

Black, J. M.,

Norton, E. S., **Black, J. M.**, Stanley, L., Tanaka, H., Gabrieli, J. D. E., Sawyer, C., & Hoeft, F. (2014). Functional neuroanatomical evidence for the double-deficit hypothesis of developmental dyslexia. *Neuropsychologia*, *61*, 235–246. <https://doi.org/10.1016/j.neuropsychologia.2014.06.015>

Gimenez, P., Bugescu, N., Hancock, R., Pugh, K. R., Nagamine, M., Kutner, E. C., Mazaika, P. K., Hendren, R. L., McCandliss, B. D., & Hoeft, F. (2014). Neuroimaging correlates of handwriting quality as children learn to read and write. *Frontiers in Human Neuroscience*, *8*. <https://doi.org/10.3389/fnhum.2014.00155>

U W L p **Black, J. M.**, & Reiss, A. L. (2013). The neural basis of humour processing. *Nature Reviews Neuroscience*, *14*(12), 860–868. <https://doi.org/10.1038/nrn3566>

U W L p **Black, J. M.**, Neely, M., Shelly, E. W., & Reiss, A. L. (2013). Humor processing in children: Influence of temperament, age and IQ. *Neuropsychologia*, *51*(13), 2799–2811. <https://doi.org/10.1016/j.neuropsychologia.2013.09.028>

U W L p N D 3 1 H H O \ **Black, J. M.**, & Reiss, A. L. (2013). Sex differences during humor appreciation in child-sibling pairs. *Social Neuroscience*, *8*(4), 291–304. <https://doi.org/10.1080/17470919.2013.794751>

Ashkenazi, S., **Black, J. M.**, Abrams, D. A., Hoeft, F., & Menon, V. (2013). Neurobiological underpinnings of math and reading learning disabilities. *Journal of Learning Disabilities*, *46*(6), 549–569. <https://doi.org/10.1177/0022219413483174>

Hosseini, S. M. H., **Black, J. M.**, Soriano, T. J., Bugescu, N., Martinez, R., Raman, M., Kesler, S. R., & Hoeft, F. (2013). Topological properties of large-scale structural brain networks in children with familial risk for reading difficulties. *NeuroImage*, *71*, 260–274. <https://doi.org/10.1016/j.neuroimage.2013.01.013>

Neely, M., Walter, E., **Black, J. M.**, & Reiss, A. L. (2012). Neural correlates of humor detection and appreciation in children. *The Journal of Neuroscience*, *32*(5), 1784–1790. <https://doi.org/10.1523/jneurosci.4172-11.2012>

Black, J. M., Tanaka, H., Stanley, L., Nagamine, M., Zakerani, N., Thurston, A., Kesler, S. R., Hulme, C., Lyytinen, H., Glover, G. H., Serrone, C., Raman, M., Reiss, A. L., & Hoeft, F. (2012). Maternal history of reading difficulty is associated with reduced language-related gray matter in beginning readers. *NeuroImage*, *59*(3), 3021–3032. <https://doi.org/10.1016/j.neuroimage.2011.10.024>

Tanaka, H.*, **Black, J. M.***, Hulme, C., Stanley, L. M., Kesler, S. R., Whitfield-Gabrieli, S., Reiss, A. L., Gabrieli, J. D., & Hoeft, F. (2011). The brain basis of the phonological deficit in dyslexia is independent of IQ. *Psychological Science*, *22*(11), 1442–1451. <https://doi.org/10.1177/0956797611419521>

Hoeft, F., McCandliss, B. D., **Black, J. M.**, Gantman, A., Zakerani, N., Hulme, C., Lyytinen, H., & McCandliss, B. D. (2011). Brain systems predicting long-term outcome in dyslexia. *Proceedings of the National Academy of Sciences of the United States of America*, *108*(1), 361–366.

<https://doi.org/10.1073/pnas.1008950108>

Hoefl, F., Meyler, A., Hernandez, A., Juel, C., Taylor-Hill, H., Martindale, J. L., McMillon, G., Kolchugina, G., **Black, J. M.**) D L] L \$ ' H X W V F K * . 6 L R N : 7 5 H L Gabrieli, S., & Gabrieli, J. D. E. (2007). Functional and morphometric brain dissociation between dyslexia and reading ability. *Proceedings of the National Academy of Sciences of the United States of America*, 104(10), 4234-4239. <https://doi.org/10.1073/pnas.0609399104>

