

## Kevin J. Grimm

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

Tel: 530.754.9434  
Fax: 530.752.2087  
kjgrimm@ucdavis.edu

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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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|--------------|----------------------------|--|
| 2011-present | <u>Associate Professor</u> | Department of Psychology<br>University of California, Davis                      |
| 2007-2011    | <u>Assistant Professor</u> | Department of Psychology<br>University of California, Davis                      |
| 2006-2007    | <u>Research Associate</u>  | Center for the Advanced Study of Teaching and Learning<br>University of Virginia |

### TEACHING EXPERIENCE

#### WORKSHOP TEACHING

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|------------|-----------------------------|---|
| July, 2011 | <u>Organizer/Instructor</u> | <i>Incomplete Data Analysis</i> . University of Miami, Coral Gables, FL.  |
| June, 2011 | <u>Instructor</u>           | American Psychological Association Advanced Training Institute. <i>Exploratory Data Mining in Behavioral Research</i> . University of California, Davis, CA.        |
| June, 2011 | <u>Organizer/Instructor</u> | American Psychological Association Advanced Training Institute. <i>Structural Equation Modeling in Longitudinal Research</i> . University of California, Davis, CA. |

February, 2011	<u>Organizer/Instructor</u>	<i>Modeling Change Across Time</i> . University of Miami, Coral Gables, FL.
August, 2010	<u>Organizer/Instructor</u>	Longitudinal Research Institute. <i>Advanced Longitudinal Data Analysis</i> . University of California, Davis, CA.
July, 2010	<u>Organizer/Instructor</u>	<i>Advances in Longitudinal Data Analysis</i> . University of North Carolina, Greensboro NC.
June, 2010	<u>Instructor</u>	American Psychological Association Advanced Training Institute. <i>Exploratory Data Mining in Behavioral Research</i> . University of Southern California, Los Angeles, CA.
May, 2010	<u>Organizer/Instructor</u>	American Psychological Association Advanced Training Institute. <i>Structural Equation Modeling in Longitudinal Research</i> . University of Virginia, Charlottesville, VA.
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, &amp; 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>
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*Statistical Analysis of Psychological Data  
Structural Equation Modeling*

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 Growth Mixture Modeling, Two-Occasion Repeated Measures Mixture Modeling</i>
2001	<u>High School Teacher</u>	East Meadow High School, East Meadow, NY <i>Math A Sequential 2X</i>
2000	<u>Student Teacher</u>	Gettysburg High School, Gettysburg, PA <i>Geometry &amp; Trigonometry Calculus</i>
1997-2000	<u>Teaching Assistant</u>	Department of Mathematics, Gettysburg College <i>Calculus I Quantitative Methods</i>

## FELLOWSHIPS & AWARDS

2010	ASUCD Excellence in Education Award Nominee
2009	Article of the Year Award for <i>School Psychology Review</i>
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

1. 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.
2. 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.
3. 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/Elseiver.
4. 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.
5. 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.
6. 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.
7. 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.
8. 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.
9. Grimm, K. J. (2007). Multivariate longitudinal methods for studying developmental relationships between depression and academic achievement. *International Journal of Behavioral Development*, *31*, 328-339.
10. 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.

11. 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.
12. 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.
13. 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.
14. 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.
15. Grimm, K. J. (2008). Longitudinal associations between reading and mathematics. *Developmental Neuropsychology, 33*, 410-426.
16. 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.
17. Widaman, K. F., & Grimm, K. J. (2009). Invariance or noninvariance, that is the question. *Measurement, 7*, 8-12.
18. Grimm, K. J., Pianta, R. C., & Konold, T. R. (2009). Longitudinal multitrait-multimethod models for developmental research. *Multivariate Behavioral Research, 44*, 233-258.
19. 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.
20. 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.
21. Grimm, K. J., & Ram, N. (2009). Nonlinear growth models in Mplus and SAS. *Structural Equation Modeling: A Multidisciplinary Journal, 16*, 676-701.
22. Rimm-Kaufman, S. E., Curby, T. W., Grimm, K. J., Brock, L. L., & Nathanson, L. (2009). The contribution of children's self-regulation and classroom quality to children's adaptive behaviors in the kindergarten classroom. *Developmental Psychology, 45*, 958-972.
23. Grimm, K. J., & Ram, N. (2009). A second-order growth mixture model for developmental research. *Research in Human Development, 2-3*, 121-143.

