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CONTACT INFORMATION

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University of Vermont
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EDUCATION

2001-2006 **Ph.D.**, Developmental Psychology, Institute of Child Development
University of Minnesota, Minneapolis, MN
Thesis: *Gender Differences in the Association between Autonomic Arousal and Aggressive Conduct*
Supporting program: Social Psychology and Statistics
Advisor: Dr. Nicki Crick

2005 **M.A.,** Developmental Psychology, Institute of Child Development
University of Minnesota, Minneapolis, MN
Thesis: *The Moral Status of Physical and Relational Aggression in Elementary School Children*
Advisor: Dr. Nicki Crick

1997-2001 **B.A.**, Psychology, Carleton College, Northfield, MN
Advisor: Dr. Kathie Galotti

PROFESSIONAL EXPERIENCE

2024-present **Robert B. Lawson Green & Gold Professor**, Psychological Science, University of Vermont
2018-present **Professor**, Psychological Science, University of Vermont
2019-2021 **Interim Director,** Center for Teaching and Learning, University of Vermont
2015-2019 **Director**, General/Experimental Psychology Graduate Program, University of Vermont
2012-2018 **Associate Professor**, Psychological Science, University of Vermont
2012-2013 **Director**, Undergraduate Psychology Program, University of Vermont
2007-2012 **Assistant Professor**, Psychological Science, University of Vermont
2006–2007 **Visiting Assistant Professor,** Psychology, St. Olaf College
Spring, 2006 **Visiting Instructor,** Psychology, Macalester College

JOURNAL PUBLICATIONS

Gardner, K. M., Ostrov, J. M., Perhamus, G. R., & **Murray-Close, D.** (2026). The interactive role of physiological reactivity and victimization responses on internalizing symptoms in early childhood. *International Journal of Psychophysiology*, 228, 113443.

Song, Q., Buck, C., Lent, M. C., Salloum, G., Mkanta, W., & **Murray-Close, D.** (in press). Caregiver ethnic-racial socialization and ethnic-racial minority children's psychological adjustment: The moderating effect of skin conductance level reactivity to exclusion. *Developmental Psychobiology.*

Azu-Narcisse, M. A., Ostrov, J. M., & **Murray-Close, D**. (in press). The role of parenting and cortisol in children's early peer relationships. *Child Psychiatry and Human Development*.

Buck, C., **Murray-Close. D.,** & Yates, T. M. (in press). Early community violence exposure and adolescent aggressive behavior: Moderation by autonomic nervous system reactivity. *Developmental Psychology.*

Perhamus, G. R., Perry, K. J., **Murray-Close, D.,** & Ostrov, J. M. (2026). Multi-system stress activity profiles and socioemotional functioning across the transition to kindergarten. *Journal of Applied Developmental Psychology,* 103, 101931..

Lent, M. C., Buck, C., & **Murray-Close, D**. (2025). The role of overprotective parenting in longitudinal associations between peer victimization and aggression and internalizing symptoms during preadolescence. *Journal of Child & Family Studies, 34,* 1338–1350. https://doi.org/10.1007/s10826-025-03057-4

Perhamus, G. R., Ostrov, J. M., & **Murray-Close, D.** (2025). Parenting and peer victimization in the development of callous-unemotional behaviors: Moderation by irritability and basal cortisol. *Research on Child and Adolescent Psychopathology, 53*(9), 1311-1323. doi: 10.1007/s10802-025-01343-9

Song, Q., Lent, M. C., **Murray-Close, D**., Suo, T., & Wang, Q. (2025). Narrative processing and the forms and functions of aggressive behavior: Exploring the roles of physiological reactivity and gender. *Narrative Inquiry, 35*(1), 95-115.

Perry, K. J., Perhamus, G. R., Memba, G., Ostrov, J. M., & Murray-Close, D. (2024). A social–ecological model of preschoolers' aggressive behavior: An exploratory analysis. *School Psychology, 39*(1), 95–105. https://doi.org/10.1037/spq0000565

Murray-Close, D., Lent, M. C., Sadri, A., Buck, C., & Yates, T. M. (2024). Autonomic nervous system reactivity to emotion and childhood trajectories of relational and physical aggression. *Development and Psychopathology, 36*(2), 691-708

Perhamus, G. R., Ostrov, J. M., & Murray-Close, D. (2024). Aggression and irritability in middle childhood: Between- and within-person associations. *Journal of Clinical Child & Adolescent Psychology, 53*(2), 184–198. https://doi.org/10.1080/15374416.2023.2272941

Lent, M. C., Perry, K. J., Perhamus, G. R., Buck, C., **Murray-Close, D**., & Ostrov J. M. (2024). Is autonomic functioning distinctly associated with anxiety and unsociability in preschoolers? *International Journal of Psychophysiology*, Jun, 200:112343. doi: 10.1016/j.ijpsycho.2024.112343

Perry, K. J., Perhamus, G. R., Lent, M. C., **Murray-Close, D**., & Ostrov, J. M. (2023). The COVID-19 pandemic and measurement of preschoolers' executive functions. *Psychological Assessment, 35*(11), 986–999.

Godleski, S., & **Murray-Close, D**. (2023). Assessment of hostile intent attributions across escalating conflict stories. *Aggressive Behavior, 49*(3), 249-260.

Perry, K., J., Ostrov, J. M., & **Murray-Close, D**. (2023). The role of autonomic system coordination in relations between peer factors and aggressive behavior in early childhood. *Research on Child and Adolescent Psychopathology, 51*(5), 693-708.

Ostrov, J. M., **Murray-Close, D**., Perry, K. J., Blakely-McClure, S. J., Perhamus, G. R., Mutignani, L., Kesselring, S., Memba, G., & Probst, S. (2023). The development of forms and functions of aggression during early childhood: A temperament-based approach. *Development & Psychopathology, 35*(2), 941-957.

Ostrov, J. M., **Murray-Close, D**., Perry, K. J., Perhamus, G., Memba, G., Rice, D., & Nowalis, S. (2023). Parenting and Adjustment Problems among Preschoolers during COVID-19. *Journal of Child and Family Studies, 32*, 93-109.

Lent, M. C., Perry, K. J., Blakely-McClure, S. J., Buck, C., **Murray-Close, D**., & Ostrov, J. M. (2022). Autonomic nervous system reactivity and preschoolers' social dominance. *Developmental Psychobiology, 64(8),* e22336.

Perhamus, G. R., Perry, K. J., **Murray-Close, D.**, & Ostrov, J. M. (2022). Stress reactivity and social cognition in pure and co-occurring early childhood relational bullying and victimization. *Development and Psychopathology, 34*(4), 1300-1312.

Lent, M. C., & **Murray-Close, D**. (2022). Negative parenting and functions of relational aggression: The moderating roles of gender and physiological reactivity. *Aggressive Behavior, 48*(1), 17-29.

Perry, K. J., Ostrov, J. M., Murray-Close, D., Blakely-McClure, S., Kiefer, J., DeJesus-Rodriguez, A., & Wesolowski, A. (2021). Measurement of aggressive behavior in early childhood: A critical analysis using five informants. *Journal of Experimental Child Psychology*, 209, 18. doi:https://doi.org/10.1016/j.jecp.2021.105180

Song, Q., Lent, M. C., Suo, T., **Murray-Close, D.**, & Wang, Q. (2021). Relational victimization and depressive symptoms: The interactive role of physiological reactivity and narrative processing. *International Journal of Psychophysiology, 166*, 92-102.

Sibold, J., Edwards, E., O'Neil, L., **Murray-Close, D.**, & Hudziak, J. (2020). Bullying environment moderates the relationship between exercise and mental health in bullied U.S. children. *Journal of School Health, 90*(3), 194-199.

McQuade, J., D., **Murray-Close, D**., Breslend, N., Blada, K., Kim, M., & Marsh, N. (2019). Emotional underarousal and overarousal and engagement in relational aggression: Interactions between relational victimization, physiological reactivity, and emotional sensitivity. *Journal of Abnormal Child Psychology, 47*(10), 1663–1676.

Breslend, N. L., Shoulberg, E., McQuade, J., & **Murray-Close, D**. (2018). Social costs for Wannabes: Moderating effects of popularity and gender on the links between popularity goals and negative peer experiences. *Journal of Youth and Adolescence, 47*(9)*,* 1894-1906.

Breslend, N. L., Shoulberg, E., Wagner, C., **Murray-Close, D**., & Holterman, L. A. (2018). Biosocial interactions between relational victimization and physiological stress reactivity in relation to anxious/depressive symptoms and cognitive biases in female adolescents. *Merrill-Palmer Quarterly, 64*(1), 41-69.

Kawabata, Y., Tseng, W. L., & **Murray-Close, D**. (2017). Relational-interdependent self-construal and gender predicting blood pressure reactivity and recovery from stress in early adolescence. *Journal of Research on Adolescence, 27*, 782-796.

Murray-Close, D., Holterman, L. A., Breslend, N. L., & Sullivan, A. D. (2017). Psychophysiology of proactive and reactive relational aggression. *Biological Psychology, 130,* 77-85.

Nichols, J. Q., Shoulberg, E., Garner, A., Hoza, B., Burt, K. B., **Murray-Close, D.**, & Arnold, L. E. (2017). Exploration of the factor structure of ADHD in adolescence through self, parent, and teacher reports of symptomatology. *Journal of Abnormal Child Psychology, 45,* 625-641.

Holterman, L. A., **Murray-Close, D**., & Breslend, N. L. (2016). Relational victimization and depressive symptoms: The role of autonomic nervous system reactivity in emerging adults. *International Journal of Psychophysiology, 110,* 119-127.

