

Nicole Lafko Breslend

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Burlington, Vermont 05405

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nlafko@uvm.edu

EDUCATION

- August 2012 –
May 2017 **Ph.D.**, General/Experimental Psychology
Developmental Psychology*, Developmental Psychopathology Concentration
University of Vermont, Burlington, Vermont
Thesis: Relational, Indirect, and Social Aggression: Measure Development for Emerging Adults
Advisor: Dr. Dianna “Annie” Murray-Close, Developmental Psychology Faculty
Co-Advisor: Dr. Rex Forehand, Clinical Psychology Faculty
Graduate of the University of Vermont Graduate Teaching Program
- March 2015 **M.A.**, General/Experimental Psychology
Developmental Psychology
University of Vermont, Burlington, Vermont
Thesis: Susceptibility to Peer Influence for Engagement in Relational Aggression and Prosocial Behavior: The Roles of Popular Peers, Stress Physiology, and Gender
Advisor: Dr. Dianna “Annie” Murray-Close
- May 2012 **B.A.**, Psychology with college honors, *Cum Laude*
University of Vermont, Burlington, Vermont
Dean’s List recognition, Psychological Science Departmental Honors
Thesis: Functions of Relational Aggression and Disordered Eating Behavior: The Moderating Role of Relational Victimization and Gender
Advisor: Dr. Dianna “Annie” Murray-Close

PROFESSIONAL EXPERIENCE

- Fall 2017-
Present **Lecturer**, Psychological Science, University of Vermont
- June 2017-
Present **Research Assistant Professor**, Psychological Science, University of Vermont

AWARDS AND HONORS

- May 2015 University of Vermont Graduate Teaching Assistant of the Year
▪ *“The Graduate Teaching Assistant of the Year Award recognizes annually the accomplishments of GTAs who have demonstrated unusual excellence and creativity in their teaching and commitment to student learning... two awards are given each year, one for GTAs who have served as the primary instructor in a lecture based course, one for teaching assistants who have served as laboratory instructors.”*
- February 2015 Department of Psychological Science Graduate Teaching Assistant of the Year,
University of Vermont
- January 2013,
March 2012 University of Vermont College of Arts and Sciences Conference Travel Award: Ronald
Suiter Prize

* Switched from Clinical Ph.D. Program to General/Experimental Ph.D. Program in October 2014

- May 2012 Psychological Science Departmental Honors: Donald G. Forgy's Outstanding Senior Award
- *“This award is given annually to a senior psychological science major who has demonstrated outstanding scholarship in all courses in Art and Sciences as well as achievement in independent research and scholarship. This awardee has among the highest Grade Point Averages of psychological science majors and has completed notable scholarly projects in or out of the classroom.”*
- May 2012 Alpha Kappa Delta: Inducted into the International Sociology Honor Society
University of Vermont Chapter
- May 2011 Psi Chi: Inducted into the Psychology National Honor Society
University of Vermont Chapter

RESEARCH FUNDING

Funding Source: Child and Adolescent Psychology Training and Research, Inc.
 Title: Trauma-Informed Behavioral Parent Training for Foster Caregivers: A Secondary Analysis
 Investigators: **Nicole Lafko Breslend** & Rex Forehand
 Amount of Award: \$3,803
 Funding Period: 4/22/19 – 4/22/20

Funding Source: State of Vermont
 Title: Curriculum and Smartphone App Development to Improve Parenting of Substance Abusing Parents with Children in the Vermont Child Welfare System
 Primary Investigator: **Nicole Lafko Breslend**
 Co-Investigators: Rex Forehand & Jessica Strolin
 Amount of Award: \$175,000 (*awarded; funding rescinded due to statewide budgetary complications*)

Funding Source: University of Vermont REACH Grant
 Title: Smartphone App Development to Improve Welfare of Children of Opioid Dependent Parents
 Investigators: Rex Forehand, Stacey Sigmon, Matthew Price & **Nicole Lafko Breslend**
 Amount of Award: \$30,000
 Funding Period: 5/1/17 – 8/31/20

Funding Source: Child and Adolescent Psychology Training and Research, Inc.
 Title: Using Technology to Enhance Delivery of Evidence-Informed Parent Management Training for Foster Caregivers: A Pilot Test of the iFoster Mobile App
 Investigators: Rex Forehand, Jessica Strolin, & **Nicole Lafko Breslend**
 Amount of Award: \$5,860
 Funding Period: 4/1/17 – 3/30/18

Funding Source: University of Vermont College of Arts and Sciences College Seed Grant Award Fund
 Title: Intervention for Opioid Dependent Parents
 Investigators: Rex Forehand, Jessica Strolin, & **Nicole Lafko Breslend**
 Amount of Award: \$5,400
 Funding Period: 2/1/17 – 6/30/18

Funding Source: F&A/CE Funds
 Title: Relational, Indirect, and Social Aggression: Measure Development for Emerging Adults
 Investigator: **Nicole Lafko Breslend**
 Amount of Award: \$1,950
 Funding Period: 3/15/16 – 5/31/16

Funding Source: Child and Adolescent Psychology Training and Research, Inc.
Title: The Impact of Parental Stress Physiology on Social Adjustment in Youth with ADHD
Investigators: Dianna “Annie” Murray-Close, **Nicole Lafko**, & Erin K. Shoulberg
Amount of Award: \$4,412
Funding Period: 11/12/12 – 5/12/14

