Child & Family Studies

ACADEMICS • RESEARCH • TRAINING

impact

JULY 1 — JUNE 30
2012-2013

Created by

CFS Faculty & Staff

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

USF
UNIVERSITY OF
SOUTH FLORIDA
COLLEGE OF BEHAVIORAL
& COMMUNITY SCIENCES

Greetings,

Each year, the Department of Child & Family Studies hosts an annual luncheon that celebrates our accomplishments and successful partnerships. Our theme for the 2013 luncheon was *Under Construction: Building an Even Better CFS*. While it began as a funny reference to the renovations our building undertook that year, I realized it was a perfect analogy, because we did build a better CFS, and we did so as we realigned some of our efforts to match the updated strategic goals of the University of South Florida.

With USF's first goal of a continued commitment to student success, we increased our student credit hours and course offerings to fill the growing demand nationally and internationally for professionals in the behavioral health field. During FY2013, the newly approved Graduate Certificate in Translational Research in Adolescent Behavioral Health Program offered student scholars a one-of-a-kind education and training program, merging the skills and experience of USF academic researchers, local community service providers, and national experts. In addition, the Applied Behavior Analysis Doctoral Program welcomed its first cohort of doctoral students. We also developed a new Master of Science Degree in Child & Adolescent Behavioral Health, which has since been approved to begin Spring 2015.

The College of Behavioral & Community Sciences' mission is to be among the most influential resources for behavioral and community sciences in the state, nation, and world. This certainly aligns us with USF's goal to change lives for the better, improve health, and foster sustainable development and positive societal change through high-impact research and innovation. Throughout the last few years of national economic challenges, CFS has been able to successfully maintain and receive a solid level of external funding for its research and training activities. During FY2013, CFS received new funding to evaluate services and/or provide training in quality childcare, child welfare, trauma in children, parent involvement, school readiness, and positive behavior support. In addition, a leading journal in the behavioral health research field is edited by a CFS faculty member.

CFS also supported USF's goals of creating new partnerships to build a strong and sustainable future for Florida, as well as pursue a more secure economic base.

During the FY2013, CFS managed awards from both federal and non-federal partners totaling $10,142,389. We also successfully hosted four conferences that were projected to bring in $1.5 million to the Tampa Bay Community.

Our interdisciplinary department is committed to improving the well-being of individuals, children, and families who need special support to resolve issues of mental health, disability, education, and healthy development. This year's Impact Report will serve as a testament to that commitment while profiling the activities and accomplishments of FY2013.

As in past years, I extend my sincere appreciation and thanks to the entire CFS team for another year of extraordinary efforts. Together, we will continue to build an even better CFS!

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

The Department of
Child & Family Studies
CFS IMPACT 2013 July 1, 2012 - June 30, 2013

Contents

Department of Child and Family Studies

The Department of Child & Family Studies (CFS) currently consists of 206 employees that include 14 tenure and tenure-track faculty, 28 research faculty, 69 research staff members including social & behavioral researchers, statistical data analysts, training support specialists and community outreach caseworkers, 3 post docs, 10 graduate assistants, 37 OPS researchers, 26 student assistants and 18 administrative staff. 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. Our academic programs are aligned with the University's goal of creating and supporting programs that produce well-educated global citizens through innovative approaches to curriculum development and delivery. CFS was built around a commitment to USF's goal of changing lives for the better, improving health, and fostering sustainable development and positive societal change through research and innovation. In addition, CFS has consistently been among the top three University departments bringing in external funding, thus meeting the University goals of building a strong and sustainable future for Florida, and pursuing a more secure economic base.

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 Resource Centers & Training Programs

» **Florida's Center for Child Welfare Practice** 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.

» **Florida Center for Inclusive Communities**/University Center for Excellence in Developmental Disabilities Education, Research and Service (FCIC/UCEDD) provides both pre-service and in-service training programs for professionals and community members who provide supports and services to individuals with developmental disabilities. FCIC programs include:

- Center for Autism and Related Disabilities (CARD)
- Florida's Positive Behavior Support (PBS)
- Positive Behavioral Interventions and Supports (PBIS)
- Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI)
- Home Instruction for Parents of Preschool Youngsters (HIPPY)
- Interdisciplinary Center for Evaluation and Intervention (ICEI)

» **Florida KIDS COUNT** is part of a nationwide KIDS COUNT network to track that status of children in the U.S.

» **National Directory of Family-Run & Youth Guided Organizations for Children's Behavioral Health** lists organizations and support groups throughout the United States, U.S. Territories, and Tribal Nations that are working to support families who have children and adolescents with behavioral health challenges.

» **National Research and Evaluation Center (NREC) HIPPY-USA at USF** conducts rigorous research, provides meaningful program evaluation support, and engages in productive collaboration to promote positive child, family, and community outcomes.

» **Suicide Prevention Implementation Program** enhances the capacity of states and local communities to convert the suicide prevention strategy into concrete actions.

Child & Family Studies

**CFS Impact
2013 Team Members**

Mario Hernandez,
Department Chair

Norín Dollard

Sandra Dwinell

Ruby Joseph

Dawn Khalil

Rose Iovannone

Tom Massey

Storie Miller

Stephen Roggenbaum

Patty Sharrock

Academic Programs

- **Applied Behavior Analysis (ABA)**: ABA is the only current CFS 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.

- **Master of Science Degree in Child and Adolescent Behavioral Health (CABH)**: This program begins in 2014/2015 and is designed to prepare professionals to serve in public and non-profit agencies and schools that work with diverse children, adolescents, and their families who are experiencing behavioral health challenges. Educational opportunities include advancement to doctoral programs in public health and the behavioral and social sciences. Thesis and Applied tracks will be available in Developmental Disabilities, Leadership in Child/Adolescent Behavioral Health, Translational Research and Evaluation, and Youth and Behavioral Health. http://cabh.cbcs.usf.edu/

- **Graduate Studies in Behavioral Health Program**: The USF College of Behavioral & Community Sciences(CBCS)/CFS 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: This certificate 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**: This fully online certificate program is one of few in the nation offering 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 School-wide or Program-wide PBS, a three-tiered model of support for school and preschool systems.

- **Graduate Certificate in Translational Research in Adolescent Behavioral Health**: This certificate merges the skills and experience of local community treatment providers, USF academic researchers, and national experts to provide a team mentoring approach with student researchers and professionals in the field.

- **The Learning Academy** is a customized transition program that assists in preparing young adults diagnosed with Autism Spectrum Disorder for employment.

Highlights and Points of Pride

Research Activity

- CFS had federal awards totaling $6,700,828 and non-federal awards totaling $3,441,561. A total of $39,311,581 in proposals was submitted (FY2013).

- Florida's Center for Child Welfare was granted a 4-year, $2.5 Million continuation from the Florida Department of Children and Families.

Academic Programs

- CFS has been able to transform itself from a research department into a department that is growing in its ability to generate SCH. From 2006-2007 to 2012-2013 CFS undergraduate SCH grew by 452%. In the same time period, CFS Graduate SCH grew by 229%.

- The Applied Behavior Analysis Program (ABA) grew with an undergraduate minor and doctoral program.

- A new market-based online Graduate Certificate in ABA was one of only two programs approved in the USF system. The online certificate covers the content required to prepare students for the national Behavior Analyst Certification Board exam.

- During the 2013 program year, 11 students graduated with a certificate from Positive Behavior Support, designed for those who want to specialize in resolving challenging behavior and supporting the prosocial behavior of children and youth within schools and early education settings.

Faculty and Program Recognition

- FCIC was announced as the winner of the About.com 2013 Readers' Choice Award for Favorite Special-Needs Regional Resource. Among their other accomplishments for FY2013:
  - Training trainees: 3,453 hours
  - Continuing education: 5,602 participants
  - Community education: 15,435 participants
  - Technical assistance: 5,875
  - New Products: 158
  - Product Dissemination: 54,016
  - Web site: 15,844,708 hits by 39,764

- Dr. David Chiriboga received the Gerontological Society of America's (GSA) Minority Mentorship Award.

- Dr. Elizabeth Perkins served as guest editor on a Special Issue of the American Journal on Intellectual and Developmental Disabilities.

- The ABA Program began offering CE Credits through an online program for BCBA and BCaBA Certificants.

- Stephen D. Roggenbaum was reappointed to the Florida Suicide Prevention Coordinating Council.

- WUSF profiled the Positive Behavior Support Program during Mental Health Awareness Month.

- Dr. Karen Berkman was profiled in the Chronicle of Higher Education.

- Dr. Mary Armstrong was elected president of the American Orthopsychiatric Association, an interdisciplinary association devoted to mental health, health, and social justice.
- Drs. Lise Fox and Carol MacKinnon-Lewis are listed as among the Top 100 USF Researchers List.
- Dr. Lise Fox was honored with the Mary McEvoy Service to the Field Award.

Programs, Teaching, Student Success

- 23 students in the Applied Behavior Analysis (ABA) Master's program graduated with their master's degree in 2013, the highest number yet since the program began in 2006. Recent accomplishments of students include:
  - 19 papers/chapters published or in press in 2013.
  - 15 papers submitted for publication.
  - 18 ABA student authors presented 22 papers at the 2013 Association for Behavior Analysis International Conference.
  - 28 ABA student authors presented papers at the 2013 Florida ABA conference.
- A new Master of Science in Child & Adolescent Behavioral Health Program was developed and approved by the USF Board of Trustees with concentrations in Developmental Disabilities, Leadership in Child/Adolescent Behavioral Health, Translational Research and Evaluation, and Youth and Behavioral Health.

Scholarly Activity

- Articles
  - Published: 63
  - In Press or advance online: 12
  - 74% of articles were published in ranked journals.
- Journals: 45
  - 69% of CFS journals are ranked in Journal Citation Reports
- Books: 2
- Conference Presentations: 169
  - International: 64
  - National: 60
  - Regional: 3
  - State: 39

Scholarship: Research, Grants, and Innovation

- CFS was successful in receiving Federal awards totaling $6,700,828 and non-federal awards totaling $3,441,561.
- CFS faculty submitted $ 39,311,581 in proposals.
- The Graduate Student Assistance Fund provided over $5,000 in funds to ABA students.
- The state funded PBS project staff presented at more than 38 local, state, and national-level conferences and professional meetings, and published at least two peer-reviewed articles on PBS implementation.

- The federally funded Training and Technical Assistance Program for Positive Behavioral Interventions and Supports collaborated on over 45 national and state conference presentations as well as two national and international conferences for over 1,200 participants each. Faculty also collaborated on training and supported almost 20,000 schools nationally on implementation of School-wide PBS.
- Dr. Heather Peshak George served as Contributing Editor of Encyclopedia of Special Education.

Community Engagement

- CFS Honored the following Community Partners at the Annual Fall Luncheon: Jennifer Rava, Founder/CEO, Engage Behavioral Health; Chris Murray, Quality Management Specialist, Heartland for Children Community Based Care Agency; Donna Kimes, Supervisor, Pre-Kindergarten Exceptional Education/ Hillsborough County Public Schools.
- ABA Students provided over 35,000 hours of community service through practicum placements.
- CARD-USF served 4,464 professionals with 2,992 technical assistance consultations and 3,861 families with 432 new constituents joining CARD during this year. CARD-USF also provided:
  - 2 regional trainings for teachers in a 14 county area.
  - A two-day Summer Institute serving over 300 teachers.
  - 5,107 direct assistance contacts to families serving 10,361 individuals.
  - 157 trainings serving 3,439 individuals.
  - Hosted the 20th annual statewide CARD conference. The Partnership for Effective Programs for Students with Autism (PEPSA) hosted the annual pre-conference day that provided training to 474 educators, with 28 teachers completing the intensive mentorship program.
- The Interdisciplinary Center for Evaluation and Intervention (ICEI) provided services to 287 children, 122 parents, and 9 school districts.
- The Home Instruction for Parents of Preschool Youngsters (HIPPY) served approximately 1,563 children from 1,388 families.
- The Quality Counts for Kids: Program-wide Positive Behavior Support (PWPBS) program provided 28 community trainings to 882 providers.
- The Florida Program-Wide Positive Behavior Support (PWPBS) program provided 29 community trainings (with 45 seats each) to 650 unduplicated providers in the community.
- Florida's Positive Behavior Support Project: Multi-Tiered System of Support Project (PBS) trained 147 schools in Tier 1 and 86 were trained in Tier 2.
- 86 behavioral health professionals were certified or recertified representing 15 Florida agencies on the Child & Adolescent Needs and Strengths (CANS), a systematic assessment of child and family needs and strengths.

Global Engagement/International Activities

» Dr. Ray Miltenberger was appointed to the Association for Behavioral Analysts International (ABAI) Council as applied representative in 2013.

» Dr. Kwang-Sun Cho Blair worked with three international scholars from South Korea who visited and partnered with CFS on Positive Behavior Support through the USF Exchange Visitor Program.

» CFS faculty were invited to conduct two one-day workshops at the Canadian Association for Suicide Prevention's Annual Conference in Fall 2012.

Development and Fund Raising

» CARD-USF used fundraising dollars to host the annual Health and Wellness Symposium, reading initiative, and other family events.

» CARD-USF interfaced with the medical community, participated in 40 public awareness events and expanded our autism friendly business initiative to include approximately 40 companies.

» CARD-USF expanded its constituency board and has an established student club (CARD Champion student club) with CARD executive director as the faculty lead.

» FCIC Leveraged an additional $8,047,894 (22% federal, 75% state, 4% local) and had an increase in funding of $1,740,297.

Diversity

» The Linking Actions for Unmet Needs in Children's Health (Project LAUNCH) Evaluation, a newly-funded program through 2017, aims to integrate evidence-based mental health/behavioral health services with other early childhood services to reduce disparities in cognitive, behavioral, social, and physical development of young children (0-8) whose parents are at risk of or are involved in substance use.

