

ALEXUS G. RAMIREZ

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ACADEMIC POSITIONS

Assistant Research Scientist University of Maryland; College Park, MD Department of Human Development and Quantitative Methodology	August 2026 – Present
Postdoctoral Research Fellow University of Maryland; College Park, MD Department of Human Development and Quantitative Methodology	June 2023 – August 2026

EDUCATION

Ph.D. in Education University of Delaware; Newark, DE Advisor: Roberta Michnick Golinkoff Committee: Nancy Jordan, Teomara Rutherford, and Catherine S. Tamis-LeMonda Dissertation: <i>Preparing Young Children for Success Through Everyday Conversations</i>	Sept 2018 – August 2023
M.A. in Education University of Delaware; Newark, DE Advisor: Roberta Michnick Golinkoff	Sept 2018 – May 2020
B.A. in Psychology (Minor: Cognitive Science) University of California, Merced; Merced, California	Sept 2014 – May 2018

GRANTS

Brady Education Foundation Project: “Identifying Strengths-Based Language Experiences that Support Early Literacy Development” Role: Co-PI \$149,000 Total Costs	2027-2029
National Institute of Child Health and Human Development K99/R00 Pathway to Independence Award K99 HD119306: “Investigating the Longitudinal Relationships Between Children's Code-Switching Exposure, Language Abilities, and Executive Functioning” Role: PI Co-Mentors: Rachel Romeo and Casey Lew-Williams \$123,256 Total Costs (K99); \$747,000 Direct Costs (R00, estimated)	2026-2028
University of Maryland MPower Early Scholars Investment Fund Postdoctoral Bridge Funding (1 of 6 awarded) \$37,500 Direct Costs	Spring 2026
National Institute of Child Health and Human Development Diversity Supplement R00 HD103873-S1: “Examining How Perceptions of Raising Bilingual Children Supports Children’s Language Environments and Cognitive Development”	2023-2025

Role: Postdoctoral Fellow

PI/Mentor: Rachel R. Romeo

Co-Mentors: Melinda Martin-Beltran, Ana Taboada Barber, and Marisa Casillas

\$232,089 Total Costs

PEER-REVIEWED PUBLICATIONS

- Ramirez, A. G.**, Shin, S. Y., Harden, B. J., Martoccio, T., Berlin, L. J., & Romeo, R. R. (in press). Investigating education and psychosocial factors as predictors of maternal speech among low-income Latine families. *Journal of Child Language*.
- Amendum, S. J., Kittle, J. M., **Ramirez, A. G.**, Babinski, L., Carrig, M., Knotek, S., & Sanchez, M. (2026). Cross-language relationships between early Spanish-English language and literacy. *Reading & Writing Quarterly*. <https://doi.org/10.1080/10573569.2026.2722922>
- Jones Harden, B., Martoccio, T., Shin, S. Y., Berlin, L., **Ramirez, A. G.**, Romeo, R. R., & Ratner, N. B. (2026). Improving toddlers' expressive language skills through attachment-based intervention: A randomized controlled trial with low-income Latine families. *Child Development*, aacag086. <https://doi.org/10.1093/chidev/aacag086>
- Abdurokhmonova, G., Taylor-Robinette, E. K., McDorman, S. A., **Ramirez, A. G.**, Merchant, J. S., Gabrieli, J. D. E., & Romeo, R. R. (2026). Parallel contributions of socioeconomic status and bilingual experience on executive function and the brain in young children. *Brain and Language*. 276, 105737. <https://doi.org/10.1016/j.bandl.2026.105737>
- Ramirez, A. G.**, Patt, R., Delgado, A., Levine, D., Hirsh-Pasek, K., de Villiers, J., Aquiles, I., & Golinkoff, R. M. (2025). A new screener predicts toddlers' language development from age 2 to 3: The QUILS:TOD. *Infant Behavior and Development*, 78, 102024. <https://doi.org/10.1016/j.infbeh.2024.102024>
- Buckalew, G., **Ramirez, A. G.**, & Schneider, J. M. (2024). Maternal question-use relates to syntactic skills in 5- to 7-year-old children. *Journal of Speech, Language, and Hearing Research*, 1-14. https://doi.org/10.1044/2024_JSLHR-23-00426
- Ramirez, A. G.**, Zosh J. M., & Golinkoff, R. M. (2024). Exploring dialogic interactions in grandparent-grandchild conversations over video chat. *Journal of Children and Media*, 18(4), 1-19. <https://doi.org/10.1080/17482798.2024.2384977>
- Lentz, A., **Ramirez, A. G.**, Pickett, A., Purinton, A., & Farley-Ripple, E. (2024). Initiating and sustaining relationships between research and practice: Lessons learned from school and district leaders. *School-University Partnerships (SUP)*. 17(3), 322-344. <https://doi.org/10.1108/SUP-10-2023-0042>
- Ramirez, A. G.**, Herbst, E., & Golinkoff, R. M. (2023). Maternal beliefs about infant-directed speech misalign with interactions with their infants. *Frontiers in Developmental Psychology*, 1235621. <https://doi.org/10.3389/fdpys.2023.1235621>
- Masek, L. R., **Ramirez, A. G.**, McMillian, T. B., Hirsh-Pasek, K., & Golinkoff, R. M. (2021). Beyond counting words: A paradigm shift for the study of language acquisition. *Child Development Perspectives*, 15(4), 274-280. <https://doi.org/10.1111/cdep.12425> ***Wiley Top Cited Article 2021-2022**

