

MARIE-HÉLÈNE VÉRONNEAU

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CAREER OBJECTIVE

My goal is to teach and to do prevention research in a university setting. I intend to conduct research focusing on school adjustment, through the development and evaluation of high school dropout prevention programs. I would like to teach courses related to developmental psychology, educational psychology, research methods, or quantitative methods.

LANGUAGES

Fluent in English and French.

CURRENT POSITION

2007 – ... **Child and Family Center, University of Oregon** (Eugene, OR)

Courtesy Postdoctoral Research Associate

- Advisor: Dr Thomas J. Dishion, Professor at the Department of Psychology, University of Oregon

EDUCATION AND RESEARCH

2003 – 2007 **Department of Psychology, Université de Montréal** (Montreal, Quebec)

Ph.D., Research program

Doctoral dissertation: The contribution of peer experiences to the process leading to secondary school graduation

- Advisor: Dr Frank Vitaro, Professor at the School of Psychoeducation, Université de Montréal.

2001 – 2003 **Department of Psychology, Université de Montréal** (Montreal, Quebec)

M.Sc., Research program

Master dissertation: Understanding depression in middle adolescence: The role of negative and positive self-complexity.

- Advisors: Dr Richard E. Tremblay, Professor at the Département of Psychology, Université de Montréal; Dr John R. Z. Abela, Associate Professor at the Department of Psychology, McGill University.

1998 – 2001 **Department of Psychology, McGill University** (Montreal, Quebec)

B.A., Honours program

Second-year Honours thesis: Predicting children and adolescents' well-being using the self-determination theory.

- Advisors: Dr Richard F. Koestner, Professor, and Dr John R. Z. Abela, Associate Professor, Department of Psychology, McGill University.

First-year Honours thesis: Child and adolescent depression: An evaluation of the self-complexity theory.

- Advisor: Dr John R. Z. Abela, Associate Professor at the Department of Psychology, McGill University.

OTHER RESEARCH EXPERIENCE

2006 – 2007 **Consultant in statistical analyses**

- Functions : Guiding doctoral students in psychology through the statistical analyses required for their doctoral dissertation (e.g. descriptive statistics, correlations, regressions, SEM) and helping them interpreting the results.

2002 – 2004 **Department of Psychology, Université de Montréal** (Montreal, Quebec)

Research Assistant for Antonio Zadra, Associate Professor

- Functions: Revising and translating questionnaires, manuscripts and other academic documents into French and English.

2001 – 2002 **Research Unit on Children's Psychosocial Maladjustment (GRIP)** (Montreal, Quebec)

Research Assistant for the "Preschool Enrichment of Precursors to Arithmetic" study (Principal Investigator: Dr Linda Pagani, Professor at the School of Psychoeducation, Université de Montréal)

- Functions: Visiting elementary schools in the Montreal area to administer individual and in-group arithmetic tests to 4-to-9-year-old children; getting parents' consent for their child's participation in the study.

1999 – 2001 **Department of Psychology, McGill University** (Montreal, Quebec)

Research Assistant for the Child and Adolescent Depression Research Laboratory (Principal Investigator: Dr John R. Z. Abela, Associate Professor)

- Functions: Recruiting participants, administering questionnaires to groups of participants, running statistical analyses, contributing to manuscript preparation, presenting research results at different meetings.

BACKGROUND IN QUANTITATIVE METHODS

2008 **Inter-university Consortium for Political and Social Research** (Ann Arbor, MI)

Network Analysis: An Accelerated Introduction—3-day workshop by Dr Stanley Wasserman & Ann McCranie

2008 **Society for Prevention Research (SPR) Preconference Workshop** (San Francisco, CA)

Survival Analysis in a Latent Variable Modeling Framework—1-day workshop by Dr Katherine Masyn & Dr Hanno Petras

