

2014

Missouri Prevention Center: Annual Report



University of Missouri
205 London Hall
Columbia, Missouri 65211

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Missouri Prevention Center Annual Report 2013 - 2014

The Missouri Prevention Center (MPC) is part of the Department of Educational, School & 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 helped advanced prevention science research and practice with children and families since 2007. During the 2013-2014 academic year, the Center expanded and built upon that foundation of service, research, training, and policy development. Notably, the Center initiated two new projects funded by the U.S. Department of Education's Institute of Education Sciences (IES) this year: CHAMPS and the Classroom Check-up (CCU).

CHAMPS is a group randomized evaluation of a classroom management training program for middle school teachers. Although the MPC mission has always encompassed youth across all age groups, CHAMPS is the Center's first federally-funded project focused on middle school students. The goal of the CCU project is to develop and evaluate the promise of a web-based version of the CCU consultation model. The project will result in a feasible and user-friendly approach to widely disseminate best practices in instruction and consultation. During the past year, the MPC team created a CCU website, developed modules on different aspects of effective classroom management, and held focus groups with pre-service and in-



service teachers. Additionally, an expert panel provided feedback on the website design and contents. The CCU project will help close the gap between educational research and practice.

The 2013-2014 academic year was the fourth and final year of data collection on the LEAP to Achieve project, a group randomized evaluation of the Incredible Years Teacher Training (IY TT) program funded by IES. Follow-up data was collected for all three cohorts of participating teachers and students, and IY TT training was provided for control teachers. In the coming year, the project will focus on analyzing data and disseminating findings from the study through publications and presentations.

In addition to these three projects, prevention-related coursework, interdisciplinary collaboration with research scientists across the MU campus, and presentations and publications by MPC faculty helped advance the Center goals during the past year.

Several goals were set for the 2013-2014 year to help advance the vision of MPC.

Goal 1: Complete Grant Funded Research Projects

Leap to Achieve

LEAP to Achieve, a project funded by an IES grant, completed the fourth year of the 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. Initial findings were shared by Drs. Reinke, Herman, Newcomer, Dong, and Stormont at the American Education Research Association (AERA) in Philadelphia, PA, the Society for Research on Educational Effectiveness in Washington, DC, and the AERA Convention in New Orleans, LA, and are summarized below.



A total of nine elementary schools in Hazelwood School District, 105 teachers, and 1,818 students participated in the project. Fifty-two classrooms were randomly assigned to the IY TT condition and were compared to 53 comparison classrooms on a range of teacher and student outcomes including academic performance, social behaviors, and direct observations. Additionally, the project provided training and funding for over 160 MU undergraduate and graduate students, along with valuable experience in administering standardized assessments and working with children.



Team LEAP!

In 2013-2014, the MPC team collected follow-up data on the final cohort of teachers and students to determine if teachers maintained skills learned and if students who had teachers who received IY TT demonstrated improved academic and social behaviors a year later. The MPC team also collected follow-up data on teacher cohorts from years one and two of the project. The follow-up data from cohorts one and two will help determine if teachers

trained in IY TT maintained skills two or more years later.

As the first large grant the MPC received, LEAP provided the foundation for the Center. The solid partnership that LEAP helped develop between MPC and the Hazelwood School District led to successful subsequent grant applications. Most notably, the existing partnership was a strength of the CHAMPS proposal that was funded this past year. Additionally, the extensive database generated by the LEAP project will be a resource for the team not only to analyze and disseminate the primary study findings but also as a tool to examine other research questions and to train students and faculty in the use of prevention science analytic methods.

CHAMPS: Middle School Classroom Management

The Evaluation of a Classroom Management Training Program for Middle School Teachers project is an IES-funded efficacy study of CHAMPS, an innovative classroom



management program, and further builds on our relationship with the Hazelwood School District in North St. Louis County. Very few evidence-based programs exist to support middle school teachers' classroom management skills. By the end of the project we will be able to say whether CHAMPS is worthy of this designation.

Recruitment began in late August of 2013 in the Hazelwood North and Central Middle Schools with a total of 26 teachers and 437 students signing up to participate. Baseline data was collected throughout September. Teachers who were randomly assigned to receive the CHAMPS training attended a two-day training in early October and a follow-up session a month later. Fidelity checks were conducted in November 2013 and February 2014 with final Year 1 data collected throughout April and May 2014.

In addition to direct classroom and student observations using the code developed by Drs. Reinke and Newcomer, MPC staff and students were trained in late August on another well-established observation system, the Classroom Assessment Scoring System for the Secondary level, or CLASS-S. The CLASS-S is an observation code of teacher/student interactions based on three domains: Emotional Support, Classroom Organization and Instructional Support. After a two-day training workshop, MPC members took online assessments to demonstrate reliability in the CLASS-S before collecting baseline data for the project.

The CHAMPS project also afforded the MPC Team the opportunity to become well-versed in the administration of a new academic assessment, the Stanford Achievement Test, or SAT-10. This measure, administered at each follow-up period, allows for a standardized assessment of student academic achievement, a primary outcome indicator for the project.

Classroom Check-Up: Web-Based Consultation

The CCU project also started in Fall 2013. The goal of this IES-funded project is to develop a web-based system for school personnel to support teachers in effective classroom management practices in elementary schools. Drs. Reinke and Herman, working cross-departmentally with Dr. Gail Fitzgerald in the School of Information Science and Learning Technology (SISLT) in the College of Education, have set the ground work for this practical new website. Throughout the past year, tools and training materials from Drs. Reinke and Herman's CCU book were condensed and reformatted for interactive use in web



CCU Expert Panel

form. Focus groups were conducted to gather feedback from educators. Additionally, a meeting of the CCU expert panel was convened that coincided with the 6th Annual ESCP Conference. Attendees included Drs. Catherine Bradshaw, George Sugai, Kent McIntosh, Michael Kennedy, Andy Frey, James Laffey, Kate Mitchem, Erin Chapparo, Aaron Thompson, & Melissa Stormont.

Johns Hopkins Center for Prevention and Early Intervention

Drs. Reinke and Herman were Co-Investigators for the Johns Hopkins Center for Prevention and Early Intervention (CPEI), an NIMH funded Center that completed its fifth and final year. The team assisted with initiatives intended to integrate existing evidence-based interventions in schools. Final year activities included completing projects and summarizing results. Several papers were produced from this collaboration and the group plans to submit a future grant application to continue their work at integrating the Family Check-Up with the Coping Power program.

Double Check: Cultural Proficiency & Student Engagement

For the past three years, Drs. Reinke and Herman have consulted on Dr. Catherine Bradshaw's IES funded developmental project, Double Check. 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. The goal is to develop, refine, and pilot test an integrated model to reduce the overrepresentation of



Drs. Bradshaw & Herman

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 PBIS, the Double Check cultural proficiency professional development series, and the CCU 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 Double Check coaches over the past several years to refine the coaching model which utilizes the CCU to support teacher implementation of culturally responsive practices. This past year, the team conducted a randomized control trial with 200 teachers to examine the effects of the model. Drs. Reinke and Herman supervised the four Double Check coaches.

