

CV

May Britt Drugli

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Norway

Year of birth: 1958

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Education

2007: Dr. philos (PhD) in child and adolescent mental health from the Faculty of Medicine, Norwegian University of Science and Technology. Doctoral thesis: Young children treated because of ODD/CD: conduct problems and social competence in day-care and school settings

1985: Cand. paed, University of Oslo

Present academic position

2012 - : Professor, Regional Centre for Child and Adolescent Mental Health in Central Norway (RKBU), NTNU, Trondheim

2012 - : Researcher (20%) at the National Network for Infant Mental Health, Regional Centre for Child and Adolescent Mental Health, East and South, Oslo

Former professional positions

2008-2012: Consultant (20%) at the Child and Mental Health Clinic, St. Olavs Hospital, Trondheim

2007 -2012: Associate professor, Regional Centre for Child and Adolescent Mental Health in Central Norway (RBUP), NTNU, Trondheim (next leader 2007-2009)

2006-2007: Lecturer, RBUP, NTNU

2001-2006: PhD student/researcher, RBUP, NTNU

1998- 2001: Research assistant RBUP, NTNU

1991-1998: Project leader, Avdeling Oppvekst, Trondheim Kommune

1988-1991: Leader of the family department, Aline Spebarnsenter, Oslo

1987-1988: Maternity leave, 6 months

1985-1987: Environmental therapist, Heggeli Barnehjem, Oslo.

Project leadership:

- 2013-1017: Scientific leader of the project "Positive student-teacher relationships"
2013-2016: Scientific leader of the project "Too much-too soon", young children in daycare
2012-2017: Scientific leader of the project "Children in Mid-Norway", mental health in daycare
2012: Scientific t leader of the project "Student-teacher relationships, perspectives of teachers and students"
2010: Scientific leader of the research project "Young children in daycare, the perspectives of caregivers and parents"
2009 - 2015: Local scientific project leader of the project "Evaluation of the Incredible Years daycare-and school program"
2008: Scientific leader of the 5-6 years follow-up of the "Incredible Years Research Project"

Supervision of Doctoral Candidates

Main supervisor for:

Cand. Polit. Bente Kirkhaug: Child conduct problems in school. Doctoral thesis will be finished in 2013.

M.D. Anne Lise Høyland: Social functioning in children with autism. Doctoral thesis will be finished in 2016.

Cand. Polit. Ann Margareth Aasen. Classroom management and boys learningprocess. Doctoral thesis will be finished in 2017.

Member of academic committees:

2013: Academic Academic member of the committee for the assessment of Torstein Stray's doctoral dissertation, Faculty of arts and education, University of Stavanger.

2012: Administrator of the committee for the assessment of Line Knutsen Lund's doctoral dissertation, RBUP, NTNU.

2012: Academic member of committee for the evaluation of applications to PhD position at Queen Maud University College (Early Childhood Education and Care), Trondheim.

2011: Academic member of the committee for the assessment of Ragnhild Bjørknes' doctoral dissertation, Faculty of Psychology, University of Bergen.

2010: Academic member of the committee for the assessment of Elsa Westergaard's doctoral dissertation, Faculty of arts and education, University of Stavanger.

2010: Administrator of the committee for the assessment of Latha Nrugham's doctoral dissertation, RBUP, NTNU.

2009: Administrator of the committee for the evaluation of Thomas Jozefiac's doctoral dissertation, RBUP, NTNU.

Journal Review assignments

Scandinavian Journal of Educational Research
European Child and Adolescent Psychiatry
Spesialpedagogikk

Refereed publications in international journals

2013: Hobbel, S & Drugli, MB: Symptom changes of oppositional defiant disorder after treatment with the Incredible Years Program. *Nordic Journal of Psychiatry*, 67, 97-103.

2013: Drugli, MB & Hjelmdal, O: Factor structure of the Student–Teacher Relationship Scale for Norwegian school-age children explored with confirmatory factor analysis. *Scandinavian Journal of Educational Research*, 57, 457-466.

