

January 1, 2022 - June 30, 2023

ANNUAL REPORT

**Families, Students, & Schools
Matter!**



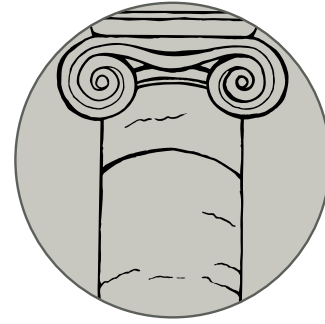
Missouri Prevention
Science Institute
University of Missouri



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WELCOME TO OUR REPORT



We are proud of the work our team does each and every day. This report features our amazing success over the past year and a half.

FROM OUR DIRECTORS AND VISIONARIES

We are honored to lead the Missouri Prevention Science Institute (MPSI). Founded 16 years ago as the Missouri Prevention Center, MPSI became a campus-level University of Missouri research center in 2019. Our transformation into an Institute has ushered in an era of remarkable growth and productivity these past four years. Over 20 faculty members from eight disciplines now contribute to our mission as well as 80 total research and clinical staff members and graduate students. This annual report summarizes our achievements during the past 18 months.

We are most excited to report that we now have compelling evidence that our school and community mental health models that we have developed and implemented over the past decade are improving the population health of youth in our county. In contrast to national escalating rates of mental health concerns documented by the Centers for Disease Control and others, **youth in our county had declining rates of mental health concerns over the past several years.** Moreover, youth in our county had lower scores on six indicators of youth mental health concerns compared to similar youth in comparable schools in other parts of Missouri; on some



WENDY REINKE, KEITH HERMAN, & AARON THOMPSON

metrics, including internalizing problems, youth in our county had half the risk of severe concerns.

We are proud of our groups' conscientious stewardship of public and university funding that supports our work. We understand the value of resources that are invested in us and the critical importance of using it to meet the objectives we have set. These include delivering high quality services and supports to youth, families, and educators that we work with as well as completing high quality scientific research to answer important questions. In addition to the evidence presented previously about the impact of our mental health approach, other indicators of our impact include the large number

of publications and citations and the success of our completed grants.

We are also very pleased to report that MPSI remains a sound investment. Since our inception, **for every university dollar invested in our Center/Institute, we have generated \$45 in grant awards.**

We are excited to welcome new members onto our team this year. We look forward to continuing to grow our interdisciplinary connections. In the coming years, we will persist in our efforts to find solutions to large social problems through rigorous and engaged scholarship, teaching, and service. We are grateful for the support and resources we have received to achieve these goals.

\$ 18.6 MIL

**IN NEW GRANT AWARDS FROM JANUARY 2020
TO END OF JUNE 2023**

WHO WE ARE

We are a group of interdisciplinary research scholars, research assistants, students, teachers, post-doctoral fellows, graduate assistants, and staff who work together to solve BIG problems in the communities we serve. We come together under the umbrella of prevention science to advance research and to improve communities.

Much of our work is in the school setting. We work with teachers, students, families, and the greater community to help each student succeed. We believe in working to prevent maladaptive behaviors and mental health issues before they become problematic.



www.moprevention.org

MPSI INTERDISCIPLINARY FACULTY

Statistics, Measurement, & Evaluation



Wes Bonifay



Matt Easter



Francis Huang



Wolfgang Wiedermann

School Psychology



Keith Herman



Shannon Holmes



Sarah Owens



Wendy Reinke



Rachel Santiago



Tyler Smith

Counseling Psychology



Loren Bauerband



Chris Slaten

Psychological Sciences



Kristin Hawley



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.**

**OUR GOALS INCLUDE
REDUCING THE
PREVALENCE &
BURDEN OF YOUTH
MENTAL HEALTH
PROBLEMS**

Social Work



Kelly Canada



Andy Frey



Clark Peters

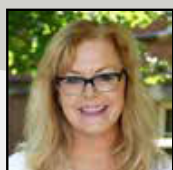


Virginia Ramseyer
Winter



Aaron Thompson

Special Education



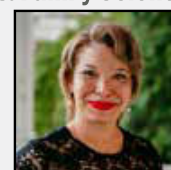
Melissa Stormont

Educational Leadership & Policy Analysis



James Sebastian

Human Development & Family Science



Antoinette Landor

WHAT WE DO PROJECTS AND PEOPLE



Mental health matters to us. Much of our research and services focus on helping prevent mental health problems in youth. To do this, we help caregivers and educators create more effective and nurturing spaces for youth to thrive. For this to happen, we also need to support the well-being of these adults so that they can be at their best. Our projects take different formats and have different goals. But all strive to make the world a little better.

