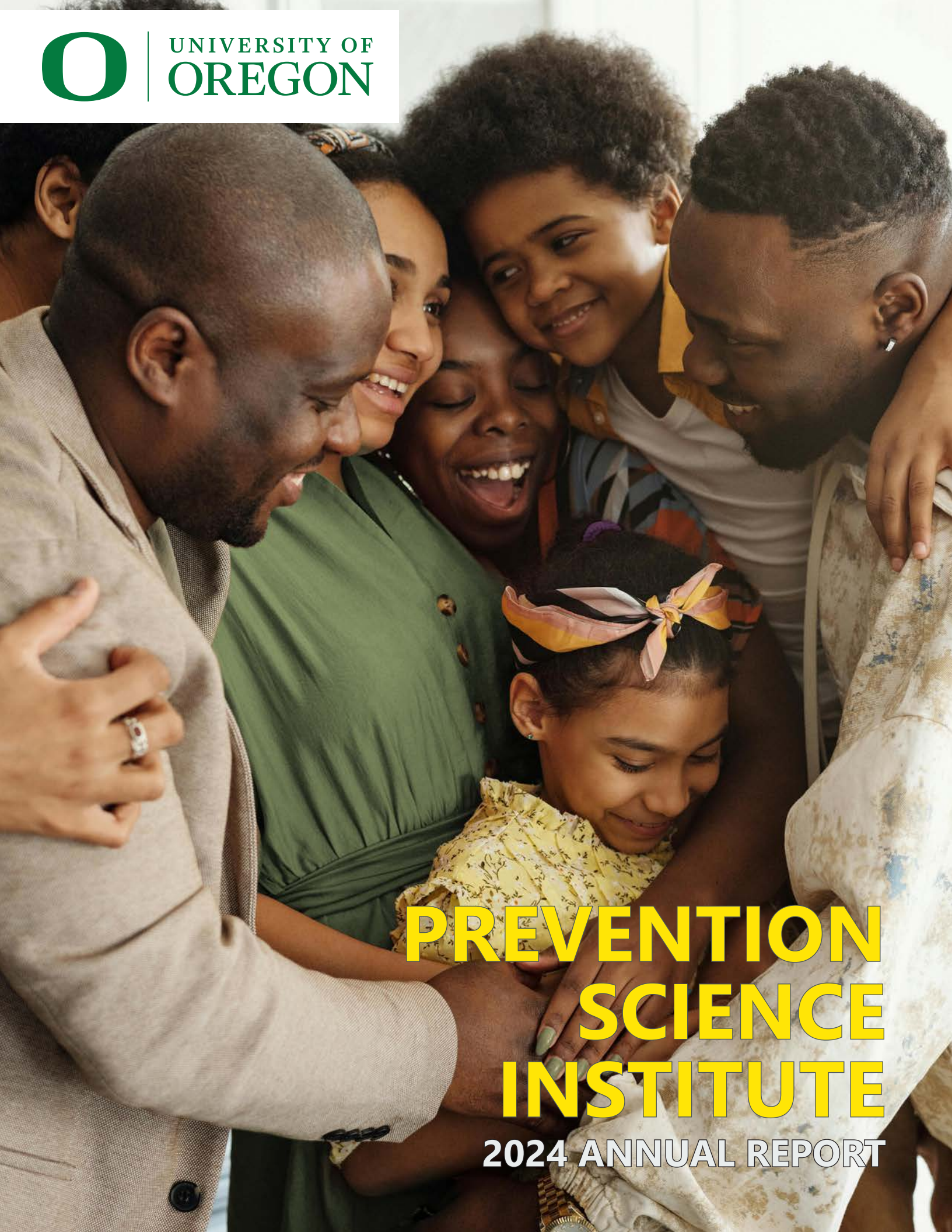


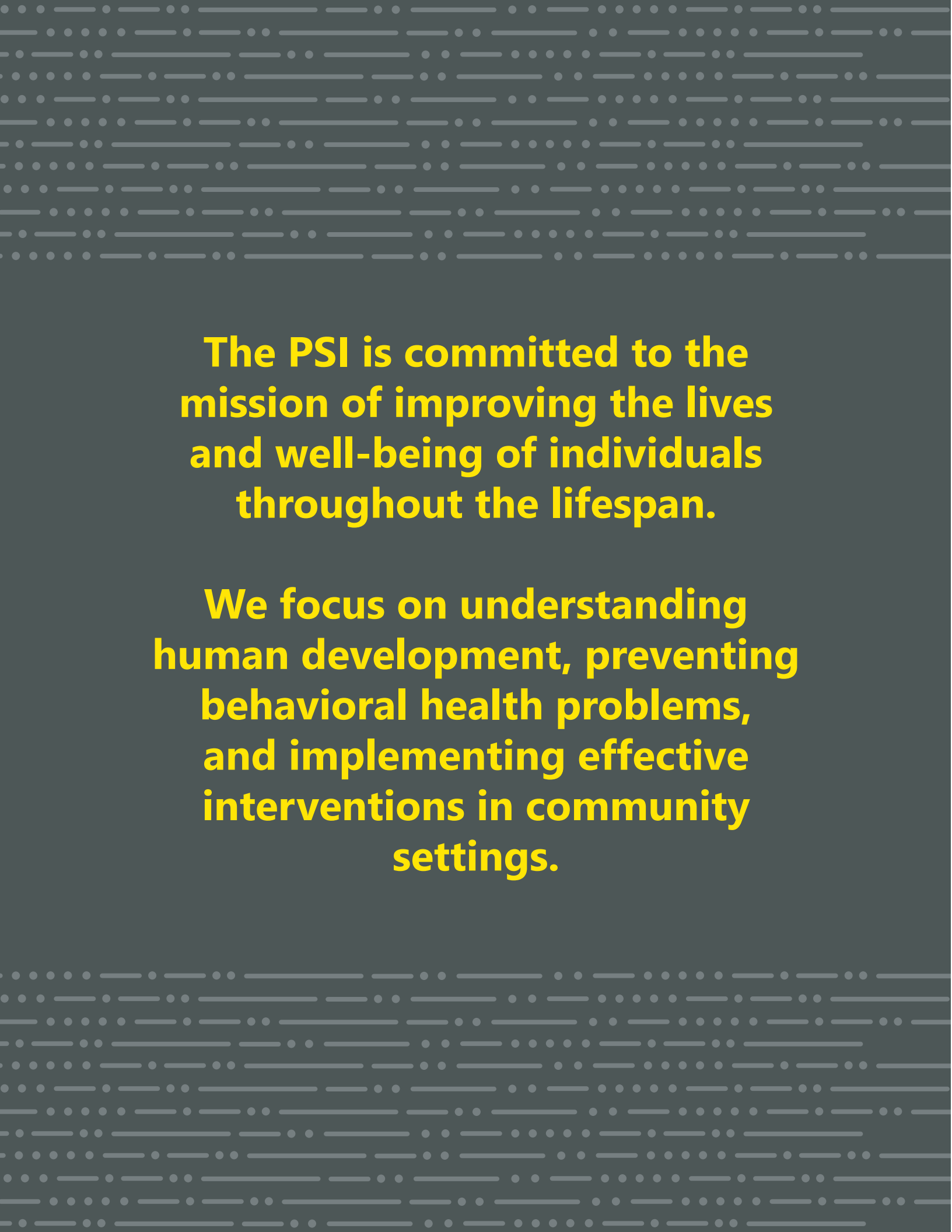


UNIVERSITY OF
OREGON



PREVENTION SCIENCE INSTITUTE

2024 ANNUAL REPORT



The PSI is committed to the mission of improving the lives and well-being of individuals throughout the lifespan.

