

CURRICULUM VITA
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PROFESSIONAL POSITIONS

2021-present *Senior Research Scientist*, Center for Health Promotion and Disease Prevention (HPDP),
University of North Carolina at Chapel Hill
2019-2021 *Research Scholar and Senior Research Scientist*, Child Trends, Inc.
2016-2020 *Senior Research Scientist*, Frank Porter Graham Child Development Institute, UNC-CH
2014-2018 *Associate Director of Research*, FPG Child Development Institute, UNC-CH
2014-2016 *Scientist*, FPG Child Development Institute, UNC-CH
2012-2013 *Associate Research Professor*, Social Science Research Institute, Duke University
2010-2013 *Associate Professor*, Department of Psychiatry, Duke University Medical Center (DUMC)
2006-2012 *Associate Director*, Duke ADHD Program, Department of Psychiatry, DUMC
2004-2010 *Assistant Professor*, Department of Psychiatry, DUMC
2003-2004 *Clinical Associate*, Department of Psychiatry, DUMC
2002-2004 *Research Scholar*, Center for Child and Family Policy, Duke University.
1997-2002 *Clinical Associate*, Department of Psychiatry, Duke University Medical Center

ACADEMIC AFFILIATIONS

2018-present *Adjunct Associate Professor*, Department of Psychiatry, UNC School of Medicine
2017-2020 *Faculty Affiliate*, Center for Developmental Science (CDS), UNC-CH
2014-present *Research Associate Professor*, School of Education, School Psychology Program and Applied
Development Science and Special Education, UNC-CH
2016-present *Affiliated Scholar*, Sanford School of Public Policy, Duke University
2004-2013 *Affiliate/Faculty Fellow*, Center for Child and Family Policy, Duke University

EDUCATION, TRAINING, AND CERTIFICATIONS

Ph.D. Clinical Psychology, University of South Florida, Tampa, FL, 1997
B.A. Psychology, Summa cum Laude, Huntingdon College, Montgomery, AL., 1989

NC Psychologist License # 2504; Certified Health Service Provider Psychologist (HSP-P), 1999-present
Internationally Certified Mentor, Incredible Years Teacher Classroom Management Program, 2012-present
Selected Participant, Office of Behavior Science and Services Research (OBSSR, NIH) Multi-phase
Optimization Strategies (MOST) Training, Penn Methodology Center, May 14-18 (2018)
Selected Participant, Institute of Education Sciences (IES, Department of Education) Randomized Controlled
Trials Training, Northwestern Institute, Chicago, IL, July 7-18 (2008)
Vinyasa Yoga Teacher Training, 200 hour certification, 2022

PROFESSIONAL GOALS

Developing, implementing, and evaluating self-regulation interventions that promote resilience for students,
particularly those who face chronic adversity; professional development approaches for educators including
school mental health staff; strengthening programs and practices for early adolescent; understanding emotion
regulation for adolescents in the context of stress using innovative methods and technologies.

GRANT and CONTRACT FUNDING

Funded:

Leveraging Ecological Momentary Assessment to Identify Patterns and Predictors of Emotional Wellbeing in
Adolescents

Funding Agency: University of Connecticut Emotional Well-Being Network supported by NIH U24AT011281
Total Direct Cost Amount: \$30,000
Funding Period: 11/15/22-9/15/23

Integrating mindfulness into school counseling to enhance resilience for adolescents in the context of stress
Funding Agency: Institute of Education Sciences, Department of Education. Role: PI
Total Cost Amount: \$2,000,000
Funding Period: 1/1/23-12/31/25

Head Start Evaluation of a Trauma-Informed Care Program. Role: site PI
Funding Agency: Office of Head Start, Administration for Children and Families (ACF), U.S. Department of Health and Human Services, subcontract from Education Development Center
Total Cost Amount: \$150,000
Funding Period: 10/1/21-9/30/23

Pending

Building Capacity in Rural Middle Schools to Promote Teacher and Student SEL through Mindfulness
Funding Agency: Department of Education, Education Innovation and Research Program. Role: PI
Total Cost Amount: \$3,999,968
Funding Period: 1/1/23-12/31/27

Completed as PI:

Mindfulness-Based Relationship Education Programming for Adolescents (90ZD0023-01-00). Role: PI
Funding Agency: Office of Family Assistance (OFA), Administration for Children and Families (ACF), U.S. Department of Health and Human Services
Total Cost Amount: \$1,444,000
Funding Period: 10/1/20-9/30/22

Applying Human-Centered Design to Human Services (Contract # 18-233-SOL-00366). Role: PI
Funding Agency: Office of Planning, Research, and Evaluation (OPRE), Administration for Children and Families (ACF), U.S. Department of Health and Human Services
Total Cost Amount: \$1,086,804
Funding Period: 9/1/18-9/23/22

Co-Regulation Supports in Foster Care (Contract #19JGSK0111). Role: PI
Funding Agency: Office of Planning, Research, and Evaluation (OPRE), Administration for Children and Families (ACF), U.S. Department of Health and Human Services
Total Cost Amount: \$173,873
Funding Period: 12/1/19-9/16/21

Promoting Self-Regulation to Enhance Social, Behavioral, and Academic Adjustment in Middle School (R305A170172); Role: PI
Funding Agency: Institute of Education Sciences, Department of Education
Total Cost Amount: \$1,398,567
Funding Period: 7/1/17-6/30/20

Educational Outcomes of the Incredible Years Small-Group Program for Early Elementary Students with Self-Regulation Difficulties (R305A150169); Role: PI
Funding Agency: Institute of Education Sciences, Department of Education
Total Cost Amount: \$3,496,412
Funding Period: 7/1/15-6/30/20

Feasibility of Evaluating Biopsychosocial Indicators of Stress Reactivity in At-Risk Adolescents to Inform Self-Regulation Interventions (550KR181812); Role: Co-PI
Funding Agency: UNC-Chapel Hill TraCS (NIH Center for Advancing Translational Sciences)
Total Cost Amount: \$50,000
Funding Period: 10/1/18-6/30/20

Impact of Toxic Stress on Self-Regulation: Implications for ACF Programs (HHSP23320095636WC, HHSP23337035T)
Funding Agency: Office of Planning, Research and Evaluation (OPRE), Administration for Children and Families, Department of Health and Human Services
Total Cost Amount: \$133,112
Funding Period: 7/20/13-1/30/18

Effects of Classroom Management Training on Early Learning Skills (R305AO90361)
Funding Agency: Institute of Education Sciences, Department of Education
Total Cost Amount: \$1,456,878
Funding Period: 7/1/09-6/30/13

Multi-modal Treatment Outcome study for ADHD, Qualitative Study (N01DA-8-5554)
Funding Agency: National Institute of Drug Abuse Prevention (NIDA) ARRA Supplement
Direct Cost Amount: \$756,423
Funding Period: 2/22/10-10/21/12

Double-blind, Randomized, Placebo-Controlled, Crossover Study Evaluating the Academic, Behavioral, and Cognitive Effects of Concerta in Older Children with ADHD
Funding Agency: Ortho McNeil Janssen Scientific Affairs, LLC
Direct Cost Amount: \$455,951
Funding Period: 10/22/08-01/31/10

Pharmacological treatment of ADHD in young treatment
Funding Agency: Eli Lilly and Company
Direct Cost Amount: \$231,625
Funding Period: 2/1/05-1/31/09

Enhancing school-based services for ADHD students (1R03MH069399-1)
Funding Agency: NIMH B/START award
Direct Cost Amount: \$50,000
Funding Period: 8/03-7/04

Completed as Co-Investigator or Investigator:

Effects of the Incredible Years Dinosaur Classroom Prevention Program (IY Dina) on preschool children's executive functioning and academic skills (R305A150431); Role: Investigator (PI: Rosanbalm)
Funding Agency: Institute of Education Sciences, Department of Education
Total Cost Amount: \$3,410,482
Funding Period: 7/1/15-6/30/19

