

# WENDY M. REINKE, PH.D.

University of Missouri  
Department of Educational, School, & Counseling Psychology  
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## EDUCATION AND DEGREES

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Johns Hopkins University

**Prevention Science Postdoctoral Fellow**, Bloomberg School of Public Health, Baltimore, MD, 2007

Kennedy Krieger Institute/ Johns Hopkins University School of Medicine

**APA-approved Clinical Psychology Intern**, Pediatric Behavioral Psychology, Baltimore, MD, 2005

University of Oregon

**Doctor of Philosophy**, School Psychology (APA accredited), Eugene, OR, 2005

**Master of Science**, Special Education, Eugene, OR, 2003

University of Houston

**Bachelor of Science**, Psychology, Houston, TX, 1995

## PROFESSIONAL EXPERIENCE

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- 2012- present Associate Professor, School Psychology, Department of Educational, School, & Counseling Psychology, University of Missouri
- 2007- 2012 Assistant Professor, School Psychology, Department of Educational, School, & Counseling Psychology, University of Missouri
- 2005- 2007 Indicated Treatments Coordinator, Center for Prevention and Early Intervention, Johns Hopkins University, Bloomberg School of Public Health
- 2005-2007 NIMH Post-Doctoral Fellow, Prevention Research Training in Mental Health, National Institutes of Health, 5T32MH018834-18, PI: Nicholas Ialongo, PhD
- 2004-2005 Pediatric Clinical Psychology Intern. Kennedy Krieger Institute/Johns Hopkins School of Medicine
- 2003-2004 Licensed School Psychologist. 4j School District, Eugene, Oregon
- 2000-2004 Graduate Research Fellow. University of Oregon
- 1999-2000 Research Assistant. Brown University/ Bradley Hospital
- 1997-1999 Senior Research Assistant. Brown University/ Butler Hospital
- 1995-1996 Research Assistant. University of Texas Medical Branch, Galveston, TX

## FACULTY AFFILIATION

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Center for Prevention and Early Intervention, School of Public Health, JHU

## CURRENT PROFESSIONAL CREDENTIALS

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Licensed Psychologist (MO #2009007245 – active)

## HONORS & AWARDS

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Lightner Witmer Early Career Scholar Award, APA, Division of School Psychology, 2011  
Isabelle Lyda Professorship, College of Education, University of Missouri. 2011  
Junior Faculty of the Year, Trainers of School Psychologist, 2011  
Outstanding Graduate Mentor (Nominated), Graduate School, University of Missouri, 2011  
Advisor/Mentor of the Year (Nominated), College of Education, University of Missouri, 2010  
Presidential Strand Symposium, National Association of School Psychologists, 2010  
Early Career Scholar, Society for the Study of School Psychology, 2009  
Outstanding Teaching Award (Nominated), Graduate Student Network, 2009  
High Flyer Award for Outstanding Teaching, College of Education, University of Missouri, 2007  
Child Intervention Prevention & Service (CHIPS) Fellow, NIMH, 2006  
Outstanding Graduate Service Award, University of Oregon, 2003  
Liz Guillion Award, Oregon School Psychologists Association, 2003  
Phi Kappa Phi Honors Society, University of Houston, 1995  
Magna Cum Laude, University of Houston, 1995

## PROFESSIONAL AFFILIATIONS

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American Psychological Association (APA)  
APA Division 16, School Psychology  
National Association of School Psychologists (NASP)  
Society for Prevention Research (SPR)  
Association for Positive Behavior Supports (APBS)

## RESEARCH ACTIVITIES

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### Peer-reviewed Articles

1. **Reinke, W.M.**, Herman, K.C., Stormont, M., Newcomer, L., & David, K. (in press). Illustrating the multiple facets and levels of fidelity of implementation to a teacher classroom management intervention. *Administration and Policy in Mental Health and Mental Health Services Research*.
2. Stormont, M & **Reinke, W.M.** (in press). Implementing Tier 2 social behavioral interventions: Current issues, challenges, and promising approaches, *Journal of Applied School Psychology*.
3. **Reinke, W.M.**, Stormont, M., Clare, A., Latimore, T. & Herman, K.C. (in press). Differentiating tier 2 interventions according to function of behavior. *Journal of Applied School Psychology*.
4. Stormont, M., Herman, K.C., **Reinke, W.M.**, David, K., & Goel, N. (in press). Latent profile analysis of teachers' perceptions of parent contact and comfort. *School Psychology Quarterly*.
5. Herman, K.C., Wang, K., Trotter, R., **Reinke, W.M.**, & Jalongo, N. (in press). Developmental trajectories of maladaptive perfectionism during adolescence. *Child Development*.

