

Jamie M. Quinn



Research Faculty I

Quantitative Methodology and Innovation Division
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EDUCATION

- M.S. Interdisciplinary Data Science, Expected 2024
Florida State University
- Ph.D. Development Psychology, 2016
Florida State University
Dissertation: *Predictors of Reading Comprehension: A Model-Based Meta-Analytic Approach*
- M.S. Developmental Psychology, 2012
Florida State University
Thesis: *Latent Change Score Modeling of Developmental Relations between Vocabulary and Reading Comprehension*
- B.S. Psychology, With Honors, Magna Cum Laude, 2010
Florida State University
Honors Thesis: *The Prevalence of Dyslexia in Males versus Females*

PROFESSIONAL APPOINTMENTS

- 2018–pres. *Research Faculty I* – Quantitative Methodology and Innovation Division
Florida Center for Reading Research, Florida State University

SELECTED PEER-REVIEWED ARTICLES

** Open Access; ^ pre-print available ahead of publication

I served as primary or secondary analyst or as consulting analyst on all articles below

- ^ Daucourt, M. C., Napoli, A., **Quinn, J. M.**, Wood, S. G., & Hart, S. A. (in press). The Home Math Environment and Children's Math Achievement: A Meta-Analysis. *Psychological Bulletin*. (Preprint available at <https://doi.org/10.31234/osf.io/n4b2a>)

- Kim, Y.-S. G., Wolters, A., Mercado, J., & **Quinn, J. M.** (in press). Crosslinguistic transfer of higher order cognitive skills and their roles in writing for English-Spanish dual language learners. *Journal of Educational Psychology*.
- Kim, Y.-S. G., **Quinn, J.**, & Petscher, Y. (in press). A longitudinal investigation of dimensionality of text reading fluency and the directionality of its relation with reading comprehension. *Developmental Psychology*.
- Kim, Y.-S. G., **Quinn, J.**, & Petscher, Y. (2021). Reading prosody unpacked: A longitudinal investigation of its dimensionality and relation with word reading and listening comprehension for children in primary grades. *Journal of Educational Psychology*, 113(3), 423.
- Foorman, B., Newton, Y.-C., **Quinn, J. M.**, & Petscher, Y. (2020). How do latent decoding and language predict latent reading comprehension across two years in grades 5, 7, and 9? *Reading and Writing: An Interdisciplinary Journal*, 33(9), 2281-2309.
- Quinn, J. M.**, Wagner, R.K., Petscher, Y., Roberts, G., Menzel, A. J., & Schatschneider, C. (2020). Differential co-development of vocabulary knowledge and reading comprehension for students with and without learning disabilities. *Journal of Educational Psychology*, 112(3), 608.
- Tock, J. L., **Quinn, J. M.**, Al Otaiba, S., Petscher, Y. & Wanzek, J. (2020). Establishing a reading specific measure of growth mindset: A validation study. *Assessment for Effective Intervention*. Online First Publication.
- Scheffler, J. L., Piazza, J. R., **Quinn, J. M.**, Sachs-Ericsson, N. J., & Stanley, I. H. (2019). Adverse childhood experiences and coping strategies: Identifying pathways to resiliency in adulthood. *Anxiety, Stress, & Coping: An International Journal*, 32(5), 594–609.
- Geer, E. A., **Quinn, J. M.**, & Ganley, C. M. (2019). Relations between spatial skills and math performance in elementary school children: A longitudinal investigation. *Developmental Psychology*, 55(3), 637–652.
- Hoff, E., **Quinn, J. M.**, & Giguere, D. (2018). What explains the correlation between growth in vocabulary and grammar? New evidence from latent change score analyses of simultaneous bilingual development. *Developmental Science* 21, e12536.
- Quinn, J. M.** (2018). Differential identification of females and males with reading difficulties: A meta-analysis. *Reading and Writing*, 31, 1039–1061.
- ** Quinn, J. M.**, Sidler Folsom, J., & Petscher, Y. (2018). Peer effects on vocabulary knowledge: A linear quantile mixed-modeling approach. *Education Sciences*, 8, 181.

- Quinn, J.M., & Wagner, R. K.** (2018). Using meta-analytic structural equation modeling to study developmental change in relations between language and literacy. *Child Development, 89*(6), 1956–1969.
- Petscher, Y., **Quinn, J. M., & Wagner, R. K.** (2016). Modeling the co-development of correlated processes with longitudinal and cross-construct effects. *Developmental Psychology, 52*, 1690–1704.
- Quinn, J. M.,** Wagner, R. K. (2015). Gender differences in reading impairment and in the identification of impaired readers: Results from a large-scale study of at-risk readers. *Journal of Learning Disabilities. 48*, 433–445.
- Quinn, J. M.,** Wagner, R. K., Petscher, Y., & Lopez, D. (2015). Developmental relations between vocabulary knowledge and reading comprehension: A latent change score modeling study. *Child Development, 86*, 159–175.

