

STEPHANIE N. DEL TUFO, PH.D.

Current Position

Assistant Professor, University of Delaware
Interdisciplinary Neuroscience Graduate (ING) Program
College of Education and Human Development
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Expertise. My interdisciplinary research is focused on understanding the neurobiological and neurochemical basis of individual differences in language, learning, and literacy. As the head of the Developmental and Aging Neuroscience Education (DANE) laboratory (<http://sites.udel.edu/danelaboratory/>) at the University of Delaware, my mission is to inspire learning, increase equity, alleviate disparities, and strengthen communities through literacy.

Education

Ph.D. Department of Psychological Sciences, University of Connecticut, Storrs, CT (2016)
M.A. Department of Psychology, University of Connecticut, Storrs, CT (2015)
B.A. Neuroscience & Chemistry, Smith College, Northampton, MA (2008)

Employment

University of Delaware, Interdisciplinary Neuroscience Graduate Program
Assistant Professor (2020 - present)

University of Delaware, Department of Education and Human Development
Assistant Professor (2019 - present)

Vanderbilt University, Peabody College of Education and Human Development & Vanderbilt Brain Institute
Postdoctoral Fellow (2016 - 2019) – PI: Laurie E. Cutting, Ph.D.

Yale University School of Medicine, Haskins Laboratories
Graduate Researcher (2011 - 2016) – PI: Kenneth R. Pugh, Ph.D.

Massachusetts Institute of Technology, Department of Brain and Cognitive Sciences
Technical Research Assistant (2008 - 2011) – PI: John D. E. Gabrieli, Ph.D.

RESEARCH ACTIVITIES

Published Peer Reviewed Manuscripts

**Indicates a mentee*

- *Turski, T. & **Del Tufo, S.N.** (2022). Relational uncertainty: Does parental perception of adopted children's academic success change over time? *Early Childhood Research Quarterly*, 61(4), 36-46.
<https://doi.org/10.1016/j.ecresq.2022.05.003>
- *Pickren, S.E., *Stacy, M., **Del Tufo, S.N.**, Spencer, M. & Cutting, L.E. (2022). The contribution of text characteristics to reading comprehension: Investigating the influence of text emotionality. *Reading Research Quarterly*, 57(2), 649-667.
<https://doi.org/10.1002/rrq.431>
- *Shen, Y. & **Del Tufo, S.N.** (2022). Bilingual parent-child shared book reading mediates the impact of socioeconomic status on heritage language learners' emergent literacy. *Early Childhood Research Quarterly*, 59, 254-264. <https://doi.org/10.1016/j.ecresq.2021.12.003>
- *Shen, Y. & **Del Tufo, S.N.** (2022). The influence of orthographic depth on multilinguals' neural networks. *Neuropsychologia*, 164, 108095. <https://doi.org/10.1016/j.neuropsychologia.2021.108095>
- Earle, F.S. & **Del Tufo, S.N.** (2021). Literacy-supporting skills in college students with specific-reading comprehension deficit and developmental language disorder. *Annals of Dyslexia*, 71(2), 282-298. <https://doi.org/10.1007/s11881-020-00211-z>
- *Saha, N., Cutting, L.E., **Del Tufo, S.N.**, & *Bailey, S.K. (2021). Initial validation of a measure of decoding difficulty as a unique predictor of miscues and passage reading fluency. *Reading & Writing: An Interdisciplinary Journal*, 34(2), 497-527. <https://doi.org/10.1007/s11145-020-10073-x>

- *Nguyen, T.Q., **Del Tufo, S.N.**, & Cutting, L.E. (2020). Readers recruit executive functions to self-correct miscues in oral reading fluency. *Scientific Studies of Reading*, 24(6), 462-483. <https://doi.org/10.1080/10888438.2020.1720025>.
- Wang, K., Banich, M.T., Reineberg, A., Willcutt, W., Cutting, L.E., **Del Tufo, S.N.**, Thompson, L., Opfer, J., Kanayet, F., Lu, Z-L., & Petrill, S.A. (2020). Left posterior prefrontal regions support domain-general executive processes needed for both reading and math. *Journal of Neuropsychology*, 14, 467-495. <https://doi.org/10.1111/jnp.12201>.
- Del Tufo, S.N.**, & Earle, F.S. (2020). Skill profiles of college students with a history of developmental language impairment and/or reading deficits. *Journal of Learning Disabilities*, 53(3), 228-240. <https://doi.org/10.1177/0022219420904348>.
- Earle, F.S., **Del Tufo, S.N.**, Evans, T.M., Lum, J.A.G., Cutting, L.E., & Ullman, M.T. (2020). Domain-general learning and memory substrates of reading acquisition. *Mind, Brain, and Education*, 14(2), 176-186. <https://doi.org/10.1111/mbe.12234>.
- Del Tufo, S.N.**, Earle, F.S., & Cutting, L.E. (2019). The impact of expressive language development on the left inferior longitudinal fasciculus on listening and reading comprehension. *Journal of Neurodevelopmental Disorders: Special Issue on White Matter and Neurodevelopmental Disorders*, 11(1), 1-37. <https://doi.org/10.1186/s11689-019-9296-7>.
- *Aboud, K.S., *Bailey, S.K., **Del Tufo S.N.**, & Cutting, L.E. (2019). Fairy Tales versus facts: Genre matters in the developing brain. *Cerebral Cortex*, 29(11), 4877-4888. <https://doi.org/10.1093/cercor/bhz025>.
- *Saha, N., **Del Tufo, S.N.**, & Cutting, L.E. (2019). Learning lexical information depends upon task, learning approach, and reader subtype. *Journal of Learning Disabilities*, 52(6), 442-255. <https://doi.org/10.1177/0022219419862266>.
- Wang, K., Banich, M.T., Leopold, D., Reineberg, A., Willcutt, E., Cutting, L.E., **Del Tufo, S.N.**, Thompson, L., Opfer, J., Kanayet, F., Lu, Z-L., & Petrill, S. (2019). Characterizing and decomposing the neural correlates of individual reading ability among adolescents with task-based fMRI. *Developmental Cognitive Neuroscience*, 37, 100647. <https://doi.org/10.1016/j.dcn.2019.100647>.
- Del Tufo, S.N.**, Frost, S.J., Hoeft, F., Cutting, L.E., Molfese, P.J., Mason, G.F., Rothman, D.L., Fulbright, R.K., & Pugh, K.R. (2018). Neurochemistry predicts convergence of written and spoken language: A proton magnetic resonance spectroscopy study of cross-modal language integration. *Frontiers in Psychology*, 9, 1507. <https://doi.org/10.3389/fpsyg.2018.01507>.
- Perrachione, T.K., **Del Tufo, S.N.**, Winter, R., Murtagh, J., Cyr, A., Chang, P., Halverson, K., Gosh, S.S., Christodoulou, J.A., & Gabrieli, J.D.E. (2016). Dysfunction of rapid neural adaptation in dyslexia. *Neuron*, 92, 1383-1397. <https://doi.org/10.1016/j.neuron.2016.11.020>.
- Pugh, K.R., Frost, S.J., Rothman, D.L., Hoeft, F., **Del Tufo, S.N.**, Mason, G.F., Molfese, P.J., Mencl, E., Grigorenko, E., Landi, N., Preston, J.L., Jacobson, L., Seidenberg, M.S., & Fulbright, R.K. (2014). Glutamate and choline levels predict individual differences in reading ability in emergent readers. *Journal of Neuroscience*, 34(11), 4082-4089. <https://doi.org/10.1523/JNEUROSCI.3907-13.2014>.
- Christodoulou, J.A., **Del Tufo, S.N.**, Lymberis, J., Saxler, P.K., Ghosh, S.S., Triantafyllou, C., Whitfield-Gabrieli, S., & Gabrieli, J.D.E. (2014). Brain basis of reading fluency in typical reading and impaired fluency in dyslexia. *PLoS One*, 9(7), e100552. <https://doi.org/10.1371/journal.pone.0100552>.
- Del Tufo, S.N.**, & Myers, E.B. (2014). Phonemic restoration in developmental dyslexia. *Frontiers in Neuroscience*, 8(134) 1-11. <https://doi.org/10.3389/fnins.2014.00134>.
- Christodoulou, J.A., Barnard, M., **Del Tufo, S.N.**, Katzir, T., Gabrieli, J.D.E., & Chang, B.S. (2013). Integration of gray matter nodules into functional cortical circuits in periventricular heterotopia. *Epilepsy and Behavior*, 29(2), 400-406. <https://doi.org/10.1016/j.yebeh.2013.08.028>.
- Christodoulou, J.A., Walker, L.M., **Del Tufo, S.N.**, Katzir, T., Gabrieli, J.D.E., Whitfield-Gabrieli, S., & Chang, B.S. (2012). Abnormal structural and functional connectivity in gray matter heterotopia. *Epilepsia*, 53(6), 1024-1032. <https://doi.org/10.1111/j.1528-1167.2012.03466.x>.
- Perrachione, T.K., **Del Tufo, S.N.**, & Gabrieli, J.D.E. (2011). Human voice recognition depends on language ability. *Science*, 333(6042), 595. <https://doi.org/10.1126/science.1207327>.
- Adams, J.B., & **Del Tufo, S.N.** (2008). Why well-rounded children excel: Exercise is crucial to cognitive development. *The Reporter: Journal of the NJ Association for Health, Physical Education, Recreation, and Dance*, 79(1), 12-14.

