



UNIVERSITY OF
OREGON



PREVENTION SCIENCE INSTITUTE

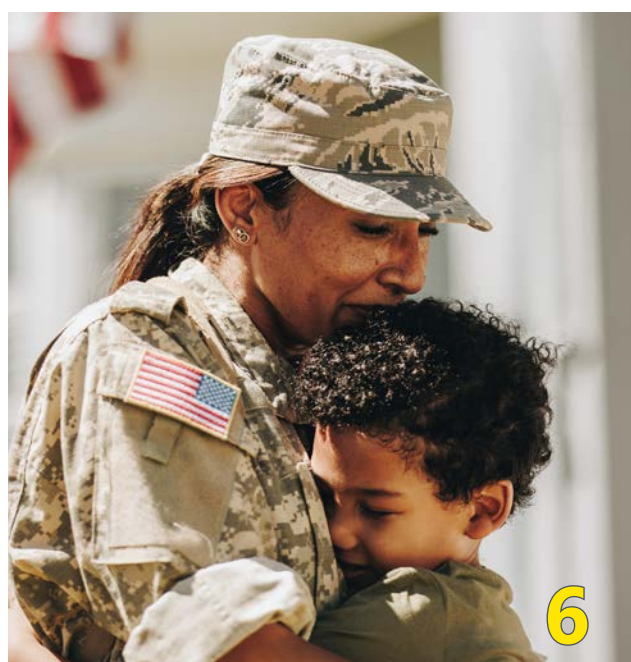
2023 ANNUAL REPORT

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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WELCOME TO OUR 2023 ANNUAL REPORT

Prevention Science Institute continues to grow research portfolio and community impact

I am excited to share the Prevention Science Institute's Annual Report for 2023. As you will see on these pages, the PSI has hit its adolescence and it's all about growth...growth in its research portfolio, its research faculty, and its impact on the field of prevention science.

In terms of portfolio, ours now includes not only numerous institutes across the NIH but also the Institute of Educational Science, and several new private sector foundations. Our research faculty have grown to 33 faculty which has almost doubled in the past 5 years.

Finally, PSI's research endeavors are broad. Research on effective interventions occurs in person and remotely, online and on mobile apps, in school and community settings, and in rural and urban areas. Our research emphasizes the healthy development and learning success of preschoolers, tweens, teens, and families. Our work is often family-based, and includes colleagues with expertise in educational science, mental health, substance use and abuse, technological platforms, and implementation science.

As my own research portfolio has grown, I will be transitioning out of the PSI Director's position and Dr. Elizabeth (Beth) Stormshak will serve as the new PSI Director. Last spring, Beth was honored as a Society for Prevention

Research Fellow for her significant contributions to the field of prevention research. Beth also served as the PSI Director in its infancy and will contribute her wealth of clinical and research experience in guiding the PSI through these transformative next few years.

I feel so fortunate to have been a part of the PSI leadership team and I can't wait to see what unfolds for the PSI in this next year!

With gratitude,



Wendy Hadley, PhD
PSI Director
Julie and Keith Thomson Director and Faculty Chair, HEDCO Clinic Professor, Counseling Psychology and Human Services, College of Education



PSI BY THE NUMBERS

48

ACTIVE
GRANTS

57

GRANT
APPLICATIONS

18

PRINCIPAL
INVESTIGATORS

41

SCIENTISTS
& STAFF

5

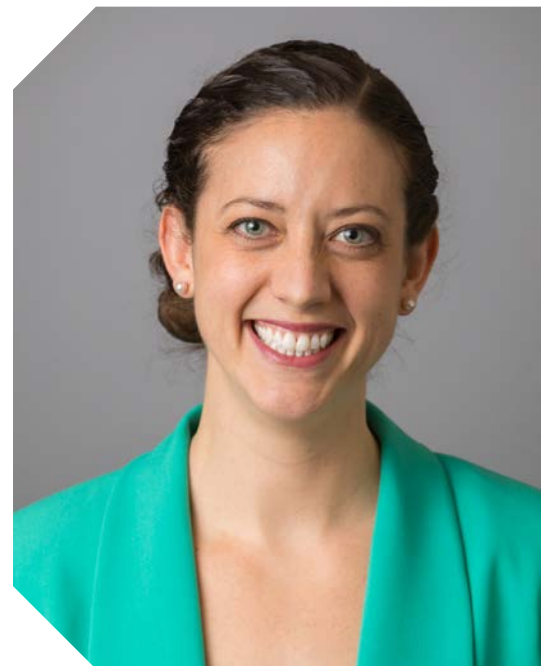
POSTDOCS



Introducing the New PSI Scientists

Elizabeth Day, PhD

Elizabeth Day, PhD is a Research Assistant Professor with the HEDCO Institute for Evidence-Based Educational Practice. Her research focuses on understanding best practices for connecting research, practice, and policy, with a particular focus on child and adolescent well-being and social policy at the state and local levels. Prior to joining the University of Oregon, Elizabeth was Assistant Director for Policy and Training at the Bronfenbrenner Center for Translational Research at Cornell University where she worked to coordinate efforts bringing together faculty and policymakers facing pressing youth and family issues. Elizabeth received her PhD in Human Development and Family Studies from Purdue University. She has also served as a Congressional Policy Fellow in the United States Senate and worked as an elementary school teacher. In her free time, she enjoys playing outside with her kids, reading fantasy novels, and listening to true crime podcasts.



