

Neelima Wagley, PhD

neelima.wagley@asu.edu

480.965.8878

976 S Forest Mall, Tempe, AZ 85281

ACADEMIC APPOINTMENTS

2024 - present	Assistant Professor (tenure track) Speech and Hearing Science, College of Health Solutions, Arizona State University
2019 - 2023	Postdoctoral Research Scholar Psychology and Human Development, Peabody College, Vanderbilt University

EDUCATION

2019	Ph.D. Developmental Psychology, University of Michigan
2015	M.S. Psychology, University of Michigan
2013	B.S. Psychology with specialization in Cognitive Science, Michigan State University

FUNDING

Grants awarded or submitted during appointment at ASU

07.02.26 - 07.01.31 \$3.7M	Gait-related predictors of cognitive decline in people with Parkinson's Disease NIH National Institute of Aging Role: Co-Investigator Status: Re-submission under review
07.01.25 - 06.60.26 \$7K	Examining bilingual language development through the home environment, behavior, and brain NIH Loan Repayment Program Role: Principal Investigator Status: Awarded
10.01.23 - 09.30.28 \$2.2M	Advancing inclusion: multicultural multilingual research for children with disabilities US Department of Education, Office of Special Education Programs Role: Co-Investigator Status: Awarded

Grants awarded prior to appointment at ASU

07.01.21 - 06.20.23 \$17K	Neurocognitive mechanisms of reading in bimodal DHH children NIH Loan Repayment Program Role: Principal Investigator, Vanderbilt University
01.02.20 - 01.02.22 \$113K	Brain mechanisms underlying skilled reading in DHH children with different communication modes NIH National Institute on Deafness and Other Communication Disorders Postdoctoral Research Supplement to R01DC018171 (PI: James R. Booth) Role: Postdoctoral Diversity Scholar, Vanderbilt University
01.02.19 - 05.04.19 \$10K	Language and literacy development as revealed through the bilingual brain Rackham Graduate School One-Term Dissertation Fellowship Role: Principal Investigator, University of Michigan

08.15.17 - 08.14.18 **Developmental psychology departmental training grant**
 08.15.13 - 08.14.14 Eunice Kennedy Shriver National Institute on Child Health and Human Development
 Predoctoral support for two years under T32HD007109
 Role: Predoctoral Trainee, University of Michigan

AWARDS

2025 College of Health Solutions Faculty Rookie of the Year Award, Arizona State University
 2022 Postdoctoral Mentor of the Year Award, Vanderbilt University
 2018 Society for Neurobiology of Language 10th Annual Meeting Travel Award
 2018 Barbara Perry Roberson Summer Research Scholarship, University of Michigan
 2018 Rackham Graduate School Summer Research Award, University of Michigan
 2016 Barbara A. Oleshansky Memorial Fund Award, University of Michigan
 2016 Roger W. Brown Memorial Award, University of Michigan
 2015 Michael J. Vizas Graduate Practicum Fund Award, University of Michigan

PEER-REVIEWED PUBLICATIONS

Note: *Registered Report *Preregistered on OSF: <https://osf.io/6nmhs/>

Names that are underlined denote student or trainee under mentorship of N. Wagley

