



CFS IMPACT 2011

ACADEMICS • RESEARCH • TRAINING

Created by
CFS Faculty & Staff

*Strengthening and sustaining
healthy communities through
academics, research, & training*

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



UNIVERSITY OF
SOUTH FLORIDA

COLLEGE OF BEHAVIORAL
& COMMUNITY SCIENCES



*In the long run it is the cumulative effect that matters.
One can do much. And one and one and one and one
can move mountains.*

~Joan Ward-Harris

Greetings,

As Chair of the Department of Child & Family Studies (CFS), I extend my sincere appreciation and thanks to the entire CFS team for another year of outstanding efforts aimed at strengthening and sustaining healthy communities. At CFS, we believe that families and communities are the foundation for the well-being of their members and of society as a whole. Through our efforts to improve both policy and practice through leadership in academics, training and research, our department promotes respect, inclusion, achievement, mental health, and an optimum quality of life for the populations our work is focused upon. By focusing on populations rather than a particular discipline, our research and teaching includes a broad perspective that contributes knowledge and expertise from multiple disciplines and perspectives.

In fiscal year 2011, CFS managed grants totaling \$7,716,736 from local, state, and federal sources to resolve issues of mental and behavioral health, disability, education and healthy development. CFS submitted a total of \$27,225,949 in proposals for FY2011, and it is quite an accomplishment in these difficult economic times that we were able to secure nearly \$5 million in new funding!

As you will see in this document, all activities within CFS are closely aligned with USF strategic goals to expand research and scholarly endeavors, expand initiatives to strengthen and sustain healthy communities, and to improve the quality of life for children and families. Our academic programs are aligned with the University's goal of creating and supporting programs that address the changing needs of the region, state and nation through innovative approaches to curriculum development and delivery.

I hope the 2011 Impact Book will serve as a useful resource in your own efforts to create solutions for healthier individuals, children, and families in the communities you serve.

If you would like more information about CFS please feel free to contact me at the address below.

Mario Hernandez, Ph.D.
Professor and Chair
Department of Child and Family Studies

The Department of
Child & Family Studies

CFS IMPACT 2011

Contents

The Department of Child & Family Studies.....	1	Research & Training Programs	
Overview		Autism	12
Purpose of this Document	1	Center for Autism and Related Disabilities (CARD) in schools at USF	12
Overview of the Department	1	Center for Autism and Related Disabilities (CARD) in the Community at USF	12
Department of Child & Family Studies	1	Learning Academy & The Learning Academy Employment Services	12
CFS Vision	1	Partnership for Effective Programs for Students with Autism (PEPSA) ..	12
CFS Mission	1	Child Welfare System and Practice Improvement	14
CFS Values	2	A.I.R. Child Welfare Technical Assistance Implementation Center	14
Louis de la Parte Florida Mental Health Institute	2	Center for the Advancement of Child Welfare Practice —	
College of Behavioral & Community Sciences	2	Western and Pacific Child Welfare Implementation Center (WPIC)	14
Centers & Resource Support	2	Child Welfare Prepaid Mental Health Plan Study	14
Scholarly Journals Edited by CFS Faculty	2	Children's Home Society Case Management Baseline	
Annual Conferences Hosted by CFS	2	Assessment Study	14
		Community-Based Care Technical Assistance Project	16
CFS At-A-Glance		Evaluation of the Title IV-E Waiver	16
Academic Programs	3	Florida's Center for the Advancement of Child Welfare Practice	16
Training & Technical Assistance	3	Florida's Center for the Advancement of Child Welfare Practice —	
		Quality Parenting Initiative (QPI)	16
CFS Faculty/Staff Leadership Activities	4	Community Supports	18
Local	4	Collaboration on Discovery and Innovation in Employment (CODIE)	18
State	4	Development of an Intervention Model to Improve Educational	
National	4	Outcomes of Youth in Foster Care by Decreasing Runaway	
International	4	Behavior (RUN Grant)	18
		Discovery Certification	18
Aligning Our Work with USF Strategic Goals	5	Interdisciplinary Center for Evaluation and Intervention (ICEI)	18
		Project Conectar-RTOI	18
CFS Awards & Honors	7	Student Website on Employment and Transition (SWET)	20
		Dissemination Planning and Implementation	20
Academic Programs	8	Content Development	20
Masters Program	8	Event Planning & Coordination	20
Applied Behavior Analysis Master's Program (ABA)	8	Product Development and Design	20
Undergraduate Minor Program	8	Public Awareness and Social Media	20
Applied Behavior Analysis Undergraduate Minor	8	Web Development and Design	22
Certificate Programs	8	Early Childhood	22
Graduate Certificate in Children's Mental Health (Distance Learning)	8	Center on the Social and Emotional Foundations	
Graduate Certificate Program in Positive Behavior Support	8	for Early Learning (CSEFEL)	22
Graduate Studies	10	Home Instruction for Parents of Preschool Youngsters (HIPPY)	22
Graduate Studies in Behavioral Health Program	10	National Center for Quality Teaching and Learning	22
		Program-Wide Positive Behavior Support (PWPBS)	24
		Teaching Pyramid Research Project	24
		Teaching Tools for Young Children with Challenging Behavior	
		(TTYC) Project	24
		Technical Assistance Center on Social Emotional Interventions	
		for Young Children (TACSEI)	24

