

OLA OZERNOV-PALCHIK

McGovern Institute for Brain Research
Massachusetts Institute of Technology
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EDUCATION

- Ph.D. Cognitive Science, Department of Psychology/Applied Child Development, Tufts University 2018.
Dissertation – Why Children Fail to Learn to Read: Identifying the Cognitive, Neural, and Environmental Precursors.
- M.S. Counseling (summa cum laude), School of Education, Southern Methodist University, 2010.
- B.S. Psychology and Philosophy (summa cum laude), Department of Psychology, Southern Methodist University, 2006.
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ACADEMIC APPOINTMENTS

- 2024–present Research Assistant Professor, Wheelock College of Education and Human Development, Boston University, Boston, MA.
- 2023–present Research Scientist, McGovern Institute, Department of Brain and Cognitive Science, MIT, Cambridge, MA.
- 2022–2024 Senior Research Scientist, Wheelock College of Education and Human Development, Boston University, Boston, MA.
- 2018–2023 Postdoctoral Associate, McGovern Institute, Department of Brain and Cognitive Science, MIT, Cambridge, MA.
- 2019–2022 Faculty Director and Lecturer, Mind, Brain, and Education Master's Program Harvard Graduate School of Education, Harvard, Cambridge, MA.
- 2013–2018 Graduate Research Fellow, Center for Reading and Language Research, Department of Applied Child Development, Tufts University, Medford, MA.

- 2011–2015 Research Coordinator/Graduate Research Fellow, Laboratories of Cognitive Neuroscience, Department of Developmental Medicine, Boston Children’s Hospital, Boston, MA.
- 2006–2011 Research Associate, Institute for Evidence-Based Education, School of Education, Southern Methodist University, Dallas, TX.
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AWARDS AND HONORS

- 2019 IDA Early Career Researcher Award for Contributions to Research.
- 2017 Flux Congress Science of Learning Symposium Winner.
- 2016 First place-Graduate Student Poster Competition, Tufts University.
- 2016 Eliot-Pearson Doctoral Research-Practice Integration Award, Tufts University.
- 2016 Outstanding Academic Scholarship award finalist, Tufts University.
- 2015 Graduate Research Excellence at Tufts (GREAT) fellowship, Tufts University.
- 2013–2017 Graduate Student Travel Award, Tufts University.
- 2006 Hausman Award for Excellence in Western Philosophy, SMU University.
- 2006 Psychology Department Senior Award for Outstanding Performance, SMU University.
- 2005 Alexander V. Mamontov Scholarship for Excellence in Russian Studies.
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GRANTS AND FELLOWSHIPS

- 2024 Submitted: NIH R21, Principle Investigator, MIT.
- 2024 Jameel World Education Lab Grant, Principal Investigator, MIT
- 2023 Ignition Award for Innovation, Co-Principal Investigator, BU.
- 2023 Red Hat Collaboratory Research Incubation Awards, Co-Principal Investigator.
- 2022 Integrating AI and MTSS to improve screening, identification, and treatment of students with math and literacy-related disabilities
- 2019 National Research Service Award (NRSA)-F32, Principal Investigator.
- 2018 MIT-International Science and Technology Initiative, MIT, Cambridge, MA.
- 2013 Tufts Collaborates Seed Grant Program, Tufts University, Medford, MA. Co-Principle Investigator (with Aniruddh Patel, Maryanne Wolf)
- 2014–2017 Barbara Evans Fellowship, Annual Doctoral Stipend Awarded, Tufts University, Medford, MA.

PUBLICATIONS

Refereed Journal Articles

Ozernov-Palchik, O., Pollack, C., Bonawitz, E., Christodoulou, J. A., Gaab, N., Gabrieli, J., ... & Nelson, C. A. (2023). Reflections on the past two decades of Mind, Brain, and Education.

Ozernov-Palchik, O*, Qi, Z., Beach, S.D., Centanni, T., Gabrieli, J.D.E. (2023). Procedural and statistical learning in individuals with dyslexia. *Neuropsychologia*.

