

OLA OZERNOV-PALCHIK, Ph.D.

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McGovern Institute for Brain Research, MIT | Wheelock College of Education & Human Development, Boston University

EDUCATION

Ph.D., Cognitive Science	2018
<i>Tufts University, Department of Psychology/Applied Child Development, Medford, MA</i>	
<i>Dissertation: Why Children Fail to Learn to Read: Identifying the Cognitive, Neural, and Environmental Precursors</i>	
M.S., Counseling (Summa Cum Laude)	2010
<i>Southern Methodist University, School of Education, Dallas, TX</i>	
B.S., Psychology and Philosophy (Summa Cum Laude)	2006
<i>Southern Methodist University, Department of Psychology, Dallas, TX</i>	

ACADEMIC & RESEARCH APPOINTMENTS

Research Assistant Professor	2024-Present
<i>Wheelock College of Education and Human Development, Boston University, Boston, MA</i>	
Research Scientist	2023-Present
<i>McGovern Institute, Department of Brain and Cognitive Science, MIT, Cambridge, MA</i>	
Senior Research Scientist	2022-2024
<i>Wheelock College of Education and Human Development, Boston University, Boston, MA</i>	
Postdoctoral Associate	2018-2023
<i>McGovern Institute, Department of Brain and Cognitive Science, MIT, Cambridge, MA</i>	
Faculty Director and Lecturer	2019-2022
<i>Mind, Brain, and Education Master's Program, Harvard Graduate School of Education, Cambridge, MA</i>	
Graduate Research Fellow	2013-2018
<i>Center for Reading and Language Research, Tufts University, Medford, MA</i>	
Research Coordinator / Graduate Research Fellow	2011-2015
<i>Laboratories of Cognitive Neuroscience, Boston Children's Hospital, Boston, MA</i>	
Research Associate	2006-2011
<i>Institute for Evidence-Based Education, Southern Methodist University, Dallas, TX</i>	

GRANTS AND FELLOWSHIPS

Major Grants and Initiatives - Active

Evidence-Based AI in Learning (EVAL) Initiative. Founder and Director. Institutional and philanthropic support for independent evaluation of AI-enabled educational tools. Coordinates a network of 10+ partner institutions across academia, industry, and policy.

Generative AI Impact Consortium at MIT. Co-Investigator. AI-Driven Tutors and Open Datasets for Early Literacy Education.

Major Grants - Completed

NRSA F32 (NIH/NICHHD), Principal Investigator. Neurocognitive Basis of Language Comprehension in Children with Dyslexia.

Jameel World Education Lab Grant, MIT. Principal Investigator. Bridging the Vocabulary Divide: Using Conversational AI Agents to Improve Reading Outcomes in Children from Disadvantaged Backgrounds.

Federal Proposals Competitively Scored / Not Yet Funded

NIH/NIDCD R21, Principal Investigator. *Implicit and Explicit Vocabulary Learning in Developmental Language Disorder Using AI Tutoring.*

NIH/NICHHD R21, Principal Investigator. *Precision fMRI Investigation of Reading Comprehension and Content Knowledge.*

NIH/NICHHD R21, Co-Principal Investigator. *Brain Mechanisms of Successful Remediation in Dyslexia.*

Internal and Seed Funding

Ignition Award for Innovation, Boston University (2023), Co-Principal Investigator. AI-inspired multi-tiered system to enhance core reading instruction.

Red Hat Collaboratory Incubation Award (2023), Co-Principal Investigator. Open-source infrastructure for learning-disability identification and treatment.

MIT-International Science and Technology Initiative (2018). Music training and reading-network development in preschool children.

Tufts Collaborates Seed Grant (2013), Co-Principal Investigator. Rhythm processing in early literacy development.

Barbara Evans Fellowship, Tufts University (2014-2017). Doctoral fellowship support.

