Nicole Landi
University of Connecticut
Department of Psychological Sciences
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CURRENT POSITIONS

Professor of Psychological Sciences 2023 - Present
University of Connecticut
Community Director, Brain Imaging Research Center (BIRC) 2023 - Present
University of Connecticut
Adjunct Associate Professor of Psychology 2018 - Present
Yale University, Child Study Center

ADDITIONAL AFFILIATIONS

Haskins Laboratories (Haskinslabs.org); UConn: Cognitive Science Program; Neurobiology of Language Program; CT Institute for Brain and Cognitive Sciences (IBaCS); Cognitive Neuroscience of Communication Training Program (NIH T32); TRANSCEND Training Program (NSF NRT)

FORMER POSITIONS

Associate Professor of Psychological Sciences 2018 - 2023
University of Connecticut
Assistant Professor, Department of Psychological Sciences 2013 - 2018
University of Connecticut
Adjunct Assistant Professor of Psychology 2013 - 2018
Yale University, Child Study Center
Research Scientist 2011 - 2013
Yale University, Child Study Center
Senior Scientist and Director of EEG Research 2009 - 2023
Haskins Laboratories
Associate Research Scientist 2009 - 2011
Yale University, Child Study Center
Assistant Professor, Dept. of Educational Psychology: Learning and Cognition 2008 - 2009
University of Minnesota
Postdoctoral Fellow 2005 - 2007
Haskins Laboratories & Yale Child Study Center

EDUCATION

Ph.D., Cognitive Psychology & Cognitive Neuroscience 2003 - 2005
University of Pittsburgh & Center for the Neural Basis of Cognition (CNBC)
M.S., Cognitive Psychology & Cognitive Neuroscience 2000 - 2003
University of Pittsburgh & Center for the Neural Basis of Cognition (CNBC)
B.A., Psychology, *Summa cum laude* 1996 - 1999
University at Albany (SUNY)

ACADEMIC AWARDS, HONORS, AND FELLOWSHIPS

Association for Psychological Science (APS) James McKeen Cattell Sabbatical Award, 2020-2021
Provost's Commendation for Excellence in Teaching, University of Connecticut, 2015, 2016, 2018
Dean and Provost's Special Merit, University of Connecticut, 2014, 2017, 2019
President's Distinguished Faculty Mentor, University of Minnesota, 2009
NIH Clinical Research Loan Repayment Award, Competitive Renewal, 2007-2010
NIH Clinical Research Loan Repayment Award, 2006

NIH National Research Service Award (NRSA - T32 Postdoctoral fellowship), 2005-2007
NSF Integrated Graduate Education Research and Training (IGERT) Fellowship, 2002-2004
NIH National Research Service Award (NRSA - T32 Predoctoral fellowship), 2002
Phi Beta Kappa, University at Albany, 1998

PUBLICATIONS

FULL LENGTH JOURNAL ARTICLES

82. Villa, M., Koirala, N., Perdue, M., Branum-Martin, L., & **Landi, N.** (2025). How does SES influence the brain circuitry for literacy? Modeling the association between SES, oral language, white matter integrity, and reading. *Developmental Cognitive Neuroscience*, 101561.

81. Koirala, N., Manning, J., Neumann, S., Anderson, C., Deroche, M. L., Wolfe, J., Pugh, K.R**., Landi, N.** Muthuraman, M. & Gracco, V. L. (2025). The neural characteristics influencing literacy outcomes in children with cochlear implants. *Brain Communications*, *7*(2), fcaf086.

80. Manning, B. L., Hosseini, K., Yang, E., Buzzell, G. A., **Landi, N**., & Kim, S. H. (2024). Neural Processing of Speech Sounds in Autistic Kindergarteners as a Predictor of Reading Outcomes. *Journal of Autism and Developmental Disorders*, 1-18.

79. Breen, M., Van Dyke, J., Krivokapić, J., & **Landi, N.** (2024). Prosodic features in production reflect reading comprehension skill in high school students. *Journal of Experimental Psychology: Learning, Memory, and Cognition*.

78. Wat, E. K., Jangraw, D. C., Finn, E. S., Bandettini, P. A., Preston, J. L., **Landi, N**., ... & Molfese, P. J. (2024). Will you read how I will read? Naturalistic fMRI predictors of emergent reading. *Neuropsychologia*, *193*, 108763.

77. Jangraw, D. C., Finn, E. S., Bandettini, P. A., **Landi, N**., Sun, H., Hoeft, F., ... & Molfese, P. J. (2023). Inter-subject correlation during long narratives reveals widespread neural correlates of reading ability. *NeuroImage*, *282*, 120390.

76. Harwood, V., Baron, A., Kleinman, D., Campanelli, L., Irwin, J., & **Landi, N**. (2023). Event-Related Potentials in Assessing Visual Speech Cues in the Broader Autism Phenotype: Evidence from a Phonemic Restoration Paradigm. *Brain Sciences*, *13*(7), 1011.

75.Baron, A., Harwood, V., Kleinman, D., Campanelli, L., Molski, J., **Landi, N.,** & Irwin, J. (2023). Where on the face do we look during phonemic restoration: An eye-tracking study. *Frontiers in Psychology*, *14*, 1005186.

74. Irwin, J., Harwood, V., Kleinman, D., Baron, A., Avery, T., Turcios, J., & **Landi, N**. (2023). Neural and behavioral differences in speech perception for children with autism spectrum disorders within an audiovisual context. *Journal of Speech, Language, and Hearing Research*, *66*(7), 2390-2403.

73. Richter, C. G., Siegelman, N., Mahaffy, K., Van Den Bunt, M., Kearns, D. M., **Landi, N**., ... & Hoeft, F. (2022). The impact of computer–assisted technology on literacy acquisition during COVID-19-related school closures: Group–level effects and predictors of individual–level outcomes. *Frontiers in Psychology*, *13*.

72. Harwood, V., Preston, J., Baron, A., Kleinman, D., & **Landi, N.** (2022). Event-related potentials to speech relate to speech sound production and language in young children. *Developmental Neuropsychology*, *47*(2), 105-123.

71**. Landi, N.,** Kleinman, D., Agrawal, V., Ashton, G., Coyne-Green, A., Roberts, P., Blair, N., Russell, J., Stutzman, A., Scorrano, D., Frazier, N., Pugh, K.R., & Hoeft, F. (2022). Researcher-practitioner partnerships and in-school laboratories facilitate translational research in reading. *Journal of Research in Reading, 45*(3), 367-384.

70.Perdue, M. V., Mahaffy, K., Vlahcevic, K., Wolfman, E., Erbeli, F., Richlan, F., & **Landi, N.** (2022). Reading intervention and neuroplasticity: A systematic review and meta-analysis of brain changes associated with reading intervention. *Neuroscience & Biobehavioral Reviews*, *132*, 465-494.

69. Koirala, N., Kleinman, D., Perdue, M. V., Su, X., Villa, M., Grigorenko, E. L., & **Landi, N.** (2022). Widespread effects of dMRI data quality on diffusion measures in children. *Human Brain Mapping*, *43*(4), 1326-1341.

68. Irwin, J., Avery, T., Kleinman, D., & **Landi, N.** (2021). Audiovisual speech perception in children with autism spectrum disorders: Evidence from visual phonemic restoration. *Journal of Autism and Developmental Disorders*, *52*(1), 28-37.

67.Thomas, T., Perdue, M. V., Khalaf, S., **Landi, N.,** Hoeft, F., Pugh, K., & Grigorenko, E. L. (2021). Neuroimaging genetic associations between SEMA6D, brain structure, and reading skills. *Journal of Clinical and Experimental Neuropsychology*, *43*(3), 276-289.

66.Koirala, N., Perdue, M. V., Su, X., Grigorenko, E. L., & **Landi, N.** (2021). Neurite density and arborization is associated with reading skill and phonological processing in children. *NeuroImage*, *241*, 118426.

65.Jasińska, K. K., Shuai, L., Lau, A. N., Frost, S., **Landi, N.**, & Pugh, K. R. (2021). Functional connectivity in the developing language network in 4-year-old children predicts future reading ability. *Developmental Science*, *24*(2), e13041.

64.Mascheretti, S., Perdue, M. V., Feng, B., Andreola, C., Dionne, G., Jasińska, K. K., ... & **Landi, N**. (2021). From BDNF to reading: Neural activation and phonological processing as multiple mediators. *Behavioural Brain Research*, *396*, 112859.

63.Malins, J. G., **Landi,** N., Ryherd, K., Frijters, J. C., Magnuson, J. S., Rueckl, J. G., ... & Morris, R. (2021). Is that a pibu or a pibo? Children with reading and language deficits show difficulties in learning and overnight consolidation of phonologically similar pseudowords. *Developmental Science*, *24*(2), e13023.

62.Wu, R. T., Gabrick, K. S., Singh, A., **Landi, N**., Taylor, J. A., Bartlett, S. P., ... & Alperovich, M. (2020). Comparison of neurocognitive outcomes in postoperative adolescents with unilateral coronal synostosis. *Plastic and Reconstructive Surgery*, *146*(3), 614-619.

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60.Perdue, M.V., Mednick, J., Pugh, K. & **Landi, N.** (2020). Gray matter structure is associated with reading skill in typically developing young readers. *Cerebral Cortex,* 30, 5449-5459.

59.Bunderson, M., Diaz, D., Maupin, A., **Landi, N.,** Potenza, M. N., Mayes, L. C., & Rutherford, H. J. (2020). Prior reproductive experience modulates neural responses to infant faces across the postpartum period. *Social Neuroscience*, *15*(6), 650-654.

58.Rakhlin, N., **Landi, N.,** Lee, M., Magnuson, J. S., Naumova, O. Y., Ovchinnikova, I. V., & Grigorenko, E. L. (2020). Cohesion of cortical language networks during word processing is predicted by a common polymorphism in the *SETBP1* Gene. *New Directions for Child and Adolescent Development*, *2020*(169), 131-155.