Manuscripts published, in-press, or accepted

- [21] Chennupati, S., **Wagley, N.**, & Restrepo, M.A. (*in press*). An exploration of Indian American parent-child shared reading beliefs and practices language, speech, and hearing services in schools. *Language, Speech, and Hearing Services in Schools*.
- [20] *Banaszkiewicz, A., **Wagley, N.**, Plutzer, C., Rice, R., & Booth, J. R. (2025). The role of speech reading in skilled visual word processing in hearing children. *Journal of Speech, Language, and Hearing Research*, 1-16. **Note.** The first and second authors share equal contribution.
- [19] Wang, J., Vess, A., Mathur, A., **Wagley, N.**, Quinto-Pozos, D., & Booth, J. R. (2025). A fMRI neuroimaging dataset of word reading with semantic and phonological localizers in children and adolescents. *Data in Brief*, 112248.
- [18] ***Wagley, N.**, & Booth, J. R. (2025). Bi-directional relations in semantic and syntactic development in 7- to 9-year-old children. *Cortex*, 191, 105-119.
- [17] **Wagley, N.**, Hu, X., Bedore, L., Booth, J. R., & Kovelman, I. (2024). Neural specificity for semantic and syntactic processing in Spanish-English bilingual children. *Brain and Language*, 250, 105380.
- [16] *Wang, J., **Wagley, N.**, Rice, M., & Booth, J. R. (2024). Semantic and syntactic specialization in 9- to 10-year-old children during auditory sentence processing. *Scientific Reports*, 14(1), 26965.
- [15] *Baron, A., **Wagley, N.**, Hu, X., & Kovelman, I. (2023). Neural correlates of morphosyntactic processing in Spanish-English bilingual children: A functional near-infrared spectroscopy study. *Journal of Speech, Language, and Hearing Research*, 66(9), 3500-3514.
- [14] ***Wagley, N.**, & Booth, J. R. (2022). Neural pathways of phonological and semantic processing and its relations to children's reading skills. *Frontiers in Neuroscience*, 16, 984328.

- [13] **Wagley, N.**, Marks, R., Bedore, L., & Kovelman, I. (2022). Contributions of bilingual home environment and language proficiency on children's Spanish-English reading outcomes. *Child Development*, 93(4), 881-899.
- [12] Sun, X., Zhang, K., Marks, R., Karas, Z., Eggleston, R., Nickerson, N., Yu, C., **Wagley, N.**, Hu, X., Caruso, V., Chou, T., Satterfield, T., Tardif, T., & Kovelman, I. (2022). Morphological and phonological processing in English monolingual, Chinese-English bilingual, and Spanish-English bilingual children: An fNIRS neuroimaging dataset. *Data in Brief*, 42, 108048.
- [11] ***Wagley, N.** & Booth, J. R. (2021). Neuro-cognitive development of semantic and syntactic bootstrapping in 6- to 7.5-year-old children. *NeuroImage*, 241, 118416.
- [10] ***Wang, J., Wagley, N., Rice, M. L., & Booth, J. R.** (2021). Semantic and syntactic specialization during auditory sentence processing in 7-8-year-old children. *Cortex*, 145, 169-186.
- [09] **Wagley, N.**, Kovelman, I., Lajiness-O'Neill, R., Hay, S. F. J., Ugolini, M., Richard, A. E., Bowyer, M. S., & Brennan, J. (2020). Predictive processing during a naturalistic statistical learning task in ASD. *eNeuro*, 7(6).
- [08] Hu, X. S., **Wagley, N.**, Rioboo, A. T., DaSilva, A. F., & Kovelman, I. (2020). Photogrammetry-based stereoscopic optode registration method for functional near-infrared spectroscopy. *Journal of Biomedical Optics*, 25(9), 095001-095001.
- [07] Safyer, P., Volling, B. L., **Wagley, N.**, Hu, X., Swain, J. E., Arredondo, M. M., & Kovelman, I. (2020). More than meets the eye: the neural development of emotion face processing during infancy. *Infant Behavior and Development*, 59, 101430.
- [06] Cao, W., Wong, H. M., Yang, X., **Wagley, N.**, Wong, J., & Chang, C. (2020). The impact of serostatus disclosure on spousal relationships between wives and HIV-positive husbands who have sex with men in China. *Women & Health*, 60(6), 664-675.
- [05] **Wagley, N.**, Perrachione, T. K., Ostrovskaya, I., Ghosh, S. S., Saxler, P. K., Lymberis, J., Wexler, K., Gabrieli, J. D. E., & Kovelman, I. (2019). Persistent neurobehavioral markers of developmental morphosyntax errors in adults. *Journal of Speech, Language, and Hearing Research*, 62(12), 4497-4508.
- [04] Lajiness-O'Neill, R., Brennan, J. R., Moran, J. E., Richard, A. E., Flores, A. M., Swick, C., Goodcase, R., Anderson, T., McFarlane, K., Rusiniak, K., Kovelman, I., **Wagley, N.**, Ugolini, M., Albright, J., & Bowyer, Susan M. (2018). Patterns of altered neural synchrony in the default mode network in autism spectrum disorder revealed with magnetoencephalography (MEG): Relationship to clinical symptomatology. *Autism Research*, 11(3), 434-449.
- [03] Brennan, J. R., **Wagley, N.**, Kovelman, I., Bowyer, S. M., Richard, A. E., & Lajiness-O'Neill, R. (2016). Magnetoencephalography shows atypical sensitivity to linguistic sound sequences in autism spectrum disorder. *NeuroReport*, 27(13), 982-986.

