ACADEMICS • RESEARCH • TRAINING

impact

JULY 1   JUNE 30
2013-2014

Child
& Family
Studies

Created by
CFS Faculty & Staff
Department of Child & Family Studies
College of Behavior & Community Sciences
University of South Florida

UNIVERSITY OF
SOUTH FLORIDA

COLLEGE OF BEHAVIORAL
& COMMUNITY SCIENCES

Greetings,

Fiscal Year 2014 has been a productive one for the Department of Child and Family Studies
(CFS), complete with increased academic programs and a diverse research portfolio.

The information in this *Impact 2013-14* report shows our commitment to excellence in
educational programs aimed at filling the growing demand nationally and internationally for
professionals in the behavioral health field. We are also committed to cutting edge research to
improve the quality and effectiveness of services in behavioral community settings.

This Impact report provides an overview and accomplishments of our academic programs,
research, and technical assistance initiatives. We aim to be aligned with USF's strategic plan for:

- Well-educated and highly skilled global citizens through a continuing commitment to
  student success

- High-impact research and innovation to change lives, improve health, and foster
  sustainable development and positive societal change

- A highly effective, major economic engine, creating new partnerships to build a strong
  and sustainable future for Florida in the global economy

- Sound financial management to establish a strong and sustainable economic base in
  support of USF's continued academic advancement

I appreciate the many efforts of CFS faculty and staff and am confident that we are positively
impacting the lives of children and their families and adults with different abilities.

Mario Hernandez, Ph.D.
Professor and Chair
Department of Child and Family Studies
College of Behavioral and Community Sciences
University of South Florida

The Department of
Child & Family Studies
CFS IMPACT 2014
July 1, 2013 -
June 30, 2014

Contents

Department of Child and Family Studies

The Department of Child & Family Studies (CFS) is one of seven departments and schools within the College of Behavioral & Community Sciences (CBCS) at the University of South Florida (USF). Since 1984, CFS has worked to support the development of new knowledge and practices through research and evaluation, theory, policy, and practice innovation.

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.

Academic Programs

Applied Behavior Analysis (ABA):

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 masters and doctoral degrees, as well as an undergraduate minor, a graduate certificate program and continuing education credits.

Master of Science Degree in Child and Adolescent Behavioral Health (CABH)

This program began Fall 2014 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 are available in Developmental Disabilities, Leadership in Child/Adolescent Behavioral Health, 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

This fully online 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 (PBS)

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 is part of the Institute for Translational Research in Adolescent Behavioral Health, a federally funded state-of-the-art research education program that teaches the practical skills of translational and implementation science in the field of adolescent behavioral health. Institute scholars work with community partners, academic mentors and national mentors to advance the field of translational science and promote evidence-based practice.

**CFS Impact
2013 Team Members**

Mario Hernandez,
Department Chair

Stephen Roggenbaum, Lead

Donna Burton

Norín Dollard

Rose Iovannone

Dawn Khalil

Storie Miller

Debra Mowery

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)

» Home Instruction for Parents of Preschool Youngsters (HIPPY)

» Interdisciplinary Center for Evaluation and Intervention (ICEI)

» Partnership for Effective Programs for Students with Autism (PEPSA)

» Technical Assistance Center for Positive Behavioral Interventions and Supports (PBIS)

» The Learning Academy at USF

» Florida KIDS COUNT is part of the nationwide Annie E. Casey Foundation KIDS COUNT network to track the status of children in the U.S.

Annual Conferences

Center for Autism & Related Disabilities Annual Statewide Conference and Pre-Conference Day

The annual CARD conference, hosted by the Center for Autism and Related Disabilities, offers keynote presentations and sessions by leaders in the field of autism and related disabilities. It provides an excellent opportunity for education and information sharing. It is also a celebration of years of service and support to individuals with autism and related disabilities, their families, and professionals.
http://card-usf.fmhi.usf.edu/CARDconference

Florida Home Instruction for Parents of Preschool Youngsters (HIPPY) State Conference

The Florida HIPPY Staff Training & Development Conference provides opportunities to enhance personal and professional development for the Florida HIPPY staff, coordinators, and home visitors. The trainings will improve the educational and job skills for HIPPY coordinators and home visitors. In addition, the interaction between home visitors in formal and informal settings will provide HIPPY staff with a supportive environment in which to share and learn from each other's experiences.
Note: The Florida HIPPY State Conference is held every two years, alternating with the National HIPPY Conference. http://floridahippy.fmhi.usf.edu

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

This annual conference provides an exceptional opportunity for teachers, early intervention specialists, trainers, child care providers, head start and early head start professionals, administrators, parents and behavior specialists to receive practical information to help with challenging behavior in their work with young children. The Training Institute is built around the Pyramid Model framework for addressing the social and emotional development and challenging behavior of young children. In addition, the institute's format is designed to provide cutting-edge information on challenging behavior in an in-depth, intensive learning experience. Participants have many opportunities to practice new strategies, interact with experts, and engage in lively discussions with colleagues.
http://nti.cbcs.usf.edu

Partnership for Effective Programs for Students with Autism (PEPSA)

PEPSA offers professional development opportunities and building capacity among educators working with students with autism spectrum disorders (ASD) across the state. The Partnership Program is funded by the Florida Department of Education, K-12 Public Schools, Bureau of Exceptional Education and Student Services, and is designed to provide training and technical assistance to teachers or a school program that wishes to enhance their educational program for students with ASD.
http://doepartnership.fmhi.usf.edu/summerinstitute/

Research & Policy Conference on Child, Adolescent, & Young Adult Behavioral Health

Known widely as "The Tampa Conference," this annual gathering of more than 500 researchers, evaluators, policy-makers, administrators, parents, and advocates provides a forum where participants can: learn, inform, network, and discuss issues related to research, policy, and practice; explore behavioral health topics from a systems and community perspective; and discover new research and policy ideas that are individualized, community-defined, evidence-based, culturally/linguistically competent, family- driven, and youth-guided. Each year, participants hear an outstanding line-up of speakers who are leading researchers and advocates in the field. http://www.cmhconference.com

CFS Highlights/Points of Pride

Global Engagement/International Activities

» The Florida Physician's Education in Developmental Disabilities (PEDD) Consortium, funded by the 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 Program that developed a 12-part webinar series based on the first internationally vetted curriculum in development medicine created in the United States.

» The 11th National Training Institute on Young Children's Challenging Behavior hosted by FCIC was attended by 588 participants with representation from states and territories across the nation and several countries.

» Drs. Donna Burton and Tom Massey were invited presenters at the International School Psychology Association Conference in Porto, Portugal.

» Dr. Rose Iovannone is President of the Association for Behavior Analysis International Positive Behavior Support Special Interest Group.

» Dr. Ray Miltenberger was appointed a representative of the Association for Behavioral Analysts International Executive Council in 2013. He is also a Member of the Association's Fellows Committee.

» Dr. Ray Miltenberger gave an invited address at the Manitoba Association for Behavior Analysis Conference in Winnipeg, Manitoba, Canada.

Student Success: Programs, Teaching, Student Services (USF Goal 1)

» A new Master of Science in Child & Adolescent Behavioral Health Program was developed and made available fully online for Spring 2015 launch.

» CFS has transformed itself from being a primarily research department into one that is growing academically. From 2006-2007 to 2013-2014, CFS undergraduate SCH grew by 788% and graduate SCH grew by 229%.

» 25 students in the Applied Behavior Analysis (ABA) program graduated with their master's degree in 2014.

» 30 students were actively enrolled in the Positive Behavior Support Certificate program during 2013/2014.

» ABA doctoral student Mallory Quinn was selected as a winner of the USF 6th Annual Graduate Student and Postdoctoral Symposium.

» The new ABA market-based graduate certificate was launched with 7 students in 2014.

» 14 student scholars from the Institute for Translational Research in Adolescent Behavioral Health presented final results of their service-learning research projects at the 27th Annual Research & Policy Conference on Child, Adolescent, and Young Adult Behavioral Health.

» ABA students presented research:
  • 15 papers/chapters published or in press in 2014
  • 20 papers submitted for publication
  • 26 student authors presented 31 papers at the 2014 Association for Behavior Analysis International Conference
  • 33 papers were presented at the 2014 Florida ABA conference with student and faculty authors

» 40 students in the ABA master's program presented their research from practicum site work at the annual Community Applications of Behavior Analysis student presentations.

» The Interdisciplinary Center for Evaluation and Intervention Clinic provided 168 pre-trainings and supervision events to USF graduate and undergraduate students.

Research & Innovation (USF Goal 2)

» CFS had federal awards totaling $7,505,099 and non-federal awards totaling $3,588,065, an increase in both areas over the previous year.

» A total of $25,227,160 in proposals was submitted (FY2014).

» The Graduate Certificate offered through the Institute for Translational Research in Adolescent Behavioral Health and funded by the National Institute on Drug Abuse is a collaborative effort between local adolescent-serving community agencies, the USF College of Public Health, Department of Community & Family Health, and the USF College of Behavioral & Community Sciences, Department of Child & Family Studies.

» USF College of Public Health, Department of Community & Family Health, and the USF College of Behavioral & Community Sciences, Department of Child & Family Studies jointly offer a specialty concentration in behavioral health as part of the master and doctoral programs in the COPH Department of Community & Family Health.

» Dr. Kwang-Sun Cho Blair's $999,000 training grant from the U.S. Department of Education prepares highly qualified school-based behavior analysts to improve the quality and increase the number of personnel who are fully credentialed to serve children with disabilities.

» Dr. Kim Crosland's $1.3 million research grant from the Institute for Educational Sciences is developing an effective intervention model for decreasing runaway behavior of youth in foster care and improving educational outcomes.

» Dr. Mary Armstrong is evaluating a treatment program in Miami-Dade County for victims of human trafficking designed to address trauma, improve youth functioning and well-being, and reintegrate affected youth into a normalized family and community setting.

» Drs. Sharon Hodges and Teresa Nesman are evaluating the Pine Hills Project conducted through the Children's Home Society of Florida, Inc. Its aim is reducing emergency room use and increase primary care physician use among families of 2-6 year old children in a community that has experienced service gaps and high rates of emergency room use.

