

JULIA ANNE LEONARD

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julia.leonard@yale.edu

October 2022

EMPLOYMENT

Assistant Professor, Department of Psychology
Yale University, New Haven, CT

July 2021 - Present

MindCore postdoctoral fellow
University of Pennsylvania, Philadelphia, PA
Advisors: Dr. Allyson Mackey and Dr. Angela Duckworth

Sept 2018 – June 2021

EDUCATION

PhD in Brain and Cognitive Sciences
Massachusetts Institute of Technology, Cambridge, MA
Advisors: Dr. John Gabrieli and Dr. Laura Schulz
Thesis: Social Influences on Children's Learning

Sept 2013 – May 2018

B.A. Neuroscience and Behavior
Wesleyan University, Middletown, CT

Sept 2007-May 2011

FUNDING

CIFAR-Jacobs Foundation Seed-Funding: (\$50,000), Co-PI	2022-2023
"Growing up in Times of Inequality: A Global Interdisciplinary Approach"	
CIFAR-Jacobs Foundation Seed-Funding: (\$50,000), Co-PI	2022-2023
"Tolerance for Uncertainty across Individuals and Learning Contexts"	
Character Lab Research Network Grant (\$7,500)	2022
Yale Planetary Solutions Project seed grant proposal (\$80,000)	2022-2023
Jacobs Foundation Early Career Research Fellowship (\$174,000)	2022-2024
Character Lab Research Network Grant (\$40,000)	2021
MindCORE Postdoctoral Fellowship, University of Pennsylvania (\$191,000)	2018-2021
NSF Graduate Student Research Fellowship	2014-2017

HONORS AND AWARDS

Jacobs Foundation Early Career Research Fellow	2022-2024
Walle Nauta Award for Continued Dedication to Teaching, MIT	2017, 2018
Neurohackweek Fellow, University of Washington eScience Institute	2016, 2017

UCLA-Semel Institute Neuroimaging Training Program Fellow	2016
Summer Institute in Cognitive Neuroscience Fellow,	2015
Graduate Student Summer Travel Award, MIT	2015
Latin America School for Education, Cognition, and Neural Sciences Fellow	2015, 2018
Ida M. Green Graduate School Fellowship, MIT	2013
High Honors in Neuroscience and Behavior, Wesleyan University	2011
Connecticut Higher Education Community Service Award Nominee	2011
Dean's List, Wesleyan University	2008-2011
Phi Beta Kappa, Chapter of Wesleyan University	2010

PUBLICATIONS

- Leonard, J.A.**, Cordrey, S., Liu, H.S., & Mackey, A.P. (2022). Young children calibrate effort based on the trajectory of their performance. *Developmental Psychology*.
- Tooley, U.A., Park, A.T., **Leonard, J.A.**, Boroshok, A.L., McDermott, C.L., Tisdall, D., Bassett, D., & Mackey, A.P. (In Press). The age of reason: Functional brain network development during childhood. *The Journal of Neuroscience*.
- Park, A., Richardson, H., Tooley, U., McDermott, C., Boroshok, A.L., Ke, A., **Leonard, J.A.**, Tisdall, D.M., Deater-Deckard, K., Edgar, C.J., & Mackey, A.P. (In Press) Early stressful experiences are associated with reduced neural responses to naturalistic emotional and social content in children. *Developmental Cognitive Neuroscience*.
- Hart, Y., Kosoy, E., Liquin, E., **Leonard, J.A.**, Mackey, A.P., & Gopnik, A. (2022) The development of creative search strategies. *Cognition*, 225. <https://doi.org/10.1016/j.cognition.2022.105102>
- Leonard, J.A.**, Lydon-Staley, D.M., Sharp, S., Liu, H.Z., Park, A.T., Bassett, D.S., Duckworth, A.L., & Mackey, A.P. (2021) Daily fluctuations in young children's persistence. *Child Development*, 93(2). <https://doi.org/10.1111/cdev.13717>
- Chuey, A., Asaba, M., Bridgers, S., Carrillo, B., Dietz, G., Garcia, T., **Leonard, J.A.**, Liu, S., Merrick, M., Radwan, S., Stegall, J., Velez, N., Woo, B., Wu, Y., Zhou, X., Frank, M.C, & Gweon, H. (2021). Examining the Validity of Online Methods for Developmental Research. *Frontiers special issue on Empirical Research at a Distance: New Methods for Developmental Science*, 12. <https://doi.org/10.3389/fpsyg.2021.734398>
- Kominsky, J.F., Begus, K., Bass, I., Colantonio, J., **Leonard, J.A.**, Mackey, A., & Bonawitz, E. (2021). Organizing the methodological toolbox: Lessons learned from implementing developmental methods online. *Frontiers special issue on Empirical Research at a Distance: New Methods for Developmental Science*, 12. <https://doi.org/10.3389/fpsyg.2021.702710>
- Leonard, J.A.**, Duckworth, A.L., Schulz, L.E., & Mackey, A.P. (2021) Leveraging cognitive science to foster children's persistence. *Trends in Cognitive Science*, 25(8). <https://doi.org/10.1016/j.tics.2021.05.005>
- Romeo, R.R.*, **Leonard, J.A.***, Robinson, S.T., Mackey, A.P., West, M.R., & Gabrieli, J.D.E. (2021). Replication and extension of a family-based training program to improve cognitive abilities in young children. *Journal of Research on Educational Effectiveness*, 14 (4). <https://doi.org/10.1080/19345747.2021.1931999>
- Romeo, R.R., **Leonard, J.A.**, Grotziner, H.M., Robinson, S.T., Takada, M.E., Mackey, A.P., Scherer, E., Rower, M.L., West, M.R., Gabrieli, J.D.E. (2021). Neuroplasticity associated with conversational

