

2009

# Missouri Prevention Center: Annual Report



205 London Hall  
Educational, School, & Counseling Psychology  
University of Missouri

# Missouri Prevention Center: Annual Report

The Missouri Prevention Center (MPC) is part of the Department of Educational, School and Counseling Psychology (ESCP) within the College of Education at the University of Missouri-Columbia (MU).  
The Center was established in 2007.

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## Vision Statement

*All children will live in positive and effective environments that foster healthy development and well-being.*

## Mission Statement

*The Missouri Prevention Center was founded to develop, implement, evaluate, and disseminate best practices for reducing the prevalence and societal burden of depression and aggression through prevention science methods.*

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## Executive Summary

2008-2009 was a very successful academic year for the Missouri Prevention Center, our second year of operation. On the science front, **Drs. Reinke and Herman received the Center's first substantial grant** (\$644,837 over five years) as part of a larger Center proposal through Johns Hopkins funded by the National Institutes of Mental Health. The team also submitted several large federal and foundation grants, and 21 papers appeared in print or were accepted for publication. Our work appeared in more than 35 national and international media outlets, and team members provided 32 professional presentations. Drs. Reinke and Herman travelled to Taiwan to present their research and to foster collaborative partnerships with researchers from that nation. Faculty members also offered new training opportunities for graduate students in the areas of child behavior management, evidence-based practices, advanced research methods, and the Family Check-Up. We also expanded our outreach services by serving more families from Head Start and forging new partnerships with the Title program in Columbia Public Schools, Southern Boone School District, and Parents as Teachers. Additionally, we started three funded research projects which combine research, training, and service activities: the Family Check-Up, Depression, and MPER projects.

Led by Dr. Reinke and Dana Darney, the **Family Check-Up study** is designed to test a combined family and school intervention for children showing early signs of disruptive behaviors at school. Eight families from Southern Boone school district received the intervention this academic year. Dr. Reinke trained fifteen graduate students from various disciplines (Chu-Chun Fu, Dana Darney, Elise Hendricker, Joni Splett, Phil Mascendaro, Nidhi Goel, Mike Coutts, Lindsay Crow, Yu Bi, Jodi Hardman, Ann Tweet, Rohini Puri, Megan Strawsine, and Tia Schultz) to deliver the intervention as

part of the study. Students work in teams, sometimes with Dr. Reinke or Dr. Herman, and Dr. Reinke supervises all interventions.

The **Depression Workgroup** (Lindsay Crow, Yu Bi, Mike Coutts, Anupam Jha, and Jian-Liang Chen) spent the year planning the Depression Intervention study and obtaining IRB approval. One family has begun the assessment and consultation phase of the study. Dr. Herman will train team members to deliver the intervention in the Fall 2009.

The **MPER's Prevention Practices in Schools** project is also well underway. Under the leadership of Dr. Stormont, Rohini Puri, and Nidhi Goel, the team developed a comprehensive survey. We began collecting data in mid-April, and over 200 participants from five school districts (Southern Boone, Hazlewood, Hannibal, Mexico, & Maplewood Richmond Heights) have already completed the survey. Initial data analysis will occur over the summer. These results will be presented at the American Psychological Association Conference in Toronto. The team has also started planning focus groups which will be the next phase of the project, and is on target for creating a pilot web-based tool that schools can use to access best practices by the end of Spring 2010.

In addition to the outreach we offer related to our research projects, we have expanded our **Parent Training** services. We delivered 3 parenting groups (two in Columbia and one in Jefferson City) based on the *Incredible Years* (IY) for 31 families from Head Start and offered Child Groups for 30-40 of their children. We also offered IY based parent training to nine parents in the Title I program through Columbia Public Schools and another group to five parents from the local community. Graduate students co-facilitated these groups under the supervision of Drs. Herman and Reinke. Additionally, graduate students, Mike Coutts and Rohini Puri provided a training seminar on IY to Head Start teachers to support recruitment and future collaborations. In total 450 in kind hours (\$7,116 of service to the community) were provided to support 45 families and 40 children with IY parent and child groups; combined with FCU services the team provided \$12,938 of in kind services to the community.

800 client contact hours for students; over 300 hours of clinical supervision

We have also been pleased with our growing local, national, and international partnerships. In addition to those noted above, Dr. Brooks has helped merge the work of the Assessment and Consultation Clinic (ACC) with MPC. Dr. Brooks began teaching an interdisciplinary child and family practicum through the ACC from which students can earn credit and practicum hours while providing MPC services, such as the Family Check-up and parent trainings. Drs. Reinke and Herman help support the practicum by providing trainings and support to students in the practicum. In addition, this year the ACC and MPC hosted the First ESCP Poster Conference.



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## Science Summary:

**From June 2008 to April 2009, the team submitted two large federal grants totaling over \$3.7 million in grant proposals.** Twenty-one papers authored by Center faculty or students have appeared in print or been accepted at peer-reviewed journals since June 2008. The team has given 32 presentations at national or international conferences or regional seminars.

