Child & Family Studies

CFS IMPACT July 1, 2011 - June 30, 2012

ACADEMICS • RESEARCH • TRAINING

USF
UNIVERSITY OF
SOUTH FLORIDA
COLLEGE OF BEHAVIORAL
& COMMUNITY SCIENCES

Created by

CFS Faculty & Staff

Department of Child & Family Studies
Louis de la Parte Florida Mental Health Institute
College of Behavior & Community Sciences
University of South Florida

FMHI
Louis de la Parte
Florida Mental
Health Institute

Greetings,

This marks the fifth year that the Impact document has been produced to describe current efforts and accomplishments of the Department of Child & Family Studies (CFS). As a department within the University of South Florida's (USF) College of Behavioral & Community Sciences (CBCS), our collaborative mission is to be among the most influential resources for behavioral and community sciences in the state, nation, and world. This document confirms that we do indeed stay true to that mission. It also reveals how we align our work with USF's strategic goals, connecting specific efforts to specific goals. You will see how our research efforts include numerous presentations, journal articles and book chapters. We have expanded our academic programs with the development of a doctoral program in Applied Behavior Analysis. We have also expanded local and state engagement initiatives through efforts that include direct assistance to families, service in more than 75 positions in local, state, national and international agencies, and increased connections to agencies through the development of a new webinar series.

The CFS department and its historical affiliation with the Louis de la Parte Florida Mental Health Institute (FMHI), is committed to improving the well-being of individuals, children, and families within communities across the country through promoting respect, inclusion, development, achievement, mental health, and an optimum quality of life. As we prepare to celebrate FMHI's 40th anniversary, I reflect on Tampa native Louis de la Parte, former President of the Florida Senate whose personal and professional commitment resulted in the establishment of FMHI. I feel strongly that he would be satisfied with our efforts today. We have stayed true to his mission of improving services through the establishment of academic centers to develop innovative programs for the state's social services, criminal justice, and education systems. In fiscal year 2012, we not only managed nearly 2.5 million in funds from the state to support community and statewide programs, we also expanded our academic offerings to help meet the growing demands of tomorrow's workforce.

In total for fiscal year 2012, CFS managed grants totaling $10,666,946 from local, state, and federal sources. The diversity of our grant/contract base, our talent, and the variety of the partners we have across the country have successfully sustained us over the years. The true secret of our success, I believe, is our passion for improving communities and in caring for people with challenges.

I extend my sincere appreciation and thanks to the entire CFS team for another year of outstanding efforts aimed at improving both policy and practice for individuals, children and families through leadership in academics, training and research. I look forward to our continued teamwork to strengthen and sustain healthy communities.

Mario Hernandez, Ph.D.
Professor and Chair
Department of Child and Family Studies
Louis de la Parte Florida Mental Health Institute
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University of South Florida

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& COMMUNITY SCIENCES

Tampa native Louis de la Parte, former President of the Florida Senate whose personal and professional commitment resulted in the establishment of the Florida Mental Health Institute at the University of South Florida.

Dear Friends and Colleagues,

As Interim Executive Director of the Louis de la Parte Florida Mental Health Institute, I wish to applaud the outstanding work of the faculty and staff of the Department of Child and Family Studies. For many years, CFS has been a national leader in research, training, service, and specialized education related to children's mental health, autism, developmental disabilities, child welfare, school-based systems, and families. CFS's efforts have positively impacted local, state, and national policies and practices.

Each year, I look forward to reading the CFS Impact book that summarizes the vast accomplishments of the members of the department. It is an impressive compilation of funding, research projects, dissemination efforts, policy work, and teaching. Perhaps, more importantly, it exemplifies how the work in which they engage translates research into practice and how it improves the systems that serve children and their families. With federal funding for centers such as the Florida Center for Inclusive Communities (FCIC), Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI), Technical Assistance Center on Positive Behavioral Interventions and Supports (CPBIS), and Center for Child Welfare, CFS faculty and staff members have changed the landscape across the U.S. in the way that services are provided.

This has been another very successful year for the researchers in CFS, who in Fiscal Year 2012 were awarded nearly 10 million in grants and contracts and published their research in high impact journals. In addition to continuing success in research funding, CFS continues to expand its educational offerings. In 2012, the Applied Behavior Analysis program which already offered a masters' degree, was approved to start a doctoral program. As a result, two new faculty members were hired and the inaugural class of doctoral students was selected for admission beginning Fall Semester 2013. A plan for a new master's degree in Child and Adolescent Mental Health Services is in the final approval stages within USF and could, upon approval by the state university system, begin admissions in one year.

Each year, CFS hosts the annual Children's Mental Health Research Conference in Tampa, and the annual National Training Institute on Effective Practice: Addressing Challenging Behavior in Clearwater, both usually averaging 500 plus attendees. Through these conferences, top researchers from across the country have presented their most recent findings and initiated collaborations that have benefited the behavioral and developmental health fields. In addition, the Home Instruction for Parents of Preschool Youngsters' Technical Assistance & Training Center hosts an annual two-day statewide conference designed to train HIPPY Home Visitors on children's social emotional competency and knowledge of parenting and child development.

I believe you will find the CFS Impact Book as impressive as I do. I wish to congratulate the faculty and staff who do so much to make a positive change in children, families, and the systems that serve them.

Sincerely,

Lawrence Schonfeld, PhD
Professor and Interim Executive Director
Louis de la Parte Florida Mental Health Institute

The Department of
Child & Family Studies
CFS IMPACT 2012
July 1, 2011 -
June 30, 2012

Contents

Purpose of this Document

Since 2008, the CFS Impact document has provided a yearly process for the Department of Child & Family Studies (CFS) to examine its activities and accomplishments to ensure they are aligned with the USF strategic plan and focused on positively impacting the intended systems, populations, and communities we serve. In addition, the CFS Impact document provides readers with a snapshot of the current CFS portfolio of funded or recently completed research, teaching, evaluation, technical assistance, and consultation activities that are conducted within the CFS Department. It is regularly modified to reflect the work and structure of CFS, the Louis de la Parte Florida Mental Health Institute, the College of Behavioral and Community Sciences, and the University of South Florida.

Overview of the Department

CFS is one of eight departments and schools within the College of Behavioral & Community Sciences (CBCS) at the University of South Florida (USF), and historically affiliated with the Louis de la Parte Florida Mental Health Institute (FMHI). Since 1984, CFS has worked to support the development of new knowledge and practices through research and evaluation, theory, policy, and practice innovation.

Department of Child & Family Studies

CFS is committed to improving the well-being of individuals, children and families who need special attention and support to resolve issues of mental health, disability, education and healthy development. We strive to ensure that appropriate services and supports are available through our leadership in research and evaluation, theory, policy and practice innovation.

All activities within CFS are closely aligned with USF strategic goals to expand research and scholarly endeavors, expand initiatives to strengthen and sustain healthy communities and to improve the quality of life for children and families. Our academic programs are aligned with the University's goal of creating and supporting programs that address the changing needs of the region, state, and nation through innovative approaches to curriculum development and delivery. In addition, CFS has consistently been among the top three University departments bringing in external funding, thus meeting the University goal of establishing a strong and sustainable economic base in support of USF's growth.

CFS Vision

The Department of Child and Family Studies is committed to improving the well-being of individuals, children, and families within communities across the country through promoting respect, inclusion, development, achievement, mental health, and an optimum quality of life.

CFS Mission

- **Generate hope** and solutions for the complex issues confronting individuals, children, families and communities through leadership in research and evaluation, theory, policy, and practice innovation.
- **Support the development of new knowledge** and innovative practices through research.
- **Advance the effective application of the best available practices** in communities and agencies through education, training, dissemination, consultation, evaluation, advocacy, and collaboration.
- **Demonstrate a sensitivity to and understanding of the cultural, economic, and social diversity** of our society through the manner in which we conduct our work and the outcomes of that work.
- **Promote accountability** and improvement of services through supporting and influencing local, state, and federal policy-making bodies, funding agencies, communities and neighborhoods, and other organizations that support individuals and families.

**CFS Impact
2012 Team Members**

Mario Hernandez,
Department Chair

Norín Dollard

Sandra Dwinell

Kathleen Ferreira

Dawn Khalil

Mary Lindsey

Tom Massey

Storie Miller

Elizabeth Perkins

Patty Sharrock

CFS Values

Values are those beliefs essential to reaching the vision, mission and purpose of the mission. Our values are demonstrated by the respectful and professional ways in which we conduct research, our efforts at teaching, training, and sharing information, and our partnerships with the individuals and families we serve.

We believe families and communities are the foundation for the well-being of their members and of society as a whole.

Within the CFS work environment—

- Our mission can best be accomplished in a professional and supportive environment that relies on the contributions of every member of the department, and values the diversity of individuals in the department and multi-disciplinary approaches that result from their collaboration.
- We should pursue the active participation of stakeholders in the development of research, programs, policy, and the delivery of services.
- We should be accountable for our work and believe that it should result in outcomes that are valued by our stakeholders.

Regarding CFS activities—

- Services should have empirical support, represent community collaboration, and be delivered in the most natural environment possible.
- All services and supports should be provided in an individualized and inclusive manner that is sensitive to the diversity of developmental, social, economic, cultural, and familial circumstances.

Louis de la Parte Florida Mental Health Institute

Established by the Florida legislature in 1967, FMHI has become a national leader in behavioral health research. Named for the late Senator Louis de la Parte, who for decades was committed to improving mental health services for Florida's citizens, FMHI is a national leader in behavioral health research and houses several state and national research and training centers focused on improving practices in treating mental, addictive, and developmental disorders.

College of Behavioral & Community Sciences

CBCS was established in 2008 when USF re-aligned existing schools and departments (including FMHI and CFS) in related disciplines to achieve the USF strategic goals for becoming a top research university with local to global impact. CBCS prepares students, scholars, human service providers, policy makers, and other professionals to improve the quality of life, health, and safety of diverse populations and to promote positive change in individuals, groups, communities, organizations and systems.

Through multidisciplinary teaching and research, service, and engagement with community partners, CBCS focuses on the rigorous development, dissemination/implementation, and analysis of innovative solutions to the complex challenges that affect the behavior and well-being of individuals, families, populations, and communities in which we live.

Centers & Resource Support

- Center for the Advancement of Child Welfare Practice
- Florida Center for Inclusive Communities (University Center for Excellence in Developmental Disabilities Education, Research and Service)
  - Center for Autism and Related Disabilities (CARD)
  - Florida Positive Behavior Support (PBS)
  - Positive Behavioral Interventions and Supports (PBIS)
  - Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI)
- Florida KIDS COUNT
- Home Instruction for Parents of Preschool Youngsters (HIPPY)
- Suicide Prevention Implementation Program

Scholarly Journals Edited by CFS Faculty

- *Journal of Behavioral Health Services & Research*
- *Topics in Early Childhood Special Education*

Annual Conferences Hosted by CFS

Annual Children's Mental Health Research & Policy Conference

Since 1994, CFS and the Research & Training Center for Children's Mental Health (1994-2010) have hosted a research conference to promote the expansion of the research base essential to improved service systems for children with mental health challenges and their families. The annual conference provides opportunities for key stakeholders in the field to share cutting-edge research and evaluation findings that guide essential program and policy efforts.

http://cmhtampaconference.usf.edu

Addressing Challenging Behavior: Annual National Training Institute on Effective Practices/Supporting Young Children's Social and Emotional Development

This professional institute is designed to provide cutting edge information on challenging behavior. Many sessions at the Institute include the Pyramid Model framework for addressing the social and emotional development and challenging behavior of young children. This Pyramid framework includes four levels of practice to address the needs of all children, including children with persistent challenging behavior.

http://nti.cbcs.usf.edu

Academic Programs

Applied Behavior Analysis (ABA)

ABA is CFS' only degree-granting program. The program prepares graduates to work in a variety of fields including education, developmental disabilities, autism, child protective services, mental health, residential supports, and rehabilitation. The program now offers an undergraduate minor, as well as masters and doctoral degrees.
http://aba.cbcs.usf.edu

Graduate Studies in Behavioral Health Program

The USF College of Behavioral & Community Sciences and the USF College of Public Health (COPH) jointly offer a specialty concentration in behavioral health through five graduate degree options: Master in Public Health (MPH), Master of Science in Public Health (MSPH), Master of Social Work/Master in Public Health Dual-Degree Program (MSW/MPH), Doctor of Philosophy (PhD) Focus in Behavioral Health, and Doctor of Public Health (DRPH) Focus in Behavioral Health.
http://home.fmhi.usf.edu/Education/GraduateStudiesBeHealth.cfm

Graduate Certificate in Children's Mental Health: Systems of Care

Provides current knowledge about effective service delivery to graduate students seeking specialized training in children's mental health, and professionals in need of retooling in order to keep pace with the fundamental changes that have taken place in the field.
http://gradcerts.usf.edu/certificates.asp

Graduate Certificate in Positive Behavior Support

As one of few in the nation, this fully online certificate program offers the skills necessary to conduct consultation for the support of individual children with intensive behavior challenges. In addition, this certificate program allows students to develop knowledge and expertise either in Schoolwide or Programwide PBS, a three-tiered model of support for school and preschool systems.
http://gradcerts.usf.edu/certificates.asp

Training & Technical Assistance

Florida Center for Inclusive Communities—University Center for Excellence in Developmental Disabilities

Provides both pre-service and in-service training programs for professionals and community members who provide supports and services to individuals with developmental disabilities.
http://flfcic.fmhi.usf.edu/

> **The Center for Autism & Related Disabilities (CARD-USF)** Offers a variety of training and technical assistance activities to schools, agencies and parent support groups which have direct interaction with individuals on the autism spectrum. In addition, a library of online training materials and presentations can be viewed at the website.
> **http://card-usf.fmhi.usf.edu**

> **Florida's Positive Behavior Support Project (FLPBS)** Provides training and technical assistance to increase the capacity of Florida school districts to implement evidence-based practices for supporting students with and without disabilities who are exhibiting problem behaviors. The Project provides training to district and school personnel in school-wide, targeted group, classroom, and individual levels of PBS.
> **http://flpbs.fmhi.usf.edu**

> **The Home Instruction for Parents of Preschool Youngsters (HIPPY) Training and Technical Assistance Center** Offers training, technical support and guidance to all of the HIPPY programs in the state of Florida. HIPPY is a home-based, early intervention program that helps parents teach their three, four, and five-year-old children to prepare them for success in school and beyond.
> **http://floridahippy.fmhi.usf.edu**

Community Solutions at the University of South Florida

Provides university-based educational and training programs aimed at a new generation of professionals who will provide leadership in systems serving children, youth, and their families.
http://cfscommunitysolutions.cbcs.usf.edu

Center for Child Welfare

The Center works in collaboration with the Department of Children and Families to provide in-service trainings for re-certification of child welfare professionals and foster parents. The Center sponsors and hosts live web events and other web conferencing services on various subjects. Interactive web events such as training, meetings, workgroup events, etc. are also provided.
http://centerforchildwelfare.fmhi.usf.edu

CFS Faculty/Staff Leadership Activities

Numerous CFS faculty and staff members received special invitations and/or appointments in 2012 to local, state, and national committees and workgroups. Although not a complete list for 2012, the information below is a good representation of CFS' leadership roles and expertise.

Local

» Agency for Persons with Disabilities Local Review Committee: Sitting member of Hillsborough County committee, (2009 - present) *Kimberly Crosland*

» Children's Movement of Florida, Hillsborough County Regional Team: Member (2011 - 2012) *Susan Weitzel*

» Conn Memorial Foundation: Board Member (2011 - present) *Mario Hernandez*

» Early Childhood Council of Hillsborough County: Member (2004 - present) *Rochelle Lentini*

» Hillsborough County Disability Employment Awareness Committee: Member (2010 - present) *Brenda Clark*

» Hillsborough County Health Department: Community Health Improvement Plan on Priority Area: Injury and Violence: Member (2011) *Stephen Roggenbaum*

» Hillsborough County Steering Committee on Suicide Prevention: Member (2010 - present) *Stephen Roggenbaum*

» Network of Inclusive Childcare: Advisory Board (2010 - present) *Rochelle Lentini*

» Pasco Aware-Pasco County Suicide Prevention Task Force: Member (2005 - present) *Stephen Roggenbaum*

» The Glazer's Children Museum Education Committee: Member (2010 - 2013) *Melinda Stevens*

» United Way Suncoast Community Impact Board Committee: Board Member *Mario Hernandez*

State

» CARD Statewide Education Committee: Chair (2011 - 2012) *Melinda Stevens*

» Florida Agency for Persons with Disabilities, Peer Review Committee: Member (2008 - present) *Ray Miltenberger*

» Florida Association for Behavior Analysis, Community Applications Special Interest Group: Chair (2011 - present) *Kimberly Crosland*

» Florida Association for Behavior Analysis, Executive Council: Member (2011 - present) *Tim Weil*

» Florida Association of People Supporting Employment First: Vice President (2011 - present) *Brenda Clark*

» Florida Chapter of the Association for Persons in Supported Employment: Vice President (2010 - present) *Brenda Clark*

» Florida Department of Education:Seclusion and Restraint Workgroup (2011 - present) *Heather George*

» Florida Department of Education Alternate Assessment Advisory Council: Member (2011 - 2013) *Melinda Stevens*

» Florida Department of Education, State Transformation Team for RtI: Member (2009 - present) *Heather George*

» Florida Developmental Disability Council: FCIC-UCEDD Representative and Member (2010 - present) *Elizabeth Perkins*

» Florida Protective Factors Workgroup: Member (2011- present) *Marsha Black*

» Florida's Home Visiting Advisory Committee: Member (2010 - present) *Mary Lindsey*

» Gubernatorial appointment to Florida's Suicide Prevention Coordinating Council: Member (2007 - present) *Stephen Roggenbaum*

» Kansas Institute for Positive Behavior Support: Advisory Board member (2002 - present) *Don Kincaid*

» State of Florida, Florida Protective Factors Workgroup: Member (2010 - present) *Mary Lindsey*

National

» American Association on Intellectual and Developmental Disabilities: Member-at-large, Board of Directors (2012 - 2016) *Elizabeth Perkins*

» American Association on Intellectual and Developmental Disabilities, Gerontology Division: President (2008 - 2012) *Elizabeth Perkins*

» American Association on Intellectual and Developmental Disabilities, Ad Hoc Policy Committee: Member (2011 - 2012) *Elizabeth Perkins*

» American Orthopsychiatric Association: President-Elect (2011 - 2012) *Mary Armstrong*

» American Psychological Association Committee for Youth and Families: Member (2005-Present)*Mario Hernandez*

» Association for Contextual Behavioral Science, Advancement of Contextual Education Special Interest Group: Vice President (2012 - 2014) *Tim Weil*

» Association for Positive Behavior Support: Board of Directors Executive Committee, Secretary (2009 - 2012) *Heather George*

» Association for Positive Behavior Support, Board of Directors Executive Committee: President (2012 - 2015) *Don Kincaid*

» Association for Positive Behavior Supports: Board of Directors & Family Involvement Co-Chair (2004 - present) *Nila Benito*

» Association for Positive Behavior Supports: Board of Directors Executive Committee, Treasurer (2012 - 2015) *Heather George*

» Association for Positive Behavior Supports, International Conference Planning Committee: Co-Chair (2009 - present) *Heather George*

» Center for Disease Control, Act Early Florida Team: Co-leader (2009 - present) *Nila Benito*

» Certification Commission for the National Federation of Families for Children's Mental Health: Govenor (2011-Present) *Mario Hernandez*

» Council for Children with Behavioral Disorders, Council for Exceptional Children, Behavior Specialist Standards Committee: Member (2010 - present) *Kwang-Sun Blair*

» Council on Community Advocacy, Association for University Centers on Disabilities: Secretary (2008 - present) *Nila Benito*

» Elimination of Mental Health Disparities External March Workgroup/SAMHSA-CMHS: Member (2007 - present) *Mario Hernandez*

» Gerontological Society of America, Formal Interest Group on Developmental Disabilities: Co-convener (2008 - 2011) *Elizabeth Perkins*

» HIPPY USA - Model, Guidance, and Accreditation Committee: Member (2010 - 2011) *Dabaram Rampersad*

» HIPPY USA - HIPPY National Conference Committee: Chair (2011) *Dabaram Rampersad*

» HIPPY USA National Trainer Team: Member (2010 - present) *Mary Lindsey*

» Institute for Learning Styles Research: Board Member (1999 - present) *Stephen Roggenbaum*

» Learning and Working During the Transition to Adulthood RTC National Advisory Board: Member (2010 - present) *Mario Hernandez*

» LGBTQI2-S National Workgroup for System of Care, SAMHSA, Center for Mental Health Services: Member (2008 - present) *Kathy Lazear*

» National Technical Assistance Center for Children's Mental Health: Cultural Competence Resource Senior Advisor (2005-Present) *Mario Hernandez*

» National Wraparound Initiative Advisory Group, Portland State University: Advisor (2006 - present) *Kathy Lazear*

» Society for the Advancement of Behavior Analysis: President (2011 - present) *Ray Miltenberger*

» SAMHSA National Network for Eliminating Disparities: Founding Member (2007 - present) *Mario Hernandez*

» TASH: Board of Directors (2011 - present) *Nila Benito*

» The National Latino Behavioral Health Association (NLBHA): Board Member (2004-Present) *Mario Hernandez*

» University of Miami, Mailman Center for Child Development/UCEDD: Advisory Committee, Member (2007 - present) *Nila Benito*

» YES America United, Inc. Board: Member (2005 - present) *Brenda Clark*

» YES! of America United, Inc.: Board, Member at Large (2005 - present) *Christine Rover*

International

» Applied Behavior Analysis International, Positive Behavior Support Special Interest Group: President (2012 - 2015) *Rose Ivannone*

» Korean Society for Early Childhood Special Education: Member of Board of Directors (2002 - present) *Kwang-Sun Blair*

Aligning Our Work with USF Strategic Goals

The USF Strategic Plan 2007-2012, http://www.ods.usf.edu/plans/strategic/, is designed to elevate the performance and rankings of the University of South Florida as one of the nation's leading research universities, and is the product of active engagement between the USF Board of Trustees and university leadership, as well as USF faculty, staff, students, and community partners. The USF Strategic Plan provides the USF community with a clear vision, goals, strategies, and measures to promote alignment and success. The plan is clearly directed at ensuring student success, contributing innovation and new knowledge, and advancing economic development in Florida, the nation, and globally.

