

**COURTNEY E. STEVENS**

Willamette University  
Department of Psychology  
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Salem, OR 97301  
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**EDUCATION**

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- Ph.D.      Developmental Cognitive Neuroscience, University of Oregon, 2007  
              Secondary specialization: Education Leadership
- M.S.      Cognitive Psychology, University of Oregon, 2003
- B.A.      Linguistics, Reed College, 2001

**RESEARCH INTERESTS**

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My research examines the effects of experience on cognitive and brain development using behavioral and neuroimaging (ERP, fMRI, DTI) methods. Specific research topics include: Development and training of attention and self-regulation skills; Vulnerability of attention in children at-risk for school failure; Contribution of attention and other domain-general skills to language and literacy acquisition.

**ACADEMIC POSITIONS**

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- 2008-Curr.      Assistant Professor  
                      *Department of Psychology, Willamette University*
- 2008-Curr.      Courtesy Research Associate, Brain Development Laboratory  
                      *Department of Psychology, University of Oregon*
- 2007-2008      Visiting Assistant Professor  
                      *Sarah Lawrence College*
- 2007-2008      Postdoctoral Research Associate, Brain Development Laboratory  
                      *Department of Psychology, University of Oregon*
- 2007              Research Fellow, Sackler Institute for Developmental Psychobiology  
                      *Department of Psychiatry, Weill Medical College of Cornell University*
- 2002-2007      Graduate Research Fellow, Brain Development Laboratory  
                      *Department of Psychology, University of Oregon*
- 2001-2002      Research Assistant, Brain Development Laboratory  
                      *Department of Psychology, University of Oregon*
- 2000-2002      Research Linguist, Center for Human-Computer Communication  
                      *Department of Computer Science, Oregon Health & Sciences University / OGI*

## SELECTED AWARDS AND HONORS

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- 2010 Faculty Achievement Award for Excellence in Teaching & Scholarship, Willamette University
- 2007 Beverly Fagot Dissertation Fellowship Award, University of Oregon
- 2006 Student Fellow, Merck Summer Institute for the Biology of Developmental Disabilities, Princeton University
- 2006 Student Travel Award, Society for Neuroscience
- 2006 Best Graduate or Postdoctoral Research, Oregon Society for Neuroscience
- 2004 National Science Foundation Graduate Research Fellow
- 2001 Phi Beta Kappa, Reed College
- 2000 State Finalist, Rhodes Scholarship Competition
- 2000 Outstanding Mentor for Young Women, Awarded by the Advocates for Women in Science, Engineering, and Mathematics organization
- 2000 Reed Grant, Awarded by Reed College
- 2000 Bethinger Humanities Scholarship, Awarded by Reed College
- 2000 Commendation for Academic Excellence, Reed College
- 1999 Einzig Scholarship, Awarded by Reed College
- 1999 Science Achievement Award, Awarded by Multnomah Education Service District
- 1999 Commendation for Academic Excellence, Reed College
- 1998 Barbey Scholarship, Awarded by Reed College
- 1998 Griffith Scholarship, Awarded by Reed College
- 1998 Commendation for Academic Excellence, Reed College
- 1997 Millar Scholarship, Awarded by Millar Trust
- 1997 Reed Grant, Awarded by Reed College
- 1997 Dean's Fellows Award, Awarded by Reed College

## PUBLICATIONS

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### (A) PEER-REVIEWED JOURNAL ARTICLES

Note: \* = undergraduate student co-authors

- Stevens, C.** (in press). Integrating community outreach into the undergraduate neuroscience classroom. *Journal of Undergraduate Neuroscience Education*.
- Stevens, C.,** Harn, B., Chard, D., Currin, J., Parisi, D., & Neville, H. (in press). Examining the role of attention and instruction in at-risk kindergarteners: Electrophysiological measures of selective auditory attention before and after an early literacy intervention. *Journal of Learning Disabilities*.
- Yamada, Y., **Stevens, C.,** Dow, M., & Neville, H. (2011). Emergence of the neural network for reading in five-year-old beginning readers of different levels of preliteracy abilities: An fMRI study. *NeuroImage*, 57, 704-713.
- Stevens, C.,** \*Lauinger, B., & Neville, H. (2009). Vulnerability of selective auditory attention in children from low socio-economic backgrounds. *Developmental Science*, 12, 634-646.

