

ANNUAL REPORT

Impacting Lives

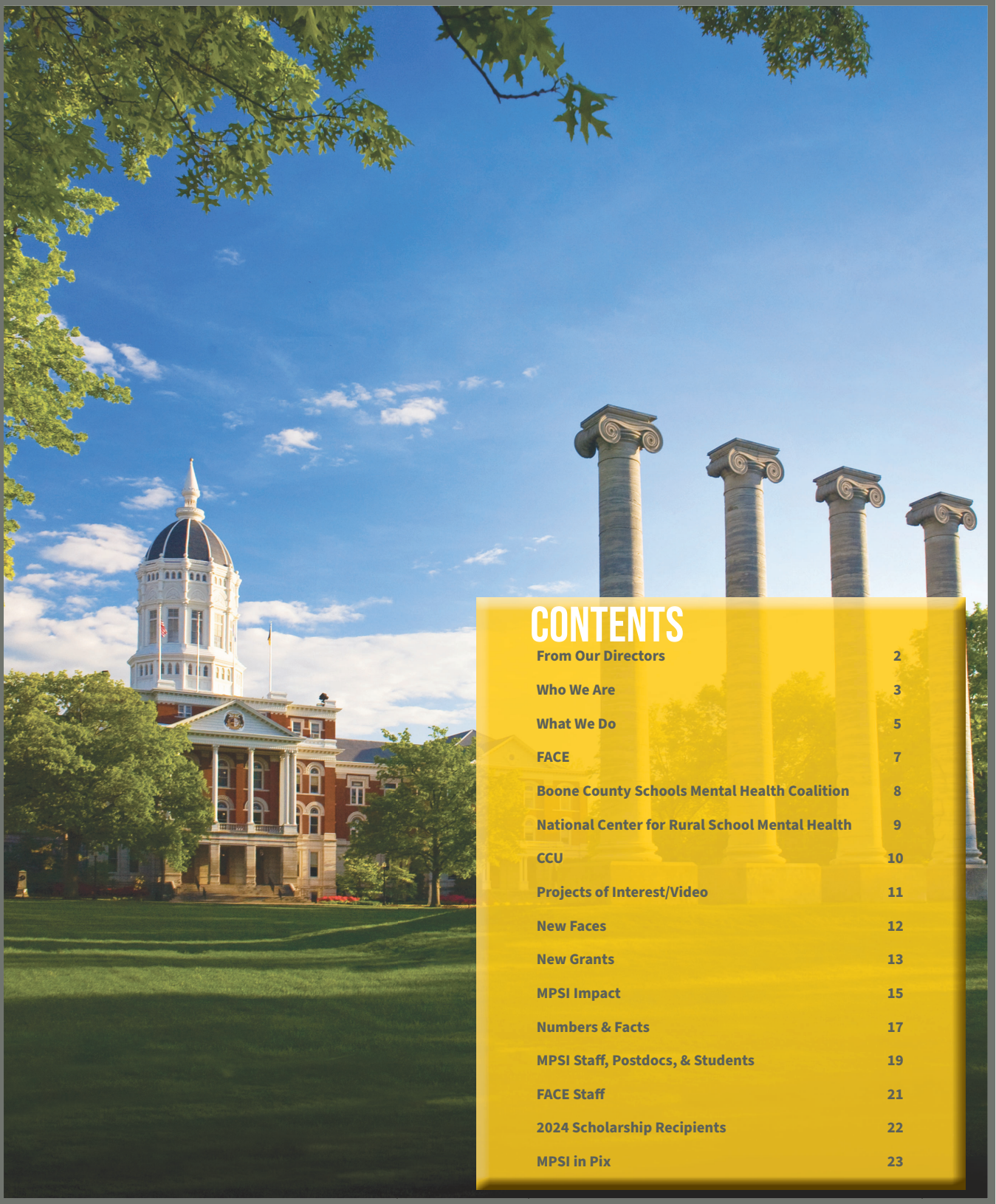
JULY 1, 2023 - JUNE 30, 2024



**Missouri Prevention
Science Institute**

University of Missouri





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WELCOME TO OUR REPORT

FROM OUR DIRECTORS AND VISIONARIES

Campus recently provided a favorable review of MPSI's success during our first five years of existence as an official university Center. As we embark on the next phase of our work, we have decided to focus this Annual Report about our direct impact on schools, youth, educators, and families in Missouri and beyond. Since our launch as the Missouri Prevention Center in 2007, we have always prioritized social impact as a primary goal. For example, when we identified four targets of our work to include research, teaching, policy, and outreach, we also established a requirement that any research that we do has to intersect with at least one other targeted area. That is, we cannot and do not do research solely for the sake of research. Any of our research endeavors must also include a teaching, policy, and/or outreach impact. Most of our work intersects with three or more of these domains.