In the next few pages, explore a sample of the projects and research we have worked on over the last year and a half.

Also meet a few new faces and some of the research staff who help us meet our objectives

and goals. It takes a great team to juggle so many projects.

Together we make the world better. And we think we are succeeding.



A child's mental health is just as important as their physical health & deserves the same quality of support. ~Kate Middleton

CENTERS AND PROJECTS - 2022-23

Centers



National Center for Rural School Mental Health -- Wendy Reinke, PI
FACE: Family Access Center for Excellence -- Aaron Thompson, Wendy Reinke, Keith Herman, Kristin Hawley, PIs
Center for Body Image Research & Policy -- Virginia Ramseyer Winter & Antoinette Landor, Directors

Classroom Management



CCU: Classroom Check-Up - Efficacy Trial -- Wendy Reinke, PI
DISCO: High School Teacher Classroom Management Training -- Keith Herman, PI
KCU: Kindergarten Check-Up - Melissa Stormont, PI
MISC: Motivational Interviewing Skills for Coaches- Andy Frey, PI
Pilot & Evaluation of a Trauma-Informed Adaptation of the Classroom Check-Up, Rachel Santiago, PI

Mental Health



e-IMPACTS: Evidence-Informed Mental Health Prevention, Assessment, Collaboration, & Treatment in Middle Schools-- Keith Herman, PI
Look Around Boone Youth Participatory Action Research - Dávid Aguayo, PI

Educational Leadership & School Climate



SCSL: Safe & Civil Schools Principal Training - Keith Herman, PI
START: Principal & School Climate Program - Keith Herman, PI
Building Capacity for Threat Assessment & Response in Rural MO Schools - Keith Herman, PI

Equity & Culturally Responsive Interventions



ECP: Exploring Cultural Practices - Keith Herman, PI
CARES: The CARES Assessment System - Keith Herman, PI

Tier 2 Youth Interventions



SMARTS: Self Monitoring Training Program for Middle School Students -- Aaron Thompson, PI

Parent Engagement



STEP: Supporting Teachers in Engaging Parents, Tyler Smith, PI
The Effects of Family Engagement on STEM Learning & Motivation: A Systemic Review & Meta-Analysis, Tyler Smith, PI

Implementation Fidelity



UFIT: Development & Pilot of the Universal Fidelity & Implementation Tools, Shannon Holmes, PI

Methodology



CoSME: Innovative, Translational, & User-Friendly Tools for Comprehensive Statistical Model Evaluation - Wes Bonifay, PI
Project MIDAS: Development of a Multi-Informant Decisional Assessment System - Wes Bonifay, PI

Training Grants



The University of Missouri's Interdisciplinary Systems Training in EBD Program Supports (InSTEPS) - Wendy Reinke, PI
Mental Health Interdisciplinary Training (MINT) - Wendy Reinke, PI

FACE



FACE staff in late 2022 outside of their office location at 2700 W. Ash Street in Columbia.

FACE was established with funding by the Boone County Children's Services Fund in 2015. MPSI has had continuous funding for over 8 years. We offer both School- and Community-Based Services.

www.faceofboonecounty.org/



FAMILY ACCESS CENTER OF EXCELLENCE

Community-Based Services

421

of individuals that completed a suicide risk assessment developed a safety plan

652

of individuals decreased severity of top problems

School-Based Services

26,398

students completed a social-emotional behavioral screener

8,521

students received a universal intervention at school

409

students received individualized or targeted social behavioral supports at school

