



Missouri Prevention
Science Institute

ANNUAL REPORT

2021

PUSHING THROUGH A PANDEMIC
WITH PURPOSE

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WELCOME TO THE 2021 MPSI ANNUAL REPORT

A WORD FROM THE DIRECTORS

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As humans around the globe continue to struggle through the pandemic and through other international crises, the world needs prevention science now more than ever. MPSI is committed to using science to solve big problems and promote positive human adaptation and development. We have welcomed many new members to our team during the past year and continue to implement projects large and small to make a difference. We are happy to share our progress with you in this 2021 Annual Report.

*Dr. Wendy Reinke,
Dr. Keith Herman, and
Dr. Aaron Thompson*

WHO ARE WE?



A group of interdisciplinary scholars, research assistants, students, clinicians, teachers, and staff who work together to solve BIG world problems. We come together under the umbrella of prevention science to advance research and improve communities.

WHAT IS PREVENTION SCIENCE?

Prevention Science is rooted in a public health approach to solving world problems. This framework ensures prevention is more than a word. It is a strategic approach to improving the human condition.

PUSHING THROUGH THE PANDEMIC



MPSI, like the rest of the world, has been impacted by the global pandemic. Yet, our work in schools and communities continues on. In 2021, flexibility became our norm. Remote observations, remote meetings, and remote counseling sessions allowed us to continue our work in prevention science.

As 2021 continued, we began working our way back into physical classrooms - meeting in person with teachers and students. Success can be difficult to measure during a pandemic. But, each interaction in the communities we serve was a positive step forward.



