

2016

Missouri Prevention Center: Annual Report



205 London Hall

Educational, School, & Counseling Psychology

University of Missouri

Missouri Prevention Center: 2016 Annual Report

The Missouri Prevention Center (MPC) is part of the Department of Educational, School and Counseling Psychology (ESCP) within the College of Education at the University of Missouri-Columbia (MU).
The Center was established in 2007.

Vision Statement

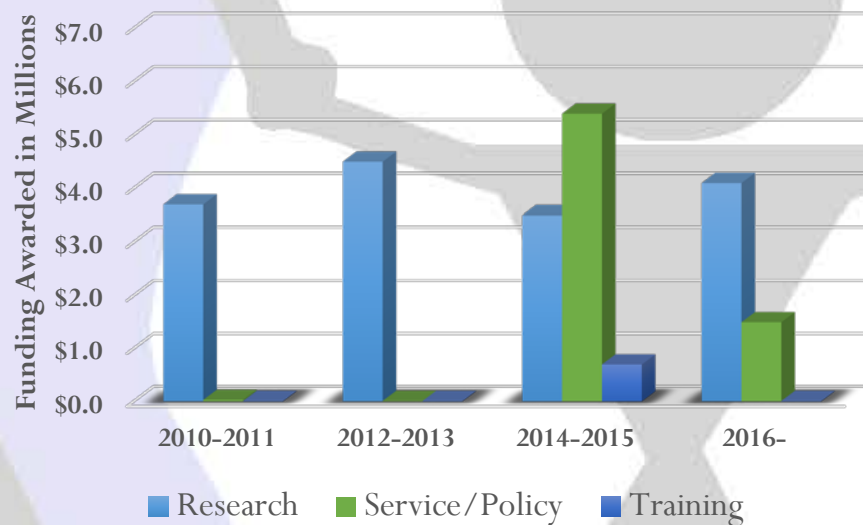
All children will live in positive and effective environments that foster healthy development and well-being.

Mission Statement

The Missouri Prevention Center was founded to develop, implement, evaluate, and disseminate best practices for reducing the prevalence and societal burden of depression and aggression through prevention science methods.

Executive Summary

Nine years ago, the Missouri Prevention Center (MPC) set forth an ambitious agenda to improve the lives of children and families through four overlapping activities: research, service, training, and policy. Starting out as a volunteer project, MPC gradually grew into a major research enterprise. Our grant awards since 2010 illustrates our balanced portfolio to fund our research, service/policy, and training activities.



Since 2010, the MPC has received over **\$24 MILLION DOLLARS** in funding including \$16 million in federal research grants from the Institute of Education Sciences (IES; the research arm of the U.S. Department of Education), the National Institute of Justice (NIJ), and the National Institute of Mental Health; a \$700,000 postdoctoral training grant from IES; and over \$7 million from the Boone County Children's Services Fund to support youth mental health through service, training, policy, and research.

In 2016, MPC faculty continued to disseminate their research findings through books, chapters, conference presentations, websites, and journal articles at a prolific rate. They also provided numerous professional development trainings to school professionals and mental health practitioners. Additionally, this past year, MPC hosted internationally renowned experts who gave talks and trainings to Mizzou students and faculty as well as to community providers.

"MPC has given prevention science an indelible identity in our training programs."

These accomplishments and activities helped cement MPC's local, national, and international reputation as a leader in applying prevention science to foster youth, family, school, and community well-being on a grand scale.

A Brief History:

In 2007, a group of graduate students and faculty met to develop the vision, mission, and goals of MPC. We began with a shared commitment to using prevention science as a framework for improving youth outcomes and identified **ASSUMPTIONS** that guided our efforts:

- Depression and aggression pose a major burden for children and society
- Prevention science and public health methods can help reduce the societal prevalence and burden of depression and aggression
- Ecological/contextual theories inform effective research and practice
- Evidenced-based practices are preferred over untested or ineffective practices
- Community-based participatory research and partnerships are necessary to create culturally-specific practices that are sustainable
- Social environments at home and school play a critical role in the development of child well-being and/or psychopathology
- All children deserve healthy and safe social environments
- Adults are responsible for providing healthy and safe environments at school and home
- Governments share responsibility for ensuring that all children have access to healthy and safe environments

Who We Are

Thirty faculty members from a dozen disciplines participate in MPC training, research, and outreach. In 2016, MPC funded 76 faculty, students, and staff. Over 300 Mizzou students have participated in MPC training, research, or outreach activities; roughly 200 of them were funded by MPC to help assist with its mission.