» CFS was selected as a member of the Technical Assistance Network for Children's Behavioral Health (TA Network), the new national center for states and communities funded by the Comprehensive Community Mental Health Services for Children and Their Families Program (Children's Mental Health Initiative or CMHI). CFS, in partnership with the Center for Community Learning, Inc. in Miami, will be the Cultural and Linguistic Hub of the TA Network.

» CFS is evaluating a one-year pilot conducted through the Children's Home Society of Florida, Inc. aimed at improving access to healthcare in a community which has experienced service gaps and high rates of emergency room use.

» Since its inception 5 years ago, The Learning Academy has graduated 47 students on the autism spectrum, with 15 students currently enrolled.

Interdisciplinary Collaborations

» The Graduate Certificate offered through the Institute for Translational Research in Adolescent Behavioral Health: The Institute is a collaborative effort between local adolescent-serving community agencies and the USF College of Public Health (COPH) and CFS.

» CFS and the USF College of Public Health (COPH) jointly offer a specialty concentration in behavioral health as part of the master and doctoral programs in the COPH Department of Community & Family Health.

Entrepreneurial Approaches to Conducting Business

» ABA online Continuing Education learning modules were launched in 2013.

» The online Graduate Certificate in ABA was one of only two programs approved by the USF System. The Certificate is an extension of the existing USF Master of Arts in ABA and utilizes the six core courses from the existing program, which are approved pursuant to regulation 8.011. The coursework covers the content required to take the certification exam from the Behavior Analyst Certification Board.

Communication/Marketing

» The 26th Annual Children's Mental Health Research & Policy Conference hosted more than 550 researchers, evaluators, policy-makers, administrators, parents, and advocates in a four-day conference that included over 70 concurrent sessions, five keynote/plenary presentations, and 50 poster presentations during two poster sessions.

» 550 participants attended the National Training Institute, hosted by the Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI).

» Florida KIDS COUNT increased attention to child and family issues through internet and print media.

» CFS Faculty were quoted in over 30 news/video articles.

» More than 125 news stories and event postings were placed on the CFS website.

» There were 2,006,383 hits to the CARD website from over 125 countries

» The CARD-USF site has expanded its social media by distributing 12 newsletters, posting on Facebook, Twitter, and Pinterest.

» The development and updating of an interactive website (FYItransiton.org) provides information and resources on post-school options for individuals with developmental disabilities. The website 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.

» Florida's Positive Behavior Support Project: Multi-Tiered System of Support Project (PBS) site generated 6.1 million hits with 16,015 hits on average per day.

» FCIC's website received 15,844,708 hits by 39,767 visitors.

» The Center for Child Welfare – Florida's Center for Child Welfare has 6,399 registered users. Their average monthly total hits in FY2013 were 1.2 million.

» The Youth Suicide Prevention School-Based Guide: Nearly 17,000 individuals downloaded the entire Guide or at least one component from The Guide's website.

» During the last half of 2013, the CFS website had 1,964,853 visitor hits. Web activity included visitors from the United States, Korea, China, the United Kingdom, Ukraine, Germany, France, Australia, Russia, and Japan.

Integrating and Using Technology

» The new Master of Science Degree in Child & Adolescent Behavioral Health is working to have a fully online program by 2015.

Aligning Our Work with USF Strategic Goals

The USF Strategic Plan 2013-2018, 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 2013-18 Strategic Plan.

USF Strategic Goal 1:
USF will, through a continued commitment to student success, produce well educated global citizens.

USF Strategic Goal 2:
USF will, through its high-impact research and innovation, change lives for the better, improve health, and foster sustainable development and positive societal change.

USF Strategic Goal 3:
USF will, as a highly effective major economic engine, create new partnerships to build a strong and sustainable future for Florida in the global economy.

USF Strategic Goal 4:
USF will pursue a more secure economic base, greater operational and resource efficiencies, and increased transparency in its business practices.

Overview of CFS Activities

This document is arranged by topic areas within the divisions. 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 IMPACT and ACCOMPLISHMENTS:
Accomplishments toward the intended goals and impact.

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

CONTACT:
Details on who to contact for additional information.

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

Academic Programs

	Project	Goals	Long Term Impact
ABA 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 new funding sources for students. ■ 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 graduate education in ABA at USF. ■ Increase state and national visibility of USF ABA 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 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.
	Graduate Certificate Program in Positive Behavior Support This 12-credit program supplements graduate and undergraduate degrees by offering a specialization in PBS. All courses are fully online and available to interested students across the country. There are four core courses and a number of possible electives that round out the program of study.	■ Graduate 5-10 students per/year with a PBS certificate.	■ Students will contribute knowledge through the practical and collaborative application of positive behavior support within school, home, and community systems. ■ Students will be effective members of positive behavior support teams. ■ Students will effectively participate in individual, school-, and program-wide positive behavior support practices.

Accomplishments	Status	Contact	USF Goals		
■ 23 students graduated with their master's degree in 2013, the highest number yet. ■ 19 papers/chapters with student authors were published or in press in 2013. ■ 15 papers with student authors were submitted for publication. ■ 18 student authors on 22 papers presented at the 2013 ABAI conference. ■ 28 student authors on papers presented at the 2013 Florida ABA conference. ■ 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 donations from the Cycling Out Autism fundraiser. ■ The Graduate Student Assistance Fund provided funds to 10 students in 2013. ■ ABA online learning modules were launched in 2013. ■ Tim Weil served on the FABA Executive Council in 2013. ■ Students provided over 35,000 hours of community service each year through practicum placements. ■ 5 undergraduate minor courses taught each semester. ■ Student credit hours in the ABA minor courses were the highest yet, doubling the number from the previous year.	Ongoing	Ray Miltenberger miltenbe@usf.edu	I Produce well educated global citizens II Through high-impact research and innovation, change lives for the better III Create partnerships to build a strong sustainable future for Florida		
■ More than 100 students from 17 states have enrolled in program since inception. ■ 1,700 student credit hours (SCH) have been generated since program began in 2006. ■ 37 students were awarded the Certificate; 2 in 2013. ■ 5 new students were admitted in 2013; 12 were enrolled in the program. ■ 12 were enrolled in the program. ■ 6 courses and 3 independent studies were offered in 2013, generating 278 SCH, including: » Cult. Comp. & Child Mental Health Disparities » Family-Centered Interdisciplinary Practice: Systems of Care » Financing in Child Mental Health Services » Cultural Competency in Children's Mental Health » Leadership in System of Care » Wraparound Interventions and the System of Care	Ongoing	Carol MacKinnon-Lewis lewiscm@usf.edu	I Produce well educated global citizens II Through high-impact research and innovation, change lives for the better		
■ During the 2013 program year, 11 students graduated with a certificate in PBS.	Ongoing	Jolenea Ferro jbferro@usf.edu	I Produce well educated global citizens		

	Project	Goals	Long Term Impact
Certificate Programs *continued*	**Graduate Certificate Program in Translational Research in Adolescent Behavioral Health** 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). It is funded by the National Institute on Drug Abuse, Grant # 1R25DA031103-01A1.	■ The 15 credit program is for students in public health, behavioral health, and the socio-behavioral sciences, and integrates community-based learning and classroom-based learning methodologies. Students gain knowledge in translational research, implementation science, and evidence-based practice in adolescent behavioral health.	■ 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 Studies	**Graduate Studies in Behavioral Health Program** Includes students in the following degree programs (all with Behavioral Health concentrations: » Master of Public Health (MPH) » Master of Science in Public Health (MSPH) » The Masters of Social Work/Masters of Public Health Dual-Degree Program (MSW/MPH) » Doctor of Public Health (DrPH) » Doctor of Philosophy (PhD) 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.	■ 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 a professional careers in behavioral health services, applied behavioral health services research; and outcomes evaluation, as well as students pursuing high level administration, policy, planning, or leadership careers in behavioral health services.

Accomplishments	Status	Contact	USF Goals	
■ The graduate certificate is offered through the Institute for Translational Research in Adolescent Behavioral Health, a joint program of USF COPH and CBCS. ■ The initial cohort of Institute Scholars reflects graduate student participation from a variety of disciplines, including public health, behavioral health, social work, criminology, global health, psychology, health education, and rehabilitation and mental health counseling. ■ The institute promotes community engagement with five bay area behavioral health and education organizations.	Ongoing	Bruce Lubotsky Levin levin@usf.edu Tom Massey massey@usf.edu Donna Burton dburton@usf.edu Julie Baldwin jbaldwin@health.usf.edu	I	Produce well educated global citizens
			II	Through high-impact research and innovation, change lives for the better
■ The program continues to be recognized as a unique program and one of only two interdisciplinary programs nationally for training graduate students in behavioral health within a college of public health. ■ The Behavioral Health Student Organization has expanded to welcome undergraduate majors in Behavioral Health Care and graduate students in both the Behavioral Health Concentration and the upcoming MS Degree in Child & Adolescent Behavioral Health. ■ Due to the addition of the Graduate Certificate in Translational Research in Adolescent Behavioral Health, three online graduate courses have been added as electives in the Graduate Studies in Behavioral Health Program.	Ongoing	Bruce Lubotsky Levin Levin@usf.edu	I	Produce well educated global citizens
			II	Through high-impact research and innovation, change lives for the better

Research & Training

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 the strategies required to increase skill development and reduce problem behavior in individuals with autism.
Learning Academy and The Learning Academy 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 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.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
■ Students with Autistic Spectrum Disorder will increase their rates of learning through teachers who implement best practice strategies received through CARD trainings and technical assistance.	■ Served 4,464 professionals with 2,992 technical assistance consultations. ■ Re-designed CARD website to have areas devoted to school personnel. ■ 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 Create partnerships to build a strong sustainable future for Florida
■ 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.	■ Provided 5,107 direct assistance contacts to families serving 10,361 individuals. ■ Served 3,861 families with 432 new constituents joining CARD during this year. ■ Provided 157 trainings serving 3,439 individuals. ■ CARD-USF hosted the 20th annual statewide CARD conference. ■ 2,006,383 hits to the CARD website from over 125 countries. ■ Used fundraising dollars to host the annual Health and Wellness Symposium, reading initiative, and other family events. Interfaced with the medical community, participated in 40 public awareness events and expanded our autism friendly business initiative to include approximately 40 companies. ■ CARD participated in a grant with UMass and a Children's Board grant with HIPPY. ■ CARD expanded its constituency board and has an established student club (CARD Champion student club) with CARD executive director as the faculty lead. ■ CARD has expanded its social media by distributing 12 newsletters, posting on facebook, twitter and pinterest.	Ongoing	Karen Berkman kberkman@usf.edu	III Create partnerships to build a strong sustainable future for Florida
■ 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 5 years ago, The Learning Academy has graduated 47 students, with 15 students currently enrolled. ■ 35 students are employed or are enrolled in college. ■ We serve 19 individuals through the Learning Academy Employment Services.	Ongoing	Karen Berkman kberkman@usf.edu	III Create partnerships to build a strong sustainable future for Florida
■ 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 50 professional development activities across the state to over 2,124 educators. ■ Hosted the annual pre-conference day that provided training to 474 educators. ■ Twenty-eight teachers completed the intensive mentorship program. ■ New website has been developed to facilitate communication and collaboration of teachers across the state.	Ongoing	Donna Casella dcasella@usf.edu	II Through high-impact research and innovation, change lives for the better III Create partnerships to build a strong sustainable future for Florida

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 – Florida's Child Welfare Pre-service Training: National Review and eLearning Training Module Development Project Complete a national review of child welfare training delivery best practices. Design and produce 22 eLearning modules for use within Florida's new Child Welfare professional staff pre-service training program. A collaborative project with the MHLP Department's child welfare training consortium. Funded by Florida's Department of Children and Families.	■ Provide recommendations for training content and delivery strategies based on national data from other states. ■ Ensure transfer of knowledge through engaging multi-media modules.
Center for Child Welfare – Florida's 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. 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 – Strong African American Families Program (SAAF), a Universal Preventive Intervention The purpose of the 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. ■ Evaluation findings across all study components disseminated at state and national conferences. ■ Participated and helped facilitate stakeholder dialogue around systems change.	Ongoing	Mary Armstrong miarmstr@usf.edu or Amy Vargo avargo@usf.edu	II	Through high-impact research and innovation, change lives for the better
■ Training will be provided to all existing child welfare professionals and every new employee henceforth statewide.	■ National review completed and submitted in June 2013. Used extensively by Florida's content development team as a resource to build Florida's curriculum. ■ eLearning module development team selected and deployed.	New	Don Policella dpolicella@usf.edu	II	Through high-impact research and innovation, change lives for the better
■ 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. ■ Hits – Average monthly total hits in FY13 were 1.2 million. ■ Multimedia: » In-service training videos on-line with post-testing. » Attained accreditation for child welfare training in Florida (FCB). » Certificates issued for in-service training videos.	Ongoing	Don Policella dpolicella@usf.edu	II	Through high-impact research and innovation, change lives for the better
■ 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.	Online training completed; curriculum translation completed and available.	Don Policella dpolicella@usf.edu	II	Through high-impact research and innovation, change lives for the better

Research & Training

Project	Goals
Child Welfare System and Practice Improvement (continued)	
Center for Child Welfare – Toolkit and Documentary for Safe Reduction of Out-of-Home Care Cases in Circuit 13 Engage regional workgroup members to develop a toolkit based on successful strategies developed by a judicially-led team to reduce the number children in foster care. The toolkit will be designed to assist in replicating the process statewide and nationally. Produce a documentary video that describes the process and assist with replication of the model strategies. Sponsored by Casey Family Programs.	■ Expand the safe reduction of children in foster care statewide and nationally through dissemination of successful strategies.
Center for Child Welfare – Quality Parenting Initiative (QPI) and Florida Just In Time Training 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 www.JITFL.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 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: » QPI training request function is embedded in the Center's web portal. The QPI Training request is a simple on-line form that allows foster parents, trainers or supporters to request training. QPI training staff quickly follow-up and coordinate training events to address the need. The site will continue to 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 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. » Provide foster parents and licensing professionals with certified training hours that can be applied for relicensing.
Center for Child Welfare– Quality Parenting Initiative (QPI) – Just In Time Training Nevada The Quality Parenting Initiative is a statewide project contract commenced April 2013 in Nevada through their Division of Child and Family Services.	■ 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 Nevada's Child Welfare System. ■ 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.