Published Book Chapters

Del Tufo, S.N., & Pugh, K.R. (2015). Integrating neurobiological findings in search of a neurochemical “signature” of dyslexia. In P. McCardle & C. Connor (Ed.), *Reading Intervention: From Research to Practice to Research*. Baltimore, MD: Brookes Publishing.

Christodoulou, J.A., Saxler, P.K., & **Del Tufo, S.N.** (2013). New frontiers in education neuroscience. In A. Holliman (Eds.), *The Routledge Companion to Educational Psychology*. New York, NY: Routledge Publishing.

Published Handbook

Del Tufo, S.N., Mouza, C., Trevett-Smith, M., Muravchick, R., & Larkin, S. (2021). *Helping instructors teach students how to learn: A Center for Teaching & Assessment of Learning handbook*. <http://www.udel.edu/008466>

CITATIONS: 653 | H-INDEX: 10 | iH-INDEX: 10

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Google Scholar: <https://scholar.google.com/citations?user=eMi5N90AAAAJ&hl=en&oi=ao>

MyNCBI: https://www.ncbi.nlm.nih.gov/myncbi/stephanie.del_tufo.1/bibliography/public/

Awards and Honors

- 2021 NIH Early Career Reviewer (ECR) Program (acceptance)
- 2020 UD NSF CAREER Academy (acceptance/attendee)
- 2019 NIH/NIMHD Health Disparities Research Institute (acceptance/attendee)
- 2016 Isabelle Y. Liberman Scholarship, University of Connecticut & Haskins Laboratories
- 2016 David Zeaman Memorial Scholarship, University of Connecticut
- 2016 Graduate Travel Award, University of Connecticut
- 2015 Haskins Laboratories AFNI Bootcamp (attendee)
- 2014 Acoustic Society of America Graduate Student First Place Poster Award
- 2014 UCLA Semel Advanced MRI Summer Program (acceptance/attendee)
- 2013 Psi Chi: The International Honor Society in Psychology (inducted membership)
- 2008 Sigma Xi: The Scientific Research Honor Society (inducted membership)

Active Intramural and Extramural Grant Support

AERA-NSF Dissertation Grant Shen (PI) 01/01/22 – 08/31/22

Intrinsic functional connectivity: What is the relation between a heritage language and the neurobiological correlates of emergent English reading?

This graduate student led dissertation grant aims to understand the neurobiological mechanisms underlying the relation between bilingualism and biliteracy.

Role: Mentor

NIH/NICHD R03 HD104051 Del Tufo (PI) 08/01/21 – 07/31/23

Neurobiology of Reading Compensation

The purpose of this grant proposal is to determine, and predict, the intra-individual impact of neurobiological compensatory mechanisms on reading development.

Role: PI

Spencer Foundation Conference Grant Del Tufo (PI) 02/01/21 – 01/31/23

The Intersection of Racial Equity and Time-Series Methods.

The overall purpose of this conference is to advance racial equity in education through an innovative research method.

Role: PI

NIH/NIE R01 EY029266 Schneider (PI) 07/01/21 - 06/30/2023

Directly Testing the Magnocellular Theory of Dyslexia

The highly controversial magnocellular theory of developmental dyslexia resulted from reports of dysfunction of the magnocellular system of the thalamus. The grant aims use high-resolution functional MRI to measure thalamic functioning.

Role: Co-I

NIH/NICHD R01/R37 HD095519 MERIT Cutting (PI) 09/20/18 – 07/31/28
Early academic achievement and intervention response: Role of executive function.
The purpose of this grant is to determine the neural mechanisms of the overlapping aspects of reading and math skills, thought to be linked via executive function.

Role: Co-I

UDRF-SI - Supplement Del Tufo (PI) 07/21/20 – 10/31/22
Investigating the changes in neuroarchitecture and neurochemistry that result from reading intervention.
This supplement provides funding for a graduate student to conduct dissertation research that overlaps with the current proposal.

Role: PI

UDRF-SI Del Tufo (PI) 11/01/19 – 10/31/23
Investigating the changes in neuroarchitecture and neurochemistry that result from reading intervention.
This Strategic Initiative Grant was awarded by the University of Delaware Research Foundation. The aim of this proposal is to investigate the neuroplasticity resulting from 6-weeks of reading intervention.

Role: PI

Mind Science Foundation Cutting (PI) 10/31/19 – 07/15/22
Resilience: The new face of consciousness.
The overarching goal of this grant is to examine the link between resilience and poverty with a particular focus on the brain as a biological protective factor.

Role: Co-I

Completed Intramural and Extramural Grant Support

NIH COBRE 2P20GM103653-06 Pilot Funds Del Tufo (PI) 08/10/20 – 08/31/21
Intergenerational and transgenerational transmission of literacy.
NIH Center for Biomedical Research Excellence (COBRE) grant is to determine if intergenerational and transgenerational transmission of literacy is seen neurobiologically across three biological generations.

Role: PI

NIH NICHD R01 HD044073 Cutting (PI) 06/05/16 – 07/31/19
Cognitive and neural processes in reading comprehension.
The purpose of this grant is to determine the cognitive and neural correlates of children who have specific deficits in reading comprehension.