All activities within CFS are closely aligned with USF strategic goals to ensure student success, contribute innovation and new knowledge, and advance economic development in Florida, the nation, and globally. Below are particularly notable programs highlighting CFS accomplishments that are closely aligned with the USF 2007-12 Strategic Plan.

USF Strategic Goal I:
Expanding world-class interdisciplinary research, creative, and scholarly endeavors.

■ The most recently compiled Scholarly Activity Report (2011) revealed:
- 184 presentations, workshops, and keynotes were conducted at international (65), national/federal (84), regional (1), state (32) and local (2) conferences
- 112 peer-reviewed journal articles
  » Of the 59 journals in which CFS faculty and staff have published, 28 titles rank in the top quartile of their respective subject categories as determined by either Thomson Reuters Journal Citation Reports or Elsevier SCImago Journal & Country Rank.
  » 12 of the titles rank in the top quartile across both Thomson Reuters Journal Citation Reports and Elsevier SCImago Journal & Country Rank.
  » 8 of the titles rank in the top ten percent of their respective subject categories
  » 5 of the titles rank in the top 10 of their respective subject categories
  » 47% of the titles rank in the top quartile (JCR or SJR).
  » 20% of the titles rank in the top quartile (JCR and SJR)
  » 13% of the titles rank in the top ten percent of the journals in respective category.
  » Approximately 1 % of the titles are ranked in the top ten of the journals in respective category.
  » The lifetime h-index is available for 54 of the 59 journals.
  » 46% of the journals in which CFS faculty and staff publish have a lifetime h-index of 50 or higher.
  » The five highest ranked journals in lifetime h-index are
  » *Developmental Psychology., Child Abuse & Neglect., American Journal of Community Psychology., Academic Medicine., and Journal of Psychiatric Research.*
- 2 books and 29 book chapters
- 2 journals edited by CFS faculty (*Journal of Behavioral Health Services and Research* and *Topics in Early Childhood Special Education*)

USF Strategic Goal II:
Promoting globally competitive undergraduate, graduate and professional programs that support interdisciplinary inquiry, intellectual development, knowledge and skill acquisition, and student success through a diverse, fully-engaged, learner-centered campus environment.

■ ABA
- The ABA Masters program has become highly competitive. 90 students applied in 2011 and 22 students were admitted.
- 66% of ABA graduates graduated in < 2 years
- The ABA undergraduate minor was approved in Spring 2012
- The first ABA doctoral class will begin fall 2013

■ The Graduate Certificate in Children's Mental Health (Distance Learning) has generated more than 1,200 student credit hours (SCH) since the program began in 2006.

■ The Graduate Certificate Program in Positive Behavior Support began in January 2011 and currently has 18 students enrolled.

■ A proposal for a new Master's in Science in Child & Adolescent Behavioral Health was developed to prepare professionals to serve in public and non-profit agencies and schools that work with diverse children/adolescents experiencing behavioral health challenges and their families.

■ Scholars from Kongju National University (KNU) Department of Special Education are working with Associate Professor Kwang-Sun Cho Blair, PhD to develop team training and graduate curriculum materials related to school-wide positive behavior support

■ The CFS website had 1,743,877 total page views and 4,478 average page views per day. Global visitors to the website:
- South Korea
- China
- Germany
- Canada
- Russia
- United Kingdom
- France
- Australia

■ CFS continues to evolve from a primary research department to one that also generates SCH (see graph for SCH growth)

CFS SCH 6 YEAR TREND

Year	Undergraduate	Graduate
2006-2007	204	694
2007-2008	225	1347
2008-2009	216	1297
2009-2010	383	1531
2010-2011	528	1571
2011-2012	984	2499
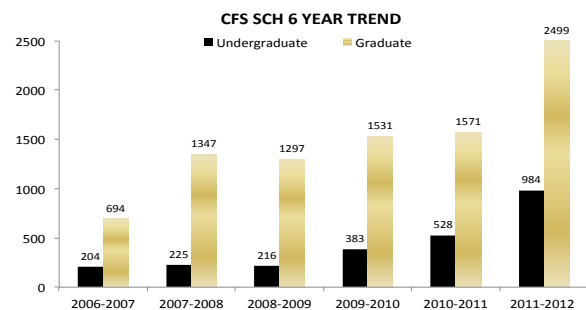
Aligning Our Work with USF Strategic Goals

USF Strategic Goal III:
> Expanding local and global engagement initiatives to strengthen and sustain healthy communities and to improve the quality of life.

- Faculty and staff serve in more than 60 positions for local, state, national and international agencies (See previous page.)
- Students in the ABA Master's program provided over 35,000 hours of community service
- The Florida Center for Inclusive Communities (FCIC) provided:
  - 5837 hours of technical assistance (TA) and training.
  - 780 activities affecting 544,174 individuals.
  - 34 new products for dissemination, with a dissemination reach of 562,421.
- The FCIC website received 393,496 hits by 31,255 visitors.
- The Center for Autism & Related Disabilities at USF provided services to over 4,000 professionals in schools and 3,200 families.
- The Home Instruction for Parents of Preschool Youngsters (HIPPY) program served approximately 2232 children from 2008 families
- Florida's Positive Behavior Support Project: Multi-Tiered System of Support provided training and support for over 1,500 school personnel in over 1500 schools.
- The Center for Child Welfare: developed and uploaded 248 on-line professional training videos which provide 374 hours of in-service training
- The Florida's Center for Child Welfare's "Just In Time" online training program has provided live training events throughout Florida and multiple events that include California, Nevada, and Connecticut.
- The Teaching Pyramid Model is being used as an effective teaching tool to promote social-emotional competence and address challenging behavior of at-risk toddlers.
- The Florida Home Instruction for Parents of Preschool Youngsters (HIPPY) Training and Technical Assistance Center received approximately 1.2 million in funding from the Children's Board of Hillsborough County to expand a national home visitation, evidence-based program that focuses on parent involvement and school readiness within Hillsborough County.
- *My Health Passport* is a document completed by an individual (and/or their caregiver) to describe important aspects about their special health care needs. It was designed to be shared with many types of healthcare providers, in clinic and hospital settings. It is especially useful for providing pertinent information to those who are not very familiar in providing care to individuals with intellectual/developmental disabilities.
- Community Solutions at USF started a webinar series as part of its mission to disseminate information and education on outcome data and ongoing research and policy development. 3 webinars were completed in FY2012.

USF Strategic Goal IV:
> Enhancing all sources of revenue, and maximizing effectiveness in business practices and financial management to establish a strong and sustainable economic base in support of USF's growth.

- Grants in Fiscal Year 2012:
  - In FY2012, our research portifolio increased over the previous fiscal year by $1.3 million, of which over $450K was in Federal Awards.
  - The combined total of external funding for the 2012 fiscal year was $11,172,767, which consisted of $9,285,369 in federal awards and 1,887,398 in non-federal awards.
  - In 2012 CFS submitted 17 federal proposals totaling a potential of $10,410,170 and 14 non-federal proposals totaling $3,480,367.
  - Federal sponsors included:
    » U.S. Department of Education/Institute of Education Sciences.
    » Administration for Children and Families.
    » U.S. Department of Education/Office of Special Education and Rehabilitative Services.
    » U.S. Department of Education/Office of Special Education Programs.
    » ACF/Administration on Developmental Disabilities.
    » U.S. Department of Education/National Institute on Disability and Rehabilitation Research.
    » U.S. Department of Labor and Substance Abuse and Mental Health Services Administration.
- New ABA Graduate Student Assistance Fund was established in 2012 to help fund student thesis research.
- CFS hosts several conferences that have grown from being supported by grant funds to now being totally self sustaining:
  - Over 500 researchers, administrators, policymakers, family members, youth, clinicians and other stakeholders from all over the nation (and internationally) attended the 25th Annual Children's Mental Health Research & Policy Conference.
  - The 9th Annual National Training Institute: Addressing Challenging Behavior brought together more than 550 participants to hear experts from around the country who skillfully present three-hour workshops offering practical, ready-to-use information on social and emotional development.

CFS Innovations

- **Community Solutions** is a new national resource to provide services and training that will equip individuals, communities, and states with the knowledge and skills needed to effectively provide behavioral health services and supports to all children, youth, and their families. **http://cfscommunitysolutions.cbcs.usf.edu/**

- The **Teaching Pyramid Model** is being used as an effective teaching tool to promote social-emotional competence and address challenging behavior of at-risk toddlers. **http://www.challengingbehavior.org/do/pyramid_model.htm**

- **My Health Passport** is a tool shared with many types of healthcare providers in clinic and hospital settings, and is especially useful for providing pertinent information to those who are not as familiar with serving individuals with intellectual/developmental disabilities. **http://flfcic.fmhi.usf.edu/program-areas/health.html**

- **P**rogram-Wide Positive Behavior Support (PWPBS) provides training and technical assistance to community early childhood programs to build their capacity to effectively promote young children's social and emotional competence and address challenging behavior. **http://www.challengingbehavior.org/**

- **Florida's Positive Behavior Support Project: Multi-Tiered System of Support Project (PBS)** provides training and technical assistance to Florida school districts to increase their capacity to provide positive behavior support to students; training and support has been provided to over 1,500 school personnel in over 1500 schools. **http://flpbs.fmhi.usf.edu/**

- The **Prevent-Teach-Reinforce** (PTR) model of behavioral support is a systematic, structured process for supporting students with challenging behavior. **http://cfs.cbcs.usf.edu/publications/detail.cfm?id=224**

- **System of Care Practice Review (SOCPR)** protocol is a method for assessing whether System of Care (SOC) values and principles are operationalized at the level of practice, where children and their families have direct contact with service providers. **http://cfs.cbcs.usf.edu/projects-research/detail.cfm?id=380**

Overview of CFS Activities

This document is organized into two sections: (1) Academics, and (2) Research /Training/Technical Assistance and Dissemination activities. Project information includes:

PROJECT:
A brief description of each project; the goals or intended accomplishments of that project

GOALS:
A listing of ways in which the project is intended to contribute to improvements in systems, services, or populations (long-term impacts on the mental health or well-being of children and families)

LONG-TERM IMPACTS and ACCOMPLISHMENTS:
Accomplishments toward the intended goals and impacts

STATUS:
Information on the project status (new, ongoing, etc)

CONTACTS:
Information on who to contact for additional information

LINKAGE TO UNIVERSITY GOALS:
The USF Strategic Goal(s) it contributes to is provided

Academic Programs

	Project	Goals	Long Term Impact
Master's Program	**Applied Behavior Analysis Master's Program (ABA)** ABA Master's Program at USF is a two-year program designed to provide students with expertise in behavior analysis as they work in applied settings and conduct applied research upon graduation with their master's degree. Students in the program take six core courses and two elective courses, participate in 1,000 hours of practicum experience in community agencies, and conduct a data-based master's thesis.	▪ Graduate 20 students each year with their master's degree in Applied Behavior Analysis who have the expertise needed to pass the national certification examination in behavior analysis. ▪ Students will present their research at state and national conferences. ▪ Students will publish their research ▪ Get ABA doctoral program proposal approved ▪ Get new funding sources for students ▪ Increase undergraduate ABA course offerings and create a minor in ABA ▪ Provide online learning modules in ABA ▪ Maintain involvement in governance of state and national ABA organizations	▪ Students will contribute to knowledge through their applied research presentations and publications. ▪ Students will provide needed behavior analysis services in the community, both locally and nationally. ▪ Strengthen undergraduate education in ABA at USF ▪ Increase state and national visibility of USF ABA program
Undergraduate Minor Program	**Applied Behavior Analysis Undergraduate Minor** The ABA Undergraduate Minor Program is designed to provide students with expertise in behavior analysis and complete the courses needed for certification. Students in the program take five courses (15 credit hours).	▪ Prepare students for certification in Applied Behavior Analyis.	▪ Strengthen undergraduate education in ABA at USF.
Certificate Programs	**Graduate Certificate in Adolescent Behavioral Health** 15 credit graduate certificate program for students in public health, behavioral health, and the socio-behavioral sciences, which integrates community-based learning and classroom-based learning methodologies in behavioral health	▪ To provide students with a graduate certificate and knowledge base in translational research, implementation science, and evidence-based practice in adolescent behavioral health, funded by the National Institute on Drug Abuse, Grant # 1R25DA031103-01A1.	▪ Prepares students for positions in behavioral health service organizations to participate in the application of innovative research knowledge base for behavioral health services research.
	Graduate Certificate in Children's Mental Health (Distance Learning) This graduate certificate program provides a rigorous, empirically-based education to individuals in the behavioral health services field who wish to work with agencies and systems that serve children and families with mental health challenges.	▪ Increase enrollment in the graduate certificate program by a minimum of 10 students per year. ▪ Establish CFS as the leading source for graduate programs in children's mental health with a systems of care emphasis.	▪ The field of mental health will have a trained workforce at all levels to serve the needs of children with behavioral health challenges and their families. ▪ CFS will be viewed as a leading organization for offering on-line graduate programs in children's mental health with an emphasis in systems of care.

Accomplishments	Status	Contact	USF Goals
■ 18 students graduated with their master's degree in 2012. ■ 9 student papers/chapters were published or in press in 2012. ■ 14 papers with student authors are submitted for publication. ■ 18 student authors on papers presented at the 2012 ABA conference. ■ 25 student authors on papers presented at the 2012 Florida ABA conference. ■ ABA doctoral program proposal approved by the Board of trustees in June 2012. ■ Students continue to be funded through $1.3 million grant from Dr. Kim Crosland, $999,000 grant from Dr. Kwang-Sun Blair, the ICEI program, and sponsored credit institute with AMIkids. ■ Two new undergraduate ABA courses developed and taught in spring 2012. ■ ABA minor approved in 2012. ■ New Graduate Student Assistance Fund established in 2012. ■ ABA online learning modules to be launched in late 2012. ■ Tim Weil serving on the FABA Executive Council in 2012. ■ Students provided over 35,000 hours of community service each year through practicum placements.	Ongoing	Ray Miltenberger miltenbe@usf.edu	I: Expanding world-class interdisciplinary research. II. Promoting globally competitive undergraduate, graduate, and professional programs. III: Expanding local and global engagement initiatives.
■ Established an Undergraduate Minor in ABA. ■ 2 new courses were developed as part of the ABA Minor.	New	Victoria Fogel vfogel@usf.edu	II. Promoting globally competitive undergraduate, graduate, and professional programs.
■ This Graduate Certificate Program is a joint initiative of the USF College of Behavioral & Community Sciences and the USF College of Public Health (led by the CBCS Department of Child & Family Studies and the COPH Department of Community & Family Health).	Ongoing	Bruce Levin levin@usf.edu Tom Massey massey@usf.edu Donna Burton dburton@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
■ More than 90 students from 11 states have enrolled in program since inception ■ More than 1,200 student credit hours (SCH) have been generated since program began in 2006 ■ 32 students were awarded the Certificate; 4 in 2011 ■ 11 new students were admitted in 2011 ■ 4 courses were offered in 2011, generating 165 SCH, including: 　» Children's Mental Health Services 　» Family-Centered Interdisciplinary Practice: Systems of Care 　» Cultural Competency in Children's Mental Health 　» Financing of Children's Mental Health Services 　» Program Development and Implementation in children's Mental Health	Ongoing	Carol MacKinnon-Lewis lewiscm@usf.edu	I: Expanding world-class interdisciplinary research. II. Promoting globally competitive undergraduate, graduate and professional programs

	Project	Goals	Long Term Impact
Certificate Programs (continued)	**Graduate Certificate Program in Positive Behavior Support** This 15 credit graduate level program enhances graduate and undergraduate degrees by offering a specialization in PBS. The courses are fully online and available to interested students across the country. There are four core courses and two electives. Students must take at least three core courses and use the fourth as an elective or take three and two relevant elective courses.	■ Graduate 5-10 students per year with a PBS certificate.	■ Students will contribute knowledge through the practical application of positive behavior support including individualized, school-wide, and/or program-wide along with consultative expertise in school, home, and community settings.
Graduate Studies	**Graduate Studies in Behavioral Health Program** Includes students in the following degree programs (all with Behavioral Health concentrations): » Master in Public Health (MPH) » Master of Science in Public Health (MSPH) » The Master of Social Work/ Master in Public Health Dual-Degree Program (MSW/MPH) » Doctor of Public Health (DrPH) » Doctor of Philosophy (PhD)	■ To provide education (through degree programs and a graduate certificate program) and training (i.e. field experiences) for graduate students, community professionals, and other special students in behavioral health services.	■ Prepares students for professional careers in behavioral health services, applied behavioral health services research, and outcomes evaluation, as well as in pursuing high level administration, policy, planning, or leadership careers in behavioral health services.

Accomplishments	Status	Contact	USF Goals
▪ The certificate began in January 2011. ▪ 18 students are currently enrolled. ▪ 2 students will graduate in December.	Ongoing	Jolenea Ferro jbferro@usf.edu	II. Promoting globally competitive undergraduate, graduate, and professional programs.
▪ This program was recognized as one of only two interdisciplinary programs nationally for mental health education and training in public health. ▪ A Behavioral Health student organization was established for graduate students ▪ Due to the increase in enrollment, several courses and additional faculty were added in 2011 ▪ This program is a joint initiative of the USF College of Behavioral & Community Sciences and the USF College of Public Health (led by the CBCS Department of Child & Family Studies and the COPH Department of Community & Family Health.	Ongoing	Bruce Levin levin@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

Research/Training/Technical Assistance/Dissemination

Autism

Project	Goals
Center for Autism and Related Disabilities (CARD) in schools at USF CARD is a community-based project that provides information and consultation to individuals diagnosed with autism spectrum disorders and related disabilities. CARD-USF offers instruction and coaching to families and professionals through a training and assistance model.	■ Provide schools with the knowledge and strategies to implement evidence-based interventions and education for students with Autism Spectrum Disorder (ASD).
Center for Autism and Related Disabilities (CARD) in the Community at USF CARD is a community-based project that provides information and consultation to individuals diagnosed with autism spectrum disorders and related disabilities. CARD-USF offers instruction and coaching to families and professionals through a training and assistance model.	■ Participate in state-level systems planning and policy making. ■ Provide parents and professionals with the strategies required to increase skill development and reduce problem behavior in individuals with autism.
Learning Academy and The Learning Academy (TLA) Employment Services This is a customized transition program that assists in preparing young adults diagnosed with Autism Spectrum Disorder for employment or post-secondary education. TLA Employment Services will customize employment to match a person's career goal.	■ Participants learn about services, supports and experiential opportunities that will enable them to develop and achieve employment goals and enhance independence.
Partnership for Effective Programs for Students with Autism (PEPSA) PEPSA builds professional capacity among educators working with students with autism and related disabilities statewide. The project provides training to educators who are concerned about providing a high quality educational program to students with autism spectrum disorders (ASD).	■ The project provides the following professional development opportunities: provision of regional statewide professional development activities related to serving students with ASD through regional Centers for Autism and Related Disabilities (CARD), a Pre-Conference Day for educators at the Annual CARD conference, provision of support to selected teachers through mentoring with CARD staff, Summer Institutes for educators and support for teachers to earn autism endorsement. ■ New website is under development to facilitate communication and collaboration of teachers across the state.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
■ Students with Autistic Spectrum Disorder (ASD) will increase their rates of learning through teachers who implement best practice strategies received through CARD trainings and technical assistance.	■ Served 4,033 professionals with 2,921 technical assistance consultations. ■ Created 4 videos, 11 tutorials, 6 instructional packages, 1 data collection form, 10 visual communication tools, 1 visual support booklet, 3 picture task analyses and 2 media interviews. ■ Provided 2 regional trainings for teachers in our 14 county area. ■ Provided two-day Summer Institute serving over 300 teachers.	Ongoing	Karen Berkman kberkman@usf.edu	III: Expanding local and global engagement initiatives.
■ State of Florida will adopt policies that facilitate state and local collaboration and promote effective use of services for individuals with ASD. ■ Individuals with autism will show increased skill development and reduced problem behavior.	■ CARD-USF Director served on the Governor's autism task force (2008-2011). ■ Provided 5652 direct assistance contacts to families serving 5818 individuals. ■ Served 3443 families with 281 new constituents joining CARD during this year. ■ Provided 117 trainings serving 5002 individuals. ■ Operated the Learning Academy (2-semester program on skill development) for young adults diagnosed with ASD with funding through DVR and private pay. ■ 1,630,532 hits to the CARD website from over 125 countries and 368,711 hits to the Learning Curve website for teachers.	Ongoing	Karen Berkman kberkman@usf.edu	III: Expanding local and global engagement initiatives.
■ Graduates from the program will identify a career path ■ Graduates move on to a vendor that supports individuals with disabilities to find employment ■ TLA Employment Services will provide customized employment, supported employment, and on-the-job training services to enhance sustainable, successful outcomes ■ Continue working with business community to become autism friendly while increasing the number of placement sites.	■ Since its inception 4 years ago, The Learning Academy has graduated 35 students, with 14 students currently enrolled. ■ 43% of students are employed or are enrolled in college. ■ 24% were referred back to the Florida Division of Vocational Rehabilitation to identify a vendor to assist with employment placement.	Ongoing	Karen Berkman kberkman@usf.edu	III: Expanding local and global engagement initiatives.
■ Increasing the supply of highly effective teachers and improve student learning and independence by providing educators with meaningful professional development activities that will build their capacity to improve the learning outcomes of students with ASD.	■ PEPSA provided a total of 35 professional development activities across the state to over 2,616 educators. ■ Hosted the annual pre-conference day that provided training to 410 educators. ■ 33 teachers completed the intensive mentorship program.	Ongoing	Donna Casella dcasella@usf.edu	II. Promoting globally competitive undergraduate, graduate, and professional programs. III: Expanding local and global engagement initiatives.

