

The Missouri Prevention Center (MPC) is housed in 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:

New faculty members Wendy Reinke and Keith Herman established the Missouri Prevention Center with the assistance of students, colleagues, and partners from throughout the community. The mission of the Center is to develop, implement, evaluate, and disseminate best practices for reducing the prevalence and societal burden of youth aggression and depression using prevention science methods. The Center includes three other core faculty members, Cheryl Offutt (School Psychology), Melissa Stormont (Special Education), and Connie Brooks (Assessment and Consultation Center), and fifteen core graduate and undergraduate students. Several graduate students also served on the Center's Steering Committee as it was being formed: Joni Splett, Rohini Puri, Caren Moore, Todd Robinson, Chu-Chun Fu, and Geetika Agarwal.

It has been a very successful first year, and students have participated in all aspects of the Center's core activities: research, practice, service, and policy. A priority for the first year was to submit a large number of federal and local grants to support Center activities. To date, Center projects have been awarded \$31,000 for next year, and faculty members are waiting to hear about many other proposals currently under review. **From October 2007 to April 2008, the team submitted over \$5 million in grant proposals.** Students have had six Center-related posters accepted for presentation at major conferences this year and have three papers near completion or under review.

A major initiative for the Center is to train graduate students in prevention science principles and to deliver evidence-based practices for children and families. This year the Incredible Years, a parenting intervention, was the centerpiece of training and service activities. Drs. Reinke and Herman trained thirteen team members to deliver the IY parenting intervention during a 6 hour seminar. Students have been able to observe actual parent training sessions. Next year, students will be prepared to deliver the IY program under faculty supervision.

Another primary goal was to partner with local agencies, community members, and state leaders. The team met with leaders in children's mental health throughout the state and created partnerships with school districts (Hazelwood) and several groups on campus (Parents in College, ALBA) and in the community (Head Start). The team is currently conducting a parent and child groups for 10 families in a local Head Start program and hope to expand this service in the coming years. Student team members, supervised by Dr. Brooks, have taken primary responsibility for planning the child groups. The Head Start agency has provided much support to help with these groups as have several local businesses. Subway, Gerbes, Lee's Chicken, Chipotle, and the local Food Bank, all contributed meals for these groups (Thank YOU!).

Next year, the Center's first formal research projects will begin and will include establishing and testing the effects of Family Centers in schools on child well-being, testing the effects of early interventions for child depression, and helping school districts select and implement best practices in prevention. The Center will continue to expand its research, practice, service, and policy activities and be a resource for faculty members and students throughout the Department.

Accomplishments

Research and Grants

- From September 2007 to June 2008, the team submitted over \$5.2 million in grant proposals.
- To date, Center projects have been awarded \$31,000 for next year, and faculty members are waiting to hear about many other proposals currently under review.
- Students have had six Center-related posters accepted for presentation at conferences this year and have three papers near completion or under review.
- 16 peer-reviewed papers published or in press from June 2007 to June 2008.
- Developed Logic Model to guide all Center activities.

Training

- 15 graduate students participated in the Center core activities: research, practice, service, and policy
- We trained 13 students to deliver the IY parenting intervention during a 6 hour weekend seminar.
- Students also observed actual parent training sessions and led child groups.
- Dr. Reinke trained six graduate students and local school district personnel to implement First Steps to Success in partnership with CAMHPS.

Partnerships

- Wrote US Dept of Education grant with Hazelwood School District
- Submitted Children's Fund grant with Head Start and delivered parenting groups with their help
- Several local businesses contributed meals for our Head Start groups (Subway, Gerbes, Lee's Chicken, Chipotle, and the local Food Bank)
- Worked with the Parents in College program to plan groups next year
- Met with leaders across campus to forge connections and advertise our activities and services
- Established an Advisory Board with leaders throughout the state
- Co-wrote a NIMH Center grant with colleagues from Johns Hopkins School of Public Health
- Established a Prevention Science Consortium with experts from eight universities

Service

- Provided parent training and child group services to 10 Head Start families
- Student team members took primary responsibility for planning the child groups.

Research and Grant Activities

Peer-Reviewed Publications

1. **Reinke, W.M.**, Splett, J., Robeson, E., & Offutt, C. (in press). 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*.
2. **Reinke, W.M.**, & Ostrander, R. (in press). Heterotypic versus homotypic continuity: The moderating effects of gender and age. *Journal of Abnormal Child Psychology*.
3. **Herman, K. C.**, Lambert, S. F., Reinke, W. M., & Ialongo, N. S. (in press). Academic incompetence in first grade as a risk factor for depressive cognitions and symptoms in middle school. *Journal of Counseling Psychology*.
4. **Herman, K. C.**, Ostrander, R., Walkup, J., Silva, S., & March, J. (2007). Empirically-derived subtypes of adolescent depression: Latent profile analysis of co-occurring symptoms in the TADS study. *Journal of Consulting and Clinical Psychology*, 75, 716-728.
5. **Reinke, W. M.**, **Herman, K. C.**, Petri, H., & Ialongo, N. S. (in press). Empirically-derived subtypes of child

