



UNIVERSITY OF
OREGON

A photograph of a woman with blonde hair and sunglasses on her head, smiling warmly while holding a young child. The child is wearing a striped shirt and jeans, and is laughing joyfully. They are seated on a bus, with a yellow handrail visible. The background shows the interior of the bus and a window looking out onto a green landscape.

Prevention Science Institute

Annual Report 2025

OUR MISSION

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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Using Prevention Science to Promote Health

I am excited to share the Prevention Science Institute's (PSI) Annual Report for 2025! PSI has continued its success securing new research grants, with over 50 grant-funded projects, and growing our faculty of scientists, collaborators, and community partners. PSI's research spans the life-cycle and works to promote healthy individuals, healthy families, and healthy communities.

In this year's report, we highlight four PSI projects that focus on effective school-based mental health interventions, teen health, and communication for young children with autism.



PSI received a new NIH grant to create a national research center dedicated to identifying and promoting effective mental health intervention strategies for adolescents.



Wendy Hadley's research project, HealthTRAC, is testing the impact of adding emotional regulation skill building to an evidence-based healthy lifestyle intervention for teens.



Liz Budd and Nichole Kelly recently completed a novel research project examining the relationship between time spent in natural settings to teens' physical activity and mental health.



Stephanie Shire's "PRISM" study, in partnership with UCLA and the University of Rochester Medical Center, is helping early childhood educators customize intervention sequences to improve language outcomes for young children with autism.

PSI scientists collaborate with experts from a variety of fields including education, mental health, substance use treatment, quantitative methods, and cost analysis to enhance and expand best practices in prevention and intervention.

I invite you to learn more about PSI's work, and I hope you will stay in touch in the coming months!

Elizabeth Stormshak, Ph.D.
Knight Chair and Professor
Director, Prevention Science Institute

Introducing Our New & Incoming PSI Scientists



Megan Kunze, PhD, BCBA-D

Megan Kunze, PhD, BCBA-D, is an Assistant Research Professor in the College of Arts and Sciences as part of the Center on Brain Injury Research and Training and teaches in the Department of Special Education and Clinical Sciences in the College of Education. Her research concentration includes accessibility and impact of early diagnosis, professional preparation, and coaching of family-focused naturalistic interventions to best support young children with developmental delays. A significant focus of her research is on access to and development of interventions to meet the individual, cultural, and linguistic needs of children and families. As part of her community outreach, she serves as the behavior expert for two Extension for Community Healthcare Outcomes (ECHO) panels: the Autism ECHO for Oregon and the Ukraine ECHO, both of which support medical professionals working with children with various special needs. Megan earned her PhD from the UO in Special Education in 2020 and completed her postdoctoral fellowship also at the UO in 2021.



Carolyn Ponting, PhD

Carolyn Ponting, PhD is an incoming Assistant Professor in the College of Education at the University of Oregon. Her research integrates randomized controlled trials and qualitative methods to improve mental health treatments for Latinx/e and other marginalized pregnant populations. She focuses on enhancing the cultural responsiveness of interventions for perinatal anxiety and depression by identifying sociocultural determinants of perinatal mental health, evaluating the efficacy and acceptability of psychotherapy, and using data-driven strategies to increase participant diversity in clinical trials. She earned her PhD in Clinical Psychology from UCLA in 2022 and completed her clinical internship at UCSF, where she received specialized training in delivering evidence-based treatments to Spanish-speaking children and adults. Carolyn remains committed to advancing bilingual clinical research and training to promote equitable mental health care.

Postdoctoral Fellows



Katherine Edler, PhD

Katherine Edler, PhD is a Postdoctoral Scholar in the College of Education. She received her doctorate in 2025 from the University of Notre Dame in Developmental Psychology, with a minor in Advanced Quantitative Social Science. Katie's graduate research was supported by a Ruth L. Kirschstein National Research Service Award F31 predoctoral fellowship. Her research examines longitudinal cascades through which adversity, classroom dynamics, and family dynamics shape children's self-regulation skills and difficulties. In addition, she investigates mechanisms that underlie teaching and parenting behaviors, such as adults' own emotion regulation and executive function. The overarching goal of Katie's research is to inform prevention and intervention programs aiming to promote child, teacher, and parent self-regulation and psychological wellbeing.



