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Updated May 2022

Professional Positions and Affiliations (current and past)

	Harvard Graduate School of Education
01/21 – present	*Associate Professor of Education*
07/07-12/20	*Member of the Faculty (teaching HT-126)*
07/07 – present	**Harvard Medical School, Boston, MA**
07/07 – 09/14	*Assistant Professor of Pediatrics*
10/14 – present	*Associate Professor of Pediatrics*
07/07 – 2020	**Boston Children's Hospital, Boston, MA** Division of Developmental Medicine: Laboratories of Cognitive Neuroscience
07/07 – 09/14	*Assistant Professor of Pediatrics*
10/14 – 2020	*Associate Professor of Pediatrics*
07/09 – present	**Mind/Brain/Behavior Interfaculty Initiative at Harvard University** *Faculty Affiliate*
06/13 – present	**Harvard Medical School, Boston, MA** Harvard-MIT Ph.D. Program in Speech and Hearing Bioscience and Technology *Member of the Faculty*
08/11 – present	**Harvard Medical School, Boston, MA** Ph.D. Program in Neuroscience *Faculty Affiliate*
09/09 – 2020	**Brandeis University, Waltham, MA** Department of Psychology *Adjunct Assistant Professor*
Spring 2018	***Faculty of Arts and Sciences, Harvard University*** Department of Psychology *Adjunct Faculty (teaching PSY1611)*

09/09 – 01/10	**Emmanuel College, Boston, MA** Department of Psychology *Adjunct Faculty (Fall 09 Teaching: Quantitative Methods)*
07/07 – 12/19	**Massachusetts Institute of Technology, Cambridge, MA** Department of Brain and Cognitive Sciences *Research Affiliate*

Education

08/05 – 06/07	**Massachusetts Institute of Technology (MIT), Cambridge, MA** Department of Brain & Cognitive Sciences *Postdoctoral Associate* (Advisor: John D. E. Gabrieli, Ph.D.)
02/04 – 07/05	**Stanford University, Stanford, CA** Department of Psychology and Radiology *Postdoctoral Research Fellow* (Advisors: John D. E. Gabrieli, Ph.D., Paula Tallal, Ph.D, and Gary H. Glover, Ph.D.)
06/03 – 06/04	**University of Zürich, Switzerland** *Ph.D. in Psychology* (Advisor: Lutz Jäncke, Ph.D.; Gottfried Schlaug, MD, Ph.D) Ph.D. thesis title: "The Auditory cortex: perception, memory, plasticity and the influence of musicianship"
05/01 – 01/04	**Harvard Medical School, Boston, MA** Department of Neurology: Music and Neuroimaging Laboratory at Beth Israel Deaconess Medical Center; *Visiting Research Fellow/Doctoral Student* (Advisor: Gottfried Schlaug, M.D., Ph.D.)
05/01 – 06/03	**University of Magdeburg, Germany** *Ph.D. candidate "Cognitive Neuroscience"* (Advisor: Lutz Jäncke, Ph.D.; transferred to University of Zürich)
10/95 – 04/01	**University of Trier, Germany** *Master of Science in Psychology (main focus: clinical and experimental psychology, neuroscience)* Master's thesis title: "Short-term plasticity in the human auditory cortex: an fMRI study"

Awards/Honors

2020	**2020 Norman Geschwind Memorial Lecture** (https://dyslexiaida.org/the-norman-geschwind-memorial-lecture/); International Dyslexia Association conference in Denver, CO.

	Title: "Moving from a Reactive to a Proactive Model in Education: How a Neurobiological Framework of Reading Development Can Inform Educational Practice and Policy"
2020	**Extraordinary Individual Award** awarded by Special Education for all Learners (S.E.A.L) foundation https://thesealfoundation.org/
2019	**Winner of MIT SOLVE Early Childhood Development Challenge** https://solve.mit.edu/articles/meet-the-solver-teams-introducing-our-early-childhood-development-teams
2019-2022	**Jacobs Advanced Research Fellowship (**https://jacobsfoundation.org/en/activity/jacobs-foundation-research-fellowship-program/; Jacobs foundation, Switzerland
2019	**LDA Award (Learning Disability Association of America)** for outstanding leadership at the national level in the learning disabilities field
2018	**Allen C. Crocker Award for Clinical Excellence and Advocacy** Division of Developmental Medicine; Boston Children's Hospital
2017	**Alice Garside Award** from the **International Dyslexia Association**, Massachusetts Branch (MABIDA)
2012	**T. Berry Brazelton Award for Innovation** Division of Developmental Medicine Boston Children's Hospital
2004	**'Summa cum laude'** Highest distinction for doctoral thesis from University of Zürich/Switzerland.
07/02 – 02/04	**Graduate Fellowship** for Harvard Medical School from the **German National Merit Foundation (**Studienstiftung des deutschen Volkes; an institution supported largely by the German government that grants competitive scholarships to approximately 0.25 percent of the German university student population).
06/01 – 06/02	**Graduate Fellowship** for the Harvard Medical School in Boston from the **German Academic Exchange Service** (DAAD).

Committee Memberships, Board Memberships, and Service

2022	Consulting work for **Abu Dhabi Executive Office** (related to reading habits, motivations, and attitudes amongst children and parents), Abu Dhabi and the UAE

2022	Member of the **Young Investigator Award Committee** for Flux (**Society for Developmental Cognitive Neuroscience**)
2022	Member of the **Residential EdM Admissions Committee** (HGSE) for Fall 2023
2021 – present	Core Program Faculty/Advisor: **Human Development and Education** (HDE; Harvard Graduate School of Education)
2018 – present	Advisory Board member, **National Center for Improving Literacy** (NCIL)
2021	Member of the **EdTech Evaluation Framework (LEAP: Leveraging Evidence for Action to Promote change) Team** (Phase 1-3) for the **Jacobs Foundation** (Switzerland)
2021	Building Consensus: Aligning Reading Research with Practice. Invited Forum participation, hosted by **Purdue University**; April 2021.
2019 – 2021	**Research Advisor** for the development of the Mass Literacy Guide. **Department of Elementary and Secondary Education, Massachusetts.** https://www.doe.mass.edu/massliteracy/
2020 – 2022	Coordinating Lead Author for the International Science and Evidence based Education Assessment of the **United Nations Education, Scientific and Cultural Organization (UNESCO)** and the Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP). https://mgiep.unesco.org/iseea
2019-2021	Consultant, **Massachusetts Department of Elementary and Secondary Education (DESE)** Guidelines for Dyslexia Stakeholder Meetings & Massachusetts state-level literacy initiative. This contributed to the Massachusetts Dyslexia Guidelines: https://www.doe.mass.edu/sped/dyslexia-guidelines.pdf
2020 – 2022	Member of the Membership Committee for **POWER (Providing Opportunities for Women in Education Research**), Chair of the Boston Chapter (Hub)
2020 – present	Scientific Advisory Board of **SolArc** (India) www.solsarc.ngo
2020	Research to Practice: Early Detection of Learning Difficulties. **National Center for Learning Disabilities** Working Group; Consultant; Invited Presenter/Scientist (March 2020; virtual due to COVID-19)

2017	Local Organization Committee for **Neuromusic conference** (June 2017 in Boston, MA)
2015 – 2019	Founding member of the **Science, Practice, Research, Education, Awareness, Dyslexia Initiative (SPREAD),** in collaboration with various researchers in the Greater Boston area and the Landmark School.
2018 – 2021	Member of the Scientific Advisory Board, **Curry Ingram Academy** (Brentwood, TN)
2015 – 2021	Member of the **Board of Trustees; Landmark School** (Prides Crossing, MA)
08/15 – present	Scientific Advisory Board member: **The Dyslexia Foundation**
2015 – 2016	Organizer for 2016 conference "**The Geschwind - Galaburda Hypothesis 30 years later" for The Dyslexia Foundation**, June 2016 in St. Croix, Virgin Islands
01/14 – 01/17	Member of the **Division of Developmental Medicine Award Committee,** Boston Children's Hospital
Fall 2013	Member of the **Admission Committee for the Harvard Medical School-MIT Program in Speech and Hearing Bioscience and Technology (SHBT)**
12/11 – present	Founder of **New England Research on Dyslexia (NERDY) Society;** Organizer of bi-annual conference (president 2011-1018)
2011 – 2020	Member: The **Joint Committee on the status of Women,** Harvard Medical School
2011	Member: **Clinical and Translational Research Coordinating Committee**; Boston Children's Hospital
2011	Member: **Task force on Clinical and Research Human Imaging**, Boston Children's Hospital
2008 – 2012	Member of the **Poster committee for the Cognitive Neuroscience Society conference**
2007 – 2020	Member: **MRI committee, Boston** Children's Hospital

Current

06/21 – 05/26 **National Institute of Child Health and Human Development**
1R01HD103358-01A1
1.0 calendar
$3,389,031 (total)
Examining distinct and shared mechanisms underlying arithmetic and reading development through behavioral and neural measures: a longitudinal investigation
The goal of this grant is to examine distinct and shared mechanism of arithmetic and reading development from preschool through elementary school using neuroimaging and behavioral measures.

04/21 – 03/26 **National Institute of Health/Michigan State University**
0.5 calendar (PI: Rebecca Knickmeyer)
$139,356 (RO1 subaward)
Genetic and Environmental Influences on Infant Brain Development: Understanding the Developmental Origins of Mental Illness
The major goals of this project are to utilize advanced neuroimaging techniques to examine how genetic factors affect structure and function in early brain.

05/21 – 04/23 **Lemann Brazil Research Fund, Harvard University**
$149,948.00
Examining the effects of COVID-19 restrictions on literacy practices in a child's home: a global survey study

01/2021 – 8/22 **Jacobs Foundation/Florida State University**
0.25 calendar
$11,535 (Subaward)
Mitigating the Global Impacts of COVID19 School Closures on Early English and French Reading Skills through At-Home, Caregiver-Child Literacy Activities
The major goals of this project are to build a database of activities for parents that will foster early literacy in the home.

01/20 – 12/22 **Jacobs Advanced Research Fellowship**
1 calendar (Main PI)
440,000 CHF ($457,926.74 USD)

Funds for developing early literacy screening tools and neuroimaging of longitudinal cohort of children at-risk for developing reading impairments

09/16 – 07/22 **National Institute of Child Health and Human Development**
5R01HD065762-10
2.24 calendar (Main PI)

$439,968 (per year)
Examining neural mechanisms of developmental dyslexia from infancy to school-age
The major goals of this project are to investigate what brain differences lead to dyslexia (i.e. are present in 5-year-old kindergartners at behavioral risk for dyslexia prior to reading instruction in the 1st grade) and whether brain measures significantly enhance our ability to predict which pre-reading children at risk for dyslexia in kindergarten actually go on to become dyslexic by second grade.

08/21 – 07/22 **National Institute of Child Health and Human Development**
3R01HD065762-10S1
$230,751 (Supplement)
Examining neural mechanisms of developmental dyslexia from infancy to school-age

04/17 – 12/21 **Boston Children's Hospital Trust / Milagros para Niños**
$100,000 (Main PI)
Screening preschoolers in Latino families for early signs of reading disabilities
Examines whether Spanish speaking children who enter English speaking school systems should be screened for reading impairments using English, Spanish or bilingual assessments.

01/18 – 12/21 **Consortium Funders: Tremaine foundation, Oak foundation, Tower foundation, Hekscher foundation, Poses Family Foundation**
1.2 calendar (Main PI)
$1,068,000
Grant – Early Dyslexia/Reading Disability Screening App
To spread awareness of early screening based on evidence-based techniques that will drive for further successful outcomes and reverse the "dyslexia paradox" by providing a tangible, scalable solution.

Completed Funding

01/21 – 01/22 **Mini Faculty Relief Award, Mind Brain Behavior Interfaculty Initiative**
$10,000
Examining the effects of COVID-19 restrictions on literacy practices in a child's home: a global survey study

09/14 – 8/21 **Bill and Melinda Gates Foundation**
1.2 calendar (PI: Charles Nelson)
$3,878,953 (total)
Brain Imaging as a Measure of Future Cognitive Outcomes
The major goal of this project is to shed light on the brain mechanisms that influence the course of development, and in doing so, identify new

treatment strategies for intervening in the lives of such children. This is a collaborative project with investigators at the University of Virginia, University College London, and ICDDR,B in Bangladesh.

10/15 – 09/21 (no cost extension)
National Institute on Alcohol Abuse and Alcoholism
R01AA023503-01
1.2 calendar (Main PI)
$52,762 (per year)
Behavioral Characteristics and Neural Correlates of Reading Impairment in FASD (PI with second PI Sandra Jacobson, Wayne State University)
The major goal of this project is to characterize reading impairments in children with fetal alcohol syndrome.

2015 – 2020
Ruhr University Bochum Visiting Professor Grant (RUB VIP)
Research School PLUS; University of Bochum
12,000€ (PI)
German funding to support doctoral researchers' international activities, including collaborations, courses, lectures and travel. Taught several workshops.

09/12 – 06/17
National Institute of Health
1R01MH100028-02
1.2 calendar
$277,077
Multimodal Developmental Neurogenetics of Females with Autism Spectrum Disorder (Investigator; PI: Kevin Pelphrey)

01/11 – 12/16
National Institute of Health of Child Health and Human Development
1R01HD067312
4.8 calendar
$421,712
Using Cognitive Neuroscience to Predict Dyslexia Among Kindergarten Children (PI with second PI John Gabrieli)

04/14 – 12/16
Abbott Fund
0.3 calendar
$645,034
Developing Advanced MRI Methods for Detecting the Impact of Nutrients on Infant Brain Development (Investigator; PI Patricia E. Grant)

2014 – 2017
Mind Brain Behavior Interest Group Exploration Award
Harvard University Mind Brain Behavior Interfaculty Initiative
$1,000

To form a Mind Brain Behavior interest group around the topic of music and medicine/science (PI with Lisa Wong and Christopher Hasty)

10/07 – 06/11 **Victory Foundation**
$65,205
TUNE*in*™ to Reading Efficacy: a remediation study in children with developmental dyslexia (PI)

01/08 – 06/10 **William F. Milton Funds (Harvard University)**
$34,500
Linking musical training, rapid auditory processing and language/reading skills in children with and without reading impairments (PI)

01/08 – 09/10 **Charles Hood Foundation**
$150,000
Neural pre-markers of developmental dyslexia in children prior to reading onset (PI)

01/08 – 12/11 **Boston Children's Hospital Pilot Grant**
$25,000
Neural correlates of rapid auditory and phonological processing in pre-reading children with and without a family risk of developmental dyslexia –an fMRI pilot study (PI)

04/08 – 10/11 **GRAMMY Foundation**
$39,588
Linking musical training, rapid auditory processing and language/reading skills: a behavioral and functional magnetic resonance imaging study (PI)

08/10 – 01/12 **NIH/Harvard Medical School (Catalyst; 5UL1RR025758)**
$49,333
Neural Pre-markers of developmental dyslexia in infants with a history of developmental dyslexia (PI)

01/11 – 12/11 **Mind/Brain/Behavior Faculty Award**
$32,500
The delayed development of implicatures: inferences from fMRI (PI)

07/11 – 06/13 **William Hearst Fund (Harvard University)**
FP0100682
$98,525
Neural markers of developmental dyslexia in infancy (PI)

Mentored Funding & Awards

03/21 – 02/22	**Harvard Brain Science Initiative (HBI) Young Scientist Transitions Award** **$25,000** This award provides funding for postdoctoral-level researchers in neuroscience whose career progress has been impacted by the COVID-19 pandemic. *Mentee: Ted Turesky (postdoc; Senior Research Scientist); 2017-present*
2021	**Mary Gordon Roberts Summer Research Fellow, Mind Brain Behavior (MBB), Harvard University** This award provides funding for undergraduate Harvard College students to complete research contributing to their senior honors theses. *Mentee: Zoya Surani (senior thesis student); 2021*
2020	**Mary Gordon Roberts Summer Research Fellow, Mind Brain Behavior (MBB), Harvard University** This award provides funding for undergraduate Harvard College students to complete research contributing to their senior honors theses. *Mentee: Nivedita Ravi (senior thesis student); 2020*
2020	**Lans Fund for Undergraduate Research, Harvard College Research Program** *Mentee: Nivedita Ravi (Senior thesis student); 2020-2021*
2020	**Horne Fund for Undergraduate Research, Harvard College** *Mentee: Nivedita Ravi (senior thesis student); 2020-2021*
2019	**Neurohackademy Summer School Fellowship** *Mentee: Dr. Theodore Turesky (Postdoc, Senior Research Scientist)*
2019	**Early Career Researcher Award for Contributions to Research, International Dyslexia Association** *Mentee: Ola Ozranov-Palchik (PhD graduate student. Research assistant)*
2019	**Harvard Brain Initiative Young Scientist Travel Award** *Mentee: Dr. Jennifer Zuk (PhD graduate student, postdoc, HGSE alumni)*
2017 – 2018	**Sackler Scholar in Psychobiology ($20,000)** *Mentee: Dr. Jennifer Zuk (PhD graduate student, postdoc, HGSE alumni)*
2017	**Albert J. Ryan Fellow**

Mentee: Jennifer Zuk (PhD graduate student, postdoc, HGSE alumni)

2016 – 2017 **Ruth L. Kirschstein Pre-Doctoral National Research Service Award**
National Institute of Deafness and Other Communication Disorders
Examining behavioral and neural links between speech delay and literacy skills ($31,086)
Mentorship team: Nadine Gaab, PhD; Tiffany P. Hogan, PhD CCC-SLP;& John D.E. Gabrieli, PhD
Mentee: Dr. Jennifer Zuk (PhD graduate student, postdoc, HGSE alumni)

2017 **Science of Learning Symposium Award, Flux Society**
Mentee: Dr. Ola Ozranov-Palchik

2017 **Harvard College Research Program (HCRP) Summer Funding**
Mentee: Rachael Dawson (Senior Research Student)

2016 **Harvard Mind, Brain and Behavior Graduate Student Award ($7,000)**
Mentee: Dr. Jennifer Zuk (PhD graduate student, postdoc, HGSE alumni)

2015 **New Century Scholars Doctoral Scholarship ($10,000)**
American Speech-Language-Hearing Foundation
Mentee: Jennifer Zuk (PhD graduate student, postdoc, HGSE alumni)

2015 **Society for Music Perception and Cognition Student Award**
Mentee: Jennifer Zuk (PhD graduate student, postdoc, HGSE alumni)

2015 **7th International Summer School on Literacy Research Fellowship**
Mentee: Jennifer Zuk (PhD graduate student, postdoc, HGSE alumni)
Mentee: Xi Yu (postdoc)

2014-2015 **UCLA Advanced Neuroimaging Summer Program**
Mentee: Xi Yu (2015, postdoc)
Mentee: Yingying Wang (2014, postdoc)

2014 **Mariani Foundation Scholarship to attend the Neurosciences & Music V conference**
Mentee: Jennifer Zuk (PhD graduate student, postdoc, HGSE alumni)

2014 **Harvard Graduate School of Arts & Sciences Student Summer Research Grant**
Mentee: Jennifer Zuk (PhD graduate student, postdoc, HGSE alumni)

2014	**Harvard Graduate School of Arts & Sciences Student Council Conference Grant** *Mentee: Jennifer Zuk (PhD graduate student, postdoc, HGSE alumni)*
2012	**Society for Scientific Study of Reading Rebecca Sandak Young Investigator Award** *Mentee: Elizabeth Norton (research assistant, PhD student)*
2010	**Janggen Poehn Stiftung Research Fellowship** *Mentee: Dr. Nora Raschle (PhD graduate student)*
2008-2009	**Swiss National Foundation Prospective Researcher Fellowship** *Mentee: Dr. Nora Raschle (PhD graduate student)*

Publications

Citation indices	All	Since 2017
Citations	7870	4085
h-index	44	34
i10-index	75	71

(computed by Google Scholar on 05/05/2022; includes practice-oriented publications [below])

Peer-reviewed journal articles (total: 85)

** denotes current or former trainees*

Lindinger, N. M., Jacobson, S. W., Davidson, L., Conradie, S., Dodge, N. C., Molento, C. D., Meintjes, E. M., **Gaab, N.,** & Jacobson, J. L. (in press). Reading impairment in adolescents with fetal alcohol spectrum disorders. Scientific Studies of Reading.

