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EDUCATION

- 2008-2009 Clinical Internship, University of Washington School of Medicine / Seattle Children's Hospital, Seattle, Washington
- 2002-2009 Ph.D., Clinical Child Psychology, DePaul University, Chicago, Illinois
- 2002-2005 M.A., Clinical Child Psychology, DePaul University, Chicago, Illinois
- 1997-2001 B.A. (with Honors and Distinction), Psychology, University of Michigan, Ann Arbor, Michigan

POSITIONS HELD

- 2017- Associate Professor, Department of Psychiatry and Behavioral Sciences, University of Washington School of Medicine, Seattle, Washington
- 2013- Director, School Mental Health Assessment, Research, and Training (SMART) Center, University of Washington School of Medicine and College of Education, Seattle, Washington
- 2018- Adjunct Associate Professor, Department of Psychology, University of Washington, Seattle, Washington
- 2013-2017 Assistant Professor, Department of Psychiatry and Behavioral Sciences, University of Washington School of Medicine, Seattle, Washington
- 2012-2013 Acting Assistant Professor, Department of Psychiatry and Behavioral Sciences, University of Washington School of Medicine, Seattle, Washington
- 2009-2012 Senior Fellow, Department of Psychiatry and Behavioral Sciences, University of Washington School of Medicine, Seattle, Washington
- 2009-2012 Research Associate, Seattle Children's Hospital, Seattle, Washington
- 2007-2008 Research Associate, Institute for Juvenile Research, University of Illinois at Chicago

HONORS AND AWARDS

- Expert Faculty, Implementation Research Institute, George Warren Brown School of Social Work, Washington University in St. Louis (2017)
- Early Career Award, Association for Behavioral & Cognitive Therapies (ABCT) Dissemination & Implementation Science Special Interest Group (DIS SIG) (2015)
- Fellow, Implementation Research Institute, George Warren Brown School of Social Work, Washington University in St. Louis (2012-2014)
- Pearson Early Career Award, American Psychological Foundation (2012)
- NIH National Center on Minority Health & Health Disparities Loan Repayment Prog. (2010-2014)
- University of Washington School of Medicine Nominee, William T. Grant Scholars Program (2011)
- Joseph Becker Research Award, University of Washington (2008)
- American Psychological Association Travel Award (2008)
- Outstanding Poster Award, 6th National Parent-Child Interaction Therapy Conference (2006)
- Distinction awarded to M.A. thesis presentation, DePaul University (2004)
- Honors and distinction awarded to B.A. thesis, University of Michigan (2001)

University Honors, University of Michigan (2000)
Class Honors, University of Michigan (1999-2000)

SERVICE

National/International:

Steering Committee, Prevention Science & Methodology Group (PSMG), Northwestern Univ. (2019-)
Associate Editor, *Journal of Collaborative Implementation & Dissemination Research (CIDR)* (2018-)
Data Safety and Monitoring Board, *iKinnect Project*, Evidence-Based Practice Institute (2018-)
Founding Member, International Assoc. for School Attendance (INSA), Leiden, Netherlands (2018-)
Systematic Review Peer Reviewer, Campbell Collaboration (2017-)
Advisory Committee, Australasian Implementation Conference (2017-)
Communications Officer, Society for Implementation Research Collaboration (SIRC) (2015-2017)
Brain Canada, Grant Review Committee (2015)
Tryg Foundation (Denmark), Grant Review Committee (2015-)
Editorial Board, *School Mental Health* (2014-)
American Psychological Foundation, Pearson Early Career Grant Review Committee (2014-2016)
Fidelity and Scale-Up Implementation Practice Grp. Facilitator, Global Implementation Conference (2013)
Program Committee, Annual Conference on Advancing School Mental Health (2013-)
Program Committee, Association for Behavioral and Cognitive Therapies National Convention (2012-)
Committee for Establishing an *Implementation Science Division* of the Amer. Psych. Assoc. (2011-2016)
National Convention Program Chair, Division 37 of the American Psychological Association (2011)
Research Practice Group Facilitator, Global Implementation Conference (2011)
Implementation Practice Group Planning Committee, Global Implementation Conference (2010-)
Core Planning Committee, Soc. for Implementation Research Collaborative, Biannual Conference (2010-)
Communications Officer, Dissem. & Implementation Science Special Interest Group (ABCT) (2010-2012)
Editor, Newsletter of the Dissem. & Implementation Science Special Interest Group (ABCT) (2010-2012)
Program Committee, Division 37, American Psychological Association National Convention (2009-)
Reviewer: *Behavior Modification; Educational Psychology; British Journal of Ed. Psychology; Emotional and Behavioral Disorders in Youth; Public Library of Science (PLOS) ONE; Journal of Clinical Child and Adolescent Psychology; Journal of Behavioral Health Services and Research; Advances in School Mental Health Promotion; Administration and Policy in Mental Health and Mental Health Services Research; Cognitive and Behavioral Practice; School Mental Health; Implementation Science; Child Maltreatment; Psychiatric Services; Consulting and Clinical Psychology; Children and Youth Services Review; Journal of School Psychology*

Local:

Advisory Board, UW Master of Arts in Applied Child and Adolescent Psychology Program (2019-)
Workgroup Leader, Mental Health in Education Workgroup, WA State Mental Health Summit (2017-)
Selection Committee, Wayne Katon Outstanding Mentor Award (2015-)
Review Committee, University of Washington Royalty Research Fund (2014)
Consultant, Seattle Youth Violence Prevention Initiative (2009)
Diversity Advancement Committee, U. of Washington Internship Program (2008-2009)
Student Liaison, Council for Directors of Clinical Programs (2006-2008)
Clinical Student Representative to DePaul Psychology Faculty Meetings (2006-2007)
Best Practices Committee, DePaul Community Mental Health Center (2004-2007)
Departmental Diversity Committee, DePaul University Psychology (2003-2008)

GRANT SUPPORT

Current:

