

[Last revised January, 2010]

## VITA

John R. Weisz, Ph.D., ABPP  
Professor of Psychology, Department of Psychology, Harvard University  
President and CEO, Judge Baker Children's Center  
Professor of Psychology, Harvard Medical School

### Offices

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Lab website: [www.wjh.harvard.edu/~jweisz/](http://www.wjh.harvard.edu/~jweisz/)

Research Network on Youth Mental Health website : [www.childsteps.org](http://www.childsteps.org)

### Personal

Born Newton, Mississippi, USA      Married, four children      Wife: Jenny Weisz, attorney

### Education

Yale University, MS and Ph.D.  
Specialization: Clinical and Developmental Psychology

(Peace Corps Volunteer; Nairobi, Kenya)

Mississippi College, BA  
Major: Psychology    Minor: Philosophy

### Positions

Professor of Psychology, Harvard University, (Visiting Professor 2004; Professor 2005-present)  
President and CEO, Judge Baker Children's Center, 2004-present  
Affiliated Faculty, Center on the Developing Child at Harvard, 2008-present  
Professor, Department of Psychology, University of California at Los Angeles (1990-2006, on leave 2004-2006)  
Professor, Department of Psychiatry and Biobehavioral Sciences, University of California at Los Angeles (2000-2006, on leave 2004-2006)  
Director, Research Network on Youth Mental Health (MacArthur Foundation), 2001-present  
Chair, UCLA Graduate Program in Clinical Psychology, Director of Clinical Training, and Director of UCLA Psychology Clinic (1991-94)  
Assistant Professor, Associate Professor, then Professor, University of North Carolina at Chapel Hill (1978-1990)  
Director of Research and Psychological Services, Virginia Treatment Center for Children Richmond, VA, and Professor, Medical College of Virginia, Richmond, VA (1987-1988)  
Assistant Professor, Cornell University (1975-1978)

### Awards, Offices, and Appointments in Professional Organizations

Best Dad Award, multiple years (but not renewed since 2001)  
Third Lantern Award, Rotary Club, 2009  
American Psychological Association Presidential Citation, 2008, for "visionary leadership ...defin[ing] the cutting edge of research and training in child and adolescent clinical

psychology...”  
 Chair, Scientific Advisory Group, National Academy for Parenting Professionals, Institute of Psychiatry, University College London, London, UK, 2008-present  
 Affiliated Faculty, Center on the Developing Child at Harvard University, 2008-present  
 Chair, Child Mental Health Working Group, Center on the Developing Child at Harvard University, 2007-2008  
 Elected Fellow, American Academy of Clinical Child and Adolescent Psychology, 2007-  
 President’s Circle, Rotary Club of Boston, 2007 [“A select group of ten leaders in the Boston area”]  
 Elected Member, Board on Children, Youth, and Families—National Academy of Sciences/Institute of Medicine, 2007-2010  
 Nicholas Hobbs Award, American Psychological Association Division of Child, Youth, and Family Services, 2004  
 Distinguished Scientific Achievement in Psychology Award, California Psychological Association, 2004  
 Elected Member, Board of Scientific Affairs, American Psychological Association, 2004-2007  
 Diplomate, American Board of Professional Psychology, 2003-present  
 Distinguished Scientific Contribution Award, Society of Clinical Child and Adolescent Psychology, Division of Clinical Child and Adolescent Psychology, American Psychological Association, 2005  
 Honorary degree: Master of Arts, Harvard University, 2005  
 Chair, Committee on Science and Practice, Society of Clinical Psychology (American Psychological Association, Division 12), 2000-2002  
 Director, Research Network on Youth Mental Health, John D. and Catherine T. MacArthur Foundation, 2001-present  
 Distinguished Teaching Award, Department of Psychology, UCLA, 2001  
 Chair, Committee on Evidence-Based Practice, Society of Clinical Child and Adolescent Psychology (APA, Division 53), 2001-present  
 President, International Society for Research in Child and Adolescent Psychopathology, 2001-2003  
 President, Society of Clinical Child & Adolescent Psychology, Division 53, American Psychological Association, 2000

