

Isaac T. Petersen

CONTACT INFORMATION	Dept. of Psychological and Brain Sciences University of Iowa 175 Psychological and Brain Sciences Bldg. Iowa City, IA 52242	<i>Phone:</i> (319) 467-1014 <i>Fax:</i> (319) 335-0191 <i>E-mail:</i> isaac-t-petersen@uiowa.edu <i>Web:</i> psychology.uiowa.edu/people/
LANGUAGES	English French	
RESEARCH INTERESTS	Clinical child psychology, developmental psychopathology, externalizing behavior problems, self-regulation, school readiness, developmental cognitive neuroscience	
ACADEMIC POSITIONS	Assistant Professor University of Iowa, Department of Psychological and Brain Sciences 2017–present Primary: Clinical Science Research Groups: Developmental Psychopathology, Developmental Science	
LICENSURE	Licensed Psychologist Iowa Department of Public Health, Bureau of Professional Licensure 2018–present License #082502	
EDUCATION	Clinical Psychology Internship Western Psychiatric Institute and Clinic, University of Pittsburgh Medical Center, Pittsburgh, PA 2015–2016 APA-Accredited Predoctoral Internship in Clinical Psychology Ph.D. Indiana University, Bloomington, IN 2009–2016 Ph.D., Clinical Psychology, August 2016 • Advisor: John Bates, Ph.D. • Major: Clinical Science • Minor: Cognitive Neuroscience • Dissertation: Neurophysiological mechanisms in the development of externalizing behavior problems in young children B.A. University of Texas, Austin, TX 2005–2008 B.A., Psychology, French, December 2008 • With High Honors, Honors in Psychology, Honors in French • Psychology Honors Thesis: <i>Children's Syntactic Processing of Language</i> • French Honors Thesis: <i>Acceptability of French Borrowings in English</i> • Minor: Sociology (criminology track)	
AWARDS	University of Iowa • Summer Research Opportunities Program (SROP) Mentoring Award 2019 National Institutes of Health (NIH) • National Research Service Award (NRSA) Grant 2014–2015 • Developmental Training Grant in Integrative Developmental Process 2011–2012	

National Science Foundation (NSF)	
• Graduate Research Fellowship Honorable Mention	2010
Indiana Clinical and Translational Sciences Institute (CTSI)	
• Predoctoral Training Grant in Translational Research	2012–2013
Society for Research in Child Development	
• Student Travel Award	2011, 2015
• Early Career Travel Award	2019
Indiana University	
• Graduate and Professional Student Organization Travel Award	2014
• College of Arts and Sciences Travel Award	2014
• Richard David Young Research Fellowship	2010, 2011
• Outstanding Instructor for Experimental Research Methods in Psychology	2011
University of Texas	
• Phi Beta Kappa Society	2008–present
• Psi Chi (Psychology Honors Society)	2008–present
• Pi Delta Phi (French Honors Society)	2007–present
Boy Scouts of America	
• Eagle Scout	2001

GRANTS

R01 HD098235	2020–2025
Funding Agency: National Institutes of Health/Eunice Kennedy Shriver National Institute of Child Health and Human Development	
Role: Principal Investigator	
Grant Title: Cognitive Control in the Development of School Readiness in Early Childhood	
Direct Costs: \$1,087,028	
Indirect Costs: \$510,728	
R01 DC008089	2018–2023
Funding Agency: National Institutes of Health/National Institute on Deafness and Other Communication Disorders	
Role: Co-Investigator (PI: McMurray)	
Grant Title: The Development of Real Time Spoken and Written Word Recognition: Cognitive Bases of Language and Education Outcomes	
Direct Costs: \$2,124,795	
Indirect Costs: \$1,657,382	
Neuroscience, Development, and Mental Well-Being Virtual Ideas Lab	2021–2022
Funding Agency: University of Iowa	
Role: Co-Investigator (PI: Baran)	
Role: Principal Investigator	
Grant Title: Anxiety, Sleep, and Brain Maturation in Adolescence	
Direct Costs: \$75,000	
UI Libraries' OpenHawks Open Educational Resources grant	2021
Grant Title: Applied Textbook for Principles of Psychological Assessment	
Direct Costs: \$8,300	

Old Gold Summer Fellowship 2018
Funding Agency: University of Iowa
Role: Principal Investigator
Grant Title: Neurophysiological Processes in Self-Regulation and Externalizing Problems in Early Childhood

F31 MH100814
Ruth L. Kirschstein National Research Service Award (NRSA) 2014–2015
Funding Agency: National Institutes of Health/National Institute of Mental Health
Role: Principal Investigator
Grant Title: Neurophysiological Mechanisms in the Development of Externalizing Problems
Direct Costs: \$77,368

Clinical and Translational Sciences Award 2012–2013
Funding Agency: National Institutes of Health/National Center for Advancing Translational Sciences
Role: Pre-doctoral trainee (PI: Anantha Shekhar, M.D., Ph.D.)
Grant Title: Indiana Clinical and Translational Sciences Institute TL1 Program (TL1 TR000162)

National Research Service Award—Institutional Training Grant 2011–2012
Funding Agency: National Institutes of Health/Eunice Kennedy Shriver National Institute of Child Health and Human Development
Role: Pre-doctoral trainee (PI: Linda Smith, Ph.D.)
Grant Title: Training Program in Integrative Developmental Process (T32 HD007475-17)

PUBLICATIONS

PEER-REVIEWED ARTICLES

* denotes a student author

- [35] **Petersen, I.T.** (in press). Reexamining developmental continuity and discontinuity in the 21st century: Better aligning behaviors, functions, and mechanisms. *Developmental Psychology*. <https://doi.org/10.1037/dev0001657>; Preprint: <https://doi.org/10.31234/osf.io/ghkm6>
- [34] Hosch, A., Harris, J.L., Swanson, B., Oleson, J.J., Hazeltine, E., & **Petersen, I.T.** (in press). Explaining brain–behavior relations: Inhibitory control as an intermediate phenotype between the N2 ERP and the externalizing spectrum in childhood. *Research on Child and Adolescent Psychopathology*. <https://doi.org/10.1007/s10802-023-01162-w>; Preprint: <https://doi.org/10.31234/osf.io/hrvnd>; OSF: <https://osf.io/e2nkr>
- [33] Harris, J.L., Swanson, B., & **Petersen, I.T.** (in press). A developmentally informed systematic review and meta-analysis of the strength of general psychopathology in childhood and adolescence. *Clinical Child and Family Psychology Review*. <https://doi.org/10.1007/s10567-023-00464-1>; Preprint: <https://doi.org/10.31234/osf.io/nbqx7>; OSF: <https://osf.io/jkupe>
- [32] **Petersen, I.T.**, Apfelbaum, K.S., & McMurray, B. (2024). Adapting open science and pre-registration to longitudinal research. *Infant and Child Development*, 33(1), e2315. <https://doi.org/10.1002/icd.2315>; Preprint: <https://doi.org/10.31234/osf.io/gtsvw>; OSF: <https://osf.io/jzxb8>; <https://osf.io/vzb2k>

