RACHEL RENÉ ROMEO, PhD, CCC-SLP

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EDUCATION

Ph.D., Harvard University and **Massachusetts Institute of Technology** May 2018
Program in Speech and Hearing Bioscience and Technology, concentration in Neuroscience and clinical Speech Language Pathology

CCC-SLP, MGH Institute of Health Professions August 2015
Communication Sciences and Disorders, concentration in Pediatric Language and Literacy
ASHA Certificate of Clinical Competence: 14092953 (2018-present)
Maryland License: 09745 (2021-2024)
Massachusetts License: 77082-SP-SL (2018-2021)

M.Sc. *with Distinction*, University College London October 2012
Language Sciences, with specialisation in Language Development

B.A. *Summa Cum Laude*, University of Pennsylvania May 2011
Psychology *with Honors*, and Linguistics

ACADEMIC POSITIONS

University of Maryland, College Park
Assistant Professor, Department of Human Development and Quantitative Methodology (College of Education) 2022-
Assistant Professor by courtesy, Department of Hearing and Speech Sciences (College of Behavioral & Social Sciences) 2022-
Faculty Member, Program in Neuroscience and Cognitive Sciences (College of Behavioral & Social Sciences) 2022-
Director, UMD Language, Experience, and Development (LEAD) Lab 2022-
Additional Faculty Affiliations: Brain Behavior Institute, Language Science Center, Language and Literacy Research Center, Field Committee in Developmental Science, Maryland Initiative for Literacy and Equity
Visiting Faculty, Department of Human Development and Quantitative Methodology (College of Education) 2020-2021

Harvard University 2020-2021
Postdoctoral Fellow, Department of Psychology

Harvard Medical School & Massachusetts Institute of Technology 2018-2020
Postdoctoral Fellow, Translational Postdoctoral Training Program in Neurodevelopment

Boston University 2019-2020
Adjunct Lecturer, Department of Speech, Language, and Hearing Sciences

SELECTED RECOGNITIONS

University of Maryland Graduate Faculty Mentor of the Year Award 2025
UMD College of Education Excellence in Pre-Tenure Scholarship 2025
Flux Society Young Investigator Award 2024
University of Maryland Research Impact Fellow (Inaugural Cohort) 2023-2024
University of Maryland Research Excellence Honoree 2024
UMD Neuroscience and Cognitive Science (NACS) Faculty Mentor of the Year Award 2023
Early Career Research Contributions Award, American Speech Language Hearing Society 2023
Early Career Research Contributions Award, Society for Research in Child Development 2023
Early Career Travel Award, Society for Research in Child Development 2023
Rising Star Award, Association for Psychological Science 2022
Research Mentoring-Pair Travel Award, American Speech Language Hearing Association 2022
Early Career Travel Award, International Mind Brain Education Society 2022
Most Cited Article in *Psychological Science* in previous 3 years 2021
Fellow, British-American Project 2019
Flux Congress & Jacobs Foundation "Science of Learning" Symposium Award 2019
Flux Congress Postdoctoral Abstract Merit Award 2019
Society for the Neurobiology of Language Abstract Merit Award 2019
Selected for ASHA Lessons for Success Research Mentorship Program 2019
Finalist for Forbes 30 under 30 in Science and Healthcare 2018
Cognitive Neuroscience Society Graduate Student Award 2018
Society for the Neurobiology of Language Graduate Student Travel Award 2017
Friends of the McGovern Institute Student Fellowship 2016
UCL MSc Language Sciences Highest Overall Achievement Award 2012
UCL MSc Language Sciences Best Dissertation Prize 2012
UCL Psychology & Language Sciences Departmental Scholarship 2011
The Thouron Award 2011
Fulbright Award to the UK 2011
Morris Viteles Award for Excellence in Undergraduate Psychology Research 2011
Phi Beta Kappa Society 2011
R. Jean Brownlee Honor Award for Campus Leadership 2011

RESEARCH FUNDING

External

Jacobs Foundation Research Fellowship Program 2026-2028
"Understanding Learning Variability as Neurocognitive Adaptations to Early Environmental Differences: Implications for Reducing Educational Disparities"
Role: PI
CHF 165,000 Total Costs

Institute for Museum and Library Services 2024-2027*
LG-256658-OLS-24: The Hatchlings project: Community-library partnerships to reduce childhood literacy inequities
Role: PI (Co-PIs: J. Ortiz, E. Bonsignore)
$249,999 Total costs
Special Recognition: This proposal received a perfect score, 25/25
*Terminated administratively, April 2025; Reinstated by court injunction, May 2025

National Institute of Child Health and Human Development 2024-2025
R00 HD103873-S2: "Administrative supplement for continuity of biomedical and behavioral research among first-time recipients of NIH research project grant awards"
Role: PI
$97,594 Total Costs

National Institute of Child Health and Human Development 2023-2025*
R00 HD103873-S1: "Research supplement to support diversity"
Role: PI and Mentor to Postdoctoral Fellow Alexus Ramirez
$232,089 Total Costs
*Terminated administratively, June 2025

National Institute on Deafness and Other Communication Disorders 2023-2028*
R25 DC021130: "Research Equity and Access in Communication and Hearing (UMD-REACH)"
Role: Co-PI & Mentor (PIs: M. Goupell & R. Newman)
$1,274,461 Total Costs
*Terminated administratively, May 2025; Reinstated by court injunction, August 2025

National Institute of Child Health and Human Development 2022-2025
R00 HD103873: "Language input as a mechanism underlying socioeconomic disparities in neurocognitive development"
Role: PI
$747,000 Total Costs

National Institute of Child Health and Human Development 2021-2022
K99 HD103873: "Language input as a mechanism underlying socioeconomic disparities in neurocognitive development"
Role: PI
$255,416 Total Costs

National Institute of Mental Health 2018-2020
T32 MH112510: "Translational Post-doctoral Training in Neurodevelopment"
Role: Postdoctoral Trainee

National Institute of Child Health and Human Development 2016-2018
F31 HD086957: "Effects of linguistic input on the neural capacity for language development"
Role: PI
$74,060 Total Costs

National Institute on Deafness and Other Communication Disorders 2012-2015
T32 DC000038: "Speech and hearing bioscience and technology: Training for multidisciplinary clinician-scientists"
Role: Predoctoral Trainee

The Thouron Award (UK) 2011-2012
"Examining social, cognitive, and neural contributions to childhood language disorders"
Role: Fellow
£36,625 Total Costs

Fulbright Postgraduate Award (UK) 2011-2012
"Assessing eyetracking as tool for early diagnosis of atypical language development"
Role: Fellow
£20,000 Total Costs

Internal

UMD MPower Early Scholars Investment Fund 2026
"Promotive Experiences that Support Early Neurodevelopment and Learning"
Role: PI
$50,000 Direct Costs

UMD Brain Behavior Institute Seed Grant 2025-2026
"Computational Social Neuroscience in the Wild"
Role: Co-PI (Co-PIs: E. Redcay, C. Charpentier, & P. Resnik)
$69,599 Direct Costs

UMD College of Education Research-Practice Partnership Grant 2024-2026
"JUMP: The Judy Center + University of Maryland Partnership to support school readiness for low-income children"
Role: PI
$20,000 Direct Costs

UMD Faculty-Student Research Award 2024-2025
"Neurobiological bases of bilingualism on executive functioning: Perspectives from diverse languages and demographic backgrounds"
Role: PI (Co-PI graduate student Gavkhar Abdurokhmonova)
$15,000 Direct Costs

UMD Brain Behavior Institute Seed Grant 2023
"Toward an adaptive view of neural synchrony: Assessing moment-to-moment dynamics during caregiver-child brain-to-brain synchrony in majority-BIPOC low-SES dyads"
Role: PI (Co-PIs: C. Metzler, E. Thompson)
$149,488 Direct Costs

University of Maryland Grand Challenges Grant 2023-2026
"The Maryland Institute for Literacy and Equity (MILE)"
Role: Co-PI (PI: D. Bolger)
$3,472,099 Direct Costs

University of Maryland BSOS Dean's Research Initiative 2023-2024

"Developing a novel animated movie paradigm to facilitate functional magnetic resonance imaging in young children"
Role: M-PI (M-PI: T. Riggins)
$20,000 Direct Costs

University of Maryland Grand Challenges Grant 2023-2025
"How does socioeconomic status interact with statistical learning to shape reading development?"
Role: Co-PI (PI: M. Wang)
$150,000 Direct Costs

University of Maryland Support Program for Advancing Research Collaboration (SPARC) 2022-2025
"How bilingual exposure influences neurocognitive development in SES- diverse preschoolers"
Role: PI
$15,000 Direct Costs

Harvard University Mind Brain Behavior Graduate Student Research Grant 2016
"Linking home audio recordings to neurocognitive performance"
Role: PI/Graduate researcher
$7,400 Direct Costs

Benjamin Franklin Society Undergraduate Research Grant 2011
"Phonological development in children with sociodemographic variability"
Role: PI/Undergraduate researcher
$500 Direct Costs

Mary & Matthew Santirocco College Alumni Society Undergraduate Research Grant 2010
"Phonological development in children with potential hearing impairments"
Role: PI/Undergraduate researcher
$500 Direct Costs

Mentored Grants

National Institute of Child Health and Human Development 2026-2029
F32 HD121256-01: "The Impact of Dynamic Fluctuations in Caregiver Stress on Children's Language Environments, Language Development, and School Readiness"
Role: Primary Sponsor (co-sponsor B. Kelleher) for PI Jennifer Markfeld
$235,020 Total Costs
**Received 1st percentile on first submission*

National Institute of Child Health and Human Development 2025-2028
F31 HD120062-01: "Neuro-cognitive trajectories of language and executive functioning co-development in early childhood"
Role: Primary Sponsor for PI Gavkhar Abdurokhmonova
$152,803 Total Costs
**Received 3rd percentile on first submission*

National Institute of Child Health and Human Development 2024-2026
F31 HD117679-01: "Development in the moment: Does caregiver sensitivity drive prefrontal cortex synchrony?"
Role: Primary Sponsor (co-sponsor E. Redcay) for PI Ellen Roche
$97,371 Total Costs
**Received 8th percentile on first submission*