6. Kerr, D., **Reinke, W.M.**, & Eddy, M. (2013). Co-occurring depressive symptoms and externalizing problems in adolescence: Associations with histories of suicide attempt and ideation in young adulthood. *Suicide and Life-threatening Behavior*, 43, 50-66.
7. Darney, D., **Reinke, W.M.**, Herman, K.C., Stormont, M., & Jalongo, N. (2013). Children with co-occurring academic and behavior problems in 1st grade: Distal outcomes in 12th grade. *Journal of School Psychology*, 51, 117-158.
8. McIntosh, K., **Reinke, W.M.**, Bennett, J., & Sadler, C. (2013). Gender differences in reading skills and problem behavior in elementary school. *Journal of Positive Behavior Interventions*, 15, 51-60.
9. **Reinke, W.M.**, Herman, K.C., & Stormont, M. (2013). Classroom level positive behavior supports in schools Implementing SW-PBIS: Identifying areas for enhancement. *Journal of Positive Behavior Interventions*, 15, 39-50.
10. Herman, K.C., Riley-Tillman, T. C., & **Reinke, W.M.** (2012). The role of assessment in a prevention science framework. *School Psychology Review*, 41, 306-314
11. **Reinke, W.M.**, Eddy, M., Dishion, T., & Reid, J. (2012). Joint trajectories of symptoms of conduct problems and depressive symptoms during early adolescence and adjustment problems during emerging adulthood. *Journal of Abnormal Child Psychology*, 40, 1123-1136
12. **Reinke, W.M.**, Herman, K.C. & Jalongo, N. (2012). Developing and integrating school-based mental health interventions. *Advances in School Mental Health Promotion*, 5, 158-160.
13. **Reinke, W.M.**, Herman, K.C., Darney, D., Pitchford, J., Becker, K., Domitrovich, C., & Jalongo, N. (2012). Using the Classroom Check-up to support implementation of PATHS to PAX. *Advances in School Mental Health Promotion*, 5, 220-232.
14. Herman, K.C., **Reinke, W.M.**, Bradshaw, C., Lochman, J., Boxmeyer, C. L., Powell, N., Dunn, K., Cox, J., Stephan, S. & Jalongo, N. (2012). Integrating the family check-up and the parent coping power program. *Advances in School Mental Health Promotion*, 5, 108-129.
15. **Reinke, W.M.**, Stormont, M., Webster-Stratton, C., Newcomer, L., & Herman, K.C. (2012). The Incredible Years Teacher Training: Using coaching to support generalization to real world classroom settings. *Psychology in the Schools*, 49, 416-428.
16. Stormont, M. & **Reinke, W.M.** (2012). Using coaching to improve classroom implementation fidelity within school-wide positive behavior support systems. *Beyond Behavior*, 21, 11-19.
17. Herman, K. C., Bi, Y., Borden, L. A., & **Reinke, W. M.** (2012). Latent classes of psychiatric symptoms among Chinese children living in poverty. *Journal of Child and Family Studies*, 21, 391-402.
18. Stormont, M., **Reinke, W.M.**, & Herman, K.C. (2011). Teachers' Importance Ratings for Evidence-Based Behavioral Interventions. *Behavioral Disorders*, 37, 19-29.
19. Webster-Stratton, C., **Reinke, W.M.**, Herman, K.C., & Newcomer, L. (2011). The Incredible Years Teacher Classroom Management Training: The methods and principles that support fidelity of training delivery. *School Psychology Review*, 40, 509-529.
20. Cappella, E., **Reinke, W.M.**, & Hoagwood, K. (2011). Advancing intervention research in school psychology: Finding the balance between process and outcome for social and behavioral interventions. *School Psychology Review*, 40, 455-464.

21. Herman, K. C., Borden, L., **Reinke, W.M.**, & Webster-Stratton, C. (2011). The impact of the Incredible Years Parent, Child, and Teacher Training Programs on children's co-occurring internalizing symptoms. *School Psychology Quarterly*, 26, 189-201.
22. Riley-Tillman, T.C. & **Reinke, W.M.** (2011). Commentary on building local capacity for training and coaching data-based problem solving with Positive Behavior Intervention and Support Teams. *Journal of Applied School Psychology*, 27, 246-251.
23. Herman, K. C., Trotter, R., **Reinke, W.M.**, & Ialongo, N. (2011). Developmental origins of perfectionism among African American youth. *Journal of Counseling Psychology*, 58, 321-334.
24. Herman, K.C., Borden, L., Hsu, C., Schultz, T., Strawsine, M., Brooks, C. & **Reinke, W.M.** (2011). Enhancing family engagement in interventions for mental health problems in youth. *Residential Treatment for Children & Youth*, 28, 102-119.
25. Stormont, M., **Reinke, W.M.**, & Herman, K.C. (2011). Teachers' knowledge of evidence-based interventions and available school resources for children with emotional or behavioral problems. *Journal of Behavioral Education*, 20, 138-147.
26. **Reinke, W.M.**, Stormont, M., Herman, K.C., Puri, R., & Goel, N. (2011). Supporting children's mental health in schools: Teacher perceptions of needs, roles, and barriers. *School Psychology Quarterly*, 26, 1-13.
27. Herman, K.C., **Reinke, W.M.**, Stormont, M., Puri, R., & Agarwal, G. (2010). Using prevention science to promote children's mental health: Founding of the Missouri Prevention Center. *Counseling Psychologist*, 38, 652-690.
28. **Reinke, W.M.**, Herman, K.C., Stormont, M., Brooks, C., & Darney, D. (2010). Training the next generation of school professionals to be prevention scientists: The Missouri Prevention Center model. *Psychology in the Schools*, 47, 101-110.
29. Stormont, M., **Reinke, W.M.**, & Herman, K.C. (2010). Using prevention science to address mental health issues in schools. *Psychology in the Schools*, 47, 1-4.
30. Stormont, M., & **Reinke, W.M.** (2009). The importance of precorrection and behavior specific praise strategies. *Beyond Behavior*, 18, 26-32.
31. Herman, K.C., **Reinke, W.M.**, Traylor, K., Parkin, J., & Agarwal, G. (2009). Childhood depression: Rethinking the role of the school. *Psychology in the Schools*, 46, 433-446.
32. **Reinke, W.M.**, Splett, J., Robeson, E., & Offutt, C. (2009). Combining school and family interventions for the prevention and early intervention of disruptive behavior problems in children: A public health perspective. *Psychology in the Schools*, 46, 33-43.
33. **Reinke, W.M.**, & Ostrander, R. (2008). Heterotypic versus homotypic continuity: The moderating effects of gender and age. *Journal of Abnormal Child Psychology*, 36, 1109-1121.
34. **Reinke, W.M.**, Lewis-Palmer, T., & Merrell, K. (2008). The Classroom Check-up: A classwide consultation model for increasing praise and decreasing disruptive behavior. *School Psychology Review*, 37, 315-332.
35. Herman, K. C., Lambert, S. F., **Reinke, W.M.**, & Ialongo, N. S. (2008). Academic incompetence in first grade as a risk factor for depressive cognitions and symptoms in middle school. *Journal of Counseling Psychology*, 55, 400-410.
36. **Reinke, W.M.**, Herman, K.C., Petros, H., & Ialongo, N. (2008). Empirically-derived subtypes of

