

A bi-annual newsletter brought to you from the Center for Intervention Research in Schools

Welcome to CIRS—The Center for Intervention Research in Schools (CIRS) includes faculty, staff and students interested in improving our ability to help children and adolescents with emotional and behavioral problems through school-based interventions and supports. The CIRS team has a mission of research, training and service. We are dedicated to conducting cutting-edge research and providing innovative training experiences for students and professionals as well as collaborative, mutually-beneficial relationships with schools and agencies that simultaneously advance scientific knowledge and address community needs. Via our projects described below, we are investigating a wide variety of topics, ranging from evaluating the effectiveness of school-based support services for high school students, to screening to identify young children who are at risk for social, emotional and behavioral problems, to studying how we can help teachers facilitate children’s social competence in addition to academic competence. In this issue, we also feature our newest faculty member in Psychology, Dr. Darcy Allan. We hope you enjoy reading about our projects. Please contact us if you have interest or questions.



Projects and Services



CIRS Services Division—The Center for Intervention Research in Schools (CIRS) is launching a new services division to bring evidence-based practices to schools in central and southeastern Ohio. We have received input from our advisory board and have met with representatives from several school districts and educational services centers to discuss possible service options and contracts. In collaboration with school partners, we plan to develop procedures for development and training of a comprehensive web-based system for integrating, tracking, and sustaining evidence-based mental health practices in schools.



BEST Grant Project—The Bridges to Education Success for Teens (BEST) project is funded by the Institute of Education Sciences (IES). It is an evaluation of the Challenging Horizons Program for high school students with ADHD. We are collaborating with high schools in the South-Western City School District near Columbus and the Logan Hocking School District to conduct this study. This is a four-year project to study the effectiveness of our school-based treatment program. Drs. Evans and Owens are collaborating with investigators at Lehigh University to conduct this work. We have completed the first year of the trial with approximately 50 students and their families. We are currently working with 47 students and families to complete the final year of the project.



MOSAIC Grant Project—The MOSAIC Project is funded by the Institute of Education Sciences. Our colleague, Dr. Amori Mikami, developed an intervention called MOSAIC (Making Socially Accepting and Inclusive Classrooms) that is designed to provide teachers with strategies for enhancing students’ acceptability of students who are different from them (e.g., those with disabilities, those with peer problems). In previous pilot work, Dr. Mikami found positive outcomes for children with peer problems and disabilities, as well as benefits for typical children. Drs. Mikami, Owens, and Evans have received grant funding to further develop the strategies for practical use and integration into typical elementary classrooms. In 2016-2017, we will work with a small number of teachers to co-create the next version of the intervention manual. Teachers (in 1st, 2nd, and 3rd grade classrooms) who are interested in participating next year should contact us at info@CIRS.org or call 877.724.4241. Teachers can earn 30 CEU credits and a \$350 stipend.



PLAY Grant Project—The Project to Learn about Youth (PLAY) project is funded by the Centers for Disease Control and Prevention (CDC) through the University of South Carolina's Disability Research and Dissemination Center. The project, which is being conducted at four sites across the country, is designed to identify the rates of social, emotional and behavioral problems in youth ages 5 through 17, and to understand rates of mental health services use and barriers to care among those seeking services for at-risk youth. In collaboration with the Lancaster City School District, we have completed Phase 1 of the project, which involved screening nearly 5000 youth in K-12 and providing the results to district administrators. By May of 2017, we will have completed Phase 2 of the project,

which involves completing diagnostic evaluations of youth who screened in the typical and at risk range on the screener. The information from both phases will provide information about rates of mental health problems and the most effective screening tools for early identification of youth with such problems. We enjoy our partnership with the Lancaster community and look forward to helping them use these data to improve school mental health services in the district.





IFAB Grant Project—This project is funded by the Institute of Education Sciences. The goal of the project is to conduct a series of studies in which we develop and validate a set of items/rating scales that assess academic enablers (e.g., study skills, interpersonal skills, motivation/engagement) and disruptive behavior (e.g., noncompliance) to evaluate a student's response to school-based behavioral interventions. The studies will focus on item selection, the evaluation of the statistical properties of those items (e.g., reliability, validity, sensitivity to change), and the development of a web-based system for maximizing the utility of the product for school staff.



Improving Engagement for Children with Disabilities during Science Instruction—Accepting inclusive early childhood classrooms (PK-3). We are launching a new project that aims to support children with disabilities who receive their science instruction within inclusive classrooms. We are looking for 5 early childhood teachers who are interested in receiving training and eCoaching (i.e., video coaching in real-time through Skype for Business) to enhance their science practices for children with disabilities. We aim to begin in November and continue through March (approximately 4 months). For more information, contact Jennifer Ottley – (740) 593-0154

ottley@ohio.edu .



Couples Study— Are you a social drinker, 21 to 35 years old, and in a relationship with someone for the past 3 months? Do you know a friend/relative who fits this criteria and may be interested in participating in a research study? If you answered "Yes" to either question, you or your friend/relative (and your partners) may each earn up to \$70 for participating in the OU Couples Study. This study seeks to better understand how alcohol consumption may affect couple dynamics. Participants will complete several questionnaires, consume an alcoholic or a non-alcoholic beverage, and engage in an activity with their partner while wearing a heart rate monitor. Saliva samples will also be collected. For more information, please call the study coordinator at (740) 597-3236 or send an email to OhioUcouplestudy@gmail.com.



CAMP BOOST Summer Camp 2016 *and what's ahead for next summer*

In July and August, we hosted our fourth annual Camp BOOST, a 3-week sports and academic program for children and adolescents age 6 to 13. The program was sponsored through CIRS and held at the Ohio University Main Campus. This summer's program was our biggest camp yet, with 48 children and families participating. Campers participated in 5 sports (soccer, football, kickball, softball, and swimming) for 5 hours a day and received social, organizational, and academic skills training for 2 hours a day. Campers worked in groups of 12-same aged peers and 6 counselors who were graduate and undergraduate students pursuing careers in clinical or counseling psychology, education, or social work. On Fridays, campers engaged in fun, on-site "fieldtrips" in which they had swim parties, water wars, video game marathons, or "Food Olympic" games. Parents had the option to attend workshops addressing parenting concerns, such as "How to Decrease Homework Hassles." Workshops were led by graduate students specializing in clinical psychology. Parents reported that they were "satisfied" or "very satisfied" with the camp, and many children requested that the camp run (for longer!) next summer. We plan to offer a similar program in July and August of 2017!

Graduate Student Projects

Development of a Treatment Program for College Students with ADHD - Graduate student Kari Benson is conducting a study to learn more about the experiences of college students with ADHD in order to inform treatment development. We are recruiting students from OU with symptoms of ADHD and a GPA below a 3.0 to participate in a focus group and survey. We are interested in exploring the challenges that students with ADHD face in college, the services they have received previously, and the areas in which they would like further assistance. We will also ask students about what treatment formats and duration they would prefer if they were to pursue treatment for ADHD. Interested college students can call 877.724.4241.

New Faculty



DARCEY ALLAN, PH.D. Darcey Allan received her Ph.D. from Florida State University and completed her Pre-Doctoral Internship at the Medical University of South Carolina. Her research is focused on the development and measurement of attentional processes in early childhood and how these processes relate to important aspects of child development (e.g., social skills, emergent academic skills). She is committed to conducting research that improves the field's understanding of behavioral problems in young children and facilitates more accurate early identification of ADHD. She is also interested in developing and evaluating school-based interventions that target early childhood behavior problems in ways that facilitate both behavior change and early school success.

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