The team had a focused agenda for submitting **grant proposals** this year. Drs. Reinke, Herman, and Stormont submitted a proposal in October to the prestigious Institute of Educational Science (US Department of Education) in collaboration with partners from Johns Hopkins University, the University of Washington, and Hazelwood Public School District (St. Louis). The proposal described a group-randomized efficacy study of a video-based modeling program to promote effective teacher classroom management practices. The second proposal was a subcontract written as part of the continuation of Johns Hopkins School of Public Health's Center for Prevention and Early Intervention through the National Institutes of Mental Health. Drs. Reinke and Herman served as Co-Investigators for this large and influential Center. We recently received official word that this proposal was funded by NIMH and will start in July 2009.

The team submitted other proposals to fund the research activities associated with the Center. Drs. Herman and Reinke submitted a proposal to CHAD Coalition for Mental Health to fund a two-year data analytic study regarding the longitudinal development of depressogenic cognitions. Dr. Reinke also submitted a grant proposal to the Society for the Study of School Psychology. The funding would supplement and expand the current MPER research project to understand and support current use of evidence-based prevention and early intervention programs in school settings.

Team members submitted several other activities. The team submitted a concept grant in mid-December to support and expand evidence-based parent, teacher, and

**\$3,731, 623  
in grant  
proposals**

proposals to fund our outreach paper for a Missouri Health Foundation develop a model demo site to train and child training in Head Starts across the

region. Elise Hendricker and Joni Splett were awarded a grant from the Missouri Parent Association which will allow us to expand our parent offerings to parents on campus. Dr. Brooks also submitted a proposal to Columbia City which would support her new child and family practicum in collaboration with MPC.

The team has also given several **high profile presentations** this academic year. Dr. Reinke was a featured speaker at the Missouri School Psychology Association annual meeting in October. Additionally, Drs. Herman and Reinke visited scholars and gave a series of professional talks in Taiwan. Dr. Herman gave an invited Keynote address at the Taiwanese Psychological Association entitled, *Preventing Youth Mental Disorders: A Call for Interdisciplinary Collaboration*. He also participated in a panel discussion on the application of psychology in the schools. Dr. Reinke gave a presentation at



National Taiwan Normal University (NTNU) on developing a prevention-focused research program using the Missouri Prevention Center as a model. Each of them also conducted three-hour training sessions with 75 new school counselors in Taipei City Schools. Dr. Reinke's training focused on school-wide positive behavior supports and Dr. Herman's was on cognitive behavior therapy for child depression. Throughout their visit, they also had several discussions and meetings about the role of psychologists in the school. Currently, Taiwan does not have school psychologists and several leaders are considering whether establishing school psychology programs would be helpful. The discussions were very helpful in identifying the unique contributions that various mental health professionals can play in schools in Taiwan and in the U.S. Additionally, the group discussed what steps would be necessary to establish a training program and profession focused on school psychology in Taiwan.

Nearly \$13,000  
of in kind  
community  
service

A major science task during the academic year focused on developing and creating a **Special Issue for the journal, *Psychology in the Schools***. All team members have contributed to this project. The Special Issue will be titled, *The Role of Prevention Science in Advancing Research and Practice in the Schools*, and Drs. Stormont, Reinke, & Herman will serve as Guest Editors. Dr. Stormont and Dana Darney have taken leadership in organizing and submitting the proposal, inviting and tracking contributions, identifying peer reviewers, and preparing feedback for authors. The Special Issue will be a collection of papers describing exemplary prevention science activities: (1) *the Incredible Years Series* written by developer Dr. Webster-Stratton; (2) *integrated models of school-based prevention* written by a team including Drs. Ialongo and Bradshaw (from the Center for Prevention and Early Intervention at Johns Hopkins School of Public Health), Drs. Domitrovich and Greenberg (developer of PATHS), Dr. Poduska (American Institute for Research), and Dr. Embry (PAXIS Institute); (3) *Response to Intervention* written by Drs. Lembke (U of Missouri), McMaster (U of Minnesota), and Stecker (Clemson U); (4) *the Strong Kids curriculum* written by developer Dr. Merrill; (5) *school mental health* written by Dr. Weist, Director of the Center for School Mental Health at the U of Maryland; and (6) *School-Wide Positive Behavior Supports* written by Drs. McIntosh (U of British Columbia), Filter (Minnesota St. U), and Sugai (U of Connecticut and co-founder of PBS). Additionally, the Special Issue will include a paper summarizing the Missouri Prevention Center written by team members and will appear in print by Fall 2009.

In collaboration with the ACC, MPC organized and co-sponsored the **First ESCP Poster Conference** on April 24, 2009. Students and faculty members from ESCP presented 20 posters. Sixteen faculty members and over 50 students attended the Conference. The Conference was intended to highlight the outstanding research being conducted in the Department and also to facilitate interdisciplinary collaboration and awareness. Topics included models for facilitating best practices in school mental health and family therapy; cultural variations in coping and career development; social and cultural factors related to academic achievement; case examples of functional assessment; and interventions for aggressive youth. Michael Coutts and faculty mentor Dr. Connie Brooks won the award for most outstanding poster session as voted by the first author

presenters of each poster. Their poster focused on the role of materialism in understanding children's mental health.

