

2011

**Missouri Prevention Center:
Annual Report**



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

Missouri Prevention Center: 2010-2011 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.

Vision Statement

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

Mission Statement

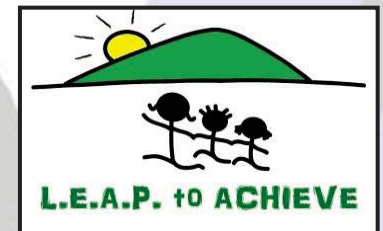
The Missouri Prevention Center was founded to develop, implement, evaluate, and disseminate best practices for reducing the prevalence and societal burden of depression and aggression through prevention science methods.

Executive Summary

Since its inception, the Missouri Prevention Center (MPC) has continued to grow and evolve the services offered to the University and numerous communities in Missouri. The aspirations for the Center continue to expand as milestones are met. During the 2010-2011 academic year, several goals were set and achieved that contributed to the growth and evolution of the Center. These goals were as follows: (1) complete grant funded research projects; (2) offer Prevention Science Practicum; (3) recruit new faculty affiliates; (4) serve as a resource for COE faculty and students; (5) submit additional grants; (6) submit 10 or more manuscripts; (7) complete two contracted books.

Goal 1: Complete grant funded research projects

As the first U.S. Department of Education's **Institute of Education Science (IES) Efficacy Trial** ever awarded to faculty members at MU, the LEAP to Achieve team successfully completed the first year of a four-year efficacy evaluation of the Incredible Years Teacher Training (IYTT) program. IYTT is an innovative video-based modeling program designed to promote teacher classroom management skills. The team is evaluating the effects of this program in several schools to determine whether it increases effective classroom management practices, reduces disruptive behavior in students, and improves academic performance.



*Learning through Attention,
Encouragement and Praise*



IY TT Trainers Workshop with developer Carolyn Webster-Stratton (center)

In year 1, the team recruited 34 Kindergarten through third grade teachers, and consent and assent was received from 577 students in these participating classrooms. Data was collected at four time points throughout the year. By May 2011, core team members had conducted 1,188 student and classroom-level observations. Additionally, with the help of over 40 graduate and undergraduate student data collectors, the team had administered 1,120 Woodcock-Johnson Achievement tests. Drs. Lori Reinke and Keith Herman led 6 full-day IYTT teacher training workshops with 17 teachers randomly selected to participate in the intervention.



Drs. Reinke and Herman are Co-Investigators in the Center for Prevention and Early Intervention and help lead two of the Center's four projects. They assist in Center initiatives intended to integrate existing evidence-based interventions in schools. For one project, the Center is testing whether Dr. Reinke's Classroom Check-Up can enhance teacher fidelity in implementing classroom interventions (the Good Behavior Game and PATHS). The other project is focused on integrating the Family Check-Up with Coping Power (see insert below for more information).

Family Check-Up in Baltimore City Schools

Drs. Herman and Reinke continued the second year of integrating the Family Check-Up (FCU) with Coping Power (CP), an evidence-based indicated intervention for aggressive elementary students. The FCU/CP integration is intended to promote family engagement in the intervention. Three Baltimore City school mental health clinicians piloted the integrated approach with 8 families this year. Initial findings suggest the model was successful in engaging these families and increasing their participation in the CP parenting intervention. Clinicians gave the integrated model high marks for helping them be successful in their work with families, being attentive to their cultural needs of the families, and be feasible for implementation in schools. During the coming year, the clinicians will implement the model with 12 more families and data will be collected on behavioral and outcome outcomes for their children.

Goal 2: Offer Prevention Science Research and Practice Practicum

A recent survey found that [MU is one of only 32 institutions in the world that offers any sort of pre- or post-doctoral training in prevention science](#) (see p. 6 on this link), and MPC is the primary site for this training at MU. The Center was able to expand training in prevention research and practice this year. The **Prevention Science Research and Practice Practicum** is an interdisciplinary practicum that affords numerous opportunities for outreach activities within the community, school, and family. The Practicum course allows the graduate students to divulge into a multitude of areas to provide effective prevention and early intervention services to children and families across multiple contexts.

There were six core components of the Prevention Practicum: (1) Coping Power, (2) Family Check-Up (FCU), (3) First Steps to Success, (4) Incredible Years Parent Training, (5) Nutrition Consultation, and (6) Professional Development.

