

# SHANNON DAILEY, PhD

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## 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: Erika 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: Erika Bergelson, Michael Gaffrey, Anna Gassman-Pines, Michael Tomasello

### University of Pennsylvania 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"

## HONORS & AWARDS

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| 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. (2021). Language input to infants of different socioeconomic statuses: A quantitative meta-analysis. *Developmental Science*. 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

**Dailey, S.**, & Bergelson, E. (*Under revision*). Talking to talkers: Infants' talk status, but not their gender, is related to language input.

**Dailey, S.**, & Bergelson, E. (*In prep*). Early lexical development: The roles of semantic similarity and home environment.

**Dailey, S.**, & Bergelson, E. (*In prep*). Predicting preschool language skills from earlier language skills and language input.

### CONFERENCE TALKS

**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.**, & 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. (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.

## RESEARCH EXPERIENCE

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|-----------|---|
| 2017–2022 | Graduate student researcher, Bergelson Lab, Duke University. P.I. Erika Bergelson.                    |
| 2020–2021 | Graduate student researcher, Baby's First Years. Advisor: Lisa Gennetian.                             |
| 2016–2017 | Lab manager, Bergelson Lab, Duke University. P.I. Erika Bergelson.                                    |
| 2015–2016 | Lab manager, SEEDLingS, University of Rochester. P.I. Erika 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

|      |  |
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| 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

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| 2021      | Reviewer, Duke Virtual Office Hours for Psychology PhD Applicants (provide PhD application feedback to underrepresented 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)   |

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| 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**

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| 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"   |