



# Nadine Gaab, Ph.D.

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June 2025

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## Professional Positions and Affiliations

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Current	<b>Harvard University/Harvard Graduate School of Education, Boston, MA</b>
01/21–present	<i>Associate Professor of Education (Tenure-Track)</i>
07/09–present	<i>Faculty Affiliate: Mind/Brain/Behavior Initiative</i>
07/07–12/20	<i>Member of the Faculty (HGSE)</i>
07/07–10/24	<b>Harvard Medical School, Boston, MA</b>
10/14–10/24	<i>Associate Professor of Pediatrics (Non-tenure track)</i>
08/11–present	<i>Member of the Faculty: Ph.D. Program in Neuroscience</i>
06/13–present	<i>Member of the Faculty: Ph.D. Program in Speech and Hearing Bioscience and Technology</i>
07/07–09/14	<i>Assistant Professor of Pediatrics (Non-tenure track)</i>
07/07–12/20	<b>Boston Children's Hospital, Boston, MA</b>
	Division of Developmental Medicine
	<i>Faculty at the Laboratories of Cognitive Neuroscience</i>
09/09–2020	<b>Brandeis University, Waltham, MA</b>
	Department of Psychology
	<i>Adjunct Assistant Professor</i>
07/07–12/19	<b>Massachusetts Institute of Technology, Cambridge, MA</b>
	Department of Brain and Cognitive Sciences
	<i>Research Affiliate</i>
01/18–05/18	<b>Harvard University, Cambridge, MA</b>
	Faculty of Arts and Sciences
	<i>Adjunct Faculty (taught PSY1611)</i>
09/09–01/10	<b>Emmanuel College, Boston, MA</b>
	Department of Psychology
	<i>Adjunct Faculty (taught PSYCH2207: Quantitative Methods in Psychology)</i>

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## Education and Postdoctoral Training

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08/05–06/07	<b>Massachusetts Institute of Technology (MIT), Cambridge, MA</b>
	Department of Brain & Cognitive Sciences
	<i>Postdoctoral Associate; Advisor: John D. E. Gabrieli, Ph.D.</i>

02/04–07/05	<b>Stanford University, Stanford, CA</b> Department of Psychology and Radiology <u>Postdoctoral Research Fellow</u> Advisors: John D. E. Gabrieli, Ph.D., Paula Tallal, Ph.D., and Gary H. Glover, Ph.D.
06/03–06/04	<b>University of Zurich, Switzerland</b> <u>Ph.D. Student in Psychology</u> Advisor: Lutz Jäncke, Ph.D.; Gottfried Schlaug, M.D., Ph.D. Ph.D. thesis title: “The auditory cortex: Perception, memory, plasticity and the influence of musicianship.”
05/01–01/04	<b>Harvard Medical School, Boston, MA</b> Department of Neurology: Music and Neuroimaging Laboratory at Beth Israel Deaconess Medical Center <u>Visiting Research Fellow/Doctoral Student</u> Advisor: Gottfried Schlaug, M.D., Ph.D.
05/01–06/03	<b>University of Magdeburg, Germany</b> <u>Ph.D. Student in “Cognitive Neuroscience”</u> Advisor: Lutz Jäncke, Ph.D.; transferred to the University of Zurich
10/95–04/01	<b>University of Trier, Germany</b> <u>Master of Science Student in Psychology</u> (main focus: clinical and experimental psychology, cognitive neuroscience) Master’s thesis title: “Short-term plasticity in the human auditory cortex: An fMRI study.”

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## Awards and Honors

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2024–2025	Appointed to serve as an expert on the <b>International Dyslexia Association’s (IDA) Dyslexia Definition Steering Committee.</b>
2024	<b>2024 IMBES Translation Award from the International Mind, Brain, and Education Society.</b> This award recognizes senior scholars who have made significant progress towards strengthening the links between research and practice in Mind, Brain, and Education.
2024	<b>Speaker: 2024 Robert J. Schwartz Memorial Lecture (The Windward Institute/Windward School).</b> Title: <i>Moving from a reactive to a proactive model in education: How a neurobiological framework of reading development can inform educational practice and policy</i> <a href="https://www.thewindwardschool.org/the-windward-institute/courses-workshops-lectures/lectures/windward-schwartz-lecture">https://www.thewindwardschool.org/the-windward-institute/courses-workshops-lectures/lectures/windward-schwartz-lecture</a>
2023	<b>2023 Academic Research Recognition Award (World Literacy Foundation).</b> World Literacy Summit in Oxford, UK Presentation: <i>Moving from a reactive to a proactive model in education: Neurobiology, early identification and screening strategies</i>

2023	<p><b>Invited Speaker at the Science of Learning Symposium at the Flux Annual Conference in Santa Rosa, CA</b></p> <p>Title: “The typical and atypical reading brain: How a neurobiological framework of early language and reading development can inform educational practice and policy”</p> <p>The Science of Learning Symposium, sponsored by the Jacobs Foundation, highlights early career scientists who are identified based on merit and overall fit with the Flux mission. <a href="https://fluxsociety.org/awards/congress-awards/">https://fluxsociety.org/awards/congress-awards/</a></p>
2022–2024	<p>Appointed to the <b>New York City Literacy Advisory Council</b> (New York City Department of Education)</p> <p><a href="https://www.schools.nyc.gov/learning/subjects/literacy/literacy-advisory-council">https://www.schools.nyc.gov/learning/subjects/literacy/literacy-advisory-council</a></p> <p>This council’s goal is to inform and guide the implementation of NYC Reads and other literacy initiatives across NYC schools. For Year 2 (2023–2024), assigned to the Dyslexia and Intervention Practices Sub-Council. The objectives of this sub-council are to create a readiness tool for schools adopting pilot intervention practices and to develop a set of scaling recommendations based on implementation fidelity to strengthen Phase 2 of <a href="#">NYC Reads</a>.</p>
2022–2023	<p><b>2022 LEAP Fellow (Jacobs Foundation and MIT SOLVE)</b></p> <p>Member of the initial cohort (Leveraging Evidence for Action to Promote Change), a global initiative that reduces barriers and brings together researchers and social entrepreneurs to support education organizations in strengthening the evidence base of their learning solutions.</p>
2020	<p><b>Speaker: 2020 Norman Geschwind Memorial Lecture</b> (<a href="https://dyslexiaida.org/the-norman-geschwind-memorial-lecture/">https://dyslexiaida.org/the-norman-geschwind-memorial-lecture/</a>); International Dyslexia Association conference in Denver, CO.</p> <p>Title: “Moving from a Reactive to a Proactive Model in Education: How a Neurobiological Framework of Reading Development Can Inform Educational Practice and Policy”</p>
2020	<p><b>Extraordinary Individual Award</b> awarded by Special Education for All Learners (S.E.A.L.) Foundation <a href="https://thesealfoundation.org/">https://thesealfoundation.org/</a></p>
2019	<p><b>Winner of MIT SOLVE Early Childhood Development Challenge</b></p> <p>This challenge seeks technology-based solutions that improve learning and cognitive outcomes for children under age five. <a href="https://solve.mit.edu/articles/meet-the-solver-teams-introducing-our-early-childhood-development-teams">https://solve.mit.edu/articles/meet-the-solver-teams-introducing-our-early-childhood-development-teams</a></p>
2019–2022	<p><b>Jacobs Advanced Research Fellowship</b></p> <p>(<a href="https://jacobsfoundation.org/en/activity/jacobs-foundation-research-fellowship-program/">https://jacobsfoundation.org/en/activity/jacobs-foundation-research-fellowship-program/</a>); Jacobs Foundation, Switzerland</p>
2019	<p><b>LDA Award (Learning Disability Association of America)</b> for outstanding leadership at the national level in the learning disabilities field</p>
2018	<p><b>Allen C. Crocker Award for Clinical Excellence and Advocacy</b></p> <p>Division of Developmental Medicine</p> <p>Boston Children’s Hospital</p>

2017	<b>Alice Garside Award</b> from the <b>International Dyslexia Association</b> Massachusetts Branch (MABIDA)
2014	<b>Boston Children’s Hospital Postdoctoral Association Mentoring Award 2014 Nominee</b>
2012	<b>T. Berry Brazelton Award for Innovation</b> Division of Developmental Medicine Boston Children’s Hospital
2009–2012	<b>Division of Developmental Medicine Investigatorship (3 years)</b> Division of Developmental Medicine Boston Children’s Hospital
2007	<b>Educational Stipend</b> from the International Society for Magnetic Resonance in Medicine for attending the Joint Annual Meeting ISMRM-ESMRMB in Berlin, Germany
2005	<b>Travel Award</b> from the German Research Foundation (DFG) for attending “The Neurosciences and Music” conference in Leipzig, Germany
2004	<b>Summa cum laude for Ph.D. Thesis:</b> Highest distinction for doctoral dissertation from the University of Zurich/Switzerland
2003	<b>Travel Award</b> for the Organization for Human Brain Mapping's Ninth Annual Meeting in New York
2002–2004	<b>Graduate Fellowship for Harvard Medical School</b> from the German National Merit Foundation (Studienstiftung des deutschen Volkes, an institution supported largely by the German government that grants competitive scholarships to approximately 0.25% of the German university student population)
2002	<b>fMRI Experience Travel Award</b> from the Institute of Psychiatry, King’s College in London, UK, to attend the fMRI Experience Conference 2002 at NIH as a guest speaker
2001–2002	<b>Graduate Fellowship</b> for Harvard Medical School from the German Academic Exchange Service (DAAD)

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### Service, Outreach, and Professional Development

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2024	Member of the interview committee, Disability Officer Search for Office of Student Affairs, HGSE
2024	Chair of Symposium for Society for the Scientific Study of Reading 31 <sup>st</sup> Annual Conference (Copenhagen, Denmark)
2024	Reviewer/Consultant for Anti-Ableist Curriculum Development, Newton Public Schools
2024	Invited panelist for Educational Career Pathway Panel, Mignone Center for Career Success, Harvard University

2022–2024	Member of the Faculty Search Committee: Special Education/Disability Policy; Harvard Graduate School of Education
2023–present	Expert/Member of the UNESCO Inclusive Policy Lab <a href="https://en.unesco.org/inclusivepolicylab/">https://en.unesco.org/inclusivepolicylab/</a>
2021–present	Core Program Faculty/Advisor for Human Development and Education (HDE; Harvard Graduate School of Education)
2020–present	Scientific Advisory Board Member of Sol’s ARC (India); <a href="https://www.solsarc.ngo">https://www.solsarc.ngo</a>
2018–present	Advisory Board Member, National Center for Improving Literacy (NCIL)
2015–present	Scientific Advisory Board Member for The Dyslexia Foundation
2011–present	Founder of New England Research on Dyslexia (NERDY) Society; organizer of the bi-annual conference (President 2011–2018)
2023–2024	Participant in HGSE internal professional development: Anti-Racist Teaching and Advising Module: “Navigating Challenging Conversations on Race and Racism” (Fall/Spring 23/24 Cohort)
2023	Selected speaker for academic panel during President Claudine Gay’s inauguration (Academic panel: “Innovating for Impact: Science for the Mind and Body in the 21st Century”), Harvard University
2022	Consultant for Abu Dhabi Executive Office (related to reading habits, motivations, and attitudes amongst children and parents), Abu Dhabi and the UAE
2022	Member of the Young Investigator Award Committee for Flux, Society for Developmental Cognitive Neuroscience
2022	Member of the Residential Ed.M. Admissions Committee (HGSE) for Fall 2023
2020–2022	Coordinating Lead Author for the International Science and Evidence-Based Education Assessment of the United Nations Education, Scientific, and Cultural Organization (UNESCO) and the Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP); <a href="https://mgiep.unesco.org/iseea">https://mgiep.unesco.org/iseea</a>
2020–2022	Member of the Membership Committee for POWER (Providing Opportunities for Women in Education Research); Chair of the Boston Chapter (Hub)
2021	Member of the EdTech Evaluation Framework (LEAP: Leveraging Evidence for Action to Promote Change) Team (Phase 1–3) for the Jacobs Foundation (Switzerland)
2021	Invited Forum Participant for “Building Consensus: Aligning Reading Research with Practice,” hosted by Purdue University
2019–2021	Research Advisor/Content Developer for the development of the Mass Literacy Guide. Department of Elementary and Secondary Education, Massachusetts.

<https://www.doe.mass.edu/massliteracy/>

example: <https://www.doe.mass.edu/massliteracy/skilled-reading/fluent-word-reading/phonics-decoding.html>

2019–2021	Consultant, Massachusetts Department of Elementary and Secondary Education (DESE) Guidelines for Dyslexia Stakeholder Meetings & Massachusetts state-level literacy initiative. Work contributed to the Massachusetts Dyslexia Guidelines ( <a href="https://www.doe.mass.edu/sped/dyslexia-guidelines.pdf">https://www.doe.mass.edu/sped/dyslexia-guidelines.pdf</a> ).
2018–2021	Member of the Scientific Advisory Board, Curry Ingram Academy (Brentwood, TN)
2015–2021	Member of the Board of Trustees, Landmark School (Prides Crossing, MA)
2020	Working Group Member, Consultant, and Invited Presenter/Scientist (March 2020; virtual due to COVID-19) for “Research to Practice: Early Detection of Learning Difficulties,” National Center for Learning Disabilities.
2011–2020	Member of the Joint Committee on the Status of Women, Harvard Medical School
2015–2019	Founding member of the Science, Practice, Research, Education, Awareness, Dyslexia Initiative (SPREAD), in collaboration with various researchers in the Greater Boston area and the Landmark School
2014–2017	Member of the Division of Developmental Medicine Award Committee, Boston Children’s Hospital
2017	Member of the Local Organization Committee for the <i>Neuromusic Conference</i> (Boston, MA)
2015–2016	Organizer for 2016 conference <i>The Geschwind–Galaburda Hypothesis 30 Years Later</i> for The Dyslexia Foundation, June 2016 in St. Croix, Virgin Islands
Fall 2013	Member of the Admissions Committee for the Harvard Medical School–MIT Program in Speech and Hearing Bioscience and Technology (SHBT)
2007–2013	Member of the MRI Committee, Boston Children’s Hospital
2008–2012	Member of the Poster Review Committee for the <i>Cognitive Neuroscience Society Conference</i>
2011	Member of the Clinical and Translational Research Coordinating Committee, Boston Children’s Hospital
2011	Member of the Task Force on Clinical and Research Human Imaging, Boston Children’s Hospital
2007–2010	Board member, German Academic Exchange Service Alumni Association (DAADAA)

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## Testimonies

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- 2019                      Testimony for Bills 5887 & 5426, House Committee on Health Education & Welfare, Rhode Island House of Representatives  
Recording: <https://www.youtube.com/watch?v=jWnK9wqoO-8>
- 2017                      Testimony for Bills H. 330, H. 2872, S. 313, and S.294. Dyslexia Legislation Hearing, Massachusetts State House, Boston, MA; organizer and member of a team of researchers, parents, clinicians, and patients who testified in favor of the Dyslexia bills before the Joint Committee on Education.

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## Additional Research Experience (Prior to First Faculty Position)

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- 06/06                      **Princeton University, Princeton, NJ**  
*John Merck Fund Summer Institute on the Biology of Developmental Disabilities*
- 07/04                      **University of California, Los Angeles, CA**  
*Graduate summer school*  
Mathematics in brain imaging; Institute for Pure and Applied Mathematics (IPAM)
- 07/02                      **Harvard Medical School, Boston, MA**  
*TMS intensive course* (by Alvero Pascual-Leone, M.D.)
- 10/00                      **University of Munich, Germany**  
*Research Assistant*  
DFG-project: "Time-order judgments and the auditory cortex"
- 04/99–04/00              **University of Trier, Germany**  
*Internship/Research Assistant*  
Center for Psychobiological and Psychosomatic Research  
Project: "Prevalence of symptoms of PTSD in German professional firefighters"
- 09/98–04/99              **St. Mary's Medical Center, San Francisco, CA**  
*Clinical Internship/ Research Assistant*  
Neurobehavioral Rehabilitation Unit (Advisor: Ronald Ruff, Ph.D.)  
Project: "External memory aids for patients with prospective memory deficits."
- 03/98–04/98              **University of Tübingen, Germany**  
*Internship/Research Assistant*  
Medical School, Department of Otolaryngology, Phoniatics and Pediatric Audiology
- 12/97–08/98              **University of Trier, Germany**  
*Internship/Research Assistant*  
Center for Psychobiological and Psychosomatic Research

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## Current Grant Funding and Consulting

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2024–2029	<b>Reach every Reader Phase 2 (Chan Zuckerberg Initiative) Subaward (Main award: Florida State University).</b> Development and Implementation of a pediatric screener/checklist for the early identification of children at risk for reading disabilities
06/21–05/26 <b>TERMINATED EARLY</b> <b>(5/6/2025)</b>	<b>National Institute of Child Health and Human Development</b> <b>1R01HD103358-01A1</b> <b>1.0 calendar month/year effort</b> <b>\$3,389,031 (total)</b> <i>Examining Distinct and Shared Mechanisms Underlying Arithmetic and Reading Development through Behavioral and Neural Measures: A Longitudinal Investigation</i> The goal of this grant is to examine distinct and shared mechanisms of arithmetic and reading development from preschool through elementary school using neuroimaging and behavioral measures.
04/21–03/26	<b>National Institute of Health/Michigan State University</b> <b>0.5 calendar month/year effort (PI: Rebecca Knickmeyer)</b> <b>\$139,356 (R01 subaward)</b> <i>Genetic and Environmental Influences on Infant Brain Development: Understanding the Developmental Origins of Mental Illness</i> The major goal of this project is to utilize advanced neuroimaging techniques to examine how genetic factors affect structure and function during early brain development.
05/21–04/25	<b>Lemann Brazil Research Fund, Harvard University</b> <b>\$149,948</b> <i>Examining the Effects of COVID-19 Restrictions on Literacy Practices in a Child's Home: A Global Survey Study</i>
07/23–06/27	<b>Consulting Scientist Role for Institute of Education grant (PI: Jeremy Miciak; Co-PIs: Matthew Burns; Kathrin Maki; W. Pat Taylor)</b> <i>A Longitudinal Investigation of Predictors and Outcomes of Specific Learning Disabilities Identification</i> <a href="https://ies.ed.gov/funding/grantsearch/details.asp?ID=5883">https://ies.ed.gov/funding/grantsearch/details.asp?ID=5883</a>

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## Pending Funding

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12/25–11/30	<b>National Institute of Child Health and Human Development</b> <b>R01HD117904</b> <b>2.8 calendar month/year effort (Main PI)</b> <b>\$4,242,441.00 (total);</b> <b>First submission: Impact Score 30; 17<sup>th</sup> Percentile</b> <i>Examining the foundations of reading comprehension: a longitudinal study of brain and behavior starting in infancy</i> The primary goal of this project is to examine direct and indirect effects of early brain, behavior, and brain-behavior co-development on reading comprehension starting in infancy
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## Completed Funding

2024	<b>University-wide Dependent Care Travel Fund grant (Harvard University)</b> <b>\$1000</b> Received to cover the dependent care expenses associated with speaking and participation at the Annual Conference of the Society for the Scientific Study of Reading 2024 in Denmark.
06/23–05/24	<b>William F. Milton Funds (Harvard University)</b> <b>\$49,950.88</b> Validation and implementation of an early literacy risk screener for the pediatric practice.
2021–2024	<b>The Heckscher Foundation and Emily Hall Tremain Foundation, Inc.</b> <b>\$931,317 (total)</b> Funds for the development and validation of the EarlyBird Education game and platform
2022–2023	<b>NewSchools Venture Fund (<a href="https://www.newschools.org/">https://www.newschools.org/</a>)</b> <b>\$500,000 (total)</b> Funds for school partnerships between EarlyBird Education and schools nationwide
2023	<b>MDRC/Bill &amp; Melinda Gates Foundation</b> <b>\$165,699 (total)</b> <a href="https://www.mdrc.org/news/pre-k-assessment-developers-participating-mdrcs-measures-early-success-initiative">https://www.mdrc.org/news/pre-k-assessment-developers-participating-mdrcs-measures-early-success-initiative</a>
01/20–12/23 (NCE)	<b>Jacobs Advanced Research Fellowship</b> <b>1.0 calendar month/year effort (Main PI)</b> <b>440,000 CHF (\$457,926.74 USD)</b> Funds for developing early literacy screening tools and neuroimaging of a longitudinal cohort of children at risk for developing reading impairments
09/16–07/23	<b>National Institute of Child Health and Human Development</b> <b>5R01HD065762-10</b> <b>2.24 calendar months/year effort (Main PI)</b> <b>\$439,968 (per year)</b> <i>Examining Neural Mechanisms of Developmental Dyslexia from Infancy to School-Age</i> The major goal of this project was to identify pre-markers of developmental dyslexia and longitudinal trajectories of typical and atypical reading skills starting in infancy.
01/21–8/22	<b>Jacobs Foundation/Florida State University</b> <b>0.25 calendar month/year effort</b> <b>\$11,535 (Subaward)</b> <i>Mitigating the Global Impacts of COVID-19 School Closures on Early English and French Reading Skills through At-Home, Caregiver-Child Literacy Activities</i> The primary goal of this project was to build a database of activities for parents that will foster early literacy in the home.
04/17–12/22	<b>Boston Children's Hospital Trust/Milagros para Niños</b> <b>\$100,000 (Main PI)</b> <i>Screening Preschoolers in Latino Families for Early Signs of Reading Disabilities</i>

The primary goal of this project was to examine whether Spanish-speaking children who enter English-speaking school systems should be screened for reading impairments using English, Spanish, or bilingual assessments.

01/18–12/22	<p><b>Consortium Funders: Tremaine Foundation, Oak Foundation, Tower Foundation, Heckscher Foundation, Poses Family Foundation</b></p> <p><b>1.2 calendar months/year effort (Main PI)</b></p> <p><b>\$1,068,000</b></p> <p><i>Grant – Early Dyslexia/Reading Disability Screening App</i></p> <p>This grant aimed to spread awareness of early screening based on evidence-based techniques that will drive further successful outcomes and reverse the “dyslexia paradox” by providing a tangible, scalable solution.</p>
01/21–01/22	<p><b>Mini Faculty Relief Award, Mind Brain Behavior Interfaculty Initiative, Harvard University</b></p> <p><b>\$10,000</b></p> <p><i>Examining the Effects of COVID-19 Restrictions on Literacy Practices in a Child's Home: A Global Survey Study</i></p>
09/14–8/21	<p><b>Bill and Melinda Gates Foundation</b></p> <p><b>1.2 calendar months/year effort (PI: Charles Nelson)</b></p> <p><b>\$3,878,953 (total; PI Gaab led the MRI portion)</b></p> <p><i>Brain Imaging as a Measure of Future Cognitive Outcomes</i></p> <p>The primary goal of this project was to examine the influence of adversity on brain development. This was a collaborative project with investigators at the University of Virginia, University College London, and ICDDR,B in Bangladesh.</p>
10/15–09/21 (no-cost extension)	<p><b>National Institute on Alcohol Abuse and Alcoholism</b></p> <p><b>R01AA023503-01</b></p> <p><b>1.2 calendar months/year effort (Main PI)</b></p> <p><b>\$52,762 (per year)</b></p> <p><i>Behavioral Characteristics and Neural Correlates of Reading Impairment in FASD</i> (PI with second PI Sandra Jacobson of Wayne State University)</p> <p>The primary goal of this project was to characterize reading impairments in children with fetal alcohol syndrome.</p>
2015–2020	<p><b>Ruhr University Bochum Visiting Professor Grant (RUB VIP)</b></p> <p><b>Research School PLUS; University of Bochum</b></p> <p><b>12,000€ (PI)</b></p> <p>German funding to support doctoral researchers’ international activities, including collaborations, courses, lectures, and travel. Presentation of several workshops.</p>
09/12–06/17	<p><b>National Institutes of Health</b></p> <p><b>1R01MH100028-02 (Investigator; PI: Kevin Pelphrey)</b></p> <p><b>1.2 calendar months/year effort</b></p> <p><b>\$277,077</b></p> <p><i>Multimodal Developmental Neurogenetics of Females with Autism Spectrum Disorder</i></p> <p>The goal of this project was to examine brain characteristics in females with autism spectrum disorder.</p>

01/11–12/16	<p><b>National Institute of Child Health and Human Development</b>  <b>1R01HD067312</b> (PI with second PI John Gabrieli)  <b>4.8 calendar months/year effort</b>  <b>\$421,712</b>  <i>Using Cognitive Neuroscience to Predict Dyslexia Among Kindergarten Children</i> (PI with second PI John Gabrieli)  The goal of this project was to examine early behavioral and neural markers of atypical reading outcomes in a community sample of 1500 children.</p>
04/14–12/16	<p><b>Abbott Fund</b>  <b>0.3 calendar month/year effort</b>  (Investigator; PI Patricia E. Grant)  <b>\$645,034</b>  <i>Developing Advanced MRI Methods for Detecting the Impact of Nutrients on Infant Brain Development</i>  This project aimed to examine the impact of various nutrients in infant formula and breast milk on brain development.</p>
2014 – 2017	<p><b>Mind Brain Behavior Interest Group Exploration Award</b>  <b>Harvard University Mind Brain Behavior Interfaculty Initiative</b>  (PI with Lisa Wong and Christopher Hasty)  <b>\$1,000</b>  The funding was received to form a Mind Brain Behavior interest group around the topic of music and medicine/science.</p>
10/07–06/11	<p><b>Victory Foundation</b>  <b>\$65,205</b>  <i>TUNEin™ to Reading Efficacy: A Remediation Study in Children with Developmental Dyslexia</i> (PI)  The goal of this project was to examine the efficacy of the intervention program in struggling readers and to characterize treatment-induced brain changes.</p>
01/08–06/10	<p><b>William F. Milton Funds (Harvard University)</b>  <b>\$34,500</b>  <i>Linking Musical Training, Rapid Auditory Processing and Language/Reading Skills in Children with and without Reading Impairments</i> (PI)  The goal of this project was to examine whether musical training is associated with increased reading skills.</p>
01/08–09/10	<p><b>Charles Hood Foundation</b>  <b>\$150,000 (PI)</b>  <i>Neural Pre-Markers of Developmental Dyslexia in Children Prior to Reading Onset</i> (PI)  The goal of this longitudinal project was to identify pre-markers of developmental dyslexia in preschoolers.</p>
01/08–12/11	<p><b>Boston Children's Hospital Pilot Grant</b>  <b>\$25,000 (PI)</b>  <i>Neural Correlates of Rapid Auditory and Phonological Processing in Pre-Reading Children with and without a Family Risk of Developmental Dyslexia—An fMRI Pilot Study</i> (PI)</p>

The goal of this project was to examine the neural correlates of rapid auditory and phonological processing in children prior to the onset of formal reading instruction.

- 04/08–10/11 **GRAMMY Foundation**  
**\$39,588 (PI)**  
*Linking Musical Training, Rapid Auditory Processing and Language/Reading Skills: A Behavioral and Functional Magnetic Resonance Imaging Study*  
The goal of this project was to examine rapid auditory processing skills in musicians and non-musicians using behavioral and neuroimaging measures.
- 08/10–01/12 **NIH/Harvard Medical School (Catalyst; 5UL1RR025758)**  
**\$49,333 (PI)**  
*Neural Pre-Markers of Developmental Dyslexia in Infants with a History of Developmental Dyslexia*  
The goal of this project was to establish a neuroimaging protocol for sleeping infants and to examine structural and functional differences in infants with compared to those without a familial risk of dyslexia.
- 01/11–12/11 **Mind/Brain/Behavior Faculty Award**  
**\$32,500 (PI)**  
*The Delayed Development of Implicatures: Inferences from fMRI*  
To examine the neural correlates of implicatures using neuroimaging measures.
- 07/11–06/13 **William Hearst Fund (Harvard University)**  
**FP0100682 (PI)**  
**\$98,525**  
*Neural Markers of Developmental Dyslexia in Infancy*  
The goal of this project was to establish a neuroimaging protocol for sleeping infants and to examine structural and functional differences in infants with compared to those without a familial risk of dyslexia.

