

KAJA K. JASIŃSKA, PHD

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Website: kajajasinska.com | Lab: oise.utoronto.ca/boldlab[EDUCATION](#) | [GRANTS & FUNDED RESEARCH](#) | [AWARDS](#) | [PUBLICATIONS](#) | [TEACHING](#) | [SUPERVISION](#) | [POLICY & ADVISORY](#) | [SERVICE](#)**POSITIONS**

- Associate Professor* 2020-present
(Assistant Professor 2020-2025; Associate Professor 2025-present)
Applied Psychology and Human Development
Ontario Institute for Studies in Education (OISE)
Faculty Member: Collaborative Program in Neuroscience (CPIN), Centre de Recherches en Éducation Franco-Ontarienne (CREFO)
Director, [Dr. R.G.N. Laidlaw Research Centre](#) (2025-present)
University of Toronto
Toronto, ON, Canada
- Visiting Research Scientist* 2023-2025
UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development
New Delhi, India
- Research Scientist* 2017-present
Member of the Haskins Global Literacy Hub
Haskins Laboratories (Affiliated with Yale University)
New Haven, CT, USA
- Assistant Professor* 2017-2020
Linguistics and Cognitive Science
Joint Appointments: Communication Sciences and Disorders, Psychological and Brain Sciences
University of Delaware
Newark, DE, USA
- Postdoctoral Research Associate* 2013-2016
Haskins Laboratories
New Haven, CT, USA
Mentors: Nicole Landi, Kenneth R. Pugh
- Adjunct Assistant Professor* 2016
Teachers College
Columbia University
New York, NY, USA

EDUCATION

- Doctor of Philosophy* 2009-2013
Department of Psychology; Program in Neuroscience
University of Toronto
Thesis: “Untangling the Temporal Dynamics of Bilateral Neural Activation in the Bilingual Brain”
Thesis Advisor: Laura-Ann Petitto; Committee: Randy McIntosh, Mark Schmuckler
- Master of Arts* 2007-2009
Interdisciplinary Program in Linguistics
University of Western Ontario

Thesis: “The Relationship between Theory of Mind and Pragmatic Language in Children with Developmental Disabilities”

Thesis Advisors: Dr. Elizabeth Skarakis-Doyle, Dr. Robert J. Stainton

Honors Bachelor of Science

2003-2007

School of Arts and Science (Major: Biology; Minors: Psychology, Linguistics)

University of Toronto

Thesis: “The Role of Input in Syntactic Development: Evidence from Special Populations”

Thesis Advisor: Michaela Pirvulescu

GRANTS AND FUNDED RESEARCH

Total funding (as PI or Co-PI) since 2016: \$4,909,880 USD (~\$6,635,851 CAD)

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|---|-----------|
| <i>Université Paris Cité-University of Toronto Joint Research Initiative (Doctoral Mobility)</i> | 2025-2028 |
| Project: Understanding how variability in children’s cognitive and metacognitive development relates to learning outcomes | |
| Role: Co-Principal Investigator (Co-PI: G. Borst) | |
| Value: CAD 15,000 | |
| <i>Creating Impact Science Program (CRISP) Fellowship</i> | 2024-2029 |
| Project: Learning trajectories for vulnerable learners | |
| Role: Principal Investigator | |
| Value: CHF 150,000 | |
| <i>Penn Global Research and Engagement Grant Program</i> | 2024-2025 |
| Project: Examining the causal impact of poverty on neurocognitive development in rural West Africa | |
| Role: Co-Principal Investigator (Co-PIs: S. Wolf, A. Mackey) | |
| Value: USD 100,000 | |
| <i>J-PAL Learning for All Initiative</i> | 2024-2026 |
| Project: Evaluating the impacts of the FastTrack program in Nigerian IDP camps | |
| Role: Co-Principal Investigator (Co-PIs: S. Wolf, AREAi) | |
| Value: USD 255,000 | |
| <i>SSHRC Program Grant – Co-Applicant Research Fund</i> | 2024-2025 |
| Project: Leveraging regularities during reading in developing readers of French | |
| Role: Co-Investigator (PI: H. Brice; Co-I: B. Chen) | |
| Value: CAD 10,000 | |
| <i>Natural Sciences and Engineering Research Council Discovery Grant</i> | 2022-2027 |
| Project: Elucidating the role of experience in the functional neural specialization for reading | |
| Role: Principal Investigator | |
| Value: CAD 145,000 | |
| <i>Natural Sciences and Engineering Research Council Discovery Launch Supplement</i> | 2022-2023 |
| Project: Elucidating the role of experience in the functional neural specialization for reading | |
| Role: Principal Investigator | |
| Value: CAD 12,500 | |
| <i>SUCDEN (Sucres et Denrées) Foundation</i> | 2021-2023 |
| Project: Promoting Learning and Reducing Child Labor in Côte d'Ivoire Through Family- and School-based Interventions | |
| Role: Co-Principal Investigator (Co-PIs: S. Kembou, A. Ogan, S. Wolf) | |
| Value: EUR 51,150 | |
| <i>Connaught New Researcher Award</i> | 2021-2023 |
| Project: Impact of interrupted schooling on the development neural systems for reading in resettled refugee children | |

- Role: Principal Investigator
Value: CAD 20,000
- SSHRC Program Grant – Pilot Funding* 2021-2022
Project: Impact of interrupted schooling on the development of the brain’s capacity for reading: Examining a developmental sensitive period for reading in Syrian refugee children in Canada
Role: Principal Investigator (Co-I: B. Chen)
Value: CAD 10,000
- Jacobs Foundation COVID-19 Education Challenge Grant* 2021-2023
Project: Mitigating the Global Impacts of COVID-19 School Closures on Early English and French Reading Skills through At-Home, Caregiver-Child Literacy Activities
Role: Co-Principal Investigator (Co-PIs: Y. Petscher, N. Gaab)
Value: CHF 100,000
- SRCD Young Scholar Exchange and Research Collaboration Grant Supplement* 2020-2021
Project: Contributions of Executive Function to Literacy Development in Impoverished Settings
Role: Co-Principal Investigator (Co-PIs: J. Obradović, A. Ogan)
Value: USD 6,000
- Social Sciences and Humanities Research Council of Canada* 2020-2027
Project: Ensuring Full Literacy in a Multicultural and Digital World
Role: Co-Investigator (PI: J. Werker)
Value: CAD 2,500,000
- Child Learning and Education Facility (CLEF) Research Grant* 2020-2025
Project: Promoting Learning and Reducing Child Labor in Côte d'Ivoire Through Family- and School-based Interventions
Role: Co-Principal Investigator (Co-PIs: A. Ogan, S. Wolf)
Value: CHF 2,210,609
- Jacobs Foundation Young Scholars Program* 2019-2021
Project: What is the Role of Beliefs and Aspirations on Parental Behavior and their impact on Childhood Interventions
Role: Co-Principal Investigator (Co-PIs: P. Jervis, S. Wolf)
Value: USD 120,000
- Jacobs Foundation Research Grant* 2019-2023
Project: Phonological Literacy Training by Phone to Improve Early Reading skills: Phase 2
Role: Co-Principal Investigator (Co-PIs: A. Ogan, ENEZA Education)
Value: USD 304,214
- Chocolonely Foundation Research Grant* 2019
Project: Addressing Cote d’Ivoire’s learning crisis through family- and school-based interventions
Role: Co-Principal Investigator (Co-PIs: S. Wolf, A. Ogan)
Value: USD 60,000
- SRCD Young Scholar Exchange and Research Collaboration Grant* 2018
Project: Contributions of Executive Function to Literacy Development in Impoverished Settings
Role: Co-Principal Investigator (Co-PIs: J. Obradović, A. Ogan)
Value: USD 15,000
- Jacobs Foundation Feasibility Grant* 2018
Project: Addressing Côte d’Ivoire’s learning crisis through family- and school-based interventions
Role: Co-Principal Investigator (Co-PIs: A. Ogan, S. Wolf)
Value: CHF 20,000
- University of Delaware Research Foundation* 2018-2023
Project: Combining fNIRS and eye-tracking measures to examine dynamic

changes in neuroplasticity and language skills in deaf and hard-of-hearing infants Role: Co-Principal Investigator (Co-PIs: G. Morini) Value: USD 40,000	
<i>Jacobs Foundation Research Grant</i>	2018-2019
Project: Phonological Literacy Training by Phone to Improve Early Reading skills Role: Co-Principal Investigator (Co-PIs: A. Ogan, ENEZA Education) Value: CHF 497,060	
<i>Jacobs Foundation Grant (Sub-Award to Early Career Fellowship)</i>	2017-2021
Project: Scientific Capacity Building in Côte d'Ivoire Role: Principal Investigator Value: CHF 100,000	
<i>Jacobs Foundation Early Career Research Fellowship</i>	2016-2018
Project Title: Promoting Literacy Development in Children in Rural Cocoa Producing Communities in Côte d'Ivoire Role: Principal Investigator Value: CHF 150,000	

AWARDS AND HONOURS

NOTE: ***INTERNATIONAL; **NATIONAL; *REGIONAL; †INSTITUTIONAL

<i>Fellow of the Scholars Academy of SDGs@UofT</i>	2024-2025
<i>Outstanding Article of the Year, Language Learning Journal</i> ***	2023
<i>LEAP (Leveraging Evidence for Action to Promote Change) Fellowship, MIT Solve</i> ***	2022-2025
<i>Dina Feitelson Research Award, International Literacy Association</i> ***	2022
Nominated for <i>Cultivating Community Award, OISE, University of Toronto</i> †	2021
<i>French Advocate of the Year, Pi Delta Phi French Honors Society</i> †	2019
<i>Young Investigator Award, Society for Functional Near Infrared Spectroscopy</i> ***	2018
<i>Award of Excellence for Outstanding Performance and Lasting Contribution on Academic Activities, African Institute for Mathematical Sciences (AIMS), Senegal</i> †	2014
<i>National Science Foundation, Science of Learning Center: Temporal Dynamics of Learning Center Summer Fellowship, University of California, San Diego</i> †	2012
<i>Ontario Graduate Scholarship (\$15,000), University of Toronto</i> *	2012
<i>Neuroscience Program Travel Award, University of Toronto</i> †	2011
<i>National Science Foundation, Science of Learning Center: Visual Language & Visual Learning Center International Research Internship, Gallaudet University</i> †	2011
Nominated for <i>UTSC TA Teaching Award, University of Toronto</i> †	2011
<i>Ontario Graduate Scholarship (\$15,000), University of Toronto</i> *	2011
<i>School of Graduate Studies Conference Grant, University of Toronto</i> †	2011
Invited to meet His Holiness the Dalai Lama at the <i>Symposium on Cognitive Science, Mindfulness & Consciousness on the occasion of the visit of His Holiness the Dalai Lama, University of Toronto</i> †	2010
<i>Helen Sawyer Hogg Graduate Award, University of Toronto</i> †	2009
<i>Mary Routledge Fellowship, University of Western Ontario</i> †	2009
<i>Arts and Humanities Alumni Graduate Award, University of Western Ontario</i> †	2009
<i>Ontario Graduate Scholarship (\$15,000), University of Western Ontario</i> *	2008
<i>Arts and Humanities Alumni Graduate Award, University of Western Ontario</i>	2008
<i>Graduate Linguistics Scholarship, University of Western Ontario</i> †	2007

PUBLICATIONS (REFEREED)**JOURNAL ARTICLES (REFEREED)**

NOTE: *SENIOR AUTHOR; †TRAINEE—STUDENT OR POSTDOCTORAL RESEARCHER; ‡EQUAL CONTRIBUTION (I.E. CO-FIRST AUTHORS)