We focus on understanding human development, preventing behavioral health problems, and implementing effective interventions in community settings.

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Introducing Our New & Incoming PSI Scientists

Ashley Linden-Carmichael, PhD

Ashley Linden-Carmichael, PhD is an Associate Professor in the College of Education. Her research aims to identify patterns, underlying mechanisms, and consequences of higher-risk alcohol use among young adults. Her research leverages intensive longitudinal data and nuanced analytic methods to uncover ages, subgroups, and moments that confer greatest risk. She is PI of an NIAAA K01 examining the etiology of simultaneous alcohol and cannabis use, and an R21 examining the impact of high-risk alcohol use on next-day cognitive functioning. She is Co-I of a NIDA R01 to develop best practices for using multilevel latent class analysis to capture the heterogeneity of daily substance use patterns. Before coming to the UO, Ashley was an Associate Research Professor in the Edna Bennett Pierce Prevention Research Center at Penn State University and Assistant Training Director for their NIDA T32 Prevention and Methodology Training Program. Ashley earned her PhD in Applied Experimental Psychology from Old Dominion University in 2016.



Cindy Huang, PhD

Cindy Huang, PhD is an Associate Professor in the College of Education. Her research focuses on understanding the cultural factors associated with child development and on the prevention of psychopathology for racial/ethnic minority and immigrant youth. Specifically, Cindy's work examines how cultural factors in parenting may exacerbate or mitigate risk for mental health problems, including anxiety, depression, and suicidality. She translates this research into culturally informed, evidence-based interventions for racial/ethnic minority and immigrant youth and their families. Prior to the UO, Cindy was an Assistant Professor in Counseling Psychology at Columbia University, Teachers College. Cindy received her PhD in Counseling Psychology from the UO in 2012 and completed her clinical internship in the Department of Psychiatry at Yale University School of Medicine. Cindy remained at Yale for a NIDA T32 postdoctoral fellowship in the Division of Prevention and Community Research, followed by a fellowship in cultural psychology at the University of California, Davis.



Kristin Perry, PhD

Kristin Perry, PhD is an Assistant Professor in the College of Education. Her research uses a prevention science and developmental psychopathology approach to examine prenatal substance exposure and its impact of child and family outcomes. She is particularly interested in examining modifiable protective factors, such as sensitive parenting, to inform prevention and intervention programs. Her research uses innovative methods to understand these complex developmental pathways. Prior to the UO, Kristin was a postdoctoral fellow in the Prevention and Methodology Training (PAMT) program at Penn State University. She earned her PhD in Clinical Psychology in 2022 at the University at Buffalo, SUNY, and completed her clinical internship at the University of Mississippi Medical Center.



Rhonda Nese, PhD

Rhonda Nese, PhD is an Associate Professor in the College of Education and the Director of the Nese Lab, a research group focused on disrupting the school-to-prison pipeline. Her research involves equitable intervention delivery within a multi-tiered behavior support framework focused on preventative practices, including addressing implicit bias in school discipline and alternatives to exclusionary discipline. Rhonda serves as the PI on projects to test the effectiveness of the Inclusive Skill-building Learning Approach (ISLA), an instructional and restorative alternative to exclusionary discipline, funded by IES and NIH. She is also Co-PI on additional grants to identify factors that predict sustainability of evidence-based practices and to develop and validate an automated scoring system for oral reading fluency. Rhonda received her PhD from the UO in School Psychology in 2013 and completed a postdoctoral fellowship at the UO in Implementation Science in 2016.



POSTDOCTORAL FELLOW



Jennifer L. Shipley, PhD, MPH

Jennifer L. Shipley, PhD, MPH received her doctorate from Old Dominion University in Psychology, with a concentration in Health Psychology, in 2024, and her MPH, with a concentration in Health Behavior Health Promotion, from the University of Arizona in 2016. Her research interests include examining high-risk substance use among emerging adult college students, especially behaviors related to simultaneous use of alcohol and cannabis. Jennifer is also interested in developing and evaluating measures that assess behaviors related to simultaneous use of alcohol and cannabis and conducting advanced statistical analyses, such as longitudinal and multilevel data analyses.

PSI RESEARCH ADDRESSES PREVENTION ACROSS THE LIFESPAN

This year, in addition to introducing five outstanding new scientists at PSI, we are highlighting our research across the lifespan. Our research is focused on supporting and strengthening health and well-being at every age and every stage of development. We collaborate with experts from a variety of fields including education, mental health, substance use treatment, quantitative methods, and cost analysis so that we can expand and enhance best practices in prevention and intervention.

PSI scientists are working with families during the prenatal period; supporting children, adolescents, and parents during the school years; helping young adults blossom in early adulthood; and working to better understand caregiver burden and senior independence in later years.

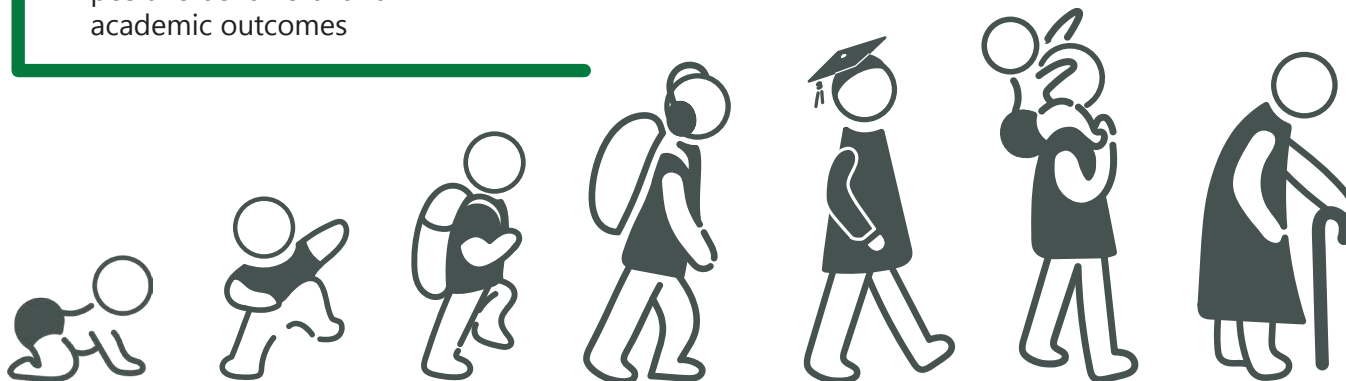
“ The heart of ISLA lies in building positive relationships in the classroom... ”

