



2026

Prevention Science Institute

ANNUAL REPORT



UNIVERSITY OF
OREGON



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CELEBRATING 30 YEARS IN PORTLAND

This year, the Prevention Science Institute's (PSI) Portland location will celebrate **30 years of excellence in scientific discovery, collaboration, and service**, proudly advancing the University of Oregon's (UO) mission as one of the nation's leading research institutions. Since 1996, PSI has had a strong presence in Portland, creating and evaluating scalable, evidence-based interventions designed to support youth behavioral and mental health.

Once operating out of a small single-family home, PSI Portland moved to the White Stag Building in Downtown Portland in 2012. The move allowed PSI Portland to become more integrated into the broader UO Portland community, creating opportunities for PSI to reach more families and foster partnerships with schools and community-based providers. Now operating out of the new 19-acre campus in Northeast Portland, PSI serves as a hub for prevention research and community collaboration with a long history of serving children and families in the Portland area. PSI Portland has grown and expanded significantly, securing **\$97 million** in funding over three decades.

This year's annual report celebrates PSI Portland's research excellence and staff, whose commitment to evidence-based prevention and intervention has helped reach over **19,000 families** throughout Oregon's largest metropolitan area and across the nation.

1996-2012



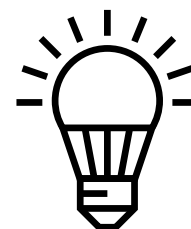
2012-2024



2024-PRESENT



Introducing New & Incoming Scientists



Mariah Kornbluh, PhD

Mariah Kornbluh, PhD, is an Associate Professor whose work sits at the intersection of prevention science, youth development, and educational equity. Her research focuses on how schools and community contexts shape adolescents' mental health, belonging, and civic engagement, particularly for structurally marginalized youth. Dr. Kornbluh uses Youth Participatory Action Research as a core method to elevate young people's voices and strengthen the implementation of evidence-based practices in real-world settings. By partnering directly with youth, educators, and community stakeholders, her work translates research into practical strategies that foster resilience and more inclusive school environments. Her scholarship has been supported by the William T. Grant Foundation, the Spencer Foundation, and the John Templeton Foundation. Through collaborative and community-engaged approaches, she aims to advance prevention efforts that promote equitable and positive developmental outcomes.

New Postdoctoral Fellows:



Wenjing Bao, PhD

Wenjing Bao, PhD, received her PhD and MS in Special Education from the University of Oregon. Her research focuses on assessment and intervention for children with special needs, caregiver-mediated intervention and family support, and implementation science. Her work aims to optimize the accessibility and effectiveness of support programs for children and families from diverse backgrounds. At PSI, she serves as the site coordinator for the School-Based Paraeducator Education for Engagement at Recess (SPEER) study and as an assessor for the Leveraging Autism Intervention for Families through Telehealth (LIFT) study, both led by Stephanie Shire. She has also contributed to previously funded projects, including Personalized Responsive Intervention Sequences for Minimally Verbal Children with Autism (PRISM) and the JASPER Online Pilot Randomized Controlled Trial.

Grant Numbers: R324A240031, R324B200017



Chelsea Mayo, PhD

Chelsea Mayo, PhD, earned her doctorate in Child Clinical Psychology with a minor in Developmental Psychology from Penn State University. She completed her clinical internship at the University of New Mexico with a Traumatic Stress Specialization, and she is a licensed psychologist in Oregon. Chelsea's research has focused on stress and coping in marginalized pre-adolescents and the development of trauma-informed, community-engaged interventions. In her current role, she is postdoctoral fellow for an NIH R01 designed to adapt and evaluate a substance use prevention program for youth in foster care. She is particularly interested in advancing strengths-based, culturally responsive prevention initiatives, and centering youth perspectives through mixed-methods and community-based participatory research.

Grant Number: R01DA061172



Tracy Zehner, PhD

Tracy Zehner, PhD, received her doctorate in Prevention Science from the University of Oregon in 2026 with a certificate in Quantitative Research Methods. Her research uses longitudinal data to examine how children's early experiences in the home and in early learning centers contribute to their school readiness, self-regulation, and social-emotional competence. She is committed to research focused on establishing equitable practices and systems in PK-12 classrooms and uses racially and socioeconomically diverse samples in her independent research. Guided by sociocultural and bioecological frameworks, her research focuses on how microsystem influences shape children's academic success, self-regulation, and social-emotional competence and the implementation of early childhood interventions that support cognitive, self-regulatory, and social-emotional development.

Grant Number: R305A240113

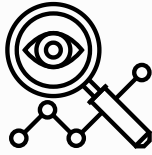


Xinwei Zhang, PhD

Xinwei Zhang, PhD, obtained her PhD in Comparative and International Education from Lehigh University and her master's degree in Psychology from New York University. She worked as a Postdoctoral Associate in the Child Study Center at Yale University and as a Postdoctoral Fellow in Counseling Psychology at Teachers College, Columbia University prior to joining the University of Oregon. She is committed to advancing education, mental health, and racial justice among Asian immigrant and Asian American communities. Her research interests encompass understanding cultural values, experiences of racial discrimination, academic achievement, and psychological well-being among Asian immigrant and Asian American youth and families. She also actively works towards advancing education, immigration, and mental health services at non-profit organizations like the Chinese-American Planning Council and International Rescue Committee.

