

CURRICULUM VITAE

JENNIE K. GRAMMER

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EMPLOYMENT

- 2014 - present Assistant Professor, Graduate School of Education and Information Studies,
University of California, Los Angeles
- 2012-2014 Postdoctoral Fellow, Albert Einstein College of Medicine, Department of Pediatrics
- 2010-2012 Postdoctoral Fellow, The University of Michigan, Department of Psychology

EDUCATION

- 2010 PhD. in Developmental Psychology, The University of North Carolina at Chapel Hill
Concentration in Quantitative Psychology
- 2008 Graduate Certification in Education Policy Research, Duke University
- 2003 B. A. with Honors in Psychology, Minor Arts Studies, North Carolina State University

ACADEMIC HONORS

- 2017 Harold A. and Lois Haytin Faculty Award
- 2015 UCLA Library Affordable Course Material Initiative Award
- 2009 – 2010 Harriet Rheingold Graduate Student Fellowship
- 2008 – 2009 Carolina Consortium on Human Development Predoctoral Fellowship, Center for
Developmental Science, funded by the NICHD
- 2007 & 2009 Society for Research in Child Development Travel Award
- 2008 American Educational Research Association Division C Seminar Travel Award
- 2008 Graduate Mentor Award, Office of Undergraduate Research, UNC Chapel Hill
- 2005 – 2007 Spencer Education Science and Policy Training Program Fellowship
(The Spencer Foundation and Duke University)
- 2005 Honorable Mention, National Science Foundation Graduate Fellowship
- 2005 Graduate Mentor Award, Office of Undergraduate Research, UNC Chapel Hill
- 2003 Undergraduate Research Award in Psychology, North Carolina State University
- 2002 Phi Beta Kappa
- 2002 Phi Kappa Phi
- 1999 – 2003 The Caldwell Fellows Scholar, North Carolina State University

RESEARCH GRANTS

Awarded

Years	Title	Funder	PI(s)	Col(s)	Total Award
2017-2018	Hellman Fellowship	Hellman Foundation	J. K. Grammer		\$26,000
2017-2019	Science-based Innovation in Learning Center	University of California Office of the President	F. Hoelt	J. Abedi, C. Connor, J. Gilger, J. Grammer	\$577,800
2014-2017	Exploring the Effects of Schooling on Changes in Behavioral and Neurological Indices of Children's Executive Functioning	NSF	F. J. Morrison	J.K. Grammer, W. J. Gehring, & P. Davis-Kean	\$625,000
2016-2017	Examining Children's Cognitive Control and Response to Feedback	UCLA, Faculty Career Development Award	J. K. Grammer		\$6,000
2015-2016	Towards Understanding of the Impact of Poverty on Cognitive Control and School Readiness	UCLA, Faculty Career Development Award	J. K. Grammer		\$10,000

PUBLICATIONS

Coffman, J. L., Grammer, J. K., Hudson, K. N., Thomas, T. E., Villwock, D., & Ornstein, P. A. (2018).

Relating children's early elementary classroom experiences to later skilled remembering and study skills. *Journal of Cognition and Development*, (epub ahead of print).

Grammer, J. K., Gehring, W. J., & Morrison, F. J. (2018). Longitudinal changes in error-related brain activity in early childhood. *Psychophysiology*. doi:10.1111/psyp.13040

McClelland, M., Geldhof, J., Morrison, F., Gestsdóttir, S., Cameron, C., Bowers, A, Duckworth, A., Little, T., & Grammer, J. (2018). Self-regulation. In N. Halfon, C. B. Forrest, R. Lerner, & E. M. Faustman (Eds.), *Handbook of Life Course Health Development Science*. Springer.

Kim, S. H., Grammer, J. K., Benrey, N., Morrison, F. J., & Lord, C. (2017). Stimulus processing and error monitoring in more-able kindergarteners with Autism Spectrum Disorder (ASD): A short review and a preliminary ERP study, *European Journal of Neuroscience*. DOI: 10.1111/ejn.13580

Kim, M. H., Marulis, L. M., Grammer, J. K., Morrison, F. J., & Gehring, W. J. (2017). Young children's motivational beliefs and achievement-related emotions are associated with electrophysiological measures of error monitoring processes. *Journal of Experimental Child Psychology*, 155, 32 – 47. doi: 10.1016/j.jecp.2016.10.010

