



SPR 34th ANNUAL MEETING

SPR 2026 FELLOWS AND AWARDS

Phillip W. Graham, DrPH

SPR/ECPN 2026 AWARDS

Jimikaye Courtney, PhD

SERVICE APPRECIATION

Phillip W. Graham, DrPH

Thursday, May 28, 2026

6:15 pm – 6:55 pm, Eastern

Regency A, Ballroom Level

Congratulations!

SPR 2026 Fellows

Judy Garber, PhD
Vanderbilt University

Abigail Gewirtz, PhD
Arizona State University

SPR 2026 Awards

Presidential Award
Nancy Whitesell, PhD
University of Colorado Anschutz

Prevention Science Award
Keith Herman, PhD
University of Missouri

Public Service Award
Lora Peppard, PhD and the ADAPT Team,
Patty Ferssizidis, PhD, Brian Bumbarger, PhD,
Megan Erickson, MS, PMP,
Summer Jeirles, LPC, PMP, LSATP
High Intensity Drug Trafficking Areas

Translational Science Award
Nathaniel Riggs, PhD
Colorado State University

**Nan Tobler Award for the Review of Prevention
Science Literature**
Patty Leijten, PhD
University of Amsterdam

**Advances in Culture and Diversity in Prevention
Science Award**
Ruben Parra-Cardona, PhD
The University of Tennessee, Knoxville

**International Collaborative Prevention
Research Award**
Bosco Rowland, PhD
Monash University

Service to SPR Award
Eric Brown, PhD
University of Miami

Service to SPR Award
Brittany Cooper, PhD
Washington State University

SPR/ECPN 2026 Awards

ECPN John B. Reid Early Career Award
Maria Schweer-Collins, PhD
Iowa State University

Friend of ECPN Award
Sarah Chilenski, PhD
The Pennsylvania State University

Congratulations!

SPR 2026 Fellows

This year, we are pleased and proud to present the 14th cohort of SPR Fellows. The SPR Fellowship is an honor that the Society for Prevention Research bestows upon a small and select group of members who have a particularly distinguished record of contributions in the field of prevention research. A distinguished record reflects a substantial body of work that has had a broad and significant impact on prevention science.

SPR Fellow

This year, we are pleased to present the SPR Fellow to **Dr. Judy Garber**, Emeritus Professor of Psychology and Human Development at Vanderbilt University.



Dr. Garber is a world-leading scholar of the development and prevention of depression in children. Her exceptional scientific contributions span the full range from enhancing our understanding of basic developmental science to its translation to public policy, practice, and prevention. She has conducted ambitious and rigorous randomized controlled trials of translational prevention programs, showing that debilitating and difficult-to-treat youth mental health disorders can indeed be prevented or forestalled. Her work exemplifies the importance of conducting prevention science within a sound developmental framework, for example, showing how prevention strategies can be optimally matched to children's cognitive abilities.

Dr. Garber was recognized in 2022 as being among the top one percent of cited researchers worldwide. She has published over 200 articles in peer-reviewed journals and three books, including the highly influential 'Human helplessness: Theory and applications'. This is a testament to the remarkable impact of her work. Dr. Garber has been the recipient of numerous honors, including a Distinguished Scientist Award from the Society for the Science of Clinical Psychology, and election as a Fellow of the Association for Psychological Science (APS). She has been awarded continuous grant funding from NIH for nearly four decades.

Dr. Garber's early seminal work examined the mechanisms at the level of both child and the family through which children and adolescents come to display depressive symptoms. She found support for a diathesis-stress model in which familial diathesis leads to depression in particular environmental circumstances of stress. She went on to identify social-cognitive mechanisms through which stress exerts its impact, particularly attributions about the causes of experienced stress as internal, global, and stable. She tested her hypotheses through ingenious short-term longitudinal studies and through longer-term prospective studies, following children across several years.

