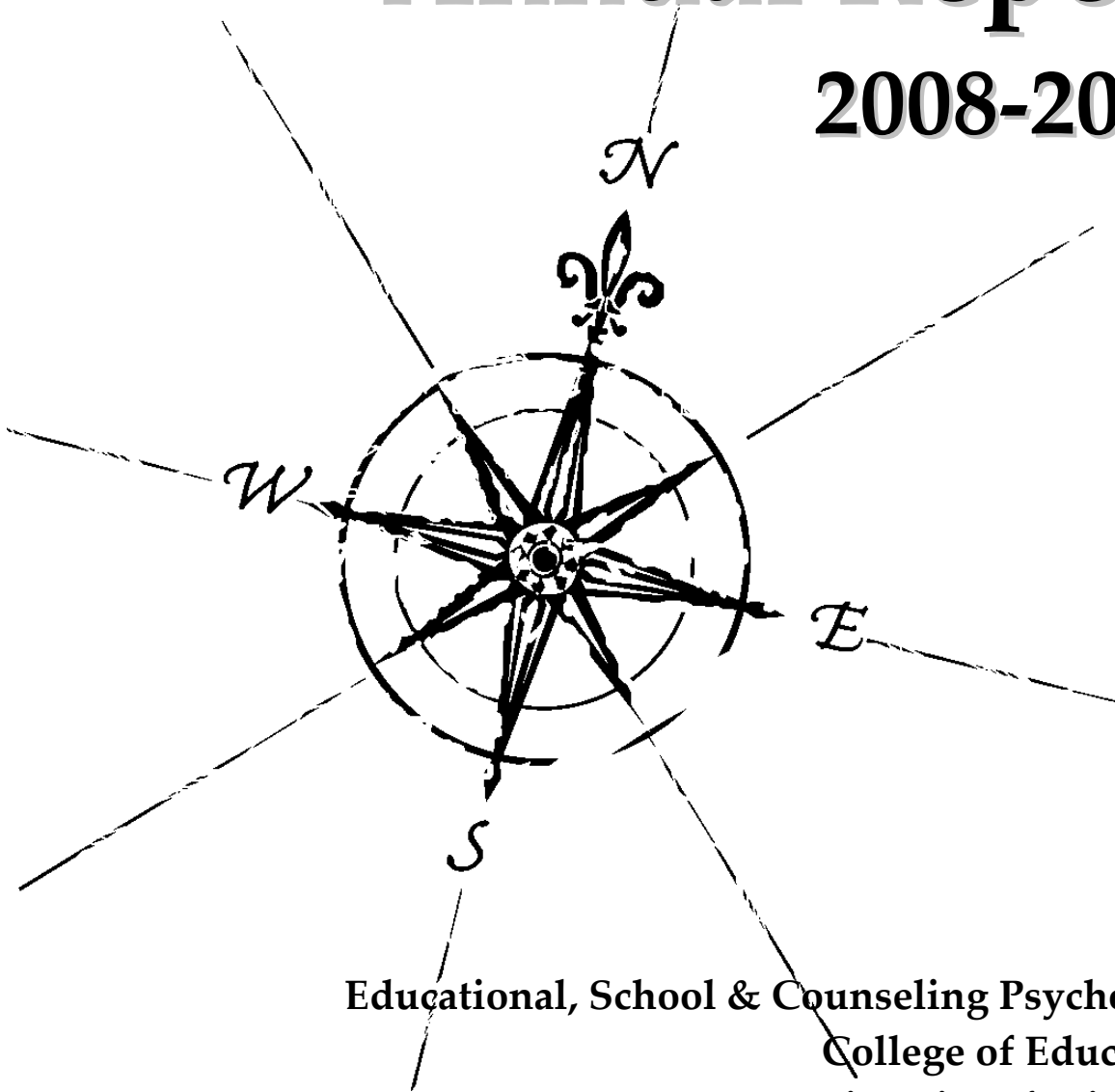


The Assessment & Consultation Clinic

Annual Report 2008-2009



Educational, School & Counseling Psychology
College of Education
University of Missouri
<http://muacc.missouri.edu>

The Assessment & Consultation Clinic

Andrew J. Knoop, Ph.D.

Interim Director

Licensed Psychologist

Assistant Clinical Professor

Connie M. Brooks, Ph.D.

Licensed Psychologist

Assistant Clinical Professor

Christina M. Pate, M.Ed., M.A.

Doctoral Intern

Phil Mascendaro, M.S.

Graduate Clinical Assistant

Marissa Neff

Administrative Associate

Cynthia Deleu

Reimbursement Assistant

Emily Jackson

Office Assistant

Graduate Student Clinicians:

Michael Coutts

Amelia Fagiolo

Joe Hammer

Katie Jacobs

Elise Hendricker

Marlen Kanagui

Karina Ramos

Tia Schultz

Joni Splett

Undergraduate Assistants:

Jenna Thomas

Amanda Woolstenhulme

MU Assessment & Consultation Clinic

205 Lewis Hall ~ University of Missouri

Columbia, Missouri 65211

Telephone: (573) 882-5092 ~ FAX: (573) 884-3399

On the web: <http://muacc.missouri.edu>

The Assessment & Consultation Clinic

Mission Statement

The mission of the MU Assessment and Consultation Clinic is to provide comprehensive, integrative services to meet the educational, developmental and psychosocial needs of children, adults and families. Services are tailored to meet the unique and specific needs of each child, adult and/or family unit with special consideration given to individual differences and multicultural issues including socio-economic, cultural, racial and gender issues. We are committed to actively reaching out to children and families who are without sufficient access to resources. We are committed to increasing awareness of current overt and covert social and cultural pressures placed on families. We encourage family clarification of values and priorities, the development of communication, decision-making and problem resolution skills, and promote the development of balance and self-care strategies.

