

CURRICULUM VITAE

JENNIE K. GRAMMER

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EDUCATION

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

PROFESSIONAL APPOINTMENTS

- 2022-present Stern Bicentennial Associate Professor in Education and Neuroscience
Education Leadership, Foundations and Policy Department
School of Education and Human Development
University of Virginia
- 2021 - 2022 Associate Professor
Human Development and Psychology
School of Education and Information Studies
University of California, Los Angeles
- 2014 - 2021 Assistant Professor
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

FELLOWSHIPS & AWARDS

- 2019, 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 Fellowship
- 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

Grants Received

2020-2021 Co-Principal Investigator, *Socializing kindness: How Latinx parents' cultural beliefs and emotion socialization behaviors relate to children's prosocial orientation*. UCLA Bedari Kindness Institute (\$15,900)

2019-2021 Co-Principal Investigator, *Real-time attention tracking in the classroom*. National Institutes of Mental Health R21 (\$275,000).

2019 Co-Principal Investigator, *Combining event-related potentials and task-evoked pupillometry to examine children's cognitive skills*. Subaward, Science-based Innovation in Learning Center, The University of California Office of the President (\$35,000).

2017-2019 Co-Investigator, *Science-based innovation in learning center*. The University of California Office of the President (\$577,800).

2017-2018 Principal Investigator, *Measuring the attentional brain processes in the classroom*. Hellman Foundation (\$26,000).

2014-2017 Co-Investigator, *Exploring the effects of schooling on changes in behavioral and neurological indices of children's executive functioning*. National Science Foundation (\$625,000).

2016-2017 Principal Investigator, *Examining children's cognitive control and response to feedback*. UCLA, Faculty Career Development Award (\$6,000).

2015-2016 Principal Investigator, *Towards understanding of the impact of poverty on cognitive control and school readiness*. UCLA, Faculty Career Development Award (\$10,000).

PUBLICATIONS

* Graduate student at UCLA at time of work

† Joint first authorship

Peer Reviewed

Xu, K. *, Torres, R. *, Torgrimson, S. J. *, Lenartowicz, A., & **Grammer, J. K.** (In Press). Tracking the neural correlates of attention in the classroom: Evidence from elementary and college classrooms. *Mind, Brain, and Education*.

Isbell, E. & **Grammer, J. G.** (In Press). ERP data quality in young children: Standardized measurement error of the ERN and Pe. *Developmental Psychobiology*.

Rapp, A. M. *, Tan, P. Z., **Grammer, J. K.**, Gehring, W. J., Miller, G. A., & Chavira, D. A. (2021). Cultural group differences in the association of neural sensitivity to social feedback and social anxiety among

diverse adolescents. *Journal of Psychiatric Research*, 143, 400-408. doi: 10.1016/j.jpsychires.2021.09.036

Janssen, T.†, **Grammer, J. K.**†, Vatakis, A. Bulgarelli, C., Zion-Golumbic, E., Vassena, E., Davidesco, I., Jasińska, K., K., Bleichner, M. G., Siugzdaite, R., Dikker, S., & van Atteveldt, N. (2021). Opportunities and limitations of using portable brain technology in educational neuroscience. *Mind, Brain, and Education*, 15 (4), 354-370. doi: 10.1111/mbe.12302

Ellis, A., Ahmed, S. F., Zeytinoglu, S., Isbell, E., Calkins, S. D., Leerkes, E. M., **Grammer, J. K.**, Gehring, W. J., Morrison, F. J., & Davis-Kean, P. E. (2021). Reciprocal associations between executive function and academic achievement: A conceptual replication of Schmitt et al. 2017. *Journal of Numerical Cognition*, 7 (3), 453-472. doi: 10.5964/jnc.7047

Grammer, J. K., *Xu, K., Lenartowicz, A. (2021). Effects of context on the neural correlates of attention in a college classroom. *npj Science of Learning*, 6, 15. doi.org/10.1038/s41539-021-00094-8

Ahmed, S. F., **Grammer, J. K.**, & Morrison, F. (2021). The development and validation of classroom-based executive function assessments in school-aged children. *Journal of Experimental Child Psychology*, 208. doi: 10.1016/j.jecp.2021.105131