- [02] Ugolini, M., **Wagley, N.**, Arredondo, M., Ip, K., Hsu, L. & Kovelman, I. In young readers left hemisphere supports the link between temporal processing and phonological awareness. (2016). *Speech, Language, and Hearing*, 19(1), 17-26.
- [01] Kovelman, I., **Wagley, N.**, Hay, J. S.F., Ugolini, M., Bowyer, M. S., Lajiness-O'Neill, R., & Brennan, J. Multimodal imaging of temporal processing in typical and atypical language development. (2015). *ANNALS of the New York Academy of Sciences*, 1337(1), 7-15.

Manuscripts under review or revision

Note: *Preregistered on OSF: <https://osf.io/6nmhs/>

Names that are underlined denote student or trainee under mentorship of N. Wagley

- [02] Ofori, E., Monaghan, A., Mancini, M., Mehta, S., **Wagley, N.**, & Peterson, D. (under revision). Basal forebrain microstructural deficits are related to clinical and reactive balance outcome in people with Parkinson's disease. *Brain Imaging and Behavior*.
- [01] *Chennupati, S., Restrepo, M.A., & **Wagley, N.** (submitted). The efficacy of a culturally adapted parent-child shared reading intervention for South Asian children with late language emergence. *American Journal of Speech-Language Pathology*.

Pre-registered ongoing projects

- [05] Zhang, J., Hu, X., Kovelman, I., & **Wagley, N.** (2025, October 17). Cross-linguistic interactions in phonological and orthographic processing in Spanish-English bilingual children. <https://doi.org/10.17605/OSF.IO/B6P97>
- [04] **Wagley, N.**, Baron, A., Hu, X., & Kovelman, I. (2025, August 21). Predictors of IFG engagement in phonological processing during listening and reading of English words in Spanish-English bilingual children. <https://doi.org/10.17605/OSF.IO/JYA65>
- [03] Wang, J., **Wagley, N.**, & Hu, H. (2025, August 16). Longitudinal relations between the neural basis of semantic processing and word-reading skills. <https://doi.org/10.17605/OSF.IO/U3KVB>
- [02] Villalobos, V. O., Satterfield, T., Kovelman, I., & **Wagley, N.** (2025, August 13). Within- and Cross-Language Influences on Reading Comprehension: The Role of Heritage Language Use in Spanish-English Bilingual Children. <https://doi.org/10.17605/OSF.IO/UNSXT>
- [01] Wang, J., **Wagley, N.**, Bitan, T., & Booth, J. R. (2023, July 12). Investigating the role of dIFG and vIFG in top-down and bottom-up influences during phonological and orthographic processing: an effective connectivity study of fMRI in children. <https://doi.org/10.17605/OSF.IO/PJ5AM>