Why is this important? Too often, researchers isolate activities and fail to convey the way they work together to have a synergistic benefit for our world. While research is important, both as a driver of knowledge and economic development, our research activities also benefit the welfare of individuals, students, families, and educators. Below are just a few highlights from the subsequent pages.

Did you know that:

- With the resources from a US Department of Justice grant, MPSI has helped provide innovative threat detection software and resources to 23 school districts and 57 schools throughout rural Missouri. In the first three months alone, schools reported **these resources prevented at least 3 youth suicides.**
- With resources from Boone County Children Services Fund, the US



WENDY REINKE, KEITH HERMAN, & AARON THOMPSON

Department of Education, and the National Institute of Mental Health, MPSI has been able to offer **no cost** social-behavioral and emotional screening in schools and supports to over 200 schools across six states. Evidence in our own county shows that youth in schools with these supports have improved mental health over time.

- With funding from the US Department of Education, we have been able to create and disseminate free resources to schools, including (1) an Intervention Hub which links evidence-based interventions to school needs across multiple tiers of support; (2) an Implementation Hub; and (3) Professional Development Roadmap which gives access to free assessment tools, training and resources for conducting suicide risk assessments and implementing interventions and best practices with greater ease. **All of these tools were built to support schools in low-resourced areas but are available to**

ANY school ANYWHERE at no cost to schools.

- With funding from the US Department of Education and Office of Special Education Programs, we will train over 50 graduate students from school psychology, social work, and school counseling in our comprehensive school mental health model. In turn, these students will provide free services to many hundreds of students in high need school buildings. This is a win-win in that we are training the next generation of school mental health providers in an innovative model all while they provide services to our highest need students and families.

In the coming years, we will continue to show in clear ways how our work benefits not only the University of Missouri—our students, staff, and faculty—but also the citizens of Boone County, Missouri, and the nation. We embrace the responsibility that comes with the opportunity to prevent and solve problems on a large scale.

\$ 12.2 MIL IN NEW GRANTS IN FY 2024

WHO WE ARE

We are a group of interdisciplinary research scholars, research assistants, students, clinicians, postdoctoral 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.



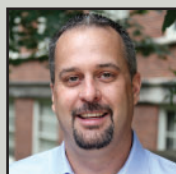
www.moprevention.org

MPSI INTERDISCIPLINARY FACULTY

Statistics, Measurement, & Evaluation in Education



Wes Bonifay



Matt Easter



Francis Huang



Brian Keller



Amanda Olsen

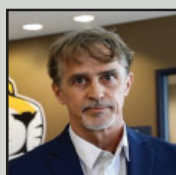


Wolfgang Wiedermann

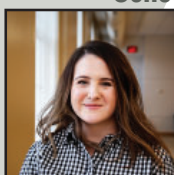


Sonja Winter

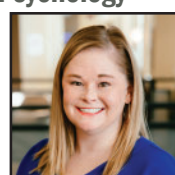
School Psychology



Keith Herman



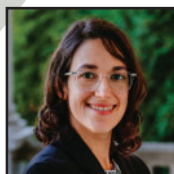
Shannon Holmes



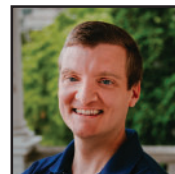
Sarah Owens




Wendy Reinke



Rachel Santiago



Tyler Smith



MPSI Faculty, Staff, & Students -- Fall 2023

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

Social Work



Kelly Canada



Andy Frey



Clark Peters



Aaron Thompson

Special Education



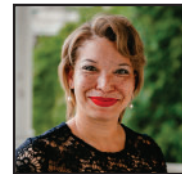
Melissa Stormont

Educational Leadership



James Sebastian

Human Development & Family Science



Antoinette Landor

Counseling Psychology



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.



WHAT WE DO PROJECTS AND PEOPLE

Mental health matters to us. Much of our research and services focus on preventing 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 during fiscal year 2024.

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 do this important work.