Project Viable II

Dr. Riley-Tillman is the campus PI 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 third 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: Serve as a Resource for College of Education Faculty and Students

With a library of academic texts, peer-reviewed journals, books, and intervention programs available for check-out, the MPC continues to grow and provide an array of important resources to faculty and students in the COE. Furthermore, the MPC website, <http://prevention.missouri.edu>, continues to be a global means of disseminating resources and extending the reach of the Center. The MPC also provides assessment materials and space for several courses in the COE, conducting meetings, and holding group sessions.

Goal 3: Offer Prevention Science Training

During 2013-2014, Drs. Reinke and Herman continued to offer the year-round **Prevention Science Research: Design and Analysis** course. The seminar provides students and faculty with the theoretical and empirical foundations of prevention science. The class gives participants an opportunity to delve into applied research design and analyses using longitudinal datasets as well as writing papers and grants. The spring course focused on design and analysis of group randomized trials.

Dr. Riley-Tillman again offered the course **Single-Subject Design and Analysis** 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. It is part of the Prevention Science series.

Drs. Herman and Reinke also facilitated a weekly **Paper Writing Power Hour (PWPH)** group that allowed students and faculty to come together and discuss their current writing and goals. The PWPH afforded participants the chance to constructively critique each other's writing while also setting personal goals and having public accountability to keep on track.



Faculty Service Award: Matthew Martens

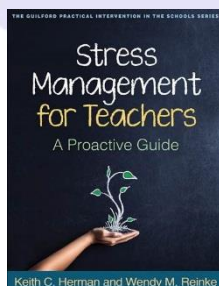
The MPC acknowledges Dr. Martens for his outstanding service and commitment to life-long learning. Dr. Martens has attended MPC classes and topical discussions since the inception of the training series. He is also a key contributor and presenter in the series, and he mentors students in the methods that are presented each semester. Even after Dr. Martens transitioned into administrative roles he continued to attend the prevention science seminars. That type of commitment to learning and mentoring is rare and a great model for other faculty members and students. Thanks, Matt!

Goal 4: Recruit New Faculty Affiliates

MPC continues to build connections across disciplines with faculty members represented across seven different programs. In 2013-2014, Drs. Nianbo Dong and Frances Huang from Educational Psychology, James Sebastian from Educational Leadership, and Gail Fitzgerald from SSILT joined the team as research scientists. In addition to these four scholars, the list of MPC research scientists now includes Drs. Wendy Reinke, Keith Herman, Erica Lembke, Melissa Stormont, Lori Newcomer, Chris Riley-Tillman, Matt Martens, Ze Wang, 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 5: Grants, Books, Manuscripts

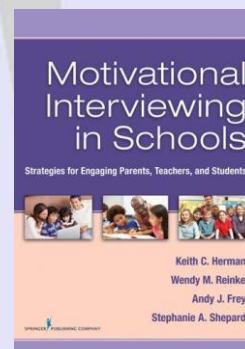
The manuscripts produced by MPC related activities for the 2013-2014 school year well exceeded the goal. MPC faculty members, staff, and students completed 2 books, 4 book chapters, and 35 manuscripts that were accepted or appeared in peer-reviewed journals.



MPC faculty submitted many grants to support the MPC mission including five proposals to the Institute of Education Sciences (IES). Dr. Thompson submitted a Goal 3 proposal to evaluate a self-monitoring intervention, STARS, for at risk youth that he developed when he was a principal. Drs. Reinke, Herman, Stormont, Dong, and Riley-Tillman are partners on the proposal.

Drs. Reinke, Thompson, and Herman also submitted a proposal for an IES partnership grant. The proposal was designed to foster the partnership between MPC faculty and a coalition of six school districts in Boone County. The grant, if funded, would build on the existing coalition that submitted a separate grant, led by Drs. Thompson and Reinke, to Boone County as part of the sale tax initiative to support youth mental health. Additionally, Dr. Reinke submitted a postdoctoral training grant to IES that would fund four fellows to be trained through ESCP and MPC projects. Dr. Riley-Tillman submitted two other IES proposals, and Dr. Dong submitted and was awarded two projects from the National Science Foundation, one as a co-investigator on a math initiative and the other to develop power analysis tools. Finally, Dr. Sebastian submitted a proposal in partnership with Kansas City Public Schools to the National Institute of Justice to evaluate a restorative justice approach to school discipline problems.

Faculty also submitted other grants to support local initiatives. In addition to the Boone County proposal, Drs. Reinke and Herman submitted a small grant to support the development of a family institute at Lange Middle School. The Lange Middle School Principal, Dr. Bernard Solomon, approached Drs. Reinke and Herman to help support his family institute idea. The group conducted a parent survey to gather parent perceptions about parenting topics that they would be most interested in receiving information about. Workshops on these topics will be held in the Fall of 2014.



SCIENCE SUMMARY

The 6th Annual Educational, School, and Counseling Psychology (ESCP) Conference took place in the Spring of 2014. Dr. Catherine Bradshaw, Associate Dean for Research and Faculty Development at the University of Virginia, was the keynote speaker for the conference. Her address focused on her influential research on preventing behavior problems in schools as well as her large scale implementation research with PBIS. ESCP students, faculty and MPC staff members presented posters at the conference. The quality of posters were judged by Dr. Bradshaw and Dr. Erin Chaparro, a visiting scholar from the University of Oregon. Student winners received signed copies of books of their choice that have been authored by MU faculty. This year's conference also coincided with the convening of an expert panel of esteemed guests from across the country that provided feedback on the

Over 160 MU students have been employed by the MPC

Classroom Check-Up website. Expert consultants included Drs. George Sugai (University of Connecticut), Catherine Bradshaw (University of Virginia & Johns Hopkins School of Public Health), Erin Chaparro (University of Oregon), Kent McIntosh (University of Oregon), Andy Frey (University of Louisville), Michael Kennedy (University of Virginia), Kate Mitcheum (California University in Pennsylvania) and James Laffey (University of Missouri).

ACCOMPLISHMENTS

Research and Grants

- ▶ MPC faculty have over \$8 million in active federal funding.
- ▶ CHAMPS is a \$2.9 million efficacy trial; CCU is a \$1.5 million project.
- ▶ The LEAP to Achieve team successfully completed the fourth year of the \$2.9 million IES trial of the Incredible Years Teacher Training program. This study is evaluating the effects of the video-based classroom behavior management program on academic outcomes for 1,818 children spanning 105 classrooms in Hazelwood School District.
- ▶ Led by Dr. Riley-Tillman, Project Viable II completed its third 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.
- ▶ 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.
- ▶ MPC affiliates completed 33 total symposium, paper, and poster presentations at international, national, and local conferences.
- ▶ **In total, 41 peer-reviewed papers, chapters, and books were published or accepted for publication from July 2013 to August 2014.**



Drs. Catherine Bradshaw, Wendy Reinke, Dan Olweus, Deb Drabick, & Dorothy Espelage at the Society for Prevention Research Conference, Mothers of Prevention Dance

Training and Service

- ▶ **Dr. Reinke** is a member for the Institute of Education Sciences, Social and Behavioral Review Panel.
- ▶ **Drs. Dong, Huang, Herman, Lemke, Newcomer, Reinke, Riley-Tillman, Stormont, and Wang** collectively edit or sit on fourteen separate scientific journal review boards: *Assessment for Effective Intervention*, *Behavior Disorders*, *Intervention in School and Clinic*, *Journal of Emotional & Behavior Disorders*, *Journal of School Psychology*, *Journal of Positive Behavior Interventions*, *Journal of Counseling Psychology*, *Journal of Applied School Psychology*, *Prevention Science*, *Psychology in the Schools*, *School Psychology Review*, and *School Psychology Quarterly*.
- ▶ **Dr. Riley-Tillman** is a book series editor of the Practical Intervention in the Schools Series published by Guilford Press.
- ▶ **Drs. Reinke and Riley-Tillman** are associate editors for the APA journal *School Psychology Quarterly*.
- ▶ **Dr. Lembke** is the editor and **Dr. Riley-Tillman** is an associate editor for *Assessment for Effective Intervention*.
- ▶ **Dr. Newcomer** is an associate editor of the *Journal of Positive Behavior Supports and Interventions*.
- ▶ **Dr. Reinke** served as co-editor for the *Journal of Emotional and Behavioral Disorders*, Special Series, "Managing Classrooms and Challenging Behaviors."

