

**2010**

**Missouri Prevention Center:  
Annual Report**



205 London Hall  
Educational, School, & Counseling Psychology  
University of Missouri

# Missouri Prevention Center: 2009-2010 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

The Missouri Prevention Center (MPC) came of age during the 2009-2010 academic year. Several accomplishments this year signaled MPC's transition from its formative years to a well-established Center. First, Drs. Reinke, Herman, and Stormont received a **\$2.9 million grant** from the U.S. Department of Education's Institute of Education Science (IES) that will set the Center's research agenda for the next several years. This is the first IES Efficacy Trial ever awarded to faculty members at MU, and it may be the first large group-randomized trial ever conducted at MU. Second, a description of the formation of **MPC and our training model appeared in two peer-reviewed journals**, *The Counseling Psychologist* and *Psychology in the Schools*. These articles provided MPC with national and international exposure as an innovative home for prevention science service, research, training, and policy development. Third, we completed our first year as key partners on a National Institute of Mental Health Center Grant (Johns Hopkins *Center for Prevention and Early Intervention; CPEI*). Drs. Reinke and Herman are co-leading efforts on two of CPEI's primary grant initiatives including testing the effects of Dr. Reinke's Classroom Check-Up (CCU) model in promoting teacher engagement in effective classroom management practices.

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

*These research accomplishments helped establish MPC's national reputation and will link MPC to high profile international prevention science activities for years to come.*

### Using Prevention Science to Promote Children's Mental Health: The Founding of the Missouri Prevention Center

Keith C. Herman<sup>1</sup>,  
Wendy M. Reinke<sup>1</sup>,  
Melissa Stormont<sup>1</sup>, Rohini Puri<sup>1</sup>,  
and Geetika Agarwal<sup>1</sup>

#### Abstract

Decades of research have demonstrated, now convincingly, that emotional and behavioral syndromes and many of their antecedent risks can be prevented. Much of this progress can be traced to the founding and expansion of the relatively young field called prevention science, an interdisciplinary field that emerged in the early 1990s to address the need for an integrated model for prevention-related research. The present article is intended to provide a specific example of prevention science in action for counseling psychologists. To illustrate key preventive science principles, the authors describe the formation and activities of the Missouri Prevention Center, a program that uses prevention science to promote children's mental health. In particular, the authors use research produced by the center to highlight the various phases of prevention intervention research. They conclude with implications for counseling psychologists.

#### Keywords

prevention science, children's mental health, depression, evidence-based practices

<sup>1</sup>University of Missouri-Columbia

#### Corresponding Author:

Keith Herman, University of Missouri-Columbia, Department of Educational, School, & Counseling Psychology, 16 Hill Hall, Columbia, MO 65211  
Email: hermanke@missouri.edu

The Counseling Psychologist  
XXX(0) 1-37  
© 2009 SAGE Publications  
Reprints and permission: [sagepub.com/journalsPermissions.nav](http://sagepub.com/journalsPermissions.nav)  
DOI: 10.1177/0011000009354125  
<http://cjp.sagepub.com>  
SAGE

We also completed another productive year in all of our core activity areas: research, training, service, and policy. MPC reorganized much of our outreach, policy, and training efforts to accommodate the expansion of our services and connect our activities to the school and counseling psychology training curriculum. Dr. Reinke offered a new course called, *Prevention Science Research and Practice Practicum*, to provide a home for all MPC outreach activities. MPC faculty members plan to offer the Practicum course each semester in coming years. In future semesters, faculty members also hope to offer a Prevention Science Research course as they build towards creating a Prevention Science Certificate program.

One core training and outreach component of the Prevention Practicum is the **Family Check-Up (FCU)**. These services are delivered as part of two small funded studies. The FCU and Depression studies are designed to

test a combined family and school intervention for children showing early signs of disruptive behaviors and/or depression at school. Eleven families from Southern Boone and Columbia School Districts received the intervention this academic year. Dr. Reinke trained and supervised twelve graduate students from various disciplines to deliver the intervention as part of the study. Students work in teams, sometimes with Dr. Reinke or Dr. Herman, and all interventions are supervised by licensed psychologists.

A second core component of the Prevention Practicum is our **Parent Training** services. This year, students and faculty delivered seven parenting groups based on the *Incredible Years (IY)* to over 50 families from throughout Boone County. Graduate students co-facilitated these groups under the supervision of Drs. Herman and Reinke. We also trained ten clinicians from Blue Spring and Ray Pec School Districts to deliver the parent training programs. These school-based teams delivered four very successful groups to over 50 families in their districts under the supervision of Drs. Reinke and Herman. In total the team delivered or supervised IY parent groups for over 100 families; combined with FCU services, the team provided nearly \$10,000 of in kind services to the community.

On the policy front, we completed the first two phases of our research and policy project, **MPER's Prevention Practices in Schools**, supported by the Missouri Partnership for Educational Renewal. Under the leadership of Drs. Stormont and Reinke, the team administered a comprehensive survey about attitudes to evidence-based practices to over 400 school practitioners in seven MPER school districts across the state.

"We created a place, a name, and a set of activities where prevention reigns supreme."



Joni Splett created individualized reports for each participating school regarding staff perceptions of needs for prevention services. We have already submitted two papers for peer review based on analyses of these data. These results were also presented at the American Psychological Association Conference in Toronto by Nidhi Goel and Rohini Puri.

Joni Splett, Dr. Melissa Maras, Dana Darney, and Chinghui Hsu supported the second phase of the project which involved a series of focus groups with key decision makers in targeted districts. In total, 22 key leaders, including assistant superintendents, principals, counselors, and teachers participated in 3 focus groups across 3 school districts in Missouri (Hazelwood, Moberly, & Southern Boone County). The focus groups gathered information about how school districts select, implement, and monitor school-based mental health interventions. The information gathered from the focus groups will be analyzed and prepared for dissemination over the next several months. The final stage of the project is to develop a series of web-based resources to support school districts in identifying evidence-based practices and information on how to collect data to monitor fidelity and outcomes. We will be working to develop video-based information as well as printable materials that will be available to all schools on the MPC website.

