



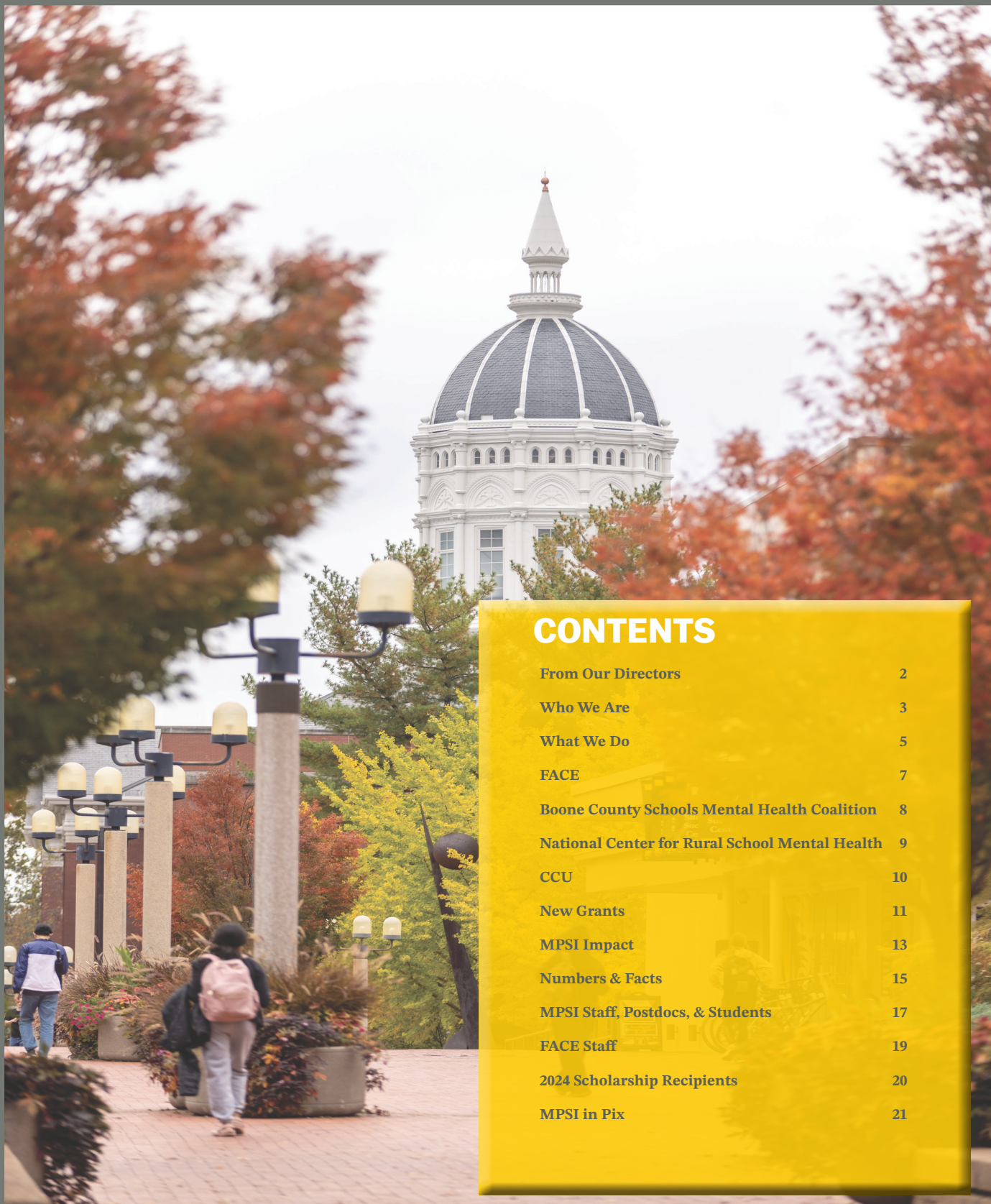
Missouri Prevention Science Institute

University of Missouri



ANNUAL REPORT

July 1, 2024 - June 30, 2025



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WELCOME TO OUR REPORT

From our Directors and Visionaries

The Missouri Prevention Science Institute (MPSI) is driven by a bold and enduring vision: a future in which children, families, and communities are supported by systems that prioritize prevention, equity, and well-being long before problems reach a point of crisis. Grounded in prevention science and strengthened through deep partnerships, the Institute works to ensure that knowledge does not remain on the page but becomes action that improves lives.