Utilizing County Evaluation Findings to Build Implementation Capacity and Infrastructure to Support the Triple P System of Interventions in North Carolina; Role: Co-Investigator (PI: Aldridge)
Funding Agency: Duke Endowment
Total Costs: \$834,535
Funding Period: 1/1/16-6/30/17

Improving Mental Health Care for Children: The Duke Integrated Pediatric Mental Health Initiative
Role: Director, Schools Initiative (PI: Egger)

Funding Agency: Duke Endowment
Total Costs: \$1,665,114
Funding Period: 1/1/13-6/30/16

Implementation Evaluation of the Triple P System in Two NC Counties
Role: Co-Investigator (PI: Aldridge)
Funding Agency: Duke Endowment (1875-SP)
Total Costs: \$257,387
Funding Period: 7/1/14-12/31/15

A Neuroscience-Based Health Curriculum to Promote Academic and Behavioral Success (R305A120659)
Role: Co-Investigator (PI: Babinski)
Funding Agency: Institute of Educational Sciences, Department of Education
Total Costs: \$1,494,692
Funding Period: 7/1/12-6/30/15

Follow up of the Multimodal Treatment (MTA) Study for ADHD (N01MH12012)
Role: Site Coordinator/co-Investigator (PI: Wells)
Source: National Institute of Drug Abuse Prevention (NIDA)
Direct Cost Amount: \$592,353
Funding Period: 2/23/09-4/22/13

Organization, time management, and planning skills (1R01 MH074013-01A1)
Role: Project Coordinator/Co-Investigator (PI: Abikoff)
Source: National Institute of Mental Health
Direct Cost Amount: \$1,224,421
Funding Period: 5/1/06-4/30/11

A randomized trial of two promising interventions for students with attention problems (R305H04002)
Role: Co-Investigator (PI: Rabiner)
Source: Institute of Educational Sciences, Department of Education
Direct Cost Amount: \$747,220
Funding Period: 7/1/05-5/30/09

ADVISORY PANELS

2022	Mathematica, Expert consultant for Sexual Risk Avoidance Education National Evaluation
2022	Expert Content Reviewer, Administration for Children and Families, Develop Teaching Materials Research and Evaluation Project
2020	Administration for Children and Families, Expert Panel for Supporting Fathers: Connection, Co-Regulation, and Engagement in Human Service Programs
2019	Curious Social Emotional Learning Subject Matter Expert to pilot SEL programming within an immersive virtual reality platform across secondary schools
2019	Administration for Children and Families, Senior Advisor for Building Capacity in Foster Care to Support the Self-Regulation Development of Youth and Young Adults
2018-2019	Mathematica, Expert Panel for Administration for Children and Families funded project on Developing Conceptual Models for Sexual Risk Avoidance and Sexual Risk Cessation.
2017-2019	Public Strategies, Inc, Senior Scientific Advisor for the Self-Regulation Training Approaches and Resources to Improve Staff Capacity for Implementing Healthy Marriage Programs for Youth (SARHM)
2017-2019	CHADD (Children and Adults with Attention Deficit/Hyperactivity Disorder) Professional Advisory Board

GRANT AND CONFERENCE REVIEWS

2019	Society for Research on Adolescence Conference abstract reviewer
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2018 John Templeton Foundation (Character Education)
 2017 Conference on the Science of Dissemination and Implementation in Health
 2017 Administration for Children and Families, Early Care and Education Research Scholar Grants
 2016-2021 Institute of Educational Sciences, Social and Behavioral Committee panel reviewer
 2014-2020 Society for Prevention Research Conference abstract reviewer
 2011, 2016 National Science Foundation, Developmental and Learning Sciences Program, ad-hoc reviewer
 2009 NIDA (National Institute on Drug Abuse) Challenge Grant ad-hoc reviewer

EDITORIAL EXPERIENCE

Ad-Hoc Reviewer: *Journal of Abnormal Child Psychology*, *Archives of General Psychiatry*, *Health and Quality of Life Outcomes*, *Journal of Child and Adolescent Psychopharmacology*, *Child Development*, *Child Care Youth Forum*, *Journal of Attention Disorders*, *Biomed Central*, *Early Education and Development*, *Journal of Child and Adolescent Psychiatry and Mental Health*, *Aggressive Behavior*, *Journal of Clinical Child and Adolescent Psychology*, *Journal of Child Psychology and Psychiatry*, *Journal of Primary Prevention*, *Journal of Family Issues*, *Parenting Science and Practice*, *School Psychology Review*, *Early Childhood Research Quarterly*, *Journal of Adolescence*, *School Mental Health*, *Developmental Psychology*, *Journal of School Psychology*, *Journal of Adolescent Health*.

REFEREED PUBLICATIONS (*=students), 48 total

Murray, D.W., Ridenor, T., Swingler, M., Morgan, A., Hegarty-Craver, M. (in press). Feasibility of Combining Biosensor and Ecological Momentary Assessment to Examine Stress Experiences among Economically Disadvantaged Adolescents. *Stress and Coping*.

Murray, D.W., Kurian, J.D., Hong, S. & Andrada, F. (2022). Meta-Analysis of Early Adolescent Self-regulation Interventions: Moderation by Intervention and Outcome Type. *Journal of Adolescence*. <https://doi.org/10.1002/jad.12010>

Murray, D.W., Kuhn, L., Willoughby, M., LaForett, D., & Cavanaugh, A. (2021). Outcomes of a small group program for early elementary students with self-regulation difficulties: Limitations of transportability from clinic to school. *School Mental Health*. doi.org/10.1007/s12310-021-09480-4

Willoughby, M., **Murray, D.W.**, Kuhn, L., Cavanaugh, A. & LaForett, D. (2021). Incorporating callous unemotional behaviors into school-based research. *School Psychology*. doi.org/10.1037/spq0000478

Ridenour, T., **Murray, D.W.**, Hinde, J., Glasheen, C., Wilkinson, A., Rackers, H., & Coyne-Beasley T. (2021). Provider perspectives and potential healthcare cost savings of primary care screening and referral to prevention for risky adolescent behaviors. *Prevention Science*. <https://doi.org/10.1007/s11121-021-01321-9>

Kurian*, J., **Murray, D.W.**, Kuhn, L. & LaForett, D. (2021). Examining frequency and modality of parent engagement in an elementary school mental health intervention. *Journal of Applied School Psychology*. Doi.org/10.1080/15377903.2021.1911896

Mitchell, J. T., Sibley, M. H., Hinshaw, S. P., Kennedy, T. M., Chronis-Tuscano, A., Arnold, L. E., Swanson, J. M., Hechtman, L. T., Molina, B. S. G., Caye, A., Tamm, L., Owens, E. B., Roy, A., Weisner, T. S., **Murray, D. W.**, & Jensen, P. S. (2021). A Qualitative Analysis of Contextual Factors Relevant to Suspected Late-Onset ADHD. *Journal of Attention Disorders*, 25(5), 724–35. <https://doi.org/10.1177/1087054719837743>

Meinzer, M. C., LeMoine, K. A., Howard, A. L., Stehli, A., Arnold, L. E., Hechtman, L., Hinshaw, S. P., Molina, B. S. G., **Murray, D. W.**, Sibley, M. H., Swanson, J. M., Tamm, L., & Chronis-Tuscano, A. (2020). Childhood ADHD and Involvement in Early Pregnancy: Mechanisms of Risk. *Journal of Attention Disorders*, 24(14). <https://doi.org/10.1177/1087054717730610>

Murray, D.W., Rosanbalm, K. & Christopoulos, C., & Meyer, A. (2019). An applied contextual model for promoting self-regulation enactment across development: Implications for prevention, public health, and future research. *Journal of Primary Prevention*. doi.org/10.1007/s10935-019-00556-1

LaForett, D.L., **Murray, D.W.**, Reed, J.J., Kurian, J., Mills-Brantley, R., & Webster-Stratton, C. (2019). Delivering the Incredible Years® Dina Treatment Program in schools for early elementary students with self-regulation difficulties. *Evidence-Based Practice in Child and Adolescent Mental Health*. doi.org/10.1080/23794925.2019.1631723