- [31] **Petersen, I.T.** (2024). *Scanlan Center for School Mental Health Practice Briefs*. <https://scsmh.education.uiowa.edu/practice-brief/assessing-externalizing-behaviors-in-school-aged-children-implications-for-school-and-community-providers>
- [30] Hosch, A., Harris, J.L., Swanson, B., & **Petersen, I.T.** (2023). The P3 ERP in relation to general versus specific psychopathology in early childhood. *Research on Child and Adolescent Psychopathology*, 51, 1439–1451. <https://doi.org/10.1007/s10802-023-01061-0>; Preprint: <https://doi.org/10.31234/osf.io/vh3pm>; OSF: <https://osf.io/zs2bn>
- [29] **Petersen, I.T.** & LeBeau, B. (2022). Creating a developmental scale to chart the development of psychopathology with different informants and measures across time. *Journal of Psychopathology and Clinical Science*, 131(6), 611–625. <https://doi.org/10.1002/icd.2315>; OSF: <https://osf.io/9zd6e>
- [28] Hosch, A.*, Oleson, J.J., Harris, J.L.*, Goeltz, M.T.*, Neumann, T.*, LeBeau, B., Hazeltine, E., & **Petersen, I.T.** (2022). Studying children’s growth in self-regulation using changing measures to account for heterotypic continuity: A Bayesian approach to developmental scaling. *Developmental Science*, 25(6), e13280. <https://doi.org/10.1111/desc.13280>; Preprint: <https://doi.org/10.31234/osf.io/y82ua>; OSF: <https://osf.io/5xnrh>
- [27] Cellier*, D., **Petersen, I.T.**, & Hwang, K. (2022). Dynamics of hierarchical task representations. *Journal of Neuroscience*, 42(38), 7276–7284. <https://doi.org/10.1523/JNEUROSCI.0233-22.2022>; Preprint: <https://psyarxiv.com/wqf52>
- [26] **Petersen, I.T.**, LeBeau, B., & Choe, D.E. (2021). Creating a developmental scale to account for heterotypic continuity in development: A simulation study. *Child Development*, 92(1), e1–e19. <https://doi.org/10.1111/cdev.13433>; OSF: <https://osf.io/ewmzd>
- [25] **Petersen, I.T.**, Bates, J.E., McQuillan, M.E., Hoyniak, C.P., Staples, A.D., Rudasill, K.M., Molfese, D.L., & Molfese, V.J. (2021). Heterotypic continuity of inhibitory control in early childhood: Evidence from four widely used measures. *Developmental Psychology*, 57(11), 1755–1771. <https://doi.org/10.1037/dev0001025>; OSF: <https://osf.io/a52j4>
- [24] **Petersen, I.T.** & LeBeau, B. (2021). Language ability in the development of externalizing behavior problems in childhood. *Journal of Educational Psychology*, 113(1), 68–85. <https://doi.org/10.1037/edu0000461>; OSF: <https://osf.io/dyqt5>
- [23] Cellier*, D., Riddle, J., **Petersen, I.T.**, & Hwang, K. (2021). The development of theta and alpha neural oscillations from ages 3 to 24 years. *Developmental Cognitive Neuroscience*, 50, 100969. <https://doi.org/10.1016/j.dcn.2021.100969>; OSF: <https://osf.io/2exkc>
- [22] **Petersen, I.T.**, Choe, D.E., & LeBeau, B., (2020). Studying a moving target in development: The challenge and opportunity of heterotypic continuity. *Developmental Review*, 58, 100935. <https://doi.org/10.1016/j.dr.2020.100935>
- [21] Lindhiem, O., **Petersen, I.T.**, Mentch, L.K., & Youngstrom, E.A. (2020). The importance of calibration in clinical psychology. *Assessment*, 27(4), 840–854. <https://doi.org/10.1177/1073191117752055>
- [20] Brooker, R.J., Bates, J.E., Buss, K.A., Canen, M.J., Dennis-Tiway, T.A., Gatzekopp, L.M., Hoyniak, C.P., Klein, D.N., Kujawa, A., Lahat, A., Lamm, C., Moser, J.S., **Petersen, I.T.**, Tang, A., Woltering, S., & Schmidt, L.A. (2020). Conducting event-related potential (ERP) research with young children: A review of

- components, special considerations and recommendations for research on cognition and emotion. *Journal of Psychophysiology*, 34(3), 137–158. <https://doi.org/10.1027/0269-8803/a000243>
- [19] Hoyniak, C.P., Bates, J.E., McQuillan, M.E., Staples, A.D., **Petersen, I.T.**, Rudasill, K.M., & Molfese, V.J. (2020). Sleep across early childhood: Implications for internalizing and externalizing problems, socioemotional skills, and cognitive and academic abilities in preschool. *Journal of Child Psychology and Psychiatry*, 61(10), 1080–1091. <https://doi.org/10.1111/jcpp.13225>
- [18] Hoyniak, C.P. & **Petersen, I.T.** (2019). A meta-analytic evaluation of the N2 component as an endophenotype of response inhibition and externalizing psychopathology in childhood. *Neuroscience & Biobehavioral Reviews*, 103, 200–215. <https://doi.org/10.1016/j.neubiorev.2019.06.011>; OSF: <https://osf.io/t6hwg>
- [17] Staples, A.D., Bates, J.E., **Petersen, I.T.**, McQuillan, M.E., & Hoyniak, C.P. (2019). Measuring sleep in young children and their mothers: Identifying actigraphic sleep composites. *International Journal of Behavioral Development*, 43(3), 278–285. <https://doi.org/10.1177/0165025419830236>
- [16] Hoyniak, C.P., Bates, J.E., **Petersen, I.T.**, Yang, C-L, Darcy, I., & Fontaine, N.M.G. (2019). Diminished neural responses to emotionally valenced facial stimuli: A potential biomarker for unemotional traits in early childhood. *Child Psychiatry and Human Development*, 50(1), 72–82. <https://doi.org/10.1007/s10578-018-0821-9>
- [15] **Petersen, I.T.**, Hoyniak, C.P., Bates, J.E., Staples, A.D., & Molfese, D.L. (2018). A longitudinal, within-person investigation of the association between the P3 ERP component and externalizing behavior problems in young children. *Journal of Child Psychology and Psychiatry*, 59(10), 1044–1051. <https://doi.org/10.1111/jcpp.12975>; OSF: <https://osf.io/25vq6>
- In the news:
<https://now.uiowa.edu/2018/09/ui-researchers-identify-marker-brain-associated-aggression-children>
- [14] Uher, J., Trofimova, I., Sulis, W., Netter, P., Pessoa, L., Posner, M.I., Rothbart, M.K., Rusalov, V., **Petersen, I.T.**, & Schmidt, L.A. (2018). Diversity in action: Exchange of perspectives and reflections on taxonomies of individual differences. *Philosophical Transactions of the Royal Society B: Biological Science*, 373, 1–9. <https://doi.org/10.1098/rstb.2017.0172>
- [13] **Petersen, I.T.**, Lindhiem, O., LeBeau, B., Bates, J.E., Pettit, G.S., Lansford, J.E., & Dodge, K.A. (2018). Development of internalizing problems from adolescence to emerging adulthood: Accounting for heterotypic continuity with vertical scaling. *Developmental Psychology*, 54(3), 586–599. <https://doi.org/10.1037/dev0000449>
- [12] Hoyniak, C.P., Bates, J.E., **Petersen, I.T.**, Yang, C-L, Darcy, I., & Fontaine, N.M.G. (2018). Reduced neural responses to vocal fear: A potential biomarker for callous-un caring traits in early childhood. *Developmental Science*, 21(4), e12608. <https://doi.org/10.1111/desc.12608>
- [11] Hoyniak, C.P., **Petersen, I.T.**, Bates, J.E., & Molfese, D.L. (2018). The neural correlates of temperamental inhibitory control in toddlers. *Philosophical Transactions of the Royal Society B: Biological Science*, 373, 1–5. <https://doi.org/10.1098/rstb.2017.0160>; OSF: <https://osf.io/9nzev>

- [10] **Petersen, I.T.**, Hoyniak, C.P., McQuillan, M.E., & Bates, J.E. (2016). Measuring the development of inhibitory control: The challenge of heterotypic continuity. *Developmental Review*, 40, 25–71. <https://doi.org/10.1016/j.dr.2016.02.001>
- [9] **Petersen, I.T.**, Bates, J.E., Dodge, K.A., Lansford, J.E. & Pettit, G.S. (2016). Identifying an efficient set of items sensitive to clinical-range externalizing problems in children. *Psychological Assessment*, 28(5), 598–612. <https://doi.org/10.1037/pas0000185>
- [8] Bolbecker, A.R., **Petersen, I.T.**, Kent, J.S., Howell, J.M., Westfall, D.R., O'Donnell, B.F., & Hetrick, W.P. (2016). New insights into the nature of cerebellar-dependent eyeblink conditioning deficits in schizophrenia: A hierarchical linear modeling approach. *Frontiers in Psychiatry*, 7(4), 1–7. <https://doi.org/10.3389/fpsyt.2016.00004>
- [7] **Petersen, I.T.**, Bates, J.E., Dodge, K.A., Lansford, J.E. & Pettit, G.S. (2015). Describing and predicting developmental profiles of externalizing behavior problems from childhood to adulthood. *Development and Psychopathology*, 27(3), 791–818. <https://doi.org/10.1017/S0954579414000789>
- [6] **Petersen, I.T.**, Bates, J.E., & Staples, A.D. (2015). The role of language ability and self-regulation in the development of inattentive–hyperactive behavior problems. *Development and Psychopathology*, 27(1), 221–237. <https://doi.org/10.1017/S0954579414000698>
 - In the news:
<http://web.archive.org/web/20170304161204/http://news.indiana.edu/releases/iu/2014/07/language-skills-and-behavior.shtml>
<https://www.nichd.nih.gov/news/releases/Pages/081814-podcast-early-language.aspx>
- [5] Hoyniak, C.P., **Petersen, I.T.**, McQuillan, M.E., Staples, A.D., & Bates, J.E. (2015). Less efficient neural processing related to irregular sleep and less sustained attention in toddlers. *Developmental Neuropsychology*, 40(3), 155–166. <https://doi.org/10.1080/87565641.2015.1016162>
- [4] Staples, A.D., Bates, J.E., & **Petersen, I.T.** (2015). IX. Bedtime routines in toddlerhood: Prevalence, consistency, and associations with nighttime sleep. In M. El-Sheikh & A. Sadeh (Eds.), *Sleep and development: Advancing theory and research. Monographs of the Society for Research in Child Development*, 80(1), 141–159. <https://doi.org/10.1111/mono.12149>
- [3] Bolbecker, A.R., Kent, J.S., **Petersen, I.T.**, Klaunig, M.J., Forsyth, J.K., Howell, J.M., Westfall, D.R., O'Donnell, B.F., & Hetrick, W.P. (2014). Impaired cerebellar-dependent eyeblink conditioning in first-degree relatives of individuals with schizophrenia. *Schizophrenia Bulletin*, 40(5), 1001–1010. <https://doi.org/10.1093/schbul/sbt112>
- [2] **Petersen, I.T.**, Bates, J.E., D'Onofrio, B.M., Coyne, C.A., Lansford, J.E., Dodge, K.A., Pettit, G.S., & Van Hulle, C.A. (2013). Language ability predicts the development of behavior problems in children. *Journal of Abnormal Psychology*, 122(2), 542–557. <https://doi.org/10.1037/a0031963>
- [1] **Petersen, I.T.**, Bates, J.E., Goodnight, J.A., Dodge, K.A., Lansford, J.E., Pettit, G.S., Latendresse, S.J., & Dick, D.M. (2012). Interaction between serotonin transporter polymorphism (5-HTTLPR) and stressful life events in adolescents' trajectories of anxious/depressed symptoms. *Developmental Psychology*, 48(5), 1463–1475. <https://doi.org/10.1037/a0027471>