Sean Grant, PhD

Sean Grant, PhD is a Research Associate Professor with the HEDCO Institute for Evidence-Based Educational Practice. His scholarship focuses on evidence-informed decision-making across various areas of health and social policy. He specializes in methods for summarizing research evidence and expert opinion on the effectiveness and implementation of interventions (products, practices, programs, and policies). Sean provides service to the field as the Methodological Transparency Editor of the Journal of Research on Educational Effectiveness and is an editorial board member of Prevention Science. Prior to the University of Oregon, he completed his doctorate in Social Intervention as a Clarendon Scholar at the Centre for Evidence-Based Intervention at the University of Oxford, followed by faculty-level positions at the RAND Corporation and Indiana University.



David Cosottile, PhD

David Cosottile, PhD is a lecturer and core faculty member in the new Applied Behavior Analysis MS program in the College of Education. As an operant psychologist, David studies how the principles of behavior can be used to change socially significant health behaviors. His specific areas of research include (1) contingency management to treat substance use disorders and improve medication adherence in disadvantaged populations, (2) telehealth-based caregiver coaching to implement ABA assessments and interventions for children with autism spectrum disorder (ASD), and (3) telehealth-based treatment of sleep problems in children and adolescents with ASD. He currently has an R21 research grant under review to adapt the Good Nights Programme, created by Laurie McLay, into a treatment tailored to adolescents with ASD with sleep problems. David received his PhD in 2020 at Western Michigan University under Anthony DeFulio and received postdoctoral training at Baylor University under Stephanie Gerow prior to coming to the University of Oregon in 2022.

Jen Doty, PhD

Jen Doty, PhD is an Associate Professor in the College of Education. Her research focuses on evidence-based parenting interventions to promote adolescent mental health. Jen works to prevent youth aggression and cyberbullying and improve parenting practices both in person and online. In this line of research, she employs multiple methods to identify the factors that can be targeted by prevention programming. She is a Co-Investigator on a NIDA-funded grant to develop a parent-based program to promote healthy technology use among teens. Additionally, she has launched a community participatory research project to understand the needs of Latinx families in Lane and Multnomah counties. She values integration of community perspectives and equity in prevention program development as integral to addressing systemic issues and ensuring long-term sustainability. Prior to coming to the UO in the fall of 2022, Jen was an Assistant Professor in the Family, Youth, and Community Sciences department at the University of Florida and a postdoctoral fellow on a T32 training grant in Interdisciplinary Research Training in Child and Adolescent Primary Care.



*SEVEN EARLY CAREER SCIENTISTS LEAD GRANTS IN PREVENTION
SCIENCE, INCLUDING TWO CAREER DEVELOPMENT GRANTS*

Stop, Think, Act!

with Sara Schmitt

In education research, there is often a disconnect between the knowledge generated by researchers and the information being used to inform policy and practice decisions. The process of developing a strategy that works, demonstrating it works, and implementing it effectively takes iteration and time. Sara Schmitt, PhD gives us insight into the process through her collaborative work on the Red Light, Purple Light intervention with colleagues at Oregon State University (OSU).

It is essential that early education settings have access to low cost, feasible, and effective interventions that support the development of self-regulation skills in children. Shauna Tominey, a colleague of Schmitt, developed a series of music and movement games for preschool aged children that promoted self-regulation. During her doctoral training under the mentorship of Megan McClelland at OSU, Tominey focused her dissertation on packaging the games into an intervention and piloting their efficacy for promoting preschoolers' self-regulation and school readiness. This first pilot study of the Red Light, Purple Light intervention showed the greatest improvements in self-regulation for children starting with the lowest skills. Further, all children exposed to the intervention demonstrated gains in literacy.

Schmitt joined the project when the Ford Family Foundation supported a larger pilot with children from families with low incomes in 2024. With her background in preschool education, she had worked in a homeless shelter and a private school and had seen firsthand the difference in resources for students with behavioral needs. Although teachers in both settings had students in need of self-regulation help, the shelter school did not have a budget for social/emotional curricula while the private school had access to specialized materials and staff. Schmitt saw these inequities and understood that an evidence-based intervention that required little training and made use of materials already found in classrooms (like Red Light, Purple Light) could be implemented

more widely than the more resource-intensive interventions delivered by specialists. During her doctoral studies, Schmitt was able to test intervention effects in a larger group of children enrolled in Head Start programs. She found significant treatment effects on two measures of regulation and on math skills for dual language learners.