### **Clinical Licensure**

California license (Psychologist) #12250 (active 1991-2005, inactive 2005-present)  
 Massachusetts license (Psychologist and Health Service Provider) #8479 (active 2005-present)

### **Board Certification**

Specialty Board Certification in Clinical Child and Adolescent Psychology, American Board of Professional Psychology—diploma #5738 (active 2003-present)

### **Clinical Training**

Clinical Psychology Intern (APA-approved internship) Connecticut Valley Hospital, Middletown, Connecticut [Therapy and assessment with children and adults, 1974-5]

### **Professional and Community Boards and Service (past five years)**

Board on Children, Youth, and Families—National Academy of Sciences/Institute of Medicine, 2007-present  
 Chair, Scientific Advisory Group, National Institute for Parenting Professionals, Institute of Psychiatry, University College London, London, UK, 2008-present  
 Chair, Child Mental Health Working Group, Harvard Center on the Developing Child, 2007-08  
 Scientific Advisory Committee, Massachusetts Behavioral Health Partnership, 2005-present  
 Board of Directors, Children’s League of Massachusetts, 2007-present  
 Committee on Evidence-Based Practice, Children’s League of Massachusetts, 2007-present  
 Child and Adolescent Services Research Center, San Diego. Scientific Advisory Board, 2000-05

**Teaching Experience:** G=Graduate, U=Undergraduate**Harvard University** (2008-present)

1. Developmental Psychopathology (U and G)
2. Psychology Department Proseminar (G, Clinical Child & Adolescent Psychology)
3. Advanced Research Seminar in Clinical Psychology

**University of California at Los Angeles** (1990-2004)

1. Research on Child and Adolescent Psychopathology and Psychotherapy (G)
2. Foundations of Professional Clinical Psychology  
[Emphasis on child and adolescent psychopathology] (G)
3. Various topical seminars (G)
4. Clinical Psychology of Childhood and Adolescence (U: I developed this course and taught it yearly; it was formally added to the undergraduate curriculum in 1996; in student course evaluations, it was the highest-rated large [i.e., over 100 students] lecture class in the Psychology Department)

**University of North Carolina at Chapel Hill** (1978-90)

1. Advanced Psychopathology: Childhood and Adolescence (G)
2. Introduction to Personality (U)
3. Psychological Disorders of Childhood and Adolescence (U: I developed this course; it was added to the undergraduate curriculum in 1981).
4. The Psychology of Control (U; topical seminar)
5. Developmental Perspectives on Child Psychopathology (G: topical seminar)

**Cornell University** (1975-1978)

1. Introduction to Human Development (U)
2. Atypical Development and Child Psychopathology (U)
3. Personality and Cognitive Development in the Mentally Retarded (G)
4. Cognitive and Personality Development (G)

**Yale University** (1973-1974)

Graduate Teaching Fellow, course in Developmental Psychology (U)

**U.S. Peace Corps, Nairobi, Kenya** (1968-1971)

Kenyatta National Hospital; Lecturer in Psychology—designed, taught 3 courses: Introduction to Psychology, Developmental Psychology, and Abnormal Psychology

**Memberships**

American Psychological Association: Member and Fellow of Divisions 12 (Society of Clinical Psychology) and 53 (Society of Clinical Child and Adolescent Psychology)

