

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

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

Early Career Research Contributions Award, Society for Research in Child Development	2022
Early Career Travel Award, Society for Research in Child Development	2022
<i>Rising Star</i> Award, Association for Psychological Science	2022
Research Mentoring-Pair Travel Award, American Speech Language Hearing Assoc.	2022
Early Career Travel Award, International Mind Brain Education Society	2022
Most Cited Article in <i>Psychological Science</i> in previous 3 years	2021
Fellow, British-American Project	2019
Flux Congress & Jacobs Foundation <i>Science of Learning Symposium</i> 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

Submitted and Under Review

The McKnight Neurobiology of Brain Disorders Award	2023-2025
“How socioeconomic inequities influence the neurobiological basis of dyslexia”	
Role: PI (Co-PI: D. Bolger)	
\$300,000 Requested	
Jacobs Foundation Research Fellowship Program	2024-2026
“Revealing how early experiences yield variation in the neurobiological mechanisms underlying cognitive and academic development”	
Role: PI	
CHF 165,000 Requested	

National Institute of Child Health and Human Development 2023-2028
R01 HD105901-01A1: “Enhancing language abilities in children from low-income families: Behavioral and brain mechanisms”
 Role: Co-I (PIs: J. Gabrieli & M. Rowe)
 \$2,494,875 Requested

National Institute of Child Health and Human Development 2023-2025
R21 HD111795: “How does socioeconomic status interact with statistical learning to shape reading development?”
 Role: Co- I (PI: M. Wang)
 \$267,244 Requested

Current

University of Maryland Grand Challenges Grant 2023-2025
 “The Maryland Institute for Literacy and Equity (MILE)”
 Role: Co-PI (PI: D. Bolger)
 \$3,000,000 Total Costs

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 2022-2025
R00 HD103873-S1: “Research Supplement to Support Diversity”
 Role: PI and Mentor to Postdoctoral Fellow Alexis Ramirez
 \$232,089 Total Costs

University of Maryland 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 Total Costs

University of Maryland Support Program for Advancing Research Collaboration (SPARC) 2023-2025
 “How bilingual exposure influences neurocognitive development in SES- diverse preschoolers”
 Role: PI
 \$15,000 Total Costs

National Institute on Drug Abuse 2021-2026
U01 DA055316: “HEALTHy Brain and Child Development (HBCD) National Consortium”
 Role: Other Significant Contributor (PIs: N. Fox, T. Riggins, B. Jones-Harden)
I co-lead a national sub-committee on assessing language development in early childhood

Completed

National Institute of Child Health and Human Development K99 HD103873: “Language input as a mechanism underlying socioeconomic disparities in neurocognitive development” Role: PI \$255,416 Total Costs	2021-2022
National Institute of Child Health and Human Development F31 HD086957: “Effects of linguistic input on the neural capacity for language development” Role: PI \$74,060 Total Costs	2016-2018
Harvard University Mind Brain Behavior Graduate Student Research Grant “Linking home audio recordings to neurocognitive performance” \$7,400 Total Costs	2016
National Institute of Mental Health T32 MH112510: “Socioeconomic interactions with neurocognitive mechanisms of neurodevelopmental disorders” Role: Postdoctoral Trainee	2018-2020
National Institute on Deafness and Other Communication Disorders T32 DC000038: “Speech and hearing bioscience and technology: Training for multidisciplinary clinician-scientists” Role: Predoctoral Trainee	2012-2015
The Thouron Award (UK) “Examining social, cognitive, and neural contributions to childhood language disorders” £36,625 Total Costs	2011-2012
Fulbright Postgraduate Award (UK) “Assessing eyetracking as tool for early diagnosis of atypical language development” £20,000 Total Costs	2011-2012
Benjamin Franklin Society Undergraduate Research Grant “Phonological development in children with sociodemographic variability” \$500 Total Costs	2011
Mary & Matthew Santirocco College Alumni Society Undergraduate Research Grant “Phonological development in children with potential hearing impairments” \$500 Total Costs	2010

PEER REVIEWED JOURNAL ARTICLES

Note: In the field of cognitive neuroscience, the final author is considered the “senior” author who drives the research concept and supervises the work led by a more junior scholar (the first author). When I publish as senior author (beginning in 2022), I indicate trainees as noted below.