Kim, M. H., Grammer, J. K., Marulis, L. M., Carrasco, M., Morrison, F. J., & Gehring, W. J. (2016). Early math and reading achievement are associated with the error positivity. *Developmental Cognitive Neuroscience*, 22, 18-26. doi: 10.1016/j.dcn.2016.09.002

Grammer, J. K., Coffman, J. L., Sydney, P. G., & Ornstein, P. A. (2016). Linking teacher instruction and student achievement in mathematics: The role of teacher language. *Journal of Cognition and Development*, 17, 468 – 485. doi: 10.1080/15248372.2015.1068777

Morrison, F. J. & Grammer, J. K. (2016). Conceptual clutter and measurement mayhem: A

proposal for a cross disciplinary approach to conceptualizing and measuring executive function. In J. A. Griffin, L. S. Freund, & P. McArdle (Eds.), *Executive Function in Preschool Age Children: Integrating Measurement, Neurodevelopment and Translational Research*. D.C.: APA.

- Grammer, J. K., Carrasco, M., Gehring, W. J. & Morrison, F. J. (2014). Age-related differences in error processing in young children. *Developmental Cognitive Neuroscience*. doi: 10.1016/j.dcn.2014.02.001
- Grammer, J. K., Coffman, J. L., & Ornstein, P. A. (2013). The impact of teachers' memory relevant language on children's strategy use and knowledge. *Child Development, 84*, 1989-2002. doi: 10.1111/cdev.12100
- Grammer, J. K., Coffman, J. L., & Ornstein, P. A., & Morrison, F. J. (2013). Change over Time: Conducting Longitudinal Studies of Children's Cognitive Development. *Journal of Cognition and Development, 14*, 1-14. doi:10.1080/15248372.2013.833925
- Grammer, J. K., Purtell, K. P., Coffman, J. L., & Ornstein, P. A. (2011). Relations between children's metamemory and strategic performance: Time-varying covariates in early elementary school. *Journal of Experimental Child Psychology, 108*, 139-155. doi:10.1016/j.jecp.2010.08.001
- Ornstein, P.A., Coffman, J. L., Grammer, J. K., McCall, L. E., & San Souci, P. P. (2010). Linking the classroom context and the development of children's memory skills. In J. Meece & J. Eccles (Eds.), *Handbook of Research on Schools, Schooling, and Human Development* (pp. 42-59). New York: Routledge.
- Ornstein, P.A., Grammer, J. K., & Coffman, J. L. (2010). Teachers' "Mnemonic Style" and the development of skilled memory. In H. S. Waters & W. Schneider (Eds.), *Metacognition, Strategy Use, and Instruction* (pp. 33-53). New York: Guilford.
- Ornstein, P.A., Coffman, J. L., & Grammer, J. K. (2009). Learning to remember. In O. A. Barbarin & B. H. Wasik (Eds.), *Handbook of Child Development and Early Education: Research to Practice* (pp. 103-122). New York: Guilford.

Submitted

- Ahmed, S. F., Grammer, J. K., & Morrison (under review). The development and validation of classroom-based executive function assessments in school-aged children.
- Morrison, F. Kim, M., Connor, C., & Grammer, J. K. (under review). Schooling and cognitive development: Insights from a natural experiment.
- Morrison, F. J., Grammer, J. K., Bell-Weixler, L., Gehring, W. J. (submitted). Growth in Self-Regulation in the Transition to School. To appear in K. Pugh, C. Perfetti, S. Nag, & L. Verhoaven (Eds.), *Global variation in literacy development*. Cambridge University Press.

In Progress

- *Torggrimson, S.J., Trane, F., & Grammer, J.K. (in preparation) None-the-less she persisted: Gender differences in executive function and persistence in early elementary school.
- *Xu, K., Tan, P., Ramirez, G., & Grammer, J. K. (in preparation). Associations of neural correlates of cognitive control and self-reported math anxiety level.
- Coffman, J. L., Grammer, J. K., & Ornstein, P. A. (in preparation). The interplay of the classroom context and children's self-regulated learning behaviors on memory strategy development.
- Grammer, J. K., et al. (in preparation). Schooling effects on Error-Related Brain Activity.