1. *The Organizational Assessment for Strategic Implementation in Schools (OASIS): A Measurement Suite to Support Educator Adoption of Evidence-Based Practices* (A. Lyon & C. Cook, PIs)
Institute of Education Sciences (Goal 5: Measurement) (R305A160114) (2016-2019)
Measurement development project to adapt existing measures of the organizational implementation context to promote evidence-based practice uptake and sustainment in schools.
Total Award: \$1,393,121
Role: Principal Investigator
2. *Development and Evaluation of Beliefs and Attitudes for Successful Implementation in Schools for Teachers (BASIS-T)* (C. Cook, A. Lyon, & M. Duong, PIs)
Institute of Education Sciences (Goal 2: Development & Innovation) (R305A170292) (2017-2020)
Developing a teacher-focused pre-implementation motivation enhancement intervention that will be tested in the context of universal social, emotional, and behavioral program implementation.
Total Award: \$1,399,848
Role: Principal Investigator
3. *Brief Interventions Enhancing School Safety* (A. Lyon, J. Patnode, & C. Cook, PIs)
National Institute of Justice (2014-CK-BX-0013) (2015-2018)
Investigate the effects of building school capacity to make data-driven decisions surrounding the delivery of evidence-based, brief interventions to improve student mindsets and school belonging.
Total Award: \$1,475,000
Role: Principal Investigator
4. *Brief Online Training (BOLT) for Routine Outcome Monitoring: A Low-Cost & Scalable Minimal Intervention Necessary for Change in School Mental Health* (A. Lyon & E. McCauley, PIs)
National Institute of Mental Health (R34 MH109605) (2017-2019)
Designing and testing an online training platform and consultation to support measurement-based care / routine outcome monitoring among school-based mental health providers.
Total Award: \$697,239
Role: Principal Investigator
5. *Impact of Inter-Organizational Alignment on Implementation Outcomes* (A. Lyon, PI)
National Institute of Mental Health (R21MH110691) (2017-2019)
Aims to assess the unique and combined influences of community-based health organization and school contexts on school-based mental health practitioners' use of evidence-based practices.
Total Award: \$440,289
Role: Principal Investigator
6. *Assessment of Suicide and Self-injury to Enhance School Safety (ASSESS)* (M. Adrian & A. Lyon, PIs)
American Foundation for Suicide Prevention (LSRG-1-001-16) (2017-2019)
Evaluate the extent to which high school students' social media posts provide the information needed to accurately predict and manage suicide risk.
Total Award: \$300,000
Role: Principal Investigator

7. *A Hybrid Effectiveness-Implementation Trial of a School-Based Teen Marijuana Checkup (TMCU)* (D. Walker & B. Hartzler, PIs)
National Institute on Drug Abuse (R01 DA040650) (2016-2020)
Large-scale trial evaluating the effects of the Teen Marijuana Checkup, delivered by existing school personnel, and testing a real-time fidelity monitoring / feedback system to support uptake.
Total Award: \$1,786,050
Role: Co-Investigator
8. *UW ALACRITY Center for Psychosocial Interventions Research* (P. Areal, PI)
National Institute of Mental Health (P50MH115837) (2018-2022)
Create a framework informed by experts in human-centered design technology, education, and implementation science to improve the implementability of evidence-based interventions.
Total Award: \$5,662,039
Role: Methods Core PI
9. *Efficacy of a Brief Intervention Strategy for School Mental Health Clinicians (BRISC) Working with High School Students* (E. Bruns & E. McCauley, PIs)
Institute of Education Sciences (R305A160111) (Goal 3: Efficacy) (2016-2019)
Conduct a large-scale, multi-site trial of the impact of BRISC on student social-emotional and educational outcomes and evaluate mediators of outcome.
Total Award: \$3,295,972
Role: Co-Investigator
10. *Implementing mHealth for Schizophrenia in Comm. Mental Health Settings* (D. Ben-Zeev, PI)
National Institute of Mental Health (R01MH116057) (2018-2022)
Conduct a comparative effectiveness prospective cluster randomized hybrid type 3 trial to compare EF vs. IF implementation of the FOCUS intervention in 20 CMHCs in Washington State
Submitted: January, 2018
Total Award: \$2,942,054
Role: Co-Investigator
11. *University of Washington SMART Center Postdoctoral Research Program* (E. Bruns, PI)
Institute of Education Sciences (R305B170021) (Research Training Grant) (2017-2021)
Prepare education researchers to conduct research focused on the implementation and use of mental health strategies in educational practice to improve student outcomes.
Total Award: \$702,476
Role: Co-Investigator
12. *Northwest Mental Health Technology Transfer Center Supplement to Establish a Northwest School Mental Health Learning Community (NW-SMH LC)* (E. Bruns, PI)
Substance Abuse and Mental Health Services Administration (H79SM081721-01S1) (2018-2019)
Expand the Regional MHTTC to provide direct technical assistance and training on evidence-based, school-based, and school-linked mental health services.
Total Award: \$499,109
Role: Co-Investigator
13. *Advancing Mechanisms of Implementation to Accelerate Sustainable Evidence-Based Practice Integration* (C. Lewis, PI)
Agency for Healthcare Research and Quality (R13HS025632) (Conference Grant) (2019-2022)
Develop a research agenda for the study of implementation mechanisms to implementation of evidence-based practices (EBPs) to improve the quality, safety, and efficiency of healthcare.

Total Award: \$ 149,918

Role: Co-Investigator

Submitted / Pending:

1. *A Hybrid Type 2 Trial of Trauma-Focused Cognitive Behavioral Therapy and a Pragmatic Individual-Level Implementation Strategy* (A. Lyon & C. Cook, PIs)
National Institute of Mental Health (R01MH119148) (2019-2024)
Conduct a large-scale trial of the Beliefs and Attitudes for Successful Implementation in Schools (BASIS) implementation strategy in the context of implementing the Cognitive Behavioral Intervention for Trauma in Schools.
Submitted: February, 2019
Total Award: \$3,804,591
Impact Score (2nd round): 24 (12th percentile)
Role: Principal Investigator
2. *Optimization of a Theory-Driven, Blended Pre-Implementation Strategy for School-Based Mental Health Clinicians* (A Lyon, PI)
National Institute of Mental Health (R34) (2020-2023)
Use causal pathway modeling and micro-randomized trials to maximize the impact of the Beliefs and Attitudes for Successful Implementation in Schools (BASIS) on its putative mechanisms.
Submitted: May, 2019
Total Award: \$640,971
Role: Principal Investigator
3. *Optimization of a Toolkit for Evaluating the Implementability of Evidence-Based Psychosocial Interventions* (A. Lyon & E. Bruns, PIs)
National Institute of Mental Health (R21)
Further developing and testing the Usability Evaluation for Evidence-Based Psychosocial Interventions (USE-EBPI) methodology for complex psychosocial interventions.
Submitted: February, 2019
Total Award: \$427,625
Role: Principal Investigator
4. *Development of a Technology-Enabled Strategy to Augment Treatment of Adolescent Suicide Risk (TESTS)* (M. Adrian & A. Lyon, PIs)
National Institute of Mental Health (R34) (2019-2022)
Design and test a technology-enabled service for suicidal adolescent outpatients, including the use of machine learning algorithms to identify risk based on social media posts.
Submitted: October, 2018
Total Award: \$666,811
Role: Co-Principal Investigator
5. *Helping Educational Leadership Mobilize Evidence (HELM): An Organizational Intervention to Promote Strategic Implementation in Schools* (A. Lyon, J. Locke, & C. Cook, PIs)
Institute of Education Sciences (R305A180210) (Goal 2: Dev. & Innovation) (2019-2021)
Adapt and test a leadership-focused implementation intervention for school principals in buildings where a universal social, emotional, and behavioral program is being implemented.
Submitted: August, 2018
Total Award: \$1,400,000
Role: Principal Investigator