Research & Training

Child Welfare System and Practice Improvement

Project	Goals
A.I.R. Child Welfare Technical Assistance Implementation Center This Center is evaluating all activities for the Western and Pacific Child Welfare Implementation Center (WPIC). The evaluation focus is twofold: 1) To assess the effectiveness of the Center's activities intended to strengthen the capacity of states, tribes, and counties to implement child welfare system reforms; 2) To assess the capacity of the Navajo Nation, Alaska, and Los Angeles County Implementation Projects to implement and sustain system reforms.	▪ Evaluate the effectiveness of the Western and Pacific Child Welfare Implementation Center in providing intensive technical assistance to states, tribes and counties related to the implementation of sustainable systems changes.
Center for Child Welfare The Center was established to provide information, collaboration, and program support to Florida's professional child welfare stakeholders. It is funded through a contract with Florida's Department of Children and Families. The Center functions under the guidance of a public/private statewide Steering Committee of public/private stakeholders. Services include a fully searchable on-line knowledge library categorized by program area, a comprehensive credentialed video training component for professionals, statewide and local live web events hosted and supported by staff, responding and posting of Frequently Asked Questions submitted by professionals, and a collaboration component that serves as an interactive on-line information-sharing portal where peers and experts can interact with each other and develop on-line learning communities. www.centerforchildwelfare.com	▪ Ensure engagement and consistent information flow to Florida's child welfare and related professionals. ▪ Enhance efficiencies in information sharing by creating access and linkages to existing resources within Florida's child welfare environment. ▪ Link customers to resources, innovations, and evidence-based models throughout the country. ▪ Enable virtual meetings and webcasts to replace conference calls and statewide meetings and live training. ▪ Apply multimedia knowledge sharing by hosting and or video-taping events including conference and training workshops and other expert presentations and producing videos which are made available on the Center web portal. ▪ Expand availability of credentialed child welfare training component; adding, enhancing, and posting professional training for recertification credits.
Center for Child Welfare – Alaska Child Welfare Disproportionality Reduction Project, Western and Pacific Child Welfare Implementation Project, Project Video Documentary Series Summary and Participant Information The Center at USF (the WPIC partner that developed the "Team Alaska" web site) filmed and produced five short documentary videos. These videos comprise an integrated set that, together, will tell the story of this project's first two years from the perspective of its participants.	▪ Gather WPIC's story for video vignettes through combined interviews, conversations, and excerpts from panels and other discussions filmed entirely at the Leadership Summit in Seward the week of September 19th. ▪ Film and produce 5 documentary videos. ▪ Disseminate Series through Children's Bureaus, WPIC's website and other related websites for training.
Center for Child Welfare – Strong African American Families Program (SAAF), a universal preventive intervention The purpose of the proposed pilot study is to test the feasibility of an innovative implementation model that utilizes technology to deliver live, on-line training, and TA in the dissemination of the Strong African American Families Program (SAAF), a universal preventive intervention shown to be effective in reducing rural African American youths' alcohol, tobacco and marijuana use, and addressing other challenges. The Center provides the technology to allow for the remote collaboration of the trainers and trainees so that they can learn, experience, practice, and ultimately teach the SAAF program to their local community.	▪ The Center will provide the on-line platform for delivery of SAAF training. All training sessions will be video-recorded, which will serve several purposes: 1) to make sessions available to those unable to attend or in need of a refresher session; 2) to use subsequently for modeling effective training processes and procedures; and 3) to insure fidelity to methods (can be video-streamed for quality assurance). Moreover, capturing these live, on-line sessions creates an opportunity for transferability and sustainability of the training to other communities. ▪ The Center's knowledge management system will be used for reviewing, indexing, and archiving these videos. In its hosting capacity, BCS will be on-line to continuously provide TA (prior to, during, and following all training events). ▪ In addition, an active, on-line forum for discussion, a virtual community collaborative will be created.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
■ Improve the capacity of state, tribal, and county level child welfare systems to meet the needs of at-risk children and families.	■ Developed tools and protocols for data collection for both the effectiveness of WPIC and the evaluation of the Implementation Projects. ■ Participated and helped facilitate stakeholder dialogue around systems change.	Ongoing	Mary Armstrong miarmstr@usf.edu or Amy Vargo avargo@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
■ Improve child welfare service operations in Florida through the identification, expansion, and transfer of expert knowledge and best practices in child welfare case practice, direct services, management, finance, policy, and organizational development to child welfare and child protection stakeholders throughout Florida.	■ Registered users – 6,399 (Florida's child welfare and related professionals) of The Center's web portal to date. » Unique users – Average monthly total of daily unduplicated users for FY12 is 46,068 a 7.3% increase from FY11. ■ Hits-Average monthly total hits in FY12 are 1,802,466. ■ Multimedia: » 238 total in-service training videos on-line with post-testing videos (an increase of 9.2% from the 218 videos on 6/30/11 with 365.5 available hours of training and certificates of completion. » 8,297 quizzes successfully completed and certificates issued for in-service training videos. » Over 200 other multimedia resources. ■ Other collaborative services: » 56 Web events. » 6 statewide user groups.	Ongoing	Don Policella dpolicella@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
■ The project is designed to significantly reduce the disproportionate placement of Alaska Native children in foster care through practice and decision-making changes at the front end of the child welfare system. The success of this effort depends on system change.	■ Filmed and produced six documentary videos (in no particular order): » Western & Pacific Child Welfare Implementation Center Presents » The Alaska Child Welfare Disproportionality Reduction Project: Strategies for Success » PART I. Strategies for System Change » PART II. Cultivating Leadership » PART III. Changes in Work Approach » PART IV. Valuing & Engaging Cultures and Communities » PART V. Understanding Historical Trauma ■ http://centervideo.forest.usf.edu/wpic/documentary/index.html ■ The video series was shared with The Children's Bureau as a part of the project's work products and made available by WPIC on its website or related child welfare websites for training.	Completed	Don Policella dpolicella@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
■ Using an internet platform, this project examines factors associated with the effective delivery of on-line training for the dissemination and implementation of the Strong African American Families Program (SAAF), a universal preventive intervention shown to be effective in reducing alcohol, tobacco and marijuana use among African American youth living in rural communities.	■ Using web-based live casts The Center has facilitated: » One on-site technical setup and training » Six webinars that were "Pre-Pilots" to test the technology (walk-thru training) » Seven webcasts of all project partners (several Florida and Georgia locations) project team meetings » Four webcast meetings with technology-specific team members. ■ The Center Information technology staff modified existing curriculum to incorporate the delivery of the program via technology ■ Developed a website that contained a discussion board, relevant documents, and the taped sessions for the trainers to view themselves and others.	Ongoing	Don Policella dpolicella@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

	Project	Goals
Child Welfare System and Practice Improvement (continued)	**Center for Child Welfare – Development of Train the Trainer Curriculum (Permanency for adolescents in foster care) for the Florida Department of Children and Families** The Train the Trainer Curriculum was designed to assist professionals in making decisions about permanency for older youth that will encourage and support youth in finding a permanent home. The curriculum is based on a PowerPoint slide presentation from the National Resource Center for Permanency and Family Connections at the Hunter College School of Social Work.	▪ This curriculum is prepared as a guide to train trainers on the importance and urgency for identifying permanency options for youth in out-of-home care.
	Center for Child Welfare – Quality Parenting Initiative (QPI) – California & Nevada The Quality Parenting Initiative (QPI) began in 2009 as a collaborative effort with CDSS, the County Welfare Directors Association (CWDA) and the Youth Law Center with support from the Stuart, Walter S Johnson, and David B. Gold Foundations. This project has begun dialogue in Nevada for a similar collaboration. The Center provides the technology to allow for the remote collaboration of the California Partners and the Youth Law Center to develop a statewide approach to recruiting and retaining caregivers.	▪ The goal of the initiative is to develop a statewide approach to recruiting and retaining high-quality caregivers to provide excellent care to children in California's Child Welfare System. Over the past year, nine California counties have begun to implement this approach ▪ The Center will facilitate webcast and provide technical assistance before, during, and after live events.
	Child Welfare Prepaid Mental Health Plan Study This Study examines various outcomes (e.g., foster care outcomes, mental health functioning, justice system involvement) for children enrolled in the Florida Child Welfare Prepaid Mental Health Plan (CW-PMHP. The study also examines the needs and experiences of youth served under the CW-PMHP that are transitioning to adulthood and the strategies utilized by providers to address those needs. (Contracted by the Agency for Health Care Administration, AHCA)	▪ Inform AHCA about outcomes of youth enrolled in the CW-PMHP and provide insight into the needs and experiences of youth transitioning to adulthood with recommendations on ways to better serve them. ▪ Inform AHCA about the experiences of and strategies used by providers serving youth enrolled in the CW-PMHP who are preparing to transition to adulthood.
	Kids Central, Inc. (KCI) Child Welfare Quality Assurance Review The project is a quality assurance review involving the Kids Central, Inc. case management providers. The study centers on case management supervision.	▪ To identify both the strengths and challenges of KCI's current supervisory processes, and the impact that these processes have on the quality of services provided. ▪ To examine how the organizational structure supports effective supervision, how supervision supports quality case management practice and decision making, the ability of supervisors to establish and set priorities, the coordination of training to ensure staff are up-to-date on current best practices, how leadership and supervisors support the development and implementation of quality best practice, and how quality assurance activities support quality practice and the development of strategies for quality improvement. ▪ To examine the interactions among multiple components of the case management organization and the broader child welfare system as they relate to supervision.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
■ This training is designed to assist professionals in making decisions about permanency for older youth that will encourage and support youth in finding a permanent home.	■ Train the Trainer Curriculum was finalized in May 2012. ■ The curriculum guide consists of notes to trainers, suggested class activities, videos, handouts and other resources.	Completed	Don Policella dpolicella@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
■ Improve child welfare service operations in California and Nevada through the identification and delivery of on-line and interactive training services specifically for foster parents and related substitute caregivers. ■ Increase expertise and "professionalization" of foster care direct services throughout California and Nevada.	■ One live meeting (webcast) walk through training with California statewide partners. ■ Five webcast meetings with California statewide partners. ■ One webcast meeting with Compton CA subgroup. ■ One joint webcast meeting with QPI Florida. ■ One webcast with Nevada statewide partners.	New	Don Policella dpolicella@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
■ Improve the mental health services provided to children and youth in Florida's child welfare system. ■ Improve the lives of the children and youth served by the plan.	■ Dissemination of findings have contributed to the understanding of the strengths and challenges experienced in the implementation and operation of the CW-PMHP and resulting impacts on those providing and receiving services through the plan. These activities include posters/presentations at national and state level conferences and meetings. Project reports are also posted on the FMHI website and the Florida's Center for the Advancement of Child Welfare Practice website for ready availability to all stakeholders.	Ongoing	Amy Vargo avargo@usf.edu or Patty Sharrock psharroc@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
■ Identify current practice gaps and barriers. ■ Provide recommendations for creating process efficiencies. ■ Provide recommendations for productivity standards. ■ Provide recommendations for staffing procedures. ■ Provide recommendations for a system for improvement activities.	■ Completed primary and secondary data collection at four KCI case management sites: ■ Primary: This will consist of case file reviews, observation, interviews, focus groups and surveys with key internal and external stakeholders. ■ Secondary: This will include statewide and local quality assurance and improvement plans, performance reports, training plans and schedules, program and system policies and protocols, organizational charts and job descriptions. ■ Data has been examined and summarized. Findings have been identified and are in the process of being displayed and discussed in a final report.	Ongoing	Mary Armstrong miarmstr@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

Research & Training

	Project	Goals
Child Welfare System and Practice Improvement (continued)	**Florida's Center for Child Welfare – Quality Parenting Initiative (QPI)** A remote On-Line Foster Parent Training and Support project which is designed to support and enhance QPI by using several on-line approaches to training, mentoring, and support. The project offers "Just in Time" training in responses to requests from foster parents and trainers which incorporate mentoring, modeling and coaching by experienced and skilled foster parents and training professionals. Because training is provided in real time on-line, foster parents and trainers from across the State can interact and share insights and concerns. www.QPIFlorida.com QPI established an advisory committee to this project that will make recommendations for the design and operation of the coordinating function and help assess the effectiveness of the training. The Center has begun dialogue in California and Nevada for similar Just In Time training services.	◼ Training – The Center will work with QPI leaders and stakeholders to identify and coordinate clinical or related professionals, foster parent mentors, trainers, etc. to facilitate learning, discussion, "scenario debriefing," questions and answers, peer learning and interaction for and among the on-line participants in real-time. State and, in some cases, National experts will be brought into the training event remotely from their locations throughout the nation eliminating the need for costly travel or excessive delays in delivering training due to logistical planning. ◼ On-Line Training Requests: » The Center will prepare a QPI training request function and embed it in the Center's web portal. The QPI Training request will be a simple on-line form that allows foster parents, trainers or supporters to request training. QPI training staff will follow up and coordinate the training event. The site will provide foster parents and trainers with easy access to information, people, and resources to meet their particular need. » Produce on-line multi-media Select trainings events that will be recorded and posted to The Center's multi-media library in an edited format to maximize their future use. Expert editing services will be used to ensure a professional quality and composition in line with the focuses of the content and the QPI learning objectives.
Community Supports	**Collaboration on Discovery and Innovation in Employment (CODIE)** CODIE helps to build the capacity of school professionals in collaboration with community action partners to use the Discovery Process in supporting youth and adults with developmental disabilities (DD) in achieving customized employment.	◼ Train and support county-based implementation teams to implement the Discovery process with transition-age youth within the Florida school system ◼ Provide technical assistance to teams in the implementation the Discovery process ◼ Align Discovery activities with Florida's Access Points Standards and IDEA's Indicator 13. ◼ Track student customized employment outcomes.
	Development of an Intervention Model to Improve Educational Outcomes of Youth in Foster Care by Decreasing Runaway Behavior (RUN Grant) RUN Grant is developing an intervention model for decreasing runaway behavior of youth in foster care and improving educational outcomes. (Funded through the Institute for Educational Sciences)	◼ To develop an assessment tool to help determine the reasons youth runaway from placements. ◼ To develop an effective intervention model to decrease running and improve educational outcomes. ◼ To improve collaboration between the child welfare system and the educational system.
	Discovery Certification Collaboration with national experts from Marc Gold & Associates, Southeast TACE, and Florida Vocational Rehabilitation to develop and implement an online certificate course in the Discovery process.	◼ Phase I: Pilot » Test the certification process and local TA model. Develop policy and procedures needed for statewide implementation. ◼ Phase II: Online/Web-based Pilot » Evaluate the effectiveness of Phase I and II pilots in terms of provider performance, customer satisfaction, and competitive employment outcomes. ◼ Phase III: Statewide Launch » Implement the certification process statewide. » Develop a system for continual tracking and evaluation of the certification process to ensure model fidelity and effectiveness.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
■ Improve child welfare service operations in Florida through the identification and delivery of on-line and interactive training services specifically for foster parents and related substitute caregivers. Increased expertise and "professionalization" of foster care direct services throughout Florida. ■ Disseminate system change training provided by QPI Florida lead project staff.	■ Numbers: » Training Requests Received: 94 » Trainings Coordinated: 46 » Calls with QPI Advisory Committee: 27 » Meetings with QPI Advisory Committee: 16 » Broadcast or Completed: 28 » Total Participants Completing Training: 2239 » Participants Completing Training Evaluation Survey: 629 » Participants Satisfied: 590 » Satisfaction Rate: 93.8% ■ Developed and launched QPI ■ Just in Time Training Website which includes: » Site General Pages: 8 » QPI Documents: 28 » QPI – Rebranding Videos: 2 » QPI Foster Parent Training Videos: 32 » QPI Voice of Foster Parent: 76 » Partnership Planning Modules: 2	Ongoing	Don Policella dpolicella@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
■ School district capacity for implementing the Discovery process with transition-age youth in Florida schools with fidelity to the model. ■ Increase in the number of youth with developmental disabilities that transition to customized employment.	■ Established the use of Discovery in two school districts in Florida. ■ Developed training and implementation materials for use by school districts.	Ongoing	Lise Fox lisefox@usf.edu	III: Expanding local and global engagement initiatives.
■ Improve stability of youth In foster care placements and improve school attendance and performance.	■ Conducted focus groups and facilitated work groups with child welfare personnel, educational personnel, and youth to determine reasons youth run from foster care and how best to intervene. ■ Currently modifying and redesigning the FAIR (Functional Assessment Interview for Runaways) based on the results of the focus groups.	Ongoing	Kim Crosland crosland@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
■ State system for certifying vendors to provide the Discovery process as a service to customers of the Florida Division of Vocational Rehabilitation. ■ Increase in the number of individual with disabilities that achieve competitive and integrated employment.	■ Designed the performance-based certification process for both face-to-face and online implementation. ■ Connected participants with job seekers/VR customers to incorporate a community-based, experiential component. ■ Secured funding for Phases I and II from Southeast TACE. ■ Currently in phase II (evaluation).	Ongoing	Tammy Jorgensen Smith smithtj@usf.edu	III: Expanding local and global engagement initiatives.

Research & Training

	Project	Goals

Community Supports (continued)	**Interdisciplinary Center for Evaluation and Intervention (ICEI)**
	ICEI innovative clinic is one of five in the Florida Diagnostic Learning and Resource System Network. The ICEI serves school-aged children with complex learning, behavioral, medical, and socio-emotional problems as well as their families and teachers. The program is a unique resource for students, families, and school districts in Florida, providing comprehensive evaluation, consultation, and intervention services, parent education and support services and professional development for educators and other professionals.
		▪ Provide evaluation and intervention services to students ages 3 through 21 whose needs are complex. Services to be delivered include:
		  » Functional Behavior Assessments and Function-based Support Plans.
		  » Autism specific evaluations.
		  » Psychological/educational evaluations for students with complex social/emotional conditions.
		  » Person Centered Plans.
		  » Coaching/consultation with schools.
		  » Providing practicum and supervision opportunities for graduate students in multiple disciplines including ABA, School Psychology, and Clinical Psychology.