57.Lowell, A. F., Maupin, A. N., **Landi, N.,** Potenza, M. N., Mayes, L. C., & Rutherford, H. J. (2020). Substance use and mothers' neural responses to infant cues. *Infant Mental Health Journal*. *41*(2), 264-277.

56.**Landi, N.** & Perdue, M.V. (2019). Neuroimaging genetics studies of specific reading disability and developmental language disorder: A review. *Language and Linguistics Compass*. https://onlinelibrary.wiley.com/doi/abs/10.1111/lnc3.12349

55.Morie, K. P., Wu, J., **Landi, N.,** Potenza, M. N., Mayes, L. C., & Crowley, M. J. (2019). Oscillatory dynamics of feedback processing in adolescents with prenatal cocaine exposure. *Developmental Neuropsychology*, *44*(5), 429-442.

54.Compton, D. L., Steacy, L. M., Petscher, Y., Rueckl, J. G., **Landi, N**., Frost, S. J., & Pugh, K. R. (2019). Linking behavioral and computational approaches to better understand variant vowel pronunciations in developing readers. *New Directions for Child and Adolescent Development, 165,* 55–71.

53.Ryherd, K. & **Landi, N.** (2019). Category learning in poor comprehenders. *Scientific Studies of Reading*, 23, 305-316.

52.Perdue, M. V., Mascheretti, S., Kornilov, S. A., Jasińska, K. K., Ryherd, K., Mencl, W. E., ... & **Landi, N**. (2019). Common variation within the SETBP1 gene is associated with reading-related skills and patterns of functional neural activation. *Neuropsychologia*, *130*, 44-51.

51.Ryherd, K., Jasinska, K., Van Dyke, J.A., Hung, Y.-H., Baron, E., Mencl, W.E., Zevin, J., **Landi, N.** (2018). Cortical regions supporting reading comprehension skill for single words and discourse. *Brain and Language, 186,* 32-43.

50.Hung, Y. H., Frost, S. J., Molfese, P., Malins, J. G., **Landi, N.,** Mencl, W. E., ... & Pugh, K. R. (2018). Common neural basis of motor sequence learning and word recognition and its relation with individual differences in reading skill. *Scientific Studies of Reading*, 1-12.

49.Wang, X., Fu, R., Xia, X., Chen, X., Wu, H., **Landi, N.,** ... & Cong, F. (2018). Spatial properties of mismatch negativity in patients with disorders of consciousness. *Neuroscience Bulletin*, *34*(4), 700-708.

48.Chuang, C., Rolison, M., Yang, J. F., Brooks, E. D., Hashim, P. W., Travieso, R., Terner, J., Steinbacher, D.M., **Landi, N**. Stavropoulos, K.K.M., & Mayes, L. C. (2018). Normalization of speech processing after whole-vault cranioplasty in sagittal synostosis. *Journal of Craniofacial Surgery*, *29*(5), 1132-1136.

47.Malins, J. G., Pugh, K. R., Buis, B., Frost, S. J., Hoeft, F., **Landi, N.,** ... & Sevcik, R. (2018). Individual differences in reading skill are related to trial-by-trial neural activation variability in the reading network. *Journal of Neuroscience*, 0907-17.

46.Hong, T., Shuai, L., Frost, S. J., **Landi, N.,** Pugh, K. R., & Shu, H. (2018). Cortical responses to Chinese phonemes in preschoolers predict their literacy skills at school age. *Developmental Neuropsychology*, 1-14.

45.Morie, K. P., Wu, J., **Landi, N**., Potenza, M. N., Mayes, L. C., & Crowley, M. J. (2018). Feedback processing in adolescents with prenatal cocaine exposure: An electrophysiological investigation. *Developmental Neuropsychology*, *43*(3), 183-197.

44.Maupin, A. N., Rutherford, H. J., **Landi, N**., Potenza, M. N., & Mayes, L. C. (2019). Investigating the association between parity and the maternal neural response to infant cues. *Social Neuroscience*, 14, 214-225.

43.Hämäläinen, J., **Landi, N.,** Loberg, O., Lohvansuu, K., Pugh, K., & Leppänen, P. H. (2018). Brain event-related potentials to phoneme contrasts and their correlation to reading skills in school-age children. *International Journal of Behavioral Development*, *42*(3), 357-372.

42.**Landi, N.,** Malins, J. G., Frost, S. J., Magnuson, J.S., Molfese, P., Ryherd, K., Rueckl, J.G., Mencl,W.E. & Pugh, K. R. (2018). Neural representations for newly learned words are modulated by overnight consolidation, reading skill, and age. *Neuropsychologia*, *111,*133-144.

41.Earle, F. S., **Landi, N.**, & Myers, E. B. (2018). Adults with language impairment fail to consolidate speech sounds during sleep. *Neuroscience Letters, 666, 58-63.*

40.Irwin, J., Avery, T., Brancazio, L., Turcios, J., Ryherd, K., & **Landi, N.** (2018). Electrophysiological indices of audiovisual speech perception: Beyond the McGurk effect and speech in noise. *Multisensory Research,* 31, 39-56.

39.**Landi, N.**, Avery, T., Wu, J., Crowley, M. J., & Mayes, L. C. (2017). Prenatal cocaine exposure impacts language and reading into late adolescence: Behavioral and ERP evidence. *Developmental Neuropsychology*. *6, 369-386.*

38.Turcios, J., Cook, B., Irwin, J., Rispoli, T., **Landi, N.** (2017). A familiarization protocol facilitates participation of children with ASD in electrophysiological research. *Journal of Visualized Experiments.*

37.Irwin, J., Avery, T., Brancazio, L., Turcios, J., & **Landi, N.** (2017). Electrophysiological indices of audiovisual speech perception in the broader autism phenotype. *Brain Sciences. 7*(6), 60.

36.Harwood, V., Preston, J., Grela, B., Roy, D., Harold, O., Turcios, J., Andrada, K., & **Landi, N.** (2017). Electrophysiology of perception and processing of phonological information as indices of toddlers' language performance. *Journal of Speech Language and Hearing Research*, 1-13.

35.Jasińska, K. K., Molfese, P. J., Kornilov, S. A., Mencl, W. E., Frost, S. J., Lee, M., Pugh, K.R., Grigorenko, E. & **Landi, N.** (2017). The *BDNF* Val^{66}Met polymorphism is associated with structural neuroanatomical differences in young children: Implications for cognitive development. *Behavioural Brain Research, 328, 48-56*.

34.**Landi, N.**, & Ryherd, K. (2017). Understanding specific reading comprehension deficit: A review. *Language and Linguistics Compass*, *11*(2).

33.Rutherford, H. J., Maupin, A. N., **Landi, N.**, Potenza, M. N., & Mayes, L. C. (2017). Current tobacco-smoking and neural responses to infant cues in mothers. *Parenting*, *17*(1), 1-10.

32.Earle, F. S., **Landi, N.**, & Myers, E. B. (2017). Sleep duration predicts behavioral and neural differences in adult speech sound learning. *Neuroscience Letters*, *636*, 77-82.

31.Rutherford, H. J., Maupin, A. N., **Landi, N.**, Potenza, M. N., & Mayes, L. C. (2017). Parental reflective functioning and the neural correlates of processing infant affective cues. *Social Neuroscience*, *12*(5), 519-529.

30.Jasińska, K., Kornilov, S., Molfese, P., Frost, S., Lee, M., Mencl, W. E., Pugh, K. R., Grigorenko, E., & **Landi, N.** (2016). The *BDNF* Val^{66}Met polymorphism influences reading ability and patterns of neural activation in children. *PLoS ONE, 11*(8), e0157449.

29.Breen, M., Kaswer, L., Van Dyke, J. A., & **Landi, N.** (2016). Imitated prosodic fluency predicts reading comprehension ability in good and poor high school readers. *Frontiers in Psychology, 7*.

28.Preston, J. L., Molfese, P. J., Frost, S. J., Mencl, W. E., Fulbright, R. K., Hoeft, F., **Landi, N.**, Shankweiler, D., & Pugh, K.R. (2016). Print-speech convergence predicts future reading outcomes in early readers. *Psychological Science*, *27*(1), 75-84.

27.Hashim, P. W., Brooks, E. D., Persing, J. A., Reuman, H., Naples, A., Travesio, R., Terner, J., Steinbacher, D., **Landi, N.**, Mayes, L. C., & McPartland, J. (2015). Direct brain recordings reveal impaired neural function in infants with single-suture craniosynostosis: A future modality for guiding management? *The Journal of Craniofacial Surgery, 26*(1), 60-63. **There is a mistake in this manuscript, the speech stimuli are Hindi, not English.*

26.Kornilov, S. A., Magnuson, J. S., Rakhlin, N., **Landi, N.**, & Grigorenko, E. L. (2015). Lexical processing deficits in children with developmental language disorder: An event-related potentials study. *Development and Psychopathology, 27*, 459-476.

25.Diehl, J. J., Frost, S. J., Sherman, G., Mencl, W. E., Kurian, A., Molfese, P., **Landi, N.**, Preston, J., Soldan, A., Fulbright, R. K., Rueckl, J., Seidenberg, M. S., Hoeft, F., & Pugh, K. R. (2014). Neural correlates of language and non-language visuospatial processing in adolescents with reading disability. *NeuroImage, 101*, 653-666.

24.Kornilov, S. A., **Landi, N.**, Rakhlin, N., Fang, S-Y., Grigorenko, E. L., & Magnuson, J. S. (2014). Attentional but not pre-attentive neural measures of auditory discrimination are atypical in children with developmental language disorder. *Developmental Neuropsychology*, *39*, 543-567.