International Society for Research in Child and Adolescent Psychopathology

### Former Doctoral Students and Post-Doctoral Fellows and their Positions

Alisha Alleyne.....	Research Analyst, Insight Research Group
Brian C. Chu .....	Assistant Professor, Rutgers University
Jennifer Connor-Smith.....	Associate Professor, Oregon State University
Gerl R. Donenberg .....	Professor, University of Illinois at Chicago
Sarah Francis .....	Assistant Professor, Memorial University of Newfoundland
Joe Albert Garcia.....	Assistant Professor, California State University at Fullerton
Elana Gordis .....	Assistant Professor, SUNY Albany
Douglas Granger .....	Professor, Pennsylvania State University
Susan Han .....	Research Associate Professor, Vanderbilt University
Kristin Hawley .....	Assistant Professor, University of Missouri
Stanley Huey .....	Associate Professor, University of Southern California
Anya Ho.Dept. of Psychiatry UC San Francisco, San Francisco Group for Evidence-Based Psychotherapy	
Amanda Jensen Doss .....	Assistant Professor, University of Miami
Michael Lambert .....	Professor (endowed chair), University of Missouri
Anna Lau .....	Associate Professor, University of California, Los Angeles
Jacqueline Martin .....	Program Director, Baer Prevention Initiative, Harvard Medical School
Carolyn McCarty.....	Research Associate Professor, University of Washington
Bryce McLeod .....	Assistant Professor, Virginia Commonwealth University
Antonio Polo.....	Assistant Professor, DePaul University
Dorit Roer-Strier .....	Professor and Director, Paul Baerwald School of Social Work and Social Welfare, Hebrew University of Jerusalem
Michael Southam-Gerow .....	Associate Professor, Virginia Commonwealth University
Christopher Thurber .....	Psychologist and Faculty, Phillips Exeter Academy
Robin Weersing.....	Associate Professor, San Diego State University /University of California at San Diego—Joint Clinical Psychology Ph.D. Program
Bahr Weiss.....	Associate Professor, Vanderbilt University
Sarah Whitton.....	Research Assistant Professor, Boston University
May Yeh.....	Associate Professor, San Diego State University /University of California at San Diego—Joint Clinical Psychology Ph.D. Program

### Professional Activities

#### **Principal Editor for Clinical Psychology:**

TheScientificWorld, 2000-present

#### **Associate Editor:**

Perspectives on Psychological Science (American Psychological Society), 2007-2009

Journal of Consulting and Clinical Psychology, 2000, 2001

#### **Editorial Board for:**

Child Development, 1980-1981

Child and Adolescent Mental Health, 2001-present

Clinical Psychology: Science and Practice, 2002-2005

Developmental Psychology, 1978-1979

Development and Psychopathology, 1994-2000

Journal of Consulting & Clinical Psychology, 1987-1990, 1994-2000, 2002-present

Journal of Clinical Child Psychology, 1992-1996

Journal of Clinical Psychology, 1996-2000

Mental Health Services Research, 1997-present

Report on Emotional and Behavioral Disorders in Youth, 2000-2008

**Editorial Reviews for:**

*American Journal of Mental Deficiency, American Journal of Psychiatry, American Psychologist, Archives of General Psychiatry, Behavior Therapy, Behavior Therapy and Experimental Psychiatry, Child Development, Clinical Psychology Review, Clinical Psychology: Science and Practice, Contemporary Psychology, Development and Psychopathology, Developmental Psychology, Evidence-Based Mental Health, International Journal of Behavioral Development, Journal of Abnormal Psychology, Journal of Abnormal Child Psychology, Journal of the American Academy of Child and Adolescent Psychiatry, Journal of Behavior Therapy and Experimental Psychiatry, JAMA: Journal of the American Medical Association, Journal of Child Psychology and Psychiatry, Journal of Clinical Child and Adolescent Psychology, Journal of Clinical Psychology, Journal of Consulting and Clinical Psychology, Journal of Child and Adolescent Psychotherapy, Journal of Educational Psychology, Journal of Experimental Child Psychology, Journal of Experimental Psychology: General, Journal of Pediatric Psychology, Journal of Personality and Social Psychology, Psychological Assessment: A Journal of Consulting and Clinical Psychology, Psychological Bulletin, Psychological Review, Psychotherapy Research*