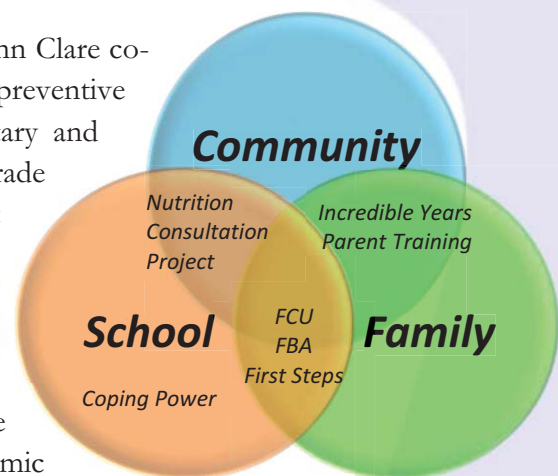
In the school setting, Marcia Kerns, Yu-Yun Wang, and Ann Clare co-facilitated 10 sessions of **Coping Power**, a school-based preventive intervention delivered to at-risk children in late elementary and early middle school years. The seven 3rd to 5th grade participants reported that the intervention was important and helpful. They specifically indicated that they learned to control their anger and use coping skills.

The **Family Check-Up and Functional Behavior Assessment** implemented interventions across the home and school settings to change behavioral and academic outcomes for the identified students. Reesha Adamson, Barbara Mitchell, Lindsay Borden, and Dana Darney implemented this intervention with two families. Feedback from participating families and school personnel was very positive.

Another core component that integrates the home and school settings is **First Step to Success**, which is an early intervention for children who are at-risk for developing anti-social or aggressive behaviors. Kimberly David and Lindsay Borden served as the behavior coaches for this intervention.

The **Incredible Years Parent Program** provided 10-12 Spanish speaking families from Columbia with curriculum in Spanish aimed to reduce conduct problems and promote social, emotional, and academic competence in children. This group was co-facilitated by Marcia Kerns, Marlen Kanagui-Muñoz, David Aguayo, and Megan Strawsine.

The **Nutrition Consultation Project** aimed to provide consultation to the 150 nutrition educators in Missouri who educate nearly 230,000 students in 800 schools. This project included a needs assessment, communication with state-wide regional coordinators, and classroom and behavior



management. Dana Darney, Reesha Adamson, Lindsay Borden, Kim David, and Ann Clare participated on this project. Their work resulted in a comprehensive training model with powerpoint presentations, new training materials, and a dissemination plan.

This year 30 teachers, administrators, and other school staff participated in a workshop entitled, *Problem Behaviors in the Classroom: Why They Happen and What to do about Them*. This **professional development** workshop was presented by Lindsay Borden, Marcia Kerns, and Reesha Adamson. After the workshop, continued behavioral assistance and support were given to the district throughout the school year.

Dr. Keith Herman taught a course in spring 2011 called **Prevention Science Research: Design and Analysis**. This course is a graduate seminar intended to provide students with the theoretical and empirical foundations of prevention science. In particular, students learn how to conceptualize problems from a prevention science perspective and design and evaluate preventive interventions using advanced methodologies. Opportunities will include applied research design and analyses using longitudinal datasets and writing papers and grants. This course will be offered and taught by Dr. Herman in the upcoming 2011-2012 school year.

Goal 3: Serve as Resource for College of Education Faculty and Students

In the same way that the Prevention Science courses have grown, the **resources** available at the Center have increased tremendously as well. The Center houses two full-time research specialists, Heather Klemp and Melanie Morgan. Additionally, the Center's library now has 297 academic texts, peer-reviewed journals, and intervention programs available to be checked out. The MPC website, <http://prevention.missouri.edu>, has also become more accessible and contains valuable information for families, teachers, clinicians, researchers, and students. Additionally, several faculty members have participated in the Prevention Science Research course including Drs. Ze Wang, Melissa Stormont, Bryana French, Alex Morales, and Kenneth Wang.

Goal 4: Recruit New Faculty Affiliates

Several faculty members have become faculty affiliates of the Center. Dr. Chris Riley-Tillman recently joined the MU School Psychology faculty and is a now core faculty of the Center. The list of MPC faculty members now includes Drs. Reinke, Herman, Stormont, Wang, Riley-Tillman, and Newcomer.