- Babinski, L., **Murray, D.W.**, Wilson, W., Kuhn, C., Malone, P. (2018). Impact of a neuroscience-based health education course on high school students' health knowledge, beliefs, and behaviors. *Journal of Adolescent Health*. Oct;63(4):489-496. doi: 10.1016/j.jadohealth.2018.05.016. PubMed PMID: 30286902
- Murray, D.W.**, Rabiner, D.L., Kuhn, L., Pan, Y., & *Sabet, R. (2017). Investigating teacher and student effects of the Incredible Years® classroom management program in early elementary school. *Journal of School Psychology*. doi.org/10.1016/j.jsp.2017.10.004
- Meinzer, M. C., LeMoine, K. A., Howard, A. L., Stehli, A., Arnold, L. E., Hechtman, L., Hinshaw, S. P., Molina B. S. G., **Murray, D. W.**, Sibley, M. H., Swanson, J. M., Tamm, L., & Chronis-Tuscano, A. (2017). Childhood attention-deficit/hyperactivity disorder (ADHD) and involvement in early pregnancy: Mechanisms of Risk. *Journal of Attention Disorders*. Doi: 10.1177/1087054717730610
- Murray, D.W.**, *Lawrence, J., LaForett, D. (2017). The Incredible Years® programs for ADHD in young children: A critical review of the evidence. *Journal of Emotional and Behavioral Disorders*. doi:10.1177/1063426617717740
- Weisner, T., **Murray, D.W.**, Jensen, P.S., Mitchell, J., Swanson, J., Stehli, A., Wells, K., Hinshaw, S., Wigal, T., Hechtman, L., Molina, B.G., Adams, G.F., Sorenson, P., Goode, J., Arnold, L.E. (2017). Follow-up of young adults participating in the NIH MTA ADHD study: Design and methods for qualitative interviews. *Journal of Attention Disorders*. doi:10.1177/1087054717713639
- Swanson, J., Wigal, T., Mitchell, J., Weisner, T., **Murray, D.W.**, Arnold, L.E., Hechtman, L., Molina, B.S., Jensen, P., Owens, E. Belendiuk, K., Howard, A.L., Wigal, S., Stehli, A. (2017). The qualitative interview study of persistent and non-persistent substance use in the MTA: Sample characteristics and perspectives on frequency of and reasons for use. *Journal of Attention Disorders*.
- Swanson, J. M., Arnold, L. E., Molina, B. S. G., Sibley, M. H., Hechtman, L. T., Hinshaw, S. P., Abikoff, H. B., Stehli, A., Owens, E. B., Mitchell, J. T., Nichols, Q., Howard, A., Greenhill, L. L., Hoza, B., Newcorn, J. H., Jensen, P. S., Vitiello, B., Wigal, T., Epstein, J. N., Tamm, L., Lakes, K. D., Waxmonsky, J., Lerner, M., Etcovitch, J., **Murray, D. W.**, Muenke, M., Acosta, M. T., Arcos-Burgos, M., Pelham, W. E., & Kraemer, H. C. for the MTA Cooperative Group (2017). Young adult outcomes in the follow-up of the multimodal treatment study of attention-deficit/hyperactivity disorder: symptom persistence, source discrepancy, and height suppression. *Journal of Child Psychology and Psychiatry*. doi: 10.1111/jcpp.12684
- Jensen, P.S., Yuki, K., **Murray, D.W.**, Weisner, T., Hinshaw, S., Molina, B.G., Swanson, J., Arnold, L.E., Hechtman, L. and the MTA Cooperative Group (2017). Turning Points in the Lives of Youth of with/without ADHD: Are They Linked to Changes in Substance Use? *Journal of Attention Disorders*. doi:10.1177/1087054717700977
- Mitchell, J.T., Weisner, T.S., Jensen, P.S., **Murray, D.W.**, Victor, E., Molina, B.S. G., Arnold, L.E., Hechtman, L., Swanson, J., Kollins, S.H., Wells, K.C., Belendiuk, K.A., Blonde, A., Nguyen, C., Ambriz, L., Nguyen, J. (2017). How substance users in the MTA perceive the relationship between substance use and emotional functioning. *Journal of Attention Disorders*. doi:10.1177/1087054716685842
- Dong, N., Reinke, W., Herman, K., Bradshaw, C., **Murray, D.W.** (2016). Meaningful effect sizes, intra-class correlations, and proportions of variance explained by covariates for planning 3 level cluster randomized trials. *Evaluation Review: A Journal of Applied Social Science*. doi: 10.1177/0193841X16671283.
- Lasky, A., Weisner, T., Arnold, G., Jensen, P., Hinshaw, St., Hechtman, L., **Murray, D.W.** and Swanson, J. (2016). ADHD in context: Young adults' reports of the impact of occupational environment on the manifestation of adult ADHD. *Social Science and Medicine*. 161:160-8. doi: 10.1016/j.socscimed.2016.06.003.
- Howard, A. L., Strickland, N., **Murray, D. W.**, Tamm, L., Swanson, J. M., Hinshaw, S. P., Arnold, L. E., & Molina, B. S. G. (2016). Progression of impairment in adolescents with ADHD through the transition out of high school: Contributions of parent involvement and college attendance. *Journal of Abnormal Psychology*. doi: 10.1037/abn0000100
- Murray, D.W.**, Molina, B.S., Glew, K., Houck, P. Greiner, A., Fong, D., Arnold, L.E., Swanson, J., Lerner, M., Hechtman, L., Abikoff, H., Jensen, P. (2014). Prevalence and characteristics of school services for high school students with ADHD. *School Mental Health*. doi: 10.1007/s12310-014-9128-6
- Murray, D.W.** & Rabiner, D. (2014). Teacher use of computer-assisted instruction for young inattentive students: Implications for implementation and teacher preparation. *Journal of Education and Training Studies*, 2(2). doi:10.11114/jets.v2i2.283
- Riddle, M.A., Yershova, K., Lazzaretto, D., Paykina, Yenokyan, G., Greenhill, L., Abikoff, H., Vitiello, B., Wigal, T., McCracken, J.T., Kollins, S.H., **Murray, D.W.**, Wigal, S., Kastelic, E., McGough, J.J.,