- turn-taking following a family-based intervention. *Developmental Cognitive Neuroscience*, 49(100967). <https://doi.org/10.1016/j.dcn.2021.100967>
- Park, A.T., Tooley, U.A., **Leonard, J.A.**, Boroshok, A.L., McDermott, C.L., Tisdall, D., & Mackey, A.P. (2021). Early childhood stress is associated with blunted development of ventral tegmental area functional connectivity. *Developmental Cognitive Neuroscience*, 47(100909). <https://doi.org/10.1016/j.dcn.2020.100909>
- Leonard, J.A.**, Martinez, D.N., Dashineau, S., Park, A.T. & Mackey, A.P. (2021). Children persist less when adults take over. *Child Development*, 91(4). <https://doi.org/10.1111/cdev.13305>
- Leonard, J.A.**, Garcia, A., & Schulz, L.E. (2020). How adults' actions, outcomes, and testimony affect preschoolers' persistence. *Child Development*, 91(4). <https://doi.org/10.1111/cdev.13305>
- Leonard, J.A.**, Romeo, R.R., Park, A.T., Takada, M.E., Robinson, S.T., Grotzinger, H., Last, B.S., Finn, A.S., Gabrieli, J.D.E., & Mackey, A.P. (2019). Associations between cortical thickness and reasoning vary by socioeconomic status in early childhood and adolescence. *Developmental Cognitive Neuroscience*, 36(100641). <https://doi.org/10.1016/j.dcn.2019.100641>
- Romeo, R.R., Segaran, J., **Leonard, J.A.**, Robinson, S.T., West, M.R., Mackey, A.P., ... & Gabrieli, J.D.E. (2018). Language exposure relates to structural neural connectivity in childhood. *Journal of Neuroscience*, 0484-18. <https://doi.org/10.1093/scan/nsy017>
- Park, A.T., **Leonard, J.A.**, Saxler, P.K., Cyr, A.B., Gabrieli, J.D.E., & Mackey, A.P. (2018). Amygdala-medial prefrontal cortex connectivity relates to stress and mental health in early childhood. *Social Cognitive and Affective Neuroscience*, 13(4), 430-439. <https://doi.org/10.1093/scan/nsy017>
- Romeo, R.R., **Leonard, J.A.**, Robinson, S.T., Rowe, M.L., Mackey, A.P., Gabrieli, J.D.E. (2017). The neural correlates of the "30 million word gap": Childhood conversational exposure is associated with language-related brain function. *Psychological Science*, 29(5), 700-710. doi:10.1177/0956797617742725
- Leonard, J.A.**, Lee, Y., & Schulz, L.E. (2017). Infants make more attempts to achieve a goal when they see adults persist. *Science*, 357(6357), 1290-1294. doi:10.1126/science.aan2317
- Shusterman, A., Cheung, P., Taggart, J., Bass, T., **Leonard, J.A.**, & Schwartz, A. (2017). Conceptual correlates of counting: Children's spontaneous matching and tracking of large sets reflects their knowledge of the cardinal principle. *The Journal of Numerical Cognition*, 3(1), 1-30. doi:10.5964/jnc.v3i1.65
- Leonard, J.A.**, Flournoy, J., Lewis-de los Angeles, C., & Whitaker, K. (2017). How much motion is too much motion? Determining motion thresholds by sample size for reproducibility in developmental resting-state MRI. *Research Ideas and Outcomes*, 3: e12569. doi:10.3897/rio.3.e12569
- Finn, A.S., Minas, J., **Leonard, J.A.**, Mackey, A.P., Salvatore, J., Goetz, C., West, M., Gabrieli C.F.O., & Gabrieli, J.D.E. (2016). Functional brain organization of working memory in adolescents varies in relation to family income and academic achievement. *Developmental Science*. doi:110.1111/desc.12450
- Cain, M.S., **Leonard, J.A.**, Gabrieli, J.D.E., & Finn, A.S. (2016). Multi-media tasking in adolescents. *Psychonomic Bulletin & Review*, 1-10. doi:10.3758/s13423-016-1036-3
- Finn, A.S., Kalra, P.B., Goetz, C., **Leonard, J.A.**, Sheridan, M.A., & Gabrieli, J.D.E. (2016). Developmental dissociation between the maturation of procedural memory and declarative