Goals 5-7: Grants, Manuscripts, and Books

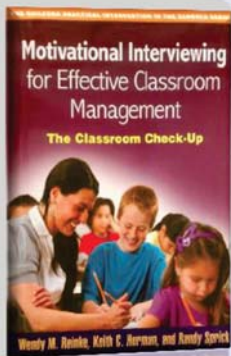
During the 2010-2011 year, MPC faculty members, staff, and students have submitted three IES grant applications totaling over \$6 million. The team completed two books, and fourteen manuscripts appeared in peer-reviewed journals.

The Heart of the Center

While the Center has evolved over the four years, our passion and dedication for research, training, service, and policy has remained our primary goals. At the heart of these primary goals is our devotion to improving the lives of children and families. This devotion is driving force for all of our activities, and will continue to be the driving focus in the years to come.



Science Summary:



In 2011, Wendy Reinke, Keith Herman, and Randy Sprick published [Motivational Interviewing for Effective Classroom Management: The Classroom Check-up](#). This book helps assess teachers' motivational and instructional practices, and offers a concise and straightforward method of implementing more successful behavior management skills. It is a part of the Guilford Practical Interventions in the Schools series.

Drs. Stormont, Reinke, Herman, and Lembke also completed a book for the Guilford Series entitled, *Tier 2 Interventions: Academic and Behavior Supports for Students At Risk for Failure*. It is scheduled to appear in print in January 2012.

In collaboration with the ACC, Maras Research Team, and SASP, MPC co-sponsored the **Third Annual ESCP Conference** on April 8, 2011. As the first ever keynote speaker of the ESCP Conference, Dr. Erin Chaparro is a research associate at the University of Oregon. Dr. Chaparro and Dr. Reinke conducted a panel discussion that focused on conducting school-based efficacy trials. Dr. Chaparro's keynote address detailed information about the Effective Behavior and Instructional Schoolwide Systems (EBISS) program. Additional presentations were given by Drs. Herman and Newcomer that focused on promoting effective classroom management with the Incredible Years Teacher Training Program. Overall, students and faculty members from ESCP presented over 20 posters and four workshop/paper presentations. The Conference was intended to highlight the outstanding research being conducted in the Department and also to facilitate interdisciplinary collaboration and awareness.





Accomplishments

Research and Grants

- The team has been awarded over \$3.6 million to support our research. An additional \$6 millions of proposals are pending application reviews.
- The LEAP to Achieve team successfully completed the first year of the \$2.9 million IES trial that is evaluating the Incredible Years Teacher Training program. Across 30 days, the team conducted 1188 observations and assessments. In the next three years, this study will evaluate the effects of the video-based classroom behavior management program on academic outcomes in over 2500 children and 100 classrooms in Hazelwood School District.
- These grants have supported four College of Education faculty members at the equivalent of 190% effort. The grants have provided roughly **\$180-200,000 of faculty salary and benefit cost savings each year** (for nine-month faculty effort).
- In addition, these grants will fund three half-time graduate assistants and three quarter-time graduate assistants for the next three years. Additionally, one of the grants will pay 30 undergraduate and graduate students hourly wages for their assistance with specific phases of the project.
- In all, over 40 COE faculty, students, and staff have directly benefitted from funding and training experiences offered by this trial.
- All of this is in addition to the F&A (indirect funds) that will flow to the COE and Department from these grants. **F&A will total over \$700,000** over the course of the grants.
- Drs. Reinke and Herman completed the second year of a NIMH Center Grant. They are Co-Investigators and core faculty on this continuation grant awarded to the *Center for Prevention and Early Intervention*. Dana Darney is a key research assistant on this project.
- The team completed 33 total symposium, paper and poster presentations at international, national, or local conferences.
- **In total, 19 peer-reviewed papers, chapters, and books were published or accepted for publication from July 2011 to June 2011.**
- ACC, Maras Research Team, and SASP, MPC co-sponsored the **Third Annual ESCP Conference** which included over 20 poster presentations and 4 paper 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.