MANUSCRIPTS UNDER REVIEW

Ramirez, A. G., Collins, M. A., Craig, J., Student, S., & Golinkoff, R. M. (invited revision). Beyond baby talk: Investigating parents' beliefs about infant-directed speech. *Infancy*.

IN PREPARATION

Ramirez, A. G., Romeo, R. R., McLaughlin, K. A., Lengua, L. J., Rowe, M., Kulawska, K., & Carolus, C. (*In preparation*). Different dimensions of language input predict language and executive functioning development across socioeconomically diverse families. To be submitted to *Child Development*.

Ramirez, A. G., Gonzalez, B., Delgado, A., Leadbeater, J. M., & Golinkoff, R. M. (*In preparation*). Using the Quick Interactive Language Screener remotely: Extending the range of a language assessment. To be submitted to *Journal of Child Language*.

Shin, S. Y., **Ramirez, A. G.**, Harden, B. J., Martoccio, T., Berlin, L. J., & Romeo, R. R. (*In preparation*). Maternal acculturation and language input jointly predict child language use in Spanish-speaking immigrant families. To be submitted to *Developmental Psychology*.

CHAPTERS

Ramirez, A. G., Delgado, A., Hirsh-Pasek, K., & Golinkoff, R. M. (2025). *The Intermodal Preferential Looking Paradigm: Where would we be without it?* In H. Nesi & C. Tschichold (Eds.), *International Encyclopedia of Language and Linguistics*, 3rd edition. Elsevier. <https://doi.org/10.1016/B978-0-323-95504-1.00741-9>

AWARDS, HONORS, AND FELLOWSHIPS

2026	Data Management for Data Sharing Workshop Travel Award (\$2000)
2025	Language Science Center (\$2000)
2025	HaBilNet3 Travel Award
2024	Cognitive Development Society (CDS) Diversity Travel Award (\$750)
2023	Digital Media and Developing Minds International Scientific Congress Travel Award (\$400)
2022-2023	University of Delaware, University Dissertation Fellowship (\$28,667)
2022	Boston University Language Conference Diversity (BUCLD) Travel Fellowship
2019	University of Delaware, Student of Distinction
2018-2020	University of Delaware, Graduate Scholars Award (\$27,500)
2017-2018	University of California, Merced, Kathy Stowell Honorary Scholarship
2017	NSF Research Experiences for Undergraduates (REU) Summer Internship
2016-2017	University of California, Merced, Kruszelnicki Memorial Scholarship (\$1,000)
2016-2017	University of California, Merced, Giving Tuesday Athlete Scholarship

CONFERENCE PRESENTATIONS

⁺Indicates mentee

⁺Rojas, P., **Ramirez, A. G.**, Taylor-Robinette, E. K., & Romeo, R. R. (2026, May). *Immigrant Roots, Cognitive Fruits II: Does the bilingual advantage in theory of mind relate to immigration generation?* [Poster presentation]. Undergraduate Research Day, College Park, Maryland.