Pending Grants Under Review (Selected)

National Institute of Child Health and Human Development 2026-2028
R03HD123308-01: "Investigating Pedagogical Questions as a Scaffold for Longitudinal Executive Functioning Development"
Role: MPI (MPI: L. Butler)
$152,792 Total Requested

Dana Foundation, Neuroscience & Society (Education) 2027-2028
"Teachers as Scientists: Using Hands-On Neuroscience to Strengthen Evidence-Based Literacy Instruction"
Role: PI (Co-PI: H. Bowles)
$150,000 Total Requested

Brady Educational Foundation 2027-2028
"Identifying Strengths-Based Preschool Language Experiences that Support Literacy Development in Socioeconomically and Linguistically Diverse Children"
Role: PI (Co-PI: A. Ramirez)
$150,000 Total Requested

National Institute of Child Health and Human Development 2026-2028
K99HD119306-01: "Investigating the longitudinal relationships between children's code-switching exposure, language abilities, and executive functioning"
Role: Primary Sponsor for PI Alexus Ramirez (co-sponsor C. Lew-Williams)
$246,512 Total Requested

National Institute of Child Health and Human Development 2026-2031
1R01HD122829-01: "How noise in the home environment impacts children's development"
Role: Co-PI (PI: R. Newman)
$3,620,237 Total Requested

JOURNAL ARTICLES

*Student/trainee, †Special recognition, ‡Co-first/senior authorship, Underline = Senior author

Published or In Press

43. *Terry, V.A., **Romeo, R.R.**, & Rosen, M.L. (2026). Optimal brain development is context-dependent: How socioeconomic status moderates brain-behavior relationships in

cognitive and academic development. *Neuroscience and Biobehavioral Reviews*, *186*(7), 106683. https://doi.org/10.1016/j.neubiorev.2026.106683

42. Jones Harden, B., Martoccio, T., Shin, S.Y., Berlin, L., Ramirez, A., **Romeo, R.,** & Ratner, N.B. (*in press*). Improving toddlers' expressive language skills through attachment-based intervention: A randomized controlled trial with low-income Latine families. *Child Development*.

41. *Abdurokhmonova, G., *Taylor-Robinette, E.K., *McDorman, S.A., *Ramirez, A.G., Merchant, J.S., Gabrieli, J.D.E, & **Romeo, R.R.** (2026). Parallel contributions of socioeconomic status and bilingual experience on executive function and the brain in young children. *Brain and Language*, *276*, 105737. https://doi.org/10.1016/j.bandl.2026.105737.

40. *‡Simmons, A.S, *‡Abdurokhmonova, G., Taylor-Robinette, E.K., & **Romeo, R.R.** (2026). Developing best practices for inclusion in fNIRS research: Equity for participants with Afro-textured hair. *Developmental Psychobiology*, *68*(2), e70134. https://doi.org/10.1002/dev.70134

39. Ozernov-Palchik, O., O'Brien, A.M., Lee, E.J., Richardson, H., **Romeo, R.R.**, Lipkin, B., Small, H., Capella, J., Nieto-Castañón, A., Saxe, R., Gabrieli, J.D.E., & Fedorenko, E. (*in press*). Precision fMRI reveals that the language network exhibits adult-like left-hemispheric lateralization by 4 years of age. *Nature Neuroscience.*

38. *Shariq, D., **Romeo, R. R.**, Gard A. M. (2026). Cognitive resilience and vulnerability to socioeconomic disadvantage: Predictors across individual, family, school, and neighborhood contexts. *Developmental Scienc*e, *29*, e70105. https://doi.org/10.1111/desc.70105

37. Kral A., Fleming-Shemer, L., O'Donoghue, G.M., & **Romeo, R.R.** (2025). Sensorimotor contingencies in congenital hearing loss: The critical first nine months. *Hearing Research, 467*, 109401. https://doi.org/10.1016/j.heares.2025.109401

36. Decker, A., ‡**Romeo, R.R.**, ‡Leonard, J., Itiat, J., Hubbard, N., Bauer, C., Imhof, A., Giebler, M., Grotzinger, H., Camacho Torres, Y., & Gabrieli, J.D.E. (2025). Exploration is associated with socioeconomic disparities in learning and academic achievement in adolescence. *Nature Communications, 16*(6342). https://doi.org/10.1038/s41467-025-61746-6

35. Rosen, M.L., Rakesh, D., & **Romeo, R.R.** (2025). The role of socioeconomic status in shaping associations between sensory association cortex and prefrontal structure and implications for executive function. *Developmental Cognitive Neuroscience*, *73*, 101550. https://doi.org/10.1016/j.dcn.2025.101550

34. *Ren, J., Wang, M., Zhang., X, **Romeo, R.**, & Arciuli, J. (2025). Statistical learning as a buffer: Investigating its impact on the link between socioeconomic status, home literacy environment, and reading achievement. *Journal of Experimental Child Psychology, 253,* 106201. https://doi.org/10.1016/j.jecp.2025.106201

33. *Roche, E.C., Redcay, E., & **Romeo, R.R.** (2025). Caregiver-child neural synchrony: Magic, mirage, or mechanism? *Developmental Cognitive Neuroscience*, *71*, 101482 https://doi.org/10.1016/j.dcn.2024.101482

32. Cychosz, M., **Romeo, R.R.**, Edwards, J., & Newman, R.S. (2025). Bursty, irregular speech input to children predicts vocabulary size. *Developmental Science*, *28*, e13590. http://dx.doi.org/10.1111/desc.13590

31. *McDorman, S.A., Gilmer, M., *Taylor, E.K., *Terry, V., Gabrieli, J.D.E., & **Romeo, R.R.** (2025). Parent-child relationships support executive functioning and socioemotional development in contexts of low SES and family chaos. *Journal of Experimental Child Psychology*, *250*, 106123. https://doi.org/10.1016/j.jecp.2024.106123

30. *McDorman, S.A., *Taylor, E.K., & **Romeo, R.R.** (2024). A review of models of risk and resilience in child development. *Advances in Child Development and Behavior*, *67*. https://doi.org/10.1016/bs.acdb.2024.06.005

29. Treves, I.N., Marusak, H., Decker, A., Kucyi, A., Hubbard, N., Bauer, C., Leonard, J., Grotzinger, H., Giebler, M.A., Camacho Torres, Y., Imhof, A., **Romeo, R.**, Calhoun, V., Gabrieli, J. (2024). Dynamic functional connectivity correlates of trait mindfulness in early adolescence. *Biological Psychiatry: Global Open Science, 4*(6), 100367. https://doi.org/10.1016/j.bpsgos.2024.100367

28. Casillas, M., Ferjan Ramírez, N., Leong, V., **Romeo, R.** (2024). Becoming a conversationalist: Questions, challenges, and new directions in the study of child interactional development. *Infant Behavior and Development*, *76*, 101956. https://doi.org/10.1016/j.infbeh.2024.101956

27. Potenza, M.N., Hutton, J.S., Taylor Piotrowski, J., Bagot, K., Blumberg, F., Canli, T., Chein, J., Christakis, D.A., Grafman, J., Griffin, J.A., Hummer, T., Kuss, D., Lerner, M., Marcovitch, S., Paulus, M.P., Perlman, G., **Romeo, R.R.**, Thomason, M.E., Turel, O., Weinstein, A., West, G., & Hurst-Della Pietra, P. (2024) Digital media and developing brains: Concerns and Opportunities. *Current Addiction Reports*, *11*, 287–298. https://doi.org/10.1007/s40429-024-00545-3

26. *Decker, A., Meisler, S.L., Hubbard, N., Bauer, C., Leonard, J., Imhof, A., Giebler, M., Grotzinger, H., Camacho Torres, Y., **Romeo, R.R.,**‡ & Gabrieli, J.D.E.‡ (2024). Striatal and behavioral responses to reward vary by socioeconomic status in adolescents. *Journal of Neuroscience,* e1633232023. https://doi.org/10.1523/JNEUROSCI.1633-23.2023

25. Cychosz, M., Edwards, J., Munson, B., **Romeo, R.R.**, Kosie, J.E., & Newman, R. (2024). The everyday speech environments of preschoolers with and without cochlear implants. *Journal of Child Language*, 1-22. https://doi.org/10.1017/S0305000924000023

24. **Romeo, R.R.** (2023). Considering intersectionality and interacting levels of early intervention on early brain development – a commentary on Nelson et al. *Journal of Child Psychology and Psychiatry, 65*(4), 456-458. https://doi.org/10.1111/jcpp.13936

23. *Alonso, A., *McDorman, S.A., & **Romeo, R.R.** (2023). Neural connections: How brain-to-brain synchrony during parent-child interactions can inform the study of child development. *Child Development Perspectives*, *18*, 26–35. https://doi.org/10.1111/cdep.12494

22. Marks, R.A., Pollack, C., Meisler, S.L., D'Mello, A.M., Centanni, T.M., **Romeo, R.R.**, Wade, K., Matejko, A.A., Ansari, D., Gabrieli, J.D.E., & Christodoulou, J.A. (2023). Neurocognitive mechanisms of co-occurring math difficulties in dyslexia: Differences in

executive function and visuospatial processing. *Developmental Science*, *27*(2), e13443. https://doi.org/10.1111/desc.13443

21. *Carolus, A.E., McLaughlin, K.A., Lengua, L.J., Rowe, M.L., Sheridan, M.A., Zalewski, M., Moran, L., & **Romeo, R.R.** (2023). Conversation disruptions in early childhood predict executive functioning development: A longitudinal study. *Developmental Science, 27*(1), e13414. https://doi.org/10.1111/desc.13414

20. *Taylor, E., *Abdurokhmonova, G., & **Romeo, R.R.** (2023). Socioeconomic Status and Reading Development: Moving from "Deficit" to "Adaptation" in Neurobiological Models of Experience-Dependent Learning. *Mind, Brain, and Education*, *17*, 324-333. https://doi.org/10.1111/mbe.12351

