

2012

**Missouri Prevention Center:
Annual Report**



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

Missouri Prevention Center: 2011-2012 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.

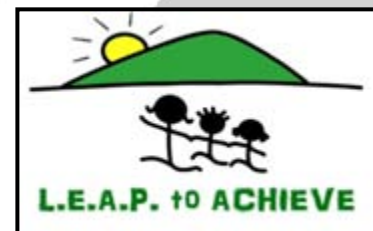
Executive Summary

The spirit of the Missouri Prevention Center (MPC) can be identified by the spirit of collaboration. The specific goals for various projects may vary, but all have one common fundamental goal: improving the lives of children and families. In this spirit of working together to achieve this objective, the MPC established and accomplished several explicit goals for the 2011-2012 academic year. This summary will describe progress toward achieving the following goals that were set last year: (1) complete grant funded research projects; (2) submit a competitive center grant; (3) provide prevention science training; (4) serve as a resource for COE faculty and students; (4) establish a postdoctoral training program; (5) recruit new faculty affiliates; and (6) submit 15 or more manuscripts.

Goal 1: Complete grant funded research projects

The LEAP to Achieve team, a project funded by an **Institute of Education Science (IES) grant**, successfully completed the second 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 improve teachers' 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.

The goal for the 2011 - 2012 year was to conduct the IES Trial with high recruitment rates, reliable assessments, and quality interventions. In year 2, the team recruited 34 kindergarten through third grade teachers (94% recruitment), and consented and assented 571 students in these participating classrooms (84% recruitment).



*Learning through Attention,
Encouragement and Praise*

We completed one-year follow-up assessments on the prior year cohort which included 42 teachers and 439 students (76% of the first year sample). We strengthened our partnership with Domino's pizza in St. Louis; Domino's sponsored banners to remind students to return their permission slips.

Data was collected at four time points throughout the year. By May 2012, core team members had conducted 1,500 student and classroom-level observations. Additionally, with the help of over 40 graduate and undergraduate student data collectors, the team administered 1,519 Woodcock-Johnson Achievement tests. There were high rates of reliability for the teacher ($\alpha = .79$ to $.96$) and student measures ($\alpha = .81$ to $.95$) as well as for direct observations. In addition, Drs. Lori Newcomer and Keith Herman led 6 full-day IYTT teacher training workshops with 17 teachers randomly assigned to participate in the intervention.

Fall 2011 WJ Training



30 morning gatherings at 6:15 am



Spring 2012 Last Day of Data Collection



Hazelwood School Personnel at the IY Train the Trainers



Drs. Keith Herman and Wendy Reinke are also primary investigators for several other projects. For instance, Dr. Herman is the faculty investigator for a project that evaluates the IY Parent and Toddlers Program's effect on promoting effective parenting and reducing child maltreatment. He is also the primary investigator for a project seeking to design a developmentally-sensitive and theory-driven intervention for child depression. Dr. Reinke is the primary investigator for a collaboration project concerning the Classroom Check-Up. Drs. Reinke & Herman also serve as a consultant for

several other projects with Dr. Andy Frey from the University of Louisville and Dr. Catherine Bradshaw from Johns Hopkins University.

Drs. Reinke and Herman are Co-Investigators in the Johns Hopkins Center for Prevention and Early Intervention (CPEI) and help lead two of the Center's four projects. They assist in initiatives intended to integrate existing evidence-based interventions in schools. For one project, the CPEI 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 third 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 17 families. 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 its impact on families, attention to their cultural needs of the families, and feasibility for implementation in schools. The results from this pilot study were reported at the June meeting of the Society for Prevention Research and appeared in print in the journal *Advances in School Mental Health Promotion*.

Dr. Riley-Tillman is the campus Principal Investigator for an IES-funded measurement project entitled, Project Viable II. This is a continuation of his work in co-developing the Direct Behavior Rating system as an assessment method that combines the strengths of systematic direct observation and behavior ratings scales. The research activities over the course of this four-year project include: a) validation of DBR for use in screening; b) validation of DBR for progress monitoring; and c) examination of foundational psychometric properties. With regard to screening assessment, Dr. Riley-Tillman and his collaborators will establish appropriate cut-points for current and predictive student risk in both elementary and middle school student samples located in districts across three states. Concurrently, the team will examine traditional psychometric indicators (e.g., construct validity, criterion-related validity, reliability) along with other forms of information relevant to score interpretation and use (e.g., social and educational consequences, relevance, and utility). During the first year of the project, Dr. Riley Tillman and two graduate assistants, Ann Clare and Dan Cohen, developed partnerships with three Missouri school districts and met project goals for recruitment and data collection.