⁺Sandoval, A., **Ramirez, A. G.**, & Romeo, R. R. (2026, May). *Does birth order predict heritage language skills in dual language learners?* [Poster presentation]. Undergraduate Research Day, College Park, Maryland.

Ramirez, A. G., ⁺Egerton, M., ⁺Rojas, P., ⁺Flores, M., ⁺Sandoval, A., & Romeo, R. R. (2025, June). *Contextual factors shape parental attitudes toward bilingualism*. [Poster presentation]. Language Science Day, College Park, Maryland.

- ⁺Rojas, P., **Ramirez, A. G.**, Taylor-Robinette, E. K., & Romeo, R. R. (2025, July). *Immigrant Roots, Cognitive Fruits: Does the bilingual advantage in theory of mind relate to immigration generation?* [Poster presentation]. University of Maryland Research, Equity, and Access in Communication and Hearing (REACH), College Park, Maryland.
- Ramirez, A. G.**, Shin, S., Jones Harden, B., Martoccio, T. L., Berlin, L. J., & Romeo, R. R. (2025, November). *Investigating education and psychosocial factors as predictors of maternal speech among low-income Latinx families.* [Poster presentation]. Boston University Conference on Language Development (BUCLD), Boston, Massachusetts.
- Ramirez, A. G.**, Abdurokhmonova, G., Taylor, E. K., McDorman, S. A., Roche, E. C., & Romeo, R. R. (2025, June). *Parent attitudes toward bilingualism may differ according to contextual factors.* [Poster presentation]. The Harmonious Bilingualism Network (HaBilNet), San Sebastián, Spain.
- Ramirez, A. G.**, McDorman, S. A., Abdurokhmonova, G., & Romeo, R. R. (2025, May). *Disentangling the relation between conversational turns and children's talkativeness* [Conference presentation]. In **A. G. Ramirez** (Chair), *Methodological insights for analyzing children's diverse language environments with daylong audio recordings*. Society for Research in Child Development (SRCD), Minneapolis, Minnesota.
- Zosh, J., **Ramirez, A. G.**, Coons, V. & Golinkoff, R. M. (2025, May). *Leveraging multi-generational video chat as a source of spatial language for young children* [Conference presentation]. In **L. Pagano** (Chair), *Out-of-school time tech: Supporting children's STEM engagement through digital tools and conversations*. Society for Research in Child Development (SRCD), Minneapolis, Minnesota.
- ⁺Arce-Reed, T., **Ramirez, A. G.**, McDorman, S. A., ⁺Egerton, M., ⁺Rojas, P., ⁺Flores, M., ⁺Sandoval, A., Abdurokhmonova, G., Taylor, E. K., Mortimer, A., Roche, E., & Romeo, R. R. (2025, April). *Sociocultural Influences on Caregiver Perceptions of Bilingualism.* [Poster presentation]. University of Maryland Undergraduate Research Day, College Park, Maryland.
- Shin, S., **Ramirez, A. G.**, Martoccio, T. L., Romeo, R. R., Berlin, L., & Jones Harden, B. (2025, May). *Maternal acculturation and language input jointly predict child language use in Spanish-speaking immigrant families.* [Poster presentation]. Society for Research in Child Development (SRCD), Minneapolis, Minnesota.
- McDorman, S. A., Imhof, A., **Ramirez, A. G.**, Taylor-Robinette, E., Abdurokhmonova, G., Roche, E. C., Arce-Reed, T., Kaur, N., & Romeo, R. R. (2025, May). *Examining the validity of caregiver-child conversational turns across lab-based and naturalistic settings.* [Poster presentation]. Society for Research in Child Development (SRCD), Minneapolis, Minnesota.
- Ramirez, A. G.** (2024, September). *Examining how parental beliefs about bilingualism shape children's language environments and language/cognitive skills.* [Paper presentation]. Language Science Day, University of Maryland, College Park, Maryland.
- Jones Harden, B., Martoccio, T. L., Berlin, L. J., Shin, S., **Ramirez, A. G.**, & Romeo, R. R. (2024, March). *Promoting child language development through attachment-based intervention: Impacts of attachment and biobehavioral catch-up.* [Poster presentation]. Society for Social Work and Research (SSWR), Seattle, Washington.
- ⁺Rosales-Lima, F., ⁺Ostria, N. M., ⁺Egerton, M., ⁺Arce-Reed, T., Abdurokhmonova, G., McDorman, S. A., Taylor, E. K., Romeo, R. R., & **Ramirez, A. G.** (2024, April). *Double the fun: Exploring how parents' perceptions shape bilingual children's language environments.* [Poster presentation]. Maryland Hispanic Applied Linguistics Conference (MHALC), College Park, Maryland.