The expertise of MPC students, staff, and faculty:

Educational, school, and counseling psychology, educational leadership, special education, social work, clinical psychology, public policy, teacher preparation, developmental psychology, family services, human development, educational methodology, and psychiatry

What We Do

Early outreach and training focused on supporting students in delivering evidence-based interventions such as Incredible Years and the Family Check Up in local schools and Head Start settings. More recently, students have participated in all aspects of our large scale school- and community-based research. Outreach, training, consultation, research, and problem solving define our current activities:

- We provide year-round Prevention Science training for students, faculty, and staff on the methods and practices of prevention science including advanced methodologies, grant-writing, interventions, and implementation science.
- We conduct sophisticated, large-scale randomized trials to evaluate the efficacy of school, classroom, family, and individual student interventions.
- We develop, evaluate, and disseminate innovative interventions, services, and policies to improve school and family environments for youth.
- We consult with national experts, community leaders, parents, and school professionals to improve services and outcomes for youth.



RESEARCH SUMMARY

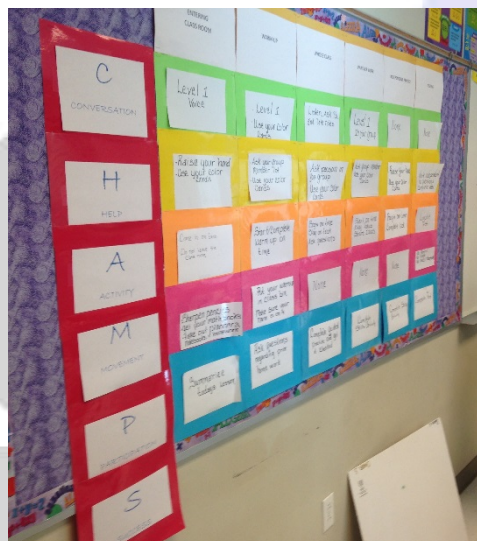


Three federally funded research projects were the foundation of MPC science initiatives in 2016: CHAMPS, CCU, and STARS. Additionally, in October we received funding to begin the Safe & Civil School LEADERSHIP project. Although the focus of each project is on conducting rigorous **RESEARCH** it is important to note that all MPC projects intersect with two or more of our targeted activities. For instance, all four of these projects also offer specific and

needed **SERVICES** to schools, students, and teachers and **TRAINING** to Mizzou graduate and undergraduate students.

CHAMPS

CHAMPS is an IES-funded (#R305A130143) group randomized trial to evaluate the CHAMPS classroom management program in middle schools. In Fall 2016, we recruited our fourth cohort of teachers and students in partnership with Hazelwood School District (HSD) in north St. Louis County. To date, 100 teachers and 1,500 students have participated in the project. Faculty, staff, and graduate students assist with all aspects of CHAMPS including collecting baseline, end of year, and one year follow-up surveys, achievement tests, and direct observations. Teachers are supported in implementing effective classroom practices by a CHAMPS trainer and a coach who meets with them throughout the year. Plans are in place to support the District in continuing the trainings after the project ends.



Picture of a CHAMPS classroom sent by Assistant Superintendent with the caption, "Awesome pic!"





Classroom Check-Up (CCU)

The CCU is a research development project funded by IES (#R305A130375) to create and evaluate a web-based version of the CCU. The CCU is an empirically supported consultation model for supporting teacher implementation of effective classroom practices. The CCU team has developed a website for training coaches and teachers in the model. The feasibility of the website is being evaluated with local teachers, and in 2016 we began a large pilot study to determine the effectiveness and promise of the website. Nearly 40 teachers enrolled in this randomized trial in the Mexico, MO, and Hallsville, MO school districts.



STARS

STARS is a randomized trial funded by IES to evaluate the efficacy of a Tier 2 self-monitoring intervention for fifth graders showing early signs of disruptive behaviors. The study entered its second year in Fall 2016. Nearly 100 youth were randomly assigned to receive STARS or another intervention this year. Students will be followed into middle school to determine the lasting benefit of the intervention. Over 300 youth will participate in the project by the end of the trial.