Karen Zyskind, PhD, CCC-SLP

Karen Zyskind, PhD, CCC-SLP is a Postdoctoral Scholar in the Prevention Science Institute. She received her doctorate in Special Education and Clinical Sciences from the University of Oregon in 2025 and her MS in Communication Sciences and Disorders from the University of Redlands in 2018. Her research focuses on improving language assessment practices and outcomes for multilingual children with developmental disabilities, particularly those who speak Spanish and Mesoamerican Indigenous languages. She is especially interested in developing valid, culturally responsive assessment tools for use with caregivers and children from linguistically diverse backgrounds. Her work also examines how policy and system-level practices shape language documentation, service delivery, and culturally responsive supports across early learning and early elementary settings.



PSI launches research center focused on promoting adolescent mental health

This year, the Prevention Science Institute was awarded more than \$11 million from the National Institute of Mental Health to establish the ACCESS Center—a transdisciplinary research initiative focused on promoting mental health among underserved adolescents.

The ACCESS Center, focused on expanding access and accelerating delivery of interventions to promote mental health for underserved adolescents, builds on PSI's national leadership in school-based prevention science. The center aims to improve the mental health of underserved middle schoolers, families, and communities through an optimized, multi-tiered focus on contextual, behavioral, and individual systems. The ACCESS Center will partner with schools, educators, mental health professionals, and administrators across Oregon to develop a national center to promote school-based prevention and disseminate knowledge.



The signature project, co-led by Beth Stormshak and Rhonda Nese, will combine the use of two well-known, long-standing, evidence-based programs developed by faculty in the College of Education: the Inclusive Skill-building Learning Approach and the Family Check-Up. Additional projects include:

- iTRAC, a program designed to reduce risk factors and support healthy choices in adolescence, led by Wendy Hadley.
- TECH Check-Up, an intervention designed to support the healthy use of technology by middle school children, led by Jen Doty and Ariel Williamson.
- Exploring how to best partner with schools to implement the Ballmer Institute model, in which undergraduates gain clinical experience by interning in middle schools. This project is led by John Seeley and Prerna Martin and co-led by Evelyn Cho.

The center brings together faculty from the Prevention Science Institute, the College of Education, and the Ballmer Institute. With the launch of the ACCESS Center, PSI and its partners are poised to transform how schools support adolescent mental health—creating lasting impact in Oregon and beyond.

Grant number: 1P50MH139449-01

Integrating Emotional Regulation Skills into a Behavioral Weight Control Intervention for Teens

with Wendy Hadley



A nutritious diet and regular physical activity play a key role in supporting healthy child development. At a time when children are often making their own food choices and eating outside of the home, the teenage years are a pivotal time to provide support and prevent unhealthy eating habits before young adulthood. Wendy Hadley, PhD, shares about HealthTRAC, a multi-site study at the University of Oregon and Brown University funded through the National Institutes of Health, working with teens ages 13-17 on weight management through dietary strategies and physical activity.

HealthTRAC is evaluating the impact of adding emotional regulation skill building into an evidence-based healthy lifestyle intervention that targets dietary strategies for managing intake and physical activity goals. The intervention spans 14 weekly in-person group sessions followed by eight monthly booster meetings conducted remotely. These sessions are co-led by a nutritionist and a behavioral health specialist and are designed to help teens navigate dietary choices and physical activity goals. The sessions are also designed to provide social support. The primary outcome is change in Body Mass Index, with secondary targets including dietary intake (via dietary recall), physical activity (measured through wearable devices), and emotional regulation. The HealthTRAC project successfully recruited 153 teens across the two sites (Oregon and Rhode Island). Oregon recruitment was supported through a collaboration with OHSU pediatric clinics and physicians.

In a landscape increasingly dominated by pharmaceutical weight-loss solutions, Hadley emphasizes the importance of a quality diet, healthy lifestyle choices, and social-emotional well-being among teens. Hadley has found that the social support aspect of this intervention is particularly impactful on participants. Creating a space for teens to talk openly about body image, diet, and exercise can be a catalyst for lasting change. HealthTRAC aims not only to support healthy weight management through diet and exercise, but also community during these precarious teenage years. For teens participating in the emotional regulation intervention, the hope is that these behaviors are sustained on a longer-term basis. As this project comes to an end, the HealthTRAC team will soon begin analyzing data with the goal of applying these insights to develop more effective, real-world approaches for promoting long-term healthy habits in children and families.