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Dr. Garber went on to translate her knowledge about family and social-cognitive mechanisms into preventive interventions directed toward children at high risk for depression. She carefully piloted and refined her intervention and conducted several rigorous randomized trials to evaluate its efficacy. These studies contribute to basic science about the mechanisms of the development of depressive symptoms, knowledge about the efficacy of preventive intervention, and serve as a model for conducting rigorous basic science in real-world contexts. Her groundbreaking, multi-site randomized trial across diverse families and contexts shows that depression can be prevented through time-limited cognitive behavior therapy with children who are the offspring of a parent with depression. This work has helped change the view among practitioners that depressive disorder might not be preventable and contributed to our understanding of the mechanisms of transmission of depression across generations.

Dr. Garber has long been an active scholar in the basic science of developmental psychopathology and has become the leading researcher in the world on the development and prevention of depression in children. The SPR Fellow Award recognizes her entire career, which shows remarkable persistence in pursuing a highly original and productive line of research, exemplifying the very best of prevention research, conducted to the highest standards of scientific rigor.

SPR Fellow

This year, we are pleased to present the SPR Fellow to **Dr. Abigail H. Gewirtz**. Dr. Gewirtz is Foundation Professor of Psychology at Arizona State University and Director of the REACH Institute. Her career exemplifies sustained excellence, innovation, leadership and influence in prevention science that this award is intended to recognize.



For more than two decades, Dr. Gewirtz has been a leader in prevention science, focusing on children and families exposed to trauma, war, displacement, and military deployment. Her work combines strong developmental theory, rigorous randomized trials, and implementation in real-world systems. She has made remarkable contributions to how the field conceptualizes and delivers family-based preventive interventions under conditions of significant stress, and her work has shaped how prevention scientists understand parenting as a central protective process in the context of trauma.

Dr. Gewirtz is best known for developing the After Deployment Adaptive Parenting Tools (ADAPT) program, a preventive intervention for military families.

Through multiple federally funded randomized trials, she and her team have demonstrated improvements in parenting practices, family functioning, and child adjustment. ADAPT is one of the most rigorously tested parenting programs developed specifically for military-connected families and has been implemented in partnership with military and community systems.

Recently, she has extended her interventions to immigrant and forcibly displaced families. Across these projects, she has emphasized cultural responsiveness, engagement, and careful measurement of implementation fidelity. Her research on remote data collection, fidelity assessment, and comparative delivery formats (in-person, online,

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telehealth) has strengthened methodological standards within prevention science and contributed to the field's understanding of scalability.

Dr. Gewirtz has published extensively in leading peer-reviewed journals spanning prevention science, developmental psychopathology, trauma, military family research, and implementation science, and her work is widely cited. She has authored books and scholarly chapters that translate prevention science for practitioners and families, extending the reach of her research beyond academia. Dr. Gewirtz has sustained an impressive record of external funding from NIH, the Department of Defense, SAMHSA, and many others. Her work has been recognized by awards including Fellow of the American Psychological Association, and Fellow of the Association of Psychological Sciences.

Dr. Gewirtz has demonstrated sustained leadership within SPR, serving on the Board of Directors and the Ethics Taskforce. In 2018, she received the SPR Translational Science Award, recognizing her outstanding contributions to bridging science and practice. Her service to the broader field reinforces SPR's mission, for example serving on the Board of the National Prevention Science Coalition and holding leadership roles within the National Child Traumatic Stress Network. She also served on the National Academies of Sciences Committee on the Wellbeing of Military Families and has participated in federal advisory workgroups focused on parenting and vulnerable families.

Dr. Gewirtz's work exemplifies collaborative, inclusive leadership. She has trained and mentored numerous graduate students and postdocs, many of whom have gone on to successful careers in prevention science. As Founding Director of the Institute for Translational Research in Children's Mental Health at the University of Minnesota and now Director of the REACH Institute at Arizona State University, she has built interdisciplinary infrastructures that strengthen prevention research and community partnerships.