- ▶ **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. Newcomer** is the Vice President of the Association for Positive Behavior Supports.
- ▶ **Dr. Reinke** visited Tulane University to network and to mentor Dr. Courtney Baker, an early career scholar in the school psychology program. During her visit she presented her research, met with students and faculty, and consulted with Dr. Baker to support the development of her research agenda and NIH K23 application.
- ▶ **Drs. Reinke and Thompson** are members of the Boone County Mental Health Collaborative, Coalition of Boone County Public Schools. They advise the six Boone county school districts in coordinating efforts toward evidence-based practices to support student mental health, including promotion, prevention, and intervention.
- ▶ **Dr. Reinke** is a committee member of the American Psychological Association, Division 16, Implementation Science/Research to Practice Workgroup.



Drs. Michael Cunningham, Courtney Baker, Oscar Barbarin, & Wendy Reinke

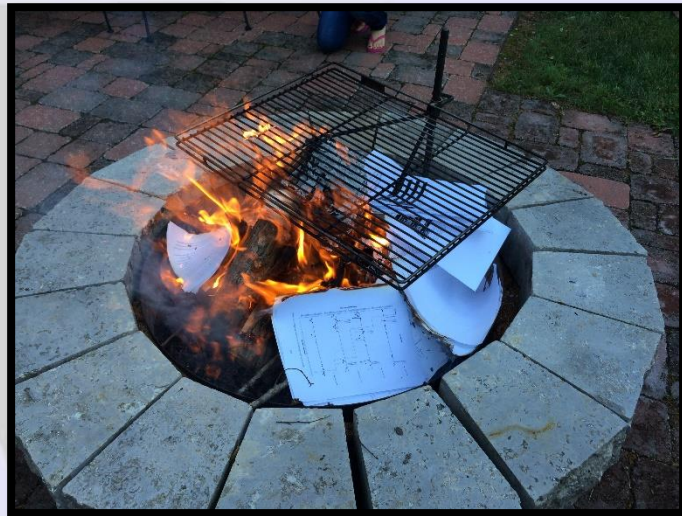
Partnerships

- ▶ We have active partnerships with Hazelwood School District, Columbia Public School District, Southern Boone School District, Centralia School District, Hallsville School District, Harrisburg School District, Sturgeon School District, Johns Hopkins School of Public Health, the University of Connecticut, the University of Virginia, University of Louisville, and the University of Washington.

- ▶ Drs. Reinke and Thompson are active partners in the Boone County Schools Mental Health Coalition which encompasses the six Boone County School Districts. The partnership led to two joint grant proposal submissions this year.
- ▶ Dr. Reinke helped develop and summarize data from a needs assessment of student, parent, and staff collected by members of the Boone County Schools coalition. MPC team members created individualized reports for each of the six school districts to summarize the data and provide recommendations for action.

Recognition

- ▶ In 2014, **Drs. Keith Herman, Erica Lembke, Matt Martens, and Wendy Reinke** received the *Top Faculty Achievers* recognition from Mizzou.
- ▶ **Drs. Keith Herman and Wendy Reinke** were inducted as members of the Society for the Study of School Psychology
- ▶ **Drs. Keith Herman and Matt Martens** were awarded Fellow status with the American Psychological Association.
- ▶ In May 2014, **Tracey Latimore** successfully defended her dissertation..... and then **burned** it at the MPC end of the year party.
- ▶ In December 2014, **Jale't Hickmon-Rosa** graduated with honors from MU with a degree in Psychology. She is now a graduate students in the School Psychology program here at MU with Dr. Reinke as her advisor.
- ▶ **Dr. Lori Newcomer** was promoted to Associate Research Professor.



Welcome

- ▶ The primary MPC research team welcomed several new team members including Crystal Lewis (Research Associate), Marcus Petree (Research Specialist), Christian Cepel (Computer Programmer), Reuben Faloughi (Graduate Student), Lauren Henry (Graduate Student), Yanfei Ma (Graduate Student), and Dan Cohen (Graduate Student).

- ▶ Drs. Nianbo Dong, Francis Huang, Gail Fitzgerald, and James Sebastian also joined the team.

MPC Alumni Accolades

- ▶ **Dr. Kathleen King** (member since 2012) completed her postdoctoral fellowship with MPC and ESCP and is an assistant professor at East Carolina University in the School Psychology program.
- ▶ **Dr. Kimberly David** (member since 2009) graduated with a doctorate in school psychology. She is now a postdoctoral fellow at Johns Hopkins/Kennedy Krieger Institute in Baltimore, Maryland.
- ▶ **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. Lindsay Borden** (member since 2008) graduated with a doctorate in counseling psychology in May 2013. She currently is a staff psychologist at John Hopkins University School of Medicine.
- ▶ **Dr. Tia Schultz** (member since 2008) graduate with a doctorate in Special Education is a professor at the University of Wisconsin-Whitewater in the Special Education Department. She teaches an Advanced Behavior Interventions course, supervises 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 2013)