I hope one day that, as a culture, we can take mental health as seriously as we take our physical health. That would be the ideal. — April Kilduff, MA, LCPC, LMHC

CENTERS AND PROJECTS - 2023-2024



Centers

National Center for Rural School Mental Health - Wendy Reinke, PI

FACE: Family Access Center for Excellence - Aaron Thompson, Wendy Reinke, Keith Herman, Kristen Hawley, Andy Frey, Pls



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

Rural CHAMPS: Evaluation of a Virtual Classroom Management Training Program for Rural Middle School Teachers - Keith Herman, 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

Building Capacity for Threat Assessment & Response in Rural Missouri Schools - Keith Herman, PI

Building Capacity for Threat Prevention, Assessment, and Response in Urban Missouri 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

Supporting Teachers in Engaging Parents in Middle School (Mid-STEP): The Development of a Training Curriculum and Coaching Model - 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 - Sonja Winter, 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 with MPSI Leadership Team

FACE was established with funding by the Boone County Children's Services Fund in 2015. MPSI has had continuous funding for over 9 years. We offer both School- and Community-Based Services.

www.faceofboonecounty.org/

FAMILY ACCESS CENTER OF EXCELLENCE

Community-Based Services

100%

of youth referred to FACE for suicide ideation received an assessment, a safety plan, follow-up, and referrals

62%

of youth referred to FACE reported decrease in symptom severity for the primary reason they sought services



59%

of youth referred to FACE from the Justice System were connected to services

90 INDIVIDUALS

received up to 10 therapy sessions through FACE's Therapy Access Program (TAP)

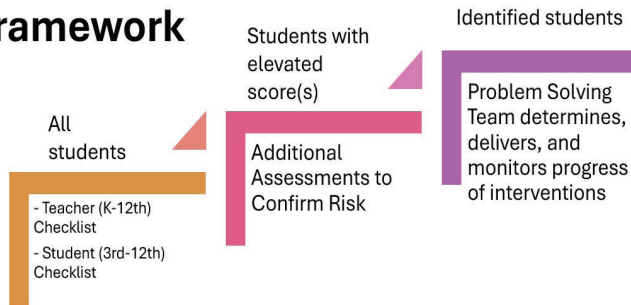
BOONE COUNTY SCHOOLS MENTAL HEALTH COALITION

Currently under the umbrella of FACE, the Boone County Schools Mental Health Coalition (BCSMHC) has been providing mental health supports in **every** school in Boone County since September 2015. Here is a summary of our recent outreach efforts.

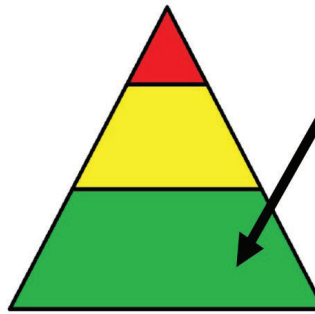
School-Based Services

BCSMHC uses MPSI's Early Identification System with all students in Boone County. Charts below show the overall process in every school. We had 20+ graduate students in school psychology, counseling, & social work supporting our efforts.

Early Identification Framework

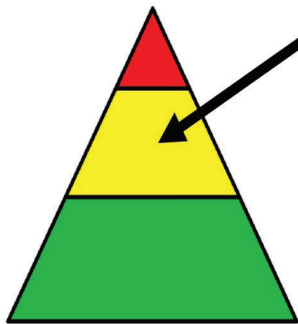


Universal / Tier 1



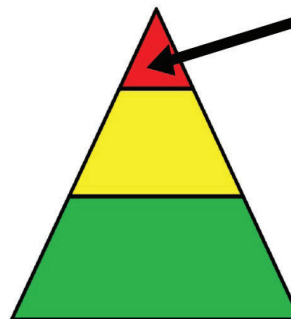
- 76,952 checklists administered
- Universal interventions put in place based on checklist results
 - School wide Good Behavior Game
 - Classroom Check Up Support
 - Signs of Suicide Prevention Program
- 680 Best Practices Training participants
- ~100 teachers received CCU coaching (classroom check up- classroom management)

Selected/ Tier 2



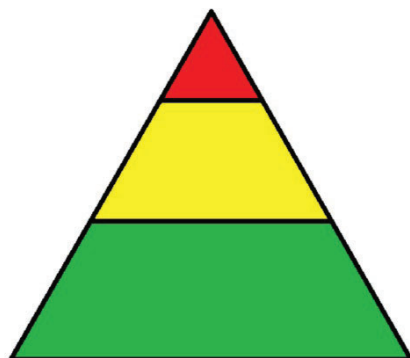
- 259 students received group intervention
 - Transdiagnostic interventions
 - Social skills
 - Emotional regulation
- 90 Internalizing Protocols conducted