memory. *Journal of Experimental Child Psychology*, 142, 212-220.

doi:10.1016/j.jecp.2015.09.027

Leonard, J.A., Mackey, A.P., Finn, A.S., & Gabrieli, J.D.E. (2015). Differential effects of socioeconomic status on declarative and procedural memory. *Frontiers in Human Neuroscience*, 9:554.

Doi:10.3389/fnhum.2015.00554

Mackey, A.P., Finn, A.S., **Leonard, J.A.**, Jacoby-Senghor, D.S., West, M.R., Gabrieli, C.F., & Gabrieli, J.D.E. (2015). Neuroanatomical correlates of the income-achievement gap. *Psychological Science*, 26(6), 925-933. doi:0956797615572233

Chai, X.J., Hirshfeld-Becker, D., Biederman, J., Uchida, M., Doehrmann, O., **Leonard, J.A.**, ... & Whitfield-Gabrieli, S. (2015). Altered intrinsic functional brain architecture in children at familial risk of major depression. *Biological Psychiatry*, 80(11), 849-858.

doi:10.1016/j.biopsych.2015.12.003

Chai, X. J., Hirshfeld-Becker, D., Biederman, J., Uchida, M., Doehrmann, O., **Leonard, J.A.**, ... & Gabrieli, J. D. (2015). Functional and structural brain correlates of risk for major depression in children with familial depression. *NeuroImage: Clinical*, 8, 398-407.

doi:10.1016/j.nicl.2015.05.004

Leonard, J.A., Berkowitz, T., & Shusterman, A. (2014). The effect of friendly touch on delay-of-gratification in preschool children. *The Quarterly Journal of Experimental Psychology*, 1-11, doi:10.1080/17470218.2014.907325

Plummer, D.B., Galla, B.M., Finn, A.S., Patrick, S.D., Meketon, D., **Leonard, J.A.** ... Duckworth, A.L. (2014). A behind-the-scenes guide to school-based research. *Mind, Brain, and Education*, 8(1), 15-20. doi:10.1111mbe.12040

Finn, A.S., Kraft, M., West, M., **Leonard, J.A.**, Bisk, C., Martin, R., Sheridan, M.A., Gabrieli, C.F.O., & Gabrieli, J.D.E. (2014). Cognitive skills, student achievement tests, and schools. *Psychological Science*, 25(3), 736-44. doi: 10.1177/0956797613516008

UNDER REVISION/ IN PREPARATION

Leonard, J.A., Garcia, T., Bennet-Pierre, G., & Gweon, H. (in prep). Preschoolers infer relative competence based on quality and process.

Asaba, M., Santos, M., Jara-Ettinger, J., & **Leonard, J.A.** (in prep) Adolescents are most motivated by encouragement from someone who knows their abilities and the domain.