Publications

1. Jenkins, L. N., Floress, M. T., & **Reinke, W.M.** (*in press*). Rates and types of teacher praise: A review and future directions. *Psychology in the Schools*.
2. Lee, J., Frey, A., **Reinke, W.M.**, & **Herman, K.C.** (*in press*). Motivational interviewing as a framework to guide school-based coaching and consultation. *Advances in School Mental Health Promotion*.
3. **Stormont, M.**, **Herman, K.E.**, & **Reinke, W.M.** (*in press*). The overlooked children: How teachers can support children with internalizing behavior. *Beyond Behavior*.
4. **Stormont, M.**, **Herman, K.E.**, **Reinke, W.M.**, **King, K.**, & **Owens, S.** (*in press*). The Kindergarten Academic and Behavior Readiness Screener: The utility of single item teacher ratings of kindergarten readiness. *School Psychology Quarterly*.
5. **Stormont, M.**, & **Reinke, W.M.** (*in press*). Providing performance feedback for teachers to increase treatment fidelity. *Intervention in School and Clinic*.
6. **Stormont, M.**, **Reinke, W.M.**, **Newcomer, L.**, **Darney, D.**, & **Lewis, C.** (*in press*). Coaching teachers' use of social behavior interventions to improve children's outcomes: A review of the literature. *Journal of Positive Behavior Interventions*.
7. **Brawley, S.**, & **Stormont, M.** (*in press*). Investigating reported data practices in early childhood: An exploratory study. *Journal of Positive Behavior Interventions*.
8. **Harrison, S.E.**, **Riley-Tillman, T.C.**, & **Chafouleas, S.M.** (*in press*). Direct behavior ratings: Considerations for rater accuracy. *Canadian Journal of School Psychology*.
9. **Kilgus, S.P.**, **Riley-Tillman, T.C.**, **Chafouleas, S.M.**, **Christ, T.J.**, & **Welsh, M. E.** (*in press*). Examining Direct Behavior Rating Single item Scale diagnostic accuracy and concurrent validity in elementary and middle school settings: Replication across sites. *Journal of School Psychology*.
10. **Thompson, A. M.**, **Reinke, W. M.**, & **Herman, K. C.** (*in press*). The value, practice, and evaluation of teaching social emotional learning to students with and without disabilities. In C. R. Massat, M. S. Kelly, and R. Constable (Eds.), *School Social Work: Practice, Policy, and Research* (8th ed.). New York: Oxford.
11. **Maynard, B. R.**, **Brendel, K. E.**, **Bulanda, J. J.**, **Thompson, A. M.**, & **Pigott, T. D.** (*in press*). Psychosocial interventions for school refusal behavior with elementary and secondary school students: A systematic review. *Psychosocial Interventions for School Refusal Behavior in Elementary and Secondary School Students: A Systematic Review. The Campbell Collaboration*.
12. **Edwards, J. E.**, **Powers, J. D.**, **Thompson, A. M.**, **Rutten-Turner, B.** (*in press*). The value of teaching preparation during doctoral studies: Student and mentor perspectives of a teaching practicum. *Academic Leadership*.

13. Maras, M., **Thompson, A. M.**, Thornburg, K. R., Hawks, J. S., Lewis, C. (*in press*). The transprofessional integration of behavior, academic, and social emotional learning. *Journal of Educational & Psychological Counseling*.
14. **Thompson, A. M.** The Self-Management Training And Regulation Strategy (STARS): A selective social work intervention to address disruptive classroom behaviors (*in press*). In P. A. Meares (Ed.), *Social Work Desk Reference*, (2nd ed). New York: Oxford University Press.
15. **Wang, K.T.**, Wei, M., Zhao, R., Chuang, C.C., & Li, F. (*in press*). The Cross-Cultural Loss Scale: Development and psychometric evaluation. *Psychological Assessment*.
16. Suh, H.N., Yuen, M., **Wang, K.T.**, Fu, C.C., & Trotter, R.H. (*in press*). Comparing perfectionist types on family environment and well-being among Hong Kong adolescents. *Personality and Individual Differences*.
17. **Wang, K.T.**, Castro, A.J., & Cunningham, Y.L. (*in press*). Does being a perfectionist or individualist make you less culturally sensitive? Exploring factors associated with diversity awareness in preservice teachers. *Journal of Diversity in Higher Education*.
18. **Wang, K.T.**, Li, F., Wang, Y., Hung, E.N., Yan, G.C., & Currey, D.E. (*in press*). The International Friendly Campus Scale: Development and psychometric evaluation. *International Journal of Intercultural Relations*. doi: 10.1016/j.ijintrel.2014.05.004
19. **Wang, Z.**, Rohrer, D., Chuang, C., Fujiki, M., Reinke, W.M., & Herman, K.C. (*in press*). Five methods to score TOCA-C and to examine group differences. *Journal of Experimental Education*.
20. **Reinke, W.M.**, Stormont, M., Herman, K.C., Wang, Z., Newcomer, L., & King, K. (2014). Use of coaching and behavior support planning for students with disruptive behavior within a universal classroom management program. *Journal of Emotional and Behavioral Disorders*.
21. **Reinke, W.M.**, Stormont, M., Herman, K.C., & Newcomer, L. (2014). Using coaching to support teacher implementation of classroom-based interventions. *Journal of Behavioral Education*.



22. **Thompson, A. M.** (2014). Randomized trial of the Self-management Training and Regulation Strategy (STARS) disruptive students. *Research on Social Work Practice*, 24, 414-427.
23. Farmer, T., **Reinke, W.M.**, & Brooks, D. (2014). Managing classrooms and challenging behavior: Theoretical considerations and critical issues. *Journal of Emotional and Behavioral Disorders*, 22, 67-73.
24. **Stormont, M.**, & **Reinke, W.M.** (2014). Providing performance feedback for teachers to increase treatment fidelity. *Intervention in School and Clinic*, 49, 219-224.
25. Borden, L., **Herman, K.C.**, **Stormont, M.**, Darney, D., Goel, N., **Reinke, W.M.**, & Webster-Stratton, C. (2014). Latent profile analysis of observed parenting behaviors in a clinic sample. *Journal of Abnormal Child Psychology*, 42, 731-742.
26. Maynard, B. R., Kjellstrand, E. & **Thompson, A. M.** (2014). A randomized trial of the effects of Check n' Connect on dropout and academic performance. *Research on Social Work Practice*.
27. **Wang, Z.**, Bergin, C., & Bergin, D. (2014). Measuring engagement in 4th to 12th grade classrooms: The Classroom Engagement Inventory. *School Psychology Quarterly*. Advance online publication. doi: 10.1037/spq0000050
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31. Briesch, A.M., Kilgus, S.P., Chafouleas, S.M., **Riley-Tillman, T.C.**, & Christ, T.J. (2013). 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*, 38, 127-133. doi: 10.1177/1534508412441966

Research Article

A Randomized Trial of the Self-Management Training and Regulation Strategy for Disruptive Students

Aaron M. Thompson¹

Abstract

Objectives: The study examined the effects of the Self-Management Training and Regulation Strategy (STARS) on disruptive behavior, authority acceptance, social competency, and student-teacher relations. **Method:** All fourth- and fifth-grade students ($N = 762$) in seven schools and 42 classrooms were screened for disruptive behaviors. Using a cluster randomized design, 60 students in 23 classrooms and 48 students in 19 classrooms with highest levels of disruptive classroom behaviors were randomized to STARS or a control comparison condition. Multilevel models compared study conditions on all outcomes. **Results:** Study conditions were balanced at pretest. STARS students demonstrated improved teacher-rated disruptive behavior, social competence, authority acceptance, and relations. **Conclusions:** Selective programs targeting autonomy support improve social competencies and relationships that are important for school success.

Keywords

disruptive behavior, randomized trial, elementary school, intervention, self-management

Disruptive and challenging behaviors interfere with social and academic progress in schools. Studies suggest 20% of students—or 1 to 4 students per class—currently display disruptive behaviors to such a degree that typical functioning is impaired (Brauner & Stephens, 2006; Satcher, 2004). Disruptive behaviors are harmful to everyone, including students with the behaviors and their peers and teachers. Students with disruptive behaviors are regularly removed from class—interrupting instruction, exacerbating academic difficulties, and increasing the likelihood of dropout (Gresham, Lane, & Lambro, 2000; Nelson, Stage, Duppong-Hurley, Symonst, & Epstein, 2007; Roderick, 1994). Peers of disruptive students lose about 4 hr of instruction per week—and teachers report disruptive behaviors interfere with learning on a daily basis (U.S. Department of Education [USDOE], 2006; Walker, Ramsey, & Gresham, 2004). Teachers also experience increased stress and burnout associated with disruptive student behaviors (Brouwers & Tomic, 2000; Hastings & Blum, 2003). To be sure, 53% of highly qualified teachers who quit teaching in 2004 cited disruptive student behaviors as the reason for their early departure (U.S. Department of Education [USDOE], 2005).