PRESENTATIONS

- Grammer, J.K., *Xu, K., Kim, M. H., Hazlett, C., Morrison, F. J., Gehring, W. (2018). Examining Neural and Behavioral Correlates of Young Children's Response Inhibition. In *Insights from Shared and Open Data in Developmental Neuroimaging Research*. Paper presented at *DEVSEC: Conference on the Use of Secondary and Open Source Data in Developmental Science SRCD Special Topics Meeting*, Phoenix, AZ.
- *Torgrimson, S.J. & Grammer, J.K. (2018). Task persistence: Self-regulatory and motivational factors in early elementary school. In F. Morrison (Chair). *Executive Function Development: Bridging Psychological, Neurological, and Educational Perspectives*. Paper presented at the *International Mind, Brain, and Education Society Conference*, Los Angeles, CA.
- Grammer, J. K., (2016, September). *The Impact of School Experience on Children's Cognitive Control*. In F. Morrison, (Chair). *Neuroscience and the development of executive function*. Paper presented at the annual meeting of the International Mind, Brain, and Education Society Conference. Toronto, CA.
- Grammer, J. K. (2016, May). *The Impact of School Experience on Children's Response Inhibition*. In F. Morrison (Chair). *Frontiers in Educational Neuroscience*. Paper presented at the annual meeting of the American Psychological Society, Chicago, IL.
- Lo, S. L. & Grammer, J. K. (2016, May). *The Role of Self-Regulation in Predicting Social-Emotional and Academic Outcomes in Young Children: a Neurophysiological Approach*. Symposium presented at the annual meeting of the American Psychological Society, Chicago, IL.
- Morrison, F. J., & Grammer, J. K. (March, 2016). *Growth in Self-Regulation in the Transition to School. Global Variation in Literacy Development*, Netherlands Institute for Advanced Study. Wassenaar, Netherlands.
- Grammer, J. G., Kim, M., Gehring, W., & Morrison, F. (2015, April). *Associations between non-task behavior and error monitoring in children undergoing ERP testing*. In K. Fitzgerald & J. Moser (Chairs). *Error Monitoring Brain Activity in Child and Adolescent Anxiety*. Paper presented at the annual meeting of the Anxiety and Depression Association of America, Miami, FL.
- Purtell, K. P., Grammer, J. K., & Coffman, J. L. (2015, April). *Timing of early childhood poverty and kindergarteners' executive functioning*. In J. K. Grammer & K. M. Purtell (Chairs). *The development of executive function and academic skills in the context of poverty: New perspectives on an old question*. Paper presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- Grammer, J., Kim, M., Carrasco, M., Gehring, W., & Morrison, F. (2014). *Literacy and executive functions: An electrophysiological perspective*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Santa Fe, NM.
- Kim, M. H., Marulis, L. M., Grammer, J. K., Gehring, W. J., & Morrison, F. J. (2014). *Motivational beliefs and achievement-related emotions are associated with error monitoring processes: Linking brain and behavioral perspectives*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Santa Fe, NM.
- Marulis, L. M., Kim, M. H., Grammer, J. K., Carrasco, M., Morrison, F. J., & Gehring, W. J. (2013). *Is young children's metacognitive knowledge associated with their error-related brain activity?* Presented at the 15th biennial EARLI conference for research on learning and instruction, Munich, Germany.
- Guthrie, S. J., Grammer, J. K., & Morrison (2013, April). *Effective Instruction from Multiple Perspectives: Comparing Approaches to Observing the Elementary Classroom and Links to Students' Literacy*

Achievement. Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

Grammer, J. K. & Santos, C. (2013, April). *Grant Submission to NIH: Navigating the Process*. Roundtable presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

Coffman, J. L., Grammer, J. K., & Ornstein, P. A. (2009, April). *Understanding the Interplay of the classroom context and children's self-regulation: Implications for the development of memory*. In P. A. Ornstein & C. M. Roebbers (Chairs). *Effects of schooling and instruction on developmental pathways in memory skills and executive functioning*. Paper presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.

Grammer, J. K., Coffman, J. L., Mugno, A., Hedrick, A. M., San Souci, P., & Ornstein, P. A. (2009, April). *Learning to remember: Characterizing memory relevant instruction in elementary school classrooms*. In K. Boller (Chair). *Issues and innovations in measuring the quality of early care and education*. Paper presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.

Grammer, J. K., Ornstein, P. A., & Coffman, J. L. (2008, July). *The elementary classroom context and children's memory development: A longitudinal picture of cognitive skills*. In P. A. Ornstein (Chair). *Longitudinal studies on memory development*. Paper presented at the biennial meeting of the International Society for the Study of Behavioural Development, Würzburg, Germany.

