

Ballmer Institute for Children's Behavioral Health Symposium Participants



Dr. Sunny Bai (she/her): Dr. Sunhye Bai is an Assistant Professor of Human Development and Family Studies at the Pennsylvania State University. She received her Ph.D. in clinical psychology from UCLA and trained as a postdoctoral research fellow for one year at the UCLA Semel Institute for Neuroscience and Human Behavior, where she also completed her APA-accredited internship. Previously, she received an M.P.H. in maternal and child health from UC Berkeley. As a prevention scientist, family scientist and developmental psychopathologist, she looks to the everyday lives of youth to identify daily risk and resilience processes that can be targeted to prevent internalizing disorders and suicide risk. Her integrative and translational research program relies on longitudinal observational designs, innovative intensive repeated measurement approaches, and complex modeling techniques to capture interpersonal risk and resilience processes in the family.



Dr. Miya Barnett (she/her): Dr. Miya Barnett is an Associate Professor of Clinical Psychology in the Department of Counseling, Clinical, and School Psychology at the University of California, Santa Barbara where she runs the Promoting Access through Dissemination/implementation Research on Evidence-based Services (PADRES) Lab and Parent-Child Interaction Therapy (PCIT) Clinic. Dr. Barnett's research is focused on how implementation science can address mental health service disparities for minoritized children and families. She is specifically focused on how Lay Health Workers (LHWs) can be mobilized to increase access to evidence-based practices for marginalized communities. She received a Mentored Research Scientist Career Development Award from NIMH (K01MH110608; 2017-2021), which investigated how LHWs can increase engagement in PCIT for Spanish-speaking, immigrant families. Dr. Barnett completed her doctoral training in Clinical Psychology at Central Michigan University in 2014, her predoctoral internship at the University of Miami, Miller School of Medicine, and her postdoctoral training on the NIMH-funded 4KEEPS project at UCLA. Dr. Barnett was a NIHM-funded fellow for the Child Intervention, Prevention, and Services (CHIPS) and the Implementation Research Institute (IRI).



Dr. Cate DeCarlo Santiago (she/her): Catherine DeCarlo Santiago, Ph.D., is an Associate Professor in Clinical Psychology and the Director of Clinical Training at Loyola University Chicago. Dr. Santiago received her Ph.D. from the University of Denver and completed her clinical internship and postdoctoral fellowship at the University of California, Los Angeles. She is a licensed clinical psychologist. Dr. Santiago's program of research focuses on community-based interventions that address stress, trauma and resilience among children and families. In partnership with school and community leaders, administrators, clinicians, and parents, Dr. Santiago conducts school- and community-based intervention research. Her work draws on mixed methods approaches to examine intervention effectiveness, implementation, and sustainability. Dr. Santiago is a member of the Coalition for Immigrant Mental Health and a member of the Advisory Board for the Center for Human Rights of Children at Loyola, where she promotes trauma-informed policy and advocacy work.



Dr. Greg Fosco (he/him): Greg Fosco received his Ph.D. in Clinical Psychology from Marquette University in 2008, completed a Postdoctoral Fellowship at the University of Oregon, and is currently a Professor of Human Development and Family Studies and Psychology at The Pennsylvania State University. He also serves as the Associate Director of the Edna Bennett Pierce Prevention Research Center. His research program has two inter-related lines. The first line focuses on the role of the family in child and adolescent development, well-being, and substance use risk. His work examines family-level relationships (such as cohesion and conflict), interparental conflict, parent-child relationships, and parenting practices as important factors that have long-term developmental implications from adolescence into adulthood, and how these family processes fluctuate on a daily timescale to shape the day-to-day lives of adolescents. The second line focuses on understanding how evidence-based preventive interventions, delivered to adolescents, can have long-term benefits for their developmental success, mental health, and substance use risk.



Dr. Michaeline (Mikey) Jensen (she/her): Michaeline Jensen is a licensed psychologist and Assistant Professor of Psychology at the University of North Carolina at Greensboro. She received her PhD in Psychology in 2016 from Arizona State University (Child Clinical and Prevention Science emphases) upon completion of clinical internship at Morrison Child and Family Services in Portland, OR. She then went on to complete a 2-year NICHD funded postdoctoral fellowship at the Carolina Consortium on Human Development through UNC Chapel Hill's Center for Developmental Science. Dr. Jensen's research leverages novel

methodological techniques and mobile communication technologies to better understand the role of relationships in the development of adolescent mental health and substance misuse. Her research has examined the roles of parents, peers, neighborhoods, and cultural values in youth internalizing, externalizing, and substance use, including the cultural adaptation and evaluation of family-focused prevention programming. Increasingly, social connections are occurring not just face to face, but through mobile phones and online. Dr. Jensen's research recognizes this shift in communication patterns; she is utilizing mobile phones and the wealth of information contained therein in to elucidate the role of technology in relationship maintenance, mental health, and substance use among young people and to assess and uncover social-communication processes that researchers often struggle to accurately assess via traditional self-report.



Dr. Joanna Kim (she/her): Dr. Joanna Kim is an Assistant Research Professor at the REACH Institute (formerly Prevention Research Center) at Arizona State University. She completed her Ph.D. in Clinical Psychology at the University of California, Los Angeles in 2019. She completed an APA-accredited predoctoral internship at the University of California, San Diego and T32 Postdoctoral Fellowship at Arizona State University. She is currently the recipient of a NIDA-funded K01 mentored career development award. Broadly, Dr. Kim's research aims to

reduce disparities in behavioral health risk, identification, and service utilization for low-income, immigrant, and ethnoracial minority youth. She is particularly interested in strategies to increase caregiver use of evidence-based skills outside of intervention sessions. In her clinical work, Dr. Kim's passions are in parent management training, exposure response prevention, and evidence-based assessment.



