

**Nicole Landi**

University of Connecticut  
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**CURRENT POSITIONS**

**Assistant Professor, Department of Psychological Sciences** Aug 2013 - Present  
University of Connecticut  
**Faculty, Neurobiology of Language Training Program** Aug 2013 - Present  
University of Connecticut  
**Faculty, Cognitive Sciences Program** Aug 2013 - Present  
University of Connecticut  
**Faculty, CT Institute for Brain and Cognitive Sciences**  
University of Connecticut  
**Director of EEG Research & Senior Scientist** Jun 2009 - Present  
Haskins Laboratories  
**Adjunct Assistant Professor of Psychology** Aug 2013 - Present  
Child Study Center, Yale University

**FORMER POSITIONS**

**Research Scientist (Associate Professor of Research)** Jun 2012 - Aug 2013  
Child Study Center, Yale University  
**Associate Research Scientist (Assistant Professor of Research)** Jun 2009 - Jun 2012  
Child Study Center, Yale University  
**Assistant Professor, Dept. of Educational Psychology: Learning and Cognition** Jan 2008 - Jun 2009  
University of Minnesota  
**Postdoctoral Fellow** Aug 2005 - Dec 2007  
Haskins Laboratories

**EDUCATION**

**Ph.D., Cognitive Psychology & Cognitive Neuroscience** Aug 2005  
University of Pittsburgh & Center for the Neural Basis of Cognition (CNBC)  
**M.S., Cognitive Psychology & Cognitive Neuroscience** May 2003  
University of Pittsburgh & Center for the Neural Basis of Cognition (CNBC)  
**B.A., Psychology, *Summa cum laude*** Dec 1999  
University at Albany (SUNY)

**ACADEMIC AWARDS, HONORS, AND FELLOWSHIPS**

Provost's Commendation for Excellence in Teaching, University of Connecticut, 2015,2016  
Dean and Provost's Special Merit, University of Connecticut, 2014; 2017  
President's Distinguished Faculty Mentor, University of Minnesota, 2009  
NIH Clinical Research Loan Repayment Award, Competitive Renewal, 2007- 2010  
NIH Clinical Research Loan Repayment Award, 2006  
NIH National Research Service Award (NRSA- F32 Postdoctoral fellowship) \*Declined due to job acceptance at the University of Minnesota, 2007  
NIH National Research Service Award (NRSA- T32 Postdoctoral fellowship), 2005 - 2007  
NSF Integrated Graduate Education Research and Training (IGERT) Fellowship, 2002 - 2004  
NIH National Research Service Award (NRSA- T32 Predoctoral fellowship), 2002  
Phi Beta Kappa, University at Albany, 1998

## PROFESSIONAL SERVICE

Associate Editor: Scientific Studies of Reading (Dec 1, 2017 – present)

Editorial Boards (current): Journal of Educational Psychology

Ad Hoc Journal Review:

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

Ad Hoc and Rotating Federal and International Grant Review:

European Research Council (ERC), January 2018

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

Wellcome Trust India Alliance Fellowship Application Review, January, 2016

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

National Institutes of Health (NIH), Institute for Deafness and Communication Disorders (NIDCD), Special Emphasis Panel, Clinical Trials in Communication Disorders, September, 2016

Israel Science Foundation (ISF), Individual Research Grants, 2016

European Research Council (ERC), Advanced Grants Panel: The Human Mind and Its Complexity, 2015

National Institutes of Health (NIH), Child Psychopathology & Developmental Disabilities (CPDD) Panel, 2013 - present

National Institutes of Health (NIH), Institute for Deafness and Communication Disorders (NIDCD), Fellowship Review, 2013 - present

Medical Research Council, UK (MRC), 2014 National Institutes of Health (NIH), Communication Disorders Review Committee (CDRC), 2013

National Institutes of Health (NIH), Sensorimotor Integration (SMI) Panel, 2013

National Science Foundation (NSF) Cognitive Neuroscience Panel, 2012

National Science Foundation (NSF) Linguistics Panel, 2012

Austrian Science Foundation (ASF), 2011

## PROFESIONAL SOCIETY SERVICE

New England Research on Dyslexia Society (NERDY), President

New England Research on Dyslexia Society (NERDY), Executive Committee

Society for the Scientific Study of Reading, Awards Committee

Society for the Neurobiology of Language, Abstract Reviewer

## PUBLICATIONS

### JOURNAL ARTICLES

44. Maupin, A. N., Rutherford, H. J., **Landi, N.**, Potenza, M. N., & Mayes, L. C. (2018, online advance publication). Investigating the association between parity and the maternal neural response to infant cues. *Social Neuroscience*. DOI:10.1080/17470919.2017.1422276

43. Hämäläinen, J. A., **Landi, N.**, Loberg, O., Lohvansuu, K., Pugh, K., & Leppänen, P. H. T. (2018, online advance publication). Brain event-related potentials to phoneme contrasts and their correlation to reading skills in school-age children. *International Journal of Behavior Development*. DOI: 10.1177/0165025417728582