1. Nematova, S.†, Brice, H.†, Akkad, S.†, Ball, M.C.† & **Jasińska, K.*** (Accepted May 27, 2026). Cross-Linguistic Transfer of Phonological Awareness and Reading Skills in Russian-Uzbek Bilingual Children. *Journal of Research in Reading*. Preprint doi: [10.31219/osf.io/z28t7_v1](https://doi.org/10.31219/osf.io/z28t7_v1)
2. De Bartolo, A.‡, Corbett, J.‡, Wolf, S., Ogan, A. & **Jasińska, K.*** (Accepted May 18, 2026). Assessing children and youth's socio-emotional behavior in rural Côte d'Ivoire: Construct validity and links to caregiver mental health and stress. *Applied Developmental Science*. doi: [10.1080/10888691.2026.2677836](https://doi.org/10.1080/10888691.2026.2677836) ‡co-first authors
3. Lim, J.†, Ostry, A.M.†, Elshabrawn, Y.†, Brogno, S.†, N'Goh, N.†, Akpe, H.†, Tanoh, F.†, Brice, H.†, Ogan, A. & **Jasińska, K.*** (Accepted May 8, 2026). Education resource use during COVID-19-related school closures, child cocoa agricultural work, and learning outcomes in rural Côte d'Ivoire. *Research in Comparative and International Education*.
4. Akkad, S.† & **Jasińska, K.*** (2026). Refugee Displacement and Migration Impact Cross-Linguistic Transfer Between Arabic and English: Insights from Syrian Refugees. *Reading Research Quarterly*, 61(3), e70126 doi: [10.1002/rrq.70126](https://doi.org/10.1002/rrq.70126)
5. Wolf, S.‡, Ogan, A.‡, **Jasińska, K.‡**, Kembou, S., Cannanure, V. K., Whitehead, H.†, Corbett, J.†, Tanoh, F., Wortsman, B.†, Lim, J.†, Zhao, M.† & Kumar, A. (2026). Impacts of Targeted Instruction with Mobile-based Support on Teachers and Students in Rural Côte d'Ivoire. *American Educational Research Journal*. doi: [10.3102/00028312261430679](https://doi.org/10.3102/00028312261430679) ‡co-first authors
6. Hannon, J.†, Zinszer, B., Brice, H.†, N'Guessan, B., Tanoh, F., Earle, F.S. & **Jasińska, K.*** (2026). The Role of Declarative and Procedural Learning in Adolescent Emergent Reading. *Journal of Experimental Psychology: Learning, Memory, and Cognition*. doi: [10.1037/xlm0001488](https://doi.org/10.1037/xlm0001488)
7. **Jasińska, K.‡**, Kembou, S.‡, Ogan, A., Wolf, S., Tanoh, F. & Guei, S. (2026). Best practices for implementing equitable and just large-scale randomized trials in Majority World countries. *Developmental Psychology*, 62(1), 190–199. doi: [10.1037/dev0001871](https://doi.org/10.1037/dev0001871) ‡co-first authors
8. Cannanure, V.K., Ngoon, T., Wolf, S., **Jasińska, K.**, Brown, T. & Ogan, A.* (2025). A Design-Based Research Approach to Bridge Teacher Aspirations and Goal-Setting. *Journal on Computing and Sustainable Societies*, 3(4) 1-23. doi: doi.org/10.1145/3736648
9. Whitehead, H.†, Kouassi, H.R., Yeboue, A., Tanoh, F., Hajjaj, B.†, Kembou, S., Wolf, S.*, **Jasińska, K.*** & Ogan, A.* (2025). “And then there are the realities of the field”: Teacher insights on the implementation of a targeted instruction program in rural Côte d'Ivoire. *Teaching and Teacher Education*, 168, 105200. doi: [10.1016/j.tate.2025.105200](https://doi.org/10.1016/j.tate.2025.105200)
10. Qadoumi, S.†, Brice, H.†, Wortsman, B.†, Capani, A.†, Rashad, R.†, Jafarian, M.†, Abdulrasul, H.†, Wu, S.† & **Jasińska, K.*** (2025). Socioemotional Well-Being and Literacy in Syrian Refugee Children: Long-Term Outcomes Post-Resettlement. *Journal of Applied Developmental Psychology*, 99, 101826. doi: [10.1016/j.appdev.2025.101826](https://doi.org/10.1016/j.appdev.2025.101826)
11. Singh, N. C., Chakraborty, A., Gilead, T., van Atteveldt, N., Borst, G., Bugden, S., van Herwegen, J., **Jasińska, K.**, Kay, J., Pugh, K. & Duraiappah, A. (2025). Education and the New Social Contract: Findings from The International Science and Evidence-Based Education Assessment. *npj Science of Learning*, 10(24). doi: [10.1038/s41539-024-00288-w](https://doi.org/10.1038/s41539-024-00288-w)
12. Kampa, A.†, Papafragou, A. & **Jasińska, K.*** (2025). Scalar inference is supported by theory of mind networks in adults and children. *Language, Cognition, and Neuroscience*, 40(6), 813–833. doi: [10.1080/23273798.2025.2489602](https://doi.org/10.1080/23273798.2025.2489602)

13. Kumar, A., Chen, S., **Jasińska, K.**, Ogan, A., Kembou, S. & Wolf, S. (2025). Maternal and Familial Predictors of Harsh Discipline Practices Among Rural Households in Côte d'Ivoire. *Journal of Applied Developmental Psychology*, 98, 101785. doi: [10.1016/j.appdev.2025.101785](https://doi.org/10.1016/j.appdev.2025.101785)
14. Abdulrasul, H.[†], Brice, H.[†] & **Jasińska, K.*** (2025). Developmental Timing of Adversity and Neural Network Organisation: An fNIRS Study of the Impact of Refugee Displacement. *Developmental Cognitive Neuroscience*, 73, 101532. doi: [10.1016/j.dcn.2025.101532](https://doi.org/10.1016/j.dcn.2025.101532)
15. Cannanure, V.K., Ngoon, T. J., **Jasińska, K.**, Wolf, S., Brown, T. & Ogan, A.* (2024). Understanding the Longitudinal Impacts of a Chatbot to Facilitate a Virtual Community of Practice for Teachers in Rural Côte d'Ivoire. *Journal on Computing and Sustainable Societies*, 2(3). doi: [10.1145/3675762](https://doi.org/10.1145/3675762)
16. Wortsman, B.^{†‡}, Bhattacharya, J.^{†‡}, Lim, J.[†], Tanoh, F.[†], Shaheen, S.[†] Ogan, A. & **Jasińska, K.*** (2024). Accelerating Progress Towards Eradicating Child Labor (SDG8.7) with Quality Education (SDG4): School Quality is Linked to Reduced Child Cocoa Labor in Côte d'Ivoire. *Research in Comparative and International Education*, 19(3), 321-351. doi: [10.1177/17454999241255182](https://doi.org/10.1177/17454999241255182)
‡co-first authors
17. Wortsman, B.[†], Capani, A.[†], Brice, H.[†], Ball, M.C.[†], Zinszer, B.[†], Tanoh, F., Akpé, H., Ogan, A., Wolf, S. & **Jasińska, K.*** (2024). Risk and resilience factors for primary school dropout in Côte d'Ivoire. *Journal of Applied Developmental Psychology*, 92. doi: [10.1016/j.appdev.2024.101654](https://doi.org/10.1016/j.appdev.2024.101654)
18. Aurora, M.[†], Whitehead, H.[†], Mostafa, L.[†], Wolf, S., Kembou, S., Ogan, A. & **Jasińska, K.*** (2024). The effect of parental factors on learning-related skills and academic outcomes in rural Côte d'Ivoire. *Journal of Applied Developmental Psychology*. doi: [10.1016/j.appdev.2024.101652](https://doi.org/10.1016/j.appdev.2024.101652)
19. **Jasińska, K.**, Nematova, S.[†], Brice, H.[†] & Yang, X.C.[†] (2024). Neural activation during phonological processing in primary-school children with limited reading exposure: Insights from rural Côte d'Ivoire. *Mind, Brain, and Education*. doi: [10.1111/mbe.12411](https://doi.org/10.1111/mbe.12411)
20. Nematova, S.[†], Zinszer, B.[†], Morlet, T., Morini, G., Petitto, L.A.* & **Jasińska, K.*** (2024). Impact of ASL exposure on spoken phonemic discrimination in adult CI users: A functional near-infrared spectroscopy study. *Neurobiology of Language*. doi: [10.1162/nol_a_00143](https://doi.org/10.1162/nol_a_00143)
21. Wolf, S., Kembou, S., Ogan, A. & **Jasińska, K.** (2024). Cash Transfers Improve Economic Conditions and Reduce Maternal Stress in Rural Côte d'Ivoire. *Journal of Child and Family Studies*. doi: [10.1007/s10826-024-02817-y](https://doi.org/10.1007/s10826-024-02817-y) **Note: Selected as Editor's Choice "article that is outstanding with respect to scientific quality and public-health relevance"**
22. Khan, F.[†], Wortsman, B.[†], Whitehead, H.[†], Hannon, J.[†], Tanoh, F.[†], Sulik, M., Ogan, A., Obradović, J. & **Jasińska, K.*** (2024). Modeling the associations between socioeconomic risk factors, executive function components, and literacy among children in rural Côte d'Ivoire. *Cognitive Development*, 70. doi: [10.1016/j.cogdev.2024.101436](https://doi.org/10.1016/j.cogdev.2024.101436)
23. Brice, H.[†], Zinszer, B., Kablan, D., Tanoh, F., N'Goran, N., Bokossô, G. & **Jasińska, K.*** (2024). Individual differences in leveraging regularity in emergent L2 readers in rural Côte d'Ivoire. *Scientific Studies of Reading*. doi: [10.1080/10888438.2024.2317934](https://doi.org/10.1080/10888438.2024.2317934)
24. Ball, M.C.[†], Bhattacharya, J.[†], Akpe, H.[†], Zhao, M.[†], Brogno, S.[†] & **Jasińska, K.*** (2024). Effective bilingual education in Francophone West Africa: Constraints and possibilities. *International Journal of Bilingual Education and Bilingualism*. doi: [10.1080/13670050.2023.2290482](https://doi.org/10.1080/13670050.2023.2290482)
25. Whitehead, H.[†], Ball, M.C.[†], Brice, H.[†], Wolf, S., Ogan, A., Kembou, S. & **Jasińska, K.*** (2024). Variability in the age of schooling contributes to the link between literacy and numeracy in Côte d'Ivoire. *Child Development*, 95(2), e93-109. doi: [10.1111/cdev.14018](https://doi.org/10.1111/cdev.14018)
26. Nematova, S.[†], Zinszer, B. & **Jasińska, K.*** (2024). Exploring audiovisual speech perception in monolingual and bilingual children in Uzbekistan. *Journal of Experimental Child Psychology*, 239. doi: [10.1016/j.jecp.2023.105808](https://doi.org/10.1016/j.jecp.2023.105808)

27. Zinszer, B.[†], Hannon, J.[†], Hu., A., Kouadio, E.[†], Akpé, H.[†], Tanoh, F.[†], Wang, M., Qi, Z. & **Jasińska, K.*** (2024). Statistical learning and children's emergent literacy in rural Côte d'Ivoire. *Developmental Science*, 27(5). doi: [10.1111/desc.13448](https://doi.org/10.1111/desc.13448) **Note: Recognized as a top cited article.**
28. Zinszer, B.[†], Hannon, J.[†], Kouadio, E.[†], Akpé, H.[†], Tanoh, F.[†], Hu, A., Qi, Z. & **Jasińska, K.*** (2023). Does nonlinguistic segmentation predict literacy in second language education? Statistical learning in Ivorian primary schools. *Language Learning*. doi: [10.1111/lang.12603](https://doi.org/10.1111/lang.12603) **Note: 2023 Recipient of Outstanding Article of the Year in Language Learning and recognized as a top cited article**
29. Sobers, S. M.[†], Whitehead, H.[†], Nana, N.[†], Ball, M. C.[†], Tanoh, F.[†], Akpé, H.[†], & **Jasińska, K.*** (2023). Is a Phone-Based Language and Literacy Assessment a Reliable and Valid Measure of Children's Reading Skills in Low-Resource Settings? *Reading Research Quarterly*. doi: [10.1002/rrq.511](https://doi.org/10.1002/rrq.511) **Note: Recognized as a top cited article.**
30. **Jasińska, K.**, Zinszer, B.[†], Xu, Z.[†], Hannon, J.[†], Seri, A.[†], Tanoh, F.[†] & Akpé, H.[†] (2022). Home Learning Environment and Physical Development Impact Children's Executive Function Development and Literacy in Rural Côte d'Ivoire. *Cognitive Development*, 64, 101265. doi: [10.1016/j.cogdev.2022.101265](https://doi.org/10.1016/j.cogdev.2022.101265)
31. **Jasińska, K.**, Akpé, H.[†], Seri, A. B.[†], Zinszer, B.[†], Yoffo, R.[†], Mulford, K.[†], Curran, E.[†], Ball, M.C.[†], & Tanoh, F.[†] (2022). Evaluating Bilingual Children's Native Language Abilities in Côte d'Ivoire: Introducing the Ivorian Children's Language Assessment Toolkit for Attié, Abidji, Baoulé, and Bété. *Applied Linguistics*, 43(6), 1116-1142. doi: [10.1093/applin/amac025](https://doi.org/10.1093/applin/amac025)
32. Wang, D.[†], Wang, S.[†], Zinszer, B.[†], Sheng, L.* & **Jasińska, K.*** (2022). Cross-Linguistic Differences in L1 Morphological Typology Influence Patterns of Neural Activation for L2 Morphosyntactic Processing: an fNIRS Study. *Journal of Neurolinguistics*, 63, 101063. doi: [10.1016/j.jneuroling.2022.101063](https://doi.org/10.1016/j.jneuroling.2022.101063)
33. Ball, M.C.[†], Curran, E.[†], Tanoh, F.[†], Akpé, H.[†], Seri, A.[†], Nematova, S.[†] & **Jasińska, K.*** (2022). Learning to read in environments with high risk of illiteracy: the role of bilingualism and bilingual education. *Journal of Educational Psychology*. doi: [10.1037/edu0000723](https://doi.org/10.1037/edu0000723) **Note: Article was selected for the Dina Feitelson Research Award from the International Literacy Association in recognition of an outstanding empirical study on literacy acquisition.**
34. Janssen, T. W. P., Grammerb, J. K., Vatakis, A., Bulgarelli, C., Zion-Golumbic, E., Vassena, E., Davidesco, I., **Jasińska, K.**, Bleichner, M. G., Siugzdaite, R., Dikker, S. & van Atteveldt, N. (2021). Opportunities and limitations of mobile neuroimaging technologies in educational neuroscience. *Mind, Brain, and Education*. doi: [10.1111/mbe.12302](https://doi.org/10.1111/mbe.12302) **Note: Recognized as a top cited and downloaded article.**
35. Kizilcec, R., Chen, M., **Jasińska, K.**, Madaio, M. & Ogan, A. (2021). Mobile Learning During School Disruptions in Sub-Saharan Africa. *AERA Open*, 7(1), 1-18. doi: [10.1177/23328584211014860](https://doi.org/10.1177/23328584211014860)
36. Akpé, H.[†], Seri, A.[†], Tanoh, F.[†], Yoffo, R.[†], & **Jasińska, K.*** (2021). De l'introduction d'un kit d'évaluation linguistique à l'évaluation des compétences orales chez les apprenants du primaire en langue Ivoirienne pour les langues Attié, Abidji, Baoulé, et Bété. *La Revue Universitaire des Sciences de l'Éducation ASSEMPE*, 17. https://revues-ufhb-ci.org/fichiers/FICHIR_ARTICLE_3223.pdf Note: Publication in an Ivorian venue for dissemination in-country.
37. **Jasińska, K.**, Shuai, S., Lau, A., Frost, S., Landi, N. & Pugh, K.R. (2021) Functional Connectivity in the Developing Language Network Predict Future Reading Ability in 4-year-old Children. *Developmental Science*, 24(2). doi: [10.1111/desc.13041](https://doi.org/10.1111/desc.13041)
38. Mascheretti, S., Perdue, M., Feng, B., Andreola, C., Dionne, G., **Jasińska, K.**, Pugh, K.R., Grigorenko, E., & Landi, N. (2021). From BDNF to reading: Neural activation and phonological

- processing as multiple mediators. *Behavioural Brain Research*, 396. doi: [10.1016/j.bbr.2020.112859](https://doi.org/10.1016/j.bbr.2020.112859)
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Khateb and I. Bar Kochva (Eds.), *Reading Fluency: Current Insights from Neuro-Cognitive Research and Intervention Studies*. Haifa, Israel: Springer.