Over \$3.6 million
active grant
contracts

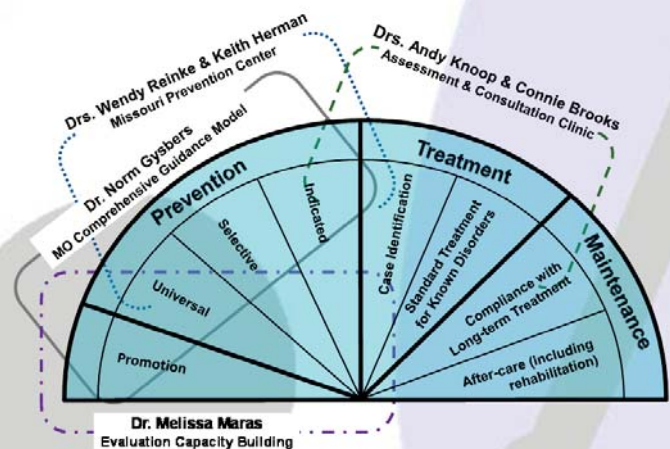
- Dr. Melissa Stormont and Dana Darney worked on a systematic literature review of the Coaching and Consultation Literature in preparation for a series of manuscripts on Coaching Teachers.

Training and Service

- The Center is home to two licensed psychologists (Drs. Herman & Reinke) who support supervision of clinical and research intervention experiences by graduate students.
- **Over 30 graduate and undergraduate students** actively participated in one or more of the Center core activities: research, training, service, and policy.
- Center staff or partners supervised by Drs. Reinke and Herman provided evidence-based services to families throughout the state.
- Drs. Reinke and Herman supervised eleven students in the delivery the Family Check-Up (FCU), First Steps to Success, Coping Power, Nutrition Consultation Project, Incredible Years Parent Training, and Functional Behavior Analysis. Collectively, these students received many hours of clinical supervision.
- 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*, and *Journal of Behavioral Education*.
- The MPC website has been updated to provide information about ongoing projects and opportunities as well as resources for parents and teachers: <http://prevention.missouri.edu>.

Partnerships

- For the IES grant, we have active partnerships with Hazelwood School District, Johns Hopkins School of Public Health, and the University of Washington.
- Dr. Ze Wang is a co-investigator on the IES trial and has been a key partner in helping ensure its success.
- Our NIMH subcontract creates partnerships with investigators, clinicians, and universities throughout the nation. The home of the grant is at the *Center for Prevention and Early Intervention* through Johns Hopkins School of Public Health.
- Drs. Brooks and Maras helped elaborate the partnership with the ACC and with other ESCP researchers. Please see the Prevention Continuum for an illustration of this partnership.



Recognition

- Dr. Reinke was awarded the Lightner Witmer Early Career Scholar Award from the APA Division of School Psychology in 2011.
- Dr. Reinke was also awarded the Isabelle Lyda Professorship from the MU College of Education in 2011.
- In 2011, Dr. Reinke was honored as the Junior Faculty of the Year from the Trainers of School Psychologist.
- In March 2011, Ann Clare successfully defended her master's research manuscript entitled *Effects of the Behavior Education Program Combined with the Family Check-Up on Antisocial Behaviors in Elementary School Students*. This project combined a school-based intervention and a home-based intervention in a multiple baseline design with four students and their families. Many MPC members were involved in the project serving as family consultants, including Ann Clare, Lindsay Borden, Lauren Bailey, Tracey Latimore, Nidhi Goel, Kim David and Barbara Mitchell.
- Dana Darney successfully defended her master's research manuscript entitled, *Children with Co-occurring Academic and Behavioral Problems in 1st grade: Distal Outcomes in 12th Grade*.
- Dana Darney and Lindsay Borden each received the Early Career Prevention Network Student Poster Award Honorable Mention at the Society for Prevention Research Conference in Washington, DC.
- Lindsay Borden received the Donald K. Anderson Graduate Research Assistant Award from the MU Graduate School in 2011.



Research and Grant Products

Peer-Reviewed Publications (appeared in print or accepted since July 2010)

1. **Webster-Stratton, C., Reinke, W.M., Herman, K.C. & Newcomer, L.** (in press). The Incredible Years Teacher Training: The Methods and Principles that Support Adaptation and Dissemination with High Fidelity. *School Psychology Review*.
2. Cappella, E., **Reinke, W.M.,** & Hoagwood, K. (in press). Advancing Intervention Research in School Psychology: Finding the Balance between Process and Outcome for Social and Behavioral Interventions. *School Psychology Review*.
3. **Herman, K. C., Bi, Y., Borden, L., & Reinke, W.** (in press). Latent classes of psychiatric symptoms among Chinese children living in poverty. *Journal of Child and Family Studies*.