- dosReis, S., Bauzo, A., Stehli, A., Posner, K. (2013). The preschool ADHD treatment study (PATS) 6 year follow up. *Journal of the American Academy of Child and Adolescent Psychiatry*, 52(3), 264-278.
- Abikoff, H., Gallagher, R., Wells, K. C., **Murray, D. W.**, Huang, L., Lu, F., & Petkova, E. (2012, August 13). Remediating Organizational Functioning in Children With ADHD: Immediate and Long-Term Effects from a Randomized Controlled Trial. *Journal of Consulting and Clinical Psychology*. doi: 10.1037/a0029648
- Williamson, D., **Murray, D.W.**, Damaraju, C.V., Ascher, S., & Starr, H.L. (2012). Methylphenidate in children with ADHD with or without learning disability. *Journal of Attention Disorders*. DOI: 10.1177/1087054712443411
- Kratochvil, C.J., Vaughan, B.S., Stoner, J.A., Daughton, J.M., Lubberstedt, B.D., **Murray, D.W.**, Chrisman, A.K. Faircloth, M.A., Itchon-Ramos, N.J., Kollins, S., Maayan, L.A., Greenhill, L.L., Kotler, L.A., Fried, J., March, J.S. (2011). A Double-Blind, Placebo-Controlled Study of Atomoxetine in Young Children with ADHD. *Pediatrics* published online: 3/21/11.
- Murray, D.W.**, Childress, A., Giblin, J., Williamson, D., Armstrong, R., and Starr, L. (2011). Effects of OROS[®] methylphenidate on academic, behavioral, and cognitive tasks in children 9 to 12 years of age with attention-deficit/hyperactivity disorder. *Clinical Pediatrics*, 50(4), 308-320.
- Murray, D.W.**, Rabiner, D.L., Hardy, K. (2011). Teacher Management Questionnaire (TMQ): Development of a self-report measure for at-risk elementary students. *Journal of Attention Disorders*, 15(8), 638-45. doi: 10.1177/1087054710378234. Epub 2010 Sep 13.
- Rabiner, D.L., **Murray, D.W.**, Rosen, L., Hardy, K., Skinner, A., Underwood, M. (2010). Instability in teacher ratings of children's inattentive symptoms: Implications for the assessment of ADHD. *Journal of Developmental and Behavioral Pediatrics*, 31(3), 175-180. doi: 10.1097/DBP.0b013e3181d5a2d8
- Rabiner, D.L., **Murray, D.W.**, Skinner, A.T., & Malone, P. (2010). A randomized trial of two promising computer-based interventions for students with attention difficulties. *Journal of Abnormal Child Psychology*, 38(1), 131-42.
- Murray, D.W.**, Bussing, R., Fernandez, M., Garvan, C.W., Hou, W., Swanson, J., Eyberg, S. (2009) Psychometric properties of teacher SKAMP ratings from a community sample. *Assessment*, 16(2), 193-208.
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- Murray, D.W.**, Arnold, L.E., Swanson, J., Wells, K., Burns, K., Jensen, P., Hechtman, L., Paykina, N., Legato, L., Strauss, T. (2008). A clinical review of outcomes of the Multimodal Treatment Study of children with Attention-Deficit/Hyperactivity Disorder (MTA). *Clinical Psychiatry Reports*, 10(5), 424-431.
- LaForett, D.R., **Murray, D.W.**, Kollins, S.H. (2008). Psychosocial treatments for preschool-aged children with Attention-Deficit/Hyperactivity Disorder (ADHD). *Mental Retardation and Developmental Disabilities Research Review*, 14(4), 300-310.
- Murray, D.W.**, Rabiner, D., Schulte, A., Newitt, K. (2008). Feasibility and integrity of a parent-teacher consultation intervention for ADHD children. *Child Care Youth Forum*, 37, 111-126.
- Murray, D.W.**, Kollins, S.H., Hardy, K., Abikoff, H., Swanson, J., Cunningham, C., Vitiello, B., Riddle, M., Davies, M., Greenhill, L., McCracken, J., McGough, J., Posner, K., Skrobala, A., Wigal, T., Wigal, S., Ghuman, J., Chuang, S. (2007). Parent vs. teacher ratings of ADHD symptoms in preschoolers. *Journal of Child and Adolescent Psychopharmacology*, 17(5), 605-620.
- Hardy, K.K., Kollins, S.H., **Murray, D.W.**, Abikoff, H., Swanson, J., Cunningham, C., Vitiello, B., Riddle, M., Davies, M., Greenhill, L., McCracken, J., McGough, J., Posner, K., Skrobala, A., Wigal, T., Wigal, S., Ghuman, J., Chuang, S. (2007). Factor structure of parent and teacher rated ADHD symptoms in preschoolers. *Journal of Child and Adolescent Psychopharmacology*, 17(5), 621-634.
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ADHD in preschool children: The Preschool ADHD Treatment Study (PATs). *Journal of Child and Adolescent Psychopharmacology*, 17(5), 547-562.

Ghuman, J.K., Riddle, M.A., Vitiello, B., Greenhill, L.L., Chuang, S.Z., Wigal, S.B., Kollins, S.H., Abikoff, H.B., McCracken, J.T., Kastelic, E., Scharko, A.M., McGough, J.J., **Murray, D.W.**, Evans, L., Swanson, J.M., Wigal, T., Posner, K., Cunningham, C., Davies, M., Skrobala, A.M. (2007). Comorbidity moderates response to methylphenidate in the Preschoolers with Attention-Deficit/Hyperactivity Disorder Treatment Study (PATs). *Journal of Child and Adolescent Psychopharmacology*, 17(5), 563-580.

Kratochvil, C.J., Vaughan, B.S., Mayfield-Jorgensen, M.L., March, J.S., Kollins, S.H., **Murray, D.W.**, Ravi, H., Greenhill, L.L., Kotler, L., Paykina, N., Biggins, P., Stoner, J. (2007). A pilot study of atomoxetine in young children with attention-deficit/hyperactivity disorder. *Journal of Child and Adolescent Psychopharmacology*, 17(2), 175-185.

Tenzer, S., **Murray, D.W.**, Vaughan, C.A., & Sacco, W.P. (2006). Maternal depressive symptoms, relationship satisfaction, and verbal behavior: A social-cognitive analysis. *Journal of Social and Personal Relationships*, 23, 131-150.

Rabiner, D.L., **Murray, D.W.**, Schmid, L., & Malone, P.S. (2004). An exploration of the relationship between ethnicity, attention problems, and academic achievement. *School Psychology Review*, 33(4), 498-509.

Sacco, W. & **Murray, D. W.** (2003). Maternal dyadic relationship satisfaction as a function of child hyperactivity and conduct problems. *Journal of Social and Clinical Psychology*, 22(6), 665-685.

Murray, D.W. & Sacco, W. (1998). Effect of child-relevant cognition on mother's mood: The moderating effect of child-trait conceptions. *Cognitive Therapy and Research*, Vol 22(1), 47-61.

Sacco, W. & **Murray, D.W.** (1997). Mother-child relationship satisfaction: The role of attributions and trait conceptions. *Journal of Social and Clinical Psychology*, 16(1), 24-42.

PAPERS IN PREPARATION OR UNDER REVIEW

Babinski, L., **Murray, D.W.**, Hamm, J. (under review). Middle school educators views on adolescent stressors, behavioral and emotional challenges, and their role in supporting students' self-regulation.

Murray, D.W., Rackers, H., Meyer, A., Jedd McKenzie, K., Malm, K., Sepulveda, K., Heath, C. (revised). Co-Regulation as a Support for Older Adolescents in the Context of Foster Care: A Scoping Review of the Literature.

BOOK CHAPTERS

Mitchell, J., Hechtman, L., **Murray, D.W.**, Roy, A., & Swanson, J.M. (2020). Incorporating Qualitative Analysis into Psychiatric Research: A Case Study Using Dedoose to Examine Young Adults with Childhood ADHD. In Salmons, M., Kaczynski, D. & Lieber, E. (Eds). *Qualitative and Mixed Methods Data Analysis using Dedoose*. Thousand Oaks, CA: Sage Publishing.

Bussing, R. & **Murray, D.W.** (2014) Psychosocial and behavioral interventions with a focus on parent-child interaction therapy: Theory and clinical practice in Ghuman, J. & Ghuman, H. (Eds.). *ADHD in Preschool Children: Assessment and Treatment*. New York, NY: Oxford University Press.

Murray, D.W., Kollins, S.H., Hardy, K.K., Abikoff, H., Swanson, J., Greenhill, L., Davies, M., et al. (2009). Parent-teacher agreement for DSM-IV symptoms of Attention Deficit Hyperactivity Disorder (ADHD) in clinic-referred preschool children. In Riddle, M. & Luby, J. (Eds.), *Preschool Pediatric Psychopharmacology*. New Rochelle, NY: Mary Ann Liebert, Inc.

TECHNICAL REPORTS

Murray, D.W., Rosinsky, K., Haas, M., Glosser, A., & Boyd, S. *Applying Human-Centered Design to Human Services: Pilot Study Findings*. OPRE Report 2022-214, Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Rosinsky, K., **Murray, D.W.**, Nagle, K., Boyd, S., Shaw, S., Supplee, L., & Putnam, M. (2022). *A Review of Human-Centered Design in Human Services*, OPRE Report 2022-78, Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Murray, D.W., Rackers, H.S., Sepulveda, K., and Malm, K. (2021). *Building Co-Regulation Capacity to Support Positive Development for Youth with Foster Care Experience*, OPRE Report #2021-129,

Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Murray, D.W., Rosanbalm, K. & Christopoulos, C. (2017). *Self-Regulation and Toxic Stress Report 4: Implications for Programs and Practice*. OPRE Report # 2016-97, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Murray, D.W., Rosanbalm, K., and Christopoulos, C. (2016). *Self-regulation and toxic stress Report 3: A comprehensive review of self-regulation interventions from birth through young adulthood*. OPRE Report # 2016-34, Washington, DC: Office of Planning, Research and Evaluation; Administration for Children and Families, U.S. Department of Health and Human Services.

