

PREVENTION SCIENCE INSTITUTE

2019 ANNUAL REPORT



UNIVERSITY OF
OREGON

**The Prevention Science Institute
at the University of Oregon is a
multidisciplinary research institute.**

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

INSIDE THIS REPORT

- 2 Letter from the Director**
Dr. Laura Lee McIntyre shares highlights from last year and discusses what the future holds.
- 3 The Family Check-Up**
Dr. Beth Stormshak continues to learn how to best use intervention in research and practice.
- 4 ECHO Grant: Creating Partners**
In ECHO's 3rd year, researchers continue their nationwide collaboration to learn more about children's health.
- 6 Health Promotion & Obesity Prevention (HPOP) Highlights**
PSI supports faculty who are studying health promotion and obesity prevention.
- 8 Speech-Language Pathology**
PSI Scientists translate their research into clinical practice.
- 10 Making an Impact**
PSI scientists work with collaborators nationwide, including the PSI campus in Portland, Oregon.
- 11 Remembering Dr. Tasia Smith**
The Evergreen Assistant Professor worked to address obesity in underserved populations.
- 12 Grant Funding Highlights**
- 14 Selected PSI Publications**
- 15 Core Staff & Graduate Employees**
- 16 PSI Faculty & Post-Doctoral Fellows**



WELCOME TO OUR 2019 ANNUAL REPORT

The Prevention Science Institute (PSI) focuses on understanding human development, preventing behavioral health problems, and implementing effective interventions in community settings. Our core mission at PSI has not changed over the years, but we have evolved and are expanding in exciting ways. As we enter into our seventh year as an Institute, we reflect on past accomplishments and look toward future discoveries and innovations.

Through our work we make a difference in our community – locally in Oregon and beyond. We have created a solid foundation in research, training, collaboration, and grant stewardship. Through these collective efforts, we can use our science to better understand and improve the lives of children and their families.

As the new director of PSI, I am excited about where we are headed. Over the past year, PSI has seen growth in the number of faculty, staff, students, postdoctoral fellows, outside collaborations, and an ever-expanding grants portfolio that ultimately leads to greater discoveries that impact society. The PSI's growth trajectory is encouraging and will provide continued opportunities for students and faculty alike who are committed to making a difference in peoples' lives across the lifespan.

One of the core values of the PSI is collaboration. We are stronger when we work together. Throughout this report, you will find collaboration as a consistent theme. From student mentorships to team science, to coauthoring publications, the PSI

scientists are proactive in partnering with others in their research. This is apparent not only in the research we conduct, but in the community partnerships that are critical to our work. Through these community partnerships, we are better able to create, evaluate, and implement interventions that will serve the needs of our communities.

Although we are forward thinking, I would be remiss if I did not reflect on the outstanding leadership and vision of our past director, Beth Stormshak, who galvanized our effort in the development of PSI in its current form. Under Beth's leadership, we have solidified our identity as a multidisciplinary research institute committed to the science of prevention.

As we look toward the future, we are excited about where PSI is headed. I am thrilled to be able to present this report to you as a reflection of the myriad of contributions made by PSI faculty, students, postdocs, and staff.

With gratitude,
Dr. Laura Lee McIntyre
Director, Prevention Science Institute



2019
STUDENT IMPACT THROUGH THE CHILD & FAMILY CENTER (CFC)

18
DOCTORAL TRAINING STUDENTS

8
UNDERGRADUATE INTERNS

75
FAMILIES SEEN IN 2018-2019

531
CLINIC SESSIONS IN 2018-2019



The Family Check Up: *In our Local Community*

The Family Check-Up (FCU) is a brief, family-centered intervention designed to support parents at managing problem behavior, mental health issues, and achievement difficulties in their children ages 2-17.

The FCU was developed at the University of Oregon in 1995 as part of a large grant focused on reducing risk behavior and preventing substance use in middle school youth. Since that time, the FCU has been studied in over 20 different federal grants and implemented across many different settings, including schools, community mental health agencies, and early childhood centers. Currently, the FCU is being studied in several projects at the Prevention

Science Institute, including Dr. Beth Stormshak's new study in Portland where children and families will be randomly assigned to receive the FCU during the transition to middle school. These families were previously enrolled in an FCU study during the kindergarten years. The project will allow Dr. Stormshak and her team to examine the benefits of early vs. later prevention for families during critical developmental transitions, such as the transition to middle school. Dr. Stormshak has also adapted the FCU to an online version which has now been tested in a randomized trial, with results indicating that treatment leads to improvements in children's emotional problems, parenting self-efficacy, and parenting confidence.

One of the ways the FCU is delivered is through the Child and Family Center Clinic (CFC) at the Prevention Science Institute. The CFC provides training

opportunities for graduate students and services to the community to support family management skills and prevent problem behavior. The CFC serves 50-75 families per year. The clinic provides PSI with the opportunity to give back to the community, while providing training to students interested in prevention.



