

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: 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

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., Richter, 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

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., 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*, *Child Development*
- 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

2022–2025 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"