Table of Contents

Becoming More than an <u>Assessment</u> Clinic	Page 4
Reaching Underserved Populations	Page 5
Training Tomorrow's Professionals	Page 10
Making an Impact	Page 16
Sustaining our Mission	Page 20
Looking Ahead	Page 21

Becoming More than an Assessment Clinic

Shortly after its beginning in 1992, the MU Assessment and Consultation Clinic (ACC) quickly became known for providing excellent assessment services for children and individuals in the community. During those early years, Clinic staff partnered with state agencies and local school districts to provide services related to the determination of learning disabilities and attention disorders.

Through the years, the breadth and depth of the ACC's service delivery model have changed in response to the needs of the community and the varying expertise of its professional staff. The ACC has benefited from strong clinical leadership since its inception. Past directors include Dr. James Koller, Dr. Greg Holliday and Dr. Deborah Wright. All three have made significant contributions to the stability and future viability of the ACC. While the bedrock service product of the ACC has remained comprehensive psychological evaluations with specific, data-based recommendations, ACC students and staff members continue to develop and provide a diverse set of psychological services that are in increasing demand by our clients and constituents.

In the past few years, ACC staff are just as likely to have offered access to assistive technology and employment preparation for MU students with disabilities, provided program evaluation services for agencies targeting underage drinking in northern Missouri, providing high-quality clinical instruction and mentoring for departmental graduate students, and providing counseling intervention and parenting support to families in the foster care system. Currently, the ACC is emerging as a general mental health resource in the community. Whether we are providing on-site parenting and family services, conducting individual and family therapy, facilitating groups in local schools and local agencies, consulting with local school staff members regarding atypical student behavioral concerns, providing staff training and professional development, discussing assessment results with parents, or conducting workshops and seminars in the community, we remain dedicated to excellent psychological service delivery and clinical training.

Currently, the ACC's licensed, professional staff members include **Dr. Andy Knoop** and **Dr. Connie Brooks**. The content of this annual report will reflect their continuing focus on being a valuable resource to the community and the state of Missouri, while providing high-quality student training opportunities for university graduate students.

Both are licensed psychologists and clinical faculty members in the **Department of Educational, School and Counseling Psychology (ESCP)**. The **MU Assessment & Consultation Clinic** is housed in ESCP within the **College of Education** at the **University of Missouri**.

Reaching Underserved Populations

As our Mission Statement professes:

We are committed to actively reaching out to children and families who are without sufficient access to resources.

Spend a week or two with the ACC students and staff and you are likely to witness multiple instances of reaching out to those who have limited resources. For example, during the past year alone, we have worked to provide services and expertise to a large number of community members in the following ways:

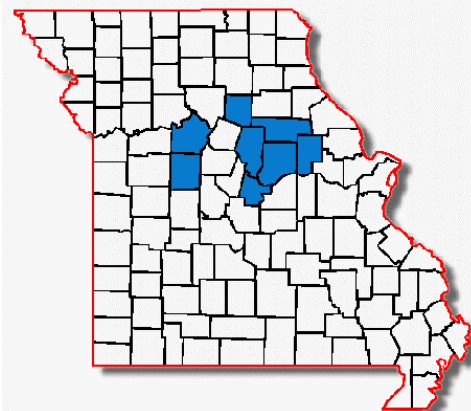
- Visiting Head Start preschools to provide consultation to instructional staff regarding behavioral management interventions for targeted children
- Leading parenting training groups to families identified through Title I and Head Start programs
- Completing comprehensive psychological evaluations with recommendations for therapeutic treatment for a large number of children placed in foster care
- Facilitating regular supervised therapeutic visits for biological parents and children in the foster care system
- Completing comprehensive psychological evaluations for adults participating in Medicaid coverage who were referred by local psychiatrists and other mental health professionals
- Providing on-site testing and special education services and expertise to understaffed, rural school districts in the area
- Presenting professional development in the areas of instructional strategies for students with mental health needs and for teachers and staff members working with incarcerated youth
- Completing comprehensive psychological evaluations for adults with disabilities in a contractual agreement with the Missouri Division of Vocational Rehabilitation and Disability Determinations
- Facilitating social skills group education to juvenile offenders
- Facilitating an in-school relational aggression education group to at-risk females, as identified by school staff
- Consulting with parents of students with academic difficulties as they navigate the special education process in their local schools

Staff members at the ACC hold a strong belief that our clientele should mirror a cross-section of our community's general population. Given our reputation for providing quality services, and in addition to the client populations listed above, we enjoy a broad and diverse client base that includes University of Missouri families and students, students from several other area colleges and universities, patients referred from area mental health workers, physicians and attorneys, and children from local and area school districts.