BETH STORMSHAK, PHD
Philip H. Knight Chair, Department
Head and Professor, Department of
Counseling Psychology and Human
Services



71

ECHO PARTNERS ACROSS U.S. AND
PUERTO RICO

50,000

CHILDREN IN ECHO

1,500

CHILDREN EGDS CONTRIBUTES
TO ECHO

ECHO GRANT: CREATING PARTNERS

DR. LESLIE LEVE STUDIES THE INFLUENCES OF GENES AND THE ENVIRONMENT

In 2016, when the National Institutes of Health awarded \$144 million in new grants, it brought a network of collaborators together for one purpose: to study environmental influences on child health and development. With this funding, 71 cohort

studies became part of the Environmental influences on Child Health Outcomes (ECHO) Program. Through careful selection, ECHO's design leveraged nationwide research from pre-existing studies of mothers and children to aid understanding in five key areas of



Dr. Leslie Leve is PSI's Associate Director. Her research examines how the rearing environments that children grow up in can offset, or exacerbate, genetic influences on child development.

child development: upper and lower airways, obesity, neurodevelopment, positive health, and pre- and perinatal outcomes. The Prevention Science Institute houses three of the studies chosen to be part of ECHO.

These three studies are part of Dr. Leslie Leve's Early Growth and Development Study (EGDS). Within ECHO, EGDS will not only contribute its own valuable data, but due to its unique design, it will help sharpen and clarify the results of other ECHO studies as well.

For the past 17 years, Dr. Leve has researched the interplay between the environment and genes on child development. Unlike the other studies chosen to be part of ECHO, EGDS follows two cohorts of children adopted at birth. As the children grow up in their adoptive parents' homes, it allows Dr. Leve and her colleagues Jenae Neiderhiser at The Pennsylvania State University and Jody Ganiban at George Washington University to examine how the rearing environments that children grow up in can offset, or exacerbate, genetic influences on child development.

When combined with data from Leve's third cohort, which includes siblings of the adoptees raised in the birth home, these data will help shed light on competing hypotheses about genetic and environmental influences that may come from other ECHO partners. Without this unique sibling-adoption design, answering these questions would be impossible.

| | | |
|---------------------------------|---|---|
| 88 | 31 | 75 |
| EGDS PUBLICATIONS TO DATE | DIFFERENT INSTITUTIONS ON EGDS PUBLICATIONS | UNIQUE AUTHORS ON EGDS PUBLICATIONS |

“People who historically come from very different scientific backgrounds can help us refine our questions in new ways that really add to the science.”

- DR. LESLIE LEVE
Associate Director of PSI,
Associate Vice President for
Research

Moreover, without the partnerships and collaborations created through ECHO, answering some of the child development questions that require big data would be impossible as well. These ECHO connections foster relationships where a natural exchange of ideas occur. In an interview, Dr. Leve recently stated, “Bringing together people who historically come from very

different scientific backgrounds can help us refine our questions in new ways that really add to the science.”

Here at the PSI, collaboration is not a value that stops with Dr. Leve's participation in ECHO. It is a recognizable quality across every level of the organization. From grant submissions to publications, the PSI seeks to support and involve the scientists, staff, and other faculty in an integrative process working toward the best possible results. Whether it is co-authoring papers, mentoring students across disciplines, collaborating with other universities, or creating partnerships in the community, the PSI integrates its research into a larger academic and community context.

As the PSI grows, collaboration and cooperation will remain a valued aspect of how research is conducted. These core values will enable us to create better, stronger, and more rigorous research partnerships that help improve the well-being of children and families across Oregon and the nation.



ELIZABETH BUDD, PhD
Evergreen Assistant
Professor



NICOLE GIULIANI, PhD
Evergreen Assistant
Professor



NICHOLE KELLY, PhD
Evergreen Assistant
Professor

Health Promotion & Obesity Prevention Highlights

THE HEALTH PROMOTION & OBESITY PREVENTION (HPOP) INITIATIVE AT THE UNIVERSITY OF OREGON (UO) INCLUDES SEVERAL FACULTY MEMBERS, THREE OF WHOM ARE HOUSED AT THE PREVENTION SCIENCE INSTITUTE (PSI).

Each HPOP faculty member's program of research centers around the common goals of reducing the risk for obesity and promoting the health behaviors of individuals, families, and communities.

An interdisciplinary approach to the study of obesity - a complex phenomenon determined by biological, psychological, environmental, and cultural factors - is vital to the creation of effective, sustainable preventive and intervention efforts in our community. The following article highlights some of the work that PSI HPOP faculty have conducted over the past year.



Elizabeth Budd, PhD

Evergreen Assistant Professor, Department of Counseling Psychology and Human Services

Dr. Liz Budd's program of research in early chronic disease prevention focuses on the policy, sociocultural, and environmental influences on physical activity and healthy eating. Dr. Budd and HPOP colleague Dr. Nichole Kelly, are now starting development and pilot testing of a brief workplace intervention to reduce weight stigmatization. The intervention will take place at the UO and aims to reduce implicit and explicit biases based on weight, increase empathy toward others, decrease internalization of body weight stigma, as well as increase knowledge of the factors contributing to weight that are outside of one's immediate control. They received a \$28,000 grant through the UO Office of the Vice President of Research and Innovation, as well as a \$3,780 grant from the Andrea Wiggins Fund and Baney Fund for Faculty Outreach to support the project.