Grant Number: N/A

Career Spotlight



Allison Caruthers, PhD, joined PSI Portland in 2006. Throughout her 20-year career at UO, Allison's leadership has carried PSI Portland through 22 projects focused on children's behavioral and mental health. She also facilitated two campus moves and developed key partnerships with schools, community providers, government agencies, and the broader UO Portland community. Under Allison's leadership in Portland, PSI has grown significantly in the past 30 years, securing 39 grants involving Portland staff totaling \$97 million in funding.

Allison's role at PSI has evolved over the years. In addition to leading numerous projects ranging from evaluating early childhood interventions to implementing the Family Check-Up for middle school families, she has served as a key liaison between PSI and UO Portland campus leadership, contributing to strategic planning efforts and the campus master plan, and chairing the Portland Research Collaborative. Over the past two years, Allison has been heavily involved in planning efforts for the new Child Behavioral Health Building, which will integrate the Ballmer Institute and PSI under one roof. Allison is looking forward to having a dedicated space that will create more opportunities to expand PSI's presence in Portland. Allison says, "UO already has an excellent reputation for family and school-based intervention. This new space will help bring UO research into more classrooms and communities."

Over the years, the Portland team has built an efficient and cost-effective way of staffing projects that allows experienced staff trained in data collection and research protocols to support new projects as they are funded. The Portland team has been able to retain many of the same staff and can shift people seamlessly across projects as demands change. Allison is excited about expanding PSI's capacity on UO Portland's new campus and the opportunity to reach more families and communities.

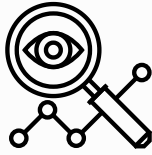


ALLISON CARUTHERS, PHD
PORTLAND PROJECTS DIRECTOR

Supporting children and families remains at the heart of Allison's work. "We have worked with thousands of children and families from diverse backgrounds who face so many different stressors in their lives. Although I haven't worked with these families directly, I have loved facilitating intervention research and supporting the staff who do. The families that participate in our projects aren't doing it for fun; they are doing it because they love their kids, they are concerned, and they want to make things better. I have learned so much from these studies about our participants' resilience and lived experiences that differ from my own, as well as critical research skills regarding implementation and working in the community. I love that we are able to provide these kids and families with evidence-based interventions while also building scientific evidence for what works, for whom, and under which conditions."

From humble beginnings working out of a single-family home in the early 2000s to the White Stag Building in 2012, and now the new campus in Northeast Portland, Allison has led the Portland team through each transition gracefully, navigating each change with the needs of the children and families PSI serves in mind.

Career Spotlight



This September, **Daryl Ford**, Portland Research Manager, will celebrate 20 years at PSI Portland. Beginning her career as a Participant Recruitment Specialist on Project Alliance, she now manages recruitment for Portland-based projects. Daryl spends her days recruiting families and keeping participants engaged year after year. You can often find her calling families, scheduling appointments, processing payments, and keeping up with administrative tasks. Her commitment to her work and the families she serves is felt by all who work alongside her.

Recruitment and retention remain some of the most challenging aspects of research, but Daryl's consistent and warm approach is effective in keeping families engaged. "It takes persistence," she shares. "You can't just expect to call somebody once and that's it. You have to make repeated attempts to connect with families in different ways—calling, texting, emailing."

Over the years, Daryl has become a familiar presence for many participating families. Having done this work for 20 years, often re-recruiting the same families, parents have come to expect calls from Daryl. This consistency is key to the success of projects. Daryl works with the Portland team to ensure families feel appreciated by adding thoughtful personal touches, such as handwritten thank-you notes, birthday cards, and holiday cards. "Family life is busy," Daryl says. "If they miss a survey or an appointment, we always reassure families that we welcome them whenever they are able to participate." Building trust and being flexible is essential, especially when families are being asked to share personal information.

In addition to her recruitment efforts, Daryl is involved in everything from hiring to office administration, creating a welcoming workplace with low turnover.



DARYL FORD
PORTLAND RESEARCH MANAGER

The stability and institutional knowledge within the Portland team have become some of the office's greatest strengths. Consistent staffing not only improves operations and saves money but also builds rapport with participating families and community partners. "My favorite part of my job is the people—both the staff and the families. I'm a people person!" Daryl says. She enjoys the close-knit nature of the Portland team and finds it rewarding to watch staff members grow into new roles at PSI or move on to new opportunities while staying connected over the years.

For Daryl, the impact of PSI's research on families, schools, and communities is motivating. "Making a difference in the lives of families is so rewarding. Hearing from parents that our projects help their kids means a lot." She adds, "There are a lot of important jobs out there, but supporting healthy families and attending to mental health is so important."

Looking forward, Daryl hopes to see PSI Portland continue to expand and build upon the work that it has already done. "I am excited for PSI Portland's mission to grow in scope as we continue to conduct research with our community partners in Portland and continue to serve children and families in the Portland area."

Culturally Adapting the Family Check-Up Online for Latino Families and Promoting Healthy Technology Use

with Jen Doty

Through collaborative partnerships with schools and community organizations, **Jen Doty, PhD**, is bringing evidence-based interventions directly to Portland's children and families. Funded by the National Institute on Drug Abuse, her project focuses on a cultural adaptation of the Family Check-up Online (FCU-O) for Latino families. In collaboration with the Latino Network, Doty's team created two new modules about navigating two cultures in one family and understanding how past experiences can influence parenting. The FCU-O was adapted across multiple dimensions, including language, metaphors, and the incorporation of a grandmother into the modules. This adapted program is now being implemented through a partnership with Raices de Bienstar in Hillsboro.