Treves, I. N., Olson, H. A., **Ozernov-Palchik, O.**, Li, C. E., Wang, K. L., Arechiga, X. M., ... & Gabrieli, J. D. (2023). At-Home use of App-Based Mindfulness for Children: A Randomized Active-Controlled Trial. *Mindfulness*, 1-17.

Treves, I. N., Li, C. E., Wang, K. L., **Ozernov-Palchik, O.**, Olson, H. A., & Gabrieli, J. D. (2023). Mindfulness supports emotional resilience in children during the COVID-19 Pandemic. *Plos one*, 18(7), e0278501.

Ozernov-Palchik, O., Sury, D., Turesky, T. K., Yu, X., & Gaab, N. (2023). Longitudinal changes in brain activation underlying reading fluency. *Human Brain Mapping*, 44(1), 18-34.

Ozernov-Palchik, O*, Sideridis, G. D., Norton, E. S., Beach, S. D., Wolf, M., Gabrieli, J. D., & Gaab, N. (2022). On the cusp of predictability: Disruption in the typical association between letter and word identification at critical thresholds of RAN and phonological skills. *Learning and Individual Differences*, 97, 102166.

Davison, K. E., Zuk, J., Mullin, L. J., **Ozernov-Palchik, O.**, Norton, E., Gabrieli, J., ... & Gaab, N. (2022). Examining the relationship between shared book reading at home, white matter organization in kindergarten, and subsequent language and reading abilities: a longitudinal investigation. *Journal of Cognitive Neuroscience*.

Beach, S. D., **Ozernov-Palchik, O.**, May, S. C., Centanni, T. M., Perrachione, T. K., Pantazis, D., & Gabrieli, J. D. (2022). The Neural Representation of a Repeated Standard Stimulus in Dyslexia. *Frontiers in Human Neuroscience*, 283.

Ozernov-Palchik*, O., Olson*, H. A., Arechiga, X. M., Kentala, H., Solorio-Fielder, J. L., Camacho Torres, Y., Gardino, N. D., Deffenbach, J. R., Gabrieli, J. D. E. (2022). A Developmental Researcher's Guide to Remote Intervention Studies. *Frontiers in Psychology: Developmental Psychology* doi: [10.31234/osf.io/k9632](https://doi.org/10.31234/osf.io/k9632)

Ozernov-Palchik, O., Beach, S. D., Brown, M., Centanni, T., Gaab, N., Kuperberg, G., ... & Gabrieli, J. (2022). Speech-specific perceptual adaptation deficits in children and adults with dyslexia. *Journal of Experimental Psychology: General*. [10.31234/osf.io/4n5ec](https://doi.org/10.31234/osf.io/4n5ec)

Ozernov-Palchik, O., Centanni, T. M., Beach, S. D., May, S., Hogan, T., & Gabrieli, J. D. (2021). Distinct neural substrates of individual differences in components of reading comprehension in adults with or without dyslexia. *NeuroImage*, 226, 117570.

Norton, E. S., Beach, S. D., Eddy, M. D., McWeeny, S., **Ozernov-Palchik, O.**, Gaab, N., & Gabrieli, J. D. (2021). ERP mismatch negativity amplitude and asymmetry reflect phonological and rapid automatized naming skills in English-speaking kindergartners. *Frontiers in Human Neuroscience*, 15, 236.

Beach, S. D., **Ozernov-Palchik, O.**, May, S. C., Centanni, T. M., Gabrieli, J. D., & Pantazis, D. (2021). Neural Decoding Reveals Concurrent Phonemic and Subphonemic Representations of Speech Across Tasks. *Neurobiology of Language*, 2(2), 254-279.

Centanni, T. M., Beach, S. D., **Ozernov-Palchik, O.**, May, S., Pantazis, D., & Gabrieli, J. D. (2022). Categorical perception and influence of attention on neural consistency in response to speech sounds in adults with dyslexia. *Annals of Dyslexia*, 1-23.

Zuk, J., Dunstan, J., Norton, E., Yu, X., **Ozernov-Palchik, O.**, Wang, Y., Hogan, T., Gabrieli, J.D.E & Gaab, N. (2020). Multifactorial pathways facilitate resilience among kindergartners at risk for dyslexia: A longitudinal behavioral and neuroimaging study. *Developmental Science*.