Aldridge, W. A., II, **Murray, D. W.**, Prinz, R. J., & Veazey, C. A. (2016). *Final report and recommendations: The Triple P implementation evaluation, Cabarrus and Mecklenburg counties, NC*. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill.

Hamoudi, A, **Murray, D.W.**, Sorenson, L., & Fontaine, A. (2015). *Self-Regulation and Toxic Stress: A Review of Ecological, Biological, and Developmental Studies of Self-Regulation and Stress*. OPRE Report # 2015-30, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Murray, D.W., Rosanbalm, K., Christopoulos, C., and Hamoudi, A. (2015). *Self-regulation and toxic stress: Foundations for understanding self-regulation from an applied developmental perspective*. OPRE Report # 2015-21, Washington, DC: Office of Planning, Research and Evaluation; Administration for Children and Families, U.S. Department of Health and Human Services. *2021 Top 5 OPRE downloaded resource

Murray, D.W. & McIntyre, L. (2013). *Evaluation Report for Durham Public Schools: Magic Johnson Bridgescape Academy – Year 1 Implementation and Outcomes*. Duke University, Durham, NC.

Rabiner, D, **Murray, D.W.**, Schmid, L., & Golonka, M. (2004). *Safe Schools/Healthy Students Evaluation Report for Durham Public Schools: Evaluation of an alternative school program for middle and high school students*. Duke University, Durham, NC.

PRACTICE AND POLICY BRIEFS

Murray, D.W., Rackers, H.S., Sepulveda, K., and Malm, K. (2021). Co-Regulation Tip Sheet series, OPRE Report #2021-246-249, Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Murray, D.W., Sepulveda, K., & Rackers, H. (2021). Building Co-Regulation Capacity to Support Positive Development for Youth with Foster Care Experience: Convening Summary. OPRE Report #XXXX Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Murray, D.W., Ramos-Olazagasti, M., Guzman, L., & Perez, M. (2020). *Making Service Delivery Relevant for Latino Families during COVID-19 through Responsive Adaptation*. National Research Center on Hispanic Children and Families.

Pahigiannis, K., Rosanbalm, K. and **Murray, D. W.** (2019). *Supporting the Development of Self-Regulation in Young Children: Tips for Practitioners Working with Infants (#27), Toddlers (#28), Preschoolers (#29) in Childcare Settings*. OPRE Briefs #2019-27-29. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Pahigiannis, K., Rosanbalm, K. and **Murray, D. W.** (2019). *Supporting the Development of Self-Regulation in Young Children: Tips for Practitioners Working with Families in Home Settings*. OPRE Brief #2019-30. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Tsethlikai, M., **Murray, D.W.**, Meyer, A.M., & Sparrow, J. (2018). *Reflections on the Relevance of “Self-Regulation” for Native Communities*. OPRE Brief #2018-64. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, US. Department of Health and Human Services.

Murray, D.W. and Rosanbalm, K. (2018). *Self-Regulation Snap Shot Series #3-6: A Focus on Elementary, Middle, High-School Aged Youth and Young Adults*. OPRE Reports #2018-12 to 15, Washington,

DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Rosanbalm, K. and **Murray, D.W.** (2018). *Self-Regulation Snap Shot Series #1 and 2: A Focus on Infants and Toddlers and Preschool-Aged Children*. OPRE Report #2018-10 and 11, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Murray, D.W. & Rosanbalm, K. (2017). *Current Gaps and Future Directions for Self-Regulation Intervention Research: A Research Brief*. OPRE Report # 2017-93. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Rosanbalm, K.D., & **Murray, D.W.** (2017). *Promoting Self-Regulation in Early Childhood: A Practice Brief*. OPRE Brief #2017-79. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, US. Department of Health and Human Services.

Rosanbalm, K.D., & **Murray, D.W.** (2017). *Caregiver Co-regulation across Development: A Practice Brief*. OPRE Brief #2017-80. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, US. Department of Health and Human Services.

Murray, D.W., Rosanbalm, K., and Christopoulos, C. (2016). *A Brief on Self-Regulation and Toxic Stress: Seven Key Principles of Self-Regulation in Context*. OPRE Report #2016-39. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, US. Department of Health and Human Services.

Murray, D.W. & Hamoudi, A. (2016). *A Brief on Self-Regulation and Toxic Stress: How Do Acute and Chronic Stress Impact the Development of Self-Regulation?* OPRE Report #2016-83, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Murray, D.W., Rosanbalm, K. & Christopoulos, C. (2016). *Promoting Self-Regulation in Adolescents and Young Adults: A Practice Brief*. OPRE Report #2015-82. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services

CLINICAL REPORTS

Murray, D.W. (2010). Treatments for preschoolers with ADHD. Current Psychiatry Reports.

Murray, D.W. (2008). The role of behavior therapies for ADHD, Medscape CME activity.

Murray, D.W. (2008). Getting through high school with ADHD. Clinical Case. Medscape CME.

CURRICULA AND MEASURES

Murray, D.W. & Mills-Brantley, R. (2021). Be CALM Connections Mindfulness-Based Program for High Schoolers.

Mills-Brantley, R. & **Murray, D.W.** (2019). Be CALM (Cool, Attentive, Logical and Mature) Self-Regulation Program for Middle Schoolers. University of North Carolina, Chapel Hill.

Aldridge, W. A., II, **Murray, D. W.**, Boothroyd, R. I., Prinz, R. J., & Veazey, C. A. (2016, December). Implementation Drivers Assessment for Agencies Implementing Triple P Interventions (IDA-TP) [Assessment instrument]. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute.

Wells, K., **Murray, D.W.**, Gallagher, R., Abikoff, H. (2006). Parents and Teachers Helping Kids Organize (PATHKO) Intervention Manual. Duke University Medical Center, Durham, NC.

Mayfield-Jorgensen, **Murray, D.W.**, Kratochwill, C., Vaughan, B., and Holmes, R. (2005). Pharmacological Treatment of ADHD in Young Children: Parent Training Manual. Psychopharmacology Research Consortium, Omaha, NE.

Murray, D.W. & Shimpi, K (2003). Skills for Academic Success (SAS) for Middle Schoolers with ADHD and parent education workshops. Duke University Medical Center, Durham, NC.

PEER-REVIEWED CONFERENCE PRESENTATIONS (last 10 years; *student work)

Murray, D.W., Mills-Brantley, R., Andrew, K., Scott, M. (October, 2022). *Promoting equity in mindfulness-based programming for secondary students*. Presentation accepted to the 2022 Annual Conference on Advancing School Mental Health.

Murray, D.W., Roudebush, M., Jensen, T., Scott, M. (June, 2022). *Examining youth engagement in school-based mindfulness interventions*. Poster presented at the Society for Prevention Research.

Babinski, L., **Murray, D.W.**, Hamm, J. (July, 2022). *Self-Regulation Challenges and Supports in Middle School: Health Education Teachers' and School Counselors' Views*. Poster to be presented at the International School Psychology Association. Leuven, Belgium.

Swingler, M., **Murray, D.W.**, Ridenour, T., Cavanaugh, A., Hegarty-Craven, M., Kwan, C. (May, 2020). *Feasibility of Use of Biosensors and EMA to Examine Stress Experiences among High-Poverty Adolescents Living in Rural Areas* in **Murray, D.W.** (Chair), *Application of Innovative Data Collection and Analytic Methods for Biosensor Use in Multiple Prevention Contexts*. Symposium accepted to the 28th annual meeting of the Society for Prevention Research.