*Torgrimson, S.J., Tan. P. Z., & **Grammer, J. K.** (2021). Response inhibition predicts differences in task persistence among highly motivated elementary students. *Journal of Experimental Child Psychology*, 208. doi: 10.1016/j.jecp.2021.105141

*Rapp, A., **Grammer, J. K.**, Tan, P.Z., Gehring, W., Miller, G.A., & Chavira, D. (2021) Collectivism is associated with enhanced neural response to errors occurring in a socially-salient context among diverse adolescents. *Social Cognitive and Affective Neuroscience*. 1150-1159. doi: 10.1093/scan/nsab065

*Rapp, A. M., Tan, P. Z., **Grammer, J. K.**, Gehring, W. J., Miller, G. A., & Chavira, D. A. (2021). Cultural values influence relations between parent emotion socialization and adolescents' neural responses to peer rejection. *Research on Child and Adolescent Psychopathology*. doi: 10.1007/s10802-020-00764-y

Morrison, F. J., Kim, M. H., Connor, C. M., & **Grammer, J. K.** (2019). The causal impact of schooling on children's development: Lessons for developmental science. *Current Directions in Psychological Science*, 28(5), 441-449. doi: 10.1177/0963721419855661

Coffman, J. L., **Grammer, J. K.**, Hudson, K. N., Thomas, T. E., Villwock, D., & Ornstein, P. A. (2019). Relating children's early elementary classroom experiences to later skilled remembering and study skills. *Journal of Cognition and Development*, 20(2), 203-221. doi: 10.1080/15248372.2018.1470976

Grammer, J. K., Gehring, W. J., & Morrison, F. J. (2018). Associations between developmental changes in error-related brain activity and executive functions in early childhood. *Psychophysiology*, 55(3), 10.1111/psyp.13040.

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*. 47, 556-567. 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
- Grammer, J. K.**, Carrasco, M., Gehring, W. J. & Morrison, F. J. (2014). Age-related differences in error processing in young children. *Developmental Cognitive Neuroscience*, 9, 93-105. 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

Chapters

- Morrison, F. J., **Grammer, J. K.**, Bell-Weixler, L., Kim, M. (in press, 2021). 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.
- Grammer, J. K.** & *Torres, R. (2021). *The socialization of cognition in the classroom: Future directions for understanding the role of instruction in brain and behavioral development*. To appear in: Bjorklund, D. F., Baker-Ward, L., & Coffman, J. L. (Eds.), *The development of children's memory*. Cambridge University Press.
- 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* (pp. 275-298). Springer, Cham.
- 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* p. 327–348. D.C.: APA.
- 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.

In Progress

*Mao, X. Z. & Grammer, J. K. (in preparation). "Paying attention gets twice the result with half the effort": Teacher's perception of children's attention in Chinese Kindergarten classrooms.

*Torgimson, S.J., Tan, P. Z., & **Grammer, J.K.** (in preparation). Neural correlates of response monitoring in young children: Examining patterns of alpha and ERP reactivity in a Go/No-Go paradigm.

*Vazquez, S., *Rapp, A., Tan, P. Z., & **Grammer, J. K.** (in preparation). Failure mindset predicts error-related negativity during a Go/No-Go task in young adults.

*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.**, Hudson, K. N., McNeish, D. M., & Ornstein, P. A. (in preparation). The interplay of the classroom context and children's self-regulated learning behaviors on memory strategy development.

Grammer, J. G., *Xu, K., & Tan, P. Z. (in preparation). Effort or luck? Comparing neurophysiological correlates of evaluative and non-evaluative feedback.

Grammer, J. K., et al. (in preparation). Schooling effects on error-related brain activity.

PRESENTATIONS

Invited

Grammer, J. K., *Measuring attentional brain processes in the classroom* (2019, August). Invited talk presented at the 18th European Association for Learning and Instruction (EARLI) biennial conference, Aachen, Germany.