UNDER REVIEW (REVISE & RESUBMIT/SUBMITTED)

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65. Capani, A.[†] Brice, H.[†], Qadoumi, S.[†], & **Jasińska, K.*** (*Revise and Resubmit Jan 20, 2026*). Learning to Read After Schooling Disruptions: Neurocognitive Correlates of Reading Comprehension in Syrian Refugee Children and Youth. Preprint doi: [10.31234/osf.io/m9e3c_v1](https://doi.org/10.31234/osf.io/m9e3c_v1)
66. De Bartolo, A.[†], Huang, Y.[†], Qayumi, H.[†] & **Jasińska, K.*** (*Revise and Resubmit Nov 5, 2025*). Understanding Parent-Child Discrepancies in Reporting Socioemotional Well-Being of Refugee Children. Preprint doi:[10.31234/osf.io/ngw4s_v1](https://doi.org/10.31234/osf.io/ngw4s_v1)
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68. Liaki, B.^{†‡}, Do, Heather[‡], Aurora, M.[†], De Bartolo, A.[†], He, J.[†], Corbett, J.[†], Tanoh, F., Ogan, A., Wolf, S., Kembou, S., & **Jasińska, K.*** (*Revise and Resubmit May 21, 2025*). PicFIT: A novel picture-based food insecurity measure for children ages 4 to 17 years. Preprint doi: [10.31219/osf.io/pefua_v2](https://doi.org/10.31219/osf.io/pefua_v2)
69. Ball, M. C.[†], Vujičić, N., Yeboue, A., Ostry, M., Wolf, S., Ogan, A. & **Jasińska, K.*** (*Submitted Apr 18, 2026*). Bilingual experience predicts language skills, but not reading skills, in a low-literacy and multilingual context.
70. Santos, V.[†], Pamei, G.[†], Akkad, S.[†], Ball, M.C.[†], Akpe, H., Tanoh, F., & **Jasińska, K.*** (*Submitted Feb 18, 2026*). How does the Home Literacy Environment (HLE) relate to children's reading development? Insights from low-literacy communities in rural Côte d'Ivoire.
71. Wortsman, B.[†], Wolf, S., Ogan, A., Jervis, P. & **Jasińska, K.*** (*Submitted Dec 16, 2025*). Pathways to Education in Côte d'Ivoire: Risk, Resilience, and Caregiver Beliefs. Preprint doi: [10.35542/osf.io/e3krw_v1](https://doi.org/10.35542/osf.io/e3krw_v1)
72. Wolf, S., **Jasińska, K.**, Ogan, A., Kembou, S., Li, C., Tanoh, F. & Kumar, A. (*Submitted Dec 5, 2025*). Two-year cash transfer improves maternal but not paternal reports of economic conditions nor child educational investments.

IN PREPARATION

1. Brice, H.[†], Qadoumi, S.[†], & **Jasińska, K.***. (*In Preparation*). Impact of Educational Disruptions on the Neural Networks for Reading in Resettled Refugee Children.
2. Corbett, J.[†], Wolf, S., Ogan, A. & **Jasińska, K.*** (*In Preparation*). Education Quality and Poverty-Related Disparities in Learning Outcomes in Rural Côte d'Ivoire.
3. Ball, M. C.[†], Wolf, S., Ogan, A. & **Jasińska, K.*** (*In Preparation*). Bilingual and multilingual experience relates to language and reading skills but not outcomes of a targeted instruction program.
4. Whitehead, H.L.[†], Bugden, S., Tanoh, F., Wolf, S., Ogan, A. & **Jasińska, K.*** (*In Preparation*). Development of Neural Sensitivity to Numerical Processing and Mathematics Skills in Low-Numeracy Contexts.
5. Whitehead, H.L.[†], Brice, H.[†], Bugden, S., Wolf, S., Ogan, A., & **Jasińska, K.*** (*In Preparation*). Relations between functional connectivity for numeracy, age of enrollment in school, and mathematics.

6. Whitehead, H.L.[†], Bugden, S., Wolf, S., Ogan, A., & **Jasińska, K.*** (*In Preparation*). How age and education shape neural network organization and foundational learning skills.
7. Atif, T.[†], Owusu-Agyemang, J.[†], Wortsman, B.[†], Braverman, A.[†], Brown, A., Wolf, S., Ogan, A. & **Jasińska, K.*** (*In Preparation*). Resilience of Children in Rural Côte d'Ivoire: A Test-Retest Study of the Child and Youth Resilience Measure (CYRM).
8. Olanrewaju, G., **Jasińska, K.**, Falajiki, C., Philip, S., Agbendeh, S., Goldbach, E., Khadri, M. & De Filippo Gallay, D.[†] (*In Preparation*). Improving the Effectiveness of Foundational Literacy and Numeracy (FLN) Instruction for Children in Conflict-affected Contexts: Experimental Evidence from Refugee Camps in Northern Nigeria.
9. Nematova, S.[†], Brice, H.[†], Akkad, S.[†] & **Jasińska, K.*** (*In Preparation*). Literacy Skills are Related to Audiovisual Speech Perception in School-Aged Children.
10. Brice, H.[†], Zinszer, B. D., Hannon, J.[†], Nana, K.N.N., Tanoh, F., Ogan A. & **Jasińska, K.*** (*In Preparation*). Predicting Literacy in the Brain in Emergent Readers in Rural Côte d'Ivoire.
11. **Jasińska, K.**, Brice, H.[†], Zinszer, B., Madaio, M. A., Tanoh, F., & Ogan A. (*In Preparation*). Boosting literacy at the Bottom of the Pyramid: The Impact of a Large-Scale Mobile Phone Intervention on Literacy Skills in Rural Côte d'Ivoire
12. De Bartolo, A.[†], Abdulrasul, H.[†], Brice, H.[†] & **Jasińska, K.*** (*In Preparation*). Impact of Educational Disruptions on the Functional Connectivity in Resettled Refugee Children.
13. Akkah, S.[†], Elshabrawy, Y.[†] & **Jasińska, K.*** (*In Preparation*). The Role of Heritage Language Maintenance on Socio-Emotional Wellbeing: Insights from Syrian and Afghan Refugee Children and Youth.
14. De Bartolo, A.^{††}, Corbett, J.^{††}, Sinjab, K.[†], Wolf, S., Ogan, A. & **Jasińska, K.*** (*In Preparation*). Investigating Parent-Youth Reporting Discrepancies and the Validity of a Mental Health Screener in Rural Côte d'Ivoire.
15. Odhiambo, J.^{††}, Santos, V.^{††}, Osadolor, N., Wolf, S., & **Jasińska, K.*** (*In Preparation*). Social Mobility, Poverty, Displacement, and Aspirations: Reviewing the Family Stress and Family Investment Models among Internally Displaced Families in Nigeria
16. Akkad, S.[†], Wong, A.[†], Ball, M.C.[†], Wolf, S., & **Jasińska, K.*** (*In Preparation*). A Context-Sensitive Approach to Understanding Predictors of Biliteracy in Internally Displaced Children and Youth in Northeast Nigeria
17. Liaki, B., Anderson, M., El-Sururi, M., Whitehead, H., Wolf, S. & **Jasińska, K.*** (*In Preparation*). Food Insecurity and Child Development.
18. Nematova, S.[†], Zinszer, B.[†], Richard, K., Morlet, T., Morini, G. & **Jasińska, K.*** (*In Preparation*). Combining eye-tracking and functional near-infrared spectroscopy to assess children's word recognition skills.
19. **Jasińska, K.**, Seri, A. B.[†] & Tanoh, F.[†] (*In Preparation*). Impact of Poverty and on Prefrontal Cortex Development and Children's Executive Functions: Insights from Rural Côte d'Ivoire.
20. Brice, H.[†], Wang, D.[†], Wang, S.[†], Zinszer, B.[†], Mulford, K., Sheng, L.* & **Jasińska, K.*** (*In Preparation*). L1 Morphological and Orthographic Typology Impact L2 Morphosyntactic Processing.
21. **Jasińska, K.** (*In Preparation*). Child labour and socioeconomic influences on literacy in rural cocoa growing communities in West Africa. (Authorship TBD)
22. **Jasińska, K.**, Tanoh, F.[†], Seri, A.[†] & Guei, S.[†] (*In Preparation*). How the brain learns to read in environments with high risk of illiteracy: insights from field fNIRS neuroimaging in rural communities in Ivory Coast.
23. Liaki, B.[†], Whitehead, H.[†], Ogan, A., Wolf, S. & **Jasińska, K.*** (*In Preparation*). Learning While Labouring: Child Labor in Cocoa and its toll on education in Côte d'Ivoire.

24. Ball, M.C.^{†‡}, Taylor, K.^{†‡}, Serratore, A.[†], Nadeem, W.[†], Kucirkova, N., & Jasińska, K.* (*In Preparation*). Evaluating the Impact of Worldreader’s BookSmart App and Vroom Tips on Children’s Development in South Africa.

TALKS AND PRESENTATIONS

KEYNOTE TALKS (NON-REFEREED)

1. Jasińska, K. (2023, Sept). How mobile fNIRS neuroimaging can advance our understanding of child development and learning in global contexts. *NIRS Workshop*, Yale University, New Haven, CT, USA.
2. Jasińska, K. (2023, March). The new educational neuroscience: how mobile neuroimaging can advance our understanding of human development and learning. *Emerging Field Group on Mobile Neuroimaging Technology*, Amsterdam, Netherlands. [virtual]
3. Jasińska, K. (2022, March). Neurobiology of Language and Literacy: Insights from the Bilingual Brain. *Maria Curie-Skłodowska University Annual Brain Week*, Lublin, Poland. [virtual]
4. Jasińska, K. (2018, October). Learning to read in high-risk environments: an fNIRS study of cognitive and reading development in rural Côte d’Ivoire. *Society for Functional Near Infrared Spectroscopy Biannual meeting*, Tokyo, Japan.
5. Jasińska, K. (2017, October). Neural Bases of Reading Development in Rural Cocoa Growing Communities of Côte d’Ivoire: Insights from Portable fNIRS Neuroimaging in the Field. *Mexican Symposium on Near Infrared Spectroscopy Neuroimaging*, Cholula, Mexico.

INVITED TALKS (NON-REFEREED)

6. Jasińska, K. (2026, February). Neurocognitive development and learning in the context of high poverty-related risks. *Developmental Brown Bag*. Department of Psychology, University of Michigan. Ann Arbor, MI.
7. Jasińska, K., Whitehead, H.[†], Tanoh, F., Wolf, S., Ogan, A. & Kembou, S. (2025, August). Impacts of Poverty Reduction on Neurocognitive Development. *African Brain & Cognitive Development Network (AfriBCD) Meeting* [virtual].
8. Jasińska, K. (2025, April). Learning from Côte d’Ivoire’s Targeted Instruction Program: Connecting Research with Policy. *UNESCO FA1 Learning Series 2025: Session 5. Leveraging the science of learning for education transformation: The role of knowledge brokering for innovating teaching and learning*. [virtual].
9. Jasińska, K. (2025, March). Neurocognitive Development and Learning: How Insights from Educational Neuroscience can Support Learners in Environments with High Poverty-Related Risks. *Department of Psychology Colloquium Series*. University of Winnipeg. Winnipeg, MB.
10. Jasińska, K. (2024, December). Science-To-Policy: Côte d’Ivoire. Leveraging research to design, test, and scale education solutions. *Global Alliance on the Science of Learning for Education*. UNESCO. Paris, France.
11. Jasińska, K. (2024, October). Neurocognitive development and learning in environments with high poverty-related risks. *Developmental Interest Group*. University of Toronto, Toronto, ON.
12. Jasińska, K. (2024, September). Neurocognitive development and learning in environments with high poverty-related risks. *Applied Psychology and Human Development Colloquium*. University of Toronto, Toronto, ON.
13. Jasińska, K. (2024, May). Leveraging Educational Neuroscience Against the Global Learning Crisis: Using Mobile fNIRS Neuroimaging to Advance our Understanding of Development and Learning. *Ensuring Full Literacy in a multicultural and digital world meeting*. Dalhousie University, Halifax, NS.

