

# **SHANNON EGAN-DAILEY, PhD**

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Curriculum Vitae

## **ACADEMIC APPOINTMENT**

### **Research Assistant Professor**

2026–Present

Boston University, Wheelock College of Education & Human Development, *Boston, MA*

- [Developing Belief Network](#)

## **EDUCATION**

### **Duke University, Durham, NC**

**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, Durham, NC**

**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, Philadelphia, PA**

**2015**

B.A. in Psychology, *cum laude*

- Honors thesis: "Adaptive coping with stress: Examining the longitudinal effects of a brief Mindfulness-Based Stress Reduction program"
- Advisor: Melissa Hunt

## **PROFESSIONAL EXPERIENCE**

### **Team Lead, Child Speech Transcription**

2025

DrivenData, *Remote*

- Lead team on Gates Foundation-funded data science project on child speech

### **Research Mentor**

2022 – 2025

Polygence, *Remote*

- Mentor high school students through independent research projects

### **Postdoctoral Researcher**

2022 – 2025

Duke University, Center for Child & Family Policy, *Durham, NC*

- [Baby's First Years](#)
- Advisor: Lisa Gennetian

## 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

Kalenkovich, E., Koorathota, S., Tor, S., Amatuni, A., **Egan-Dailey, S.**, Moore, C., Laing, C., Garrison, H., Baudet, G., Bulgarelli, F., Uner, S., Righter, L., & Bergelson, E. (2025). A year of nouns from English-learning infants' daily lives: the SEEDLingS-Nouns dataset. *Behavior Research Methods*.

**Egan-Dailey, S.** & Bergelson, E. (2025). Early child measures outpredict input measures of preschool language skills in U.S. English learners. *Developmental Psychology*.

**Egan-Dailey, S.**, Gennetian, L. A., Magnuson, K., Duncan, G., Yoshikawa, H., Fox, N., & Noble, K. (2024). Child-directed speech in a large sample of U.S. mothers with low-income. *Child Development*, 95(6):2045-2061. doi: 10.1111/cdev.1413

**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

### **MANUSCRIPTS IN PROGRESS & PRE-PRINTS**

Noble, K., Magnuson, K., Duncan, G. D., Gennetian, L. A., Yoshikawa, H., Fox, N. A., Halpern-Meekin, S., Troller-Renfree, S. V., Han, S., **Egan-Dailey, S.**, Nelson, T. D., Nelson, J. M., Black, S., Georgieff, M., & Karhson, D. (2025). The effect of a monthly unconditional cash transfer on children's development at four years of age: A randomized controlled trial in the U.S. (NBER Working Paper No. 33844). National Bureau of Economic Research. <https://www.nber.org/papers/w33844>

**Egan-Dailey, S.**, Gennetian, L. A., Duncan, G., Fox, N., Magnuson, K., Noble, K., Yoshikawa, H. (2024). Effects on maternal bandwidth of monthly unconditional cash starting at birth among U.S. families with low income. Pre-print available at SSRN: <https://ssrn.com/abstract=4940902>

Zhu, L. Z., Amatuni, A., **Egan-Dailey, S.**, Garrison, H., Kalenkovich, E., Koorathota, S., Righter, L., Tor, S., & Bergelson, E. (*Under review.*) Experience shapes early noun comprehension from 8-18 months: The roles of word frequency and referent familiarity. Pre-print available at PsyArxiv: [https://osf.io/preprints/psyarxiv/zchbj\\_v1](https://osf.io/preprints/psyarxiv/zchbj_v1)

Flores-Peregrina, D., **Egan-Dailey, S.**, Awkward-Rich, L., Gennetian, L. A., Magnuson, K., Duncan, G., Yoshikawa, H., Fox, N., & Noble, K. (*Under review.*) The impact of unconditional cash on parenting behaviors among 4-year-old children from families with low income in the U.S.

**Egan-Dailey, S.**, Gennetian, L. A., Magnuson, K., Duncan, G., Yoshikawa, H., Fox, N., Troller-Renfree, S. V., Sandre, A., & Noble, K. (*In prep.*) Late language emergence in a large sample of children from U.S. families with low income.

### **INVITED TALKS**

- Developmental Psychology Lunch Seminar series, UNC Chapel Hill, September 2025
- CCFP Research Talks series, Duke University, January 2024
- NEED Lab meeting, Columbia University, October 2022
- DARCLE meeting, November 2021

### **CONFERENCE TALKS**

**Egan-Dailey, S.**, Gennetian, L., Duncan, G., Fox, N., Halpern-Meekin, S., Magnuson, K., Noble, K., & Yoshikawa, H. (2024, April). The impact of a monthly unconditional cash gift on

cognitive bandwidth of U.S. mothers with low income. Psychology and Economics of Poverty Convening, Berkeley, CA.

**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., Montaldo, 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.

\* co-first authors

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

DeParle, J. (2025, July). Study may undercut idea that cash payments to poor families help child development. New York Times.

<https://www.nytimes.com/2025/07/28/us/politics/cash-payments-poor-families-child-development.html>

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.** (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>

**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.** (2020). Which words go together? Duke CHILD Studies Newsletter. [Bergelson Lab website](#).

## AD-HOC REVIEWING

- Journals: *Developmental Science, First Language, Journal of Family Issues, Infancy, Child Development*
- Grants: Health Research Board (Ireland)
- Conferences: CogSci

## 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

2022–2025	Mentor, Polygence (online research academy, mentor high school research projects)
2021–2024	Reviewer, Duke Virtual Office Hours for Psychology PhD Applicants (provide statement feedback to underrepresented PhD applicants)
2023–2024	Panelist, Polygence high school partnerships
2022–2023	Editor, Application Statement Feedback Program (provide statement feedback to underrepresented PhD applicants)
2017–2022	Member, Duke Libraries' Graduate and Professional Student Advisory Board
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
2013–2014	Section Leader/Council Member, University of Pennsylvania Band
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

2024	Qualitative & Mixed Methods Research, Duke Graduate Academy
2023	Community-Engaged Research, Duke Graduate Academy
2023	SciPhD Business of Science Certificate Program, Duke University Graduate School
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"