2013: Drugli, MB: How are closeness and conflict in student-teacher relationships associated with demographic factors, school functioning and mental health in Norwegian school children aged 6 to 13. *Scandinavian Journal of Educational Research*, 57, 217-225.

2013: Kirkhaug, B, Drugli, MB, Klöckner, C & Mørck, WT: Association between Parental Involvement in School and Child Conduct, Social and Internalizing Problems: Teacher Report. *Educational Research and Evaluation*, 19, 346-361.

2013: Kirkhaug, B, Drugli, MB, Lydersen, S & Mørck, WT: Young School Children with Conduct Problems: Co-occurring problems among boys and girls in a cross-sectional study. *Scandinavian Journal of Educational Research*, 67, 225-232

2012: Undheim, AM & Drugli, MB: Experiences with full-time day-care attendance on young children: Parents' and caregivers' views. *Journal of International Research on Early Childhood Education*, 3, 1-16

2012: Undheim, AM & Drugli, MB. Age for enrolling in full-time childcare: a qualitative study of parent and caregiver perspectives. *Early Child Development and Care*, 182, 1673-1682

2012: Drugli, MB & Undheim, AM. Partnership between parents and caregivers of young children in full-time day care. *Child Care in Practice*, 1, 51-65

2011: Drugli, MB, Klöckner, C & Larsson, B: Do demographic factors, school functioning, quality of student-teacher relationships as rated by teachers predict internalizing and externalizing problems among Norwegian schoolchildren? *Evaluation and Research in Education*, 4, 243-254

2011: Kirkhaug, B, Drugli, MB, Handegaard, BH & Mørck, WT. Teacher report of children's problem behavior on The Sutter–Eyberg Student Behavior Inventory—Revised (SESBI-R) in a Norwegian sample of preschool and school children. *Scandinavian Journal of Educational Research*, e-pub

- 2011: Larsson, B & Drugli, MB. School competence and emotional/behavioral problems among Norwegian school children as rated by teachers on the Teacher Report Form. *Scandinavian Journal of Psychology*, 52, 553-559
- 2011: Drugli, MB & Undheim, AM. Relationships between young children in full-time day care and their caregivers: A qualitative study of parental and caregiver perspectives. *Early Child Development and Care*, 182, 1155-1165
- 2011: Undheim, AM & Drugli, MB. Perspectives of parents and caregivers on the influence of full-time day-care attendance on young children. *Early Child Development and Care*, 182, 233-247
- 2010: Drugli, MB, Larsson, B, Fossum, S, Mørch, WT. Five-to six-year outcome and its prediction for children with ODD/CD treated with parent training. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 51, 559-566
- 2010: Drugli, MB, Fossum, S, Larsson, B, Mørch, WT. Characteristics of young children with persistent conduct problems 1 year after treatment with the Incredible Years program. *European Child and Adolescent Psychiatry*, 19, 559-562
- 2009: Fossum, S, Mørch, WT, Handegard, BH, Drugli, MB; Larsson, B. Parent training for young Norwegian children with ODD and CD problems: Predictors and mediators of treatment outcome. *Scandinavian Journal of Psychology*, 50, 173-18
- 2009: Larsson, B, Fossum, S, Clifford, G, Drugli, MB, Handegård, BH og Mørck, WT. Treatment of oppositional defiant and conduct problems in young Norwegian children: results of a randomized controlled trial. *European Child and Adolescent psychiatry*, 18: 42-52
- 2008: Drugli, MB, Clifford, G & Larsson, B: Teachers' Experience and Management of Young Children Treated Because of Home Conduct Problems: A qualitative study *Scandinavian Journal of Educational Research*, 52, 279- 291
- 2007: Drugli, MB, Larsson, B & Clifford, G: Changes in social competence in young children treated because of conduct problems as viewed by multiple informants. *European Child and Adolescent Psychiatry*, 16, 370-378
- 2007: Drugli MB, Larsson B, Clifford G og Fossum, S: Pervasive and nonpervasive conduct problems in a clinic sample aged 4-8 years: child, family and day-care/school factors. *Scandinavian Journal of Educational Research*, 51, 547-559
- 2007: Fossum, S, Mørch, WT, Handegaard, BH & Drugli, MB: Childhood disruptive behaviors and family functioning in clinically referred children: Are boys different from boys? *Scandinavian Journal of Psychology*, 48, 375-382
- 2006: Drugli, MB & Larsson, B: Children aged 3-8 years treated with parent training and child therapy because of conduct problems: generalisation effects to day-care and school settings, *European Child and Adolescent Psychiatry*, 15, 392-399