Children's Division and Foster Care

- Comprehensive Psychological Evaluations
- Parent Education
- Supervised Parent Visitation
- Individual and Family Therapy
- Consultation Services

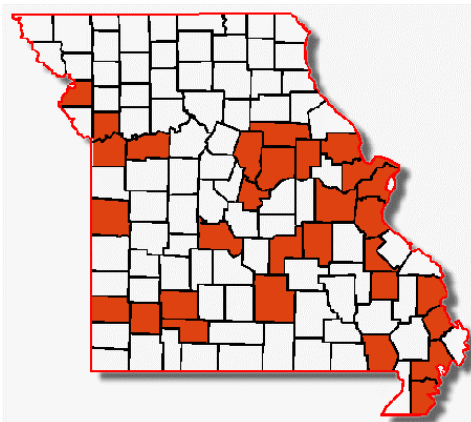
Counties: Audrain, Boone, Callaway, Cole, Saline, Randolph, Pettis, Howard, Cooper, Montgomery



Missouri Division of Youth Services

- Staff Training
- Comprehensive Psychological Evaluations
- Test Interpretation and Administration Training
- Program Evaluation and Survey Development

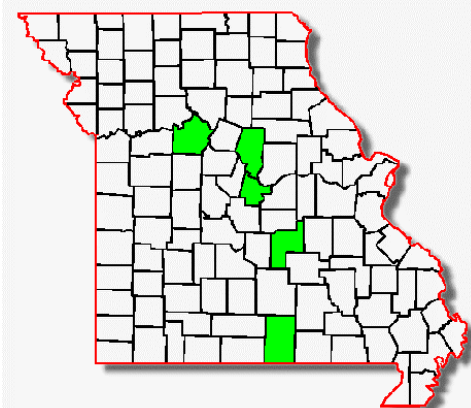
Counties: Audrain, Bates, Boone, Buchanan, Butler, Callaway, Camden, Cape Girardeau, Christian, Clay, Cole, Crawford, Franklin, Greene, Jackson, Jasper, Jefferson, Lafayette, Lawrence, Lincoln, Madison, Montgomery, New Madrid, Pemiscot, Phelps, St. Charles, St. Francois, St. Louis, Scott, Texas



Missouri Division of Vocational Rehabilitation

- Comprehensive Psychological Evaluations
 - Attention Deficit/Hyperactivity Disorder & Learning Disorders
- Staff Training on Attention Disorders
- Vocational and Situational Assessments

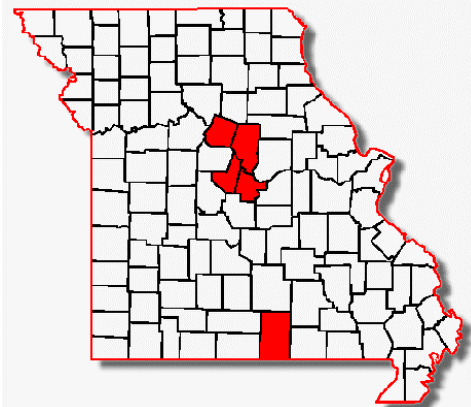
Counties: Phelps, Cole, Boone, Howell, Saline



Rural School Districts

- Cognitive Ability Testing
- Social/Emotional Evaluations
- Functional Behavioral Assessments
- Classroom Observations
- Comprehensive Psychological Evaluations

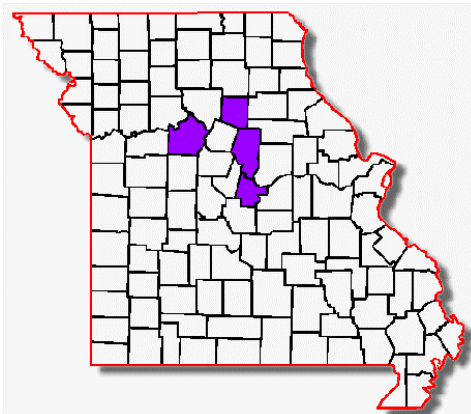
Counties: Boone, Cole, Howard, Howell, Moniteau



Children's Residential Facilities

- Comprehensive Psychological Evaluations
- Staff Consultation

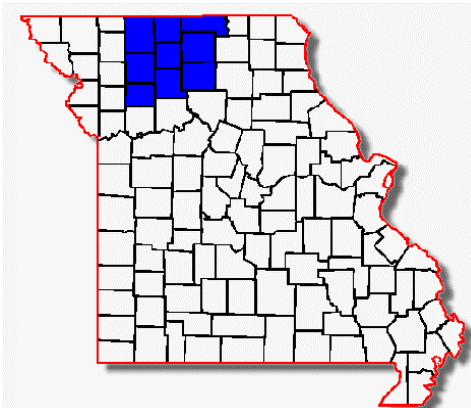
Counties: Boone, Cole, Randolph, Saline



Head Start Programs

- Observation/Consultation with Staff
 - Staff/Student Interactions
 - Staff/Student Communications
- Targeted Observations of Specific Students
- Strategy Implementation
- Parent Consultations

Counties: Caldwell, Daviess, Grundy, Harrison, Linn, Livingston, Mercer, Putnam, Sullivan



Clinic Provides Consultation for Alternative Education

For the past ten years, the MU Assessment and Consultation Clinic has partnered with Missouri's Division of Youth Services (DYS) to provide special education consultation and staff training to teachers and administrators in the DYS educational program, which is fully accredited by Missouri's Department of Elementary and Secondary Education (DESE). In the state's 42 DYS facilities, approximately 150 teachers provide youth a personalized education plan developed by the DYS staff, youth and parents.

While it is not surprising that the youth in DYS custody comprise an atypical student population, DYS recognizes the importance of encouraging all students to complete their education by returning to their home public school, graduating from high school while in DYS custody, or obtaining a GED. In most public schools in Missouri, approximately 15% of all students are identified as eligible to receive special education services. In contrast, approximately 40% of the students in DYS facility schools receive special education services. Given the atypical demographics of students under DYS care, the educational program emphasizes

remediation of deficiencies in learning skills, recovering academic standing and high school class credit, learning the value and importance of a good education, increasing self-confidence and self-esteem and improving behavior and study skills.