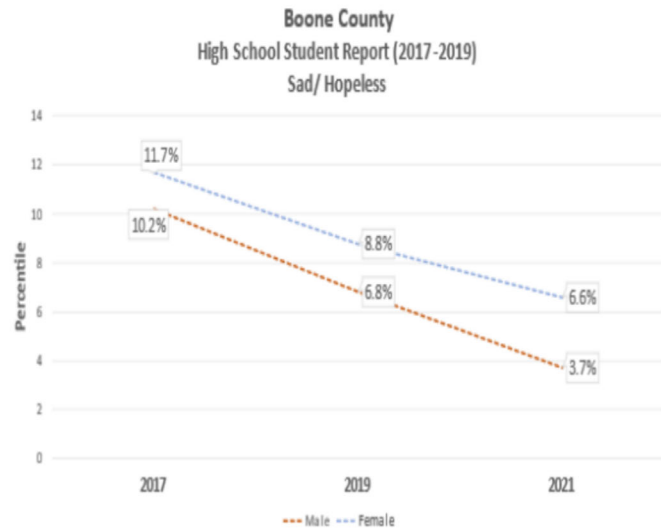
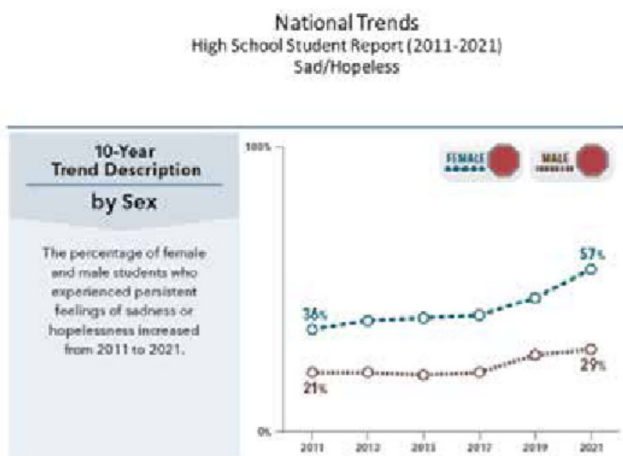
FUNDED BY THE BOONE COUNTY CHILDREN'S SERVICES FUND

BOONE COUNTY SCHOOLS MENTAL HEALTH COALITION

Currently under the umbrella of FACE, the Boone County Schools Mental Health Coalition has been providing mental health supports in **every** school in Boone County since September 2014. In a recent study, MPSI researchers found that students in Boone County were reporting **much lower mental health risks** over time compared to youth across Missouri and the U.S.

National Trends vs. Boone County Trends

National trends indicate youth mental health concerns have been rising exponentially for the past decade, with the worsening trends accelerating during the pandemic. Boone County trends are a sharp contrast.

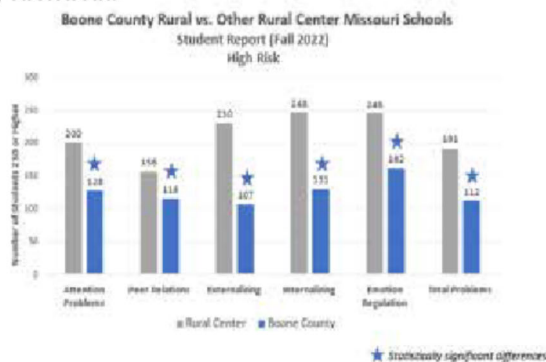


Centers for Disease Control (CDC) biannual summary of youth well-being found **57%** of high school girls across the country reported persistent sadness or hopelessness. This was up from 36% in 2011.

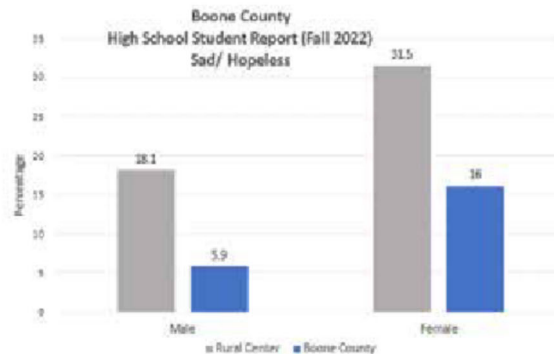
Both boys and girls in Boone County reported sadness or hopelessness from 2017-2021; only **7%** of girls reported these feelings in 2021 down from 12% in 2017.

Missouri Trends vs. Boone County Trends

Direct comparisons between Boone County rural schools (n=3,905) versus youth in other Missouri rural schools (n=3,631) show the same findings. The schools and student demographics between the two groups were nearly identical.



Fall 2022, Boone County youth reported significantly lower scores on all six indicators of mental health risk on the Early Identification System (EIS) than the comparison Missouri youth. When youth with severe scores on these indicators were examined, Boone County youth fared far better than peers on every EIS scale.