- » The ABA program received funding from the provost to support five doctoral students as technical assistants.
- » Dr. Mario Hernandez and Kathy Lazear received nearly $1.4 million in funds to become the Cultural and Linguistic Hub of the Technical Assistance Network for Children's Behavioral Health for the CMHS, SAMHSA Child Mental Health Initiatives.
- » Dr. Tom Massey secured over $400,000 in funding from the National Institutes of Health (NIH) to conduct a pilot study in the Hillsborough County Middle School System to help to gain an understanding of how mental health services may be effectively implemented, integrated, and sustained in school settings.
- » Stephen Roggenbaum, in partnership with the USF Department of Psychology, received funding from SAMHSA as part of their Campus Suicide Prevention Grant program. The funding, including an additional $306,000 match from USF and the community, will enable USF to better identify at-risk students.
- » After a competitive application process with Florida's Department of Children and Families, Donald Policella secured funding for Florida's Center for Child Welfare to continue their efforts to provide information, collaboration, and program support to Florida's professional child welfare stakeholders through a 4-year, $2.5 million continuation.
- » A 5-year $1.06 million grant funded by the U.S. Department of Education, Office of Special Education Programs will prepare 20 highly qualified behavior analysts to contribute to evidence-based practices in ABA for children with autism (Project ABA).
- » Scholarly Activity
  - • CFS faculty authored 2 books, 18 book chapters, 26 technical reports, 81 peer reviewed journal articles and provided 90 presentations at state, national or international conferences.
  - • 14 faculty served on editorial board positions for 26 journals (See appendix).
- » 2 journals were edited by CFS faculty
  - • *Journal of Behavioral Health Services and Research*, Dr. Bruce Lubotsky Levin
  - • *Topics in Early Childhood Special Education,* Dr. Glen Dunlap.

Partnerships (USF Goal 3)
- » CFS honored the following Community Partners at the Annual Fall Luncheon: Debra Dowds, Florida Developmental Disabilities Council; Rob Lamke, Florida Aquarium; Cindi Wright, Hillsborough County Public Schools; Anne Marie Sheffield, Wraparound Orange; Jon Jaberg & Deb Westerlund, Neurorestorative; Ruby Nichols, USF controller's office; and, Dr. Wei Wang, USF College of Public Health.
- » CFS successfully hosted four conferences that were estimated to bring in $1.5 million to the Tampa Bay Community.
- » ABA Students provided over 35,000 hours of community service through practicum placements.

- » CARD-USF:
  - • Served 5,698 professionals with 3,458 technical assistance consultations.
  - • Provided 8,985 direct assistance contacts to families serving 19,057 individuals.
  - • Provided 142 onsite trainings serving 3,392 individuals.
  - • Expanded the Autism Friendly Business Initiative to include over 40 businesses.
- » The Interdisciplinary Center for Evaluation and Intervention (ICEI) provided services to 269 children, 109 parents, and 8 school districts.
- » The Home Instruction for Parents of Preschool Youngsters (HIPPY) served approximately 1,201 children from 1,097 families.
- » The Quality Counts for Kids: Program-wide Positive Behavior Support (PWPBS) program provided 28 community trainings to 437 providers.
- » The Florida Program-Wide Positive Behavior Support (PWPBS) program provided 29 community trainings to 650 unduplicated providers in the community.
- » Florida's Positive Behavior Support Project: Multi-Tiered System of Support Project (PBS) trained 1,497 Florida schools on school-wide (Tier 1) PBS, and 1,000 school personnel across Tiers 1-3 PBS.
- » 203 behavioral health professionals were certified or recertified representing 50 Florida agencies on the Child & Adolescent Needs and Strengths (CANS), a systematic assessment of child and family needs and strengths.
- » The Florida Center for Inclusive Communities supported communities in FY2014 by:
  - • Training: 3,453 hours
  - • Continuing education: 5,602 participants
  - • Community education: 15,435 participants
  - • Technical assistance: 5,875

Post Doctoral Appointments/Programs/Services
- » Two post-doctoral students in the Florida Center for Inclusive Communities (FCIC) were promoted into Research Assistant Professor Positions.

Faculty & Student Awards
- » Dr. Mary Armstrong was elected President of the American Orthopsychiatric Association.
- » Dr. David Chiriboga was appointed by the Florida Surgeon General to the Reducing Racial and Ethnic Health Disparities Advisory Committee, Florida Department of Health.
- » Drs. Lise Fox and Don Kincaid from the Florida Center for Inclusive Communities received the 2013 Association for University Centers on Developmental Disabilities (UCEDD) Community Advocacy Award. This nationwide award is given to the UCEDD that has exhibited the strongest commitment to support the full and active participation of self-advocates and family members on its consumer advisory council.

- » Dr. Heather George was elected President of the Board of Directors, Executive Committee for the Association for Positive Behavior Support.
- » Dr. Mario Hernandez was one of two panelists selected to speak at a Capitol Hill briefing entitled Children's Mental Health: The Importance of Early Identification and Intervention.
- » Kathy Lazear was selected as Member on the SAMHSA National Workgroup to Address the Needs of Children and Youth Who Are LGBTQI2-S and Their Families.
- » Rochelle Lentini was nominated for the "Advocating for Another" award with the 2014 Third Annual Wego Health Activist Awards.
- » Dr. Tom Massey serves as Chair of the Hillsborough County Anti-bullying Advisory Committee.
- » Dr. Elizabeth Perkins received Fellow designation of the American Association on Intellectual and Developmental Disabilities.
- » Stephen Roggenbaum is a Gubernatorial re-appointment to Florida's Suicide Prevention Coordinating Council (2013-15).

Fund Raising Activities
- » The Graduate Student Assistance Fund provided funds to support the research of 10 ABA students in 2014.
- » CARD-USF's Fiesta by the Bay Annual Fundraising Event and the Tampa Interbay Rotary Club's Cycling Out Autism event helped CARD-USF host the annual Health and Wellness Symposium, reading initiative, and other family events.

Educational Business Activities
- » The Conference Auxiliary was used to support the planning efforts and special speakers of the 27th Annual Research & Policy Conference, hosted each year in Tampa with more than 500 attendees.
- » The Learning Academy Auxiliary helps to cover the expenses for students who attend the 30-week program designed to provide a structured employment-focused curriculum for individuals diagnosed with an Autism Spectrum Disorder, between the ages of 18-25 after they have graduated from high school.
- » ABA online Continuing Education learning modules were launched in 2013.

Integrating and Using Technology
- » The new Master of Science Degree in Child & Adolescent Behavioral Health has a new fully online program.
- » The Center for Child Welfare is testing an innovative implementation model that utilizes technology to deliver live, online training and technical assistance in the dissemination of a universal preventive intervention shown to be effective in reducing rural African American youth's alcohol, tobacco and marijuana use, and addressing other challenges.

Alumni Activities
- » The ABA master's program hosts an annual research day that invites alumni to attend and support student research.
- » The ABA program works with alumni working in the field locally to provide practicum placements for current students.

CFS Faculty/Staff Leadership Activities

Numerous CFS faculty and staff members received special invitations and/or appointment in FY2014 to local, state, national and international committees and workgroups. Although not a complete list, the information below is a good representation of CFS's leadership roles and expertise.

Local
- » Conn Memorial Foundation Board Member, *Mario Hernandez*
- » Disability Community Planning Group – Advisory Board Member, Disability and Health Program, Florida Department of Health, *Liz Perkins*
- » Early Childhood Council of Hillsborough County, member, *Rochelle Lentini*
- » Early Childhood Council's Infant Mental Health, steering committee member, *Rochelle Lentini*
- » Familias Latinas Dejando Huellas, Tampa Bay Chapter Federation of Families for Children's Mental Health, *Mario Hernandez*
- » Florida Developmental Disabilities Council - Healthcare Task Force, Member, *Liz Perkins*
- » Florida Developmental Disabilities Council, Member, *Liz Perkins*
- » Hillsborough County Board of County Commissioners, Anti-Bullying Committee Chair, *Oliver T. Massey*
- » Hillsborough County Diversity Advisory Council Member (appointed), *David Chiriboga*
- » HIPPY Leadership Committee, *Karen Berkman*
- » Pasco Aware (Pasco County Suicide Prevention Task Force), *Stephen Roggenbaum*
- » Pasco County School District, Penny for Pasco Budgetary Oversight Committee Member, *Oliver T. Massey*
- » Tampa Bay Suicide Prevention Task Force, *Stephen Roggenbaum*

State-Level
- » Florida Agency for Persons with Disabilities, Peer Review Committee, Member, *Raymond Miltenberger*
- » Florida Association for Behavior Analysis (FABA), Chair of Community Applications Special Interest Group (SIG), *Kimberly Crosland*
- » Florida Association for Positive Behavior Support Network: Leadership Committee; Membership Committee chair; co-founder, *Jolenea Ferro*
- » Florida Department of Education, Seclusion and Restraint Workgroup, appointed member, (2012 – Present), *Heather George*
- » Florida Department of Education, State Transformation Team for RtI, Appointed Member, (2008 – Present), *Heather George*

- » Florida Department of Elder Affairs ad hoc working group on modification of the 701S screening tool, member, *David Chiriboga*
- » Florida Department of Health, Reducing Racial and Ethnic Health Disparities Advisory Committee, (Appointed by Florida Surgeon General), *David Chiriboga*
- » Florida Infant Mental Health, member, *Rochelle Lentini*
- » Gubernatorial appointment to Florida's Suicide Prevention Coordinating Council (appointed 2007, reappointed with current appointment ending 2015), *Stephen Roggenbaum*
- » Panel Grant Reviewer (2013), National Institutes of Health (NIH), Centers for Disease Control and Prevention (CDC), National Center for Injury Prevention Special Emphasis Panel, *Kimberly Crosland*
- » Utah State Office of Education Least Restrictive Behavioral Interventions Guidelines Task Force Member, *Sarah Bloom*
- » Utah State Office of Education Least Restrictive Behavioral Intervention Guidelines Task Force, *Andrew Samaha*

National
- » American Association on Intellectual and Developmental Disabilities' 138th Annual National Conference, Local Arrangements Committee, 2014 Chair, *Liz Perkins*
- » American Association on Intellectual and Developmental Disabilities' 138th Annual National Conference Member, 2014 Conference Planning Committee, *Liz Perkins*
- » American Association on Intellectual and Developmental Disabilities, Board of Directors Member-at-Large, *Liz Perkins*
- » APBS Home and Community Network, Research Committee, *Jolenea Ferro*
- » Arthritis Foundation's National Juvenile Arthritis Conference, chair, *Rochelle Lentini*
- » Autism Society of America (ASA) Member, Panel of Professional Advisors, *Glenn Dunlap*
- » Council for Exceptional Children, Division for Early Childhood, member, *Rochelle Lentini*
- » Executive Committee (at large member), Division 20, American Psychological Association Member, *David Chiriboga*
- » Gerontological Society of America Mentorship Committee Member, *David Chiriboga*
- » HIPPY Research Advisory Committee, *Mario Hernandez*
- » ICI Advisory Committee, *Karen Berkman*
- » Learning and Working during the Transition to Adulthood/ RTC National Advisory Board Member, *Mario Hernandez*
- » Membership Committee of the Division 20 Executive Committee Co-Chair, *David Chiriboga*
- » Mentoring effect 2014 program subcommittee, Gerontological Society of America Mentorship Committee Co-Chair, *David Chiriboga*

