

Nicole Landi

University of Connecticut
 Department of Psychological Sciences
 406 Babbidge Road, Unit 1020
 Storrs, CT 06269-1020
 Email: nicole.landi@uconn.edu

CURRENT POSITIONS

Associate Professor, Department of Psychological Sciences University of Connecticut	2018 - Present
Adjunct Associate Professor of Psychology Child Study Center, Yale University	2018 - Present
Director of EEG Research & Senior Scientist Haskins Laboratories	2009 - Present

ADDITIONAL AFFILIATIONS

University of Connecticut: Cognitive Science Program; Neurobiology of Language Program; CT Institute for Brain and Cognitive Sciences (IBaCS); Science of Learning and Art of Communication Training Program (NSF NRT); Cognitive Neuroscience of Communication Training Program (NIH T32)

FORMER POSITIONS

Assistant Professor, Department of Psychological Sciences University of Connecticut	2013 - 2018
Adjunct Assistant Professor of Psychology Child Study Center, Yale University	2013 - 2018
Research Scientist/Associate Research Scientist Child Study Center, Yale University	2009 - 2013
Assistant Professor, Dept. of Educational Psychology: Learning and Cognition University of Minnesota	2008 - 2009
Postdoctoral Fellow Haskins Laboratories	2005 - 2007

EDUCATION

Ph.D., Cognitive Psychology & Cognitive Neuroscience University of Pittsburgh & Center for the Neural Basis of Cognition (CNBC)	2003 - 2005
M.S., Cognitive Psychology & Cognitive Neuroscience University of Pittsburgh & Center for the Neural Basis of Cognition (CNBC)	2000 - 2003
B.A., Psychology, <i>Summa cum laude</i> University at Albany (SUNY)	1996 - 1999

ACADEMIC AWARDS, HONORS, AND FELLOWSHIPS

Association for Psychological Science (APS) James McKeen Cattell Sabbatical Award, 2020-2021
 Provost's Commendation for Excellence in Teaching, University of Connecticut, 2015, 2016, 2018
 Dean and Provost's Special Merit, University of Connecticut, 2014, 2017, 2019
 President's Distinguished Faculty Mentor, University of Minnesota, 2009
 NIH Clinical Research Loan Repayment Award, Competitive Renewal, 2007-2010
 NIH Clinical Research Loan Repayment Award, 2006
 NIH National Research Service Award (NRSA - T32 Postdoctoral fellowship), 2005-2007
 NSF Integrated Graduate Education Research and Training (IGERT) Fellowship, 2002-2004
 NIH National Research Service Award (NRSA - T32 Predoctoral fellowship), 2002
 Phi Beta Kappa, University at Albany, 1998

PUBLICATIONS

REFEREED JOURNAL ARTICLES

66. Irwin, J., Avery, T., Kleinman, D. & **Landi, N.** (2021). Audiovisual speech perception in children with autism spectrum disorders: Evidence from visual phonemic restoration. *Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s10803-021-04916-x>.
65. Jasińska, K. K., Shuai, L., Lau, A., Frost, S., **Landi, N.**, & Pugh, K. R. (2021). Functional connectivity in the developing language network in 4-year-old children predicts future reading ability. *Developmental Science*, e13041.
64. Mascheretti, S., Perdue, M. V., Feng, B., Andreola, C., Dionne, G., Jasińska, K. K., ... & **Landi, N.** (2021). From BDNF to reading: Neural activation and phonological processing as multiple mediators. *Behavioural Brain Research*, 112859.
63. Malins, J. G., **Landi, N.**, Ryherd, K., Frijters, J. C., Magnuson, J. S., Rueckl, J. G., ... & Morris, R. (2021). Is that a pibu or a pibo? Children with reading and language deficits show difficulties in learning and overnight consolidation of phonologically similar pseudowords. *Developmental Science*, e13023.
62. Wu, R. T., Gabrick, K. S., Singh, A., **Landi, N.**, Taylor, J. A., Bartlett, S. P., ... & Alperovich, M. (2020). Comparison of neurocognitive outcomes in postoperative adolescents with unilateral coronal synostosis. *Plastic and Reconstructive Surgery*, 146(3), 614-619.
61. Morett, L. M., **Landi, N.**, Irwin, J., & McPartland, J. C. (2020). N400 amplitude, latency, and variability reflect temporal integration of beat gesture and pitch accent during language processing. *Brain Research*, 147059.
60. Perdue, M.V., Mednick, J., Pugh, K. & **Landi, N.** (2020). Gray matter structure is associated with reading skill in typically developing young readers. *Cerebral Cortex*, 30, 5449-5459.
59. Bunderson, M., Diaz, D., Maupin, A., **Landi, N.**, Potenza, M. N., Mayes, L. C., & Rutherford, H. J. (2020). Prior reproductive experience modulates neural responses to infant faces across the postpartum period. *Social Neuroscience*, 15(6), 650-654.
58. Rakhlin, N., **Landi, N.**, Lee, M., Magnuson, J. S., Naumova, O. Y., Ovchinnikova, I. V., & Grigorenko, E. L. (2020). Cohesion of cortical language networks during word processing is predicted by a common polymorphism in the *SETBP1* Gene. *New Directions for Child and Adolescent Development*, 2020(169), 131-155.
57. Lowell, A. F., Maupin, A. N., **Landi, N.**, Potenza, M. N., Mayes, L. C., & Rutherford, H. J. (2020). Substance use and mothers' neural responses to infant cues. *Infant Mental Health Journal*. 41(2), 264-277.
56. **Landi, N.** & Perdue, M.V. (2019). Neuroimaging genetics studies of specific reading disability and developmental language disorder: A review. *Language and Linguistics Compass*. <https://onlinelibrary.wiley.com/doi/abs/10.1111/lnc3.12349>
55. Morie, K. P., Wu, J., **Landi, N.**, Potenza, M. N., Mayes, L. C., & Crowley, M. J. (2019). Oscillatory dynamics of feedback processing in adolescents with prenatal cocaine exposure. *Developmental Neuropsychology*, 44(5), 429-442.
54. Compton, D. L., Steacy, L. M., Petscher, Y., Rueckl, J. G., **Landi, N.**, Frost, S. J., & Pugh, K. R. (2019). Linking behavioral and computational approaches to better understand variant vowel pronunciations in developing readers. *New Directions for Child and Adolescent Development*, 165, 55-71.
53. Ryherd, K. & **Landi, N.** (2019). Category learning in poor comprehenders. *Scientific Studies of Reading*, 23, 305-316.
52. Perdue, M. V., Mascheretti, S., Kornilov, S. A., Jasińska, K. K., Ryherd, K., Mencl, W. E., ... & **Landi, N.** (2019). Common variation within the *SETBP1* gene is associated with reading-related skills and patterns of functional neural activation. *Neuropsychologia*, 130, 44-51.
51. Ryherd, K., Jasińska, K., Van Dyke, J.A., Hung, Y.-H., Baron, E., Mencl, W.E., Zevin, J., **Landi, N.** (2018). Cortical regions supporting reading comprehension skill for single words and discourse. *Brain and Language*, 186, 32-43.

50. Hung, Y. H., Frost, S. J., Molfese, P., Malins, J. G., **Landi, N.**, Mencl, W. E., ... & Pugh, K. R. (2018). Common neural basis of motor sequence learning and word recognition and its relation with individual differences in reading skill. *Scientific Studies of Reading*, 1-12.
49. Wang, X., Fu, R., Xia, X., Chen, X., Wu, H., **Landi, N.**, ... & Cong, F. (2018). Spatial properties of mismatch negativity in patients with disorders of consciousness. *Neuroscience Bulletin*, 34(4), 700-708.
48. Chuang, C., Rolison, M., Yang, J. F., Brooks, E. D., Hashim, P. W., Travieso, R., Terner, J., Steinbacher, D.M., **Landi, N.** Stavropoulos, K.K.M., & Mayes, L. C. (2018). Normalization of speech processing after whole-vault cranioplasty in sagittal synostosis. *Journal of Craniofacial Surgery*, 29(5), 1132-1136.
47. Malins, J. G., Pugh, K. R., Buis, B., Frost, S. J., Hoeft, F., **Landi, N.**, ... & Sevcik, R. (2018). Individual differences in reading skill are related to trial-by-trial neural activation variability in the reading network. *Journal of Neuroscience*, 0907-17.
46. Hong, T., Shuai, L., Frost, S. J., **Landi, N.**, Pugh, K. R., & Shu, H. (2018). Cortical responses to Chinese phonemes in preschoolers predict their literacy skills at school age. *Developmental Neuropsychology*, 1-14.
45. Morie, K. P., Wu, J., **Landi, N.**, Potenza, M. N., Mayes, L. C., & Crowley, M. J. (2018). Feedback processing in adolescents with prenatal cocaine exposure: An electrophysiological investigation. *Developmental Neuropsychology*, 43(3), 183-197.
44. Maupin, A. N., Rutherford, H. J., **Landi, N.**, Potenza, M. N., & Mayes, L. C. (2019). Investigating the association between parity and the maternal neural response to infant cues. *Social Neuroscience*, 14, 214-225.
43. Hämäläinen, J., **Landi, N.**, Loberg, O., Lohvansuu, K., Pugh, K., & Leppänen, P. H. (2018). Brain event-related potentials to phoneme contrasts and their correlation to reading skills in school-age children. *International Journal of Behavioral Development*, 42(3), 357-372.
42. **Landi, N.**, Malins, J. G., Frost, S. J., Magnuson, J.S., Molfese, P., Ryherd, K., Rueckl, J.G., Mencl, W.E. & Pugh, K. R. (2018). Neural representations for newly learned words are modulated by overnight consolidation, reading skill, and age. *Neuropsychologia*, 111, 133-144.
41. Earle, F. S., **Landi, N.**, & Myers, E. B. (2018). Adults with language impairment fail to consolidate speech sounds during sleep. *Neuroscience Letters*, 666, 58-63.
40. Irwin, J., Avery, T., Brancazio, L., Turcios, J., Ryherd, K., & **Landi, N.** (2018). Electrophysiological indices of audiovisual speech perception: Beyond the McGurk effect and speech in noise. *Multisensory Research*, 31, 39-56.
39. **Landi, N.**, Avery, T., Wu, J., Crowley, M. J., & Mayes, L. C. (2017). Prenatal cocaine exposure impacts language and reading into late adolescence: Behavioral and ERP evidence. *Developmental Neuropsychology*. 6, 369-386.
38. Turcios, J., Cook, B., Irwin, J., Rispoli, T., **Landi, N.** (2017). A familiarization protocol facilitates participation of children with ASD in electrophysiological research. *Journal of Visualized Experiments*.
37. Irwin, J., Avery, T., Brancazio, L., Turcios, J., & **Landi, N.** (2017). Electrophysiological indices of audiovisual speech perception in the broader autism phenotype. *Brain Sciences*. 7(6), 60.
36. Harwood, V., Preston, J., Grela, B., Roy, D., Harold, O., Turcios, J., Andrada, K., & **Landi, N.** (2017). Electrophysiology of perception and processing of phonological information as indices of toddlers' language performance. *Journal of Speech Language and Hearing Research*, 1-13.
35. Jasińska, K. K., Molfese, P. J., Kornilov, S. A., Mencl, W. E., Frost, S. J., Lee, M., Pugh, K.R., Grigorenko, E. & **Landi, N.** (2017). The *BDNF* Val⁶⁶Met polymorphism is associated with structural neuroanatomical differences in young children: Implications for cognitive development. *Behavioural Brain Research*, 328, 48-56.
34. **Landi, N.**, & Ryherd, K. (2017). Understanding specific reading comprehension deficit: A review. *Language and Linguistics Compass*, 11(2).
33. Rutherford, H. J., Maupin, A. N., **Landi, N.**, Potenza, M. N., & Mayes, L. C. (2017). Current tobacco-smoking and neural responses to infant cues in mothers. *Parenting*, 17(1), 1-10.