Yu, X., Zuk, J., Perdue, M. V., **Ozernov-Palchik, O.**, Raney, T., Beach, S. D., ... & Gaab, N. (2020). Putative protective neural mechanisms in pre-readers with a family history of dyslexia who subsequently develop typical reading skills. *Human Brain Mapping*.

Centanni, T. M., Norton, **Ozernov-Palchik, O.**, E. S., Park, A., Beach, S.D., Halverson, K., Gaab, N., Gabrieli, J. D. E. (2019). Disrupted left fusiform response to print in beginning kindergartners is associated with subsequent reading. *NeuroImage: Clinical*, 22, 101715.

Ozernov-Palchik, O., Norton, E. S., Wang, Y., Beach, S. D., Zuk, J., Wolf, M., & Gaab, N. (2019). The relationship between socioeconomic status and white matter microstructure in pre-reading children: A longitudinal investigation. *Human Brain Mapping*.

Ozernov-Palchik, O. & Gabrieli, J. D. E. (2018). Neuroimaging, Early identification, and personalized intervention for developmental dyslexia. *Perspectives on Language*—Summer 2018.

Ozernov-Palchik, O., Wolf, M., & Patel, A.D. (2018). Relationships between early literacy and nonlinguistic rhythmic processes in kindergartners. *Journal of Experimental Child Psychology*.

Ozernov-Palchik, O. & Patel, A.D. (2018). Musical rhythm and reading development: Does beat matter? *The New York Academy of Sciences* 1423, 166-175.

Centanni, T. M., Norton, E. S., Park, A., Beach, S.D., Halverson, K., **Ozernov-Palchik, O.**, Gaab, N., Gabrieli, J. D. E. (2018). Letter selectivity in fusiform gyrus is related to letter

identification and word-reading ability in kindergarten children. *Developmental science* 21, no. 5 (2018): e12658.

Yu, X., Raney, T., Perdue, M. V., Zuk, J., **Ozernov-Palchik, O.**, Becker, B. L. C., Raschle, N. M., & Gaab, N. (2018). Emergence of the neural network underlying phonological processing from the pre-reading to the emergent reading stage: A longitudinal study. *Human Brain Mapping*.

Zuk, J., Bishop-Liebler, P., **Ozernov-Palchik, O.**, Moore, E., Overy, K., Welch, G., & Gaab, N. (2017). Revisiting the “enigma” of musicians with dyslexia: Auditory sequencing and speech abilities. *Journal of Experimental Psychology: General*.

Ozernov-Palchik, O. & Gaab, N. (2016). Lessons to be learned: How a comprehensive neurobiological model of atypical reading development can inform educational practice and policy. *Current Opinion in Behavioral Sciences (special issue on Neuroscience of Education)*.

Ozernov-Palchik, O., Norton, E.S., Sideris, G., Beach, S., Wolf, M., Gabrieli, J.D.E., Gaab, N. (2016). Longitudinal stability of pre-reading skill profiles of kindergarten children: Implications for early screening and theories of reading. *Developmental Science*.

Ozernov-Palchik, O. & Gaab, N. (2016). Tackling the “dyslexia paradox” with the help of neuroimaging. *Perspectives on Language and Literacy*.

Ozernov-Palchik, O., & Gaab, N. (2016). Tackling the “dyslexia paradox”: Reading brain and behavior for early markers of developmental dyslexia. *Wiley Interdisciplinary Reviews: Cognitive Science*.

Ozernov-Palchik, O., & Gaab, N. Perspectives on Language—Winter 2016.

Norton, E. S., Saygin, Z. M., Osher, D. E., Beach, S.D., Cyr, A.B., **Ozernov-Palchik, O.**, Yendiki, A., Fischl, B., Gaab, N., Gabrieli, J. D. E. (2013) Tracking the roots of reading ability: White matter volume and integrity correlate with phonological awareness in kindergarten children. *Journal of Neuroscience*, 33(33), 13251-13258.