6. *Preparing Teachers and Paraprofessionals for the Successful Inclusion of Children with ASD* (J. Locke, PI)
Institute of Education Sciences (R324A170040) (Goal 1: Exploration) (2019-2021)
Exploring whether malleable factors are related to increases in teachers' use of evidence-based practices to increase inclusion and retention of students with autism in general education classrooms.
Submitted: August, 2018
Total Award: \$1,400,000
Role: Co-Investigator
7. *Developing and Testing a Research-Based Tier 3 Wraparound Model for Schools* (E. Bruns, PI)
Institute of Education Sciences (Goal 2: Dev. & Innovation) (2019-2021)
Develop a school-based version of high-fidelity wraparound to support delivery of intensive services in schools.
Submitted: August, 2018
Total Award: \$1,400,000
Role: Co-Investigator
8. *Measures and Methods for Advancing Implementation Mechanisms* (C. Lewis & B. Weiner, PIs)
National Institute of Mental Health (R01) (2018-2022)
Catalogue known implementation mechanisms, link mechanisms to implementation strategies, and develop measures for the most common and relevant implementation mechanisms.
Submitted: September, 2018
Total Award: \$4,000,622
Role: Co-Investigator
9. *Targeting Educators' Attitudes and Changing Climate and Leadership in Autism Support Settings (TEACH CLASS)* (J. Locke & A. Lyon, PIs)
National Institute of Mental Health (R01) (2020-2025)
Test a multilevel, adaptive implementation strategy to support the adoption and high-fidelity use of evidence-based interventions for Autism in the education sector.
Submitted: June, 2019
Total Award: \$5,905,937
Role: Co-Principal Investigator
10. *A Hybrid Type-II Trial of Measurement-Based Care with Youth and Post-Training Implementation Supports in School Mental Health* (A. Lyon & E. McCauley, PIs)
National Institute of Mental Health (R01) (2020-2024)
Test the impact of post-training consultation and digital measurement feedback strategies to improve the use of measurement-based care among education sector mental health clinicians.
Submitted: June, 2019
Total Award: \$4,247,277
Role: Principal Investigator

Recently Completed:

1. *Beliefs and Attitudes for Successful Implementation in Schools (BASIS)* (A. Lyon & C. Cook, PIs)
National Institute of Mental Health (R21 MH108714) (2016-2018) (\$437,543)
Role: Principal Investigator
2. *A Pragmatic Assessment Partnership to Support Translational Research in School Mental Health* (A. Lyon & K. Whitaker, PIs)

Institute for Translational Health Sciences (2017-2018) (\$20,000)
Role: Principal Investigator

3. *The Seattle Minority Engagement and Discipline Reduction (MENDR) Research Collaborative: A Researcher-Practitioner Partnership* (M. Pullmann, PI)
Institute of Education Sciences (R305H150035) (2015-2017) (\$400,000)
Role: Co-Investigator
4. *Edge In-School Coaching Program for At-Risk, Low-Income Middle School Students* (A. Lyon & C. Cook, PIs)
College Spark Washington (2015-2018) (\$150,000)
Role: Principal Investigator
5. *Implementation of a Measurement Feedback System in School Mental Health* (A. Lyon, PI)
National Institute of Mental Health (K08 MH095939-01A1) (2012-2017) (\$786,947)
Role: Principal Investigator
6. *Accessible, Collaborative Care for Effective School-Based Services (ACCESS): Enhancing Interdisciplinary and Impact in Youth Mental Health* (A. Lyon & E. McCauley, PIs)
Klingenstein Third Generation Foundation (Access to Care Grant) (2015-2017) (\$60,000)
Role: Principal Investigator
7. *Brief Intervention for School Clinicians (BRISC): A Modularized, Evidence-Informed Mental Health Treatment for Use by School Clinicians Working with High School Students* (E. McCauley & E. Bruns, PIs)
Institute of Education Sciences (R305A120128) (2012-2015) (\$1,143,174)
Role: Co-Investigator
8. *Measurement Feedback Systems in Mental Health: Comprehensive Review and Competitive Analysis to Guide Selection, Implementation, and Research* (A. Lyon, PI)
Center for Child Health, Beh. & Dev., Seattle Children's Hospital (2014-2015) (\$20,000)
Role: Principal Investigator
9. *Economic Disadvantage and Implementation Capacity in School Mental Health* (A. Lyon & C. Cook, PIs)
Center for Child and Family Well-Being, University of Washington (2014-2017)
Role: Principal Investigator
10. *Enhanced "Train and Hope" for Scalable, Cost-Effective Professional Development in Youth Suicide Prevention* (M. Adrian & A. Lyon, PIs).
Center for Child Health Behavior and Development, Seattle Children's Hospital (2014) (\$10,000)
Role: Principal Investigator
11. *Mental Health Services in the Education Sector: Effectiveness and Systemic Impact*. (A. Lyon, PI)
National Institute of Mental Health (F32 MH086978) (2009-2012) (\$143,326)
Role: Principal Investigator
12. *Society for Implementation Research Collaboration (SIRC): Research Series* (C. Comtois, PI)
National Institute of Mental Health (R13 MH086159) (2010-2015) (\$150,000)
Role: Co-Investigator

13. *Improving School Mental Health for Low-Income and Ethnic Minority Youth* (A. Lyon, PI)
National Inst. on Minority Health & Health Disparities (Loan Repayment Program) (2012-2014)
Role: Principal Investigator
14. *Delivery of Evidence-Based Treatment to Underserved Youth: Improving Intervention-Setting Fit in School Mental Health* (A. Lyon, PI)
American Psychological Foundation (Pearson Early Career Grant) (2012-2013) (\$12,000)
Role: Principal Investigator
15. *Collaborative Development of a Measurement Feedback System for Use in Seattle School-Based Health Centers* (Public Health of Seattle King County)
The Bill & Melinda Gates Foundation (2011-2012) (\$50,000)
Role: Co-Principal Investigator

PUBLICATIONS

Publications in Refereed Journals:

1. **Lyon, A. R.**, Munson, S. A., Renn, B. N., Atkins, D. A., Pullmann, M. D., Friedman, E., & Areán, P. A. (in press). Human-centered design to improve implementation of evidence-based psychotherapies in low-resource communities: UW ALACRITY Center Methods Core protocol. *Journal of Medical Internet Research*.
2. **Lyon, A. R.**, Cook, C. R., Locke, J., Davis, C., Powell, B. J., & Waltz, T. J. (in press). Importance and feasibility of an adapted set of strategies for implementing evidence-based mental health practices in schools. *Journal of School Psychology*.
3. **Lyon, A. R.**, Whitaker, K., Richardson, L. P., French, W. P., & McCauley, E. (in press). Collaborative care to improve access and quality in school-based behavioral health. *Journal of School Health*.
4. †Dopp, A. R., Parisi, K. E., Munson, S. A., & **Lyon, A. R.** (in press). A glossary of user-centered design strategies for implementation experts. *Translational Behavioral Medicine*.
5. King, K. M., Pullmann, M. D., **Lyon, A. R.**, Dorsey, S. D., & Lewis, C. C. (in press). Using implementation science to close the gap between the optimal and typical practice of quantitative methods in clinical science. *Journal of Abnormal Psychology*.
6. †Locke, J., Lee, K., Cook, C. R., Frederick, L., Vazquez-Colon, C., Ehrhart, M. G., Aarons, G. A., Davis, C., & **Lyon, A. R.** (in press). Understanding the organizational implementation context of schools: A qualitative study of multiple stakeholders. *School Mental Health*.
7. Cook, C. R., **Lyon, A. R.**, Locke, J., Waltz, T., & Powell, B. (in press). Adapting a compilation of implementation strategies to advance school-based implementation research and practice. *Prevention Science*.
8. Stadnick, N., Meza, R., Suhrheinrich, Aarons, G. A., Brockman-Frazee, L., **Lyon, A. R.**, Mandell, D., & Locke, J. (in press). Leadership profiles associated with the implementation of behavioral health evidence-based practices in schools. *Autism: International Journal of Research and Practice*.
9. **Lyon, A. R.**, & Bruns, E. J. (2019). User-centered redesign of evidence-based psychosocial interventions to enhance implementation—Hospitable soil or better seeds? *JAMA Psychiatry*, 76(1), 3-4.
10. **Lyon, A. R.**, Cook, C. R., Duong, M. T., Nicodimos, S., Pullmann, M. D., Brewer, S. K., Gaias, L., M., Cox, S. (2019). The influence of a blended, theoretically-informed pre-implementation strategy on school-based clinician implementation of an evidence-based trauma intervention. *Implementation Science*, 14(54).