4. **Herman, K. C., Borden, L., Reinke, W.,** Webster-Stratton, C. (in press). The impact of the Incredible Years Parent, Child, and Teacher Training Programs on children's co-occurring internalizing symptoms. *School Psychology Quarterly*.
5. **Mitchell, B. S., Stormont, M., & Gage, N.** (in press). Tier two interventions implemented within the context of a tiered prevention framework. *Behavior Disorders*.
6. Kim, Y., & **Stormont, M.** (in press). Factors associated with South Korean early childhood educators' observed behavior support strategies. *Journal of Positive Behavior Interventions*.
7. **Herman, K. C., Borden, L., Schultz, T., Hsu, C., Brooks, C., Strawsine, M., & Reinke, W.** (2011). Motivational interviewing applications with families. *Residential Treatment for Children and Youth, 28*, 102-119.
8. **Aguayo, D., Herman, K. C.,** Ojeda, L., & Flores, L. (2011). The role of generation status in the academic achievement of Mexican American college students. *Journal of Diversity in Higher Education, 4*, 79-89.
9. **Herman, K. C.,** Trotter, R., Reinke, W., & Ialongo, N. (2011). Developmental origins of perfectionism among African American youth. *Journal of Counseling Psychology, 58*, 321-334.
10. **Reinke, W., Stormont, M., Herman, K. C., Puri, R., & Goel, N.** (2011). Supporting children's mental health in schools: Teacher perceptions of needs, roles, and barriers. *School Psychology Quarterly, 26*, 1-13.
11. Smith, C. A., & **Stormont, M.** (2011). Building an effective school-based mentoring program. *Intervention in School and Clinic*. DOI:10.1177/1053451211406544
12. **Stormont, M., Reinke, W., & Herman, K. C.** (2011). Teachers' knowledge of evidence-based interventions and available school resources for children with emotional or behavioral problems. *Journal of Behavioral Education, 20*, 138-147.
13. Tucker, C.M., Rice, K., Jones, J. D., & **Herman, K. C.** (2011). Patient-centered culturally sensitive health care: Model testing and refinement. *Health Psychology, 30*, 342-350.
14. Smith, S. C., Lewis, T. J., & **Stormont, M.** (2010). An investigation of the use of two universal behavioral supports for children with externalizing behavior in Head Start classrooms. *Journal of Positive Behavior Interventions*. DOI: 10.1177/1098300710379053 This article is based on a dissertation that won the Carl Fenichel Award for student research in EBD.

Books and Book Chapters (appeared in print or accepted since July 2010):

1. **Stormont, M., Reinke, W., Herman, K.C., & Lembke, E.** (in press). *Tier 2 interventions: Academic and behavior supports for students at risk for failure*. New York: Guilford Press.
2. **Newcomer, L.** (in press). Positive behavior support: Nonclassroom settings. In C. R. Reynolds, K. J. Vannest, & E. Fletcher-Janzen (Eds.), *Encyclopedia of special education: A reference for the education of children, adolescents, and adults with disabilities and other exceptional individuals* (4th ed.) Hoboken, New Jersey: Wiley.
3. **Reinke, W., Herman, K.C., & Sprick, R.** (2011). *Motivational interviewing for effective classroom management: The Classroom Check-Up*. New York: Guilford Press.

4. **Stormont, M.** (2010, August). *Building and sustaining collaborative relationships that lead to increased family engagement.* The National Drop Out Prevention Center for Students with Disabilities: Clemson University.
5. Freeman, R. Perrin, N., Irvin, L., Vincent, C., **Newcomer, L.**, Moore, M., et al. (2010). *Positive behavior support across the lifespan: Expanding the concept of statewide planning for large scale organizational systems change (PBS Kansas Monograph No. 1).* Lawrence, KS: University of Kansas, Schiefelbusch Institute for Life Span Studies.