- Stevens, C.,** Fanning, J., Coch, D., Sanders, L., & Neville, H. (2008). Changes in selective auditory attention following computerized language training: ERP evidence from language-impaired and typically developing children. *Brain Research, 1205*, 55-69.
- Stevens, C.,** Sanders, L., & Neville, H. (2006). Neurophysiological evidence for selective auditory attention deficits in children with specific language impairment. *Brain Research, 1111*, 143-152.
- Cromer, L.D., **Stevens, C.,** DePrince, A.P., & Pears, K. (2006) The relationship between executive attention and dissociation in children. *Journal of Trauma & Dissociation, 7*, 135-153.
- Stevens, C.,** & Neville, H. (2006). Neuroplasticity as a double-edged sword: Deaf enhancements and dyslexic deficits in motion processing. *Journal of Cognitive Neuroscience, 18*, 701-714.
- Sanders, L., **Stevens, C.,** Coch, D., & Neville, H. (2006). Selective auditory attention in 3-5-year-old children: An event-related potential study. *Neuropsychologia, 44*, 2126-2138.
- Oviatt, S., **Darves (Stevens), C.,** & Coulston, R. (2004). Toward adaptive conversational interfaces: Modeling speech convergence with animated persons. *ACM Transactions on Computer-Human Communication, 11*, 300-328.

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**(B) MANUSCRIPTS UNDER REVIEW OR IN PREPARATION**

Note: \* = undergraduate student co-authors

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- Neville, H., **Stevens, C.,** Fanning, J., Klein, S., Bell, T., Isbell, E., Pakulak, E. (under review). Preschool training improves behavior, cognition, and brain functions supporting attention.
- Stevens, C.,** Paulsen, D., \*Yasen, A., & \*Mitsunaga, A., & Neville, H. (under review). ERP evidence for attenuated auditory recovery cycles in children with Specific Language Impairment (SLI).
- McCandliss, B., **Stevens, C.,** Beck, I., & Choudhury, A. (in preparation). Treatment-specific effects of tutoring methods focused on decoding vs. comprehension for children with reading disabilities.
- Stevens, C.,** \*McIlraith, A., \*Niermeyer, M., \*Rusk, N., & \*Waller, H. (in preparation). The time-course of single letter processing: An ERP study.

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**(C) BOOK CHAPTERS**

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- Stevens, C.,** & Neville, H. (In press). Las perfiles de desarrollo y plasticidad en neurocognición humanos. In S. Lipina & M. Sigman (Eds.), *Neurociencia y Educación*. [In Spanish]

- Neville, H., **Stevens, C.**, & Pakulak, E. (in press). Interacting experiential and genetic effects on human neurocognitive development. In A. Battro, S. DeHaene, & W. Singer (Eds.), *Neuroscience and Education*.
- Neville, H., Andersson, A., Bagdade, O., Bell, T., Currin, J., Fanning, J., Heidenreich, L., Klein, S., Lauinger, B., Pakula, E., Paulsen, D., Sabourin, L., **Stevens, C.**, Sundborg, S., and Yamada, Y. (2009). How can musical training improve cognition. In S. Dehaene and C. Petit (Eds.). *The Origins of human dialog: Speech and music* (pp. 277-290). Paris: Odile Jacob.
- Stevens, C.**, & Neville, H. (2009). Profiles of development and plasticity in human neurocognition. In M. Gazzaniga (Ed.), *The new cognitive neurosciences IV* (pp. 165-181). Cambridge, MA: MIT Press.
- Neville, H., Andersson, A., Bagdade, O., Bell, T., Currin, J., Fanning, J., Heidenreich, L., Klein, S., Lauinger, B., Pakulak, E., Paulsen, D., Sabourin, L., **Stevens, C.**, Sundborg, S., Wible, B., & Yamada, Y. (2008). Effects of music training on brain and cognitive development in under-privileged 3- to 5-year-old children: Preliminary results. In C. Ashbury and B. Rich (Eds.). *Learning, arts, and the brain* (pp. 105-116). New York: Dana Press.
- Stevens, C.**, & Awh, E. (2007). Commentary: Specificity, mechanisms, and timing in the study of spatial cognition. In J. Plumert & J.P. Spencer (Eds.), *The Emerging Spatial Mind* (pp. 362-371). New York: Oxford University Press.
- Oviatt, S., **Stevens (Darves), C.**, Coulston, R., Xiao, B., Wesson, M., Girand, C., & Mellander, E. (2005). Speech convergence with animated personas. In W. Minker, D. Bühler, & L. Dybkjær (Eds.), *Spoken multimodal human-computer dialogue in mobile environments* (pp. 379-397). Dordrecht: Springer.
- Stevens (Darves), C.**, & Oviatt, S. (2004). Talking to digital fish: Designing effective conversational interfaces for educational software. In C. Pelachaud, & Z. Ruttkay (Eds.), *From brows to trust: Evaluating embodied conversational agents* (pp. 271-292). Kluwer Academic Publishers.