Funding Source: Undergraduate Research Award –Summer Internship
Title: Proactive and Reactive Functions of Relational Aggression Relating to Internalizing Symptoms: Peer Mechanisms of Influence
Primary Investigator: **Nicole Lafko**
Faculty Sponsor: Dianna “Annie” Murray-Close
Amount of Award: \$1,500 + \$3,500 stipend
Funding Period: 6/1/11- 7/24/11

JOURNAL PUBLICATIONS

- Sullivan, A., Benoit, R., **Breslend, N.L.**, & Forehand, R. (2019, accepted). The impact of cumulative risk on child outcomes after accounting for parental depressive affect. *Journal of Family Psychology*.
- Sullivan, A., **Breslend, N.L.**, Gotzman-Strolin, J., Bielawski-Branch, A., Jorgenson, J., Deaver, A., Forehand, G., & Forehand, R. (2019). Feasibility Investigation: Leveraging Smartphone Technology in Trauma-Informed Behavioral Parent Training for Foster Caregivers. *Child and Youth Services Review*, *101*, 363-371. doi: 10.1016/j.chilyouth.2019.03.051
- McQuade, J., Murray-Close, D., & **Breslend, N.L.**, Blada, K., Kim, M., & Marsh, N. (2019, Online). Emotional Underarousal and Overarousal Pathways to Relational Aggression: Interactive effects of Relational Victimization, Physiological Reactivity, and Emotional Sensitivity. *Journal of Abnormal Child Psychology*.
- Rothenberg, W.A., Anton, M.T., Gonzalez, M., Khavjou, O., **Breslend, N.L.**, & Jones, D.J. (2018, online). BPT for early-onset behavior disorders: Examining the link between treatment components and trajectories of child internalizing symptoms. *Behavior Modification*. doi: 10.1177/0145445518801344
- Breslend, N.L.**, Shoulberg, E., Wagner, C., Holterman, L.A., & Murray-Close, D. (2018). Biosocial interactions between relational victimization and physiological stress reactivity in relation to anxious/depressive symptoms and cognitive biases in adolescent girls. *Merrill-Palmer Quarterly*, *64*(1).
- McQuade, J., **Breslend, N.L.**, & Groff, D. (2018). Experiences of physical and relational victimization in children with ADHD: The role of social problems and aggression. *Aggressive Behavior*, *44*(4), 416-425. doi: 10.1002/ab.21762
- Peisch, V., Sullivan, A., **Breslend, N.L.**, Benoit, R., Sigmon, S., Forehand, G., Stolin-Gotzman, J., & Forehand, R. (2018). Parental opioid abuse: A review of child outcomes, parenting, and parenting interventions. *Journal of Child and Family Studies*, *27*(7), 2082-2099. doi: 10.1007/s10826-018-1061-0
- Breslend, N.L.**, Shoulberg, E., Murray-Close, D., & McQuade, J. (2018, online). The social costs of being a wannabe: Moderating effects of gender and popularity on the association between popularity goals and forms of victimization. *Journal of Youth and Adolescence*. doi: 10.1007/s10964-018-0810-0
- Breslend, N.L.**, Parent, J., Forehand, R., Peisch, V. & Compas, B.E. (2017). The impact of a family group cognitive-behavioral preventive intervention with families of depressed parents on youth social problems through reductions in child internalizing problems. *Development and Psychopathology*, 1-13. doi: 10.1017/S0954579417001821

- Peisch, V., **Breslend, N.L.**, Jones, D.J., MacFarlane, M., & Forehand, R. (2017). Young children with behavior disorders in low-income families: The role of clinic observations in the assessment of parenting. *Evidence-Based Practice in Child & Adolescent Mental Health*, 2(3-4), 201-211. doi: 0.1080/23794925.2017.1393638
- Murray-Close, D., Holterman, L.A., **Breslend, N.L.**, & Sullivan, A.D. (2017). Psychophysiology of proactive and reactive relational aggression. *Biological Psychology*, 77-85. doi: 10.1016/j.biopsycho.2017.10.005
- Forehand, R., Parent, J., Peisch, V., Sonuga-Barke, E., Long, N., **Breslend, N.L.**, & Abikoff, H.B. (2017). Do parental ADHD symptoms reduce the efficacy of parent training for preschool ADHD? A secondary analysis of a randomized controlled trial. *Behaviour Research and Therapy*, 97, 163-169. doi: 10.1016/j.brat.2017.08.002
- Pomerantz, H., Parent, J., Forehand, R., **Breslend, N.L.**, & Winer, J. (2017). Pubertal timing and youth internalizing psychopathology: The role of relational aggression. *Journal of Child and Family Studies*, 26(2), 416-423.
- 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.
- Breslend, N.L.**, Parent, J., Forehand, R., Compas, B.E., Thigpen, J.C., & Hardcastle, E. (2016). Parental depressive symptoms and child internalizing and externalizing problems: The moderating role of interparental conflict. *Journal of Family Violence*, 31(7), 823-831.
- Sanders, W., Parent, J., Forehand, R., & **Breslend, N.L.** (2016). The roles of general and technology-related parenting in managing youth screen time. *Journal of Family Psychology* 30(5), 641-646.
- Abaied, J., Wagner, C., **Breslend, N.L.**, & Flynn, M. (2016). Respiratory sinus arrhythmia as a predictor of disordered eating in college students: Moderation by responses to stress and parent psychological control. *Eating Behaviors*, 21, 109-115.
- Winer, J., Parent, J., Forehand, R., & **Breslend, N.L.** (2016). Interactive effects of psychosocial stress and early pubertal timing on adolescent depressive and anxious symptoms: Contextual amplification in family and peer environments. *Journal of Child and Family Studies*, 25(5), 1375-1384.
- Forehand, R., Parent, J., Golub, A., Reid, M., & **Lafko, N.** (2015). Involvement in childrearing and firm control parenting by male cohabiting partners in black low-income stepfamilies: Forecasting adolescent problem behaviors. *Behavior Modification*, 1-16.
- Lafko, N.**, Murray-Close, D., & Shoulberg, E., (2015). Negative peer status and relational victimization: Moderating role of stress physiology. *Journal of Clinical Child and Adolescent Psychology*, 44(3), 405-416.
- Forehand, R. **Lafko, N.**, Parent, J., & Burt, K. (2014). Is parenting the mediator of change in behavioral parent training for externalizing problems of youth? *Clinical Psychology Review*, 34(8), 608-619.
- Murray-Close, D., Crick, N.R., Tseng, W., **Lafko, N.**, Burrows, C., Pitula, C., & Ralston P. (2014). Autonomic reactivity to stress and physical and relational aggression: The moderating roles of victimization, type of stressor, and child gender. *Development and Psychopathology*, 3(26), pp 589-603.