23.Preston, J. L., Molfese, P. J., Gumkowski, N., Sorcinelli, A., Harwood, V., Irwin, J., & **Landi, N.** (2014). Neurophysiology of speech differences in childhood apraxia of speech. *Developmental Neuropsychology, 39,* 385-403.

22.Hashim, P., Travieso, R., Persing, J., Coffman, M., Mukerji, C., Naples, A., Tillman, R., Terner, J., **Landi, N.**, Patel, A., Steinbacher, D., Mayes, L., & McPartland, J. (2014). Brain electrophysiology reveals intact processing of speech sounds in deformational plagiocephaly. *Plastic and Reconstructive Surgery, 133,* 835e-841e. **There is a mistake in this manuscript, the speech stimuli are Hindi, not English.*

21.Pugh, K. R., Frost, S. J., Rothman, D. L., Mason, G. M., Del Tufo, S., Molfese, P. J., Mencl, W. E., Grigorenko, E., **Landi, N.**, Preston, J. L., Jacobsen, L., Hoeft, F., Seidenberg, M., & Fulbright, R. K. (2014). Glutamate and choline levels predict individual differences in reading ability in emergent readers. *The Journal of Neuroscience, 34*, 4082-4089.

20.Preston, J. L., Molfese, P., Mencl, W. E., Frost, S. J., Hoeft, F., Fulbright, R. K., **Landi, N.**, Grigorenko, E. L., Seki, A., Felsenfeld, S., & Pugh, K. R. (2014). Structural brain differences in school-age children with residual speech sound errors. *Brain and Language, 128*(1), 25-33.

19.Preston, J. L., Brick, N., & **Landi, N.** (2013). Ultrasound biofeedback treatment for persisting childhood apraxia of speech. *American Journal of Speech-Language Pathology, 22*(4), 627-643.

18.Pugh, K. R., **Landi, N.**, Preston, J. L., Mencl, W. E., Austin, A., Sibley, D., Fulbright, R. K., Seidenberg, M. S., Grigorenko, E., Constable, R. T., Molfese, P., & Frost, S. J. (2013). The relationship between phonological and auditory processing and brain organization in beginning readers. *Brain and Language, 25,* 173-183.

17.**Landi, N.**, Frost, S. J., Mencl, W. E., Sandak, R., & Pugh, K. R. (2013). Neurobiological bases of reading comprehension: Insights from neuroimaging studies of word-level and text-level processing in skilled and impaired readers. *Reading and Writing Quarterly, 29,* 145-167.

16.**Landi, N.**, Frost, S. J., Mencl, W. E., Preston, J. L., Jacobsen, L. K., Lee, M., Yrigollen, C., Pugh, K. R., & Grigorenko, E. L. (2013). The *COMT* Val/Met polymorphism is associated with reading-related skills and consistent patterns of functional neural activation. *Developmental Science, 16*(1), 13-23.

15. Preston, J. L., Felsenfeld, S. F., Frost, S. J., Mencl, W. E., Fulbright, R. K., Grigorenko, E., **Landi, N.,** & Pugh, K. R. (2012). Functional brain activation differences in school-age children with speech sound errors: Speech and print processing. *Journal of Speech Language and Hearing Research, 55*(4), 1068-1082.

14.Montoya, J. L., **Landi, N.**, Kober, H., Worhunsky, P. D., Rutherford, H. J. V., Mencl, W. E., Mayes, L. C., & Potenza, M. N. (2012). Regional brain responses in nulliparous women to emotional infant stimuli. *PlosOne, 7*(5), e36270.

13.Gulhan Ercan-Sencicek, A.., Davis Wright, N. R., Frost, S. J., Fulbright, R. K., Felsenfeld, S., Hart, L., **Landi, N.,** Mencl, W. E., Sanders, S. J., Pugh, K. R., State, M. W., & Grigorenko, E. (2012). Searching for Potocki-Lupski syndrome phenotype: A patient with language impairment and no autism. *Brain and Development, 34*(8), 700-703.

12.**Landi, N.**, Crowley, M. J., Wu, J., Bailey, C., & Mayes, L. C. (2012). Deviant ERP response to spoken non-words among adolescents exposed to cocaine in utero. *Brain and Language, 120*(3), 209-216.

11.**Landi, N.**, Montoya, J., Kober, H., Rutherford, H. J. V., Mencl, W. E., Worhunsky, P. D., Potenza, M. N., & Mayes, L. C. (2011). Maternal neural responses to infant cries and faces: Relationships with substance use. *Frontiers in Psychiatry*. ** There is a mistake in one the published tables, please see the linked correction*.

10.Palejev, D., Hwang, W., **Landi, N.**, Eastman, M., Frost, S., Fulbright, R., Kidd, J. R., Kidd, K. R., Mencl, W. E., Yrigollen, C., Pugh, K. R., & Grigorenko, E. (2011). An application of the elastic net for an endophenotype analysis. *Behavior Genetics*, *41*(1), 120-124.

9.Skiba, T., **Landi, N.**, Wagner, R., & Grigorenko, E. (2011). In search of the perfect phenotype: An analysis of linkage and association studies of reading and reading-related processes. *Behavior Genetics, 41*(1), 6-30.

8. Preston, J. L., Frost, S., Mencl, W. E., Fulbright, R. K., **Landi, N.**, Grigorenko, E., Jacobsen, L., & Pugh, K. R. (2010). Early and late talkers: School-age language, literacy, and neuro-linguistic differences. *Brain, 133,* 2185-2195.

7.**Landi, N.**, Mencl, W. E., Frost, S. J., Sandak, R., Chen, H., & Pugh, K. R. (2010). An fMRI study of multimodal semantic and phonological processing in reading disabled adolescents. *Annals of Dyslexia, 60*(1), 102-121.

6.**Landi, N.** (2010). An examination of the relationship between reading comprehension, higher-level and lower-level reading sub-skills in adults. *Reading and Writing, 23*(6), 701-717.

5.Frost, S. J., **Landi, N.**, Mencl, W. E., Sandak, R., Fulbright, R. K., Tejada, E. T., ... & Pugh, K. R. (2009). Phonological awareness predicts activation patterns for print and speech. *Annals of Dyslexia*, *59*(1), 78-97.

4.Bauer, L. M., Olheiser, E. L., Altarriba, J., & **Landi, N.** (2009). Word type effects in false recall: Concrete, abstract, and emotion word critical lures. *The American Journal of Psychology, 122*(4), 469-481.

3.Pugh, K. R., Frost, S. J., Sandak, R., **Landi, N.**, Rueckl, J. G., Constable, R. T., Seidenberg, M., Fulbright, R., Katz, L., & Mencl, W. E. (2008). Effects of stimulus difficulty and repetition on printed word identification: An fMRI comparison of non-impaired and reading-disabled adolescent cohorts. *Journal of Cognitive Neuroscience*, *20*(7), 1146-1160.

2.**Landi, N.**, & Perfetti, C. A. (2007). An electrophysiological investigation of semantic and phonological processing in skilled and less skilled comprehenders. *Brain and Language, 102*(1), 30-45.

1.**Landi, N.**, Perfetti, C. A., Bolger, D. J., Dunlap, S., & Foorman, B. R. (2006). The role of discourse context in developing word representations: A paradoxical relation between reading and learning. *Journal of Experimental Child Psychology, 94*(2), 114-133.

BOOK CHAPTERS, PROCEEDINGS & COMMENTARY

21. Lee, B., & **Landi, N.** (2025). Electrophysiological indices of reading intervention response: A systematic review. In Advances in Child Development and Behavior. JAI. https://doi.org/10.1016/bs.acdb.2025.03.001

20.**Landi, N.** (2023). Executive Function, Academic Skills, and Learning Disabilities: Integrative Commentary. *Mind, Brain, and Education*.

19.Barbot, B., Hein, S., Trentacosta, C., Beckmann, J. F., Bick, J., Crocetti, E., ... & Ponguta, L. A. (2020). Manifesto for new directions in developmental science. *New Directions for Child and Adolescent Development, 2020*(172), 135-149.

18.**Landi, N**., Ashton, G., Coyne-Green, A., Kleinman, D., Sarles-Wittlesey, H., Roberts, P., Blair, N., Pugh, K.R. & Hoeft, F. (2019). What's the promise of in-school neuroscience? *International Dyslexia Association Examiner.*

17.Jasinska, K., & **Landi, N.** (2019). Dyslexia and its neurobiological basis. In G. de Zubicaray & N. Schiller (Eds.), *The Oxford Handbook of Neurolinguistics* (pp. 626-646). New York: Oxford University Press.

16.**Landi, N.** (2019) Imaging genetics approaches to the study of dyslexia: Promises and challenges. In D. Compton, J. Washington & P. McCardle (Eds.). *Dyslexia 101: Revisiting Etiology, Diagnosis, Treatment, and Policy* (pp 20-30). Baltimore: Brookes Publishing.

15.Shuai, L., Frost, S. **Landi, N.** Mencl, W.E., & Pugh K. R. (2019). Neurocognitive models of skilled and impaired reading from a cross-language perspective. In L. Verhoven & C. Perfetti (Eds.) *Developmental Dyslexia across Languages and Writing Systems* (pp. 227-306). Cambridge: Cambridge University Press.

14.**Landi, N**. & Cutting, L.E. (2017). Global Approaches to Early Learning Research and Practice: Integrative Commentary. *New Directions for Child and Adolescent Development, 158*, 105-114.

13.**Landi, N.** (2017). Reading skill and the Geschwind-Galaburda hypothesis: An integrative commentary. In A. Galaburda, N. Gaab, F. Hoeft, & P. McCardle (Eds.), *Dyslexia and Neuroscience: The Geschwind-Galaburda Hypothesis, 30 Years Later* (pp. 199-205). Baltimore, Maryland: Brookes Publishing.