Facts, Figures, and Data Support on Child Well-Being	24
Florida KIDS COUNT (FKC)	24
Family-Driven Services.....	26
National Directory of Family-Run and Youth-Guided Organizations for Children's Behavioral Health.....	26
Journals Edited within CFS	26
Journal of Behavioral Health Services & Research (JBHS&R)	26
Journal of Emotional and Behavioral Disorders	26
Topics in Early Childhood Special Education Journal	26
Positive Behavior Support	26
Florida's Positive Behavior Support Project: Response to Intervention for Behavior (PBS)	26
Office of Special Education Programs Technical Assistance Center for Positive Behavioral Interventions and Supports (OSEP-TAC)	28
Project Preparing Tiered Systems Behavior Analysts (TSBA)	28
Quality Improvement.....	28
Child & Adolescent Needs and Strengths (CANS) and Service Process Adherence to Needs and Strengths (SPANS).....	28
Reduction in Mental Health Disparities	28
Community-Defined Evidence Project (CDEP).....	28
ConnectFamilies Evaluation.....	30
Culturally Competent Community-Based Research within Neighborhoods (East Tampa)	30
Mental Health Disparities (RTC Study 5)	30
RAICES: Resources, Advocacy, Integration, Collaboration, Empowerment, and Services.....	30
School-Based Mental Health Services.....	30
Effectiveness of a Parent Support Program: Office of Special Education Programs (OSEP)	30
Mental Health Integration Study	30
Parent Connectors.....	32
Success in School	32
Dawn Center Primary Prevention Program Evaluation	32
Dawn Center Sexual Violence Prevention Program Evaluation	32
Project Conectar.....	32
Suicide Prevention	32
Relationship of Suicide Death to Baker Act Examination, Client Characteristics and Service Use Patterns: Veteran's Acute Mental Health Care	32
State/Tribal Youth Suicide Prevention Grant Program.....	34
Statewide Suicide Prevention Implementation Plan Project	34
Youth Suicide Prevention School-Based Guide (The Guide).....	34
Youth Suicide Prevention Training.....	34

Systems Planning & Policy	34
Actualizing Empowerment: Developing a Framework for Partnering with Families in System Level Service Planning and Delivery.....	34
Case Studies of System Implementation (RTC Study 2)	36
Children's Home Society of Florida (CHS)/USF-Department of Child and Family Studies (CFS) collaboration	36
Developing Systems of Care in African-American Communities Using Natural Supports	36
Evaluation of Florida's Behavioral Health Overlay Services (BHOS) 2009-10.....	36
Families and Children Together In Seminole (FACTS)	36
Financing Structures and Strategies to Support Effective Systems of Care (RTC Study 3)	38
Integrative Data Analysis of Gender and Ethnic Differences in Multidimensional Family Therapy Randomized Control Trials (MDFT RCTs)	38
National Evaluation of the Children's Mental Health Initiative (CMHI) ...	38
National Survey of System of Care Implementation (RTC Study 1)	38
Out-of-Home Care Study	40
Profile of Youth in Out-of-Home Care Residential Programs (2010-2011)	40
Profiles of Children with High Utilization of State Inpatient Psychiatric Program (2009-2010)	40
Quality of Life, Comorbidities, and Health Service Utilization for Youth with Tic Disorders	40
Research and Training Center for Children's Mental Health.....	40
SEDNET.....	40
Sustainable Infrastructure Project	42
System of Care Development.....	42
System of Care Practice Review (SOCPR).....	42
System of Care Practice Reviews (SOCPR-R).....	42
Utilization of the Most Costly and Intense Mental Health Services Among Out of Home Care (2009-2010)	42
Trauma-Based Support	44
Many Faces of Trauma: Community Engaged Trauma Research.....	44
Trauma Recovery Initiative for Youth Center (TRI Center).....	44
University Center for Excellence in Developmental Disabilities	44
Florida Center for Inclusive Communities (FCIC-UCEDD)	44
Workforce Development	46
Professional Online Training in Children's Mental Health	46
Youth Transition	46
Healthy Transitions Initiative Process Evaluation.....	46
Publications.....	48
Acronyms.....	50
Project List.....	51

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Purpose of this Document

The purpose of the Impact document is for CFS to examine its activities and accomplishments to ensure they are aligned with the USF strategic plan and focused on positively impacting the intended systems, populations, and communities we serve. In addition, the CFS Impact document provides readers with a snapshot of the CFS current portfolio of funded or recently completed research, teaching, evaluation, technical assistance, and consultation activities that is conducted within the CFS Department. It is regularly modified to reflect the work and structure of CFS, the College of Behavioral and Community Sciences, and the University of South Florida.

Overview of the Department

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), and historically affiliated with the Louis de la Parte Florida Mental Health Institute (FMHI).

Department of Child & Family Studies

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

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

CFS Vision

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

CFS Mission

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

Overview

CFS Values

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

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

Within the CFS work environment—

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

Regarding CFS activities—

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

Louis de la Parte Florida Mental Health Institute

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

College of Behavioral & Community Sciences

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

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

Centers & Resource Support

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

Scholarly Journals Edited by CFS Faculty

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

Annual Conferences Hosted by CFS

Annual Children's Mental Health Research & Policy Conference

For over 20 years, CFS has been a leader in promoting the expansion of the research base essential to improved service systems for children with mental health challenges and their families. The annual conference provides opportunities for key stakeholders in the field to share cutting-edge research and evaluation findings that guide essential program and policy efforts.

<http://cmhtampaconference.usf.edu>

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

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

<http://cfs.fmhi.usf.edu/news-events/>

Academic Programs

Master's Degree in Applied Behavior Analysis (ABA)

ABA is CFS' only degree-granting program. The program prepares graduates to work in a variety of fields including education, developmental disabilities, autism, child protective services, mental health, residential supports, and rehabilitation.

<http://aba.cbcs.usf.edu/>

Undergraduate Minor in ABA

Provides students with the opportunity to practice key concepts and principles in ABA, which is a hallmark of the undergraduate ABA courses offered at USF. Each course is designed to allot 30-50% of the class time for practical exercises in which students apply what they have learned in class to a simulated or real life scenario.