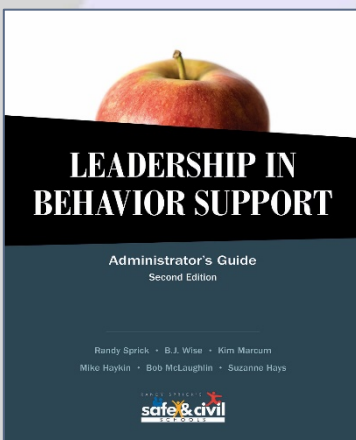
Treatment Manual



Self-Monitoring Training And Regulation Strategies



Safe & Civil School Leadership



Our team recently received a \$4.1 million grant to evaluate the effectiveness of a principal training program (SCS Leadership) plus a tardiness reduction intervention (START on Time!). The four-year group randomized trial will involve 60 middle and high schools. Primary outcomes will focus on determining the effects of the interventions on school climate, bullying, and student victimization.





SERVICE AND POLICY SUMMARY

Since garnering sizable funding for service activities in 2015, the MPC has been busy advancing its service and policy goals through two large community projects. The core service and policy projects are the Boone County Schools Mental Health Coalition and the Family Access Center for Excellence. Both projects represent a broad coalition of partners working to improve youth mental health

on a grand scale. Measurement and evaluation are fundamental aspects of the projects. Funding is provided by the Boone County Children's Services Fund.



Boone County Schools Mental Health Coalition

Boone County Schools Mental Health Coalition is a multidisciplinary collaboration among Boone County's six independent school districts, Mizzou's College of Education (COE) and Department of Educational, School, and Counseling Psychology (ESCP), the Missouri Prevention Center, and the School of Social Work (SSW). The Coalition is implementing an innovative program to support school personnel deliver programs and practices to school-age youth proven to promote mental health and well-being. The foundation of the program is a web-based dashboard that allows schools to quickly gather data on the risk factors experienced by every student in a building multiple times per year (≈25,000 students across the district). The system provides feedback to schools about areas of need at the building, grade, classroom, and student levels. School based teams are supported by a group of regional coordinators as

they use the system to make decisions about improving services and supports for students and teachers. The Coalition expects the project will serve as a model for a national response to reducing the prevalence of youth mental health problems. This project has been supported by nearly **\$3 MILLION** of county funding.



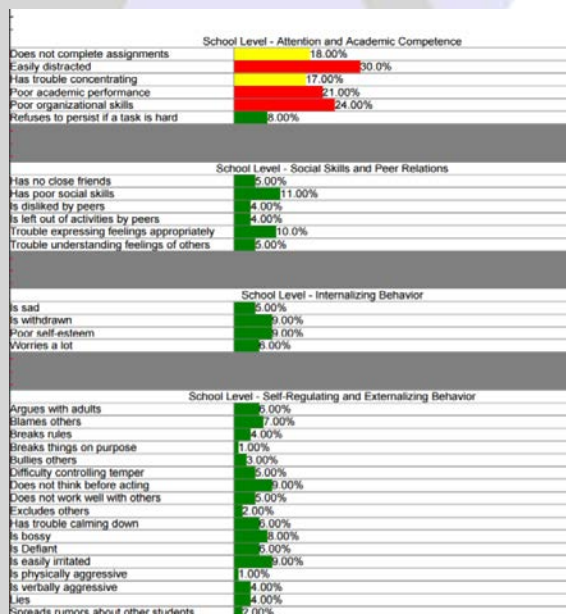
The Coalition Team

An amazing team of professionals provides the backbone of services offered through the Coalition, led by Executive Director, Dr. Lou Ann Tanner Jones, and a team of expert Regional Coordinators: Dr. Sara Owens, Lindsay Oetker, Chelsea Clark, Becca Williams, Dan Cohen, and Tara Collier. Dr. Shannon Holmes rounded out our outstanding team this year.



The Dashboard

Created by our brilliant programmer, Will Spiller, the Coalition dashboard provides the technology for efficient screening of all youth in Boone County schools via teacher and student checklists. All data are presented back to schools using a sophisticated interface that highlights building level risks as well as individual student concerns to guide intervention decisions.



School level report

Student Name	Aaron Thompson
Grade	9
Age	16
School	Clearfield High School

The following provides a summary of areas in which this student may need additional supports to be successful. Green indicates that the item was not endorsed. Yellow indicates that an item was endorsed and may benefit from attention. Overall areas in yellow indicates that this student's overall score was slightly elevated in this area as comparison to peers. Red indicates that the overall area is a concern and needs attention; scores were 2 standard deviation higher than peers.