- pg. 8, R. Nese

“ the transition to young adulthood looks different today compared to past generations... ”

- pg. 9, L. Leve

- Kristin Perry explores sensitive parenting on prenatal co-exposure
- Lauren Cychk is working to improve early education outcomes
- Beth Stormshak studies effective strategies for positive behavioral and academic outcomes
- Rhonda Nese is examining the impact of schools using the Inclusive Skill-Building Learning Approach (ISLA) model
- Leslie Leve is working to help young people successfully transition into adulthood
- Laura Lee McIntyre's research focuses on effective prevention strategies for parents of children with developmental delays
- Samantha Shune's research examines the needs of caregivers and seniors living with dementia.



Prenatal:

Exploring the impact of prenatal tobacco and cannabis co-exposure on child development **with Kristin Perry**

The prenatal period is a magical time of rapid development for both mom and baby. It is the first potential point of prevention where we can optimally prevent adverse outcomes and intervene before a child is even born. Kristin Perry, PhD is diving deep into this developmental stage with her new research looking at prenatal tobacco and cannabis co-exposure.

Perry is specifically interested in how prenatal co-exposure is associated with changes in the parasympathetic nervous system. The parasympathetic nervous system is a regulatory structure that influences how our bodies respond to stressful and non-stressful events. The same stressor may affect children differently depending on how their parasympathetic nervous system has developed. Perry's research explores how co-exposure to substances may impact children's parasympathetic response to stressful events. Perry is working to secure funding from the National Institute on Drug Abuse to explore how sensitive parenting may protect against negative outcomes related to prenatal co-exposure.

The prenatal period offers a unique glimpse into those earlier origins and offers an optimal point of prevention when it comes to substance exposure and its impact on fetal development. It is an exceptionally exciting time to engage participants in research, because many parents are already making changes as they prepare to welcome a new baby into their family. Prevention research in this period can capitalize on parents' strengths and provide new tools to create a healthy environment for their baby.

Perry is looking forward to exploring the intricacies of developmental timing. It is known that co-exposures have an association with children's parasympathetic nervous system functioning, but there is a lack of information on how the effect of co-exposure unfolds developmentally. Perry hopes to disentangle some of that timing to inform prevention efforts. Rapid advancements in technology will also impact the future of this research. As more methods are developed to capture the experiences of pregnant people and additional non-invasive techniques are designed to collect rich data as the parasympathetic nervous system develops in utero, there is much to learn during the prenatal period.



Early

Childhood:

Supporting young children and their families through early intervention
with Lauren Cycyk

Early childhood is a time of incredible growth in language development. With the bulk of language acquisition occurring before the age of 5, early intervention services for children who experience language difficulties can have a significant impact on child development and family skills. Over a third of children who receive early intervention services do not need continued special education services when they get to school, which provides a huge cost savings to families and systems. Support early on allows children to have a healthy start and improves short-and long-term language outcomes as well as outcomes connected to language such as social experiences, emotional development, and academics.

Lauren Cycyk, PhD engages in collaborative work to improve outcomes for children during the early childhood period of life and their families, especially those who are underserved by the public early intervention system. With funding from the National Institutes of Health (NIH), Cycyk is collaborating with researchers at the Oregon Health and Sciences University, the University of Nevada Reno, SRI International, and six state-run early intervention programs to identify disparities in early intervention systems and develop solutions to enhance access and equity for all children. This project highlights experiences with early intervention services for families of color as well as families who speak languages other than English at home, come from rural areas, or have lower-incomes.

Cycyk recently received a new grant through the Institute of Education Sciences (IES) that aims to develop a caregiver focused intervention for Spanish-speaking families who have children with early language delay. Spanish-speaking families have limited access to high quality early intervention services that incorporate their language(s), cultural values, and practices into interventions. This exciting new project is a collaboration with researchers at PSI, the Oregon Research Institute, and Western Washington University that leverages current and developing technology to create an app assisted intervention that better serves Spanish-speaking families.

Looking forward, Cycyk hopes for increased attention in research and policy on the experiences of children from marginalized backgrounds. She is also interested in incorporating rapidly developing technology like AI and culturally and linguistically responsive approaches, which together can increase access and positive outcomes for children and families. Cycyk's new IES project is set to begin in September 2024 with exciting opportunities for collaboration with other researchers at PSI, early intervention providers, and families, all of whom make this meaningful work possible.



Middle Childhood:

Improving behavioral health outcomes
and supporting school success **with**
Beth Stormshak

Middle childhood offers a unique window of opportunity to address mental and behavioral health concerns before they escalate during adolescence. Beth Stormshak, PhD has spent years serving children and families to improve behavioral health outcomes and school success.

Stormshak has led numerous projects related to the Family-Check Up (FCU) in the past several years funded by the Department of Education. The Kindergarten Study evaluated the efficacy of implementing the FCU, a school-based, ecological approach to family intervention, during the transition into elementary school to improve school readiness and reduce behavioral health concerns. Family consultants worked directly with parents to support emotional adjustment, coping, behavior, and school success during middle childhood.

The follow-up project, Kindergarten to Middle School Study, offered another chance for the same caregivers and families to get additional support in the transition to middle school. This study recently wrapped up celebrating 10 years of supporting children and families in the Portland metro area and included a partnership with North Clackamas School District. The Kindergarten to Middle School Study showed the FCU to be an effective tool to help parents support their children in developing key skills such as sustained attention, self-regulation, and social skills during middle childhood.

While the FCU is often used as an in-person mental health delivery method in systems of care, with large scale reach across the United States



and internationally, the digital health model of the FCU was created with the intention of reaching more people who are underserved to create a greater impact on prevention.

Stormshak is currently focused on the implementation of the FCU Online in schools to create a model for delivery that teachers and behavioral support specialists can use efficiently and effectively in the school environment. School staff are dealing with a lot of challenging behaviors in the classroom and it can be difficult to have a real-world impact. One of the many strengths of developing the digital model of the FCU is that it is more accessible to low resourced schools as it can be used asynchronously and requires very little staffing. Stormshak's research has touched many families during the elementary school years in Oregon and beyond with exciting plans to expand the impact of FCU Online.



