

BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors. Follow this format for each person. **DO NOT EXCEED FIVE PAGES.**

NAME: Arin M. Connell

eRA COMMONS USER NAME (credential, e.g., agency login): AMCONNELL

POSITION TITLE: Professor

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	Completion Date MM/YYYY	FIELD OF STUDY
Pennsylvania State University, State College, PA	B.S.	05/1995	Psychology
Emory University, Atlanta, GA	M.A.	05/2000	Clinical Psychology
Emory University, Atlanta, GA	Ph.D.	08/2003	Clinical Psychology
Medical University of South Carolina/Charleston DVA Consortium, Charleston, SC	Intern	08/2002 – 08/2003	Clinical Psychology
University of Oregon, Eugene, OR	Postdoctoral Fellow	08/2003 – 09/2005	Clinical Psychology

A. Personal Statement

I am a Professor and Director of Clinical Training in the Department of Psychological Sciences at Case Western Reserve University. I am also active with the Biostatistics program in the School of Medicine at CWRU, where I lead the Social Sciences track in the MS graduate program. I have clinically-focused expertise in family-centered intervention, as well as in the development and prevention of depression and Suicide-related Thoughts and Behaviors (STBs) in youth. I also have technical expertise in clinical trial methodology, statistical methods for randomized clinical trials and longitudinal designs, as well as in integrative data analytic approaches. Among other projects, I have served as PI or MPI for multiple NIMH-funded integrative data analysis projects focused on the harmonization of data across multiple randomized trials in childhood and adolescence to examine long-term effects on depression, suicide-risk, and overdose deaths from childhood through early adulthood.

In addition to statistical methodology, my applied work has focused on two interrelated domains, including family-focused prevention programming and on efforts to employ affective science approaches to enhance the understanding of the role of emotion regulation abilities in the context of problematic parenting, as such work may ultimately foster improved interventions.

- My work on family-focused prevention efforts has centered on the Family Check-Up intervention model, including adaptation for mobile-health implementation. My prevention-centered work has also emphasized the examination of “cross-over effects” of early family-centered prevention on reducing depression and suicide risk.
- Another line of my work has involved efforts to bridge family and affective science approaches, examining the interplay between social interaction dynamics within families and the development of cognitive and emotion processing difficulties associated with emotional and behavioral difficulties in adolescents. My lab is equipped for the recording and integration of observational data (e.g. from parent-child interactions), dyadic physiology (including indices of sympathetic and parasympathetic nervous system activation, such as EKG, Skin Conductance, and Respiration), and EEG/ERP indices of central nervous system processes.

Ongoing and recently completed projects that I would like to highlight include:

U01 MH137067

Arin Connell, Marina Epstein, Antonio-Morgan Lopez, Rashelle Musci, & Holly Wilcox (MPIs)

8/2024 – 5/2028

Collaborative to understand impacts of early preventive interventions on suicide and overdose mortality using data harmonization methodology

IES R324X220003

Elizabeth Stormshak (PI)

Role: Co-I

1/2022 – 12/2026

Preventing Emotional and Behavior Problems in Middle School Youth At Risk of Disability After COVID-19 With the Family Check-Up Online.

R01 MH122213

Arin Connell (PI)

11/2019 – 10/2024

Long-term Effects of the Family Check-up on Depression and Suicide Across Trials and Development

R01 MH122213-S1

Arin Connell (PI)

11/2020 – 10/2024

Supplement: Long-term Effects of the Family Check-up on Depression and Suicide Across Trials and Development

Citations:

1. McClaine, R. N., Connell, A. M., Magee, K. E., Ha, T., Westling, E., Brown-Iannuzzi, J., ... & Shaw, D. S. (2024). Adolescent developmental pathways among depression, conduct problems, and rejection: integrative data analysis across three samples. *Journal of Clinical Child & Adolescent Psychology*, 1-13.
2. Connell, A. M., & Stormshak, E. A. (2023). Evaluating the Efficacy of the Family Check-Up Online to Improve Parent Mental Health and Family Functioning in Response to the COVID-19 Pandemic: A Randomized Clinical Trial. *Journal of Prevention*, 44, 341-357.
3. Connell, A. M., Seidman, S., Ha, T., Stormshak, E., Westling, E., Wilson, M., & Shaw, D. (2023). Long-term effects of the family check-up on suicidality in childhood and adolescence: integrative data analysis of three randomized trials. *Prevention science*, 1-11.
4. Connell, A.M., Magee, K., Stormshak, E., Ha, T., Westling, E., Wilson, M., & Shaw, D. (2021). Long-term Cross-over Effects of the Family Check-Up Prevention Program on Child and Adolescent Depression: Integrative Data Analysis of three Randomized Trials. *Journal of Consulting and Clinical Psychology*, 89, 773 - 782.

B. Positions, Scientific Appointments, and Honors

Positions and Scientific Appointments

2021– Professor of Psychological Science, Case Western Reserve University

2021– Standing Member: NIMH Psychosocial Development, Risk and Prevention study section

2020– Editor, *Journal of Family Psychology*

2019– Director of Clinical Training, Department of Psychological Sciences, Case Western Reserve University

2019 Ad Hoc Reviewer; NIMH Clinical Trials Special Emphasis Panel

2018–2020 Ad Hoc Reviewer; NCCIH Mechanisms of Mind-Body Interventions

2016–2021 Ad Hoc Reviewer; NIMH Psychosocial Development, Risk and Prevention study section

2017–2020 Associate Editor: *Journal of Early Adolescence*

2016–2020 Associate Editor: *Journal of Family Psychology*

2013–2021 Associate Professor of Psychological Science, Case Western Reserve University
 2007–2013 Jesse Hauk Shera Assistant Professor of Psychology, Case Western Reserve University
 2007– Editorial Board: *Journal of Abnormal Child Psychology*
 2007–2016 Editorial Board: *Journal of Abnormal Psychology*
 2005–2008 Klingenstein Third Generation Foundation Fellow in Child & Adolescent Depression
 2005–2007 Research Scientist, Child & Family Center, University of Oregon
 2003–2005 Postdoctoral Fellow in Developmental Psychopathology, Child & Family Center, Department of Psychology, University of Oregon
 2002–2003 Clinical Psychology Intern, Traumatic Stress focus, Medical University of South Carolina/DVA Consortium
 1998–2001 Graduate Teaching Assistant, Emory University

Honors

2011 Journal of Family Psychology, Consulting editor of the year
 2009 NIMH Travel Award, ERP Bootcamp, UC Davis Center for Mind & Brain
 2009 W.P. Jones Presidential Faculty Development Fund Award
 2006–2010 National Institutes of Health Clinical Research Loan Repayment Program Award
 2005–2008 Klingenstein Third Generation Foundation Fellowship in Child & Adolescent Depression
 1996–2000 Emory University Graduate School of Arts & Sciences Fellowship
 1995 Graduation with Honors, Pennsylvania State University
 1994 Phi Beta Kappa
 1991–1995 University Scholar & Academic Excellence Scholarship, Pennsylvania State University

C. Contributions to Science

Family intervention. Much of my published work has focused on efforts to understand patterns of response to family-focused prevention efforts, including the identification of mediators and moderators of intervention effects. In particular, I have examined results from several ongoing prevention trials of an approach to intervening with families, known as the Family Check-Up (FCU). The FCU is a brief assessment-driven intervention designed to motivate parenting change when it is needed. The FCU follows an adaptive intervention framework, which recognizes that individual families may have different intervention needs, with differing targets for potential intervention and intervention dosages likely to be maximally effective. In this framework, specific intervention targets and dose are determined individually based on the needs of the families. This work has documented long-term effects of the FCU on reductions in depression and suicide-related behaviors across development, in particular, contributing to the emerging literature on “cross-over” effects of family-focused prevention programs on important outcomes that were original prevention targets.