Selected/ Tier 3



- 178 individuals receiving individualized interventions
 - brief therapy or behavior intervention supports
- 27 suicide risk assessments conducted
- 131 student and families received case management services
- 300+ referrals to community agencies

Decision Making for Allocating Supports



- Over 2,000 problem solving and student support meetings to develop intervention plans and select tiered services

THE NATIONAL CENTER FOR **RURAL** SCHOOL MENTAL HEALTH

The Rural Center is a 5+ year, \$10 million federal Center grant from the US Department of Education, Institute of Education Sciences. We began working on this project in early 2019. During fiscal year 2023-24, we worked with 23 rural schools across Missouri, Montana, and Virginia to determine the effectiveness of our school mental health model.

Our website www.ruralsmh.com offers valuable no-cost resources to educators and schools.

Calculate the costs of your school's programs to support students' social, emotional, and behavioral health and make the most of your current resources. <https://ruralsmh.com/cost-calculator/>

Learn more about the Early Identification System (EIS) Intervention Hub. <https://ruralsmh.com/intervention-hub/>

Learn more about implementing innovations and interventions. <https://ruralsmh.com/implementation-hub/>

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, tools, and best practices to identify, prevent, and intervene on rural student mental health issues.

FUNDED BY THE US 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 US Department of Education, Institute of Education Sciences. To date, 69 early career teachers have participated in this study.

The Classroom Check-up website is a **FREE** resource for teachers & school coaches anywhere.

Register NOW! <https://classroomcheckup.org/>

The screenshot shows the homepage of the Classroom Check-Up website. 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 large blue box with the word "Welcome" and a "Watch video" button. To the right of this box is a photograph of a teacher in a red shirt standing in front of a classroom full of students. Below the blue box, there is a paragraph describing the CCU as a resource for teachers and coaches, and a list of intervention modules.

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 user interface of the Classroom Check-Up website. 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 for reinkew@missouri.edu. Below the navigation bar, the "Teacher Home" section is displayed. It includes a paragraph about the importance of creating positive learning environments, a "Watch teachers share their experiences in the classroom:" section with buttons for Miss Faber and Mrs. James, and a "Getting Started with Your Coach" section with a paragraph 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 US DEPARTMENT OF EDUCATION, INSTITUTE OF EDUCATION SCIENCES

PROJECTS OF INTEREST



MISC: Motivational Interviewing Skills for Coaching

• Andy Frey, PI

- Completed grant that included development and evaluation of a motivational interviewing skills training for instructional support personnel who coach teachers.
- 27 instructional support personnel and 53 teachers participated.
- 3 national presentations related to (a) training outcomes, (b) coaching outcomes, and (c) cost analysis and cost effectiveness.

Funded by: US Department of Education, Institute of Education Sciences



KCU: Developing a Comprehensive Intervention for Children w/Social Behavior & Academic Risk in Kindergarten

• Melissa Stormont, PI

- Focus groups (n=15) led to both parent & teacher KCU tools undergoing extensive development and revision (tools include interview, assessment of target setting, and feedback to drive needed intervention).
- Teaching modules include connections to general classroom management and skill development through the use of specific prerequisite foundational math and reading skills.
- Parent module now includes 6 topics for kindergarten readiness. Revision based on focus group recommendations.

Funded by: US Department of Education, Institute of Education Sciences

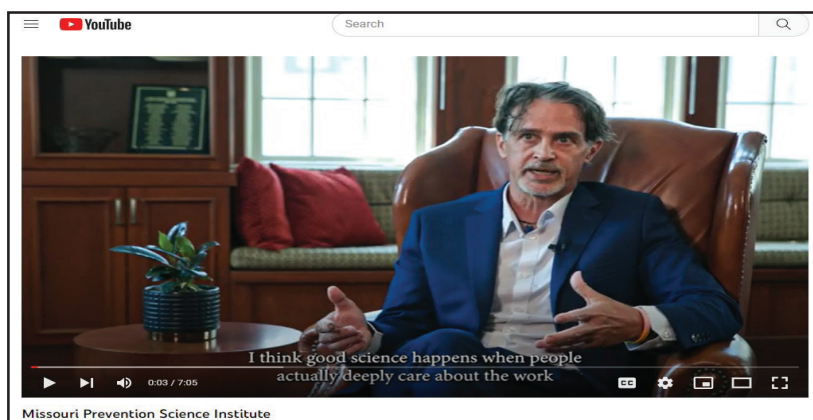


The Effects of Family Engagement on STEM Learning and Motivation: A Systematic Review and Meta-Analysis