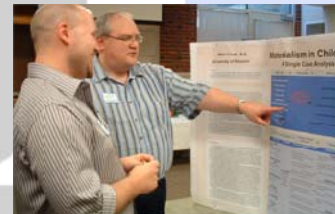


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## Accomplishments

### Research and Grants

- From July 2008 to April 2009, the team submitted over \$3.7 million in grant proposals.
- Five active grants are focused on developing and evaluating family-centered interventions for child conduct problems and depression, enhancing school capacity to identify and deliver evidence-based prevention practices, and providing services to families in Columbia.
- The team received our first substantial grant, a subcontract from NIMH. Drs. Reinke and Herman are Co-Investigators and core faculty on this continuation grant awarded to the Center for Prevention and Early Intervention.
- Drs. Reinke and Herman gave eleven invited addresses, and the team completed 32 total symposium, paper and poster presentations at international, national, or local conferences.
- In total twenty-one peer-reviewed papers and chapters were published or accepted for publication from July 2008 to April 2009.
- Dr. Stormont and Dana Darney are organizing a special issue in the journal *Psychology in the Schools* entitled, *The Role of Prevention Science in Advancing Research and Practices in School*. Team members are helping prepare the special issue by writing and reviewing manuscripts.
- MPC and ACC co-sponsored the First ESCP poster conference which included 20 poster presentations, many by students affiliated with the Center. The ESCP poster conference will continue in future years as a tool for disseminating research within the department and as an opportunity for students to gain presentation experience.
- Our work appeared in 35 national or international media outlets and 10 Missouri outlets including four television and radio interviews.



### Training

- The Center houses three licensed psychologists (Drs. Brooks, Herman, & Reinke) to support supervision of clinical and research intervention experiences by graduate students.
- 23 graduate and undergraduate students actively participated in the Center core activities: research, training, service, and policy.
- Dr. Reinke trained 15 students to deliver the Family Check-Up and is providing ongoing supervision to them.

- Dr. Brooks trained 13 students to deliver effective child behavior management strategies.
- Dr. Herman trained 12 students to deliver the IY parenting program.
- Drs. Herman and Reinke co-led two IY parenting groups with MPC graduate students at the local Central Missouri Head Start.
- Drs. Herman, Reinke, & Brooks provided ongoing supervision to eight graduate students implementing a total of four IY parenting groups.
- Dr. Reinke trained six graduate students and local school district personnel to implement First Steps to Success in partnership with CAMHPS.
- Students and staff completed over 800 client contact hours, and Drs. Herman and Reinke provided over 300 hours of clinical supervision.

### Partnerships

- Drs. Stormont, Reinke, and Herman wrote an IES grant with Hazelwood School District in partnership with Johns Hopkins School of Public Health and the University of Washington.
- Dr. Brooks helped facilitate a strong and growing partnership with the Assessment and Consultation Clinic. Dr. Brooks offers an Interdisciplinary Child and Family Practicum that includes experiences through the MPC. Drs. Reinke and Herman help supervise students in this practicum as they complete activities related to MPC.
- Drs. Reinke and Herman co-wrote an NIMH grant submission as partners of the Center for Prevention and Early Intervention through Johns Hopkins School of Public Health.
- Drs. Reinke and Herman forged close relationships with scholars in Taiwan. Namely, we have been in regular contact with Dr. Li-fei Wang and are planning a cross-national study of children's coping skills.
- The Children's Trust Fund supported our Head Start parent groups through a service grant.
- Elise Hendricker & Joni Splett were awarded an MU Parents Association grant to support IY parent training with MU students who are parents. Early Childhood teachers will be recruited to sit in and learn the intervention model along with the MU parents. Dr. Brooks will be organizing, facilitating, and supervising IY child groups for the children of participating parents.
- Drs. Ganong and Coleman from the MU Department of Human Development & Family Studies visited MPC in February for a discussion about their research with step families. They shared their knowledge about supporting these families and how it relates to MPC's current research with families and children.
- International visitors, Mr. Brian Lee and Kam Cheong Yan (Government of Hong Kong Special Administrative Region), Dr. Esther Ho (Hong Kong Association of Careers Masters and Guidance Masters), Ka Yu Wu (Guidance Mistress; STFA Seawood Woo College, Hong Kong), and Satoko Tatsumi (Works Institute, Japan) visited MPC to learn about current activities and to share their experiences with school counseling in Hong Kong and Japan.



Elise, Joni, Molly, and Wally



- Lisa Hines, a *Parents as Teachers* mentor, helped recruit several families for an IY group in the Spring, attended two of the sessions, and discussed plans for expanding our partnership.
- Dr. Becky Beckner an early childhood behavior specialist from Columbia Public Schools attended an MPC meeting and helped recruit parents from Title I to attend an IY program in the Fall 2008. She also helped coordinate child care to make these groups possible.
- Karen Traylor, a doctoral student in counseling psychology, was recently appointed as an MPC representative to the advisory board of a Parent Link project intended to provide web-based supports for MU parents.
- The Special Issue of the *Psychology in the Schools* that is being organized and edited by the MPC has brought together several members of our Prevention Science Consortium in a collaborative effort. In total, authors of articles that will appear in the Special Issue represent 12 universities and 5 prevention-oriented Centers from throughout the nation.