Boone County rural school boys and girls were 1/3 and 1/2 as likely to report problems with sadness or hopelessness, respectively than their rural Missouri counterparts.

THE NATIONAL CENTER FOR RURAL SCHOOL MENTAL HEALTH

The Rural Center is a 5 year, \$10 million dollar federal Center grant. During the past 18 months, we began a randomized controlled trial with 100 rural schools across Missouri, Montana, and Virginia to determine the effectiveness of our school mental health model.

Our website www.ruralsmh.com offers valuable freely available resources to educators and schools.

OUR PURPOSE IS SIMPLE: IDENTIFY, PREVENT, & INTERVENE

Nearly 20 percent of school-age children experience serious mental health issues yet few receive services, a situation exacerbated in rural settings. Mental health services in rural communities are scarce due to geographic isolation and few providers. Yet, the need is immense. Our comprehensive model provides resources, toolkits, and best practices to identify, prevent, and intervene on rural student mental health issues.

FUNDED BY THE U.S. DEPARTMENT OF EDUCATION, INSTITUTE OF EDUCATION SCIENCES



[HTTPS://WWW.CLASSROOMCHECKUP.ORG/](https://www.classroomcheckup.org/)

Classroom Check-Up Early Career-Efficacy Trial

Wendy Reinke created the CCU for her dissertation project. The CCU is a consultation model to support teachers in using effective classroom management practices. The website can be freely used by anyone. Dr. Reinke's current CCU project is a 5 year efficacy project funded by the U.S. Department of Education, Institute of Education Sciences. During the 2022-23 school year, data collection was the research focus. In the past year, we were in 16 schools and 48 classrooms with 708 participants.

The screenshot shows the Classroom Check-Up website home page. At the top, there is a navigation bar with links for Home, Contact, and Log In. Below the navigation bar, a yellow banner welcomes users to the new website and provides a 'Register' button. The main content area features a 'Welcome' section with a 'Watch video' button and a description of the CCU as a resource for teachers and coaches. To the right of the text is a video thumbnail showing a teacher in a classroom. Below the video, a list of intervention modules is provided.

Welcome [Watch video](#)

The Classroom Check-Up (CCU) is a resource for teachers and individuals in the role of supporting teachers (i.e., coaches) to support effective classroom behavior management. Our goal is to make evidence-based training and resources easily accessible to school professionals in their efforts to create positive learning environments.

The CCU contains web-based tools and training in the form of intervention modules to support both teachers and coaches. Each module incorporates elements such as videos, assessment instruments, strategy tools, and action planning tools to facilitate effective and efficient implementation of evidence-based classroom management practices. **Intervention modules include:**

The screenshot shows the Classroom Check-Up website Teacher Home page. At the top, there is a navigation bar with links for Coaches, My Teachers, Check-Up Feedback, Check-Up Menu, Resources, View Data, Edit Site Content, Logs, Manage, and a user profile link. Below the navigation bar, the 'Teacher Home' section features a welcome message and a video thumbnail showing a teacher and students. Below the video, there are buttons for 'Miss Faber' and 'Mrs. James'. The 'Getting Started with Your Coach' section provides information about the coaching process.

Teacher Home

Creating positive, productive, safe, and respectful learning environments is the foundation for effective instruction. Yet many teachers tell us that they were never trained in methods to create these environments. In fact, teachers consistently report that disruptive student behaviors and chaotic classrooms are their biggest stressors. Many teachers end up leaving the profession because they were not supported in developing better skills to manage their classrooms.

Watch teachers share their experiences in the classroom:

[Miss Faber](#) [Mrs. James](#)

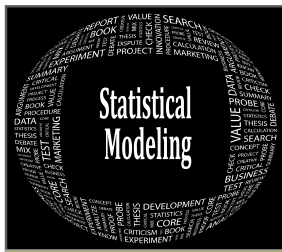
We created this website to help fill this void by providing step-by-step guidance to any teacher hoping to improve their classroom management skills.

Getting Started with Your Coach

Your coach sent you an invitation, and you have registered. You will receive updates from your coach as you work together. For instance, you will meet with your coach to review your feedback after classroom observations. From here, you will set goals together, select strategies that will help you meet those goals, make a plan for implementing those strategies, and evaluate whether they are working.

