

Joanna A. Christodoulou, EdD

Dept. of Communication Sciences and Disorders
MGH Institute of Health Professions
36 1st Avenue
Boston, MA 02129-4557
(617) 643-1482
jchristodoulou@mghihp.edu

Education

EdD, Human Development and Psychology, 2010
Harvard Graduate School of Education, Cambridge, MA
EdM, Mind, Brain, and Education,
Harvard Graduate School of Education, Cambridge, MA
MA, Applied Child Development,
Eliot-Pearson Dept. of Child Development, Tufts University, Medford, MA
BS, Biology-Psychology and Biomedical Engineering,
Tufts University, Medford, MA

Postdoctoral Training

McGovern Institute for Brain Research, 2010-2013
Massachusetts Institute of Technology, Cambridge, MA

Academic Appointments and Affiliations

Associate Professor. MGH Institute of Health Professions, Boston, MA 2018-
Research Affiliate. Speech-Language Pathology Department, 2016-
Massachusetts General Hospital, Boston, MA
Adjunct Lecturer on Education. Harvard Graduate School of Education, 2014-
Cambridge, MA
Research Affiliate. McGovern Institute for Brain Research, 2014-
Massachusetts Institute of Technology, Cambridge, MA
Assistant Professor. MGH Institute of Health Professions, Boston, MA 2014-2018
Member of the Faculty. Harvard Graduate School of Education, 2012-2013
Cambridge, MA
Lecturer. Psychology Department, Harvard College, Cambridge, MA. 2012-2013
Adjunct Assistant Professor. MGH Institute of Health Professions, 2010-2013
Boston, MA
Instructor. Psychology Department, Harvard College, Cambridge, MA. 2008-2011
Instructor. Harvard Graduate School of Education, Cambridge, MA 2009
Oral and Written Language Evaluator. Learning Disabilities Program, 2002-2018
Boston Children's Hospital, Boston, MA

Honors and Awards

Invited advisory board member: National Center for Learning Disabilities	2021-
Invited author: Global Educational Assessment, led by the United Nations Educational, Scientific and Cultural Organization (UNESCO), in cooperation with the Mahatma Gandhi Institute of Education for Peace	2020-
Partners in Excellence Award, MGH, Summer Program in Literacy and Scholarship at Harvard-Kent Elementary School	2020
Invited Presenter, Coalition for National Science Funding's Exhibition and Reception on Capitol Hill, Washington, DC	2017
Awardee, Inaugural New Investigator Award, MGH Institute	2016
Invited Attendee, White House Office of Science & Technology Policy Workshop on Neuroscience and Learning, Washington, DC	2015
Transforming Education Through Neuroscience Award, Learning & the Brain Foundation, International Mind, Brain, and Education Society	2014
National Institutes of Health/National Institute of Child Health & Human Development, Loan Repayment Program	2011-2015
Harvard University Certificate of Teaching Excellence & Distinction in Teaching/George W. Goethals Award	2012, 2011, 2010, 2009, 2009, 2008
Faculty Guest, Student-Faculty Dinner, Harvard College	2016, 2012, 2011, 2010, 2009
Jeanne Chall Reading Lab Grant for Doctoral Research Travel Support	2010
Mind, Brain, Behavior Research Award, Harvard University	2007-2008
Dean's Summer Fellowship, Harvard Graduate School of Education	2007
Spencer Pre-Doctoral Research Apprenticeship Award	2006-2007
Mind, Brain, Behavior Research Award, Harvard University	2006
Hobb's Fellowship Award, Harvard Graduate School of Education	2005-2006
Dean's Fellowship Award, Harvard Graduate School of Education	2004-2006
Fulbright Fellowship Award, Greece	2003-2004
Graduate Conference Award, Graduate School of Arts and Sciences, Tufts University	2001, 2002, 2002, 2003

Grants

Current

National Institutes of Health (NIH). #1R15HD102881-01A1, PI, Summer slide, glide, or gain: The effects of socioeconomic status and reading disability on summer reading outcomes.	2021-2024
National Science Foundation (NSF). Convergence: RAISE: WIN: a Window Into Neuroregulation. Co-PI (PI: A. Chiba).	2019-2022
MGH Institute COVID-19 Small Grant Research Award. PI, Mitigating Summer Reading Loss During COVID-19: Examining Social Emotional Competencies as Protective Factors.	2020-2021
National Science Foundation (NSF). Brain bases of reading and math disability. Co-PI (PI: J. Gabrieli).	2016-2021

Completed

Boston Public Schools Summer School Grant	2017-2020
MGH Institute of Health Professions, Faculty Research Fellowship, Investigating diagnostic approaches for reading disabilities: A survey of practitioners. Co-Investigator	2016-2017
Boston Children's Hospital (Private donation). Investigating reading and attention in struggling learners. Co- Investigator.	2014-2016
The Peter and Elizabeth C. Tower Foundation . Developing a brain-based framework for individualized reading remediation for children with language-based learning disabilities. Co-Investigator	2013-2016
MGH Institute of Health Professions, Changing Course Fellowship, PI Improving our understanding of language challenges: Differentiating experience versus disability in English Language Learners.	2014-2015
MGH Institute of Health Professions, Faculty Research Fellowship, PI Investigating reading during summer months.	2014-2015
Smithsonian Institution, George E. Burch Fellowship , PI What is boredom in the classroom? Resting state associations with academic and behavioral outcomes.	2012-2014
Harvard Medical School, William F. Milton Fund , PI: Gigi Luk Investigating bilingualism and reading difficulty. Co-Principal Investigator.	2012-2013

Publications

Submitted

1. **Christodoulou, J.A.**, Okano, K., Gove, A., McBride, C., Raihani, R., Strigel, C., Pérez, L.T. and Chakraborty, A. (in press, 2022). 'Diversity and Social Justice in Education' in Vickers, E.A., Pugh, K. and Gupta, L. (eds.) *Education and Context in Reimagining Education: The International Science and Evidence based Education Assessment* [Duraiappah, A.K., Atteveldt, N.M. van et al. (eds.)]. New Delhi: UNESCO MGIEP.
2. Radville, K.M., Larrivee, E., & **Christodoulou, J.A.** (accepted, 2021). Online training modules for teaching assessment skills to graduate student clinicians: Benefits and future directions. Forum Working Title: Can you see my screen? Virtual assessment in speech and language. [Special issue]. *Language, Speech, and Hearing Services in Schools. Language, Speech, and Hearing Services in Schools*.
3. Al Dahhan, N.Z., Halverson, K., Peek, C.P., Wilmot, D., Romeo, R., Imhof, A., Centanni, T., Meegoda, O., Wade, K., D'Mello, A., Sridha, A., Gabrieli, J.D.E., & **Christodoulou, J.A.** (under revision, 2022). Dissociating executive function and ADHD influences on reading ability in children with dyslexia. *Cortex*.
4. Luk, G. & **Christodoulou, J.A.** (under revision, 2022). Cognitive Neuroscience and Education. In P. Schutz & K. Muis (Eds.) *Handbook of Educational Psychology, 4th edition*.
5. Romeo, R. & **Christodoulou, J.A.** (under revision, 2022). How neuroscience can help to overcome adversity in education. In A. Holliman & K. Sheehy (Eds.), *Overcoming adversity in education*. Taylor & Francis.

Peer-Reviewed Empirical Articles – Published

1. Jones, M., Harris, W. B., Perry, M. S., Behrmann, M., **Christodoulou, J.A.**, Fallah, A., Kolb, B., Musiek, F., Paul, L. K., Puka, K., Salorio, C., Sankar, R., Smith, M. L., Naduvil Valappil, A. M., Walshaw, P., Weiner, H. L., Woo, R., Zeitler, P., & Abel, T. J. (2021). Knowledge gaps for functional outcomes after multilobar resective and disconnective pediatric epilepsy surgery: Conference Proceedings of the Patient-Centered Stakeholder Meeting 2019. *Epileptic Disorders*. 10.1684/epd.2021.1373. Advance online publication.
2. Pollack, C., Wilmot, D., Centanni, T., Halverson, K., Imhof, A., Wade, K., Romeo, R., Capella, J., Frosch, I., D’Mello, A., Al Dahhan, N. Gabrieli, J.D.E., & **Christodoulou, J.A.** (2021). Anxiety, motivation, and competence in mathematics and reading for children with and without learning difficulties. *Frontiers in Psychology/Education*, 12, 704821. doi: 10.3389/fpsyg.2021.704821
3. **Christodoulou, J.A.**, Halverson, K., Meegoda, O., Beckius, H., Moser, S., Imhof, A., Maguire, A. (2021). Literacy-related skills among children after left or right hemispherectomy. *Epilepsy & Behavior*, 121(Pt A), 107995. doi: 10.1016/j.yebeh.2021.107995
4. Al Dahhan, N.Z., Mesite, L., Feller, M.J., & **Christodoulou J.A.** (2021). Identifying reading disabilities: A survey of practitioners. *Learning Disability Quarterly*, 44(4), 235-247. doi:10.1177/0731948721998707
5. D’Mello, A.M., Centanni, T.M., **Christodoulou, J.A.**, & Gabrieli, J.D.E. (2020). Cerebellar contributions to reading fluency. *Brain and Language*, 208, 104828. <https://doi.org/10.1016/j.bandl.2020.104828>
6. Kieffer, M.J. & **Christodoulou, J.A.** (2019). Automaticity and control: How do executive functions and reading fluency interact in predicting reading comprehension? *Reading Research Quarterly*, 55(1). <https://doi.org/10.1002/rrq.289>
7. Romeo, R., **Christodoulou, J.A.**, Halverson, K.K., Murtagh, J., Cyr, A.B., Schimmel, C., Chang, P., Hook, P.E., & Gabrieli, J.D.E. (2018). Socioeconomic status and reading disability: Neuroanatomy and plasticity in response to intervention. *Cerebral Cortex*, 50(2), 115-127. doi: 10.1093/cercor/bhx131 PMID: 28591795
8. Macdonald, K., Germine, L., Anderson, A., **Christodoulou, J.A.**, & McGrath, L.M. (2017). Dispelling the myth: Training in education or neuroscience decreases but does not eliminate beliefs in neuromyths. *Frontiers in Psychology*, 8, 1314. doi.org/10.3389/fpsyg.2017.01314
9. **Christodoulou, J.A.**, Cyr, A., Murtagh, J., Chang, P., Lin, J., Guarino, A.J., Hook, P., & Gabrieli, J.D.E. (2017). Impact of intensive summer reading intervention for children with reading disabilities and difficulties in early elementary school. *Journal of Learning Disabilities*, 50(2), 115-127.
10. Perrachione, T.K., Del Tufo, S.N., Winter, R., Murtagh, J., Cyr, A., Chang, P., Halverson, K., Ghosh, S.S., **Christodoulou, J.A.** & Gabrieli, J.D.E. (2017). Dysfunction of rapid neural adaptation in dyslexia, *Neuron*, 92(6), 1383-1397.
11. Katzir, T. **Christodoulou, J.A.**, DeBode, S., (2017). When left hemisphere reading is compromised: Comparing reading ability in children after left cerebral hemispherectomy and children with developmental dyslexia. *Epilepsia*, 57(10), 1602-1609.
12. Pollack, C., Luk, G., & **Christodoulou, J.A.** (2015). A meta-analysis of functional reading systems in typically developing and struggling readers across different alphabetic languages. *Frontiers in Psychology*, 10(6), 191.