*Denotes student/trainee

†Denotes special recognition

‡Denotes Co-first authorship

Published

20. *Taylor, E., *Abdurokhmonova, G., & **Romeo, R.R.** (*in press*). Socioeconomic Status and Reading Development: Moving from “Deficit” to “Adaptation” in Neurobiological Models of Experience-Dependent Learning. *Mind, Brain, Education*.
19. **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>
18. **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>
17. 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>
16. **Romeo, R.R.**, Pezanowski, R., Merrill, K., Hargrave, S., & Hansen, A. (2022). Benefits and barriers to communication with infants in the neonatal intensive care unit (NICU). *Journal of Child Healthcare*. <https://doi.org/10.1177/13674935221076216>
15. **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>
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). Parent language input predicts

- neurooscillatory patterns underlying language development in infants at risk of Autism. *Journal of Autism and Developmental Disorders*. <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*, 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. *Carolus, A., McLaughlin, K.A., Rowe, M.L., Lengua, L.J., Sheridan, M.A., & **Romeo, R.R.** Longitudinal relationships between conversational disruption, executive functioning, and externalizing psychopathology. *Developmental Science*.
1. *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. *Social Cognitive and Affective Neuroscience*.

Under Review: Initial Submission

5. Cheng, T.W., Bakeman, D., DiCarlo, J., Fuhrmann, D., Ivy, A.S., Larsen, B., Lin, D.J., **Romeo, R.R.**, & Dunn, E.C. What do we mean by “neuroplasticity”? Defining the concept to facilitate translational science. *Trends in Neurosciences*.
4. Kral A., **Romeo, R.R.**, Fleming-Shemer, L., & O’Donoghue, G.M. Communication in the first year of life is critical for language and cognitive development: Implications for childhood deafness. *The Lancet*.
3. 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., Potenza, M.N. Digital Media and Developing Brains: Concerns and Opportunities. *Pediatrics*.
2. Marks, R. A., Pollack, C., Meisler, S., D’Mello, A., Centanni, T., **Romeo, R.R.**, ... Christodoulou, J. A. Neurocognitive risk factors for co-occurring math difficulties in dyslexia: Differences in executive function and visuospatial processing. *Neuroimage: Clinical*. <https://psyarxiv.com/zepj6>
1. Cychosz, M., Edwards, J., Munson, B., Romeo, R. R., Kosie, J. E., & Newman, R. (2023, January 27). The everyday speech environments of preschoolers with and without cochlear implants. *Journal of Speech Language and Hearing Research*. <https://psyarxiv.com/kvzt4>

In Preparation

4. *Alexander, V., Rosen, M.L., & **Romeo, R.R.** “Optimal” brain development is context dependent: How childhood socioeconomic status moderates brain-behavior relationships.
3. *McDorman, S.A., Gilmer, M., *Taylor, E.K., *Alexander, V., Leonard, J.A., Gabrieli, J.D.E., & **Romeo, R.R.** Parent-child relationships support executive functioning and socioemotional development in contexts of low SES and family chaos.

2. *Rosenberg, A., Lengua, L.J., Sheridan, M.A., McLaughlin, K.A., & **Romeo, R.R.** Influence of mothers' behavioral and emotion regulation strategies on children's risk for psychopathology by early adolescence.
1. *Rich, R. **Romeo, R.**, Rosen, M.L., Rodman, A., Kasparek, S., Mayes, M., Lengua, L.J., Meltzoff, A., & McLaughlin, K.A. Early adversity and protective factors for stress-related psychopathology in youth during the COVID-19 pandemic.