	Microenterprise Training and Technical Assistance (METTA) Follow-up research with past participants of METTA self-employment model demonstration projects. Development of a web-based METTA guidebook to facilitate use of the model by individuals with disabilities who are seeking self-employment.	▪ Conduct follow up research of METTA demonstration projects prior to the development of a web-based METTA guidebook to ensure that it contains the most up-to-date and useful information for potential entrepreneurs.
	Project Conectar – RTOI RTOI is part of a federally-funded Research Topic of Interest (RTOI), a cooperative agreement between the Association of University Centers on Disabilities and the Centers for Disease Control and Prevention. Project Conectar researches the application of early intervention efforts via natural supports within underserved and underrepresented families in Little Havana, Miami.	▪ Adapt, modify, and create Center for Disease Control early intervention materials, Learn the Signs Act Early (LTSAE). ▪ Promote the use of natural supports/helpers in early intervention efforts for underserved and underrepresented primarily Hispanic families.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
■ Successful implementation of interventions will result in the following outcomes: » Improved intervention implementation fidelity » Improved student outcomes (reduced problem behavior; increase in social skills and academic engagement). » Improved systemic data (e.g., reduced number of restraints/seclusions; reduced number of students in segregated placements for behavior problems).	■ Website established. ■ Staff includes: 3 clinical psychologists/behavior analysts, 1 behavior analyst, 2 second year ABA master students, 2 clinical support positions ■ Interdisciplinary team includes representatives from medicine/health, special education, neuropsychology, family support, and social work. ■ Between 1/1/12 and 6/30/12, provided the following supports: » 32 children received comprehensive evaluations » 38 families received supports (training/feedback sessions) » 24 teachers received supports (coaching/consultation/feedback) ■ Comprehensive evaluations included: » 15 autism evaluations; 7 functional behavior assessments/behavior support plans; 16 cognitive/processing/educational evaluations. » 15 speech/language evaluations; 6 social work consultations, 3 pediatric health consultations; 6 special education program evaluations/IEP reviews; 3 psychiatric consultations; 9 family support consultations. ■ Implementation supports included: » Coaching sessions provided for intervention implementation. » 16 teacher/family feedback sessions were conducted	Ongoing	Rose Iovannone iovannone@usf.edu	I. Expanding world-class interdisciplinary research. II. Promoting globally competitive undergraduate, graduate, and professional programs. III. Expanding local and global engagement initiatives.
■ The guidebook will be available to potential entrepreneurs and their support teams to guide them in the development of a business plan for a microenterprise. ■ It will provide video demonstrations, success stories, and links to external resources to ensure that users remain engaged and are able to readily utilize the resource. ■ METTA model utilizes person-centered teams to promote the availability and assistance of local level paid and natural supports, technical assistance is also available through the University Centers for Excellence in Developmental Disabilities.	■ Research with prior METTA participants was conducted through structured telephone interviews. Data was utilized to revise and improve the model prior to the development of the web-based METTA guidebook (in development).	Ongoing	Tammy Jorgensen Smith smithtj@usf.edu	III: Expanding local and global engagement initiatives.
■ CFS faculty and staff gain knowledge, expand values, and expand cultural competence that guides their research efforts for children with developmental disabilities and their families. ■ Floridians will gain a better understanding of the need to contextualize and tailor early intervention efforts for Hispanic and other underrepresented and underserved families about developmental disabilities.	■ Natural helpers have been trained to identify children in need of developmental screening. ■ Materials for Learn the Signs Act Early have been modified for use by natural helpers within a Hispanic community. ■ Natural helpers have seen 146 children with an average age of 3 years. During the first visit, 53% of families has sought help during second 65% and during third visits 71% had received help. Natural helpers have conducted home visits, screenings at 2 neighborhood fairs, and a preschool screening.	Completed	Lise Fox lisefox@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

	Project	Goals
Community Supports (continued)	**Student Website on Employment and Transition (SWET)** Development and updating of an interactive website (FYItransiton.org) that provides information and resources on post-school options for individuals with developmental disabilities.	■ Address customized employment and transition issues for students, families, school personnel and service providers. ■ Provide information and resources to guide decision making pertaining to transition from school to adult life. ■ Expand the website from a state to a national resource.
Dissemination Planning and Implementation	**Content Development** Provide support and technical assistance so that faculty and staff can effectively communicate using quality content for marketing materials, reports, and web language.	■ Ensure that written content is appropriately geared to product (website, web publications, email and print newsletters, technical reports, monographs, etc.).
	Event Planning & Coordination The Dissemination Group staff provides planning, consultation, logistics, coordination, and support for CFS hosted and co-sponsored professional meetings.	■ Continue to identify and implement best practices for vendor selection, contract negotiations, budget development, program development, marketing, production of support materials, and on-site logistics. ■ Continue collaboration and consultation for major events.
	Product Development and Design The Dissemination Group develops materials representing the work of CFS for use at public and professional events. The team also works with faculty and staff to identify products that professionally reflect the work of the department. The Dissemination Group provides TA support on the development of deliverables faculty and staff must produce as specified in individual grant contracts.	■ Create and maintain up-to-date depository of CFS resources for use at events and meetings including, displays, presentations, brochures, reports, and newsletters. ■ Develop flyers and promotional materials for faculty and staff related to special events, invited lectures, seminars, job announcements, etc.
	Public Awareness and Social Media The CFS Dissemination Group coordinates coverage of departmental activities with the media and with USF University Relations. The Dissemination Group serves as the primary source for updates on CFS activities and accomplishments.	■ Ensure that CFS events and accomplishments are appropriately covered by the targeted media and USF. ■ Develop quick response to issue-based opportunities (i.e., op-eds, TV appearances, radio interviews). ■ Continue to alert CFS to website postings for news, as well as new features/resources on the CFS website. ■ Provide templates/examples for announcements, and adopt safe and effective e-news protocols. Identify and employ user-friendly list management software solution.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
▪ Students and families will have access to a user-friendly tool for exploring accurate and current information on transition planning, self-determination, and other information pertinent to a successful transition to adult life.	▪ Website that provides multiple interactive courses to help users learn about transition, self-employment, health and finance issues, and self-determination and links to transition resources accessed by 20,000 users.	Ongoing	Tammy Jorgensen Smith smithtj@usf.edu	III: Expanding local and global engagement initiatives.
▪ The work of CFS is effectively communicated and clearly understood. ▪ Content is utilized to improve policy, services, supports, and practice.	▪ Provided content support for CFS Impact book and various reports prepared by department faculty. ▪ Provided content for news stories and events. ▪ Provided content support for faculty PowerPoint Presentations and event flyers. ▪ Provided content and design support for websites including CFS, Applied Behavior Analysis, Family Directory of Youth run Organizations, Online Learning in Children's Mental Health, Florida KIDS COUNT, Logic Models, Journal of Behavioral Services Research, and Community Solutions at USF.	Ongoing	Storie Miller storiemiller@usf.edu	I: Expanding world-class interdisciplinary research.
▪ Collaborations and partnerships are formed, applying new knowledge to improve policy and practice. New knowledge presented increases awareness of current issues, and best practices are adopted.	▪ Provided planning support and technical assistance for meetings and conferences hosted by CFS, including the Annual Children's Mental Health Research & Policy Conference, which hosted more than 500 individuals in Tampa. ▪ CFS Annual Fall Awards Luncheon.	Ongoing	Sandra Dwinell sdwinell@usf.edu	I: Expanding world-class interdisciplinary research.
▪ Stakeholder groups are familiar with the work of CFS and incorporate CFS methods and findings in their planning and practice. ▪ Partners, potential collaborators, and contributors develop a positive view of CFS capacity and standards for excellence as a whole and share that view with others. ▪ Requests for information are fulfilled; information is ready to use, and is incorporated in the planning and improvement of human service systems and services.	▪ Increased frequency of use, frequency of contacts, and requests for materials following events. ▪ Provided design and printing support for brochures and flyers promoting individual projects, events, special guest lectures, academic programs, job postings and new publications. ▪ Provided design and printing for project monographs and reports, posters and displays, department newsletters, the CFS Impact Book, PowerPoint presentations, and numerous materials requested for specific events and activities. ▪ Provided design and dissemination support for the development of newsletters for partners including The Children's Home Society/Western Division and the CBCS School of Social Work.	Ongoing	Sandra Dwinell sdwinell@usf.edu	I: Expanding world-class interdisciplinary research.
▪ Educate, inform, and therefore help shape public opinion and perceptions about children's mental health, mental health services, and familiarity with the work of CFS. ▪ CFS faculty and staff experience a shared identity and benefit from learning about the activities of their colleagues, helping to identify best practices and opportunities for collaboration.	▪ Created and disseminated quarterly department newsletters through mail, web and e-news. ▪ Completed 49 news stories and distributed through local media, department and college websites and newsletters. ▪ Prepared e-news announcements for projects and events including the Annual Children's Mental Health Research & Policy Conference, Theory of Change Logic Model project, International Initiative for Mental Health Leadership, the Journal of Behavioral Health Services & Research Call for Submissions, Summer CFS Quarterly, Youth Suicide Prevention Workshop and Community Solutions E-news. ▪ Media placements included an op-ed in the Tampa Tribune regarding U.S. Males in Distress, radio interviews on WSUF/University Beat, WGCU and WMNF. Faculty were cited throughout the news in areas related to suicide prevention, child welfare, autism, murder suicides, and bullying.	Ongoing	Sandra Dwinell sdwinell@usf.edu	I: Expanding world-class interdisciplinary research.

Research & Training

	Project	Goals
Dissemination Planning and Implementation (continued)	**Web Development and Design** The CFS Dissemination Group provides assistance in planning, creating, and launching successful websites, as well as providing support for the 20+ current domains. Design and coordination of the CFS website is focused on incorporating emerging best practices for accessibility and user-centered content delivery.	▪ Implement features and procedures to ensure easy access to information profiling academic and training programs, projects and research, publications, resource centers, faculty, staff, news and events. ▪ Ensure products are prominently placed on the web for easy access.
	Webinar Series The Webinar Series is hosted by Community Solutions at USF as part of our mission.	▪ Disseminate information and education on outcome data and ongoing research and policy development.
Early Childhood	**Center on the Social and Emotional Foundations for Early Learning (CSEFEL)** CSEFEL promotes the social emotional outcomes and enhances the school readiness of low-income children from birth to age 5, and serves as a national resource center for disseminating research and evidence-based practices to Head Start and Child Care programs across the country.	▪ Support early educators in the implementation of a model for promoting social competence and addressing challenging behavior.
	Florida Program-Wide Positive Behavior Support Established community early childhood program model demonstration sites for the implementation of program-wide PBS and inclusion. Develop training materials to be used within the state personnel professional development system for early educators in Florida.	▪ Promote the implementation fidelity of early childhood program-wide PBS by community early childhood programs

Long Term Impact	Accomplishments	Status	Contact	USF Goals
■ The website serves as a national and international resource promoting the most current information on best practices and provides a conduit for the transfer of knowledge.	■ Completed a redesign of the website for the Applied Behavior Analysis (ABA) Minor and PhD programs. ■ Completed a redesign and/or upgrades to the USF Logic Model website, the Community Solutions website, and the Children's Mental Health Research & Policy Conference website. ■ Began the design and development of the new National Research & Evaluation Center HIPPYUSA at USF and the new ABA Online Continuing Education program. ■ In FY2012, there were 1,743,877 total page views to the website (http://cfs.cbcs.usf.edu/) with an average of 4,778 page views daily.	Ongoing	Sandra Dwinell sdwinell@usf.edu	I: Expanding world-class interdisciplinary research.
■ Webinar topics are beneficial to anyone involved in developing and implementing successful community initiatives and systems of care. Participants will gain increased knowledge and skills needed to provide behavioral health services and supports to children, youth, and their families.	■ Completed 3 webinars » June 26, 2012: Mary Armstrong, PhD: Successful Strategies for Collaboration in Systems of Care » June 12, 2012: Brittany Smith: Social Media Part 1: Why it Matters for Children's Mental Health » May 23, 2012: Daniel Dawes: Health Reform: A Bridge to Health Equity	Ongoing	Sandra Dwinell sdwinell@usf.edu	I: Expanding world-class interdisciplinary research.
■ Improved social competence and decreased challenging behaviors in young children.	■ Provided training and technical assistance for the statewide adoption of the model in eleven states. ■ Co-sponsored National Training Institute with 550 attendees. ■ Developed family materials for web dissemination. ■ Developed practitioner training modules. ■ Supported states in statewide systems building. ■ Developed evaluation and data systems.	Ongoing	Lise Fox lisefox@usf.edu	III: Expanding local and global engagement initiatives.
■ Improved social development of all children; reduction in preschool expulsions due to challenging behavior	■ Provided training and support to five demonstration programs across Florida to serve as model demonstration sites for inclusion and the implementation of PBS: Just Kids Learning Center, Orange Park; Winter Park Day Nursery, Winter Park; Discovery Point 68, Land O' Lakes; Magic Moments, Clermont; and Pro Child Learning Center, Lake Worth. ■ Mentored Early Learning Coalition Inclusion Specialists to serve as program external coaches. ■ Evaluation data shows growth in implementation fidelity and reduction in challenging behavior.	New	Lise Fox lisefox@usf.edu	III: Expanding local and global engagement initiatives.

Research & Training

	Project	Goals
Early Childhood (continued)	**Home Instruction for Parents of Preschool Youngsters (HIPPY)** HIPPY is a home-based, early intervention/school readiness program. The parent is provided with a set of developmentally appropriate materials, curriculum and books designed to strengthen their children's cognitive, social/emotional and physical development for their preschool children aged 3-5. The Florida HIPPY Training and Technical Assistance Center works in collaboration with the HIPPY national office to provide training, technical assistance and guidance to HIPPY programs in Florida, and research and evaluation support to HIPPY programs at the state and national levels.	▪ Build capacity of the Florida HIPPY state office and local programs to grow HIPPY in Florida. ▪ Assist programs in reaching/building optimal quality and capacity in order to promote parent involvement and school readiness and success of HIPPY children. ▪ Provide research related to the effects of HIPPY program on children and families.
	National Center for Quality Teaching and Learning This center involves universities and agencies in the delivery of training and technical assistance to all Head Start grantees in the nation. Collaborating universities include: Vanderbilt University, University of Virginia, Iowa State University, University of Florida, University of Wisconsin-Milwaukee and the University of Illinois at Urbana Champaign. This subcontract comes from a very large technical assistance center funded by the federal Office of Head Start with a primary award to the University of Washington.	▪ Provide leadership in the area of best practices in teaching and learning for Head Start training and technical-assistance providers, consultants and grantees. The center will be an integral component to ensuring that the federal investment in Head Start helps foster children's learning and readiness for school.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
■ Increase parent involvement, and improve children's school readiness skills. ■ Provide coordinators and home visitors with training and resources to enhance their work with HIPPY families. ■ Improve Florida HIPPY research methodology and provided consultation to HIPPY USA on future research projects.	■ Approximately 2,232 children from 2,008 families were served by Florida HIPPY programs. ■ 11 of the 17 Florida HIPPY programs were accredited by HIPPY USA. ■ 3 HIPPY Newsletters were disseminated statewide to 900 HIPPY stakeholders. ■ 3 statewide HIPPY advisory committee meetings. ■ 7 HIPPY programs participated in the health literacy initiative. ■ 65 home visitors completed the Florida HIPPY Home Visitor Orientation Training Online. ■ 17 coordinators received additional training to collect program data using the web-based Efforts to Outcomes (ETO) system developed by HIPPY USA. ■ 109 participants attended the Statewide Florida HIPPY Staff Development Orientation Training in West Palm Beach, Florida. ■ 2,642 children are currently enrolled in the Florida HIPPY Longitudinal Study. ■ 368 parent interviews for the Parent Involvement in Home and Community Educational Activities Research study were received and analyzed during Fall 2011. ■ 221 HIPPY children were administered the pilot HIPPY Skills Test. 92% of the posttest scores were higher than the pretest scores. ■ 1,167 Florida HIPPY Education and Employment Surveys were received during Fall 2011. 69% (N=797) parents reported they had at least a high school diploma. ■ Florida HIPPY is the contact site for HIPPY USA's Efforts to Outcomes (ETO) online data software. ■ A $1.5 million grant proposal was submitted to the Children's Board of Hillsborough County to expand the HIPPY program in Hillsborough County. The Hillsborough HIPPY Parent Involvement Project will serve families in North, South, East and West Tampa. Twenty percent of families recruited will be those with children who have, or are at risk for, developmental disabilities.	Ongoing	Mary Lindsey lindsey@usf.edu	III: Expanding local and global engagement initiatives.
■ Improve quality of Instruction within Head Start programs. ■ Improve school readiness outcomes for children entering Kindergarten from Head Start programs.	■ Developed practice-based coaching framework that will be nationally disseminated to Head Start grantees. ■ Conducted field test of reciprocal peer coaching, a delivery format of practice-based coaching. ■ Developed materials for training and technical assistance related to the use of practice-based coaching.	Ongoing	Lise Fox lisefox@usf.edu	III: Expanding local and global engagement initiatives.

Early Childhood (continued)

Project	Goals
Program-Wide Positive Behavior Support (PWPBS) PWPBS provides training and technical assistance to community early childhood programs to build their capacity to effectively promote young children's social and emotional competence and address challenging behavior.	■ Build the capacity of early childhood programs to promote the social development of all children and address challenging behavior effectively through the program-wide adoption of the teaching pyramid model.
Teaching Pyramid Research Project This project is a collaborative research study conducted by investigators at Vanderbilt University, the University of South Florida, and the University of Florida. Funded by the Institute for Education Science.	■ Conduct a randomized study to examine the effects of classroom adoption on the Teaching Pyramid Model on child social behavior, challenging behavior, classroom climate, and teacher skills.
Teaching Tools for Young Children with Challenging Behavior (TTYC) Project TTYC gives teachers practical strategies, developed from TACSEI's research activities and experiences in Positive Behavior Support, to create a plan to support young children who are having challenging behavior. Funded by the USF College of Behavioral and Community Sciences.	■ To evaluate the feasibility of implementing TTYC in community early childhood programs.
Technical Assistance Center on Social Emotional Interventions for Young Children (TACSEI) TACSEI provides training and technical assistance to states in the adoption of effective intervention models for young children at risk for and with disabilities.	■ Identify effective intervention models and then work with states in the implementation and scale up of those models.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
■ Improve social development of all children, and decrease in challenging behavior in early childhood programs.	■ 28 community trainings provided to 882 providers in the community. ■ Hosted 2 local, state, and national conference presentations to 200 participants. ■ 4 additional inservice/preservice trainings provided to 250 participants. ■ Ongoing training and technical assistance provided to seven local early childhood programs who are adopting the Pyramid model, with 83 early childhood professionals and 556 children between the ages of birth to 5 years. Participating programs showed improvements in their development efforts, partnerships with their families, fidelity of implementation in classrooms, and in child behavior. ■ Provided intensive technical assistance and coaching to 7 lead external coaches from 2 early childhood local agencies that provide T/TA throughout Hillsborough County.	Ongoing	Rochelle Lentini, lentini@usf.edu	III: Expanding local and global engagement initiatives.
■ Provide an effective classroom model to promote young children's social competence and address challenging behavior.	■ Completed randomized study with teachers of preschool children in Pasco County, Florida and Nashville, TN. ■ Data indicate important outcomes in teacher implementation of the Teaching Pyramid Model with fidelity and child social skills within those classrooms. ■ Submitted plan for large scale efficacy trial to federal funder. ■ Initiated efficacy trial that will be conducted in Nashville, TN, and Hillsborough County and Clay County, FL.	Ongoing	Lise Fox, PhD, lisefox@usf.edu	I: Expanding world-class interdisciplinary research.
■ Provide an effective teaching tool to promote social-emotional competence and address challenging behavior of at-risk toddlers.	■ Completed data collection in 3 classrooms of 3 local community preschools. ■ Data indicate improved outcomes in teacher implementation of the intervention and child problem behavior.	Ongoing	Kwang Sun Blair kwangsun@usf.edu	I: Expanding world-class interdisciplinary research.
■ Implementation of intervention models by state systems that results in improved social and behavioral outcomes for children served by IDEA.	■ National Training Institute attended by 550 participants. ■ Partnership collaboration with NAEYC, DEC, PACER, NASDSE, NHSA, NASMHPD, ITCA. ■ 16 journal articles; and chapters, 39 conference presentations in 2011-12. ■ Minnesota, Alaska, Nevada, and West Virginia are engaged in statewide implementation and scale up of the Pyramid Model with the Assistance of the Center.	Ongoing	Lise Fox lisefox@usf.edu	III: Expanding local and global engagement initiatives.

Research & Training

	Project	Goals
Facts, Figures, and Data Support on Child Well-Being	**Florida KIDS COUNT (FKC)** FKC, established in 1992, is a long term funded effort of the Annie E. Casey Foundation and part of a nationwide network of state-level KIDS COUNT projects. The objective is to inform Floridians and their policy makers about the quality of life for Florida's children, and to build leadership and accountability for action on behalf of our children. Using selected key well-being indicators and general demographic profiles, the project strives to provide a consistent and reliable source of information that is adaptable to a variety of uses such as policy analysis, grant and proposal writing, needs assessments and public education.	▪ Collect and report data in topic domains relevant to the status of children and provide in user-friendly formats to engage a wide variety of internal and external audiences. ▪ Increase awareness of policymakers and citizens to the condition of children and families in Florida. ▪ Promote local, statewide and national initiatives focused on securing better futures for children. ▪ Facilitate the efforts of National KIDS COUNT/Annie E. Casey Foundation as a catalyst for public and private initiatives to improve children's lives.
	Florida KIDS COUNT Policy Grant An award from the Annie E. Casey Foundation to increase the ability to develop and disseminate policy briefs that support child welfare system improvements, and increase partnership activities of Florida KIDS COUNT with a leading Florida child advocacy organization. Particular focus on child protective services reform and stability of maternal health services in Florida are targeted objectives.	▪ Increase shared activities with Florida KIDS COUNT and the Children's Campaign, a Florida child advocacy organization. ▪ Increase activities with state agency leaders educators, media, and additional stakeholders to advance a public policy agenda.
Family-Driven Services	**National Directory of Family-Run and Youth-Guided Organizations for Children's Behavioral Health** The National Directory lists family-run and youth-guided organizations and support groups throughout the United States, US Territories and Tribal Nations that are working to support families who have children, adolescents and young adults with behavioral health challenges and to improve services and supports. SAMHSA, through the Technical Assistance Partnership, provided funds for ongoing activity through 2011.	▪ Provide contact information for family and youth organizations and support groups seeking to connect with each other. ▪ Assist families and youth in locating other organization websites. ▪ Provide the latest and most accurate information on family-run and youth-guided organizations whose focus is on children's behavioral health.
Journals Edited within CFS	**Journal of Behavioral Health Services & Research (JBHS&R)** The peer-reviewed, multidisciplinary journal is the official journal of the National Council for Community Behavioral Healthcare (NCCBH).	▪ To provide new knowledge to the field of behavioral health services nationally through the publication of refereed articles on the organization, financing, delivery, and outcomes of alcohol, drug abuse, and mental health services.
	Topics in Early Childhood Special Education Journal This journal helps professionals improve service delivery systems for preschool children with special needs. Each issue features reports of original research, literature reviews, conceptual statements, position papers, and program descriptions.	▪ To provide research, policy analyses, program descriptions, and position papers related to improving the lives of young children with special needs and their families.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
■ Improve the lives of children and families by providing the necessary data-driven knowledge base. ■ Track status of children over time to allow policy makers, advocates, educators, and concerned citizens to evaluate and advocate for policies and programs improving outcomes for children. ■ Build leadership and accountability for action on behalf of Florida's children and families. ■ Contribute to the understanding of the need for effective policies to produce positive outcomes for children and their families, empowering leaders by providing reliable data tools.	■ Completed annual data collection and disseminated to a large body of constituents across Florida; a publication comparing key national indicators over time; updated publication highlighting why reading by the end of third grade matters in Florida; participated in five national KC media releases, including data book and publications; compiled county profiles, and a demographic overview of children and families in Florida and the nation. ■ Provided consultation and technical assistance to constituents including citizens, organizations, policy-makers, advocates, students, and educators across our state. Participated in multiple events addressing policy and data needs with focus on child well-being indicators. ■ Expanded Florida KIDS COUNT website. Completed updates and additions on national KC Data Center site for Florida. Links, materials, publications posted on the FKC website.	Ongoing	Susan Weitzel weitzel@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
■ Augment system reform objectives and improvements. ■ Provide data and policy measures to assist child advocacy. ■ Inform concerned audiences to sustain effective priorities.	■ Increased partnership liaison. ■ Advanced dissemination capabilities with added media contacts. ■ Increased attention to child and family issues through internet and print media.	New	Mary Armstrong miarmstr@usf.edu or Susan Weitzel weitzel@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
■ Promote networking and policy change through connecting families and organizations and dissemination of resources to family-run organizations, state and local policy makers and their partners.	■ The National Directory of Family–Run and Youth-Guided Organizations averages over 20,000 hits per month. Over 200 family-run and youth-guided organizations are part of the directory. ■ Over 8,000 copies of the Quick Guide and Examining the Relationship between Family-Run Organizations and Non-Family-Run Organizations in Systems of Care distributed to family organizations and system of care communities.	Ongoing discussions underway for sustaining the Directory.	Kathy Lazear klazear@usf.edu or Rene Anderson randers2@usf.edu	III: Expanding local and global engagement initiatives.
■ Improve the understanding of effective organization, financing, delivery, systems, and outcomes of alcohol, drug abuse, and mental health services throughout the United States.	■ The Editor-in-Chief of this journal is a faculty member in the Department of Child & Family Studies.	Ongoing	Bruce Levin levin@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
■ The practical nature of this journal helps professionals improve service delivery systems for preschool children with special needs.	■ This journal is edited by a faculty member within the Department of Child and Family Studies and is an important resource for leaders in the field of early childhood special education.	Ongoing	Glen Dunlap dunlap@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