13. Shafi, M.M., Vernet, M., Klooster, D., Barnard, M., Romatoski, K., Westover, M.B., **Christodoulou, J.A.**, Gabrieli, J.D.E., Whitfield-Gabrieli, S., Pascual-Leone, A., Chang, B. (2015). Physiological consequences of abnormal connectivity in a developmental epilepsy. *Annals of Neurology*, 77(3), 487-503.
14. **Christodoulou, J.A.**, Del Tufo, S.N., Lymberis, J., Saxler, P.K., Ghosh, S.S., Triantafyllou, C., Whitfield-Gabrieli, S., & Gabrieli, J.D.E. (2014). Brain bases of reading fluency in typical reading and impaired fluency in dyslexia. *PLoS ONE* 9(7): e100552.
15. Mancilla-Martinez, J., **Christodoulou, J.A.**, & Shabaker, M.M. (2014). Preschoolers' English vocabulary development: The influence of language proficiency and at-risk factors. *Learning and Individual Differences*, 35, 79-86.
16. Geiser, E., Kjelgaard, M., **Christodoulou, J.A.**, Cyr, A., Gabrieli, J.D.E. (2014). Auditory temporal structure processing in dyslexia: Processing of prosodic phrase boundaries is not impaired in children with dyslexia. *Annals of Dyslexia*, 64(1), 77-90.
17. **Christodoulou J.A.**, Barnard, M.E., Del Tufo, S.N., Katzir, T., Whitfield-Gabrieli, S., Gabrieli, J.D.E., Chang, B.S. (2013). Integration of gray matter nodules into functional cortical circuits in periventricular heterotopia. *Epilepsy & Behavior*, 29(2), 400-406.
18. Zhang, Y., Whitfield-Gabrieli, S., **Christodoulou, J.A.** & Gabrieli, J.D.E. (2013). Atypical balance between occipital and fronto-parietal activation for visual shape extraction in dyslexia. *PLoS ONE*, 8(6), e67331.
19. **Christodoulou, J.A.**, Walker, L.M., Del Tufo, S.N., Katzir, T., Gabrieli, J.D.E., Whitfield-Gabrieli, S. & Chang, B.S. (2012). Abnormal structural and functional connectivity in gray matter heterotopia. *Epilepsia*, 53(6), 1024-32.
20. Immordino-Yang, M.H., **Christodoulou, J.A.** & Singh, V. (2012). "Rest is not idleness": Implications of the brain's default mode for development and education. *Perspectives in Psychological Science*, 7(4), 352-364.
21. Kovelman, I., Norton, E.S., **Christodoulou, J.A.**, Gaab, N., Lieberman, D.A., Triantafyllou, C., Wolf, M., Whitfield-Gabrieli, S. & Gabrieli, J.D.E. (2012). Brain basis of phonological awareness for auditory language in children and its dysfunction in dyslexia. *Cerebral Cortex*, 22(4), 754-764.
22. Mancilla-Martinez, J., Kieffer, M., Biancarosa, G., **Christodoulou, J.A.** & Snow, C. (2011). Investigating English reading comprehension growth in adolescent language minority learners: Some insights from the Simple View. *Reading and Writing: An Interdisciplinary Journal*, 24(3), 339-354.
23. Ghosh, S.S., Kakunoori, S., Augustinack, J., Nieto-Castanon, A., Kovelman, I., Gaab, N., **Christodoulou, J.A.**, Gabrieli, J.D.E. & Fischl, B. (2010). Evaluating the validity of volume-based and surface-based brain image registration for developmental cognitive neuroscience studies in children 4-to-11 years of age. *NeuroImage*, 53(1), 85-93.
24. Raschle, N.M., Lee, M., Buechler, R., **Christodoulou, J.A.**, Chang, M., Vakil, M., Stering, P.L. & Gaab, N. (2009). Making MR Imaging Child's Play - Pediatric Neuroimaging Protocol, Guidelines and Procedure. *JoVE*. 29.

Peer-Reviewed Translational Articles

1. Kitts, R., **Christodoulou, J.A.** & Goldman, S. (2011). Promoting interdisciplinary collaboration: Trainees addressing siloed medical education. *Academic Psychiatry*, 35(5), 317-321.
2. Sylvan, L. & **Christodoulou, J.A.** (2010). Understanding the role of neuroscience in brain-based products: A guide for educators and consumers. *Mind, Brain, & Education*, 4(1), 1-7.
3. **Christodoulou, J.A.** & Gaab, N. (2009). Using and misusing neuroscience in education-related research. *Cortex*, 45(4), 555-557.
4. **Christodoulou, J.A.**, Daley, S.G. & Katzir, T. (2009). Researching the practice, practicing the research, and promoting responsible policy: Usable knowledge in mind, brain, and education. *Mind, Brain, and Education*, 3(2), 65-67.
5. **Christodoulou, J.A.** (2009). Updates to the theory of multiple intelligences: What matters for schools. *The School Administrator*. 66(2), 22-26.
6. **Christodoulou, J.A.** & Pierce, M. (2008). Cautions for consumers of “brain-based” reading programs. *ASCD Express*, 4(4).

Books & Chapters

1. Romeo, R.R., Imhof, A.M., Bhatia, P., & **Christodoulou, J.A.** (2020). Neuroscientific Perspectives on Poverty (pp. 153-182). Erice, Italy: CLASCO.
2. Romeo, R.R., Imhof, A.M., Bhatia, P., & **Christodoulou, J.A.** (2019). Asociaciones entre el nivel socioeconomico y el Desarrollo de la lectura: Resultados cognitivos y mecanismos neurales. In S.J. Lipina & M.S. Segretin (Eds.), *Exploraciones neurocientíficas de la pobreza* (pp. 166-198). Erice, Italy: International Mind, Brain and Education School (Ettore Majorana Foundation for Scientific Culture). ISBN 978-987-86-2055-8.
3. **Christodoulou, J.A.** (2017). Reading: Insights on a common skill from uncommon cases. In M.S. Schwartz & E.J. Pare-Blagojev (Eds.), *Research in Mind, Brain and Education*. New York: Routledge.
4. Katzir, T., **Christodoulou, J.A.**, & Chang, B. (2016). The neurobiological basis of fluency. A. Khateb & I. Bar-Kochva (Eds.), *Reading Fluency: Current insights from neurocognitive research and intervention studies* (pp. 11-23).
5. Luk, G. & **Christodoulou, J.A.** (2016). Assessing and understanding the needs of dual-language learners. In S. Jones & N. Lesaux (Eds.), *The Leading Edge of Early Childhood Education Linking Science to Policy for a New Generation*.
6. Immordino-Yang, M.H. & **Christodoulou, J.A.** (2014). Neuropsychological perspectives on social emotion and self. In R. Pekrun & L. Linnenbrink-Garcia (Eds.) *International Handbook of Emotions in Education* (pp. 607-624). New York, NY: Routledge.
7. Mody, M. & **Christodoulou, J.A.** (2014). Neurobiological correlates of language and literacy impairments. In Stone, C.A., Silliman, E.R., Ehren, B.J., & Wallach, G.P. (Eds.), *Handbook of language and literacy: Development and disorders* (pp. 45-65). New York: Guilford Press.
8. **Christodoulou, J.A.**, Saxler, P., & Del Tufo, S.N. (2014). New frontiers in education neuroscience. In A. Holliman (Ed.), *The Routledge international companion to educational psychology* (pp. 202-212). New York: Routledge.