PUBLISHED CONFERENCE PROCEEDINGS

4. *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. *Proceedings of the 47th Boston University Conference on Language Development*, Cascadilla Press.
3. *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? *Proceedings of the 47th Boston University Conference on Language Development*, Cascadilla Press.
2. *Kim, G.K., *Abdurkhamonova, G.A., 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. *Proceedings of the 47th Boston University Conference on Language Development*, Cascadilla Press.
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

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.
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.
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

*Denotes student/trainee

†Denotes special recognition

‡Denotes Co-first authorship

Romeo, R.R., 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 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., & Swingle, 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

*Denotes student/trainee

†Denotes special recognition

‡Denotes Co-first authorship

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. 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

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|---------|---|
| 4/13/23 | Hannover Medical School and Cluster of Excellence Hearing4All, invited presentation on the Importance of Early Social Interaction for Cognitive Development, 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. |
| 9/21/22 | 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 The Dyslexia Foundation conference on “Dyslexia, literacy, & vulnerable student populations: The science, policy, and culturally responsive practice,” Virtual.
& 2/11/22
- 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.
- 9/2/2020 Digital Salon: Closing the Opportunity Gap from Language to Reading, Massachusetts Institute of Technology.
- 6/22/2020 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).
- 2/5/19 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, Neuroscience of Reading Summer Institute, Cambridge, MA.
- 6/27/2018,
- 7/19/2017

- 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 Neuroscience (Graduate) Spring 2022, 2023
 EDHD200: Paradigms and Perspectives in Human Development (Undergrad.) Fall 2022, 2023

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

Doctoral Students

- 2022- Gavkhar Abdurokhmonova, Human Development and Quantitative Methodology, University of Maryland College Park
- 2022- Ellen Roche, Neuroscience and Cognitive Science, University of Maryland College Park
- 2022- Victoria Alexander (co-adviser with Kelly Mix), Human Development and Quantitative Methodology, University of Maryland College Park
- 2022- Alexa McDorman, Human Development and Quantitative Methodology, University of Maryland College Park (advised 2020-2022 by Natasha Cabrera)

Doctoral Student Committee Memberships

- 2023 Rachel Ghosh, Candidacy Portfolio Committee, 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 Jinglei Ren, Candidacy Portfolio Committee, Human Development, University of Maryland College Park
- 2022 Yu (Tina) Chen, Candidacy Portfolio Committee, Human Development, University of Maryland College Park
- 2022-2023 Sophie Domanski, Program Planning Committee, Hearing and Speech Sciences, University of Maryland College Park
- 2021-2022 Deena Shariq, First Year Project Advising Committee, Neuroscience and Cognitive Science, University of Maryland College Park

Masters Thesis Students

- 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

- 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

MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS

American Speech Language Hearing Association (ASHA); Association for Psychological Science (APS); Cognitive Neuroscience Society (CNS); Developmental Cognitive Neuroscience Society (Flux); International Mind, Brain, Education Society (IMBES); 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

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

Journal Editorial Boards

- 2022- Editorial Board Reviewer for *Developmental Psychology*
- 2022- Review Editor for *Frontiers in Language Sciences*

Ad Hoc Manuscript Review

52 Verified Peer Reviews (<https://www.webofscience.com/wos/author/record/Y-7598-2019>)

Cerebral Cortex; Child Development; Cortex; Developmental Cognitive Neuroscience; Developmental Neuropsychology; Developmental Psychology; Developmental Science; Human Development; Journal of the Acoustical Society of America; Journal of Child Language; 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; Science

Conference Abstract Review

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

Selected University ServiceUniversity of Maryland College Park

- 2022-2025 Steering Committee Member, Language Science Center
- 2022-2023 Ad-hoc committee on improving the graduate student experience
- 2022-2025 Member, College of Education Senate
- 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

Selected Community Service, Outreach, and Science Translation

- 2022- Monthly lab volunteering at Homeless Children’s Playtime Project
- 2022- Expanding “Making Neuroscience Fun” preK-5 science outreach curriculum to 3 counties in Maryland
- 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

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

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/doi/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/>