MPSI BY THE NUMBERS

\$36.9 MIL

Submitted Proposals 2021

8,831

Citations 2021

as reported by Google Scholar

18
PROJECTS

FALL 2021

71

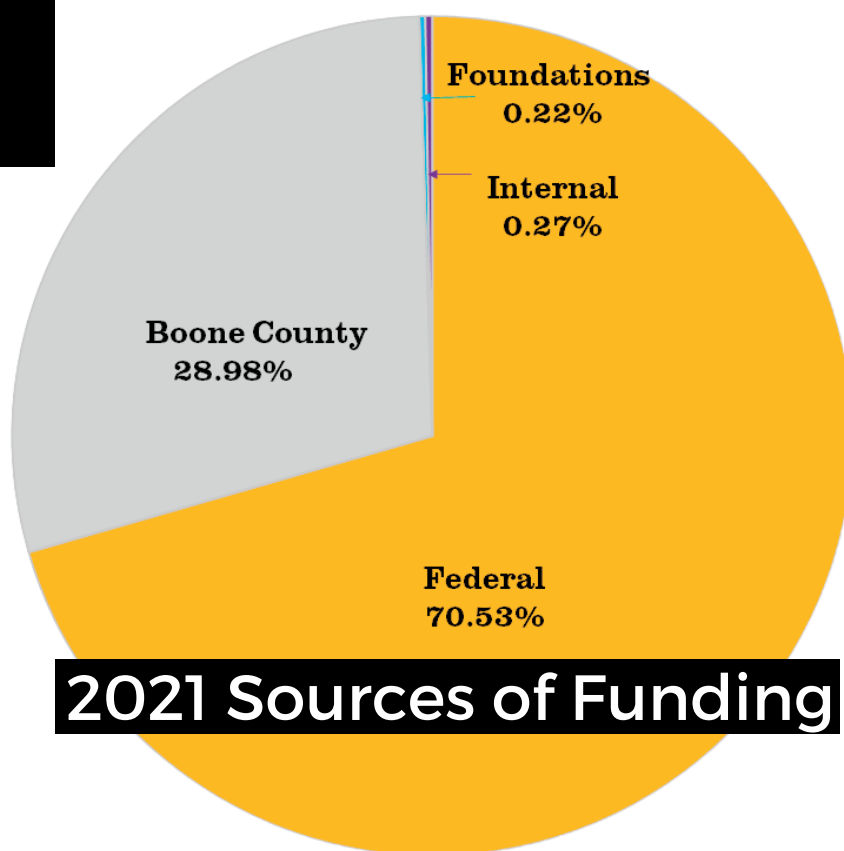
*MPSI
Employees*

52.0%

*2021 External Grant
Success Rate*

~\$10 MIL

*New External Awards
2021*

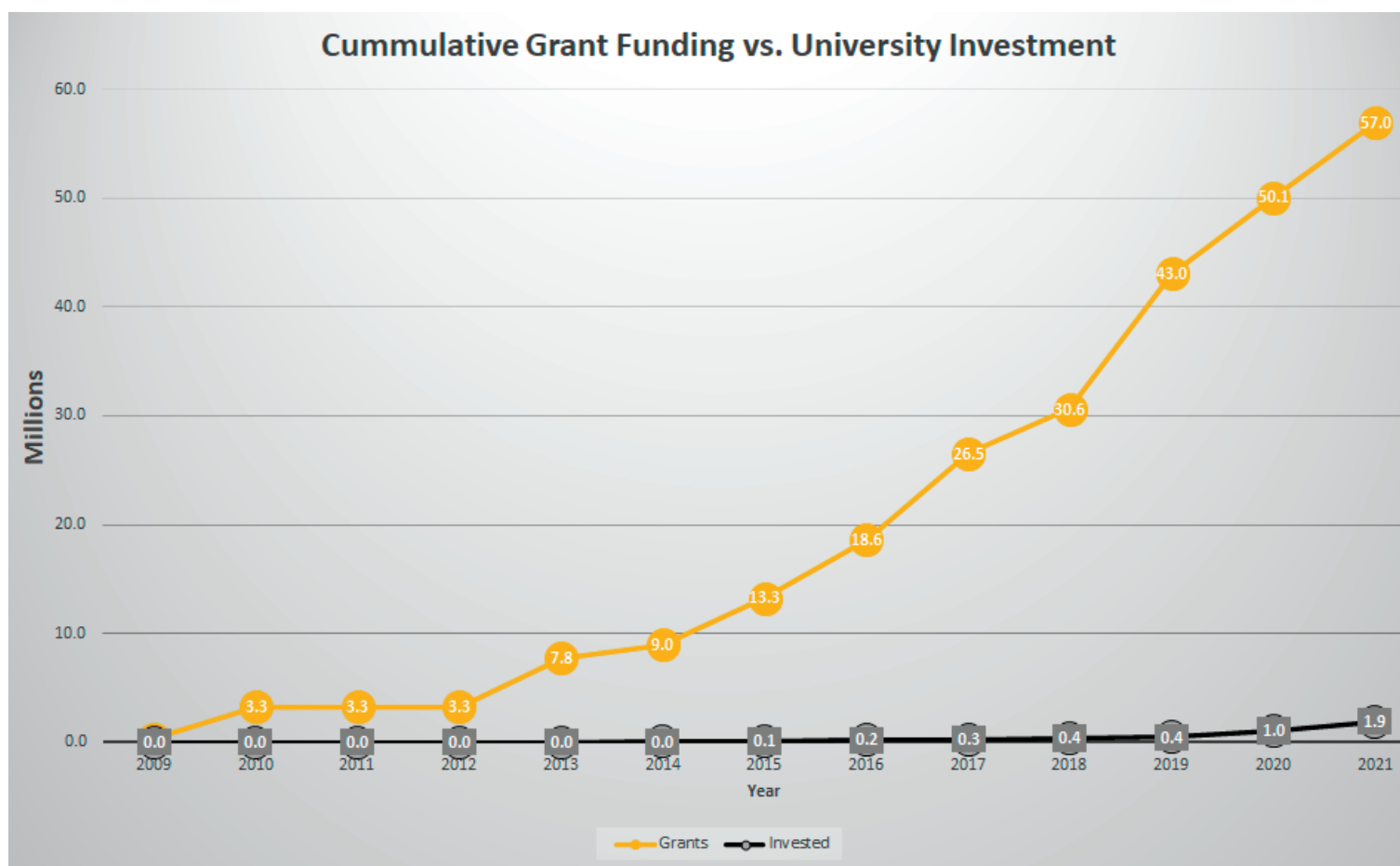


2021 Sources of Funding

of all 2021 External Grants,
Mizzou is the Primary Awardee

83

UNIQUE PEER-
REVIEWED
JOURNAL
ARTICLES IN 2021



Founded in 2007, the Missouri Prevention Center morphed into the Missouri Prevention Science Institute in 2019. Since 2009, grant funding increased exponentially with each investment from our Department, our College, and our University.