No Risk	Some Risk	Needs Attention
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Attention and Academic Competence	
Poor organizational skills	
Poor academic performance	
Easily distracted	
Does not complete assignments	
Refuses to persist if a task is hard	
Has trouble concentrating	

Social Skills and Peer Relations	
Is disliked by peers	
Is left out of activities by peers	
Has no close friends	
Has poor social skills	
Trouble expressing feelings appropriately	
Trouble understanding feelings of others	

Student level report

Family Access Center for Excellence (FACE)

FACE opened in August of 2016 to address the problems of access to quality mental health services in Boone County and the disproportional juvenile detention experienced by youth of color in the county. FACE serves as a point of access to services for any caregiver in the county with mental health concerns about a child aged 0-19. Families and youth receive an evaluation followed by detailed feedback using motivational interviewing to connect families to ongoing services. We work with community providers to deliver ongoing training and support in delivering evidence-based interventions. Funding is **\$4.2 million** for three years with an opportunity for renewal.

Since its opening in August, **FACE has offered services to 305 Boone County families.** Initial data indicated that **94%** of families reported they were **extremely satisfied** with their encounters at FACE.



FACE
Family Access Center of Excellence
of BOONE COUNTY

Both Boone County Schools Mental Health Coalition and FACE are heavily involved in **ADVANCING POLICY** related to youth mental health. The Coalition Board includes all six Superintendents from county school districts and a representative from the private schools. The FACE Board is composed of key leaders throughout Boone County including representatives from the police and sheriff department, juvenile justice, public schools, human

services, and faith leaders. These leaders help influence school, community, and state policies related to improving services and outcomes for youth.



The FACE Team



FACE represents a unique collaboration involving many individuals and service providers across our community. The Face of FACE includes our frontline team of providers. Our Executive Director, Erin Reynolds, has compiled a fantastic group of expert clinicians (Dr. Laura Danforth, Nathan First, Robin Rasse-Cott, and Adielle Ahret), community liassons (Terry Pipes, ShaVon Walls, Dan Duffeck, and Dan Nuñez-Regueiro), and a community development expert (Theresa Eultgen).

The FACE Assessment System and Dashboard

Assessment Type	Status	Action
Early Developmental Milestones	Good	Search
Physical Health	Needs Attention	Search
Access to Medical or Dental Care	Needs Attention	Search
Safety	Needs Attention	Search
Basic Needs	Needs Attention	Search
Youth Adjustment	Needs Attention	Search
Disruptive Behavior / Conduct	Needs Attention	Search
Hyperactivity/Impulsivity	Needs Attention	Search
Anxiety	Good	Search

Much like the Coalition, FACE uses a sophisticated information collection system that compiles all data in a user-friendly feedback system. Created by Will Spiller, the FACE system allows our team to quickly collect information from FACE families, deliver feedback in a concise manner, help families set and monitor goals, and support clinicians in tracking progress.