Research & Training

	Project	Goals
Positive Behavior Support	**Florida's Positive Behavior Support Project: Multi-Tiered System of Support Project (PBS)** FLPBS provides training and technical assistance to Florida school districts to increase their capacity to provide positive behavior support to students through a multi-tiered system of support approach. Training and TA are provided to implement PBS at the school, classroom, targeted group and individual student levels.	■ Provide districts and schools with knowledge and tools to promote improved student behavior via Positive Behavior Support. ■ Provide districts and schools with knowledge and tools to promote improved academic performance via Positive Behavior Support.
	Office of Special Education Programs Technical Assistance Center for Positive Behavioral Interventions and Supports (OSEP-TAC) OSEP-TAC provides training and technical assistance to state and district leadership teams to increase their capacity to provide positive behavior support to students. Training and technical assistance are provided to implement PBS at the school, classroom, targeted group and individual student levels.	■ Establish resource library for use by consultants, coaches, state coordinators and general public. ■ Provide technical assistance to 5 state teams to implement Blueprint for PBIS over five years of grant funding. Participate in Tiers 2/3 Model Demo Project. Continue to develop and refine national evaluation tools.
Quality Improvement	**Child & Adolescent Needs and Strengths (CANS)** S4KF serves children, youth, and families that vary in the complexity of their needs and strengths from early intervention programs to more intensive intervention. To address the need for a uniform assessment process and outcome monitoring, S4KF is piloting the use of the CANS. Qualified CANS trainer trains raters and trainers.	■ Implement the CANS across S4KF programs. Develop training and data infrastructure to support implementation. ■ Expand Florida's capacity for evidence-based assessment.
Reduction in Mental Health Disparities	**ConnectFamilias Evaluation** This evaluation examined a community partnership in the Little Havana community of Miami, Florida that includes a resident council, network of providers, and community health workers overseen by representative governance board. The evaluation was based on a theory of change based logic model that employs a participatory and culturally competent approach.	■ Co-develop an evaluation strategy that is accessible and useful for ConnectFamilias (formerly, the Little Havana Community Partnership). ■ Inform the development of an effective partnership for increased neighborhood safety in the Little Havana community.
	Mental Health Disparities (RTC Study 5) RTC Study 5 examined accessibility of mental health services, identified which systemic organizational practices, rather than clinical practices, operate within systems of care that demonstrate improved access to mental health services.	■ Disseminate and apply an empirically-based conceptual model and organizational strategies for increasing access, availability and utilization of mental health services. ■ Develop and utilize assessment protocol for organizational cultural competence.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
■ Students in districts and schools utilizing PBS will show improved behavior. ■ Students in districts and schools utilizing PBS will show improved academic performance. ■ Districts with participating PBS schools will show improved behavior and academic performance and less reliance on intensive consequences for disciplinary infractions.	■ Provided training and support to over 1,500 school personnel in over 1500 schools. ■ 52 of Florida's 67 (78% of state's schools) school districts are actively collaborating with the Project and have an active PBS District Leadership Team. ■ Trained 148 schools in Tier 1 and 81 in Tier 2 and provided over 650 TA activities. ■ Over 71% of trained schools are implementing PBS with fidelity. ■ Participating schools implementing PBS with fidelity realized 31% fewer office discipline referrals, 46% fewer in-school suspensions and 47% fewer out-of-school suspensions compared to low implementing schools. ■ The Project website had 6.1 million hits. ■ Provided over 47 lectures, awareness presentations, and conference presentations at the local, state, and national levels. ■ Published at least 2 peer-reviewed articles on PBS implementation. ■ Developed and disseminated at least 25 new products.	Ongoing	Don Kincaid kincaid@usf.edu or Heather George HGeorge@usf.edu	III: Expanding local and global engagement initiatives.
■ Increase in the number of highly skilled trainers and consultants. ■ Decreases in problem behaviors and increases in academic success within schools trained. Increase in the number of state-level teams overseeing PBS activities. Provide tools, online training modules and products to assist in PBS evaluation.	■ Collaborated on training and supporting almost 20,000 schools nationally on implementation of School-Wide PBS. ■ Collaborated on over 45 national and state conference presentations as well as two national and international conferences for over 1,200 participants each. ■ Disseminated at least 2 peer-reviewed articles nationally on PBS implementation and evaluation. ■ Provided technical assistance to 10 states regarding implementation of School-Wide PBS. ■ Refined current evaluation tools.	Ongoing	Don Kincaid kincaid@usf.edu or Heather George HGeorge@usf.edu	III: Expanding local and global engagement initiatives.
■ Systematic assessment of child and family needs and strengths guides service planning and delivery at the individual, program, and agency levels.	■ Staff have been trained, a revised assessment incorporating the CANS has been developed and a pilot is underway. ■ 30 individuals representing 10 agencies have been certified CANS-C raters and two have been certified CANS-C trainers.	Ongoing	Norín Dollard dollard@usf.edu	III: Expanding local and global engagement initiatives.
■ Use of evaluation findings to gain sustainable funding for the partnership. Adoption of the evaluation approach by other community-based partnerships.	■ Contract completed successfully in 2010. Social network analysis conducted as part of the partnership evaluation to measure outcomes related to increased networks among families, identified as part of the theory of change in 2009. Findings are being utilized to secure additional funding.	Complete and being disseminated.	Linda Callejas Callejas@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
■ Human service organizations will develop and utilize strategies to increase organizational cultural competence and access to services for diverse populations of children and families.	■ Completion and wide dissemination of 5 monographs: » *Examining the Research Base, Review of Assessment Protocols.* » *Creating a Front Porch: Strategies for Improving Access.* » *Serving Everyone at the Table: Strategies for Enhancing Availability.* » *Increasing Utilization: Strategies for Engaging Children/Families.* » *Planning Guide for Organizational Cultural Competence is in Preparation.*	Complete and being disseminated.	Debra Mowery Mowery@usf.edu	I: Expanding world-class interdisciplinary research.

Research & Training

	Project	Goals
Reduction in Mental Health Disparities (continued)	**RAICES: Resources, Advocacy, Integration, Collaboration, Empowerment, and Services** RAICES developed a training curriculum that integrates the promotora outreach model with the local school-based case management program, known as the Family and School Support Team (FASST) to support families.	▪ Develop a training curriculum that prepares FASST (and other Wraparound teams) to work effectively with promotora outreach workers. ▪ Disseminate findings from RAICES (via issue briefs, journal articles, presentations) on a local and national level to communities and individuals aiming to develop or improve service systems for children with Serious Emotional Disabilities (SED) and their families. ▪ Provide training, technical assistance and consultation related to implementation of RAICES.
Research Dissemination	**The National Research and Evaluation Center for HIPPY USA at USF** This is a joint initiative of CFS and HIPPY USA to establish a new national research center at USF that will serve as an effective and sustainable resource for HIPPY and the early childhood intervention field.	▪ Establish a national research strategy for HIPPY USA. ▪ Facilitate research partnerships. ▪ Build a centralized clearinghouse of past and ongoing studies. ▪ Create an online "electronic center" that will provide research and evaluation resources for all HIPPY programs. ▪ Contribute to the broader field of early childhood intervention by advancing knowledge and fostering dialogue about child development, early learning, parent involvement, and school success.
School-Based Mental Health Services	**Effectiveness of a Parent Support Program: Office of Special Education Programs (OSEP)** This four-year study conducted a random controlled trial evaluating the effectiveness of a parent-to-parent support program for families who have a child with serious emotional disturbances and served in a special education setting.	▪ Provide empirical support for an important service for families who have children with emotional disturbances. ▪ Contribute to the research base on evidence-based practices for children who have emotional disturbances.
	Mental Health Integration Study This integration effort is currently in the second year of funding. The study will continue the work of increasing organizational integration among a large school district and mental health service providers with an emphasis on the implementation and integration of evidence based services for the provision of improved mental health services.	▪ To increase student access to quality mental health services.
	Parent Connectors A parent support program to improve outcomes for students who have emotional disturbances.	▪ To develop and document the feasibility of an intervention (Parent Connectors) aimed at increasing the engagement of families in the broad educational development of their children who have emotional disturbances.
Success in School	**Dawn Center Primary Prevention Program Evaluation** This project analyzed community awareness and education prevention programs of domestic violence and sexual assault.	▪ Co-develop a curriculum-based program that is cost-effective and provides information for program implementation. Conduct analysis of individual level factors to increase students' knowledge, beliefs, attitudes, and behaviors about violence prevention.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
■ Service systems for children with SED and their families will incorporate informal community helpers to improve service access and quality for children at-risk for mental health challenges in Hispanic/Latino populations.	■ The project was successfully implemented locally resulting in implementation of the RAICES/Promotoras in several schools within the School District of Hillsborough County. ■ An article on the RAICES/Promotoras training implementation is in preparation. ■ Dissemination of RAICES information continues.	Complete and being disseminated.	Linda Callejas Callejas@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
■ The Center will strengthen the evidence base of HIPPY USA regarding program effectiveness and child, parent, home visitor, and community outcomes.	■ A director was hired and national research advisory group (RAG) was established. ■ A national website for the center is under development. ■ A national child assessment workgroup and parent engagement advisory workgroup were created. ■ The director presented at the National Children's Mental Health Conference with HIPPY USA board member, attended national conferences, visited programs, and conducted focus groups with state directors and program directors. ■ National research networks and collaborative relationships are being built. ■ The Design of the national research agenda was initiated. ■ Research and evaluation consultation was provided to the national office.	Ongoing	Kirsten Ellingsen kellingsen@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
■ Increase coordination in, and quality of, special education services for children with serious emotional/behavioral disturbances. Provide the foundation for more complete research with larger populations.	■ This grant has led to a large federally funded effort (Parent Connectors) to establish the effectiveness of the program in larger more diverse populations. ■ Manuscript published in *Administration and Policy in Mental Health Services Research 38,* 412-427.	Completed 2011	Krista Kutash kutash@usf.edu or Al Duchnowski duchnows@usf.edu	III: Expanding local and global engagement initiatives.
■ To increase the availability and quality of mental and behavioral health services available for children in the school setting, and to establish models for effective integration of school-based mental health services.	■ This project will continue to establish standards of practice and protocols for school-based mental health services. Previous efforts developed and implemented formal relationships among community partners and the school district. New protocols are being developed to improve access to services for students, coordinate services across the community, and improve communications across school and community service providers.	Ongoing	Tom Massey massey@usf.edu	III: Expanding local and global engagement initiatives.
■ To produce a fully developed intervention that will increase family involvement through a peer-to-peer support program, which will lead to improved child functioning.	■ Secondary analysis of national data sets is underway. Interviews have been conducted with numerous stakeholders. ■ Consultation with leaders in the field is complete and resulted in a comprehensive revision to the theory of change. ■ Participant recruitment and collection of baseline data for the randomized controlled trial has begun. ■ Follow-up data collection is complete. ■ First manuscript under review	Ongoing, analysis is underway. Manuscripts in preparation.	Krista Kutash kutash@usf.edu or Al Duchnowski duchnows@usf.edu	III: Expanding local and global engagement initiatives.
■ Increased understanding of healthy relationships among K-8 and high school students in Hernando County, resulting in reduced relationship violence in schools.	■ Evaluation complete. ■ A manuscript on this curriculum based program is currently in preparation.	Complete and being disseminated.	Debra Mowery mowery@usf.edu	III: Expanding local and global engagement initiatives.

	Project	Goals
Success in School (continued)	**Dawn Center Sexual Violence Prevention Program Evaluation** This project analyzed the effectiveness of a school-based curriculum focused on the prevention and intervention of teen dating violence and bullying.	▪ Co-develop not only a curriculum-based program that is cost-effective and provides information for program implementation, but also a community-based violence prevention and advocacy program. ▪ Conduct analysis of individual level factors to increase students' knowledge, beliefs, attitudes, and behaviors about violence prevention.
	Project Conectar This project aims to reduce disparities in early identification of autism and other developmental disabilities (DD) and increase access to services in the largely Latino/Hispanic Little Havana community in Miami, FL. Prior to the project, families in Little Havana were not only not screening, they were seeing their children go without intervention, for the most part, until ages 7 or 8+.	▪ Help ConnectFamilias incorporate the Project Conectar screening for use with all families they register/serve with children 0 to 5.
Suicide Prevention	**Relationship of Suicide Death to Baker Act Examination, Client Characteristics and Service Use Patterns: Veteran's Acute Mental Health Care** This study described the volume and patterns of Baker Act exams (involuntary assessments) of veterans of Operation Enduring Freedom/Operation Iraqi Freedom (OEF and OIF). The specific aims are to describe the precipitating factors and the use of emergency commitment and involuntary inpatient placement by veterans of OEF and OIF. This effort aligns with Florida's 2009 Green Paper, Returning Veterans and Their Families with Substance Abuse and Mental Health Needs: Florida's Action Plan, which highlights research gaps in community-based substance abuse and mental health services.	▪ Increase awareness among policy makers, including the Statewide Office of Suicide Prevention and DCF, as well as practitioners concerning veterans' mental health issues by documenting the impact and experiences of veterans with the mental health systems and involuntary assessment facilities in Florida.
	Statewide Suicide Prevention Implementation Plan Project This study was conducted in cooperation with the Office of Suicide Prevention and the Suicide Prevention Coordinating Council to develop an implementation process and plan to enhance the capacity of the State and of local communities to convert the suicide prevention strategy into concrete actions.	▪ Develop a comprehensive statewide suicide prevention plan and implementation process.
	Youth Suicide Prevention School-Based Guide (The Guide) The Guide is a comprehensive, evidence-based guide designed to assist schools, in collaboration with families and community partners, in improving their suicide prevention programs or creating new ones.	▪ Help schools address youth suicide via The Guide. This is a tool that provides a framework for schools to assess their existing or proposed suicide prevention efforts and provides resources and information that school administrators can use to establish new programs or enhance existing programs.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
■ Increased understanding of healthy relationships among K-8 and high school students and community members in Hernando County, resulting in reduced relationship violence in schools.	■ Evaluation complete. ■ A manuscript on this curriculum based program is currently in preparation.	Complete and being disseminated.	Debra Mowery mowery@usf.edu	III: Expanding local and global engagement initiatives.
■ Provides early identification of potential concerns in the areas of social and emotional development, as well as communication and is often a good screener for autism and related/similar disorders.	■ Analyzing quantitative and qualitative data gathered for the preparation of several manuscripts. ■ Findings were presented at the 2012 Children's Mental Health Conference and the Centers for Disease Control and other funded Research Topics of Interest (RTOI) programs. ■ Continue to seek additional funding to expand the efforts of the project and/or provide increased training to area childcare providers, pediatricians who work in clinics and are missing signs of potential delays, and parents.	Complete and being disseminated.	Linda Callejas Callejas@usf.edu	III: Expanding local and global engagement initiatives.
■ Inform policymakers and practitioners regarding issues specific to veterans and their acute mental health care needs in hopes of better preparing the service system to respond to the needs of current and returning veterans.	■ Analysis of administrative data completed. ■ Published journal article: Roggenbaum, S., Christy, A., & LeBlanc, A. (2012). Suicide assessment and prevention during and after emergency commitment. *Community Mental Health Journal, 48*(6), 741-745. ■ Invited presentation to Central Florida Behavioral Health Network, Inc.	Complete and being disseminated.	Stephen Roggenbaum roggenba@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
■ Strengthen the ability of individuals, communities, and state level agencies and organizations to reduce the number of deaths by suicide in Florida.	■ Established a website to support suicide prevention coalition building. Website also lists suicide prevention action steps and resources. ■ Continued work with Pasco Aware (one project pilot site). ■ Project brochure adapted and replicated for the South Carolina suicide prevention coalition.	Complete and being disseminated.	Stephen Roggenbaum roggenba@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
■ Contribute to the reduction in the number of youth deaths by suicide by increasing the use of evidenced-based, research supported, and/or promising strategies in suicide prevention.	■ The Youth Suicide Prevention School-Based Guide's Checklists are listed on the Suicide Prevention Resource Center/American Foundation for Suicide Prevention Best Practice Registry for Suicide Prevention. ■ The Guide is available on-line for free download. Over 18,500 national and international individuals visited the website during the past year for an average of 50 website visitors per day. Between 200 and 1,494 individuals downloaded at least one component from The Guide's website with 354 downloading the entire Guide. Thirty percent of the Guide's website visitors were from outside the US. The top ten counties included: China, Denmark, Canada, Australia, Germany, India, United Kingdom, France, Philippines, and Japan with between 111 and 1,349 visitors representing 22%. ■ Implemented an evaluation to document impact and usage of The Guide among online visitors. ■ Released the 2012 edition of the Youth Suicide Prevention School-based Guide. ■ Created an individualized edition of the Youth Suicide Prevention School-based Guide for Orange County, New York.	Ongoing	Stephen Roggenbaum roggenba@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives

Research & Training

	Project	Goals
Suicide Prevention (Continued)	**Youth Suicide Prevention: A Community Approach Workshop** This opportunity is an interactive two-day (or condensed one-day) workshop that provides opportunities for participants to gain the latest research-based information; engage in experiential exercises; assess and plan a comprehensive, public health approach for suicide prevention; and share ideas and information in large and small group discussions. Primary resource for workshop is the Youth Suicide Prevention School-Based Guide.	■ The Youth Suicide Prevention: Community-Based Approach Workshop provides participants an opportunity to: » Gain knowledge and skills in planning a community approach to youth suicide prevention. » Enhance understanding of a suicide prevention, intervention, and postvention framework and resources. » Work as a team or individually to assess a community's readiness and develop strategies for a community approach to youth suicide prevention. » Understand how a public health approach can be used for community suicide prevention activities.
Systems Planning & Policy	**Actualizing Empowerment: Developing a Framework for Partnering with Families in System Level Service Planning and Delivery** This project examined the roles of families in service planning and delivery decision through an analysis of the structures, processes, and relationships that support and impede family involvement in system level service planning and decision making in established system of care communities.	■ Develop and disseminate a framework and rubric for implementing family driven care, based on findings from this study, to aid system of care communities in engaging families as full partners in system-level decision making.
	Case Studies of System Implementation (RTC Study 2) RTC Study 2 identified strategies that local communities undertake to implement community-based systems of care and provided greater understanding of how factors affecting system implementation contribute to the development of local systems of care for children with serious emotional disturbance and their families.	■ Help both established and potential systems of care identify strategies for successful system implementation within their local contexts.
	Children's Home Society of Florida (CHS)/USF-Department of Child and Family Studies (CFS) collaboration This collaboration develops a partnership of engaged scholarship in areas of shared interest, utilizing key faculty across CFS who take a liaison role in facilitating collaboration between CFS and CHS, exploring potential research opportunities and facilitating teams of individuals interested in working together (on a number of topics such as birth to 5, child abuse, foster care placement stability, trauma informed care, and organizational infrastructure).	■ Develop a collaboration between CHS and CFS that will result in multiple shared opportunities for externally funded research, evaluation, training, and technical assistance.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
■ Contribute to the reduction in the number of youth deaths by suicide by increasing the use of evidenced-based, research supported, and/or promising strategies in suicide prevention. ■ Create a cadre of research-informed individuals who can be resources in their communities in the area of youth suicide prevention. ■ Improve a community's ability to plan and enhance their youth suicide prevention efforts.	■ Developed and piloted the interactive two-day (and condensed one-day) workshop providing opportunities for participants to gain the latest research-based information. ■ Invited to conduct two one-day workshops at the Canadian Association for Suicide Prevention's Annual Conference in fall 2012. ■ Early requests and discussions to repeat workshop in additional Florida communities.	New	Stephen Roggenbaum roggenba@usf.edu or Kathy Lazear klazear@usf.edu	III: Expanding local and global engagement initiatives
■ Improved implementation of family driven care within service systems for children with Serious Emotional Disturbance and their families.	■ 2 presentations of findings at national conferences (Children's Mental Health Research & Policy Conference and Federation of Families for Children's Mental Health Conference). ■ Submitted 2 proposals for 2013 national conferences. ■ 3 peer review publications based on study findings are in preparation. ■ 1 book chapter submitted based on findings. ■ 2 webinars have been conducted based on findings. ■ Work on this project led to membership on two national boards/workgroups, including the Board of Commissioners for Peer Support Provider Certification (through the FFCMH) and Assessing Family Impact workgroup (funded through SAMHSA).	Complete and being disseminated.	Sharon Hodges sphodges@usf.edu	I: Expanding world-class interdisciplinary research.
■ Improved service systems for children with Serious Emotional Disturbance and their families.	■ Manuscript published in American Journal of Community Psychology: "If we're going to change things, it has to be systemic": Leveraging systems change in children's mental health. ■ Additional manuscripts in development. ■ Webinar conducted based on findings.	Complete and being disseminated.	Sharon Hodges sphodges@usf.edu	I: Expanding world-class interdisciplinary research.
■ Improved services and supports for children, adolescents, and their families who are involved in Florida's child welfare system ■ Bridge the gap between research and evaluation to policy and practice.	■ CFS faculty are actively participating In CHS statewide workgroups on trauma informed care, independent living, and with the CHS Strategic Management Team. ■ CFS faculty worked collaboratively with CHS in 2011-2012 to submit 2 grant proposals for federal funding (ACF funded Kinship Navigation project and the SAMHSA-funded Trauma Recovery Initiative) ■ CHS also serves on an advisory board for an IES funded grant on runaway interventions for youth in foster care. ■ CFS will evaluate a CHS pilot of a Community Health Worker intervention that will implemented in 2013. ■ CHS CEO and VP for Innovation were presented a CFS award for community partnership.	Ongoing	Sharon Hodges sphodges@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives

Research & Training

	Project	Goals
Systems Planning & Policy (Continued)	**Effects of Child Welfare Pre-paid Mental Health Plan (CW-PMHP) services on youth outcomes.** This study examines the effect of CW-PMHP on outcomes for children, including child welfare, mental health, and juvenile justice outcomes.	■ The goal of this study is to examine the outcomes for children enrolled in CW-PMHP including the population of youth aging out of CW-PMHP and transitioning to adulthood. The following outcomes will be examined: (a) median length of stay in out-of-home care, (b) number of out-of-home care placements, (c) time to reunification, (d) reentry into out-of-home care, (e) presence of involuntary examination initiations (Baker Act), and (f) involvement with the juvenile justice system (DJJ). Additional outcomes may include mental health functioning using Children's Functional Assessment Rating Scale (CFARS) data and involvement with the Florida Department of Law Enforcement (FDLE) for older youth.
	Families and Children Together In Seminole (FACTS) The FACTS system transformation is being implemented in order to ensure that services and supports for children, youth, young adults and families are integrated across human service systems and implemented consistent with System of Care and Trauma-informed Care values and principles. Supports, consisting of local public and private organizations working in teams, will plan, enhance & implement an enhanced set of services tailored to each child's physical, emotional, social, educational and family needs. FACTS will facilitate families of children and adolescents with SED getting the services they need in or near their home and community. Teams will better find and build upon the strengths of a child and his or her family, rather than focusing solely on their problems.	■ Create & implement a more culturally and linguistically proficient system of care for children with SED and their families. ■ Ensure access to a broad array of mental health and related services. ■ Increase the quality of services by identifying & implementing best practices models for the system of care and for treatment. ■ Improve data collection & implement science based evaluation to monitor progress. ■ Ensure system of care sustainability.
	Financing Structures and Strategies to Support Effective Systems of Care (RTC Study 3) This study explored critical financing structures and strategies that support effective systems of care for children, adolescents and their families, and examined how these financing mechanisms operate separately and collectively to achieve this goal.	■ Tested whether our theory regarding a hypothesized set of financing structures and strategies that support effective systems of care is valid. ■ Determined how financing components operate separately and collectively, within a community and systemic context, to create effective financing policy. ■ Promotes policy change through dissemination, targeted technical assistance, and utilization of its findings by state and community planners and policymakers.
	Integrative Data Analysis of Gender and Ethnic Differences in Multidimensional Family Therapy Randomized Control Trials (MDFT RCTs) This project proposes to link measures of substance use, delinquency, and family functioning from 10 randomized controlled trials testing the effectiveness of MDFT, an empirically supported treatment for substance abusing, juvenile justice involved youth and test intervention effectiveness, moderation effect and action mechanism.	■ Test the efficacy of MDFT as treatment for adolescents within minority groups who have substance abuse issues as well as females who have substance abuse issues.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
■ Improve service delivery and treatment for youth involved in child welfare.	■ New project	New	Svetlana Yampolskaya yampol@usf.edu	I: Expanding world-class interdisciplinary research.
■ Expansion and enhancement of the system of care principles throughout Florida. ■ Improved child and family functioning at home, school & community. ■ Increased satisfaction by families and youth. ■ Integrated sustainable services and infrastructure.	■ Development of logic model. ■ Refinement of a service delivery model for youth in juvenile justice and their families. ■ Support to the family organization and identification of its goals. ■ Implement CANS-C as a universal assessment tool. ■ Implement a quality framework approach to manage system transformation. ■ Implement local and national evaluation activities.	Ongoing	Norín Dollard dollard@usf.edu or Kathy Lazear klazear@usf.edu	III: Expanding local and global engagement initiatives.
■ States and communities develop strategic financing plans; states and communities use these strategies effectively to positively impact the lives of at risk children and their families.	■ Rapid production of technical reports that summarize study findings as well as articles and book chapters. ■ The products of this study (*A Self-Assessment and Planning Guide: Developing a Comprehensive Financing Plan, and Effective Financing Strategies for Systems of Care: Examples from the Field*) have been used extensively at the national level for training and technical assistance activities by groups such as The Center for Mental Health Services, SAMHSA and the Federation of Families for Children's Mental Health. The products are also in use by state Medicaid and mental health authorities.	Ongoing dissemination	Mary Armstrong miarmstr@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
■ More effective substance abuse treatments for adolescents within minority groups and females.	■ Presented at the National Hispanic Science Network Conference, Miami, FL, August, 2011. ■ Presented at the Annual Addictions Health Research Conference, Fairfax, VA, August 2011. ■ Presented four papers at the Annual Conference of Society for Prevention Research in Washington, DC in May, 2012 as a symposium:. ■ Four manuscripts are being prepared for submission.	Ongoing	Wei Wang wwang@health.usf.edu	I: Expanding world-class interdisciplinary research.

Project	Goals
National Evaluation of the Children's Mental Health Initiative (CMHI) This project supports system development processes through theory-driven evaluation strategies designed to help system stakeholders develop shared understanding of system change, intended impact of the change, and shared responsibility for the results.	■ Generate new knowledge on the impact of theory-driven evaluation on development and sustainability of effective systems of care. Help initiatives, communities, and states articulate active ingredients of their policies and service intentions.
Out-of-Home Care Study This Study investigates a series of questions related to Florida's three out-of-home Medicaid funded programs. Contracted by the Agency for Health Care Administration (AHCA) for FY11-12.	■ This year's goals are to conduct a multi-method study to investigate the factors at the system, provider, child and family levels that either facilitate or impede active family involvement at Statewide Inpatient Psychiatric Programs (SIPP, facility-based residential mental health treatment). ■ To implement and evaluate an Enhanced Therapeutic Foster Care model for youth with serious emotional disturbance involved in the juvenile justice system. ■ To describe the service use, pharmacy use, outcomes and costs of services for children and youth in out-of-home mental health treatment settings. ■ To assist the sponsor to identify and operationalize key performance measures and implement a web-based reporting system for providers.
Profile of Youth in Out-of-Home Care Residential Programs (2010-2011) This project examined subgroups of children placed in three categories of out-of-home care: State Inpatient Psychiatric Program, Therapeutic Group Care, and Specialized Therapeutic Foster Care.	■ Describe profiles of youth placed in residential out-of-home care settings and identify risk factors for less desirable outcomes associated with each subgroup.
Profiles of Children with High Utilization of State Inpatient Psychiatric Program (2009-2010) This project examined data on youth admitted to the State Inpatient Psychiatric Program (SIPP) within four fiscal years. Excessive utilization of institutional mental health services has been of longstanding public concern because of the high cost of such care and its questionable efficacy.	■ Examine child characteristics associated with (a) longer length of stay, (b) time to re-admission, and (c) multiple admissions to SIPP.
Quality of Life, Comorbidities, and Health Service Utilization for Youth with Tic Disorders This project will generate information about continuities and discontinuities of clinical presentation, perception of self, access to care, and treatment strategies for youth with Tic disorders spanning four developmental phases (early and middle childhood, and early and late adolescence) that will allow for identification of characteristics of each phase of life for those most at risk for persistent unmet treatment needs and for poor outcomes.	■ Describe the children and youth receiving treatment for Tic disorders. ■ Better understand access and feasibility of current treatments. ■ Increase the understanding of the role of support, resilience, and coping among these children and their families.

Systems Planning & Policy (Continued)

Long Term Impact	Accomplishments	Status	Contact	USF Goals
■ Policies and service intentions for child mental health service delivery will be implemented and sustained with fidelity to their original intentions.	■ Conducted national trainings on using theory driven evaluation to improve community use data in decision making. ■ Facilitated successful communities in peer-to-peer support—specifically systems that use a Theory of Change approach to drive system change. ■ Presented at national conferences on a) findings from qualitative secondary analysis of SOCA data around governance structures of system of care communities. Completed and submitted manuscript on governance structures for publication. ■ Maintain an active Logic Model Website, which includes interactive theory of change logic model training and narration http://logicmodel.fmhi.usf.edu/ ■ Collaboration on integrating Theories of Change and Continuous Quality Improvement.	Ongoing	Sharon Hodges sphodges@usf.edu	I: Expanding world-class interdisciplinary research.
■ Identification and implementation of appropriate practices that increase family involvement for children and youth in residential treatment settings. ■ Development of a sustainable fiscal model to support an evidence-based model that includes a capacity to maintain a high degree of treatment fidelity.	■ Technical assistance, training and monitoring system to further the goal of reducing seclusion and restraint statewide. ■ State and local community partnerships and collaboration have developed as a result of ongoing research. ■ SIPP psychiatrists were convened to discuss state of the art prescribing practices with a nationally recognized expert.	Ongoing	Mary Armstrong miarmstr@usf.edu or Norín Dollard dollard@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives
■ Develop effective targeted interventions for youth with serious emotional disturbance who are placed in residential mental health programs. ■ Reduce length of stay in residential care and to prevent re-admission to residential mental health programs.	■ Project complete. ■ Report submitted. ■ Presented findings at two national conferences ■ Developing 2 manuscripts for publication.	Complete and being disseminated.	Svetlana Yampolskaya yampol@usf.edu	I: Expanding world-class interdisciplinary research.
■ Reduce recidivism rates and lengths of stay within the child welfare system within the State of Florida.	■ Completed project and submitted report. ■ Manuscript based on findings was submitted for publication and is under final review ■ Presented findings at the Children's Mental Health Research & Policy Conference.	Complete and being disseminated.	Svetlana Yampolskaya yampol@usf.edu	I: Expanding world-class interdisciplinary research.
■ Improve treatment and increase acceptability of treatment and support to children and youth with Tic disorders and their families.	■ Service use analyses are ongoing.	Ongoing	Norín Dollard dollard@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

Research & Training

Systems Planning & Policy (Continued)

Project	Goals
Research and Training Center for Children's Mental Health The Center was funded through consecutive federal grants from 1984 through June 2010 to support the development of knowledge on the implementation of effective systems of care for children with mental health challenges and their families.	■ Develop new knowledge through an integrated set of research, training, consultation, and dissemination activities, and disseminate through monographs, publications, briefs and presentations.
SEDNET SEDNET provided technical assistance and consultation to the Network for the Students with Serous Emotional/Behavioral Health Challenges on the expansion of system of care principles and behavioral health reform throughout Florida through the identification of analyses of technical assistance and training needs to build and expand the system of care for children and their families. Funding support provided by SEDNET.	■ Provided technical assistance and consultation SEDNET to be leaders in the expansion of system of care principles and behavioral health reform throughout Florida. ■ Provide TA for the development and implementation of a statewide TA/training needs assessment survey.
Sustainable Infrastructure Project This project developed strategies for use by local multi-disciplinary intervention programs comprised of schools, community and family representatives to ensure the program is being implemented as intended and is sustainable so that lessons learned can be applied to other projects.	■ Conduct a study on implementation and enhancement of research-grounded field-based practices. ■ Utilize findings to develop innovative tools and a framework for measuring and sustaining fidelity. ■ Assist in building capacity and strengthening Family and School Support Team's (FASST) infrastructure to improve access, availability, and quality of FASST services for children and families.
System of Care Expansion Planning (Circuit) To assist and support the Circuit 6 Core Team in developing a strategic plan to implement system of care values and principles statewide over a 4-year period. To develop and administer a Readiness Assessment Tool that identifies criteria and outcomes necessary to implement a system of care in Circuit 6.	■ Communication, collaboration, and coordination across public and private, formal and informal system partners and natural supports. ■ An array of services focused on children/youth needs that support their transition to adolescence and preparation for adulthood. Services will include evidence based and other effective services that serve youth in the context of the entire family and are grounded in Circuit 6 SOC values. ■ Families and youth are integral partners in planning and decision making at all levels of Connect 4 Families Pasco Pinellas. ■ Families are able to identify and access services and formal/informal/natural supports in Pasco and Pinellas Counties. ■ Children, youth, and families will function well at home, in school/work, and in the community, and families feel supported and empowered in the care of their child/youth. ■ There is a community environment in which substance abuse and mental health challenges are recognized as physical health issues.
System of Care Expansion Planning (State) To assist and support the Statewide Core Team in developing a strategic plan to implement system of care values and principles statewide over a 4-year period. To develop and administer a Readiness Assessment Tool that identifies criteria and outcomes necessary to implement system of care expansion statewide.	■ Consistent family and youth voice at all levels. ■ Collaboration / integration among community partners. ■ Link with early childhood initiatives to promote screening, prevention and early intervention for behavioral issues. ■ Implement local system of care sites. ■ Implement of evidence-based practices.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
■ Improve systems serving children with mental health challenges and their families. (The system of care concept is now used in every state in the country.) ■ Change attitudes, values and practices in the children's mental health field in important ways that will benefit many children and families for years to come.	■ An on-line graduate curriculum in children's mental health/ systems of care was developed through efforts of Center faculty. It is anticipated that by the end of 2010, 33 students will have completed the program. A spin-off from this effort has been the development of 32 in-service courses dealing with key issues of system of care implementation that are also offered on-line. ■ Activities of the center have expanded and transitioned to a new CFS initiative for 2012 – USF Community Solutions.	Completed and being disseminated.	Mario Hernandez marioh@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
■ Expansion and enhancement of the system of care principles throughout Florida.	■ TA and training needs assessment survey developed and implemented. Developing TA plan.	Ongoing	Kathy Lazear klazear@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
■ Communities throughout the state will successfully implement and maintain fidelity of research-grounded field-based practices.	■ Project complete. ■ Book chapter based on findings has been submitted for publication. ■ Additional peer-review publications are in development.	Complete and being disseminated.	Sharon Hodges sphodges@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
■ Families and youth will be meaningfully involved and engaged in setting policy that affects their families, developing a competent workforce, and will have access to and be able to seamlessly navigate child serving systems.	■ Circuit strategic plan finalized. ■ Circuit social marketing plan finalized. ■ Circuit logic model finalized. ■ Circuit readiness assessment tool finalized. ■ Readiness tool administered in Circuit 6. Summative report and recommendations provided.	New	Mary Armstrong miarmstr@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
■ Families and youth will be meaningfully involved and engaged in setting policy that affects their families, developing a competent workforce, and will have access to and be able to seamlessly navigate child serving systems.	■ State strategic plan finalized. ■ State social marketing plan finalized. ■ State logic model finalized. ■ State readiness assessment tool finalized. ■ Readiness tool administered statewide. Summative report and recommendations provided.	New	Mary Armstrong miarmstr@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

	Project	Goals
Systems Planning & Policy (Continued)	**System of Care Practice Review (SOCPR)** SOCPR provides a tool for assessing whether system of care principles are operationalized at the level of practice. It also provides a measure of how well the overall service delivery system is meeting the needs of children with serious emotional disturbances (SED) and their families.	■ Provide a method and instrument for assessing whether System of Care values and principles are operationalized at the level of practice. ■ Provide feedback to enhance quality improvement efforts. ■ Incorporate specific recommendations into staff training at the direct service level. ■ Identify strengths and areas that need improvement on a system-wide level.
	System of Care Practice Reviews (SOCPR-R) SOCPR-R assesses the current status of Children's System of Care in Scott County, Iowa.	■ To assist Scott County in providing services and supports that are consistent with system of care values, i.e., family-driven, youth guided and culturally competent.
Trauma-Based Support	**Many Faces of Trauma: Community Engaged Trauma Research** Many Faces of Trauma: Community Engaged Trauma Research initiatives are intended to facilitate development of partnerships and approaches that can remediate the psychological impact of trauma.	■ Increase the awareness among policy makers and practitioners of the impact of trauma on the well-being of Florida's citizens across the lifespan. ■ Disseminate state-of-the-art information on trauma assessment, intervention and community and system responses to trauma. ■ Implement trauma-informed care in Medicaid funded out-of-home settings in Florida. ■ Contribute to the evidence base regarding group interventions for adolescent girls with mental health, substance use, and violence, abuse, or trauma. ■ Test a model of Trauma-Informed Behavior Support for direct care staff in residential treatment programs and caregivers. ■ Provide technical assistance to statewide organizations and systems striving to implement trauma-informed care.
University Center for Excellence in Developmental Disabilities	**Florida Center for Inclusive Communities-University Center for Excellence in Developmental Disabilities (FCIC-UCEDD)** FCIC-UCEDD is part of a federally-funded network of 67 Centers across the United States and territories. UCEDDs have four broad tasks: conduct interdisciplinary training, promote community service programs, provide technical assistance at all levels (from local service delivery to community and state governments), and conduct research and dissemination activities.	■ Use core funding to leverage additional funding to promote mission of conducting research, education, and service that focus on individuals with developmental disabilities and their families.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
■ Communities increase and maintain the presence of systems of care values, principles and policies in their child-serving systems.	■ SOCPR training and technical assistance has been expanded to additional states and to communities internationally. ■ SOCPR activities have expanded and now include 5 SOC communities, 3 counties, 2 states, and 1 Canadian province. ■ Results of a survey which was conducted in Ottawa have been analyzed. These results along with background information about the Canadian province are being prepared for a manuscript. A report written collaboratively with staff from both USF and Ottawa has been completed for FY 2011-2012. ■ SOCPR activities continue with community-based Success for Kids project, and a report written collaboratively with staff from both USF and S4KF has been completed for FY 2011-12. ■ National conference presentations. ■ State presentations of SOCPR data.	Ongoing	Debra Mowery Mowery@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
■ Inform continued development of Scott County's system of care by establishing a cadre of staff able to use the SOCPR-R to monitor their system of care on an ongoing basis.	■ One site visit, trained cadre of SOCPR reviewers, submitted report to Scott County Kids & University of Iowa to provide information as the County continues to develop their local system of care.	Completed and being disseminated.	Stephen Roggenbaum roggenba@usf.edu	III: Expanding local and global engagement initiatives
■ Continue building USF's capacity to be a center for engaged community-focused trauma research.	■ Member of the Statewide Interagency Workgroup on Trauma Implementation of a Learning Collaborative to implement change in Medicaid-funded out of home treatment programs. ■ Continued analysis of data on a trauma-specific group intervention for adolescent girls (Triad Girls Group). ■ Piloted "Trauma-Informed Behavior Support" curriculum combining principles of trauma-informed care with applied behavior analysis. Contracted with large mental health organization to develop a trauma-informed care learning community. ■ Provided technical assistance and instruments to three metropolitan community trauma-informed care workgroups. ■ Invited to provide 13 statewide & national presentations on Trauma & Trauma-informed Care.	Ongoing	Norín Dollard dollard@usf.edu	I: Expanding world-class interdisciplinary research. II: Promoting globally competitive undergraduate, graduate and professional programs. III: Expanding local and global engagement initiatives.
■ CFS faculty and staff have shared values that guide their research, education, and services that focus on individuals with developmental disabilities and their families. ■ Floridians will gain a better understanding of developmental disabilities as well as best practices when supporting individuals with developmental disabilities and their families in achieving full participation in the activities and communities of their choice.	■ 780 activities affecting 544,174 individuals. ■ 5837 hours of technical assistance (TA) and training. ■ 34 new products for dissemination, with a dissemination reach of 562,421. ■ Website received 393,496 hits by 31,255 visitors. ■ Leveraged additional $6,307,597 (22.3% federal, 74.2% state, 3.4% local, 0% other).	Ongoing	Lise Fox lisefox@usf.edu or Don Kincaid kincaid@usf.edu	I: Expanding world-class interdisciplinary research. II: Promoting globally competitive undergraduate, graduate, and professional programs. III: Expanding local and global engagement initiatives.