### Service

- We provided parent training and child group services to 45 families and 40 children from Head Start, Title I, Parents as Teachers, and other families from the local community.
  - Student team members took primary responsibility for planning the child groups. Mike Coutts & Nidhi Goel, graduate students, led child groups as part of the Head Start parenting sessions in the Fall and Spring. Ten students helped support and lead child groups as part of the Head Start program.
- The Family Workgroup delivered a combined school and family intervention for 8 children showing early signs of disruptive behaviors as part of the Family Check-Up study. Students and staff completed 414 hours of clinical contact as part of this study.
- In total, the team provided over 800 hours of clinical service through the Family Study and IY parent training which equates to nearly \$13,000 of in kind services to the community
- The MPC website has been updated to provide information about ongoing projects and opportunities as well as resources for parents and teachers: <http://education.missouri.edu/orgs/prevention/>.
- Drs. Herman, Reinke, and Stormont collectively sit on eight separate scientific journal review boards, including *Journal of School Psychology*, *Journal of Positive Behavior Interventions*, *Journal of Counseling Psychology*, *Psychology in the Schools*, *Journal of School Psychology Quarterly*, *Journal of Applied School Psychology*, *Behavior Disorders*, *Journal of Behavioral Education*.



### Recognition

- Dr. Reinke was honored as an *Early Career Scholar* by the *Society for the Study of School Psychology*.
- Mike Coutts and Dr. Brooks won the outstanding poster award at the 1<sup>st</sup> ESCP conference.
- Dr. Herman's article was chosen for press release by the *American Psychologist* and appears on the *Journal of Counseling Psychology's* webpage as an example of cutting edge research.



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## Research and Grant Activities

### Peer-Reviewed Publications (appeared in print or accepted since July 2008)

1. **Stormont, M. & Reinke, W.M.** (in press). The importance of precorrection and behavior specific praise strategies. *Beyond Behavior*.
2. Cooley, M., Griffin, R., **Darney, D.**, Otte, K., Ko, J. (in press). Urban African American youth exposed to community violence: A school-based anxiety preventive intervention efficacy study. *Journal of Prevention and Intervention in the Community*.
3. **Herman, K. C., Reinke, W., Parkin, J., Traylor, K., & Agarwal, G.** (in press). Childhood Depression: Rethinking the role of the school. *Psychology in the Schools*.
4. Jones, J. D., Tucker, C. M., & **Herman, K. C.** (in press). Stress and nutrition among African American women with hypertension. *American Journal of Health Behavior*.
5. McIntosh, K., **Reinke, W.M.**, & Herman, K.C. (in press). School-wide analysis of data for social behavior problems: Assessing outcomes, selecting targets for intervention, and identifying need for support. In K. Merrell & R. Irvin (Eds.), *Innovations in school psychology practice*.
6. Lambert, S., **Herman, K. C.**, Bynum, M., & Ialongo, N. (in press). Perceptions of racism and depressive symptoms in African American adolescents: The mediating role of perceived control. *Journal of Youth & Adolescence*.
7. Kim, Y. H., **Stormont, M.**, & Espinosa, L. (in press). Contributing factors to South Korean early childhood educators' strategies for addressing children's challenging behavior. *Journal of Early Intervention*.
8. Lewis, T. J., Beckner, R., & **Stormont, M.** (2009). Program-wide positive behavior supports: Essential features and implications for Head Start. *National Head Start Bulletin*.
9. Stichter, J. P., **Stormont, M.**, & Lewis, T. J. (2009). Instructional practices and behavior during reading: A descriptive summary and comparison of practices in Title One and non-Title elementary schools. *Psychology in the Schools*, 46, 172-183.
10. Conroy, M., Sutherland, K., Haydon, T., **Stormont, M.**, & Harmon, J. (2009). Preventing and ameliorating young children's chronic problem behaviors: An ecological classroom-based approach. *Psychology in the Schools*, 46, 3-17.
11. **Stormont, M.** (2009). Introduction to the special issue: Building systems to support students at risk for failure in schools. *Psychology in the Schools*, 46, 1-2.
12. **Reinke, W.M., Splett, J., Hendricker, E., & Offutt, C.** (2009). Combining school and family interventions for the prevention and early intervention of disruptive behavior problems in children: A public health perspective. *Psychology in the Schools*, 46, 33-43.
13. McKinley, L. A. & **Stormont, M.** (2008). The school supports checklist: A tool to identify potential supports and implementation barriers for children with ADHD in elementary grades. *Teaching Exceptional Children*, 41, (2), 14-19.
14. **Stormont, M.** (2008). 20 ways to increase academic success for children with AD/HD using sticky notes and highlighters. *Intervention in School and Clinic*, 43, 305-308.
15. **Reinke, W.M.**, Sprick, R., & Knight, J. (2008). Coaching classroom behavior management. In J. Knight (Ed.), *Coaching Approaches and Perspectives*. Corwin Press: Thousand Oaks, CA.