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## Mentored Funding and Awards

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- 2024 **Mary Gordon Roberts Summer Research Fellow, Mind Brain Behavior, Harvard University**  
This award provides funding for undergraduate students to complete research contributing to their senior honors theses. *Mentee: Katie Sevier (senior thesis student)*
- 2024 Summer funding for Research Internship through **SEO Faculty Aide Program**  
*Mentee: Alik Sheikh*
- 2024 **Harvard College Research Program term-time funding**  
*Mentee: Alyssa Yap*
- 2021 **Mary Gordon Roberts Summer Research Fellow, Mind Brain Behavior (MBB), Harvard University**  
This award provides funding for undergraduate Harvard College students to complete research contributing to their senior honors theses.  
*Mentee: Zoya Surani (senior thesis student); 2021*

2020	<p><b>Mary Gordon Roberts Summer Research Fellow, Mind Brain Behavior (MBB), Harvard University</b></p> <p>This award provides funding for undergraduate Harvard College students to complete research contributing to their senior honors theses.</p> <p><i>Mentee: Nivedita Ravi (senior thesis student); 2020</i></p>
2020	<p><b>Lans Fund for Undergraduate Research, Harvard College Research Program</b></p> <p><i>Mentee: Nivedita Ravi (senior thesis student); 2020-2021</i></p>
2020	<p><b>Horne Fund for Undergraduate Research, Harvard College</b></p> <p><i>Mentee: Nivedita Ravi (senior thesis student); 2020-2021</i></p>
2019	<p><b>Neurohackademy Summer School Fellowship</b></p> <p><i>Mentee: Dr. Theodore Turesky (Postdoc, Senior Research Scientist)</i></p>
2019	<p><b>Early Career Researcher Award for Contributions to Research, International Dyslexia Association</b></p> <p><i>Mentee: Ola Ozernov-Palchik (Ph.D. student, research assistant)</i></p>
2019	<p><b>Harvard Brain Initiative Young Scientist Travel Award</b></p> <p><i>Mentee: Dr. Jennifer Zuk (Ph.D. student, postdoc, HGSE alumni)</i></p>
2017–2018	<p><b>Sackler Scholar in Psychobiology</b></p> <p><i>Mentee: Dr. Jennifer Zuk (Ph.D. student, postdoc, HGSE alumni)</i></p>
2017	<p><b>Albert J. Ryan Fellow</b></p> <p><i>Mentee: Jennifer Zuk (Ph.D. student, postdoc, HGSE alumni)</i></p>
2016–2017	<p><b>Ruth L. Kirschstein Pre-Doctoral National Research Service Award</b></p> <p>National Institute on Deafness and Other Communication Disorders; Title: 'Examining behavioral and neural links between speech delay and literacy skills.'</p> <p>Mentorship team: Nadine Gaab, Ph.D.; Tiffany P. Hogan, Ph.D., CCC-SLP; &amp; John D. E. Gabrieli, Ph.D.</p> <p><i>Mentee: Dr. Jennifer Zuk (Ph.D. student, postdoc, HGSE alumni)</i></p>
2017	<p><b>Science of Learning Symposium Award, Flux Society</b></p> <p><i>Mentee: Dr. Ola Ozernov-Palchik</i></p>
2017	<p><b>Harvard College Research Program (HCRP) Summer Funding</b> <i>Mentee: Rachael Dawson (Senior Research Student)</i></p>
2016	<p><b>Harvard Mind, Brain and Behavior Graduate Student Award (\$7,000)</b></p> <p><i>Mentee: Dr. Jennifer Zuk (Ph.D. student, postdoc, HGSE alumni)</i></p>
2015	<p><b>New Century Scholars Doctoral Scholarship</b></p> <p>American Speech-Language-Hearing Foundation</p> <p><i>Mentee: Jennifer Zuk (Ph.D. student, postdoc, HGSE alumni)</i></p>
2015	<p><b>Society for Music Perception and Cognition Student Award</b></p>

*Mentee: Jennifer Zuk (Ph.D. student, postdoc, HGSE alumni)*

2015 **7th International Summer School on Literacy Research Fellowship**  
*Mentee: Jennifer Zuk (Ph.D. student, postdoc, HGSE alumni)*  
*Mentee: Xi Yu (postdoc)*

2014–2015 **UCLA Advanced Neuroimaging Summer Program**  
*Mentee: Xi Yu (2015, postdoc)*  
*Mentee: Yingying Wang (2014, postdoc)*

2014 **Mariani Foundation Scholarship to attend the Neurosciences & Music V conference**  
*Mentee: Jennifer Zuk (Ph.D. student, postdoc, HGSE alumni)*

2014 **Harvard Graduate School of Arts & Sciences Student Summer Research Grant**  
*Mentee: Jennifer Zuk (Ph.D. student, postdoc, HGSE alumni)*

2014 **Harvard Graduate School of Arts & Sciences Student Council Conference Grant**  
*Mentee: Jennifer Zuk (Ph.D. student, postdoc, HGSE alumni)*

2012 **Society for Scientific Study of Reading Rebecca Sandak Young Investigator Award**  
*Mentee: Elizabeth Norton (research assistant, Ph.D. student)*

2010 **Janggen Poehn Stiftung Research Fellowship**  
*Mentee: Dr. Nora Raschle (Ph.D. student)*

2008–2009 **Swiss National Foundation Prospective Researcher Fellowship**  
*Mentee: Dr. Nora Raschle (Ph.D. student)*

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## Publications

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Citation indices	All	Since 2020
Citations	11231	5136
h-index	55	38
i10-index	102	96

*(computed by Google Scholar on 06/04/2025)*

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## Peer-Reviewed Journal Articles

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*\* denotes current or former trainees/students*

\*Turesky, T. K., \*Escalante, E., \*Loh, M.Y., & **Gaab, N.** (in press). Longitudinal trajectories of brain development from infancy to school age and their relationship to literacy development. *Proceedings of the National Academy of Sciences*.

\*Surani, Z., \*Turesky, T. K., \*Sullivan, E., Shama, T., Haque, R., Islam, N., Kakon, S. H., \*Yu, X., Petri, W. A., Nelson, C., III, & **Gaab, N.** (2025). Examining the relationship between psychosocial adversity and inhibitory control: An fMRI study of children growing up in extreme poverty. *Journal of Experimental Child*

*Psychology* [Special issue: Links between Adverse Childhood Experiences (ACEs) and Normative Child Development], 249:106072. <https://doi.org/10.1016/j.jecp.2024.106072>

- \*Turesky, T. K., Pirazzoli, L., Shama, T., Hafiz Kakon, S., Haque, R., Islam, N., Someshwar, A., Gagoski, B., Petri, W. A., Jr., Nelson, C. A., & **Gaab, N.** (2024). Brain morphometry and chronic inflammation in Bangladeshi children growing up in extreme poverty. *Imaging Neuroscience*, 2:1-16 [https://doi.org/10.1162/imag\\_a\\_00319](https://doi.org/10.1162/imag_a_00319)
- \*Wang, J., Wagleby, N., Rice, M., **Gaab, N.**, & Booth, J.R. (2024). Syntactic and semantic specialization in 9- to 10-year old children during auditory sentence processing. *Scientific Reports*, 14(1):26965. <https://doi.org/10.1038/s41598-024-76907-8>
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- Gaab, N.** & Duggan, N. (2024). Leveraging brain science for impactful advocacy and policymaking: The synergistic partnership between developmental cognitive neuroscientists and a parent-led grassroots movement to drive dyslexia prevention policy and legislation. *Developmental Cognitive Neuroscience*, 101376. <https://doi.org/10.1016/j.dcn.2024.101376>
- Ozernov-Palchik, O., Pollack, C., Bonawitz, E., Christodoulou, J. A., **Gaab, N.**, Gabrieli, J. D. E., Kievlan, P. M., Kirby, C., Lin, G., Luk, G., & Nelson, C. A. (2024). Reflections on the past two decades of Mind, Brain, and Education. *Mind, Brain and Education*, 18(1), 6–16. <https://doi.org/10.1111/mbe.12407>
- Andrade, P. E., Müllensiefen, D., Andrade, O. V. C. A., \*Dunstan, J., \*Zuk, J., & **Gaab, N.** (2024). Sequence processing in music predicts reading skills in young readers: A longitudinal study. *Journal of Learning Disabilities*, 57(1), 43–60. <https://doi.org/10.1177/00222194231157722>
- Kucirkova, N., Brod, G., & **Gaab, N.** (2023). Applying the science of learning to EdTech evidence evaluations using the EdTech Evidence Evaluation Routine (EVER). *NPI Science of Learning*, 8(1), 35. <https://doi.org/10.1038/s41539-023-00186-7>
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- Alex, A. M., Buss, C., Davis, E. P., de los Campos, G., Donald, K. A., Fair, D. A., **Gaab, N.**, Gao, W., Gilmore, J. H., Girault, J. B., Grewen, K., Groenewold, N. A., Hankin, B. L., Ipser, J., Kapoor, S., Kim, P., Lin, W., Luo, S., \*Norton, E. S.,...ENIGMA ORIGINS group (2023). Genetic influences on the developing young brain and risk for neuropsychiatric disorders. *Biological Psychiatry*, 93(10), 905–920. <https://doi.org/10.1016/j.biopsych.2023.01.013>
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## Practice-Oriented Publications

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**Gaab, N., & Petscher, Y.** (2022). Screening for early literacy milestones and reading disabilities: The why, when, whom, how, and where. *Perspectives on Language and Literacy*, 48(1), 11–18.

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## Ph.D. Thesis

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## Open Access Databases of Published Data/Community Resources

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- Surani, Z., Turesky, T., Sullivan, E., Shama, T., Hasquem R., Islam, N., Kakon, S.H., Yu, X., Petri, W., Nelson, C.A. & **Gaab, N.** (2024). Psychosocial adversity and inhibitory control: an fMRI study of children growing up in extreme poverty. OpenNEURO. [Data set] <https://doi:10.18112/openneuro.ds005504.v1.0.0>
- Turesky, T., Shama, T., Kakon, S. H., Haque, R. Islam, N., Someshwar, A., Gagoski, B., Petri, W., Nelson, C., & **Gaab, N.** (2022). *BrainMorphometry\_DiminishedGrowth\_BEANstudy\_2021* [Data set]. OpenNEURO. <https://doi:10.18112/openneuro.ds003877.v1.1.0>

The Gaab Lab created and curated and maintains a **list of available screeners for dyslexia and early literacy**. This list has been created for administrators and educators to assist with decisions regarding early literacy/dyslexia screening and implementation. The list can be found here: <https://www.gaablab.com/early-literacy-screening-tools>

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## Edited Books

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Galaburda, A., **Gaab, N.**, Hoeft, F., & McCardle, P. (Eds.) (2018). *Dyslexia and neuroscience: The Geschwind-Galaburda hypothesis 30 years later*. Paul H. Brookes Publishing Company.

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## Book Chapters

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**Gaab, N.**, Reilly, M., & Tridas, E. (2022). Learning disabilities. In H. M. Feldman, E. R. Elias, N. J. Blum, M. Jimenez, & T. Stancin (Eds.), *Developmental-behavioral pediatrics* (5th ed., pp. 497–509). Elsevier.

**Gaab, N.**, \*Turesky, T. K., & \*Sanfilippo, J. (2020). Early identification of children at risk for reading difficulty: Neurobiology, screening and evidence-based response, and educational technology. In J. A. Washington, D. L. Compton, & P. McCardle (Eds.), *Dyslexia: Revisiting etiology, diagnosis, treatment, and policy* (pp. 44–56). Brookes Publishing Company.

\*Norton, E. S., Gabrieli, J. D. E., & **Gaab, N.** (2019). Neural predictors of developmental dyslexia. In L. Verhoeven, C. Perfetti, & K. Pugh (Eds.), *Developmental dyslexia across languages and writing systems* (pp. 253–276). Cambridge University Press.

\*Guerrero, S. L., \*Ozernov-Palchik, O., \*Gonzalez, M., \*Zuk, J., & **Gaab, N.** (2019). Using tablet technology in preschool and early kindergarten for the identification of children at risk for reading difficulties. In N. Kucirkova, J. Rowsell, & G. Falloon (Eds.), *The Routledge international handbook of learning with technology in early childhood* (pp. 393–403). Routledge.

**Gaab, N.**, \*Yu, X., & Ozernov-Palchik, O. (2018). Early atypical brain development in developmental dyslexia. In: A. Galaburda, N. Gaab, F. Hoeft, & P. McCardle (Eds.), *Dyslexia and neuroscience: The Geschwind-Galaburda Hypothesis 30 Years Later* (pp. 177–185). Brookes Publishing Company.

**Gaab, N.** (2015). The future of reading research: New concepts and tools and the need for detailed genetic and neurobiological contexts. In: C. M. Connor & P. McCardle (Eds.), *Advances in reading intervention: Research to practice to research*. Paul H. Brookes Publishing Company.

\*Raschle, N. M., \*Chang, M. Y. H., \*Stering, P. L., \*Zuk, J., & **Gaab, N.** (2012). Neural correlates of reading-related processes examined with fMRI before reading onset and after language/reading remediation. In A. A. Benasich & R. H. Fitch (Eds.), *Developmental dyslexia: Early precursors, neurobehavioral markers and biological substrates* (pp. 275–294). Brookes Publishing.

Schlaug, G., & **Gaab, N.** (2003). Das musizierende Gehirn: Strukturelle und funktionelle Unterschiede zwischen Musikern und Nicht-Musikern [The music-making brain: Structural and functional differences between musicians and non-musicians]. In H. G. Bastian & G. Kreutz (Eds.), *Musik und Humanität: Interdisziplinäre Grundlagen für (musikalische) Erziehung und Bildung*. (pp. 120–134). Schott Music International.

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## Invited Oral Presentations for Academic Audiences

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**Gaab, N.** (2025, April 11). From the MR scanner to the classroom: *How a translational neurobiological framework of early language and reading development can inform educational practice and policy [Invited oral presentation]*. Brain and Behavioral Sciences colloquium series. School of Behavioral and Brain Sciences, University of Texas, Dallas, TX, United States.

- Gaab, N.** (2025, March 11). *The typical and atypical reading brain: How a neurobiological framework of early language and reading development can inform educational practice/policy* [Invited oral presentation]. Online. Cognitive Development International Seminar Series. Queen's University Belfast (Ireland) and University of Sheffield, UK in collaboration with the Jacobs foundation.
- Gaab, N.** (2024, December 12). *Developmental dyslexia and other reading disabilities: How a neurobiological framework of early language and reading development can inform educational and clinical practice and policy* [Invited oral presentation]. Online. Grand Rounds Cambridge Health Alliance Pediatric Department. Cambridge, MA, United States.
- Gaab, N.** (2024, December 9). *When does learning to read start? Neurobiology, development and early identification of reading disabilities.* [Invited oral presentation]. Online. New Jersey Chapter of the New Jersey Chapter of the Speech-Language-Hearing -Association. United States.
- Gaab, N.** (2024, November 14). *Developmental dyslexia and other reading disabilities: How a neurobiological framework of early language and reading development can inform educational and clinical practice and policy* [Invited oral presentation]. Online. Grand Rounds Department of Pediatrics Cambridge and Beth Israel Deaconess Medical Center–Harvard Medical School Psychiatry. Boston, MA, United States.
- Gaab, N.** (2024, July 10–13). How early does learning to read start? Examining the typical and atypical reading brain prior to reading onset. In N. Gaab (Chair), *How early does learning to read start? Exploring early developmental trajectories, precursors, and environmental influences of reading development prior to the onset of formal reading instructions* [Symposium]. Society for the Scientific Study of Reading 31<sup>st</sup> Annual Conference, Copenhagen, Denmark. <https://www.triplesr.org/thirty-first-annual-meeting>
- Gaab, N.** (2024, July 10). Opening up open science: Nuts and bolts for beginners-Open access. In N. Gaab (Chair) *Pre-conference: How early does learning to read start? Exploring early developmental trajectories, precursors, and environmental influences of reading development prior to the onset of formal reading instructions* [Symposium]. Society for the Scientific Studies of Reading 31<sup>st</sup> Annual Conference, Copenhagen, Denmark. <https://www.triplesr.org/thirty-first-annual-meeting>
- Gaab, N.** (2024, March 20). *From the MR scanner to the classroom: How a translational neurobiological framework of early language and reading development can inform educational practice and policy* [Invited oral presentation]. BrainMap Seminar Series, Athinoula A. Martinos Center for Biomedical Imaging. Massachusetts General Hospital, Charlestown, MA, United States. <https://www.martinos.org/education/brainmap/>; lecture: <https://youtu.be/VqrmRPg2e88>
- Gaab, N.** (2024, February). *Developmental dyslexia and other reading disabilities: How a neurobiological framework of early language and reading development can inform educational and clinical practice and policy* [Invited oral presentation]. Grand Rounds in Developmental Medicine at Boston Children's Hospital. Boston, MA, United States.
- Gaab, N.** (2023, December 15) *Developmental dyslexia and other reading disabilities: How a neurobiological framework of early language and reading development can inform educational and clinical practice/policy* [Invited oral presentation]. Child Mind Institute. <https://childmind.org/event/developmental-dyslexia-and-other-reading-disabilities-how-a-neurobiological-framework-of-early-language-and-reading-development-can-inform-educational-and-clinical-practice-policy/>

- Gaab, N.** (2023, December 6). *Learning disabilities 101* [Oral presentation]. Harvard Brain Institute, Harvard University, Boston, MA, United States. [https://brain.harvard.edu/hbi\\_events/learning-disabilities-101/](https://brain.harvard.edu/hbi_events/learning-disabilities-101/)
- Gaab, N.** (2023, October 12–14). Understanding risks and protective factors in literacy development through longitudinal research. In *Resilience in learning to read with dyslexia* [Symposium]. International Dyslexia Association Annual Reading, Literacy, & Learning Conference, Columbus, OH, United States.
- Gaab, N.** (2023, April 2–4). *Moving from a reactive to a proactive model in education: Neurobiology, early identification and screening strategies* [Invited keynote talk]. 2023 World Literacy Summit, Oxford, UK.
- Gaab, N.** (2023, January 27). *Moving from a reactive to a proactive model in education: How a neurobiological framework of typical and atypical reading development can inform educational practice and policy* [Invited virtual talk]. University of Dresden, Germany, for the transnational ReDyslexia Consortium, funded by ERA-NET NEURON, online. <https://www.neuron-eranet.eu/projects/ReDyslexia/>
- Gaab, N.** (2022, November 10–12). *From the pediatric practice to the classroom: Early identification of children at risk of literacy problems* [Keynote talk]. International Dyslexia Association Annual Reading, Literacy & Learning Conference, San Antonio, TX, United States.
- Gaab, N.** (2022, October). *Typical and atypical learning trajectories, pediatric neuroimaging, preventive education, and translational neuroscience redefined*. Harvard Neuroscience Undergraduate Society (NUGS) Coffee Chat, Cambridge, MA, United States.
- Gaab, N.** (2022, September 15). *Developmental dyslexia and other reading disabilities: Neurobiology, early identification, and screening strategies* [Invited oral presentation]. Pediatric Grand Rounds, Department of Pediatrics at University of Wisconsin-Madison, School of Medicine and Public Health. Online.
- Gaab, N.** (2022, February 9). *The typical and atypical reading brain: How a neurobiological framework of early language and reading development can inform educational practice/policy* [Invited oral presentation]. Learning Memory and Attention Seminar. Department of Psychology, Royal Holloway University of London, London, UK.
- Gaab, N.** (2022, January 27–30). *Typical and atypical reading development: Neurobiology, early identification and screening strategies* [Keynote talk]. Learning Disabilities Association of America 59th Annual International Conference, New Orleans, LA, United States.
- Gaab, N.** (2022, January). *The typical and atypical reading brain: How a neurobiological framework of early language and reading development can inform educational practice/policy* [Invited oral presentation]. 10th Anniversary International Symposium of the IDG/McGovern Institute for Brain Research at Beijing Normal University, Beijing, China.
- Gaab, N.** (2021, December 3–5). *Typical and atypical reading development: Neurobiology, heredity, early identification and screening strategies* [Conference session]. Special Education and Inclusion Association (SENIA) Conference: Learning ecosystems. Supporting inclusive school communities, Online. <https://www.seniaconference.org/virtual2021/>
- Gaab, N.** (2021, October 16). *Early literacy milestones and dyslexia screening: The role of early identification and its implication for intervention pre- and post COVID-19* [Keynote talk]. European Dyslexia Association, Autumn Seminars 2021, Online.

- Gaab, N.** (2021, September 19). FIT'NG All Ages: Advantages and Challenges of Longitudinal Fetal, Infant, and Toddler Neuroimaging. In L. Zöllei (Chair), *FIT'NG Symposium: Infant Neuroimaging* [Symposium]. Flux Virtual Congress, Online. <https://fitng.org/past-workshops/>
- Gaab, N.** (2021, January). *The typical and atypical reading brain: How a neurobiological framework of early language and reading development can inform clinical and educational practice/policy* [Invited oral presentation]. Leo Blomert Memorial Lecture, Maastricht Brain Imaging (M-BIC) Center, University of Maastricht, Netherlands, Online.
- Gaab, N.** (2021, January). *The typical and atypical reading brain: How a neurobiological framework of early language and reading development can inform clinical and educational practices and policies* [Invited oral presentation]. Le Conférences de Vendredi [Friday's Conferences], Department of Psychology, University of Montreal, Canada.
- Gaab, N.** (2020, May 2–5). The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy. In T. Horowitz-Kraus (Chair), *Moving from a deficit-oriented to a preventive model in education: Examining neural correlates for reading development* [Symposium]. Cognitive Neuroscience Society 2020 Virtual Meeting, Online. <https://www.cogneurosociety.org/cns-2020-program/>
- Gaab, N.** (2019, November 22–23). *Developmental dyslexia and reading impairments: Neurobiology, heredity, early identification and screening strategies* [Invited oral presentation]. Child Development Update 2019, University of Toronto, Canada.
- Gaab, N.** (2019, May). *An introduction to the Boston Children's Early Literacy Screener* [Conference session]. Annual conference of the Abdul Latif Jameel World Education Conference, Massachusetts Institute of Technology, Cambridge, MA, United States.
- Gaab, N.** (2019, September). *The typical and atypical reading brain: How a neurobiological framework of early language and reading development can inform clinical and educational practices* [Invited oral presentation]. Cognitive and Brain Studies Colloquia, Tufts University, Medford, MA, United States.
- Gaab, N.** (2019, May 18–23). *Can structural and functional connectivity in neonates predict later language function?* [Invited oral presentation]. American Society of Neuroradiology 57<sup>th</sup> Annual Meeting, Boston, MA, United States. [https://www.asnr.org/wp-content/uploads/2019/05/ASNR\\_Meeting\\_ProgramBook\\_FINAL.pdf](https://www.asnr.org/wp-content/uploads/2019/05/ASNR_Meeting_ProgramBook_FINAL.pdf)
- Gaab, N.** (2019, April 15–18). *Language development, dyslexia and environment* [Workshop presentation]. Capturing Developmental Brain Dynamics Conference, Lorentz Center, Leiden, The Netherlands. <https://www.lorentzcenter.nl/capturing-developmental-brain-dynamics.html>
- Gaab, N.** (2019, April). The typical and atypical reading brain: Developmental evidence from infants, preschoolers and school-age children [Invited oral presentation]. Boston Cognitive Neuropsychology Group, Cambridge, MA, United States.
- Gaab, N.** (2018, June 23–29). The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational and practice and policy. *Dyslexia Foundation Extraordinary Brain Symposium XVII: Dyslexia 101: Revisiting etiology, diagnosis, treatment and policy* [Symposium]. Winterton, South Africa.

- Gaab, N.** (2018, June 4–6). *The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational and practice and policy* [Conference session]. European Association for Research on Learning and Instruction (EARLI) Special Interest Group (SIG) 22 Neuroscience and Education Conference. London, United Kingdom.
- Gaab, N.** (2018, March). *Chicken or egg? Examining structural and functional brain networks for processing language and music from infancy to school-age* [Invited oral presentation]. Georgetown University, Washington, DC, United States.
- Gaab, N.** (2018, January). *The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy* [Invited oral presentation]. Northeastern University, Boston, MA, United States.
- Gaab, N.** (2018, January). *The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy* [Invited oral presentation]. University of California, San Diego, San Diego, CA, United States.
- Gaab, N.** (2017, September 27–29). Linking music, language and dyslexia: Theoretical and experimental contributions [Conference session]. IV Brazilian Meeting on Brain and Cognition, São Bernardo do Campo, Brazil.
- Gaab, N.** (2017, June 15–18). *Can white matter integrity in infancy predict musical aptitude in preschool?* [Conference session]. Neuromusic Conference, Boston, MA, United States.
- Gaab, N.** (2017, May). *The typical and atypical reading brain: How a neurobiological model of reading can inform clinical and educational practice* [Invited oral presentation]. Department of Psychiatry, New York Medical College, Valhalla, NY, United States.
- Gaab, N.** (2017, April). *Week of the young child* [Invited panelist]. Equity, democracy, and justice in early childhood panel. Harvard Graduate School of Education, Cambridge, MA, United States.
- Gaab, N.** (2017, February 16–19). *The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy* [Invited keynote talk]. Annual Conference of the Learning Disabilities Association of America, Baltimore, MD, United States.
- Gaab, N.** (2017, February). *The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy*. Grand Rounds, The Dyslexia Center at UCSF, San Francisco, CA, United States.
- Gaab, N., & Jerdee, K.** (2017, January). Developing a dyslexia screening app: Successes, roadblocks and a naming challenge [Oral presentation]. Laboratory of Cognitive Neuroscience monthly meeting. Boston Children's Hospital, Boston, MA, United States.
- Gaab, N.** (2016, November). *The typical and atypical reading brain: Developmental evidence from infants, preschoolers and school-age children* [Invited oral presentation]. Developmental Science Colloquium, University of Massachusetts, Amherst, MA, United States.
- Gaab, N.** (2016). *Examining the developing brain from infancy to adolescence: How developmental cognitive neuroscience can shed new light on contemporary questions in psychology and education* [Invited Heckhausen Colloquium talk]. University of Bochum, Bochum, Germany.



- Gaab, N.** (2016, July). *Brain development and dyslexia across early life* [Invited oral presentation]. Bi-annual Meeting of the Dyslexia Foundation, St. Croix, United States.
- Gaab, N.** (2016, May). *The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy* [Invited oral presentation]. Columbia University Medical Center's Division of Child and Adolescent Psychiatry's DeHirsch Robinson-PROMISE Grand Rounds, New York, NY, United States.
- Gaab, N.** (2016, February). *The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy* [Invited oral presentation]. Harvard Graduate School of Education, Cambridge, MA, United States.
- Gaab, N.** (2015, December). *The typical and atypical reading brain: Developmental evidence from infants, preschoolers and school-age children* [Invited oral presentation]. Vanderbilt University. Nashville, TN, United States.
- Gaab, N.** (2015, October). *Tackling the dyslexia paradox: Examining neural pre-markers of developmental dyslexia in infancy and early childhood*. In *Neurodevelopmental Disorders Symposium*, Harvard Medical School, Cambridge, MA, United States.
- Gaab, N.** (2015, October). *Tackling the dyslexia paradox: Examining neural pre-markers of developmental dyslexia in infancy and early childhood* [Invited oral presentation]. Department of Psychology, Tufts University, Medford, MA, United States.
- Gaab, N.** (2015). *The typical and atypical reading brain: Examining neurobiological precursors, developmental trajectories and mediating factors* [Invited oral presentation]. Grand Rounds, Boston Children's Hospital, Boston, MA, United States.
- Gaab, N.** (2015, March). *The typical and atypical reading brain: Developmental evidence from infants, preschoolers and school-age children* [Invited oral presentation]. Department of Psychology, University of Zurich, Switzerland.
- Gaab, N.** (2015, March). *The typical and atypical reading brain: Examining neurobiological precursors, developmental trajectories and mediating factors* [Invited oral presentation]. Department of Communication Sciences and Disorders, Northeastern University, Boston, MA.
- Gaab, N.** (2014, November 12–15). Music as a diagnostic tool for language-based learning disabilities? In N. Gaab (Chair), *Linking music, language, and dyslexia* [Symposium]. 65<sup>th</sup> Annual International Dyslexia Association Reading, Literacy, and Learning Conference, San Diego, CA, United States. <https://dyslexiaida.org/previous-conferences/>
- Gaab, N.** (2014, September 11–13). *Infants, toddlers and preschoolers in the scanner: Practical tips on how to succeed* [Invited oral presentation]. Second Annual Flux Congress, Hollywood, CA, United States.
- Gaab, N.** (2014, May). Neurobiological precursors of reading [Invited talk]. In *Dyslexia and dyscalculia – Genetics, neurobiology and intervention* [Symposium]. German Dyslexia Association, Erfurt, Germany.
- Gaab, N.** (2014, April 12). Recent developments in music and science. In *Beyond the concert hall* [Symposium]. Harvard University, Cambridge, MA, United States.



- Gaab, N.** (2015, March). *Linking music, language and executive functioning: Implications for developmental disorders* [Oral presentation]. Harvard Medical School, “Mini-Med School,” Boston, MA, United States.
- \*Langer, N., Gorgolewski, C., \*Benjamin, C., \*Becker, B., & **Gaab, N.** (2014, July 17–19). *Examining the comorbid reading brain using multivariate pattern analysis* [Oral presentation]. 21<sup>st</sup> Annual Meeting of the Society for the Scientific Study of Reading, Santa Fe, NM, United States. <https://www.triplesr.org/twenty-first-annual-meeting>
- \*Norton, E. S., Beach, S. D., Saygin, Z. M., \*Ozernov-Palchik, O., Cyr, A. B., Halverson, K. K., Hudson, M., Guerrero, S. L., **Gaab, N.**, & Gabrieli, J. D. E. (2014, July 17–19). *Linking brain structure and function with reading abilities: Relations among left arcuate fasciculus structure, the ERP mismatch negativity response, and reading-related skills in kindergarten and 1<sup>st</sup> grade* [Conference presentation abstract]. 21<sup>st</sup> Annual Meeting of the Society for the Scientific Study of Reading, Santa Fe, NM, United States. <https://www.triplesr.org/twenty-first-annual-meeting>
- Gaab, N.**, \*Peysakhovich, B., \*Langer, N., \*Zuk, J., Drottar, M., \*Sliva, D. D., \*Smith, S., \*Becker, B., & Grant, P. E. (2014, July 17–19). *White matter alterations characteristic of children/adults with developmental dyslexia already evident in at-risk infants* [Conference presentation abstract]. 21<sup>st</sup> Annual Meeting of the Society for the Scientific Study of Reading, Santa Fe, NM, United States. <https://www.triplesr.org/twenty-first-annual-meeting>
- Gaab, N.** (2014, May). Neurobiological precursors of reading. In *Dyslexia and dyscalculia – Genetics, neurobiology and intervention* [Symposium]. German Dyslexia Association, Erfurt, Germany.
- Gaab, N.** (2014, March). *Examining the typical and atypical reading brain prior to reading onset: Developmental evidence from infants, preschoolers and kindergarteners* [Invited conference session]. Annual Meeting of the Maternal Child Health Bureau, Boston, MA, United States.
- Gaab, N.** (2014, February). *Examining the typical and atypical reading brain prior to reading onset: Developmental evidence from infants, preschoolers and kindergarteners* [Invited oral presentation]. Department of Psychology, Carnegie Mellon University, Pittsburgh, PA, United States.
- Gaab, N.** (2014, February). *Examining the typical and atypical reading brain prior to reading onset: Developmental evidence from infants, preschoolers and kindergarteners* [Invited oral presentation]. Department of Psychology, Temple University, Philadelphia, PA, United States.
- Gaab, N.** (2013, December). *Examining the typical and atypical reading brain prior to reading onset: Developmental evidence from infants, preschoolers and kindergarteners* [Invited oral presentation]. Yale University, New Haven, CT, United States.
- Gaab, N.** (2013, November 6–9). *Examining the typical and atypical reading brain prior to reading onset: Developmental evidence from infants, preschoolers and kindergarteners* [Invited oral presentation]. International Dyslexia Association 2013 Annual Reading, Literacy and Learning Conference, New Orleans, LA, United States. <https://dyslexiaida.org/previous-conferences/>
- Gaab, N.** (2013, October). *The typical and atypical reading brain: Developmental evidence from infants, preschoolers and school-age children* [Invited oral presentation]. Biology Colloquium, Northeastern University, Boston, MA, United States.

