

2013

Missouri Prevention Center Annual Report



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Missouri Prevention Center

Annual Report

2012 - 2013

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 Missouri Prevention Center (MPC) has been advancing prevention science research and practice with children and families since 2007. During the 2012-2013 academic year, the Center continued to build upon that foundation through innovative service, research, training, and policy development. To illustrate, over the past three years, fifty-two teachers participated in the Incredible Years Teacher Training (IY TT) program as part of an Institute of Education Science (IES) funded efficacy trial directed by MPC research scientists. Preliminary results suggest that teachers who received the training (n=52) demonstrated more improvements for teachers and students than those who did not receive the training (n=53). In addition to the IY TT project, MPC was awarded funding from IES to implement two new research projects: CHAMPS and the Classroom Check-up. These projects will promote the use of effective classroom management practices among elementary and middle school teachers. The ultimate goal of these projects and all MPC endeavors is to use prevention science research and practice to improve the lives of children.

Teacher Feedback:

"It really was the best professional development I have ever had in 16 years."

"I appreciate you helping to make me a better, more positive teacher. I'm sure it will be very helpful for my students of the future."

Several goals were set for the 2012-2013 year to help the vision of MPC come to fruition.

Goal 1: Rigorous implementation and evaluation of grant funded research projects

Leap to Achieve



LEAP to Achieve, a project funded by an **Institute of Education Science (IES)** grant, successfully completed the third year of a four-year group randomized trial to evaluate the Incredible Years Teacher Training (IY TT) program. IY TT is an innovative video-based modeling program designed to improve teachers' classroom management skills. Analyses on primary and secondary outcomes are underway. Initial findings were shared with Hazelwood School District and are summarized below.

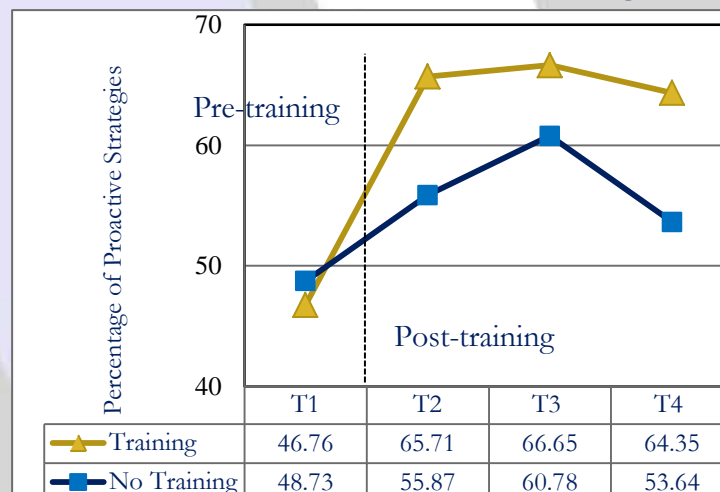
IY TT Workshop Satisfaction—Ratings by Teachers

A total of 105 teachers participated in the evaluation; 52 were randomly assigned to receive the training. Teachers rated the quality of the training on a scale 1-7 scale. Teachers gave very positive ratings about the information presented (average = 6.75) and the group discussion and sharing of ideas (average = 6.75). Likewise, teachers rated the approach for changing students' behavior problems very favorably (average = 6.44). Consequently, teachers felt confident that they would be able to manage future behavior problems in their classrooms (average = 6.40) and indicated that they would recommend the training to other teachers (average = 6.65).

IY TT Proactive Strategies—Direct Observations

The LEAP to Achieve team conducted independent classroom observations of teachers' management strategies. Proactive strategies include praise and precorrective statements, while reactive strategies are forms of reprimands. Teachers with IY training used more proactive strategies over time than teachers without the training.

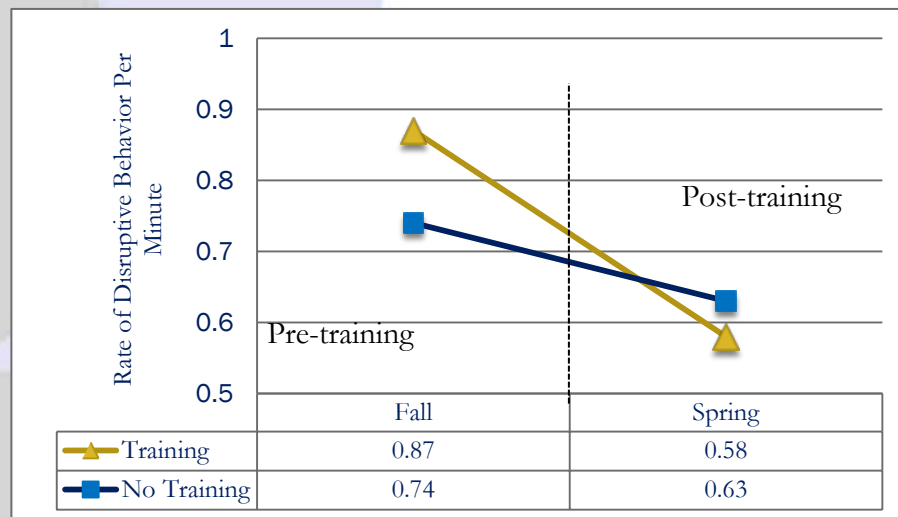
Teacher Use of Proactive Strategies



Student Disruptive Behaviors—Direct Observations

The LEAP to Achieve team also conducted classroom observations of teacher and student behaviors. Results indicated that the observed rate of student disruptions in classrooms of teachers who received the training significantly decreased compared to classrooms of teachers who did not receive the training.

