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**Brief biography:**

Jamie M. Ostrov is an Associate Professor of Psychology in the Clinical Psychology program at the University at Buffalo, The State University of New York. Dr. Ostrov is also the Director of the Social Development Laboratory at the University at Buffalo. He is also a faculty affiliate of the Dr. Jean M. Alberti Center for the Prevention of Bullying Abuse and School Violence at the University at Buffalo. As a developmental psychologist and developmental psychopathologist, Dr. Ostrov's research focuses on understanding the development of subtypes of aggression and peer victimization in young children.

Dr. Ostrov has published his research in a variety of top peer-reviewed journals including: *Child Development*, *Development & Psychopathology*, and *Psychological Review*. Dr. Ostrov is an associate editor at the National Association for the Education of Young Children's (NAEYC) *Early Childhood Research Quarterly*. He has recently served as an expert panel member for the uniform definitions of bullying and surveillance initiatives at the Centers for Disease Control and Prevent (CDC) and US Department of Education as well as a consultant for the Stop Bullying Now campaign (<http://www.stopbullying.gov/>).

Dr. Ostrov obtained his M.A. and Ph.D. in Child (Developmental) Psychology from the University of Minnesota. He received an M.S.E.d. in Psychological Services from the University of Pennsylvania and completed his B.A. in Psychology (Summa Cum Laude) at Colgate University.



**Current/ongoing projects related to bullying and peer victimization:**

- 1) **Preschool Social Development Project**

This short-term longitudinal study is examining questions related to the development of subtypes of bullying and peer victimization in early childhood. School-based observations, teacher-reports, parent-reports and developmentally appropriate child interviews are all sources of data for this on-going project.

## 2) Early Child Development Project

The primary goal of this recent early childhood study was to examine the development of both forms and functions of aggression. A focus of this study is examining links between behavior, social cognition, and affect. Multiple methods and informants were collected.

**Recent work in this area** (i.e., most available on <http://wings.buffalo.edu/psychology/labs/SocialDevLab/home.htm>):

Ostrov, J. M. (2008). Forms of aggression and peer victimization during early childhood: A short-term longitudinal study. *Journal of Abnormal Child Psychology*, 36, 311-322.

This study demonstrated both direct and indirect pathways by which aggression and peer victimization behaviors are linked. For example, peer rejection partially mediated the pathway between relational aggression and relational victimization.

Ostrov, J. M., Massetti, G. M., Stauffacher, K., Godleski, S. A., Hart, K., Karch, K., Mullins, A. D., & Ries, E. E. (2009). An intervention for relational and physical aggression in early childhood: A preliminary study. *Early Childhood Research Quarterly*, 24, 15-28.

This study was a preliminary attempt to test a developmentally appropriate (i.e., use of puppets, stories, role play, participatory activities) intervention program for reducing aggression and peer victimization subtypes in early childhood classrooms. A classroom-wide intervention approach was used in randomly assigned intervention rooms.

Moderate to large decreases in aggression and peer victimization subtypes were found for intervention rooms relative to control classrooms. Increases in prosocial behavior were also documented.

Eiden, R. D., Ostrov, J. M., Colder, C. R., Leonard, K. E., Edwards, E. P., & Orange-Torchia, T. (2010). Parent alcohol problems and peer bullying and victimization: Child gender and infant attachment security as moderators. *Journal of Clinical Child and Adolescent Psychology*, 39, 341-350.

This study demonstrates prospective links between parental alcohol problems and subsequent peer bullying and victimization among the participating children. Parent-child attachment patterns and gender were significant moderators of the pathways.

Ostrov, J. M., & Goldeski, S. A. (2010). Toward an integrated gender-linked model of aggression subtypes in early and middle childhood. *Psychological Review*, 117, 233-242.

This paper introduces an integrated gender-linked model of aggression subtypes for use during early and middle childhood. Gender schema models and the Social Information Processing Model of Children's Adjustment are integrated with a developmental psychopathology perspective to provide a new theoretical model.

Ostrov, J. M. (2010). Prospective associations between peer victimization and aggression. *Child Development*, 81, 1670-1677.

This study revealed that peer victimization was associated with increases in aggressive behavior during early childhood. In addition, specific links were found such that relational victimization was only associated with increases in relational aggression; whereas, physical victimization was only associated with increases in physical aggression.