Nicole Giuliani, PhD

Evergreen Assistant Professor, Department of Special Education and Clinical Sciences

Dr. Nicole Giuliani's program of research focuses on self-regulation – the idea that human impulses, emotions, and behaviors are inherently controllable. Her goal is to better understand how people use self-regulation in their daily lives to maintain emotional and behavioral balance. Most recently, Dr. Giuliani has been wrapping up data

collection for a study including measures of observed parenting behaviors and feeding practices, parental self-regulation ability and brain activity, child self-regulation ability, self-reported health behaviors, and academic and socioemotional school readiness in a diverse group of eighty preschoolers and their mothers. This project is being supported with a \$39,967 New Investigator Grant from the Medical Research Foundation of Oregon.

Nichole Kelly, PhD

Evergreen Assistant Professor, Department of Counseling Psychology and Human Services

Dr. Nichole Kelly's program of research focuses on self-regulation, eating habits, body image concerns, and intervention development. Recently, Dr. Kelly has been working with the Oregon Mind Body Institute (OMBI; a local wellness organization) to develop and test a mindfulness-based curriculum to improve rural middle school teachers' stress and students' mental health and self-regulation. With grants from the Coast Fork Fund at the Oregon Community Foundation, she recently piloted this curriculum at Lincoln Middle School in Cottage Grove, OR. A new iteration of this curriculum was created following extensive feedback from students, teachers, and administrators. This fall, Dr. Kelly and OMBI will be working with Trifoia, a local educational technology company, to develop and test a web-based version of this curriculum with online support groups for teachers. A \$1,514,069 grant from the National Institutes of Health will support this work.



Speech-Language Pathology

PSI welcomed three assistant professors from the College of Education who specialize in Communication Disorders and Sciences to help children and adults develop better communication skills and swallowing abilities.

Stephanie De Anda, PhD focuses on understanding language acquisition in typical and atypical developing English- and Spanish-speaking monolingual and bilingual children. Her research aims to understand the developmental trajectories of Latinx children in the U.S., with a specific focus on the birth to five age range. Her expertise ranges from interventions for children with grammatical delays and disorders, to behavioral measures of language acquisition in infants, toddlers, and preschoolers. Her lab houses an eye tracking system used to examine language processing in young single- and dual-language learners. In addition, she also engages in treatment efficacy research for young preschool and school-age children with language delays.



STEPHANIE DE ANDA, PHD
Assistant Professor, Department of
Special Education and Clinical Sciences

**PSI
scientists
translate
their
research
into
clinical
practice**



SAMANTHA SHUNE, PHD
Assistant Professor, Department of
Special Education and Clinical Services



LAUREN CYCYK, PHD
Assistant Professor, Department of
Special Education and Clinical Services

Dr. De Anda says that the interdisciplinary and collaborative environment central to PSI is what drew her to work here. As an early career faculty, she gains access to a number of PSI mentors and senior scholars with successful research programs. Dr. De Anda provides a valuable program of research to the PSI that will continue to make an impact in children and families in Oregon and nationwide.

Samantha Shune, PhD focuses on understanding swallowing among healthy older adults and across various clinical populations. Impairments in swallowing, or dysphagia, can result from various age-related disorders, such as stroke and dementia. Eating is a critical activity of daily life, incorporating two of the most fundamental human needs: nutrition and interpersonal involvement. Her work aims to develop more holistic, ecologically valid approaches to managing swallowing- and eating-related impairments that can improve life expectancy and quality of life for both patients and their caregivers.

Dr. Shune has a comprehensive, family centered approach to dysphagia management that aligns well with PSI's focus on prevention and intervention implementation in community settings. Her work echoes the core mission of PSI in improving the lives and well-being of individuals and families throughout the lifespan.

Lauren Cycyk, PhD, focuses on supporting the dual language development of young children primarily from Spanish-speaking homes with or at-risk for difficulties with communication. Her research addresses identification of social, cultural, and environmental factors that influence early development of Spanish and English. She also focuses on the development of effective early language interventions that are linguistically- and culturally-responsive and the professional training of practitioners who support children with communication disabilities from diverse backgrounds.

PSI's history of supporting research in both child development and supporting families with children at-risk or with disabilities was a good fit for Dr. Cycyk's interests. Through the mentorship of senior faculty members and the existing PSI infrastructure, Dr. Cycyk capitalizes on the available resources to advance her program of research to benefit young children with or at-risk for communication disorders from culturally- and linguistically-diverse backgrounds.



Making an Impact

As the Prevention Science Institute continues to grow, more opportunities for training, mentorship, teaching, and partnerships arise.