PUBLICATIONS

Refereed Journal Articles

Olson, H. A., **Ozernov-Palchik, O.**, Arechiga, X. M., & Gabrieli, J. D. E. (2026). Remote text-supplemented audiobook intervention supports children's explicit and incidental vocabulary learning. *Developmental Science*, 29(3), e70159. <https://doi.org/10.1111/desc.70159>

Ozernov-Palchik, O.*, O'Brien, A. M.*, Lee, E. J., Richardson, H., Romeo, R., Lipkin, B., ... & Fedorenko, E. (In Press). Precision fMRI reveals that the language-selective network is established in early childhood. *Nature Communications*.

Ozernov-Palchik, O., Elizee, Z., Catania, F., Hacikamiloglu, M., Shattuck-Hufnagel, S., Petscher, Y., ... & Gabrieli, J. D. (2025). (Not so) universal literacy screening: a survey of educators reveals variability in implementation. *Annals of Dyslexia*, 75(3), 489-523.

Zhongkai, S., Huang, Z., **Ozernov-Palchik, O.**, Ohn-Bar, E., Kosty, D., Stoolmiller, M., & Fien, H. (2024). Scalable Early Childhood Reading Performance Prediction. *NIPS*.

Ozernov-Palchik, O., Pollack, C., Bonawitz, E., Christodoulou, J. A., Gaab, N., Gabrieli, J. D., ... & Nelson, C. A. (2024). Socioeconomic status and brain development. *Mind, Brain, and Education*, 18(3), 227-243.

Ozernov-Palchik, O.*, Qi, Z., Beach, S.D., Centanni, T., & Gabrieli, J.D.E. (2023). Procedural and statistical learning in children with and without developmental dyslexia. *Journal of Speech, Language, and Hearing Research*, 66(8), 3048-3065.

Treves, I. N., Olson, H. A., **Ozernov-Palchik, O.**, Li, C. E., Wang, K. L., Arechiga, X. M., ... & Gabrieli, J. D. (2023). The impact of a teacher-led mindfulness program on school climate in early elementary school. *Frontiers in Education*, 8, 1195862.

Treves, I. N., Li, C. E., Wang, K. L., **Ozernov-Palchik, O.**, Olson, H. A., & Gabrieli, J. D. (2023). Mindfulness supports emotional resilience in children during COVID-19. *Behavioral Sciences*, 13(6), 460.