14. **Jasińska, K.** (2023, October). Educational Neuroscience and Global Child Development. *Expert Meeting on the Learning Sciences*. UNESCO. Paris, France.
15. **Jasińska, K.** (2023, January). Neurobiology of Reading Development in Environment with High Risk of Illiteracy. *Developmental Interest Group Lecture Series*. Department of Psychology. University of Toronto, Toronto, ON.
16. **Jasińska, K.** (2023, January). Promoting Reading Development in Côte d'Ivoire with Public-Private-Academic Partnerships. *Focus on Research Lecture Series*. Ontario Institute for Studies in Education. University of Toronto, Toronto, ON.
17. **Jasińska, K.** (2022, November). How Educational Neuroscience can Support Learning to Read in Communities with a High Risk of Illiteracy. College of Lake County. Grayslake, IL.
18. **Jasińska, K.** (2022, November). The Reading Brain: Insights from fNIRS Neuroimaging Studies of Reading Development, Bilingualism and Biliteracy, and Learning in Environments with High Risk of Illiteracy. *Ebbinghaus Empire Series*. Department of Psychology. University of Toronto, Toronto, ON.
19. **Jasińska, K.** (2022, September). fNIRS Beyond the Laboratory: Field Neuroimaging for Global Child Development Research. *WestNIRS Workshop*. University of Western Ontario, London, ON.
20. **Jasińska, K.** (2021, February). Understanding the reading brain using fNIRS neuroimaging: Applications in Remote, Low-Resource Settings for Global Child Development Research. *Brain Space Initiative, Georgia State University*. [virtual]
21. **Jasińska, K.** (2020, December). Children's Reading Development in Low-Literacy, Low-Resource Environments: Insights from Cognitive Neuroscience. *Department of Education and Child Protection. Save the Children*. [virtual]
22. Azoh, F. J.[‡], Goin Bi., Z. T.[‡], Guei, S.[‡], & **Jasińska, K.**[‡] (2020, December). Case Study: Côte d'Ivoire. *Learning at the Bottom of the Pyramid 2: Applying Research to Policy and Practice*. UNESCO. [virtual] [‡]authors contributed equally, listed in alphabetical order
23. **Jasińska, K.**^{*} & Wolf, S.^{*} (2020, June). Reducing Poverty to Eliminate Child Labor and Support Children's Learning. *International Cocoa Initiative Webinar Series*. [virtual] ^{*}authors contributed equally, listed in alphabetical order
24. **Jasińska, K.** (2020, January). Using Developmental Neuroscience for Literacy Intervention in Environments with High-Risk of Illiteracy. *Department of Educational Leadership and Policy Studies*. Florida State University. Tallahassee, FL.
25. **Jasińska, K.** (2020, January). Beyond the Laboratory: Application of fNIRS Neuroimaging in Remote, Low-Resource Settings for Global Child Development Research. *Neurophotonics*. Boston, MA.
26. **Jasińska, K.** (2019, March). A world without illiteracy. Early language development and literacy. *Global Education and Skills Forum*. Dubai, United Arab Emirates.
27. **Jasińska, K.** (2019, February). How the Brain Learns to Read in Rural Côte d'Ivoire: Using Portable Neuroimaging to Understand Reading Development in High-Risk Environments. *Global Child Poverty and Brain Development*. University of Pennsylvania, Philadelphia, PA.
28. **Jasińska, K.** (2018, November). Learning to read in high-risk environment: an fNIRS study of cognitive and reading development in rural Côte d'Ivoire. Haskins Laboratories, New Haven, CT.
29. **Jasińska, K.** (2018, October). Learning to read in high-risk environment: an fNIRS study of cognitive and reading development in rural Côte d'Ivoire. National Institutes of Health, Washington, D.C.
30. **Jasińska, K.** (2018, August). How complex poverty shapes the reading brain: insights from children growing up in low-literacy communities. RTI International, Washington, D.C.
31. **Jasińska, K.**[‡] & Ogan, A.[‡] (2018, June). Best practices for international, cross-disciplinary collaboration with industry, government, and other stakeholders. *Developmental Science in the*

Digital Age. *Society for Research in Child Development and Jacobs Foundation Workshop*, Irvine, CA. ‡authors contributed equally

32. **Jasińska, K.** (2018, May). How the environment shapes the reading brain insights from bilingual children and children growing up in low-literacy communities. Nemours Lectures on Pediatric Research. Nemours Biomedical Research, Alfred I duPont Hospital for Children, Wilmington, DE.
33. **Jasińska, K.** (2017, November). How the brain learns to read in an environment with high risk of illiteracy. Cognitive Brown Bag Series. Psychological and Brain Sciences, University of Delaware, Newark, DE.
34. **Jasińska, K.** (2016, October). Technology and Product Development for Global Literacy. Board on Global Health and the Board on Children, Youth, and Families of the U.S. National Academies of Sciences, Engineering, and Medicine Forum on Investing in Young Children Globally, Abidjan, Côte d'Ivoire.
35. **Jasińska, K.** (2016, October). Healthy Brain Development in Learning and Literacy. Exchange of lessons learned in labour market youth inclusion programs in Latin America and Africa, Abidjan, Côte d'Ivoire.
36. **Jasińska, K.** (2016, September). Understanding the Human Brain with Statistics. African Institute for Mathematical Sciences Seminar Series, African Institute for Mathematical Sciences, Cape Town, South Africa.
37. **Jasińska, K.** (2016, February). Insights into Language and Reading Development from Neuroscience. Neuroscience Lecture Series, Columbia University, New York, NY.
38. **Jasińska, K.** (2015, May). Genetic Insights into Reading. Alvin and Isabelle Liberman Workshop, University of Connecticut, Storrs, CT.
39. **Jasińska, K.** (2015, February). Understanding the Human Brain with Statistics. African Institute for Mathematical Sciences Seminar Series, African Institute for Mathematical Sciences, Limbe, Cameroon.
40. **Jasińska, K.** (2015, February). What Can Neuroscience Tell Us About Language and Reading Development. Psycholinguistics Supper Series, City University of New York. New York, NY.
41. **Jasińska, K.** (2014, November). Neural Mechanisms that Support Bilingual Language and How Bilingual Language Experience can Change the Brain's Capacity for Language and Reading. Cognitive Science Workshop on Language, Learning, and the Brain, Yale University. New Haven, CT.
42. **Jasińska, K.** & Landi, N. (2014, July). Common but impactful genetic polymorphisms in COMT & BDNF are associated strongly with reading and related skills and associated patterns of neural activity. Presented at the annual Society for the Scientific Study of Reading Conference, Santa Fe, NM.
43. **Jasińska, K.** (2014, September). Neural Representations for Spoken and Written Language in Emergent Literacy. *Haskins Laboratories Discovery Day*, Yale University. New Haven, CT.
44. **Jasińska, K.** (2014, May). A Genetic Study of Cognition. *Thinking and Learning Program*, The Graduate Institute. New Haven, CT.
45. **Jasińska, K.** (2014, April). Bilingual Insights into Language and Reading Development. *Haskins Laboratories Cross Language Symposium*, Yale University. New Haven, CT.
46. **Jasińska, K.** (2013, September). What the Bilingual Brain Can Tell Us About Language, Reading and Cognitive Development. *Haskins Laboratories Staff Talk Series*, Yale University. New Haven, CT
47. **Jasińska, K.** (2013, March). Neural Substrates of Language and Reading: Modeling the Bilingual Brain. University of Ottawa. Ottawa, ON.
48. **Jasińska, K.** (2013, February). What the Bilingual Brain Can Tell Us About Language, Reading and Cognitive Development. *David Poeppel Laboratory*, New York University. New York, NY

49. **Jasińska, K.** (2013, February). Language, Reading and Cognitive Development: Insights from the Bilingual Brain. *Cognitive Recovery Lab (P. Turkeltaub)*, Georgetown University. Washington, DC
50. **Jasińska, K.** (2012, November). Multilevel Linear Modeling: Application for the Sciences of Learning. *Visual Language and Visual Learning (VL2) Seminar Series*, Gallaudet University, Washington, DC.
51. **Jasińska, K.** (2012, April). Bilateral Activation in the Bilingual Brain: New Insights into Hemispheric Laterality. *Graduate Student Seminar Series*, University of Toronto. Toronto, ON.
52. **Jasińska, K.** (2011, December). Data Analysis Techniques for functional Near Infrared Spectroscopy. *Integrative Graduate Education and Research Traineeship (US National Science Foundation's Interdisciplinary Training Program)*, Gallaudet University, Washington, DC.
53. **Jasińska, K.** (2009, April). Theory of Mind and Pragmatic Language in Children with Developmental Disabilities. *Linguistics Talks at Western*, Department of Linguistics, University of Western Ontario. London, ON.

INVITED GUEST LECTURES (NON-REFEREED)

54. **Jasińska, K.** (2024, February). How Educational Neuroscience Can Advance Our Understanding of Global Child Development, University of Connecticut, Storrs, CT.
55. **Jasińska, K.** (2023, April). Literacy in Global Contexts, University of Connecticut, Storrs, CT.
56. **Jasińska, K.** (2022, April). Global Literacy, Yale University, New Haven, CT.
57. **Jasińska, K.** (2018, September). Biological Foundations of Language, First Language Acquisition, School of Education, University of Delaware, Newark, DE.
58. **Jasińska, K.** (2017, February). Two Languages in One Brain, Second Language Acquisition and Bilingualism, Department of Linguistics and Cognitive Science, University of Delaware, Newark, DE.
59. **Jasińska, K.** (2014, March). The Bilingual Brain, Graduate Psychology Course, PSYC 5424, COGS 5150, Department of Psychology, University of Connecticut. Storrs, CT.
60. **Jasińska, K.** (2014, March). The Signing Brain, Sign Language and the Mind, Department of Linguistics, Yale University. New Haven, CT.
61. **Jasińska, K.** (2011, February). What is Language. *How the Child Discovers Language Undergraduate Course (PSYC25)*, Department of Psychology, University of Toronto. Toronto, ON.
62. **Jasińska, K.** (2010, March). The Biological Basis of Language. *How the Child Discovers Language Undergraduate Course (PSYC25)*, Department of Psychology, University of Toronto. Toronto, ON.
63. **Jasińska, K.** (2008, November). Research Methods in Linguistics. *Second Language Acquisition Undergraduate Course (LING2244)*, Department of Linguistics, University of Western Ontario. London, ON.
64. **Jasińska, K.** (2008, October). Childhood Language Impairments. *Introduction to Linguistics Undergraduate Course (LING1027)*, Department of Linguistics, University of Western Ontario. London, ON.

CONFERENCE PRESENTATIONS: TALKS (REFEREED)

65. **Jasińska, K.**, Brice, H.[†], Abdulrasul, H.[†], Qadoumi, S.[†], Akkad, S.[†], Capani, A.[†], Huang, Y.[†], Qayumi, H.[†] & Wu, S.[†] (2025, June). Neurocognitive Development, Socioemotional Well-being, and Literacy in Syrian Refugee Youth. *Ensuring Full Literacy in a Multicultural and Digital World Annual Meeting*. University of Alberta, Edmonton, AB, Canada.
66. Wolf, S., **Jasińska, K.**, Ogan, A., Kembou, S., Kumar, A., Whitehead, H.[†], Wortsman, B.[†], Tanoh, F. & Li, C. (2025, May). Impacts of Cash Transfers on Economic Conditions, Maternal Well-being, and Child Investments. *Society for Research in Child Development*, Minneapolis, MN, USA.

67. **Jasińska, K.***, Whitehead, H.†, Tanoh, F., Wolf, S., Ogan, A. & Kembou, S. (2025, May). The Impact of Poverty Reduction (Cash Transfers) on Children and Families in Rural Côte d'Ivoire. *Society for Research in Child Development*, Minneapolis, MN, USA.
68. Whitehead, H.†, Kumar, A., Ball, M.C.†, Kembou, S., Ogan, A., Wolf, S.* & **Jasińska, K.*** (2025, May). Impacts of Cash Transfers on Development and Learning in School-aged Children. *Society for Research in Child Development*, Minneapolis, MN, USA.
69. **Jasińska, K.***, Wolf, S., Ogan, A. & Kembou, S. (2025, Mar). Innovations in Digital Support for Education in Low-Resource Contexts: Case Studies from West Africa. *Comparative and International Education Society*, Chicago, IL, USA.
70. Wolf, S., **Jasińska, K.**, Kembou, S., & Ogan, A., Kumar, A., Whitehead, H.†, & Wortsman, B.† (2024, Sept). Promoting learning and reducing child labor in Côte d'Ivoire's through family- and school-based interventions. *Society for Research in Education Effectiveness*, Baltimore, MD.
71. Brice, H.†, Zinszer, B.†, Hannon, J.†, Tanoh, F., Konan, N. N. A.†, & **Jasińska, K.*** (2024, July). Predicting Literacy in Emergent Readers in Rural Côte d'Ivoire: A Longitudinal fNIRS Study. *International Mind, Brain and Education Society Annual Conference*, Leuven, Belgium.
72. **Jasińska, K.**, Abdulrasul, H.†, Qadoumi, S.†, Capani, A.†, Brice, H.†, Wortsman, B.†, Wu, S.†, Rashad, R.† & Jafarian, M.† (2024, July). Advancing understanding of reading development in refugee children using portable neuroimaging. *International Mind, Brain and Education Society Conference*, Leuven, Belgium.
73. **Jasińska, K.**, Whitehead, H.†, Tanoh, F., Wortsman, B.†, Bugden, S., Wolf, S. Ogan, A. & Kembou, S. (2024, July). Neurocognitive Development and Learning Outcomes in Low-Resource Contexts in Rural West Africa. *International Mind, Brain and Education Society Conference*, Leuven, Belgium.
74. Brice, H.†, Zinszer, B., Kablan, D., Tanoh, F., N'Goran, N., Bokossô, G. & **Jasińska, K.*** (2023, June). Individual differences in leveraging regularity in emergent L2 readers in rural Côte d'Ivoire. *University of Toronto Language Research Day*, Toronto, Canada.
75. Wortsman, B.†, Capani, A.†, Brice, H.†, Ball, M.C.†, Whitehead, H.†, Ogan, A., Wolf, S. & **Jasińska, K.*** (2023, March). Risk and resilience factors for primary school dropout in Côte d'Ivoire. *Society for Research in Child Development*, Salt Lake City, UT, USA.
76. **Jasińska, K.** (2022, October) Reading Development in Low-Literacy Contexts. Symposium on Addressing Sources of Reading Difficulties in the Global South – The Interplay of Multiple Factors. *International Academy for Research in Learning Disabilities*, Oviedo, Spain.
77. **Jasińska, K.** (2022, July). Reading Development in Environments with High-Risk of Illiteracy. Symposium on Bridging educational practice and neuroscience to study developmental language disorders: a review of neuroimaging approaches. *International Mind, Brain, and Education Society meeting*, Montreal, Canada.
78. **Jasińska, K.*** & Chen, B. (2022, June). Impact of interrupted schooling on the development of the brain's capacity for reading: Examining a developmental sensitive period for reading in Syrian refugee children in Canada.
79. Zinszer, B.†, Tanoh, F.†, Akpé, H.† **Jasińska, K.*** (2022, March). Non-linguistic statistical learning and SLA: Potential for greater inclusivity and limitations of current methods. *American Association for Applied Linguistics*. [virtual]
80. **Jasińska, K.**, Zinszer, B.†, Hannon, J.†, Xu, Z.†, Seri., A.†, Tanoh, F.†, Akpé, H.† (2021, April). Impact of Home Learning Environments and Nutrition on Executive Function Development: Insight from rural Côte d'Ivoire. *Society for Research in Child Development*. [virtual]
81. **Jasińska, K.**, Zinszer, B.†, Tanoh, F.†, Hannon, J.†, Seri, A.†, Akpé, H.†, Kouadio, E.† (2020). Reading Development in LMICs: Insights from rural Côte d'Ivoire. Accepted at the annual *Society for the Scientific Study of Reading conference*. Newport Beach, CA. [conference canceled due to COVID19]