Goal 2: Submit a Competitive Center Grant

This goal was met for the 2011-2012 academic year. Several MPC faculty as well as faculty from Johns Hopkins and University of Alabama submitted a grant proposal to the Institute of Education Sciences (IES), Center, Development, and Efficacy and Replication competition to develop a Center for families of students with emotional/behavioral disturbances for an award of \$10 million. While not funded the Center proposal was competitively scored. In addition, MPC faculty members and other COE faculty submitted two training grants to the US Department of Education Office of Special Education Programs, and two grants to IES. Overall additional submissions if funded would provide over \$5 million dollars for research and training efforts.

Goal 3: Offer Prevention Science Training

During 2011-2012, Dr. Herman offered a course entitle **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 include applied research design and analyses using longitudinal datasets as well as writing papers and grants. This course will be offered and taught by Dr. Herman in the upcoming 2012 school year, along with **Motivational Interviewing in Schools**. Last year, a report in a prevention science newsletter found that [MU \(through the work of the MPC\) 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 of this link). Two forthcoming chapters by independent authors identify MPC as an exemplar in prevention science training (Hage, Schwartz, & Murray, 2013) and in the successful implementation of aspirational prevention guidelines (Romano, 2013), respectively.

Goal 4: Establish a Postdoctoral Training Program

During Spring 2012, several applicants applied and interviewed for the MPC Postdoctoral Fellowship. Dr. Katie King was selected as the 2012-2014 Postdoctoral Fellow. Dr. King received her doctorate from the University of Georgia. Prior to accepting the post-doctoral position, she worked as a school psychologist in rural Georgia. Dr. King will co-teach ESCP 8140 Behavior and Social Emotional Assessment in Fall 2012 and ESCP 8165 Behavioral Interventions in Spring 2013. Dr. King will also learn advanced research methodologies in prevention science and contribute to current and future grants.



Dr. Katie King at MU's Francis Quadrangle.

Goal 5: Serve as Resource for College of Education Faculty and Students

The resources available at the Center continue to grow. MPC houses two full-time research specialists, Heather Klemp and Melanie Morgan, and Dr. Katie King, a postdoctoral fellow. Additionally, the Center's library now has 506 academic texts, peer-reviewed journals, and

intervention programs will be available for lending. The MPC's website, <http://prevention.missouri.edu>, provides valuable information for families, teachers, clinicians, researchers, and students. Additionally, students and faculty from the College of Education routinely participate in MPC-related trainings and outreach activities.

Goal 6: Recruit New Faculty Affiliates

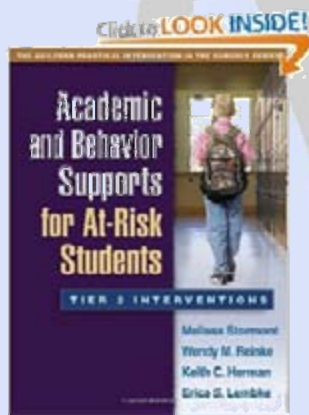
In the spirit of collaboration, several faculty members continue to serve as MPC faculty members. The list of MPC research scientists has expanded to nine this year and now includes Drs. Wendy Reinke, Keith Herman, Melissa Stormont, Lori Newcomer, Ze Wang, Chris Riley-Tillman, Matt Martens, Bryana French, and Kenneth Wang. These faculty members have all participated in one or more projects in line with the MPC mission, and all of them regularly attend or deliver MPC related trainings. The faculty affiliates continue to expand. For instance, Dr. Erica Lembke from Special Education and Dr. Aaron Thompson from the School of Social Work have already participated in MPC activities for the 2012-2013 academic year. The team will continue to recruit additional faculty affiliates to expand our interdisciplinary connections.

Goals 7: Manuscripts

The target goal for manuscripts was exceeded for the 2011-2012 school year. MPC faculty members, staff, and students completed 4 books and book chapters, and 42 manuscripts were accepted or appeared in peer-reviewed journals.

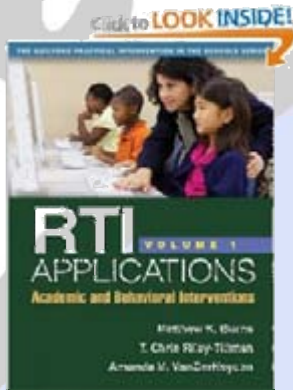
The Spirit of the MPC

The MPC has collaborated with Missouri public school teachers, COE faculty members, MU graduate and undergraduate students, as well as faculty at institutions across the USA. Together, we can and will greatly improve the lives of families and children.



Science Summary:

In February 2012, Drs. Stormont, Reinke, Herman, and Lembke published *Tier 2 Interventions: Academic and Behavior Supports for Students At Risk for Failure*. This book provides Tier 2 interventions for academic and behavioral difficulties, such as externalizing behavior, internalizing behavior, reading, and mathematics. It is a part of the Guilford Practical Interventions in the Schools series.