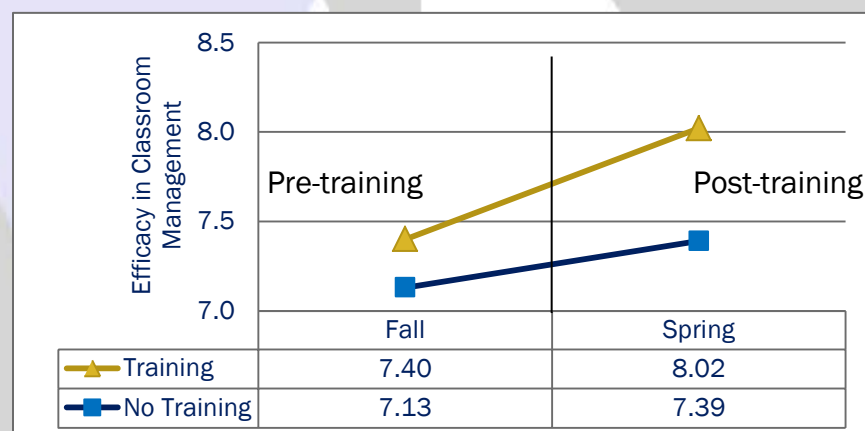
Observed Student Disruptions



Teacher Self-Efficacy & Coping

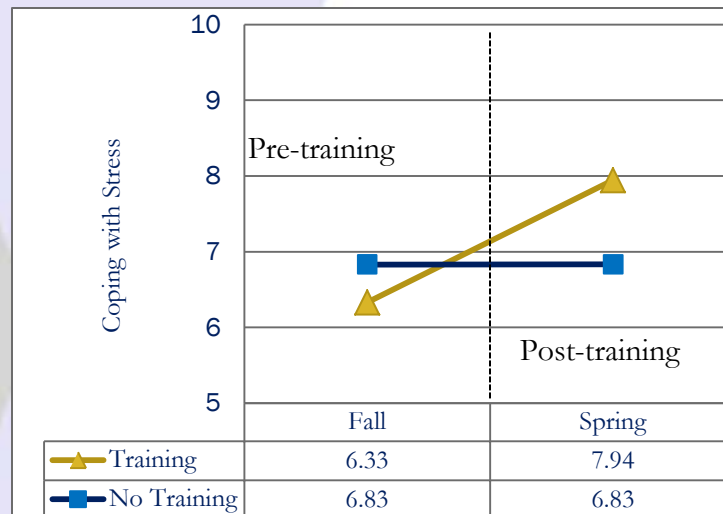
Teachers rated their perceived efficacy to manage classroom behaviors. Results revealed teachers who received the training had significantly higher efficacy in classroom management after the training than teachers who did not receive the training. Higher scores indicate higher levels of efficacy.

Teacher Reports of Efficacy



Teachers were asked about their ability to cope with the stress of teaching. Results indicated that teachers who participated in the training coped with stress more effectively than teachers not in the training. Higher scores indicate better coping.

Teacher Reports of Coping



During the fourth and final year, the LEAP to Achieve Project will continue to collect follow-up data for teachers and students. The purpose of the follow-up data collection is to determine if teachers maintain skills learned and if students who had teachers who received IY TT demonstrate improved academic and social behaviors a year later. In addition, MPC will train teachers in IY TT who were in the control condition. Planning is already underway with the school district to sustain the program and create an infrastructure for the district to train all teachers in these skills even after the project ends. This process began last year, when MPC paid for three district personnel to attend an IY TT training in Seattle to qualify them to become IY TT trainers themselves.



Drs. Wendy Reinke and Keith Herman with Dr. Carolyn Webster-Stratton, developer of IY TT.

Johns Hopkins Center for Prevention and Early Intervention

Drs. Reinke and Herman are Co-Investigators for 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.

Double Check Project: A Cultural Proficiency & Student Engagement Model

For the past two years Drs. Reinke and Herman have consulted on Dr. Catherine Bradshaw's IES funded developmental project. The project consists of a consortium including Johns Hopkins University, Anne Arundel County Public Schools, Maryland State Department of Education, and Sheppard Pratt Health System to develop, refine, and pilot test an integrated model to reduce the overrepresentation of culturally and linguistically diverse students in special education and disciplinary actions. Specifically, through an iterative process, the project has aimed to augment and combine the data-based decision-making activities of Positive Behavior Intervention and Supports, the Double Check cultural proficiency professional development series, and the Classroom Check-Up classroom management coaching system to increase the use of culturally responsive teaching and classroom management strategies, and to promote student engagement in elementary and middle schools. Drs. Reinke and Herman have worked with the coaches over the past two years to refine the coaching model which utilizes the Classroom Check-up to support teacher implementation of culturally responsive practices. This year a team of four coaches, supervised by Drs. Reinke and Herman, will conduct a randomized control trial of the Double Check model and coaching intervention.

Project Viable II

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. During the second year of the project, Dr. Riley Tillman and two graduate assistants, Wes Sims and Dan Cohen, sustained partnerships with several Missouri school districts and met project goals for recruitment and data collection.

Goal 2: Submit at least three new grant applications

Funding for Training Next Generation of Prevention Scientists

The team submitted two training grants. A leadership grant was submitted to the Office of Special Education to train school psychology and special education students in prevention science and evidence-based interventions. A similar postdoctoral training grant was submitted to Institute of Education Sciences to train early career doctoral level researchers in prevention science methodology and intervention research. While neither was funded, there are plans to resubmit in the coming year.

Funding for Preventive Intervention Projects

The Missouri Prevention Center submitted a proposal to establish a Center for Families with Emotional Behavioral Disorders through the Institute of Education Sciences (IES) in collaboration with faculty throughout the College of Education and with partners in Maryland and Alabama. The proposal was scored just outside the funding range. In fact, IES did not fund any Center proposals during this round of submissions. MPC plans to be competitive in future Center grant submissions.

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Two other grant proposals were submitted to and funded by the Institute of Education Sciences, U.S. Department of Education for two research projects: CHAMPS classroom management and Classroom Check-up.