- 2006 **Research Unit on School Environments (GRES) & Université de Montréal** (Montreal, Quebec)
Latent Variable Mixture Modeling Using Mplus—2-day workshop by Dr Bengt O. Muthén
- 2005 **Department of Social and Preventive Medicine, Université de Montréal** (Montreal, Quebec)
MSO 6140 “Confirmatory Multidimensional Analysis with LISREL” — Graduate-level course by Dr Clément Dassa
- 2005 **Quebec Inter-university Center for Social Statistics (QICSS)** (Montreal, Quebec)
Introduction to Structural Equation Modeling—5-day workshop by Dr Michel Prévillé
- 2004 **Department of Sociology, Université de Montréal** (Montreal, Quebec)
SOL 6211 “Longitudinal Analyses with Developmental Trajectories” — Graduate-level course by Dr Éric Lacourse
- 2003 **Quebec Inter-university Center for Social Statistics (QICSS) & Research Unit on Children’s Psychosocial Maladjustment (GRIP)** (Montreal, Quebec)
Developmental Trajectories Analysis Using R+ Software—1-day workshop by Alain Girard
- 2003 **Quebec Inter-university Center for Social Statistics (QICSS)** (Montreal, Quebec)
Hierarchical Linear Modeling Workshop—5-day workshop by Dr J. Douglas Willms
- 2003 **School of Psychoeducation, Université de Montréal** (Montreal, Quebec)
PSE 6573 “Quantitative Methods – Psychoeducation” — Graduate-level course by Dr Jean-Sébastien Fallu

STATISTICAL SOFTWARES

- SPSS** (v. 16.0) Fully functional with SPSS for usual univariate and multivariate analyses, such as descriptive statistics, chi-square tests, correlations, reliability analyses, t-tests, analyses of variance, factor analyses, linear and logistic regressions.
- SAS** (v. 9.1.3) Experience using SAS for analyses of developmental trajectories using semi-parametric, group-based models, growth-curve modeling, and multiple imputations for missing values.
- Mplus** (v. 4.01) Experience using Mplus for growth-curve modeling and path analyses, including tests of indirect effects, within single-group and multigroup frameworks.
- LISREL** (v. 8.54) Experience using LISREL to run confirmatory factor analyses.

INDEPENDENT TEACHING EXPERIENCE

2004 – 2007 **Department of Psychology, Université de Montréal** (Montreal, Quebec)

Lecturer, PSY 1966 “Adolescent Psychology” (5 semesters) and PSY 3093 “Adolescence”(1 semester)

- Participants: 45 to 100 undergraduate students from psychology (PSY 3093) or other programs (PSY 1966).
- Functions: Preparing lectures, readings, notes, and exams; answering questions; managing the online course supplement (WebCT).

OTHER TEACHING EXPERIENCE

2008 **Department of Psychology, University of Oregon**

Co-Instructor, PSY 480/580 “Developmental Psychopathology” (Principal Instructor: Thomas J. Dishion)

- Participants: Advanced undergraduate and graduate psychology students.
- Functions: Contributing to the planning of the course, writing exam questions, teaching some of the lectures, running the midterm student feedback survey.

2007 **School of Psychoeducation, Université de Montréal** (Montreal, Quebec)

Teaching Assistant, PSE 6575 “Evaluative Research Methods” (Teacher: Frank Vitaro)

- Participants : Graduate psychoeducation students.
- Fonctions : Grading the final exam.

2002 – 2007 **Department of Psychology, Université de Montréal** (Montreal, Quebec)

2004 *Teaching Assistant, PSY 1007 “Laboratory 1” (Teacher: Olga Eizner Favreau)*

- Participants: Advanced undergraduate psychology students.
- Functions: Guiding a team of 4 students conducting a small research project, from study planning to writing out the final report according to A.P.A. guidelines.

2004 *Teaching Assistant, PSY 1095 “Developmental Psychology” (Teacher: Catherine Ruth Solomon Scherzer)*

- Participants: Undergraduate psychology students.
- Functions: Grading students’ oral presentations.

2003 *Teaching Assistant, PSY 3106 “Psychology of Dreams” (Teacher: Antonio Zadra)*

- Participants: Undergraduate psychology students.
- Functions: Preparing multiple choice questions for exams.

2002-2007 *Teaching Assistant, PSY 4000 “Advanced Research Seminar” (Teacher: Antonio Zadra)*

- Participants: Advanced undergraduate psychology students (Honours program).
- Functions: Reading preliminary research reports (theoretical background and methods) and suggesting improvements and corrections for the research project and for the final report.