In summary, Dr. Gewirtz has advanced theory, strengthened methodology, developed, tested and disseminated influential interventions, informed policy, provided exemplary service to SPR, and mentored the next generation of scholars. Her approach to leadership embodies the deep collaborations that are true to the spirit of SPR. Her work has made a real difference in the lives of military-connected, immigrant, and trauma-exposed families while making outstanding scientific contributions to our field.

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SPR 2026 Awards

Presidential Award: The Presidential Award is given to those who have made a major lifetime contribution to prevention science research.

This year, we are pleased to present the Society for Prevention Research Presidential Award to **Dr. Nancy Whitesell**, Professor at the Centers for American Indian and Alaska Native Health, in the Department of Community and Behavioral Health at the Colorado School of Public Health, University of Colorado Anschutz. The award honors her sustained contributions to leadership in prevention science that addresses Native American community health priorities.



Dr. Whitesell's research is foundational to the evidence base for prevention science in Native American communities. It focuses on understanding developmental and contextual factors that influence disparities in health experienced by Native American youth from birth through adolescence, and designing culturally grounded prevention strategies that build on cultural strengths, Indigenous wisdom and ways of knowing, in order to promote resilience and well-being. Her work exemplifies rigorous prevention science conducted in authentic partnership with Native American communities and with deep respect for Tribal sovereignty.

Dr. Whitesell's work has helped develop and evaluate culturally grounded interventions that strengthen families, promote early childhood development, and prevent youth substance use. In addition to her empirical contributions, she has played a pivotal role in shaping methodological approaches for research conducted in Tribal contexts, emphasizing community engagement, cultural grounding, and ethical partnerships.

Dr. Whitesell has committed herself to uplifting and supporting the next generation of Native and allied research scholars. She has been instrumental in building the infrastructure and workforce needed to evolve a prevention science that is deeply responsive to Native American health priorities. For example, she co-founded and co-directed the Native Children's Research Exchange (NCRE) network and Scholars program, a scholarly home and community for researchers whose work serves Native American communities. Dr. Whitesell's tireless efforts have built, sustained, and grown the NCRE network and Scholars program, hosting 15 conferences and supporting the prevention research career development of over 40 Native American and allied scholars. Dr. Whitesell has provided exceptional service to the scientific community. She has chaired national research consortia, served on numerous NIH review panels and advisory boards, and contributed to national initiatives on prevention research in Native American communities. Her leadership in the Intervention Research to Improve Native

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American Health (IRINAH) network and other national networks has strengthened partnerships across institutions and disciplines, and most importantly, with Native American communities to advance prevention science research at a national scale. Her efforts have been recognized through many honors and awards, including a National Institute on Drug Abuse MERIT Award, and University of Colorado awards for research excellence and mentorship.

Dr. Whitesell's career exemplifies the mission and values of the Society for Prevention Research. Her work has not only advanced scientific understanding but has improved the relevance and real-world impact of prevention science. Through her scholarship, leadership, and mentorship, she has had a transformative and enduring impact on prevention research, particularly that which is conducted in service of Native American community health and advancing the field's commitment to health justice.

Prevention Science Award: The Prevention Science Award is given for the application of scientific methods to developing and testing prevention strategies.

This year, we are pleased to present the Society for Prevention Research Prevention Science Award to **Dr. Keith Herman**.



Dr. Herman is a Curators' Distinguished Professor at the University of Missouri and Co-Director of the Missouri Prevention Science Institute. He is recognized for a distinguished career with special interest in advancing training and scholarship in the areas of prevention science and children's mental health. Dr. Herman has authored close to 200 journal articles and four books, primarily in the areas of youth depression prevention and improving safe learning environments and culturally responsive practices in schools.

Dr. Herman's earlier work in children's mental health articulated a comprehensive theory of child-onset depression and then identifying modifiable aspects of the social environment that contribute to depression risk.