**KEYNOTE ADDRESSES, INVITED COLLOQUIA, GRAND ROUNDS PRESENTATIONS AT:**

American Psychological Association [multiple annual meetings]; American Psychological Society [multiple annual meetings]; Association for Child and Adolescent Mental Health—Jack Tizard Address (London, England); Banff Conference on Clinical Psychology (Banff, Alberta); Boston Bar Association; Boston University; Bridging the Gap Conference, Texas Christian University, Ft. Worth, TX; California Psychological Association; Cambridge University (Cambridge, England); Case Western Reserve University; Children's Hospital Budapest, Hungary; Children's Hospital, Harvard University; Children's League of Massachusetts; Columbia University/New York State Psychiatric Institute; Cornell University; Duke University; European Association for Research on Adolescence (Liege, Belgium); Florida Conference on Child Health Psychology; Florida Mental Health Institute; Fuller Theological Seminary; Harvard University—Children's Hospital; Harvard University—Graduate School of Education; Hiroshima University (Japan); Idaho State University; Indian National Institute of Mental Health and Neurological Science (NIMHANS—Bangalore, India); International Congress of Applied Psychology; International Association for Child and Adolescent Psychiatry and Allied Disciplines (Stockholm, Sweden); International Conference on Child and Adolescent Mental Health (Kuala Lumpur, Malaysia); International Congress of the European Society for Child and Adolescent Psychiatry (Hamburg, Germany); International Association for Child and Adolescent Psychiatry and Allied Professions (Stockholm); International Society for Research on Child and Adolescent Psychopathology (Invited addresses in London, Paris, and Sydney); Johns Hopkins University; Kaiser Permanente; Kansas Conference on Child Psychology [multiple meetings]; Los Angeles Association of Mental Health Clinic Directors; Los Angeles Dependency Court Attorneys Association; National Association of Psychiatric Treatment Centers for Children; National Research Conference on Mental Health (Oyer, Norway), National Institute of Mental Health (multiple meetings); MacArthur Foundation; Max Planck Institute for Human Development and Education (Berlin, Germany); Medical College of Virginia; Minnesota Association of Child Psychologists; Minnesota Symposia on Developmental Psychology; National Association of Psychiatric Treatment Centers for Children; National Institute of Mental Health (multiple); New York University; Pennsylvania State University; Niagara Conference on Evidence-Based Treatment (2 times); Northwestern University; Rand Corporation; Norwegian National Research Conference on Child and Adolescent Mental Health (Oyer, Norway); Rochester Symposium on Developmental Psychopathology (two meetings); State of Hawaii Conference on Best Practice for Child Mental Health; Stavanger University (Norway); Surgeon General's Conference on Children's Mental Health; Texas Consensus Conference on Child and Adolescent Mental Health Care; Thammasat University/Thai Association of Clinical Psychologists (Bangkok, Thailand); Vanderbilt University; UCLA Neuropsychiatric Institute; University of Alberta; University of Arizona; University of Auckland (New Zealand); University of Bergen (Norway); University of Christchurch (New Zealand); University of Kansas; University of Konstanz (Germany); University of North Carolina at Chapel Hill; University of Michigan; University of Minnesota; University of Mississippi-Oxford; University of Mississippi Medical

Center-Jackson; University of Nebraska-Lincoln, University of Rochester; Seoul National University (Seoul, Korea); University of Southern California; University of Texas at Austin; University of Vermont; Virginia Commonwealth University; William and Mary University; Yale University; Yonsei University (Korea).

### GRANT SUPPORT--PREVIOUS 25 YEARS

#### 1. Child Behavior Problems in Cultural Context

Cross-cultural research on the prevalence of child and adolescent clinical problems, and of adult judgments about the etiology and relative seriousness of such problems, in Thailand and the U.S.

My role: Principal Investigator  
 Funding Source: NIMH  
 Grant Period: 09-15-83 - 06-30-87  
 Direct Costs: \$86,662

#### 2. Carolina Youth Outcome Project

Study of changes in the frequency and patterning of behavioral and emotional problems in children and adolescents treated as outpatients in community clinics in North Carolina.

My role: Principal Investigator  
 Funding Source: NC Dept. Human Resources  
 Grant Period: 03-01-83 - 06-30-86  
 Direct Costs Awarded: \$153,477

#### 3. Development of Reasoning About Control

Series of studies of age group differences in control-related judgmental processes, among children and adolescents.

My role: Principal Investigator  
 Funding Source: NIMH  
 Grant Period: 07-01-83 - 04-30-86  
 Direct Costs Awarded: \$14,958

#### 4. Post-treatment Adjustment of Violent and Assaultive "Willie M" Youth

Evaluation of adjustment and psychological functioning among violent and assaultive youth diagnosed as suffering from psychological disorders, who received treatment through North Carolina's Willie M intervention program.

