). Developmental graphemic buffer dysgraphia in Hebrew. *Language and Brain*, 8, 119-147. (In Hebrew)
81. Nave, M., Szterman, R., & Friedmann, N. (2009). Comprehension and production of Wh questions by Hebrew-speaking children with hearing impairment: another evidence for the difficulty in syntactic movement. *Language and Brain*, 9, 1-29. (in Hebrew)
82. Shetreet, E., & Friedmann N. (2009). When MSXK MRTK becomes MRXK MSTK: Induced attentional dyslexia. *Language and Brain*, 9, 31-50. (in Hebrew)

83. Haddad-Hanna, M., & Friedmann, N. (2009). The comprehension of syntactic structures by Palestinian Arabic-speaking individuals with hearing impairment. *Language and Brain*, 9, 79-104. (in Arabic)
84. Sternberg, T., & Friedmann, N. (2009). Are there separate graphemic buffers for reading and writing? *Language and Brain*, 9, 105-117. (in Hebrew)
85. Nachman-Katz, I., & Friedmann, N. (2009). Writing words in developmental neglect dyslexia. *Language and Brain*, 9, 119-141. (in Hebrew)
86. Dotan, D., & Friedmann, N. (2009). Morpho-syntactic effects in the visual analysis of numbers. *Language and Brain*, 9, 143-158. (in Hebrew)
87. Shetreet, E., Friedmann, N., & Hadar, U. (2010). The neural correlates of linguistic distinctions: Unaccusative and unergative verbs. *Journal of Cognitive Neuroscience*, 22(10), 2306-2315. doi:10.1162/jocn.2009.21371.
88. Novogrodsky, R., Balaban, N., & Friedmann, N. (2010). When the child says that daddy hugs him, whom does he hug? On the development of the comprehension and production of pronouns in Hebrew. *Language and Brain*, 10, 1-19. (in Hebrew)
89. Friedmann, N., Reznick, J., Dolinski-Nuger, D., & Soboleva, K. (2010). Comprehension and production of movement-derived sentences by Russian speakers with agrammatic aphasia. *Journal of Neurolinguistics*, 23, 44-65. doi:10.1016/j.jneuroling.2009.08.002
90. Shetreet, E., Friedmann, N., & Hadar, U. (2010). Cortical representation of verbs with optional complements: The theoretical contribution of fMRI. *Human Brain Mapping*, 31, 770-785. doi:10.1002/hbm.20904.
91. Yachini, M., & Friedmann, N. (2010). Developmental graphemic buffer dysgraphia. *Procedia Social and Behavioral Sciences*, 6, 148-149. doi:10.1016/j.sbspro.2010.08.073
92. Friedmann, N., Fattal, I., & Fattal-Valevski, A. (2010). The effect of thiamine deficiency in infancy on the development of syntactic and lexical abilities. *Procedia Social and Behavioral Sciences*, 6, 168-169. doi:10.1016/j.sbspro.2010.08.083
93. Gvion, A., Friedmann, N., Rubin-Zaxenberg, I., & Mor, R. (2010). Subtypes of developmental surface dysgraphia. *Procedia Social and Behavioral Sciences*, 6, 145-147. doi:10.1016/j.sbspro.2010.08.072
94. Nachman-Katz, I., & Friedmann, N. (2010). An empirical evaluation of treatment directions for developmental neglect dyslexia. *Procedia Social and Behavioral Sciences*, 6, 248-249. doi:10.1016/j.sbspro.2010.08.124
95. Balaban, N., & Friedmann, N. (2010). Right brain damage, theory of mind, and the use of reference terms. *Procedia Social and Behavioral Sciences*, 6, 61-62. doi:10.1016/j.sbspro.2010.08.031
96. Biran, N., & Friedmann, N. (2010). Lexical-syntactic information in aphasia: Verb complementation frames in production and repetition tasks. *Procedia Social and Behavioral Sciences*, 6, 170-171. doi:10.1016/j.sbspro.2010.08.084
97. Dotan, D., & Friedmann, N. (2010). Words and numbers in the phonological output buffer. *Procedia Social and Behavioral Sciences*, 6, 82-83. doi:10.1016/j.sbspro.2010.08.042
98. Friedmann, N., Dotan, D., & Rahamim, E. (2010). Is the visual analyzer orthographic-specific? Reading words and numbers in letter position dyslexia. *Cortex*, 46, 982-1004. doi:10.1016/j.cortex.2009.08.007

99. Gvion, A., & Friedmann, N. (2010). Letter position dysgraphia. *Cortex*, 46 (9), 1100-1113. doi:10.1016/j.cortex.2009.09.008
100. Friedmann, N., Kerbel, N., & Shvimer, L. (2010). Developmental attentional dyslexia. *Cortex*, 46 (10), 1216-1237. doi:10.1016/j.cortex.2010.06.012
101. Friedmann, N., & Costa, J. (2010). The child heard a coordinated sentence and wondered: On children's difficulty in understanding coordination and relative clauses with crossing dependencies. *Lingua*, 120(6), 1502-1515. doi:10.1016/j.lingua.2009.10.006.
102. Ruigendijk, E., Friedmann, N., Novogrodsky, R., & Balaban, N. (2010). Symmetry in comprehension and production of pronouns: A comparison of German and Hebrew. *Lingua*, 120, 1991-2005. doi:10.1016/j.lingua.2010.02.009.
103. Gvion, A., & Friedmann, N. (2010). Dyscravia: Voicing substitution dysgraphia. *Neuropsychologia*, 48(7), 1935-1947. doi:10.1016/j.neuropsychologia.2010.03.014
104. Zoccolotti, P., & Friedmann, N. (2010). From dyslexia to dyslexias, from dysgraphia to dysgraphias, from a cause to causes: A look at current research on developmental dyslexia and dysgraphia. *Cortex*, 46 (10), 1211-1215. doi:10.1016/j.cortex.2010.09.003
105. Friedmann, N., & Costa, J. (2011). Acquisition of SV and VS order in Hebrew, European Portuguese, Palestinian Arabic, and Spanish. *Language Acquisition*, 18 (1), 1-38. doi:10.1080/10489223.2011.530507.
106. Friedmann, N., & Novogrodsky, R. (2011). Which questions are most difficult to understand? The comprehension of Wh questions in three subtypes of SLI. *Lingua*, 121, 367-382. doi:10.1016/j.lingua.2010.10.004
107. Schulz, P., & Friedmann, N. (2011). Specific Language Impairment (SLI) across languages: Properties and possible loci. *Lingua*, 121, 333-338. doi:10.1016/j.lingua.2010.10.002
108. Friedmann, N., & Szterman, R. (2011). The comprehension and production of wh questions in deaf and hard-of-hearing. *Journal of Deaf Studies and Deaf Education*, 16(2), 212-235. doi:10.1093/deafed/ENQ052
109. Shetreet, E., & Friedmann, N. (2011). Induced letter migrations between words and what they reveal about the orthographic-visual analyzer. *Neuropsychologia*, 49(3), 339-351. doi:10.1016/j.neuropsychologia.2010.11.026
110. Friedmann, N., Aram, D., & Novogrodsky, R. (2011). Definitions as a window to the acquisition of relative clauses. *Applied Psycholinguistics*, 32, 687-710. doi:10.1017/S0142716411000026
111. Fattal, I., Friedmann, N., & Fattal-Valevski, A. (2011). The crucial role of thiamine in the development of syntax and lexical retrieval: A study of infantile thiamine deficiency. *Brain*, 134(6), 1720-1739. doi:10.1093/brain/awr068
112. Friedmann, N., Tzailer-Gross, L., & Gvion, A. (2011). The effect of syntax on reading in neglect dyslexia. *Neuropsychologia*, 49(10), 2803-2816. doi:10.1016/j.neuropsychologia.2011.05.023
113. Barbieri, E., Marelli, M., Zonca, G., Saletta, P., Friedmann, N., & Luzzatti, C. (2011). Three sides of a same coin? An investigation of phonological dyslexia in a group of Italian aphasic patients. *Procedia Social and Behavioral Sciences*, 23, 82-83.
114. Khentov-Kraus, L., & Friedmann, N. (2011). Dyslexia in vowel letters (DIVL). *Language and Brain*, 10, 65-106. (In Hebrew)