Since 2009, for every \$1 that Mizzou has invested, MPSI has brought in \$49 in external awards.

MPSI is committed to *excellence*. Through *engagement* and *outreach*, MPSI is making a difference each day in the lives of the communities we serve.

MPSI DIRECTORS



Wendy Reinke, Ph.D.

*Co-Director & Professor
School Psychology*

Keith Herman, Ph.D.

*Co-Director & Professor
Counseling Psychology & School Psychology*

Aaron Thompson, Ph.D.

*Associate Director & Professor
Social Work*



MPSI Research Staff 2021-22

MPSI FACULTY

Wes Bonifay, Ph.D.

Assistant Professor,
Director, MPSI Measurement
Statistics, Measurement, & Evaluation

Matt Easter, Ph.D.

Assistant Teaching Professor,
Dept. Director of Graduate Studies
Statistics, Measurement, & Evaluation

Shannon Holmes, Ph.D.

Assistant Professor
School Psychology

Antoinette Landor, Ph.D.

Associate Professor
Associate Director, Center for Body
Image Research & Policy
Human Development & Family Science

Clark Peters, Ph.D., JD, AM

Associate Professor,
Director, MPSI Policy Branch
Social Work

James Sebastian, Ph.D.

Associate Professor
Educational Leadership &
Policy Analysis

Melissa Stormont, Ph.D.

Professor,
Co-Director, Boone County Early
Childhood Coalition
Special Education

Kelli Canada, Ph.D., MSW

Associate Professor,
Associate Dean of Research
Social Work

Kristen Hawley, Ph.D.

Associate Professor
FACE Crisis Center Director
Psychological Sciences

Francis Huang, Ph.D.

Associate Professor, Co-Director,
MPSI Methodology Branch
Educational Research Methods

Sarah Owens, Ph.D.

Assistant Teaching Professor,
Director, BCSMHC
School Psychology

Chris Riley-Tillman, Ph.D.

Professor,
Interim Dean College of Education
& Human Development
School Psychology

Chris Slaten, Ph.D.

Associate Professor,
Educational School & Counseling
Psychology Dept. Chair
Counseling Psychology

Wolfgang Wiedermann, Ph.D.

Associate Professor,
Co-Director, MPSI Methodology Branch
Statistics, Measurement, & Evaluation

Virginia Ramseyer Winter, Ph.D.

Associate Professor
Director, Center for Body Image Research & Policy
Social Work



MPSI SENIOR RESEARCHERS & POSTDOCTORAL FELLOWS

David Aguayo, Ph.D.

Senior Research Associate
Educational Leadership & Policy Analysis

Chynna McCall, Ph.D.

Senior Research Associate
School Psychology

Sonja Winter, Ph.D.

Postdoctoral Fellow
Statistics, Measurement, & Evaluation

Christa Copeland, Ph.D.

Postdoctoral Fellow
School Psychology

Tyler Smith, Ph.D.

Senior Research Associate
School Psychology

Bixi Zhang, Ph.D.

Postdoctoral Fellow
Statistics, Measurement, & Evaluation

2021-22 MPSI STAFF

Julia Burke

SCSL/IES/DiSCO Training Coach

Judy Healy-Mendez

Research Funding Director

Sherry Labyer, Ed.D

START Principal Training Coach

Marcus Petree

Senior Research Manager

Michelle Steen

Business Administration Manager

Justin Harris

Project Coordinator

Carole Kelley

START Principal Training Coach

Crystal Lewis

Director, Data Strategy

Jack Suarez

Project Coordinator

Dennis Walker

SCSL/IES Training Coach

Ting Xu

Data Manager



MPSI GRADUATE ASSISTANTS

Destinee Boddie

School Psychology

Audrey Glenn

School Psychology

Mingming Huang

School Psychology

Anna Kim

Social Work

Pravash Raut

School Psychology

Hoi Ting (Cheryl) Wan

School Psychology

Carolyn Conway

School Psychology

Amanda Hood

Social Work

Emily Johns

School Psychology

Chun-An (Annie) Liu

School Psychology

Sindhu Venkat

School Psychology

Tanya Weigand

Social Work

Wenxi Yang

School Psychology





MPSI METHODS & MEASUREMENT

A core tenet of prevention science is that innovative methods are needed to improve research questions and impact. Thus, MPSI-Methods and MPSI-Measurement are two key branches of our Institute. Drs. Huang and Wiedermann co-direct the Methods branch; Dr. Bonifay is the director of the Measurement branch. The Methodology and Measurement branches were excited to welcome Drs. Bixi Zhang and Sonja Winter as postdoctoral fellows. In addition to writing papers and submitting grants, Drs. Zhang and Winter offer statistical consultation to MPSI members.