Sibold, J., Edwards, E. M., **Murray-Close, D**., & Hudziak, J. (2015). Physical activity, sadness, and suicidality in bullied U.S. adolescents. *Journal of the American Academy of Child and Adolescent Psychiatry, 54*, 808-815.

Pitula, C., **Murray-Close, D**., Banny, A. M., & Crick, N. R. (2015). Prospective

associations between peer aggression and victimization: The moderating roles of physiological stress reactivity and gender. *Social Development, 24,* 621-639.

Lafko, N., **Murray-Close, D**., & Shoulberg, E.K. (2015). Negative peer status and relational victimization in children and adolescents: The role of stress physiology. *Journal of Clinical Child and Adolescent Psychology, 44*, 405-416.

Foran, J. L., Hutchins, T. L., Prelock, P. A., & **Murray-Close. D**. (2014). Examining the benefit of including a sibling in story-based interventions with a child with Asperger Syndrome. *Contemporary Issues in Communication Science and Disorders, 41*, 179-195. Selected for the 2014 Editor's Award.

McQuade, J., Achufusi, A., Shoulberg, E., & **Murray-Close, D**. (2014). Biased self-perceptions of social competence and engagement in physical and relational aggression: The moderating role of peer status and sex. *Aggressive Behavior, 40*, 512-525.

Murray-Close, D., Crick, N. R., Tseng, W. L., Lafko, N., Burrows, C., Pitula, C., & Ralston, P. (2014). Physiological stress reactivity and physical and relational aggression: The moderating roles of victimization, type of task, and child gender. *Development and Psychopathology, 26*, 589-603.

Banny, A. M., Tseng, W.-L., **Murray-Close, D**., Pitula, C., & Crick. N. R. (2014). Borderline personality features as a predictor of forms and functions of aggression during middle childhood: Examining the roles of gender and physiological reactivity. *Development and Psychopathology, 26*, 789-804.

Cicchetti, D., & **Murray-Close, D**. (2014). The legacy of Nicki R. Crick's contributions to developmental psychopathology. *Development and Psychopathology, 26*, 557-559.

McQuade, J.D., Vaughn, A. J., Hoza, B., **Murray-Close, D**., Molina, B.S.G., Arnold, L.E., & Hechtman, L. (2014). Perceived social acceptance and peer status differentially predict adjustment in youth with and without ADHD. *Journal of Attention Disorders, 18,* 31-43.

Hoza, B., McQuade, J. D., **Murray-Close, D**., Shoulberg, E., Molina, B. S. G., Arnold, L. E., Swanson, J., & Hechtman, L. (2013). Does childhood positive self-perceptual bias mediate adolescent risky behavior in youth from the MTA study? *Journal of Consulting and Clinical Psychology, 81,* 846-858.

McQuade, J. D., **Murray-Close, D**., Shoulberg, E., & Hoza, B. (2013). Working memory and social functioning in children. *Journal of Experimental Child Psychology, 115*, 422-435.

Ostrov, J. M., **Murray-Close, D**., Godleski, S. A., & Hart, E. J. (2013). Prospective associations between forms and functions of aggression and social and affective processes in early childhood. *Journal of Experimental Child Psychology, 116*, 19-36.

Murray-Close, D. (2013). Psychophysiology of adolescent peer relations I: Theory and

research findings. *Journal of Research on Adolescence,23,* 236-259.

Murray-Close, D. (2013). Psychophysiology of adolescent peer relations II: Recent advances and future directions. *Journal of Research on Adolescence, 23,* 260-273.

Moore, C. C., Shoulberg, E. K., & **Murray-Close, D**. (2012). The protective role of teacher preference for at-risk children's social status. *Aggressive Behavior, 38,* 481-493.

Kawabata, Y., Tseng, W. L., **Murray-Close, D**., & Crick, N. R. (2012). Developmental trajectories of Chinese children's relational and physical aggression: Associations with social-psychological adjustment problems. *Journal of Abnormal Child Psychology, 40,* 1087-1097.

Murray-Close, D., Holland, A. S., & Roisman, G. I. (2012). Autonomic arousal and relational aggression in heterosexual dating couples. *Personal Relationships, 19,* 203-218.

Hoza, B., Vaughn, A., Waschbusch, D. A., **Murray-Close, D**., & McCabe, G. (2012). Can children with ADHD be motivated to reduce bias in self-reports of competence? *Journal of Consulting and Clinical Psychology, 80,* 245-254.

Murray-Close, D., & Rellini, A. H. (2012). Physiological reactivity to relational stress and proactive and reactive relational aggression among women with and without a history of sexual abuse. *Biological Psychology, 89,* 54-62.

Mathieson, L. C., **Murray-Close, D**., Crick, N. R., Woods, K. E., Zimmer-Gembeck, M., Geiger, T. C., & Morales, J. (2011). Hostile intent attributions and relational aggression: The moderating roles of emotional sensitivity, gender, and victimization. *Journal of Abnormal Child Psychology, 39,* 977-987.

Shoulberg, E. K., Sijtsema, J. J., & **Murray-Close, D**. (2011). The association between valuing popularity and relational aggression: The moderating effects of actual popularity and physiological reactivity to exclusion. *Journal of Experimental Child Psychology, 110,* 20-37.

Sijtsema, J. J., Shoulberg, E. K., & **Murray-Close, D**. (2011). Physiological reactivity and different forms of aggression in girls: Moderating roles of peer rejection and rejection sensitivity. *Biological Psychology, 86,* 181-192.

Murray-Close, D. (2011). Autonomic arousal and romantic relational aggression among female emerging adults: Moderating roles of social and cognitive risk. *International Journal of Psychophysiology, 80,* 28-35.

McQuade, J., Hoza, B., Waschbusch, D. A., **Murray-Close, D**., & Owens, J. S. (2011). Changes in self-perceptions in children with ADHD: A longitudinal study of depressive symptoms and attributional style. *Behavior Therapy, 42,* 170-182.

Murray-Close, D., Hoza, B., Hinshaw, S. P., Arnold, L. E., Swanson, J., Jensen, P. S., Hechtman, L., Wells, K., & the MTA Cooperative Group. (2010). Developmental processes in peer problems of children with ADHD in the MTA study: Developmental cascades and vicious cycles. *Development and Psychopathology, 22,* 785-802.

Murray-Close, D., Ostrov, J. M., Nelson, D. A., Crick, N. R., & Coccaro, E. F. (2010). Proactive, reactive, and romantic relational aggression in adulthood: Measurement, predictive validity, gender differences, and association with Intermittent Explosive Disorder. *Journal of Psychiatric Research, 44*, 393-404.

Hoza, B., **Murray-Close, D.,** Arnold, L. E., Hinshaw, S. P., Hechtman, L., & the MTA Cooperative Group. (2010). Time-dependent changes in positively biased self-perceptions of children with ADHD: A developmental psychopathology perspective. *Development and Psychopathology, 22,* 375-390.

Murray-Close, D., & Ostrov, J. M. (2009). A longitudinal study of forms and functions of aggressive behavior in early childhood. *Child Development, 80*, 828-842.

Cullerton-Sen, C., Cassidy, A. R., **Murray-Close, D**., Cicchetti, D., Crick, N. R., & Rogosch, F. A. (2008). Childhood maltreatment and the development of relational and physical aggression: The importance of a gender-informed approach. *Child Development*, 79, 1736-1751. **One of the top 10 Society for Research in Child Development downloaded articles in 2009.**

Murray-Close, D., Han, G., Cicchetti, D., Crick. N. R., & Rogosch, F. A. (2008). Neuroendocrine regulation and physical and relational aggression: The moderating roles of child maltreatment and gender. *Developmental Psychology, 44,* 1160-1176.

Murray-Close, D., & Crick, N. R. (2007). Gender differences in the association between cardiovascular reactivity and aggressive conduct. *International Journal of Psychophysiology, 65,* 103-113.

Murray-Close, D., Ostrov, J. M., & Crick, N. R. (2007). A short-term longitudinal study of growth of relational aggression during middle childhood: Associations with gender, friendship intimacy, and internalizing problems. *Development and Psychopathology, 19,* 187-203.
Reprinted In: Killen, M., & Coplan, R. (Eds). (2011). *Social Development in Childhood and Adolescence: A Contemporary Reader.* Wiley-Blackwell.

Murray-Close, D., & Crick, N. R. (2006). Mutual antipathy involvement: Gender and associations with aggression and victimization. *School Psychology Review*, *35,* 472-492.

Murray-Close, D., Crick, N. R., & Galotti, K. M. (2006). Children's moral reasoning regarding physical and relational aggression. *Social Development, 15*, 345-372.

Crick, N. R., **Murray-Close, D.**, & Woods, K. (2005). Borderline personality features in childhood: A short-term longitudinal study. *Development and Psychopathology, 17,* 1051–1070.

CHAPTERS

Murray-Close, D., Breslend, N. L., & Holterman, L. A. (2018). Psychophysiology indicators of relational aggression. In S. Coyne & J. M. Ostrov (Eds.), *The Development of Relational Aggression* (pp. 127-151). New York: Oxford University Press.

Murray-Close, D., Nelson. D. A., Ostrov, J. M., Casas, J. F., & Crick. N. R. (2016). Relational aggression: A developmental psychopathology perspective. In D. Cicchetti (Ed.), *Handbook of Developmental Psychopathology, 3rd Edition (Vol. 4)* (pp. 660-722). New Jersey: Wiley.