115. Cohen-Shalev, S., & Friedmann, N. (2011). A rose is a rose but a daffodil is a flower: prototypicality and naming procedures in deep dyslexia. *Language and Brain*, 10, 107-137. (In Hebrew)
116. Friedmann, N., Dotan, D., & Biran, M. (2011). Lexical retrieval and various types of acquired and developmental anomia. *Language and Brain*, 10, 139-168. (in Hebrew)
117. Keidar, R., & Friedmann, N. (2011). Does Methylphenidate help readers with letter position dyslexia and attentional dyslexia? *Language and Brain*, 10, 195–214. (In Hebrew)
118. Friedmann, N., Biran, M., & Gvion, A. (2012). Patterns of visual dyslexia. *Journal of Neuropsychology*, 6(1), 1-30. doi:10.1111/j.1748-6653.2011.02000.x
119. Gvion, A., & Friedmann, N. (2012). Phonological short term memory in conduction aphasia. *Aphasiology*, 26(3-4), 579–614. doi:10.1080/02687038.2011.643759
120. Gvion, A., & Friedmann, N. (2012). Does phonological working memory impairment affect sentence comprehension? A study of conduction aphasia. *Aphasiology*, 26(3-4), 494–535. doi:10.1080/02687038.2011.647893
121. Friedmann, N., & Haddad-Hanna, M. (2012). Letter position dyslexia in Arabic: From form to position. *Behavioural Neurology*, 25(3), 193–203. doi:10.3233/BEN-2012-119004
122. Biran, M., & Friedmann, N. (2012). The representation of lexical-syntactic information: Evidence from syntactic and lexical retrieval impairments in aphasia. *Cortex*, 48 (9), 1103–1127. doi:10.1016/j.cortex.2011.05.024
123. Belletti, A., Friedmann, N., Brunato, D., & Rizzi, L. (2012). Does gender make a difference? Comparing the effect of gender on children's comprehension of relative clauses in Hebrew and Italian. *Lingua*, 122(10), 1053–1069. doi:10.1016/j.lingua.2012.02.007
124. Friedmann, N., & Gvion, A. (2012). An even more universal model of reading: Various effects of orthography on dyslexias. *Behavioral and Brain Sciences*, 35(5), 285–286. doi:10.1017/S0140525X12000167
125. Shetreet, E., & Friedmann, N. (2012). Stretched, jumped, and fell: An fMRI investigation of reflexive verbs and other intransitives. *NeuroImage*, 60, 1800–1806. doi:10.1016/j.neuroimage.2012.01.081
126. Gvion, A., & Friedmann, N. (2012). The interaction between lexical retrieval and oral reading: Evidence from acquired and developmental anomia and surface dyslexia. *Stem-, Spraak- En Taalpathologie*, 17(2), 39–42.
127. Kohnen, S., Nickels, L., Castles, A., Friedmann, N., & McArthur, G. (2012). When 'slime' becomes 'smile': Developmental letter position dyslexia in English. *Neuropsychologia*, 50 (14), 3681–3692. doi:10.1016/j.neuropsychologia.2012.07.016
128. Gvion, A., & Friedmann, N. (2013). A selective deficit in imageable concepts: A window to the organization of the conceptual system. *Frontiers in Human Neuroscience*, 7(226), 1–13. doi: 10.3389/fnhum.2013.00226
129. Gvion, A., & Friedmann, N. (2013). Developmental and acquired surface dyslexia and anomia as a result of a shared deficit in phonological output lexicon. *Procedia - Social and Behavioral Sciences*, 94, 205–206.
130. Shetreet, E., & Friedmann, N. (2014). The processing of different syntactic structures: fMRI investigation of the linguistic distinction between Wh-movement and verb

- movement. *Journal of Neurolinguistics*, 27, 1–17. doi: 10.1016/j.jneuroling.2013.06.003.
131. Friedmann, N., & Haddad-Hanna, M. (2014). The comprehension of sentences derived by syntactic movement in Palestinian Arabic-speaking children with hearing impairment. *Applied Psycholinguistics*, 35 (3), 473–513. doi: 10.1017/S0142716412000483
132. Friedmann, N., & Rahamim, E. (2014). What can reduce letter migrations in letter position dyslexia? *Journal of Research in Reading*, 37(3), 297–315. doi:10.1111/j.1467-9817.2011.01525.x
133. Castles, A., & Friedmann, N. (2014). Developmental dyslexia and the phonological deficit hypothesis. *Mind and Language*, 29 (3), 270–285. <https://doi.org/10.1111/mila.12050>
134. Friedmann, N., & Gvion, A. (2014). Compound reading in Hebrew text-based neglect dyslexia: The effects of the first word on the second word and of the second on the first. *Cognitive Neuropsychology*, 31(1-2), 106–122. doi: 10.1080/02643294.2014.884059.
135. Dotan, D., Friedmann, N., & Dehaene, S. (2014). Breaking down number syntax: Spared comprehension of multi-digit numbers in a patient with impaired digit-to-word conversion. *Cortex*, 59, 62–73. doi: 10.1016/j.cortex.2014.07.005
136. Costa, J., Friedmann, N., Silva, C., & Yachini, M. (2014). The boy that the chef cooked: Acquisition of PP relatives in European Portuguese and Hebrew. *Lingua*, 150, 386–409. doi: 10.1016/j.lingua.2014.08.005
137. Szterman, R., & Friedmann, N. (2014). Relative clause reading in hearing impairment: Different profiles of syntactic impairment. *Frontiers in Psychology: Language Sciences*, 5(1229), 1-16. doi: 10.3389/fpsyg.2014.01229
138. Hofstetter, S., Friedmann, N., & Assaf, Y. (2014). *Diffusion MRI study of cortical plasticity induced by a short linguistic task*. *Journal of Molecular Neuroscience*, 53, S639. Doi: 10.1007/s12031-014-0252-4.
139. Berman Z., Keidar, R., Friedmann, N., & Tarrasch, R. (2014). *Mindful reading: Mindfulness meditation positively affects reading, attention and brain activity among dyslexic students*. *Journal of Molecular Neuroscience*, 53, S19. Doi: 10.1007/s12031-014-0252-4.
140. Dotan, D., & Friedmann, N. (2015). Steps towards understanding the phonological output buffer and its role in the production of numbers, morphemes, and function words. *Cortex*, 63, 317-351. doi: 10.1016/j.cortex.2014.08.014
141. Lukov, L., Friedmann, N., Shalev, L., Khentov-Kraus, L., Shalev, N., Lorber, R., & Guggenheim, R. (2015). Dissociations between developmental dyslexias and attention deficits. *Frontiers in Psychology*, 5(1501), 1-18. doi: 10.3389/fpsyg.2014.01501
142. Friedmann, N., & Rusou, D. (2015). Critical period for first language: The crucial role of language input during the first year of life. *Current Opinion in Neurobiology*, 35, 27-34. doi: 10.1016/j.conb.2015.06.003.
143. Friedmann, N., Gvion, A., & Nisim, R. (2015). Insights from developmental and acquired letter position dyslexia on morphological decomposition in reading. *Frontiers in Human Neuroscience*, 9(143), 1-24. doi: 10.3389/fnhum.2015.00143

