

Kevin J. Grimm

Department of Psychology
University of California, Davis
One Shields Avenue
Davis, CA 95616

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EDUCATION

- Ph.D., Psychology, August 2006
University of Virginia, Charlottesville, VA
Advisors: John J. McArdle, Ph.D., John R. Nesselroade, Ph.D.
- M.A., Psychology, May 2003
University of Virginia, Charlottesville, VA
Advisor: John J. McArdle, Ph.D.
- B.A., Mathematics, Psychology, Concentration in Education, May 2000
Gettysburg College, Gettysburg, PA

PROFESSIONAL POSITIONS

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|--------------|----------------------------|--|
| 2007-present | <u>Assistant Professor</u> | Department of Psychology
University of California, Davis |
| 2006-2007 | <u>Research Associate</u> | Center for the Advanced Study of Teaching and Learning
University of Virginia |

TEACHING EXPERIENCE

WORKSHOP TEACHING

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|--------------|-----------------------------|--|
| August, 2009 | <u>Organizer/Instructor</u> | <i>Power Analysis in Multilevel and Structural Equation Models.</i> Curry School of Education, University of Virginia, Charlottesville, VA. |
| July, 2009 | <u>Instructor</u> | American Psychological Association Advanced Training Institute. <i>Exploratory Data Mining in Behavioral Research.</i> University of Southern California, Los Angeles, CA. |
| June, 2009 | <u>Organizer/Instructor</u> | American Psychological Association Advanced Training Institute. <i>Structural Equation Modeling in Longitudinal Research.</i> University of Virginia, Charlottesville, VA. |

May, 2009	<u>Organizer/Instructor</u>	Longitudinal Research Institute. <i>Structural Equation Modeling in Longitudinal Research</i> . University of California, Davis, CA.
May, 2009	<u>Organizer/Instructor</u>	<i>Latent Change, Class, & Transition Analysis in Mplus</i> . University of North Carolina, Greensboro, NC.
June, 2008	<u>Organizer/Instructor</u>	<i>Modeling Change over Two Occasions</i> . University of North Carolina, Greensboro, NC.
June, 2008	<u>Organizer/Instructor</u>	American Psychological Association Advanced Training Institute. <i>Structural Equation Modeling in Longitudinal Research</i> . University of Virginia, Charlottesville, VA.
June, 2008	<u>Organizer/Instructor</u>	<i>Multivariate Change Models</i> . Curry School of Education, University of Virginia, Charlottesville, VA.
November, 2007	<u>Organizer/Instructor</u>	<i>Growth Modeling Techniques in Mplus</i> . University of North Carolina, Greensboro, NC.
June, 2007	<u>Instructor</u>	Longitudinal Research Institute. <i>Structural Equation Modeling in Longitudinal Research</i> . University of Southern California, Los Angeles, CA.
May, 2007	<u>Instructor</u>	American Psychological Association Advanced Training Institute. <i>Structural Equation Modeling in Longitudinal Research</i> . University of Virginia, Charlottesville, VA.
August, 2006	<u>Organizer/Instructor</u>	Institute of Education Sciences. <i>Longitudinal Structural Equation Modeling in Educational Research</i> . University of Virginia, Charlottesville, VA.
June, 2006	<u>Instructor</u>	American Psychological Association Advanced Training Institute. <i>Structural Equation Modeling in Longitudinal Research</i> . University of Virginia, Charlottesville, VA.
June, 2005	<u>Instructor</u>	American Psychological Association Advanced Training Institute. <i>Structural Equation Modeling in Longitudinal Research</i> . University of Virginia, Charlottesville, VA.
June, 2005	<u>Instructor</u>	Longitudinal Research Institute. <i>Structural Equation Modeling in Longitudinal Research</i> . University of Southern California, Los Angeles, CA.