Murray-Close, D. (2009). Relational aggression. In Harry T. Reis & Susan Sprecher (Eds.), *Encyclopedia of Human Relationships*. Thousand Oaks, CA: Sage.

Crick, N. R., **Murray-Close, D** , Marks, P. E. L., & Mohajeri-Nelson, N. (2009). Aggression and peer relationships in middle childhood and early adolescence. In K. H. Rubin, W. Bukowski, & B. Laursen (Eds.), *The Handbook of Peer Interactions, Relationships, and Groups* (pp. 287-302). New York: Guilford.

Crick, N. R., Woods, K. E., **Murray-Close, D.**, & Han, G. (2007). The development of borderline personality disorder: Current progress and future directions. In A. Freeman & M. Reinecke (Eds.), *Personality Disorders in Children and Adolescents* (pp. 341-384). New Jersey: Wiley Press.

FUNDED GRANTS

Spencer Foundation Racial Equity Grant
Title: Race-Based Peer Victimization and Adolescent Academic, Psychological, and Sleep Functioning: Resilience Factors in Daily Processes
Role: PI (Stacey Doan, Co-PI)
6/1/26-6/30/30
Total Costs: $74,172

1 R01 HD105496-01A1
NIH/NICHD
Title: The Early Childhood Friendship Project: Testing Key Mechanisms and the Moderating Role of Physiological Reactivity
Role: Co-I (Jamie M. Ostrov, PI)
9/22-9/27
Total Costs: $3,213,080

BCS-1939393
National Science Foundation
Title: Peer Treatment across the Transition to Kindergarten: A test of Biological Sensitivity to Context Theory
Role: Co-PI (Jamie M. Ostrov, PI)
9/20-8/24
Total Costs: $426,714

1 R01 HD095832-01A1
NIH/NICHD
Title: Peer and Family Adversity, Neuroendocrine Regulation, and School Readiness across the Transition to Kindergarten
Role: PI (Multiple PI Project, Jamie M. Ostrov, PI)
4/19-3/24
Total Direct Costs: $1,715,504

Funded Supplement to parent grant
3 R01 HD095832-03S1
NIH/NICHD
Title: Masking and Child Development During COVID-19: A Supplement to the FRIENDS Project
1/22-1/23
Total Direct Costs: $141,258

Research Grant, Child and Adolescent Psychology Training and Research, Inc.
Title: Peer Adversity, Sympathetic Nervous System Dysregulation, and School Readiness across the Transition to Kindergarten
Role: PI
11/19-11/23
Direct Costs: $7,560

UVM College of Arts and Sciences Seed Grant
Title: Peer Adversity, Sympathetic Nervous System Dysregulation, and School Readiness across the Transition to Kindergarten
Role: PI
11/19-6/22
Direct Costs: $12,500

National Science Foundation
Title: The Development of Forms and Functions of Aggression during Early Childhood
Role: Co-PI (Jamie M. Ostrov, PI)
2/15-1/19
Total Costs: $550,000

National Institute on Drug Abuse
Title: Developmental Pathways of Violence and Substance Use in a High Risk Sample

Role: Consultant (R. Eiden & A. Nickerson, PIs)
3/15-2/20
Total Costs: $3.4 million

Research Grant, The College of Arts and Sciences Faculty Research Support Awards
Title: Peer Victimization and Physiological Stress Reactivity: Implications for Physical Health in Males and Females
Role: PI
6/13-5/16
Direct Costs: $9,661

Research Grant, Child and Adolescent Psychology Training and Research, Inc.
Title: The Impact of Parental Stress Physiology on Social Adjustment in Youth with ADHD
Role: Co-PI (Nicole Lafko, & Erin Shoulberg, Co-PIs)
12/12-11/13
Direct Costs: $6,400

Research Grant, Child and Adolescent Psychology Training and Research, Inc.
Title: Popularity Goals, Popularity Norms, and Actual Popularity: Associations with Trajectories of Academic Adjustment across Early Adolescence
Role: Co-PI (Erin Shoulberg, PI)
4/10-9/13
Direct Costs: $6,400

National Science Foundation
Title: Autonomic Nervous System Activity and Relational Aggression
Role: Co-PI (Nicki R. Crick, Co-PI)
9/08-8/12
Total Costs: $599,968

Research Grant, Child and Adolescent Psychology Training and Research, Inc.
Title: Autonomic Reactivity to Relational Provocation and Aggression
Role: PI
11/07-10/09
Direct Costs: $6,285

Travel Grant, McNeil Prevention and Intervention Award
Title: Third Research Conference on Relational Aggression
Role: PI
3/08
Direct Costs: $1,000

Institute of Child Development Small Grants Award
Title: Aggression, Physiology, and Emotion
Role: PI
10/04-9/05

Direct Costs: $500

HONORS AND AWARDS

Robert B. Lawson Green & Gold Professor, University of Vermont, 2024
University of Vermont Kroepsch-Maurice Excellence in Teaching Award, 2019
University of Vermont Alumni Association George V. Kidder Outstanding Faculty Award, 2018
University of Vermont College and Arts and Science Dean's Lecture Award, 2016
NIMH Predoctoral Trainee, 2004 – 2006
Phi Kappa Phi, University of Minnesota, 2003
Eva O. Miller Fellowship, 2002-2003
Graduate Fellowship, University of Minnesota, 2001-2002
Minnesota Patterson Award in Psychology Nominee, 2001
Distinction in the Psychology Major, Carleton College, 2001
Distinction on Senior Comprehensive Project, Carleton College, 2001
Phi Beta Kappa, Carleton College, 2001
Sigma Xi, Carleton College, 2001
Magna cum Laude, Carleton College, 2001
UROP Research Experiences for Undergraduates Fellow, University of Minnesota, 2000
Dean's List, Carleton College, 1997-2001

CONFERENCE PRESENTATIONS

Invited Keynote Address

Psychophysiology of Peer Relationships (2012). Invited Keynote Address to the Peer Preconference at the Society for Research on Adolescence, Vancouver, Canada.

Chaired Symposiums.

The interactive role of sympathetic and parasympathetic nervous system activity in adolescent adjustment and behavior (2018). Symposium presentation at the Society for Research on Adolescence, Minneapolis, MN.

Autonomic reactivity to stress and forms and functions of aggression: Moderating factors across development (2013). Symposium presentation at the Society for Research in Child Development, Seattle, WA.

Relational aggression and school adjustment: Developmental processes and moderating factors (2011). Symposium presentation at the Society for Research in Child Development, Montreal, Canada.

Paper Presentations

Ostrov, J. M., **Murray-Close, D**., Perhamus, G. R., Perry, K. J., Memba, G. V., Gardner, K., Lucas, S., Carrol, K. T., & Bell, O. (2024). COVID-19 and impact on aggression and peer victimization during early childhood. Paper presented to the International Society for Research on Aggression, Munich, Germany.

Ostrov, J. M., **Murray-Close, D.**, Gardner, K., Azu, M. A., Perhamus, G. R., Memba, G. V., Perry, K. J., Rice, D. R., Lucas, S., Carrol, K. T., Bell, O., & Foote, K. (2024). New techniques for examining physiological responses to peer treatment among young children. Paper presented to the International Society for Research on Aggression, Munich, Germany.

Murray-Close, D., Lent, M., Sadri, A., Buck, C., & Yates, T. (2023). Autonomic nervous system reactivity to fear and childhood trajectories of physical aggression. Paper presented at the Society for Research in Child Development, Salt Lake City, UT.

Lent, M. C., Buck, C., & **Murray-Close, D**. (2023). How forms and functions of aggression evoke overprotective/intrusive parenting in middle childhood. Paper presented at the Society for Research in Child Development, Salt Lake City, UT.

Perhamus, G., Perry, K., Ostrov, J., **Murray-Close, D**., & Lent, M. (2023). Differential impacts of the COVID-19 pandemic on preschoolers' academic readiness and socioemotional adjustment. Paper presented at the Society for Research in Child Development, Salt Lake City, UT.

Perhamus, G., Ostrov, J., & **Murray-Close, D**. (2023). Multisystem stress activity in early childhood aggression and callous-unemotional behaviors. Paper presented at the Society for Research in Child Development, Salt Lake City, UT.

Perry, K., Ostrov, J., & **Murray-Close, D**. (2023). The role of autonomic system coordination in relations between peer factors and aggressive behavior in early childhood. Paper presentated at the Society for Research in Child Development, Salt Lake City, UT.

Murray-Close, D., Lent, M. C., Sadri, A., Buck, C., & Yates, T. M. (2022). Autonomic Nervous System Reactivity to Emotion and Childhood Trajectories of Relational Aggression. Paper presented at the 8th Research Conference on Relational Aggression, Rochester, NY.

Lent, M. C. & **Murray-Close, D**. (2022). Negative Parenting and Functions of Relational Aggression: The Moderating Role of Physiological Reactivity. Paper presented at the International Society for Research on Aggression (ISRA) World Meeting, Ottawa, Canada.

Perhamus, G. R., **Murray-Close, D**., & Ostrov, J. M. (2022). Pure and co-occurring relational bullying and victimization: Roles of stress reactivity and hostile attribution biases in early childhood. Paper presented at the International Society for Research on Aggression (ISRA) World Meeting, Ottawa, Canada.

Perry, K. J., Perhamus, G. R, Memba, G., Ostrov, J. M, & **Murray-Close, D**. (2022). A two-factor model of externalizing behavior in early childhood: A test of competing models and the role of temperament. Paper presented at the International Society for Research on Aggression (ISRA) World Meeting, Ottawa, Canada.