Grammer, J. K., Guthrie, S. J., Coffman, J. L., & Ornstein, P. A. (2008, March). *Children's strategies for remembering: A longitudinal examination of relations between children's study behaviors, memory strategies, and academic achievement*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Grammer, J. K. (2007, May). *Tracing children's memory skills across the elementary school years*. Paper presented at The Tenth International Institute on Developmental Science, Örebro, Sweden.

Ornstein, P. A., Coffman, J. L., & Grammer, J. K. (2007, March). *Teachers' memory-relevant conversations and children's memory performance*. In P. A. Ornstein & F. J. Morrison (Chairs). *The impact of the classroom context on children's cognitive development: Memory, mathematics, and literacy*. Paper presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.

Sorenson, J. & Grammer, J. K. (2002, April). *Components of memory and intrusive thinking*. Paper presented at North Carolina State University Undergraduate Research Symposium, Raleigh, NC.

POSTER PRESENTATIONS

*Xu, K., *Guevara, M., Tan, P., & Grammer, J. K. (2018, September). Effort or Luck? Comparing Neurophysiological Correlates of Evaluative And Non-Evaluative Feedback in College Students. Poster presented at the 6th *The International Mind, Brain and Education Society Biennial Conference*, Los Angeles, CA.

*Torgimson, S.J., *Trane, F., & Grammer, J.K. (May, 2018). None-the-less she persisted: Gender differences in executive function and persistence in early elementary school. Poster accepted for the *Association for Psychological Science Conference*, San Francisco, CA.

*Rapp, A. M., *Vazquez, S., Chavira, D. A., Tan, P., & Grammer, J. K. (2018, May). *Neural correlates of anxiety risk in a diverse sample of undergraduates*. Poster to be presented at the 30th APS Annual Convention, San Francisco, CA.

*Vazquez, S. R., *Rapp, A. M., Tan, P., & Grammer, J. K. (2018). *Neural Correlates of Behavioral Measures of Academic Motivation*. Poster to be presented at the 30th APS Annual Convention, San Francisco, CA.

- *Xu, K., Tan, P., Ramirez, G., & Grammer, J. K. (2018, May). Associations of neural correlates of cognitive control and self-reported math anxiety level. Poster presented at the 30th *APS Annual Convention*, San Francisco, CA.
- *Alpert, H., Haager, D., Grammer, J. (2018, February). *Exploring relations among phonetic decoding, phonemic awareness, rapid letter naming, and the components of executive function in early elementary grades*. Poster session presented at Pacific Coast Research Conference, San Diego.
- Ahmed, S. F., Salander, Z., Waters, N. E., Grammer, J. K., Gehring, W., & Morrison, F. J. (2017, April). *Self-regulation during the early school transition: An ERP exploration*. Poster presented at the biennial meeting of the Society for Research in Child Development, (SRCD) Austin, TX
- *Torgrimson, S.J., Grammer, J.K, Kim, M., Morrison, F.J., & Gehring, W.J. (May, 2017). Executive functions and academic success: Neural indices of response inhibition relate to children's literacy and math achievement. Poster presented at the *Society for Research in Child Development Conference*, Austin, TX.
- *Torres, R., *Solone, C., *Sanchez, F., *Zea, Y. & Grammer, J. K. (2017, Jan.) *The Effects of a Mindfulness Program on Low-Income Children's Self-Regulation*. Poster presentation at the 2nd Western Positive Psychology Conference, "Positive Psychology for Societal Impact" at Claremont Graduate University, Claremont, CA.
- *Xu, K., Gehring, W. J., Kim, M. H., Morrison, F. J., & Grammer, J. K. (2017, October). Brain and Behavioral Correlates of Error Monitoring in Young Children. Poster presented at the *Cognitive Development Society Bi-Ennial Conference*, Portland, OR.
- *Alpert, H., Grammer, J. (2017, October). *Exploring relations among phonetic decoding, phonemic awareness, rapid letter naming, and executive function in early elementary grades*.
- Ahmed, S. F., Katz, B., Waters, N., Stilwell, S. M., Grammer, J. K., & Morrison, F. J. (2015, October). *Classroom-based measures of executive function predict academic achievement in young children*. Poster presented at the Seventh Biennial Meeting of the Cognitive Development Society, Columbus, OH.
- Ahmed, S. F., Waters, N., Stilwell, S. M., Salander, Z., Katz, B., Grammer, J. K., & Morrison, F. J. (2015, October). *The relation between lab-based and classroom-based measures of executive function in kindergarten students*. Poster presented at the Seventh Biennial Meeting of the Cognitive Development Society, Columbus, OH.
- Ibrahim, A. F. A., Katz, B., Grammer, J. K., Davis-Kean, P., & Morrison, F. J. (2015, October). *Executive function and numerical abilities*. Poster presented at the Seventh Biennial Meeting of the Cognitive Development Society, Columbus, OH.
- Salander, Z. B., Grammer, J.K., O'Hara, N., Carrasco, M., Gehring, W.J., & Morrison, F. J., (2015, October). Examining the electrophysiological correlates of response inhibition in young children. Poster presented at the Seventh Biennial Meeting of the Cognitive Development Society, Columbus, OH.
- Coffman, J. L., Hudson, K. N., Thomas, T. E., Grammer, J. K., & Ornstein, P. A. (2015, April). *The impact of classroom instruction on children's strategic understanding: The role of metacognition*. Poster presented at the Seventh Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.
- Marulis, L. M., Kim, M. H., Grammer, J. K., Carrasco, M., Morrison, F. J., & Gehring, W. J. (2015, April). *The association between preschoolers' metacognitive knowledge, error-related brain activity, and their pre-*