Doty's other Portland-based project is the Tech Check-Up pilot, which laid the foundation for her new three-year grant to develop the Tech Check-Up app funded by the National Institute of Mental Health. The intervention is designed to promote healthy technology use among youth ages 11-14 and is intended to target an estimated 10-20% of children who are involved in problematic internet use (i.e., excessive use, cyberbullying, sleep disruptions). The pilot project worked with 24 middle school students attending Portland Public Schools and Parkrose School District.



JEN DOTY, PHD
ASSOCIATE PROFESSOR

Students reported high satisfaction with the intervention and shared how helpful it was to have one-on-one coaching. Many students expressed a desire to build healthier technology habits and were grateful for the individualized support.

Working in the Portland area has fostered longstanding community partnerships for Doty, "We approach community partnerships by asking folks what they need from us. Sometimes that looks like a parenting presentation or focus group. Other times that looks like a commitment to closing the loop and getting results back to the schools and partners." Doty emphasizes, "We need to be giving back in the work we do. That is part of the beauty of prevention science. We are not just collecting data. We are giving an intervention that has the opportunity to improve outcomes for students." For Doty, community partnerships are founded on the commitment to listen and understand. Once trust is established, the work flows more naturally. Doty adds, "In the current environment, trust is a scarce commodity. We have been working for years to build that trust and show that we are reliable partners."

As these projects are ongoing, the new Portland campus has become a helpful resource for Doty. UO Portland is a welcoming home-base to meet with research staff, host participants, and connect with community partners. "Having this space is critical to the work we do at the Prevention Science Institute."

Grant Numbers: R34DA061150, P50MH139449

Alumni Feature: Preventing Depression and Suicide-Related Outcomes in Youth

with Arin Connell

With a passion for prevention science, **Arin Connell, PhD**, has spent much of his career addressing depression and suicide-related outcomes with a special focus on family-centered prevention programs. Connell began his career at the University of Oregon in 2003 as a postdoctoral fellow working on some of the first clinical trials in Portland involving the Family Check-Up (FCU), an evidence-based program supporting families in developing positive family management practices, routines, and behavior support. In the early 2000s, few longitudinal studies focused on prevention of depression and suicide in children and adolescents. Connell was drawn to UO's reputation as a hub for prevention science and the opportunity to implement family-centered approaches to preventing depression in youth. After several years at UO, Arin continued on in his career becoming a professor and later the Director of Clinical Training at Case Western Reserve University. Throughout his career, he has maintained collaborations with UO faculty, working to improve behavioral health outcomes for children and families in Portland and across the country.

In recent years, Connell has partnered with Beth Stormshak of PSI and colleagues at the Oregon Research Institute, University of Pittsburgh, Arizona State University, and University of Virginia, to harmonize data from three FCU projects to evaluate the program's effectiveness in preventing depression and suicide-related outcomes in youth. Because suicide is a relatively rare outcome, it is challenging to identify the impact of prevention programs using just one trial. By combining data from more than 2,000 participants ages 2 to 28 across three studies, Connell found that the FCU was effective in reducing suicide-related outcomes, with the strongest effects occurring closest to the delivery of the intervention. Results also suggested that those effects waned over time, leading Connell to propose adapting the FCU to address depression more directly and incorporate booster sessions to help sustain its benefits.



ARIN CONNELL, PHD
DIRECTOR OF CLINICAL TRAINING,
CASE WESTERN RESERVE UNIVERSITY
PSI COLLABORATOR AND ALUM

Connell and PSI faculty members Beth Stormshak, Leslie Leve, and John Seeley have received additional funding from the National Institute of Mental Health to complete a four-year collaborative project looking at 16 different prevention programs and practices, bringing together more than 30 prevention trials including data on 40,000 children and families across the U.S. This project will examine which prevention programs and practices best prevent suicide-related outcomes. Early results indicate that prevention programs can significantly lower suicide ideation in youth.

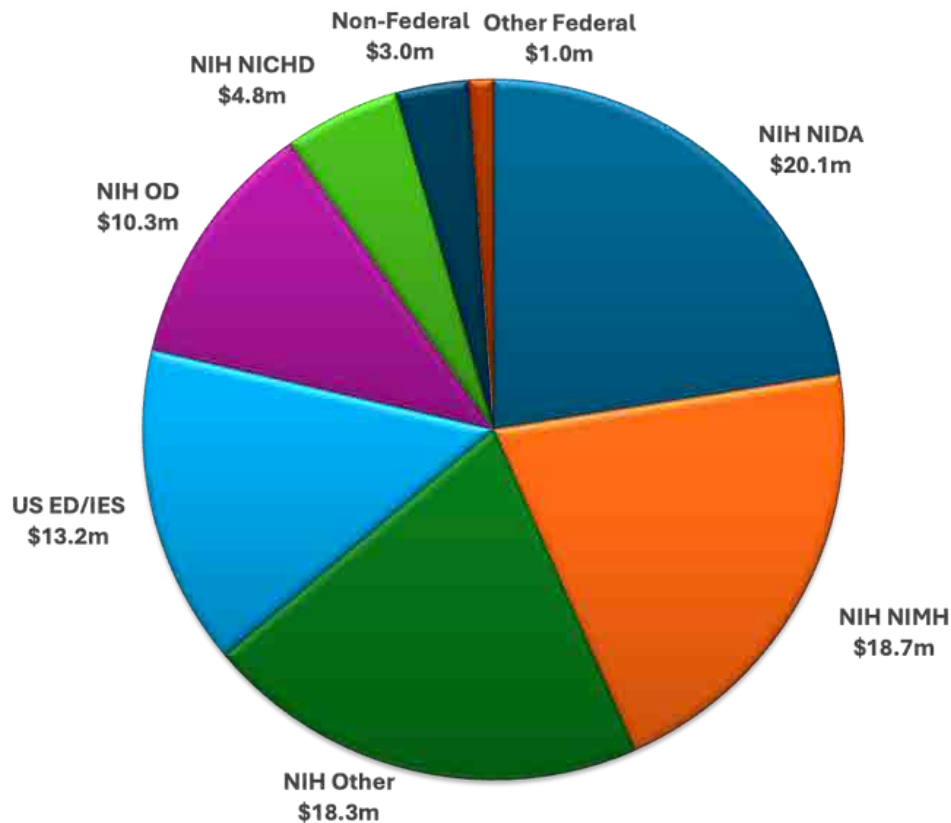
Through more than two decades of research and collaboration with PSI Portland, Connell has helped advance the field of prevention science, demonstrating how family-centered interventions can improve mental health outcomes and reduce suicide risk among youth.