32. Earle, F. S., **Landi, N.**, & Myers, E. B. (2017). Sleep duration predicts behavioral and neural differences in adult speech sound learning. *Neuroscience Letters*, *636*, 77-82.
31. Rutherford, H. J., Maupin, A. N., **Landi, N.**, Potenza, M. N., & Mayes, L. C. (2017). Parental reflective functioning and the neural correlates of processing infant affective cues. *Social Neuroscience*, *12*(5), 519-529.
30. Jasińska, K., Kornilov, S., Molfese, P., Frost, S., Lee, M., Mencl, W. E., Pugh, K. R., Grigorenko, E., & **Landi, N.** (2016). The *BDNF* Val⁶⁶Met polymorphism influences reading ability and patterns of neural activation in children. *PLoS ONE*, *11*(8), e0157449.
29. Breen, M., Kaswer, L., Van Dyke, J. A., & **Landi, N.** (2016). Imitated prosodic fluency predicts reading comprehension ability in good and poor high school readers. *Frontiers in Psychology*, *7*.
28. Preston, J. L., Molfese, P. J., Frost, S. J., Mencl, W. E., Fulbright, R. K., Hoeft, F., **Landi, N.**, Shankweiler, D., & Pugh, K. R. (2016). Print-speech convergence predicts future reading outcomes in early readers. *Psychological Science*, *27*(1), 75-84.
27. Hashim, P. W., Brooks, E. D., Persing, J. A., Reuman, H., Naples, A., Travesio, R., Terner, J., Steinbacher, D., **Landi, N.**, Mayes, L. C., & McPartland, J. (2015). Direct brain recordings reveal impaired neural function in infants with single-suture craniosynostosis: A future modality for guiding management? *The Journal of Craniofacial Surgery*, *26*(1), 60-63. **There is a mistake in this manuscript, the speech stimuli are Hindi, not English.*
26. Kornilov, S. A., Magnuson, J. S., Rakhlin, N., **Landi, N.**, & Grigorenko, E. L. (2015). Lexical processing deficits in children with developmental language disorder: An event-related potentials study. *Development and Psychopathology*, *27*, 459-476.
25. Diehl, J. J., Frost, S. J., Sherman, G., Mencl, W. E., Kurian, A., Molfese, P., **Landi, N.**, Preston, J., Soldan, A., Fulbright, R. K., Rueckl, J., Seidenberg, M. S., Hoeft, F., & Pugh, K. R. (2014). Neural correlates of language and non-language visuospatial processing in adolescents with reading disability. *NeuroImage*, *101*, 653-666.
24. Kornilov, S. A., **Landi, N.**, Rakhlin, N., Fang, S.-Y., Grigorenko, E. L., & Magnuson, J. S. (2014). Attentional but not pre-attentive neural measures of auditory discrimination are atypical in children with developmental language disorder. *Developmental Neuropsychology*, *39*, 543-567.
23. Preston, J. L., Molfese, P. J., Gumkowski, N., Sorcinelli, A., Harwood, V., Irwin, J., & **Landi, N.** (2014). Neurophysiology of speech differences in childhood apraxia of speech. *Developmental Neuropsychology*, *39*, 385-403.
22. Hashim, P., Travesio, R., Persing, J., Coffman, M., Mukerji, C., Naples, A., Tillman, R., Terner, J., **Landi, N.**, Patel, A., Steinbacher, D., Mayes, L., & McPartland, J. (2014). Brain electrophysiology reveals intact processing of speech sounds in deformational plagiocephaly. *Plastic and Reconstructive Surgery*, *133*, 835e-841e. **There is a mistake in this manuscript, the speech stimuli are Hindi, not English.*
21. Pugh, K. R., Frost, S. J., Rothman, D. L., Mason, G. M., Del Tufo, S., Molfese, P. J., Mencl, W. E., Grigorenko, E., **Landi, N.**, Preston, J. L., Jacobsen, L., Hoeft, F., Seidenberg, M., & Fulbright, R. K. (2014). Glutamate and choline levels predict individual differences in reading ability in emergent readers. *The Journal of Neuroscience*, *34*, 4082-4089.
20. Preston, J. L., Molfese, P., Mencl, W. E., Frost, S. J., Hoeft, F., Fulbright, R. K., **Landi, N.**, Grigorenko, E. L., Seki, A., Felsenfeld, S., & Pugh, K. R. (2014). Structural brain differences in school-age children with residual speech sound errors. *Brain and Language*, *128*(1), 25-33.
19. Preston, J. L., Brick, N., & **Landi, N.** (2013). Ultrasound biofeedback treatment for persisting childhood apraxia of speech. *American Journal of Speech-Language Pathology*, *22*(4), 627-643.
18. Pugh, K. R., **Landi, N.**, Preston, J. L., Mencl, W. E., Austin, A., Sibley, D., Fulbright, R. K., Seidenberg, M. S., Grigorenko, E., Constable, R. T., Molfese, P., & Frost, S. J. (2013). The relationship between phonological and auditory processing and brain organization in beginning readers. *Brain and Language*, *25*, 173-183.
17. **Landi, N.**, Frost, S. J., Mencl, W. E., Sandak, R., & Pugh, K. R. (2013). Neurobiological bases of reading comprehension: Insights from neuroimaging studies of word-level and text-level processing in skilled and impaired readers. *Reading and Writing Quarterly*, *29*, 145-167.

16. **Landi, N.**, Frost, S. J., Mencl, W. E., Preston, J. L., Jacobsen, L. K., Lee, M., Yrigollen, C., Pugh, K. R., & Grigorenko, E. L. (2013). The *COMT* Val/Met polymorphism is associated with reading-related skills and consistent patterns of functional neural activation. *Developmental Science*, *16*(1), 13-23.
15. Preston, J. L., Felsenfeld, S. F., Frost, S. J., Mencl, W. E., Fulbright, R. K., Grigorenko, E., **Landi, N.**, & Pugh, K. R. (2012). Functional brain activation differences in school-age children with speech sound errors: Speech and print processing. *Journal of Speech Language and Hearing Research*, *55*(4), 1068-1082.
14. Montoya, J. L., **Landi, N.**, Kober, H., Worhunsky, P. D., Rutherford, H. J. V., Mencl, W. E., Mayes, L. C., & Potenza, M. N. (2012). Regional brain responses in nulliparous women to emotional infant stimuli. *PlosOne*, *7*(5), e36270.
13. Gulhan Ercan-Sencicek, A., Davis Wright, N. R., Frost, S. J., Fulbright, R. K., Felsenfeld, S., Hart, L., **Landi, N.**, Mencl, W. E., Sanders, S. J., Pugh, K. R., State, M. W., & Grigorenko, E. (2012). Searching for Potocki-Lupski syndrome phenotype: A patient with language impairment and no autism. *Brain and Development*, *34*(8), 700-703.
12. **Landi, N.**, Crowley, M. J., Wu, J., Bailey, C., & Mayes, L. C. (2012). Deviant ERP response to spoken non-words among adolescents exposed to cocaine in utero. *Brain and Language*, *120*(3), 209-216.
11. **Landi, N.**, Montoya, J., Kober, H., Rutherford, H. J. V., Mencl, W. E., Worhunsky, P. D., Potenza, M. N., & Mayes, L. C. (2011). Maternal neural responses to infant cries and faces: Relationships with substance use. *Frontiers in Psychiatry*. * There is a mistake in one the published tables, please see the linked correction.
10. Palejev, D., Hwang, W., **Landi, N.**, Eastman, M., Frost, S., Fulbright, R., Kidd, J. R., Kidd, K. R., Mencl, W. E., Yrigollen, C., Pugh, K. R., & Grigorenko, E. (2011). An application of the elastic net for an endophenotype analysis. *Behavior Genetics*, *41*(1), 120-124.
9. Skiba, T., **Landi, N.**, Wagner, R., & Grigorenko, E. (2011). In search of the perfect phenotype: An analysis of linkage and association studies of reading and reading-related processes. *Behavior Genetics*, *41*(1), 6-30.
8. Preston, J. L., Frost, S., Mencl, W. E., Fulbright, R. K., **Landi, N.**, Grigorenko, E., Jacobsen, L., & Pugh, K. R. (2010). Early and late talkers: School-age language, literacy, and neuro-linguistic differences. *Brain*, *133*, 2185-2195.
7. **Landi, N.**, Mencl, W. E., Frost, S. J., Sandak, R., Chen, H., & Pugh, K. R. (2010). An fMRI study of multimodal semantic and phonological processing in reading disabled adolescents. *Annals of Dyslexia*, *60*(1), 102-121.
6. **Landi, N.** (2010). An examination of the relationship between reading comprehension, higher-level and lower-level reading sub-skills in adults. *Reading and Writing*, *23*(6), 701-717.
5. Frost, S. J., **Landi, N.**, Mencl, W. E., Sandak, R., Fulbright, R. K., Tejada, E. T., ... & Pugh, K. R. (2009). Phonological awareness predicts activation patterns for print and speech. *Annals of Dyslexia*, *59*(1), 78-97.
4. Bauer, L. M., Olheiser, E. L., Altarriba, J., & **Landi, N.** (2009). Word type effects in false recall: Concrete, abstract, and emotion word critical lures. *The American Journal of Psychology*, *122*(4), 469-481.
3. Pugh, K. R., Frost, S. J., Sandak, R., **Landi, N.**, Rueckl, J. G., Constable, R. T., Seidenberg, M., Fulbright, R., Katz, L., & Mencl, W. E. (2008). Effects of stimulus difficulty and repetition on printed word identification: An fMRI comparison of non-impaired and reading-disabled adolescent cohorts. *Journal of Cognitive Neuroscience*, *20*(7), 1146-1160.
2. **Landi, N.**, & Perfetti, C. A. (2007). An electrophysiological investigation of semantic and phonological processing in skilled and less skilled comprehenders. *Brain and Language*, *102*(1), 30-45.
1. **Landi, N.**, Perfetti, C. A., Bolger, D. J., Dunlap, S., & Foorman, B. R. (2006). The role of discourse context in developing word representations: A paradoxical relation between reading and learning. *Journal of Experimental Child Psychology*, *94*(2), 114-133.