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**(D) PUBLISHED ABSTRACTS, CONFERENCE PROCEEDINGS, AND POSTERS**

Note: \* = undergraduate student co-authors

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- Stevens, C.**, & \*McIlraith, A. (2011). The time course of single letter processing: N170 and rhyme effects. *Poster presented at the annual meeting of the Cognitive Neuroscience Society. April: San Francisco, CA.*
- Stevens, C.**, Fanning, J., Klein, S. & Neville, H. (2010). Development and comparison of two models of preschool attention training. *Poster presentation at the Institute for Education Sciences. June: National Harbor, MD.*
- Stevens, C.**, Paulsen, D, \*Mitsunaga, L., \*Yasen, A., & Neville, H. (2010). ERP evidence for attenuated auditory recovery cycles in children with Specific Language Impairment (SLI). *Poster presented at the annual meeting of the Cognitive Neuroscience Society. March: Montreal, Canada.*

- Bell, T., **Stevens, C.**, & Neville, H. (2010). Independent effects of serotonin and dopamine polymorphisms on processing of attended and unattended auditory information in an event-related potential paradigm. *Poster presented at the annual meeting of the Cognitive Neuroscience Society. March: Montreal, Canada.*
- Stevens, C.**, Fanning, J., Klein, S., Currin, J & Neville, H. (2009). Development and preliminary comparison of two models of preschool attention training. *Poster presented at the Institute of Education Sciences. June: Washington, DC.*
- Harn, B., **Stevens, C.**, Chard, D., Yamada, Y. & Neville, H. (2009). Examining the neurocognitive impact of the Early Reading Intervention on kindergarteners at-risk for reading difficulties: The role of instruction on attention development. Poster presented at the *Pacific Coast Reading Conference. San Diego, CA.*
- \*Lindenbach, D., **Stevens, C.**, Currin, J., Bell, T., & Neville, H. (2009). Polymorphisms affecting dopaminergic activity predict spontaneous blink rate in young children. *Poster presented at the annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.*
- Currin, J., Fanning, J., **Stevens, C.**, & Neville, H. (2009). Parent training interventions enhance selective auditory attention in 2- to 5- year-old children. *Poster presented at the annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.*
- Neville, H., Pakulak, E., Bell, T., Dow, M., Hale, L., Karns, C., Paulsen, D., Sanders, L., **Stevens, C.**, Wible, B., & Yamada, Y. (2009). Changing brains: A video program for parents, educators, policy-makers: Anyone who cares for children. *Poster presented at the annual meeting of the Society for Neuroscience, Chicago, IL.*
- Stevens, C.**, Currin, J., Paulsen, D., Harn, B., Chard, D., Larsen, D., Parisi, D., & Neville, H. (2008). Kindergarten children at-risk for reading failure: electrophysiological measures of selective auditory attention before and after the Early Reading Intervention. *Poster presented at the annual meeting of the Cognitive Neuroscience Society.*
- Yamada, Y., **Stevens, C.**, Sabourin, L., Klein, S., Dow, M., Harn, B., Chard, D., Parisi, D., Larsen, D., & Neville, H. (2008). Changes in cortical activations during visual letter processing in kindergarteners: A longitudinal fMRI study. *Poster presented at the annual meeting of the Cognitive Neuroscience Society.*
- Bell, T., Batterink, L., Currin, J., **Stevens, C.**, & Neville, H. (2008). Genetic influence on selective auditory attention as indexed by ERPs. *Cognitive Neuroscience Society.*
- Stevens, C.**, Fanning, J., & Neville, H. (2007). Changes in children's selective auditory attention following computerized language training: Electrophysiological evidence. *Society for Research on Child Development.*
- Stevens, C.**, Sanders, L., & Neville, H. (2006). Mechanisms of selective auditory attention are both deficient and remediable in children with specific language impairment: Evidence from event-related brain potentials. *Society for Neuroscience Abstracts.*
- Dow, M.W., \*Scott, G.D., **Stevens, C.**, & Neville, H.J. (2006). Functional magnetic resonance imaging (fMRI) evidence for distributed visual neuroplasticity in congenitally deaf humans. *Society for Neuroscience Abstracts.*