PEER-REVIEWED CONFERENCE PROCEEDINGS (6-page papers)

⁺Indicates trainee

⁺Asaba, M., Santos, M., Jara-Ettinger, J., & **Leonard, J.A.** (2022) Adolescents are most motivated by encouragement from someone who knows their abilities and the domain. *Proceedings of the 44th Annual Conference of the Cognitive Science Society*.

⁺Zhang, F., McDougle, S., & **Leonard, J.A.** (2022) Thinking about doing: Representations of skill learning. *Proceedings of the 44th Annual Conference of the Cognitive Science Society*.

Serko, D., **Leonard, J.A.**, & Ruggeri, A. (2022) Developmental changes in children's training strategies. *Proceedings of the 44th Annual Conference of the Cognitive Science Society*.

Leonard, J.A., Sandler, J., Nerenberg, A., Rubio, A., Schulz, L.E., & Mackey, A. P. (2020). Preschoolers are sensitive to their performance over time. *Proceedings of the 42st Annual Conference of the Cognitive Science Society*.

Leonard, J.A., Bennett-Pierre, G., & Gweon, H. (2019). Who is better? Preschoolers infer relative competence based on efficiency of process and quality of outcome. *Proceedings of the 41st Annual Conference of the Cognitive Science Society.*

CONFERENCE PRESENTATIONS

⁺Indicates trainee

⁺Asaba, M., Santos, M., Jara-Ettinger, J., & **Leonard, J.A.** (2022) *Adolescents are most motivated by encouragement from someone who knows their abilities and the domain.* The Annual Meeting of the Cognitive Science Society, Toronto, CAN.

⁺Zhang, F., McDougle, S., & **Leonard, J.A.** (2022) *Thinking about doing: Representations of skill learning.* The Annual Meeting of the Cognitive Science Society, Toronto, CAN.

Leonard, J.A., Liu, H., Cordrey, S., & Mackey, A.P. (2021) *Children stick with a challenge when their performance improves over time.* Society for Research in Cognitive Development, Virtual Conference.

Leonard, J.A., Bennett-Pierre, G., Garcia, T. & Gweon, H. (2021). *Young children infer relative competence based on efficiency of process and quality of outcome* Society for Research in Cognitive Development, Virtual Conference.

Leonard, J.A., Thomas, O., Pelz, M., Braham, E. (2020)*. *Children and challenge: Using research to inform museum experiences.* InterActivity: Association of Children's Museums Conference, St. Louis, MO.

Romeo, R.R., **Leonard, J.A.,** Grotzinger, H., Robinson, S.T., Takada, M., Segaran, J., Mackey, A.P., Rowe, M.L., Gabrieli, J.D.E. (2019). *Cortical plasticity associated with a parent-implemented language intervention.* FLUX Congress, New York, NY.

Romeo, R.R., **Leonard, J.A.,** Grotzinger, H., Robinson, S.T., Takada, M., Segaran, J., Mackey, A.P., Rowe, M.L., Gabrieli, J.D.E. (2019). *Cortical plasticity associated with a parent-implemented language intervention.* Society for the Neurobiology of Language, Helsinki, Finland.

Leonard, J.A., Bennet-Pierre, G., & Gweon, H. (2019). *Who is better? Preschoolers infer relative competence based on efficiency of process and quality of outcome.* The Annual Meeting of the Cognitive Science Society, Montreal, CAN.

Leonard, J.A., Romeo, R.R., Park, A.T., Takada, M.E., Robinson, S.T., Grotzinger, H., Last, B.S., Finn, A.S., Gabrieli, J.D.E., & Mackey, A.P. (2018). *The neural correlates of reasoning differ by socioeconomic status in development.* Society for Research in Cognitive Development, Baltimore, MD.

Romeo, R.R., **Leonard, J.A.,** Robinson, S.T., Rowe, M.L., Mackey, A.P., Gabrieli, J.D.E. (2018). *Neural plasticity associated with a parent-implemented language intervention.* Boston University Conference on Child Language Development, Boston, MA.

Leonard, J.A. Garcia, A., Chew, K., & Schulz, L.E. (2018). *Practice what you preach: Children integrate adults' outcomes, actions, and testimony to decide how hard to try.* The International Congress of Infant Studies, Philadelphia, PA.

