

# HELYN KIM

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## EDUCATION

- 2016      **Ph.D. Education**  
University of Virginia, Charlottesville, VA
- 2012      **M.A. Applied Developmental Psychology**  
George Mason University, Fairfax, VA
- 2007      **M.A. Early Childhood Developmental Risk; Pre-K Primary Education**  
University of Virginia, Charlottesville, VA
- 2006      **B.A. Psychology**  
University of Virginia, Charlottesville, VA

## PUBLICATIONS

### Book Chapters

- Care, E., & **Kim, H.** (2018). Assessment of 21<sup>st</sup> century skills: The issue of authenticity. In E. Care, P. Griffin, & M. Wilson (Eds.), *Assessment and Teaching of 21<sup>st</sup> Century Skills, Vol. 3: Research and applications* (pp. 21-39). Springer International Publishing.

### Refereed Journal Articles

- Doromal, J. B., Cottone, E. A., & **Kim, H.** (2017). Validation of the DESSA in low-income kindergarten children. *Journal of Psychoeducational Assessment*. Online first publication. doi:10.1177/0734282917731460
- Rowe, E. W., Curby, T. W., & **Kim, H.** (2017). Variance in teacher ratings of children's adjustment. *Journal of Psychoeducational Assessment*. Online first publication. doi:10.1177/0734282917728235
- Kim, H.**, Duran, C. K., Cameron, C. E., & Grissmer, D. (2017). Developmental relations among motor and cognitive processes and mathematics skills. *Child Development*. doi:10.1111/cdev.12752
- Kim, H.** & Cameron, C. E. (2016). Implications of visuospatial skills and executive function for learning mathematics: Evidence from children with autism and Williams syndrome. *AERA Open Special Topics: Neuroscience, Learning, and Educational Practice*, 2, 1-16. doi:10.1177/2332858416675124
- Kim, H.**, Byers, A., Cameron, C. E., Brock, L. L., Cottone, E. A., & Grissmer, D. W. (2016). Unique contributions of attentional control and visuomotor integration on concurrent

teacher-reported classroom functioning in early elementary students. *Early Childhood Research Quarterly*, 36, 379-390. doi:10.1016/j.ecresq.2016.01.018

**Kim, H.**, Carlson, A. G., Curby, T. W., & Winsler, A. W. (2016). Relations among motor, social, and cognitive skills in young children with developmental disabilities. *Research in Developmental Disabilities*, 53-54C, 43-60. doi:10.1016/j.ridd.2016.01.016

**Kim, H.**, Schmidt, K. M., Murrah, W. M., Cameron, C. E., & Grissmer, D. (2015). A Rasch analysis of the KeyMath-3 Diagnostic Assessment. *Journal of Applied Measurement*, 16(4), 365-378.

**Kim, H.**, Murrah, W. M., Cameron, C. E., Brock, L. L., Cottone, E. A., & Grissmer, D. (2015). Psychometric properties of the teacher-reported Motor Skills Rating Scale. *Journal of Psychoeducational Assessment*, 33, 640-651.

## **POLICY-RELATED RESEARCH BRIEFS AND REPORTS**

Care, E., **Kim, H.**, Anderson, K., & Gustafsson-Wright, E. (2017, April). [\*Skills for a changing world: National perspectives and the global movement\*](#). Washington, D.C.: Center for Universal Education, Brookings Institution.

**Kim, H.**, & Cameron, C. E. (2017). [\*Implications of visuospatial skills and executive functions for learning mathematics: Evidence from children with Autism and Williams syndrome\*](#). Research brief prepared by the Center for Advanced Study of Teaching and Learning, Curry School of Education, University of Virginia.

**Kim, H.**, Carlson, A. G., Curby, T. W., & Winsler, A. (2016). [\*Motor, social, and cognitive skills among pre-kindergarten children with developmental disabilities\*](#). Research brief prepared by the Center for Advanced Study of Teaching and Learning, Curry School of Education, University of Virginia.

