

*The National Academies of*  
**SCIENCES • ENGINEERING • MEDICINE**

**DIVISION OF BEHAVIORAL AND SOCIAL SCIENCES AND EDUCATION**  
*The Board on Children, Youth, and Families*

**Guest Speaker Biographies**

**Fostering Healthy Mental, Emotional, and Behavioral Development  
Among Children and Youth**

**C. Hendricks Brown, Ph.D.**, is Professor in the Departments of Psychiatry and Behavioral Sciences, Preventive Medicine and Medical Social Sciences at the Northwestern University, Feinberg School of Medicine. He also holds adjunct appointments in the Departments of Biostatistics and Mental Health at the Johns Hopkins Bloomberg School of Public Health as well as the Department of Public Health Sciences at the Miller School of Medicine at the University of Miami.

Brown directs the NIDA funded Center for Prevention Implementation Methodology (Ce-PIM) for Drug Abuse and HIV and co-directs the CDC Chicago Center for the Prevention of Youth Violence. He directs Northwestern's Bridges Program, which develops and applies methods to foster partnerships among community, service delivery, and research, expressly addressing health and promoting equity. His work has focused on the prevention of drug abuse, conduct disorder, and depression, and particularly the prevention of suicide. He has a strong interest in developing new methodology for producing generalized knowledge about behavioral interventions, including developing innovative research designs for effectiveness, conducting mediational analyses, designing and carrying out implementation trials and modeling the effects of implementation strategies. He has published extensively on methods for conducting group-based randomized trials and methods to improve implementation research.

Brown co-chairs the National Academy of Sciences Forum on Promoting Children's Cognitive, Affective, and Behavioral Health and serves on numerous federal panels, advisory boards, and editorial boards.

**Laura Damschroder, MPH, MS**, is an Implementation Researcher with the Veterans Affairs (VA) Ann Arbor Center for Clinical Management Research and principle investigator with the PrOVE (PeRsonalizing Options through Veteran Engagement) Quality Enhancement Research Initiative (QUERI). As an embedded researcher within the VA system, she focuses on developing methods to advance implementation science with the goal of more rapidly getting evidence-based practices into routine clinical care, especially for prevention of disease through comprehensive lifestyle interventions. Ms. Damschroder is the lead developer of CFIR, the Consolidated Framework for Implementation Research, one of the most widely cited frameworks in implementation science and has led many trials and evaluation projects. She completed her BS in Forest Management at the Utah State University; her MS in Biometrics at the University of Michigan; and her MPH in Health Policy and Management at the John Hopkins University.

**Byron J. Powell, Ph.D.**, is an Assistant Professor in the Department of Health Policy and Management at the Gillings School of Global Public Health and a Fellow at the Cecil G. Sheps Center for Health Services Research and the Frank Porter Graham Child Development Institute.

Byron's research focuses on efforts to improve the quality of health, behavioral health, and social services. Specifically, his scholarship has focused on 1) identifying contextual barriers and facilitators to implementing evidence-based practices in routine care, 2) identifying and assessing the effectiveness of implementation strategies, 3) developing methods for tailoring implementation strategies to address

determinants of effective implementation, and 4) advancing research methodology in implementation science. His work is currently supported by a Mentored Research Scientist Development Award from the National Institute of Mental Health ([K01MH113806](#)).

Byron has received National Institutes of Health-funded fellowships from the Training Institute for Dissemination and Implementation Research in Health (2015); Child, Intervention, Prevention, and Services Research Mentoring Network (2015-2016); Implementation Research Institute (2016-2018); and Mixed Methods Research Training Program for the Health Sciences (2018-2019). He serves on the editorial board of *Implementation Science*, and is Co-Chair of the Implementation Special Interest Group of the Society for Social Work and Research and the New Investigator Network of Expertise of the Society for Implementation Research Collaboration.

In addition to his independent and collaborative research, Byron teaches courses on implementation research and practice, and provides methodological consultation related to implementation research through the Community Engagement Core (CARES) of the North Carolina Translational & Clinical Sciences Institute (NC TraCS) and the Social and Behavioral Research Core of UNC's Center for AIDS Research. He is also a Core Faculty Member of the UNC-RTI Consortium for Implementation Science.

**Julie Sweetland, Ph.D.**, is a sociolinguist and vice president for strategy and innovation at the FrameWorks Institute, where she leads efforts to diffuse the organization's cutting-edge, evidence-based reframing recommendations throughout the nonprofit sector. Since joining FrameWorks in 2012, she has led the development of powerful learning experiences for nonprofit leaders and has provided strategic communications guidance for advocates, policymakers, and scientists nationwide and internationally. Prior to joining FrameWorks, Julie was actively involved in improving teaching and learning for over a decade as a classroom teacher, instructional designer, and teacher educator. At Center for Inspired Teaching, she served as director of teaching and learning and helped to found a demonstration school with an embedded teacher residency. As founding director of the Center for Urban Education, she launched a graduate teacher preparation program for the University of the District of Columbia. Julie's linguistic research has focused on the intersection of language and race; on the role of language variation and language attitudes on student learning; and on effective professional learning for teachers. Her work has appeared in publications such as the *Journal of Sociolinguistics*, *Educational Researcher*, and *Education Week*, and she is the co-author of *African American, Creole, and Other Vernacular Englishes in Education*. She is a graduate of Georgetown University and lectures regularly at her alma mater. She completed her MA and PhD in linguistics at Stanford University.