

# SHANNON EGAN-DAILEY, PhD

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## CURRENT POSITION

### Postdoctoral Associate

2022 – Present

Duke University, Sanford School of Public Policy

- Advisor: Lisa Gennetian
- [Baby's First Years](#)

## EDUCATION

### Duke University, Department of Psychology & Neuroscience

2022

Ph.D. in Developmental Psychology

- Dissertation: "Examining early word learning and language input through a longitudinal, experimental, and observational lens"
- Committee: Erika Bergelson, Michael Gaffrey, Elena Tenenbaum, Michael Tomasello

### Duke University, Department of Psychology & Neuroscience

2020

M.A. in Developmental Psychology

- Thesis: "Language input to infants of different socioeconomic statuses: A quantitative meta-analysis"
- Committee: Erika Bergelson, Michael Gaffrey, Anna Gassman-Pines, Michael Tomasello

### University of Pennsylvania

2015

B.A. in Psychology with honors, *cum laude*

## HONORS & AWARDS

- |            |   |
|------------|---|
| 2020, 2021 | Competitive Summer Research Fellowship, Duke Graduate School  |
| 2018       | Society for Language Development Student Award  |
| 2018       | Graduate Travel Award, Charles Lafitte Foundation Program for Research in Psychology & Neuroscience |
| 2018, 2017 | Paula Menyuk Travel Award, Boston University Conference on Language Development                     |
| 2015       | John P. Sabini Undergraduate Research Award for the Study of Emotion, Character & Responsibility    |
| 2015       | Department of Psychology major honors   |
| 2015       | Undergraduate speaker for Department of Psychology Graduate Ceremony                                |
| 2014–2015  | Dean's List, College of Arts & Sciences, University of Pennsylvania                                 |

## PUBLICATIONS

**Dailey, S.,** & Bergelson, E. (2023). Talking to talkers: Infants' talk status, but not their gender, is related to language input. *Child Development, 94*(2), 478-496. doi: 10.1111/cdev.13872

**Dailey, S.,** & Bergelson, E. (2022). Language input to infants of different socioeconomic statuses: A quantitative meta-analysis. *Developmental Science, 25*(3). doi: 10.1111/desc.13192

Moore, C.\*, **Dailey, S.\***, Amatuni, A., Garrison, H., & Bergelson, E. (2019). Point, walk, talk: Links between three early milestones, from observation and parental report. *Developmental Psychology* (55)8, 1579–1593. doi: 10.1037/dev0000738  
\* co-first authors

Bergelson, E., Amatuni, A., **Dailey, S.**, Koorathota, S., & Tor, S. (2019). Day by day, hour by hour: Naturalistic language input to infants. *Developmental Science*, 22(1). doi: 10.1111/desc.12715

Hunt, M., Albreiki, F., **Dailey, S.**, Russell, R., & Simon, K. (2018). Mindfulness training, yoga, or both? Dismantling the active components of a Mindfulness-Based Stress Reduction intervention. *Mindfulness*, 9(2), 512–520. doi: 10.1007/s12671-017-0793-z

### MANUSCRIPTS IN PROGRESS

**Egan-Dailey, S.**, Gennetian, L., Magnuson, K., Duncan, G., Yoshikawa, H., Fox, N., & Noble, K. (*Under review*). Child-directed speech in a large sample of US mothers with low-income.

**Egan-Dailey, S.**, & Bergelson, E. (*Under review*). Early child measures outpredict input measures of preschool language skills in US English learners.

### CONFERENCE TALKS

**Egan-Dailey, S.**, Gennetian, L., Duncan, G., Fox, N., Halpern-Meeekin, S., Magnuson, K., Noble, K., & Yoshikawa, H. (2024, April). The impact of a monthly unconditional cash gift on cognitive bandwidth of U.S. mothers with low income. Psychology and Economics of Poverty Convening, Berkeley, CA.