Care, E., Anderson, K., & **Kim, H.** (2016, September). [\*Visualizing the breadth of skills movement across education systems\*](#). Washington, D.C.: Center for Universal Education, Brookings Institution.

**Kim, H.**, Byers, A. I., Cameron, C. E., Brock, L. L., Cottone, E. A., & Grissmer, D. W. (2016). [\*Attentional control and visuomotor integration uniquely contribute to children's successful classroom functioning\*](#). Research brief prepared by the Center for Advanced Study of Teaching and Learning, Curry School of Education, University of Virginia.

**Kim, H.**, Schmidt, K. M., Murrah, W. M., Cameron, C. E., & Grissmer, D. (2015). [\*A rasch analysis of the KeyMath3-Diagnostic Assessment\*](#). Research brief prepared by the Center for Advanced Study of Teaching and Learning, Curry School of Education, University of Virginia.

**Kim, H.**, Murrah, W. M., Cameron, C. E., Brock, L. L., Cottone, E. A., & Grissmer, D. (2014). [\*Psychometric properties of the teacher-reported Motor Skills Rating Scale\*](#). Research brief

prepared by the Center for Advanced Study of Teaching and Learning, Curry School of Education, University of Virginia.

## **MEDIA/BLOG POSTS**

Mills, K., & **Kim, H.** (2017, 10/31). [Teaching problem solving: Let students get “stuck” and “unstuck”](#). *Brookings Institution*.

Care, E., **Kim, H.**, & Vista, A. (2017, 10/17). [How do we teach 21<sup>st</sup> century skills in classrooms?](#) *Brookings Institution*.

Roth, A., **Kim, H.**, & Care, E. (2017, 08/31). [New data on the breadth of skills movement: Over 150 countries included](#). *Brookings Institution*.

Aga Khan Foundation (2017, April). [Investing in growing skills for a changing world](#). *Aga Khan Foundation*.

**Kim, H.**, & Scoular, C. (2017, 04/27). [Learning progressions: Road maps for 21<sup>st</sup>-century students—and teachers](#). *Stanford Social Innovation Review*.

Horton, S., **Kim, H.**, & Care, E. (2017, 04/26). [New data on the breadth of skills movement: Consolidation](#). *Brookings Institution*.

Kwauk, C., Braga, A., & **Kim, H.** (2017, 04/03). [Skills for a “gendered” world: Adding a gender perspective to the skills debate](#). *Brookings Institution*.

**Kim, H.**, McGivney, E., & Care, E. (2017, 03/28). [Science of learning: Why do we care?](#) *Brookings Institution*.

**Kim, H.**, & Kwauk, C. (2017, 03/14). [Let’s not forget the essential link between psychology and education](#). *Brookings Institution*.

**Kim, H.**, Care, E., & Ditmore, T. D. (2017, 01/24). [New data on the breadth of skills movement in education](#). *Brookings Institution*.

Care, E., & **Kim, H.** (2017, 01/17). [Let’s aspire, but be realistic: What skills can be taught for the 21<sup>st</sup> century?](#) *Brookings Institution*.

Booren, L. M. (2014, 12/5). [Student Profile: Helyn Kim Returns to Curry to Focus on Researching Early Foundational Skills](#). *University of Virginia, Curry School of Education*.

Booren, L. M. (2014, 4/1). [Members from VEST participate in key role at CRC](#). *University of Virginia, Curry School of Education*.