BOOKS

Petersen, I.T. (2024). *Principles of psychological assessment: With applied examples in R*. University of Iowa Libraries. <https://isaactpetersen.github.io/Principles-Psychological-Assessment>. <https://doi.org/10.5281/zenodo.6466589>; OSF: <https://osf.io/3pwza>

BOOK CHAPTERS

- [3] Fontaine, N.M.G. & **Petersen, I.T.** (2017). Developmental trajectories of psychopathology: An overview of approaches and applications. In L. Centifanti & D. Williams (Eds.), *The Wiley handbook of developmental psychopathology* (pp. 5–28). Wiley-Blackwell. <https://doi.org/10.1002/9781118554470.ch1>
- [2] Bates, J.E., Schermerhorn, A.C., & **Petersen, I.T.** (2014). Temperament concepts in developmental psychopathology. In K. Rudolph & M. Lewis (Eds.), *Handbook of developmental psychopathology* (3rd ed., pp. 311–329). Springer. https://doi.org/10.1007/978-1-4614-9608-3_16
- [1] Bates, J.E., Schermerhorn, A.C., & **Petersen, I.T.** (2012). Temperament and parenting in developmental perspective. In M. Zentner & R. Shiner (Eds.), *Handbook of temperament* (pp. 425–441). The Guilford Press. <https://psycnet.apa.org/record/2012-22484-020>

SOFTWARE

Petersen, I.T. (2024). *petersenlab: Package of R functions for the Petersen Lab*. [R package]. <https://github.com/DevPsyLab/petersenlab>, <https://doi.org/10.5281/zenodo.7602890>

CONFERENCE PUBLICATIONS

- Malik, K. & **Petersen, I.T.** (2024, April 18). *Do parent personality and psychopathology moderate the association between child temperament and self-regulation* [Poster presentation]. Meeting of the Midwestern Psychological Association, Chicago, IL, United States.
- Stallman, E., Williams, M., Hosch, A., & **Petersen, I.T.** (2023, December 4). *Examining the association between screen time and delay of gratification with the N2 ERP as a moderator* [Poster presentation]. Fall Experiential Learning and Research Day, Iowa City, IA, United States.
- Guerra, M.M., & **Petersen, I.T.** (2023, December 2). *Negative affect as a mediator between environmental stress and psychopathology in early childhood* [Symposium presentation]. Iowa Sciences Academy 2023 Scholar Symposium, Iowa City, IA, United States.
- Einck, M. & **Petersen, I.T.** (2023, November 8). *Predictive associations of parent dysregulation on child negative emotionality with age as a moderator* [Poster presentation]. Summer Undergraduate Research Conference, Iowa City, IA, United States.
- Guerra, M. & **Petersen, I.T.** (2023, July 26). *Effects of parenting stress on children's academic achievement: The role of positive and negative parenting practices* [Poster presentation]. Summer Undergraduate Research Conference, Iowa City, IA, United States.
- Malik, K. & **Petersen, I.T.** (2023, July 26). *Do parent personality and psychopathology moderate the association between child temperament and self-regulation?* [Poster presentation]. Summer Undergraduate Research Conference, Iowa City, IA, United States.

- Williams, M., Annapureddy, L., Swanson, B., Harris, J.L., Hosch, A., & **Petersen, I.T.** (2023, May 25–28). *P3 amplitudes as a moderator of the association between parent emotion regulation and child affective reactivity* [Poster presentation]. Association for Psychological Science Annual Convention, Washington, D.C., United States.
- Pham, J., Keeran, K., & **Petersen, I.T.** (2023, April 21–23). *Interaction between parental warmth and involvement with children's school readiness* [Poster Presentation]. Midwestern Psychological Association Annual Meeting, Chicago, IL, United States.
- Williams, M., Annapureddy, L., & **Petersen, I.T.** (2023, April 21–23). *Examining the N2 ERP as a potential moderator of the association between parent emotion regulation and child affective reactivity* [Poster presentation]. Midwestern Psychological Association Annual Meeting, Chicago, IL, United States.
- Chang, G. & **Petersen, I.T.** (2023, March 29). *Effects of the COVID-19 pandemic on children's inhibitory control: The role of sleep and negative emotionality* [Poster presentation]. Iowa Center for Research by Undergraduates Spring Undergraduate Research Festival, Iowa City, IA, United States.
- Bandstra, A., & **Petersen, I.T.** (2023, March 29). *The association between parental autonomy support and children's attention: Investigating negative emotionality as a moderator within differential susceptibility framework* [Poster presentation]. Iowa Center for Research by Undergraduates Spring Undergraduate Research Festival, Iowa City, IA, United States.
- Petersen, I.T.**, & Oleson, J.J. (2023, March 23–25). *Poorer inhibitory control as a transdiagnostic predictor of externalizing, internalizing, and thought-disordered problems in children* [Poster presentation]. Society for Research in Child Development Biennial Meeting, Salt Lake City, UT, United States.
- Harris, J.L., & **Petersen, I.T.** (2023, March 23–25). *Unique and shared pathways of internalizing and externalizing problems: Investigating immediacy preference and negative emotionality* [Poster presentation]. Society for Research in Child Development Biennial Meeting, Salt Lake City, UT, United States.
- Hosch A., Harris, J.L., Swanson, B., & **Petersen, I.T.** (2023, March 23–25). *The P3 ERP in relation to general versus specific psychopathology in early childhood* [Poster presentation]. Society for Research in Child Development Biennial Meeting, Salt Lake City, UT, United States.
- Swanson, B., Williams, M., & **Petersen, I.T.** (2023, March 23–25). *A difference approach: Examining the association between the P300 ERP, parenting, and externalizing problems in early childhood* [Poster presentation]. Society for Research in Child Development Biennial Meeting, Salt Lake City, UT, United States.
- Williams, M., Swanson, B., & **Petersen, I.T.** (2023, March 23–25). *Child externalizing problems predicting later depressive symptoms: Comparing multiple stressors as mediators* [Poster presentation]. Society for Research in Child Development Biennial Meeting, Salt Lake City, UT, United States.
- Williams, M., Swanson, B., & **Petersen, I.T.** (2022). Child externalizing problems predicting later depressive symptoms: Comparing multiple stressors as mediators. Poster presented at the Iowa Center for Research by Undergraduates Fall Undergraduate Research Festival, Iowa City, IA.
- Harris, J.L., Swanson, B., & **Petersen, I.T.** (2022). A developmentally informed meta-analysis of the strength of general psychopathology in childhood and adolescence. Poster presented at the annual meeting of the Society for Research in Psychopathology, Philadelphia, PA.