We look forward to the next phase of the Center and feel fortunate to build from the solid foundation set over the past three years. We are confident the developments during our third year of existence will ensure the long-term success of MPC in garnering external funding while still providing high quality and innovative training to our students and much needed services to our community.



MPC Research Team Meeting

**Helping Schools Evaluate Needs and Select Best Practices in Childhood Mental Health**

**Mental Health Services: Barriers & Challenges to Doing the Job**

Providing mental health services in schools can be a difficult task. It requires training, funding, and personnel to do a good job. Participants were asked about the barriers to providing mental health services to children. The following figure shows the results.

**Barriers to Providing Mental Health Services**

Barrier	Agree	Disagree
Insufficient number of school mental health professionals	80%	20%
Gaining parental cooperation and consent	70%	30%
Lack of adequate training for health care providers	60%	40%
Lack of funding for school-based mental health services	50%	50%
Stigma associated with seeking mental health services	40%	60%

**Training Needs**

Participants were asked to identify specific areas for which they need training. "Behavior issues" were cited as the most concerning mental health issue, however, nearly twenty percent of participants had minimal to no training in behavioral interventions. The top training needs cited by participants include:

- 1) Strategies for dealing with behavior problems and implementing behavior intervention plans
- 2) Classroom management
- 3) Recognizing students' mental health problems and knowing how to help
- 4) Increasing multicultural knowledge for working with diverse students
- 5) Engaging and working with families

**Top 3 Reasons Why do you feel students with mental health issues fall between the cracks?**

1. Lack of adequate parent support programs
2. Lack of prevention programs for students with externalizing behavior problems
3. Lack of prevention programs for students with internalizing behavior problems

**What resources can be used to address the needs addressed in this report?**

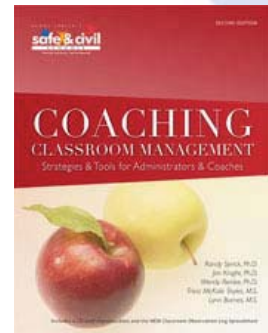
There are many resources available to address the concerns highlighted. When choosing resources it's important to choose practices that are most likely to be effective. Fortunately, several professional groups have developed resources for helping schools access best practices. In general, these groups define evidence-based practices as those that have been empirically evaluated and supported many times using rigorous evaluation criteria. Several online clearinghouses have allowed this information to be readily accessible. Users can enter search terms to match particular behavior problems by age group and setting. They can find out more about specific programs by following links from the list of model programs that fit the search criteria. Below are a few excellent examples of clearinghouses:

- What Works Clearinghouse: <http://ies.ed.gov/iis/res/wpc/>
- Office of Juvenile Justice and Delinquency Prevention's Model Programs Guide: <http://www2.ojjdp.gov/ncj/185591.shtml>
- Blueprints for Violence Prevention: <http://www.colorado.edu/cvpr/vp/blueprints.html>



## Science Summary:

From June 2009 to April 2010, the team received two large federal grants totaling over \$3.6 million in grant proposals. Seventeen papers authored by Center faculty or students have appeared in print or been accepted at peer-reviewed journals since June 2009. The team gave 30 presentations at national or international conferences or regional seminars. Additionally, the second edition of *Coaching Classroom Management*, a book co-authored by Dr. Reinke, was released this year. Drs. Reinke, Herman, and Stormont also have contracts to write two new books during the coming year as part of the very popular *Guilford School Practitioner Series*.



The team has also given several **high profile presentations** this academic year. Dr. Herman was a Keynote Speaker at the 2<sup>nd</sup> Annual School-Based Mental Health Group Interventions Conference. Dr. Stormont gave the Keynote Address at the National Drop-Out Center Summit in November. Dr. Reinke gave an invited professional workshop on the Classroom Check-Up at the NASP Annual Convention. Additionally, the group's symposium on prevention science was selected as part of the Presidential Strand at NASP this year, an honor bestowed on 1% of accepted proposals as a stamp of excellence.



In collaboration with the ACC and CMRTC, MPC co-sponsored the **Second Annual ESCP Poster Conference** on April 9, 2010. Students and faculty members from ESCP presented over 20 posters and four paper presentations. The Conference was intended to highlight the outstanding research being conducted in the Department and also to facilitate interdisciplinary collaboration and awareness. Topics included best practices in evaluating community and clinic services, strength-based psychological assessments, the validity of early numeracy measures, career services for diverse populations, and functional assessment interventions.

A major science task during the beginning of the year was to finalize a **Special Issue for the journal, *Psychology in the Schools***. The Special Issue was titled, *The Role of Prevention Science in Advancing Research and Practice in the Schools*, and Drs. Stormont, Reinke, & Herman served as Guest

Editors. Dr. Stormont and Dana Darney took leadership in organizing and submitting the proposal, inviting and tracking contributions, identifying peer reviewers, and preparing feedback for authors. The Special Issue provided a collection of papers describing exemplary prevention science activities: (1) *the Incredible Years Series* written by developer Dr. Webster-Stratton; (2) *integrated models of school-based prevention* written by a team including Drs. Ialongo and Bradshaw (from the Center for Prevention and Early Intervention at Johns Hopkins School of Public Health), Drs. Domitrovich and Greenberg (developer of PATHS), Dr. Poduska (American Institute for Research), and Dr. Embry (PAXIS Institute); (3) *Response to Intervention* written by Drs. Lembke (U of Missouri), McMaster (U of Minnesota), and Stecker (Clemson U); (4) *the Strong Kids curriculum* written by developer Dr. Merrell (U of Oregon); (5) *school mental health* written by Dr. Weist, Director of the Center for School Mental Health at the U of Maryland; and (6) *School-Wide Positive Behavior Interventions & Supports* written by Drs. McIntosh (U of British Columbia), Filter (Minnesota St. U), and Sugai (U of Connecticut and co-founder of PBS). Additionally, the Special Issue included a paper summarizing the Missouri Prevention Center written by team members. It appeared in print in early 2010.