## **CONFERENCE/INVITED PRESENTATIONS**

\*denotes mentored undergraduate students

- Anderson, K., Cabrera, F., Hegarty, S., Henry, M., **Kim, H.**, Care, E., & Kinyanjui, J. (2018, March). Breadth of learning opportunities: A fresh approach to evaluating education systems. Paper submitted to Re-mapping Global Education: South-North Dialogue, Comparative & International Education Society (CIES) 2018, Mexico City, MX.
- Kim, H.**, Care, E., & Anderson, K. (2018, March). *Rethinking dichotomies: A global movement towards breadth of skills*. Paper submitted to Re-mapping Global Education: South-North Dialogue, Comparative & International Education Society (CIES) 2018, Mexico City, MX.
- Vista, A., Care, E., & **Kim, H.** (2018, March). *Do we have the tools to assess transversal competencies in the developing world?* Paper submitted to Re-mapping Global Education: South-North Dialogue, Comparative & International Education Society (CIES) 2018, Mexico City, MX.
- McClelland, M., Cameron, C. E., **Kim, H.**, Duncan, R., Becker, D., Geldhof, G. J.,... & Dick, A. (2017, Oct.). *Executive function across the life-span*. Paper presented at Society for the Study of Human Development 2017 Conference, Providence, RI.
- Kim, H.**, & Care, E. (2017, Sept). *Using learning progression to teach skills in the classroom: The case of creativity*. Paper accepted for Learning and Teaching for Sustainable Development: Curriculum, Cognition, and Context UKFIET The Education and Development Forum 2017 Conference, Oxford, UK.
- Anderson, K., & **Kim, H.** (2017, Aug). *Skills for a changing world*. Invited presentation at Centro de Cooperación Regional para la Educación de Adultos en América Latina y el Caribe (CREFAL). Pátzcuaro, Michoacán de Ocampo, México
- Kim, H.**, & Care, E. (2017, Aug). *Considering authenticity of skills assessments*. Paper presented at Enhancing the Quality of Practical Skills Assessment Association for Educational Assessment in Africa 2017, Uganda.
- Brock, L. L., **Kim, H.**, & Adams, C. (2017, April). *The development of theory of mind: Predictors and moderators of improvement in kindergarten*. Paper presented in Intersecting Social-Emotional and Academic Domains: Observational Studies of Contexts and Personal Characteristics roundtable session, 2017 American Educational Research Association Annual Conference, San Antonio, TX.
- Brock, L. L., **Kim, H.**, & Adams, C. (2017, April). *Longitudinal associations among executive function, visuomotor integration, and achievement: Timing is everything*. Paper presented in Data-Driven Approaches in Educational Neuroscience paper session, 2017 American Educational Research Association Annual Conference, San Antonio, TX.
- West, H., Adams, C., & **Kim, H.** (2017, April). *Classroom quality as a predictor of classroom behavior in a sample of socio-demographically at-risk students*. Poster presented at 2017 Society for Research in Child Development Conference, Austin, TX.

- Brock, L. L., **Kim, H.**, & Adams, C. (2017, April). *Mental representation, theory of mind, and social skills: Cross-lagged associations across kindergarten and first grade*. Poster presented at 2017 Society for Research in Child Development Conference, Austin, TX.
- Brock, L. L., **Kim, H.**, & Adams, C. (2017, April). *Self-regulation, perspective-taking, and student-teacher relationships in kindergarten*. Paper presented in C. Mulcahy (chair), Self-regulation and student-teacher relationships: Variable and person-centered approaches examining connections to development, 2017 Society for Research in Child Development Conference, Austin, TX.
- Kim, H.**, Cameron, C. E., Doromal, J. B., & Grissmer, D. W. (2017, April). *Patterns of behavioral self-regulation in low-income kindergarten children: Integrating variable- and person-centered approaches*. Paper accepted for C. Mulcahy (chair), Self-regulation and student-teacher relationships: Variable and person-centered approaches examining connections to development, 2017 Society for Research in Child Development Conference, Austin, TX.
- Care, E., Luo, R., & **Kim, H.** (2017, March). *Transversal competencies in the Asia Pacific region*. Paper presented in **H. Kim** (chair), Visualizing the breadth of skills movement across education systems, 2017 Comparative and International Education Society (CIES) Annual Meeting, Atlanta, GA.
- Kim, H.**, Anderson, K., & Care, E. (2017, March). *Mapping as an introduction to the ubiquity of mission*. Paper presented in **H. Kim** (chair), Visualizing the breadth of skills movement across education systems, 2017 Comparative and International Education Society (CIES) Annual Meeting, Atlanta, GA.
- Kim, H.** (2016, Oct.). Invited Panelist. Launch reception: *Bridging the skills gap: Insights from educators, employers, and youth in Latin America and the Caribbean*. FHI360 and R4D, Washington, D.C.
- Care, E., Anderson, K., & **Kim, H.** (2016, Sept.). *Visualizing the breadth of skills movement across education systems*. Report presented in Reception: Skills for a Changing World: Acknowledging progress and building momentum, 71<sup>st</sup> session of United National General Assembly, New York City, NY.
- Kim, H.**, Doromal, J. B., & Cameron, C. E. (2016, July). *Patterns of behavioral self-regulation in low-income kindergarten children: A person-centered approach*. Poster presented at 2016 National Research Conference for Early Childhood, Washington, DC.
- Top Scoring Student Poster Abstract; Invitation to Submit to ECPN Student Poster Contest:**  
 Ross, K. M., **Kim, H.**, Tolan, P., & Jennings, P. A. (2016, May). *A longitudinal investigation of social and emotional development in adolescence by gender*. Poster presented at 2016 Society for Prevention Research Annual Conference, San Francisco, CA.