19. **Romeo, R.R.**, Pezanowski, R., Merrill, K., Hargrave, S., & Hansen, A. (2022). Parent and staff perspectives on the benefits and barriers to communication with infants in the neonatal intensive care unit (NICU). *Journal of Child Healthcare, 27*(3), 410-423. https://doi.org/10.1177/13674935221076216

18. **Romeo, R.R.**, Perrachione, T.K., Olson, H.O., Halverson, K.K., Gabrieli, J.D.E., & Christodoulou, J.A. (2022). Socioeconomic dissociations in the neural and cognitive bases of reading disorders. *Developmental Cognitive Neuroscience, 58*(101175). https://doi.org/10.1016/j.dcn.2022.101175

17. **Romeo, R.R.**, *Uchida, L., & Christodoulou, J.A. (2022). Socioeconomic status and reading outcomes: Neurocognitive and behavioral correlates. *New Directions for Child and Adolescent Development, 2022*(52-70). https://doi.org/10.1002/cad.20475

16. **Romeo, R.R.**, Flournoy, J.C., McLaughlin, K.A., & Lengua, L.J. (2022). Language development as a mechanism linking socioeconomic status to executive functioning development in preschool. *Developmental Science*, e13227. https://doi.org/10.1111/desc.13227

15. Al Dahhan, N.Z., Halverson, K., Peek, C., Wilmot, D., D'Mello, A., **Romeo, R.R.,** Meegoda, O., Imhof, A., Wade, K., Sridha, A., Falke, E., Centanni, T.M., Gabrieli, JDE, Christodoulou, J.A. (2022). Dissociating executive function and ADHD influences on reading ability in children with dyslexia. *Cortex, 153*, 126-142. https://doi.org/10.1016/j.cortex.2022.03.025

14. Pollack, C., Wilmot, D., Centanni T., Halverson K., Frosch I., D'Mello A., **Romeo R.R.**, Imhof A., Capella J., Wade K., Al Dahhan, N. Z., Gabrieli, J.D.E., & Christodoulou, J.A. (2021). Anxiety, motivation, and competence in mathematics and reading in children with and without learning difficulties. *Frontiers in Psychology, 12,* 704821. https://doi.org/10.3389/fpsyg.2021.704821

13. **Romeo, R.R.**‡, Leonard, J.A.‡, Scherer, E., Robinson, S.T., Takada, M., Mackey, A.P., West, M.R., & Gabrieli, J.D.E. (2021). Replication and extension of a family-based training program to improve cognitive abilities in young children. *Journal of Research on Educational Effectiveness, 14*(4), 792-811. https://doi.org/10.1080/19345747.2021.1931999

12. **Romeo, R.R.**, Choi, A.B., Gabard-Durnam, L.J., Wilkinson, C.L., Levin, A.R., Rowe, M.L. Tager-Flusberg, H., & Nelson, C.A. (2021). Parental language input predicts neuroscillatory patterns underlying language development in infants at risk of Autism.

Journal of Autism and Developmental Disorders, 52, 2717-2731. https://doi.org/10.1007/s10803-021-05024-6

11. **Romeo, R.R.**, Leonard, J.A., Grotzinger, H.M., Robinson, S.T., Takada, M., Mackey, A.P., Scherer, E., Rowe, M.L., West, M.R., & Gabrieli, J.D.E. (2021). Neuroplasticity associated with conversational turn-taking following a family-based intervention. *Developmental Cognitive Neuroscience, 49*, 100967. https://doi.org/10.1016/j.dcn.2021.100967

10. Hubbard, N.A., **Romeo, R.R.**, Grotzinger, H., Giebler, M., Imhoff, A., Bauer, C., & Gabrieli, J.D.E. (2020). Reward-sensitive basal ganglia stabilize the maintenance of goal-relevant neural patterns in adolescents. *Journal of Cognitive Neuroscience.* 32(8), 1508-1524. https://doi.org/10.1162/jocn_a_01572

9. Cychosz, M., **Romeo, R.R.**, Soderstrom, M., Scaff, C.H., Ganek, H., Cristia, A., Casillas, M., de Barbaro, K, Bang, J., & Weisleder, A. (2020). Long form recordings of everyday life: Ethics for best practices. *Behavior Research Methods, 52*, 1951–1969. https://doi.org/10.3758/s13428-020-01365-9

8. Guell, X., D'Mello, A., Hubbard, N., **Romeo, R.R.**, Gabrieli, J.D.E, Whitfield-Gabrieli, S., Schmahmann, J.D., & Anteraper, S.A. (2020). Functional territories of human dentate nucleus. *Cerebral Cortex*, *30*(4), 2401-2417. https://doi.org/10.1093/cercor/bhz247

7. **Romeo, R.R.** (2019). Socioeconomic and experiential influences on the neurobiology of language development. *Perspectives of the ASHA Special Interest Groups: Special Issue on the Neurobiology of Language Development and Disorders. 4*(6), 1229-1238. https://doi.org/10.1044/2019_PERSP-19-00073

6. Leonard, J.A., **Romeo, R.R.**, Park, A.T., Takada, M., Robinson, S.T., Grotzinger, H., Finn, A.S., Gabrieli, J.D.E., & Mackey, A.P. (2019). Associations between cortical thickness and reasoning vary by socioeconomic status in early childhood and adolescence. *Developmental Cognitive Neuroscience, 36*(4), 100641. https://doi.org/10.1016/j.dcn.2019.100641

5. **Romeo, R.R.**, *Segaran, J., Leonard, J.A., Robinson, S., West, M.R., Mackey, A.P., Yendiki, A., Rowe, M.L., Gabrieli, J.D.E. (2018). Language exposure relates to structural neural connectivity in childhood. *Journal of Neuroscience, 38*(36), 7870-7877. https://doi.org/10.1523/JNEUROSCI.0484-18.2018

   †Selected as cover article/illustration: www.jneurosci.org/content/38/36.cover-expansion

   †Chosen as topic of student journal club: https://doi.org/10.1523/JNEUROSCI.2895-18.2018

4. **Romeo, R.R.,** Leonard, J.A., Robinson, S.T., West, M.R., Mackey, A.P., Rowe, M.L., Gabrieli, J.D.E. (2018). Beyond the "30 million word gap:" Children's conversational exposure is associated with language-related brain function. *Psychological Science, 29*(5), 700–710. https://doi.org/10.1177/0956797617742725

   †Most cited article in *Psychological Science* published between 2018-2021.

3. **Romeo, R.R.**‡, Christodoulou, J.A‡, Halverson, K.K., Murtagh, J., Cyr, A.B., Schimmel, C., Chang, P., Hook, P.E., & Gabrieli J.D.E. (2017). Socioeconomic status and reading

disability: Neuroanatomy and plasticity in response to intervention. *Cerebral Cortex, 28*(7), 2297-2312. https://doi.org/10.1093/cercor/bhx131

2. Tuomainen, O., Hazan, V., & **Romeo, R.** (2016). Do talkers produce less dispersed phoneme categories in a clear speaking style? *Journal of the Acoustical Society of America, 140*(4), EL320. https://doi.org/10.1121/1.4964815

1. **Romeo R.**, Hazan V., & Pettinato M. (2013). Developmental and gender-related trends of intra-talker variability in consonant production. *Journal of the Acoustical Society of America*, *134*(5), 3781 - 3792. https://doi.org/10.1121/1.4824160

Under Review: Revision Invited

2. **Romeo, R.R**., Kalluri, N.S., Young, V., Kinlay, S.H., Kerper, R., Hansen, A.R. Language Environments of Infants in the NICU Improve after a Brief Parent Education Intervention. *Journal of Perinatology*.

1. *Ramirez, A.G., Shin, S., Jones Harden, B., Martoccio, T. L., Berlin, L.J., & **Romeo, R. R.** Investigating education and psychosocial factors as predictors of maternal speech among low-income Latine families. *Journal of Child Language.*

Under Review: Initial Submission

1. *McDorman, S.A., Alonso, A., Chen, Y., Luken Raz, K., Gard, A., & **Romeo, R.R.** Profiles of school readiness resilience among ECLS-K:2011 kindergarteners exposed to socioeconomic risk. *Educational Researcher.*

PUBLISHED CONFERENCE PROCEEDINGS

*Student/trainee, †Special recognition, ‡ Co-first authorship, Underline = Senior author

5. Cychosz, M., Newman, R., Munson, B., **Romeo, R.**, Kosie, J., Edwards, J. (2023). The everyday speech environments of preschoolers with and without cochlear implants. In: R. Skarnitzl & J. Volín (Eds.) Proceedings of the 20th International Congress of Phonetic Sciences – ICPhS 2023 (pp. 3171-3175). *International Phonetic Association.* https://www.internationalphoneticassociation.org/icphs-proceedings/ICPhS2023/full_papers/276.pdf

4. *Carolus, A.E., Rowe, M.L., Sheridan, M.A., Lengua, L.J., McLaughlin, K.A. & **Romeo, R.R.** (2023). Conversation disruptions in early childhood longitudinally predict receptive language development. *Proceedings of the 47th Boston University Conference on Language Development,* Cascadilla Press. https://www.lingref.com/bucld/47/BUCLD47-07.pdf

3. *Kulawska, K., Rowe, M.L., McLaughlin, K.A., Lengua, L.J., & **Romeo, R.R.** (2023). Does conversational context influence SES associations with language input and language development? *Proceedings of the 47th Boston University Conference on Language Development,* Cascadilla Press. https://www.lingref.com/bucld/47/BUCLD47-37.pdf

2. *Kim, G.K., *Abdurokhmonova, G.A., Rowe, M.L., McLaughlin, K.A., Lengua, L.J., & **Romeo, R.R.** (2023). The role of conversational semantic contingency on children's language development across socioeconomic backgrounds. *Proceedings of the 47th Boston University Conference on Language Development,* Cascadilla Press. https://www.lingref.com/bucld/47/BUCLD47-35.pdf

