Bio

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
• Member, Maternal & Child Health Research Institute (MCHRI)

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

2019-20

• Educational Neuroscience: EDUC 266 (Win)

STANFORD ADVISEES

Postdoctoral Faculty Sponsor

Mahalakshmi Ramamurthy

Publications

PUBLICATIONS

• Controlling for Participants' Viewing Distance in Large-Scale, Psychophysical Online Experiments Using a Virtual Chinrest. Scientific reports
Li, Q., Joo, S. J., Yeatman, J. D., Reinecke, K.
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• Categorical phoneme labeling in children with dyslexia does not depend on stimulus duration JOURNAL OF THE ACOUSTICAL SOCIETY OF AMERICA
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• Applying microstructural models to understand the role of white matter in cognitive development
Huber, E., Henriques, R., Owen, J. P., Rokem, A., Yeatman, J. D.
• Word selectivity in high-level visual cortex and reading skill  
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• Intensive Summer Intervention Drives Linear Growth of Reading Skill in Struggling Readers.  
Frontiers in psychology  
Donnelly, P. M., Huber, E., Yeatman, J. D.  
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• Reading ability and phoneme categorization  
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O'Brien, G. E., McCloy, D. R., Kubota, E. C., Yeatman, J. D.  
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• Evaluating g-ratio weighted changes in the corpus callosum as a function of age and sex  
Berman, S., West, K. L., Does, M. D., Yeatman, J. D., Mezer, A. A.  
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• Tractography optimization using quantitative T1 mapping in the human optic radiation  
NEUROIMAGE  
Schurr, R., Duan, Y., Norcia, A. M., Ogawa, S., Yeatman, J. D., Mezer, A. A.  
2018; 181: 645–58

• Rapid and widespread white matter plasticity during an intensive reading intervention  
NATURE COMMUNICATIONS  
Huber, E., Donnelly, P. M., Rokem, A., Yeatman, J. D.  
2018; 9: 2260

• Optimizing text for an individual’s visual system: The contribution of visual crowding to reading difficulties  
CORTEX  
Joo, S., White, A. L., Strodtman, D. J., Yeatman, J. D.  
2018; 103: 291–301

• A browser-based tool for visualization and analysis of diffusion MRI data  
NATURE COMMUNICATIONS  
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• Aging-Resilient Associations between the Arcuate Fasciculus and Vocabulary Knowledge: Microstructure or Morphology?  
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The vertical occipital fasciculus: A century of controversy resolved by in vivo measurements PROCEEDINGS OF THE NATIONAL ACADEMY OF SCIENCES OF THE UNITED STATES OF AMERICA
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2011; 49 (5): 906-913

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Feldman, H. M., Yeatman, J. D., Lee, E. S., Barde, L. H., Gaman-Bean, S.  
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