Finally, Drs. Reinke and Herman are Co-Investigators in the Center for Prevention and Early Intervention and help lead two of the Center's four projects. They assist in Center initiatives intended to integrate existing evidence-based interventions in schools. For one project, the Center is testing whether Dr. Reinke's Classroom Check-Up can enhance teacher fidelity in implementing classroom interventions (the Good Behavior Game and PATHS). The other project is focused on integrating the Family Check-Up with Coping Power (see insert below for more information).

#### **Family Check-Up in Baltimore City Schools**

As part of Johns Hopkins *Center for Prevention and Early Intervention's* charge to integrate best practice programs in school-based prevention, Dr. Reinke and Herman trained school-based clinicians in Baltimore City to use the Family Check-Up as a tool for building parent engagement to participate in the Coping Power Parent program. The pair provided a 2-day training in motivational interviewing and the FCU plus Coping Power intervention and then provided ongoing supervision. Clinicians were able to recruit parents to pilot the combined intervention. Clinicians reported very favorable attitudes toward the FCU and saw it as a practical strategy with great promise for benefiting families in Baltimore schools. The pilot will continue next Fall. By the end of the Center grant, the team will have developed and tested a fully integrated intervention adapted for middle school students and families.





## Accomplishments

### Research and Grants

- The team has been awarded over \$3.6 million to support our research.
- These grants will support four College of Education faculty members at the equivalent of 190% effort. The grants will provide roughly **\$180-200,000 of faculty salary and benefit cost savings each year** (for nine-month faculty effort).
- In addition, these grants will fund six half-time graduate assistants for the next four years which equates to **over \$110,000 of graduate student support each year**.

\$3,632,705 in  
active grant  
contracts

Additionally, one of the grants will pay 30 graduate students hourly wages for their assistance with specific phases of the project.

- All of this is in addition to the F&A (indirect funds) that will flow to the COE and Department from these grants. **F&A will total over \$700,000** over the course of the grants.
- In all, we have eight active grants focused on a range of preventive intervention services and evaluation including the following: (1) evaluating an intervention to promote effective teacher classroom management; (2) developing integrated school-based preventive interventions; (3) developing and evaluating family-centered interventions for child conduct problems and depression; (4) enhancing school capacity to identify and deliver evidence-based prevention practices; and (5) providing services to families in Central Missouri.



**IES Teacher Training Grant Team** (from left): Kim David, Wendy Reinke, Keith Herman, Lindsay Borden, Melissa Stormont, Ze Wang, & Tracey Latimore

- The team received a \$2.9 million grant from IES to evaluate the Incredible Years Teacher Training program. The four-year study will evaluate the effects of the video-based classroom behavior management program on academic outcomes in over 2500 children and 100 classrooms in Hazelwood School District.

- Drs. Reinke and Herman and Dana Darney completed the first year of a NIMH Center Grant. They are Co-Investigators and core faculty on this continuation grant awarded to the *Center for Prevention and Early Intervention*.

- Drs. Stormont, Reinke, and Herman gave eleven invited addresses, and the team completed 30 total symposium, paper and poster presentations at international, national, or local conferences.
- **In total, 17 peer-reviewed papers, chapters, and books were published or accepted for publication from July 2009 to May 2010.**
- Dr. Stormont and Dana Darney led the team in creating and completing a Special Issue for the journal *Psychology in the Schools* entitled, *The Role of Prevention Science in Advancing Research and Practices in School*. Team members helped prepare the special issue by writing and reviewing manuscripts.
- MPC, ACC, and CMRTC co-sponsored the **Second Annual ESCP Conference** which included over 20 poster presentations and 4 paper presentations, many by students affiliated with the Center. The ESCP poster conference will continue in future years as a tool for disseminating research within the department and as an opportunity for students to gain presentation experience.



### Training and Service

- The Center is home to three licensed psychologists (Drs. Herman, Reinke, & Brooks) who support supervision of clinical and research intervention experiences by graduate students.
- **Thirty-four graduate and undergraduate students** actively participated in one or more of the Center core activities: research, training, service, and policy.
- Center staff or partners supervised by Drs. Reinke and Herman provided evidence-based services to more than 100 families throughout the state.
- Drs. Reinke and Herman trained 12 students and three school-based clinicians to deliver the Family Check-Up (FCU). Collectively, these students and clinicians received over 500 hours of clinical supervision.
  - Graduate students and faculty provided FCU's to 11 families for a total of 300 hours of in-kind services.
  - Dr. Herman trained 15 students and 10 school-based clinicians to deliver the IY Parent program and provided over 20 hours of supervision for their activities.