CHAMPS: Middle School Classroom Management (IES Goal 3: Efficacy)

This project begins Fall 2013 and will evaluate the CHAMPS classroom management program in Hazelwood middle schools. CHAMPS is an innovative program to promote classroom management skills for middle school teachers. Participating middle school teachers will be randomly assigned to receive the training, similar to the LEAP to Achieve Project. Dr. Herman is the primary investigator. Drs. Reinke, Riley-Tillman, Newcomer, & Wang are collaborators.

Classroom Check-Up: Web-Based Consultation (IES Goal 2: Development)

This project also begins Fall 2013. The purpose of the project is to develop a feasible and useful web-based version of the Classroom Check that will allow this model to be widely disseminated for use among natural implementers. The program will support elementary teachers in classroom management skills. Teachers and other school personnel will be highly involved in the process to help bridge the gap often found between actual practice and research. Participants will be asked to provide feedback and contribute to the design of the web-based materials, procedures, and methods used to support teachers. Dr. Reinke is the primary investigator. Drs. Herman and Gail Fitzgerald, of SSSLT, are collaborators.

Goal 3: Offer Prevention Science Training

During 2012-2013, Dr. Herman offered a year-round course entitled **Prevention Science Research: Design and Analysis**. This course is a graduate seminar intended to provide students and faculty 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. Reinke in the upcoming 2013 school year. In addition, in the Spring of 2014, Dr. Reinke will offer a seminar in **Design and Implementation of Randomized Control Trials**.

Dr. Herman also taught **Motivational Interviewing in Schools** in the Fall 2013. Graduate students received training in the Classroom Check-up and the Family Check-up. In 2013, Dr. Riley-Tillman taught **Single-Subject Research Design**. Both of these courses will be offered again in 2014.

Faculty Service Award: Chris Riley-Tillman



The MPC acknowledges the service contributions of Dr. Riley-Tillman for his willingness to volunteer his time to teach the MPC sponsored seminars on Single Subject Research Design. Students and faculty identified this course as a critical need to support student and faculty research development, yet it was not feasible to develop a 3-credit course as part of the school psychology curriculum. Instead, Dr. Riley-Tillman offered it as a 1-credit Friday seminar with a practical focus on skill development and student thesis support. The course was well-attended and received by faculty and student participants. This kind of extra effort is what symbolizes the MPC ethic. Thanks, Dr. CRT!

Goal 4: Establish a Postdoctoral Training Program

As an MPC Postdoctoral Fellow, Dr. Katie King has engaged in various research and teaching endeavors. Specifically, for the LEAP to Achieve Project, Dr. King assists with data collection, data entry, data analysis, and data collection training. She also participated in data collection, measure development, and data analysis for several doctoral dissertations and other College of Education projects. Furthermore, Dr. King co-taught ESCP 8140 Behavior and Social

Emotional Assessment in Fall 2012 and ESCP 8165 Behavioral Interventions in Spring 2013. She is teaching both courses independently this academic year. Dr. King is an active participant in research, including taking lead on conducting a meta-analysis of effective classroom management practices.

Goal 5: Serve as Resource for COE Faculty & Students

The resources available at the Center continue to grow. The Center's library now has 506 academic texts, peer-reviewed journals, and intervention programs that are 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

MPC continues to build connections across disciplines with faculty members represented across five different programs. In 2012, Dr. Erica Lembke from Special Education and Dr. Aaron Thompson from the School of Social Work joined the team as research scientists. The list of MPC research scientists now includes Drs. Wendy Reinke, Keith Herman, Melissa Stormont, Lori Newcomer, Ze Wang, Chris Riley-Tillman, Matt Martens, Bryana French, Kenneth Wang, Erica Lembke, and Aaron Thompson. 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.

Goal 7: Grants, Books, Manuscripts

The target goal for manuscripts was exceeded for the 2012-2013 school year. MPC faculty members, staff, and students completed 8 books and book chapters, and 39 manuscripts were accepted or appeared in peer-reviewed journals.



SCIENCE SUMMARY

The MPC participated in the 5th Annual Educational, School, and Counseling Psychology (ESCP) Conference on April 5th, 2013. Dr. Gustavo Carlo, a Milsap Professor of Diversity in the Human Development and Family Studies Department at the University of Missouri was the Keynote Speaker. The keynote address detailed research on prosocial behaviors among diverse students. Overall, students and faculty members from ESCP presented over 20 posters at the conference. The ESCP Conference highlighted the outstanding research being conducted in the Department and also facilitated interdisciplinary collaboration and awareness.



ACCOMPLISHMENTS

Research and Grants

- ▶ MPC faculty have over \$8 million dollars in active federal funding from IES and NIH.
- ▶ The LEAP to Achieve team successfully completed the third 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 1,800 children spanning 105 classrooms in Hazelwood School District.
- ▶ Led by Dr. Riley-Tillman, Project Viable II completed its second 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 met their recruitment and data collection goals for the year.
- ▶ These grants have employed over 145 MU students and provided them with training in state of the art assessment and research.
- ▶ The grants also support the salaries and benefits of six College of Education faculty members over many years, which generates large salary savings for the College and host Departments.
- ▶ In addition, these grants fund many half- and quarter time graduate assistantships and support five full-time research staff members who bring a wealth of experience and skills that enrich the entire College.
- ▶ Drs. Reinke and Herman completed the fourth 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 30 total symposium, paper, and poster presentations at international, national, and local conferences.

Over 145 MU
students have
been employed
by the LEAP
Project

- In total, 47 peer-reviewed papers, chapters, and books were published or accepted for publication from July 2012 to August 2013.

Training and Service



► The LEAP to Achieve project has trained and funded over 145 undergraduate and graduate students. In addition, the project has funded 6 graduate students at half time and two at quarter time for the past three years.

► **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*.