August, 2004	<u>Instructor</u>	American Psychological Association Advanced Training Institute. <i>Structural Equation Modeling in Longitudinal Research</i> . University of Hawaii, Honolulu, HI.
May, 2004	<u>Instructor</u>	Longitudinal Research Institute. <i>Structural Equation Modeling in Longitudinal Research</i> . University of Michigan, Ann Arbor, MI.
June, 2003	<u>Instructor</u>	American Psychological Association Advanced Training Institute. <i>Longitudinal Methods, Measurement, and Models</i> . University of Virginia, Charlottesville, VA.
June, 2003	<u>Instructor</u>	Longitudinal Research Institute. <i>Longitudinal Methods, Measurement, and Models</i> . University of Virginia, Charlottesville, VA.

CLASSROOM TEACHING

2007-present	<u>Instructor</u>	Department of Psychology, University of California, Davis <i>Applied Psychometrics</i> <i>Item Response Theory</i> <i>Statistical Analysis of Psychological Data</i> <i>Structural Equation Modeling</i>
2007	<u>Co-Instructor</u>	Curry School of Education, University of Virginia <i>Research Design in the Education Sciences</i>
2005	<u>Teaching Assistant</u>	Department of Psychology, University of Virginia <i>Design and Data Analysis II</i>
2003-2005	<u>Guest Lecturer</u>	Department of Psychology, University of Virginia <i>Latent Growth Curve Modeling</i> <i>Growth Mixture Modeling</i> <i>Two-Occasion Repeated Measures</i> <i>Mixture Modeling</i>
2001	<u>High School Teacher</u>	East Meadow High School, East Meadow, NY <i>Math A</i> <i>Sequential 2X</i>
2000	<u>Student Teacher</u>	Gettysburg High School, Gettysburg, PA <i>Geometry & Trigonometry</i> <i>Calculus</i>
1997-2000	<u>Teaching Assistant</u>	Department of Mathematics, Gettysburg College <i>Calculus I</i> <i>Quantitative Methods</i>

FELLOWSHIPS & AWARDS

- 2009 COR Academic Senate Research Travel Award, University of California, Davis
- 2005 Society of Multivariate Experimental Psychology Dissertation Research Award
- 2005 American Psychological Association Dissertation Research Award
- 2005-2006 Institute of Education Sciences Fellowship, Curry School of Education, University of Virginia
- 2002-2005 NIA Aging Research Methodology Traineeship, University of Virginia
- 2001-2004 Presidential Fellowship, University of Virginia
- 2003-2005 Robert J. Huskey Travel Award, University of Virginia
- 2000 Earl Ziegler Senior Mathematics Award, Gettysburg College
- 1999 Earl Ziegler Junior Mathematics Award, Gettysburg College

PUBLICATIONS

- Grimm, K. J., & Ram, N. (in press). Modeling change over time. In G. Tenenbaum, R. Eklund, & A. Kamata (Eds.), *Handbook of measurement in sport and exercise psychology* (pp. xx-xx). Champaign, IL: Human Kinetics.
- Ram, N., & Grimm, K. J. (in press). Growth mixture modeling: A method for identifying differences in longitudinal change among unobserved groups. *International Journal of Behavioral Development*.
- Brock, L. L., Rimm-Kaufman, S. E., Nathanson, L., & Grimm, K. J. (in press). The contribution of 'Hot' and 'Cool' executive function to children's academic achievement and classroom behavior. *Early Childhood Research Quarterly*.
- McArdle, J. J., & Grimm, K. J. (in press). Five steps in latent curve and latent change score modeling with longitudinal data. In K. van Montfort, J. Oud, & A. Satorra (Eds.), *Longitudinal research with latent variables*.
- Grimm, K. J., McArdle, J. J., & Widaman, K. F. (in press). Family-level variance in verbal ability change. In K. Trzesniewski, M. B. Donnellan, & R. E. Lucas (Eds.), *Obtaining and Analyzing Archival Data: Methods and Illustrations* (pp. xx-xx). Washington, DC: American Psychological Association.

