

JULIA ANNE LEONARD
2 Hillhouse Ave, New Haven CT 06511
julia.leonard@yale.edu
November 2021

EMPLOYMENT

Yale University

Assistant Professor, Department of Psychology

July 2021 -

University of Pennsylvania

September 2018 – June 2021

MindCore postdoctoral fellow with Dr. Allyson Mackey

Advisory committee: Dr. Angela Duckworth, Dr. Martha Farah, Dr. Joe Kable

EDUCATION

Massachusetts Institute of Technology

September 2013 – May 2018

PhD in Brain and Cognitive Sciences with Dr. John Gabrieli and Dr. Laura Schulz

Thesis: *Social Influences on Children's Learning*

Wesleyan University

May 2011

B.A. Neuroscience and Behavior, Phi Beta Kappa, High Honors, GPA: 4.0

Advisor: Anna Shusterman

Honors Thesis: *The Effects of Touch on Compliance in Preschool-Age Children*

HONORS AND AWARDS

Jacobs Foundation Early Career Research Fellowship (2022)

MindCORE Postdoctoral Fellowship, University of Pennsylvania (2018)

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, UCSB (2015)

Graduate Student Summer Travel Award, MIT (2015)

Latin America School for Education, Cognition, and Neural Sciences Fellow (2015, 2018)

NSF Graduate Student Research Fellowship (2014)

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, 2009, 2010, 2011)

Phi Beta Kappa, Chapter of Wesleyan University (2010)

FUNDING

Jacobs Foundation Early Career Research Fellowship (2022 – 2024): 165,000 CHF (~\$17400).
Character Lab Research Network Grant (2021): \$20,000
MindCORE Postdoctoral Fellowship, University of Pennsylvania (2018)
NSF Graduate Student Research Fellowship (2014)

PUBLICATIONS

- Leonard, J.A.**, Lydon-Staley, D.M., Sharp, S., Liu, H.Z., Park, A.T., Bassett, D.S., Duckworth, A.L., & Mackey, A.P. (Accepted) Daily fluctuations in young children's persistence. *Child Development*.
- 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.**, 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.**, 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.**, Bennet-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*.
- 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

- Hart, Y., Kosoy, E., Linquin, E., **Leonard, J.A.**, Mackey, A.P., & Gopnik, A. (Under review at *Cognition*) The development of creative search strategies
- Leonard, J.A.**, Cordrey, S., Liu, H.S., & Mackey, A.P. (Under review at *Cognition*) Young children calibrate effort based on the trajectory of their performance

CONFERENCE PRESENTATIONS

- 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.**, Bennet-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.
- 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.

* Cancelled due to Covid-19

- 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

- 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

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 EXPERIENCE, PROFESSIONAL SERVICE, OUTREACH

Developmental Psychology (2021), Yale University	
Role: Sole Instructor	
Infant & Childhood Cognition (2016), MIT	
Role: Teaching assistant	
Dr. Laura Schulz, Professor of Brain and Cognitive Sciences	
Psychological Science (2016, 2017), MIT	
Role: Teaching assistant	
Dr. John Gabrieli, Professor of Brain and Cognitive Sciences	
Cognitive Processes (2015), MIT	
Role: Teaching assistant	
Dr. Mary Potter, Professor of Brain and Cognitive Sciences	
Research Methods in Cognitive Development and Education (2010), Wesleyan University	
Role: Teaching assistant	
Dr. Anna Shusterman, Professor of Psychology	
Science Pedagogy for Elementary School Students (2009 – 2011), Wesleyan University	
Role: Co-taught with Dr. Westmoreland, Dr. Roberts, Professors of Chemistry	

PROFESSIONAL SERVICE

Journal Reviewer

Child Development, Cognition, Cognitive Science, Cognitive Development, Developmental Psychology, Developmental Cognitive Neuroscience, Developmental Psychobiology, Human Brain Mapping, Journal of Experimental Child Psychology, Journal of Neuroscience, Plos One

Conference Reviews

Society for Research in Child Development.

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
Society for Research on Cognitive Development	2011

MENTORSHIP

Yale Graduate Mentor

Reut Shachnai, 2021 -
Brandon Carrillo, 2021 -

Yale Postdoctoral Mentor

Mika Asaba, 2021 -

Yale Undergraduate Mentor

Emily Li (Cognitive Science Honors thesis), 2021 – 2022
Matthew Elmore Merritt, 2021 –
Suzanna Yang, 2021 -

Penn Undergraduate Mentor

Skyler Cordrey (Honors thesis), 2019, 2020, 2021
Amanda Nerenberg (Honors thesis), 2019, 2020, 2021
Greer Bizzell-Hatcher, 2019, 2020, 2021
Hunter Liu, 2019, 2020, 2021
Julia Sandler (Honors thesis), 2019, 2020
Aidan Rubio (Honors thesis), 2019, 2020
Lily Stein (Honors thesis), 2019, 2020
Samantha Dashineau (Villanova Masters student), 2019
Dominique Martinez (Honors thesis), 2018, 2019
Ava Cruz, 2018, 2019

MIT Undergraduate Mentor

Caitlin Tan, 2013, 2014
Dayna Wilmot, 2014, 2015
Yuna Lee, 2015, 2016, 2017
Jakub Kaczmarzyk, 2015
Megumi Takada, 2015, 2016, 2017
Daniel Mirney, 2016
Yuriko Fukumura, 2017
Emily McDermitt, 2016
Katherine Chew, 2017
Fatima Gunter-Rahman, 2017, 2018

Andrea Garcia, 2018
Stephanie Flores, 2018

High School Mentor

Daniel Remondi, Belmont Hill School, Belmont, MA, 2014, 2015
James Onyeukwu, Belmont Hill School, Belmont, MA, 2014, 2015
Courtney Noll, Spackenkill High School, Poughkeepsie, NY, summer 2014, 2015

REFERENCES

Dr. John Gabrieli, Professor of Brain and Cognitive Sciences, MIT
gabrieli@mit.edu, 617-324-2896

Dr. Laura Schulz, Professor of Brain and Cognitive Sciences, MIT
lschulz@mit.edu, 617-324-4859

Dr. Allyson Mackey, Assistant Professor of Psychology, University of Pennsylvania
mackeya@sas.upenn.edu, 215-573-3074

Dr. Angela Duckworth, Professor of Psychology, University of Pennsylvania
aduckworth@characterlab.org, 215-898-1339