144. Biran, M., & Friedmann, N. (2016). The crane is lifting the car: Access the grammatical gender of nouns in words and sentences. *Language and Brain*, 11, 1–23. (In Hebrew)
145. Dotan, D., Friedmann, N., & Dehaene, S. (2016). Non-verbal comprehension of multi-digit numbers. *Language and Brain*, 11, 25–47. (In Hebrew)
146. Reznick, J., & Friedmann, N. (2015). Evidence from neglect dyslexia for morphological decomposition at the early stages of orthographic-visual analysis. *Frontiers in Human Neuroscience*, 9(497), 1–19. doi: 10.3389/fnhum.2015.00497
147. Varlokosta, S., Belletti, A., Costa, J., Friedmann, N., Gavarro, A., Grohmann, K., Guasti, M.-T., Tuller, L., Lobo, M. et al. (2016). A cross-linguistic study of the acquisition of clitic and pronoun production. *Language Acquisition*, 23(1), 1–26. doi: 10.1080/10489223.2015.1028628
148. Balaban, N., Belletti, A., Friedmann, N., & Rizzi, L. (2016). Disentangling principle C: A contribution from individuals with brain damage. *Lingua*, 169, 1–20. doi: 10.1016/j.lingua.2015.09.004
149. Balaban, N., Friedmann, N., & Ziv, M. (2016). Theory of mind impairment after right hemisphere damage. *Aphasiology*, 30(12), 1399–1423. doi: 10.1080/02687038.2015.1137275
150. Balaban, N., Friedmann, N., & Ariel, M. (2016). The effect of theory of mind impairment on language: Referring after right hemisphere damage. *Aphasiology*, 30(12), 1424–1460. doi: 10.1080/02687038.2015.1137274
151. Gvion, A., & Friedmann, N. (2016). A principled relation between reading and naming in acquired and developmental anomia: Surface dyslexia following impairment in the phonological output lexicon. *Frontiers in Psychology – Language Sciences*, 7 (340), 1–16. doi: 10.3389/fpsyg.2016.00340
152. Oren, E., Friedmann, N., & Dar, R. (2016). Things happen: Individuals with high obsessive-compulsive tendencies omit agency in their spoken language. *Consciousness and Cognition*, 42, 125–134. doi: 10.1016/j.concog.2016.03.012
153. Tarrasch, R., Berman, Z., & Friedmann, N. (2016). Mindful reading: Mindfulness meditation helps keep readers with dyslexia or ADHD on the lexical track. *Frontiers in Psychology: Cognition*, 7(578), 1–18. doi: 10.3389/fpsyg.2016.00578
154. Shetreet, E., Linzen, T., & Friedmann, N. (2016). Against all odds: Exhaustive activation of verb complementation options. *Language, Cognition, and Neuroscience*, 31(9), 1206–1214. doi: 10.1080/23273798.2016.1205203
155. Hofstetter, S., Friedmann, N., & Assaf, Y. (2017). Rapid language-related plasticity: Microstructural changes in the cortex after a short session of new word learning. *Brain Structure and Function*, 222(3), 1231–1241. doi: 10.1007/s00429-016-1273-2
156. Friedmann, N., Rizzi, L., & Belletti, A. (2017). No case for Case in locality: Case does not help interpretation when intervention blocks A-bar chains. *Glossa: A journal of general linguistics*, 2(1), 33, 1–18. doi: 10.5334/gjgl.165.
157. Ruigendijk, E., & Friedmann, N. (2017). A deficit in movement-derived sentences in German-speaking Hearing-Impaired children. *Frontiers in Psychology*, 8(6891), 1–22. doi: 10.3389/fpsyg.2017.00689
158. Brock, J., Sukenik, N., & Friedmann, N. (2017). Individual differences in autistic children's homograph reading: Evidence from Hebrew. *Autism & Developmental Language Impairments*, 2, 1–10. doi: 10.1177/2396941517714945

159. Friedmann, N., & Coltheart, M. (2017). Developmental dyslexias. *Language and Brain*, 12, 1-34. (in Hebrew)
160. Szterman, R., & Friedmann, N. (2017). Comprehension and production of sentences with verb movement to C in children with hearing impairment. *Language and Brain*, 12, 53-87. (in Hebrew)
161. Reznick, J., & Friedmann, N. (2017). On the order of acquisition of various types of movement in Hebrew. *Language and Brain*, 12, 109-168. (in Hebrew)
162. Traficante, D., Friedmann, N., Rizzi, G., & Luzzatti, C. (2017). Multiple patterns of dyslexia in a shallow orthography: Principles for a diagnostic screening of developmental dyslexias. *Frontiers in Human Neuroscience. Conference Abstract: Academy of Aphasia 55th Annual Meeting*. doi:10.3389/conf.fnhum.2017.223.00001
163. Poortman, E. B., Struiksma, M. E., Kerem, N., Friedmann, N., & Winter, Y. (2018). Reciprocal expressions and the Maximal Typicality Hypothesis. *Glossa: A journal of general linguistics*, 3(1): 18, 1–30. doi: 10.5334/gjgl.180
164. Dotan, D., & Friedmann, N. (2018). A cognitive model for multidigit number reading: Inferences from individuals with selective impairments. *Cortex*, 101, 249-281. doi.org/10.1016/j.cortex.2017.10.025
165. Sukenik, N., & Friedmann, N. (2018). ASD is not DLI: Individuals with autism and individuals with Syntactic DLI show similar performance level in syntactic tasks, but different error patterns. *Frontiers in Psychology*, 9(279), 1-21. doi: 10.3389/fpsyg.2018.00279
166. Khentov-Kraus, L., & Friedmann, N. (2018). Vowel letter dyslexia. *Cognitive Neuropsychology*, 35(5-6), 223-270. doi:10.1080/02643294.2018.1457517
167. Friedmann, N., Szterman, R., Belletti, A., & Rizzi, L. (2018). The head the construct: Construct state nominals as a novel window to syntactic movement difficulties in hearing impairment. *Glossa: a journal of general linguistics*, 3(1), 134, 1–15. doi: 10.5334/gjgl.674
168. Dotan, D., & Friedmann, N. (2019). Separate mechanisms for number reading and word reading: Evidence from selective impairments. *Cortex*, 114, 176-192. doi: 10.1016/j.cortex.2018.05.010
169. Dotan, D., & Friedmann, N. (2019). Reducing interference improves the memorization of multiplication facts in case of hypersensitivity to interference. *Journal of Numerical Cognition*, 5(3), 400-430. doi:10.5964/jnc.v5i3.203.
170. Friedmann, N., Yachini, M., Gvion, A., & Nickels, L. (2020). Nonword writing does not require the phonological output buffer: Neuropsychological evidence for a direct phonological-orthographic route. *Journal of Neuropsychology*, 14, 301-317. doi:10.1111/jnp.12190
171. Balaban, N., Schulz, P., & Friedmann, N. (2019). Is Theory of Mind the basis for exhaustivity in wh-questions? Evidence from TOM impairment after right hemisphere damage. *Journal of Neurolinguistics*, 52 (100853), 1-19. doi: 10.1016/j.jneuroling.2019.100853
172. Marinelli, C. V., Arduino, L. S., Trinczer, I. L., & Friedmann, N. (2019). How Different Reading Habits Influence Lines, Words and Pseudowords Bisection: Evidence from Italian and Hebrew. *Psychology*, 10 (15), 2051-2061. doi: 10.4236/psych.2019.1015132.