- Abdurokhmonova, G., Taylor, E. K., McDorman, S. A., **Ramirez, A. G.**, Merchant, J. S., & Romeo, R. R. (2024, July). *Investigating whether bilingualism protects against low SES in the neural basis of executive functioning* [Conference presentation]. In G. Abdurokhmonova (Chair), *Bilingual brains and education-related cognitive processes: Examinations across the lifespan*. International Mind, Brain, and Education Society Conferences (IMBES), Leuven, Belgium.
- McDorman, S. A., Imhof, A., **Ramirez, A. G.**, Taylor, E. K., Abdurokhmonova, G., Roche, E. C., & Romeo, R. R. (2024, June). *Contextual moderators of caregiver-child conversational turns across lab-based and naturalistic settings*. [Poster presentation]. International Society for the Study of Behavioural Development (ISSBD), Lisbon, Portugal.
- Delgado, A., **Ramirez, A. G.**, Patt, R., Hirsh-Pasek, K., deVilliers, J., Aquiles, I., & Golinkoff, R. M. (2024, July). *Predicting toddlers' language development from age 2 to 3: Insights from the QUILS:TOD*. [Poster presentation]. International Congress of Infant Studies (ICIS), Glasgow, Scotland.
- Amendum, S. J., Kittle, J. M., **Ramirez, A. G.**, Babinski, L., Carrig, M., Knotek, S., & Sanchez, M. (2024, April). *Relationships among early Spanish reading skills and English reading for multilingual learners*. [Poster presentation]. American Educational Research Association (AERA), Chicago, Illinois.
- Ramirez, A. G.**, Shin, S., Jones Harden, B., Martoccio, T. L., Berlin, L. J., & Romeo, R. R. (2024, March). *Exploring how proximal factors may relate to differences in maternal speech with bilingual families*. [Poster presentation]. Cognitive Development Society (CDS), Pasadena, California.
- Haralanova, A., Roche, E. C., Abdurokhmonova, G., Taylor, E. K., Simmons, A., Metzler, C., Thompson, E. A., Redcay, E., Cai, H., **Ramirez, A. G.**, McDorman, S. A., Terry, V. A., ⁺Ostria, N. M., Sall, N. F., ⁺Rosales-Lima, F., & Romeo, R. R. (2023, September). *Just keep swimming: Introducing the LEAD lab using the family-inspired neural synchrony project*. [Poster presentation]. Language Science Day, College Park, Maryland.
- Patt, R., **Ramirez, A. G.**, deVilliers, J., Aquiles, I., Hirsh-Pasek, K., & Golinkoff, R. M. (2023, October). *Assessing the predictive validity of the QUILS:TOD* [Poster presentation]. Society for the Study of Human Development (SSHD), Philadelphia, Pennsylvania.
- Ramirez, A. G.**, Zosh, J. M., & Golinkoff, R. M. (2023, September). *Exploring dialogic interactions in grandparent-grandchild conversations over video chat* [Poster presentation]. Digital Media and Developing Minds International Scientific Congress (Media and Minds), Washington, District of Columbia.
- Lentz, A., Pickett, A., **Ramirez, A. G.**, Purinton, A., Farley-Ripple, E. (2023, April). *Lessons from school and district leaders: Factors that promote partnerships* [Poster presentation]. University of Delaware, Provost Symposium, Newark, Delaware.
- Ramirez, A. G.**, Hassinger-Das, B., Hirsh-Pasek, K., & Golinkoff, R. M. (2023, May). *The topics of parent-child conversation and later language development and school readiness* [Virtual conference presentation]. American Educational Research Association (AERA), Chicago, Illinois.
- Ramirez, A. G.**, Hassinger-Das, B., Hirsh-Pasek, K., & Golinkoff, R. M. (2023, March). *Relations among children's early language experiences and school readiness* [Conference presentation]. In S. A. McDorman (Chair), *Socioeconomically diverse families contain multitudes: Strengths-based approaches to cognitive development*. Society for Research in Child Development (SRCD), Salt Lake City, Utah.