CLINICAL WORK EXPERIENCE

2001 – 2002 **Department of Psychology, Université de Montréal** (Montreal, Quebec)

*“Relationship”, “Adult Evaluation”, and “Child Evaluation” clinical practicums
(Supervisors: Mireille Cyr, Serge Lecours, and Catherine Ruth Solomon Scherzer)*

- These practicums were part of the Ph.D. program in clinical psychology.
- In the “Relationship” practicum, I developed interpersonal skills that contribute to the establishment of a trusting relationships with clients. This was done through readings, videotaped therapy sessions among trainees, and analysis of these videotapes. A therapy session was also held with a voluntary client who was not one of the trainees.
- In the two “Evaluation” practicums, I got familiar with several tests for adults (e.g., WAIS, MMPI, Rorschach) and children (e.g., WISC, Child Behavior Checklist). I learned about their use, the administration procedures, and I learned how to write standard psychological evaluation reports. One evaluation session was conducted with an adult client and evaluation sessions of all trainees were observed and discussed in small group.

2000 – 2001 **Rosemount High School** (Montreal, Quebec)

Trainee at the orientation center (Supervisor: Claudia Bourdon, Guidance Counsellor)

- First project: Putting together a peer mediation program for students.
Functions: Recruiting and follow-up of the mediators; publicizing the program among students and school staff.
- Second project: Early intervention with students at risk of failing grade seven.
Functions: Scanning seventh-grade students to identify those at risk of encountering difficulties, using a standardized reading test and students’ report cards for the first semester; identifying the nature of students’ difficulties by examining school records and running semi-structured interviews; conducting group interventions to teach effective study habits; meeting with individual students having emotional difficulties.

1999 – 2001 **Department of Psychology, McGill University** (Montreal, Quebec)

*Diagnostician for the Child and Adolescent Depression Research Laboratory
(Supervisor: Dr John R. Z. Abela, Associate Professor)*

- Functions: Administering Kiddie-SADS interviews to child participants and their parents to diagnose mood disorders; running depression prevention workshops in school settings with groups of children and adolescents.

1998 **The Friendly Home** (Montreal, Quebec)

Volunteer at a shelter for battered women

- Babysitting and playing with residents’ children to let them take some rest; running errands and keeping residents company.

FELLOWSHIPS AND SCHOLARSHIPS

2007-2009 Postdoctoral fellowship from the Social Sciences and Humanities Research Council of Canada (SSHRC)

2007-2009 Postdoctoral fellowship from the Social Sciences and Humanities Research Funds of Quebec (FQRSC) (Fellowships declined because I was awarded a SSHRC fellowship)

- 2006-2007 Doctoral fellowship from the Sainte-Justine Hospital Foundation and the Foundation for research into children's diseases
- 2006 – 2007 Doctoral fellowship from the Department of Psychology, Université de Montréal
- 2006 – 2007 Jean-Paul Daunais fellowship from the Department of Psychology, Université de Montréal –
- 2003 – 2006 Doctoral fellowship from the Social Sciences and Humanities Research Council of Canada (SSHRC)
- 2003 – 2006 Doctoral fellowship from the Social Sciences and Humanities Research Funds of Quebec (FQRSC) (Fellowships declined because I was awarded a SSHRC fellowship)
- 2002 Fellowship from the Research Unit on Children's Psychosocial Maladjustment
- 2001 – 2003 Master fellowship from the Social Sciences and Humanities Research Funds of Quebec (FQRSC)
- 1999 Sir William MacDonald Scholarship from the Faculty of Arts of McGill University
- 2000 Robert Bruce Scholarship from McGill University
- 1998 – 2000 J.W. McConnell Entrance Scholarship

ACADEMIC AWARDS

- 2007 Doctoral dissertation classified among the 10% of best dissertations
- 2001 B.A. in Psychology, First Class Honours, Dean's Honour List
- 2001 Norman Prentice Award for distinguished contributions to the Faculty of Arts
- 2000 J.W. McConnell Award awarded to students ranking in the top 5% of their faculty
- 2000 Dow-Hickson Award awarded to final year psychology Honours students
- 1999 J.W. McConnell Award, awarded to students ranking in the top 5% of their faculty
- 1999 Entry in the Golden Key Honour Society
- 1997 Award for academic excellence—2nd highest GPA in the Social Sciences and Administration pre-university program

PROFESSIONAL MEMBERSHIPS

- 2002-2008 Society for Research on Child Development
Early career member
- 2008 Society for Prevention Research
Postdoctoral fellow member

PEER-REVIEWED PUBLICATIONS

Véronneau, M.-H., Vitaro, F., Pedersen, S., and Tremblay, R. E. (2008). Do peers contribute to the likelihood of secondary school graduation among disadvantaged boys? *Journal of Educational Psychology*, 100 (2), 429-442.