- » National Committee for the Prevention of Elder Abuse (Member, Board of Directors), *Donna Cohen*
- » National Federation of Families for Children's Mental Health Certification Commission for the Governor, *Mario Hernandez*
- » National Federation of Families for Children's Mental Health Parent Partner Assessment Workgroup National Advisory Board Member, *Norìn Dollard*
- » National Latino Behavioral Health Association Board Member, Chair of Policy and Planning Committee, Recruitment Committee Member, *Mario Hernandez*
- » National Technical Assistance Center (NTAC) for Children's Mental Health Georgetown University Center for Child & Human Development Advisor, Cultural Competence Resource Senior Advisor, *Mario Hernandez*
- » Office of Special Education Programs, Federal Panel Reviewer, *Lise Fox*
- » Organization for Autism Research (OAR) Panel of Scientific Advisors, Member, *Glenn Dunlap*

International
- » Association for Behavior Analysis International Executive Council, Applied Representative, *Raymond Miltenberger*
- » Association for Behavior Analysis International Positive Behavior Support Special Interest Group, President, *Rose Iovannone*
- » Association for Behavior Analysis International, Fellows Selection Committee, Member, *Raymond Miltenberger*
- » Association for PBS, Board of Directors Executive Committee, Elected Treasurer, 2012 – 2014, *Heather George*
- » Association for PBS, Board of Directors Executive Committee, Elected President, 2014 – Present, *Heather George*
- » Association for PBS, Board of Directors, Elected Board Member, (three 3-year terms) 2009 – Present, *Heather George*
- » Association for PBS, International Conference Planning Committee, Co-Chair, 2009 – 2014, *Heather George*
- » Association for Positive Behavior Support (APBS), Member, 2003 – Present, *Heather George*
- » Association for Positive Behavior Support Board of Directors, chair of APBS Training and Education Committee, *Donald Kincaid*
- » Association for Positive Behavior Support, Conference Chair, 2008-2011, 2014- present, *Donald Kincaid*
- » Association for Positive Behavior Support, President, 2012-2014, *Donald Kincaid*
- » Development of the Division for Early Childhood of the Council for Exceptional Children Recommended Practices, Strand leader, *Lise Fox*

Aligning Our Work with USF Strategic Goals

The USF 2013-2018 Strategic Plan builds on the success of previous plans and advances the institution as a global research university. The vision is to extend USF's reach in the U.S. and around the world, provide further educational opportunities for students and improve their employability, increase faculty and staff prospects, and foster richer local, national, and international relationships.

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. The CFS Highlights and Points of Pride section profiles a number of CFS accomplishments that are closely aligned with the USF 2013-18 Strategic Plan.

Overview of CFS Activities

The following matrix lists projects within the Department of Child & Family Studies. Project information is arranged by topic areas and 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.

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.

Academic Programs

	Project	Goals	Long Term Impact
ABA Program	**Applied Behavior Analysis Doctoral Program (ABA)** The ABA doctoral program is a three-year program that accepts students with master's degrees in ABA and focuses on training students to be researchers and teachers. **Applied Behavior Analysis Master's Program** The 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. **Applied Behavior Analysis Undergraduate Minor** The ABA minor is a 5-course sequence of undergraduate classes in ABA designed to prepare students for BCaBA certification or for master's level work in ABA. **Applied Behavior Analysis Graduate Certificate** The ABA graduate certificate is a 6-course, online program designed for individuals to get re-training in ABA.	■ 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. ■ Admit quality candidates into the ABA doctoral program. ■ Get new funding sources for graduate students. ■ Increase enrollment in the minor in ABA. ■ Provide online learning modules in ABA. ■ Enroll a cohort of students into the ABA graduate certificate. ■ Maintain involvement in governance of state and national ABA organizations.	■ Students will contribute to knowledge through their applied research presentations and publications. ■ Students will provide needed behavior analysis services in the community, both locally and nationally. ■ Strengthen undergraduate education in ABA at USF. ■ Increase state and national visibility of USF ABA program.
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
■ 25 students graduated with their master's degree in 2014, the highest number yet. ■ 15 papers/chapters with student authors were published or in press in 2014. ■ 20 papers with student authors are submitted for publication in 2014. ■ 26 student authors on 31 papers presented at the 2014 ABAI conference. ■ 33 papers presented at the 2014 Florida ABA conference with ABA student and faculty authors. ■ ABA doctoral program admitted 4 students in the fall, 2014. ■ Received funding from the provost to support 5 doctoral students as TAs. ■ 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, Dr. Kincaid and the PBS project, and donations from the Cycling Out Autism fundraiser. ■ The ABA program with Dr. Blair as PI received a 1.06 million dollar grant for training in ABA and autism. ■ Student credit hours in the ABA minor courses were the highest yet, building on the large increase from the previous year. ■ The Graduate Student Assistance Fund provided funds to 10 students in 2014. ■ ABA online learning modules were available in 2014. ■ Ray Miltenberger served on the ABAI Council as applied representative in 2014. ■ Students provided over 35,000 hours of community service each year through practicum placements. ■ The ABA graduate certificate was launched with 7 students in 2014. ■ The ABA graduate certificate provided funding for two doctoral students.	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 120 students from 17 states have enrolled in program since inception. ■ Close to 2,000 student credit hours (SCH) have been generated since program began in 2006. ■ 37 students were awarded the Certificate; 1 in 2014. ■ 6 new students were admitted in 2013. ■ 8 were enrolled in the program. ■ 2 courses and 2 independent studies were offered in 2014, generating 135 SCH, including: » Cultural Competence & Child Mental Health Disparities. » 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
■ 30 students were actively enrolled in the PBS Certificate program during 2013/2014. ■ 5 students graduated with a certificate. ■ 24 additional non-certificate students completed at least one PBS certificate core course. ■ 9 students completed an individualized intervention project in a school or community setting. ■ 6 Non-degree-seeking certificate students were located in four states (Florida, South Dakota, Virginia, and Maryland) and the State of Qatar.	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** The graduate certificate is offered through the Institute for Translational Research in Adolescent Behavioral Health, 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 current cohort of Institute Scholars reflects graduate student participation from a variety of disciplines, including public health, behavioral health, social work, nursing, psychology, health education, and rehabilitation and mental health counseling. Community-based professionals who are not enrolled in degree programs are participating in the current cohort of scholars based on the benefits to personal and professional development. ■ The institute promotes community engagement with four 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 The Learning Academy (TLA) and The Learning Academy Employment Services 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. ■ Create and maintain communication and collaboration of teachers across Florida.

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 5,698 professionals with 3,458 technical assistance consultations. ■ Re-designed CARD website to have areas devoted to school personnel. ■ Provided 2 regional trainings and one summer institute for teachers in our 14 county area, serving 822 educators.	Ongoing	Karen Berkman KBerkman@usf.edu	II Through high-impact research and innovation, change lives for the better
■ 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 8,985 direct assistance contacts to families serving 19,057 individuals. ■ Served 4,445 families with 742 new constituents joining CARD during this year. Provided 157 trainings serving 3,439. Provided 142 onsite trainings serving 3,392 individuals. An additional 20 online trainings were visited by 180 participants. ■ 3,071,253 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 59 public awareness events with 11,722 visitors. Expanded autism friendly business initiative to include over 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 as well as a blog through Wordpress.	Ongoing	Karen Berkman KBerkman@usf.edu	II Through high-impact research and innovation, change lives for the better
■ 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 61 students, with 15 students currently enrolled. ■ 26 students are gainfully employed, 8 are actively seeking employment and 17 have gone on to attend college or technical school. ■ We serve 21 individuals through the Learning Academy Employment Services.	Ongoing	Karen Berkman KBerkman@usf.edu	II Through high-impact research and innovation, change lives for the better
■ 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 2,600 educators. ■ Hosted the annual pre-conference day that provided training to 693 educators. 28 teachers completed the intensive mentorship program. 10 teachers presented their process and findings at the annual pre-conference day. ■ 877,681 visits to our website (doepartnership.org). ■ 248 visits to our auxiliary website (learningcurve.fmhi.usf.edu). ■ 10 summer institutes, 1,048 educators trained in those events. ■ 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