24. Brock, L. L., Rimm-Kaufman, S. E., Nathanson, L., & Grimm, K. J. (2009). The contribution of 'hot' and 'cool' executive function to children's academic achievement and classroom behavior. *Early Childhood Research Quarterly, 24*, 337-349.
25. Ram, N., & Grimm, K. J. (2009). Growth mixture modeling: A method for identifying differences in longitudinal change among unobserved groups. *International Journal of Behavioral Development, 33*, 565-576.
26. Curby, T. W., Grimm, K. J., & Pianta, R. C. (2010). Stability and change in early childhood classroom interactions during the first two hours of a day. *Early Childhood Research Quarterly, 25*, 373-384.
27. Barrett, F. S., Grimm, K. J., Robins, R., Wildschut, T., Sedikides, C., & Janata, P. (2010). Music-Evoked nostalgia: Affect, memory, and personality. *Emotion, 10*, 390-403.
28. McArdle, J. J., & Grimm, K. J. (2010). 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* (pp. 245-274). Heidelberg, Germany: Springer-Verlag.
29. Grimm, K. J., & Widaman, K. F. (2010). Residual structures in latent growth curve analysis. *Structural Equation Modeling, 17*, 424-442.
30. Grimm, K. J., Steele, J. S., Mashburn, A. J., Burchinal, M., & Pianta, R. C. (2010). Early behavioral associations of achievement trajectories. *Developmental Psychology, 46*, 976-983.
31. Grissmer, D., Grimm, K. J., Aiyer, S. M., Murrain, W. M., & Steele, J. S. (2010). Fine motor skills and early comprehension of the world: Two new school readiness indicators. *Developmental Psychology, 46*, 1008-1017.
32. Grimm, K. J., McArdle, J. J., & Widaman, K. F. (2010). Family-level variance in verbal ability change. In K. Trzesniewski, M. B. Donnellan, & R. E. Lucas (Eds.), *Secondary data analysis: An introduction for psychologists* (pp. 209-229). Washington, DC: American Psychological Association.
33. Bandon, A. Y., Calkins, S. D., Grimm, K. J., Keane, S. P., & O'Brien, M. (2010). Testing a developmental cascade model of emotional and social competence and early peer acceptance. *Development and Psychopathology, 22*, 737-748
34. Grimm, K. J., Ram, N., & Estabrook, R. (2010). Nonlinear structured growth mixture models in Mplus and OpenMx. *Multivariate Behavioral Research, 45*, 887-909.
35. McArdle, J. J., & Grimm, K. J. (2010). An empirical example of change analysis by linking longitudinal item response data from multiple tests. In A. von Davier (Ed.), *Statistical models for test equating, scaling, and linking* (pp. 71-88). New York: Springer Science + Business Media.
36. Guyer, A. E., Choate, V. R., Grimm, K. J., Pine, D. S., & Keenan, K. (2011). Emerging depression is associated with face memory deficits in adolescent girls. *Journal of the American Academy of Child and Adolescent Psychiatry, 50*, 180-190.

