

ACADEMIC POSITIONS

University of Maryland, College Park

Director of the Learning, Experience, and Development (LEAD) lab 2021-
Visiting Assistant Professor, Department of Human Development and 2020-2021
Quantitative Methodology (College of Education)
Assistant Professor, Department of Human Development and Quantitative 2021-
Quantitative Methodology (College of Education), Department of Hearing
and Speech Sciences (College of Behavioral & Social Sciences), and
Program in Neuroscience and Cognitive Science

Harvard University

Postdoctoral Fellow, Department of Psychology 2020-2021
Advisors: Katie A. McLaughlin, PhD & Meredith L. Rowe, EdD

Harvard Medical School & Massachusetts Institute of Technology 2018-2020

Research Fellow, Translational Postdoctoral Training Program in Neurodevelopment
Advisors: Charles A. Nelson III, PhD & John D.E. Gabrieli, PhD

Adjunct Lecturer 2019-2020

Boston University, Department of Speech, Language, and Hearing Sciences

EDUCATION

Ph.D., Harvard University and Massachusetts Institute of Technology May 2018

Program in Speech and Hearing Bioscience and Technology, Neuroscience/SLP concentration
Division of Medical Sciences

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)
Massachusetts License: 77082-SP-SL (2018-2021)
Maryland License: 09745 (2021-present)

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

SELECTED RECOGNITIONS

Fellow, British-American Project 2019
Flux Congress Science of Learning Award, & Post-Doctorate 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
UCL MSc Language Sciences Highest Overall Achievement Award	2012
UCL MSc Language Sciences Best Dissertation Prize	2012
The Thouron Award	2011
Fulbright Award to the UK	2011
Marshall Scholarship Finalist	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
Dean's List	2007-2011

RESEARCH FUNDING

Pending

R01 HD105901, National Institute of Child Health and Human Development
 “Fostering conversational turn-taking in families: Behavioral and brain analyses of children and adults”
 Role: Consultant (PIs: J Gabrieli & M Rowe)

U01 TBD, National Institute on Drug Abuse
 Research Project Site for the HEALthy Brain and Child Development (HBCD) Study
 Role: Consultant (Co-PIs: N Fox, T Riggins, B Jones-Harden)

R00 HD103873, National Institute of Child Health and Human Development
 “Language input as a mechanism underlying socioeconomic disparities in neurocognitive development”
 Role: PI
 \$747,000 Direct Costs
To be submitted at conclusion of K99.

Current

K99 HD103873, National Institute of Child Health and Human Development
 “Language input as a mechanism underlying socioeconomic disparities in neurocognitive development”
 Role: PI
 \$237,050 Direct Costs

Completed

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

T32 MH112510, National Institute of Mental Health 2018-2020
 “Socioeconomic interactions with neurocognitive mechanisms of neurodevelopmental disorders”
 Role: Postdoctoral Trainee

Harvard University Mind Brain Behavior Graduate Student Research Grant 2016
“Linking home audio recordings to neurocognitive performance”
\$7,400 Total Costs

T32 DC000038, National Institute on Deafness and Other Communication Disorders 2012-2015
Role: Predoctoral Trainee

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

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

Benjamin Franklin Society Undergraduate Research Grant 2011
“Phonological development in children with demographic variability”
\$500 Total Costs

Mary & Matthew Santirocco College Alumni Society Undergraduate Research Grant 2010
“Phonological development in children with potential hearing impairments”
\$500 Total Costs

Scholarships (selected)

Friends of the McGovern Institute Student Fellowship 2016-2017
University College London Language Sciences Departmental Merit Scholarship 2011-2012
Lui Family Scholarship for Excellence in Psychology 2008-2011
University of Pennsylvania Gutmann Presidential Scholarship 2007-2011
US Dept of Defense: Science, Mathematics and Research for Transformation (declined) 2009

PEER REVIEWED JOURNAL ARTICLES

*Denotes student/RA mentee †Denotes special recognition ‡Denotes Co-first authorship

In Preparation

Romeo, R.R., Olson, H., Christodoulou, J.A., & Gabrieli, J.D.E. Core neurocognitive deficits contributing to developmental reading disability vary by socioeconomic context.

Zacharek, S., **Romeo, R.**, Bauer, C., Grotzinger, H., Giebler, M., Imhof, A, Camacho-Torres, Y., Hubbard, N., & Gabrieli, J.D.E. Adolescent stress and socioeconomic status are related to developmental changes in brain functions during emotion processing.

Under Initial Review

Hutton, J.S., Christakis, D., Canli, T., Griffin, J.A., Lerner, M., Marcovitch S., **Romeo, R.R.**, & Thomason, M.E., for the Children and Screens Institute Early Childhood Years Workgroup. Early Childhood: Digital media impact on the brain in the context of parent child interactions.