Véronneau, M.-H., Vitaro, F., Brendgen, M., Dishion, T. J., & Tremblay, R. E. (Resubmitted). Transactional analysis of the reciprocal linkages between peer relationships and academic achievement from middle childhood to early adolescence.

Stormshak, E., Connell, A. M., Véronneau, M.-H., Myers, M. W. Dishion, T. J., Kavanagh, K., & Caruthers, A. S. (Submitted for publication). An ecological approach to promoting early adolescent mental health and social adaptation: Family-centered intervention in public middle schools.

Véronneau, M.-H. & Vitaro, F. (2007). Social experiences with peers and high school graduation: A review of theoretical and empirical research. *Educational Psychology* 27 (3), 419-445

Véronneau, M.-H., Koestner, R. F., & Abela, J. R. Z. (2005). Intrinsic need satisfaction and well-being in children and adolescents: An application of the self-determination theory. *Journal of Social and Clinical Psychology*, 4 (2), 280-292.

Abela, J. R. Z. & Véronneau-McArdle, M.-H. (2002). The relationship between self-complexity and depressive symptoms in third and seventh grade children: A short-term longitudinal study. *Journal of Abnormal Child Psychology*, 30 (2), 155-166.

Véronneau, M.-H. (2001). An examination of the self-complexity theory of depression in school children. *Canadian Psychology: Annual meeting program (Abstracts) 42: 2a*, 152.

PEER-REVIEWED POSTERS AND ORAL PRESENTATIONS

Véronneau, M.-H. & Dishion, T. J. (Submitted). *Predictors of involvement in a family-centered program targeting problem behavior in middle school students*. Poster submitted to the Society for Prevention Research annual meeting, Washington, DC (May 2009).

Véronneau, M.-H., Stormshak, E., & Dishion, T. J. (Submitted). *Best Friends' Characteristics and Other Peer Experiences as Predictors of Growth in Antisocial Behavior Across Middle School Years*. In: K. H. Rubin (Chair) and K. L. McDonald (Co-chair), *The Friendships of Aggressive Youth: Characteristics and Potential Influences*. Paper symposium submitted to the Society for Research in Child Development (SRCD) biennial meeting, Denver, CO (April 2009).

Véronneau, M.-H., Stormshak, E., & Dishion, T. J. (Submitted). *Predictors of Engagement in a Family-Centered Prevention Program Targeting the Transition From Middle School to High School*. In: E. Lunkenheimer (Chair) and A. Eisenhower (Co-chair), *Promoting Engagement and Alliance among Diverse Families in Interventions for Child and Adolescent Disorders*. Paper symposium submitted to the Society for Research in Child Development (SRCD) biennial meeting, Denver, CO (April 2009).

Véronneau, M.-H., Stormshak, E., & Dishion, T. J. (Submitted). *Do Peer Experiences, Parents' Behaviors, and Antisocial Behavior Predict Change in Academic Achievement in Middle School Years?* In: S. T. Gurland (Chair), *Social Skills, Relationships, and School Success: From Pre-school to Middle School*. Paper symposium submitted to the Society for Research in Child Development (SRCD) biennial meeting, Denver, CO (April 2009).

Véronneau, M.-H., Vitaro, F., Brendgen, M., & Tremblay, R. E. (July 2008). *The Reciprocal relationships between students' peer experiences and academic achievement from age 8 through age 13*. In: M.-H. Véronneau (Chair) and T. J. Dishion (Co-chair), *Peer experiences in school and psychosocial adjustment in childhood and adolescence*. Paper symposium presented at the International Society for the Study of Behavioural Development (ISSBD) biennial meeting, Würzburg, Germany.

Rouleau, M.-È., Brendgen, M., Vitaro, F., & Véronneau, M.-H. (July 2008). *Difficult relationships with peers and teachers during elementary school: A cross-lagged model*. In: M.-H. Véronneau (Chair) and T. J. Dishion (Co-chair), *Peer experiences in school and psychosocial adjustment in childhood and adolescence*. Paper symposium presented at the International Society for the Study of Behavioural Development (ISSBD) biennial meeting, Würzburg, Germany.