173. Dotan, D., & Friedmann, N. (2019). Number reading and word reading use separate mechanisms: Dissociations between dysnumeria and dyslexia. *Language and Brain*, 13. (in Hebrew)
174. Güven, S., & Friedmann, N. (2019). Developmental letter position dyslexia in Turkish, a morphologically rich and orthographically transparent language. *Frontiers in Psychology - Language Sciences*, 10(2401), 1-19. doi:10.3389/fpsyg.2019.02401
175. Haluts, N., Trippa, M., Friedmann, N., & Treves, A. (2020). Professional or amateur? The phonological output buffer as a working memory operator. *Entropy*, 22(6), 662, 1-35. <https://doi.org/10.3390/e22060662>
176. Lakretz, Y., Ossmy, O., Friedmann, N., Mukamel, R., & Fried, I. (2021). Single-cell activity in human STG during perception of phonemes is organized according to manner of articulation. *NeuroImage*, 226, 117499. <https://doi.org/10.1016/j.neuroimage.2020.117499>
177. Szterman, R., & Friedmann, N. (2020). The effect of syntactic impairment on errors in reading aloud: Text Reading and comprehension of deaf and hard of hearing children. *Brain Sciences*, 10(896), 1-35. <https://doi.org/10.3390/brainsci10110896>
178. Lopes-Toledano, L., & Friedmann, N. (2020). Letter migrations between words in reading: Different types and ways to distinguish between them. *Language and Brain*, 14, 1-22. (in Hebrew)
179. Gabso-Rajuan, M., Balaban, N., & Friedmann, N. (2020). Embedding in language and embedding in thought: Separate or dependent abilities?. *Language and Brain*, 14, 33-69. (in Hebrew)
180. Sukenik, N., Morin, E., Friedmann, N., Prevost, P., & Tuller, L. (2021). Coconuts and curtain cakes: The production of wh-questions in ASD. *Autism and Developmental Language Impairments*, 6, 1-19. doi: 10.1177/2396941520982953
181. Fuhrman, O., Eckerling, A., Friedmann, N., Tarrasch, R., & Raz, G. (2021). The moving learner: Object manipulation in virtual reality improves vocabulary learning. *Journal of Computer Assisted Learning*, 37, 672–683. <https://doi.org/10.1111/jcal.12515>
182. Güven, S., & Friedmann, N. (2021). Vowel dyslexia in Turkish: A window to the complex structure of the sublexical route. *PLoS ONE*, 16(3), e0249016. <https://doi.org/10.1371/journal.pone.0249016>
183. Friedmann, N., Haluts, N., & Levy, D. (2021). Dysnumeria in sign language: Impaired construction of decimal structures in reading multidigit numbers in a deaf ISL signer. *Frontiers in Psychology*, 12(649109), 1-27. <https://doi.org/10.3389/fpsyg.2021.649109>
184. Petter, Y., & Friedmann, N. (2021). Developmental proper name anomia. *EasyChair preprint*, 6496.
185. Friedmann, N., Stark, R., Gvion, A., & Coltheart, M. (2021). Types of amnesia: Different morphological disorders in reading and their different sources. *EasyChair preprint*, 6493.
186. Yachini, M., & Friedmann, N. (2021). Vowel dysgraphia. *EasyChair preprint*, 6516.
187. Katz, Y., & Friedmann, N. (2021). Impairments in verb retrieval in aphasia: A lexical-syntactic model. *EasyChair preprint*, 6490.

188. Gvion, A., Saadya, H., & Friedmann, N. (2021). Distinguishing between phonological output buffer deficit and apraxia of speech: Error analysis to the rescue. *EasyChair preprint*, 6492.
189. Traficante, D., Luzzatti, C., & Friedmann, N. (2021). A complex view of the grapheme-to-phoneme conversion (gpc) procedure: Evidence for vowel developmental dyslexia from a shallow orthography language. *EasyChair preprint*, 6500.
190. Haluts, N., & Friedmann, N. (2021). STEPS in sign language: The pattern of errors made by sign language users with impaired POB. *EasyChair preprint*, 6464.
191. Gabso-Rajuan, M., Balaban, N., & Friedmann, N. (2021). Embedding in language and in thinking: A double dissociation in aphasia and aTOMia. *EasyChair preprint*, 6454.
192. Friedmann, N., Belletti, A., & Rizzi, L. (2021). Growing trees: The acquisition of the left periphery. *Glossa: a journal of general linguistics*, 6(1): 131. DOI: <https://doi.org/10.16995/glossa.5877>
193. Friedmann, N., & Reznick, J. (2021). Stages rather than ages in the acquisition of movement structures: Data from sentence repetition and 27696 spontaneous clauses. *Glossa: a journal of general linguistics* 6(1): 143, 1–69. DOI: <https://doi.org/10.16995/glossa.5716>
194. Katz, Y. Z., Haluts, N., & Friedmann, N. (2022). The long-lasting effects of thiamine deficiency in infancy on language: A study of a minimal-pair of twins. *Journal of Neurolinguistics*, 62 (101042), 1-23.
195. Güven, S., & Friedmann, N. (2022). Even in predictable orthographies: Surface dyslexia in Turkish. *Scientific Studies of Reading*. [10.1080/10888438.2022.2058399](https://doi.org/10.1080/10888438.2022.2058399)

CHAPTERS IN BOOKS

196. Friedmann, N., & Grodzinsky, Y. (2000). Split inflection in neurolinguistics. In M.-A. Friedemann & L. Rizzi (Eds.), *The acquisition of syntax: Studies in comparative developmental linguistics* (pp. 84-104). Geneva, Switzerland: Longman Linguistics Library Series.
197. Friedmann, N. (2000). Moving verbs in agrammatic production. In R. Bastiaanse & Y. Grodzinsky (Eds.), *Grammatical disorders in aphasia: A neurolinguistic perspective* (pp. 152-170). London: Whurr.
198. Friedmann, N. (2002). The fragile nature of the left periphery: CP deficits in agrammatic aphasia. In Y. Falk (Ed.), *Proceedings of the 18th IATL conference*. (pp. 1-27)
199. Friedmann N., Taranto G., Shapiro L. P., & Swinney, D. (2003). The vase fell (the vase): The online processing of unaccusatives. In Y. Falk (Ed.), *Proceedings of the 19th IATL conference*. (pp. 1-26)
200. Novogrodsky, R., & Friedmann N. (2003). The movement deficit in SLI: Trace deletion or thematic role transfer impairment? In Y. Falk (Ed.), *Proceedings of the 19th IATL conference*. (pp. 1-10)
201. Friedmann, N. (2004). Syntactic tree pruning. In R. Kent (Ed.), *The MIT Encyclopedia of Communication Disorders* (pp. 405-407). Cambridge, MA: MIT Press.
202. Friedmann, N. (2004). The acquisition of Hebrew unaccusatives: Young children and A-chains. In Y. N. Falk (Ed.), *Proceedings of IATL 20*. Hebrew University: The Israel Association for Theoretical Linguistics. (pp. 1-24)
203. Friedmann, N. (2006). Speech production in Broca's agrammatic aphasia: Syntactic tree pruning. In Y. Grodzinsky & K. Amunts (Eds.), *Broca's region* (pp. 63-82). New York, NY: Oxford University Press. doi:10.1093/acprof:oso/9780195177640.003.0005