Dr. Riley-Tillman is the editor for the Practical Intervention Series, a very influential and respected book series with Guilford. He completed two books as part of the series, devoted to Response to Intervention (RtI): *Response To Intervention Applications Volume 1: Academic and Behavioral Interventions* and *Response To Intervention Applications Volume 2: Assessment, Design and Decision Making*. The first volume focuses on developing interventions within an RtI framework. The second volume describes using assessment within RtI to guide effective decision-making.

The MPC participated in the **Fourth Annual ESCP Conference** on April 6, 2012. Dr. Matthew Burns a professor of educational psychology at the University of Minnesota was the keynote speaker. During a session at the MPC prevention science seminar, Dr. Burns discussed his experiences balancing demands of academia while influencing real world outcomes. The keynote address detailed practical applications of RtI in school settings. Overall, students and faculty members from ESCP presented over 20 posters and four workshop/paper presentations. The ESCP Conference highlighted the outstanding research being conducted in the Department and also facilitated interdisciplinary collaboration and awareness.



Dr. Matthew Burns, ESCP
Conference keynote speaker



Dr. Wang converses with ESCP
Conference participants.



Mayo Fujiki explains her poster to Dr.
Knoop, the director of the ACC.



Chi-ching Chuang explains her research
to Dr. Stormont.



Accomplishments

Research and Grants

- The team has been awarded over \$4 million to support our research. An additional \$16 million in proposals were submitted.
- The LEAP to Achieve team successfully completed the second year of the \$2.9 million IES trial that is evaluating the Incredible Years Teacher Training program. Across 30 days, the team conducted over 3000 observations and assessments. To date, this study has evaluated the effects of the video-based classroom behavior management program on academic outcomes for over 1,048 children spanning 68 classrooms in Hazelwood School District.
- Led by Dr. Riley-Tillman, Project Viable II completed its first year. The project is focused on further validating the Direct Behavior Rating scales developed by Dr. Riley-Tillman and his colleagues at the University of Connecticut. The team developed strong collaborative relationships with three Missouri school districts and met their recruitment and data collection goals for the year.
- These grants have supported six College of Education faculty members at the equivalent of over 200% effort. The grants have provided over **\$150,000 of faculty salary and benefit cost savings each year** (for nine-month faculty effort).
- In addition, these grants will fund five half-time graduate assistants and three quarter-time graduate assistants for the next three years. Additionally, one of the grants will pay over 30 undergraduate and graduate students hourly wages for their assistance with specific phases of the project.
- In all, over 40 COE faculty members, 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 third year of a National Institute of Mental Health (NIMH) Center Grant. They are Co-Investigators and core faculty on this continuation grant awarded to the *Center for Prevention and Early Intervention*.
- The team completed 26 total symposium, paper and poster presentations at international, national, and local conferences.
- **In total, 46 peer-reviewed papers, chapters, and books were published or accepted for publication from July 2011 to June 2011.**

Over \$4 million in
active grant
contracts

Training and Service

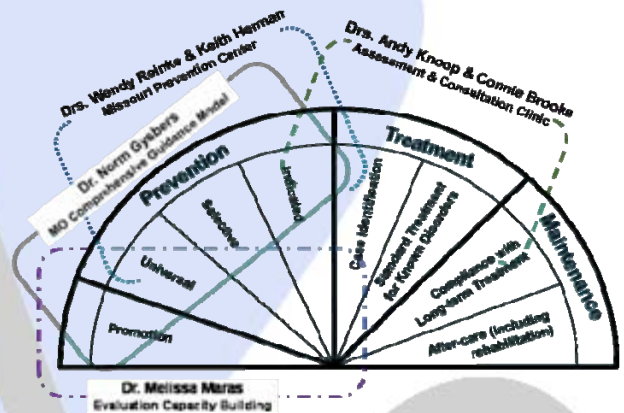
- The Center is home to two licensed psychologists (Drs. Herman & Reinke) who support supervision of clinical and research intervention experiences by graduate students.
- Center staff or partners supervised by Drs. Reinke and Herman provided evidence-based services to teachers and families throughout the state.
- Drs. Herman, Reinke, Stormont, Riley-Tillman, and Newcomer collectively sit on twelve separate scientific journal review boards: *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*, *School Psychology Review*, *School Psychology Quarterly*, *Behavior Disorders*, *Journal of Emotional & Behavior Disorders*, and *Intervention in School and Clinic*.
- Drs. Reinke and Riley-Tillman are associate editors for the APA journal *School Psychology Quarterly*.
- Drs. Herman, Reinke, and Stormont have also served as guest editors on three separate scientific journal: *Advances in School Mental Health Promotion*, *Psychology in the Schools*, *Journal of Applied School Psychology*.
- Drs. Herman, Reinke, Riley-Tillman, Stormont, and Newcomer participate in multiple consultation activities across the nation and serve on several expert committees, such as the Technical Review Committee for the National Center on Intensive Intervention (funded by the Office of Special Education Programs).
- 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.
- 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* (CPEI) through Johns Hopkins School of Public Health.