The next goal of this work was to see if teachers could implement the intervention in preschools with fidelity and whether embedding math and literacy content into the games would lead to stronger effects. In 2015, a Development and Innovation grant from the Institute of Education Sciences (IES) awarded to McClelland (PI), Tominey, Schmitt, and others enabled the third phase of the study. They found that teachers were able to feasibly implement the intervention with high fidelity, and although not statistically significant, effect sizes were substantively meaningful across both the original intervention condition and the condition with embedded academic content.

A new phase of the project started in 2021 with an IES-funded Initial Efficacy Trial. Two versions of the intervention will be evaluated, and additional focus will be placed on what works for whom. For Schmitt and colleagues, the iterative nature of the development process is to be expected. This is a fifteen-year process, with more work to complete before the intervention is ready for true scaling. When asked, Schmitt says this work is important because it's increasing equity and access to high-quality early education experiences. Many intervention programs are expensive to implement, while Red Light, Purple Light uses games and materials already present in classrooms and has made them more intentionally focused on self-regulation. Using available materials and training teachers on how to use games more intentionally to support school readiness will allow the intervention to be disseminated and implemented in a wide variety of preschool settings.

After Deployment, Adaptive Parenting Tools

with Dave DeGarmo

Historically, military services and wellness programs have focused on the individual soldier, deemphasizing their role as a parent. There is now longstanding evidence showing the negative and disruptive impacts of deployments on parents and their children. During Operation Enduring Freedom (OEF) and Operation Iraqi Freedom (OIF); however, the Department of Defense and the National Institutes of Health (NIH) recognized the need to for evidence-based programming to promote resilience of the deployed parent and their family. Addressing this priority, the After Deployment, Adaptive Parenting Tools (ADAPT) was the first randomized control trial (RCT) to evaluate behavioral parent training and child adjustment for families with school-aged children. The ADAPT intervention was translated from Dr. Marion Forgatch's PMTO program (Parent Management Training, Oregon model) developed at the Oregon Social Learning Center. Prior to joining the PSI, Dave DeGarmo, PhD collaborated in the design of the first ADAPT RCT with Abigail Gewirtz at the University of Minnesota. The ADAPT RCT included 12 weeks of intensive, in-person group therapy, role play, home assignments, coaching and feedback. An extension of the PMTO model included adding components on mindfulness and emotion regulation for military and civilian parents. Evaluation showed the ADAPT program improved parenting efficacy, reduced stress, and improved parenting skills of deployed and civilian parents, which in turn reduced child behavior problems.

After joining the PSI, DeGarmo and Gewirtz designed two subsequent "adaptive designs"

building on the ADAPT RCT: the ADAPT4U comparative effectiveness study and the ADAPT sequential multiple assignment randomized trial (SMART). Both of these studies involve active interventions and move beyond no-treatment controls. Adaptive designs, in general, help answer questions on how interventions can be more effective, more cost-effective, or better tailored to families, also known as personalized prevention. For example, the ADAPT 4U compared three different intervention strategies using randomization: in-person therapy, telehealth therapy, and self-directed online content. Data supported the hypothesis that telehealth therapy was equally effective as in-person therapy, and therefore more cost effective. Both conditions were superior to online self-directed programming.

The SMART trial further refines our understanding of effectiveness by using a two-stage randomization. In a sample of families preparing to deploy, the study first compares online self-directed spread out over time versus a condensed in-person workshop over two-weekends. After the first four weeks, a quick assessment determines who is responding to intervention and which parents are not responding. "Non-responders" are then re-randomized in the second stage to either individual- or face to face-booster sessions, while those parents showing gains initially, continue to receive their original treatment. At the end of the study, a SMART trial provides information on what specific components work or do not work for non-responders and which sequences of components are optimal. For example, the experimental data showed the booster sessions effectiveness depended on which condition the families started with, underscoring the sequence of intervention strategies is important. Findings for the ADAPT4U and ADAPT SMART will be forthcoming in 2024. DeGarmo says he sees adaptive designs being very useful for many of the populations studied at the Prevention Science Institute.



Meet Our Post-Docs

Postdoctoral training and development opportunities are provided so that talented young scholars can gain expertise in the field of prevention science. Specifically, postdocs gain expertise in effective interventions to promote behavioral and academic success; dissemination and implementation of evidence-based programs in real-world settings; and advanced research methods that expand and enhance the impact of research findings.

Brianna Devlin, PhD

Brianna Devlin earned her PhD in Education from the University of Delaware in 2021, specializing in Learning Sciences. Her research focuses on discovering how to best support children's early learning to benefit their later understanding of mathematics. She has a specific interest in providing early support for children who may experience difficulties with mathematics learning due to math-specific learning disability or contextual factors (e.g., systemic inequities faced by children from under-resourced communities). Brianna is part of Sara Schmitt's lab and works on an NSF-funded study focused on structuring preschoolers' group block play such that it builds foundational STEM and self-regulation skills for children from under-resourced communities. Brianna serves as Co-Chair of the Trainee Board of the international Mathematical Cognition and Learning Society.