Grant Number: 5R01DK124551-05



Measuring the Link Between Nature Exposure and Teen Health

with Liz Budd

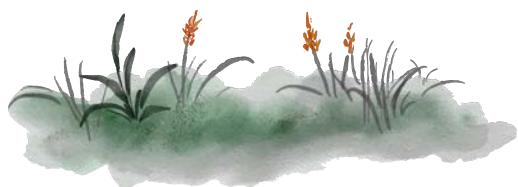
A new smartphone app is changing the way researchers track—and understand—the link between nature and teen health. Liz Budd, PhD, and Nichole Kelly, PhD, launched the NatureDose Teen Project to explore how time spent in green spaces is related to adolescents' physical activity and emotional well-being. Through internal funding including support from the Sport and Wellness Initiative, the project harnessed a smartphone app called NatureDose™ to track objective, individual-level data on exposure to natural settings—and its association with teens' physical activity and mental health.

NatureDose™, developed by NatureQuant in collaboration with UO faculty, is a free app that quietly runs in the background of your phone. It uses GPS data and other data sources to measure how many minutes per day you spend in nature. Whether you're walking through a park or standing in your front yard, the app captures it all—without participants having to do anything. Previous studies have often relied on self-reported nature exposure, which can be unreliable, or have used the degree of vegetation in neighborhoods, which doesn't reflect individual experience. The NatureDose app changes that by offering continuous, objective, individual-level data—making this study the first of its kind among teens.

With support from local partner Kidsports, adolescents ages 12-17 were recruited and invited to an initial study visit where they completed surveys on mindfulness, physical activity self-efficacy, mental health, social support, and their connection to nature. Each teen was fitted with an accelerometer, which objectively measures movement, and was asked to use the Nature Dose app for one week. Each evening for the 7 days, teens also completed a short survey that assessed their stress and phone-based screen time. For this group of teens, as nature exposure increased, physical activity increased as well. This study was the first to find a positive association between nature exposure and physical activity using such a precise measurement of exposure to nature among teens.

Using pilot data from this project, Budd recently submitted a grant application to test a physical activity prescription intervention for under-active teens. The new project would pair adolescents with community health workers at Lane County Health and Human Services to co-design a personalized prescription to increase physical activity and improve well-being. Community health workers will also work with teens to reduce barriers such as transportation and costs to help them reach their physical activity goals. Using data collected through the NatureDose app, researchers are also interested in how time spent in nature impacts the effectiveness of the intervention. By promoting autonomy and social support, the program aims to not only boost physical activity, but also reduce risks for chronic disease and improve mental health during this critical stage of development.

Grant Number: N/A



Improving Social Communication Outcomes for Preschoolers with Autism

with Stephanie Shire

Every child communicates in their own way—and early support can make all the difference for children with limited language. Stephanie Shire, PhD, shares about Personalized Responsive Intervention Sequences for Minimally Verbal Children with Autism (PRISM), a project working with preschool aged children who have limited language to improve social communication outcomes. PRISM is a multi-site study based out of the University of Oregon, University of California Los Angeles, and the University of Rochester Medical Center funded through NICHD. The project is led by Connie Kasari, PhD, alongside Co-Is Stephanie Shire, PhD, and Lynne Levato, PhD.

PRISM is designed to maximize language outcomes for preschoolers with autism who have limited spoken or augmented language through a 20-week adaptive intervention. The project utilizes different intervention approaches with the goal of providing individualized sequences of intervention to best support each child. Children are initially randomized to either Joint Attention Symbolic Play Engagement and Regulation (JASPER) a play-based, child-led intervention that encourages spontaneous communication through the rich context of social play or discrete trial teaching (DTT), a more structured, school-like intervention that emphasizes adult-led instruction. At the halfway point, children are reassessed. Children who show fast progress will continue with the same intervention. For children progressing slower, the child is randomized a second time to either increase the intensity of the same intervention (more sessions per week) or to a combined approach (JASPER and DTT) that is crafted by the clinical team to best support each child's progress for the remaining 10 weeks.