Recognition

- In June 2012, Dr. Reinke earned tenure and was promoted to associate professor.
- Dr. Stormont was promoted to full professor in June 2012.
- Dr. Riley-Tillman was awarded Fellow status in APA Division 16.



- Graduate assistants Dana Darney and Lindsay Borden obtained internship placements at the University of Maryland School of Medicine in Baltimore. Lindsay is in the Outpatient Child Psychology track and Dana is in the School of Mental Health track.
- In April 2012, Tracey Latimore successfully defended her master's research manuscript entitled *Evaluation of the Green Dot Strategy: A Community Level Violence Prevention Program*.
- Chi-ching Chuang earned the Kirsti Lagerspetz award at the 20th International Society for Research on Aggression World Meeting 2012 held in Luxemburg. This award was named in honor of a pioneer in aggression research and a co-founder of International Society for Research on Aggression.



Research and Grant Products

Peer-Reviewed Publications (appeared in print or accepted since July 2011)

1. Stormont, M., Herman, K. C., Reinke, W. M., David, K. B., & Goel, N. (in press). Latent profile analysis of teachers' perceptions of parent contact and comfort. *School Psychology Quarterly*.
2. Kerr, D., Reinke, W.M., & Eddy, M. (in press). Co-occurring depressive symptoms and externalizing problems in adolescence: Associations with histories of suicide attempt and ideation in young adulthood. *Suicide and Life-threatening Behavior*.
3. Herman, K.C., Riley-Tillman, T. C., & Reinke, W.M. (in press). The role of assessment in a prevention science framework. *School Psychology Review*.
4. Darney, D., Reinke, W.M., Herman, K.C., Stormont, M., & Ialongo, N. (in press). Children with co-occurring academic and behavior problems in 1st grade: Distal outcomes in 12th grade. *Journal of School Psychology*.
5. Reinke, W.M., Eddy, M., Dishion, T., & Reid, J. (in press). Joint trajectories of symptoms of conduct problems and depressive symptoms during early adolescence and adjustment problems during emerging adulthood. *Journal of Abnormal Child Psychology*.
6. McIntosh, K., Reinke, W.M., Bennett, J., & Sadler, C. (in press). Gender differences in reading skills and problem behavior in elementary school. *Journal of Positive Behavior Interventions*.
7. Reinke, W.M., Herman, K.C., & Stormont, M. (in press). Classroom level positive behavior supports in schools implementing SW-PBIS: Identifying areas for enhancement. *Journal of Positive Behavior Interventions*.
8. van Garderen, D., Thomas, C., Stormont, M., & Lembke, E. (in press). Strategies for students who are experiencing difficulty in mathematics: What special education teachers need to know. *Intervention in School and Clinic*.
9. Mascendaro, P.A., Herman, K. C., & Webster-Stratton, C. (in press). Parent discrepancies in rating young children's co-occurring internalizing symptoms. *School Psychology Quarterly*.

10. **Newcomer, L.L.**, Freeman, R., & Barrett, S. (under review). Installation of essential systems to prepare for sustainable implementation of tier 2 positive behavior interventions and supports.
11. Kilgus, S. P., Chafouleas, S. M., **Riley-Tillman, T. C.**, & Welsh, M. (in press). Direct behavior rating scales as screeners: A preliminary investigation of diagnostic accuracy in elementary schools. *School Psychology Quarterly*.
12. Tomasula, J.L, Anderson, L.M., Littleton, H.L., & **Riley-Tillman, T.C.** (in press). The association between sexual assault and suicidal activity in a national sample. *School Psychology Quarterly*.
13. Methe, S. A., Kilgus, S. P., Nieman, C., & **Riley-Tillman, T. C.** (in press). Meta-analysis of addition and subtraction interventions in single case research: Does experimental control influence outcomes? *Journal of Behavioral Education*.
14. Briesch, A. M., Chafouleas, S. M., Neugebauer, S. R., & **Riley-Tillman, T. C.** (in press). Assessing influences on intervention use: Revision of the Usage Rating Profile. *Journal of School Psychology*.
15. **Reinke, W.M., Herman, K.C.** & Ialongo, N. (2012). Developing and integrating school-based mental health interventions. *Advances in School Mental Health Promotion, 5, 158-160*.
16. **Reinke, W.M., Herman, K.C., Darney, D.**, Pitchford, J., Becker, K., Domitrovich, C., & Ialongo, N. (2012). Using the Classroom Check-up to support implementation of PATHS to PAX. *Advances in School Mental Health Promotion, 5, 220-232*.
17. **Herman, K.C., Reinke, W.M.**, Bradshaw, C., Lochman, J., Boxmeyer, C. L., Powell, N., Dunn, K., Cox, J., Stephan, S. & Ialongo, N. (2012). Integrating the family check-up and the parent coping power program. *Advances in School Mental Health Promotion, 208-129*.
18. **Reinke, W.M., Stormont, M.**, Webster-Stratton, C., **Newcomer, L., & Herman, K.C.** (2012). The Incredible Years Teacher Training: Using coaching to support generalization to real world classroom settings. *Psychology in the Schools, 49, 416-428*.
19. **Stormont, M. & Reinke, W.M.** (2012). Using coaching to improve classroom implementation fidelity within school-wide positive behavior support systems. *Beyond Behavior, 21, 11-19*.
20. **Herman, K. C., Bi, Y., Borden, L. A., & Reinke, W. M.** (2012). Latent classes of psychiatric symptoms among Chinese children living in poverty. *Journal of Child and Family Studies, 21, 391-402*.
21. Kim, Y., & **Stormont, M.** (2012). Factors associated with South Korean early childhood educators' observed behavior support strategies. *Journal of Positive Behavior Interventions, 14, 78-96*.
22. **Stormont, M.**, Thomas, N. C., & van Garderen, D (2012). Collaboration to improve student outcomes: Current issues and innovative approaches. *Psychology in the Schools, 49, 399-401*.
23. Stebbins, M. S., **Stormont, M., Lembke, E. S.**, Clippard, D., & Wilson, D. J. (2012). Investigating the effectiveness of the Wilson Reading System for students with disabilities: An exploratory study. *Exceptionality, 20, 58-70*.
24. Briesch, A. M., Kilgus, S. P., Chafouleas, S. M., **Riley-Tillman, T. C.**, & Christ, T. J. (2012). The influence of alternative scale formats on the generalizability of data obtained from Direct Behavior Rating Single Item Scales (DBR-SIS). *Assessment for Effective Intervention*.