Research & Training

Child Welfare System and Practice Improvement

Project	Goals
Center for Child Welfare The Center was established to provide information, collaboration, and program support to Florida's professional child welfare stakeholders. It is funded through a contract with Florida's Department of Children and Families. The Center functions under the guidance of a public/private statewide Steering Committee of public/private stakeholders. Services include a fully searchable on-line knowledge library categorized by program area, a comprehensive credentialed video training component for professionals, statewide and local live web events hosted and supported by staff, responding and posting of Frequently Asked Questions submitted by professionals, and a collaboration component that serves as an interactive on-line information-sharing portal where peers and experts can interact with each other and develop on-line learning communities. www.centerforchildwelfare.com	■ Ensure engagement and consistent information flow to Florida's child welfare and related professionals. ■ Enhance efficiencies in information sharing by creating access and linkages to existing resources within Florida's child welfare environment. ■ Link customers to resources, innovations, and evidence-based models throughout the country. ■ Enable virtual meetings and webcasts to replace conference calls and statewide meetings and live training. ■ Apply multimedia knowledge sharing by hosting and or video-taping events including conference and training workshops and other expert presentations and producing videos which are made available on the Center web portal. ■ Expand availability of credentialed child welfare training component; adding, enhancing, and posting professional training for recertification credits.
Center for Child Welfare – Strong African American Families Program (SAAF), A Universal Preventive Intervention The purpose of the proposed pilot study is to test the feasibility of an innovative implementation model that utilizes technology to deliver live, on-line training, and TA in the dissemination of the Strong African American Families Program (SAAF), a universal preventive intervention shown to be effective in reducing rural African American youths' alcohol, tobacco and marijuana use, and addressing other challenges. The Center provides the technology to allow for the remote collaboration of the trainers and trainees so that they can learn, experience, practice, and ultimately teach the SAAF program to their local community.	■ The Center will provide the on-line platform for delivery of SAAF training. All training sessions will be video-recorded, which will serve several purposes: 1) to make sessions available to those unable to attend or in need of a refresher session; 2) to use subsequently for modeling effective training processes and procedures; and 3) to insure fidelity to methods (can be video-streamed for quality assurance). Moreover, capturing these live, on-line sessions creates an opportunity for transferability and sustainability of the training to other communities. ■ An active, on-line forum for discussion, a virtual community collaborative will be created.
Center for Child Welfare – Quality Parenting Initiative (QPI) A remote on-line foster parent training and support project which is designed to support and enhance QPI by using several on-line approaches to training, mentoring, and support. The project offers "Just in Time" training in responses to requests from foster parents and trainers which incorporate mentoring, modeling, and coaching by experienced and skilled foster parents and training professionals. Because training is provided in real time on-line, foster parents and trainers from across the state can interact and share insights and concerns. www.QPIFlorida.com *QPI established an advisory committee to this project that will make recommendations for the design and operation of the coordinating function and help assess the effectiveness of the training.*	■ Training – The Center works 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 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.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
■ 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 – 6,414 (Florida's child welfare and related professionals) of The Center's web portal to date. ■ Unique users – Average monthly total of daily unduplicated users for FY14 is 48,745, a 5.8% increase from FY13. ■ Hits – Average monthly total hits in FY13-14 are 1,113,000. ■ Multimedia: » Training videos with 2,365 in-service hours are available online. » Over 200 other multimedia resources.	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.	■ Maintained the website that contained a discussion board, relevant documents, and the taped sessions for the trainers to view themselves and others. ■ 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 refined and finalized the existing curriculum to incorporate the delivery of the program via technology.	Completed	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.	■ Training requests received - 126 ■ Trainings coordinated - 33 ■ Broadcasts completed - 36 ■ Total participants completing training - 2,464 ■ Participants completing - 125 ■ Satisfaction rate – 92.8% ■ Additions to QPI: Just in Time Training website which include: » Site general pages - 23 » QPI documents - 8 » QPI foster parent training videos - 22 » QPI Voice of Foster Parent videos - 3 » QPI Systems videos - 7 » 18 episodes of Lunch N Net, Web TV	Ongoing	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	**Center for Child Welfare – Quality Parenting Initiative (QPI) – California & Nevada** The Quality Parenting Initiative (QPI) began in 2009 as a collaborative effort with CDSS, the County Welfare Directors Association (CWDA) and the Youth Law Center with support from the Stuart, Walter S. Johnson, and David B. Gold Foundations. This project has begun dialogue in Nevada for a similar collaboration. The Center provides the technology to allow for the remote collaboration of the California Partners and the Youth Law Center to develop a statewide approach to recruiting and retaining caregivers.	■ The goal of the initiative is to develop a statewide approach to recruiting and retaining high-quality caregivers to provide excellent care to children in California's Child Welfare System. Over the past year, nine California counties have begun to implement this approach. ■ The Center will facilitate webcast and provide technical assistance before, during, and after live events.
	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.
	Child Welfare Specialty Plan (CWSP) Evaluation This study assesses the implementation activities of the Sunshine State Health Plan, Inc. Child Welfare Specialty Plan (CWSP). Study findings will provide the Agency with a comprehensive understanding of how the CWSP is operating, integration of service systems, impacts on stakeholders, and indicators for quality monitoring and assurance. (Contracted by the Agency for Health Care Administration, AHCA)	■ The goal of this work is to assess if the components of the Plan are being implemented as intended, and to understand if the organizational and system structures, role definitions and expectations, and level of physical and behavioral health service integration are in place that are necessary to achieve successful implementation.
	Citrus Helping Adolescents Negatively Impacted by Commercial Sexual Exploitation (CHANCE) CHANCE is a treatment program in Miami-Dade County for youth identified as victims of human trafficking that provides a comprehensive continuum of services designed to address trauma, improve youth functioning and well-being, and reintegrate affected youth into a normalized family and community setting. USF/CFS is conducting a program evaluation and longitudinal outcome study of youth served by the CHANCE program to assess the effectiveness of these services for this population. Areas of investigation include child and youth functioning at home, in school and in the community, as well areas specific to this population including traumatic exposure and symptoms.	■ The goal of the study is to evaluate CHANCE to determine the program's impact on affected youth. The evaluation assesses the appropriateness and effectiveness of treatment interventions, fidelity to the program model, and an evaluation of youth outcomes.
	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.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
■ Improve child welfare service operations in California and Nevada through the identification and delivery of on-line and interactive training services specifically for foster parents and related substitute caregivers. ■ Increase expertise and "professionalization" of foster care direct services throughout California and Nevada.	■ Ten webcast meetings with California statewide partners. ■ One joint webcast meeting with QPI Florida. ■ One webcast with Nevada statewide partners.	New	Don Policella dpolicella@usf.edu	II Through high-impact research and innovation, change lives for the better
■ Reduce the number of children in foster care and their lengths of stay. Improve the safety and well-being of children.	■ In progress.	Ongoing	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 contributed to the understanding of the strengths and challenges experienced in the implementation and operation of the CWSP 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 Cathy Sowell csowell@usf.edu	II Through high-impact research and innovation, change lives for the better
■ Improve the understanding of the characteristics and needs of youth engaged in human trafficking. ■ Improve the child welfare system's response to young adults engaged in human trafficking including development of an array of appropriate services and supports.	■ Preliminary findings from primary data collection have been analyzed and reported. Current data includes baseline and 3-month follow up data for a sample of 41 youth enrolled in the evaluation.	Ongoing	Mary Armstrong Miarmstr@usf.edu	II Through high-impact research and innovation, change lives for the better
■ 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.	Ongoing	Mary Armstrong miarmstr@usf.edu or Amy Vargo avargo@usf.edu	II Through high-impact research and innovation, change lives for the better

	Project	Goals
Child Welfare System and Practice Improvement	**Florida Child Welfare Services Gap Analysis** The survey protocol was developed in consultation with Casey Family Programs at the request of the FL Department of Children and Families. The survey included services in four categories: prevention services, safety management services, child and family assessments, and treatment services. The survey was sent electronically through Qualtrics to child protective investigation units, CBC lead agencies, care management organizations under contract with lead agencies, dependency court judges, Guardians ad Litem, and Children's Legal Services attorneys. Information was collected, analyzed and reported at the county, Circuit, and regional level regarding need, availability, and accessibility of services for families in the child welfare system or at risk of abuse or neglect.	■ Conduct a comprehensive gap analysis of the services available at the community level for families at risk of or involved with Florida's child welfare system. ■ Inform policy decision regarding resource allocations for services and supports at both the community and state levels.
	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.
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
■ Inform policy makers regarding gaps in services and supports for families at risk of or involved in Florida's child welfare system.	■ Gap analysis completed in May 2014. ■ Used extensively by Florida's child welfare leadership team in requesting resource allocations from the legislature. ■ Used extensively in Florida' IV-E Waiver extension request to the Children's Bureau.	Completed	Mary Armstrong miarmstr@usf.edu	II Through high-impact research and innovation, change lives for the better

■ 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 online 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.
	  » Completed data collection.
	  » Completed data analysis.
		Ongoing	Carol MacKinnon-Lewis lewiscm@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.	Final Year	Lise Fox lisefox@usf.edu	III: Expanding local and global engagement initiatives.
■ Improve stability of youth in foster care placements and improve school attendance and performance.	■ Conducted focus groups and facilitated work groups with child welfare personnel, educational personnel, and youth to determine reasons youth run from foster care and how best to intervene. ■ Modified and redesigned the FAIR (Functional Assessment Interview for Runaways) based on the results of the focus groups. Currently conducting field testing with youth in foster care.	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. ■ Secured funding for Phases I and II from Southeast TACE. ■ Currently in phase II (evaluation).	Ongoing	Tammy Jorgensen Smith smithtj@usf.edu	II Through high-impact research and innovation, change lives for the better

Research & Training

Research & Training

	Project	Goals
Community Supports	**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.
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.

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 2013-2014 fiscal year, the following accomplishments were documented: » 269 children received services. » 109 parents received services. » 8 school districts were served. ■ Specific services provided: » 691 evaluation activities. » 227 recommendations and consultation services to families, teachers, and school administrators. » 120 consultation services to families, teachers, and school administrators. » 20 workshops and trainings. » 168 pre-trainings and supervision events provided to graduate and undergraduate students. ■ Distinct accomplishments: » Provide consolation support to the Hillsborough School District CARE team.	Ongoing	Rose Iovannone iovannone@usf.edu	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). ■ Currently, METTA is being utilized as the certificate-training tool for the State Vocational Rehabilitation system. Certified providers are entitled Certified Business Technical Assistance Consultants (CBTAC).	Ongoing	Tammy Jorgensen Smith smithtj@usf.edu	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	■ Project faculty are assisting Minnesota and New Hampshire in the statewide implementation and scaling-up of DEC Recommended Practices for improving child outcomes. ■ Capacity building activities include the development of data decision – making tools, training materials, and the mentorship of state training and technical assistance professionals.	Ongoing	Lise Fox lisefox@usf.edu	II	Through high-impact research and innovation, change lives for the better

Research & Training

Early Childhood

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 Pyramid Model.
Teaching Pyramid Research Project This project is a collaborative research study conducted by investigators at Vanderbilt University, the University of South Florida, and the University of Florida. (Funded by the Institute for Education Science)	■ Conduct a randomized study to examine the effects of classroom adoption on the Teaching Pyramid Model on child social behavior, challenging behavior, classroom climate, and teacher skills.