37. Curby, T. W., Stuhlman, M., Grimm, K. J., Mashburn, A. J., Chomat-Mooney, L., Downer, J., Hamre, B. K., & Pianta, R. C. (in press). Within-day variability in the quality of classroom interactions during third and fifth grade: Implications for children's experiences and conducting classroom observations. *Elementary School Journal*.
38. 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.
39. Grimm, K. J., Ram, N., & Hamagami, F. (in press). Nonlinear growth curves in developmental research. *Child Development*.
40. Ferrer, E., & Grimm, K. J. (in press). Issues in collecting longitudinal data. In H. Cooper (Ed.), *Handbook of research methods in psychology* (pp. xx-xx). Washington, DC: American Psychological Association.
41. Grimm, K. J., & Widaman, K. F. (in press). Construct validity. In H. Cooper (Ed.), *Handbook of research methods in psychology* (pp. xx-xx). Washington, DC: American Psychological Association.
42. Song, H., Cai, H., Brown, J. D., & Grimm, K. J. (in press). Detecting and evaluating differential item functioning of the Rosenberg Self-Esteem Scale in the U.S. and China: Measurement bias matters. *Asian Journal of Social Psychology*.
43. Ram, N., Grimm, K. J., Gatzke-Kopp, L. M., Molenaar, P. C. M. (in press). Longitudinal mixture models and the identification of archetypes: Action-adventure, mystery, science fiction, fantasy, or romance? In T. Little, B. Laursen, & N. Card (Eds.), *Handbook of developmental research methods* (pp. xx-xx). New York: Guilford Publications.
44. Grimm, K. J., & Ram, N. (in press). Growth curve modeling from an SEM perspective. In T. Little, B. Laursen, & N. Card (Eds.), *Handbook of developmental research methods* (pp. xx-xx). New York: Guilford Publications.
45. Skibbe, L. E., Grimm, K. J., Bowles, R. P., & Morrison, F. J. (in press). Literacy growth in the academic year versus summer from preschool through second grade: Differential effects of schooling across four skills. *Scientific Study of Reading*.
46. Woods, C. M., & Grimm, K. J. (in press). Testing for nonuniform differential item functioning with multiple indicator multiple cause models. *Applied Psychological Measurement*.
47. Shiyko, M., P., Ram, N., & Grimm, K. J. (in press). An overview of growth mixture modeling: A simple nonlinear application in OpenMx. In R. H. Hoyle (Ed.), *Handbook of Structural Equation Modeling* (pp. xx-xx). New York: Guilford Press.
48. Marceau, K., Ram, N., Houts, R. M., Grimm, K. J., Susman, E. J. (in press). Individual differences in boys' and girls' timing and tempo of puberty: Modeling development with nonlinear growth models. *Developmental Psychology*.

49. Downer, J. T., Lopez, M. L., Grimm, K. J., Hamagami, F., Pianta, R. C., Howes, C. (in press). Observations of Teacher-Child Interactions in Classrooms Serving Latinos and Dual Language Learners: Applicability of the Classroom Assessment Scoring System in Diverse Settings. *Early Childhood Research Quarterly*.

## **GRANTS/RESEARCH SUPPORT**

### **ONGOING RESEARCH SUPPORT**

R305A06021

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: \$77,999  
 Subaward Dates: 01/01/08 – 12/31/10

DRL-0815787

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  
 Subaward Dates: 09/01/08 – 08/31/11

07-2040

Gail Goodman (PI)

Title: CDSS-UCD Center for Public Policy Research  
 Granting Agency: California Department of Social Services  
 Total Cost: \$3,500,094  
 Dates: 01/01/08 – 06/30/11  
 Role: Co-Investigator

R03 62755

Katherine Graf-Estes (PI)

Title: Linking Statistical Learning to Vocabulary Development  
 Granting Agency: National Institute of Child Health and Human Development  
 Total Cost: \$131,000  
 Dates: 07/1/10 – 06/30/12  
 Role: Co-Investigator

Susan Calkins (PI)

Title: Developmental Trajectories of Early Behavior Problems

Granting Agency: National Institute of Mental Health  
 Direct Cost: \$1,825,790  
 Dates: 04/01/10 – 02/28/15  
 Role: Consultant

## **PENDING RESEARCH SUPPORT**

Kevin J. Grimm (PI)