- Swanson, B., Hosch, A., & **Petersen, I.T.** (2022). The association of N2 ERP amplitudes with harsh parenting and inhibitory control in early childhood. Poster presented at the annual meeting of the [Society for Psychophysiological Research](#), Vancouver, British Columbia.
- Swanson, B., Hosch, A., & **Petersen, I.T.** (2022). N2 ERP amplitudes mediate the association between harsh parenting and externalizing problems in 3–7-year-old children. Poster presented at the annual convention of the [Association for Psychological Science](#), Chicago, IL.
- Hosch A. & **Petersen, I.T.** (2022). Smaller N2 amplitudes are associated with greater externalizing problems in early childhood. Poster presented at the annual convention of the [Association for Psychological Science](#), Chicago, IL.
- Petersen, I.T.**, Hosch, A., & Hazeltine, E. (2021). Development, ERPs, and RDoC: Identifying pathways to psychopathology. Paper symposium presented in the Presidential Symposium at the annual meeting of the [Society for Psychophysiological Research](#), Virtual Meeting.
- Grugan, C.S., & **Petersen, I.T.** (2021). The association between sleep duration and children’s aggressive behaviors: Testing the P3 ERP as a potential mediator. Poster presented at the biennial meeting of the [Society for Research in Child Development](#), Virtual Meeting.
- Grugan, C.S. & **Petersen, I.T.** (2021). The association between sleep duration and children’s aggressive behaviors: Testing the P3 ERP as a potential mediator. Poster presented at the [National Conference on Undergraduate Research](#), Virtual Meeting.
- Han, Z. & **Petersen, I.T.** (2021). Curvilinear association between parental control and externalizing problems in childhood. Poster presented at the biennial meeting of the [Society for Research in Child Development](#), Virtual Meeting.
- Petersen, I.T.**, & Hazeltine, E. (2020). Development, ERPs, and RDoC: Identifying pathways to psychopathology. Paper symposium to be presented in the Presidential Symposium at the annual meeting of the [Society for Psychophysiological Research](#), Vancouver, Canada. [canceled because of COVID-19 pandemic]
- Han, Z. & **Petersen, I.T.** (2020). Curvilinear association between parental control and externalizing problems in early childhood. Paper symposium presented at the Virtual Fall Undergraduate Research Festival, University of Iowa, Iowa City, IA.
- Petersen, I.T.**, Hoyniak, C.P., Staples, A.D., Bates, J.E., & Molfese, D.L. (2019). Nonlinear association between N2 ERP amplitudes and dysregulated behavior in young children. In S. Furlong (Chair), *Neural correlates of behavior disorders in early childhood: Evidence from multiple neuroimaging methods*. Paper symposium presented at the biennial meeting of the [Society for Research in Child Development](#), Baltimore, MD.
- Petersen, I.T.**, & LeBeau, B. (2019). A within-individual investigation of the association between children’s vocabulary skills and externalizing problems. Poster presented at the biennial meeting of the [Society for Research in Child Development](#), Baltimore, MD.
- Jackson, K. & **Petersen, I.T.** (2019). Security attachment as a mediator between harsh parenting practices and child externalizing problems. Poster presented at the [Iowa Center for Research by Undergraduates Summer Undergraduate Research Conference](#), Iowa City, IA.

- Stoll, S. & **Petersen, I.T.** (2019). Parenting behaviors and children's delay of gratification strategies. Poster presented at the [Iowa Center for Research by Undergraduates Spring Undergraduate Research Festival](#), Iowa City, IA.
- Cellier, D., Riddle, J., **Petersen, I.T.**, & Hwang, K. (2019). Developmental change in aperiodic 1/f EEG signal. Poster presented at the [Society for Neuroscience](#), Chicago, IL.
- Petersen, I.T.**, Bates, J.E., & Staples, A.D. (2018). Heterotypic continuity of inhibitory control in early childhood: Evidence from a widely used measure. In K. Ip & D. Choe (Chair), *Re-examining the construct of early self-regulation and its variability across development and context*. Paper symposium presented at the biennial meeting of the [International Society for the Study of Behavioural Development](#), Gold Coast, Australia.
- Petersen, I.T.**, Bates, J.E., D'Onofrio, B.M, Staples, A.D., Coyne, C.A., Van Hulle, C.A., Pettit, G.S., Lansford, J.E., & Dodge, K.S. (2018). The role of language ability in the development of behavior problems. In C. Norbury (Chair), *Stability and change in developmental language disorders*. Symposium presented at the meeting of the [Experimental Psychology Society](#), Leicester, UK.
- Petersen, I.T.**, Bates, J.E., & Staples, A.D. (2017). Heterotypic continuity of inhibitory control in early childhood. Poster presented at the biennial meeting of the [Society for Research in Child Development](#), Austin, TX.
- Petersen, I.T.**, Lindhiem, O., Bates, J.E., Pettit, G.S., Lansford, J.E., & Dodge, K.A. (2016). Using vertical scaling techniques to account for heterotypic continuity in psychopathology over a lengthy developmental span. Poster presented at the [University of Pittsburgh Department of Psychiatry Research Day](#), Pittsburgh, PA.
- Petersen, I.T.** (2015). Symposium Chair: Neural mechanisms of psychopathology in early childhood. Paper symposium presented at the biennial meeting of the [Society for Research in Child Development](#), Philadelphia, PA.
- Petersen, I.T.**, Hoyniak, C.P., Staples, A.D., Bates, J.E., & Molfese, D.L. (2015). Neurophysiology of externalizing behavior problems in young children. In I. Petersen (Chair), *Neural mechanisms of psychopathology in early childhood*. Paper symposium presented at the meeting of the [Society for Research in Child Development](#), Philadelphia, PA.
- Petersen, I.T.**, Hoyniak, C.P., McQuillan, M.E., & Bates, J.E. (2015). Measuring the development of self-regulation: The challenge of heterotypic continuity. Poster presented at the biennial meeting of the [Society for Research in Child Development](#), Philadelphia, PA.
- Hoyniak, C.P., **Petersen, I.T.**, Staples, A.D., Bates, J.E., & Molfese, D.L. (2015). Development of the NoGo N2 component in relation to externalizing problems in toddlers. Poster presented at the biennial meeting of the [Society for Research in Child Development](#), Philadelphia, PA.
- Hoyniak, C.P., Bates, J.E., **Petersen, I.T.**, Yang, C-L., Darcy, I., & Fontaine, N.M.G. (2015). Atypical neural responses to vocal fear are associated with callous and unemotional behaviors in early childhood. Poster presented at the biennial meeting of the [Society for Research in Child Development](#), Philadelphia, PA.
- Petersen, I.T.** (2015). Discussant: Issues in psychology and perception. Symposium presented at the [Indiana University Honors Research Symposium](#), Bloomington, IN.

- Hoyniak, C.P., **Petersen, I.T.**, Bates, J.E., Molfese, D.L., & Staples, A.D. (2014). Longer nogo N2 ERP latencies present in toddlers with sleep deficits. Symposium: The psychophysiology of self-regulation from infancy to late childhood. Symposium presented at the meeting of the [Society for Psychophysiological Research](#), Atlanta, GA.
- Hoyniak, C.P., **Petersen, I.T.**, Bates, J.E., Molfese, D.L., & Staples, A.D. (2014). ERP latencies in toddlers with sleep difficulties. Poster presented at the meeting of the [Association for Psychological Science](#), San Francisco, CA.
- Petersen, I.T.**, Bates, J.E., Kelsey, K.M., Hudac, C.M., Kota, S., Cortesa C., Molfese, D.L. & Staples, A.D. (2013). Less efficient neural inhibitory processing associated with externalizing behavior problems in toddlers. Poster presented at the [Indiana Clinical and Translational Sciences Institute Predoctoral Programs Meeting](#), Indianapolis, IN.
- Petersen, I.T.**, Bates, J.E., Kelsey, K.M., Hudac, C.M., Kota, S., Cortesa C., Molfese, D.L. & Staples, A.D. (2013). Less efficient neural inhibitory processing associated with externalizing behavior problems in toddlers. Poster presented at the [National Clinical and Translational Sciences Predoctoral Programs Meeting](#), Mayo Clinic, Rochester, MN.
- Petersen, I.T.**, Bates, J.E., Kelsey, K.M., Hudac, C.M., Kota, S., Cortesa C., Molfese, D.L. & Staples, A.D. (2013). N2 ERP latencies associated with self-regulation in toddlers. Poster presented at the meeting of the [Association for Psychological Science](#), Washington, DC.
- Petersen, I.T.**, Bates, J.E., Dodge, K.A., Lansford, J.E., & Pettit, G.S. (2013). Describing and predicting developmental profiles of externalizing problems from childhood to adulthood. Poster presented at the biennial meeting of the [Society for Research in Child Development](#), Seattle, WA.
- Petersen, I.T.**, Bates, J.E., Kelsey, K.M., Hudac, C.M., Kota, S., Cortesa C., Molfese, D.L. & Staples, A.D. (2013). Longer P3 latencies associated with externalizing behavior problems in young children. Poster presented at the biennial meeting of the [Society for Research in Child Development](#), Seattle, WA.
- Marks, B.T., **Petersen, I.T.**, & Bates, J.E. (2013). Prenatal testosterone exposure (2D:4D ratio) predicts aggression in young children. Poster presented at the biennial meeting of the [Society for Research in Child Development](#), Seattle, WA.
- Staples, A.D., Bates, J.E., & **Petersen, I.T.** (2013). Effects of adherence to a bedtime routine on toddlers' sleep schedule and nightly sleep. Symposium: Emerging longitudinal research linking family processes and children's sleep. Symposium presented at the biennial meeting of the [Society for Research in Child Development](#), Seattle, WA.
- Petersen, I.T.**, Bates, J.E., Staples, A.D., Chien, R., & Hanrahan, M. (2011). Language ability predicts development of self-regulation among toddlers. Poster presented at the biennial meeting of the [Society for Research in Child Development](#), Montreal, Canada.
- Petersen, I.T.**, Bates, J.E., & Staples, A.D. (2011). Interaction between parent autonomy support and child sleep in toddlers' aggression. Poster presented at the biennial meeting of the [Society for Research in Child Development](#), Montreal, Canada.
- Petersen, I.T.** & Echols, C.E. (2005). Maturational constraints on second language acquisition. Poster presented at the Honors Psychology Poster Session, University of Texas, Austin, TX.