This vision has taken on heightened significance during a period of profound challenge and change. Over the past year, communities have continued to confront compounding pressures—rising mental health needs, persistent inequities, workforce shortages, and strained educational and service systems. These conditions have underscored a central truth that guides MPSI's work: prevention is not optional. It is foundational to resilience, recovery, and collective flourishing.

At its heart, MPSI is a people-centered institute. Its strength lies not only in the rigor of its science, but in the commitment, creativity, and values of those who carry the work forward. Faculty, staff, students, and community partners bring together diverse forms of expertise—research, practice, lived



WENDY REINKE, KEITH HERMAN, & AARON THOMPSON

experience—to co-create solutions that are responsive to real-world conditions. Over the past year, this team has demonstrated adaptability and dedication—continuing to conduct rigorous research, support schools and agencies, mentor emerging scholars, and disseminate knowledge, even amid uncertainty and change. Their work reflects a shared commitment to collaboration, humility, and impact.

Through research, evaluation, training, and technical assistance, MPSI has advanced a vision of prevention that is proactive rather than reactive, inclusive rather than siloed, and sustainable rather than short-term. The Institute's efforts have supported schools and communities in building systems that attend to mental health, social-emotional development,

and overall well-being—while also generating new knowledge to guide the field forward. Importantly, this work has emphasized not only what works, but how to implement and sustain effective practices in ways that honor local context and autonomy.

Looking ahead, MPSI remains committed to shaping a future where prevention is embedded into the fabric of education, health, and community systems. By investing in people, partnerships, and prevention science, MPSI seeks to help transform moments of challenge into opportunities for lasting change. In doing so, the Institute affirms its belief that with the right knowledge, relationships, and resolve, communities can move beyond managing risk toward cultivating hope, resilience, and possibility.

Resilience...Recovery...Hope

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

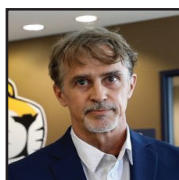


Wolfgang Wiedermann



Sonja Winter

School Psychology



Keith Herman



Shannon Holmes



Sarah Owens



Wendy Reinke



Rachel Santiago



Tyler Smith



MPSI Faculty, Staff, & Students -- Fall 2024

Social Work



Kelly Canada



Andy Frey



Clark Peters



Aaron Thompson

Special Education



Melissa Stormont

Human Development & Family Science



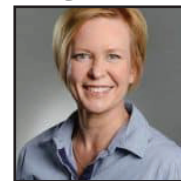
Antoinette Landor

Counseling Psychology



Chris Slaten

Psychological Sciences



Kristin Hawley

*Our goals include
reducing the prevalence
& burden of youth
mental health problems*

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.

We value the work we do. The last half of Fiscal Year 2025 has seen a change in how we fund our projects. Grant funding has become challenging, with more competition in private funding and fewer awards in federal funding. We have diversified our searches, yet we remain steadfast in our core principles.

In the next few pages take a look at some of the projects we have worked on Fiscal Year 2024.



Children's mental health and teacher mental health go hand in hand; you can't improve one without the other — *Ava Shabnum Hasan*

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, PIs



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

Building Capacity for Threat Prevention, Assessment, and Response in Texas Border 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: 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 10 years. We offer both School- and Community-Based Services.

www.faceofboonecounty.org/

FAMILY ACCESS CENTER OF EXCELLENCE

Community-Based Services

349

Boone County families served 2025 by our community based staff

60%

of caregivers reported a decrease in child/youth challenges



3,800

direct contacts with families through in-person community and school events

430

therapy sessions utilized through FACE's Therapy Access Program (TAP)

BOONE COUNTY SCHOOLS MENTAL HEALTH COALITION

School-Based Services

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.

BCSMHC uses MPSI's Early Identification System with all students in Boone County to assess each student twice a year. We had 20+ graduate students in school psychology, counseling, & social work supporting our efforts. In 2024-25 we did the following:

- Over 25,000 students received universal social behavior screening twice
- 10,536 students received a universal prevention intervention
- 181 students received a group-based intervention
- 158 students received an individual intervention
- 223 families received family intervention services

The highlight of BCSMHC's year was the 10th Anniversary Celebration in October 2024 held at The State Historical Society of Missouri Center for Missouri Studies. It was a night to celebrate our work with the Boone County Children's Services to provide ongoing mental health services to Boone County students.



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

The Rural Center is a 6+ 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 2024-25, we worked with 42 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.