1. Hazan, V., **Romeo, R.**, & Pettinato, M. (2013). The impact of variation in phoneme category structure on consonant intelligibility. *Proceedings of Meetings on Acoustics, 19*(1), 060103. https://doi.org/10.1121/1.4800618

INVITED BOOK CHAPTERS

5. Alper, M., Alcorn, A.M., Harrison, K., Manganello., J.A., **Romeo, R.R.** (2024). Digital media and neurodevelopmental differences. In D. Christakis & L. Hale (Eds.), *Children and screens: A handbook on digital media and the development, health, and well-being of children and adolescents.* Springer. https://link.springer.com/content/pdf/10.1007/978-3-031-69362-5.pdf#page=87

4. **Romeo, R.R.** (2023). The neuroscience of early literacy development. In S. Cabell., S. Neuman, & N. Patton Terry (Eds.) *Handbook on the Science of Early Literacy, 2nd edition*. New York, NY: Guilford Press. https://www.guilford.com/books/Handbook-on-the-Science-of-Early-Literacy/Cabell-Neuman-Terry/9781462555024

3. Rowe, M.L., **Romeo, R.R.**, & Leech, K.A. (2023). Early environmental influences on language. In S. Cabell., S. Neuman, & N. Patton Terry (Eds.) *Handbook on the Science of Early Literacy, 2nd edition*. New York, NY: Guilford Press. https://www.guilford.com/books/Handbook-on-the-Science-of-Early-Literacy/Cabell-Neuman-Terry/9781462555024

2. **Romeo, R.R.**, & Christodoulou, J.A. (2022). How neuroscience can help overcome adversity in education. In A. Holliman & K. Sheehy (Eds.), *Overcoming Adversity in Education.* Abington, UK: Taylor & Francis. https://www.routledge.com/Overcoming-Adversity-in-Education/Holliman-Sheehy/p/book/9781032017785

1. **Romeo, R.R.**, Imhof, A., Bhatia, P., Christodoulou, J.A. (2019). Relationships between socioeconomic status and reading development: Cognitive outcomes and neural mechanisms. In S.J. Lipina & M.S. Segretin (Eds.), *Neuroscientific Perspectives on Poverty* (pp. 153-182). Erice, Italy: CLASCO. http://www.mbe-erice.org/publications.php

ORAL CONFERENCE PRESENTATIONS

*Student/trainee, †Special recognition, ‡ Co-first authorship, Underline = Senior author

Romeo, R. R., Kalluri, N. S., Young, V., Kerper, R., Kinlay, S. H., Pezanowski, R., Merrill-Olver, K., & Hansen, A. R. (2026, July). A sequential mixed methods, community-engaged approach to enhancing parent-infant communication in the NICU. In E. K. Taylor-Robinette (Chair), Community-engaged research focused on infant and

perinatal populations [Symposium]. *International Congress of Infant Studies*, Panama City, Panama.

*Taylor-Robinette, E. K., *Wolff, C. M., Sanders, C., Diamant-Cohen, B., Ortiz, J. A., Bonsignore, E., Turner, J. D., & **Romeo, R. R.** (2026, July). *Hatchlings - Community-library partnerships to reduce childhood literacy inequities: A qualitative investigation*. In E. K. Taylor-Robinette (Chair), *Community-engaged research focused on infant and perinatal populations* [Symposium]. International Congress of Infant Studies, Panama City, Panama.

Romeo, R. R., Kalluri, N. S., Young, V., Kerper, R., Kinlay, S. H., Pezanowski, R., Merrill-Olver, K., & Hansen, A. R. (2026). Language Environments of Infants in the NICU Improve after a Brief Parent Education Intervention. *Pediatric Academic Society*, Boston, MA. (presenting author: A.R. Hansen)

*Ramirez, A. G., *McDorman, S. A., *Abdurokhmonova, G., & **Romeo, R. R.** (2025). Disentangling the relation between conversational turns and children's talkativeness. In A. G. Ramirez (Chair), Methodological insights for analyzing children's diverse language environments with daylong audio recordings. *Society for Research in Child Development (SRCD),* Minneapolis, MN.

Romeo, R.R. (2024). Deficit, Difference, or Diversity? My journey investigating children's language, experience, and development. Young Investigator Award talk at *Flux Congress (Developmental Cognitive Neuroscience Society)*, Baltimore, MD.

*Abdurokhmonova, G., *Taylor, E.K., *McDorman, S.A., *Ramirez, A.R., Merchant, J.S., & **Romeo, R.R.** (2024). Investigating whether bilingualism protects against low SES in the neural basis of executive functioning. In *G. Abdurokhmonova (symposium organizer), "Bilingual brains and education-related cognitive processes: Examinations across the lifespan." *International Mind, Brain, and Education Society*, Leuven, Belgium.

Romeo, R.R. & McCandliss, B.D. (2023) Symposium on "Developmental Cognitive Neuroscience in Real-World Educational Contexts: Opportunities and Challenges for crossing the 'Bridge Too Far.'" Moderated Symposium accepted to *Flux Congress (Developmental Cognitive Neuroscience Society)*, Santa Rosa, CA.

Cychosz, M., Edwards, J., Munson, B., **Romeo, R.**, Kosie, J., Newman, R., (2023). The everyday speech environments of preschoolers with and without cochlear implants. *International Congress of Phonetic Sciences*, Prague, Czech Republic.

Romeo, R.R., *Kulawska, K., *Carolus, A., Flournoy, J.C., McLaughlin, K.A., & Lengua, L.J. (2023). Different dimensions of language experience explain SES differences in language and executive function development. In J.E. Markfeld & **R.R. Romeo (symposium organizers)**, "Multidimensional predictors of language development: intersections between SES, stress, input, and executive functioning." *Society for Research in Child Development,* Salt Lake City, UT.

*McDorman, S.A., Gilmer, M., *Taylor, E.K., *Alexander, V., Leonard, J.A., Gabrieli, J.D.E., & **Romeo, R.R.** (2023). Parent-child relationships support executive functioning in contexts of low SES and family chaos. In *S. McDorman (symposium organizer), "Socioeconomically-diverse families contain multitudes: Strength-based approaches to cognitive development." *Society for Research in Child Development,* Salt Lake City, UT.

*Shariq, D., **Romeo, R.R.**, Kim, H.C., Fuchs, J.E., Gard., A.M. (2023) Profiles of domain-specific cognitive development in socioeconomically disadvantaged youth. In S. McDorman (symposium organizer), "Socioeconomically-diverse families contain multitudes: Strength-based approaches to cognitive development." *Society for Research in Child Development,* Salt Lake City, UT.

*Carolus, A.E., Rowe, M.L., Sheridan, M.A., Lengua, L.J., McLaughlin, K.A. & **Romeo, R.R.** (2022). Conversation disruptions in early childhood longitudinally predict receptive language development. *Boston University Conference on Language Development*, Boston, MA.
†Received a Diversity Travel Award and Highly Rated Abstract Award.

Romeo, R.R. (2022). "Optimal" brain development is context dependent: How SES moderates brain-behavior relationships for learning. Part of the Invited Symposium: "Neuro/Cognitive Research to Inform Neurodiverse Education." *International Mind, Brain, and Education Society*, Montreal, Canada.
†Received an Early Career Travel Award.

Pollack, C., Wilmot, D., Centanni, T. M., Halverson, K., Frosch, I., D'Mello, A. M., **Romeo, R.**, Imhof, A., Capella, J., Wade, K., Al Dahhan, N. Z., Gabrieli, J. D. E., & Christodoulou, J. A. (2021). Anxiety, motivation, and ability in math and reading in children with and without learning difficulties. *European Association for Research on Learning and Instruction*, Gothenburg, Sweden.

Romeo, R.R., Olson, H., Christodoulou, J.A, Gabrieli, J.D.E. (2021). Socioeconomic dissociations in the cognitive and neural correlates of reading disability. Part of the paper symposium: Relations among socioeconomic status, functional brain activity, and neurocognitive outcomes: Unified framework approaches. *Society for Research in Child Development,* Virtual.

Imhof, A., Anderson, H., **Romeo R.R.**, Rowe, M.L., Gabrieli, J.D.E., & Fausey, C. (2021). Talkative learning opportunities are nested within everyday activities. *Society for Research in Child Development,* Virtual.

Romeo, R.R., Choi, A.B., Gabard-Durnam, L.J., Wilkinson, C.L., Levin, A.R., Rowe, M. L., Tager-Flusberg, H., Nelson, C.A. (2020). Parent input and the neural mechanisms of language development in infants at risk of Autism. *Many Paths to Language Conference,* Virtual.

Romeo, R.R., Leonard, J.A., *Grotzinger, H., Robinson, S.T., Takada, M., *Segaran, J., Mackey, A.P., Rowe, M. L., Gabrieli, J.D.E. (2019). Cortical plasticity associated with a parent-implemented language intervention. *Flux Congress*, New York, NY.
†Received both the Jacobs Foundation Science of Learning Symposium award and the Postdoctoral Abstract Merit award.

Romeo, R.R., Leonard, J.A., *Grotzinger, H., *Segaran, J., Mackey, A.P., Rowe, M. L., Gabrieli, J.D.E. (2019). Cortical plasticity associated with a parent-implemented language intervention. *Society for the Neurobiology of Language*, Helsinki, Finland.
†Selected for a Society Merit Award.

Romeo, R.R., Christodoulou, J.A., Olson, H., & Gabrieli, J.D.E. (2019). Socioeconomic dissociations in the neurocognitive profiles of dyslexia. *New England Research on Dyslexia Society,* Boston, MA.

Leonard, J.A., **Romeo, R.R.**, Park, A.T., Takada, M.E., Robinson, S.T., Grotzinger., H., Last, B.S., Finn, A.S., Gabrieli, J.D.E., Mackey, A.P., (2019). The neural correlates of reasoning differ by socioeconomic status in development. Part of the paper symposium: "Socioeconomic status, brain, and cognitive development: Environmental mechanisms and individual differences." *Society for Research in Child Development,* Baltimore, MD.