Submitted manuscripts:

Undheim, AM & Drugli, MB (2013): My dream teacher: Students perception of a good teacher, a qualitative study

Undheim, AM & Drugli, MB (2012): Relationships among Norwegian students and teachers in 3rd, 6th and 8th grade: a qualitative study

Fossum, S, Kjøbli, J, Drugli, MB, Ogden T & Mørch, WT (2012). Comparing two evidence-based parent training interventions for aggressive children: Do behavioral changes differ?

Poster presentations:

2013: Drugli, MB & Onsøien, R. Positive relationships between caregivers and young children in daycare - a video assisted training program. Pavia: 6th IAC-2013.

2013: Kirkhaug, B, Drugli, MB, Klöckner, C & Mørch, WT. Association between parental involvement in school and child conduct, social and internalization problems. Lisboa: Word Congress of Social Psychiatry.

2009: Drugli, M & Mørch, WT.

When children have conduct problems - who are the non responders after parent training? Lisboa: 17th European Congress of Psychiatry

2009: Larsson, B & Drugli, MB.

Emotional and behavioral problems among Norwegian school children as rated by teachers on the Teacher Report Form. International ASEBA conference

2007: Drugli, M B, Larsson, B & Clifford, G..

Changes in social competence in young children treated because of conduct problems as viewed by multiple informants. Firenze: 13th International congress: Bridging the Gaps

2004: Sund, A M, Drugli, M B, Larsson, B & Wichstrøm, L.

Prevalence and characteristics of depressive disorders among adolescents in the general population. 16th Congress of the International Association for Child and Adolescent Psychiatry and Allied Professions

Refereed publications in Norwegian journals

2012: Kjøbli, J, Drugli, MB, Fossum, S & Askeland, E: Hvordan kan forskning bidra til at flere barn med atferdsvansker får bedre hjelp? ("How can research contribute to more children with conduct problems receiving better help?"). *Tidsskrift for norsk psykologforening*, 49, 145-149.

2010: Fossum, S, Handegård, BH, Drugli, MB & Mørch, WT. Utviklingen i barns utagerende atferd og mødres oppdragelsespraksis etter foreldretrening ("The development of children's disruptive behaviour and the mothers' parenting practices subsequent to parental training"). *Tidsskrift for norsk psykologforening*, 47, 601-607.

2010: Fossum, S, Drugli, MB, Handegård, BH & Mørch, WT. Barns aggressive atferd etter foreldretrening ("The aggressive behaviour of children after parental training"). *Tidsskrift for norsk psykologforening*, 47, 908-910.

2009: Drugli, MB, Fossum, S, Larsson, B & Mørch, WT. Når barn har alvorlige atferdsvansker - foreldreinvolvering i barnehage og skole ("When children have serious conduct problems: parental involvement in kindergarten and school") *Spesialpedagogikk*, 74,44-52.

Non-refereed publications in Norwegian journals

2012: Drugli, MB & Undheim, AM: Når små barn begynner i barnehagen – en kvalitativ studie ("When small children start kindergarten: a qualitative study"). *Første Steg*, 1, 32-35.