- academic and behavior problems: Co-occurrence and distal outcomes. *Journal of Abnormal Child Psychology*.
6. **Reinke, W.M.**, Lewis-Palmer, T., & Merrell, K. (in press). The Classroom Check-up: A classwide consultation model for increasing praise and decreasing disruptive behavior. (*School Psychology Review*).
 7. **Herman, K. C.**, Lambert, S., Ialongo, N., & Ostrander, R. O. (2007). Academic pathways between attention problems and depressive symptoms among urban African American children. *Journal of Abnormal Child Psychology*, 35, 265-274.
 8. **Herman, K. C.**, Ostrander, R. O., & Tucker, C. M. (2007). Do family environments and negative cognitions of adolescents with depressive symptoms vary by ethnic group? *Journal of Family Psychology*, 21, 325-330.
 9. Bradshaw, C. P., **Reinke, W.M.**, Brown, L.D., Bevans, K.B., & Leaf, P.J. (2008) Examining the process of Positive Behavioral Interventions and Supports implementation. *Education and Treatment of Children*, 31,1-26.
 10. **Reinke, W. M.**, Lewis-Palmer, T., & Martin, E. (2007). The effect of visual performance feedback on teacher behavior-specific praise. *Behavior Modification*, 31, 3, 247-263.
 11. **Herman, K. C.**, & Ostrander, R. (in press). The effects of attention problems on depression: Developmental, academic, and cognitive pathways. *School Psychology Quarterly*.
 12. Ostrander, R., & **Herman, K. C.** (2006). Potential cognitive, parenting, and developmental mediators of the relationship between ADHD and depression. *Journal of Consulting and Clinical Psychology*, 74, 89-98.
 13. **Herman, K. C.**, Tucker, C. M., & Ferdinand, L. A. (2007). Culturally sensitive healthcare and counseling psychology: An overview. *The Counseling Psychologist*, 35, 633-649.
 14. Tucker, C. M., **Herman, K. C.**, Ferdinand, L. A., Beato, C., Adams, D., Cooper, L. (2007). Providing culturally sensitive healthcare: A formative model. *The Counseling Psychologist*, 35, 679-705.
 15. Tucker, C. M., Ferdinand, L. A., Mirsu-Paun, A., **Herman, K. C.**, Delgado-Romero, E., van de Berg, J., et al. (2007). The roles of counseling psychologists in reducing health disparities. *The Counseling Psychologist*, 35, 650-678.
 16. Tucker, C. M., & **Herman, K. C.** (2007). Resolving the paradoxes of and barriers to patient-centered culturally sensitive healthcare. *The Counseling Psychologist*, 35, 735-743.
 17. **Reinke, W.M.** & Lewis-Palmer, T. (2007). Improving classroom management. *Principal- Can Public Education Survive?- Web Exclusive*,86 (4), March/April. www.naesp.org/principal.

Books and Chapters

18. Sprick, R., Knight, J., **Reinke, W.M.**, & McKale, T. (2007). *Coaching for Positive Classrooms: Supporting Teachers with Classroom Management*. Pacific Northwest Publishing: Eugene, OR.
19. 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*.
20. **Reinke, W.M.**, Sprick, R., & Knight, J. (in press). A model for coaching classroom behavior management. In J. Knight (Ed.), *Coaching teachers: Innovative models of coaching in schools*.

Presentations

- 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., & Robeson, 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.
- Robeson, E., Splett, J., & Reinke, W. M. (August, 2008). *Combining school and family-centered interventions to prevent child behavior problems*. Poster to be presented at the American Psychological Association Conference, Boston, MA.
- Lambert, S., Herman, K. C., & Ialongo, N. (May, 2008). *The utility of universal preventive interventions for urban and low income children and adolescents*. May, 2008. Paper and symposium presented at the Society for Prevention Research Annual Convention, San Francisco, CA.
- Reinke, W.M. (April, 2008). *Integrating Family Assessment/Interventions in Schools for Children with Disruptive Behavior Problems*. Colloquium presented to Missouri Association for School Psychology Mid-Missouri Region, Columbia, MO.
- Reinke, W.M. (April, 2008). *Child Academic and Behavior Problems: Co-occurrence and Distal Outcomes*. Colloquium presented at MU Developmental Psychology Brown Bag Seminar.