11. **Lyon, A. R.**, Pullmann, M. D., Whitaker, K., Ludwig, K., Wasse, J. K., & McCauley, E. (2019). A digital feedback system to support implementation of measurement-based care by school-based mental health clinicians. *Journal of Clinical Child and Adolescent Psychology*, 48, S168-S179.
12. **Lyon, A. R.**, Dorsey, S., Pullmann, M. D., Martin, P., Grigore, A. A., Becker, E. M., & Jensen-Doss, A. (2019). Reliability, validity, and factor structure of the Current Assessment Practice Evaluation-Revised (CAPER) in a national sample. *Journal of Behavioral Health Services & Research*, 46(1), 43-63.
13. **Lyon, A. R.**, & Bruns, E. J. (2019). From evidence to impact: Joining our best school mental health practices with our best implementation strategies. *School Mental Health*, 11, 106-114.
14. †Dopp, A., Parisi, K. E., Munson, S. A., & **Lyon, A. R.** (2019). Integrating implementation and user-centered design strategies to enhance the impact of health services: Protocol from a concept mapping study. *Health Research Policy and Systems*, 17:1.
15. †Liu, F., Cruz, R., Rockhill, C. & **Lyon, A. R.** (2019). Mind the gap: Considering disparities in implementing routine outcome monitoring with traditionally underserved populations. *Journal of the American Academy of Child and Adolescent Psychiatry*, 58, 459-461.
16. Hermes, E., **Lyon, A. R.**, Schueller, S., & Glass, J. (2019). Implementation measurement for behavioral intervention technologies: A re-characterization of established outcomes. *Journal of Medical Internet Research*, 21, 1.
17. Lewis, C. C., **Lyon, A. R.**, McBain, S., & Landes, S. J. (2019). Testing and exploring the limits of traditional notions of fidelity and adaptation in implementation of preventive interventions. *Journal of Primary Prevention*, 40, 137-141.
18. Lewis, C. C., Boyd, M., Puspitasari, A., Navarro, E., Howard, J., Kassab, H., Hoffman, M., Scott, K., **Lyon, A. R.**, Douglas, S., Simon, G., & Kronke, K. (2019). An implementation science-informed narrative review of measurement-based care in mental and behavioral Health. *JAMA Psychiatry*, 76(3), 324-335.
19. Bruns, E. B., Pullmann, M. D., Nicodimos, S., **Lyon, A. R.**, Ludwig, K., Namkung, N., & McCauley, E. (2019). Pilot test of an engagement, triage, and brief intervention strategy for school mental health. *School Mental Health*, 11, 148-162.
20. Locke, J., Lawson, G. M., Beidas, R. S., Aarons, G. A., Xie, M., **Lyon, A. R.**, Stahmer, A., Seidman, M., Frederick, L., Oh, C., Spaulding, C., Dorsey, S., & Mandell, D. S. (2019). Individual and organizational factors that affect implementation of evidence-based practices for children with autism in public schools: A cross-sectional observational study. *Implementation Science*, 14: 29.
21. **Lyon, A. R.**, Stanick, C., & Pullmann, M. D. (2018). Toward high-fidelity treatment as usual: Evidence-based intervention structures to improve usual care psychotherapy. *Clinical Psychology: Science & Practice*, 25, e12265.
22. **Lyon, A. R.**, Whitaker, K., Locke, J., Cook, C. R., King, K. M., Duong, M., Davis, C., Weist, M., Ehrhart, M., & Aarons, G. A. (2018). The impact of inter-organizational alignment (IOA) on implementation outcomes: Evaluating unique and shared organizational influences in education sector mental health. *Implementation Science*, 13, 24.
23. **Lyon, A. R.**, Cook, C. R., Brown, E. C., Locke, J., Davis, C., Ehrhart, M., & Aarons, G. A. (2018). Assessing organizational implementation context in the education sector: Confirmatory factor analysis of measures of implementation leadership, climate, and citizenship. *Implementation Science*, 13:5.

24. †Whitaker, K., Nicodimos, S., Pullmann, M. D., Duong, M. T., Bruns, E. J., Wasse, J. K., & **Lyon, A. R.** (2018). Predictors of disparities in access and retention in school-based mental health services. *School Mental Health, 10*, 111-121.
25. †Cook, C. R., Davis, C., Brown, E. C., Locke, J., Ehrhart, M. G., Aarons, G. A., Larson, M., & **Lyon, A. R.** (2018). Confirmatory factor analysis of the Evidence-Based Practice Attitudes Scale (EBPAS) with school-based behavioral health consultants. *Implementation Science, 13*, 116.
26. †Jensen-Doss, A., Smith, A. M., Becker, E. M., Ringle, V., Walsh, L., Nada, M., Walsh, S., Maxwell, C. A., & **Lyon, A. R.** (2018). Individualized progress measures are more acceptable to clinicians than standardized progress measures: Results of a national survey. *Administration and Policy in Mental Health and Mental Health Services Research, 45*, 392-403.
27. †Larson, M., Cook, C. R., Fiat, A., & **Lyon, A. R.** (2018). Stressed teachers don't make good implementers: Examining the interplay between teacher work-related stress and intervention fidelity. *School Mental Health, 10*, 61-76.
28. Adrian, M. C., **Lyon, A. R.**, Nicodimos, S., Pullmann, M. D., & McCauley, E. (2018). Enhanced "train and hope" for scalable, cost-effective professional development in youth suicide prevention. *The Journal of Crisis Intervention and Suicide Prevention, 39*, 235-246.
29. Bruns, E. J., Hook, A. N., Parker, E. M., Esposito, I., Sather, A., Parigoris, R. M., **Lyon, A. R.**, & Hyde, K. L. (2018). Impact of a web-based electronic health record on behavioral health service delivery for children and adolescents: A randomized controlled trial. *Journal of Medical Internet Research, 20*(6), e10197.
30. Lewis, C. C., Klasnja, P., Powell, B. J., **Lyon, A. R.**, Tuzzio, L., Jones, S., Walsh-Bailey, C., & Weiner, B. (2018). From classification to causality: Advancing understanding of mechanisms of change in implementation science. *Frontiers in Public Health, 6*, 136.
31. Jensen-Doss, A. Becker, E. M., Smith, A. M., **Lyon, A. R.**, Lewis, C. C., Stanick, C. F., & Hawley, K. M. (2018). Monitoring treatment progress and providing feedback is viewed favorably but rarely used in practice. *Administration & Policy in Mental Health & Mental Health Service Research, 45*, 48-61.
32. Whitaker, K., Fortier, A., Bruns, E., Nicodimos, S., Ludwig, K., **Lyon, A. R.**, Short, K., & McCauley, E. (2018). How do school mental health services vary across contexts? Lessons learned from two efforts to implement a research-based strategy. *School Mental Health, 10*, 134-146.
33. Lewis, C. C., Stanick, C., **Lyon, A. R.**, Darnell, D., Locke, J., ... & Landes, S. J. (2018). Proceedings of the 4th Biennial Conference of the Society for Implementation Research Collaboration (SIRC) 2017: Implementation mechanisms – what makes implementation work and why? *Implementation Science, 13*(Suppl 2):30.
34. **Lyon, A. R.**, Connors, E., Jensen-Doss, A., Landes, S. J., Lewis, C. C., McLeod, B. D., Rutt, C., Stanick, C., & Weiner, B. J. (2017). Intentional research design in implementation science: Implications for the use of idiographic and nomothetic assessment. *Translational Behavioral Medicine, 7*(3), 567-580.
35. Darnell, D., Dorsey, C. N., Melvin, A. Chi, J., **Lyon, A. R.**, & Lewis, C. C. (2017). A content analysis of dissemination & implementation science initiatives: What resources do they offer to advance the field? *Implementation Science, 12*, 137.
36. Mohr, D. C., **Lyon, A. R.**, Lattie, E. G., Reddy, M., & Schueller, S. M. (2017) Accelerating digital mental health research from early design and creation to successful implementation and sustainment. *Journal of Medical Internet Research, 19*(5), e153.