FUNDED BY THE U.S. DEPARTMENT OF EDUCATION, INSTITUTE OF EDUCATION SCIENCES

PROJECTS OF INTEREST



COSME: Innovative, Translational, & User-friendly Tools for Comprehensive Statistical Model Evaluation

- 3 major publications written and ready for press.
- 9 presentations in the U.S., Canada, and Italy on statistical model evaluation.
- Software development continues, with great progress made during the last year.

Funded by: U.S. Dept. of Education, Institute of Education Sciences



ECP: Exploring Cultural Practices/
CARES: The CARES Assessment System

- Focus of the year was on qualitative exploration to finalize indicators that are culturally responsive.
- Focus groups & interviews with 13 parents, 20 teachers, and 13 students.
- Identified 99 items that have been collectively analyzed to become part of student measure.

Funded by: U.S. Dept. of Education, Institute of Education Sciences



YPAR: Look Around Boone Youth Participatory Action Research

- As part of The National Center on Rural School Mental Health, we recruited, trained and worked with high school youth as researchers.
- Interviewed 20 high school students.
- 10 high school youth researchers worked with MPSI and Dr. Aguayo.

Funded by: U.S. Dept. of Education, Institute of Education Sciences



SCSL: Safe & Civil School Principal Training Program

- SCSL has been evaluating the Safe & Civil Schools Leadership Program in Missouri since 2017.
- To date 83 schools have been recruited over 5 cohorts.
- Training, webinars, coaching sessions have allowed principals to practice what they have learned.

Funded by: U.S. Dept. of Education, Institute of Education Sciences

CHECK OUT OUR VIDEO



<https://youtu.be/BMtXv6e9MhI>



NEW FACES

New MPSI Tiger Faculty!

In the last year and a half we have welcomed three new faculty members to Mizzou and to MPSI. Their research interests align perfectly with our goals. We are proud to call them colleagues!



ANDY FREY, PH.D., LCSW

Andy Frey joined the team in July 2022. Dr. Frey spent 22 years at the University of Louisville's Kent School of Social Work before coming to Mizzou. His research focuses on preventing and treating young children (Pre-K -2) with challenging behaviors in school settings. He was recently named a Fellow of the American Academy of Social Work & Social Welfare. Dr. Frey was a Mizzou Forward hire.



RACHEL SANTIAGO, PH.D.

Rachel Santiago joined Mizzou in August 2022 after a two year postdoctoral fellowship at the University of Wisconsin-Madison. Dr. Santiago's research focuses on social-emotional and mental health outcomes for youth. Her work emphasizes culturally responsive practices, implementation science, and school-community partnerships.



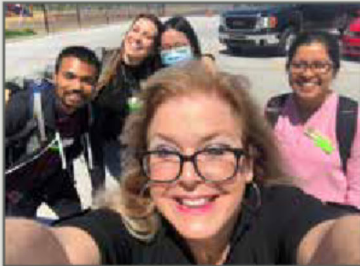
TYLER SMITH, PH.D.

Tyler Smith began his tenure at Mizzou as a Postdoctoral Fellow with MPSI. He transitioned to a Senior Research Associate in MPSI. With help from the Mizzou Forward program, Dr. Smith has again transitioned to an Assistant Professor in ESCP. His research interest centers around family engagement.

OUR NEW GRANTS

MPSI RESEARCHERS ARE WORKING ON NEW PROJECTS FROM NSF, DOJ, AND U.S. DEPT.

\$18.6 MILLION IN NEW GRANT FUNDING OVER 18 MONTHS



KCU: KINDERGARTEN CHECK-UP

- PI: Melissa Stormont
- \$2 million over 4 years.
- Teacher participants are helping to build the intervention.
- Have conducted focus groups with parents to help focus on skills kids need to be successful transitioning to Kindergarten.

Funded by: U.S. Department of Education/Institute of Education Sciences



BUILDING CAPACITY FOR THREAT ASSESSMENT & RESPONSE IN RURAL MISSOURI SCHOOLS

- PI: Keith Herman
- ~\$2 million over 3 years.
- With partner, SlateXP, we have recruited 20 rural MO schools.
- Using a technology platform, we can monitor, assess, and help schools respond to threats to self and to others.

Funded by: U.S. Department of Justice under BJA STOP Program.



THE EFFECTS OF FAMILY ENGAGEMENT ON STEM LEARNING & MOTIVATION: A SYSTEMATIC REVIEW & META ANALYSIS

- PI: Tyler Smith
- \$791,850 over 3 years.
- Drs. Smith, Holmes, & Santiago have begun coding with student researchers.
- Fun Fact: We received funding for \$191,850 more than we requested to help support student researchers.