- child academic and behavior problems: Co-Occurrence and distal outcomes. *Journal of Abnormal Child Psychology*, 36, 759-777.
37. Bradshaw, C. P., **Reinke, W.M.**, Brown, L.D., Bevans, K.B., & Leaf, P.J. (2008) Examining the process of Positive Behavioral Interventions and Supports implementation. *Education and Treatment of Children*, 31, 1-26.
  38. **Reinke, W.M.**, Lewis-Palmer, T., & Martin, E. (2007). The effect of visual performance feedback on teacher behavior-specific praise. *Behavior Modification*, 31, 3, 247-263.
  39. **Reinke, W.M.** & Lewis-Palmer, T. (2007). Improving classroom management. *Principal- Can Public Education Survive?- Web Exclusive*, 86 (4), March/April. [www.naesp.org/principal](http://www.naesp.org/principal).
  40. **Reinke, W. M.**, Herman, K. C., & Tucker, C. (2006). Building and sustaining communities that prevent mental disorders: Lesson from the field of education. *Psychology in the Schools*, 43, 313-329.
  41. Mesa, J., Lewis-Palmer, T., & **Reinke, W.M.** (2005). Providing teachers with performance feedback on praise to reduce student problem behavior. *Beyond Behavior*, Fall, 45-55.
  42. Tucker, C. M., Porter, T., **Reinke, W.M.**, Herman, K. C., Ivery, P., Mack, C., & Jackson, E. (2005). Promoting teacher efficacy for working with culturally diverse students. *Preventing School Failure*, 50, 29-34.
  43. Herman, K. C., Merrell, K., **Reinke, W.M.**, & Tucker, C. M. (2004). The role of school psychology in preventing and treating internalizing disorders. *Psychology in the Schools*, 41, 763-775.
  44. Caraway, K., Tucker, C., **Reinke, W.M.**, & Hall, C. (2003). Self-efficacy, goal orientation, and fear of failure as predictors of school engagement. *Psychology in the Schools*, 40, 417-427.
  45. **Reinke, W.M.** & Herman, K. C. (2002). Research agenda for school violence prevention. *American Psychologist*, 57, 796-797.
  46. **Reinke, W.M.** & Herman, K. C. (2002). Creating school environments that deter antisocial behaviors in youth. *Psychology in the Schools*, 39, 549-559.
  47. Tucker, C. M., Zayco, R. A., Herman, K. C., **Reinke, W.M.**, Trujillo, M., Caraway, K., et al. (2002). Teacher and child variables as predictors of academic engagement among African American children. *Psychology in the Schools*, 39, 477-488.
  48. Tucker, C. M., Vogel, D. L., Keefer, N. L., Reid, A. D., Caraway, K., **Reinke, W.M.**, & Herman, K. C. (2002). Maladaptive behavior by African American children: A self-regulation theory based approach. *Educational Forum*, 66, 220-227.
  49. Tucker, C. M., Herman, K. C., Petersen, T., Vogel, D., & **Reinke, W.M.** (2000). Student-generated solutions to enhance the academic success of African American youth. *Child Study Journal*, 30, 205-22.

#### Book Chapters

50. Herman, K. C., **Reinke, W. M.**, Bradshaw, C., Lochman, J., Borden, L., & Darney, D. (in press). Increasing parental engagement in school-based preventive interventions: The integration of the Family Check-up and the Parent Coping Power Program. In M. Weist, N. Lever, C. Bradshaw, & J. Owens (Eds.), *Handbook of School Mental Health (2nd Edition)*. New York: Springer.

51. **Reinke, W.M.**, Frey, A., Herman, K.C., & Thompson, C.V. (in press). Improving Engagement and Implementation of Interventions for Children with Behavior Problems in Home and School Settings. In H. Walker & F. Gresham (Eds.), *Handbook of Evidence-Based Practices for Students Having Emotional and Behavioral Disorders*. New York: Guilford Press.
52. McIntosh, K., **Reinke, W.M.**, & Herman, K.C. (2010). School-wide analysis of data for social behavior problems: Assessing outcomes, selecting targets for intervention, and identifying need for support. In G. Peacock, R. Ervin, E. Daly, & K. Merrell (Eds.), *Practical handbook of school psychology: Effective practices for the 21<sup>st</sup> Century*. (pp. 135-156). New York: Guilford Press.
53. **Reinke, W.M.**, Sprick, R., & Knight, J. (2008). Coaching classroom behavior management. In J. Knight (Ed.), *Coaching Approaches and Perspectives*. Corwin Press: Thousand Oaks, CA.
54. **Reinke, W.M.**, & Walker, H. (2006). Deviant Behavioral Contagion in Education. In K. Dodge, T. Dishion, & J. Lansford (Eds.). *Deviant Peer Influences in Programs for Youth: Problems and Solutions*. (pp. 122-140). New York: Guilford Press.

#### Books

55. Stormont, M., **Reinke, W.M.**, Herman, K.C., & Lemke, E. (2012). *Academic and Behavior Supports for At-Risk Students: Tier 2 Interventions*. Guilford Press: New York.
56. **Reinke, W.M.**, Herman, K.C., & Sprick, R. (2011). *Motivational Interviewing for Effective Classroom Management: The Classroom Check-up*. Guilford Press: New York.
57. Sprick, R., Knight, J., **Reinke, W.M.**, Skyles, T., & Barnes, L. (2010). *Coaching Classroom Management: Strategies and Tools for Administrators and Coaches*. (2<sup>nd</sup> ed.). Pacific Northwest Publishing: Eugene, OR.