HONORS AND AWARDS

- July 2018 *Rebecca L. Sandak Young Investigator Award*, Society for the Scientific Study of Reading
- Apr. 2015 *Jane M. West Fellowship*, Department of Psychology, Florida State University

GRANTS

- 2018–2023 Psychometrician - *Improving Early Literacy at Scale through Personalized Diagnosis and Intervention* (Co-PIs: Hugh Catts and Yaacov Petscher). Subcontract from the *Reach Every Reader* project, Harvard Graduate School of Education, funded by the Chan Zuckerberg Education Initiative (Subcontract: \$5,200,000; Total Award: \$30,000,000).
- 2019–2020 Methodologist - *Early phase feasibility trial: Examining the effects of diet on genetic and psychosocial risks for Alzheimer's disease* (**PI:** Julia Sheffler). FSU Translational Health Research Seed Grant program (\$50,000).

SELECTED CONFERENCE PRESENTATIONS

- Quinn, J. M.,** Steacy, L. M., & Compton, D. L. (2020, July). *Latent change score modeling: Applications for Reading Research*. Society for the Scientific Study of Reading, Newport Beach, California, USA. *Cancelled due to COVID-19 pandemic*.

Quinn, J. M., & Logan, J. A. R. (2018, July). *Modeling fleeting and persisting treatment effects from randomized intervention studies*. Paper presented at the 25th Meeting of the Society for the Scientific Study of Reading, Brighton, East Sussex, England.

Quinn, J. M., Roberts, G., Capin, P., Barnes, M. Daniel, J., & Steinle, P. K. (2017, July). *Incorporating Working Memory in the Direct and Inferential Mediated Effects (DIME) Model of Reading Comprehension*. Paper presented at the 24th Meeting of the Society for the Scientific Study of Reading, Halifax, NS, Canada.

Quinn, J. M., Spencer, M., & Wagner, R. K. (2016, April). *Individual Differences in Phonological Awareness and their Role in Learning to Read*. Poster presented at the American Educational Research Association Conference, Washington, DC, USA.

Quinn, J. M., Wagner, R. K., Menzel, A. J., Petscher, Y., Schatschneider, C., & McArdle, J. J. (2015, April). *Developmental Relations between Vocabulary Knowledge and Reading Comprehension: A Large-Scale Replication Study*. Paper presented at the Biennial Society for Research on Child Development Conference, Philadelphia, PA, USA.

INVITED TALKS

Quinn, J. M. (2017, Nov.). *Relations between Language and Literacy: A Meta-Analytic SEM Approach*. Talk presented at the Research Lecture Series, Florida Center for Reading Research, Florida State University.

Quinn, J. M. (2017, Feb.). *Developmental Relations between Working Memory, Language Comprehension, and Reading Comprehension*. Talk presented at the Meadows Center for Preventing Educational Risk at the University of Texas at Austin.

RESEARCH EXPERIENCE

Postdoctoral Research Experience

2017–2020 Mentee - LD Innovation Hub (PI: Don Compton). Eunice Kennedy Shriver National Institute of Child Health and Human Development (P20HD091013)

2017–2018 Postdoctoral Research Scholar – Quantitative Methodology and Innovation Division, Florida Center for Reading Research, Florida State University

2016–2017 Postdoctoral Research Fellow – Data Team, Meadows Center for Preventing Educational Risk, The University of Texas at Austin

Graduate Research Experience

- 2015–2016 *Research Assistant/Methodologist* – Florida Learning Disabilities Research Center (PI: Rick Wagner). *Eunice Kennedy Shriver* National Institute of Child Health and Human Development (P50HD052120)
- 2010–2015 *Predoctoral Research Fellow* – Predoctoral Interdisciplinary Research Training Program (PI: Christopher Lonigan). Institute of Education Sciences, U.S. Department of Education (R305B040074; R305B090021)

ACADEMIC AND RESEARCH SERVICE

Service to the University

- 2018–2021 *Consultant* – Quantitative consultant on a formative evaluation of the FSU Leadership Development Program in coordination with Dr. Norman Anderson, Assistant Vice President of Research and Academic Affairs

Outside Consulting Experience

- 2021 *Statistical Consultant* – Data cleaning, structural equation modeling, writing
- 2020 *Statistical Consultant* – Bifactor models, structural equation modeling
- 2019 *Statistical Consultant* – Model-based meta-analysis
- 2018 *Statistical Consultant* – Factor analyses, growth modeling, item analyses
- 2016 *Statistical Consultant* – Structural equation modeling, multiple group models

RELEVANT TRAINING AND PROFICIENCIES

Coursework Completed

ANOVA; Regression; Advanced Research Methods; Introduction to Structural Equation Modeling; Advanced Structural Equation Modeling; Multilevel Modeling; Classical Test Theory; Measurement Theory; Item Response Theory; Meta-Analysis

Workshops Attended

- 2013 *Structural Equation Modeling in Longitudinal Research*
APA Advanced Training Institute
- 2012 *Workshop Series in Statistical Modeling with Mplus*
Johns Hopkins Bloomberg School of Public Health

Statistical and Programming Proficiencies

Advanced: Mplus, SPSS (syntax), Excel

Intermediate: R (analysis), flexMIRT

Basic: R (data management, visualizations)

Fundamental: SAS, Python