- Ozernov-Palchik, O.,** Sury, D., Turesky, T. K., Yu, X., & Gaab, N. (2023). Longitudinal changes in brain activation underlying reading fluency. *Human Brain Mapping, 44*(1), 18-34.
- Ozernov-Palchik, O.*,** Sideridis, G. D., Norton, E. S., Beach, S. D., Wolf, M., Gabrieli, J. D., & Gaab, N. (2022). On the misuse of regression to identify profiles and trajectories. *Journal of Learning Disabilities, 55*(6), 470-483.
- Davison, K. E., Zuk, J., Mullin, L. J., **Ozernov-Palchik, O.,** Norton, E., Gabrieli, J., ... & Gaab, N. (2022). Examining prereading brain measures in association with later reading outcomes. *Journal of Learning Disabilities, 55*(4), 280-295.
- Beach, S. D., **Ozernov-Palchik, O.,** May, S. C., Centanni, T. M., Perrachione, T. K., Pantazis, D., & Gabrieli, J. D. (2022). Brain to text: Decoding spoken phrases from phone representations in the brain. *Frontiers in Human Neuroscience, 15,* 785693.
- Ozernov-Palchik, O.*,** Olson, H. A.*, Arechiga, X. M., Kentala, H., Solorio-Fielder, J. L., Camacho Torres, Y., ... & Gabrieli, J. D. (2022). Implementing remote developmental research: A case study of a randomized controlled trial. *Frontiers in Psychology, 13,* 916081.
- Ozernov-Palchik, O.,** Beach, S. D., Brown, M., Centanni, T., Gaab, N., Kuperberg, G., ... & Gabrieli, J. (2022). Speech-specific perceptual adaptation deficits in children and adults with dyslexia. *Journal of Experimental Psychology: General, 151*(6), 1324-1343.
- Ozernov-Palchik, O.,** Centanni, T. M., Beach, S. D., May, S., Hogan, T., & Gabrieli, J. D. (2021). Distinct neural substrates of subcomponents of reading comprehension. *NeuroImage, 243,* 118529.
- Norton, E. S., Beach, S. D., Eddy, M. D., McWeeny, S., **Ozernov-Palchik, O.,** Gaab, N., & Gabrieli, J. D. (2021). ERP mismatch negativity amplitude and asymmetry reflect phonological and rapid naming skills in English-speaking kindergartners. *Frontiers in Human Neuroscience, 15,* 624617.
- Beach, S. D., **Ozernov-Palchik, O.,** May, S. C., Centanni, T. M., Gabrieli, J. D., & Pantazis, D. (2021). Neural decoding reveals concurrent phonological and orthographic feature representations. *NeuroImage, 241,* 118425.
- Centanni, T. M., Beach, S. D., **Ozernov-Palchik, O.,** May, S., Pantazis, D., & Gabrieli, J. D. (2022). Categorical perception of speech consonants is not impaired in children with dyslexia. *Neurobiology of Language, 3*(2), 275-296.
- Zuk, J., Dunstan, J., Norton, E., Yu, X., **Ozernov-Palchik, O.,** Wang, Y., Hogan, T., Gabrieli, J.D.E., & Gaab, N. (2020). Multifactorial pathways facilitate resilience among kindergartners at risk for dyslexia. *Developmental Science, 24*(2), e13024.
- Yu, X., Zuk, J., Perdue, M. V., **Ozernov-Palchik, O.,** Raney, T., Beach, S. D., ... & Gaab, N. (2020). Putative protective neural mechanisms in prereaders with a family history of dyslexia who subsequently develop typical reading skills. *Human Brain Mapping, 41*(10), 2827-2845.
- Centanni, T. M., Norton, E. S., **Ozernov-Palchik, O.,** Park, A., Beach, S.D., Halverson, K., Gaab, N., & Gabrieli, J. D. E. (2019). Early development of letter specialization in left fusiform is associated with better word reading and smaller fusiform face area. *Developmental Science, 22*(5), e12813.
- Ozernov-Palchik, O.,** Norton, E. S., Wang, Y., Beach, S. D., Zuk, J., Wolf, M., & Gaab, N. (2019). The relationship between socioeconomic status and white matter microstructure in pre-reading children. *Human Brain Mapping, 40*(10), 2973-2984.
- Ozernov-Palchik, O. &** Gabrieli, J. D. E. (2018). Neuroimaging, early identification, and personalized intervention for developmental dyslexia. *Perspectives on Language and Literacy, 44*(3), 15-22.
- Ozernov-Palchik, O.,** Wolf, M., & Patel, A.D. (2018). Relationships between early literacy and nonlinguistic rhythmic processes in kindergartners. *Journal of Experimental Child Psychology, 167,* 354-368.
- Ozernov-Palchik, O. &** Patel, A.D. (2018). Musical rhythm and reading development: Does beat matter? *The New York Academy of Sciences, 1423*(1), 166-175.