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. A large blue section titled 'Welcome' features 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. At the bottom, a small text block states that the CCU contains web-based tools and training in the form 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 'Teacher Home' page of the Classroom Check-Up website. The page has 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 contact email. The main content area is titled 'Teacher Home' and includes a paragraph about creating positive learning environments. Below this, there is a section titled 'Watch teachers share their experiences in the classroom:' with two video thumbnails for 'Miss Faber' and 'Mrs. James'. A paragraph explains the purpose of the website. At the bottom, there is a section titled 'Getting Started with Your Coach' with a video icon and 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

OUR NEW

MPSI RESEARCHERS ARE WORKING

\$5.77

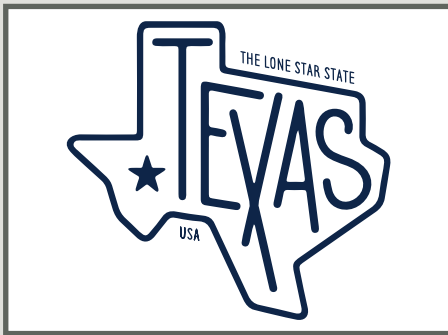
**Million in new
grant funding in FY 2025**



PROJECTS



ON TWO NEWLY FUNDED PROJECTS



Building Capacity for Threat Prevention, Assessment, and Response in Texas Border Schools

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

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



Family Access Center of Excellence (FACE) Combined Projects

- PIs: Aaron Thompson, Wendy Reinke, Andy Frey, Keith Herman, & Kristin Hawley
- Calendar Year 2025 award: \$3,773,968
- The three combined projects include *FACE Community*; *FACE Boone County Schools Mental Health Coalition*, and *FACE Therapy Access Program*.
- MPSI has had continuous funding from Boone County Children's Services since 2015.

Funded by: Boone County Children's Services

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:

- 140 since 2/1/2019 (rural schools in Missouri, Montana, and Virginia)
- 42 in 2024-25 school year

Total Number of Students in the research project:

- 29,652 since 2/1/2019
- 15,054 in 2024-25 school year

Intervention Hub Views in FY 25: 17,132

E-IMPACTS: 2024-25 SCHOOL YEAR

Total Number of Schools: 18 in Missouri

Total Number of Teachers: 5,910

Total Number of Students: 6,350



RURAL CHAMPS

Total Number of Teachers in 2024-25: 8

Total Number of Students in 2024-25: 123

CCU: THE CLASSROOM CHECK-UP EFFICACY TRIAL

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

- 78 since 8/1/2020
- 16 in 2024-25 school year

Total Number of Teachers in the Treatment/Intervention:

- 43 since 8/1/2020
- 9 in 2024-25 school year

Total Number of Students in the research project

- 1,264 since 8/1/2020
- 173 in 2024-25 school year

STOP SCHOOL VIOLENCE GRANTS - 2024-2025 SCHOOL YEAR

Building Capacity for Threat Assessment & Response in Rural Missouri Schools

Total Number of Schools: 63

Total Number of Students: 16,848

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

Number of Urban School Districts: 3

Number of Total Schools: 64

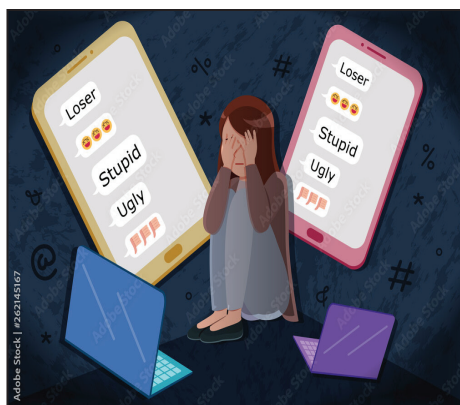
Number of Students: 39,000

Building Capacity for Threat Prevention, Assessment & Response in Texas Border Schools

Projected Number of Urban School Districts: 4

Projected Number of Total Schools: 30

Projected Number of Students: 15,000+



NUMBERS & FACTS

FISCAL YEAR: JULY 1, 2024 - JUNE 30, 2025

Of Employees
76

Projects
24

95
**Unique Peer-Reviewed
Journal Articles**

48%
**Grant submission
success rate FY 25***

*We have not received a decision on many federal submissions, success rate based on actual decisions.