- PRESENTATIONS **Petersen, I.T.** (2024). Neurophysiology of externalizing problems in young children: P3 event-related potential component. Presented to the University of Iowa Child Psychiatry Fellows.
- Petersen, I.T.** (2024). Studying the changing form of psychopathology across development: Aligning measurement and analysis with theory. Project presented at University of Iowa Pediatrics Grand Rounds and Iowa Hawkeye Intellectual and Developmental Disabilities Research Center Research Seminar.
- Petersen, I.T.** (2023). My academic and intellectual history, trajectory, and future. Project presented at University of Iowa First Year Clinical Psychology Seminar.
- Nikolas, M.A. & **Petersen, I.T.** (2023). Peer-review challenges: A way forward. Presented at University of Iowa Clinical Science Clinic Rounds.
- Petersen, I.T.** (2022). Assessing the externalizing spectrum across development. Project presented at the Research Lunch Series of the Scanlan Center for School Mental Health.
- Petersen, I.T.** (2022). Assessing the externalizing spectrum across the lifespan. Project presented at University of Iowa Clinical Science Clinic Rounds.
- Petersen, I.T.**, Parr, M., Harris, J.L., Sullivan, A., & Scheiber, F. (2022). Positive parenting. Presented to the WIC and Clinical Services Staff, Iowa City, IA.
- Petersen, I.T.** (2022). Neurophysiology of externalizing problems in young children: P3 event-related potential component. Presented to the University of Iowa Child Psychiatry Fellows.
- McMurray, B., **Petersen, I.T.**, Baxelbaum, K.S. (2022). Toward an Open Developmental Science? How do we Adapt the Tools of Open Science and Pre-registration to the Challenging Needs of Developmental Scientists.
- Petersen, I.T.** (2020). Studying a moving target in development: The challenge of heterotypic continuity. Project presented at University of Texas Developmental Brown Bag.
- Petersen, I.T.** (2020). Best practices for researching diverse groups [Presenting article from [Burlew et al., 2019](#)]. Article presented at University of Iowa Clinical Science Clinic Rounds.
- Petersen, I.T.** (2020). Studying a moving target in development: The challenge of heterotypic continuity. Project to be presented at University of Pittsburgh Developmental Brown Bag. [canceled because of COVID-19 pandemic]
- Petersen, I.T.** (2019). Studying a moving target in development: Results from a review, simulation, and synthesis. Project presented at University of Iowa Clinical Science Data Blitz.
- Petersen, I.T.** (2019). My academic and intellectual history, trajectory, and future. Project presented at Kochanska Lab Meeting.
- Petersen, I.T.** (2019). Panelist: Discussion of developmental systems theory. Based on M. Blumberg’s talk, “From innateness to epigenesis: An introduction to developmental systems”, presented at University of Iowa DeLTA Center Roundtable.
- Petersen, I.T.** (2019). Studying a moving target in development: The challenge of heterotypic continuity. Project presented at University of Iowa DeLTA Center Roundtable.

- Petersen, I.T.** (2019). My academic and intellectual history and trajectory. Project presented at University of Iowa Summer Research Opportunities Program Seminar.
- Petersen, I.T.** & LeBeau, B. (2018). The role of language ability in the development of externalizing behavior problems in childhood. Project presented at University of Iowa Clinical Science Clinic Rounds.
- Petersen, I.T.** (2018). My academic and intellectual history, trajectory, and future. Project presented at University of Iowa First Year Clinical Psychology Seminar.
- Petersen, I.T.** (2018). A developmental, bio-psycho-social model of attention-deficit/hyperactivity disorder and treatment implications. Presented to the University of Iowa Child Psychiatry Residents.
- Petersen, I.T.**, Hoyniak, C.P, Bates, J.E., Staples, A.D., & Molfese, D.L. (2017). The P3 ERP and externalizing problems: A within-individual analysis. Project presented at University of Iowa Clinical Science Data Blitz.
- Petersen, I.T.** (2017). My academic and intellectual history, trajectory, and future. Project presented at University of Iowa First Year Clinical Psychology Seminar.
- Petersen, I.T.** (2016). Treatment sequencing for childhood ADHD: A multiple randomization study of adaptive medication and behavioral interventions [Presenting findings from Pelham et al., 2016]. Project presented at Western Psychiatric Institute and Clinic (WPIC) Wide Journal Club.
- Petersen, I.T.** (2015). Mechanisms in the development of self-regulation. Project presented at Indiana University Dept. of Psychological and Brain Sciences Developmental Seminar.
- Petersen, I.T.** (2015). Mechanisms in the development of self-regulation. Project presented at Indiana University Dept. of Psychological and Brain Sciences Clinical Colloquium.
- Petersen, I.T.** (2015). The clinical internship process. Presented at Indiana University Dept. of Psychological and Brain Sciences Clinical Colloquium.
- Vaughan, E.B. & **Petersen, I.T.** (2014). Applying for NRSA grants for predoctoral training. Presented at Indiana University Dept. of Psychological and Brain Sciences Clinical Colloquium.
- Petersen, I.T.**, Bates, J.E., O'Donnell, B.F., & Molfese, D.L. (2013). Less efficient neural inhibitory processing associated with externalizing behavior problems in toddlers. Project presented at Mayo Clinic, National Clinical and Translational Sciences Predoctoral Programs Meeting.
- Petersen, I.T.**, Bates, J.E., O'Donnell, B.F., & Molfese, D.L. (2013). Neurophysiological correlates of externalizing behavior problems in toddlers. Project presented at Indiana University Dept. of Psychological and Brain Sciences Cognitive Neuroscience Seminar.
- Bates, J.E., & **Petersen, I.T.** (2013). Developmental models of self-regulation and adjustment. Project presented at Indiana University School of Medicine, Dept. of Otolaryngology, DeVault Otolologic Research Lab.
- Petersen, I.T.**, Bates, J.E., Kelsey, K.M., Hudac, C.M., Kota, S., Cortesa C., Molfese, D.L. & Staples, A.D. (2013). Neurophysiological mechanisms of the development of externalizing behavior problems. Project presented at Purdue University, Indiana Clinical and Translational Sciences Institute.

- Petersen, I.T.**, Bates, J.E., Coyne, C.A., D'Onofrio, B.M., Lansford, J.E., Dodge, K.A., Pettit, G.S., & Van Hulle, C.A. (2012). The role of language ability in the development of attentional and behavioral regulation. Project presented at Indiana University Dept. of Psychological and Brain Sciences Clinical Colloquium.
- Petersen, I.T.**, Bates, J.E., Coyne, C.A., D'Onofrio, B.M., Lansford, J.E., Dodge, K.A., Pettit, G.S., & Van Hulle, C.A. (2012). Language ability predicts the development of attention problems in children. Project presented at Indiana University Dept. of Psychological and Brain Sciences Developmental Seminar.
- Petersen, I.T.**, Bates, J.E., Goodnight, J.A., Dodge, K.A., Lansford, J.E., Pettit, G.S., Latendresse, S.J., & Dick, D.M. (2011). Serotonin transporter gene polymorphism moderates the effect of stressful life events on trajectories of anxious/depressed symptoms. Project presented at Indiana University Dept. of Psychological and Brain Sciences Developmental Seminar.
- Petersen, I.T.**, Bates, J.E., Staples, A.D., Chien, R., & Hanrahan, M. (2010). Language ability predicts inhibitory and effortful control among toddlers. Project presented at Indiana University Dept. of Psychological and Brain Sciences Developmental Seminar.

CLINICAL EXPERIENCE

SUPERVISORY ROLE

Carl E. Seashore Psychology Clinic (Summer 2017–Present)

Duties: Supervised graduate students individually in empirically-supported protocols for a range of mental disorders in children, adolescents, and adults.