INVITED TALKS & COLLOQUIUM PRESENTATIONS

- 2025 *Optical imaging with fNIRS: methodology and applications for educational neuroscience*. Invited talk presented at the Educational Psychology & Neuroscience Colloquium, University of Alabama
- 2025 *Examining bilingual reading development through the brain and environmental influences*. Invited talk presented at the School of Education Literacy Specialization Colloquium, University of Delaware
- 2025 *Contextual influences on brain development for language and literacy*. Invited talk presented at the Early Childhood Cognition Research Group Meeting, Arizona State University

- 2023 *Case studies in open science*. Talk presented at the Cognitive Science of Learning and Development Research Forum, Vanderbilt University
- 2023 *Language and the brain*. Invited talk presented to high school students at the School for Science and Math, Vanderbilt University.
- 2022 *How does the brain understand what we speak, sign, and read?* Talk presented at the Vanderbilt Postdoctoral Association Speak Easy Event, Vanderbilt University
- 2021 *Neurocognitive model of literacy among deaf and hard of hearing adolescents*. Talk presented at the Bridges for the Deaf and Hard of Hearing Technology Expo. Nashville, TN
- 2019 *Early bilingual acquisition and emerging literacy skills in the developing brain*. Talk presented at the Patricia Gurin Distinguished Lecture Series Colloquium, University of Michigan. **\$200 honorarium.**
- 2018 *Optical imaging with fNIRS: methodologies & applications*. Talk presented at the Michigan Neuroimaging Initiative group meeting, University of Michigan
- 2016 *Brain and behavioral differences in speech segmentation in children with and without ASD*. Talk presented at the Developmental Psychology Area Brown Bag, University of Michigan

CONFERENCE PRESENTATIONS

Note: *Registered Report *Preregistered on OSF: <https://osf.io/6nmhs/>

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Oral presentations at research conferences and symposiums

- 2024 *An fNIRS study of neural specificity during sentence processing in Spanish-English bilingual children*. Talk presented as part of the 'Bilingual brain and education-related cognitive processes: Examinations across the lifespan' Symposium at the International Mind Brain and Education Society Meeting in Leuven, Belgium
- 2023 *Brain specificity during sentence processing in Spanish-English bilingual children*. Talk presented at the Vanderbilt Postdoctoral Association Annual Symposium, Vanderbilt University
Received top presentation award of \$100.
- 2022 *Brain organization for sentence processing in good and poor bilingual readers*. Talk presented as part of the 'Are Bilinguals Delayed in Both Languages? Current Brain and Behavioral Perspectives' Symposium at the International Association for the Study of Child Language Meeting (virtual)
- 2020 **Bi-directional relations of semantic and syntactic neurocognitive development in children 6- to 7.5-years-old*. Talk presented at the Society for Neurobiology of Language Annual Meeting (virtual)
- 2017 *Understanding first steps in infant language acquisition through the study of neural response to high and low frequency phonotactics*. Center for Human Growth and Development, University of Michigan

Poster presentations at research conferences and symposiums

Note: *Preregistered on OSF: <https://osf.io/6nmhs/>

***Wagley, N.**, Banaszekiewicz, A., Plutzer, C., Rice, R., & Booth, J. R. (2025, September). The role of speech reading in skilled visual word processing in hearing children: an fMRI study. Society for Neurobiology of Language, Washington D.C.

***Zhang, J.**, Hu, X., Kovelman, I., & **Wagley, N.** (2025, September). Cross-linguistic interactions in phonological and orthographic processing in Spanish-English bilingual children: an fNIRS study. Society for Neurobiology of Language, Washington D.C.

***Wang, J.**, **Wagley, N.**, & Booth, J.R. (2025, July). Effective connectivity analysis in children: exploring the impact of the dorsal and ventral part of inferior frontal gyrus on phonological and orthographic processing. Cognitive Science Society, San Francisco, CA.

Chennupati, S., & Restrepo, M.A., & **Wagley, N.** (2025, May). South Asian shared reading intervention (SARI) protocol. Society for Research in Child Language Disorders, Madison, WI.