<http://aba.cbcs.usf.edu/undergrad/index.cfm>

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

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

<http://gradcerts.usf.edu/certificates.asp>

Graduate Certificate in Positive Behavior Support

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

<http://gradcerts.usf.edu/certificates.asp>

Graduate Studies in Behavioral Health Program

The USF College of Behavioral & Community Sciences and the USF College of Public Health (COPH) jointly offer a specialty concentration in behavioral health through five graduate degree options: Master of Public Health (MPH), Master of Science in Public Health (MSPH), Masters of Social Work/Masters of 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>

Training & Technical Assistance

The Center for Autism & Related Disabilities (CARD-USF)

Offers a variety of training and technical assistance activities to schools, agencies and parent support groups which have direct interaction with individuals on the autism spectrum. In addition, a library of online training materials and presentations can be viewed at the website.

<http://card-usf.fmhi.usf.edu>

Florida's Positive Behavior Support Project (FLPBS)

Provides training and technical assistance to increase the capacity of Florida school districts to implement evidence-based practices for supporting students with and without disabilities who are exhibiting problem behaviors. The Project provides training to district and school personnel in school-wide, targeted group, classroom, and individual levels of PBS.

<http://flpbs.fmhi.usf.edu/>

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

Provides both pre-service and in-service training programs for professionals and community members who provide supports and services to individuals with developmental disabilities.

<http://ffcic.fmhi.usf.edu/>

The Home Instruction for Parents of Preschool Youngsters (HIPPY) Training and Technical Assistance Center

Offers training, technical support and guidance to all of the HIPPY programs in the state of Florida. HIPPY is a home-based, early intervention program that helps parents teach their three, four, and five-year-old children to prepare them for success in school and beyond.

<http://floridahippy.fmhi.usf.edu/>

Online Learning in Children's Mental Health

This online in-service training program benefits an array of behavioral health professionals including those in leadership positions, clinical staff, case managers and supervisors, direct health care staff, as well as families and advocates in need of current knowledge and practical skills required to work in systems serving the mental health needs of children, youth, and their families.

<http://onlinelearningincmh.fmhi.usf.edu>

CFS Faculty/Staff Leadership Activities

Numerous CFS faculty and staff members received special invitations and/or appointments in 2011 to local, state and national committees and workgroups. Although not a complete list for 2011, the information below is a good representation of CFS' leadership roles and expertise.

Local

- » Agency for Persons with Disabilities Local Review Committee (LRC): Sitting member of Hillsborough County committee, (2009-present) *Kimberly Crosland*
- » Board of Conn Foundation *Mario Hernandez*
- » Chair of the Hillsborough County Anti-bullying Advisory Committee *Oliver T. Massey*
- » Early Learning Coalition, Pinellas County, Advisory Board, (2008 - present) *Rochelle Lentini*
- » East Tampa Community Revitalization Partnership, Tampa, FL., Member (2003-Present) *Richard Briscoe*
- » Education and Social Service Committee, Member (2004-Present) *Richard Briscoe*
- » ET NOW, Corporation to Develop Communities, Tampa, FL. Member (2003-Present) *Richard Briscoe*
- » Hillsborough County Alliance for Citizens with Disabilities Awards Committee Reviewer, (2010 - present) *Rochelle Lentini*
- » Hillsborough County BOCC Head Start/ Early Head Start Special Needs Advisory Board, (2008- present) *Rochelle Lentini*
- » Hillsborough County Disability Mentoring Day Committee - Member of the planning committee (2010-present) *Brenda Clark*
- » Hillsborough County Public Schools Superintendent's Parent Advisory Committee, Member (2001- present) *Bobbie Vaughn*
- » Hillsborough County's Early Childhood Educations System Wide Inclusion Supports (SWIS) Community Planning Committee, Member, (2009 - present) *Rochelle Lentini*
- » Member USF Athletic Committee *Krista Kutash*
- » The Glazer's Children Museum Education Committee, Member (2010-2013) *Melinda Stevens*
- » Chair of Community Applications Special Interest Group (SIG) for the Florida Association for Behavior Analysis (2011- present) *Kimberly Crosland*
- » Florida Agency for Persons with Disabilities, Peer Review Committee, member, (2008-present) *Ray Miltenberger*
- » Florida Association for Behavior Analysis, Executive Council, member, (2011-present) *Tim Weil*
- » Florida Chapter of the Association for Persons in Supported Employment, Vice President (2010 - present) *Brenda Clark*
- » Florida Department of Education Alternate Assessment Advisory Council, Member (2011-2013) *Melinda Stevens*
- » Florida Developmental Disability Council, FCIC-UCEDD Representative and Member (2010 - present) *Elizabeth Perkins*
- » Florida Developmental Disability Council, Health Task Force, Member, (2010 - present) *Elizabeth Perkins*
- » Florida Diagnostic Learning Resources System Advisory Board, Member (2003 - present) *Bobbie Vaughn*
- » Florida Outreach Project for Individuals with Deaf-Blindness (state deaf/blind technical assistance) Advisory Board, Member (1996-present) *Bobbie Vaughn*
- » Florida Self Advocacy Alliance Ally Member (2011-present) *Brenda Clark*
- » Governor's Autism Task Force, Member (2008 - January 2011) *Karen Berkman*
- » Statewide Advocacy Network on Disabilities, Board of Directors, (2005 - present) *Nila Benito*
- » TASH, Board of Directors (2011-present) *Nila Benito*
- » University of Florida, Florida Office on Disability and Health, Advisory Board. (2008-present) *Nila Benito*
- » University of Miami, Mailman Center for Child Development/UCEDD, Advisory Committee, Member (2007-present) *Nila Benito*
- » Association for Behavior Analysis International Executive Council, Past President (2010-2011) *Ray Miltenberger*
- » Behavior Specialist Standards Committee, Council for Children with Behavioral Disorders, Council for Exceptional Children, Member (2010 - present) *Kwang-Sun Blair*
- » Board of Commissioners for Peer Support Provider Certification (through the FFCMH) *Kathleen Ferriera*
- » Center for Disease Control, Act Early Florida Team, Co-leader, (2009-present) *Nila Benito*
- » Center for Disease Control, Act Early Florida Team, Member (2009 - present) *Karen Berkman*
- » Council on Community Advocacy, Association for University Centers on Disabilities, Secretary (2008-present) *Nila Benito*
- » Gerontological Society of America, Formal Interest Group on Developmental Disabilities, Co-convenor, (2008 - November 2011) *Elizabeth Perkins*
- » HIPPY USA - Standards, Guidance, and Accreditation Committee, Member (September 2010/2011) *Mary Linsey*
- » HIPPY USA, National Trainer Team, Member (July 2010-2011) *Mary Lindsey*
- » Kansas Institute for Positive Behavior Support, Advisory Board member (2002- present). *Don Kincaid*
- » Member National Advisory Board of the UPENN RRTC 2008-2013 *Krista Kutash*
- » Society for the Advancement of Behavior Analysis, President (2011- present) *Ray Miltenberger*
- » YES America United, Inc. Board, Member (2005-present) *Brenda Clark*
- » YES! of America United, Inc. Board, Member at Large (2005-present) *Christine Rover*