To address the above concerns related to disruptive student behaviors, schools across the United States are adopting tiered response models of behavior support (i.e., positive behavior interventions and supports). Randomized studies suggest tiered response models are associated with improved student and teacher outcomes for school safety effect size [$ES = 0.23$], academic achievement [$ES = 0.24$ – 0.38], and positive student

behaviors [$ES = 0.30$], improved school climate [$ES = 0.29$], and greater staff collaboration [$ES = 0.26$] compared to control schools (Bradshaw, Reinke, Brown, Bevan, & Leaf, 2008; Horner et al., 2009). On balance, randomized studies indicate that tiered response models have small but significant effects on important student- and school-related outcomes. Furthermore, extensive systematic reviews suggest there are many effective universal and selective behavioral supports to use in a tiered response model (Bruhn, Lane, & Hirsch, 2013; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Fairbanks, Simonsen, & Sugai, 2008; Mitchell, Stormont, & Gage, 2011; Wilson & Lipsey, 2007). However, these reviews also highlight that the effectiveness of these supports is enhanced when they contain specific features.

Features of Effective School-Based Supports

First, effective supports address five key social emotional learning (SEL) skills: social awareness, self-awareness, self-management, relationship, and problem solving (Durlak et al., 2011; Zins & Elias, 2007). Systematic reviews suggest

¹University of Missouri, Columbia, MO, USA

Corresponding Author:
Aaron M. Thompson, School of Social Work, University of Missouri, 718 Clark Hall, Columbia, MO 65211, USA.
Email: thompsona@missouri.edu

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34. **Thompson, A. M.**, Ruhr, L. R., Maynard, B. R., Pelts, M., & Bowen, N. K. (2013) Self-management interventions for reducing challenging behaviors among school-age students: A systematic review. *Campbell Collaboration, Review Protocol*. Available online, November 6, 2013,
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35. **Wang, Z.**, & Osterlind, S.J. (2013). Classical test theory. In T.Teo (Ed.), *Handbook of quantitative methods for educational research* (pp. 31-44). Rotterdam, The Netherlands: Sense Publishers.

Books and Book Chapters

(in print or accepted since July 2013)

Book Chapters

1. **Thompson, A.M., Reinke, W.M., & Herman, K.C.** (*in press*). The value, practice, and evaluation of teaching social emotional learning to students with and without disabilities. In C.R. Massat, M.S. Kelly, and R. Constable (Eds.), *School social work: Practice, policy, and research* (8th ed.). New York: Oxford.
2. Freeman, R., Enyart, M., Schmitz, K., Kimbrough, K., Matthews, K., & **Newcomer, L.** (*in press*). Integrating and building best practices in person-centered planning, wraparound, and positive behavior support to enhance quality of life. In F.Brown, J.L.Anderson, & R.DePry (Eds.), *Individualized positive behavior supports: A standards-based guide to practices in school and community settings*.
3. **Herman, K.C., Reinke, W.M.**, Bradshaw, C., Lochman, J., Borden, L., & Darney, D. (2014). 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). (pp.223-236). New York: Springer.
4. **Reinke, W.M.**, Frey, A., **Herman, K.C.**, & Thompson, C. (2014). Improving implementation of effective interventions for children with behavior problems in home and school settings: Using motivational interviewing to engage teachers and parents. In H. Walker & F. Gresham (Eds.), *Handbook of*

evidence-based practices for school-related behavior problems and disorders. New York: Guilford.

Books

1. **Herman, K.C., & Reinke, W.M.** (in press). *Stress management for teachers: A proactive guide*. New York: Guilford Press.
2. Keperling, J., **Reinke, W.M.**, Darney, D., & Ialongo, N. (in press). *A guide to facilitating group interventions in schools*. Guilford Press.

Presentations (presented since July 2013)

Invited Presentations

1. **Thompson, A. M.**, Frey, A. S., & Kelly, M. S. (2014, July). *Connecting school mental health and evidence-based practice: Results from the second national school social work survey*. School-Family Partnership Conference, Loyola University, Chicago, IL.
2. **Newcomer, L.** (2014, June) Tier 3 Supports: Creating Function-Based Support Plans. Montana Behavior Initiative Summer Institute, Bozeman, MT
3. **Newcomer, L.** (2014, June) The Classroom Check-up . Montana Behavior Initiative Summer Institute, Bozeman, MT
4. **Newcomer, L.** (2014, June) Multi-Tiered Systems of Support-Braiding Initiatives. Montana Behavior Initiative Summer Institute, Bozeman, MT
5. **Herman, K.C. & Reinke, W.M.** (2014, May). *Motivational interviewing in schools: Strategies for engaging teachers, parents, and students*. Workshop presented at the First Annual Central Pennsylvania Workshops on Evidence-Based Services. State College, PA.
6. **Reinke, W.M.** (2014, Apr). *Understanding and preventing disruptive behavior problems in children*. Invited talk presented at Tulane University, New Orleans, LA.
7. **Thompson, A. M.** (2014, Apr). *Analyzing data for program evaluation*. United Way Board of Directors, Columbia Missouri. <http://www.uwheartmo.org/resources-funded-partners> & <https://www.youtube.com/watch?v=3mjBYwL7kLA&feature=youtube>
8. **Thompson, A. M.** (2014, Apr). *United Ways of Missouri & University of Missouri School of Social Work: Partners in Community Impact*. Presentation to the Executive Directors of Missouri United Ways, Jefferson City, MO.
9. **Thompson, A. M.** (2014, Mar). *Developing measurement models for program efforts-to-outcomes evaluation*. United Way Board of Directors, Columbia MO. <http://www.uwheartmo.org/resources-funded-partners> & <https://www.youtube.com/watch?v=6i0hjER0kco&feature=youtube>