- Gaab, N.** (2013, October). *Examining the typical and atypical reading brain: Developmental evidence and mediating factors* [Invited oral presentation]. Department of Speech-Language Pathology & Audiology, Northeastern University, Boston, MA, United States.
- \*Shetreet, E., \*Reading, J., **Gaab, N.**, & Chierchia G. (2013, October 4–5). *NOT EVERY sentence is more complex than SOME* [Invited oral presentation]. Workshop on the Acquisition of Quantification, University of Massachusetts Amherst, Amherst, MA, United States.
- Gaab, N.** (2013, September). Examining the typical and atypical reading brain prior to reading onset: Developmental evidence from infants, preschoolers and kindergartners. In *Oklahoma Center for Neuroscience Symposium: The developing brain* [Symposium]. Pediatrics Grand Rounds, Oklahoma City, OK, United States.
- Gaab, N.** (2013, April). Cognition and learning [Invited discussion]. In *Student research conference* [Symposium]. Harvard Graduate School of Education, Cambridge, MA, United States.
- Gaab, N.** (2013, March). *The typical and atypical reading brain: Developmental evidence from infants, preschoolers and school-age children* [Invited oral presentation]. Special Education Conference: Challenges and Innovations from Infancy to 12<sup>th</sup> Grade, Seattle, WA, United States.
- Gaab, N.** (2013, February). *The typical and atypical reading brain: Developmental evidence from infants, preschoolers and school-age children* [Invited oral presentation]. Psychiatric & Neurodevelopmental Genetics Unit, Massachusetts General Hospital, Boston, MA, United States.
- Gaab, N.** (2013, January). *The typical and atypical reading brain: Developmental evidence from Infants, preschoolers and school-age children* [Invited oral presentation]. Cognitive Science Colloquium, Tufts University, Medford, MA, United States.
- Gaab, N.** (2012, December). *The typical and atypical reading brain: Developmental evidence from infants, preschoolers and school-age children* [Invited oral presentation]. Max Planck Institute for Human Cognition and Brain Sciences, Leipzig, Germany.
- Gaab, N.** (2012, November). *The typical and atypical reading brain: Developmental evidence from infants, preschoolers and school-age children* [Invited oral presentation]. Developmental Colloquium, Boston College, Chestnut Hill, MA, United States.
- \*Shetreet, E., \*Reading, J., **Gaab, N.**, & Chierchia G. (2012, November 2–4). *SOME and NOT EVERY: Comparing direct and indirect scalar implicatures* [Poster presentation]. 37<sup>th</sup> Boston University Conference on Language Development (BUCLD), Boston, MA, United States.  
<https://www.bu.edu/buclid/files/2013/07/2012-handbook-web-version.pdf>
- \*Norton, E., Beach, S. D., Cyr, A. B., \*Ozernov-Palchik, O., Garel, K. A., Perrachione, T. K., Wolf, M., Gabrieli, J. D. E., & **Gaab, N.** (2012, July 11–14). *Brain differences in kindergarten children with and without behavioral risk for dyslexia: Toward finding fMRI and EEG predictors of reading difficulties* [Invited oral presentation]. Society for the Scientific Study of Reading Nineteenth Annual Meeting, Montreal, Canada.  
<https://www.triplesr.org/nineteenth-annual-meeting>
- Beach, S., \*Norton, E. S., \*Ozernov-Palchik, O., Cyr, A. B., Cardenas-Iniguez, C., Eddy, M. D., Gabrieli, J. D. E., & **Gaab, N.** (2012, July 11–14). *ERP mismatch negativity differentiates subtypes of kindergartners at risk for dyslexia* [Invited oral presentation]. Society for the Scientific Study of Reading Nineteenth Annual Meeting, Montreal, Canada. <https://www.triplesr.org/nineteenth-annual-meeting>

- Gaab, N.** (2012, May). *The typical and atypical reading brain: Developmental evidence from infants, preschoolers and school-age children* [Invited oral presentation]. Laboratories of Cognitive Neuroscience, Boston Children's Hospital, Boston, MA, United States.
- Gaab, N.** (2012, April). *The typical and atypical reading brain: Developmental evidence from infants, preschoolers and school-age children* [Invited oral presentation]. Psychology Department, Boston College, Chestnut Hill, MA, United States.
- \*Raschle, N., \*Zuk, J., & **Gaab, N.** (2012, March 31–April 3). *The development of phonological processing skills in poor and good readers: A study from preschool to kindergarten* [Slide presentation]. Cognitive Neuroscience Society 2012 Annual Meeting, Chicago, IL, United States.  
[https://www.cogneurosociety.org/wp-content/uploads/2016/06/CNS2012\\_Program.pdf](https://www.cogneurosociety.org/wp-content/uploads/2016/06/CNS2012_Program.pdf)
- Gaab, N.** (2012, March). *Research in the Gaab laboratory* [Invited oral presentation]. Council for the Division of Developmental Medicine, Boston, MA, United States.
- Gaab, N.** (2012, February). *The typical and atypical reading brain: Developmental evidence from infants, preschoolers and school-age children* [Invited oral presentation]. Wayne State University, Child Development Colloquium, Detroit, MI, United States.
- Gaab, N.** (2011, December). *The typical and atypical reading brain: Developmental evidence from infants, preschoolers and school-age children* [Oral presentation for clinical fellows from several disciplines/departments]. Boston Children's Hospital, Boston, MA, United States.
- Gaab, N.** (2011, October). *Understanding the reading brain II: Neuroscience & early intervention* [Invited oral presentation]. Learning Difference Awareness Conference at the Highlander Dunn Institute, Providence, RI, United States.
- Gaab, N.** (2011, October). *The typical and atypical reading brain: Developmental evidence from infants, preschoolers and school-age children* [Invited oral presentation]. Haskins Training Institute, Haskins Laboratories, New Haven, CT, United States.
- Gaab, N.** (2011, October). *The typical and atypical reading brain: Developmental evidence from infants, preschoolers and school-age children* [Invited oral presentation]. University of Michigan, Department of Psychology, Ann Arbor, MI, United States.
- Gaab, N.** (2011, September). *Developmental dyslexia* [Invited oral presentation]. Grand Rounds, Boston Children's Hospital, Boston, MA, United States.
- Gaab, N.** (2011, July). *The typical and atypical reading brain* [Invited oral presentation]. Sharing Knowledge to Enable Effective Parenting: Messages and Mechanisms from Research and Practice. A Research-to-Practice Conference. Co-Convened by the Achievement Gap Initiative at Harvard University and the Children's Defense Fund, Boston, MA, United States.
- Gaab, N.** (2011, June). *Structural and functional correlates of reading and reading related processes examined before reading onset and after language/reading remediation* [Invited oral presentation]. International Society for Mind, Brain and Education, San Diego, CA, United States.

- Gaab, N.** (2011, June 9–12). *Current fMRI methods with children* [Invited oral presentation]. The Neurosciences and Music IV: Learning and Memory Conference, Edinburgh, Scotland, UK. <https://www.fondazione-mariani.org/en/congresso/the-neurosciences-and-music-iv-2/>
- Gaab, N.** (2011, April). [Invited oral presentation]. Harvard Mind, Brain, and Behavior Student-Faculty Tea. Harvard University, Cambridge, MA, United States.
- Gaab, N.** (2011, March). *Music and dyslexia* [Invited keynote talk for pre-conference workshop]. Music, Science & Medicine: Frontiers in Biomedical Research & Clinical Applications Conference. Rutgers University, Newark, NJ, United States.
- Gaab, N.** (2011, February). *Neuroeducation: Does neuroimaging in infancy and young childhood add to the predictive value of psychometric tests?* [Invited oral presentation]. Harvard University MBB Chalk Talk Series, Cambridge, MA, United States.
- Gaab, N.** (2011, January 29). Influences of musical training on language processing and executive functioning in typical and atypical developing children [Invited oral presentation]. *Crossing the corpus callosum II: Neuroscience, healing & music: A symposium hosted by Longwood Symphony Orchestra and The Lab at Harvard University* [Symposium], Boston, MA, United States.
- Gaab, N.** (2010, November). *Research in the Gaab laboratory* [Invited oral presentation]. Scientific Advisory Council for the Division of Developmental Medicine, Boston, MA, United States.
- Gaab, N.** (2010, November). *Update from the Gaab Lab: Neural pre-markers of developmental dyslexia before reading onset?* [Invited oral presentation]. Developmental Medicine Center Meeting, Boston, MA, United States.
- Benjamin, C. F., Lee, M., Steinhorn, R., & **Gaab, N.** (2010, November 13–17). *What's the story? An fMRI investigation of fluent reading networks* [Invited oral presentation]. Society for Neuroscience 40<sup>th</sup> Annual Meeting, San Diego, CA, United States. <https://www.sfn.org/meetings/past-and-future-annual-meetings>
- Gaab, N.** (2010, October). *Brain correlates of early reading development and developmental dyslexia: Challenges, new directions and the role of auditory processing* [Invited oral presentation]. University of Massachusetts Amherst, Amherst, MA, United States.
- \*Raschle, N. M., Stering, P. L., & **Gaab, N.** (2010, September 11–14). *Disruptive neural response during rapid auditory processing in pre-readers at risk for dyslexia – An fMRI study* [Invited oral presentation]. Annual Meeting of the Society for Developmental and Behavioral Pediatrics, Boston, MA, United States. <https://sdbp-video.s3.amazonaws.com/wp-content/uploads/2020/06/09134854/Abstract2010.pdf>
- Gaab, N.** (2010, June). *Neural correlates of reading related processes examined with fMRI before reading onset and after language/reading remediation* [Invited oral presentation]. The Dyslexia Foundation, Cong, Ireland.
- Gaab, N.** (2010, February). *Brain correlates of early reading development and developmental dyslexia: Challenges, new directions and the role of auditory processing* [Invited special seminar]. University of Miami, Coral Gables, FL, United States.
- Gaab, N.** (2009, November). *Neural pre-markers of developmental dyslexia in the pre-reading brain* [Invited oral presentation]. Boston Area Cognitive Development Workshop (COGDEV), Cambridge, MA, United States.

- Gaab, N.** (2009, October 17–21). *Nanosymposium (Session 217): Reading and comprehension* [Chair of nanosymposium]. 39th Annual Meeting of the Society for Neuroscience, Chicago, IL, United States.
- \*Raschle, N. M., \*Chang, M., & Gaab, N.** (2009, October 17–21). *Gray matter changes in pre-reading children at risk for dyslexia: Structural pre-markers of dyslexia?* [Invited oral presentation; abstract also selected for Press Book submission]. Society for Neuroscience 39<sup>th</sup> Annual Meeting, Chicago, IL, United States. <https://www.sfn.org/meetings/past-and-future-annual-meetings>
- Gaab, N.** (2009, October). *Neural pre-markers of developmental dyslexia in the pre-reading brain* [Invited oral presentation]. Haskins Laboratories, New Haven, CT, United States.
- Gaab, N.** (2009, August). *Brain correlates of reading development and developmental dyslexia: Challenges, new directions and the role of auditory processing* [Invited oral presentation]. Freie University of Berlin, Berlin, Germany.
- Gaab, N.** (2009, July). *Brain correlates of reading development and developmental dyslexia: Challenges, new directions and the role of auditory processing* [Invited oral presentation]. University of Konstanz, Konstanz, Germany.
- Gaab, N., \*Chang, M., \*Lee, M., \*Buechler, R., & \*Raschle, N.** (2009, June 25–27). *Neural pre-markers of developmental dyslexia in the pre-reading brain: An fMRI investigation* [Invited oral presentation]. Society for the Scientific Study of Reading Conference, Boston, MA, United States. <https://www.triplesr.org/sites/default/files/2023-09/2009%20programme.pdf>
- Gaab, N.** (2009, June). *Linking dynamic auditory processing, musical experience and language/reading development and impairment* [Invited oral presentation]. Babeş -Bolyai University, Department of Psychology, Cluj-Napoca, Romania.
- Gaab, N.** (2009, May). *Linking music, language and reading* [Invited oral presentation]. Massachusetts Arts Education Collaborative (MAEC) School Leadership and Arts Education Symposium, Newton, MA, United States.
- Gaab, N.** (2009, May). *Brain correlates of reading development and developmental dyslexia: Challenges, new directions and the role of auditory processing* [Invited oral presentation]. Clinical Brain Science Collaborative Seminar, Boston Children's Hospital, Boston, MA, United States.
- Gaab, N.** (2009, April). *Linking dynamic auditory processing, musical experience and language/reading development and impairment* [Invited oral presentation]. Dartmouth College, Developmental Brown Bag, Hanover, NH, United States.
- Gaab, N.** (2009, March). *Linking dynamic auditory processing, musical experience and language/reading development and impairment* [Invited oral presentation]. Department of Psychology, Boston University, Boston, MA, United States.
- Gaab, N.** (2009, February). *Pediatric neuroimaging: Challenges and solutions* [Invited oral presentation]. National Institute of Mental Health (NIMH), Dr. Karen Berman's laboratory, Bethesda, MD, United States.
- Gaab, N.** (2009, February). *Linking dynamic auditory processing, musical experience and language/reading development and impairment* [Invited oral presentation]. National Institute on Deafness and Other Communication Disorders (NIDCD), Bethesda, MD, United States.



- Gaab, N.** (2008, December). *Dynamic auditory processing, musical experience and language/reading development* [Invited oral presentation]. Neuropsychology Unit, Children's Hospital Salem, Salem, MA, United States.
- Gaab, N.** (2008, November). *Musical experience, auditory processing and language development* [Invited oral presentation]. Learning and the Brain Conference, Cambridge, MA, United States.
- Gaab, N.** (2008, September). *Dynamic auditory processing, musical experience and language/reading development* [Invited keynote talk]. 6<sup>th</sup> Annual Neuropsychology Research Day, Graduate School and University Center, City University of New York, Queens, NY, United States.
- Bishop-Liebler, P., Hostetter, M., Himonides, E., Welch, G., & **Gaab, N.** (2008, June). *Linguistic and non-linguistic auditory processing skills in conservatoire level musicians, with and without developmental dyslexia, and nonmusicians* [Invited oral presentation]. Music and Language Conference, Tufts University, Medford, MA, United States.
- Gaab, N.** (2008, June 20–24). *Linking music, language and reading: Implications for developmental dyslexia* [Invited oral presentation]. 16<sup>th</sup> Annual Meeting of the International Society for Behavioral Neuroscience, Sydney, Australia. <https://isbngroup.net/2008-sydney>
- Gaab, N.** (2008, May). *Dynamic auditory processing, musical experience and language/reading development* [Invited oral presentation]. 5<sup>th</sup> Widex Congress of Pediatric Audiology, Amsterdam, The Netherlands.
- Gaab, N.** (2008, April). *Brain correlates of attention deficit hyperactivity disorder* [Invited oral presentation]. Boston Children's Hospital Developmental Medicine Forum, Newton, MA, United States.
- Gaab, N.** (2008, April). *Neural correlates of rapid auditory processing are disrupted in children with developmental dyslexia and ameliorated with training: An fMRI study* [Invited oral presentation]. National Assembly of Wales, Enterprise and Learning Committee Boston Meeting, Boston, MA, United States.
- Gaab, N.** (2008, March). *Linking music, language and dyslexia: Evidence from behavioral and imaging studies* [Invited oral presentation]. Massachusetts Neuropsychology Society, Boston, MA, United States.
- Gaab, N.,** Kovelman, I., Christodoulou, J. A., Liberman, D. A., Weinberg, A., Hostetter, M. K., Norton, E., Reisner, S., Triantafyllou, C., & Gabrieli, J. D. E. (2007, November 3–7). *Learning to read changes the developing brain: Comparing phonological and semantic processing between prereaders and readers* [Invited oral presentation]. Society for Neuroscience 37<sup>th</sup> Annual Meeting, San Diego, CA, United States. <https://www.sfn.org/meetings/past-and-future-annual-meetings>
- Christodoulou, J. A., **Gaab, N.,** Kovelman, I., Lieberman, D. A., Weinberg, A., Hostetter, M. K., Norton, E., Reisner, S., Triantafyllou, C., Whitfield-Gabrieli, S., & Gabrieli, J. D. E. (2007, November 3–7). *Learning to read changes the developing brain: Orthographic processing in prereaders and readers* [Invited oral presentation; abstract also selected for Press Book submission]. Society for Neuroscience 37<sup>th</sup> Annual Meeting, San Diego, CA, United States. <https://www.sfn.org/meetings/past-and-future-annual-meetings>
- Gaab, N.** (2007, February). *The neglected sense: Dynamic auditory processing, musical training and its role in language development and impairment* [Invited special seminar]. Departments of Cognitive and Linguistic Sciences, Brown University, Providence, RI, United States.

- Gaab, N.** (2007, February). *The neglected sense: Dynamic auditory processing, musical training and its role in language development and impairment* [Invited special seminar]. Department of Psychology, University of Montreal, Montreal, Canada.
- Gaab, N.** (2007, January). *The neglected sense: Auditory processing, musical training and its role in language/reading development and impairment* [Invited oral presentation]. Temporal Dynamics of Learning Center and The Center for Research on Language, University of California San Diego, La Jolla, CA, United States.
- Gaab, N.** (2006, December). *Assessing the neural correlates of developmental dyslexia: Challenges, new directions and the role of auditory processing* [Invited oral presentation]. Developmental Medicine Center Colloquium, Boston Children's Hospital, Harvard Medical School, Boston, MA, United States.
- Gaab, N.** (2006, October). *Linking music, language and dyslexia* [Invited oral presentation]. Music Teacher Association of California, San Jose, CA, United States.
- Gaab, N.** (2006, October). *Exploring the musical brain: Evidence for structural and functional adaptation* [Invited oral presentation]. Joyful Melodies, Cupertino, CA, United States.
- Gaab, N.** (2006, July). *Colored blobs on human brains—What can neuroimaging teach us about the brain?* [Invited oral presentation]. TEC Summer Science Institute, Dover, MA, United States.
- Gaab, N.** (2006, May). *Linking music, language and dyslexia* [Invited oral presentation]. Learning and the Brain Conference: Rethinking nature and nurture: Using brain research to improve child learning and treat learning disorders, Cambridge, MA, United States.
- Gaab, N.** (2006, April). *The neglected sense: Dynamic auditory processing, musical training and its role in language development and impairment* [Invited special seminar]. Department of Psychiatry and Behavioral Sciences, Stanford University Medical School, Stanford, CA, United States.
- Gaab, N.** (2006, March). *Musical training, rapid temporal processing and language impairments* [Invited oral presentation]. CogLunch, Department of Brain and Cognitive Sciences, MIT, Cambridge, MA, United States.
- Gaab, N.** (2006, January). *The challenge of assessing auditory processing in the MRI scanner and the influence of musical experience on linguistic and non-linguistic processing* [Invited oral presentation]. Hearing Research Seminar Series, Hearing Research Center, Boston University, Boston, MA, United States.
- Gaab, N.** (2005, November). *Music, language and spectro-temporal processing* [Invited oral presentation]. MIT Media Laboratory (group: Tod Machover), Cambridge, MA, United States.
- Gaab, N., Kim, H., Lakshminarayanan, K., Archie, J. J., Glover, G., Tallal, P., & Gabrieli, J. D. E.** (2005, November 12–16). *Musical experience shapes auditory rapid spectro-temporal processing of linguistic and non-linguistic stimuli: Evidence from fMRI and behavioral studies* [Invited oral presentation; abstract also selected for Press Book submission]. Society for Neuroscience 35<sup>th</sup> Annual Meeting, Washington, DC, United States. <https://www.sfn.org/meetings/past-and-future-annual-meetings>
- Gaab, N.** (2005, October). *Connecting music, language and dyslexia: Evidence from fMRI and behavioral studies* [Invited oral presentation]. FriSem Talk Series, Stanford University, Stanford, CA, United States.

- Gaab, N.,** & Maeda, F. (2005, March). *What can neuroscience tell us about reading?* [Invited keynote talk], Asilomar Regional Reading Conference, Pacific Grove, CA, United States.
- Gaab, N.,** Gabrieli, J. D. E., & Glover, G. H. (2004, October 23–27). *“Sparse temporal sampling” improves power in auditory experiments—An fMRI study comparing block, event-related and sparse designs* [Invited oral presentation]. Society for Neuroscience 34<sup>th</sup> Annual Meeting, San Diego, CA, United States. <https://www.sfn.org/meetings/past-and-future-annual-meetings>
- Walker, M., Stickgold, R., **Gaab, N.,** & Schlaug, G. (2004, October 23–27). *Sleep-dependent plasticity and motor skill learning in the human brain* [Invited oral presentation]. Society for Neuroscience 34<sup>th</sup> Annual Meeting, San Diego, CA, United States. <https://www.sfn.org/meetings/past-and-future-annual-meetings>
- Ozdemir, E., **Gaab, N.,** Overy, K., Norton, A., & Schlaug, G. (2004, October 23–27). *Shared neural substrates for singing, speaking, humming, and phonation* [Invited oral presentation]. Society for Neuroscience 34<sup>th</sup> Annual meeting, San Diego, CA, United States. <https://www.sfn.org/meetings/past-and-future-annual-meetings>
- Gaab, N.** (2004, October). *The human auditory cortex: fMRI, plasticity and the influence of musicianship* [Invited oral presentation]. Rutgers University, Newark, NJ, United States.
- Gaab, N.** (2004, August). *Neural correlates of auditory learning—An fMRI training study* [Invited oral presentation]. Bay Area Memory Meeting (BAMM), University of California Berkeley, Berkeley, CA, United States.
- Gaab, N.** (2004, August). *Music and the brain: Auditory plasticity and sparse temporal sampling* [Invited oral presentation]. Stanford Brain Research Institute, Stanford, CA, United States.
- Schlaug, G., Hamilton, R., Pascual-Leone, A., Schulze, K., Ozdemir, E., & **Gaab, N.** (2004, August 3–7). *Absolute pitch in blind musicians* [Invited oral presentation]. 8<sup>th</sup> International Conference on Music Perception and Cognition, Northwestern University, Evanston, IL, United States.
- Gaab, N.** (2004, May). *How (musical) experience shapes the brain* [Invited oral presentation at the Symbolic Systems Alumni Day]. Stanford University, Stanford, CA, United States.
- Overy, K., Norton, A., Alsop, D., **Gaab, N.,** Winner, E., & Schlaug, G. (2003, November). *Musical processing in young children aged 5 to 7: An fMRI study* [Invited oral presentation]. Society for Neuroscience 33<sup>rd</sup> Annual Meeting, New Orleans, LA, United States. <https://www.sfn.org/meetings/past-and-future-annual-meetings>
- Gaab, N.,** & Schlaug, G. (2003, September 8–13). *Training non-musicians on a musical task – An fMRI study* [Invited oral presentation]. 5<sup>th</sup> Triennial Conference of the European Society for the Cognitive Sciences of Music, Hanover, Germany.
- Gaab, N.,** Zaehle, T., Gaser, C., Chen, Y., & Schlaug, G. (2002, May 13–14). *The functional anatomy of pitch memory* [Invited oral presentation]. fMRI experience IV Conference, National Institute of Mental Health, Bethesda, MD, United States.

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### Invited Presentations for Non-Academic Audiences

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- Gaab, N.** (2025, May). *Dyslexia, Screening, and Language-Literacy skills [Hybrid presentation]*. Manitoba teachers for students with LD. Manitoba Museum, Winnipeg, Canada <https://www.eventbrite.ca/e/dr-nadine-gaab-dyslexia-screening-and-language-literacy-skills-tickets-1119479024899>
- Gaab, N.** (2025, May). *Let's talk reading! How children learn to read, and why creating a strong community is important* [Oral presentation]. Newton Public Schools Office of Student Services & Newton Special Education Parent Advisory Council.
- Gaab, N.** (2025, March). *When does learning to read start? Neurobiology, Development, and Early Identification of Reading Disabilities* [Oral presentation]. 50<sup>th</sup> Annual Inclusion Conference. Institute des troubles d'apprentissage (Institute TA), Ottawa, Canada. <https://www.institutta.com/>
- Gaab, N.** (2025, February 27). *Let's talk Reading* [Invited webinar]. Online. Special Education Parent Advisory Council, Somerville, MA, United States
- Gaab, N.** (2025, February 7). *Screening for Dyslexia: Why, When, Who, How, and Where* [Invited keynote talk]. Camperdown Academy, Greenville, SC, United States
- Gaab, N.** (2024, December 9). *When does learning to read start? Neurobiology, development and early identification of reading disabilities.* [Live Webinar]. Online. New Jersey Speech-Language-Hearing Association December Virtual Literacy Event. <https://www.njsla.org/member-center/#/event-registration/webinar-1224>
- Gaab, N.** (2024, December 5). *From the pediatric practice to the classroom: Early identification of children at risk of literacy problems* [Invited keynote talk]. 25<sup>th</sup> Annual Dyslexia Conference of the Region 4 Education Service Center Texas, Houston, TX, United States. <https://www.esc4.net/dyslexia/dyslexia-conference>
- Gaab, N.** (2024, November 15). *Solving the Dyslexia Paradox* [Invited online presentation for The Right To Read project]. <https://righttoreadproject.com/lunch-lit-2/>
- Gaab, N.** (2024, November 25). *The Dyslexia Paradox: Understanding the neurobiology of reading and why a proactive approach matters.* [Invited presentation for the Reading Instruction based on Science and Evidence (RISE) speaker Series; Western University]. London, ON, Canada. <https://www.scilearn.uwo.ca/Dr-Gaab.pdf>
- Gaab, N.** (2024, November 7). *The Dyslexia Paradox: Understanding the neurobiology of reading and why a proactive approach matters.* [Invited presentation for the Odyssey School]. Timonium, MD, United States. <https://www.theodyssey.school/about-us/news/the-dyslexia-paradox>
- Gaab, N.** (2024, October 4–5). *When does learning to read start? Neurobiology, development and early identification of reading disabilities* [Invited presentation]. PlainTalk about Dyslexia Conference, The Center for Literacy & Learning, Baton Rouge, LA, United States. <https://mycli.org/plain-talk-about-dyslexia/>
- Gaab, N.** (2024, October 16). *Screening for dyslexia and other reading disabilities: The WHY, WHOM, WHEN, and HOW.* [Invited professional development series for Newton Public Schools]. Newton, MA, United States.
- Gaab, N.** (2024, August). *Screening for dyslexia and other reading disabilities: The WHY, WHOM, WHEN, and HOW* [Invited oral presentation]. Georgia Department of Education's Literacy Screener Advisory Group, Online.

- Gaab, N.** (2024, June 11–12). *Screening for dyslexia and other reading disabilities: The WHY, WHOM, WHEN, and HOW* [Invited presentation], California Dyslexia Initiative Conference 2024: Screening, Instruction, and Intervention in an MTSS framework, organized by the Department of Education, California, Online. <https://educationspeakersnetwork.com/cdisummer2024/>
- Gaab, N.** (2024, May). *Screening for dyslexia and other reading disabilities: The WHY, WHOM, WHEN, and HOW* [Invited oral presentation], Institute for Multi-sensory Education, Online.
- Gaab, N.** (2024, March 1–2). *The typical and atypical reading brain: How a neurobiological framework of early language and reading development can inform educational practice/policy* [Invited keynote talk]. 13th Annual Virtual Conference of the Centre for Diverse Learners: Solutions for Learning. Ontario, Canada, Online. <https://diverselearners.ca/sfl13>
- Gaab, N.** (2024, February 28). *Screening for dyslexia and other reading disabilities: The WHY, WHOM, WHEN, and HOW* [Invited oral presentation]. Georgia Chapter of the International Dyslexia Association and Georgia Reading League's lecture series: Spotlight on Structured Literacy. Online. <https://ga.dyslexiaida.org/event/2024-feb28/>
- Gaab, N.** (2024, January 12). *Screening for early literacy milestones, dyslexia and other reading disabilities: The WHY, WHOM, WHEN, HOW and WHERE* [Oral presentation]. California Department of Education (CDE) Diagnostic Center, Central California in collaboration with Focus on Unity in Education (FOU-E). Online. <https://www.dcc-cde.ca.gov/professionaldev/events/dyslexiaforum102023.aspx>
- Gaab, N.** (2023, October). *The typical and atypical reading brain: How a neurobiological framework of early language and reading development can inform educational practice/policy* [Invited oral presentation]. Northern New England Alliance Chapter of the International Dyslexia Association's (IDA-NNEA) Annual Conference. Online.
- Gaab, N.** (2023, October). Promoting literacy development from the womb to the workforce. In *Simpósio internacional de desenvolvimento na primeira infância* [International Symposium on Early Childhood Development]. Brasilia, Brazil.
- Gaab, N.** (2023, October). *The dyslexia paradox*. Wakefield, MA Public School District. Parent workshop for the "Parent University." Online.
- Gaab, N.** (2023, September 23). *Moving from a reactive to a proactive model in education: Early identification of children at risk for literacy problems*. North Mississippi Early Literacy Project/University of Mississippi, Oxford, Mississippi, United States. <https://msachieves.mdek12.org/understanding-early-literacy-conference-is-sept-23/>
- Gaab, N.** (2023, June). *Solving the dyslexia paradox: The importance of brain development, early identification, and intervention*. Duxbury, MA Public School District. In-Person Parent Workshop for SEPAC, Duxbury, MA, United States.
- Gaab, N.** (2023, April). Professional development session in Q&A format for 150+ staff members of Chicago Public Schools (mainly school psychologists). Online.
- Gaab, N.** (2023, April 23). *Moving from a reactive to a proactive model in education: How a neurobiological framework of typical and atypical reading development can inform educational practice and policy* [Invited keynote talk]. Annual conference of Lectores para el futuro; Cognitive Development and Assessment of

- Gaab, N.** (2023, March). *The importance of early literacy screening: The why, when, who, how & where* [Invited keynote talk]. Sacred Heart University's 10<sup>th</sup> Annual Literacy Conference. Online.
- Gaab, N.** (2023, March). *Moving from a reactive to a proactive model in education: How a neurobiological framework of typical and atypical reading development can inform educational practice and policy* [Oral presentation]. 48<sup>th</sup> Annual Inclusion Conference. Institute des troubles d'apprentissage (Institute TA), Ottawa, Canada. <https://www.institutta.com/>
- Gaab, N.** (2023, March 8–10). *Moving from a reactive to a proactive model in education: How a neurobiological framework of typical and atypical reading development can inform educational practice and policy*. Plain Talk professional development conference, Center for Literacy and Learning, Louisiana, New Orleans, LA, United States. <https://mycll.org/plain-talk/>
- Gaab, N.** (2023, March). *Solving the dyslexia paradox: The importance of brain development, early identification, and intervention*. Dedham, MA Public School District, In-person professional development (approximately 50 elementary educators), Dedham, MA, United States.
- Gaab, N.** (2023, January 14). *Solving the dyslexia paradox: The importance of brain development, early identification, and intervention*. Texas Academic Language Therapy Association (ALTA) Summit: Growing with Dyslexia. Online.
- Gaab, N.** (2022, Fall). *Typical and atypical reading development: Neurobiology, early identification, and screening strategies*. Professional development for practitioners, educators and caregivers. Everyone Reading Illinois Annual Conference, Naperville, IL, United States. <https://www.everyonereadingillinois.org/event-calendar/2022/10/26/dynamics-of-dyslexia-202>
- Gaab, N.** (2022, Fall). *The importance of early literacy screening: The why, when, who, how and where*. Northern New England Alliance, International Dyslexia Association, Science of Reading and the Road to Educational Recovery Conference. Professional development for practitioners, educators and caregivers. Online.
- Gaab, N.** (2022, October 14–15). *Solving the dyslexia paradox: The importance of brain development, early identification, and intervention*. Professional development for practitioners, educators and caregivers. New Jersey Chapter of the International Dyslexia Association. Online. <https://nj.dyslexiaida.org/wp-content/uploads/sites/18/2022/07/NJIDA-Fall-Conference-2022-Interactive-Brochure.pdf>
- Gaab, N.** (2022, June). *Solving the dyslexia paradox: The importance of brain development, early identification, and intervention*. Dedham, MA Public School District. In-Person Professional development (approximately 100 educators), Dedham, MA, United States.
- Gaab, N.** (2022, Fall). Webinar for Maine educators, pre-service teachers, administrators, and state department staff (450 registrants). Maine Department of Education Office of Special Services, Augusta, ME, United States.
- Gaab, N.** (2002, August). *Screening for early literacy milestones and reading disabilities. The WHY, WHEN, WHEN, HOW and WHERE* [As representative of EarlyBird Education as Scientific Advisor]. Springfield Public School District, Springfield, MA, United States.