My role: Principal Investigator  
 Funding Source: NC Dept. Human Resources  
 Grant Period: 12/1/86 - 6/30/88  
 Direct Costs Awarded: \$101,583

#### 5. Further Studies of Post-treatment Adjustment of Violent and Assaultive "Willie M" Youth

Attempt to identify characteristics of the treatments provided, and characteristics of the youngsters treated, which are associated with relatively good adjustment at follow-up among Willie M youth.

My role: Principal Investigator  
 Funding Source: NC Dept. Human Resources  
 Grant Period: 10/15/88 - 6/30/89

Direct Costs Awarded: \$14,800

6. Child Behavior Problems in Cultural Context, II.

Competing continuation of the program of research on child and adolescent problems, and adult attitudes, in Thailand and the U.S.

My role: Principal Investigator  
 Funding Source: NIMH  
 Grant Period: 7/1/87 - 6/30/92  
 Direct Costs Awarded: \$297,931

7. Studying Clinic-Based Child Mental Health Care, I

Study of access to, and persistence in, psychotherapy by children and adolescents admitted to outpatient mental health clinics.

My role: Principal Investigator  
 Funding Source: NIMH  
 Grant Period: 9/1/91 - 8/31/94  
 Direct Costs Awarded: \$500,826

8. Studying Clinic-Based Child Mental Health Care, II

Competing continuation, to focus on outcomes of outpatient psychotherapy with children and adolescents treated in mental health clinics.

My role: Principal Investigator  
 Funding Source: NIMH  
 Grant Period: 9/1/94 - 05/31/00  
 Direct Costs Awarded: \$1,150,883

9. Community Clinic Test of Youth Anxiety and Depression Treatments

Test of the effectiveness of structured, manualized, and empirically-supported treatments for youth anxiety and youth depression, exported to community clinics setting and implemented by clinic-employed therapists, with clinic-referred 8-15 year-olds, who are randomly assigned to the structured treatments or to the usual treatment in their clinics.

My role: Principal Investigator  
 Funding source: NIMH  
 Grant Period: 9/1/97 - 8/31/03  
 Direct Costs Awarded: \$1,791,256

10. Developing a Robust Youth Depression Prevention Program

Test of an adaptation and extension of our manualized depression treatment program, used as a prevention program for middle school youth aged 10-14. At-risk youth are identified through a managed care company, based on depression in their parents. The program presents the main lessons and coping skills via videos, which are interspersed with group discussion and personalizing of key points, guided by clinically trained group leaders.

My role: Principal Investigator  
 Funding source: NIMH  
 Grant Period: 5/1/01 – 4/30/05  
 Direct Costs Awarded: \$375,000

11. Linking Science and Practice to Improve Youth Mental Health Care

Two-part project involving systematic review of the evidence on treatment outcome to identify beneficial treatments for youth mental health problems, then develop a project to test evidence-based treatments that appear particularly deployable, in service settings for youth.

My role:.....Principal Investigator  
 Funding source:..... John D. and Catherine T. MacArthur Foundation  
 Grant period:.....1/1/02 – 12/31/04  
 Direct costs awarded.....\$475,000

12. Video-Guided School-Based Treatment of Youth Depression [R01 MH068806]

Clinical trial of the video-guided version of our cognitive-behavioral treatment program for youth depression, with treatment delivered to youths in middle schools. Outcomes compared to those of youths treated by school counselors and psychologists.

My role.....Principal Investigator  
 Funding source.....NIMH  
 Grant period.....9/01/03 – 8/31/09  
 Direct costs awarded.....\$1,320,122

13. Research Network on Youth Mental Health: Phase II. Evidence-Based Practice for Children and Adolescents [Grant #83423]

Two companion empirical studies focused on the use of evidence-based treatments in practice settings. A clinical trial, the Clinic Treatment Project, will test evidence-based treatments for depression, anxiety, and conduct problems/disorder in community mental health clinics of two large cities. Evidence-based treatments will be delivered through standard manuals versus modular manuals, and outcomes will be compared to outcomes of usual clinical care in those clinics. The Clinic Systems Project will assess the real-world climate for evidence-based treatments by surveying practice patterns, financing and policy factors, and organizational characteristics of a representative sample of 200 community mental health clinics from 38 states, using clinic directors and clinical staff as informants in each setting.