Funded by: National Science Foundation, DRK-12

OF EDUCATION



FUNDING OVER THE LAST

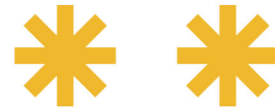
\$5.072 million in funding from the U.S. Department of Education, Mental Health Service Professional Demonstration Grant Program.

- PI: Wendy Reinke
- 5 year project
- Interdisciplinary team includes: Keith Herman, Aaron Thompson, Andy Frey, Chris Slaten, Shannon Holmes, Tyler Smith, Rachel Santiago, and Jacqueline Smith.
- Project will place 42 Master's students (with diverse backgrounds) into high need schools to help complete the necessary training for a degree. Upon graduation, students will enter the workforce as qualified school mental health professionals in school psychology, counseling psychology, or social work.
- We will work with 19 high need schools in Central Missouri and in the St. Louis area.
- This project will help to serve students with mental health needs that are unlikely to receive help.



NUMBERS &

JANUARY 1, 2022 - JUNE 30, 2023



OF EMPLOYEES
81

PROJECTS
23

CITATIONS
15,408

140
UNIQUE PEER-REVIEWED
JOURNAL ARTICLES

A MU NEWS RELEASE ON DR. HERMAN AND
TEAM'S TEACHER STRESS & JOB SATISFACTION
STUDY APPEARED IN OVER **130** MEDIA STORIES.

WENDY REINKE RECEIVED THE SEC FACULTY
ACHIEVEMENT AWARD IN APRIL 2023!

76%
GRANT SUBMISSION
SUCCESS RATE

| GRANTS 1/1/22-6/30/23 | AMOUNT |
|-----------------------|--------------|
| SUBMITTED | \$29,825,081 |
| NEW AWARDS | \$18,576,604 |
| EXPENDITURES | \$11,979,689 |

SOURCE OF NEW AWARDS:

FEDERAL - \$11,807,039 (64%)
COUNTY - \$ 6,599,651 (35%)
OTHER - \$ 169,914 (1%)



