

Jessica Marjorie Black, Ph.D.

Associate Professor

Director, Cell to Society Laboratory

Boston College School of Social Work

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EDUCATION

- 2008 Ph.D. Stanford University, Stanford, CA
Program: Education; Field of Study: Educational Psychology
Minor: Psychology
Dissertation: *Academic self-concept, subjective task value, and beliefs about intelligence in dual-language and English-only elementary school students*
- 2006 M.A. Stanford University, Stanford, CA
Program: Education; Field of Study: Social Sciences in Education
Thesis: *Fit to belong: Self-esteem in context*
- 1998 B.A. University of California, Berkeley, CA
Summa Cum Laude with Highest Distinction in General Scholarship, Phi Beta Kappa
Major: Psychology

FACULTY AND ACADEMIC APPOINTMENTS

- 2016 – present **Associate Professor**
School of Social Work, Boston College, MA
- SCWK7721 Human Behavior and the Social Environment
 - SCWK7724 Neurobiology of Stress and Resilience in the Life Course
 - SCWK7726 Neuroscience of Human Relationships and Development
 - SCWK9992 Theories and Methods of Teaching in Professional Social Work Education
 - UNAS170701 Modern Science and Ancient Faith: Neuroscientific Perspectives
 - PSYC3322/THEO3322/APSY3322 Religion and the Brain: An Introduction to Neurotheology
 - UNAS1711/THEO1711 Theology and Neuroscience: Conflict, Coexistence or Collaboration?
 - SCWK6604 Independent Study
 - SCWK8839 HBSE Independent Study
 - UNAS171401 POD Leaders: Religion and the Brain

- 2010 – 2016 **Assistant Professor**
 School of Social Work, Boston College, MA
- SCWK7721 Human Behavior and the Social Environment
 - SCWK7724 Neurobiology of Stress and Resilience in the Life Course
 - SCWK7726 Neuroscience of Human Relationships and Development
- 2008 – 2010 **Postdoctoral Research Fellow (T32)**
 Dr. Allan L. Reiss, Center for Interdisciplinary Brain Sciences Research
 Stanford University School of Medicine, CA
 Project Manager for the *Reading Brain Study*
 Project Coordinator for the *Humor Study in Children*
- 2009 **Lecturer**
 School of Education, Stanford University, CA
- EDUC144 Child Development in and Beyond Schools
 - EDUC240 Adolescent Development and Learning
- 2006 **Lecturer**
 College of Education, San José State University, CA
- CHAD168 Social and Emotional Development in Childhood and Adolescence

ACADEMIC LEADERSHIP

- 2018 – present **Chair**, Teaching Excellence
 School of Social Work, Boston College, MA
- 2017 – present **Chair**, Children, Youth & Families Department
 School of Social Work, Boston College, MA

PROFESSIONAL EXPERIENCE

- 2019 – present **Collaborator**
 Bruce McCandliss, Brainwave Learning Center
 Stanford University, Graduate School of Education, CA
 Collaborating with school-based educational neuroscience research to bring unique neuroscience learning opportunities to students, and explore how changes in the brain's neurocircuitry support emerging skills that are foundational to education.
- 2015 – present **Collaborator**
 Franciscan Children's, Brighton, MA
 Collaborating with a hospital-based research team and key hospital personnel on sleep research projects with in-patient adolescents.

- 2015 – present **Collaborator**
 Gabrieli Lab, Department of Brain and Cognitive Sciences
 Harvard-MIT Division of Health Sciences and Technology
 Massachusetts Institute of Technology (MIT), MA
 Collaborating on cognitive neuroscience projects in children and adolescents.
- 2012 – present **Collaborator**
 BrainLENS Lab
 University of California San Francisco, CA
 Collaborating on projects and manuscript preparation of MRI studies of reading development and learning differences.
- 2010 – present **Collaborator**
 Center for Interdisciplinary Brain Sciences Research
 Stanford University School of Medicine, CA
 Collaborated on reading, social development and humor projects using MRI and neuropsychological measures in children and their families.
- 2007 – 2008 **Research Assistant**
 Center for Interdisciplinary Brain Sciences Research
 Stanford University School of Medicine, CA
 Analysis of reading and motivation-related behavioral and MRI data in children and adolescents with and without developmental dyslexia.
- 2007 **Research Associate**
 Thrive Foundation for Youth, Menlo Park, CA
 Collaborated with a youth foundation and school for children with learning disabilities to design a strengths-based resilience curriculum.
- 2006 – 2007 **Graduate Research Assistant**
 2002 – 2004 Dean Deborah Stipek, Stanford University School of Education, CA
 Generated qualitative codebooks for parent interviews related to elementary school transitions and achievement motivation.
- 1991 – 2007 **Math Teacher**
 Crystal Springs Uplands School, Hillsborough, CA
 Developed curriculum and taught math to students in elementary and middle school during a summer enrichment program. Head of Summer Enrichment Math Department 2003-2007.
- 2005 **Graduate Research Assistant**
 Dr. Connie Juel, Stanford University School of Education, CA
 Collaborated on design of a study of teacher credentialing programs on teacher motivation, satisfaction, expectations, and retention.