academic achievement. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

Grammer, J., Kim, M., Gehring, W., & Morrison, F. (2014). *Examining neurophysiological correlates of executive function in elementary schools*. Poster presented at the SRCDC Special Topic Meeting: Strengthening connections among child and family research, policy, and practice, Alexandria, VA.

Kim, M. H., Marulis, L. M., Grammer, J.K., Carrasco, M., Morrison, F. J., & Gehring, W.J. (April, 2013). *Motivation and Error-Related Brain Activity in Young Children*. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

Grammer, J.K., Carrasco, M., Morrison, F. J., & Gehring, W.J. (September, 2012). *Developmental changes in error processing in young children*. Poster presented at the annual meeting of the Society for Physiological Research. New Orleans, LA

Marulis, L. M., Kim, M. H., Grammer, J. K., Carrasco, M., Morrison, F. J., & Gehring, W. J. (2013, April). *Young children's inhibitory control skills are associated with error-related brain activity*. Poster presented at the annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.

Kim, M. H., Marulis, L. M., Grammer, J. K., Carrasco, M., Morrison, F. J., & Gehring, W. J. (2013, April). *Motivational characteristics of young children are associated with error-related brain activity*. Poster presented at the annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.

Carrasco, M., Grammer, J. K., Gehring, W. J., & Morrison, F. J. (2012, March). Processing Speed and Verbal Working Memory in Children and Adults: A Developmental ERP Study. Poster presented at the 19th annual meeting of the Cognitive Neuroscience Society, Chicago, IL.

Grammer, J. K., Carrasco, M., Gehring, W. J., & Morrison, F. J. (2012, March). *Relating Behavioral and Electrophysiological Indices of Response Inhibition and Academic Achievement in Young Children: A Developmental ERP Study*. Poster presented at the 19th annual meeting of the Cognitive Neuroscience Society, Chicago, IL.

Grammer, J. K., Gehring, W. J., Carrasco, M., Kim, M. H., & Morrison, F. J. (2011, October). *Exploring the effects of schooling on changes in behavioral and neurological indices of children's executive functioning skills*. Poster presented at the Seventh Biennial Meeting of the Cognitive Development Society, Philadelphia, PA.

Ornstein, P. A., Langley, H. A., Brumley, B., Howlett, K., Grammer, J. K., & Coffman, J. L. (2011, October). *The joint effects of mothers' and teachers' memory-relevant language on the development of children's memory skills*. Poster presented at the Seventh Biennial Meeting of the Cognitive Development Society, Philadelphia, PA.

Carrasco, M., Grammer, J. K., Gehring, W. J., & Morrison, F. J. (2011, September). *The effect of schooling on behavioral and neurological trajectories associated with children's executive functioning skills*. Poster presented at the Entertainment Software and Cognitive Neurotherapeutics Society meeting, San Francisco, CA.