- Centanni, T. M., Norton, E. S., Park, A., Beach, S.D., Halverson, K., **Ozernov-Palchik**, O., Gaab, N., & Gabrieli, J. D. E. (2018). Early development of letter specialization in left fusiform is associated with better word reading. *Developmental Science*, 21(4), e12602.
- Yu, X., Raney, T., Perdue, M. V., Zuk, J., **Ozernov-Palchik**, O., Becker, B.L.C., Raschle, N. M., & Gaab, N. (2018). Emergence of the neural network underlying phonological processing. *NeuroImage*, 165, 251-264.
- Zuk, J., Bishop-Liebler, P., **Ozernov-Palchik**, O., Moore, E., Overy, K., Welch, G., & Gaab, N. (2017). Revisiting the "enigma" of musicians with dyslexia. *Journal of Learning Disabilities*, 50(6), 655-670.
- Ozernov-Palchik**, O. & Gaab, N. (2016). Lessons to be learned: How a comprehensive neurobiological model of atypical reading can inform educational practice. *Current Opinion in Behavioral Sciences*, 10, 45-58.
- Ozernov-Palchik**, O., Norton, E.S., Sideridis, G., Beach, S., Wolf, M., Gabrieli, J.D.E., & Gaab, N. (2016). Longitudinal stability of pre-reading skill profiles of kindergarten children. *Developmental Science*, 20(5), e12471.
- Ozernov-Palchik**, O. & Gaab, N. (2016). Tackling the "dyslexia paradox" with the help of neuroimaging. *Perspectives on Language and Literacy*, 42(2), 11-17.
- Ozernov-Palchik**, O. & Gaab, N. (2016). Tackling the "dyslexia paradox": Reading brain and behavior for early markers of developmental dyslexia. *WIREs Cognitive Science*, 7(2), 156-176.
- Norton, E. S., Saygin, Z. M., Osher, D. E., Beach, S.D., Cyr, A.B., **Ozernov-Palchik**, O., Yendiki, A., Fischl, B., Gaab, N., & Gabrieli, J. D. E. (2015). White matter structure in young children with histories of early language delay. *Brain*, 138(11), 3027-3041.
- Zuk, J.*, **Ozernov-Palchik**, O.*, Kim, H., Lakshminarayanan, K., Gabrieli, J. D., Tallal, P., & Gaab, N. (2013). Enhanced syllable discrimination thresholds in musicians. *PLoS ONE*, 8(12), e80546.

In Preparation

- Ozernov-Palchik**, O., Catania, F., Gabrieli, J. D. E., & Ghosh, S. (In Preparation). Large language models deliver superior pedagogical feedback for oral reading fluency assessment.
- Ozernov-Palchik**, O., King, M., Gabrieli, J.D.E., & Ghosh, S. (In Preparation). Multidimensional modeling and feature analysis of human and AI tutoring.

Book Chapters

- Gaab, N., Yu, X., & **Ozernov-Palchik**, O. (2018). Early atypical brain development in developmental dyslexia. In L. Verhoeven & C. Perfetti (Eds.), *Dyslexia and Neuroscience*. John Benjamins Publishing Company.
- Leon Guerrero, S., **Ozernov-Palchik**, O., Gonzalez, M., Zuk, J., & Gaab, N. (2018). Using tablet technology to screen for reading disabilities in preschoolers. In A. Grawemeyer et al. (Eds.), *Lecture Notes in Computer Science*. Springer.

NATIONAL & PROFESSIONAL LEADERSHIP

- Founder and Director, Evidence-Based AI in Learning (EVAL) Initiative** 2025-Present
 Founded and currently leads a national research-industry collaborative of 10+ partner institutions that conducts independent, rigorous evaluations of AI-enabled educational tools. Supervises a team of researchers and coordinates external partnerships across academia, industry, and philanthropy.
- Associate Director of Translational Research, AI & Education Initiative, Boston University** 2025-Present
 Leads translational research strategy advancing the evaluation, deployment, and policy-relevant use of AI technologies in education. Coordinates a cross-institutional team of 8+ researchers and external consultants.
- President, New England Research on Dyslexia Society (NERDY)** 2024-Present

Leads a regional research-practice organization advancing evidence-based approaches to dyslexia through rigorous scientific programming and stakeholder convening.

Advisory Council Member, NYC Public Schools AI Advisory Council 2024-Present

Advises the nation's largest public school system on responsible, evidence-based integration of artificial intelligence in education.

Scientific Advisor, Massachusetts Literacy Bill Implementation 2024-Present

Provides scientific guidance on the implementation of statewide literacy legislation, focusing on evidence-based screening and instruction.