*Ozernov-Palchik, O., Beach, S. D., Brown, M., Centanni, T., **Gaab, N.,** Kuperberg, G., Perrachione, T., & Gabrieli, J. (in press). Speech-specific perceptual adaptation deficits in children and adults with dyslexia. *Journal of Experimental Psychology: General*.

*Yu, X., *Dunstan, J., Jacobson, S., Molteno, C., Lindinger, N., *Turesky, T., Meintjes, E., Jacobson, J., & **Gaab, N.** (in press). Distinctive neural correlates of phonological processing and reading impairment in fetal alcohol-exposed adolescents with and without facial dysmorphology. *Neuropsychologia*.

Schelbe, L., Pryce, J., Petscher, Y., Fien, H., Stanley, C., Gearin, B., & **Gaab, N.** (in press). Dyslexia in the Context of Social Work: Screening and Early Intervention. *Families in Society*. https://doi.org/10.1177/10443894211042323

Lawrence KE, Hernandez LM, Fuster E, Padgaonkar NT, Patterson G, Jung J, Okada NJ, Lowe JK, Hoekstra JN, Jack A, Aylward E, **Gaab N**, Van Horn JD, Bernier RA, McPartland JC, Webb SJ, Pelphrey KA, Green SA, Bookheimer SY, Geschwind DH, Dapretto M; GENDAAR Consortium. (2022). Impact of autism genetic risk on brain connectivity: a mechanism for the female protective effect. *Brain*, 29;145(1):378-387 https://doi.org/10.1093/brain/awab204

*Turesky, T., Shama, T., Kakon, S. H., Haque, R., Islam, N., Someshwar, A., Petri, W. A., Nelson, C. A., & **Gaab, N.** (2021). Brain Morphometry and Diminished Physical Growth in Bangladeshi Children Growing up in Extreme Poverty: a Longitudinal Study. Dev. Cogn. Neuroci. 2:101029 https://doi.org/10.1101/2021.02.24.432797

*Yu, X., Ferradal, S., *Silva, D. D., *Dunstan, J., *Carruthers, C., *Sanfilippo, J., *Zuk, J., Zollei, L., Boyd, E., Gagoski, B., Grant, P.E. & **Gaab, N.** (2021). Functional connectivity in infancy and toddlerhood predicts long-term language and pre-literacy outcomes. *Cerebral cortex*. https://doi.org/10.1093/cercor/bhab230

*Zuk, J., *Yu, X., *Sanfilippo, J., *Figuccio, M., *Dunstan, J., *Carruthers, C., Sideridis, G., Gagoski, B., Grant, P.E., & **Gaab, N.** (2021). White matter in infancy is prospectively associated with language outcome in kindergarten. *Dev. Cogn. Neuroci.*50, 100973 https://doi.org/10.1016/j.dcn.2021.100973

*Norton, E., Beach, S. D., Eddy, M. D., McWeeny, S., *Ozernov-Palchik, O., **Gaab, N.**, Gabrieli, J. (2021). ERP mismatch negativity amplitude and asymmetry reflect phonological and rapid automatized naming skills in English-speaking kindergartners. *Front. Hum. Neurosci.*, 18;15:624617 http://doi.org/10.3389/fnhum.2021.624617

Jack, A., Sullivan, C.A.W, Aylward, E., Bookheimer, S.Y, Dapretto, M., **Gaab, N.**, Van Horn, J.D., Eilbott, J., Jacokes, Z., Torgerson, CM., Bernier, R.A, Geschwind, D.H, McPartland, J.C., Nelson, CAA, Webb, S.J, Pelphrey, K.A, Gupta, A.R and the GENDAAR Consortium (2021). A neurogenetic analysis of female autism. *Brain*. http://doi.org/10.1093/brain/awab064

*Turesky, T., *Vanderauwera, J., **Gaab, N.** (2021). Imaging the rapidly developing brain: Current challenges for MRI studies in the first five years of life. *Dev. Cogn. Neurosci.* https://osf.io/7q4cm/

Ahtam, B., *Turesky, T. K., Zöllei, L., Standish, J., Grant, P. E., **Gaab, N.**, & Im, K. (2020). Intergenerational Transmission of Cortical Sulcal Patterns from Mothers to their Children. *Cerebral cortex* https://doi.org/10.1093/cercor/bhaa328

Terry, N. P., Petscher, Y., **Gaab, N**., & Hart, S. A. (2020). Researchers Translating the Science of Reading: Widening the Lens of Translational Science through Team Science. *The Reading League Journal*.psyarxiv.com/a8xs6

*Raschle N, Borbás R, *King C, **Gaab N** (2020) The Magical Art of Magnetic Resonance Imaging to Study the Reading Brain. *Front. Young Minds*. 8:72. doi: https://kids.frontiersin.org/article/10.3389/frym.2020.00072

Solari, E., Terry, N. P., **Gaab, N.,** Hogan, T. P., Nelson, N., Pentimonti, J., Petscher, Y., Sayko, S. (2020, May 12). Translational Science: A Roadmap for the Science of Reading. *Reading Research Quarterly*. https://doi.org/10.35542/osf.io/8z7e6

*Zuk, J., *Dunstan, J., *Norton, E., *Yu, X., *Ozernov-Palchik, O., *Wang, Y., Hogan, T. P., Gabrieli, J., & **Gaab, N.** (2021). Multifactorial pathways facilitate resilience among kindergarteners at risk for dyslexia: A longitudinal behavioral and neuroimaging study. *Developmental science*, *24*(1), e12983. https://doi.org/10.1111/desc.12983

Lawrence, K. E., Hernandez, L. M., Bowman, H. C., Padgaonkar, N. T., Fuster, E., Jack, A., Aylward, E., **Gaab, N.**, Van Horn, J. D., Bernier, R. A., Geschwind, D. H., McPartland, J. C., Nelson, C. A., Webb, S. J., Pelphrey, K. A., Green, S. A., Bookheimer, S. Y., Dapretto, M., & GENDAAR Consortium (2020). Sex Differences in Functional Connectivity of the Salience, Default Mode, and Central Executive Networks in Youth with ASD. *Cerebral cortex*, *30*(9), 5107–5120. https://doi.org/10.1093/cercor/bhaa105

Lawrence, K. E., Hernandez, L. M., Eilbott, J., Jack, A., Aylward, E., **Gaab, N.**, Van Horn, J. D., Bernier, R. A., Geschwind, D. H., McPartland, J. C., Nelson, C. A., Webb, S. J., Pelphrey, K. A., Bookheimer, S. Y., Dapretto, M., & GENDAAR Consortium (2020). Neural responsivity to social rewards in autistic female youth. *Translational psychiatry*, *10*(1), 178. https://doi.org/10.1038/s41398-020-0824-8

*Yu, X., *Zuk, J., Perdue, M. V., *Ozernov-Palchik, O., Raney, T., Beach, S. D., *Norton, E. S., Ou, Y., Gabrieli, J., & **Gaab, N.** (2020). Putative protective neural mechanisms in prereaders with a family history of dyslexia who subsequently develop typical reading skills. *Human brain mapping*, *41*(10), 2827–2845. https://doi.org/10.1002/hbm.24980

*Sanfilippo, J., Ness, M., Petscher, Y., Rappaport, L., Zuckerman, B., & **Gaab, N**. (2020). Reintroducing Dyslexia: Early Identification and Implications for Pediatric Practice. *Pediatrics*, 146(1), e20193046. https://doi.org/10.1542/peds.2019-3046

*Turesky, T., Xie, W., Kumar, S., *Sliva, D.D., Gagoski, B., Vaughn, J., Zöllei, L., Haque, R., Kakon, S.H., Nazrul, I., Petri, W.A., Nelson, C.A., & **Gaab, N**. Relating anthropometric indicators to brain structure in 2-month-old Bangladeshi infants growing up in poverty: a pilot study (2019). *Neuroimage*. doi: https://doi.org/10.1101/655068

Hernandez, L.M., Lawrence, K.E., Padgaonkar, N.T., Inada, M., Hoekstra, J.N., Lowe, J.K., Eilbott, J., Jack, A., Aylward, E., **Gaab, N.**, Van Horn, J.D.Bernier, R.A., McPartland, J.C., Nelson, C.A., Webb, S.J, Pelphrey, K.A., Green, S.A., Geschwind, D.H., Bookheimer, S.Y., Dapretto, M. ; On behalf of the GENDAAR Consortium (2020). Imaging-Genetics of Sex Differences in ASD: Distinct Effects of OXTR Variants on Brain Connectivity. *Translational Psychiatry*. doi: https://doi.org/10.1038/s41398-020-0750-9

*Turesky, T.K., Jensen, S.K.G., *Yu, X., Kumar, S., *Wang, Y., *Sliva, D., Gagoski, B., *Sanfilippo, J., Zollei, L., Boyd, E., Haque, R., Kakon, S.H., Islam, N., Petri Jr., W., Nelson, C.A., & **Gaab, N.** (2019). The relationship between biological and psychosocial risk factors and resting-state functional connectivity in 2-month-old Bangladeshi infants: a feasibility and pilot study. *Developmental Science*. https://doi.org/10.1111/desc.12841

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*Ozernov-Palchik, O., *Sury, D., *Turesky, T., *Yu, X., & **Gaab, N.** Longitudinal changes in brain activation underlying reading fluency. https://doi.org/10.1101/2021.07.09.451857

*Mues, M., *Zuk, J., *Norton, E., Gabrieli, J., Hogan, T. P., & **Gaab, N.** Clarifying the Relationship Between Early Speech-Sound Production Abilities and Subsequent Reading Outcomes. https://doi.org/10.31219/osf.io/zx2k3

*Garrisi, K., *King, C. J., *Hillyer, L., & **Gaab, N.** General recommendations and guidelines for remote assessment of toddlers and children, in response to the COVID-19 pandemic. https://doi.org/10.31219/osf.io/wg4ef

*King, C. J., *Lee, A., *Zuk, J., *Ravi, N., & **Gaab, N.** The COVID-19 Home Environment Literacy Practices (COVID19-HELP) Questionnaire. https://doi.org/10.31219/osf.io/2bjhd

*Sury, D., & **Gaab, N.** (2020, May 18). The Adult Arithmetic History Questionnaire. doi: https://doi.org/10.31234/osf.io/zt6ku

Ph.D. thesis

Gaab, N. (2004). The auditory cortex: perception, memory, plasticity and the influence of musicianship. University main library Zürich/ Switzerland

Edited Books

Galaburda, A., **Gaab, N.**, & F. Hoeft (2018). Dyslexia and Neuroscience: The Geschwind-Galaburda Hypothesis, 30 Years Later. Baltimore, MD: Paul H. Brookes Publishing Co., Inc.

Book Chapters

Gaab, N., *Sanfilippo, J. & *Turesky, T. (2019). Early Identification of Children at Risk for Reading Difficulty: Neurobiology, Screening and Evidence-Based Response, and Educational Technology. In J. Washington, D. Compton & P. McCardle (Eds.), Dyslexia: Revisiting Etiology, Diagnosis, Treatment, and Policy (The Extraordinary Brain Series). Baltimore, MD: Brookes Publishing Co.

*Norton, E.S., Gabrieli, J.D.E., & **Gaab, N.** (2019). Neural Predictors of Developmental Dyslexia. In: L. Verhoeven, C. Perfetti, K. Pugh (Eds.), Developmental Dyslexia across Languages and Writing Systems. Cambridge: Cambridge University Press.

*Leon Guerrero, S., *Ozernov-Palchik, O., *Gonzalez, M., *Zuk, J., & **Gaab, N.** (2019). Using tablet technology to screen for reading difficulty risk in preschool and early kindergarten. In N. Kucirkova, J. Roswell, & G. Falloon (Eds.), The Routledge International Handbook of Playing and Learning with Technology in Early Childhood. Milton Park: Routledge.

Gaab, N., *Yu, X. & & Ozernov-Palchik, O. (2018). Early atypical brain development in developmental dyslexia. In: A. Galaburda, N. Gaab, & F. Hoeft (Eds.), Dyslexia and Neuroscience: The Geschwind-Galaburda Hypothesis, 30 Years Later. Baltimore, MD: Brookes Publishing Co.

Gaab, N. (2015). The Future of Reading Research—New Concepts and Tools and the Need for Detailed Genetic and Neurobiological Contexts. In: P. McCardle & C.M. Connor (Eds.), Reading Intervention: Research to Practice to Research (The Extraordinary Brain Series, XIV). Baltimore, MD: Brookes Publishing Co.

*Raschle, N.M., *Chang, M.Y.H., Stering, P.L., *Zuk, J. & **Gaab, N.** (2012). Neural correlates of reading related processes examined with fMRI before reading onset and after language/reading remediation. In A.A. Benasich & R.H. Fitch (Eds.), Developmental dyslexia: Early precursors, neurobehavioral markers and biological substrates (The Extraordinary Brain Series). (pp.275-294). Baltimore, MD: Brookes Publishing Co.

Schlaug, G. & **Gaab, N.** (2003). Das musizierende Gehirn: Strukturelle und funktionelle Unterschiede zwischen Musikern und Nicht-Musikern. In H.G. Bastian & G. Kreutz (Eds.), Musik und Humanität: Interdisziplinäre Grundlagen für (musikalische) Erziehung und Bildung. (pp. 120-134). Mainz, Germany: Schott Musik International.

Invited oral presentations for academic audiences/ (since promotion to Associate professor in 2014)

Gaab, N. (2022). The typical and atypical reading brain: How a neurobiological framework of early language and reading development can inform educational practice/policy. Learning Memory and Attention Seminar. **Department of Psychology, Royal Holloway University of London.** February 2022.

Gaab, N. (2022). Typical and atypical reading development: Neurobiology, early identification and screening strategies. **Keynote: Learning Disabilities Association of America's 59th Annual International Conference**. New Orleans, LA. January 2022.

Gaab, N. (2022). The typical and atypical reading brain: How a neurobiological framework of early language and reading development can inform educational practice/policy. **10th Anniversary International Symposium of the IDG/McGovern Institute for Brain Research at Beijing Normal University**. January 2022.

Gaab, N. (2021). Early Literacy Milestones and Dyslexia Screening: The Role of Early Identification and Its Implication for Intervention pre and post COVID-19**. Keynote speaker for the European Dyslexia Association:** Autumn Seminars 2021; October 2021.

Gaab, N. (2021). FIT'NG All Ages: Advantages and Challenges of Longitudinal Fetal, Infant, and Toddler Neuroimaging. **Panel participation for Flux Virtual Congress 2021**, September, 2021

Gaab, N. (2021). Typical and atypical reading development: Neurobiology, heredity, early identification and screening strategies. Presentation at the **Special Education and Inclusion Association (SENIA) conference**: Learning ecosystems. Supporting inclusive school communities. Virtual conference, December 2021

Gaab, N. (2021). The typical and atypical reading brain: How a neurobiological framework of early language and reading development can inform clinical and educational practice/policy. **Leo Blomert memorial lecture (virtual) at the Maastricht Brain Imaging (M-BIC) Center. University of Masstricht, Netherlands**; January 2021.

Gaab, N. (2021). The typical and atypical reading brain: How a neurobiological framework of early language and reading development can inform clinical and educational practices and policies. **Invited lecture for 'Le confèerences de vendredi', Department of Psychology, University of Montreal, Canada**; January 2021.

Gaab, N. (2020). The Typical and Atypical Reading Brain: How a Neurobiological Framework of Reading Development Can Inform Educational Practice and Policy. Oral Presentation as part of the symposium 'Moving from a Deficit-Oriented to a Preventive Model in Education: Examining Neural Correlates for Reading Development' at the **Annual Conference of the Cognitive Neuroscience Society**, Boston, MA, March 2020 (Virtual conference due to COVID19).

Gaab, N. (2019). Developmental Dyslexia and Reading impairments: Neurobiology, heredity, early identification and screening strategies. Invited talk for **Child Development Update 2019 University of Toronto, Canada,** November 2019.