MPSI-Method's branch's core areas of excellence include (1) Causal Inference in Prevention Science, and (2) Beyond 'Average' Prevention Methods (e.g., person-centered and non-standard analysis of intervention effects). Continued advances in these areas led by our faculty will improve research questions and our understanding of the impacts of preventive interventions.



Francis Huang



Wolfgang Wiedermann



Wes Bonifay



The **MPSI-Measurement** branch focuses on two core areas of excellence: (1) Improving measurement precision through application of advanced statistical models and methods, and (2) Developing new methods for evaluating the quality of measurement models. Progress in these core areas will ensure that research efforts at the MPSI and in the prevention sciences more broadly will be based on sound measurement.



FACE Staff 2021-22

FACE

Adielle Ehret, MA,LP
FACE Executive Director

Samantha Bailey
Research Assistant

Devara Brock
Clinical Instructor

Jordan Chavez
Clinical Instructor

Tara Jennings
Research Assistant

Christina Jones
Clinical Instructor

Quaye Kaaihue
Clinical Instructor

Kimberly Taff
Clinical Instructor

Samantha Myers
Clinical Instructor

Terry Pipes
Research Specialist

ShaVon Walls-Taylor
Research Assistant

Jeremy Williams
Research Assistant

Shamon Williams
Clinical Instructor

FACE FAMILY INTERVENTION SPECIALISTS

Sandra Miller

Whitani Beck

Lorie Bosquet

Toby Mills

Rebecca Nobles-Jackson

Robina Onwonga

Laurel Owen

Jessica Rauls

Tayler Scholes

Kim Selders



BOONE COUNTY SCHOOLS MENTAL HEALTH COALITION



Sarah Owens, Ph.D.
BCSMHC Director

REGIONAL COORDINATORS

Jessica Burbridge

Chelsea Clark

Tara Collier

Rebecca Hart

Kayla Kilpatrick

Nicholas Lazeckho

Dennisa Niles

Lindsay Oetker

Kelly Off



CURRENT MPSI CENTERS

The National Center⁷ for Rural School Mental Health

Principal Investigator: Wendy Reinke, Ph.D.

Project Dates: 2/1/2019-1/31/2024

Amount: \$9,999,729

Funder: Institute of Education Sciences (IES)

MPSI, in partnership with the University of Montana and the University of Virginia, completed year 3 of a 5-year project to develop an Early Identification System to identify, prevent, and intervene in student mental health concerns. The EIS system will provide rural schools with an online youth mental health risk screening tool, a dashboard for schools to select specific evidence-based interventions and outcome/fidelity monitoring tools. This project continues to progress despite pandemic slowdowns.



Family Access Center for Excellence

Principal Investigator: Aaron Thompson, Ph.D.

Project Dates: 9/1/2014 - Ongoing

2021 Contract Amount : \$896,110

Funder: Boone County Children's Services Fund



Since 2014, Drs. Thompson, Reinke, Herman, and Hawley have worked on two distinct Boone County projects (now combined) to provide mental health services to schools, families, and the community. FACE provides free access to mental health services for families in Boone County. During the pandemic, money and efforts were allotted to telehealth services. The Boone County Schools Mental Health Coalition provides a comprehensive system for school-based mental health services including identification, prevention, and intervention. The combined project reaches every corner of Boone County.

Center for Body Image Research & Policy

Director: Virginia Ramseyer Winter

Associate Director: Antoinette Landor

Project Dates: Ongoing



Drs. Ramseyer Winter and Landor, with an interdisciplinary group of national and international researchers, has built a center to improve body image, health, and wellness. Ongoing research provides body image and health education, promoting policies to promote body image which in turn improve physical, mental, and sexual health.