#### Under Review

1. **Reinke, W.M.** Stormont, M., Herman, K.C., Wang, Z., Newcomer, L., & King, K. (under review) Use of coaching and behavior support planning for students with disruptive behavior within a universal classroom management program. *Journal of Emotional and Behavioral Disorders*.
2. **Reinke, W.M.** Stormont, M., Herman, K.C., & Newcomer, L. (under review). Using Coaching to Support Teacher Implementation of Classroom-based Interventions. *Journal of Behavioral Education*.
3. Maras, M., Splett, J., **Reinke, W.M.**, Stormont, M. & Herman, K.C. (under review). School Practitioners Perspective on Planning, Implementing, and Evaluating Evidence-based Practices. *Administration and Policy in Mental Health and Mental Health Services Research*.
4. Stormont, M., **Reinke, W.M.**, Newcomer, L., Darney, D. & Lewis, C. (under review). Coaching Teachers' Use of Social Behavior Interventions to Improve Children's Outcomes: A Review of the Literature. *Journal of Positive Behavior Interventions*
5. Wang, Ze, Roher, D., Fujiki, M., Chuang, C., Herman, K.C., & **Reinke, W.M.** (under review). Re-examining the factor structure of TOCA-C: A CFA approach with polychoric correlations. *Measurement and Evaluation in Counseling and Development*.

6. Stormont, M. & Reinke, W.M. (under review). Providing performance feedback for teachers implementing social behavior interventions as a method for increasing treatment fidelity. *Intervention in School and Clinic*.
7. Keperling, J., Reinke, W.M., Darney, D., & Ialongo, N. (under review). *A Facilitators Guide to Implementing Parent and Child Groups*. Guilford Press.

Manuscripts in Preparation:

1. Borden, L., Herman, K.C., Webster-Stratton, C., Stormont, M., Darney, D., Goel, N., & Reinke, W.M. (in preparation). Latent profile analysis of observed parenting behaviors in a clinic sample.
2. Reinke, W.M., Wachsmuth, S., Stormont, M., Herman, K.C., & Newcomer, L. (in preparation) The Brief Classroom Interaction Observation-Revised: An Observation System to Inform and Increase Teacher Use of Direct Observation Measure of Universal Classroom Management Practices

**EXTRAMURAL SPONSORSHIP**

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Current Grants

Principal Investigator. **The Classroom Check-up: Supporting Elementary Teachers in Classroom Management Using a Web-based Coaching System**. Submitted to Institute for Education Sciences, (Development). Total amount requested: \$1,496,990.

Co-Principal Investigator. **Evaluation of a Classroom Management Training Program for Middle School Teachers**. Submitted to Institute of Education Sciences (IES; Efficacy and Replication). Total amount requested: \$2,998,365.

Principal Investigator. **Evaluation of a Video-based Modeling Program to Promote Effective Classroom Management Teaching Practices (2010-2014)**. Funded by Institute for Education Sciences, (Efficacy and Replication Trial) R305A100342. Awarded to Wendy Reinke (PI), Keith Herman (Co-PI), and Melissa Stormont (Co-PI). Total amount funded: \$2,915,757.

Principal Investigator. **Center for Prevention and Early Intervention subcontract with Johns Hopkins University (2009-2014)**. (Center P.I., Nicholas Ialongo; Campus P.I., Wendy Reinke), Funded by National Institute of Mental Health, P30 MH066247. Total amount funded: \$644,837.

Consultant. **Double Check: A Cultural Proficiency and Student Engagement Model (2011-2014)**. Funded by Institute for Education Sciences, (Development) R324A110107. Awarded to Catherine Bradshaw (PI). Total amount funded: \$1,676,576.

Completed

Consultant. **Enhanced First Step to Success: Improving School Readiness for School Children with Disruptive Behavior. (2009-2012).** Funded by Institute for Education Sciences, (Development) R324A090237. Awarded to Andy Frey (PI). Total amount funded: \$1,495,511.

Principal Investigator. **The Classroom Check-up Collaboration Project (2011-2012).** Funded by the University of Missouri Richard Wallace Research Incentive Fund. Total amount funded: \$2,000.

Co-Principal Investigator. **Building for Positive Behavioral Intervention Supports (2010-2011).** Funded by Missouri Partnership for Educational Renewal. Awarded to Wendy Reinke and Keith Herman. Total amount funded: \$1,500.

Co-Principal Investigator. **Reducing Child Abuse through Parent Training to Expecting and New Caregivers (2009-2010).** Funded by Target Corporation. Awarded to Connie Brooks, Keith Herman, and Wendy Reinke. Total amount funded: \$3,640.

Co-Principal Investigator. **Providing Evidence-Based Parent Behavior Management Training to Parents in Head Start (2009-2010)** Funded by Missouri Children's Trust Fund. Awarded to Wendy Reinke and Keith Herman in collaboration with Head Start. Total amount funded: \$5,000.

Co-Principal Investigator. **Providing Evidence-Based Parent Behavior Management Training to College Students with Children (2008-2009).** Funded by MU Parents Association. Awarded to Wendy Reinke (faculty investigator), Joni Splett and Elise Hendricker (student investigators). Total amount funded: \$1,000.

Co-Principal Investigator. **Helping School Districts Evaluate Current Needs and Select Evidence-Based Practices in Early Childhood Mental Health (2008-2009).** Funded by Missouri Partnership for Educational Renewal. Awarded to Wendy Reinke, Keith Herman, and Melissa Stormont. Total amount funded: \$10,000.

Principal Investigator. **Combining Multilevel School and Family-Centered Interventions to Prevent Disruptive Behavior Problems in Children (2008-2010).** Funded by University of Missouri, Research Council Internal Funding. Total amount funded: \$ 7,482.30.

Principal Investigator. **Selecting and Evaluating Evidence-based Practices in Early Childhood Mental Health (2008-2009).** Funded by the University of Missouri Richard Wallace Research Incentive Fund. Total amount funded: \$3,940.

Co-Principal Investigator. **Providing Evidence-Based Parent Behavior Management Training to Parents in Head Start (2008-2009).** Funded by Missouri Children's Trust Fund. Awarded



to Wendy Reinke and Keith Herman in collaboration with Head Start. Total amount funded: \$5,000.

Principal Investigator. **Classroom Check-up: Ensuring Success for all Students (2003-2005)**. Funded by U.S. Department of Education, Office of Special Education, H324B030046. Total amount funded: \$19,997.

#### Missouri Prevention Center Grants

**Incredible Years: School-Age Parent and Child Group Programs (2008)**. Funding provided by University of Missouri Office of Student Affairs. Awarded to Keith Herman and Wendy Reinke. Total Award: \$2,600.

