SHANNON DAILEY, PHD

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CURRENT POSITION

Postdoctoral Associate   **2022 – Present**
Duke University, Sanford School of Public Policy
- Advisor: Lisa Gennetian
- Baby's First Years

EDUCATION

Duke University, Department of Psychology & Neuroscience   **2022**
Ph.D. in Developmental Psychology
- Dissertation: "Examining early word learning and language input through a longitudinal, experimental, and observational lens"
- Committee: Elika Bergelson, Michael Gaffrey, Elena Tenenbaum, Michael Tomasello

Duke University, Department of Psychology & Neuroscience   **2020**
M.A. in Developmental Psychology
- Thesis: "Language input to infants of different socioeconomic statuses: A quantitative meta-analysis"
- Committee: Elika Bergelson, Michael Gaffrey, Anna Gassman-Pines, Michael Tomasello

University of Pennsylvania   **2015**
B.A. in Psychology with honors, *cum laude*

HONORS & AWARDS

2020, 2021	Competitive Summer Research Fellowship, Duke Graduate School
2018	Society for Language Development Student Award
2018	Graduate Travel Award, Charles Lafitte Foundation Program for Research in Psychology & Neuroscience
2018, 2017	Paula Menyuk Travel Award, Boston University Conference on Language Development
2015	John P. Sabini Undergraduate Research Award for the Study of Emotion, Character & Responsibility
2015	Department of Psychology major honors
2015	Undergraduate speaker for Department of Psychology Graduate Ceremony
2014–2015	Dean's List, College of Arts & Sciences, University of Pennsylvania

PUBLICATIONS

Dailey, S., & Bergelson, E. (2023). Talking to talkers: Infants' talk status, but not their gender, is related to language input. *Child Development, 94*(2), 478-496. doi: 10.1111/cdev.13872

Dailey, S., & Bergelson, E. (2022). Language input to infants of different socioeconomic statuses: A quantitative meta-analysis. *Developmental Science, 25*(3). doi: 10.1111/desc.13192

Moore, C.*, **Dailey, S.***, Amatuni, A., Garrison, H., & Bergelson, E. (2019). Point, walk, talk: Links between three early milestones, from observation and parental report. *Developmental Psychology (55)*8, 1579–1593. doi: 10.1037/dev0000738
* co-first authors

Bergelson, E., Amatuni, A., **Dailey, S.**, Koorathota, S., & Tor, S. (2019). Day by day, hour by hour: Naturalistic language input to infants. *Developmental Science, 22*(1). doi: 10.1111/desc.12715

Hunt, M., Albreiki, F., **Dailey, S.**, Russell, R., & Simon, K. (2018). Mindfulness training, yoga, or both? Dismantling the active components of a Mindfulness-Based Stress Reduction intervention. *Mindfulness, 9*(2), 512–520. doi: 10.1007/s12671-017-0793-z

CONFERENCE TALKS

Dailey, S., Gennetian, L., Magnuson, K., Duncan, G., Halpern-Meekin, S., Yoshikawa, H., Fox, N., & Noble, K. (2023, March). The impact of a monthly unconditional cash gift on low-income US mothers' child-directed speech. In K. Noble & L. Gennetian (Chairs), *Baby's First Years: Early Findings from a Poverty Reduction Intervention in Early Childhood*. Symposium conducted at the Society for Research in Child Development Biennial Meeting, Salt Lake City, UT.

Dailey, S., Bulgarelli, F., & Bergelson, E. (2021, April). Links between language input in infancy and vocabulary in childhood. In L. Fibla Reixachs (Chair), *The ins and outs of language development: Integrating multiple measures from inside and outside the laboratory.* Symposium conducted at the Society for Research in Child Development Virtual Biennial Meeting.

Dailey, S., & Bergelson, E. (2018, November). Linking input and vocabulary in infancy to preschool language skills. Boston University Conference on Language Development, Boston, MA.
Received Society for Language Development Student Award.

Dailey, S. (2018, April). Semantic relatedness effects in early word learning. Psychology & Neuroscience First Year Festival, Durham, NC.

Dailey, S., & Bergelson, E. (2017, April). Semantic relatedness effects in early word comprehension. In S. Graham & M. Frank (Chairs), *From input to uptake in early language development: Insights from bigger data.* Symposium conducted at the Society for Research in Child Development Biennial Meeting, Austin, TX.

Albreiki, F., & **Dailey, S**. (2015, April). Adaptive coping with stress: Examining the longitudinal effects of a brief Mindfulness-Based Stress Reduction program. Department of Psychology Undergraduate Research Symposium, Philadelphia, PA.
Received John P. Sabini Undergraduate Research Award for the Study of Emotion, Character & Responsibility.

CONFERENCE POSTERS

Dailey, S., & Bergelson, E. (2022, November). Predicting children's language skills at 4;6 from earlier input & language skills. Boston University Conference on Language Development, Boston, MA.

Dailey, S., & Bergelson, E. (2018, May). Why do female infants say more words? An input/output analysis of talking status and gender. FLUX Society Satellite Conference, Chapel Hill, NC.

Dailey, S., & Bergelson, E. (2017, November). Why do female infants say more words? An input/output analysis of talking status and gender. Boston University Conference on Language Development, Boston, MA.

Amatuni, A., **Dailey, S.,** & Bergelson, E. (2017, January). Early lexical development: The roles of semantic similarity and home environment. Duke Research Computing Symposium, Durham, NC.