Elyssa A. Geer, PhD

Elyssa A. Geer, PhD is interested in understanding the factors related to the development of spatial cognition and its impacts on Science, Technology, Engineering, and Mathematics (STEM) outcomes. She examines the connection between spatial and math skills over time with particular focus on factors that may impact this relation such as cognitive anxieties (i.e., math and spatial anxiety), sex differences, executive function, and other cognitive/environmental factors. She received her PhD in Developmental Psychology from Florida State University, and she is currently in her third year as a postdoctoral scholar at the Prevention Science Institute. Elyssa works alongside Sara Schmitt on studies examining the effects of classroom-based interventions that are designed to improve math skills (i.e., geometry knowledge), executive function, and other cognitive skills.



Kate Hails, PhD

Kate Hails, PhD earned her doctorate in clinical and developmental psychology from the University of Pittsburgh in 2021, after completing her clinical internship at Oregon Health & Science University with a focus on supporting children with special health needs. Kate's research program has two prongs, one focused on understanding parenting and family management in the context of depression, poverty-related stressors, and other ecological influences on child development and well-being, and the other on investigating how parents engage with a brief, evidence-based parenting intervention, the Family Check-Up. Her overarching career goal is to expand families' access to evidence-based behavioral supports, particularly for families who have historically faced barriers to accessing services, in settings such as pediatric primary care and early childhood education.

Diana Jenkins, PhD

Diana Jenkins, PhD received her doctorate from Arizona State University in Family and Human Development in 2022, with a specialization in measurement and statistical analysis, and her MS in Psychology from Arizona State University. Her research interests focus on gender attitudes and inequality and how they impact emerging adults' interpersonal and intrapersonal outcomes in two lines of work. First, she examines how sexism and the sexual objectification of women impact women's well-being and their alignment with sexist attitudes. Second, she examines how traditional masculinity ideology is associated with relationship adjustment for individuals and how masculinity impacts men's well-being.



Anna Cecilia McWhirter, PhD

Anna Cecilia McWhirter, PhD is a bilingual licensed psychologist and postdoctoral scholar. She specializes in child and family interventions and supervising psychological assessment of ADHD and learning disabilities. Anna Cecilia graduated from the School Psychology doctoral program at the University of Oregon with a specialization in Spanish Language Psychological Services and Research. Anna Cecilia has extensive experience providing community-based family therapy services; facilitating intervention groups focused on parenting, social-emotional skills, emotion regulation, and nutrition; and conducting psychodiagnostic and behavioral assessments. Her research includes parenting practices and interventions (particularly for parents of children with disabilities), parent mental health and well-being, adolescent health behaviors, and the use of effective observational and clinical tools.

GRANT FUNDING FY23

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

Subaward PI: Leslie Leve
(PI: Jenae Neiderhiser, Penn
State)

Grant: R01 DA045108

Funding period: 2018-2023

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

Subaward PI: Leslie Leve
(PI: Jenae Neiderhiser, Penn
State)

Grant: R01 DA045108-S1

Funding period: 2020-2023

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

MPIs: Anne Marie Mauricio and
Camille Cioffi

Grant: U01 DA055982

Funding period: 2022-2024

Prevention Research Center: Parenting Among Women who are Opioid Users

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)

Grant: P50 DA048756

Funding period: 2019-2024

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

MPIs: Leslie Leve, Phil Fisher,
and Elizabeth Stormshak

Grant: P50 DA048756-01S1

Funding period: 2019-2024

Supplement: Prevention Research Center: Parenting Among Women who are Opioid Users: Scaling Up SARS-CoV-2 Testing to Serve Latinx Communities

MPIs: Leslie Leve, William
Cresko, and Dave DeGarmo

Grant: P50 DA048756-02S2

Funding period: 2020-2023

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

MPIs: Leslie Leve, William
Cresko, and Dave DeGarmo

Grant: P50 DA048756-03S3

Funding period: 2021-2024

The Prevention of Substance Use in At-risk Students: A Family-centered Web Program

MPIs: Elizabeth Stormshak and
John Seeley

Grant: R01 DA037628

Funding period: 2015-2022

Supplement: The Prevention of Substance Use in At-risk Students: A Family-centered Web Program: Creating a Sustainable Infrastructure for SARS-CoV-2 Testing at Syringe Exchange Programs

MPIs: Elizabeth Stormshak,
Anne Marie Mauricio, Camille
Cioffi

Grant: R01 DA037628-05S1

Funding period: 2020-2023

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

MPI: Wendy Hadley (MPI:
Christopher Houck, Rhode
Island Hospital)

