

PATRICK MICHAEL DONNELLY
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EDUCATION

University of Washington, Seattle, WA
Ph.D. Student, Department of Speech & Hearing Sciences **Sept 2016 – Present**

Tufts University, Medford, MA
Bachelor of Arts in Child Development, summa cum laude **May 2014**

POSITIONS

Doctoral Student Association, University of Washington, Seattle, WA
President, Department of Speech & Hearing Sciences **June 2018 - Present**
Vice President June 2017 – May 2018

MN Hopekits, Minneapolis, MN
Board Member, non-profit organization **Nov 2016 - Present**

Institute for Learning & Brain Sciences, University of Washington, Seattle, WA
Research Study Assistant; Brain Development & Education Lab **July 2015 – Sept 2016**

Health and Human Rights Journal, Harvard University, Boston, MA
Volunteer, Blog Contributor; FXB Center for Health and Human Rights **Nov 2014 – Jun 2015**

Women and Health Initiative, Harvard School of Public Health, Boston, MA
Temporary Employee; Global Health and Populations Department **Oct 2014**

Center for Reading and Language Research, Tufts University, Medford, MA
Lead Research Assistant; Genes, Reading, and Dyslexia Study **2011 – 2014**

TEACHING ASSISTANT POSITIONS

SPHSC 425: Speech, Language, Hearing and the Brain, Dr. Adrian KC Lee (Winter 2019)
SPHSC 320: Anatomy and Physiology of Speech, Dr. Michael Burns (Spring 2017, 2018)
SPHSC 425: Speech, Language, Hearing and the Brain, Dr. Jason Yeatman (Winter 2017, 2018)
SPHSC 302: Phonetics, Mara Kapsner-Smith (Winter 2018, 2019)

PUBLICATIONS

Donnelly P.M., Huber E., & Yeatman, J.D. (2018). Intensive Summer Intervention Drives Linear Growth of Reading Skill in Struggling Readers. PsyArXiv JFPE3 [Preprint]. January 18, 2018. Available from: <http://doi.org/10.17605/OSF.IO/JFPE3>

Huber, E., **Donnelly, P.M.**, & Yeatman, J.D. (2018). Rapid and widespread white matter plasticity during an intensive reading intervention. *Nature Communications*, 9(1), 2260.

<https://doi.org/10.1038/s41467-018-04627-5>

Joo, S. J., **Donnelly, P. M.**, & Yeatman, J. D. (2017). The causal relationship between dyslexia and motion perception reconsidered. *Scientific Reports*, 7(1), 4185. <http://doi.org/10.1038/s41598-017-04471-5>

POSTERS PRESENTATIONS

Donnelly, P.M., Huber, E., Yeatman, J.D., Intensive summer reading intervention drives linear growth of reading skill in dyslexic children, Poster Presentation at the Society for the Scientific Study of Reading, Halifax, Nova Scotia, 2017

Joo, S.J., **Donnelly, P.M.**, & Yeatman, J.D., Learning to read does not affect motion processing in dyslexia, Poster Presentation for Vision Sciences Society Annual Meeting, St. Pete Beach, Florida, 2017

Yeatman, J.D., White, A.L., Strodtman, D., **Donnelly, P.M.**, Joo, S.J., Visual deficits and individual differences in developmental dyslexia, Poster Presentation for Vision Sciences Society Annual Meeting, St. Pete Beach, Florida, 2017

ORAL PRESENTATIONS

Huber, E., **Donnelly, P.M.**, Rokem, A., & Yeatman J.D., Brief, Intensive Reading Intervention Alters White Matter Properties Throughout a Widespread Network, Oral Presentation for the Vision Sciences Society Annual Meeting, St. Pete Beach, Florida, 2017

ACADEMIC AFFILIATIONS

Society for the Scientific Study of Reading (2016-present)

Society for the Study of Child Development (2016)

National Student Speech Language Hearing Association (2018)

COMMUNITY OUTREACH/ADVOCACY

Yeatman J.D., **Donnelly P.M.**, Institute for Learning & Brain Sciences (producer). (2017) Module 16: Foundations of Literacy [online module]. Available at: <http://modules.ilabs.uw.edu/module/foundations-of-literacy/>

Yeatman J.D., **Donnelly P.M.**, Institute for Learning & Brain Sciences (producer). (2017) Module 17: Development of Literacy [online module]. Available at: <http://modules.ilabs.uw.edu/module/development-of-literacy/>

HONORS/AWARDS

Phi Beta Kappa (2014)

Eagle Scout (2010)

Advanced 1 Ballet Certification, Royal Academy of Dance (2010)