

**MATTHEW H. KIM**  
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## EDUCATION

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Ph.D. University of Michigan, Ann Arbor, 2015  
*Area of study:* Developmental Psychology  
*Committee:* Fred Morrison (co-chair), Bill Gehring (co-chair), Allison Ryan, Priti Shah, Robin Jacob

M.S. University of Michigan, Ann Arbor, 2013  
*Area of study:* Developmental Psychology

B.A. New York University, 2008  
*Majors:* Economics (honors) and Psychology

## PROFESSIONAL APPOINTMENTS

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Starting 2020 Assistant Professor, Department of Psychology, University of Kentucky

2018–present Research Scientist, Institute for Learning & Brain Sciences, University of Washington  
Teaching Associate, College of Education, University of Washington

2016–2018 Research Associate, Inflexion

2015–2016 Post-Doctoral Research Scholar, Prevention Science Institute, University of Oregon  
Faculty Fellow, University of Oregon

2008–2010 Research Assistant, MDRC

## STATEMENT OF RESEARCH

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My program of research examines the nature and development of executive functions and motivation in early childhood through adolescence—with a special focus on school transitions—and how these cognitive processes relate to the student success of diverse learners. I employ behavioral, electrophysiological, and causal inference methods in pursuit of my research aims. I embrace the values of open and reproducible science and strive to pursue these goals in my work.

## GRANTS AND FELLOWSHIPS

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Co-Principal Investigator (with E. Madison [PI], J. Husman [Co-PI], R. Anderson [Co-PI]): *RAPID: Developing and researching youth-driven media that highlights science as an act of service during a public health crisis.* National Science Foundation Innovative Technology Experiences for Students and Teachers DRL2032226 | Period of support: 2020–2021 | Total award: \$151,040 | **Awarded**

Co-Principal Investigator (with E. Madison [PI], J. Husman [Co-PI], R. Anderson [Co-PI]): *My STEM story: Scaling STEM motivation through digital storytelling and near peer relationships.* National Science Foundation Innovative Technology Experiences for Students and Teachers DRL1759442 | Period of support: 2018–2021 | Total award: \$1,203,658 | **Awarded**

Principal Investigator: *Schooling and the development of executive functioning skills: Integrating cognitive, neurophysiological, and educational perspectives.*

National Science Foundation Graduate Research Fellowships Program

DGE1256260 | Period of support: 2012–2015 | Total award: \$134,000 | **Completed**

## PUBLICATIONS

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**Kim, M. H.,** & McIntyre, L. L. (2019). Early communication skills and special education outcomes at school entry: Implications for pediatric care and screening. *Global Pediatric Health, 6*, 1–9. doi: 10.1177/2333794X19884185

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

**Kim, M. H.,** & Morrison, F. J. (2018). Schooling effects on literacy skills during the transition to school. *AERA Open, 4*(3), 1–15. doi: 10.1177/2332858418798793

**Kim, M. H.,** Shimomaeda, L., Giuliano, R. J., & Skowron, E. A. (2017). Intergenerational associations in executive function between mothers and children in the context of risk. *Journal of Experimental Child Psychology, 164*, 1–15. doi: 10.1016/j.jecp.2017.07.002

**Kim, M. H.,** Marulis, L. M., Grammer, J. K., Morrison, F. J., & Gehring, W. J. (2017). Motivational processes from expectancy-value theory are associated with variability in the error positivity in young children. *Journal of Experimental Child Psychology, 155*, 32–47. doi: 10.1016/j.jecp.2016.10.010

McIntyre, L. L., Pelham, W. E., III, **Kim, M. H.,** Dishion, T. J., Shaw, D., & Wilson, M. (2017). A brief measure of language skills at age three and special education use in middle childhood. *Journal of Pediatrics, 181*, 189–194. doi: 10.1016/j.jpeds.2016.10.035

**Kim, M. H.,** Grammer, J. K., Marulis, L. M., Carrasco, M., Gehring, W. J., & Morrison, F. 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

## MANUSCRIPTS

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### *Preprints*

**Kim, M. H.,** Bousselot, T., & Ahmed, S. F. (2020, March 5). Executive functions and science achievement during the five-to-seven-year shift. <https://doi.org/10.31234/osf.io/57dph>