Dishion, T. J., Caruthers, A., Myers, M. Véronneau, M.-H. (May 2008). *Premature Autonomy and Early Adulthood: Drug Use and Deviant Peers and the Disruption of Adult Adaptation*. In: J. Schulenberg (Chair), *Does Emerging Adulthood Matter?* Invited Symposium presented at the Society for Prevention Research (SPR) annual meeting, San Francisco, CA.

Véronneau, M.-H., Vitaro, F., Brendgen, M., & Tremblay, R. E. (March 2007). *L'acceptation par le groupe de pairs et l'amitié réciproque comme prédicteurs du rendement scolaire : Processus séquentiel ou parallèle? [Peer group acceptance and reciprocated friendship as predictors of academic achievement: Sequential or parallel process?]* Oral presentation, Third Annual Research Meeting of the Department of Psychology, Université de Montréal, Montreal, QC, Canada.

Véronneau, M.-H., Vitaro, F., Brendgen, M., & Tremblay, R. E. (March 2007). *Reciprocal effects of peer rejection and academic achievement in elementary school children: A five-year longitudinal study.* Poster presented at the Society for Research in Child Development (SRCD) biennial meeting, Boston, MA.

Véronneau, M.-H., Vitaro, F., & Tremblay, R. E. (March 2007). *Peer status from kindergarten through seventh grade: Stability and correlates.* Poster presented at the Society for Research in Child Development (SRCD) biennial meeting, Boston, MA.

Véronneau, M.-H., Vitaro, F., Brendgen, M., & Tremblay, R. E. (Accepted). *Les amis réciproques et l'acceptation dans le groupe de pairs favorisent-ils le rendement scolaire des élèves? [Do reciprocated friendships and peer group acceptance enhance pupils' academic achievement?]* Poster presented at the XXIIIrd annual research meeting of graduate and postgraduate students affiliated to Sainte-Justine Hospital's Research Center, Montréal, Qc, Canada (May 2007).

Rouleau, M.-E., Brendgen, M., & Véronneau, M.-H. (June 2007). *Longitudinal links between peer rejection and verbal abuse by the teacher.* Poster presented at the Canadian Psychological Association (CPA) annual meeting, Ottawa, ON, Canada.

Véronneau, M.-H., Vitaro, F., Pedersen, S., & Tremblay, R. E. (March 2006). *Caractéristiques personnelles, pairs, expériences scolaires et diplôme du secondaire : Parcours développementaux confirmés par des équations structurales [Personal characteristics, peers, school experiences and secondary school graduation: Developmental pathways confirmed with SEM].* Oral presentation at the Second Annual Research Meeting of the Department of Psychology, Université de Montréal, Montreal, QC, Canada.

Véronneau, M.-H., Vitaro, F., Pedersen, S., & Tremblay, R. E. (March 2006). *Trajectories of peer experiences in early adolescence as predictors of high school graduation in low-SES boys.* Poster presented at the Society for Research on Adolescence (SRA) biennial meeting, San Francisco, CA.

Vitaro, F., Véronneau, M.-H., Pedersen, S., & Tremblay, R. E. (March 2006). *Prédiction de la non diplomation : Le rôle des caractéristiques personnelles et des expériences avec les pairs [Predicting nongraduation: The role of personal characteristics and peer experiences].* Oral presentation at the Société Québécoise pour la Recherche en Psychologie [Quebec Society for Research in Psychology] (SQRP) annual meeting, Montreal, QC, Canada.

Véronneau, M.-H., Vitaro, F., Pedersen, S., & Tremblay, R. E. (April 2005). *Why are unpopular children less likely to graduate from high school? An exploration of prospective mediators.* Poster presented at the Society for Research in Child Development (SRCD) biennial meeting, Atlanta, GA.

Véronneau, M.-H., Vitaro, F., Pedersen, S., & Tremblay, R. E. (March 2005). *Rejeté à 12 ans, sans diplôme à 24 ans : une exploration des médiateurs potentiels [Rejected at 12 years old, nongraduate at 24 years old: An exploration of possible mediators].* Oral presentation at the First Annual Research Meeting of the Department of Psychology, Université de Montréal, Montreal, QC, Canada.