Zhang, J. & **Wagley, N.** (2025, May). Cross-linguistic interactions in phonological and orthographic processing in Spanish-English bilingual children: an fNIRS study. College of Health Solutions Student Research Symposium, Arizona State University.

Moen, T., Bernstein, K, & **Wagley, N.** (2024, December). Perspectives of school-based SLPs serving emergent bilinguals: challenges, supports, and solutions from focus group interviews. American Speech Hearing Association, Seattle, WA.

***Plutzer, C.**, **Wagley, N.**, Banaszekiewicz, A., **Rice, R.**, & Booth, J. R. (2023, November). Investigating the role of dIFG and vIFG during phonological and orthographic processing: an effective connectivity study of fMRI in children). Vanderbilt Kennedy Center Science Day, Vanderbilt University.

***Rice, R.**, Banaszekiewicz, A., **Wagley, N.**, **Plutzer, C.**, & Booth, J. R. (2023, November). The role of speech reading in skilled visual word processing in hearing children. Vanderbilt Kennedy Center Science Day, Vanderbilt University.

*Compton, A.B., Tate, C.M., Dai, J., **Wagley, N.**, Booth, J.R. (2023, September). Examining the relation of depriving and threatening childhood experiences to mechanisms underlying reading skill and anxiety symptoms in children. Flux Society, Santa Rosa, CA.

***Wagley, N.**, & Booth, J. R. (2022, October). Neural pathways of phonological and semantic processing and its relations to children's reading skills. Society for Neurobiology of Language, Philadelphia, PA.

*Baron, A., **Wagley, N.**, & Kovelman, I. (2022, October). Neural correlates of morphosyntactic processing in Spanish-English bilingual children. Society for Neurobiology of Language, Philadelphia, PA.

Wagley, N., Hu, X., Tsutsumi-Rioboo, A., Marks, R., Bedore, L. M., & Kovelman, I. (2018, October). Bilingual acquisition and children's neural architecture for word reading. Society for Functional Near-Infrared Spectroscopy, Tokyo, Japan.

Hu, X., **Wagley, N.**, DaSilva, A., & Kovelman, I. (2018, October). Group level power analysis using linear mixed- effects model. Society for Functional Near-Infrared Spectroscopy, Tokyo, Japan.

Wagley, N., Hu, X., Baron, A., Satterfield. T, Bedore, L. M., & Kovelman, I. (2018, August). Neurodevelopmental impact of early bilingual acquisition on children’s syntactic processing. Society for Neurobiology of Language, Quebec City, Canada.

Wagley N., Bisconti, S., Lajiness-O'Neill, R., Lengu, K., ... Tessier, A.M., & Kovelman, I. (2017, March). Differences in brain response to high and low frequency language phonotactics in infants and adults. Society for Reach in Child Development, Austin, TX.

Wagley, N., Hay, S. F. J., Ugolini, M., Bowyer, M. S., Lajiness-O'Neill, R., Brennan, J., Kovelman, I. (2015, June). Brain and behavioral differences in speech segmentation between typically developing children and children with ASD. Interdisciplinary Advances in Statistical Learning, San Sebastian, Spain.

Wagley, N., Ugolini, M., Kovelman, I. (2015, March). A link between young readers’ perceptual sensitivity to slow rhythmic modulations, phonological awareness, and brain function. Society for Research in Child Development, Philadelphia, PA.

Brennan, J., **Wagley, N.**, Ugolini, M., Richard, A., Kovelman, I., Bowyer, S., & Lajiness-O’Neill, R. (2014, August). Neural coherence during natural story listening as a biomarker for Autism. Society for Neurobiology of Language, Amsterdam, The Netherlands.

Wagley, N., Morrill, T., & McAuley, J.D. (2013, August) The effect of language background on the perception of tonal groupings. Society for Music Perception and Cognition, Toronto, Canada.

