

RACHEL RENÉ ROMEO, PhD, CCC-SLP
romeo@umd.edu | +1 (617) 775-6841 | <http://rachelromeo.com>

ACADEMIC POSITIONS

University of Maryland, College Park

Assistant Professor, Department of Human Development and Quantitative
Quantitative Methodology (College of Education) 2021-
Assistant Professor by courtesy, Department of Hearing and Speech Sciences 2021-
(College Behavioral & Social Sciences)
Faculty Affiliate, Program in Neuroscience and Cognitive Sciences 2021-
(College Behavioral & Social Sciences)
Faculty Affiliate, Language Science Center 2021-
Visiting Faculty, Department of Human Development and Quantitative
Methodology (College of Education) 2020-2021
University Affiliations: Language Science Center, Brain Behavior Initiative

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
Postdoctoral 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
Advisors: John D.E. Gabrieli, PhD & Meredith L. Rowe, EdD

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
Advisor: Valerie Hazan, PhD

B.A. *Summa Cum Laude*, University of Pennsylvania

May 2011
Psychology with *Honors*, and Linguistics
Advisor: Daniel Swingley, PhD

SELECTED RECOGNITIONS

Most Cited Article in <i>Psychological Science</i> 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
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 FUNDINGPending

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

R01 HD105901, National Institute of Child Health and Human Development 2022-2025
 “Enhancing language abilities in children from low-income families: Behavioral and brain mechanisms”
 Role: Co-Investigator (PIs: J. Gabrieli & M. Rowe)
 \$18,750 Direct Costs

Current

K99 HD103873, National Institute of Child Health and Human Development 2021-2022
 “Language input as a mechanism underlying socioeconomic disparities in neurocognitive development”
 Role: PI
 \$237,050 Direct Costs

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)
 No direct costs

Completed

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

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

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

PEER REVIEWED JOURNAL ARTICLES

*Denotes student/trainee

†Denotes special recognition

‡Denotes Co-first authorship

In Preparation

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

Romeo, R.R. ‡, & Rosen, M.L. ‡ Optimal brain development is context dependent: A review of socioeconomic moderations on brain-behavior relationships.

*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.

Romeo, R.R., *Uchida, L., Christodoulou, J.A. Poverty, reading intervention, and the brain. Invited review at *New Directions for Child and Adolescent Development*.

Under Initial Review

Al Dahhan, N.Z., Halverson, K., Peek, C., Wilmot, D., D’Mello, A., **Romeo, R.R.**, Meegoda, O., Imhof, A., Wade, K., Sridha, A., Centanni, T.M., Gabrieli, JDE, Christodoulou, J.A. Dissociating Executive Function and ADHD Influences on Reading Ability in Children with Dyslexia. *Cortex*.

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. *JAMA Pediatrics*.

Under Review: Revision Invited

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*.

†Abstract accepted for special journal edition

In Press

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

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. (*In press*). Anxiety, motivation, and competence in mathematics and reading in children with and without learning difficulties. *Frontiers in Psychology*.
<https://doi.org/10.31234/osf.io/pqt5u>.

Published

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*, *epub ahead of print*.
<https://doi.org/10.1080/19345747.2021.1931999>

Romeo, R.R., Choi, A.B., Gabard-Durnam, L.J., Wilkinson, C.L., Levin, A.R., Tager-Flusberg, H., & Nelson, C.A. (2021). Parent language input predicts neurooscillatory patterns underlying language development in infants at risk of Autism. *Journal of Autism and Developmental Disorders*, *epub ahead of print*. <https://doi.org/10.1007/s10803-021-05024-6>

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>

- 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>
- 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>
- 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
- 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)
- †Most cited article in *Psychological Science*, 2018-2021.
- 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

INVITED CHAPTERS

Romeo, R.R., & Christodoulou, J.A. (forthcoming). How neuroscience can help overcome adversity in education. In A. Holliman & K. Sheehy (Eds.), *Overcoming Adversity in Education*. Abington, UK: Taylor & Francis.

Romeo, R.R. (forthcoming). 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.

Rowe, M.L., **Romeo, R.R.**, & Leech, K.A. (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>

ORAL CONFERENCE PRESENTATIONS

*Denotes student/trainee

†Denotes special recognition

‡Denotes Co-first authorship

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.

†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.

CONFERENCE POSTER PRESENTATIONS

*Denotes student/trainee

†Denotes special recognition

‡Denotes Co-first authorship

- 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. 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

- 10/15/21 The Dyslexia Foundation conference on “Dyslexia, literacy, & vulnerable student populations: The science, policy, and culturally responsive practice,” Boston MA.
- 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.
- 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.
- 9/2/2020 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.
- 2/5/19 University of Connecticut, 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, 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**

EDHD775: Human Development and Educational Neuroscience (Graduate) Spring 2022

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

Masters Thesis Students

2021-2022 Grace Kim, Harvard Graduate School of Education

2021-2022 Amanda Rosenberg, NYU Department of Psychology

Undergraduate Honors/Thesis Students

2020-2021 Klaudia DeFrank, Bucknell University Department of Psychology

*Thesis nominated for university-wide distinction award

2019-2020 Oliver George, Harvard University Department of Neuroscience

*Thesis received a departmental distinction award

2016-2019 Veronica Valencia, Wellesley College

*Received McNair Scholarship; poster presented at national conference

2016-2018 Joshua Segaran, Massachusetts Institute of Technology

*Second author on publication

Additional Students Mentored in Other Capacities

Masters level Melissa Giebler (HGSE), Shumin Chen (HGSE), Amanda Cruz (Mercy College), Christina Stavrakas (MGH IHP), Natalie Albrittain-Ross (MGH IHP)

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

MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS

Association for Psychological Science (APS); 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)

**Not all are current*

ACADEMIC SERVICE

Society Leadership

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

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

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

Conference Abstract Review

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

Departmental Committees

University of Maryland College Park, Human Development & Quantitative Methodology

2021-2022 Member, departmental committee on diversity and inclusion

2021 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

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.

- 2020-2021 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

SELECTED PRESS

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

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

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/>

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/>