- **Dr. Riley-Tillman** is a book series editor of the Practical Intervention in the Schools Series published by Guilford Press Associate Editor.
- **Drs. Reinke and Riley-Tillman** are associate editors for the APA journal *School Psychology Quarterly*.
- **Drs. Herman, Reinke, and Stormont** have served as guest editors on three separate scientific journals: *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).
- **Dr. Reinke** served as a Principal Member of the Social and Behavioral grant review panel for the Institute of Education Sciences, U.S. Department of Education.
- **Dr. Reinke** served on the Columbia Public Schools School-based Mental Health Committee. This committee reviewed relevant research, gathered student, parent, and teacher data on strengths and difficulties, analyzed the data, and summarized the data into a full report to the administration. She continues to advise a coalition of the six Boone county school districts in coordinating efforts toward evidence-based practices to support student mental health, including promotion, prevention, and intervention.
- **Drs. Reinke and King** mentored two pre-service honors teacher education students. These students were involved in gathering and coding empirical studies of classroom

management practices for inclusion in a meta-analysis of these findings. These students disseminated initial results of the study at the MU Undergraduate Research Day, the ESCP annual conference, and were the only College of Education students selected to attend the Undergraduate Research Day at the Capital. They presented the findings of their research to state legislative representatives.

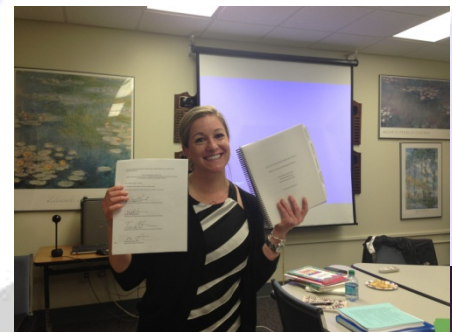
- ▶ **Dr. Reinke** served as the mentor for **Jale't Hickmon-Rosa**, a McNair scholar in the undergraduate psychology department. Jale't collaborated with Dr. Reinke on an empirical study of teacher stress and association with student outcomes using latent profile analyses. Jale't's study was one of five selected to be featured in the 21st edition of the *MU McNair Journal*.

Partnerships

- ▶ For IES grants, 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 2013, **Drs. Keith Herman, Matt Martens, and Chris Riley-Tillman** earned tenure and were promoted to full professors.
- ▶ **Dr. Riley-Tillman** was made a Fellow of Division 16 of the American Psychology Association.
- ▶ **Drs. Herman and Reinke** became invited members of the Society for the Study of School Psychology.
- ▶ Even after becoming college directors, **Drs. Martens and Riley-Tillman** continue to participate in MPC activities.
- ▶ In May 2013, **Dana Darney** successfully defended her dissertation and her portfolio... and then burned it at the MPC end of the year party.
- ▶ In February 2013, **Kim David** obtained an internship at the John Hopkins Kennedy Krieger in Baltimore, Maryland.
- ▶ In October 2012, **Tracey Latimore** successfully proposed her dissertation.
- ▶ In December 2012, Kim David performed the first known Interpretative Dance to fulfill partial requirements for the graduate level course, *Motivational Interviewing in the Schools*. The moment was captured on video by classmates which is being held for posterity in the MPC Archives.



Alumni Accolades

- ▶ **Dr. Lindsay Borden** (member since 2008) graduated with a doctorate in counseling psychology in May 2013. She currently is a postdoctoral fellow at John Hopkins University School of Medicine.

- ▶ **Dr. Ann Clare** (member since 2008) graduated with a doctorate in school psychology in May 2013. Currently, she is a postdoctoral fellow at Munroe-Meyer Institute (MMI).
- ▶ **Dr. Dana Darney** (member since 2008) graduated with a doctorate in school psychology in May 2013. She currently is a Faculty and Research Associate at John Hopkins University School of Public Health.
- ▶ **Dr. Nidhi Goel** (member since 2008) graduated with a doctorate in school psychology in May 2013. She is currently a postdoctoral fellow at the Texas Child Study Center/Dell Children's Medical Center.
- ▶ **Dr. Tia Schultz** (member since 2008) is a professor at the University of Wisconsin-Whitewater in the Special Education Department. She teaches an Advanced Behavior Interventions course, supervise the Specialized Fieldwork course and coordinates the ABA graduate certificate program.
- ▶ **Mike Coutts** (member since 2007) is beginning his 5th year in the school psychology doctorate program at the University of Nebraska-Lincoln.

RESEARCH AND GRANT PRODUCTS

Peer-Reviewed Publications (in print or accepted since July 2012)

1. **Reinke, W.M., Stormont, M., Herman, K.C., Wang, Z., Newcomer, L., & King, K.** (in press). Use of coaching and behavior support planning for students with disruptive behavior within a universal classroom management program. *Journal of Emotional and Behavioral Disorders*.
2. **Reinke, W.M., Stormont, M., Herman, K.C., & Newcomer, L.** (in press). Using coaching to support teacher implementation of classroom-based interventions. *Journal of Behavioral Education*.
3. **Borden, L., Herman, K.C., Webster-Stratton, C., Stormont, M., Darney, D., Goel, N. & Reinke, W.M.** (in press). Latent profile analysis of observed parenting behaviors in a clinic sample. *Journal of Abnormal Child Psychology*.
4. **Hickman, J.** (in press). Empirically derived profiles of teacher stress, burnout, and self-efficacy and associated student outcomes. *MU McNair Journal*.
5. **Stormont, M., & Reinke, W.M.** (in press). Providing performance feedback for teachers to increase treatment fidelity. *Intervention in School and Clinic*.
6. **Wang, Ze, Roher, D., Fujiki, M., Chuang, C., Herman, K.C., & Reinke, W.M.** (in press). Five methods to score the teacher observation of classroom adaptation checklist and to examine group differences. *The Journal of Experimental Education*.
7. **Reinke, W.M., Herman, K.C., Stormont, M., Newcomer, L., & David, K.** (in press). Illustrating the multiple facets and levels of fidelity of implementation to a teacher classroom management intervention. *Administration and Policy in Mental Health and Mental Health Services Research*.
8. **Maras, M., Coleman, S., Gysbers, N., Stanley, B., & Herman, K. C.** (in press). Measuring evaluation capacity among school counselors. *Counseling Outcome Research and Evaluation*.
9. **Brawley, S., & Stormont, M.** (in press). Investigating reported data practices in early childhood: An exploratory study. *Journal of Positive Behavior Interventions*.