Wagley, N., Mastic, A., Ip, K., Hsu, L., Wang, X., Chen, J., Guan, Z., Mascho, K., Spath, S., Younce, S., Tardif, T., & Kovelman, I. (2012, March). Relationship between rhythm perception and reading and language acquisition in bilingual children. Cognitive Neuroscience Society, Chicago, IL.

Wagley, N., Newman, R., Slevc, R.L. (2012, July). Should you pack a musician on your next foreign vacation? Investigating how musical training impacts accent adaptation. Summer Research Initiative Program Symposium, University of Maryland.

Wagley, N., Mastic, A., Ip, K., Hsu, L., Wang, X., Chen, J., Guan, Z., Mascho, K., Spath, S., Younce, S., Tardif, T., & Kovelman, I. (2011, July). Importance of rhythm perception in children’s language and reading acquisition. Summer Research Opportunity Program Symposium, University of Michigan.

TEACHING			
Arizona State University			
Lead Instructor			
Spring 2026	SHS 791C	Speech and Hearing Science Colloquium	15 students
Spring 2026	SHS 230C	Peering into the Human Brain	70 students
Fall 2025	SHS 791C	Speech and Hearing Science Colloquium	15 students
Fall 2025	SHS 588A	Bilingual Language Acquisition	14 students
Spring 2025	SHS 230C	Peering into the Human Brain	70 students
Fall 2024	SHS 588A	Bilingual Language Acquisition	17 students

University of Michigan

Course Assistant

Fall 2018	PSYCH 250	Introduction to Developmental Psychology	300 students
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Graduate Student Instructor

Fall 2016	PSYCH 351	Advanced Research Methods in Developmental Psychology	75 students
Spring 2016	PSYCH 250	Introduction to Developmental Psychology	20 students
Fall 2015	PSYCH 351	Advanced Research Methods in Developmental Psychology	75 students
Spring 2015	PSYCH 250	Introduction to Developmental Psychology	20 students
Fall 2014	PSYCH 250	Introduction to Developmental Psychology	20 students

GUEST LECTURES

Fall 2025	PSYCH 958	Seminar for NIH Training Grant Students	UMich
Fall 2025	SHS 542	Applied Research Methods in Auditory and Language Neuroscience	ASU
Fall 2024	SHS 542	Applied Research Methods in Auditory and Language Neuroscience	ASU
Spring 2024	SHS 367	Language Science	ASU
Fall 2018	PSYCH 402	Brain and Culture	UMich
Fall 2018	LING 352	Language Development	UMich
Spring 2018	PSYCH 351	Advanced Research Methods in Developmental Psychology	UMich
Fall 2017	PSYCH250	Introduction to Developmental Psychology	UMich

RESEARCH MENTORSHIP

Thesis Committees

Ongoing	Doctoral Dissertation	Role: Chair	Student: Jing Zhang	ASU
	Doctoral Dissertation	Role: Co-chair	Student: Michelle Choi	ASU
	Doctoral Dissertation	Role: Co-chair	Student: Nicole Kim	ASU
	Doctoral Dissertation	Role: Member	Student: Valeria Ortiz Villalobos	UMich
	Master's Thesis	Role: Chair	Student: Adrienne Lood	ASU
	UG Honors Theses	Role: Member	Student: Lily Gosar	ASU
Completed 2025	Doctoral Dissertation	Role: Co-chair	Student: Sindhu Chennupati	ASU
	Title: <i>South Asian Parent-Child Shared Reading Intervention</i>			
2025	Doctoral Dissertation	Role: Co-chair	Student: Theresa Moen	ASU
	Title: <i>Perspectives of School-Based Speech-Language Pathologists Serving Arizona's Emergent Bilinguals: An Exploratory Sequential Mixed Methods Study</i>			
2025	Master's Thesis	Role: Co-chair	Student: Nataly Beacham	ASU
	Title: <i>Effect of Child Language Brokering on Cognitive Performance & Acute Cortisol Response</i>			