42. **Landi, N.**, Malins, J. G., Frost, S. J., Magnuson, J., Molfese, P., Ryherd, K., Rueckl, J.G., Mencl, W.E & Pugh, K. R. (2018). Neural representations for newly learned words are modulated by overnight consolidation, reading skill, and Age. *Neuropsychologia*, 111,133-144.
41. Earle, F. S., **Landi, N.**, & Myers, E. B. (2018). Adults with language impairment fail to consolidate speech sounds during sleep. *Neuroscience Letters*, 666, 58-63.
40. Irwin, J., Avery, T., Brancazio, L., Turcios, J., Ryherd, K., & **Landi, N.** (2018). Electrophysiological indices of audiovisual speech perception: Beyond the McGurk effect and speech in noise. *Multisensory Research*, 31, 39 – 56
39. **Landi, N.**, Avery, T., Wu, J., Crowley, M. J., & Mayes, L. C. (2017). Prenatal cocaine exposure impacts language and reading into late adolescence: Behavioral and ERP evidence. *Developmental Neuropsychology*. 6, 369-386.
38. Turcios, J., Cook, B., Irwin, J., Rispoli, T., **Landi, N.** (2017). A familiarization protocol facilitates participation of children with ASD in electrophysiological research. *Journal of Visualized Experiments*.
37. Irwin, J., Avery, T., Brancazio, L., Turcios, J., & **Landi, N.** (2017). Electrophysiological indices of audiovisual speech perception in the broader autism phenotype. *Brain Sciences*. 7(6), 60.
36. Harwood, V., Preston, J., Grela, B., Roy, D., Harold, O., Turcios, J., Andrada, K., & **Landi, N.** (2017). Electrophysiology of perception and processing of phonological information as indices of toddlers' language performance. *Journal of Speech Language and Hearing Research*, 1-13.
35. Jasińska, K. K., Molfese, P. J., Kornilov, S. A., Mencl, W. E., Frost, S. J., Lee, M., Pugh, K.R., Grigorenko, E. & **Landi, N.** (2017). The *BDNF* Val<sup>66</sup>Met polymorphism is associated with structural neuroanatomical differences in young children: Implications for cognitive development. *Behavioural Brain Research*, 328, 48-56.
34. **Landi, N.**, & Ryherd, K. (2017). Understanding specific reading comprehension deficit: A review. *Language and Linguistics Compass*, 11(2).
33. Rutherford, H. J., Maupin, A. N., **Landi, N.**, Potenza, M. N., & Mayes, L. C. (2017). Current tobacco-smoking and neural responses to infant cues in mothers. *Parenting*, 17(1), 1-10.
32. Earle, F. S., **Landi, N.**, & Myers, E. B. (2017). Sleep duration predicts behavioral and neural differences in adult speech sound learning. *Neuroscience Letters*, 636, 77-82.
31. Rutherford, H. J., Maupin, A. N., **Landi, N.**, Potenza, M. N., & Mayes, L. C. (2017). Parental reflective functioning and the neural correlates of processing infant affective cues. *Social Neuroscience*, 12(5), 519-529.
30. Jasińska, K., Kornilov, S., Molfese, P., Frost, S., Lee, M., Mencl, W. E., Pugh, K. R., Grigorenko, E., & **Landi, N.** (2016). The *BDNF* Val<sup>66</sup>Met polymorphism influences reading ability and patterns of neural activation in children. *PLoS ONE*, 11(8), e0157449.
29. Breen, M., Kaswer, L., Van Dyke, J. A., & **Landi, N.** (2016). Imitated prosodic fluency predicts reading comprehension ability in good and poor high school readers. *Frontiers in Psychology*, 7.
28. Preston, J. L., Molfese, P. J., Frost, S. J., Mencl, W. E., Fulbright, R. K., Hoeft, F., **Landi, N.**, Shankweiler, D., & Pugh, K.R. (2016). Print-speech convergence predicts future reading outcomes in early readers. *Psychological Science*, 27(1), 75-84.
27. Hashim, P. W., Brooks, E. D., Persing, J. A., Reuman, H., Naples, A., Travesio, R., Turner, J., Steinbacher, D., **Landi, N.**, Mayes, L. C., & McPartland, J. (2015). Direct brain recordings reveal impaired neural function in infants with single-suture craniosynostosis: A future modality for guiding management? *The Journal of Craniofacial Surgery*, 26(1), 60-63. \*There is a mistake in this manuscript, the speech stimuli are Hindi, not English.
26. Kornilov, S. A., Magnuson, J. S., Rakhlin, N., **Landi, N.**, & Grigorenko, E. L. (2015). Lexical processing deficits in children with developmental language disorder: An event-related potentials study. *Development and Psychopathology*, 27, 459-476.
25. Diehl, J. J., Frost, S. J., Sherman, G., Mencl, W. E., Kurian, A., Molfese, P., **Landi, N.**, Preston, J., Soldan, A., Fulbright, R. K., Rueckl, J., Seidenberg, M. S., Hoeft, F., & Pugh, K. R. (2014). Neural correlates of language and non-language visuospatial processing in adolescents with reading disability. *NeuroImage*, 101, 653-666.
24. Kornilov, S. A., **Landi, N.**, Rakhlin, N., Fang, S-Y., Grigorenko, E. L., & Magnuson, J. S. (2014). Attentional but not pre-attentive neural measures of auditory discrimination are atypical in children with developmental language disorder. *Developmental Neuropsychology*, 39, 543-567.
23. Preston, J. L., Molfese, P. J., Gumkowski, N., Sorcinelli, A., Harwood, V., Irwin, J., & **Landi, N.** (2014). Neurophysiology of speech differences in childhood apraxia of speech. *Developmental Neuropsychology*, 39, 385-403.

22. Hashim, P., Travieso, R., Persing, J., Coffman, M., Mukerji, C., Naples, A., Tillman, R., Terner, J., **Landi, N.**, Patel, A., Steinbacher, D., Mayes, L., & McPartland, J. (2014). Brain electrophysiology reveals intact processing of speech sounds in deformational plagiocephaly. *Plastic and Reconstructive Surgery*, *133*, 835e-841e. \*There is a mistake in this manuscript, the speech stimuli are Hindi, not English.
21. Pugh, K. R., Frost, S. J., Rothman, D. L., Mason, G. M., Del Tufo, S., Molfese, P. J., Mencl, W. E., Grigorenko, E., **Landi, N.**, Preston, J. L., Jacobsen, L., Hoeft, F., Seidenberg, M., & Fulbright, R. K. (2014). Glutamate and choline levels predict individual differences in reading ability in emergent readers. *The Journal of Neuroscience*, *34*, 4082-4089.
20. Preston, J. L., Molfese, P., Mencl, W. E., Frost, S. J., Hoeft, F., Fulbright, R. K., **Landi, N.**, Grigorenko, E. L., Seki, A., Felsenfeld, S., & Pugh, K. R. (2014). Structural brain differences in school-age children with residual speech sound errors. *Brain and Language*, *128*(1), 25-33.
19. Preston, J. L., Brick, N., & **Landi, N.** (2013). Ultrasound biofeedback treatment for persisting childhood apraxia of speech. *American Journal of Speech-Language Pathology*, *22*(4), 627-643.
18. Pugh, K. R., **Landi, N.**, Preston, J. L., Mencl, W. E., †Austin, A., †Sibley, D., Fulbright, R. K., Seidenberg, M. S., Grigorenko, E., Constable, R. T., Molfese, P., & Frost, S. J. (2013). The relationship between phonological and auditory processing and brain organization in beginning readers. *Brain and Language*, *25*, 173-183.
17. **Landi, N.**, Frost, S. J., Mencl, W. E., Sandak, R., & Pugh, K. R. (2013). Neurobiological bases of reading comprehension: Insights from neuroimaging studies of word-level and text-level processing in skilled and impaired readers. *Reading and Writing Quarterly*, *29*, 145-167.
16. **Landi, N.**, Frost, S. J., Mencl, W. E., Preston, J. L., Jacobsen, L. K., Lee, M., \*Yrigollen, C., Pugh, K. R., & Grigorenko, E. L. (2013). The *COMT* Val/Met polymorphism is associated with reading-related skills and consistent patterns of functional neural activation. *Developmental Science*, *16*(1), 13-23.
15. Preston, J. L., Felsenfeld, S. F., Frost, S. J., Mencl, W. E., Fulbright, R. K., Grigorenko, E., **Landi, N.**, & Pugh, K. R. (2012). Functional brain activation differences in school-age children with speech sound errors: Speech and print processing. *Journal of Speech Language and Hearing Research*, *55*(4), 1068-1082.
14. Montoya, J. L., **Landi, N.**, Kober, H., Worhunsky, P. D., Rutherford, H. J. V., Mencl, W. E., Mayes, L. C., & Potenza, M. N. (2012). Regional brain responses in nulliparous women to emotional infant stimuli. *PlosOne*, *7*(5), e36270.
13. Ercan-Sencicek, A. G., Davis Wright, N. R., Frost, S. J., Fulbright, R. K., Felsenfeld, S., Hart, L., **Landi, N.**, Mencl, W. E., Sanders, S. J., Pugh, K. R., State, M. W., & Grigorenko, E. (2012). Searching for Potocki-Lupski syndrome phenotype: A patient with language impairment and no autism. *Brain and Development*, *34*(8), 700-703.
12. **Landi, N.**, Crowley, M. J., Wu, J., Bailey, C., & Mayes, L. C. (2012). Deviant ERP response to spoken non-words among adolescents exposed to cocaine in utero. *Brain and Language*, *120*(3), 209-216.
11. **Landi, N.**, Montoya, J., Kober, H., Rutherford, H. J. V., Mencl, W. E., Worhunsky, P. D., Potenza, M. N., & Mayes, L. C. (2011). Maternal neural responses to infant cries and faces: Relationships with substance use. *Frontiers in Psychiatry*. \* There is a mistake in one the published tables, please see the linked correction.
10. Palejev, D., Hwang, W., **Landi, N.**, Eastman, M., Frost, S., Fulbright, R., Kidd, J. R., Kidd, K. R., Mencl, W. E., Yrigollen, C., Pugh, K. R., & Grigorenko, E. (2011). An application of the elastic net for an endophenotype analysis. *Behavior Genetics*, *41*(1), 120-124.
9. Skiba, T., **Landi, N.**, Wagner, R., & Grigorenko, E. (2011). In search of the perfect phenotype: An analysis of linkage and association studies of reading and reading-related processes. *Behavior Genetics*, *41*(1), 6-30.
8. Preston, J. L., Frost, S., Mencl, W. E., Fulbright, R. K., **Landi, N.**, Grigorenko, E., Jacobsen, L., & Pugh, K. R. (2010). Early and late talkers: School-age language, literacy, and neuro-linguistic differences. *Brain*, *133*, 2185-2195.
7. **Landi, N.**, Mencl, W. E., Frost, S. J., Sandak, R., Chen, H., & Pugh, K. R. (2010). An fMRI study of multimodal semantic and phonological processing in reading disabled adolescents. *Annals of Dyslexia*, *60*(1), 102-121.
6. **Landi, N.** (2010). An examination of the relationship between reading comprehension, higher-level and lower-level reading sub-skills in adults. *Reading and Writing*, *23*(6), 701-717.
5. Frost, S. J., **Landi, N.**, Mencl, W. E., Sandak, R., Fulbright, R. K., Tejada, E. T., ... & Pugh, K. R. (2009). Phonological awareness predicts activation patterns for print and speech. *Annals of dyslexia*, *59*(1), 78-97.
4. Bauer, L. M., Olheiser, E. L., Altarriba, J., & **Landi, N.** (2009). Word type effects in false recall: Concrete, abstract, and emotion word critical lures. *The American Journal of Psychology*, *122*(4), 469-481.