Conference Organizer, The Dyslexia Foundation (TDF) 2023-Present

Leads scientific programming and speaker coordination for national conferences focused on dyslexia research and practice.

Founder and Director, Brookline Literacy Coalition 2022-Present

Founded and currently leads a community-based advocacy organization advancing evidence-based literacy instruction through educator engagement and policy advocacy.

SELECTED INVITED TALKS

2026

The Reading Brain in the Age of AI: An Evidence-Based Perspective. The Reading League, 10th Annual Conference, Hilton Chicago, Chicago, IL, October 2026.

Title forthcoming. The Dyslexia Foundation, 22nd Extraordinary Brain Symposium, El Convento, Old San Juan, Puerto Rico, May 2026.

Title: Neurocognitive Foundations of Literacy: Typical Development and Dyslexia. Center for Educational Neuroscience Applications (CENA), Bridgewater State University, Bridgewater, MA, April 2026.

(Not so) universal literacy screening: The leaky pipeline from identification to instruction and can AI help? Lunch & Learn, MIT, March 2026.

From brain to policy: Building evidence-based systems for better literacy outcomes. PREREQ Seminar, Boston University, February 2026.

2025

From early development to practice: The neurocognitive foundations of literacy. Child Mind Institute Visiting Professor Lecture Series, New York, NY, December 2025.

Explicit instruction to build vocabulary knowledge for reading comprehension. The Dyslexia Foundation Conference (TDF), Boston, MA, November 2025.

Navigating tomorrow: Embracing AI across the curriculum. Annual Zelma Wynn Symposium at the Summit School, Edgewater, MD, October 2025.

Neural systems underlying reading comprehension: Language and beyond. Big Sky Literacy Summit, Big Sky, MT, August 2025.

Developing vocabulary knowledge through text-supplemented audiobooks and scalable human and AI tutoring. Big Sky Literacy Summit, Big Sky, MT, August 2025.

Smart Start: Leveraging technology to detect and support learning differences early. Campaign for Grade-Level Reading (CGLR), Online, June 2025.

Reverse-engineering human tutoring: Building scalable AI for literacy. MIT Lincoln Laboratory, Lexington, MA, May 2025.

The neuroscience of reading: Tracing literacy from language to comprehension. Annual Zelma Wynn Symposium at the Summit School, Edgewater, MD, March 2025.

Reading to learn, learning to engage. Thriving in the Middle School Years: BU Wheelock Forum, Boston University, Boston, MA, February 2025.

2024

Neuroscience of reading. The Dyslexia Foundation Conference, MGH Institute of Health Professions, Boston, MA, November 2024.

Investigating the neurocognitive substrates of typical and atypical literacy development. University of Texas at Dallas, Richardson, TX, November 2024.

2023

Harnessing Technology to Advance Education. XtraordinaryPeople, NYC, November 2023.

Towards Precise and Adaptive Education through AI Integration. Symposium on Improving the Lives of Families and Children, MIT, October 2023.

Open-Source Infrastructure for Student Learning Disability Identification and Treatment. Red Hat North America Research Interest Group Meeting, October 2023.

Cognitive and neural substrates of typical and atypical reading development. NWEA Meeting, March 2023.

Teaching Reading in Contentious Times: Panel Discussion. Brandeis University, Waltham, MA, September 2023.

2022

Reading development and developmental dyslexia. SHBT 205, Harvard University, MA, April 2022.

Neurocognitive mechanisms of individual differences in reading comprehension. Department of Psychology, University of Connecticut, Storrs, CT, March 2022.

Neurocognitive mechanisms of individual differences in reading comprehension. School of Education, Florida State University, Tallahassee, FL, February 2022.

Neurocognitive mechanisms of individual differences in reading comprehension. Educational Neuroscience, Vanderbilt University, Nashville, TN, January 2022.

2021

Comprehending the same, differently: Neurocognitive processes in reading comprehension across development. Department of Psychology, Tufts University, Medford, MA, September 2021.