Perry, K. J., Ostrov, J. M, & **Murray-Close, D**. (2022). Measurement of aggressive behavior in early childhood: A critical analysis using five informants. Paper presented at the International Society for Research on Aggression (ISRA) World Meeting, Ottawa, Canada.

Murray-Close, D., Breslend, N. L., & Sullivan, A. D. (2018). Does relational victimization "get under the skin"? Associations between relational victimization and autonomic stress system reactivity. Paper presented at the Relational Aggression Conference, Philadelphia, PA.

Ostrov, J., **Murray-Close, D**., Blakely-McClure, S. J., Perry, K. J., Mutignani, L., Probstm S., Kesselring, S. A., & Breslend, N. L. (2018). The development of forms and functions of aggression: Preliminary findings from the PEERS project. Paper presented at the Relational Aggression Conference, Philadelphia, PA.

Murray-Close, D., Breslend, N., & Sullivan, A. (2018). Physiological stress system interactions distinguish shyness from unsociability in preadolescents. Paper presented at the Society for Research on Adolescence Conference, Minneapolis, MN.

Murray-Close, D., Breslend, N., & Sullivan, A. (2018). Relational victimization across contexts predicts disordered eating: Moderation by physiological stress reactivity and gender. Paper presented at the Society for Research on Adolescence Conference, Minneapolis, MN.

Holterman, L. A., & **Murray-Close, D.** (2017). Relational victimization and depressive symptoms: The role of autonomic nervous system reactivity in emerging adults. Paper presented at the Society for Research in Child Development, Austin, TX.

Murray-Close, D. (2016). Stress physiology and functions of relational aggression. Paper presented at the Relational Aggression Conference, Washington, DC.

Murray-Close, D. (2013). Psychophysiological processes in the development of relational aggression. Paper presented at the Society for Research in Child Development, Seattle, WA.

Murray-Close, D., Crick, N., Tseng, W-L., Lafko, N., Burrows, C., & Pitula, C. (2013). Autonomic reactivity to stress and physical and relational aggression: The moderating roles of victimization, type of task, and child gender. Paper presented at the Society for Research in Child Development, Seattle, WA.

Lafko, N., Shoulberg, E. K., & **Murray-Close, D**. (2013). Physiological reactivity predicting relational aggression: The moderating roles of gender and functions of aggression. Paper presented at the Society for Research in Child Development, Seattle, WA.

Pitula, C., **Murray-Close, D**., Tseng, W-L., Banny, A. M., & Crick, N. (2013). Longitudinal associations between hostile attribution bias and peer victimization: The moderating roles of autonomic reactivity to stress and gender. Paper presented at the Society for Research in Child Development, Seattle, WA.

Shoulberg, E. K., Lafko, N., Wagner, C., & **Murray-Close, D.** (2013). Associations among relational victimization, hostile attribution bias, and conflict resolution skills: The moderating role of physiological reactivity to social stress. Paper presented at the Society for Research in Child Development, Seattle, WA.

Shoulberg, E. K., Luckner, A., **Murray-Close, D.,** Cullerton-Sen, C., & Crick, N. R. (2011). A longitudinal study of gender differences in the associations between forms of aggression and academic effort in middle childhood. Paper presentation at the Society for Research in Child Development, Montreal, Canada.

Ostrov, J. M., **Murray-Close, D**., Godleski, S. A., & Hart, E. J. (2011). Forms and functions of aggression and adjustment in early childhood: A short-term longitudinal study. Paper presentation at the Society for Research in Child Development, Montreal, Canada.

Murray-Close, D., & Rellini, A. H. (2010). Blunted physiological reactivity predicts relational aggression in women with a history of sexual abuse. Paper presentation at the Society for Research on Adolescence, Philadelphia, PA.

Murray-Close, D. (2009). Autonomic reactivity to exclusion and relational aggression. Paper presentation at the Society for Research in Child Development, Denver, Colorado.

Murray-Close, D., Han. G., Cicchetti, D., Crick, N. R., & Rogosch, F. A. (2008). Neuroendocrine regulation and physical and relational aggression: The moderating role of child maltreatment. Paper presentation at the Society for Research on Adolescence, Chicago, IL.

Cullerton-Sen, C., Luckner, A., **Murray-Close, D**., & Crick, N. R. (2008). Relational and physical aggression predict school disengagement: A process-oriented approach. Paper presentation at the National Association of School Psychologists, New Orleans, LA.

Crick, N. R., & **Murray-Close, D.** (2006). Relational aggression: Boys will be boys, but what about girls? Paper presentation given at the Symposium on Ostracism, Belonging, and Social Conflict, International Society for Research on Aggression, Minneapolis, MN.

Crick, N. R., **Murray-Close, D**., & Woods, K. (2004). The role of hostile intent attribution, peer

victimization, and gender in predicting future physical and relational aggression. Paper presentation at the Society for Research on Adolescence, Baltimore, MD.

Poster Presentations

Sartini-Rideout, A., Perry, K., Ostrov, J., Murray-Close, A. (2026, July 20-23). The impact of preschool aggression on kindergartener's academic performance and school engagement over and above other externalizing behaviors. [Poster Presentation]. International Society for Research on Aggression, St. Catharines, Canada.

Dickinson, H. G., Ostrov, J. M., Gardner, K. M., & Murray-Close, D. (2025, November). The Impact of Parental Depression on the Development of Emotion Regulation during Early Childhood: Testing the Moderating Role of Salivary Cortisol. Poster presented at the annual International Society for Developmental Psychobiology, San Diego, CA.

Kremer, K., Azu, M. A., Ostrov, J. M., & Murray-Close, D. (2025, March). Associations between COVID-19 impact, basal cortisol, and executive function in early childhood. Poster presented at the annual Eastern Psychological Association, New York City, NY

Azu, M. A., Ostrov, J. M., & Murray-Close, D. (2025, May). Associations between autonomic nervous system reactivity, emotion dysregulation, and reactive relational aggression in early childhood. Poster presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN

Perhamus, G. R., Perry, K. J., Murray-Close, D., & Ostrov, J. M. (2025, May). Multi-systems stress activity profiles and socioemotional functioning across the transition to kindergarten. Poster presentated at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN

Perhamus, G., Perry. K. G., **Murray-Close, D**., & Ostrov, J. M. (2025). Multi-system stress activity profiles and socioemotional functioning across the transition to kindergarten. Poster to be presented at the Society for Research in Child Development, Minneapolis, MN.

Azu, M. A., Ostrov, J. M., & **Murray-Close, D**. (2025). Associations between autonomic nervous system reactivity, emotion dysregulation, and reactive relational aggression in early childhood. Poster to be presented at the Society for Research in Child Development, Minneapolis, MN.

Kremer, K., Azu, M. A., Ostrov, J. M., & **Murray-Close, D**. (2025). Associations Between COVID-19 Impact, Basal Cortisol, and Executive Function in Early Childhood. Poster to be presented at the Eastern Psychological Association, New York, NY.

Azu, M. A., Ostrov, J. M., & **Murray-Close, D**. (2024). The role of basal cortisol and parental warmth in associations between peer victimization and later aggression in early

childhood. Poster presented at the International Society for Research on Aggression, Munich, Germany.

Gardner, K., Perhamus, G., Ostrov, J., & **Murray-Close, D.** (2023). The interactive role of physiological reactivity and victimization responses on internalizing in early childhood. Poster presented at the Society for Research in Child Development, Salt Lake City, UT.

Lucas, S., Perhamus, G., **Murray-Close, D**., & Ostrov, J. (2023). Effects of self-regulation and salivary alpha amylase on bullying and aggression in preschool. Poster presented at the Society for Research in Child Development, Salt Lake City, UT.

Rice, D. R., Nowalis, S., Perry, K. J., **Murray-Close, D**., & Ostrov, J. M. (2022). Executive functioning and functions of relational aggression in early childhood. Poster presented at the International Society for Research on Aggression (ISRA) World Meeting, Ottawa, Canada.

Young, E., Lent, M. C., Sullivan, A., & **Murray-Close, D**. (2020, March). *Is your child even listening to you? Relationship between socialization and coping behavior, moderated by physiological reactivity.* Poster presented at the 125th Anniversary Meeting of Eastern Psychological Association, held virtually due to COVID-19.

Lent, M. C. & Murray-Close, D. (2021). *Does Emotional Overarousal Interrupt Social Information Processing? A New Look at an Old Model.* Poster to be presented at the 2021 Virtual Biennial Meeting for the Society for Research on Child Development.

Sullivan, A., **Murray-Close, D.**, & Schermerhorn, A. (2018). Emotion recognition biases in relationally and physically victimized children: The moderating role of gender. Poster presented at the Society for Research on Adolescence Conference, Minneapolis, MN.

Webb, R., Sullivan, A., & **Murray-Close, D.** (2018). Relational victimization and rejection sensitivity: The moderating role of friendship quality. Poster presented at the Society for Research on Adolescence Conference, Minneapolis, MN.

Mutignani, L., Ostrov, J. M., & **Murray-Close, D**. (2017). Physiological reactivity and prosocial behavior during early childhood. Poster presented at the Society for Research in Child Development, Austin, TX.

Kurmin, M., Lafko, N., & **Murray-Close, D**. (2015). Academic importance predicting heart rate reactivity to academic situations: The moderating role of hostile attribution biases. Poster presented at the Society for Research in Child Development, Philadelphia, PA.