- 2004 – 2005 **Graduate Research Assistant**
 Dr. John Gabrieli, Stanford University Psychology Department, CA
 Project management for two neuroimaging studies examining computer-based interventions for reading and developmental dyslexia.
- 2001 – 2002 **Senior Research Associate**
 Kensington Research Group, Kensington, CA
 Project Director of *Career Ladder in West Contra Costa School District*, a program supporting college transitions to classroom teaching.
 Project Coordinator for *Even Start*, a family literacy program.
- 1998 – 2001 **Research Assistant**
 Levenson Lab, U.C. Berkeley Department of Psychology, CA
 Utilized polygraphs and video recording to assess the relationship among job and marriage stress and pleasure with married couples in law enforcement, and contributed to the development of a coding manual.
- 1999 **Research Assistant**
 Dr. Rhona Weinstein, U.C. Berkeley Department of Psychology, CA
 Literature reviews, data entry, and editing for a manuscript later published as the book *Reaching Higher: The Power of Expectations in Schooling*, Harvard University Press, 2002.
- 1997 – 1998 **Research Assistant**
 Dr. Susan Rivera, Institute of Human Development
 U.C. Berkeley Department of Psychology, CA
 Examined the relationship between numerical representation and word comprehension in infancy.

RESEARCH INTERESTS

Educational Neuroscience, Developmental Dyslexia and Reading, Motivation, Positive Emotion, Spirituality, Neurotheology, Sleep, Mental Health, Curriculum Development

HONORS AND AWARDS

Teaching Excellence Award, Boston College School of Social Work, 2016
 Teaching Excellence Award, Boston College School of Social Work, 2015
 Scholarship Excellence Award, Boston College Graduate School of Social Work, 2014
 Teaching Excellence Award, Boston College Graduate School of Social Work, 2013
 Motivation SIG Travel Award, American Educational Research Association, 2008, 2009
 Spencer Research Training Grant, 2007 – 2008
 Post Candidacy Travel Fellowship, Stanford University School of Education, 2005, 2008
 School of Education Fellowship and Research Award, Stanford University, 2002 – 2007
 Phi Beta Kappa, Alpha of California at the University of California, 1998
 Summa Cum Laude, University of California, Berkeley, 1998
 Alumni Scholar, University of California, Berkeley, 1997, 1998
 Mortar Board National Senior Honor Society, 1997
 Golden Key National Honor Society, 1997

GRANTS

Academic Technology Innovation Grant (ATIG), Boston College: Black (PI), Bradley (Co-I)

Dates: 06/01/2020 – 5/31/2022

Online Classroom Enhancement Project (OCEP)

Teaching and Mentoring Award (TAM), Boston College: Black (PI)

Dates: 06/01/2020 – 5/31/2021

Educational Neuroscience Toolbox for Higher Education

Teaching and Mentoring Expense Award (TAME), Boston College: Black (PI)

Dates: 12/01/2019 – 5/31/2020

Neurobiological Correlates of Fragile X Syndrome in Girls

Faculty Research Expense Grant (REG), Boston College: Black (PI)

Dates: 06/01/2016 – 5/31/2017

Biomarkers in Adolescent Development and Resilience

Ignite Grant, Boston College: Black (PI)

Dates: 06/01/2014 – 5/31/2015

Using a Biopsychosocial Lens to Examine Risk and Protective Processes in Students with Learning Disabilities

Teaching and Mentoring Award (TAM), Boston College: Black (PI)

Dates: 06/01/2012 – 5/31/2014

Integrating Neurobiological Perspectives on Development into Social Work Teaching and Mentoring

Faculty Research Incentive Grant (RIG), Boston College: Black (PI)

Dates: 06/01/2012 – 5/31/2014

Prediction of Reading Achievement in Young Children

Faculty Research Expense Grant (REG), Boston College: Black (PI)

Dates: 06/01/2011 – 5/31/2012

Genetics Methodology Short Course, Jackson Laboratory

Children's Health Research Program Pediatric Research Fund: Reiss (PI)

Center for Interdisciplinary Brain Sciences Research, Stanford University School of Medicine

Dates: 01/01/2010 – 12/31/2011

Role: Co-Investigator

Neural Correlates of Humor During Childhood

NIH Research Training Grant (T32): Reiss (PI)

Center for Interdisciplinary Brain Sciences Research, Stanford University School of Medicine

Dates: 06/2008 – 06/2010

Role: Postdoctoral Research Fellow, Supervisor: Dr. Allan L. Reiss

NIH Research Training Grant

Spencer Research Training Grant, Stanford University: Black (PI)

Dates: 02/2007 – 02/2008

Academic Self-Concept, Subjective Task Value, and Beliefs about Intelligence in Dual-Language and English-Only Elementary School Students