Dr. Andy Knoop, the Clinic's Interim Director, and Christina Pate, the Clinic's Doctoral Intern, provide training events that allow DYS teachers to interpret psycho-educational test data to suggest classroom instructional techniques individualized to a particular student or deficit area. In November 2008, Andy and Christina hosted a "Train the Trainers" event for DYS staff from all five DYS regions. Trainees participated in a

refresher course on the administration and scoring of the Woodcock-Johnson III Tests of Cognitive Abilities and Achievement (WJ-III), which are industry-standard test instruments designed to measure a student's overall cognitive ability and level of academic achievement in reading, math and written

expression. A special segment of the training focused on interpretation of the test results and their usefulness in suggesting alternative learning strategies and instructional techniques. Given that many DYS students enter their facilities

"The professional and timely services provided by Dr. Knoop and the staff at the Assessment and Consultation Clinic have been an invaluable resource to DYS. The working relationship between DYS and the Clinic has truly been a 'win-win' situation for all."

**Dennis Gragg
DYS Assistant Deputy Director**

Reaching Underserved Populations

with WJ-III test results already in their student files, and that DYS uses these scores to track academic progress for their students, being able to translate test scores into appropriate classroom practices makes sense for DYS teachers. Martha Crabtree, the DYS Special Education Supervisor, noted "the Clinic staff has provided technical assistance and interpretive services for some of the Division's most challenging student case scenarios and has provided information and resources pertaining to the implementation of research based practices in our educational programs."

Through interactive exercises, case studies and small group work, DYS staff participants develop a familiarity and comfort level with test results. Participants are able to see patterns in the test results, draw their own conclusions and develop their own teaching emphases. Knoop describes the two-way learning process that occurs during these staff training events: "I'm not trained as a teacher, but I know how to explain and interpret test results. Once the professional teachers learn to see these test results as an instructional aid and learn to do some basic interpretation of the data, it is amazing to see how quickly they draw upon their teaching expertise and begin brainstorming effective instructional strategies based upon each student's test results. It happens every time."

"Throughout our ten year relationship with the Assessment and Consultation Clinic, the Division of Youth Services has benefited from the Clinic's guidance and expertise through the complex changes that have occurred in the world of treating and educating at-risk youth -- especially those with disabilities."

Scott Smith

The Clinic has provided a variety of services for staff and students since their relationship with DYS has been established. Historically, Clinic staff members have traveled to facilities across the state upon request to conduct comprehensive evaluations for students, communicate evaluation results to staff and parents, clarify characteristics of learning and attention disorders and

provide special education consultation services to staff members.

In the spring of 2009, Christina Pate visited each of the five DYS regional offices to meet with teachers and staff from across the state to provide training on the behavioral and learning characteristics of students with specific mental health diagnoses.

Christina enjoyed working with teachers from various facilities: "We are acutely aware that students' mental health significantly impacts their ability to learn and that teachers want to address the unique learning characteristics of students with mental health issues. Because DYS facilities serve students with a broad range of mental health issues, their teachers face unusual challenges in the classroom. By collaborating with DYS, we are uniquely situated to increase awareness of mental health issues and reinforce the numerous factors that promote academic and social/emotional development. I am excited about this collaboration!"

Training Tomorrow's Professionals

The ACC Training Model and Philosophy

ACC Training Mission: Our training mission is for trainees to acquire:

- Competence for the autonomous practice of psychology;
- A sound commitment to ethical standards of professional practice
- A strong sense of professional identity and responsibility; and
- Leadership abilities to undertake a variety of professional roles

The ACC is committed to providing comprehensive and integrative training to students and professionals in the area of education, counseling psychology, school psychology, school counseling, and rehabilitation counseling with the aim of addressing the multidimensional ways in which learning, development, and psychosocial issues interact.

Our training model, as developed by Dr. Connie Brooks, combines theory, research, and practice, offering students exposure to a variety of learning styles, individual differences, developmental issues, cultural issues, and counseling issues. Our training is unique in that it allows students to work/interact within a community based

Our training model is unusual in that it allows students to work/interact within a community-based Clinic, to interact with a range of mental health professionals and to provide a broad range of psychological services.

clinic, to interact with a range of mental health professionals and to provide a range of psychological services. Our training goals include facilitating the development of a comprehensive understanding of human learning and behavior, the development of a broad range of skills and interventions, and the ability to apply this knowledge in diverse work environments.

We strive to interact and collaborate with other educators, health and mental health professionals, and community agencies in order to prepare future professionals to develop and deliver quality, comprehensive, and culturally sensitive services. The ACC is unique from other campus training sites in our diversity in service provision, supervision styles, collaboration across programs, and populations served.

New Course Emphasizes Interdisciplinary Service Provision

In the Spring 2009 semester, students from the School Psychology and Counseling Psychology and other graduate programs participated together in an innovative practicum course in the College of Education's Department of Educational, School and Counseling Psychology that focuses on delivering mental health and evaluation services to children and families with a systems/interdisciplinary approach to treatment.

"The primary focus of the course is to offer students the opportunity to provide services from a systems perspective. Doing this across disciplines seems the most effective way to meet this goal."