State

- » Alliance For Full Participation Florida State Team Co-Leader (2011- present) *Karen Berkman & Brenda Clark*
- » CARD Statewide Education Committee, Chairperson (2011-2012) *Melinda Stevens*

National

- » ADAPT Self-Advocates of Florida, Leadership Team (2009-present) *Nila Benito*
- » American Association on Intellectual and Developmental Disabilities, Gerontology Division, President, (2008 - present) *Elizabeth Perkins*
- » American Association on Intellectual and Developmental Disabilities, Task Force on Aging and End of Life Issues, Chair (2009 - present) *Elizabeth Perkins*
- » Assessing Family Impact workgroup (funded through SAMHSA) *Kathleen Ferriera*

International

- » Association for Positive Behavior Support, Board member, Vice President, (2006-present) *Don Kincaid*
- » Association for Positive Behavior Support, Board member (2005 - present) *Bobbie Vaughn*
- » Association for Positive Behavior Support, Board member, Secretary (2009-present) *Heather George*
- » Association for Positive Behavior Support, Board member & Family Involvement Co-Chair (2004-present) *Nila Benito*
- » International Conference Planning Committee, Association for Positive Behavior Support (2009-present) *Heather George*
- » Korean Society for Early Childhood Special Education (Member of Board of Directors (2002-present) *Kwang-Sun Blair*

Aligning Our Work with USF Strategic Goals

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

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

USF Strategic Goal I:

Expanding world-class interdisciplinary research, creative, and scholarly endeavors.

- The most recently compiled Scholarly Activity Report (2010) revealed:
 - 156 presentations, workshops, and keynotes were conducted at international (40), national/federal (72), regional (2), state (31) and local (11) conferences
 - 64 peer-reviewed journal articles
 - 2 books and 28 book chapters
 - 3 department produced serial publications (the *Journal of Emotional and Behavioral Disorders*, *Journal of Behavioral Health Services and Research*, and *Topics in Early Childhood Special Education*)
- A fifth edition of textbook by CFS faculty Ray Miltenberger was published: *Behavior Modification: Principles and Procedures, 5th Edition*
- The textbook, *Physical Change and Aging: A Guide for the Helping Professions, Fifth Edition*, co-authored by CFS faculty Elizabeth Perkins was translated and published into Chinese
- Evaluation and Research activities led to the development of tools and protocols for:
 - Collection for both the effectiveness of the Child Welfare Technical Assistance Implementation Center and the evaluation of the Implementation Projects
 - Collection to assess child welfare case management services
 - Supporting employment and independent living skills for youth with disabilities or leaving substitute care
- Over 600 researchers, administrators, policymakers, family members, youth, clinicians and other stakeholders from all over the nation (and internationally) attended the 24th Annual Children's Mental Health Research & Policy Conference.
- A journal article on bullying and victimization in middle school, co-authored by CFS faculty Carol Mackinnon-Lewis was recognized as the most downloaded article in 2010 in *The Journal of Early Adolescence*
- Numerous faculty and staff members served and/or were appointed to local, state and national committees and workgroups. (See previous page.)
- Top resource materials accessed from the department websites included the Youth School-based Suicide Prevention Guide Series, Healthcare Reform Tracking Series, School-based Mental Health Series, Florida Center for Inclusive Communities' Behavioral Health Information Program Brochures and various materials related to Positive Behavior Support.
- Completion of a randomized trial of an early childhood classroom intervention designed to improve all children's social emotional competence and intervene with child challenging behavior. This federally funded study was conducted in collaboration with Vanderbilt University and the University of Florida

USF Strategic Goal II:

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

- The Applied Behavior Analysis (ABA) Master's program had 24 students graduate in 2011, 10 students presented papers at the 2011 ABA conference, 15 student presented papers at to 2011 Florida ABA conference, 3 students had papers published, and USF ABA graduates have a 100% employment rate after graduation.
- ABA doctoral program proposal is being reviewed by the Board of Trustees
- ABA minor proposal was developed for 2012 and two new undergraduate ABA courses were developed for Spring 2012
- ABA online learning modules for inservice credits were developed for January 2012 launch.
- The Graduate Studies in Behavioral Health Program, jointly offered by CFS and the USF College of Public Health, was recognized as one of only two interdisciplinary programs nationally for mental health education and training in public health. Due to the increase in enrollment, several courses and additional faculty were added in 2011. A Behavioral Health student organization was also established for graduate students.
- 4 courses were offered in 2011 for the Graduate Certificate in Children's Mental Health (Distance Learning), generating 165 SCH. Eleven new students were admitted in 2011. More than 90 students from 11 states have enrolled since inception in 2006.
- The PBS Graduate Certificate Program was launched with 18 students currently enrolled, and a new interdisciplinary graduate class *Issues and Trends in Developmental Disabilities*.