12.Irwin, J., Avery, T., Turcios, J., Brancazio, L., Cook, B., & **Landi, N.** (2017). Atypical phonemic discrimination but not audiovisual speech integration in children with autism and the broader autism phenotype. In Ouni, S., Davis, C., Jesse, A. & Beskow, C. (Eds). Proceedings of the 14th International Conference on Auditory-Visual Speech Processing (AVSP2017), Stockholm, Sweden. KTH, D2.S6.3. ISSN 2308-975X (online).

11.Kurian, A., Preston, J., Frost, S. J., **Landi, N.**, Mencl, W. E., Molfese, P., Fulbright, R. K., Rueckl, J. G., & Pugh, K. R. (in press). The neurocognitive basis of language in reading disability: More than just a phonological deficit. In G. Eden (Ed.), *The Wiley Handbook on the Cognitive Neuroscience of Developmental Dyslexia*. Hoboken, NJ: John Wiley & Sons, Ltd.

10.Jasinska, K., Frost, S., Molfese, P., **Landi, N.**, Mencl, W. E., Rueckl, J. G., & Pugh, K. R. (2016). Neuroimaging perspectives on skilled and impaired reading and the bilingual experience. In A. Khateb & I. Bar-Kochva (Eds.), *Brain, Mind and Fluency* (pp. 25-49). Cham, Switzerland: Springer International Publishing.

9.Van Dyke, J., & **Landi, N.** (2016). The development of reading comprehension skill: Processing and memory. In E. Bavin & L. Naigles (Eds.), *The Cambridge Handbook of Child Language, 2nd Edition* (pp. 740-761). Cambridge: Cambridge University Press.

8.Pugh, K. R., Frost, S. J., **Landi, N.**, Preston, J., Mencl, W. E., & Rueckl, J. G. (2013). Neuroimaging studies of reading disabilities: Toward brain-based learning models. In B. Miller, L. Cutting, & P. McCardle (Eds.), *Unraveling the Behavioral, Neurobiological, and Genetic Components of Reading Comprehension* (pp. 167-174). Baltimore: Paul Brookes Publishing.

7.**Landi, N.** (2013). Learning to read words: Understanding the relationship between reading ability, lexical quality, and reading context. In M. Britt, S. Goldman, & J-F. Rouet (Eds.), *Reading: From Words to Multiple Texts* (pp. 17- 33). Routledge: Taylor & Francis Group.

6.Sandak, R., Frost, S. J., Rueckl, J. G., **Landi, N.**, Mencl, W. E., Katz, L., & Pugh, K. R. (2012). How does the brain read words? In M. Spivey, M. Joanisse, & K. McRae (Eds.), *The Cambridge Handbook of Psycholinguistics* (pp. 218- 235). New York, NY: Cambridge University Press.

5.Pugh, K. R., Frost, S. F., Sandak, R., **Landi, N.**, Moore, D., Della Porta, G., Rueckl, J., & Mencl, W. E. (2010). Mapping the word reading circuitry in skilled and disabled readers. In P. Cornelissen, P. Hansen, M. Kringelback, & K. Pugh (Eds.), *The Neural Basis of Reading* (pp. 281-305). Oxford, UK: Oxford University Press.

4.McCardle, P., **Landi, N.**, & Pugh, K. (2009). Introduction: How children learn to read - Current issues and new directions in the integration of cognition, neurobiology, and genetics of reading and dyslexia research and practice. In P. McCardle & K. Pugh (Eds.), *How Children Learn to Read: Current Issues and New Directions in the Integration of Cognition, Neurobiology, and Genetics of Reading and Dyslexia Research and Practice* (xxvii-xxxiii). New York: Taylor-Francis.

3.Frost, S., Sandak, R., Mencl, W. E., **Landi, N.**, Rueckl, J. G., Katz, L., & Pugh, K. R. (2009). Mapping the word reading circuitry in skilled and disabled readers. In P. McCardle & K. Pugh (Eds.), *How Children Learn to Read: Current Issues and New Directions in the Integration of Cognition, Neurobiology and Genetics of Reading and Dyslexia Research and Practice* (3-19). New York: Taylor-Francis.

2.Frost, S. J., Sandak, R., Mencl, W. E., **Landi, N.**, Moore, D., Della Porta, G., Rueckl, J. G., Katz, L., & Pugh, K. R. (2008). Neurobiological and behavioral studies of skilled and impaired word reading. In E. Grigorenko & A. Naples (Eds.), Single-Word Reading: Biological and Behavioral Perspectives (pp. 355-376). Mahwah: Lawrence Erlbaum Associates, Publishers.

1.Perfetti, C. A., **Landi, N.**, & Oakhill, J. V. (2005). The acquisition of reading comprehension skill. In M. Snowling & C. Hume (Eds.), *The Science of Reading: Handbook of Reading Research* (pp. 227-247). Oxford: Blackwell Publishing.

PRESENTATIONS

SYMPOSIA & CONFERENCES ORGANIZED

Landi, N. (Organizer, Chair) (2025, April). *5th Meeting of the New England Research on Dyslexia Society (NERDY)*. Massachusetts General Hospital Institute of Health Professions, Boston, MA.

Cowen, C., **Landi, N.** & Pugh, K. (Chairs) (2019, November). *Inaugural Sherman neuroscience and education symposium*. Symposium conducted at the 2019 meeting of the International Dyslexia Association, Portland, OR.

Landi, N. & Gaab, N. (Chairs) (2019, July). *Neural correlates of early reading development: Evidence from longitudinal neuroimaging studies*. Symposium conducted at the 26th annual meeting of the Society for the Scientific Study of Reading, Toronto, CA.

Landi, N. (Organizer, Chair) (2017, October). *3rd Meeting of the New England Research on Dyslexia Society (NERDY)*. University of Connecticut, Storrs, CT.

Landi, N. (Chair) (2017, July). *Multimodal explorations of linguistic processes in poor comprehenders*. Symposium conducted at the 24th annual meeting of the Society for the Scientific Study of Reading, Halifax, CA.

Norton, E., & **Landi, N.** (Chairs) (2015, July). *Neurobiology, neurochemistry and genetics of dyslexia.* Symposium conducted at the 22nd annual meeting of the Society for the Scientific Study of Reading, Big Island, HI.

Landi, N. (Chair) (2013, November*). New directions in cognitive neuroscience research on dyslexia*. Symposium conducted at the 2013 annual meeting of the International Dyslexia Association, New Orleans, LA.

Landi, N. (Chair) (2009, June). *Neuroimaging studies of reading ability: Functional and structural measures of neural plasticity in learning and development*. Symposium conducted at the 16th annual meeting of the Society for the Scientific Study of Reading, Boston, MA.

INVITED TALKS, KEYNOTES & PANELS

Landi, N. (2024, November). *New directions for Haskins reading research: School partnerships facilitate ecologically valid cognitive neuroscience.* Cognitive and Neural Mechanisms of Language Development: Honoring Dr. Richard Aslin's Contributions to the Science of Language. Yale University, New Haven, CT.

Landi, N. (2023, February). *The science of reading: Neurobiological foundations and in-school neuroscience applications.* Reading and the Brain Conference, University of South Carolina, Columbia, SC.

Landi, N. (2023, December). *The science of reading: Neurobiological foundations and in-school neuroscience applications.* Literate Brain Conference, Yale University, New Haven, CT.

Landi, N. (2023, November). *The neuroscience of reading: genetics, brain imaging, in-school partnerships and interventions*. Learning and the Brain Conference, Boston, MA.

Landi, N. (2023, October). *The science of reading: Neurobiological foundations*. Peter and Carmen Lucia Buck Foundation Board, Danbury, CT.

Landi, N. (2023, October). *The neurobiology of reading and links to language.* Gordon Sherman Symposium, International Dyslexia Association, Columbus, OH.

Landi, N. (2023, April). *The science of reading: Neurobiological aspects.* Annual Convention of the New Jersey Speech-Language-Hearing Association, Long Branch, NJ.

Landi, N. (2023, March). *The state of the science of reading for supporting students with reading disabilities* (panelist). Boston University Wheelock forum: Supporting Students with Reading Disabilities: Toward Equity and Access. Boston University, Boston, MA.

Landi, N. (2023, March). *The neurobiology of reading*. First Annual University of Rhode Island Literacy Symposium. University of Rhode Island, Kingstown, RI.

Landi, N. (2022, November). *Predicting learning outcomes in schools.* Boston University Speech, Language and Hearing Sciences Colloquia, Boston, MA.

Landi, N. (2022, October). *Predicting learning outcomes in schools using in-school neuroscience*. Sirius University of Science and Technology, Speech, Literacy and Dyslexia Conference, Sochi, Russia, virtual presentation.

Landi, N. (2022, October). *Researcher practitioner partnerships facilitate in-school neuroscience.* Translational Science in Reading Research Seminar at the University of Virginia, virtual presentation.

Landi, N. (2022, August). *The science of reading*. Newsela (inc.)'s Chat and Chew, virtual presentation.

Landi, N, (2020, December). *The promise of in-school neuroscience.* Mind, Brain, and Education: Research Methods and Critical Topics seminar at the Harvard Graduate School of Education, virtual presentation.

Landi, N. (2019, December). *Predicting learning outcomes in schools*. Windward School, New York, NY.

Landi, N. (2019, November). *The Promise of in-school neuroscience: An initial report on two collaboratives*. 2019 meeting of the International Dyslexia Association, Portland, OR.

Landi, N. (2019, June). *Using EEG to track intervention outcomes.* IGNITE Center Summer Institute, AIM Academy, Philadelphia, PA.

Landi, N. (2019, June). *Imaging genetics studies of reading*. Keynote address given at the annual meeting of the Symposium on Research in Child Language Development, Madison, WI.

Landi, N. (2019, April). *Genetics of dyslexia: An overview*. Keynote address given at the annual meeting "Diversity in Dyslexia" of the Association of Orton-Gillingham Practitioners and Educators, White Plains, New York.