- Gaab, N.** (2022, June). *Neurodiversity in DE & I strategies* [Invited panelist]. Boston Bar Association (Section: Attorneys with Disabilities Committee & Massachusetts Supreme Judicial Court Standing Committee on Lawyer Well-Being), Boston, MA, United States.
- Gaab, N.** (2022, June). *Solving the dyslexia paradox: The importance of brain development, early identification, and intervention* [Webinar]. Reading with TLC, Weymouth, MA, United States.
- Gaab, N.** (2022). *Strategies for helping children with learning disabilities succeed in low resource or displaced settings* [Invited oral presentation]. Harvard University FXB Center for Health and Human Rights, International G. Barrie Landry Child Protection Professional Training Program, Harvard T. H. Chan School of Public Health campus, Boston, MA, United States. <https://fxb.harvard.edu/g-barrie-landry-child-protection-professional-training-program/>
- Gaab, N.** (2022, May 12–13). *Typical and atypical reading development: Neurobiology, early identification, and screening strategies* [Invited oral presentation]. Dyslexia beyond Awareness: Focusing on the Science of Reading Summit, The Washington Office of Superintendent of Public Instruction, Online. <https://www.joyfulliteracyonline.com/summit-may-2022>
- Gaab, N.** (2022, May). *Decoding your child's reading superpower* [Oral presentation for educators and parents]. Ottawa Catholic School Board, Ottawa, Canada, Online.
- Gaab, N.** (2022, March 25). *Breaking down barriers to education and equity* [Invited oral presentation]. In *Right to read symposium* [Symposium]. International Dyslexia Association Ontario, Toronto, Canada. <https://www.idaontario.com/the-right-to-read-symposium/>
- Gaab, N.** (2022, March). *Avaliação em larga escala na alfabetização* [Large-scale assessments in literacy]. In *Simpósio de Aprendizado Baseado em Evidências e Referências* [Evidence-based learning symposium]. SABER, Escribo - Inovação para o aprendizado. Brazil.
- Gaab, N., & Weeden, T.** (2022, January 14). *Debunking myths about dyslexia and brain-based teaching: Implications for system change*. Ohio Department of Education, Ohio's Literacy Academy. Online. <https://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Literacy-Academy/Literacy-Academy-Live#Dyslexia>
- Gaab, N.** (2021, December–January, 2022). *Developmental dyslexia and other reading disabilities* [Two-session, 6-hour professional development session]. Special Education Department, Newton Public School District, Newton, MA, United States.
- Gaab, N.** (2021, December). *All means ALL: Diversifying literacy to meet the needs of every student* [Invited panel participant]. Reaching Every Reader: The Next Chapter Virtual Literacy Summit, New York City Department of Education, Advocates for Children of New York (AFC), ARISE Coalition. Online. <https://vimeo.com/showcase/9231654>
- Gaab, N.** (2021, October–2022, January). *Developmental dyslexia and other reading disabilities* [Three-session (6 hours) professional development session]. Pathways PD, Concord Public School District, Concord, MA, United States.
- Gaab, N.** (2021, October). *Developmental dyslexia and other reading disabilities* [Three-hour professional development session]. German International School Boston, Allston, MA, United States.

- Gaab, N.** (2021, October 1). *Solving the dyslexia paradox: The importance of brain development, early identification, and intervention*. California Department of Education Diagnostic Center. Central CA Dyslexia Forum. <https://www.dcc-cde.ca.gov/professionaldev/events/df-2021-10-01.aspx>
- Gaab, N.** (2021, September). *Dyslexia and other reading disabilities: The WHY, WHOM, WHEN, HOW and WHERE* [Invited oral presentation]. Los Angeles Branch of the International Dyslexia Association Screening for Early Literacy Milestones, Los Angeles, CA, United States.
- Gaab, N.** (2021, September). *Developmental dyslexia and reading disabilities: Brain development, early identification, screening, and remediation* [Invited oral presentation for parents and educators]. Triton SEPAC in partnership with Georgetown SEPAC, Triton, MA, United States.
- Gaab, N.** (2021, September 25). *Screening for developmental dyslexia and other reading disabilities: The WHY, WHOM, WHEN, HOW and WHERE* [Oral presentation]. Arizona Branch of the International Dyslexia Association.
- Gaab, N., Clemens, N., Johnson, L., Petscher, Y., & Solari, E. J.** (2021, August). *A conversation about the science of reading* [Live chat event]. American Speech-Language-Hearing Association.
- Gaab, N.** (2021, August). *Screening for early literacy milestones and disabilities: The WHY, WHEN, WHO, HOW and WHERE* [Oral presentation]. Department of Education Missouri state committee (literacy screener selection), Department of Education Missouri, Jefferson City, MO, United States.
- Gaab, N.** (2021, July). *Screening for dyslexia and reading disabilities: The WHY, WHEN, WHOM, HOW and WHERE* [Keynote talk]. Wilson Language Training Cooperation, Wilson Language Training Annual Conference, Online.
- Gaab, N.** (2021, June). *Screening for early literacy milestones and disabilities: The WHY, WHEN, WHO, HOW and WHERE* [Invited speaker for annual summit]. Arkansas Department of Education.
- Gaab, N., Petscher, Y., Solari, E., & Patton-Terry, N.** (2021, May). *Research roundtable: Advancing translational science in the classroom* [Invited panel]. The Windward Institute.
- Gaab, N.** (2021, May). *Early literacy screening* [Invited guest]. Reading Meetings with Mark (Seidenberg) and Molly (Farry-Thorn). Conversations Bridging Science & Practice. Online. <https://seidenbergreading.net/zoom/>
- Gaab, N.** (2021, May). *Reading Meetings with Mark & Molly*. Organized by Prof. Mark Seidenberg on public media (Facebook).
- Gaab, N.** (2021, April). *Screening for early literacy milestones and reading disabilities: The WHY, WHEN, WHOM, HOW and WHERE* [Oral presentation]. Neuhaus Education Center, Lenox M. Reed Seminar. Online.
- Gaab, N.** (2021, April). *Moving from a reactive to a proactive model in education: How a neurobiological framework of reading development can inform educational practice and policy* [Oral presentation]. Dyslexia Training Institute, 5<sup>th</sup> Annual Dyslexia Virtual Conference. Online. <https://www.dyslexiatraininginstitute.org/>
- Gaab, N.** (2021, April). *Screening for early literacy milestones and disabilities: The WHY, WHEN, WHO, HOW and WHERE* [Professional development session for teachers' union that represents 3000 educators]. Ottawa Carleton ETFO/FEEO, Ottawa, Canada.



- Gaab, N.** (2021, March). *Developmental dyslexia and other reading difficulties: Neurobiology, early identification, and intervention* [Oral presentation for parents]. Falmouth Special Education Parent Advisory Council (SEPAC), Falmouth, MA, United States. Online.
- Gaab, N.** (2021, March). *Understanding early literacy milestones and reading disabilities* [Invited oral presentation]. Parent Power Talk Series, The Gow School, South Wales, NY.
- Catts, H., **Gaab, N.**, Hoeft, F., & Petscher, Y. (2021, March). AIM Institute for Research and Learning. *Early literacy screening: The role of early identification and its implication for school-based intervention*. 9<sup>th</sup> Annual Research to Practice Symposium, Conshohocken, PA, United States.
- Gaab, N.** (2021, February). *Assessing dyslexia* [Invited webinar presentation]. Webinar Series on Dyslexia & Literacy, Los Angeles County Office of Education, Los Angeles, CA, United States.
- Gaab, N.** (2021, February). *Moving from a reactive to a proactive model in education: How a multifactorial framework of reading development can inform educational practice and policy* [Conference session]. Plain Talk About Literacy and Learning Annual Conference, New Orleans, LA, United States.
- Gaab, N.** (2021, January). *Updates on dyslexia research* [Oral presentation for faculty]. Currey Ingram Academy, Brentwood, TN, United States.
- Gaab, N.** (2021, January 7). *Early literacy screening* [Webinar presentation]. Massachusetts Department of Elementary and Secondary Education, MassLiteracy Webinar series. Massachusetts. <https://www.doe.mass.edu/massliteracy/topresources/default.html>; YouTube recording: <https://www.youtube.com/watch?v=UsDANiTopDg>
- Gaab, N.** (2020). *Developmental dyslexia and reading impairments: Brain development, early identification, and screening approaches*. Webinar at the Landmark Summer Institute, Prides Crossing, MA, United States.
- Gaab, N.** (2016-2024). *Solving the dyslexia paradox: The importance of brain development, early identification and intervention*. Leadership Education in Neurodevelopmental and Disabilities Program (LEND), Boston Children's Hospital, Yearly Invited talk. Boston, MA, United States.
- Gaab, N.** (2020, November). *Developmental dyslexia and other reading difficulties* [Professional development (virtual) for educators]. Acton-Boxborough Public School District, Acton, MA, United States.
- Gaab, N.** (2020, November). Invited presentation for the Special Education and Student Supports Subcommittee, Cambridge Public School Committee, Cambridge, MA, United States.
- Gaab, N.** (2020, October). *Screening for dyslexia and other reading disabilities: The WHY, WHEN, WHOM, HOW and WHERE* [Oral presentation]. Amplify Education, Amplify Literacy Symposium, Brooklyn, NY, United States.
- Gaab, N.** (2020, September). *Developmental dyslexia and other reading difficulties* [Oral presentation for parents and educators]. Boston Special Education Parent Association (SEPAC) Council. Online.
- Gaab, N.** (2020, August). *Screening for developmental dyslexia and other reading disabilities: The WHY, WHOM, WHEN, HOW and WHERE* [Webinar presentation]. Reading with TLC. <https://www.readingwithtlc.com/>
- Gaab, N.** (2020, June). *Early identification of children at-risk for dyslexia* [Oral presentation at board meeting]. TOWER Foundation, Getzville, NY, United States.

- Gaab, N.** (2020, June). *Screening for early literacy milestones and reading disabilities: The WHY, WHEN, WHOM, HOW and WHERE* [Oral presentation]. Pennsylvania Training and Technical Assistance Network, PaTTAN Literacy Symposium (Virtual due to COVID-19), Harrisburg, PA, United States. Online.
- Gaab, N.** (2020, May). *Screening for early literacy milestones and reading disabilities: The WHY, WHEN, WHOM, HOW and WHERE* [Oral presentation]. Step By Step Learning. as part of the STRAIGHT TALK by the Experts Live Virtual Conference.
- Small, C., Knapik, M., Bivens, A., Curtis-Whipple, J., & **Gaab, N.** (2020, May). *Following the science upstream: EarlyBird App identifies children with reading challenges* [Webinar presentation]. The Campaign for Grade-Level Reading, Learning Tuesday Virtual presentation. Online.
- Gaab, N.** (2020, February). *The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy* [Keynote talk]. Ohio Summit on Dyslexia, International Dyslexia Association, Central Ohio, Columbus, OH, United States.
- Gaab, N.** (2020, February). *Screening for dyslexia and other reading disabilities: The WHY, WHEN, WHOM and HOW* [Invited keynote talk]. Annual Meeting Southwest Branch of the International Dyslexia Association, Albuquerque, NM, United States.
- Gaab, N.** (2020, February). *Early identification: It's a myth that young children cannot be screened for disabilities/dyslexia*. Dallas Branch of the International Dyslexia Association Annual Conference. Dallas, TX, United States.
- Gaab, N.** (2020, January). *The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy* [Invited thought leader talk]. Plain Talk About Literacy and Learning Conference, New Orleans, LA, United States.
- Gaab, N.** (2020, January). *Screening for early literacy milestones and reading disabilities: The Why, When, Whom, How and Where* [Invited workshop presentation]. Plain Talk About Literacy and Learning Conference. New Orleans, LA, United States.
- Gaab, N.** (2020). *Dyslexia and reading disabilities* [Oral presentation and webinar]. Chris Walsh Center for Educators and Families of Metro West at Framingham State University, Framingham, MA, United States.
- Gaab, N.** (2020). *The typical and atypical reading brain: How a neurobiological framework of reading development can inform clinical and educational practice* [Oral presentation]. Developmental Medicine Center Fellows, Developmental Medicine Center, Boston Children's Hospital, Boston, MA, United States.
- Gaab, N.** (2020, January). *The Milagros Screening Study* [Oral presentation]. Three King's Event. Milagros para Niños Foundation, Boston Children's Hospital, Boston, MA, United States.
- Gaab, N.** (2020, January 9). *The Boston Early Literacy Screener* [Invited oral presentation]. "BigIdea" Section at EdGamesExpo 2020, Office of Early Childhood Development (ECD)/ACF Offices and the U.S. Department of Education (ED), Washington, DC, United States. <https://www.acf.hhs.gov/blog/2020/01/big-ideas-for-early-childhood-innovation-and-education-partnerships>
- Gaab, N.** (2019, December). *Solving the dyslexia paradox: The importance of brain development, early identification and intervention* [Online workshop for parents]. Open Parent Education Network, Ohio, Medina, OH, United States.

- Gaab, N.** (2019, November). *Solving the dyslexia paradox: The importance of early identification and intervention* [Professional development workshop for special education coordinators]. Boston Public School District, Boston, MA, United States.
- Gaab, N.** (2019, October). *Dyslexia: Children in need of identification and representation. The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy* [Invited oral presentation]. New York City Bar Association, New York, NY, United States.
- Gaab, N.** (2019, October). *Solving the dyslexia paradox* [Invited oral presentation]. Topsfield/Ipswich School Tripac Special Education Parent Advisory Council Topsfield, MA, United States.
- Gaab, N.** (2019, September). *Solving the dyslexia paradox: The importance of brain development, early identification and intervention* [Professional development workshop for educators]. Newburyport Public School District, MA, United States.
- Gaab, N.** (2019, September). *Solving the dyslexia paradox: The importance of brain development, early identification and intervention* [Professional development workshop for educators]. Weymouth Public School District, Weymouth, MA, United States.
- Gaab, N.** (2019, July). *Solving the dyslexia paradox* [Full-day workshop for educators]. Landmark School, Dyslexia Academy for Educators, Prides Crossing, MA, United States.
- Gaab, N.** (2019, May). *Solving the dyslexia paradox: The importance of brain development, early identification and intervention* [Invited talk]. Massachusetts Advocates for Children, Boston, MA, United States.
- Gaab, N.** (2019, May). *Solving the dyslexia paradox: The importance of early identification and intervention.* Medford Public School Committee, Medford, MA, United States.
- Gaab, N.** (2019, April). *Solving the dyslexia paradox: The importance of brain development, early identification, and intervention.* Talk presented at the LPA Parent Program, Landmark School, Prides Crossing, MA, United States.
- Gaab, N.** (2019, February). *The typical and atypical reading brain* [Invited workshop presentation], Commonwealth Learning Center, Needham, MA, United States.
- Gaab, N.** (2019, February). *Solving the dyslexia paradox: The importance of early identification and intervention.* Medford Public School District: Medford, MA, United States; Eagle Hill School: Hardwick, MA, United States; and Carroll School, Waltham, MA, United States.
- Gaab, N. & Duggan, N.** (2019, February). *Screening for dyslexia and other reading disabilities: The WHY, WHEN, WHOM, HOW* [Workshop presentation]. Education Collaborative, Boston, MA, United States.
- Gaab, N.** (2018, December). *Early identification of dyslexia and reading impairments: Whom should we screen? Where should we screen? How should we screen?* [Invited oral presentation]. Screen and Intervene: The Latest Research on Reading Conference, International Dyslexia Association Maryland, University of Maryland, College Park, MD, United States.
- Gaab, N.** (2018, November). *Struggling readers.* Cambridge Special Education Parent Advisory Council. Cambridge, MA, United States.



- Gaab, N.** (2018, November). *Solving the dyslexia paradox: The importance of early identification and intervention* [Invited oral presentation]. International Dyslexia Association Ontario Branch, 12th Annual Literacy and Learning Conference, Early Identification and Intervention, Toronto, Ontario.
- Gaab, N.** (2018, October). *Developmental dyslexia and reading impairments: Neurobiology, heredity, early identification and screening strategies* [Invited oral presentation]. Dyslexia Foundation Conference, Boston, MA, United States.
- Gaab, N.** (2018, October). *The typical and atypical reading brain: How a neurobiological framework of reading development can inform screening and educational practices* [Research colloquium]. Annual International Dyslexia Association Meeting, Mashantucket, CT, United States.
- Gaab, N.** (2018, October). *Building a platform for early literacy and language screening and evidence-based response to screening* [Research colloquium]. Annual International Dyslexia Association meeting, Mashantucket, CT, United States.
- Gaab, N.** (2018, September). *Developmental dyslexia and reading impairments: Neurobiology, early screening/identification, and remediation strategies* [Professional development workshop for teachers]. Kingsley Montessori School, Boston, MA, United States.
- Gaab, N.** (2018, July). *Struggling readers? Come explore big wins in ed-tech that address a rare combination of early identification and teacher reading instruction* [Oral presentation]. Annual conference of The Campaign for Grade-Level Reading, Philadelphia, PA, United States.
- Gaab, N.** (2018, April). *The typical and atypical reading brain: How a neurobiological framework of reading development can inform clinical and educational practice* [Invited oral presentation]. Annual conference of the Academy of Orton-Gillingham Practitioners and Educators, Charlotte, NC, United States.
- Gaab, N.** (2018, April). *Early identification: It's a myth that young children cannot be screened for dyslexia!* [Oral presentation]. International Dyslexia Association Rocky Mountain Branch, Reading in the City Conference, Denver, CO, United States.
- Gaab, N.** (2018, April). *What happens in our brains as we learn how to read?* [Oral presentation]. International Dyslexia Association Rocky Mountain Branch. Breakout session, Reading in the City Conference, Denver, CO, United States.
- Gaab, N.** (2018, April). *The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy* [Oral presentation]. Special Education Parent Advisory Council Somerville, MA, United States.
- Gaab, N.** (2018, March). *The typical and atypical reading brain* [Invited presentation for educators and parents]. Commonwealth Learning Center, Danvers, MA, United States.
- Gaab, N.** (2018, March). *The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy* [Invited oral presentation]. Special Education Parent Advisory Council, Brookline, MA, United States.
- Gaab, N.** (2017, December). *Research on the developing reading brain and resources for parents for their children's reading development* [Invited presentation for parents]. Quincy Parent Advisory Council, Quincy, MA, United States.

- Gaab, N.** (2017, November). *The neuroscience of reading* [Invited oral presentation for parents]. Special Education Parent Advisory Council, Georgetown, MA, United States.
- Gaab, N.** (2017, October). *The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy* [Oral presentation]. Dyslexia Society of Connecticut Annual Conference, Westbrook, CT, United States.
- Gaab, N.** (2017, October). *Tackling the dyslexia paradox: How a neurobiological framework of reading development can inform clinical practice* [Invited presentation for clinicians]. Martha Eliot Health Center, Boston Children's Hospital, Jamaica Plain, MA, United States.
- Gaab, N.** (2017, October). *Best practices for the assessment and remediation of dyslexia* [Oral presentation]. Decoding Dyslexia Massachusetts, Belmont, MA, United States.
- Gaab, N.** (2017, October). *Brain awareness workshop* [Invited workshop presentation]. Haggerty School, Cambridge, MA. Second-grade class.
- Gaab, N.** (2017, October). *Solving the dyslexia paradox. Why should we screen? Whom should we screen? Where should we screen? When should we screen?* [Oral presentation]. Screening & Intervention workshop, Tufts University Center for Reading and Language Research.
- Gaab, N.** (2017, October). *HUBWeek Spoke Event: Innovators' Showcase*. Boston Early Literacy Screener. Boston, MA, United States.
- Gaab, N.** (2017, September). *The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice* [Invited oral presentation]. Brazilian Dyslexia Association. Sao Paulo, Brazil.
- Gaab, N.** (2017, July). *Tackling the dyslexia paradox: How a neurobiological framework of reading development can inform clinical and educational practice* [Professional development for educators, 5-hour session]. Landmark School Outreach, Prides Crossing, MA, United States.
- Gaab, N.** (2017, June). Briefing for Dyslexia Legislation, Speaker's Lounge, Massachusetts State House, Boston, MA, United States.
- Gaab, N.** (2017, June). *Hope or hype? The use and misuse of neuroscience in education* [Sunday keynote talk]. Landmark College, Landmark College Summer Institute, Putney, VT, United States.
- Gaab, N.** (2017, June). *The typical and atypical reading brain: How neuroscience can inform educational practice* [Monday plenary presentation]. Landmark College, Landmark College Summer Institute, Putney, VT, United States.
- Gaab, N.** (2017, May). *The typical and atypical reading brain and some basic info on dyscalculia* [Invited oral presentation]. Dyslexia Parent Group, Lexington, MA, United States.
- Gaab, N.** (2017, May). *The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice* [Oral presentation]. Belmont Public School District, Reading Department, Belmont, MA, United States.

- Gaab, N.** (2017, May). *The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice* [Invited oral presentation], The Education Collaborative Greater Boston, Inc., Bedford, MA, United States.
- Gaab, N.** (2017, April). *Colored blobs on pretty brains and the neurobiology of dyslexia* [Invited oral presentation]. Pediatric Fellows Educational Seminar, Boston Children's Hospital, Boston, MA, United States.
- Gaab, N.** (2017, April). *Innovators' Showcase* [Invited oral presentation]. Innovation and Digital Health Accelerator, Boston Children's Hospital, Boston, MA, United States.
- Gaab, N.** (2017, April). *The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice* [Invited oral presentation]. DMC Fellows at Boston Children's Hospital, Boston, MA, United States.
- Gaab, N.** (2017, April). *AIM Academy*. [Invited webinar presentation to answer pressing questions about dyslexia]. Conshohocken PA, United States.
- Gaab, N.** (2017, March). AIM Institute, AIM Academy. *The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy* [Oral presentation]. 5th Annual Research to Practice Symposium, Conshohocken PA, United States.
- Gaab, N.** (2017, March). *The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice* [Invited oral presentation]. SEPAC Concord/Carlisle, Concord, MA, United States.
- Gaab, N.** (2017, February). *The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy* [Invited oral presentation]. From Neurons to the Classroom Conference, The Dyslexia Foundation, San Francisco, CA, United States.
- Gaab, N.** (2017, January). *The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy* [Oral presentation]. SEPAC Franklin, Franklin, MA, United States.
- Gaab, N.** (2017, January). *The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy* [Invited oral presentation]. Landmark School Parent Association, Prides Crossing, MA, United States.
- Gaab, N.** (2016, December). *Linking music, reading, & cognitive function in the brain* [Oral presentation]. Science by the Pint, Somerville, MA, United States.
- Gaab, N.** (2016, November). *The typical and atypical reading brain: Developmental evidence from infants, preschoolers and school-age children*. [Invited presentation]. DMC Center Meeting, Boston Children's Hospital, Boston, MA, United States.
- Gaab, N.** (2016, November). *The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy* [Two oral presentations for teachers and parents]. Andover Public Schools, Andover, MA, United States.

- Gaab, N.** (2016, October). *Early screening for dyslexia and reading disabilities: The WHY, the WHEN, and the HOW* [Invited oral presentation]. Early Literacy Expert Panel, Executive Office of Education, Boston, MA, United States.
- Gaab, N.** (2016, October). *The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy* [Invited oral presentation]. Dyslexia and literacy: Early Identification in Educational Programming Bi-Annual Conference, The Dyslexia Foundation, Boston, MA, United States.
- Gaab, N.** (2016, October). *The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy* [Presentation for parents and educators]. The Cambridge School and Landmark School Parent Association, Pennington, NJ, United States.
- Gaab, N.** (2016, May). *Tackling the dyslexia paradox: Examining neural pre-markers of developmental dyslexia in infancy and early childhood* [Invited oral presentation for seminar series]. Division of Genetics Boston Children's Hospital, Boston, MA, United States.
- Gaab, N.** (2016, March). *The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy* [Invited oral presentation]. Massachusetts Advocates for Children, Boston, MA, United States.
- Gaab, N.** (2016, March). *The typical and atypical reading brain: How a neurobiological framework of reading development can inform educational practice and policy* [Invited oral presentation]. Landmark School Parent Association, Prides Crossing, MA, United States.
- Gaab, N.** (2016, February). *Decoding Dyslexia Day on the Hill* [Invited presentation]. Massachusetts State House, Boston, MA, United States.
- Gaab, N.** (2016, February). *Developmental dyslexia and dyscalculia* [Invited oral presentation]. Sharon, MA Special Education Parent Advisory Council (SEPAC), Sharon, MA, United States.
- Gaab, N.** (2016, January). *The typical and atypical reading brain* [Invited oral presentation]. Winchester Special Education Parent Advisory Council (SEPAC), Winchester, MA, United States.
- Gaab, N.** (2015, November). *The typical and atypical reading brain* [Invited oral presentation]. Ashland Special Education Parent Advisory Council (SEPAC), Ashland, MA, United States.
- Gaab, N.** (2015). *Developmental dyslexia: Early identification, brain-correlates and remediation strategies* [Invited oral presentation]. Weston Special Education Parent Advisory Council (SEPAC), Weston, MA, United States.
- Gaab, N.** (2015, June). *Dyslexia Awareness Presentation*. Andover Special Education Parent Advisory Council (SEPAC), Andover, MA, United States.
- Gaab, N.** (2015, April). *Linking music, language and executive functioning: Implications for developmental disorders* [Invited oral presentation]. Harvard Medical School, Mini-Med School, Boston, MA, United States.
- Gaab, N.** (2015, March). *The typical and atypical reading brain* [Invited oral presentation]. Developmental Medicine Center, Boston Children's Hospital, Philanthropic Council Meeting, Boston, MA, United States.

- Gaab, N.** (2015). *The typical and atypical reading brain* [Conference session]. Learning Ally, Learning Ally's 2nd Spotlight on Dyslexia. Online.
- Gaab, N.** (2014, November). *The typical and atypical reading brain* [Invited oral presentation]. Learning and the Brain Conference: Focused, Organized Minds: Using Brain Science to Engage Attention in a Distracted World, Boston, MA, United States.
- Gaab, N.** (2014, October). *The typical and atypical reading brain* [Oral presentation to parents]. Marblehead Special Education Parent Advisory Council (SEPAC). Marblehead, MA, United States.
- Gaab, N.** (2014). The reading brain and the influence of musical training on executive functioning and language development [Professional development workshop for teachers]. EDCO's McSwiney Center for Professional Learning, Bedford, MA, United States.
- Gaab, N.** (2014). *The typical and atypical reading brain* [Community outreach event]. Decoding Dyslexia for Dyslexia Awareness Month, Marblehead Community Charter Public School, Marblehead, MA, United States.
- Gaab, N.** (2014, May). *The typical and atypical reading brain* [Oral presentation to parents]. Rockport Special Education Parent Advisory Council (SEPAC), Rockport, MA, United States.
- Gaab, N.** (2014, April). *The typical and atypical reading brain* [Oral presentation to parents]. Special Education Parent Advisory Council (SEPAC), Framingham, MA, United States.
- Gaab, N.** (2014, March). *Examining the typical and atypical reading brain prior to reading onset: Developmental evidence from infants, preschoolers and kindergarteners* [Invited oral presentation]. Annual Meeting of the Maternal Child Health Bureau, Boston, MA, United States.
- Gaab, N.** (2014). *The typical and atypical reading brain* [Oral presentation to parents]. Boxborough Special Education Parent Advisory Council and Decoding Dyslexia-MA, Acton, MA.
- Gaab, N.** (2014). *The reading brain* [Invited oral presentation to reading and ELA specialists]. Bay District Schools, Panama City, FL, United States.
- Gaab, N.** (2013, December). *The typical and atypical reading brain* [Invited oral presentation to parents]. Waltham Special Education Parent Advisory Council, Waltham, MA, United States.
- Gaab, N.** (2013). *READ Study thank you reception* [Oral presentations to teachers, principals, and school coordinators involved in the READ Study, including study progress report, summary of recent publications, and introduction to neuroimaging techniques]. Massachusetts Institute of Technology, Cambridge, MA, United States.
- Gaab, N.** (2013). *The typical and atypical reading brain: Developmental evidence from infants, preschoolers and school-age children* [Professional development workshop for teachers]. Edward Brooke Mattapan Charter School, Boston, MA, United States.
- Gaab, N.** (2012). *The typical and atypical reading brain: Developmental evidence from infants, preschoolers and school-age children*. [Oral presentation to parents]. Landmark School Parent Association, Prides Crossing, MA, United States.