10. **French, B. H., Bi, Y., Latimore, T. G., Klemp, H. R., & Butler, E. E.** (in press). Latent class analysis and sexual coercion: Multivariate experiences and psycho-behavioral correlates. *Journal of Interpersonal Violence*.
11. **Stormont, M., Herman, K.C., Reinke, W.M., David, K., & Goel, N.** (2013). Latent profile analysis of teachers' perceptions of parent contact and comfort. *School Psychology Quarterly*, 28, 195-209.
12. **Wang, K. T., Wong, Y. J., & Fu, C. C.** (2013). Moderation Effects of Perfectionism and Discrimination on Interpersonal Factors and Suicide Ideation. *Journal of Counseling Psychology*. Advanced online publication. doi: 10.1037/a0032551
13. **Herman, K. C., Wang, K. T., Trotter, R., Reinke, W. M., & Ialongo, N.** (2013). Developmental trajectories of maladaptive perfectionism among African American adolescents. *Child Development*. Advanced online publication. doi:10.1111/cdev.12078
14. **Wang, Z. & Su, I.** (2013). Longitudinal factor structure of general self-concept and locus of control among high school students. *Journal of Psychoeducational Assessment*. doi: 10.1177/0734282913481651
15. **Wang, Z., Hu, X. Y., & Guo, Y. Y.** (2013). Goal contents and goal contexts: Experiments with Chinese students. *The Journal of Experimental Education*, 81(1), 105-122. doi: 10.1080/00220973.2012.678407
<http://www.tandfonline.com/eprint/iwKSU2j6SEzGMqygt9ch/full>
16. Ortega, N. E., **Wang, K. T., Slaney, R. B., Hayes, J. A., & Morales, A.** (2013). Personal and familial aspects of perfectionism in Latino/a students. *The Counseling Psychologist*, Advanced online publication. doi:10.1177/0011000012473166
17. Wong, Y. J., **Wang, K. T., & Maffini, C. S.** (2013). Asian International Students' Mental Health-Related Outcomes A Person x Context Cultural Framework. *The Counseling Psychologist*. Advanced online publication. doi:10.1177/0011000013482592
18. Kerr, D., **Reinke, W.M., & Eddy, M.** (2013). 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*, 43, 50-66.
19. **Stormont, M. & Reinke, W.M.** (2013). Implementing Tier 2 social behavioral interventions: Current issues, challenges, and promising approaches. *Journal of Applied School Psychology*, 29, 121-125.
20. **Reinke, W.M., Stormont, M., Clare, A., Latimore, T., & Herman, K.C.** (2013). Differentiating tier 2 interventions according to function of behavior. *Journal of Applied School Psychology*, 29, 148-166.
21. **Darney, D., Reinke, W.M., Herman, K.C., Stormont, M., & Ialongo, N.** (2013). Children with co-occurring academic and behavior problems in 1st grade: Distal outcomes in 12th grade. *Journal of School Psychology*, 51, 117-158.
22. McIntosh, K., **Reinke, W.M., Bennett, J., & Sadler, C.** (2013). Gender differences in reading skills and problem behavior in elementary school. *Journal of Positive Behavior Interventions*, 15, 51-60.
23. **Reinke, W.M., Herman, K.C., & Stormont, M.** (2013). Classroom level positive behavior supports in schools Implementing SW-PBIS: Identifying areas for enhancement. *Journal of Positive Behavior Interventions*, 15, 39-50.
24. **Wang, Z., & Su, I.** (2013). Longitudinal factor structure of general self-concept and locus of control among high school students. *Journal of Psychoeducational Assessment*. doi: 10.1177/0734282913481651

25. **Wang, Z.**, Hu, X. Y., & Guo, Y. Y. (2013). Goal contents and goal contexts: Experiments with Chinese students. *The Journal of Experimental Education*, 81(1), 105-122. doi: 10.1080/00220973.2012.678407
<http://www.tandfonline.com/eprint/iwKSU2j6SEzGMqygt9ch/full>
26. van Garderen, D., Thomas, C., **Stormont, M.**, & **Lembke, E.** (2013). Strategies for students who are experiencing difficulty in mathematics: What special education teachers need to know. *Intervention in School and Clinic*, 48, 131-141. Lead Feature Article for Issue (3).
27. Methe, S. A., Kilgus, S. P., Nieman, C., & **Riley-Tillman, T. C.** (2013). Meta-analysis of addition and subtraction interventions in single case research: Does experimental control influence outcomes? *Journal of Behavioral Education*, 21, 230-253.
28. Briesch, A. M., Chafouleas, S. M., Neugebauer, S. R., & **Riley-Tillman, T. C.** (2013). Assessing influences on intervention use: Revision of the Usage Rating Profile. *Journal of School Psychology*, 51, 81-96.
29. **Herman, K.C.**, **Riley-Tillman, T. C.**, & **Reinke, W.M.** (2012). The role of assessment in a prevention science framework. *School Psychology Review*, 41, 306-314
30. **Reinke, W.M.**, Eddy, M., Dishion, T., & Reid, J. (2012). Joint trajectories of symptoms of conduct problems and depressive symptoms during early adolescence and adjustment problems during emerging adulthood. *Journal of Abnormal Child Psychology*, 40, 1123-1136
31. **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.
32. **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.
33. **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*, 5, 108-129.
34. **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.
35. **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.
36. **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.
37. Mascendaro, P.A., **Herman, K. C.**, & Webster-Stratton, C. (2012). Parent discrepancies in rating young children's co-occurring internalizing symptoms. *School Psychology Quarterly*, 27, 134-143.
38. 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*, doi: 10.1177/1534508412441966.