37. Hartzler, B., **Lyon, A. R.**, Walker, D. D., Matthews, L., King, K. M., & McCollister, K. E. (2017). Implementing the Teen Marijuana Check-Up in schools: A study protocol. *Implementation Science*, 12, 103.
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† Senior author or mentee led

* Co-first author/equal contributions

** Selected by the American Academy of Pediatrics/Council on School Health as one of the 13 most important papers published in 2010

Book Chapters:

94. †McLeod, B. D., Kunemund, R., Nemer, S., & **Lyon, A. R.** (in press). Leveraging implementation science and practice to support the delivery of evidence-based practices in services for youth with emotional and behavioral disorders. In T. W. Farmer, M. A. Conroy, E. M. Z., Farmer, & K. S. Sutherland (Eds.), *Handbook of research on emotional and behavioral disorders: Interdisciplinary developmental perspectives on children and youth*. New York: Routledge/Taylor & Francis.
95. **Lyon, A. R.**, Comtois, K. A., Kerns, S. E. U., Landes, S. J., & Lewis, C. C. (in press). Closing the science-practice gap in implementation before it widens. In A. Shlonsky, R. Mildon, & B. Albers (Eds.) *Effective Implementation Science*. Springer.
96. Adrian, M., & **Lyon, A. R.** (2018). Social media data for online adolescent suicide risk identification: Considerations for integration within platforms, clinics, and schools. In M. Morano & A. Radovic (Eds.) *Technology and Adolescent Mental Health*. Springer.
97. Ludwig, K., **Lyon, A. R.**, & Ryan, J. L. (2015). Anxiety: Assessment, treatment, and school-based service delivery. In R. Flanagan, K. Allen, & E. Levine (Eds.) *Cognitive and Behavioral Interventions in the Schools* (pp. 45-65). Springer.
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Other Articles:

99. Lewis, C. C., Larson, M., Marriott, B. R., Jackson, C. B., Dorsey, C. N., Kerns, S. E. U., Stanick, C., Monroe DeVita, M., Locke, J., **Lyon, A. R.**, Dorsey, S., & Landes, S. J. (2018) Optimizing psychology's impact on public health through implementation science. *APS Observer*.
100. **Lyon, A. R.**, & Lewis, C. (2017). Feedback systems to support implementation of measurement-based care. *The Behavior Therapist*, 40(7), 241-247.
101. **Lyon, A. R.**, Stanick, C., Marriott, B., Legnick-Hall, R., Darnell, D., & Lewis, C. (2017). The Society for Implementation Research Collaboration (SIRC): DIS SIG sibling, upcoming conference. *Newsletter of the Dissemination and Implementation Science Special Interest Group*, 8(1), 8-9.
102. **Lyon, A. R.**, & Jensen-Doss, A. (2016). The DIS SIG Assessment Workgroup: A brief flicker of light that spawned collaboration. *Newsletter of the Dissemination and Implementation Science Special Interest Group*, 7.
103. Budd, K. S., & **Lyon, A. R.** (2011). Twenty-first century implementation of evidence-based parent training programs in community settings. *The Advocate*, 34, 5-6.
104. Beidas, R., & **Lyon, A. R.** (2010). Review of Fixsen et al. [2005] monograph: Implementation Research, a Synthesis of the Literature. *Newsletter of the Dissemination and Implementation Science Special Interest Group*, 1, 1-2.
105. **Lyon, A. R.**, & Budd, K. S. (2005). Parent-Child Interaction Therapy: A new program at DePaul University. *Illinois Association for Infant Mental Health News*, 41, 7-8.

Technical Reports, Briefs, White Papers:

106. **Lyon, A. R.** (July, 2017). *Implementation Science and Practice in the Education Sector*. Brief prepared for Project AWARE grant recipients. Substance Abuse and Mental Health Services Administration.
107. Washington State Institute for Public Policy & University of Washington Evidence-Based Practice Institute (September, 2012). *Inventory of Evidence-Based, Research-Based and Promising Practices for Prevention and Intervention Services for Children and Juveniles in the Child Welfare, Juvenile Justice, and Mental Health Systems*.
108. Bruns, E. J., Mertz, H., Lawless, A., **Lyon, A. R.**, Bailey, T., McBride, D., & Cosgrove, T. (April, 2010). *The Seattle Study of School Services: An Evaluation of Seattle Middle School Wellness Centers*.