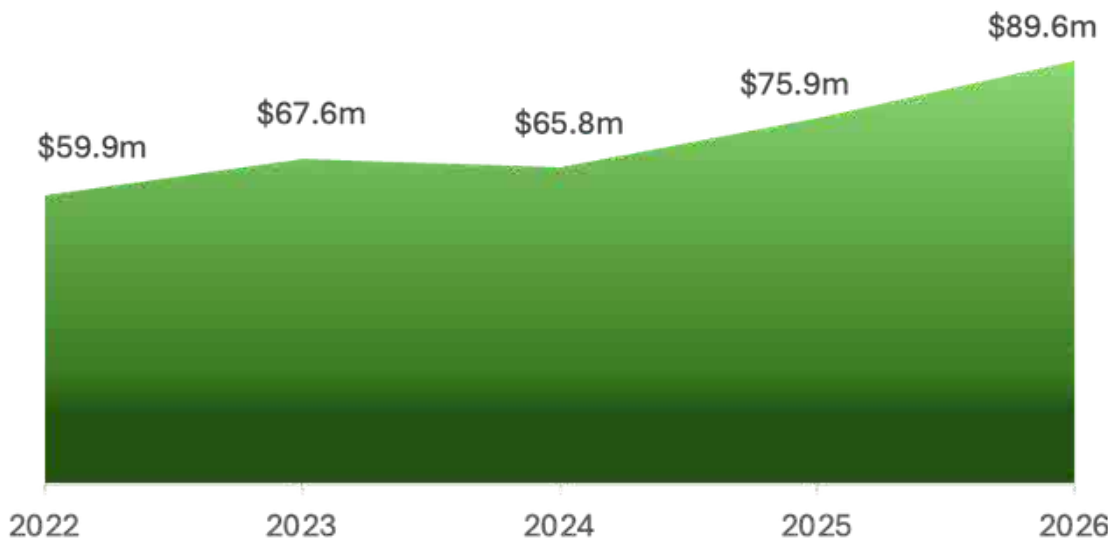
Grant Numbers: R01MH122213, U01MH137067, P50MH139449

GRANT DOLLARS BY FUNDER

\$89,698,240



PSI AWARD PORTFOLIO GROWTH OVER 5 YEARS





GRANT FUNDING FY26

NIH: NATIONAL INSTITUTE ON ALCOHOL ABUSE AND ALCOHOLISM

An Ecological Investigation of Acute Next-Day Effects of Alcohol Use on Daily Cognitive Functioning

PI: Ashley Linden-Carmichael
Grant number: R21AA030590
Funding period: 2024-2026

Dynamic Associations between Impulsivity, Craving, and Co-Use of Alcohol, Cannabis, and Nicotine among Young Adults

PI: Ashley Linden-Carmichael
Grant number: R21AA031654
Funding period: 2025-2027

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

An Interactive Education Program to Reduce High Risk Behavior in Adolescents

Subaward PI: Wendy Hadley (PI: Julia Berteletti, Klein Buendel, Inc.)
Grant number: R42HD110333
Funding Period: 2022-2026

Developing the Caregiver Report of Early Language Interactions (CRELI)

Subaward PI: Lauren Cycyk (PI: Brenda Salley, University of Kansas Medical Center Research Institute)
Grant number: R56HD119244
Funding period: 2025-2027

Investigating the Impacts of COVID-19 School Closures on Long-Term Adjustment in Youth with or at Risk for Disability

MPIs: Laura Lee McIntyre, Dave DeGarmo, (MPI: Cameron Neece, Loma Linda University)
Grant number: R01HD108887
Funding Period: 2022-2027

Personalized, Responsive Intervention Sequences for Minimally Verbal Children with Autism (PRISM)

Subaward PI: Stephanie Shire (PI: Connie Kasari, University of California Los Angeles)
Grant number: R01HD095973
Funding period: 2019-2026

Project Nurture Expansion Study

Subaward PI: Leslie Leve (PI: Deborah Cohen, Oregon Health & Science University)
Grant number: R01HD105348
Funding period: 2021-2026

Supporting High-Intensity Interval Training with Mindfulness for Enhancing Childhood Executive Function

Subaward PI: Sara Schmitt (PI: Shih-Chun Kao, Purdue University)
Grant number: R21HD110656
Funding Period: 2024-2026