Presentations (presented since July 2010):

1. **Latimore, T., & Reinke, W.M.** (2011, June). *Evaluation of the Green Dot Strategy: A Community Level Violence Intervention Program.* Poster presented at the Society for Community Research and Action Biennial Conference, Chicago, IL.
2. **Borden, L., Herman, K.C., Splett, J. & Ialongo, N.** (2011, June). *Examining the relationship between low academic competence and depression in middle school: Mediation by perceived control.* Poster presented as part of symposium at Society for Prevention Research Annual Convention, Washington DC.
3. **Newcomer, L.** (2011, June) *PBIS Leadership.* Invited presentation at Montana Behavior Initiative Summer Institute, Bozeman, MT.
4. **Newcomer, L.** (2011, June) *Effective Classroom Management at the Elementary Level.* Invited presentation at Montana Behavior Initiative Summer Institute, Bozeman, MT.
5. **Newcomer, L.** (2011, June) *Montana Behavior Initiative and the School Resource Officer: Building Safe and Effective Schools.* Invited presentation at Montana Behavior Initiative Summer Institute, Bozeman, MT.
6. **Newcomer, L.** (2011, June) *Effective Classroom Management at the Secondary Level.* Invited presentation at Montana Behavior Initiative Summer Institute, Bozeman, MT.
7. **Newcomer, L.** (2010, June) *Classroom management at the elementary level.* Invited presentation at Montana Behavior Institute, Bozeman, MT
8. **Darney, D., Reinke, W.M., Herman, K.C. & Ialongo, N.** (2011, May). *Distal outcomes of twelfth grade students identified in first grade as having co-occurring academic and behavior problems.* Poster presented at Society for Prevention Research Conference, Washington, DC.
9. **Reinke, W.M., Herman, K.C., & Webster-Stratton, C.** (2011, May). *Developing and Refining Interventions over Time: Reflections on the Incredible Years Series.* Symposium paper presented at the Society for Prevention Research 19th Annual Meeting, Washington, DC.
10. **Adamson, R. M.** (2011, April). *Using FBA & ESP and FCU to increase appropriate behavior for an escape maintained student.* Poster presented at 3rd Annual Educational, school, and Counseling Psychology Conference, Columbia, MO.

The Incredible Years?

The *Incredible Years (IY)* is a series of video-based modeling interventions for children, teachers, and parents developed by Dr. Carolyn Webster-Stratton. The IY Parent program is one of the most potent psychosocial interventions ever developed. Nineteen randomized trials (including 5 independent replications and 7 effectiveness trials) have shown it to be effective in treating and preventing conduct problems in young children.

Because of MPC, the University of Missouri is one of the few places in the nation where school and counseling psychologists and special

11. Chen, H., Huang, X., **Wang, Z.**, & Tu, W. (2011, April). *Father involvement in China: An item response theory modeling approach*. Roundtable discussion presented at the annual meeting of American Educational Research Association, New Orleans, LA.
12. Chen, H., Whitney, S. D., **Wang, Z.**, & Zhang, J. (2011, April). *Father involvement the protective factors of school and/or course failure: an investigation of adolescents with six different father groups*. Roundtable discussion presented at the annual meeting of American Educational Research Association, New Orleans, LA.
13. **Darney, D., Reinke, W., & Herman, K.C.** (2011, April). *A Pilot of the Classroom Check-up Coaching Model in Baltimore City*. 3rd Annual Educational, School, & Counseling Psychology Conference, Columbia, MO.
14. **Herman, K.C. & Newcomer, L.** (2011, April). *The Incredible Years Teaching Training Program*. 3rd Annual Educational, School, & Counseling Psychology Conference, Columbia, MO.
15. **Schmidt, L. & Rohrer, D.** (2011, April). *Childhood social isolation and outcomes in adolescence*. 3rd Annual Educational, School, & Counseling Psychology Conference, Columbia, MO.
16. **MPC Team.** (2011, April). *An Overview of the Prevention Science Practicum's Intervention Services to Children and Families*. 3rd Annual Educational, School, & Counseling Psychology Conference, Columbia, MO.
17. **Wang, Z.** (2011, April). *Assessing measurement invariance of complex data with presence of ordinal indicators*. Paper presented at the annual meeting of National Council on Measurement in Education, New Orleans, LA.
18. **Klemp, H., David, K., Latimore, T., & the LEAP team.** (2011, April). *The Incredible Years Teaching Training Program*. Poster presented at 3rd Annual Educational, School, and Counseling Psychology Conference, Columbia, MO.
19. **Newcomer, L.** (2011, March). Effective and efficient: A team process to manage and mobilize targeted interventions. Invited presentation at 8th International Conference of Association for Positive Behavior Support. Denver, CO.
20. Freeman, R. & **Newcomer, L.** (2011, March). Enhancing inservice training using technology-based strategies. Invited presentation at 8th International Conference of Association for Positive Behavior Support. Denver, CO.
21. Freeman, R. & **Newcomer, L.** (2011, March). APBS open forum. 8th International Conference of Association for Positive Behavior Support. Denver, CO.
22. **Newcomer, L.** (2011, March). Social skill training for elementary students. Invited workshop at 8th International Conference of Association for Positive Behavior Support. Denver, CO
23. **Newcomer, L.** (2010, October) Targeted Support through Social Skills Instructional Groups. Invited Presentation PBIS Implementers Forum, Chicago, IL
24. Dewhirst, M., **Newcomer, L.** (2010, October). Developing trainer competency for coaches. Invited presentation at National PBS Implementers Forum. Chicago, IL
25. Bergin, C. C., **Wang, Z.** & Bryant, R. (2011, March). *Prosocial behavior in fourth to twelfth grade classrooms*. Poster presented at the 2011 biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