- Stevens, C., Sanders, L., Andersson, A., & Neville, H. (2006)** Vulnerability and plasticity of selective auditory attention in children: Evidence from language-impaired and second-language learners. *Cognitive Neuroscience Society*.
- \***Lauinger, B., Stevens, C., Sanders, L., & Neville, H. (2006)**. An ERP study of selective auditory attention in young children: Does maternal education make a difference? *Cognitive Neuroscience Society*.
- Wible, B., Sanders, L., Darves-Stevens, C., & Neville, H. (2005)**. Auditory refractory ERP responses modulated by acoustic, phonological, and attention parameters. *Cognitive Neuroscience Society, 12*, 213.
- Stevens (Darves), C., Sanders, L., Stewart, L., & Neville, H. (2005)**. Selective auditory attention in typically developing and language-impaired children as indexed by ERPs. *Cognitive Neuroscience Society, 12*, 60.
- Stevens (Darves), C., & Neville, H. (2004)**. Two sides of neural plasticity in the dorsal visual pathway: Evidence from deaf, dyslexic, and control adults. *Cognitive Neuroscience Society, 11*, 117.
- Stevens (Darves), C., Rueda, M.R., Stevens, E.L., Marrocco, R., & Neville, H. (2003)**. Attentional network differences among deaf, dyslexic, and control adults. *Society for Neuroscience Abstracts*.
- Oviatt, S.L., Coulston, R. & Stevens (Darves), C. (2003)**. Predicting children's hyperarticulate speech during human-computer error resolution. [Abstract]. *Journal of the Acoustical Society of America, 113*, 2296.
- Oviatt, S., Stevens (Darves), C., & Coulston, R. (2005)**. Toward adaptive conversational interfaces: Modeling speech convergence with animated personas. *Transactions on Computer-Human Interaction (TOCHI), 11*, 300-328.
- Stevens (Darves), C., & Oviatt, S. (2002)**. Adaptation of users' spoken dialogue patterns in a conversational interface. In J. Hansen & B. Pellom (Eds.), *Proceedings of the International Conference on Spoken Language Processing* (pp. 561-564), Denver: Casual Prod. Ltd.
- Coulston, R., Oviatt, S., & Stevens (Darves), C. (2002)**. Amplitude convergence in children's conversational speech with animated personas. In J. Hansen & B. Pellom (Eds.), *Proceedings of the International Conference on Spoken Language Processing* (pp. 2689-2692), Denver: Casual Prod. Ltd.
- Stevens (Darves), C., Oviatt, S., & Coulston, R. (2002)**. The impact of auditory embodiment on animated character design. *Proceedings of the International Joint Conference on Autonomous Agents and Multi-agent systems (AAMAS 2002), Embodied Agents Workshop*.

## PRESENTATIONS

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### (A) SLIDE PRESENTATIONS AT PROFESSIONAL CONFERENCES

Note: \* = undergraduate student co-authors

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**Stevens, C., Fanning, J., & Neville, H.** June 2010. Comparing two comprehensive models of preschool attention training. *Invited slide presentation at the Institute for Education Sciences. National Harbor, MD.*

**Stevens, C., & Neville, H.** May 2010. Selective attention in early childhood: Development, vulnerability, and opportunities for enhancement. *Slide presentation at the Association for Psychological Sciences. Boston, MA.*

**Stevens, C., Fanning, J., & Neville, H.** May, 2010. Development and comparison of two models of preschool attention training: Methodological considerations in intervention research. *Slide presentation at the Association for Psychological Sciences. Boston, MA.*

**Stevens, C.** March, 2010. Neuroscience outreach: Practical suggestions for moving from the ivory tower to the community. *Slide presentation at the Oregon Society for Neuroscience. McMinnville, OR.*

**Stevens, C., \*Lauinger, B., & Neville, H.** April 2009. Differences in the neural mechanisms of selective attention in children from different socioeconomic backgrounds. *Slide presentation at the Society for Research on Child Development, Denver, CO.*