SERVICE & POLICY SPOTLIGHT

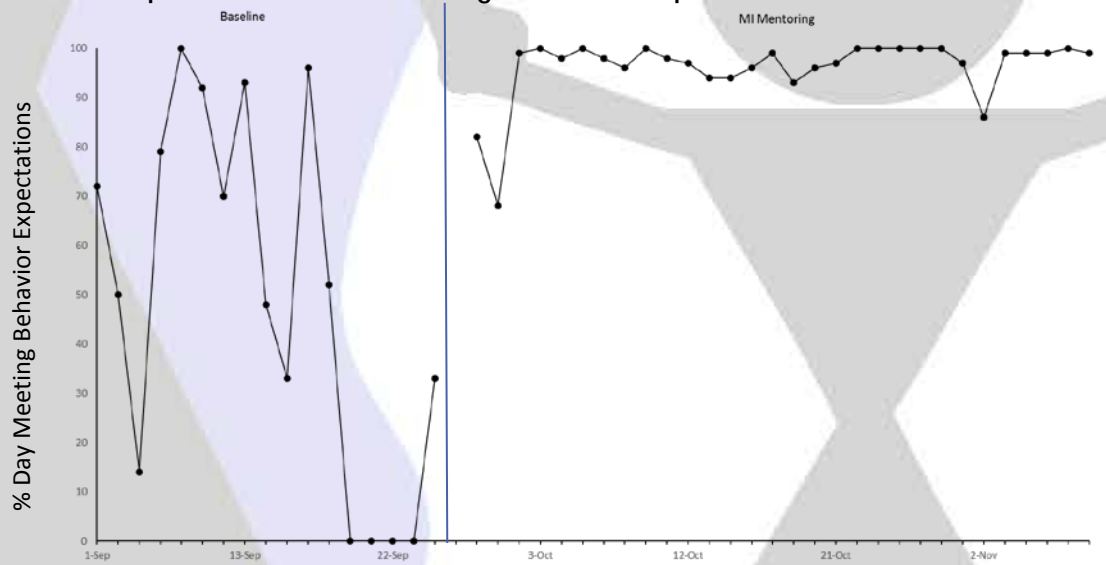
CORE Mentoring

Lauren Henry, a school psychology doctoral student and MPC graduate assistant, recently developed an innovative intervention and assessment framework for students in alternative school settings. Students in alternative schools often have some of the most challenging academic and behavior problems and some of the worst educational outcomes of all students. To address these problems, Lauren developed an assessment tool for students in these settings focused on identifying resiliency factors that contribute to success in these schools. Additionally, she developed a mentoring program combining motivational interviewing (MI) principles with self-monitoring supports. This past year, Lauren matched every student in our local alternative school (over 50 students) with a graduate student mentor whom she had trained in MI and self-monitoring strategies. Mentors met with students on a regular basis and provided relationship support and skill development. The success of the project has already attracted national attention as many similar programs across the country have contacted Lauren to replicate her program.



CORE Mentoring Program Case Study: The following provides a case example of the impact of the CORE Mentoring program on a male high school student who meets weekly with his MI mentor. The student had seven discipline referrals and two arrests prior to mentoring and two referrals and no arrests after mentoring. The graph below illustrates his high level of variability in meeting expectations before mentoring and his stable high level of meeting expectations after mentoring.

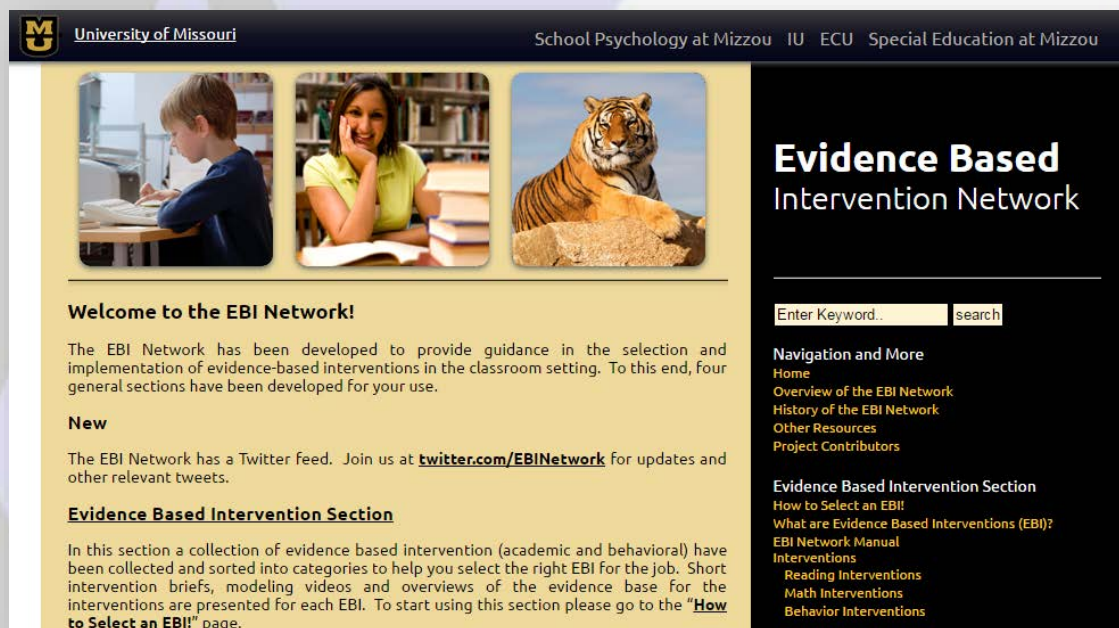
Case Example Data of Student Meeting Behavioral Expectations Before and After Intervention



Evidence-Based Interventions (EBI) Network

With the current emphasis on nationwide accountability and outcome data, schools are gradually becoming more scientific. Consequently, practitioners need to adopt a defensible methodology for selecting evidence-based educational interventions to solve common academic and social behavior problems. Specifically, a framework is needed for the selection of functionally relevant, evidence-based interventions. The most defensible methodology for intervention selection is to adopt a functional approach to understanding academic and social behavior problems.