82. Kampa, A.[†], Papafragou, A. & **Jasińska, K.*** (2019, November). Neural generation of scalar implicatures in preschool children and adults. Presented at the *44th Annual Boston University Conference on Language Development*. Boston, MA.
83. **Jasińska, K.**, Shuai, S., Lau, A., Mulder, M., Frost, S., Landi, N. & Pugh, K. (2019, July). Functional connectivity in the developing language network predicts later reading ability. Presented at the *annual Society for the Scientific Study of Reading conference*. Toronto, Canada.
84. Giovannone, N., Fitzroy, A. B., Richie, R., **Jasińska, K.**, Wood, S., Landi, N., Coppola, M. & Breen, M. (2018, October). Prosodic phrase boundary processing in native signers of ASL. Presented at the *4th Conference on Experimental and Theoretical Advancements in Prosody*, UMass Amherst, Amherst, MA.
85. Kovelman, I., **Jasińska, K.**, Hsu, S. J., Ip, K., Kremin, L., Arredondo, M., Petitto, L.A., Satterfield, T., & Tardif, T. (2016, July). Impact of heritage language structure on bilingual children's literacy and neural architecture for learning to read. Presented at the annual *Society for the Scientific Study of Reading conference*. Porto, Portugal.
86. **Jasińska, K.** & Landi, N. (2014, July). Common but impactful genetic polymorphisms in COMT & BDNF are associated strongly with reading and related skills and associated patterns of neural activity. Presented at the annual *Society for the Scientific Study of Reading Conference*, Santa Fe, NM.
87. **Jasińska, K.**, & Landi, N. (2014, October). Common genetic variation in BDNF and COMT genes is linked with Neural Activation Patterns in the Developing Brain and Children's Reading Skills. Presented at the annual *New England Research on Dyslexia Society* conference. Boston, MA.
88. Langdon, C., **Jasińska, K.**, & Petitto, L.A. (2014, October). Impact of Visual Signed Language Exposure and Phonological Language Tissue Development: Evidence from fNIRS neuroimaging of language processing in deaf individuals with cochlear implants Presented at the *Society for fNIRS* conference. Montreal, QC.
89. **Jasińska, K.**, Shaw, K., Bortfeld, H. & Pugh, K.R. (2014, October). Neural representations for spoken language are influenced by the development of reading. Presented at the *Society for fNIRS* conference. Montreal, QC.
90. **Jasińska, K.** (2014, April). What the Bilingual Brain Can Tell Us About Language, Reading and Cognitive Development. Presented at the annual *Cross-Language Research Conference*, New Haven, CT.
91. **Jasińska, K.** & Petitto, L.A. (2012, April). Temporal dynamics of bilateral activation in the bilingual brain. Presented at the annual *National Science Foundation's inter-Science of Learning Center (iSLC) Conference*, San Diego, CA.
92. **Jasińska, K.** & Malkowski, M. (2010, March). The neural correlates of bilingual language processing and reading development. Presented at the annual *Western Interdisciplinary Symposium on Language Research*. London, ON.
93. **Jasińska, K.** (2009, March). Age of acquisition and the syntactic constraints of code-switching. Presented at the annual *Western Interdisciplinary Symposium on Language Research*. London, ON.
94. **Jasińska, K.** (2008, December). Early and late bilingualism effects on the syntactic constraints of code-switching. Presented at the annual *Bilingual Workshop in Theoretical Linguistics*. Ottawa, ON.
95. **Jasińska, K.** (2008, March). The bilingual brain: processing costs of code-switching. Presented at the annual *Western Research Forum*, London, ON.
96. **Jasińska, K.** (2007, December). The acquisition of place deixis: acquisition and use in visually impaired children. Presented at the annual *Bilingual Workshop in Theoretical Linguistics*, Montreal, QC.

CONFERENCE PRESENTATIONS: POSTERS (REFEREED)

1. Atif, T.[†], Owusu-Agyemang, J. B.[†], Wortsman, B.[†], Braverman, A.[†], Brown, A., Wolf, S., & Jasińska, K.* (2026, April). Exploring the Psychometric Properties of the CYRM-R Among Children and Adolescents in West Africa. *Let's Talk About Youth*, Toronto, ON. **Note: Best Poster Award.**
2. Akkad, S.[†], Elshabrawy, Y.[†] & Jasińska, K.* (2026, April). The Role of Heritage Language Maintenance on Socio-Emotional Wellbeing: Insights from Syrian and Afghan Refugee Children and Youth. *Let's Talk About Youth*, Toronto, ON, Canada.
3. Sinjab, K.[†], De Bartolo, A.[†], Corbett, J. M.[†], Ogan, A., Wolf, S., & Jasińska, K.* (2026, April). Investigating Parent–Youth Reporting Discrepancies and the Validity of a Mental Health Screener in Rural Côte d'Ivoire. *Let's Talk About Youth*, Toronto, ON, Canada.
4. Ostry, M.[†], Wu, S.[†], De Filippo Gallay, D.[†], Hawes, Z., Comay, J., Ganea, P., Burns, S., Perlman, M., Jenkins, J.* & Jasińska, K.* (2025, October). Longitudinal Study of Neural Development and Learning in Children. *WestNIRS*, London, ON, Canada
5. Brice, H.[†], Capani, A.[†], Abdulrasul, H.[†], Qadoumi, S.[†] & Jasińska, K.* (2025, October). Learning to Read After Displacement: Neurocognitive Correlates of Literacy in Syrian Refugee Children and Youth. *WestNIRS*, London, ON, Canada.
6. Brice, H.[†], Zinszer, B., Tanoh, F., Madaio, M., Akpe, H., Ogan, A.* & Jasińska, K.* (2025, May). Impact of a mobile phone literacy intervention on emergent readers in rural Côte d'Ivoire. *Society for Research in Child Development*. Minneapolis, MN, USA.
7. Whitehead, H., Kouassi, H. R., Yeboue, A., Tanoh, F., Kembou, S.*, Wolf, S.*, Jasińska, K.* & Ogan, A.* (2025, May). “And then there are the realities of the field”: Teacher insights on targeted instruction implementation. *Society for Research in Child Development*. Minneapolis, MN, USA.
8. De Bartolo, A.[†], Corbett, J.[†], Kembou, S.*, Ogan, A.*, Wolf, S.* & Jasińska, K.* (2025, Apr). Caregiver Mental Health and Socio-Emotional Outcomes in Children and Adolescents in Rural Côte d'Ivoire. *Let's Talk About Youth*, Toronto, ON, Canada. **Note: Best Poster Award.**
9. Whitehead, H.L.[†], Bugden, S., Tanoh, F., Wolf, S., Ogan, A., Kembou, S. & Jasińska, K.* (2024, July). The neurocognitive development of non-symbolic and symbolic magnitude processing: insights from Côte d'Ivoire. *International Mind, Brain, and Education Society Conference*, Leuven, Belgium.
10. Brice, H.[†], Zinszer, B., Kablan, D., Tanoh, F. & Jasińska, K.* (2024, July). Individual Differences in Leveraging Regularity in Emergent L2 Readers in Rural Côte d'Ivoire. *Highlights in the Language Sciences*, Nijmegen, Netherlands.
11. Qadoumi, S.[†], Wu, S.[†], Capani, A.[†], Wortsman, B.[†], Rashad, R.[†], Jafarian, M.[†], Ball, M.[†], Abdulrasul, H.[†], Brice, H.[†] & Jasińska, K.* (2024, April). An Examination of Long-Term Social Emotional Well-Being and Reading Development in Syrian Refugee Children. *Let's Talk About Youth*, Guelph, ON, Canada.
12. Whitehead, H.L.[†], Brice, H.[†], Bugden, S., Tanoh, F., Wolf, S., Ogan, A., Kembou, S. & Jasińska, K.* (2024, April). Exploring the neural basis of symbolic and non-symbolic magnitude processing in rural school children from Cote d'Ivoire. *Cognitive Neuroscience Society* Toronto, ON, Canada
13. Abdulrasul, H.[†], Capani, A.[†], Brice, H.[†] & Jasińska, K.* (2024, April). Impact of interrupted schooling on functional connectivity for reading in resettled refugee children. *Cognitive Neuroscience Society*, Toronto, ON, Canada.
14. Brice, H.[†], Zinszer, B., Hannon, J.[†], Tanoh, H., N'Goran, N. & Jasińska, K.* (2024, April). Predicting Literacy in the Brain in Emergent Readers in Rural Côte d'Ivoire: A Longitudinal Study. *Cognitive Neuroscience Society*, Toronto, ON, Canada.
15. Brice, H.[†], Zinszer, B., Hannon, J.[†], Tanoh, H., N'Goran, N. & Jasińska, K.* (2023, October). Predicting Literacy in the Brain in Emergent Readers in Rural Côte d'Ivoire: A Longitudinal Study. *NIRS West Conference*, London, ON, Canada. **Note: Best Poster Award.**

16. Falajiki, C., Olanrewaju, G., **Jasińska, K.**, Philip, S., Agbendeh, S., Goldbach, E. & Khardi, M. (2023, October). Improving the effectiveness of accelerated foundational skills development within emergency contexts: experimental evidence from IDP camps in Northern Nigeria. *KIX Research Symposium*, Abidjan, Côte d'Ivoire.
17. Whitehead, H.[†], Abdulrasul, H.[†], Wolf, S., Tanoh, F., Bugden, S., Ogan, A., Kembou, S. & **Jasińska, K.*** (2023, September). Relations between multiple dimensions of poverty and infant and toddler resting state brain networks using fNIRS. *Yale fNIRS Workshop*, New Haven, CT, USA.
18. Brice, H.[†], Zinszer, B., Hannon, J.[†], Tanoh, H., N'Goran, N. & **Jasińska, K.***. (2023, September). Predicting Literacy in the Brain in Emergent Readers in Rural Côte d'Ivoire: A Longitudinal Study. *Yale fNIRS Workshop*, New Haven, CT, USA.
19. Whitehead, H.[†], Ball, M.C.[†], Wolf, S., Ogan, A., Kembou, S. & **Jasińska, K.*** (2023, March). Variability in the age of schooling contributes to the link between literacy and numeracy in Côte d'Ivoire. *Society for Research in Child Development*, Salt Lake City, UT.
20. Khan, F.[†], Wortsman, B.[†], Whitehead, H.[†], Hannon, J.[†], Sulik, M., Obradovic, J. & **Jasińska, K.*** (2023, March). Modeling the associations between socioeconomic risk factors, executive function components, and literacy among children in rural Côte d'Ivoire. *Society for Research in Child Development*, Salt Lake City, UT.
21. Abdulrasul, H.[†], Ball, M.C.[†], Whitehead, H.[†], Buhôt, L.[†], Capani, A.[†] & **Jasińska, K.*** (2022, October). Impact of interrupted schooling on the development of the brain's capacity for reading: Examining neural systems for reading in Syrian refugee children in Canada. *Society for functional Near Infrared Spectroscopy*, Boston, MA.
22. Whitehead, H.[†], Buhot, L.[†], Ball, M.C.[†], Capani, A.[†] & **Jasińska, K.*** (2022, September). Impact of interrupted schooling on the development of the brain's capacity for reading: Examining neural systems for reading in Syrian refugee children in Canada. *West NIRS conference*, London, ON.
23. Yang, X.C.[†], Nematova, S.[†] & **Jasińska, K.*** (2021, October). Neural activation during phonological processing in primary-school children with limited reading exposure: Insights from rural Côte d'Ivoire. *Society for Neurobiology of Language*. [virtual] **Note: Honorable mention for the Abstract Merit Award.**
24. Akpé, H.[†], Ball, M.C.[†], N'Goh, N.[†], Tanoh, F.[†], Hannon, J.[†] & **Jasińska, K.*** (2021, July). How does Family Literacy Support Children's Reading Development? Insights from low-literacy communities in rural Côte d'Ivoire. *Society for the Scientific Study of Reading*. [virtual]
25. Hannon, J.[†], Khan, F.[†] & **Jasińska, K.*** (2021, July). Differential Contribution of Executive Functions to Reading Across Development: Insights from Older Emergent Readers in Rural Côte D'Ivoire. *Society for the Scientific Study of Reading*. [virtual]
26. Sobers, S.M.[†], N'Goh, N.[†], Tanoh, F.[†], Akpé, H.[†], Ball, M.C.[†] & **Jasińska, K.*** (2021, July). Is a Phone-Based Literacy Assessment a Reliable and Valid Measure of Children's Reading Skills for Low-Resource Settings. *Society for the Scientific Study of Reading*. [virtual]
27. Nematova, S.[†], Zinszer, B.[†], Richard, K., Morlet, T., Morini, G. & **Jasińska, K.*** (2021, April). Combining eye-tracking and functional near-infrared spectroscopy to assess children's word recognition skills. *Society for Research in Child Development*. [virtual]
28. Ball, M.[†], Curran, E.[†], Tanoh, F.[†], Akpé, H.[†], Nematova, S.[†] & **Jasińska, K.*** (2021, April). Bilingual Home and School Environments Impact Children's Language and Literacy Outcomes in Sub-Saharan Africa. *Society for Research in Child Development*. [virtual] **Note: Nominated for SRCD Student and Early Career Council Poster Award.**
29. Nematova, S.[†], Zinszer, B.[†], Morlet, T., Morini, G., Petitto, L.A. & **Jasińska, K.*** (2020, October). Early-life signed language exposure does not impede the development of spoken language: A functional near infrared spectroscopy investigation of phonemic discrimination in cochlear implant (CI) users. *Society for the Neurobiology of Language*. [virtual]