- Grimm, K. J., & Ram, N. (in press). Non-linear growth models in Mplus and SAS. *Structural Equation Modeling: A Multidisciplinary Journal*.
- Rimm-Kaufman, S. E., Curby, T. W., Grimm, K. J., Brock, L. L., & Nathanson, L. (in press). The contribution of children's self-regulation and classroom quality to children's adaptive behaviors in the kindergarten classroom. *Developmental Psychology*, 45, 958-972.
- Grimm, K. J., & Ram, N. (2009). A second-order growth mixture model for developmental research. *Research in Human Development*, 2-3, 121-143.
- McArdle, J. J., Grimm, K. J., Hamagami, F., Bowles, R. P., & Meredith, W. (2009). Modeling lifespan growth curves of cognition using longitudinal data with multiple samples and changing scales of measurement. *Psychological Methods*, 14, 126-149.
- Cameron Ponitz, C., Rimm-Kaufman, S. E., Grimm, K. J., & Curby, T. W. (2009). Kindergarten classroom quality, behavioral engagement, and reading achievement. *School Psychology Review*, 38, 102-120.
- Grimm, K. J., Pianta, R. C., & Konold, T. R. (2009). Longitudinal multitrait-multimethod models for developmental research. *Multivariate Behavioral Research*, 44, 233-258.
- Widaman, K. F., & Grimm, K. J. (2009). Invariance or noninvariance, that is the question. *Measurement*, 7, 8-12.
- Skibbe, L. E., Grimm, K. J., Stanton-Chapman, T., Justice, L. M., Pence, K. L., & Bowles, R. P. (2008). Reading trajectories of children with language impairment from preschool to fifth grade. *Language, Speech, and Hearing Services in Schools*, 39, 475-486.
- Grimm, K. J. (2008). Longitudinal associations between reading and mathematics. *Developmental Neuropsychology*, 33, 410-426.
- Brock, L. L., Nishida, T. K., Chiong, C., & Grimm, K. J., Rimm-Kaufman, S. E. (2008). Children's perceptions of the classroom environment and social and academic performance: A longitudinal analysis of the contribution of the responsive classroom approach. *Journal of School Psychology*, 46, 129-149.
- Dohrmann, K. R., Nishida, T. K., Gartner, A., Lipsky, D.K., & Grimm, K. J. (2007). High school outcomes for students previously in a public Montessori program. *Journal of Research in Childhood Education*, 22, 205-217.
- Grimm, K. J. (2007). Multivariate longitudinal methods for studying developmental relationships between depression and academic achievement. *International Journal of Behavioral Development*, 31, 328-339.
- Ram, N., & Grimm, K. J. (2007). Using simple and complex growth models to articulate developmental change: Matching method to theory. *International Journal of Behavioral Development*, 31, 303-316.

- Zhang, Z., Hamagami, F., Wang, L., Grimm, K. J., & Nesselroade, J. R. (2007). Bayesian analysis of longitudinal data using growth curve models. *International Journal of Behavioral Development, 31*, 374-383.
- Grimm, K. J. & McArdle, J. J. (2007). A dynamic structural analysis of the potential impacts of major context shifts on lifespan cognitive development. In T. D. Little, J. A. Bovaird, & N. A. Card (Eds.), *Modeling contextual effects in longitudinal studies* (pp. 363-386). Mahwah, NJ: Erlbaum.
- Grimm, K. J., McArdle, J. J., & Hamagami, F. (2007). Nonlinear growth mixture models in research on cognitive aging. In K. van Montfort, H. Oud, & A. Satorra (Eds.), *Longitudinal models in the behavioral and related sciences* (pp. 267-294). Mahwah, NJ: Erlbaum.
- Chow, S. M., Grimm, K. J., Fujita, F., & Ram, N. (2007). Exploring cyclic change in emotion using item response models and frequency-domain analysis. In A. Ong & M. van Dulmen (Eds.), *Oxford Handbook of Methods in Positive Psychology* (pp. 362-379). Oxford, England: Oxford University Press.
- King, D., King, L., McArdle, J. J., Grimm, K. J., Jones, R. T., & Ollendick, T.H. (2006). Characterizing time in longitudinal trauma research. *Journal of Traumatic Stress, 19*, 205-215.
- Ram, N., Chow, S. M., Bowles, R. P., Wang, L., Grimm, K. J., Fujita, F., & Nesselroade, J. R. (2005). Examining interindividual differences in cyclicity of pleasant and unpleasant affect using spectral analysis and item response modeling. *Psychometrika, 70*, 773-790.
- Justice, L. M., Kaderavek, J., Bowles, R. P., & Grimm, K. J. (2005). Language impairment, parent-child shared reading, and phonological awareness: A feasibility study. *Topics in Early Childhood Special Education, 25*, 143-156.
- Bowles, R. P., Grimm, K. J., & McArdle, J. J. (2005). A structural factor analysis of vocabulary knowledge and relations to age. *Gerontology: Psychological Sciences, 60B*, P234-P241.
- Grimm, K. J. & McArdle, J. J. (2005). A note on the computer generation of structural expectations. In F. Dansereau & F. Yammarino (Eds.) *Multi-level issues in strategy and research methods* (Volume 4 of Research in multi-level issues) (pp. 335-372). Amsterdam: JAI Press/Elsevier.
- Cox, D. J., Kovatchev, B. P., Gonder-Frederick, L. A., Summers, K., McCall, A., Grimm, K. J., & Clarke, W. L. (2005). Relationships between hyperglycemia and cognitive performance among adults with type 1 and type 2 diabetes. *Diabetes Care, 28*, 71-77.