### *Preregistrations*

Isbell, E., Ahmed, S. F., **Kim, M. H.,** Ellis, A., Grammer, J., Morrison, F. J., & Davis-Kean, P. (2019, February 8). Attentional fluctuations and academic skills in early elementary school: a cross-lagged panel study. Retrieved from [osf.io/gx7qz](https://osf.io/gx7qz)

Thier, M., **Kim, M. H.,** & Graham, M. C. (2019, December 28) Disentangling global citizenship's dispositions, knowledge, skills and behaviors. Retrieved from [osf.io/5brk3](https://osf.io/5brk3)

### *Under review*

Morrison, F. J., Grammer, J. K., Weixler, L. B., & **Kim, M. H.** Role of self-regulation in the transition to school. In K. Pugh, C. Perfetti, S. Nag, & L. Verhoeven (Eds.), *Global variation in literacy development*. Cambridge University Press. *Book chapter under review.*

## CONFERENCE PRESENTATIONS

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DeRosia, N., **Kim, M. H.**, et al. (2020, July). *PAP69: Pathways and interactions: STEM futures and identity-based motivation*. Paper accepted for presentation at the Network Gender and STEM 2020 meeting, Sydney, Australia. [Postponed to July 2021 due to COVID-19.]

**Kim, M. H.**, Woods, A. D., Ellis, A., & Davis-Kean, P. E. (2020, June). *Teaching and mentoring open science*. Unconference session accepted for presentation at the annual meeting of the Society for the Improvement of Psychological Science, Victoria, BC, Canada.

Madison, E., Husman, J., Anderson, R., & **Kim, M. H.** (2020, June). *Cultivating a science identity in underrepresented students through near peer mentoring*. Paper accepted for presentation at the tenth SELF International Conference, Quebec City, Canada. [Postponed to 2021 due to COVID-19.]

Madison, E., Husman, J., Anderson, R., & **Kim, M. H.** (2020, May). *Opening access and diversifying science through digital storytelling and near peer mentoring*. Paper presented at the annual conference of the International Communication Association, Gold Coast, Australia. [Virtual conference due to COVID-19.]

Grammer, J., Xu, K., **Kim, M.**, Hazlett, C., Morrison, F., & Gehring, W. (2018, October). Examining the neural and behavioral correlates of young children's response inhibition. In A. Beltz (Chair). *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, Phoenix, AZ.

Thier, M., **Kim, M. H.**, & Daquilanto, K. M. (2018, April). *It matters how you ask: Assessing the knowledge, skills, behaviors, or dispositions of global citizenship*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Xu, K., Gehring, W., **Kim, M.**, Morrison, F., & Grammer, J. (2017, October). *Brain and behavioral correlates of error monitoring in young children*. Presented at the biennial meeting of the Cognitive Development Society, Portland, OR.

**Kim, M. H.** (2017, April). Schooling effects on early academic skills: Replication and extension of a natural experiment. In **M. H. Kim** (Chair). *Causal inference in developmental research: Using regression discontinuity to illuminate academic, brain, and policy outcomes*. Presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.

Shimomaeda, L., **Kim, M.**, Giuliano, R., & Skowron, E. (2017, April). *Maternal cardiac physiology and child executive function*. Presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.

Torgirson, S. J., Grammer, J., **Kim, M. H.**, Morrison, F., & Gehring, W. J. (2017, April). *Executive functions and academic success: Neural indices of response inhibition relate to children's literacy and math achievement*. Presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.

**Kim, M. H.** (2016, May). Early math and reading achievement are associated with the error positivity. In S. Lo & J. Grammer (Chairs). *The role of self-regulation in predicting social-emotional and academic outcomes in young children: A neurophysiological approach*. Presented at the annual convention of the Association for Psychological Science, Chicago, IL.

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.

Marulis, L., **Kim, M.**, Grammer, J., Morrison, F., Gehring, W., & Carrasco, M. (2015, March). *The association between preschoolers' metacognitive knowledge, error-related brain activity, and their pre-academic*

*achievement*. Presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

**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*. Presented at the annual meeting of the Society for the Scientific Study of Reading, Santa Fe, NM.