One of the primary ways PSI increases its capacity is through grant awards and funding from federal agencies. As PSI scientists receive funding, those resources are leveraged to create new partnerships, helping move research and the understanding of prevention science forward in order to benefit children in Oregon and nationwide.

Members of Dr. Emily Tanner-Smith's Applied Research Methods and Statistics Lab conduct research focused on the prevention of behavioral and mental health problems among youth. One of Dr. Tanner-Smith's current grants, the "Nashville Longitudinal Study

of Youth Safety and Wellbeing," is funded by the National Institute of Justice to develop a multi-cohort, multi-level longitudinal database on predictors of youth safety and wellbeing. This project involves an interdisciplinary team of collaborators at Metro Nashville Public Schools, Oasis Center, Vanderbilt University, and several other community and university partners. By compiling school records and student survey data with geo-coded environmental data on crime, housing, and residential mobility, the team aims to understand a range of social-ecological factors that can promote or inhibit the wellbeing of youth.

Through these collaborative efforts, Dr. Tanner-Smith and her colleagues aim to identify individual, family, school, and neighborhood features that might be targeted in future prevention efforts aimed at promoting healthy adolescent development.

Similar to the collaborative research of Dr. Tanner-Smith, the research of Dr. Laura Lee McIntyre integrates partnerships as well. Her research focuses on autism, early identification and treatment of young children with or at-risk for developmental and behavior disorders, transition to kindergarten, and family well-being.

Dr. McIntyre's new NIH-funded study, "Testing the Efficacy of Mindfulness-Based Stress Reduction combined with Behavioral Parenting Training in Families with Preschoolers with Developmental Delay," partners with community programs that serve preschool children with developmental delays in Oregon and California. The multisite, randomized controlled trial, allows Dr. McIntyre and her team to examine the effects of mindfulness-based stress reduction and behavioral parent training on the mental health outcomes of parents and children with developmental disabilities.

Parents of children with disabilities often experience heightened stress that can be debilitating to themselves and their families. This intervention study provides 16-weeks of free services to high risk families in Portland and Southern California.

In order to impact a broader swath of the population, community collaborations are necessary. Dr. McIntyre works closely with a team

of 10 faculty and staff from the PSI Portland location and a team of researchers at Southern California's Loma Linda University to engage in this research. Early intervention programs, school districts, Head Start, Oregon Health & Science University, Inland Regional Center in California, and Loma Linda University Children's Hospital are the tip of the iceberg when it comes to collaborators. With these collaborations in place,

Dr. McIntyre's grant could provide a cost-effective intervention for implementation across the United States to benefit children and families nationwide.

Partnerships like Dr. Tanner-Smith and Dr. McIntyre have created, allow PSI scientists to broaden the scope of their research and obtain access to populations that would otherwise be difficult to reach.



REMEMBERING DR. TASIA SMITH

Dr. Tasia M. Smith, Evergreen Assistant Professor of Counseling Psychology and Human Services, passed away of natural causes on December 5th, 2018, in Eugene. She was 32.

Dr. Smith came to the University of Oregon in 2016. She was one of four scholars hired as part of the donor-funded Health Promotion and Obesity Prevention Cluster Hire Initiative, which operates within PSI and across the university.

Her research focused on the prevention and reduction of obesity and obesity-related health disparities among underserved populations. Dr. Smith examined the social factors involved in health and mental health conditions, and their role in physical health outcomes. She also designed, implemented, and evaluated community-based health promotion programs.

Dr. Smith's work to address health disparities facing underserved populations made her a leader, a scholar, and a champion for those who needed one most. She is dearly missed by family, friends, colleagues, and her students at the university.

“Although she was a member of the faculty for only three years, Dr. Smith had an outsized impact on her academic department, her research colleagues, and our college and university. Her presence with us will continue to inspire the work of our faculty, staff, and students well into the future.”

- RANDY KAMPHAUS
Dean, College of Education

GRANT FUNDING HIGHLIGHTS FY 2019

A Psychometric Investigation of Universal Screening for Social-Emotional Development in Preschool Using Parent and Teacher Informants

Funding period: 2015–2020
Subaward PI: Randy Kamphaus (PI Christine DiStefano, University of South Carolina)
Funded by: Institute of Education Sciences
Grant number: R30 5A150152

Advancing Academic-Research Careers (AARC)

Funding period: 2017–2019
PI: Samantha Shune
Funded by: American Speech-Language-Hearing Association

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

Funding period: 2018–2023
Subaward PI: Leslie Leve (PI Jenae Neiderhiser, The Pennsylvania State University)
Funded by: National Institute on Drug Abuse
Grant number: R01 DA045108

An Exercise Intervention to Improve the Eating Patterns of Preadolescent Children at High Risk for Obesity

Funding period: 2018–2020
PI: Nichole Kelly
Funded by: National Institute of Child Health and Human Development
Grant number: R21 HD094661

Brief Substance Use Interventions in General Healthcare Settings:

Understanding Variability in Effects

Funding period: 2017–2020
PI: Emily Tanner-Smith
Funded by: National Institute on Drug Abuse
Grant number: R01 DA043589

Children's Social and Academic Competence: Integrating Genetically Informed and Prevention Research

Funding period: 2018–2021
PI: Amanda Griffin
Funded by: National Institute of Child Health and Human Development
Grant number: F32 HD093347

Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Technical Assistance

Funding period: 2016–2018
PIs: Randy Kamphaus, Dianna Carrizales-Engelmann
Funded by: Oregon Department of Education
Grant number: ODE 264341

Comparing Web, Group, and Telehealth Formats of a Military Parenting Program

Funding period: 2014–2020
Subaward PI: David DeGarmo (PI Abigail Gewirtz, University of Minnesota)
Grant number: W81XWH-14-1-0143

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

Funding period: 2018–2022
Subaward PI: Atika Khurana (PI Liza Reisel, Institute of Social Research, Oslo, Norway)
Funded by: Institute for Social Research

The Early Growth and Development Study Pediatric Cohort

Funding period: 2016 - 2023
PI: Leslie Leve (MPIs Jenae Neiderhiser, The Pennsylvania State University and Jody Ganiban, George Washington University)
Funded by: National Institutes of Health Office of the Director
Grant number: UH3 OD023389

eGAS: A Tool to Support Patient-

Centered Goal Attainment Scaling for Cognitive Rehabilitation

Funding period: 2017–2019
PI: McKay Moore Sohlberg
Funded by: National Institute of Child Health and Human Development
Grant number: R03 HD091453

eHealth Coping Skills Training and Coach Support for Women Whose Partner Has a Drinking Problem

Funding period: 2016–2021
Subaward PI: Brian Danaher (MPI Robert Rychtarik, University at Buffalo)
Funded by: National Institute on Alcohol Abuse and Alcoholism
Grant number: R01 AA024118

Enhancing Parenting Skills: Application of a Web-Based Three-Tiered Model

Funding period: 2018–2023
PI: Laura Lee McIntyre
Funded by: National Institute of Disability, Independent Living, and Rehabilitation
Grant number: 90DPHF0003

Estimating Comparative Effectiveness of Alcohol Interventions for Young Adults

Funding period: 2018–2022
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
Grant number: R01 AA019511

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

Funding period: 2018–2023
PI: Beth Stormshak
Funded by: Institute of Education Sciences
Grant number: R324A180037

Functional Connectivity in Developmental Delay: Shared Etiology and Differential Outcomes

Funding period: 2018–2020
MPIs: Laura Lee McIntyre, Fred Sabb
Funded by: National Institute of Mental Health
Grant number: R21 MH114075

Initiative to Develop and Test Guidelines for Juvenile Drug Courts

Funding period: 2017-2019
Subaward PI: Emily Tanner-Smith (PI Roger Jarjoura, American Institutes for Research)
Funded by: Office of Juvenile Justice and Delinquency Prevention; National Institute of Justice
Grant number: 2014-DC-BX-K001

Maternal Mental Health and the Early Language Experiences of Children from Latino Homes

Funding period: 2018-2019
PI: Lauren Cycyk
Funded by: American Speech-Language-Hearing Foundation

Nashville Longitudinal Study of Youth Safety and Well-Being

Funding period: 2017-2021
Subaward PI: Emily Tanner-Smith (PI Maury Nation, Vanderbilt University)
Funder: National Institute of Justice
Grant number: 2016-CK-BX-K002

Personalized Mobile App Intervention: Challenging Alcohol Expectancies to Reduce High-Risk Alcohol Use and Consequences

Funding period: 2018-2022
Subaward PI: Jessica Cronce (PI Christine Lee Gilson, University of Washington)
Funded by: National Institute on Alcohol Abuse and Alcoholism
Grant number: R01 AA016979

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

Funding period: 2018-2023
PIs: Beth Stormshak, John Seeley
Funded by: Institute of Education Sciences
Grant number: R324B180001

Prevention of Substance Use in At-Risk Students: A Family-Centered Web Program

Funding period: 2015-2020
PIs: Beth Stormshak, John Seeley
Funded by: National Institute on Drug Abuse
Grant number: R01 DA037628

Quantifying the Impact of Mothers on Preschoolers' Food-Related Self-Regulation and Over-Consumption of Unhealthy Foods

Funding period: 2018-2020
PI: Nicole Giuliani
Funded by: Medical Research Foundation
Grant number: MRF1687

SMART Optimization of a Parenting Program for Active-Duty Families

Funding period: 2016-2020
Subaward PI: David DeGarmo (PI Abigail Gewirtz, University of Minnesota)
Funded by: US Army
Grant number: W81XWH-16-1-0407

Social Norms and Skills Training: Motivating Campus Change

Funding period: 2018-2023
Subaward PI: Jessica Cronce (PI Mary Larimer, University of Washington)
Funded by: National Institute on Alcohol Abuse and Alcoholism
Grant number: R56 AA012547