Véronneau, M.-H., Vitaro, F., Wanner, B., & Tremblay, R. E. (April 2004). *Social experiences with peers in preadolescence and early adolescence as predictors of high school completion.* Poster presented at the Society for Research on Adolescence (SRA) biennial meeting, Baltimore, MD.

Véronneau, M.-H., Koestner, R. F., & Abela, J. R. Z. (November 2003). *Self-determination theory: The independent contribution of autonomy, competence, and relatedness to the well-being of children and young adolescents*. Poster presented at the Association for the Advancement of Behavioral Therapy (AABT) annual meeting, Boston, MA.

Véronneau, M.-H., Bryan, C., Taylor, G., & Abela, J. (April 2003). *A test of the diathesis-stress and symptom components of the hopelessness theory of depression in adolescence*. In: J. Abela (Chair), *Vulnerability to Depression in Children and Adolescents*. Paper symposium presented at the Society for Research in Child Development (SRCD) biennial meeting, Tampa, FL.

Véronneau, M.-H., Lefebvre, N., Sarin, S., Abela, J., Bryan, C., & Taylor, G. (April 2003). *The development of cognitive vulnerability to hopelessness depression in early adolescence*. In: J. Abela (Chair), *Hopelessness Depression in Children and Adolescents*. Paper symposium presented at the Society for Research in Child Development (SRCD) biennial meeting, Tampa, FL.

Bryan, C., Véronneau, M.-H., Taylor, G., & Abela, J. (April 2003). *The development of negative self-complexity in early adolescence*. In: J. Abela (Chair), *Vulnerability to Depression in Children and Adolescents*. Paper symposium presented at the Society for Research in Child Development (SRCD) biennial meeting, Tampa, FL.

Véronneau, M.-H. & Abela, J. R. Z. (June 2001). *An examination of the self-complexity theory of depression in school children*. In: J. Abela (Chair), *Vulnerability to Depression in Children*. Paper symposium presented at the Canadian Psychological Association (CPA) annual meeting, Québec City, QC, Canada.

PRESENTATIONS AS A GUEST SPEAKER

Véronneau, M.-H. (October 2008). *Predictors of engagement in the Family Check-Up (Project Alliance I sample)*. Oral presentation at the Child and Family Center (CFC), University of Oregon, Eugene, OR.

Véronneau, M.-H., Vitaro, F., Pedersen, S., & Tremblay, R. E. (October 2007). *A longitudinal perspective on the contribution of peer experiences to school adjustment in childhood and adolescence*. Oral presentation at the Child and Family Center (CFC), University of Oregon, Eugene, OR.

Véronneau, M.-H., Vitaro, F., Pedersen, S., & Tremblay, R. E. (February 2006). *Rôle des pairs et des caractéristiques personnelles dans la prédiction des trajectoires de rendement et de motivation scolaire (échantillon DEGEP) [Peer experiences and personal characteristics as predictors of students' trajectories of academic achievement and motivation (DEGEP sample)]*. Seminar held by the Research Unit on Children's Psychosocial Maladjustment (GRIP), Montreal, QC, Canada.

Véronneau, M.-H. (April 2004). *Comment préparer et soumettre un article scientifique [How to prepare and submit a scientific article]*. Seminar held by the Centre de recherche interdisciplinaire sur les problèmes conjugaux et les agressions sexuelles [Conjugal Relationships and Sexual Abuse Interdisciplinary Research Center] (CRIPCAS), Montreal, QC, Canada. (Presented again in October 2006 for the students of the Groupe de recherche et d'action sur la victimisation des enfants.)

OTHER PRESENTATIONS

Véronneau, M.-H. (2006). *À l'extérieur du bureau du psy : La recherche et l'enseignement en psychologie [Beyond the psychologist's office: Research and teaching in psychology]*. Interactive workshop for the SEUR Program (University Studies and Research Awareness Program for High School Students), Université de Montréal, Montreal, QC, Canada.

Véronneau, M.-H. (2001). *Vérification empirique de la théorie de l'autodétermination chez les enfants et les adolescents [An empirical test of the self-determination theory in children and adolescents]*. Oral presentation for college students from the « Psychology of Learning » course, Cégep Édouard-Montpetit, Longueuil, QC, Canada.