Zuk*, J., **Ozernov-Palchik***, O., Kim, H., Lakshminarayanan, K., Gabrieli, J. D., Tallal, P., & Gaab, N. (2013). Enhanced syllable discrimination thresholds in musicians. *PloS one*, 8(12), e80546.

Under Review/ Revision

Ozernov-Palchik, O*, O'Brien, A. M*, Lee, E., Richardson, H., Romeo, R., Lipkin, B., Small, H., Capella, J., Nieto-Castañón, A., Saxe, R., Gabrieli, J.D.E., Fedorenko, E. Precision fMRI reveals that the language network exhibits adult-like left-hemispheric lateralization by 4 years of age.

Ozernov-Palchik, O., Beach, S. D., Wade, K., Gaab, N., Gabrieli, J. D. E., Hogan, T. Differences in the components of reading comprehension in developmental dyslexia: A longitudinal and cross-sectional investigation. (Under Review). <https://osf.io/preprints/edaxiv/47ucs>

Olson, H*, **Ozernov-Palchik, O***, Arechiga, X., Gabrieli, J.D.E. Improvements on proximal vocabulary measures in response to a remote randomized controlled trial audiobook intervention. (Under Review). <https://osf.io/zac9d/>

Zhongkai, S., Huang, Z., **Ozernov-Palchik, O.**, Ohn-Bar, E., Kosty, D., Stoolmiller, M., Fien, H. Scalable Early Childhood Reading Performance Prediction: Feasibility and Challenges. (In Revisions at *NeurIPS*).

In Preparation

Ozernov-Palchik, O., King, M., Gabrieli, J.D.E., Ghosh, S., Multidimensional modeling and feature analysis to predict reading disability across development: implications for practice and policy.

Ozernov-Palchik, O., Brown, M., Beach, S.D., Kuperberg, G., Gabrieli, J.D.E., Perrachione, T. Lexical-semantic influences on phonetic uncertainty in typical and atypical reading development. Manuscript in Preparation.

Book Chapters

Gaab, N., Yu, X., **Ozernov-Palchik, O.** (2018). Early atypical brain development in developmental dyslexia. dyslexia and neuroscience. *The Geschwind-Galaburda hypothesis 30 years later*.

Leon Guerrero, S., **Ozernov-Palchik, O.**, Gonzalez, M., Zuk, J., & Gaab, N. (2018). *Using tablet technology to screen for reading difficulty risk in preschool and early kindergarten*. In N. Kucirkova, J. Roswell, & G. Falloon (Eds.), *The Routledge International Handbook of Playing and Learning with Technology in Early Childhood*. Milton Park: Routledge.

SELECTED INVITED TALKS

2023

Harnessing Technology to Advance Education. XtraordinaryPeople company. NYC, November 2.

Towards Precise and Adaptive Education through AI Integration. Symposium on Improving the Lives of Families and Children Through Educational Innovation and

Rigorous Science. Wheelock Institute for the Science of Education, Boston University, October 20.

Open-Source Infrastructure for Student Learning Disability Identification and Treatment. Red Hat North America Research Interest Group meeting. May 5.

Cognitive and neural substrates of typical and atypical reading development. NWEA meeting. March 3.

2022

Reading development and developmental dyslexia. SHBT 205, Harvard University, MA, April 1.

Neurocognitive mechanisms of individual differences in reading comprehension. Department of Psychology, The University of Alabama at Birmingham, AL, March 25.

Neurocognitive mechanisms of individual differences in reading comprehension. School of Education, Florida State University, FL, February 10.

Neurocognitive mechanisms of individual differences in reading comprehension. Educational Neuroscience, Vanderbilt University, TN, February 8.

2021

Comprehending the same, differently: Neurocognitive processes in reading comprehension across development. Department of Psychology, Florida State University, FL, December 14.

2020

Neural underpinnings of language comprehension in dyslexia. Laboratories of Cognitive Neuroscience, Boston Children's Hospital, MA, January 30.

2019 *From early identification to comprehension: using neuroimaging to study reading.* International Dyslexia Association Annual 2019 Conference, TN, November 10.

2019 *Investigating contextual facilitation effects on phonological processing in children and adults with dyslexia.* Communication Neuroscience Research Laboratory, Boston University, MA, April 22.