25. Chafouleas, S. M., Kilgus, S. P., **Riley-Tillman, T. C.**, Jaffery, R., & Harrison, S. (2012). Preliminary evaluation of various training components on accuracy of Direct Behavior Ratings. *Journal of School Psychology*.
26. **Wang, K. T.**, Heppner, P. P., Fu, C. C., Zhao, R., Li, F., & **Chuang, C. C.** (2012). Profiles of acculturative adjustment patterns among new Chinese and Taiwanese international students. *Journal of Counseling Psychology*, 59, 424-436. doi:10.1037/a0028532
27. **Wang, K. T.**, Fu, C. C. & Rice, K. G. (2012). Perfectionism in gifted students: Moderating effects of goal orientation and contingent self-worth. *School Psychology Quarterly*, 27, 96-108. doi:10.1037/a0029215
28. Webster-Stratton, C., **Reinke, W.**, **Herman, K. C.**, **Newcomer, L.** (2011). The Incredible Years Teacher Training: The methods and principles that support fidelity of training delivery. *School Psychology Review*, 40, 509-529.
29. **Stormont, M.**, **Reinke, W. M.**, & **Herman, K. C.** (2011). Teachers' importance ratings for evidence-based behavioral interventions. *Behavioral Disorders*, 37.
30. **Stormont, M.**, **Reinke, W. M.**, & **Herman, K. C.** (2011). Teacher characteristics and ratings for evidence-based behavior interventions. *Behavior Disorders*, 37, 19-29.
31. **Herman, K. C.**, **Borden, L.**, **Reinke, W.**, Webster-Stratton, C. (2011). The impact of the Incredible Years Parent, Child, and Teacher Training Programs on children's co-occurring internalizing symptoms. *School Psychology Quarterly*, 26, 189-201.
32. **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.
33. **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.
34. **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.
35. 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.
36. **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.
37. Smith, C. A., & **Stormont, M.** (2011). Building an effective school-based mentoring program. *Intervention in School and Clinic*, 47, 14-21.
38. Mitchell, B. S., **Stormont, M.**, & Gage, N. (2011). Tier two interventions implemented within the context of a tiered prevention framework. *Behavior Disorders*, 36, 241-261.
39. Smith, S. C., Lewis, T. J., & **Stormont, M.** (2011). An investigation of the use of two universal behavioral supports for children with externalizing behavior in Head Start classrooms. *Journal of Positive Behavior Interventions*. ***This article is based on a dissertation that won the Carl Fenichel Award for student research in EBD.***
40. **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.

41. **Riley-Tillman, T.C., & Reinke, W.** (2011). Commentary on "Building Local Capacity for Training and Coaching Data-Based Problem Solving with Positive Behavior Intervention and Support Teams." *Journal of Applied School Psychology*, 27, 246-251.
42. Christ, T.J., **Riley-Tillman, T.C.**, & Chafouleas, S.M. (2011). Direct Behavior Rating (DBR): An evaluation of alternative definitions to assess classroom behaviors. *School Psychology Review* 40, 181-199.