NIH: NATIONAL INSTITUTE ON DEAFNESS AND OTHER COMMUNICATION DISORDERS

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

Subaward PI: Lauren Cycyk (PI: Katharine Zuckerman, Oregon Health & Science University)
Grant number: R01DC020402
Funding period: 2022-2027

Evidence-Based Intervention Enhancements to Reduce Language Delays and Disorders Among Children of Parents with Substance Use Disorders

MPIs: Stephanie De Anda, Camille Cioffi
Grant number: R01DC022028
Funding period: 2024-2029

NIH: NATIONAL INSTITUTE ON DRUG ABUSE

A Patient Engagement Resource Center using Community-Based Participatory Action Research to Support Parents with Substance Use Disorders

MPIs: Camille Cioffi, Leslie Leve
Grant number: R24DA061209
Funding period: 2024-2029

Adaptation of Family Check-Up Online in the Latinx Community to Reduce Youth Substance Use

PI: Jen Doty
Grant number: R34DA061150
Funding period: 2024-2027

Longitudinal Effects of Prenatal Cannabis and Tobacco Co-Exposure and Postnatal Adversity on Child Regulation: The Buffering Role of Sensitive Parenting

PI: Kristin Perry
Grant number: R03DA060283
Funding period: 2025-2027

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

PI: Rhonda Nese
Grant number: R01DA059401
Funding period: 2023-2028

Preventing Substance Use Among Youth in Foster Care Through Collaborative Court Appointed Special Advocates (CASA) Brief Intervention

Subaward MPI: Leslie Leve (MPI: Maria Schweer-Collins, Iowa State University)
Grant number: R01DA061172
Funding period: 2025-2030

Prevention Research Center: Parenting Among Women who are Opioid Users

MPI: Leslie Leve (MPI: Phil Fisher, Stanford University)
Project/Core PIs: Elliot Berkman, David DeGarmo, Kristen Mackiewicz Seghete (Oregon Health & Science University), Shannon Peake, and Elizabeth Stormshak
Grant number: P50DA048756
Funding period: 2019-2026

Promoting Rapid Uptake of Multilevel Latent Class Modeling via Best Practices: Investigating Heterogeneity in Daily Substance Use Patterns

Subaward PI: Ashley Linden-Carmichael (PI: Stephanie Lanza, Penn State)
Grant number: R01DA057588
Funding period: 2024-2028

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

MPI: Wendy Hadley (MPI: Christopher Houck, Rhode Island Hospital)
Grant number: R01DA050603
Funding period: 2021-2027

Simultaneous Alcohol and Cannabis Use in Young Adults: A Micro-Randomized Trial to Reduce Substance Use and Related Harms

PI: Ashley Linden-Carmichael
Grant number: R01DA063537
Funding period: 2026-2031

T32: NYU Behavioral Sciences Training Pre-doctoral Fellowship

PI: Avery Turner (Advisor: Leslie Leve), (T32 PI: Lloyd Goldsamt, New York University)
Grant Number: T32DA007233
Funding period: 2024-2026

NIH: NATIONAL HEART, LUNG, AND BLOOD INSTITUTE

Implementation and Effectiveness of a Multi-Sectoral Intervention in Rural Oregon's Summer Meal Program to Promote Health Quality of Life Among Latine Families

MPIs: Leslie Leve, Elizabeth Budd, Dave DeGarmo
Grant number: UG3HL179923
Funding period: 2025-2027

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

Subaward PI: Anne Marie Mauricio (PI: Cady Berkel, Arizona State University)
Grant number: R33HL166976
Funding Period: 2023-2028

NIH: NATIONAL INSTITUTE OF MENTAL HEALTH

A Digital Health Technology to Prevent Family Violence and Improve Child Mental Health

Subaward PI: Anne Marie Mauricio (PI: Lisa Reiter, NW Prevention Science)
Grant number: R42MH132191
Funding period: 2024-2027

Collaborative to Understand the Impacts of Early Preventive Interventions on Suicide and Overdose Mortality Using Data Harmonization Methodology

Subaward PI: Beth Stormshak (PI: Holly Wilcox, Johns Hopkins University)
Grant number: U01MH137067
Funding period: 2024-2028

Expanding Access and Accelerating Delivery of Interventions to Promote Mental Health for Underserved Adolescents

MPIs: Beth Stormshak, John Seeley
Project/Core PIs: Leslie Leve, Dave DeGarmo, Wendy Hadley, Jennifer Doty, Rhonda Nese
Grant number: P50MH139449
Funding period: 2025-2030

ProCAN: Psychosis-Risk Outcomes Compound Assessment Network

Subaward MPI: Fred Sabb (MPIs: Scott Woods, Youngsun Cho, Yale University)
Grant number: U01MH137298
Funding period: 2024-2029

ProNET: Psychosis-Risk Outcomes Network

Subaward PI: Fred Sabb (PI: Scott Woods, Yale University)
Grant number: U01MH124639
Funding period: 2020-2026

NIH: NATIONAL INSTITUTE ON MINORITY HEALTH AND HEALTH DISPARITIES

Cultural Adaptation of Family Check-Up to Reduce Health Disparities and Improve Mental Health Among Hispanic Families

Subaward PI: Jen Doty (PI: Lisa Reiter, NW Prevention Science)
Grant number: R43MD019569
Funding period: 2024-2025