SPECIALIZED TRAINING AND PROFESSIONAL DEVELOPMENT

- 2020** – *Toastmasters International*, Boston College Club, Chestnut Hill, MA (Member)
- 2020** *Traditions of Formation and Our Teaching*, Center for Teaching Excellence, Boston College, Chestnut Hill, MA (Participant by Application)
- 2020** *Traditions of Formation and Our Teaching*, Center for Teaching Excellence, Boston College, Chestnut Hill, MA (Participant by Application)
- 2019** *Applying Learning Sciences to Our Teaching*, Center for Teaching Excellence, Boston College, Chestnut Hill, MA (Participant by Application)
- 2019** *Teaching for Inclusion and Social Justice*, Center for Teaching Excellence, Boston College, Chestnut Hill, MA (Participant by Application)
- 2017** *Academic Technology Advisory Board Hybrid Course Development*, Center for Teaching Excellence, Boston College, Chestnut Hill, MA (Participant by Application)
- 2015** *Intersections Common Room Faculty Retreat*, Boston College, Waterville Valley, New Hampshire (Participant)
- 2015** *Writing and Designing NSF Workshop Proposals*, Grant Training Center, Harvard University School of Medicine, Cambridge, MA (Participant)
- 2011** *52nd Annual Short Course on Experimental and Mammalian Genetics*, Jackson Laboratory, Bar Harbor, Maine (Participant through Application)
- 2010** *NIH Summer Institute on Transdisciplinary Research: Integrating Genetic and Social Work Research*, Bethesda, Maryland (Participant through Application)

JOURNAL ARTICLES (N=27, 9 post-tenure)

Chalk, N., & **Black, J. M.** (under review). Supporting survivors of trauma: The importance of trauma-informed church adaptations. *Journal of Pastoral Counseling and Care*.

King, C. D., Joyce, V. W., Nash, C. C., Buonopante, R. J., **Black, J. M.**, & Millner, A. J. (under review). Fear of sleep and sleep quality mediate the relationship between trauma exposure and suicide attempt in adolescents. *Journal of Psychiatric Research*.

Hendren, R. L., Haft, S. L., **Black, J. M.**, White, N. C., & Hoeft, F. (2018). Recognizing psychiatric comorbidity with Reading Disorders. *Frontiers in Psychiatry*, 9, 101. doi: 10.3389/fpsy.2018.00101

- Black, J. M., & Conway, A. M.** (2018). The importance of developmental neuroscience for social work research and practice with children and adolescents. *Journal of the Society for Social Work and Research*, 9(2): 261-284. doi: 10.1086/698166
- Eack, S. M., **Black, J. M.**, & Hunter, R. (2018). Introducing social work and neuroscience. *Journal of the Society for Social Work and Research*, 9(2): 217-221. doi: 10.1086/697565
- Patael, S. Z., Farris, E. A., **Black, J. M.**, Hancock, R., Gabrieli, J. D. E., Cutting, L. E., & Hoeft, F. (2018). Brain basis of cognitive resilience: Prefrontal cortex predicts better reading comprehension in relation to decoding. *PLOS ONE*. doi: [10.1371/journal.pone.0198791](https://doi.org/10.1371/journal.pone.0198791)
- Black J. M.**, Xia Z., & Hoeft F. (2017). Neurobiological bases of reading disorder part II: The importance of developmental considerations in typical and atypical reading. *Lang Linguist Compass*. <https://doi.org/10.1111/lnc3.12252>
- Black, J. M.** (2017). Positive emotion. *Encyclopedia of Social Work*: Oxford University Press. April, doi:10.1093/acrefore/9780199975839.013.1241.
- Black, J. M.** (2017). Adolescent brain development. *Encyclopedia of Social Work*: Oxford University Press. February, doi: 10.1093/acrefore/9780199975839.013.1239.
- Black, J. M.** (2017). Sleep. *Encyclopedia of Social Work*: Oxford University Press. February, doi:10.1093/acrefore/9780199975839.013.1240.
- Myers, C. A., Wang, C. **Black, J. M.**, Bugescu, N., & Hoeft, F. (2016). The matter of motivation: Striatal resting-state connectivity is dissociable between grit and mindset. *Social Cognitive and Affective Neuroscience*, 11(10): 1521-1527. doi: 10.1093/scan/nsw065
- Yamagata, B., Murayama, K., **Black, J. M.**, Hancock, R., Mimura, M., Yang, T. T., Reiss, A. L., & Hoeft, F. (2016). Female-specific intergenerational transmission patterns of the human corticolimbic circuitry. *Journal of Neuroscience*, 36(4): 1254-60. DOI: <https://doi.org/10.1523/JNEUROSCI.4974-14.2016>
- Black, J. M.**, & Hoeft, F. (2015). Utilizing biopsychosocial and strengths-based approaches within the field of child health: What we know and where we can grow. *New Directions for Child and Adolescent Development*, 147: 13-20. doi: [10.1002/cad.20089](https://doi.org/10.1002/cad.20089)
- Black, J. M.**, Myers, C. A., & Hoeft, F. (2015). The utility of neuroimaging studies for informing educational practice and policy in reading disorders. *New Directions for Child and Adolescent Development*, 147: 49-56. doi: 10.1002/cad.20086
- Myers, C. A., Vandermosten, M., Farris, E. A., Hancock, R., Gimenez, P., **Black, J. M.**, Casto, B., Drahos, M., Tumber, M., Hendren, R. L., Hulme, C., & Hoeft, F. (2014). White matter morphometric changes uniquely predict children's reading acquisition. *Psychological Science*, 25(10): 1870-1883.