**Missouri Prevention Center (2007)**. Funding provided by University of Missouri Department of Educational and Counseling Psychology. Total Award: \$2,000.

#### **OTHER RESEARCH AWARDS**

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- 2003 Dissertation Research Award (\$500)  
University of Oregon, School Psychology Department
- 2002 Clare Wilkins Chamberlin Memorial Fund Research Award (\$1,500)  
University of Oregon, College of Education
- 2002 Gary E. Smith Summer Grant (\$3,000)  
University of Oregon, Graduate School

#### **PRESENTATIONS AND WORKSHOPS**

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##### Invited Presentations

- Reinke, W.M., Herman, K.C., Stormont, M., & Newcomer, L. (March, 2013). Evaluating the process of implementation within a large-scale efficacy trial. Annual Institute of Educational Sciences Meeting, Washington DC.
- Reinke, W.M. (August, 2012). Preventing disruptive behavior problems in children using prevention science logic. American Psychological Association, Orlando, FL.
- Reinke, W.M., & Herman, K.C. (March, 2012). Evidence-based classroom management training and infrastructure. Invited talk presented as part of the Training Interdisciplinary Educational Scientists training series at Penn State University, State College, PA.
- Reinke, W.M. (October, 2011). Promoting Effective Classroom Management with the Incredible Years Teacher Training Program. Invited talk presented at the Missouri Association for School Psychologist Conference, Columbia, MO.
- Reinke, W.M. (March, 2011). Combining School and Family Interventions to Prevent Disruptive Behavior Problems. Invited talk presented at the 8<sup>th</sup> International Conference on Positive Behavior Support. Denver, CO.

- Reinke, W.M. (February, 2010). The Classroom Check-up: A Consultation Model for Effective Classroom Management. Invited talk presented at the Missouri Association of School Psychology Mid-Missouri Regional Conference, Columbia, MO.
- Reinke, W.M., & Herman, K.C. (October, 2009). Helping schools evaluate needs and select best practices in childhood mental health. Invited talk presented at the Governing Board Meeting of the Missouri Partnership for Educational Renewal, Columbia, MO.
- Reinke, W.M., & Herman, K.C. (September, 2009). The Missouri Prevention Center: Preventing youth aggression and depression through school and family partnerships. Invited talk presented to the University of Missouri Alumni Association Board, Columbia, MO
- Reinke, W.M., & Herman, K.C. (April, 2009). Creating balance between work and life: Tips from MU faculty. An invited panel discussion presented by the MU Graduate School. University of Missouri, Columbia, MO.
- Reinke, W.M., (March, 2009). The Influence of Family Functioning on the Academic and Behavioral Outcomes of Children: Implications for Intervention. Invited colloquium presented at the UM Clinical Psychology Brown Bag Seminar, Columbia, MO.
- Reinke, W.M., Sprick, R., & McKale, T. (October, 2008). Coaching Classroom Management. Workshop presented at the Annual Instructional Coaching Conference, Lawrence, KS.
- Reinke, W.M. (October 2008). Positive Behavior Interventions and Supports: Supporting All Students. Invited talk presented at the School Counselor Conference, Taipei, Taiwan
- Reinke, W.M. & Herman, K.C. (October, 2008). Prevention Science in Action. Invited colloquium presented at National Normal Taiwan University, Taipei, Taiwan.
- Reinke, W.M. (October, 2008). Evidence-Based Interventions for Children with Disruptive Behavior Problems. Invited workshop presented at the Missouri Association for School Psychology Annual Convention, St. Louis, MO.
- Reinke, W.M. (April, 2008). Integrating Family Assessment/Interventions in Schools for Children with Disruptive Behavior Problems. Invited colloquium presented to Missouri Association for School Psychology Mid-Missouri Region, Columbia, MO.
- Reinke, W.M. (April, 2008). Child Academic and Behavior Problems: Co-occurrence and Distal Outcomes. Invited colloquium presented at UM Developmental Psychology Brown Bag Seminar.
- Reinke, W.M. (2007). Starting Point: Systems for Prevention. Invited keynote presented at the CAMHPS: MPER, School Mental Health Leadership Academy. Columbia, Missouri.
- Reinke, W.M. (2006). The Classroom Check-up: A tool for communicating with teachers about classroom management. Invited workshop presented at the First Annual Instructional Coaching Conference, Lawrence, KS.
- Sprick, R., Reinke, W.M., Knight, J., & McKale, T. (2006). Coaching for positive classrooms. Invited workshop presented at the First Annual Instructional Coaching Conference, Lawrence, KS.
- Reinke, W.M. (2006). The Classroom Check-up: An assessment/intervention tool for improving classroom management. Invited talk presented at the Annual Maryland PBIS Summer Institute, Ellicott City, MD
- Bradshaw, C. & Reinke, W.M. (2006). What are evidenced-based practices? Invited talk presented at the Annual Maryland PBIS Summer Institute, Ellicott City, MD

Reinke, W. M. (2005). The Classroom Check-up: A model of consultation for increasing integrity of classroom interventions. Invited presentation at Safe and Civil Schools Train the Trainers Workshop, Portland, OR.