Haydon, K. C., Bancroft, E., & **Murray-Close, D**. (2015). Direct and independent effects of early parenting quality and executive functioning on Grade 6 social competence. Poster presented at the Society for Research in Child Development, Philadelphia, PA.

Hetherington, C., Pitula, C., Banny, A., Gower, A. L., Hoemberg, K., Crick, N. R., & **Murray-Close, D**. (2015). Coping in real time: Social problem solving, stress reactivity & peer victimization in middle childhood. Poster presented at the Society for Research in Child Development, Philadelphia, PA.

Holterman, L. A., Kurmin, M., Lafko, N., & **Murray-Close, D**. (2015) Our parents always told us to play nice: The relationship between social control strategies and physiological reactivity. Poster presented at the Society for Research in Child Development, Philadelphia, PA.

Holterman, L. A., Sullivan, A., Lafko, N., & **Murray-Close, D**. (2015). The relationship between popularity goals and depression, moderated by physiological reactivity and gender. Poster presented at the Society for Research in Child Development, Philadelphia, PA.

Lafko, N., **Murray-Close, D**., & Holterman, L. A. (2015). Victimization predicting physiological reactivity: The moderating role of gender. Poster presented at the Society for Research in Child Development, Philadelphia, PA.

Pitula, C., Hetherington, C., Banny, A., Gower, A. L., Hoemberg, K., Ewart, C. K., Crick, N. R., & **Murray-Close, D**. (2015). He said, she said: Children's experiences of physical and relational victimization in the Social Competence Interview. Poster presented at the Society for Research in Child Development, Philadelphia, PA.

Hoemberg, K., Tseng, W.-L., **Murray-Close, D**., & Crick, N. R. (2014). Physiological stress reactivity and depressive symptoms in early adolescence. Poster presented at the Society for Research on Adolescence Conference, Austin, TX.

McQuade, J., Achufusi, A. K., **Murray-Close, D.**, & Shoulberg, E. K. (2013). Biased perceptions of competence and aggressive behaviors: The dangers of overestimating and underestimating social acceptance. Poster presented at the Association for Cognitive and Behavioral Therapies Annual Convention, Nashville, TN.

Shoulberg, E. K., McQuade, J., Lafko, N., & **Murray-Close, D**. (2013). The social costs of being a wannabe: Moderating effects of gender and popularity on the association between popularity goals and forms of victimization. Poster presented at the Society for Research in Child Development, Seattle, WA.

Lafko, N., Shoulberg, E. K., & **Murray-Close, D.** (2013). Depressive symptoms in female adolescents: Associations with physiological reactivity to social stress and relational victimization. Poster presented at the Society for Research in Child Development, Seattle, WA.

McQuade, J., **Murray-Close, D.**, Shoulberg, E. K., & Hoza, B. (2013). Working memory and social functioning in children. Poster presented at the Society for Research in Child Development, Seattle, WA.

Lafferty, K., Lafko, N., & **Murray-Close, D**. (2012). The association between the need to belong and relational aggression: The moderating role of rejection. Poster presented at the 2012 Society for Research on Adolescence Conference, Vancouver, Canada.

Lafko, N., & **Murray-Close, D**. (2012). Proactive and reactive functions of relational aggression and internalizing symptoms: Peer mechanisms of influence. Poster presented at the 2012 Society for Research on Adolescence Conference, Vancouver, Canada.

Brady, A. E., Law, J. T., Shoulberg, E. K., & **Murray-Close, D**. (2012). Links between reactions to academic situations and depression: The moderating roles of gender and physiological reactivity to academic stress. Poster presented at the 2012 Society for Research on Adolescence Conference, Vancouver, Canada.

Shoulberg, E. K., Mazzulla, E., & **Murray-Close, D**. (2012). Social and physiological moderators of the association between popularity goals and functions of relational aggression. Poster presented at the 2012 Society for Research on Adolescence Conference, Vancouver, Canada.

Lafferty, K., & **Murray-Close, D**. (2011). The association between the need to belong and relational aggression: The moderating role of rejection. Poster presented at SACNAS National Conference, San Jose, CA.

Shoulberg, E. K., Sijtsema, J. J., & **Murray-Close, D**. (2011). Is valuing popularity risky?: Social and physiological moderators of the association between the importance of popularity and relational aggression. Poster presentation at the Society for Research in Child Development, Montreal, Canada.

Donovan, E., & **Murray-Close, D**. (2011). Hot or not?: Factors associated with the acceptance of female sexual aggression in emerging adulthood. Poster presentation at the Society for Research in Child Development, Montreal, Canada.

Moore, C. C., Brady, A. E., & **Murray-Close, D**. (2011). Physical and relational aggression and peer status: Moderating roles of teacher dislike and gender. Poster presentation at the Society for Research in Child Development, Montreal, Canada.

Rellini, A. H., & **Murray-Close, D**. (2010). Changes in androgen levels during the menstrual cycle and orgasm functioning in women. Poster Presentation at the 14th World Meeting of the International Society for Sexual Medicine, Seoul, Korea. **Winner of Best Poster Prize**.

McQuade, J. D., Vaughn, A.J., Hoza, B., **Murray-Close, D**., & The MTA Cooperative Group (2010). Perceived social competence and peer status differentially predict adjustment in youth with and without ADHD. Poster presentation at the 44th Association for Behavioral and Cognitive Therapies Annual Convention, San Francisco, CA.

McQuade, J. D., Hoza, B., **Murray-Close, D**. Molina, B.S.G., & The MTA Cooperative Group (2010). Childhood bias in self-perceptions predicts later risky behaviors in ADHD. Poster presentation at the 44th Association for Behavioral and Cognitive Therapies Annual Convention, San Francisco, CA.

Shoulberg, E. K., McQuade, J. D., & **Murray-Close, D.** (2010). "Do you really want to hurt me?": The links between valuing social status and behavior in peer relationships. Poster presentation at the Society for Research on Adolescence, Philadelphia, PA.

Donovan, E., McQuade, J., Shoulberg, E. K., & **Murray-Close, D.** (2010). The relation between self-perceptions of social competence and behavior in peer relationships: Does social status matter? Poster presentation at the Society for Research on Adolescence, Philadelphia, PA.

Murray-Close, D., & Woods, K. (2009). Resting heart rate predicts prosocial and physically aggressive behavior in middle childhood. Poster presentation at the Society for Research in Child Development, Denver, Colorado.

Murray-Close, D., Cullerton-Sen, C. L., Geiger, T., & Crick. N. R. (2008). Strategies for coping with victimization: What leads to increases in victimization over time among early adolescents? Poster presentation at the Society for Research on Adolescence, Chicago, IL.

Cassidy, A. R., Cullerton-Sen, C., Cicchetti, D., Crick, N. R., Rogosch, F. A., **Murray-Close, D**., & Han, H. P. G. (2007). Maltreatment, emotion dysregulation, and relational aggression. Poster presentation at the Society for Research in Child Development, Boston, MA.

Murray-Close, D. (2006). Low resting autonomic arousal and autonomic reactivity predict relational aggression in early adolescent girls. Poster presentation at the Society for Research on Adolescence, San Francisco, CA.

Murray-Close, D., Ostrov, J., & Crick, N. R. (2005). Relational aggression trajectories among elementary school children: Gender differences and associations with adjustment. Poster presentation at the Society for Research in Child Development, Atlanta, GA.

Woods, K., **Murray-Close, D**., & Crick, N. R. (2005). Assessing Borderline features in childhood. Poster presentation at the Society for Research in Child Development, Atlanta, GA.

Murray-Close, D., Ostrov, J., & Woods, K. (2004). Growth in relational aggression across early adolescence. Poster presentation at the Society for Research on Adolescence, Baltimore, MD.

Murray-Close, D. (2003). Beyond the peer group: The role of mutual antipathies in predicting

aggression and victimization. Poster presentation at the Society for Research in Child Development, Tampa, FL.

Lutsky, N., & **Murray-Close, D**. (2001). Dispositional happiness predicts predicted helping. Poster presentation at the American Psychological Society Annual Convention, Toronto, Ontario.

Murray-Close, D. (2001). Perceptions of parents' beliefs about aggression and physically and relationally aggressive behavior in children. Poster presentation at the Society for Research in Child Development, Minneapolis, MN.