9. Davis, K., **Christodoulou, J.A.**, Seider, S. & Gardner, H. (2011). The Theory of Multiple Intelligences. In R.J. Sternberg & S.B. Kaufman (Eds.), *Cambridge Handbook of Intelligence*. (pp. 485-503). New York: Cambridge University Press.
10. Kovelman, I., **Christodoulou, J.A.** & Gabrieli, J.D.E. (2012). Advances in the neural substrates of language: Toward a synthesis of basic science and clinical research. In M. Faust (Ed.) *Handbook of the neuropsychology of language* (pp. 868-892). London: Wiley-Blackwell.
11. Gabrieli, J.D.E., **Christodoulou, J.A.**, O'Loughlin, T. & Eddy, M. (2010). The reading brain. In D. Sousa (Ed.), *Mind, Brain, and Education: Neuroscience implications for the classroom*. Bloomington, IN; Solution Tree Press.

Online Materials

1. **Christodoulou, J.A.** (2017). Prevent summer learning loss before it happens. *Landmark360* (<https://landmark360.org/2017/05/30/prevent-summer-learning-loss-before-it-happens/>)
2. **Christodoulou, J.A.** & Hoeft, F. (2015). Summer vacation: Important insights for reading development. *International Dyslexia Association* (<https://eida.org>).

Editorships

1. Shaul, S., **Christodoulou, J.A.**, & Sikkema-de Jong, M. (Eds.) (2021-2022). The connection between mathematical and reading abilities and disabilities. *Frontiers in Education/Psychology*.
2. **Christodoulou, J.A.**, Daley, S., & Katzir, T. (Eds.) (2009-10). Special series: Usable knowledge in mind, brain, and Education. *Mind, Brain, and Education*, 3(2), 4(1-2).
3. **Christodoulou, J.A.**, Daley, S., & Katzir, T. (Eds.) (2009-10). Special series: Usable knowledge in mind, brain, and Education. *Mind, Brain, and Education*, 3(3), 4(1-2).
4. **Christodoulou, J.A.**, Daley, S., & Katzir, T. (Eds.) (2009-10). Special series: Usable knowledge in mind, brain, and Education. *Mind, Brain, and Education*, 3(4), 4(1-2).

Selected Media Appearances/Coverage

1. MITili. (2019, June). Q&A with Joanna Christodoulou, Research Affiliate in the MIT GabLab. <https://mitili.mit.edu/news/qa-joanna-christodoulou-research-affiliate-mit-gablab>
2. Sparks, S. (2018, October). Finding out how to stop summer learning loss. http://blogs.edweek.org/edweek/inside-school-research/2018/10/resilience_in_summer_learning_gap.html
3. PBS/NOVA. (2016, September). The future of education. <http://www.pbs.org/video/2365840582/>
4. Shafer, Leah. (2016, August). Summer math loss. Usable Knowledge, Harvard Graduate School of Education. <https://www.gse.harvard.edu/news/uk/16/06/summer-math-loss>
5. PRWeb. (2014, November). Transforming education through neuroscience award. <http://www.prweb.com/releases/2014/11/prweb12333442.htm>
6. Higgins, J. (2014, September). The Seattle Times. Leading researchers to speak on neuroscience, learning Disabilities. <http://blogs.seattletimes.com/educationlab/2014/09/26/leading-researchers-to-speak-on-neuroscience-learning-disabilities/>
7. Hockenberry, J. (2013, October). NPR's The Takeaway. <http://www.thetakeaway.org/story/daydreambeliever-tangible-benefits-idle-thought/>

8. Lahey, J. (2013, October). Teach kids to daydream: Mental downtime makes people more creative and less anxious. *The Atlantic*
<http://www.theatlantic.com/education/archive/2013/10/teach-kids-to-daydream/280615/>
9. Jabr, F. (2013, October). Why your brain needs more downtime. *Scientific American*.
<http://www.scientificamerican.com/article.cfm?id=mental-downtime>
10. Christodoulou, J.A. (2013, October). *Out of print* [Motion Picture]: *Question and answer on reading in the digital era*, 29th Annual Boston Film Festival, Boston, MA.
11. Murphy, Annie Paul. (2012). *Why daydreaming isn't a waste of time*, Mind/Shift KQED NPR Blog. <http://blogs.kqed.org/mindshift/2012/06/why-daydreaming-isnt-a-waste-of-time>
12. Science Daily. (2012). *Day Dreaming Good for You? Reflection Is Critical for Development and Well-Being*. <http://www.sciencedaily.com/releases/2012/07/120702184027.htm>
13. Weber, M. (2012). *Harvard EdCast: Autism and Education*, Harvard Graduate School of Education. <http://bit.ly/1S44bIM>
14. Bingham, R. (Producer). (2011). *International Mind, Brain, and Education Conference Interview*, The Science Network. <http://thesciencenetwork.org/programs/international-mind-brain-and-education-society-2011>
15. Contis, A. (2011). Fulbright scholars: No one can say these Greeks aren't good. *The National Herald*. pp. 12.
16. Contis, A. (2011). Fulbright Best and Brightest from the Arts, Science, Research, Law. *The National Herald*. pp. 12.
17. Mitchell, A. (2010, June). Learning how the brain learns. *Professionally Speaking*.
http://professionallyspeaking.oct.ca/june_2010/features/neuroscience.aspx
18. Mitchell, A. (2009, November). Aligning teacher and student goals. *The Toronto Star*.
<http://www.thestar.com/atkinsonseries/atkinson2009/article/721036--aligning-teacher-and-student-goals>

Peer-Reviewed Presentations and Abstracts

- Pollack, C., Wilmot, D., Centanni, T., Halverson, K., Imhof, A., Wade, K., Romeo, R., Capella, J., Frosch, I., D'Mello, A., Al Dahhan, N. Z., Gabrieli, J. D.E. & **Christodoulou, J. A.** (2021, August). Anxiety, motivation, and ability in math and reading in children with and without learning difficulties. Paper presented at the 19th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), [Virtual]. 2021
- Romeo, R., **Christodoulou, J.**, Olson, H., Gabrieli, J.D.E. (2021, March). Socioeconomic dissociations in the cognitive and neural correlates of reading disability. [Poster presentation]. Cognitive Neuroscience Society. 2021
- Romeo, R., **Christodoulou, J.**, Olson, H., Gabrieli, J.D.E. (2021, April). Socioeconomic dissociations in the cognitive and neural correlates of reading disability. In S. Troller-Renfree & K. Noble (Chairs), Relations among Socioeconomic Status, Functional Brain Activity, and Neurocognitive Outcomes: Unified Framework Approaches [Symposium]. Society for Research in Child Development. 2021
- Al Dahhan, N.Z., Halverson, K., Peek, C., Wilmot, D., Romeo, R., Imhof, A., Karolina Wade¹, D'Mello, A. Sridha, A., Gabrieli, J.D.E., **Christodoulou, J.A.** (2020). Dissociating executive function and ADHD influences on reading ability in children with Dyslexia. Cognitive Neuroscience Society, Boston, MA. 2020

- Norton, R. Fu, Y. & **Christodoulou, J.A.** (2020). Student Research Conference, Harvard Graduate School of Education, Cambridge, MA. 2020
- Fu, Y. & **Christodoulou, J.A.** (2020). Student Research Conference, Harvard Graduate School of Education, Cambridge, MA. 2020
- Al Dahhan, N.Z., Halverson, K., Peek, C., Wilmot, D., Romeo, R., Imhof, A., Wade, K., D’Mello, A. Sridha, A., Gabrieli, J.D.E., **Christodoulou, J.A.** (2020). Dissociating executive function and ADHD influences on reading ability in children with Dyslexia. Scientific Studies of Reading Conference, Long Beach, CA. 2020
- Al Dahhan, N.Z., Meegoda, O., Halverson, K., Peek, C., Wilmot, D., Centanni, T.M., Romeo, R., Imhof, A., Wade, K., D’Mello, A., Gabrieli, J.D.E, **Christodoulou, J.A.** (2020). Examining the neurocognitive basis of reading fluency in children with dyslexia & comorbid dyslexia/ADHD. Cognitive Neuroscience Society, Boston, MA. 2020
- Pollack, C., D’Mello, A., Wilmot, D., Frosch, I., Romeo, R., Imhof, A., Wade, K., Capella, J., Centanni, T., Halverson, K., Gabrieli, J. D. E., & **Christodoulou, J. A.** (2019, August). Neural correlates of number mapping in elementary school children. Presentation at the European Association for Learning on Research and Instruction (EARLI), Aachen, Germany. 2019
- Kieffer, M. & **Christodoulou, J.A.** (2019, July). Automaticity and control: How do executive functions and reading fluency interact in predicting reading comprehension? Society for the Scientific Study of Reading, Toronto, Canada. 2019
- Baron, L., Hogan, T., & **Christodoulou, J.A.** (2018, November). Working memory & response to intervention for elementary students at-risk of reading difficulty. Poster presented at the annual meeting of the American Speech-Language-Hearing Association (ASHA), Boston, MA. 2018
- Beckius, H., Halverson, K., Centanni, T., Walters, J., Gabrieli, J., & **Christodoulou, J.A.** (2018, November). Examining visual attention span in Developmental Dyslexia. Poster presented at the annual meeting of the American Speech-Language-Hearing Association (ASHA), Boston, MA. 2018
- Halverson, K., Meegoda, O., Beckius, H., Imhof, A., Katzir, T., & **Christodoulou, J.A.** (2018, November). Reading after hemispherectomy: Comparing children's reading ability with left or right hemisphere. Poster presented at the annual meeting of the American Speech-Language-Hearing Association (ASHA), Boston, MA. 2018
- Imhof, A., D’Mello, A., Halverson, K., Wilmot, D., Romeo, R., Frosch, I., Sridhar, A., Gabrieli, J., & **Christodoulou, J.A.** (2018, November). Examining rates of comorbidity in Dyslexia, Dyscalculia & ADHD. Poster presented at the annual meeting of the American Speech-Language-Hearing Association (ASHA), Boston, MA. 2018
- Meegoda, O., DeNovi, N., Pennebaker, M., Halverson, K., Romeo, R., Imhof, A., Wilmot, D., Centanni, T., Gabrieli, J. & **Christodoulou, J.A.** (2018, November). Reading miscue analysis in children with Dyslexia, comorbid Dyslexia/ADHD, & typical reading skills. Poster presented at the annual meeting of the American Speech-Language-Hearing Association (ASHA), Boston, MA. 2018
- Mesite, L., Bhatia, P., Romeo, R., Gabrieli, J., & **Christodoulou, J.A.** (2018, November). Exploring relationships between socioeconomic status & reading measures in children with & without reading difficulties. Poster presented at the annual meeting