3. Pugh, K. R., Frost, S. J., Sandak, R., **Landi, N.**, Rueckl, J. G., Constable, R. T., Seidenberg, M., Fulbright, R., Katz, L., & Mencl, W. E. (2008). Effects of stimulus difficulty and repetition on printed word identification: An fMRI comparison of non-impaired and reading-disabled adolescent cohorts. *Journal of Cognitive Neuroscience*, 20(7), 1146-1160.
2. **Landi, N.**, & Perfetti, C. A. (2007). An electrophysiological investigation of semantic and phonological processing in skilled and less skilled comprehenders. *Brain and Language*, 102(1), 30-45.
1. **Landi, N.**, Perfetti, C. A., Bolger, D. J., Dunlap, S., & Foorman, B. R. (2006). The role of discourse context in developing word representations: A paradoxical relation between reading and learning. *Journal of Experimental Child Psychology*, 94(2), 114-133.

#### BOOK CHAPTERS, PROCEEDINGS & COMMENTARY

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

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

## PRESENTATIONS

### SYMPOSIA ORGANIZED

- (2017, July). **Landi, N.** (Chair). Multimodal explorations of linguistic processes in poor comprehenders. Symposium conducted at the 24<sup>th</sup> Annual Meeting of the Society for the Scientific Study of Reading.
- (2015, July). Norton, E., & **Landi, N.** (Chairs). *Neurobiology, neurochemistry and genetics of dyslexia*. Symposium conducted at the 22nd Annual Meeting of the Society for the Scientific Study of Reading, Big Island, HI.
- (2013, November). **Landi, N.** (Chair). *New directions in cognitive neuroscience research on dyslexia*. Symposium conducted at the 2013 Annual Meeting of the International Dyslexia Association, New Orleans, LA.
- (2009, June). **Landi, N.** (Chair). *Neuroimaging studies of reading ability: Functional and structural measures of neural plasticity in learning and development*. Symposium conducted at the 16th Annual Meeting of the Society for the Scientific Study of Reading, Boston, MA.

### INVITED TALKS

- Landi, N.** (2017, March). *Environmental impacts on neurodevelopment: Implications for language learning*. Talk presented at the UCSF Symposium on Biological and Environmental Factors that Impact Multilingualism/Literacy Acquisition, San Francisco, CA.
- Landi, N.** (2016, March). *Why is reading comprehension hard, when decoding is easy? How a multimodal approach can elucidate the underlying mechanisms of specific comprehension impairment*. Talk presented at the Columbia University Seminar on Language & Cognition, New York, NY.
- Landi, N.** (2015, November). *Variation in BDNF and COMT is associated with neural structure and function in and children's language and reading skills*. Talk presented at the Boston University Communication Disorders Colloquium, Boston, MA.
- Jasinska, K. & **Landi, N.** (2014, July). *Common but impactful genetic polymorphisms in COMT & BDNF are associated strongly with reading and related skills and associated patterns of neural activity*. Talk presented at the 21st Annual Meeting of the Society for the Scientific Study of Reading.
- Landi, N.** (2014, April). *Common but impactful genetic polymorphisms on COMT and BDNF impact reading skill, evidence from behavioral and brain data*. Talk presented at the Haskins Laboratories, pre-CNS International Cross Language Symposium, New Haven, CT.
- Landi, N.** (2013, August). *Reading and language impairments, behavioral, neuroimaging and genetic perspectives*. Talk presented at the International Dyslexia Association Annual Meeting, Southern Connecticut State University, New Haven, CT.
- Landi, N.** (2013, May). *Reading and language impairments, behavioral, neuroimaging and genetic perspectives*. Talk presented at the University of Massachusetts, Amherst, MA.
- Landi, N.** (2012, November). *Studies of reading and language impairment, from low-level to high-level deficits*. Talk presented at the City University of New York Graduate Center, New York, NY.
- Landi, N.** (2012, October). *Landi lab research*. Talk presented at the 1st Annual Conference of the New England Dyslexia Research Group, Harvard University, Boston, MA.
- Landi, N.** (2012, May). *Difficult to discriminate, but not easy to discriminate deviant MMN response predicts reading performance in young children*. Talk presented at the 6th Annual Conference on Mismatch Negativity

(MMN) and its Clinical and Scientific Application, City University of New York, New York, NY.