Research & Training

	Project	Goals
Workforce Development	**Florida Physician's Education in Developmental Disabilities (PEDD)** Through a grant from Florida Developmental Disabilities Council, the American Academy of Developmental Medicine and Dentistry and the Florida Center for Inclusive Communities established the Florida Physician's Education in Developmental Disabilities (PEDD) Consortium.	■ To provide physicians and allied healthcare professionals with training that promotes culturally and linguistically appropriate specifically towards the special healthcare needs of patients with developmental disabilities across the lifespan.
	Institute for Translational Research in Adolescent Behavioral Health An innovative research education program in translational research, implementation science, and evidence-based practice in adolescent behavioral health, funded by the National Institute on Drug Abuse, Grant # 1R25DA031103-01A1.	■ To provide education (through education and a graduate certificate) and training (through service learning research projects) for graduate students, community professionals, and other special students in behavioral health services.
	Professional Online Training in Children's Mental Health Professional Online Training in Children's Mental Health provides cutting-edge research presented by nationally known subject experts in policy and practice in children's behavioral health. Three series including building effective systems of care in children's mental health, creating effective child and family teams, and reducing mental health disparities are currently being disseminated. Online courses will be utilized by University faculty and community partners to develop their workforce at both the pre-service and in-service levels.	■ Provide online training courses with CEUs. ■ Provide customized on-line training packages for systems of care communities, including universities/colleges, agencies/organizations, and other community partners. ■ Develop contracts with universities, agencies, and community partners around workforce needs. ■ Write grants to secure state/federal support for the implementation, marketing and evaluation of the training program.
	Project TSBA: Preparing Tiered Systems Behavior Analysts (TSBA) TSBA prepares highly qualified school-based behavior analysts to provide related services to children with disabilities with a focus on the provision of positive behavioral interventions and support and to serve leadership positions in implementing the multi-tiered system wide approach to PBS (Funded by the U.S. Department of Education, Office of Special Education Programs).	■ Graduate 16 students with a Master's degree in ABA, certification as a Board Certified Assistant Behavior Analysts and the PBS Certificate.
Youth Transition	**Youth Transition Evaluation Study** This Study is evaluating the implementation of youth transition programs across the nation.	■ To improve outcomes for transition-age youth and young adults (14-25 years of age) with emotional and/or behavioral difficulties (EBD) through evaluation of the implementation of youth transition programs across the nation.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
■ Increase the number of physicians who have accurate information and training about caring for people with intellectual and developmental disabilities (IDD). ■ Improve health care delivery and quality of life outcomes for people with intellectual and developmental disabilities (IDD).	■ PEDD developed 12 Continuing Medical Education approved credit-hour seminar series based on the first internationally vetted curriculum in developmental medicine created in the United States. ■ The webinar series will focus on enhancing the practices and skills of primary care physicians and other healthcare professionals to provide better care to their adult patients with developmental disabilities.	New	Nila Benito benito@usf.edu	II. Promoting globally competitive undergraduate, graduate, and professional programs.
■ Prepares students for professional careers in behavioral health services and applied behavioral health services research agencies and service organizations.	■ This Institute is a joint initiative of the USF College of Behavioral & Community Sciences (CBCS) and the USF College of Public Health (COPH), led by the CBCS Department of Child & Family Studies and the COPH Department of Community & Family Health.	Ongoing	Bruce Levin levin@usf.edu Tom Massey massey@usf.edu Donna Burton dburton@usf.edu	I: Expanding world-class interdisciplinary research and academic-community partnerships.
■ The field of mental health will have a trained workforce at all levels to serve the needs of children with behavioral health challenges and their families.	■ Currently the Professional Online Training project has 32 courses in its core curriculum. ■ Each course consists of a narrated slideshow presentation, discussion board and/or chat room, required and suggested readings, a preparation and final exam, and a certificate of completion. ■ Active website for registration and delivery of courses http://onlinelearningincmh.fmhi.usf.edu ■ A federal grant was awarded through the Technical Assistance Partnership in order to develop a marketing and dissemination plan. ■ Multiple contracts with states and communities, which include development of public access courses for families and communities and customized facilitated live discussions.	Ongoing	Sandra Dwinell Sdwinell@usf.edu	I: Expanding world-class interdisciplinary research. II: Promoting globally competitive undergraduate, graduate and professional programs
■ Improve the quality and increase the number of personnel who are fully credentialed to serve children with disabilities. ■ Improve outcomes for children with disabilities.	■ Successfully recruited and enrolled 2 cohorts of 8 students. ■ Provided tuition and stipend support to students. ■ Provided Summer Institute on universal design and assistive technology, Tier 1 PBS training, and seminars on developmental disabilities to Cohort 1. ■ Provided practicum experience in the community clinical settings to Cohort 1. ■ Recruited 11 elementary schools in Hillsborough County to provide practicum experience to students.	Ongoing	Kwang-Sun Blair kwangsun@usf.edu	II. Promoting globally competitive undergraduate, graduate, and professional programs. III: Expanding local and global engagement initiatives
■ To improve outcomes for transition-age youth and young adults (14-25 years of age) with emotional and/or behavioral difficulties (EBD).	■ This new evaluation effort will investigate fidelity to best practices, implementation and integration of services in existing care systems for youth and young adults, and will add to the body of evidence regarding methods and procedures to assess fidelity, integration and outcomes, and the effect of fidelity on program practices.	New	Tom Massey massey@usf.edu	III: Expanding local and global engagement initiatives.

Research & Training

Publications

Although not a complete list for FY2012, the information below is a good representation of CFS faculty publications and presentations.

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Rohrer, L., Armstrong, M. I., Dollard, N., Anderson, R., Batsche, C., Haynes, D., Robst, J. (2012). *Family involvement in Statewide Inpatient Psychiatric Programs (SIPPs).* Tampa, FL: University of South Florida, College of Behavioral & Community Sciences, Louis de la Parte Florida Mental Health Institute, Department of Child and Family Studies.

Sharrock, P. & Yampolskaya, S. (2012). *Florida's IV-E waiver demonstration project – Topical paper 4: Child and family well-being.* Tampa, FL: University of South Florida, College of Behavioral & Community Sciences, Louis de la Parte Florida Mental Health Institute, Department of Child and Family Studies.

Sharrock, P., Vargo, A., Sowell, C., Lardieri, S., Reyes, F., Shockley, C., Gascon, A., & Hanson, A. (2012). *Needs and experiences of youth aging out of the child welfare prepaid mental health plan.* Tampa, FL: University of South Florida, College of Behavioral & Community Sciences, Louis de la Parte Florida Mental Health Institute, Department of Child and Family Studies.

Vargo, A. C., Armstrong, M. I., Jordan, N., Sharrock, P., Sowell, C., & Yampolskaya, S. (2012). *IV-E waiver demonstration evaluation final evaluation report SFY 11-12,* Tampa, FL: University of South Florida, College of Behavioral & Community Sciences, Louis de la Parte Florida Mental Health Institute, Department of Child and Family Studies.

Weitzel, S.L. & Shockley, C. (2011). *Florida at a glance fact sheet.* Tampa FL: University of South Florida, College of Behavioral & Community Sciences, Louis de la Parte Florida Mental Health Institute, Department of Child and Family Studies.

Weitzel SL, Shockley, C. & McCann, C. (2011). *Why Reading By the End of Third Grade Matters in Florida.* [Issue Brief]. Tampa FL: University of South Florida, College of Behavioral & Community Sciences, Louis de la Parte Florida Mental Health Institute, Department of Child and Family Studies.

Yampolskaya, S. & Sharrock, P. (2012). *Florida's IV-E waiver demonstration project – Topical paper 2: Profiles and permanency outcomes for children served in out-of-home care.* Tampa FL: University of South Florida, College of Behavioral & Community Sciences, Louis de la Parte Florida Mental Health Institute, Department of Child and Family Studies.

Yampolskaya, S., Mowery, D. & Sharrock, P. (2012). *Effect of child welfare prepaid mental health plan services on youth outcomes.* Tampa FL: University of South Florida, College of Behavioral & Community Sciences, Louis de la Parte Florida Mental Health Institute, Department of Child and Family Studies.

Peer Reviewed Journal Articles

Batsche, C., Hart, S., Ort, R., Armstrong, M. I., Strozier, A., & Hummer, V. (submitted). Postsecondary transitions of youth recently emancipated from foster care. *Child and Family Social Work.*

Benjamin, J. R., Gustafson K. E., Smith, B., Ellingsen, K. E., Tompkins, B. K., Goldberg, R. N., Cotten M. C., & Goldstein, R. (2012) Neurocognitive Outcomes in Early School Age Congenital Diaphragmatic Hernia Survivors J. *Perinatology*

Crosland, K., Clarke, S., & Dunlap, G. (in press). A trend analysis of participant and setting characteristics in autism intervention research. *Focus on Autism and Other Developmental Disabilities.*

Crosland, K.A. & Dunlap, G. (2012). Effective strategies for the inclusion of children with autism in general education classrooms. *Behavior Modification, 36,* 251-269.

Cohen, D., Greene, J., Toyinbo, P., & Siskowski, C. (2012). Impact of family caregiving by youth on their psychological well-being: a latent trait analysis. *Journal of Behavioral Health Services & Research. 39,* 245-256. doi: 10.10.1007/s11414-011-9264-9

Cohen, D., Hays, T., & Molinari, V. (2011). State policies for the residency of offenders in long term care facilities: Balancing rights to care with safety. *Journal of the American Medical Directors Association, 12*(7), 481-486.

Dunlap, G., & Fox, L. (2011). Function-based interventions for children with challenging behavior. *Journal of Early Intervention, 33,* 333-343.

Durand, M., Hieneman, M., Clarke, S., & Wang, M., (in press). Positive family intervention for severe challenging behavior: A multi-site randomized clinical trial. *Journal of Positive Behavior Support.*

Hodges, S., Ferreira, K., & Israel, N. (2012). If we're going to change things, it has to be systemic: Systems change in children's mental health. American *Journal of Community Psychology.* Advance online publication. doi:10.1007/s10464-012-9491-0.

Ellingsen, K. M. & Thormann, M. S (2011) *Access to quality education for children and youth with disabilities in conflict, crisis, and stable countries: Background report.* Prepared for USAID / EQUIP 1

Fox, L., Hemmeter, M.L., Snyder, P. S., **Binder, D. P., & Clarke, S.** (2011). Coaching early childhood special educators to implement a comprehensive model for the promotion of young children's social competence. *Topics in Early Childhood Special Education, 31,* 178-192.

George, H. P. & **Childs, K. E.** (2012). Evaluating the implementation fidelity of a universal system of behavioral support. *Preventing School Failure, 56,* 197-206.

Gilliam, A., **Weil, T.,** & **Miltenberger, R.** (in press). Emergence of untrained mands as a function of preference after tact training. *The Journal of Applied Behavior Analysis.*

Glaesser, R., & **Perkins, E. A.** (in press). Self-injurious behavior in older adults with intellectual disabilities. *Social Work.*

Horner, R.H., & **Dunlap, G.** (2012). Considerations for future directions: Combining values and science. *Research and Practice in Severe Disabilities, 37,* 111-115.

Iovannone, R., Greenbaum, P., Wei, W., Kincaid, D, & **Dunlap, G.** (in press). Inter-rater agreement of the Individualized Behavior Rating Scale Tool (IBRS-T). *Effective Assessment for Intervention.*

Jang, Y. & **Chiriboga, D.A.** (2011). Social activity and depressive symptoms in Korean American elders: The conditioning role of acculturation. *Journal of Aging and Health, 23*(5), 767-781.

Jang, Y., **Chiriboga, D.,** Herrera, J., Martinez Tyson, D., & Schonfeld, L. (2011). Attitudes toward mental health services in Hispanic older adults: The role of misconceptions and personal beliefs. *Community Mental Health Journal, 47,* 164-170. Advanced online publication. doi: 10.1007/s10597-009-9274-8

Jang, Y., Gum, A. M., & Chiriboga, D. (2011). Knowledge of depression among Korean American older adults. *Journal of Applied Gerontology,* 30, 655-665. doi: 10.1177/0733464810374468

Jang, Y., Kim, G., & **Chiriboga, D. A.** (2011). Gender differences in depressive symptoms among older Korean American immigrants [Special issue]. *Journal of Health and Social Policy, 26*(1), 96-109.

Jang, Y., Park, N. S., Kim, G., Kwag, K., Roh, S., & **Chiriboga, D. A.** (2012). The association between self-rated mental health and symptoms of depression in Korean American older adults. *Aging and Mental Health, 16,* 481-485.

Jang, Y., Shin, B. K., Cho, S., Kim, G., & **Chiriboga, D.** (2011). The interactive role of chronic medical conditions and sleep disturbance in predicting depressive symptoms among Korean American older adults. *Aging and Mental Health, 15,* 198-203.

Jordan, N., **Yampolskaya, S.,** Gustafson, M., **Armstrong, M. I., McNeish, R., & Vargo, A. C.** (2011). Comparing child protective investigation performance between law enforcement agencies and child welfare agencies. *Child Welfare, 90,* 87-105.

Kim, G., Bryant, A. N., Goins, R. T., Worley, C. B., & **Chiriboga, D. A.** (2012). Disparities in health status and health care access and use between older American Indians and Alaska Natives and non-Hispanic Whites in California. *Journal of Aging and Health, 24*(5), 799–811. doi: 10.1177/0898264312444309

Kim, G., DeCoster, J., **Chiriboga, D. A.,** Jang, Y., Allen, R. S., & Parmelee, P. (2011). Associations between self-rated mental health and psychiatric disorders among older adults: Do racial/ethnic disparities exist? American *Journal of Geriatric Psychiatry, 19,* 416-422.

Kim, G., DeCoster, J., Huang, C.H., & **Chiriboga, D.A.** (2011). Race/ethnicity and the factor structure of the Center for Epidemiologic Studies Depression Scale: A meta-analysis. *Cultural Diversity and Ethnic Minority Psychology, 7,* 381-396. doi:10.1037/a0025434.

Kim, G., Ford, K. L., **Chiriboga, D. A.,** & Sorkin, D. H. (2012). Racial and ethnic disparities in healthcare use, delayed care, and management for diabetes among older adults in California. *Journal of the American Geriatrics Society, 60,* 2319-2325. doi: 10.1111/jgs.12003

Kim, G., Jang, Y., & **Chiriboga, D. A.** (2012). Personal views about aging among Korean American older adults: The role of physical health, social network, and acculturation. *Journal of Cross-Cultural Gerontology, 27,* 139-148. doi:10.1007/s10823-012-9165-2

Massey, O. T. (2011). A proposed model for the analysis and interpretation of focus groups in evaluation research. *Evaluation and Program Planning, 34*(1), 21-28.

O'Neill, J., & *Weil, T.M.* (in press). Training deictic relational responding in clients with schizophrenia. *The Psychological Record.*

Perkins, E. A, & **Berkman, K. A.** (in press). Into the unknown: aging with autism spectrum disorders. *American Journal on Intellectual and Developmental Disabilities.*

Perkins, E. A., & Friedman, S. L. (in press). Introduction to the Special Issue on Aging and End of Life. *American Journal on Intellectual and Developmental Disabilities.*

Perkins, E. A., & LaMartin, K. M. (2012). The internet as social support for older carers of adults with intellectual disabilities. *Journal of Policy and Practice in Intellectual Disabilities, 9,* 53-62.

Phillips, K., **Chiriboga, D.A.,** & Jang, Y. (2012). Patients' perceptions of the interpersonal sensitivity of their health care providers: The potential role of client-provider racial/ethnic concordance. *Patient: Patient-Centered Outcomes Research, 5*(3), 175-183.

Phillips, K.L., **Chiriboga, D.A.,** & Jang, Y. (2012). Predictors of patient-provider racial/ethnic concordance among older health service users. *Journal of Best Practices in Health Professions Diversity, 4*(2), 657-668.

Roh, S., Jang, Y., **Chiriboga, D. A.,** Kwag, K. H., Cho, S., & Bernstein, K. (2011). Perceived neighborhood environment affecting physical and mental health: A study with Korean American older adults in New York City. *Journal of Immigrant and Minority Health. Dec;13*(6): 1005-12. doi: 10.1007/s10903-011-9492-3

Sears, K., **Blair, K. C., Crosland, K.,** & **Iovannone, R.** (2012). Using the Prevent-Teach- Reinforce model with families of children with autism spectrum disorders. *Journal of Autism and Developmental Disorders. Advance* online publication.

Shayne, R., **Fogel, V., Miltenberger, R.,** & Koehler, S. (2012). The effects of exergaming on physical activity in a third grade physical education class. *Journal of Applied Behavior Analysis, 45,* 211-215.

Smith, T. J. (in press). One stop service center initiative: Strategies for serving persons with disabilities. *Journal of Rehabilitation.*

Smith, T. J., Clark, B., & DiLeo, D. (2011). Community action teams: an infrastructure for quality service delivery. *Journal of Vocational Rehabilitation, 35,* 13-19.

Strain, P., Wilson, K., & **Dunlap, G.** (2011). Prevent-Teach-Reinforce: Addressing problem behaviors of students with autism in general education classrooms. *Behavioral Disorders, 36,* 160-171.

Strain, P.S., Barton, E.E., & **Dunlap, G.** (in press). Lessons learned about the utility of social validity. *Education and Treatment of Children.*

Publications

Toelken, S. & **Miltenberger, R.** (2012). Increasing independence among children diagnosed with autism spectrum disorder using a brief embedded teaching procedure. *Behavioral Interventions, 27,* 93-104.

Vargo., A. C., Sharrock, P. J., Johnson, M. H., & **Armstrong, M. I.** (in press). The use of a participatory approach to develop a framework for assessing quality of care in children's mental health services. *Administration and Policy in Mental Health and Mental Health Services Research.*

Viola, D., Arno, P., Siskowski, C., **Cohen, D.,** & Gusmano, M. (2012). The economic value of youth caregiving in the United States. *Relational Child and Youth Care Practice, 25,*10-12.

Weil, T. M., Hayes, S. C., & Capurro, P. (2011). Establishing a deitic relational repertoire in young children. *The Psychological Record, 61,* 371-390.

Wolery, M., **Dunlap, G.,** & Ledford, J.R. (2011). Single-case experimental methods: Suggestions for reporting. *Journal of Early Intervention, 33,* 1203-109.

Woodard, L., Havercamp, S., Zwygart, K., & **Perkins, E. A.** (2012). Description of a required clerkship module focused on patients with disabilities. *Academic Medicine, 87,* 537-542.

Yampolskaya, S. & Chuang, E. (2012). Effects of mental health disorders on the risk of juvenile justice system involvement and recidivism among children placed in out-of-home care. *American Journal of Orthopsychiatry, 82,* 585-593

Yampolskaya, S., Armstrong, M. I., & King-Miller, T. (2011). Contextual and individual- level predictors of abused children's reentry into out-of-home care: A multilevel mixture survival analysis. *Child Abuse & Neglect, 35,* 670-679.

Yampolskaya, S., Armstrong, M. I., & McNeish, R. (2011). Maltreated children in out-of- home care: risk factors for placement in juvenile justice settings. *Violence and Victims, 26,* 231-245.

Editorial Positions

Kwang-Sun Blair	Editorial Board, *Topics in Early Childhood Special Education, Korean Journal of Early Childhood Special Education, Korean Journal of Special Education, The Journal of Special Education: Theory and Practice, Remedial and Special Education*
Glen Dunlap	Editor, *Topics in Early Childhood Special Education*
	Editorial Board, *Behavior Analysis in Practice, Behavioral Disorders, Exceptional Children, Focus on Autism and Other Developmental Disabilities (Focus on Autistic Behavior), Handicap Grave* (Italian journal), *Journal of Applied Behavior Analysis, Research and Practice in Severe Disabilities, Journal of Early Intervention, Journal of Emotional and Behavioral Disorders, NHSA Dialog, Behavior Analysis in Offender Treatment and Prevention, Autism Research and Treatment*
Lise Fox	Associate Editor, *Topics in Early Childhood Special Education*
	Editorial Board, *Young Exceptional Children, Journal of Early Intervention, Journal of Positive Behavioral Interventions, Research and Practice for Persons with Severe Disabilities, Education and Training in Mental Retardation, Teacher Education in Special Education*

Don Kincaid	Associate Editor, *Journal of Positive Behavior Interventions*
Heather George	Consulting Editor, *Preventing School Failure*
Bruce Levin	Editor, *Journal of Behavioral Health Services & Research*
Ray Miltenberger	Editorial Board, *Journal of Behavioral Education, Journal of Applied Behavior Analysis, Journal of Positive Behavioral Interventions, Behavioral Interventions*
Elizabeth Perkins	Editorial Board, *Journal of Policy and Practice in Intellectual Disabilities, Learning Disabilities Practice*
	Guest Editor, *Special Issue on Aging and End-of-Life* (in press), *American Journal on Intellectual and Developmental Disabilities*

Invited Key Note Presentations

Fox, L. (April, 2012). *What it takes: Effectively supporting children with the most challenging behavior.* Invited plenary. KAIMH Spring Conference. Hutchinson, Kansas.

Fox, L., (November, 2011). *Promoting the healthy social emotional development of very young children: Implementing the Pyramid Model.* Invited Plenary. Early Steps Statewide Conference. Orlando, Florida.

Invited Presentations

Armstrong, M. (November 2012) *Child Welfare Demonstration Project: Trends among FY 2012 Applicant States.* Sponsored by Casey Family Programs.

Batsche, G & **Kincaid, D.** (2011, October). *Building an Integrated System of Support While You are Flying It: Experience From the Field.* Invited Presentation, Innovations Conference, Salt Lake City, UT.