BOOK CHAPTERS, PROCEEDINGS & COMMENTARY

19. Barbot, B., Hein, S., Trentacosta, C., Beckmann, J. F., Bick, J., Crocetti, E., ... & Ponguta, L. A. (2020). Manifesto for new directions in developmental science. *New directions for child and adolescent development*.

18. **Landi, N.**, Ashton, G., Coyne-Green, A., Kleinman, D., Sarles-Wittlesey, H., Roberts, P., Blair, N., Pugh, K.R. & Hoeft, F. (2019). What's the promise of in-school neuroscience? *International Dyslexia Association Examiner*.
17. Jasinska, K., & **Landi, N.** (2019). Dyslexia and its neurobiological basis. In G. de Zubicaray & N. Schiller (Eds.), *The Oxford Handbook of Neurolinguistics* (pp. 626-646). New York: Oxford University Press.
16. **Landi, N.** (2019) Imaging genetics approaches to the study of dyslexia: Promises and challenges. In D. Compton, J. Washington & P. McCardle (Eds.), *Dyslexia 101: Revisiting Etiology, Diagnosis, Treatment, and Policy* (pp 20-30). Baltimore: Brookes Publishing.
15. Shuai, L., Frost, S. **Landi, N.** Mencl, W.E., & Pugh K. R. (2019). Neurocognitive models of skilled and impaired reading from a cross-language perspective. In L. Verhoven & C. Perfetti (Eds.) *Developmental Dyslexia across Languages and Writing Systems* (pp. 227-306). Cambridge: Cambridge University Press.
14. **Landi, N.** & Cutting, L.E. (2017). Global Approaches to Early Learning Research and Practice: Integrative Commentary. *New Directions for Child and Adolescent Development*, 158, 105-114.
13. **Landi, N.** (2017). Reading skill and the Geschwind-Galaburda hypothesis: An integrative commentary. In A. Galaburda, N. Gaab, F. Hoeft, & P. McCardle (Eds.), *Dyslexia and Neuroscience: The Geschwind-Galaburda Hypothesis, 30 Years Later* (pp. 199-205). Baltimore, Maryland: Brookes Publishing.
12. Irwin, J., Avery, T., Turcios, J., Brancazio, L., Cook, B., & **Landi, N.** (2017). Atypical phonemic discrimination but not audiovisual speech integration in children with autism and the broader autism phenotype. In Ouni, S., Davis, C., Jesse, A. & Beskow, C. (Eds). Proceedings of the 14th International Conference on Auditory-Visual Speech Processing (AVSP2017), Stockholm, Sweden. KTH, D2.S6.3. ISSN 2308-975X (online).
11. Kurian, A., Preston, J., Frost, S. J., **Landi, N.**, Mencl, W. E., Molfese, P., Fulbright, R. K., Rueckl, J. G., & Pugh, K. R. (in press). The neurocognitive basis of language in reading disability: More than just a phonological deficit. In G. Eden (Ed.), *The Wiley Handbook on the Cognitive Neuroscience of Developmental Dyslexia*. Hoboken, NJ: John Wiley & Sons, Ltd.
10. Jasinska, K., Frost, S., Molfese, P., **Landi, N.**, Mencl, W. E., Rueckl, J. G., & Pugh, K. R. (2016). Neuroimaging perspectives on skilled and impaired reading and the bilingual experience. In A. Khateb & I. Bar-Kochva (Eds.), *Brain, Mind and Fluency* (pp. 25-49). Cham, Switzerland: Springer International Publishing.
9. Van Dyke, J., & **Landi, N.** (2016). The development of reading comprehension skill: Processing and memory. In E. Bavin & L. Naigles (Eds.), *The Cambridge Handbook of Child Language, 2nd Edition* (pp. 740-761). Cambridge: Cambridge University Press.
8. Pugh, K. R., Frost, S. J., **Landi, N.**, Preston, J., Mencl, W. E., & Rueckl, J. G. (2013). Neuroimaging studies of reading disabilities: Toward brain-based learning models. In B. Miller, L. Cutting, & P. McCardle (Eds.), *Unraveling the Behavioral, Neurobiological, and Genetic Components of Reading Comprehension* (pp. 167-174). Baltimore: Paul Brookes Publishing.
7. **Landi, N.** (2013). Learning to read words: Understanding the relationship between reading ability, lexical quality, and reading context. In M. Britt, S. Goldman, & J-F. Rouet (Eds.), *Reading: From Words to Multiple Texts* (pp. 17- 33). Routledge: Taylor & Francis Group.
6. Sandak, R., Frost, S. J., Rueckl, J. G., **Landi, N.**, Mencl, W. E., Katz, L., & Pugh, K. R. (2012). How does the brain read words? In M. Spivey, M. Joanisse, & K. McRae (Eds.), *The Cambridge Handbook of Psycholinguistics* (pp. 218- 235). New York, NY: Cambridge University Press.
5. Pugh, K. R., Frost, S. F., Sandak, R., **Landi, N.**, Moore, D., Della Porta, G., Rueckl, J., & Mencl, W. E. (2010). Mapping the word reading circuitry in skilled and disabled readers. In P. Cornelissen, P. Hansen, M. Kringelback, & K. Pugh (Eds.), *The Neural Basis of Reading* (pp. 281-305). Oxford, UK: Oxford University Press.
4. McCardle, P., **Landi, N.**, & Pugh, K. (2009). Introduction: How children learn to read - Current issues and new directions in the integration of cognition, neurobiology, and genetics of reading and dyslexia research and practice. In P. McCardle & K. Pugh (Eds.), *How Children Learn to Read: Current Issues and New Directions in the Integration of Cognition, Neurobiology, and Genetics of Reading and Dyslexia Research and Practice* (xxvii-xxxiii). New York: Taylor-Francis.

3. Frost, S., Sandak, R., Mencl, W. E., **Landi, N.**, Rueckl, J. G., Katz, L., & Pugh, K. R. (2009). Mapping the word reading circuitry in skilled and disabled readers. In P. McCardle & K. Pugh (Eds.), *How Children Learn to Read: Current Issues and New Directions in the Integration of Cognition, Neurobiology and Genetics of Reading and Dyslexia Research and Practice* (3-19). New York: Taylor-Francis.
2. Frost, S. J., Sandak, R., Mencl, W. E., **Landi, N.**, Moore, D., Della Porta, G., Rueckl, J. G., Katz, L., & Pugh, K. R. (2008). Neurobiological and behavioral studies of skilled and impaired word reading. In E. Grigorenko & A. Naples (Eds.), *Single-Word Reading: Biological and Behavioral Perspectives* (pp. 355-376). Mahwah: Lawrence Erlbaum Associates, Publishers.
1. Perfetti, C. A., **Landi, N.**, & Oakhill, J. V. (2005). The acquisition of reading comprehension skill. In M. Snowling & C. Hume (Eds.), *The Science of Reading: Handbook of Reading Research* (pp. 227-247). Oxford: Blackwell Publishing.

PRESENTATIONS

SYMPOSIA & CONFERENCES ORGANIZED

- Landi, N.** (Chair) (2022, June). Bridging educational practice and neuroscience to study developmental language disorders: a review of neuroimaging approaches. To be held at the International Mind Brain and Education Society, Montreal, CA.
- Cowen, C., **Landi, N.** & Pugh, K. (Chairs) (2019, November). *Inaugural Sherman neuroscience and education symposium*. Symposium conducted at the 2019 meeting of the International Dyslexia Association, Portland, OR.
- Landi, N.** & Gaab, N. (Chairs) (2019, July). *Neural correlates of early reading development: Evidence from longitudinal neuroimaging studies*. Symposium conducted at the 26th annual meeting of the Society for the Scientific Study of Reading, Toronto, CA.
- Landi, N.** (Organizer, Chair) (2017, October). *3rd Meeting of the New England Research on Dyslexia Society (NERDY)*. University of Connecticut, Storrs, CT.
- Landi, N.** (Chair) (2017, July). *Multimodal explorations of linguistic processes in poor comprehenders*. Symposium conducted at the 24th annual meeting of the Society for the Scientific Study of Reading, Halifax, CA.
- Norton, E., & **Landi, N.** (Chairs) (2015, July). *Neurobiology, neurochemistry and genetics of dyslexia*. Symposium conducted at the 22nd annual meeting of the Society for the Scientific Study of Reading, Big Island, HI.
- Landi, N.** (Chair) (2013, November). *New directions in cognitive neuroscience research on dyslexia*. Symposium conducted at the 2013 annual meeting of the International Dyslexia Association, New Orleans, LA.
- Landi, N.** (Chair) (2009, June). *Neuroimaging studies of reading ability: Functional and structural measures of neural plasticity in learning and development*. Symposium conducted at the 16th annual meeting of the Society for the Scientific Study of Reading, Boston, MA.