39. 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*, doi:10.1016/j.jsp.2011.11.007

Books and Book Chapters (in print or accepted since July 2012)

Book Chapters

1. **Herman, K. C., Reinke, W. M.**, Bradshaw, C., Lochman, J., **Borden, L., & Darney, D.** (in press). 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.
2. **Reinke, W.M.**, Frey, A., **Herman, K.C.**, & Thompson, C.V. (in press). Improving Engagement and Implementation of Interventions for Children with Behavior Problems in Home and School Settings. In H. Walker & F. Gresham (Eds.), *Handbook of Evidence-Based Practices for Students Having Emotional and Behavioral Disorders*. New York: Guilford Press.
3. **Stormont, M. A.** & McCathren, R. B. (in press). Nowhere to turn: The young face of homelessness. In D. Capuzzi & D. R. Gross (Eds.), *Youth at risk: Prevention resource for counselors, teachers, and parents* (6th ed.). Alexandria, VA: American Counseling Association.

Books

1. **Herman, K.C., Reinke W.M.**, Frey, A., & Shepard, S. (in press). *Motivational Interviewing in Schools: Strategies for Engaging Parents, Teachers, and Students*. New York: Springer
2. **Stormont, M.**, & Thomas, C. N. (in press). *A general educator's guide for working with students at risk for failure*. Corwin Press: Thousand Oaks, CA.
3. **Riley-Tillman, T.C.**, Burns, M. K., & Gibbons, K. (2013). *Response To Intervention Applications Volume 2: Assessment, Design and Decision Making*. New York, NY: The Guilford Press.
4. 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.
5. **Stormont, M., Reinke, W.M., Herman, K.C., & Lemke, E.** (2012). *Academic and Behavior Supports for At-Risk Students: Tier 2 Interventions*. New York: Guilford Press.

Books Under Review

1. Keperling, J., **Reinke, W.M., Darney, D.**, & Ialongo, N. (under review). *A Guide to Facilitating Group Interventions in Schools*. New York: Guilford Press.
2. **Herman, K.C. & Reinke, W.M.** (under review). *Stress and Coping for Teachers*. New York: Guilford Press

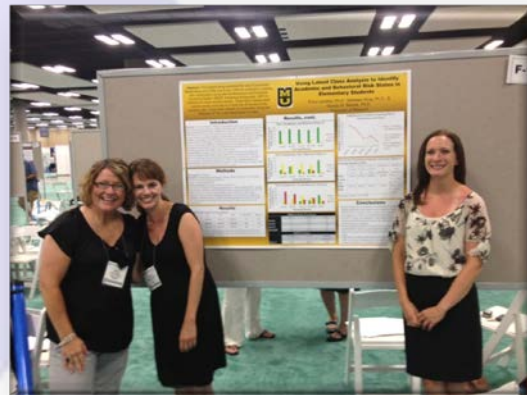
Presentations (presented since July 2012)

Invited Presentations

1. **Reinke, W.M., Herman, K.C., Stormont, M., & Newcomer, L.** (March, 2013). *Evaluating the process of implementation within a large-scale efficacy trial.* Annual Institute of Educational Sciences Meeting, Washington DC.
2. **Reinke, W.M.** (August, 2012). *Preventing disruptive behavior problems in children using prevention science logic.* American Psychological Association, Orlando, FL.
3. **Stormont, M.** (March, 2013). *Who is at risk for failure in Kindergarten and what can we do before we get there?* Annual LEA Partnership Meeting CMCA Head Start.

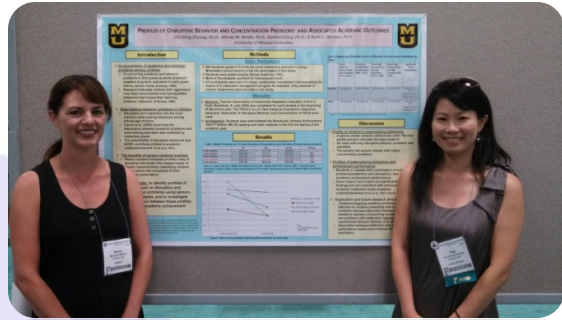
Symposium/ Paper/ Poster

1. **Reinke, W.M. & Herman, K.C.** (2013). *A group randomized evaluation of the Incredible Years Teaching Training program.* Paper presented as part of a symposium at the American Psychological Association conference, Honolulu, HI.
2. **Stormont, M., Herman, K.C., & Reinke, W.M.** (2013). *Latent profile analysis of teacher perceptions of parent contact and comfort.* Paper presented as part of a symposium at the American Psychological Association conference, Honolulu, HI.
3. **Lembke, E. King, K., & Reinke, W.M.** (2013). *Using latent class analysis to identify academic and behavioral risk status in elementary students.* Poster presented at the American Psychological Association conference, Honolulu, HI.
4. **Chuang, C., Reinke, W.M., King, K., & Herman, K.C.** (2013). *Profiles of disruptive behavior and concentration problems and associated academic outcomes among an at-risk sample of elementary students.* Poster presented at the American Psychological Association conference, Honolulu, HI.
5. **Reinke, W.M., Herman, K.C., Stormont, M., & Newcomer, L.** (2013). *Using coaching to support teacher implementation of classroom-based interventions: Initial results from an efficacy trial.* Paper presented as part of a symposium at the Society for Prevention Research conference, San Francisco, CA.
6. **Reinke, W.M., Herman, K.C. & Webster-Stratton, C.** (2013). *Latent profiles of observed classroom management behaviors.* Paper presented as part of a symposium at the Society for Prevention Research conference, San Francisco, CA.
7. **Miller, F. G., Johnson, A. H., Welsh, M. E., Chafouleas, S. M., Riley-Tillman, T. C., & Fabiano, G. A.** (2013, February). *Comparing biannual and triannual behavioral screenings using DBR-SIS.* Poster presentation at the National Association of School Psychologists Annual Convention, Seattle, WA.
8. **Johnson, A. H., Miller, F. G., Welsh, M. E., Chafouleas, S. M., Riley-Tillman, T. C., & Fabiano, G. A.** (2013, February). *Using ROC curves to determine risk with Direct Behavior*



Rating. Poster presentation at the National Association of School Psychologists Annual Convention, Seattle, WA.