- Norton, E., **Black, J. M.**, Stanley, L. M., 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. doi: 10.1177/0956797614544511
- Gimenez, P., Bugescu, N., **Black, J. M.**, Pugh, K., Nagamine, M., Mazaika, P., McCandliss, B., & Hoeft, F. (2014). Neuroimaging correlations of handwriting quality as children learn to read and write. *Frontiers in Human Neuroscience*, *8*: 1-15. doi: 10.3389/fnhum.2014.00155.
- *Vrticka, P., ***Black, J. M.**, & Reiss, A. L. (2013). The neural basis of humor processing. *Nature Reviews Neuroscience*, *14*: 860-868. doi: 10.1038/nrn3566 (*equal contributors)
- Vrticka, P., **Black, J. M.**, Neely, M., Walter-Shelly, E., & Reiss, A. L. (2013). Humor processing in children: Influence of temperament, age and IQ. *Neuropsychologia*, *51*(13): 2799-2811. doi: 10.1016/j.neuropsychologia.2013.09.028
- Vrticka, P., Neely, M., Walter-Shelly, E., **Black, J. M.**, & Reiss, A. L. (2013). Sex-differences during humor appreciation in child-sibling pairs. *Social Neuroscience*, *8*(4): 291-304. doi: 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): 549-69. doi: 10.1177/0022219413483174
- Hosseini, H., **Black, J. M.**, Soriano, T., Bugescu, N., Martinez, R., Raman, M. M., Kesler, S. R., & Hoeft, F. (2013). Topological properties of large-scale structural brain networks in children with familial risk of developmental dyslexia. *NeuroImage*, *71*: 260-74. doi: 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. *Journal of Neuroscience*, *32*(5): 1784-1790. doi: 10.1523/JNEUROSCI.4172-11.2012.
- Black, J. M.**, Tanaka, H., Stanley, L., Nagamine, M., Zakerani, N., Thurston, A., Kesler, S., Hulme, C., Lyytinen, H., Glover, G. H., Serrone, C., Raman, M. 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. doi: [10.1016/j.neuroimage.2011.10.024](https://doi.org/10.1016/j.neuroimage.2011.10.024)
- *Tanaka, H., ***Black, J. M.**, Hulme, C., Stanley, L., Kesler, S. R., Whitfield-Gabrieli, S., Reiss, A. L., Gabrieli, J. D. E., & Hoeft, F. (2011). The brain basis of the phonological deficit in dyslexia is independent of IQ. *Psychological Science*, *22*(11): 1442-1451. doi: 10.1177/0956797611419521 (*equal contribution)

Hoeft, F., McCandliss, B., **Black, J. M.**, Gantman, A., Zakerani, N., Hulme, C., Lyytinen, H., Whitfield-Gabrieli, S., Glover, G. H., Reiss, A. L., & Gabrieli, J. D. E. (2011). Neural systems predicting long-term outcome in dyslexia. *Proceedings of the National Academy of Sciences, USA*, 108(1): 361-366. doi: 10.1073/pnas.1008950108

Hoeft, F., Meyler, A., Hernandez, A., Juel, C., Taylor-Hill, H., Martindale, J. L., McMillon, G., Kolchugina, G., **Black, J. M.**, Faizi, A., Deutsch, G.K., Siok, W. T., Reiss, A. L., Whitfield-Gabrieli, S., & Gabrieli, J. D. E. (2007). Functional and morphometric brain dissociation between dyslexia and reading ability. *Proceedings of the National Academy of Sciences, USA*, 104(10): 4234-4239. doi: [10.1073/pnas.0609399104](https://doi.org/10.1073/pnas.0609399104)

BOOK CHAPTERS (N=3, 1 post-tenure)

Black, J. M. (forthcoming). Humor: A computational perspective. In *Human Perception of visual information: Psychological and computational perspectives*, B. Ionescu, N. Murray, W. Bainbridge, & P. Le Callet (Eds.), USA: Springer Publishing Company.

Black, J. M., & Hoeft, F. (forthcoming). Prognosis of developmental dyslexia using multimodal neuroimaging. In *The Wiley Handbook on the Cognitive Neuroscience of Developmental Dyslexia*, G. Eden (Ed.) USA: John Wiley & Sons, Ltd.

Black, J. M., & Hoeft, F. (2012). Prediction of children's reading skills: Understanding the interplay among environment, brain, and behavior. In *Developmental Dyslexia: Early Precursors, Neurobehavioral Markers and Biological Substrates*, A. Benasich, & R. H. Fitch (Eds.) Baltimore: Brookes Publishing.

