Dr. Kevin S. McGrew bio (10-13-24)

Dr. Kevin McGrew is the owner and Director of the Institute for Applied Psychometrics (IAP),llc. He received a BA in Psychology (1974) and MS in School Psychology (1975) from Moorhead State University (now Minnesota State University—Moorhead). He received his doctorate in Educational Psychology (Special Education, with emphasis on research methods and applied psychometrics) at the University of Minnesota (1989).

McGrew has 12 years of experience as a practicing school psychologist in Iowa and Minnesota (1975-1989). He was a Professor in Applied Psychology at St. Cloud State University, St. Cloud, MN (1990 to 2000). He served as the Research Director for the Woodcock-Muñoz Foundation (WMF) from 2005 to 2014. He also served as Associate Director for Measurement Learning Consultants (MLC) from 2008 to 2014. He has been a Visiting Lecturer in Educational Psychology (School Psychology program; 2000-2019) and Adjunct Research Professor (Institute for Community Integration; 2019-2024) at the University of Minnesota.

McGrew has served as an intelligence and individual differences theory and testing consultant to two international test development and research projects. He served in this capacity (2014-2017) to the Dharma Bermakna Foundation and Universatas Gadjah Mada (UGM) for the Indonesian AJT Cognitive Assessment Development Project. The CHC-theory based AJT intelligence test was the first ever individually administered intelligence test developed and normed in Indonesia. He also served as an external consultant to Ayrton Senna Institute (Instituto Ayrton Senna, Sao Paulo, Brazil; 2016-2017) for a large group assessment project—Twenty-first century cognitive SKILLS: Measures of reasoning, knowledge, and creativity in large-scale assessment systems. Since 2020 he has also served as an External Research Consultant to the Instituto Ayrton Senna-eduLab21 for a project focused on developing a model of motivated self-regulated learning in the context of ASI's SENNA social-emotional skills project (August 2020 to current). From 2009 to 2022 McGrew served as an expert consultant, via declarations or expert witness testimony, to the courts on the measurement of intelligence and psychometric issues relevant to intellectual assessment in *Atkins* (*Atkins v Virginia*, 2001) death penalty cases (capital punishment cases involving individuals with intellectual disabilities).

McGrew has served as a measurement consultant to several psychological test publishers, including Riverside Publishing and the Psychology Corporation (now Pearson Assessments). He has also served as a measurement and research consultant or advisory board member for a number of national research studies and organizations including the U. S. Department of Education—Office of Special Education Programs (OSEP), National Center on Educational Outcomes (NCEO) for students with disabilities, Stanford Research Institute (SRI), American Institutes for Research (AIR), National Accessible Reading Assessment Project (NARAP), National Academy of Science (NAS), National Academy on Education (NAE), National Center on Student Progress Monitoring, Special Education Elementary Longitudinal Study (SEELS), National Longitudinal Transition Study-2 (NLTS2), NCES Early Childhood Longitudinal Study (ECLS), and the American Association for Intellectual and Developmental Disabilities (AAIDD) Death Penalty Task Force and Advisory Committee for the Intellectual Disability: Definition, Diagnosis,

Classification, and Systems of Support, 12th Edition. He has also served as an external consultant to Interactive Metronome, a private neurotechnology company.

His research interests include: (a) theories and measurement of human intelligence, personal competence and adaptive behavior, (b) the application of psychological and educational measurement principles and techniques (applied psychometrics) to the development and interpretation of psychological and educational assessment instruments, (c) the Cattell-Horn-Carroll (CHC) theory of cognitive abilities, (d) narrowing the theory-practice gap in educational and psychological assessment, (c) the influence of non-cognitive (conative; motivation and self-regulated learning) characteristics on learning and human performance, (d) psychological assessment practices in the identification and classification of individuals with intellectual and learning disabilities and other exceptionalities, and (e) the application of emerging neurotechnologies to learning and cognitive performance.

The practical application of psychometric methods to educational and psychological problems, together with a strong interest in knowledge dissemination and the education of both psychologists and non-psychologists about psychological measurement, is an interest of McGrew. He has authored or coauthored over 100 peer-reviewed journal articles and book chapters, four books on intelligence test interpretation, eight norm-referenced intelligence, achievement, or special purpose psychological test batteries, and over 50 technical (grant) special publications and reports. He has conducted many state, national, and international presentations or workshops. In addition, McGrew has served on the editorial board or as an ad hoc reviewer of manuscripts for journals in psychology and developmental disabilities, including Intelligence, Journal of Psychoeducational Assessment, Psychology in the Schools, School Psychology Review, School Psychology Quarterly, Baltic Journal of Psychology, Learning and Individual Differences, and the American Journal on Intellectual and Development Disabilities.