Gaab, N. (2019). An introduction to the Boston Children's Early Literacy Screener. Presentation at the annual conference of the **Abdul Latif Jameel World Education Conference** at **Massachusetts Institute of Technology**, Cambridge, MA

Gaab, N. (2019). The Typical and Atypical Reading Brain: How a Neurobiological Framework of Early Language and Reading Development Can Inform Clinical and Educational Practices Invited Talk for **Cognitive and Brain Studies Colloquia, Tufts University**, Medford, MA. September 2019.

Gaab, N. (2019). Can structural and functional connectivity in neonates predict later language function? Invited talk at the **American Society of Neuroradiology Annual Meeting,** Boston, MA, May 2019.

Gaab, N. (2019). Language development, dyslexia and environment. Workshop presented at the Capturing Developmental Brain Dynamics conference at the **Lorentz Center, Leiden, Netherlands**, April 2019.

Gaab, N. (2019). The typical and atypical reading brain: Developmental evidence from infants, preschoolers and school-age children. Invited talk at **Boston Cognitive Neuropsychology Group,** Cambridge, MA, April 2019.

Gaab, N. (2018). The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational and practice and policy. **EARLI SIG 22 Neuroscience and Education Conference. London, United Kingdom**, June 2018.

Gaab, N. (2018). The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational and practice and policy. **Dyslexia Foundation Extraordinary Brain Symposium XVII. Dyslexia 101: Revisiting Etiology, Diagnosis, Treatment and Policy. Winterton, South Africa**, June 2018.

Gaab, N. (2018). Chicken or egg? Examining structural and functional brain networks for processing language and music from infancy to school-age. **Georgetown University**, Washington, DC, March 2018.

Gaab, N. (2018). The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy. **Northeastern University**, Boston, MA, January 2018.

Gaab, N. (2018). The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy. **University of California, San Diego,** San Diego, CA, January 2018.

Gaab, N. (2017). Linking music, language and dyslexia: theoretical and experimental contributions. Presentation at **the 4th Brazilian Meeting on Brain and Cognition. São Bernardo do Campo, Brazil**, September 2017.

Gaab, N. (2017). Can white matter integrity in infancy predict musical aptitude in preschool? **Neuromusic conference**, Boston, MA, June 2017.

Gaab, N. (2017). The typical and atypical reading brain: how a neurobiological model of reading can inform clinical and educational practice. **Invited speaker at the Department of Psychiatry, New York Medical College**, Valhalla, NY, May 2017.

Gaab, N. (2017). Invited panelist at the E**quity, Democracy, and Justice in Early Childhood panel. "Week of the Young Child," Harvard Graduate School of Education,** Cambridge, MA April 2017.

Gaab, N. (2017). The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy. **Keynote at the annual conference of the Learning Disabilities Association of America, Baltimore**, MD February 2017.

Gaab, N. (2017). The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy. **Grand Rounds, The Dyslexia Center at UCSF,** San Francisco, CA February 2017.

Gaab, N. & Jerdee, K. (2017). Developing a Dyslexia Screening App: successes, road blocks and a naming challenge. Presentation at the **Laboratory of Cognitive Neuroscience monthly meeting. Boston Children's Hospital,** Boston, MA January 2017.

Gaab, N. (2016). The typical and atypical reading brain: Developmental evidence from infants, preschoolers and school-age children. Invited presentation at the **Developmental Science Colloquium, University of Massachusetts, Amherst, MA,** November, 2016.

Gaab, N. (2016). Examining the developing brain from infancy to adolescence: how developmental cognitive neuroscience can shed new light on contemporary questions in psychology and education. **Heckhausen-Kolloquium speaker; University of Bochum, Germany**

Gaab, N. (2016). Brain development and dyslexia across early life. **Invited presentation at the bi-annual meeting of The Dyslexia Foundation**, St. Croix, U.S.

Gaab, N. (2016). The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy. **Columbia University Medical Center's Division of Child and Adolescent Psychiatry's DeHirsch Robinson-PROMISE Grand Rounds**. New York, May, 2016.

Gaab, N. (2016). The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy. **Harvard Graduate School of Education.** Cambridge, MA, February 2016.

Gaab, N. (2015). The typical and atypical reading brain: Developmental evidence from infants, preschoolers and school-age children. **Vanderbilt University**. Nashville, December 2015.

Gaab, N. (2015). Tackling the dyslexia paradox: Examining neural pre-markers of developmental dyslexia in infancy and early childhood. **Neurodevelopmental Disorders Symposium; Harvard Medical School**; October 2015.

Gaab, N. (2015). Tackling the dyslexia paradox: Examining neural pre-markers of developmental dyslexia in infancy and early childhood. **Department of Psychology, Tufts University;** October 2015.

Gaab, N. (2015). The typical and atypical reading brain: Examining neurobiological precursors, developmental trajectories and mediating factors. **Grand Rounds, Boston Children's Hospital**, Boston, 2015.

Gaab, N. (2015). The typical and atypical reading brain: Developmental evidence from infants, preschoolers and school-age children. **Department of Psychology, University of Zurich, Switzerland,** March 2015.

Gaab, N. (2015). The typical and atypical reading brain: examining neurobiological precursors, developmental trajectories and mediating factors. Talk presented at the **Department of Communication Sciences and Disorders, Northeastern University**, Boston, March 2015.

Gaab, N. (2014). **International Dyslexia Association**. Music as a diagnostic tool for language-based learning disabilities? Invited panel presentation at the International Dyslexia Association's 65th Annual Reading, Literacy and Learning Conference, San Diego, November 2014.

Gaab, N. (2014). Infants, toddlers and preschoolers in the scanner: Practical tips on how to succeed. Invited **Oral Presentation at the 2nd Annual Flux Congress,** Hollywood, September 2014.

Gaab, N. (2014). Neurobiological precursors of reading. Invited Oral Presentation at the **German Dyslexia Association's Symposium entitled Dyslexia and Dyscalculia – Genetics, Neurobiology and Intervention, Erfurt, Germany,** May 2014.

Gaab, N. (2014). Examining the typical and atypical reading brain prior to reading onset: Developmental evidence from infants, preschoolers and kindergarteners. Invited Oral Presentation for the **Department of Psychology at Carnegie Mellon University**, Pittsburgh, February 2014.

Gaab, N. (2014). Examining the typical and atypical reading brain prior to reading onset: Developmental evidence from infants, preschoolers and kindergarteners. Invited Oral Presentation for the **Department of Psychology at Temple University**, Philadelphia, February 2014.

Invited presentations for <u>Departments of Education/School districts/ Policy makers/Clinicians/ Professional development for educators/ Community outreach presentations</u>/ (since promotion to Associate professor in 2014)

Gaab, N. (2022). **Maine Department of Education Office of Special Services**: Webinar for Maine educators, pre-service teachers, administrators, and state department staff. Augusta, ME, June 2022.

Gaab, N. (2022). **Boston Bar Association** (Section: Attorneys with Disabilities Committee & Massachusetts Supreme Judicial Court Standing Committee on Lawyer Well-Being). Neurodiversity in DE & I Strategies. Invited panelist. Boston, June 2022

Gaab, N. (2022). **Harvard University FXB Center for Health and Human Rights**. Invited speaker for the international G. Barrie Landry Child Protection Professional Training Program. Talk Title: "Strategies for helping children with learning disabilities succeed in low resource or displaced settings". Harvard T. H. Chan School of Public Health campus in Boston, MA. https://bit.ly/3OWrN1Q

Gaab, N. (2022) **The Washington Office of Superintendent of Public Instruction**: Dyslexia Beyond Awareness. Focusing on the Science of Reading. Invited virtual presentation: Typical and atypical reading development: Neurobiology, early identification, and screening strategies. May 2022 https://www.joyfulliteracyonline.com/summit-may-2022

Gaab, N. (2022). **International Dyslexia Association, Ontario/Canada.** Breaking down barriers to education and equity. Invited Speaker at The Right to Read Symposium. March 2022. https://www.idaontario.com/the-right-to-read-symposium/

Gaab, N. (2022). **Ottawa Catholic School Board**: Decoding your Child's Reading Superpower. Virtual talk for educators and parents. Ottawa, Canada, May 2022. https://bit.ly/3s7XL1s

Gaab, N. (2022). Solving the Dyslexia Paradox: The Importance of Brain Development, Early Identification, and Intervention Webinar. **Reading with TLC.** Weymouth, MA, May 2022.

Gaab, N & Weeden, T**.** (2022). **Ohio Department of Education:** Debunking myths about dyslexia and Brain-based teaching: implications for system change. Ohio's Literacy Academy. January 2022. https://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Literacy-Academy/Literacy-Academy-Live#Dyslexia

Gaab, N. (2021). **New York City Department of Education;** Advocates for Children of New York (AFC), ARISE Coalition: All means ALL: Diversifying Literacy to Meet the Needs of Every Student. Panel participant for Reaching Every Reader: The Next Chapter, Panelist Speaker at Virtual Literacy Summit. December 2021. This lead to a published report *Reaching Every Reader: The Path Forward*

Gaab, N. (2021). **Los Angeles Branch of the International Dyslexia Association** Screening for Early Literacy Milestones, Dyslexia and other Reading Disabilities: The WHY, WHOM, WHEN, HOW and WHERE. Invited Speaker, September 2021.

Gaab, N. (2022). Avaliação em larga escala na alfabetização (Large-scale assessments in literacy). Simpósio de Aprendizado Baseado em Evidências e Referências (Evidence-based learning symposium). **SABER, Escribo - Inovação para o aprendizado**. Brazil, March 2022 https://www.gaablab.com/events/avaliao-em-larga-escala-na-alfabetizao-large-scale-assessments-in-literacy-saber

Gaab, N., Clemens, N., Johnson, L., Petscher, Y., Solari, E.J. (2021). **American Speech-Language-Hearing Association**: A conversation about the science of reading. Live Chat event, August 2021.

Gaab, N. (2021/22). **Special Education department at Newton Public School District. Newton, MA** Developmental Dyslexia and other Reading Disabilities Two session (6 hour) professional development session. December-January 2021/22

Gaab, N. (2021/22). **Concord Public School District, Concord, MA**. Developmental Dyslexia and other Reading Disabilities. Three session (6 hour) professional development session (Pathways PD). October-January 2021/22

Gaab, N. (2021). **Arizona Branch of the International Dyslexia Association**. Screening for Developmental Dyslexia and other Reading Disabilities: The WHY, WHOM, WHEN, HOW and WHERE. Speaker at the Annual conference. September 2021.

Gaab, N, (2021). **Wilson Language Training Cooperation.** Screening for Dyslexia and Reading Disabilities: The WHY, WHEN, WHOM, HOW and WHERE. Keynote speaker for the Wilson language training annual conference, July 2021.

Gaab, N. (2021). **Neuhaus Education Center**. Screening for Early Literacy Milestones and Reading Disabilities: The WHY, WHEN, WHOM, HOW and WHERE. Lenox M. Reed Seminar.; April 2021.

Gaab, N. (2021). **Dyslexia Training Institute**. Moving from a Reactive to a Proactive Model in Education: How a Neurobiological Framework of Reading Development Can Inform Educational Practice and Policy. Presentation at 5th Annual Dyslexia Virtual Conference, April 2021 https://www.dyslexiatraininginstitute.org/

Gaab, N. (2021). **German International School Boston**. Developmental Dyslexia and other Reading Disabilities. Three hour professional development session at. Allston, MA, October 2021

Gaab, N. (2021). **California Department of Education** Diagnostic Center. Solving the Dyslexia Paradox: The Importance of Brain Development, Early Identification, and Intervention. Central CA Dyslexia Forum, October 2021. https://www.dcc-cde.ca.gov/professionaldev/events/df-2021-10-01.aspx

Gaab, N. (2021). **Triton SEPAC in partnership with Georgetown SEPAC**. Developmental Dyslexia and Reading Disabilities: Brain Development, Early Identification, Screening, and Remediation. Invited presentation for parents and educators. Triton, MA; September 2021.

Gaab, N. (2021). **Department of Education Missouri**. Screening for Early Literacy Milestones and Disabilities: The WHY, WHEN, WHO, HOW and WHERE. Presentation for Department of Education Missouri state committee (literacy screener selection), August 2021

Gaab, N. (2021). **Arkansas Department of Education**. Screening for Early Literacy Milestones and Disabilities: The WHY, WHEN, WHO, HOW and WHERE. Invited speaker for annual summit, June 2021

Gaab, N., Petscher, Y., Solari, E., Patton-Terry, N. (2021). **The Windward Institute**. Invited participation in the Research Roundtable: Advancing Translational Science in the Classroom.; May 2021

Gaab, N. (2021). Early Literacy Screening. Reading Meetings with Mark (Seidenberg) and Molly (Farry-Thorn): Conversations Bridging Science & Practice; May 2021. https://seidenbergreading.net/zoom/

Gaab, N. (2021). Invited guest for "Reading Meetings with Mark & Molly) organized by Prof. Mark Seidenberg on Public Media (Facebook). May 2021

Gaab, N. (2021). **Ottawa Carleton ETFO/FEEO** (teacher union who represents 3000 educators; http://www.ocetfo.ca/home.aspx), Screening for Early Literacy Milestones and Disabilities: The WHY, WHEN, WHO, HOW and WHERE. Professional development session. Ottawa, Canada; April 2021

Gaab, N. (2021). **Falmouth Special Education Parent Advisory Council (SEPAC)**. Virtual Developmental Dyslexia and Other Reading Difficulties: Neurobiology, Early Identification, and Intervention. Virtual Presentation for parents; Falmouth, MA, March 2021.

Gaab, N. (2021). **The Gow School**. Understanding Early Literacy Milestones and Reading Disabilities. Invited speaker for Parent Power Talk Series. South Wales, NY; March 2021.

Gaab, N. (2021). **Los Angeles County Office of Education**. Assessing Dyslexia. Invited presentation at Webinar Series on Dyslexia & Literacy, Los Angeles, CA. February 2021.

Gaab, N. (2021). **Currey Ingram Academy**. Updates on Dyslexia Research. Presentation for the Faculty of Curry Ingham Academy, Brentwood, TN; January 2021

Gaab, N. (2021). **Massachusetts Department of Elementary and Secondary Education**: Early Literacy Screening. Webinar as part of the MassLiteracy Webinar series. Massachusetts. January 2021 https://www.doe.mass.edu/massliteracy/topresources/default.html

Gaab, N. (2021). **Plain Talk About Literacy and Learning**. Moving from a Reactive to a Proactive Model in Education: How a Multifactorial Framework of Reading Development Can Inform Educational Practice and Policy. Thought Leader Sessions at annual Conference, New Orleans, LA; February 2021.

Gaab, N. (2020). **Landmark School**. Developmental Dyslexia and Reading Impairments: Brain Development, Early Identification, and Screening Approaches. Webinar at the Landmark Summer Institute, Prides Crossing, MA

Gaab, N. (2016-2020). **Leadership Education in Neurodevelopmental and Disabilities Program, Boston Children's Hospital.** Solving the Dyslexia Paradox: The Importance of brain development, early identification and intervention. Yearly Invited talk**.** Boston, MA,

Gaab, N. (2020). **International Dyslexia Association, Central Ohio**. The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy. Keynote Speaker at the Ohio Summit on Dyslexia, Columbus, Ohio, February 2020

Gaab, N. (2020). **Plain Talk About Literacy and Learning Conference**. The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy. Invited Thought Leader talk, New Orleans, LA, January 2020.

Gaab, N. (2020). **Plain Talk About Literacy and Learning Conference** Screening for Early Literacy Milestones and Reading Disabilities: The Why, When, Whom, How and Where. Invited Workshop, New Orleans, LA, January 2020.

Gaab, N. (2020). **Southwest Branch of the International Dyslexia Association**. Screening for Dyslexia and Other Reading Disabilities: The WHY, WHEN, WHOM and HOW. Invited keynote speaker at the Annual Meeting, Alburquerque, NM, February 2020.

Gaab, N. (2020). **Dallas Branch of the International Dyslexia Association**. Early identification: it's a myth that young children cannot be screened for disabilities/dyslexia. Invited talk at the annual conference. Dallas, TX, February 2020.

Gaab, N. (2020). **TOWER foundation**. Early identification of children at-risk for dyslexia. Talk at the Board meeting, Getzville, NY June 2020

Catts, H., **Gaab, N.**, Hoeft, F., Petscher, Y. (2021). **AIM Institute for Research and Learning**. Early Literacy Screening: The Role of Early Identification and Its Implication for School-Based Intervention. 9th Annual Research to Practice Symposium, Conshohocken, PA, March 2021

Gaab, N. (2020). **Chris Walsh Center for Educators and Families of Metro West at Framingham State University**. Dyslexia and Reading Disabilities. Lecture and Webinar, Framingham, MA.

Gaab, N. (2020). **Acton-Boxborough Public school district**. Developmental Dyslexia and other Reading Difficulties. Professional development (virtual) for educators. Acton, MA, November 2020

Gaab, N. (2020). **Cambridge Public School Committee.** Invited presentation for the Special Education and Student Supports Subcommittee. Cambridge, November 2020

Gaab, N. (2020). **Amplify Education**. Screening for Dyslexia and Other Reading Disabilities: The WHY, WHEN, WHOM, HOW and WHERE. Amplify Literacy Symposium; Brooklyn, NY, October 2020.

Gaab, N. (2020): **Reading with TLC**. Screening for Developmental Dyslexia and other Reading Disabilities: The WHY, WHOM, WHEN, HOW and WHERE. Live & Recorded Webinar fhttps://www.readingwithtlc.com/. August 2020

Gaab, N. (2020). **Boston Special Education Parent Association (SEPAC) Council**. Developmental Dyslexia and other Reading Difficulties. Talk (virtual) for parents and educators. September 2020

Gaab, N. (2020). **Pennsylvania Training and Technical Assistance Network**. Screening for Early Literacy Milestones and Reading Disabilities: The WHY, WHEN, WHOM, HOW and WHERE. Oral Presentation as part of the PaTTAN Literacy Symposium (Virtual symposium due to COVID19), Harrisburg, PA, June 2020.

Gaab, N. (2020). **Step By Step Learning**. Screening for Early Literacy Milestones and Reading Disabilities: The WHY, WHEN, WHOM, HOW and WHERE. Oral Presentation as part of the STRAIGHT TALK by the Experts Live Virtual Conference, May 2020.