Long Term Impact	Accomplishments	Status	Contact	USF Goals	
■ Reduce the number of children in foster care and their lengths of stay. Improve the safety and well-being of children.	■ In progress.	Ongoing – Deliverables due Spring 2014.	Don Policella dpolicella@usf.edu	II	Through high-impact research and innovation, change lives for the better
■ 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. Increase expertise and "professionalization" of foster care direct services throughout Florida. ■ Disseminate system change training provided by QPI Florida lead project staff.	■ 100% Training requests received timely response ■ Just in Time Training – Web Show implementation – live interactive and recorded. ■ Foster parent online relicensing training credit program expanded to include web show training.	Ongoing	Don Policella dpolicella@usf.edu	II	Through high-impact research and innovation, change lives for the better
■ Improve child welfare service operations in 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 Nevada.	■ One live meeting and trainings monthly; ongoing technical assistance to Nevada training coordinators. ■ Monthly joint webcast meeting with QPI Florida. ■ 3 Nevada regional training staff established and providing training services.	New	Don Policella dpolicella@usf.edu	II	Through high-impact research and innovation, change lives for the better
■ 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	II	Through high-impact research and innovation, change lives for the better

Research & Training

	Project	Goals
Child Welfare System and Practice Improvement (continued)	**Evaluation of Utah's Title IV-E Waiver** This evaluation examines the Title IV-E Waiver, which enables federal funds to be more flexibly spent on preventing children who come into contact with Utah's child welfare system from being placed in out-of-home care. The purpose of the evaluation is to assess the effectiveness of Utah's implementation of the Waiver at the state level and at pilot sites. The process evaluation also includes a needs assessment of service gaps and fidelity of implementation at the practice level.	■ Examine the effectiveness of waiver implementation at the state level and at pilot sites. ■ Describe the expansion of child welfare practices, including innovative and evidence-based practices that contribute to improved outcomes for children in the child welfare system. ■ Contribute to and facilitate further dialogue among Utah's child welfare leadership regarding strategies and activities needed to affect a positive impact on children and families through implementation of the IV-E Waiver.
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
■ Improved child safety, permanency, and well-being outcomes for children in the child welfare system. ■ Improved quality of child welfare services provided to children and families through the IV-E Waiver.	■ In progress.	New	Mary Armstrong miarmstr@usf.edu	II Through high-impact research and innovation, change lives for the better
■ 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 four school districts in Florida. ■ Developed training and implementation materials for use by school districts. ■ Developed on-line training modules related to job development and customized employment.	Ongoing	Lise Fox lisefox@usf.edu	III Create partnerships to build a strong sustainable future for Florida
■ 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	II Through high-impact research and innovation, change lives for the better
■ 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. ■ Completed phases I and II and received VR approval to launch statewide. ■ Currently in phase III (statewide launch).	Ongoing	Tammy Jorgensen Smith smithtj@usf.edu	II Through high-impact research and innovation, change lives for the better

Research & Training

Community
Supports
(continued)

Project	Goals
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.
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.

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).	■ Operates with an Interdisciplinary team that includes representatives from medicine/health, special education, neuropsychology, family support, psychiatry, communication sciences, psychology, behavioral analysis and social work. ■ Clinic had practicum students from multiple disciplines including applied behavior analysis, special education, communication sciences, and school psychology. ■ In 2012-2013 fiscal year, the following accomplishments were documented: » 287 children received services » 122 parents received services » 9 school districts were served ■ Specific Services Provided: » 308 evaluation activities » 226 recommendations and consultation services to families » 376 recommendations and consultation services to teachers and school administrators » 17 inservice activities » 55 pre-trainings provided to graduate and undergraduate students ■ Interdisciplinary activities: » 12 Speech/language evaluations » 3 speech/language consultation » 3 social work consultations » 1 pediatric consultation » 6 special education consultations » 2 neuropsychological consultations » 1 family discipline consultation ■ Distinct accomplishments: » Provide consolation support to the Florida Dept. of Education by evaluating technical adequacy of FBA/BIPs completed in districts being monitored for high restraint/seclusion incidents. » Provided a special training/coaching project to Pasco school district to build capacity in facilitating FBA/BIPs.	Ongoing	Rose Iovannone iovannone@usf.edu	I Produce well educated global citizens II Through high-impact research and innovation, change lives for the better
■ 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 UCEDD.	■ 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). ■ Web modules for online METTA training are planned.	Ongoing	Tammy Jorgensen Smith smithtj@ usf.edu	II Through high-impact research and innovation, change lives for the better
■ 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.	■ Web site 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	I Produce well educated global citizens III Create partnerships to build a strong sustainable future for Florida

Research & Training

Dissemination Planning and Implementation

Project	Goals
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 (web site, 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.
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.

Long Term Impact	Accomplishments	Status	Contact	USF Goals	
■ The work of CFS is effectively communicated and clearly understood. ■ Content is utilized to improve policy, services, supports, and practice.	■ Provided content support for the CFS Impact book and various reports prepared by department faculty. ■ Provided content support for faculty PowerPoint Presentations and event flyers. ■ Provided content support for websites: » Master of Science Program in Child & Adolescent Behavioral Health » Florida KIDS COUNT » National Directory of Family-Run & Youth Guided Organizations for Children's Behavioral Health » Department of Child & Family Studies; National Research and Evaluation Center (NREC) HIPPY-USA at USF » Graduate Certificate in Positive Behavior Support » Applied Behavior Analysis minor, master's and doctoral programs	Ongoing	Storie Miller storiemiller@usf.edu	II	Through high-impact research and innovation, change lives for the better
■ 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 which recognizes outstanding CFS faculty and staff, as well as key university and community partners nominated for acknowledgement.	Ongoing	Sandra Dwinell sdwinell@usf.edu	II	Through high-impact research and innovation, change lives for the better
■ 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 support for disseminating brochures and flyers promoting individual projects, events, special guest lectures, academic programs, job postings and new publications. ■ Provided support for disseminating project monographs and reports, posters, and displays; department newsletters, the CFS Impact Book, PowerPoint presentations; and numerous materials requested for specific events and activities.	Ongoing	Dawn Khalil dkhalil@usf.edu	II	Through high-impact research and innovation, change lives for the better
■ Provide education and information on 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. ■ CFS Faculty were quoted in over 30 news/video articles. ■ More than 125 news stories and event postings were placed on the CFS website. ■ Prepared 62 e-news announcements for projects and events including the Annual Children's Mental Health Research & Policy Conference, National Research & Evaluation Center HIPPY USA at USF, Applied Behavior Analysis CEU program, Community Solutions Webinars, Journal of Behavioral Health Services Research, National Directory of Family-Run & Youth Guided Organizations for Children's Behavioral Health, and Youth Suicide Prevention Workshop.	Ongoing	Storie Miller storiemiller@usf.edu	I II	Produce well educated global citizens Through high-impact research and innovation, change lives for the better
■ 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 National Research & Evaluation Center HIPPY USA at USF. ■ Completed a redesign of the website for the Annual Children's Mental Health Research & Policy Conference. ■ Completed a draft of redesign for the Florida KIDS COUNT website.	Ongoing	Victor Trinidad trinidad@usf.edu	I II	Produce well educated global citizens Through high-impact research and innovation, change lives for the better

Research & Training

	Project	Goals
Dissemination Planning and Implementation (continued)	**Webinar Series** The Webinar Series is hosted by Community Solutions as part of our mission.	■ Disseminate information and education on outcome data and ongoing research and policy development.
Early Childhood	**Early Childhood Technical Assistance Center (ECTA)** The ECTA is funded by the Office of Special Education programs to provide support to systems and programs providing early intervention and preschool services to infants, toddlers, and preschool children with or at risk of disabilities. The University of South Florida is participating by providing intensive technical assistance to states for the implementation and scaling up of recommended practices.	■ The ECTA Center assists states in building effective, efficient systems; scaling up and sustaining effective services; and, promoting research-based interventions for infants, toddlers, and preschoolers with disabilities and their families.
	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	
■ 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 6 webinars with more than 960 registered participants.	Ongoing	Sandra Dwinell sdwinell@usf.edu	I	Produce well educated global citizens
				II	Through high-impact research and innovation, change lives for the better
■ Implementation of effective state systems and local programs that result in improved outcomes for young children and their families served by IDEA.	■ Identification of recommended practices for early intervention and early childhood special education personnel. ■ Design of state planning guide to be used by state leadership teams for the implementation, scale-up, and sustainability of Recommended Practices.	New	Lise Fox lisefox@usf.edu	II	Through high-impact research and innovation, change lives for the better
■ Improved social development of all children; reduction in preschool expulsions due to challenging behavior.	■ 29 community trainings (with 45 seats each) provided to 650 unduplicated providers in the community. ■ Hosted 1 local, 1 state, and 2 national conference presentations to a total of 360 participants. ■ 2 additional inservice/preservice trainings provided to 40 participants. ■ Ongoing training and technical assistance provided to 11 local early childhood programs who are adopting the Pyramid Model, with 152 early childhood professionals and about 800 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 technical assistance and coaching to 50 external coaches from 4 early childhood local agencies (ELC, School Readiness, Champions for Children, ECC) that provide T/TA throughout Hillsborough County.	Ongoing	Lise Fox lisefox@usf.edu	II	Through high-impact research and innovation, change lives for the better

Research & Training

Research & Training

Early Childhood (continued)

Project	Goals
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.
Quality Counts for Kids: Program-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.	■ 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.

Department of Child & Family Studies

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. ■ Improved Florida HIPPY research methodology and provided consultation to HIPPY USA on future research projects.	■ Approximately 1,563 children from 1,388 families were served by Florida HIPPY programs. ■ 9 of the 12 Florida HIPPY programs were accredited by HIPPY USA. ■ 3 HIPPY newsletters were disseminated statewide to 900 HIPPY stakeholders. ■ 4 statewide HIPPY advisory committee meetings were held during the year. ■ 6 HIPPY programs participated in the health literacy initiative. ■ 53 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. ■ 3,008 children are currently enrolled in the Florida HIPPY Longitudinal Study. ■ 769 parents completed the Parent Involvement in Home and Community Educational Activities Research study were received and analyzed during Fall 2013. ■ 357 HIPPY children were administered the pilot HIPPY Skills Test from five HIPPY programs. 90% of the posttest scores were higher than the pretest scores. ■ A $1,163,917 grant was awarded by the Children's Board of Hillsborough County to expand the HIPPY program in Hillsborough County. The Hillsborough HIPPY Parent Involvement Project serves families in North, South, East and West Tampa which includes children who have, or are at risk for, developmental disabilities.	Ongoing	Mary Lindsey lindsey@usf.edu	II	Through high-impact research and innovation, change lives for the better
■ 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. ■ Developed materials for training and technical assistance related to the use of practice-based coaching.	Ongoing	Lise Fox lisefox@usf.edu	II	Through high-impact research and innovation, change lives for the better
■ Improved social development of all children, and decrease in challenging behavior in early childhood programs.	■ 29 community trainings (with 45 seats each) provided to 650 unduplicated providers in the community. ■ Hosted 1 local, 1 state, and 2 national conference presentations to a total of 360 participants. ■ 2 additional inservice/preservice trainings provided to 40 participants. ■ Ongoing training and technical assistance provided to 11 local early childhood programs who are adopting the Pyramid model, with 152 early childhood professionals and about 800 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 technical assistance and coaching to 50 external coaches from 4 early childhood local agencies (ELC, School Readiness, Champions for Children, ECC) that provide T/TA throughout Hillsborough County.	Ongoing	Rochelle Lentini, lentini@usf.edu	II	Through high-impact research and innovation, change lives for the better

	Project	Goals
Early Childhood (continued)	**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.
	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.
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.	■ 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.

Long Term Impact	Accomplishments	Status	Contact	USF Goals	
■ Provide an effective classroom model to promote young children's social competence and address challenging behavior.	■ Initiated efficacy trial that is being conducted in Nashville, TN and Hillsborough and Clay County, Florida in 89 classrooms for preschool children.	Ongoing	Lise Fox, PhD, lisefox@usf.edu	II	Through high-impact research and innovation, change lives for the better
■ 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. ■ 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	II	Through high-impact research and innovation, change lives for the better
■ 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; published information graphic highlighting Florida data contrasting national key indicators; participated in four national KC media releases, including data book and policy publications; compiled county specific profiles, and published Florida: Education Snapshot and Florida Mothers & Babies. ■ 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. Expanded development of training tools.	Ongoing	Susan Weitzel weitzel@usf.edu	II	Through high-impact research and innovation, change lives for the better
■ 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	II	Through high-impact research and innovation, change lives for the better
■ 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. ■ SAMHSA, through the Technical Assistance Partnership, provided funds for ongoing activity through 2013.	Ongoing discussions underway for sustaining the Directory.	Kathy Lazear klazear@usf.edu or Rene Anderson randers2@usf.edu	II	Through high-impact research and innovation, change lives for the better

Research & Training

	Project	Goals
Journal Edited within CFS	**Journal of Behavioral Health Services & Research (JBHS&R)** The Journal of Behavioral Health Services & Research (JBHS&R) is a peer-reviewed, multidisciplinary journal that publishes articles on the organization, financing, delivery, and outcomes of behavioral health services, including mental health, alcohol, and substance abuse. This quarterly scholarly journal is the official publication of the National Council for Community Behavioral Healthcare and published by Springer Publications.	■ 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.
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.