2018 *Why children fail to learn to read: Identifying the cognitive, neural, and environmental precursors.* Trends in Psychology Summit, Harvard University, July 9.

2018 *Why children fail to learn to read: Identifying the cognitive, neural, and environmental precursors.* Safra Brain Research Center for the Study of Learning Disabilities, Haifa University, Haifa, IL, December 27.

- 2018 *Linking Rhythm Processing and Reading Development in Young Children*. Engaged Learning Network at Games for Change Festival, NYC.
- 2018 *Why children fail to learn to read: Identifying the cognitive, neural, and environmental precursors*. Educational Neuroimaging Center, Israeli Institute of Technology, Haifa, IL, December 25.
- 2018 *Investigating contextual facilitation effects on phonological processing in children and adults with dyslexia*. Haskins Laboratories, Yale University, CT, June 7.
- 2018 *Insights from cognitive neuroscience into the development of the reading brain*. Currey Ingram Academy, Nashville, TN, July 10.
- 2018 *Cognitive links between rhythm perception and reading: A behavioral and neuroimaging investigation*. Inaugural National Endowment for the Arts Research Lecture Series, Vanderbilt University, TN, July 7.
- 2017 *Neurological differences in dyslexia and literacy*. The Dyslexia Foundation Conference. Harvard Medical School, Boston, MA, November 1.
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TEACHING EXPERIENCE

Harvard Graduate School of Education, Harvard, Cambridge, MA

Instructor,

Interpreting Evidence in Educational Neuroscience. (March, 2023; 2024).

Instructor,

Seminar on Mind, Brain, and Education: Research Methods and Critical Topics. (September 2019—2022).

Instructor,

Reading Group on Research Methods in Educational Neuroscience (Spring 2021, Spring 2022).

Guest Lecturer

Music, Reading, and the Brain. Guest lecture for a graduate course. Instructor: Melissa Orkin (February 2014).

Tufts University, Medford, MA

Co-instructor

Learning and Attentional Disorders in Childhood; Eliot-Pearson Department of Child Study and Human Development (Fall, 2015).

Guest Lecturer

Reading development and developmental dyslexia. Guest Lecture for Undergraduate course in the Psychology Department; Instructor: Aniruddh Patel; Department of Psychology (April 2022).

Guest Lecturer

Links Between Rhythm Perception and Reading: A Behavioral and Neuroimaging Investigation. Guest Lecture for Undergraduate course in the Psychology Department; Instructor: Aniruddh Patel; Department of Psychology (October 2016).

Guest Lecturer

Links Between Rhythm Perception and Reading: A Behavioral and Neuroimaging Investigation. Guest Lecture for Undergraduate course in the Psychology Department; Instructor: Elizabeth Race; Department of Psychology (March 2017).

Guest Lecturer

Introduction to neuroimaging. Guest lecture for graduate course. Instructor: Maryanne Wolf. Eliot-Pearson Department of Child Study and Human Development (October 2014).

SELECTED CONFERENCE PRESENTATIONS

Ozernov-Palchik, O. Olson, H., Gabrieli, J.D.E. Reading ability and socioeconomic status differentially impact the vocabulary gains of children in remote audiobook RCT. *Annual Meeting of the Society for the Scientific Study of Reading*, (Copenhagen, Denmark, July, 2024)

Ozernov-Palchik, O. (Symposium Co-chair). Unveiling the Neural Substrates of Early Language Development through Precision fMRI. *Society for the Neurobiology of Language*, (Marseille, France, October, 2023).

Ozernov-Palchik, O., O'Brien, A. M., Romeo, R., Small, H., Lipkin, B., Capella, J., Gabrieli, D.E.J., Fedorenko, E. Development of the language network in the brain. *The Thirteen Annual Meeting of the Society for the Neurobiology of Language*. (Philadelphia, PA, October, 2022).

Ozernov-Palchik, O., (Chair). Bridging educational practice and neuroscience to study developmental language disorders: a review of neuroimaging approaches. *International Mind, Brain, and Education Society*, (Montreal, CA, July, 2022).