GRANTS/RESEARCH SUPPORT

ONGOING RESEARCH SUPPORT

Robert C. Pianta (PI)

Title: National Center for Research on Early Childhood Education
 Granting Agency: US Department of Education, Institute of Education Sciences
 Total Cost: \$10,000,000

Subaward to Kevin J. Grimm (PI)
Subaward Amount: \$48,924
Subaward Dates: 01/01/08 – 12/31/09

David Grissmer (PI)

Title: Minority and Disadvantaged Student's Math and Science Achievement Gaps: the role of Developmental and Environmental Influence from 9 months through 8th grade

Granting Agency: National Science Foundation

Total Cost: \$952,710

Subaward to Kevin J. Grimm (PI)

Subaward Amount: \$241,647.12

Subaward Dates: 09/01/08 – 08/31/11

Cynthia L. Pickett (PI)

Title: Assessing the Predictors of U.S. National Identification and Allegiance

Granting Agency: DN Space & Naval Warfare Systems Command

Total Cost: \$216,459

Dates: 10/01/08 – 08/31/09

Role: Co-Investigator

SUBMITTED/PENDING RESEARCH SUPPORT

David Grissmer (PI)

Title: Developing Intervention Strategies to Close Kindergarten Readiness Gaps for Minority and Disadvantaged Children

Granting Agency: US Department of Education, Institute of Education Sciences

Total Cost: \$650,000

Subaward to Kevin J. Grimm (PI)

Subaward Amount: \$95,195.09

CONFERENCE SYMPOSIA, PAPERS, & POSTERS

SYMPOSIA

Hofer, S. M., & Grimm, K. J. (2009, August). Approaches for evaluating and optimizing measurement comparison across longitudinal studies. *2009 American Psychological Association Annual Convention*, Toronto, CA.

Grimm, K. J. (2008, March). The examination of preschool effects from multiple lenses & perspectives. *The 2008 American Educational Research Association Annual Meeting*, New York, NY.

Grimm, K. J. (2005, November). Independent and interdependent changes in intellectual capabilities throughout the lifespan. *The 58th Annual Scientific Meeting of the Gerontological Society of America*, New Orleans, LA.