Practitioners have to make clinical decisions everyday about which practices and interventions will be the best fit for each child. PRISM is designed to help inform practitioner daily decision making and encourage the personalization of intervention sequences to improve language outcomes for young children with autism.

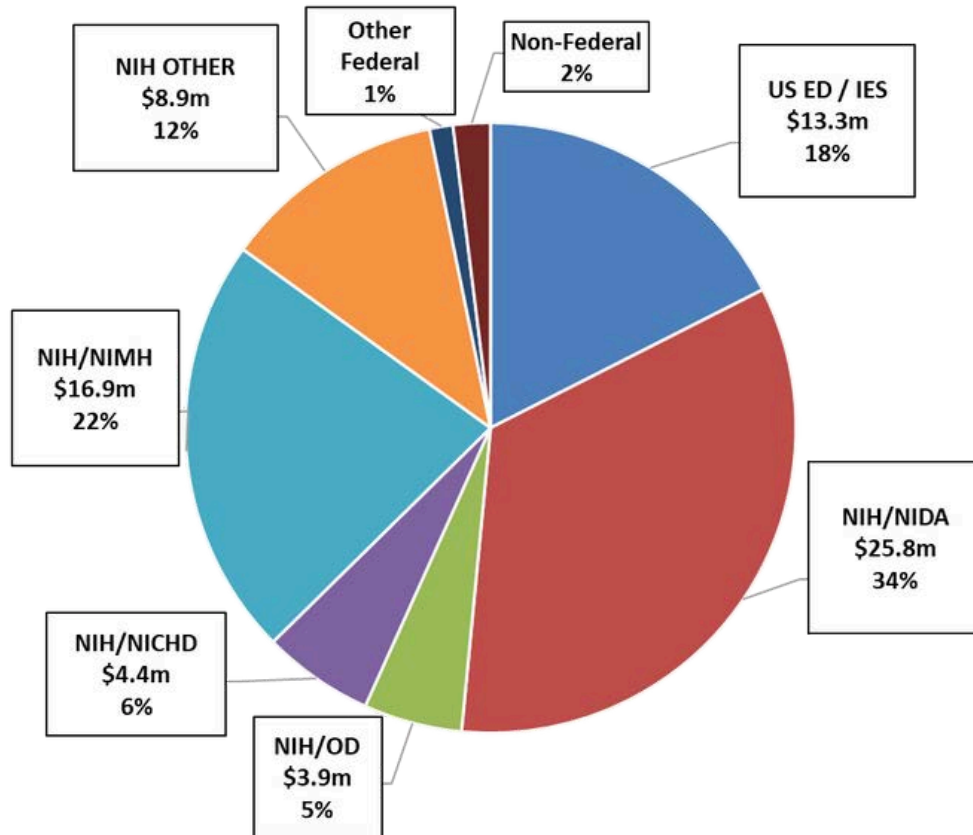
In addition to seeing families in the Eugene area, the PRISM team has also been operating out of the new UO campus in NE Portland which has provided numerous opportunities for community partnerships and recruitment efforts. Hannah Cothran, PRISM's Social Communication Interventionist, works directly with children and families in the Portland Metro area. Cothran shares, "One of the biggest takeaways is how different communication looks for each child. Whether they have some language or not, every child is communicating in some way. Trying to pinpoint strategies that will help bring out more of that language, whatever that may look like can be really challenging but also very rewarding. Being in tune with that child's needs and their likes and dislikes will help build rapport. That is when you see so much growth!" By tailoring interventions to each child's unique needs, PRISM is helping to shape a more responsive and effective approach—laying the foundation for improved social communication and long-term success.