His research has helped address the critical question about how and when depressogenic cognitions develop. In a series of studies, he found that severe inattention, ineffective parenting practices, and low academic competence may precede and cause the emergence of depressive symptoms.

Consistent with the prevention science research cycle, he went on to examine whether reducing these identified risk factors through direct manipulation would in turn reduce risk for depression. His first randomized trial found that the Incredible Years (IY) parenting intervention reduced child depressive symptoms and that effects were mediated by changes in parenting effectiveness. In a second paper, he found that integrated parent, child, and teacher interventions yielded stronger effects on reducing child internalizing symptoms compared to a wait-list control group.

Dr. Herman's school-focused work has been instrumental in showing that altering youth environments at home and school can prevent later mental health problems. In a group randomized trial, he found that IY teacher training in

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elementary schools led to improved child prosocial behaviors and emotional regulation skills. An RCT in middle schools found that classrooms receiving the CHAMPS classroom management intervention had lower disruptive behaviors and higher achievement test scores compared to controls. Finally, he has two school RCTs evaluating efficacy of a novel principal training program in improving school environments, reducing school bullying and fostering youth positive outcomes with over 80,000 students.

More recently, Dr. Herman has been involved in cutting-edge research on teacher professional development (PD) and coaching models. He was a lead consultant on the development of the Double Check coaching model for improving cultural proficiency of teachers. This model is based on the Classroom Check-Up (CCU) developed by Reinke, Herman and others. Using the CCU observation tool, he found that teachers were more likely to deliver negative feedback to Black students than White students and that this feedback predicted escalation of end-of-year behavior problems even after controlling for baseline behavior problems. Building on this, he leads an IES-funded exploratory grant for identifying malleable observable indicators to provide specific, impactful feedback to teachers on culturally responsive practices in the classroom.

As evidence of his outstanding leadership, Dr. Herman co-founded and co-directs the Missouri Prevention Science Institute (MPSI), for training the next generation in prevention science research. He also co-developed the Family Access Center for Excellence (FACE), which has school- and community-based clinicians providing free services to youth and their families in the county, with all youth in the schools being screened (~25,000) twice per year for social and emotional risk factors.

Public Service Award: The Public Service Award is given in recognition of extensive and effective advocacy for prevention science and research-based programs.

This year, we are pleased to present the Public Service Award to **Dr. Lora Peppard, Director, and the ADAPT Team**, Dr. Patty Ferrisizidis, Dr. Brian Bumbarger, Megan Erickson, and Summer Jeirles, in recognition of their outstanding contributions to advancing prevention science and bringing science-based programs into practice nationwide.



In just five years, Dr. Peppard and ADAPT (A Division for Advancing Prevention Translation) have emerged as leaders in translating prevention science for real-world application through the High Intensity Drug Trafficking Areas (HIDTA) program and across the U.S. prevention workforce.

Working with communities, practitioners, coalitions, governments, and researchers, ADAPT has helped bridge the gap between research and frontline efforts to prevent substance misuse, particularly in high-risk communities. Supported by the Office of National Drug Control Policy, this work has strengthened prevention within HIDTA's nationwide public safety framework.

The first HIDTA Prevention Strategy was developed in 2019 to support HIDTAs and their communities with a clear direction towards integration of evidence-based strategies.

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The strategy serves as an important complement to the HIDTA mission focused primarily on enforcement and interdiction. Under the visionary leadership of Dr. Peppard, ADAPT was created to bring evidence-based prevention strategies and workforce development into the HIDTA system nationwide.

Under Dr. Peppard's leadership, ADAPT has built a multidisciplinary prevention workforce and made prevention science more accessible and actionable through training, technical assistance, and national learning communities. A key innovation is the Health Promoting Relationships (HPR) Paradigm, which reframes prevention around cultivating supportive relationships and belief systems that promote resilience and healthy development. In 2025 alone, HPR training reached over 1,000 practitioners.