Manuscripts Submitted to Refereed Journals—Under Review:

109. †Cook, C. R., Larson, M., Sanetti, L., Hubert, E., & **Lyon, A. R.** (revise and resubmit). Enhancing school psychology training and practice through the lens of implementation science to address the science-practice gap.
110. Woodard, G., Martin, P., Meza, R., **Lyon, A. R.**, Berliner, L., & Dorsey, S. (revise and resubmit). Evaluating trade-offs of school-based mental health care: Service setting and caregiver involvement in youth mental health treatment.
111. †Mayworm, A. M., Kelly, B., Duong, M. T., & **Lyon, A. R.** (revise and resubmit). Middle and high school student perspectives on digitally-delivered mental health assessments and measurement feedback systems.
112. Bruns, E. J., Parker, E. M., Hensley, S., Pullmann, M. D., Benjamin, P. H., **Lyon, A. R.**, & Hoagwood, K. E. (revise and resubmit). The role of the outer setting in implementation: Associations between state demographic, fiscal, and policy factors and use of evidence-based treatments in mental healthcare.
113. **Lyon, A. R.**, Koerner, K., & Chung, J. (under review). Usability Evaluation for Evidence-Based Psychosocial Interventions (USE-EBPI): A methodology for assessing complex innovation implementability.
114. †Duong, M. T., Cook, C. R., Lee, K., Davis, C. J., Vázquez-Colón, C. A., & **Lyon, A. R.** (under review). Stakeholder perspectives on the development of a blended pre-implementation strategy for school-based behavioral health providers.
115. †Duong, M. T., Bruns, E. J., Lee, K., Cox, S., Coifman, J., Mayworm, A., & **Lyon, A. R.** (under review). Rates of mental health service utilization by children and youth across common service settings: A meta-analysis.
116. Lewis, C. C., Boyd, M. R., Walsh-Bailey, C., **Lyon, A. R.**, Beidas, R., Mittman, B., Aarons, G., Weiner, B. J., & Chambers, D. (under review). A systematic review of empirical studies examining mechanisms of implementation in health.
117. †Larson, M., Cook, C. R., Sullivan, M. M., **Lyon, A. R.**, & Lewis, C. C. (under review). Validation and Use of the Measure of Effective Attributes of Trainers (MEAT) in education sector behavioral health services.
118. †Cook, C. R., Zhang, Y., Thayer, J., Larson, M., Duong, M., Lickteig, O., Janzen, L., Smith, B., & **Lyon, A. R.** (under review). A double-blind test of a pre-implementation enhancement strategy to promote teachers' implementation intentions and behavior.
119. Heyne, D., Gentle-Genitty, C. Landell, M. G., Melvin, G., Chu, B., Gallé-Tessonneau, M., Askeland, K. G., González, C., Havik, T., Ingul, J., Johnsen, D. B., Keppens, G., Knollmann, M., **Lyon, A. R.**, Maeda, N., Reissner, V., Sauter, F., Silverman, W. K., Thastum, M., Tonge,

- B., & Kearney, C. A. (under review). Improving school attendance by enhancing communication among stakeholders: Establishment of the International Network for School Attendance (INSA).
120. [†]Connors, E. H., Douglas, S., Jensen-Doss, A., Landes, S. J., Lewis, C. C., McLeod, B. D., Stanick, C., & **Lyon, A. R.** (under review). What gets measured gets done: How mental health agencies can leverage measurement-based care for better patient care, clinician supports, and organizational goals.
 121. **Lyon, A. R.**, Dopp, A. R., Brewer, S. K., Kientz, J. A., & Munson, S. A. (under review). Designing the future of children's mental health services.

SELECTED CONFERENCE PRESENTATIONS

1. **Lyon, A. R.** (2018, October). *Implementation Science and Practice in Schools: Unique Obstacles and Common Opportunities*. Invited keynote at the Global Evidence and Implementation Summit, Melbourne, Australia.
2. **Lyon, A. R.** (2018, March). *Leveraging Dissemination and Implementation Science*. Invited presentation at the International Network for School Attendance, Leiden University, Leiden, Netherlands.
3. **Lyon, A. R.** (2017, May). *Enhancing Implementation Capacity through Individual- and Intervention-Level Strategies*. Invited keynote presented at the 2017 Conference of the Danish Implementation Network. Vejle, Denmark.
4. **Lyon, A. R.** (2016, October). *Comprehensive Review of Feedback Systems to Support Implementation of Measurement-Based Care in Mental and Behavioral Health*. Paper presented at the 2016 Australasian Implementation Conference. Melbourne, Australia.
5. **Lyon, A. R.**, Lewis, C. C., Boyd, M., Melvin, A., Nicodimos, S., Hendrix, E., Liu, F., & Jungbluth, N. (2015, December). *Measurement feedback systems as a strategy to support implementation of measurement-based care in behavioral health*. Paper presented at the 2015 Academy Health and National Institutes of Health Conference on the Science of Dissemination and Implementation, Washington, DC, USA.
6. **Lyon, A. R.** (2015, May). Invited Discussant: *Human Centered Design of Web Based Shared Measurement Systems*. Presentation at the 2015 Global Implementation Conference, Dublin, Ireland.
7. **Lyon, A. R.**, & Lewis, C. (2015, May). *Measurement Feedback Systems in Mental and Behavioral Health: Comprehensive Review and Competitive Analysis to Guide Selection, Implementation, and Research*. Paper presented at the 2015 Global Implementation Conference, Dublin, Ireland.
8. **Lyon, A. R.** (2014, September). *User-Centered Design for Psychosocial Intervention Development and Implementation*. Invited workshop presented at the 2014 Australian Implementation Conference, Sydney, Australia.
9. **Lyon, A. R.** (2013, November). Symposium Chair: *Evidence-Based Assessment for Feasible Quality Improvement in Real-World Service Settings*. Symposium presented at the 2013 Convention of the Association for Behavioral and Cognitive Therapies, Nashville, Tennessee.
10. **Lyon, A.R.**, Knaster Wasse, J., Ludwig, K., & McCauley, E. (2013, November). *Implementation of a Measurement Feedback System in School-Based Mental Health*. Paper presented at the 2013 Convention of the Association for Behavioral and Cognitive Therapies, Nashville, Tennessee.
11. **Lyon, A.R.** (2013, August). *User-Centered Design for EBP Scale-Up in Mental Health*. Paper presented at the 2013 Global Implementation Conference, Washington, DC.
12. **Lyon, A.R.**, Dorsey, S., Silbaugh-Cowdin, J., Pullmann, M., & Berliner, L. (2012, November). *Clinician Use of Standardized Assessment Following a Common Elements Psychotherapy*

Training and Consultation Program. Paper presented at the 2012 Convention of the Association for Behavioral and Cognitive Therapies, National Harbor, Maryland.