Long Term Impact	Accomplishments	Status	Contact	USF Goals	
■ Improve the understanding of effective organization, financing, delivery, systems, and outcomes of alcohol, drug abuse, and mental health services throughout the United States.	■ The journal continues to produce a quarterly publication focused on behavioral health services and research on topics relevant across disciplines. Four issues were published in 2013.	Ongoing	Bruce Lubotsky Levin levin@usf.edu	I	Produce well educated global citizens
				II	Through high-impact research and innovation, change lives for the better
■ 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.	■ Statewide, 1,408 schools trained on school-wide (Tier 1) PBS: PreK- 7, Elementary- 807, Middle- 292, High- 190, Alt/Center- 99, Other- 85 with 1,308 of these schools remaining active. ■ 147 schools were trained in Tier 1 and 86 were trained in Tier 2. Training provided to over 1,513 school personnel across Tiers 1-3. Evaluations of have been extremely positive. ■ 75% of all active schools are implementing PBS with fidelity according to the Benchmarks of Quality. In 2012-2013, participating schools implementing PBS with high fidelity reported 34% fewer ODRs, 9% fewer ISS, and 30% fewer OSS (all per/100 students) than low implementing schools. ■ 100 schools were identified as PBS Model (exemplar) Schools. ■ 50 of Florida's 67 districts (75%) actively implementing school-wide PBS. ■ FLPBS: MTSS maintained a website that generated 6.1 million hits with 16,015 hits on average per day. ■ The FLPBS Project's state-wide RtI:B database is available for use by all schools and all districts. During 2012-2013, there were 26 activate districts and 181 school accounts. ■ The Benchmarks of Quality (BoQ), completed by 1,051 schools in 2012-2013. The mean score of the BoQ was 79% indicating that most schools are implementing PBS with a high level of fidelity. The Benchmarks for Advanced Tiers (BAT) was completed by 393 schools. ■ PBS project staff presented at more than 38 conferences and professional meetings and published at least two peer reviewed articles on PBS implementation. ■ At least 25 new products were developed and disseminated, including online newsletters, revised training materials, online trainings and facilitated meetings, revised evaluation instruments, revised Checklists, and revised District Action Planning Process in collaboration with PS/RtIProject. ■ A total of 655 technical assistance activities were provided.	Ongoing	Don Kincaid kincaid@usf.edu or Heather George HGeorge@usf.edu	II	Through high-impact research and innovation, change lives for the better

Research & Training

	Project	Goals
Positive Behavior Support (continued)	**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 TA 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)** Provide certification and "train the trainer training" for the CANS comprehensive. Provide technical assistance on use of the CANS in planning, monitoring and evaluating services at the child and family, program and system levels.	■ To expand the use of evidence-based, ecological, and strengths-based assessment to support planning and service delivery.
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.
	Linking Actions for Unmet Needs in Children's Health (Project LAUNCH) Evaluation Evaluation of Project LAUNCH, which aims to integrate evidence based mental health/behavioral health services with other early childhood services to reduce disparities in cognitive, behavioral, social, and physical development of young children (0-8) whose parents are at risk or are involved in substance use. This project is managed by the Florida Department of Children and Families and includes an inter-agency pilot project serving families in the Lealman corridor of Pinellas County. The evaluation includes federally-mandated outcomes, cross-site data collection requirements, and local process, fidelity, and outcome evaluation activities.	■ The goal of the Project LAUNCH evaluation is to document the processes, fidelity, and outcomes of grantee activities, which include infrastructure and system strategies to support services in five core areas: 1) screening and assessment in a range of child-serving settings, 2) integration of behavioral health in primary care settings, 3) increased focus on social and emotional well-being in home visiting services, 4) incorporation of mental health consultation and Positive Behavior Support in early care and education settings, and 5) family strengthening and parent skills training for at risk families.
	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.
	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.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
■ 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 support for 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. ■ Participated in workgroups for Tier 2 and 3 Model Demos, High School Application, and Disproportionality.	Ongoing	Don Kincaid kincaid@usf.edu or Heather George HGeorge@usf.edu	II Through high-impact research and innovation, change lives for the better
■ Systematic assessment of child and family needs and strengths guides service planning and delivery at the individual, program, and agency levels.	■ 86 people were certified or recertified representing 15 agencies.	Ongoing	Norín Dollard dollard@usf.edu	II Through high-impact research and innovation, change lives for the better
■ 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.	Completed and disseminating	Linda Callejas Callejas@usf.edu	II Through high-impact research and innovation, change lives for the better III Create partnerships to build a strong sustainable future for Florida
■ Increased understanding of system, infrastructure, and direct service changes needed to support the implementation of evidence based practices and culturally competent and trauma-informed care, and to engage families in prevention and early intervention for underserved populations of young children.	First year accomplishments: ■ Development of collaborative relationships with State and Local staff and Young Child Wellness Councils established this year in Tallahassee and Lealman corridor. ■ Collaboration on Environmental Scan and Strategic Plan submitted to SAMHSA. ■ Submission of Evaluation Plan to SAMHSA.	New Oct, 2012 through 2017	Teresa Nesman nesman@usf.edu	II Through high-impact research and innovation, change lives for the better
■ 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.*	Completed and disseminating	Debra Mowery Mowery@usf.edu	II Through high-impact research and innovation, change lives for the better
■ 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.	Completed and disseminating	Linda Callejas Callejas@usf.edu	II Through high-impact research and innovation, change lives for the better III Create partnerships to build a strong sustainable future for Florida

Research & Training

	Project	Goals
Reduction in Mental Health Disparities (continued)	**Strong African-American Families—Technology Dissemination Model (SAAF-TDM)** To test the feasibility of an innovative implementation model that utilizes technology to deliver live, on-line training and TA in the dissemination of a universal preventive intervention.	■ Train lay community facilitators with fidelity in the implementation of an intervention model using an internet-based approach.
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	**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.
	National Evaluation: Safe School / Healthy Students This is an implementation study of the Safe Schools / Healthy Students initiative. This project will continue to contribute to past efforts to evaluate the SS/HS framework and to further dissemination of these lessons in ways that will be useful to policymakers, educators, and members of the educational, behavioral health, and justice system collaborators at all levels.	■ To assess the implementation of Safe Schools / Healthy Students; provide process evaluation for implementation activities.
	Using Network Analysis to Assess School Mental Health Organization and Capacity The study assesses the nature of organizational role and communication structures among teachers and mental health professionals and the contribution of these organizational factors on health services in schools. Previous efforts focused on readiness for mental health services integration and facilitators and barriers to integration.	■ To assess school mental health services organization and capacity. ■ This project will continue to assess formal relationships among school professional staff and the ways in which these structures enhance the organization of and capacity for school mental health services.
Success in School	**HIPPY (USA) Educational Advancement Project** Provide an independent assessment of the HIPPY Education Advancement Project that includes both the Ages 3 and 4 updated curriculum development and the Leading to Educational Advancement Pathway (LEAP) professional development program.	■ Use theory-driven evaluation to support improvement in HIPPY program planning and implementation efforts as well as build sustainable evaluation practice for HIPPY USA and its affiliated programs.
Suicide Prevention	**Veterans Suicide Prevention Training Module Development** Collaborated with USF's Department of Mental Health Law and Policy to create, pilot, and release an online training module (Assessing and Minimizing Potential Risks of Harm to Self or Others) for Community Integration Specialists (peer helpers) in the Veterans Administration Community Integration Project.	The online training provides opportunities for participants to: ■ Gain the latest research-based information on suicide warning signs, risk factors, protective factors, and resources for veterans. ■ Review effective team approaches to working with veterans. ■ Engage in review exercises to enhance material covered.

Long Term Impact	Accomplishments	Status	Contact	USF Goals	
■ If effective, an internet platform could be used for the delivery of other evidence-based prevention interventions to rural minority communities.	■ Facilitator self-efficacy and program acceptance shown to be high and comparable to face-to-face training. ■ Facilitators reported high satisfaction with on-line training and technical assistance provided. ■ High adherence and competence to SAAF protocol was reported by trained observers. ■ Families reported high satisfaction with SAAF program implementation by the facilitators. ■ Presented papers at: » 2013 SRCD Biennial Meeting, Seattle, WA. » 26th Annual Children's Mental Health Research and Policy Conference, Tampa, FL.	Ongoing	Carol MacKinnon-Lewis lewiscm@usf.edu	II	Through high-impact research and innovation, change lives for the better
■ The Center will strengthen the evidence base of HIPPY USA regarding program effectiveness and child, parent, home visitor, and community outcomes.	■ The NREC website was developed and initial content put in place: hippyresearchcenter.org. ■ 3 professional development training sessions regarding Parenting Practices & Discipline Strategies that Support Positive Child Development were provided and led by the NREC director. ■ An email list was developed for email campaigns.	Ongoing	Mary Lindsey lindsey@usf.edu	II	Through high-impact research and innovation, change lives for the better
■ 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 program evaluation and research effort continued to disseminate results relevant to the school board. ■ Survey data on factors impacting readiness for school mental health integration as well as readiness for implementation of evidence-based practice were analyzed and the findings disseminated.	Continuation	Tom Massey massey@usf.edu Donna Burton dburton@usf.edu	II	Through high-impact research and innovation, change lives for the better
■ The intent is to demonstrate the feasibility and value of the SS/HS framework in participating States, and to disseminate lessons to other States that may initiate programs using the SS/HS framework.	■ Through this program evaluation, protocols are being developed to study the implementation of a national initiative for expansion of school behavioral health services through the Safe School / Healthy Students network. Program evaluation efforts are helping to examine readiness for implementation, capacity building efforts, and best strategies for program development across all sites nationally.	New	Tom Massey massey@usf.edu	II	Through high-impact research and innovation, change lives for the better
■ To establish models for effective integration of school-based mental health services and improve readiness for mental health services integration in schools.	■ Through this research effort, protocols have been developed to assess the capacity and quality of school mental health services and readiness for services implementation. ■ The unique research design queries multiple levels of school staff simultaneously and applies social network analysis to better understand the relationships among school staff that are impacting services delivery.	New	Tom Massey massey@usf.edu	II	Through high-impact research and innovation, change lives for the better
■ Increased understanding of pathways leading to program success and the contributions of HIPPY to improving the lives of vulnerable children and positively impacting racial equity.	■ Developed a participatory and utilization-focused evaluation plan to be implemented over the next 18 months through a HIPPY USA/USF collaboration.	Ongoing	Sharon Hodges sphodges@usf.edu	II	Through high-impact research and innovation, change lives for the better
■ Contribute to the reduction in the number of veteran deaths by suicide and improving service utilization by increasing the identification of warning signs, risk factors, protective factors, and resources for veterans. ■ Create a cadre of well-informed individuals who can be resources in their communities and on their teams in the area of veteran suicide prevention.	■ Began literature review and developed sub-sections of the Assessing and Minimizing Potential Risks of Harm to Self or Others online training.	New	Stephen Roggenbaum roggenba@usf.edu	II	Through high-impact research and innovation, change lives for the better

Research & Training

	Project	Goals
Suicide Prevention (continued)	**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.
	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.

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.	■ 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 viewing and downloading in sections or its entirety. Just under 30,000 national and international individuals visited the website during the past year for an average of 79 website visitors per day (a 57% increase over the previous year). Nearly 17,000 individuals downloaded the entire Guide or at least one component from The Guide's website. Twenty-nine percent of the Guide's website visitors were from outside the US. The top ten countries included: China, Australia, Canada, Japan, United Kingdom, Ukraine, India, Philippines, Denmark, and Republic of Korea with between 164 and 1,650 visitors representing 20% of all visitors. ■ Fulfilled orders for 400 printed copies of the Youth Suicide Prevention School-Based Guide to Florida's SEDNET representatives.	Ongoing	Stephen Roggenbaum roggenba@usf.edu	II Through high-impact research and innovation, change lives for the better
■ 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.	■ Conducted the following interactive workshops providing opportunities for participants to gain the latest research-based information: » A two-day workshop that received local media coverage. » Two one-day workshops invited by the Canadian Association for Suicide Prevention's Annual Conference.	Ongoing	Stephen Roggenbaum roggenba@usf.edu or Kathy Lazear klazear@usf.edu	II Through high-impact research and innovation, change lives for the better
■ 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 and Policy Conference, and Federation of Families for Children's Mental Health Conference). ■ 3 peer review publications based on study findings are in preparation. ■ 1 book chapter published based on findings. ■ 2 webinars conducted based on study 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).	Completed and disseminating	Sharon Hodges sphodges@usf.edu	II Through high-impact research and innovation, change lives for the better
■ Improved service systems for children with Serious Emotional Disturbance and their families.	■ Presented findings at 2 national conferences. ■ Additional manuscripts in development.	Completed and disseminating	Sharon Hodges sphodges@usf.edu	II Through high-impact research and innovation, change lives for the better