2020

Neural underpinnings of language comprehension in dyslexia. Laboratories of Cognitive Neuroscience, Boston Children's Hospital, Boston, MA, February 2020.

2019

From early identification to comprehension: Using neuroimaging to study reading. International Dyslexia Association, Portland, OR, November 2019.

Investigating contextual facilitation effects on phonological processing in children and adults with dyslexia. Communication Science Research Center, University of Cincinnati, November 2019.

2018

Why children fail to learn to read: Identifying the cognitive, neural, and environmental precursors. Safra Brain Research Center, Hebrew University, Jerusalem, Israel, October 2018.

Linking Rhythm Processing and Reading Development in Young Children. Engaged Learning Network at Games for Change Festival, New York, NY, June 2018.

Investigating contextual facilitation effects on phonological processing in children and adults with dyslexia. Haskins Laboratories, New Haven, CT, May 2018.

Insights from cognitive neuroscience into the development of the reading brain. Currey Ingram Academy, Nashville, TN, April 2018.

Cognitive links between rhythm perception and reading: A behavioral and neuroimaging investigation. Inaugural National Dyslexia Symposium, MIT, Cambridge, MA, February 2018.

2017

Neurological differences in dyslexia and literacy. The Dyslexia Foundation Conference, Harvard Medical School, Boston, MA, November 2017.

TEACHING EXPERIENCE

Courses Taught

Instructor, Interpreting Evidence in Educational Neuroscience 2023-2025

Harvard Graduate School of Education

Instructor, Seminar on Mind, Brain, and Education: Research Methods and Critical Topics 2019-2022

Harvard Graduate School of Education

Instructor, Reading Group on Research Methods in Educational Neuroscience 2021-2022

Harvard Graduate School of Education

Instructor, Learning and Attentional Disorders in Childhood 2017

Eliot-Pearson Department of Child Study, Tufts University

Guest Lectures in University Courses

From Early Development to Practice: The Neurocognitive Foundations of Literacy. Reading Wars course, Boston University (2025).

Cognitive Neuroscience of Dyslexia. Cognitive Neuroscience graduate course, University of Connecticut (2024).

Music, Reading, and the Brain. Graduate course, Harvard Graduate School of Education (2023).

Reading Development and Developmental Dyslexia. Undergraduate course, Department of Psychology, Tufts University (2022).

Links Between Rhythm Perception and Reading. Undergraduate course, Department of Music, Tufts University (2018, 2019).

Introduction to Neuroimaging. Graduate course, Eliot-Pearson Department, Tufts University (2016).

AWARDS AND HONORS

- 2019** IDA Early Career Researcher Award for Contributions to Research
- 2017** Flux Congress Science of Learning Symposium Winner
- 2016** First Place, Graduate Student Poster Competition, Tufts University
- 2016** Eliot-Pearson Doctoral Research-Practice Integration Award, Tufts University
- 2016** Outstanding Academic Scholarship Award Finalist, Tufts University
- 2015** Graduate Research Excellence at Tufts (GREAT) Fellowship, Tufts University
- 2013-2017** Graduate Student Travel Award, Tufts University
- 2006** Hausman Award for Excellence in Western Philosophy, SMU
- 2006** Psychology Department Senior Award for Outstanding Performance, SMU
- 2005** Alexander V. Mamontov Scholarship for Excellence in Russian Studies

EDITORIAL SERVICE & PEER REVIEW

Associate Editor, Scientific Studies of Reading, 2025-Present

Ad Hoc Reviewer

PNAS, Cognition, Cortex, NeuroImage, Developmental Science, Developmental Psychology, Neurobiology of Language, Developmental Cognitive Neuroscience, Scientific Studies of Reading, Annals of Dyslexia, Learning and Individual Differences, Mind, Brain, and Education, Neuropsychologia

