

School Psychology at Mizzou



RESEARCH TRAINING

All doctoral students are integrated into faculty research teams, taking on increased leadership roles as they progress through the program. Students are involved in all aspects, from project development to grant writing to presentation and publication, with most students graduating with a minimum of 2 (and upwards of 12) publications in recent years.

CLINICAL TRAINING

In addition to placements in local schools for standard practica, MU also provides innovative advanced practica through:

- Boone County Schools Mental Health Coalition:
www.bcschoolsmh.org
- Family Access Center of Excellence (FACE):
www.faceofboonecounty.org
- Thompson Center for Autism and Neurodevelopmental Disorders:
thompsoncenter.missouri.edu

\$ FUNDING

In recent years, all students have been funded at their desired level, with more than 90% funded with ½-time graduate assistantships which provides an \$18,000 minimum annual stipend plus tuition waiver. In addition, several students have been awarded multiyear, university fellowships as well as national fellowships and organizational awards.

It is our mission to train the next generation of leaders in research, teaching, clinical practice, and policy in psychology and education who are singularly focused on solving significant societal problems. We bring an integrated, systems approach to academic, behavioral, and mental health, evidence-based practice with world-class research lines in prevention science, assessment, and intervention.

The MU School Psychology program offers two programs of study - Doctoral and Educational Specialist.

- **PHD PROGRAM:** typically 4 years of coursework, integrated practicum throughout program, intensive involvement in faculty research programs, and scaffolded teaching experiences, followed by a 2000 hour internship.
- **EDS PROGRAM:** typically 2 years of coursework, integrated practicum throughout program, and 1200 hour school-based internship.

The PhD program is accredited by the American Psychological Association and approved by the National Association of School Psychologists. Both programs are approved by the MO Department of Elementary and Secondary Education.

HIGH QUALITY FACULTY

Our program has 9 core faculty dedicated to making significant contributions to the evidence base available to the field and training the next generation of scholars and clinicians. At MU you will be trained by top scholars in our field who are recognized for:

- **Prolific publication records:** in the past 7 years, published 220 peer-reviewed, journal articles (over 50% with student co-authors), 17 books, and 52 book chapters
- **Grant-funded, cutting-edge research:** in the past 7 years, awarded over \$43 million of federal government and private foundation grant funding
- **Prestigious professional awards:** recognized as top producers and leaders in the field, including Fellows in APA, APA Division 16 Lightner Witmer Early Career Award winners, APA Division 16 Tom Oakland Mid-Career Scholarship Award, and invited members of the Society for the Study of School Psychology
- **Editorial leadership:** serving as Editors and Associate Editors of the primary School Psychology journals (School Psychology Quarterly, School Psychology Review, Journal of School Psychology), related psychology/special education journals (Psychological Assessment, Prevention Science, Assessment for Effective Intervention) and preeminent book series (Guilford's Practical Interventions in Schools).
- **Founders, advisors, and collaborators** of the top research and policy centers shaping the fields of Psychology and Education



CHERYL OFFUTT

Program Coordinator/Associate Teaching Professor
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Dr. Offutt is the director of the MU School Psychology Program, responsible for program management, recruitment and admissions, and accreditation. She is an award-winning teacher whose primary interests center on professional issues in school psychology, supervision of clinical practice, and classroom factors impacting student motivation, engagement, and learning.



KATIE EKLUND

Assistant Professor
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Dr. Eklund is a top early career scholar in school mental health, school safety, and positive school climate, focusing on early identification and intervention of children with behavioral and emotional concerns. She is a licensed psychologist and serves as the Chair of the Government and Professional Relations committee of NASP.



CRAIG FRISBY

Associate Professor
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Dr. Frisby is a leading expert on multicultural issues in school psychology and standardized assessment of higher-order, cognitive skills. Recent books on these topics have drawn critical praise and invitations to serve on prominent national panels. He serves as the Associate Editor of Psychological Assessment.



T. CHRIS RILEY-TILLMAN

Department Chair/Professor
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Dr. Riley-Tillman is a recognized authority in evidence-based practice in schools. He is the creator and lead developer of the Evidence Based Intervention Network, Editor of the Practical Interventions in Schools book series for Guilford Press, and Senior Advisor for the National Center for Intensive Interventions.



KELLY SCHIELTZ

Assistant Teaching Professor
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Dr. Schieltz is a licensed psychologist, board certified behavior analyst, and health service psychologist. Her work focuses on Applied Behavior Analytic approaches to severe challenging behavior (e.g., self-injury, aggression, property destruction, noncompliance). Dr. Schieltz directs the Behavioral and Psychoeducational Clinic located within FACE.



MATTHEW BURNS

Associate Dean for Research/Professor
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Dr. Burns is a leading expert on evidence-based interventions in math and reading as well as school-wide, multi-tiered systems of support. He has authored more than 130 journal articles and 12 books and secured more than \$11 million in external funding for research. He is the immediate past Editor of School Psychology Review.



STEPHEN KILGUS

Associate Professor
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Dr. Kilgus' research interest is in the area of mental health intervention and assessment. He has authored/ contributed to the development of a number of assessments, including Social, Academic, and Emotional Behavior Risk Screener & Direct Behavior Ratings. He also researches interventions for students at risk for mental health concerns. Dr. Kilgus is an associate editor for the Journal of School Psychology.



KEITH HERMAN

Professor
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Dr. Herman is a licensed psychologist and Co-Director of the MPC. His interests focus on promoting effective home and school environments that foster healthy development, including supporting effective parent and classroom behavior management, applying motivational interviewing techniques for behavior change, and uncovering malleable developmental pathways to youth psychopathology, especially depression. His work has been supported by over \$25 million of competitive funding.



WENDY REINKE

Professor
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Dr. Reinke is a licensed psychologist and Co-Director of the MPC. Her interests focus on the prevention of disruptive behaviors in children and youth, public health models for supporting youth mental health, using motivational interviewing in school and community contexts, and supporting teachers' effective classroom management. Her initiatives have been supported by over \$22 million of competitive funding.

For more information on our faculty visit education.missouri.edu/people