- 12/01/2019 ± Teaching and Mentoring Expense Award (TAME), Boston College
05/31/2020 Titled: *Neurobiological Correlates of Fragile X Syndrome in Girls* (Role: PI)
- 06/201/016 ± Faculty Research Expense Grant (REG), Boston College
05/31/2017 Titled: *Biomarkers in Adolescent Development and Resilience* (Role: PI)
- 06/01/2014 ± Ignite Grant, Boston College
05/31/2015 Titled: *Using a Biopsychosocial Lens to Examine Risk and Protective Processes in Students with Learning Disabilities* (Role: PI)
- 06/01/2012 ± Teaching and Mentoring Award (TAM), Boston College
05/31/2014 Titled: *Integrating Neurobiological Perspectives on Development into Social Work Teaching and Mentoring* (Role: PI)
- 06/01/2012 ± Faculty Research Incentive Grant (RIG), Boston College
05/31/2014 Titled: *Prediction of Reading Achievement in Young Children* (Role: PI)
- 06/01/2011 ± Faculty Research Expense Grant (REG), Boston College
05/31/2012 Titled: *Genetics Methodology Short Course, Jackson Laboratory* (Role: PI)
- 01/01/2010 ± & K L O G U H Q ¶ V + H D O W K 5 H V H D U F K , C A T E R J O U D P 3 |
12/31/2011 Interdisciplinary Brain Sciences Research, Stanford University School of Medicine
Titled: *Neural Correlates of Humor During Childhood* (Role: Co-I)
- 02/01/2007 ± Spencer Research Training Grant, Stanford University
02/01/2008 Titled: *Academic Self-Concept, Subjective Task Value, and Beliefs about Intelligence in Dual-Language and English-Only Elementary School Students* (Role: PI)

INVITED PRESENTATIONS

- Black, J. M., & Van Camp, M.** (June, 2024). *The adolescent brain goes to school: Myths, mysteries, and meaning*. Workshop to be presented at the New Hampshire Association of School Principals Leadership Academy, Portsmouth, NH.
- Black, J. M., & Van Camp, M.** (June, 2024). *Technology and the Developing Brain: Implications for School Success* Workshop to be presented at the New Hampshire Association of School Principals Leadership Academy, Portsmouth, NH.
- Black, J. M.** (April, 2024). *The special value of humor and play in child and adolescent development through the lens of neuroscience*. Talk presented at the Research in Action Seminar, Boston College School of Social Work, Chestnut Hill, MA.
- Black, J. M.** (2024, March). *Building brains and blocking burnout: An essential toolkit for mental health providers*. Training to be presented as part of the Bradley Hospital Social Work Department Speaker Series, Bradley Hospital, Riverside, RI.

Black, J. M. (2024, February). *Spiritual and religious development in neurodivergent children and adolescents*. Talk presented for the Children, Youth, and Families Educational Series, Boston College School of Social Work, Chestnut Hill, MA.

Black, J. M. (2024, January). *How trauma impacts neurobiological and cognitive functioning: An educational toolkit for responders*. 7 UDLQLQJ SUHVHQWHG IRU WKH :RPH College, Chestnut Hill, MA.

Black, J. M., & Van Camp, M. (October, 2023). *Play and social-emotional wellbeing*. Workshop presented at the Best Practices Conference on Social-Emotional Learning, New Hampshire School Administrators Association, Concord, NH.

Black, J. M., & Van Camp, M. (October, 2023). *The science of wellbeing and play*. Workshop presentation for the New Hampshire School Counselor Association Annual Conference, Saint Anselm College, Goffstown, NH.

Black, J. M. (2022, May). *The impact of social distancing on brain health of adolescents*. Workshop presentation for the Utah Promising Youth Annual Conference, Sandy, UT.

Black, J. M. (2022, May). *The neuroscience of COVID-19 social emotional skills in childhood and adolescence*. Workshop presentation for the Utah Promising Youth Annual Conference, Sandy, UT.

Black, J. M. (2021, March). *The science of play: Brain building in action*. Panel presentation for the 2020 Conference on the Value of Play: Play for ALL, US Play Coalition, Washington D.C.

Black, J. M. (2020, November). *Spiritual and Religious Development in Neurodivergent Children and Adolescents*. Keynote at the 28th Pyne Memorial Presentation, School of Theology and Ministry, Boston College, Chestnut Hill, MA.

Black, J. M. (2020, November). *Emotions and formative education*. Panel presentation for the Initiatives for Formative Education, Boston College, Chestnut Hill, MA.

Black, J. M. (2020, October). *Brain development and social-emotional learning*. Presentation for the National Association of School Social Work Conference, Holy Cross College, Worcester, MA.

Black, J. M. (2020, October). *The neuroscience of stress and resilience in childhood and adolescence*. Presentation for the National Association of School Social Work Conference, Holy Cross College, Worcester, MA.

Black, J. M. (2020, March). *The neuroscience of learning: How to build healthy and adaptive habits and practices in adulthood*. Presentation for Healthy You, Office of Employee Development, Boston College, Chestnut Hill, MA.