Ozernov-Palchik, O. & Olson, H. Implementing Remote Developmental Research: A Case Study of an RCT Language Intervention During COVID-19. Implementation Science IS For All: A CSD Practice-Research Exchange Conference. Lightning Talk: (Virtual Conference).

Ozernov-Palchik, O., Tartakovsky, N., Norton, E., Beach, S., Gabrieli, J. D. E., & Gaab, N. Functional significance of frontal hyperactivation in pre-readers who develop dyslexia. *Annual Meeting of the Society for the Scientific Study of Reading*, (Virtual, June 2021).

Ozernov-Palchik, O., Affourt, J., Capella, J., Hogan, T., Gabrieli, J.D.E., Fedorenko, E. Developmental investigation of the language-selective brain network. *The Twelfth Annual Meeting of the Society for the Neurobiology of Language*. (Virtual Conference).

Ozernov-Palchik, O., Centanni, T. M., Beach, S., & Gabrieli, J. D. E. Distinct neural substrates of subcomponents of reading. *The Eleventh Annual Meeting of the Society for the Neurobiology of Language*, (Helsinki, Finland, July 2019).

Ozernov-Palchik, O., Centanni, T. M., Beach, S., Gabrieli, J. D. E. Distinct patterns of hypoactivation during naturalistic reading in low comprehenders and decoders. *Annual Meeting of the Society for the Scientific Study of Reading*, (Toronto, CA. June 2019).

Ozernov-Palchik, O., Norton, E. S., Wang, Y., Beach, S., Wolf, M., Gabrieli, J. D. E., & Gaab, N. The relationships among SES, white matter, and reading development: a longitudinal investigation from kindergarten to 2nd grade. *The Tenth Annual Meeting of the Society for the Neurobiology of Language*, (Quebec City, Canada. July 2018).

Ozernov-Palchik, O., Norton, E. S., Wang, Y., Beach, S., Wolf, M., Gabrieli, J. D. E., & Gaab, N. The relationships among SES, white matter, and reading development: A longitudinal investigation from kindergarten to 2nd grade. *Annual Meeting of the Society for the Scientific Study of Reading*, (Brighton, UK. June 2018).

Ozernov-Palchik, O., Brown, M., Norton, E. S., Georgan, W., Perrachione, T., Beach, S., Wolf, M., Kuperberg, G., & Gabrieli, J. Investigating lexical and perceptual learning effects on phonetic processing in young children with dyslexia. *The Ninth Annual Meeting of the Society for the Neurobiology of Language*, (Baltimore, MD. July 2017).

Ozernov-Palchik, O., Norton, E. S., Wang, Y., Beach, S.D., Wolf, M., Gabrieli, J. D. E., Patel, A. D., & Gaab, N. (2017). White matter integrity in kindergarten predicts rhythm performance in 2nd grade. *Neuro Music*, (Boston, MA. August 2017).

Ozernov-Palchik, O., Brown, M., Norton, E. S., Georgan, W., Perrachione, T., Beach, S., Wolf, M., Kuperberg, G., Gabrieli, J. Investigating lexical and perceptual learning effects on phonetic processing in young children with dyslexia. *Annual Meeting of the Society for the Scientific Study of Reading*, (Nova Scotia, June 2017).

Ozernov-Palchik, O., Zuk, J., Raschle, N., Wang, Y., Yu, X., Figuccio, M., Langer, N., Im, K., & Gaab, N. Atypical early brain development in developmental dyslexia: how a comprehensive biological framework of atypical reading development can inform educational practice. *Annual Conference of the International Dyslexia Association*, (Orlando FL, May 2016).

Ozernov-Palchik, O., Norton, E. S., Beach, S.D., Park, A., Wolf, M., Gabrieli, J. D. E., & Gaab, N., Patel, A.D. Cognitive links between rhythm perception and language: a behavioral and neuroimaging investigation. *International Conference on Music Perception and Cognition*, (San Francisco, CA. July 2016).

Ozernov-Palchik, O., Norton, E. S., Beach, S.D., Park, A., Wolf, M., Gabrieli, J. D. E., Gaab, N., & Patel, A. D. Cognitive links between early literacy and rhythm perception. *Northeastern Music Cognition Group Annual Meeting*, (Boston, MA January 2016).