10. **Herman, K.C. & Reinke, W.M.** (2014, Feb.). *Motivational interviewing with teachers*. Workshop presented at the National Association of School Psychologists Annual Convention, Washington, DC.
11. **Thompson, A. M.** (2014, Jan.). *Developing logic models for program efforts-to-outcomes evaluation*. United Way Board of Directors, Columbia MO.
<http://www.uwheartmo.org/resources-funded-partners> &
<https://www.youtube.com/watch?v=bUF1OrMPp2c&feature=youtu.be>
12. **Stormont, M.** (2013, Dec.). *Fostering resilience in early childhood: The importance of parent involvement*. Training for Early Childhood Professionals. Columbia Public Schools, Columbia, MO.
13. **Riley-Tillman, T.C.** (2013, Nov.) *What is an Evidence Based Intervention? Choosing and Implementing Academic and Behavior Interventions That Work*. Invited workshop for the Black Hawk Area Special Education District, Moline, IL.
14. **Riley-Tillman, T.C.** (2013, Nov.). *Designing and Delivering Intervention for Students with Severe and Persistent Behavior Needs*. Training for the National Center for Intensive Interventions. Conducted in the Model Demonstration District in Ashland, MO.
15. **Riley-Tillman, T.C.**, (2013, Nov.). *Designing and Delivering Intervention for Students with Severe and Persistent Behavior Needs*. Training for the National Center for Intensive Interventions. Conducted in the Model Demonstration District in Columbia, MO.
16. **Riley-Tillman, T.C.**, (2013, Nov.). *Designing and Delivering Intervention for Students with Sever and Persistent Behavior Needs*. Training for the National Center for Intensive Interventions. Conducted in the Model Demonstration District in Hazelwood, MO.
17. **Herman, K.C.**, (2013, Oct.). *Motivational interviewing for effective classroom management: The Classroom Check-Up*. Workshops presented at the 8th Annual Instructional Coaching Institute and Conference, University of Kansas Center for Research on Learning, Lawrence, KS.
18. **Riley-Tillman, T.C.**, (2013, Sept.). *What is an Evidence Based Intervention? Choosing and Implementing Behavior Interventions That Work*. Invited workshop for the STAGE Fall Conference, Macon, GA.
19. Burns, M.K., **Riley-Tillman, T.C.**, VanDerHayden, A.M. (2013, Sept.). *RTI Applications – Academic and Behavior Interventions*. Invited workshop for the STAGE Fall Conference, Macon, GA.

Symposium/ Paper/ Poster

1. **Thompson, A. M. & Kelly, M. S.** (2014, Jul.). *Connecting school mental health and evidence-based practice: Results from the second national school social work survey*. Paper accepted for the 3rd International Symposium on Decisions, Assessment, Risk and Evidence in Social Work. University of Ulster, Templepatrick, Ireland.



2. **Wang, Z., Osterlind, S., Reinke, W., Stormont, M., & Herman, K.C.** (2014, Jul.). *From measurement models to scoring methods: An application to group differences*. Symposium conducted at the 9th Conference of the International Test Commission, San Sebastián, Spain.
3. **Herman, K.C.** (2014, Jun.). Motivational interviewing in schools. Interactive teleconference interview and discussion presented for The Practice Institute, Atlanta, GA.
4. **Wang, Z.** (2014, Jun.). *Structural Equation Modeling with Mplus*. Workshop at Central China Normal University, Wuhan, China.
5. **Herman, K.C.** (2014, May). *Menu of Options & Check Ups*. Panel discussion at the Society for Prevention Research Annual Convention, Washington, DC.
6. **Herman, K.C. & Reinke, W.M.** (2014, May). *A latent transition analysis of parent school involvement patterns: Can training improve teacher comfort with difficult families and students?* Paper presented at the Society for Prevention Research Annual Convention, Washington, DC.
7. **Reinke, W.M. & Herman, K.C.** (2014, May). *Use of coaching and behavior support planning for students with disruptive behavior within a universal classroom management program*. Paper presented at the Society for Prevention Research Annual Convention, Washington, DC.
8. **Newcomer, L., Wehby, J., & Chan, G.** (2014, Apr.). Planning function-based interventions for students with intensive behavior needs. Council for Exceptional Children Conference and Exposition, Philadelphia, PA.*
9. **Stormont, M., Reinke, W.M., Herman, K.C., & Newcomer, L.** (2014, Apr.) *Supporting evidence based practices in schools: Results from an efficacy trial of the Incredible Years Teacher Classroom Management Program*. Paper presented as part of a Presidential Strand symposium at the American Education Research Association, Philadelphia, PA.
10. **Herman, K.C.** (2014, Apr.). *Supporting evidence-based practices in schools: Results from an efficacy trial of the Incredible Years Teacher Classroom Management Program*. Paper presented as part of symposium at the American Education Research Association Annual Convention, New Orleans, LA.
11. **Colletta, A., Lewis, C., Petree, M., Reinke, W.M., & Herman, K.C.** (2014, Mar.) *Evaluation of a classroom management program for middle school students*. Poster presented at the 6th Annual Educational, School, & Counseling Psychology Conference, Columbia, MO.



12. **Reinke, W.M., Herman, K.C., & Dong, N.** (2014, Mar.). *The Incredible Year Teacher Classroom Management program: Initial findings from a group randomized control trial*. Paper presented as part of symposium at the Society for Research on Educational Effectiveness, Washington, DC.
13. **Newcomer, L., Reinke, W.M., Stormont, M., & Herman, K.C.** (2014, Mar.) *Coaching teachers to improve classroom management: Lessons learned and recommendations*. Paper presented at the 11th International Conference on Positive Behavior Support, Chicago, IL.
14. Maynard, B. R., Kjellstrand, E. K., & **Thompson A. M.** (2014, Mar.). *Effects of Check & Connect on attendance, behavior, and academics: A randomized effectiveness trial*. Poster presented at the Society for Research on Educational Effectiveness, Washington, DC.
15. **Reinke, W.M. & Herman, K.C.** (2014, Feb.). *Understanding the relations between intervention supports, fidelity, implementation, and student outcomes*. Paper presented as part of a symposium at the National Association of School Psychology Conference, Washington, DC.
16. **King, K. & Reinke, W.M.** (2014, Feb.). *Evaluating the effectiveness of positive classroom behavior interventions: A meta-analysis*. Poster presented at the National Association of School Psychology Conference, Washington, DC.
17. **Herman, K.C.** (2014, Feb.). *Differentiating Tier II interventions by function*. Paper presented as part of a symposium at the National Association of School Psychology Conference, Washington, DC.
18. **Thompson, A. M.** (2014, Jan). *Randomized trial of the Self-management Training and Regulation Strategy (STARS) disruptive students*. Paper presented at the 18th Annual Society for Social Work and Research, San Antonio, TX.
19. Maynard, B. R., Kjellstrand, E. K., & **Thompson A. M.** (2014, Jan). *Effects of Check & Connect on attendance, behavior, and academics: A randomized effectiveness trial*. Paper presented at the 18th Annual Society for Social Work and Research, San Antonio, TX.
20. **Herman, K.C.** (2013, Dec.). *Evidence-based parenting and family interventions*. Ground Rounds presented at the University of Missouri/VA Psychology Consortium, Columbia, MO.
21. Darney, D. & **Reinke, W.M.** (2013, Sep.). *Practical and effective teacher consultation*. Paper presented at the Center for School Mental Health Conference, Crystal City, VA.
22. **Lembke, E., King, K. & Reinke, W.M.** (2013, Aug.). *Using latent class analysis to identify academic and behavioral risk status in elementary students*. Poster presented at the American Psychological Association Annual Convention, Honolulu, HI.
23. **Herman, K.C.** (2013, Aug.). *Advancing prevention science research and practice in counseling psychology (Chair)*. Symposium presented at the American Psychological Association Annual Convention, Honolulu, HI.