SELECTED CONFERENCE PRESENTATIONS

- Ozernov-Palchik, O.,** O'Brien, A., Hogan, T., & Gabrieli, J.D.E. Precision fMRI Reveals Functional Specificity of Right Hemisphere in Early Language Development. Society for the Scientific Study of Reading, 2025.
- Ozernov-Palchik, O.,** Olson, H., & Gabrieli, J.D.E. Reading ability and socioeconomic status differentially impact the vocabulary learning of first- and second-grade students. Society for the Scientific Study of Reading, 2025.
- Ozernov-Palchik, O.** (Symposium Co-chair). Unveiling the Neural Substrates of Early Language Development through Precision fMRI. Flux Congress, 2024.
- Ozernov-Palchik, O.,** O'Brien, A. M., Romeo, R., Small, H., Lipkin, B., Capella, J., Gabrieli, J.D.E., & Fedorenko, E. Developmental investigation of functional brain organization for language in children. Flux Congress, 2024.
- Ozernov-Palchik, O.** (Chair). Bridging educational practice and neuroscience to study developmental language disorders. Society for the Scientific Study of Reading, 2024.
- Ozernov-Palchik, O. & Olson, H.** Implementing Remote Developmental Research: A Case Study of an RCT Language Intervention during COVID-19. Society for Research on Child Development, 2023.
- Ozernov-Palchik, O.,** Tartakovsky, N., Norton, E., Beach, S., Gabrieli, J.D.E., & Gaab, N. Functional significance of familial risk for dyslexia: An activation likelihood estimation analysis. Human Brain Mapping, 2023.
- Ozernov-Palchik, O.,** Centanni, T. M., Beach, S., & Gabrieli, J.D.E. Distinct neural substrates of subcomponents of reading comprehension. Cognitive Neuroscience Society, 2022.
- Ozernov-Palchik, O.,** Norton, E. S., Wang, Y., Beach, S., Wolf, M., Gabrieli, J.D.E., & Gaab, N. The relationships among socioeconomic status, white matter microstructure, and pre-reading skills. Society for Neurobiology of Language, 2019.
- Ozernov-Palchik, O.,** Brown, M., Norton, E. S., Georgan, W., Perrachione, T., Beach, S., Wolf, M., Kuperberg, G., & Gabrieli, J.D.E. Speech-specific perceptual adaptation in dyslexia. Society for the Scientific Study of Reading, 2019.
- Ozernov-Palchik, O.,** Norton, E. S., Wang, Y., Beach, S.D., Wolf, M., Gabrieli, J.D.E., Patel, A. D., & Gaab, N. (2017). Early relationships between rhythm processing and prereading skills. Society for Music Perception and Cognition, 2017.
- Ozernov-Palchik, O.,** Raschle, N. M., & Gaab, N. Distinct neuroanatomical regions of early reading abilities. Cognitive Neuroscience Society Annual Meeting, 2014.

CONSULTING & PROFESSIONAL SERVICE

Consultant, Massachusetts DESE, Dyslexia Screening Guidelines	2020-2026
Advisor to Brookline School Committee on Evidence-Based Literacy Practices	2020-2024
Consultant, National Center for Learning Disabilities, Dyslexia Screener Tools	2023
Consultant, XtraordinaryPeople, ML Classification of Disability Profiles	2023
Consultant, YokyWorks Foundation, Literacy App Efficacy Analysis	2022-2023

UNIVERSITY SERVICE

- Ph.D. Admissions Committee, Wheelock College of Education, Boston University (2025)
- Master's Thesis Committee, Applied Child Development, Tufts University (2018, 2023)
- Master's Student Advising, Harvard Graduate School of Education (2019-2022)
- Ed.M. Admissions Committee, Harvard Graduate School of Education (2019-2021)

Undergraduate Research Opportunities Program (UROP) Mentor, MIT (2016-2023)