Small, C, Knapik, M, Bivens, A, Curtis-Whipple, J. & **Gaab, N.** (2020). **The Campaign for Grade-Level Reading**. Following the science upstream: EarlyBird App identifies children with reading challenges. Learning Tuesday Webinar Virtual presentation, May 2020

Gaab, N. (2020). **Developmental Medicine Center, Boston Children's Hospital**. The Typical and Atypical Reading Brain: how a neurobiological framework of reading development can inform clinical and educational practice. Talk presented to the Developmental Medicine Center Fellows, Boston, MA.

Gaab, N. (2020). **Milagros para niños foundation**. The Milagros Screening Study. Presentation at Three King's Event. Boston Children's Hospital, Boston, MA, January 2020.

Gaab, N. (2020). **Office of Early Childhood Development (ECD)/ACF Offices and the U.S. Department of Education (ED)**. The Boston Early Literacy Screener. Invited Presenter for "BigIdea" Section at EdGamesExpo 2020 https://www.acf.hhs.gov/blog/2020/01/big-ideas-for-early-childhood-innovation-and-education-partnerships

Gaab, N. (2019). **New York City Bar Association**. Dyslexia: Children in Need of Identification and Representation. The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy. Invited talk, October 2019.

Gaab, N. (2019). **Massachusetts Advocates for Children**. Solving the Dyslexia Paradox: The Importance of brain development, early identification and intervention. Invited talk**,** Boston, MA, May 2019.

Gaab, N. (2019). **Open Parent Education Network Ohio**. Solving the Dyslexia Paradox: The Importance of brain development, early identification and intervention. Online workshop for parents. Medina, OH, December 2019

Gaab, N. (2019). **Boston Public School District**. Solving the Dyslexia Paradox: The Importance of Early Identification and Intervention. Professional development workshop for special education coordinators, Boston, MA, November 2019

Gaab, N. (2019). **Topsfield/Ipswich School Tripac Special Education Parent Advisory Council**. Solving the Dyslexia Paradox. Invited talk, Topsfield, MA, October 2019.

Gaab, **N.** (2019). **Newburyport Public School District**. Solving the Dyslexia Paradox: The Importance of brain development, early identification and intervention. Professional development workshop for educators in; September 2019.

Gaab, **N.** (2019). **Weymouth Public School District**. Solving the Dyslexia Paradox: The Importance of brain development, early identification and intervention. Professional development Workshop for educators, September 2019.

Gaab, N. (2019). **Landmark School**. Solving the Dyslexia Paradox. Full day workshop for educators. Dyslexia Academy for Educators, Prides Crossing, MA July 2019

Gaab, N. (2019). **Medford Public School Committee**. Solving the Dyslexia Paradox: The Importance of Early Identification and Intervention., Medford, MA, May 2019.

Gaab, N. (2019). **Landmark School**. Solving the Dyslexia Paradox: The importance of brain development, early identification, and intervention." Talk presented at the LPA Parent Program, Prides Crossing, MA, April 2019.

Gaab, N. (2019). **Commonwealth Learning Center**. The Typical and Atypical Reading Brain. Invited Workshop, Needham, MA, February 2019.

Gaab, N. (2019). **Medford Public School District**. Solving the Dyslexia Paradox: The Importance of Early Identification and Intervention. Professional development workshop; Medford, MA, February 2019.

Gaab, N. (2019). **Eagle Hill School**. Solving the Dyslexia Paradox: The Importance of Early Identification and Intervention., Hardwick, MA, February 2019.

Gaab, N. (2019). **Carroll School**. Solving the Dyslexia Paradox: The Importance of Early Identification and Intervention. Waltham, MA, February 2019.

Gaab, N. & Duggan, N (2019). **Education Collaborative**. Screening for Dyslexia and other reading disabilities: The WHY, WHEN, WHOM, HOW. Workshop, Boston, MA, February 2019.

Gaab, N. (2018). **Cambridge Special Education Parent Advisory Council**. Struggling Readers. Cambridge, MA, November 2018.

Gaab, N. (2018). **International Dyslexia Association Maryland**. Early identification of Dyslexia and Reading impairments: Whom should we screen? Where should we screen? How should we screen? Invited talk at the "Screen and Intervene: The Latest Research on Reading" Conference, University of Maryland, College Park, MD, December 2018.

Gaab, N. (2018). **International Dyslexia Association Ontario Branch**. Solving the Dyslexia Paradox: The Importance of Early Identification and Intervention. Invited talk at the 12th Annual Literacy and Learning Conference: Early Identification and Intervention, Toronto, Ontario, November 2018.

Gaab, N. (2018). **The Dyslexia Foundation.** Developmental Dyslexia and Reading impairments: Neurobiology, heredity, early identification and screening strategies. Invited talk at the Dyslexia Foundation Conference, Boston, MA, October 2018.

Gaab, N. (2018). **International Dyslexia Association**. The Typical and Atypical Reading Brain: How a Neurobiological Framework of Reading Development Can Inform Screening and Educational Practices. Research Colloquium presented at the annual meeting, Mashantucket, CT, October 2018.

Gaab, N. (2018). **International Dyslexia Association**. Building a Platform for Early Literacy and Language Screening and Evidence-based Response to Screening. Research Colloquium presented at the annual meeting, Mashantucket, CT, October 2018.

Gaab, N. (2018). **The Campaign for Grade-Level Reading**. Struggling Readers? Come explore big wins in ed-tech that address a rare combination of early identification and teacher reading instruction. Annual conference, Philadelphia, PA, July 2018.

Gaab, N. (2018). **Academy of Orton-Gillingham Practitioners and Educators**. The typical and atypical reading brain: How a neurobiological framework of reading development can inform clinical and educational practice. Invited presentation at their annual conference, Charlotte, NC, April 2018.

Gaab, N. (2018). **International Dyslexia Association Rocky Mountain Branch**. Early identification: It's a myth that young children cannot be screened for dyslexia! Reading in the City Conference, Denver, CO, April 2018.

Gaab, N. (2018). **International Dyslexia Association Rocky Mountain Branch**. What happens in our brains as we learn how to read? Breakout session, Reading in the City Conference, Denver, CO, April 2018.

Gaab, N. (2018). **Kingsley Montessori School**. Developmental Dyslexia and Reading impairments: Neurobiology, early screening/ identification, and remediation strategies. Professional development workshop for teachers, Boston, MA, September 2018.

Gaab, N. (2018). **Special Education Parent Advisory Council Somerville, MA**. The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy, April 2018.

Gaab, N. (2018). **Commonwealth Learning Center**. The typical and atypical reading brain., Invited presentation for educators and parents. Danvers, MA, March 2018.

Gaab, N. (2018). **Special Education Parent Advisory Council, Brookline, MA**. The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy. Invited presentation, March 2018.

Gaab, N. (2017). **Quincy Parent Advisory Council, Quincy, MA**. Research on the developing reading brain and resources for parents for their children's reading development. Invited presentation for parents. December 2017.

Gaab, N. (2017). **Dyslexia Society of Connecticut**. The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy. Speaker at their annual conference, Westbrook, CT, October 2017.

Gaab, N. (2017). **Martha Eliot Health Center, Boston Children's Hospital**. Tackling the dyslexia paradox: How a neurobiological framework of reading development can inform clinical practice. Invited presentation for clinicians, Jamaica Plain, MA, October 2017.

Gaab, N. (2017). **Brazilian Dyslexia Association**. The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice. Invited presentation, Sao Paulo, Brazil, September 2017.

Gaab, N. (2017). **Dyslexia Legislation Hearing, Massachusetts State House**, Boston, MA; Organizer and member of a team of researchers, parents, clinicians and patients who testified in favor of the Dyslexia bills, July 2017.

Gaab, N. (2017). **Briefing for Dyslexia Legislation**, Speaker's Lounge, Massachusetts State House, Boston, MA; June 2017.

Gaab, N. (2017). **Special Education Parent Advisory Council, Georgetown, MA**. The neuroscience of reading. Invited presentation for parents. November 2017.

Gaab, N. (2017). **Decoding Dyslexia Massachusetts**. Best practices for the assessment and remediation of dyslexia., Belmont, MA, October 2017.

Gaab, N. (2017). **Haggerty School, Cambridge, MA**. Brain Awareness Workshop, Second-grade class, October 2017.

Gaab, N. (2017). **The Dyslexia Foundation**. The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy. Invited presentation at 'From Neurons to the Classroom". Conference, San Francisco, CA; February 2017.

Gaab, N. (2017). **Tufts University Center for Reading and Language Research**. Solving the dyslexia paradox. Why should we screen? Whom should we screen? Where should we screen? When should we screen? Presentation at Screening & Intervention workshop, October 2017.

Gaab, N. (2017). **Pediatric Fellows Educational Seminar, Boston Children's Hospital**. Colored blobs on pretty brains and the neurobiology of dyslexia. Invited presentation, Boston, MA April 2017.

Gaab, N. (2017). Invited presenter at Innovators' Showcase, **Innovation and Digital Health Accelerator**, Boston Children's Hospital, Boston, MA April 2017.

Gaab, N. (2015-2017). The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice. Invited speaker for the DMC Fellows at Boston Children's Hospital, Boston, MA, April 2017.

Gaab, N. (2017). **HUBWeek Spoke Event: Innovators' Showcase**. Boston Early Literacy Screener. Boston, MA, October 2017.

Gaab, N. (2017). **Dyslexia Parent Group, Lexington, MA**. The typical and atypical reading brain and some basic info on dyscalculia. Invited speaker, May 2017.

Gaab, N. (2017). **Belmont Public School District**. The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice. Presentation at the Reading Department, Belmont, MA, May 2017.

Gaab, N. (2017). **The Education Collaborative Greater Boston, Inc**. The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice. Invited presentation, Bedford, MA, May 2017.

Gaab, N. (2017). **AIM Academy**. Invited webinar presenter to answer pressing questions about dyslexia., Conshohocken PA, April 2017.

Gaab, N. (2017). **AIM Institute, AIM Academy**. The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy. Presentation at the 5th Annual Research to Practice Symposium, Conshohocken PA, March 2017.

Gaab, N. (2017). **SEPAC Concord/Carlisle, Concord, MA**. The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice. Invited speaker, March 2017.

Gaab, N. (2017). **SEPAC Franklin, Franklin, MA**, The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy. Presentation, January 2017.

Gaab, N. (2017). **Landmark School Parent Association**. The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy. Invited Presentation, Prides Crossing, MA, January 2017.

Gaab, N. (2017). **Landmark School Outreach**. Tackling the Dyslexia Paradox: How a Neurobiological Framework of Reading Development Can Inform Clinical and Educational Practice.: Professional Development for Educators, 5 hour session, July 2017.

Gaab, N. (2017). **Landmark College**. Hope or Hype? The Use and Misuse of Neuroscience in Education. Landmark College Summer Institute, Sunday Keynote, Putney, VT, June 2017.

Gaab, N. (2017). **Landmark College.** The Typical and Atypical Reading Brain: How Neuroscience Can Inform Educational Practice. Landmark College Summer Institute, Monday Plenary Presentation, Putney, VT. June 2017.

Gaab, N. (2016). **DMC Center meeting, Boston Children's Hospital**. The typical and atypical reading brain: Developmental evidence from infants, preschoolers and school-age children. Invited presentation, November 2016.

Gaab, N. (2016). **Executive Office of Education, Boston, MA**. Early screening for dyslexia and reading disabilities: The WHY, the WHEN, and the HOW. Invited presentation at the Early Literacy Expert Panel, October 2016.

Gaab, N. (2016). **The Dyslexia Foundation**. The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy. Invited presentation at 'Dyslexia and Literacy: Early identification in educational programming' bi-annual conference, Boston, MA; October.

Gaab, N. (2016). **Division of Genetics Boston Children's Hospital**. Tackling the dyslexia paradox: Examining neural pre-markers of developmental dyslexia in infancy and early childhood. Invited speaker for seminar series. Boston, May, 2016.

Gaab, N. (2016). **Massachusetts Advocates for Children**. The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy.. invited presentation, Boston, March 2016.

Gaab, N. (2016). **Decoding Dyslexia Day on the Hill. Massachusetts State House**. Dyslexia, Invited presentation, Boston, February 2016.

Gaab, N. (2016). Linking Music, Reading, & Cognitive Function in the Brain. **Presentation at Science by the Pint.** Somerville, MA, December 2016.

Gaab, N. (2016). **Public School District of Andover, MA**. The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy. Presentation for Teachers and Parents (two presentations), November 2016.

Gaab, N. (2016). **The Cambridge School**. The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy. Presentation for parents and educators, Pennington, NJ. October 2016.

Gaab, N. (2016). **Landmark School Parent Association**. The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy. Invited presentation, Prides Crossing, MA, March 2016.

Gaab, N. (2016). **Sharon, MA Special Education Parent Advisory Council (SEPAC)**, Developmental Dyslexia and Dyscalculia. Invited presentation at their February meeting, Sharon, MA.

Gaab, N. (2016). **Winchester Special Education Parent Advisory Council (SEPAC)**. The Typical and Atypical Reading Brain. Invited talk at January meeting, Winchester, MA.

Gaab, N. (2015). **Ashland Special Education Parent Advisory Council (SEPAC)**. The Typical and Atypical Reading Brain. Invited talk at November meeting, Ashland, MA.

Gaab, N. (2015). **Weston Special Education Parent Advisory Council (SEPAC)**. Developmental Dyslexia: Early Identification, Brain-correlates and Remediation Strategies. Invited talk at November meeting, Weston, MA.

Gaab, N. (2015). **Harvard Medical School; 'Mini-Med School'**. Linking music, language and executive functioning: Implications for developmental disorders. Invited talk, Boston, April 2015.

Gaab, N. (2015). The typical and atypical reading brain. Talk presented at the Developmental Medicine Center, Boston Children's Hospital, Philanthropic Council Meeting, Boston, March 2015.

Gaab, N. (2015). **LearningAlly**. The typical and atypical reading brain. Learning Ally's 2nd Spotlight on Dyslexia, online conference.

Gaab, N. (2015). **Andover Special Education Parent Advisory Council (SEPAC)**. Dyslexia Awareness Presentation. Talk presented at the June meeting, Andover, MA.

Gaab, N. (2014). **Marblehead Special Education Parent Advisory Council (SEPAC)**. The Typical and Atypical Reading Brain. Presentation to parents at the October meeting, Marblehead, MA.

Gaab, N. (2014). **EDCO's McSwiney Center for Professional Learning**. The Reading Brain and the Influence of Musical Training on Executive Functioning and Language Development. Professional development workshop for teachers. Bedford, MA.

Gaab, N. (2014). **Learning and the Brain Conference**: Focused, Organized Minds: Using Brain Science to Engage Attention in a Distracted World. The typical and atypical reading brain. Invited Oral presentation, Boston, November 2014.

Gaab, N. (2014). Examining the typical and atypical reading brain prior to reading onset: Developmental evidence from infants, preschoolers and kindergarteners. Invited Oral Presentation at the **Annual Meeting of the Maternal Child Health Bureau**, Boston, March 2014.

Gaab, N. (2014). **Marblehead Community Charter Public School**. The Typical and Atypical Reading Brain. Community Outreach event organized by Decoding Dyslexia for Dyslexia Awareness Month, Marblehead, MA.

Gaab, N. (2014). **Rockport Special Education Parent Advisory Council (SEPAC)**. The Typical and Atypical Reading Brain. Presentation to parents at the May meeting, Rockport, MA.

Gaab, N. (2014). **Special Education Parent Advisory Council (SEPAC)**. The Typical and Atypical Reading Brain. Presentation to parents at the Framingham April meeting, Framingham, MA.

Gaab, N. (2014). **Boxborough Special Education Parent Advisory Council and Decoding Dyslexia-MA**. The Typical and Atypical Reading Brain. Presentation to parents, Acton Acton, MA.

Selected conference papers, oral abstracts and posters (since promotion to Associate professor 2014)

** denotes current or former trainees/student*

*Turesky, T., *Sanfilippo, J., *Zuk, J., *Vanderauwera, J., Ahtam, B., Gagoski, B., *Lee, A., *Garrisi, K., *Dunstan, J., *Carruthers, C., *Vanderauwera, J., *Yu, X., & **Gaab, N**. (2022). Home literacy environment mediates the relationship between socioeconomic status and white matter structure in infants. Poster accepted at the **Society for the Scientific Study of Reading (SSSR) Annual Meeting** 2022. July 2022

*Feller, M., *Jones, A., *O'Brien, A., **Gaab, N.** (2022). Supporting systems level translation and coordination for students with learning and developmental disabilities: ideas and innovations. Presented at the annual conference of the **Learning Disability Association of America.** January 2022.

*Zuk, J., *Davidson, K., *Vanderauwera, J., *Turesky, T., *Garrisi, K., *Lee, A., *Dunstan, J., Grant, P.E., & **Gaab, N.** (2021). Examining longitudinal relationships between white matter organization in infancy and subsequent reading achievement at school age. Poster presented **Flux Virtual Congress**.

*Yu, X., Ferradal, S., *Sliva, D., *Dunstan, J., *Carruthers, C., *Sanfilippo, J., *Zuk, J., Yangming, O., Zöllei, L., Gagoski, B., Grant, P.E., & **Gaab, N.** (2021). Atypical functional connectivity fingerprints of the left fusiform gyrus in infants at familial risk for developmental dyslexia. Poster presented at **Flux Virtual Congress**.

*Davison, K., *Zuk, J., *Mullin, L.J., *Schultz, V., *Ozernov-Palchik, O., *Norton, E., *Yu, Xi., Gabrieli, J.D.E., & **Gaab, N.** (2021). Associations between shared book reading at home and white matter organization in kindergarten in relation to subsequent language and reading abilities. Abstract accepted at the **Boston University Conference on Language Development**, 46. (Paula Menyuk Award)

Davidson, K., *Zuk, J., *Mullin, L.J., *Schultz, V., *Ozernov-Palchik, O., Norton, E., Gabrieli, J., *Yu, X., **Gaab, N.** (2021). Examining the relationship between shared book reading at home, white matter organization in kindergarten, and subsequent language and reading abilities: a longitudinal investigation. Abstract presented Flux Virtual Congress.