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

PI: Dave DeGarmo
Grant number: U01MD018311
Funding period: 2022-2025

NIH: OFFICE OF THE DIRECTOR

Advancing Success and Developmental Outcomes in Autism Spectrum Disorder through Analysis of Secondary Data (ASD3 Outcomes Project)

Subaward MPI: Lauren Cycyk (PI: Katharine Zuckerman, Oregon Health & Science University)
Grant number: OT2OD040512
Funding period: 2025-2028

The Early Growth and Development Study Pediatric Cohort

MPI: Leslie Leve (MPIs: Jenae Neiderhiser, Penn State and Jody Ganiban, George Washington University)
Grant number: UG3/UH3OD023389
Funding period: 2016-2026

NIH: OTHER CENTERS & INSTITUTES

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

Subaward MPI: Wendy Hadley (PI: Elissa Jelalian, Miriam Hospital)
Funded by: National Institute of Diabetes and Digestive and Kidney Diseases
Grant number: R01DK124551
Funding period: 2020-2026

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

PI: Samantha Shune
Funded by: National Institute on Aging
Grant number: R21AG082326
Funding Period: 2023-2026

US DEPARTMENT OF AGRICULTURE

Development of the Early Learning Matters Website

Subaward PI: Sara Schmitt (PI: Doran French, Purdue University)
Grant number: 2021-48762-35660
Funding period: 2022-2026

Early Learning Matters (ELM)

Subaward PI: Sara Schmitt (PI: Chanele Robinson-Rucker, Purdue University)
Grant number: 2025-48762-45542
Funding period: 2025-2028

US DEPARTMENT OF EDUCATION

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

A Component Network Meta-Analysis of Interventions for Students Struggling with Mathematics in Grades K-6

Subaward PI: Emily Tanner-Smith (PI: Madhavi Jayanthi, Instructional Research Group)
Grant number: R305A240209
Funding period: 2024-2027
Award: \$209,609

An Initial Efficacy Trial of the Early Learning Matters (ELM) Curriculum

PI: Sara Schmitt
Grant number: R305A240113
Funding period: 2024-2029
Award: \$3,997,929

Developing and Pilot Testing a Brief Mindfulness-Based Intervention to Promote Self-Determination Skills Among High School Youth with Disabilities

PI: Atika Khurana
Grant number: R324A240107
Funding period: 2024-2028
Award: \$1,999,020

Development of a Technology-Supported Adaptive Intervention for Young Children with Language Disorders and their Spanish-speaking Caregivers

PI: Lauren Cycyk
Grant number: R324A240080
Funding period: 2024-2028
Award: \$1,999,995

Family-Centered Ecological Assessment and Intervention to Address Student Threats of Violence and Promote Social, Emotional, and Behavioral Competence

Subaward PI: Anne Marie Mauricio (PI: Andy Garbacz, University of Wisconsin)
Grant number: R324A240110
Funding period: 2025-2028
Award: \$696,832 (Subaward)

LIFT: Leveraging Autism Intervention for Families through Telehealth

PI: Stephanie Shire
Grant number: R324B200017
Funding period: 2020-2026
Award: \$493,765

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

PI: Elizabeth Stormshak (Co-PI: Arin Connell, Case Western Reserve)
Grant number: R324X220003
Funding period: 2022-2026
Award: \$2,998,407

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

Subaward PI: Sara Schmitt (PI: Megan McClelland, Oregon State University)
Grant number: R305A210502
Funding period: 2022-2026
Award: \$95,078 (subaward)

Special Education – Research and Innovation to Improve Services and Results for Children with Disabilities

Subaward PI: Stephanie Shire (PI: Freda Liu, University of Washington)
Grant number: R324A240031
Funding period: 2024-2029
Award: \$672,311 (subaward)

OTHER FEDERAL

Intergenerational Legal System Involvement Among Juvenile Justice-Involved Females and Their Offspring: Opportunities for Prevention

Subaward MPI: Leslie Leve (MPI: Maria Schweer-Collins, Iowa State University)
Funded by: US Department of Justice
Grant number: 15PNIJ-24-GG-00871-TITL
Funding period: 2025-2027

Maternal, Infant, and Early Childhood Home Visiting Program Services

PI: Sean Grant
Funded by: DHHS Administration for Children and Families
Grant number: N/A
Funding period: 2024-2026

NON-FEDERAL

A Phase 2 Multicenter, Double-Blind, Parallel-Arm Study to Investigate the Efficacy and Safety of Adjunctive Treatment in Adult Participants with Schizophrenia

PI: Fred Sabb
Funded by: Eli Lilly
Grant number: N/A
Funding Period: 2025-2027

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

PI: Fred Sabb
Funded by: Teva Pharmaceuticals Industries Ltd
Grant number: N/A
Funding period: 2023-2026

Adapting the ‘Red Light, Purple Light’ Intervention for Young Autistic Children: A Single-Case Design Study on Enhancing Self-Regulation Skills

PI: Yitong Jiang (Advisor: Stephanie Shire)
Funded by: Organization for Autism Research
Grant number: 2025G09
Funding period: 2025-2026

An Open Label Study to evaluate the efficacy and tolerability of Xanomeline/Trospium in First Episode/Early Phase Schizophrenia Patients

PI: Fred Sabb
Funded by: Vanguard Research Group
Grant number: N/A
Funding period: 2025-2026

Dysphagia in Dementia: Understanding its Impact on Caregivers Over Time

PI: Samantha Shune
Funded by: Alzheimer’s Association
Grant number: AARG-25-1488635
Funding period: 2026-2028