Nearly \$10,000  
of in kind  
community  
service



## Prevention Science Practicum

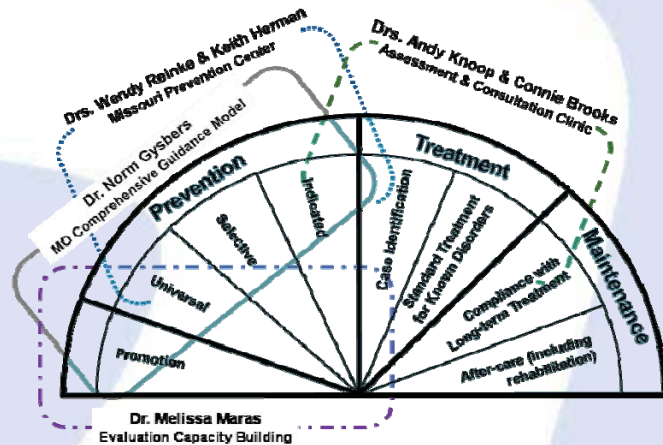


- Drs. Herman and Reinke co-led a parenting intervention for young parents with infants in collaboration with Lutheran Family Services, providing over 12 hours of in-kind service each.
- Graduate students implemented a total of seven IY parenting groups. Collectively, students and faculty provided 458 hours of parent and child group services as part of these groups and served over 54 families.
- Students and staff completed over 800 client contact hours.
- Graduate students from the Prevention Science Practicum conducted an initial resource assessment of current services available to families and parents in Columbia, Missouri. The information will be used to compile a report of current resources and gaps to services. In the fall, a needs assessment will be conducted on the same topic involving key state holders, parents and providers. The final report will be a resource to support grant initiatives and policy change for improved practice.
- Drs. Herman, Reinke, and Stormont collectively sit on eight separate scientific journal review boards, including *Journal of School Psychology*, *Journal of Positive Behavior Interventions*, *Journal of Counseling Psychology*, *Psychology in the Schools*, *Journal of School Psychology Quarterly*, *Journal of Applied School Psychology*, *Behavior Disorders*, and *Journal of Behavioral Education*.
- The MPC website has been updated to provide information about ongoing projects and opportunities as well as resources for parents and teachers:  
<http://education.missouri.edu/orgs/prevention/>.

## Partnerships

- MPC has partnered with several community agencies over the past year, including Head Start, Connecting with Children, ParentLink, Parents as Teachers, MU Student Parent Center, and Lutheran Family Services.
- MPC has partnered and conducted research with nine school districts in Missouri over the past year, including Blue Spring, Columbia, Hannibal, Hazelwood, Maplewood Richmond Heights, Mexico, Moberly, Ray Peculiar, & Southern Boone County School districts.
- Our IES grant will involve a partnership with Hazelwood School District, Johns Hopkins School of Public Health, and the University of Washington.
- Dr. Ze Wang is a co-investigator on the IES trial and will be a key partner in helping ensure its success.
- Our NIMH subcontract creates partnerships with investigators, clinicians, and universities throughout the nation. The home of the grant is at the *Center for Prevention and Early Intervention* through Johns Hopkins School of Public Health.

- The *Children's Trust Fund* supported our Head Start and Connecting for Children parent groups through a service grant.
- Heather Klemp completed her Capstone Project through MPC, funded by a grant from the *MU Parents Association (MUPA)*. Heather ran an IY Online Bibliotherapy group for ten MU students who are parents. In the Fall, Joni Splett and Elise Hendricker provided IY Parent training to four Early Childhood teachers using the MUPA funds.
- Drs. Brooks and Maras helped elaborate the partnership with the ACC and with other ESCP researchers. We worked with Drs. Brooks and Maras to visually depict the overlap and distinguishing features of our work. We used the Prevention Continuum figure from the recent IOM report to highlight these features (see Figure insert).
- The team was fortunate to have Dr. Lifei Wang, a Distinguished Visiting Professor from National Taiwan Normal University, join us for the Spring semester. Dr. Wang's research overlaps with MPC. She has large grants to develop innovative school-based service models in Taiwan using school counselors and counseling psychologists. We made plans for sustaining this partnership in the coming year with collaborative cross-national research studies.
- We were honored to work with *ParentLink*. Carol Mertensmeyer-Ryan and Meg Roodhouse helped recruit parents for one of our IY parent groups and provided space for these groups (thanks, *ParentLink!*). Meg and Carol also submitted an Innovations grant through MU which would involve MPC as a partner in delivering bibliotherapy parent groups to parents throughout the state. *ParentLink* has also been very supportive of MPC students in completing practicum experiences and considering dissertation topics.
- Lisa Hines, a *Parents as Teachers* mentor, helped recruit several families for an IY group in the Fall, attended two of the sessions, and discussed plans for expanding our partnership.
- Julie Shea, the Director of the *MU Student Parent Center*, attended MPC meetings and helped recruit for one of our planned parent groups. She has been a strong supporter of MU Student Parents and will be a valuable partner in all parent campus initiatives.
- David Wallace, Director of the MU Counseling Center, attended an MPC meeting and discussed his shared interests in resilience and prevention programming.
- The Special Issue of the *Psychology in the Schools* that we completed has brought together several members of our Prevention Science Consortium in a collaborative effort. In total, authors of articles that appeared in the Special Issue represent 12 universities and 5 prevention-oriented Centers from throughout the nation.



## Recognition

- *Presidential Strand Symposium Paper*, 2010, *National Association of School Psychologists*. Only 1% of all convention submissions were selected for this special strand highlighting excellence in school psychology research.
- Dr. Reinke was nominated for *COE Advisor/Mentor of the Year*, College of Education, University of Missouri, 2010.



## Research and Grant Products

### Peer-Reviewed Publications (appeared in print or accepted since July 2009)

1. **Herman, K. C., Reinke, W. M., Stormont, M., Puri, R., & Agarwal, G.** (2010). Using prevention science to promote children's mental health: The founding of the Missouri Prevention Center. *The Counseling Psychologist*.
2. Webster-Stratton, C., & **Herman, K. C.** (2010). Disseminating Incredible Years Series Early Intervention Programs: Integrating and sustaining services between school and home. *Psychology in the School*, 47, 36-54.
3. **Reinke, W. M., Herman, K. C., Stormont, M., Brooks, C., & Darney, D.** (2010). Training the next generation of school professionals to be prevention scientists: The Missouri Prevention Center model. *Psychology in the School*, 47, 101-110.
4. **Stormont, M., Reinke, W. M., & Herman, K.C.** (2010). Using prevention science to address mental health issues in schools. *Psychology in the School*, 47, 1-4.
5. Mirsu-Paun, A., Tucker, C.M., & **Herman, K. C.** (2010). Validation of a provider self-report inventory for measuring patient-centered cultural sensitivity in health care on a medical student group. *Journal of Community Health*, 35, 198-207.

### IY Parent Groups Go To School

Drs. Reinke and Herman trained ten clinicians from **Blue Spring and Ray Pec School Districts** to implement the IY Parent program during two full day workshops and 12 supervision meetings. The clinicians ran four parenting and child groups, serving 40 families including over 50 adults and 50 children.