CURRENT CLASSROOM MANAGEMENT PROJECTS

CCU: Classroom Check-Up Early Career Project-Efficacy Trial

Principal Investigator: Wendy Reinke, Ph.D.

Project Dates: 8/1/2020-7/31/2025

Amount: \$3,292,085

Funder: Institute of Education Sciences (IES)

The CCU study is an IES funded project to evaluate the efficacy of the Classroom Check-up (CCU), a web-based teacher training and coaching program to promote effective teacher classroom management skills. It will be evaluated with a rigorous

randomized trial comparing elementary classrooms of early career teachers who receive the CCU program with a control group of classrooms that do not. Data is collected during various points of the year from both teachers and students through surveys, standardized testing, and direct classroom observations. Starting in the fall of 2021, recruitment of teachers and students has taken off with more recruitment planned in the fall of 2022.



DiSCO: Teacher Classroom Management Training

MU Principal Investigator: Keith Herman, Ph.D.

Project Dates: 9/1/2018-8/31/2023

Subcontract Amount: \$1,623,898

Funder: SRI International (IES award)

Principal Investigator: Carl Sumi, Ph.D.

The Discipline in the Secondary Classroom (DiSCO) project is an IES funded randomized controlled trial evaluating the efficacy of Discipline in the Secondary Classroom (DSC). DSC is a classroom management program that provides tools and strategies to help high school teachers establish proactive nonpunitive discipline policies, manage student behavior,



foster student motivation, and create a positive and productive classroom. The study takes place in Missouri and California schools in partnership with colleagues at SRI International. Since the fall of 2019, data has been collected from both teachers and students three times a year through surveys, standardized testing, and direct classroom observations. The first cohort of teachers completed their commitment in the spring of 2021 with a new cohort being recruited in fall 2021.

CURRENT EDUCATIONAL LEADERSHIP & SCHOOL CLIMATE PROJECTS

SCSL: Safe & Civil School Principal Training Program

Principal Investigator: Keith Herman, Ph.D.

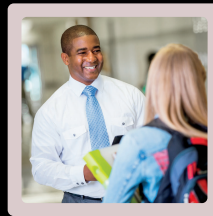
Project Dates: 8/1/2017-7/31/2022

Amount: \$3,290,367

Funder: Institute of Education Sciences (IES)

The Safe and Civil School Leadership project is an IES funded study evaluating the Safe and Civil Schools Leadership (SCSL) program in participating schools in the state of Missouri. The SCSL program focuses on developing leadership skills for promoting school safety and climate. Specifically, this program

emphasizes training school principals using practical data-driven decision-making tools. The goal of this project is to evaluate the efficacy of the SCSL program to see if it leads to improved leadership skills, school climate, and school safety as evidenced through principal skills training, anonymous surveys collected from teachers and students, as well as direct observations of school overall climate. Recruitment of principals and schools began in the summer of 2017 and to date we have recruited 83 schools over 5 cohorts of participants. Along with regular trainings and webinars, schools have met with our two on-site coaches, Drs. Julia Burke and Dennis Walker, to go over survey data and discuss ways to put what they've learned into practice.



START: Start on Time/Safe & Civil School Principal & School Climate Program

Principal Investigator: Keith Herman, Ph.D.

Project Dates: 1/1/2017-12/31/2023

Amount: \$4,135,418

Funder: National Institute of Justice (NIJ)

The Principal and School Climate project is a NIJ funded study in participating schools across the state of Oklahoma investigating the efficacy of Safe and



Civil Schools Leadership (SCSL) with an additional program called START on Time. START on Time is a training program for school principals teaching them skills to foster a safe and positive learning environment for students and to reduce instances of tardiness. This training program consists of student supports as well as resources for principals to use efficacious and data-driven discipline with students through principal skills training and anonymous surveys collected from teachers and students. Although developed over a decade ago, there have been no evidence-based studies investigating these training programs. Recruitment of principals and schools began in the spring of 2017 and to date, we have recruited 43 schools over 5 cohorts of participants. Along with regular trainings and webinars, schools have met with our two on-site coaches, Drs. Sherry Martin and Carole Kelley, to go over survey data and discuss ways to put what they have learned into practice.