*Turesky, T., *Sanfilippo, J., *Zuk, J., *Vanderauwera, J., *Yu, X., *Lee, A., *Garrisi, K., *Dunstan, J., *Carruthers, C., & **Gaab, N.** (2021). Home literacy environment mediates the relationship between socioeconomic status and white matter structure in infants. Poster presented at Flux Virtual Congress.

*Turesky, T., Pirazzoli, L., Shama, T., Kakon, S. H., Haque, E., Islam, N., Someshwar, A., Gagoski, B., Petri, W.A., Nelson, C. A., **Gaab, N.** (2021). Chronic inflammation is related to brain morphometry in children growing up in extreme poverty. Poster accepted at the Organization for Human Brain Mapping Annual Meeting.

*Zuk, J., *Mues, M., *Norton, E., Hogan, T., Gabrieli, J., **Gaab, N.** (2021). 13120: Clarifying the Relationship Between Early Speech-Sound Production Abilities and Subsequent Reading Outcomes. Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (convention canceled in 2020; presentation held in 2021).

*Ozernov-Palchik, O., Tartakovsky, N., *Norton, E., Beach, S., Gabrieli, J., **Gaab, N.** (2021). Functional significance of inferior frontal hyperactivations in pre-readers who develop dyslexia. **Selected oral presentation at Society for the Scientific Study of Reading Annual Meeting,** July 2021.

*Zuk, J., *Sanfilippo, J., *Garrisi, K., *Vanderauwera, J., *Turesky, T., *Lee, A., Gagoski, B., Grant, P. E., **Gaab, N.** (2021). Evaluation contributions of home literacy environment and white matter organization to emerging language abilities: A longitudinal investigation from infancy to toddlerhood. Abstract accepted at Symposium on Research in Child Language Disorders.

*Kershenbaum, A., *Zuk, J., Shattuck-Hufnagel, S., Gabrieli, J., **Gaab, N.** (2021). Oral sentence prosody and subsequent reading fluency during early literacy development. Abstract accepted at Society for the Scientific Study of Reading Annual Meeting.

*Ravi, N., *Zuk, J, *Garrisi, K., *Lee, M.J, *Vanderauwera, J., *Turesky, T., *Dunstan, J., *Davison, K., Grant, P. E, & **Gaab, N.** (2021). Examining Relationships Between the Music Environment and White Matter Organization in Infancy. Abstract accepted at Annual Meeting of the Cognitive Neuroscience Society.

*Zuk, J., *Davison, K., *Garrisi, K., *Lee, A., *Vanderauwera, J., *Turesky, T.K., *Dunstan, J., Grant, P.E. & **Gaab, N.** (2021). White matter in infancy is prospectively associated with subsequent decoding abilities at school age. Abstract accepted at Annual Meeting of the Cognitive Neuroscience Society.

*Sanfilippo, J., *Turesky, T., *Zuk, J., *Vanderauwera, J., *Yu, X., *Lee, A., *Garrisi, K., *Dunstan, J., *Carruthers, C., & **Gaab, N.** (2021). Home literacy environment mediates the relationship between socioeconomic status and white matter structure in infants. Abstract accepted at Annual Meeting of the Cognitive Neuroscience Society.

*Davison, K., *Mullin, L.J., *Zuk, J.M., *Schultz, V., *Ozernov-Palchik, O., *Norton, E.S., Gabrieli, J.D.E & **Gaab, N.** (2021). White matter organization is associated with home literacy environment in kindergarten and subsequent reading skills. Abstract accepted at Annual Meeting of the Cognitive Neuroscience Society.

*Sanfilippo. J., *Turesky, T., *Zuk, J., *Vanderauwera, J., *Yu, X., *Lee, A., *Dunstan, J., *Carruthers, C., & **Gaab, N.** (2020). Home literacy environment mediates the relationship between socioeconomic status and white matter structure in infants. Queens's University summer research symposium, Queen's University, Canada

*Silva, M.H., Souza, L., Lemos, F., Wanderley, B., Bezerra, R., Haynes, C., Luk, G., **Gaab, N.**, Salgado-Azoni, C. (2020, November). 12832: Relationship Between Speech Production and Phonological Awareness of Preschoolers from Public Schools and Low-Income Families. Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (convention cancelled).

Lemos, F., Souza, L., Wanderley, B., Bezerra, R., Barbosa, A., Anjos, A.B.L., Haynes, C., **Gaab, N**., Luk, G., Salgado-Azoni, C. (2020, November) 12830: Intervention In phonological awareness and vocabulary on 1° Grade Low-Income Children. Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (convention cancelled).

Turesky T.K., Gagoski, B., Haque R., Kakon, S.H., Islam, N., Petri, W.A., Nelson, C.A., & **Gaab, N**. (2020) Frequency of resting-state BOLD signal in 2-month-old Bangladeshi infants growing up in poverty. Poster presentation scheduled for the International Congress on Infant Studies, Glasgow, UK, July 2020.

*Dunstan, J., *Yu, X., Lindinger, N., Meintjes, E.M., Jacobson, S.W., Jacobson, J.L., & **Gaab, N**. (2020). Atypical white matter mechanisms underlying reading development in adolescents with fetal alcohol spectrum disorders. Poster presented at the 27th annual meeting of the Cognitive Neuroscience Society (CNS). Boston, MA, (virtual conference due to COVID-19)

*Hillyer, L.J., *Yu, X., *Mougiou, A., *Laurent, E., *Dunstan, J., Boyd, E., Zöllei, L., & **Gaab, N.** (2020). Early exposure to reading relates to leftward structural asymmetries critical for literacy development in pre-reading children. Poster presented at the 27th annual meeting of the Cognitive Neuroscience Society (CNS). Boston, MA, (virtual conference due to COVID-19)

*Zuk, J., *Sanfilippo, J, *Vanderauwera, J., *Lee, A., *Dunstan, J., *Turesky, T., Gagoski, B., Grant, P.E., & **Gaab, N.** (2020). Evaluating the respective roles of home literacy environment and white

matter organization in shaping early language abilities: a longitudinal investigation from infancy to toddlerhood. Symposium conducted at the **27th Society for the Scientific Study of Reading (SSSR) Meeting**. Newport Beach, CA. July 2020.

Gaab, N. (2020). Solving the Dyslexia Paradox: The Importance of brain development, early identification and intervention. Invited talk at the Leadership Education in **Neurodevelopmental and Disabilities Program (LEND)** program at Boston Children's Hospital, Boston, MA, November 2020.

*King, C., *Vanderauwera, J., *Zuk, J., *Turesky, T.K., *Raschle, N., & **Gaab, N.** (2020). Structural neural correlates of reading development in children with early language delay. Poster presented at the 27th annual meeting of the Cognitive Neuroscience Society (CNS). Boston, MA, (virtual conference due to COVID-19)

*Lee, A.M., *Vanderauwera, J., *Turesky, T.K., *Sanfilippo, J., *Zuk, J., Grant, P.E., & **Gaab, N.** (2020). Investigating Relationships between Home Literacy Environment, Early Language Skills and White Matter Organization from Infancy to Toddlerhood. Poster presented at the 27th annual meeting of the Cognitive Neuroscience Society (CNS). Boston, MA, (virtual conference due to COVID-19)

*Turesky T.K., Gagoski, B., Haque R., Kakon, S.H., Islam, N., Petri, W.A., Nelson, C.A., & **Gaab, N.** (2020) Frequency of resting-state BOLD signal in 2-month-old Bangladeshi infants growing up in poverty. Poster presented at the 27th annual meeting of the Cognitive Neuroscience Society (CNS). Boston, MA, (virtual conference due to COVID-19)

*Vanderauwera, J., *Zuk, J., *Turesky, T.K., *Lee, A.M., *Dunstan, J., & **Gaab, N.** (2020). Inter- and intra-hemispheric white matter organization in relation to language skills in infancy. Poster presented at the 27th annual meeting of the Cognitive Neuroscience Society (CNS). Boston, MA, (virtual conference due to COVID-19)

*Zuk, J., *Vanderauwera, J., *Lee, A.M. *Gonzalez, M., *Dunstan, J., *Turesky, T.K., *Rubez, D., *Yu, X., Grant, P.E., & **Gaab, N.** (2020). Evaluating predispositions for music training: white matter in infancy relates to music aptitude abilities in preschool. Poster presented at the 27th annual meeting of the Cognitive Neuroscience Society (CNS). Boston, MA, (virtual conference due to COVID-19)

*Sanfilippo, J., *Turesky, T.K., *Zuk, J., *Yu, X., *Dunstan, J., *Carruthers, C., & **Gaab, N.** (2019). Toddler language ability is associated with white matter structure and predicted by home environment in infancy. Poster presentation at the Queen's University School of Medicine Research Showcase. Kingston, ON; September 18, 2019.

Garcia de Souza, L.G., Haynes, C., Luk, G., **Gaab, N.**, Leandro Bezerra de Souza, D., & Alves Salgado Azoni, C. (2019). Correlations Among Early Predictors of Literacy in Brazilian Preschoolers. American Speech-Language-Hearing Association (ASHA) annual meeting. Orlando, FL.

Celly Silva Aprigio, L., **Gaab, N.**, Luk, G., Haynes, C.W., & Alves Salgado Azoni, C. (2019). Summer Literacy Stagnation in Low-income Brazilian Gradeschool Children. American Speech-Language-Hearing Association (ASHA) annual meeting. Orlando, FL.

Ferradal, S.L., *Yu, X., *Sliva, D., *Dunstan, J., *Carruthers, C., *Sanfilippo, J., *Zuk, J., Zollei, L., Boyd, E., Gogoski, B., Grant, P.E., & **Gaab, N.** (2019). Functional connectivity identifies infants at risk of dyslexia and predicts phonological development. Organization for Human Brain Mapping Annual Meeting, Rome, Italy.

*Zuk, J., *Figuccio, M., *Yu, X., *Sanfilippo, J., *Dunstan, J., *Carruthers, C., Grant., E., **Gaab, N.** (2019). White matter microstructure in infancy predicts language and pre-literacy abilities in preschool. Society for the Scientific Study of Reading Annual Meeting. Toronto, Canada.

*Yu, X., Ferradal, S., *Sliva, D., *Dunstan, J., *Carruthers, C., *Sanfilippo, J., *Zuk, J., Zöllei, L., Boyd, B., Gagoski, B., Grant, E., & **Gaab, N.** (2019). Functional connectivity patterns distinguish familial risk of dyslexia in infancy and predict subsequent phonological development. Oral presentation at Society for the Scientific Study of Reading Annual Meeting, Toronto, Canada.

Landi, N., & **Gaab, N.** (2019). Neural correlates of early reading development: Evidence from longitudinal neuroimaging studies. Abstract accepted to the Society for Scientific Study of Reading (SSSR) 26th Annual Meeting. Toronto, Canada.

*Yu, X., Ferradal, S., *Sliva. D., *Dunstan, J., *Carruthers, C., *Sanfilippo, J., *Zuk, J., Zollei, L, Boyd, E., Gagoski, B., Grant, E., & **Gaab, N.** (2019). Infant connectivity fingerprint distinguishes familial risk of dyslexia and predicts long-term literacy development. Society for Research in Child Development Biennial Meeting, Baltimore, MD.

*Turesky, T., Jensen, S., Kumar, S., *Yu, X., *Wang, Y., Gagoski, B., Sliva, D., Sanfilippo, J.*, Nelson, C., & **Gaab, N.** (2018). The relationship between poverty and resting-state functional connectivity in 2-month-old Bangladeshi infants. FLUX Congress. Berlin, Germany.

Yu, X., *Dunstan, J., *Figuccio, M., *Zuk, J., *Carruthers, C., *Sanfilippo, J., Grant, E., **Gaab, N.** (2018). The impact of maternal reading history on the brain lateralization in infants: a longitudinal study. Organization for Human Brain Mapping Annual Meeting. Singapore.

Chung, A.W., Carquex, C., Yi, F., Boyd, E., Mannix, R., **Gaab, N.**, Zollei, L., Grant, E., Rathi, Y. (2018). dMRIQC-Tool: a semi-automated, quality control tool for diffusion-weighted MRI datasets. Organization for Human Brain Mapping Annual Meeting. Singapore.

*Zuk, J., *Dunstan, J., *Norton, E., *Ozernov-Palchik, O., *Wang, Y., Hogan, T.P., Gabrieli, J.D.E. & **Gaab, N.** (2018). The potential role of speech sound production in facilitating reading development among children at risk for reading impairment. Presentation for the Society for the Scientific Study of Reading Annual Meeting. Brighton, UK.

*Ozernov-Palchik, O., *Norton, E.S., *Wang, Y., Beach, S.D., *Zuk, J., Wolf, M., Gabrieli, J., **Gaab, N.** (2018). The relationships among SES, white matter, and reading development: a longitudinal investigation from kindergarten to 2nd grade. Society for the Scientific Study of Reading Annual Meeting. Brighton, UK.

Sarang-Siemienski, A., Frackleton, M., Lichter, C., Zuehsow, L., **Gaab, N.** (2018). Designing Modular Pediatric fMRI Devices. ACM/IEEE International Conference on Human Robot Interaction Student Design Competition. Chicago, IL.

*Zuk, J., *Figuccio, M., *Yu, X., *Sanfilippo, J., *Dunstan, J., *Carruthers, C., Grant., E., **Gaab, N.** (2018). Relationships between white matter in infancy and subsequent language abilities in preschool. Oral presentation at Cognitive Neuroscience Society. Boston, MA.

McWeeny, S., Manning, B., Harriott, E.M., Beach, S.D., *Ozernov-Palchik, O., Gabrieli, J.D.E., **Gaab, N.**, Norton, E.S. (2018). Reliability of the Mismatch Negativity in a Kindergarten Population Oversampled for Dyslexia Risk. Cognitive Neuroscience Society. Boston, MA.

*Carruthers, C., *Yu, X., *Zuk, J., *Dunstan, J., *Sanfilippo, J., Grant, E., & **Gaab, N.** (2018). Right lateralization of white matter tracts in infants with a genetic risk of developmental dyslexia. Cognitive Neuroscience Society. Boston, MA;

*Dunstan, J., *Yu, X., *Zuk, J., *Carruthers, C., *Sanfilippo, J., Grant, E. & **Gaab, N.** (2018). The development of print sensitivity in the visual word form system in beginning readers is influenced by orthographic experience and familial risk of dyslexia. Cognitive Neuroscience Society. Boston, MA.

*Zuk, J., *Figuccio, M., *Yu, X.*, *Sanfilippo, J., *Dunstan, J., *Carruthers, C., Grant, E., **Gaab, N.** (2017). Examining relationships between brain structure in infancy and subsequent language skills in preschool. Poster presentation at the 6th International Conference on the Auditory Cortex. Banff, Alberta.

Yu, X., Raney, T., Norton, E.S., Ozernov-Palchik, O., Beach, S., Gabrieli, J.D.E., & **Gaab, N.** (2017). Neural Compensatory Mechanisms in Prereaders with a Family History of Dyslexia Who Subsequently Develop Typical Reading Skills. **Oral presentation at the Society for Research in Child Development Biennial Meeting,** Austin, TX April 2017.

Wang, Y, Kumar, S., Sliva, D, Mauer, M., Westerlund, A, Gagoski, B., Nelson, C.A.A & **Gaab, N.** (2017). Atypical brain development in Bangladeshi infants exposed to profound early adversity. Oral presentation at the **Society for Research in Child Development Biennial Meeting**, Austin, TX, April 2017.

*Zuk, J., *Figuccio, M., *Yu, X., *Sanfilippo, J., *Dunstan, J., *Carruthers, C., *Langer, N., Grant, E., **Gaab, N.** (2017). Examining early indicators of dyslexia: tracking brain and behavioral correlates of language and literacy development from infancy to school age. Poster presentation at the Neurodevelopmental Disorders Symposium. Boston, MA.

*Ozernov-Palchik, O., Brown, M., *Norton, E.S, Georgan, W., Perrachione, T., Beach, S., Wolf, M., Kuperberg, G., **Gaab, N.**, Gabrieli, J. (2017). Investigating Lexical and Perceptual Learning Effects on Phonetic Processing in Young Children with Dyslexia. Society for the Scientific Study of Reading. Nova Scotia. Canada.

*Ozernov-Palchik, O., *Norton, E.S., *Wang, Y., Beach, S.D., Wolf, M., Gabrieli, J.D.E., Patel, A.D., **Gaab, N.** (2017). White matter integrity in kindergarten predicts rhythm performance in 2nd grade. NeuroMusic. Boston.

*Ozernov-Palchik, O., *Norton, E.S., *Wang, Y., Beach, S., *Zuk, J., Gabrieli, J.D.E., **Gaab, N.** (2017). The effects of socioeconomic status on white matter development and longitudinal reading outcomes in kindergarten children. Flux Congress. Portland.

*Yu, X., Raney, T., Becker, B., *Norton, E., *Ozernov-Palchik, O., Beach, S., Gabrieli, J., & **Gaab, N.** (2017). Neural protective and compensatory mechanisms in prereaders with a family history of dyslexia who subsequently develop typical reading skills. Poster presentation at the Neurodevelopmental Disorders Inaugural Symposium, Boston, October 2017.

*Yu, X., Raney, T., Perdue, M., *Zuk, J., *Ozernov-Palchik, O., Becker, B., Raschle, N. & **Gaab, N.** (2017). Emergence of the neural network underlying phonological processing from the pre-reading to the emergent reading stage: a longitudinal study. Poster presentation at the 5th Annual Flux Congress, Portland, Oregon

*Zuk, J., *Figuccio, M., *Yu, X., *Sanfilippo, J., *Dunstan, J., *Carruthers, C., *Langer, N., Grant, E., & **Gaab, N.** (2017). White matter in infancy predicts language and pre-literacy skills in preschool. Oral presentation at New England Research on Dyslexia Society conference, Storrs, CT.

*Yu, X., *Zuk, J., Perdue, M., *Ozernov-Palchik, O., Raney, T., Beach, S., *Norton, E., Gabrieli, J., & **Gaab, N.** (2017). Neural protective and compensatory mechanisms in prereaders with a family history of developmental dyslexia who subsequently develop typical reading skills. Oral presentation at the 3rd meeting of the New England Research on Dyslexia Society conference, Storrs, CT.