PROFESSIONAL ACTIVITIES

Review Experience

- National Institutes of Health: Scientific Review Group - NIH Behavioral Neuroscience panel (F02A) NRSA (2022)
- Ad-hoc reviewer for National Science Foundation's Developmental and Learning Sciences (DLS) program (2018)
- Ad-hoc reviewer for National Science Foundation's Developmental and Learning Sciences (DLS) Program, Faculty Early Career Development Award (2016)
- Invited Guest Editor (2014): *Development and Psychopathology, 26*, special issue dedicated to the legacy of Dr. Nicki Crick.
- Editorial Board: *Development and Psychopathology* (2011-present); *Developmental Psychology* (2016-present); *Child Development* (2009-2017); *Journal of Research on Adolescence* (2012-2015); *Merrill-Palmer Quarterly* (2025-present)
- Ad-hoc Journal Reviewer: *Aggressive Behavior, American Journal of Media Psychology, Annals of Behavioral Medicine, Biological Psychology, Cognitive Therapy & Research, International Journal of Behavioral Development, Journal of Abnormal Child Psychology, Journal of Abnormal Psychology, Journal of Adolescence, Journal of Applied Developmental Psychology, Journal of Child Psychology and Psychiatry; Journal of Clinical Child & Adolescent Psychology, Journal of Consulting and Clinical Psychology, Journal of Experimental Child Psychology, Journal of Pediatric Psychology, Merrill-Palmer Quarterly, Psychological Bulletin, Psychological Science, Psychoneuroendocrinology, Psychopathology and Behavioral Assessment, School Psychology Review, Social Development*
- Reviewer for 2018 SRA poster and symposium proposals, Panel 15 (Peer Relations)
- Reviewer for 2013 SRCD poster and symposium proposals, Panel 23 (Childhood Relationships: Friends and Peer-Group Functioning)
- Reviewer for 2011 SRCD poster and symposium proposals, Panel 23 (Childhood Relationships: Peer-Group Functioning)
- Reviewer for 2009 SRCD poster and symposium proposals, Panel 20 (Childhood Relationships: Friends, Siblings, Dyadic Processes)
- Ad-hoc Reviewer: 2007 SRCD poster and symposium proposals
- Internal Grant Reviewer: *Sam Houston State University*

Professional Society Memberships

- American Psychological Association (APA)
    - Division 2: Teaching of Psychology
- Association for Psychological Science (APS)
    - Teaching of Psychology
- Society for Research in Child Development (SRCD)
- Society for Research on Adolescence (SRA)

Professional Training

- Completed Kim Case's White Anti-Racism and Action online course, https://drkimcase.com/courses, 2021
- Center for Research on Families Methodology Program, UMass-Amherst, *Stress Biomarkers: Why, What, Where, and How,* Summer, 2019
- Center for Teaching and Learning Faculty Discussion Group, Z. Nicollazo's *Trans* in College: Transgender Students' Strategies for Navigating Campus Life and the Institutional Politics of Inclusion*, Spring, 2019
- Center for Teaching and Learning Faculty Discussion Group, James L. Lang's *Small Teaching*, Fall, 2017
- Writing in the Disciplines Institute, Spring, 2011
- Trained on CardioEdit for manual editing of interbeat interval data to assess respiratory sinus arrhythmia, Chicago, IL, Fall, 2009
- Trained on administration of the Social Competence Interview, Syracuse, NY, Summer, 2004
- Attended Summer Institute
    - Structural Equation Modeling: Foundations and Extended Applications, Lawrence, Kansas, Summer, 2004
    - Advanced Topics in Structural Equation Modeling, Minneapolis, MN, Summer, 2005
- Preparing Future Faculty Certificate**,** University of Minnesota, 2005

DEPARTMENT, COLLEGE, AND UNIVERSITY SERVICE ACTIVITIES

- Selection Panel, Kidder Scholarship (2025)
- Committee Member, CAS Ad-Hoc Named Professorship Review Committee (2025)
- Member, Department of Psychological Science Social Justice and Equity Committee (2024-present)
- Chair, UVM Presidential Awards Committee (2023-present)
- Member, Search Committee, Henderson-Harris Fellow in Developmental Psychology (2024-2025)
- Review Panel Member, UVM Planetary Health Postdoctoral Fellows Program (2024)
- Chair, Tenure-Track Search Committee, Psychological Science (2022-2023)
- Member, Library Advisory Committee (2019-present)
- Interim Director, Center for Teaching and Learning, (2019-2021)
- Department Chair Review Committee (2020)
- President, Child and Adolescent Psychology Training and Research, Inc. (2018-present)

- Member, General Education Ad-Hoc Committee: Social Sciences (2020)
- Member, UVM Educational Stewardship Committee (2019-2021)
- Member, Learning Management System Review Committee (2019-2021)
- Member, HHMI Inclusive Excellence Task Force (Fall, 2019)
- Member, Writing and Information Literacy General Education Task Force (Fall, 2019)
- College of Arts and Sciences Core Curriculum Committee, 2018-2019
- Director, General/Experimental Psychology Graduate Program, 2015-2019
- UVM Center for Teaching and Learning STEM Faculty Associate, 2017-2019
- Member, Budget and Personnel Committee, Psychological Science, 2012-2013; 2015-2019
- Chair, Graduate Teaching Committee, Psychological Science, 2017-2018
- Member of the Child and Adolescent Psychology Training and Research, Inc. Review Committee for grant applications, 2012-2018
- Chair, Graduate Teaching Task Force, Psychological Science, 2016-2017
- Cluster Speaker Coordinator, 2015
- Reviewer for the UVM REACH Grant Submissions, 2013
- Coordinator of Undergraduate Peer Advising Program, 2013-2014
- Director, Undergraduate Psychology Program, 2012-2013
- Chair, Undergraduate Curriculum Committee, Psychology Department, University of Vermont, 2012-2013
- Developmental Search Committee Chair, 2011-2012
- Faculty Senate, University of Vermont, 2008-2013
- UVM Dean of the Medical School Comprehensive Review Committee, 2010-2011
- Undergraduate Curriculum Committee, Psychology Department, University of Vermont, 2009-2011
- Undergraduate Core Course Steering Committee, Psychology Department, University of Vermont, 2009-2010
- General/Experimental Prospective Graduate Student Visit Day Coordinator, Department of Psychology, University of Vermont, 2008-2011
- Visiting Developmental/Social Search Committee Member, 2010
- Developmental Search Committee Member, 2009-2010
- Website Committee, Department of Psychology, University of Vermont, 2007-2009
- McNeil Prevention and Intervention Speaker Visit Coordinator, Department of Psychology, spring, 2008
- Grievance Committee, Institute of Child Development, University of Minnesota, 2003-2006
- Small Grants Committee, Institute of Child Development, University of Minnesota, 2002-2003, 2005-2006
- Flo Library Committee, Institute of Child Development, University of Minnesota, 2001-2003
- Carleton College Psychology Department, Student Departmental Advisor, 2000-2001

TEACHING EXPERIENCE

Graduate

- **Teaching of Psychology**

- **Cross-Cultural Clinical Intervention and Research**
- **History of Psychology**
- **Social Development**
- **Developmental Proseminar**
- **Gender**

Undergraduate
- **Psychology of Gender**
- **Developmental Psychology**
- **Research Methods**
- **Children and Technology**
- **Social and Personality Development**
- **Development and Interpersonal Relationships**

SUPERVISION EXPERIENCE

Mentored Grants, Awards, and Fellowships

Undergraduate Student Awards

- Student: Emily Young (Summer, 2019)
  - UVM Summer Undergraduate Research Fellowships
  - Fellowship: $4000
  - Title: *Is Your Child Even Listening to You?: Relationship between Socialization of Coping and Coping Behavior, Moderated by Stress Reactivity*
  - Role: Project Advisor
- Student: Emily Kunsman (Summer, 2018)
  - Psychological Science Seelig Fellowship
  - Scholarship: $3000 plus $500 research costs
  - Title: *Rejection Sensitivity and Problem Eating Behaviors: The Moderating Effects of Emotion Dysregulation*
  - Role: Project Advisor
- Student: Rebecca Wittlin (Summer, 2018)
  - Psychological Science Seelig Fellowship
  - Scholarship: $3000 plus $500 research costs
  - Title: *Perceptions of Peer Eating and Disordered Eating Behaviors*
  - Role: Project Advisor
- Student: Rachel Webb (Summer, 2017)
  - Psychological Science Seelig Fellowship
  - Scholarship: $3000 plus $500 research costs
  - Title: *Friendship Quality in Relationally and Physically Victimized Children: The Mediating Effects of Rejection Sensitivity*
  - Role: Project Advisor
- Student: Anne Mientka (Summer, 2014)
  - UVM Summer Research Intern Award
  - Scholarship: $3,500 plus $1,500 research costs

    - Title: *Victimization predicting aggression: Does the association depend on socialization of coping and adolescent gender?*
    - Role: Project Advisor
- Student: Alexandra Sullivan (Summer, 2013)
    - UVM Summer Research Intern Award
    - Scholarship: $3,500 plus $1,500 research costs
    - Title: *It's Not Hot to Be Cool: Social Status Goals and their Relationship to Depressive Symptoms*
    - Role: Project Advisor
- Student: Nicole Lafko (Summer, 2011)
    - UVM Summer Research Intern Award
    - Scholarship: $3,500 plus $1,500 research costs
    - Title: *Relational aggression and internalizing problems: Functions and mechanisms.*
    - Role: Project Advisor
- Student: Kristina Lafferty (Summer, 2011)
    - UVM McNair Scholar
    - Scholarship: $2,800 plus $1,350 research costs
    - Title: *The need to belong and relational aggression in adolescent girls.*
    - Role: Project Advisor
- Student: Christina C. Moore (2010-2011)
    - Jeffords Scholarship
    - Scholarship: $11,236 plus $5,000 research costs
    - Title: *The protective role of teacher perceptions for at risk children.*
    - Role: Project Advisor
- Student: Anne E. Brady (Summer, 2010)
    - UVM Summer Research Intern Award
    - Scholarship: $3,500 plus $1,500 research costs
    - Title: *Child narcissism and forms and functions of aggressive behavior.*
    - Role: Project Advisor

<u>Graduate Student Awards</u>

- Students: Maria Lent & Casey Buck (2022).
    - Summer Fellowship, Child and Adolescent Psychology Training and Research, Inc.
    - Fellowship Award: $ $1,057.12
    - Title: *Graduate Training Request: Psychophysiology and Observational Data Collection with Early Childhood Samples*
    - Role: Advisor
- Student: Maria Lent (2020).
    - Summer Fellowship, Child and Adolescent Psychology Training and Research, Inc.
    - Fellowship Award: $3,848.66
    - Title: *Understanding Rates of Change and Attrition within the First Phase of Parent-Child Interaction Therapy*
    - Role: Advisor
- Student: Maria Lent (2019).
    - Summer Fellowship, Child and Adolescent Psychology Training and Research, Inc.
    - Fellowship Award: $7,435