- of the American Speech-Language-Hearing Association (ASHA), Boston, MA.
- Mesite, L., McIntyre, J., & **Christodoulou, J.A.** (2018, November). Early reading development in children with & without Specific Learning Disabilities. Poster presented at the annual meeting of the American Speech-Language-Hearing Association (ASHA), Boston, MA. 2018
- Christodoulou, J.A.**, Macdonald, K., Germine, L., Anderson, A., & McGrath, L.M. (2018). Common Myths and Misconceptions Among Educators. *International Dyslexia Association 2018 Annual Reading, Literacy & Learning Conference*, Mashantucket, CT. 2018
- Christodoulou, J.A.**, Romeo, R., Cyr, A., Halverson, K., Murtagh, J., Chang, P., Hook, P., Gabrieli, J.D.E. (2018). Neurocognitive correlates of treatment response in children with dyslexia across SES. Martinos Center, Boston, MA. 2018
- Christodoulou, J.A.**, Halverson, K., Meegoda, O., Beckius, H., Imhof, A., deBode, S., & Katzir, T. (2018). Psychoeducational outcomes in children following left or right hemispherectomy. Society for the Scientific Study of Reading, Brighton, UK. 2018
- D’Mello, A.M., Centanni, T.M., **Christodoulou, J.A.**, Gabrieli, J.D.E. (2018). Cerebellar engagement during fluent reading: Implications for readers with dyslexia. OHBM. 2018
- Halverson, K., Meegoda, O., Beckius, H., Imhof, A., deBode, S., Katzir, T., & **Christodoulou, J.A.** (2018). Psychoeducational outcomes in children following left or right hemispherectomy. Cognitive Neuroscience Society, Boston, MA. 2018
- Beckius, H., Halverson, H., Centanni, T., Walters, J., von Karolyi, C., Winner, E., Gabrieli, J.D.E., & **Christodoulou J.A.** (2017). Examining the global visual-spatial processing advantage in dyslexia. American Speech-Language-Hearing Association (ASHA), Los Angeles, CA. 2017
- Christodoulou, J.A.**, Romeo, R., Cyr, A., Halverson, K., Murtagh, J., Chang, P., Hook, P., Gabrieli, J.D.E. (2017). Neurocognitive correlates of treatment response in children with dyslexia across SES. Society for the Scientific Study of Reading, Nova Scotia, Canada. 2017
- Christodoulou, J.A.**, Romeo, R.R., Halverson, K.K., Cyr, A.B., Murtagh, J., Chang, P., Mackey, A.P., Hook, P.E., & Gabrieli, J.D.E. (2017). Individual differences in treatment response: Socioeconomic status and reading disability as predictors. Annual Conference of the Association for Psychological Science (APS), Boston, MA. 2017
- Jamal, W., Cardinaux, A., Kjelgaard, M., Hadjikhani, N., **Christodoulou, J.A.**, Sinha, P. (2017). Investigating the Predictive Impairment in Autism Hypothesis. IMFAR, San Fransisco, CA. 2017
- Pattee, M., **Christodoulou, J.A.**, & Schneps, M. (2016). Effects of digital text manipulations on reading in high school students with language based learning disabilities. American Speech-Hearing-Language Association, Philadelphia, PA. 2016
- Christodoulou, J.A.**, Halverson, K.K., Holding, E., Cheng, T., Kagan, S., Varella, M., Umans, D., Pattee, M., Ashby, N. (2016). Differentiating summertime literacy attitudes and experiences among children with and without reading difficulties. Society for the Scientific Study of Reading, Porto, Portugal. 2016
- Romeo, R., **Christodoulou, J.A.**, Cyr, A., Halverson, K., Murtagh, J., Chang, P., Hook, P., Gabrieli, J.D.E. (2015). Children’s socioeconomic status influences their response to reading intervention. ASHA Annual Convention, Colorado. 2015

- Perrachione, T.K., **Christodoulou, J.A.**, & Gabrieli, J.D.E. (2015). Adaptation to repeated speech in children with and without dyslexia. 21st Annual Meeting of the Organization for Human Brain Mapping, Honolulu, HI. 2015
- Walters, J., Murtagh, J., Halverson, K., Cyr, A., Perrachione, T., Chang, P., Hook, P., Gabrieli, J.D.E., **Christodoulou, J.A.** (2015). Impaired reading networks in young readers. Society for Neuroscience, Chicago, IL. 2015
- Romeo, R.R., **Christodoulou, J.A.**, Cyr, A., Halverson, K., Murtagh, J., Chang, P., Mackey, A., Hook, P., Gabrieli, J.D.E. (2015). Impact of SES on brain and behavior in children with dyslexia receiving intervention. Society for the Scientific Study of Reading, Hawaii. 2015
- Luk, G., Mesite, L., Guerrero, S.L., & **Christodoulou, J.A.** (2015). Reading outcomes in children with diverse language backgrounds. 10th International Symposium on Bilingualism, Rutgers University, NJ. 2015
- Christodoulou, J.A.**, Cyr, A., Murtagh, J., Chang, P., Halverson, K., Lin, J., Guarino, A., Hook, P., Gabrieli, J.D.E. (2014). Impact of intensive summer reading intervention for early elementary school children with Dyslexia. In **J.A. Christodoulou** (Chair), Understanding the role of summer activities for reading development and difficulties, Society for the Scientific Studies of Reading, Santa Fe, New Mexico. 2014
- Christodoulou, J.A.**, Murtagh, J., Perrachione, T., Cyr, A., Halverson, K., Chang, P., Hook, P., Gabrieli, J.D.E. (2014). Functional neuroanatomical differences between early readers with and without developmental dyslexia. Cognitive Neuroscience Society, Boston, MA. 2014
- Murtagh, J., **Christodoulou, J.A.**, Perrachione, T., Cyr, A., Halverson, K., Chang, P., Hook, P., Gabrieli, J.D.E. (2014). White matter integrity differences in early readers with and without developmental dyslexia. Cognitive Neuroscience Society, Boston, MA, US. 2014
- Katzir, T., DeBode, S., & **Christodoulou, J.A.** (2014). The right reading brain. British Dyslexia Association, Guildford, UK. 2014
- Christodoulou, J.A.** (2013). Behavioral and neural correlates of typical and atypical reading fluency. Invited presentation, Brain, Mind, and Fluency Conference, Society, Haifa, Israel. 2013
- Katzir, T., & **Christodoulou, J.A.** (2013). Fluency and the right reading brain. Invited presentation, Brain, Mind, and Fluency Conference, Society, Haifa, Israel. 2013
- Katzir, T., DeBode, S., & **Christodoulou, J.A.** (2013). The right reading brain: Reading after a left hemispherectomy. International Academy for Research in Learning Disabilities (IARLD), Boston, MA. 2013
- Christodoulou, J.A.** (2013). Advances in the cognitive neuroscience of reading intervention. Invited presentation, International Mind, Brain, and Education Society, Quito, Ecuador. 2013
- Pollack, C., **Christodoulou, J.A.**, Luk, G. (2013). Meta-analysis of functional reading systems in readers with and without dyslexia. In different languages. Poster presentation, Annual Conference, Cognitive Neuroscience Society, San Francisco, CA. 2013
- Christodoulou, J.A.** (2013). Predicting reading outcomes for struggling students. In **J.A. Christodoulou** & M.H. Immordino-Yang (Co-Chairs), Innovations in Education Neuroscience Symposium, American Educational Research Association, San Francisco, CA. 2013