Abstract Accepted for Special Journal Edition

Romeo, R.R., Flournoy, J.C., McLaughlin, K.A., & Lengua, L.J. Language development as a mechanism linking socioeconomic status to executive functioning development in preschool. *Developmental Science*.

Pollack, C., Wilmot, D., Centanni T., Halverson K., Imhof A., Wade K., **Romeo R.**, Capella J., Frosch I., D’Mello A., Al Dahhan, N., Gabrieli, J.D.E., & Christodoulou, J.A. Anxiety, motivation, and competence in math and reading in children with and without learning difficulties. *Frontiers in Educational Psychology*.

Under Review: Revision Submitted

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. Neuroplasticity associated with conversational turn-taking following a family-based intervention. <https://www.biorxiv.org/content/10.1101/2020.10.30.362723v1>

Romeo, R.R., Pezanowski, R., Merrill, K., Hargrave, S., & Hansen, A. Benefits and barriers to communication with infants in the neonatal intensive care unit (NICU).

In Press

Romeo, R.R., Choi, A.B., Gabard-Durnam, L.J., Wilkinson, C.L., Levin, A.R., Tager-Flusberg, H., & Nelson, C.A. Parent language input predicts neurooscillatory patterns underlying language development in infants at risk of Autism. *Journal of Autism and Developmental Disorders*.

Romeo, R.R.[‡], Leonard, J.A.[‡], Robinson, S.T., Mackey, A.P., West, M.R., & Gabrieli, J.D.E. Replication and extension of family-based training program to improve cognitive outcomes in low-income preschoolers. *Journal on Research on Educational Effectiveness*.

Published

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

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>

Romeo, R.R. (2019). Socioeconomic and experiential influences on the neurobiology of language development. Invited review at *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

- Guell, X., D’Mello, A., Hubbard, N., **Romeo, R.R.**, Gabrieli, J.D.E, Whitfield-Gabrieli, S., Schmahmann, J.D., & Anteraper, S.A. (2019). Functional territories of human dentate nucleus. *Cerebral Cortex*, 30(4), 2401-2417. <https://doi.org/10.1093/cercor/bhz247>
- 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>
- 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. [doi:10.1523/JNEUROSCI.0484-18.2018](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: [doi:10.1523/JNEUROSCI.2895-18.2018](https://doi.org/10.1523/JNEUROSCI.2895-18.2018)
- 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. [doi:10.1177/0956797617742725](https://doi.org/10.1177/0956797617742725)
- 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. [doi:10.1093/cercor/bhx131](https://doi.org/10.1093/cercor/bhx131)
- 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. [doi:10.1121/1.4964815](https://doi.org/10.1121/1.4964815)
- 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. [doi:10.1121/1.4824160](https://doi.org/10.1121/1.4824160)
- 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. [doi:10.1121/1.4800618](https://doi.org/10.1121/1.4800618)

INVITED CHAPTERS

- Romeo, R.R.**, & Christodoulou, J.A. (forthcoming). Neuroscience in Education. In A. Holliman & K. Sheehy (Eds.), *Overcoming Adversity in Education*. Abington, UK: Taylor & Francis.
- Romeo, R.R.** (forthcoming). What neuroscience tells us about the development of early literacy skills. In S. Cabell., S. Neuman, & N. Patton Terry (Eds.) *Handbook on the Science of Early Literacy*, 2nd edition. New York, NY: Guilford Press.
- Rowe, M.L., & **Romeo, R.R.** (forthcoming). 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.

Romeo, R.R., & Christodoulou, J.A. (forthcoming). Can diverse early environments influence the efficacy of reading intervention strategies? In N. Patton Terry & P. McCardle (Eds.), *Dyslexia in vulnerable student populations: The science and practice of leading for change*.

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>

CONFERENCE PRESENTATIONS

*Denotes student/RA mentee

†Denotes a special recognition

Spoken Presentations

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.

†Awarded as part of the Jacobs Foundation Science of Learning Symposium

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 Presentations

- 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. 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 AND GUEST LECTURES

- 5/11/21 Translational Neuroscience Center Seminar Series, Boston Children’s Hospital, Boston, MA.
- 4/13/21 Careers in Neuroscience Seminar, Simmons University, Boston, MA.
- 2/19/21 Cognitive Neuroscience Colloquium, University of Texas at Austin.
- 11/25/20 Royal Holloway Department of Psychology Colloquium, University of London.
- 9/2/2020 Digital Salon: Closing the Opportunity Gap from Language to Reading, Massachusetts Institute of Technology.
- 4/17/20 Experimental Methods in Language Acquisition Research, Utrecht, Netherlands (*to be rescheduled due to COVID-19*).
- 2/5/19 University of Connecticut, Dept of Psychological Sciences Colloquium, Storrs, CT.
- 1/30/19 University of Maryland, Dept of Human Development and Quantitative Methodology Colloquium, College Park, MD.
- 1/22/19 Boston University, Dept of Speech Language and Hearing Sciences Colloquium, Boston, MA.
- 1/13/19 Carnegie Mellon University, Dept of Psychology Colloquium, Pittsburgh, PA.
- 1/8/19 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 Colloquium, 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