30. Hannon, J.[†], Zinszer, B.[†], Seri, A.[†], Tanoh, F.[†], Akpé, H.[†], Earle, F. S., & **Jasińska, K.*** (2020, October). The Role of Procedural Learning for Emergent Reading: Insights from Côte d'Ivoire. *Society for Neurobiology of Language*. [virtual]
31. **Jasińska, K.**, Zinszer, B.[†], Tanoh, F.[†], Hannon, J.[†], & Akpé, H.[†] (2020, July). Field functional Near Infrared Spectroscopy fNIRS Neuroimaging for Global Child Development. *Organization for Human Brain Mapping*. [virtual]
32. Perdue, M. V., Feng, B., Chiara, A., Ginette, D., **Jasińska, K.**, Pugh, K.R., & Landi, N. (2020). From BDNF to Reading: The Mediation Role of Patterns of Neural Activation and Phonology. *Society for the Scientific Study of Reading*, Newport Beach, CA. [conference cancelled due to COVID19]
33. Wang, D.[†], Wang, S.[†], Zinszer, B.[†], Sheng, L.* & **Jasińska, K.*** (2020, May). Cross-Linguistic Differences in L1 Morphological Typology Influence Patterns of Neural Activation for L2 Inflectional Processing: an fNIRS Study. *Cognitive Neuroscience Society*. [virtual]
34. Nematova, S.[†], Zinszer, B.[†], Morlet, T.* & **Jasińska, K.*** (2020, May). Early signed language exposure does not harm phonemic discrimination for individuals with cochlear implants (CIs): Evidence from fNIRS neuroimaging. *Cognitive Neuroscience Society*. [virtual]
35. Matteson, J.[†], Wang, J.[†], Bobowska, V.[†], Zinszer, B.[†], **Jasińska, K.*** (2020, May). Using a deep learning classifier of fNIRS neuroimaging data to understand the neurobiology of literacy among children growing up in low-literacy environments: Insights from field neuroimaging in rural Ivory Coast. *Cognitive Neuroscience Society*. [virtual]
36. Nematova, S.[†], Richard, K., Morini, G., **Jasińska, K.**, & Morlet, T. (2020). Noise is all around us: Exploring the relation between regular exposure to noise and young children's vocabulary development. *15th International Congress of the International Association for the Study of Child Language*, Philadelphia, PA. [conference postponed due to COVID19]
37. Hannon, J.[†], Earle, F. S., Seri, A.[†], Tanoh, F.[†], Akpé, H.[†] & **Jasińska, K.*** (2019, March). The Impact of Declarative and Procedural Memory Systems on Late Childhood Literacy Development. *Society for Research in Child Development*, Baltimore, MD.
38. Kampa, A.[†], Papafragou, A., & **Jasińska, K.*** (2019, March). Scalar Implicature Derivation in 4- and 5-Year-Olds is Supported by Language and Executive Function Networks. *Society for Research in Child Development*, Baltimore, MD.
39. Akpé, H.[†], Seri, A.[†], Tanoh, F.[†] & **Jasińska, K.*** (2019, March). Evaluating Children's Language Abilities in Côte d'Ivoire: Introducing the Ivorian Children's Language Assessment Toolkit. *Society for Research in Child Development*, Baltimore, MD.
40. Seri, A.[†], Tanoh, F.[†], Akpé, H.[†] & **Jasińska, K.*** (2019, March). The impact of child labor on children's reading outcomes in rural cocoa-producing communities in Côte d'Ivoire. *Society for Research in Child Development*, Baltimore, MD.
41. Tanoh, F.[†], Seri, A.[†], Akpé, H.[†] & **Jasińska, K.*** (2019, March). Impact of Poverty on Brain Development, Executive Functions, and Literacy in Rural Cocoa Communities in Côte d'Ivoire. *Society for Research in Child Development*, Baltimore, MD.
42. Giovannone, N., Fitzroy, A. B., Richie, R., **Jasińska, K.**, Wood, S., Landi, N., Coppola, M. & Breen, M. (2018, November). Prosodic phrase boundary processing in native signers of ASL. 59th Annual Meeting of the *Psychonomic Society*, New Orleans, LA.
43. **Jasińska, K.**, Seri, A.[†], Tanoh, F.[†] & Guei, S.[†] (2018, August). How the brain learns to read in environments with high-risk of illiteracy: an fNIRS study of EF and reading development in rural Côte d'Ivoire. *Neurobiology of Language*, Quebec City, Canada.
44. **Jasińska, K.**, Tanoh, F.[†], Seri, A.[†] & Guei, S.[†] (2018, June). How the brain learns to read in environments with high-risk of illiteracy: an fNIRS study of reading development in rural Côte

- d'Ivoire. *The Dyslexia Foundation, Extraordinary Brain Symposium XVII, Dyslexia 101: Revisiting Etiology, Diagnosis, Treatment, and Policy*, Durban, South Africa.
45. **Jasińska, K.**, Shuai, L., Lau, A., Mulder, H., Landi, L., & Pugh, K.R. (2017, June). Using PPI analyses with fNIRS neuroimaging to predict children's reading abilities. *Organization for Human Brain Mapping*, Vancouver, Canada.
 46. Perdue, M., Kornilov, S., **Jasińska, K.**, Ryherd, K., Mencl, W. E., Pugh, K.R., Grigorenko, E., & Landi, N. (2017, June). Reading related skills and brain structure are associated with variation in the *SETBP1* gene. *Society for the Scientific Study of Reading*, Halifax, Canada.
 47. **Jasińska, K.**, Hager, C.[†], Amon, A.[†], Guei, S.[†], Kakou, C.[†], Koffi, S.[†], & Seri, A.[†] (2017, April). Literacy Development in Rural Cocoa Communities in Côte d'Ivoire: Child Development Research and Local Scientific Capacity Building Initiatives. *Society for Research in Child Development*, Austin, TX.
 48. **Jasińska, K.**, Shuai, L., Lau, A., Mulder, H., Landi, L., & Pugh, K.R. (2017, April). Neural Connectivity During Language Processing in 4 Year-Old Predicts Later Reading Ability. *Society for Research in Child Development*, Austin, TX.
 49. **Jasińska, K.** (2016, August). Promoting Literacy Development in Children in Rural Cocoa Producing Communities. *Early Experience and Sensitive Periods in Development*, Erice, Italy.
 50. Shuai, L., **Jasińska, K.**, Lau, A., Gong, T., Mulder, H., Landi, L., & Pugh, K.R. (2016, August). Developmental Changes of the Functional Near Infrared Spectroscopy (fNIRS) Network Architecture in Emerging Readers. *Neurobiology of Language Conference*, London, England.
 51. **Jasińska, K.**, Molfese, P., Mencl, W.E., Frost, S., Lee, M., Pugh, K.R., Grigorenko, E. & Landi, N. (2016, April). The BDNF Val⁶⁶Met Polymorphism is Associated with Structure and Function in the Developing Brain with Implications for Children's Cognitive Abilities. *Cognitive Neuroscience Society*. New York, NY.
 52. Lau, A., **Jasińska, K.**, Shuai, L., Bortfeld, H., Landi, L. & Pugh, K.R. (2016, April). Functional Near Infrared Spectroscopy (fNIRS) Investigation of Emerging Reading Pathways in Children with Poor Phonological Awareness. *Cognitive Neuroscience Society*. New York, NY.
 53. Ryherd, K., Hung, Y-H., Baron, E., **Jasińska, K.**, Mencl, W.E. & Landi, N. (2016, April). Individual differences in activation and functional connectivity across modality and processing level. *Cognitive Neuroscience Society*, New York, NY.
 54. Ryherd, K., Baron, E., **Jasińska, K.**, Mencl, W.E. & Landi, N. (2015, October). Reading comprehension ability and semantic activation to single words and discourse: an fMRI partial least squares analysis. *Society for the Neurobiology of Language*, Chicago, IL.
 55. **Jasińska, K.**, Buis, B., Cort, B., Molfese, P., Mencl, E., Bortfeld, H. & Pugh, K.R. (2015, June) Neural Representations for Spoken and Written Language In Beginning Readers: Insights from fNIRS and fMRI Neuroimaging. *Organization for Human Brain Mapping*. Honolulu, HI.
 56. **Jasińska, K.**, Parbhu, B., Shaw, K, Bortfeld, H. & Pugh, K.R. (2015, May) Neural Representations for Spoken and Written Language during Emergent Literacy. Annual *National Science Foundation inter-Science of Learning Center (iSLC) conference*. San Diego, CA.
 57. Ryherd, K., Baron, E., **Jasińska, K.**, Mencl, W.E. & Landi, N. (2015, April). Neural Activation of Semantic Networks Contribute to Reading Comprehension Skill. *Association for Psychological Science*. New York, NY.
 58. **Jasińska, K.**, Parbhu, B., Shaw, K, Bortfeld, H. & Pugh, K.R. (2015, March) Neural Representations for Spoken and Written Language during Emergent Literacy. *Society for Research in Child Development*. Philadelphia, PA.
 59. **Jasińska, K.**, Molfese, P., Mencl, W.E., Pugh, K.R., Grigorenko, E. & Landi, N. (2014, April). The BDNF Val/Met Polymorphism Is Linked With Children's Reading And Language Skills And Neural Activation Patterns In The Brain's Reading Network. Annual *University of Connecticut Language Fest*. Storrs, CT.

60. Landi, N., Molfese, P., Kornilov, S., **Jasińska, K.**, Mencl, W. E., Pugh, K.R. & Grigorenko, E. (2014, April). Common but impactful genetic polymorphisms in COMT & BDNF are associated strongly with reading and related skills and associated patterns of neural activity. *Cognitive Neuroscience Society*. Boston, MA.
61. **Jasińska, K.**, Berens, M., Kovelman, I. & Petitto, L.A. (2014, April). Shedding new light on reading in Spanish-English and English-French bilingual school children: an fNIRS investigation. *Cognitive Neuroscience Society*. Boston, MA.
62. **Jasińska, K.** Langdon, C. & Petitto, L.A. (2013, November). Does early exposure to a visual signed language “hurt” auditory language tissue development: Evidence from fNIRS neuroimaging of language processing in deaf individuals Cochlear Implants. *Society for Neuroscience*. San Diego, CA.
63. Sharples, A.E., **Jasińska, K.** & Page-Gould, E. (2013, October). Anabolic reactivity during acute stress may facilitate recovery from catabolic processes. *Society for Psychophysiological Research*. Florence, Italy.
64. **Jasińska, K.** & Petitto, L.A. (2013, April). Age of Bilingual Exposure Predicts Distinct Contributions of Phonological and Semantic Knowledge to Successful Reading Development. *Society for Research in Child Development*. Seattle, WA.
65. **Jasińska, K.** & Petitto, L.A. (2013, February). Role of Phonology and Semantics in Bilingual Reading Acquisition. *National Science Foundation inter-Science of Learning Center (iSLC)*. Philadelphia, PA.
66. **Jasińska, K.** & Petitto, L.A. (2012, October). Temporal Dynamics of Bilingual Language Processing as a New Lens into Human Brain Lateralization: an fNIRS study. *Society for Neuroscience*. New Orleans, LA.
67. **Jasińska, K.** & Petitto, L.A. (2012, April). Neural and Language Processing in the Monolingual and Bilingual Infant Brain: New Insights from fNIRS Neuroimaging. *Southern Ontario Neuroscience Association*. Toronto, ON.
68. **Jasińska, K.** & Petitto, L.A. (2011, November). Dual language exposure in infancy can change neural and language processing in the developing brain: an fNIRS investigation. *Society for Neuroscience*. Washington, DC. ***Note: Presentation was selected for the Society for Neuroscience official Press Book.**
69. **Jasińska, K.**, Jowkar-Baniani, G., Ahmed, F., Forster, E., Bhasin-Laceman, S., Naimi, A., Petitto, L.A. & Dunbar, K.N. (2011, November). Simultaneous imaging of neural activations of women and men in real-time conversation using fNIRS. *Society for Neuroscience*. Washington, DC.
70. **Jasińska, K.** & Petitto, L.A. (2011, April). Bilingual Reading Experience and the Developing Brain: Insights from fNIRS. *University of Toronto Neuroscience Program Poster Day*. Toronto, ON.
71. **Jasińska, K.**, Malkowski, M., & Petitto, L.A. (2011, April). How the Bilingual Reading Experience Can Change a Developing Brain: New Insights from fNIRS. *Society for Research in Child Development*. Montreal, QC.
72. **Jasińska, K.**, Malkowski, M., & Petitto, L.A. (2010, November). Neural Correlates of Syntactic Processing in Monolingual and Bilingual Children using event-related functional Near Infrared Spectroscopy (fNIRS) Imaging. *Society for Neuroscience*. San Diego, CA.
73. Skarakis-Doyle, E., Campbell, W., **Jasińska, K.**, Terry, A., Gillespie, S., Archibald, L., Theurer, J. & Schidowka, J. (2010, June). The cooperative principle and theory of mind children with language impairment. *Symposium for Research in Child Language Disorders*. Madison, Wisconsin.
74. Skarakis-Doyle, E., Campbell, W., Terry, A., **Jasińska, K.** & Gillespie, S. (2008, June). The cooperative principle and theory of mind in preschool children: understanding others’ intentions and beliefs. *Symposium for Research in Child Language Disorders*. Madison, Wisconsin.