**Dailey, S.**, Gennetian, L., Magnuson, K., Duncan, G., Halpern-Meeekin, S., Yoshikawa, H., Fox, N., & Noble, K. (2023, March). The impact of a monthly unconditional cash gift on low-income US mothers' child-directed speech. In K. Noble & L. Gennetian (Chairs), *Baby's First Years: Early Findings from a Poverty Reduction Intervention in Early Childhood*. Symposium conducted at the Society for Research in Child Development Biennial Meeting, Salt Lake City, UT.

**Dailey, S.**, Bulgarelli, F., & Bergelson, E. (2021, April). Links between language input in infancy and vocabulary in childhood. In L. Fibla Reixachs (Chair), *The ins and outs of language development: Integrating multiple measures from inside and outside the laboratory*. Symposium conducted at the Society for Research in Child Development Virtual Biennial Meeting.

**Dailey, S.**, & Bergelson, E. (2018, November). Linking input and vocabulary in infancy to preschool language skills. Boston University Conference on Language Development, Boston, MA.  
**Received Society for Language Development Student Award.**

**Dailey, S.** (2018, April). Semantic relatedness effects in early word learning. Psychology & Neuroscience First Year Festival, Durham, NC.

**Dailey, S.**, & Bergelson, E. (2017, April). Semantic relatedness effects in early word comprehension. In S. Graham & M. Frank (Chairs), *From input to uptake in early language development: Insights*

*from bigger data*. Symposium conducted at the Society for Research in Child Development Biennial Meeting, Austin, TX.

Albreiki, F., & **Dailey, S.** (2015, April). Adaptive coping with stress: Examining the longitudinal effects of a brief Mindfulness-Based Stress Reduction program. Department of Psychology Undergraduate Research Symposium, Philadelphia, PA.

**Received John P. Sabini Undergraduate Research Award for the Study of Emotion, Character & Responsibility.**

## CONFERENCE POSTERS

**Dailey, S.,** & Bergelson, E. (2022, November). Predicting children's language skills at 4;6 from earlier input & language skills. Boston University Conference on Language Development, Boston, MA.

**Dailey, S.,** & Bergelson, E. (2018, May). Why do female infants say more words? An input/output analysis of talking status and gender. FLUX Society Satellite Conference, Chapel Hill, NC.

**Dailey, S.,** & Bergelson, E. (2017, November). Why do female infants say more words? An input/output analysis of talking status and gender. Boston University Conference on Language Development, Boston, MA.

Amatuni, A., **Dailey, S.,** & Bergelson, E. (2017, January). Early lexical development: The roles of semantic similarity and home environment. Duke Research Computing Symposium, Durham, NC.

**Dailey, S.,** Amatuni, A., & Bergelson, E. (2016, December). Effects of home environment & semantic structure on early lexical development. NIH High-Risk, High-Reward Research Symposium, Bethesda, MD.

Albreiki, F., **Dailey, S.,** Citera, D., Montalto, A., & Hunt, M. (2015, April). Mindfulness meditation effective in reducing short-term but not long-term stress. Department of Psychology Undergraduate Research Poster Fair, Philadelphia, PA.

Albreiki, F., **Dailey, S.,** Simon, K., Russell, R., & Hunt, M. (2015, April). Dismantling the effects of mindfulness meditation and yoga on mood and heart rate variability. Anxiety & Depression Association of America Annual Conference, Miami, FL.

Albreiki, F., **Dailey, S.,** Simon, K., Russell, R., & Hunt, M. (2014, April). Dismantling the effects of mindfulness meditation and yoga on mood and heart rate variability. Department of Psychology Undergraduate Research Poster Fair, Philadelphia, PA.

## MEDIA COVERAGE

Vahaba, D. (2022, December). Parents talk more to toddlers that talk back. *Duke Today*. <https://today.duke.edu/2022/12/parents-talk-more-toddlers-who-talk-back>

Thompson, D. (2022, December). Girl toddlers have bigger vocabularies, and researchers now know why. *HealthDay News*. <https://consumer.healthday.com/child-development-2658811226.html>

Thompson, D. (2022, December). Girl toddlers have bigger vocabularies, and researchers now know why. *US News & World Report*. <https://www.usnews.com/news/health-news/articles/2022-12-05/girl-toddlers-have-bigger-vocabularies-and-researchers-now-know-why>