Grammer, J. K., (2019, May). *Cognitive development in school: Classrooms, behavior, and brain*. Invited presentation for the 40th Anniversary of the Center for Developmental Science Conference, the University of North Carolina at Chapel Hill, Chapel Hill, NC.

Grammer, J. K., (2019, April). *The role of early school experiences in the development of Executive Function*. Invited presentation for the Psychology Colloquium, UC Berkeley, Berkeley, CA.

Grammer, J. K., (2018, October). *Integrating neuroscientific approaches to assess children's attention*. Invited presentation at CRESSTCon, UCLA, Los Angeles, CA.

Grammer, J. K., (2018, September). *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., (2018, May). *Development of cognitive control and assessing attention and regulation in the classroom*. Invited presentation for the UC-Stanford 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., (2015, October). *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. K., (2015, October). *Your brain at school: New strategies for education*. Luskin Neuroscience and Society Conference, Los Angeles, CA.

Grammer, J. K., (2015, March). *Executive function across the school transition*. Invited presentation to the Developmental Psychology Brown Bag, Department of Psychology, UCLA, Los Angeles, CA.

Paper Presentations

Grammer, J. K. (2021, February). *Executive functions: Bringing research into the classroom*. Paper presented at the North Carolina Council for Exceptional Children annual meeting.

*Rapp, A. M., & **Grammer, J. K.** (2020, March). *Cognitive control processes and internalizing disorders: Evidence from behavioral and electrophysiological paradigms across the lifespan*. Speakers: Kirsten Gilbert, Amy Rapp, Michael Wheaton. Symposium co-chaired at the 2020 Anxiety and Depression Association of America (ADAA) Annual Conference, San Antonio, TX.

*Rapp, A. M., **Grammer, J. K.**, Tan, P. Z., Gehring, W., Miller, G. A., & Chavira, D. A. (2020, March). *Attentional shifting mediates the association of neural sensitivity to social context and social anxiety*. Symposium talk presented at the 2020 Anxiety and Depression Association of America (ADAA) Annual Conference, San Antonio, TX.

*Rapp, A., Chavira, D., Gehring, W., **Grammer, J.**, Miller, G. A., & Tan, P. (2019, March). *Neural response to peer feedback is associated with social anxiety severity in adolescents*. Paper presented at the Society for Research in Child Development (SRCD) Biennial Meeting, Baltimore, MD.

*Torgrimson, S.J., Tan, P., & **Grammer, J.K.** (2019, March). Gender Differences in Cognitive Control and Student Persistence: A Neurophysiological Investigation. In S.J. Torgrimson & P. Tan (Co-Chairs). *Gender Differences in Psychophysiological Measures of Emotion Reactivity and Self-Regulated Behaviors*. Paper presented at the Society for Research in Child Development (SRCD) Biennial Meeting, Baltimore, MD.

*Alpert, H., *Torres, R., **Grammer, J.K.** (2018, October). *What's This I Hear About Self-regulation, Executive Function, and Mindfulness?* Presented at California CEC Conference, Burlingame, CA.

Grammer, J.K., *Xu, K., Kim, M. H., Hazlett, C., Morrison, F. J., Gehring, W. (2018, September). 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, September). 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. Los Angeles, 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.** (2016, March). *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.K.**, Kim, M., Carrasco, M., Gehring, W., & Morrison, F. (2014, July). *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, July). *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, August). *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., *Mendez, J., **Grammer, J.K.** & Lenartowicz, A. (2020, May). *Tracking student attention during different instructional activities using mobile EEG*. Poster presentation at the Cognitive Neuroscience Society Meeting.

*Torres, R., *Xu, K., Lenartowicz, A., & **Grammer, J.K.** (2019, May). *Differences in neural correlates of attention in undergraduates across classroom activities*. Poster presentation at 31st Annual Association for Psychological Science Convention, Washington, D.C.

*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 biennial International Mind, Brain and Education Society Biennial Conference, Los Angeles, CA.

*Torgrimson, S.J., *Trane, F., & **Grammer, J.K.** (May, 2018). *Nonetheless she persisted: Gender differences in executive function and persistence in early elementary school*. Poster presented for the Association for Psychological Science Conference, San Francisco, CA.