Using this approach, all incorporated interventions are selected based on evidence that they provide a logical solution to the problem at hand. The EBI Network is a nonprofit website that has been developed to provide guidance in the selection and implementation of evidence-based interventions in the classroom setting. The website is a sampling of evidence-based interventions and associated resources that can be used in the classroom.



2016 Data for <http://ebi.missouri.edu>:

- **401,537** page views by **60,616** unique users in 2016, a **19.5%** increase from 2015
- 88.6% of users are from the United States, 11.4% are international
- 61% of users are under the age of 34, and 18% are ages 35-54

TRAINING SUMMARY



Training the next generation of prevention scientists has always been a central priority of MPC. This has included providing training, stipends, and assistantships to graduate and undergraduate students at Mizzou. Additionally, we offer year-round training to faculty members and students from throughout campus through our prevention science seminar series.

In 2016, our postdoctoral training program took root, bolstered by a recent IES postdoctoral training grant. In total, nine postdoctoral fellows from various disciplines participated in MPC training and/or services during the past year. Five fellows had primary affiliations with MPC including two clinical fellows—Drs. Sarah Owens (Boone County Mental Health Coalition) and Laura Danforth (FACE)—and three research fellows: Drs. Jen McKenzie (CCU), James Sinclair (IES), and Shannon Holmes (IES). In addition to postdoctoral training, the MPC supported the second Prevention Science pre-doctoral intern, Dan Cohen.

MPC postdocs and graduate students also had a strong presence at the 2016 College of Education Research Conference. In all, MPC affiliates presented 10 posters at the conference.



MPC BY THE NUMBERS

2016 Impact

MPC has a major impact on training, employment, and AAU indicators for the Department, College, and University. We have a remarkable return on investment!

Training

Practicum Students: 15

Undergraduate/Graduate Students: 42

Faculty at MPC Training Series: 15

Graduate Students at MPC Training Series: 10

Postdoctoral Fellows at MPC Trainings: 9

New Grant Awards: \$5.5 million

Core Faculty (6) Publications: 36

Core Faculty (6) Presentations: 46

Core Faculty had 1,955 citations in 2016!

\$96 for every \$1!

Since 2007, every dollar invested in MPC by our Dept and College has yielded \$96 in grant funding.

Jobs

Full-Time Employees: 22

Research Staff: 9

Clinical Staff: 13

Part-Time Employees: 29

Research Staff: 25

Clinical Staff: 4

Graduate Assistantships: 13

Postdoctoral Fellows: 4*

Predoctoral Intern: 1*

Faculty Funded by MPC: 12

**included in f/t count*



**MPC funded
76 employees
in 2016!**

Reinvestment

Moreover, nearly every dollar invested into MPC has been used to support graduate assistants or postdocs.

OUR CULTURE

#preventionpuppies

- We have fun!
- We take our work seriously ... but not ourselves
- We appreciate our privilege and responsibility as prevention scientists
- We are looking for students and colleagues who do the same...



Future Initiatives

- Improving leadership and discipline practices in high schools
- Identifying discrete indicators of culturally responsive instructional and discipline practices
- Evaluating the effects of the EBI Network on school practices
- A bibliotherapy intervention to reduce teacher stress
- Development of effective training for teachers to promote parent involvement
- Extending the CCU to support first year teachers
- Developing effect size parameters and empirical benchmarks for social behavior interventions
- Validating the student and teacher checklists in the Boone County Coalition
- Extending the STARS intervention to other age-groups



VISITING SCHOLAR



We had the distinct privilege of hosting Dr. Brianna Stiller during her visit last spring. Dr. Stiller is a renowned school psychologist and behavior consultant. She co-developed the widely disseminated and empirically supported First Steps to Success program. For her entire career spanning several decades, Dr. Stiller has supported students with the most challenging behaviors in schools and fostered their success. Most recently, Dr. Stiller has been recognized as a national leader in creating school policies and practices to support students who identify as transgender.

Dr. Stiller gave two fantastic talks about her work and experiences in promoting equity for all students. She is an inspiration for her efforts in saving lives and changing hearts. We hope to have her visit again soon.