204. Friedmann, N., & Lavi, H. (2006). On the order of acquisition of A-movement, Wh-movement and V-C movement. In A. Belletti, E. Bennati, C. Chesi, E. Di Domenico, & I. Ferrari (Eds.), *Language acquisition and development* (pp. 211-217). Newcastle, UK: Cambridge Scholars Press.
205. Friedmann, N., Gvion, A., & Novogrodsky, R. (2006). Syntactic movement in agrammatism and S-SLI: Two different impairments. In A. Belletti, E. Bennati, C. Chesi, E. Di Domenico, & I. Ferrari (Eds.), *Language acquisition and development* (pp. 197-210). Newcastle, UK: Cambridge Scholars Press/CSP.
206. Gvion, A., & Friedmann, N. (2007). Is phonological working memory involved in sentence comprehension? The difference between phonological and semantic reactivation. In Y. Falk (Ed.), *Proceedings of the 23rd IATL conference*. Jerusalem: Hebrew University. (pp. 1-54)
207. Botwinik-Rotem, I., & Friedmann, N. (2008). Linguistics. In R. G. Schwartz (Ed.), *The handbook of child language disorders* (pp. 143-173). New York: Psychology Press.
208. Friedmann, N. (2008). Agrammatic aphasia and the psychological reality of the syntactic tree. In G. Hatav (Ed.), *Theoretical Hebrew linguistics* (pp. 339-368). Jerusalem: Magnes. (in Hebrew)
209. Friedmann, N., Novogrodsky, R., Szterman, R., & Preminger, O. (2008). *Resumptive pronouns as last resort when movement is impaired: Relative clauses in hearing impairment*. In S. Armon-Lotem, G. Danon, & S. D. Rothstein (Eds.), *Current Issues in Generative Hebrew Linguistics* (pp. 276-290). Amsterdam, The Netherlands: John Benjamins, series *Linguistics Today*. doi: 10.1075/la.134.11res
210. Friedmann, N., & Novogrodsky, R. (2008). Subtypes of SLI: SySLI, PhoSLI, LeSLI, and PraSLI. In A. Gavarró, & M. João Freitas (Eds.), *Language acquisition and development* (pp. 205-217). Newcastle, UK: Cambridge Scholars Press.
211. Costa, J., & Friedmann, N. (2009). Hebrew and Arabic children going Romance: On the acquisition of word order in Semitic and Romance. In E. O. Aboh, E. van der Linden, J. Quer, and P. Sleeman, (Eds.). *Romance Languages and Linguistic Theory 2007. Current Issues in Linguistic Theory series* (pp. 51-66). Amsterdam: John Benjamins.
212. Novogrodsky, R., & Friedmann, N. (2010). Not all dependencies are impaired in Syntactic-SLI: Binding in children with a deficit in Wh-movement. In J. Chandlee K. Franich, K. Iserman, & L. Keil (Eds.), *The 34th Boston University Conference on Language Development (BUCLD) proceedings*, Cascadilla press.
213. Shetreet, E., Palti, D., Friedmann, N., & Hadar, U. (2010). *Argument Structure Representation: Evidence from fMRI*. 2nd Interdisciplinary Workshop on Verbs. In the proceeding of the 2nd Interdisciplinary Workshop on Verbs: The Identification and Representation of Verb Features. Scuola Normale Superiore, Pisa, Italy.
214. Shetreet, E., Friedmann, N., & Hadar, U. (2010). *Sneezed, stretched, and vanished: Differential brain activations of different classes of intransitive verbs*. In the proceeding of the 2nd Interdisciplinary Workshop on Verbs: The Identification and Representation of Verb Features. Scuola Normale Superiore, Pisa, Italy.
215. Friedmann, N., & Gvion, A. (2010). Types of dyslexia. In D. Finkelstein (Ed.), *Perspective: The Israeli Orton Dyslexia Publication*, pp. 15-20. (in Hebrew)
216. Friedmann, N., Szterman, R., & Haddad-Hanna, M. (2010). The comprehension of relative clauses and Wh questions in Hebrew and Palestinian Arabic hearing impairment. In J. Costa, A. Castro, M. Lobo, & F. Pratas (Eds.), *Language*

- Acquisition and Development: Generative Approaches to Language Acquisition* (pp. 157-169). Newcastle, UK: Cambridge Scholars Press.
217. Friedmann, N., Novogrodsky, R., & Balaban, N. (2010). The effect of crossing dependencies on the acquisition of pronoun comprehension. In J. Costa, A. Castro, M. Lobo, & F. Pratas (Eds.), *Language Acquisition and Development: Generative Approaches to Language Acquisition* (pp. 146-156). Newcastle, UK: Cambridge Scholars Press.
218. Friedmann, N., & Lukov, L. (2011). Subtypes of developmental surface dyslexia and its manifestations in Hebrew. In O. Korat and D. Aram (Eds.), *Literacy and language: Interactions, bilingualism, and difficulties* (pp. 414-442). Jerusalem: Magnes. (in Hebrew)
219. Friedmann, N., & Costa, J. (2011). Last resort and no resort: Resumptive pronouns in Hebrew and Palestinian Arabic hearing impairment. In A. Rouveret (Ed.), *Resumptive pronouns at the interfaces* (pp. 223-239). Language Faculty and Beyond series. Amsterdam/Philadelphia: John Benjamins.
220. Kerem, N., Friedmann, N., & Winter, Y. (2011). Typicality effects and the logic of reciprocity. In E. Cormany, S. Ito & D. Lutz (Eds.), *Proceedings of Semantics and Linguistic Theory, SALT XIX* (pp. 257-274). Cornell University.
221. Scola, I., Barbieri, E., Friedmann, N., Guarnaschelli, C., Frustaci, M., & Luzzatti, C. (2011). Deficit acquisiti di lettura nell'afasia: Sottotipi di dislessia e principi di trattamento in un'ottica neuropsicologica cognitiva. *Proceedings of SIMFER, the 39th meeting of the The Italian Society of Physical and Rehabilitative Medicine*.
222. Costa, J., & Friedmann, N. (2012). Children acquire unaccusatives and A-movement very early. In M. Everaert, M. Marelj, & T. Siloni (Eds.), *The theta system: Argument structure at the interface*. Oxford Studies in Theoretical Linguistics 37 (pp. 354-378). Oxford, UK: Oxford University Press.
doi:10.1093/acprof:oso/9780199602513.003.0013
223. Friedmann, N., & Gvion, A. (2012). Intervention and locality in agrammatic aphasia. In V. Bianchi & C. Chesi (Eds.), *Enjoy Linguistics! Papers offered to Luigi Rizzi on the occasion of his 60th birthday*. Siena, Italy: CISCL Press. ISBN:9788890794308
224. Friedmann, N. (2013). Verb movement to C: From agrammatic aphasia to syntactic analysis. In L. L.-S. Cheng & N. Corver (Eds.), *Diagnosing syntax* (pp. 75-86). Oxford Studies in Theoretical Linguistics, Oxford University press.
DOI:10.1093/acprof:oso/9780199602490.003.0004
225. Friedmann, N., Biran, M., & Dotan, D. (2013). Lexical retrieval and breakdown in aphasia and developmental language impairment. In C. Boeckx & K. K. Grohmann (Eds.), *The Cambridge Handbook of Biolinguistics* (pp. 350-374). Cambridge, UK: Cambridge University Press.
226. Friedmann, N., & Castles, A. (2013). Reading impairments: Dyslexias in Hebrew. In G. Khan (Ed.), *Encyclopedia of Hebrew Language and Linguistics*. Boston: Brill USA.
227. Gvion, A., & Friedmann, N. (2013). Aphasia: Acquired language pathology. In G. Khan (Ed.), *Encyclopedia of Hebrew Language and Linguistics*. Boston: Brill USA.
228. Friedmann, N., & Haddad-Hanna, M. (2014). Types of developmental dyslexia in Arabic. In E. Saiegh-Haddad & M. Joshi (Eds.), *Handbook of Arabic literacy: Insights and perspectives. Language and Literacy Series* (pp. 119-152). The Netherlands: Springer.