Role: Postdoctoral Fellow

BIRC Seed Grant Application Skoe (PI) 09/15/15 – 07/01/16
This grant was awarded by the University of Connecticut Brain Imaging Research Center (BIRC). The purpose of this grant was to obtain pilot data investigating the neuroanatomical basis of typical and impaired complex Auditory Brainstem Responses (cABRs).

Role: Co-I

Open Access Research Grant Del Tufo (PI) 05/01/14 - 06/04/14
This grant was awarded by the University of Connecticut Library Foundation. The purpose of this grant was to provide funds for publication in open access journals.

Role: PI

Invited Talks

Title: Neuroplasticity underlies learning
Authors: **Del Tufo, S.N.**
Date: May 5, 2022
Forum: University of Delaware Research Foundation, Spring Board Meeting
Location: Newark, DE

Title: Delays in expressive language milestones impact academic performance and engagement
Authors: **Del Tufo, S.N.**
Date: February 25, 2022
Forum: Boston University Speech, Language, and Hearing Sciences Colloquium
Location: Virtual

Title: Helping Students “Learn How to Learn”
Authors: **Del Tufo, S.N.**, & Mouza, C.
Date: June 3, 2021
Forum: Summer Institute on Teaching, Faculty Commons Partners at the University of Delaware
Location: Virtual

Title: Intergroup synchronization and adaptation as a function of auditory sensitivity
Authors: Demos, A.P., **Del Tufo, S.N.**, *Ning, E., Marsh, K., Theodore, R., & Chaffin, R.
Date: December 4, 2020
Forum: Center for Language, Music, and Emotion & Poeppel Lab, Max Planck & Poeppel Laboratory
Location: Virtual

Title: The impact of socioeconomic status and early expressive language development on listening and reading comprehension. [Conference cancelled.]
Authors: **Del Tufo, S.N.**, Earle, F.S., & Cutting, L.E.
Date: July 2020
Forum: The Dyslexia Foundation: Extraordinary Brain Symposium XVIII
Location: Guayaquil, Ecuador

Title: Procedural and declarative memory as related to reading development.
Authors: Earle, F.S., Ullman, M., **Del Tufo, S.N.** & Cutting, L.E.
Date: December 13, 2018
Forum: Statistical Learning Workshop
Location: Haskins Laboratories, New Haven, CT

Title: The effect of familial risk of reading disability on white matter development is mediated through socioeconomic status
Authors: **Del Tufo, S.N.** & Cutting, L.E.
Date: May 15, 2017
Forum: Communication Sciences and Communication Disorders Symposium
Location: University of Delaware, Newark, DE

Published Conference Proceedings & Presentations

**Indicates a mentee*

§*Shen, Y. & **Del Tufo, S.N.** (accepted, 2022). *Functional connectivity differences between trilinguals and bilinguals: The role of orthographic depth*. Talk to be presented at the 44th Annual Conference of the Cognitive Science Society (CogSci).

*Shen, Y. & **Del Tufo, S.N.** (accepted, 2022). *Cross-linguistic influence of spoken and written skills among heritage language learners*. Talk to be presented at the 29th Annual Meeting of the Society for the Scientific Study of Reading (SSSR).

*Wheedleton, K. & **Del Tufo, S.N.** (2021). *The blended learning model and elementary literacy instruction: Benefits and best practices*. Talk given at the 2021 Literacy Research Association Annual Conference, Virtual.

*Roche, C., Earle, F.S., & **Del Tufo, S.N.** (2021). *Factors beyond expressive language that lead to the need for speech and language services*. Poster presented at the 2021 American Speech-Language-Hearing Association (ASHA) Convention. Virtual.

- *De La Torre, A., & **Del Tufo, S.N.** (2021). *United State acculturation is linked to academic performance among Mexican and Mexican-American adolescents*. Poster presented at the 2021 Conference of the Society for the Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS), Virtual.
- *Nguyen, T.Q., **Del Tufo, S.N.**, *Pickren, S.E., & Cutting, L.E. (2021). *Relating specific dimensions within the home literacy environment to brain reading network structure in second-grade children*. Poster presented at the 2021 Society for the Neurobiology of Language.
- *Shen, Y., *Gesuelli, K. A. & Del Tufo, S. N. (2021). *The cross-disciplinary relation between home literacy environment and heritage language learners' counting ability*. Poster presented at the 2021 Harvard Trends in Psychology Summit (TiPS).
- *Minacci, S., & Del Tufo, S.N. (2021). *Genetics knowledge impacts complex human behavior*. Poster presented at the 2021 Harvard Trends in Psychology Summit (TiPS).
- Del Tufo, S.N.**, Earle, F.S., & Cutting, L.E. (2021). *Early expressive language and the left inferior longitudinal fasciculus predict comprehension*. Poster presented at the International Association for the Study of Child Language (IASCL) meeting, Virtual.
- *Roche, C., Earle, F.S., & **Del Tufo, S.N.** (2021). *Which factors beyond expressive language delays lead to the receipt of speech and/or language services before age 5?* Poster presented at the 2021 Delaware Neuroscience Symposium, Virtual.
- *Turski, T. & **Del Tufo, S.N.** (2021). *How does parental perception of adoptive children's academic performance change?* Poster presented 2021 Delaware Neuroscience Symposium, Virtual.
- *Minacci, S., & **Del Tufo, S.N.** (2021). *Genes, Brains, and Behavior: Genetic counselors' role in precision medicine*. Poster presented 2021 Delaware Neuroscience Symposium, Virtual.
- *Baran, L., & **Del Tufo, S.N.** (2021). *Sleep disparities in adolescents*. Poster presented 2021 Delaware Neuroscience Symposium, Virtual.
- *Turski, T., & **Del Tufo, S.N.** (2021). *Relational Uncertainty: Do parents' perceptions of their adopted children's academic success change over time?* Poster presented at the Society for Research in Child Development 2021 Biennial Meeting, Virtual.
- *Shen, Y., & **Del Tufo, S.N.** (2021). *Bilingual parent-child shared book reading mediates the impact of socioeconomic status on children's emergent literacy*. Poster presented at the Society for Research in Child Development 2021 Biennial Meeting, Virtual.
- *Shen, Y., & **Del Tufo, S.N.** (2020). *Learning a second language: Intrinsic connectivity from shallow to deep orthography*. Poster presented at the 12th Annual meeting of the Society for the Neurobiology of Language, Philadelphia, PA.
- *Aboud, K.S., *Nguyen, T.Q., **Del Tufo, S.N.**, Chang, K., Zald, D.H., Key, A.F., Landman, B.A., & Cutting, L.E. (2020). *Cortical tracking of rapid meaning processes during language comprehension*. Poster presented at the 12th Annual meeting of the Society for the Neurobiology of Language, Virtual.
- *Aboud, K.S., *Bailey, S.K., **Del Tufo, S.N.**, Barquero, L.A., & Cutting, L.E. (2019). *Fairy tales versus facts: Genre matters to the developing brain*. Poster presented at the annual meeting of the Learning Disabilities Research Centers, Tallahassee, FL.
- *Sachs, L.P., *Pickren, S.E., **Del Tufo, S.N.**, & Cutting, L.E. (2019). *The influence of math anxiety, sex, and reading comprehension on math performance*. Poster presented at Vanderbilt Kennedy Center Science Day, Nashville, TN.
- *D'Archangel, M.A., **Del Tufo, S.N.**, Barquero, L.A., & Cutting, L.E. (2019). *Visuospatial learning in children with Neurofibromatosis Type 1 and reading disability: Navigating a virtual reality water maze*. Poster presented at Vanderbilt Kennedy Center Science Day, Nashville, TN.
- Earle, F.S., **Del Tufo, S.N.**, Evans, T.M., Lum, J.A.G., Cutting, L.E., & Ullman, M.T., (2019). *Learning to read is tied to domain-general memory systems*. Talk presented at the meeting of the Society for the Scientific Study of Reading (SSSR), Toronto, CA.
- *Aboud, K.S., *Bailey, S.K., **Del Tufo, S.N.**, Barquero, L.A., Cutting, L.E. (2019). *Fairy tales versus facts: Genre matters to the developing brain*. Talk presented at the meeting of the Society for the Scientific Study of Reading (SSSR), Toronto, CA.