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 1,201 children from 1,097 families were served by Florida HIPPY programs. ■ 10 of the 11 Florida HIPPY programs were accredited by HIPPY USA. ■ 2 HIPPY Newsletters were disseminated statewide to 1,100 HIPPY stakeholders. ■ 3 statewide HIPPY advisory committee meetings were held during the year. ■ 2 HIPPY programs participated in the health literacy initiative. ■ 55 home visitors completed the Florida HIPPY Home Visitor Orientation Training Online. ■ 13 coordinators or staff received additional training and technical assistance for the web-based Efforts to Outcomes (ETO) system developed by HIPPY USA. ■ 3,786 children are currently enrolled in the Florida HIPPY Longitudinal Study. ■ 594 parents completed the Parent Involvement Survey and analysis showed that 86% of HIPPY parents had a set time to work on HIPPY lessons; 94% of HIPPY parents had a specific place in the home to complete HIPPY activities; and HIPPY parents read to their children an average of 20 minutes daily and on average parents worked with their children, on average, 5 days each week. ■ A total of 635 HIPPY children completed Pre and Post HIPPY Skills Test. 92% of the post-test scores were higher than the pretest scores. ■ The Florida HIPPY program maintained full funding from Florida's Office of Early Learning (FOEL) and Children's Board of Hillsborough County (CBHC).	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 materials for training and technical assistance related to the use of practice-based coaching including on-line training modules.	Final Year	Jolenea Ferro jbferro@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.	■ 28 community trainings provided to 437 providers in the community. ■ Hosted 6 local, state, and national conference presentations to 600 participants. ■ 1 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 83 early childhood professionals and 820 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.	Ongoing	Rochelle Lentini lentini@usf.edu	II	Through high-impact research and innovation, change lives for the better
■ Provide an effective classroom model to promote young children's social competence and address challenging behavior.	■ Conducting an efficacy trial that is being conducted in Nashville, TN and Hillsborough and Clay County, Florida in 89 classrooms for preschool children.	Ongoing	Lise Fox lisefox@usf.edu	II	Through high-impact research and innovation, change lives for the better

Research & Training

	Project	Goals
Early Childhood	**Technical Assistance Center on Social Emotional Intervention 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.
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.
Journals Edited within CFS	**Journal of Behavioral Health Services & Research (JBHS&R)** 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.
	Topics in Early Childhood Special Education Journal This journal helps professionals improve service delivery systems for preschool children with special needs. Each issue features reports of original research, literature reviews, conceptual statements, position papers, and program descriptions.	■ To provide research, policy analyses, program descriptions, and position papers related to improving the lives of young children with special needs and their families.

Long Term Impact	Accomplishments	Status	Contact	USF Goals	
■ Implementation of intervention models by state systems that result 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. ■ Project resulted in statewide scale up of Pyramid Model in Minnesota, Alaska, Nevada, and West Virginia. ■ The Center produced a total of 48 journal articles and book chapters, 165 conference presentations, provided 91 training workshops, and produced 24 webinars. TACSEI continues to produce an e-newsletter that is disseminated to over 11,000 subscribers.	Final Year	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 effective policy to produce positive outcomes for children and their families. ■ Empowering leaders by providing reliable data tools and formulating strategies for greater impact.	■ 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 national KC media releases, including data book and policy publications; and compiled county specific profiles. ■ 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, and publications were updated on the FKC website.	Ongoing	Susan Weitzel weitzel@usf.edu	II	Through issue driven high impact research and innovation, improve the lives of children and their families.
■ 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 4,225,986.75 hits per month. Over 220 family-run and youth-guided organizations are part of the directory. ■ Over 1,000 postcards for 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. ■ CMHS, SAMHSA, through the Technical Assistance Network for Children's Behavioral Health provided funds for ongoing activity through 2015.	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
■ 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 2013-2014. ■ Recent issues (7/13-6/14) of the JBHS&R have included the following special issues/sections: Interdisciplinary Research and Behavioral Health Care: New Directions and Increasing Adoption of Comparative Effectiveness Research in Community Behavioral Health.	Ongoing	Bruce Lubotsky Levin levin@usf.edu	I II	Produce well educated global citizens Through high-impact research and innovation, change lives for the better
■ The practical nature of this journal helps professionals improve service delivery systems for preschool children with special needs	■ This journal is edited by a faculty member within the Department of Child and Family Studies and is an important resource for leaders in the field of early childhood special education.	Ongoing	Glen Dunlap dunlap@usf.edu	I II	Produce well educated global citizens Through high-impact research and innovation, change lives for the better

Research & Training

	Project	Goals
Positive Behavior Support	**Florida's Positive Behavior Support Project: Multi-Tiered System of Support Project (PBS)** FLPBS provides training and technical assistance to Florida school districts to increase their capacity to provide positive behavior support to students through a multi-tiered system of support approach. Training and TA are provided to implement PBS at the school, classroom, targeted group, and individual student levels.	■ Provide districts and schools with knowledge and tools to promote improved student behavior via Positive Behavior Support. ■ Provide districts and schools with knowledge and tools to promote improved academic performance via Positive Behavior Support.
	Office of Special Education Programs – Training and Technical Assistance Program 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 systems levels.	■ To expand the use of evidence-based, ecological, and strengths-based assessment to support planning and service delivery.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
■ Students in districts and schools utilizing PBS will show improved behavior. ■ Students in districts and schools utilizing PBS will show improved academic performance. ■ Districts with participating PBS schools will show improved behavior and academic performance and less reliance on intensive consequences for disciplinary infractions.	■ 1,497 Florida schools trained on school-wide (Tier 1) PBS: PreK- 8, Elementary- 824, Middle- 290, High- 192, Alt/Center- 96, Other- 87 with 1,306 of these schools remaining active. ■ Training provided to over 1,000 school personnel across Tiers 1-3 of school-wide PBS. Evaluations of these trainings have been extremely positive. ■ 75% of all active schools are implementing PBS with fidelity. Participating schools reported 42% fewer ODRs, 38% fewer ISS, and 48% fewer OSS than low implementing schools. ■ 55 of Florida's 67 districts (82%) are actively implementing school-wide PBS. ■ FLPBS: MTSS maintains a website that is updated to provide information on all three tiers of support. The site generated 11.6 million hits; 31,796 hits average per day. ■ The FLPBS Project's state-wide RtI:B database is available for use by all schools and all districts with 22 activate districts and 170 school accounts. ■ PBS project staff presented at more than 60 local, state, and national conferences/meetings and published at least two peer-reviewed articles on PBS implementation. ■ At least 42 new products developed and disseminated, including (1) online PBS newsletters, (2) revised training materials for Tiers 1 & 2, (3) online trainings and facilitated meetings for Tier 2, quarterly District Coordinator meetings, monthly Coaching meetings, Classroom training, and high school Tier 1 training, (4) revised online Booster trainings with corresponding modules, (5) revised School Readiness Checklist, Booster Readiness Checklist and Tier 2 Readiness Checklist, and (6) a revised Yearly Implementation Planning process. ■ 4 web-based training/technical assistance activities recorded and posted on the website. Ten live, facilitated PBS Coaches' trainings for 282 participants were provided to district coaches who also received ongoing technical assistance. A total of 829 technical assistance activities were provided.	Ongoing	kincaid@usf.edu or Heather George HGeorge@usf.edu	II Through high-impact research and innovation, change lives for the better
■ Increase in the number of highly skilled trainers and consultants. ■ Decreases in problem behaviors and increases in academic success within schools trained. Increase in the number of state-level teams overseeing PBS activities. Provide tools, online training modules, and products to assist in PBS evaluation.	■ Collaborated on training and supporting almost 20,000 schools nationally on implementation of School-Wide PBS. ■ Collaborated on over 60 national and state conference presentations as well as two national and international conferences with over 1,200 participants each. ■ Disseminated at least 2 peer-reviewed articles nationally on PBS implementation and evaluation. ■ Provided technical assistance to 10 states regarding implementation of School-Wide PBS. ■ Refined current evaluation tools.	Ongoing	Don Kincaid kincaid@usf.edu or Heather George HGeorge@usf.edu	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.	■ 203 people were certified or recertified representing 50 agencies.	Ongoing	Norín Dollard dollard@usf.edu	II Through high-impact research and innovation, change lives for the better

	Project	Goals
Reduction in Mental Health Disparities	**Cultural and Linguistic Competence Hub (CLC Hub) of the Technical Assistance Network for Children's Behavioral Health (TA Network)** The CLC Hub and TA Network is the national TA network for the CMHS, SAMHSA Child Mental Health Initiatives providing technical assistance to local and state system of care grantees. Began in 2013, five-year grant.	■ To develop effective service systems and establish a skilled and well-prepared workforce that can expand and sustain community-based systems of care toward the benefit of all children and youth with behavioral health needs and their families. The CLC Hub focuses on eliminating behavioral health disparities.
	Linking Actions for Unmet Needs in Children's Health (Florida 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.
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	**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.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
■ Increased understanding of system of care process and structure, including developing a diverse provider network needed to support all children youth and families, and effectively serve minority populations to reduce disparities and disproportionalities in behavioral health	■ Established a resource library focused on cultural and linguistic competence in behavioral health for use by consultants, coaches, state and community CMHI grantees and the general public. ■ Provided technical assistance to states, communities, tribal communities, and US territories to implement systems of care over five years of grant funding. ■ Developed several toolkits to address specific areas of cultural and linguistic competence. ■ Implemented webinar series Moving Towards Cultural & Linguistic Competence: From Knowing to Doing and monthly peer to peer learning exchange calls. ■ Developed and facilitated "Knowledge Cafes" for SAMHSA staff. ■ Created and reviewed various documents and publications (i.e., TA Telegram and TA Telescope) created by Network partners, universities and others (e.g., National Indian Child Welfare Association).	New	Kathy Lazear klazear@usf.edu or Mario Hernandez marioh@usf.edu	II Through high-impact research and innovation, change lives for the better
■ 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.	■ Second year accomplishments: » Maintenance of collaborative relationships with state and local staff and Young Child Wellness Councils, including orientation of new staff and council members to the evaluation goals and strategies. » Continued monitoring of fidelity for Teaching Pyramid and Positive Behavior Support program. Development of integrated model with Early Childhood Mental Health Consultation. Began incorporation of fidelity measures with four other providers. » Implementation of Evaluation Plan that corresponds with State and Local Strategic Plans. » Completion of federal (TRAC) and multi-site evaluation data reporting requirements. » Submission of Evaluation Briefs and Annual Evaluation Report.	Ongoing	Teresa Nesman nesman@usf.edu Cathy Sowell CSowell@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 has been maintained with new and updated information made available pertinent to HIPPY research, implementation, and professional development. ■ News briefs were shared on an ongoing basis with the NREC email listserv of HIPPY professionals. ■ 3 research briefs were developed and disseminated. » Brief #1: Summary of HIPPY Child Outcome Research. » Brief #2: Summary of HIPPY Parent Outcome Research. » Brief #3: Summary of HIPPY Research Conducted with Latino and Hispanic Families.	Ongoing	Christa Haring charing@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.	■ 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 Donna Burton dburton@usf.edu	II Through high-impact research and innovation, change lives for the better