*Dunstan, J., *Yu, X., *Zuk, J., *Carruthers, C., *Sanfilippo, J., & **Gaab, N.** (2017). The influence of orthographic experience and genetics on activation in the visual word-form system (VWFS) in children prior to reading onset. Poster presented at New England Research on Dyslexia Society conference, Storrs, CT.

*Carruthers, C., *Yu, X., *Zuk, J., *Dunstan, J., *Sanfilippo, J., & **Gaab, N.** (2017). Right lateralization of white matter tracts important for reading abilities in infants with a familial risk of developmental dyslexia. Poster presented at New England Research on Dyslexia Society conference, Storrs, CT.

*Ozernov-Palchik, O., *Norton, E., *Wang, Y., Beach, S., Wolf, M., Gabrieli, J., Patel, A., & **Gaab, N.** (2017). White matter integrity in kindergarten predicts rhythm performance in 2nd grade. Poster presented Neurosciences & Music VI, Boston, June 2017.

*Zuk, J., *Becker, B., *Raschle, N.R., *Wang, Y., *Chang, M., & **Gaab, N.** (2017). Neural correlates of phonological processing: disrupted in children with reading disorders and enhanced in children with musical training. Poster presented Neurosciences & Music VI, Boston, June 2017.

*Zuk, J., *Dunstan, J., *Norton, E., *Ozernov-Palchik, O., *Wang, Y., Gabrieli, J., & **Gaab, N.** (2017). Investigating protective and compensatory mechanisms in kindergarteners at risk for reading impairment who subsequently develop typical reading skills. Poster at Psychological Science Convention, Boston, May 2017.

*Figuccio, M.J., *Wang, Y., Liederman, J., & **Gaab, N.** (2017). White Matter Connectivity of the Corpus Callosum Assessed in Preschoolers Predicts Reading Fluency in School-Age Children. Poster presented Society for Research in Child Development, Austin, April, 2017.

*Zuk, J., *Figuccio, M., *Sanfilippo, J., *Dunstan, J., *Carruthers, C., *Langer, N., Raschle, N., Grant, P.E., & **Gaab, N.** (2017). Tracking brain and behavioral correlates of language and literacy

development from infancy to school-age. Poster presented at the Annual Meeting of the Harvard Program in Speech and Hearing Biosciences and Technology (SHBT), January 2017.

*Norton, E.S., Harriott, E., Brown, S., Isaacs, S., Kaufer, C., Selph, L., **Gaab, N.**, Gabrieli, J.D.E (2016). How response time variability during a rapid automatized naming task relates to pre-reading skills and future reading ability. Presented Psychonomics Society, Boston, November, 2016

*Ozernov-Palchik, O., *Zuk, J., *Raschle, N., *Wang, Y., *Yu, X., *Figuccio, M., *Langer, N., Im, K., & **Gaab, N.** (2016). Atypical Early Brain Development in Developmental Dyslexia: How a Comprehensive Biological Framework of Atypical Reading Development Can Inform Educational Practice. Poster presented at the Annual Conference of the International Dyselxia Association, Orlando, FL, October, 2016.

Norton, E., Beach, S., Saygin, Z., *Ozernov-Palchik, O., Park, A., Robinson, S., **Gaab, N.,** & Gabrieli, J. Brain measures identify which kindergartners at risk for reading difficulties go on to develop dyslexia. Symposium conducted at the **23rd Society for the Scientific Study of Reading (SSSR) Meeting.** University of Porto, Porto, Portugal. July 2016.

*Ozernov-Palchik, O., *Mauer, M., *Norton, E., Beach, S., Wolf, M., Gabrieli, J.D.E. & **Gaab, N.** (2016). Distinct Neural Alterations of Heterogeneous Dyslexia Risk Profiles. The bi-annual meeting of the Dyslexia Foundation, St. Croix, U.S.

*Wang, Y., *Raney, T., *Mauer, M.V., *Powers, S., *Sliva, D. D., *Becker, B. L. C.*, *Raschle, N., & **Gaab, N.** (2016). Neural substrates of the executive attention network in children at-risk for dyslexia and typical controls. The bi-annual meeting of the Dyslexia Foundation, St. Croix, U.S

*Ozernov-Palchik, O., *Norton, E.S., Beach, S.D., Park, A., Wolf, M., Gabrieli, J.D.E., **Gaab, N.**, Patel, A.D. (2016). Cognitive Links Between Rhythm Perception and Language: A Behavioral and Neuroimaging Investigation. Presented International Conference on Music Perception and Cognition, San Francisco, July 2016.

*Wang, Y., *Mauer, M., *Raney, T., *Peysakhovich, B., *Becker, B., *Sliva, D., & **Gaab, N.** (2016). Development of tract-specific white matter pathways during early reading development in at-risk children and typical controls. Poster for the Cognitive Neuroscience Society Annual Meeting, New York, April 2016.

*Figuccio, M. J., *Yu, X., *Wang, Y., & **Gaab, N.** (2016). Activation during phonological processing is associated with white matter microstructure in preschoolers with and without a familial risk of developmental dyslexia. Poster presented at the 24th Annual Cognitive Neuroscience Society Meeting, New York, April 2016.

*Mauer, M., *Zuk, J., *Becker, B., *Raschle, N., *Wang, Y., *Chang, M., & **Gaab, N.** (2016). Neural correlates of phonological processing: Disrupted in children with reading disorders and enhanced in children with musical training. Poster presented at the Cognitive Neuroscience Society Annual Meeting, New York, April 2016.

*Ozernov-Palchik, O., *Mauer, M., *Norton, E., Beach, S., Wolf, M., Gabrieli, J.D.E. & **Gaab, N.** (2016). Distinct Neural Alterations of Heterogeneous Dyslexia Risk Profiles. Poster presented at the Cognitive Neuroscience Society Annual Meeting, New York, April, 2016.

*Zuk, J., *Becker, B., *Norton, E., *Ozranov-Palchik, O., *Mauer, M., Beach, S., Hogan, T., Gabrieli, J., & **Gaab, N.** (2016). Structural brain alterations in kindergarteners with speech sound disorders . Poster presented at the Cognitive Neuroscience Society Annual Meeting. New York, NY: April, 2016.

*Yu, Xi, *Raney, T., *Becker, B. & **Gaab, N.** (2016). Examining compensatory mechanisms and protective factors in typical readers with a family history of dyslexia. Poster presented at the 24th Annual Cognitive Neuroscience Society Meeting, New York, April 2016.

*Zuk, J., *Becker, B., *Norton, E., *Ozranov-Palchik, O., Beach, S., *Mauer, M., Hogan, T., Gabrieli, J., & **Gaab, N.** (2016). Disentangling behavioral and neural links between speech production deficits and dyslexia from kindergarten. The Speech and Hearing Bioscience and Technology Midwinter Forum. Cambridge, MA; January 2016.

*Ozernov-Palchik, O., *Norton, E.S., Beach, S.D., Park, A., Wolf, M., Gabrieli, J.D.E., **Gaab, N.**, Patel, A.D. (2016). Cognitive Links Between Early Literacy and Rhythm Perception. Northeastern Music Cognition Group annual meeting, Boston, January, 2016.

*Zuk, J., *Becker, B., *Norton, E., *Ozernov-Palchik, O., Beach, S., *Mauer, M., Hogan, T., Gabrieli, J., & **Gaab, N.**, Patel, A.D. (2016). Disentangling behavioral and neural links between speech production deficits and dyslexia from kindergarten. Poster presented at the Northeastern Music Cognition Group annual meeting, Boston, January, 2016.

*Wang, Y., *Mauer, M., *Raney, T., *Peysakhovich, B., *Becker, B., *Sliva, D., & **Gaab, N.** (2015). White matter development in children at risk for dyslexia. Poster presented at the Neurodevelopmental Disorders Symposium, Boston, October 2015.

*Yu, Xi, *Raney, T., *Becker, B. & Gaab, N. (2015). Examining compensatory mechanisms and protective factors in typical readers with a family history of dyslexia. Poster presented at the Neurodevelopmental Disorders Symposium, Boston, October 2015.

*Ozernov-Palchik, O., *Mauer, M., *Norton, E., Beach, S., Wolf, M., Gabrieli, J.D.E. & **Gaab, N.** (2015). Distinct Neural Alterations of Heterogeneous Dyslexia Risk Profiles. Poster presented at the Neurodevelopmental Disorders Symposium, Boston, October 2015.

*Zuk, J., Bishop-Lieber, P., *Ozernov-Palchik, O., *Peysakhovich, B., Moore, E., Overy, K., Welch, G., & **Gaab, N.** (2015). Characterizing auditory and speech processing abilities in musicians with dyslexia. Presented at the Society for Music Perception and Cognition conference, Nashville, August 2015.

Pienaar, R., *Sliva, D., **Gaab, N.** & Grant, PE. Distributions of Brain Surface Curvature and Gray Matter Thickness. Poster presented at the 21st Annual Meeting of the Organization for Human Brain Mapping, June 2015.

*Figuccio, M., Andrade, P., Andrade, O. & **Gaab, N.** (2015). Music Perceptual Abilities Predict Reading and Writing Skills in Young Readers: A Longitudinal Study. Poster presented at the Massachusetts Neuropsychological Society's Annual Science Symposium, May 2015.

*Zuk, J., Bishop-Lieber, P., *Ozernov-Palchik, O., *Peysakovich, B., Moore, E., Overy, K., Welch, G., & **Gaab, N.** Characterizing auditory and speech processing abilities in musicians with dyslexia. Presentation presented at the Northeast Cognition Music Group annual meeting, Connecticut, April 2015.

*Zuk, J., *Becker, B., *Norton, E., *Ozranov-Palchik, O., Beach, S., *Mauer, M., Hogan, T., Gabriell, J., & **Gaab, N.** (2015). Structural Brain Alterations in Young Children with Speech Sound Disorders: a Preliminary Investigation. Poster presented at the Speech and Hearing Bioscience and Technology Midwinter Forum, Cambridge, January 2015.

*Zuk, J., *Becker, B., *Norton, E., *Ozernov-Palchik, O., Beach, S., *Mauer, M., Hogan, T.P., Gabrieli, J., **Gaab, N.** (2015). Structural brain alterations in young children at behavioral risk for dyslexia and the impact of speech sound disorders. Presentation for the Society for the Scientific Study of Reading at the **7th International Summer School, Egmond an Zee, Netherlands**, August 2015.

*Yu, X., *Raney, T., *Becker, B., & **Gaab, N.** (2015). Compensatory mechanisms in typical readers with a family history of dyslexia. Oral presentation at the 7**th European Graduate Scholl on Literacy Acquisition, The Netherlands**, September 2014.

*Figuccio, M.J., *Wang, Y., *Langer, N., Peysakhovich, B., *Becker, B., *Sliva, D., & **Gaab, N.** (2015). White matter connectivity in infancy predicts preschool pre-reading skills in infants with a familial risk of developmental dyslexia. Talk presented at the **7th International Summer School on Literacy Research, Egmond aan Zee,** August 2015.

Jack, A., Keifer, C., Gulliford, D., Torgerson, C., Aylward, E., Bookheimer, S., Dapretto, M., **Gaab, N.,** Van Horn, J., Pelphrey, K, & the GENDAAR working group (2015). Sex differences in biological motion perception among youth with ASD: an fMRI investigation. Presented at the **International meeting for autism research (IMFAR),** Salt Lake City, Utah, May 2015.

*Norton, E.S., Beach, S., *Ozernov-Palchick, O., **Gaab, N.**, & Gabrieli, J. (2015). Brain structure differences associated with risk for dyslexia: Patterns of phonological awareness and RAN deficit subtypes. Presented at the 22nd Annual Meeting of the Society for the Scientific Study of Reading, Hawaii, July 2015.

*Figuccio, M.J., Andrade, P.E., Andrade, O.V.C.A. & **Gaab, N.** (2014). Music abilities predict language outcomes in Portugese readers. Poster presented at the 2nd Annual Meeting of the New England Research on Dyslexia (NERDY) Society, Boston, October 2014.

*Wang, Y., *Raschle, N.M., *Sliva, D., *Mauer, M., *Powers, S., *Becker, B., *Peysakhovich, B., & **Gaab, N.** (2014). Atypical development of executive function in pre-readers at familial risk for dyslexia: A longitudinal fMRI study. Poster presented at the 2nd Annual Meeting of the New England Research on Dyslexia (NERDY) Society, Boston, October 2014.

*Raschle, N.M., *Becker, B., *Smith, S., & **Gaab, N.** (2014). Investigating the influences of early language delay and familial risk for dyslexia on brain structure in pre-school/kindergarteners. Poster presented at the 2nd Annual Meeting of the New England Research on Dyslexia Society, Boston, October 2014.

*Peysakhovich, B., *Langer, N., *Zuk, J., Drottar, M., *Sliva, D.D., *Smith, S., *Becker, B.*, Grant, P.E. & **Gaab, N.** (2014). White matter alterations characteristic of children/adults with developmental dyslexia already evident in at-risk infants. Talk presented at the **2nd Annual Meeting of the New England Research on Dyslexia (NERDY) Society**, Boston, October 2014.

*Figuccio, M. J., *Wang, Y., & **Gaab, N.** (2016). Infant white matter microstructure predicts preschool pre-reading skills in children with and without a familial risk of developmental dyslexia. In M. Vandermosten (Chair), Neurobiology of dyslexia: cause or consequence? Symposium conducted at the **23rd Society for the Scientific Study of Reading Meeting,** Porto July 2016.

*Yu, X., *Raney, T., *Becker, B., & **Gaab, N.** (2016). Compensatory mechanisms in typical readers with a family history of dyslexia. Oral presentation in M. Vandermosten (Chair), Neurobiology of dyslexia: cause or consequence? Symposium conducted at the **23rd Society for the Scientific Study of Reading Meeting**, Porto July 2016.

*Langer, N., Gorgolewski, C., *Benjamin, C., *Becker, B. & **Gaab, N.** (2014). Examining the comorbid reading brain using multivariate pattern analysis. Oral symposium at the **21st Annual Meeting of the Society for the Scientific Study of Reading, Sante Fe**, July 2014.

*Norton, E.S., Beach, S.D., Saygin, Z.M., *Ozernov-Plachik, O., Cyr, A.B., Halverson, K.K., Hudson, M., *Leon Guerrero, S., **Gaab, N.** & Gabrieli, J.D.E. (2014). Linking brain structure and function with reading abilities: Relations among left arcuate fasciculus structure, the ERP mismatch negativity response, and reading-related skills in kindergarten and 1st grade. Oral symposium at the **21st Annual Meeting of the Society for the Scientific Study of Reading**, Sante Fe, July 2014.

*Peysakhovich, B., *Langer, N., *Zuk, J., Drottar, M., *Sliva, D.D., *Smith, S., *Becker, B., Grant, P.E. & **Gaab, N.** (2014). White matter alterations characteristic of children/adults with developmental dyslexia already evident in at-risk infants. Oral symposium at the **21st Annual Meeting of the Society for the Scientific Study of Reading,** Sante Fe, July 2014.

*Sliva, D., *Peysakhovich, B., *Wang, Y., Grant, P.E., **Gaab, N.**, & Dehaes, M. (2014). Resting state auditory network strength is related to age, brain structure and familial risk for developmental dyslexia in infants. Poster presented at the 2nd Annual Meeting of the New England Research on Dyslexia (NERDY) Society, Boston, October 2014.

*Norton E.S., Beach S.D., Saygin, Z., *Ozernov-Palchik, O., Cyr, A.B., Halverson, K.K., **Gaab, N.** & Gabrieli, J.D.E (2014). Predicting 1st grade reading from kindergarten ERP, MRI and behavior: Toward accurate early identification of dyslexia. Oral presentation at the 2nd Annual Meeting of the New England Research on Dyslexia (NERDY) Society, Boston, October 2014.

*Sliva, D.D., *Peysakhovich, B., *Wang, Y., Grant, P.E., **Gaab, N.** & Dehaes, M. (2014). Resting state auditory network strength is related to age, brain structure and familial risk for developmental

dyslexia in infants. Poster presented at the 4th Biennial Conference on Resting State/Brain Connectivity, Cambridge, September 2014.

*Figuccio, M.J., Andrade, P.E., Andrade, O.V.C.A. & **Gaab, N.** (2014). Music abilities predict language outcomes in Portuguese readers. Poster presented at the 21st Annual Meeting of the Society for the Scientific Study of Reading, Sante Fe, July 2014.

*Langer, N., *Peysakhovich, B., *Zuk, J., Drottar, M., *Sliva, D.D., *Smith, S., *Becker, B., Grant, P.E. & **Gaab, N.** (2014). Reduced white matter integrity in infants at risk for developmental dyslexia. Poster presented at 20th Meeting of the Organization for Human Brain Mapping, Hamburg, June 2014.

*Zuk, J., *Wang, Y., *Raschle, N.M., *Becker, B., *Chang, M., & **Gaab, N.** (2014). Examining the neural correlates of rapid auditory processing and phonological processing in children with musical training. Poster presented at the 5th Meeting of the Neurosciences and Music, Dijon, France, May 2014.

*Raschle, N.M., *Sliva, D., *Becker, B., *Smith, S., *Peysakhovich, B., *Ozranov-Palchik, P., *Zuk, J., *Figuccio, M., *Chang, M. & **Gaab, N.** (2014). The development of neuronal and behavioral pre-markers of developmental dyslexia from pre-reading to beginning reading stage in children with and without a risk for dyslexia. Presented at the 1st Annual Meeting of Zurich Computational Psychiatry, Zurich, Switzerland, May 2014.

*Wang, Y., *Raschle, N.M., *Sliva, D., *Dauvermann, M.R., *Becker, B., *Ozranov-Palchik, O., *Peysakhovich, B., *Smith, S.A., *Figuccio, M., *Zuk, J. & **Gaab, N.** (2014). The development of phonological processing from the pre-reading to the beginning-reading stage in children with and without a familial risk for developmental dyslexia. Poster presented at the 21st Annual Cognitive Neuroscience Society Meeting, Boston, April 2014.

Im, K., *Raschle, N.M., *Smith, S.A., Grant, P.E. & **Gaab, N.** (2014). Bilateral atypical parietal sulcal pattern in developmental dyslexia. Poster presented at the 21st Annual Cognitive Neuroscience Society Meeting, Boston, April 2014.