INVITED TALKS & KEYNOTES

- Landi, N.** (2019, December). *Predicting learning outcomes in schools*. Talk presented at the Windward School, New York, NY.
- Landi, N.** (2019, November). *The Promise of in-school neuroscience: An initial report on two collaboratives*. Talk presented at the 2019 meeting of the International Dyslexia Association, Portland, OR.
- Landi, N.** (2019, June). *Using EEG to track intervention outcomes*. Talk presented at the IGNITE Center Summer Institute, AIM Academy, Philadelphia, PA.
- Landi, N.** (2019, June). *Imaging genetics studies of reading*. Keynote address given at the annual meeting of the Symposium on Research in Child Language Development, Madison, WI
- Landi, N.** (2019, April). *Genetics of dyslexia: An overview*. Keynote address given at the annual meeting "Diversity in Dyslexia" of the Association of Orton-Gillingham Practitioners and Educators, White Plains, New York.
- Landi, N.** (2018, October). *ERP correlates of early language*. Talk presented at the annual meeting of the Society for Psychophysiological Research, Quebec City, Quebec, CA.
- Landi, N.** (2018, June). *Imaging genetics studies of dyslexia: Promises and challenges*. Talk presented at The Dyslexia Foundation Extraordinary Brain Symposium, Cathedral Peak, South Africa.
- Landi, N.** (2018, April). *Students who can decode but not comprehend, what are they missing?* Talk presented at EASTConn continuing education series, EASTConn, Hampton, CT.
- Landi, N.** & Irwin, J. (2018, April). *Audiovisual processing and integration of speech in children with autism and*

the broader autism phenotype. Talk presented at the Current Issues in Neuroscience Series, Department of Biobehavioral Sciences, Teachers College, Columbia University, New York, NY.

Landi, N. (2017, March). *Environmental impacts on neurodevelopment: Implications for language learning*. Talk presented at the UCSF Symposium on Biological and Environmental Factors that Impact Multilingualism/Literacy Acquisition, San Francisco, CA.

Landi, N. (2016, March). *Why is reading comprehension hard, when decoding is easy? How a multimodal approach can elucidate the underlying mechanisms of specific comprehension impairment*. Talk presented at the Columbia University Seminar on Language & Cognition, New York, NY.

Landi, N. (2015, November). *Variation in BDNF and COMT is associated with neural structure and function in and children's language and reading skills*. Talk presented at the Boston University Communication Disorders Colloquium, Boston, MA.

Jasinska, K. & **Landi, N.** (2014, July). *Common but impactful genetic polymorphisms in COMT & BDNF are associated strongly with reading and related skills and associated patterns of neural activity*. Talk presented at the 21st Annual Meeting of the Society for the Scientific Study of Reading.

Landi, N. (2014, April). *Common but impactful genetic polymorphisms on COMT and BDNF impact reading skill, evidence from behavioral and brain data*. Talk presented at the Haskins Laboratories, pre-CNS International Cross Language Symposium, New Haven, CT.

Landi, N. (2013, August). *Reading and language impairments, behavioral, neuroimaging and genetic perspectives*. Talk presented at the International Dyslexia Association Annual Meeting, Southern Connecticut State University, New Haven, CT.

Landi, N. (2013, May). *Reading and language impairments, behavioral, neuroimaging and genetic perspectives*. Talk presented at the University of Massachusetts, Amherst, MA.

Landi, N. (2012, November). *Studies of reading and language impairment, from low-level to high-level deficits*. Talk presented at the City University of New York Graduate Center, New York, NY.

Landi, N. (2012, October). *Landi lab research*. Talk presented at the 1st Annual Conference of the New England Dyslexia Research Group, Harvard University, Boston, MA.

Landi, N. (2012, May). *Difficult to discriminate, but not easy to discriminate deviant MMN response predicts reading performance in young children*. Talk presented at the 6th Annual Conference on Mismatch Negativity (MMN) and its Clinical and Scientific Application, City University of New York, New York, NY.

Landi, N. (2012, March). *Studies of reading and language impairment, from low-level to high-level deficits*. Talk presented at the Haskins Next Generations Speaker Series, New Haven, CT.

Landi, N. (2011, July). *Learning to read words: Understanding the relationship between reading ability, lexical quality, and reading context*. Talk presented at the Society for Text and Discourse, Poitiers, France.

Landi, N. (2011, March). *Using cognitive neuroscience methods to uncover language and reading anomaly*. Talk presented at the University of Connecticut Annual Language Festival, Storrs, CT.

Landi, N. (2009, March). *Using fMRI to investigate specific reading disability in adolescents*. Talk presented at the Center for Cognitive Sciences Colloquium, University of Minnesota, Minneapolis, MN.

CONFERENCE PRESENTATIONS: NATIONAL/INTERNATIONAL (SELECTED)

Gaw, N., Lancaster, H., Perdue, M., Grigorenko, E., **Landi, N.**, Li, J. (2020, November). Bayesian Integration of Genetics, Imaging, And Behavior Data of Reading (Dis)ability. Talk presented at the 2020 INFORMS Annual Meeting (Virtual Conference).

Perdue, M.V., Mahaffy, K., Vlahcevic, K., Wolfman, E., Erbeli, F., Richlan, F., & **Landi, N.** (2020, October). Differences in brain activation following reading intervention: A meta-analysis. Poster presented at the 12th Annual Meeting of the Society for the Neurobiology of Language (Virtual Conference).

Mahaffy, K., Perdue, M.V., Vlahcevic, K., Wolfman, E., Erbeli, F., Richlan, F., & **Landi, N.** (2020, October). Reading Intervention Duration and Brain Activation Changes Before and After Treatment: A meta-regression study. Poster presented at the 12th Annual Meeting of the Society for the Neurobiology of Language (Virtual Conference).

Kleinman, D., Campanelli, L., Agrawal, V., Van Dyke, J., & **Landi, N.** (2020, October). Better readers show larger N400 effects during naturalistic listening. Presented at the twelfth meeting of the Society for the Neurobiology of Language (Virtual Conference).

Harwood, V., Preston, J., Baron, A., Kleinman, D., & **Landi, N.** (2020, October). Electrophysiological indicators of phonemic discrimination relate to receptive and expressive language skills in young children. Presented at the twelfth meeting of the Society for the Neurobiology of Language (Virtual Conference).

- Koirala, N., Perdue, M.V., Xing, Su., Grigorenko, E., **Landi, N.** (2020, October). Neurites orientation dispersion is associated with reading skill. Presented at the 12th meeting of the Society for the Neurobiology of Language (Virtual Conference).
- Perdue, M.V., Su, X., Koirala, N., Agrawal, V. & **Landi, N.** (2020, September) Relationships between gray matter structure and reading ability in a large, diverse sample: Testing age- and sex-specific effects (Abstract ID: 131616). Poster presented at the 2020 Flux Virtual Congress.
- Koirala, N., Perdue, M.V., Grigorenko, E., **Landi, N.** (2020, June). Effect of dMRI data quality on diffusion measures in children. Presented at the Organization for Human Brain Mapping annual meeting (Virtual Conference).
- Mascheretti, S., Perdue, M., Feng, B., Andreola, C., Dionne, G., Jasińska, K.K., Pugh, K.R., & **Landi, N.** (2020, July). From BDNF to reading: The mediation role of patterns of neural activation and phonology. Poster abstract accepted to the Annual Meeting of the Society for the Scientific Study of Reading, Newport Beach, CA, USA (Conference canceled; abstracts posted online).
- Perdue, M.V., Mednick, J., Pugh, K.R. & **Landi, N.** (2019, August). Associations between cortical surface structure and reading related skills. Poster presented at the annual meeting of the Society for the Neurobiology of Language, Helsinki, FI.
- Perdue, M.V., Mednick, J., Pugh, K.R. & **Landi, N.** (2019, July). Cortical structure is associated with later reading skills in beginning readers. Talk presented at the 26th annual meeting of the Society for the Scientific Study of Reading, Toronto, CA.
- Jaskinska, K., Shuai, S., Lau, A., Mulder, H., Frost, S., **Landi, N.** & Pugh, K.R. (2019, July). Functional connectivity in the developing language network predicts later reading ability. Talk presented at the 26th annual meeting of the Society for the Scientific Study of Reading, Toronto, CA.
- Irwin, J., Avery, T., Brancazio, L., Tarbell, N., Rooney, V., Murphy, J. & **Landi, N.** (2019, April). Audiovisual speech perception in children with ASD: The Listening to Faces Lab. Poster, Focus on Autism conference, Karolinska Institute, Stockholm, Sweden.
- Ryherd, K., Hurwitz, L., Franzén, S., **Landi, N.**, Myers, E. *Students Show Less Progress on Online Learning Program Before and After Recess.* (2019, March,). Poster presented at the Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
- Ryherd, K., Hurwitz, L., Schechter, R., **Landi, N.**, Myers, E. *Variability in Log-in Time Predicts Progress on Personalized Learning Software.* (2019, March). Poster presented at the Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
- Irwin, J. Avery, T., Turcios, J., Cook, B., Brancazio, L., McPartland, J. & **Landi, N.** (2018, May). Atypical Influence of Visible Speech in Children with ASD. Annual Meeting of the International Society for Autism Research. Rotterdam, Netherlands.
- Giovannone, N., Fitzroy, A. B., Richie, R., Jasińska, K., Wood, S., **Landi, N.**, Coppola, M. & Breen, M. (2018, November). Prosodic phrase boundary processing in native signers of ASL. Poster presented at the 59th Annual Meeting of the Psychonomic Society, New Orleans, LA.
- Campanelli, L., **Landi, N.**, Van Dyke, J.A. (2018, September). Syntactic and Semantic processing in poor comprehenders: Evidence from eye-tracking and computational modeling. Poster presented at the 24th Annual Conference on Architectures and Mechanisms for Language Processing. Berlin, Germany, Sept 6-8.
- Landi, N.** Kaswer, L.Ryherd, K., Campanelli, L., Van Dyke, J.A., Krivocapic, J. & Breen, M. (2018, July). *Use of prosodic cues is impaired in poor comprehenders.* Poster presented at the 25th Annual Meeting of the Society for the Scientific Study of Reading, Brighton, UK.
- Ryherd, K., Johns, C., Jahn, A., Van Dyke, D., & **Landi, N.** (2017, November). *Structural brain differences in good and poor comprehenders identified through a regression-based quantitative method.* Poster presented at the 9th Annual Meeting of the Society for the Neurobiology of Language, Baltimore, MD.
- Irwin, J. Avery, T. Turcios, J. Brancazio, L., Cook, B. & **Landi, N.** (2017, November). *Atypical Phonemic Discrimination but not Audiovisual Speech Integration in Children with the Broader Autism Phenotype, Autism, and Speech Sound Disorders.* Poster presented at the 9th Annual Meeting of the Society of Neurobiology of Language, Baltimore, Maryland.
- Landi, N.** (2017, July). *From genes to brain to reading: Common genetic variation in BDNF and COMT genes is associated with neural activation patterns and children's reading-related skills.* Talk presented at the 24th Annual Meeting of the Society for the Scientific Study of Reading, Halifax, NS.