CURRENT EQUITY & CULTURALLY RESPONSIVE INTERVENTIONS

BAASE: Build Awareness & Advocacy in Schools for Equity

Principal Investigator: Chynna McCall, Ph.D.

Project Dates: 8/1/2020-7/31/2022

Amount: \$10,000

Funder: University of Missouri Research Council

BAASE is a universal classroom intervention designed for elementary and middle school students and teachers. It has two major components: a) an equity-focused, social-emotional learning (SEL) curriculum for students and b) an equity and implementation-focused training for teachers. The BAASE SEL curriculum will teach students how to apply SEL skills in the context of equitable behavior and help students to identify ways they can change their behaviors to lessen discrimination, and how to help others to change their behaviors. This curriculum will be taught to ALL students, not just students from marginalized backgrounds, so that all students can understand how biases affect others and can impact behavior. In 2021, Dr. McCall began designing focus groups to understand school and community hurdles to use an equity-focused SEL curriculum. She has also designed a series of blogs and mini-lessons based on key BAASE tenets.



ECP: Exploring Cultural Practices

Principal Investigator: Keith Herman, Ph.D.

Project Dates: 8/1/2018-7/31/2022

Amount: \$1,399,990

Funder: Institute of Education Sciences (IES)



ECP is an IES funded, multilevel project studying the indicators of culturally responsive practices (CRPs) in classrooms within school districts in Missouri and Maryland. The overall goal of the ECP project is to develop, refine, and evaluate a theory of change linking these malleable indicators of CRPs with student academic and behavioral outcomes. In the fall of 2021, we began interviewing parents about their experiences with their children's teachers regarding CRPs. In the Spring of 2022, we should conclude these parent interviews. Additionally, these parents are being recruited to serve as co-researchers and assist in classroom observations for the spring of 2022. Three parents have agreed to assist us with observations.

Teachers Like Me (TLM)

TLM was created by Dr. Trinity Davis and it aims to increase the number of Black teachers by removing barriers to entry and providing the support needed to be effective and responsive to the academic and social needs of all students, specifically students of color. Along with Drs. Aguayo and Herman, Dr. Davis is beginning to evaluate the first year of her program.

Look Around Boone/Youth Participatory Action Research: Mental Health Stigma Reduction

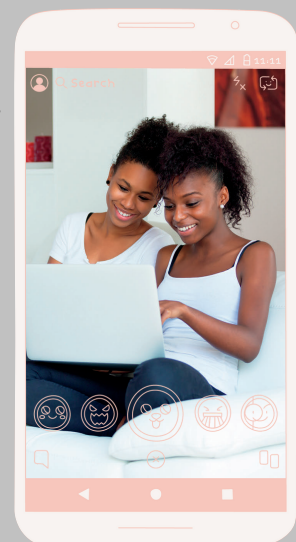
Principal Investigator: David Aguayo, Ph.D.

Project Dates: 11/1/2020-5/31/2022

Total Amount: \$48,445

Funder: University of Missouri System Tier 3 & Robert Wood Johnson Foundation

The Look Around Boone (LAB) campaign is a community-wide participatory effort to create a social messaging brand with the goal of reducing stigma and increasing awareness and help-seeking for mental health-related concerns among Boone County youth and families. Initially, the project was funded by the Boone County Children's Services. In late 2020, with additional funding secured, the focus of the project shifted to Black youth in Boone County. In 2021, our team of seven high school students, school psychologists, communication experts, and educators evaluated the seminal Look Around (LA) campaign to assess and then tailor it more towards the needs of Black youth to improve their mental health outcomes and reduce stigma. We conducted four focus groups with 20 Black high school youth where they offered us input on how to improve the original LA. We also began creating social media content on Instagram and Tik Tok with the goal of disseminating it to teens across Boone county.



COVID-19 Asian Family Study

Principal Investigator: Wenxi Yang

Project Dates: 8/1/2021-8/31/2022

There is an urgent need to develop effective practices and policies to combat COVID-19-related racism and school bullying. The purpose of this study is to understand Asian families' experiences and needs before and during COVID-19, with a focus on aspects relating to racism, xenophobia, and citizenship status discrimination. Two types of participants are recruited, Asian families with youth in the household, and Asian college students within the University of Missouri. Semi-structured interviews are conducted by trained researchers. By learning about participants' experiences and stories, it helps to inform future policies and practices concerning racial trauma.