Leonard, J.A. & Schulz, L.E. (2018). *Social influences on children's motivation.* Association for Psychological Sciences, San Francisco, CA.

* Cancelled due to Covid-19

- D'Mello A., Romeo, R.R., **Leonard, J.A.**, Mackey, A.P., Gabrieli, J.D.E. (2018). Cerebellar contributions to children's language processing. In nanosymposium: Human cognition and behavior: Neurocognitive development. *Society for Neuroscience*, San Diego, CA.
- Leonard, J.A.**, Romeo, R.R., Mackey, A.P., Takada, M., Robinson, S., Gabrieli, J.D.E., & Schulz, L.E. (2017). *Predicting and Intervening on cognitive outcomes in young children*. Society for Research in Cognitive Development, Austin, TX.
- Romeo, R.R., **Leonard, J.A.**, Robinson, S.T., Rowe, M.L., Mackey, A.P., Gabrieli, J.D.E. (2017). *Children's language exposure predicts neural structure and function during language processing, independent of SES*. Society for Research in Cognitive Development, Austin, TX.
- Leonard, J.A.**, Gabrieli, J.D.E., & Schulz, L.E. (2016). *Socioeconomic status and exploratory play in early childhood*. Active Learning Workshop at the Cognitive Science Society, Philadelphia, PA.
- Leonard, J.A.**, & Schulz, L.E. (2015). *If at first you don't succeed: The role of evidence in children's persistence*. More On Development, Columbus, OH.
- Leonard, J.A.**, Flyod, S., Schulz, L.E. (2015). *The development of implicit theories of effort*. The Society for Research in Cognitive Development, Philadelphia, PA.
- Mackey, A.P., **Leonard, J.A.**, Finn, A.S., Gabrieli, J.D.E. (2014). *Hippocampal structure and connectivity is linked to standardized test score improvement*. Society for Neuroscience, Washington, DC.
- Finn, A.S., **Leonard J.A.**, Mackey, A.P., Goetz, C.A., Salvatore, J., De los Angeles, C., Sheridan, M.A., Gabrieli, C.F.O., & Gabrieli, J.D.E. (2013). *The neural substrates associated with improvement on standardized exams during middle school*. The Society for Neuroscience, San Diego, CA.

CONFERENCE POSTERS

⁺Indicates trainee

- Serko, D., **Leonard, J.A.**, Ruggeri, A. (2022) *Developmental changes in children's training strategies*. The Annual Meeting of the Cognitive Science Society, Toronto, CAN.
- ⁺Asaba, M., Santos, M., Jara-Ettinger, J., & **Leonard, J.A.** (2022) *Who is motivating? Students evaluate encouragement based on speaker's knowledge*. Cognitive Development Society, Madison, WI.
- ⁺Shachnai, R., ⁺Asaba, M., Santos, M., & **Leonard, J.A.** (2022) *Why parents intervene in their young children's struggles*. Cognitive Development Society, Madison, WI.
- Serko, D., **Leonard, J.A.**, Ruggeri, A. (2022) *Older but not younger: Children adapt thier decisions about which game to practice more to maximize test performance*. Cognitive Development Society, Madison, WI
- ⁺Asaba, M., Nerenberg, A., & **Leonard, J.A.** (2021). *Who is motivating? Students evaluate encouragement based on speaker's knowledge*. The Annual Meeting of the Cognitive Science Society, Virtual conference.
- Park, A.T., **Leonard, J.A.**, Tooley, U.A., Richardson, H., Ke, A., Tisdall, D., Edgar, C., & Mackey, A.P. (2020). *Neural activation to naturalistic emotional events in young children*. FLUX Congress, Santa Rosa, CA (Virtual conference).
- Leonard, J.A.**, Sandler, J., Nerenberg, A., Rubio, A., Schulz, L.E., & Mackey, A. P. (2020). *Preschoolers are sensitive to their performance over time*. The Annual Meeting of the Cognitive Science Society, Toronto, CAN (Virtual conference).