Adolescence:

Building inclusive and welcoming school environments with Rhonda Nese

Building inclusive and welcoming school environments can set the stage for student success during the middle school and high school years. Rhonda Nese, PhD shares how the Inclusive Skill-building Learning Approach (ISLA) works with schools, districts, and state level educational agencies to move schools away from using exclusionary practices such as suspension and toward a program for expanding teachers' skills and improving student connections to school.

Nese recently received funding from the National Institutes of Health (NIH) to examine the impact of reducing the use of exclusionary discipline in schools using the ISLA model. ISLA is an instructional and restorative alternative to exclusionary discipline that includes a specific process of triage, debriefing with students, behavioral skills coaching, and reconnection practice to get children back in the classroom learning. The heart of ISLA lies in building positive relationships in the classroom. One of the most effective strategies that is included in ISLA is called WOW and stands for Welcoming students at the door, Owning your classroom environment, and Wrapping up with intention. This is a simple prevention strategy teachers can implement that has proven to reduce unwanted behavior and increase academic engagement.

The NIH funding is an exciting opportunity to examine new outcomes focused on upstream prevention such as improving school

connectedness, peer and teacher relationships, and reducing substance use. When asked why the middle school and high school years are so important, Nese emphasizes the transformative time of development during middle school. Children are going through puberty at different times and often look older than they are developmentally. Teachers often have high expectations for middle schoolers and although students are hungry to learn, they may need support in developing skills for academic engagement and positive behavior in the classroom. By building skills for teachers, ISLA can prevent problems from escalating in high school, especially for students at-risk of being underserved and further excluded from their learning environments.

Nese is very excited about all that is in store for ISLA in the future. ISLA has had a positive impact on middle and high school students, and Nese's team is looking forward to expanding the impact of the ISLA model in the preschool setting. Exclusionary discipline practices occur in preschool at a higher rate than one might think, especially for black and brown children. With many exciting developments on the horizon, ISLA is making important strides in building more inclusive and connected schools for a wide range of populations.



Adulthood: Family systems, genetics, and the early environment on development and health **with Leslie Leve**

The transition to young adulthood is a pivotal moment that is full of opportunity and immense change. Leslie Leve, PhD and her collaborators, Jenae Neiderhiser, PhD of Penn State University, and Jody Ganiban, PhD of George Washington University, are now adding this population to the Early Growth and Development Study (EGDS). EGDS is a longitudinal study that is part of a National Institutes of Health (NIH) initiative called Environmental influences on Health Outcomes (ECHO) that includes a large cohort of children and families of different backgrounds and is focused on exploring the interplay between family systems, genetics, and the early environment on children's developmental and health outcomes.

Leve's site contributes to ECHO with their study of over 1,400 participants, including children and parents from both adoptive and biological homes. The EGDS project recently received funding from NIH to continue assessing participants up to age 20, providing the unique opportunity to follow participants from infancy to young adulthood. Although Leve is interested in identifying prevention strategies to support children

throughout their development, she is especially passionate about supporting youth in the transition to young adulthood. "Having a strong foundation of skills can set young people up for adult success including living independently, gaining and sustaining employment, and maintaining positive social relationships," says Leve.

With the additional layer of the COVID-19 pandemic, it is an especially important time to be doing this research because the transition to young adulthood looks different today compared to past generations. With these differences come new challenges, especially when it comes to participant recruitment and retention. Engaging this population can be challenging because they are just old enough to consent to participate without a parent/guardian and may have new contact information. Leve's team has gotten creative and used social media to keep this young population engaged.

Looking towards the future, Leve is interested in exploring the intergenerational transmission of positive health outcomes across three generations, when participants who have been followed from infancy become parents themselves. The team is also exploring opportunities to provide brief interventions to support the transition to young adulthood for this population. With many exciting opportunities on the horizon, EGDS can teach us a lot about setting children up for success through all stages of development.



Parenthood:

Providing support and education to parents who have children with developmental delays

with **Laura Lee McIntyre**

Early interactions between parent and child lay the foundation for future positive developmental outcomes. Laura Lee McIntyre, PhD shares about her collaborative work with Cameron Neece, PhD of Loma Linda University on the PRO-Parenting Project, which focuses on evaluating an evidenced-based parenting intervention for families with children who have developmental delays. The study was funded through the National Institutes of Health (NIH) and includes a diverse sample of English-speaking and Spanish-speaking families from Oregon and California.

All parents enrolled in the study received 16 weeks of a modified, evidenced-based parenting intervention tailored to the needs of families who have children with developmental delay. In addition to the parenting intervention, half of the parents received mindfulness-based stress reduction and the other half received a psychoeducation intervention that involved peer support.

An important aspect of the PRO-Parenting project was to uncover the additive effects of offering mindfulness-based stress reduction to parents versus the psychoeducation intervention. The study outcomes have been very promising, with a decrease in child behavioral concerns found in both intervention groups and added improvements for those who received mindfulness-based stress reduction as demonstrated by the indirect effect on child

behavioral problems through reductions in parent psychological distress.

A key takeaway from this study is that while parenting interventions are important, in the context of additional stressors, parents may need additional support to promote their own wellness before they can benefit from parenting interventions. PRO-Parenting project staff are still conducting analyses and teasing apart all there is to learn from the families who participated. For example, although some families benefit more from receiving the mindfulness intervention, other families who lack access to educational resources and support in their native language may benefit more from the psychoeducation intervention. This suggests that there is nuance regarding which intervention is better for whom and under what conditions.

At the heart of this study is an evidenced-based parenting intervention, and moving forward, this project can help us understand how to enhance the parent experience to better improve child and family behavioral health outcomes. Although the PRO-Parenting project has ended, many participating families are now taking part in the COVID-Related Impacts on Students and Parents project (CRISP), which explores the impacts of school closures and the COVID-19 pandemic on children and families. Looking forward, the CRISP Project can offer valuable insight into the protective and promotive elements of evidence-based parenting interventions within the context of a global pandemic across a diverse sample of families.



Late Adulthood:

Addressing support needs for those caring for relatives with dementia with Samantha Shune

Older adults and their caregivers are often an underserved population with more limited access to support and resources. As life expectancy continues to rise, efforts to preserve the quality of life of older adults and their caregivers have become increasingly important. It can be incredibly difficult for older adults to lose some of their abilities as they age, including their autonomy and independence, and thus, providing appropriate support and resources for this population is paramount.