Books and Book Chapters (appeared in print or accepted since July 2011):

1. **Stormont, M., Reinke, W., Herman, K.C., & Lembke, E.** (2012). *Tier 2 interventions: Academic and behavior supports for students at risk for failure*. New York: Guilford Press.
2. **Riley-Tillman, T.C.**, Burns, M. K., Gibbons, K. (in press). *Response To Intervention Applications Volume 2: Assessment, design and decision making*. New York: The Guilford Press.
3. Burns, M. K., **Riley-Tillman, T.C.** & VanDerHeyden, A. (2012). *Response To Intervention Applications Volume 1: Academic and behavioral interventions*. New York, NY: The Guilford Press.
4. **Herman, K. C., Reinke, W., M., Bradshaw, C., Lochman, J., Borden, L., & Darney, D.** (2012). Increasing parental engagement in school-based preventive interventions: The integration of the Family Check-up and the Parent Coping Power Program. In M. Weist, N. Lever, C. Bradshaw, & J. Owens (Eds.), *Handbook of School Mental Health (2nd Edition)*. New York: Springer.

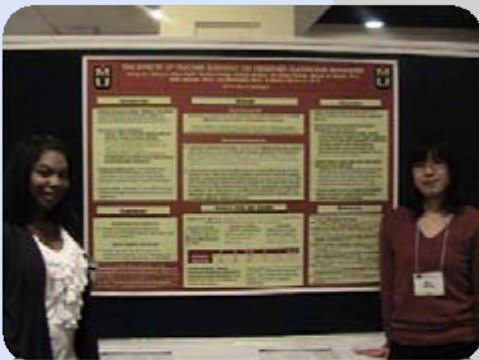
Presentations (presented since July 2011):

1. **Reinke, W.M.** (2012, August). *Preventing disruptive behavior problems in children using prevention science logic*. American Psychological Association, Orlando, FL.
2. **Wang, K., Herman, K., Bi, Y., Reinke, W.M., & Ialongo, N.** (2012, August). *A latent transition analysis of perfectionism profiles in early adulthood*. Poster presented at the American Psychological Association Conference, Orlando, FL.
3. **French, B. H., Bi, Y., Latimore, T. G., Klemp, H. R., & Butler, E. E.** (August, 2012). *Exploring sexual coercion using latent class analysis: Adolescent women's sequelae*. Poster presented at the 120th Annual meeting of the American Psychological Association, Orlando, FL.
4. **Chuang, C., Cheng, C., & Reinke, W.** (2012, August). *Development of the Social Information Processing Scale for adolescents in Taiwan*. Poster presentation given at 2012 American Psychological Association Annual Convention. Orlando, FL.
5. **Chuang, C., Reinke, W., Fujiki, M., Stormont, M., & Herman, K.** (2012, July). *The relationship between teacher's confidence, self-efficacy, and burn out and their ratings of aggressive students*. Poster presentation given at 20th International Society for Research on Aggression World Meeting 2012. Luxembourg, Luxembourg.
6. **Chuang, C., Reinke, W., Fujiki, M., Stormont, M., & Herman, K.** (2012, July). *An investigation of aggression as a predictor of children's academic achievement*. Poster presented at the International Society for Research on Aggression World Meeting 2012, Luxembourg City, Luxembourg.
7. **Reinke, W.M., Herman, K.C., Stormont, M., & Newcomer, L.** (2012, June). *Incredible Years Teacher Classroom Management Program: Examining the relation of intervention support systems on*