    - Title: *Does Emotional Overarousal Interrupt Social Information Processing? A New Look at an Old Model*
    - Role: Advisor
- Student: Alexandra Sullivan (2017).
    - Travel Grant, Child and Adolescent Psychology Training and Research, Inc.
    - Grant: $1,945 in travel costs
    - Title: *The Role of Peer Victimization Experiences in Emotion Recognition Biases: Multilevel Modeling Training*
    - Role: Advisor
- Student: Leigh Ann Holterman (2017).
    - UVM Ronald G. Suiter Prize
    - Grant: $1,000 in travel costs
    - Role: Advisor
- Student: Alexandra Sullivan (2016).
    - APAGS/Psi Chi Junior Scientist Fellowship
    - Grant: $1,000 in research costs
    - Role: Advisor
- Student: Alexandra Sullivan (2016-2017).
    - Research Fellowship, Child and Adolescent Psychology Training and Research, Inc.
    - Fellowship award: $9,375 stipend
    - Title: *The Role of Peer Victimization Experiences in Emotion Recognition Biases*
    - Role: Project Co-Advisor (Dr. Alice Schermerhorn, Co-Advisor)
- Student: Leigh Ann Holterman (2015-2017).
    - Research Grant, Child and Adolescent Psychology Training and Research, Inc.
    - Grant: $7,062
    - Title: *Resource Control Behaviors and Physiological Stress Reactivity: The Trajectories of Health Outcomes in School-Age Children*
    - Role: Project Advisor
- Student: Leigh Ann Holterman (2016).
    - Training Grant, Child and Adolescent Psychology Training and Research, Inc.
    - Grant: $3,245
    - Title: *Proposal to Study Program Evaluation and Cost-Benefit Analyses*
    - Role: Project Advisor
- Student: Nicole Lafko (2016).
    - Psychological Science Department Grant Award
    - Grant: $1,950
    - Title: *Relational, Indirect, and Social Aggression: Measure Development for Emerging Adults*
    - Role: Project Advisor
- Student: Nicole Lafko (2014-2015).
    - University of Vermont Graduate Teaching Assistant of the Year
    - Awarded for Nicole's outstanding mentorship and teaching of students in the Psychology Department, including several undergraduate students in my lab.
    - Role: Advisor
- Student: Leigh Ann Holterman (2014-2017)
    - NSF Graduate Research Fellowship

    - Title: *Health Outcomes as a Function of Social Control Style in Middle Schoolers*
    - Role: Project Advisor
- Student: Julia McQuade (2010-2011).
    - University of Vermont Graduate Teaching Assistant of the Year
    - Awarded for Julia's outstanding mentorship and teaching of students in the Psychology Department, including several undergraduate students in my lab.
    - Role: Co-Advisor
- Student: Erin Shoulberg (2009-2010).
    - Jeffords Fellowship
    - Fellowship: $17,470 plus $5,000 research costs
    - Title: *The contextual nature of perceived popularity goals: Associations with math engagement and achievement during the transition to adolescence.*
    - Role: Project Advisor
- Student: Julia McQuade (2009).
    - Child and Adolescent Psychology Training Research Grant
    - Direct Costs: $3,066
    - Title: *Cognitive mechanisms of social competence in school-age children: An examination of working memory, social information processing, and ADHD symptoms.*
    - Role: Project Advisor
- Student: Erin Shoulberg (2008).
    - Child and Adolescent Psychology Training Research Grant
    - Direct Costs: $3,977
    - Title: *Relations between the importance of social skills and interpersonal behavior with friends: Do conflict resolution skills matter?*
    - Role: Project Advisor

Undergraduate Independent Studies Supervision

- Supervised over 85 independent study, workstudy, and research volunteer students since Fall, 2007.

Undergraduate Honors Theses

- Student: Nayantara Dutta (2024). Thesis: Attentional Bias in Highly Socially Anxious Individuals: A Top-Down Process.
    - Role: Committee Member
- Student: Taylor Gelinas (2023). Thesis: Differences in sexual facial expression evaluation in a sample of women with varying sexual functioning, orientations, and schemas.
    - Role: Committee Member
- Student: Sindhu Donepudi (2021). Thesis: *Theory of mind differences between children with and without Autism Spectrum Disorder following Social Story Intervention.*
    - Role: Co-Advisor
- Student: Chloe Schafer (2021). Thesis: *The political socialization of Generation Z.*
    - Role: Committee Chair
- Student: Sophie Knox (2021). Thesis: *The social validity of a novel caregiver intervention to support episodic memory in Autism Spectrum Disorder: A single case study.*
    - Role: Committee Chair

- Student: Emily Young (2020). Thesis: *Is Your Child Even Listening to You?: Relationship between Socialization of Coping and Coping Behavior, Moderated by Physiological Stress Reactivity.*
    - Role: Project Advisor
- Student: Danielle Rice (2019). Thesis: *The Moderating Role of Parental Depression on the Relationship between Child Hostility and Family Functioning*
    - Role: Committee member
- Student: Ana Manuelian (2019). Thesis: *Embryonic Heat Shock and its Effect on Adult Performance in Drosophila melanogaster.*
    - Role: Committee Chair
- Student: Emily Kunsman (2019). Thesis: *Rejection sensitivity and problem eating behaviors: The moderating effects of emotion dysregulation.*
    - Role: Project Advisor
- Student: Rachel Webb (2018). Thesis: *Friendship quality in relationally and physically victimized children: The mediating effects of rejection sensitivity.*
    - Role: Project Advisor
- Student: Michelle Thompson (2017). Thesis: *The emotion accuracy and perception differences in children with internalizing, externalizing, and comorbid psychiatric problems.*
    - Role: Project Co-Advisor (with Dr. Althoff, College of Medicine)
- Student: Jamie Herold (2016). Thesis: *Coping strategies in middle childhood: The role of parental modeling.*
    - Role: Committee member
- Student: Hayley Pomerantz (2016). Thesis: *Pubertal Timing and Youth Internalizing Psychopathology: The Role of Relational Aggression.*
    - Role: Committee member
- Student: Alexandra Sullivan (2014). Thesis: *It's Not Hot to Be Cool: Social Status Goals and their Relationship to Depressive Symptoms.*
    - Role: Project Advisor
    - In 2014, Alexandra was awarded the Forgays Outstanding Senior Award from the UVM Psychology Department for her outstanding independent research.
- Student: Katharine Bailey (2013). Thesis: *Physiological and subjective responses to social and academic stress.*
    - Role: Project Advisor
- Student: Cassandra Godzik (2012). Thesis: *Parent depressive symptoms, college student depressive symptoms, and physiological stress reactivity.*
    - Role: Committee Member
- Student: Nicole Lafko (2012). Thesis: *Functions of relational aggression and eating disorders: The moderating role of relational victimization and gender.*
    - Role: Project Advisor
    - In 2012, Nicole was awarded the Forgays Outstanding Senior Award from the UVM Psychology Department for her outstanding independent research.
- Student: Elyse Ogletree (2012). Thesis: *The impact of sibling relationships on the socialization of relationally aggressive behaviors in college students.*
    - Role: Project Advisor
- Student: Christina C. Moore (2011). Thesis: *The protective role of teacher perceptions for at risk children.*

    - Role: Project Advisor
    - In 2011, Christina was awarded the George W. Albee Award from the UVM Psychology Department for her outstanding independent research.
- Student: Annie E. Brady (2011). Thesis: *Gender differences in the association between child narcissism and forms and functions of aggressive behavior.*
    - Role: Project Advisor
    - In 2011, Annie was awarded the John Dewey Award from the UVM Psychology Department for her outstanding independent research.
- Student: Erika Weisz (2011). Thesis: *The influence of perceived popularity in the emergence of anxious/depressed symptoms in relationally aggressive girls*.
    - Role: Project Advisor
    - In 2011, Erika was awarded the Donald G. Forgays Outstanding Senior Award from the UVM Psychology Department for her outstanding independent research.
- Student: Jenna Lynn Foran (2011). Thesis: *Using comic strip conversations to address Obsessive-Compulsive hand washing in an adolescent with Asperger Syndrome.*
    - Role: Committee Chair
- Student: Jessica-Lyn Wagar (2008). Thesis: *Measuring maternal sensitivity.*
    - In 2008, Jessica was awarded the John Dewey Award from the UVM Psychology Department for her outstanding independent research.
    - Role: Committee Member
- Student: Jessica Zamora (2006; Macalester College). Thesis: *Relational aggression and moral reasoning in young adolescent girls.*
    - Role: Committee Member
- Student: Paula Hoffert (2005; University of Minnesota). Thesis: *Behavioral predictors of clique membership in middle childhood.*
    - Role: Honors Project Mentor
- Student: Kristi Kotenberg (2004; University of Minnesota). Thesis: *Cross-sex friendships and mental health.*
    - Role: Honors Project Mentor
- Student: Alissa McKnight (2003; University of Minnesota). Thesis: *The unique effects of friendship quality and gender on depressive levels in middle childhood.*
    - Role: Honors Project Mentor

Graduate Student Visiting Scholar

- Student: Jelle J. Sijtsema. Visited UVM to train and work in the Social Development Laboratory from January to March, 2010.