229. Haddad-Hanna, M., & Friedmann, N. (2014). On the comprehension and production of sentences with syntactic movement in Palestinian Arabic speakers with hearing impairment. In T. Most & D. Ringwald-Frimerman (Eds.), *Theoretical and applied aspects in rehabilitation and education of deaf and hard of hearing children and adolescents* (pp. 295-351). Tel Aviv: Mofet. (in Hebrew)
230. Szterman, R., & Friedmann, N. (2014). On the syntactic abilities of school-aged children with hearing impairment and their implications for reading comprehension. In T. Most & D. Ringwald-Frimerman (Eds.), *Theoretical and applied aspects in rehabilitation and education of deaf and hard of hearing children and adolescents* (pp. 239-294). Tel Aviv: Mofet. (in Hebrew)
231. Balaban, N., & Friedmann, N. (2014). Disentangling responses to Wh-questions: TOM and syntactic abilities. In C. Contemori and L. Dal Pozzo (Eds.), *Inquiries into linguistic theory and language acquisition. Papers offered to Adriana Belletti*. Siena, CISCL Press (pp. 1-14).
232. Haddad-Hanna, M., & Friedmann, N. (2015). On the acquisition of relative clauses and Wh questions in Palestinian Arabic speaking children. In G. Russo-Zimet, M. Ziv, & A. Masarwah (Ed.), *Young children in the Arab society in Israel* (pp. 134-167). Tel Aviv: Mofet. (in Hebrew)
233. Friedmann, N., Yachini, M., & Szterman, R. (2015). Relatively easy relatives: Children with syntactic SLI avoid intervention. In E. Di Domenico, C. Hamann, and S. Matteini (Eds.), *Structures, strategies and beyond. Studies in honour of Adriana Belletti* (pp. 303-320). Amsterdam, The Netherlands: John Benjamins, Linguistik Aktuell series. Doi: 10.1075/la.223.14fri
234. Costa, J., Friedmann, N., Silva, C., & Yachini, M. (2015). The acquisition of PP relatives in Hebrew and European Portuguese: Another window into the atoms of intervention. In C. Hamann & E. Ruigendijk (Eds.), *Language Acquisition and Development: Generative approaches to language acquisition 2013*. Newcastle, UK: Cambridge Scholars Publishing.
235. Szterman, R., & Friedmann, N. (2015). Insights into the syntactic deficit of children with hearing impairment from a sentence repetition task. In C. Hamann & E. Ruigendijk (Eds.), *Language acquisition and development: Generative approaches to language acquisition 2013* (PP. 492-505). Newcastle, UK: Cambridge Scholars Publishing.
236. Lakretz, Y., Chechik, G., Friedmann, N., & Rosen-Zvi, M. (2015). Probabilistic Graphical Models of Dyslexia. In *Proceedings of the 21st ACM SIGKDD international conference on Knowledge discovery and data mining* (pp. 1919-1928). New York, NY: ACM. doi:10.1145/2783258.2788604
237. Friedmann, N., & Coltheart, M. (2018). Types of developmental dyslexia. In A. Bar-On, & D. Ravid (Eds.), *Handbook of communication disorders: Theoretical, empirical, and applied linguistic perspectives* (pp. 721-751). Berlin, Boston: De Gruyter Mouton. ISBN: 978-1-61451-685-9
238. Peer, L., Levy, D., Haluts, N., & Friedmann, N. (in press). Research-based linguistic-educational policy: On the importance of input in sign language for deaf and hard of hearing children. In T. Most & R. G. Cinamon (Eds.), *Living with diversity: research and application in working with the population of deaf and hard of hearing*. Tel Aviv: Mofet. (in Hebrew)

TEXTBOOK

1. Friedmann, N. (1992). *Verbal thinking*. Ra'anana: Machon Shachar. (in Hebrew).

TEST BATTERIES

1. Friedmann, N. (1998). *BAFLA*: Friedmann Battery for Agrammatism (in Hebrew, Arabic, Amharic, and Russian). Tel Aviv: Tel Aviv University.
2. Friedmann, N. (2000). *PETEL*: A sentence repetition test. Tel Aviv: Tel Aviv University.
3. Friedmann, N., & Novogrodsky, R. (2002). *BAMBI*: Battery for assessment of syntactic abilities in children. Tel Aviv: Tel Aviv University
4. Friedmann, N., & Gvion, A. (2002). *FriGvi: Friedmann Gvion battery for assessment of phonological working memory*. Tel Aviv: Tel Aviv University.
5. Friedmann, N. (2003). *BLIP*: Battery for assessment of phonological abilities. Tel Aviv: Tel Aviv University.
6. Friedmann, N., & Gvion, A. (2003). *TILTAN*: Battery for the diagnosis of dyslexias in Hebrew. Tel Aviv: Tel Aviv University.
7. Biran, M., & Friedmann, N. (2004). *SHEMESH*: Naming a hundred objects. Tel Aviv: Tel Aviv University.
8. Friedmann, N., Novogrodsky, R., & Szterman, R. (2004). *MEGUVANA: A test of relative clause reading and paraphrasing relative clauses*. Tel Aviv: Tel Aviv University.
9. Friedmann, N. (2006). *BUFFY*: Battery for assessment of the phonological output buffer. Tel Aviv: Tel Aviv University.
10. Friedmann, N., Gvion, A., & Yachini, M. (2007). *TILTAN KTIVA*: Battery for the diagnosis of dysgraphias. Tel Aviv: Tel Aviv University.
11. Biran, M., & Friedmann N. (2007). *Ma Kashur: Picture association test*. Tel Aviv: Tel Aviv University.
12. Biran, M., & Friedmann N. (2007). *Ma Kashur: Word association test*. Tel Aviv: Tel Aviv University.
13. Biran, M., & Friedmann, N. (2009). *PASTA*: A battery for the assessment of complementation frames knowledge. Tel Aviv: Tel Aviv University.
14. Biran, M., & Friedmann, N. (2009). *MINDI*: A battery for the assessment of grammatical gender in aphasia. Tel Aviv: Tel Aviv University.
15. Friedmann, N., & Haddad-Hanna, M. (2009). *ARABIC TILTAN*: Battery for the diagnosis of dyslexias in Arabic. Tel Aviv: Tel Aviv University.
16. Friedmann, N., & Haddad-Hanna, M. (2010). *BAMBA*: Battery for the assessment of syntactic abilities in Arabic. Tel Aviv: Tel Aviv University.
17. Haddad-Hanna, M., Biran, M., & Friedmann, N. (2010). *SHAMS: Naming a hundred objects in Arabic*. Tel Aviv: Tel Aviv University.
18. Friedmann, N., Castles, A., & Kohnen, S. (2010). *FriCasKo*: Australian battery for the diagnosis of dyslexias in English. Tel Aviv University and Macquarie University.
19. Friedmann, N., & Güven, O. S. (2010). *FriGu*: Turkish battery for the diagnosis of dyslexias in English. Tel Aviv: Tel Aviv University.
20. Haddad-Hanna, M., & Friedmann, N. (2010). *ARABLIP*: Battery for assessment of phonological abilities in Arabic. Tel Aviv: Tel Aviv University.

21. Gvion, A., & Friedmann, N. (2014). SHAAN SHAFAN: A test assessing relative clause comprehension with phonological and semantic similarity. Tel Aviv: Tel Aviv University.
22. Güven, S., & Friedmann, N. (2014). *FRİGÜ screening and diagnostic test battery for dyslexia in Turkish*. Eskisehir & Tel Aviv: Anadolu University and Tel Aviv University.
23. Dotan, D., & Friedmann, N. (2014). MAYIM: Battery for the assessment of mathematical learning disabilities. Tel Aviv: Tel Aviv University.
24. Friedmann, N. (2015). PILPEL: word- picture matching test with semantic distractors. Tel Aviv: Tel Aviv University.
25. Friedmann, N., Guggenheim, R., & Stark, R. (2016). *CILKIYOT: Reading morphologically complex nonwords*. Tel Aviv: Tel Aviv University.
26. Friedmann, N. (2017). MILO: Conceptual odd-one-out picture test. Tel Aviv: Tel Aviv University.
27. Friedmann, N., & Lopez-Toledano, L. (2017). *NADNEDA: Distinguishing orthographic and phonological migrations*. Tel Aviv: Tel Aviv University.
28. Friedmann, N., Haluts, N., Levy, D., & Pe'er Strugo, L. (2017). *SIMANIYA: A battery for the assessment of syntax in ISL*. Tel Aviv: Tel Aviv University.
29. Friedmann, N., Stark, R., Rajuan-Gabso, M., Guggenheim, R., & Gvion, A. (2018). *The amorphia battery*. Tel Aviv: Tel Aviv University.
30. Haluts, N., & Friedmann, N. (2019). *SIMBA: A battery for assessment of phonological memory and phonological output buffer in ISL*. Tel Aviv: Tel Aviv University.
31. Katz, Y., & Friedmann, N. (2019). *HIFIL: A battery assessing verbal alternations*. Tel Aviv: Tel Aviv University.
32. Friedmann, N., & Rajuan-Gabso, M. (2020). *SHIMSHIA: morphologically complex picture naming*. Tel Aviv University.
33. Traficante, D., Friedmann, N., & Luzzatti, C. (2021). *TILTAN-IT: A battery for the diagnosis of dyslexias in Italian*. I'Università Cattolica del Sacro Cuore di Milano, Università degli Studi di Milano-Bicocca, and Tel Aviv University.