Grant Number: 5R01HD095973-05

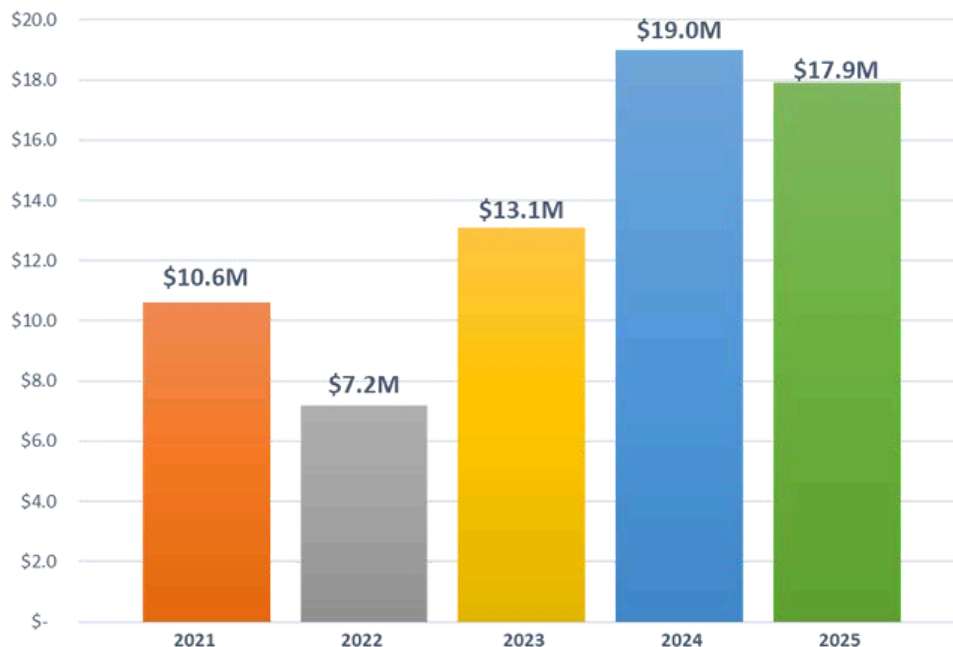


TOTAL AWARD PORTFOLIO:

\$75,909,076



Award Dollars by Fiscal Year



GRANT FUNDING FY25

NIH: Eunice Kennedy Shriver 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 number: R42 HD110333; Funding Period: 2022-2025

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: 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 number: R01 HD095973; Funding period: 2019-2026

Project Nurture Expansion Study

Subaward PI: Leslie Leve (PI: Deborah Cohen, Oregon Health & Science University)
Grant number: 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 number: R01 HD097126; Funding period: 2019-2025

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

Subaward PI: Sara Schmitt (PI: Shih-Chun Kao, Purdue University)
Grant number: R21 HD110656;
Funding Period: 2024-2026



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: R24 DA061209;
Funding period: 2024-2029

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

PI: Jen Doty
Grant number: R34 DA061150;
Funding period: 2024-2027

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 number: R01 DA045108;
Funding period: 2018-2025

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: R03 DA060283;
Funding period: 2025-2027

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

PI: Rhonda Nese
Grant number: R01 DA059401;
Funding period: 2023-2028

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

MPIs: Leslie Leve (MPI: Maria Schweer-Collins, Iowa State University)
Grant number: R01 DA061172;
Funding period: 2025-2030

Prevention Research Center: Parenting Among Women who are Opioid Users

MPIs: 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: P50 DA048756;
Funding period: 2019-2026

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

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

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 number: P50 DA048756-0453; Funding period: 2021-2025

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: R01 DA057588;
Funding period: 2024-2028

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

PI: Lauren Berny
Grant number: R36 DA059710;
Funding period: 2024-2026

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

MPI: Wendy Hadley (MPI: Christopher Houck, Rhode Island Hospital)
Grant number: 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 number: R01 DA050603;
Funding period: 2022-2025

NIDA T32: NYU Behavioral Sciences Training Pre-doctoral Fellowship[RR1]

PI: Avery Turner (T32 PI: Lloyd Goldsamt, New York University)
Grant number: T32 DA007233; Funding period: 2024-2025



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: R42 MH132191; 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: U01 MH137067;
Funding period: 2024-2028

Expanding access and accelerating delivery of interventions to promote mental health for underserved adolescents

MPs: Beth Stormshak, John Seeley
Grant number: P50 MH139449;
Funding period: 2025-2030

ProCAN: Psychosis-Risk Outcomes Compound Assessment Network

Subaward PI: Fred Sabb (MPs: Scott Woods, Youngsun Cho, Yale University)
Grant number: U01 MH137298;
Funding period: 2024-2029

ProNET: Psychosis-Risk Outcomes Network

Subaward PI: Fred Sabb (PI: Scott Woods, Yale University)
Grant number: U01 MH124639;
Funding period: 2020-2026