- Ramirez, A. G.,** ⁺Becker, L., & Golinkoff, R. M. (2022, November). *What do parents think facilitates language learning: Responsiveness, infant-directed speech, or both?* [Virtual poster presentation]. International Society for Developmental Psychobiology (ISDP), San Diego, California.
- Ramirez, A. G.,** Lentz, A., Purinton, A., Farley-Ripple, E. (2022, September). *Lessons from school and district leaders: Factors that promote partnerships* [Poster presentation]. Engagement Scholarship Consortium International Conference (ESC), Athens, Georgia.
- ⁺Tang, J., **Ramirez, A. G.,** Craig, J., Golinkoff, R. (2022, August). *Exploring how grandparents can encourage their grandchildren's language development over video chat* [Poster presentation]. Delaware INBRE Summer Student Research Program, Newark, Delaware.
- Ramirez, A. G.,** Delgado, A., Herbst, E., Gokson, T., & Golinkoff, R. M. (2022, July). *Exploring how mothers help children see events using gesture* [Poster presentation]. International Congress of Infant Studies (ICIS), Ottawa, Canada.
- Ramirez, A. G.,** Herbst, E., ⁺Becker, L., Collins, M. A., Levine, D., Hirsh-Pasek, K., & Golinkoff, R. M. (2022, July). *How do parents' beliefs about infant-directed speech relate to their children's word learning?* [Poster presentation]. International Congress of Infant Studies (ICIS), Ottawa, Canada.
- Ramirez, A. G.,** Hassinger-Das B., & Golinkoff, R. M. (2022, April). *The content of early parent-child interactions prepares children for school* [Conference presentation]. University of Delaware Learning Sciences Symposium, Newark, Delaware.
- Buckalew, G., **Ramirez, A. G.,** & Schneider J. M. (2022, April). *How a mother's question-use scaffolds their child's syntactic development* [Poster presentation]. Cognitive Development Society (CDS), Madison, Wisconsin.
- Ramirez, A. G.,** Herbst, E., Bruette, A., Levine, D., ⁺Hatch, C., Casalvera, A., Hirsh-Pasek, K., & Golinkoff, R. M. (2021, November). *Do parents' beliefs about baby talk match their interactions with infants?* [Virtual poster presentation]. International Society for Developmental Psychobiology (ISDP), Chicago, Illinois.
- Ramirez, A. G.,** Bruette, A., Herbst, E., Levine, D., & Golinkoff, R. M. (2020, April). *How do parents' beliefs about baby talk relate to their behavior, speech register, and children's word learning?* [Virtual poster presentation]. University of Delaware Learning Sciences Symposium, Newark, Delaware.
- Ramirez, A. G.,** Masek, L. R., Hassinger-Das, B., Hirsh-Pasek, K., & Golinkoff, R. M. (2021, April). *Investigating informational lexical density as a predictor of school readiness* [Virtual poster presentation]. American Educational Research Association (AERA), Orlando, Florida.
- Ramirez, A. G.,** Levine, D., Puttre, H., Hirsh-Pasek, K., & Golinkoff, R. M. (2020, October 22-23). *Language highlights event components: Japanese Ground-Path Categories* [Virtual poster presentation]. Many Paths to Language (MPaL) Workshop, Amsterdam, Netherlands.
- Ramirez, A. G.,** Hassinger-Das, B., Levine, D., & Golinkoff, R. M. (2020, May). *Exploring how the lexical density in early parental input relates to later language outcomes* [Virtual poster presentation]. University of Delaware Learning Sciences Symposium, Newark, Delaware.
- Ramirez, A. G.,** Puttre, H., Yerger, C., Fazio, H., Araneta, G., Levine, D., Hirsh-Pasek, K., & Golinkoff, R. M. (Presentation cancelled due to Coronavirus pandemic, 2020). *Language highlights event components: Japanese*

ground-path categories [Poster presentation]. University of Delaware Linguistics and Cognitive Science Student Conference, Newark, Delaware.