PEER-REVIEWED WORKSHOPS

1. **Jasińska, K.** (2013, February). How to apply principles of learning to scientific communication? Presented at the annual *National Science Foundation's inter-Science of Learning Center (iSLC) Conference*, Philadelphia, PA.

PANELS

1. Invited Panelist, Ensuring Full Literacy in a Multicultural and Digital World Annual Meeting Trainee Day Panel on Equity, Diversity, and Inclusion in Research. University of Alberta, Edmonton, AB, Canada. (2025, June).
2. Invited Panelist, US National Institutes of Health NIH/NICHD Career Panel (2021, January). [virtual]
3. Invited Panelist, Côte d'Ivoire Ministry of Education and Transforming Education in Cocoa Communities (TRECC) Stakeholder Meeting (2018, January). Abidjan, Côte d'Ivoire.
4. Invited Panelist, US National Science Foundation's inter Science of Learning Center (iSLC) Meeting (2015, May). University of California, San Diego. San Diego, CA.
5. Invited Panelist, US National Science Foundation's Visual Language and Visual Learning Center (VL²) Scientific Advisory Board Meeting. (2013, March). Gallaudet University. Washington, DC.
6. Invited Participant, US National Science Foundation's Visual Language and Visual Learning Center (VL²) Annual Site Visit (2012, June). Gallaudet University. Washington, DC.

MEDIA (PODCASTS, INTERVIEWS, WEBINARS, BLOGS)

1. **Jasińska, K.**, Wolf, S., Ogan, A., Kembou, S. & Tanoh, F. (2025, Oct). Impacts of poverty reduction on child development, learning, and families (Webinar organized by the [Child Learning and Education Facility](#) in Côte d'Ivoire).
2. **Jasińska, K.**, Wolf, S., Ogan, A., Kembou, S. & Tanoh, F. (2025, Oct). How a direct cash program supports the development of children: New Evidence From Côte d'Ivoire ([Webinar](#) organized by Dutch NGO, 100WEEKS, with UNICEF Regional Advisor Social Policy at UNICEF West and Central Africa).
3. Ball, M. & **Jasińska, K.** (2024, Feb 22) Learning in two languages: lessons from francophone Africa on what works best. *The Conversation Africa* <https://theconversation.com/learning-in-two-languages-lessons-from-francophone-africa-on-what-works-best-223867>
4. Ball, M. & **Jasińska, K.** (2022, March 30) Bilingual schooling can boost literacy - but in Côte d'Ivoire it's not as clear cut. *The Conversation Africa* <https://theconversation.com/bilingual-schooling-can-boost-literacy-but-in-cote-divoire-its-not-as-clear-cut-179340>
5. Blog on Learning and Development & Alonso, N. (Hosts). (2021, August 11). Multilingualism in a Culturally Diverse World. [Audio podcast episode] In *Teachers' Voices*. <https://bold.expert/teachers-voices/>
6. Centre de Recherches en Éducation Franco-Ontarienne (CREFO) and Le Pichon-Vorstman, E. (Hosts). (2021, July 29) Entretien avec Kaja Jasinska et Fabrice Tanoh [Audio podcast episode] In *Quoi de neuf?* [Interview about language, education, and neuroscience research in Côte d'Ivoire].
7. **Jasińska, K.** (2017, March 1). How bilingual children learn to read. *Blog on Learning and Development*, Jacobs Foundation <https://bold.expert/how-do-bilingual-children-learn-to-read/>
8. *The APA Observer* "Lexicon in the Laboratory." June, 2012. *The "Perceptual Wedge Hypothesis" as the basis for bilingual babies' phonetic processing advantage: New insight from fNIRS brain imaging* (see Publications) recommended by Steven Pinker as one of six articles for researchers who want to read up on the latest in language science.
9. *The Toronto Star* "The brain: How children learn language." June 1, 2010. Featured in story about early child language development.

TEACHING EXPERIENCE**LECTURER**

<i>Neuroscience of Reading and Reading Disorders</i> (M.Ed./PhD), University of Toronto	2023-present
<i>Intermediate Statistics</i> (M.Ed./PhD), University of Toronto	2021-2023
<i>Cognitive Development and Applications</i> (M.Ed.), University of Toronto	2020-present
<i>Introduction to Cognitive Science</i> (1 st year), University of Delaware	2017-2020
<i>fNIRS Neuroimaging Laboratory</i> (PhD), University of Delaware	2017
<i>Neuroscience of Reading</i> (4 th year/MA), University of Delaware	2017, 2018
<i>Statistics using R</i> (MSc), African Institute for Mathematical Science, S. Africa	2016
<i>Neuroimaging Methods in Cognitive Neuroscience</i> (MA), Columbia University	2016
<i>Statistics using R</i> (MSc), African Institute for Mathematical Science, Cameroon	2015
<i>Statistics using R</i> (MSc), African Institute for Mathematical Science, Senegal	2013

SEMINARS AND LABORATORY INSTRUCTOR

<i>Statistics using R</i> , University of Delaware	2017
<i>Beginner and Intermediate R</i> , University of Connecticut	2015
<i>Functional Near Infrared Spectroscopy (fNIRS): Advanced Statistical Approaches to Data Analysis</i> , Gallaudet University	2012-2013
<i>Function and Neurophysiological Measures Intensive Hands-on Seminar towards Certification of Functional Near Infrared Spectroscopy (fNIRS) Brain Imaging</i> University of Toronto and Gallaudet University	2010-2013
<i>Neuroscience: Anatomy and Physiology (NROB60)</i> , University of Toronto	2010-2012
<i>Service Learning “In-reach” Placement (CTLB03)</i> , University of Toronto	2012
<i>Supervising small group of students on developing additional teaching materials (e.g., video atlas) for neuroanatomy laboratory course</i>	
<i>Psychophysiology Laboratory (PSYC06)</i> , University of Toronto	2011

STUDENT TRAINING AND SUPERVISION**POST-DOCTORAL**

1. [Henry Brice](#), University of Toronto 2021-present
2. [Ben Zinszer](#), University of Delaware 2018-2020
B. Zinszer subsequently continued to a faculty position at Swarthmore College
3. [Fabrice Tanoh](#), Université Felix Houphouët-Boigny, Côte d’Ivoire 2018-2022
F. Tanoh was awarded an ISSBD Developing Country Fellowship, and continued to a faculty position at Université Peleforo Gon Couilaby
4. Hermann Akpé, ROCARE, Côte d’Ivoire 2017-2022
H. Akpé continued to a faculty position at the Université Felix Houphouet Boigny

DOCTORAL**PRIMARY ADVISOR**

Note. DPE: Developmental Psychology and Education program; SCCP: School and Clinical Child Psychology Program)

1. Sarah Akkad, University of Toronto (Primary Advisor-DPE Ph.D.) 2025-present
2. Micaela Ostry, University of Toronto (Primary advisor-DPE Ph.D.) 2025-present
M. Ostry received the 2026-2027 Mitacs Global Research Award (\$12,000) and the 2026

- SDGs@UofT Student Mobility Training Program Award (\$2,000).*
3. [Brooke Wortsman](#), University of Toronto (Primary advisor-SCCP Ph.D.) 2025-present
B. Wortsman received the 2025-2026 Ontario Graduate Scholarship (\$15,000) and the 2026-2029 SSHRC-CGS-D (\$40,000 annually)
 4. Andrea De Bartolo, University of Toronto (Primary advisor-DPE Ph.D.) 2024-present
 5. [Hannah Whitehead](#), University of Toronto (Primary advisor-DPE Ph.D.) 2022-present
H. Whitehead received the 2023-2024 IDRC Research Award (~\$45,000) and 2024-2027 NSERC-CGS-D (\$40,000 annually)
 6. [Mary Ball](#), University of Toronto (Primary advisor-DPE Ph.D.) 2021-present
M. Ball received the 2022-2023 and 2023-2024 Mary Beatty Fellowship (\$10,000), 2024-2025 International Ontario Graduate Scholarship (\$15,000)
 7. Angela Capani, University of Toronto (Co-advisor-SCCP Ph.D.) 2022-present
A. Capani received the 2022-2023 and 2023-2024 Ontario Graduate Scholarship (\$15,000)
 8. [Shakhlo Nematova](#), University of Delaware (Primary advisor) 2019-2024
S. Nematova received a 2023-2024 University of Delaware Doctoral Fellowship (\$30,000 USD), and subsequently continued to a Research Scientist role at the Center for Open Science
 9. [Joelle Hannon](#), University of Delaware (Primary advisor) 2018-2024
- COMMITTEE MEMBER, RESEARCH SUPERVISOR**
10. Esther Yu, University of Toronto (Comprehensive study advisor) 2025-2026
 11. Zein Abuosbeh, University of Toronto (Committee member) 2025-present
 12. Francis Ben Wall, University of Toronto (Committee member) 2025-present
 13. Zainab Razaiy, University of Toronto (Comprehensive study advisor) 2024-2025
 14. Gairan Pamei, University of Toronto (Visiting graduate student advisor) 2024
 15. Stephanie Lavigne, University of Toronto (Committee member) 2021-present
 16. Danyang Wang, University of Delaware (Committee member, QP advisor) 2019-2021
D. Wang continued to a postdoctoral fellowship at UC Irvine
 17. Alyssa Kampa, University of Delaware (Committee member, QP advisor) 2017-2021
 18. Wenfu Bao, University of Toronto (Examination committee member) 2022
 19. Nina Sokolovic, University of Toronto (Examination committee member) 2021
 20. Joshua Lim, University of Toronto (Committee member, GA supervisor) 2022-2023
 21. Angela Capani, University of Toronto (GA supervisor) 2021-2022
 22. Jasodhara Bhattacharya, University of Toronto (GA supervisor) 2020-2021
 23. Shamina Shaheen, University of Toronto (GA supervisor) 2020-2021
 24. Janina Boecher, University of Delaware (Independent study advisor) 2018-2019
 25. Sarah Wang, University of Delaware (Independent study advisor) 2017-2018
 26. Axel Seri Blahoua, University of Delaware (Visiting graduate student advisor) 2018-2019
 27. Fabrice Tanoh, University of Delaware (Visiting graduate student advisor) 2018-2019
 28. Lais Freitas, University of Delaware (Visiting graduate student advisor) 2017-2018
 29. Sosthene Guei, University of Delaware (Visiting graduate student advisor) 2017

MASTER'S**PRIMARY ADVISOR**

Note. DPE: Developmental Psychology and Education program; SSCP: School and Clinical Child Psychology Program

1. Julianna Corbett, University of Toronto (Primary Advisor-SCCP M.A.) 2026-present
2. Michelle Hines, University of Toronto (Primary Advisor-DPE M.A.) 2026-present
M. Hines received the 2026-2027 SSHRC CGS-M (\$27,000)
3. Breanna Liaki, University of Toronto (Primary Advisor-SCCP M.A.) 2025-present

- (DPE M.Ed. research practicum advisor) 2023-2025
B. Liaki received the 2024 SDG@UofT student awarded (\$1,500)
4. Sarah Akkad, University of Toronto (Primary Advisor-DPE M.A.) 2024-2025
S. Akkad continued to a PhD program at the University of Toronto
 5. [Brooke Wortsman](#), University of Toronto (Primary Advisor-SCCP M.A.) 2023-2025
 (DPE M.Ed. research practicum advisor) 2021-2022
B. Wortsman received the 2024-2025 SSHRC CGS-M (\$27,000) and continued to a PhD program at the University of Toronto
 6. [Hassan Abdulrasul](#), University of Toronto (Primary advisor-DPE M.A.) 2023-2024
H. Abdulrasul continued to a PhD program at the University of Toronto
 7. [Hannah Whitehead](#), University of Toronto (Primary advisor-DPE M.A.) 2021-2022
H. Whitehead continued to a PhD program at the University of Toronto
 8. [Mary Ball](#), University of Delaware (Primary advisor) 2020-2021
M. Ball continued to a PhD program at the University of Toronto
 9. Axel Seri Blahoua, Centre de Recherché et d'Action pour la Paix, Côte d'Ivoire 2017-2018
 (Co-advisor)
A. Seri continued to a Master's Degree in International Development at the Geneva Institute, Switzerland; and PhD Program at the University of Ottawa
 10. [Sosthene Guei](#), Centre de Recherché et d'Action pour la Paix, Côte d'Ivoire 2017-2018
 (Co-advisor)
S. Guei was subsequently awarded the Washington Mandela Fellowship for African Leadership during this period, successfully completed a Master's Degree in International Child Development at Haifa University, Israel, and advanced to PhD program at Northwestern University