My role.....Principal Investigator and Network Director  
 Funding source.....John D. and Catherine T. MacArthur Foundation  
 Grant Period.....10/01/03 – 9/30/10  
 Direct Costs Awarded..... \$5,000,000

14. Research Network on Youth Mental Health: Phase III. Implementing and Sustaining Evidence-Based Practice Using the Child STEPs Model [Grant # 90231]

Empirical tests of a multi-component implementation model developed by the Network in its previous research on evidence-based practice for children. The test will focus on implementation of evidence-based practices for child anxiety, depression, and conduct problems, among children referred to community mental health outpatient settings. The Child STEPs implementation model includes (a) clinician training and case consultation in evidence-based interventions, (b) intervention components organized within modules, to address comorbidity and changes in problem focus during treatment, (c) weekly tracking of child progress during intervention, with electronic display of information for clinicians and supervisors, to guide the treatment process, (d) training and support for families involved in treatment, to enhance session attendance and treatment participation by children and family members, and (e) implementation of procedures to support clinics' assimilation of the new skills and procedures and to sustain the changes over time after the research support ends. Two states will participate, and assessment will focus on both implementation measures and child clinical outcomes.

My role.....Principal Investigator and Network Director  
 Funding source.....John D. and Catherine T. MacArthur Foundation  
 Grant Period.....10/01/07 – 9/30/10  
 Direct Costs Awarded..... \$3,900,000

15. Testing the Child STEPs Model in Outpatient Care

Randomized trial of the Child STEPs model (see above) in child and adolescent mental health clinics in Maine, with a special focus on child welfare youth who are referred to the clinics for treatment of depression, anxiety, and/or conduct problems.

My role.....Principal Investigator and Network Director  
 Funding source.....Casey Family Programs  
 Grant Period.....9/01/08 – 11/31/11  
 Direct Costs Awarded..... \$1,500,000

16. Leveraging Scientific Knowledge to Enhance the Delivery of Effective Mental Health Services for Children

Series of studies focused on the use of scientific methods and findings to improve the quality and effectiveness of child and adolescent mental health care. The studies include meta-analytic work updating the evidence base, refinement and implementation of efficient and practice-friendly brief assessment and modular treatment methods, economic analyses of variations in child mental health care cost and quality, and implementation and testing of new methods of assessing suicide risk. This work is intended to accompany development of a Child Mental Health Science-Practice-Policy Network in which researchers, leaders in clinical practice, and mental health policy and finance officials will work together to leverage scientific knowledge to improve child and adolescent mental health care.

My role.....Principal Investigator  
 Funding source.....Norlien Foundation  
 Grant Period.....10/01/08 – 9/30/11  
 Direct Costs Awarded..... \$1,346,721

17. Dissemination of Evidence-Based Child STEPs Treatment Model

Strengthening a test of the Child STEPs treatment program for youth anxiety, depression and disruptive conduct. The funds are used to add a Family Partner component to a Maine-based trial of the program, and to provide compensation that enables community clinics and clinicians to participate in the trial

My role.....Principal Investigator  
 Funding source.....Annie E. Casey Foundation  
 Grant Period.....01/01/09 – 12/31/12  
 Direct Costs Awarded..... \$1,192,800

18. Behavioral and Affective Skills in Coping (BASIC): Practice-Adapted Child Psychotherapy [R34 MH085963]

Refining and testing a new protocol using a principle-driven approach to evidence-based practice. The BASIC manual will be refined through cooperation with a team of community clinicians applying the skills with community-referred youths. The final version of the protocol will be tested in a community-based trial.