9. Kilgus, S. P., Chafouleas, S. M., & **Riley-Tillman, T. C.** (2013, February). *Validation of the Social and Academic Behavior Risk Screener*. Paper accepted for presentation at the National Association of School Psychologists Annual Convention, Seattle, WA.
10. **Reinke, W.M., Herman, K.C., Wachsmuth, S., & Newcomer, L.** (2013). *The brief classroom interaction observation: An observation system to inform and increase teacher use of classroom management practices*. Paper presented as part of a symposium at the annual convention of the National Association of School Psychologists, Seattle, WA
11. Sullivan, A. L., **Reinke, W.M.,** Sanetti, L., & Harris, B. (2013). *Successfully pursuing research funding: Perspectives from early and mid-career faculty*. Symposium presented at the annual convention of the National Association of School Psychologists, Seattle, WA.
12. Barrett, C., **Hickmon-Rosa, J.,** Mesecher, R., **King, K., & Reinke, W.M.** (2013). *Understanding classroom management: A way to improve K-12 teacher retention*. Poster presented at the 5th Annual ESCP Conference, Columbia, MO.
13. **Hickmon-Rosa, J. & Reinke, W.M.** (2013). *Empirically derived profiles of teacher stress, burnout, and self-efficacy and associated student outcomes*. Poster presented at the 5th Annual ESCP conference. Columbia, MO.
14. **Wang, Z.,** Bergin, C. C., & Bergin, D. A. (2013). *Measuring a multidimensional construct: six approaches and their implications*. Paper presented at the annual meeting of National Council on Measurement in Education, San Francisco, CA.
15. Bergin, C. C., **Wang, Z.,** & Bergin, D. A. (2013). *Prosocial behavior and engagement in fourth to twelfth grade classrooms*. Roundtable discussion presented at the annual meeting of American Educational Research Association, San Francisco, CA.
16. Chen, H., Speckman, P., **Wang, Z.,** & Zhang, J. (2013). *The number of testlet items and ability estimation methods effect on person misfit detection*. Roundtable discussion presented at the annual meeting of American Educational Research Association, San Francisco, CA.
17. Chen, H., **Wang, Z.,** Speckman, P., & Zhang, J. (2013). *Testlet effects and ability estimation methods influence on person misfit detection*. Poster presented at the annual meeting of National Council on Measurement in Education, San Francisco, CA.
18. **Chuang, C. & Reinke, W.M.** (2012). *Development of the Social Information Processing Scale for Adolescents in Taiwan*. Poster presented at the American Psychological Association Conference, Orlando, FL.
19. **Chuang, C., Reinke, W.M., Fujiki, M., Stormont, M., & Herman, K.C.** (2012). *The Relationship between Teachers' Confidence, Self-Efficacy, and Burn Out, and their Ratings of Aggressive Students*. Poster presented at the International Society for Research on Aggression World Meeting, Luxembourg.
20. **Chuang, C., Reinke, W.M., Fujiki, M., Stormont, M., & Herman, K.C.** (2012). *An Investigation of Aggression as a Predictor of Academic Achievement*. Poster presented at the International Society for Research on Aggression World Meeting, Luxembourg.
21. **Reinke, W.M., Herman, K.C., Stormont, M., & Newcomer, L.** (2012). *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
22. **Wang, K., Herman, K., Bi, Y., Reinke, W.M., & Ialongo, N.** (2012). *A Latent Transition Analysis of Perfectionism Profiles in Early Adulthood*. Poster presented at the American Psychological Association Conference, Orlando, FL.
 23. Miller, F. G., Neugebauer, S. R., Chafouleas, S. M., Briesch, A. M., Welsh, M. E., **Riley-Tillman, T. C.**, & Fabiano, G. A. (2012, August). *Teacher perceptions of behavior screening assessments*. Poster presentation at the American Psychological Association Annual Convention, Orlando, FL.
 24. Cook, C.R., Briesch, A.M., & **Riley-Tillman, T.C.** (2012). *Formative Assessment of Social Behavior—Current Status and Future Directions*. Symposium presented at the meeting of the American Psychological Association, Orlando, Florida.
 25. Kerr, D., **Reinke, W.M.**, & Eddy, M. (2012). *Depressive Symptoms and Externalizing Behaviors Across Adolescence: Co-occurrence and Associations with Suicide Risk*. Symposium paper presented at the Society for Research on Adolescents Biannual Conference, Vancouver, BC, Canada.
 26. **Reinke, W.M., Newcomer, L., Stormont, M., & Herman, K.C.** (2012). *Promoting Effective Behavior Support Planning with the Incredible Years Teacher Training Program*. Paper presented at the annual Association for Positive Behavior Support Conference, Atlanta, GA.
 27. Fabiano, G. A., Norton, R. L., Welsh, M. E., Miller, F. G., Parham, B. R., Chafouleas, S. M., & **Riley-Tillman, T. C.** (2012). *Effective screening approaches for social/ behavioral challenges: Seasonal influences*. Poster presentation at the 46th Annual Convention of the Association for the Advancement of Behavioral and Cognitive Therapies, National Harbor, MD.

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 (Principal Investigator), Keith Herman (Co-Principal Investigator), and Melissa Stormont (Co-Principal Investigator). 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), and Keith Herman (Campus Co-PI). Award: \$644,837 (total subcontract).
- ▶ *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.