INVITED TALKS AND TRAININGS (N=44, 33 post-tenure)

Black, J. M. (2021, May). *Using neuroscience to inform social work practice: Attachment, attunement, addiction, and autonomy*. Workshop for the National Association of Social Workers Utah Chapter, Salt Lake City, UT.

Black, J.M. (2021, May). *The neuroscience of social-emotional learning*. Workshop presentation for the Utah Promising Youth Annual Conference, Sandy, UT.

Black, J.M. (2021, May). *The impact of technology on the developing brain*. 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). *Emotions and formative education*. Panel presentation for the Initiatives for Formative Education, Boston College, Chestnut Hill, MA.

Black, J. M. (2020, November). *Applying a strengths-based lens to neurodivergence and spirituality in children and adolescents*. Annual Pyne Lecture, School of Theology and Ministry, 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., & Merritt, D.** (2020, January). *Neuroscience of trauma in childhood*. Presentation for the International Society for the Prevention of Child Abuse and Neglect, Denver, CO.
- Black, J. M.** (2019, November). *The impact of technology on the brain*. Presentation for Healthy You, Office of Employee Development, Boston College, Chestnut Hill, MA.
- Black, J. M.** (2019, September). *Applying neuroscience research to child and adolescent development*. Workshop for Wayside Youth and Family Support Network, Natick, MA.
- Black, J. M.** (2019, July). *Neuroscience of self and society*. Presentation for the Certificate Program, Clinical Advanced Course, Boston College School of Social Work, Chestnut Hill, MA.
- Black, J. M.** (2019, June). *Applying neuroscience research to social work practice with children and adolescents*. Workshop for the National Association of Social Workers Utah Chapter, Salt Lake City, UT.
- Black, J. M.** (2019, May). *Teaching the adolescent brain*. Presentation for Excellence in Teaching Day, Center for Teaching Excellence, Boston College, Chestnut Hill, MA.
- Black, J. M.** (2019, May). *The adolescent brain*. Presentation through webinar for Alumni Day, University Advancement, Boston College, Chestnut Hill, MA.
- Black, J. M.** (2018, April). *Neuroscience of self and society*. Presentation for the Certificate Program, Clinical Advanced Course, Boston College School of Social Work, Chestnut Hill, MA.
- Black, J. M.** (2019, March). *Applying neuroscience research to social work practice with children and adolescents*. Workshop for the National Association of Social Workers Rhode Island Chapter, Providence, RI.
- Black, J. M.** (2018, December). *The adolescent brain*. Presentation for Healthy You, Office of Employee Development, Boston College, Chestnut Hill, MA.

- Black, J. M.** (2018, November). *The matter of sleep*. Presentation for Healthy You, Office of Employee Development, Boston College, Chestnut Hill, MA.
- Black, J. M.** (2018, August). *Applying neuroscience to social work practice with children and adolescents*. Full day workshop for the National Association of Social Workers New Hampshire Chapter, Manchester, NH.
- Black, J. M.** (2018, July). *Neuroscience of self and society*. Presentation for the Certificate Program, Clinical Advanced Course, Boston College School of Social Work, Chestnut Hill, MA.
- Black, J. M.** (2018, June). *Neurobiology of stress, trauma, and resilience in the life course*. Training workshop given for the Riverside Trauma Center, Belmont, MA.
- Black, J. M.** (2018, May). *Building buoyancy: Humor, brain development and resiliency*. Full day workshop at the Mental Health Conference, Massachusetts Department of Mental Health, Taunton, MA.
- Black, J. M.** (2018, May). *The neuroscience of social-emotional learning: Community perspectives*. Panel presentation given at the Doc Wayne 2nd Annual Conference, Boston College, Chestnut Hill, MA.
- Black, J. M.** (2018, April). *Neuroscience of self and society*. Presentation for the Certificate Program, Clinical Advanced Course, Boston College School of Social Work, Chestnut Hill, MA.
- Black, J. M.** (2018, February). *Fusing fields or forging bridges: Neuroscience research in social work practice*. Presentation at the Department of Psychiatry Seminar Series, University of San Francisco (UCSF), San Francisco, CA.
- Black, J. M.** (2017, November). *Neuroscience: A critical component to the core of social work practice*. Keynote presentation at the Moving Toward Neuroscience-Based Social Work Conference, Skirball Cultural Center, Los Angeles, CA.
- Black, J. M.** (2017, November). *Neuroscience and the development of human relationships*. Presentation delivered at the Bradley Hospital Social Work Speakers Series, Bradley Hospital, East Providence, RI.
- Black, J. M.** (2017, July). *Neurobiological perspectives of stress and resilience throughout the life course*. Workshop presentation at the Boston College School of Social Work, Continuing Education Series, Chestnut Hill, MA.
- Black, J. M.** (2017, July). *Humor, brain development and resilience across the lifespan*. Full day workshop at the Center for Professional Innovation, Chelmsford, MA.
- Black, J. M.** (2017, March). *Brain development among children, adolescents, and transition-aged youths*. Presentation at the Council on Social Work Education (CSWE) Minority Fellowship Program, Alexandria, VA.