*Ozernov-Palchik, O., *Raschle, N.M., *Norton, E.S., Beach, S.D., *Becker, B., Cyr, A.B., Wolf, M., Gabrieli, J.D.E. & **Gaab, N.** (2014). Distinct neuroanatomical regions of early reading abilities: Longitudinal voxel-based morphometry study. Poster presented at the 21st Annual Cognitive Neuroscience Society Meeting, Boston, April 2014.

*Norton, E. S., Beach, S. D., Cyr, A. B., *Ozernov-Palchik, O., Halverson, K. K., **Gaab, N.** & Gabrieli, J. D. E. (2014). Kindergarten pre-reading skills and ERP mismatch negativity measures predict 1st grade connected text reading fluency. Poster presented at the 21st Annual Cognitive Neuroscience Society Meeting, Boston, April 2014.

*Peysakhovich, B., *Langer, N., *Zuk, J., Drottar, M., *Sliva, D.D., *Smith, S., *Becker, B., Grant, P.E. & **Gaab, N.** (2014). Reduced white matter integrity in infants at risk for developmental dyslexia. Poster presented at the 21st Annual Cognitive Neuroscience Society Meeting, Boston, April 2014.

*Raschle, N.M., *Becker, B., *Smith, S. & **Gaab, N.** (2014). Investigating the influences of early language delay and familial risk for dyslexia on brain structure in preschoolers/kindergarteners. Poster presented at the 21st Annual Cognitive Neuroscience Society Meeting, Boston, April 2014.

*Sliva, D.D., *Raschle, N.M., *Zuk, J., *Smith, S.A., *Becker, B., *Peysakhovich, B., Grant, P.E., **Gaab, N.** & Pienaar, R. (2014). Brain surface curvature-based biomarkers for developmental dyslexia. Poster presented at the 21st Annual Cognitive Neuroscience Society Meeting, Boston, April 2014.

*Smith, S.A., *Raschle, N.M., *Zuk, J., *Dauvermann, M.R., *Figuccio, M.J. & **Gaab, N.** (2014). Investigating the neural correlates of voice or content directed information within human speech in pre-school children. Poster presented at the 21st Annual Cognitive Neuroscience Society Meeting, Boston, April 2014.

Teaching Experience (since promotion ton Associate professor in 2014)

Gaab, N. (2022). **Workshop for HGSE students** in Human Development and Education program: Learning Differences.

Gaab, N. (2021). T250: **Children with Learning & Developmental Differences**. Graduate course. Harvard Graduate School of Education, Cambridge, Spring 2022.
→ Please note that this course is called EDST125 at FAS (Education Secondary)

Gaab, N. (2021) **Guest lecture** for HGSE students in **EPA101: Politics and Education Policy** on Dyslexia/Learning Disability policies.

Gaab, N. & Nelson, C. (2021). **H126: Typical and Atypical Neurodevelopment. Graduate course for Masters and doctoral students.** Course Director. Harvard Graduate School of Education (HGSE), Cambridge, Fall 2021 FLEX COURSE (virtual and in-person components)

Gaab, N. (Spring 2021). **H110P: Serving Children w/Learn & Dev Differences: Policymaking & Systems-Level Translation & Coordination**. Course Director. Harvard Graduate School of Education (HGSE)

Gaab, N. (Spring 2021). **H110Q: Children with Learn & Dev Differences: A Vision for Community Supports & Service Implementation.** Course Director. Harvard Graduate School of Education (HGSE)

Gaab, N. & Nelson, C. (2020). H126: Typical and Atypical Neurodevelopment. Graduate course for Masters and doctoral students of education. **Course Director. Harvard Graduate School of Education,** Cambridge, Fall 2020 ONLINE DUE TO COVID-19 CLOSURES.

Gaab, N. (2020). Panel guest for H812A (HGSE) Reading Group on Research Methods in Educational Neuroscience. **Harvard Graduate School of Education,** Cambridge, Fall 2020

Gaab, N. & Nelson, C. (**2014-2019**). H126: Typical and Atypical Neurodevelopment. Graduate course for Masters and doctoral students of education. **Course Director. Harvard Graduate School of Education**, Cambridge, Fall 2014-2019.

Gaab, N. (2018). PSY1611: Developmental Disabilities: Neurobiology, Treatment, Implications for Health & Education Policy. **Course Director. Department of Psychology, Faculty of Arts and Sciences; Harvard University**, Cambridge, Spring 2018.

Gaab, N. (2017-2019). Language Disorders, Reading, and Dyslexia. Summer Seminar Lecture Series, **Laboratories of Cognitive Neuroscience, Division of Developmental Medicine, Boston Children's Hospital**, August 2017.

Gaab, N. (2017-2019). Methods of Investigation: MRI. Summer Seminar Lecture Series, **Laboratories of Cognitive Neuroscience, Division of Developmental Medicine, Boston Children's Hospital**, July 2017.

Gaab, N. (2017). Neuroscience based research in educational settings: a practical guide. **J-term class: Harvard Graduate School of Education,** 2 hour session, January 2017.

Gaab, N. (2016). Colored blobs on pretty brains: How to interpret a neuroimaging paper. Masters and doctoral students. **J-term; Harvard Graduate School of Education** 2 hour session

Gaab, N. (2016). Neuroscience based research in educational settings: a practical guide**. J-term: Harvard Graduate School of Education** 2 hour session

Gaab, N. (2015). Infants, Toddlers, Preschoolers in the scanner: practical tips on how to succeed. Lecture at the Helsinki Summer School in Cognitive Neuroscience for Tutorials on brain research methods. **University of Helsinki, Helsinki, Finland,** August 2015.

Gaab, N. (2015). The Typical and Atypical Reading Brain: Developmental Evidence from Infants, Preschoolers and School-age children. Lecture at the Helsinki Summer School in Cognitive Neuroscience for Tutorials on brain research methods. **University of Helsinki, Helsinki, Finland,** August 2015.

Gaab, N. (2014). Human auditory processing: Evidence from neuroimaging. Guest Lecture for doctoral students in Speech and Hearing Bioscience and Technology, Course 205, Neural coding and perception of sound; Instructor: Bertrand Delgutte; **Harvard-MIT Program in Speech and Hearing Bioscience and Technology at Harvard Medical School**, Boston, April 2014.

Gaab, N. (2014). The Reading Brain. Guest Lecture for graduate clinical seminar course in the Language Literacy Program; Instructor: Susan Fine; **Department of Speech-Language Pathology and Audiology at Northeastern University**, Boston, March 2014.

Formally supervised trainees: postdocs & graduate students (Ph.D. level)

2021	Member of thesis PhD thesis defense committee for Camila Zugarramurdi; **University of the Republic (Uruguay), Faculty of Psychology and Basque Center on Cognition, Brain and Language, San Sebastian, Spain**
2021-present	**Chair of the Dissertation Advisory Committee** for Wendy Gorgan (SHBT program **Harvard University**)

2021-present	**Chair of the Qualifying exam committee** for Steven Meisler (SHBT program **Harvard University**)
2019	**Examiner for MD Honors Thesis** of Daniel Lee at **Harvard Medical School** entitled: "Neural encoding and production of functional morphemes in the posterior temporal lobe"
2018 – 2019	Jolijn Vanderauwera, Ph.D. - Currently Assistant Professor at Université Catholique de Louvain - Visiting Postdoctoral research Fellow (Leuven University, Belgium) at the Gaab Lab
2018 – 2019	Dana Sury Barot, Ph.D. - Visiting Fulbright Postdoctoral Research Fellow at the Gaab Lab
01/14 – present	**Honors Thesis Tutor** for the Undergraduate Board of Honors Tutors, Harvard College, Psychology Department
2017	***Member,* Habilitation Committee** for Michael Skeide, Max-Planck, Institute for University of Leipzig, Germany
2017 – present	Theodore Turesky, Ph.D. - 2017-2021 Postdoctoral Research Fellow at the Gaab Lab - 2022 -present Senior Research Scientist
2015-2018	Member of the **Oral Qualifying Exam committee** for Rachel Romeo; Member of the Dissertation Advisory Committee (SHBT program at Harvard University);
2008 – 2020	Jennifer Zuk, Ph.D., Ed.M. - Currently Assistant Professor at Boston University - Supervised postdoctoral research. Supervised her doctoral studies at Harvard University (SHBT). Supervised her Master's thesis project at Harvard Graduate School of Education; Supervised as Full-time Research Assistant
2017 – 2018	Marta Martins, Ed.M. - Currently a Researcher at ISCTE-Instituto Universitário de Lisboa - Visiting Fulbright Ph.D. student at the Gaab Lab
2013 – present	Sibylla Leon Guerrero, PhD - Currently Postdoctoral Researcher at UC Irvine - Former Ph.D. student at the **Harvard Graduate School of Education** - Supervising one doctoral thesis project
2010 – 2016	Michael Figuccio, Ph.D.

- Currently Associate Professor of Developmental Psychology at Farmingdale State College
- Supervised senior thesis at Boston University. Supervised research as Master's student; second reader on his thesis committee; served as doctoral advisor, supervised doctoral research, and acted as second reader on qualifying/dissertation committee

06/13 Opponent for Public Examination of Doctoral Dissertation, **Faculty of Behavioral Sciences, University of Helsinki, Finland**
PhD thesis: Miia Seppänen

2011 – 2018 Ola Ozranov-Palchik, M.S.
- Currently Postdoctoral Scholar at MIT; former Doctoral Student at Tufts University
- Supervised as Research Study Coordinator (2011-2013); supervising doctoral work (doctoral advisor at Tufts: Dr. Maryanne Wolf)

2014 – 2019 Xi Yu, Ph.D.
- Currently Assistant Professor at Normal University, Bejing, China
- Former Postdoctoral Research Fellow at Gaab Lab; Supervising postdoctoral research

2015 – 2018 Rachel Romeo, B.S.
- Currently Assistant Professor at the University of Maryland
- Former Graduate student at Harvard University (SHBT program)
- Member of the Qualifying exam committee; member of dissertation committee

2010 – 2015 Elizabeth Norton, Ph.D.
- Currently Associate Professor at Northwestern University (trenured); completed postdoctoral fellowship at MIT
- Supervised pre-doctoral and postdoctoral work

2014 – 2015 Yingying Wang, Ph.D.
- Currently Associate Professor at University of Nebraska (trenured)
- Supervised postdoctoral research

2013 – 2014 Maria Dauvermann, Ph.D.
- Currently Lecturer at University of Birmingham, UK
- Supervised postdoctoral research

2008 – 2014 Nora Raschle, Ph.D.

- Currently Assistant Professor at University of Zurich, Switzerland
- Supervised her PhD research as a Visiting Doctoral Student from University of Zurich, Switzerland (2008-2011); supervised as Postdoctoral Research Fellow (2011-2014)

2010 – 2014 Einat Shetreet, Ph.D.
- Currently Assistant Professor of Linguistics at Tel Aviv University
- Supervised postdoctoral research through EBRO fellowship with G. Chierchia (Harvard Linguistics)

2012 – 2014 Sara Smith, Ph.D.
- Currently Assistant Professor at University of South Florida
- Supervised as Research Associate

2012 – 2013 Nicolas Langer, Ph.D.
- Currently Assistant Professor at the University of Zurich, Switzerland
- Supervised postdoctoral research

2008 – 2011 Christopher Benjamin, Ph.D.
- Currently Assistant Professor of Neurology and Neurosurgery at Yale University
- Supervised postdoctoral research
-

Formally supervised trainees: research assistants and students (Master's and undergraduate honor's thesis)

2021 – present Elizabeth Escalante, B.S.
- Currently supervising as Research Assistant

2021 – present Ja'Kala Barber, B.A.
- Currently supervising as Research Assistant

2021 – present Megan Loh, M.A.
- Currently supervising as Research Assistant

2021 – present Victoria Hue, B.S.
- Currently supervising as Research Coordinator

2021 – present Zoya Surani, B.A.
- Undergraduate student at Harvard College
- **Senior thesis advisor**

2022 - present Iqra Noor, B.A.
- Currently supervising as Research Intern

- Undergraduate student at Harvard College

2022 - present — Morgan Kim, B.A.
- Currently supervising as Research Intern
- Undergraduate student at Harvard College

2020 – 2021 — Nivedita Ravi, B.A.
- Undergraduate student at Harvard College
- Supervised undergraduate thesis project; worked in the lab through **capstone project and within her Ed Secondary**
- **Senior thesis advisor**

2020 — Kelsey Davison, B.A.
- Master's student from the **Harvard Graduate School of Education**
- **Supervised as a Master's level intern**

2019 – 2021 — Kathryn Garrisi, B.A.
- Supervised as Research Assistant at the Gaab Lab

2019 – present — Eline Laurent
- Undergraduate student intern from Amherst College
- **External Honors senior thesis advisor**

2019 – 2021 — Min Ju (Ally) Lee, B.S.
- Supervised as Research Assistant at the Gaab Lab

2019 – 2021 — Carolyn King, B.A.
- Supervised as Research Coordinator (2020 – 2021); supervised as Research Assistant (2019 – 2020)

2018 – 2021 — Angela Mougiou
- Undergraduate student intern from Brandeis University
- Supervised **undergraduate senior thesis project**

2018 – 2020 — Ethan Knapp
- Undergraduate student intern from Brandeis University

2018 – 2020 — Lindsay Hillyer, B.A.
- Supervised as Research Assistant

2016 – 2020 — Jade Dunstan, B.S.
- Supervised as Research Coordinator (2018 – 2020) and Research Assistant (2016 – 2018)

2019 — Elizabeth Kaczmarek

- Master's student intern from MGH Institute of Health Professions

2019 – 2020 Chloe Li
- Undergraduate student intern from Harvard College
- Supervised **undergraduate senior thesis project (Neuroscience)**

2019 Julia Moss
- Undergraduate student intern from Tufts University

2019 Nora Jamoulle
- Visiting Master's student intern from University of Groningen

2019 Connor Burke
- Undergraduate co-op student intern from Northeastern University

2018 - 2019 Marjolein Mues
- Visiting Master's student intern from University of Groningen

2018 - 2019 Chandler Torres-Pagan
- Undergraduate student intern from Harvard College

2018 – 2019 Doroteja Rubez, B.S.
- Supervised as Research Assistant

2017 - 2019 Michelle Gonzalez, B.A.
- Supervised as Research Assistant

2018 - 2019 Andrew Levine
- Undergraduate student intern from Berklee College of Music

2018 – 2019 Pui Yee (Gloria) Wong
- Undergraduate student intern from Wellesley College

2016 – 2019 Clarisa Carruthers, B.A.
- Supervised as Research Assistant

2018 Andrea Munoz
- Undergraduate student intern from Tufts University

2018 Delshad Shroff, M.A.
- Supervised as Research Assistant

2018 Rachel Foster
- Undergraduate student intern from Brown University

2018 Emily Koenig
- Undergraduate student intern from Scripps College

2017 – 2018 Thang Diep
- Undergraduate student intern from Harvard College

2017 – 2018 Andrea Colon-Perez
- Undergraduate student intern from Harvard College
- Supervised **undergraduate senior thesis project (Neurosceince)**

2017 – 2018 Rachael Dawson
- Undergraduate student intern from Harvard College
- Supervised **undergraduate senior thesis project (Music)**

2017 – 2018 Natalie Chieng
- Master's student intern from the MGH Institute of Health Professions

2017 Lena Hielscher
- Undergraduate student intern from Universität zu Lübeck

2017 Ngoc Anh (Lina) Nguyen
- Undergraduate student intern from Freie Universität Berlin

2017 Lauren Dixon
- Undergraduate student intern from Boston University

2017 Letitia Schneider
- Undergraduate student intern from University of Zurich

2017 Sarah Choi
- Undergraduate student intern from Harvard College

2017 Christine Xu
- Undergraduate student intern from Harvard College

2017 Luis Toi
- Undergraduate student intern from Emmerson College

2016 Wendy Georgan
- Undergraduate student intern from Massachusetts Institute of Technology

2016 Samantha Fine
- Undergraduate student intern from Tufts University

2016 Mariana Silva

- Master's student intern from the University of Liston

2016 — Sani Kempler
- Undergraduate student intern from the University of Wisconsin

2015 – 2020 — Joseph Sanfilippo, M.Sc., Ed.M.
- Supervised as **HGSE Master's student** (2015 – 2016), Research Coordinator (2016 – 2018), and summer medical student intern (2019 and 2020)

2016 – 2017 — Adam Kaminski
- Undergraduate student intern from Tufts University
- Supervised **undergraduate senior thesis project**

2016 – 2017 — Vivian Schultz (Germany)
- Supervised medical school thesis project

2016 — Jacqueline Kenitz
- Undergraduate co-op student intern from Northeastern University

2014 – 2016 — Sarah Powers
- Medical school student intern from Harvard Medical School

2015 — Milena Quinci
- Undergraduate student at Emmanuel College; semester intern

2014 – 2016 — Talia Raney, B.A.
- Supervised as Research Assistant

2014 – 2016 — Meaghan Mauer, B.A.
- Supervised as Research Assistant

2012 – 2015 — Bryce Becker, Ed.M.
- Supervised as Research Study Coordinator

2012 – 2014 — Barbara Peysakhovich, B.A.
- Supervised as Research Assistant

2013 — Sarah Meissner
- Master's student intern from the University of Konstanz

2011 – 2012 — Jennifer Minas, B.S.
- Supervised as Research Assistant

2011 — Meyha Swaroop

- Undergraduate student at Boston College; summer intern

2009 – 2011; 2013 – 2015 — Danielle Sliva, M.A.
- Supervised as Research Assistant (2009 – 2011) and Data Coordinator (2013 – 2015)

2008 – 2012 — Michelle Lee Chang, Ed.M., M.S.
- Supervised as Research Assistant (part-time in 2010)

2007 – 2009 — Maria Chang, B.S.
- Supervised as Research Assistant

2007 – 2009 — Monica Vakil-Dewar, M.A.
- Supervised as Research Assistant

Grant Review Activities

10/16 – present — ***Standing Member,* Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD)** study section 'Language and Communication' (LCOM)

10/15 — ***Temporary Member,* NICHD study section 'Cognition and Perception'**

11/13 — ***Temporary Member,* NICHD Specific Emphasis Panel (Biobehavioral and Behavioral Processes)**

Ad hoc reviewer for grants from the University of Leuven, Belgium; European Cooperation in Science and Technology; Marsden Fund, New Zealand; National Science Foundation

Editorial Roles

2021-present — *Associate Editor* for Scientific Studies of Reading journal

2018 – present — *Member,* Editorial Review Board for Annals of Dyslexia journal

2017 – present — *Associate Editor,* the Journal of Learning Disabilities journal

2016 – present — *Associated Editor,* Developmental Science journal

2015 – present — *Member,* Editorial Board of Understanding Neuroscience (specialty section of Frontiers for Young Minds)

2016 — *Editor,* A. Galaburda, N. Gaab & F. Hoeft (Eds.), Dyslexia and Neuroscience: The Geschwind-Galaburda Hypothesis, 30 Years Later

2016 — *Guest Editor,* Proceedings of the National Academy of Sciences

2015 – 2016	*Guest Editor,* Journal of Experimental Psychology
2015	*Guest Editor,* issue of International Dyslexia Association's Perspectives on Language and Literacy entitled: "Early Identification and Treatment of Dyslexia: A Brain-based Perspective"
2013 – 2014	*Member,* Associate Editorial Board of Frontiers in Human Neuroscience

Editorial Activities: *Ad hoc* Reviewer

Behavioral Brain Research	Frontiers in Human Neuroscience
Behavioral and Brain Functions	Journal of Learning Disabilities
Brain and Language	Human Brain Mapping
Brain	Journal of Child Psychology and Psychiatry
Cerebral Cortex	Journal of Cognitive Neuroscience
Child Development	Journal of Neuroscience
Clinical Physiology and Functional Imaging	Nature Reviews Neuroscience
Cognitive, Affective and Behavioral Neuroscience	Neuroimage
	Nature Neuroscience
Current Biology	Neuropsychologia
Developmental Science	Neuropsychology
Developmental Cognitive Neuroscience	Neuroreport
European Journal of Neuroscience	Proceedings of the National Academy of Sciences of the United States of America.