Coffman, J. L., Mugno, A., Zimmerman, D. A., Langley, H. A., Howlett, K., Grammer, J. K., & Ornstein, P. A. (2011, April). *A longitudinal examination of kindergarteners' memory performance*. Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.

Grammer, J. K., Mugno, A., Zimmerman, D. A., Howlett, K., Langley, H. A., Coffman, J. L., & Ornstein, P. A. (2011, April). *An experimental investigation of contrasting instructional conceptions on children's*

developing memory skills. Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.

- Grammer, J. K., Coffman, J. L., & Ornstein, P. A. (2009, October). *The impact of instructional activities on children's developing memory skills*. Poster presented at the Sixth Biennial Meeting of the Cognitive Development Society, San Antonio, TX.
- Grammer, J. K., Purtell, K. P., Coffman, J. L., & Ornstein, P. A. (2009, April). *Relations between children's memory strategy use and metamemory: Time-varying covariates across early elementary school*. Poster presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Grammer, J. K., Sidney, P. G., Mugno, A., Lee, S., Langley, H. A., Coffman, J. L., & Ornstein, P. A. (2009, April). *A longitudinal exploration of children's multiple strategy use in the context of the elementary school classroom*. Poster presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Grammer, J. K., Coffman, J. L., & Ornstein, P. A. (2008, July). *Long-term linkages with children's emerging academic studying: Relations among working memory, strategy use, metamemory, and skilled study behaviors across elementary school*. Poster presented at the biennial meeting of the International Society for the Study of Behavioural Development, Würzburg, Germany.
- Coffman, J. L., Gupta, P., Grammer, J. K., & Ornstein, P. A. (2008, March). *Classroom contexts and children's cognitive growth: A longitudinal picture of memory strategies and academic achievement*. Poster presented at the annual meeting of the American Educational Research Association, New York, NY.
- Coffman, J. L., Ornstein, P. A., Grammer, J. K., Hedrick, A. M., Lee, S. & Price, H. L. (2007, October). *The impact of teachers' memory-relevant conversations on children's memory development*. Poster presented at the Fifth Biennial Meeting of the Cognitive Development Society, Santa Fe, NM.
- Grammer, J. K., Mugno, A. P., San Souci, P., Coffman, J. L., & Ornstein, P. A., (2007, October). *Linkages among children's study skills, memory strategies, and academic achievement*. Poster presented at the Fifth Biennial Meeting of the Cognitive Development Society, Santa Fe, NM.
- Coffman, J. L., McCall, L. E., Grammer, J. K., & Ornstein, P. A. (2007, March). *The interplay of classroom context and children's self-regulated learning behaviors on developing memory skills*. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Grammer, J. K. McCall, L. E., Mugno, A. P., Coffman, J. L., Ornstein, P. A. (2007, March). *Linking fourth graders' study skills to their early memory strategies*. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Grammer, J. K., Coffman, J. L., McCall, L. E., San Souci, P. P., & Ornstein, P. A. (2006, April). *The development of children's memory: Linking strategy use, classroom context, and academic achievement*. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Coffman, J. L., McCall, L. E., Chen, C. C., Fuller, H. G., Grammer, J. K., San Souci, P. P., & Ornstein, P. A. (2005, April). *Developmental changes in first graders' mnemonic skills*. Poster presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.
- Grammer, J. K. & Sorenson, J. (2003, March) *Negative experiences and their relations to intrusive thoughts*. Poster presented at the Second Annual Sandhills Regional Psychology Conference, Fayetteville, NC.

INVITED PRESENTATIONS

- Grammer, J. K., (2018, October). *Integrating Neuroscientific Approaches to Assess Children's Attention*. Invited presentation at CRESSTCon, UCLA, Los Angeles, CA.
- Grammer, J. K. (September, 2018). *Measuring Executive Functions in the Classroom Setting*. Invited presentation for the IMBES Satellite Symposium hosted by the UC-Sanford Precision Learning Center Virtual Symposium.
- Grammer, J. K. (May, 2018). *Development of Cognitive Control and Assessing Attention and Regulation in the Classroom*. Invited presentation for the UC-Sanford Precision Learning Center Virtual Symposium.
- Grammer, J. K., (2017, February). *The Impact of School on Children's EF Development*. Invited presentation to the CPEP Brown Bag, Combined Program in Psychology and Education, University of Michigan, Ann Arbor, MI.
- Grammer, J. K. (2016, May). *The Impact of School Experience on Children's Response Inhibition*. In F. Morrison (Chair). *Frontiers in Educational Neuroscience*. Paper presented at the annual meeting of the American Psychological Society, Chicago, IL.
- Grammer, J. K., (October, 2015). *The Development of Response Inhibition across the Transition to School*. Invited presentation to the School of Education Brownbag, Department of Education, UC Irvine, Irvine, CA.
- Grammer, J. G. (2015, October). *Your Brain at School: New Strategies for Education*. Luskin Neuroscience and Society Conference, Los Angeles, CA.
- Grammer, J. K., (March, 2015). *Executive Function across the School Transition*. Invited presentation to the Developmental Psychology Brown Bag, Department of Psychology, UCLA, Los Angeles, CA.