Through building national infrastructure, fostering collaboration, and elevating prevention science in public safety and policy conversations, Dr. Peppard and the ADAPT team have ensured that evidence-based strategies reach the communities where they are most needed.

Translational Science Award: The Translational Science Award is given to an individual in recognition for contributions to the field of prevention science in the area of Type 1 or Type 2 translational research.

This year, we are pleased to present the Society for Prevention Research Translational Science Award to **Dr. Nathaniel Riggs**, Professor in the Department of Human Development and Family Studies at Colorado State University (CSU). Dr. Riggs has made exceptional, sustained contributions across a wide range of translational research, spanning the continuum from Type 1 innovation to Type 2 implementation.



Dr. Riggs has shown unwavering commitment to advancing prevention science through rigorous empirical work, meaningful community partnerships, and large-scale workforce development. He has directly strengthened Colorado's prevention infrastructure through his leadership of the CSU Prevention Research Center (PRC). Under his direction, PRC has become a statewide hub for evidence-based prevention, implementation support, and behavioral health innovation. For example, he launched the PRC Implementation Toolbox, a free and accessible resource to build capacity among practitioners, community partners, and organizations to select, implement, and sustain evidence-based programs. PRC has four divisions – Healthy Schools, Community-University Partnerships, Intellectual and Developmental Disabilities, and Healthy Aging –reflecting the breadth of Dr. Riggs's translational vision.

Through these initiatives, graduate students receive hands-on training in community-engaged prevention research, preparing them for careers that integrate research, policy, and practice. PRC has become a trusted partner for agencies seeking guidance on implementing evidence-based preventive programs.

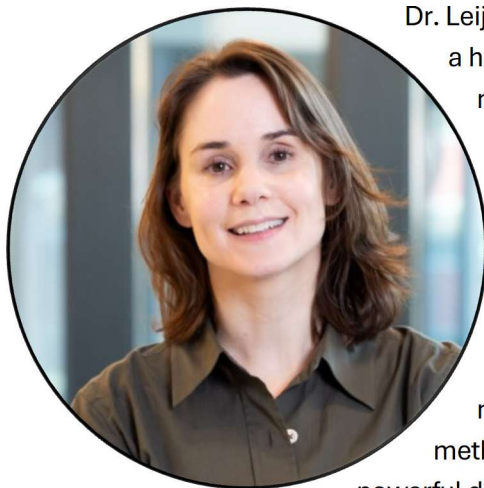
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Dr. Riggs co-launched and serves as Co-Director of the Colorado System of Care Workforce Capacity Center, a \$6m university–state partnership funded by the Colorado Department of Health Care Policy and Financing and Colorado Behavioral Health Administration. The Workforce Capacity Center is a powerful example of Type 2 translational research in action – supporting the adoption, scaling, and sustainment of evidence-based practices within statewide service systems. Dr. Riggs has made significant contributions to prevention science through his service to SPR, including serving on the SPR task force on Core Competencies for Prevention Researchers, a field-shaping Type 2 translational document that guides the training and professional development of prevention scientists. Dr. Riggs has also served on SPR’s Board of Directors and chaired the Society’s Training Committee, helping shape SPR’s national agenda for workforce development.

Across all these roles, Dr. Riggs exemplifies the spirit of translational research: he builds bridges between rigorous science and real-world practice, so that practitioners, systems leaders, and policymakers can benefit from high-quality evidence. His work has been instrumental in testing, disseminating, and scaling preventive interventions that improve youth and family outcomes and enhance community wellbeing.

Nan Tobler Award for Review of the Prevention Science Literature: The Nan Tobler Award for Review of the Prevention Science Literature is given for contributions to the summarization or articulation of the empirical evidence relevant to prevention science.

This year, we are pleased to present the Society for Prevention Research Nan Tobler Award for Review of the Prevention Science Literature to **Dr. Patty Leijten**, Professor in the Faculty of Social and Behavioural Sciences, Preventive Youth Care Programme.