- Tooley, U. A., Park, A. T., **Leonard, J. A.**, Boroshok, A. L., Bassett, D. S., & Mackey, A. P. (2020). *Functional network development during early childhood*. (2020). Organization for Human Brain Mapping Equinox, (Virtual conference).
- Park, A. T., Tooley, U. A., Boroshok, A. L., **Leonard, J. A.**, & Mackey, A. P. (2020). *Early childhood stress is associated with blunted development of ventral tegmental area connectivity* [Poster presentation]. Human Brain Mapping Annual Meeting, Montréal, Québec, Canada.
- Leonard, J.A.**, Martinez, D.N., Dashineau, S., & Mackey, A.P. (2019). *Let me do it myself: The relationship between intrusive behavior in adults and young children's persistence*. Child Development Society, Louisville, KY.
- Martinez, D.N., **Leonard, J.A.**, & Mackey, A.P. (2019). *Children's persistence is related to how much they attend to their parent's effortful actions*. Child Development Society, Louisville, KY.
- Leonard, J.A.**, Sorcher, L., Forde, J., Fergeler, S., Tooley, U.A., Park, A.T., Hart, Y., & Mackey, A.P. (2019). *Associations between brain development and creativity in early childhood*. FLUX Congress, New York, NY.
- Park, A.T., **Leonard, J.A.**, Tooley, U.A., Boroshok, A.L., & Mackey, A.P. (2019). *Stress exposure in early childhood relates to altered midbrain functional connectivity*. FLUX Congress, New York, NY.
- Tooley, U.A., Park, A.T., **Leonard, J.A.**, Bassett, D.S., & Mackey, A.P. (2019). *Functional network development in early childhood*. FLUX Congress, New York, NY.
- Valencia V., Romeo, R., **Leonard, J.A.**, Rowe, M., & Gabrieli, J.D.E. (2019). *Hablamos Ambos (We Speak Both): Relationship between primary language use and lexical diversity in bilingual families*. Society for Research in Cognitive Development, Baltimore, MD.
- Romeo, R.R., **Leonard, J.A.**, Segaran, J., Mackey, A.P., Rowe, M.L., Gabrieli, J.D.E. (2019). *Structural and functional neural correlates of language experience in children from diverse socioeconomic backgrounds*. Society for Research in Child Development, Baltimore, MD.
- Leonard, J.A.**, Romeo, R.R., Park, A.T., Takada, M.E., Robinson, S.T., Grotzinger, H., Finn, A.S., Gabrieli, J.D.E., & Mackey, A.P. (2018). *Associations between cortical thickness and reasoning vary by socioeconomic status in early childhood*. Cognitive Neuroscience Society, Boston, MA.
- Romeo, R.R., Segaran, J., **Leonard, J.A.**, Robinson, S. T., Mackey, A.P., Yendiki, A., Rowe, M.L., & Gabrieli, J.D.E. (2018). *Neural correlates of the "30-million word gap": Children's language exposure is related to white matter structure*. *Cognitive Neuroscience Society*, Boston, MA.
- Leonard, J.A.**, Magid, R., Kleiman-Weiner, M., DePascale, M., Tenenbaum, J., & Schulz, L.E. (2017). *Preschoolers rationally deploy effort in social learning and collaborative contexts*. Cognitive Development Society, Portland, OR.
- Leonard, J.A.**, Kleiman-Weiner, M., Lee, Y., Tenenbaum, J., & Schulz, L.E. (2017). *Preschoolers and infants calibrate persistence from adult models*. Cognitive Science Society, London, UK.
- Takada, M.E., **Leonard, J.A.**, Romeo, R.R., Robinson, S.T., Mackey, A.P., & Gabrieli, J.D.E. (2017). *Cognitive and neural correlates of mathematical reasoning across math proficiency levels*. Society for Research in Cognitive Development, Austin, TX.
- Romeo, R.R., **Leonard, J.A.**, Robinson, S.T., Rowe, M.L., Mackey, A.P., & Gabrieli, J.D.E. (2017). *Language exposure is associated with the cortical thickness of young, low-SES children*. Society for the Neurobiology of Language, Baltimore, MD.
- Romeo, R.R., **Leonard, J.A.**, Robinson, S.T., Segaran, J., Rowe, M.L., Mackey, A.P., & Gabrieli, J.D.E. (2016). *Children's language exposure predicts neural activation during language processing*. Society for Neuroscience, San Diego, CA.