LECTURE PRESENTATIONS

- Grimm, K. J., Vandergrift, N., Burchinal, M., Mashburn, A. J., & Pianta, R. C. (2009, August). A mega-analytic approach to studying longitudinal effects of preschool quality. *American Psychological Association Annual Convention*, Toronto, CA.
- Grimm, K. J., Vandergrift, N., Burchinal, M., Mashburn, A. J., & Pianta, R. C. (2009, April). Long-term associations of preschool quality on changes in children's achievement. *Society for Research in Child Development Biennial Meeting*, Denver, CO.
- Skibbe, L. E., Grimm, K. J., Bowles, R. P., & Morrison, F. J. (2009, April). Literacy growth in the academic year and summer from preschool to second grade: Differential schooling effects across four skills. *Society for Research in Child Development Biennial Meeting*, Denver, CO.
- Skibbe, L. E., Grimm, K. J., & Morrison, F. J. (2008, July). Academic versus Summer Literacy Development: Evidence for Differential Effects of Instruction on Children's Literacy Achievements. *Fifteenth Annual Meeting - Society for the Scientific Study of Reading*, Asheville, NC.
- Curby, T. W., Cameron Ponitz, C., Rimm-Kaufman, S. E., & Grimm, K. J. (2008, March). Connecting classroom quality and reading achievement: The role of behavioral engagement in kindergarten. *The 2008 American Educational Research Association Annual Meeting*, New York, NY.
- Downer, J., Chomat-Mooney, L., Pianta, R. C., Grimm, K. J., Mashburn, A. J., Curby, T. W., Hamre, B. & Rimm-Kaufman, S. (2008, March). Concurrent and predictive validity of classroom observations and other setting-level measures. *The 2008 American Educational Research Association Annual Meeting*, New York, NY.
- Fitzpatrick, M., Grimm, K. J., Mashburn, A. J., & Pianta, R. (2008, March). Does expanding enrollment in public school pre-k programs improve the school level literacy skills of entering kindergarteners? *The 2008 American Educational Research Association Annual Meeting*, New York, NY.
- Grimm, K. J., Curby, T. W., Pianta, R. C., Mashburn, A. J., Downer, J., Chomat-Mooney, L. & Hamre, B. (2008, March). Partitioning variance associated with classroom observations. *The 2008 American Educational Research Association Annual Meeting*, New York, NY.
- Grimm, K. J., & Pianta, R. C. (2008, March). Long-term effects of preschool quality on changes in children's achievement. *The 2008 American Educational Research Association Annual Meeting*, New York, NY.
- Henry, A. E., Grimm, K. J., & Pianta, R. C., (2008, March). The power of two: The impact of experiencing two years of high-quality classrooms. *The 2008 American Educational Research Association Annual Meeting*, New York, NY.
- Mashburn, A. J., Curby, T. W., Pianta, R. C., Chomat-Mooney, L., Grimm, K. J., Downer, J., & Hamre, B. (2008, March). Efficient sampling of classroom-level processes. *The 2008 American Educational Research Association Annual Meeting*, New York, NY.

- Roorbach Jamison, K., Stanton-Chapman, T. L., & Grimm, K. J. (2008, March). Timing and chronicity of maternal depressive symptoms and cognitive development trajectories of children: A longitudinal examination. *The 2008 American Educational Research Association Annual Meeting*, New York, NY.
- Dohrmann, K. R., Gartner, A., Lipsky, D.K., Grimm, K. J., & Nishida, T. K. (2007, March). High school outcomes for students previously in a public Montessori program. *Society for Research in Child Development Biennial Meeting*, Boston, MA.
- Estabrook, C. R., & Grimm, K. J. (2006, November). The reliability of variability: A simulation study of measures of individual variability. *The 59th Annual Scientific Meeting of the Gerontological Society of America*, Dallas, TX.
- Small, B. J., Dixon, R. A., McArdle, J. J., & Grimm, K. J. (2006, November). Lifestyle Activities and Changes in Cognitive Abilities. *The 59th Annual Scientific Meeting of the Gerontological Society of America*, Dallas, TX.
- McArdle, J. J., Grimm, K. J., & Hamagami, F. (2006, June). Life-span multi-level longitudinal modeling using infant predictors of cognitive changes in adulthood. *International Society for Infant Studies Meeting*, Kyoto, Japan.
- Grimm, K. J. (2006, March). The impact of reading on mathematics achievement. *Society for Research on Adolescence Biennial Meeting*, San Francisco, CA.
- Grimm, K. J. (2005, November). The dynamics of cognition throughout the lifespan. *The 58th Annual Scientific Meeting of the Gerontological Society of America*, Orlando, FL.
- Grimm, K. J. (2004, November). Intraindividual variability in cognitive performance and mortality. *The 57th Annual Scientific Meeting of the Gerontological Society of America*, Washington, DC.
- Grimm, K. J., McArdle, J. J., & Hamagami, F. (2004, June). Growth mixture models of cognitive abilities in the Berkeley Studies. *The International Meeting of the Psychometric Society*, Pacific Grove, CA.
- Ram, N., Chow, S., Grimm, K. J., Fujita, F., & Nesselroade, J. R. (2004, June). Examining the dynamics of pleasant and unpleasant emotions using spectral analysis and the rating scale model. *International Meeting of the Psychometric Society*. Pacific Grove, CA.
- Grimm, K. J., McArdle, J. J., Hamagami, F., & Bowles, R. B. (2003, November). Modeling latent growth curves using longitudinal data with non-repeated measurements. *The 56th Annual Meeting of the Gerontological Society of America*, San Diego, CA.
- Grimm, K. J. (2003, September). Simulation studies of the accuracy of linear and nonlinear growth mixture models. *Annual Meeting of the Society of Multivariate Experimental Psychology Graduate Pre-conference*, Keystone, CO.