- Gaab, N.** (2012). *The typical and atypical reading brain* [Professional development workshop for teachers]. Watertown School District, Watertown, MA, United States.
- Gaab, N.** (2012). *The typical and atypical reading brain* [Oral presentation to parents]. Wheeler School, Providence, RI, United States.
- Gaab, N.** (2012). *The typical and atypical reading brain: Developmental evidence from infants, preschoolers and school-age children*. [Oral presentations to parents]. Heath-Brook Elementary School, Tewksbury, MA, United States; Saint Joseph School, Wakefield, MA, United States; Saint Joseph School, Haverhill, MA, United States; and Saint Raphael School, Medford, MA, United States.
- Gaab, N.** (2012). *Examining the summer (brain) drain and is there a link between music, language and literacy?* [Professional development workshop for teachers]. Wheeler School, Providence, RI, United States.
- Gaab, N.** (2012). *The reading brain: Part II* [Oral presentation to reading specialists and parents]. Commonwealth Learning Center, Needham, MA, United States.
- Gaab, N.** (2012). *The typical and atypical reading brain: Developmental evidence from infants, preschoolers and school-age children* [Oral presentation for parents]. Carroll School Parent Association, Lincoln, MA, United States.
- Gaab, N.** (2011). *The typical and atypical reading brain: Developmental evidence from infants, preschoolers and school-age children* [Oral presentation to parents]. Cambridge Special Education Parent Advisory Council meeting, Cambridge, MA, United States.
- Gaab, N.** (2011). *The reading brain* [Oral presentation to reading specialists and parents]. Commonwealth Learning Center, Needham, MA, United States.
- Gaab, N.** (2011). *The reading brain* [Oral presentation for parents]. Wheeler School, Providence, RI, United States; St. John School, Wellesley Hills, MA, United States; Saint Raphael School, Medford, MA, United States; Cheverus School, Malden, MA, United States; and Carroll School, Lincoln, MA, United States.
- Gaab, N.** (2011). *Atypical and typical reading development in the brain* [Professional development workshop for teachers]. Wheeler School, Providence, RI, United States and Greenwood School, Putney, VT, United States.
- Gaab, N.** (2011). *The reading brain* [Professional development workshop for teachers]. Sacred Heart School, Roslindale, MA, United States and Tower Day School, Lynnfield, MA, United States.
- Gaab, N.** (2011). *The typical and atypical reading brain* [Oral presentation for parents]. Landmark School, Prides Crossing, MA, United States.
- Gaab, N.** (2010). *The brain* [Lecture and activities for a Brain Awareness Day for 5th-10th graders]. German International School, Allston, MA, United States.
- Gaab, N.** (2010). *Literacy, music and the brain* [Oral presentation]. 2010 Arts Symposium Series; Florida Alliance for Arts Education in collaboration with the Florida Department of State/Division of Cultural Affairs Panama City, FL, United States.

- Gaab, N.** (2009). *Linking music, language and reading* [Workshop presentation]. Massachusetts Department of Elementary and Secondary Education Second Annual Summit on Curriculum, Instruction and Assessment, Marlborough. MA, United States.
- Gaab, N.,** Thompson, J., & Geiser, E. (2007–2009). Organization of Music and Language Journal Club for the Boston area, Boston, MA, United States.
- Gaab, N.** (2009). *Mentor for mentorship event*. Science Club for Girls, Cambridge, MA, United States.
- Gaab, N.,** & Christodoulou, J. (2009). *The reading brain* [Lecture]. Southborough/Northborough Special Education Parents Advisory Council, Southborough, MA, United States.
- Gaab, N.** (2009). *Music, language and reading* [Lecture for parents]. Kingsley School, Boston, MA, United States.
- Gaab, N.** (2008). *In our own backyard: Cutting edge research in the diagnosis and treatment of dyslexia*. [Lecture]. Brookline Special Education Parents Advisory Council, Boston, MA, United States.
- Gaab, N.** (2008). *The reading brain* [Workshop]. Build the Out-of-School Time Network (BOSTnet) All Means All Conference, Boston, MA, United States.
- Gaab, N.,** & Christodoulou, J. (2008). *The reading brain* [Parent workshop]. Landmark School, Prides Crossing, MA, United States.
- Gaab, N.** (2008). *The reading brain* [Life Cycle Science Adult Workshop]. Museum of Science, Boston, MA, United States.
- Gaab, N.** (2008). *Why it all works: What brain development tells us about learning* [Workshop for teachers]. Science Club for Girls, Cambridge, MA, United States.
- Gaab, N.,** & Christodoulou, J. (2008). *Landmark School: Teaching principals and cognitive Neuroscience* [Workshop for teachers]. Landmark School, Prides Crossing, MA, United States.
- Gaab, N.** (2007). *Cognitive neuroscience: Methods, brain plasticity, implications and applications* [Workshop]. BCASLPA (British Columbia Association of Speech/Language Pathologists and Audiologists) Meeting, Whistler, Canada.
- Gaab, N.** (2007). *The musical brain* [Day class]. Beaver Country Day School (Senior Class), Chestnut Hill, MA, United States.
- Gaab, N.** (2007). *Cognitive neuroscience and education: A useful collaboration?* [Workshop], Annual Meeting of the Studienstiftung fellows in the United States, Massachusetts Institute of Technology, Boston, MA, United States.
- Gaab, N.** (2006). *The musical brain* [Day class]. Beaver Country Day School (Senior class), Chestnut Hill, MA, United States.
- Gaab, N.** (2004). *Music and the brain. New insights from the cognitive neurosciences* [Day class]. Beaver Country Day School (Senior class), Chestnut Hill, MA, United States.



**Gaab, N.** (2003). *Music and the brain. Scientific evidence for functional and structural adaptation* [Day class]. Beaver Country Day School (Senior class), Chestnut Hill, MA, United States.

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## Selected Conference Papers, Oral Abstracts, and Posters

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\* denotes current or former trainees/students

- \*Baldi, O., \*Turesky, T., **Gaab, N.** (2025, March 29-April 1). *Investigating structural differences among children with Developmental Language Disorder, Dyslexia, and Controls*. [Poster Presentation]. Cognitive Neuroscience Society Annual Meeting, Boston, MA, United States. <https://www.cogneurosociety.org/annual-meeting/>
- \*Loh, M., \*Turesky, T., \*Baldi, O., \*Hu, E., **Gaab, N.** (2025, March 29-April 1). *Examining associations between white matter microstructure in infancy and subsequent reading comprehension skills: A longitudinal investigation*. [Poster Presentation]. Cognitive Neuroscience Society Annual Meeting, Boston, MA, United States. <https://www.cogneurosociety.org/annual-meeting/>
- \*Wang, J., \*Hu, E., \*Baldi, O., Ansari, D., & **Gaab, N.** (2024, September 28–30). *Does familial risk of dyscalculia or/and dyslexia impact brain activity during a numerical magnitude comparison task in kindergarteners?* [Poster presentation]. Flux Annual Conference, Baltimore, MD, United States. <https://fluxsociety.org/2024-baltimore/>
- Alvarez-Rivero, A., Peters, L., Joanisse, M., **Gaab, N.**, & Ansari, D. (2024, July 10–12). Crossroads in the learning brain: Neural overlap between arithmetic and phonological processing. In *The association between arithmetic and reading* [Symposium]. Annual Conference of the International Mind Brain and Education Society (IMBES). Leuven, Belgium. <https://imb2024.org/>
- Tang, X., **Gaab, N.**, \*Yu, X., \*Turesky, T., Xial, M., & \*Escalante, E. S. (2023, October 24–26). *Longitudinal associations between language network characteristics in infant brain and school-age reading abilities are mediated by early-developing phonological skill* [Poster presentation]. Annual Conference of the Society for the Neurobiology of Language, Marseille, France. <https://www.neurolang.org/2023/poster-sessions/?id=106>
- \*Wang, J., \*Turesky, T. K., \*Loh, M., \*Barber, J., \*Hue, V., \*Escalante, E., \*Medina, A., & **Gaab, N.** (2023, September 6–9). *Lateralization of activation in the superior temporal gyrus for speech processing in sleeping infants is predictive of their language skills in kindergarten: An fMRI study* [Poster presentation]. Flux Annual Congress, Santa Rosa, CA, United States. <https://fluxsociety.org/2023-santa-rosa/>
- \*Turesky, T., \*Sanfilippo, J., \*Zuk, J., \*Vanderauwera, J., Ahtam, B., Gagoski, B., \*Lee, A., \*Garrisi, K., \*Dunstan, J., \*Carruthers, C., \*Vanderauwera, J., \*Yu, X., & **Gaab, N.** (2022, July 13–16). *Home literacy environment mediates the relationship between socioeconomic status and white matter structure in infants* [Poster presentation]. Society for the Scientific Study of Reading Annual Meeting, Newport Beach, CA, United States. <https://www.triplesr.org/twenty-ninth-annual-meeting>
- \*Feller, M., \*Jones, A., \*O'Brien, A., **Gaab, N.** (2022, January 27–30). *Supporting systems-level translation and coordination for students with learning and developmental disabilities: Ideas and innovations* [Poster presentation]. Annual Conference of the Learning Disabilities Association of America, New Orleans, LA, United States.

- \*Zuk, J., \*Mues, M., \*Norton, E., Hogan, T., Gabrieli, J., & **Gaab, N.** (2021, November 18–20). *13120: Clarifying the relationship between early speech-sound production abilities and subsequent reading outcomes* [Conference session]. Annual Convention of the American Speech-Language-Hearing Association 2021. Washington, DC, United States. Online. <https://plan.core-apps.com/asha2021/customScreen/phoenixAbout>
- \*Davison, K., \*Zuk, J., \*Mullin, L. J., \*Schultz, V., \*Ozernov-Palchik, O., \*Norton, E., \*Yu, X., Gabrieli, J. D. E., & **Gaab, N.** (2021, November 4–7). *Associations between shared book reading at home and white matter organization in kindergarten in relation to subsequent language and reading abilities* [Poster presentation; winner of Paula Menyuk Award]. Boston University Conference on Language Development (BUCLD) 46. Online. <https://www.bu.edu/buclid/program/buclid-46-schedule-abstracts/>
- \*Zuk, J., \*Davidson, K., \*Vanderauwera, J., \*Turesky, T., \*Garrisi, K., \*Lee, A., \*Dunstan, J., Grant, P. E., & **Gaab, N.** (2021, September 17–21). *Examining longitudinal relationships between white matter organization in infancy and subsequent reading achievement at school age* [Poster presentation]. Flux Virtual Congress 2021. Online. <https://fluxsociety.org/2021-virtual-congress/>
- \*Yu, X., Ferradal, S., \*Sliva, D., \*Dunstan, J., \*Carruthers, C., \*Sanfilippo, J., \*Zuk, J., Yangming, O., Zöllei, L., Gagoski, B., Grant, P. E., & **Gaab, N.** (2021, September 17–21). *Atypical functional connectivity fingerprints of the left fusiform gyrus in infants at familial risk for developmental dyslexia* [Poster presentation]. Flux Virtual Congress 2021. Online. <https://fluxsociety.org/2021-virtual-congress/>
- Davidson, K., \*Zuk, J., \*Mullin, L. J., \*Schultz, V., \*Ozernov-Palchik, O., Norton, E., Gabrieli, J., \*Yu, X., & **Gaab, N.** (2021, September 17–21). *Examining the relationship between shared book reading at home, white matter organization in kindergarten, and subsequent language and reading abilities: A longitudinal investigation* [Poster presentation]. Flux Virtual Congress 2021. Online. <https://fluxsociety.org/2021-virtual-congress/>
- \*Turesky, T., \*Sanfilippo, J., \*Zuk, J., \*Vanderauwera, J., \*Yu, X., \*Lee, A., \*Garrisi, K., \*Dunstan, J., \*Carruthers, C., & **Gaab, N.** (2021). *Home literacy environment mediates the relationship between socioeconomic status and white matter structure in infants* [Poster presentation]. Flux Virtual Congress 2021. Online. <https://fluxsociety.org/2021-virtual-congress/>
- \*Kershenbaum, A., \*Zuk, J., Shattuck-Hufnagel, S., Gabrieli, J., & **Gaab, N.** (2021, July 13–16). *Oral sentence prosody and subsequent reading fluency during early literacy development*. Society for the Scientific Study of Reading Annual Meeting. Online. <https://www.triplesr.org/twenty-eighth-annual-meeting-0>
- \*Ozernov-Palchik, O., Tartakovsky, N., \*Norton, E., Beach, S., Gabrieli, J., & **Gaab, N.** (2021, July 13–16). *Functional significance of inferior frontal hyperactivations in pre-readers who develop dyslexia* [Selected oral presentation]. Society for the Scientific Study of Reading Annual Meeting. <https://www.triplesr.org/twenty-eighth-annual-meeting-0>
- \*Turesky, T., Pirazzoli, L., Shama, T., Kakon, S. H., Haque, E., Islam, N., Someshwar, A., Gagoski, B., Petri, W. A., Nelson, C. A., & **Gaab, N.** (2021, June 21–25). *Chronic inflammation is related to brain morphometry in children growing up in extreme poverty* [Poster presentation]. Organization for Human Brain Mapping 2021 Annual Meeting. Online. <https://www.humanbrainmapping.org/i4a/pages/index.cfm?pageid=4054>
- \*Zuk, J., \*Sanfilippo, J., \*Garrisi, K., \*Vanderauwera, J., \*Turesky, T., \*Lee, A., Gagoski, B., Grant, P. E., & **Gaab, N.** (2021, June 3–4). *Evaluation contributions of home literacy environment and white matter organization to emerging language abilities: A longitudinal investigation from infancy to toddlerhood*. Symposium on Research in Child Language Disorders. Online. <http://app.srclid.org/archive/archiveindex.aspx>

- \*Ravi, N., \*Zuk, J., \*Garrisi, K., \*Lee, M. J., \*Vanderauwera, J., \*Turesky, T., \*Dunstan, J., \*Davison, K., Grant, P. E., & **Gaab, N.** (2021, March 13–16). *Examining relationships between the music environment and white matter organization in infancy*. Annual Meeting of the Cognitive Neuroscience Society 2021. Online.
- \*Zuk, J., \*Davison, K., \*Garrisi, K., \*Lee, A., \*Vanderauwera, J., \*Turesky, T. K., \*Dunstan, J., Grant, P. E., & **Gaab, N.** (2021). *White matter in infancy is prospectively associated with subsequent decoding abilities at school age*. Annual Meeting of the Cognitive Neuroscience Society 2021. Online.
- \*Sanfilippo, J., \*Turesky, T., \*Zuk, J., \*Vanderauwera, J., \*Yu, X., \*Lee, A., \*Garrisi, K., \*Dunstan, J., \*Carruthers, C., & **Gaab, N.** (2021). *Home literacy environment mediates the relationship between socioeconomic status and white matter structure in infants*. Annual Meeting of the Cognitive Neuroscience Society 2021. Online.
- \*Davison, K., \*Mullin, L. J., \*Zuk, J. M., \*Schultz, V., \*Ozernov-Palchik, O., \*Norton, E. S., Gabrieli, J. D. E., & **Gaab, N.** (2021). *White matter organization is associated with home literacy environment in kindergarten and subsequent reading skills*. Annual Meeting of the Cognitive Neuroscience Society 2021. Online.
- \*Sanfilippo, J., \*Turesky, T., \*Zuk, J., \*Vanderauwera, J., \*Yu, X., \*Lee, A., \*Dunstan, J., \*Carruthers, C., & **Gaab, N.** (2020). *Home literacy environment mediates the relationship between socioeconomic status and white matter structure in infants*. Queens's University Summer Research Symposium, Queen's University, Kingston, ON, Canada.
- \*Silva, M. H., Souza, L., Lemos, F., Wanderley, B., Bezerra, R., Haynes, C., Luk, G., **Gaab, N.**, & Salgado-Azoni, C. (2020, November). 12832: *Relationship between speech production and phonological awareness of preschoolers from public schools and low-income families*. Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA, United States (convention canceled).
- Lemos, F., Souza, L., Wanderley, B., Bezerra, R., Barbosa, A., Anjos, A. B. L., Haynes, C., **Gaab, N.**, Luk, G., & Salgado-Azoni, C. (2020, November). 12830: *Intervention in phonological awareness and vocabulary on 1<sup>o</sup> grade low-income children*. Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (convention canceled).
- Turesky, T. K., Gagoski, B., Haque, R., Kakon, S. H., Islam, N., Petri, W. A., Nelson, C. A., & **Gaab, N.** (2020, July 6–9). *Frequency of resting-state BOLD signal in 2-month-old Bangladeshi infants growing up in poverty* [Poster presentation]. Scheduled for the International Congress on Infant Studies, Glasgow, UK (conference canceled).
- \*Zuk, J., \*Sanfilippo, J., \*Vanderauwera, J., \*Lee, A., \*Dunstan, J., \*Turesky, T., Gagoski, B., Grant, P. E., & **Gaab, N.** (2020, July). *Evaluating the respective roles of home literacy environment and white matter organization in shaping early language abilities: A longitudinal investigation from infancy to toddlerhood*. Symposium at the 27th Society for the Scientific Study of Reading Meeting, Newport Beach, CA, United States (conference cancelled).
- \*Dunstan, J., \*Yu, X., Lindinger, N., Meintjes, E. M., Jacobson, S. W., Jacobson, J. L., & **Gaab, N.** (2020, May 2–5). *Atypical white matter mechanisms underlying reading development in adolescents with fetal alcohol spectrum disorders* [Poster presentation]. 27th Annual Meeting of the Cognitive Neuroscience Society (CNS). Boston, MA, United States. Online. <https://www.cogneurosociety.org/cns-2020-program/>
- \*Hillyer, L. J., \*Yu, X., \*Mougiou, A., \*Laurent, E., \*Dunstan, J., Boyd, E., Zöllei, L., & **Gaab, N.** (2020, May 2–5). *Early exposure to reading relates to leftward structural asymmetries critical for literacy development in*

*pre-reading children* [Poster presentation]. 27th Annual Meeting of the Cognitive Neuroscience Society (CNS). Boston, MA, United States. Online. <https://www.cogneurosociety.org/cns-2020-program/>

\*King, C., \*Vanderauwera, J., \*Zuk, J., \*Turesky, T. K., \*Raschle, N., & **Gaab, N.** (2020, May 2–5). *Structural neural correlates of reading development in children with early language delay* [Poster presentation]. 27th Annual Meeting of the Cognitive Neuroscience Society (CNS), Boston, MA, United States. Online. <https://www.cogneurosociety.org/cns-2020-program/>

\*Lee, A. M., \*Vanderauwera, J., \*Turesky, T. K., \*Sanfilippo, J., \*Zuk, J., Grant, P. E., & **Gaab, N.** (2020, May 2–5). *Investigating relationships between home literacy environment, early language skills and white matter organization from infancy to toddlerhood* [Poster presentation]. 27th Annual Meeting of the Cognitive Neuroscience Society (CNS). Boston, MA, United States. Online. <https://www.cogneurosociety.org/cns-2020-program/>

\*Turesky, T. K., Gagoski, B., Haque, R., Kakon, S. H., Islam, N., Petri, W. A., Nelson, C. A., & **Gaab, N.** (2020, May 2–5). *Frequency of resting-state BOLD signal in 2-month-old Bangladeshi infants growing up in poverty* [Poster presentation]. 27th Annual Meeting of the Cognitive Neuroscience Society (CNS). Boston, MA, United States. Online. <https://www.cogneurosociety.org/cns-2020-program/>

\*Vanderauwera, J., \*Zuk, J., \*Turesky, T. K., \*Lee, A. M., \*Dunstan, J., & **Gaab, N.** (2020, May 2–5). *Inter- and intra-hemispheric white matter organization in relation to language skills in infancy* [Poster presentation]. 27th Annual Meeting of the Cognitive Neuroscience Society (CNS), Boston, MA, United States. Online. <https://www.cogneurosociety.org/cns-2020-program/>

\*Zuk, J., \*Vanderauwera, J., \*Lee, A. M., \*Gonzalez, M., \*Dunstan, J., \*Turesky, T. K., \*Rubez, D., \*Yu, X., Grant, P. E., & **Gaab, N.** (2020, May 2–5). *Evaluating predispositions for music training: White matter in infancy relates to music aptitude abilities in preschool* [Poster presentation]. 27th Annual Meeting of the Cognitive Neuroscience Society (CNS), Boston, MA, United States. Online. <https://www.cogneurosociety.org/cns-2020-program/>

Garcia de Souza, L. G., Haynes, C., Luk, G., **Gaab, N.**, Leandro Bezerra de Souza, D., & Alves Salgado Azoni, C. (2019, November 21–23). *Correlations among early predictors of literacy in Brazilian preschoolers*. American Speech-Language-Hearing Association (ASHA) Annual Meeting. Orlando, FL, United States. <https://www.nxtbook.com/nxtbooks/asha/conventionprogram2019exhibitguide/>

Celly Silva Aprigio, L., **Gaab, N.**, Luk, G., Haynes, C. W., & Alves Salgado Azoni, C. (2019, November 21–23). *Summer literacy stagnation in low-income Brazilian grade school children*. American Speech-Language-Hearing Association (ASHA) Annual Meeting, Orlando, FL, United States. <https://www.nxtbook.com/nxtbooks/asha/conventionprogram2019exhibitguide/>

\*Sanfilippo, J., \*Turesky, T. K., \*Zuk, J., \*Yu, X., \*Dunstan, J., \*Carruthers, C., & **Gaab, N.** (2019, September 18). *Toddler language ability is associated with white matter structure and predicted by home environment in infancy* [Poster presentation]. Queen's University School of Medicine Research Showcase. Kingston, ON.

\*Zuk, J., \*Figuccio, M., \*Yu, X., \*Sanfilippo, J., \*Dunstan, J., \*Carruthers, C., Grant, E., & **Gaab, N.** (2019, July 17–21). *White matter microstructure in infancy predicts language and pre-literacy abilities in preschool* [Symposium session]. Society for the Scientific Study of Reading Annual Meeting, Toronto, Canada. <https://www.triplesr.org/twenty-sixth-annual-meeting-0>

\*Yu, X., Ferradal, S., \*Sliva, D., \*Dunstan, J., \*Carruthers, C., \*Sanfilippo, J., \*Zuk, J., Zöllei, L., Boyd, B., Gagoski, B., Grant, E., & **Gaab, N.** (2019, July 17–21). *Functional connectivity patterns distinguish familial risk of*

*dyslexia in infancy and predict subsequent phonological development* [Oral presentation]. Society for the Scientific Study of Reading Annual Meeting, Toronto, Canada. <https://www.triplesr.org/twenty-sixth-annual-meeting-0>

Landi, N., & **Gaab, N.** (2019, July 17–21). *Neural correlates of early reading development: Evidence from longitudinal neuroimaging studies* [Conference session]. Society for Scientific Study of Reading 26<sup>th</sup> Annual Meeting, Toronto, Canada. <https://www.triplesr.org/twenty-sixth-annual-meeting-0>

Ferradal, S. L., \*Yu, X., \*Sliva, D., \*Dunstan, J., \*Carruthers, C., \*Sanfilippo, J., \*Zuk, J., Zollei, L., Boyd, E., Gogoski, B., Grant, P. E., & **Gaab, N.** (2019, June 9–13). *Functional connectivity identifies infants at risk of dyslexia and predicts phonological development* [Poster presentation]. Organization for Human Brain Mapping Annual Meeting, Rome, Italy. <https://www.humanbrainmapping.org/i4a/pages/index.cfm?pageid=3882>

\*Yu, X., Ferradal, S., \*Sliva, D., \*Dunstan, J., \*Carruthers, C., \*Sanfilippo, J., \*Zuk, J., Zollei, L., Boyd, E., Gagoski, B., Grant, E., & **Gaab, N.** (2019, March 21–23). *Infant connectivity fingerprint distinguishes familial risk of dyslexia and predicts long-term literacy development* [Poster presentation]. Society for Research in Child Development Biennial Meeting, Baltimore, MD, United States. <https://www.srkd.org/event/srkd-2019-biennial-meeting>

\*Turesky, T., Jensen, S., Kumar, S., \*Yu, X., \*Wang, Y., Gagoski, B., \*Sliva, D., \*Sanfilippo, J., Nelson, C., & **Gaab, N.** (2018, August 30–September 1). *The relationship between poverty and resting-state functional connectivity in 2-month-old Bangladeshi infants* [Conference session]. FLUX Congress, Berlin, Germany. <https://fluxsociety.org/2018-berlin/>

\*Yu, X., \*Dunstan, J., \*Figuccio, M., \*Zuk, J., \*Carruthers, C., \*Sanfilippo, J., Grant, E., & **Gaab, N.** (2018, June 21–25). *The impact of maternal reading history on the brain lateralization in infants: A longitudinal study*. Organization for Human Brain Mapping Annual Meeting, Singapore. <https://www.humanbrainmapping.org/i4a/pages/index.cfm?pageid=3821>

\*Zuk, J., \*Dunstan, J., \*Norton, E., \*Ozernov-Palchik, O., \*Wang, Y., Hogan, T. P., Gabrieli, J. D. E., & **Gaab, N.** (2018, July 18–21). *The potential role of speech sound production in facilitating reading development among children at risk for reading impairment* [Oral presentation]. Society for the Scientific Study of Reading Annual Meeting. Brighton, UK. <https://www.triplesr.org/twenty-fifth-annual-meeting>

Chung, A. W., Carquex, C., Yi, F., Boyd, E., Mannix, R., **Gaab, N.**, Zollei, L., Grant, E., & Rathi, Y. (2018, June 21–25). *dMRIQC-Tool: A semi-automated, quality control tool for diffusion-weighted MRI datasets* [Conference session]. Organization for Human Brain Mapping Annual Meeting. Singapore. <https://www.humanbrainmapping.org/i4a/pages/index.cfm?pageid=3821>

\*Ozernov-Palchik, O., \*Norton, E. S., \*Wang, Y., Beach, S. D., \*Zuk, J., Wolf, M., Gabrieli, J., & **Gaab, N.** (2018). *The relationships among SES, white matter, and reading development: A longitudinal investigation from kindergarten to 2nd grade* [Conference session]. Society for the Scientific Study of Reading Annual Meeting. Brighton, UK.

Sarang-Sieminski, A., Frackleton, M., Lichter, C., Zuehsow, L., & **Gaab, N.** (2018). *Designing modular pediatric fMRI devices*. ACM/IEEE International Conference on Human Robot Interaction Student Design Competition. Chicago, IL, United States.

\*Zuk, J., \*Figuccio, M., \*Yu, X., \*Sanfilippo, J., \*Dunstan, J., \*Carruthers, C., Grant, E., & **Gaab, N.** (2018, March 24–27). *Relationships between white matter in infancy and subsequent language abilities in preschool*



[Oral presentation]. Cognitive Neuroscience Society (CNS) 25<sup>th</sup> Annual Meeting, Boston, MA, United States. <https://www.cogneurosociety.org/wp-content/uploads/2018/03/CNS-2018-Annual-Meeting.pdf>

McWeeny, S., Manning, B., Harriott, E. M., Beach, S. D., \*Ozernov-Palchik, O., Gabrieli, J. D. E., **Gaab, N.**, & \*Norton, E. S. (2018, March 24–27). *Reliability of the mismatch negativity in a kindergarten population oversampled for dyslexia Risk* [Oral presentation]. Cognitive Neuroscience Society (CNS) 25<sup>th</sup> Annual Meeting, Boston, MA, United States. <https://www.cogneurosociety.org/wp-content/uploads/2018/03/CNS-2018-Annual-Meeting.pdf>

\*Carruthers, C., \*Yu, X., \*Zuk, J., \*Dunstan, J., \*Sanfilippo, J., Grant, E., & **Gaab, N.** (2018, March 24–27). *Right lateralization of white matter tracts in infants with a genetic risk of developmental dyslexia* [Oral presentation]. Cognitive Neuroscience Society (CNS) 25<sup>th</sup> Annual Meeting. Boston, MA, United States. <https://www.cogneurosociety.org/wp-content/uploads/2018/03/CNS-2018-Annual-Meeting.pdf>

\*Dunstan, J., \*Yu, X., \*Zuk, J., \*Carruthers, C., \*Sanfilippo, J., Grant, E., & **Gaab, N.** (2018, March 24–27). *The development of print sensitivity in the visual word form system in beginning readers is influenced by orthographic experience and familial risk of dyslexia* [Oral presentation]. Cognitive Neuroscience Society (CNS) 25<sup>th</sup> Annual Meeting. Boston, MA, United States. <https://www.cogneurosociety.org/wp-content/uploads/2018/03/CNS-2018-Annual-Meeting.pdf>

\*Zuk, J., \*Figuccio, M., \*Yu, X., \*Sanfilippo, J., \*Dunstan, J., \*Carruthers, C., \*Langer, N., Grant, E., & **Gaab, N.** (2017, October 21). *White matter in infancy predicts language and pre-literacy skills in preschool* [Oral presentation]. New England Research on Dyslexia Society Conference, Storrs, CT, United States.

\*Yu, X., Raney, T., Becker, B., \*Norton, E., \*Ozernov-Palchik, O., Beach, S., Gabrieli, J., & **Gaab, N.** (2017, October). *Neural protective and compensatory mechanisms in prereaders with a family history of dyslexia who subsequently develop typical reading skills* [Poster presentation]. Neurodevelopmental Disorders Inaugural Symposium, Boston, MA, United States.