- Katzir, T., DeBode, S., & **Christodoulou, J.A.** (2013). The right reading brain: Reading after a left hemispherectomy. The Jerusalem International Conference on Neuroplasticity and Cognitive Modifiability, Israel. 2013
- Mancilla-Martinez, J., **Christodoulou, J.A.** & Shabaker, M.M. (2013). Risk factors in preschool children's preliteracy development. Pacific Coast Research Conference, San Diego, CA. 2013
- Mancilla-Martinez, J., **Christodoulou, J.A.** & Shabaker, M.M. (2012, November). Spanish-speaking preschool children's vocabulary development. Literacy Research Association, San Diego, CA. 2012
- Christodoulou, J.A.**, Kieffer, M., Bloomfield, A., Del Tufo, S.N., Saxler, P., Lymberis, J., Cosman, S., Geiger, G. & Gabrieli, J.D.E. (2012). Time to Read: Relationships between rapid naming automaticity, word fluency, and text fluency and reading comprehension. Society for the Scientific Study of Reading, Montreal, Canada. 2012
- Christodoulou, J.A.**, Walker, L.M., Del Tufo, S.N., Whitfield-Gabrieli, S., Gabrieli, J.D.E. & Chang, B.S. (2011). Gray matter heterotopia in an epileptic brain malformation are functionally connected to overlying cortex. American Neurological Association, San Diego, CA. 2011
- Christodoulou, J.A.**, Del Tufo, S.N., Lymberis, J., Saxler, P., Ghosh, S.S., Triantafyllou, C., Whitfield-Gabrieli, S. & Gabrieli, J.D.E. (2011). Neural correlates of reading fluency in dyslexia and typical reading. Symposium on Automaticity and Fluency. Society for the Scientific Study of Reading, FL. 2011
- Christodoulou, J.A.** (2011). Case studies in brain development: Periventricular Nodular Heterotopia. Symposium on The right reading brain: What have we learned about the role of the right hemisphere in language and reading development? International Mind, Brain, and Education Society, San Diego, CA. 2011
- Christodoulou, J.A.**, Del Tufo, S., Saxler, P., Lymberis, J. & Gabrieli, J.D.E. (2011). Neural systems supporting text reading fluency in dyslexia. Cognitive Neuroscience Society, San Francisco, CA. 2011
- Del Tufo, S., **Christodoulou, J.A.**, Saxler, P., Lymberis, J. & Gabrieli, J.D.E. (2011). Neural correlates of reading fluency development. Cognitive Neuroscience Society, San Francisco, CA. 2011
- Sylvan, L. & **Christodoulou, J.A.** (2010). Understanding the role of neuroscience in brain-based products: A guide for educators and consumers. American Educational Research Association, Denver, CO. 2010
- Lymberis, J., **Christodoulou, J.A.**, O'Loughlin, P., Del Tufo, S. & Gabrieli, J.D.E. (2009). Neural correlates of rapid automatized naming. Society for Neuroscience, Chicago, IL. 2009
- Christodoulou, J.A.**, O'Loughlin, P., Lymberis, J., Del Tufo, S. & Gabrieli, J.D.E. (2009). Neural correlates of reading fluency. Nanosymposium, Society for Neuroscience, Chicago, IL. 2009
- Christodoulou, J.A.**, Kovelman, I., Norton, E.S., King, L., Del Tufo, S., Gaab, N., Triantafyllou, C., Lieberman, D.A., Lymberis, J., O'Loughlin, P., Whitfield-Gabrieli, S., Wolf, M. & Gabrieli, J.D.E. (2009). Developmental dissociation between brain regions for phonological awareness. Society for the Scientific Study of Reading, Boston, MA. 2009
- Del Tufo, S., **Christodoulou, J.A.**, Lymberis, J., O'Loughlin, P., & Gabrieli, J.D.E. (2009). 2009

Phonological processing via print and pictures: Differentiating neural correlates of fMRI rhyming tasks. Society for Neuroscience, Chicago, IL.

Christodoulou, J.A., Kovelman, I., Norton, E.S., Triantafyllou, C., Lieberman, D.A., 2009
Lymberis, J., O'Loughlin, P., Whitfield-Gabrieli, S., Wolf, M., Gaab, N. & Gabrieli, J.D.E.
(2009). Auditory and visual phonological processing between children with and without
developmental dyslexia. International Mind, Brain, and Education Society, Philadelphia,
PA.

Christodoulou, J.A., Gaab, N., Kovelman, I., Lieberman, D.A., Weinberg, A., Hostetter, 2007
M.K., Norton, E., Reisner, S., Triantafyllou, C., Whitfield-Gabrieli, S. & Gabrieli, J.D.E.
(2007). Learning to read changes the developing brain: Orthographic processing in
prereaders and readers. Society for Neuroscience, San Diego, CA.

Mancilla-Martinez, J., Kieffer, M., **Christodoulou, J.A.**, Biancarosa, G. & Snow, C. (2007). 2007
The Simple View grows up: Investigating the development of English reading
comprehension among adolescent language minority learners. Society for the Scientific
Study of Reading, Prague, Czech Republic.

Kieffer, M., Biancarosa, G., **Christodoulou, J.A.**, Mancilla-Martinez, J. & Snow, C. (2007). 2007
Shades of struggle: Heterogeneity among urban adolescent struggling comprehenders.
American Educational Research Association, Chicago, IL.

Biancarosa, G., Mancilla-Martinez, J., Kieffer, M.J., **Christodoulou, J.A.** & Snow, C. 2006
(2006). Exploring the heterogeneity of English reading comprehension difficulties
among Spanish-speaking middle school students. Society for the Scientific Study of
Reading, Vancouver, Canada.

Christodoulou, J.A. & Alivisatos, M. (2004). The naming speed deficit: An analysis of 2004
Greek readers. Society for the Scientific Study of Reading, Amsterdam, NL.

Christodoulou, J.A., Jeffery, J., Morris, R., Wolf, M. & Lovett, M. (2003). Language 2003
profiles and comprehension skills of three-impaired reader subtypes. Society for the
Scientific Study of Reading, Denver, CO.

Katzir, T., O'Rourke, A.G., Krey, L. & **Christodoulou, J.A.** (2003). How do you spell read? 2003
The relationship of orthographic recognition to reading-related processes. Society for
Research in Child Development, Tampa, FL.

Invited Presentations

Selected International Presentations

Christodoulou, J.A. (2018). Reading outcomes in a high-stakes season. In R. Ochsendorf 2018
(Chair), *Beyond Deficits in Struggling Learners: Promoting Resilience, Remediation, and
Compensation*. Symposium conducted at the meeting of the International Mind, Brain,
and Education Conference, Los Angeles, CA.

Christodoulou, J.A. (2017). Reading disability and socioeconomic status: Brain-behavior 2017
correlates and response to intervention. Course on Neuroscience of Poverty at the MBE
School, Erice, Italy.

Christodoulou, J.A. (2016). Summer reading development among at-risk readers 2016
(Keynote Address). First Nation Education Conference, Vancouver, Canada.

Christodoulou, J.A. (2012). Assessment and diagnosis of learning disabilities. Speaker, 2012
Istanbul, Turkey.

Christodoulou, J.A. (2009). Cognitive neuroscience of reading development and difficulties. Speaker, Learning Disabilities Association of Bermuda, Bermuda. 2009

Selected National Presentations

Christodoulou, J.A. (2019). Keynote presentation, Brain basis of reading and dyslexia. Michigan Branch of the International Dyslexia Association. Kalamazoo, MI. 2019

Christodoulou, J.A. (2019). Summer slide in reading. Michigan Branch of the International Dyslexia Association. Kalamazoo, MI. 2019

Christodoulou, J.A. (2019). Reading and the brain for educators. Assets School. Honolulu, HI. 2019

Christodoulou, J.A. (2019). The reading brain: Development, difficulties, and intervention. Hawaii Branch of the International Dyslexia Association, Honolulu, HI. 2019

Christodoulou, J.A. (2019). Reversing the summer slump: Opportunities for struggling readers. Hawaii Branch of the International Dyslexia Association, Honolulu, HI. 2019

Christodoulou, J.A. (2019). Common myths among educators. Hawaii Branch of the International Dyslexia Association, Honolulu, HI. 2019

Christodoulou, J.A. (2019). The Feat of reading: Insights from cognitive neuroscience. Statewide Library Conference, Hawaii State Department of Education (HIDOE), Office of Curriculum and Instructional Design, School Library Services, in partnership with the Pacific Literacy Consortium, Honolulu, HI. 2019

Christodoulou, J.A. (2019). Reversing the summer slump: Opportunities for struggling readers. Statewide Library Conference, Hawaii State Department of Education (HIDOE), Office of Curriculum and Instructional Design, School Library Services, in partnership with the Pacific Literacy Consortium, Honolulu, HI. 2019

Christodoulou, J.A. (2019). Reading in the Digital Era. Statewide Library Conference, Hawaii State Department of Education (HIDOE), Office of Curriculum and Instructional Design, School Library Services, in partnership with the Pacific Literacy Consortium, Honolulu, HI. 2019

Christodoulou, J.A. (2019). Research-Based instructional interventions for struggling readers. Pediatric Epilepsy Surgery: Family and Professional Conference. Cleveland, OH. 2019

Christodoulou, J.A. (2019). Closing the literacy achievement gap in elementary education: The science of language and literacy. Workshop held at the MGH Institute of Health Professions. 2019

Christodoulou, J.A. (2019). Keynote address, Reading and the Brain. Annual Brain Awareness Season Teacher Workshop at Oregon Health & Science University, Office of Science Education Opportunities, Portland, Oregon. 2019

Christodoulou, J.A. (panelist with James Bashman, Mimi Corcoran, and Gabrielle Rapport-Schlichtmann). (2018). Brain and Environment: Implications for Learning, SXSW Ed, Austin, TX. 2018

Christodoulou, J.A. (2019). Closing the literacy achievement gap in elementary education: The science of language and literacy. Workshop held at the MGH Institute of Health Professions. 2018

Christodoulou, J.A. (2017). Keynote address, Collaboratory Conference on Mind, Brain, and Education, New York University, NY. 2017