QUANTITATIVE AND TECHNICAL TRAINING

Advanced Statistical Coursework

Multivariate Techniques, Multilevel Models, Structural Equation Models with Latent Variables, Latent Growth Curve Modeling

Training

ERP Bootcamp, University of California, Davis (2011)
Classroom Assessment Scoring System (CLASS) Certification (2010)
Spencer Education Science and Policy Training Program, Duke University (2005-2007)

PROFESSIONAL SERVICE AND ACTIVITIES

External

2015	Cognitive Development Society Conference Reviewer
2014	SRCD Nominations Committee Member
2009-2013	Co-Chair, Student and Early Career Council, Society for Research in Child Development
2009-2011	Student Representative, Governing Council, Society for Research in Child Development
2007-2013	Student Representative, Student and Early Career Council, Society for Research in Child Development
2007 – 2009	Student Representative, Interdisciplinary Committee, Society for Research in Child Development

2005 – 2006 Co-Chair, UNC Developmental Psychology Weekly Seminar
2005 – 2006 Graduate Student Representative, UNC Developmental Psychology Program

UCLA

2018- Education Major Planning Committee
2016 - GSE&IS Academic Personnel Committee
2016- UCLA Lab School CONNECT IRB Review Committee
2015- Complex Learners Working Group, Lab School
2015 Luskin Neuroscience and Society Planning Committee
2015-2016 FEC, GSE&IS, UCLA
2015 Education Dissertation Award Review Committee
2015, 2016 Research and Inquiry Conference Reviewer, GSE&IS, UCLA
2015 Research and Inquiry Conference Student Nominated Speaker

Ad Hoc Reviewer

American Educational Research Journal - Teaching, Learning, and Human Development, AERA– Open, Biological Psychiatry, Child Development, Child Development Research, Developmental Cognitive Neuroscience, Developmental Psychobiology, Developmental Psychology, Developmental Science, European Journal of Psychology of Education, Frontiers in Psychology - Developmental, Journal of Abnormal Psychology, Journal of Cognition and Development, Journal of Experimental Child Psychology, Learning and Individual Differences, Psychophysiology

Professional Affiliations

American Education Research Association
Cognitive Development Society
Cognitive Neuroscience Society
Society for Psychophysiological Research
Society for Research in Child Development

TEACHING AND MENTORING

Courses Taught

UCLA

Graduate

Fall, 2018 – 217: Cognitive Development
Winter 2017 – 212A: Learning
Spring 2016, 2017 – 299C: Research Practicum in Education
Fall 2017 – 299B: Research Practicum in Education
Spring 2016, 2017 – 299C: Research Practicum in Education
Winter 2015, Spring 2017 – 256B: Education and Neuroscience

Undergraduate

Spring 2015, Winter 2016, Winter 2017, Winter 2018, Fall 2018 – 187: Cognitive Development and Schooling
Fall, Winter, Spring 2015, 2016 – 196C: Complex Learners Practicum

UNC-CH

Spring and Fall 2005 – Child Development

Mentoring (UCLA Only)

Primary Mentees

Doctoral Students

How Alpert 2015- (Joint-Doctoral Program in Special Education, Cal-State LA)
Caitlin Solone 2016 - (Joint-Doctoral Program in Special Education, Cal-State LA)

Salvador Vazquez 2016-
Keye Xu 2016-
Sarah Jo Torgimson 2016-
Remi Torres 2017 -

MA Students

Sonia Jamani
Isabella Boyadijan
Briana Rodriguez
Remi Torres, MA 2018
Alex Pekelis, 2017
Jan Yeh, 2016
Sharanya Menon, 2016