Preston, M., Puttre, H., Morano, C., May, H., Pritulsky, C., **Ramirez, A. G.**, Hirsh-Pasek, K., & Golinkoff, R. M. (2019, October). *Thoughtful cardio? Investigating the immediate impact of cognitively engaging physical activity on preschool children's executive function* [Poster presentation]. Cognitive Development Society (CDS), Louisville, Kentucky.

INVITED TALKS

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| 2025 | Language Science Lunch Talk, University of Maryland, College Park
“Language Practices, Beliefs, and Contexts: Pathways to School Readiness” |
| 2024 | Human Development Colloquium Series, University of Maryland, College Park
“Preparing young children for academic success through everyday conversations” |

BLOGS AND PODCASTS

Delgado, A., **Ramirez, A. G.**, Golinkoff, R. M., & Hirsh-Pasek, K. (2022, October). Reading with a caregiver trumps reading an e-book alone. *Brookings*. <https://www.brookings.edu/blog/education-plus-development/2022/10/12/reading-with-a-caregiver-trumps-reading-an-e-book-alone/>

Golinkoff, R. M., & **Ramirez, A. G.** (Hosts). (2021, January). When talk isn't cheap: A look at the evidence on infant directed speech and early childhood language development with Dr. Roberta Golinkoff and Alexis Ramirez (Season 2, No. 3) [Audio podcast episode]. In *Evidence for Education*. University of Delaware's Partnership for Public Education. <https://apple.co/3KbwGSo>

Ramirez, A. G., Patt, R., Gaudreau, C., & Rutherford, T. (2020, August). How bilingual infants cope with code-switching. *University of Delaware Learning Sciences Blog*. <https://sites.udel.edu/learningsciences/2020/08/10/how-bilingual-infants-cope-with-code-switching/>

RESEARCH EXPERIENCE

Postdoctoral Research Fellow

June 2023 – Present

University of Maryland; College Park, MD

Language, Experience, and Development (LEAD) Lab

Supervisor: Dr. Rachel Romeo

College of Education

- Utilize interdisciplinary approaches from developmental psychology and cognitive neuroscience (MRI and fNIRS) to examine child development
- Conceptualize and implement studies that explore how variation in language may be related to socioeconomic factors
- Create mutually beneficial partnerships with local communities, cultural organizations, and nonprofits

Current Projects

- Using mixed method approaches, investigate how children's language environments relate to the development of language, executive function, and social cognition with monolingual and bilingual families
- Explore how contextual factors shape children's language environments using naturalistic daylong recordings
- Examine whether distinct profiles of cultural wealth and resilience among caregivers exist, and the sociodemographic factors that predict profile membership

Graduate Research Assistant

Fall 2017 – Spring 2023

University of Delaware; Newark DE

Child's Play, Learning, and Development Lab

Supervisor: Dr. Roberta Golinkoff

School of Education

- Conceptualized and implemented studies in language acquisition
- Created a coding scheme to examine the information parents share with children
- Administered tests at preschools to investigate relation between children's language and their ability to discern components of events
- Explored parents' beliefs around the use of infant-directed speech, whether these beliefs align with parents' behavior and speech register when teaching a novel word to their child, and in turn, how this alignment relates to how well a child learns a novel word at 15- to 21-months
- Examined the quality and quantity of interactions in video chat between grandparents and 48- to 72-month-old grandchildren
- Assessed the reliability and validity of remotely administering a language screener (QUILS) with 4- to 5-year-old children
- Investigated how exposure to a language may influence infants' ability to distinguish components of events at 4- to 5-years-old
- Examined the type of information parents share with children at 24-months and how it relates to children's school readiness at 54-months
- Analyzed how mothers use gesture to assist infants' processing of events at age 2
- Explored how parent sensitivity and responsiveness relate to parents' beliefs about infant-directed speech at 15- to 30-months

Graduate Assistantship

Fall 2021 – Summer 2022

University of Delaware; Newark DE

Partnership For Public Education

Supervisor: Dr. Elizabeth N. Farley-Ripple

School of Education

- Bring together members of the University of Delaware and the broader Delaware educational community to identify shared needs
- Mobilize evidence-based practices with researchers, educators, families, and community leaders through networking, podcasts, infographics, and dissemination
- Foster sustainable partnerships to improve the quality and availability of education in Delaware.
- Explore the extent that evidence-based practices are being implemented in the state of Delaware and investigate whether implementation affects teacher delivery in the classroom and student achievement
- Identify the barriers and success factors when fostering partnerships and examine the alignment in beliefs between researchers and organizations