Levine, S & **Murray, D.W.** (April, 2020). *Student Perspectives of a Mindfulness-Based Self Regulation Intervention: Implications for Middle School Programs*. Poster accepted to the Southeastern School Behavior Health Conference. Myrtle Beach, SC. (Conference Cancelled).

Murray, D.W., Kuhn, L., Hamm, J., Babinski, L., Cavanaugh, A. (March, 2020). *Examining Self-Regulation Strategies in the Relation to Stress in Early Adolescents*. Poster accepted to Society for Research in Adolescence conference, San Diego, CA. (Conference Cancelled).

Mitchell, J., *Tow, A., Lambert, K., Weisner, T., Swanson, J., Arnold, E., Molina, B., Hechtman, L, Jensen, P., & **Murray, D.W.** (November, 2019). *A Mixed-Methods Assessment of Reasons for Medication Discontinuation & Restarting Among Youth with Childhood ADHD*. Paper presented at the Association for Behavioral and Cognitive Therapy 53rd Annual Convention 2019, Atlanta, GA.

*Kurian, J., Marus, M., Cavanaugh, A., Biggers, L., & **Murray, D.W.** (November, 2019) *Replicating an Inhibitory Control Behavioral Assessment Within a Low-Income, Predominantly Minority Elementary School Setting*. Poster presented at the Association for Behavioral and Cognitive Therapy 53rd Annual Convention 2019, Atlanta, GA.

Mills-Brantley, R. & **Murray, D.W.** (November, 2019). *Promoting self-regulation skills in adolescents with a Tier 1 mindfulness-based program integrating mindfulness and cognitive-behavioral strategies: Strategies to take with you*. Intensive training workshop presented at the annual Advancing School Mental Health conference, Austin, TX.

Mills-Brantley & **Murray, D.W.** (July, 2019). *A middle school health education curriculum integrating mindfulness and cognitive-behavioral skills training*. Poster presented at the Mindfulness and Education conference, Omega Institute for Holistic Studies, Rhinebeck, NY.

Murray, D.W., Cavanaugh, A., LaForett, D. & Kuhn, L. (May, 2019). Abstract of Distinction: *Disparities in discipline referrals for early elementary school students with social-emotional difficulties*. Paper presented at the 2019 Society for Prevention Research, San Francisco, CA.

Murray, D.W. & Mills-Brantley, R. (April, 2019). *An Innovative Health Education Curriculum Integrating Mindfulness And Cognitive-Behavioral Skills Training For Middle Schoolers*. Symposium presented at the Southeastern School Behavior Health Conference, Myrtle Beach, SC.

*Tow, A., **Murray, D.W.**, Kuhn, L., Mitchell, J., Swanson, J., Arnold, G., Molina, B. (Nov., 2018) *Systematic Assessment of Reasons Youth with ADHD in the MTA Study Discontinued and Restarted Medication*. Poster presented at the 2018 International Conference on ADHD. St. Louis, MO.

*Biggers, L., Cavanaugh, A., Marus, M., **Murray, D.W.** (Oct., 2018). *Children's social problem solving skills: Differences for those with hyperactive-impulsive and inattentive symptoms*. Student poster presented at the 2018 North Carolina School Psychology Association meeting. Charlotte, NC.

*Kurian, J., LaForett, D.R. & **Murray, D.W.** (June, 2018). *Teachers' Satisfaction and Experience with a School-Based Intervention for Young Children's Social and Emotional Development*. Poster presented at the National Research Conference on Early Childhood, Arlington, VA.

*Kurian, J., **Murray, D.W.** & LaForett, D.R. (May, 2018). *Parent Satisfaction with a School Mental Health Program: Predictors and Impacts on Parental Involvement*. Poster presented at the Society for Prevention Research, Washington DC.

Mitchell, J., Sibley, M. Molina, B., Arnold, L.E. **Murray, D.W.**, Jensen, P., Caye, A., Roy, A., Hechtman, L & Swanson, J. for the MTA Cooperative Group. (Nov, 2017). *What Can We Learn About "Late-Onset" ADHD Not Captured in Traditional Assessments? A Qualitative Approach to Identification of Relevant Contextual Factors*. Presented at the Association for Behavioral and Cognitive Therapies, San Diego, CA.

- LaForett, D., **Murray, D.W.**, Reed, J.J. (Oct, 2017). *Adapting the Incredible Years Dina Dinosaur Small Group Program for School Implementation: Promoting Self-Regulation Skills*. Symposium conducted at the 22nd annual conference of the Center for School Mental Health (CSMH), Washington, D.C.
- **Montalbano, C., Murray, D.W.*, Kuhn, L.J., LaForett, D.R., & Cavanaugh, A.M. (Aug, 2017). Student Success: Attention, Emotion Regulation, and Oppositional Behavior. Poster presented as part of the Division 16 Student Research Forum at the American Psychological Association Convention, Washington, DC.
- Murray, D.W.**, LaForett, D. (May, 2017). *Feasibility, Acceptability, and Fidelity of a Small Group Social-Emotional Learning Program Adapted for Delivery in Schools* in Symposium (Murray, Chair), *Implementation of School-Based Social-Emotional Interventions in Early Childhood*. Paper presented at the 25th annual meeting of the Society for Prevention Research (SPR), Washington, D.C.
- Cavanaugh, **Murray, D.W.**, Marus, M., LaForett, D. & Pinion, L. (May 2017). *Profiles of Early Elementary Students Referred for a Self-Regulation Skills Intervention*. Paper presented at the 25th annual meeting of the Society for Prevention Research (SPR), Washington, D.C.
- Murray, D.W.**, Aldridge, W.A., Prinz, R.J. (May 2016). *Agency and county characteristics associated with sustainability of an evidence-based parenting program* in W.A. Aldridge II (Chair), *Scaling effective prevention strategies for social impact: Contextual factors related to success and sustainability*. Symposium conducted at the 24th annual meeting of the Society for Prevention Research (SPR). San Francisco, CA.
- Murray, D.W.**, Rosanbalm, M.K., Christopoulos, C., Meyer, A. (May 2016). *A comprehensive literature review of self-regulation preventive interventions across development*. Poster presented at the 24th annual meeting of the Society for Prevention Research (SPR). San Francisco, CA.
- Aldridge, W.A., II, Prinz, R. J., **Murray, D. W.**, & Veazey, C. (Feb 2016). *Implementation evaluation of the Triple P – Positive Parenting Program system of interventions in two North Carolina counties*. In R. J. Prinz (Chair), *Evaluating Triple P implementation: Evaluator, implementer, and funder perspectives*. Symposium conducted at the annual Helping Families Change Conference, Banff, Alberta, Canada.
- Aldridge, W.A., Prinz, R., Sheppard, B., Henderson, C., Hofert, G., **Murray, D.W.**, Redmond, P. *Evaluating Capacity and Infrastructure for Large-Scale Social Impact: An Implementation Evaluation of the Triple P System in Two North Carolina Counties* (Oct 2015). Paper presented at the biennial Global Implementation Conference (GIC), Dublin, Ireland.
- Dong, N., Reinke, W., Herman, K., Bradshaw, C., & **Murray, D.W.** (Mar 2015). *Meaningful Effect Sizes, Intra-class Correlations, and Proportions of Variance Explained by Covariates for Planning 3 Level Cluster Randomized Experiments in Prevention Science* (2015). Paper presented at the Spring Meeting of the Society for Research in Educational Effectiveness (SREE). Washington, D.C.
- Murray, D.W.**, Rabiner, D., & Carrig, M. (Mar 2014). *Grade level effects of the Incredible Years Teacher Training Program on emotion regulation and attention*. Paper presented at the 2014 meeting of the Society for Research on Educational Effectiveness (SREE). Washington, D.C.
- Murray, D.W.** *The Incredible Years programs for preschoolers with ADHD (Oct 2013): A critical review of the evidence*. Symposium (*Evidence-based Treatment of Preschool ADHD*) conducted at the 60th annual meeting of the Academy of Child and Adolescent Psychiatry (AACAP), Orlando, FL.
- Abikoff, H., Gallagher, R., Wells, K., & **Murray, D.W.** (June 2013). *Treatment spillover in comparative treatment studies: Assessment of “treatment diffusion”*. Symposium presented at the 17th annual meeting of the International Society for Research in Child and Adolescent Psychiatry.
- Guillermo, P.L., Arnold, L.E., Andridge, R., Hinshaw, S.P., **Murray, D.W.**, Abikoff, H, Hechtman and the MTA Cooperative Group (Oct 2013). *Do Parent Personality Traits Moderate Treatment Response in the MTA?* Poster presented at the 60th annual meeting of the American Academy of Child and Adolescent Psychiatry (AACAP), Orlando, FL.
- Murray, D.W.**, Rabiner, D., & Carrig, M. (May, 2013). *Moderators of a teacher classroom management preventive intervention*. Poster presented at the 21st annual meeting of the Society for Prevention Research. San Francisco, CA.
- Murray, D.W.** (Mar 2013). *The Incredible Years Teacher Classroom Management Program: An evidence-based intervention for young children at risk for social-emotional difficulties*. Presented at the Prevent Child Abuse North Carolina’s Learning and Leadership Summit. Raleigh, NC.
- Jensen, P.J., Weisner, T., **Murray, D.W.**, Wells, K., Hinshaw, S., Wigal, T., Hechtman, L., Molina, B., Arnold, L.E. (Oct. 2012). *Substance Use, Abstinence, Persistence, & Desistence In the MTA: Turning Points*