26. **Reinke, W.M.** (2011, March). *Combining School and Family Interventions to Prevent Disruptive Behavior Problems*. Presented at the 8th International Conference on Positive Behavior Support. Denver, CO.
27. **Mitchell, B. S.**, Gage, N., & **Stormont, M.** (2011, March). *Tier 2 interventions within the context of a tiered prevention framework*. Presentation at the annual meeting of the Association for Positive Behavior Support, Denver, Colorado.
28. **Reinke, W.M., Herman, K.C., & Stormont, M.** (2011, February). *Enhancing Classroom Supports in PBIS Schools*. Symposium paper presented at the National Association of School Psychology Conference, San Francisco, CA.
29. **Stormont, M., Reinke, W.M., Herman, K.C., & Lemke, E.** (2011, February). *School-based Interventions for Tier II*. Paper presented at the National Association of School Psychology Conference, San Francisco, CA.
30. **Bi, Y., & Herman, K.C.** (2010, August). *Latent classes of psychiatric symptoms among poor Chinese children*. Poster presented at the American Psychological Association Annual Convention, San Diego, CA.
31. **Herman, K.C.** (2010, August). *Avoiding the ivory tower*. Discussion presented as part of symposium entitled, *Organizing community-based prevention programs in at-risk communities: University-community partnerships*, presented at the American Psychological Association Annual Convention, San Diego, CA.
32. **Herman, K.C., Borden, L., Reinke, W., & Webster-Stratton, C.** (2010, August). *The impact of the Incredible Years Parent, Child, and Teacher Training programs on children's co-occurring internalizing symptoms*. Paper presented as part of symposium entitled, *Enhancing school readiness: Preventing multiple challenges in preschool and kindergarten*, presented at the American Psychological Association Annual Convention, San Diego, CA.
33. **Wang, Z., Chen, H., Tu, W., & Huang, X.** (2010, August). *Self-esteem among students in China*. Poster presented at the annual meeting of American Psychological Association, San Diego, CA.

Extramural Sponsorship

Current:

- **Evaluation of a Video-based Modeling Program to Promote Effective Teacher Classroom Management Practices (2010-2014)**. Funded by the Institute of Education Sciences (IES; Efficacy and Replication), R305A100342, awarded to Wendy Reinke, Keith Herman, and Melissa Stormont. Award: \$2,959,028.36.
- **Center for Prevention and Early Intervention (2009-2014)**. Funded by the National Institute of Mental Health (NIMH), P30 MH066247, awarded to Nicholas Ialongo (Center PI) and Wendy Reinke (Campus Co-PI). Award: \$644,837.





2011-2012 Goals

Complete Grant Funded Research Projects

- Conduct IES Trial with high recruitment rates, reliable assessments, and quality interventions
- Complete Center for Early Intervention and Prevention trials studies in collaboration with Johns Hopkins University

Submit a Competitive Center Grant

- Seek internal and external funding to support MPC as a national leader in family and school-based interventions.
- Submit an IES Center for Families with EBD grant in collaboration with faculty throughout the COE and with partners in Maryland and Alabama.

Establish a Postdoctoral Training Program

- Seek internal and external funding to support the program
- Submit IES Training grant in collaboration with Special Education faculty.

Prevention Science Training

- 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)
- Create prevention science courses and curriculum (e.g., minor or certificate)

Recruit New Faculty Members as Faculty Affiliates

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

- Continue to invite COE faculty to attend prevention science courses
- Encourage COE faculty and students to develop new course offerings related to prevention.
- Develop collaborative grant opportunities with other COE faculty

Submit 15 or More Manuscripts



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 MU. 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 Health. Her research focuses on combining prevention of disruptive behavior problems in children. Dr. Reinke is also an expert in teacher consultation models in classroom management and is the developer of the Classroom Check-Up. Her research has resulted in over 30 publications on the topic.