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

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

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

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

#### CONFERENCE PRESENTATIONS: NATIONAL/INTERNATIONAL (SELECTED)

**Landi, N.** (2017, July). *From genes to brain to reading: Common genetic variation in BDNF and COMT genes is associated with neural activation patterns and children's reading-related skills*. Spoken paper presented at the 24<sup>th</sup> annual meeting of the Society for the Scientific Study of Reading, Halifax, NS.

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

Breen, M. Kaswer, L., Van Dyke, J.A. & **Landi, N.** (2017, July). *Imitated prosodic fluency predicts reading comprehension in good and poor high school readers*. Spoken paper presented at the 24<sup>th</sup> annual meeting of the Society for the Scientific Study of Reading, Halifax, NS.

Johns, C., Lewis, A., Van Dyke, J.A. & **Landi, N.** (2017, July) *Mechanisms of discourse coherence in good and poor comprehenders*. Spoken paper presented at the 24<sup>th</sup> annual meeting of the Society for the Scientific Study of Reading, Halifax, NS.

Ryherd, K. & **Landi, N.** (2017, July) *Characterizing novel word and concept learning in poor comprehenders*. Spoken paper presented at the 24<sup>th</sup> annual meeting of the Society for the Scientific Study of Reading, Halifax, NS.

Van Dyke, J.A., Matsuki, K. & **Landi, N.** (2017, July) *Poor comprehenders' sensitivity to semantic and syntactic distractors during dependency formation*. Spoken paper presented at the 24<sup>th</sup> annual meeting of the Society for the Scientific Study of Reading, Halifax, NS.

**Landi, N.**, Ryherd, K., Jaskinska, K., Hung, Y., Baron, E., Mencl, W.E., Cutting, L. & Zevin, J. (2017, July). *Cortical networks supporting reading comprehension skill for single words and passages*. Spoken paper presented at the 24<sup>th</sup> annual meeting of the Society for the Scientific Study of Reading, Halifax, NS.

Perdue, M., Kornilov, S., Jasinska, K., Ryherd, K., Mencl, W.E., Pugh, K.R., Grigorenko, E. & **Landi, N.** (2017, June). *Reading related skills and brain structure are associated with variation in the SETBP1 gene*. Spoken paper presented at the 24<sup>th</sup> annual meeting of the Society for the Scientific Study of Reading, Halifax, NS.

Jasinska, K., Shuai, L., Lau, A., **Landi, N.** & Pugh, K.R. (2017, June). *Using Psychophysiological Interaction (PPI) analyses with functional Near Infrared Spectroscopy (fNIRS) neuroimaging to predict children's reading abilities*. Poster presented at the annual meeting of the Organization for Human Brain Mapping, Vancouver, BC.

Morett L.M., **Landi N.**, Irwin J., McPartland J.M. (2017, May). *The hands have it: neural activity during beat gesture-speech integration in ASD*. Poster presented at the 16<sup>th</sup> annual meeting of the International Forum for Autism Research, San Francisco, CA.

Jaskinska, K., Shuai, S., Lau, A., Mulder, H., **Landi, N.**, Pugh, K. (2017, April). *Neural connectivity during language processing in 4 year-old predicts later reading ability*. Poster presented at the 2017 Biennial Meeting of the Society for Research in Child Development, Austin, TX.

Irwin, J., Avery, T., Turcios, J., Brancazio, L., & **Landi, N.** (2016, December). *A method for understanding audiovisual speech integration: Implications for children with ASD*. Poster presented at the Joint Acoustical Society of America and Acoustical Society of Japan, Honolulu, HI.

Lasto, C., Cook, B., Irwin, J., Avery, T., & **Landi, N.** (2016, November). *Audio-visual speech perception in autism: A behavioral and neurobiological correlational study*. Poster presented at the Annual Meeting of the American Speech and Hearing Association, Philadelphia, PA.

Hudson, N. S., **Landi, N.**, & Cutting, L. E. (2016, July). *Word Learning in good and poor comprehenders: A distinct learning profile for children with S-RCD*. Poster presented at the 23rd Annual Meeting of the Society for the Scientific Study of Reading, Porto, Portugal.

Ryherd, K., Hung, Y-H., Baron, E., Jasinska, K., Mencl, W. E., & **Landi, N.** (2016, April). *Individual*

*differences in activation and functional connectivity across modality and processing level.* Poster presented at the 23rd Annual Meeting of the Cognitive Neuroscience Society, New York, NY.

Lau, A., Jasinska, K., Shuai, L., Bortfeld, H., **Landi, N.**, & Pugh, K. (2016, April). *Functional near infrared spectroscopy (fNIRS) investigation of emerging reading pathways in children with poor phonological awareness.* Poster presented at the 23rd Annual Meeting of the Cognitive Neuroscience Society, New York, NY.

Jasinska, K., Molfese, P., Kornilov, S., Mencl, E., Frost, S., Lee, M., Pugh, K., Grigorenko, E., & **Landi, N.** (2016, April). *The BDNF Val<sup>66</sup>Met polymorphism is associated with structure and function in the developing brain with implications for children's cognitive abilities.* Poster presented at the 23rd Annual Meeting of the Cognitive Neuroscience Society, New York, NY.

Mencl, W. E., Frost, S., Rothman, D., Hoeft, F., Ryherd, K., **Landi, N.**, Molfese, P., Grigorenko, E., Jacobsen, L., Seidenberg, M., Fulbright, R., & Pugh, K. (2015, October). *Glutamate and choline levels predict individual differences in reading ability.* Poster presented at the 7th Annual Meeting of the Society for the Neurobiology of Language, Chicago, IL.

**Landi, N.**, Malins, J., Frost, S., Magnuson, J., Rueckl, J. G., Mencl, W. E., & Pugh, K. R. (2015, October). *Neural evidence for cortical consolidation after a period of offline sleep.* Poster presented at the 7th Annual Meeting of the Society for the Neurobiology of Language, Chicago, IL.

Kornilov, S., **Landi, N.**, Lee, M., Magnuson, J., & Grigorenko, E. (2015, October). *Cohesion of cortical language networks in the alpha EEG band during word processing is predicted by a common polymorphism in the SETBP1 gene.* Poster presented at the 7th Annual Meeting of the Society for the Neurobiology of Language, Chicago, IL. (Awarded the SNL Postdoctoral Merit Award for outstanding abstract).

Irwin, J., Brancazio, L., Turcios, J., Avery, T., & **Landi, N.** (2015, October). *A method for assessing audiovisual speech integration: Implications for children with ASD.* Poster presented at the 7th Annual Meeting of the Society for the Neurobiology of Language, Chicago, IL.

Harold, O. I., Kurian, A. M., & **Landi, N.** (2015, October). *N300 and P300 responses are associated with reading ability in children.* Poster presented at the 7th Annual Meeting of the Society for the Neurobiology of Language, Chicago, IL.