Romeo, R.R., Leonard, J.A., Robinson, S.T., Rowe, M.L., Mackey, A.P., Gabrieli, J.D.E. (2018). Neural plasticity associated with a parent-implemented language intervention. In **R.R. Romeo (symposium organizer)**, "Varying approaches to early language interventions for lower-SES families." *Boston University Conference on Child Language Development*, Boston, MA.

Romeo, R.R. (2018). Socioeconomic influences on language and literacy development. *American Speech-Language Hearing Association*, Boston, MA.

D'Mello A., **Romeo, R.R.**, Leonard, J.A., Mackey, A.P., Gabrieli, J.D.E. (2018). Cerebellar contributions to children's language processing. In nanosymposium: Human cognition and behavior: Neurocognitive development. *Society for Neuroscience*, San Diego, CA.

Romeo, R.R., Leonard, J.A., Robinson, S.T., Rowe, M.L., Mackey, A.P., Gabrieli, J.D.E. (2017). Structural and functional neural mechanisms underlying the relationship between children's language exposure and their linguistic abilities. *Many Paths to Language Workshop.* Max Planck Institute, Nijmegen, The Netherlands.

Christodoulou, J.A., **Romeo, R.R.**, Cyr, A., Halverson, K., Murtagh, J., Chang, P., Hook, P., Gabrieli, J.D.E. (2017). Neurocognitive correlates of treatment response in children with dyslexia across SES. *Society for the Scientific Study of Reading*, Nova Scotia, Canada.

Romeo, R.R., Leonard, J.A., Robinson, S.T., Rowe, M.L., Mackey, A.P., Gabrieli, J.D.E. (2017). Children's language exposure predicts neural structure and function during language processing, independent of SES. Part of the paper symposium: "Advances in neuroimaging research paradigms and techniques in the study of development." *Society for Research in Child Development,* Austin, TX.

Leonard, J.A., **Romeo, R.R.**, Robinson, S.T., Mackey, A.P., Gabrieli, J.D.E. (2017). Predicting and intervening on cognitive outcomes in young children. Part of the paper symposium: Interaction of executive function and knowledge in the preschool years. *Society for Research in Child Development,* Austin, TX.

Romeo, R.R., Christodoulou, J.A., Cyr, A. B., Halverson, K. K., Murtagh, J., Chang, P., Hook, P.E., & Gabrieli J.D.E. (2015). Children's socioeconomic status influences their response to reading intervention. *American Speech-Language Hearing Association,* Denver, CO.

Romeo, R.R., Christodoulou, J.A., Cyr, A. B., Halverson, K. K., Murtagh, J., Chang, P, Mackey, A.P., Hook, P.E., Gabrieli J.D.E. (2015). Impact of SES on brain and behavior in children with dyslexia receiving intervention. *Society for the Scientific Study of Reading,* Kona, HI.

Romeo, R.R., & Swingley, D. (2015). Word recognition, phonological specificity, and SES: a longitudinal word-recognition study of toddlers. Part of the paper symposium: SES and infant language development: Four longitudinal studies. *Society for Research in Child Development,* Philadelphia, PA.

Hazan, V., **Romeo, R.**, Pettinato, M. (2013). The impact of variation in phoneme category structure on consonant intelligibility. Part of the invited session: "Variability in speech intelligibility: Behavioral and neural perspectives." *International Congress on Acoustics* and *The Acoustical Society of America*, Montreal, Canada.

POSTER CONFERENCE PRESENTATIONS

*Student/trainee, †Special recognition, ‡ Co-first authorship, Underline = Senior author

*Rojas, P., *Ramirez, A.G., *Taylor-Robinette, E.K., & **Romeo, R.R.** (2026). *Bilingual advantage in theory of mind: Relation to immigration generation*. American Psychological Association, Washington, DC.

*Smith, C., *Mortimer, A., & **Romeo, R.** (2026). *Parental co-viewing as a moderator of screen time in preschool cognition*. American Psychological Association, Washington, DC.

*Abdurokhmonova G., Mortimer, A., Pecukonis, M., & **Romeo, R.R.** (2025). Investigating bilingual advantage in selective attention activation from early childhood to adolescence: A museum-based fNIRS study. *Social Dynamics Workshop*, Utrecht, Netherlands.

*Abdurokhmonova G., Mortimer, A., Pecukonis, M., & **Romeo, R.R.** (2025). Investigating bilingual advantage in selective attention activation from early childhood to adolescence: A museum-based fNIRS study. *Boston University Conference on Language Development (BUCLD)*, Boston, MA.

Ramirez, A.G., Shin, S., Jones Harden, B., Martoccio, T.L., Berlin, L.J., & **Romeo, R.R.** (2025). Investigating education and psychosocial factors as predictors of maternal speech among low-income Latinx families. *Boston University Conference on Language Development (BUCLD)*, Boston, MA.

*Abdurokhmonova G., & **Romeo, R.R.** (2025). Does structural neural connectivity mediate the relationship between early bilingual exposure and language/executive function outcomes in young children? A DTI study. *Society for the Neurobiology of Language,* Washington, DC.

*Abdurokhmonova G., *Nam, S., *Roche, E. C., Peckukonis, M., & **Romeo, R.R.** (2025). Investigating Bilingual Advantage in Selective Attention Activation From Early Childhood to Adolescence: A Museum-Based fNIRS Study. *Fetal, Infant & Toddler Neuroimaging Group (FIT'NG)*, Dublin, IE.

*Abdurokhmonova G., *Nam, S., *Roche, E. C., Peckukonis, M., & **Romeo, R.R.** (2025). Investigating Bilingual Advantage in Selective Attention Activation From Early Childhood to Adolescence: A Museum-Based fNIRS Study. *Flux Congress (Developmental Cognitive Neuroscience Society)*, Dublin, IE.

*Abdurokhmonova G., Mortimer, A., Pecukonis, M., & **Romeo, R.R.** (2025). Do children's bilingual experiences modulate language network activation during selective attention? A museum-based fNIRS study. *Society for fNIRS*, St. Louis, MO.

*Roche, E.C., Rocha-Hidalgo, *Taylor-Robinette, E.K., *Abdurokhmnova, G., Redcay, E., **Romeo, R.R.** (2025). *Inclusion of Black Families in fNIRS Hyperscanning Study*. Poster presented at Mind & Life Summer Research Institute, Garrison, NY.

*Ramirez, A.G., *Abdurokhmonova, G., *Taylor-Robinette, E.K., *McDorman, S.A., *Roche, E.C., & **Romeo, R.R.** (2025). Parent attitudes toward bilingualism may differ according to contextual factors. *The Harmonious Bilingualism Network (HaBilNet)*, San Sebastián, Spain.

*Abdurokhmonova G. & **Romeo, R.R.** (2025). Do children's bilingual experiences modulate language network activation during selective attention? A museum-based fNIRS study. *Society for Research in Child Development (SRCD)*, Minneapolis, MN.

*Taylor-Robinette, E.K., *Egerton, M.M., *Abdurokhmonova, G., *McDorman, S.A., & **Romeo, R.R.** (2025). Considering context in early childhood sleep, stress, self-regulation, and structural brain development. *Society for Research in Child Development (SRCD)*, Minneapolis, MN.

*Zapletina, O., Butler, L.P., **Romeo, R.R.** (2025) Parents' questions to children vary by SES and child age. *Society for Research in Child Development (SRCD)*, Minneapolis, MN.

*McDorman, S.A., Imhof, A., *Ramirez, A.G., *Taylor-Robinette, E.K., *Abdurokhmonova, G., *Roche, E.C., *Arce-Reed, T., *Kaur, N. & **Romeo, R.R.** (2025). Examining the validity of caregiver-child conversational turns across lab-based and naturalistic settings. *Society for Research in Child Development (SRCD)*, Minneapolis, MN.

Shin, S.Y., *Ramirez, A.G., Martoccio, T.M., **Romeo, R.R.**, Berlin, L., & Jones Harden, B. (2025). Maternal acculturation and language input jointly predict child language use in Spanish-speaking immigrant families. *Society for Research in Child Development (SRCD)*, Minneapolis, MN.

*Roche, E., Redcay, E., **Romeo, R.R.** (2025). Real-time social and affective predictors of caregiver-child prefrontal cortex synchrony. *Social And Affective Neuroscience Society (SANS)*, Chicago, IL.

Taylor-Robinette, E., Sanders, C., Diamant-Cohen, B., **Romeo, R.R.** (2025). The Hatchlings project: Community-library Partnerships to reduce inequities in childhood literacy. *International Society of Developmental Psychobiology (ISDP)*, Chicago, IL.

Decker, A. Leonard, J., **Romeo, R.**, & Gabrieli, J. (2024). Exploration is associated with socioeconomic disparities in learning and academic achievement in adolescents. *Flux Congress (Developmental Cognitive Neuroscience Society)*, Baltimore, MD.

*Abdurokhmonova, G., *Ramirez, A., *Rosales-Lima, F., *Ostria, N., *Egerton, M., & **Romeo, R.R.** (2024). Is the Language Network left-Lateralized? Associations between Hemispheric Lateralization and Quantified Amount of Bilingual Exposure in Young Children. *Flux Congress (Developmental Cognitive Neuroscience Society)*, Baltimore, MD.

*Roche, E., *Simmons, A., *Taylor-Robinette, E., *Abdurokhmonova, A., *Haralanova, A., Thompson, E., *Terry, V., *Sall, F., & **Romeo, R.R.** (2024). Maybe it's scientists who are "hard to reach": Lessons learned from a year of collecting racially and socioeconomically

inclusive two-brain fNIRS data in local childcare centers and schools. *Flux Congress (Developmental Cognitive Neuroscience Society)*, Baltimore, MD.

*Abdurokhmonova, G., Taylor-Robinette, E.K., & **Romeo, R.R.** (2024). Exploring how burstiness of caregiver language input is associated with language-related brain activation in young children. *Fetal, Infant & Toddler Neuroimaging Group (FIT'NG),* Baltimore, MD.