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

PI: Samantha Shune
Funded by: Oregon Partnership for Alzheimer’s Research
Grant number: N/A
Funding period: 2020-2025

Family Check-Up for Asian American Families Demonstration Project

PI: Cindy Huang
Funded by: NYC Department of Health and Mental Hygiene (Teachers’ College, Columbia University)
Grant number: N/A
Funding period: 2024-2027

Lane County Social Media Project

PI: Jennifer Doty
Funded by: Lane County Health & Human Services
Grant number: 59820
Funding period: 2025-2027

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

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

Funded by: Heising-Simons Foundation

Grant number: N/A

Funding period: 2023-2026

Strengthening Connections between Researchers and Policymakers: Testing the Scalability of a Local-Level Intervention

PI: Elizabeth Day

Funded by: William T. Grant Foundation

Grant number: 205341

Funding period: 2025-2028

Supporting At-Risk Fathers: Examining Multilevel Forms of Social Support for Fathers With Substance Misuse Across the Transition to Parenthood

PI: Kristin Perry

Funded by: Mental Research Institute

Grant number: N/A

Funding period: 2026-2027

The Transition to Parenthood: Testing Hormonal and Psychological Mechanisms for Fathers who Heavily use Cannabis

PI: Kristin Perry

Funded by: Brain and Behavior Research Foundation

Grant number: 33825

Funding period: 2026-2028

The Way Home Study: Follow-up of Participants in a Natural Experiment of Permanent Supportive Housing

PI: Jean Kjellstrand

Funded by: Sponsors, Inc

Grant number: N/A

Funding period: 2025

Understanding Reward and Threat Sensitivity in Pregnancy-Specific Anxiety to Inform a Novel Treatment Approach

PI: Carolyn Ponting

Funded by: Oregon Health & Science University

Medical Research Foundation

Grant number: N/A

Funding period: 2026-2028



PSI at Society for Prevention Research Conference 2026

PSI 2026

BY THE NUMBERS

41

PROPOSALS SUBMITTED

13

NEW AWARDS

64

ACTIVE GRANTS IN FY26

26

PRINCIPAL INVESTIGATORS

38

SCIENTISTS & STAFF

5

POSTDOCTORAL FELLOWS

12

GRADUATE EMPLOYEES

18

UNDERGRADUATES

SELECTED PUBLICATIONS FY26

Bahri, N., **McIntyre, L. L.**, & Neece, C. (2026). Parenting stress in families of children with ASD and DD: A multidimensional perspective. [*American Journal on Intellectual and Developmental Disabilities*, 131\(2\), 83–97.](#)

Berny, L. M., Nichols, L. M., **Schweer-Collins, M. L.**, & **Tanner-Smith, E. E.** (2025). Brief drug interventions delivered in general medical settings: A systematic review and meta-analysis of cannabis use outcomes. [*Prevention Science*, 26\(6\), 985–998.](#)

Cioffi, C. C., Lewis, L. E., & Gau, J. (2025). Understanding the needs of postpartum emerging adults with substance use disorders to improve recovery supports. [*Frontiers in Public Health*, 13, 1521093.](#)

Day, E., Steinka-Fry, K., **Schweer-Collins, M.**, **Grant, S.**, Trevino, S., & **Tanner-Smith, E. E.** (2025). Talking at cross purposes? Exploring (mis)alignment between research and practice. [*Educational Research*, 67\(3\), 265–285.](#)

De Anda, S., **Budd, E. L.**, Chaovalit, P., Vu, A. H., **Leve, L. D.**, & **DeGarmo, D. S.** (2025). Social determinants of health and COVID-19 vaccination: An individual participant data meta-analysis of adult Latino participants. [*Preventive Medicine*, 198, 108335.](#)

Dean, A. C., Pochon, J.-B., Bilder, R. M., **Sabb, F. W.**, Congdon, E., Ghahremani, D., Karlsgodt, K. H., van Erp, T. G. M., Schwarzlose, R. F., Cannon, T. D., Freimer, N. B., & London, E. D. (2025). Convergent validity of experimental cognitive tests in a large community sample. [*Assessment*, 32\(7\), 1008–1026.](#)



Grant, S., Dussan, H., Sebree, M., Trevino, S., Steinka-Fry, K., Chinn, L., **Day, E.**, & **Tanner-Smith, E.** (2025). Reporting of student demographics in school-based depression prevention trials: The need for a core baseline set in school psychology. [*School Psychology Review*, 1–9.](#)

Hails, K. A., Trujillo, A., Sileci, A. C. B., Bates, E. J. S., **Mauricio, A. M.**, & **Stormshak, E. A.** (2026). Adaptation of a fidelity monitoring tool for online delivery of the Family Check-Up. [*Journal of Educational and Psychological Consultation*, 36\(1\), 130–153.](#)

Huang, C. J., Muscente, K. K., Zane, N., Uchikoshi, Y., & **Huang, C. Y.** (2026). Asian immigrant parents' language use and perceptions of parent-child relationship quality. [*Family Process*, 65\(1\).](#)

Kelly, N. R., **Kosty, D.**, & Cotter, E. W. (2026). Appetizing food cues most consistently relate to men's same-day loss of control eating. [*Eating Behaviors*, 60, 102063.](#)

Khurana, A., Samlan, H., Wing, W., & Sharma, D. (2025). Self-Control and Decision-Making Skills as Predictors of College Enrollment: Role of Parental Influences. [*Journal of Child and Family Studies*, 34, 2391–2404.](#)