Graduate M.A./2nd Year Project Committees

- Student: Casey Buck (2023). Thesis: Early community violence exposure and adolescent aggressive behavior: Moderation by sympathetic nervous system reactivity.
    - Role: Advisor
- Student: Tori Humiston (2021). Thesis: Healthcare provider communication in teens with type 1 diabetes: Parental overprotection and interpersonal effectiveness skills.
    - Role: Committee Member
- Student: Aya Cheaito (2020). Thesis: Autonomic reactivity in emerging adulthood: Relationships between cyberbullying, the autonomic nervous system, and clinical outcomes.

    - Role: Committee Member
- Student: Amanda Falcón (2020). Thesis: An investigation of the relationships between callous-unemotional traits, emotion regulation, antisocial behavior, and gender.
    - Role: Committee Member
- Student: Maria Lent (2019). Thesis: Parenting style and relational aggression: The moderating role of physiological reactivity
    - Role: Advisor
- Student: Caroline Martin (2018). Thesis: Examination of factors relating to the presence and modifiability of positive bias among children with ADHD
    - Role: Committee Member
- Student: Alexandra Sullivan (2018). Thesis: A pilot study of emotion recognition biases in relationally and physically victimized children: The moderating role of gender.
    - Role: Advisor
- Student: Kerry O'Loughlin (2017). Thesis: *An exploration of mechanisms underlying the intergenerational transmission of maltreatment*.
    - Role: Committee Member
- Student: Leigh Ann Holterman (2015). Thesis: *Peer victimization and the development of anxiety and depressive symptoms: The roles of stress physiology and gender*.
    - Role: Advisor
- Student: Nicole Lafko Bresland (2015). Thesis: *Susceptibility to peer influence for engagement in relational aggression and prosocial behavior: The roles of popular peers, stress physiology, and gender*.
    - Role: Advisor
- Student: J. Quyen Nichols (2015). Thesis: *Exploration of the factor structure and external validity of ADHD in adolescence through self, parent, and teacher reports of symptomatology*.
    - Role: Committee Member
- Student: Elyse Rosenberg (2014). Thesis: *Self-theory and goal orientation: Associations with coping style and internalizing and externalizing problems*.
    - Role: Committee Member
- Student: Caitlin Wagner (2012). Thesis: *Associations between relational victimization and adjustment in females: Investigating the role of respiratory sinus arrhythmia.*
    - Role: Committee Member
- Student: Jennifer Zangl (2011). Thesis: *Rejection sensitivity as mediator between stigma and romantic relationship satisfaction.*
    - Role: Committee Member
- Student: Kristin Mount (2009). Thesis: *Maternal and child correlates of anxiety in 2 ½ year old children.*
    - Role: Committee Member
- Student: Laura Selkirk (2009). Thesis: *Links among high stakes testing, student achievement motivation, and performance.*
    - Role: Committee Member

Graduate Student Preliminary Project Committees

- Student: Vanessa Ramirez (2023)
    - Role: Exam developer and evaluator (in collaboration with 2 other faculty)

- Student: Maria Lent (2020)
  - Role: Faculty advisor for developmental preliminary exam
- Student: Maria Lent (2020)
  - Role: Faculty advisor for clinical preliminary exam
- Student: Alexandra Sullivan (2019)
  - Role: Exam developer and evaluator (in collaboration with 1 other faculty)
- Student: Kerry O'Loughlin (2018)
  - Role: Exam developer and evaluator (in collaboration with 2 other faculty)
- Students: Gini Peisch & Sarah Stanger (2016).
  - Role: Exam developer and evaluator (in collaboration with 2 other faculty)
- Students: Nicole Lafko & Justin Parent (2015).
  - Role: Exam developer and evaluator (in collaboration with 2 other faculty)
- Student: Caitlin Wagner (2014).
  - Role: Exam developer and evaluator (in collaboration with 2 other faculty)
- Student: Nolan Rampy (2013). Thesis: *Attitudes and social cognition: An advanced survey course.*
  - Role: Committee Member
- Student: Laura Selkirk (2012). Thesis: *Conceptualizing motivation across multiple subdisciplines of psychology.*
  - Role: Committee Member
- Student: Erin Shoulberg (2011). Thesis: *Trajectories of relational aggression from middle childhood and adolescence.*
  - Role: Project Advisor
- Student: Joanne Kalisz (2009). Thesis: *Psychology of gender course.*
  - Role: Project Advisor (taken over from Heather Bouchey)

Graduate Student Dissertation Committees

- Student: Aya Cheaito (2025). Thesis: *Grey matter volume correlates of childhood emotion dysregulation: A study using the bifactor model in the ABCD sample*.
  - Role: Committee Member.
- Student: Maria Lent (2023). Thesis: *The evocative role of children's cognitive and emotional self-regulation on parents' depressive symptoms*.
  - Role: Project Advisor
- Student: Merelise Ametti (2023). Thesis*: Food and families: The effects of food insecurity and the supplemental nutrition assistance program on child and family functioning*.
  - Role: Committee Member
- Student: Alexandra Sullivan (2022). Thesis: *The impact of parent training on accelerated epigenetic aging in disadvantaged children.*
  - Role: Committee Member
- Student: Christina Moore (2021). Thesis: *The impact of peer victimization across elementary, middle, and high school on the development of adolescents' reactive aggression: The moderating role of autonomic nervous system reactivity.*
  - Role: External committee Member (University of Delaware)
  - Field: Clinical Psychology

- Student: Cassie van Stolk-Cooke (2020). Thesis: *The development and validation of the supportive and other experiences questionnaire: Integrating the perspectives of the social support provider after traumatic injury.*
    - Role: Committee Member
    - Field: Clinical Psychology
- Student: Kerry O'Loughlin (2019). Thesis: *The role of respiratory sinus arrhythmia reactivity on the association between childhood adversity, symptoms of psychopathology, and metabolic health.*
    - Role: Committee Member
    - Field: Clinical Psychology
- Student: James J. Hodge (2019). Thesis: *Can perspective taking lead to prejudice and discrimination?*
    - Role: Committee Member
    - Field: Social Psychology
- Student: Andrew Gill (2018). Thesis: *Validation of the triarchic model of psychopathy in youth.*
    - Role: Committee Member
    - Field: Clinical Psychology
- Student: Leigh Ann Holterman (2018). Thesis: *Resource control strategies: Associations with autonomic nervous system reactivity.*
    - Role: Project Advisor
    - Field: Developmental Psychology
- Student: Asia McCleary-Gaddy (2018). Thesis: *A Social Identity Threat to Merit: The Effects of Similar Experience on Empathic Concern.*
    - Role: Committee Member
    - Field: Social Psychology
- Student: Hannah Woolfolk (2018).
    - Role: Committee Member
    - Field: Developmental Psychology
- Student: Tim LaVigne (2017). Thesis: *The influence of television pacing on attention and executive functioning.*
    - Role: Committee Member
    - Field: Clinical Psychology
- Student: Quyen Nichols (2017). Thesis: *Evaluating the effectiveness of an anti-texting-while-driving training program for young drivers: The role of ADHD symptomatology.*
    - Role: Committee Member
    - Field: Clinical Psychology
- Student: Nicole Lafko Breslend (2017). Thesis: *Relational, indirect, and social aggression: Measurement development for emerging adults.*
    - Role: Project Advisor
    - Field: Developmental Psychology
- Student: Caitlin Wagner (2016). Thesis: *A short-term longitudinal study of children's autonomic stress reactivity and adjustment..*
    - Role: Committee Member
    - Field: Developmental Psychology

- Student: Amy Paysnick (2014). Thesis: *Moderating effects of coping on associations between stress reactivity and internalizing and externalizing problems.*
    - Role: Committee Member
    - Field: Clinical Psychology
- Student: Laura Selkirk (2014). Thesis: *The relations between epistemology, achievement goals, self-efficacy, self-regulated learning, and academic outcomes*.
    - Role: Committee Member
    - Field: Developmental Psychology
    - Chosen as one of the two national Dissertation Research Award winners from Division 15 of the APA
- Student: Emily Mazzulla (2013). Thesis: *Investigating the neural correlates of relational aggression using a social conditioning task.*
    - Role: Committee Member
    - Field: Clinical Psychology
- Student: Joanne Kalisz (2012). Thesis: *"Teen-ageism: Adolescents' internalization, acceptance, and behavioral confirmation stereotypes about teens.*
    - Role: Committee Member
    - Field: Social Psychology
- Student: Erin Shoulberg (2012). Thesis: *The contextual nature of perceived popularity goals: Associations with math engagement and achievement during the transition to adolescence.*
    - Role: Project Advisor
    - Field: Developmental Psychology
- Student: Jamila Thomas (2012). Thesis: *Eye-gaze instruction as a mechanism for learning to recognize fear among youths with callous-unemotional traits.*
    - Role: Committee Member
    - Field: Clinical Psychology
- Student: Julia McQuade (2011). Thesis: *Cognitive mechanisms of social competence in school-age children: An examination of working memory, social information processing, and ADHD symptoms.*
    - Role: Project Co-Advisor
    - Field: Clinical Psychology
- Student: Meghan Tomb (2011). Thesis: *The relation among ADHD subtypes, cognitive deficits, and self-perceptions of competence.*
    - Role: Committee Member
    - Field: Clinical Psychology
- Student: Jelle J. Sijtsema (2010; University of Groningnen, the Netherlands). Thesis: *Adolescent aggressive behavior: Status and stimulation goals in relation to the peer context.*
    - Role: External Committee Member
    - Field: Sociology
- Student: Jim Calhoun (2009). Thesis: *Evaluation of a social-emotional skills program for the early prevention of problematic behavior in preschool children.*
    - Role: Committee Member
    - Field: Developmental Psychology