	Project	Goals
School-Based Mental Health Services	**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.	■ 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.
	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.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
■ 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 Donna Burton dburton@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.	■ Implemented a participatory and utilization-focused evaluation including mixed method data collection, planning meeting participation, and feedback to HIPPY USA. ■ Submission of evaluation report covering LEAP theory of change logic model diagram and narrative explanation, and additional revisions based on HIPPY USA feedback. ■ Collaboratively identified sites for evaluation of curriculum implementation based on a focus on vulnerable children and racial equity.	Ongoing	Teresa Nesman nesman@usf.edu 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.	■ Completed literature review and developed the Assessing and Minimizing Potential Risks of Harm to Self or Others online training module.	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.	■ 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. » Over 27,675 national and international individuals visited the website during the past year for an average of 75 website visitors per day. » Nearly 17,000 individuals downloaded the entire Guide or at least one component from The Guide's website. » 29% of the Guide's website visitors were from outside the US. The top ten countries included: China, Ukraine, Japan, Canada, Philippines, Denmark, India, United Kingdom, France, and Australia, with between 288 and 1,481 visitors representing 20% of all visitors. ■ Fulfilled orders for printed copies of the Youth Suicide Prevention School-Based Guide.	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.	■ Promoted the interactive workshops providing opportunities for participants to gain the latest research-based information.	Ongoing	Stephen Roggenbaum roggenba@usf.edu	II Through high-impact research and innovation, change lives for the better

System Planning & Policy

Project	Goals
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.
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.	■ 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 five 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 the 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.
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, and 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 implementation of family-driven care within service systems for children with Serious Emotional Disturbance and their families.	■ 3 peer review publications based on study findings are in preparation. ■ 1 book chapter published based on findings.	Completed Publication preparation	Sharon Hodges sphodges@usf.edu	II Through high-impact research and innovation, change lives for the better
■ 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.	■ Continued collaboration on potential research funding. ■ CFS faculty actively participated in CHS statewide activities 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.	■ Manuscript in preparation for publication.	Completed Publication preparation	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.	■ Preliminary findings have been shared with recommendations for ongoing implementation. Evaluation team participates on the core team to guide expansion efforts.	Ongoing	Mary Armstrong miarmstr@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, and 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	II Through high-impact research and innovation, change lives for the better

Research & Training

	Project	Goals
System Planning & Policy	**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 13-14.)	■ 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 place in residential out-of-home care settings and identify risk factors for less desirable outcomes associated with each subgroup.
	Profiles of Children with High Utilization of State Inpatient Psychiatric Program (2009-2010) This project examined data on youth admitted to the State Inpatient Psychiatric Program (SIPP) within four fiscal years. Excessive utilization of institutional mental health services has been of longstanding public concern because of the high cost of such care and its questionable efficacy.	■ Examine child characteristics associated with (a) longer length of stay, (b) time to re-admission, and (c) multiple admissions to SIPP.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
■ 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 three in an ongoing 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.	■ Developed interactive online newsletter focused on strategies for theory-driven evaluation. ■ Peer-reviewed journal article published. ■ Conducted national trainings on theory-driven evaluation to improve community use data. ■ Facilitated successful communities in peer-to-peer support – specifically systems that use a Theory of Change approach to drive system change. ■ 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. ■ Dissemination of findings in peer reviewed journals and professional meetings.	Completed	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.	■ Began services and costs comparison study. ■ Continued qualitative data collection for process evaluation. ■ 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 Teresa Nesman nesman@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.	■ Peer reviewed paper submitted to *Psychiatric Services.*	Completed Publication preparation	Svetlana Yampolskaya yampol@usf.edu	II Through high-impact research and innovation, change lives for the better
■ Reduce recidivism rates and lengths of stay within the child welfare system within the State of Florida.	■ Peer reviewed paper published.	Completed Disseminating	Svetlana Yampolskaya yampol@usf.edu	II Through high-impact research and innovation, change lives for the better

Research & Training

	Project	Goals
System Planning & Policy	**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.
Transition-Aged Youth	**Now is the Time – Technical Assistance Center (NITT-TA Center)** Now is the Time-Technical Assistance Center provides training and technical assistance to recipients of the Now is the Time – Project AWARE and – Healthy Transitions grants awarded through the Substance Abuse and Mental Health Service Administration. The purpose of the Center is to provide grantees the services and supports needed to optimize the implementation and sustainability of their efforts to improve the continuum of care for transition-aged youth who have, or are at-risk for, serious mental health conditions.	■ Provide multifaceted TTA across a wide variety of content and process strategies. ■ Promote the application of cultural and linguistic competence in project implementation and service delivery.
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.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
■ Communities increase and maintain the presence of systems of care values, principles, and policies in their child-serving systems.	■ SOCPR training and technical assistance has been expanded to additional states and to communities internationally. ■ SOCPR activities 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. Reports were completed. ■ AZ SOCPR: Activities continue with the state of AZ. A report completed. ■ MA SOCPR: A report was completed. ■ Ottawa SOCPR: Activities continue with Canadian province of Ottawa. A journal article is in preparation. ■ State and national conference presentations of SOCPR data continue.	Ongoing	Debra Mowery mowery@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
■ Bridge the gap between research and evaluation to policy and practice.	■ Report written and submitted to AHCA. ■ Publication in preparation.	Ongoing	Svetlana Yampolskaya yampol@usf.edu	II Through high-impact research and innovation, change lives for the better
■ Enhance grantee capacity to design, implement, and sustain policies, programs and services at state- and local-levels.	■ USF in partnership with the Center for Applied Research Solutions, WestEd, and ChangeMatrix were awarded the NITT-TA Center grant in anticipation of startup in September 2014.	Ongoing	Tom Massey massey@usf.edu Donna Burton dburton@usf.edu	II Through high-impact research and innovation, change lives for the better
■ Florida shifts to a trauma-informed treatment environment using identified trauma-specific best practices. ■ Florida to screen all youth in dependency system for trauma.	■ Analyzed all evaluation data—including outcome, process, and fidelity assessments. ■ Presented evaluation findings at national conferences. ■ Continued work with Children's Home Society (CHS) workgroups 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. ■ Completed the CHS trauma-informed care organizational survey report for both western division and statewide.	Ongoing	Sharon Hodges sphodges@usf.edu Melissa Tirotti mtirotti@usf.edu	II Through high-impact research and innovation, change lives for the better

Research & Training

	Project	Goals
University Center for Excellence in Developmental Disabilities	**Florida Center for Inclusive Communities (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 services specifically designed towards the special healthcare needs of patients with developmental disabilities across the lifespan.
	Institute for Translational Research in Adolescent Behavioral Health An innovative research education program in translational research, implementation science, and evidence-based practice in adolescent behavioral health. *Funded by the National Institute on Drug Abuse, Grant # 5R25DA031103-03.*	■ 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 in 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, Board Certified Assistant Behavior Analyst (BCaBA) certification, PBS Certificate, and eligibility to sit for the Board Certified Behavior Analyst (BCBA) Certification exam.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
■ 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.	■ 386 activities with 94,481 individuals. ■ 1,357 hours of training to UCEDD trainees. ■ 3,796 hours of community training. ■ 8,600 hours of technical assistance. ■ 6,336 hours of research activities. ■ The FCIC developed 214 new products and continued dissemination of 65 other products. ■ FCIC products were disseminated to 129,706 individuals, family members, and professionals. ■ Leveraged additional $8,785,482 (22% federal, 72% state, 4% local, 2% other). ■ FCIC received the 2013 Association for University Centers on Disabilities Community Advocacy Award. A nationwide award given to the UCEDD that has exhibited the strongest commitment to support the full and active participation of self-advocates and family members on its consumer advisory council. ■ FCIC faculty published a combined total of 31 peer-reviewed articles, submitted 13 for publication, authored 3 books, and 9 book chapters. In addition 14 reports or monographs were produced and 47 pamphlets, brochures, or factsheets.	Ongoing	Lise Fox lisefox@usf.edu or Don Kincaid kincaid@usf.edu	II 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 US. ■ 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 (CMEs) for physicians. ■ Webinars were viewed 1,003 times, with 155 CMEs certificate issued including 15 to practicing physicians in Florida, and 62 CMEs to other health care professionals in Florida, including nurse practitioners and registered nurses.	Ongoing	Elizabeth Perkins eperkins@usf.edu	II Through high-impact research and innovation, change lives for the better
■ 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 completed the program. ■ Institute scholars presented their research outcomes at the 27th Annual Children's Mental Health Research & Policy Conference. ■ Institute Scholars assisted community partner agencies with community-based research projects centered on issues of translational research in child and adolescent behavioral health. ■ Program evaluation activities have been initiated. ■ Institute Scholars report an increased desire to pursue a career in research based on their Institute experience.	Ongoing	Bruce Lubotsky Levin levin@usf.edu Tom Massey massey@usf.edu Donna Burton dburton@usf.edu Julie A. Baldwin, jbaldwin@health.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 text book support to students. ■ Provided Summer Institute on universal design and assistive technology, Tier 1 PBS training, and mentorship support to Cohort 3. ■ Provided practicum experience to Cohort 3 in four high-need Hillsborough elementary schools and to Cohort 4 in the community clinical settings. ■ Cohort 2 presented at Florida ABA and APBS conferences. ■ Cohort 2 successfully completed the program. ■ Recruited two new Hillsborough elementary schools to provide practicum experience to Cohort 3. ■ Successfully recruited and enrolled a new cohort of 4 students.	Ongoing	Kwang-Sun Blair kwangsun@usf.edu	II Through high-impact research and innovation, change lives for the better

Research & Training

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Peer Reviewed Journal Articles

Aguado Loi, C.X., Baldwin, J.A., McDermott, R.J., McMillan, S., Martinez Tyson, D., Yampolskaya, S., & Vande Weerd, C. (2013). Risk factors associated with increased depressive symptoms among Latinas diagnosed with breast cancer within 5-years of survivorship. *Psycho-Oncology, 22,* 2779–2788.

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Armstrong, M. I., McCrae, J., Graef, M. I., Richards, T., Lambert, D., Bright, C. L., & Sowell, C. (Accepted December 2013). Development and initial findings of an implementation process measure for child welfare system change. *Journal of Public Child Welfare.*

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Schonwetter, S., Miltenberger, R., & Oliver, J. (2014). An evaluation of self-monitoring to improve swimming performance. *Behavioral Interventions, 29,* 213-224.

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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.