Landi, N. (2018, October). *ERP correlates of early language*. Annual Meeting of the Society for Psychophysiological Research, Quebec City, Quebec, CA.

Landi, N. (2018, June). *Imaging genetics studies of dyslexia: Promises and challenges.* The Dyslexia Foundation Extraordinary Brain Symposium, Cathedral Peak, South Africa.

Landi, N. (2018, April). *Students who can decode but not comprehend, what are they missing?* EASTConn continuing education series, EASTConn, Hampton, CT.

Landi, N. & Irwin, J. (2018, April). *Audiovisual processing and integration of speech in children with autism and the broader autism phenotype.* Current Issues in Neuroscience Series, Department of Biobehavioral Sciences, Teachers College, Columbia University, New York, NY.

Landi, N. (2017, March). *Environmental impacts on neurodevelopment: Implications for language learning.* UCSF Symposium on Biological and Environmental Factors that Impact Multilingualism/Literacy Acquisition, San Francisco, CA.

Landi, N. (2016, March). *Why is reading comprehension hard, when decoding is easy? How a multimodal approach can elucidate the underlying mechanisms of specific comprehension impairment.* Columbia University Seminar on Language & Cognition, New York, NY.

Landi, N. (2015, November). *Variation in BDNF and COMT is associated with neural structure and function in and children's language and reading skills.* Boston University Communication Disorders Colloquium, Boston, MA.

Jasinska, K. & **Landi, N.** (2014, July). *Common but impactful genetic polymorphisms in COMT & BDNF are associated strongly with reading and related skills and associated patterns of neural activity.* 21st Annual Meeting of the Society for the Scientific Study of Reading.

Landi, N. (2014, April). *Common but impactful genetic polymorphisms on COMT and BDNF impact reading skill, evidence from behavioral and brain data.* Haskins Laboratories, pre-CNS International Cross Language Symposium, New Haven, CT.

Landi, N. (2013, August). *Reading and language impairments, behavioral, neuroimaging and genetic perspectives*. International Dyslexia Association Annual Meeting, Southern Connecticut State University, New Haven, CT.
Landi, N. (2013, May). *Reading and language impairments, behavioral, neuroimaging and genetic perspectives*. University of Massachusetts, Amherst, MA.
Landi, N. (2012, November). *Studies of reading and language impairment, from low-level to high-level deficits*. City University of New York Graduate Center, New York, NY.
Landi, N. (2012, October). *Landi lab research*. 1st Annual Conference of the New England Dyslexia Research Group, Harvard University, Boston, MA.
Landi N. (2012, May). *Difficult to discriminate, but not easy to discriminate deviant MMN response predicts reading performance in young children*. 6th Annual Conference on Mismatch Negativity (MMN) and its Clinical and Scientific Application, City University of New York, New York, NY.
Landi, N. (2012, March). *Studies of reading and language impairment, from low-level to high-level deficits*. Haskins Next Generations Speaker Series, New Haven, CT.
Landi, N. (2011, July). *Learning to read words: Understanding the relationship between reading ability, lexical quality, and reading context*. Society for Text and Discourse, Poitiers, France.
Landi, N. (2011, March). *Using cognitive neuroscience methods to uncover language and reading anomaly.* University of Connecticut Annual Language Festival, Storrs, CT.
Landi, N. (2009, March). *Using fMRI to investigate specific reading disability in adolescents*. Center for Cognitive Sciences Colloquium, University of Minnesota, Minneapolis, MN.

CONFERENCE PRESENTATIONS: NATIONAL/INTERNATIONAL (SELECTED, RECENT)

Macias Zuniga, M. J., Kleinman, D., **Landi, N.** (2025, May). *Synchronizing Minds: Examining attention and reading gains in children with RD and ADHD* [Poster presentation]. Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.
Villa, M., Koirala, N., Perdue, M.V., Branum-Martin, L., & **Landi, N**. (2025, March). *How does the environment wire the brain for literacy? Modeling the relationship between SES, white matter, oral language, and reading* [Poster presentation]. Annual Meeting of the Cognitive Neuroscience Society, Boston, MA.
Kleinman, D., Lee, B., Macias Zuniga, M. J., Branum-Martin, L., & **Landi, N.** (2024, November). *Nonlinear Growth in Word Reading Ability Among Dyslexic Children* [Spoken Presentation]. Annual Meeting of the Psychonomic Society, New York, NY.
Chimbili, M., Mahaffy, K., Koirala, N., & **Landi, N**. (2024, September). *Relationships between inattention, reading comprehension, and anxiety* [Poster presentation]. Annual Congress of the Flux Society, Baltimore, MD.
Villa, M., Schifano, E.; Martin-Branum, L.; Sirois, K.; Roberts, M.; Abdullah, N.; Kleinman, D.; Milham, M.; Landi, N. (2024, July). *Factors influencing game play in an ed tech reading intervention* [Poster presentation]. Annual Meeting of the Society for the Scientific Study of Reading, Copenhagen, DK.
Campanelli, L., Van Dyke, J. A., & **Landi, N**. (2023, November). *Semantic and syntactic processing in poor comprehenders: Evidence from eye-tracking and computational modeling* [Spoken presentation]. American Speech-Language-Hearing Association (ASHA) Convention, Boston, Massachusetts, USA.
Kleinman, D., Campanelli, L., Lee, B., Van Dyke, J., Brodbeck, C., & **Landi, N.** (2023, October). *Greater reliance on sentence context during naturalistic listening predicts larger reading gains over two years* [Poster presentation]. 15th Annual Meeting of the Society for the Neurobiology of Language, Marseille, France.
Koirala, N. Hooker, A., Villa, M., Mahaffy, K., Mascheretti, S., Perdue, M.V., Grigorenko, E.L., & **Landi. N**. (2023, July). *Structural covariance network identifies FOXP2 gene allele-specific variations and its association to reading and language*. [Poster presentation] Organization of Human Brain Mapping, Montreal, Canada.
Lee, B., Kleinman, D., Davinson, K., Cuevas, K., and **Landi, N**. (2023, June). *Resting state EEG related to reading skills in children with developmental dyslexia*. [Poster presentation]. International Workshop of Reading and Developmental Dyslexia, San Sebastian, Spain.
Villa, M., Koirala, N., Perdue, M., Martin-Branum, L., **Landi, N.** (2023, June). Does white matter integrity mediate the relationship between SES and reading skills. [Poster presentation]. International Workshop of Reading and Developmental Dyslexia, San Sebastian, Spain.
Campanelli, L., Van Dyke, J. A., & **Landi, N.** (2023, March). Syntactic and semantic processing in poor comprehenders: Evidence from eye-tracking, computational modeling, and scanpaths analysis. Poster presented at the 36th Annual Conference on Human Sentence Processing (HSP), Pittsburgh, Pennsylvania, USA.

Villa, M., Koirala, N., Perdue, M., Grigorenko, E., **Landi, N**. (2022, October). Does white matter mediate the relationship between SES, other environmental risk factors, and reading? A SEM study. Poster presented the 14th Annual Meeting of the Society for the Neurobiology of Language, Philadelphia PA, USA.

Koirala, N., Hooker, A.K., Villa, M., Mahaffy, K., Mascheretti, S. Perdue, M.V., Grigorenko, E., **Landi, N**. (2022, October). Structural covariance network identifies *FOXP2* gene allele-specific variation and its association to reading and language. Poster presented at the 14th Annual Meeting of the Society for the Neurobiology of Language, Philadelphia PA, USA.

Landi, N. & Kleinman, D. (2022, July). Researcher Practitioner Partnerships Facilitate In-School Neuroscience. Talk presented at the annual meeting of the Society for the Scientific Study of Reading, Long Beach, CA.

Landi, N. & Kleinman, D. (2022, July). Using In-School Neuroscience to Study Response to Intervention. Talk presented at the annual meeting of the International Mind, Brain and Education Society, Montreal CA.

Perdue, M.V., Pugh, K., & **Landi, N**. (2021, October). Structure-function relationships and individual differences in reading. Slide Slam presented the 13thAnnual Meeting of the Society for the Neurobiology of Language (Virtual Conference).

Villa, M., Mascheretti, S., Perdue, M.V., Feng, B., Lampis, V., Peruzzo, D., Dionne, G., Pugh, K., Grigorenko, E. & **Landi, N.** (2021, October) The effect of COMT on reading is mediated by top-down fronto-striatal activation. Slide Slam presented to the 13th Annual Meeting of the Society for the Neurobiology of Language (Virtual Conference).

Perdue, M.V., Hancock, R., Hoeft, F., Pugh, K., & **Landi, N.** (2021, September). Relationships among Choline, white matter structure and reading in children. Poster presented at the 2021 Flux Virtual Congress.

Gaw, N., Lancaster, H., Perdue, M., Grigorenko, E., **Landi, N**., Li, J. (2020, November). Bayesian Integration of Genetics, Imaging, And Behavior Data of Reading (Dis)ability. Talk presented at the 2020 INFORMS Annual Meeting (Virtual Conference).

Perdue, M.V., Mahaffy, K., Vlahcevic, K., Wolfman, E., Erbeli, F., Richlan, F., & **Landi, N**. (2020, October). Differences in brain activation following reading intervention: A meta-analysis. Poster presented at the 12th Annual Meeting of the Society for the Neurobiology of Language (Virtual Conference).

Mahaffy, K., Perdue, M.V., Vlahcevic, K., Wolfman, E., Erbeli, F., Richlan, F., & **Landi, N**. (2020, October). Reading Intervention Duration and Brain Activation Changes Before and After Treatment: A meta-regression study. Poster presented at the 12th Annual Meeting of the Society for the Neurobiology of Language (Virtual Conference).