By all accounts these groups were a smashing success. The clinicians did a masterful job of recruiting and engaging families in the groups. **Attendance rates at all of the groups ranged from 80% - 100% for all sessions.** Clinicians were initially concerned that families who might benefit the most from the groups would not attend. To their delight, they were able to recruit/ retain the very families they were most hoping to serve.

### The gifts from this collaborative effort include the following:

- (1) Strong partnership with two fantastic school districts and their staff.
- (2) Positive impact on families who needed help in supporting their children.
- (3) Training in a well-established intervention for a large group of school-based clinicians.
- (4) **Evidence that best practices in school-based prevention can be transported to real world settings with high quality and impact.**





6. Smith, S. C., Lewis, T. J., & Stormont, M. (in press). An investigation of the use of two universal behavioral supports for children with externalizing behavior in Head Start classrooms. *Journal of Positive Behavior Interventions*.
7. Stichter, J. P., Stormont, M., & Lewis, T. J., & Schultz, T. (in press). Rates of specific antecedent instructional practices and differences between Title I and non-Title I schools. *Journal of Behavioral Education*.
8. Crow, L., Schulz, T., Herman, K. C., & Brooks, C. (in press). Incredible Years Parent Training Program: Promoting resilience through evidence-based prevention. *Group Dynamics: Theory, Research, and Practice*.
9. McIntosh, K., Reinke, W.M., Bennett, J., & Sadler, C. (in press). Relations between reading and behavior by gender in elementary school. *Exceptionality*.
10. Whitney, S., Sullivan, S., & Herman, K. C. (in press). Low self-concept as an early indicator of youth depression. *Journal of School Mental Health*.
11. Kim, Y. H., Stormont, M., & Espinosa, L. (2009). Contributing factors to South Korean early childhood educators' strategies for addressing children's challenging behavior. *Journal of Early Intervention, 31*, 227-249.
12. Lambert, S., Herman, K. C., Bynum, M., & Ialongo, N. (2009). Perceptions of racism and depressive symptoms in African American adolescents: The role of perceived academic and social control. *Journal of Youth & Adolescence, 38*, 519-531.
13. Jones, J. D., Tucker, C. M., & Herman, K. C. (2009). Stress and nutrition among African American women with hypertension. *American Journal of Health Behavior, 33*, 661-672.

### Books, Chapters, and Other Publications (appeared in print or accepted since July 2009)

14. McIntosh, K., Reinke, W.M., & Herman, K.C. (2010). School-wide analysis of data for social behavior problems: Assessing outcomes, selecting targets for intervention, and identifying need for support. In G. Peacock, R. Ervin, E. Daly, & K. Merrell (Eds.), *Practical handbook of school psychology: Effective practices for the 21<sup>st</sup> Century*. (pp. 135-156). New York: Guilford Press.
15. Tucker, C. M., Daly, K., & Herman, K. C. (2009). Customized multicultural health counseling: Bridging the gap between mental and physical health for racial and ethnic minorities. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander, *Handbook of multicultural counseling* (4<sup>th</sup> edition). Thousand Oaks, CA: Sage.
16. Sprick, R., Knight, J., Reinke, W.M., & McKale, T. (2010). *Coaching for Positive Classrooms: Supporting Teachers with Classroom Management (2<sup>nd</sup> Edition)*. Pacific Northwest Publishing: Eugene, OR.
17. Stormont, M. (2009, November). Preventing drop-out through increasing family involvement: The importance of systematic and focused efforts. *Big Ideas: Drop Out Prevention Strategies eNewsletter*. National Drop Out Prevention Center for Students with Disabilities.

Psychology in the Schools, Vol. 47(1), 2010  
Published online in Wiley InterScience (www.interscience.wiley.com) © 2009 Wiley Periodicals, Inc.  
DOI: 10.1002/pim.23454

TRAINING THE NEXT GENERATION OF SCHOOL PROFESSIONALS TO BE PREVENTION SCIENTISTS: THE MISSOURI PREVENTION CENTER MODEL  
WENDY M. REINKE, KEITH G. HERMAN, MELISSA STORMONT, CONSTANCE BROOKS, AND DANNA DARNLEY  
University of Missouri

Empirically supported school-based programs have been shown to reduce the present and future risk for various emotional disturbances. Unfortunately, few of these programs have been successfully transported or maintained outside the context of controlled research studies. Central to attaining this goal is the pressing need to train the next generation of school psychology faculty leaders, versed in evidence-based practices (EBPs), who can train school personnel to deliver existing EBPs, design and develop innovative new practices, and conduct rigorous research to evaluate the effectiveness of these practices. In part to address this critical need, we developed the Missouri Prevention Center (MPC). In this article we describe the training, research, and research activities associated with MPC. The Center works toward supporting a high-quality training program for school psychologists who will lead the nation, state, and individual school districts in increasing barriers to using EBPs in schools. © 2009 Wiley Periodicals, Inc.

Despite having many promising practices to prevent and deter mental disorders, we have yet to reduce the population prevalence or social burden of these conditions (Carr et al., 1999; Mrazek & Haggerty, 1994). Dozens of empirically supported school-based programs have been shown to reduce present and future risk for various emotional disturbances (EDs) in randomized clinical trials; many of them are described in this special issue (see National Research Council and Institute of Medicine, 2009). Unfortunately, few programs have been successfully transported or maintained outside the context of controlled research studies. Central to attaining this goal is the pressing need to train the next generation of school psychology faculty leaders, versed in these promising evidence-based practices (EBPs), who can train school personnel to deliver existing EBPs, design and develop innovative new practices, and conduct rigorous research to evaluate the effectiveness of these practices.

In part to address this critical need, we developed the Missouri Prevention Center (MPC). Specifically, we have designed a comprehensive doctoral training program in prevention science and culturally sensitive EBPs. In this context we are preparing highly qualified school psychology leaders in the prevention and early intervention of behavior and emotional disorders with an emphasis on reducing their real prevalence and societal burden.