Aligning Our Work with USF Strategic Goals

USF Strategic Goal III:

Expanding local and global engagement initiatives to strengthen and sustain healthy communities and to improve the quality of life.

- Students in the Applied Behavior Analysis Master's program provided over 35,000 hours of community service in 2011 through practicum placements.
- The Florida Center for Inclusive Communities (FCIC-UCEDD) provided 2278 hours of technical assistance (TA), 2,937 hours of training, 155 products for dissemination, with a dissemination reach of 342,677.
- The Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) – National Training Institute attended by 550 participants. Partnership collaborations were with National Association for the Education of Young Children (NAEYC), Division for Early Childhood (DEC), Parent Advocacy Coalition for Educational Rights (PACER), National Association of State Directors of Special Education (NASDSE), National Head Start Association (NHSA), National Association of State Mental Health Program Directors (NASMHPD), Infant Toddler Coordinators Association.
- The Center for the Advancement of Child Welfare Practice, Florida's only web-based knowledge sharing portal serving professionals and stakeholders of the public and private child welfare systems, serves over 8000 registered users. The website averaged a monthly total of daily unduplicated users for 2011 of 42,921, a 7% increase from 2010.
- The National Directory of Family-Run and Youth Guided Organizations Website, which lists organizations and support groups throughout the United States, US Territories and Tribal Nations run by families or youth consumers that are working to support families who have children and adolescents with emotional/behavioral and or mental health challenges, averages over 10,000 hits per month. Over 180 family-run and youth-guided organizations are part of the directory.
- Combined efforts of the Florida Positive Behavior Support Program (FLPBS), the FLPBS: Response to Intervention for Behavior Project, and the Training and Technical Assistance Program for Positive Behavioral Interventions and Supports resulted in:
 - Training to support over 17,000 schools nation-wide on implementation of School-Wide PBS
 - Training over 400 Florida schools in Universal level PBS
 - Providing 52 regional or district level trainings and over 250 TA activities
 - Participating schools implementing PBS with fidelity realized 10% fewer office discipline referrals, 18% fewer in-school suspensions and 30% fewer out-of-school suspensions compared to low implementing schools.
- The Center for Autism and Related Disabilities (CARD-USF) worked in Florida communities and schools, resulting in:
 - 6,762 direct assistance contacts to families serving 7,285 individuals
 - Services to 4056 professionals with 2859 technical assistance consultations in schools
 - Services to 3,251 families with 340 new constituents joining CARD during this year
 - 215 training sessions serving 14,187 individuals
 - Operation of the Learning Academy (2-semester program on skill development) for young adults diagnosed with autism spectrum disorder, with funding through the Department of Vocational Rehabilitation and private pay
- 1,509,117 hits to the CARD website from 125 countries and 443,196 hits from 86 countries to the Learning Curve website for teachers
- Partnership for Effective Programs for Students with Autism (PEPSA) provided a total of 28 professional development activities across the state to over 2,180 educators, hosted the annual pre-conference day that provided training to 616 educators.
- Home Instruction for Parents of Preschool Youngsters (HIPPY) served approximately 2100 children from 1900 families. HIPPY was named one of seven home visiting models that meets the evidence-based criteria of the Maternal, Infant, Early Childhood Home Visiting program (MIECHV)
- An Intensive Youth Suicide Prevention Workshop training curriculum was developed and successfully piloted to help communities and schools gain knowledge and skill in planning a community approach to youth suicide prevention.
- The Interdisciplinary Center for Evaluation and Intervention (ICEI) Multidisciplinary Clinic launched in 2011 a newly formatted and refocused program to serve students, families, and school districts in Florida. ICEI provides comprehensive evaluation, consultation, and intervention services, parent education and support services and professional development for educators and other professionals..
- Project Conectar has trained natural helpers in Little Havana, Miami to identify children in need of developmental screening. 146 children were seen in 2011.
- Minnesota, Alaska, Nevada, and West Virginia are engaged in statewide adoption of the Pyramid Model with the assistance of TACSEI.

USF Strategic Goal IV:

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

- Grants in Fiscal Year 2011:
 - CFS managed grants totaling \$7,716,736 from local, state, and federal sources working to resolve issues of mental and behavioral health, disability, education and healthy development.
 - CFS submitted a total of \$27,225,949 in proposals for FY2011.
 - Federal sponsors included:
 - » U.S. Department of Education/Institute of Education Sciences.
 - » Administration for Children and Families.
 - » U.S. Department of Education/Office of Special Education and Rehabilitative Services.
 - » U.S. Department of Education/Office of Special Education Programs.
 - » ACF/Administration on Developmental Disabilities.
 - » U.S. Department of Education/National Institute on Disability and Rehabilitation Research.
 - » U.S. Department of Labor and Substance Abuse and Mental Health Services Administration.
- For Fiscal Year 2011, new grants (federal and non-federal) totaled \$4,936,544. New funding included:
 - 1.4 million the Agency Workforce Innovation for the Home Instruction for Parents of Preschool Youngster Program.
 - 1.7 million from the Florida Department of Education for the Positive Behavior Support Project: Response to Internet Behavior.

Aligning Our Work with USF Strategic Goals

- 542,000 from the Administration for Children & Families for the University Center for Excellence in Developmental Disabilities.
- 366,000 from the US Department of Education for the Development of an Intervention Model to Improve Educational Outcomes of Youth in Foster Care by Decreasing Runaway.
- 278,000 from the Florida Department of Education for the Partnership for Effective Programs for Students with Autism Project.
- FCIC leveraged additional \$6,361,395 (21% federal, 74% state, 4% local) to support individuals with developmental disabilities.
- The Florida Center for the Advancement of Child Welfare Practice received additional funding for on-line foster parent training.
- Indirect rates continue to increase from 15.39% in FY 2008, to 17.88% in FY 2009, to 19.78% in FY 2010.