Dr. Keith Herman (Co-Director) is an Associate Professor in Counseling Psychology at MU. 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.

Dr. Melissa Stormont (Core Faculty) is an Associate Professor in 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. Lori Newcomer (Core Faculty) is an Assistant Research Professor in School Psychology at MU. Dr. Newcomer has more than 25 years of experience as a special education teacher, consultant, and researcher. She conducts trainings international on PBIS, effective teaching practices, and school-based teams. She serves as the Instructional Coach and Project Leader in St. Louis on our IES trial.

Dr. Chris Riley-Tillman (Core Faculty) is currently an Associate Professor in School Psychology at MU. In his current position, he provides training in assessment, intervention, and consultation. Furthermore, he brings qualifications in the areas of applied behavior analysis, behavioral assessment, academic assessment and intervention, and the development and validation of assessment and intervention methodologies that are empirically supported and feasible. He is currently a co-principal investigator on Project VIABLE-II, a grant funded through IES to develop and evaluate the direct behavior rating as a measure for assessing social behavior. His research line has resulted in over 70 articles and book chapters.

Dr. Ze Wang (Core Faculty) is an Assistant Professor in Educational Psychology at MU. She has expertise in structural equation modeling and multivariate analyses. She has primary responsibilities for supervising data management activities and will take leadership in data analytic projects for the Center.

Active Members:

Keith Herman, Ph.D.
 Wendy Reinke, Ph.D.
 Melissa Stormont, Ph.D.
 Ze Wang, Ph.D.
 Lori Newcomer, Ph.D.
 Chris Riley-Tillman
 Cheryl Offutt, Ph.D.
 Connie Brooks, Ph.D.
 Yu Bi
 Lindsay Borden
 Roisin Burton Beahan
 Ellen Butler
 Chi-Ching Chuang
 Ann Clare
 Dana Darney
 Kim David
 Mayo Fujiki
 Nidhi Goel
 Marcia Kearns
 Heather Klemp
 Tracey Latimore
 Barb Mitchell
 Melanie Morgan
 David Rohrer
 Wally, Molly, Dina

Co-director
 Co-director
 Core Faculty
 Core Faculty
 Core Faculty
 Core Faculty
 Faculty Affiliate
 Faculty Affiliate
 Graduate Student
 Graduate Student
 Undergraduate
 Undergraduate
 Graduate Student
 Graduate Student
 Graduate Student
 Graduate Student
 Graduate Student
 Graduate Student
 Graduate Student
 Graduate Student
 Research Specialist
 Graduate Student
 Graduate Student
 Research Specialist
 Graduate Student
 Puppets

Counseling Psychology
 School Psychology
 Special Education
 Educational Psychology
 School Psychology
 School Psychology
 School Psychology
 Assessment & Consultation Clinic
 Counseling Psychology
 Counseling Psychology
 Psychology
 Biochemistry
 School Psychology
 School Psychology
 School Psychology
 School Psychology
 School Psychology
 School Psychology
 School Psychology
 Clinical Psychology

 School Psychology
 Special Education

 Counseling Psychology
 Dinosaur School



From left to right: Barb Mitchell, Reesha Adamson, & Dr. Erin Chaparro

From left to right: Heather Klemp, Tracey Latimore, & Kim David



Lindsay Borden

Pizza Making Party!



From left to right: Mayo Fujiki, Tracey Latimore, Heather Klemp & Dr. Wendy Reinke

Manning the 15 passenger vehicle



Mayo Fujiki

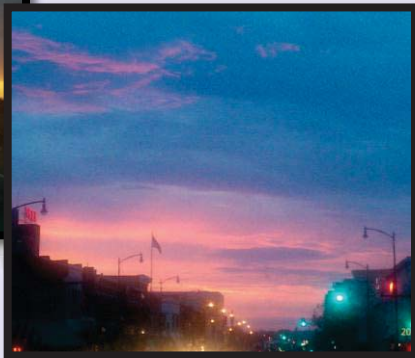
Kim David

53 Cartons and 1164.88 lbs of Woodcock-Johnsons



1200 Tests of Achievement Protocols

22 sunsets



22 sunrises



For more information:

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