EDITED CHAPTERS

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

UNPUBLISHED MANUALS

Bielawski-Branch, A., Jorgenson, J., **Breslend, N.L.**, Forehand, R., & Strolin-Goltzman, J. (2017). *TIPS: A trauma informed parenting workshop for foster families - Three day outline*. Unpublished training manual, University of Vermont, Burlington, VT.

MANUSCRIPTS UNDER REVIEW

Forehand, G., Gotzman-Strolin, J., Schisler, A., Hemenway, A., **Breslend, N.L.**, Sullivan, A., & Forehand, R. (Revise & Resubmit; Resubmission 7/7/18). Triangulating perspectives to inform the development of a smartphone application for foster, kinship, and adoptive parents: Findings from consumer focus groups and key informant interviews. *Journal of Technology in Human Services*.

MANUSCRIPTS IN PREPARATION

Breslend, N.L., Murray-Close, D., & Nelson, D. (in preparation). The development and psychometric assessment of the Relational/Social Aggression in Adulthood Measure.

Breslend, N.L., Shoulberg, E., Murray-Close, D., & Crick, N.R. (in preparation). Gender differences in the short-term longitudinal processes linking forms of aggression and academic effort in middle childhood.

Holterman, L.A., Murray-Close, D., **Breslend, N.L.**, & Sullivan, A. (in preparation). Physiological stress reactivity predicting romantic relational aggression moderated by HAB and emotional sensitivity.

PROFESSIONAL PRESENTATIONS

*Denotes mentored University of Vermont undergraduate student

Oral Paper Presentations

Murray-Close, **Breslend, N.L.**, & Sullivan, A. (2018, June). Does relational victimization "get under the skin"? Associations between relational victimization and autonomic stress system reactivity. Invited presentation at the 7th Annual Conference on Relational Aggression, Philadelphia, PA.

Ostrov, J., Murray-Close, D., Blakely-McClure, S., Perry, K., Mutignani, L., Probst, S., Kesselring, S.A., & **Breslend, N.L.** (2018, June). The development of forms and functions of aggression: Preliminary findings from the PEERS project. Invited presentation at the 7th Annual Conference on Relational Aggression, Philadelphia, PA.

Murray-Close, D., **Breslend, N.L.**, & Sullivan, A. (2018, April). Relational victimization across contexts predicts disordered eating: Moderation by physiological stress reactivity and gender. In Juan Casas (Chair), *Peer Victimization and Disordered Eating*. Symposium presentation at the 2018 Biennial Society for Research on Adolescence Conference, Minneapolis, MN.

Murray-Close, D., **Breslend, N.L.**, & Sullivan, A. (2018, April). Physiological stress system interactions distinguish shyness from unsociability in preadolescents. In Dianna Murray-Close (Chair), *Physiology, Social Behavior, and Adjustment*. Symposium presentation at the 2018 Biennial Society for Research on Adolescence Conference, Minneapolis, MN.

