Bio

Dr. Jason Yeatman is an Assistant Professor in the Graduate School of Education and Division of Developmental and Behavioral Pediatrics at Stanford University. Dr. Yeatman completed his PhD in Psychology at Stanford where he studied the neurobiology of literacy and developed new brain imaging methods for studying the relationship between brain plasticity and learning. After finishing his PhD, he took a faculty position at the University of Washington’s Institute for Learning and Brain Sciences before returning to Stanford.

As the director of the Brain Development and Education Lab, the overarching goal of his research is to understand the mechanisms that underlie the process of learning to read, how these mechanisms differ in children with dyslexia, and to design literacy intervention programs that are effective across the wide spectrum of learning differences. His lab employs a collection of structural and functional neuroimaging measurements to study how a child’s experience with reading instruction shapes the development of brain circuits that are specialized for this unique cognitive function.

ACADEMIC APPOINTMENTS

- Assistant Professor, Pediatrics
- Assistant Professor, Graduate School of Education
- Assistant Professor, Psychology
- Member, Bio-X
- Member, Wu Tsai Human Performance Alliance
- Member, Maternal & Child Health Research Institute (MCHRI)
- Member, Wu Tsai Neurosciences Institute

PROGRAM AFFILIATIONS

- Symbolic Systems Program

LINKS

- Brain Development & Education Lab: https://www.brainandeducation.com/
Research & Scholarship

RESEARCH INTERESTS
• Brain and Learning Sciences
• Child Development
• Data Sciences
• Early Childhood
• Literacy and Language
• Psychology
• Research Methods
• Special Education
• Technology and Education

Teaching

COURSES

2021-22
• Educational Neuroscience: EDUC 266 (Spr)
• Literacy Research from Lab to School: EDUC 444A (Aut, Win)

2020-21
• Literacy Development and Instruction: EDUC 258 (Aut)
• Measuring Learning in the Brain: EDUC 464 (Spr)

2019-20
• Educational Neuroscience: EDUC 266 (Win)

STANFORD ADVISEES

Doctoral Dissertation Reader (AC)
Klint Kanopka, Emily Kubota

Postdoctoral Faculty Sponsor
Sam Johnson, Maha Ramamurthy, Adam Richie-Halford, Maya Yablonski

Master's Program Advisor
Gerta Guitart

Doctoral (Program)
Wanjing Anya Ma, Jamie Mitchell, Javier Omar, Gabriel Reyes, Megumi Takada

Publications

PUBLICATIONS
• Speed-Accuracy Trade-Off? Not So Fast: Marginal Changes in Speed Have Inconsistent Relationships With Accuracy in Real-World Settings *JOURNAL OF EDUCATIONAL AND BEHAVIORAL STATISTICS*
• White matter myelination during early infancy is linked to spatial gradients and myelin content at birth. *Nature communications*
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• Can an Online Reading Camp Teach 5-Year-Old Children to Read? *Frontiers in human neuroscience*
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• QSIPrep: an integrative platform for preprocessing and reconstructing diffusion MRI data. *Nature methods*
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• Rapid online assessment of reading ability. *Scientific reports*
  Yeatman, J. D., Tang, K. A., Donnelly, P. M., Yablonski, M., Ramamurthy, M., Karipidis, I. I., Caffarra, S., Takada, M. E., Kanopka, K., Ben-Shachar, M., Domingue, B. W.
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• Automaticity in the reading circuitry. *Brain and language*
  Joo, S. J., Tavabi, K., Caffarra, S., Yeatman, J. D.
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  Gijbels, L., Yeatman, J. D., Lalonde, K., Lee, A. K.
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• Multidimensional analysis and detection of informative features in human brain white matter. *PLoS computational biology*
  Richie-Halford, A., Yeatman, J., Simon, N., Rokem, A.
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• Reading: The Confluence of Vision and Language. *Annual review of vision science*
  Yeatman, J. D., White, A. L.
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• Groupyr: Sparse Group Lasso in Python. *Journal of open source software*
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• Diffusional Kurtosis Imaging in the Diffusion Imaging in Python Project. *Frontiers in human neuroscience*
  Henriques, R. N., Correia, M. M., Marrale, M., Huber, E., Kruper, J., Koudoro, S., Yeatman, J. D., Garyfallidis, E., Rokem, A.
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• Evaluating the Reliability of Human Brain White Matter Tractometry. *Aperture neuro*

• White matter fascicles and cortical microstructure predict reading-related responses in human ventral temporal cortex. *NeuroImage*
  Grotheer, M., Yeatman, J., Grill-Spector, K.
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• Bridging sensory and language theories of dyslexia: towards a multifactorial model. *Developmental science*
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  O'Brien, G. E., McCloy, D. R., Yeatman, J. D.

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Yeatman, J. D., Feldman, H. M.
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Yeatman, J. D., Ben-Shachar, M., Bammer, R., Feldman, H. M.
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