#### BACKGROUND

Three converging areas of evidence support the need for training the next generation of school psychology leaders. First, epidemiological data have highlighted the growing unmet mental health needs of students in the U.S. school system. Second, available literature indicates that high-quality EBPs are rarely delivered in public school settings despite evidence that school-based prevention and early intervention can be effective. Third, researchers have documented the shortage of school psychology faculty in higher education, particularly those trained to deliver, teach, and research EBPs appropriate for children from diverse backgrounds exhibiting socially challenging behaviors. Each of these areas are discussed in the following sections.

#### Unmet Student Mental Health Needs

A recent National Institute of Mental Health (2007) report concluded that 1 in 10 children suffers from an ED severe enough to cause impairment. The Surgeon General (U.S. Public Health

Correspondence to: Wendy M. Reinke, University of Missouri, Department of Education, School, & Counseling Psychology, College of Education, 16 Hill Hall, Columbia, MO 65211-2130. E-mail: reinkew@missouri.edu

## Presentations (presented since June 2009)

### Keynotes

- **Herman, K. C.** (October, 2009). *The role of academic and social competence in youth depression: Implications for group interventions*. Keynote presented at the School-Based Mental Health Group Interventions Annual Conference, Aiken, SC.
- **Stormont, M.** (November, 2009). *Building effective home-school partnerships*. Keynote speaker for the National Drop Out Center for Students with Disabilities Building Effective Practices in Dropout Prevention: A Summit for State and Local Education Agencies.

### Training and Workshops

- **Herman, K. C., & Reinke, W.** (April, 2010). *Integrating the Family Check-Up and Coping Power*. Training Workshops presented for the Johns Hopkins Center for Prevention and Early Intervention, Baltimore, MD.
- **Reinke, W. & Herman, K. C.** (March, 2010). *The Classroom Check-Up*. Workshop presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- **Reinke, W. & Herman, K. C.** (March, 2010). *The Classroom Check-Up: Applications in the CPEI Trials*. Training Workshop presented at Johns Hopkins Center for Prevention and Early Intervention, Baltimore, MD.
- **Reinke, W. & Herman, K. C.** (February, 2010). *The Family Check-Up: Applications in the CARS Trial*. Training Workshop presented for the Center for Adolescent Research in Schools, Missouri site, Columbia, MO.
- **Reinke, W. & Herman, K. C.** (February, 2010). *The Incredible Years: Applications in Blue Springs and Ray Pec School Districts*. Training Workshop presented for the Blue Spring and Ray Pec School Districts, Blue Springs, MO.
- **Reinke, W.M.** (February, 2010). *The Classroom Check-up: A Consultation Model for Effective Classroom Management*. Presented to the Missouri Association of School Psychology Mid-Missouri Regional Conference, Columbia, MO.

### Papers and Posters

- **Traylor, K., & Herman, K. C.** (June, 2010) "Routeens": *Assessing the socioemotional impact of positive parenting routines on low-income, African-American adolescents*. Poster presented at the APA Division 45 Annual Convention. Ann Arbor, MI.
- Bradshaw, C., et al., **Reinke, W., & Herman, K.C.** (June, 2010). *Using Findings from Randomized Trials To Inform the Integration of School-wide PBS with Social-Emotional Learning*. Paper presented as part of symposium at Society for Prevention Research Annual Convention, Denver, CO.
- **Kanagui, M., Strawsine, M., Aguayo, D., & Herman, K. C.** (May, 2010). *Incredible Years for Spanish-speaking families*. Paper presented as part of symposium for the Ninth Annual Conference Cambio de Colores (Change of Colors) - Latinos and Immigrants in Midwestern Communities, Columbia, MO.



- **Reinke, W.M., & Darney, D. (2010).** *Prevention Science: Advancing Research and Practice in Schools.* Presidential strand symposium chair and presenter at the National Association for School Psychology Conference, Chicago, IL.
- **Hendricker, E., Stormont, M., & Reinke, W.M. (2010).** *Supporting Kindergarten Transition for Head Start Students Through Ecological Interventions.* Poster presented at the National Association for School Psychology Conference, Chicago, IL.
- **Herman, K. C., & Webster-Stratton, C. (March, 2010).** *Implementation of evidence-based interventions with high fidelity and issues of dissemination: The Incredible Years.* Paper presented as part of the Presidential Strand symposium entitled, *Prevention Science: Advancing Research and Practice in the Schools*, presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- **Kanagui, M., Strawsine, M., Aguayo, D., & Herman, K. C. (March, 2010).** *Partnerships to create healthier parenting practices in Latina/o families in the Midwest.* Paper presented as part of a symposium entitled, *Promoting the Adjustment of Latina/o Children and Adolescents in the Midwest: Research and Clinical Applications*, presented at the Cambio de Colores Annual Convention, Columbia, MO.
- **Reinke, W. & Herman, K. C (October, 2009).** *Helping schools evaluate needs and select best practices in childhood mental health.* Talk presented at the Governing Board Meeting of the Missouri Partnership for Educational Renewal, Columbia, MO.
- **Herman, K. C. (October, 2009).** *The Missouri Prevention Center.* Invited talk presented at the School-Based Mental Health Group Interventions Annual Conference, Aiken, SC.
- **Reinke, W. & Herman, K. C. (October, 2009).** *Building school and family partnerships.* Invited talk presented at the Blue Spring School District, Blue Spring, MO.
- **Reinke, W. & Herman, K. C. (August, 2009).** *Preventing youth aggression and depression through school and family partnerships.* Invited talk presented at the University of Missouri College of Education Alumni Board Meeting, Columbia, MO.
- **Webster-Stratton, C., & Herman, K.C. (June, 2009).** Impact of the Incredible Years Parent Program on child depressive symptoms. Paper presented as part of symposium at the *International Society for Research and Child and Adolescent Psychopathology*, Seattle, WA.
- **Bi, Y. & Herman, K.C. (August, 2009).** *Internalizing Symptoms of Chinese Children in Low-income Families: Mediating Effect of Family Environment.* Poster to be presented at the Annual American Psychological Association Conference, Toronto, Canada.
- **Reinke, W.M. & Darney, D. (August, 2009).** *Combining school and family interventions to prevent disruptive behavior problems in children.* To be presented as part of the symposium, *Beyond efficacy: System level variables in adapting and sustaining school-wide PBS*, at the Annual American Psychological Association Conference, Toronto.