My role.....Principal Investigator  
 Funding source.....National Institute of Mental Health  
 Grant Period.....12/01/09 – 11/30/12  
 Direct Costs Awarded..... \$450,000

**NIMH Research Scientist Award: Research on Child Mental Health Care and Its Effects**  
 K05 Research Scientist Award to facilitate my program of research through salary support, released time, and travel funding.

My role: PI / Awardee  
 Funding source: NIMH  
 Grant Period: 9/01/94 – 4/30/00  
 Direct Costs Awarded: \$464,958

**NIMH K-Award to postdoctoral fellow: Sarah Kate Bearman**

**NIMH National Research Service Awards (NRSA) to graduate student advisees:**

**Geri Donenberg, Samantha Fordwood, Kristin Hawley, Amanda Jensen, Carolyn McCarty, Bryce McLeod, Christopher Thurber, Robin Weersing**

**NIMH Minority Supplement Awards to graduate/postdoctoral advisees: Susan Han, Antonio Polo**

**Ford Foundation Fellowship to graduate student advisee: Joe Albert Garcia**

**American Psychological Assn Minority Fellowship to graduate student advisee: Vickie Chang**

**INTERVENTION MANUALS AND MATERIALS**

Weisz, J.R., Weersing, V.R., Valeri, S.M., & McCarty, C.A. (1999). *Therapist's Manual PASCET: Primary and secondary control enhancement training program*. Los Angeles: University of California.

Weisz, J.R., Weersing, V.R., Valeri, S.M., & McCarty, C.A. (1999). *Act & Think: Youth Practice Book for PASCET*. Los Angeles: University of California.

Weisz, J.R., Moore, P.S., Southam-Gerow, M., Weersing, V.R., Valeri, S.M., & McCarty, C.A. (1999). *Therapist's Manual PASCET: Primary and secondary control enhancement training program, 2<sup>nd</sup> edition*. Los Angeles: University of California.

Weisz, J.R., Moore, P.S., Southam-Gerow, M., Weersing, V.R., Valeri, S.M., & McCarty, C.A. (1999). *Act & Think: Youth Practice Book for PASCET, 2<sup>nd</sup> edition*. Los Angeles: University of California.

Connor-Smith, J.K., Jensen, A.L., & Weisz, J.R. (2002). *Leader's Manual: Act & Adapt PASCET Program*. Los Angeles: University of California.

Connor-Smith, J.K., Jensen, A.L., & Weisz, J.R. (2002). *Youth Workbook: Act & Adapt PASCET Program*. Los Angeles: University of California.

Connor-Smith, J.K., Jensen, A.L., & Weisz, J.R. (2002). *Act & Adapt: A Video Series to Guide the PASCET Program*. Los Angeles: University of California.

Weisz, J.R., Gray, J.S., Bearman, S.K., Stark, K. (2008). *Therapist's Manual PASCET: Primary and secondary control enhancement training program, 3<sup>rd</sup> edition*. Los Angeles: University of California.

Weisz, J.R., Gray, J.S., Bearman, S.K., Stark, K. (2008). *Act & Think: Youth Practice Book for PASCET, 3<sup>rd</sup> edition*. Los Angeles: University of California.

Chorpita, B. F., & Weisz, J. R. (2005). *Modular approach to therapy for children with anxiety, depression, or conduct problems (MATCH-ADC)*. Unpublished treatment manual.

**PUBLICATIONS: ARTICLES AND CHAPTERS**

**\*Current/former students and postdoctoral fellows**

**<sup>N</sup>The Research Network on Youth Mental Health (John Weisz, PI and Network Director)**

**1972**

Weisz, J. R. (1972). East African medical attitudes. *Social Science and Medicine*, 6, 323-333.

**1973**

Weisz, J. R. (1973). Psychiatric patterns in Uganda. *East African Medical Journal*, 50, 261-265.

**1975**

Achenbach, T. M., & Weisz, J. R. (1975). A longitudinal study of developmental synchrony between conceptual identity, seriation, and transitivity of color, number, and length. *Child Development*, 46, 840-848.

Weisz, J. R., O'Neill, P., & O'Neill, P. C. (1975). Field-dependence-independence on the Children's Embedded Figure Test: Cognitive style or cognitive level? *Developmental Psychology*, 11, 539-540.