**Gold Medal Winner—Distinctions for Poster Presentations:**

**Kim, H.**, Duran, C. A. K., Cameron, C. E., & Grissmer, D. (2016, April). *Longitudinal associations among three cognitive processes and children's mathematical ability in early elementary school*. Poster presented at the 5<sup>th</sup> Annual Joint Conference of the Upstate Chapters of the American Statistical Association (UP-STAT), Buffalo, NY.

**AERA Classroom Observation Special Interest Group Exemplary Paper Nomination:**

**Kim, H.**, Cameron, C. E., Adams, C., & West, H. (2016, April). *Validating an individualized child observational measure in low-income kindergarten classrooms*. Paper presented in B. L. Alford (chair), Classroom observations: Instruments, application, and findings, 2016 American Educational Research Association Annual Conference, Washington, DC.

Cameron, C. E., **Kim, H.**, Duncan, R. J., Decker, D. R., & McClelland, M. M. (2016, April). *Improving in EF and visuo-motor integration predicts kindergarten achievement: Evidence from Two U.S. States*. Poster presented at 2016 American Educational Research Association Annual Conference, Washington, DC.

**Kim, H.**, Duran, C. A. K., Cameron, C. E., & Grissmer, D. (2016, April). *Developmental relations among three cognitive processes and mathematics achievement in young children*. Roundtable presented at 2016 American Educational Research Association Annual Conference, Washington, DC.

Ross, K. M., **Kim, H.**, & Tolan, P. (2016, April). *A look into the normative growth trajectory of social and emotional skills for adolescence*. Paper presented in J. Allen (chair), Longitudinal pathways for emotional development across adolescence, 2016 Society for Research on Adolescence Annual Conference, Baltimore, MD.

**Kim, H.** (2015, November). *Deconstructing the foundations of learning in early childhood*. Early Childhood Research Center: Early Learning and Development Seminar Series, Graduate School of Education, University at Buffalo, The State University of New York.

**Kim, H.**, Duran, C. A. K., Cameron, C. E., & Grissmer, D. (2015, May). *Longitudinal relations among sensorimotor coordination, visual attention and perception, visuo-motor integration, and mathematics achievement in young children*. Poster presented at 2015 American Psychological Association Annual Conference, New York, NY.

**Kim, H.** (2015, April). *Visuomotor integration: A new predictor of classroom self-regulation*. Poster presented at 2015 American Educational Research Association Annual Conference, Chicago, IL.

Mullany, W\*., **Kim, H.**, Cottone, E. A., & Cameron, C. E. (2015, March). *Exploring teacher spatial language use in the classroom context and its relation to children's spatial skills*. Poster presented at 2015 Curry Research Conference, Charlottesville, VA.