13. **Lyon, A.R.**, Ludwig, K., Wiggins, E., Bruns, & McCauley, E. (2012, October). *Taking EBPs to School: Testing a New Framework for Applying Common Elements of Evidence-Based Practice to SBMH*. Paper presented at the 2012 Conference on Advancing School Mental Health, Salt Lake City, Utah.
14. **Lyon, A. R.**, McCauley, E., Vander Stoep, A., Dorsey, S., & Berliner, L. (2011, November). *Standardized Assessment among Child and Adolescent Providers in Usual Care Settings*. Paper presented at the Association for Behavioral and Cognitive Therapies, Toronto, Ontario.
15. **Lyon, A. R.**, Ludwig, K., McCauley, E., Vander Stoep, A., Cosgrove, T., & Wasse, J., K. (2011, October). *Implementation of Evidence-Based Mental Health Practices in Seattle's School-Based Health Centers*. Paper presented at the 2011 Seattle Implementation Research Conference, Seattle, Washington.
16. Bruns, E. J., **Lyon, A. R.**, Pullmann, M., & Cosgrove, T. (2011, September). *Linking School Based Health Centers to Academic Outcomes*. Paper presented at the 2011 Conference on Advancing School Mental Health, Charleston, South Carolina.
17. **Lyon, A. R.**, McCauley, E., Vander Stoep, E., & Charlesworth-Attie, S. (2010, November). *Modular Psychotherapy in the Education Sector: Implementation of Consultation with Counselors in School-Based Health Centers*. Paper presented at the 2010 Convention of the Association for Behavioral and Cognitive Therapies, San Francisco, California.
18. **Lyon, A. R.**, McCauley, E., Gudmundsen, G., & Vander Stoep, A. (2010, August). *Mental Healthcare Utilization across Service Sectors for Adolescents at Risk for Depression: Informant Reliability and Differences by Demographics*. Poster presented at the 2010 American Psychological Association National Conference, San Diego, California.
19. **Lyon, A. R.** (2009, November). Symposium Chair: *School Refusal and Problematic Absenteeism: Common Processes across Disciplines, Samples, and Interventions*. Symposium presented at the 2009 Convention of the Association for Behavioral and Cognitive Therapies, New York, New York.
20. Budd, K. S., & **Lyon, A. R.** (2009, November). *Training Real-World Implementation of Evidence-Based Practices in a University-Based Practicum Setting*. Poster presentation at the 2009 Convention of the Association for Behavioral and Cognitive Therapies, Dissemination and Implementation Science Special Interest Group, New York, New York.
21. **Lyon, A. R.** (2008, August). *Confirmatory Factor Analysis of the School Refusal Assessment Scale – Revised in a Community Sample*. Poster presented at the American Psychological Association National Conference, Boston, Massachusetts.
22. **Lyon, A. R.**, Weisbach, J., Frazier, S. L., Mehta, T., & Atkins, M. S. (2008, May). *Applying a Model of Sustainability: After-School Staff Implementation of a Behavioral Intervention*. Poster presented at the Association for Psychological Science Annual Convention, Chicago, Illinois.
23. **Lyon, A. R.**, & Budd, K. S. (2007, November). Symposium Chair: *Reaching Urban, Ethnic Minority Youth with Empirically-Based Interventions*. Symposium presented at the Association for Behavioral and Cognitive Therapies, Philadelphia, Pennsylvania.
24. Budd, K. S., Gershenson, R., **Lyon, A. R.**, Farahmand, F., Behling, S., Thaxter, P., & Montgomery, M. M. (2007, November). *Promoting Positive Interaction in Urban, Ethnic Minority Children: Adapting Parent-Child Interaction Therapy to Daycare*. Paper presented at the Association for Behavioral and Cognitive Therapies, Philadelphia, Pennsylvania.
25. **Lyon, A. R.** (2007, October). *Toward an Eco-Functional Model of School Refusal Prevention and Intervention*. Paper presented at the Midwestern Ecological-Community Psychology Conference, Chicago, Illinois.

26. Gershenson, R., **Lyon, A. R.**, Farahmand, F. F., Behling, S., & Budd, K. S. (2007, September). *Establishing a Teacher-Child Interaction Training (TCIT) Program: A Community Psychology Conceptualization and Adaptation of PCIT*. Paper presented at the 7th National Parent-Child Interaction Therapy Conference, Oklahoma City, Oklahoma.
27. **Lyon, A. R.**, Behling, S., Gershenson, R., Farahmand, F. F., Thaxter, P., & Budd, K. S. (2007, September). *Two Years Out: PCIT at the DePaul Community Mental Health Center*. Paper presented at the 7th National Parent-Child Interaction Therapy Conference, Oklahoma City, Oklahoma.
28. Budd, K. S., **Lyon, A. R.**, Behling, S., & Gershenson, R. (2007, August). *Disseminating PCIT in an Urban Community Mental Health Center*. Paper presented at the Association for Behavioral Analysis International Conference, Sydney, Australia.
29. Gershenson, R., **Lyon, A. R.**, Behling, S., & Budd, K. S. (2007, May). *Establishing a Teacher-Child Interaction Training program in a community daycare setting*. Poster presentation at Midwestern Psychological Association Society for Community Research and Action Conference, Chicago, Illinois.
30. **Lyon, A. R.**, Behling, S., & Budd, K. S. (2006, January). *PCIT in a Community Mental Health Setting: A Systems-Based Approach*. Poster presented at the 6th National Parent-Child Interaction Therapy Conference, Gainesville, Florida.
31. Mowbray, C., Stark, L., **Lyon, A. R.**, & Pfeffer, C. (2002, June). *Assessing Consumer-Centered Services*. Paper presentation at the International Association for Psychosocial Rehabilitative Services Conference, Toronto, Ontario.

SELECTED PROFESSIONAL / CLINICAL PRESENTATIONS & TRAININGS

32. **Lyon, A. R.** (2017, November). *Leveraging Implementation Science to Optimize Behavioral Health Services in Schools*. Grand Rounds presentation to the University of Washington / Seattle Children's Hospital Department of Child Psychiatry, Seattle, Washington.
33. **Lyon, A.R.** (2015, February). *Common Elements and Modularized Approaches to the Treatment of Youth Psychopathology*. Webinar presented to the Washington State School Psychologists Association, Seattle, Washington.
34. **Lyon, A. R.** (September, 2014). *Common Elements Approaches to the Treatment of Youth Psychopathology*. Invited workshop presented to the Parenting Research Centre, Melbourne, Victoria, Australia.
35. **Lyon, A. R.**, & Ludwig, K. (2013, April). *Standardized Assessment of Mental Health Symptoms and Treatment Progress Monitoring*. Training for school-based mental health providers in the Orange County Public Schools, Orlando, Florida.
36. **Lyon, A. R.** (2012, December). *Designing Contextually-Appropriate Interventions and Quality Improvement Supports for School Mental Health*. Grand Rounds presentation to the University of Washington Department of Psychiatry and Behavioral Sciences, Seattle, Washington.
37. **Lyon, A. R.**, Ludwig, K., & Wasse, J. K. (2012, October). *Assessment and Progress Monitoring in School-Based Mental Health*. Webinar presented to the Quality and Evidence Based Practice Group of the National Community of Practice for School Behavioral Health.
38. **Lyon, A.R.**, & Trupin, E. (2012, April). *Future Directions for State-Funded PCIT and Evidence-Based Practice in Washington*. 3rd Annual Washington State Region Parent-Child Interaction Therapy (PCIT) Conference, Burien, Washington.
39. **Lyon, A.R.** (2011, December). *In Pursuit of Evidence-Based Practice in School Mental Health*. "Referral to Evidence-Based Mental Health: For What, For Whom, and How?" lecture series hosted by the UW School of Social Work, Seattle, Washington.