Samantha Shune, PhD shares her meaningful work in supporting caregivers of older adults with swallowing disorders. Shune's work focuses on the impacts of aging on swallow function for older adults, particularly those with dementia and those recovering from stroke. While swallowing disorders can have a significant impact on the daily living skills and mealtime routines of the older adults experiencing them, her current work also focuses on expanding how we think about swallowing disorders to include more external social and environmental factors.

Shune focuses on swallowing disorders specifically because eating is such a crucial part of life. Not only is it necessary for nutritional sustenance, but it is a huge part of our social lives as well. Food is engrained in our culture, identity, and personhood. When an individual is having issues with swallowing, it can have a dramatic impact on their overall well-being, including their physical health, mental health, and social lives, as well as on the well-being of their caregivers. Her current funding from the National Institutes of Health (NIH) looks at swallowing disorders across the dementia progression and the impact

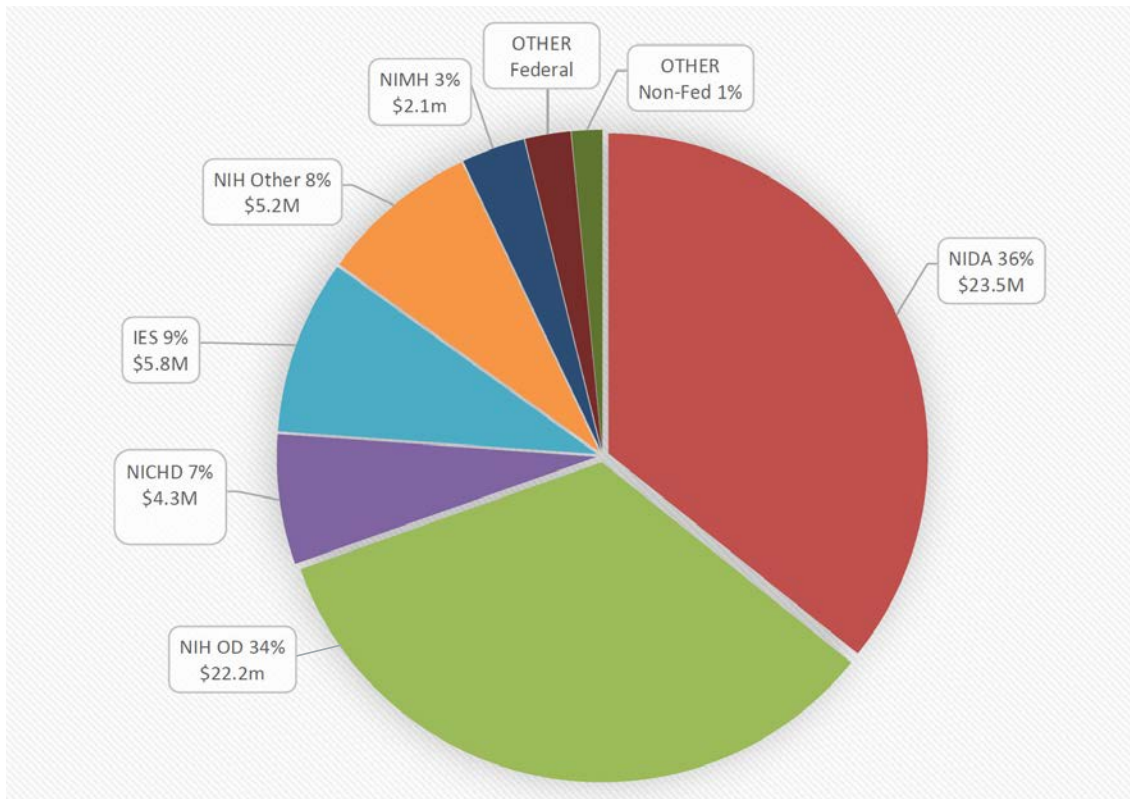


on caregiver burden. The goal is to identify at what points during the dementia progression do swallowing disorders most significantly impact caregiver burden and which aspects of care are most burdensome. It is often assumed family will care for their older family members, and we often fail to acknowledge the risks and responsibilities that come with being a caregiver. Our health care system is exhausting many caregivers by not providing them with the appropriate support and resources to care for their older family members.

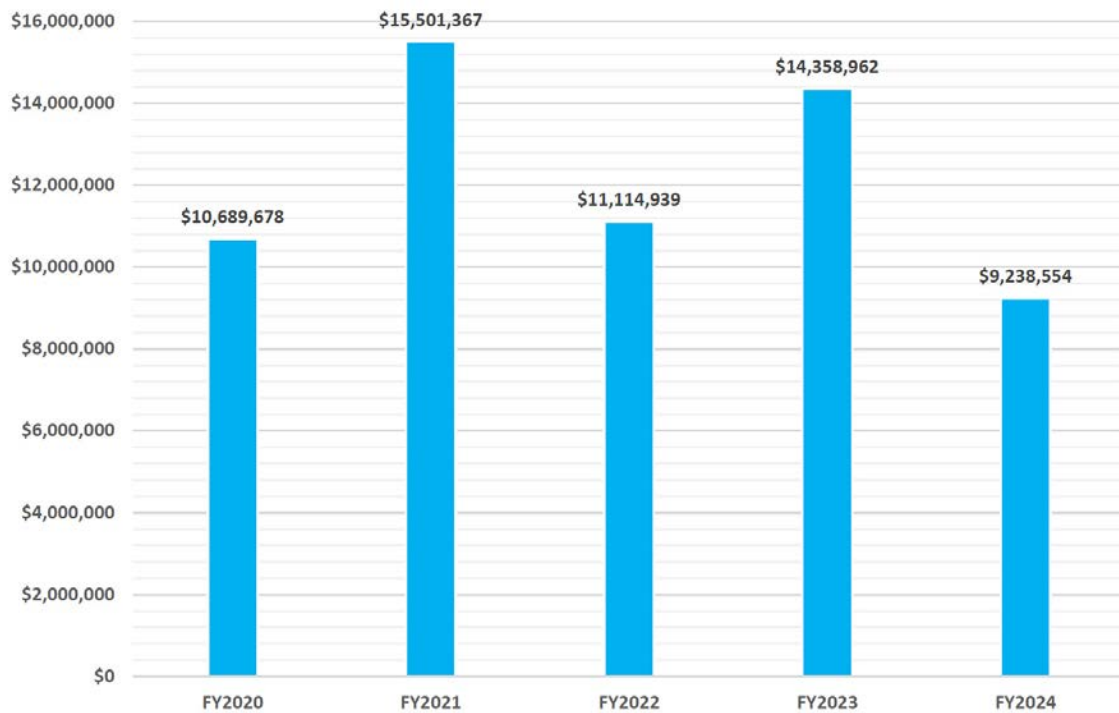
Shune hopes to use this funding to fill in some of the gaps in providing support to caregivers. She is working to identify areas of need to integrate into future therapies with next steps focused on creating an educational program or social support network to address caregiver burden related to swallowing disorders. Looking forward, Shune shares an exciting vision of more freely accessible education not only for caregivers but also health care providers with more information about the warning signs of swallowing disorders and an emphasis on prevention.