Dr. Leijten has published close to 50 systematic reviews and meta-analyses, making a huge contribution to our understanding of the effectiveness, moderators, mechanisms and essential components of parenting interventions for preventing child disruptive behavior. Her work is a shining example of how meta-analytic methods can be used to build and test prevention theory and mechanisms, as well as practical questions about main effects of interventions.

Dr. Leijten has also contributed to the advancement and cutting-edge application of methods for research synthesis. For example, she leads a novel European consortium for pooling data across multiple intervention trials—methods known as Individual Participant Data Meta-Analysis. She uses these powerful datasets to test questions (for example) about moderator and moderated mediation effects in prevention, and to examine patterns of co-occurring change in outcomes, using latent class and latent transition analysis. She has also advanced our understanding of parenting component effects by using multi-level meta-analysis and then network meta-analysis of trial data. She has published a seminal paper on advancing methods for analyzing intervention components. She has published many highly cited papers in *Prevention Science*, and has

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edited a special issue for *Prevention Science* with Dr. George Howe, on using baseline target moderation to assess variation in prevention impact.

Dr. Leijten is an outstanding mentor of early career researchers, generously and with great clarity guiding them to explore their ideas using meta-analysis, alongside other methods, always with the highest standards of rigor and theory building.

Advances in Culture and Diversity in Prevention Science Award: The Advances in Culture and Diversity in Prevention Science Award is given for contributions to the field of prevention science in the area of community and culture.

This year, we are pleased to present the Society for Prevention Research Advances in Culture and Diversity in Prevention Science Award to **Dr. Rubén Parra-Cardona** for his sustained and influential contributions to the integration of culture into prevention science. His program of research has significantly advanced understanding of how culturally grounded prevention strategies can be developed, rigorously evaluated, and implemented with underserved populations, particularly Latine immigrant families.



Over the past two decades, Dr. Parra-Cardona has established a coherent and methodologically rigorous body of work focused on the cultural adaptation of evidence-based parenting interventions. Centered on the well-validated Parent Management Training–Oregon Model, his work demonstrates how core mechanisms of change can be preserved while meaningfully integrating culture and context.

Through sustained NIH funding, he led the development and testing of the culturally adapted PMTO interventions for low-income immigrant families. His randomized trials show that an enhanced adapted model yielded additional benefits for child externalizing and internalizing outcomes, a model where immigration-related stress, discrimination, and bicultural challenges were explicitly incorporated into the intervention framework. This provides experimental evidence that careful attention to culture and contextual adversity can strengthen prevention impact.

A defining contribution of Dr. Parra-Cardona's scholarship is that it advances the field beyond superficial cultural tailoring. His research directly examines how structural inequities, including immigration stress and discrimination, shape parenting processes and intervention engagement. By embedding these contextual realities within intervention design and evaluation, he has advanced a more precise science of balancing fidelity and cultural fit, an issue central to prevention science globally. He has also made important conceptual advances, articulating enhanced frameworks for cultural adaptation that preserve scientific rigor while enhancing relevance for underserved populations.

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His influence extends internationally through adaptation and implementation initiatives in Chile and Mexico, reflecting sustained commitment to strengthening prevention science infrastructure across diverse contexts. He has also mentored a new generation of prevention scientists committed to addressing societal inequities through rigorous research linked to real-world impact on policy and practice.

Dr. Parra-Cardona exemplifies the intent of the Advances in Culture and Diversity in Prevention Science Award. He has advanced conceptual understanding of culture in prevention science and contributed substantially to the development and adaptation of effective prevention strategies for underserved populations.

International Collaborative Prevention Research Award: The International Collaborative Prevention Research Award recognizes contributions to the field of prevention science in the area of international collaboration.

This year, the Society for Prevention Research is proud to present the International Collaborative Prevention Research Award to **Dr. Bosco Rowland**, Senior Research Fellow, Monash University Eastern Health Clinical School, Australia.