Grant: R01 DA050603

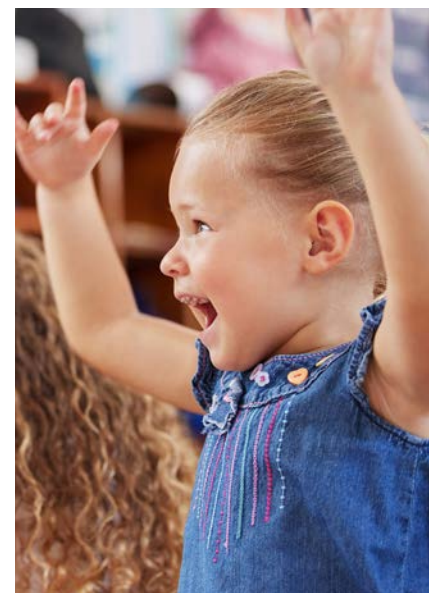
Funding period: 2021-2026

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

PI: Camille Cioffi

Grant: R01 DA050603

Funding period: 2022-2024





NIH: OFFICE OF THE DIRECTOR

The Early Growth and Development Study Pediatric Cohort

MPI: Leslie Leve (MPIs: Jenae Neiderhiser, Penn State and Jody Ganiban, George Washington University)
Grant: UH3 OD023389
Funding period: 2016-2023

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

MPI: Leslie Leve (MPI: Jody Ganiban, George Washington University)
Grant: UH3 OD023389-S2
Funding period: 2020-2023

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

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

NIH: NATIONAL INSTITUTE OF CHILD HEALTH & HUMAN DEVELOPMENT

An Interactive Education Program to Reduce High Risk Behavior in Adolescents

Subaward PI: Wendy Hadley

(PI: Julia Berteletti, Klein Buendel, Inc.)
Grant: R42 HD110333
Funding period: 2022-2024

Developmental Linkages Between Parenting Behaviors and Child Externalizing Behaviors from Early Childhood to Adolescence: The Mediating Role of Child Executive Functions and Self-Regulation

PI: Atika Khurana
Grant: R03 HD101819
Funding period: 2020-2023

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: R01 HD108887
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: R01 HD095973
Funding period: 2019-2024

Project Nurture Expansion Study

Subaward PI: Camille Cioffi (PI: Deborah Cohen, Oregon Health & Science University)
Grant: R01 HD105348
Funding period: 2021-2026

Project STRONG: A Web-Based Dating Violence Prevention Program for Parents and Middle School Boys

Subaward PI: Wendy Hadley (PI: Christopher Houck, Rhode Island Hospital)
Grant: R01 HD097126
Funding period: 2019-2024

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

MPI: Laura Lee McIntyre (MPI: Cameron Neece, Loma Linda University)
Grant: R01 HD093667
Funding period: 2018-2023

Word Recognition in Dual Language Learners: The Mechanisms Underlying Listening and Reading in Two Languages

Subaward PI: Stephanie De Anda (PI: Kristi Hendrickson, University of Iowa)
Grant: R03 HD102404
Funding period: 2021-2023

US DEPARTMENT OF EDUCATION

Developing Positive Family Support for Students Exposed to Trauma

Subaward PI: Anne Marie Mauricio (PI: Sarah Lindstrom Johnson, Arizona State University)
Grant: R305A200238
Funding period: 2020-2024

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

PIs: Elizabeth Stormshak and Laura Lee McIntyre
Grant: R324A180037
Funding period: 2018-2024

LIFT: Leveraging Autism Intervention for Families through Telehealth

PI: Stephanie Shire
Grant: R324B200017
Funding period: 2020-2024

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

PIs: Elizabeth Stormshak and John Seeley
Grant: R324B180001
Funding period: 2018-2023

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: R324X220003
Funding period: 2022-2025

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

Subaward PI: Sara Schmitt (PI: David Purpura, Purdue University)
Grant: R305A200389
Funding period: 2022-2024

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: R305A210502
Funding period: 2022-2026

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

Subaward PI: Emily Tanner-Smith (PIs: Jack Buckley and Larry Hedges, American Institutes for Research)
Grant: 91990018C0019
Funding period: 2018-2023

NIH: OTHER CENTERS & INSTITUTES

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

Subaward PI: Lauren Cycyk (PI: Katharine Zuckerman, Oregon Health & Science University)
Funded by: National Institute on Deafness and Other Communication Disorders
Grant: R01 DC020402
Funding period: 2022-2027

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

PI: Stephanie De Anda
Funded by: National Institute on Deafness and Other Communication Disorders
Grant: K23 DC018033
Funding period: 2020-2025

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

Subaward PI: Wendy Hadley (PI: Elissa Jelalian, Miriam Hospital)
Funded by: National Institute of Diabetes and Digestive and Kidney Diseases
Grant: R01 DK124551
Funding period: 2022-2025

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

PI: Dave DeGarmo
Funded by: National Institute on Minority Health and Health Disparities
Grant: U01 MD018311
Funding period: 2022-2024

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: R21 AG082326
Funding period: 2023-2025

NATIONAL INSTITUTE ON 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

Subaward PI: Leslie Leve (MPIs: Stacey Tiberio and Katherine Pears, Oregon Social Learning Center)
Grant: R01 MH124437
Funding period: 2020-2023