- a) Seidman, S., Connell, A., Stormshak, E., Westling, E., Ha, T., & Shaw, D. (2023). Disrupting Maternal Transmission of Depression: Using Integrative Data Analysis (IDA) to Examine Indirect Effects of the Family Check-Up (FCU) Across Three Randomized Trials. *Prevention Science*, 1-12.
- b) Connell, A.M., Magee, K., Stormshak, E., Ha, T., Westling, E., Wilson, M., & Shaw, D. (2021). Long-term Cross-over Effects of the Family Check-Up Prevention Program on Child and Adolescent Depression: Integrative Data Analysis of three Randomized Trials. *Journal of Consulting and Clinical Psychology*, *In press*.
- c) Connell, A.M., Shaw, D., Wilson, M., Danzo, S., Weaver-Krug, C., Lemery-Chalfant, K., & Dishion, T. (2019). Indirect effects of the early childhood Family Check-Up on adolescent suicide risk: The mediating role of inhibitory control. *Development and Psychopathology*, *31*(5), 1901-1910.
- d) Connell, A., Stormshak, E., Dishion, T., Fosco, G., & Van Ryzin, M. (2018). The Family Check Up and adolescent depression: An examination of treatment responders and non-responders. *Prevention Science*. *19*(1), 16-26.

Methodology for developmental and prevention research. Another line of work has been to advance methods for improving our understanding of patterns of change in youth functioning over time, and for identifying unobserved subgroups of youth. Relevant methods include integrative data analysis techniques, dynamic systems modeling, latent growth modeling, and finite mixture modeling approaches (such as latent class and profile analysis, latent trajectory analysis, and latent growth mixture modeling techniques). Such methods offer

the promise of improving our understanding of risk and protective processes in childhood and adolescence, and for enhancing our understanding of responsiveness to prevention and intervention efforts.

- a) Connell, A. M., Seidman, S., Ha, T., Stormshak, E., Westling, E., Wilson, M., & Shaw, D. (2022). Long-term effects of the family check-up on suicidality in childhood and adolescence: Integrative data analysis of three randomized trials. *Prevention science*, 1-11.
- b) Post, L. M., Youngstrom, E., Connell, A. M., Zoellner, L. A., & Feeny, N. C. (2021). Transdiagnostic emotion regulation processes explain how emotion-related factors affect co-occurring PTSD and MDD in relation to trauma. *Journal of Anxiety Disorders*, 78, 102367.
- c) Cook, E., Pflieger, J., Connell, A., & Connell, C (2015). Transitional Patterns of Antisocial Behavior during Adolescence and Increased Risk for Problems in Young Adulthood. *Journal of Abnormal Child Psychology*, 43, 95 - 106.
- d) Connell, A. (2009). Employing Complier Average Causal Effect analytic methods to examine effects of randomized encouragement trials. *American Journal of Drug and Alcohol Abuse*, 35, 253 – 259.

Integrative research on family-risk processes. Much of my current work is focused on bridging family science and affective science perspectives to delineate process-oriented risk-models for the development of conduct problems and depression in adolescence. This work seeks to integrate multiple measurement methodologies (including central and peripheral nervous system indices) to enhance understanding of family-risk processes in real-time. Work in my lab, for instance, has examined dynamic, bidirectional transactions between parents and youth at both the behavioral and physiological levels, underscoring the importance of emotional responding and emotion regulation skills in relation to family-risk processes.

- a) Magee, K. E., McClaine, R., Laurianti, V., & Connell, A. M. (2023). Effects of binge drinking and depression on cognitive-control processes during an emotional Go/No-Go task in emerging adults. *Journal of psychiatric research*, 162, 161-169.
- b) Seidman, S. B., Danzo, S., Patton, E., & Connell, A. (2020). Here's looking at you, kid? Maternal depression and adolescent attention to self-or other-directed emotional faces. *Journal of Affective Disorders*, 272, 38 - 45.
- c) Connell, A., Danzo, S., Magee, K., & Uhlmann, R. (2019). Children's appraisals of maternal depression and responses to emotional faces in early-adolescence: An Event Related Potential (ERP) study. *Journal of Affective Disorders*. Online ahead of print.
- d) Connell, A., Dawson, G., Danzo, S., & McKillop, H.N. (2017). The psychophysiology of parenting: Individual differences in autonomic reactivity to positive and negative mood inductions and observed parental affect during dyadic interactions with children. *Journal of Family Psychology*, 31, 30 - 40.