Batsche, G & **Kincaid, D.** (2011, September). *Integrating PS/RtI and PBS into a Multi-Tier System of Supports (MTSS).* Invited Presentation, 2011 Florida AMM, St. Petersburg, FL.

Batsche, G & **Kincaid, D.** (2011, September). *Positive Behavior Intervention and Supports (PBIS) and Academics: Integrating the Models.* Invited Presentation, Innovations Conference, Salt Lake City, UT.

Batsche, G & **Kincaid, D.** (2011, September). *When Fools Fall in Love: Integrating MTSS for Academics and Behavior.* Invited Presentation, NASDE Conference, Chicago, IL.

Black, M., & **Ellingsten, K.** (2012). *HIPPY Assessment Tools.* Invited presentation at the National HIPPY USA Conference. Dallas, TX.

Dunlap, G. (2011, August). *Positive behavior support: Effective strategies for behavior change.* Invited presentation for the province of Ontario via the Geneva Centre. Toronto, ON, August, 2011.

Dunlap, G. (2011, September). *Prevent-Teach-Reinforce: A Standardized model for individualizing school-based interventions.* Invited presentation at the annual conference of the Nevada Association for Behavior Analysis, Reno, NV.

Ellingsen, K. (2012, April) *Demystifying research,* Presentation at the HIPPY USA 2012 National Conference. DFW Airport, Texas.

Ellingsen, K. & Black, M. (2012, April) *Assessment tools for early childhood education* Workshop presented at the HIPPY USA 2012 National Conference, DFW Airport, Texas.

Ferreira, K. Invited presentation for the Family Involvement Community of Practice (for funded system of care communities) on study findings from her study on family driven care within systems of care.

George, H. (2011, August). *Violence Prevention: Involving Your Families and Community Stakeholders.* Invited presentation at the Resilient, Inc. Conference. San Juan, Puerto Rico.

George, H. (2011, October). *Violence Prevention: Involving Your Families and Community Stakeholders.* Invited presentation at the Resilient, Inc. Conference. Aquadilla, Puerto Rico.

George, H. (2012, June). *Is it Tier 2 or Classroom – Introduction to the Classroom Consultation Guide.* Invited presentation at the Texas Behavior Support (TBS) State Conference: Houston, TX.

George, H. (2012, May). *A Multi-Tiered System of Academic & Behavioral Support in High Schools.* Invited presentation at the National Forum for Implementers of School-wide PBS. Chicago, IL.

George, H. (2012, May). *PBIS: Implementing, Sustaining and Innovating Across the Continuum of Behavioral Supports.* Invited keynote at the Region 19 Positive Behavior Intervention & Support Conference. El Paso, TX.

George, H., McKuen, J. & Putnam, H. (2011, August). *Effective Team Meetings.* Invited presentation at the Wisconsin PBIS Leadership Conference. Wisconsin Dells, WI.

Iovannone, R., Christiansen, K., & Wilson, K. (March 2012). *Prevent-Teach-Reinforce (PTR): An Effective Tier 3 RTI Model for Behavior.* Invited presentation at the annual meeting of the Association for Positive Behavior Support, Atlanta, GA.

Jackson, V. H. & Hernandez, M. (2011, August). *Leadership skills for the unique challenges of addressing disparities: Building common ground.* Presented at the Georgetown University Leadership Academy, Santa Fe, NM.

Kincaid, D. (2012, Jan). *Overview of the District Planning and Problem Solving Process and the RtIB Database.* Invited presentation for the Institute for Small and Rural Districts, Gainesville, FL.

Kincaid, D. (2012, June). *Planning to achieve CCSS implementation goals.* Invited Presentation, Countdown to Common Core Institute, Florida Department of Education, Palm Beach, FL.

Kincaid, D. (2012, March). *Tier 3 Intervention: One Size Does Not Fit All.* Invited Presentation, California RtI Conference for Positive Behavior Interventions and Supports and Violence Prevention Education Services, Garden Grove, CA.

Kincaid, D. (2012, May). *Systems change and behavior analysis: The impact of the Florida PBS Project.* Invited Presentation, Association for Behavior Analysis International, Seattle, WA.

Kincaid, D., Gaunt, B., & Robertson, S. (2011, October). *Using School Data for Problem Solving.* Invited Presentation, School-wide Implementer's Forum. Chicago, IL.

Lazear, K. (Feb 2012) *Social justice roundtable discussion,* LGBTQ Youth Suicide Prevention Panel, St. Petersburg, FL.

Lazear, K. (June 2012) *Cultural competence: Implications for practice.* Partnership for Child Health/Jacksonville Children's Commission, Jacksonville System of Care Initiative, Jacksonville, FL.

Lazear, K. (June 2012). *Building systems of care: Primer.* Illinois Human Service Commission, Springfield, IL.

Lazear, K. (May 2011) *Maximizing the value of family, youth and provider partnerships,* FACES Miami's Children's Mental Health Initiative, Miami, FL.

Lazear, K. & Roggenbaum, S. (December 2011). *Youth suicide prevention resource update.* SEDNET Statewide Workdays, Safety Harbor, FL.

Lindsey, M. (2011). *Engaging native students in their education.* 2012 National Forum on Dropout Prevention for Native and Tribal Communities. Phoenix, AZ.

Miltenberger, R. G. (2012, March). *Teaching Safety Skills to Children: What Works and What Doesn't?* Invited address presented at the Virginia Association for Behavior Analysis Conference. Harrisonburg, VA.

Miltenberger, R. G. (2012, May). *Teaching Safety Skills to Individuals with Disabilities.* Invited tutorial presented at the annual conference of the Association for Behavior Analysis International. Seattle, WA.

Miltenberger, R. G. (2012, November). *Analysis and Treatment of Repetitive Behavior Disorders* (Habits, Tics, and Stuttering). Invited workshop presented at the Florida Association of School Psychologists conference. Orlando FL.

Miltenberger, R. G. (2012, October). *Teaching Safety Skills to Children: What Works and What Doesn't?* Invited address presented at the Georgia Association for Behavior Analysis Conference. Atlanta, GA.

Mowery, D., Lucio, R., Burton, D., & Hernandez, M. (2011, October). *S4K study results and recommendations.* Invited presentation at the PQI meeting for Success 4 Kids and Families, Tampa, FL.

Perkins, E. A. (2011, June). *Aging, You can't escape it, so why not embrace it?* Invited presentation for Student and Early Career Professionals Luncheon at the annual meeting of the American Association on Intellectual and Developmental Disabilities, St. Paul, MN.

Perkins, E. A. (2011, September). *Growing older with intellectual and developmental disabilities: An overview of health issues and caregiver concerns.* Invited presentation for the Florida Department of Elder Affairs—Aging and Disability Resource Center Statewide Stakeholder Advisory Council, Tampa, Fl.

Perkins, E. A. (2012, May). *Promoting successful aging in persons with intellectual and developmental disabilities.* Invited presentation at the 20th annual education conference of the Developmental Disabilities Nurses Association, Orlando, FL.

Roggenbaum S. (November 2011). *Utilizing the youth suicide prevention guide.* Invited to present at Orange County Suicide Prevention for Schools, Goshen, NY.

Roggenbaum, S. (September 2011). *Individuals at Risk for Suicide.* Invited to present at Spirit of Life – Metropolitan Community Church, New Port Richey, FL.

Sandomierski, T. & White, M. (2011, October). *Building Trainer Competencies for Universal and Classroom Systems.* Invited presentation at the 2011 National PBIS Leadership Forum, Rosemont, IL.

Sugai, G., Fox, L., Kutash, K., & Eber, L. (2011, July). *Promoting positive behavioral and mental health in schools: Promising practices from early childhood through high school.* Invited Panel. 2011 OSEP Project Directors' Conference. Washington, DC.

Weil, T. M. (2012). *Derived stimulus relations: Acceptance requires seeing what it looks like and how it can be used to affect change.* Invited paper presented at the annual meeting of the Georgia Association for Behavior Analysis. Atlanta, Georgia.

Presentations

Armstrong, M. I., DePanfilis, D., McCrae, J. S., & Deakins, B. (2012, January). *Using implementation science evaluation frameworks to guide organizational decision making related to complex system reforms in public child welfare.* Presented at the 17th Annual Conference Society for Social Work and Research, Washington, DC.

Presentations

Burton, D., Massey, O., & Lucio, R. (2012, March) *School mental health integration: barriers and facilitators to an implementation framework.* Presentation at the 25th Annual Children's Mental Health Research and Policy Conference, Tampa, FL.

Burton, D.L. (2011, September). *Structural and programmatic barriers and facilitators to the implementation of mental health services in schools.* Poster presented at the 16th Annual Conference on Advancing School Mental Health, Charleston, South Carolina.

Chiriboga, D.A., Rhew, S.H., Kwag, K.H., Brown, L., Jang, Y., & Molinari, V. A. (2011,November). *A family-focused "new paradigm" intervention for Alzheimer's disease.* Poster presented at the 64th Annual Scientific Meeting of the Gerontological Society of America, Boston, MA.

Collins-Camargo, C., Chuang, E., Armstrong, M. I., & McBeath, B. (2012, April). *The role of strategic planning in the development of public/private partnerships: Lessons learned from five states.* Presented at the National Network for Social Work Managers 23rd Annual Management Institute, San Diego, CA.

Ellingsen, K. & Wirtz (2012, March). *Are we asking the right questions? Evidence of effectiveness in early childhood home visiting programs.* Presented at the Children's Mental Health, Research & Policy Conference, Tampa, FL.

Hernandez, M. (2011, September). *Eliminating disparities: It takes more than services.* Presented at the 8th International Initiative for Mental Health Leadership (IIMHL): Making Services Work for Consumers, San Francisco, CA.

Hodges, S. & Armstrong, M. I. (2012, March). *Making research accessible: Relationships and potential impact.* Presented at the 25th Annual Children's Mental Health Research & Policy Conference, Tampa, FL.

Hodges, S., Armstrong, M., Levison-Johnson, J., Milch, H., Endress, P., & Falvay, S. (2012, March). *Making research relevant.* Symposium conducted at the Children's Mental Health Research and Policy Conference, Tampa, FL.

Hodges, S., Ferreira, K., & Gilbert-Smith, T. A. (2012, March). *Rapid ethnography as community-based participatory research: Research in real world settings.* Poster presented at the Children's Mental Health Research and Policy Conference, Tampa, FL.

Hodges, S., Ferreira, K., Mowery, D., & Novicki, E. (2012, March). *Collaborative governance in community coalitions: Governance structures used and key lessons learned in system of care communities.* Paper presented at the Children's Mental Health Research and Policy Conference, Tampa, FL.

Jackson, V. H. & Hernandez, M. (2011, August). *Addressing disparities in mental health care.* Webinar presentation with the Georgetown University Leadership Academy on Addressing Disparities in Mental Health Care, Santa Fe, New Mexico.

Kim, G., Bryant, A. N., Goins, R. T., Worley, C. B., & Chiriboga, D. A. (2011, November). *Disparities in health status and health care access and use between older American Indians and Alaska Natives and non-Hispanic Whites.* Poster presented at the 64th Gerontological Society of America (GSA) annual meeting, Boston, MA.

Kim, G., DeCoster, J., Huang, C.-H., & Chiriboga, D. A. (2011, August). *Race/ethnicity and the factor structure of the Center for Epidemiologic Studies Depression Scale: A meta-analysis.* Poster presentation at the 119th American Psychological Association (APA) annual meeting, Washington, DC.

Kim, G., Parmelee, P., DeCoster, J., Bryant, A. N., & Chiriboga, D. A. (2012, April). *The relation between body mass index and self-rated mental health among older adults: Do racial/ethnic differences exist?* Presentation at the 7th Annual UAB Health Disparities Research Symposium, Birmingham, AL.

Lindsey, E. W., Ferretti, G., McCarty, J., & MacKinnon-Lewis, C. (2012, March). *Mother-adolescent emotional expressiveness and youth attributions of self and mother.* Paper presented at the Eastern Psychological Association Conference, Pittsburg, PA.

Lucio, R., Burton, D., & Massey, O. (2011, October). *Mental health services in school settings: Issues in implementation and integration.* Presentation at the APHA 139th Annual Meeting, Washington, D.C.

Lucio, R., Vaquera, E., Burton, D., & Massey, O. (2012, March) *Risk factors for Latino male academic achievement.* Presentation at the 25th Annual Children's Mental Health Research and Policy Conference, Tampa, FL.

Massey, O. & Burton, D. (2011, October). *Structural, professional, and organizational impacts on school mental health integration.* Presentation at the American Evaluation Association Conference, Anaheim, CA.

Massey, O. (2011, August). *Fit, fidelity, rigor and relevance: Contrasting demands and the role of evaluators in implementation science.* Presentation at the Global Implementation Conference, Washington D.C.

Massey, O. & Burton, D. (2011, August). *Implementation of mental health services in schools: Policy development and professional role definition.* Presentation at the Global Implementation Conference, Washington D.C.

Massey, O. & Burton, D. (2012, March). *Strategies for integrated school mental health: a focus on implementation science.* Presentation at the 25th Annual Children's Mental Health Research and Policy Conference, Tampa, FL.

Massey, O., Burton, D., & Lucio, R. (2011, September). *Professional role identification in integration of school mental health services.* Presentation at the 16th Annual Conference on Advancing School Mental Health, Charleston, SC.

Massey, O., Burton, D., & Lucio, R. (2011, September). *School mental health services integration survey.* Presentation at the International Initiative for Mental Health Leadership, San Francisco, CA.

Massey, O., Deschenes, N., & Ferreira, K. (2011, October). *Propositional if-then statements in the qualitative analysis of implementation fidelity.* Presentation at the American Evaluation Association Conference, Anaheim, CA.

Massey, O., Ferreira, K., Deschenes, N., & Novicki, E. (2012, March). *Where is the evidence? Use of a Delphi technique to identify program documents that reflect implementation fidelity.* Presentation at the 25th Annual Children's Mental Health Research and Policy Conference, Tampa, FL.

McCarty, J., Lindsey, E. W., MacKinnon-Lewis, C., Ferretti, G., Lechner, P., & Yeakel, E. (2012, March). *Emotional reciprocity in the mother-adolescent relationship and adolescent's self-esteem.* Paper presented at the Eastern Psychological Association Conference, Pittsburg, PA.

Mowery, D. (2012, March). *Translating research into action: The research.* Symposium conducted at the Children's Mental Health Research and Policy Conference, Tampa, FL.

Park, N.S., Jang, Y., Beom, S. L., & **Chiriboga, D.A.** (2011, November). *Racial/Ethnic differences in predictors of self-rated health: Findings from the Survey of Older Floridians (SOF).* Poster presented at the 64th Gerontological Society of America (GSA) annual meeting, Boston, MA.

Roggenbaum, S. (2011, December). *Youth suicide prevention resource update.* Presented at SEDNET Statewide Workdays, Safety Harbor, FL.

Roggenbaum, S. (2011, November). *Utilizing the youth suicide prevention guide.* Presented at Orange County Suicide Prevention for Schools, Goshen, NY.

Roggenbaum, S., & Dollard, N. (2012, May). *SOCPR training: Finding your way in a local system of care.* Presented at Scott County Kids, Davenport, IA.

Roggenbaum, S., & Lazear, K. (2012, March). *Youth suicide prevention: A community approach.* Special intensive workshop presented at the 25th Annual Children's Mental Health Research & Policy Conference, Tampa, FL.

Roggenbaum, S., & Murray-Tetz, S. (2012, April). *Movie and a makeover (minus the movie): The youth suicide prevention school-based guide is customized for Orange County, NY.* 45th American Association of Suicidology Annual Conference, Baltimore, MD.

Roggenbaum, S., Lazear, K., & English, L. (2011, November). *After a suicide: Strategies to respond.* Presented at the 22nd Annual Conference of the National Federation of Families for Children's Mental Health, Washington, DC.

Rohrer, L., Dollard, N., Armstrong, M.I., & Jentz, S. (2012, March). *Psychotropic medication use in Florida's residential mental health treatment programs.* Presented at the 25th Annual Children's Mental Health Research & Policy Conference, Tampa, FL.

Sharrock, P. (2012 March). *Family involvement during the treatment of youth in out-of-home mental health treatment.* Presented at the 25th Annual Children's Mental Health Research and Policy Conference, Tampa, FL.

Sharrock, P. (2012, July). *Transdisciplinary research on youth in out-of-home care.* Presented at Summer Research Institute at the Florida Mental Health Institute, University of South Florida Research, Tampa, FL.

Sharrock, P. & Dollard, N. (2012, July) *Learning from building bridges: Meaningfully involving families whose children are in residential treatment.* Poster presentation at the Georgetown University Training Institutes, Orlando, FL.

Wang, W., **Yampolskaya, S., & Greenbaum, P.** (2012, March). *Research synthesis: From scientific literature review, meta-analysis, and parallel analysis to integrative data analysis.* Workshop presented at the 25th Annual Children's Mental Health Research & Policy Conference, Tampa, FL.

Yampolskaya, S. & Mowery, D. (2012, March). *Profile characteristics and outcomes for children from multiple service systems receiving Medicaid-funded therapeutic group care.* Paper presented at the Children's Mental Health Research and Policy Conference, Tampa, FL.

Yampolskaya, S. & Mowery, D. (2012, April). *Profiles of children served in a Medicaid-funded out-of-home mental health treatment program.* Paper presentation at the 12th Annual IAFMHS conference: From Prevention to Reintegration: Forensic Mental Health Services Across the Continuum of Care, Miami, FL.

Acronyms

ABA	Applied Behavior Analysis
AECF	Annie E. Casey Foundation
AHCA	Agency for Health Care Administration
AIR	American Institute of Research
ASD	Autism Spectrum Disorder
AUCD	Association of University Centers on Disabilities
BCBA	Board Certified Behavior Analyst
BHOS	Behavioral Health Overlay Services
CAFB	Child, Adolescent and Family Branch
CANS	Child & Adolescent Needs and Strengths
CARD	Center for Autism and Related Disabilities
CBC	Community-Based Care
CBCS	College of Behavioral and Community Sciences
CBHA	Comprehensive Behavioral Health Assessments
CDEP	Community-Defined Evidence Project
CFS	Child & Family Studies
CHS	Children's Home Society
CMHS	Center for Mental Health Services
CPT	College Placement Test
CQI	Continuous Quality Improvement
CSEFEL	Center on the Social and Emotional Foundations for Early Learning
CW-PMHP	Child Welfare Prepaid Mental Health Plan
DARES	Division of Applied Research and Educational Support
DCF	Department of Children and Families
DEC	Division for Early Childhood
DJJ	Department of Juvenile Justice
DOE	Department of Education
EBD	Emotional and/or Behavioral Difficulties
FASST	Family and School Support Team
FCIC	Florida Center for Inclusive Communities
FKC	Florida KIDS COUNT
FMHI	Louis de la Parte Florida Mental Health Institute
FSFN	Florida Safe Families Network
GEAR-UP	Gaining Early Awareness and Readiness for Undergraduate Programs
HIPPY	Home Instruction for Parents of Preschool Youngsters
IDEA	Individuals with Disabilities Education Act
ITCA	Inter Tribal Council of Arizona
JBHS&R	Journal of Behavioral Health Services & Research
MDFT	Multidimensional Family Therapy,
NAEYC	National Association for the Education of Young Children
NASDSE	National Association of State Directors of Special Education
NASMHPD	National Association of State Mental Health Program Directors
NCCBH	National Council for Community Behavioral Healthcare
NCLB	No Child Left Behind
NCTSN	National Child Tramatic Stress Network
NHSA	National Head Start Association
NNED	National Network to Eliminate Disparities
NNYT	National Network on Youth Transition
ODR	Office Discipline Referral
OEF	Operation Enduring Freedom
OIF	Operation Iraqi Freedom
OSEP	Office of Special Education Programs
OSSCI	One Stop Service Center Initiative
PACER	Parent Advocacy Coalition for Educational Rights
PASS	Plan to Achieve Self-Support
PBIS	Positive Behavioral Interventions and Supports
PBS	Positive Behavior Support
PEPSA	Partnership for Effective Programs for Students with Autism
PLL	Parenting with Love and Limits
PWPBS	Program-Wide Positive Behavior Support
QPI	Quality Parenting Initiative
RAICES	Resources, Advocacy, Integration, Collaboration, Empowerment, and Services
RTC	Research and Training Center for Children's Mental Health
RTOI	Research Topic of Interest
S4KF	Success 4 Kids & Families
SAMHPO	Substance Abuse and Mental Health Program Office
SAMHSA	Substance Abuse and Mental Health Services Administration
SCH	Student Credit Hours
SCIETT	Supported Competitive Integrated Employment Training Team Project
SED	Serious Emotional Disturbances
SEDNET	Multi-agency Service Network for Children with Severely Emotional Disturbances
SIPP	State Inpatient Psychiatric Program
SOC	System of Care
SOCA	System of Care Analysis
SOCIS	System of Care Implementation Survey
SOCPR	System of Care Practice Review
SPANS	Service Process Adherence to Needs and Strengths
TA	Technical Assistance
TAC	Technical Assistance Center
TACE	Technical Assistance and Continuing Education
TACSEI	Technical Assistance Center on Social Emotional Interventions for Young Children
TAP	Technical Assistance Partnership
TF-CBT	Trauma-Focused – Cognitive Behavioral Therapy
TREaD	The Division of Training, Research, Education & Demonstrations
TRI	Trauma Recovery Initiative
TSBA	Tiered Systems Behavior Analyst
UCEDD	University Centers for Excellence in Developmental Disabilities
WPIC	Western Psychiatric Institute and Clinic

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