מאמרים בעברית ובערבית

- בירן, מ. ופרידמן, נ. (2002). השפעתם של רמזים סמנטיים ופונולוגיים על השימוש של אפזים הלוקאים בשלבים שונים של התהילה הלקסיקלי. *דיבור שפה ושמיעה*, 24, 40-21.
- פרידמן, נ. (2002). הפגיעה התחביבית בדיבור האגרטיט: תיאורית העז הגזום. *דיבור שפה ושמיעה*, 24, 55-76.
- רויחנדיק, א. ופרידמן, נ. (2002). לא כל המיליות הדקדוקיות פגעות באגרטיטים: עדות מהפקת יחסה בעברית ובholndית. *דיבור שפה ושמיעה*, 24, 41-54.
- שטרמן, ר. ופרידמן, נ. (2003). הליקוי בהבנת משפטים הנגזרים מתנוועה תחביבית אצל תלמידים לקויי שמיעה. *לראות את הקולות*, 2, 20-29.
- גביעון, א., פרידמן, נ. (2004). הדיסלקסיות: סוגים, מאפיינים, וכיוונים טיפולים. *שיקומדע, ביתאון האיגוד הישראלי לרפואה פיזיקלית ושיקום*, 22, 3-6.
- בירן, מ. ופרידמן, נ. (2006). מטריות לומדים: מה ניתן ללמידה מטעריות שימוש על הלוקוסיקון הפונולוגי? *בלשנות עברית*, 57, 47-23.
- בירן, מ. ופרידמן, נ. (2007). מידע לקסיקלי-תחביבי: "יצוג תקין ולקיים אפשריים". *שפה ומוח*, 6, 18-29.
- בלבן, נ., פרידמן, נ. וארייאל, מ. (2007). ההשלכות השפתיות של פגיעה נרכשת ב-Mind-Theory. *שפה ומוח*, 6, 44-56.
- גביעון, א. ופרידמן, נ. (2007). דיסקרביה: דיסגרפית החלהפת קוליות. *שפה ומוח*, 6, 116-124.
- דוטן, ד. ופרידמן, נ. (2007). שלושת הדובים וארבעת הזבובים: טעויות פונולוגיות וסמנטיות – דיסוציאציה בין מילים למספרים. *שפה ומוח*, 6, 3-17.

- יכיני, מ. ופרידמן, נ. (2007). אוכ"פים לוחטים: כיצד מיצגות אוטיות כפולות באפר הגרמי? *שפה ומוח*, 6, 125-134.
- חdad, מ. ופרידמן, נ. (2007). השפעת המבנה האורתוגראפי של השפה הערבית על דיסלקסיה מיקום אוטיות. *שפה ומוח*, 6, 105-115.
- לקוב, ל. ופרידמן, נ. (2007). השפעת הריטליין על ביטוין של דיסלקסיות שונות. *שפה ומוח*, 6, 102-104.
- נובגורודסקי, ר. ופרידמן, נ. (2007). LTS לקסיקלי: מודולריות בתוך המודול השפתית. *שפה ומוח*, 6, 57-66.
- נחמן-כץ, א. ופרידמן, נ. (2007). דיסלקסיה נגלקט התפתחותית. *שפה ומוח*, 6, 78-95.
- קרבל, נ., שימר, ל. ופרידמן, נ. (2007). מאפיינים של דיסלקסיה קשבית והערכה של ציוני טיפול. *שפה ומוח*, 6, 67-77.
- קינן, נ., פרידמן, נ., שוורץ, ר. ושפירו, ל. (2007). תכונות לקסיקאליות של פעלים בשפה של ילדים עם ו בלי' לקות שפה ספציפית. *שפה ומוח*, 6, 30-38.
- שטרית, ע., פרידמן, נ. והדר, א. (2007). היבטים תחביריים ולקסיקליים של שעבוד. *שפה ומוח*, 6, 39-43.
- שטרמן, ר. ופרידמן, נ. (2007) כיצד ילדים עם ליקוי' שמעה מפיקים ומ畢ינים משפט זיקה? דיבור שפה שמיעה. *שפה ומוח*, 6, 58-71.
- שטרנברג, ת. ופרידמן, נ. (2007). דיסלקסיה באפר קלט גרמי התפתחותית. *שפה ומוח*, 6, 96-101.
- בירן, מ. ופרידמן, נ. (2008). אפואה באפזיה: עדויות ממולות הפקה וחזרה. *שפה ומוח*, 7, 97-124.
- בלבן, נ., פרידמן, נ., אריאל, מ., זיוו, מ. (2008). ההשלכות השפטיות של פגיעה נרכשת ב-*Theory of Mind*. *שפה ומוח*, 7, 125-148.
- גביעון, א. ופרידמן, נ. (2008). פריגבי- סוללה לאבחן זיכרון עבודה פונולוגי. *שפה ומוח*, 7, 161-180.
- גביעון, א. פרידמן, נ. ומיה יכיני (2008). כתיבה ודיסגרפיות: על תהליכי הכתיבה, לקויות כתיבה, ועל הקשר שבין דיסגרפיה לדיסלקסיה. *שיקומדע, ביטאון האיגוד הרפואי לרפואה פיזיקלית ושיקום*, 26, 32-35.
- גינצברג-קרבל, נ., שימר, ל. ופרידמן, נ. (2008). קחי את התרנגולת שהפירה נישקה את התרנגולת: הבנה והפקה של משפט זיקה מסוימים בקרב ילדים גן דורי עברית. *שפה ומוח*, 7, 23-44.
- דותן, ד., רחמים, ע. ופרידמן, נ. (2008). האם הנתח היוזאלי הוא ספציפי למיללים? מסקנות מדיסלקסיה שיובילות. *שפה ומוח*, 7, 3-22.
- יכיני, מ. ופרידמן, נ. (2008). מה עדיף - חטיפים או שוקולד? על מורפולוגיה בדיסגרפיה באפר גרמי. *שפה ומוח*, 7, 149-160.
- לי, ה. ופרידמן, נ. (2008). ואפ על פי כן نوع תנועה: הטיפול בתנועה תחבירית-*בלס*. *אורינות ושפה*, 1, 9-38.
- נחמן-כץ, א. ופרידמן, נ. (2008). דיסלקסיה נגלקט התפתחותית והשפעותיה על קריית מספרים. *שפה ומוח*, 7, 83-96.
- פרידמן, נ. (2008). אפואה אגרטיטית והמשות הפסיכולוגית של העז התחבירי. בתוק: ג. חטב (עורכת), בלשנות עברית תיאורטיבית (עמ' 339-368). ירושלים: מאגנס.
- פרידמן, נ., רזניק, י., דולינסקי-ונגער, ד. וסובולבה, ק. (2008). הבנה והפקה של משפטי הנגזרים בתנועה אצל דוברי רוסית עם אגרטיטיזם. *שפה ומוח*, 7, 45-68.
- שטרית, ע., פרידמן, נ. והדר, א. (2008). הדמיה מוחית בשירות הבלשנות: יציג של משלימים אופציונליים. *שפה ומוח*, 7, 69-82.
- דותן, ד. ופרידמן, נ. (2009). אפקטים מורפ-תחביריים בנתח היוזאלי של מספרים: השפעת הספרות 0,1 על קריית מספרים. *שפה ומוח*, 9, 143-158.
- חדاد-חנה, מ. ופרידמן, נ. (2009)فهم גמל ذات מבן نحوיה مختلفة لدى ذوي ضعف سمعي متحدثי العربية الفلسطينية. *שפה ומוח*, 9, 79-104.
- יכיני, מ. ופרידמן, נ. (2009). דיסגרפיה באפר גרמי התפתחותית בעברית. *שפה ומוח*, 8, 119-147.
- נווה, מ., שטרמן, ר. ופרידמן, נ. (2009). הבנה והפקה של שאלות אצל ילדים ליקוי' שמעה דובי עברית: עדות נוספת לקושי בתנועה תחבירית. *שפה ומוח*, 9, 1-29.
- נחמן-כץ, א. ופרידמן, נ. (2009). כתיבת מילים בגאלקסי התרבותית. *אורינות ושפה*, 8, 9, 119-141.
- רזניק, י. ופרידמן, נ. (2009). ניתוח מורפולוגי ראשוןivel בשלבים המוקדמים של התפיסה היוזואלית-אורתוגראפית: ראיות מנגלקסיה. *שפה ומוח*, 8, 31-61.
- רחמים, ע. ופרידמן, נ. (2009). דיסלקסיה מיקום אוטיות התפתחותית. *אורינות ושפה*, 2, 79-109.
- шибימר, ל., קרבל, נ. ופרידמן, נ. (2009). הערכה ניסויית של ציוני טיפול שונים בדיסלקסיה קשבית התפתחותית. *שפה ומוח*, 8, 87-118.
- שטרית, ע. ופרידמן, נ. (2009). כמשמעות מושך הופך ל蹶ח משתק: דיסלקסיה קשבית מושראית. *שפה ומוח*, 9, 31-50.
- שטרית, ע., פרידמן, נ. והדר, א. (2009). יציג קוורטיקלי של פעלים אנאקווזטיבים. *שפה ומוח*, 8, 21-29.