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Yampolskaya, S., & Mowery, D. (in press). Profiles of youth placed in therapeutic group care: Associations with self-injurious behavior and reentry into psychiatric care. *Psychiatric Services.*

Yampolskaya, S., Greenbaum, P. E., Brown C. H., & Armstrong M. I. (In press). Heterogeneity in trajectories of child maltreatment severity: A two-part growth mixture model. *Violence and Victims.*

Yampolskaya, S., Mowery, D., & Dollard, N. (2013). Predictors for readmission into children's inpatient mental health treatment. *Community Mental Health Journal, 49*(6), 781-786. doi:10.1007/s10597-013-9592-8.

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Presentations

Berkman, K.A. (2013, October). *Autism and the DSM-V.* Invited presentation at the Stetson University Elder Care Conference, Tampa, FL.

Brown, M., Perkins, E., Doka, K., Goode, T., Janicki, M. J., Kingsbury, L., Moro, T., & Rader, R. (2013, October). *Supporting individuals with intellectual and developmental disabilities through life-ending illness, grief and loss.* Invited nationwide webinar broadcast event from the Newseum, Washington, DC, for the Hospice Foundation of America, Washington, DC.

Burton, D.L. (2013, November). *Readiness of school-based service providers toward integration of mental health services in schools and adoption of evidence-based practices.* Session presented at the meeting of the American Public Health Association, Boston, MA.

Burton, D.L., & Massey, O.T. (2013, July). *Mental health service provision from the service provider up: A working model of service integration in a large urban school district.* Paper presented at the meeting of the International School Psychology Association Conference, Porto, Portugal.

Childs, K.E., & George, H.P. (2014, March). *Engaging leadership teams in meaningful data analysis and interpretation.* Invited presentation at the Eleventh International Conference on Positive Behavior Support, Chicago, Illinois.

Clarke, S. (2014, May). *Coaching early educators for implementation fidelity: practice-based coaching.* Invited symposium presentation at the 41st Annual International Convention of The Association for Behavior Analysis, Chicago, Illinois.

Clarke, S., & Duda, M. (2014, May). *Measuring fidelity: A demonstration of how measures have developed and emerged to accommodate empirical studies in natural environments.* Invited workshop presentation at the 41st Annual International Convention of the Association for Behavior Analysis, Chicago, IL.

Dunlap, G. (2013, October). *Prevent-Teach-Reinforce: A model for resolving problem behaviors in Pre-K through middle schools.* Invited presentation at the 45th Annual Conference of the Arizona Association of School Psychologists, Phoenix, AZ.

Dunlap, G., & Kincaid, D. (2014, March). *The definition of Positive Behavior Support: Moving toward greater precision.* Invited featured presentation at the 11th International Conference on Positive Behavior Support. Association for Positive Behavior Support, Chicago, IL.

Dunlap, G. (2014, May). *Efficacy and fidelity in school-based behavioral support.* Invited presentation at the 40th Annual Convention of the Association for Behavior Analysis International, Chicago, IL.

Ferro, J. (2014, April). *Addressing serious challenging behavior in young children: An effective practical approach.* Workshop presented at the 11th National Training Institute on Effective Practices, St. Petersburg, FL.

Ferro, J. (2014, March) *Salon discussion: Interdisciplinary training programs.* Invited presentation at the 2014 UCEDD Director's Retreat.

Fox, L., & Ferro, J. (2014, March). *Providing coaching to classroom teachers: Options for coaching partners and delivery mechanisms.* Paper presented at the 11th International Conference on Positive Behavior Support, Chicago, IL.

Fox, L., Clarke, S., & Binder, D. (2014, March). *Coaching early educators for implementation fidelity: practice-based coaching.* Invited symposium presentation at the 10th International Conference on Positive Behavior Support, Chicago, IL.

Fox. L., & Clarke, S. (2014, April). *The Pyramid Model and data-based decision-making: tools and processes to use.* Invited workshop presentation at Addressing Challenging Behavior: The Eleventh Annual National Training Institute on Effective Practices/Supporting Young Children's Social and Emotional Development, St. Petersburg, FL.

Gaunt, B. T., Dorman, C., & March, A. (2014, March). *Leading and coaching the implementation of an integrated problem solving process.* Invited workshop presented at the 11th annual Association for Positive Behavior Support.

George, H. P. (2013, August). *PBIS and MTSS: National landscape.* Invited state planning meeting for Wisconsin PBIS State Leadership Team, Wisconsin Dells, Wisconsin.

George, H. P. (2013, August). *PBIS State-wide planning.* Invited 2-day intensive workshop for state-wide PBIS planning across stakeholders in Georgia. Hosted by the Georgia Department of Education and the Chick-fil-A Foundation. Atlanta, GA.

George, H. P. (2013, July). *MTSS planning.* Invited 3-day intensive workshop for district level MTSS planning for the Houston Independent School District, Houston, TX.

George, H. P. (2013, July). *PBIS State-wide planning.* Invited 1-day workshop for state-wide PBIS planning across stakeholders in Texas, Austin, TX.

George, H. P. (2013, October). *MTSS.* Invited presentation for all principals of the Houston Independent School District, Houston, TX.

George, H. P. (2013, October). *PBIS State-wide summit.* Invited 2-day intensive workshop for state-wide PBIS planning across stakeholders in Georgia. Hosted by the Georgia Department of Education and the Chick-fil-A Foundation. Atlanta, GA.

George, H. P. (2013, September). *MTSS district planning.* Invited 2-day intensive workshop for district level MTSS planning for the Houston Independent School District, Houston, GA.

George, H. P. (2014, January). *PBIS State-wide summit.* Invited 1-day intensive workshop for state-wide PBIS planning across stakeholders in Georgia. Hosted by the Georgia Department of Education and the Chick-fil-A Foundation. Atlanta, GA.

George, H. P. (2014, June). *Coaching for data-based problem-solving.* Invited presentation at the Texas Behavior Support (TBS) State Conference: Houston, TX.

George, H. P. (2014, June). *MTSS: What Is it and what does it look like?* Invited presentation at the Texas Behavior Support (TBS) State Conference: Houston, TX.

George, H. P. (2014, June). *PBIS: Implementing, sustaining and innovating across the continuum of behavioral supports.* Invited 1-day workshop for PBIS Administrators hosted by the University of Memphis: Jackson, TN.

George, H. P. (2014, June). *PBIS: Planning for state-wide scale-up.* Invited 1-day planning session across stakeholders in Kentucky. Hosted by the University of Louisville and Kentucky PBIS: Louisville, KY.

George, H.P. (2013, August). *Building a Tier 2/Tier 3 evaluation plan.* Invited presentation at the Wisconsin PBIS Leadership Conference. Wisconsin Dells, WI.

George, H.P. (2013, August). *CICO – Getting started.* Invited presentation at the Wisconsin PBIS Leadership Conference. Wisconsin Dells, WI.

George, H.P. (2013, August). *Refining your CICO.* Invited presentation at the Wisconsin PBIS Leadership Conference. Wisconsin Dells, WI.

George, H.P. (2013, August). *RtI integration panel.* Invited presentation at the Wisconsin PBIS Leadership Conference. Wisconsin Dells, WI.

George, H.P. (2014, March). *Planning for massive PBIS scale-up for states and districts.* Invited presentation at the Eleventh International Conference on Positive Behavior Support, Chicago, IL.

George, H.P. (2014, March). *School-wide systems and training: Structured networking.* Invited presentation at the Eleventh International Conference on Positive Behavior Support, Chicago, IL.

George, H.P., & March, A. (2013, October). *Coaching school-level problem-solving: Supports needed at the state and district level.* Invited presentation at the National Forum for Implementers of School-wide PBS. Chicago, IL.

Hieneman, M., Ferro, J., Enyart, M., Greenwald, A., & Gordham, K. (2014, March). *Supporting the expansion of PBS in the home and community.* Invited panel presentation at the 11th International Conference on Positive Behavior Support, Chicago, IL.

Hodges, S., & Ferreira, K. (2013, September). *Family engagement: Benefits to system of care leaders.* Video presentation distributed nationally for SAMHSA Summer of Learning 2013.

Hodges, S., & Green, A.L. (2014, March). *Assessing the status of trauma-informed care: Survey development and initial findings from an organizational survey of the Children's Home Society of Florida.* Poster presented at the 27th Annual Children's Mental Health Research and Policy Conference, Tampa, FL.

Hodges, S., & Schrepf, S. (2013, August). *The bottom line: Straight talk on the specifics of family engagement.* Video presentation distributed nationally for SAMHSA Summer of Learning 2013.

Hodges, S., Nesman, T., Gilbert-Smith T., & Grossman, E. (2014, March). *Using organizational learning strategies to support theory-driven evaluation: Closing the loop.* Poster presented at the 27th Annual Children's Mental Health Research and Policy Conference, Tampa, FL.

Iovannone, R. (2014, June). *The FBA/BIP Technical adequacy tool for evaluation (TATE): Application for improving practice.* Invited presentation at the annual Texas Behavior Support Conference, Houston, TX.

Iovannone, R. (2014, March). *Prevent-Teach-Reinforce Model: A Tier 3 behavior intervention process.* Invited workshop presentation at the annual meeting of the Association for Positive Behavior Support, Chicago, IL.

Iovannone, R., & Hodges, S. (2014, February). *Improving educational success for youth in foster care who run away.* Paper presented at annual meeting of National Association of School Psychologists, Washington, DC.

Jang, Y., Yoon, H., Chiriboga, D. A., & Molinari, V. (2013, November). *Self-rated mental health and the gap between psychiatric disorders and mental health service use: A study of African Americans.* Paper presented at the annual meeting of the Gerontological Society of America, New Orleans, LA.

Kincaid, D. (2014, June). *PBIS Tier 2: Exploration…or getting ready.* Invited keynote presentation at Virginia PBIS Conference, Virginia Beach, VA.

Kincaid, D. (2014, June). *PBIS Tier 2: Installation…or getting ready.* Virginia PBIS Conference, Virginia Beach, VA.

Kincaid, D. (2013, September). *PBIS and its application to students with severe behavioral challenges.* Invited keynote presentation for AdvoServ, Bear, DE.

Presentations *(continued)*

Kincaid, D. (2013, September). *Coaching for systems change.* Invited keynote presentation to North Dakota Bureau for Public Instruction, Bismarck, ND.

Kincaid. D. (2014, March). *Redesigning a Tier 3 system for states, districts and schools.* Invited presentation at 11th International Association for Positive Behavior Support Conference, Chicago, IL.

Kincaid, D. (2014, June). *Coaching for systems change: Tier 1.* Texas PBIS Conference, Houston TX.