Site: University of Iowa—Dept. of Psychological and Brain Sciences—Iowa City, IA

Parent Behavior Training (Fall 2012–Spring 2015)

Duties: Supervised junior-level graduate students individually and in group settings following an empirically-supported parent behavior training protocol to treat children's disruptive behavior disorders.

Site: Indiana University—Dept. of Psychological and Brain Sciences—Bloomington, IN

Supervisor: John Bates, Ph.D.

Evidence-Based Clinical Supervision Course (Spring 2014)

Duties: Read and discussed evidence-based information on the research, theory, and practice of supervision. Course content included practical skills for the implementation of evidence-based supervision as well as diversity and ethical issues relevant to supervision.

Site: Indiana University—Dept. of Psychological and Brain Sciences—Bloomington, IN

Supervisor: Cara Lewis, Ph.D.

Alternative Alcohol Intervention Program (Fall 2012–Summer 2013)

Duties: Trained and supervised junior-level students in their delivery of brief interventions and psychoeducation in an alcohol diversion program. Provided recommendations when students were competent to advance to individual therapists.

Site: Indiana University—Office of Student Affairs—Bloomington, IN

Supervisor: Walter Keller, Ph.D.

Evidence-Based Psychosocial Intervention Consultation (Fall 2011–Spring 2013)

Duties: Consultation with other doctoral students regarding evidence-based approaches to assessment and treatment. Met biweekly in group setting.

Site: Indiana University—Dept. of Psychological and Brain Sciences—Bloomington, IN

Supervisor: Cara Lewis, Ph.D.

CLINICIAN ROLE

Dual Diagnosis Inpatient Services (Summer 2016)

Duties: Conducted psychological evaluations and completed intensive therapy using a Motivational Interviewing (MI) approach for individuals with substance abuse problems and other serious mental health difficulties.

Site: University of Pittsburgh School of Medicine—Western Psychiatric Institute and Clinic—Pittsburgh, PA

Supervisor: Antoine Douaihy, M.D.

Psychotherapy Training Clinic (Fall 2015–Summer 2016)

Duties: Conducted longitudinal, one-on-one therapy using various treatment modalities, including Cognitive Behavioral Therapy (CBT), Exposure Therapy, and Interpersonal Psychotherapy (IPT).

Site: University of Pittsburgh School of Medicine—Western Psychiatric Institute and Clinic—Pittsburgh, PA

Supervisor: Jay Fournier, Ph.D.

Diagnostic Evaluation Center (Spring 2016)

Duties: Evaluated patients presenting to the WPIC psychiatric emergency room, determined preliminary diagnoses and disposition with attending psychiatrists, and arranged for necessary treatment arrangements.

Site: University of Pittsburgh School of Medicine—Western Psychiatric Institute and Clinic—Pittsburgh, PA

Supervisor: Christopher Parada, M.A.

Science and Practice for Effective Children's Services (Winter 2016–Spring 2016)

Duties: Provided an evidence-based treatment for caregivers and their children dealing with child physical abuse (Alternatives for Families: A Cognitive Behavioral Therapy; AF-CBT). Provided behavioral health consultations and assisted in implementing a behavioral and mental service in a local, primary care practice in McKeesport, PA.

Site: University of Pittsburgh School of Medicine—Western Psychiatric Institute and Clinic—Pittsburgh, PA

Supervisor: David Kolko, Ph.D.

Obsessive-Compulsive Disorder Intensive Outpatient Program for Children and Adolescents (Spring 2016)

Duties: Co-facilitated an Exposure and Response Prevention (ERP) group for children with OCD.

Site: University of Pittsburgh School of Medicine—Western Psychiatric Institute and Clinic—Pittsburgh, PA

Supervisors: Shoshanna Shear, M.D., Amy Kelly, M.D.

Matilda H. Theiss Child Development Center (Fall 2015–Winter 2016)

Duties: Helped teachers in a therapeutic preschool manage classroom misbehavior, conducted functional behavioral assessments (FBAs) to make recommendations to teachers, and worked with families in Parent Management Training (PMT).

Site: University of Pittsburgh School of Medicine—Western Psychiatric Institute and Clinic—Pittsburgh, PA
Supervisor: Kimberly Blair, Ph.D.

Family Therapy Training Center (Fall 2015–Winter 2016)

Duties: Provided structural family therapy treatment to families experiencing a wide range of psychiatric disorders, phase-of-life problems, and problems in coping with acute or chronic stressors.

Site: University of Pittsburgh School of Medicine—Western Psychiatric Institute and Clinic—Pittsburgh, PA

Supervisor: Leonard Woods, LCSW

Behavioral Sleep Medicine (Winter 2016)

Duties: Conducted assessments of patients with insomnia and other circadian rhythm disorders, and implemented Brief Behavioral Treatment for Insomnia (BBTI), a modified version of CBT-I.

Site: University of Pittsburgh School of Medicine—Western Psychiatric Institute and Clinic—Pittsburgh, PA

Supervisors: Brant Hasler, Ph.D., Daniel Buysse, M.D.

ADHD Across the Lifespan Clinic (Fall 2015)

Duties: Worked with children with ADHD and their families in intervention, and co-led skills groups for adults and college students with ADHD.

Site: University of Pittsburgh School of Medicine—Western Psychiatric Institute and Clinic—Pittsburgh, PA

Supervisor: Aaron Jennings, LCSW

Parent Behavior Training (Fall 2010–Spring 2015)

Duties: Trained parents to manage their children's oppositional and defiant behavior with principles from social learning perspective using Fleischman's family-based parent behavior training protocol. Conducted school and home observations as needed. Maintained a weekly caseload of 1–2 families. Videotaped each session for weekly individual, group, and online supervision. Collaborated with community mental health service providers, physicians, and school teachers.

Site: Indiana University—Dept. of Psychological and Brain Sciences—Bloomington, IN

Supervisor: John Bates, Ph.D.

Child Mood Disorders Clinic (Spring 2013–Fall 2013)

Duties: Provided cognitive behavioral therapy treatment to children with depression, anxiety, and other mood disorders, in addition to comorbid externalizing problems. Maintained a weekly caseload of 3–5 patients. Received weekly supervision.

Site: Riley Hospital for Children (Dept. of Child and Adolescent Psychiatry)—Indianapolis, IN

Supervisor: Ann Lagges, Ph.D.

Child Neuropsychology Assessment (Summer 2012–Fall 2012)

Duties: Conducted child and adolescent neuropsychology assessments for ADHD and learning disorders to help make treatment recommendations. Trained in testing, administration/scoring, behavioral observations, and preliminary case formulations. Received weekly supervision.

Site: Riley Hospital for Children (Dept. of Child and Adolescent Psychiatry)—Indianapolis, IN

Qualified Psychometric Technician: WISC-IV, K-BIT-2, WJ-III-Ach, SCWT, CIT, CCPT, CVLT-C, WRAML-2, VMI, TAT, SC, WASI-II (abbreviations defined in “Assessments” section)

Supervisor: William Kronenberger, Ph.D.

Alternative Alcohol Intervention Program (Fall 2011–Summer 2013)

Duties: Conducted brief motivational interviewing and behavioral intervention strategies for students struggling with alcohol and drug misuse and associated negative academic and legal ramifications. Maintained a weekly caseload of 7–10 individual clients. Received weekly supervision.

Site: Indiana University—Office of Student Affairs—Bloomington, IN

Supervisor: Walter Keller, Ph.D.

Child-Informed Divorce Mediation (Fall 2009–Spring 2010)

Duties: Served as a child consultant to bring the children’s perspective into divorce mediation and help parents consider their children’s needs. Conducted child and family assessments, and delivered feedback to parents in divorce mediation. Received weekly supervision.

Site: Indiana University—Dept. of Psychological and Brain Sciences—Bloomington, IN

Supervisor: Amy Holtzworth-Munroe, Ph.D. and Brian D’Onofrio, Ph.D.

RESEARCH EXPERIENCE

Principal Investigator, Developmental Psychopathology Lab (Spring 2017–present)
University of Iowa—Dept. of Psychological and Brain Sciences

Doctoral Student, Social Development Laboratory (Fall 2009–Fall 2016)

Indiana University—Dept. of Psychological and Brain Sciences

Advisor: John Bates, Ph.D.

Dissertation: “Neurophysiological mechanisms in the development of externalizing behavior problems in young children”

Experience: Used longitudinal designs to examine the mechanisms involved in the development of self-regulation, conduct problems, and maladjustment. Developed system for sharing and merging data across sites as part of multi-site NIH grant. Conducted EEG assessments with 2–3-year-old children for dissertation.

Psychology Honors Project and Thesis (Spring 2008–Fall 2008)

University of Texas—Dept. of Psychology

Advisor: Charles Holahan, Ph.D. and Catharine Echols, Ph.D.