Among Young Adults with ADHD. Presented at the 59th annual meeting of the American Academy of Child and Adolescent Psychiatry (AACAP). San Francisco, CA.

Murray, D.W., Murr, N., Rabiner, D. (March, 2012). *Preliminary results of the Incredible Years teacher training program on classroom management skills*. Poster presented at the spring 2013 meeting of the Society for Research on Educational Effectiveness (SREE).

REGIONAL AND NATIONAL INVITED TALKS (last 10 years)

- June, 2021 Dibble Institute webinar. *Youth Relationship Education Practice and Priorities*. Co-presented with M. Scott.
- May, 2021 Brigham Young University. Mindfulness and Relationships Virtual Conference. *Mindfulness and Relationships in Adolescents*. Co-presented with M. Scott.
- May, 2019 Society for Research in Child Development, Child and Family Policy Consortium webinar. *Creating co-regulation supports for adolescents: What, Why, and How*. Co-presented with A. Meyer and A. Frey.
- Dec., 2018 National Resource Center on ADHD webinar. *Managing Challenging Classroom Behaviors in Early Elementary Students with ADHD*.
- Oct., 2018 Dibble Institute webinar. *Self-Regulation Skills to Support Healthy Relationships for Youth*.
- Sept., 2018 International Incredible Years Mentor Meeting. *Implementation of the Incredible Years Small Group Dina Dinosaur Program for Early Elementary Students with Self-Regulation Difficulties*. Forqalquer, France.
- Aug., 2017 Healthy Marriage Responsible Fatherhood 2017 Biennial Grantee Conference. *Self-Regulation and Youth Serving Programs*. Washington, D.C. Co-presented with A. Meyer
- May, 2017 National Early Childhood Inclusion Institute. *Teaching Self-Regulation Skills to Promote Adaptability and Resilience in Young Children*. Chapel Hill, NC. Co-presented with K. Rosanbalm.
- Jan, 2017 Office of Planning Research and Evaluation (ACF). *Understanding self-regulation for young adults from an applied developmental perspective*. Goal-Directed Behaviors, Self-Regulation, and Personal Success Skills in Employment Programs. Washington DC. Co-presented with K. Rosanbalm and A. Meyer.
- Aug, 2016 National Resource Center on ADHD webinar. *Behavior support approaches for ADHD in early childhood settings*.
- July, 2016 Tribal Early Childhood Research Center webinar. *Self-Regulation and Intervention across Development with considerations for AIAN children and youth*.
- May, 2016 National Early Childhood Inclusion Institute. *Co-regulation: An evidence-based approach to building self-regulation in early childhood*. Chapel Hill, NC. Co-presented with K. Rosanbalm and K. Gallagher.
- Sept, 2015 Native Children's Research Exchange Conference. *Advances in Developmental Science that Inform Prevention and Promotion in Tribal Communities: A Focus on Self-Regulation in Context*. Denver, CO.
- May, 2015 Child and Family Agency of Southeastern Connecticut. *The Importance of Self-Regulation Development in Contexts of Early Adversity: Thinking about Prevention, Promotion, and the Workforce*.
- May, 2015 National Early Childhood Inclusion Institute. *The Incredible Years Teacher Classroom Management Program: An Evidence-Based Intervention for Young Children at Risk for Social-Emotional Difficulties*. Chapel Hill, NC.
- Mar & Nov, 2015 Interagency Working Group on Youth Programs (IWGYP) webinar. *Self-regulation informed interventions for youth*. Co-presented with K. Rosanbalm.
- Aug , 2014 Office of Family Assistance (OFA) Grantee Meeting. *How and Why to Support Self-Regulation Development in Healthy Marriage and Responsible Fatherhood Programs*. Washington, DC
- Aug, 2014 National Pathways to Adulthood Convening annual conference (keynote presentation). *Self-Regulation Interventions for Older Adolescents and Young Adults: Practice implications from an ecological-biological-developmental framework*. Philadelphia, PA.

- Mar, 2013 About Our Kids *Doctor Radio* (SiriusXM 81). Findings from the follow up to the Preschool ADHD treatment study.
- Jan., 2013 Wake Area Health Education Consortium (AHEC). North Carolina State University, Raleigh, NC: *Treating ADHD in College Students using an Integrative Approach*.
- Jan, 2011 Duke AHEC Webconference. *New and promising treatments for ADHD in children*.
- Oct, 2010 Turnaround for Children, Inc. New York, NY. *Incredible Years Teacher Training Program*.
- March, 2010 Duke AHEC Webconference. *Update on ADHD treatment in adults*.

Additional 40+ invited talks at state and regional associations/centers as well as schools and community organizations/support groups on ADHD in children and adults, classroom management, self-regulation development and strategies, and the Be CALM and Incredible Years programs.

RESEARCH/ACADEMIC ADVISING

- Research Advisor, Amanda Tow, UNC-CH Department of Psychiatry resident, 2017-2019
- Dissertation Advisor, Leelynn Pinion, UNC-CH, School Psychology Program, 2017-2020
- Dissertation Advisor, Cristin Montalbano, UNC-Chapel Hill, School Psychology Program, 2015-2018;
Academic Performance of Children with Social-Emotional Difficulties: Examining the Role of Self-Regulation.
- Research Advisor, Christina Cruz, UNC-Chapel Hill Department of Psychiatry resident, 2014-2015
- Advisor, Duke University Winter Education Forum, second prize awarded to undergraduate project, 2014
- Advisor, School Research Partnership, Duke Center for Child and Family Policy, spring 2013
- Master's Committee Member, Bethany Stafford (defended July, 2012), Duke University Department of Psychology and Neuroscience; *Managing challenging behaviors in the classroom: The Incredible Years Teacher Classroom Management Program.*

LEADERSHIP AND SERVICE

Associate Director of Research, Frank Porter Graham Child Development Institute, UNC-CH, 2015-2018
Supported leadership for institute of approximately 50 investigators and 200+ research and technical assistance staff, with key responsibilities related to faculty development and research infrastructure processes and supports. Developed mentoring and grantwriting programs, conducted a strategic needs assessment for the institute, revised promotion guidelines for investigators, and oversaw our communications office. Contributed to development and management of policies, procedures, and organizational systems, and fiscal decision-making.