- Dr. Connie Brooks

The course instructor, Dr. Connie Brooks, a Licensed Psychologist at the MU Assessment & Consultation Clinic, developed the interdisciplinary course in conjunction with Dr. Wendy Reinke, co-director of The Missouri Prevention Center (MPC). According to Dr. Brooks, "The primary focus of ESCP's *Child and Family Interdisciplinary Practicum* is to offer students the opportunity to provide services from a systems perspective while collaborating regularly with others who have a range of perspectives and experiences. Doing this across disciplines seems the most

effective way to meet this goal." Course instruction and clinical supervision will be supplemented with opportunities to participate in numerous services via a

"We have made a specific commitment to renew and strengthen our role in providing quality clinical training and supervision to departmental graduate students."

- Dr. Andy Knoop

mentorship model (strong clinical supervision initially, moving toward more autonomy, based on student skill level) over the two-semester duration of the course. The course is housed within MU's Assessment & Consultation Clinic and students will provide services to the Clinic's diverse clientele.

"We have made a specific commitment to renew and strengthen our role in providing quality clinical training and supervision to departmental graduate students," stated the Clinic's Interim Director, Dr. Andy Knoop, "and we are very excited to provide these unique training opportunities." Service delivery opportunities for students will include conducting comprehensive psychological evaluations, providing individual, family, and group therapy, therapeutic supervised visits and

Training Tomorrow's Professionals

participating in school-based testing, counseling and consultation.

Additionally, students will participate in parent training and family assessments based on the work of the MPC's service projects, including the Family Check-Up Project. Dr. Reinke stated, "MPC's goal is to conduct sustainable efficacious research, service, and training activities. Currently the Family Check-Up Project is a small study of an evidence-based intervention to provide comprehensive behavioral supports for children with disruptive behavior problems across the school and family systems. Coordinating with Dr. Brooks and the MU Assessment and Consultation Clinic will allow us to continue this important and needed service beyond the study. This practicum is a unique and exciting opportunity for graduate students to obtain high quality training while providing for ongoing sustainable service to our community."

"I'm so excited about the possibilities, I'm delighted that our Department Chair, Dr. Deborah Carr, supported our vision, and I'm pleased that the training directors of both graduate programs have encouraged their students to participate."

- Dr. Connie Brooks

Due to the complexity of client cases and the time-intensive supervision model, class size is limited and students have been selected based on their experience and interests. Credit hour

registration is variable for students, offering differing levels of participation and allowing students the opportunity to participate without interrupting the acquisition of core course credits. *The Child and Family Interdisciplinary Practicum* course fulfills the requirements for the School Psychology program's Level 4 practicum, the Counseling Psychology program's practicum or field placement, or may be taken as an elective course.

"I'm thrilled that students have this unique opportunity!"

*- Dr. Mary Heppner
Counseling Psychology
Training Director*

Providing close clinical supervision, monitoring the progress of a diverse group of students, ensuring quality service provision and integrating the perspectives of students from multiple disciplines sounds like a tall order for any instructor, but Dr. Brooks, who also is a Licensed Professional Counselor and a graduate of MU's School Psychology program, welcomes the challenge. "I'm so excited about the possibilities, I'm delighted that our Department Chair, Dr. Deborah Carr, supported our vision, and I'm pleased that the training directors of both graduate programs have encouraged their students to participate." Dr. Mary Heppner, Training Director of the Counseling Psychology program concurred, stating, "I'm thrilled that students have this unique opportunity!"

ACC Student Focus

Here is what our students say about their Clinic experiences:

Christina Pate - Doctoral Intern - School Psychology

My role is multidimensional in nature in that I work with schools, individuals, families and agencies. I conduct comprehensive evaluations, provide consultation, conduct therapy, design/perform interventions and provide training. Not only do I gain knowledge and competencies, but the Clinic provides a context in which to apply my learning and practice these skills. During my time here, I have gained an understanding of the issues that are not taught through graduate coursework, such as the business aspects of a Clinic, policy and advocacy issues affecting clients and organization and time management. I am discovering the manner in which I believe competent and effective professionals ought to collaborate with one another and should supervise/train future professionals. The Clinic has far exceeded my expectations as a graduate trainee and as a professional. There is a clear sense of community and support both professionally and personally. The Clinic also provides exceptional supervision, unlike any setting in which I have practiced previously. Faculty psychologists work with students in a collaborative fashion while facilitating learning and professional development. I fully participate in the activities at the Clinic and am encouraged to voice my opinion and seek/pursue opportunities of my own professional interests.

The Clinic ... provides exceptional supervision, unlike any setting in which I have practiced previously.

Marlen Kanagui - Doctoral Student - Counseling Psychology

As a practicum student, I feel I have been given a great deal of trust and responsibility. My time at the ACC has given me an understanding of what mental health Clinics do and what it takes to keep one running. I have also gained valuable skills in assessment interpretation and integrated reports. Since I started my work at the Clinic, my self-efficacy around counseling and report writing has increased significantly. Our supervisors model a teamwork approach and I feel that the Clinic staff respects our skills and training. As a result, we receive incredible training opportunities.

Our supervisors model a teamwork approach and I feel that the Clinic staff respects our skills and training.

Training Tomorrow's Professionals

Mike Coutts - Masters Student - Counseling Psychology

I meet with a variety of clients under supervision and have learned a great deal about case conceptualization. I have learned case management skills that, until my experience at the ACC, had been overlooked. I have been exposed to different evaluation methods and have gained critical experience writing detailed reports. The environment at the ACC is conducive to meeting my needs. Everything is organized and easy to access. Staff members are extremely personable, open-minded and available, and willing to answer questions or listen to suggestions or concerns.

Staff members are extremely personable, open-minded and available...