Dr. Rowland is a notable prevention researcher who has facilitated the founding and development of the Asia- Pacific Society for Prevention Research, and has made many contributions to the activities of the SPR International committee.

In 2024 Dr. Rowland facilitated the initiation of the Asia-Pacific Society for Prevention Research. He was a leader within the inaugurating executive committee, and raised the funds that enabled the launch of the Society. Dr. Rowland is a significant international contributor to the Society for Prevention Research, presenting at annual meetings, and making contributions such as to the ECPN Invited Symposium on Prevention Research across International Contexts, to International Committee symposia, and to the International Networking Forum, serving as a link member between the Asia-Pacific Society for Prevention Research and the main society and annual meeting.

At Monash University, Dr. Rowland has made important contributions as a senior prevention researcher, leading national and international research projects on adolescent problem behavior, preventive interventions for drug and alcohol use, smoking, mental health, and healthy eating. He has published 75 peer-reviewed papers and recently won a \$1.97 million Australian Government Medical Research Future Fund (MRFF) grant as lead PI, for investigating how to counter increasingly sophisticated alcohol marketing tactics, with the goal of disrupting early access to alcohol use, and protecting youth from substance use and mental illness risk.

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Service to SPR Award: The Service to SPR Award is given in recognition of outstanding service to the organization.

This year, the Society for Prevention Research is proud to present the Service to SPR Award to the Team of **Dr. Eric C. Brown** and **Dr. Brittany Cooper** for their outstanding work and leadership with the Standards of Knowledge Task Force II. In 2021 the Society for Prevention Research (SPR) Board of Directors commissioned the SPR Training Committee to form a Special Task Force to systematically review and update the 2011 *Standards of Knowledge for the Science of Prevention* report and develop a dissemination plan for the updated report. The report, entitled *Core Competencies for Prevention Researchers* was released in December 2025. The goal of this report is to help define prevention science; to identify the assumptions, principles, and key domains that fall within this definition; and to describe specific competencies that characterize each domain. The report highlights the fundamental roles of epidemiology and etiology of risk, promotive, and protective factors for health, behavior, and societal problems; it highlights advancements and innovations in basic and applied research, including the evaluation of preventive interventions; it addresses both the development and adaptation of these interventions; and it recognizes the growing importance of their dissemination and implementation with our focal populations. The report was informed through extensive interviews with prevention researchers, focus group discussions with prevention practitioners, interactive roundtable conversations with prevention research conference attendees in the U.S. and internationally, and reviews of prevention course syllabi and peer-reviewed literature. This report is a field-shaping document that guides the training and professional development of prevention scientists.



Dr. Eric C. Brown is a Professor of Professional Practice in the Department of Public Health Sciences at the University of Miami Miller School of Medicine where he is a member of the Division of Prevention Science and Community Health. He directs the implementation science track for the department's doctoral program in prevention science. His work focuses on the development, implementation, and evaluation of community- and school-based preventive interventions in the United States and Latin America. He is the principal investigator of a NIDA-funded study examining risk factors for adolescent drug use in the United States, Colombia, Chile, and Brazil. He also served as an investigator on the Community Youth Development Study, a community-randomized controlled trial of the Communities That Care prevention system. Dr. Brown's research interests center on the application of advanced

research methods to evaluate the effectiveness of prevention programs and implementation systems. He currently teaches implementation science, disease prevention and health promotion, and advanced quantitative research methods in prevention science. As well as co-chairing the Standards of Knowledge II Task Force along with Dr. Brittany Cooper, he has served on SPR's International Committee.