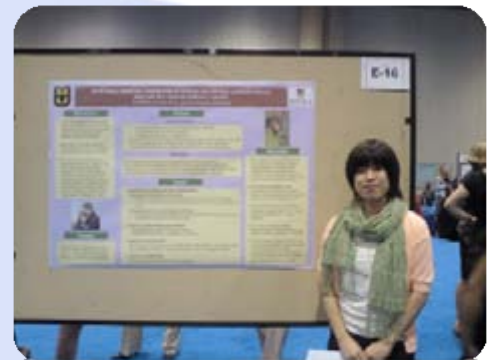
- teacher fidelity of implementation*. Paper presented as part of the symposium at the Society for Prevention Research 20th Annual Meeting, Washington, DC.
8. **Herman, K.** (2012, June). *Integrating the Family Check-up with Coping Power*. Paper presented as part of symposium entitled, *Applying Coping Power in new settings*, at Society for Prevention Research Annual Convention, Washington DC.
 9. **Herman, K.** (2012, June). *Incredible Years Teacher Classroom Management Program: Examining the relation of intervention support systems on teacher fidelity of implementation*. Paper presented as part of symposium entitled, *Beyond the intervention: Multidimensional considerations for high quality implementation in schools*, at Society for Prevention Research Annual Convention, Washington DC.
 10. **Newcomer, L.** (2012, June) *Creating systems for tier 2 Supports*. Invited presentation at Montana Behavior Initiative Summer Institute, Bozeman, MT.
 11. **Newcomer, L.** (2012, June) *Brief functional assessment and behavior support plans*. Invited presentation at Montana Behavior Initiative Summer Institute, Bozeman, MT.
 12. **Newcomer, L.** (2012, June) *The Great 8: Effective classroom management*. Invited presentation at Montana Behavior Initiative Summer Institute, Bozeman, MT.
 13. **Herman, K.** (2012, April). *Developmental trajectories of perfectionism during adolescence*. Invited talk presented at the Developmental Psychology Colloquium Series, University of Missouri, Columbia, MO.
 14. **Reinke, W.M., Newcomer, L., Stormont, M., & Herman, K.C.** (2012, March). *Promoting effective behavior support planning with the Incredible Years Teacher Training Program*. Paper presented at the 9th International Conference of Association for Postive Behavior Support, Atlanta, GA.
 15. **Reinke, W.M., & Herman, K.C.** (2012, March). *Evidence-based classroom management training and infrastructure*. Invited talk presented as part of the Training Interdisciplinary Educational Scientists training series at Penn State University, State College, PA.
 16. Kerr, D., **Reinke, W.M., & Eddy, M.** (2012, March). *Depressive symptoms and externalizing behaviors across adolescence: Co-occurrence and associations with suicide risk*. Symposium paper presented at the Society for Research on Adolescence Biannual Conference, Vancouver, BC, Canada.
 17. **Newcomer, L., Freeman, R., Barrett, S.** (2012, March). *Systems to prepare & implement behavior support at the Tier 2 level*. Presentation at the 9th International Conference of Association for Postive Behavior Support, Atlanta, GA.
 18. **Newcomer, L., Freeman, R.** (2012, March) *Online FBA training modules*. Presentation at the 9th International Conference of Association for Positive Behavior Support, Atlanta, GA
 19. **Newcomer, L.** (2012, March). *Social skill training for elementary students*. **Invited** workshop at 9th International Conference of Association for Positive Behavior Support. Atlanta, GA.
 20. **Newcomer, L.** (2012, March). *Social skill training for high school students*. **Invited** workshop at 9th International Conference of Association for Positive Behavior Support. Atlanta, GA.
 21. **Clare, A., David, K. B., Borden, L., Reinke, W. M., Herman, K. C., Stormont, M., Newcomer, L.** (2012, February 24). *Empirically derived profiles of teacher classroom management strategies: A latent profile analysis*. Poster presented at the National Association of School Psychologists (NASP) Convention, Philadelphia, Pennsylvania.

22. **Latimore, T., Fujiki, M., Klemp, H., Borden, L., Chuang, C., Reinke, W., Herman, K., Lori Newcomer, L., & Stormont, M.** (2012, February 24). *The Effects of teacher burnout on observed classroom behaviors*. Poster presented at the National Association of School Psychologist 2012 Annual Convention, Philadelphia, Pennsylvania.
23. **French, B. H., Aguayo, D., Sconyers, T., Sykes, J., Tilghman, J.** (August, 2011). *Context and consequences of sexual coercion among racially diverse adolescent men*. Poster presented at the 119th annual meeting of the American Psychological Association, Washington, DC.
24. **Herman, K.** (2011, August). *An evaluation of a modified Family Check-Up in an assessment clinic setting*. Paper presented as part of symposium entitled, *Adapting and integrating evidence-based interventions*, at the American Psychological Association Annual Convention, Washington DC.
25. **Herman, K.** (2011, August). *A pilot study of the Classroom Check-Up coaching model to increase teachers' implementation of the PATHS to PAX program*. Paper presented as part of symposium entitled, *Adapting and Integrating Evidence-Based Interventions*, at the American Psychological Association Annual Convention, Washington DC.
26. **Herman, K.** (2011, August). *Perfectionism growth among African American adolescents*. Poster presented at the American Psychological Association Annual Convention, Washington DC.

Center: Chi-ching Chuang stands in front of her poster at the 2012 International Society for Research on Aggression in Luxemburg, Germany.



Left: Tracey Latimore (left) and Mayo Fujiki (right) stand next to their poster at the 2012 NASP Convention in Philadelphia, PA.



Right: Mayo Fujiki stands in front of her poster at the 2012 APA convention in Orlando, FL.

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.
- **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(total subcontract).
- **Project VIABLE-II: Unified Validation of Direct Behavior Rating (DBR) in a Problem-solving Model 2011-2015).** Funded by the Institute of Education Sciences (IES; Measurement), R324A110017, awarded to Sandra Chafouleas. Chris-Riley-Tillman campus PI. Award: \$2,332,829.
- **Designing a Developmentally-Sensitive and Theory-Driven Intervention for Child Depression (2011-2012).** Funded by a University of Missouri Richard Wallace Research Incentive Grant, awarded to Keith Herman. Award: \$2,500.
- **Evaluating the Incredible Years Parents and Toddlers Program for Promoting Effective Parenting and Reducing Child Maltreatment (2011).** Submitted to the University of Missouri Research Council, awarded to Keith Herman. Award: \$7,500.
- **The Classroom Check-up Collaboration Project (2011-2012).** Funded by the University of Missouri Richard Wallace Research Incentive Fund, awarded to Wendy Reinke and Dana Darney. Award: \$2,000.