Research & Training

	Project	Goals
Systems Planning & Policy (Continued)	**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.
	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.
	Evaluation of Florida's Children's Mental Health System of Care Expansion Grant The evaluation is designed to gain a better understanding of how System of Care Values and Principles are being implemented at the state level and at three local SOC expansion sites. The plan uses qualitative and quantitative methods to address three main areas: achievement of project objectives; effectiveness of process objectives including changes in collaboration levels, policies and financing strategies and structures at the state and local pilot levels, and impact of the project on child and family outcomes using both primary data and administrative data sources; and a readiness assessment of three new local SOC expansion sites.	■ Examine the effectiveness of grant implementation at the state level and at the local SOC expansion sites. ■ Outcome evaluation at the child and family level. ■ Quality of care assessment through structured survey instrument and interviews with parents of children receiving services from the public mental health system. ■ Analysis of administrative data to assess changes in child outcomes over time.
	Evaluation of Orange County's Service, Utilization and Costs of Care for Children with Mental Health Disorders and Their Families This study was undertaken by faculty and staff to describe behavioral health service use and costs of care in Orange County, Florida, to examine outcomes and costs of care for children and youth served in Wraparound Orange as compared to a matched group of youth and to provide data on comparable communities that have implemented Wraparound around the country. A literature review was also conducted to identify communities around the country where Wraparound was implemented focusing on youth in juvenile justice.	■ Describe the service use, outcomes, and costs of services for children and youth in Wraparound compared to a similar group of youth who received treatment as usual.
	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 practice models for the system of care and for treatment. ■ Improve data collection & implement science-based evaluation to monitor progress. ■ Ensure system of care sustainability.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
■ 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 actively participated in CHS statewide to collaborate on and support research and evaluation activities. ■ CFS evaluated a CHS pilot of a Community Health Worker intervention. ■ CHS served on advisory board for federally funded research.	Ongoing	Sharon Hodges sphodges@usf.edu	II Through high-impact research and innovation, change lives for the better
■ Improve service delivery and treatment for youth involved in child welfare.	■ The report titled "Utilization of Mental Health Services and Trajectories of Mental Health Status Following Enrollment in the CW-PMHP" was written.	Completed and disseminating	Svetlana Yampolskaya yampol@usf.edu	II Through high-impact research and innovation, change lives for the better
■ Improved capacity of Florida's system of care to implement and deliver services that are family driven, youth guided, culturally competent, and coordinated across systems.	■ Developed tools and protocols for data collection for both the effectiveness of the project at the state level and the evaluation of the local SOC expansion sites.	Ongoing	Mary Armstrong miarmstr@usf.edu	II Through high-impact research and innovation, change lives for the better III Create partnerships to build a strong sustainable future for Florida
■ Augment system reform objectives and improvements. ■ Provide data and policy measures to assist system transformation. ■ Contribute to a sustainable service delivery infrastructure.	■ Develop financial maps of extant funding streams. ■ Review and synthesize literature on service use and costs of Wraparound. ■ Describe outcomes and costs of care.	Ongoing	Norín Dollard dollard@usf.edu	II Through high-impact research and innovation, change lives for the better
■ 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 and families. ■ Supported 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	II Through high-impact research and innovation, change lives for the better

Research & Training

Systems Planning & Policy (Continued)

Project	Goals
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.
Michigan Action Learning Network for Primary and Behavioral Health Integration Facilitate statewide effort to identify action-oriented strategies for successful implementation of integrated care in local context.	■ Provide a common focus for the challenges facing communities in the integration of primary and behavioral healthcare for children and families. ■ Provide a forum for shared learning. ■ Support collective and individual action.
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.)	■ 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, residential mental health treatment). ■ Implement and evaluate an Enhanced Therapeutic Foster Care model for youth with serious emotional disturbance involved in the juvenile justice system. ■ Describe the service use, pharmacy use, outcomes and costs of services for children and youth in out-of-home mental health treatment settings.
Pine Hills Wellness Project Evaluate the impact of Pine Hills Wellness project using participatory and utilization-focused evaluation strategies.	■ Support development and implement of a home visiting wellness intervention intended to increase health access and reduce healthcare barriers and costs. ■ Reduce emergency room use and increase primary care physician use among families of 2-6 year old children in Pine Hills, FL.
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.

Long Term Impact	Accomplishments	Status	Contact	USF Goals	
■ More effective substance abuse treatments for adolescents within minority groups and females.	■ Presented two papers at the Annual Conference of Society for Prevention Research in Washington DC in May, 2013 in an organized symposium.	Ongoing	Wei Wang wwang@health. usf.edu	II	Through high-impact research and innovation, change lives for the better
■ Improved service systems for children with Serious Emotional Disturbance and their families.	■ Identified barriers and facilitators to implementing integrated primary and behavioral health care. ■ Identified local and statewide strategies to support integration. ■ Developed the first in a series of practice briefs on integrated primary and behavioral healthcare for children and families.	Ongoing	Sharon Hodges sphodges@usf.edu	II	Through high-impact research and innovation, change lives for the better
■ Policies and service intentions for child mental health service delivery will be implemented and sustained with fidelity to their original intentions.	■ Peer-reviewed journal article published. ■ 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 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. ■ Maintained an active Logic Model Website, which includes interactive theory of change logic model training and narration http://logicmodel.fmhi.usf.edu/ ■ Collaborated on integrating Theories of Change and Continuous Quality Improvement.	Ongoing	Sharon Hodges sphodges@usf.edu	II	Through high-impact research and innovation, change lives for the better
■ 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.	■ State and local community partnerships and collaboration have developed as a result of ongoing research. ■ Provided actionable recommendations for increasing family involvement for families whose children are in residential treatment. ■ Provided EBPs in partnership with local agencies.	Ongoing	Mary Armstrong miarmstr@usf.edu or Norín Dollard dollard@usf.edu	II	Through high-impact research and innovation, change lives for the better
■ Improved health access for vulnerable populations.	■ Developed a community strengths and needs assessment. ■ Developed a wellness coach curriculum. ■ Developed a participatory and utilization-focused evaluation plan.	Ongoing	Sharon Hodges sphodges@usf.edu	III	Create partnerships to build a strong sustainable future for Florida
■ 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.	■ Report submitted. ■ Peer-reviewed paper published. ■ Developing 2nd manuscript for publication.	Completed and disseminating	Svetlana Yampolskaya yampol@usf.edu	II	Through high-impact research and innovation, change lives for the better

Research & Training

Project	Goals
Systems Planning & Policy (Continued) **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.
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.
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.
Utilization of Mental Health Services and Trajectories of Mental Health Status Following Enrollment in the Child Welfare – Prepaid Mental Health Plans (CW-PMHP) This study examines the longitudinal effect of service provision under CW-PMHP on children's mental health status.	■ The purpose of the study is to assess the association between the type/intensity of mental health services and changes in children's mental health status, and to identify characteristics of children with persistent mental health problems for early and targeted interventions.

Long Term Impact	Accomplishments	Status	Contact	USF Goals	
■ 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 26th Children's Mental Health Research & Policy Conference, Tampa.	Completed and disseminating	Svetlana Yampolskaya yampol@usf.edu	II	Through high-impact research and innovation, change lives for the better
■ Communities throughout the state will successfully implement and maintain fidelity of research-grounded field-based practices.	■ Book chapter published.	Completed and disseminating	Sharon Hodges sphodges@usf.edu	II	Through high-impact research and innovation, change lives for the better
■ 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 communities, 3 counties, 2 states, and 1 Canadian province. ■ Results of a survey along with background information about the Canadian province are being prepared for a manuscript. ■ S4KF SOCPR: Activities continue with community-based Success for Kids project. Quarterly reports were completed for FY2012-2013. ■ A yearly report and funder report were completed and presented to the PQI committee. ■ AZ SOCPR: Activities continue with the state of AZ. A yearly report and data dictionary were completed. ■ MA SOCPR: Training and data collection were completed in June 2013 with the State of MA. Report writing for the data collection began in July 2013. ■ Ottawa SOCPR: Activities continue with the Canadian province of Ottawa. A journal article describing the SOCPR used with Ottawa is being written. ■ State and national conference presentations of SOCPR data. ■ Presented at national conference.	Ongoing	Debra Mowery mowery@usf.edu	II III	Through high-impact research and innovation, change lives for the better Create partnerships to build a strong sustainable future for Florida
■ Bridge the gap between research and evaluation to policy and practice.	■ Data analyses are complete.	Ongoing	Svetlana Yampolskaya yampol@usf.edu	II	Through high-impact research and innovation, change lives for the better

Research & Training

Research & Training

	Project	Goals
Trauma-Based Support	**Trauma Recovery Initiative for Youth Center (TRI Center)** (2012-2016) The TRI Center aims to demonstrate and evaluate the effectiveness of sustainable, culturally competent, trauma-focused interventions and trauma-informed system approaches to ameliorate adverse consequences of complex trauma experience for abused and neglected youth in foster care and other out-of-home family care in the Florida Panhandle region.	■ Increase community capacity to provide trauma-focused, culturally competent, evidence-based treatment for youth in the northwest Florida foster care system that have experienced complex trauma. ■ Increase community capacity for identification of trauma. ■ Transform service delivery approaches so that practices based on trauma-informed principles take root in the northwest Florida system of care, with collaborative linkages to the National Child Traumatic Stress Network.
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.
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 care specifically towards the special healthcare needs of patients with developmental disabilities across the lifespan.

Long Term Impact	Accomplishments	Status	Contact	USF Goals	
■ Florida shifts to a trauma-informed treatment environment using identified trauma-specific best practices. ■ Florida to screen all youth in dependency system for trauma.	■ Received Year 5 of funding to continue to expand services throughout CHS regions, to focus on sustainability, and to further develop an infrastructure to support use of Trauma Informed services. ■ Analysed all evaluation data—including outcome, process, and fidelity assessments. ■ Presented evaluation findings at 3 national conferences. ■ Peer review publications related to findings are in process Training and implementation of TF-CBT continues In Pensacola. ■ CHS workgroups are developing clinical manuals with trauma focus, and trauma assessment instruments are being adopted for statewide CHS use. ■ Continued to work with CHS related to collaboration on future trauma initiatives and external funding. ■ Received federal funding for evaluation of new TRI Center focused on implementation of Parent Child Interaction Therapy. ■ Presented at national conferences on trauma-focused care. ■ Participated in CHS workgroups on development of developing clinical manuals with trauma focus, and trauma assessment instruments are being adopted for statewide CHS use. ■ Developed and conducted a statewide organizational survey to assess organizational change related to providing trauma-informed services and supports.	Ongoing	Sharon Hodges sphodges@usf.edu	II	Through high-impact research and innovation, change lives for the better
■ 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.	■ 727 activities affecting 92,327 individuals. ■ 3,543 hours of training to UCEDD trainees. ■ 2,007 hours of community training. ■ 5,875 hours of technical assistance. ■ 12,692 hours of research activities. ■ 54,016 FCIC products were disseminated. ■ FCIC's redesigned website was awarded About. Com best Regional Special Needs Resource Website. ■ FCIC's website received 15,844,708 hits by 39,767 visitors. ■ Leveraged additional $8,047,894.00 (22% federal, 75% state, 4% local, 0% other).	Ongoing	Lise Fox lisefox@usf.edu or Don Kincaid kincaid@usf.edu	I II	Produce well educated global citizens Through high-impact research and innovation, change lives for the better
■ 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 a 12 part webinar series based on the first internationally vetted curriculum in developmental medicine created in the United States. ■ 25 nationally recognized experts in the field of DD healthcare co-presented and/or contributed to planning, and implementation. ■ Each webinar presentation was approved for 1 credit hour of Continuing Medical Education (CME's) for physicians. ■ Webinars viewed 1,504 times. ■ 214 CME's certificate issued to practicing physicians, 35 in Florida. ■ 540 certificates of attendance issued to allied health care professionals, 123 in Florida.	New	Myrna Veguilla veguilla@usf.edu	I	Produce well educated global citizens

	Project	Goals
Workforce Development (continued)	**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.
	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.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
■ Prepares students for professional careers in behavioral health services and applied behavioral health services research agencies and service organizations.	■ The inaugural cohort of Institute Scholars is in its final semester of the program, having completed their coursework and service learning research projects. ■ Institute Scholar assisted community partner agencies with community-based research projects centered on issues of translational research in child and adolescent behavioral health. ■ Incoming Institute Scholars have met with students from the first cohort, academic mentors, community partners, and national mentors and are in their first semester of coursework.	Ongoing	Bruce Lubotsky Levin levin@usf.edu Tom Massey massey@usf.edu Donna Burton dburton@usf.edu	I Produce well educated global citizens II Through high-impact research and innovation, change lives for the better
■ Improve the quality and increase the number of personnel who are fully credentialed to serve children with disabilities. ■ Improve outcomes for children with disabilities.	■ Provided tuition, stipend, travel, and book support to students. ■ Provided Summer Institute on universal design and assistive technology, Tier 1 PBS training, and mentorship support to Cohort 2. ■ Provided practicum experience to Cohort 1 in 4 high-need Hillsborough elementary schools and to Cohort 2 in the community clinical settings. ■ Cohort 1 successfully completed the PBS Certificate Program and thesis studies in schools. ■ Cohort 1 presented at Florida ABA and APBS conferences. ■ Recruited two new Hillsborough elementary schools to provide practicum experience to Cohort 2. ■ Successfully recruited and enrolled a new cohort of 4 students.	Ongoing	Kwang-Sun Blair kwangsun@usf.edu	I Produce well educated global citizens

Research & Training

Publications

Books

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Mowery, D. (2013). *Success 4 Kids and Families system of care practice review study quarter IV (April – June 2013) report FY2012-2013.* Tampa, FL: University of South Florida, College of Behavioral and Community Sciences, Louis de la Parte Florida Mental Health Institute, Department of Child and Family Studies.

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Research & Training

Publications *(continued)*

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Weitzel, S. L., Shockley, C., & McCann, C. (2013). *Indicator brief: Florida population.* Tampa, FL: University of South Florida, College of Behavioral and Community Sciences, Louis de la Parte Florida Mental Health Institute, Department of Child and Family Studies.

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Peer Reviewed Journal Articles

Baek, J., & Blair, K. C. (2013). Teacher perception of problems in the process of developing and implementing school-wide PBS: Implications for tier 3 interventions. (Korean) *Journal of Emotional and Behavioral Disorders, 29,* 149-182.

Barton, E.E., Steed, E.A., Strain, P.S., Dunlap, G., Powell, D., & Payne, C.J. (in press). An analysis of classroom-based and parent-focused social emotional curricula for young children. *Infants and Young Children.*

Crosland, K.A., Clarke, S., & Dunlap, G. (2013). A trend analysis of participant and setting characteristics in autism intervention research. *Focus on Autism and Other Developmental Disabilities, 28,* 159-156.