Ryherd, K., Baron, E., Jasinska, K., Mencl, W. E., & **Landi, N.** (2015, October). *Reading comprehension ability and semantic activation to single words and discourse: An fMRI partial least squares analysis.* Poster presented at the 7th Annual Meeting of the Society for the Neurobiology of Language, Chicago, IL.

**Landi, N.** (2015, July). *Differential functional activation in speech/language areas associated with auditory lexical learning as a function of sleep consolidation.* Spoken paper presented at the 22nd Annual Meeting of the Society for the Scientific Study of Reading, Big Island, HI.

Avery, T., Gumkowski, N., Wu, J., Mayes, L., & **Landi, N.** (2015, May). *Prenatal cocaine exposure continues to modulate reading and language skills into late adolescence: Evidence from behavioral and ERP data.* Poster presented at the 27th Association for Psychological Science Annual Convention, New York, NY.

Harold, O. I., Gumkowski, N. M., Kurian, A. M., & **Landi, N.** (2015, May). *Altered N300 and P300 responses in reading disabled children.* Poster presented at the 27th Association for Psychological Science Annual Convention, New York, NY.

Ryherd, K., Baron, E., Jasinska, K., Mencl, W. E., & **Landi, N.** (2015, May). *Neural activation of semantic networks contributes to reading comprehension skill.* Poster presented at the 27<sup>th</sup> Association for Psychological Science Annual Convention, New York, NY.

Jasinska, K., Parbhu, B., Shaw, K., **Landi, N.**, Bortfeld, H., & Pugh, K. (2015, March). *Neural representations of spoken and written language during emergent literacy.* Poster presented at the Society for Research in Child Development, Philadelphia, PA.

Earle, F. S., Myers, E. B., Gumkowski, N., & **Landi, N.** (2015, March). *Changes to neural sensitivity before and after overnight consolidation of phonetic training is absent in adults with language-based disorders.* Poster presented at the 22nd Annual Meeting of the Cognitive Neuroscience Society, San Francisco, CA.

Cuevas, K., Bryant, L., **Landi, N.**, & Irwin, J. R. (2014, November). *Functional connectivity during audiovisual speech integration: Comparisons between TD children and children with ASD.* Poster presented at the International Society for Developmental Psychobiology, Washington, D.C.

**Landi, N.**, Frost, S. J., Molfese, P. J., Magnuson, J., Sharoh, D., Preston, J., Mencl, W. E., & Pugh, K. R. (2014, April). *Differential functional activation in language areas associated with learning as a function of consolidation.* Poster presented at the 21st Annual Meeting of the Cognitive Neuroscience Society, Boston,

MA.

**Landi, N.**, Kornilov, S., Molfese, P., Jasinska, K., Lee, M., Mencl, W. E., Hoeft, F., Pugh, K. R., & Grigorenko, E. (2014, April). *Common but impactful genetic polymorphisms in COMT & BDNF are associated with reading and related skills and associated patterns of neural activation*. Poster presented at the 21st Annual Meeting of the Cognitive Neuroscience Society, Boston, MA.

Kornilov, S., Magnuson, J., Rakhlin, N., Grigorenko, E., & **Landi, N.** (2014, April). *Phonological and lexical-semantic event related potentials are atypical in children with developmental language disorders*. Poster presented at the 21st Annual Meeting of the Cognitive Neuroscience Society, Boston, MA.

Del Tufo, S., Frost, S. J., Molfese, P., Fulbright, R. K., Rothman, D., Mason, G. F., Preston, J. L., **Landi, N.**, Mencl, W. E., Hoeft, F., Grigorenko, E., & Pugh, K. R. (2014, April). *Neurochemical basis of reading ability in emergent readers*. Poster presented at the 21st Annual Meeting of the Cognitive Neuroscience Society, Boston, MA.

Molfese, P., Bogaerts, L., Frost, S., Mencl, W. E., Rueckl, J. G., **Landi, N.**, & Pugh, K. R. (2014, April). *Investigating neural correlates of implicit memory and reading ability*. Poster presented at the 21st Annual Meeting of the Cognitive Neuroscience Society, Boston, MA.

Magnuson, J., Frost, S., **Landi, N.**, Molfese, P., Sharoh, D., Rueckl, J., Preston, J., Mencl, W. E., & Pugh, K. R. (2014, April). *A crucial role for phonological inhibition in auditory referential word learning: Evidence from an artificial lexicon paradigm*. Poster presented at the 21st Annual Meeting of the Cognitive Neuroscience Society, Boston, MA.

Sorcinelli, A., Irwin, J., Gumkowski, N., Brancazio, L., Preston, J., & **Landi, N.** (2013, May). *Diminished audiovisual speech integration for children with autism spectrum disorders*. Poster presented at the 25th Association for Psychological Science Annual Convention, Washington, D.C.

Hashim, P., Cofman, N., Mukerji, R., Tillman, D., Naples, A., Perszyk, D., Righi, G., Turner, J. S., Travieso, R., Steinbacher, D., **Landi, N.**, Mayes, L. C., Persing, J. A., & McPartland, J. C. (2013, May). *Specificity of atypical neural development for language in infants at risk for ASD*. Poster presented at the International Meeting for Autism Research, San Sebastian, Spain.

Kornilov, S., **Landi, N.**, Rakhlin, N., Grigorenko, E., & Magnuson, J. (2012, October). *Atypical simple tone discrimination and processing in children with developmental language impairment*. Spoken paper presented at the Neurobiology of Language Conference, San Sebastian, Spain.

**Landi, N.** (2012, July). *COMT Val/Met polymorphism is associated with reading related skills and related patterns of functional neural activation*. Talk presented at the 19th Annual Meeting of the Society for the Scientific Study of Reading, Montreal, Canada.

Irwin, J., **Landi, N.**, Brancazio, L., Kennedy, A., & Grohman, E. (2011, July). *An ERP investigation of auditory and audiovisual speech in children with autism spectrum disorders*. Spoken paper presented at the Conference of the International Association for Child Language, Montreal, Canada.

Seipel, B., Clinton, V. E., van den Broek, P., O'Brien, E., & **Landi, N.** (2010, August). *Examination of global text and local text coherence utilizing EEG*. Poster presented at the 20th Annual Meeting of the Society of Text and Discourse, Chicago, IL.

**Landi, N.**, Mencl, W. E., Worhunsky, P., Jiansong, X., Erbe, J., Irwin, J. R., Topf, J., Potenza, M. N., & Mayes, L. C. (2009, October). *fMRI and EEG measures of adult processing of infant emotion*. Poster presented at the Annual Meeting of the Society for Neuroscience, Chicago, IL.

Mencl, W. E., Frost, S. J., Feng, S., **Landi, N.**, & Rueckl, J. (2009, July). *Investigation of the reading system by parametric manipulation of printed stimulus duration* [Abstract]. *NeuroImage Abstracts*, 47(1), S39-S41.

Seipel, B., Clinton, V., van den Broek, P., Olman, C., O'Brien, E., & **Landi, N.** (2009, June). *Monitoring global coherence using fMRI*. Poster presented at the 16th Annual Meeting of the Society for the Scientific Study of Reading, Boston, MA.