Kleinman, D., Campanelli, L., Agrawal, V., Van Dyke, J., & **Landi, N.** (2020, October). Better readers show larger N400 effects during naturalistic listening. Presented at the twelfth meeting of the Society for the Neurobiology of Language (Virtual Conference).

Harwood, V., Preston, J., Baron, A., Kleinman, D., & **Landi, N.** (2020, October). Electrophysiological indicates of phonemic discrimination relate to receptive and expressive language skills in young children. Presented at the twelfth meeting of the Society for the Neurobiology of Language (Virtual Conference).

Koirala, N., Perdue, M.V., Xing, Su., Grigorenko, E., **Landi, N.** (2020, October). Neurites orientation dispersion is associated with reading skill. Presented at the 12th meeting of the Society for the Neurobiology of Language (Virtual Conference).

Perdue, M.V., Su, X., Koirala, N., Agrawal, V. & **Landi, N**. (2020, September) Relationships between gray matter structure and reading ability in a large, diverse sample: Testing age- and sex-specific effects (Abstract ID: 131616). Poster presented at the 2020 Flux Virtual Congress.

Koirala, N., Perdue, M.V., Grigorenko, E., **Landi, N.** (2020, June). Effect of dMRI data quality on diffusion measures in children. Presented at the Organization for Human Brain Mapping annual meeting (Virtual Conference).

Mascheretti, S., Perdue, M., Feng, B., Andreola, C., Dionne, G., Jasińska, K.K., Pugh, K.R., & **Landi, N.** (2020, July). From BDNF to reading: The mediation role of patterns of neural activation and phonology. Poster abstract accepted to the Annual Meeting of the Society for the Scientific Study of Reading, Newport Beach, CA, USA (Conference canceled; abstracts posted online).

Perdue, M.V., Mednick, J., Pugh, K.R. & **Landi, N**. (2019, August). Associations between cortical surface structure and reading related skills. Poster presented at the annual meeting of the Society for the Neurobiology of Language, Helsinki, FI.

Perdue, M.V., Mednick, J., Pugh, K.R. & **Landi, N**. (2019, July). Cortical structure is associated with later reading skills in beginning readers. Talk presented at the 26th annual meeting of the Society for the Scientific Study of Reading, Toronto, CA.

Jaskinska, K., Shuai, S., Lau, A., Mulder, H., Frost, S., **Landi, N**. & Pugh, K.R. (2019, July). Functional connectivity in the developing language network predicts later reading ability. Talk presented at the 26th annual meeting of the Society for the Scientific Study of Reading, Toronto, CA.
Irwin, J., Avery, T., Brancazio, L., Tarbell, N., Rooney, V., Murphy, J. & **Landi, N**. (2019, April). Audiovisual speech perception in children with ASD: The Listening to Faces Lab. Poster, Focus on Autism conference, Karolinska Institute, Stockholm, Sweden.
Ryherd, K., Hurwitz, L., Franzén, S., **Landi, N.,** Myers, E. *Students Show Less Progress on Online Learning Program Before and After Recess.* (2019, March,). Poster presented at the Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
Ryherd, K., Hurwitz, L., Schechter, R., **Landi, N.,** Myers, E. *Variability in Log-in Time Predicts Progress on Personalized Learning Software.* (2019, March). Poster presented at the Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
Irwin, J. Avery, T., Turcios, J., Cook, B., Brancazio, L., McPartland, J. & **Landi, N.** (2018, May). Atypical Influence of Visible Speech in Children with ASD. Annual Meeting of the International Society for Autism Research. Rotterdam, Netherlands.
Giovannone, N., Fitzroy, A. B., Richie, R., Jasińska, K., Wood, S., **Landi, N.,** Coppola, M. & Breen, M. (2018, November). Prosodic phrase boundary processing in native signers of ASL. Poster presented at the 59th Annual Meeting of the Psychonomic Society, New Orleans, LA.
Campanelli, L., **Landi, N.,** Van Dyke, J.A. (2018, September). Syntactic and Semantic processing in poor comprehenders: Evidence from eye-tracking and computational modeling. Poster presented at the 24th Annual Conference on Architectures and Mechanisms for Language Processing. Berlin, Germany, Sept 6-8.
Landi, N. Kaswer, L.Ryherd, K., Campanelli, L., Van Dyke, J.A., Krivocapic, J. & Breen, M. (2018, July). *Use of prosodic cues is impaired in poor comprehenders.* Poster presented at the 25th Annual Meeting of the Society for the Scientific Study of Reading, Brighton, UK.
Ryherd, K., Johns, C., Jahn, A., Van Dyke, D., & **Landi, N**. (2017, November). *Structural brain differences in good and poor comprehenders identified through a regression-based quantitative method*. Poster presented at the 9th Annual Meeting of the Society for the Neurobiology of Language, Baltimore, MD.
Irwin, J. Avery, T. Turcios, J. Brancazio, L., Cook, B. & **Landi, N**. (2017, November). *Atypical Phonemic Discrimination but not Audiovisual Speech Integration in Children with the Broader Autism Phenotype, Autism, and Speech Sound Disorders.* Poster presented at the 9th Annual Meeting of the Society of Neurobiology of Language, Baltimore, Maryland.
Landi, N. (2017, July). *From genes to brain to reading: Common genetic variation in BDNF and COMT genes is associated with neural activation patterns and children's reading-related skills.* Talk presented at the 24th Annual Meeting of the Society for the Scientific Study of Reading, Halifax, NS.
Breen, M. Kaswer, L., Van Dyke, J.A. & **Landi, N**. (2017, July). *Imitated prosodic fluency predicts reading comprehension in good and poor high school readers.* Talk presented at the 24th annual meeting of the Society for the Scientific Study of Reading, Halifax, NS.
Johns, C., Lewis, A., Van Dyke, J.A. & **Landi, N**. (2017, July) *Mechanisms of discourse coherence in good and poor comprehenders.* Talk presented at the 24th Annual meeting of the Society for the Scientific Study of Reading, Halifax, NS.
Ryherd, K. & **Landi, N.** (2017, July) *Characterizing novel word and concept learning in poor comprehenders*. Talk presented at the 24th Annual meeting of the Society for the Scientific Study of Reading, Halifax, NS.
Van Dyke, J.A., Matsuki, K. & **Landi, N.** (2017, July) *Poor comprehenders' sensitivity to semantic and syntactic distractors during dependency formation.* Talk presented at the 24th Annual meeting of the Society for the Scientific Study of Reading, Halifax, NS.
Landi, N., Ryherd, K., Jaskinska, K., Hung, Y., Baron, E., Mencl, W.E., Cutting, L. & Zevin, J. (2017, July). *Cortical networks supporting reading comprehension skill for single words and passages.* Talk presented at the 24th Annual meeting of the Society for the Scientific Study of Reading, Halifax, NS.
Perdue, M., Kornilov, S., Jasinska, K., Ryherd, K., Mencl, W.E., Pugh, K.R., Grigorenko, E. & **Landi, N.** (2017, June). *Reading related skills and brain structure are associated with variation in the SETBP1 gene.* Poster presented at the 24th Annual meeting of the Society for the Scientific Study of Reading, Halifax, NS.
Jasinska, K., Shuai, L., Lau, A., **Landi, N.** & Pugh, K.R. (2017, June). *Using Psychophysiological Interaction (PPI) analyses with functional Near Infrared Spectroscopy (fNIRS) neuroimaging to predict children's reading abilities.* Poster presented at the Annual meeting of the Organization for Human Brain Mapping, Vancouver, BC.
Morett L.M., **Landi N.,** Irwin J., McPartland J.M. (2017, May). *The hands have it: neural activity during beat*

gesture-speech integration in ASD. Poster presented at the 16th Annual meeting of the International Forum for Autism Research, San Francisco, CA.

Jaskinska, K., Shuai, S., Lau, A., Mulder, H., **Landi, N.**, Pugh, K. (2017, April). *Neural connectivity during language processing in 4 year-old predicts later reading ability.* Poster presented at the 2017 Biennial Meeting of the Society for Research in Child Development, Austin, TX.

CONFERENCE PRESENTATIONS: LOCAL/ REGIONAL (SELECTED, RECENT)

O'Connor, E., Smith, B., Galarneau, G., Mahaffy, K., Stalega, M. Lee, B., Kleinman, D., Rueckl, J., Kearns, D. & **Landi, N**. (2024, April). *Instructional Manipulation of a Set for Variability Task*. [Poster presentation]. University of Connecticut Language Festival, Storrs, Connecticut, USA

Carvalho, B., Rockhill, I., Macias Zuniga, M., Mahaffy, K., Lasnick, O., Kleinman, D. & **Landi, N**. (2024, April). *Decoding Dyslexia: Unraveling our Family Tree.* [Poster presentation]. University of Connecticut Language Festival, Storrs, Connecticut, USA

Chimbili, M., Mahaffy, K., Koirala, N. & **Landi., N**. (2024, April). Investigating Relationships Between Inattention, Reading Comprehension, and Anxiety in Brain and Behavior. [Poster presentation]. University of Connecticut Language Festival, Storrs, Connecticut, USA

Koyambreth, R., Villa, M., & **Landi, N**. (2024, April). A Single Gene Association Study for Dyslexia: Expanding our understanding of the relationship between NRSN1 and Reading Disorders. [Poster presentation] University of Connecticut Language Festival, Storrs, Connecticut, USA.

Petrsoric, A., Chimbili, M., Mahaffy, K., Kleinman, D., & **Landi, N.** (2023, April). Relationship Between Total Anxiety and Reading Comprehension Among Students Aged 7-14. [Poster presentation] University of Connecticut Language Festival, Storrs, Connecticut, USA.

Sirisoukh, A., Villa, M., Mahaffy, K., Koirala, N., & **Landi, N.** (2023, April). Relationship Between Total Anxiety and Reading Comprehension Among Students Aged 7-14. [Poster presentation] University of Connecticut Language Festival, Storrs, Connecticut, USA.