Crosland, K., & Dunlap, G. (in press). Effective strategies for the inclusion of children with autism in general education classrooms. *Behavior Modification.*

Dillahunt-Aspillaga, C.J., Smith, T.J., Ehlke, S., Sosinski, M., Monroe, D., & *Thor, J. (2013). Traumatic brain injury: Unmet support needs of caregivers and families in Florida. *PLOS One.*

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Fox, L., Lentini, R., Binder, D. P. (2013). Promoting the social-emotional competence of all children: Implementing the Pyramid Model program-wide. *Young Exceptional Children Monograph Series No. 15,* 1-13.

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Glaesser, R., & Perkins, E. A. (2013). Self-injurious behavior in older adults with intellectual disabilities. *Social Work, 58,* 213-221.

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Iovannone, R., Anderson, C., & Scott, T. (2013). Power and control: Useful functions or explanatory fictions? *Beyond Behavior, 22,* 3-6.

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Lee, M.A., Smith, T.J., & Henry, R.G. (in press). Power politics: Advocacy to activism in social justice counseling. *Journal for Social Action in Counseling and Psychology.*

Miller, I.B. & Crosland, K.A., (In press). Behavioral skills training with teachers: Maintenance and booster training. *Child and Family Behavior Therapy.*

Miltenberger, R., Fogel, V., Beck, K., Koehler, S., Graves, R., Noah, J., McFee, K., Perdomo, A., Chan, p., Simmons, D., & Godish, D. (2013). Examining the efficacy of the Stranger Safety abduction prevention program and parent conducted in situ training. *Journal of Applied Behavior Analysis, 46,* 817-820.

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Perkins, E. A. (2012). Health care on both sides of the Atlantic Ocean. (Invited article). *Learning Disability Practice, 15*(7), 34-36.

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Perkins, E. A., & Friedman, S. L. (Eds.). (2012). Special Issue: Aging and End of Life. *American Journal on Intellectual and Developmental Disabilities, 117*(6).

Reeves, L., Umbreit, J., Ferro, J., & Liaupsin, C. (2013). Function-based intervention to support the inclusion of students with Autism. *Education and Training in Autism and Developmental Disabilities. 48,* 379-391.

Sears, K., Blair, K. C., Iovannone, R., & Crosland, K.(2013). Using the Prevent-Teach-Reinforce model with families of young children with ASD. *Journal of Autism and Developmental Disorders. 43,* 1005-1016.

Sharrock, P. J., Dollard, N., Armstrong, M. I., & Rohrer, M. (2012). Provider perspectives on involving families in children's residential psychiatric care. *Residential Treatment for Children and Youth, 30*(1), 40-54.

Shayne, R., & Miltenberger, R. (2013). Evaluation of behavioral skills training for teaching functional assessment and treatment selection skills to parents. *Behavioral Interventions, 28,* 4-21.

Smith, T.J. & Benito, N. (2013). Florida College Collaborative: Facilitating inclusive post-secondary education opportunities for youth with developmental disabilities. Special Edition on Postsecondary Education for Students with Intellectual Disabilities. *Journal of Postsecondary Education and Disability, 26*(4), 396-402.

Smith, T.J., (2013). One stop service center initiative: Strategies for serving persons with disabilities. *Journal of Rehabilitation, 79*(1), 30-36.

Smith, T.J., Reid, J.A., Henry, R.G., Dixon, C.G., & Wright, T.J., (2013). Evaluating curricular influence on preparation for practice, career outcomes, and job satisfaction: Results from an alumni survey of a 40-year rehabilitation and mental health counseling program. *Rehabilitation Research, Policy, and Education. 27*(1) 43-57.

Snyder, P. A., Hemmeter, M. L., Fox, L., Bishop, C. C., & Miller, M. D. (2013). Developing and Gathering psychometric evidence for a fidelity instrument the Teaching Pyramid Observation Tool–Pilot Version. *Journal of Early Intervention, 35,* 150-172.

Wack, S., Crosland, K.A., & Miltenberger, R. (In press). Using a goal-setting and feedback procedure to increase running distance. *Journal of Applied Behavior Analysis.*

Whitford, D., Liaupsin, C., Umbreit, U., & Ferro, J. (2013). Implementation of a single comprehensive function-based intervention across multiple classrooms for a high school student. *Education and Treatment of Children, 36,* 147-167.

Yampolskaya, S., Mowery, D., & Dollard, N. (In press). Profile of Children Placed in Residential Psychiatric Program: Association with Delinquency, Involuntary Mental Health Commitment, and Reentry into Care. *American Journal of Orthopsychiatry.*

Presentations

Akintonde, J., Weil, T. M., Oliver, J., & McLean, A. (2013, May). *Reconstructing the self: Verbal interventions for individuals with traumatic brain injury.* Paper presented at the meeting of the Association for Behavior Analysis International, Minneapolis, MN.

Appleton, E., & Wimmer, A. (2013, July). *Smooth traffic ahead: Tuning up transition times.* Paper presented at the meeting of the One Goal Summer Conference, Tampa, FL.

Armstrong, M. I., & Boothroyd, R. A. (2013, November). Non-utilization of mental health services: A consumer perspective. Paper presented at the meeting of the American Public Health Association, Boston, MA.

Armstrong, M. I., Dollard, N., & McGrath, K. (2013, July). *Use of therapeutic foster care for youth with complex multi-system needs.* Paper presented at the meeting of the Conference on Treatment Foster Care, Nashville, TN.

Ashley, B., & Blair, K.-S. (2013, March). *Check-in Check-out intervention using a student incentive plan with accountability tracking.* Paper presented at the meeting of the Association for Positive Behavior Support (APBS), San Diego, CA.

Ashley, B., & Blair, K.-S. (2013, September). *An evaluation of Check-In/Check-Out with accountability tracking for at-risk students in a high-need elementary school.* Paper presented at the meeting of the Florida Association for Behavior Analysis (FABA), Daytona Beach, FL.

Berkman, K. A. (2013, March). *Serving students with autism spectrum disorder on a college campus.* Paper presented at the meeting of the American College Health Association, Boston, MA.

Binder, D., Bock, A., Fox, L., & Clarke, S. (2013, March). *Behavior Incident Reporting System.* Workshop presented at the meeting of the National Training Institute on Effective Practices, Clearwater Beach, FL.

Blair, K.-S., & Fox, L. (2013, March). *From preschool to high school: Implementing PBS within diverse contexts.* Keynote presented at the meeting of the NorthWest PBIS (Positive Behavior Interventions & Supports) Conference, Eugene, OR [Invited].

Blair, K.-S. (2013, April). *School-wide positive behavior support and prevention of school violence.* Workshop presented at the meeting of the Center for Regional Developmental Center, Andong National University, South Korea [Invited].

Blair, K.-S. (2013, March). *Supporting children using the Facilitating Individualized Interventions to Address Challenging Behavior Toolkit.* Paper presented at the meeting of the Association for Positive Behavior Support (APBS), San Diego, CA.

Bocke, A., Fox, L., & Binder, D. (2013, March). *Behavior incident tracking: A system for early childhood programs.* Paper presented at the meeting of the International Conference on Positive Behavior Support, San Diego, CA.

Burton, D. L. (2013, March). *Evidence-based screening and assessment.* Paper presented at the meeting of the Children's Mental Health Research & Policy Conference, Tampa, FL.

Cacioppo, C., Miltenberger, R. G., Fogel, V., Witherspoon, L., Donohue, J., Downs, H., & Sanders, S. (2013, May). *Evaluation of preference for exergames among elementary students.* Paper presented at the meeting of the Association for Behavior Analysis International, Minneapolis, MN.

Childs, K., & Kincaid, D. (2013, March). *Are we doing it right? Evaluating tier 3 support in schools.* Paper presented at the meeting of the International Conference on Positive Behavior Support, San Diego, CA.

Childs, K., & Minch, D. (2012, October). *Family Engagement in Multi-Tiered Systems of Support (MTSS).* Invited Presentation at the National PBIS Leadership Forum, Chicago, IL.

Childs, K., Castillo, J., Voorhees, S, & Baldy, T. (2012, October). *A Needs Assessment for Multi-tiered Academic & Behavior Systems.* Invited Presentation at the National PBIS Leadership Forum, Chicago, IL.

Chiriboga, D. A., Molinari, V. A., Roh, S., Park, S., Kwon, S., & Cha, H. (2013, June). *Telecounseling for the linguistically isolated: A pilot study with older Korean immigrants in the United States.* Paper presented at the meeting of the International Association of Gerontology and Geriatrics (IAGG) World Congress of Gerontology and Geriatrics, Seoul, Korea.

Christiansen, K., & Iovannone, R. (2013, March). *Teacher-Coaching: A practical process toward implementing behavior intervention plans with fidelity.* Paper presented at the meeting of the International Conference on Positive Behavior Supports, San Diego, CA.

Clarke, S., Fox, L., & Mickelson, A. (2013, March). *Peer coaching for implementation fidelity: An application in Head Start.* Paper presented at the meeting of the International Conference on Positive Behavior Support, San Diego, CA.

Research & Training

Presentations *(continued)*

Clarke, S., Fox, L., & Sawyer, M. (2013, May). *Head Start Teachers as Reciprocal Coaches: Promoting Implementation and Procedural Fidelity of Evidence-Based Behavioral Strategies.* Symposium presented at the meeting of the Association for Behavior Analysis International, Minneapolis, MN.

Clarke, S., Fox, L., Sawyer, M., & Mickelson, A. (2013, March). *Coaching for Implementation Fidelity: An Application in Head Start.* Symposium presented at the meeting of the International Conference on Positive Behavior Support, Atlanta, GA.

Clay, C. J., Lambert, J. M., Bloom, S. E., & Collins, S. D. (2013, March). *Training residential staff and supervisors to conduct traditional and trial-based functional analyses.* In S. Bloom (Chair), Trial-based functional analysis: Refinements and extensions. Symposium presented at the meeting of the Association of Professional Behavior Analysts, Las Vegas, NV.

Clay, C., Samaha, A., Bloom, S. E., Bogoev, B., & Boyle, M. (2013, May). *Assessing preference for social interaction.* In A. Samaha (Chair), Evaluating the use of attention in preference and reinforcer assessments. Symposium presented at the meeting of the Association for Behavior Analysis International, Minneapolis, MN.

Corry, S. N., Samaha, A. L., Bloom, S. E., & Boyle, M. A. (2013, May). *An analysis of auditory stimulus generalization in children with autism following two training procedures.* In W. K. Berg (Chair), Treatment outcomes across type of reinforcement and treatment setting for persons with ASD and ID. Symposium presented at the meeting of the Association for Behavior Analysis International, Minneapolis, MN.

Crosland, K., Ferreira, K., Joseph, R., Iovannone, R., & Dunlap, G. (2013, March). *Functional assessment and intervention for youth in foster care who runaway.* Paper presented at the meeting of the International Conference on Positive Behavior Support, San Diego, CA.

Crosland, K., Hodges, S., Joseph, R., & Ferreira, K. (2013, March). *Refining a function based assessment and intervention model to decrease runaway behavior of youth in foster care.* Paper presented at the meeting of the Children's Mental Health Research & Policy Conference, Tampa, FL.

Dollard, N., McGrath, K., Armstrong, M. I., Robst, J., Johnson, M., & Gimbel, J. (2013). *Community-based treatment alternatives for justice-involved youth in child welfare.* Paper presented at the meeting of the Florida Alcohol and Drug Abuse Association and Florida Council for Community Mental Health (FADAA/FCCMH), Orlando, FL.

Dunlap, G. (2012, December). *Master Class: Preventing challenging behaviors: Prevent-Teach-Reinforce.* Workshop presented for Autism Community Training, Vancouver, BC, Canada.

Dunlap, G. (2012, July). *Prevent-Teach-Reinforce: A model of positive behavior support for addressing problem behaviors.* Presented at the 43rd National Autism Society Conference and Exposition. San Diego, CA.

Dunlap, G. (2012, November). *Preventing challenging behaviors: Prevent-Teach-Reinforce.* Workshop presented for Autism Community Training, Vancouver, BC, Canada.

Dunlap, G. (2013, January). *Better lives for people affected by autism.* Keynote presented at the meeting of the Center for Autism and Related Disabilities (CARD) Conference, St. Petersburg Beach, FL.

Dunlap, G. (2013, January). *Positive behavior support in schools and communities.* Keynote presented at the meeting of the Melmark Expert Speaker Series, Andover, MA [Invited address].

Dunlap, G. (2013, June). *Inclusion works, even in the extreme.* Keynote presented at the meeting of the Nevada Partnership for Inclusive Education, Reno, NV.

Dunlap, G. (2013, May). *ABA and child welfare research.* Discussant. In K. Crosland (Chair), "Applied behavior analysis and child welfare". Symposium presented at the meeting of the Association for Behavior Analysis International, Minneapolis, MN.

Dunlap, G., & Lee, J. K. (2013, March). *Prevent-Teach-Reinforce for Young Children (PTR-YC).* Workshop presented at the meeting of the National Training Institute on Effective Practices for Addressing Challenging Behavior, Clearwater Beach, FL [A day-long preconference workshop].

Dunlap, G., & Lee, J. K. (2013, March). *Prevent-Teach-Reinforce for Young Children (PTR-YC): A model for addressing serious challenging behaviors.* Paper presented at the meeting of the National Training Institute on Effective Practices for Addressing Challenging Behavior, Clearwater Beach, FL.

Dunlap, G., & Lee, J. K. (2013, March). *Prevent-Teach-Reinforce for Young Children: A tertiary model for preschoolers.* Keynote presented at the meeting of the International Conference on Positive Behavior Support, San Diego, CA [Invited address].

Dunlap, G., Knoster, T., & Bradshaw, C. (2013, March). *Evolution of the science, values, and vision of positive behavior support and APBS: Past, present, future.* Keynote presented at the meeting of the International Conference on Positive Behavior Support, San Diego, CA.