*Roche, E.C., *Abdurokhmonova, G., *Taylor, E.K., *Simmons, A., *Haralanova, A., *Terry, V.A. **Romeo, R.R.** (2024). Brain science in a suitcase: Practical takeaways from six school partnerships in one year. *International Mind, Brain, and Education Society*, Leuven, Belgium.

*McDorman, S.A., Chen, Y., Alonso, A., Luken Raz, K., & **Romeo, R.R.** (2024). Living with socioeconomic risk: Contextual differences among the academic resilience profiles of U.S. first graders. *International Society for the Study of Behavioural Development*, Lisbon, Portugal.

*McDorman, S.A., Imhof, A., *Ramirez, A.G., *Taylor, E.K., *Abdurokhmonova, G., *Roche, E.C., & **Romeo, R.R.** (2024). Contextual moderators of caregiver-child conversational turns across lab-based and naturalistic settings. *International Society for the Study of Behavioural Development*, Lisbon, Portugal.

*Ramirez, A.G., Shin, S., Jones Harden, B., Martoccio, T. L., Berlin, L.J., & **Romeo, R. R.** (2024). Exploring how proximal factors may relate to differences in maternal speech with bilingual families. *Cognitive Development Society*, Pasadena, CA.

Cychosz, M., Edwards, J., Munson, B., **Romeo, R.**, Kosie, J., Newman, R., (2023). Using naturalistic language samples to understand the link between language input and speech-language development in preschoolers with cochlear implants. *Boston University Conference on Language Development*, Boston, MA.

*Taylor, E.K. & **Romeo, R.R.** (2023). Initiating Community-Engaged Research Projects with Child-Focused Partners: Reflections for Developmental Cognitive Neuroscientists. *Fetal, Infant, and Toddler Neuroimaging Group (FIT'NG) Conference*, Santa Rosa, CA.

*Simmons, A., *Taylor, E.K., *Abdurokhmonova, G., & **Romeo, R.R.** (2023). Developing Best Practices for Inclusion in Pediatric fNIRS Research: Equity for Participants with Afro-Textured Hair. *Flux: Developmental Cognitive Neuroscience Society*, Santa Rosa, CA.

†Received Best Poster Award

*Taylor, E.K., *McDorman, S.A., *Abdurokhmonova, G., & **Romeo, R.R.** (2023). Effects of Sleep & Stress on Early Childhood Structural Brain Development & Self-Regulation. *Flux: Developmental Cognitive Neuroscience Society*, Santa Rosa, CA.

*Abdurokhmonova, G., *Taylor, E.K., *McDorman, S.A., Merchant, J.S., & **Romeo, R.R.** (2023). Does bilingual exposure protect against the effects of SES on selective auditory attention? An fMRI study in 4-6-year-old children. *Flux: Developmental Cognitive Neuroscience Society*, Santa Rosa, CA.

Rosen, M.L., Rakesh, D., & **Romeo, R.R.** (2023). The role of socioeconomic status in shaping associations between sensory association cortex and prefrontal structure and implications for executive function. *Flux: Developmental Cognitive Neuroscience Society*, Santa Rosa, CA.

Romeo, R.R., Rowe, M.L., Gabrieli, J.D.E. (2023). Relationships between family/household environments and turn-taking intervention effectiveness. BWG Research Network's pre-conference symposium on Research Focused on Promoting Equity in Children's Language Experience. *Society for Research in Child Development,* Salt Lake City, UT.

*Taylor, E. & **Romeo, R.R.** (2023). Advocating for an increasingly representative and community-engaged model of developmental science: A structured review. *Society for Research in Child Development,* Salt Lake City, UT.

*McDorman, A., Gilmer, M., *Taylor, E.K., *Alexander, V., Leonard, J.A., Gabrieli, J.D.E., & **Romeo, R.R.** (2023). With infinite affection: Caregiving as protective of children's social-emotional skills against household chaos or low SES. *Society for Research in Child Development,* Salt Lake City, UT.

*Shariq, D., **Romeo, R.R.**, Kim, H.C., Fuchs, J.E., Gard., A.M. (2022). Profiles of domain-specific cognitive development in socioeconomically disadvantaged youth. *International Society for Developmental Psychobiology*, San Diego, CA.

*Kulawska, K., Rowe, M.L., McLaughlin, K.A., Lengua, L.J., & **Romeo, R.R.** (2022). Does conversational context influence SES associations with language input and language development? *Boston University Conference on Language Development*, Boston, MA.

*Kim, G.K., Rowe, M.L., McLaughlin, K.A., Lengua, L.J., & **Romeo, R.R.** (2022). The role of conversational semantic contingency on children's language development across socioeconomic backgrounds. *Boston University Conference on Language Development*, Boston, MA.

*Carolus, A.E., Sheridan, M.A., Lengua, L.J., McLaughlin, K.A., **Romeo, R.R.** (2022). Do conversation disruptions in early childhood predict executive functioning and externalizing psychopathology? *Flux Congress*, Paris, France.

*Rosenberg, A., Lengua, L.J., Sheridan, M.A., McLaughlin, K.A., **Romeo, R.R.** (2022). Influence of mothers' behavioral and emotion regulation strategies on children's risk for psychopathology by early adolescence. *Society for Affective Science*, Virtual.

Romeo, R.R.,‡ Rosen, M.L.,‡ & McLaughlin, K.A. (2021). The moderating role of parental scaffolding in relationships between low socioeconomic status and development of executive function: A preregistered longitudinal study. *Flux Congress*, Virtual.

Romeo, R.R., Olson, H., Christodoulou, J.A, & Gabrieli, J.D.E. (2021). Socioeconomic dissociations in the cognitive and neural correlates of reading disability. *Cognitive Neuroscience Society,* Virtual.

Romeo, R.R., Choi, A.B., Gabard-Durnam, L.J., Wilkinson, C.L., Levin, A.R., Rowe, M. L., Tager-Flusberg, H., & Nelson, C.A. (2020). Parent input and the neural mechanisms of language development in infants at risk of Autism. *Flux Congress*, Virtual.

*Grotzinger, H., **Romeo, R.R.**, *Giebler, M., Imhof, A., D'Mello, A., & Gabrieli, J.D.E. (2019). Cerebellar language lateralization in bilingual and monolingual children and adolescents. *Flux Congress*, New York, NY.

*Valencia, V., **Romeo, R.R.**, Leonard, J.A., Rowe, M. L., Gabrieli, J.D.E. (2019). Hablamos ambos (We speak both): Relationship between primary language use and lexical diversity in bilingual families. *Society for Research in Child Development*, Baltimore, MD.

Romeo, R.R., Leonard, J.A., *Segaran, J., Mackey, A.P., Rowe, M. L., Gabrieli, J.D.E. (2019). Structural and functional neural correlates of language experience in children from diverse socioeconomic backgrounds. Invited poster presentation in "Taking on the challenge: Re-evaluating the word gap and examining promising interventions for promoting young children's language." *Society for Research in Child Development*, Baltimore, MD.

Wilmot, D., D'Mello, A. M., **Romeo, R.R.**, Peek, C., Meegoda, O., Centanni, T., Halverson, K., Gabrieli, J.D.E., Christodoulou, J.A. (2018). Neural correlates of phonological processing in dyslexia and comorbid dyslexia-ADHD. *Society for Neuroscience*, San Diego, CA.

Meegoda, O., DeNovi, N., Pennebaker, M., Halverson, K., **Romeo, R.R.**, Imhof, A., Wilmot, D., Centanni, T., Gabrieli, J.D.E., Christodoulou, J.A. (2018). Reading miscue analysis in children with dyslexia, comorbid dyslexia/ADHD, & typical reading skills. *American Speech-Language Hearing Association*, Boston, MA.

Imhof, A., D'Mello, A., Halverson, K., Wilmot, D., **Romeo, R.R.**, Frosch, I., Sridhar, A., Gabrieli, J.D.E., Christodoulou, J.A. (2018). Examining rates of comorbidity in Dyslexia, Dyscalculia & ADHD. *American Speech-Language Hearing Association*, Boston, MA.

Mesite, L., Bhatia, P., **Romeo, R.R.**, Gabrieli, J.D.E., Christodoulou, J.A. (2018). Exploring relationships between socioeconomic status & reading skills in children with & without reading difficulties. *American Speech-Language Hearing Association*, Boston, MA.

Romeo, R.R., Segaran, J., Leonard, J.A., Robinson, S.T., Mackey, A.P., Yendiki, A., Rowe, M. L., Gabrieli, J.D.E. (2018). Neural correlates of the "30-million word gap": Children's language exposure is related to white matter structure. *Cognitive Neuroscience Society*, Boston, MA.
[†]Award for the highest rated submission in the "Developmental" category.

Leonard, J.A., **Romeo, R.R.**, Park, A. T., Takada, M., Robinson, S.T., Gabrieli, J.D.E., & Mackey, A.P. (2018). Associations between cortical thickness and reasoning vary by socioeconomic status in early childhood. *Cognitive Neuroscience Society*, Boston, MA.

Romeo, R.R., Leonard, J.A., Robinson, S.T., Rowe, M. L., Mackey, A.P., Gabrieli, J.D.E. (2017). Language exposure is associated with the cortical thickness of young, low-SES children. *Society for the Neurobiology of Language*, Baltimore, MD.
[†]Also invited for Flash Talk.

Christodoulou, J. C., **Romeo, R.R.** Halverson, K., Cyr, A., Murtagh, J., Chang, P, Mackey, A.P., Hook, P. E., Gabrieli J.D.E. (2017). Individual differences in intervention response: Socioeconomic status and reading disability as predictors. *Association for Psychological Science*, Boston, MA.

Takada, M. E., Leonard, J.A., **Romeo, R.R.**, Robinson, S.T., Mackey, A.P., Gabrieli, J.D.E. (2017). Cognitive and neural correlates of mathematical reasoning across math proficiency levels. *Society for Research in Child Development,* Austin, TX.

Romeo, R.R., Leonard, J.A., Robinson, S.T., Segaran, J., Rowe, M.L., Mackey, A.P., Gabrieli, J.D.E. (2016). Children's language exposure predicts neural activation during language processing. *Society for Neuroscience*, San Diego, CA.
[†]Selected as a "hot topic" – top 5% of all abstracts deemed newsworthy by peer review.