2011: Drugli, MB: Kvalitet på lærer-elev relasjonen i norsk grunnskole ("The quality of the teacher-student relationship in Norwegian primary and secondary school"), *Spesialpedagogikk*, 4, 26-33

2010: Drugli, MB: Små barn, tilknytning og barnehage ("Small children, attachment and kindergarten"). *Barnehagefolk*, 2, 21-27

2010: Drugli, MB & Larsson, B: Psykisk helse blant norske skolebarn ("Mental health of Norwegian school children"). *Spesialpedagogikk*, 3, 4-11.

2009: Drugli, MB. Prosjekt og faglig utviklingsarbeid i barnehagen – suksessfaktorer og motkrefter ("Project and professional development in kindergartens: elements of success and counterforces"). *Spesialpedagogikk*, 4, 30-36.

Books:

2013: Drugli, MB: *Atferdsvansker hos barn*. ("Conduct problems in children. Evidence-based knowledge and praxis". Oslo: Cappelen Damm Akademisk

2012: Drugli, MB: *Relasjonen lærer og elev* (Teacher-student relationships). Oslo: Cappelen Damm Akademisk

2011: Drugli, MB: *Liten i barnehagen*. Forskning, teori og praksis ("Very young in kindergarten: Research, theory and praxis"). Oslo: Cappelen Damm Akademisk

2010: Drugli, MB & Onsøien, R: *Vanskelige foreldresamtaler - gode dialoger* ("Diffiicult parent conversations - good dialogues"). Oslo: Cappelen Damm Akademisk

2008: Drugli, MB: *Atferdsvansker hos barn*. Evidensbasert kunnskap og praksis ("Conduct problems in children. Evidence-based knowledge and praxis"). Oslo: Cappelen Damm Akademisk

2008: Drugli, MB: *Barn som vekker bekymring* ("Children who cause concern"). Oslo: Cappelen Damm Akademisk

2004: Drugli, MB & Engen, M: *Spør barn – få svar* ("Ask children - receive answers"). Oslo: Damm Undervisning

Chapters in books:

2013: Vanskelige foreldresamtaler (Diffiicult parent conversations). In: Glaser, V: *Foreldresamarbeid* (Cooperation with parents). Oslo: Universitetsforlaget.

2011: Drugli, MB: Å møte barn med tillit og respekt ("To meet children with trust and respect"). in: Glaser, V, Moen, K H, Mørreaunet, S & Søbstad, F: *Barnehagens grunnsteiner* ("The foundations of kindergartens"). Universitetsforlaget

2010: Drugli, MB & Nordahl, T. Relasjonen mellom lærer og elev ("The relationship between teachers and students"). in: Lillejord, S, Manger, T & Nordahl, T (ed). *Livet i skolen 2* ("Life at school 2"). Bergen: Fagbokforlaget

2008: Drugli, MB: Små barn – alvorlige atferdsvansker – effekt av tiltak ("Small children - serious conduct problems - effects of measures") in: Glaser, V and Bølstad J: *Moderne oppvekst- nye tider – nye krav* ("Growing up in the modern age - new times - new requirements"). Oslo: Universitetsforlaget

2005: Drugli, MB. Å bygge bro mellom hjem og barnehage ("To build bridges between homes and kindergartens"). in: Arneberg, P, Juell, E & Mørck, O: *Samtalen i barnehagen* ("Conversations in kindergarten"). Oslo: Damm Undervisning

Other:

2013: Drugli, MB. Relasjoner i skolehverdagen (Relationships in school). www.utdanningsdirektoratet.no

2013: Drugli, MB & Nordahl, T. Skole-hjem samarbeid (Parent involvement in school). www.utdanningsdirektoratet.no

2013: Nordahl, T, Flygare, E & Drugli, MB. Relasjoner mellom elever (Student relationships). www.utdanningsdirektoratet.no

2011: I wrote the text of "Til deg med barn i skolen: Du er viktigere enn du tror, også for andres barn" ("To you who have children in school: you are more important than you think - including to other children") and "Veileder til foreldreheftet" ("Guide to the parent brochure") published by Unicef, "Den ene" project.