Symposium/ Paper/ Poster

- Reinke, W.M., Herman, K.C., Wachsmuth, S. & Newcomer, L. (2013). The brief classroom interaction observation: An observation system to inform and increase teacher use of classroom management practices. Paper presented as part of a symposium at the annual convention of the National Association of School Psychologists, Seattle, WA
- Sullivan, A. L., Reinke, W.M., Sanetti, L., & Harris, B. (2013). Successfully pursuing research funding: Perspectives from early and mid-career faculty. Symposium presented at the annual convention of the National Association of School Psychologists, Seattle, WA.
- Chuang, C. & Reinke, W.M. (2012). Development of the Social Information Processing Scale for Adolescents in Taiwan. Poster presented at the American Psychological Association Conference, Orlando, FL.
- Chuang, C., Reinke, W.M., Fujiki, M., Stormont, M., & Herman, K.C. (2012). The Relationship between Teachers' Confidence, Self-Efficacy, and Burn Out, and their Ratings of Aggressive Students. Poster presented at the International Society for Research on Aggression World Meeting, Luxembourg.
- Chuang, C., Reinke, W.M., Fujiki, M., Stormont, M., & Herman, K.C. (2012). An Investigation of Aggression as a Predictor of Academic Achievement. Poster presented at the International Society for Research on Aggression World Meeting, Luxembourg.
- Reinke, W.M., Herman, K.C., Stormont, M., & Newcomer, L. (2012). Incredible Years Teacher Classroom Management Program: Examining the Relation of Intervention Support Systems on Teacher Fidelity of Implementation. Paper presented as part of the symposium at the Society for Prevention Research 20<sup>th</sup> Annual Meeting, Washington, DC
- Wang, K., Herman, K., Bi, Y., Reinke, W.M., & Ialongo, N. (2012). A Latent Transition Analysis of Perfectionism Profiles in Early Adulthood. Poster presented at the American Psychological Association Conference, Orlando, FL.
- Kerr, D., Reinke, W.M., & Eddy, M. (2012). Depressive Symptoms and Externalizing Behaviors Across Adolescence: Co-occurrence and Associations with Suicide Risk. Symposium paper presented at the Society for Research on Adolescents Biannual Conference, Vancouver, BC, Canada.
- Reinke, W.M., Newcomer, L., Stormont, M., & Herman, K.C. (2012). Promoting Effective Behavior Support Planning with the Incredible Years Teacher Training Program. Paper presented at the annual Association for Positive Behavior Support Conference, Atlanta, GA.
- Clare, A., David, K., Borden, L., Stormont, M., Newcomer, L., Herman, K., & Reinke, W. (2012). Empirically Derived Subtypes of Teacher Behavior: A Latent Profile Analysis. Poster presented at the National Association of School Psychology Conference, Philadelphia, PA.
- Latimore, T., Klemp, H., Fujiki, M., Borden, L., Stormont, M., Newcomer, L., Herman, K., & Reinke, W. (2012). The Effects of Teacher Burnout on Observed Classroom Behaviors. Poster presented at the National Association of School Psychology Conference, Philadelphia, PA.

- Darney, D., Reinke, W.M., Herman, K.C., Pitchford, J., & Ialongo, N. (2011). A Pilot of the Classroom Check-up Coaching Model to Increase Teacher Implementation of the PATHS to PAX Program. Symposium paper presented at the American Psychological Association Convention, Washington, D.C.
- Wang, K., Herman, K. C., Trotter, R., Reinke, W., & Ialongo, N. (2011). Perfectionism Growth Among African American Adolescents. Poster presented at the American Psychological Association Annual Convention, Washington DC.
- Latimore, T., & Reinke, W.M. (2011). Evaluation of the Green Dot Strategy: A Community Level Violence Intervention Program. Poster presented at the Society for Community Research and Action Biennial Conference, Chicago, IL.
- Reinke, W.M., Herman, K.C., & Webster-Stratton, C. (2011). Developing and Refining Interventions over Time: Reflections on the Incredible Years Series. Symposium paper presented at the Society for Prevention Research 19<sup>th</sup> Annual Meeting, Washington, DC.
- Darney, D., Reinke, W.M., Herman, K.C., & Ialongo, N. (2011). Distal outcomes of twelfth grade students identified in first grade as having co-occurring academic and behavior problems. Poster presented at the Society for Prevention Research 19<sup>th</sup> Annual Meeting, Washington, DC.
- Reinke, W.M., Herman, K.C., & Stormont, M. (2011). Enhancing Classroom Supports in PBIS Schools. Symposium paper presented at the National Association of School Psychology Conference, San Francisco, CA.
- Stormont, M., Reinke, W.M., Herman, K.C., & Lemke, E. (2011). School-based Interventions for Tier II. Paper presented at the National Association of School Psychology Conference, San Francisco, CA.
- Reinke, W.M. (2010). Co-Occurrence and Cross-Setting Consistency of Behavior Problems in Children. Symposium paper presented at the American Psychological Association in San Diego, CA.
- Bradshaw, C., Leaf, P., Domitrovich, C., Embry, D. Reinke, W., Herman, K., & Ialongo, N. (2010). Using Findings from Randomized Trials to Inform the Integration of School-wide PBS with Social-Emotional Learning. Presentation at the 18<sup>th</sup> Annual Society for Prevention Research Convention, Denver, CO.
- Reinke, W.M. (2010). Prevention Science: Advancing Research and Practice in Schools. Presidential strand symposium chair and presenter at the National Association for School Psychology Conference, Chicago, IL.
- Hendricker, E., Stormont, M., & Reinke, W.M. (2010). Supporting Kindergarten Transition for Head Start Students through Ecological Interventions. Poster presented at the National Association for School Psychology Conference, Chicago, IL.
- Darney, D., Schultz, T., Goel, N., & Reinke, W.M. (2009). The Utility of the Family Check-up for Promoting Family-School Collaboration: A Case Illustration. Poster presented at the National Council on Family Relations Annual Conference. San Francisco, CA.
- Darney, D., Hendricker, E., Splett, J., Coutts, M., & Reinke, W.M. (2009). The Family Check-up: School-Based Implementation to Reduce Aggressive Behaviors in Young Children. Paper presented at the 14<sup>th</sup> Annual Conference for Advancing School Mental Health. Minneapolis, MN.