Black, J. M. (2016, October). *The brain in a social context: Current connections and future directions in social work practice and neuroscience research*. Keynote address presented at the Annual Dr. Helen Rehr Social Work Grand Rounds, Mount Sinai Hospital, New York, NY.

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 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 2015 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, March). *The science of synergy: Bridging neuroscience and social work research*. School of Social Work Faculty Meeting, Boston College, Chestnut Hill, 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 (N=54, 11 post-tenure)

Black, J. M. (September, 2022). *Wired to connect: The importance of play for the spiritual development of children with neurodevelopmental disabilities*. Paper to be presented at the European Godly Play Conference, Mechelen, Belgium.

- Black, J. M.** (June, 2021). *Spiritual development in children and adolescents with neurodevelopmental disabilities*. Paper to be presented at the Eleventh International Conference on Religion & Spirituality in Society, Cordoba, Spain.
- Black, J. M.** (June, 2021). Social cells: How applying neuroscience research can enhance religious education for children and their families. Paper to be presented at the Eleventh International Conference on Religion & Spirituality in Society, Cordoba, Spain.
- Black, J. M.** (2021, January). *Access to faith-based organizations: Through the lens of neurodivergent youth and their families*. Paper to be presented at the Twenty-first International Conference on Knowledge, Culture, and Change in Organizations, Auckland, New Zealand.
- Merritt, D., & **Black, J. M.** (2020, February). *The neuroscience of trauma-informed schools: Building brains with science in mind*. Paper presented at the International Society for the Prevention of Child Abuse and Neglect International Congress, Doha, Qatar.
- Merritt, D., Ali, A., & **Black, J. M.** (2020, February). *Are parents who refuse to give psychiatric drugs to their kids neglectful? How science and justice can inform the meaning of medication compliance*. Workshop presented at the International Society for the Prevention of Child Abuse and Neglect International Congress, Doha, Qatar.
- Black, J. M.** (2019, October). *Practical approaches to integrating neuroscience and genetics research into human behavior courses*. Paper presentation at the Council for Social Work Education Annual Program Meeting, Denver, CO.
- Merritt, D., & **Black, J. M.** (2019, September). *Integration of neuroscience and genetics into social work: Implications for practice, policy and research*. Workshop presentation at the International Society for the Prevention of Child Abuse and Neglect International Congress, Muscat, Oman.
- Merritt, D., & **Black, J. M.** (2019, June). *Integration of neuroscience and genetics into social work: Implications for practice, policy and research*. Roundtable presentation at the American Professional Society on the Abuse of Children, Salt Lake City, UT.
- Black, J. M.** (2018, November). *The relevance of brain imaging research to learning and language development and disorders in childhood and adolescence*. Master Course presentation at the annual convention of the American Speech-Language-Hearing Association, Boston, MA.
- Black, J. M.** (2017, January). *Getting connected to neuroimaging technology and methodology in social work research*. Pre-conference research methods workshop presented at the annual meeting of the Society for Social Work and Research, New Orleans, LA.
- Black, J. M.** (2016, November). *The utility of neuroimaging research for children and adolescents with specific learning disorders: Implications for practice and policy*. Presentation at the annual convention of the American Speech-Language-Hearing Association, Philadelphia, PA.

- Black, J. M.** (2016, January). Intergenerational transmission patterns in the human brain. In S. M. Eack (Chair), *Social work and neuroscience: Using neuroimaging to address social problems*. Symposium conducted at the annual meeting of the Society for Social Work and Research, Washington D.C.
- Myers, C. A., Bugescu, N., **Black, J. M.**, & Hoeft, F. (2015, March). *The neuroscience of character: Striatal resting-state connectivity of grit*. Poster session presented at the biannual meeting 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.
- Hoeft, F. **Black, J. M.**, & Myers, C. A. (2014, October). *Socio-emotional aspects of reading disabilities*. Paper presented at the annual meeting of the American Academy of Child and Adolescent Psychiatry, San Diego, CA.
- Tanaka, H., **Black, J. M.**, & Hoeft, F. (2014, June). *A strong correlation between IQ-reading discrepancy and phonological decoding inefficiency for children with average and above-average IQs*. Poster session presented at the annual meeting of the American Academy of Clinical Neuropsychology, New York City, NY.
- Black, J. M.**, Vrticka, P., & Reiss, A. L. (2014, April). *The neural basis of sense of humor in children*. Poster session presented at the annual meeting of the Cognitive Neuroscience Society, Boston, MA.
- Casto, B., Bugescu, N., Kaminetskaya, M., **Black, J. M.**, Hendren, R., & Hoeft, F. (2014, February). *Brain mechanisms underlying typical reading despite poor phonological processing*. Poster session presented at the annual meeting of the International Neuropsychological Society, Seattle, WA.
- Kutner, E., **Black, J. M.**, & Hoeft, F. (2013, August). *Predicting self-concept in young children with a behavioral risk of reading disorder*. Poster session presented at the annual meeting of the American Psychological Association, Honolulu, HI.
- Myers, C. A., Farris, E., Drahos, M., **Black, J. M.**, & Hoeft, F. (2013, May). *Left temporo-parietal white matter development in beginning readers is predicted by maternal and not paternal reading history*. Poster session presented at the annual convention of the Association for Psychological Science, Washington, D.C.
- Vrticka, P., **Black, J. M.**, Neely, M., Walter, E., & Reiss, A. L. (2013, April). *Sex differences during humor appreciation in child sibling-pairs*. Poster session presented at the annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.
- Bugescu, N., Gimenez, P., **Black, J. M.**, Tanaka, H., Casto, B., Soriano, T., & Hoeft, F. (2013, February). *Neurobiological correlates of handwriting skill in readers with and without developmental dyslexia*. Poster session presented at the annual meeting of the International Neuropsychological Society, Waikoloa, HI.

