

SHANNON EGAN-DAILEY, PhD

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Curriculum Vitae

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: Erika 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: Erika 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 – Present

DrivenData, Remote

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

Research Mentor 2022 – Present

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

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>

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. (*Under review*). A year of nouns from English-learning infants' daily lives: the SEEDLingS-Nouns dataset.

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., 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.

* 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*
- Grants: Health Research Board (Ireland)
- Conferences: CogSci

RESEARCH EXPERIENCE

- 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

- 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)
- 2021–Present 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"