* In the program as: Brain endophenotypes and imaging genetics (Grigorenko, E.).

Breen, M. Kaswer, L., Van Dyke, J.A. & **Landi, N.** (2017, July). *Imitated prosodic fluency predicts reading*

- comprehension in good and poor high school readers.* Talk presented at the 24th annual meeting of the Society for the Scientific Study of Reading, Halifax, NS.
- Johns, C., Lewis, A., Van Dyke, J.A. & **Landi, N.** (2017, July) *Mechanisms of discourse coherence in good and poor comprehenders.* Talk presented at the 24th Annual meeting of the Society for the Scientific Study of Reading, Halifax, NS.
- Ryherd, K. & **Landi, N.** (2017, July) *Characterizing novel word and concept learning in poor comprehenders.* Talk presented at the 24th Annual meeting of the Society for the Scientific Study of Reading, Halifax, NS.
- Van Dyke, J.A., Matsuki, K. & **Landi, N.** (2017, July) *Poor comprehenders' sensitivity to semantic and syntactic distractors during dependency formation.* Talk presented at the 24th Annual meeting of the Society for the Scientific Study of Reading, Halifax, NS.
- Landi, N.**, Ryherd, K., Jaskinska, K., Hung, Y., Baron, E., Mencl, W.E., Cutting, L. & Zevin, J. (2017, July). *Cortical networks supporting reading comprehension skill for single words and passages.* Talk presented at the 24th Annual meeting of the Society for the Scientific Study of Reading, Halifax, NS.
- Perdue, M., Kornilov, S., Jasinska, K., Ryherd, K., Mencl, W.E., Pugh, K.R., Grigorenko, E. & **Landi, N.** (2017, June). *Reading related skills and brain structure are associated with variation in the SETBP1 gene.* Poster presented at the 24th Annual meeting of the Society for the Scientific Study of Reading, Halifax, NS.
- Jasinska, K., Shuai, L., Lau, A., **Landi, N.** & Pugh, K.R. (2017, June). *Using Psychophysiological Interaction (PPI) analyses with functional Near Infrared Spectroscopy (fNIRS) neuroimaging to predict children's reading abilities.* Poster presented at the Annual meeting of the Organization for Human Brain Mapping, Vancouver, BC.
- Morett L.M., **Landi N.**, Irwin J., McPartland J.M. (2017, May). *The hands have it: neural activity during beat gesture-speech integration in ASD.* Poster presented at the 16th Annual meeting of the International Forum for Autism Research, San Francisco, CA.
- Jaskinska, K., Shuai, S., Lau, A., Mulder, H., **Landi, N.**, Pugh, K. (2017, April). *Neural connectivity during language processing in 4 year-old predicts later reading ability.* Poster presented at the 2017 Biennial Meeting of the Society for Research in Child Development, Austin, TX.
- Irwin, J., Avery, T., Turcios, J., Brancazio, L., & **Landi, N.** (2016, December). *A method for understanding audiovisual speech integration: Implications for children with ASD.* Poster presented at the Joint Acoustical Society of America and Acoustical Society of Japan, Honolulu, HI.
- Lasto, C., Cook, B., Irwin, J., Avery, T., & **Landi, N.** (2016, November). *Audio-visual speech perception in autism: A behavioral and neurobiological correlational study.* Poster presented at the Annual Meeting of the American Speech and Hearing Association, Philadelphia, PA.
- Hudson, N. S., **Landi, N.**, & Cutting, L. E. (2016, July). *Word Learning in good and poor comprehenders: A distinct learning profile for children with S-RCD.* Poster presented at the 23rd Annual Meeting of the Society for the Scientific Study of Reading, Porto, Portugal.
- Ryherd, K., Hung, Y-H., Baron, E., Jasinska, K., Mencl, W. E., & **Landi, N.** (2016, April). *Individual differences in activation and functional connectivity across modality and processing level.* Poster presented at the 23rd Annual Meeting of the Cognitive Neuroscience Society, New York, NY.
- Lau, A., Jasinska, K., Shuai, L., Bortfeld, H., **Landi, N.**, & Pugh, K. (2016, April). *Functional near infrared spectroscopy (fNIRS) investigation of emerging reading pathways in children with poor phonological awareness.* Poster presented at the 23rd Annual Meeting of the Cognitive Neuroscience Society, New York, NY.
- Jasinska, K., Molfese, P., Kornilov, S., Mencl, E., Frost, S., Lee, M., Pugh, K., Grigorenko, E., & **Landi, N.** (2016, April). *The BDNF Val⁶⁶Met polymorphism is associated with structure and function in the developing brain with implications for children's cognitive abilities.* Poster presented at the 23rd Annual Meeting of the Cognitive Neuroscience Society, New York, NY.
- Mencl, W. E., Frost, S., Rothman, D., Hoefl, F., Ryherd, K., **Landi, N.**, Molfese, P., Grigorenko, E., Jacobsen, L., Seidenberg, M., Fulbright, R., & Pugh, K. (2015, October). *Glutamate and choline levels predict individual differences in reading ability.* Poster presented at the 7th Annual Meeting of the Society for the Neurobiology of Language, Chicago, IL.
- Landi, N.**, Malins, J., Frost, S., Magnuson, J., Rueckl, J. G., Mencl, W. E., & Pugh, K. R. (2015, October). *Neural evidence for cortical consolidation after a period of offline sleep.* Poster presented at the 7th Annual Meeting of the Society for the Neurobiology of Language, Chicago, IL.
- Kornilov, S., **Landi, N.**, Lee, M., Magnuson, J., & Grigorenko, E. (2015, October). *Cohesion of cortical language networks in the alpha EEG band during word processing is predicted by a common polymorphism in the SETBP1 gene.* Poster presented at the 7th Annual Meeting of the Society for the Neurobiology of Language, Chicago, IL. (Awarded the SNL Postdoctoral Merit Award for outstanding abstract).

- Irwin, J., Brancazio, L., Turcios, J., Avery, T., & **Landi, N.** (2015, October). *A method for assessing audiovisual speech integration: Implications for children with ASD*. Poster presented at the 7th Annual Meeting of the Society for the Neurobiology of Language, Chicago, IL.
- Harold, O. I., Kurian, A. M., & **Landi, N.** (2015, October). *N300 and P300 responses are associated with reading ability in children*. Poster presented at the 7th Annual Meeting of the Society for the Neurobiology of Language, Chicago, IL.
- Ryherd, K., Baron, E., Jasinska, K., Mencl, W. E., & **Landi, N.** (2015, October). *Reading comprehension ability and semantic activation to single words and discourse: An fMRI partial least squares analysis*. Poster presented at the 7th Annual Meeting of the Society for the Neurobiology of Language, Chicago, IL.
- Landi, N.** (2015, July). *Differential functional activation in speech/language areas associated with auditory lexical learning as a function of sleep consolidation*. Talk presented at the 22nd Annual Meeting of the Society for the Scientific Study of Reading, Big Island, HI.
- Avery, T., Gumkowski, N., Wu, J., Mayes, L., & **Landi, N.** (2015, May). *Prenatal cocaine exposure continues to modulate reading and language skills into late adolescence: Evidence from behavioral and ERP data*. Poster presented at the 27th Association for Psychological Science Annual Convention, New York, NY.
- Harold, O. I., Gumkowski, N. M., Kurian, A. M., & **Landi, N.** (2015, May). *Altered N300 and P300 responses in reading disabled children*. Poster presented at the 27th Association for Psychological Science Annual Convention, New York, NY.
- Ryherd, K., Baron, E., Jasinska, K., Mencl, W. E., & **Landi, N.** (2015, May). *Neural activation of semantic networks contributes to reading comprehension skill*. Poster presented at the 27th Association for Psychological Science Annual Convention, New York, NY.
- Jasińska, K., Parbhu, B., Shaw, K., **Landi, N.**, Bortfeld, H., & Pugh, K. (2015, March). *Neural representations of spoken and written language during emergent literacy*. Poster presented at the Society for Research in Child Development, Philadelphia, PA.
- Earle, F. S., Myers, E. B., Gumkowski, N., & **Landi, N.** (2015, March). *Changes to neural sensitivity before and after overnight consolidation of phonetic training is absent in adults with language-based disorders*. Poster presented at the 22nd Annual Meeting of the Cognitive Neuroscience Society, San Francisco, CA.
- Cuevas, K., Bryant, L., **Landi, N.**, & Irwin, J. R. (2014, November). *Functional connectivity during audio-visual speech integration: Comparisons between TD children and children with ASD*. Poster presented at the International Society for Developmental Psychobiology, Washington, D.C.
- Landi, N.**, Frost, S. J., Molfese, P. J., Magnuson, J., Sharoh, D., Preston, J., Mencl, W. E., & Pugh, K. R. (2014, April). *Differential functional activation in language areas associated with learning as a function of consolidation*. Poster presented at the 21st Annual Meeting of the Cognitive Neuroscience Society, Boston, MA.
- Landi, N.**, Kornilov, S., Molfese, P., Jasinska, K., Lee, M., Mencl, W. E., Hoeft, F., Pugh, K. R., & Grigorenko, E. (2014, April). *Common but impactful genetic polymorphisms in COMT & BDNF are associated with reading and related skills and associated patterns of neural activation*. Poster presented at the 21st Annual Meeting of the Cognitive Neuroscience Society, Boston, MA.
- Kornilov, S., Magnuson, J., Rakhlin, N., Grigorenko, E., & **Landi, N.** (2014, April). *Phonological and lexical-semantic event related potentials are atypical in children with developmental language disorders*. Poster presented at the 21st Annual Meeting of the Cognitive Neuroscience Society, Boston, MA.
- Del Tufo, S., Frost, S. J., Molfese, P., Fulbright, R. K., Rothman, D., Mason, G. F., Preston, J. L., **Landi, N.**, Mencl, W. E., Hoeft, F., Grigorenko, E., & Pugh, K. R. (2014, April). *Neurochemical basis of reading ability in emergent readers*. Poster presented at the 21st Annual Meeting of the Cognitive Neuroscience Society, Boston, MA.
- Molfese, P., Bogaerts, L., Frost, S., Mencl, W. E., Rueckl, J. G., **Landi, N.**, & Pugh, K. R. (2014, April). *Investigating neural correlates of implicit memory and reading ability*. Poster presented at the 21st Annual Meeting of the Cognitive Neuroscience Society, Boston, MA.
- Magnuson, J., Frost, S., **Landi, N.**, Molfese, P., Sharoh, D., Rueckl, J., Preston, J., Mencl, W. E., & Pugh, K. R. (2014, April). *A crucial role for phonological inhibition in auditory referential word learning: Evidence from an artificial lexicon paradigm*. Poster presented at the 21st Annual Meeting of the Cognitive Neuroscience Society, Boston, MA.
- Sorcinelli, A., Irwin, J., Gumkowski, N., Brancazio, L., Preston, J., & **Landi, N.** (2013, May). *Diminished audiovisual speech integration for children with autism spectrum disorders*. Poster presented at the 25th Association for Psychological Science Annual Convention, Washington, D.C.