### **OUTREACH & SCIENCE COMMUNICATION**

Dailey, S. (2023, January). Talking to babies: Babies hear more talk from caregivers once they begin talking themselves. *Child & Family Blog*. <https://childandfamilyblog.com/talking-to-babies-babies-hear-more-talk-from-caregivers-once-they-begin-talking-themselves>

Dailey, S. (2020, January). Babies on their home turf: using observational methods to study development *Babies and Language*. <https://www.babiesandlanguage.com/observational-methods/>

### **AD-HOC REVIEWING**

- Journals: *Developmental Science*, *First Language*
- Grants: Health Research Board (Ireland)
- Conferences: CogSci

### **RESEARCH EXPERIENCE**

2017–2022 Graduate student researcher, Bergelson Lab, Duke University. P.I. Erika Bergelson.

2020–2021 Graduate student researcher, Baby's First Years. Advisor: Lisa Gennetian.

2016–2017 Lab manager, Bergelson Lab, Duke University. P.I. Erika Bergelson.

2015–2016 Lab manager, SEEDLingS, University of Rochester. P.I. Erika Bergelson.

2015–2015 Summer research intern, Berkeley Early Learning Lab, UC Berkeley. P.I.s Fei Xu and Mahesh Srinivasan.

2014–2015 Honors research project, University of Pennsylvania. Advisor: Melissa Hunt.

2014–2015 Student researcher, Imagination Institute, University of Pennsylvania. P.I. Scott Barry Kaufman.

2013–2014 Research Experience project, University of Pennsylvania. P.I. Melissa Hunt.

### **TEACHING ASSISTANTSHIPS & GUEST LECTURES**

2021 Teaching Assistant, Psychology Methods & Statistics 1, Duke University

2020 Guest Lecturer, "Childhood," Introduction to Psychology, Duke University

2020 Teaching Assistant, Developmental Psychology, Duke University

2019 Guest Lecturer, "Statistics in R," Child Observation, Duke University

2019 Teaching Assistant, Child Observation, Duke University

2019 Guest Lecturer, Introduction to Social Psychology, Duke University

2019 Teaching Assistant, Introduction to Social Psychology, Duke University

### **MENTORSHIP & SERVICE**

2023–Present Panelist, Polygence high school partnerships

2022–Present Mentor, Polygence (online research academy, mentor high school research projects)

2022–Present Editor, Application Statement Feedback Program (provide statement feedback to underrepresented PhD applicants)

2021–Present Reviewer, Duke Virtual Office Hours for Psychology PhD Applicants (provide statement feedback to underrepresented PhD applicants)

2017–2022 Duke Libraries' Graduate and Professional Student Advisory Board member

2018–2020	Mentor, First-Generation Low-Income Undergraduate-Graduate Student Mentorship Program
2019–2020	Mentor, Graduate with Distinctions project (Sarah Yang)
2019	Graduate student mentor, Vertical Integration Program (Sarah Yang)
2019	Panelist, Duke LIFE Conference (for low-income first-generation college students)
2017	Invited Panelist, 1vyG Conference (for low-income first-generation college students)
2013, 2014	Summer Literacy Team Leader, Free Library of Philadelphia
2014	Tutor and Materials Researcher, Penn Reading Initiative
2014	Music Class Instructor, West Philadelphia High School
2012–2014	Lead Vocal Instructor, After School Arts at Penn
2012–2013	Program Coordinator and Music Instructor, Lea Community School After-School Music Program
2012	After-School Mentor, Community School Student Partnerships
2012	Mentor, Parkway West Penn Music Program

### **PROFESSIONAL DEVELOPMENT**

2023	Community-Engaged Research, Duke Graduate Academy
2023	SciPhD Business of Science Certificate Program, Duke University Graduate School
2018–2022	Certificate in College Teaching, Duke University Graduate School
2021	Basic Coding in Python, Duke Winter Breakaway
2019	ComSciCon Triangle (science communication workshop)
2018	Spring Training in Experimental Psycholinguistics workshop, Centre for Comparative Psycholinguistics, University of Alberta
2018	Certificate of Competence, "Introduction to Linear Mixed-Effects Modeling in R"