24. **Herman, K.C.** (2013, Aug.). *Challenging myths of counseling psychology research.* Discussant as part of symposium at the American Psychological Association Annual Convention, Honolulu, HI.
25. **Chuang, C., Reinke, W.M., King, K., & Herman, K.C.** (2013, Aug.). *Profiles of disruptive behavior problems and associated academic outcomes among an at-risk sample of elementary students.* Poster presented at the American Psychological Association Annual Convention, Honolulu, HI.
26. **Takamatsu, S., Schmidt, A., Martens, M., Herman, K.C.** (2013, Aug.). *An update on the status of sponsored research in counseling psychology.* Poster presented at the American Psychological Association Annual Convention, Honolulu, HI.
27. **Stormont, M., Herman, K.C. & Reinke, W.M.** (2013, Aug.). *Latent profile analysis of teacher perceptions of parent comfort and contact.* Paper presented as part of symposium at the American Psychological Association Annual Convention, Honolulu, HI.
28. **Reinke, W.M. & Herman, K.C.** (2013, Aug.). *A group randomized evaluation of the Incredible Years Teacher Training program.* Paper presented as part of symposium at the American Psychological Association Annual Convention, Honolulu, HI.
29. Johnson, A.H., Miller, F.G., Chafouleas, S.M., **Riley-Tillman, T.C.,** Fabiano, G.A., & Welsh, M.E. (2013, Aug.). *Using composite scores to determine behavioral risk with Direct Behavior Rating.* Poster presentation at the American Psychological Association Annual Convention, Honolulu, HI.
30. Miller, F.G., Welsh, M.E., Johnson, A.H., Chafouleas, S.M., **Riley-Tillman, T.C.,** & Fabiano, G.A. (2013, Aug.). *An evaluation of universal screening methods to identify behavioral risk.* Poster presentation at the American Psychological Association Annual Convention, Honolulu, HI.
31. Welsh, M.E., Chafouleas, S.M., Fabiano, G.A., **Riley-Tillman, T.C.,** & Miller F. G. (2013, Aug.). *Evaluating rater bias with only one rater per target.* Poster presentation at the American Psychological Association Annual Convention, Honolulu, HI.
32. Kooiken, J.W., Welsh, M.E., Miller, F.G., **Riley-Tillman, T.C.,** & Chafouleas, S.M. (2013, Aug.). *The effect of test order when administering multiple rating scales to a single rater.* Poster presentation at the American Psychological Association Annual Convention, Honolulu, HI.
33. Kooiken, J.W., Miller, F.G., Welsh, M.E., Fabiano, G.A., **Riley-Tillman, T.C.,** & Chafouleas, S.M. (2013, Aug.). *Classroom behavior over time: Do student trajectories vary?* Poster presentation at the American Psychological Association Annual Convention, Honolulu, HI.

EXTRAMURAL SPONSORSHIP

Current:

- ▶ *Evaluation of a Video-based Modeling Program to Promote Effective Teacher Classroom Management Practices (2010-2015).* PI/Co-PIs: **Wendy Reinke** (PI), **Keith Herman** (Co-PI), and **Melissa Stormont** (Co-PI). Funder: The Institute of Education Sciences (IES; Efficacy and Replication), R305A100342. Award: \$2,959,028.
- ▶ *Evaluation of a Classroom Management Training Program for Middle School Teachers (2013–2017).* PI/Co-PI: **Keith Herman** (PI) and **Wendy Reinke** (Co-PI). Funder: The Institute of Education Sciences (IES; Efficacy and Replication), R305A130143. Award: \$2,998,365.
- ▶ *The Classroom Check-up: Supporting Teacher in Classroom Management Using a Web-based Coaching System (2013–2016).* PI/Co-PI: **Wendy Reinke** (PI) and **Keith Herman** (Co-PI). Funder: The Institute of Education Sciences (IES; Development), R305A130375. Award: \$1,496,990.
- ▶ *Designing a Developmentally-Sensitive and Theory-Driven Intervention for Child Depression (2012-2014).* PI: **Keith Herman**. Funder: University of Missouri Richard Wallace Research Incentive Grant. Award: \$2,500.
- ▶ *Evaluating the Incredible Years Parents and Toddlers Program for Promoting Effective Parenting and Reducing Child Maltreatment (2012-2014).* PI: **Keith Herman**. Funder: University of Missouri Research Council Award: \$7,500.
- ▶ *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).* PI/Consultants: Catherine Bradshaw (PI), **Keith Herman** (Consultant) and **Wendy Reinke** (Consultant). Funder: Institute for Education Sciences (IES, Development) R324A110107. Award: \$1,676,576.



Pending Proposals:

Evaluation of a Self-Monitoring Training Program for Elementary School Students (2015-2019).

PI/Co-PI: **Aaron Thompson, Wendy Reinke, and Keith Herman**

Funder: Institute of Education Sciences (IES; Efficacy and Replication).

Total Requested: \$3,461,284.

Resubmit: prior score 2.15

Creating a Comprehensive Data-based Coordinated System of Care for School Districts to Promote Youth Academic Success and Social Emotional Development: A Researcher-Practitioner Partnership. Students (2015-2017).

PI/Co-PI: **Wendy Reinke, Aaron Thompson, and Keith Herman**

Funder: Institute of Education Sciences (IES; Research-Practitioner Partnership).

Total Requested: \$ 399,969.

University of Missouri Interdisciplinary Postdoctoral Research and Training Program in the Education Sciences. (2015-2020).

PI/Co-PI: **Wendy Reinke, Keith Herman, Nianbo Dong, & Chris Riley-Tillman**

Funder: Institute of Education Sciences (IES; Postdoctoral Program).

Total Requested: \$699,562.

Completed Grants:

- *Center for Prevention and Early Intervention (2009-2014).* PI/Co-PIs: Nicholas Ialongo (Center PI) and **Wendy Reinke** (Campus Co-PI), and **Keith Herman** (Campus Co-PI). Funder: The National Institute of Mental Health (NIMH), P30 MH066247. Award: \$644,837 (total subcontract).



GOALS (2014-2015)

Develop 5 Year Plan and 2020 Goals

- ▶ Develop plan for growing MPCs infrastructure to support faculty and student development
- ▶ Set goals for accomplishments and activities for MPC that will occur by 2020

Complete Grant Funded Research Projects

- ▶ Complete and submit LEAP primary outcome papers.
- ▶ Conduct CHAMPS efficacy trial with high recruitment rates, reliable assessments, and quality interventions.
- ▶ Publish at list two papers from the CHAMPS baseline dataset.
- ▶ Finalize CCU website for evaluation in next year's pilot study.

Submit Additional Grants Consistent with MPC Mission

- ▶ Submit at least one NIH grant proposal addressing motivational interviewing
- ▶ Submit IES exploratory (coaching), developmental (parent engagement), efficacy (high school classroom management), and measurement grants (readiness screeners).

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

- ▶ Offer prevention science courses.
- ▶ Develop collaborative grant opportunities with other COE faculty.

Prevention Science Training

- ▶ Provide prevention science interventions to local schools and families.
- ▶ Create prevention science courses and curriculum (e.g., minor or certificate).

Recruit New Faculty Members as Faculty Affiliates

- ▶ Recruit at least one new faculty affiliate from outside the college

Submit 25 or More Manuscripts

- ▶ Complete one or more summary articles on major topics (praise, implementation science, contextual psychology) and submit to major journal.
- ▶ Submit three or more manuscripts to high impact journals (3.0 or higher)

MPC FACULTY AFFILIATES

Dr. Wendy Reinke (Co-Director) is 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 6 books and over 65 publications on these topics.