Graduate Research Assistant

Summer 2021

University of Delaware; Newark DE

Supervisor: Dr. Zhenghan Qi

School of Communication Sciences and Disorders

- Investigated the relation between children's language processing and their language abilities with a population that includes typically developing children and children with Autism Spectrum Disorder (ASD)
- Administered the Redmond Sentence Recall (RSR), Kaufman Brief Intelligence Test (KBIT), and Comprehensive Test of Phonological Processing (CTOPP) over Zoom
- Recruited local families to participate in brain-imaging research studies
- Monitored participant's research progress and recruited families through REDCap

Graduate Research Assistant

Fall 2020 – Spring 2021

University of Delaware; Newark DE

Supervisor: Dr. Steve Amendum

School of Education

- Examined teachers' perceptions on how online learning during COVID-19 has affected English-language-learners
- Explored cross-linguistic transfers in children's early literacy and language abilities
- Discussed the relationship between Spanish reading skills, English language proficiency, and English literacy abilities in English-language-learners
- Explored whether an intervention may impact English-language-learners' literacy trajectories differently, depending on their literacy skills at school entry

Undergraduate Research Assistant

Spring 2016 – Spring 2018

University of California, Merced; Merced, CA

Interpersonal Development Lab

Supervisor: Dr. Eric Walle

Department of Psychology

- Coded infant looking behavior to analyze infants' recognition of others' perspectives
- Analyzed infants' understanding of goal-directed actions by testing their responses to emotions
- Recruited families at local community events
- Scheduled families to participate in studies
- Created stimuli using Adobe Photoshop for a survey to observe which feature (face, posture, or context) adults rely on when features are contradicting
- Participated in regular lab meetings and reviewed relevant literature on infants understanding of emotions

Paid Research Intern – Nationally Competitive Award

Summer 2017

College of Staten Island, CUNY; Staten Island, NY

Child Development Lab

Supervisors: Dr. Sarah Berger & Dr. Lana Karasik

Department of Psychology

- Designed and piloted original experimental study on how parents teach infants to climb stairs
- Recruited participants at local community events
- Transcribed video of parent-child interactions to examine parents' language with crawlers versus walkers
- Coded infants' crawling progress to investigate effects of naps on motor development
- Attended weekly presentations of academic articles; gave three presentations

Undergraduate Research Assistant

Fall 2017 – Spring 2018

University of California, Merced; Merced, CA

Emergence of Communication Lab

Supervisor: Dr. Anne Warlaumont

Department of Cognitive Sciences

- Transcribed longitudinal LENA recordings to examine parents' use of infant-directed speech from 3 to 18 months
- Recruited participants at community events
- Attended weekly lab meetings and reviewed literature investigating the role of infant- directed speech on word learning

TEACHING AND MENTORING EXPERIENCE

EDHD402: Social Development

Fall 2025 – Spring 2026

University of Maryland, College Park

With undergraduate students (35-40), discuss major theories and research perspectives on social development, with a focus on the influence of socialization contexts such as family, culture, and society.

Guest Lecturer

University of Maryland, College Park

Are Two Languages Better than One: The Science and Controversy of Bilingualism (HESP214) Fall 2024

Lecture title: *Code-switching*

With undergraduates (30 students), lecture about code-switching, highlight how code-switching is used in everyday experiences, and discuss the mixed research on the relation between code-switching and language in small-group discussions

The Research Behind Headlines on Words, Thought, and Behavior (HESP214) Fall 2024/Spring 2025

Lecture title: *The Word Gap*

With undergraduates (30 students), lecture about the history of the thirty-million-word gap, discuss deficit-framing language, and highlight the strength of focusing on the features of the language environment and other contextual factors in small-group discussions

Multicultural Issues in Communication and Communication Disorders (HESP204) Spring 2024