16. **Reinke, W.M.**, & Ostrander, R. (2008). Heterotypic versus homotypic continuity: The moderating effects of gender and age. *Journal of Abnormal Child Psychology*, 36, 1109-1121.
17. **Reinke, W.M.**, Lewis-Palmer, T., & Merrell, K. (2008). The Classroom Check-up: A classwide consultation model for increasing praise and decreasing disruptive behavior. *School Psychology Review*, 37, 315-332.
18. **Herman, K. C.**, Lambert, S. F., **Reinke, W.M.**, & Ialongo, N. S. (2008). Academic incompetence in first grade as a risk factor for depressive cognitions and symptoms in middle school. *J of Counseling Psychology*, 55, 400-410.
19. **Reinke, W.M.**, **Herman, K.C.**, Petros, H., & Ialongo, N. (2008). Empirically-derived subtypes of child academic and behavior problems: Co-Occurrence and distal outcomes. *Journal of Abnormal Child Psychology*, 36, 759-777.
20. Webster-Stratton, C. & **Herman, K. C.** (2008). The impact of parent behavior management training on child depressive symptoms. *Journal of Counseling Psychology*, 55, 473-484.
21. Ostrander, R., **Herman, K. C.**, Sikorski, J., Lambert, S. F., & **Mascendaro, P.** (2008). Patterns of psychopathology in children with ADHD: A Latent Profile Analysis. *Journal of Child Clinical & Adolescent Psychology*, 37, 833-847.

#### Presentations (presented since July 2008)

- Birks, K., Tweet, A., Splett, J., & Coleman, S. (April, 2009). *Preventing Youth Suicide*. First ESCP Poster Conference, Columbia, MO.
- Brooks, C., Coutts, M., Fagiolo, A., Hendricker, E., Kanagui, M., Ramos, K., & Splett, J. (April, 2009). *The Family Therapy Treatment Team: Description of a New Treatment Approach*. First ESCP Poster Conference, Columbia, MO.
- Coutts, M., & Brooks, C. (April, 2009). *A Review and Analysis of a Family's Materialism*. First ESCP Poster Conference, Columbia, MO.
- Darney, D. (April, 2009). *A Functional Behavioral Assessment Training Project in a Small, Urban School in the Mid-West*. First ESCP Poster Conference, Columbia, MO.
- Goel, N. (April, 2009). *Using Functional Assessment Information to Inform Intervention: A Case Presentation*. First ESCP Poster Conference, Columbia, MO.
- Modzelewski, N., Paul, A., & Splett, J. (April, 2009). *Increasing the Youth Perspective in the Development of School-Based Mental Health Services*. First ESCP Poster Conference, Columbia, MO.
- Puri, R., Goel, N., & Fu, C. (April 2009). *Current Practices and Perceived Needs in School-based Early Childhood Mental Health Programming*. First ESCP Poster Conference, Columbia, MO.
- Ramos, K. & Brooks, C. (April, 2009). *Educational Experiences of Youth in Foster Care: A Review of the Literature*. First ESCP Poster Conference, Columbia, MO.
- Splett, J., & Maras, M. (April, 2009). *Promoting Interdisciplinary Collaboration Competencies in School-based Mental Health Professionals*. First ESCP Poster Conference, Columbia, MO.
- Splett, J., Schultz, T., Hammer, J., & Brooks, C. (April, 2008). *Reducing Girlhood Relational Aggression through Combined Group Counseling and Parent Education Interventions*. First ESCP Poster Conference, Columbia, MO.
- Tweet, A., (April, 2009). *Functional Behavioral Assessment Guiding Intervention: A Case Presentation*. First ESCP Poster Conference, Columbia, MO.
- Woolsteinhulme, J., Thomas, J., & Brooks, C. (April, 2009). *Undergraduate Clinical Experiences: Reciprocal Benefits to the Students and Clinic*. First ESCP Poster Conference, Columbia, MO.