Dailey, S., Amatuni, A., & Bergelson, E. (2016, December). Effects of home environment & semantic structure on early lexical development. NIH High-Risk, High-Reward Research Symposium, Bethesda, MD.

Albreiki, F., **Dailey, S.,** Citera, D., Montalto, A., & Hunt, M. (2015, April). Mindfulness meditation effective in reducing short-term but not long-term stress. Department of Psychology Undergraduate Research Poster Fair, Philadelphia, PA.

Albreiki, F., **Dailey, S.,** Simon, K., Russell, R., & Hunt, M. (2015, April). Dismantling the effects of mindfulness meditation and yoga on mood and heart rate variability. Anxiety & Depression Association of America Annual Conference, Miami, FL.

Albreiki, F., **Dailey, S.,** Simon, K., Russell, R., & Hunt, M. (2014, April). Dismantling the effects of mindfulness meditation and yoga on mood and heart rate variability. Department of Psychology Undergraduate Research Poster Fair, Philadelphia, PA.

MEDIA COVERAGE
Vahaba, D. (2022, December). Parents talk more to toddlers that talk back. *Duke Today*. https://today.duke.edu/2022/12/parents-talk-more-toddlers-who-talk-back

Thompson, D. (2022, December). Girl toddlers have bigger vocabularies, and researchers now know why. *HealthDay News*. https://consumer.healthday.com/child-development-2658811226.html

Thompson, D. (2022, December). Girl toddlers have bigger vocabularies, and researchers now know why. *US News & World Report*. https://www.usnews.com/news/health-news/articles/2022-12-05/girl-toddlers-have-bigger-vocabularies-and-researchers-now-know-why

OUTREACH & SCIENCE COMMUNICATION
Dailey, S. (2020, January). Babies on their home turf: using observational methods to study development *Babies and Language*. https://www.babiesandlanguage.com/observational-methods/

Dailey, S. (2023, January). Talking to babies: Babies hear more talk from caregivers once they begin talking themselves. *Child & Family Blog*. https://childandfamilyblog.com/talking-to-babies-babies-hear-more-talk-from-caregivers-once-they-begin-talking-themselves

RESEARCH EXPERIENCE

2017–2022	Graduate student researcher, Bergelson Lab, Duke University. P.I. Elika Bergelson.
2020–2021	Graduate student researcher, Baby's First Years. Advisor: Lisa Gennetian.
2016–2017	Lab manager, Bergelson Lab, Duke University. P.I. Elika Bergelson.
2015–2016	Lab manager, SEEDLingS, University of Rochester. P.I. Elika Bergelson.
2015–2015	Summer research intern, Berkeley Early Learning Lab, UC Berkeley. P.I.s Fei Xu and Mahesh Srinivasan.
2014–2015	Honors research project, University of Pennsylvania. Advisor: Melissa Hunt.
2014–2015	Student researcher, Imagination Institute, University of Pennsylvania. P.I. Scott Barry Kaufman.
2013–2014	Research Experience project, University of Pennsylvania. P.I. Melissa Hunt.

TEACHING ASSISTANTSHIPS & GUEST LECTURES

2021	Teaching Assistant, Psychology Methods & Statistics 1, Duke University
2020	Guest Lecturer, "Childhood," Introduction to Psychology, Duke University
2020	Teaching Assistant, Developmental Psychology, Duke University
2019	Guest Lecturer, "Statistics in R," Child Observation, Duke University
2019	Teaching Assistant, Child Observation, Duke University
2019	Guest Lecturer, Introduction to Social Psychology, Duke University
2019	Teaching Assistant, Introduction to Social Psychology, Duke University

MENTORSHIP & SERVICE

2022–Present	Mentor, Polygence (online research academy, mentor high school research projects)
2022–Present	Editor, Application Statement Feedback Program (provide statement feedback to underrepresented PhD applicants)
2021–Present	Reviewer, Duke Virtual Office Hours for Psychology PhD Applicants (provide statement feedback to underrepresented PhD applicants)
2017–2022	Duke Libraries' Graduate and Professional Student Advisory Board member
2018–2020	Mentor, First-Generation Low-Income Undergraduate-Graduate Student Mentorship Program
2019–2020	Mentor, Graduate with Distinctions project (Sarah Yang)
2019	Graduate student mentor, Vertical Integration Program (Sarah Yang)
2019	Panelist, Duke LIFE Conference (for low-income, first-generation college students)
2017	Invited Panelist, 1vyG Conference (for low-income, first-generation college students)
2013, 2014	Summer Literacy Team Leader, Free Library of Philadelphia
2014	Tutor and Materials Researcher, Penn Reading Initiative
2014	Music Class Instructor, West Philadelphia High School
2012–2014	Lead Vocal Instructor, After School Arts at Penn
2012–2013	Program Coordinator and Music Instructor, Lea Community School After-School Music Program
2012	After-School Mentor, Community School Student Partnerships
2012	Mentor, Parkway West Penn Music Program

PROFESSIONAL DEVELOPMENT

2018–2022	Certificate in College Teaching, Duke University Graduate School
2021	Basic Coding in Python, Duke Winter Breakaway

2019	ComSciCon Triangle (science communication workshop)
2018	Spring Training in Experimental Psycholinguistics workshop, Centre for Comparative Psycholinguistics, University of Alberta
2018	Certificate of Competence, "Introduction to Linear Mixed-Effects Modeling in R"