Grammer, J., **Kim, M.**, Carrasco, M., Gehring, W., & Morrison, F. (2014, July). *Literacy and executive functions: An electrophysiological perspective*. Presented at the annual meeting of the Society for the Scientific Study of Reading, Santa Fe, NM.

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

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.

**Kim, M. H.**, Marulis, L. M., Grammer, J. K., Carrasco, M., Gehring, W. J., & Morrison, F. J. (2013, April). *Motivation and error-related brain activity in young children*. Presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

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*. 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*. Presented at the annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.

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*. Presented at the annual conference of the Cognitive Development Society, Philadelphia, PA.

**Kim, M. H.**, Grammer, J. K., Gehring, W. J., Carrasco, M., Knieper, K., & Blain, M., & Morrison, F. J. (2011, April). *An event-related potential (ERP) study of the effects of schooling on young children's executive function development: Integrating educational and neurophysiological perspectives*. Presented at the annual conference of the Center for Culture, Mind, and the Brain, Ann Arbor, MI.

**Kim, M. H.**, Bell, L. H., & Morrison, F. J. (2011, March). *Math in kindergarten classrooms: Effects of children's executive functioning and instruction on early math achievement*. Presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.

O'Shea, G., **Kim, M.**, Astuto, J., & Allen, L. (2009, April). *Pathways to civic engagement: Self-efficacy and the role of schools in promoting citizenship in urban youth*. Presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.

## INVITED TALKS

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2019 University of Alabama, College of Education, Tuscaloosa, AL

2019 University of Kentucky, Department of Psychology, Lexington, KY

2019 University of Washington, Department of Psychology, Seattle, WA

- 2018 Ball State University, Department of Educational Psychology, Muncie, IN
- 2017 University of Scranton, Department of Psychology, Scranton, PA
- 2015 ERN data blitz meeting, East Lansing, MI
- 2014 ERN data blitz meeting, Ann Arbor, MI
- 2014 Washtenaw County Birth to Six Advisory Council Meeting, Ann Arbor, MI
- 2013 University of Oregon, Department of Psychology, Eugene, OR
- 2013 Pat Gurin Lecture Series Colloquium, Ann Arbor, MI
- 2012 Cognition and Cognitive Neuroscience Forum, Ann Arbor, MI

## **HONORS AND AWARDS**

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- 2020 UW College of Education Teaching Excellence 2019–2020
- 2015 Nominee, Marquis Award for best dissertation in the Department of Psychology
- 2014 University of Michigan Graduate Teacher Certificate
- 2014 Rackham Conference Travel Grant (also awarded in 2011 and 2013)
- 2013 Pat Gurin Distinguished Lecture Award
- 2013 Rackham Graduate Student Research Grant (also awarded in 2011)

## **TEACHING**

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Teaching	Instructor, <i>Current Issues in Education—Self-Regulation and Motivation: Research, Policy, and Practice</i> (UG)
	Instructor, <i>Adolescence and Youth</i> (G)
	Instructor, <i>Achievement Motivation in Education</i> (G)
	Instructor, <i>Understanding Early Childhood and Family Studies Research</i> (UG)
	Teaching Assistant, <i>Introduction to Developmental Psychology</i> (UG)
	Teaching Assistant, <i>Educational Psychology</i> (UG)
Mentoring	Mentor, <i>Undergraduate Research Opportunity Program</i> , 2013–2015
	Mentor, <i>U-M Athletics Academic Success Program</i> , 2014
Advising	Advisor, <i>Department of Psychology Student Academic Affairs</i> , 2012–2014
Professional development	UW Evidence-Based Teaching Program, 2019

## **MENTORING**

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Lucy Moffitt Herr, M.Ed. (2019), Learning Sciences and Human Development, College of Education (UW)

## **SERVICE**

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Journal Reviewer                      *AERA Open, Autism, Infant and Child Development, Journal of Experimental Child Psychology*

Conference Reviewer                *SRCD 2019 (Panel #1: Attention, Learning, Memory)*

U-M Developmental Area Admissions Committee, 2013–2014

U-M Developmental Psychology Curriculum Committee, 2011–2012

## **PROFESSIONAL AFFILIATIONS**

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International Mind, Brain and Education Society

Society for the Improvement of Psychological Science

Society for Research in Child Development