NIH: Office of the Director

The Early Growth and Development Study Pediatric Cohort

MPI: Leslie Leve (MPs: Jenae Neiderhiser, Penn State and Jody Ganiban, George Washington University)
Grant number: UG3/UH3 OD023389;
Funding period: 2016-2026



NIH: Other Centers & Institutes

A Multi-site Investigation of Social Determinants of Health and SARS-CoV-2 Testing and Vaccination Outcomes among Diverse US Latinx Adults

MPs: Stephanie De Anda and Elizabeth Budd
Funded by: National Institute on Minority Health and Health Disparities
Grant number: R21 MD019396;
Funding period: 2023-2025

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 number: R01 DC020402;
Funding period: 2022-2027

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

PI: Ashley Linden-Carmichael
Funded by: National Institute on Alcohol Abuse and Alcoholism
Grant number: R21 AA030590; Funding period: 2024-2026

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 number: K23 DC018033; Funding period: 2020-2025

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)
Funded by: National Institute on Minority Health and Health Disparities
Grant number: R43 MD019569; Funding period: 2024-2025

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 number: R01 DK124551; Funding period: 2020-2026

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

PI: Dave DeGarmo
Funded by: National Institute on Minority Health and Health Disparities
Grant number: U01 MD018311; Funding period: 2022-2025

Evidence-based Intervention enhancements to reduce language delays and disorders among children of parents with substance use disorders

MPs: Stephanie De Anda, Camille Cioffi
Funded by: National Institute on Deafness and Other Communication Disorders
Grant number: R01 DC022028; Funding Period: 2024-2029

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: R21 AG082326;

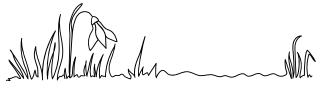
Funding Period: 2023-2026

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)

Funded by: National Heart, Lung, and Blood Institute

Grant number: R33 HL166976; Funding Period: 2023-2028



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: \$493,76

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: 2022-2025; Award: \$2,998,407

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 number: R305A200389;

Funding period: 2022-2024; Award: \$101,784 (subaward)

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;

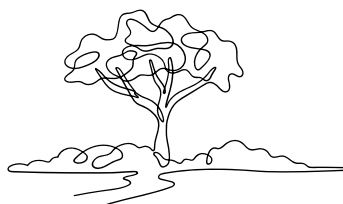
Funding period: 2022-2026; Award: \$95,078 (subaward)

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

Subaward PI: Stephanie Shire (PI: Jill Locke, University of Washington)

Grant number: R324A240031;

Funding period: 2024-2029; Award: \$672,311 (subaward)



OTHER - Federal

Development of the Early Learning Matters Website

Subaward PI: Sara Schmitt (PI:

Doran French, Purdue University)

Funded by: US Department of Agriculture

Grant number: 2021-48762-35660;

Funding period: 2022-2024

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

PI: Sara Schmitt

Funded by: National Science Foundation

Grant number: 2309657; Funding period: 2022-2024

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

MPIs: 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

DHHS/ACF Maternal, Infant, and Early Childhood Home Visiting Program Services

PI: Sean Grant

Grant number: N/A; Funding period: 2024-2025



OTHER - Non-Federal

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

PI: Fred Sabb

Funded by: Teva Pharmaceuticals Industries Ltd.; Grant number:

NA; Funding period: 2023-2026

An Open Label Extension Study to Assess the Long-term Safety and Tolerability of Adjunctive KarXT in Subjects with Inadequately Controlled Symptoms of Schizophrenia (Kar-13)

PI: Fred Sabb

Funded by: IQVIA RDS Inc.; Grant number: NA; Funding period: 2024-2026

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: NA; Funding period: 2025-2026

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

PI: Fred Sabb

Funded by: Boehringer Ingelheim; Grant number: NA; Funding period: 2024-2025

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: NA; Funding period: 2020-2024

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: NA; Funding period: 2024-2026

Phase 3 Randomized, Double-blind, Placebo-controlled Study to Evaluate the Safety and Efficacy of Adjunctive KarXT in Subjects with Inadequately Controlled Symptoms of Schizophrenia (KAR-12)