Koirala, N., Hooker, A., Villa, M., Mahaffy, K., Mascheretti, S., Perdue, M.V., Grigorenko, E., & **Landi, N.** (2022, November). Structural covariance network identifies *FOXP2* gene allele-specific variations and its association to reading and language. Poster presented at the Annual Neuroscience at Storrs Conference, University of Connecticut Storrs, CT.

Sirisoukh, A., Mahaffy, K., Villa, M., Koirala, N., & **Landi, N**. (2022, October). Bilingualism: Is There A Structural Advantage? Poster presented at the 10th Annual Fall Frontiers Undergraduate Conference, University of Connecticut Storrs, CT.

Parrilla, N., Rathe, T., Lynch, C., Mahaffy, K., Kleinman, D., Agrawal, V., & **Landi, N**. (2022, April). "Do you want to see my dog?": Assessing stability of set for variability decoding test scores during in-person and online testing. Poster presented at the 12th Annual Language Fest, Storrs, CT, United States.

Mahaffy, K. E., Villa, M., **Landi, N**. (2022, April). A Journey to Space: Best Practices for MRI Imaging with Pediatric Populations. Poster presented at the University of Connecticut Language Fest, Storrs CT, USA.

Villa, M., Koirala, N., Perdue, M., Grigorenko, E., **Landi, N.** (2022, October). Does white matter mediate the relationship between SES, other environmental risk factors, and reading? A SEM study. Poster presented at the University of Connecticut Department of Psychology's Annual Poster Night, Storrs CT, USA.

Perdue, M. V., Pugh, K., & **Landi, N**. (2021, April). Examining links between brain function, brain structure, and reading ability. Poster presented at the 11th Annual University of Connecticut Annual Language Festival. Virtual Conference.

Hooker, A., Perdue, M., Grigorenko, E., & **Landi, N**. (2021, April). Investigating Reading and Language Phenotypes through FOXP2 Genetic Variants. Poster presented at the University of Connecticut Annual Language Festival, Storrs, CT.

Koirala N*, Perdue M*, Su X, Grigorenko E. & **Landi N**. (2019, December). Quantifying Imaging Quality for Multi-Center Data Analysis. NIH annual LDRC/P20 meeting. Tallahassee, Fl. *Equal contribution

Cygler, A., Springfield, J., Pugh, K., & **Landi, N**. (2019, July). The relationship between home literacy environment, parental education level, social economic status, and children's emergent literacy levels. Presented at the annual Yale CSC summer intern poster session. New Haven CT.

Perdue, M. V., Mednick, J., Pugh, K. & **Landi, N**. (2019, June). Cortical structure is associated with later reading skills in beginning readers. Talk presented at the 4th Annual New England Research on Dyslexia Society Meeting. Boston, MA.

Kleinman, D., & **Landi, N**. (2019, June). Word knowledge in students with language-based learning difficulties: An ERP study. Poster. New England Research on Dyslexia Society Meeting, Boston, MA.

Perdue, M. V., Mednick, J., Pugh, K. & **Landi, N.** (2019, April). Associations between cortical surface structure and reading related skills. Poster presented at the 10th Annual UConn Language Fest. University of Connecticut, Storrs, CT.

Kandarpa, V., Nariktte, A., Wolfman, E., Sarles-Whittlesey, H., Perdue, M. V., Grigorenko, E., & **Landi, N.** (2019, April). Evaluating cross-site reliability of relationships among cortical structure and age in children and adolescents. Poster presented at the 10th Annual UConn Language Fest. University of Connecticut, Storrs, CT.

Anyosa, M., Davis, C., Ryherd, K., & **Landi, N**. Vocabulary and Speed-Accuracy Tradeoffs in Three Different EF Tasks (April 2019). Poster presented at the 10thUniversity of Connecticut Language Festival, Storrs, CT.

Kandarpa, V., Nariktte, A., Wolfman, E., Sarles-Whittlesey, H., Perdue, M. V., Grigorenko, E., & Landi, N. (2019, April). Evaluating cross-site reliability of relationships among cortical structure and age in children and adolescents. Poster presented at the 22nd Annual Frontiers in Undergraduate Research Poster Exhibition. University of Connecticut, Storrs, CT.

Anyosa, M., Davis, C., Ryherd, K., & **Landi, N**. Vocabulary and Speed-Accuracy Tradeoffs in Three Different EF Tasks (April 2019). Poster presented at the 22nd Annual Frontiers in Undergraduate Research Poster Exhibition. University of Connecticut, Storrs, CT

Giovannone, N., Fitzroy, A. B., Richie, R., Jasińska, K., Wood, S., **Landi, N**., Coppola, M. & Breen, M. (2018, October). Prosodic phrase boundary processing in native signers of ASL. Talk presented at the 4th Conference on Experimental and Theoretical Advancements in Prosody, UMass Amherst, Amherst, MA.

Perdue, M. V. & **Landi, N.** (2018). Examining brain structure correlates of reading acquisition. Poster presented at the 9th Annual UConn Language Fest. University of Connecticut, Storrs, CT.

Mednick, J., Narikatte, A., Lavoie, L., Perdue, M., & **Landi, N**. (2018). Examining factors related to cortical asymmetry of the planum temporale and reading skills. Poster presented at the 9th Annual UConn Language Fest. University of Connecticut, Storrs, CT.

Ryherd, K., & **Landi, N.** Characterizing novel word and concept learning in poor comprehenders. (October 2017). Poster presented at the 3rdMeeting of the New England Research in Dyslexia Society, Storrs, CT.

Perdue, M., Foley, K., Massad, A., Jasinska, K., Frost, S., Mencl, W.E., Pugh, K. & **Landi, N.** (2017, October). Relationships among brain structure and word reading outcomes across reading acquisition.
Poster presented at the 3rdMeeting of the New England Research in Dyslexia Society, Storrs, CT.

Morett, L.M., **Landi, N.,** & McPartland, N. (2017, April). *Real-time integration of beat gesture and pitch accenting.* Poster presented at the 10th annual University of Connecticut Language Festival, Storrs, CT.

Massad, A., Foley, K., Perdue, M., Mencl, E., Pugh, K., & **Landi, N**. (2017, April). *Examining Structural Neural Correlates of Reading Related Skills.* Poster presented at the 8th Annual University of Connecticut Language Festival, Storrs, CT.

Perdue, M. Kornilov, S., Jasinska, K., Ryherd, K., Mencl, W. E., Pugh, K., Grigorenko, E., **Landi, N.** (2017, April). Reading Related Skills and Brain Structure are Associated with Variation in the SETBP1 Gene. Poster presented at the 8th Annual University of Connecticut Language Festival. University of Connecticut, Storrs, CT.

Osmani, F., & **Landi, N**. (2017, April). *The contribution of executive functions and working memory to reading comprehension in children*. Poster presented at the 8th Annual University of Connecticut Language Festival, Storrs, CT.

Ryherd, K., Breen, M., Van Dyke, J., & **Landi, N.** *Prosodic comprehension in specific reading comprehension deficit*. (April 2017). Poster presented at the 8th University of Connecticut Language Festival, Storrs, CT.

Gutierrez, A., Timakondu, N., Ryherd, K., Richie, R., Coppola, M., Breen, M., **…, Landi, N**. (April 2017). Poster presented at the 8th University of Connecticut Language Festival, Storrs, CT.

OTHER PUBLICATIONS & MEDIA

Landi, N. (2019, January). SpeakHearSee podcast https://www.seehearspeakpodcast.com/

Landi, N. (2019, February). READ podcast www.readpodcast.org/

Landi, N. (2012). Ongoing work in the LandiLab and relations to Haskins' broader mission. *The Dyslexia Foundation (TDF),* Retrieved from http://dyslexiafoundation.org/

Landi, N., & Skiba, T. (2011, January). Dan Malloy, dyslexia, and neuroscience. In McEnroe, C. (Radio Host), *The Colin McEnroe Show.* Hartford, CT: National Public Radio (NPR). http://wnpr.org/programs/colin-mcenroe-show

Landi, N. (2011, March). Neurobiological bases of reading disability. In *Connecticut Film Festival*. Panel

conducted in Danbury, CT.

Landi, N. (2009). Definitions for: alexia/dyslexia, cloze procedure & decoding. In Matsumoto, D. (Ed.), *The Cambridge Dictionary of Psychology*. New York, NY: Cambridge University Press.

TEACHING

GRADUATE COURSES

Proseminar in Educational Neuroscience, University of Connecticut
IBACS Grant Writing Workshop, University of Connecticut
Developmental Cognitive Neuroscience, University of Connecticut
Cognitive Neuroscience of Language Throughout the Lifespan, University of Connecticut
Individual Differences, University of Connecticut
Writing Empirical Papers and Grants, University of Minnesota
Psychology and Cognitive Neuroscience of Language, University of Minnesota

UNDERGRADUATE COURSES

Developmental Cognitive Neuroscience, University of Connecticut
Developmental Psychology, University of Connecticut
Developmental Electrophysiology Lab, University of Connecticut
Cognition, Southern Connecticut State University
Experimental Methods, University of Pittsburgh

SERVICE

EDITORIAL

Associate Editor: Scientific Studies of Reading, Dec 2017 – August 2022

Special Issues Edited: Van Dyke, J.A., Johns, C. & **Landi, N.** (Eds.). (2021). Mechanisms of Variation in Reading Comprehension: Processes and Products [Special Issue]. *Scientific Studies of Reading*, *25(2)*.