Dr. Sarah Lindstrom Johnson: Sarah Lindstrom Johnson, PhD is an Associate Professor in the School of Social and Family Dynamics at Arizona State University. She received her PhD from the Johns Hopkins School of Public Health, postdoctoral training as a part of the Maternal and Child Health Bureau's Leadership in Adolescent Health Fellowship, and is a former high school teacher in Baltimore City. Dr. Lindstrom Johnson and colleagues have received over \$15 million dollars in federal, local, and foundation funds and published over 80

articles focused on mitigating youth risk and fostering resilience. This work utilizes an ecological understanding of youth behavior and involves trials of strengths-based interventions to foster developmental assets, parenting practices, and supportive environments. This work is done in partnership with youth serving organizations including schools, healthcare providers, and non-profits with the goal of developing solutions that are feasible and sustainable. Dr. Lindstrom Johnson is proud of her identity as a prevention scientist and serves as an Associate Editor for *Prevention Science*, the flagship journal of the Society for Prevention Research.



Dr. Marisa Fisher (she/her): Marisa Fisher is an Associate Professor of Special Education and a Board Certified Behavior Analyst- Doctoral (BCBA-D) at Michigan State University, as well as the co-founder and co-director of the MSU Center for Services, Training, and Research for Independence and Desired Employment (STRIDE). She received her Ph.D. in 2010 from the Department of Special Education at Vanderbilt University. Dr. Fisher evaluates the social outcomes of individuals with intellectual and developmental disabilities (IDD). She specifically studies factors and experiences related to friendships and social victimization among individuals

with IDD; and she designs community-based interventions to increase social competence and acceptance and to decrease social vulnerability and victimization. Dr. Fisher is co-Editor-in-Chief for the *Journal of Applied Research in Intellectual Disabilities* and serves on five additional editorial boards.



Dr. Larissa Gaias: Dr. Larissa Gaias is an Assistant Professor in the Psychology Department at the University of Massachusetts Lowell. Prior to joining UML, Larissa completed an Institute of Education Sciences postdoctoral fellow at the School Mental Health Assessment, Research, & Training (SMART) Center at the University of Washington. In 2018, Dr. Gaias received her PhD in Family and Human Development from Arizona State University. Her research focuses on integrating an equity lens into the development, implementation, and evaluation of school-based interventions to reduce pervasive racial/ethnic disparities in educational outcomes. Primarily, Dr. Gaias focus is on the reduction of individual and institutional racial biases and the ways those biases manifest in practice and policy. Her expertise lies in how school contexts can better support social-emotional, behavioral, and mental health/well-being of students who have been historically marginalized, particularly youth of color and youth affected by violence. She is passionate about building collaborations across research, practice, and policy. Larissa deeply values opportunities to collaborate with districts, schools, educators, community organizations, and policy makers to develop feasible, sustainable, effective, and equitable strategies for supporting students.



Dr. Melissa Lippold (she/her): Melissa Lippold is an associate professor at the School of Social Work at the University of North Carolina at Chapel Hill. Her research focuses on the role of parenting in preventing adolescent risky behavior, substance use, and mental health challenges. She also studies family stress and its implications for parent and adolescent mental, physical, and behavioral health. In addition to UNC and private donor support, her research has been funded by the National Institute on Drug Abuse and the Eunice Kennedy Shriver National Institute of Child Health and Human Development. She is also interested in the design and implementation of family-based preventive interventions. Her research interests stem from direct practice experience working with children, families, and communities and her involvement in multiple preventive intervention studies. Dr. Lippold holds a dual master's degree in Public Policy and Social Work from The University of Chicago and a Ph.D. in Human Development and Family Studies from the Pennsylvania State University.



Dr. Ariel Williamson (she/her): Ariel A. Williamson, PhD, DBSM, is a licensed clinical psychologist and Assistant Professor of Psychiatry and Pediatrics at Children's Hospital of Philadelphia (CHOP) and the University of Pennsylvania, Perelman School of Medicine (Penn). Her research integrates socio-ecological theory, community-engaged methods, and implementation science principles to understand and address child sleep problems and sleep health inequities. Dr. Williamson is a board member for the Philadelphia-area Beds for Kids program, which provides beds, bedding, and sleep education for children living in poverty and without an individual bed. She is also a sleep expert for the Pediatric Sleep Council, which provides free, evidence-based information about early childhood sleep for families and clinicians. Dr. Williamson completed her clinical psychology internship at CHOP, specializing in integrated behavioral health, and earned her PhD in clinical science at University of Delaware in 2016. Her T32 fellowship at CHOP and Penn focused on behavioral sleep medicine. Dr. Williamson's research has been funded by NICHD, NHLBI, the Sleep Research Society Foundation, and the American Academy of Sleep Medicine Foundation.



Dr. Evelyn Cho (she/her): Dr. Evelyn Cho received her PhD in clinical psychology (child track) at the University of Missouri and completed her predoctoral internship at the UCLA Semel Institute (Stress, Trauma, and Resilience Track) in 2021. She is currently a postdoctoral fellow at Harvard University's Lab for Youth Mental Health, where she directs a randomized effectiveness trial of a principle-guided transdiagnostic intervention for youth anxiety, depression, disruptive behavior, and trauma in community clinics. Her research aims to enhance the dissemination and implementation of evidence-based practices for common youth mental health concerns to community settings to advance youth mental health care equity.