Title: Identification, Trajectories, & Cognitive Dynamics of Children with  
 Mathematical Learning Disabilities  
 Granting Agency: Institute of Education Sciences  
 Total Cost: \$809,640  
 Dates: 07/10/11 – 06/30/13  
 Role: Principal Investigator

Alison Ledgerwood (PI)

Title: The Joint Impact of Psychological Distance and Health Literacy on Cancer  
 Screening Decisions  
 Granting Agency: National Institute of Health  
 Total Cost: \$431,817  
 Dates: 07/01/11 – 06/30/13  
 Role: Co-Investigator

Simona Ghetti (PI)

Title: Neural Development of the Fronto-Temporal Episodic-Memory Network in  
 Childhood  
 Granting Agency: National Institute of Health  
 Total Cost: \$2,359,570  
 Dates: 7/1/2011 to 6/30/2016  
 Role: Co-Investigator

Amanda Guyer (PI)

Title: Changes in Brain Function during Adolescence and Risk for Depression in Girls  
 Granting Agency: National Institute of Mental Health  
 Total Cost: \$1,794,200  
 Dates: 4/1/2011 to 3/31/2016  
 Role: Co-Investigator

## **COMPLETED RESEARCH SUPPORT**

N65236-08-1-6401

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

## 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., & Estabrook, C. R. (2011, April). Nonlinear structured growth mixture models for longitudinal panel data. *Society for Research in Child Development Biennial Meeting*, Montreal, Canada.
- Grimm, K. J., Ram, N., Estabrook, C. R. (2010, November). Nonlinear structured growth mixture models. *A California Consortium of Quantitative Research & Education*, Davis, CA.
- Grimm, K. J. (2010, October). School readiness factors and subsequent changes in reading and mathematics. *Invited Homecoming Lecture at Gettysburg College*, Gettysburg, PA.
- Grimm, K. J., & Widaman, K. F. (2010, July). Approaches and data needs for cross-study co-calibration of cognitive abilities. *Integrative Analysis of Longitudinal Studies of Aging*, Victoria, Canada.
- Woods, C. M., & Grimm, K. J. (2010, July). Identification of nonuniform differential item functioning using multiple indicator multiple cause models. *International Meeting of the Psychometric Society*, Athens, GA.
- Chen, W., Grimm, K., Grissmer, D. W., Gregory, A. (2010, April). Fine motor skills as a mediator of the relationship between early parent-child interactions and math at kindergarten entry. *Conference on Human Development*, New York, NY.
- 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 59<sup>th</sup> 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 59<sup>th</sup> 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 58<sup>th</sup> Annual Scientific Meeting of the Gerontological Society of America*, Orlando, FL.
- Grimm, K. J. (2004, November). Intraindividual variability in cognitive performance and mortality. *The 57<sup>th</sup> 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 56<sup>th</sup> 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

Chen, W., Grimm, K., Grissmer, D. W., Gregory, A. (2010, June). Fine motor skills as a mediator of the relationship between parent-child interactions and child cognitive ability. *Annual Meeting of the Institute of Education Sciences*, National Harbor, MD.

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, National Science Foundation

## AD-HOC REVIEWER

*Acta Biotheoretica, Applied Psychological Measurement, British Journal of Psychology, Child Development, Developmental Psychology, Developmental Neuropsychology, Educational Evaluation & Policy Analysis, European Journal of Psychology of Education, International Journal of Behavioral Development, Journal of Cross-Cultural Psychology, Journal of the Royal Statistical Society, 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, Sociological Methods and Research, Structural Equation Modeling*

## UNIVERSITY SERVICE

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|-----------|---|
| 2007-2010 | Member<br>Undergraduate Curriculum Committee<br>Teaching Guidelines Committee   |
| 2005-2006 | Co-founder of the Millmont Methodology Series<br><i>Organized and created a methodology lecture series for faculty, post- and pre-doctoral students</i> |
| 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<br><i>Recruited speakers and organized seminar series in quantitative methods.</i>                  |
| 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.*