**Landi, N.**, Frost, S. J., Mencl, W. E., Sandak, R., & Pugh, K. R. (2009, June). *An fMRI comparison of reading disabled adolescents with and without general cognitive difficulty*. Poster presented at the 16th Annual Meeting of the Society for the Scientific Study of Reading, Boston, MA.

**Landi, N.**, Mencl, W. E., Erbe, J., Potenza, M. N., Irwin, J. R., Topf, J., & Mayes, L. C. (2009, March). *Functional cortical activation associated with processing of infant emotional state*. Poster presented at the 16th Annual Meeting of the Cognitive Neuroscience Society, San Francisco, CA.

Schleisman, K., Olson, M., Ahneman, K., Ryan, R., **Landi, N.**, & Marsolek, C. (2009, March). *Does long-term semantic priming actually reflect anti-priming?* Poster presented at the 16th Annual Meeting of the Cognitive Neuroscience Society, San Francisco, CA.

- Erbe, J., **Landi, N.**, Irwin, J., Mencl, E., Topf, J., Potenza, M., & Mayes, L. (2009, March). *EEG measures of adult response to infant emotion*. Poster presented at the 16th Annual Meeting of the Cognitive Neuroscience Society, San Francisco, CA.
- Frost, S., Mencl, W. E., Sandak, R., **Landi, N.**, Fulbright, R., Jacobsen, L., Grigorenko, E., Constable, R. T., & Pugh, K. (2008, June). *Relating phonological awareness to brain activation patterns for reading*. Spoken paper presented at the 15th Annual Meeting of the Society for the Scientific Study of Reading, Ashville, NC.
- Frost, S. J., Mencl, W. E., Sandak, R., **Landi, N.**, Chen, H., & Pugh, K. R. (2007, June). *Relating phonological awareness to modality lexicality and pronounceability effects in beginning readers: An fMRI study*. Poster presented at the Annual Meeting of the Organization for Human Brain Mapping, Chicago, IL.
- Landi, N.**, Mencl, W. E., Frost, S. J., Sandak, R., Chen, H., & Pugh, K. R. (2007, June). *fMRI comparisons of multimodal semantic and phonological processing in reading disabled and non-impaired adolescent readers*. Poster presented at the Annual Meeting of the Organization for Human Brain Mapping, Chicago, IL.
- Landi, N.**, Mencl, W. E., Frost, S. J., Sandak, R., Chen, H., & Pugh, K. R. (2006, November). *fMRI comparisons of multimodal semantic and phonological processing in reading disabled and non-impaired adolescent readers*. Poster presented at the Annual Meeting of the Psychonomic Society, Houston, TX.
- Landi, N.** (2006, June). *Behavioral and electrophysiological investigations of semantic processing in skilled and less-skilled comprehenders*. Spoken paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Vancouver, BC.
- Landi, N.**, & Perfetti, C. A. (2004, April). *The role of phonology in accessing meaning: An ERP investigation*. Poster presented at the Annual Meeting of the Cognitive Neuroscience Society, San Francisco, CA.
- Landi, N.** (2003, June). *Phonological activation and skill differences in reading*. Poster presented at the Annual Meeting of the Society for the Scientific Study of Reading, Boulder, CO.
- Landi, N.**, Van Dyke, J., Perfetti, C. A., & Foorman, B. (2002, June). *The causes and consequences of predictability*. Poster presented at the Annual Meeting of the Society for the Scientific Study of Reading, Chicago, IL.

#### CONFERENCE PRESENTATIONS: LOCAL/ REGIONAL (SELECTED)

- Morett, L.M., **Landi, N.**, & McPartland, N. (2017, April). *Real-time integration of beat gesture and pitch accenting*. Poster presented at the 10<sup>th</sup> annual University of Connecticut Language Festival, Storrs, CT.
- Massad, A., Foley, K., Perdue, M., Mencl, E., Pugh, K., & **Landi, N.** (2017, April). *Examining Structural Neural Correlates of Reading Related Skills*. Poster presented at the 8th Annual University of Connecticut Language Festival, Storrs, CT.
- Perdue, M., Kornilov, S., Jasinska, K., Ryherd, K., Mencl, W. E., Pugh, K., Grigorenko, E., **Landi, N.** (2017, April). *Reading Related Skills and Brain Structure are Associated with Variation in the SETBP1 Gene*. Poster presented at the 8th Annual University of Connecticut Language Festival. University of Connecticut, Storrs, CT.
- Osmani, F., & **Landi, N.** (2017, April). *The contribution of executive functions and working memory to reading comprehension in children*. Poster presented at the 8th Annual University of Connecticut Language Festival, Storrs, CT.
- Ryherd, K., Breen, M., Van Dyke, J., & **Landi, N.** *Prosodic comprehension in specific reading comprehension deficit*. (April 2017). Poster presented at the 8<sup>th</sup> University of Connecticut Language Festival, Storrs, CT.
- Gutierrez, A., Timakondur, N., Ryherd, K., Richie, R., Coppola, M., Breen, M., ..., **Landi, N.** *Prosodic boundary perception and reading comprehension ability: an ERP study*. (April 2017) Poster presented at the 8<sup>th</sup> University of Connecticut Language Festival, Storrs, CT.
- Ryherd, K., Johns, C., Van Dyke, J., & **Landi, N.** (2016, April). *Definition of poor comprehenders*. Poster presented at the 7th Annual University of Connecticut Language Festival, Storrs, CT.
- Khan, S., Patel, V., Vhora, M., Ryherd, K., & **Landi, N.** (2016, April). *Characterizing novel concept learning in poor comprehenders*. Poster presented at the 7th Annual University of Connecticut Language Festival, Storrs, CT.
- Lasto, C., Halas, L., Bell, S., Puglisi, C., Ryherd, K., Brancazio, L., Turcios, J., Avery, T., Irwin, J., & **Landi, N.** (2016, April). *Neural correlates of audio-visual speech processing: Implications for children diagnosed with autism spectrum disorder*. Poster presented at the 7th Annual University of Connecticut Language Festival, Storrs, CT.