Long-term Effects of the Family Check-Up on Depression and Suicide Across Trials and Development

Subaward PI: Elizabeth Stormshak (PI: Arin Connell, Case Western Reserve)
Grant: R01 MH122213
Funding period: 2019-2023

Supplement to Long-term Effects of the Family Check-Up on Depression and Suicide Across Trials and Development

Subaward PI: Elizabeth Stormshak (PI: Arin Connell, Case Western Reserve)
Grant: R01 MH122213-02S1
Funding period: 2020-2022

ProNET: Psychosis-Risk Outcomes Network

Subaward PI: Fred Sabb (PI: Scott Woods, Yale University)
Grant: U01 MH124639
Funding period: 2020-2025

Supplement: ProNET: Psychosis-Risk Outcomes Network

Subaward PI: Fred Sabb (PI: Scott Woods, Yale University)
Grant: U01 MH124639-02S1
Funding period: 2020-2024

NATIONAL INSTITUTE ON ALCOHOL ABUSE AND ALCOHOLISM

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

MPI: Brian Danaher (MPI: Robert Rychtarik, University at Buffalo, SUNY)
Grant: R01 AA024118
Funding period: 2016-2022

Estimating Comparative Effectiveness of Alcohol Interventions for Young Adults

Subaward PI: Emily Tanner-Smith (PI: Eun-Young Mun, University of North Texas Health Science Center)
Grant: R01 AA019511
Funding period: 2017-2022

Social Norms & Skills Training: Motivating Campus Change

Subaward PI: Jessica Cronce (PI: Mary Larimer, University of Washington)
Grant: R01 AA012547
Funding period: 2018-2023

US DEPARTMENT OF JUSTICE; NATIONAL INSTITUTE OF JUSTICE

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

PI: Maria Schweer-Collins and Leslie Leve
Grant: 2020-JX-FX-0003
Funding period: 2021-2023

Nashville Longitudinal Study of Youth Safety and Well-being

Subaward PI: Emily Tanner-Smith (PI: Maury Nation, Vanderbilt University)
Grant: 2016-CK-BX-K002
Funding period: 2017-2022

OTHER (FEDERAL & NON-FEDERAL)

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

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

Grant: NA
Funding period: 2018-2023

Development of the Early Learning Matters Website

Subaward PI: Sara Schmitt (PI: Doran French, Purdue University)
Funded by: US Department of Agriculture
Grant: 2021-48762-35660
Funding period: 2022-2024

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: NA
Funding period: 2020-2024

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

PI: Sara Schmitt
Funded by: National Science Foundation
Grant: 2309657
Funding period: 2022-2024

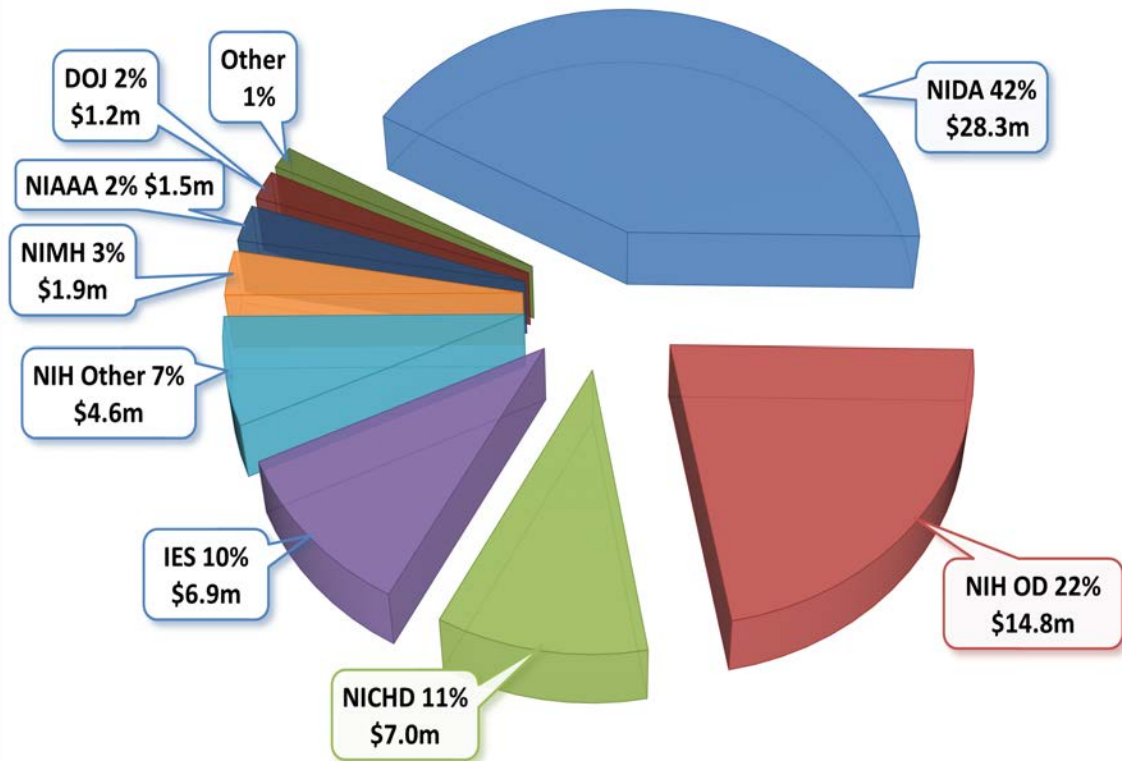
SARS-CoV-2 Testing Services serving Latinx Community Members in Oregon