- Christodoulou, J.A.** (2017). The reading brain: Neuroscience and assessment implications for hemispherectomy. The Brain Recovery Project, Orlando, FL. 2017
- Christodoulou, J.A.** (2016). Neuroscience of reading development and disabilities. The Dyslexia Foundation, Palm Desert, CA. 2016
- Christodoulou, J.A.** (2016). Reading: Perspectives from neuroscience. Learning and the Brain, San Francisco, CA. 2016
- Cuenoud, S.L., McIntyre, J., Shepard, B., Gabrieli, J., **Christodoulou, J.A.**, Wilkins, S., & Falke, E. (2015). Improving reaction time improves reading fluency, a common cognitive train associated with dyslexia. Learning and the Brain, San Francisco, CA. 2015
- Christodoulou, J.A.** (2015). Summer reading development among at-risk readers. Washington Branch of the International Dyslexia Association, Seattle, WA. 2015
- Christodoulou, J.A.** (2015). NAIS Summit on the Science of Learning and 21st Century Schools, Nashville, TN. 2015
- Christodoulou, J.A.** (2015). Yale School of Management Education Leadership Conference, New Haven, CT. 2015
- Christodoulou, J.A.** (2015). Brain Symposium for the Center for Literacy Enrichment, Pace University, NY. 2015
- Christodoulou, J.A.** (2014). Speaker, Dept. of Teaching, Learning, and Culture, Texas A&M, College Station, TX. 2014
- Christodoulou, J.A.** (2014). Panelist, Digital Youth Seattle Think Tank, University of Washington, Seattle, WA. 2014
- Christodoulou, J.A.** (2013). Speaker, Vermont Speech-Language Hearing Association, Burlington, VT. 2013
- Christodoulou, J.A.** (2011). Panelist, Institute of Human Development and Social Change (IHSC) Conference, The Calhoun School & NYU Steinhart School of Education, NY, NY. 2011
- Selected Regional Presentations***
- Christodoulou, J.A.** (2021). Trajectories of students with LBLD. Landmark School, Pride's Crossing, MA. 2021
- Christodoulou, J.A.** (2021). Cognitive neuroscience of dyslexia. Summer Institute, Landmark School, Pride's Crossing, MA. 2021
- Christodoulou, J.A.** (2021). Screening for reading difficulty (3 parts). Cambridge Public Schools, Cambridge, MA. 2020
- Christodoulou, J.A.** (2020). Cognitive neuroscience of dyslexia. Summer Institute, Landmark School, Pride's Crossing, MA. 2020
- Christodoulou, J.A.** (2020). Cognitive neuroscience of reading and executive function. Research Institute for Learning and Development's 35rd Annual Learning Differences Conferences, Harvard Graduate School of Education, Cambridge, MA. 2020
- Christodoulou, J.A.** (2020). Reading, executive function, and attention. MGH Psychology Assessment Center, Boston, MA. 2020
- Christodoulou, J.A.** (2019). Harvard Seminar on Reading as an Embodied Act. Radcliffe Seminar, Harvard University, Cambridge, MA. 2019
- Christodoulou, J.A.** (2019). Summer Slide: Opportunities for struggling readers. MIT Science of Reading Event, MIT, Cambridge, MA. 2019

- Christodoulou, J.A.** (2019). Investigating diagnostic approaches for reading disabilities: A survey of practitioners. Harvard Graduate School of Education Research Doctoral Colloquium, Cambridge, MA. 2019
- Christodoulou, J.A.** (2019). Diagnostic approaches for identifying struggling readers. MGH Psychology Assessment Center, Boston, MA. 2019
- Christodoulou, J.A.** (2019). Cognitive neuroscience of dyslexia. Summer Institute, Landmark School, Pride’s Crossing, MA. 2019
- Christodoulou, J.A.** (2018). Cognitive neuroscience of reading: Remediation and resilience. Research Institute for Learning and Development’s 33rd Annual Learning Differences Conferences, Harvard Graduate School of Education, Cambridge, MA. 2018
- Christodoulou, J.A.** (2017). Reading development and difficulties: Assessment and Diagnosis Overview for Parents. Weston PAC, Weston, MA. 2017
- Christodoulou, J.A.** (2017). Summer reading: Insights for parents and educators. Landmark College, Cambridge, MA. 2017
- Christodoulou, J.A.** (2017). Reading difficulty and disabilities: Brain-behavior correlates and response to intervention. Sargent College, Boston University, Boston, MA. 2017
- Christodoulou, J.A.** (2017). Harnessing individual variability to improve educational outcomes. Landmark College Summer Institute, Putney, VT. 2017
- Christodoulou, J.A.** (2017). Cognitive neuroscience of reading in typical and atypical development. Landmark School Summer Institute, Prides Crossing, MA. 2017
- Christodoulou, J.A.** (2017). Summer outcomes for struggling readers. MGH Psychology Assessment Center, Boston, MA. 2017
- Christodoulou, J.A.** (2017). Summer slide, glide, or gain: Struggling reader outcomes in a high-stakes season. Harvard Graduate School of Education, Cambridge, MA. 2017
- Christodoulou, J.A.** (2016). Summer Reading: Development, difficulties, and interventions. Research Institute for Learning and Development’s 31st Annual Learning Differences Conferences, Harvard Graduate School of Education, Cambridge, MA. 2016
- Nguyen, T., Meyerson, S., Walters, J., Park, A., Romeo, R., **Christodoulou, J.A.**, & Gabrieli, J.D.E. (2015). Differences in cortical thickness between dyslexics and typically developing readers in early stages of reading. Dept. of Brain and Cognitive Sciences, Massachusetts Institute of Technology, Cambridge, MA. 2015
- Christodoulou, J.A.** (2014). Developmental Science Colloquium, Psychology Dept., Boston University, Boston, MA. 2014
- Christodoulou, J.A.** (2014). Speaker, Learning Differences Conference, Harvard Graduate School of Education, Cambridge, MA. 2014
- Christodoulou, J.A.** (2013). Can neuroscience help inform diagnosis and intervention practices? Invited presentation, Annual Conference, Massachusetts Branch of the International Dyslexia Association, Framingham, MA. 2013
- Christodoulou, J.A.** (2013). Cognitive neuroscience insights on the reading brain. Invited presentation, Future of Learning, Harvard University, Cambridge, MA. 2013
- Christodoulou, J.A.** (2011). Speaker, Massachusetts Branch of the International Dyslexia Association Conference, Framingham, MA. 2011
- Christodoulou, J.A.** (2011). Speaker, Federation for Children with Special Needs, Visions of Community Conference, Boston, MA. 2011

Christodoulou, J.A. (2010). Speaker, Sargent School of Communication Disorders, 2010
Boston University, Boston, MA.

Christodoulou, J.A. (2010). Speaker, Massachusetts Branch of the International Dyslexia 2010
Association, Framingham, MA.

Educational Activities

Courses Taught

Graduate Instruction

Diagnostic Methods and Clinical Processes in Oral Language, Reading, 2015-
and Writing, MGH IHP

Reading Difficulties, Harvard Graduate School of Education 2015-

Development and Disorders of Spoken and Written Language, MGH IHP 2014, 2018-

IMPACT Practice, MGH IHP 2019-2021

Teaching Language and Literacy to English Language Learners, MGH IHP 2016

Developmental Disabilities, Harvard University, Psychology Department Sp/Fall 2012, 2010

Introduction to Cognition, MGH IHP 2010

Testing in Mind, Brain, and Education: Process and Outcome, Harvard 2009

Undergraduate Instruction

Developmental Disabilities, Harvard Sp/Fall 2012, 2010

Cognitive and Social Neuroscience, Harvard 2008, 2009, Sp/Fall

2011

K-12 Instruction

Summer Program in Literacy and Scholarship at Harvard-Kent (SPLASH), 2017-
Study Director

SUMMER at MIT (SUMMIT) Intervention Study, Study Co-Director 2019

Summer Time Adventures in Reading and Teaching (START) Intervention 2012

Study, Study Director, Gabrieli Lab, MIT

Curriculum: Lindamood-Bell

Elementary School Reading Instructor, Center for Reading and Language 2002-2003

Research, Tufts University

Curricula: RAVE-O; SRA Reading Mastery; PHAST

Elementary School Reading Instructor, Tufts-Malden Summer and After- 1999-2002

School Literacy Programs; Tufts-Somerville Schools Program, Curricula:

RAVE-O; SRA Reading Mastery; Jolly Phonics

Continuing Education Activities Taught/Hosted

Conducting Assessments During COVID-19: Virtual, Hybrid, and In- 2020
Person Testing Webinar. (2020, November). (Organized and hosted)

Guest Lectures

Christodoulou, J.A. (2021, May). Reading outcomes in the context of COVID-19: Risk 2021
and resilience factors. MGH Psychology Assessment Center, Boston, MA. (webinar)

Christodoulou, J.A. (2021, April). Reading fluency: Development, Description, 2021
Difficulties. Invited speaker, Class of Dr. Jeannette Mancilla-Martinez, Vanderbilt