CFS Awards & Honors

Karen Berkman	Hillsborough County Human Rights Council Community Hero award, December 2010.
Richard Briscoe	Named as one of the 100 Influential African Americans in Tampa in 2011
Al Duchnowski	Granted Professor Emeritus Status
Kathleen Ferreira	Invited to be a Governor on the National Federation of Families for Children's Mental Health's Board of Commissioners for Peer Support Provider Certification
Heather George	Promotion to Associate Professor, Division of Applied Research and Educational Support, Department of Child and Family Studies, University of South Florida, Tampa, FL
Paul Greenbaum	Granted Professor Emeritus Status
Sharon Hodges	Accepted for and completed an Advanced Text Analysis Short Course in Research Methods through the National Science Foundation
Krista Kutash	Granted Professor Emeritus Status
Elizabeth Perkins	On the ballot for the position of Member at Large on the AAIDD Board of Directors
Janet Reyes	Receives TRAIN® Nomination

Overview of CFS Activities

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

Project information includes:

PROJECT:

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

GOALS:

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

LONG-TERM IMPACTS and ACCOMPLISHMENTS:

Accomplishments toward the intended goals and impacts

STATUS:

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

CONTACTS:

Information on who to contact for additional information

Academic Programs

Masters Program

Project	Goals	Long Term Impact
Applied Behavior Analysis Master's Program (ABA) Applied Behavior Analysis Master's Program (ABA) 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.	<ul style="list-style-type: none"> ■ Graduate 20 students each year with their master's degree in Applied Behavior Analysis who have the expertise needed to pass the national certification examination in behavior analysis. ■ Students will present their research at state and national conferences. ■ Students will publish their research. ■ Get ABA doctoral program proposal approved. ■ Get new funding sources for students. ■ Increase undergraduate ABA course offerings and create a minor in ABA. ■ Provide online learning modules in ABA. ■ Maintain involvement in governance of state and national ABA organizations. 	<ul style="list-style-type: none"> ■ 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. ■ Increase state and national visibility of USF ABA program.

Undergraduate Minor Program

Applied Behavior Analysis Undergraduate Minor The ABA Undergraduate Minor Program is designed to provide students with expertise in behavior analysis and complete the courses needed for certification. Students in the program take five courses (15 credit hours).	<ul style="list-style-type: none"> ■ Prepare students for certification in Applied Behavior Analysis. 	<ul style="list-style-type: none"> ■ Strengthen undergraduate education in ABA at USF.
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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.	<ul style="list-style-type: none"> ■ 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. 	<ul style="list-style-type: none"> ■ 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 15 credit graduate level program enhances graduate and undergraduate degrees by offering a specialization in PBS. The courses are fully online and available to interested students across the country. There are four core courses and two electives. Students must take at least three core courses and use the fourth as an elective or take three and two relevant elective courses.	<ul style="list-style-type: none"> ■ Graduate 5-10 students per/year with a PBS certificate. 	<ul style="list-style-type: none"> ■ Students will contribute knowledge through the practical application of positive behavior support including individualized, school-wide, and/or program-wide along with consultative expertise in school, home, and community settings.

Accomplishments	Status	Contact	USF Goals
<ul style="list-style-type: none"> ■ 13 students graduated in May and August of 2011 ■ 3 student papers were published or in press in 2011. ■ 13 papers with student authors are submitted for publication (10 theses). ■ 10 students presented papers at the 2011 ABA conference. ■ 15 student presented papers at to 2011 Florida ABA conference. ■ ABA doctoral program proposal is being considered by the Board of Trustees. ■ New student funding through \$1.3 million grant from Dr. Kim Crosland, \$999,000 grant from Dr. Kwang-Sun Blair, the ICEI program, and sponsored credit institute with AMIkids. ■ Two new undergraduate ABA courses developed for spring 2012. ■ ABA minor proposal developed for 2012. ■ Tim Weil elected to FABA Executive Council in 2011. ■ Students provided over 35,000 hours of community service each year through practicum placements. 	Ongoing	Ray Miltenberger miltenbe@usf.edu	I: Expanding world-class interdisciplinary research. II. Promoting globally competitive undergraduate, graduate, and professional programs. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Established an Undergraduate Minor in ABA. ■ 2 new courses were developed as part of the ABA Minor. 	New	Victoria Fogel vfogel@usf.edu	II. Promoting globally competitive undergraduate, graduate, and professional programs.
<ul style="list-style-type: none"> ■ More than 90 students from 11 states have enrolled in program since inception ■ More than 1,200 student credit hours (SCH) have been generated since program began in 2006 ■ 32 students were awarded the Certificate; 4 in 2011 ■ 11 new students were admitted in 2011 ■ 4 courses were offered in 2011, generating 165 SCH, including: <ul style="list-style-type: none"> » Children's Mental Health Services » Family-Centered Interdisciplinary Practice: Systems of Care » Cultural Competency in Children's Mental Health » Financing of Children's Mental Health Services » Program Development and Implementation in children's Mental Health 	Ongoing	Carol MacKinnon-Lewis lewiscm@usf.edu	I: Expanding world-class interdisciplinary research. II: Promoting globally competitive undergraduate, graduate and professional programs
<ul style="list-style-type: none"> ■ The certificate began in January 2011. ■ 18 students are currently enrolled. ■ 2 students will graduate in December. 	Ongoing	Bobbie Vaughn bvaughn@usf.edu	II. Promoting globally competitive undergraduate, graduate, and professional programs.