PI: Leslie Leve
Funded by: Oregon Health Authority
Grant: 172906
Funding period: 2021-2022

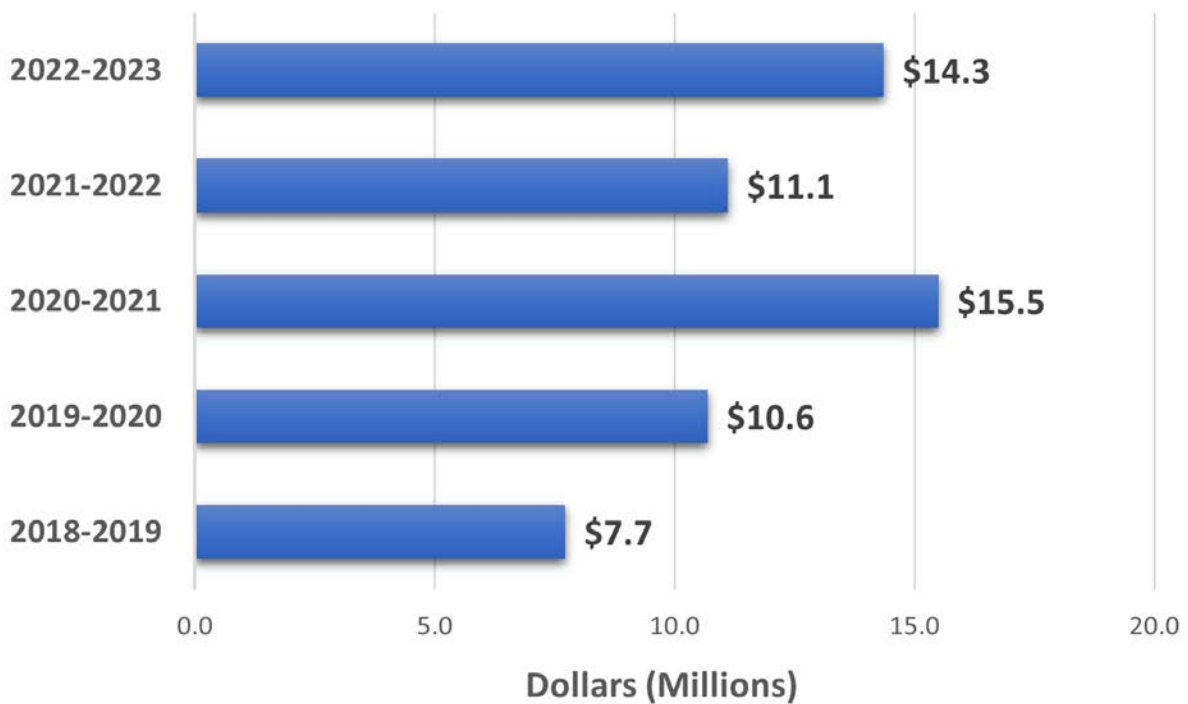
SARS-CoV-2 Regional Testing Partner

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

TOTAL AWARD PORTFOLIO \$67,611,593



Award Dollars by Fiscal Year



SELECTED PUBLICATIONS FY23

Bayne, D. & **Shune, S.** (2022). (2022). A biopsychosocial model of dysphagia management in persons with dementia, an asset-based approach to patient-centered care. *Geriatrics*, 7(5), 112.