- Jones, D.J., Forehand, R., Newey, G., Khavjou, O., Honeycutt, A., Anton, M., Gonzalez, M., **Breslend, N.L.**, & Peisch, V. (2016, June). Using technology as a vehicle to strengthen and extend treatment effects with families of children with early onset behavior disorders. In Joshua Broderick (Chair), *Online Solutions for Child Mental Health*. Symposium presentation at the World Congress, 8th World Congress of Behavioral and Cognitive Therapies, Melbourne, Australia.
- Parent, J., Forehand, R. **Lafko, N.**, Compas, B. (2015, May). Parenting as the mediator of change in behavioral parent training: A review and call for research. Symposium presentation at the 27th annual meeting of the Association for Psychological Science (APS), New York, NY.
- Sullivan*, A., **Lafko, N.**, & Murray-Close, D. (2014, March). The predictive effect of social status goals on depressive symptoms. Symposium presentation at the 2014 Annual Meeting of the Eastern Psychological Association, Boston, M.A. *Recipient of the Psi Chi Eastern Regional Research Award*.
- Lafko, N.**, Shoulberg, E., & Murray-Close, D. (2013, April). Physiological reactivity predicting relational aggression: The moderating roles of gender and functions of aggression. In Dianna Murray-Close (Chair), *Autonomic Reactivity to Stress and Forms and Functions of Aggression: Moderating Factors across Development*. Symposium presentation at the 2013 Biennial Meeting of the Society for Research in Child Development, Seattle, Washington.
- Murray-Close, D. Crick, N.R., Tseng, W., **Lafko, N.**, Burrows, C., & Pitula, C. (2013, April). Autonomic reactivity to stress and physical and relational aggression: The moderating roles of victimization, type of task, and child gender. In Dianna Murray-Close (Chair), *Autonomic Reactivity to Stress and Forms and Functions of Aggression: Moderating Factors across Development*. Symposium presentation at the 2013 Biennial Meeting of the Society for Research in Child Development, Seattle, Washington.
- Shoulberg, E, McQuade, J., **Lafko, N.**, Wagner, C., & Murray-Close, D. (2013, April). Associations among relational victimization, hostile attribution bias, and conflict resolution skills: The moderating role of physiological reactivity. In Jamie Ostrov (Chair), *The Development of Hostile Attribution Biases and Peer Victimization*. Symposium presentation at the 2013 Biennial Meeting of the Society for Research in Child Development, Seattle, Washington.

Poster Presentations

- Kunsmann, E., Murray-Close, D., **Breslend, N.**, Sullivan, A. (2019, March). Anxious Rejection Sensitivity and Problem Eating Behaviors: The Moderating Role of Skin Conductance Reactivity. Poster presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, Maryland.
- Sullivan, A. D., **Breslend, N. L.**, Strolin-Goltzman, J., Bielawski-Branch, A., Jorgenson, J., Hemenway, A., Forehand, G., & Forehand, R. (June 2019). Leveraging smartphone technology in trauma-informed behavioral parent training for foster caregivers. Poster to be presented at the 2019 International Society for Research in Child and Adolescent Psychopathology Conference. Los Angeles, CA.
- Peisch, V., Sullivan, A., **Breslend, N.L.**, Benoit, R., Sigmon, S., Forehand, G., Strolin, J., Forehand, R. Parental opioid abuse: A review of child outcomes, parenting, and parenting interventions (2018, October). Poster presented at the Vermont Center on Behavior and Health Conference, Burlington, VT.
- Sullivan, A. D., Benoit, R., **Breslend, N. L.**, Vreeland, A., Forehand, R. & Compas, B. (2018, November). Is Parenting a Link Between Cumulative SES Risk and Child Outcomes? A Structural Equation Modeling Approach. Poster presented at the 52nd annual convention of the Association for Behavioral and Cognitive Therapies, Washington, D. C.
- Sullivan, A. D., Benoit, R., **Breslend, N. L.**, Vreeland, A., Forehand, R. & Compas, B. (2018, November). Cumulative Risk of Socioeconomic Status Factors in the Context of Parent Depression: Are There

Associations with Child Outcomes?. Poster presented at the 52nd annual convention of the Association for Behavioral and Cognitive Therapies, Washington, D. C.

- Breslend, N.L.**, Parent, J., Forehand, R., Peisch, V., Reeslund, K., & Compas, B. (2017, April). Children of parents with a history of MDD: Impact of a prevention on social problems through reductions in internalizing problems. Poster presented at the 2017 Biennial Meeting of the Society for Research in Child Development, Austin, Texas.
- Sullivan, A., Murray-Close, D., Holterman, L.A. & **Breslend, N.L.**, (2017, April). Physiological stress reactivity predicting romantic relational aggression moderated by HAB and emotional sensitivity. Poster presented at the 2017 Biennial Meeting of the Society for Research in Child Development, Austin, Texas.
- Sullivan, A., Murray-Close, D., Holterman, L.A., **Breslend, N.L.**, (2017, April). Social anxiety predicting relational aggression: The moderating roles of peer rejection and gender. Poster presented at the 2017 Biennial Meeting of the Society for Research in Child Development, Austin, Texas.
- Peisch, V., Forehand, R., Parent, J., Songuna-Burke, E., **Breslend, N.L.**, & Abikoff, H. (2017, April). Do parent ADHD symptoms matter? A secondary analysis of a randomized controlled trial of behavioral parent training. Poster presented at the 2017 Biennial Meeting of the Society for Research in Child Development, Austin, Texas.
- Pomerantz*, H., Parent, J., Forehand, R., **Breslend, N.L.**, & Winer, J. (October, 2016). Pubertal timing and youth internalizing psychopathology: The role of relational aggression. Poster presented at the Association for Behavioral and Cognitive Therapies (ABCT) 2016 Annual Meeting, New York, NY.
- Pomerantz*, H., Kicza, D.*, **Lafko, N.**, & Murray-Close, D. (April, 2015). The relationship between physiological stress reactivity, eating disorder symptomatology, and the desire to be popular. Poster presented at the 2015 University of Vermont Student Research Conference, Burlington, VT.
- Kominek*, V., **Lafko, N.**, Parent, J.M., & Forehand, R. (April, 2015). Change in income of cohabitating mothers: Association with youth problems. Poster presented at the 2015 University of Vermont Student Research Conference Burlington, VT.
- Lafko, N.**, Murray-Close, D., & Holterman, L.A. (2015, March). Victimization predicting physiological reactivity: The moderating role of gender. Poster presented at the Society for Research on Child Development (SRCD) 2015 Biennial Meeting, Philadelphia, PA.
- Lafko, N.**, Parent, J., Forehand, R., Golub, A., & Reid, M. (2015, March). Involvement in childrearing and firm control parenting by male cohabiting partners: Forecasting adolescent problem behaviors. Poster presented at the Society for Research on Child Development (SRCD) 2015 Biennial Meeting, Philadelphia, PA.
- Kurmin*, M., **Lafko, N.**, & Murray-Close, D. (2015, March). Academic importance predicting heart rate reactivity to academic situations: The moderating role of hostile attribution biases. Poster presented at the Society for Research on Child Development (SRCD) 2015 Biennial Meeting, Philadelphia, PA.
- Parent, J., Sanders, W., **Lafko, N.**, & Forehand, R. (2015, March). How parents manage children's screen time: Is positive parenting enough? Poster presented at the Society for Research on Child Development (SRCD) 2015 Biennial Meeting, Philadelphia, PA.
- Holterman, L.A., Sullivan, A., Murray-Close, D., & **Lafko, N.** (2015, March). The relationship between popularity goals and depression, moderated by physiological reactivity and gender. Poster presentation at the Society for Research on Child Development (SRCD) 2015 Biennial Meeting, Philadelphia, PA.