Graduate Studies

Project	Goals	Long Term Impact
Graduate Studies in Behavioral Health Program Includes students in the following degree programs (all with Behavioral Health concentrations): <ul style="list-style-type: none"> » 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) 	<ul style="list-style-type: none"> ■ 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. 	<ul style="list-style-type: none"> ■ 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
<ul style="list-style-type: none"> ■ This program was recognized as one of only two interdisciplinary programs nationally for mental health education and training in public health. ■ A Behavioral Health student organization was established for graduate students ■ Due to the increase in enrollment, several courses and additional faculty were added in 2011 ■ This program is a joint initiative of the USF College of Behavioral & Community Sciences and the USF College of Public Health (led by the CBCS Department of Child & Family Studies and the CPH Department of Community & Family Health. 	Ongoing	Bruce Levin levin@usf.edu	<p>I: Expanding world-class interdisciplinary research.</p> <p>III: Expanding local and global engagement initiatives.</p>

Research/Training/Technical Assistance/Dissemination

Autism

Project	Goals
Center for Autism and Related Disabilities (CARD) in schools at USF CARD is a community-based project that provides information and consultation to individuals diagnosed with autism spectrum disorders and related disabilities. CARD-USF offers instruction and coaching to families and professionals through a training and assistance model.	<ul style="list-style-type: none"> ■ 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.	<ul style="list-style-type: none"> ■ Participate in state-level systems planning and policy making. ■ Provide parents and professionals the strategies required to increase skill development and reduce problem behavior in individuals with autism.
Learning Academy and The Learning Academy Employment Services This is a customized transition program that assists in preparing young adults diagnosed with Autism Spectrum Disorder for employment or post-secondary education. TLA Employment Services will customize employment to match a person's career goal.	<ul style="list-style-type: none"> ■ 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.	<ul style="list-style-type: none"> ■ The project provides the following professional development opportunities: provision of regional statewide professional development activities related to serving students with ASD through regional Centers for Autism and Related Disabilities (CARD), a Pre-Conference Day for educators at the Annual CARD conference, provision of support to selected teachers through mentoring with CARD staff, Summer Institutes for educators and support for teachers to earn autism endorsement.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Served 4,056 professionals with 2,859 technical assistance consultations. Created 7 instructional modules, 14 videos, 10 updated tutorials with ADA compliant scripts, 4 animated book modifications and 1 toilet training instructional package including a tutorial, 3 data collection forms, 1 planning form and 2 visual supports, "autism friendly" businesses materials including 4 tutorials, 1 environmental sensory tour, 15 visual support booklets, and 2 task analyses and materials for promoting health and fitness including 1 updated tutorial and redesigned checklist, and 3 visual supports. Provided 2 regional trainings for teachers in our 14 county area. Provided two-day Summer Institute serving over 350 teachers. 	Ongoing	Karen Berkman kberkman@usf.edu	III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> CARD-USF Director served on the Governor's autism task force (2008-2011). Provided 6,762 direct assistance contacts to families serving 7,285 individuals. Served 3,251 families with 340 new constituents joining CARD during this year. Provided 215 trainings serving 14,187 individuals. Operated the Learning Academy (2-semester program on skill development) for young adults diagnosed with ASD with funding through DVR and private pay. 1,509,117 hits to the CARD website from 125 countries and 443,196 hits from 86 countries to the Learning Curve website for teachers. 	Ongoing	Karen Berkman kberkman@usf.edu	III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Since its inception 3 years ago, The Learning Academy has graduated 22 students, with 15 students currently enrolled. 43% of students are employed or are enrolled in college. 24% were referred back to the Florida Division of Vocational Rehabilitation to identify a vendor to assist with employment placement. The remaining students continue to work with us to define their next steps. 	Ongoing	Karen Berkman kberkman@usf.edu	III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> PEPSA provided a total of 28 professional development activities across the state to over 2,180 educators. Hosted the annual pre-conference day that provided training to 616 educators. 30 teachers completed the intensive mentorship program. 	Ongoing	Donna Casella dcasella@usf.edu	II. Promoting globally competitive undergraduate, graduate, and professional programs. III: Expanding local and global engagement initiatives.