Kincaid, D. (2014, June). *Coaching for systems change: Tiers 2 and 3.* Texas PBIS Conference, Houston TX.

Kincaid, D. (2013, September). *PBIS and its application to students with severe behavioral challenges.* Invited presentation for AdvoServ, Bear, DE.

Kincaid, D. (2013, September). *Positive Behavior Support: Strategies that work in ALL systems.* Invited presentation to the West Virginia Integrated Behavioral Health Conference, Charleston, WV.

Kincaid, D. (2013, September). *Tier 3 Systems to address behavior challenges in Florida schools.* Florida Association for Behavior Analysis, Daytona Beach, FL.

Kincaid, D. (2013, September). *Coaching for systems change.* Invited presentation to North Dakota Bureau for Public Instruction, Bismarck, ND.

Kincaid, D., & Gaunt, B. (2013, October). *How do PBIS, student engagement and Common Core learn to play together?* Invited presentation for the Positive Behavior Interventions and Support Implementers' Forum, Rosemont, IL.

Kincaid, D., Barrett, S., & March, A. (2013, October). *Building coaching capacity.* Invited presentation for the Positive Behavior Interventions and Support Implementers' Forum, Rosemont, IL.

Kincaid, D., & Batsche. G. (2014, April). *MTSS for academics and behavior.* Invited keynote presentation at the National Center for Learning Disabilities, Harrisonburg, VA.

Kincaid, D., George, H.P., & Yanek, K. (2013, October). *How do we implement MTSS at a state or district level?* Invited presentation at the National Forum for Implementers of School-wide PBS. Chicago, IL.

Kincaid. D., Newcomer, L., & Knoster, T. (2014, March). *APBS open forum.* Invited presentation at 11th International Association for Positive Behavior Support Conference, Chicago, IL.

Kincaid, D., Newlon, C., Kunkel, S., & Hovatter, P. (2013, September). *Developing an integrated system to support people with complex needs.* Invited presentation to the West Virginia Integrated Behavioral Health Conference, Charleston, WV.

Kincaid, D., Newlon, C., Kunkel, S., & Hovatter, P. (2013, September). *Positive Behavior Support: Strategies that support people with complex needs.* Invited presentation to the West Virginia Integrated Behavioral Health Conference, Charleston, WV.

Kincaid, D., Peshak-George, H., & Yanek, K. (2013, October). *How do we implement MTSS at a state or district level?* Invited presentation for the Positive Behavior Interventions and Support Implementers' Forum, Rosemont, IL.

Kincaid, D., Sandomierski, T., & Gaunt, B. (2013, October). *Necessary characteristics of MTSS data systems for academics and behavior.* Invited presentation for the Positive Behavior Interventions and Support Implementers' Forum, Rosemont, IL.

Lentini, R. (2014, April). *Tick-tock, tick-tock: Transition tips and tricks.* Paper presented at the meeting of the National Training Institute on Effective Practices: Addressing Challenging Behavior. St. Petersburg, FL.

Lentini, R. (2014, June). *Book nook lessons build life-long skills.* Paper presented at the Promoting Resilience Early Childhood Conference. Tampa, Fl.

Lentini, R. (2014, May). *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. (2014, April). *Book nook lessons build life-long skills.* Paper presented at the meeting of the National Training Institute on Effective Practices: Addressing Challenging Behavior. Clearwater Beach, Fl.

Lentini, R., Appleton, E., & Wimmer, A. (2013, September). *Teaching problem solving throughout the day: Train-the-trainer.* Paper presented at the meeting of the Florida Association for the Education of Young Children (FLAEYC), Orlando, FL.

March, A., Batsche, G., Brundage, A., Dorman, C., Gaunt, B., Hardcastle, B., … Winneker, A. (2014, February). *Merging PBS and RtI: Florida multi-tiered system of supports project.* Invited presentation at the National Association of School Psychologists Annual Conference, Washington, DC.

Massey, O.T., & Burton, D.L. (2013, August). *Innovative graduate research education for advancement of implementation science in adolescent behavioral health.* Poster presented at the meeting of the Global Implementation Conference, Washington, DC.

Miltenberger, R. (2014, January). *Assessment of safety skills in the home and community.* Invited address at the first annual Positive Behavior Support, Inc. Conference, Palm Beach Gardens, FL.

Miltenberger, R. (2014, January). *Teaching safety skills in the home and community.* Invited address at the first annual Positive Behavior Support, Inc. Conference, Palm Beach Gardens, FL.

Miltenberger, R. (2014, March). *Teaching safety skills to children: What works and what doesn't?* Invited address presented at the Association of Professional Behavior Analysts Conference. New Orleans, LA.

Miltenberger, R. (2014, May). *Get up and go: How ABA can help increase exercise.* Invited address at the Association for Behavior Analysis International Conference, Chicago, IL.

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.

Miltenberger, R. (2013, October). *Teaching safety skills to children: What works and what doesn't?* Invited address presented at the Manitoba Association for Behavior Analysis Conference. Winnipeg, MB.

Mowery, D., & Black, M. (2013, August). *Home instruction for parents of preschool youngsters: Human participant research & ethics training.* Invited presentation at the HIPPY Home Visitors Orientation Training – Central FL, Bradenton, FL.

Mowery, D., & Black, M. (2013, August). *Home instruction for parents of preschool youngsters: Human participant research & ethics training.* Invited presentation at the HIPPY Home Visitors Orientation Training – South FL, West Palm Beach, FL.

Mowery, D., & Black, M. (2013, August). *Home instruction for parents of preschool youngsters: Human participant research & ethics training.* Invited presentation at the HIPPY Home Visitors Orientation Training – North FL, Ocala, FL.

Park, N.P., Jang, Y., Lee, B.S., Chiriboga, D.A., & Molinari, V. (2013, November). *Correlates of attitudes on aging in older assisted living residents.* Paper presented at the annual meeting of the Gerontological Society of America, New Orleans, LA.

Perkins, E. A. (2014, March). *Caring for the caregiver.* Invited presentation for the Barth Syndrome Foundation, New York, NY.

Perkins, E.A. (2014, June). *Aging adults with intellectual disabilities and their caregivers.* Invited presentation for the 16th Annual USF Geriatric Institute, Tampa, FL.

Roggenbaum, S. (2014, May). *Child and adolescent suicide.* Invited presentation and consultation at BayCare Behavioral Health Alliance Meeting, St. Petersburg, FL.

Roggenbaum, S. (2014). *Suicide awareness and suicide prevention information for physical therapy graduate students.* Invited Guest Instructor: Psychosocial Aspects of Physical Therapy Practice (PHT 7402 USF). University of South Florida, Tampa, FL.

Williamson, H.J., Green, A., Burton, D. L., Tirotti, M., Massey, O., Levin, B. L., & Baldwin, J. A. (2013). *A paradigm shift: An innovative interdisciplinary team-mentoring public health research education program.* A poster for the 141st Annual Meeting of the American Public Health Association. Boston, MA.

Yampolskaya, S., Mowery, D., & Dollard, N. (2013, November). *Profiles and outcomes for children served in Medicaid-funded residential mental health treatment programs.* Agency for Health Care Administration (AHCA) Briefing, Tallahassee, FL.

Acronyms

ABA	Applied Behavior Analysis
ABAI	Association for Behavior Analysis International
AHCA	Agency for Health Care Administration
APBS	Association for Positive Behavior Support
ASD	Autism Spectrum Disorder
BCABA	Board Certified Assistant 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
CBHC	Children's Board of Hillsborough County
CBTAC	Certified Business Technical Assistance Consultants
CDSS	California Department of Social Services
CFARS	Children's Functional Assessment Rating Scale
CFS	Child & Family Studies
CHANCE	Citrus Helping Adolescents Negatively Impacted by Commercial Sexual Exploitation
CHS	Children's Home Society
CLC Hub	Cultural and Linguistic Competence Hub
CME	Continuing Medical Education
CMHI	Child Mental Health Initiative
CMHS	Center for Mental Health Services
CODIE	Collaboration on Discovery and Innovation in Employment
COPH	College of Public Health
CW-PMHP	Child Welfare Prepaid Mental Health Plan
CWDA	County Welfare Directors Association
CWSP	Child Welfare Specialty Plan
DD	Developmental Disabilities
DEC	Division for Early Childhood
DJJ	Department of Juvenile Justice
DrPH	Doctor of Public Health
ECTA	Early Childhood Technical Assistance Center
ETO	Efforts to Outcomes
FACTS	Families and Children Together in Seminole
FAIR	Functional Assessment Interview for Runaways
FCIC	Florida Center for Inclusive Communities
FDLE	Department of Law Enforcement ()
FKC	Florida KIDS COUNT
FLPBS	Florida's Positive Behavior Support Project
FMHI	Louis de la Parte Florida Mental Health Institute
FOEL	Florida's Office of Early Learning
HIPPY	Home Instruction for Parents of Preschool Youngsters
ICEI	Interdisciplinary Center For Evaluation and intervention
IDD	Intellectual and Developmental Disabilities
IDEA	Individuals with Disabilities Education Act
ITCA	Inter Tribal Council of Arizona
JBHS&R	Journal of Behavioral Health Services & Research

KC	Kids Count
LAUNCH	Linking Actions for Unmet Needs in Children's Health
LEAP	Leading to Educational Advancement Pathway
METTA	Microenterprise Training and Technical Assistance
MPH	Master of Public Health
MSPH	Master of Science in Public Health
MSW/MPH	Masters of Social Work/Masters of Public Health Dual-Degree
MTSS	Multi-tiered system of support
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
NITT-TA	Now is the Time – Technical Assistance Center
NREC	National Research and Evaluation Center HIPPY-USA at USF
OSEP	Office of Special Education Programs
OSEP-TAC	Office of Special Education Programs – Training and Technical Assistance Program for Positive Behavioral Interventions and Supports
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
S4KF	Success 4 Kids & Families
SAAF	Strong African American Families Program
SAAF-TDM	Strong African-American Families – Technology Dissemination Model
SAMHSA	Substance Abuse and Mental Health Services Administration
SCH	Student Credit Hours
SED	Serious Emotional Disturbances
SIPP	State Inpatient Psychiatric Program
SOC	System of Care
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
TLA	The Learning Academy
TRAC	Transformation Accountability
TRI	Trauma Recovery Initiative
TSBA	Tiered Systems Behavior Analyst
UCEDD	University Centers for Excellence in Developmental Disabilities

Project List

Child & Family Studies

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