- Lafko, N.**, Parent, J., Forehand, R., Burt, K.B. (2014, November). Is parenting the mediator of change in behavioral parent training for externalizing problems of youth? Poster presentation at the Association for Behavioral and Cognitive Therapies (ABCT) 2014 Annual Meeting, Philadelphia, PA.
- Lafko, N.**, Shoulberg, E., & Murray-Close, D. (2013, April). Depressive symptoms in female adolescents: Associations with physiological reactivity to social stress and relational victimization. Poster presentation at the 2013 Biennial Meeting of the Society for Research in Child Development, Seattle, Washington.
- Shoulberg, E., McQuade, J., **Lafko, N.**, & Murray-Close, D. (2013, April). The social costs of being a wannabe: Moderating effects of gender and popularity on the association between popularity goals and forms of victimization. Poster presentation at the 2013 Biennial Meeting of the Society for Research in Child Development, Seattle, Washington.
- Lafko, N.** & Murray-Close, D. (2012, March). Proactive and reaction functions of relational aggression and internalizing symptoms: Peer mechanisms of influence. Poster presentation at the 14th Biennial Meeting of the Society for Research on Adolescence, Vancouver, BC, Canada.
- Lafferty, K. & **Lafko, N.** (2012, March). The association between the need to belong and relational aggression: The moderating role of rejection. Poster presentation at the 14th Biennial Meeting of the Society for Research on Adolescence, Vancouver, BC, Canada.

RESEARCH EXPERIENCE

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|---------------|--|
| 2017- Present | Department of Psychological Science, University of Vermont
Research Assistant Professor
Project Title(s): <i>RPC+ Training for Foster Parents: An Efficacy Trial (Co-PI); FosterTIPS Smartphone Application Development; Technology to Enhance Treatment for Early Conduct Problems in Low Income Families (National Institute of Mental Health R01 Grant)</i>
Supervisor: Dr. Rex Forehand |
| 2014- 2017 | Department of Psychological Science, University of Vermont
Graduate Research Assistant
Project Title(s): <i>FosterTIPS Smartphone Application Development; Technology to Enhance Treatment for Early Conduct Problems in Low Income Families (National Institute of Mental Health R01 Grant); The Parenting Navigator Pilot Project</i>
Advisor: Dr. Rex Forehand |
| 2012- 2017 | Department of Psychological Science, University of Vermont
Graduate Research Assistant
Project Title(s): <i>College Peer Relationships Project, The Parenting Project, Peer Relationships Interview, College Academic Achievement and Relationships Project</i>
Advisor: Dr. Dianna “Annie” Murray-Close |
| 2013 | Department of Psychological Science, University of Vermont
Graduate Research Assistant
Project Title: <i>Are Parenting Behaviors Mediators of Change in Behavioral Parent Training?</i>
Advisor: Dr. Rex Forehand |
| 2012 | Department of Psychological Science, University of Vermont
Honors thesis |

Project Title: *Functions of Relational Aggression and Eating Disorders: The Moderating Role of Relational Victimization and Gender*
Advisor: Dr. Dianna “Annie” Murray-Close