- Reinke, W.M., (March, 2009). *The Influence of Family Functioning on the Academic and Behavioral Outcomes of Children: Implications for Intervention*. Colloquium presented at the UM Clinical Psychology Brown Bag Seminar.
- Herman, K.C. (March, 2009). *Developmental pathways to child depression*. Seminar presented at the Clinical Psychology Colloquium Series, University of Missouri, Columbia, MO.
- Offutt, C., Splett, J. & Tweet, A. (February, 2009). *Faculty shortage: Factors contributing to pursuit of an academic career*. Poster presented at the Annual Meeting of the National Association of School Psychologists, Boston, MA.
- Reinke, W.M. (February, 2009). *Family environments and behavior problems at school*. Presented as part of the symposium, *Innovations in the assessment of disruptive behavior problems in children* at the Annual National Association for School Psychology Conference, Boston, MA.
- Stormont, M. & Reinke, W. (February, 2009). *Preventing behavior problems in children: School and Family-based models*. Paper presented at the Annual National Association for School Psychology Conference, Boston, MA.
- Herman, K.C. (February, 2009). *Redefining ADHD subtypes using co-occurring symptoms*. Paper presented as part of symposium presented at the National Association of School Psychologists Annual Convention, Boston, MA.
- Aguayo, D., & Herman, K.C. (November, 2008). *The role of generation status in the academic achievement of Latina/o college students*. Poster presented at the National Latina/o Psychological Association Annual Conference, Costa Mesa, CA.
- Reinke, W.M., Sprick, R., & McKale, T. (October, 2008). *Coaching Classroom Management*. Workshop presented at the Annual Instructional Coaching Conference, Lawrence, KS.
- Reinke, W.M. (October, 2008). *Evidence-Based Interventions for Children with Disruptive Behavior Problems*. Workshop presented at the Missouri Association for School Psychology Annual Convention, St. Louis, MO.
- Herman, K. C. (October, 2008). *Preventing youth mental disorders: A call for interdisciplinary collaboration*. Keynote presented at the Taiwanese Psychological Association Annual Meeting, Taipei, Taiwan.
- Reinke, W. (October, 2008). *Positive Behavior Supports to Reduce Disruptive Behaviors in Schools*. October, 2008. Workshop presented at the Taipei School District, Taipei, Taiwan.
- Reinke, W.M., Sprick, R., & McKale, T. (October, 2008). *Coaching Classroom Management*. Workshop presented at the Annual Instructional Coaching Conference, Lawrence, KS.
- Herman, K. C. (October, 2008). *Cognitive-behavioral therapy for child and adolescent depression: A skills workshop*. October, 2008. Workshop presented at the Taipei School District, Taipei, Taiwan.
- Reinke, W. M., & Herman, K. C. (October, 2008). *Prevention science in action*. Talk presented at National Taiwan Normal University, Taipei, Taiwan.
- Herman, K. C. (October, 2008). *The application of psychology in schools*. Invited panel presentation at the Taiwanese Psychological Association Annual Meeting, Taipei, Taiwan.
- Splett, J., Hendricker, E., Brooks, C., & Reinke, W.M. (September, 2008). *Combining School and Family Centered Interventions: A Pilot Study in Prevention*. Poster presented at the Thirteenth Annual Conference on the Advancing School-based Mental Health, Phoenix, AZ.
- Reinke, W. M., & Herman, K. C. (September, 2008). *The Missouri Prevention Center: Creating school partnerships*. Talk presented at the Operation Council Meeting of the Missouri Partnership for Educational Renewal, Columbia, MO.



- Fu, C., Puri, R., Herman, K. C., & Reinke, W. M. (August, 2008). *Helping schools select and implement empirically supported practices in prevention*. August, 2008. Poster presented at the American Psychological Association Conference, Boston, MA.
- Agarwal, G., Brooks, C., Herman, K.C., Reinke, W. M., & Hendricker, E. (August, 2008). *The role of prevention science in promoting children's mental health in school psychology*. Poster presented at the American Psychological Association Conference, Boston, MA.
- Hendricker, E., Splett, J., & Reinke, W. M. (August, 2008). *Combining school and family-centered interventions to prevent child behavior problems*. Poster presented at the American Psychological Association Conference, Boston, MA.

### Presentations Accepted for Upcoming Conferences:

- Webster-Stratton, C., & Herman, K.C. (June, 2009). Impact of the Incredible Years Parent Program on child depressive symptoms. Paper to be presented as part of symposium at the *International Society for Research and Child and Adolescent Psychopathology*, Seattle, WA.
- Bi, Y. & Herman, K.C. (August, 2009). *Internalizing Symptoms of Chinese Children in Low-income Families: Mediating Effect of Family Environment*. Poster to be presented at the Annual American Psychological Association Conference, Toronto, Canada.
- Reinke, W.M. & Darney, D. (August, 2009). *Combining school and family interventions to prevent disruptive behavior problems in children*. To be presented as part of the symposium, *Beyond efficacy: System level variables in adapting and sustaining school-wide PBS*, at the Annual American Psychological Association Conference, Toronto.
- Herman, K.C. (August, 2009). *Beyond efficacy: System level variables in adapting and sustaining school-wide PBS*, Symposium discussant at the Annual American Psychological Association Conference, Toronto.
- Goel, N., Fu, C., Puri, N., Stormont, M., & Reinke, W.M. (August, 2009). *Current practices and perceived needs in school-based mental health programming*. Poster to be presented at the Annual American Psychological Association Conference, Toronto.
- Darney, D., Hendricker, E., Splett, J., Coutts, M. & Reinke, W. (November, 2009). *The Family Check-Up: School-Based Implementation to Reduce Aggressive Behaviors in Young Children*. Presentation accepted at the annual meeting of the Conference for Advancement of School Mental Health, Minneapolis, MN.

MPC studies  
appeared in 45  
media outlets  
including four TV  
and radio spots.