- Reinke, W.M. & Darney, D. (2009). Combining school and family interventions to prevent disruptive behavior problems in children. Presented as part of the symposium, Beyond efficacy: System level variables in adapting and sustaining school-wide PBS, at the Annual American Psychological Association Conference, Toronto.
- Goel, N., Fu, C., Puri, N., Stormont, M., & Reinke, W.M. (2009). Current practices and perceived needs in school-based mental health programming. Poster presented at the Annual American Psychological Association Conference, Toronto.
- Reinke, W.M. (2009) Innovations in the assessment of disruptive behavior problems in children. Symposium chair and presenter at the Annual National Association for School Psychology Conference, Boston, MA.
- Reinke, W.M. (2009). Family environments and behavior problems at school. Presented as part of the symposium, Innovations in the assessment of disruptive behavior problems in children at the Annual National Association for School Psychology Conference, Boston, MA.
- Stormont, M. & Reinke, W. (2009). Preventing behavior problems in children: School and Family-based models. Paper presented at the Annual National Association for School Psychology Conference, Boston, MA.
- Herman, K.C., Lambert, S., Reinke, W.M., & Jalongo, N. (2007). The Role of Academic Competence in Preventing Depression Among Urban African American Children. Symposium presented at the Society for Prevention Research Annual Convention, Washington, D.C.
- Reinke, W.M. (2007). Clarifying the Timing and Co-occurrence of Academic and Behavior Problems. Symposium presented at the National Association for School Psychologists, New York City.
- Reinke, W.M. & Lewis-Palmer, T. (2005). The Classroom Check-up: Addressing system-wide elements of service delivery at the classroom level. Symposium presented at the Annual American Psychological Association Convention, Washington, D.C.
- Lewis-Palmer, T., Millen, S., & Reinke, W. M. (2005). Training and supporting teachers to implement effective classroom management practices. Presented at the MidWest Behavior Symposium Kansas City, Missouri.
- Reinke, W.M. & Lewis-Palmer, T. (2004). The Classroom Check-up. Invited poster presented at the Office of Special Education Programs Leadership and Research Directors Conference, Washington D.C.
- Reinke, W.M. & Lewis-Palmer, T. (2004). The Classroom Check-up: a brief intervention to reduce student problem behaviors through classroom teaching practices. Symposium presented at the National Association for Behavior Analysis Convention, Boston, MA.
- Reinke, W. M., Lewis-Palmer, T., & Martin, E. (2003). A model for teacher support for reducing antisocial behavior in youth. Poster presented at the Annual American Psychological Association Convention, Toronto.
- Reinke, W. M., Martin, E., & Lewis-Palmer, T. (2003). Using weekly feedback to increase the effectiveness of a targeted-group intervention within a school-wide system of behavior support. Symposium presented at the National Association for Behavior Analysis Convention, San Francisco, CA.

- Millen, S., Reinke, W. M., Lewis-Palmer, T., & Martin, E. (2003). Engineering the classroom for success for all students. Presentation given at the Annual Oregon Conference, Eugene, OR.
- Davis, C. A., Reinke, W. M., & Herman, K. C. (2003). A supportive classroom for students with emotional and behavioral disorders. Presentation given at the Annual Oregon Conference, Eugene, OR.
- Reinke, W. M., Davis, C. A., & Herman, K. C. (2003). Childhood depression: Rethinking the role of the school. Presentation given at the National Association of School Psychologists Convention, Toronto.
- Davis, C. A., Reinke, W. M., Merrell, K., & Herman, K. (2003). A school-based model for preventing and treating childhood internalizing disorders. Presentation given at the National Association of School Psychologists Convention, Toronto.
- Davis, C. A. & Reinke, W. M. (2002). Increasing teacher awareness of internalizing disorders in students through in-service training. Poster presented at the Annual University of Oregon College of Education Poster Session, Eugene, OR.
- Reinke, W. M. & Davis, C. A. (2002). Functional behavioral assessment of behaviors related to attention deficit hyperactivity disorder. Presentation given at National Association of School Psychologist Convention, Chicago, IL.

#### Continuing Education/ Workshops

- Reinke, W.M., Herman, K.C., Frey, A., & Shepard, S. (February, 2013). Motivational Interviewing in Schools. Full day workshop to be presented at the National Association for School Psychology, Seattle, WA.
- Reinke, W.M. (March, 2011). Effective Classroom Behavior Management: Advanced Skills. Training Workshop presented to RTI International, Baltimore, MD.
- Reinke, W.M. (November, 2010). Effective Classroom Behavior Management Practices: Strategies that Work in Real Classrooms. Training Workshop presented to RTI International, Baltimore, MD.
- Herman, K.C., & Reinke, W.M. (November, 2010). Integrating the Family Check-Up and Coping Power II. Training Workshop presented for the Center for Prevention and Early Intervention, Baltimore, MD.
- Reinke, W.M., & Herman, K.C. (April 2010). Integrating the Family Check-Up and Coping Power I. Training Workshop presented for the Center for Prevention and Early Intervention, Baltimore, MD.
- Reinke, W.M., & Herman, K.C. (March, 2010). The Classroom Check-Up: Applications in the CPEI Trials. Training Workshop presented at the Center for Prevention and Early Intervention, Baltimore, MD.
- Reinke, W.M., & Herman, K.C. (February, 2010). The Family Check-Up: Applications in the CARS Trial. Training Workshop presented for the Center for Adolescent Research in Schools, Missouri site, Columbia, MO.
- Reinke, W.M., & Herman, K.C. (2010). The Classroom Check-up: A Classwide Consultation to Promote Effective Classroom Management. Half-day workshop presented at the National Association of School Psychologist Convention, Chicago, IL.

- Reinke, W.M. (2007). Proactive Classroom Management. Workshop series presented to Baltimore City elementary teachers and staff, Baltimore, MD.
- Reinke, W.M. (2007). The Classroom Check-up: Coaching to improve classroom management. Seminar presented to Howard County School District PBIS coaches, teachers, and staff, Columbia, MD.
- Herman, K. C. & Reinke, W. M. (2004). Cognitive-behavioral therapy for child and adolescent depression: A skills workshop. Half-day workshop presented at the National Association of School Psychologists Convention, Dallas, TX.
- Herman, K. C. & Reinke, W. M. (2003). Motivational interviewing to reduce substance abuse. Learning Institute presented at the American Counseling Association Annual Conference, Anaheim, CA.
- Reinke, W. M., et al. (2001). Parenting Children with ADHD and Related Behavior Problems. Workshop presented to parents from the Eugene, OR School District.