Total Award Portfolio \$65,819,341



Award Dollars by Fiscal Year



GRANT FUNDING FY24

NIH: NATIONAL INSTITUTE ON DRUG ABUSE

An Adoption Study of the Development of Early Substance Use: The Joint Roles of Genetic Influences, Prenatal Risk, Rearing Environment, and Pubertal Maturation

R01 DA045108
Funding period: 2018-2025
Subaward PI: Leslie Leve
(PI: Jenae Neiderhiser, Penn
State)

Supplement: An Adoption Study of the Development of Early Substance Use: The Joint Roles of Genetic Influences, Prenatal Risk, Rearing Environment, and Pubertal Maturation: Understanding the Impacts of the Response to COVID-19 on Substance Use

R01 DA045108-S1
Funding period: 2020-2024
Subaward PI: Leslie Leve (PI:
Jenae Neiderhiser, Penn State)

Motivational Enhancement to Augment Contingency Management for SARS-CoV-2 Testing and Vaccination Utilization Among Syringe Exchange Clients

U01 DA055982
Funding period: 2022-2024
MPIs: Anne Marie Mauricio and
Camille Cioffi

Preventing School Exclusion and Opioid Misuse: Effectiveness of the Inclusive Skill-building Learning Approach (ISLA)

R01 DA059401
Funding period: 2023-2028
PI: Rhonda Nese

Prevention Research Center: Parenting Among Women Who are Opioid Users

P50 DA048756
Funding period: 2019-2025
MPIs: Leslie Leve and Phil Fisher
Project/Core PIs: Elliot Berkman,
David DeGarmo, Shannon
Peake, Elizabeth Stormshak;
Damien Fair (University of
Minnesota) and Kristen
Mackiewicz Seghete (Oregon
Health & Science University)

Supplement: Prevention Research Center: Parenting Among Women Who are Opioid Users, Project 2

P50 DA048756-01S1
Funding period: 2019-2025
MPIs: Leslie Leve, Phil Fisher,
and Elizabeth Stormshak

Supplement: Prevention Research Center: Parenting Among Women Who are Opioid Users: Optimizing SARS-CoV-2 Testing and Promotors Interventions to Serve Latinx Communities

P50 DA048756-03S3
Funding period: 2021-2025
MPIs: Leslie Leve, William
Cresko, and Dave DeGarmo

Recovery High Schools as Continuing Care: Long- Term Recovery Effects and Mechanisms of Change

R36 DA059710
Funding period: 2024-2026
PI: Lauren Berny

Respiratory Sinus Arrhythmia as a Predictor of Substance Use Among Early Adolescents

R01 DA050603
Funding period: 2021-2026
Subaward PI: Wendy Hadley
(PI: Christopher Houck, Rhode
Island Hospital)

Supported Employment to Create a Community Culture of SARS-CoV-2 Rapid Testing among People who Inject Drugs: PeerConnect2Test

R01 DA050603
Funding period: 2022-2025
PI: Camille Cioffi

NIH: OFFICE OF THE DIRECTOR

ECHO Coordinating Center: Understanding the Nuanced Relationship Between Children's Executive Functioning and Health Behaviors Across Life Stages and Ecological Contexts

U2C OD023375
Funding period: 2021-2023
Subaward PI: Nichole Kelly (PI:
Phillip Brian Smith, MD, Duke
University)

The Early Growth and Development Study Pediatric Cohort

UH3 OD023389;
Renewal UG3 OD023389
Funding period: 2016-2025
MPI: Leslie Leve (MPIs: Jenae
Neiderhiser, Penn State
and Jody Ganiban, George
Washington University)

Supplement: The Early Growth and Development Study Pediatric Cohort: Amplification of Racial and Social Inequalities in Response to the COVID-19 Pandemic: Impacts of Child Positive Health Outcomes
UH3 OD023389-S2
Funding period: 2020-2023
MPI: Leslie Leve (MPI: Jody Ganiban, George Washington University)

NIH: EUNICE KENNEDY SHRIVER NATIONAL INSTITUTE OF CHILD HEALTH & HUMAN DEVELOPMENT

An Interactive Education Program to Reduce High Risk Behavior in Adolescents
R42 HD110333
Funding Period: 2022-2024
Subaward PI: Wendy Hadley (PI: Julia Berteletti, Klein Buendel, Inc.)

Investigating the Impacts of COVID-19 School Closures on Long-Term Adjustment in Youth with or At Risk for Disability
R01 HD108887
Funding Period: 2022-2027
MPIs: Laura Lee McIntyre and Dave DeGarmo (MPI: Cameron Neece, Loma Linda University)

Personalized, Responsive Intervention Sequences for Minimally Verbal Children with Autism (PRISM)
R01 HD095973
Funding period: 2019-2024
Subaward PI: Stephanie Shire (PI: Connie Kasari, University of California Los Angeles)

Project Nurture Expansion Study
R01 HD105348
Funding period: 2021-2026
Subaward PI: Leslie Leve (PI: Deborah Cohen, Oregon Health & Science University)

Project STRONG: A Web-Based Dating Violence Prevention Program for Parents and Middle School Boys
R01 HD097126
Funding period: 2019-2024
Subaward PI: Wendy Hadley (PI: Christopher Houck, Rhode Island Hospital)

Supporting High-Intensity Interval Training with Mindfulness for Enhancing Childhood Executive Function
R21 HD110656
Funding Period: 2024-2026
Subaward PI: Sara Schmitt (PI: Shih-Chun Kao, Purdue University)

NATIONAL INSTITUTE OF MENTAL HEALTH

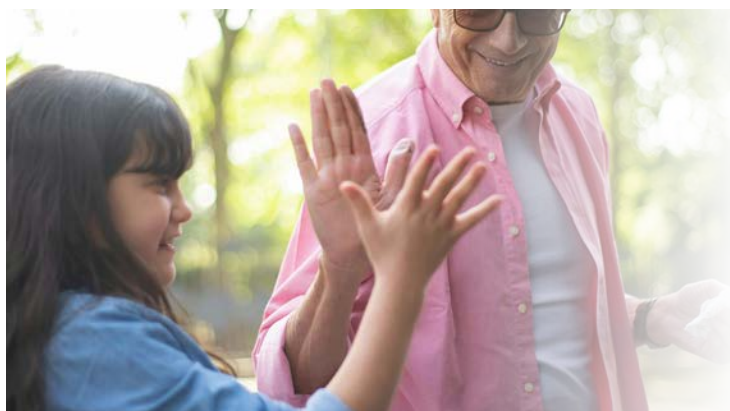
Intervening in the Lives of Foster Care Youth: Using Integrative Data Analysis to Examine Crossover and Long-Term Mental Health Benefits of Dual-Focused Caregiver-Youth Preventative Interventions
R01MH124437
Funding period: 2020-2024
Subaward PI: Leslie Leve (MPIs: Stacey Tiberio and Katherine Pears, Oregon Social Learning Center)