## Extramural Sponsorship

### Awarded:

- *Center for Prevention and Early Intervention* (Center P.I.: Nicholas Ialongo; Campus P.I.: Wendy Reinke), subcontract with Johns Hopkins University, NIMH, \$644,837. (7/1/09 – 6/30/14).
- *Providing Evidence-Based Parent Behavior Management Training to College Students with Children*. MU Parents Association, (P.I.: Joni Splett, Elise Hendricker; Co-PIs: Wendy Reinke, Keith Herman), \$1,000. (2/1/09 – 1/31/10).
- *Providing Evidence-Based Parent Behavior Management Training to Parents in Head Start*, Children's Trust Fund, (P.I. Keith Herman & Wendy Reinke), \$5,000. (10/01/08 – 9/30/09).
- *Helping School Districts Select and Implement Best Practices in Early Childhood Mental Health Prevention* (P.I., Wendy Reinke, Keith Herman, Melissa Stormont), Missouri Partnership for Educational Renewal Research Grant, \$10,000. (7/1/08 – 6/30/10).
- *Family Check-Up* (P.I., Wendy Reinke), U of Missouri, Research Council, \$7,340. (7/01/08 - 6/30/10).
- *Helping School Districts with Prevention Practices* (P.I., Wendy Reinke), University of Missouri, Wallace, \$3,940. (7/01/08 - 6/30/10).
- *A Family-Centered Intervention for Child Depression* (P.I., Keith Herman), University of Missouri, Research Council, \$7,340. (7/01/08 - 6/30/10).

### Submitted:

- 10/2/08 (submitted). *Evaluation of a Video-based Modeling Program to Promote Effective Teacher Classroom Management Practices* (P.I., Wendy Reinke), University of Missouri, US Dept of Ed CFDA 84.325D, \$2,699,442.
- 12/15/09 (submitted). *Providing evidence-based parent, teacher, and child interventions to prevent mental health problems in children who attend Head Start* (PI, Keith Herman). Missouri Health Foundation, \$298,985.
- 04/01/2009 (submitted). *Evidence-Based Practices in Early Childhood Mental Health: Understanding and Supporting Their Use in School Settings*. (P.I. Wendy Reinke), Society for the Study of School Psychology, \$12,359.
- 03/30/2009 (submitted). *Longitudinal Predictors of Adolescent Depression and Suicidal Ideation*. (Co-PI), CHAD Coalition for Mental Health, \$60,000.
- 03/15/2009 (submitted). *Expanded Child and Family Services to the Community*. (P.I. Connie Brooks, Co-PIs, Drs. Reinke, Herman, & Stormont). Columbia City, \$15,000.



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## 2009-2010 Goals

### Expand Funding Streams

- Explore opportunities to contract for services with local agencies including family services, consultation, and parent training
- Plan and organize a continuing education conference for school personnel in collaboration with the ACC
- Explore opportunities for distance learning, on-line courses, and MU Direct
- Continue high rate of grant submissions

### Create Supports and Positions for Student Members

- Identify key areas of support and leadership positions for MPC students
- Identify students to fill key positions and document their job descriptions
- Create positions focused on resources for students, PBS and team climate, data and video collection and storage, data entry and analysis, leading ongoing grant projects, scientific writing, community outreach, and webpage maintenance
- Offer topical seminars focused on each of these areas, in particular, connecting writing group with data analytic group activities
- Clarify roles for undergraduate student members



### Expand Service and Training Opportunities for Students

- Continue to offer students opportunities to lead IY Parent and Child groups, conduct FCUs, and deliver depression interventions
- Connect these activities to coursework (e.g., Parent Counseling and Consultation, Evidence-based Therapies, Family and Child Practicum)
- Collaboratively develop school-based behavior support teams that utilize graduate students with Southern Boone primary and elementary schools. This will expand training for graduate students and services to children with early signs of disruptive behavior problems
- Expand information resources on MPC website for schools, teachers, and parents
- Develop in-service training opportunities for local school districts
- Create prevention science courses and curriculum (e.g., minor or certificate)

### Recruit Exceptional Students into the Counseling and School programs

### Be a resource for faculty members and students throughout the Department

**Complete Grant Funded Research Projects**

- Complete MPER survey collection and initial data analyses
- Recruit additional survey participants from NASP, MSCA, and other professional groups
- Complete Family Check-up and Depression Intervention studies
- Complete IY for MU Parents grant
- Adapt CCU and FCU for application in Center for Early Intervention and Prevention trials

**Submit Additional Grants**

- Submit IES developmental proposals addressing one or more of the following: family and school supports for helping Head Start children transition to kindergarten, refining the Classroom Checkup, developing the Classroom SET
- Resubmit the IES efficacy proposal focusing on evaluating the IY teacher training program
- Submit a Department of Education Training Grant for school psychology and special education students
- Submit an NIMH or NICHD proposal focused on evaluating or further developing the IY Infant program
- Submit NIMH R34 proposal to test efficacy of FCU and PBIS

**Submit 10 or More Manuscripts**

- Growth of Reading Skills and of Cognitions Related to Depression
- Parallel Processes of Academic and Behavior Problems
- Comorbidity of Aggression and Depression
- Classes of Young Child Symptoms and of Parenting Behaviors
- Culturally Sensitive Health Care
- Prevention Science articles for counseling and school psychologists
- Behavioral Inhibition
- Peer Contagion/ Co-Rumination
- Practitioner articles written for school counselors and administrators
- Initial findings from current pilot studies