**Stevens, C. & Neville, H.** June 2008. Experience shapes human brain development and function: A framework for planning interventions for children at-risk for school failure. *Slide presentation at the International Conference on Language Processing, Montreal, Canada.*

**Stevens, C. & Neville, H.** February 2008. Experience shapes human brain development and function: A framework for planning interventions for children at-risk for school failure. *AAAS, Boston, MA.*

**Stevens, C., Sanders, L., & Neville, H.** March 2006. Selective auditory attention is both deficient and remediable in children with specific language impairment: Evidence from event-related brain potentials. *Slide presentation at the Annual meeting of Oregon chapter of the Society for Neuroscience, Lincoln City, OR.*

Recipient of the ‘Dendrite Award’ for outstanding research by a graduate student or post-doctoral fellow

**Stevens, C.** September 2005. Two sides of plasticity: Enhancements and deficits. *IX Slide presentation at the International Conference on Cognitive Neuroscience (ICON-9). Havana, Cuba.*

**Oviatt, S.L., Coulston, R. & Stevens (Darves), C.** April 2003. Predicting children's hyperarticulate speech during human-computer error resolution. *Conference of the Acoustical Society of America, April 2003 (Invited presentation for special session on "Special Speech Registers")*

**Stevens (Darves), C. & Oviatt, S.** September 2002. Adaptation of Users' Spoken Dialogue Patterns in a Conversational Interface. *Slide presentation at the International Conference on Spoken Language Processing (ICSLP)*. Denver, CO.

**Stevens (Darves), C., Oviatt, S., & Coulston, R.** (2002). The impact of auditory embodiment on animated character design. *Slide presentation at the International Joint Conference on Autonomous Agents and Multi-agent systems (AAMAS 2002), Embodied Agents Workshop*. Bologna, Italy.

## **(B) SELECTED INVITED TALKS**

- 2011 *Vanderbilt University Peabody College, Developmental Group, Nashville, TN.*  
 2011 *University of Michigan, Institute for Social Research, Ann Arbor, MI.*  
 2010 *Institute of Education Sciences Conference (invited), National Harbor, MD.*  
 2009 *Willamette University, Parent & Family Weekend Mini-University, Salem, OR.*  
 2009 *University of Grenada, Laboratorio de Desarrollo del Cerebro, Grenada, Spain.*  
 2008 *World Bank, Early Childhood Development Team, Washington, DC.*  
 2008 *Sarah Lawrence College, Interdisciplinary Science Group, Bronxville, NY.*  
 2007 *Rutgers University, Rutgers, NJ.*

## **GRANT SUPPORT**

### *External*

2004 – 2007    \$111,500    Graduate Research Fellowship, National Science Foundation

### *Internal*

2011            \$6,000        Interdisciplinary Human Sciences Initiative (Willamette Univ)  
 Research project support  
 Students: M. Niermeyer, N. Rusk, & H. Waller

2009            \$18,500       Science Collaborative Research Program (Willamette Univ)  
 Summer research support for students & faculty  
 Students: A. Yasen, & L. Mitusunaga

2009            \$6,000        Wilson Scholars Program in Biology (Willamette Univ)  
 Summer research support for student  
 Student: A. McIlraith

**UNDERGRADUATE TEACHING**

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Instructor:	PSY-355	Cognitive Neuroscience (3x, Willamette University)
	PSY-210	Introduction to Psychology (7x, Willamette University)
	PSY-253	Advanced Statistics with Lab (Willamette U)
	PSY-303	Research Methods Laboratory (University of Oregon)
	PSY-370	Language & Literacy Acquisition (Willamette U)
	PSY-430	Senior Seminar: Language, Mind, & Brain (Willamette U)
	PSY-436	Human Performance (2x, University of Oregon)
	N/A	Language, Mind, & Brain (Sarah Lawrence College)
	N/A	Brain and Early Experience (Sarah Lawrence College)
	IDS-101	Freshman Colloquium: Poverty & Public Policy (Willamette U)

**UNDERGRADUATE RESEARCH ASSISTANTS SUPERVISED (\* = WILLAMETTE U. STUDENT)**

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- \*Madison Niermeyer
- \*Neal Rusk
- \*Hannah Waller
- \*Autumn McIlraith (2009, currently PhD student at Univ of Nebraska - Lincoln)
- \*Leila Mitsunaga (2009, currently in JET program in Japan)
- \*Alia Yasen (2009, currently MS student at U Oregon)
- \*David Lindenbach (2008-09, currently PhD student at SUNY)
- Brittni Lauinger (2003-06, MS School Psychology, U Illinois, 2008)
- Lisa Force (2003-06, MD, Boston University School of Medicine, 2011)
- Marie Valle (2005)
- Erin Stevens (2002, MSW, Smith College, 2008)