McGrew has extensive experience in the development and psychometric analysis of nationally standardized norm referenced psychological and educational assessment instruments. He was the primary measurement consultant (and first author of the technical manual) for the *Woodcock-Johnson Psychoeducational Battery—Revised* (WJ-R, 1991) and served in the same capacity as coauthor of the *Woodcock-McGrew-Werder Mini-Battery of Achievement* (MBA, 1993), *Sharpe-McNear-McGrew Braille Assessment Inventory* (BAI, 1996), *Woodcock-Johnson Battery—III* (WJ III, 2001), *Woodcock-Johnson Diagnostic Supplement* (WJ III DS, 2003), *Batería III Woodcock-Muñoz* (BAT III, 2005), *Woodcock-Johnson III Normative Update* (WJ III NU, 2007), *Woodcock-Johnson III—Australian Adaptation* (2008), and the *Woodcock-Johnson IV* (WJ IV, 2014). He was the psychometric and statistical consultant for the development of the first edition of the *Children's Psychological Processes Scale*. He is currently working as the senior coauthor for the fifth revision of the *Woodcock-Johnson—Fifth Edition* (WJ V--projected launch Q1 2025).

Dr. McGrew has received a variety of awards, including University of Minnesota College of Education and Human Development Distinguished Alumni Award (2016), University of Minnesota—Moorhead Distinguished Alumni (Psychology) Award (2010), KIDS School Neuropsychology and Resources Lifetime Achievement Award (2015), Minnesota School Psychologists Association Lifetime Achievement Award (2015), Outstanding Faculty Award (St. Cloud State University, 1991), Alan S. Kaufman Excellence

in Assessment Award (2023), and, in January 2025, the Dr. Richard W. Woodcock Award for Innovations in Ability Testing, Research, and Scholarship.

For the past decade McGrew's research, scholarship and consultation work has focused in the following areas.

• *CHC intelligence theory and measurement*. He continues to be active in CHC intelligence theory and measurement research. He, together with Dr. Joel Schneider, have become the unofficial "gatekeepers" of the Cattell-Horn-Carroll (CHC) theories of intelligence (Schneider & McGrew, 2018; Schneider & McGrew, 2019). He has also completed research on the relations between CHC abilities and school achievement (Cormier et al., 2016; Cormier et al., 2017; Nilekesia et al., 2016).

• *The Cognitive-Affective-Motivation Model of Learning (CAMML)*. Based on research and writing started during his role as a principal investigator with the University of Minnesota National Central on Educational Outcomes (NCEO; circa 2002-2010), he has developed the Model of Achievement Competence Motivation (MACM) and the Cognitive-Affective-Motivation Model of Learning (CAMML; McGrew, 2022). These models build on the shoulders of many giants in psychology, particularly Dr. Richard Snow's notion of cognitive-conative aptitude trait complexes.

• *The intellectual prong for diagnosing intellectual disabilities*. McGrew has provided both informal pro bono and formal consultation to psychologists, lawyers, the courts, and professional organizations (AAIDD, APA) about intelligence testing and applied psychometric issues related to the first prong of a possible intellectual disability (ID) diagnosis, particularly in the context of high-stakes ID *Atkins* death penalty cases. To date these informal and formal activities have involved over 50 *Atkins* ID death penalty cases. These activities also resulted in separate chapters on intellectual functioning (McGrew, 2015a) and the Flynn effect (aka., norm obsolescence; McGrew, 2015b) in the AAIDD publication The Death penalty and Intellectual Disability (Polloway, 2015) as well as a chapter regarding theories and measurement of intelligence in the American Psychological Association (APA) Handbook of Intellectual and Developmental Disabilities (Floyd et al., 2021). He provided input to AAIDD as a member of the AAIDD Advisory Committee for Intellectual Disability: Definition, Diagnosis, Classification, and Systems of Support, 12th Edition (AAIDD, 2021). Post AAIDD manual publication, McGrew (2021) published a critique of the intellectual prong of the AAIDD ID manual. He also advised APA on the preparation of an Amici Curiae (with other mental health organizations) for the 2014 *Atkins*-related precedent setting US SCOTUS *Hall v Florida* decision. He, together with Dr. Tom Oakland, organized and wrote an Amici brief ("Concerned Experts in Intellectual Disability") in support of A. A. Ortiz's 2015 US SCOTUS *Atkins* petition.

• *Psychometric network analysis*. McGrew most recent interest and activities focus on the application of new structural dimensionality analysis methods (i.e., psychometric network analysis; PNA) to intelligence test data, with the overriding goal to better understand the causal mechanisms and emerging contemporary theoretical models of intelligence (e.g., Process Overlap Theory; Dynamic Mutualism; Wired intelligence) and to harness the benefit of PNA methods (compared to factor analysis methods) for identifying potential central target systems for cognitive and achievement interventions. An additional goal of this work is to improve intelligence test structural research by reducing the frequent conflation of

theoretical *g* and psychometric or statistical *g*, a critical problem contributing to the "theory crises in psychology" (Borsboom, 2022; Fried, 2020) and a frequent problem plaguing much of school psychology's IQ test factor analysis research (McGrew et al., 2023).

More information, including social media outlets, is available at theMindHub.com.