**Continue to Forge Partnerships**

- Continue to expand connections with the Assessment & Consultation Clinic
- Formalize partnerships with the Center for Multicultural Research, Training, and Consultation and with the PBIS Center.
- Create partnerships with Columbia Public Schools
- Expand our relationship with Head Start to include statewide partners
- Explore opportunities with child care providers on campus (e.g., Child Development Lab)
- Identify community liaisons
- Expand national and international collaborations





## Core Faculty

**Dr. Wendy Reinke** (Co-Director) completed her doctoral training in school psychology at the University of Oregon and is currently an Assistant Professor in School Psychology at the University of Missouri. She teaches classes on prevention of emotional and behavior disturbances in children, public health perspectives, research design, and evidence-based practices for children with emotional disturbances. Prior to coming to MU, she was a Prevention Science Fellow at Johns Hopkins School of Public. Her research focuses on combining school and family interventions for children with conduct problems. In particular, Dr. Reinke has interest in situating Family Centers within schools using system-wide approaches to managing student behavior such as School-Wide Positive Behavior Supports. The Family Centers operate from a public health model by offering a continuum of supports for all families including the Family Check-Up as a tool for families considering seeking additional services. Dr. Reinke is also an expert in teacher consultation models in classroom management and is the developer of the Classroom Check-Up. She recently co-authored a book with Randy Sprick and Jim Knight entitled, *Coaching Classroom Management*.

**Dr. Keith Herman** (Co-Director) is an Associate Professor in the Department of Educational, School, & Counseling Psychology at the University of Missouri. Dr. Herman primarily teaches doctoral coursework in the areas of parent behavior management, developmental psychopathology, and research design. Originally trained as a counseling psychologist at the University of Florida, Dr. Herman retrained in school psychology at the University of Oregon and also completed postdoctoral fellowships at Brown University and Johns Hopkins University. Most recently he was a faculty member in the School of Medicine at Johns Hopkins University. His research takes a prevention science approach to understanding, preventing, and treating child depression. He has developed a conceptual model describing social developmental pathways to child depression with emphasis on modifiable aspects of schooling and parenting that contribute to children's risk. This model has informed the development of school and family interventions for children who are depressed.

**Dr. Melissa Stormont** (Core Faculty) is an Associate Professor of Special Education at MU. She is an expert on PBIS in early childhood settings and fostering child resilience and has written books on both topics. At MU, she teaches classes on these topics; conducts applied, school-based research; consults with school districts; participates in professional committees and advisory groups; serves on Doctoral and Master's committees; and presents at local, state, national, and international conferences. Her work focuses on preventing behavior problems in young children, teaching consultation around effective classroom management strategies, and assisting children and families during critical school transitions.

**Dr. Connie Brooks** (Core Faculty) is a Clinical Assistant Professor at the University of Missouri. She is a clinical faculty member in the Assessment and Consultation Clinic and supervises advanced graduate students in providing therapy and evaluations to children, adults, families, and groups. Her research and clinical interests focus on child trauma, behavior management, attachment, risky sexual behaviors, and systems-level prevention efforts. Populations of interest include children in foster care and the juvenile justice system. At MU, she teaches courses on human learning and group methods.



**Current Active Members:**

Keith Herman, Ph.D.  
 Wendy Reinke, Ph.D.  
 Melissa Stormont, Ph.D.  
 Connie Brooks, Ph.D.  
 Cheryl Offutt, Ph.D.  
 Geetika Argarwal  
 David Aguayo  
 Lauren Bailey  
 Yu Bi  
 Jian-Liang Chen  
 Mike Coutts  
 Lindsay Crow  
 Dana Darney  
 Amelia Fagiolo  
 Chu-Chun Fu  
 Nidhi Goel  
 Jodi Hardman  
 Anupam Jha, M.D.  
 Tracey Latimore  
 Phil Mascendaro  
 Jason Parkin  
 Rohini Puri  
 Elise Hendricker  
 Tia Schultz  
 Rebecca Seita  
 Joni Splett  
 Megan Strawsine  
 Karen Traylor  
 Ann Tweet  
 Wally  
 Molly  
 Dina

Co-director  
 Co-director  
 Core Faculty  
 Core Faculty  
 Faculty Affiliate  
 Graduate Student  
 Undergraduate  
 Postbaccalaureate  
 Graduate Student  
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 School Psychology  
 Counseling Psychology  
 School Psychology  
 Special Education  
 School Counseling  
 School Psychology  
 School Psychology  
 Counseling Psychology  
 School Psychology  
 Dinosaur School  
 Dinosaur School  
 Dinosaur School Teacher





**For more information:**

Missouri Prevention Center  
University of Missouri  
205 London Hall  
Columbia, Missouri 65211  
(573) 884-2419  
[prevention@missouri.edu](mailto:prevention@missouri.edu)

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