*Vazquez, S.R., & **Grammer, J.K.** (2018, May). *A Comparative Case Study of Parental Math Homework-Helping Strategies and the Use of Productive Struggle*. Poster presented at the annual UCLA Research and Inquiry Conference.

*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 presented at the 30th APS Annual Convention, San Francisco, CA.

- *Vazquez, S. R., *Rapp, A. M., Tan, P., & **Grammer, J. K.** (2018, May). *Neural correlates of behavioral measures of academic motivation*. Poster 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.K.** (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.
- *Torgirson, S.J., **Grammer, J.K.**, Kim, M., Morrison, F.J., & Gehring, W.J. (2017, May). *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.
- 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, Austin, TX.
- *Torres, R., *Solone, C., *Sanchez, F., *Zea, Y. & **Grammer, J. K.** (2017, January) *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.
- 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.K.**, Kim, M., Gehring, W., & Morrison, F. (2014). *Examining neurophysiological correlates of executive function in elementary schools*. Poster presented at the SRCD 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. (2013, April). *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. (2012, September). *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 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 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.

TEACHING

Courses Taught

UCLA

Graduate

Winter 2015, Spring 2017 – EDUC 256B: Education and Neuroscience

Spring 2016, 2017 – EDUC 299C: Research Practicum in Education

Fall 2017 – EDUC 299B: Research Practicum in Education

Winter 2018 – EDUC 212A: Learning

Fall 2018 - EDUC 217: Cognitive Development

Winter 2020 – EDUC 262B: Reading, Executive Function, and Neurodiverse Learners, co-taught with Maryanne Wolf

Undergraduate

Spring 2015, Winter 2016, Winter 2017, Winter 2018, Fall 2019 – EDUC 187: Cognitive Development and Schooling

2015, 2016 – 196C: Complex Learners Practicum

UNC-CH

Spring and Fall 2005 – Child Development

Training

Remote to Online Workshop, UCLA

MENTORING

(UCLA Only)

Primary Mentees

Doctoral

Caitlin Solone, 2020

Salvador Vazquez, 2016-

Keye Xu, 2016-

Sarah Jo Torgrimson, 2016-

Remi Torres, 2017 –

Zoe Mao, 2020 –

ELP

Rosanne Lopez, 2020

Erica Angle-Newman, 2021-

MA

Sonia Jamani, 2019

Isabella Boyadijan, 2019

Briana Rodriguez, 2019

Remi Torres, 2019

Sarah Jo Torgrimson, 2018

Alex Pekelis, 2017

Jan Yeh, 2016

Sharanya Menon, 2016

Mentored Student Fellowships and Awards

2021-2022	Remi Torres, UCLA Dissertation Year Fellowship (\$20,000)
2020-2021	Salvador Vazquez, UCLA Dissertation Year Fellowship (\$20,000)
2020-2021	Keye (Eve) Xu, UCLA Dissertation Year Fellowship (\$20,000)
2020	Salvador Vazquez, Ford Dissertation Fellowship, Honorable Mention
2019	Keye (Eve) Xu, Graduate Summer Research Mentorship Award, UCLA (\$6,000).
2019	Remi Torres, Graduate Summer Research Mentorship Award, UCLA (\$6,000).
2018-2019	Sarah Jo Togrimson, Graduate Research Mentorship Award, UCLA (\$20,000).
2018-2019	Remi Torres, Graduate Research Mentorship Award, UCLA (\$20,000).
2018	Sonia Jamani, PRECL Catalyst Research Award, UCOP (\$2,000).
2018	Sarah Jo Togrimson, Graduate Summer Research Mentorship Award, UCLA (\$6,000).
2018	Remi Torres, Graduate Summer Research Mentorship Award, UCLA (\$6,000).
2016-2018	Sarah Jo Togrimson, Connect Research Fellow (Stipend, Tuition, and fees).
2017-2018	Salvador Vazquez, Graduate Research Mentorship Award, UCLA (\$20,000).
2017	Salvador Vazquez, Graduate Summer Research Mentorship Award, UCLA (\$6,000).
2017	Keye (Eve) Xu, Graduate Summer Research Mentorship Award, UCLA (\$6,000).
2017	Howard Alpert, Graduate Summer Research Mentorship Award, UCLA (\$6,000).
2017	Caitlin Solone, Graduate Summer Research Mentorship Award, UCLA (\$6,000).
2016	Howard Alpert, Graduate Summer Research Mentorship Award, UCLA (\$6,000).

