Schwab Symposium 2022 Speakers in Order of Appearance

Ting Qi, PhD  Cortical folding of the left superior temporal cortex associated with acoustic edge perception in developmental dyslexia	**Ting Qi, PhD** is a postdoctoral scholar with a background in psychology and neuropsychology. Her research aims to better understand language development in typically and atypically developing children, with a specific interest in the neural substrates of language comprehension and reading. She is currently working on several projects in dyslexia, with a particular focus on auditory perceptual deficits in dyslexia.
George Ellis, BA, BCLAD The California Reading & Literature Project 	Originally from the Bay Area, **George Ellis** graduated from UC Berkeley in 1998 with a B.A. in International and Area Studies and later from the San Francisco State Graduate School of Education with a BCLAD bilingual multiple-subject teaching credential. Upon entering the world of elementary education, he began teaching Kindergarten at Belle Air Elementary school in his hometown of San Bruno for more than 17 years. In addition to his experiences as a bilingual classroom teacher, George has also worked as a Reading Coach, New Teacher Mentor, and Professional Development Coordinator for the San Bruno Park School District.
Resha Conroy, MS, MPA Race and Dyslexia: Barriers to Diagnosis for Black Children 	**Resha Conroy** brings over a decade of experience in charter school administration and non-profit management. She has served on school leadership teams and as a consultant for charter schools in Washington D.C. and New York City. Currently, Resha is a Speech-Language Pathologist with an interest in language, literacy, and culture. She has an M.S. in Communicative Sciences and Disorders and an M.P.A. in Non-Profit Management from New York University. A mother of two children with learning differences, including a son with dyslexia, Resha is motivated by her family's journey and a lifelong passion for education reform to bring awareness to the intersectionality of race and literacy.
Sladjana Lukic, PhD Investigating Auditory Verbal Short-term Memory in Dyslexia 	**Dr. Sladjana Lukic** is a language neuroscientist with multidisciplinary expertise in psycholinguistics, stroke and primary progressive aphasias, and neuroimaging. She received her PhD in Communication Sciences and Disorders from Northwestern University, and completed postdoctoral training in cognitive neuroscience at the UCSF Memory and Aging Center. Dr. Lukic has used functional and structural neuroimaging to identify selective brain regions with remarkably specific functions, including lexical retrieval, grammatical morphology, and word-order syntax. Her research also explores linguistic processes in the context of degeneration and development, and how language shapes cognition and emotions. She is currently an Assistant Professor at Adelphi University and is the Director of the Neurobiology of Language and Behavior Lab (NoLaB).

Lillian Durán, PhD  Exploring dyslexia screening approaches with Spanish speaking students: Understanding the critical roles of home language exposure and language of instruction	**Lillian Durán** has a Ph.D. in Educational Psychology from the University of Minnesota and her research is focused on improving instructional and assessment practices with preschool-aged dual language learners (DLLs). She teaches graduate coursework in early literacy and early childhood special education in the College of Education at the University of Oregon.
Sandhya Kannan, BA  The Effect of Bilingualism on Language Measures in a Cohort of Children with Dyslexia	**Sandhya Kannan** received her bachelor's degree in Cognitive Science with a minor in Linguistics from UC Berkeley and recently graduated from Berkeley's post-baccalaureate program in Psychology. She recently applied to PhD programs in both neuroscience and speech & hearing sciences, and is waiting to hear back on final decisions. In the interim, Sandhya is continuing her independent research in the Aphasia Recovery and Cognitive Neuroanatomy labs. She hopes to explore language and language disorders through the lens of bilingualism and neuroanatomy in graduate school.
Pedro Pinheiro-Chagas, PhD Neurocognitive Mechanisms of Elementary Mathematics 	**Pedro Pinheiro-Chagas,** PhD, Assistant Professor in Cognitive Neuroscience at UCSF with a joint appointment at the Department of Neurology (Memory and Aging Center) and the Department of Neurological Surgery. I study the neural architecture and dynamics of human intelligence, with a focus on cognitive symbolic systems, such as mathematics and language. My research program aims at understanding how these systems develop and decline and how we can help. I combine machine learning, computational modelling, electrophysiological recordings (intracranial EEG, MEG), neuroimaging (fMRI), continuous behavioral measures (trajectory-tracking) and neuropsychology to study the processing stages and representational codes underlying cognitive operations. Complementarily, I use intracranial electrical stimulation to modulate brain activity and behavior.
Courtney Gallen, PhD Closed-Loop Digital Attention Intervention Improves Attention and Reading In Students With Learning Differences 	**Dr. Courtney Gallen** is an Assistant Professional Researcher in the Department of Neurology and is Director of the Education Division at the UCSF Neuroscape Center. Dr. Gallen's ongoing work involves examining the real-world relevance of attentional control abilities in children and how we can use targeted training interventions to improve their functioning. These projects serve a broad population of typically developing and clinical populations of children and use sophisticated cognitive assessments, intervention training technology, and neuroimaging tools, such as fMRI and EEG. The broad goal of Dr. Gallen's research program aims to understand how unique individual profiles can be leveraged to personalize interventions, thus making significant impacts on a child's cognitive health, learning, and mental and physical wellbeing.