Amelia Fagiolo - Masters Student - School Counseling

My role is to co-facilitate social skills groups with juvenile offenders. For many, this group is the only opportunity they have to receive services to help them become successful, positive members of society. I've learned the importance of collaboration. The work at the ACC is done as a team, not only within the Clinic, but with the community at large. I love the environment at the ACC because everyone who works there has an equal voice in making decisions. The supervisory staff really allows students to grow professionally and personally. Students are considered a valuable part of the Clinic.

The work at the ACC is done as a team, not only within the Clinic, but with the community at large.

Joni Splett - Doctoral Student - School Psychology

I see my role as being a learning clinician, because I'm here to be a constant observer and take on new challenges. I've learned how good supervision helps me feel prepared and confident. The environment is professional, supportive and fun. Staff members care greatly about the work they do and they are always willing to help and support student learning. I feel more confident in my ability to conduct evaluations with complicated clients. My skills as a therapist have been impacted the most because I have the opportunity to see my own clients under very helpful clinical supervision.

My skills as a therapist have been impacted the most because I have the opportunity to see my own clients under very helpful clinical supervision.

Training Tomorrow's Professionals

Jenna Thomas - Undergraduate Student - Psychology major

My role as an undergraduate volunteer is to conduct research on topics that indirectly impact clients. I have increased my knowledge about the topics I've researched and have been able to shadow Christina Pate (the Clinic's Doctoral Intern) during her work at Hallsville Public Schools. Although an undergraduate student, I truly appreciate the equal treatment I receive. I am included in staff meetings and offered participation in other important tasks. This experience overall has been both rewarding and reassuring that this is the career path for me.

This experience overall has been both rewarding and reassuring that this is the career path for me.

Amanda Woolstenhulme - Undergraduate Student - Psychology major

As an undergraduate volunteer, I help with any work that needs to be done. By the end of my first semester I had already learned more than I thought I would in the entire year. The exposure to the Clinical setting has been incredibly beneficial. The graduate students have been an amazing help during my graduate school application process. I've spent time researching clinical disorders and assembling resources for clients. I feel the environment is incredibly positive. I always feel appreciated and encouraged. Had I not volunteered at the Clinic, I would not be as prepared for my graduate studies.

By the end of my first semester I had already learned more than I thought I would in the entire year.

Emily Jackson - Undergraduate Student - MU Work-study program

I provide clerical work and help clients with finding the Clinic, which is often their first exposure to us. From my work here, I have developed a strong sense of responsibility, first and foremost. The ACC environment is a laid-back place and I love it here. The staff and students are wonderful and work so hard for the benefit of others.

The staff and students are wonderful and work so hard for the benefit of others.

Making an Impact

The Staff and Students from the Assessment & Consultation Clinic create a significant impact on campus, in the community and across the state of Missouri. While the most tangible (and perhaps most long-lasting) outcomes are realized in the services we provide to the individuals and families we work with, Clinic staff and students understand the importance of building collaborative relationships, contributing to research, and teaching and training students.

Collaborative Relationships:

Missouri Prevention Center
MU Athletic Department
MU School of Medicine
MU School of Veterinary Medicine
MU Student Health
Missouri Division of Vocational Rehabilitation
Missouri Disability Determinations
Missouri Division of Youth Services
Missouri Head Start Program
Children's Division and Foster Care
Missouri Alliance for Children and Families
Boys and Girls Town of Missouri

Teaching within the College of Education:

ESCP 8944 - School Psychology Advanced Practicum
ESCP 8087 - Child and Family Interdisciplinary Practicum
ESCP 8130 - Psychological Assessment of Adults
ESCP 8110 - Methods in Group Counseling
ESCP 7115 - Human Learning
TDP 4020 - 7020 - Inquiry into Learning

Clinical Training and Supervision:

One Special Education Graduate Student
One School Counseling Graduate Student
Five School Psychology Graduate Students
Four Counseling Psychology Graduate Students
Two MU Undergraduate Students

As a result of the ACC's focus on training and supervision, these graduate students gained a significant amount of clinical experience, client contact and close supervision.

In this current fiscal year alone:

- Our students have accumulated over **400 face-to-face contact hours** with clients
- Students and staff have provided psychological **evaluation services for over 300 individuals**

Making an Impact

- In addition to the testing clients reported above, students and staff worked with over **150 (estimated) other clients in counseling, consultation activities, group facilitation and presentations**
- Our clients have been referred for services from more than **60 different referral sources**
- Our students have participated in over **300 hours of direct individual or group clinical supervision.**
- Our students have accumulated over **800 hours of client support hours.**

Research Support:

The ACC Co-Sponsored (with the Missouri Prevention Center) the **First Annual Educational, School, and Counseling Psychology Conference**, highlighting the work of departmental students and faculty in research and clinical practice. The conference was held in April 2009 in Townsend Hall and included over 30 presenters from the ESCP Department and the MU College of Education.