Kong, E., Jiang, Y., Crain, M., Bao, W., Levato, L., Shih, W., Kasari, C., & **Shire, S.** (2026). Vocabulary of Autistic Preschool Children With Limited Language: Alignment With Early Word Inventories. [*Autism Research*, 19\(5\), e70216.](#)

Leve, L. D., Neiderhiser, J. M., & Ganiban, J. M. (2026). The longitudinal early growth and development study: Opportunities for integration across cohorts with parent-offspring or sibling data. [*Twin Research and Human Genetics*, 1–10.](#)

Linden-Carmichael, A. N., Mogle, J., Miller, S. E., **Shipley, J. L.**, & Wilson, S. J. (2026). High-intensity and blackout drinking impact on next-day cognitive functioning among college-attending young adults. [*Alcohol, Clinical & Experimental Research*, 50\(3\), e70280.](#)

Ma, X., McWhirter Boisen, M. R., Dillard, C., Lee, Y., Absalon, E., & **Doty, J. L.** (2026). Bridging Early Adolescents' Online and In-Person Experiences: Qualitative Explorations of Emotional and Relational Well-Being in the Post-COVID-19 Era. [*Journal of Adolescence*, 98\(3\), 792–806.](#)

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Namasivayam-MacDonald, A., Werbeloff, M., & **Shune, S.** (2026). Prevalence and predictors of self-reported swallowing difficulties in community-dwelling older adults: A population-based study from the national health and aging trends study (NHATS). [*Dysphagia*, 41\(1\), 127–137.](#)

Nese, J. F. T., Santiago-Rosario, M. R., **Nese, R. N. T.,** & Townsend, E. (2025). Just a minute: Precise measurement of low-level classroom exclusion to inform equitable interventions and supports. [*School Psychology Review*, 0\(0\), 1–14.](#)

Onofrietti Magrassi, A., **Rodriguez, G., Cych, L. M.,** Glenn, E., & **Giuliani, N. R.** (2026). Maternal distress and child executive functioning in Latinx/e mother-preschooler dyads: The role of parenting behaviors. [*Journal of Latinx Psychology*. Advance online publication.](#)

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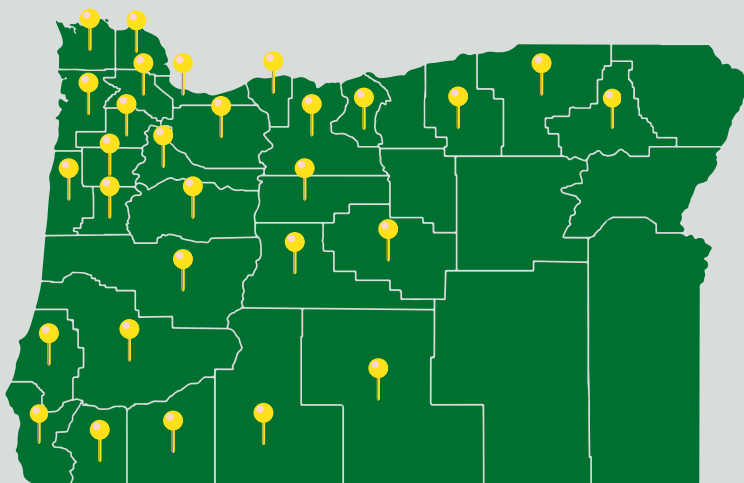
Schmitt, S. A., Duncan, R. J., Paes, T. M., & Vandell, D. L. (2025). Identifying the onset and magnitude of prediction from early cognitive skills to adult socioeconomic outcomes. [*Child Development*, 96\(6\), 2017–2031.](#)

Seeley, J. R., & Singer, J. B. (2026). Suicide Prevention in K-12 Schools: Commentary. [*School Mental Health*, 18\(2\), 335–338.](#)

Wright, J. H., Cox, M. N., & **Giuliani, N. R.** (2025). Caregiver assistance with young children's emotion regulation strategies: Correspondence between global and momentary reports. [*Affective Science*, 6\(3\), 403–413.](#)

RESEARCH IMPACTS

INSIGHTS FROM THE PAST 5 YEARS OF RESEARCH



UNIVERSITY OF OREGON | **Prevention Science Institute**

STATEWIDE REACH

- 29 COUNTIES
- 74 COMMUNITY PARTNERS
- 138 SCHOOLS
- 2,947 PARTICIPANTS

PSI's research extends across 29 counties in Oregon reaching communities, schools, and families statewide.

PSI Faculty 2026



ELIZABETH BUDD
Evergreen Associate Professor



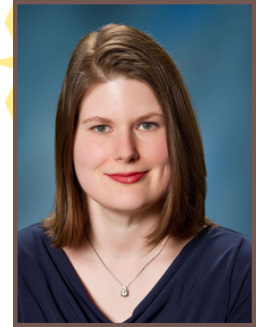
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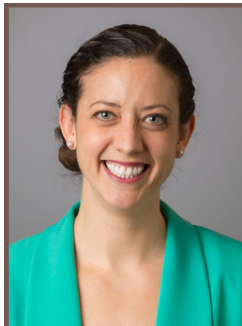
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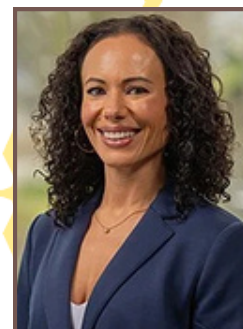
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FRED SABB
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