FACTS

HISTORICAL DATA SINCE 2009

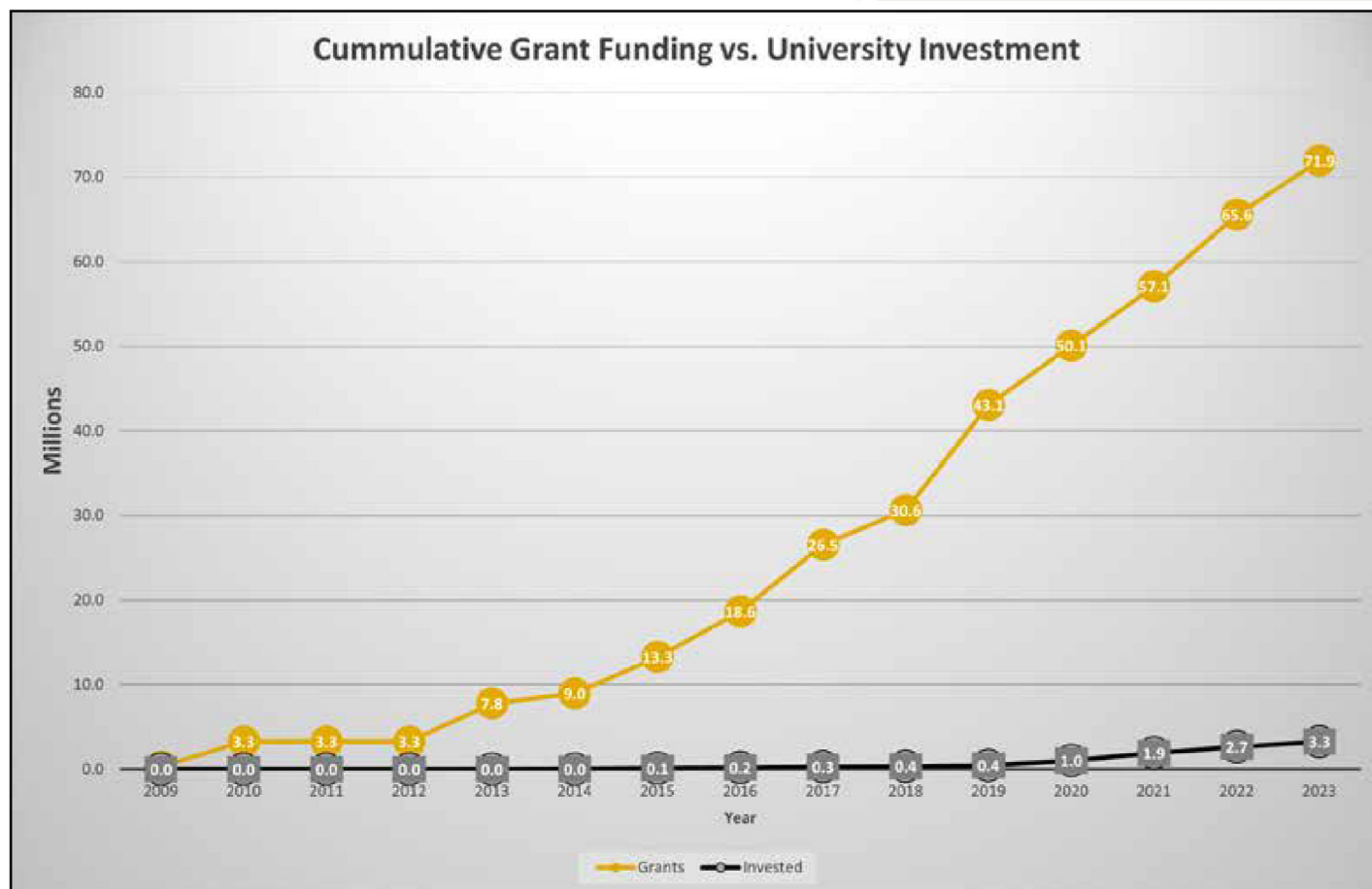
1/1/2020 - 6/30/2023

SUBMISSIONS: 77

AMOUNT: \$98,316,695

AWARDS: 37

AMOUNT: \$28,675,612



MPSI was founded in 2007 as the Missouri Prevention Center. In 2019, with support from leadership, MPC became the Missouri Prevention Science Institute. Since 2009, grant funding has increased exponentially with each investment from our departments, our colleges, and our university.

SINCE 2009, FOR EVERY \$1 THAT MIZZOU HAS INVESTED, MPSI HAS BROUGHT IN **\$45** IN EXTERNAL GRANT AWARD DOLLARS .

80% OF ALL EXTERNAL GRANTS SINCE 2009, MPSI HAS BEEN THE PRIME AWARDEE



MPSI STAFF, POSTDOCS, & STUDENTS

MPSI STAFF

Julia Burke, Ph.D.

SCSL/IES/DISCO Training Coach

Justin Harris

Project Coordinator

Carole Kelley, M.Ed.

Principal Training Coach

Marcus Petree

Senior Research Manager

Lou Ann Tanner Jones, Ph.D.

Rural Center/FACE Coach

Ben Graves

Data Strategy & Management

Judy Healy-Mendez

Research Funding Director

Sherry Labyer, Ed.D.

Principal Training Coach

Michelle Steen

Business Administration Manager

Dennis Walker, Ph.D.

SCSL/IES/STOP Training Coach

RESEARCHERS & POSTDOCTORAL FELLOWS

Dávid Aguayo, Ph.D.

Senior Research Associate

Chynna McCall, Ph.D.

Senior Research Associate

Sonja Winter, Ph.D.

Postdoctoral Fellow

Christa Copeland, Ph.D.

Postdoctoral Fellow

Nikita McCree, Ph.D.

Postdoctoral Fellow

Bixi Zhang, Ph.D.