- Tanaka, H., Gimenez, P., **Black, J. M.**, Eide, B., Eide, F., Soriano, T., Tumber, M., Martinez, R., Thurston, A., & Hoeft, F. (2013, February). *Neurobiological signatures of IQ-reading discrepancy in average readers*. Poster session presented at the annual meeting of the International Neuropsychological Society, Waikoloa, HI.
- Black, J. M.** (2012, November). *Advancing students' understanding of neurobiological perspectives in HBSE: Integration and course development*. Poster presented at the Annual 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 session 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). *Adolescents' motivation-related 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.
- Gelbach, H., Nolen, S., Turner, J., & **Black, J. M.** (2010, May). *A new mix of methodological perspectives on studying motivation*. Discussant: Deborah Stipek. Symposium conducted at the annual meeting of the American Educational Research Association, Denver, CO.
- Black, J. M.** (2009, August). *Affect and competency separation within academic self-concept: Just age effects?* Poster session presented at the annual meeting of the American Psychological Association, Toronto, Canada.

- Black, J. M.**, Nagamine, 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). *Differential brain activation in 5- and 6-year-olds with and without family history of reading difficulty*. Poster session presented at the annual meeting of the Organization for Human Brain Mapping, San Francisco, 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 session 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 session presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.
- Black, J. M.** (2009, April). *Children's academic task value differentiation: The influence of grade level, native language and language of instruction*. Poster session 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 session 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., & Hoefft, 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., & Hoefft, F. (2008, June). *Differential associations with socioeconomic status and brain activation in dyslexic versus typical adolescent readers*. Poster session presented at the annual meeting of the Organization for Human Brain Mapping, Melbourne, Australia.
- Ho, C. S., Gantman, A., **Black, J. M.**, Heitzmann, J., Zakerani, N., Reiss, A. L., & Hoefft, F. (2008, June). *Neuroanatomical correlates of reading development in adolescents with dyslexia: A longitudinal study*. Poster session presented at the annual meeting of the Organization for Human Brain Mapping, Melbourne, Australia.
- Zakerani, N., McCandliss B., Ho, C., Heitzmann, J., **Black, J. M.**, Ojo, X. R., Reiss, A. L., & Hoefft, F. (2008, April). *Predicting gains in reading abilities using diffusion tensor imaging (DTI) in adolescents with dyslexia*. Poster session presented at the annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.
- Black, J. M.** (2008, March). *Through the lens of language: Exploring intelligence beliefs among dual-language and English-only students*. Poster session presented at the annual meeting of the American Educational Research Association, New York City, NY.
- Black, J. M.** (2008, March). *Global or differentiated? Examining the factor structure of intelligence beliefs by academic subject and language*. Poster session presented at the annual meeting of the American Educational Research Association, New York City, NY.
- Black, J. M.**, Maeda, F., Taylor, H., Kolchugina, G., Faizi, A., Martindale, J., McMillion, G., Hernandez, A., Meyler, A., & Gabrieli, J. D. E. (2005, April). *Combined neuroimaging (fMRI, VBM and DTI) and psychophysical evidence of dyslexia in an adolescent population*. Poster session presented at the annual meeting of the Cognitive Neuroscience Society, New York City, NY.
- Black, J. M.** (2005, April). *Fit to belong: Self-esteem in context*. Poster session presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Black, J. M.** (1999, May). *Family influence on student math achievement*. Paper presented at the annual UCLA Psychology Undergraduate Research Conference, Los Angeles, CA.
- Black, J. M.** (1999, April). *A cultural perspective of the relationship between gender and math achievement*. Poster presented at the Western Psychology Conference for Undergraduate Research, Santa Clara, CA.