Editorial Board Memberships: Journal of Educational Psychology, Annals of Dyslexia, Journal of Learning Disabilities, New Directions in Child and Adolescent Psychology

Ad Hoc Journal Review: 1) Psychological Science; 2) Psychonomic Bulletin & Review; 3) Cortex; 4) Journal of Cognitive Neuroscience; 5) Neuroscience Letters; 6) Journal of Experimental Psychology: Learning Memory & Cognition; 7) Child Development; 8) Cognitive Science; 9) Journal of Experimental Child Psychology; 10) Brain and Language; 11) Neuropharmacology; 12) Human Brain Mapping; 13) Journal of Autism & Developmental Disorders; 14) NeuroImage; 15) Scientific Studies of Reading; 16) American Journal on Intellectual and Developmental Disabilities; 17) Learning and Individual Differences; 18) Journal of Research in Reading; 19) Journal of Neurolinguistics; 20) Reading & Writing; 21) Journal of Fluency Disorders; 22) Journal of Child language; 23) Developmental Neuropsychology; 24) Cerebral Cortex; 25) Development and Psychopathology; 26) Developmental Science; 27) Behavior Genetics; 28) Biological Psychiatry; 29) European Journal of Human Genetics; 30) Research in Developmental Disabilities; 31) Applied Psycholinguistics; 32) Journal of Educational Psychology; 33) Annals of Neurology; 34) Journal of Neurodevelopmental Disorders; 35) Current Opinion in Behavioral Sciences; 36) Experimental Brain Research; 37) Journal of Educational Psychology; 38) Journal of Memory and Language; 39) Cognitive Development; 40) Proceedings of the National Academy of the Sciences; 41) Journal of Child Psychology and Psychiatry; 42) Psychological Science in the Public Interest; 43) Developmental Cognitive Neuroscience; 44) Mind Brain and Education; 45) Neurobiology of Language

FEDERAL AND INTERNATIONAL GRANT REVIEW

NIH SEP on psychopathology, cognitive biology, communication and language development, speech pathology, November, 2024
NIH F01B Fellowship Panel on Learning and Memory, Language, Communication and Related Neuroscience, March 2024
NIH Health, Behavior, and Context Study Section (CHHDM) Panel, February 2023
Social Sciences and Humanities Research Council of Canada (SSHRC), January 2023
NIH NIDCD LD HUB, ZHD1 DSR-T (50) Panel, April 2022
NSF EHR Core Research Program, January 2022

NIH NIDCD Translational Application Review, June 2021
NIH NIDCD Translational Research on Voice, Speech and Language, January 2020
NIH NIDCD Translational Research on Voice, Speech and Language, January 2019
European Research Council (ERC), January 2018
NIH Communication Disorders Review Committee (CDRC), February 2017
Wellcome Trust India Alliance Fellowship Application Review, January2016
NIH Eunice Kennedy Shriver Institute for Child Health and Human Development (NICHD), Special Emphasis Panel, PO1 Review, September 2015 & August 2016
NIH Institute for Deafness and Communication Disorders (NIDCD), Special Emphasis Panel, Clinical Trials in Communication Disorders, September 2016
Israel Science Foundation (ISF), Individual Research Grants, 2016
European Research Council (ERC), Advanced Grants Panel: The Human Mind and Its Complexity, 2015
NIH Child Psychopathology & Developmental Disabilities (CPDD) Panel, 2013, 2015
NIH Institute for Deafness and Communication Disorders (NIDCD), Fellowship Review, 2013, 2016, 2016, 2017
Medical Research Council, UK (MRC), 2014 National Institutes of Health (NIH), Communication Disorders Review Committee (CDRC), 2013
NIH Sensorimotor Integration (SMI) Panel, 2013
NSF Cognitive Neuroscience Panel, 2012
NSF Linguistics Panel, 2012
Austrian Science Foundation (ASF), 2011

PROFESSIONAL SOCIETY SERVICE (SELECTED, CURRENT)

International Dyslexia Association (IDA), Scientific Advisory Board; Chair
New England Research on Dyslexia Society (NERDY), President
Society for the Scientific Study of Reading (SSSR), Awards Committee, Committee on Governance, Abstract Reviewer
Society for the Neurobiology of Language (SNL), Abstract Reviewer
The Dyslexia Foundation, Extraordinary Brain Symposium, Organizer, Discussant, Participant

UNIVERSITY SERVICE (SELECTED, RECENT)

University of Connecticut, IRB consultant and alternate, 2023 - present
University of Connecticut, IRB board member, 2022 - 2023
University of Connecticut, Department of Psychological Sciences, Cog Neuro Search Committee, 2024
University of Connecticut, Department of Psychological Sciences, Systems Neuroscience Search Committee, 2022
University of Connecticut, Department of Psychological Sciences, Social Developmental Neuroscience Search Committee, 2021
Haskins Laboratories, Title IX coordinator, 202-2023
Haskins Laboratories, Senior Leadership Council, 2020-2023
University of Connecticut, Neurobiology of Language Program, Executive Committee 2019-present
University of Connecticut, Department of Psychological Sciences, Vision Committee, 2018-present
University of Connecticut, Department of Educational Psychology, Learning Sciences Search Committee, 2019
University of Connecticut, Graduate Faculty Council, 2018-2020; 2021-2023
University of Connecticut, IBACS grant review, 2016-present
University of Connecticut, Brain Imaging Research (BIRC) Steering Committee, 2014-Present
University of Connecticut, IGERT Research Committee, Chair, 2013-2019

EXTERNAL FUNDING

ONGOING

NIH R01HD112521
Predicting intervention outcomes in reading disabled students using in-school cognitive neuroscience
Role: *Principal Investigator*
PI: Nicole Landi
9/17/2024 – 6/1/2029

NSF NRT 2152202
Transdisciplinary Convergence in Educational Neuroscience Doctoral Training Program
Role: *Co-PI*
PIs: Fumiko Hoeft, Nicole Landi, Inge-Marie Eigsti, Ido Davidesco, Arash Zaghi
7/1/2022-6/30/2027

NIH R01HD101842
Effectiveness and predictors of response for a technology-based reading intervention in the home
Role: *Principal Investigator (contact)*
PIs: Nicole Landi & Michael Milham
9/1/2020-8/31/2025

NIH 2T32 DC017706
Training in the Cognitive Neuroscience of Communication
Role: *Investigator, Mentor*
PIs: Emily Myers & Inge-Marie Eigsti
4/09/2024 -3/31/2029

Windward School & CAF Canada Foundation
Predicting Learning Outcomes at Windward
Role: *Principal Investigator*
PIs: Nicole Landi & Ken Pugh
11/1/2018-7/1/2025

AIM Academy & Clayman Family Foundation
Predicting Learning Outcomes in Schools
Role: *Principal Investigator*
PIs: Nicole Landi & Ken Pugh
4/1/2018-7/1/2025

COMPLETED

NIH 2P50HD052120
Florida Learning Disabilities Research Center
Role: *Subaward PI, Admin Core Co-PI & Project VI Investigator*
PI: Rick Wagner
10/1/2017-9/30/2022

NIH R01 HD086168
Neurochemistry as a moderator of brain networks for language and literacy learning
Role: *Investigator*
PIs: Fumiko Hoeft & Ken Pugh
8/1/2016-7/31/2021

NSF 2029373
Assessing and preventing detrimental impacts on literacy acquisition during COVID-19-related school closures
Role: *Investigator*
PIs: Ken Pugh & Fumiko Hoeft
4/15/2020-3/31/2021

NIHP20 HD091013
Experiential and child factors that determine acquisition of orthographic-phonological regularities in a quasi-regular writing system: An integrated behavioral/computational/neurobiological approach
Role: *Admin Core Co-PI, Mentor*
PIs: Don Compton & Jay Rueckl
1/1/2016-12/31/2021

NIH R15 DC013864
Neurobiological signatures of perception and integration of AV speech in children in ASD
Role: *Subaward PI*

PI: Julia Irwin
4/1/2018-3/31/2021

NIH P01 HD070837
Neurocognitive bases of treatment resistance in developmental dyslexia
Role: *Investigator*
PI: Robin Morris
8/1/ 2013-7/31/ 2019

NSF Integrative Graduate Education and Research Traineeship IGERT
Language plasticity Genes, Brain, Cognition, and Computation
Role: *Faculty Mentor*
PI: James Magnuson
9/1/2012-8/31/2018

NIH P01 HD01994
Nature and acquisition of the speech code and reading
Role: *Project Leader, Project 4: Examinations of skilled and impaired spoken and written comprehension*
PI: Jay Rueckl
8/1/2012-7/31/2017

NIH R15 DC013864
Neurobiological signatures of perception and imitation of AV speech in children in ASD
Role: *Subaward PI*
PI: Julia Irwin
6/1/2014-5/31/2017

NIH R01 HD065794
Neurobiological predictors of spoken and written language learning
Role: *Investigator*
PI: Ken Pugh
4/1/2011-3/31/2016

NIH R01 HD06736
Neurocognitive determinants of second language literacy development in adolescents
Role: *Investigator*
PI: Ken Pugh
6/1/2011-5/31/2016

NIH R21 DA030665
Neurobiology of language function in adolescents exposed to cocaine in utero
Role: *Principal Investigator*
11/1/2011-7/31/2014

NIH R21 DC011342
Neurobiological signatures of audiovisual speech perception in children in ASD
Role: *Investigator*
PI: Julia Irwin
7/1/2011-6/31/2013

Childhood Apraxia of Speech Association of North America (CASANA) Treatment Award
Biofeedback training for children with persisting CAS: Articulatory and neural changes
Role: *Co-Principle Investigator*
PIs: Jonathan Preston & Nicole Landi
8/1/2011-7/31/2012

NIH R03 HD053409
Neurocognitive development in RD children with/without general cognitive deficits
Role: *Principal Investigator*
10/1/2008-9/31/2010

NIH P41 RR008079
Investigating Global coherence in narrative text with fMRI methodology
Role: *Principal Investigator*
1/1/ 2009-8/1/2009

NIH P01 HD01994
Nature and acquisition of the speech code and reading
Role: *Investigator*
PI: Carol Fowler
5/1/2007-4/31/2012