- 2011- 2012 Department of Psychiatry, University of Vermont
Undergraduate research assistant
Project Title: *The Neural Correlates of Relational Aggression Using a Social Conditioning Task*
Advisor: Emily Mazzulla, University of Vermont Doctoral Candidate
- 2011 Department of Psychological Science, University of Vermont
Undergraduate research assistant
Project Title: *Parenting and Responses to Stress in Emerging Adulthood*
Advisor: Dr. Jamie Abaied
- 2010- 2012 Department of Psychological Science, University of Vermont
Undergraduate research assistant
Project Title: *Does Structured before School Activity influence Attention, Learning and Behavior in Young Children? (National Institute of Mental Health R01 Grant)*
Advisor: Dr. Betsy Hoza
- 2010- 2011 Department of Psychological Science, University of Vermont
Undergraduate research assistant
Project Title: *Thinking, Mood and Taste Perceptions of Food; Cognitive-behavioral Therapy vs. Light Therapy for Preventing SAD Recurrence (National Institute of Mental Health R01 Grant).*
Advisor: Dr. Kelly Rohan
- 2009- 2012 Department of Psychological Science, University of Vermont
Undergraduate research assistant, Assistant Project Coordinator
Project Titles: *Social Interactions and Health; Peer Relationships and Academic Achievement Project; College Academic Achievement and Relationships Project*
Advisor: Dr. Dianna “Annie” Murray-Close

TEACHING EXPERIENCE

Instructor

- Spring 2019 Instructor, *Child and Adolescent Behavior Therapy*, University of Vermont
Duties: Develop course materials (i.e., lectures, exams, essays), deliver lectures, facilitate in-class discussion and activities, and manage course
Course Size: Twelve graduate students in clinical psychology Ph.D. program
Instructor Rating: 4.33/5.0
- Spring 2019 Instructor, *Child and Adolescent Psychopathology*, University of Vermont
Duties: Develop course materials (i.e., lectures, exams, essays), deliver lectures, facilitate in-class discussion and activities, and manage course
Course Size: Eleven graduate students in clinical psychology Ph.D. program
Instructor Rating: 4.42/5.0
- Fall 2017 Instructor, *Child and Adolescent Psychopathology*, University of Vermont
Duties: Develop course materials (i.e., lectures, exams, essays), deliver lectures, facilitate in-class discussion, and manage course
Course Size: Nine graduate students in clinical psychology Ph.D. program

Instructor Rating: 4.38/5.0

Summer 2016 Instructor, *Developmental Psychology*, University of Vermont
Duties: Developed course materials (i.e., lectures, exams, quizzes), delivered lectures, and managed course
Course Size: Eight undergraduate students
Instructor Rating: 2.8/3.0

Fall 2015 Co-Instructor, *Developmental Psychology*, University of Vermont
Co-Instructor: Dr. Dianna “Annie” Murray-Close
Duties: Developed course materials (i.e., lectures, exams, quizzes), delivered lectures, and managed course
Course Size: 193 undergraduate students
Instructor Rating: 4.2/5.0

Laboratory Instructor

Spring 2017 Laboratory Instructor and Graduate Teaching Assistant, *Advanced Statistical Methods II: Graduate Seminar*, University of Vermont
Course Instructor: Dr. Tim Stickle
Duties: Developed instructor materials and taught a weekly laboratory section to facilitate hands-on experience running statistical analyses pertaining to multiple regression and its related extensions, provided feedback on students’ weekly laboratory reports, graded and provided feedback on student exams, attended weekly lectures, and met with students during office hours
Course Size: Seven graduate students
Lab Instructor Rating: 5.0/5.0

Spring 2013 Laboratory Instructor and Graduate Teaching Assistant, *Research Methods II: Statistics*, University of Vermont
Course Instructor: Dr. Keith Burt
Duties: Attended lecture, taught two separate hour-long weekly lab sections to facilitate hands-on statistical experience tied to that week’s lectures, helped students develop experiments to conduct during the course’s “data blitz” data collection day based on sound research methods, gave feedback on and graded empirical student research papers based on data that they collected during the “data blitz”, and met with students during office hours
Graduate Teaching Assistant Rating: 4.6/5.0 section A; 4.2/5.0 section B

Independent Study Instructor

Spring 2018 Instructor, *Clinical Interventions for Disorders of Childhood & Adolescence*, University of Vermont
Duties: Developed course syllabi and lesson plans, implemented lessons and facilitated discussions, provided feedback and graded presentations on student driven topics.
Course Sizes: Four undergraduate students
Instructor Ratings: 5.0/5.0

Spring 2017, Spring 2015 Co-Instructor/ Graduate Mentor, *Childhood Anxiety and OC Spectrum Disorders: Etiology and Treatment*, University of Vermont
Co-Instructor: Dr. Rex Forehand
Duties: Developed course syllabi and lesson plans, implemented lessons and facilitated discussions, provided feedback and graded literature reviews on student driven topics,

and helped select students run data analyses, prepare abstracts, and develop posters presented at the UVM Student Research Conference
Course Sizes: Four to five undergraduate students
Instructor Ratings: 5.0/5.0

Fall 2016,
Fall 2014

Co-Instructor/ Graduate Mentor, *Methods of Delivery of Treatment for Early Conduct Problems*, University of Vermont
Co-Instructor: Dr. Rex Forehand
Duties: Developed course syllabi and lesson plans, implemented lessons and facilitated discussions, and provided feedback on and graded literature reviews on student driven topics
Course Sizes: Five undergraduate students
Instructor Ratings: 4.8/5.0 - 5.0/5.0

Spring 2016

Co-Instructor/ Graduate Mentor, *Clinical Interventions for Disorders of Childhood & Adolescence*, University of Vermont
Co-instructors: Dr. Rex Forehand & Virginia Peisch, M.Sc.
Duties: Advised and supervised development of course syllabus and lesson plans, provided instructor feedback, and graded student presentations
Course Size: Three undergraduate students