- Cuevas, K., Bryant, L., **Landi, N.**, & Irwin, J. (2016, March). *Audio-visual speech integration in children with autism spectrum disorder: An EEG coherence analysis*. Poster Presented at the Eastern Psychological Association.
- Peters, E., Turcios, J., Avery, T., Irwin, J., & **Landi, N.** (2015, July). *Autism and speech comprehension: Timing and amplitude differences in discriminating speech sounds*. Poster presented at the Yale Child Study Center Summer Internship Conference.
- Ryherd, K., Baron, E., Jasinska, K., Mencl, W. E., & **Landi, N.** (2015, April). *Written and spoken language: An fMRI partial least squares analysis*. Poster presented at the 6th Annual University of Connecticut Language Festival, Storrs, CT.
- Ryherd, K., Magnuson, J., & **Landi, N.** (2015, April). *A novel paradigm for examining semantic learning in poor comprehenders*. Poster presented at the 6th Annual University of Connecticut Language Festival, Storrs, CT.
- Harold, O. I., Gumkowski, N. M., & **Landi, N.** (2015, April). *An ERP analysis of difficulties for early English readers*. Poster presented at the 6th Annual University of Connecticut Language Festival, Storrs, CT.
- Baron, E., Ryherd, K., Jasinska, K., Molfese, P., Mencl, W. E., & **Landi, N.** (2015, April). *Neurobiological representations of semantic processing during on-line passage comprehension*. Poster presented at the 6th Annual University of Connecticut Language Festival, Storrs, CT.
- Earle, F. S., Myers, E. B., Gumkowski, N., & **Landi, N.** (2015, April). *Changes to neural sensitivity before and after overnight consolidation of phonetic training is absent in adults with language-based disorders*. Poster presented at the 6th Annual University of Connecticut Language Festival, Storrs, CT.
- Gerrity, J., Richie, R., Coppola, M., **Landi, N.**, Jasinska, K., Wood, S., Lillo-Martin, D., & Brentari, D. (2015, April). *EEG/ ERP investigations of spoken and signed languages' prosody and syntax*. Poster presented at the 6th Annual University of Connecticut Language Festival, Storrs, CT.
- Baron, E., Ryherd, K., Jasinska, K., Molfese, P., Mencl, W. E., & **Landi, N.** (2015, February). *Neurobiological representations of semantic processing during on-line passage comprehension*. Poster presented at the 2015 Northeast Under/graduate Research Organization for Neuroscience at Quinnipiac University, Hamden, CT.
- Jasinska, K., & **Landi, N.** (2014, October). *Common but impactful genetic polymorphisms in COMT & BDNF are associated strongly with reading and related skills and associated patterns of neural activity*. Spoken paper presented at the 2nd Annual New England Research in Dyslexia Society Conference, Boston, MA.
- Abdolvahab, M., Carello, C., **Landi, N.**, & Turvey, M. (2014, April). *Is rows a flower? Are the dynamics of correct rejections visible in behavior and brain?* Poster presented at the 5th Annual University of Connecticut Language Fest, Storrs, CT.
- Jasińska, K., Molfese, P., Mencl, W. E., Pugh, K. R., Grigorenko, E., & **Landi, N.** (2014, April). *The BDNF Val/Met polymorphism is linked with children's reading and language skills and neural activation patterns in the brain's reading network*. Poster presented at the 5th Annual University of Connecticut Language Festival, Storrs, CT.
- Richie, R., Coppola, M., Wood, S., Jasinska, K., Powers, B., **Landi, N.**, Lillo-Martin, D., & Brentari, D. (2014, April). *Are prosodic representations amodal?: An ERP investigation*. Poster presented at the 5th Annual University of Connecticut Language Festival, Storrs, CT.
- Baron, E., Buis, B., Sharoh, D., Molfese, P., Mencl, W. E., & **Landi, N.** (2014, April). *Reading skills predict patterns of brain activation during word and text processing*. Poster presented at the 5th Annual University of Connecticut Language Festival, Storrs, CT.
- Gumkowski, N., Molfese, P. J., Sorcinelli, A., Harwood, V., Irwin, J., **Landi, N.**, & Preston, J. L. (2014, April). *Neurophysiological differences in childhood apraxia of speech*. Poster presented at the 5th Annual University of Connecticut Language Festival, Storrs, CT.
- Kornilov, S. A., **Landi, N.**, Rakhlin, N., Grigorenko, E. L., & Magnuson, J. S. (2014, April). *Phonological and lexical-semantic event-related potentials are atypical in children with developmental language disorder*. Poster presented at the 5th Annual University of Connecticut Language Festival, Storrs, CT.
- Turcios, J., Gumkowski, N., Brancazio, L., **Landi, N.**, & Irwin, J. (2014, April). *Patterns of gaze to speaking faces in individuals with autism spectrum disorders and typical development*. Poster presented at the 5th Annual University of Connecticut Language Festival, Storrs, CT.
- Harwood, V., Preston, J., Irwin, J., Grela, B., & **Landi, N.** (2013, April). *Electrophysiological correlates of speech perception in typically developing and late talking toddlers*. Poster presented at the Connecticut Speech and Hearing Association Spring Conference, Cromwell, CT.

## OTHER PUBLICATIONS &amp; POPULAR MEDIA

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

**Landi, N.** (2009). Alexia/Dyslexia; Cloze procedure & decoding. In Matsumoto, D. (Ed.), *The Cambridge Dictionary of Psychology*. New York, NY: Cambridge University Press.

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

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

## FUNDING

## INTERNAL

## ONGOING

University of Connecticut, Research Excellence Program (REP) faculty grant  
Title: Neural basis of text processing in specific reading comprehension deficit  
Role: *Principal Investigator*  
Award Date: May, 2017

University of Connecticut, Institute for Brain and Cognitive Sciences (IBACS) research seed grant  
Title: Neurobiological signatures of perception, integration and imitation of speech in children with ASD.  
Role: *Principal Investigator*  
Award Date: May, 2017

University of Connecticut, Brain Imaging Research Center (BIRC) seed grant  
Title: Neurobiological basis of specific reading comprehension deficit  
Role: *Principal Investigator*  
Award Date: February, 2017

## COMPLETED

University of Minnesota, College of Education and Human Development, Dept. of Ed. Psych. Indirect Cost recovery mini-grant.  
Role: *Principal Investigator*  
Award Date: May 2008

University of Minnesota, College of Education and Human Development, Faculty Research Award.  
Role: *Principal Investigator*  
Award Date: May 2008

## EXTERNAL

## ONGOING

NIH 2P50HD052120-11 Florida Learning Disabilities Research Center  
Role: *Haskins Subcontract PI & Co-Investigator (Admin Core; Projects I & VI)*  
PI: Rick Wagner  
September, 2017 – October, 2021

NIH P20 HD091013  
Experiential and child factors that determine acquisition of orthographic-phonological regularities in a quasi-regular writing system: An integrated behavioral/computational/neurobiological approach.  
Role: *Mentor*  
PI: Jay Rueckl & Don Compton  
January, 2016- November, 2020

NIH R01 HD086168  
Neurochemistry as a moderator of brain networks for language and literacy learning  
Role: *Co- Investigator*  
PIs: Fumiko Hoeft & Ken Pugh

August 2016 – July 2021

R15 DC013864

Neurobiological signatures of perception and imitation of AV speech in children in ASD

Role: *Haskins Subcontract PI*

PI: Julia Irwin

June 2014 – May 2017

P01 HD070837-01 Neurocognitive bases of treatment resistance in developmental dyslexia

Role: *Co- Investigator*

PI: Robin D. Morris

August 2013 – July 2018

P01 HD01994-46

Nature and acquisition of the speech code and reading

Role: *Project Leader, Project 4: Examinations of skilled and impaired spoken and written comprehension*