- Herman, K. C., Lambert, S., Reinke, W. M., & Ialongo, N. (March, 2008). *Academic problems and depression symptoms in low-income African American children*. March, 2008. Paper presented at the International Counseling Psychology Conference, Chicago, IL.
- Puri, R., Agarwal, G., Reinke, W., & Herman, K. C. (March, 2008). *Using prevention science to promote children's mental health*. Poster presented at the International Counseling Psychology Conference, Chicago, IL.
- Reinke, W.M. (September, 2007). *Starting Point: Systems for Prevention*. Keynote Address presented at the CAMHPS: MPER, School Mental Health Leadership Academy. Columbia, Missouri.

Extramural Sponsorship

Grants

Current:

- 5/15/07 – present. *Use of Culturally Sensitive Health Care Assessments and Patient Health Care Promotion Training* (P.I., Carolyn M. Tucker), Robert Wood Johnson Foundation, \$251,000. Co-Investigator.
- 7/1/08 – present. *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. Co-Investigator.
- 7/01/08 - present. *Family Check-Up* (P.I., Wendy Reinke), University of Missouri, Research Council, \$7,340. Principal Investigator.
- 7/01/08 - present. *Family Check-Up* (P.I., Wendy Reinke), University of Missouri, Wallace, \$4,340. Principal Investigator.
- 7/01/08 - present. *A Family-Centered Intervention for Child Depression* (P.I., Keith Herman), University of Missouri, Research Council, \$7,340. Principal Investigator.

Pending:

- 11/12/07 (submitted). *A Family-Centered Intervention for Child Depression* (P.I., Keith Herman), University of Missouri, NIMH K23MH080983-01, \$838,071. Principal Investigator.
- 12/30/08 (submitted). *Missouri EBP Project: Preparing School Psychology Leaders to Teach, Design, Deliver, Enhance, and Evaluate Evidenced-Based Early Interventions* (P.I., Wendy Reinke), University of Missouri, US Dept of Ed CFDA 84.325D, \$799,951. Co-PI.
- 1/15/08 (submitted). *A Videotaped Modeling Parent Intervention for Child Depression* (P.I., Keith Herman), University of Missouri, Klingenstein Fellowship, \$60,000. Principal Investigator.
- 4/15/08 (submitted). *Families FIRST: A Public Health Approach to Delivering*
- *Evidence-Based Child and Family Services in Schools* (P.I., Keith Herman), University of Missouri, U.S. Department of Education CFDA# 84.215J, Full-Service Comprehensive Schools, \$2,498,039. Principal Investigator.
- 4/15/08 (submitted). *A Videotaped Modeling Parent Intervention for Child Depression* (P.I., Keith Herman), University of Missouri, National Association for Research on Schizophrenia and Affective Disorders (NARSAD) Rising Star Research Award, \$250,000. Principal Investigator.
- 6/1/08 (submitted). *Providing Evidence-Based Parent Behavior Management Training to Parents in Head Start* (P.I., Keith Herman and Wendy Reinke; submitted in partnership with Head Start), Children's Trust Fund, \$5,000. Principal Investigator.
- 6/22/08 (submitted). *Center for Prevention and Early Intervention* (Center P.I., Nicholas Ialongo; Campus P.I., Wendy Reinke), subcontract with Johns Hopkins University, NIMH, \$644,837 (total subcontract). Co-PI.

Missouri Prevention Center Grants:

- 4/30/08. *Incredible Years: School-Age Parent and Child Group Programs* (P.I., Keith Herman and Wendy Reinke), Office of Student Affairs, University of Missouri, \$2,600.
- 10/30/07. *Missouri Prevention Center* (P.I., Wendy Reinke and Keith Herman), Department of Educational and Counseling Psychology, University of Missouri, \$2,000.

2008-2009 Goals

Expand Service and Training Opportunities for Students

- Next year, students will be prepared to deliver the IY program under faculty supervision
- Connect these activities to coursework (e.g., Parent Counseling and Consultation)
- Use several venues on and off campus to access parent participants.
- Work with CAMHPS and ACC to provide clinic-based outreach services

Complete Grant Funded Research Projects

- Next year, the Center's first formal research projects will begin
- Establish and test the effects of Family Centers in schools on child well-being
- Test the effects of early interventions for child depression
- Help school districts select and implement best practices in prevention

Submit Additional Grants

- Submit IES proposal to test teacher consultation intervention
- Submit 1-2 Dept of Ed Training Grants for school psychology and counseling
- Resubmit NIMH K application

Submit 10 or More Manuscripts

- Growth of Reading Skills and of Cognitions Related to Depression
- Parallel Processes of Academic and Behavior Problems
- 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

Recruit Exceptional Students into the Counseling and School programs

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

Continue to Forge Partnerships

- Explore connections with Assessment Clinic including expansion of child and parenting services
- Expand connections with CAMHPS, Multicultural Center, and PBIS Center
- Explore opportunities with child care providers on campus (e.g., Child Development Lab)
- Identify community liaisons