Staff and Student Presentations:

- Agarwal, G., Brooks, C. M., Herman, K. C., & Reinke, W. M. (2008). *The role of prevention science in promoting children's mental health: A model for school psychologists*. Poster presented at the 2008 American Psychological Association Conference. Boston, MA.
- Brooks, C. M. (2008). *Working with Adolescents in the School Setting*. Guest lecture in the Hickman High School Practicum class at the University of Missouri-Columbia.
- Brooks, C. M. (2008). *A day in the life: The strange world of youth*. Presentation at the 3rd Annual Summer Institute. Randolph County Community Coalition for Children and Families: Moberly, MO.
- Brooks, C. M. & Coutts, M. J. (2008, October). *Behavior Management Training*. Presented at Missouri Prevention Center Student Training Session, Columbia, MO.
- Brooks, C. M., Coutts, M.J., Fagiolo, A.H., Hendricker, E.N., Kanagui, M., Ramos, K., & Splett, J.D. (2009). *The Family Therapy Treatment Team: Description of a new treatment approach*. Poster presentation at the 1st Annual Educational, School, and Counseling Psychology Conference, Columbia, MO.
- Brooks, C. M., Kanagui, M., Pate, C. M., & Fagiolo, A. H. (2008). *Keeping kids safe in our community*. Presentation at the Columbia Public Schools Parent Workshop, Columbia, MO.
- Brooks, C. M., & Svoboda-Gay, S. (2008). *Behavior charting in the classroom*. Presentation at Hallsville Public Schools Teacher Workshop, Hallsville, MO.

Making an Impact

- Coutts, M. J. & Brooks, C. M. (2009). *Materialism in Children: A Single Case Analysis*. Poster presentation at the 1st Annual Educational, School, and Counseling Psychology Conference, Columbia, MO.
- Fagiolo, A. H., & Knoop, A. J. (2009). *Same trauma experience, different developmental outcome. Why?* Poster presented at the Educational, School, and Counseling Psychology Departmental Poster Conference. April, 2009. Columbia, MO.
- Knoop, A. J. (2009). *An introduction to the WAIS-IV*. Guest lecture in the Interviewing, Diagnosis and Assessment graduate course at the University of Missouri-Columbia.
- Knoop, A. J., & Pate, C. M. (2008). *Training the trainers: Woodcock-Johnson III Tests of Achievement and Cognitive Ability*. Seminar conducted at the Missouri Division of Youth Services Staff Training Event, Columbia, MO.
- Knoop, A. J. & Pate, C. M. (2008). *Checkoff procedures and interpretation: Woodcock Johnson III Tests of Achievement and Cognitive Ability*. Seminar conducted at the Missouri Division of Youth Services Staff Training Event, Columbia, MO.
- Pate, C. M. & Knoop, A. J. (2009). *Mental health issues in the classroom: Identification/Assessment and intervention strategies*. Seminar conducted at the Missouri Division of Youth Services Staff Training Events, Kansas City, MO; Poplar Bluff, MO; St. Louis, MO; Springfield, MO; Columbia, MO.
- Pate, C. M., Robeson, E. N., Brooks, C. M., & Splett, J. D. (2008, October). *Flavor of Love and Jackass: Teaching tools to address social skills for juvenile offenders*. Paper presentation at the International Academic Conference for Crime and Popular Culture - A Multi-Disciplinary Exploration, Warrensburg, MO.
- Ramos, K. & Brooks, C.M. (2009). *Educational experiences of youth in foster care: A review of the literature*. Poster presented at the First Annual Educational, School, and Counseling Psychology Conference, Columbia, MO.
- Robeson, E., Splett, J., Pate, C., & Brooks, C. (2008). *Teaching social skills to juvenile offenders and other challenging adolescents: A media-based approach*. Poster presentation at the annual meeting of Missouri Association of School Psychologists, St. Louis, MO
- Splett, J. D., Schultz, T., Hammer, J. Brooks, C. M. (2009). *Reducing girlhood relational aggression through combined group counseling and parent education interventions*. Poster presentation at the 1st Annual Educational, School, and Counseling Psychology Conference, Columbia, MO.
- Woolstenhulme, A., Thomas, J., & Brooks, C. M. (2009). *Undergraduate clinical experiences: Reciprocal benefits to the students and clinic*. Poster presentation at the 1st Annual Educational, School, and Counseling Psychology Conference, Columbia, MO.

Grant Proposals Awarded:

Missouri Division of Youth Services: *University of MO Assessment & Consultation Clinic Psychoeducational Services to the MO Division of Youth Services*: \$25,000.

Missouri Division of Youth Services: *University of MO Assessment & Consultation Clinic Psychoeducational Services to the MO Division of Youth Services*: \$24,979.09.

MU Parents Association grant: *Clinical Observation Equipment and Study Resource for Students*: \$1,190.00

Grant Proposals Pending:

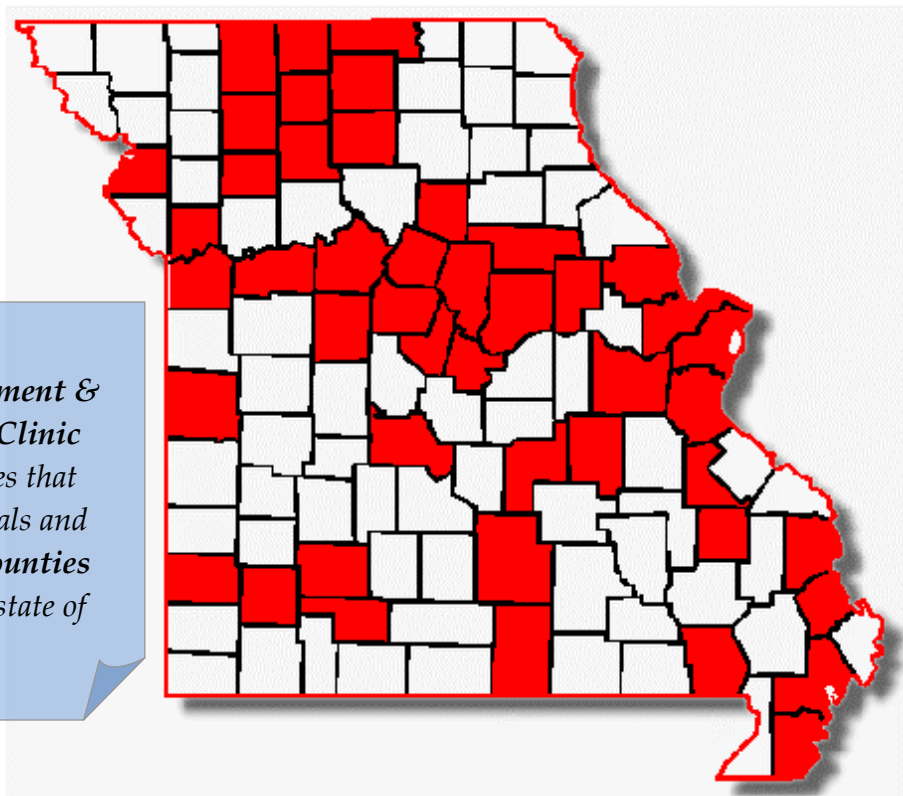
City of Columbia Social Services: *Parent Interventions for High Need Families: The Incredible Years Parent Training & Family Check-Up*: \$15,000