- Hashim, P., Cofman, N., Mukerji, R., Tillman, D., Naples, A., Perszyk, D., Righi, G., Turner, J. S., Travieso, R., Steinbacher, D., **Landi, N.**, Mayes, L. C., Persing, J. A., & McPartland, J. C. (2013, May). *Specificity of atypical neural development for language in infants at risk for ASD*. Poster presented at the International Meeting for Autism Research, San Sebastian, Spain.
- Kornilov, S., **Landi, N.**, Rakhlin, N., Grigorenko, E., & Magnuson, J. (2012, October). *Atypical simple tone discrimination and processing in children with developmental language impairment*. Talk presented at the Neurobiology of Language Conference, San Sebastian, Spain.
- Landi, N.** (2012, July). *COMT Val/Met polymorphism is associated with reading related skills and related patterns of functional neural activation*. Talk presented at the 19th Annual Meeting of the Society for the Scientific Study of Reading, Montreal, Canada.
- Irwin, J., **Landi, N.**, Brancazio, L., Kennedy, A., & Grohman, E. (2011, July). *An ERP investigation of auditory and audiovisual speech in children with autism spectrum disorders*. Talk presented at the Conference of the International Association for Child Language, Montreal, Canada.
- Seipel, B., Clinton, V. E., van den Broek, P., O'Brien, E., & **Landi, N.** (2010, August). *Examination of global text and local text coherence utilizing EEG*. Poster presented at the 20th Annual Meeting of the Society of Text and Discourse, Chicago, IL.
- Landi, N.**, Mencl, W. E., Worhunsky, P., Jiansong, X., Erbe, J., Irwin, J. R., Topf, J., Potenza, M. N., & Mayes, L. C. (2009, October). *fMRI and EEG measures of adult processing of infant emotion*. Poster presented at the Annual Meeting of the Society for Neuroscience, Chicago, IL.
- Seipel, B., Clinton, V., van den Broek, P., Olman, C., O'Brien, E., & **Landi, N.** (2009, June). *Monitoring global coherence using fMRI*. Poster presented at the 16th Annual Meeting of the Society for the Scientific Study of Reading, Boston, MA.
- Landi, N.**, Frost, S. J., Mencl, W. E., Sandak, R., & Pugh, K. R. (2009, June). *An fMRI comparison of reading disabled adolescents with and without general cognitive difficulty*. Poster presented at the 16th Annual Meeting of the Society for the Scientific Study of Reading, Boston, MA.
- Landi, N.**, Mencl, W. E., Erbe, J., Potenza, M. N., Irwin, J. R., Topf, J., & Mayes, L. C. (2009, March). *Functional cortical activation associated with processing of infant emotional state*. Poster presented at the 16th Annual Meeting of the Cognitive Neuroscience Society, San Francisco, CA.
- Schleisman, K., Olson, M., Ahneman, K., Ryan, R., **Landi, N.**, & Marsolek, C. (2009, March). *Does long-term semantic priming actually reflect anti-priming?* Poster presented at the 16th Annual Meeting of the Cognitive Neuroscience Society, San Francisco, CA.
- Erbe, J., **Landi, N.**, Irwin, J., Mencl, E., Topf, J., Potenza, M., & Mayes, L. (2009, March). *EEG measures of adult response to infant emotion*. Poster presented at the 16th Annual Meeting of the Cognitive Neuroscience Society, San Francisco, CA.
- Frost, S., Mencl, W. E., Sandak, R., **Landi, N.**, Fulbright, R., Jacobsen, L., Grigorenko, E., Constable, R. T., & Pugh, K. (2008, June). *Relating phonological awareness to brain activation patterns for reading*. Talk presented at the 15th Annual Meeting of the Society for the Scientific Study of Reading, Ashville, NC.
- Frost, S. J., Mencl, W. E., Sandak, R., **Landi, N.**, Chen, H., & Pugh, K. R. (2007, June). *Relating phonological awareness to modality lexicality and pronounceability effects in beginning readers: An fMRI study*. Poster presented at the Annual Meeting of the Organization for Human Brain Mapping, Chicago, IL.
- Landi, N.**, Mencl, W. E., Frost, S. J., Sandak, R., Chen, H., & Pugh, K. R. (2007, June). *fMRI comparisons of multimodal semantic and phonological processing in reading disabled and non-impaired adolescent readers*. Poster presented at the Annual Meeting of the Organization for Human Brain Mapping, Chicago, IL.
- Landi, N.**, Mencl, W. E., Frost, S. J., Sandak, R., Chen, H., & Pugh, K. R. (2006, November). *fMRI comparisons of multimodal semantic and phonological processing in reading disabled and non-impaired adolescent readers*. Poster presented at the Annual Meeting of the Psychonomic Society, Houston, TX.
- Landi, N.** (2006, June). *Behavioral and electrophysiological investigations of semantic processing in skilled and less-skilled comprehenders*. Talk presented at the Annual Meeting of the Society for the Scientific Study of Reading, Vancouver, BC.
- Landi, N.**, & Perfetti, C. A. (2004, April). *The role of phonology in accessing meaning: An ERP investigation*. Poster presented at the Annual Meeting of the Cognitive Neuroscience Society, San Francisco, CA.
- Landi, N.** (2003, June). *Phonological activation and skill differences in reading*. Poster presented at the Annual Meeting of the Society for the Scientific Study of Reading, Boulder, CO.

Landi, N., Van Dyke, J., Perfetti, C. A., & Foorman, B. (2002, June). *The causes and consequences of predictability*. Poster presented at the Annual Meeting of the Society for the Scientific Study of Reading, Chicago, IL.

CONFERENCE PRESENTATIONS: LOCAL/ REGIONAL (SELECTED)

- Koirala N*, Perdue M*, Su X, Grigorenko E. & **Landi N.** (2019, December). Quantifying Imaging Quality for Multi-Center Data Analysis. NIH annual LDRC/P20 meeting. Tallahassee, FL. *Equal contribution
- Cygler, A., Springfield, J., Pugh, K., & **Landi, N.** (2019, July). The relationship between home literacy environment, parental education level, social economic status, and children's emergent literacy levels. Presented at the annual Yale CSC summer intern poster session. New Haven CT.
- Perdue, M. V., Mednick, J., Pugh, K. & **Landi, N.** (2019, June). Cortical structure is associated with later reading skills in beginning readers. Talk presented at the 4th Annual New England Research on Dyslexia Society Meeting. Boston, MA.
- Kleinman, D., & **Landi, N.** (2019, June). Word knowledge in students with language-based learning difficulties: An ERP study. Poster. New England Research on Dyslexia Society Meeting, Boston, MA.
- Perdue, M. V., Mednick, J., Pugh, K. & **Landi, N.** (2019, April). Associations between cortical surface structure and reading related skills. Poster presented at the 10th Annual UConn Language Fest. University of Connecticut, Storrs, CT.
- Kandarpa, V., Narikhte, A., Wolfman, E., Sarles-Whittlesey, H., Perdue, M. V., Grigorenko, E., & **Landi, N.** (2019, April). Evaluating cross-site reliability of relationships among cortical structure and age in children and adolescents. Poster presented at the 10th Annual UConn Language Fest. University of Connecticut, Storrs, CT.
- Anyosa, M., Davis, C., Ryherd, K., & **Landi, N.** Vocabulary and Speed-Accuracy Tradeoffs in Three Different EF Tasks (April 2019). Poster presented at the 10th University of Connecticut Language Festival, Storrs, CT.
- Kandarpa, V., Narikhte, A., Wolfman, E., Sarles-Whittlesey, H., Perdue, M. V., Grigorenko, E., & **Landi, N.** (2019, April). Evaluating cross-site reliability of relationships among cortical structure and age in children and adolescents. Poster presented at the 22nd Annual Frontiers in Undergraduate Research Poster Exhibition. University of Connecticut, Storrs, CT.
- Anyosa, M., Davis, C., Ryherd, K., & **Landi, N.** Vocabulary and Speed-Accuracy Tradeoffs in Three Different EF Tasks (April 2019). Poster presented at the 22nd Annual Frontiers in Undergraduate Research Poster Exhibition. University of Connecticut, Storrs, CT
- Giovannone, N., Fitzroy, A. B., Richie, R., Jasińska, K., Wood, S., **Landi, N.**, Coppola, M. & Breen, M. (2018, October). Prosodic phrase boundary processing in native signers of ASL. Talk presented at the 4th Conference on Experimental and Theoretical Advancements in Prosody, UMass Amherst, Amherst, MA.
- Perdue, M. V. & **Landi, N.** (2018). Examining brain structure correlates of reading acquisition. Poster presented at the 9th Annual UConn Language Fest. University of Connecticut, Storrs, CT.
- Mednick, J., Narikatte, A., Lavoie, L., Perdue, M., & **Landi, N.** (2018). Examining factors related to cortical asymmetry of the planum temporale and reading skills. Poster presented at the 9th Annual UConn Language Fest. University of Connecticut, Storrs, CT.
- Ryherd, K., & **Landi, N.** Characterizing novel word and concept learning in poor comprehenders. (October 2017). Poster presented at the 3rd Meeting of the New England Research in Dyslexia Society, Storrs, CT.
- Perdue, M., Foley, K., Massad, A., Jasinska, K., Frost, S., Mencl, W.E., Pugh, K. & **Landi, N.** (2017, October). Relationships among brain structure and word reading outcomes across reading acquisition. Poster presented at the 3rd Meeting of the New England Research in Dyslexia Society, Storrs, CT.
- Morett, L.M., **Landi, N.**, & McPartland, N. (2017, April). *Real-time integration of beat gesture and pitch accenting*. Poster presented at the 10th annual University of Connecticut Language Festival, Storrs, CT.
- Massad, A., Foley, K., Perdue, M., Mencl, E., Pugh, K., & **Landi, N.** (2017, April). *Examining Structural Neural Correlates of Reading Related Skills*. Poster presented at the 8th Annual University of Connecticut Language Festival, Storrs, CT.
- Perdue, M. Kornilov, S., Jasinska, K., Ryherd, K., Mencl, W. E., Pugh, K., Grigorenko, E., **Landi, N.** (2017, April). Reading Related Skills and Brain Structure are Associated with Variation in the SETBP1 Gene. Poster presented at the 8th Annual University of Connecticut Language Festival. University of Connecticut, Storrs, CT.
- Osmani, F., & **Landi, N.** (2017, April). *The contribution of executive functions and working memory to reading comprehension in children*. Poster presented at the 8th Annual University of Connecticut Language Festival, Storrs, CT.