\*Ozernov-Palchik, O., \*Norton, E. S., \*Wang, Y., Beach, S., \*Zuk, J., Gabrieli, J. D. E., & **Gaab, N.** (2017, September 16–18). *The effects of socioeconomic status on white matter development and longitudinal reading outcomes in kindergarten children*. 5<sup>th</sup> Annual Flux Congress, Portland, OR, United States. <https://fluxsociety.org/2017-portland/>

\*Yu, X., Raney, T., Perdue, M., \*Zuk, J., \*Ozernov-Palchik, O., Becker, B., \*Raschle, N., & **Gaab, N.** (2017, September 16–18). *Emergence of the neural network underlying phonological processing from the pre-reading to the emergent reading stage: A longitudinal study* [Poster presentation]. 5th Annual Flux Congress, Portland, OR, United States. <https://fluxsociety.org/2017-portland/>

\*Zuk, J., \*Figuccio, M., \*Yu, X., \*Sanfilippo, J., \*Dunstan, J., \*Carruthers, C., Grant, E., & **Gaab, N.** (2017, September 10–15). *Examining relationships between brain structure in infancy and subsequent language skills in preschool* [Poster presentation]. 6th International Conference on the Auditory Cortex, Banff, Alberta. <https://auditorycortex.org/program/>

\*Ozernov-Palchik, O., Brown, M., \*Norton, E. S., Georgan, W., Perrachione, T., Beach, S., Wolf, M., Kuperberg, G., **Gaab, N.**, & Gabrieli, J. (2017, July 12–15). *Investigating lexical and perceptual learning effects on phonetic processing in young children with dyslexia* [Paper presentation]. Society for the Scientific Study of Reading Annual Meeting, Halifax, Nova Scotia, Canada. <https://www.triplesr.org/twenty-fourth-annual-meeting>

- \*Ozernov-Palchik, O., \*Norton, E., \*Wang, Y., Beach, S., Wolf, M., Gabrieli, J., Patel, A., & **Gaab, N.** (2017, June 15–18). *White matter integrity in kindergarten predicts rhythm performance in 2nd grade* [Poster presentation]. Neurosciences & Music VI, Boston, MA, United States.
- \*Zuk, J., \*Becker, B., \*Raschle, N. R., \*Wang, Y., \*Chang, M., & **Gaab, N.** (2017, June 15–18). *Neural correlates of phonological processing: Disrupted in children with reading disorders and enhanced in children with musical training* [Poster presentation]. Neurosciences & Music VI, Boston, MA, United States.
- \*Zuk, J., \*Dunstan, J., \*Norton, E., \*Ozernov-Palchik, O., \*Wang, Y., Gabrieli, J., & **Gaab, N.** (2017, May). *Investigating protective and compensatory mechanisms in kindergarteners at risk for reading impairment who subsequently develop typical reading skills* [Poster presentation]. Psychological Science Convention, Boston, MA, United States.
- Yu, X., Raney, T., \*Norton, E. S., Ozernov-Palchik, O., Beach, S., Gabrieli, J. D. E., & **Gaab, N.** (2017, April 6–8). *Neural compensatory mechanisms in prereaders with a family history of dyslexia who subsequently develop typical reading skills* [Oral presentation]. Society for Research in Child Development Biennial Meeting, Austin, TX, United States. <https://www.srcd.org/event/srcd-2017-biennial-meeting>
- Wang, Y., Kumar, S., \*Sliva, D., Mauer, M., Westerlund, A., Gagoski, B., Nelson, C. A. A., & **Gaab, N.** (2017, April 6–8). *Atypical brain development in Bangladeshi infants exposed to profound early adversity* [Oral presentation]. Society for Research in Child Development Biennial Meeting, Austin, TX, United States. <https://www.srcd.org/event/srcd-2017-biennial-meeting>
- \*Figuccio, M. J., \*Wang, Y., Liederman, J., & **Gaab, N.** (2017, April 6–8). *White matter connectivity of the corpus callosum assessed in preschoolers predicts reading fluency in school-age children*. [Poster presentation]. Society for Research in Child Development Biennial Meeting, Austin, TX, United States. <https://www.srcd.org/event/srcd-2017-biennial-meeting>
- \*Zuk, J., \*Figuccio, M., \*Yu, X., \*Sanfilippo, J., \*Dunstan, J., \*Carruthers, C., \*Langer, N., Grant, E., & **Gaab, N.** (2017). *Examining early indicators of dyslexia: Tracking brain and behavioral correlates of language and literacy development from infancy to school age* [Poster presentation]. Neurodevelopmental Disorders Symposium, Boston, MA, United States.
- \*Ozernov-Palchik, O., \*Norton, E. S., \*Wang, Y., Beach, S. D., Wolf, M., Gabrieli, J. D. E., Patel, A. D., & **Gaab, N.** (2017). *White matter integrity in kindergarten predicts rhythm performance in 2nd grade*. NeuroMusic. Boston, MA, United States.
- \*Yu, X., \*Zuk, J., Perdue, M., \*Ozernov-Palchik, O., Raney, T., Beach, S., \*Norton, E., Gabrieli, J., & **Gaab, N.** (2017). *Neural protective and compensatory mechanisms in prereaders with a family history of developmental dyslexia who subsequently develop typical reading skills* [Oral presentation]. 3rd Annual Meeting of the New England Research on Dyslexia Society Conference, Storrs, CT, United States.
- \*Dunstan, J., \*Yu, X., \*Zuk, J., \*Carruthers, C., \*Sanfilippo, J., & **Gaab, N.** (2017). *The influence of orthographic experience and genetics on activation in the visual word-form system (VWFS) in children prior to reading onset* [Poster presentation]. New England Research on Dyslexia Society conference, Storrs, CT, United States.
- \*Carruthers, C., \*Yu, X., \*Zuk, J., \*Dunstan, J., \*Sanfilippo, J., & **Gaab, N.** (2017). *Right lateralization of white matter tracts important for reading abilities in infants with a familial risk of developmental dyslexia* [Poster presentation]. New England Research on Dyslexia Society conference, Storrs, CT, United States.



- \*Zuk, J., \*Figuccio, M., \*Sanfilippo, J., \*Dunstan, J., \*Carruthers, C., \*Langer, N., Raschle, N., Grant, P. E., & **Gaab, N.** (2017, January). *Tracking brain and behavioral correlates of language and literacy development from infancy to school-age* [Poster presentation]. Annual Meeting of the Harvard Program in Speech and Hearing Biosciences and Technology (SHBT), Cambridge, MA, United States.
- \*Norton, E. S., Harriott, E., Brown, S., Isaacs, S., Kaufer, C., Selph, L., **Gaab, N.**, & Gabrieli, J. D. E. (2016, November 17–20). *How response time variability during a rapid automatized naming task relates to pre-reading skills and future reading ability* [Poster session]. Psychonomic Society Meeting, Boston, MA, United States. [https://cdn.ymaws.com/www.psychonomic.org/resource/resmgr/annual\\_meeting/2016\\_meeting/2016\\_PS-Abstracts-11-27.pdf](https://cdn.ymaws.com/www.psychonomic.org/resource/resmgr/annual_meeting/2016_meeting/2016_PS-Abstracts-11-27.pdf)
- \*Ozernov-Palchik, O., \*Zuk, J., \*Raschle, N., \*Wang, Y., \*Yu, X., \*Figuccio, M., \*Langer, N., Im, K., & **Gaab, N.** (2016, October 7–8). *Atypical early brain development in developmental dyslexia: How a comprehensive biological framework of atypical reading development can inform educational practice* [Poster presentation]. Annual Conference of the International Dyslexia Association, Orlando, FL, United States.
- Norton, E., Beach, S., Saygin, Z., \*Ozernov-Palchik, O., Park, A., Robinson, S., **Gaab, N.**, & Gabrieli, J. (2016, July 13–16). *Brain measures identify which kindergartners at risk for reading difficulties go on to develop dyslexia* [Symposium]. 23rd Annual Society for the Scientific Study of Reading Meeting. University of Porto, Porto, Portugal. <https://www.triplesr.org/twenty-third-annual-meeting>
- \*Figuccio, M. J., \*Wang, Y., & **Gaab, N.** (2016, July 13–16). Infant white matter microstructure predicts preschool pre-reading skills in children with and without a familial risk of developmental dyslexia. In M. Vandermosten (Chair), *Neurobiology of dyslexia: Cause or consequence?* [Symposium]. 23rd Annual Society for the Scientific Study of Reading Meeting, University of Porto, Porto, Portugal. <https://www.triplesr.org/twenty-third-annual-meeting>
- \*Yu, X., \*Raney, T., \*Becker, B., & **Gaab, N.** (2016, July 13–16). Compensatory mechanisms in typical readers with a family history of dyslexia. In M. Vandermosten (Chair), *Neurobiology of dyslexia: Cause or consequence?* [Symposium]. 23rd Annual Society for the Scientific Study of Reading Annual Meeting, University of Porto, Porto, Portugal. <https://www.triplesr.org/twenty-third-annual-meeting>
- \*Ozernov-Palchik, O., \*Mauer, M., \*Norton, E., Beach, S., Wolf, M., Gabrieli, J. D. E., & **Gaab, N.** (2016). *Distinct neural alterations of heterogeneous dyslexia risk profiles* [Conference session]. The Bi-Annual Meeting of the Dyslexia Foundation, St. Croix, United States.
- \*Wang, Y., \*Raney, T., \*Mauer, M. V., \*Powers, S., \*Sliva, D. D., \*Becker, B. L. C., \*Raschle, N., & **Gaab, N.** (2016). *Neural substrates of the executive attention network in children at-risk for dyslexia and typical controls* [Conference session]. The Bi-Annual Meeting of the Dyslexia Foundation, St. Croix, United States.
- \*Ozernov-Palchik, O., \*Norton, E. S., Beach, S. D., Park, A., Wolf, M., Gabrieli, J. D. E., **Gaab, N.**, & Patel, A. D. (2016, July 5–9). *Cognitive links between rhythm perception and language: A behavioral and neuroimaging investigation* [Conference session]. International Conference on Music Perception and Cognition, San Francisco, CA, United States. <https://icmpc.org/icmpc14/>
- \*Wang, Y., \*Mauer, M., \*Raney, T., \*Peysakhovich, B., \*Becker, B., \*Sliva, D., & **Gaab, N.** (2016, April 2–5). *Development of tract-specific white matter pathways during early reading development in at-risk children and typical controls* [Poster presentation]. 24<sup>th</sup> Annual Cognitive Neuroscience Society Meeting, New York, NY, United States. <https://www.cogneurosociety.org/wp-content/uploads/2018/10/CNS-2016-Annual-Meeting.pdf>

- \*Figuccio, M. J., \*Yu, X., \*Wang, Y., & **Gaab, N.** (2016, April 2–5). *Activation during phonological processing is associated with white matter microstructure in preschoolers with and without a familial risk of developmental dyslexia* [Poster presentation]. 24th Annual Cognitive Neuroscience Society Meeting, New York, NY, United States. <https://www.cogneurosociety.org/wp-content/uploads/2018/10/CNS-2016-Annual-Meeting.pdf>
- \*Mauer, M., \*Zuk, J., \*Becker, B., \*Raschle, N., \*Wang, Y., \*Chang, M., & **Gaab, N.** (2016, April 2–5). *Neural correlates of phonological processing: Disrupted in children with reading disorders and enhanced in children with musical training* [Poster presentation]. 24<sup>th</sup> Annual Cognitive Neuroscience Society Meeting, New York, NY, United States. <https://www.cogneurosociety.org/wp-content/uploads/2018/10/CNS-2016-Annual-Meeting.pdf>
- \*Ozernov-Palchik, O., \*Mauer, M., \*Norton, E., Beach, S., Wolf, M., Gabrieli, J. D. E., & **Gaab, N.** (2016, April 2–5). *Distinct neural alterations of heterogeneous dyslexia risk profiles* [Poster presentation]. 24<sup>th</sup> Annual Cognitive Neuroscience Society Meeting, New York, NY, United States. <https://www.cogneurosociety.org/wp-content/uploads/2018/10/CNS-2016-Annual-Meeting.pdf>
- \*Zuk, J., \*Becker, B., \*Norton, E., \*Ozernov-Palchik, O., \*Mauer, M., Beach, S., Hogan, T., Gabrieli, J., & **Gaab, N.** (2016, April 2–5). *Structural brain alterations in kindergarteners with speech sound disorders* [Poster presentation]. 24<sup>th</sup> Annual Cognitive Neuroscience Society Meeting, New York, NY, United States. <https://www.cogneurosociety.org/wp-content/uploads/2018/10/CNS-2016-Annual-Meeting.pdf>
- \*Yu, Xi, \*Raney, T., \*Becker, B., & **Gaab, N.** (2016, April 2–5). *Examining compensatory mechanisms and protective factors in typical readers with a family history of dyslexia* [Poster presentation]. 24th Annual Cognitive Neuroscience Society Meeting, New York, NY, United States. <https://www.cogneurosociety.org/wp-content/uploads/2018/10/CNS-2016-Annual-Meeting.pdf>
- \*Zuk, J., \*Becker, B., \*Norton, E., \*Ozernov-Palchik, O., Beach, S., \*Mauer, M., Hogan, T., Gabrieli, J., & **Gaab, N.** (2016, January). *Disentangling behavioral and neural links between speech production deficits and dyslexia from kindergarten* [Oral presentation]. The Speech and Hearing Bioscience and Technology Midwinter Forum. Cambridge, MA, United States.
- \*Ozernov-Palchik, O., \*Norton, E. S., Beach, S. D., Park, A., Wolf, M., Gabrieli, J. D. E., **Gaab, N.**, & Patel, A. D. (2016, January). *Cognitive links between early literacy and rhythm perception*. Northeastern Music Cognition Group Annual Meeting, Boston, MA, United States.
- \*Zuk, J., \*Becker, B., \*Norton, E., \*Ozernov-Palchik, O., Beach, S., \*Mauer, M., Hogan, T., Gabrieli, J., **Gaab, N.**, & Patel, A. D. (2016, January). *Disentangling behavioral and neural links between speech production deficits and dyslexia from kindergarten* [Poster presentation]. Northeastern Music Cognition Group Annual Meeting, Boston, MA, United States.
- \*Wang, Y., \*Mauer, M., \*Raney, T., \*Peysakhovich, B., \*Becker, B., \*Sliva, D., & **Gaab, N.** (2015, October). *White matter development in children at risk for dyslexia* [Poster presentation]. Neurodevelopmental Disorders Symposium, Boston, MA, United States.
- \*Yu, X., \*Raney, T., \*Becker, B., & **Gaab, N.** (2015, October). *Examining compensatory mechanisms and protective factors in typical readers with a family history of dyslexia* [Poster presentation]. Neurodevelopmental Disorders Symposium, Boston, MA, United States.

- \*Ozernov-Palchik, O., \*Mauer, M., \*Norton, E., Beach, S., Wolf, M., Gabrieli, J. D. E., & **Gaab, N.** (2015, October). *Distinct neural alterations of heterogeneous dyslexia risk profiles* [Poster presentation]. Neurodevelopmental Disorders Symposium, Boston, MA, United States.
- \*Zuk, J., Bishop-Lieber, P., \*Ozernov-Palchik, O., \*Peysakhovich, B., Moore, E., Overy, K., Welch, G., & **Gaab, N.** (2015, August). *Characterizing auditory and speech processing abilities in musicians with dyslexia* [Conference session]. Society for Music Perception and Cognition Conference, Nashville, TN, United States.
- \*Zuk, J., \*Becker, B., \*Norton, E., \*Ozernov-Palchik, O., Beach, S., \*Mauer, M., Hogan, T. P., Gabrieli, J., & **Gaab, N.** (2015, August). *Structural brain alterations in young children at behavioral risk for dyslexia and the impact of speech sound disorders* [Oral presentation]. Society for the Scientific Study of Reading, 7th International Summer School, Egmond aan Zee, the Netherlands.
- \*Figuccio, M. J., \*Wang, Y., \*Langer, N., \*Peysakhovich, B., \*Becker, B., \*Sliva, D., & **Gaab, N.** (2015, August). *White matter connectivity in infancy predicts preschool pre-reading skills in infants with a familial risk of developmental dyslexia* [Oral presentation]. 7th International Summer School on Literacy Research, Egmond aan Zee.
- \*Norton, E. S., Beach, S., \*Ozernov-Palchik, O., **Gaab, N.**, & Gabrieli, J. (2015, July 15–18). Brain structure differences associated with risk for dyslexia: Patterns of phonological awareness and RAN deficit subtypes. In E. Norton & N. Landi (Chairs): *Neurobiology, neurochemistry, and genetics of dyslexia* [Symposium]. 22nd Annual Meeting of the Society for the Scientific Study of Reading, The Big Island, HI, United States. <https://www.triplesr.org/twenty-second-annual-meeting>
- Pienaar, R., \*Sliva, D., **Gaab, N.**, & Grant, P. E. (2015, June 21–25). *Distributions of brain surface curvature and gray matter thickness* [Poster presentation]. 21st Annual Meeting of the Organization for Human Brain Mapping, Online. <https://www.humanbrainmapping.org/i4a/pages/index.cfm?pageid=4041>
- \*Figuccio, M., Andrade, P., Andrade, O., & **Gaab, N.** (2015, May). *Music perceptual abilities predict reading and writing skills in young readers: A longitudinal study* [Poster presentation]. Massachusetts Neuropsychological Society Annual Science Symposium.
- Jack, A., Keifer, C., Gulliford, D., Torgerson, C., Aylward, E., Bookheimer, S., Dapretto, M., **Gaab, N.**, Van Horn, J., Pelphrey, K., & the GENDAAR working group (2015, May 13–16). *Sex differences in biological motion perception among youth with ASD: an fMRI investigation* [Oral presentation]. International Meeting for Autism Research (IMFAR), Salt Lake City, UT, United States. <https://insar.confex.com/imfar/2015/webprogram/start.html>
- \*Zuk, J., Bishop-Lieber, P., \*Ozernov-Palchik, O., \*Peysakhovich, B., Moore, E., Overy, K., Welch, G., & **Gaab, N.** (2015, April). *Characterizing auditory and speech processing abilities in musicians with dyslexia* [Oral presentation]. Northeast Cognition Music Group Annual Meeting, Middletown, CT, United States.
- \*Zuk, J., \*Becker, B., \*Norton, E., \*Ozernov-Palchik, O., Beach, S., \*Mauer, M., Hogan, T., Gabrieli, J., & **Gaab, N.** (2015, January). *Structural brain alterations in young children with speech sound disorders: A preliminary investigation* [Poster presentation]. Speech and Hearing Bioscience and Technology Midwinter Forum, Cambridge, MA, United States.

- \*Yu, X., \*Raney, T., \*Becker, B., & **Gaab, N.** (2015). *Compensatory mechanisms in typical readers with a family history of dyslexia* [Oral presentation]. 7th European Graduate School on Literacy Acquisition, The Netherlands.
- \*Figuccio, M. J., Andrade, P. E., Andrade, O. V. C. A., & **Gaab, N.** (2014, October). *Music abilities predict language outcomes in Portuguese readers* [Poster presentation]. 2nd Annual Meeting of the New England Research on Dyslexia (NERDY) Society, Boston, MA, United States.
- \*Wang, Y., \*Raschle, N. M., \*Sliva, D., \*Mauer, M., \*Powers, S., \*Becker, B., \*Peysakhovich, B., & **Gaab, N.** (2014, October). *Atypical development of executive function in pre-readers at familial risk for dyslexia: A longitudinal fMRI study* [Poster presentation]. 2nd Annual Meeting of the New England Research on Dyslexia (NERDY) Society, Boston, MA, United States.
- \*Raschle, N. M., \*Becker, B., \*Smith, S., & **Gaab, N.** (2014, October). *Investigating the influences of early language delay and familial risk for dyslexia on brain structure in pre-school/kindergarteners* [Poster presentation]. 2nd Annual Meeting of the New England Research on Dyslexia Society, Boston, MA, United States.
- \*Peysakhovich, B., \*Langer, N., \*Zuk, J., Drott, M., \*Sliva, D. D., \*Smith, S., \*Becker, B., Grant, P. E., & **Gaab, N.** (2014, October). *White matter alterations characteristic of children/adults with developmental dyslexia already evident in at-risk infants* [Oral presentation]. 2nd Annual Meeting of the New England Research on Dyslexia (NERDY) Society, Boston, MA, United States.
- \*Sliva, D., \*Peysakhovich, B., \*Wang, Y., Grant, P. E., **Gaab, N.**, & Dehaes, M. (2014, October). *Resting state auditory network strength is related to age, brain structure and familial risk for developmental dyslexia in infants* [Poster presentation]. 2nd Annual Meeting of the New England Research on Dyslexia (NERDY) Society, Boston, MA, United States.
- \*Norton E. S., Beach S. D., Saygin, Z., \*Ozernov-Palchik, O., Cyr, A. B., Halverson, K. K., **Gaab, N.**, & Gabrieli, J. D. E. (2014, October). *Predicting 1st grade reading from kindergarten ERP, MRI and behavior: Toward accurate early identification of dyslexia*. Oral presentation at the 2nd Annual Meeting of the New England Research on Dyslexia (NERDY) Society, Boston, MA, United States.
- \*Sliva, D. D., \*Peysakhovich, B., \*Wang, Y., Grant, P. E., **Gaab, N.**, & Dehaes, M. (2014, September 11–13). *Resting state auditory network strength is related to age, brain structure and familial risk for developmental dyslexia in infants* [Poster presentation]. 4th Biennial Conference on Resting State/Brain Connectivity, Cambridge, MA, United States.
- \*Figuccio, M. J., Andrade, P. E., Andrade, O. V. C. A., & **Gaab, N.** (2014, July 17–19). *Music abilities predict language outcomes in Portuguese readers* [Poster presentation]. 21st Annual Meeting of the Society for the Scientific Study of Reading, Santa Fe, NM, United States. <https://www.triplesr.org/twenty-first-annual-meeting>
- \*Langer, N., \*Peysakhovich, B., \*Zuk, J., Drott, M., \*Sliva, D. D., \*Smith, S., \*Becker, B., Grant, P. E., & **Gaab, N.** (2014, June 8–12). *Reduced white matter integrity in infants at risk for developmental dyslexia* [Poster presentation]. 20th Meeting of the Organization for Human Brain Mapping, Hamburg, Germany.
- \*Zuk, J., \*Wang, Y., \*Raschle, N. M., \*Becker, B., \*Chang, M., & **Gaab, N.** (2014, May). *Examining the neural correlates of rapid auditory processing and phonological processing in children with musical training* [Poster presentation]. 5th Meeting of the Neurosciences and Music, Dijon, France. <https://www.fondazione-mariani.org/en/congresso/the-neurosciences-and-music-v-2/>

- \*Raschle, N. M., \*Sliva, D., \*Becker, B., \*Smith, S., \*Peysakhovich, B., \*Ozernov-Palchik, P., \*Zuk, J., \*Figuccio, M., \*Chang, M., & **Gaab, N.** (2014, May). *The development of neuronal and behavioral pre-markers of developmental dyslexia from pre-reading to beginning reading stage in children with and without a risk for dyslexia* [Oral presentation]. 1st Annual Meeting of Zurich Computational Psychiatry, Zurich, Switzerland.
- \*Wang, Y., \*Raschle, N. M., \*Sliva, D., \*Dauvermann, M. R., \*Becker, B., \*Ozernov-Palchik, O., \*Peysakhovich, B., \*Smith, S. A., \*Figuccio, M., \*Zuk, J., & **Gaab, N.** (2014, April 5–8). *The development of phonological processing from the pre-reading to the beginning-reading stage in children with and without a familial risk for developmental dyslexia* [Poster presentation]. 21st Annual Cognitive Neuroscience Society Meeting, Boston, MA, United States. [https://www.cogneurosociety.org/wp-content/uploads/2017/10/CNS2014\\_Program.pdf](https://www.cogneurosociety.org/wp-content/uploads/2017/10/CNS2014_Program.pdf)
- Im, K., \*Raschle, N. M., \*Smith, S. A., Grant, P. E., & **Gaab, N.** (2014, April 5–8). *Bilateral atypical parietal sulcal pattern in developmental dyslexia* [Poster presentation]. 21st Annual Cognitive Neuroscience Society Meeting, Boston, MA, United States. [https://www.cogneurosociety.org/wp-content/uploads/2017/10/CNS2014\\_Program.pdf](https://www.cogneurosociety.org/wp-content/uploads/2017/10/CNS2014_Program.pdf)
- \*Ozernov-Palchik, O., \*Raschle, N. M., \*Norton, E. S., Beach, S. D., \*Becker, B., Cyr, A. B., Wolf, M., Gabrieli, J. D. E., & **Gaab, N.** (2014, April 5–8). *Distinct neuroanatomical regions of early reading abilities: Longitudinal voxel-based morphometry study* [Poster presentation]. 21st Annual Cognitive Neuroscience Society Meeting, Boston, MA, United States. [https://www.cogneurosociety.org/wp-content/uploads/2017/10/CNS2014\\_Program.pdf](https://www.cogneurosociety.org/wp-content/uploads/2017/10/CNS2014_Program.pdf)
- \*Norton, E. S., Beach, S. D., Cyr, A. B., \*Ozernov-Palchik, O., Halverson, K. K., **Gaab, N.**, & Gabrieli, J. D. E. (2014, April 5–8). *Kindergarten pre-reading skills and ERP mismatch negativity measures predict 1st grade connected text reading fluency* [Poster presentation]. 21st Annual Cognitive Neuroscience Society Meeting, Boston, MA, United States. [https://www.cogneurosociety.org/wp-content/uploads/2017/10/CNS2014\\_Program.pdf](https://www.cogneurosociety.org/wp-content/uploads/2017/10/CNS2014_Program.pdf)
- \*Peysakhovich, B., \*Langer, N., \*Zuk, J., Drottar, M., \*Sliva, D. D., \*Smith, S., \*Becker, B., Grant, P. E., & **Gaab, N.** (2014, April 5–8). *Reduced white matter integrity in infants at risk for developmental dyslexia* [Poster presentation]. 21st Annual Cognitive Neuroscience Society Meeting, Boston, MA, United States. [https://www.cogneurosociety.org/wp-content/uploads/2017/10/CNS2014\\_Program.pdf](https://www.cogneurosociety.org/wp-content/uploads/2017/10/CNS2014_Program.pdf)
- \*Raschle, N. M., \*Becker, B., \*Smith, S., & **Gaab, N.** (2014, April 5–8). *Investigating the influences of early language delay and familial risk for dyslexia on brain structure in preschoolers/kindergarteners* [Poster presentation]. 21st Annual Cognitive Neuroscience Society Meeting, Boston, MA, United States. [https://www.cogneurosociety.org/wp-content/uploads/2017/10/CNS2014\\_Program.pdf](https://www.cogneurosociety.org/wp-content/uploads/2017/10/CNS2014_Program.pdf)
- \*Sliva, D. D., \*Raschle, N. M., \*Zuk, J., \*Smith, S. A., \*Becker, B., \*Peysakhovich, B., Grant, P. E., **Gaab, N.**, & Pienaar, R. (2014, April 5–8). *Brain surface curvature-based biomarkers for developmental dyslexia* [Poster presentation]. 21st Annual Cognitive Neuroscience Society Meeting, Boston, MA, United States. [https://www.cogneurosociety.org/wp-content/uploads/2017/10/CNS2014\\_Program.pdf](https://www.cogneurosociety.org/wp-content/uploads/2017/10/CNS2014_Program.pdf)
- \*Smith, S. A., \*Raschle, N. M., \*Zuk, J., \*Dauvermann, M. R., \*Figuccio, M. J., & **Gaab, N.** (2014, April 5–8). *Investigating the neural correlates of voice or content-directed information within human speech in pre-school children* [Poster presentation]. 21st Annual Cognitive Neuroscience Society Meeting, Boston, MA, United States. [https://www.cogneurosociety.org/wp-content/uploads/2017/10/CNS2014\\_Program.pdf](https://www.cogneurosociety.org/wp-content/uploads/2017/10/CNS2014_Program.pdf)



- \*Langer, N., \*Benjamin, C., \*Minas, J., & **Gaab, N.** (2013, June 16–20). *The effects of different speed rates in reading fluency on dyslexic children* [Poster presentation]. 19<sup>th</sup> Annual Meeting of the Organization of Human Brain Mapping, Seattle, WA, United States. [https://www.humanbrainmapping.org/files/2013MeetingFiles/OHBM\\_2013\\_Program\\_Book.pdf](https://www.humanbrainmapping.org/files/2013MeetingFiles/OHBM_2013_Program_Book.pdf)
- \*Ozernov-Palchik, O., \*Norton, E., \*Beach, S., \*Langer, N., Cyr, A. B., Gabrieli, J. D. E., & **Gaab, N.** (2013, June 16–20). *Sub-components of early reading correlate with cortical thickness in distinct brain regions of the reading network* [Poster presentation]. 19<sup>th</sup> Annual Meeting of the Organization of Human Brain Mapping, Seattle, WA, United States. [https://www.humanbrainmapping.org/files/2013MeetingFiles/OHBM\\_2013\\_Program\\_Book.pdf](https://www.humanbrainmapping.org/files/2013MeetingFiles/OHBM_2013_Program_Book.pdf)
- Pienaar, R., Im, K., Dehaes, M., \*Smith, S., \*Peysakhovich, B., \*Becker, B., \*Raschle, N., Grant, P. E., & **Gaab, N.** (2013, April 20–26). *Curvature-based biomarkers for dyslexia: T1-image based surface analysis shows statistical separable dyslexic features* [Poster presentation]. International Society for Magnetic Resonance Imaging in Medicine Meeting, Salt Lake City, UT, United States. <https://www.ismrm.org/13/>
- Im, K., \*Raschle, N. M., \*Ozernov-Palchik, O., **Gaab, N.**, & Grant, P. E. (2013, April 20–26). *Atypical sulcal patterns in pre-readers and beginning readers with a familial risk for developmental dyslexia* [Poster presentation]. International Society for Magnetic Resonance Imaging in Medicine Meeting, Salt Lake City, UT, United States. <https://www.ismrm.org/13/>
- Dehaes, M., \*Raschle, N. M., \*Sliva, D. D., \*Zuk, J., Drottar, M., \*Chang, M., \*Peysakhovich, B., \*Becker, B., \*Smith, S., Pienaar, R., **Gaab, N.**, & Grant, P. E. (2013, April 20–26). *Potential of resting state connectivity and passive fMRI to detect precursors of learning disabilities in infants: Preliminary results with infants at familial risk for developmental dyslexia* [Poster presentation]. International Society for Magnetic Resonance Imaging in Medicine Meeting, Salt Lake City, UT, United States. <https://www.ismrm.org/13/>
- \*Norton, E. S., Beach, S. D., \*Ozernov-Palchik, O., Cyr, A. B., **Gaab, N.**, & Gabrieli, J. D. E. (2013, April 13–16). *Rapid automatized naming skill is associated with brain activation for visual letter processing in kindergarten children* [Poster presentation]. 20<sup>th</sup> Annual Cognitive Neuroscience Society Meeting, San Francisco, CA, United States. [https://www.cogneurosociety.org/wp-content/uploads/2013/04/CNS2013\\_Program.pdf](https://www.cogneurosociety.org/wp-content/uploads/2013/04/CNS2013_Program.pdf)
- Beach, S. D., \*Norton, E. S., \*Ozernov-Palchik, O., Coulter, C. M., Cyr, A. B., **Gaab, N.**, & Gabrieli, J. D. E. (2013, April 13–16). *Home literacy exposure mitigates the effect of genetic risk for dyslexia reflected in the EEG mismatch negativity response* [Poster presentation]. 20<sup>th</sup> Annual Cognitive Neuroscience Society Meeting, San Francisco, CA, United States. [https://www.cogneurosociety.org/wp-content/uploads/2013/04/CNS2013\\_Program.pdf](https://www.cogneurosociety.org/wp-content/uploads/2013/04/CNS2013_Program.pdf)
- Saygin, Z. S., \*Norton, E. S., Osher, D. E., Beach, S. E., Cyr, A. B., \*Ozernov-Palchik, O., **Gaab, N.**, & Gabrieli, J. D. E. (2012, October 13–17). *Structural connectivity predicts risk for dyslexia in kindergarteners* [Poster presentation]. Society for Neuroscience 42<sup>nd</sup> Annual Meeting, New Orleans, LA, United States. <https://www.sfn.org/meetings/past-and-future-annual-meetings>
- \*Shetreet, E., Chierchia, G., & **Gaab, N.** (2012, October 11–13). *Rethinking the delayed acquisition of scalar implicatures* [Poster presentation]. 5<sup>th</sup> Generative Approaches to Language Acquisition-North America Conference, University of Kansas, Lawrence, KS, United States.
- \*Lee, M., \*Raschle, N., & **Gaab, N.** (2012, July 11–14). *Examining functional brain differences in pre-readers at risk for dyslexia during a classical Eriksen Flanker task* [Poster presentation]. Society for the Scientific Study of Reading Conference, Montreal, Canada. <https://www.triplesr.org/nineteenth-annual-meeting>