Ozernov-Palchik, O., Mauer, M., Norton, E., Beach, S., Wolf, M., Gabrieli, J. D. E. & Gaab, N. Distinct neural alterations of heterogeneous dyslexia risk profiles. *The bi-annual meeting of the Dyslexia Foundation*, (St. Croix, U.S. July 2016).

Ozernov-Palchik, O., Maurer, M., Norton, E., Beach, S., Wolf, M., Gabrieli, J. D. E. & Gaab, N. Distinct neural alterations of heterogeneous dyslexia risk profiles. *Cognitive Neuroscience Society*, (New York, NY. April 2016).

Ozernov-Palchik, O., Maurer, M., Norton, E., Beach, S., Wolf, M., Gabrieli, J. D. E. & Gaab, N. Distinct neural alterations of heterogeneous dyslexia risk profiles. *Neurodevelopmental Disorders Symposium*, (Boston, MA. October 2015).

Ozernov-Palchik, O., Wolf, M., Patel, A.D. (2015). The role of periodicity in rhythmic processing and reading development. *Society for Music Perception and Cognition Conference*, (Nashville, TN. August 2015).

Ozernov-Palchik, O., Raschle, N. M., Gaab, N. Distinct neuroanatomical regions of early reading abilities: A longitudinal voxel-based morphometry study. *Cognitive Neuroscience Society Annual Meeting*, (Boston MA, April 2014).

Ozernov-Palchik, O. Reading the brain for early underpinnings of dyslexia: Evidence from kindergarten students with and without family history of dyslexia. *International Dyslexia Association meeting*, (San Diego, CA. November 2014).

Ozernov-Palchik, O., Norton, E. S., Beach, S.D., Langer, N., Cyr, A.B., Gabrieli, J. D. E., & Gaab, N. Subcomponents of Early Reading Correlate with Cortical Thickness in Distinct Reading Network Areas. *19th Annual Meeting of the Organization for Human Brain Mapping*, (Seattle, WA. June 2013).

Ozernov-Palchik, O., Norton, E. S., Beach, S.D., Cyr, A.B., Garel, K. A., Gabrieli, J. D. E., & Gaab, N. (2012) Examining At-Risk Classification for Future Reading Difficulty in Kindergarten. *Cognitive Neuroscience Society 2012 Annual Meeting*, (Chicago, IL. March 2012).

RECENT CONSULTING/ SERVICE

2020-2023 Consultant, **Massachusetts Department of Elementary and Secondary Education (DESE)**. Guidelines for Dyslexia Stakeholder Meetings & Massachusetts state-level literacy initiative. This contributed to the Massachusetts Dyslexia Guidelines: <https://www.doe.mass.edu/sped/dyslexia-guidelines.pdf>

- 2023 Consultant, Dyslexia Screener Tools Chart. **National Center for Learning Disabilities Working Group**
- 2022-2023 Founder, **Brookline Literacy Coalition**, Advocacy Group
- 2022-2023 Consultant, YokyWorks Foundation. Analyzing efficacy data from literacy app.
- 2023 Consultant, XtraordinaryPeople. Machine learning to classify profiles of disabilities.

PROFESSIONAL DEVELOPMENT/COMMUNITY OUTREACH

Ozernov-Palchik, O. (2022). *Dyslexia and Language-Based Difficulties*. Brookline Literacy Coalition, Brookline, MA.

Ozernov-Palchik, O. (2020). *Dyslexia and Language-Based Difficulties*. Brookline SpEd Partners Action Committee, Brookline, MA.

Ozernov-Palchik, O. (2018). *Neurological Differences in Dyslexia and Literacy*. SEPAC, Medford, MA.

Ozernov-Palchik, O. (2016). *Research Evidence for Early Identification of Dyslexia*. Presentation to Senatorial staff and Decoding Dyslexia Activists. United States Senate. Washington D.C.

Ozernov-Palchik, O. (2016). *The Typical and Atypical Reading Brain*. Professional Development Workshop for Teachers, University of the Virgin Islands at St. Croix, Virgin Islands.