Testing the Efficacy of an Ecological Approach to Family Intervention and Treatment During Early Elementary School to Prevent Problem Behavior and Improve Academic Outcomes

Funding period: 2014-2019
PI: Beth Stormshak
Funded by: Institute of Education Sciences
Grant number: R305A140189

Testing the Efficacy of Mindfulness-Based Stress Reduction Combined with Behavioral Parent Training in Families with Preschoolers with Developmental Delay

Funding period: 2018-2023
PI: Laura Lee McIntyre (MPI Cameron Neece, Loma Linda University)
Funded by: National Institute of Child Health and Human Development
Grant number: R01 HD093667

The RULE Project: Read Understand Learn & Excel (Research Experience for Undergraduates)

Funding period: 2016-2019
MPIs: McKay Sohlberg, Stephen

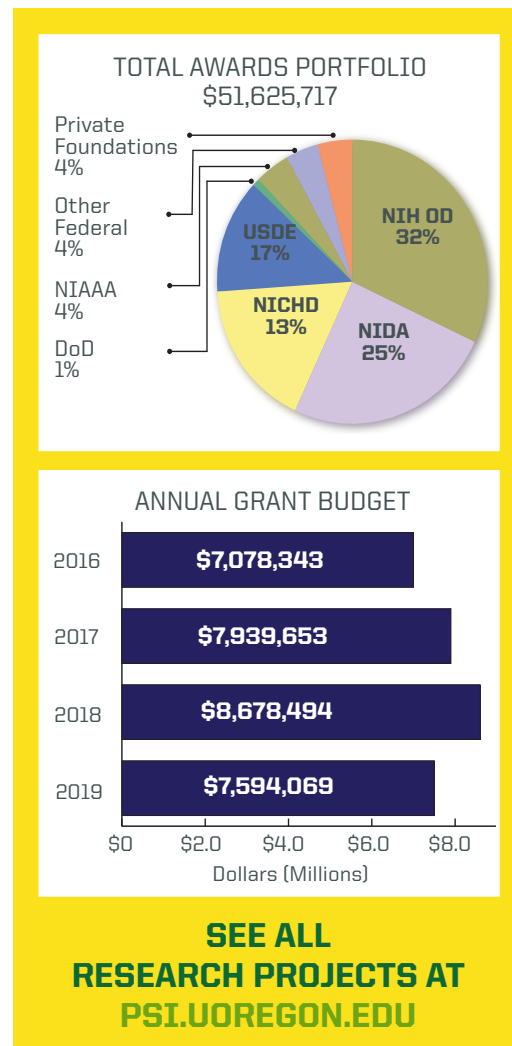
Fickas
Funded by: National Science Foundation
Grant number: 1640492

Translational Drug Abuse Prevention Center

Funding period: 2013-2019
Subaward PI: Philip Fisher, Co-I's of Projects/Cores: Leslie Leve, Dave DeGarmo (PI Patricia Chamberlain, Oregon Social Learning Center)
Funded by: National Institute on Drug Abuse
Grant number: P50 DA035763

What Works Clearinghouse: Statistics, Website and Training (WWC-SWAT)

Funding period: 2018-2023
Subaward PI: Emily Tanner-Smith (Co-PIs Jack Buckley, Larry Hedges, Jeff Valentine, American Institutes for Research)
Funded by: US Department of Education
Grant number: 91990018 C0019



SELECTED PUBLICATIONS FY 2019

Annameier, S. K., **Kelly, N. R.**, Courville, A. B., Tanofsky-Kraff, M., Yanovski, J. A., & Shomaker, L. B. (2018). Mindfulness and laboratory eating behavior in adolescent girls at risk for type 2 diabetes. *Appetite, 125*, 48-56. doi: 10.1016/j.appet.2018.01.030

Budd, E. L., McQueen, A., Eyster, A. A., Haire-Joshu, D., Auslander, W. F., & Brownson, R. C. (2018). The role of physical activity enjoyment in the pathways from the social and physical environments to physical activity of early adolescent girls. *Preventive Medicine, 111*, 6-13. doi: 10.1016/j.ypmed.2018.02.015

Cioffi, C. C., **Leve, L. D.**, & **Seeley, J. R.** (2019). Accelerating the pace of science: Improving parenting practices in parents with opioid use disorder. *Parenting: Science and Practice, 19*, 244 - 266. doi: 10.1080/15295192.2019.1615801

Coon, H., **Darlington, T. M.**, DiBlasi, E., Callor, W. B., Ferris, E., Fraser, A., ... Gray, D. (2018). Genome-wide significant regions in 43 Utah high-risk families implicate multiple genes involved in risk for completed suicide. *Molecular Psychiatry*. doi: 10.1038/s41380-018-0282-3