Active Grant Consultation Roles:

- **Enhanced First Step to Success: Improving School Readiness for School Children with Disruptive Behavior. (2009-2012).** Funded by Institute for Education Sciences, (Development) R324A090237. Awarded to Andy Frey (PI). Dr. Herman (Consultant) and Dr. Reinke (Consultant). Total amount funded: \$1,495,511.
- **Double Check: A Cultural Proficiency and Student Engagement Model (2011-2014).** Funded by Institute for Education Sciences, (Development) R324A110107. Awarded to Catherine Bradshaw (PI). Dr. Herman (Consultant) and Dr. Reinke. Total amount funded: \$1,676,576.



2012-2013 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 trial studies in collaboration with Johns Hopkins University

Submit at least three new grant applications

- Seek internal and external funding to support MPC as a national leader in family and school-based interventions.
- Seek external funding to support training of graduate students in prevention science.

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

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

Submit 15 or More Manuscripts



Faculty Affiliates

Dr. Wendy Reinke (Co-Director) completed her doctoral training in school psychology at the University of Oregon and is currently an Associate 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 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 (Research Scientist) is a 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. Bryana French (Research Scientist) is an Assistant Professor in Counseling Psychology at MU. Her area of research aims to delineate the cultural and contextual associations between sexual coercion, behavioral health, and sexual health among Black adolescents. Dr. French has applied for a career development award from NIMH to support her development of effective preventive interventions for Black adolescents.

Dr. Matt Martens (Research Scientist) is an Associate Professor in Counseling Psychology at MU. Dr. Martens' research focuses on evaluating the efficacy of Brief Motivational Interventions in preventing or reducing alcohol abuse and other problem behaviors. He has been the PI or Co-I on nearly \$5 million (direct costs) of external funding to support his research. He has published 84 journal articles and 7 book chapters.

Dr. Lori Newcomer (Research Scientist) 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 the MPC's IES trial.

Dr. Chris Riley-Tillman (Research Scientist) is 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. Kenneth Wang (Research Scientist) is an Assistant Professor in Counseling Psychology at MU. His research focuses on two main areas and their intersections – (a) Perfectionism and its impact on mental health and (b) Cross-National psychological adjustment. He has twelve peer-reviewed publications including several papers using sophisticated person-centered analyses to identify profiles of adjustment and dysfunction.

Dr. Ze Wang (Research Scientist) 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.

Meet the 2011-2012 LEAP Team!



No photographs for the following:

Dr. Lori Newcomer, Dr. Ze Wang, Chi-ching Chuang, and Dana Darney





Active Members:

Keith Herman, Ph.D.	Co-Director	Counseling Psychology
Wendy Reinke, Ph.D.	Co-Director	School Psychology
Melissa Stormont, Ph.D.	Research Scientist	Special Education
Bryana French, Ph.D.	Research Scientist	Counseling Psychology
Matt Martens, Ph.D.	Research Scientist	Counseling Psychology
Lori Newcomer, Ph.D.	Research Scientist	School Psychology
Chris Riley-Tillman, Ph.D.	Research Scientist	School Psychology
Kenneth Wang, Ph.D.	Research Scientist	Counseling Psychology
Ze Wang, Ph.D.	Research Scientist	Educational Psychology
Cheryl Offutt, Ph.D.	Faculty Affiliate	School Psychology
Katie King, Ph.D.	Postdoctoral Fellow	School Psychology
Lindsay Borden	Graduate Student	Counseling Psychology
Chi-Ching Chuang	Graduate Student	School Psychology
Ann Clare	Graduate Student	School Psychology
Dan Cohen	Graduate Student	School Psychology
Dana Darney	Graduate Student	School Psychology
Kim David	Graduate Student	School Psychology
Mayo Fujiki	Graduate Student	School Psychology
Nidhi Goel	Graduate Student	School Psychology
Tracey Latimore	Graduate Student	School Psychology
David Rohrer	Graduate Student	Counseling Psychology
Heather Klemp	Research Specialist	
Melanie Morgan	Research Specialist	
Wally, Molly, Dina	Puppets	Dinosaur School

Pizza Making Party!



From left to right: Tracey Latimore & Melanie Morgan

30 sunrises



30 sunsets



IY Train the Trainers



Dr. Katie King participating in the IY Teacher's Training Program.

ESCP Conference



Dr. Matthew Burns talks to poster presenters at the ESCP Conference.

For more information:

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