INVITED TALKS

6/10/26	NIRx Functional Near-Infrared Spectroscopy Workshop, Keynote, Washington DC.
3/25/26	Terrapin Ed (TED) Talks, University of Maryland, College Park, MD.
2/25/26	Human Development Colloquium, University of Maryland, College Park, MD.
10/30/25	Neuroscience Seminar Series, St. Mary's College of Maryland, St. Mary's City, MD.
5/8/25	Center for Neuroscience & Society at the University of Pennsylvania, Philadelphia, PA.
4/2/25	Psychology Department Colloquium, University of Maryland Baltimore County, Baltimore MD.
3/12/25	Molecular, Cellular, and Integrative Neurosciences Colloquium, Colorado State University, Fort Collins, CO.
2/19/25	Applied Developmental Psychology Colloquium, George Mason University, Fairfax, VA.
12/3/24	Institute of Child Development Colloquium, University of Minnesota, Minneapolis, MN.
9/28/24	Flux Society Young Investigator Award Address, Baltimore, MD.
4/17/24	Center for Childhood Deafness, Language, and Learning, Boys Town National Research Hospital, Omaha, NE.
2/26/24	Communication Sciences & Disorders Research Roundtable, University of Delaware.
1/24/24	Center for Healthy Brain Development, University of Virginia.
11/6/23	Center for Cognitive and Brain Health Colloquium, Northeastern University, Boston, MA.
10/6/23	Prince George's County Public Schools Professional Development, Prince George's County Maryland.
4/13/23	Hannover Medical School and Cluster of Excellence Hearing4All, session on Early Social Interaction in Prelingually Deaf Children, Hannover, Germany.

3/22/23	BWG Research Network's Symposium on Research Focused on Promoting Equity in Children's Early Language Experience, Salt Lake City, UT.
3/11/23	Human Sentence Processing Conference, invited panel "How Language Processing Research Can Inform Literacy and Education," Pittsburgh, PA.
9/30/22	Keynote at Speech and Hearing Bioscience and Technology PhD program 30th Anniversary Alumni event, Boston, MA.
9/21/22	NIH Workshop on "Reframing the word gap: Equity-based approaches to supporting early language development," Virtual.
9/9/22	Combatting LGBTQIA+ Discrimination in Access and Opportunity, Flux Society, Paris, France.
8/12/22	Socioeconomic Status Neuroscience Network workshop, Virtual.
7/12/22	Baby and Child Research Centre Colloquium, Radboud University & Max Planck Institute for Psycholinguistics, Nijmegen, Netherlands.
6/13/22	The Dyslexia Foundation, Extraordinary Brain Symposium on "Executive Functioning and Reading," Bermuda.
5/26/22	Maryland Summit on *Literacy and Equity in the 21st Century: Closing the Opportunity Gap*, Virtual.
3/11/22	National Institutes of Mental Health, Section on Development and Affective Neuroscience, Bethesda, MA.
1/7/22	The Barksdale Reading Institute, Jackson, MS.
10/15/21 & 2/11/22	The Dyslexia Foundation conference on "Dyslexia, literacy, & vulnerable student populations: The science, policy, and culturally responsive practice," Virtual.
9/10/21	Cognitive Neuroscience Colloquium, University of Texas at Austin, Austin, TX.
9/3/21	Norton Child Neurology Grand Rounds, University of Louisville School of Medicine, Louisville, KY.
8/26/21	Infant Brain Imaging Study Language Workgroup, Virtual.
5/11/21	Translational Neuroscience Center Seminar, Boston Children's Hospital, MA.
4/13/21	Careers in Neuroscience, Simmons University, Boston, MA.
11/25/20	Royal Holloway Department of Psychology Colloquium, University of London.
9/2/20	Digital Salon: Closing the Opportunity Gap from Language to Reading, Massachusetts Institute of Technology.
6/22/20	The Dyslexia Foundation, Extraordinary Brain Symposium on "Dyslexia in Vulnerable Student Populations: Leading for Change, Guayaquil, Ecuador (Cancelled due to COVID-19).
4/17/20	Experimental Methods in Language Acquisition Research, Utrecht, Netherlands (Cancelled due to COVID-19).
2/5/20	University of Connecticut, Psychological Sciences Colloquium, Storrs, CT.

1/30/20	University of Maryland, Dept of Human Development and Quantitative Methodology Colloquium, College Park, MD.
1/22/20	Boston University, Dept of Speech Language and Hearing Sciences Colloquium, Boston, MA.
1/13/20	Carnegie Mellon University, Dept of Psychology Colloquium, Pittsburgh, PA.
1/8/20	Speech Pathology Grand Rounds, Boston Children's Hospital, Waltham, MA.
11/26/19	Kennedy Krieger Institute, Johns Hopkins University, Baltimore, MD.
10/7/2019	University of Oregon, Center for Translational Neuroscience, Eugene, OR.
7/10/2019, & 6/27/2018, 7/19/2017	Neuroscience of Reading Summer Institute, Cambridge, MA.
6/4/2019	Science of Reading: Bridging the Classroom Gap. MIT Integrated Learning Initiative, Cambridge, MA.
3/13/2019	University of Delaware, Joint Colloquiums in Education, Linguistics, and Communication Sciences and Disorders, Newark, DE.
2/28/2019	University of Chicago Department of Psychology Colloquium, Chicago, IL.
12/5/2018	University of Delaware Educational Neuroscience Colloquium, Newark, DE.
12/03/2018	Center for Autism Research Excellence, Boston University, Boston, MA.
11/15/2018	Department of Pediatrics, Chiefs' Grand Rounds, Boston Children's Hospital, Boston, MA.
11/12/2018	Stanford University, Graduate School of Education Colloquium, Stanford, CA.
10/25/2018, 3/29/2018	LENA Foundation (webinar), Denver, CO.
9/27/2018	The Hanen Centre (webinar), Toronto, ON.
7/25/2018	Campaign for Grade Level Reading, Philadelphia, PA.
6/26/2018	AARP Foundation Experience Corps Network (Keynote Address), Orange County, CA.
3/28/2018	Pediatric Hearing Loss Professionals (ASHA CEU course), Boston MA.
1/10/2018	Boston Children's Hospital Laboratories of Cognitive Neuroscience Colloquium, Boston MA.
9/29/2017	Landmark College Reading Symposium, Cambridge MA.

TEACHING

Instructor of Record

University of Maryland, College Park

EDHD488G: Wired to Change: Brain Plasticity in Human Development and Experience (Undergrad.)	Spring 2026
EDHD775: Human Development and Neuroscience (Grad.)	Spring 2022-2025
EDHD200: Paradigms and Perspectives in Human Development (Undergrad.)	Fall 2022-2023

EDHD425: Language Development and Reading Acquisition (Undergrad.) Fall 2025
*I was on teaching leave Fall 2024.

Boston University
SH524: Language Acquisition and Development (Undergraduate) Spring 2019, 2020

Teaching Fellow or Section Leader

Harvard University Graduate School of Education
H-126: Typical and Atypical Neurodevelopment (Masters) Fall 2016, 2017

MGH Institute of Health Professions
CD723: Language, Culture and Cognition (Masters) Summer 2015
CD833: Neuromotor Speech Disorders (Masters) Summer 2015

Massachusetts Institute of Technology
6.541/24.968/HST.710: Speech Communication (Doctoral) Spring 2014

STUDENTS & TRAINEES

Postdoctorates

2023- Alexus Ramirez, PhD
*NIH Diversity Supplement recipient

2026- Jennifer Markfeld Magnuson
*NIH F32 recipient

Doctoral Students

2024- Ellie Taylor, Human Development and Quantitative Methodology, University of Maryland College Park
*UMD Flagship Fellow

2024- Oksana Zapletina (co-advised with Luke Butler), Human Development and Quantitative Methodology, University of Maryland College Park
*UMD Flagship Fellow

2023- Eliza Thompson (co-advised with Shenika Hankerson), Applied Linguistics and Language Education, University of Maryland College Park

2022- Gavkhar Abdurokhmonova, Human Development and Quantitative Methodology, University of Maryland College Park
*UMD Flagship Fellow
*PD Soros Fellowship for New Americans Finalist
*NIH F31 Recipient

2022- Ellen Roche, Neuroscience and Cognitive Science, University of Maryland College Park
*UMD Flagship Fellow
*NIH F31 Recipient

2022-2025 Victoria Alexander Terry (co-advised with Kelly Mix), Human Development and Quantitative Methodology, University of Maryland College Park
*McNair Scholar
*PhD awarded posthumously

2022-2025 Alexa McDorman, Human Development and Quantitative Methodology, University of Maryland College Park (advised 2020-2022 by Natasha Cabrera)
*NSF Graduate Research Fellow
*Now postdoctoral associate at NYU

Doctoral Student Committee Memberships

2025-2026 Michaela Brooks, Candidacy Committee, Human Development, University of Maryland College Park

2024-2025 Isabel Wilder, First Year Project and Candidacy Committees, Neuroscience and Cognitive Science, University of Maryland College Park

2024-2025 Lucía Zepeda Rivera, First Year Project and Candidacy Committees, Neuroscience and Cognitive Science, University of Maryland College Park

2023-2025 Kate Luken Raz, Candidacy and Dissertation Committees, Human Development, University of Maryland College Park

2023-2025 Gillian Grose, Candidacy and Dissertation Committees, Human Development, University of Maryland College Park

2023-2024 Rachel Ghosh, Candidacy and Dissertation Committees, Human Development, University of Maryland College Park

2023 Tamara Allard, Dissertation Committee, Psychology, University of Maryland College Park

2023 Angelica Alonso, Candidacy Committee, Human Development, University of Maryland College Park

2023 Kathleen Oppenheimer, Qualifying Exam Committee, Hearing and Speech Sciences, University of Maryland College Park

2022-2024 Jinglei Ren, Candidacy and Dissertation Committees, Human Development, University of Maryland College Park