### The Incredible Years?

The Incredible Years (IY) is a series of video-based modeling interventions for children, teachers, and parents developed by Dr. Carolyn Webster-Stratton. The IY Parent program is one of the most potent psychosocial interventions ever developed.

Nineteen randomized trials (including 5 independent replications and 7 effectiveness trials) have shown it to be effective in treating and preventing conduct problems in young children. Because of MPC, the University of Missouri is one of the few places in the nation where school and counseling psychologists and special educators can receive in depth training and supervision in the delivery of IY programs.



- **Herman, K.C.** (August, 2009). *Beyond efficacy: System level variables in adapting and sustaining school-wide PBS*, Symposium discussant at the Annual American Psychological Association Conference, Toronto.
- **Goel, N., Fu, C., Puri, N., Stormont, M., & Reinke, W.M.** (August, 2009). *Current practices and perceived needs in school-based mental health programming*. Poster presented at the Annual American Psychological Association Conference, Toronto.
- **Darney, D., Hendricker, E., Splett, J., Coutts, M. & Reinke, W.** (November, 2009). *The Family Check-Up: School-Based Implementation to Reduce Aggressive Behaviors in Young Children*. Presentation presented at the annual meeting of the Conference for Advancement of School Mental Health, Minneapolis, MN.
- **Darney, D., Schultz, T., Goel, N., & Reinke, W.M.** (2009). *The Utility of the Family Check-up for Promoting Family-School Collaboration: A Case Illustration*. Poster presented at the National Council on Family Relations Annual Conference, San Francisco, CA.
- **Stormont, M.** (2009, October). *Building positive relationships to prevent drop-out and other negative outcomes*. Teleseminar for the National Drop-Out Prevention Center for Students with Disabilities.
- **Stormont, M.** (2009, November). *Staying on the path to graduation: Connecting across systems and services to improve outcomes for youth with emotional and behavioral disorders*. Panel speaker on homelessness for the National Drop Out Center for Students with Disabilities Building Effective Practices in Dropout Prevention: A Summit for State and Local Education Agencies.
- **Crow, L. A., Schultz, T. R.** (2009, November). *The Incredible Years: Promoting Family Resilience through Parent Education*. Poster presented at annual National Council on Family Relations conference in San Francisco, CA.
- **Smith, C., & Stormont, M.** (2009). *Mentoring as an intervention to improve social competency for adolescents at high-risk: Perceptions of adult mentors*. Presentation at the 8th Biennial International Conference on Children and Youth with Behavior Disorders, Denver, CO.



## Extramural Sponsorship

### *Current:*

- **Evaluation of a Video-based Modeling Program to Promote Effective Teacher Classroom Management Practices (2010-2014).** Funded by the Institute of Education Sciences (IES; Efficacy and Replication), R305A100342, awarded to Wendy Reinke, Keith Herman, and Melissa Stormont. Award: \$2,959,028.36.
- **Center for Prevention and Early Intervention (2009-2014).** Funded by the National Institute of Mental Health (NIMH), P30 MH066247, awarded to Nicholas Ialongo (Center PI) and Wendy Reinke (Campus Co-PI). Award: \$644,837.
- **Helping School Districts Select and Implement Best Practices in Early Childhood Mental Health Prevention (2008-2010).** Funded by Missouri Partnership for Educational Renewal grant awarded to Wendy Reinke, Keith Herman, Melissa Stormont. Award: \$10,000.
- **A Family-Centered Intervention for Child Depression (2008-2010).** Funded by University of Missouri Research Council grant awarded to Keith Herman. Award: \$7340.
- **Providing Evidence-Based Parent Behavior Management Training to Parents in Head Start (2009-2010).** Funded by Children's Trust Fund grant awarded to Keith Herman and Wendy Reinke submitted in partnership with Central Missouri Community Action, Head Start. Award: \$5,000.
- **Providing Evidence-Based Parent Behavior Management Training to College Students with Children (2009-2010).** Funded by University of Missouri Parent Association Student grant awarded to Elise Hendrickson and Joni Splett (Student Investigators); Keith Herman and Wendy Reinke (Faculty PI's). Award: \$1,000.
- **Reducing Child Abuse through Parent Training to Expecting and New Caregivers (2010-2011).** Funded by Target Foundation grant awarded to Connie Brooks, Keith Herman and Wendy Reinke. Award: \$4,500.
- **Combining the Family-Check-Up with School-Wide Positive Behavior Supports (2008-2010).** Funded by University of Missouri Research Council grant awarded to Wendy Reinke. Award: \$7400.



---

## 2010-2011 Goals

### Complete Grant Funded Research Projects

- Conduct IES Trial with high recruitment rates, reliable assessments, and quality interventions
- Complete Family Check-up and Depression Intervention and MPER studies
- Adapt CCU and FCU for application in Center for Early Intervention and Prevention trials

### Prevention Science Practicum

- Continue to offer students opportunities to lead IY Parent and Child groups, conduct FCUs, and deliver depression interventions
- Connect these activities to coursework (e.g., Parent Counseling and Consultation, Evidence-base Therapies, Family and Child Practicum)
- Collaboratively develop school-based behavior support teams that utilize graduate students with Southern Boone primary and elementary schools. This will expand training for graduate students and services to children with early signs of disruptive behavior problems
- Expand information resources on MPC website for schools, teachers, and parents
- Develop in-service training opportunities for local school districts
- Create prevention science courses and curriculum (e.g., minor or certificate)

### Establish a Postdoctoral Training Program

- Seek internal and external funding to support the program
- Submit IES Training grant in collaboration with Special Education faculty.