- Ryherd, K., Breen, M., Van Dyke, J., & **Landi, N.** *Prosodic comprehension in specific reading comprehension deficit.* (April 2017). Poster presented at the 8th University of Connecticut Language Festival, Storrs, CT.
- Gutierrez, A., Timakondur, N., Ryherd, K., Richie, R., Coppola, M., Breen, M., ..., **Landi, N.** *Prosodic boundary perception and reading comprehension ability: an ERP study.* (April 2017) Poster presented at the 8th University of Connecticut Language Festival, Storrs, CT.
- Ryherd, K., Johns, C., Van Dyke, J., & **Landi, N.** (2016, April). *Definition of poor comprehenders.* Poster presented at the 7th Annual University of Connecticut Language Festival, Storrs, CT.
- Khan, S., Patel, V., Vhora, M., Ryherd, K., & **Landi, N.** (2016, April). *Characterizing novel concept learning in poor comprehenders.* Poster presented at the 7th Annual University of Connecticut Language Festival, Storrs, CT.
- Lasto, C., Halas, L., Bell, S., Puglisi, C., Ryherd, K., Brancazio, L., Turcios, J., Avery, T., Irwin, J., & **Landi, N.** (2016, April). *Neural correlates of audio-visual speech processing: Implications for children diagnosed with autism spectrum disorder.* Poster presented at the 7th Annual University of Connecticut Language Festival, Storrs, CT.
- Cuevas, K., Bryant, L., **Landi, N.**, & Irwin, J. (2016, March). *Audio-visual speech integration in children with autism spectrum disorder: An EEG coherence analysis.* Poster Presented at the Eastern Psychological Association.
- Peters, E., Turcios, J., Avery, T., Irwin, J., & **Landi, N.** (2015, July). *Autism and speech comprehension: Timing and amplitude differences in discriminating speech sounds.* Poster presented at the Yale Child Study Center Summer Internship Conference.
- Ryherd, K., Baron, E., Jasinska, K., Mencl, W. E., & **Landi, N.** (2015, April). *Written and spoken language: An fMRI partial least squares analysis.* Poster presented at the 6th Annual University of Connecticut Language Festival, Storrs, CT.
- Ryherd, K., Magnuson, J., & **Landi, N.** (2015, April). *A novel paradigm for examining semantic learning in poor comprehenders.* Poster presented at the 6th Annual University of Connecticut Language Festival, Storrs, CT.
- Harold, O. I., Gumkowski, N. M., & **Landi, N.** (2015, April). *An ERP analysis of difficulties for early English readers.* Poster presented at the 6th Annual University of Connecticut Language Festival, Storrs, CT.
- Baron, E., Ryherd, K., Jasinska, K., Molfese, P., Mencl, W. E., & **Landi, N.** (2015, April). *Neurobiological representations of semantic processing during on-line passage comprehension.* Poster presented at the 6th Annual University of Connecticut Language Festival, Storrs, CT.
- Earle, F. S., Myers, E. B., Gumkowski, N., & **Landi, N.** (2015, April). *Changes to neural sensitivity before and after overnight consolidation of phonetic training is absent in adults with language-based disorders.* Poster presented at the 6th Annual University of Connecticut Language Festival, Storrs, CT.
- Gerrity, J., Richie, R., Coppola, M., **Landi, N.**, Jasinska, K., Wood, S., Lillo-Martin, D., & Brentari, D. (2015, April). *EEG/ERP investigations of spoken and signed languages' prosody and syntax.* Poster presented at the 6th Annual University of Connecticut Language Festival, Storrs, CT.
- Baron, E., Ryherd, K., Jasinska, K., Molfese, P., Mencl, W. E., & **Landi, N.** (2015, February). *Neurobiological representations of semantic processing during on-line passage comprehension.* Poster presented at the 2015 Northeast Under/graduate Research Organization for Neuroscience at Quinnipiac University, Hamden, CT.
- Jasinska, K., & **Landi, N.** (2014, October). *Common but impactful genetic polymorphisms in COMT & BDNF are associated strongly with reading and related skills and associated patterns of neural activity.* Spoken paper presented at the 2nd Annual New England Research in Dyslexia Society Conference, Boston, MA.
- Abdolvahab, M., Carello, C., **Landi, N.**, & Turvey, M. (2014, April). *Is rows a flower? Are the dynamics of correct rejections visible in behavior and brain?* Poster presented at the 5th Annual University of Connecticut Language Fest, Storrs, CT.
- Jasińska, K., Molfese, P., Mencl, W. E., Pugh, K. R., Grigorenko, E., & **Landi, N.** (2014, April). *The BDNF Val/Met polymorphism is linked with children's reading and language skills and neural activation patterns in the brain's reading network.* Poster presented at the 5th Annual University of Connecticut Language Festival, Storrs, CT.
- Richie, R., Coppola, M., Wood, S., Jasinska, K., Powers, B., **Landi, N.**, Lillo-Martin, D., & Brentari, D. (2014, April). *Are prosodic representations amodal?: An ERP investigation.* Poster presented at the 5th Annual University of Connecticut Language Festival, Storrs, CT.
- Baron, E., Buis, B., Sharoh, D., Molfese, P., Mencl, W. E., & **Landi, N.** (2014, April). *Reading skills predict patterns of brain activation during word and text processing.* Poster presented at the 5th Annual University of Connecticut Language Festival, Storrs, CT.
- Gumkowski, N., Molfese, P. J., Sorcinelli, A., Harwood, V., Irwin, J., **Landi, N.**, & Preston, J. L. (2014, April). *Neurophysiological differences in childhood apraxia of speech.* Poster presented at the 5th Annual University of

Connecticut Language Festival, Storrs, CT.

Kornilov, S. A., **Landi, N.**, Rakhlin, N., Grigorenko, E. L., & Magnuson, J. S. (2014, April). *Phonological and lexical-semantic event-related potentials are atypical in children with developmental language disorder*. Poster presented at the 5th Annual University of Connecticut Language Festival, Storrs, CT.

Turcios, J., Gumkowski, N., Brancazio, L., **Landi, N.**, & Irwin, J. (2014, April). *Patterns of gaze to speaking faces in individuals with autism spectrum disorders and typical development*. Poster presented at the 5th Annual University of Connecticut Language Festival, Storrs, CT.

Harwood, V., Preston, J., Irwin, J., Grela, B., & **Landi, N.** (2013, April). *Electrophysiological correlates of speech perception in typically developing and late talking toddlers*. Poster presented at the Connecticut Speech and Hearing Association Spring Conference, Cromwell, CT.

OTHER PUBLICATIONS & MEDIA

Landi, N. (2019, January). SpeakHearSee podcast <https://www.seehearspeakpodcast.com/>

Landi, N. (2019, February). READ podcast www.readpodcast.org/

Landi, N. (2012). Ongoing work in the LandiLab and relations to Haskins' broader mission. *The Dyslexia Foundation (TDF)*, Retrieved from <http://dyslexiafoundation.org/>

Landi, N., & Skiba, T. (2011, January). Dan Malloy, dyslexia, and neuroscience. In McEnroe, C. (Radio Host), *The Colin McEnroe Show*. Hartford, CT: National Public Radio (NPR). <http://wnpr.org/programs/colin-mcenroe-show>

Landi, N. (2011, March). Neurobiological bases of reading disability. In *Connecticut Film Festival*. Panel conducted in Danbury, CT.

Landi, N. (2009). Definitions for: alexia/dyslexia, cloze procedure & decoding. In Matsumoto, D. (Ed.), *The Cambridge Dictionary of Psychology*. New York, NY: Cambridge University Press.

PROFESSIONAL SERVICE ACTIVITIES (selected)

Editorial

Associate Editor: Scientific Studies of Reading, Dec 2017 – present

Current Editorial Board Memberships: Journal of Educational Psychology, Annals of Dyslexia, Journal of Learning Disabilities, New Directions in Child and Adolescent Psychology

Ad Hoc Journal Review: 1) Psychological Science; 2) Psychonomic Bulletin & Review; 3) Cortex; 4) Journal of Cognitive Neuroscience; 5) Neuroscience Letters; 6) Journal of Experimental Psychology: Learning Memory & Cognition; 7) Child Development; 8) Cognitive Science; 9) Journal of Experimental Child Psychology; 10) Brain and Language; 11) Neuropharmacology; 12) Human Brain Mapping; 13) Journal of Autism & Developmental Disorders; 14) NeuroImage; 15) Scientific Studies of Reading; 16) American Journal on Intellectual and Developmental Disabilities; 17) Learning and Individual Differences; 18) Journal of Research in Reading; 19) Journal of Neurolinguistics; 20) Reading & Writing; 21) Journal of Fluency Disorders; 22) Journal of Child Language; 23) Developmental Neuropsychology; 24) Cerebral Cortex; 25) Development and Psychopathology; 26) Developmental Science; 27) Behavior Genetics; 28) Biological Psychiatry; 29) European Journal of Human Genetics; 30) Research in Developmental Disabilities; 31) Applied Psycholinguistics; 32) Journal of Educational Psychology; 33) Annals of Neurology; 34) Journal of Neurodevelopmental Disorders; 35) Current Opinion in Behavioral Sciences; 36) Experimental Brain Research; 37) Journal of Educational Psychology; 38) Journal of Memory and Language; 39) Cognitive Development; 40) Proceedings of the National Academy of the Sciences; 41) Journal of Child Psychology and Psychiatry; 42) Psychological Science in the Public Interest