2022-2023 Benjamin Rickles, Dissertation Committee, Neuroscience and Cognitive Science, University of Maryland College Park

2022 Junaid Merchant, Dissertation Committee, Neuroscience and Cognitive Science, University of Maryland College Park

2022 Yu (Tina) Chen, Candidacy Committee, Human Development, University of Maryland College Park

2022-2026 Sophie Domanski, Program Planning, Candidacy, & Dissertation Committees, Hearing and Speech Sciences, University of Maryland College Park

2021-2026 Deena Shariq, First Year Project, Candidacy, & Dissertation Committees, Neuroscience and Cognitive Science, University of Maryland College Park

Masters Thesis Students

2022-2023 Ellie Taylor, Program in Educational Transformation, Georgetown University
*Research received "Best Master's Student" award across the entire university

2021-2022 Grace Kim, Graduate School of Education, Harvard University

2021-2022 Amanda Rosenberg, Department of Psychology, New York University

Postbaccalaureate Scholars

2020-2023 Amy Carolus, Department of Psychology, Harvard University
*Research project received distinction award at Boston University Conference on Language Development

Undergraduate Honors/Thesis Students

2024-2025 Alexandra Haralanova, Neuroscience Program, University of Maryland College Park

2024-2025 Abria Simmons, Depts. of Psychology and Human Development, University of Maryland College Park
*McNair Scholar, UMD-REACH Scholar

2020-2021 Klaudia DeFrank, Department of Psychology, Bucknell University
*Thesis received a departmental distinction award

2019-2020 Oliver George, Department of Neuroscience, Harvard University
*Thesis received a departmental distinction award

2016-2019 Veronica Valencia, Department of Psychology, Wellesley College
*Received McNair Scholarship; poster presented at national conference

2016-2018 Joshua Segaran, Department of Brain and Cognitive Sciences, Massachusetts Institute of Technology
*Second author on publication

In addition to these students, I have supervised more than 70 undergraduate research assistants.

MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS

American Speech Language Hearing Association (ASHA); Association for Psychological Science (APS); Cognitive Development Society (CDS); Cognitive Neuroscience Society (CNS); Developmental Cognitive Neuroscience Society (Flux); International Mind, Brain, Education Society (IMBES); International Society for Developmental Psychobiology (ISDP); Society for the Neurobiology of Language (SNL); Society for Research in Child Development (SRCD); Society for Neuroscience (SfN); Society for the Scientific Study of Reading (SSSR); International Dyslexia Association (IDA)
**Note: not all are current*

ACADEMIC SERVICE

Society Leadership

2024, 2026 Flux Congress Scientific Program Committee

2021-2023 Vice President, Consortium for Daylong Audio Recordings of Children's Linguistic Environments (DARCLE)

2022-present Flux Diversity and Belonging Committee (including LGBTQIA+ affinity group, First Gen affinity group, and Allies & Advocates affinity group)

Journal Editing

2025-present Editorial Board Reviewer for *Developmental Cognitive Neuroscience*

2023-2024 Editor for special issue of *Infant Behavior and Development* on "Becoming a conversationalist: Questions, challenges, and new directions in the study of child interactional development"

2022-present Editorial Board Reviewer for *Developmental Psychology*

Grant Review

NSF review panel (Spring 2023, Winter 2025)
NSF ad hoc reviewer (Fall 2022, Fall 2023)
NIH Human Complex Mental Function Study Section (Winter 2025)
UMD Research Practice Partnership Grants (Spring 2025)
UMD Partnership Development Grants (Spring 2025)

Award Review

SRCD Early Career Award (Fall 2024)
Flux Young Investigator Award (Spring 2025 & 2026)

Conference Abstract Review

International Congress of Infant Studies; American Speech Language Hearing Association; Many Paths to Language; Society for Research in Child Development; Cognitive Development Society

Ad Hoc Manuscript Review

70+ Verified Peer Reviews (https://www.webofscience.com/wos/author/record/Y-7598-2019)

Cerebral Cortex; Child Development; Cortex; Developmental Cognitive Neuroscience; Developmental Neuropsychology; Developmental Psychobiology; Developmental Psychology; Developmental Review; Developmental Science; Human Development; Journal of the Acoustical Society of America; Journal of Child Language; Journal of Child Psychology and Psychiatry; Journal of Experimental Child Psychology; Journal of Neuroscience; Journal of Speech, Language & Hearing Research; Learning and Individual Differences; Mind Brain and Education; Neurobiology of Language; Neuroimage; Neuropsychologia; Neuropsychology Review; Pediatrics; Psychological Science; Science

University Service

University of Maryland College Park

2025-present	Member, Brain Behavior Institute Executive Committee
2025	Member, Search committee for HDQM Director of Administrative Services
2024-2025	Chair, HD PhD program Admissions Committee
2024	Member, Brain Behavior Institute "Vision Committee"
2023	Member, College of Education Strategic Planning Committee
2023-present	Member, Maryland Neuroimaging Center Diversity Committee
2023-2024	Member, HDQM Undergraduate Committee
2022-present	Member, Language Science Center Steering Committee (re-elected twice)
2022-2024; 2025-2027	Member, College of Education Senate
2022-2024	Member, NACS Diversity, Equity, and Inclusion Committee
2022-2023	Member, Ad-hoc committee on improving the graduate student experience
2021-2023	Member, HDQM dept Committee on Diversity and Inclusion
2021-2022	Ad-hoc committee on revising graduate admissions to increase equity/diversity

Harvard University

2017	Student committee member for "Science of Learning" faculty search, Harvard Graduate School of Education
2015-2017	Graduate admissions committee member, Harvard Division of Medical Sciences

Other Professional Service

2022-present	Steering Committee Member, Howard County Judith P. Hoyer Early Learning Center

Selected Community Service, Outreach, and Science Translation

2024	Presented at 5 "Career Days" at local Title 1 elementary schools
2022-present	Monthly lab volunteering at Homeless Children's Playtime Project
2021, 2022	Co-organized "*Literacy and Equity in the 21st Century: Closing the Opportunity Gap*", an annual summit for government and community stakeholders to develop science-based solutions to improve literacy achievement for vulnerable students.
2020-2021	Prospective Ph.D. & RA Event in Psychology (PPREP); Mentor for underrepresented minority students applying for PhD programs and post-baccalaureate research positions
2020-2021	Project SHORT; Mentor for underrepresented minority students applying for graduate education and postdoctoral fellowships
2017-2020	Developed and delivered hands-on "Introduction to Brain Science" seminars for elementary-aged students in high-poverty schools in Boston
2014-2017	Playspace Activity Leader for Horizons for Homeless Children

SELECTED PRESS

WBAL-TV11, 3/1/2024, University of Maryland researchers use hair techniques to make studies more inclusive, https://www.wbaltv.com/article/university-maryland-inclusive-study-hair-techniques/46992797

Maryland Today, 1/25/2024, Study: Brains of Children From Less Affluent Backgrounds Show Lower Response to Rewards, https://today.umd.edu/study-brains-of-children-from-less-affluent-backgrounds-show-lower-response-to-rewards

Endeavors Magazine, 11/27/2023, An Opportunity to LEAD, https://education.umd.edu/news/11-27-23-opportunity-lead

Maryland Today, 11/06/23, Hair, Hair for Equity in Neuroscience Research. https://today.umd.edu/hair-hair-for-equity-in-neuroscience-research

Maryland Today, 11/17/2022, How Children's Socioeconomic Status Could Steer Their Path to Reading, https://today.umd.edu/how-childrens-socioeconomic-status-could-steer-their-path-to-reading

The Economist, 12/16/2021, Can Science Help Poor Kids Earn More? https://youtu.be/J97rj__zCxE

Medium, 9/14/2021, https://medium.com/open-learning/learning-interventions-for-language-and-literacy-48f824cc9726

ASHA Leader, 11/20, 2019, https://leader.pubs.asha.org/do/10.1044/an-slp-offers-aac-intervention-at-30000-feet/full/

BBC Future, 10/1/2019, https://www.bbc.com/future/article/20191001-the-word-gap-that-affects-how-your-babys-brain-grows

Washington Post, 8/30/19, https://www.washingtonpost.com/lifestyle/2019/08/30/using-symbols-she-quieted-nonverbal-autistic-boy-plane-his-dad-was-awestruck/

BBC World News, 8/13/18, http://www.bbc.co.uk/programmes/w172w4hs8vxxgvn

ABC News, 8/13/18, http://abcnews.go.com/Health/young-children-talking-back-adults-strengthens-language-regions/story?id=57150490

Reuters, 8/13/18, http://www.reuters.com/article/us-health-childhood-language/back-and-forth-conversations-with-young-kids-may-aid-brain-development-idUSKBN1KY28O

The Times,
8/13/18, https://www.thetimes.co.uk/article/let-the-young-answer-back-to-improve-language-skills-jwxjs56df

US News & World Report,
3/13/2018, http://www.usnews.com/news/national-news/articles/2018-03-13/talking-and-listening-to-your-children-could-be-key-to-brain-development

World Economic Forum,
2/28/2018, http://www.weforum.org/agenda/2018/02/how-you-talk-to-your-child-changes-their-brain/

Scientific American,
2/22/2018, http://www.scientificamerican.com/article/talking-with-mdash-not-just-to-mdash-kids-powers-how-they-learn-language/

Boston Globe,
2/15/2018, http://www.bostonglobe.com/metro/2018/02/15/conversing-with-your-children-spurs-young-brain-development-mit-study-says/0PreKQCaoXdRHvsLsRuqRL/story.html

National Public Radio,
2/14/2018, http://www.wbur.org/commonhealth/2018/02/14/mit-brain-study

Boston Globe,
6/29/2017, http://www.bostonglobe.com/metro/2017/06/26/mit-study-finds-poorer-kids-benefit-more-from-summer-reading-programs/UQwO4xh3caCbJYZUDpWGPI/story.html

NOVA (PBS): School of the Future, 9/14/16,
https://www.pbs.org/wgbh/nova/video/school-of-the-future/