### Recruit New Faculty Members as Faculty Affiliates

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

### Submit Additional Grants

- Submit IES developmental proposals addressing the following: family and school supports for helping Head Start children transition to kindergarten (to be submitted July 2010), developing the Classroom SET (to be submitted Sept. 2010)
- Submit a Department of Education Training Grant for school psychology and special education students
- Submit an NIMH or NICHD proposal focused on evaluating or further developing the IY Infant program
- Submit NIMH R34 proposal to test efficacy of FCU and PBIS



### Submit 10 or More Manuscripts

- Parallel Process of Externalizing Problems and Depression with longitudinal outcomes
- Growth of Reading Skills and of Cognitions Related to Depression
- Parallel Processes of Academic and Behavior Problems
- Longitudinal evaluation of Academic and Behavior Problems in 12<sup>th</sup> grade
- Comorbidity of Aggression and Depression
- Classes of Young Child Symptoms and of Parenting Behaviors
- Culturally Sensitive Health Care
- Peer Contagion/ Co-Rumination
- Practitioner articles written for school counselors and administrators
- Initial findings from current pilot studies

### Complete Two Contracted Books on Topics Related to Center Activities

- (Stormont, Reinke, Herman, & Lemke). *Navigating the Yellow Zone: School-based Interventions for Tier Two*. New York: Guilford Press.
- (Reinke, Herman, & Sprick). *Effective Classroom Management in Classrooms: The Classroom Check-up*. New York: Guilford Press.

Compile a Special Issue for School Psychology Review entitled, “The Untold Story behind Intervention Development and Implementation.”

## End of the Year Feast





## Core Faculty

**Dr. Wendy Reinke** (Co-Director) completed her doctoral training in school psychology at the University of Oregon and is currently an Assistant Professor in School Psychology at the University of Missouri. 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 combining school and family interventions for children with conduct problems. In particular, Dr. Reinke has interest in situating Family Centers within schools using system-wide approaches to managing student behavior such as School-Wide Positive Behavior Interventions and Supports. The Family Centers operate from a public health model by offering a continuum of supports for all families including the Family Check-Up as a tool for families considering seeking additional services. Dr. Reinke is also an expert in teacher consultation models in classroom management and is the developer of the Classroom Check-Up. She recently co-authored a book with Randy Sprick and Jim Knight entitled, *Coaching Classroom Management*.

**Dr. Keith Herman** (Co-Director) is an Associate Professor in the Department of Educational, School, & Counseling Psychology at the University of Missouri. 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. He has developed a conceptual model describing social developmental pathways to child depression with emphasis on modifiable aspects of schooling and parenting that contribute to children's risk. This model has informed the development of school and family interventions for children who are depressed.

**Dr. Melissa Stormont** (Core Faculty) is an Associate Professor of Special Education at MU. She is an expert on PBIS in early childhood settings and fostering child resilience and has written books on both topics. At MU, she teaches classes on these topics; conducts applied, school-based research; consults with school districts; participates in professional committees and advisory groups; serves on Doctoral and Master's committees; and presents at local, state, national, and international conferences. Her work focuses on preventing behavior problems in young children, teaching consultation around effective classroom management strategies, and assisting children and families during critical school transitions.

**Dr. Connie Brooks** (Core Faculty) is a Clinical Assistant Professor at the University of Missouri. She is a clinical faculty member in the Assessment and Consultation Clinic and supervises advanced graduate students in providing therapy and evaluations to children, adults, families, and groups. Her research and clinical interests focus on child trauma, behavior management, attachment, risky sexual behaviors, and systems-level prevention efforts. Populations of interest include children in foster care and the juvenile justice system. At MU, she teaches courses on human learning and group methods.

---

## Current Active Members:

Keith Herman, Ph.D.	Co-director	Counseling Psychology
Wendy Reinke, Ph.D.	Co-director	School Psychology
Melissa Stormont, Ph.D.	Core Faculty	Special Education
Ze Wang, Ph.D.	Core Faculty	Educational Psychology
Connie Brooks, Ph.D.	Core Faculty	Assessment & Consultation Clinic
Cheryl Offutt, Ph.D.	Faculty Affiliate	School Psychology
Melissa Maras, Ph.D.	Faculty Affiliate	School Psychology
Geetika Argarwal	Graduate Student	School Psychology
David Aguayo	Graduate Student	Counseling Psychology
Lauren Bailey	Graduate Student	School Psychology
Yu Bi	Graduate Student	Counseling Psychology
Chelsey Brophy	Graduate Student	School Psychology
Stephanie Coleman	Graduate Student	School Psychology
Jenny Collier	Graduate Student	School Psychology
Lindsay (Crow) Borden	Graduate Student	Counseling Psychology
Dana Darney	Graduate Student	School Psychology
Kim David	Graduate Student	School Psychology
Elise Hendricker	Graduate Student	School Psychology
Nidhi Goel	Graduate Student	School Psychology
Lauren Hatch	Undergraduate	Psychology
Heather Klemp	Undergraduate	Education
Chinghui Hsu	Graduate Student	Dual Degree Program
Tracey Latimore	Graduate Student	School Psychology
Phil Mascendaro	Graduate Student	School Psychology
Barb Mitchell	Graduate Student	Special Education
Rohini Puri	Graduate Student	Counseling Psychology
Tia Schultz	Graduate Student	Special Education
Megan Strawsine	Graduate Student	School Psychology
Karen Traylor	Graduate Student	Counseling Psychology
Ann Tweet	Graduate Student	School Psychology
Wally, Molly, Dina	Puppets	Dinosaur School

### Other Student Participants and Contributors:

*Stephanie Coleman, Marlen Kanagui, Nick Gage, Aaron Sawyer, Lu Tian, Erika Reynolds, Jodi Hardman, Emily Smith, Karen Visovsky, Kalyn Trentham, Reid Trotter, Stephanie McGhee, Tiffany Grayer, and Becca West*







**For more information:**

Missouri Prevention Center  
University of Missouri  
205 London Hall  
Columbia, Missouri 65211  
(573) 884-2419  
[prevention@missouri.edu](mailto:prevention@missouri.edu)

*Published: May 16, 2010*