Thesis: “The role of maturational constraints in the syntactic processing of language by children and adults: a study of the less-is-more hypothesis with American Sign Language”

Experience: Designed and conducted honors project examining how children acquire second languages better than adults.

French Honors Project and Thesis (Spring 2008–Fall 2008)

Indiana University—Dept. of French & Italian

Advisor: Carl Blyth, Ph.D.

Thesis: “Des facteurs linguistiques et sociolinguistiques de l’acceptabilité des emprunts français en anglais” (Linguistic and sociolinguistic factors of acceptability of French borrowings in English)

Experience: Designed and conducted honors project examining the characteristics of French words that lead to their usage in English.

Research Assistant, Children’s Research Laboratory (Spring 2006–Spring 2007)
University of Texas—Dept. of Psychology

Advisor: Catharine Echols, Ph.D.

Experience: Conducted longitudinal, cross-cultural study on language acquisition in infants (9, 13, 18 mos.). Studied the effects of priming on elicited sentence structure in 4 year olds.

TEACHING
EXPERIENCE

Course Instructor

Undergraduate:

- Introduction to Clinical Psychology (Spring 2017, Fall 2017, Fall 2018, Spring 2019, Fall 2019)
- Methods of Experimental Psychology (Fall 2011)

Graduate:

- Principles of Psychological Assessment (Spring 2020, Fall 2021)

Guest Lecturer

- “Psychological Disorders of Childhood”, *Abnormal Psychology* (Fall 2009)
- “ADHD”, *Clinical Neuroscience* (Fall 2011, Spring 2011, Fall 2014)
- “Genes and Behavior”, *Clinical Neuroscience* (Spring 2011)
- “Parent Management Training: In Practice”, *Behavior Modification* (Fall 2017)
- “Clinical Interviewing with Children”, *Interviewing Skills Seminar* (Summer 2020, Spring 2021, Spring 2023)

Assistant Instructor

- Behavioral Disorders of Childhood and Adolescence (Fall 2009)
- Abnormal Psychology (Fall 2009, Spring 2010, Fall 2010)
- Clinical Neuroscience (Spring 2010)

Other

- Preschool Teacher (Spring 2009–Summer 2009)
- English Teacher at Professional French Business School (Fall 2007)
- After-School Elementary Teacher (Fall 2006–Spring 2007)

EDITORIAL
EXPERIENCE

Publons Profile: <https://www.webofscience.com/wos/author/record/H-5568-2018>

Board of Consulting Editors:

Psychological Assessment

2023

Ad hoc reviewer:

Addictive Behaviors

American Psychological Association Science Directorate Dissertation Research Award

Applied Developmental Science

Assessment

Child Development

Child Development Perspectives

Clinical Psychological Science

Cognitive, Affective, and Behavioral Neuroscience

Cognitive Development

Development and Psychopathology

Developmental Neuropsychology

Developmental Psychobiology

Developmental Psychology

Developmental Review

Early Education and Development
Emotion
Frontiers in Human Neuroscience
Frontiers in Psychology
Infant and Child Development
Infant Mental Health Journal
International Journal of Behavioral Development
Journal of Adolescent Health
Journal of Child Psychology and Psychiatry
Journal of Child and Family Studies
Journal of Clinical Child and Adolescent Psychology
Journal of Cognition and Development
Journal of Consulting and Clinical Psychology
Journal of Experimental Child Psychology
Journal of Neural Transmission
Journal of Neurophysiology
Journal of Psychiatric Research
Journal of Psychopathology and Clinical Science
Psychological Assessment
Psychological Trauma: Theory, Research, Practice, and Policy
Psychophysiology
Research in Developmental Disabilities
Research on Child and Adolescent Psychopathology
School Psychology
Social Cognitive and Affective Neuroscience
Society for Research in Child Development, Biennial Meeting
Translational Issues in Psychological Science

WORKSHOPS

Statistics Training

- Factorial Invariance in Multiple Group and Longitudinal Models (2011, University of Michigan), [Todd Little, Ph.D.](#)
- The Bayesian Perspective in the Context of Large Scale Assessments (2011, Indiana University), [David Kaplan, Ph.D.](#)
- Interpreting Interaction Effects and New Perspectives on Interaction Analysis (2011, Indiana University), [James Jaccard, Ph.D.](#)
- Structural Equation Modeling: Advanced Longitudinal Modeling (2010, University of Kansas), [Todd Little, Ph.D.](#)

EEG/ERP Training

- EEG Workshop on Artifact Detection, Rejection, and Removal (2012, Indiana University), [William Hetrick, Ph.D.](#) and [Paul Kieffaber, Ph.D.](#)
- ERP Data Collection, Processing, and Analysis with Children (2011, University of Nebraska), [Dennis Molfese, Ph.D.](#)

Clinical Training

- Telepsychology Best Practices 101: Clinical Evaluation and Care: Cultural Competencies; Documentation (2020, American Psychological Association), [Marlene M. Maheu, Ph.D.](#)
- Motivational Interviewing: Research, Practice, and Dilemmas (2017, University of Iowa), [Antoine Douaihy, M.D.](#)
- Fostering a Safe Base for Trainees to Learn, Develop and Acquire Competence (2016, Western Psychiatric Institute and Clinic), [Paula Ravitz, M.D.](#)
- Unified Protocol for Transdiagnostic Treatment of Emotional Disorders (2016, Western Psychiatric Institute and Clinic), [Shannon Sauer-Savala, Ph.D.](#)

- Structured Clinical Interview for DSM-IV-TR Axis I Disorders (2012, Indiana University), [Cara Lewis, Ph.D.](#)
- Child Inclusive Dispute Resolution (2009, Indiana University), [Jennifer McIntosh, Ph.D.](#)

Grant Writing Training

- Writing a NARSAD Young Investigator Application (2019, University of Iowa), [Iowa Neuroscience Institute](#)
- Grant Proposal-Writing Workshop, Phase II (2019, University of Iowa), [Grant Writers' Seminars and Workshops](#)
- Grant Proposal-Writing Workshop, Phase I (2018, University of Iowa), [Grant Writers' Seminars and Workshops](#)
- NIH R01 Writing Boot Camp (2018, University of Iowa), [Research Development Office in the Office of the Vice President for Research and Economic Development](#)
- Planning and Writing Successful Proposals (2017, University of Iowa), [AtKisson Training Group](#)

Formal Ethics Training

- Responsible Conduct of Research Series: Collaborative Science (2013), Office of Research Ethics, Education & Policy, Indiana University
- Responsible Conduct of Research Series: Mentorship (2013), Office of Research Ethics, Education & Policy, Indiana University
- Responsible Conduct of Research Series: Authorship and Publications (2013), Office of Research Ethics, Education & Policy, Indiana University

Teaching Training

- Challenging Conversations in the Classroom: Practical Strategies for Facilitating Robust, Inclusive, and Civil Debate (2017, University of Iowa), [Center for Teaching](#)

Formal Diversity, Equity, and Inclusion Training

- Building University of Iowa Leadership for Diversity (BUILD) Certificate (2021, University of Iowa), Division of Diversity, Equity, and Inclusion
- BUILD—Putting It All Together: Strategies for Managing Difficult Conversations (2021, University of Iowa), Division of Diversity, Equity, and Inclusion
- Racial Equity & Human Rights: Historical Perspectives On AntiBlack Violence And Visions For The Future (2020, University of Iowa), Center for Human Rights
- BUILD—Exploring the Influence of Implicit Bias (2020, University of Iowa), Division of Diversity, Equity, and Inclusion
- BUILD—An Introduction to Federal Regulations Affecting International Students (2020, University of Iowa), Division of Diversity, Equity, and Inclusion
- BUILD—The Culture Behind Sexual Assault, Replacing Rape Culture with Consent Culture (2020, University of Iowa), Division of Diversity, Equity, and Inclusion
- BUILD—Beyond the Numbers: Foundations for Diversity, Equity, & Inclusion (2020, University of Iowa), Division of Diversity, Equity, and Inclusion
- Path to Distinction Strategies to Advance Diversity, Equity, & Inclusion in the Faculty Search Process (2019, University of Iowa), Associate Provost for Faculty

Management and Leadership Training

- Mentor Training for Clinical and Translational Researchers (2021, University of Iowa), [Iowa Mentoring Academy](#)
- Supervisor Training@Iowa: Overview (2020, University of Iowa), [UI Human Resources](#)
- Supervisor Training@Iowa: Recruiting, Hiring, and Onboarding (2020, University of Iowa), [UI Human Resources](#)