Brock, L. L., **Kim, H.**, Adams, C., Mashburn, A., & Grissmer, D. (2015, March). *Theory of mind as an indicator of school readiness: The role of perspective-taking in a sample of low-*

- income kindergartners*. Poster presented at 2015 Society for Research in Child Development Conference, Philadelphia, PA.
- Cameron, C. E., **Kim, H.**, Mashburn, A., Adams, C., West, H., & Grissmer, D. (2015, March). *Classroom conditions to consider when testing the impacts of an after-school SEL program on kindergartners' classroom engagement*. Paper presented in R. Bulotsky Shearer (chair), Helping young children to positively engage in early childhood classrooms: Findings from three social-emotional learning programs, 2015 Society for Research in Child Development Biennial Meeting, Philadelphia, PA.
- Cameron, C. E., & **Kim, H.** (2015, March). *Beyond initial level, does improvement in EF and visuomotor skills predict kindergarten achievement gains?*. Poster presented at a Special Evening Poster Session on the Strategic Plan at 2015 Society for Research in Child Development Conference, Philadelphia, PA.
- Magana, Y. \*, **Kim, H.**, & Cottone, E. A. (2014, November). *Instructors' quality of intervention deliverance as a component of intervention fidelity and a predictor of MIM-C intervention outcomes*. Poster presented at 2014 Annual Biomedical Research Conference for Minority Students, San Antonio, TX.
- Duran, C. K., **Kim, H.**, & Grissmer, D. (2014, October). *Dissecting achievement gaps over time in the NAEP mathematics assessment*. Paper presented at Northeastern Education Research Association 2014, Trumbull, CT.
- Magana, Y. \*, **Kim, H.**, & Cottone, E. A. (2014, July). *Intervention fidelity: Examining the associations between fidelity and Minds in Motion intervention outcomes*. Poster presented at Leadership Alliance National Symposium 2014 Conferences, Stamford, CT.
- Kim, H.**, Cameron, C. E., Cottone, E. A., & Grissmer, D. W. (2014, February). *Early levels and gains in fine motor skills predict later mathematics achievement*. Paper presented at Curry Research Conference 2014, Charlottesville, VA.
- Carlson, A. G., **Kim, H.**, & Curby, T. W. (2013, September). *Kindergarten fine motor skills and executive function predict growth in academic achievement*. Paper presented at Society for Research on Educational Effectiveness Fall 2013 Conference, Washington, D.C.
- Rowe, E., Curby, T. W., & **Kim, H.** (2013, July). *Variance in teacher ratings of children's adjustment*. Poster presented at 2013 American Psychological Association Annual Convention, Honolulu, HI.
- Kim, H.**, Murrah, W. M., Cameron, C. E., & Grissmer, D. (2013, May). *Associations among teacher-reported children's motor and their social, and academic skills*. Poster presented at Association for Psychological Science Conference 2013, Washington, D.C.
- Kim, H.**, & Curby, T. W. (2013, April). *Comparisons of the relative contributions of early*

*fine motor and attention skills on changes in academic achievement.* Poster presented at 2013 Society for Research in Child Development Conference, Seattle, WA.

**Kim, H.**, Murrah, W. M., Cameron, C. E., & Grissmer, D. (2013, February). *Associations among motor, social, and academic skills in young children.* Poster presented at Curry Research Conference 2013, Charlottesville, VA.

**Kim, H.**, Curby, T. W., Bader-Tables, R., Dolores, M., & Winsler, A. (2012, June). *Concurrent and longitudinal links between motor, social, and cognitive skills in preschool children with disabilities.* Poster presented at Head Start's Eleventh National Research Conference, Washington, D.C.

Rimm-Kaufman, S. E., Nathanson, L., Brock, L., & **Kim, H.** (2006, June) *Child, preschool, and family predictors of difficulty with the transition to kindergarten in a rural sample.* Poster presented at Head Start's Eighth National Research Conference, Charlottesville, VA.