Dr. Jason Yeatman is an Associate Professor in the Graduate School of Education and Department of Psychology at Stanford University and the Division of Developmental and Behavioral Pediatrics at Stanford University School of Medicine. 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

- Associate Professor, Pediatrics
- Associate Professor, Graduate School of Education
- Associate 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

2023-24

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, NEPR 464, PSYCH 279, SYMSYS 195M (Spr)

STANFORD ADVISEES

Doctoral Dissertation Reader (AC)
Emily Kubota, Ethan Roy, Anna Xu

Postdoctoral Faculty Sponsor
Maha Ramamurthy, Carrie Townley-Flores, Maya Yablonski, Zihan Zhou

Master's Program Advisor
Anvit Garg

Doctoral (Program)
Wanjing Anya Ma, Jamie Mitchell

Publications

PUBLICATIONS

- Human white matter myelates faster in utero than ex utero. Proceedings of the National Academy of Sciences of the United States of America
  Grotheer, M., Bloom, D., Kruper, J., Richie-Halford, A., Zika, S., Aguilera Gonzalez, V. A., Yeatman, J. D., Grill-Spector, K., Rokem, A.
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- **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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- **Anatomy and physiology of word-selective visual cortex: from visual features to lexical processing.** *Brain structure & function*
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- **Development of the visual white matter pathways mediates development of electrophysiological responses in visual cortex.** *Human brain mapping*
  Caffarra, S., Joo, S. J., Bloom, D., Kruper, J., Rokem, A., Yeatman, J. D.
2021

• Neurobiological underpinnings of rapid white matter plasticity during intensive reading instruction. *NeuroImage*
  Huber, E., Mezer, A., Yeatman, J. D.
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• QSIPrep: an integrative platform for preprocessing and reconstructing diffusion MRI data. *Nature methods*
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