COMMITTEE MEMBER, RESEARCH SUPERVISOR

Note. DPE: Developmental Psychology and Education program; SCCP: School and Clinical Child Psychology Program; CSE: Child Study and Education Program

11. Wardah Nadeem, University of Toronto (DPE M.Ed. research practicum advisor) 2025-2026
12. Tazeen Atif, University of Toronto (DPE M.Ed. research practicum advisor) 2025-2026
13. Ashley Wong, University of Toronto (DPE M.Ed. research practicum advisor) 2025-2026
14. Yuying Huang, University of Toronto (DPE M.Ed. research practicum advisor) 2024-2025
15. Jerry Owusu-Agyemang, University of Toronto (DPE M.Ed. research practicum advisor) 2024-2025
16. Sherry Wu, University of Toronto (DPE M.Ed. research practicum advisor) 2023-2024
17. Jennifer He, University of Toronto (DPE M.Ed. research practicum advisor) 2023-2024
18. Julianna Corbett, University of Toronto (DPE M.Ed. Research supervisor) 2023-2025
J. Corbett continued to an MA in School and Clinical Child Psychology at the University of Toronto
19. Medha Aurora, University of Toronto (DPE M.Ed. GA supervisor) 2022-2024
20. Lujayn Mostafa, University of Toronto (DPE M.Ed. research practicum advisor) 2022-2023
21. Melissa Shivnauth, University of Toronto (DPE M.Ed. research practicum advisor) 2022-2023
22. Selin Goksoy, University of Toronto (DPE M.Ed. research practicum advisor) 2021-2022
23. Milan Lazic, University of Toronto (DPE M.A. thesis committee member) 2020-2021
24. Cassie Yang, University of Toronto (DPE M.Ed. research practicum advisor) 2020-2021
25. Faryal Khan, University of Toronto (DPE M.Ed. research practicum advisor) 2020-2021
F. Khan continued to a PhD in Clinical Child and Adolescent Psychology at the University of Guelph
26. Shauna-Maire Sobers, University of Toronto (CSE M.A. GA supervisor) 2020-2021
27. Mackenzie Campbell, University of Delaware 2017-2019

- M. Campbell was subsequently awarded a Fulbright Scholarship*
28. Fidele Tubanambazi, African Institute for Mathematical Science, Senegal 2014
(Committee member)

UNDERGRADUATE**SENIOR RESEARCH PROJECT/THESIS ADVISOR**

1. Yomna Elshabrawy, University of Toronto (**Senior research project advisor**) 2026-2027
(Research Opportunity Program) 2025-2026
Y. Elshabrawy received a Science, Technology, and Society Prize at the Victoria College Research Day 2026 for her ROP poster
2. Victoria Santos, University of Toronto (**Senior research project advisor**) 2025-2026
(Research Opportunity Program) 2024-2025
V. Santos received the 2025-2026 SDGs@UofT Student Award (\$1,500)
3. Sara Qadoumi, University of Toronto (**Senior research project advisor**) 2024-2025
(Research Opportunity Program) 2024-2025
S. Qadoumi received the 2024 University of Toronto Excellence Award (\$6,000) and continued to an M.D. program at Queen's University
4. Mousa El-Sururi, University of Toronto (**Senior research project advisor**) 2024-2025
5. Hamza Qayumi, University of Toronto (**Senior research project advisor**) 2024-2025
6. Hassan Abdulrasul, University of Toronto (**Senior research project advisor**) 2022-2023
H. Abdulrasul continued to an M.A. program at the University of Toronto

RESEARCH SUPERVISOR (INDEPENDENT STUDY ADVISOR)

7. Kenda Sinjab, University of Toronto (Research Opportunity Program) 2025-2026
8. Kaija Taylor, University of Toronto (Research Opportunity Program) 2025-2026
K. Taylor received the 2026 University of Toronto Excellence Award (\$7,500)
9. Sophia Galoushchak, University of Toronto (Research Opportunity Program) 2024-2025
10. Victoria Bobowska, University of Delaware (Independent Study advisor) 2020
11. Zizhou Xu, University of Delaware (Independent Study advisor) 2020
Z. Xu continued to a MS in Biostatistics and Data Science at Cornell University
12. Jiamian Wang, University of Delaware (Independent Study and Summer Research Fellowship advisor) 2020
13. Justus Matteson, University of Delaware (Independent Study and Summer Research Fellowship advisor) 2019
14. Jennifer Rojas, University of Delaware (Independent Study advisor) 2018
J. Rojas continued to a postbac program in biomedical health
15. Kelsey Mulford, University of Delaware (Independent Study advisor) 2018
K. Mulford continued to a graduate program in speech language pathology
16. Hannah Carney, University of Delaware (Independent Study advisor) 2018
17. Erin Curran, University of Delaware (Independent Study advisor) 2018-2020
E. Curran continued to a graduate program in speech language pathology
18. Kerriann Pini, University of Delaware (Summer Research Fellowship advisor) 2017-2018
K. Pini continued to a graduate program in education and human development

Research Assistant Training:

Training and supervising undergraduate and graduate research assistants (RAs) on research ethics, informed consent protocols, data management, behavioral and neuroimaging research methods, and data analysis using R and Matlab.

100+ RAs, University of Toronto

2020-present

20 RAs, University of Delaware	2017-2020
12 RAs, Haskins Laboratories	2013-2016
5 RAs, Gallaudet University	2011-2013
20 RAs, University of Toronto	2009-2011

POLICY, ADVISORY, AND APPLIED RESEARCH ROLES

ADVISORY ROLES

Aid for Rural Education Access Initiative (AREAi) Advisory Board Member	2026-present
International Cocoa Initiative Member of Learning Advisory Group to Board	2024-present

APPLIED RESEARCH ROLES

Principal Investigator / Research Consultant, [Worldreader BookSmart](#), South Africa 2025–2026
Directed design and implementation of a mixed-methods impact evaluation examining family reading routines, socio-emotional learning, and early childhood development outcomes associated with digital literacy interventions (BookSmart and Vroom Tips app).

Research Consultant, [Little Thinking Minds](#), Jordan 2024–2025
Developed a theory of change, psychometric and assessment recommendations, learner engagement metrics, and analytic frameworks for evaluating [Read Arabic](#) platform effectiveness and reading outcomes. Advised on digital assessment design, longitudinal evaluation models, reliability and validity testing, and data-driven strategies for scaling literacy interventions and outcomes-based funding initiatives.

Research Fellow / Consultant, CEPE Di Tella, Argentina / LEAP Initiative 2024
Led development of an evidence synthesis and psychometric roadmap for a digital language assessment platform, including recommendations regarding reliability, validity, item response theory, subgroup equity, educator usability, and pathways toward norming and scale-up. [[Report](#)]

Research Fellow / Consultant, [GLOT](#), Colombia / LEAP Initiative 2023
Advised on the implementation of play-based, multilingual literacy and educational technology initiatives, including recommendations regarding alignment between programmatic practice and scientific evidence focusing on contexts and strategies for inclusive and quality education for displaced and migrant children [[Report](#)]

Research Fellow / Consultant, [Aid for Rural Education Access Initiative](#), Nigeria / LEAP Initiative 2022
Provided research and technical guidance for a technology-supported educational initiative focused on delivering an accelerated literacy and numeracy program for internally displaced children residing in IDP camps, including an impact evaluation plan and design of a randomized control trial. [[Report](#)]

POLICY REPORTS (NON-REFEREED)

1. **Jasińska, K.** & Ball M.-C. (2022) Lessons in Education Quality, Equity, and Digitization from on-the-ground Developmental Science Research in Côte d'Ivoire. Etats Généraux de L'éducation et de L'alphabétisation - Côte d'Ivoire. National Ministry of Education of Côte d'Ivoire.

SERVICE AND COMMITTEE EXPERIENCE**DEPARTMENTAL**

Faculty Search Committee	2021-2022
Colloquium Committee	2021-23, 25-26
Admissions Committee	2020-2025
Promotion and Tenure Review Committee	2021-2022, 2024, 2026
Internal Reading Committee (review Tenure file)	2025-2026
Anti-racism, Equity, Inclusivity and Social Justice Sub-Committee	2021
Admissions Committee (University of Delaware)	2017-2019
Workload Policy Committee (University of Delaware)	2018-2019
Committee for iKIDS – Tri-lab Consortium of Developmental Science	2009-2013
Assistant Graduate Student Member, University of Toronto	

FACULTY

Selection Committee for Leithwood Award for OISE Outstanding Thesis of the Year	2026
CPIN Executive Committee	2025-present
OISE Council	2021-2023
Research Standing Committee	2020-2021
Faculty Senator for College of Arts and Science (University of Delaware)	2017-2019
Council of the University of Toronto Scarborough	2010-2013
Psychology Department Representative of Research Associates, Postdoctoral Fellows, Teaching Assistants, and Graduate Students	

UNIVERSITY

CIHR CGS Doctoral Awards Committee	2021-2022
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EXTERNAL

Meeting of Society for Functional Near Infrared Spectroscopy Conference Program Committee Member	2019-2020
Society for Functional Near Infrared Spectroscopy Communication Committee Member, Newsletter/Blog correspondent	2015-2021
Western Interdisciplinary Symposium on Language Research Member of Conference Organizing Committee, University of Western Ontario	2008-2009

EDITORIAL**JOURNALS (AD-HOC)**

PNAS

REVIEWING**JOURNALS**

Applied Psycholinguistics
Brain and Behavior
Brain and Language
Cerebral Cortex
Child Development
Cortex

Developmental Cognitive Neuroscience
 Developmental Neuropsychology
 Developmental Psychology
 Developmental Science
 Frontiers in Aging Neuroscience
 Frontiers in Psychology
 Human Brain Mapping
 Journal of Applied Developmental Psychology
 Journal of Communication Disorders
 Journal of Educational Psychology
 Journal of Neurolinguistics
 Journal of Neuroscience
 Mind, Brain, and Education
 NeuroImage
 Neurophotonics
 Scientific Studies of Reading

CONFERENCE – ABSTRACT REVIEWING

Society for Research in Child Development Biannual Meeting (2023)
 Society for fNIRS Biannual Conference (2018, 2020, 2022)
 NSF Science of Learning Center's inter-Science of Learning Center (iSLC) Annual Meeting (2012)

GRANT AND AWARDS REVIEWING

Polish National Science Foundation	2026
International Literacy Association; Research Award	2023-2025
Israel Science Foundation	2023
Research Grants Council of Hong Kong	2023
Canadian Foundation for Innovation	2021
UK Research and Innovation Economic and Social Research Council (UK)	2021
American Association for the Advancement of Science EPSCoR (USA)	2020
University of Delaware Research Foundation (USA)	2019
NSERC Discovery Grant (Canada)	2018, 2021
Swiss Science Foundation (Switzerland)	2017
NSF Doctoral Dissertation Research Proposals (USA)	2015
NSF Science of Learning - Visual Language and Visual Learning Center	2013
Student Grant Review Committee (USA)	

PROFESSIONAL AFFILIATIONS

Cognitive Neuroscience Society
 Human Development Intervention Network
 Organization for Human Brain Mapping
 Society for Functional Near Infrared Spectroscopy
 Society for the Neurobiology of Language
 Society for Neuroscience
 Society for Research in Child Development
 Society for the Scientific Study of Reading

SKILL SUMMARY***STATISTICS (SELECT)***

Structural Equation Modeling, Multilevel Linear Modeling, Recurrence Plot Analysis, Partial Least Squares, Functional Connectivity, Coherence and Cross-Correlation, Principal Components and Factor Analyses, Statistical Parametric Mapping, Multivariate and Univariate ANOVA and Regression

PROGRAMMING

Matlab, R, Python

SOFTWARE

MATLAB (including Image and Signal Processing Toolboxes, and Neural Networks), R, SPSS, AFNI, SPM, Freesurfer, VBM8, EEGLab, E-Prime, Inquisit, Statistical Parametric Mapping for fNIRS, Nvivo8, CLAN

TRAINING AND CERTIFICATION

fNIRS (functional Near Infrared Spectroscopy)

Training in study design, data collection, and data analysis (using NIRS-SPM, HomEr, NIRS Toolbox).

MRI (Magnetic Resonance Imaging Structural and Functional)

Training in study design, data collection, and data analysis (using AFNI, Freesurfer, FSL, SPM).

EEG/ERP

Training in study design, data collection, and data analysis (using BrainVision Analyzer, EEGLab).

Research Ethics and Safety Training: National Institutes of Health and Canadian Tri-Council Ethics Programs, Laboratory Biosafety (Level 1 Containment)

Additional Training: ECG (Electrocardiography), and Physiological Measurement (Cardiovascular Impedance, Blood Pressure, PPG (photoplethysmography), GSR (Galvanic Skin Response))

LANGUAGES

English, Polish (native proficiency), French, American Sign Language (fluent proficiency)