Fall 2015
Fall 2017

Co-Instructor/ Graduate Mentor, *Coding Parent/Child Interactions*, University of Vermont
Co-Instructor: Dr. Rex Forehand
Duties: Developed course syllabus and lesson plans, implemented lessons and facilitated discussions, and provided feedback and graded literature reviews on student driven topics
Course Size: Four undergraduate students
Instructor Rating: 5.0/5.0 – 5.0/5.0

Fall 2015,
Spring 2015,
Fall 2014

Co-Instructor/ Graduate Mentor, *Independent Study in the Social Development Lab*, University of Vermont
Co-Instructor: Dr. Dianna “Annie” Murray-Close
Duties: Developed course syllabi, supervised undergraduate research, facilitated weekly group discussions, provided feedback on and graded academic products, and helped select students run data analyses, prepare abstracts, and develop posters presented at the UVM Student Research Conference
Course Size: Seven to ten undergraduate students

Spring 2013

Co-Instructor/ Graduate Mentor, *Peer Relationships and Adjustment in Childhood, Adolescence, and Emerging Adulthood- Developing a Conference Presentation*, University of Vermont
Co-Instructor: Dr. Dianna “Annie” Murray-Close
Duties: Developed course syllabus and lesson plans, implemented lessons and facilitated discussions, and helped students run data analyses, prepare abstracts, and develop posters presented at the UVM Student Research Conference
Course Size: Four undergraduate students

Fall 2012

Co-Instructor/ Graduate Mentor, *Peer Relationships and Adjustment in Childhood, Adolescence, and Emerging Adulthood- Developing a Research Project Proposal*, University of Vermont
Co-Instructor: Dr. Dianna “Annie” Murray-Close
Duties: Developed course syllabus and lesson plans, implemented lessons and facilitated discussions, and provided feedback on and graded research project proposals

Course Size: Four undergraduate students

Graduate Teaching Assistant

- Spring 2015 Graduate Teaching Assistant, *Social Psychology*, University of Vermont
Instructor: Dr. Susan Fenstermacher
Duties: Graded and provided feedback on student essays, prepared exam materials, met with students during office hours, and attended lectures
Graduate Teaching Assistant Rating: 4.4/5.0
- Spring 2014 Graduate Teaching Assistant, *Developmental Psychology*, University of Vermont
Instructor: Dr. Jamie Abaied
Duties: Graded short answer portions of exams, graded and provide feedback on student essays, prepared exam materials, met with students during office hours, and attended lectures
Graduate Teaching Assistant Rating: 4.4/5.0
- Fall 2013 Graduate Teaching Assistant, *Developmental Psychology*, University of Vermont
Instructor: Dr. Susan Fenstermacher
Duties: Graded and provide feedback on student essays, facilitated and graded in-class activities, prepared exam materials, met with students during office hours, and attended lectures
Graduate Teaching Assistant Rating: 4.4/5.0
- Fall 2012 Graduate Teaching Assistant, *Developmental Psychology*, University of Vermont
Instructor: Dr. Dianna “Annie” Murray-Close
Duties: Graded short answer portions of exams, graded and provide feedback on student essays, prepared exam materials, met with students during office hours, attended lectures, and supervised undergraduate teaching assistants for the course
Graduate Teaching Assistant: 4.2/5.0
- Spring 2011 Undergraduate Teaching Assistant, *Developmental Psychology*, University of Vermont
Instructor: Dr. Dianna “Annie” Murray-Close
Duties: Facilitated and graded in-class activities, compiled exam materials, met with students during office hours, ran exam preparation sessions, and attended lectures

Guest Lectures

- Spring 2017,
Spring 2015 Guest Lecture: Obsessive Compulsive Spectrum Disorders, *Child Behavior Therapy: Graduate Seminar*, University of Vermont
Instructor: Dr. Rex Forehand
- Spring 2015 Guest Lecture: Research Methodology in Relational Aggression and Victimization Research, *Research Methods*, Burlington College, Vermont
Instructor: Jeffrey Winer, M.A.
- Spring 2015,
Spring 2014 Guest Lecture: Relational Aggression and Victimization, *Bullying and Youth Violence Prevention*, University of Vermont, Department of Education
Instructor: Dr. Bernice Garnett
- Fall 2014 Guest Lecture: Eating Disorders, *Behavior Disorders of Childhood*, University of Vermont
Instructor: Dr. Keith Burt

Spring 2014	Guest Lecture: Research Methodology in Developmental Psychology, <i>Developmental Psychology</i> , University of Vermont Instructor: Dr. Jamie Abaied
Spring 2014	Guest Lecture: Social Development, <i>Developmental Psychology</i> , University of Vermont Instructor: Dr. Jamie Abaied
Summer 2014	Guest Lecture: Obsessive Compulsive Spectrum Disorders, <i>Behavior Disorders of Childhood</i> , University of Vermont Instructor: Justin Parent
Fall 2013, Fall 2012	Guest Lecture: Peer Relationships, <i>Developmental Psychology</i> , University of Vermont Instructor(s): Dr. Susan Fenstermacher & Dr. Dianna “Annie” Murray-Close