Program Project PI: Jay Rueckl

August 2012 – July 2017

NSF Integrative Graduate Education and Research Traineeship grant,  
IGERT: Language plasticity Genes, Brain, Cognition, and Computation

Role: *Faculty Mentor*

PI: James Magnuson

September, 2012 – August, 2017

COMPLETED

R01 HD065794

Neurobiological predictors of spoken and written language learning

Role: *Co-Investigator*

PI: Kenneth R. Pugh

April 2011 – May 2016

R01 HD06736

Neurocognitive determinants of second language literacy development in adolescents

Role: *Co -Investigator*

PI: Kenneth R. Pugh

June 2011 – May 2016

R21 DA030665

Neurobiology of language function in adolescents exposed to cocaine in utero

Role: *Principal Investigator*

November 2011 – September 2013 (in NCE until July 2014)

R21 DC011342

Neurobiological signatures of audiovisual speech perception in children in ASD

Role: *Co- Investigator*

PI: Julia Irwin

July 2011 – June 2013 (in NCE)

Childhood Apraxia of Speech Association of North America (CASANA) Treatment Award

Biofeedback training for children with persisting CAS: Articulatory and neural changes

Role: *Co- Principle Investigator*

PI: Jonathan Preston

August 2011 – August 2012

P01 DA022446

Neural circuitry of parent attachment in substance abuse - Project 3

Project PL: Linda Mayes

Role: *Co- Investigator*

POI PI: Josephine Johns

July 2007 – June 2011 (NCE through June 2012)

R03 HD053409

Neurocognitive development in RD children with/without general cognitive deficits

Role: *Principal Investigator*

October 2008 – September 2010

P41 RR008079

Investigating Global coherence in narrative text with fMRI methodology

Role: *Principal Investigator*

January 2009 – August 2009

P01 HD01994- 45

Nature and acquisition of the speech code and reading

Role: *Co-Investigator*

PI: Carol Fowler

May 2007 – April 2012

R01 HD 48830

Neurobiological Foundations of Reading (Dis)ability

Role: *Co-Investigator*

PI: Ken Pugh

August 2005 – May 2010

## **GRADUATE STUDENTS**

### **CURRENT**

Meaghan Perdue, University of Connecticut, Dept. of Psychological Sciences & IGERT

Kayleigh Ryherd, University of Connecticut, Dept. of Psychological Sciences, CogSci, & IGERT

### **FORMER (Co-Advisees and Associate Advisees)**

Kathleen Shaw, University of Connecticut, Dept. of Psychology, CogSci, & IGERT Fellow (co-Advised, H. Bortfeld, Primary)

Sergey Kornilov, University of Connecticut, Dept. of Psychology (Co-Advised, J. Magnuson, primary), PhD, August 2014

Currently: Postdoctoral Fellow, Baylor College of Medicine

Vanessa Harwood, University of Connecticut, Dept. of Speech Language and Hearing Sciences (Co-Advised, B. Grela, primary), PhD, August 2014

Currently: Senior Speech and Language Pathologist: Lifespan School Solutions

Sayako Earle, Graduate Student, University of Connecticut, Dept. of Speech Language and Hearing Sciences (Advisors: B. Grela and E.B. Myers), PhD, August 2016

Currently: Assistant Professor, Speech Language and Hearing, University of Delaware

Katrina Schleisman, University of Minnesota, Dept. of Psychology (Co-Advised: C. Marsolek, primary), Ph.D., August 2014

Currently: Postdoctoral Fellow, University of Minnesota.

Benjamin Seipel, University of Minnesota Dept. of Ed. Psych (Co-Advised: P. van den Broek, primary), Ph. D, August 2011

Currently: Assistant Professor of Education, California State University at Chico.

Virginia Clinton, University of Minnesota Dept. of Ed. Psych (Co-Advised: P. van den Broek, primary), Ph. D, August 2011

Currently: Assistant Professor of Education, University of North Dakota

## **POSTDOCTORAL FELLOWS**

### **CURRENT**

Trey Avery, Haskins Laboratories, July 2015 – present

### **FORMER**

Kaja Jasinska; Currently: Assistant Professor, University of Delaware

Jia Wu; Currently: Associate Research Scientist, Yale Child Study Center

## **TEACHING**

### **GRADUATE COURSES**

Instructor, IBACS Grant Writing Workshop, University of Connecticut

Instructor, Developmental Cognitive Neuroscience, University of Connecticut

Instructor, Cognitive Neuroscience of Language Throughout the Lifespan, University of Connecticut

Team-Instructor, Individual Differences, University of Connecticut

Instructor, Writing Empirical Papers and Grants, University of Minnesota

Instructor, Psychology and Cognitive Neuroscience of Language, University of Minnesota

Team-Instructor, Advanced Experimental Methods, University of Minnesota

### **UNDERGRADUATE COURSES**

Instructor, Developmental Cognitive Neuroscience, University of Connecticut

Instructor, Developmental Psychology, University of Connecticut

Instructor, Advanced Developmental Electrophysiology Lab, University of Connecticut

Instructor, Cognition, Southern Connecticut State University

Instructor, Experimental Methods, University of Pittsburgh

## **UNIVERSITY SERVICE**

University of Connecticut, InCHIP grant review, 2017

University of Connecticut, IBACS grant review, 2016 - present

Haskins Laboratories, Strategic Planning Committee, 2014 – 2016

University of Connecticut, Developmental Psychology Brown Bag Organizer, 2014 – 2017

University of Connecticut, BIRC, EEG subcommittee, 2014 – Present

University of Connecticut, Brain Imaging Research (BIRC) Steering Committee, 2014 – Present

University of Connecticut, IGERT Research Committee, Chair, 2013 – Present

Yale Child Study Center, Postdoctoral T32, Advisory Committee, 2012 – 2013

University of Minnesota, Center for Cognitive Sciences, Postdoctoral T32 Advisory Committee, 2009

University of Minnesota, Minnesota Interdisciplinary Training in

Educational Research: MITER (IES funded graduate training program), Steering Committee, 2008 – 2009

University of Minnesota, Department of Ed. Psych., Steering Committee, 2008 – 2009

University of Minnesota, Department of Ed Psych. Graduate Curriculum Development Committee, 2008 – 2009

University of Minnesota, Learning and Cognition Job Search Committee, 2007

Haskins Laboratories, Founder, SSSR Rebecca Sandak Young Investigator Award, 2006 – 2008

The Dyslexia Foundation, Organizer, Extraordinary Brain Symposium, Sao Paulo, 2007

Brazil

Haskins Laboratories, Organizer, Reading Seminar, 2006 – 2007

University of Pittsburgh, Cognitive Psychology Job Search Committee, Graduate Student Representative, 2003

University of Pittsburgh, Organizer, Weekly Seminar in Cognition, 2004

Center for the Neural Basis of Cognition, Organizer, Annual Retreat Committee, 2003

University of Pittsburgh/Carnegie Mellon University, Organizer, 19<sup>th</sup> & 20<sup>th</sup> Annual Pitt-CMU Psychology Conference, 2001 – 2002