Achenbach, T. M., & Weisz, J. R. (1975). Impulsivity-reflectivity and cognitive development in preschoolers: A longitudinal analysis of developmental and trait variance. *Developmental Psychology*, 11, 413-414.

Weisz, J. R., & Achenbach, T. M. (1975). The effects of IQ and mental age on hypothesis behavior in normal and retarded children. *Developmental Psychology*, 11, 304-310.

Achenbach, T. M., & Weisz, J. R. (1975). A longitudinal study of relations between outer directedness and IQ changes in preschoolers. *Child Development*, 46, 650-657.

**1976**

Weisz, J. R. (1976). Studying cognitive development in retarded and nonretarded groups: The role of theory. *American Journal of Mental Deficiency*, 81, 235-23

**1977**

Weisz, J. R. (1977). A follow-up developmental study of hypothesis behavior among retarded and non-retarded children. *Journal of Experimental Child Psychology*, 24, 108-122.

**1978**

Weisz, J. R. (1978). Choosing problem solving rewards and Halloween prizes: Delay of gratification and preference for symbolic reward as a function of development, motivation, and personal investment. *Developmental Psychology*, 14, 66-78.

Glennon, B.\*, & Weisz, J. R. (1978). An observational approach to the assessment of anxiety in young children. *Journal of Consulting and Clinical Psychology*, 46, 1246-1257.

Weisz, J. R., Quinlan, D. M., O'Neill, P., & O'Neill, P. C. (1978). The Rorschach and structured tests of perception as indices of intellectual development in normal and retarded children. *Journal of Experimental Child Psychology*, 25, 326-336.

Weisz, J. R. (1978). Transcontextual validity in developmental research. *Child Development*, 49, 1-12.

Reprinted in S. Chess & H. Birch (Eds.) *Annual Progress in Child Psychiatry and Child Development*. New York: Brunner/Mazel, Publishers, pp. 124-143.

### 1979

Weisz, J. R., & Zigler, E. (1979). Cognitive development in retarded and nonretarded persons: Piagetian tests of the similar sequence hypothesis. *Psychological Bulletin*, 86, 831-851.

Weisz, J. R. (1979). Perceived control and learned helplessness in mentally retarded and nonretarded children: A developmental analysis. *Developmental Psychology*, 15, 311-319.

### 1980

Weisz, J.R. (1980). Developmental change in perceived control: Recognizing noncontingency in the laboratory and perceiving it in the world. *Developmental Psychology*, 16, 385-390.

Weisz, J. R. (1980). Review of Psychopathological Disorders of Childhood. *Journal of Pediatric Psychology*, 5, 323-327.

Weisz, J. R. (1980). Autonomy, control, and other reasons why "Mom is the greatest": A content analysis of children's Mother's Day letters. *Child Development*, 51, 801-807.

### 1981

Weisz, J. R. (1981). Learned helplessness in black and white children identified by their schools as retarded and nonretarded: Performance deterioration in response to failure. *Developmental Psychology*, 17, 499-508.

Stipek, D., & Weisz, J. R. (1981). Perceived control and children's academic achievement: A review and critique of the locus of control research. *Review of Educational Research*, 51, 101-137.

Molnar, J.\* & Weisz, J. (1981). The pursuit of mastery by preschool boys and girls: An observational study. *Child Development*. 52, 724-727.

Weisz, J. R. (1981). Illusory contingency in children at the state fair. *Developmental Psychology*, 17, 481-489.

Weisz, J. R. & Yeates, K. O.\* (1981). Cognitive development in retarded and nonretarded persons: Piagetian tests of the similar structure hypothesis. *Psychological Bulletin*, 90, 153-178.

Weisz, J. R. (1981). Effects of the "mentally retarded" label on adults' causal attributions for children's failure. *Journal of Abnormal Psychology*, 90, 371-374.

Raber, S.\*, & Weisz, J. R. (1981). Teacher feedback to mentally retarded and nonretarded children. *American Journal of Mental Deficiency, 85*, 148-156.

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