ADDITIONAL TEACHING EXPERIENCES

September 2015 – May 2017	<i>University of Vermont Graduate Teaching Program</i> , Burlington, Vermont <ul style="list-style-type: none"> ▪ “This program, designed for graduate students who are interested in pursuing teaching in higher education, provides: practices and strategies to prepare one to teach a wide variety of students, a supportive community encouraging professional development, and support for preparing a teaching portfolio.” ▪ Completed all requirements
Summer 2013	Completed <i>Preparing to Teach a Psychology Course</i> , University of New Hampshire

WORKSHOP FACILITATION

April – 2018, 2019	<i>University of Vermont</i> , Trauma-Informed Training Academy, Burlington, Vermont <ul style="list-style-type: none"> ▪ Provided a two-day training workshop to child welfare workers/supervisors, teachers, and other participants on utilizing evidence-based parent training (Helping the Noncompliant Child) with children who have experienced trauma
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PROFESSIONAL ACTIVITIES

Review Experience

Journal of Psychopathology and Behavioral Assessment, Editorial Board (2017-Present)

Aggressive Behavior, Ad Hoc Reviewer
Child Development, Ad Hoc Reviewer
Child and Youth Services Review, Ad Hoc Reviewer
Development and Psychopathology, Ad Hoc Reviewer
European Review of Applied Psychology, Ad Hoc Reviewer
Journal of Abnormal Child Psychology, Ad Hoc Reviewer
Journal of Applied Developmental Psychology, Ad Hoc Reviewer
Journal of Child and Family Studies, Ad Hoc Reviewer
Journal of Clinical Child and Adolescent Psychology, Ad Hoc Reviewer
Merrill-Palmer Quarterly, Ad Hoc Reviewer
Psychological Bulletin, Ad Hoc Reviewer
Psychophysiology, Ad Hoc Reviewer

Professional Training/ Continuing Education

November, 2018	Online Training Attendee, <i>Trauma-Informed Parenting</i> , Foster Parent College Online
March 22 nd & 23 rd , 2018	Symposium Attendee, <i>The University: A Sanctuary or an Arena? Fostering Inclusive and Difficult Conversations</i> , University of Vermont, Burlington, Vermont
October 23 rd , 2017	Workshop Attendee, <i>Dealing with Bias on Campus: Research and Clinical Perspectives on Ideology and Hatred</i> , University of Vermont, Burlington, Vermont Workshop leader: Edward Dunbar, Ph.D.
June 2 nd -3 rd , 2015	Training Attendee, <i>Biolog Physiology Equipment: Data collection, downloading, and preparation</i> , University of Vermont, Burlington, Vermont Training Leader: Dianna “Annie” Murray-Close, Ph.D.
September 8 th – 11 th , 2014	Institute Attendee, <i>Complex Trauma in Torture Survivors Institute</i> , St. Louis, M.O
April 18 th , 2014	Training Institute Attendee, <i>Comprehensive Behavioral Intervention for Tics</i> , University of Vermont, Burlington, Vermont Training Leader: Douglas Woods, Ph.D., <i>Western Michigan University</i>
March 14 th , 2013	Completed <i>Trauma-Focused Cognitive Behavior Therapy web-based course</i> , The National Child Traumatic Stress Network

SERVICE ACTIVITIES

2017	Graduate Student Teaching Committee, Faculty member
2017	Diversity Committee, Diversity in Teaching Subcommittee, Faculty member
2016-2017	Task Force on Graduate Student Teaching, Graduate Student Representative

CLINICAL EXPERIENCE*

* Switched from Clinical to General/Experimental Ph.D. Program in October 2014

2013-2014	Behavior Therapy and Psychotherapy Center, University of Vermont, Burlington, VT <i>Program Developer of the Adult ADHD Specialty Service</i> Supervisor: Dr. Kathleen Kennedy
2013-2014	Behavior Therapy and Psychotherapy Center, University of Vermont, Burlington, VT <i>Pre-Doctoral Clinician for Connecting Cultures</i> Description: Provided comprehensive assessments and treatment under the supervision of a licensed clinical psychologist for adolescent and adult refugees referred for Post-Traumatic Stress and related disorders Supervisor: Dr. Karen Fondacaro
2013-2014	Behavior Therapy and Psychotherapy Center, University of Vermont, Burlington, VT <i>Pre-Doctoral Clinician for Child and Adolescent Anxiety Service</i> Description: Provided comprehensive assessments and evidence-based treatment under the supervision of a licensed clinical psychologist for children and adolescents referred for anxiety and related disorders Supervisor: Dr. Teresa Scott

2012-2014

Behavior Therapy and Psychotherapy Center, University of Vermont, Burlington,
*Program Developer and Pre-Doctoral Clinician for Tic Disorders and Obsessive
Compulsive Spectrum Disorders Specialty Service*

Description: Provided comprehensive assessments and evidence-based treatment under
the supervision of a licensed clinical psychologist for children, adolescents, and adults
referred for tic and obsessive-compulsive spectrum disorders

Supervisors: Dr. Rex Forehand and Dr. Teresa Scott

2012-2013

Behavior Therapy and Psychotherapy Center, University of Vermont, Burlington, VT
Pre-Doctoral Clinician for ADHD Specialty Service

Description: Provided comprehensive assessments and evidence-based treatment under
the supervision of a licensed clinical psychologist for children and adolescents referred
for ADHD.

Supervisor: Dr. Betsy Hoza