Ellingsen, K. M. (2013, June). *The role and future direction of evidence based practice for early childhood intervention home visiting programs in the United States.* Paper presented at the meeting of the EU-US Atlantis project Global Education and Developmental Studies (GEDS) Intensive Summer Institute, Porto, Portugal.

Ferro, J., Umbreit, J., & Liaupsin, C. (2013, March). *Treatment integrity, implementation fidelity, procedural reliability – What?* Paper presented at the meeting of the International Conference on Positive Behavior Support, San Diego, CA.

Florentino, S., Weil, T. M., & Garcia, A. (2013, May). *Transformation of stimulus function through relational networks: The impact of derived stimulus relations on stimulus control of behavior.* Paper presented at the meeting of the Association for Behavior Analysis International, Minneapolis, MN.

Fogel, V., & Miltenberger, R. G. (2013, May). *Mission, details, and data of the new undergraduate minor in applied behavior analysis at the University of South Florida.* Paper presented at the meeting of the Association for Behavior Analysis International, Minneapolis, MN.

Fox, L. (2012, September). *Addressing Young Children's Persistent Behavior Challenges: Tier 3 and the Pyramid Model.* Kansas Multi-tier System of Supports Symposium. Invited Session. Wichita, KS.

Fox, L. (2012, September). *Promoting Social Emotional Skills in Young Children: Tier 2 and the Pyramid Model.* Kansas Multi-tier System of Supports Symposium. Invited Session. Wichita, KS.

Fox, L. (2012, September). *Scaling up an RtI for the promotion of social emotional competence: The Pyramid Model.* Fourth Annual RTI Early Childhood Summit. Invited Plenary. Santa Ana Pueblo, NM.

Fox, L. (2012, September). *The Pyramid Model: A promotion, prevention, intervention approach.* Kansas Multi-tier System of Supports Symposium. Invited Session. Wichita, KS.

Fox, L. (2013, January). *Intervening early, intervening effectively.* Paper presented at the meeting of the Florida CARD Conference, St. Petersburg, FL.

Fox, L. (2013, March). *From preschool to high school: Implementing PBS within diverse contexts.* Keynote presented at the meeting of the NorthWest PBIS (Positive Behavior Interventions & Supports) Conference, Eugene, OR [Invited].

Research & Training

Fox, L., & Binder, D. (2012, October). *Data-decision making tools and the Pyramid Model.* Invited workshop. Annual DEC International Conference on Young Children with Special Needs and their Families. Minneapolis, MN.

Gaunt, B., Dorman, C., & March, A. (2013, March). *Plan for change!: Meaningful district & school improvement through effective leadership & coaching.* Workshop presented at the 10th annual APBS conference. San Diego, CA.

George, H. P., & Gaunt, B. (Oct. 2012). *Problem solving facilitation: A model for training & coaching district personnel.* Paper presented at the Positive Behavior Intervention Support Forum. Rosemont, IL.

George, H., & White, M. (2013, March). *Critical features of model/exemplar schools and suggestions for state or district-wide programs.* Paper presented at the meeting of the International Positive Behavior Support Conference, San Diego, CA.

George, H.P. (2012, August). *Effective Team Meetings.* Invited presentation at the Wisconsin PBIS Leadership Conference. Wisconsin Dells, WI.

George, H.P. (2012, August). *Identifying Students for Advanced Tiers.* Invited presentation at the Wisconsin PBIS Leadership Conference. Wisconsin Dells, WI.

George, H.P. (2012, August). *Introduction to the Benchmarks of Advanced Tiers (BAT).* Invited presentation at the Wisconsin PBIS Leadership Conference. Wisconsin Dells, WI.

George, H.P. (2012, August). *Introduction to the Benchmarks of Quality (BoQ).* Invited presentation at the Wisconsin PBIS Leadership Conference. Wisconsin Dells, WI.

George, H.P. (2012, July). *Game Changers: Preventing and Responding to Problem Behaviors in the Classroom.* Invited presentation at the PBIS Maryland Summer Institute 2012: Ellicott City, MD.

George, H.P. (2012, July). *National PBIS Landscape: What Are Other States Doing?* Invited presentation at the Texans Care for Children PBIS Summit: Austin, TX.

George, H.P. (2012, July). *PBIS in the Classroom: Linking PBIS to Content Areas.* Invited presentation at the PBIS Maryland Summer Institute 2012: Ellicott City, MD.

George, H.P. (2012, October). *Identifying Students for Advanced Tiers.* Invited online presentation at the Region 4 Education Services Center. Houston, TX.

George, H.P. (2013, June). *Multi-Tiered Systems of Support: What Is It and What Does It Look Like?* Invited presentation at the Texas Behavior Support (TBS) State Conference: Houston, TX.

George, H.P. (2013, June). *Tier 1 Fidelity Assessment Tools and Action Planning.* Invited presentation at the Texas Behavior Support (TBS) State Conference: Houston, TX.

George, H.P. (2013, March). *Infusing PBIS into Classroom Systems Using the Revised Classroom Consultation Guide.* Invited presentation at the Tenth International Conference on Positive Behavior Support. San Diego, CA.

George, H.P. (June, 2013). *PBIS in Your School: An Overview for Administrators.* Invited keynote presentation at the Texas Behavior Support (TBS) State Conference: Houston, TX.

George, H.P. (October, 2012). *Positive Behavior Support: National & State Landscape.* Invited presentation at the Annual Meeting for the American Psychological Association (APA).

Gonzalez, V., Crosland, K., Fogel, V., Murdock, K., & Weil, T. M. (2013, May). *Evaluating the effects of guided notes and response cards in student performance.* Paper presented at the meeting of the Association for Behavior Analysis International, Minneapolis, MN.

Greenbaum, P., Wang, W., Henderson, C., & Hall, C. (2013, May). *Integrated Data Analysis for Longitudinal Data: Pooled Estimates Based On Multiple Calibrations.* Presented at Society for Prevention Research 2013 Annual Meeting, San Francisco, CA.

Groskreutz, N. C., Groskreutz, M. P., Bloom, S. E., & Slocum, T. A. (2013, May). *Generalization of negatively reinforced mands in children with autism.* In D. Wilder (Chair), Recent research on improving verbal behavior among children with autism. Symposium presented at the meeting of the Association for Behavior Analysis International, Minneapolis, MN.

Hoch, V. A., Witts, B. N., Ghezzi, P. M., Oliver, J. R., & Weil, T. M. (2013, May). *Guidelines for the establishment of an undergraduate research lab.* Paper presented at the meeting of the Association for Behavior Analysis International, Minneapolis, MN.

Hodges, S. (2013, March). *Framework for policy implementation: How system partners can take value-based action.* In J. Levison-Johnson (Chair), Is it complicated or complex? The role of policy in sustaining change. Symposium presented at the meeting of the Children's Mental Health Research & Policy Conference, Tampa, FL.

Hodges, S., & Hernandez, M. (2013, February). *Strategies for building community resilience.* Keynote address presented at New York State System of Care Expansion Meeting. Troy, NY.

Hodges, S., & Schrepf, S. (2013, April). *The bottom line: Straight talk on the specifics of family engagement.* Paper (Webinar) presented at the meeting of the Substance Abuse & Mental Health Services Administration (SAMHSA) Summer of Learning, Rockville, MD.

Hodges, S., Ferreira, K. & Schrepf, S. (2013, April-May). *Engaging families and youth in evaluation.* National learning collaborative facilitated for communities funded through SAMHSA's Children's Mental Health Initiative. Four sessions conducted online and by telephone. Tampa, FL.

Hodges, S., Ferreira, K., & Schrepf, S. (2013, April). *Engaging families and youth in evaluation.* Paper presented at the meeting of the Substance Abuse & Mental Health Services Administration (SAMHSA) Child Mental Health Initiative National Learning Collaborative, Rockville, MD.

Hodges, S., Ferreira, K., & Schrepf, S. (2013, April). *Engaging families and youth in evaluation: Data collection and analysis.* Paper (Webinar) presented at the meeting of the Substance Abuse & Mental Health Services Administration (SAMHSA) Child Mental Health Initiative National Learning Collaborative, Rockville, MD.

Hodges, S., Ferreira, K., & Schrepf, S. (2013, May). *Engaging families and youth in evaluation: Data driven decision making and dissemination.* Paper (Webinar) presented at the meeting of the Substance Abuse & Mental Health Services Administration (SAMHSA) Child Mental Health Initiative National Learning Collaborative, Rockville, MD.

Hodges, S., Ferreira, K., & Schrepf, S. (2013, May). *Engaging families and youth in evaluation: Engaging youth in evaluation.* Paper (Webinar) presented at the meeting of the Substance Abuse & Mental Health Services Administration (SAMHSA) Child Mental Health Initiative National Learning Collaborative, Rockville, MD.

Iovannone, R. (2013, March). *An individualized behavior intervention process feasible for implementation.* Paper presented at the meeting of the Association for Positive Behavior Support (APBS), San Diego, CA.

Research & Training

Presentations *(continued)*

Iovannone, R. (2013, March). *Prevent-Teach-Reinforce model: A school-based individualized (Tier 3) behavior support model.* Workshop presented at the meeting of the Association for Positive Behavior Support (APBS), San Diego, CA.

Iovannone, R. (2013, May). *Developing a multi-tiered continuum of positive behavior supports for students with autism spectrum disorders.* Keynote presented at the meeting of the BILD (British Institute of Learning Disabilities) Positive Behaviour Support International Research and Practice Conference, Brighton, UK.

Iovannone, R. (2013, May). *The Prevent-Teach-Reinforce model of individualized positive behavior support.* Paper presented at the meeting of the BILD (British Institute of Learning Disabilities) International Research and Practice Conference, Brighton, UK.

Iovannone, R., & Christiansen, K. (2013, March). *Evaluating FBA and BIP technical adequacy: How are schools really doing?* Paper presented at the meeting of the International Conference on Positive Behavior Supports, San Diego, CA.

Kim, G., Parmelee, P., DeCoster, J., Bryant, A., & Chiriboga, D. A. (2013, June). *Association between body mass index and self-rated mental health among US older adults: Does race/ethnicity matter?* Paper presented at the meeting of the International Association of Gerontology and Geriatrics (IAGG) World Congress of Gerontology and Geriatrics, Seoul, South Korea.

Kincaid, D. (2012, July) *Blending Academics and Behavior in Response to Intervention.* Illinois PBIS Conference, Rosemont, IL.

Kincaid, D. (2012, July) *Integrating Academics and Behavior for Problem Solving.* Maryland PBIS Conference, Baltimore MD.

Kincaid, D. (2012, July) *Integrating Academics and Behavior in Response to Intervention,* Invited Keynote, Illinois PBIS Conference, Rosemont, IL.

Kincaid, D. (2012, July) *Preparing for Tiers 2 and 3.* Maryland PBIS Conference, Baltimore MD.

Kincaid, D. (2013, January). *Introduction to Prevent, Teach, Reinforce for Tier 3.* Invited Presentation for Orange County Schools, Orange County, CA.

Kincaid, D. & Batsche, G. (2012, Sept). *A Multi-tiered System of Supports for Academics and Behavior.* Administrators' Management Meeting, St. Petersburg, FL.

Kincaid, D. & George, H.P. (2012, October). *District Action Planning and Problem-Solving Process for Multi-Tiered Academic and Behavior Systems.* Invited presentation at the National Forum for Implementers of School-wide PBS. Chicago, IL.

Kincaid, D., & Gaunt, B. (2012, Oct.). *Integrated data-based problem solving: Model development and district capacity.* Paper presented at the Positive Behavior Intervention Support Forum. Rosemont, IL.

Kincaid, D., & Iovannone, R. (2013, March). *Are you struggling with Tier 3? Twelve issues and solutions.* Paper presented at the meeting of the Association for Positive Behvior Support (APBS), San Diego, CA.

Knighton, R. K., Bloom, S. E., & Clark, D. (2013, May). *The use of progressive ratio schedules to assess negative reinforcers.* In J. Neurenberger (Chair), Preference assessment methodological extensions: Comparisons of assessment modalities and the use of progressive-ratio schedules. Symposium presented at the meeting of the Association for Behavior Analysis International, Minneapolis, MN.

Kunnavatana, S. S., Bloom, S. E., Samaha, A. L., & Dayton, E. (2013, March). *Training educators to conduct trial-based functional analyses.* In S. Bloom (Chair), Trial-based functional analysis: Refinements and extensions. Symposium presented at the meeting of the Association of Professional Behavior Analysts, Las Vegas, NV.

Kunnavatana, S. S., Ludeman, K., Samaha, A., & Bloom, S. E. (2013, May). *Evaluation of criteria for interpreting trial-based functional analyses: A signal detection approach.* In N. Call (Chair), Recent innovations for increasing the precision and social validity of functional analysis methodology. Symposium presented at the meeting of the Association for Behavior Analysis International, Minneapolis, MN.

Kuo, D. & Lentini, R. (2012, July). *Coping with JA: It's a family affair.* Juvenile Arthritis 2012 National Conference, "Gateway to Better Living". St. Louis, Missouri (Invited Presenters).

Lambert, J. M., Bloom, S. E., & Irvin, J. (2013, March). *Trial-based functional analysis and functional communication training in an early childhood setting.* In S. Bloom (Chair), Trial-based functional analysis: Refinements and extensions. Symposium presented at the meeting of the Association of Professional Behavior Analysts, Las Vegas, NV.

Lambert, J. M., Bloom, S. E., Samaha, A., Dayton, E., & Rodewald, A. (2013, May). *Multiple mand training: Reducing the effects of alternative response extinction on the resurgence of problem behavior.* In K. Vargo (Chair), Strategies for teaching and maintaining social skills with individuals with developmental disabilities. Symposium presented at the meeting of the Association for Behavior Analysis International, Minneapolis, MN.

Lentini, R. (2013, March). *Supporting children coping with JA (juvenile arthritis).* Paper presented at the meeting of the International Autoimmune Arthritis Movement Virtual Convention, Hawthorne, CA.