- Leonard, J.A.,** Lee, Y., & Schulz, L.E. (2015). *If at first you don't succeed: The role of evidence in preschoolers' and infants' persistence*. Cognitive Development Society, Columbus, OH.
- Leonard, J.A.,** Mackey, A.P., Finn, A.S., & Gabrieli, J.D.E. (2015). *Differential effects of socioeconomic status on declarative and procedural memory*. FLUX congress, Leiden, Netherlands.
- Leonard, J.A.,** Lee, Y., & Schulz, L.E. (2015). *If at first you don't succeed: The role of evidence in preschoolers' and infants' persistence*. Cognitive Science Society, Pasadena, CA.
- Mackey, A.P., Finn, A.S., **Leonard, J.A.,** Salvatore, J., Goetz, C.A., & Gabrieli, J.D.E. (2014). *Cortical thickness differences associated with family income in adolescents*. Human Brain Mapping, Hamburg, Germany.
- Leonard, J.A.,** Finn, A.S., Mackey, A.P., Salvatore, J., De los Angeles, C., Goetz, C.A., Gabrieli, J.D.E., & Whitfield-Gabrieli, S. (2014). *Relation of functional connectivity to cognitive abilities in adolescents from socioeconomically diverse backgrounds*. The Cognitive Neuroscience Society, Boston, MA.
- Leonard, J.A.,** Finn, A.S., Mackey, A.P., Salvatore, J., De los Angeles, C., Goetz, C.A., Gabrieli, J.D.E., & Whitfield-Gabrieli, S. (2013). *Resting-state MRI in adolescents: Relation of functional connectivity to cognitive abilities and educational outcomes*. The Society for Neuroscience, San Diego, CA.
- Mackey, A.P., Finn, A.S., **Leonard, J.A.,** Salvatore, J., Goetz, C.A., & Gabrieli, J.D.E. (2013). *Cognitive, academic, and brain difference associated with low income backgrounds in adolescents*. The Society for Neuroscience, San Diego, CA.
- Finn, A., Albert, N., **Leonard, J.A.,** & Hudson Kam, C.L. (2013). *Effort in skill learning: More persistent benefits for children*. The Cognitive Neuroscience Society, San Francisco, CA.
- Leonard, J.A.,** Berkowitz, T., & Shusterman, A. (2013). *The effects of touch on compliance in pre-school age children*. The Society for Research in Cognitive Development, Seattle, WA.
- Finn, A., Sheridan, M.A., Salvatore, J., **Leonard, J.A.,** & Gabrieli, J.D.E (2012). *Individual differences in adolescents' ability to filter items for working memory predict neural structure and function*. The Society for Neuroscience, Louisiana.
- Leonard, J.A.,** Berkowitz, T., & Shusterman, A. (2011). *The effects of touch on compliance in pre-school age children*. The Cognitive Development Society, Philadelphia, PA.

INVITED TALKS

Developmental Psychology Talk Series, UC San Diego	2023
Social Curiosity Workshop, University of Göttingen & Stanford University	2022
Cognitive Development Center Seminar Series, Central European University	2022
Developmental Brown Bag, Brown University	2022
Developmental Science Program Colloquium, University of Maryland	2022
Developmental Talk Series, University of Toronto	2021
Teachers College Seminar, Columbia University	2021
Developmental Brown Bag, Duke University	2021
Computational Cognitive Development Laboratory, Harvard University	2021
Psychology Developmental Colloquium, Temple University	2020
Department of Psychology Colloquium, University of Chicago	2020
Department of Psychology Colloquium, University of Southern California	2020
iSearch Research Retreat, Max Planck Institute for Human Development	2020
Concepts and Categories Seminar, New York University	2019

Department of Psychology Colloquium, Yale University	2019
Department of Psychology Colloquium, Stanford University	2019
Affective Neuroscience and Development Laboratory, Harvard University	2018
Developmental Group Talk Series, University of Pennsylvania	2017
Developmental Colloquium, Stanford University	2017

TEACHING

Primary Instructor

Developmental Psychology, Yale University	2021, 2022
Tools for Academic Success and beyond, Yale University	2022
Science Pedagogy for Elementary School Students, Wesleyan University	2009-2011
Co-taught with Dr. Westmoreland, Dr. Roberts	

Teaching Assistant

Infant & Childhood Cognition, MIT	2016
Psychological Science, MIT	2016, 2017
Cognitive Processes, MIT	2015
Research Methods in Cognitive Development and Education, Wesleyan	2010