Postdoctoral Fellow



MPSI GRADUATE ASSISTANTS & OSEP TRAINING GRANTEES

Carolyn Conway

School Psychology

Raisa Fountain

Social Work

Katherine Hernandez

Social Work

Mingming Huang

School Psychology

Yara Lima De Paulo

School Psychology

Pravash Raut

School Psychology

Sindhu Venkat

School Psychology

Mackenzie Dallenbach

Social Work

Audrey Glenn

School Psychology

Amanda Hood

Social Work

Hannah (Hayoung) Kim

School Psychology

Annie (Chun-An) Liu

School Psychology

Salowa Shaoli

School Psychology

Tanya Weigand

Social Work

FACE STAFF



Adielle Ehret, MA, LP
FACE Executive Director

Samantha Bailey
Research Assistant

Tara Jennings
Research Assistant

Terry Pipes
Clinical Instructor

Shamon Williams
Clinical Instructor

Devara Brock
Clinical Instructor

Christina Jones
Clinical Instructor

ShaVon Wall-Taylor
Research Specialist

Jordan Chavez
Clinical Instructor

Samantha Myers
Clinical Instructor

Jeremy Williams
Research Assistant

FACE Family Intervention Specialists

Sandra Miller
Supervisor

Whitani Beck

Lorie Bousque

Jessica Rauls

Leah Springer

Shonna Bexten

Melissa Detmer

Aly Sansoucie

Jeris Bobo

Laurel Owen

Megan Sapp

Sarah Owens, Ph.D.

Boone County Schools Mental Health Coalition Director

Jessica Burbridge
Regional Coordinator

Rebecca Hart
Regional Coordinator

Lindsay Oetker
Regional Coordinator

Chelsea Clark
Regional Coordinator

Nicholas Lazecho
Regional Coordinator

Kelly Off
Regional Coordinator

Tara Collier
Regional Coordinator

Denissa Niles
Regional Coordinator

Kim Selders
Regional Coordinator

MPSI SCHOLARSHIPS

Spring of 2023, MPSI established two new scholarship opportunities. Both scholarships are \$500 and open to Mizzou undergrad students, graduate students, professional students, or postdoctoral fellows.

The Erin Reynolds Community Impact Scholarship is named in honor and memory of the first FACE Director and established by her family to recognize outstanding community impact. The 2023 recipient was **Rylee Park**.

The Tom Dishion Prevention Scientist Scholarship is named in honor of Tom Dishion, whose work impacted MPSI's science training and outreach. This award recognizes outstanding use of prevention science to help solve a community problem. The 2023 recipient was **Wenxi Yang**.

ERIN REYNOLDS COMMUNITY IMPACT SCHOLARSHIP



Members of the Hendricks Family, Rylee Park, and Keith Herman



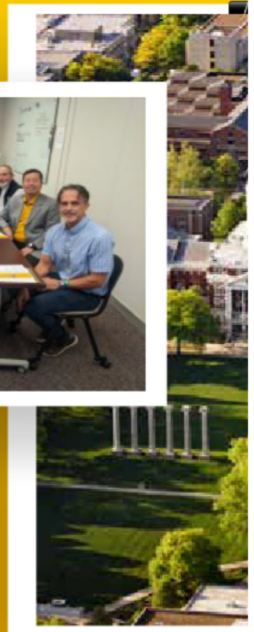
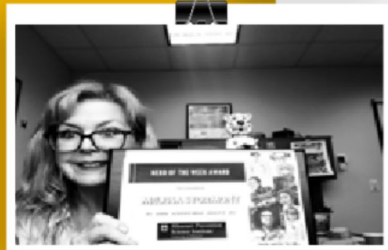
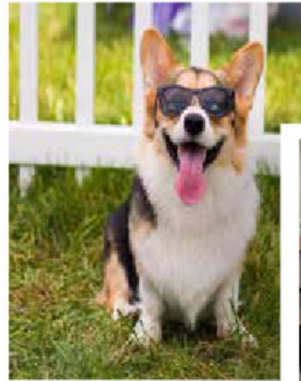
Wendy Reinke, Keith Herman, Wenxi Yang, Kristen Hawley, Aaron Thompson

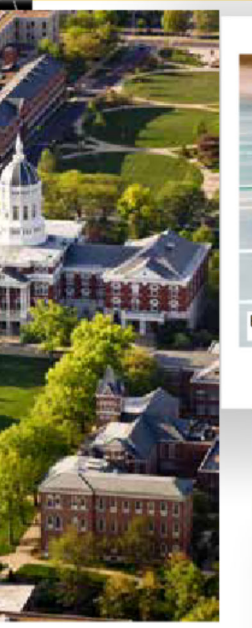
TOM DISHION PREVENTION SCIENTIST SCHOLARSHIP

MPSI IN PIX

Hard work, hard
play.

Lots of smiles and
laughs along the
way.







OUR MISSION

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



**Missouri Prevention
Science Institute**
University of Missouri

WWW.MOPREVENTION.ORG