- *Nguyen, T., **Del Tufo, S.N.**, & Cutting, L.E. (2018). Executive functions and brain structural development support the growth of readers' self-correction probability. Talk presented at the meeting of the Society for the Scientific Study of Reading (SSSR), Brighton, UK.
- Del Tufo, S.N.** & Cutting, L.E. (2017). *Mediating the genetic influence of reading ability: A longitudinal neuroimaging investigation*. Talk presented at the meeting of the Society for the Scientific Study of Reading (SSSR), Nova Scotia, CA.
- *Nguyen, T., **Del Tufo, S.N.**, & Cutting, L.E. (2017). *Literacy environments differentially influence brain structural covariance*. Poster presented at the meeting of the Society for the Neurobiology of Language (SNL), Baltimore, MD.
- *Saha N., **Del Tufo, S.N.**, & Cutting, L.E. (2017) *Differential contributions of specific executive functions to word versus comprehension level reading*. Poster presented at the meeting of the Society for the Scientific Study of Reading (SSSR), Nova Scotia, CA.
- *Nguyen, T., **Del Tufo, S.N.**, & Cutting, L.E. (2017). *Are different types of miscues during oral passage reading related to executive functioning?* Poster presented at the meeting of the Society for the Scientific Study of Reading (SSSR), Nova Scotia, CA.
- Del Tufo, S.N.** & Cutting, L.E. (2017). *Investigating the relationship between socioeconomic status, reading ability and white matter: A longitudinal investigation*. Poster presented at the meeting of the Cognitive Neuroscience Society (CNS), San Francisco, CA.
- *Nguyen, T., **Del Tufo, S.N.**, & Cutting, L.E. (2017). *Phonics instruction mediates the relationship between brain structural development and reading performance*. Poster presented at the meeting of the Cognitive Neuroscience Society (CNS), San Francisco, CA.
- Del Tufo, S.N.** (2016). *The Hyperplasticity Theory: A new mechanism for investigating developmental dyslexia*. Poster presented at the meeting of The Dyslexia Foundation: Extraordinary Brain Symposium XV, St. Croix, US Virgin Islands.
- Del Tufo, S.N.**, Myers, E.B., *Speed, M., & Skoe, E. (2016). *Changes in the complex auditory brainstem responses induced by training on a perceptual learning for speech task*. Poster presented at the meeting of the Cognitive Neuroscience Society (CNS), New York, NY.
- Earle, F.S., **Del Tufo, S.N.**, *Speed, M., & Myers, E.B. (2016). *Phonemic restoration in adults with specific language impairment*. Poster presented at the meeting of the Cognitive Neuroscience Society (CNS), New York, NY.
- Demos, A.P., **Del Tufo, S.N.**, Marsh, K.L., Theodore, R.M., & Chaffin, R. (2015). *Intentional and spontaneous interpersonal synchronization in dyslexia*. Presented at the Auditory Perception, Cognition, and Action Meeting (APCAM), Chicago, IL.
- Del Tufo, S.N.**, & Myers, E.B. (2014). *Phonemic restoration in developmental dyslexia*. Poster presented at the meeting of the Society for the Scientific Study of Reading (SSSR), Santa Fe, NM.
- Del Tufo, S.N.**, Noyes, J., Sylvia, R., Montanaro, S., & Theodore, R.M. (2014). *Locus of phonological deficits in adults with dyslexia*. Poster presented at the meeting of the Acoustic Society of America (ASA), Providence, RI.
- Del Tufo, S.N.**, Frost, S.J., Molfese, P.J., Fulbright, R.K., Rothman, D.L., Mason, G.F., Mencl, E., Landi, N., Hoeft, F., & Pugh, K.R. (2014). *Neurochemical basis of reading ability in emergent readers*. Poster presented at the meeting of the Cognitive Neuroscience Society (CNS), Boston, MA.
- Demos, A.P., **Del Tufo, S.N.**, Marsh, K.L., Chaffin, R., & Theodore, R.M. (2014). *Spontaneous interpersonal synchronization in dyslexia*. Poster presented at the meeting of the Cognitive Neuroscience Society (CNS), Boston, MA.
- Del Tufo, S.N.**, Mesite, L., & Myers, E.B. (2013). *Structural plasticity resulting from phonetic category training*. Poster presented at the meeting of the Cognitive Neuroscience Society (CNS), San Francisco, CA.
- Mesite, L., **Del Tufo, S.N.**, & Myers, E.B. (2013). *Neural correlates of intensive non-native phonetic category training*. Poster presented at the meeting of the Cognitive Neuroscience Society (CNS) San Francisco, CA.
- Eddy, M., Grainger, J., Holcomb, P.H., **Del Tufo, S.N.**, & Gabrieli, J.D.E. (2012). *ERP masked pseudohomophone and transposed-letter priming effects in children and adults*. Poster presented at the meeting of the Psychonomics Society, Minneapolis, MN.