PROFESSIONAL SERVICE TO THE FIELD

Journal Ad-hoc Reviewer

Child Development, Cognition, Cognitive Development, Cognitive Science, Cognitive Psychology, Developmental Cognitive Neuroscience, Developmental Psychology, Developmental Psychobiology, Developmental Science, Developmental Psychobiology, Human Brain Mapping, Journal of Experimental Child Psychology, Journal of Neuroscience, Journal of Experimental Psychology: General, Nature Communications, Personality and Social Psychology Bulletin, Plos One

Conference Reviews

Society for Research in Child Development, Cognitive Development Society

UNIVERSITY AND DEPARTMENTAL SERVICE AT YALE

The Psychology Department's Committee on Racial Equity and Diversity	2022-
The Graduate Program Advisory Committee	2022-2023
Chair of Psychology Colloquia	2022-2023
Developmental Search Committee, Department of Psychology	2022-2023
The Education Studies Advisory Committee	2022-2023
Open Search Committee, Department of Psychology	2021-2022
Fellow, Silliman College	2021-

PROFESSIONAL MEMBERSHIP

American Psychological Association	2017
Cognitive Science Society	2015
FLUX Congress	2015
Cognitive Neuroscience Society	2014
Society for Neuroscience	2013
Cognitive Development Society	2011

MENTORSHIP

Yale Postdoctoral Mentor

Mika Asaba, 2021 – present

NSF Social, Behavioral, and Economic Sciences Postdoctoral Fellowship

Yale Graduate Mentor

Reut Shachnai, Yale Psychology (Developmental) Ph.D Program (2021 – present)

Brandon Carrillo, Yale Psychology (Developmental) Ph.D Program (2021 – present)

Flora Zhang, Yale Psychology (Cognitive) Ph.D Program (2021 – present)

Visiting Graduate Students

Daniil Serko, Max Plank Institute for Human Development, Ph.D Program (Spring 2022)

Graduate Committees*Dissertation Committees*

Kate Yang (Developmental, 2022), Megan Collins (Clinical, 2022)

Pre-Dissertation Committees

Jordan Foster (Clinical, 2022)

Yale Undergraduate Mentor*Undergraduate Senior Theses*

Psychology: Marissa Healy (Spring 2023)

Cognitive Science: Noah Norman (Spring 2023), Emily Li (Spring 2022)

Undergraduate Research Assistants in the Leonard Learning Lab

Justice Brown (2022), AC Christakis (2022), Yagmur Ozturkoglu (2022), Zahra Yarali (2022), Noah Norman (2022), Lauren Okine (2022), Jessie Cheung (2022), Montse Rodriguez (2022), Elaine Cheng (2022), Matthew Elmore Merritt (2021-2022), Suzanna Yang (2021-2022)

Penn Undergraduate Mentor*Undergraduate Psychology Senior Theses*

Skyler Cordrey (Spring 2021), Amanda Nerenberg (Spring 2021), Julia Sandler (Spring 2020), Aidan Rubio (Spring 2020), Lily Stein (Fall 2020), Dominique Martinez (Spring 2019), Samantha Dashineau (Villanova Masters student 2019)

Undergraduate Research Assistants in the Changing Brain Lab

Skyler Cordrey (2019-2021), Amanda Nerenberg (2019-2021), Greer Bizzell-Hatcher (2019-2021), Hunter Liu (2019-2021), Ava Cruz (2018- 2019)

MIT Undergraduate Mentor*Undergraduate Research Assistants in the Early Childhood Cognition Lab*

Andrea Garcia (2018), Stephanie Flores (2018) Fatima Gunter-Rahman (2017-2018), Yuna Lee (2015-2017), Megumi Takada (2015-2017), Katherine Chew (2017), Yuriko Fukumura (2017), Daniel Mirney (2016), Emily McDermitt (2016), Jakub Kaczmarzyk (2015), Dayna Wilmot (2014-2017)

AWARDS AND FUNDING TO TRAINEES

NSF SBE Postdoctoral Fellowship (2022 – 2024): Mika Asaba (Postdoctoral fellow)

Yale CIPE Summer Research Fellowship (2022): Lauren Okine (undergraduate research assistant)
Davenport College Richter Summer Fellowship (2022): Jessie Cheung (undergraduate research assistant)