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. Nianbo Dong (Research Scientist) is an Assistant Professor in Educational Psychology at MU. His areas of specialization and current interest include: (1) Quantitative Methods: Statistical Power Analysis, Causal Inference, Design and Analysis of Randomized Experiments and Quasi-experiments, Multi-level Modeling/Longitudinal Data Analysis, Applied Multivariate Statistics, Meta-analysis, and Policy and Program Evaluation; (2) Substantive Areas: Effectiveness of Early Childhood Education and Teacher Professional Development Programs. Dr. Dong's research has been supported by NSF. At the MPC, Dr. Dong is involved in proposal writing, data analysis and consultation.

Dr. Gail Fitzgerald (Research Scientist) is a Professor in the School of Information Science & Learning Technologies at the University of Missouri. She has extensive clinical experience working with children with significant disabilities at the University of Iowa Child Psychiatry Service, providing teacher education at West Virginia University, and preparing instructional designers and researchers in educational technology at MU. Dr. Fitzgerald has published extensively on computer applications in special education, multimedia case-based instruction in teacher education, and electronic performance support systems for students and teachers. She is the recipient of nine U.S. OSEP projects and one IES research project in special education technology.



Dr. Francis Huang (Research Scientist) is an Assistant Professor at MU and teaches courses on quantitative methods in educational research and multivariate statistics. Prior to joining MU, Dr. Huang was a Senior Scientist at the University of Virginia where he taught in the research, statistics, and evaluation department and conducted policy research using large scale datasets and investigated the psychometric properties of several instruments. He has been a co-investigator on two Institute for Education Sciences measurement grants and was a co-investigator for an Office of Justice Programs, Department of Justice grant. Dr. Huang also worked at the American Institutes for Research in Washington, D.C., providing technical expertise in the areas of survey methods, the analysis of large-scale secondary datasets, and statistical reviews for the National Center for Education Statistics. His research focuses on bullying, school climate, academic redshirting, and methodological issues associated with multilevel modeling.

Dr. Erica Lembke (Research Scientist) is an associate professor in the Department of Special Education at MU, editor of the journal *Assessment for Effective Intervention*, a trainer for the National Center on Intensive Intervention, and immediate past president of the national board of the Division for Learning Disabilities. Dr. Lembke has numerous publications in peer-reviewed outlets on the topics of CBM and Response to Intervention, including a co-authored book on Tier 2 Interventions. She has presented over 200 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 is a standing panel member for the IES reading and writing panel and is currently a PI on a Goal 2 IES grant to study early writing assessment and intervention.

Dr. Matthew Martens (Research Scientist) is a 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 over \$5 million (direct costs) of external funding to support his research. He has published 102 journal articles and 10 book chapters.

Dr. Lori Newcomer (Research Scientist) is an Associate 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. James Sebastian (Research Scientist) is an Assistant Professor in Educational Leadership and Policy Analysis at MU. His areas of research include school leadership, organizational theory and behavior, organizational learning, and urban school reform. His research primarily utilizes quantitative methods, including multilevel and latent variable models, to examine the influence of school organizational factors on student outcomes. He is also interested in the application of mixed-methods research designs, Qualitative Comparative Analysis (QCA), and social network analysis in studying school organizations.

Dr. Melissa Stormont (Research Scientist) is a Professor in Special Education at MU. She is an expert in fostering child resilience, tiered approaches, interventions for children at risk, and school readiness and has written books on these 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 and academic problems in young children, teaching consultation around effective classroom management strategies, and assisting children and families during critical school transitions.

Dr. Aaron M. Thompson (Research Scientist) is an Assistant Professor in the School of Social Work at MU. 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. Kenneth Wang (Research Scientist) is an Associate Professor in Clinical Psychology at the Fuller Theological Seminary. 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 publications including several papers using sophisticated person-centered analyses to identify profiles of adjustment and dysfunction.

Dr. Ze Wang (Research Scientist) is an Associate Professor in Educational Psychology at MU. She has expertise in structural equation modeling and multivariate analyses.

ACTIVE MEMBERS (2013-2014)

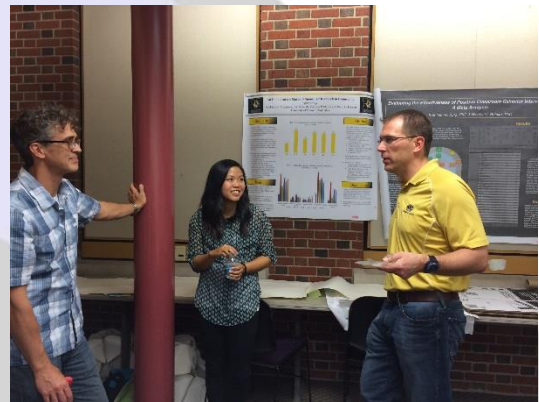
Keith Herman, Ph.D.	Co-director	Counseling Psychology
Wendy Reinke, Ph.D.	Co-director	School Psychology
Erica Lembke, Ph.D.	Research Scientist	Special Education
Matthew Martens, Ph.D.	Research Scientist	Counseling Psychology
Lori Newcomer, Ph.D.	Research Scientist	School Psychology
Chris Riley-Tillman, Ph.D.	Research Scientist	School Psychology
Melissa Stormont, Ph.D.	Research Scientist	Special Education
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
Crystal Lewis	Research Associate	BSW/Public Policy
Angela Colletta	Research Specialist	Special Education/Psychology
Marcus Petree	Research Specialist	Secondary Education/Social Studies
Ryan Bahr	Undergraduate	Psychology
Metin Bulus	Graduate Student	Educational Psychology
Jennifer Cadigan	Graduate Student	Counseling Psychology
Abigail Carlisle	Graduate Student	Special Education
Chi-Ching Chuang	Graduate Student	School Psychology
Dan Cohen	Graduate Student	School Psychology
Kim David	Graduate Student	School Psychology
Reuben Faloughi	Graduate Student	Counseling Psychology
Mayo Fujiki	Graduate Student	School Psychology
Tracy Herring	Graduate Student	Counseling Psychology
Jale't Hickmon Rosa	Graduate Student	School Psychology

Rebecca Leaf	Undergraduate	Human Development & Family Studies
Tracey Latimore	Graduate Student	School Psychology
Nick McAfee	Graduate Student	Counseling Psychology
Sarah Owens	Graduate Student	School Psychology
April Poch	Graduate Student	Special Education
David Rohrer	Graduate Student	Counseling Psychology
Wes Sims	Graduate Student	Counseling Psychology
Stephanie Takamatsu	Graduate Student	Counseling Psychology

NEW MEMBERS (2014-)

Mary Elizabeth Clark	Undergraduate	Psychology
Crystal Taylor	Graduate Student	School Psychology
Lauren Henry	Graduate Student	School Psychology
June Preast	Graduate Student	School Psychology





MPC CONTACT INFORMATION

205 London Hall
University of Missouri
Columbia, MO 65211



Phone: 573-882-6267
E-mail: prevention@missouri.edu
Website: prevention.missouri.edu



College of Education