Black, J. M. (2020, March). *Brain building goes to college: Using neuroscience to support doctoral students who teach*. Panel presentation for the Center for Teaching Excellence, Boston College, Chestnut Hill, MA.

- Black, J. M.** (2016, October). *Current directions in child development: Themes bridging social work and neuroscience*. Presentation to Pediatric Social Work, Mount Sinai Hospital, New York, NY.
- Black, J. M.** (2016, March). *Neuroanatomy of humor*. Harvard Medical School and Veterans Affairs (VA) Boston Healthcare System Mental Health Grand Rounds, VA Boston Healthcare System, Brockton, MA.
- Black, J. M.** (2015, May). *Humor development and resilience across the lifespan*. SuperBrains Neuroscientific Perspectives on Happiness, Creativity, Expertise and the Brain at its Best, Cleveland Clinic, Lou Ruvo Center for Brain Health, Las Vegas, NV.
- Black, J. M.** (2015, April). *Strengths and humor in child development research and practice: What we know and where we can grow*. Grand Rounds, Franciscan Hospital for Children, Brighton, MA.
- Black, J. M.** (2015, February). *How neuroimaging studies can inform educational practice and policy: The case of Reading Disorder*. Collaborative Research Forum, Boston College, Chestnut Hill, MA.
- Black, J. M.** (2014, April). *Social work and neuroscience*. Boston College Graduate School of Social Work Advisory Board, Boston College, Chestnut Hill, MA.
- Black, J. M.** (2012, March). *Brain, behavior, and environment: An emerging framework for Educational Psychology*. Lynch School of Education, Boston College, Chestnut Hill, MA.
- Black, J. M.** (2011, February). *Brain basis of developmental dyslexia and implications for educational neuroscience*. McLean Hospital Research Forum, Belmont, MA.
- Black, J. M.** (2007, October). *Indicators of thriving among students with learning differences*. Forum on Thriving, Search Institute, Minneapolis, MN.

PROFESSIONAL/REFEREED PRESENTATIONS (*denotes student co-author)

- Black, J. M., & Van Camp, M.** (September, 2024). *The neuroscience of play: How loose parts build brains*. Workshop to be presented at the International Play Association USA Conference, Greenville, SC.
- Black, J. M., Van Camp, M., & Tanzem, S.*** (July, 2024). *Building brains through loose parts: The anatomy of playful learning*. Workshop presented at the Play Make Learn Conference, Madison, WI.
- Black, J. M., Van Camp, M., & Seevak, M.** (July 2024). *Play matters: Keep it on the schedule with the Beautiful Stuff Project Treasure Box Curriculum*. Workshop presented at the Play Make Learn Conference, Madison, WI.

of the Society for Research in Child Development, Philadelphia, PA.

Black, J. M., & Eack, S. (2015, January). *Introduction to functional MRI research and applications to social work*. Workshop conducted at the annual meeting of the Society for Social Work and Research, New Orleans, LA.

Hoelt, F.

Program Meeting for the Council on Social Work Education, Washington, D.C.

Soriano, T. J., **Black, J. M.**, Serrone, C., Yates, E., Sawyer, C., & Hoeft, F. (2012, October). *Left temporo-parietal region and the default-mode network in dyslexia*. Poster presented at the annual meeting of the American Academy of Child and Adolescent Psychiatry, San Francisco, CA.

Black, J. M. (2012, February). *Through the lens of language: Examining achievement motivation and academic achievement in Latino children enrolled in dual language schools*. Paper presented at the Society for Research in Child Development Themed Meeting: Positive Development of Minority Children, Tampa, FL.

Black, J. M. (2012, January). *Self-perceptions and achievement in high school math and English classes*. Paper presented at the Hawaii International Conference on Education, Honolulu, HI.

Hoeft, F., **Black, J. M.**, Thurston, A., Bugescu N., Martinez, R., Kesler, S., & Hosseini, H. (2011, November). *Brain morphometric patterns derived from graph analysis and support vector machine algorithms predict children at-risk for developing dyslexia*. Paper presented at the Society for Neuroscience Research, Washington D.C.

Black, J. M. (2011, October). *Practical techniques for integrating neuroscience and genetics research into social work education*. Electronic poster presented at the Annual Program Meeting for the Council on Social Work Education, Atlanta, GA.

Black, J. M., & Hoeft, F. (2011, July). *Morphometric and functional neuroanatomy of rapid naming, phonological processing and word identification in children with a wide range of reading ability: Implications for the double-deficit hypothesis of developmental dyslexia*. Poster presented at the 52nd Annual Short Course on Mammalian and Experimental Genetics, The Jackson Laboratory, Bar Harbor, ME.