**UNDERGRADUATE THESIS COMMITTEES**

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Molly Enzminger (2011, honors designation in Psychology), Thesis Committee Member

*“The effects of neglect on the emotional development of preschoolers and the benefits of intervention programs”*

Autumn McIlraith (2010, honors designation in Biology), Thesis Co-Chair

*“The time-course of single letter processing: An investigation using event-related brain potentials in adult English-speakers”*

Leila Mitsunaga (2010, honors designation in Psychology), Thesis Committee Member  
*“The effect of temporal context on the survival processing advantage in free-recall memory”*

Hayley Freedman (2009, honors designation in Psychology), Thesis Committee Member  
*“Improving outcomes for adults with Asperger Syndrome: The case for federally mandated strengths-based case management”*

Brittini Lauinger (2006, honors designation in Psychology), Thesis Co-Chair  
*“Selective auditory attention in children: Does maternal education make a difference? An ERP study.”*

### **COMMUNITY OUTREACH AND K-12 TEACHING EXPERIENCE**

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- 2008– Curr Guest speaker (students or self) at K-12 classrooms (17 visits to date), Salem OR.
- 2006 Volunteer reading assistant, Start Making a Reader Today program, Adams Elementary and Hillside Alternative School, Eugene, OR.
- 2005 Representative to area high schools, APA Decade of Behavior, Eugene, OR.
- 2003 Volunteer teacher aide, New Roads School for Homeless Youth, Eugene, OR.
- 2002-2006 Guest speaker at local K-12 schools (16 classroom visits)  
Brain Development Lab Community Outreach Group, Eugene, OR.
- 1998-2001 Speech & Debate Coach, Gresham High School. Gresham, OR.  
Head Coach: 1999-2000; Assistant Coach 1998-99, 2000-2001  
Students earned state championships and qualified for the national tournament.
- 2000 Program Coordinator, Advocates for Women in Science, Engineering, & Mathematics, Portland, OR.
- 1997-2000 Science Instructor, Brooklyn-WinterHaven Girls’ Middle School Science Club, Advocates for Women in Science, Engineering, & Mathematics, Portland, OR.

### **DEPARTMENTAL & UNIVERSITY SERVICE**

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- 2009-11 Admissions Committee, Willamette University
- 2009-10 Psychology Search Committee (Personality Psychology, Willamette University)
- 2009-10 CLA Dean’s Search Committee, Willamette University
- 2004-05 Graduate Representative to the Faculty (peer-elected), Univ. of Oregon
- 2003-05 Graduate Admissions Committee (2 years of service), Univ. of Oregon
- 2003-04 Faculty Search Committee (student representative), Univ. of Oregon
- 2003-06 Undergraduate Education Committee (3 years of service), Univ. of Oregon

## **SELECTED MEDIA COVERAGE OF RESEARCH**

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- Interviews British Broadcasting Company, Naked Scientists: Science Radio, Die Zeit (Germany)
- Radio *Life on Earth* (NPR), *WBAI* (New York City), *KCSN* (California State, Northridge)
- Television *KGW News* (Portland), *KMTR News* (Eugene)
- Press Science Magazine, Chronicle of Higher Education, New York Times, Financial Times, UK Times Online, Washington Times, UK Daily Mail, WebMD, UPI

## **AD HOC REVIEWER**

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- Journals: Behavioral & Brain Functions; Biological Psychiatry; Brain; Cerebral Cortex; Cortex; Developmental Cognitive Neuroscience; Developmental Science; Neuropsychologia; Journal of Child Psychology and Psychiatry; Journal of Experimental Child Psychology; Neuropsychology; Social Science & Medicine
- Book Publishers: American Psychology Association Press; Oxford University Press; Palgrave McMillan; Lawrence Erlbaum & Associates
- Granting Agencies: Israel-United States Binational Science Foundation

## **SOCIETY MEMBERSHIPS**

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- American Psychological Society
- Cognitive Neuroscience Society
- Society for Research on Child Development
- Society for Neuroscience
- Phi Beta Kappa