McArdle, J. J., Hamagami, F., Ferrer, E., & Grimm, K. J. (2003, May). Structural modeling of dynamic processes using incomplete longitudinal panel data. *Data Analytic Techniques for Dynamical Systems*, University of Notre Dame, South Bend, IN.

McArdle, J. J., Grimm, K. J., Hamagami, F., & Ferrer, E. (2003, March). Modeling non-repeated measurement using contemporary modeling methods. *The Institute for Human Development working conference: The future of longitudinal studies: What we know; what we don't know; what we need to know*, University of California, Berkeley.

McArdle, J. J., Grimm, K. J., Hamagami, F., & Ferrer, E. (2002, October). Modeling non-repeated measurements using longitudinal structural equations. *Annual Meeting of the Society of Multivariate Experimental Psychology*, University of Virginia, Charlottesville, VA.

POSTER PRESENTATIONS

Bowles, R. P., Grimm, K. J., & Hunter, M. (2008, April). Item-specific retest effects and the measurement of longitudinal change. *Cognitive Aging Conference*, Atlanta, GA.

Small, B. J., Dixon, R. A., McArdle, J. J., & Grimm, K. J. (2008, April). Changes in lifestyle activities in relation to changes in cognitive abilities: Evidence from the Victoria Longitudinal Study. *Cognitive Aging Conference*, Atlanta, GA.

Henry, A., Mashburn, A. J., Grimm, K. J., & Pianta, R. C. (2008, March). Identifying thresholds of preschool quality that maximize children's development. *First Annual Society for Research on Educational Effectiveness*, Washington, DC.

Curby, T., & Grimm, K. J. (2007, June). Stability and change in classroom quality across a half-day in pre-kindergarten. *2007 Institute of Education Sciences Research Conference*, Washington, DC.

Henry, A. E., Grimm, K. J., & Pianta, R. C. (2007, June). Effect of consistent preschool and kindergarten classroom quality on child outcomes. *2007 Institute of Education Sciences Research Conference*, Washington, DC.

Grimm, K. J. (2007, March). Developmental links between achievement and depression. *Society for Research in Child Development Biennial Meeting*, Boston, MA.

Skibbe, L. E., Grimm, K. J., Stanton-Chapman, T. L., Justice, L. M., Pence, K. L., & Bowles, R. P., (2007, March). The reading trajectories of children with language impairment from preschool to fifth grade. *Society for Research in Child Development Biennial Meeting*, Boston, MA.

Skibbe, L. E., Grimm, K. J., Stanton-Chapman, T. L., Justice, L. M., Pence, K. L., & Bowles, R. P., (2006, June). The reading trajectories of children with language impairment from preschool to fifth grade: A prospective study of the forecast for school. *Annual Meeting of the IES National Research Conference*, Washington, DC.

Nishida, T. K., Grimm, K. J., & Pianta, R. P. (2005, October). Investigating a reciprocal relationship between academic and social competence. *Cognitive Development Society Meeting*, San Diego, CA.