Lentini, R., Appleton, A., & Wimmer, E. (2013, March). *Fun with friends: Social skills in centers and outside play.* National Training Institute on Effective Practices: Addressing Challenging Behavior. Clearwater Beach, Fl. (Invited Presenters).

Lindsey, E., & MacKinnon-Lewis, C. (2013, April). *Early adolescent's emotional self-expectancies and expressions of happiness, anger, sadness, and fear with mother.* Paper presented at the meeting of the Society for Research in Child Development (SRCD), Seattle, WA.

Lindsey, M. (2013). *Forum on dropout prevention for Native and Tribal communities.* Paper presented at the meeting of the Forum on Dropout Prevention for Native and Tribal Communities, Phoenix, AZ.

Littlewood, K., Umbreit, J., & Ferro, J. (2013, March). *Treatment integrity in intervention research: Models, measures, and future directions.* Paper presented at the meeting of the International Conference on Positive Behavior Support, San Diego, CA.

MacKinnon-Lewis, C., & Policella, D. (2013, March). *An internet-based approach for the delivery of behavioral health training and preventive interventions.* Workshop presented at the meeting of the Children's Mental Health Research & Policy Conference, Tampa, FL.

MacKinnon-Lewis, C., Grange, C., Young, S., Chambers, J., & Joseph, R. (2013, March). *Use of technology for implementation of a behavioral health preventive intervention.* Paper presented at the meeting of the Children's Mental Health Research & Policy Conference, Tampa, FL.

MacKinnon-Lewis, C., Grange, C., Young, S., Chambers, J., Wang, W., & Joseph, R. (2013, April). *Feasibility of an internet-based model for implementation of a prevention program.* Paper presented at the meeting of the Society for Research in Child Development (SRCD), Seattle, WA.

March, A., Gaunt, B., & Dorman, C. (2013, March). *Merging academic & behavior instruction/intervention: Critical elements to facilitate statewide MTSS capacity.* Paper presented at the 10th annual APBS conference. San Diego, CA.

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Martinez, S., & Winneker, A. (2013, March). *High school and PBIS: Where is it working and how?* Paper presented at the meeting of the International Conference on Positive Behavior Support, San Diego, CA.

Martinez, S., & Winneker, A. (2013, March). *Tier 2 tune-up: Aligning with academics and the problem-solving process.* Paper presented at the meeting of the International Conference on Positive Behavior Support, San Diego, CA.

McBeath, B., Yampolskaya, S., & Chuang, E. (2013, January). *Development and testing of a structural model of child welfare caseworker effort.* Paper presented at the meeting of the Society for Social Work Research, San Diego, CA.

McLean, A., Weil, T. M., & Akintonde, J. (2013, May). *Accept or avoid?* Paper presented at the meeting of the Association for Behavior Analysis International, Minneapolis, MN.

Miltenberger, R. (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. (2013, October). *Recent Applications of ABA in Health, Fitness, and Sports.* Invited colloquium presented to the Psychology Department, University of Manitoba, Winnipeg, MB, Canada.

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.

Miltenberger, R. G. (2013, January). *Teaching safety skills to individuals with autism.* Keynote presented at the meeting of the Center for Autism and Related Disabilities (CARD), St. Petersburg, FL [Invited address].

Miltenberger, R. G. (2013, May). *Applying behavior analysis to college teaching.* Paper presented at the meeting of the Association for Behavior Analysis International, Minneapolis, MN.

Minch, D., Sandomierski, T., Winneker, A., & Martinez, S. (2013). *Using a problem-solving process to address disproportionality in discipline.* Paper presented at the meeting of the International Conference on Positive Behavior Support, San Diego, CA.

Morgan, K., & Miltenberger, R. G. (2013, May). *Evaluation of video modeling and in situ training to teach firearm avoidance skills to children with autism.* Paper presented at the meeting of the Association for Behavior Analysis International, Minneapolis, MN.

Mowery, D., Flynn, K., & Roggenbaum, S. (2013, March). *The System of Care Practice Review: How its use and results impact a county and a state.* In M. Hernandez (Chair), National and international uses and impacts of the System of Care Practice Review. Symposium presented at the meeting of the Children's Mental Health Research & Policy Conference, Tampa, FL.

O'Connell, A. A., Reed, S. J., & Serovich, J. M. (2013, May). *A mathematical evaluation of the effect of disclosure on HIV transmission rate in men who have sex with men.* Paper presented at the meeting of the Modern Modeling Methods (M3)Conference, Storrs, CT.

Oliver, J., & Weil, T. M. (2013, May). *Implicit relational assessment procedure: What is it and how might it be useful?* Paper presented at the meeting of the Association for Behavior Analysis International, Minneapolis, MN.

Park, N. S., Jang, Y., Lee, B. S., Ko, J. E., Haley, W. E., & Chiriboga, D. A. (2013, June). *An empirical typology of social networks and physical and mental health among Korean older adults in the U.S.* Paper presented at the meeting of the International Association of Gerontology and Geriatrics (IAGG) World Congress of Gerontology and Geriatrics, Seoul, Korea.

Perkins, E. A. (2012, Dec). *Developmental disability issues in the USA.* Invited lecture at the Autumnal Lecture Series of the Centre for Learning Disabilities Studies, University of Hertfordshire, and the University of West London, London, England.

Perkins, E. A. (2012, November). *Our power to empower the lives we serve.* Invited Closing Plenary presented at the Caring for the Individual with Complex Healthcare Needs: A Birth to Adulthood Approach Conference, Asheville, NC.

Perkins, E. A. (2013, April). *Ageing and compound caregiving of people with learning disabilities.* Invited webinar presentation for the Social Dimensions of Health Institute, Universities of Dundee and St. Andrews, Scotland, UK.

Perkins, E. A. (2013, April). *Ageing and compound caregiving of people with learning disabilities.* Invited webinar presented at the meeting of the Universities of Dundee and St. Andrews Social Dimensions of Health Institute, Scotland, UK.

Perkins, E. A. (2013, Feb). *The known and unknown of aging with developmental disabilities.* Invited lecture for the Distinguished Guest Speaker Series, Gerontology Institute, Ithaca College, Ithaca, NY.

Perkins, E. A. (2013, February). *Planning and promoting optimal aging for older people with developmental disabilities.* Invited lecture presented at the meeting of the Franziska Racker Centers, Ithaca, NY.

Perkins, E. A. (2013, February). *The known and unknown of aging with developmental disabilities.* Invited lecture presented at the meeting of the Distinguished Guest Speaker Series, Gerontology Institute, Ithaca College, Ithaca, NY.

Perkins, E. A. (2013, January). *Growing older with autism spectrum disorders.* Paper presented at the meeting of the Center for Autism and Related Disabilities (CARD) Conference, Clearwater, FL [Invited].

Pesantez, R., & Weil, T. M. (2013, May). *Comparing prompt delay and Total Communication for training vocal intraverbals in children with autism.* Paper presented at the meeting of the Association for Behavior Analysis International, Minneapolis, MN.

Roggenbaum, S. (2012, November). *Suicide, Medicaid, and involuntary examination relationships.* Invited Webinar presented for Central Florida Behavioral Health Network, Tampa, FL.

Roggenbaum, S. (2012, October). *Suicide intervention – Prevention and postvention: A resource guide for high schools.* Invited presentation at Stepping Out of the Darkness: Canadian Association for Suicide Prevention Annual Conference, Niagra Falls, ON, Canada.

Roggenbaum, S. (2012, October). *Suicide prevention: Florida and national perspective.* Invited presentation at 2009 – 2013 Florida Injury Prevention Advisory Council and Goals Teams Meeting, Deerfield Beach, FL.

Roggenbaum, S., & Lazear, K. (2012, October). *Youth suicide prevention: A community approach.* Invited workshop presented at Stepping Out of the Darkness: Canadian Association for Suicide Prevention Annual Conference, Niagra Falls, ON, Canada.

Samaha, A. L., Ludeman, K., Bloom, S. E., & Kunnavatana, S. S. (2013, March). *Evaluation of criteria for interpreting trial-based functional analyses: A signal detection approach.* In S. Bloom (Chair), Trial-based functional analysis: Refinements and extensions. Symposium presented at the meeting of the Association of Professional Behavior Analysts, Las Vegas, NV.

Research & Training

Presentations *(continued)*

Sandomierski, T., Childs, K., & Kincaid, D. (2013, March). *Takin' it up a level: using district-wide data to support behavior systems.* Paper presented at the meeting of the International Conference on Positive Behavior Support, San Diego, CA.

Sharrock, P. (2013, March). *Examining facilitators and barriers to family involvement in residential mental health treatment.* Paper presented at the meeting of the Children's Mental Health Research & Policy Conference, Tampa, FL.

Smith, B. J., Blasé, K., Dunlap, G., Betchkal, J., & Nenide, L. (2013, March). *Implementing the Pyramid Model statewide: What's it going to take?* Paper presented at the meeting of the National Training Institute on Effective Practices for Addressing Challenging Behavior, Clearwater Beach, FL.

Wang, W., Greenbaum, P., & Henderson, C. (2013, May). *Multiple Calibrations in Integrative Data Analysis: When Needed, How Many, and How to Combine?* Paper presented at Society for Prevention Research 2013 Annual Meeting, San Francisco, CA.

Weil, T. M., & Cohrs, C. (2013, May). *Efficacy of ACT components to increase effectiveness of behavioral parent training.* Paper presented at the meeting of the Association for Behavior Analysis International, Minneapolis, MN.

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, GA.

Weil, T.M. (2012). *Looking at verbal behavior from a different angle: Relational responding and derived stimulus relations.* Invited paper presented to the psychology department of Western Michigan University. Kalamazoo, MI.

Weil, T.M., Abblett, M., Coyne, L, Hayes, L., & Murrell, A. (2012). *Where we are today: contextual behavioral science and Applied Behavior Analysis with children, adolescents, and families.* Expert panel presented at the annual meeting of the Association for Contextual Behavioral Science: World conference X. Washington, D.C.

Weil, T.M., LeJeune, J., Pistorello, J., Newsome, D. (2012). *Flexing our psychological muscles in the classroom: Applying ACT processes in educational settings.* Expert panel presented at the annual meeting of the Association for Contextual Behavioral Science: World conference X. Washington, D.C.

White, M., Christiansen, K., & Martinez, S. (2013, March). *Lessons learned: Piloting a district action planning and problem solving process.* Paper presented at the meeting of the International Conference on Positive Behavior Supports, San Diego, CA.

Wimmer, A., & Appleton, E. (2013, June). *Fun with friends: Social skills in centers and outside play.* Paper presented at the meeting of the Early Childhood Conference, Tampa, FL.

Yampolskaya, S., Mowery, D., & Sharrock, P. (2013, March). *The effect of mental health service utilization on the risk of juvenile justice system involvement for children in foster care.* Paper presented at the meeting of the Children's Mental Health Research & Policy Conference, Tampa, FL.

Research & Training

Acronyms

ABA	Applied Behavior Analysis
AHCA	Agency for Health Care Administration
ASD	Autism Spectrum Disorder
BCBA	Board Certified Behavior Analyst
CABH	Child and Adolescent Behavioral Health
CANS	Child & Adolescent Needs and Strengths
CARD	Center for Autism and Related Disabilities
CBCS	College of Behavioral and Community Sciences
CE	Continuing Education
CFS	Child & Family Studies
CHS	Children's Home Society
CME	Continuing Mediaal Education
CMHI	Child Mental Health Initiative
CODIE	Collaboration on Discovery and Innovation in Employment
COPH	College of Public Health
CW-PMHP	Child Welfare Prepaid Mental Health Plan
DEC	Division for Early Childhood
DJJ	Department of Juvenile Justice
FACTS	Families and Children Together in Seminole
FASST	Family and School Support Team
FCIC	Florida Center for Inclusive Communities
FKC	Florida KIDS COUNT
FLPBS	Florida's Positive Behavior Support Project
FMHI	Louis de la Parte Florida Mental Health Institute
HIPPY	Home Instruction for Parents of Preschool Youngsters
ICEI	Interdisciplinary Center For Evaluation and intervention
IDD	Intelectual and Developmental Disabilities
IDEA	Individuals with Disabilities Education Act
ITCA	Inter Tribal Council of Arizona
JBHS&R	Journal of Behavioral Health Services & Research
LAUNCH	Linking Actions for Unmet Needs in Children's Health
LEAP	Leading to Educational Advancement Pathway
MDFT	Multidimensional Family Therapy
METTA	Microenterprise Training and Technical Assistance
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
NHSA	National Head Start Association
NREC	National Research and Evaluation Center HIPPY-USA at USF
ODR	Office Discipline Referral
OSEP	Office of Special Education Programs
PACER	Parent Advocacy Coalition for Educational Rights
PBIS	Positive Behavioral Interventions and Supports
PBS	Positive Behavior Support
PEDD	Florida Physician's Education in Developmental Disabilities
PEPSA	Partnership for Effective Programs for Students with Autism
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
SAAF	Strong African American Families Program
S4KF	Success 4 Kids & Families
SAMHSA	Substance Abuse and Mental Health Services Administration
SCH	Student Credit Hours
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
SOCPR	System of Care Practice Review
TA	Technical Assistance
TAC	Technical Assistance Center
TACE	Technical Assistance and Continuing Education
TACSEI	Technical Assistance Center on Social Emotional Interventions for Young Children
TF-CBT	Trauma-Focused – Cognitive Behavioral Therapy
TRI	Trauma Recovery Initiative
TSBA	Tiered Systems Behavior Analyst
UCEDD	University Centers for Excellence in Developmental Disabilities
WPIC	Western Psychiatric Institute and Clinic

Project List

Child
& Family
Studies

UNIVERSITY OF
SOUTH FLORIDA
COLLEGE OF BEHAVIORAL
& COMMUNITY SCIENCES