- Christodoulou, J.A., Kieffer, M., Bloomfield, A., **Del Tufo, S.N.**, Saxler, P.K., Lymberis, J., Cosman, S., Geiger, G., & Gabrieli, J.D.E. (2012). *Time to read: Relationships between rapid naming automaticity, word fluency, and text fluency and reading comprehension*. Poster presented at the meeting of the Society for the Scientific Study of Reading (SSSR), Montreal, Canada.
- Eddy, M., Grainger, J., Holcomb, P.H., **Del Tufo, S.N.**, & Gabrieli, J.D.E. (2012). *Masked orthographic and phonological priming in fMRI*. Poster presented at the meeting of the Cognitive Neuroscience Society (CNS), Chicago, IL.
- King-Blackburne, L., Eddy, M., Kalra, P., Yee, D., **Del Tufo, S.N.**, Sinha, P., & Gabrieli, J.D.E. (2012). *Neural correlates of letter reversal in children and adults*. Poster presented at the meeting of the Cognitive Neuroscience Society (CNS), Chicago, IL.
- Del Tufo, S.N.**, Christodoulou, J.A., Lymberis, J., Saxler, P.K., & Gabrieli, J.D.E. (2011). *Neural correlates of reading fluency development*. Poster presented at the meeting of the Cognitive Neuroscience Society (CNS), San Francisco, CA.
- Christodoulou, J.A., **Del Tufo, S.N.**, Lymberis, J., Saxler, P.K., & Gabrieli, J.D.E. (2011). *Neural systems supporting text reading fluency in dyslexia*. Poster presented at the meeting of the Cognitive Neuroscience Society (CNS), San Francisco, CA.
- Eddy, M., Grainger, J., Holcomb, P.H., **Del Tufo, S.N.**, & Gabrieli, J.D.E. (2011). *fMRI masked transposed letter repetition suppression and visual word form area localization*. Poster presented at the meeting of the Society for the Neurobiology of Language, Annapolis, MD.
- §Perrachione, T.K., **Del Tufo, S.N.**, Ghosh, S.S., Shattuck-Hufnagel, S., & Gabrieli, J.D.E. (2011). *Phonetic variability in speech perception and the phonological deficit in dyslexia*. Presented at the meeting of the International Congress of Phonetic Sciences (ICPhS), Hong Kong, China.
- Christodoulou, J.A., Walker, L.M., **Del Tufo, S.N.**, Whitfield-Gabrieli, S., & Gabrieli, J.D.E. (2011). *Gray matter heterotopia in a brain malformation are functionally connected to overlying cortex*. Poster presented at the meeting of the American Neurological Association (ANA), San Diego, CA.
- Perrachione, T.K., **Del Tufo, S.N.**, & Gabrieli, J.D.E. (2011). *Dysfunction of rapid cortical plasticity in dyslexia*. Poster presented at the meeting of the Society for Neuroscience (SFN), Washington, DC.
- Christodoulou, J.A., **Del Tufo, S.N.**, Lymberis, J., Saxler, P.K., & Gabrieli, J.D.E. (2011). *Neural correlates of reading fluency in dyslexia and typical reading*. Talk presented at the meeting of the Society for the Scientific Study of Reading (SSSR), St. Pete Beach, FL.
- Perrachione, T.K., **Del Tufo, S.N.**, & Gabrieli, J.D.E. (2010). *Voice recognition deficits in dyslexia*. Poster presented at the meeting of the International Conference on Cognitive Science (ICCS), Beijing, China.
- Del Tufo, S.N.**, Christodoulou, J.A., Lymberis, J., O'Loughlin, P., & Gabrieli, J.D.E. (2009). *Phonological processing via print and pictures: Differentiating neural correlates of fMRI rhyming tasks*. Poster presented at the meeting of the Society for Neuroscience (SFN), Chicago, IL.
- Christodoulou, J.A., O'Loughlin, P., Lymberis, J., **Del Tufo, S.N.**, & Gabrieli, J.D.E. (2009). *Neural correlates of reading fluency*. Poster presented at the meeting of the Society for Neuroscience (SFN), Chicago, IL.
- Lymberis, J., Christodoulou, J.A., O'Loughlin, P., **Del Tufo, S.N.**, & Gabrieli, J.D.E. (2009). *Neural correlates of rapid automatized naming*. Poster presented at the meeting of the Society for Neuroscience (SFN), Chicago, IL.
- Christodoulou, J.A., Kovelman, I., Norton, E.S., King, L., **Del Tufo, S.N.**, Gaab, N., Triantafyllou, C., Lieberman, D.A., Lymberis, J., O'Loughlin, P., Whitfield-Gabrieli, S., Wolf, M., & Gabrieli, J.D.E. (2009). *Developmental dissociation between brain regions for phonological awareness*. Poster presented at the meeting of the Society for the Scientific Study of Reading (SSSR), Boston, MA.
- §McCormick, S., **Del Tufo, S.N.**, & Lin, O. (2008). *Fecal incontinence in working women*. Presented at the meeting of the American College of Gastroenterology Annual Scientific Meeting (ACG), Orlando, FL.

§Published Conference Proceeding

TEACHING ACTIVITIES

Courses and Lectures

Fall 2022	Undergraduate Instructor Research in Neuroscience (NSCI 368) College of Arts and Sciences, University of Delaware
Fall 2022	Undergraduate Instructor Diagnosis and Instructor for Literacy Problems (EDUC 437) College of Education & Human Development, University of Delaware
Fall 2021	Graduate Instructor Language Development in the Classroom (EDUC 601- 620) College of Education & Human Development, University of Delaware
Spring 2021	Undergraduate Instructor Reading & Writing in Elementary School (EDUC 310) College of Education & Human Development, University of Delaware
Spring 2021	Undergraduate / Graduate Instructor Language Development in the Classroom (EDUC 410/601) College of Education & Human Development, University of Delaware
2021	Graduate Instructor Doctoral Dissertation (EDUC 969) College of Education & Human Development, University of Delaware
Spring 2020	Graduate Instructor Pre-Candidacy Study (EDUC 964) College of Education & Human Development, University of Delaware
Spring 2020	Graduate Instructor Child Neuropsychology (EDUC870) College of Education & Human Development, University of Delaware
Fall 2020	Graduate Instructor Reading Development and Instruction (EDUC802) College of Education & Human Development, University of Delaware
2019 – 2020	Undergraduate Instructor Beginning Literacy Instruction (EDUC 210) College of Education & Human Development, University of Delaware
2013	Undergraduate Instructor Cognitive Psychology (PSYCH 2501) Psychological Sciences, University of Connecticut
2014 – 2016	Undergraduate Laboratory Teaching Coordinator & Instructor Introduction to Psychology I (PSYCH 1100) Psychological Sciences, University of Connecticut
2012 – 2014	Honors Undergraduate Laboratory Teaching Assistant Introduction to Psychology I (PSYCH 1100) Psychological Sciences, University of Connecticut
2012	Undergraduate Laboratory Teaching Assistant Introduction to Psychology II (PSYCH 1101) Psychological Sciences, University of Connecticut
2011 – 2012	Undergraduate Laboratory Teaching Assistant Introduction to Psychology I (PSYCH 1100) Psychological Sciences, University of Connecticut

Guest Speaker

Del Tufo, S.D. (2022, April). The Intersection of Mind, Brain, and Education. Invited Speaker, School of Education. Dr. Nancy Jordan, Newark, DE.

Del Tufo, S.D. (2021, September). National Institute of Health (NIH) R03 Funding Mechanism. Invited Speaker, Human Development and Family Studies. Dr. Valerie Earnshaw, Newark, DE.

Rutherford, T. & Del Tufo, S.D. (2020, April). Careers in Psychology. Invited speaker, Department of Psychology & Brain Science, Dr. Heather Roberts Fox, John Hopkins, Baltimore, MD.