Danaher, B. G., **Tyler, M. S.**, Crowley, C., Brendryen, H., & **Seeley, J. R.** (2019). Outcomes and device usage for fully automated internet interventions designed for a smartphone or personal computer: The MobileQuit smoking cessation randomized controlled trial. *Journal of Medical Internet Research, 21*(6), e13290. doi: 10.2196/13290

De Anda, S., Blossom, M., & Abel, A. (2019). A complexity approach to treatment of tense and agreement deficits: A case study. *Communication Disorders Quarterly, 1-11*. doi: 10.1177/1525740118822477

DeGarmo, D. S., Jones, J., & Rains, L. A. (2019). A pilot study evaluation of Marte Meo for divorced fathers. *Journal of Family Therapy, 41*(2), 232-250. doi: 10.1111/1467-6427.1221

Dishion, T. J., Garbacz, S. A., **Seeley, J. R.**, **Stormshak, E. A.**, Smolkowski, K., **Moore, K. J.**, ... & Fosco, G. M. (2019). Translational research on an evidence-based parenting support within public schools: Strategies, challenges, and potential solutions. In S. A. Garbacz (Ed.) *Establishing family-school partnerships in school psychology: Critical skills*. (pp. 223 - 244). New York, NY: Taylor & Francis/Routledge.

Flores, L. E., Eckstrand, K. L., Silk, J. S., **Allen, N. B.**, Ambrosia, M., Healey, K. L., & Forbes, E. E. (2018). Adolescents' neural response to social reward and real-world emotional closeness and positive affect. *Cognitive Affective Behavioral Neuroscience, 18*(4), 705-717. doi: 10.3758/s13415-018-0598-0

Giuliani, N. R., Merchant, J. S., Cosme, D., & Berkman, E. T. (2019). Neural predictors of dietary change. *Annals of the New York Academy of Sciences, 1428*(1), 208-220. doi: 10.1111/nyas.13637

Kim, J., & **Kamphaus, R. W.** (2018). Investigation of factor structure and measurement invariance by gender for the Behavioral and Emotional Screening System among high school students. *Psychological Assessment, 30*(2), 231-240. doi: 10.1037/pas0000469

Khurana, A., Romer, D., Betancourt, L. M., & Hurt, H. (2018). Modeling trajectories of sensation seeking and impulsivity dimensions from early to late adolescence: Universal trends or distinct sub-groups?

Journal of Youth and Adolescence, 47(9), 1992-2005. doi: 10.1007/s10964-018-0891-9

Kucheria, P., **Sohlberg, M. M.**, Yoon, H., Fickas, S., & Prideaux, J. (2018). Read, Understand, Learn, & Excel (RULE): Development and feasibility of a reading comprehension measure for postsecondary learnings. *American Journal of Speech-Language Pathology, 27*(4), 1363-1374. doi: 10.1044/2018_AJSLP-17-0221

Lewis, M. A., Cadigan, J. M., **Cronce, J. M.**, Kilmer, J. R., Suffoletto, B., Walter, T., & Lee, C. M. (2018). Developing text messages to reduce community college student alcohol use. *American Journal of Health Behavior, 42*(4), 70-79. doi: 10.5993/AJHB.42.4.7

McIntyre, L. L., & Brown, M. A. (2018). Utilization and usefulness of social support for families with children with autism spectrum disorder. *Journal of Intellectual & Developmental Disability, 43*(1), 93-101. doi: 10.3109/13668250.2016.1262534

Seeley, J. R., Sheeber, L. B., Feil, E. G., Leve, C., Davis, B., Sorensen, E., & Allan, S. (2019). Mediation analyses of internet-facilitated cognitive behavioral intervention for maternal depression. *Cognitive Behavioral Therapy, 48*(4), 337-352. doi: 10.1080/16506073.2018.1513554

Shire, S. Y., Shih, W., & Kasari, C. (2018). Brief report: Caregiver strategy implementation - advancing spoken communication in children who are minimally verbal. *Journal of Autism and Developmental Disorders, 48*(4), 1228-1234. doi: 10.1007/s10803-017-3454-0

Shune, S., & Namasivayam-MacDonald, A. (2019). Swallowing impairments increase emotional burden in spousal caregivers of older adults. *Journal of Applied Gerontology*. Advance online publication. doi: 10.1177/0733464818821787

Soberón, A., Carlier, M. E. M., Jiménez, C., Harmony, T., & Cyclic, L. M. (2019). Programa de educación para padres sobre estimulación del desarrollo del lenguaje de lactantes prematuros con riesgo de daño cerebral. [Parent educational program for the stimulation of language development among premature infants at risk for brain damage]. *Revista de Logopedia, Foniatría y Audiología*, 39(1), 32-40. doi: 10.1016/j.rlfa.2018.06.003

Stormshak, E. A., Caruthers, A., Chronister, K. M., DeGarmo, D. S., Stapleton, J., Falkenstein, C., ... & Nash, W. (2019). Reducing risk behavior with family-centered prevention during the young adult years. *Prevention Science*, 20(3), 321-330. doi: 10.1007/s11121-018-0917-2