MU Research Council: *Relational Aggression in Girls: A School-Family Group Intervention*: \$7,416

Grant Proposals Unfunded:

National Institutes of Health: *Chronometric Task Performance in a Longitudinal Cohort of Middle School Students with & without Math Disabilities*: \$845,615.84.

The MU Assessment & Consultation Clinic provides services that impact individuals and families in 46 counties from across the state of Missouri.

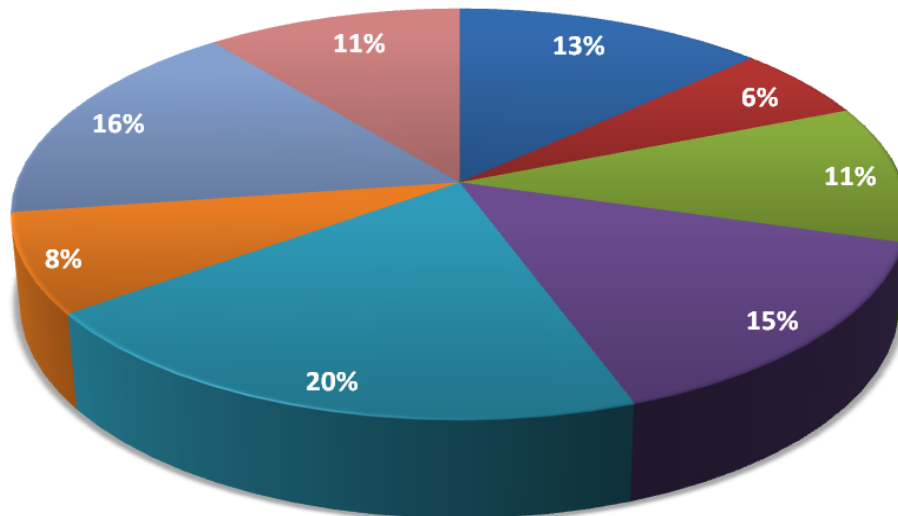


Sustaining our Mission

Through the provision of services, consultation and teaching within the MU College of Education, revenue streams that sustain the work the Clinic are as diversified as the services we provide. Diversification in funding helps us remain resistant to the fluctuations and negative impact resulting from variable economic conditions and changes in funding decisions.

During the past three years, membership on federal and private insurance panels has been a high priority. By focusing on leveraging third party payment for services rendered, the Clinic has realized increased capacity to serve a broader range of clients, including those from lower socioeconomic strata and individuals in need. During the reporting year, more revenue was generated from federal and private insurance than from out-of-pocket payments from individuals and families. This funding shift represents a trend that will increase sustainability in difficult economic conditions.

- Grants
- Contracts
- Federal Insurance
- Private Insurance
- Client Self-Pay
- MU Depts. /Local Schools
- Endowments & Allocations
- Teaching



Looking Ahead

Short Term Goals (Next 12 months)

Develop and expand cooperative relationships with rural school districts to meet current needs to provide more evaluative and consultation services.

- Develop personal and professional relationships with as many as six school districts within one hour driving radius.
- Provide services (e.g., testing, professional development, behavioral evaluations) in target districts.
- Personally meet with District Superintendents or Special Education Directors of target districts to conduct informal needs assessments of each district.
- Develop a menu of services to meet the needs of all target districts.

Develop a framework for providing clinical supervision for individuals seeking Licensed Professional Counselor (LPC) credential.

- Work out contractual, liability and legal concerns with licensing board, MU General Counsel and professional liability insurance providers.
- Develop a supervision model that meets LPC licensure and legal requirements.
- If contractual issues are clarified early in the year, begin contracting with no more than two provisional licensees in a pilot program.
- If applicable, evaluate and revise supervision model during summer 2010.

Expand marketing strategies to increase local referral base.

- Increase networking and collaborations on the MU Campus.
- Reach out to pediatricians and pediatric dentists in the Columbia area.
- Offer Grand Rounds presentations to University and community clinicians.

Long Term Goals (Two to four years)

Explore clinical requirements and determine viability of the MUACC becoming an APPIC-approved, pre-doctoral internship site in School and /or Counseling Psychology.

Continue to work with local, primarily rural school districts to move toward developing a cooperative service delivery venture among rural schools through which Clinic staff and students provide evaluative and consultative services.