PI: Fred Sabb

Funded by: Karuna Therapeutics; Grant number: NA; Funding period: 2024-2026

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: NA; Funding period: 2023-2026



PSI ADMINISTRATIVE STAFF:

PSI Director: Beth Stormshak, PhD

PSI Associate Director: Sara Schmitt, PhD

Assistant Directors for Finance and Administration:

Alyssa Rayhel, EMPA

Rebecca Roby, MSW

Office Manager: Edgard Manuel-Sanchez

Interim Research Coordinator: Sandra Eppler

Scientific Research Coordinator:

Kathryn Lyle

Human Resources:

Kelli Sirotzki, Kate Harvey

Technology: USS Academic South

Annual Report Credits:

Design & Content: Kathryn Lyle

Selected Publications FY25

Budd, E. L., De Anda, S., Halvorson, S., Leve, L. D., Mauricio, A. M., McWhirter, E. H., García, J. I. R., & DeGarmo, D. S. (2025). Social determinants of health associated with SARS-CoV-2 testing and vaccine attitudes in a cross-sectional study of Latinx individuals in Oregon. [*AJPM Focus*, 4\(3\), 100326.](#)

Cioffi, C. C., Acevedo, A. M., Cohen, D. J., Kaufman, M. R., Parker, K., Terplan, M., & Lindner, S. R. (2025). A cross-sectional study of differences in medication for opioid use disorder receipt among pregnant people enrolled in Medicaid in Oregon, United States. [*Addiction*, 120\(5\), 997-1006.](#)

Cycyk, L. M., Griffin, M., Gillis, M., Batz, R., Underwood Carrasco, V. I., Wease, S., Lim, S., Jade, N., & Zuckerman, K. E. (2025). Part C early intervention procedural safeguard notices: Are they supporting parents to understand their rights? [*Topics in Early Childhood Special Education*, 44\(4\), 330-341.](#)

Day, E., Steinka-Fry, K., Shimmel, L., Grant, S., & Tanner-Smith, E. E. (2025). Factors influencing school-based mental health program selection: Insights from educational stakeholders. [*Psychology in the Schools*, 62\(3\), 803-820.](#)

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

Doty, J. L., Ma, X., Gabrielli, J., Pierre, B. F., Nesbit, T. S., LaMontagne, L. G., & Rabideau, C. R. (2025). Longitudinal associations of perceived media parenting with adolescent mental health: Mediation by social efficacy and online risk. [*J Child Fam Stud*, 34, 1786-1799.](#)

Garbacz, S. A., Flack, C., Huang, Q., Bowen, A., **Stormshak, E. A., & McIntyre, L. L.** (2025). Examining a short form of the Positive Family Support Strengths and Needs Assessment. [*Assessment for Effective Intervention*, 50\(2\), 63-71.](#)

Grant, S., Schweer-Collins, M., Day, E., Trevino, S. D., Steinka-Fry, K., & Tanner-Smith, E. E. (2025). Effectiveness of school-based depression prevention interventions: An overview of systematic reviews with meta-analyses on depression outcomes. [*J Consulting and Clinical Psychology*, 93\(4\), 194-212.](#)

Hammond, M. A., **Seeley, J. R.**, Small, J. W., Frey, A. J., Feil, E. G., & Walker, H. M. (2025). Examining the effects of teacher qualifications and program implementation on improving social skills among students in K-3rd grade. [*School Psychology Review*, 1-13.](#)

Hone, L. S. E., Boness, C. L., Helle, A. C., Kilmer, J. R., Morgan-Daniel, J., Chance, S. M., Rohleen, T. K., & **Cronce, J. M.** (2024). A scoping review of interventions for U.S. college students' harmful cannabis use and a call for a college cannabis intervention matrix. [*Int J Ment Health Addict*, 1557-1882.](#)

Kasari, C., **Shire, S.**, Shih, W., Kaiser, A., Lord, C., Levato, L., Smith, T., & Almirall, D. (2025). Adaptive intervention for school-age, minimally verbal children with autism spectrum disorder in the community: Primary aim results. [*J American Academy of Child & Adolescent Psychiatry*, 64\(6\), 674-685.](#)