Mentoring

Graduate Students

1. **Irene Post** (Fall 2022 – present) mentoring while at the University of Delaware (Advisor, Education)
2. **Ariel Chavers** (2021 – present) mentoring while at the University of Delaware (Advisor, Education)
3. **Kimberly Wheedleton** (2021 – present) mentoring while at the University of Delaware (ELP committee, Education)
4. **Sugely Solano** (2021 – present) mentoring while at the University of Delaware (ELP committee, Education)
5. **Ye Shen** (2020 – 2022) mentoring while at the University of Delaware (Advisor, Education)
6. **Emma Ning** (2020 – 2021) mentored while a Visiting Research Student from New York University
Ph.D. student in Psychology at the University of Illinois, Chicago
7. **Sage E. Pickren** (2017 – 2021) mentored while at Vanderbilt University
Ph.D. student in Special Education at Vanderbilt University
8. **Tin Q. Nguyen** (2016 – 2021) mentored while at Vanderbilt University
Ph.D. student in Neuroscience at Vanderbilt University
9. **Neena Saha** (2016 – 2019) mentored while at Vanderbilt University
Ph.D. in Special Education from Vanderbilt University

Undergraduate Students

1. **Nuo Chen** (2021 – present) Union College via the University of Delaware SOURCE program
2. **Lauren Baran** (2020 – present) University of Delaware Neuroscience Research Assistant
3. **Maeve Kolenik** (2021 – 2022) University of Delaware Neuroscience Research Assistant
M.S. student in Speech, Language, and Learning at Northwestern University (beginning Fall 2022)
4. **Sarah Minacci** (2020 – 2022) University of Delaware Neuroscience Research Assistant
5. **Andrea De La Torre** (2020 – 2022) University of Oklahoma via the University of Delaware SOURCE program & Research Assistant
6. **Caitlyn Roche** (2019 – 2022) University of Delaware via the CEHD Research Apprenticeship Program
M.S. student in Speech-Language Pathology (beginning Fall 2022)
7. **Melissa Lewis** (2020 – 2021) University of Delaware, CEHD Undergraduate Teaching Assistant
Ph.D. student in Education: Developmental and Psychological Sciences at Stanford University
8. **Tamara Turski** (2019 – 2021) University of Delaware via the CEHD Research Apprenticeship Program
Ph.D. student in Education: Learning Sciences at the University of Delaware
9. **Kelly Chan** (summer 2021) Cornell University via the University of Delaware SOURCE program
10. **Grace Chen** (summer 2021) Colgate University via the University of Delaware SOURCE program
11. **Shiao (Shannon) Xu** (summer 2021) Occidental College via the University of Delaware SOURCE program
12. **Jessica Hazel** (2015 – 2016) mentored while at the University of Connecticut
M.S. in Speech Language Pathology from Columbia University
13. **Megan Speed** (2014 – 2015) mentored while at the University of Connecticut
M.S. in Speech Language Pathology from the University of Connecticut
14. **Laura Mesite** (2013 – 2015) mentored while at the University of Connecticut
Ed.D. in Education from Harvard University

Student Grants, Awards & Honors:

1. **Ariel Chavers** (2022 – 2023) Graduate Scholars Award, University of Delaware
2. **Ye Shen** (2022) Frank B. Murray Award for Excellence in Educational Research, University of Delaware
3. **Kimberly Wheedleton** (2022) Richard L. Venezky Award for Creative Research in Literacy, University of Delaware
4. **Melissa Lewis** (2022) Undergraduate Student Scholarship Award, American Association of University Professors (AAUP) at the University of Delaware
5. **Caitlyn Roche** (2022) 1st Place Undergraduate Steele Symposium Paper, University of Delaware
6. **Sarah Minacci** (2022) 1st Place Undergraduate Steele Symposium Poster, University of Delaware
7. **Ye Shen** (2022) 2nd Place Graduate Steele Symposium Paper, University of Delaware

8. **Lauren Baran** (2022) 1st Place Undergraduate Steele Symposium Poster, University of Delaware
9. **Maeve Kolenik** (2022) 2nd Place Undergraduate Steele Symposium Poster, University of Delaware
10. **Nuo Chen** (2022) Asian & Pacific Islander American Scholars - Coca-Cola Foundation Scholarship
11. **Ye Shen** (2022) Graduate Student Travel Award, University of Delaware
12. **Ye Shen** (2021 – 2022) Dissertation Fellowship, University of Delaware
13. **Ariel Chavers** (2021 – 2022) Graduate Scholars Award, University of Delaware
14. **Ye Shen** (2021) American Psychological Association (APA) Dissertation Research Award
15. **Ye Shen** (2021) National Federation of Modern Language Teachers Association and Modern Language Journal (NFMLTA-MLJ) Dissertation Support Grant
16. **Ye Shen** (2021) American Psychological Association (APA) Division 15 (Educational Psychology) Dissertation Research Award
17. **Ye Shen** (2021) Boston University Linguistic Conference on Language Development, Diversity Travel Fellowship
18. **Ye Shen** (2021) American Psychological Association (APA) Division 15 (Educational Psychology) Claire Ellen Weinstein Doctoral Student Seminar
19. **Andrea De La Torre** (2021) Santa Fe South Scholarship, Rangel Family
20. **Andrea De La Torre** (2021) Aspiring Americans Scholarship
21. **Andrea De La Torre** (2021) Latino Community Development Agency (LCDA) Scholarship
22. **Andrea De La Torre** (2021) Hacemos Scholarship Fund
23. **Melissa Lewis** (2021) School of Education Doctoral Mentorship Pathway Program at the University of Colorado, Boulder
24. **Andrea De La Torre** (2021) Department of Psychology Diversity Mentorship Program at the University of British Columbia, CA.
25. **Andrea De La Torre** (2021) Society for the Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) Scholarship
26. **Tamara Turski** (2021) Strategic Plan Poster Award, Society for Research in Child Development (SCRD)
27. **Ye Shen** (2021) Richard L. Venezky Award for Creative Research in Literacy, University of Delaware
28. **Tamara Turski** (2021) 1st Place Undergraduate Poster, Delaware Neuroscience Conference
29. **Sarah Minacci** (2021) 1st Place Undergraduate Poster, Delaware Neuroscience Conference
30. **Lauren Baran** (2021) 1st Place Undergraduate Poster, Delaware Neuroscience Conference
31. **Caitlyn Roche** (2021) 2nd Place Undergraduate Poster, Delaware Neuroscience Conference
32. **Caitlyn Roche** (2021) 1st Place Undergraduate Steel Symposium Poster, University of Delaware
33. **Tamara Turski** (2021) 2nd Place Undergraduate Steel Symposium Poster, University of Delaware
34. **Kimberly Wheedleton** (2021) Inaugural Member of ‘The Reading Teacher’ Practitioner Review Board
35. **Ye Shen** (2021) American Education Research Association (AERA) Second Language Research Graduate Student Travel Award
36. **Ye Shen** (2000 – 2021) University of Delaware Research Foundation – Strategic Initiative, Graduate Initiative Grant
37. **Ye Shen** (2000 – 2021) School of Education Dissertation Support Award, University of Delaware
38. **Ye Shen** (2000 – 2021) Doctoral Fellowship from the University of Delaware
39. **Ye Shen** (2020) Arnsdorf Summer Research Fellowship

Student Solo-Authored Published Conference Proceedings & Presentations

- Shen (2022). *Reading-Writing connections among second language learners: Moving beyond cross-language transfer in a single modality*. Talk presented at the 2022 AERA Annual Meeting, San Diego, CA.
- Chavers, A. (2022). *Peer victimization and literacy: Is bullying linked with literacy achievement?* Poster presented at the 2022 Steele Research Symposium, Newark, DE.
- Kolenik, M., (2022). *Motor development in the unaffected siblings of individuals with ADHD*. Poster presented at the 2022 Steele Research Symposium, Newark, DE.
- Roche, C., (2022). *Does the receipt of speech services before age five impact academics?* Talk presented at the 2022 Steele Research Symposium, Newark, DE.
- Baran, L., (2022). *Sleep disparities in adolescents: Do stress and sleep alter brain connectivity?* Poster presented at the 2022 Steele Research Symposium, Newark, DE.

