
BIOGRAPHICAL SKETCH

NAME Catron, Thomas	POSITION TITLE Associate Professor		
eRA COMMONS USER NAME			
EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
University of Virginia, Charlottesville	BA	1979	Psychology
Peabody College of Vanderbilt University, Nashville, TN	MS	1981	Clinical Psychology
Peabody College of Vanderbilt University, Nashville, TN	PhD	1989	Clinical Psychology

A. Positions and Honors**Positions and Employment**

1985 – 1988 Psychological Examiner and Therapist, Rutherford County Guidance Center, Murfreesboro, TN
 1986 – 1990 Outpatient Clinic Director, The Guidance Center (CMHC), Smyrna, TN
 1990 – 1992 Assistant Professor of Psychiatry, Division of Child and Adolescent Psychiatry, Vanderbilt University School of Medicine, Nashville, TN
 1990 – 1996 Associate Director, Vanderbilt Mental Health Center, Vanderbilt University School of Medicine
 1990 – 1996 Director of Outpatient Services, Department of Psychiatry, Division of Child and Adolescent Psychiatry, Vanderbilt University School of Medicine
 1991 – pres Core Faculty, Center for Mental Health Policy, Vanderbilt Institute for Public Policy Studies
 1991 – 1996 Director of Administrative Affairs, Division of Child and Adolescent Psychiatry, Vanderbilt University
 1992 – 2000 Associate Professor, Department of Psychiatry, Vanderbilt University School of Medicine
 1992 – pres Research Associate, Vanderbilt Institute for Public Policy Studies, Vanderbilt University
 1996 – pres Executive Director, Vanderbilt Mental Health Center, Vanderbilt University School of Medicine
 1998 – pres Co-Director, Center for Psychotherapy Research and Policy, Vanderbilt Institute for Public Policy Studies, Vanderbilt University
 2000 – pres Associate Professor, Department of Psychiatry, Vanderbilt University School of Medicine
 2000 – pres Associate Professor (secondary), Department of Psychology and Human Development, Vanderbilt University
 2002 – pres Co-Director, Center of Excellence for Children in State Custody, Vanderbilt University Medical Center
 2002 – pres Associate Professor (secondary), Department of Pediatrics, Vanderbilt University
 2003 – pres Director, Division of Community Psychiatry, Department of Psychiatry, Vanderbilt University School of Medicine

Honors

1981 – 1982 NIMH Clinical Training Fellowship, Vanderbilt University
 1984 – 1985 NIMH Clinical Training Fellowship, Yale University
 1984 – 1985 Fellow, The Bush Center in Child Development and Social Policy, Yale University
 1988 Vanderbilt Dissertation Enhancement Award

B. Selected Peer-Reviewed Publications (in chronological order)

- Stagg, V., & Catron, T. (1986). Networks of social supports for parents of handicapped children. In R. Fewell & P. Valasy (Eds.), *Families of handicapped children*. Austin, TX: PRO-ED, Inc.
- Catron, T. (1989). Social factors affecting children's understanding of corporal punishment. *Dissertation Abstracts International*. (University Microfilms).
- Catron, T., & Masters, J. C. (1993). Children's and mother's conceptualizations of corporal punishment. *Child Development*, 64, 1851-1828.
- Catron, T., & Weiss, B. H. (1994). The Vanderbilt school-based counseling program: An interagency, primary care model of service delivery. *Journal of Emotional and Behavioral Disorders*, 4, 214-238.
- Catron, T., Weiss, B. H., Tapp, J., & Harris, V. (1994). School-based mental health services: A comparison of service delivery models. In *Monograph No. 9*. Richmond, VA: Commonwealth Institute for Child and Family Services.
- Weiss, B. H., & Catron, T. (1994). Specificity of the comorbidity of aggression and depression in children. *Journal of Abnormal Child Psychology*, 22,(3), 389-401.
- Catron, T., Harris, V., & Weiss, B. H. (1997). Preliminary post-treatment results after two-years of service in the Vanderbilt school-based counseling project. In K. Kutash, M. H. Epstein, & A. Duchnowski (Eds.), *Advances in children mental health services research*. Austin, TX: Pro-Ed.
- Catron, T., Harris, V., & Weiss, B. H. (1998). Post-treatment results after two-years of service in the Vanderbilt school-based counseling project. In M. H. Epstein, K. Kutash, & A. Duchnowski (Eds.), *Outcomes for children and youth with emotional and behavioral disorders and their families* (pp. 633-655). Austin, TX: Pro-Ed.
- Weiss, B. H., Susser, K., & Catron, T. (1998). Common and specific factors in childhood psychopathology. *Journal of Abnormal Psychology*, 107, 118-127.
- Weiss, B. H., Catron, T., Harris, V. & Phung, T. (1999). The effectiveness of traditional psychotherapy. *Journal of Consulting and Clinical Psychology*, 67, 82-94.
- Catron, T., & Fleisher, L. (2000). Continuity of care. In M. Ebert, P. Loosen, & B. Nurcombe (Eds.), *Current diagnosis and treatment in psychiatry* (pp. 189-194). New York: McGraw-Hill.
- Weiss, B. H., Catron, T., & Harris, V. (2001). A two year followup of the effectiveness of traditional child psychotherapy. *Journal of Consulting and Clinical psychology*, 68, 1094-1101.
- Han, S., Harris, V., & Catron, T. (2002). Teacher consultation as a means to enhance implementation of a social skills program. *The School Psychologist*, 56, 1-6.
- Weiss, B., Harris, V., & Catron, T. (2002). Development and initial validation of Peer-report Measure of Internalizing and Externalizing Behavior. *Journal of Abnormal Child Psychology*, 30(3), 285-294.
- Weiss, B., Harris, V., Catron, T., & Han, S. S. (2003). Efficacy of the RECAP intervention program for children with concurrent internalizing and externalizing problems. *Journal of Consulting and Clinical Psychology*, 71(2), 364-374.

C. Research Support

Ongoing Research Support

GR 0214482 – Catron (PI) 07/01/05 – 06/30/06
TN Dept of Finance and Administration
Center of Excellence- Early and Periodic Screening Diagnosis and Treatment

R01 MH070865 – Weiss (PI) 04/01/05 – 02/28/06
NIH/NIMH
Model for RECAP Treatment - Developing a Client Assignment

The goal of this project is to develop prevention/intervention programs that are (a) applicable under non-research conditions, (b) effective at reducing co-occurring internalizing and externalizing problems among pre-adolescent children, and (c) able to prevent these problems from becoming more serious.

Completed Research Support

R21HD43747 – Lipsey (PI)

09/27/02 – 08/31/03

NICHD

Planning the Evaluation of a School Readiness Program

Prepare for multi-site evaluation to improve the academic and socio-emotional outcomes of Head Start participants.

Role: Co-PI

R01MH058275 – Weiss (PI)

09/10/99 – 05/31/05

NIMH

Independent Evaluation of the MST Services Package

This project will provide an independent evaluation of a promising home-based treatment program for severe conduct disordered youth.

Role: Co-PI