• Tyler Smith, PI

- Throughout Year 1, team completed comprehensive search of the extant literature in STEM Learning/Motivation including electronic databases, research databases/registries, and grey literature sources.
- Secondary searches involved hand searching relevant journals and conducting cited reference searching.
- Results of searches resulted in 11,157 studies to review for potential inclusion

Funded by: National Science Foundation (DRK-12)



LEARN MORE ABOUT MPSI

<https://youtu.be/BMtXv6e9MhI>



NEW FACES

New MPSI Tiger Faculty!

In the last year we have welcomed three new faculty members to Mizzou and to MPSI. Their research interests align perfectly with our goals. All three are part of the Statistics, Measurement, & Evaluation in Education (SMEE) branch of MPSI.



AMANDA OLSEN, PH.D.

Amanda Olsen joined the team in August 2023 as an Associate Professor of Statistics, Measurement, & Evaluation in Education. As a trained applied quantitative methodologist, Dr. Olsen's research centers on teacher-student relationships, school climate, and educational equity. She has been awarded over \$11 million in grant funding as a PI or Co-PI on grants from the US Department of Education, the National Science Foundation, and other organizations. She serves as an Associate Editor for **Educational Researcher** and the **School Science and Mathematics** journal.



BRIAN KELLER, PH.D.

Brian Keller joined Mizzou in August 2023 as an Assistant Professor of Statistics, Measurement, & Evaluation in Education. He was previously on faculty at the University of Texas at Austin. Dr. Keller's main research interests are the statistical analysis of data with missing values, Bayesian statistics, statistical computing, structural equation modeling, and multilevel modeling. In addition to his methodological work, he currently develops Blimp statistical software.



SONJA WINTER, PH.D.

Sonja Winter began her tenure at Mizzou as a Postdoctoral Fellow with MPSI. She transitioned in August 2023 to an Assistant Professor of Statistics, Measurement, & Evaluation in Education. Her areas of interest include structural equation modeling, the role of priors in Bayesian statistics, psychometrics, and the analysis of longitudinal data. Her overarching research goal is to facilitate the thoughtful application of advanced quantitative methods.

OUR NEW

MPSI RESEARCHERS ARE WORKING ON NEW PROJECTS

\$12.2 **MILLION**

**IN NEW GRANT FUNDING IN
FISCAL YEAR 2024**



GRANTS



FROM US DEPARTMENT OF JUSTICE AND US DEPARTMENT OF EDUCATION



EVALUATION OF A VIRTUAL CLASSROOM MANAGEMENT TRAINING PROGRAM FOR RURAL MIDDLE SCHOOL TEACHERS

- PI: Keith Herman
- \$4 million grant over 4 years.
- Senior personnel include Dr. Reinke, Dr. Aguayo, and Dr. Wiedermann
- Project hopes to replicate previous research promoting teacher classroom management to improve student behavior and academic achievement.

Funded by: US Department of Education, Institute of Education Sciences



BUILDING CAPACITY FOR THREAT PREVENTION, ASSESSMENT, AND RESPONSE IN URBAN MISSOURI SCHOOLS

- PI: Keith Herman
- \$2 million grant over 3 years.
- With partner, SlateXP, we have recruited 4 urban MO school districts.
- Using a technology platform, we can monitor, assess, and help schools respond to threats to self and to others.
- This is Dr. Herman's second STOP grant!

Funded by: US Department of Justice under Bureau of Justice Assistance STOP Program.



SUPPORTING TEACHERS IN ENGAGING PARENTS IN MIDDLE SCHOOL (MID-STEP): THE DEVELOPMENT OF A TRAINING CURRICULUM AND COACHING MODEL

- PI: Tyler Smith
- \$2 million grant over 4 years
- Senior Personnel include Dr. Herman, Dr. Reinke, Dr. Holmes, and Dr. Aguayo
- Purpose is to address the void of evidence-based teacher training programs to support family engagement in middle school education.