Source of New Awards:
Federal - \$2,000,000 (35%)
County - \$3,773,968 (65%)

Grants Submitted 7/1/24-6/30/25	Amount
Submitted & Reviewed	\$12,003,920
Awarded	\$ 5,773,968
Expenditures	\$7,475,675



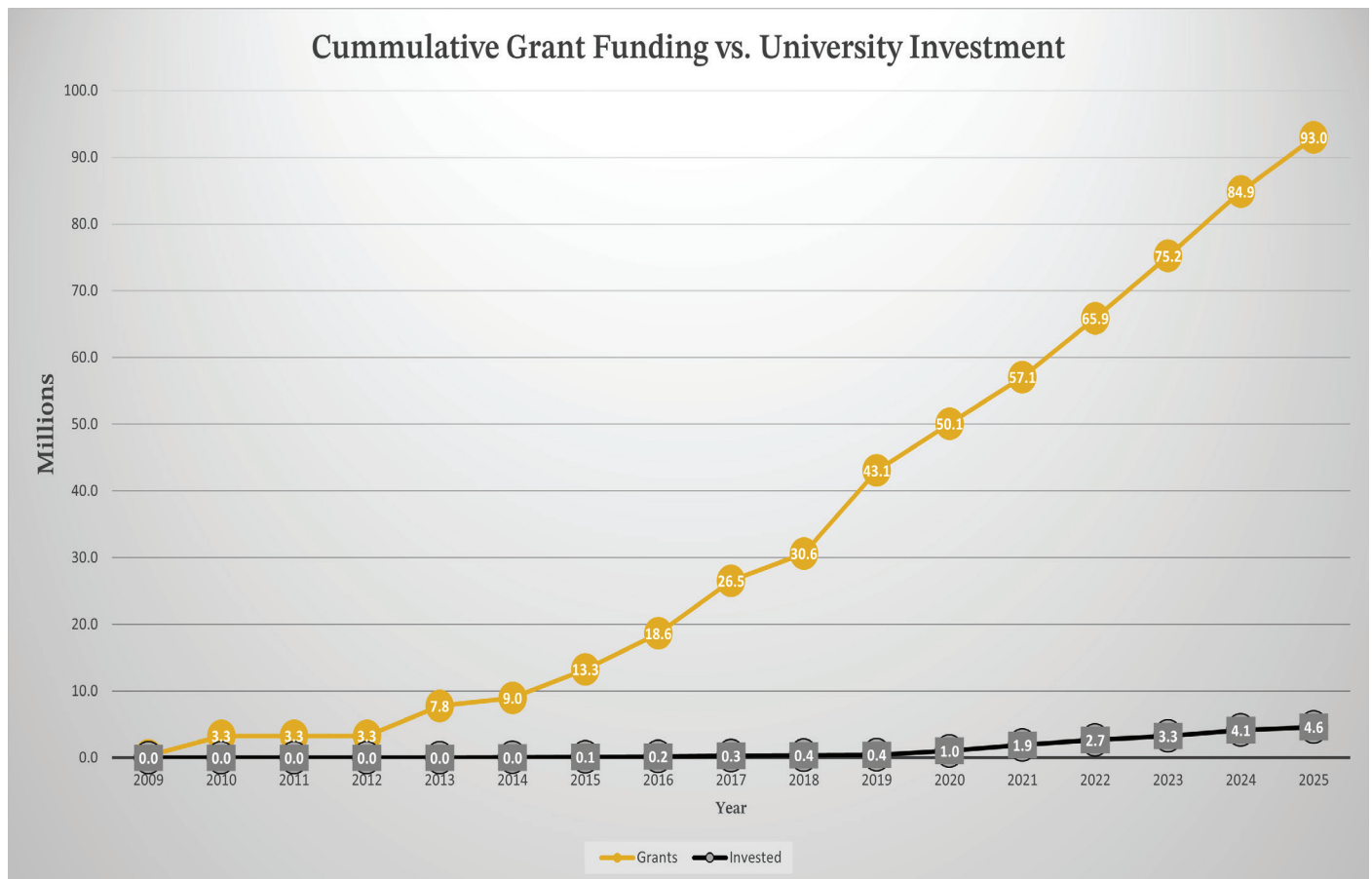
**MPSI Faculty Citations
Since 1/1/2020**
~57,580

**1/1/2020 - 6/30/2025
Grants:**

Submissions: 118
Amount: \$273,339,771

Awards: 45
Amount: \$48,021,332

Historical Data Since 2009



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 \$93 MILLION IN GRANT AWARDS.

Since 2009, for every \$1 that Mizzou has invested, MPSI has brought in over \$20 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

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

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

Christa Copeland, Ph.D.

Asst. Research Professor

Anna Kim, Ph.D.

Postdoctoral Fellow

Nikita McCree, Ph.D.

Postdoctoral Fellow

Kim Selders, Ph.D.

Research Scientist

Tanya Wiegand, Ph.D.