PROFESSIONAL AFFILIATIONS

American Educational Research Association; American Psychological Association; Association for Psychological Science; Cognitive Neuroscience Society; Council on Social Work Education;

International Dyslexia Association; International Literacy Association; Society for Neuroscience; Society for the Scientific Study of Reading; Society for Social Work and Research

PROFESSIONAL SERVICE

Member, Task Force on Infant and Early Childhood Mental Health and Developmental Neuroscience

A collaborative project between the Council on Social Work Education (CSWE) and the Erickson Institute, funded by the Irving Harris Foundation. (2019 – present)

Reviewer, National Institute of Health (NIH) Study Section (2018)

Ad Hoc, Language and Communication (LCOM)

Guest Co-Editor, Special Issue

Frontiers in Behavioral Neuroscience, Brain Programming by Early Life Stress (2017 – present)

Guest Co-Editor, Special Section

Journal for the Society of Social Work and Research, Special Section: Neuroscience and Social Work, Summer 2018 (2016 – 2018)

Editorial Board

Atlantis Press, Advances in Social Science, Education and Humanities Research (2020 – present)

Education Science (2020 – present)

PLOS ONE (2019 – present)

Frontiers in Educational Psychology (2011 – present)

Reviewer

Journal of Social Work Education (2019 – 2022)

Ad Hoc Reviewer

Biological Psychiatry; Brain and Language; Brain Structure and Function; Developmental Cognitive Neuroscience; Frontiers in Behavioral Neuroscience; Human Brain Mapping; Journal of Mind, Brain and Education; NeuroImage; Neuropsychologia; Social Cognitive and Affective Neuroscience; The Open Medical Imaging Journal

Abstract Reviewer

Neuroscience Topical Area, *Society for Social Work and Research Annual Conference* (2014 – 2017)

Membership Committee

Interdisciplinary Association for Population Health Science (2015 – 2016)

Chair

Neuroscience in Social Work, Special Interest Group (SIG), Society for Social Work and Research (2015 – present)

UNIVERSITY SERVICE

Member, University Council on Teaching, 2018 – present

Member, Course Evaluation Committee, Office of the Provost, 2019 – 2020
Core Renewal Course Development, 2017 – present
Faculty Field Marshal, The 140th Commencement of Boston College, 2016 – present
Resident Member, BC Chapter, Phi Beta Kappa, Omicron of Massachusetts, 2010 – present
Member, Research Day Committee, Office of the Vice Provost for Research, 2015 – 2016
Member, The Resilience Project, Division of Student Affairs, Boston College, 2015

SCHOOL OF SOCIAL WORK SERVICE

Faculty Co-Lead, *Learning Communities Initiative*, 2020 – present
Facilitator, *Social Work and Neuroscience Learning Community*, 2020 – 2021
Facilitator, *Writing for Publication in Social Work Learning Community*, 2020
Facilitator, *From MSW to PhD Learning Community*, 2020
Co-Leader, *Part-Time Student Advising and Mentoring Pods*, 2020 – present
Co-Leader, Curriculum Subcommittee, *Equity, Justice and Inclusion*, 2020 – present
Member, *Equity, Justice and Inclusion Committee*, 2020 – present
Chair, *Teaching Excellence*, 2018 – present
Chair, *Children, Youth and Families Department*, 2017 – present
Member, *Academic Planning Committee (APC)*, 2017 – present
Course Development, *Neuroscience of Self and Society*, BCSSW CEU Program, 2017 – present
Faculty Advisor, *School of Social Work Social Brain Book Club*, 2014 – present
Curriculum Development, *SCWK7721 Neuropsychology Learning Modules*, 2014 – present
Curriculum Development, *Neuroscience and Social Work Certificate*, 2014 – present
Faculty Member, *Children, Youth and Families Concentration*, 2010 – present
Faculty Member, *Health and Mental Health Concentration*, 2010 – present
Faculty Member, *BCSSW Diversity and Justice Committee*, 2012 – 2013, 2014 – 2016
Faculty Reviewer, *BCSSW Doctoral Program Applications*, 2012 – 2015
Chair, *Social Work and Neuroscience Intersections Symposium*, 2015
Curriculum Development, *SCWK7724 MSW Elective Course*, 2014
Member, *GSSW Faculty Search Committee*, 2011– 2014
Faculty Advisor, *Neuroscience and Social Work Student Journal Club*, 2012 – 2013
Host and Moderator, *Incoming Student Diversity Series Event (Disabilities)*, 2012
Curriculum Development, *SCWK7726 MSW Elective Course*, 2012

DOCTORAL DISSERTATION COMMITTEE

Member, Student: Cara Antonaccio, Title: *Profiles of social ecologies shape life course mental health and psychosocial functioning in Sierra Leone's female former child soldiers: A longitudinal mixed methods study.*

SERVICE TO COMMUNITY

Elementary Vice President, Parent Teacher Organization, Holliston, MA, 2017 – 2019
Member, Social-Emotional Working Group, Holliston MA Wellness Council, 2017 – 2018
Program Evaluation, United Way of Massachusetts Bay and Merrimack Valley, 2015 – 2016
Curriculum Development, Franciscan Hospital for Children, Brighton, MA, 2015