Funded by: US Department of Education, Institute of Education Sciences

MAKING AN IMPACT

HERE IS AN OVERVIEW OF THE IMPACT OUR RESEARCH PROJECTS ARE MAKING
IN SCHOOLS ACROSS THE COUNTRY



THE NATIONAL CENTER FOR RURAL SCHOOL MENTAL HEALTH

Total Number of Schools using the EIS in this project:

- **98** since 2/1/2019 (rural schools in Missouri, Montana, and Virginia)
- **23** in 2023-24 school year

Total Number of Students in the research project:

- **11,846** since 2/1/2019
- **5,296** in 2023-24 school year

Intervention Hub Views in FY 24: 5,559

E-IMPACTS - 2023-2024 SCHOOL YEAR

Total Number of Schools: 16

Total Number of Students: 7,339



CCU: THE CLASSROOM CHECK-UP EFFICACY TRIAL

Total Number of Teachers in the study who received consultation in classroom management:

- **80** since 8/1/2020
- **23** in 2023-24 school year

Total Number of Teachers in the Treatment/Intervention:

- **38** since 8/1/2020
- **11** in 2023-24 school year

Total Number of Students in the research project

- **1,151** since 8/1/2020
- **317** in 2023-24 school year



STOP SCHOOL VIOLENCE GRANTS - 2023-2024 SCHOOL YEAR

Building Capacity for Threat Assessment & Response in Rural Missouri Schools

Total Number of Schools: 64

Total Number of Students: 16,848

IN THE FIRST THREE MONTHS OF USING THE APPROACH 3 incidents of harm to self or harm to others were prevented across the 64 schools!



Building Capacity for Threat Prevention, Assessment & Response in Urban Missouri Schools

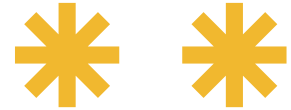
Projected Number of Urban School Districts: 4-5

Projected Number of Total Schools: 52

Projected Number of Students: 30,000+

NUMBERS &

FISCAL YEAR: JULY 1, 2024-JUNE 30, 2024



OF EMPLOYEES
76

PROJECTS
23

88
UNIQUE PEER-REVIEWED
JOURNAL ARTICLES

MPSI FACULTY CITATIONS SINCE
1/1/2019
51,219

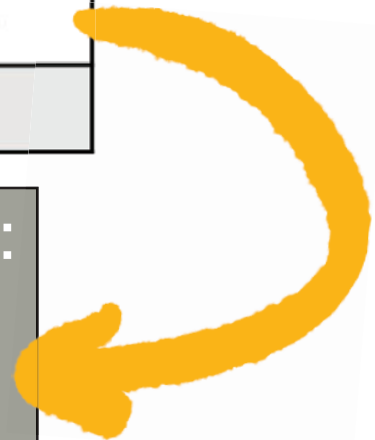
35%
GRANT SUBMISSION
SUCCESS RATE FY 24

GRANTS 7/1/2023-6/30/2024	AMOUNT
SUBMITTED	\$52,695,642
NEW AWARDS	\$12,155,234
EXPENDITURES	\$8,723,316

SOURCE OF NEW AWARDS:

FEDERAL - \$11,807,039 (70%)

COUNTY - \$ 3,600,802 (30%)



FACTS

HISTORICAL DATA SINCE 2009

1/1/2020 - 6/30/2024

GRANTS:

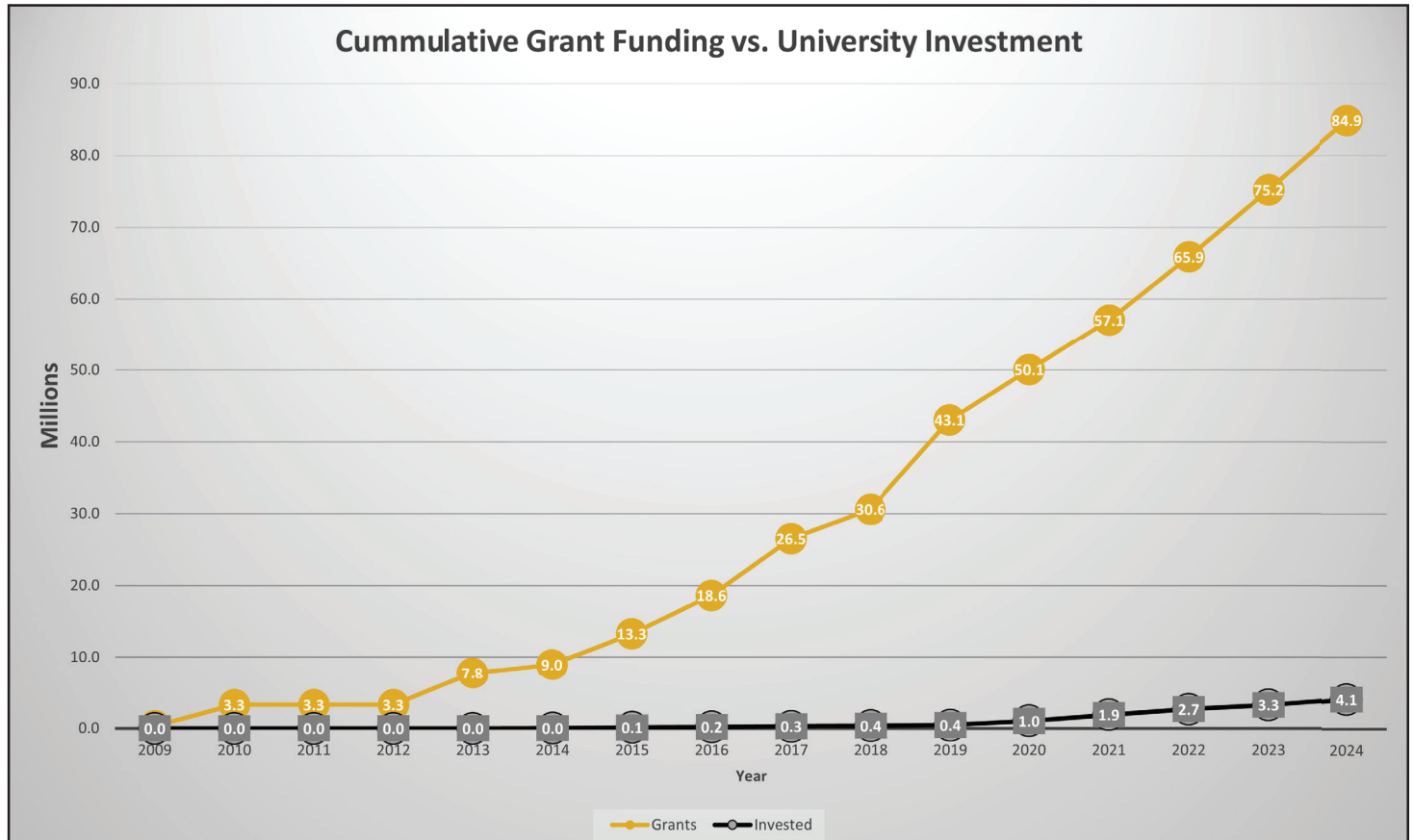
SUBMISSIONS: 91

AMOUNT: \$139,634,322

AWARDS: 41

AMOUNT: \$44,247,364

45% SUCCESS RATE



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 2007 MPSI HAS GENERATED \$85 MILLION IN GRANT AWARDS.

SINCE 2009, FOR EVERY \$1 THAT MIZZOU HAS INVESTED, MPSI HAS BROUGHT IN ALMOST \$21 IN EXTERNAL GRANT AWARD DOLLARS.

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



MPSI STAFF, POSTDOCS, & STUDENTS

MPSI STAFF

Kyra Brown

Project Coordinator

Catherine Glynn

Project Coordinator

Judy Healy-Mendez

Research Funding Director

Carole Kelley, M.Ed.

Principal Training Coach

Abbey McNally

Project Coordinator

Myia Ramos

Project Coordinator

Lou Ann Tanner Jones, Ph.D.

Rural Center/FACE Coach

Julia Burke, Ph.D.

SCSL/IES/DiSCO Training Coach

Ben Graves

Data Strategy & Management

Amanda Hood

Project Coordinator

Sherry Labyer, Ed.D.

Principal Training Coach

Marcus Petree

Senior Research Manager

Michelle Steen

Business Administration Manager

Dennis Walker, Ph.D.

SCSL/IES/STOP Training Coach

RESEARCHERS & POSTDOCTORAL FELLOWS

Dávid Aguayo, Ph.D.

Asst. Research Professor

Nikita McCree, Ph.D.

Postdoctoral Fellow

Christa Copeland, Ph.D.