The MPC Team

Obviously, people are the driving force behind the success of MPC. We have been joined in our efforts by an endless group of amazing students, staff, and faculty members over the years. The list of MPC participants has grown too long to publish each year. Here we list the faculty members who provided training or were Co-Investigators on MPC grants and graduate students and staff funded by MPC in 2016. Many other students, faculty, and administrators contribute to the annual success of our work.



Current Active Members:

Name	Title	Discipline Area
Keith Herman, Ph.D.	Co-Director	Counseling Psychology
Wendy Reinke, Ph.D.	Co-Director	School Psychology
Aaron Thompson, Ph.D.	Associate Director	Social Work
Francis Huang, Ph.D.	Co-Director Methodology Branch	Statistics, Evaluation, Measurement
Nianbo Dong, Ph.D.	Co-Director Methodology Branch	Statistics, Evaluation, Measurement
Chris Riley-Tillman, Ph.D.	Director, Measurement & Assessment	School Psychology
Melissa Stormont, Ph.D.	Research Scientist	Special Education
Kelly Schieltz, Ph.D.	Research Scientist	School Psychology
Erica Lembke, Ph.D.	Research Scientist	Special Education
Brad Curs, Ph.D.	Research Scientist	Educational Leadership
Kristin Hawley, Ph.D.	Research Scientist	Clinical Psychology
Steve Kilgus, Ph.D.	Research Scientist	School Psychology
James Sebastian, Ph.D.	Research Scientist	Educational Leadership

Lori Newcomer, Ph.D.	Research Scientist	School Psychology
Gail Fitzgerald, Ph.D.	Research Scientist	Education Technology
Lou Ann Tanner-Jones, Ph.D.	Executive Director Coalition	School Psychology
Wei Li, Ph.D.	Postdoctoral Fellow	Statistics, Evaluation, Measurement
James Sinclair, Ph.D.	Postdoctoral Fellow	Special Education
Shannon Holmes, Ph.D.	Postdoctoral Fellow	School Psychology
Crystal Lewis, MA	Director of Research Implementation	Public Policy
Marcus Petree	Research Specialist II	Secondary Education
Anne Stinson, MEd	Research Associate	Social Work
Jennifer McKenzie, Ph.D.	Postdoctoral Fellow	Special Education
Rebecca Williams, MSW	Regional Coordinator	Social Work
Cindy Kelly, MSW	Regional Coordinator	Social Work
Jane Piester, MSW	Regional Coordinator	Social Work
Lindsay Oetker, MSW	Regional Coordinator	Social Work
Tara Collier	Regional Coordinator	Social Work
Chelsea Clark, EdS	Regional Coordinator	School Psychology
Sarah Owens, Ph.D.	Postdoctoral Fellow	School Psychology
Daniel Cohen, MPH	Pre-doctoral Intern	School Psychology
Lauren Henry	Graduate Student	School Psychology
Caroline Grossman	Graduate Student	School Psychology
Colleen Eddy, MS	Graduate Student	Counseling Psychology
Christa Copeland, MA	Graduate Student	School Psychology
Jessica Detrick	Graduate Student	School Psychology
Jonathan Hammons	Graduate Student	School Counseling
Emily Camp	Graduate Student	Counseling Psychology
Aly Savala, MEd	Graduate Student	Counseling Psychology
Megan Wilson	Graduate Student	Social Work
Russell Elmore	Graduate Student	Social Work
Mike Van Wie	Graduate Student	School Psychology
Erin Reynolds, LCSW	Executive Director, FACE	Social Work
Laura Danforth, Ph.D., LCSW	FACE Clinical Case Manager	Social Work
Robin Rasse-Cott, MEd, LPC	FACE Clinical Case Manager	Counseling
Nathan First, MA, LMSW	FACE Clinical Case Manager	Social Work
Adielle Ahret, LPC	FACE Clinical Case Manager	Counseling
Theresa Eultgen	FACE Development Specialist	Mass Communications
Terry Pipes	FACE Family Liaison	Primary Education
ShaVon Walls	FACE Family Liaison	Pediatrics Administration
Dan Duffeck	FACE Family Liaison	Psychology
Dan Nuñez-Regueiro	FACE Family Liaison	Anthropology
JuJu Ye	Undergraduate Volunteer	Psychology
Christian Cepel	Website Development	
Will Spiller	Computer Scientist	



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