Hoeft, F., & **Black, J. M.** (2011, June). *Will brain imaging replace behavioral and cognitive assessment in predicting academic achievement?* Paper presented at The International Mind, Brain and Education Conference, Los Angeles, CA.

- Black, J. M.,** Digby, N. P., Reiss, A. L., & Hoeft, F. (2009, June). *Socioeconomic status and brain activation are differentially associated for dyslexic versus typically-reading adolescents*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Boston, MA.
- Hoeft, F., **Black, J. M.,** Hulme, C., Tanaka, H., Reiss, A. L., & Hoeft, F. (2009, June). *Neural correlates of low achievement (LA), aptitude-achievement discrepancy (AAD) and response to intervention (RTI) models in poor reading children*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Boston, MA.
- Nagamine, M., **Black, J. M.,** Mazaika, P. K., Tanaka, H., Stanley, L. M., Heitzmann, J., Zakerani, N., Red, S., Digby, N. P., Saleh, M., Glover, G. H., Reiss, A. L., & Hoeft, F. (2009, June). *Neural basis of phonological processing in kindergarten children at risk for dyslexia*. Poster presented at the annual meeting of the Organization for Human Brain Mapping, San Francisco, CA.
- Tanaka, H., **Black, J. M.,** Reiss, A. L., & Hoeft, F. (2009, May). *Neural correlates of phonological processing in children with low achievement, aptitude-achievement discrepancy, and no reading impairment*. Poster presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.
- Black, J. M.** (2009, April). *grade level, native language and language of instruction*. Poster presented at the biannual meeting of the Society for Research in Child Development, Denver, CO.
- Black, J. M.** (2009, April). *Academic self-concepts of children in diverse language contexts: Measurement and dimension*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Black, J. M.,** Nagamine, M., Reiss, A. L., Gabrieli, J. D. E., & Hoeft, F. (2009, March). *Morphometric and functional neuroanatomy of rapid naming, phonological processing and word identification in children with a wide range of reading ability: Implications for the double-deficit hypothesis of developmental dyslexia*. Poster presented at the annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.
- Black, J. M.** (2008, August). *Task value and perceived competency: Age, gender, and language effects*. Paper presented at the annual meeting of the American Psychological Association, Boston, MA.
- Black, J. M.,** Ho, C., Zakerani, N., Heitzmann, J., Reiss, A. L., & Hoeft, F. (2008, August). *Reading and gender: Outcomes of typical and dyslexic adolescent readers*. Poster session presented at the annual meeting of the American Psychological Association, Boston, MA.
- Ho, C., **Black, J. M.,** Heitzmann, J., Zakerani, N., Reiss, A. L., & Hoeft, F. (2008, August). *Predictors of reading gains in adolescents with dyslexia*. Poster session presented at the annual meeting of the American Psychological Association, Boston, MA.
- Black, J. M.,** Ho, C. S., Heitzmann, J., Zakerani, N., Reiss, A. L., & Hoeft, F. (2008, June). *Differential associations with socioeconomic status and brain activation in dyslexic versus*

typical adolescent readers.

Advising and Supervision

Field Supervisor, [1 MSW student], Field Education, 2024 ±2025
Faculty Co-Lead, Learning Communities Initiative, 2020 ±present
Faculty Co-Lead, Part-Time Student Advising and Mentoring Pods, 2020 ±2021
Faculty Lead, Social Work and Neuroscience Learning Community, 2020 ±2021
Faculty Lead, From MSW to PhD Learning Community, 2020 ±2021
Field Supervisor, [5 MSW students], Field Education, 2020-2021
Faculty Lead, Writing for Publication in Social Work Learning Community, 2020
Faculty Advisor, School of Social Work Social Brain Book Club, 2014 ±2017
Faculty Advisor, Part-Time MSW Program, 2010 ±present

Other

Keynote Speaker, MSW Student Orientation, 2022
Faculty Reviewer, Doctoral Program Applications, 2012 ±present
Host and Moderator, Incoming Student Diversity Series Event, 2012
Faculty Member, Health, and Mental Health Field-of-Practice, 2010 ±2018
Developer and Chair, Social Work and Neuroscience Intersections Symposium, 2015
Faculty Member, Children, Youth and Families Field-of-Practice, 2010 ±present

SERVICE TO COMMUNITY

Coach, Holliston Youth Travel Basketball, 2023 ±2024
Coach, Holliston Youth Travel Soccer, 2022 ±2024
Trustee, Board of Trustees, Touchstone Community School, Grafton, MA, 2022
Elementary School Vice President, Parent Teacher Organization, Holliston, MA, 2017 ±2019
Member, Social-Emotional Working Group, Holliston, MA Wellness Council, 2017 ±2018
Curriculum Development, Franciscan Hospital for Children, Brighton, MA, 2015