- University, Nashville, TN. (webinar)
- Christodoulou, J.A.** (2017, March). Intersection of language and literacy skills in vulnerable learners. Invited speaker, Grad. School of Education, Dr. Gigi Luk, Harvard University, Boston, MA. 2017
- Christodoulou, J.A.** (2016, November). Reading and dyslexia: Neurobehavioral correlates across development. Invited speaker, Dept. of Communication Sciences, Dr. Tyler Perrachione, Boston University, Boston, MA. 2016
- Christodoulou, J.A.** (2013, October). Social perspectives on developmental disabilities: Where do we draw the line between ability and disability? Invited speaker, Social Development (PS541), Dept. of Psychology, Dr. Peter Blake, Boston University, Boston, MA. 2013
- Christodoulou, J.A.** (2012, October). Social perspectives on developmental disabilities: Definitions and decisions. Invited speaker, Social Development (PS541), Dept. of Psychology, Dr. Peter Blake, Boston University, Boston, MA. 2012
- Christodoulou, J.A.** (2012, March). Critical consumerism in Mind, Brain, & Education: The case of reading & Dyslexia. Invited speaker, Dept. of Child Development (CD190), Dr. Laura Vanderberg, Tufts University, Medford, MA. 2012
- Christodoulou, J.A.** (2011, November). Dyslexia: Cognitive neuroscience perspectives on identification and intervention. Invited speaker, Dept. of Psychology, Dr. Rhiannon Luyster, Boston University, Boston, MA. 2011
- Christodoulou, J.A.** (2011, October). The science of language and literacy. Invited Speaker, Cognitive Development, Education, and the Brain (HT100), Dr. Kurt Fischer, Harvard Graduate School of Education, Cambridge, MA. 2011
- Christodoulou, J.A.** (2011, October). Growing a mind and a brain: Basics of developmental neuroscience. Invited Speaker, Developmental Psychology, Dr. Margaret Pierce, Stonehill College, Easton, MA. 2011
- Christodoulou, J.A.** (2010, October). The science of reading and dyslexia: Information for special education teachers. Invited speaker, Boston University, Dr. Kathy Anne Jordan, Boston, MA. 2010
- Christodoulou, J.A.** (2010, September). The science of reading and dyslexia: Information for educators. Invited speaker, Reading Difficulties (H-860), Dr. Nonie Lesaux, Harvard Graduate School of Education, Cambridge, MA. 2010
- Christodoulou, J.A.** (2010, June). Educational Neuroscience: Critical consumerism. Invited speaker, Children with Special Needs (CD190), Dr. Laura Vanderberg, Tufts University, Medford, MA. 2010
- Christodoulou, J.A.** (2009, May). What we can learn from the brain itself: Neuroimaging and literacy development. Invited speaker, Reading Research Seminar (Education 914), Dr. Ruth Wharton-McDonald, University of New Hampshire, Durham, NH. 2009
- Christodoulou, J.A.** (2009, February). Reading and the brain: An introduction. Invited speaker, Sophomore Tutorial in Psychology (PSY971), Kathleen Corriveau (Instructor), Harvard University, Cambridge, MA. 2009
- Christodoulou, J.A.** (2008, December). How the brain allows the mind to read. Invited speaker, Cognitive Development, Neuroscience, and Education (HT100), Dr.'s Kurt Fischer & David Rose, Harvard Graduate School of Education, Cambridge, MA. 2008

- Christodoulou, J.A.** (2008, September). Mapping the terrain of reading: Theory, research, and practice. Invited speaker, Learning Disabilities (SE 503), Dr. Kathy-Anne Jordan, Boston University, Boston, MA. 2008
- Christodoulou, J.A.** (2008, September). How to be a critical consumer in Mind, Brain, and Education. Invited speaker, Children with Special Needs (CD190), Dr. Laura Vanderberg, Tufts University, Medford, MA. 2008
- Christodoulou, J.A.** (2008, February). Cognitive neuroscience of reading: Status and updates of reading development and disabilities. Invited speaker, Reading Research Seminar (Education 914), Dr. Ruth Wharton-McDonald, University of New Hampshire, Durham, NH. 2008
- Christodoulou, J.A.** (2006, March). Theories of Developmental Dyslexia. Invited speaker, Reading Difficulties (H860), Harvard Graduate School of Education, Cambridge, MA. 2006

External Educational Activities

Mentoring

Thesis Committee Chair/Member

- Wendy Georgan**, Harvard, Speech & Hearing Bioscience and Technology, PhD Candidate 2021-
- Norma Hancock**, MGH Institute, MGH Institute, PhD Program in Rehabilitation Science, PhD Candidate 2021-
- Monica Holland**, MGH Institute, MGH Institute, Master of Science in Speech-Language Pathology (MS-SLP) Candidate 2021-
- Rachel Norton**, MGH Institute, MGH Institute, Master of Science in Speech-Language Pathology (MS-SLP) Candidate 2021
- Jessica Moore**, Harvard College 2021
- Ciara Woods**, MGH Institute, MGH Institute, Master of Science in Speech-Language Pathology (MS-SLP) Candidate 2020
- Laura Mesite**, Harvard Graduate School of Education, PhD Candidate 2019
- Jennifer Zuk**, Harvard, Speech & Hearing Bioscience and Technology, PhD Candidate 2018
- Crystle Alonzo**, MGH Institute, PhD Program in Rehabilitation Science, PhD Candidate 2018
- Lauren Baron**, MGH Institute, PhD Program in Rehabilitation Science, PhD Candidate 2018
- Olivia Meegoda**, MGH Institute, MGH Institute, Master of Science in Speech-Language Pathology (MS-SLP) Candidate 2018
- Heather Beckius**, MGH Institute, MGH Institute, Master of Science in Speech-Language Pathology (MS-SLP) Candidate 2018
- Natalie Ross**, MGH Institute, Master of Science in Speech-Language Pathology (MS-SLP) Candidate 2016
- Meg Pattee**, MGH Institute, Master of Science in Speech-Language Pathology (MS-SLP) Candidate 2016

Mentorship Roles

Faculty

Melissa Feller, Funded application for MGH IHP Faculty Research Award

Post-Doctoral Level

Rebecca Marks, (MGH Institute of Health Professions), (My Role: Primary Mentor)	2021-
Laura Mesite, (MGH Institute of Health Professions), (My Role: Primary Mentor)	2019- 2020
Noor Al Dahhan, (MGH Institute of Health Professions), (My Role: Primary Mentor)	2018- 2020
Anila D'Mello (MIT), (Co-mentor with John Gabrieli)	2017- 2018

Graduate Level – Doctoral

Amy Maguire (PhD Candidate in Rehabilitation Sciences, MGH Institute of Health Professions) (My Role: Primary Mentor)	2019-
Rachel Romeo (PhD Candidate in Speech and Hearing Bioscience and Tech, Harvard University & Massachusetts Institute of Technology), (My Role: Co-mentor with John Gabrieli)	2015- 2018
Lauren Baron (PhD Candidate in Health and Rehabilitation Sciences, MGH IHP) (My Role: Thesis Committee Member)	2014- 2018

Graduate Level – Masters

Monica Holland (IHP, Thesis committee)	2021-
Renee Dobrinsky	2021-
Meghan Samyn	2021-
MC McDonough	2021-
Ashley Victor	2020-
Daniella Roth	2020-
Rainy Sun	2020-2021
Rachel Norton (IHP, Thesis committee)	2020-2021
Aliza Grant (IHP), Graduate Assistant	2019-2021
Kayla Kenney (IHP), Graduate Assistant	2019-2021
Sarah Moser (IHP), Graduate Assistant	2019-2021
Yifan Fu (Harvard Graduate School of Education), Independent Study	2019-2020
Stephany Ross (Harvard Graduate School of Education), Independent Study	2016
Dalya Umans (IHP), Graduate Assistant	2015-2017
Maria Varella (IHP), Graduate Assistant	2014-2016
Johanna Martinez (IHP), Graduate Assistant	2014-2015
Lucia Hong (IHP), Research Assistant	2015-2016
Nicole Ashby (Harvard Graduate School of Education), Independent Study	2015
Emily Holding (Harvard Graduate School of Education), Independent Study	2015
Emilia Motroni (IHP, Thesis committee)	2015-2016

Leila Denna (IHP, Thesis committee)	2015-2016
Lauren Pesta (IHP, Thesis committee)	2015-2016
Megan Patee (IHP, Thesis supervisor)	2015-2016
Natalie Albrittain-Ross (IHP, Thesis supervisor)	2015-2016
Emily Evans (IHP, Independent study)	2015
Rolph Paulsen (IHP, Independent Study)	2014-2015
Kindra Knight (Harvard Graduate School of Education), Independent Study	2015
Dana Reder (Harvard Graduate School of Education), Independent Study	2014-2015
Kim Harriot (Boston Children’s Hospital Intern)	2013
April Maddy (Harvard Graduate School of Education, Intern)	2012
Mahsa Ershadi (Harvard Graduate School of Education, Intern)	2012
John Naghshineh (Harvard Graduate School of Education, Intern)	2012
Lesley Sylvan, CCC-SLP, M.A. (Harvard Graduate School of Education, mentor)	2007-2008
Patricia K. Saxler, Ed.M. (Gabrieli Lab), Research Assistant	2008-2009

Research Assistants

Patricia Saxler (Research Assistant, BEAM)	2021-
Xochitl Arechiga (Research Assistant, BEAM/Gabrieli Lab)	2017-
Karolina Wade (Psychoeducation Evaluator, Gabrieli Lab)	2018-
Kelly Halverson (Psychoeducation Evaluator, Gabrieli Lab; Left for Ph.D. at UT Houston)	2012-2017
Jonathan Walters (Technical Assistant, Gabrieli Lab; Left for Ph.D. at Stanford)	2014-2016
Jack Murtagh (Technical Assistant, Gabrieli Lab; Left for Ph.D. at Harvard)	2012-2014
Rebecca Winter, M.A. (Psychoeducation Evaluator, Gabrieli Lab; Left for Ph.D. at Georgia State)	2010-2011
Bianca Levy, Ed.M. (Psychoeducation Evaluator, Gabrieli Lab; Left for Ph.D. at McGill University)	2009-2010
Stephanie Del Tufo, B.A. (Gabrieli Lab; Left for Post-Doc at Vanderbilt)	2008-2011
John Lymberis, B.A. (Gabrieli Lab)	2008-2010
Alison Bloomfield, B.A. (Gabrieli Lab; Left for Psy.D. at Temple U.)	2008-2009

Undergraduate Level

Benjamin LaFond (Harvard College)	2021-
Jessica Moore (Harvard College)	2019-2021
Diana Hernandez (MGH Youth Scholars Alumni Program)	2018, 2019
Megan Mclean (Student Success Jobs Program (SSJP), Brigham and Women’s Hospital, summer intern)	2019
Shamar Layne (Student Success Jobs Program (SSJP), Brigham and Women’s Hospital, summer intern)	2019
Esther Stephens (Student Success Jobs Program (SSJP), Brigham and Women’s Hospital, summer intern)	2018
Destiny Miles (Student Success Jobs Program (SSJP), Brigham and Women’s Hospital, summer intern)	2017, 2018
Lili Uchida (U. Colorado, summer intern)	2018