ProNET: Psychosis-Risk Outcomes Network
U01 MH124639
Funding period: 2020-2025
Subaward PI: Fred Sabb (PI: Scott Woods, Yale University)

Supplement: ProNET: Psychosis-Risk Outcomes Network
U01 MH124639-02S1
Funding period: 2020-2024
Subaward PI: Fred Sabb (PI: Scott Woods, Yale University)

NIH: OTHER CENTERS & INSTITUTES

A Multi-site Investigation of Social Determinants of Health and SARS-CoV-2 Testing and Vaccination Outcomes among Diverse US Latinx Adults
R21 MD019396
Funding period: 2023-2025
PI: Stephanie De Anda and Elizabeth Budd
Funded by: National Institute on Minority Health and Health Disparities





Addressing Structural Disparities for Children with Early Communication Disorders (ASCEND)

R01 DC020402

Funding period: 2022-2027

Subaward PI: Lauren Cycyk (PI: Katharine Zuckerman, Oregon Health & Science University)

Funded by: National Institute on Deafness and Other Communication Disorders

Building a Vocabulary: Lexical-Semantic Development in Latino Children with Early Language Delay

K23 DC018033

Funding period: 2020-2025

PI: Stephanie De Anda

Funded by: National Institute on Deafness and Other Communication Disorders

Enhancing Emotion Regulation to Support Weight Control Efforts in Adolescents with Overweight and Obesity

R01 DK124551

Funding period: 2020-2025

Subaward PI: Wendy Hadley (PI: Elissa Jelalian, Miriam Hospital)

Funded by: National Institute of Diabetes and Digestive and Kidney Diseases

Enhancing SARS-CoV-2 Rapid Testing Acceptance in Latinx Communities

U01 MD018311

Funding period: 2022-2024

PI: Dave DeGarmo

Funded by: National Institute on Minority Health and Health Disparities

Estimating Comparative Effectiveness of Alcohol Interventions for Young Adults

R01 AA019511

Funding period: 2017-2024

Subaward PI: Emily Tanner-Smith (PI: Eun-Young Mun, University of North Texas Health Science Center)

Funded by: National Institute on Alcohol Abuse and Alcoholism

Influence of Swallowing Impairment on Burden among Caregivers of Persons with Alzheimer's Disease and related Dementias

R21 AG082326

Funding Period: 2023-2025

PI: Samantha Shune

Funded by: National Institute on Aging

Testing Technology-Based Implementation Strategies for a Family-Based Pediatric Obesity Intervention in Community-Based Primary Care: A Cluster Randomized Factorial Trial

R61 HL166976

Funding Period: 2023-2025

Subaward PI: Anne Marie Mauricio (PI: Cady Berkel, Arizona State University)

Funded by: National Heart, Lung, and Blood Institute

US DEPARTMENT OF EDUCATION

In compliance with US ED policy, the full award amount to the UO is listed below

Developing Positive Family Support for Students Exposed to Trauma

R305A200238

Funding period: 2020-2025

UO: \$95,279

Subaward PI: Anne Marie Mauricio (PI: Sarah Lindstrom Johnson, Arizona State University)

Family-Centered Intervention in Schools to Reduce Social and Behavioral Problems from Early Elementary School to Adolescence

R324A180037

Funding period: 2018-2024

\$3,299,983

PI: Elizabeth Stormshak

LIFT: Leveraging Autism Intervention for Families through Telehealth

R324B200017

Funding period: 2020-2025

\$493,765

PI: Stephanie Shire

Postdoctoral Training Program in Prevention Science at the University of Oregon: Preparing Education Researchers to Prevent Social and Behavioral Problems in Schools

R324B180001

Funding period: 2018-2024

\$760,000

PIs: Elizabeth Stormshak and John Seeley



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

R324X220003

Funding period: 2022-2025
\$2,998,407

PI: Elizabeth Stormshak (Co-PI: Arin Connell, Case Western Reserve)

Reading and Playing with Math: Promoting Preschoolers' Math Language through Picture Books and Play Activities

R305A200389

Funding period: 2022-2024
UO: \$70,627

Subaward PI: Sara Schmitt (PI: David Purpura, Purdue University)

Red Light, Purple Light! Evaluating a Self-Regulation Intervention for Children in Early Learning Settings

R305A210502

Funding period: 2022-2026
UO: \$62,506

Subaward PI: Sara Schmitt (PI: Megan McClelland, Oregon State University)

OTHER (FEDERAL)

Examining Potential Causal Connections and Mechanisms between Children's Block Play and Mathematics Learning

2309657

Funding period: 2022-2024
PI: Sara Schmitt

Funded by: National Science Foundation

Exploring Pathways to Desistance and Adjustment in Adulthood Among Juvenile Justice-Involved Females

2020-JX-FX-0003

Funding period: 2021-2023
PI: Maria Schweer-Collins and Leslie Leve

Funded by: US Department of Justice

Development of the Early Learning Matters Website

2021-48762-35660

Funding period: 2022-2024
Subaward PI: Sara Schmitt (PI: Doran French, Purdue University)

Funded by: US Department of Agriculture

OTHER (NON-FEDERAL)

A Prospective Multicenter Study to Characterize the Natural History of Tardive Dyskinesia (TD)

Funding period: 2023-2026

PI: Fred Sabb

Funded by: Teva Pharmaceuticals Industries, Ltd.