40. **Lyon, A. R.,** Ludwig, K., & McCauley, E. (2011, October). *Advanced Progress Monitoring in School Mental Health*. Training provided to Seattle School-Based Health Center mental health clinicians, Seattle, Washington.
41. **Lyon, A. R.,** Ludwig, K., & McCauley, E. (2011, April). *Standardized Assessment of Mental Health Symptoms and Treatment Progress Monitoring*. Training provided to Seattle School-Based Health Center mental health clinicians, Seattle, Washington.
42. **Lyon, A. R.** (2010, September). *SBHC Counselor Perspectives on Training and Consultation Needs: Preliminary Findings*. Presentation at the 2010 Seattle School-Based Health Training and Retreat, Seattle, Washington.
43. **Lyon, A. R.,** & Weisbach, J. (2008, May). *Toward Intervention Sustainability: After-School Consultation in Project NAFASI*. Presentation at the University of Illinois at Chicago, Institute for Juvenile Research, Chicago, Illinois.
44. **Lyon, A. R.,** & Gershenson, R. (2007, April). *PCIT at the DePaul Community Mental Health Center: Two Years Wiser*. Clinical in-service presentation to the DePaul CMHC, Chicago, Illinois.
45. **Lyon, A. R.** (2005, May). *Evidence-Based Practice at the DePaul Community Mental Health Center: Current and Future Directions*. Clinical in-service presentation to the DePaul CMHC, Chicago, Illinois.

TEACHING EXPERIENCE

2006-2007 Teaching Fellow
 DePaul University, Chicago, Illinois
 Primary instructor for *Adolescent Psychology* (Autumn and Spring) and *Introductory Psychology* (Winter). Topics included development, contextual/cultural influences, sensation/perception, brain and behavior, stress and coping, pathology, and cultural differences in norms of psychological experience.

SUPERVISION & MENTORSHIP

New Faculty Mentoring:

Alex Dopp, Ph.D., Assistant Professor (University of Arkansas Department of Psychology; RAND Corporation) (2017-Present)

Freda Liu, Ph.D., Acting Assistant Professor (University of Washington Department of Psychiatry and Behavioral Sciences) (2013-Present)

Jill Locke, Ph.D., Assistant Professor (University of Washington Department of Speech and Language Sciences) (2015-Present)

Mylien Duong, Ph.D., Acting Assistant Professor (University of Washington Department of Psychiatry and Behavioral Sciences) (2016-2018)

Postdoctoral Fellow Mentoring:

Stephanie Brewer, PhD, SMART Center Senior Fellow Trainee (University of Washington Department of Psychiatry and Behavioral Sciences & College of Education) (2018-Present)
 – *Primary Mentor on NIMH F32 Training Award (2018-2021)*

Kelly Whitaker, PhD, SMART Center Senior Fellow Trainee (University of Washington Department of Psychiatry and Behavioral Sciences & College of Education) (2015-2018)

Mylien Duong, PhD, SMART Center Senior Fellow Trainee (University of Washington Department of Psychiatry and Behavioral Sciences & College of Education) (2014-2015)

Resident/Intern Mentoring:

Stephanie Brewer, Psychology Resident (Internship Research Mentor; University of Washington Department of Psychiatry and Behavioral Sciences) (2017-2018)

Ashley Maliken, Psychology Resident (Internship Research Mentor; University of Washington Department of Psychiatry and Behavioral Sciences) (2013-2014)

Graduate Student Mentoring:

Paige Peterson, Clinical Psychology PhD Student (Doctoral Generals/Dissertation Committee; University of Washington College of Arts & Sciences) (2017-Present)

Colleen Harker, Clinical Psychology PhD Student (Doctoral Generals/Dissertation Committee; University of Washington College of Arts & Sciences) (2015-2018)

Liz Hubert, School Psychology PhD Student (Independent Study Mentor; Doctoral Supervisory Committee, Area of Emphasis: Implementation Science; University of Washington College of Education) (2015-2018)

Molly Cevasco, School Psychology PhD Student (Independent Study Mentor; University of Washington College of Education) (2015)

Elizabeth Holland, School Psychology PhD Student (Doctoral Supervisory/Dissertation Committee, Area of Emphasis: Implementation Science; University of Washington College of Education) (2013-2015)

Logan Favia, School Psychology PhD Student (Independent Study Mentor in Implementation Science; University of Washington College of Education) (2014)

Ryan Tateishi, RN, Clinical Informatics and Patient Centered Technologies Program (University of Washington School of Nursing) (2014)

Joshua Cutler, MSW Student (University of Washington School of Social Work) (2011-2012)

Undergraduate Student Mentoring:

Meredith Boyd, Psychology BA Student (Honors Thesis Committee; Indiana University Department of Psychological and Brain Sciences) (2015)

Research Coordinator/Assistant Supervision:

Evalynn Romano (UW), Skyler Leonard (UW), Alex Bergstrom, MPH (UW), Jane Koltracht (UW), Semret Nicodimos, MPH (UW), Ethan Hendrix (UW), Nancy Namkung, MSW (UW), Chayna Davis, PhD (UW), Jessica Coifman, MPH (UW), Jodie Buntain-Ricklefs, MSW (UW)

CLINICAL EXPERIENCE

- 2012-2013; Research Therapist
2009-2010 Seattle Children's Hospital, Seattle, Washington
Served as a research therapist on (1) a NIH-funded study of Behavioral Activation for adolescent depression and (2) an IES-funded study of brief school-based intervention.
- 2008-2009 Psychology Resident
University of Washington School of Medicine/Seattle Children's Hospital
Seattle, Washington
Completed rotations at Seattle Children's Hospital in the consultation-liaison psychology service, inpatient psychiatric unit, neuropsychology consultation service, and outpatient psychotherapy clinic.
- 2005-2007 Parent-Child Interaction Therapy (PCIT) Therapist
DePaul University Community Mental Health Center, Chicago, Illinois
Aided in the development and establishment of DePaul's PCIT program. Provided evidence-based PCIT services to young children (2-7 yrs) and their parents. Trained auxiliary PCIT therapists and support staff.
- 2005-2006 Neuropsychology Extern

University of Illinois at Chicago Center for Cognitive Medicine, Chicago, Illinois
Administered and scored neuropsychological testing batteries. Wrote
neuropsychological reports, conducted background and clinical interviews, and
provided feedback to clients.

2005-2006 Staff Therapist
DePaul University Community Mental Health Center, Chicago, Illinois
Provided individual and family therapy to children and adolescents. Conducted
psychological assessments/intakes; collaborated with staff psychiatrist, schools, and
other agencies; and performed case management activities.

CERTIFICATIONS AND PROFESSIONAL LICENSES

Certificate Program in User-Centered Design, University of Washington, Department of Human Centered
Design and Engineering (2012-2013)
Licensed Clinical Psychologist, State of Washington (#PY60116567)
University of Washington Resident Training Program in Dialectical Behavior Therapy (DBT) (2008)
Certified Parent-Child Interaction Therapy (PCIT) Therapist (University of Florida, June 2005)

PROFESSIONAL AFFILIATIONS

American Psychological Association
Association for Psychological Science
Association for Behavioral and Cognitive Therapies (ABCT)
 Dissemination and Implementation Science Special Interest Group, ABCT
 Technology and Behavior Change Special Interest Group, ABCT
Institute of Translational Health Sciences, University of Washington
Society for Child and Family Policy and Practice
Society of Clinical Child and Adolescent Psychology
Society of Clinical Psychology
Society for a Science of Clinical Psychology