Son Huynh (Boston University undergraduate, summer intern)	2015
Karan Patel (UConn undergraduate, summer intern)	2015
Jiayi Lin, (MIT Undergraduate Research Assistant) Gabrieli Lab	2013
Diana Bartenstein, Harvard College Senior Thesis Co-Advisor	2011-2012

High School Students

Francesca Louis Jean (MGH Youth Scholars Alumni Program)	2019
Alex Cumming	2018
Jacob Kimberley	2018
Aidan Kimberley	2018, 2019
Amanda O'Brien	2019
Christina Markopoulos	2014-2016
Gideon Leek	2014
Piper Galyean	2014
James Onyeukwu	2013
Daniel Remondi	2013
Colin Power	2012
Arman Ashrafi	2012
Jessie Hild (Smithsonian Pinhead Institute Intern)	2012
Gina Distefano (Smithsonian Pinhead Institute Intern)	2012
Omar Hadzipasic	2010

Selected Professional Development Taught

Neuroscience of reading. Learning and the Brain Workshop, Cambridge, MA.	2013-2021
Adolescent Literacy: Red flags and principles of instruction for struggling readers. Isidore Newman School, New Orleans, LA.	2019
Common myths among educators. Isidore Newman School, New Orleans, LA.	2019
The Reading Brain: Development, Difficulties, and Intervention. Isidore Newman School, New Orleans, LA.	2019
Constructing the Reading Brain. Learning & the Brain Workshop, Needham, MA.	2017
Constructing the Reading Brain. Learning & the Brain Workshop, Needham, MA.	2012
Responsibility and Communication in Science. Invited Panelist, Sense About Science, Voice of Young Science, Cambridge, MA.	2012
Strategies for reading problems in the 21st century. Learning & the Brain Conference, Cambridge, MA.	2011
Making connections: The art and science of teaching. Summer Institute Leader (4 days), Learning and the Brain Conference/Lawrence Academy, Groton, MA.	2011
Approach to graduate school: Finding one that fits you. Invited Speaker, Clinical Research Assistant Community Education Initiative, Children's Hospital, Boston, MA.	2011
Making connections: The art and science of teaching. Summer Institute Leader (4 days), Learning and the Brain Conference/Lawrence Academy, Groton, MA.	2010

Neuroscience of reading and dyslexia. Invited speaker, The Reading Clinic, Bermuda.	2009
Teaching for Learning: Connecting brain and cognitive science with the classroom. Summer Institute Leader (4 days), Learning and the Brain Conference/University of Southern California, Los Angeles, CA.	2009
Making connections: The art and science of teaching. Summer Institute Leader (4 days), Learning and the Brain Conference/Lawrence Academy, Groton, MA.	2009
Updates on emotion and cognition through neuroscience for educators. Invited speaker, Packer Collegiate Institute, Brooklyn, NY.	2009
Neurobiological systems of emotion: Implications for learning and teaching. Workshop leader and speaker for 3-Day Workshop, Long Trail School, Dorset, VT.	2008
Dynamics and development of cognition: Implications for learning and teaching. Workshop leader and speaker for 3-Day Workshop, Long Trail School, Dorset, VT.	2008
Identification and characterization of Developmental Dyslexia. Invited speaker, Neuroeducation Institute: Applying Brain Science to Teaching & Learning, The Carraway Center for Teaching & Learning, Nashville, TN.	2008
Current directions in reading research: Inquiries of science and education. Invited speaker, Neuroeducation Institute: Applying brain science to teaching & learning, The Carraway Center for Teaching & Learning, Nashville, TN.	2008
Developmental Dyslexia from Mind, Brain, and Education perspectives. Invited speaker, Neuroeducation Institute: Applying Brain Science to Teaching & Learning, The Carraway Center for Teaching & Learning, Nashville, TN.	2008
The reading brain: Current research and interventions. Invited speaker, Professional Development, Landmark School, Prides Crossing, MA.	2008
The cognitive neuroscience of Landmark's teaching principles. Invited speaker, Professional Development, Landmark School, Prides Crossing, MA.	2008
Written language: Approaches and components of assessment. Invited speaker, Professional Development, Learning Disabilities Program, Children's Hospital, Boston, MA.	2008
Assessment training for research in oral & written language. Invited workshop leader, Training seminar, Children's Hospital, Boston & Harvard Medical School, Cambridge, MA.	2007

Selected Professional Memberships and Activities

National Center for Learning Disabilities (NCLD), Invited Board Member	2021-
International Mind, Brain, and Education Society (IMBES) Board Member	2018-
SES Neuroscience Network (SESN), Founding Member	2021-
Noonan Memorial Fund Reviewer	2021
Gallaudet University Priority Research Funds (PRF) Reviewer	2021
TheReadingForum.com Founding Member	2021
Advisory board, Project funded by "Assessment for Good (PI: Mary Helen Immordino-Yang) on literacy education and social emotional learning	2021

National Science Foundation, US, Review Panel	2016, 2017, 2020
Cambridge Public Schools, Consultant	2020-
National Center for Learning Disabilities, Working Group	2020
UNESCO MGIEP's ISEE Assessment as a Coordinating Lead Author (CLA)	2020-
UNESCO Global Education Assessment, Working Group on Education Neuroscience	2020-
Acton/Boxborough Regional School District, Consultant	2019-
<i>Good Clinical Practice</i> in Research at an Academic Research Institution, Completed coursework and received certificate	2019
Expert Reviewer, Literacy Content for the Reading Specialist MTEL, Massachusetts Department of Elementary and Secondary Education	2019
Editorial Board Member, AERA Open	2019-2021
Advisory Board, NSF 1750213 Longitudinal Development of Numerical Processing Brain Networks in Developmental Dyscalculia: A Neuroimaging Study from Kindergarten to Second Grade (PI: Gavin Price)	2018-2023
Scientific Advisory Board, The Brain Recovery Project	2018-
Reviewer, Social Sciences and Humanities Research Council of Canada (SSHRC)	2018
Editorial board member, <i>Mind, Brain, Education Journal</i>	2018-2020
Literacy Advisory Group, MA Dept. Elementary and Secondary Education	2017
Harvard-Kent Leadership and Scholarship Partnership, Board of Directors/Advisory Board (Teacher Grant Program, Annual Fund)	2017-
Invited Attendee, National Science Foundation STEM Education, Learning Disabilities, and the Science of Dyslexia Conference, Pentagon City, Virginia	2017
Invited Attendee, Neuroscience and Poverty, International School on Mind, Brain, and Education, Erice, Italy	2017
Board of Directors, Elected, International Mind, Brain and Education Society	2015-2017
National Science Foundation, Israel, Grant reviewer	2016
Research Grants Council, University Grants Committee, Hong Kong, Standing Review Board	2015-2019
Co-Organizer & Moderator, Sense About Science, Voice of Young Science, Cambridge, MA	2012
Co-Organizer, Sense About Science, Voice of Young Science, Glasgow, Scotland	2011
Graduate Steering Committee, Mind, Brain, Behavior Interfaculty Initiative at Harvard	2007-2008
Advisory Committee, Student Research Conference & International Forum, Harvard	2006-2007
Co-Organizer, Massachusetts Branch of the International Dyslexia Association Conference	2010-2014
Facilitator, Connecting the Mind, Brain, and Education Summer Institute, HGSE	2008
Co-Founder, Clinical Brain Science Collaborative Seminar, Children's Hospital, Boston	2008-2014
Conference Tri-Chair, Student Research Conference & International Forum, HGSE	2005, 2006

Admissions Committee, Mind, Brain, and Education Masters Program, HGSE 2006

Editorial Boards

Editorial Board:

AERA Open 2014-

Ad-hoc reviewer: 2010-present

Applied Psycholinguistics; Brain Connectivity; Brain and Cognition; Child Development; Child Language Teaching and Therapy; Developmental Neuropsychology; Developmental Science; Frontiers in Psychology/Education; Learning and Individual Differences; Mind, Brain Education; NeuroReport; Neuroscience and Biobehavioral Reviews; PLOS One; Scientific Studies of Reading

Institutional Service @ MGH IHP

Executive Committee, Doctoral Program 2020-present

Power, Privilege, and Positionality Facilitator 2020-

Thesis/Dissertation/Qualifying Exam Committee 2014-present

Admissions Committee 2014-present

Research and Scholarship of Faculty and Students Review Committee 2014-present

Faculty Connect Guide: Mentorship Program 2014-present

Research Operations Committee (ROC) 2014-2019

Reviewer, Research Fellowship applications 2018

Certificate of Reading Curriculum Committee 2017-2018

Task Force for Healthcare Improvement 2015

Task Force for Core Competencies 2015

Chair of Search Committee 2015

Academic Initiatives Process for new Masters program in Moderate Special Needs & Literacy 2014

Community Service

Board Member, National Center for Learning Disabilities (NCLD) 2021-present

Scientific Advisory Board Member, The Brain Recovery Project 2018-present

Board Member, Harvard-Kent Leadership and Scholarship Partnership Board of Directors/Advisory Board 2017-present

Board Member, Massachusetts Branch of the International Dyslexia Association (Program Committee, Communications Committee) 2010-present

Certifications/Trainings Completed

Special Seminar for HMS & HSDM: Blindspot: Hidden Biases of Good People 2021

Strategies for Engagement in Online Teaching 2021

Faculty Workshop: Auditing Your Syllabus for Justice, Equity, Diversity, and Inclusion Time 2021

Informed Consent including eConsent, MGH 2021

Human Subjects Research Record-keeping and Record Retention, MGH 2021

Good Clinical Practice (GCP) in Research, MGH 2020