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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.
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 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 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](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 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.**

### Training and Service

- **Dr. Reinke** is a member for the Institute of Education Sciences, Social and Behavioral Review Panel.
- **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.

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 student 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


Books and Book Chapters (in print or accepted since July 2013)

Book Chapters


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

Books

Presentations
(presented since July 2013)

Invited Presentations


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.


**Symposium/ Paper/ Poster**


3. Herman, K.C. (2014, Jun.). Motivational interviewing in schools. Interactive teleconference interview and discussion presented for The Practice Institute, Atlanta, GA.


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.


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.


► 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:

Pending Proposals:

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

PI/Co-PI: Wendy Reinke, Aaron Thompson, and Keith Herman
Funder: Institute of Education Sciences (IES; Research-Practitioner Partnership).
Total Requested: $399,969.

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)**

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<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
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<tbody>
<tr>
<td>Keith Herman, Ph.D.</td>
<td>Co-director</td>
<td>Counseling Psychology</td>
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<td>Wendy Reinke, Ph.D.</td>
<td>Co-director</td>
<td>School Psychology</td>
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<td>Erica Lembke, Ph.D.</td>
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<td>Katie King, Ph.D.</td>
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<td>Crystal Lewis</td>
<td>Research Associate</td>
<td>BSW/Public Policy</td>
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<td>Angela Colletta</td>
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<td>Special Education/Psychology</td>
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<td>Marcus Petree</td>
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<td>Ryan Bahr</td>
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<td>Metin Bulus</td>
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<td>Abigail Carlisle</td>
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<tr>
<td>Tracy Herring</td>
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<tr>
<td>Jale’t Hickmon Rosa</td>
<td>Graduate Student</td>
<td>School Psychology</td>
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</tbody>
</table>
Rebecca Leaf  
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Human Development & Family Studies

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Special Education

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Counseling Psychology

Wes Sims  
Graduate Student  
Counseling Psychology

Stephanie Takamatsu  
Graduate Student  
Counseling Psychology

NEW MEMBERS (2014-__)

Mary Elizabeth Clark  
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Psychology

Crystal Taylor  
Graduate Student  
School Psychology

Lauren Henry  
Graduate Student  
School Psychology

June Preast  
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