- \*Minas, J., \*Benjamin, C., & **Gaab, N.** (2012, July 11–14). *Examining neural correlates of reading fluency in children with and without developmental dyslexia* [Poster presentation]. Society for the Scientific Study of Reading Conference, Montreal, Canada. <https://www.triplesr.org/nineteenth-annual-meeting>
- Gaab, N.**, \*Figuccio, M., \*Meissner, S., & \*Raschle, N. M. (2012, March 31–April 3). *Brain structure in preschool is associated with later reading ability* [Poster presentation]. 19<sup>th</sup> Annual Cognitive Neuroscience Society Meeting, Chicago, IL, United States. [https://www.cogneurosociety.org/wp-content/uploads/2016/06/CNS2012\\_Program.pdf](https://www.cogneurosociety.org/wp-content/uploads/2016/06/CNS2012_Program.pdf)
- \*Zuk, J., \*Benjamin, C., \*Kenyon, A., & **Gaab, N.** (2012, March 31–April 3). *Enhanced executive functioning skills in children and adults with musical training* [Poster presentation]. 19<sup>th</sup> Annual Cognitive Neuroscience Society Meeting, Chicago, IL, United States. [https://www.cogneurosociety.org/wp-content/uploads/2016/06/CNS2012\\_Program.pdf](https://www.cogneurosociety.org/wp-content/uploads/2016/06/CNS2012_Program.pdf)
- \*Ozernov-Palchik, O., \*Norton, E. S., Cyr, A. B., Beach, S. D., Garel, K. A., Gabrieli, J. D. E., & **Gaab, N.** (2012, March 31–April 3). *Examining at-risk classification for future reading difficulty in kindergartners* [Poster presentation]. 19<sup>th</sup> Annual Cognitive Neuroscience Society Meeting, Chicago, IL, United States. [https://www.cogneurosociety.org/wp-content/uploads/2016/06/CNS2012\\_Program.pdf](https://www.cogneurosociety.org/wp-content/uploads/2016/06/CNS2012_Program.pdf)
- \*Shetreet, E., Chierchia, G., & **Gaab, N.** (2012, March 14–16). *What can the brain tell us about some?* [Poster presentation]. 25<sup>th</sup> Annual CUNY Conference on Human Sentence Processing, New York, NY, United States. [https://cuny2012.common.gc.cuny.edu/files/2012/03/2012booklet\\_post-print.pdf](https://cuny2012.common.gc.cuny.edu/files/2012/03/2012booklet_post-print.pdf)
- \*Zuk, J., \*Benjamin, C., \*Kenyon, B., & **Gaab, N.** (2011, June 9–12). *Examining the relationship between musical training and executive functioning skills: Behavioral and fMRI studies in children and adults* [Poster presentation]. Music and Neuroscience Conference, Edinburgh, Scotland UK.
- \*Raschle, N., \*Zuk, J., & **Gaab, N.** (2011, March 31–April 2). *Disrupted neural response to phonological processing in pre-reading children at risk for developmental dyslexia: An fMRI study* [Poster presentation]. Society for Research in Child Development Biennial Meeting, Montreal, Canada. <https://www.srkd.org/sites/default/files/file-attachments/srkdbookfinal020211.pdf>
- \*Zuk, J., Andrade, P., Andrade, O. V., Gardiner, M., & **Gaab, N.** (2011, March 25). *Music and language: Relations between perception of musical sequences, phonological processing, and literacy acquisition* [Poster presentation]. Music, Science & Medicine: Frontiers in Biomedical Research & Clinical Applications, The New York Academy of Sciences, New York, NY, United States.
- Andrade, P. E., \*Zuk, J., Andrade, O. V. C. A., Gardiner, M., & **Gaab, N.** (2011, March 9–11). *A música como ferramenta diagnóstica na identificação precoce de escolares com risco de dyslexia [Music as a diagnostic tool in the early identification of students at risk for dyslexia]*. [Poster presentation]. III Congresso Internacional de Dislexia, Belo Horizonte, Brazil.
- \*Benjamin, C., & **Gaab, N.** (2010, November 11–12). *From letter strings to connected text: Using fMRI to investigate reading fluency* [Poster presentation]. Second Annual Neurobiology of Language Conference, San Diego, CA, United States.
- \*Benjamin, C., & **Gaab, N.** (2010, September 11–14). *Examining fluent reading networks in adults: Implications for developmental dyslexia?* [Poster presentation]. Annual Meeting of the Society for Developmental and Behavioral Pediatrics, Boston, MA, United States. <https://sdbp.org/meetingsinfo/past-meetings/>



- \*Raschle, N. M., \*Zuk, J., & **Gaab, N.** (2010, September 11–14). *Neural correlates of phonological processing are disrupted in pre-readers at risk for developmental dyslexia* [Poster presentation]. Annual Meeting of the Society for Developmental and Behavioral Pediatrics, Boston, MA, United States. <https://sdbp.org/meetingsinfo/past-meetings/>
- Christodoulou, J.A., Kovelman, I., Norton, E. S., King, L., DelTufo, S., **Gaab, N.**, Triantafyllou, C., Lieberman, D. A., Lymberis, J., O'Loughlin, P., Whitfield-Gabrieli, S., Wolf, M., & Gabrieli, J. D. E. (2009, June 25–27). *Developmental dissociation between brain regions for phonological awareness* [Poster presentation]. Sixteenth Annual Meeting of the Society for the Scientific Study of Reading, Boston, MA, United States. <https://www.triplesr.org/sixteenth-annual-meeting>
- Norton, E., Kovelman, I., **Gaab, N.**, Christodoulou, J., Lieberman, D. A., Lymberis, J., Whitfield-Gabrieli, S., Wolf, M., & Gabrieli, J. D. E. (2009, June 25–27). *Evidence for different neural processing of auditory language phonological awareness in children with developmental dyslexia* [Poster presentation]. Sixteenth Annual Meeting of the Society for the Scientific Study of Reading, Boston, MA, United States. <https://www.triplesr.org/sixteenth-annual-meeting>
- \*Raschle, N., \*Chang, M., \*Lee, M., \*Buechler, R., & **Gaab, N.** (2009, June 18–23). *Examining behavioral and neural pre-markers of developmental dyslexia in children prior to reading onset*. 15<sup>th</sup> International Conference on Functional Mapping of the Human Brain (OHBM), San Francisco, CA, United States.
- Christodoulou, J. A., Kovelman, I., Norton, E. S., Triantafyllou, C., Lieberman, D. A., Lymberis, J., Whitfield-Gabrieli, S., Wolf, M., **Gaab, N.**, & Gabrieli, J. D. E. (2009, May 28–30). *Auditory and visual phonological processing between children with and without developmental dyslexia* [Abstract presentation]. International Mind, Brain, and Education Society Conference 2009, Philadelphia, PA, United States. <https://imbbs.org/2009-IMBES-Conference>
- \*Raschle, N. M., \*Chang, M., \*Lee, M., \*Buechler, R., & **Gaab, N.** (2009, May). *Examining behavioral and neural pre-markers of developmental dyslexia in children prior to reading onset* [Abstract presentation]. Dr. M. Judah Folkman Research Day, Boston Children's Hospital, Boston, MA, United States.
- \*Chang, M., Lieberman, D., Ofen, N., & **Gaab, N.** (2009, May). *The influence of rest period instructions on the default mode of brain function* [Abstract presentation]. Dr. M. Judah Folkman Research Day, Boston Children's Hospital, Boston, MA, United States.
- \*Dabek, R., \*Vakil, M., \*Benjamin, C., \*Chang, M., \*Lee, M., & **Gaab, N.** (2009, April 12–15). *Learning to read by learning to sing* [Abstract presentation]. Boston Undergraduate Research Symposium, Cambridge, MA, United States.
- Norton, E., Kovelman, I., **Gaab, N.**, Christodoulou, J., Lieberman, D. A., Lymberis, J., Whitfield-Gabrieli, S., & Gabrieli, J. D. E. (2009, April 2–5). *Neural correlates of auditory phonological processing in typical reading development and dyslexia* [Poster presentation]. 16<sup>th</sup> Annual Meeting of the Cognitive Neuroscience Society, San Francisco, CA, United States.
- \*North, K., \*Chang, M., \*Vakil, M., \*Lee, M., \*Raschle, N., & **Gaab, N.** (2009, March). *Assessing the influence of musical training on reading measurements and general cognitive abilities* [Abstract presentation]. Boston Undergraduate Research Symposium, Cambridge, MA, United States.
- Lieberman, D. A., Kim, H., Lakshminarayanan, K., Glover, G. H., Tallal, P., Gabrieli, J. D. E., & **Gaab, N.** (2008, April 12–15). *Specificity within auditory cortices for nonlinguistic auditory timing patterns related to speech*

*processing* [Poster presentation]. 15<sup>th</sup> Annual Meeting of the Cognitive Neuroscience Society, San Francisco, CA, United States. [https://www.cogneurosociety.org/wp-content/uploads/2016/06/CNS2008\\_Program.pdf](https://www.cogneurosociety.org/wp-content/uploads/2016/06/CNS2008_Program.pdf)

**Gaab, N.,** Ofen, N., Gabrieli, J. D. E., & Glover, G.H. (2007, May 19–20). *Resting in peace, noise or with instructions: The influence of scanner background noise on the default mode of brain functions*. [Poster presentation]. International Society for Magnetic Resonance Imaging in Medicine, Berlin, Germany. <https://www.ismrm.org/07/index.htm>

**Gaab, N.,** Ofen, N., & Gabrieli, J. D. E. (2007, May 5–8). *Resting with instructions: Actively ignoring or attending to scanner background noise during rest periods can alter default mode of brain functions* [Poster presentation]. 14<sup>th</sup> Annual Meeting of the Cognitive Neuroscience Society, New York, NY, United States. [https://www.cogneurosociety.org/wp-content/uploads/2016/06/CNS2007\\_Program.pdf](https://www.cogneurosociety.org/wp-content/uploads/2016/06/CNS2007_Program.pdf)

**Gaab, N.,** Gabrieli, J. D. E., & Glover, G.H. (2006, June 11–15). *Resting in peace or noise- scanner background noise suppresses default mode of brain function* [Poster presentation]. 11<sup>th</sup> International Conference on Functional Mapping of the Human Brain (OHBM), Florence, Italy.

Bermpohl, F., Pascual-Leone, A., Amedi, A., Merabet, L., Fregni, F., **Gaab, N.,** Wrase, J., Bauer, M., Heinz, A., Schlaug, G., & Northoff, G. (2006, April). *The medial prefrontal cortex is associated with the temperament trait of “novelty seeking”: Evidence from fMRI* [Poster presentation]. 13<sup>th</sup> Annual Meeting of the Cognitive Neuroscience Society, San Francisco, CA, United States.

**Gaab, N.,** Tallal, P., Kim, H., Archie, J. J., Lakshminarayanan, K., Glover, G. H., & Gabrieli, J. D. E. (2005, June). *Musical experience shapes auditory rapid spectro-temporal processing in females* [Poster presentation]. 11<sup>th</sup> International Conference on Functional Mapping of the Human Brain (OHBM), Toronto, Canada.

**Gaab, N.,** Tallal, P., Kim, H., Archie, J. J., Lakshminarayanan, K., Glover, G. H., & Gabrieli, J. D. E. (2005, May 5–8). *Neural correlates of rapid temporospectral processing in musicians and non-musicians* [Poster presentation]. The Neurosciences and Music Conference, Leipzig, Germany.

**Gaab, N.,** Kim, H., Lakshminarayanan, K., Tallal, P., & Gabrieli, J. D. E. (2005, May 5–8). *Differences in musicians and non-musicians in rapid auditory temporospectral processing of non-linguistic and linguistic stimuli* [Poster presentation]. The Neurosciences and Music Conference, Leipzig, Germany.

**Gaab, N.,** Tallal, P., Kim, H., Archie, J. J., Lakshminarayanan, K., Glover, G. H., & Gabrieli, J. D. E. (2005, April). *Neural correlates of auditory spectro-temporal processing* [Poster presentation]. 12<sup>th</sup> Annual Meeting of the Cognitive Neuroscience Society, New York, NY, United States.

Bermpohl, F., **Gaab, N.,** Fregni, F., Merabet, L., Schlaug, G., Northoff, G., & Pascual-Leone, A. (2004, October 23–27). *Attentional modulation of emotional processing – An fMRI study* [Poster presentation]. Society for Neuroscience 34<sup>th</sup> Annual Meeting, San Diego, CA, United States.

Bermpohl, F., Northoff, G., **Gaab, N.,** Fregni, F., Merabet, L., Schlaug, G., & Pascual-Leone, A. (2004, June 13–17). *Neural correlates for emotional expectancy* [Poster presentation]. 10<sup>th</sup> International Conference on Functional Mapping of the Human Brain (OHBM), Budapest, Hungary.

**Gaab, N.,** Ozdemir, E., Overy, K., & Schlaug, G. (2004, April). *Shared neural substrates for singing, speaking and humming* [Poster presentation]. 11<sup>th</sup> Annual Meeting of the Cognitive Neuroscience Society, San Francisco, CA, United States.

- Gaab, N.,** Schulze, K., Ozdemir, E., & Schlaug, G. (2004, April). *Extensive activation of occipital and parietal cortex in a blind absolute pitch musician* [Poster presentation]. 11<sup>th</sup> Annual Meeting of the Cognitive Neuroscience Society, San Francisco, United States.
- Gaab, N.,** Walker, M. P., & Schlaug, G. (2003, November 8–12). *The influence of sleep on auditory learning: a behavioral study* [Poster presentation]. 33rd Annual Meeting of the Society for Neuroscience, New Orleans, LA, United States.
- Gaab, N.,** & Schlaug, G. (2003, September). *Performance related changes in the auditory cortex- An fMRI training study* [Poster presentation]. Auditory Cortex Conference, Magdeburg, Germany.
- Gaab, N.,** Gaser, C., & Schlaug, G. (2003). *Developing musical expertise—An fMRI training study comparing trained non-musicians with musicians* [Poster presentation]. 9<sup>th</sup> International Conference on Functional Mapping of the Human Brain (OHBM), New York, NY, United States.
- Schulze, K., **Gaab, N.,** Overy, K., & Schlaug, G. (2003, June). *A voxel-based morphometric study of subjects with congenital amusia* [Poster presentation]. 9<sup>th</sup> International Conference on Functional Mapping of the Human Brain (OHBM), New York, NY, United States.
- Overy, K., Norton, A., Alsop, D., Cronin, K., **Gaab, N.,** Winner, E., & Schlaug, G. (2003, June). *The kid's got rhythm: An fMRI study of rhythm processing in children ages five to seven* [Poster presentation]. 9<sup>th</sup> International Conference on Functional Mapping of the Human Brain (OHBM), New York, NY, United States.
- Gaab, N.,** Gaser, C., & Schlaug, G. (2003, March/April). *Professional musicians and musical novices – An fMRI training study* [Poster presentation]. 10<sup>th</sup> Annual Meeting of the Cognitive Neuroscience Society, New York, NY, United States.
- Meidell, K. L., **Gaab, N.,** Halpern, A., & Schlaug, G. (2002, November). *Motor imagery in pianists.* [Poster presentation]. 32<sup>nd</sup> Annual Meeting of the Society for Neuroscience, Washington, DC, United States.
- Gaab, N.,** Gaser, C., Chen, Y., & Schlaug, G. (2002, November). *The functional anatomy of auditory learning-An fMRI study with sparse temporal sampling* [Poster presentation]. 32<sup>nd</sup> Annual Meeting of the Society for Neuroscience, Washington, DC, United States.
- Schlaug, G., **Gaab, N.,** & Hutchinson, S. (2002, October 25–27). *The musical cerebellum: Gender and musicianship effects* [Poster presentation]. The Neurosciences and Music: Mutual Interactions and Implications on Developmental Functions, Venice, Italy.
- Gaab, N.,** & Schlaug, G. (2002, October). *Musicians differ from non-musicians in brain activation despite similar performance* [Poster presentation]. The Neurosciences and Music: Mutual Interactions and Implications on Developmental Functions, Venice, Italy.
- Gaab, N.,** Gaser, C., Chen, Y., & Schlaug, G. (2002, June 2–6). *Gender interacts with neural correlates of musical functions* [Poster presentation]. 8<sup>th</sup> International Conference on Functional Mapping of the Human Brain (OHBM), Sendai, Japan.
- Gaab, N.,** Zähle, T., Gaser, C., Chen, Y., & Schlaug, G. (2002, April). *The role of posterior perisylvian regions in pitch memory: An fMRI-study with sparse temporal sampling* [Poster presentation]. 9<sup>th</sup> Annual Meeting of the Cognitive Neuroscience Society, San Francisco, CA, United States.

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## Professional Associations

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2001–present	Cognitive Neuroscience Society (CNS)
2002–present	Organization for Human Brain Mapping (OHBM)
2019–present	POWER (Providing Opportunities for Women in Education Research; membership committee 2019–2022)
2015–present	Society for Developmental Cognitive Neuroscience (Flux)
2013–present	Society for the Neurobiology of Language
2012–present	Voting member: Society for the Scientific Study of Reading (SSSR)
2011–present	New England Research on Dyslexia Society (NERDY; former president and co-founder)
2007–present	International Dyslexia Association (IDA)
2005–2010	Association for Women in Science (AWIS)
2004–2010	Association for Psychological Science (APS)
2002–2020	Society for Neuroscience (SFN)
2015–2018	Global Young Academy (Elected Fellow)
2013–2020	Society for Pediatric Research

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## Teaching Experience

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\* *denotes a newly developed course for HGSE*

- **Gaab, N.** (2025, Spring). T250\*: Children with Learning & Developmental Differences. Course Director for Graduate course (in-person). [Harvard Graduate School of Education](#). Please note that this course is called EDST125 at FAS (Education Secondary).
- **Gaab, N.** (2024, Fall). H450\*: Neuroscience and Education: Foundations, Development, and Applications. Course Director for Graduate course (in-person). [Harvard Graduate School of Education](#).
- **Gaab, N.** (2024, Spring). H450A\*: Neuroscience and Education: Foundations, Myths, and Applications. Course Director for Graduate module (in-person). [Harvard Graduate School of Education](#).
- **Gaab, N.** (2024, Spring). T250/EDST125\*: Children with Learning & Developmental Differences. Course Director for Graduate course (in-person). [Harvard Graduate School of Education](#). Please note that this course is called EDST125 at FAS (Education Secondary).
- **Gaab, N.** (2023, Spring). T250\*: Children with Learning & Developmental Differences. Course Director for Graduate course (in-person). [Harvard Graduate School of Education](#). Please note that this course is called EDST125 at FAS (Education Secondary).
- **Gaab, N.** (2022). Guest lecture for HDE Core Course (Junlei Li)
- **Gaab, N.** & Nelson, C. (2022, Fall). H126: Typical and Atypical Neurodevelopment. Graduate course for Masters and doctoral students. Course Director. [Harvard Graduate School of Education](#). In-person.
- **Gaab, N.** (2022). Workshop for HGSE students in Human Development and Education program: Learning Differences. [Harvard Graduate School of Education](#).

- **Gaab, N.** (2022, Spring). T250\*: Children with Learning & Developmental Differences. Course Director for Graduate course (in-person). [Harvard Graduate School of Education](#). Please note that this course is called EDST125 at FAS (Education Secondary).
- **Gaab, N.** (2021) Guest lecture for HGSE students in EPA101: Politics and Education Policy on Dyslexia/Learning Disability policies.
- **Gaab, N.** & Nelson, C. (2021, Fall). H126: Typical and Atypical Neurodevelopment. Graduate course for Masters and doctoral students. Course Director. [Harvard Graduate School of Education FLEX COURSE](#) (virtual and in-person components).
- **Gaab, N.** (2021, Spring). H110P\*: Serving Children w/Learn & Dev Differences: Policymaking & Systems-Level Translation & Coordination. Course Director for Graduate Course (taught virtually). [Harvard Graduate School of Education](#).
- **Gaab, N.** (2021, Spring). H110Q\*: Children with Learn & Dev Differences: A Vision for Community Supports & Service Implementation. Course Director for Graduate Course (taught virtually). [Harvard Graduate School of Education](#).
- **Gaab, N.** & Nelson, C. (2020, Fall). H126: Typical and Atypical Neurodevelopment. Graduate course for Masters and doctoral students of education. Course Director for Graduate Course (taught virtually). [Harvard Graduate School of Education](#). Online due to COVID-19 Closures.
- **Gaab, N.** (2020, Fall). Panel guest for H812A (virtual; HGSE) Reading Group on Research Methods in Educational Neuroscience. [Harvard Graduate School of Education](#).
- **Gaab, N.** & Nelson, C. (2014–2019, Fall). H126: Typical and Atypical Neurodevelopment. Graduate course for Masters and doctoral students of education. Course Director (in-person). [Harvard Graduate School of Education](#).
- **Gaab, N.** (2018, Spring). PSY1611\*: Developmental Disabilities: Neurobiology, Treatment, Implications for Health & Education Policy. Course Director. Department of Psychology, Faculty of Arts and Sciences; [Harvard University](#).
- **Gaab, N.** (2017–2019). Language Disorders, Reading, and Dyslexia. Summer Seminar Lecture Series, [Laboratories of Cognitive Neuroscience, Division of Developmental Medicine, Boston Children’s Hospital](#).
- **Gaab, N.** (2017–2019). Methods of Investigation: MRI. Summer Seminar Lecture Series, [Laboratories of Cognitive Neuroscience, Division of Developmental Medicine, Boston Children’s Hospital](#).
- **Gaab, N.** (2017, January). Neuroscience based research in educational settings: A practical guide. J-term: [Harvard Graduate School of Education](#), 2-hour session.
- **Gaab, N.** (2016). Colored blobs on pretty brains: How to interpret a neuroimaging paper. Masters and doctoral students. J-term: [Harvard Graduate School of Education](#), 2-hour session.
- **Gaab, N.** (2016). Neuroscience based research in educational settings: a practical guide. J-term: [Harvard Graduate School of Education](#), 2-hour session.
- **Gaab, N.** (2015, August). Infants, Toddlers, Preschoolers in the scanner: Practical tips on how to succeed. Lecture at the Helsinki Summer School in Cognitive Neuroscience for Tutorials on brain research methods. [University of Helsinki, Helsinki, Finland](#).
- **Gaab, N.** (2015, August). The Typical and Atypical Reading Brain: Developmental Evidence from Infants, Preschoolers and School-age children. Lecture at the Helsinki Summer School in Cognitive Neuroscience for Tutorials on brain research methods. [University of Helsinki, Helsinki, Finland](#).
- **Gaab, N.** (2014, April). Human auditory processing: Evidence from neuroimaging. Guest Lecture for doctoral students in Speech and Hearing Bioscience and Technology, Course 205, Neural coding and perception of sound; Instructor: Bertrand Delgutte; [Harvard-MIT Program in Speech and Hearing Bioscience and Technology at Harvard Medical School](#).
- **Gaab, N.** (2014, March). The Reading Brain. Guest Lecture for graduate clinical seminar course in the Language Literacy Program; Instructor: Susan Fine; [Department of Speech-Language Pathology and Audiology at Northeastern University](#).

- **Gaab, N.** (2013, May). The Typical and Atypical Reading Brain: Developmental Evidence from Infants, Preschoolers and School-age children. Guest Lecture (within class for Special Education students) at Merrimack College.
- **Gaab, N.** (2013, April). Imaging in Developmental Disorders. Lecture for Harvard Catalyst course: Advanced imaging: Neuroscience imaging for clinical/translational research, Harvard University.
- **Gaab, N.** (2012, October). The Typical and Atypical Reading Brain: Developmental Evidence from Infants, Preschoolers and School-age children. Guest Lecture (within class for Special Education students) at Merrimack College.
- **Gaab, N.** (2012, March). The Typical and Atypical Reading Brain: Developmental Evidence from Infants, Preschoolers and School-age children. Guest Lecture (within class for Special Education students) at Merrimack College.
- **Gaab, N.** (2010, November). Language, Reading, Neuropsychology. Guest lecture for fall course “PSYC 3466 Cognitive Psychology”; Instructor: Joe Moran; Department of Psychology; Northeastern University.
- **Gaab, N.** (2010, October). Audition and Music. Guest lecture for fall course “9.10 Cognitive Neuroscience”; Instructor: Sue Corkin; Department of Brain and Cognitive Sciences; MIT.
- **Gaab, N.** (2010, February). The typical and atypical reading brain: Challenges, new directions and the role of auditory processing. Guest Lecture (within class for Special Education students) at Simmons University.
- **Gaab, N.** (2009, Fall). Instructor for Quantitative Methods PSYCH 2207. Emmanuel College.
- **Gaab, N.** (2009, June). Making MR Imaging Child’s Play: Challenges and solutions for pediatric neuroimaging. Workshop at Department of Psychology, Babeş-Bolyai University, Cluj-Napoca, Romania.
- **Gaab, N.** (2008, October). Audition and Music. Guest lecture for spring course “9.10 Cognitive Neuroscience”; Instructor: Sue Corkin; Department of Brain and Cognitive Sciences; MIT.
- **Gaab, N.** (2008, March). A (very) basic introduction to fMRI and Statistical Parametric Mapping (SPM). Workshop at Boston Children’s Hospital.
- **Gaab, N.,** Geiger, N., & Gabrieli, J. D. E. (2008, January). Developmental Dyslexia: Perceptual aspects, Diagnosis, Brain-correlates, Remediation and Prevention. One-day workshop: Independent Activities Period (IAP); Department of Brain and Cognitive Sciences; MIT.
- **Gaab, N.,** & Geiger, N. (2007, January). Developmental Dyslexia: Perceptual Aspects, Diagnosis, Brain-correlates, Remediation and Prevention. One-day workshop: Independent Activities Period (IAP); Department of Brain and Cognitive Sciences, MIT.
- **Gaab, N.** (2006, April). Audition and Music. Guest lecture for spring course “9.10 Cognitive Neuroscience”; Instructor: Sue Corkin; Department of Brain and Cognitive Sciences, MIT.
- **Gaab, N.** (2004, September). Music and the brain. Day class taught at Stanford Sophomore College, Stanford University.

### —— Formally Supervised Trainees: Postdocs and Graduate Students (Ph.D. level) ——

2025	<u>Katie Sevier</u> - Supervised Ph.D. student research at the Harvard Graduate School of Education
2024	<u>Natalie King-Shaw</u> - Supervised as doctoral student (Harvard Co-Advisor for SHBT Program)
2024	<u>Megan Loh, M.A.</u> - Supervised Ph.D. student research at the Harvard Graduate School of Education
8/2024–present	<u>Anna Stewart</u> - Supervised as Member of the Qualifying Exam Committee (SHBT Program, Harvard University)

	<ul style="list-style-type: none"> <li>- Dissertation Advisory Committee Chair</li> </ul>
2023–present	<u>Jeff Mentch</u> <ul style="list-style-type: none"> <li>- Supervised as Member of the Dissertation Advisory committee (SHBT Program, Harvard University)</li> <li>- Chair of Dissertation Examining Committee</li> </ul>
2020–2025	<u>Amanda O’Brien, M.S. CCC-SLP</u> <ul style="list-style-type: none"> <li>- Supervised as Chair of Dissertation Advisory Committee (SHBT Program, Harvard University)</li> <li>- Chair of Dissertation Examining Committee</li> <li>- Teaching fellow for H126, H110P, H110Q, and T250</li> </ul>
2017–present	<u>Theodore Turesky, Ph.D.</u> <ul style="list-style-type: none"> <li>- Supervised work as a Postdoctoral Research Fellow (2017–2021) and as Senior Research Scientist (2022–present)</li> </ul>
2022–2024	<u>Jin Wang, Ph.D.</u> <ul style="list-style-type: none"> <li>- Supervised postdoctoral research</li> <li>- Current Position: Assistant Professor at UCLA</li> </ul>
2021–2024	<u>Steven Meisler</u> <ul style="list-style-type: none"> <li>- Supervised as Chair of the Qualifying Exam Committee (SHBT Program, Harvard University)</li> </ul>
2023	<u>Anne-Michelle Engelstad</u> <ul style="list-style-type: none"> <li>- Supervised as Member of the Oral Comprehensive Exam Committee</li> <li>- Current Position: Ph.D. Candidate in Human Development, Learning, and Teaching at Harvard University</li> </ul>
2021–2022	<u>Wendy Georgan</u> <ul style="list-style-type: none"> <li>- Supervised as Chair of the Dissertation Advisory Committee (SHBT Program, Harvard University) and as Chair of Dissertation Defense Committee</li> </ul>
2021	<u>Camila Zugarramurdi, Ph.D.</u> <ul style="list-style-type: none"> <li>- Supervised as Member of Ph.D. thesis defense committee</li> <li>- Current Position: Faculty of Psychology, University of the Republic (Uruguay)</li> </ul>
2008–2020	<u>Jennifer Zuk, Ph.D., Ed.M.</u> <ul style="list-style-type: none"> <li>- Supervised work as a postdoctoral researcher and as a Ph.D. student at Harvard University (SHBT Program). Supervised her Master’s thesis project at Harvard Graduate School of Education. Supervised as Full-time Research Assistant.</li> <li>- Current Position: Assistant Professor in the Department of Speech, Language &amp; Hearing Sciences at Boston University.</li> </ul>
2019	<u>Daniel Lee</u> <ul style="list-style-type: none"> <li>- Supervised as Examiner for M.D. Honors Thesis at Harvard Medical School entitled: “Neural encoding and production of functional morphemes in the posterior temporal lobe”</li> </ul>



2018–2019	<u>Jolijn Vanderauwera, Ph.D.</u> <ul style="list-style-type: none"> <li>- Supervised work as a Visiting Postdoctoral Research Fellow from Leuven University in Belgium</li> <li>- Current Position: Assistant Professor at Université Catholique de Louvain</li> </ul>
2018–2019	<u>Dana Sury Barot, Ph.D.</u> <ul style="list-style-type: none"> <li>- Supervised work as a Visiting Fulbright Postdoctoral Research Fellow</li> </ul>
2014–2019	<u>Xi Yu, Ph.D.</u> <ul style="list-style-type: none"> <li>- Supervised work as a Postdoctoral Research Fellow</li> <li>- Current Position: Associate Professor, State Key Laboratory of Cognitive Neuroscience and Learning at Beijing Normal University in Beijing, China</li> </ul>
2014–present	Honors Thesis Tutor for the Undergraduate Board of Honors Tutors, Harvard College, Psychology Department
2017–2018	<u>Marta Martins, Ed.M.</u> <ul style="list-style-type: none"> <li>- Supervised research as a Visiting Fulbright Ph.D. student</li> <li>- Current Position: Researcher at ISCTE-Instituto Universitário de Lisboa</li> </ul>
2015–2018	<u>Rachel Romeo, B.S.</u> <ul style="list-style-type: none"> <li>- Supervised as Member of the Qualifying Exam Committee and as Member of Dissertation Committee (SHBT Program)</li> <li>- Current Position: Assistant Professor of Human Development and Quantitative Methodology at the University of Maryland</li> </ul>
2011–2018	<u>Ola Ozernov-Palchik, Ph.D.</u> <ul style="list-style-type: none"> <li>- Supervised doctoral research (doctoral advisor at Tufts University: Dr. Maryanne Wolf)</li> <li>- Supervised as Research Study Coordinator (2011–2013)</li> <li>- Current Position: Research Scientist at the McGovern Institute for Brain Research at MIT and Senior Research Scientist at Boston University’s Wheelock College of Education</li> </ul>
2017	<u>Michael Skeide</u> <ul style="list-style-type: none"> <li>- Supervised as Member of the Habilitation Committee, Max-Planck, Institute for University of Leipzig, Germany</li> </ul>
2013–2018	<u>Sibylla Leon Guerrero, Ph.D.</u> <ul style="list-style-type: none"> <li>- Supervised Ph.D. student research at the Harvard Graduate School of Education</li> <li>- Current Position: Postdoctoral Researcher at UC Irvine</li> </ul>
2010–2016	<u>Michael Figuccio, Ph.D.</u> <ul style="list-style-type: none"> <li>- Supervised senior thesis at Boston University. Supervised Master’s student research, served as second reader on thesis committee, served as doctoral advisor, and acted as second reader on qualifying/dissertation committee.</li> <li>- Current Position: Associate Professor and Chair of Psychology at Farmingdale State College</li> </ul>
2014–2015	<u>Yingying Wang, Ph.D.</u>

- Supervised postdoctoral research
- Current Position: Associate Professor at University of Nebraska–Lincoln. College of Education and Human Sciences

2010–2015

Elizabeth Norton, Ph.D.

