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, Bio-X
• 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

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

Postdoctoral Faculty Sponsor
Manjari Narayan, Mahalakshmi Ramamurthy, Maya Yablonski

Doctoral (Program)
Madison Bunderson, Jamie Mitchell

Publications

PUBLICATIONS

• Automaticity in the reading circuitry. Brain and language
  Joo, S. J., Tavabi, K., Caffarra, S., Yeatman, J. D.
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• White matter fascicles and cortical microstructure predict reading-related responses in human ventral temporal cortex. NeuroImage
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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., Gijbels, L., Yeatman, J. D.
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• Controlling for Participants’ Viewing Distance in Large-Scale, Psychophysical Online Experiments Using a Virtual Chinrest. *Scientific reports*
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Donnelly, P. M., Larson, K., Matskewich, T., Yeatman, J. D.
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• You Can’t Recognize Two Words Simultaneously. *Trends in cognitive sciences*
White, A. L., Boynton, G. M., Yeatman, J. D.
2019

• Categorical phoneme labeling in children with dyslexia does not depend on stimulus duration *JOURNAL OF THE ACOUSTICAL SOCIETY OF AMERICA*
O’Brien, G. E., McCloy, D. R., Yeatman, J. D.

• Parallel spatial channels converge at a bottleneck in anterior word-selective cortex *PROCEEDINGS OF THE NATIONAL ACADEMY OF SCIENCES OF THE UNITED STATES OF AMERICA*
White, A. L., Palmer, J., Boynton, G. M., Yeatman, J. D.
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• Combining Citizen Science and Deep Learning to Amplify Expertise in Neuroimaging *FRONTIERS IN NEUROINFORMATICS*
Keshavan, A., Yeatman, J. D., Rokem, A.
2019; 13: 29

• 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.
ELSEVIER SCI LTD.2019: 100624

• Word selectivity in high-level visual cortex and reading skill
Kubota, E. C., Joo, S., Huber, E., Yeatman, J. D.
ELSEVIER SCI LTD.2019: 100593

• Intensive Summer Intervention Drives Linear Growth of Reading Skill in Struggling Readers. *Frontiers in psychology*
Donnelly, P. M., Huber, E. n., Yeatman, J. D.
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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
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Yeatman, J. D., Richie-Halford, A., Smith, J. K., Keshavan, A., Rokem, A.
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• Language and reading skills in school-aged children and adolescents born preterm are associated with white matter properties on diffusion tensor imaging *NEUROPSYCHOLOGIA*
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• Using Diffusion Tensor Imaging and Fiber Tracking to Characterize Diffuse Perinatal White Matter Injury: A Case Report *JOURNAL OF CHILD NEUROLOGY*
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