- שטרנברג, ת. ופרידמן, נ. (2009). האם קיימים באפרים גרפמיים נפרדים לקראיה ולכתיבתה? *שפה ומוח*, 9, 105-117.
- פרידמן, נ. וגביעון, א. (2010). *סוגי דיסלקסיות*. בתור ד. פינקלשטיין (עורך) *פרנספקטיבה: אורתונן דיסלקסיה ישראל*, 15-20.
- חנטוב-קראוו, ל. ופרידמן, נ. (2011). דיסלקסית קושי באמות קראיה (קבאך). *שפה ומוח*, 10, 65-106.
- נובגורודסקי, ר., לבנון, נ. ופרידמן, נ. (2011). כשהילד מספר שאבא מhabק אותו, את מי הוא מhabק? על התפתחות ההבנה וההפקה של כינוי גוף בעברית. *שפה ומוח*, 10, 1-19.
- פרידמן, נ. וליקוב, ל. (2011). על סוגי דיסלקסיות שטח התפתחותית ודריכי ביטוייה בעברית. בתור ע. קורת וד. ארם (עורכות), *אוריניות ושפה: יחס גומלי, דו-לשונית וקש"ם* (עמ' 444-414). ירושלים: מאגנס.
- כהן-שלו, ש. ופרידמן, נ. (2011). ורד הוא ורד, אבל נרקיס הוא פרח: פרוטופיפות ותהליכי שימוש בדיסלקסית עמוק. *שפה ומוח*, 10, 107-137.
- פרידמן, נ., דותן, ד. ובירן, מ. (2011). שליפה לקסיקלית וסוגים שונים של אונומיה נרכשת והתפתחותית. *שפה ומוח*, 10, 139-168.
- קיידר, ר. ופרידמן, נ. (2011). האם מתילפנידאט (רטיליאן) מסייע לבעלי דיסלקסית שיכול אותן ודייסלקסיה קשבית? *שפה ומוח*, 10, 195-214.
- שטרמן, ר. ופרידמן, נ. (2014). היכולות התחביריות של ילדים עם ליקוי שמיעה בגילאי בית הספר והשפעתן על הבנת הנקרה. בתור מוסט, ט., ורינגולד-פרימרמן, ד. (עורכות), *חינוך ושיקום ילדים ומתבגרים כבדי שמיעה וחירשים: היבטים תאורתיים וישומיים* (עמ' 239-294). תל אביב: מופת.
- חידד-חנא, מ. ופרידמן, נ. (2014). הבנה והפקה של משפטיים עם تنوعה תחבירית אצל דוברי ערבית עם ליקוי שמיעה. בתור מוסט, ט., ורינגולד-פרימרמן, ד. (עורכות), *חינוך ושיקום ילדים ומתבגרים כבדי שמיעה וחירשים: היבטים תאורתיים וישומיים* (עמ' 351-395). תל אביב: מופת.
- חידד-חנא, מ. ופרידמן, נ. (2015). רכישת משפטי זיקה ושאלות בקרב ילדים דוברי ערבית פלسطינית. בתור ג. רוסו-צימט, מ. זיו וא. מסארווה (עורכות), *ילדים בחברה הערבית בישראל: סוגיות חינוכיות ומחקרים*. (עמ' 167-134). תל אביב: מופת.
- בירן, מ. ופרידמן, נ. (2016). המנוּף מרים את המכוני: הגישה למין דקדוקי של שמות-עצם במילים ובמשפטים. *שפה ומוח*, 11, 1-23.
- דותן, ד. פרידמן, נ., ודהאו, ס. (2016). הבנה לא מילולית של מספרים רב ספרתיים. *שפה ומוח*, 11, 25-47.
- פרידמן, נ., וכולטהרט, מ. (2017). דיסלקסיות התפתחותיות. *שפה ומוח*, 12, 1-34.
- שטרמן, ר. ופרידמן, נ. (2017). הבנה והפקה של משפטיים עם تنوعה פועל אצל ילדים עם ליקוי בשמיעה. *שפה ומוח*, 12, 53-87.
- ר贊nik, י. ופרידמן, נ. (2017). סדר הרכישה של תنوונות תחביריות בעברית. *שפה ומוח*, 12, 109-168.
- דותן, ד. ופרידמן, נ. (2019). קראת מילים וקריאת מספרים משתמשות במנגנונים שונים: *דיסוציאציות בין דיסונומיה לדיסלקסיה*. *שפה ומוח*, 13, 1-35.
- לוֹפְזַן-טוֹלְדָנוֹ, ל., ופרידמן, נ. (2020). נדיות בין מילים בקריאה: האם ישנים סוגים שונים וכי怎ן מבינים ביניהם? *שפה ומוח*, 14, 1-22.
- גבסו-רג'ואן, מ., לבנון, נ. ופרידמן, נ. (2020). שעבוד בשפה ושבוד בחשיבה: יכולות נפרדות או תלויות זו בזו? *שפה ומוח*, 14, 69-33.
- פאר, ל., לוי, ד., חלאץ, ב., ופרידמן, נ. (בדפוס). מדיניות חינוכית-לשונית מבוססת מחקר: על חשיבותו של קלט בשפת הסימנים אצל ילדים חירשים. בתור מוסט, ט., וצינמן ר.ג. (עורכות), *ח'ים עם המגן – מחקר ויישום בעבודה עם אוכלוסיות כבדי השמיעה והחירשים*. תל אביב: מופת.