Grimm, K. J. & McArdle, J. J. (2004, April). Life-span development of memory span using nonrepeated measurements. *Cognitive Aging Conference*, Atlanta, GA

Grimm, K. J., Huang, W., & Berry, J. (2004, April). The structure of intelligence in adulthood: A confirmatory factor analysis. *Cognitive Aging Conference*, Atlanta, GA.

Bowles, R. P., Schmidt, K. M., Kline, T. L., & Grimm, K. J. (2003, April). *Ben Wright, Rasch measurement, and cognitive psychology. A Festschrift in honor of Ben Wright*, Chicago, IL.

PROFESSIONAL ACTIVITIES

2002-2005 Research Assistant Center for Behavioral Medicine, University of Virginia

CONSULTING

2007-present Research Investigating Growth and Health Trajectories. Susan Calkins, Susan Keane, & Marion O'Brien (PIs). University of North Carolina, Greensboro.

2006-present National Collegiate Athletic Association. Study of College Outcomes and Recent Experiences.

2004-2006 National Center for Posttraumatic Stress Disorder, Daniel King, Ph.D. Boston University, Boston, MA.

2004 Northwestern Juvenile Project, Linda Teplin, Ph.D., Psycho-Legal Studies Program, Feinberg School of Medicine, Northwestern University, Chicago, IL.

2004 Marriage Matters, Steven Nock, Ph.D., Sociology Department, University of Virginia, Charlottesville, VA.

2004 Hormonal influences on human sexually-dimorphic behavior, Sheri Berenbaum, Ph.D., Department of Psychology, The Pennsylvania State University, University Park, PA.

2004 High school outcomes for students in a public Montessori program, Kathryn R. Dohrmann, Ph.D., Department of Psychology, Lake Forest College, Milwaukee, WI.

ADVANCED TRAINING

Muthén & Muthén. (March, 2005). *Workshop on Multilevel Models in Mplus*. Johns Hopkins University, Baltimore, MD.

Educational Testing Service (August, 2004). Princeton, NJ.

Summer Institute on Longitudinal Methods (May, 2004). *Analyzing Developmental Trajectories*. Penn State University, State College, PA.

Summer Institute on Longitudinal Methods (May, 2003). *Applied Longitudinal Data Analysis: Modeling Change and Event Occurrence*. Penn State University, State College, PA.

Joint Statistical Meetings (August, 2002). *Longitudinal Categorical Data Analysis*. New York, NY.

Joint Statistical Meetings (August, 2002). *Latent Class and Mixture Modeling*. New York, NY.

Longitudinal Research Institute. (June, 2002). *Longitudinal Methods, Measurement and Models*. University of Virginia, Charlottesville, VA.

American Psychological Association Advanced Training Institute. (June, 2002). *Longitudinal Methods, Measurement and Models*. University of Virginia, Charlottesville, VA.

PROFESSIONAL AFFILIATIONS

American Psychological Association
Psychometric Society

GRANT REVIEWER

Institute of Education Sciences

AD-HOC REVIEWER

British Journal of Psychology, Child Development, Developmental Psychology, Developmental Neuropsychology, Educational Evaluation & Policy Analysis, International Journal of Behavioral Development, Journal of Cross-Cultural Psychology, Journal of School Psychology, Journal of Statistical Planning and Inference, Multivariate Behavioral Research, Psychological Assessment, Psychological Medicine, Psychological Methods, Psychology and Aging, Research in Developmental Disabilities

UNIVERSITY SERVICE

- 2005-2006 Co-founder of the Millmont Methodology Series
Organized and created a methodology lecture series for faculty, post- and pre-doctoral students
- 2005-2006 Student Representative of the Quantitative Search Committee
- 2002-2005 Quantitative Area Representative, Department of Psychology, University of Virginia.
- 2002-2003 Organizer of Design and Data Analysis Lunch Seminar
Recruited speakers and organized seminar series in quantitative methods.

2002-2005 Diversity Concerns Committee, Department of Psychology, University of Virginia
Designed web page to highlight diversity issues in research and promote a more diverse student body.