Federal and International Grant Review

National Institutes of Health (NIH), NIDCD Translational Application Review, June 2021

National Institutes of Health (NIH), NIDCD Translational Research on Voice, Speech and Language, January 2020

National Institutes of Health (NIH), NIDCD Translational Research on Voice, Speech and Language, January 2019

European Research Council (ERC), January 2018

National Institutes of Health (NIH), Communication Disorders Review Committee (CDRC), February, 2017

Wellcome Trust India Alliance Fellowship Application Review, January, 2016

National Institutes of Health (NIH), Eunice Kennedy Shriver Institute for Child Health and Human Development (NICHD), Special Emphasis Panel, PO1 Review, September 2015 & August, 2016

National Institutes of Health (NIH), Institute for Deafness and Communication Disorders (NIDCD), Special Emphasis Panel, Clinical Trials in Communication Disorders, September, 2016
 Israel Science Foundation (ISF), Individual Research Grants, 2016
 European Research Council (ERC), Advanced Grants Panel: The Human Mind and Its Complexity, 2015
 National Institutes of Health (NIH), Child Psychopathology & Developmental Disabilities (CPDD) Panel, 2013, 2015
 National Institutes of Health (NIH), Institute for Deafness and Communication Disorders (NIDCD), Fellowship Review, 2013, 2016, 2016, 2017
 Medical Research Council, UK (MRC), 2014 National Institutes of Health (NIH), Communication Disorders Review Committee (CDRC), 2013
 National Institutes of Health (NIH), Sensorimotor Integration (SMI) Panel, 2013
 National Science Foundation (NSF) Cognitive Neuroscience Panel, 2012
 National Science Foundation (NSF) Linguistics Panel, 2012
 Austrian Science Foundation (ASF), 2011

Professional Society Service

New England Research on Dyslexia Society (NERDY), President
 New England Research on Dyslexia Society (NERDY), Executive Committee
 Society for the Scientific Study of Reading (SSSR), Awards Committee
 Society for the Neurobiology of Language (SNL), Abstract Reviewer
 International Dyslexia Association (IDA), Scientific Advisory Board, Conference Committee

FUNDING

INTERNAL (Ongoing only)

University of Connecticut, Institute for Brain and Cognitive Sciences (IBaCS) seed grant

Title: Decoding dyslexia: decoding the human mind

Role: *Co-Principal Investigator (with Iris Berent)*

Award Date: December 2020

University of Connecticut, Brain Imaging Research Center (BIRC) seed grant

Title: Neurobiological basis of specific reading comprehension deficit

Role: *Principal Investigator*

Award Date: February 2017

EXTERNAL

ONGOING

NIH R01HD101842

Effectiveness and predictors of response for a technology-based reading intervention in the home

Role: *Principal Investigator (contact)*

PIs: Nicole Landi & Michael Milham

9/1/2020-8/31-2025

NSF 2029373

Assessing and preventing detrimental impacts on literacy acquisition during COVID-19-related school closures

Role: *Investigator*

PIs: Ken Pugh & Fumiko Hoelt

4/15/2020-3/31/2021

NIH T32 DC017703-01

Training in the Cognitive Neuroscience of Communication

Role: *Investigator, Mentor*

PIs: Emily Myers & Inge-Marie Eigsti

7/1/2019 - 6/30/2024

Windward School & CAF Canada Foundation

Predicting Learning Outcomes at Windward

Role: *Principal Investigator (MPI with Ken Pugh)*

PIs: Nicole Landi & Ken Pugh
11/1/2018-1/1/ 2021

AIM Academy & Clayman Family Foundation
Predicting Learning Outcomes in Schools
Role: *Principal Investigator (MPI with Kenneth R. Pugh)*
PIs: Nicole Landi & Ken Pugh
4/1/2018-1/1/2021

NIH 2P50HD052120-11
Florida Learning Disabilities Research Center
Role: *Subaward PI, Admin Core Co-PI & Project VI Investigator*
PI: Rick Wagner
10/1/2017-9/30/2022

NIH P20 HD091013
Experiential and child factors that determine acquisition of orthographic-phonological regularities in a quasi-regular writing system: An integrated behavioral/computational/neurobiological approach
Role: *Admin Core Co-PI, Mentor*
PIs: Don Compton & Jay Rueckl
1/1/2016-12/31/2021

NIH R01 HD086168
Neurochemistry as a moderator of brain networks for language and literacy learning
Role: *Investigator*
PIs: Fumiko Hoeft & Ken Pugh
8/1/2016-7/31/2021

R15 DC013864
Neurobiological signatures of perception and integration of AV speech in children in ASD
Role: *Subaward PI*
PI: Julia Irwin
4/1/2018-3/31/2021 (in NCE)

COMPLETED

P01 HD070837-01
Neurocognitive bases of treatment resistance in developmental dyslexia
Role: *Investigator*
PI: Robin Morris
8/1/ 2013-7/31/ 2019

NSF Integrative Graduate Education and Research Traineeship IGERT
Language plasticity Genes, Brain, Cognition, and Computation
Role: *Faculty Mentor*
PI: James Magnuson
9/1/2012-8/31/2018

P01 HD01994-46
Nature and acquisition of the speech code and reading
Role: *Project Leader, Project 4: Examinations of skilled and impaired spoken and written comprehension*
PI: Jay Rueckl
8/1/2012-7/31/ 2017

R15 DC013864
Neurobiological signatures of perception and imitation of AV speech in children in ASD
Role: *Subaward PI*
PI: Julia Irwin
6/1/2014-5/31/2017

R01 HD065794
 Neurobiological predictors of spoken and written language learning
 Role: *Investigator*
 PI: Ken Pugh
 4/1/2011-3/31/2016

R01 HD06736
 Neurocognitive determinants of second language literacy development in adolescents
 Role: *Investigator*
 PI: Ken Pugh
 6/1/2011-5/31/ 2016

R21 DA030665
 Neurobiology of language function in adolescents exposed to cocaine in utero
 Role: *Principal Investigator*
 11/1/2011-7/31/2014

R21 DC011342
 Neurobiological signatures of audiovisual speech perception in children in ASD
 Role: *Investigator*
 PI: Julia Irwin
 7/1/ 2011-6/31/ 2013

Childhood Apraxia of Speech Association of North America (CASANA) Treatment Award
 Biofeedback training for children with persisting CAS: Articulatory and neural changes
 Role: *Co-Principle Investigator*
 PIs: Jonathan Preston & Nicole Landi
 8/1/2011-7/31/2012

R03 HD053409
 Neurocognitive development in RD children with/without general cognitive deficits
 Role: *Principal Investigator*
 10/1/2008-9/31/2010

P41 RR008079
 Investigating Global coherence in narrative text with fMRI methodology
 Role: *Principal Investigator*
 1/1/ 2009-8/1/2009

P01 HD01994- 45
 Nature and acquisition of the speech code and reading
 Role: *Investigator*
 PI: Carol Fowler
 5/1/2007-4/31/2012

R01 HD 48830
 Neurobiological Foundations of Reading (Dis)ability
 Role: *Postdoc*
 PI: Ken Pugh
 8/1/2005-7/31/2010

GRADUATE STUDENTS (Current only)

Martina Villa, University of Connecticut, Dept. of Psychological Sciences
 Meaghan Perdue, University of Connecticut, Dept. of Psychological Sciences & IGERT
 Kara Vlahcevic University of Connecticut, Dept. of Psychological Sciences

POSTDOCTORAL FELLOWS (Current only)

Dan Kleinman, Haskins Laboratories, October 2018 - present

Nabin Koirala, Haskins Laboratories, November 2019 - present

TEACHING

GRADUATE COURSES

IBACS Grant Writing Workshop, University of Connecticut
 Developmental Cognitive Neuroscience, University of Connecticut
 Cognitive Neuroscience of Language Throughout the Lifespan, University of Connecticut
 Individual Differences, University of Connecticut
 Writing Empirical Papers and Grants, University of Minnesota
 Psychology and Cognitive Neuroscience of Language, University of Minnesota
 Advanced Experimental Methods, University of Minnesota

UNDERGRADUATE COURSES

Developmental Cognitive Neuroscience, University of Connecticut
 Developmental Psychology, University of Connecticut
 Advanced Developmental Electrophysiology Lab, University of Connecticut
 Cognition, Southern Connecticut State University
 Experimental Methods, University of Pittsburgh

UNIVERSITY & HASKINS LABORATORIES SERVICE

Haskins Laboratories, Senior Leadership Council, 2020 - present
 Neurobiology of Language Program, Executive Committee 2019 - present
 University of Connecticut, Department of Psychological Sciences, Vision Committee, 2018- present
 University of Connecticut, Department of Educational Psychology, Learning Sciences Search Committee, 2019
 University of Connecticut, Graduate Faculty Council, 2018 - 2020
 University of Connecticut, InCHIP grant review, 2017
 University of Connecticut, IBACS grant review, 2016 - present
 Haskins Laboratories, Strategic Planning Committee, 2014 - 2016
 University of Connecticut, Developmental Psychology Brown Bag Organizer, 2014 - 2017
 University of Connecticut, BIRC, EEG subcommittee, 2014 - 2017
 University of Connecticut, Brain Imaging Research (BIRC) Steering Committee, 2014 - Present
 University of Connecticut, IGERT Research Committee, Chair, 2013 - 2019
 Yale Child Study Center, Postdoctoral T32, Advisory Committee, 2012 - 2013
 University of Minnesota, Center for Cognitive Sciences, Postdoctoral T32 Advisory Committee, 2009
 University of Minnesota, Interdisciplinary Training in Education Research, Steering Committee, 2008 - 2009
 University of Minnesota, Department of Ed. Psych., Steering Committee, 2008 - 2009
 University of Minnesota, Department of Ed Psych., Graduate Curriculum Development Committee, 2008 - 2009
 University of Minnesota, Learning and Cognition, Search Committee, 2007
 The Dyslexia Foundation, Organizer, Extraordinary Brain Symposium, Sao Paulo, 2007
 Haskins Laboratories, Organizer, Reading Seminar, 2006 - 2007
 University of Pittsburgh, Cognitive Psychology Job Search Committee, Graduate Student Representative, 2003
 University of Pittsburgh, Organizer, Weekly Seminar in Cognition, 2004
 Center for the Neural Basis of Cognition, Organizer, Annual Retreat 2003
 University of Pittsburgh/Carnegie Mellon University, Organizer, 19th & 20th Annual Pitt-CMU Psychology Conference, 2001 - 2002