Committee Member

Doctoral

Elliot Keenan (GSE&IS)
Yawen Yu (GSE&IS)
Alison Holbrook (GSE&IS)
Marisa Ogren (Psychology, Defended Summer 2021)
Rosalinda Larios (GSE&IS, Cal State LA Joint Doc, Defended Spring 2021)
Elham Zargar (UC Irvine, Education, Defended Spring 2021)
Howard Alpert (Joint-Doctoral Program in Special Education, Cal-State LA, Defended Fall 2020)
Michelle Fenesy (Psychology, Defended Summer 2020)
Everest Mueller (GSE&IS, Defended Summer 2019)
Anne Blackstock-Bernstein (GSE&IS, Defended Summer 2019)
Laura Rhinehart (GSE&IS, Cal State LA Joint Doc, Defended Summer 2019)
Amy Rapp (Psychology, Defended Spring 2019)
Jonathan Panganiban (GSE&IS, Defended Fall 2018)
Sami Klenbenoff (GSE&IS, Defended Summer 2018)
Faisal Alnemary (GSE&IS, Cal State LA Joint Doc, Defended Spring 2017)
Fahad Alnemary (GSE&IS, Cal State LA Joint Doc, Defended Spring 2017)
Kathleen Berry (GSE&IS – Defended Winter, 2017)
Melissa DeWolf (Psychology – Defended Spring, 2016)
Kaycie Zielinski (GSE&IS, Defended Spring 2016)
Ben Schwartzman (GSE&IS – Defended, Fall 2015)
Jon Daniel (GSE&IS – Defended Summer, 2015)
Hillary Gould (GSE&IS – Defended, Summer 2015)

ELP

Renata Gusmao-Williams (GSE&IS, ELP)
James Koontz (GSE&IS, ELP, 2017)

MA

Maria Pizzano (GSE&IS, 2018)
Lindsay Hauptman (GSE&IS, 2017)
Rebecca Cannara (GSE&IS, 2016)
Ling Jin (GSE&IS, 2016)
Lichao Sun (GSE&IS, 2016)
Salvador Vazquez (GSE&IS, 2016)

PROFESSIONAL SERVICE**External**

2020- Member, EARLI Emerging Field Group – Portable Brain Technologies in Educational Neuroscience Research
2019 - International Mind, Brain, and Education Society, Board of Directors
2019 - Developmental Science Pipeline Task Force, SRCD
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

2019- Advisory Committee on Undergraduate Education Major
2018-2019 Cognitive Psychology Search Committee Member
2018-2019 Early Childhood Education Search Committee Member
2018 - Education Major Planning Committee
2016 -2019 GSE&IS Academic Personnel Committee
2016-2018 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
2015 Education Dissertation Award Review Committee
2015, 2016 Research and Inquiry Conference Reviewer, GSE&IS, UCLA
2015 Research and Inquiry Conference Student Nominated Speaker

EDITORIAL & REVIEW EXPERIENCES***Editor for Special Issue***

Matusz, P. J., Grammer, J. G., van Atteveldt, N. (in prep). Real-world educational neuroscience. *Mind, Brain, and Education*.

Editorial Board

AERA Open

Reviewer

American Educational Research Journal - Teaching, Learning, and Human Development, AERA– Open, Biological Psychiatry, Biological Psychology, 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, Mind, Brain and Education, Neuropsychologia, Psychophysiology

Grant Review

2019 NSF – Education and Human Resources
2017-2019 PRECL Catalyst Award
2018 CART
2009-2013 SRCD Dissertation Funding Award

Professional Affiliations

American Psychological Society
Cognitive Development Society
European Association for Research on Learning and Instruction
International Mind, Brain, and Education Society
Society for Research in Child Development

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)