- Minacci, S., (2022). *Genetics knowledge: Have we moved beyond Jurassic Park?* Poster presented at the 2022 Steele Research Symposium, Newark, DE.
- Shen (2021). *Reading-Writing Connections among L2 Learners: A Review of Correlational Studies*. Talk given at the 2021 Literacy Research Association Annual Conference, Virtual.
- Turski, T. (2021). *Relational Uncertainty: Do parents' perception change over time of their adopted children's academic success*. Poster presented at the 2021 Steele Research Symposium, Newark, DE.
- Roche, C. (2021). *Beyond expressive language: Impact of needing speech and language services on academic engagement*. Poster presented at the 2021 Steele Research Symposium, Newark, DE.
- Minacci, S., (2021). *Genetics literacy: Bridging the gap between genetics knowledge and adult education*. Poster presented at the 2021 Steele Research Symposium, Newark, DE.
- Baran, L., (2021). *Sleep disparities in adolescents: Can the effect of stress on sleep and academics be altered?* Poster presented at the 2021 Steele Research Symposium, Newark, DE.

PROFESSIONAL ACTIVITIES AND SERVICE

Editorial Activities

- Brain and Language (Manuscript Reviewer)
- Child Development (Manuscript Reviewer)
- Cognition (Manuscript Reviewer)
- Journal of Allied Health (Manuscript Reviewer)
- Journal of Experimental Psychology: Learning, Memory, and Cognition (Manuscript Reviewer)
- Journal of Speech, Language, and Hearing Research (Manuscript Reviewer)
- Journal of Neuroscience (Manuscript Reviewer)
- Mind, Brain, and Education (Manuscript Reviewer)
- Neurobiology of Learning and Memory (Manuscript Reviewer)
- NeuroImage (Manuscript Reviewer)
- NeuroImage: Clinical (Manuscript Reviewer)
- Neuropsychologia (Manuscript Reviewer)
- Scientific Studies of Reading (Manuscript Reviewer)

Grant Review Activities

- 2022 Israel Science Foundation (ISF) Research Grant Reviewer
- 2021 – 2022 National Science Foundation (NSF) Graduate Research Fellowship Program (GRFP) Reviewer
Psychology Panel: Cognitive Neuroscience, Cognitive Psychology, Computational Psychology, Computationally Intensive Research; Psycholinguistics
- 2022 University of Delaware Graduate College Reviewer, Dissertation Fellowship
- 2021 University of Delaware Graduate College Reviewer, Dissertation Fellowship
- 2019 Department of Health and Human Services, Office of the Assistant Secretary for Health (OASH)
Office of Minority Health Reviewer
Community-based Approaches to Strengthening Economic Supports for Working Families
- 2019 Department of Health and Human Services, Office of the Assistant Secretary for Health (OASH)
Office of Minority Health Reviewer
State/Tribal/Territorial Partnership Initiative to Document and Sustain Disparity-Reducing Interventions
- 2016 Graduate Women in Science National Fellowship, Sigma Delta Epsilon, Ad Hoc Reviewer

Conference Organizer

- 2022 Spencer Foundation Conference on Racial Equity and Time-Series Methods, University of Delaware
Organizers: **Del Tufo, S.N.**, Demos, A.P. & de Novais, J.
- 2017 AFNI Neuroimaging Bootcamp, Vanderbilt Kennedy Center
Organizers: **Del Tufo, S.N.** & Cutting, L.E.

Conference Review Activities

- 2021 American Association for the Advancement of Science (AAAS) Annual Meeting
Poster Judge, Category: Brain & Behavior

Professional Societies

American Association for the Advancement of Science (AAAS)	Since 2020
American Psychology Association (APA)	Since 2017
ARC Network	Since 2022
Association for Psychological Science (APS)	Since 2020
Cognitive Science Society (CSS)	Since 2021
Cognitive Neuroscience Society (CNS)	Since 2008
NIH National Research Mentoring Network (NRMN)	Since 2020
International Mind, Brain, and Education Society (IMBES)	Since 2020
Society for the Neurobiology of Language	Since 2022
Society for Neuroscience (SFN)	Since 2007
Society for Research in Child Development (SRCD)	Since 2020
Society for the Scientific Study of Reading (SSSR)	Since 2015
Women in Cognitive Science (WiSC)	Since 2016

Service Activities

2021 – present	Center for Wellness, Innovation, and Learning Advisory Group (Member)	The Independent School,
2021 – present	Center for Teaching & Assessment of Learning (CTAL) Faculty Advisory Board (Member)	University of Delaware
2021 – present	Women in Cognitive Science (WiSC) Writing Group (Leader)	
2021	Search Advisory Committee for the University of Delaware	Chief Diversity Officer (Member) University of Delaware
2021	University Strategic Plan (Ad Hoc Committee Member)	University of Delaware Building Diversity, Equity, and Inclusion as a foundation for social justice and campus culture
2021	School of Education Diversity Committee (Member)	University of Delaware
2021	College of Education and Human Development Strategic Plan: Enhance Research Impact, Visibility, and Productivity Especially Research Focused on Equity and Resilience (<i>Ad Hoc</i> Committee Member)	University of Delaware
2020 – present	Anti-Racism Initiative, Addressing Barriers to participation in STEM of Historical Underrepresented Students (Committee Chair)	University of Delaware
2020 – present	Anti-Racism Initiative, Collaborative to Diversify Teacher Education (Member)	University of Delaware
2020 – 2021	College of Education and Human Development Library Committee (Member)	University of Delaware
2020	Interdisciplinary Neuroscience Graduate Program (Reviewer)	University of Delaware
2019 – 2021	School of Education College Faculty Council (Member)	University of Delaware
2019	The Independent School (Consultant)	

Media Coverage

- Henderson, J. (2022, June 1). [How does parent-child reading affect the developing reading skills of bilingual children who speak a language other than English at home?](#) **University of Delaware College of Education and Human Development Research Spotlight.**
- Staff (2022, May 9). [Steele Symposium Celebrates Student Research.](#) **University of Delaware College of Education and Human Development.**
- Staff (2022, February). AERA Announces Dissertation and Research Grant Awardees. **AERA Highlights.** <https://www.aera.net/Newsroom/AERA-Highlights-E-newsletter/AERA-Highlights-February-2022/AERA-Announces-Dissertation-and-Research-Grant-Awardees>
- Staff (2022, February 18). For the Record. **UDaily.** <https://www.udel.edu/udaily/2022/february/for-the-record-february-18-2022/>
- Staff (2021, November 9). News from Spencer. [https://www.spencer.org/news/fall-2021-recently-awarded-grants.](https://www.spencer.org/news/fall-2021-recently-awarded-grants) **Spencer Foundation.**
- Staff. (2021, September 24). For the Record. **UDaily.** <https://www.udel.edu/udaily/2021/september/for-the-record-sept-24-2021/>
- Staff. (2021, May 7). For the Record. **UDaily.** <https://www.udel.edu/udaily/2021/may/for-the-record-may-7-2021/>