- Supervisor Training@Iowa: Engaging and Retaining Employees (2020, University of Iowa), [UI Human Resources](#)
- Supervisor Training@Iowa: Facilitating Performance, Coaching, and Documentation (2020, University of Iowa), [UI Human Resources](#)
- New UI Supervisors: Starting Successfully (2020, University of Iowa), [UI Human Resources](#)
- UI LEAD Intercollegiate program (2019, University of Iowa), [UI Learning and Development](#)
- Introduction to Conflict Management for Supervisors (2018, University of Iowa), [UI Learning and Development](#)
- Helping the Troubled Employee: What Every UI Supervisor Should Know (2018, University of Iowa), [UI Learning and Development](#)
- Difficult Conversations for Supervisors (2018, University of Iowa), [UI Learning and Development](#)

PROFESSIONAL EXPERIENCE

Village Church Child and Family Development Center, Prairie Village, KS

Preschool Teacher

2009

- Taught 4–5-year-olds at a preschool, prepared lessons

IMS Business School, Nantes, France

English Teacher

2007

- Prepared lessons, taught English classes to native French students in a professional business school

Community New Start, Austin, TX

After-School Teacher

2006–2007

- Provided under-privileged elementary school children with an after-school program for tutoring, mentoring, recreational activities, and spiritual awareness

PROFESSIONAL SERVICE

Ad Hoc Reviewer, Psychosocial Development, Risk, and Prevention (PDRP) Study Section, National Institutes of Health (NIH) 2021–2021

Faculty Assembly, College of Liberal Arts and Sciences, University of Iowa, 2017–2021

Clinical Science Student Representative, Indiana University 2014–2015

Advisory Board, Workshop in Methods, Indiana University 2012–2015

AFFILIATIONS

Hierarchical Taxonomy Of Psychopathology (HiTOP) Consortium 2023

Iowa's Hawkeye Intellectual and Developmental Disabilities Research Center 2023

International Society for Research in Child and Adolescent Psychopathology 2022

Iowa Center for School Mental Health 2021

Licensed Psychologist in the State of Iowa (#082502) 2018

Iowa Neuroscience Institute, University of Iowa 2017

DeLTA Center, University of Iowa 2017

Behavioral-Biomedical Interface Training Program, University of Iowa 2017

Iowa Psychological Association 2017

Society for a Science of Clinical Psychology 2015

Society for Research in Child Development 2010

American Psychological Association 2010

Association for Psychological Science 2009

American Association for the Advancement of Science 2009

Phi Beta Kappa Society 2009

Psi Chi (Psychology Honors Society) 2008

Pi Delta Phi (French Honors Society) 2007

ASSESSMENTS	<p> Beery-Buktenica Developmental Test of Visual-Motor Integration (VMI) California Verbal Learning Test–Children’s Version (CVLT-C) Conners’ Continuous Performance Test II (CCPT) Counting Stroop Interference Test (CIT) Differential Ability Scales-II (DAS-II) Kaufman Brief Intelligence Test-2 (K-BIT-2) Peabody Picture Vocabulary Test-4 (PPVT-4) Stroop Color and Word Test (SCWT) Tendler Sentence Completion Test (SC) Thematic Apperception Test (TAT) Wechsler Abbreviated Scale of Intelligence-II (WASI-II) Wechsler Intelligence Scale for Children-IV (WISC-IV) Wide Range Assessment of Memory and Learning-2 (WRAML-2) Woodcock-Johnson III Tests of Achievement (WJ-III-Ach) Woodcock-Johnson III Tests of Cognitive Abilities (WJ-III-Cog) </p>																																		
TECHNICAL SKILLS	<p>Neurophysiological Techniques: Electroencephalography (EEG), Event-related potentials (ERPs)</p> <p>Statistical Analysis: Multilevel Modeling/Hierarchical Linear Modeling (MLM/HLM), Structural Equation Modeling (SEM), Moderated Multiple Regression, Principal Components Analysis (PCA), Latent Growth Curve Modeling (LGCM), Longitudinal Mediation Analysis, Cross-Lagged Autoregressive Panel Modeling, Latent Change/Difference Score Modeling (LCS/LDS), Autoregressive Latent Trajectory Modeling (ALT), Multiple Imputation, Item Response Theory (IRT)</p> <p>Statistical Software: R, Mplus, SPSS, SAS, OpenMx, AMOS, MATLAB, ERP PCA Toolkit, Amelia</p> <p>Computer Applications: Net Station, T_EX (L^AT_EX, B_BT_EX, Beamer), GitHub, REDCap, most common productivity packages for Windows</p> <p>Operating Systems: Microsoft Windows, Apple OS, Linux</p>																																		
RESEARCH SUPERVISION	<p>Graduate Student Advising</p> <p><i>Research Advisory Committees</i></p> <table> <tr> <td>• Zachary Demko</td><td>2023–present</td></tr> <tr> <td>• Jessica Tharaud</td><td>2023–present</td></tr> <tr> <td>• Jasmin Turner</td><td>2023–present</td></tr> <tr> <td>• Jennie Lipson</td><td>2021–2023</td></tr> <tr> <td>• Amber Thomas</td><td>2021–2023</td></tr> <tr> <td>• Alexis Hosch</td><td>2020–2022</td></tr> <tr> <td>• Leiana de la Paz</td><td>2020–2022</td></tr> <tr> <td>• Jamie Kaminski</td><td>2020–2022</td></tr> <tr> <td>• Charlotte Jeppsen</td><td>2020–2022</td></tr> <tr> <td>• Ti Hsu</td><td>2020–2022</td></tr> <tr> <td>• Lilly C. Bendel-Stenzel</td><td>2020–2022</td></tr> <tr> <td>• Jordan L. Harris</td><td>2019–2021</td></tr> <tr> <td>• Shana Harris</td><td>2018–2019</td></tr> <tr> <td>• Alyssa W. Sullivan</td><td>2018–2018</td></tr> <tr> <td>• Hana-May Eadeh</td><td>2018–2018</td></tr> <tr> <td>• Francesca Scheiber</td><td>2017–2018</td></tr> <tr> <td>• Morgan N. Parr</td><td>2017–2018</td></tr> </table>	• Zachary Demko	2023–present	• Jessica Tharaud	2023–present	• Jasmin Turner	2023–present	• Jennie Lipson	2021–2023	• Amber Thomas	2021–2023	• Alexis Hosch	2020–2022	• Leiana de la Paz	2020–2022	• Jamie Kaminski	2020–2022	• Charlotte Jeppsen	2020–2022	• Ti Hsu	2020–2022	• Lilly C. Bendel-Stenzel	2020–2022	• Jordan L. Harris	2019–2021	• Shana Harris	2018–2019	• Alyssa W. Sullivan	2018–2018	• Hana-May Eadeh	2018–2018	• Francesca Scheiber	2017–2018	• Morgan N. Parr	2017–2018
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• Hana-May Eadeh	2018–2018																																		
• Francesca Scheiber	2017–2018																																		
• Morgan N. Parr	2017–2018																																		

Comprehensive Examination Committees

• Alexis Hosch	2022–2023
• Leiana de la Paz	2022–2023
• Lilly C. Bendel-Stenzel	2022–2023
• Ti Hsu	2022–2023
• Jamie Kaminski	2022–2023
• Flannery Currin	2021–2022
• Jordan L. Harris	2021–2022
• Caroline Boyd-Rogers	2021–2022
• Shana Harris	2020–2021
• Hana-May Eadeh	2020–2020
• Cole Toovey	2019–2020
• Morgan N. Parr	2019–2020
• Brendan Whitney	2018–2020
• Mark D. Bowren	2018–2019
• Kathryn C. Goffin	2017–2018

Dissertation Committees

• Charlotte Jeppsen	2024–present
• Alexis Hosch	2023–present
• Rachel Telles	2023–present
• Ti Hsu	2023–present
• Flannery Currin	2023–present
• Jordan L. Harris	2023–present
• Cole Toovey	2020–present
• Shana Harris	2021–2023
• Francesca Scheiber	2020–2023
• Hana-May Eadeh	2020–2022
• Jessica S. Armer	2020–2022
• Mark D. Bowren	2019–2021
• Kathryn C. Goffin	2019–2021
• Allison M. Momany	2018–2020
• Lea J. Boldt	2018–2020
• Kelsey N. (Spalding) Wilson	2017–2019
• Katherine G. Jonas	2017

Undergraduate Student Advising

Honors Thesis

• Avery Bandstra	2022–2023
• Gloria Chang	2022–2023
• Amanda Barrett	2021–2022
• Emily Huber	2021–2022
• Zeya Han	2020
• Charles Grugan	2019–2020
• Samantha Stoll	2017–2019
• Evan Winiger	2014
• Katherine Sarkisian	2013
• Brian Marks	2011–2012

Summer Research Opportunities Program (SROP)

• Klaudia Malik	2023
• Joy Jimenez-Lopez	2022
• Marianne Garcia	2021

- Katia Jackson 2019

Post-baccalaureate Student Advising

Post-Baccalaureate Research Education Program (PREP@Iowa)

- Derrick Okine 2020
- Christian Shepler 2020