Ozernov-Palchik, O. (2016). Tufts Talks. Faculty Presentation to Tufts alumni in NY, Washington D.C., and Boston. 2016.

Ozernov-Palchik, O. (2013). *Your Amazing Brain*. Interactive Workshop for Kindergarten to 2nd Grade Students at Hosmer School, Watertown, MA.

Ozernov-Palchik, O. (2012). *The Typical and Atypical Reading Brain*. Professional Development Workshop for Parents in Lowell School, Watertown, MA.

Ozernov-Palchik, O. (2012). *The Typical and Atypical Reading Brain: Developmental Evidence from Infants, Preschoolers, and School-Age Children*. Presentation to Parents at Saint Raphael School, Medford, MA.

Ozernov-Palchik, O. (2012). *The Typical and Atypical Reading Brain: Developmental Evidence from Infants, Preschoolers, and School-Age Children*. Presentation to Parents at Saint Joseph School, Wakefield, MA.

Ozernov-Palchik, O. (2012). *The Typical and Atypical Reading Brain: Developmental Evidence from Infants, Preschoolers, and School-Age Children*. Presentation to Parents at Saint Joseph School, Wakefield, MA.

UNIVERSITY SERVICE

Master's Thesis Committee, Applied Child Development Department, Tufts University (2023).
Master's Student Advising, Harvard Graduate School of Education, Harvard University (2019-2022).

Ed.M. Admissions Committee, Faculty Member, Harvard Graduate School of Education,
Harvard University (2019-2021).

Undergraduate Research Opportunities Program (UROP) Mentor, MIT (2016–2023).

Master's Thesis Committee, Applied Child Development Department, Tufts University (2018).

SCIENTIFIC MEMBERSHIPS

Association for the Advancement of Artificial Intelligence (AAAI)

American Educational Research Association (AERA)

Society for Neurobiology of Language (SNL).

Society for the Scientific Study of Reading (SSSR).

Society for Music Perception and Cognition (SMPC).

Society for Research in Child Development (SRCD).

Organization for Human Brain Mapping (OHBM).

Cognitive Neuroscience Society (CNS).

AD HOC REVIEWER

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| • Acta Paediatrica | • Developmental | • Learning and |
| • Annals of Dyslexia | Cognitive | Individual |
| • Brain Connectivity | Neuroscience | Differences |
| • Cognition | • Developmental | • Mind, Brain, and |
| • Cortex | Science | Education |
| • Developmental | • Frontiers in | • NeuroImage |
| Psychology | Systems | • Neuropsychologia |
| • Neurobiology of | Neuroscience | • SSSR |
| Language | | |
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ADDITIONAL TRAININGS AND WORKSHOPS

2023

Computational Tutorial Series on Building and Training Deep Learning Models in PyTorch. MIT

- 2022 The Implications of Generative AI in Education, Boston University
- 2021 Introduction to Longitudinal Structural Equation and Latent Growth Modeling, Virtual
- 2021 Developing as Anti-Racist White Educators (DARWE), Harvard Graduate School of Education, Online
- 2020 NeuroHack Academy, UW eScience Institute, Online
- 2020 Neuropointillist Workshop, UW eScience Institute, Online
- 2017 Modeling Developmental Change Workshop, Portland, OR, USA
- CIFAR Neuroscience of Consciousness Winter School, Quebec, CA
-

SHARED DATA, ANALYSIS SCRIPTS, PRESENTATIONS AND FIGURES

Github: <https://github.com/oozernov>
Open Science Framework: <https://osf.io/cf2z9/>

MEDIA AND SELECTED PRESS

- 2022 On my bookshelf
(<https://www.gse.harvard.edu/news/ed/22/01/my-bookshelf-lecturer-ola-ozernov-palchik>)
- 2020 Pivoting to Respond to Challenging Times
(<https://www.gse.harvard.edu/news/20/05/pivoting-respond-challenging-times>)
- 2020 Closing schools for covid-19 does lifelong harm and widens inequality. *Economist*.
- 2020 McGovern Institute Story Slam (<https://youtu.be/QXb9W-5GEI8>)
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LANGUAGES

American English, Russian, Hebrew