Preliminary Exam Committees

Note: Completed in the student's second year of the Speech and Hearing doctoral program at ASU

2025	Role: Chair	Student: Jing Zhang	ASU
	Title: <i>Cross-Linguistic Interactions in Phonological and Orthographic Processing in Spanish-English Bilingual Children: An fNIRS Study</i>		

2025	Role: Co-chair	Student: Michelle Choi	ASU
	Title: <i>Pilot Study: The Effects of Enhanced Milieu Teaching with Phonological Emphasis (EMT+PE) for Korean Children with Cleft Palate with or without Cleft Lip (CP-/L)</i>		
2024	Role: Member	Student: Lamees Al-Hassan	ASU
	Title: <i>Area 55b's Association with Speech and Pitch Processing in Chronic Stroke: A Resting-state fMRI Study</i>		

Undergraduate Research Assistants

Note: Involvement through research programs, independent study, or paid positions

Academic Year	Number of Students	Institution(s)
2025 - 2026	4	ASU, UC Davis
2024 - 2025	3	ASU
2023 - 2024	2	Vanderbilt
2022 - 2023	4	Vanderbilt
2021 - 2022	5	Vanderbilt
2020 - 2021	1	Vanderbilt
2019 - 2020	1	Vanderbilt
2018 - 2019	4	UMich
2017 - 2018	8	UMich
2016 - 2017	3	UMich
2015 - 2016	3	UMich
2014 - 2015	2	UMich

PROFESSIONAL & COMMUNITY SERVICE

Committees

2025 - present	Child Language and Literacy Translational Team, Co-Lead	ASU
2025 - present	Arizona Early Childhood Professional Development Collaborative, Co-Lead	ASU
	Member since 2024	
2025 - present	Communication Sciences and Disorders, MS Program Advisor	ASU
2024 - present	Speech and Hearing Science PhD Admissions and Program Committee, Member	ASU
2024 - present	Speech and Hearing Science Inclusive Excellence (DEI) Committee, Member	ASU
2024 - 2025	College of Health Solutions SHS Faculty Search Committee, Member	ASU
2022 - 2023	University Diversity Council, Representative	Vanderbilt
2022 - 2023	Accelerating Scholars Program, Tutor	Metro Nashville Public Schools
2020 - 2023	Postdoctoral Association Symposium Planning Committee, Member	Vanderbilt
2020 - present	Nepalese in Neuroscience International Association Mentor	
2019 - present	Frontiers in Psychology and Frontiers in Communication, Review Editor	
2016	Department of Psychology Graduate Orientation Support Team, Member	UMich
2013 - 2014	Department of Psychology Developmental Area Social Committee, Member	UMich

Ad hoc Reviewer

Abstracts	International Association for the Study of Child Language Conference (2023)
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Manuscripts	Brain & Language; Frontiers; Human Brain Mapping; Society for the Scientific Study of Reading; NeuroImage; Journal of Neurolinguistics; International Journal of Bilingual Education and Bilingualism; International Journal of Developmental Neuroscience; Scientific Reports; Journal of Experimental Child Psychology; npj Science of Learning
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WORKSHOPS & PROFESSIONAL TRAININGS

2025-	Mentoring Academic-Research Careers (MARC) Program	ASHA
2024	College of Health Solutions Summer Teaching Academy	ASU
2023	Intercultural Competency and Intercultural Development Inventory Assessment	Vanderbilt
2020	InclusAbility Presents: Deaf Awareness & Culture 101	Vanderbilt
2019	P.R.I.D.E. (Pursuing Respect, Inclusion, Diversity, and Equity) Training	Vanderbilt
2019	Edge for Scholars Grant Writing Workshop	Vanderbilt
2018	fNIRS Advanced Data Analysis Training Course	UPitt
2015	Teaching Writing in the Disciplines (WRITING 993)	UMich
2014	Training Course in fMRI	UMich

CV Updated 01.16.26