CURRENT TIER 2 INTERVENTIONS FOR YOUTH

SMARTS: Self Monitoring Training Program for Middle School Students

Principal Investigator: Aaron Thompson, Ph.D.

Project Dates: 8/1/2020-7/31/2024

Amount: \$1,398,678

Funder: Institute of Education Sciences (IES)

SMARTS is an extension of Dr. Thompson's STARS IES-funded project targeting 5th grade Columbia (MO) Public School students. Students in the initial intervention completed a nine-lesson curriculum with the school guidance counselor and took part in a self-monitoring period to ascertain if student behavior, social-emotional learning skills, and academic performance could improve. In 2020, IES funded Dr. Thompson and his team to develop a middle school version of SMARTS. The team is creating developmentally appropriate strategies and content based on student, teacher, and expert interviews. The final version will be implemented with middle schools to evaluate its initial impact and promise.



CURRENT PARENT ENGAGEMENT PROJECT

STEP: Supporting Teachers in Engaging Parents

Principal Investigator: Tyler Smith, Ph.D.

Project Dates: 8/1/2021-7/31/2025

Total Amount: \$1,999,962

Funder: Institute of Education Sciences (IES)

Supporting Teachers in Engaging Parents (STEP) is a project funded by IES that aims to improve elementary teachers' abilities to work with families. The STEP model involves a brief teacher training curriculum and coaching sessions focused on preparing teachers to effectively engage and collaborate with families. The purpose of this project is to develop, refine, and test the STEP model using an iterative process. During the first year of the project, we have preliminarily developed STEP training materials and coaching processes. Through focus groups and interviews, we are in the process of receiving ongoing feedback from parents, school personnel, and researchers about our training materials and coaching sessions. We will continue to incorporate this feedback as we revise the STEP model to prepare it for use with elementary teachers in the future.



School

CURRENT IMPLEMENTATION FIDELITY PROJECT

UFIT: University Fidelity & Implementation Tools

Principal Investigator: Shannon Holmes, Ph.D.

Project Dates: 7/1/2018-6/31/2022

Amount: \$20,000

Funder: Society for the Study of School Psychology

The Development and Pilot Test of the University Fidelity and Implementation Tools (UFIT) is a study funded through the Society for the Study of School Psychology early research award (PI: Shannon Holmes, Mentor: Wendy Reinke). The study targets a major barrier to the effective use of interventions through the further development, refinement, and pilot testing of the UFIT, a fidelity assessment and implementation feedback system. Using multiple methods, the aims of this study are to refine the UFIT system with feedback from educators, explore the reliability and validity of the UFIT assessment scores, and evaluate the promise of a feedback system on school personnel's implementation practices.



CURRENT METHODOLOGY PROJECTS

Empirical Benchmarks for Randomized Trials on Social & Behavioral Outcomes

MU Principal Investigator: Keith Herman, Ph.D.

Project Dates: 8/1/2018-7/31/2022

Subcontract Amount: \$82,985

Funder: Univ of North Carolina-Chapel Hill (IES award)
Principal Investigator: Nianbo Dong, Ph.D.

Empirical benchmarks for interpreting effect size and design parameters for planning multilevel randomized trials on social & behavioral outcomes (2019–2022) is an IES funded Statistical and Research Methodology in Education grant. Social and behavioral measures are commonly used in educational and social science research as primary and secondary outcomes of interest and are closely associated with the student academic achievement. The purpose of the study is threefold: (1) to provide empirical benchmarks for researchers and policy makers to interpret the magnitude of the intervention effects on social and behavioral outcomes, (2) to provide reference values of the design parameters (effect sizes, effect size variability, ICCs, and R^2) on social and behavioral outcomes for researchers to conduct power analysis of cluster randomized trials and multi-site randomized trials, and (3) to incorporate these reference values into PowerUp! software for power analysis.



Innovative, Translational, and User-Friendly Tools for Comprehensive Statistical Model Evaluation (CoSME)

Principal Investigator: Wes Bonifay, Ph.D.