- ▶ *Evaluation of a Classroom Management Training Program for Middle School Teachers (08/01/2013 – 7/31/2017)*. Funded by the Institute of Education Sciences (IES; Efficacy and Replication), R305A130143, awarded to Keith Herman (PI) and Wendy Reinke (Co-PI). Award: \$2,998,365.
- ▶ *The Classroom Check-up: Supporting Teacher in Classroom Management Using a Web-based Coaching System (08/01/2013 – 7/31/2016)*. Funded by the Institute of Education Sciences (IES; Development), R305A130375, awarded to Wendy Reinke (PI) and Keith Herman (Co-PI). %. Award: \$1,496,990.
- ▶ *Perfectionism Intervention for Mental Health Risks*. MU Research Board Grant, awarded to Kenneth Wang (PI) and Matthew Martens (Co-PI) 2013-2014, \$30,294.

Active Grant Consultation Roles:

- ▶ **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 (Consultant). Total amount funded: \$1,676,576.

Completed Grants:

- ▶ **The Classroom Check-up Collaboration Project (2011-2012)**. Funded by the University of Missouri Richard Wallace Research Incentive Fund, awarded to Wendy Reinke and Lori Newcomer. Total amount funded: \$2,000.
- ▶ **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.

GOALS (2013-2014)

Complete Grant Funded Research Projects

- ▶ Conduct Incredible Years Teacher Training efficacy trial with high recruitment rates, reliable assessments, and quality interventions.
- ▶ Conduct CHAMPS efficacy trial with high recruitment rates, reliable assessments, and quality interventions.
- ▶ Develop feasible and useful web-based program of the Classroom Check-up.
- ▶ Complete Center for Early Intervention and Prevention trials studies in collaboration with Johns Hopkins University.

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.

Prevention Science Training

- ▶ Continue to offer students opportunities to practice prevention science interventions.
- ▶ Connect these activities to coursework (e.g., Parent Counseling and Consultation, Evidence-base Therapies).
- ▶ 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 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 internationally 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 many 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 is a data manager for LEAP to Achieve and CHAMPS.

Dr. Aaron M. Thompson (Research Scientist) is an Assistant Professor in the School of Social Work. He completed his PhD in Social Work at the University of North Carolina at Chapel Hill. Prior to this, Dr. Thompson worked as a counselor and special educator in a juvenile detention facility, as an educational disability evaluation specialist in a clinical setting, and as a school social worker and principal in a public school setting. Dr. Thompson is the developer of *The Self-Management Training and Regulation Strategy* (STARS) and his research interests include the origins of mental and behavioral health issues among youth, training for school-based mental health service providers, and the development and evaluation of early prevention and intervention efforts to improve school readiness and reduce disruptive and aggressive behaviors for high risk children.

Dr. Erica Lembke is an associate professor in the Department of Special Education at the University of Missouri, a trainer for the National Center on Intensive Intervention, and president of the national board of the Division for Learning Disabilities. Dr. Lembke has numerous publications in peer-reviewed outlets on the topics of Curriculum-Based Measurement and Response to Intervention, including a recently co-authored book on Tier 2 Interventions. She has presented over 150 national/international and state presentations on these topics. Her research interests include designing and implementing Curriculum-Based Measures in elementary and secondary grades and developing strategies to improve elementary students' academic performance. She recently secured a Goal 2 IES grant to study early writing assessment and intervention.

ACTIVE MEMBERS (2012-2013)

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
Erica Lembke, Ph.D.	Research Scientist	Special Education
Matthew Martens, Ph.D.	Research Scientist	Counseling Psychology
Alejandro Morales, Ph.D.	Research Scientist	Counseling Psychology
Lori Newcomer, Ph.D.	Research Scientist	School Psychology
Chris Riley-Tillman, Ph.D.	Research Scientist	School Psychology
Aaron Thompson, Ph.D.	Research Scientist	Social Work
Kenneth Wang, Ph.D.	Research Scientist	Counseling Psychology
Ze Wang, Ph.D.	Research Scientist	Educational Psychology
Katie King, Ph.D.	Post-doctoral Fellow	School Psychology
Angela Colleta	Research Specialist	Major: Special Ed/Psychology
Heather Klemp	Research Specialist	Major: Education
Melanie Morgan	Research Specialist	Majors: Journalism/Psychology
Jennifer Cadigan	Graduate Student	Counseling Psychology
Chi-Ching Chuang	Graduate Student	School Psychology
Dan Cohen	Graduate Student	School Psychology
Kim David	Graduate Student	School Psychology
Mayo Fujiki	Graduate Student	School Psychology
Tracy Herring	Graduate Student	Counseling Psychology
Jale't Hickmon Rosa	McNair Scholar	Psychology
Tracey Latimore	Graduate Student	School Psychology
Nick McAfee	Graduate Student	Counseling Psychology
Sarah Owens	Graduate Student	School Psychology
David Rohrer	Graduate Student	Counseling Psychology
Wes Sims	Graduate Student	Counseling Psychology
Stephanie Takamatsu	Graduate Student	Counseling Psychology
Wally, Molly, Dina	Puppets	Dinosaur School

NEW MEMBERS (2013-)

Reuben Faloughi	Graduate Student	Counseling Psychology
Marcus Petree	Research Specialist	Major: Education
Crystal Lewis	Research Associate	Masters: Public Policy

MPC REMODELING

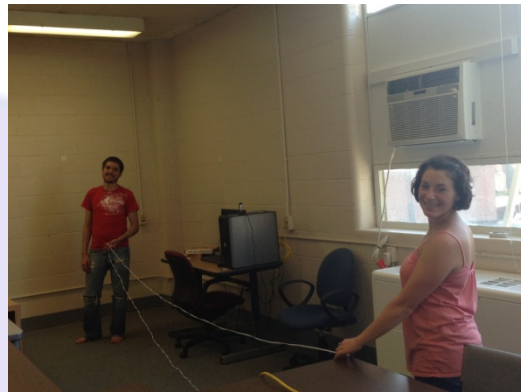
Before



205 London Pre-carpet installation



MPC Classroom in Room 205



Offices in Room 201

After



MPC CONTACT INFORMATION

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University of Missouri
Columbia, MO 65211



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College of Education