- Turner, N. (2020, September, 25). Save the date: DLD Awareness Day – October 16 2020. **Raising Awareness of Developmental Language Disorder**. <https://radld.org/2020/09/25/dld-awareness-day-2020/>
- Koenig, R. (2020, April, 30). How Colleges Can Improve Accessibility in Remote Courses. **EdSurge**. <https://www.edsurge.com/news/2020-04-30-how-colleges-can-improve-accessibility-in-remote-courses>
- Koenig, R., Noonoo, S., & Wan, T. (2020, March, 16). Coronavirus FAQ: Everything Schools and Companies Need and Want to Know. **EdSurge**. <https://www.edsurge.com/news/2020-03-16-coronavirus-faq-everything-schools-and-companies-need-and-want-to-know>
- Staff. (2020, February, 27). How can colleges best help students with learning disabilities? **Association of University Centers on Disabilities (AUCD)**. https://www.aucd.org/template/news.cfm?news_id=14592&parent=964&parent_title=News%20/%20Document%20Search%20Results&url=/template/news_mgt.cfm?type%3D117%2C435%2C436%2C477%2C537%2C550%2C552%2C554%2C561%2C563%26topic%3D115%26%26parent%3D618
- Staff. (2020, January, 10). For the Record. **UDaily**. <https://www.udel.edu/udaily/2020/january/for-the-record-jan-10-2020/>
- Staff. (2019, October, 18). BrainStorm Neuroscience Pitch Competition Invests in Early-Career Researchers. **Mind Science Foundation**. <https://mindscience.org/news-post/brainstorm-neuroscience-pitch-competition-invests-in-early-career-researchers/>
- Gonzalez, I. (2019, October, 15). Mind Science Foundation Awards \$60,000 at ‘BrainStorm’ Neuroscience Pitch Competition. **Startups San Antonio**. <https://www.startupssanantonio.com/mind-science-foundation-awards-60000-at-brainstorm-neuroscience-pitch-competition/>
- Mind Science Foundation. (2019, September, 17). Invests in Early-Career Researchers. **Rivard Report**. <https://therivardreport.com/brainstorm-neuroscience-pitch-competition-invests-in-early-career-researchers/>
- Murnane, K. (2017, January, 5). This is your brain on dyslexia. **Forbes**. <https://www.forbes.com/sites/kevinmurnane/2017/01/05/this-is-your-brain-on-dyslexia/#4da7992d64ed>
- Reuters Staff (2017, January, 4). Widespread dysfunction of neural adaptation in dyslexia. **Medscape**. <https://www.managedhealthcareconnect.com/content/widespread-dysfunction-neural-adaptation-dyslexia>
- Panko, B. (2016, December 23). Dyslexia may be the brain struggling to adapt. **Smithsonian Magazine**. <https://www.smithsonianmag.com/science-nature/dyslexia-may-be-brain-struggling-adapt-180961559/>
- Staff (2016, December, 23). Dyslexics show a difference in sensory processing. **Technology Org**. https://www.technology.org/2016/12/23/dyslexics-show-difference-sensory-processing/?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+TechnologyOrg+%28Technology+Org+-+All+News%29
- Moody, O. (2016, December 22). Dyslexia hinders more than just reading. **The Times, UK**. <https://www.thetimes.co.uk/edition/news/dyslexia-hinders-more-than-reading-cr5kh6cfv>
- Triballeau, C. (2016, December, 22). La difficoltà percettiva del dislessico. **Le Scienze**. http://www.lescienze.it/news/2016/12/22/news/dislessia_mechanismo_percettivo_adattamento_agli_stimoli-3356489/?rss
- Tagulam, R.A. (2016, December, 27). Scientists explore potential neurological cause of dyslexia. **Nature World News**. <https://www.natureworldnews.com/articles/34657/20161227/scientists-explore-potential-neurological-cause-dyslexia.htm>
- Johnston, I. (2016, December 21). Dyslexia: Major cause of learning difficulty may have been discovered by Neuroscientists. **Independent, UK**. <https://www.independent.co.uk/news/science/dyslexia-learning-difficulty-why-how-major-reason-discover-found-mit-boston-neuroscientists-a7488701.html>
- Freyer, F.J. (2016, December 21). Study suggests dyslexics suffer from less brain plasticity. **The Boston Globe**. <https://www.bostonglobe.com/metro/2016/12/21/roots-dyslexia-may-deeper-than-previously-thought-mit-study-finds/huxRZDUHKciwHTmaVM4TDJ/story.html>
- Park, A. (2016, December, 21). Why dyslexia is more than a reading disorder. **Time Magazine**. <http://time.com/4608060/dyslexia-reading-disorder/>
- Norton, A. (2016, December, 21). ‘Groundbreaking’ research offers dyslexia clues. **WebMD**. <https://www.webmd.com/add-adhd/news/20161221/dyslexia-cause-research#1>
- Becker, K. (2016, December, 21). The dyslexia paradox: Differences in how the brain adapts to sights and sounds could be at the root of reading disorder. **BU Research News**. <https://www.bu.edu/research/articles/tyler-perrachione-dyslexia-paradox/>
- Trafton, A. (2016, December, 21). Distinctive brain pattern may underlie dyslexia. **MIT News**.

<http://news.mit.edu/2016/distinctive-brain-pattern-may-underlie-dyslexia-1221>

Staff. (2016, August). Awards + Achievements. **Inside CLAS**. <https://us7.campaign-archive.com/?u=64d05d4b726695ebb01462471&id=25b831e5d4&e=b0da488c45>

Kaira, P. (2015, January, 5). 4 Common dyslexia myths debunked using neuroscience. **Huffington Post** https://www.huffingtonpost.com/cognitive-neuroscience-society/using-neuroscience-to-bre_b_6390814.html

Ross, N. (2011, August 3). People with dyslexia have difficulty not just reading words, but recognizing voices. **Discover Magazine**. <https://www.discovermagazine.com/mind/people-with-dyslexia-have-difficulty-not-just-reading-words-but-recognizing-voices?webSyncID=bcbb9352-c7a3-6979-445c-b1b9c3a76ccd&sessionGUID=13e5619c-2163-0503-3e8d-6d3ed329844e>

Belluck, P. (2011, August 1). Study sheds light on auditory role in dyslexia. **The New York Times**. <https://www.nytimes.com/2011/08/02/health/research/02dyslexia.html>

Carpenter, J. (2011, July, 29). Dyslexia makes voices hard to discern, study finds. **BBC News**. <https://www.bbc.com/news/science-environment-14316028>

Staff Writers (2011, July, 19). Dissecting dyslexia: Linking reading to voice recognition. **USA News** <https://www.usnews.com/science/articles/2011/07/29/dissecting-dyslexia-linking-reading-to-voice-recognition>

The National Science Foundation (2011, July 28). Dissecting dyslexia: Linking reading to voice recognition. **The National Science Foundation News**. https://www.nsf.gov/news/news_summ.jsp?cntn_id=121226

Evidence-Based Research Recommendations

Reading Research by Topic: Phonological and Phonemic Awareness. **Reading Rockets**.

<https://www.readingrockets.org/research/topic/phonemic>

Reading Research by Topic: Speech, Language, and Hearing. **Reading Rockets**.

<https://www.readingrockets.org/research/topic/speech-language-and-hearing>

Reading Research by Topic: Learning Disabilities. **Reading Rockets**.

<https://www.readingrockets.org/research/learning-disabilities>

Reading Research by Topic: Dyslexia. **Reading Rockets**

<https://www.readingrockets.org/research/dyslexia>