### **PROFESSIONAL MATERIALS**

- Reinke, W.M. (2012). *Overall Rating Form*. University of Missouri publication.
- Reinke, W.M. & Newcomer, L. (2010). *Brief Classroom Interaction Observation Revised (BCIO-R)*. University of Missouri publication.
- Reinke W.M. & Newcomer, L. (2010). *Student Teacher Classroom Interaction Observation (ST-CIO)*. University of Missouri publication.
- Reinke, W. M. (2010). *Classroom Check-up Menu of Options*. University of Missouri publication.
- Reinke, W.M. (2010). *Classroom Check-up Action Planning Form*. University of Missouri publication.
- Reinke, W.M. (2010). *Classroom Ecology Checklist-Revised*. University of Missouri.
- Reinke, W.M. & Lewis-Palmer, T. (2005). *Classroom Ecology Checklist*. University of Oregon publication.
- Reinke, W.M. (2005). *Classroom Check-up Teacher Interview*. University of Oregon publication.
- Millen-Jameson, S., Davis, C., Reinke, W. M., Lewis-Palmer, T., (2005). *Brief Classroom Interaction Observation*. University of Oregon publication.

### Major Contributions

- Reinke, W. M. & Nakayama, N. (2007). Lesson 2-3 Understanding Your Feelings, Part I & Part II. *Strong Kids: A Social Emotional Learning Curriculum for Students*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Nakayama, N. & Reinke, W. M. (2007). Lesson 2-3 Understanding Your Feelings, Part I & Part II. *Strong Teens: A Social Emotional Learning Curriculum for Students*. Baltimore, MD: Paul H. Brookes Publishing Co.

## **EDUCATIONAL ACTIVITIES**

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### Teaching Experience

#### **Medical School**

Child and Adolescent Psychiatry Lecture Series

Johns Hopkins School of Medicine  
Child and Adolescent Psychiatry  
Co-instructor; January-March 2006

Behavioral Psychology Training Seminar

Kennedy Krieger Institute  
Pediatric Behavioral Psychology  
Lecture, May 10, 2006

#### **Graduate School**

Behavioral Assessment and Intervention

Child and Adolescent Interventions II: Evidence-based Interventions

Professional Issues II: Research Design and Application

Developmental Psychopathology and Exceptionality

Prevention Science Practicum

University of Missouri  
School Psychology

Primary Prevention Course

University of Maryland  
Clinical Psychology

## **COMPLETED DOCTORAL DISSERTATION COMMITTEES**

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### Chair

Elise Hendricker (2010, School Psychology, Co-Chair with Dr. Cheryl Offutt)

Ann Clare (2012, School Psychology)

Nidhi Goel (2012, School Psychology)

### Committee Member

Natalie Parks (2008, School Psychology)

Dorothy Landon (2010, School Psychology)

Tia Schultz (2011, Special Education)

Joni Splett (2011, School Psychology)

Lindsay Borden (2012, Counseling Psychology)

Megan Strawsine (2012, School Psychology)

Geetika Agarwal (2012, School Psychology)

Aaron Sawyer (2012, Clinical Psychology)

Jon Lee (2012, University of Louisville, Education)

Sarah Beyers (2012, School Psychology)

Barbara Mitchell (2012, Special Education)



## COMPLETED MASTERS THESIS COMMITTEES

### Chair

Dana Darney (2010, School Psychology)  
Ann Clare (2011, School Psychology)  
Tracey Latimore (2012, School Psychology)

### Committee Member

Natalie Modeleski (2011, School Psychology)  
Dan Ellis (2010, School Psychology)  
Joni Splett (2009, School Psychology)  
Chelsey Brophy (2011, School Psychology)

## **SERVICE**

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### Professional Science Activities

Co-director, Missouri Prevention Center, 2007-current  
Committee Member, Center for Prevention and Early Intervention, Johns Hopkins University,  
Indicated Treatments Steering Committee, 2005-2008.  
Committee Member, Duke Executive Committee on Peer Contagion and Social Policy, 2003-2005

### Guest Editor

Advances in School Mental Health Promotion, 2012; special series "*Developing and Implementing Integrated School-based Mental Health Interventions*"  
Journal of Applied School Psychology, 2012; special series "*Tier 2 Social Behavioral Interventions*"  
Psychology in the Schools, 2010; special series "*The Role of Prevention Science in Advancing Research and Practice in the Schools*"  
School Psychology Review, 2011; special series "*Developing Social-Emotional and Behavioral Interventions with School Communities: Systematic and Collaborative Processes*"

### Associate Editor

School Psychology Quarterly, 2012- present

### Editorial Board Appointments

Journal of Applied School Psychology, 2008-present  
Journal of School Psychology, 2008-present  
School Psychology Review, 2011-present  
School Psychology Quarterly, 2007-2012

### Journal Peer Review Activities

Aggressive Behavior, ad hoc reviewer, 2009  
Education and Treatment of Children, ad hoc reviewer, 2009  
European Child and Adolescent Psychiatry, ad hoc reviewer, 2009  
Journal of Abnormal Child Psychology, ad hoc reviewer, 2007-present  
Journal of Adolescent Health, ad hoc reviewer, 2009

Journal of Counseling Psychology, ad hoc reviewer, 2009  
Journal of Positive Behavioral Interventions, ad hoc reviewer, 2010, 2012  
Learning and Individual Differences, ad hoc reviewer, 2011  
Psychiatry Research, ad hoc reviewer, 2010  
School Psychology Review, ad hoc reviewer, 2011

### **OTHER PROFESSIONAL ACCOMPLISHMENTS**

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#### Specialized Training

Incredible Years Parent, Child, and Teacher certified group facilitator  
School-Wide Information System (SWIS) Facilitator, University of Oregon  
Family Check-up, University of Oregon  
First Step to Success Consultant, University of Oregon  
Positive Behavioral Interventions and Supports, University of Oregon  
Direct Instruction, University of Oregon  
Curriculum Based Measurement & DIBELS, University of Oregon