Kelly, N. R., Doty, K. J., Schrag, B. H. C., Bryant, S., Plezia, S., Parr, N. J., & Budd, E. L. (2025). Feasibility and acceptability of a pilot randomized trial of a single session of imagery rescripting targeting the primary consequences of negative experiences with eating and appearance. [*Pilot and Feasibility Studies*, 11\(1\), 51.](#)

Kelly, N. R., Kosty, D., Bodovski, Y., Blackwell, C. K., Ganiban, J. M., Neiderhiser, J. M., Dabelea, D., Gilbert-Diamond, D., Aschner, J. L., Bastain, T. M., Breton, C. V., Bush, N. R., Calub, C. A., Camargo, C. A., Camerota, M., Croen, L. A., Elliott, A. J., Enlow, M. B., Ferrara, A., ... & **Leve L.D.**

 (2025). Children's executive functioning and health behaviors across pediatric life stages and ecological contexts. [*J Behav Med*, 48\(2\), 230-250.](#)

Khurana, A., Samlan, H., Wing, W. J., & Sharma, D. (2025). Self-control and decision-making skills as predictors of college enrollment: Role of parental influences. [*J Child Fam Stud*, 1-14.](#)

Kim, S. E., Hunt, E. A., Tsai, W., & **Huang, C. Y.** (2024). Profiles of racial discussions and associations with parent sociocultural factors and internalized racism in Asian American families. [*Family Process*, 64\(1\), e13059.](#)

Leve, L. D., Oro, V., Natsuaki, M. N., Harold, G. T., Neiderhiser, J. M., Ganiban, J. M., Shaw, D. S., & DeGarmo, D. S. (2024). The pernicious role of stress on intergenerational continuity of psychopathology. [*Development and Psychopathology*, 36\(5\), 2376-2389.](#)

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Mauricio, A. M., Hails, K. A., Caruthers, A. S., Connell, A. M., & **Stormshak, E. A.** (2024). Family Check-Up Online: Effects of a virtual randomized trial on parent stress, parenting, and child outcomes in early adolescence. [*Prevention Science*, 1–12.](#)

Nese, R. N. T., Nese, J. F. T., Santiago-Rosario, M. R., Izzard, S., Newson, A., Pimentel-Mannan, I., Lissman, D. C., Daza, T., Triplett, D., & **Malose, S.** (2025). Improving classroom engagement and reducing exclusionary discipline: A quasi-experimental study of the inclusive skill-building learning approach during COVID-19. [*J Education*, 205\(2\), 114–129.](#)

Nichols, L. M., Brown, T. B., Allmendinger, A., Hennessy, E. A., & **Tanner-Smith, E. E.** (2025). Substance use recovery needs among college students seeking recovery services: A thematic qualitative analysis. [*Addict Sci Clin Pract* 20,2.](#)

Perry, K. J., Godleski, S. A., Feinberg, M. E., Colder, C. R., & Eiden, R. D. (2025). Prenatal Psychological Adjustment, Relationship Satisfaction, and Parental Reflective Functioning: An Examination of Actor and Partner Effects in the Context of Paternal Moderate to Heavy Drinking. [*Parenting*, 1–25.](#)

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Stormshak, E., Connell, A., **Mauricio, A. M.,** McLaughlin, M., & **Caruthers, A.S.** (2024). Digital health delivery of parenting skills to improve conduct problems in middle school youth across two distinct randomized trials. [*Prev Sci*, 26, 582–592.](#)

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*, 1–11.](#)

PSI 2025

BY THE NUMBERS

51

ACTIVE
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PROPOSALS
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INVESTIGATORS

48

SCIENTISTS &
STAFF

2

POSTDOC
RESEARCHERS

13

NEW AWARDS

7

GRADUATE
EMPLOYEES

7

UNDERGRADUATES

PSI Faculty 2025



Elizabeth Budd

Evergreen Associate Professor



Allison Caruthers

Senior Research Associate II



Camille Cioffi

Research Assistant Professor



David Cosottile

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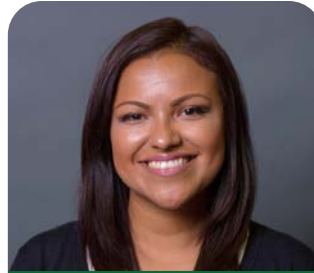
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Chair, Associate Professor



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