Asst. Clinical Professor

MPSI Graduate Assistants & OSEP Training Grantees

Charlotte Baryo

School Psychology

Pranay Bhuiyan

School Psychology

Mackenzie Bryant

School Psychology

Haley Darcy

School Psychology

Maya Farr-Atkins

Social Work

Megan Hennessy

School Psychology

Natalie Jones

School Psychology

Mya Kachadorian

School Counseling

Farshad Ghasemi

School Psychology

Jendaya Leder

School Psychology

Karlie Mathias

School Psychology

Alicia Mitchell

School Psychology

Claire Nyi

Social Work

Shaoli Salowa Salam

School Psychology

Allison Steil

School Counseling

Kennedi Boatner

School Psychology

Faith Brown

School Counseling

Mackenzie Dallenbach

Social Work

Sruthi Dhamyanthi Gunasekaran

School Psychology

Raisa Fountain

School Psychology

Salem Hood-Johnson

School Counseling

Alexus Joplin

Social Work

Kayla Kaminski

School Psychology

Roland Knight

Social Work

Maya Marshall

Social Work

Megan McLeod

Social Work

Carly Mitchell

Social Work

Hannah Paul

Social Work

Rae Stecker

Social Work

Gabby Vigliaturo

School Psychology

FACE STAFF



Adielle Ehret, MA, LPC
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 Assistant

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

Whitani Beck

Family Intervention Specialist

Jessica Burbridge

Regional Coordinator

Mikayla Cooke

Family Intervention Specialist

Rebecca Hart

Regional Coordinator

Lindsay Oetker

Regional Coordinator

Aly Sansoucie

Family Intervention Specialist

Shonna Bexten

Family Intervention Specialist

Chelsea Clark

Regional Coordinator

Melissa Detmer

Family Intervention Specialist

Sandra Miller

FIS Supervisor

Kelly Off

Regional Coordinator

Megan Sapp

Family Intervention Specialist

Jeris Broadbent

Family Intervention Specialist

Tara Collier

Regional Coordinator

Kendall Dewein

Family Intervention Specialist

Denissa Niles

Regional Coordinator

Jessica Rauls

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 2025 recipient was Shaoli Salowa Salam.

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 2025 recipient was Douglas Atttoh Odongo.

Erin Reynolds Community Impact Scholarship



Members of the Hendricks Family and Shaoli.

Tom Dishion Prevention Scientist Scholarship



Aaron Thompson, Douglas, Keith Herman, and Kristin Hawley

MPSI IN PIX

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





RURAL CENTER 2025 CONFERENCE

MPSI hosted the 2025 National Center for Rural School Mental Health Conference. Attendees came from Missouri, Montana, Virginia, Oregon, Florida, California, Tennessee, Illinois, and Washington, DC to discuss the challenges of addressing mental health issues in rural educational settings.

pictured to the left: Dr. Dávid Aguayo and youth researchers



pictured below: 2025 Conference attendees



FACULTY RECOGNITION

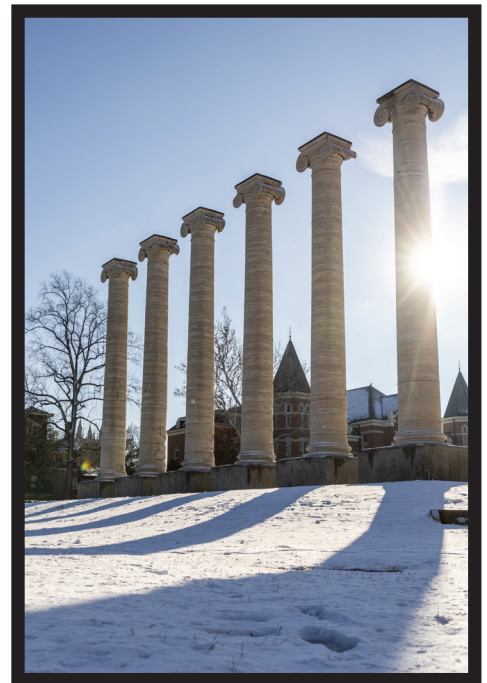
Tyler Smith and Rachel Santiago received the MU Early Scholars Field Mentoring Program Award in Spring 2025. This was the first cohort established by a gift from MU alum Dr. Sandra Wayne Gautt to pair junior tenure-track faculty with senior scholars from other institutions.



pictured: Interim College of Education & Human Development Dean Sarah Diem & Dr. Tyler Smith



pictured: Interim CEHD Dean Sarah Diem & Dr. Rachel Santiago





Missouri Prevention
Science Institute
University of Missouri

www.moprevention.org