An Open Label Trial to Examine Long-Term Safety of Iclepertin Once Daily in Patients with Schizophrenia Who have Completed Previous Iclepertin Phase III Trials

Funding period: 2024-2025

PI: Fred Sabb

Funded by: Boehringer Ingelheim

Determined to Succeed? Maturation, Motivation and Gender Gaps in Educational Achievement

Funding period: 2018-2023

Subaward PI: Atika Khurana (PI: Liza Reisel, Research Council of Norway)

Funded by: Research Council of Norway

Developing a Community-Optimized Family Care Plan Process

Funding period: 2023-2024

PI: Camille Cioffi

Funded by: Friends Research Institute

Enhancing Health and Quality of Life for Individuals with Dementia Through Transitional-State Snacks

Funding period: 2020-2024

PI: Samantha Shune

Funded by: Oregon Partnership for Alzheimer's Research

Phase 3 Randomized, Double-blind, Placebo-controlled Study to Evaluate the Safety and Efficacy of Adjunctive KarXT in Subjects with Inadequately Controlled Symptoms of Schizophrenia

Funding period: 2024-2026

PI: Fred Sabb

Funded by: Karuna Therapeutics

Promoting Math Language in Dual Language Learners Through Picture Books: Evaluating Technological Supports for Dialogic Reading

Funding period: 2023-2026
Subaward PI: Sara Schmitt
(PI: David Purpura, Purdue University)
Funded by: Heising-Simons Foundation

SARS-CoV-2 Regional Testing Partner

NU5CK000541
Funding period: 2023
PI: Leslie Leve
Funded by: Oregon Health Authority

PSI 2024

BY THE NUMBERS

48

ACTIVE
GRANTS

69

GRANT
APPLICATIONS

18

PRINCIPAL
INVESTIGATORS

5

POSTDOC
RESEARCHERS

42

SCIENTISTS
& STAFF

20

UNDERGRAD
RESEARCHERS

SELECTED PUBLICATIONS FY24

Bierman, K. L., **Stormshak, E. A.**, Mannweiler, M. D., & **Hails, K. A.** (2023). Preschool programs that help families promote child social-emotional school readiness: Promising new strategies. *Clinical Child and Family Psychology Review*, 26(4), 865–879.

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Cosottile, D. W., Exline, E., Akers, J. S., Gerow, S., & Swensson, R. (2024). Functional communication training without the removal of a tangible item. *Clinical Case Studies*, 23(3), 201–211.

Day, E., & Bogenschneider, K. (2023). How legislators define research evidence. *Evidence & Policy*, 1–17.

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Kelly, N. R., **Doty, K. J.**, Guidinger, C., Folger, A., Luther, G. M., & **Giuliani, N. R.** (2024). Social desirability bias is related to children's energy intake in a laboratory test meal paradigm. *Appetite*, 195, 107235.

Khurana, A., Leonard, H., Michaelson, L., & **Kosty, D.** (2024). Transactional linkages between parenting behaviors and child executive functions and self-regulation from early childhood to adolescence. *Journal for Person-Oriented Research*, 10(1), 26–55.

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Mauricio, A. M., **Garcia, Y.**, Merelas, S., **Cioffi, C. C.**, McWhirter, E. H., **Budd, E. L.**, Mueller, M. V., **De Anda, S.**, Rodriguez, E., & **Leve, L. D.** (2024). Community partner perceptions of equitable implementation practices for a *Promotores de Salud* intervention: A qualitative assessment. *American Journal of Public Health*, 114(S5), S377–S383.

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Sohlberg, M. M., O’Neil-Pirozzi, T. M., Ness, B., Meulenbroek, P., Byom, L., & Lemoncello, R. (in press). Moving beyond rapport: The active facilitation of therapeutic alliance in adult ABI rehabilitation. *American Journal of Speech-Language Pathology*.

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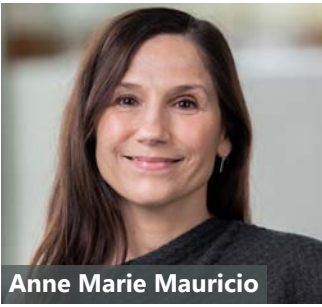
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Research Assistant Professor



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Lorry Lokey Chair, Department
Head, Professor



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Research Associate Professor



Laura Lee McIntyre

Dean, College of Education,
Castle-McIntosh-Knight
Professor



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Research Associate Professor



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Associate Professor



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Research Assistant Professor



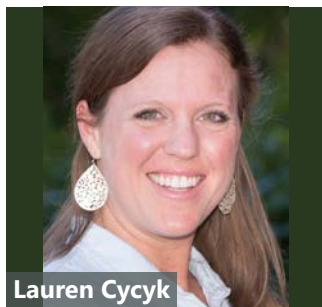
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Associate Dean for Research,
Professor





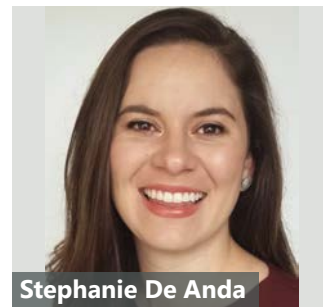
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Lauren Cycyk
Associate Professor



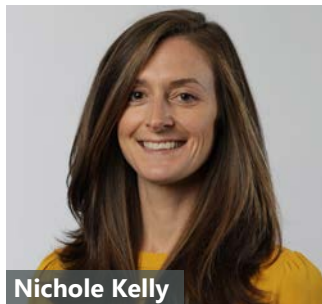
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Research Assistant Professor



Stephanie De Anda
Associate Professor



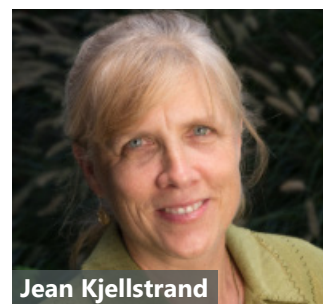
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Julie and Keith Thomson
Faculty Chair Professor



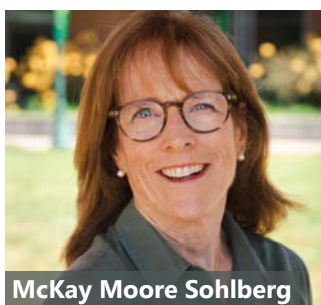
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Evergreen Associate
Professor



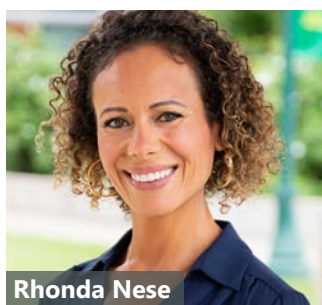
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Associate Professor



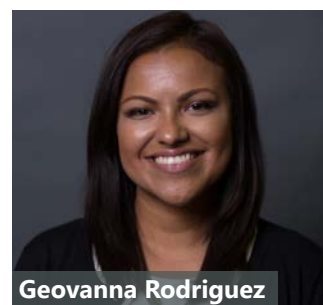
McKay Moore Sohlberg
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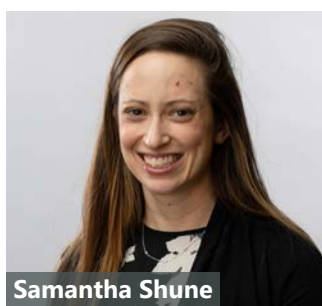
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Research Associate Professor



Geovanna Rodríguez
Assistant Professor



Stephanie Shire
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