Lecture title: *Culturally responsive research*

With undergraduates (12 students), lecture about the history of research with communities of color, discuss the strength and challenges of culturally responsive research, and integrate culturally responsive practices at all aspects of the research process in small-group discussions

University of Delaware

Human Development in Grades K-8 (EDUC205)

Spring 2019

Lecture title: *Socioemotional development, self-identity, and self-regulation*

With undergraduates (30 students), lecture about the developmental trends in children's understanding of emotions, acknowledge potential influences, distinguish the dimensions of temperament and personality, and lead small- and large-group discussions on how to support socio-emotional development at home, in school, and during their service-learning placement

Teaching Apprenticeship

Spring 2020

University of Delaware; Newark, DE

- Designed a syllabus with clear and appropriate learning objectives
- Discussed teaching strategies to support students from a wide range of backgrounds
- Evaluated the effectiveness of teaching through micro-teaching and received/provided instructional feedback from/for colleagues
- Observed undergraduate human development course

Training

UMD TLTC: Workshop on Course Design

Summer 2025

UMD TLTC: Workshop on Teaching Students How to Learn using Metacognition

Summer 2024

UMD TLTC: Workshop on Creating a Positive Class Climate

Summer 2024

Mentorship

University of Maryland Reach, Equity, and Access in Communication and Hearing (REACH)

Summer 2025

University of Maryland Summer Research Initiative (SRI)	Summer 2024
NextGen Psych Scholars Programs	Fall 2023 – Summer 2025
Delaware INBRE Summer Scholars Programs (DISSP)	Summer 2022
UD Summer Opportunities for Undergraduate Research and Creative Endeavors	Summer 2021
UD Child's Play Lab Statistical Training/Language Development Reading Group	Fall 2018 – Spring 2023

LEADERSHIP, SERVICE, AND PROFESSIONAL DEVELOPMENT

Training

Data Management for Data Sharing in Learning and Development Research Workshop	Summer 2026
UMD Mental Health First Aid	Summer 2025
ASHA Lessons for Success: Grant Writing Workshop	Spring 2025
UMD ADVANCE Program: Investing in Faculty Success, Diversity, & Inclusion	Fall 2023 – Spring 2024
UndocuTerps: Training on how to support undocumented students	Spring 2024
Statistical Teaching and Analytic Research Training (START) Program in Quito, Ecuador	Summer 2019

Professional Service

Daylong Audio Recordings of Children's Linguistic Environments (DARCLE)
 New Investigators Group, Co-Leader, 2024-present

Academic Service

University of Delaware
 Graduate Students of Color, Panelist, 2022
 Education and HDFS New Graduate Student Orientation, Panelist, 2022
 Teachers of Tomorrow, Panelist, 2021
 Education and HDFS Graduate School Visitation Day, Planning Committee, 2020
 Education and HDFS Graduate Student Association, Co-President, 2020-2021
 International Congress of Infant Studies (ICIS)
 Student Committee Member, 2022
 Early Career Council, 2023-2024
 University of Maryland, College Park
 Campus Belonging and Community Survey Working Group, 2023-2024
 Human Development Quantitative Methodology DEI Committee, 2023-2025

Service to the Field

Journal Ad-hoc Reviewer
Journal of Mind, Brain, and Education
International Journal of Behavioral Development
Journal of Infant and Child Development
Journal of Child Language
Journal for Children and Media
Journal of the Educational and Developmental Psychologist
 Conference Review
 Cognitive Science
 Society for Research in Child Development
 Grant Review
 Morgan State University Health-Related Community-Based Participatory Research (CBPR) Small Grants

PROFESSIONAL AFFILIATIONS

American Educational Research Association
Cognitive Development Society
International Congress of Infant Studies
Society for Research in Child Development: Latino Caucus, Mi Familia
University of Maryland Language Science Center
Daylong Audio Recording of Children's Linguistic Environments (DARCLE)
University of Maryland Field Committee in Developmental Science

ADDITIONAL SKILLS

Research software: Qualtrics, REDcap, Dedoose, Datavyu, ELAN, CLAN, Supercoder, iMovie

Statistical software: R, SPSS

Microsoft office: Word, Excel, PowerPoint

Statistical training: Multivariate data analysis, regression and ANOVA, factor analysis, educational measurement, multilevel modeling, structural equation modeling, data visualization