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Dr. Brittany Cooper is Professor of Human Development and Graduate Faculty in the Prevention Science PhD program at Washington State University. She co-leads the IMproving Prevention through ACTION Research (IMPACT) lab, which aims to close the gap between the science and real-world practice of prevention by better understanding what it takes to get effective, culturally responsive prevention programs and policies widely disseminated, implemented with high quality, and sustained. For over 15 years, she has collaborated with federal, state, and other community leaders to improve the field's understanding of how best to support the integration of effective prevention programs in diverse community settings. These have included programs for alcohol and substance use prevention, family, parenting and preschool interventions. As well as co-chairing the

Standards of Knowledge II Task Force along with Dr. Eric Brown, Dr. Cooper served as President of SPR from 2023-2025. She is currently Director of the SAMHSA-funded Northwest Prevention Technology Transfer Center, which provides training and technical assistance to prevention providers across Alaska, Idaho, Oregon, and Washington. Throughout her career, Dr. Cooper's research, teaching, and outreach has prioritized the translation of prevention science for public health impact.

SPR/ECPN 2026 Awards

ECPN John B. Reid Early Career Award: The ECPN John B. Reid Early Career Award is presented annually by the Early Career Preventionist Network to a person early in their career in prevention. This award is bestowed on someone who has shown a commitment to prevention science through outstanding contributions to research, policy, or practice.



It is an honor to present **Dr. Maria Schweer-Collins** with the 2026 ECPN John B. Reid Early Career Award. Dr. Schweer-Collins is an Assistant Professor in the Department of Psychology at Iowa State University and an Affiliate Research Assistant Professor at the Prevention Science Institute at the University of Oregon. Dr. Schweer-Collins has built a rigorous and impactful research program focused on eliminating health and psychosocial disparities among youth involved in child welfare and juvenile justice systems. Since completing her PhD in Prevention Science in 2020, she has authored or co-authored 34 peer-reviewed publications and secured over \$4 million in extramural funding as PI or MPI, including a NIDA R01 to adapt a substance use prevention program for youth in foster care and an

NIJ-funded longitudinal study following justice-involved women and their children across generations. A defining feature of Dr. Schweer-Collins's work is her sustained commitment to community engagement and knowledge translation. She

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has partnered with Court Appointed Special Advocates programs, served on state-level advisory councils, and consistently brought prevention science to practitioner and policymaker audiences. As noted in her nomination letter, her work reflects both scientific rigor and a commitment to contextually relevant, scalable prevention strategies. Her dedication to mentoring emerging scholars further exemplifies the values championed by Dr. John B. Reid. It is with great enthusiasm that we recognize Dr. Schweer-Collins with this award.

Friend of ECPN Award: The Friend of ECPN Award is presented to a mid-career or senior preventionist who has supported and encouraged early career persons or issues. The recipient of the Friend of ECPN Award will have been active in supporting early career activities, either by helping ECPN as an organization; promoting training, funding, and/or early career involvement in prevention efforts; or encouraging early career preventionists in their work.



It is an honor to present **Dr. Sarah Chilenski** with the 2026 Friend of ECPN Award.

Dr. Chilenski is a Research Professor in the Edna Bennett Pierce Prevention Research Center at Penn State University. She has worked in prevention research and evaluation for over 25 years and has mentored more than 20 early-career prevention scientists, including former members of ECPN. Dr. Chilenski currently serves as a senior faculty mentor in the Office of Educational Equity at Penn State and leads the Coalition Research Group, which provides opportunities for interdisciplinary collaboration and mentorship for early-career, junior, and senior scholars. As stated in her nomination letter, Dr. Chilenski “is known for her protective stance toward early-career scholars, her careful,

constructive feedback, and her willingness to leverage her social capital to open doors so emerging prevention scientists are seen, heard, and valued.” She has participated in a variety of ECPN activities on work-life balance and professional growth, as well as co-chaired the Training Needs Assessment Survey Task Force sponsored by SPR. Dr. Chilenski’s dedication to supporting ECPN and bolstering the development of early career prevention scientists reflect the core values of the Friend of ECPN Award.

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SPR 2026 Recognition and Honors Committee

2026 Awards Committee

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Deinera Exner-Cortens, PhD

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