Project Dates: 8/1/2021-7/31/2024

Total Amount: \$900,000

Funder: Institute of Education Sciences (IES)



In 2021, the CoSME team published two major publications. Work from this project was disseminated at three conferences (all virtual due to COVID-19): 2021 MetaScience Symposium, 2022 IES PI Meeting, and three separate talks in a symposium organized by Dr. Bonifay at the 2021 International Meeting of the Psychometric Society. At the end of 2021, the CoSME software was in the initial stages of development.

Project MIDAS: Development of a Multi-Informant Decisional Assessment System

MU Principal Investigator: Wes Bonifay, Ph.D.

Project Dates: 8/1/2021-7/31/2025

Subcontract Amount: \$99,662

Funder: Univ of Florida (IES Award)



The first year of Project MIDAS focused on collecting the data needed for development, evaluation, and validation of the MIDAS Bayes net. The project team created school recruitment resources and documents to begin data collection in several major school districts beginning in 2022.

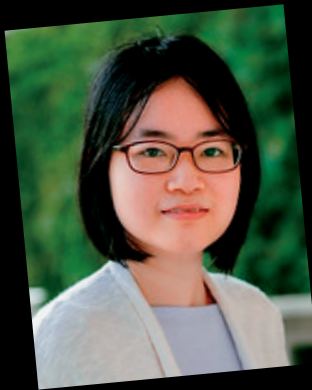
INCLUSIVE EXCELLENCE



Nearly every aspect of attempting to improve youth social, emotional, and behavioral health intersects with social injustice, discrimination, and structural inequities. Here is a sampling of the types of actions MPSI is doing to promote inclusivity.

- Culturally Responsive Instruction & Discipline in Schools. As part of an Institute of Education Sciences funded project, MPSI interviewed 100 middle and high school students, 11 teachers, 14 parents, and 4 superintendents about their experiences with regard to culturally responsive education. We have 4 papers under review based on this data, and we are using it to refine measures to help support culture responsive teacher development.
- Drs. Aguayo and Peters led a Youth Participatory Action research project focused on developing a campaign to reduce mental health stigma among Black youth. In addition to conducting focus groups to guide the campaign, youth partners are paid for their time and provided leadership over campaign development and improvements.
- Dr. McCall offered year-round diversity, equity, and inclusivity training to all MPSI staff and FACE employees. This involved multiple in-person trainings as well as weekly mini-skill video lessons to engage in ongoing reflection and skill development.
- MPSI is committed to recruiting, retaining, and supporting scholars, clinicians, and staff from diverse backgrounds.

- Graduate students Wenxi Yang and David Chuang created trainings to equip educators with skills in supporting Asian students and in addressing anti-Asian discrimination and biases. Wenxi also initiated the Asian Family Study focused on interviewing Asian students and parents to better understand socialization processes which may better support Asian youth.
- MPSI collaborates with Prevention Science scholars from around the world, including Nepal, Turkey, and Japan.
- Since 2020, MPSI has offered a year-round culturally responsive research seminar focused on ongoing reflection and engagement in improving equitable research practices.
- MPSI scholarship supports inclusive excellence - **Herman et al. (in press)** found that a classroom management intervention equally benefited Black and White students before the Michael Brown shooting; but only White students after the shooting. The findings suggest that police brutality events may undermine Black youth response to social/ academic interventions. Similarly, **Cohen et al. (in press)** found that suspensions predicted worsening of social skills emotional regulation, and disruptive behaviors by the end of the school year. **Smith et al. (in press)** found high rates of bullying and victimization experiences reported by student who identify as transgender, gender-fluid and gender questioning relative to cis gender students. **Faloughi et al. (2021)** reported the development and use of weekly single item ratings of student engagement to monitor student progress during an intergroup dialogue course and found evidence to support their value in improving instruction and engaging all students.
- The MPSI Equity Committee met regularly in 2021 to plan equity training and address other aspects of MPSI equity development including future student scholarships.
- As an Institute, we commit to TAKING ACTION AGAINST AND REJECTING bigotry, discrimination, violence, or intimidation of any kind.



Some of the MPSI faces that made 2021 a success



"The strength of the team is each individual member. The strength of each member is the team." – Phil Jackson

Our Mission:

To improve the lives and well-being of children, adults, and families