SCIENTIFIC MEMBERSHIPS

AAAI | AERA | SNL | SSSR | SMPC | SRCD | OHBM | CNS

PROFESSIONAL DEVELOPMENT & COMMUNITY OUTREACH

- Ozernov-Palchik, O.** (2026). Your Amazing Brain. Orchard Garden K-8 Family STEM Night.
- Ozernov-Palchik, O.** (2025). Demystifying Dyslexia. SEPAC, Canton, MA.
- Ozernov-Palchik, O.** (2022). Dyslexia and Language-Based Difficulties. Brookline Literacy Coalition, Brookline, MA.
- Ozernov-Palchik, O.** (2020). Dyslexia and Language-Based Difficulties. Brookline SpEd Partners Action Committee, Brookline, MA.
- Ozernov-Palchik, O.** (2018). Neurological Differences in Dyslexia and Literacy. SEPAC, Medford, MA.
- Ozernov-Palchik, O.** (2016). Research Evidence for Early Identification of Dyslexia. Presentation to Senatorial staff and state legislators, Boston, MA.
- Ozernov-Palchik, O.** (2016). The Typical and Atypical Reading Brain. Professional Development Workshop for Teachers, University of Mississippi.
- Ozernov-Palchik, O.** (2016). Tufts Talks. Faculty Presentation to Tufts alumni in New York, Washington, D.C., and Boston.
- Ozernov-Palchik, O.** (2013). Your Amazing Brain. Interactive Workshop for K-2 Students at Hosmer School, Watertown, MA.

ADDITIONAL TRAININGS

- 2023** Computational Tutorial Series on Building and Training Deep Learning Models in PyTorch, MIT
- 2023** The Implications of Generative AI in Education, Boston University
- 2022** Introduction to Longitudinal Structural Equation and Latent Growth Modeling
- 2021** Developing as Anti-Racist White Educators (DARWE), Harvard Graduate School of Education
- 2020** NeuroHack Academy, UW eScience Institute

SHARED DATA, ANALYSIS SCRIPTS & PRESENTATIONS

GitHub: github.com/oozernov

Open Science Framework: osf.io/cf2z9

MEDIA & PUBLIC SCHOLARSHIP

2026

- Ozernov-Palchik, O. (2026, February). Episode title forthcoming [Podcast interview]. Say More (Boston Globe).
- Ozernov-Palchik, O. (2026). The science of reading formula [Podcast interview]. Malia Hollowell Podcast.
- Ozernov-Palchik, O. (2026). Bridging early literacy, brain research, and AI innovation [<https://www.youtube.com/watch?v=DrUsx8i-AxU>]. Palmer Media.
- Ozernov-Palchik, O. (2026) Mass. needs to catch up with Mississippi on reading instruction. Boston Globe.

2025

Ozernov-Palchik, O. (2025). Evidence over hype: Building AI that actually works for education. EdTech Digest.

Ozernov-Palchik, O. (2025). Why do so many kids struggle with reading? The Brink, Boston University.

Ozernov-Palchik, O. (2025). Identifying kids who need help learning to read isn't as easy as A, B, C. MIT News.

Ozernov-Palchik, O. (2025). Literacy screening programs are failing young learners. Futurity.

Ozernov-Palchik, O. (2025). Dr. Ola Ozernov-Palchik on neuroscience, literacy & scalable human + AI tutoring [Podcast]. The Literacy View.

Ozernov-Palchik, O. (2025). The neuroscience of reading and dyslexia, Part 2 [Podcast]. Literacy Sparks, Episodes 21-22.

Ozernov-Palchik, O. (2025). Interview. She Speaks.

2024

Ozernov-Palchik, O. (2024). Brookline literacy. Brookline News.

Ozernov-Palchik, O. (2024, September). Neuroscience, Risk, and Dyslexia [Podcast]. Apple Podcast.

Ozernov-Palchik, O. (2024, September). Debunking Myths about Co-Opted Reading Science [Podcast]. Spotify.

2022

Ozernov-Palchik, O. (2022). On my bookshelf. Harvard Graduate School of Education.

2020

Ozernov-Palchik, O. (2020). Pivoting to Respond to Challenging Times. Harvard Graduate School of Education.

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LANGUAGES

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