- Supervised pre-doctoral and postdoctoral research
- Current Position: Associate Professor, Department of Communication Sciences & Disorders, Northwestern University

2013–2014

Maria Dauvermann, Ph.D.

- Supervised postdoctoral research
- Current Position: Assistant Professor in Youth Mental Health, School of Psychology, University of Birmingham, UK

2012–2014

Sara Smith, Ph.D.

- Supervised work as a Research Associate
- Current Position: Assistant Professor, ESOL and Foreign Language Education, University of South Florida

2010–2014

Einat Shetreet, Ph.D.

- Supervised postdoctoral research through EBRO fellowship with Gennaro Chierchia (Harvard Linguistics)
- Current Position: Assistant Professor of Linguistics at Tel Aviv University

2008–2014

Nora Raschle, Ph.D.

- Supervised Ph.D. research as a Visiting Doctoral Student from University of Zurich, Switzerland (2008–2011); supervised as Postdoctoral Research Fellow (2011–2014)
- Current Position: Assistant Professor of Psychology at University of Zurich, Switzerland

2013

Miia Seppänen, Ph.D.

- Supervised as Opponent for Public Examination of Doctoral Dissertation
- Current Position: Faculty of Behavioral Sciences, University of Helsinki, Finland

2012–2013

Nicolas Langer, Ph.D.

- Supervised postdoctoral research
- Current Position: Professor of Psychology at the University of Zurich, Switzerland

2008–2011

Christopher Benjamin, Ph.D.

- Supervised postdoctoral research
- Current Position: Associate Professor of Neurology and Neurosurgery at Yale University

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## Formally Supervised Trainees: Other

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### Medical Students

- Joseph Sanfilippo, M.Sc., Ed.M.
- Vivian Schultz
- Sarah Powers

#### Harvard Graduate School of Education S997—Independent Study Students

- Kelly Coons
- Taylor McKenna
- Weiwei Tan
- Yuhan Shi

#### Master's Students from Harvard Graduate School of Education

- Zumin Chen, M.Ed.
- Adrian Medina, M.Ed.
- Isabel Fitzpatrick
- Kelsey Davison, B.A.
- Joseph Sanfilippo, M.Sc., Ed.M.

#### Master's Students from Other Institutions

- Ria Shah, M.A. (Teachers College, Columbia University)
- Elizabeth Kaczmarek (MGH Institute of Health Professions)
- Nora Jamoulle (University of Groningen)
- Marjolein Mues (University of Groningen)
- Natalie Chieng (MGH Institute of Health Professions)
- Mariana Silva (University of Lisbon)
- Sarah Meissner (University of Konstanz)

#### Undergraduate Students from Harvard College

- Alif Sheikh (semester/summer intern)
- Alyssa Yap (student intern)
- Kaylen Rivers (student intern)
- Katie Kinnion (student intern)
- Bana Almoussa (student intern)
- Katie Sevier (PSY910R/honors thesis advisee); *Recipient of the Harvard Psychology Faculty Prize*
- Olivia Oh (student intern)
- Olivia Cooper (NEURO 91 laboratory research course student)
- Colby Weiss, B.A. (research intern, NEURO 91 laboratory research course student, undergraduate honors thesis advisee)
- Anais Collins (NEURO 91 laboratory research course student)
- Haley Stark (student intern)
- Hillary Jean-Gilles (student intern)
- Iqra Noor, B.A. (student intern)
- Chandler Torres-Pagan (student intern)
- Morgan Kim (student intern)
- Zoya Surani (senior thesis advisee)
- Nivedita Ravi (senior honors thesis advisee, capstone project student)
- Chloe Li [student intern, senior honors thesis (Neuroscience) advisee]
- Thang Diep (student intern)
- Andrea Colon-Perez [student intern, senior honors thesis advisee (Neuroscience)]
- Rachael Dawson [student intern, senior honors thesis advisee (Music)]
- Sarah Choi (student intern)
- Christine Xu (student intern)

#### Undergraduate Students from Other Institutions

- Eline Laurent (student intern from Amherst College; external senior honors thesis advisee)
- Chloe Fefferman (summer intern from Florida State University)
- Omeed Moini (research intern from Cornell University)
- Angela Mougiou (student intern from Brandeis University; undergraduate senior thesis advisee)
- Ethan Knapp (student intern from Brandeis University)
- Julia Moss (student intern from Tufts University)
- Connor Burke (co-op student intern from Northeastern University)
- Andrew Levine (student intern from Berklee College of Music)
- Pui Yee (Gloria) Wong (student intern from Wellesley College)
- Andrea Munoz (student intern from Tufts University)
- Rachel Foster (student intern from Brown University)
- Emily Koenig (student intern from Scripps College)
- Lena Hielscher (student intern from Universität zu Lübeck)
- Ngoc Anh (Lina) Nguyen (student intern from Freie Universität Berlin)
- Lauren Dixon (student intern from Boston University)
- Letitia Schneider (student intern from University of Zurich)
- Luis Toi (student intern from Emerson College)
- Adam Kaminski (student intern from Tufts University, senior thesis project advisee)
- Samantha Fine (student intern from Tufts University)
- Sani Kempler (student intern from the University of Wisconsin–Madison)
- Jacqueline Kenitz (co-op student intern from Northeastern University)
- Milena Quinci (semester intern from Emmanuel College)
- Meyha Swaroop (summer intern from Boston College)

#### Research Assistants, Research Coordinators, and Data Coordinators

- Emily Hu, B.S.
- Olivia Baldi, B.A.
- Megan Loh, M.A.
- Victoria Hue, B.S.
- Elizabeth Escalante, B.S.
- Ja’Kala Barber, B.A.
- Kathryn Garrisi, B.A.
- Min Ju (Ally) Lee, B.S.
- Carolyn King, B.A.
- Lindsay Hillyer, B.A.
- Jade Dunstan, B.S.
- Joseph Sanfilippo, M.Sc., Ed.M.
- Doroteja Rubez, B.S.
- Michelle Gonzalez, B.A.
- Clarisa Carruthers, B.A.
- Delshad Shroff, M.A.
- Talia Raney, B.A.
- Meaghan Mauer, B.A.
- Danielle Sliva, M.A.
- Bryce Becker, Ed.M.
- Barbara Peysakhovich, B.A.

- Jennifer Minas, B.S.
- Michelle Lee Chang, Ed.M., M.S.
- Maria Chang, B.S.
- Monica Vakil-Dewar, M.A.

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## Grant Review Activities

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10/16 – 06/22	<i>Standing Member</i> (six-year term), Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) study section “Language and Communication” (LCOM); <u>assisted in reviewing 1194 applications, resulting in at least 182 grant awards</u>
10/15	<i>Temporary Member</i> , NICHD study section “Cognition and Perception”
11/13	<i>Temporary Member</i> , NICHD Specific Emphasis Panel (Biobehavioral and Behavioral Processes)

*Ad-hoc reviewer/invitations* for grants from the University of Leuven, Belgium; European Cooperation in Science and Technology; Marsden Fund, New Zealand; National Science Foundation, Israel Science Foundation (invited but declined), and Austrian Science Fund (invited but declined), Swiss National Science Foundation (invited but declined)

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## Editorial Service

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2024–present	<i>Associate Editor</i> for Neurobiology of Language journal
2021–present	<i>Associate Editor</i> for Scientific Studies of Reading journal
2018–present	<i>Member</i> , Editorial Review Board for Annals of Dyslexia journal
2017–2024	<i>Associate Editor</i> , Journal of Learning Disabilities
2016–2024	<i>Associate Editor</i> , Developmental Science journal
2015–2022	<i>Member</i> , Editorial Board of Understanding Neuroscience (specialty section of Frontiers for Young Minds)
2016	<i>Editor</i> , A. Galaburda, N. Gaab, & F. Hoeft (Eds.), Dyslexia and Neuroscience: The Geschwind-Galaburda Hypothesis, 30 Years Later
2016	<i>Guest Editor</i> , Proceedings of the National Academy of Sciences
2015–2016	<i>Guest Editor</i> , Journal of Experimental Psychology
2015	<i>Guest Editor</i> , issue of International Dyslexia Association’s Perspectives on Language and Literacy entitled: “Early Identification and Treatment of Dyslexia: A Brain-based Perspective”
2013–2014	<i>Member</i> , Associate Editorial Board of Frontiers in Human Neuroscience

2012–present	Member of the Editorial Board: PLOS ONE, NeuroMapping and Therapeutics Collection
2012–present	Editorial Review Board of Frontiers in Auditory Cognitive Neuroscience

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## Editorial Activities: Ad-hoc Reviewer

### Journals

Behavioural Brain Research; Behavioral and Brain Functions; Brain, Brain and Language; Cerebral Cortex; Child Development; Clinical Physiology and Functional Imaging; Cognitive, Affective, & Behavioral Neuroscience; Current Biology; Developmental Cognitive Neuroscience; Developmental Science; European Journal of Neuroscience; Frontiers in Human Neuroscience; Human Brain Mapping; Journal of Child Psychology and Psychiatry; Journal of Cognitive Neuroscience; Journal of Learning Disabilities; Journal of Neuroscience; Nature Reviews Neuroscience; Nature Neuroscience; NeuroImage; Neuropsychologia; Neuropsychology; NeuroReport; Proceedings of the National Academy of Sciences of the United States of America.

### Conference Abstracts

Cognitive Neuroscience Society, Neurobiology of Language, Society for the Scientific Study of Reading (many years)

### Master's Thesis Proposals

Ruhr-Universität Bochum Faculty of Cognitive Science Master's thesis proposals (2017)

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## Educational Tools and Apps Developed

2022–present	Educational YouTube channel: Gaab Lab Next Steps in Reading Instruction <a href="https://www.youtube.com/channel/UCc3XPklqr13_9QSqzK-Y9Ug?app=desktop">https://www.youtube.com/channel/UCc3XPklqr13_9QSqzK-Y9Ug?app=desktop</a>
2016–present	Development of a tablet app for early screening of reading for dyslexia and reading disability risk in collaboration with the Innovation and Digital Health Accelerator Office at Boston Children's Hospital. It is now a commercial product (see <a href="https://www.earlybirdeducation.com">https://www.earlybirdeducation.com</a> for details). It is currently used in many U.S. states (e.g., see <a href="https://www.maine.gov/doe/learning/specialized/initiatives/dyslexia/screening">https://www.maine.gov/doe/learning/specialized/initiatives/dyslexia/screening</a> and recommended as one of three screeners by DESE Massachusetts)
2021	Gaab, N., & Petscher, Y. Early Bird Dyslexia and Early Literacy Screener. Technical Manual. EarlyBird Education ( <a href="https://psyarxiv.com/qcypr">https://psyarxiv.com/qcypr</a> ).

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## Technology Awards

2022	<b>Finalist for the EdTech Awards 2022 (Multiple Categories); EdTech Digest</b> EarlyBird Education has been named a finalist in the EdTech Cool Tool Awards in the following categories: new product or service, testing & assessment solution, and EdTech Leadership Awards: Carla E. Small, Nadine Gaab, and Yaacov Petscher.
2021	<b>Winner: K-12 Newcomer Award, Supes' Choice Awards; Institute for Education Innovation</b>

EarlyBird Education has been named a finalist for the K-12 Newcomer Award in the inaugural Supes' Choice Awards, the only education industry award judged exclusively by school district superintendents.

- 2021 **First Runner-Up: Global EdTech Startup Awards (GESA)**  
Largest Edtech competition and community in the world.
- 2021 **Winner: Tech & Learning Primary (K-6), 2021 Awards of Excellence Back to School**  
Awards program recognizing outstanding education products that support effective teaching and learning as teachers and students head back to school. Award of Excellence represents the highest approval rating based on evaluation by educators.
- 2020 **2020 New England Innovation Finalist**  
EarlyBird Education named as a finalist in the Healthy Living & Well-Being category in New England's longest and oldest running innovation program
- 2020 **The GSV Elite 200**  
EarlyBird Education named as a semifinalist, the Elite 200, representing the top pre-seed and seed startups in Pre-K to Gray, selected from a global applicant pool
- 2019 **MIT SOLVE Early Childhood Development Award**  
EarlyBird received a \$10,000 grant from SOLVE for being selected as an Early Childhood Development Solver
- 2019 **Innospark Ventures Prize**  
EarlyBird received \$25,000 from Innospark Ventures, which invests in founders and ideas that leverage advanced artificial intelligence to create a differential and disruptive impact for our economy and society.
- 2019 **Dubai Cares Early Childhood Development Prize**  
EarlyBird received \$20,000 from Dubai Cares to further develop a screening system that catches the earliest signs of reading disabilities.

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### Early Bird Education: Selected Media Coverage

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**EarlyBird: Addressing dyslexia through gameplay (Boston Children's Hospital, October 2024)**

<https://answers.childrenshospital.org/earlybird-dyslexia/>

**Featured in EdTech Insiders podcast (Season 8, March 2024)**

[https://www.buzzsprout.com/1877869/14530216?utm\\_campaign=24-Q2%20Schools%3A%20Social&utm\\_content=287756095&utm\\_medium=social&utm\\_source=linkedin&hss\\_channel=lcp-73469360](https://www.buzzsprout.com/1877869/14530216?utm_campaign=24-Q2%20Schools%3A%20Social&utm_content=287756095&utm_medium=social&utm_source=linkedin&hss_channel=lcp-73469360)

**Press release (May 2024): EarlyBird Education and Florida State University bring new comprehensive literacy assessment & dyslexia screening tool to schools across the country.**

<https://www.k12dive.com/press-release/20240516-earlybird-education-and-florida-state-university-bring-new-comprehensive-li/>



**Podcast: What's @ Risk (04/07/24)**

Nadine Gaab and Carla Small, co-founders of Early Bird Education, speak about their mission to support young people, parents and teachers in the early identification and prevention of reading disorders and dyslexia.

<https://www.spreaker.com/episode/nadine-gaab-and-carla-small-early-bird-education--59305531>

**Case Study: EarlyBird**

Website feature highlighting EarlyBird Education and its partnership with SoapBox's technology

<https://www.soapboxlabs.com/resource/dyslexia-case-study-earlybird/>

**This Video Game Can Spot Dyslexia Before Kids Learn How to Read**

Article on Built In Boston featuring Boston Tech & Startups

<https://www.builtinboston.com/2023/02/15/boston-future-5-company-earlybird-education-q1-2023>

**EarlyBird Education - Early Literacy Screening App**

Article by the Pennsylvania Branch of the International Dyslexia Association featuring EarlyBird Education, 02/13/23

<https://pa.dyslexiada.org/earlybird-education-early-literacy-screening-app/>

**For a struggling Pennsylvania district, reading paves the path to improvement**

Article by K-12 Dive featuring EarlyBird and a Pennsylvania school district's usage of the EarlyBird screener, 12/16/22

<https://www.k12dive.com/news/Pennsylvania-district-aims-to-improve-reading/638964/?%202022-12-20%20K-12%20Dive%20%5Bissue:46851%5D>

—— **Other Selected Media Coverage/Podcast Interviews/Documentary Features** ——

**Interviewed for Harvard Crimson article (10/24)**

'A Lonely Battle': How Cambridge Parents Navigate the Special Education System

<https://www.thecrimson.com/article/2024/10/4/special-education-cambridge/>

**TikTok Harvard (9/24)**

[https://www.tiktok.com/@harvard/video/7416725312685280554?\\_r=1&t=8psgn8rSgyN](https://www.tiktok.com/@harvard/video/7416725312685280554?_r=1&t=8psgn8rSgyN)

**Featured in "Left Behind" Documentary (Anna Toomey)**

<https://www.leftbehindthefilm.com/>

**Featured in Harvard Magazine, 08/14/24**

**A Right Way to Teach Reading?**

<https://www.harvardmagazine.com/2024/09/harvard-reading-wars-literacy-education>

**Featured in the Harvard Gazette as part of the Wondering series, 08/12/24**

**Should Kids Play Wordle?**

<https://news.harvard.edu/gazette/story/2024/08/should-kids-play-wordle/>

**Quoted in The Telegraph (UK), 04/19/24**

### **Seven Myths about Dyslexia All Parents Should Know**

<https://www.telegraph.co.uk/health-fitness/wellbeing/mental-health/dyslexia-facts-myths-signs-symptoms-treatment/>

**Featured in the Harvard Gazette, 04/02/24**

### **How to Ensure Students with Disabilities Have an Equal Chance to Succeed?**

<https://news.harvard.edu/gazette/story/2024/04/how-to-give-disabled-students-an-equal-chance-to-succeed/>

**Featured in Boston Globe, 1/10/24**

### **In Massachusetts' Richest towns, Many Top-Ranked Schools Cling to Outdated Methods of Teaching Reading**

<https://www.bostonglobe.com/2024/01/10/metro/reading-skills-top-ranked-ma-schools/>

**Harvard Medical School/Harvard Gazette, 12/23**

### **Dyslexia and the Developing Brain**

Research on dyslexia is identifying the many factors — neural to societal — that are linked to the condition:

<https://magazine.hms.harvard.edu/articles/dyslexia-and-developing-brain>

**Scientific American, 12/01/23**

### **A Flawed Dyslexia Screen Leaves Thousands of Kids without Help**

<https://www.scientificamerican.com/article/a-flawed-dyslexia-screen-leaves-thousands-of-kids-without-help/>

**Hechinger Report, 11/15/23**

### **How a Disgraced Method of Diagnosing Learning Disabilities Persists in Our Nation's Schools**

<https://hechingerreport.org/how-a-disgraced-method-of-diagnosing-learning-disabilities-persists-in-our-nations-schools/>

**Melissa & Lori Love Literacy Podcast, 10/20/23**

### **How Brains Learn to Read and Dyslexia with Nadine Gaab**

<https://literacypodcast.com/podcast?podcast=Buzzsprout-12220456>

**Harvard EdCast, 10/18/23**

### **The Case for Early Dyslexia Screening**

<https://the-harvard-edcast.simplecast.com/episodes/the-case-for-early-dyslexia-screening>

**Quoted in the Baltimore Banner, 10/10/23**

### **Maryland Schools Taught Reading the Wrong Way for Decades. That's Starting to Change.**

<https://www.thebaltimorebanner.com/education/k-12-schools/maryland-science-of-reading-AWTHRJGLYJCUTLFMMRBIPQVMOU/>

**Press coverage: Academic panel for Harvard president Claudine Gay's inauguration, 09/23**

<https://www.harvardmagazine.com/2023/09/installation-academics>

and

[https://news.harvard.edu/gazette/story/2023/09/scholars-probe-urgent-issues-facing-harvard-and-the-world/?utm\\_source=SilverpopMailing&utm\\_medium=email&utm\\_campaign=Daily%20Gazette%2020230930%20\(1\)](https://news.harvard.edu/gazette/story/2023/09/scholars-probe-urgent-issues-facing-harvard-and-the-world/?utm_source=SilverpopMailing&utm_medium=email&utm_campaign=Daily%20Gazette%2020230930%20(1))

**Professionals Make a Case for Early Literacy, 09/26/23**

### **Feature of the keynote at the University of Mississippi**

<https://news.olemiss.edu/professionals-make-case-for-early-literacy-at-conference/>

**Study reveals new insights about reading in childhood, 07/13/23**

Quoted in WORLD online publication

<https://wng.org/roundups/study-reveals-new-insights-about-reading-in-childhood-1689256706>

**Does nature or nurture determine musical ability?**

HGSE Usable Knowledge article featuring our 2023 paper. Also featured in the Harvard Gazette, 03/13/23

<https://www.gse.harvard.edu/news/uk/23/03/does-nature-or-nurture-determine-musical-ability>

**Screening kids for dyslexia seems like a no-brainer. Getting traction in Lansing hasn't been easy, 02/12/23**

Featured in radio report for Michigan public radio (mLIVE). <https://www.mlive.com/news/2023/02/screening-kids-for-dyslexia-seems-like-a-no-brainer-getting-traction-in-lansing-hasnt-been-easy.html>

**Featured in the documentary: "Blame It on Gutenberg"**

A documentary about the evolving science of dyslexia, dueling theories over how to teach reading, and one family's landmark struggle with an unresponsive school system.

Directed & Edited by: Rob DelGaudio <https://blameitongutenberg.org/home/>

**Featured as Part of Harvard In-Focus: Language (main webpage)**

<https://www.harvard.edu/in-focus/language/>

**Dyslexia Is The Most Common Learning Disability For All Students. Why California Doesn't Screen For It Early**

LAist (Southern California Public Radio), 08/10/22

<https://laist.com/news/education/why-california-doesnt-have-universal-dyslexia-screening-learning-disability>

**Why it costs a fortune to get the best test for disabilities like ADHD, autism, dyslexia**

USA Today, 03/01/22

<https://www.usatoday.com/story/news/education/2022/03/01/adhd-autism-test-special-education-neuropsychology-cost/6916203001/?gnt-cfr=1>

**Want your child to receive better reading help in public school? It might cost \$7,500.**

**Why some disability testing has become so expensive.**

The Hechinger Report, 03/01/22

<https://hechingerreport.org/an-independent-neuropsych-evaluation-is-critical-for-getting-access-to-special-education-services/>

**Dyslexia and developmental trajectories.**

Amplify Education. Science of Reading: The Podcast, S4-E9, 12/21 <https://amplify.com/episode/science-of-reading-the-podcast/season-4/episode-9-dyslexia-and-developmental-trajectories-with-dr-nadine-gaab/>

**The Truth About Reading documentary**

John Corcoran Foundation, 09/30/21

Featured Researcher (filmed at HGSE)

<https://www.youtube.com/watch?v=Xhalu3JADJ0>

<https://www.johncorcoranfoundation.org/watch>

**White matter density in our brains at birth may influence how easily we learn to understand and use language**

ZME Science, 09/27/21

<https://www.zmescience.com/science/white-matter-infant-brain-language-abilities-26787245/>

**When it comes to communication skills, maybe we're born with it?**

ScienceDaily, 09/24/21

<https://www.sciencedaily.com/releases/2021/09/210924182533.htm>

**Learning is Science and Science is Learning, Layer Two: Systems within Systems**

Chapter featuring research in Part One of Sanjay Sarma's (2021) book Grasp: The Science Transforming How We Learn. The United States, Knopf Doubleday Publishing Group.

<https://www.google.com/books/edition/Grasp/RjhAEAAQBAJ?hl=en&gbpv=1&printsec=frontcover>

**How the brain learns to read**

Harvard University, 08/02/21

<https://www.youtube.com/watch?v=hPhH5qXWOi4>

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The Boston Globe, 12/10/18

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Education Week, 08/07/17

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NPR (WBUR), 05/30/17

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Scientific American, 05/01/17

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Vector, Boston Children's Hospital's science and clinical innovation blog, 04/14/17

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Usable Knowledge, Harvard Graduate School of Education, 06/14/16

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Usable Knowledge, 03/08/16

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Boston Globe, 01/11/16

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Vector, Boston Children's Hospital's science and clinical innovation blog, 12/07/15

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Harvard Medicine News and the Harvard Gazette, 12/07/15

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Boston Children's Hospital's science and clinical innovation blog, 05/20/15

### **At Charter School, insight into dyslexic brain**

Wicked Local Marblehead, 10/16/14

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The Wall Street Journal, 10/10/14

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<https://www.wbur.org/news/2014/07/17/music-language-brain>

### **Musical training 'improves executive brain function'**

Article on our publication in Medical News Daily, 06/22/14

<http://www.medicalnewstoday.com/articles/278469.php>

### **'I'm Not Stupid, Just Dyslexic' — And How Brain Science Can Help**

NPR (WBUR) story featuring research, aired on Morning Edition and All Things Considered, 06/19/14

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Article on our publication in Pacific Standard, 06/18/14

<http://www.psmag.com/navigation/books-and-culture/new-evidence-brain-benefits-music-training-83761/>

### **Brain imaging shows enhanced executive brain function in people with musical training**

Article on our publication in ScienceDaily, 06/17/14

<http://www.sciencedaily.com/releases/2014/06/140617211020.htm>

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Vector, Boston Children's Hospital, Summer 2014

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### **Dyslexia 'Seen' in Brain Scans of Kindergartners: Earlier Learning Interventions May Be Possible**

Article covering our publication on Medical Daily, 08/14/13

<http://www.medicaldaily.com/dyslexia-seen-brain-scans-kindergartners-earlier-learning-interventions-may-be-possible-251307>

### **Can MRI brain scans identify children with dyslexia?**

Article covering our publication on Fox News, 08/14/13

<https://www.foxnews.com/health/can-mri-brain-scans-identify-children-with-dyslexia>

### **Brain Scan Detects Dyslexia in Children Early, Study Finds**

Article covering our publication on Parent Herald, 08/14/13

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### **MRI scans may detect dyslexia in children earlier**

Article covering our publication on Examiner, 08/14/13

### **Brain scans spot early signs of dyslexia**

Article covering our publication on Fox News, 01/24/12

<https://www.foxnews.com/health/brain-scans-spot-early-signs-of-dyslexia>

### **Early brain changes may indicate dyslexia**

Article covering our publication on ABC News, 01/23/12

<http://abcnews.go.com/blogs/health/2012/01/23/children-brain-changes-may-detect-dyslexia/>

### **Top 10 science and clinical innovation trends: Looking forward to 2012**

Article mentioning our research in CHB Vector, 01/04/12

<http://vectorblog.org/2012/01/top-10-science-and-clinical-innovation-trends-looking-forward-to-2012/>

### **Scanning for early signs of reading woes**

Article in Science Careers, 08/11

[http://sciencecareers.sciencemag.org/career\\_magazine/previous\\_issues/articles/2011\\_08\\_19/caredit.a1100084](http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/2011_08_19/caredit.a1100084)

### **Babies enlisted in brain research**

Article about our research in the Boston Globe, 05/16/11

### **Early brain checkups for dyslexia, autism and more**

Vector blog, Boston Children's Hospital, 05/16/11

<http://vectorblog.org/2011/05/early-brain-checkups-for-dyslexia-autism-and-more/>

### **Exploring the brains of babies**

Boston Children's Hospital Blog, 05/16/11

### **Influences of musical training on language processing and executive functioning in typical and atypical developing children**

The Science Network, 03/24/11

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### **Music, Brain and Education Panel**

The Science Network, 03/24/11

<http://thesciencenetwork.org/programs/newark-workshop-on-music-brain-and-education/music-brain-and-education-panel>

### **Enlivening Our Senses: Arts|Learning at the Core of Education**

Featured segment/interview in Film for Arts|Learning, Inc. by Derek LeDoux, TQM Teleproductions

<http://artslearning.org/video>

### **Making brain imaging child's play**

Vector, Boston Children's Hospital, Fall 2009

### **Catching dyslexia in pre-readers**

Vector, Boston Children's Hospital, Fall 2009

### **Sounding out dyslexia**

Scientific American Mind, 04/08

<http://www.sciam.com/article.cfm?id=sounding-out-dyslexia>

### **Easy listening**

CHB Dream Magazine, 2008

### **From bench to bedside to classroom**

CHB Dream Magazine, 2008

**ABC News: Music Magic**

ABC World News, 12/05

**Sound of music gives feel for language**

ScienceNOW Daily news, 11/17/05

<https://www.science.org/content/article/sound-music-gives-feel-language>

**Playing music can be good for your brain**

San Francisco Chronicle, 11/17/05

**Music study helps language processing, studies show**

Stanford Report, 11/16/05

<http://news-service.stanford.edu/news/2005/november16/music-111605.html>

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## Languages

<b>German</b>	Fluent (German and US dual citizenship)
<b>English</b>	Fluent
<b>French</b>	Basic Knowledge