Asst. Research Professor

Tanya Wiegand

Asst. Clinical Professor

MPSI GRADUATE ASSISTANTS & OSEP TRAINING GRANTEES

Kennedi Boatner

School Psychology

Mackenzie Dallenbach

Social Work

Sruthi Dhamyanthi

School Psychology

Raisa Fountain

School Psychology

Katherine Hernandez

Social Work

Roland Knight

Social Work

Alicia Mitchell

School Psychology

Hanamori Skoblow

Human Development & Family Science

Pranay Bhulyan

School Psychology

Haley Darcy

School Psychology

Maya Farr-Atkins

Social Work

Megan Hennessy

School Psychology

Farshad Ghasemi Kangarlui

School Psychology

Busiswa (Tive) Khumalo

Statistics, Measurement & Evaluation
in Education

Salowa Shaoli

School Psychology

Sindhu Venkat

School Psychology

FACE STAFF



Adielle Ehret, MA, LP
FACE Community-Based Services Director

Samantha Bartolacci

Outreach Assistant

Tara Jennings

Outreach Assistant

Terry Pipes

Outreach Assistant

Jeremy Williams

Outreach Assistant

Devara Brock

Clinical Case Manager

Christina Jones

Clinical Case Manager

Kimberly Taff

Clinical Case Manager

Shamon Williams

Clinical Case Manager

Jordan Chavez

Clinical Case Manager

Samantha Myers

Clinical Case Manager

ShaVon Wall-Taylor

Outreach Specialist

Sarah Owens, Ph.D.
FACE School-Based Services Director

Whitani Beck

Family Intervention Specialist

Jeris Broadbent

Family Intervention Specialist

Tara Collier

Regional Coordinator

Kendall Dewein

Family Intervention Specialist

Sandra Miller

FIS Supervisor

Kelly Off

Regional Coordinator

Megan Sapp

Family Intervention Specialist

Shonna Bexten

Family Intervention Specialist

Jessica Burbridge

Regional Coordinator

Mikayla Cooke

Family Intervention Specialist

Rebecca Hart

Regional Coordinator

Denissa Niles

Regional Coordinator

Jessica Rauls

Family Intervention Specialist

Kim Selders

Family Intervention Specialist

Lorie Bousque

Family Intervention Specialist

Chelsea Clark

Regional Coordinator

Melissa Detmer

Family Intervention Specialist

Nicholas Lazechko

Regional Coordinator

Lindsay Oetker

Regional Coordinator

Aly Sansoucie

Family Intervention Specialist

Leah Springer

Regional Coordinator

MPSI SCHOLARSHIPS

Spring of 2023, MPSI established two new scholarship opportunities. Scholarships range from \$500 to \$1,000 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 was established with her family to recognize outstanding community impact. The 2024 recipient was **Tiara Watson**.

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 2024 recipient was **Farshad Ghasemi**.

ERIN REYNOLDS COMMUNITY IMPACT SCHOLARSHIP



Members of the Hendricks Family, Tiara Watson, and FACE staff



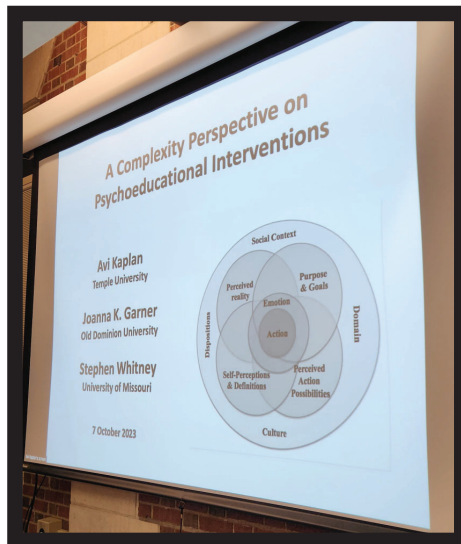
Wendy Reinke, Farshad Ghasemi, and Keith Herman

TOM DISHION PREVENTION SCIENTIST SCHOLARSHIP

MPSI IN PIX

We work hard, we play hard.
One day at a time we are making an impact.





FACULTY RECOGNITION

WENDY REINKE RECEIVED THE PREVENTION SCIENCE AWARD FROM THE SOCIETY FOR PREVENTION RESEARCH IN MAY 2024.



pictured: Wendy Reinke & Brittany Cooper

pictured: Cynthia Franklin, Dawn Butcher, Andy Frey, & Ron Avi Aster



ANDY FREY WAS INDUCTED INTO THE AMERICAN ACADEMY OF SOCIAL WORK & SOCIAL WELFARE IN FALL 2023.

AARON THOMPSON WAS AWARDED THE GARY LEE SHAFFER AWARD FROM THE SCHOOL SOCIAL WORK ASSOCIATION OF AMERICA IN APRIL 2024



pictured: Andy Frey, Aaron Thompson, Terrilyn Rivers Cannon, & Kevin Tanya.



Missouri Prevention
Science Institute
University of Missouri

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