Add hoc reviewer for conference abstracts for the Cognitive Neuroscience Society, the Society of Scientific Studies of Reading, and Neurobiology of Language (several years)

2017	*Reviewer,* Ruhr-Universität Bochum Faculty of Cognitive Science Master's thesis proposals

Technologies and other scientific interventions/products

Development of a tablet App for early dyslexia screening in progress in collaboration with the Innovation and Digital Health Accelerator Office at Boston Children's Hospital. It is now a commercial product (see www.earlybirdeducation.com for details). It is currently used in 19 States (around 11,000 children)

Gaab, N., & Petscher, Y. (2021). Early Bird Dyslexia and Early Literacy Screener. Technical Manual. EarlyBird Education (https://psyarxiv.com/qcypr).

Technology Awards

2022	**Finalist for the EdTech Awards 2022 (Multiple Categories); EdTech Digest**

EarlyBird Education has been named a finalist in the EdTech Cool Tool Awards in the following categories: new product or service, testing & assessment solution, and EdTech Leadership Awards: Carla E. Small, Nadine Gaab, and Yaacov Petscher.

2021 **Winner: K-12 Newcomer Award, Supes' Choice Awards; Institute for Education Innovation**
EarlyBird Education has been named a finalist for the K-12 Newcomer Award in the inaugural Supes' Choice Awards, the only education industry award judged exclusively by school district superintendents.

2021 **First Runner-Up: Global EdTech Startup Awards (GESA)**
Largest Edtech competition and community in the world.

2021 **Winner: Tech & Learning Primary (K-6), 2021 Awards of Excellence Back to School**
Awards program recognizing outstanding education products that support effective teaching and learning as teachers and students head back to school. Award of Excellence represents the highest approval rating based on evaluation by educators. Evaluation criteria include ease of use, value, versatility, and the product's ability to solve a relevant education challenge.

2020 **2020 New England Innovation Finalist**
EarlyBird Education named as a finalist in the Healthy Living & Well-Being category in New England's longest and oldest running innovation program

2020 **The GSV Elite 200**
EarlyBird Education named as a semifinalist, the Elite 200, representing the top pre-seed and seed startups in Pre-K to Gray, selected from a global applicant pool

2019 **MIT SOLVE Early Childhood Development Award**
EarlyBird received a $10,000 grant from SOLVE for being selected as an Early Childhood Development Solver

2019 **Innospark Ventures Prize**
EarlyBird received $25,000 from Innospark Ventures, which invests in founders and ideas that leverage advanced artificial intelligence to create a differential and disruptive impact for our economy and society.

2019 **Dubai Cares Early Childhood Development Prize**
EarlyBird received $20,000 from Dubai Cares to further develop a screening system that catches the earliest signs of reading disabilities.

Scientific Memberships

2001 – present	**Cognitive Neuroscience Society** (CNS)
2002 – present	**Organization for Human Brain Mapping** (OHBM)
2021 – present	Member of the **American Educational Research Association** (AERA)
2019 - present	Member of POWER (**Providing Opportunities for Women in Education Research;** membership committee 2019-2022),
2015- present	**Society for Developmental Cognitive Neuroscience (**Flux)
2013 – present	**Society for the Neurobiology of Language**
2012 – present	**Voting member: Society for the Scientific Study of Reading (**SSSR**)**
2011 – present	**New England Research on Dyslexia Society** (NERDY; former president and co-founder)
2007 – present	**International Dyslexia Association** (IDA)
09/05 – 09/10	**Association for Women in Science** (AWIS)
09/04 – 09/10	**Association for Psychological Science** (APS)
2002 – 2020	**Society for Neuroscience** (SFN)
2015 – 2018	**Global Young Academy** (Elected Fellow)
2013 – 2020	**Society for Pediatric Research**

Selected National Media Coverage/Podcast interviews/Documentary interviews

Why it costs a fortune to get the best test for disabilities like ADHD, autism, dyslexia
USA Today, 3/1/2022
https://www.usatoday.com/story/news/education/2022/03/01/adhd-autism-test-special-education-neuropsychology-cost/6916203001/?gnt-cfr=1

"Neuropsych" evaluations are key for accessing special education services
The Hechinger Report, 3/1/2022
https://hechingerreport.org/an-independent-neuropsych-evaluation-is-critical-for-getting-access-to-special-education-services/

The Truth About Reading (To be released 9/2022)
John Corcoran Foundation, 9/30/2021
Featured Researcher (filmed at HGSE)
https://www.youtube.com/watch?v=XhaIu3JADJ0

White matter density in our brains at birth may influence how easily we learn to understand and use language
ZME Science, 9/27/2021
https://www.zmescience.com/science/white-matter-infant-brain-language-abilities-26787245/

Dyslexia and developmental trajectories.
Amplify Education. Science of Reading: The Podcast, S4-E9, December 2021. https://medium.com/science-of-reading-the-blog/podacdyslexia-and-developmental-trajectories-9b62b47a9b72

When it comes to communication skills, maybe we're born with it?
California News Times, 9/25/2021
https://californianewstimes.com/when-it-comes-to-communication-skills-maybe-were-born-with-it/536637/
ScienceDaily, 9/24/2021
https://www.sciencedaily.com/releases/2021/09/210924182533.htm

Learning is Science and Science is Learning, Layer Two: Systems within Systems
Chapter featuring research in Part One of Sanjay Sarma's (2021) book Grasp: The Science Transforming How We Learn. United States, Knopf Doubleday Publishing Group.
https://www.google.com/books/edition/Grasp/RjhAEAAAQBAJ?hl=en&gbpv=1&printsec=frontcover

How the brain learns to read
Harvard University, 8/2/2021
https://www.youtube.com/watch?v=hPhH5qXWOi4

Tracing the Roots of Language and Literacy
Usable Knowledge, Harvard Graduate School of Education, 6/14/2021
https://www.gse.harvard.edu/news/uk/21/06/tracing-roots-language-and-literacy

A Pitch for Improving Special Education
News & Events, Harvard Graduate School of Education, 6/2/2021
https://www.gse.harvard.edu/news/21/06/pitch-improving-special-education

From scaffolding to screens: Understanding the developing brain for reading
Press release: Cognitive Neuroscience Society, 5/4/2020
https://www.eurekalert.org/pub_releases/2020-05/cns-fst050120.php

Autism develops differently in girls than boys, new research suggests
EurekAlert!, American Association for the Advancement of Science, 4/16/2021
https://www.eurekalert.org/news-releases/843964

Early Screening for Dyslexia Risk
Interview for Embrace Dyslexia Series.Series for parents of children with dyslexia featuring one expert per day (video). June 2020 https://embracedyslexiaseries.com/

The game that can spot preschoolers at risk for reading deficits

WBUR (NPR), 1/21/2020 (Newscast)
http://us.vocuspr.com/ViewNewsOnDemand.aspx?ArticleID=19_24273_352605244
(Segment: at 6:05:20 min -6:06:23 min)

The game that can spot preschoolers at risk for reading deficits
The Hechinger Report, 1/8/2020
https://hechingerreport.org/the-game-that-can-spot-preschoolers-at-risk-for-reading-deficits/

Pre-to-3: App Uses Medical Model to Screen for Dyslexia
Education Dive, 10/11/2019
https://www.educationdive.com/news/pre-to-3-app-uses-medical-model-to-screen-for-dyslexia/564583/

Winner of MIT SOLVE Early Childhood Development Challenge
Solve, 09/22/2019
https://solve.mit.edu/articles/meet-the-solver-teams-introducing-our-early-childhood-development-teams

Expert interview for Reading Rockets
Reading Rockets, 1/25/2019
https://www.readingrockets.org/teaching/experts/nadine-gaab

Can diagnosing dyslexia early improve learning processes?
WFXT Boston 25 News, 1/2/2019
https://www.boston25news.com/news/can-diagnosing-dyslexia-early-improve-learning-processes-/895620373

Can These Researchers Catch Cancer Much Earlier than Ever Before?
The Boston Globe, 12/10/2018
https://www.bostonglobe.com/magazine/2018/12/10/can-these-researchers-catch-cancer-much-earlier-than-ever-before/sENzKATbyLojC3tGM2IrbM/story.html

There's an App for That: Catching reading challenges before it's too late
Usable Knowledge, Harvard Graduate School of Education, 11/21/2018
https://www.gse.harvard.edu/news/uk/18/11/theres-app

Reading to Rewire
Usable Knowledge, Harvard Graduate School of Education, 9/18/2017
https://www.gse.harvard.edu/news/uk/17/09/reading-rewire

DeVos Invested More Money in 'Brain Performance' Company, Despite Weak Evidence
Education Week, 8/7/2017
https://www.edweek.org/ew/articles/2017/08/07/devos-invested-more-money-in-brain-performance.html?cmp=soc-twitter-shr

What's Behind The Push In Scientific Research To Identify Dyslexia Early
NPR (WBUR), 5/30/2017
http://www.wbur.org/commonhealth/2017/05/30/identifying-dyslexia-early

Dealing With Dyslexia, Starting With One Family's Battle For A Diagnosis
NPR (WBUR), 5/30/2017
http://www.wbur.org/edify/2017/05/30/dyslexia-diagnosis-battle

Interview for GLEAN education (podcast)
https://www.gleaneducation.com/podcast/interview-with-dr-nadine-gaab

Is There a Link between Music and Math?
Scientific American, 5/1/2017
https://www.scientificamerican.com/article/is-there-a-link-between-music-and-math/

A 30-minute screening test for dyslexia?
Vector, Boston Children's Hospital's science and clinical innovation blog, 4/14/2017
https://vector.childrenshospital.org/2017/04/30-minute-dyslexia-screening-test/

Fixing the Failure Model
Usable Knowledge, Harvard Graduate School of Education, 6/14/2016
https://www.gse.harvard.edu/news/uk/16/06/fixing-failure-model

Decoding Dyslexia: Why Doesn't Massachusetts Screen at an Early Age?
Aired on Boston Channel 5 *Chronicle*, 4/5/16
http://www.wcvb.com/chronicle/tuesday-april-5-decoding-dyslexia/38803734

Music Lessons: Tracing links between musical training and executive function — and bolstering the case for music in schools
Usable Knowledge, 3/8/2016
https://www.gse.harvard.edu/news/uk/16/03/music-lessons

To find the roots of dyslexia, Boston Children's coaxes babies into MRI
Boston Globe, 1/11/2016
http://www.betaboston.com/news/2016/01/11/dyslexia-research-provides-insight-into-brain-function/

For dyslexia, writing is often on the wall from birth
Vector, Boston Children's Hospital's science and clinical innovation blog, 12/7/2015
http://vector.childrenshospital.org/2015/12/for-dyslexia-writing-is-often-on-the-wall-from-birth/

Writing on the Wall
Harvard Medicine News and the Harvard Gazette, 12/7/2015
http://hms.harvard.edu/news/writing-wall?utm_source=SilverpopMailing&utm_medium=email&utm_campaign=12.15.2015%20(1)&utm_content=

Music and Auditory Skills can hone Cognition and Language
Boston Children's Hospital's science and clinical innovation blog, 5/20/2015
http://vector.childrenshospital.org/2015/05/music-and-auditory-skills-can-hone-cognition-and-language/

How Playing Music Affects the Developing Brain NPR (WBUR) story featuring research, aired on MorningEdition and All Things Considered, 7/17/14
http://commonhealth.wbur.org/2014/07/music-language-brain

'I'm Not Stupid, Just Dyslexic' — And How Brain Science Can Help
NPR (WBUR) story featuring research, aired on Morning Edition and All Things Considered, 6/19/14
http://commonhealth.wbur.org/2014/06/dyslexia-brain

Musical training 'improves executive brain function'
Article on our publication in Medical News Daily, 6/22/14
http://www.medicalnewstoday.com/articles/278469.php

Music Has the Power to Increase Executive Function in the Human Brain
Artile on our publication in Science World Report, 6/19/14
http://www.scienceworldreport.com/articles/15533/20140619/music-power-increase-executive-function-human-brain.htm

A Link Found Between Musical Training and Executive Brain Function
Article on our publication in RedOrbit, 6/18/14
http://www.redorbit.com/news/science/1113172967/early-musical-training-linked-academic-success-executive-brain-function-061814/

New Evidence of Mental Benefits from Music Training
Article on our publication in Pacific Standard, 6/18/14
http://www.psmag.com/navigation/books-and-culture/new-evidence-brain-benefits-music-training-83761/

Brain imaging shows enhanced executive brain function in people with musical training
Article on our publication in ScienceDaily, 6/17/14
http://www.sciencedaily.com/releases/2014/06/140617211020.htm

"You wouldn't wish dyslexia on your child. Or would you?"
Chapter featuring an interview in Part 2 of Malcom Gladwell's (2013) book David and Goliath: Underdogs, Misfits, and the Art of Battling Giants. New York: Little, Brown and Company.
http://gladwell.com/david-and-goliath/

Does musical training help kids do better in school?
Vector, Boston Children's Hospital, Summer 2014
http://vectorblog.org/2014/06/does-musical-training-help-kids-do-better-in-school/

A musical fix for American schools
The Wall Street Journal, 10/10/14
http://online.wsj.com/articles/a-musical-fix-for-american-schools-1412954652?KEYWORDS=music

At Charter School, insight into dyslexic brain

Wicked Local Marblehead, 10/16/14
http://marblehead.wickedlocal.com/article/20141016/NEWS/141017539

Dyslexia 'Seen' in Brain Scans of Kindergartners: Earlier Learning Interventions May Be Possible
Article covering our publication on Medical Daily, 08/14/13
http://www.medicaldaily.com/dyslexia-seen-brain-scans-kindergartners-earlier-learning-interventions-may-be-possible-251307

Can MRI brain scans identify children with dyslexia?
Article covering our publication on Fox News, 08/14/13
http://www.foxnews.com/health/2013/08/14/can-mri-brain-scans-identify-children-with-dyslexia/

Brain Scan detects Dyslexia in Children Early, Study Finds
Article covering our publication on Parent Herald, 08/14/13
http://www.parentherald.com/articles/1880/20130814/brain-scan-detects-dyslexia-children-early-study-finds.htm

MRI scans may detect dyslexia in children earlier
Article covering our publication on Examiner, 08/14/13
http://www.examiner.com/article/mri-scans-may-detect-dyslexia-children-earlier

Early Brain changes may indicate dyslexia
Article covering our publication on ABC News, 01/23/12
http://abcnews.go.com/blogs/health/2012/01/23/children-brain-changes-may-detect-dyslexia/

Brain scans spot early signs of dyslexia
Article covering our publication on Fox news, 01/24/12
http://www.foxnews.com/health/2012/01/24/brain-scans-spot-early-signs-dyslexia/

Top 10 science and clinical innovation trends: Looking forward to 2012
Article mentioning our research in CHB Vector, 01/04/12
http://vectorblog.org/2012/01/top-10-science-and-clinical-innovation-trends-looking-forward-to-2012/

Scanning for early signs of reading woes
Article in Science Careers, 08/11
http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/2011_08_19/caredit.a1100084

Babies enlisted in brain research
Article about our research in the Boston Globe, 05/16/11
http://articles.boston.com/2011-05-16/lifestyle/29549187_1_albert-galaburda-brain-research-brain-imaging

Exploring the brains of babies
Boston Children's Hospital Blog, 05/16/11

http://childrenshospitalblog.org/exploring-the-brains-of-babies/

Early brain checkups for dyslexia, autism and more
Vector blog, Boston Children's Hospital, 05/16/11
http://vectorblog.org/2011/05/early-brain-checkups-for-dyslexia-autism-and-more/

Influences of musical training on language processing and executive functioning in typical and atypical developing children
The Science Network, 03/24/11
http://thesciencenetwork.org/programs/newark-workshop-on-music-brain-and-education/influences-of-musical-training-on-language-processing-and-executive-functioning-in-typical-and-atypical-developing-children

Music, Brain and Education Panel
The Science Network, 03/24/11
http://thesciencenetwork.org/programs/newark-workshop-on-music-brain-and-education/music-brain-and-education-panel

Languages

German	Fluent (citizenship in Germany; permanent resident in U.S.)
English	Fluent
French	Basic Knowledge