Stormshak, E. A., DeGarmo, D. S., Chronister, K. M., & Caruthers, A. (2018). The impact of family-

centered prevention on self-regulation and subsequent long-term risk in emerging adults. *Prevention Science*, 19(4), 549-558. doi: 10.1007/s11121-017-0852-7

SEE ALL 165 PUBLICATIONS FROM FY 2019 AT PSI.UOREGON.EDU

CORE ADMINISTRATIVE STAFF & GRADUATE EMPLOYEES

Core Staff

Michelle Baumann
Office Specialist

Kate Harvey
Human Resources & Office
Manager

Megan Hooley, M.Ed.
Outreach Specialist

Derek Kosty
Institute-Wide Methodologist

Richard Nelson
IT Consultant

Rebecca Roby, M.S.W.
Assistant Director for Finance and
Administration

Jennifer Volpi, M.P.H., M.A.
Pre-award Research Support
Manager

Graduate Employees

Anna Cahn, M.S., R.D.N.

Lucia Cardenas, M.S.

Camille Cioffi, M.S.

Peter Ehlinger

Austin Folger

Claire Guidinger, M.A.

Ellie Harrington, M.S.

Gabriella Luther

Anna Cecilia McWhirter, M.Ed.

Lindsey Nichols, M.S.

Nicholas Parr, M.S., M.P.H.

Jonathan Pedroza, M.A.

Carolyn Scholtes, M.S., M.Ed.

Heather Terral

Shaina Trevino, M.S.

Lue Williams, M.A.

Gina Williamson

Kyndl Woodlee, M.S.

Incoming Faculty, Fall 2019

Wendy Hadley, PhD,
Julie and Keith Thomson Faculty
Chair and HEDCO Clinic Director
Associate Professor, Department
of Counseling Psychology and
Human Services

Geovanna Rodriguez, PhD,
Assistant Professor in Special
Education and Clinical Sciences

PSI FACULTY

Nicholas Allen

Ann Swindells Professor, Department of Psychology; Director, Center for Digital Mental Health

Elizabeth Budd

Evergreen Assistant Professor, Department of Counseling Psychology and Human Services

Allison Caruthers

Senior Research Associate, Project Director, Prevention Science Institute Portland

Krista Chronister

Professor, Department of Counseling Psychology and Human Services

Jessica Cronce

Associate Professor, Department of Counseling Psychology and Human Services

Lauren Cycyk

Assistant Professor, Department of Special Education and Clinical Sciences

Brian Danaher

Research Professor, Prevention Science Institute

Todd Darlington

Research Associate, Prevention Science Institute

Stephanie De Anda

Assistant Professor, Department of Special Education and Clinical Sciences

David DeGarmo

Associate Research Professor, Prevention Science Institute

Nicole Giuliani

Evergreen Assistant Professor, Department of Special Education and Clinical Sciences

Randy Kamphaus

Professor and Dean, College of Education

Nichole Kelly

Evergreen Assistant Professor, Department of Counseling Psychology and Human Services

Atika Khurana

Associate Professor, Department of Counseling Psychology and Human Services

Derek Kosty

Research Scientist, Prevention Science Institute

Leslie Leve

Associate Director, Prevention Science Institute; Alumni Faculty Professor, College of Education; Associate Vice President for Research, Office of the Vice President for Research and Innovation

Laura Lee McIntyre

Director, Prevention Science Institute; Professor and Head, Department of Special Education and Clinical Sciences

Kevin Moore

Senior Research Associate, Prevention Science Institute

Fred Sabb

Assistant Vice President, Research Facilities; Director, Robert and Beverly Lewis Center for Neuroimaging

John Seeley

Professor, Department of Special Education and Clinical Sciences

Stephanie Shire

Assistant Professor, Department of Special Education and Clinical Sciences

Samantha Shune

Assistant Professor, Department of Special Education and Clinical Sciences

McKay Moore Sohlberg

Professor, Department of Special Education and Clinical Sciences; Co-Director, Brain Injury and Concussion Clinic

Beth Stormshak

Philip H. Knight Chair, Department Head and Professor, Department of Counseling Psychology and Human Services

Emily Tanner-Smith

Associate Professor, Department of Counseling Psychology and Human Services; Associate Dean for Research, College of Education

POST-DOCTORAL FELLOWS

Chris Fleming

Post-Doctoral Scholar

Amanda Griffin

Post-Doctoral Research Fellow

Daniel Swan

Post-Doctoral Scholar

Hannah Tavalire

Post-Doctoral Scholar

To view more about our researchers and the PSI,
please visit us at:

psi.uoregon.edu



UNIVERSITY OF
OREGON

Prevention Science Institute

1600 Millrace Drive, Suite 106
6217 University of Oregon
Eugene, OR 97403-6217

Nonprofit
Organization
US Postage
PAID
Eugene, OR
Permit No. 63

*As PSI
grows,
our
research
interests
grow too*



An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act.
This publication will be made available in accessible formats upon request. ©2019 University of Oregon S1060719