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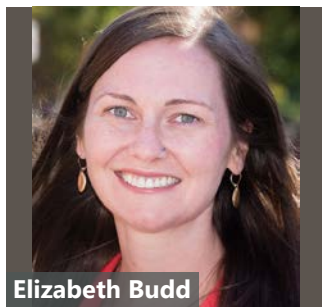
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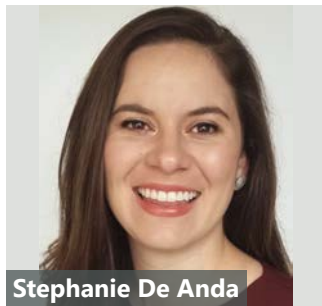
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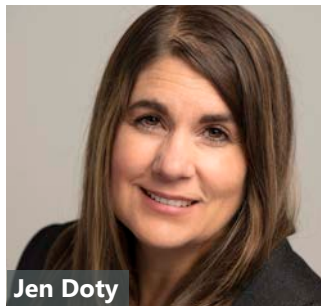
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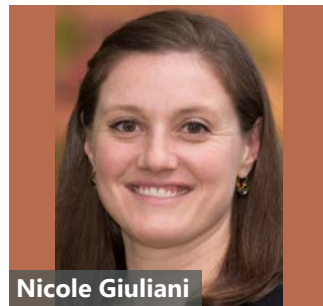
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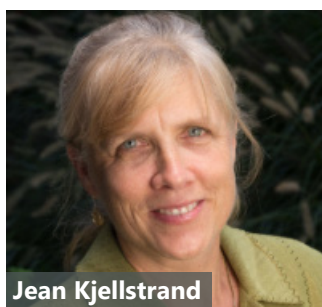
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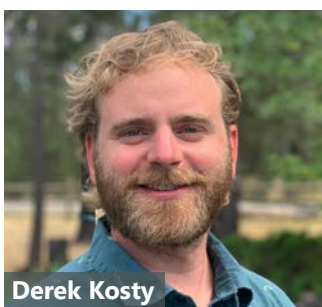
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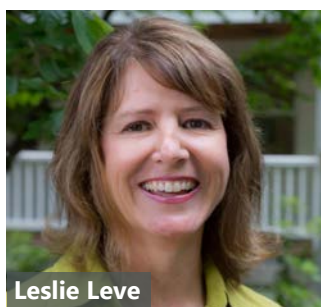
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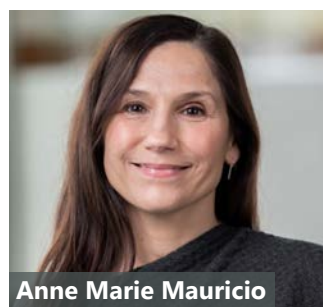
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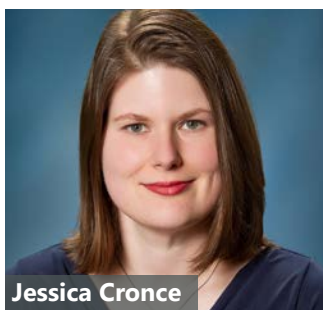
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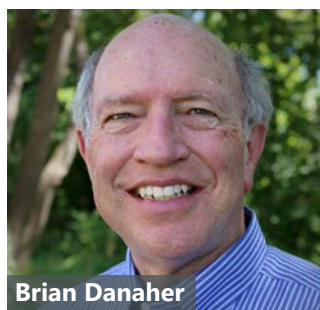




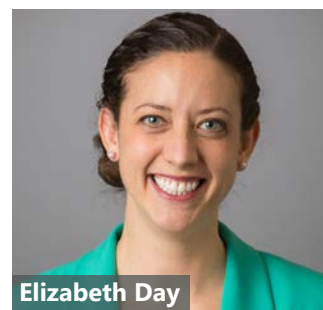
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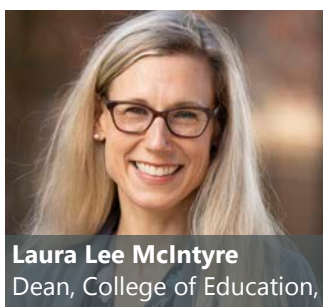
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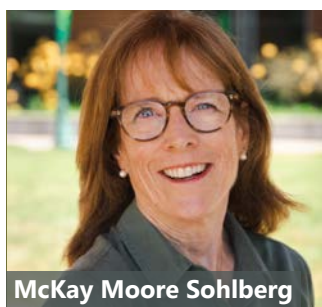
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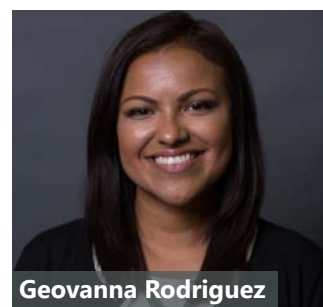
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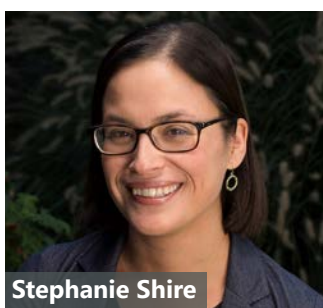
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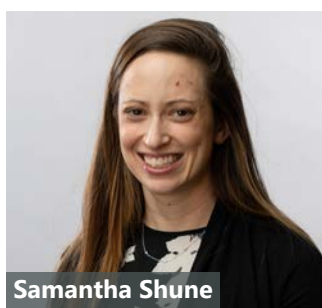
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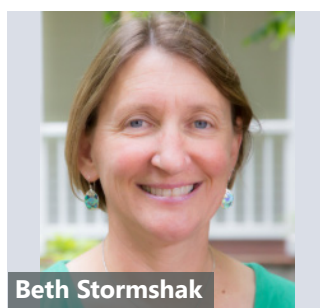
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