Associate Director, Duke ADHD Program, 2006-2012

Provided leadership for clinic and research programs with approximately 20 research staff, 3-4 clinical trainees, and 4 PhDs, with key responsibilities related to overseeing clinical program development, developing training plans for interns and residents, and administrative management of numerous research projects.

Leadership Training

- 2022- Women Advance Leadership, UNC Center for Faculty Excellence
- 2016-17 Faculty Learning Community on Strategy and Leadership, UNC Center for Faculty Excellence
- 2015-16 Faculty Administrator Development Program, UNC Center for Faculty Excellence

University Service (UNC-CH)

- Center for Health Promotion and Disease Prevention, internal grant reviewer; strategic planning action committee, 2022
- Campaign for Carolina Faculty Ambassador, 2018-2019
- FPG Strategic Planning Task Force, 2018
- UNC School of Education Human Development Family Studies Faculty Search Committee Member, 2017
- FPG Director Search Committee member, 2017
- Director of Mentoring Program, Frank Porter Graham Child Development Institute, 2015-2018
- Management Team member, Frank Porter Graham Child Development Institute, 2014-2017

Community Service

- Pathways to Reading Design Team (NC Early Childhood Foundation), 2017-2019

Durham Early Childhood Mental Health Task Force, 2016-2017
Incredible Years Teacher and Child Regional Design Team, 2011-2015
North Carolina Prevent Child Abuse Alliance, Incredible Years Committee, 2008-2014

CLINICAL TEACHING

2004-2012 Clinical Psychology Internship Training Faculty, Duke University Medical Center
2001-2005 Family Studies Program and Clinic Training Faculty, Duke University Medical Center

Guest Lecturer

Mar., 2019 University of Coimbra (Portugal) Psychology students. *Assessing self-regulation in young children.*
Mar., 2019 University of Coimbra (Portugal) Education Sciences students. *Development of a mindfulness-based self-regulation intervention.*
Oct., 2018 UNC-CH Developmental Psychology Brown Bag series. *Development and evaluation of self-regulation interventions.*
Oct., 2016 UNC-Greensboro Human Development and Family Studies Faculty and Students. *An applied contextual model for understanding, developing, and evaluating self-regulation interventions.*
2015-2015 UNC School Psychology Students. *Various intervention and school-based research topics.*
2015 UNC Psychiatry Residents. *Overview and Outcome Evaluation of Incredible Years*
August, 2013 Duke Psychiatry Residents. *Early Child Development in the Toddler and Preschool years.*
2012-2015 Duke ADHD Clinic, *Organizational Skills and Incredible Years for Preschoolers with ADHD*
2006-2012 Duke Law School, Educational Law Seminar, *Educational Impact of Mental Disabilities in Children*, fall and spring.
2005-2010 Duke Clinical Psychology Internship Seminar, *Psychosocial Treatment of ADHD.*
January, 2011 Duke Child Psychiatry Residents. *Incredible Year Series for Preventing Conduct Problems.*
Mar., 2010 Pediatric Infectious Disease Program Social Workers: *ADHD Identification, Treatment, and School Services.*
Feb., 2010 Duke Pediatric Nursing Students: *ADHD etiology, diagnosis, and treatment.*
2007-2011 Duke Psychiatry Residents Seminars, *Psychosocial Treatment of ADHD; MTA Results.*
Aug, 2006 Duke Clinical Child Psychology undergraduate class, *ADHD Overview.*
July, 2005 Duke Abnormal Psychology undergraduate class, *ADHD: Etiology and Impact.*
Mar., 1998 Duke Psychotherapy with Children graduate class. *Interventions with ADHD Children.*

COMMUNITY CONSULTATION AND TRAINING

Communities in Schools of Durham, Trainer and Mentor to Durham Public Schools Pre-K staff in the Incredible Years Teacher Classroom Management Program, 2013-2020
Pittsylvania County Schools, Trainer and Mentor to school system staff for the Incredible Years Teacher Classroom Management Program, 2017-18
Incredible Years, Inc., Trainer for the Head Start Classroom-based Approaches and Resources for Emotion and Social skill promotion (CARES project), 2010-11
Family Solutions, PLLC (subcontract from SAMHSA), Preschool Teacher Trainer in the Incredible Years Teacher Classroom Management Program, 2010-11
Communities in Schools of Durham, Trainer for the Incredible Years Teacher Classroom Management Program in Durham Public Schools, 2009-10
New York State Office of Mental Health, Trainer for mental health clinicians in Parent Management Training 2008-2009
Resources for Advancing Children's Health Institute (REACH), Trainer for mental health clinicians in New Orleans in Parent Management Training, 2007-2008
Integrated Psychotherapy Consortium (IPC), Center for the Advancement of Children's Mental Health, Trainer for mental health clinicians in Parent Management Training, 2006-08

CLINICAL EXPERIENCE

- 2012-2020 *Incredible Years Trainer*. Regularly deliver evidence-based teacher classroom management program to preschool and elementary teachers and provide clinical supervision to group leaders delivering the program through local schools and community organizations.
- 2012-2013 *Private Practice*. Provided psycho-educational evaluations and individual therapy to children and adolescents with a variety of mental health concerns.
- 1999-2012 *Duke ADHD Program*. Provided diagnostic assessment and treatment services to children and adults with ADHD.
- Developed a parent management training program and delivered over 200 group sessions
 - Developed a coping skills program for elementary students with ADHD
 - Co-developed an academic support skills program for middle schoolers with ADHD
 - Evaluated response to medication treatment in numerous clinical trials
- 2002-2003 *Consultant*, Durham Public Schools, Student Assistance Program, Durham, NC. Consulted on behavioral and educational interventions for at-risk students.
- 1995-1997 *Therapist/Consultant*, Multi-modal Treatment Study for ADHD (MTA; NIMH/DOE funded), Department of Psychiatry, Duke University Medical Center.
- 1994-1995 *Family/School Specialist*, Duke Coping Power Program (NIDA-funded), Duke University Medical Center.
- 1993-1994 *Clinical Psychology Internship*, Community Child Position. Department of Psychiatry, University of North Carolina, Chapel Hill, NC (APA approved).
- 1990-1993 *Graduate Therapist*, University of South Florida practicum placements at Florida Mental Health Institute Adolescent Day Treatment Program, Tampa Children's Home, Children's Crisis Services-Mental Health Care, Inc.
- Summers '88 & '89 *Mental Health Counselor*, Attention Deficit Disorder Summer Treatment Program, Western Psychiatric Institute and Clinic, University of Pittsburgh.

MEDIA

- 2017 WUNC Radio: Study: Parent skills program can improve symptoms for kids with ADHD
<http://wunc.org/post/study-parent-skills-program-can-improve-symptoms-kids-adhd#stream/0>
- 2017 UNC Spotlight: Well Said: Teaching self-regulation in the classroom
<http://www.unc.edu/spotlight/well-said-teaching-self-regulation-classroom/>
- 2017 WCHL Radio: UNC-Duke Team Recommends Teaching Self-Regulation in Schools
<http://chapelboro.com/news/unc/new-uncduke-report-urges-schools-teach-self-regulation>

AWARDS AND HONORS

- 2019 Self-Regulation and Toxic Stress series 4 of Top 10 most downloaded resources from the Office of Planning, Research and Evaluation at the Administration for Children and Families.
- 2018 FPG Thelma Harms Early Childhood Education Travel Fund Award
- 2016 Huntingdon College Alumni Achievement Award
- 2007 NIMH Mental Health Services Research New Investigator Poster Award

PROFESSIONAL AFFILIATIONS

- Society for Research in Child Development (SRCD), 2018-
- Society for Prevention Research (SPR), 2013-
- American Psychological Association (APA), 1990-
- Division of School Psychology, 2012-
- National Prevention Science Coalition to Improve Lives, 2015-2017
- Society for Research in Educational Effectiveness (SREE), 2012-2014
- Association for Behavioral and Cognitive Therapies (ABCT), 2005-2014
- Dissemination and Implementation Science Special Interest Group, 2013-2015