Boston University Spring 2019 & 2020
 Sargent College: Department of Speech, Language & Hearing Sciences
 Adjunct Lecturer
 SH524: Language Acquisition and Development (undergraduate level)

Harvard University Fall 2016 & 2017
 Graduate School of Education
 Teaching Fellow and Independent Section Instructor
 H-126: Typical and Atypical Neurodevelopment (masters level)

MGH Institute of Health Professions Summer 2015
 Department of Communication Sciences and Disorders
 Course Co-designer and Teaching Assistant
 CD723: Language, Culture and Cognition (masters level)

MGH Institute of Health Professions Summer 2015
 Department of Communication Sciences and Disorders
 Adjunct Lecturer and Teaching Assistant
 CD833: Neuromotor Speech Disorders (masters level)

Massachusetts Institute of Technology Spring 2014
 Departments of Health Science and Technology; Electrical Engineering

& Computer Science; and Linguistics & Philosophy
Teaching Assistant and Section Instructor
6.541/24.968/HST.710: Speech Communication (doctoral level)

STUDENT MENTORING

Masters Students:

2021-2022 Amanda Rosenberg NYU Dept of Psychology, master's thesis.
2017-2018 Melissa Giebler Harvard Graduate School of Education (independent study;
now PhD student at in Neuroscience at Columbia University)

Additional Masters-level research assistants: Shumin Chen (HGSE), Amanda Cruz (Mercy College), Christina Stavrakas (MGH Institute of Health Professions), Natalie Albrittain-Ross (MGH Institute of Health Professions)

Undergraduate Thesis Students:

2020-2021 Klaudia DeFrank Bucknell University (mentored honors thesis remotely)
2019-2020 Oliver George Harvard University (mentored honors thesis, which won a distinction award; now in health consulting)
2016-2019 Veronica Valencia Wellesley College (mentored honors thesis, conference submission, & McNair Scholarship; now in health industry)
2016-2018 Joshua Segaran Massachusetts Institute of Technology (mentored independent study, co-author on publication; now a software engineer)

Additional Undergraduate research assistants: Truong Nguyen (Harvard University), Amy Carolus (Harvard University), Malila Freeman (Harvard University), Alexandria Onuoha (Bates College), Umara Hansen (University of Ottawa), Tina Zhao (Wellesley College), Ankur Bamezai (Boston University); Sophia Diggs-Galligan (MIT), Jack Sandstedt (MIT), Jessica Chang (Emory University), Lucy Cronin-Golomb (Tufts University), Nina Manning (MIT), Melissa Meloche (MIT), Donna Gan (Wellesley College), Laura McGeary (Wellesley College)

High School Summer Research Students:

Samantha Chin, Charlotte Fries, Rebecca Lasser, August Kane, Andrew Ark, Travis Chaplin

MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS

International Mind, Brain, Education Society (IMBES); Developmental Cognitive Neuroscience Society (Flux); Society for the Neurobiology of Language (SNL); Society for Research in Child Development (SRCD); Cognitive Neuroscience Society (CNS); Society for Neuroscience (SfN); American Speech Language Hearing Association (ASHA); Society for the Scientific Study of Reading (SSSR); International Dyslexia Association (IDA)

ACADEMIC SERVICE

Ad Hoc Manuscript Review (<http://publons.com/a/1353200/>)

Cortex; Cerebral Cortex; Child Development; Developmental Cognitive Neuroscience; Developmental Science; Journal of Child Language; Mind Brain Education; Pediatrics;

Learning and Individual Differences; Journal of Experimental Child Psychology; Journal of Speech, Language & Hearing Research; Journal of the Acoustical Society of America; Neuroimage; Neuropsychologia

Conference Abstract Review

International Congress of Infant Studies; American Speech Language Hearing Association; Many Paths to Language

Departmental Committees

- 2021 Ad-hoc committee on revising graduate admissions to increase diversity, University of Maryland College Park, Human Development program
- 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

Community Service, Outreach, and Science Translation

- 2021 Co-organized “*Literacy and Equity in the 21st Century: Closing the Opportunity Gap*”, a one-day summit for government and community stakeholders to develop science-based solutions to improve literacy achievement for vulnerable students.
- 2020- 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

SELECTED PRESS

Full list available at <http://rachelromeo.com/press/>

Child Trends, 10/28/19, <https://positiveparentingnews.org/news-reports/more-conversations-more-brain-growth/>

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>

Baltimore Sun, 4/13/2018, <http://www.baltimoresun.com/health/bs-md-babies-talking-20180326-story.html>

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>

Hechinger Report, 3/12/2018, <https://hechingerreport.org/why-talking-and-listening-to-your-child-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/>

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/>