Child Welfare System and Practice Improvement

Project	Goals
<p>A.I.R. Child Welfare Technical Assistance Implementation Center</p> <p>This Center is evaluating all activities for the Western and Pacific Child Welfare Implementation Center (WPIC). The evaluation focus is twofold: 1. To assess the effectiveness of the Center's activities intended to strengthen the capacity of states, tribes and counties to implement child welfare system reforms; 2. To assess the capacity of the Navajo Nation, Alaska, and Los Angeles County Implementation Projects to implement and sustain system reforms.</p>	<ul style="list-style-type: none"> ■ Evaluate the effectiveness of the Western and Pacific Child Welfare Implementation Center in providing intensive technical assistance to states, tribes and counties related to the implementation of sustainable systems changes.
<p>Center for the Advancement of Child Welfare Practice — Western and Pacific Child Welfare Implementation Center (WPIC)</p> <p>Collaborative Website developed and maintains a technological platform and website which:</p> <ul style="list-style-type: none"> » Provides public information on the WPIC Center and sponsored Implementation projects in Federal Regions IX and X. » Includes collaborative user group for WPIC team staff. » Includes a newly created collaborative sub-site called "Team Alaska" that is a distinct user group for the Alaskan State and Tribal Collaborative projects. <p>The focus is twofold:</p> <ul style="list-style-type: none"> » 1. To use the capacity of the Center to strengthen the capacity of states and tribes to implement child welfare system reforms; » 2. To support the capacity of states, tribes, and counties with Implementation Projects to implement and sustain system reforms. <p>Beginning September 2011, The Center began work on a 5 part video documentary for the Alaska Implementation project that highlights system change outcomes and strategies incorporated into the project during its first 2 years. It will feature project leads, stakeholders and consumers including youth.</p>	<ul style="list-style-type: none"> ■ Ensure engagement and consistent information flow to child welfare professionals in Regions IX and X participating in the Child Welfare Implementation Center. ■ Enable virtual meetings to complement conference calls and facilitate national meetings. ■ Develop host, and provide system maintenance. The website will also include pages and self-service features for the Implementation Center's core leadership teams that will be available through login and password from the main site home page. The website will provide video help resources to assist users with navigating these features. Through the website. ■ Develop and maintain a public group listserv and a Center Partner listserv. The established listservs will provide on-line registration for participants. ■ Center Web program staff maintains a Team Alaska user group site within the WPIC website. ■ Develop and maintain Team Alaska listservs (currently 5) as requested by the Alaska Project leads, provide customer support to Team Alaska members and general updating and maintenance of content that cannot be included by Team Alaska users. ■ Provide technical assistance and support and may participate in workgroups and provide on-site technical assistance and training depending on budget availability. ■ Produce a video documentary series that is instructional and a resource for training local communities engaged in system change.
<p>Child Welfare Prepaid Mental Health Plan Study</p> <p>This Study examines various outcomes (e.g., foster care outcomes, mental health functioning, justice system involvement) for children enrolled in the Florida Child Welfare Prepaid Mental Health Plan (CW-PMHP). The study also examines the needs and experiences of youth served under the CW-PMHP that are transitioning to adulthood and the strategies utilized by providers to address those needs.</p> <p>Contracted by the Agency for Health Care Administration (AHCA).</p>	<ul style="list-style-type: none"> ■ Inform AHCA about outcomes of youth enrolled in the CW-PMHP and provide insight into the needs and experiences of youth transitioning to adulthood with recommendations on ways to better serve them. ■ Inform AHCA about the experiences of and strategies used by providers serving youth enrolled in the CW-PMHP who are preparing to transition to adulthood.
<p>Children's Home Society Case Management Baseline Assessment Study</p> <p>This study is assessing the child welfare case management services provided by Children's Home Society (CHS) of Florida through their statewide program. The study provides a comprehensive assessment of two selected program sites with a focus on five core domains: case management practice, supervision, training, quality management, and organizational structure and culture.</p>	<ul style="list-style-type: none"> ■ Identify key strengths and challenges of CHS' case management program. ■ Identify external/system factors that support or hinder quality practice. ■ Develop recommendations for quality improvement that maximize program strengths.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
<ul style="list-style-type: none"> Evaluate the effectiveness of the Western and Pacific Child Welfare Implementation Center in providing intensive technical assistance to states, tribes and counties related to the implementation of sustainable systems changes. 	<ul style="list-style-type: none"> Developed tools and protocols for data collection for both the effectiveness of WPIC and the evaluation of the Implementation Projects. Participated and helped facilitate stakeholder dialogue around systems change. 	Ongoing	Mary Armstrong miarmstr@usf.edu or Amy Vargo avargo@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> Improve the capacity of state, tribal, and county level child welfare systems to meet the needs of at-risk children and families. Increase information dissemination, communication and peer networking for Western and Pacific Child Welfare Implementation Center through development and hosting of a web portal and collaboration services. Facilitate system change in local communities. 	<ul style="list-style-type: none"> Developed tools and technological platforms and website for information sharing and collaborative actions to facilitate the Implementation WPIC Projects. Developed 2 user groups (1 national & 1 Regional). Provided trainings and other interactive collaborative events and features. Maintained listservs. 	Ongoing	Don Policella dpolicella@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Dissemination of findings have contributed to the understanding of the strengths and challenges experienced in the implementation and operation of the CW-PMHP and resulting impacts on those providing and receiving services through the plan. These activities include posters/presentations at national and state level conferences and meetings. Project reports are also posted on the FMHI website and the Florida's Center for the Advancement of Child Welfare Practice website for ready availability to all stakeholders. 	Ongoing	Amy Vargo avargo@usf.edu or Patty Sharrock psharroc@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> Improve the quality of case management services, leading to improved outcomes for children and families served by CHS' case management program. 	<ul style="list-style-type: none"> Developed tools and protocols for data collection to assess child welfare case management services. Completed one site-specific assessment and report, including local-level recommendations for program improvement. 	Ongoing	Mary Armstrong miarmstr@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

Child Welfare System and Practice Improvement

Project	Goals
Community-Based Care Technical Assistance Project This project supports child welfare Lead Agencies, direct service providers, and the Florida Department of Children and Families (DCF) through technical assistance, consultation, and project management activities. Areas includes program design, readiness assessments, administrative support, quality assurance, and related special projects.	<ul style="list-style-type: none"> ■ Ensure success for administrative, management and programmatic components of Florida's child welfare agencies and their public/private partnership with DCF.
Evaluation of the Title IV-E Waiver This project examines the Title IV-E Waiver, which enables federal funds to be flexibly spent on preventing children who come into contact with Florida's child welfare system from being placed in out-of-home care. It is hypothesized that Waiver implementation will lead to expansion of the existing service array offered to children and families. The purpose of the evaluation is to determine how the Waiver is impacting child outcomes, including child permanency, safety, and well-being, as well as tracking Waiver implementation efforts and changes to fiscal issues. The evaluation is conducted within the context of Community-Based Care (CBC), the outsourcing of child welfare services in Florida.	<ul style="list-style-type: none"> ■ Examine child safety, permanency and well-being outcomes for children under the IV-E Waiver. ■ 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 Community-Based Care leadership regarding strategies and activities needed to affect a positive impact on children and families through implementation of the IV-E Waiver. ■ Describe the use of fiscal resources in Community-Based Care and its relationship to the funding flexibility provided by the IV-E Waiver.
Florida's Center for the Advancement of Child Welfare Practice Florida's Center for the Advancement of Child Welfare Practice provides information, collaboration and program support to Florida's professional child welfare stakeholders. 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 base, a comprehensive video training component for 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 Funded through a contract with Florida's Department of Children and Families.	<ul style="list-style-type: none"> ■ 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.
Florida's Center for the Advancement of Child Welfare Practice – Quality Parenting Initiative (QPI) A remote On-Line Foster Parent Training and Support project which is designed to support and enhance QPI by using several on-line approaches to training, mentoring, and support. The project offers "Just in Time" training in responses to requests from foster parents and trainers which incorporate mentoring, modeling and coaching by experienced and skilled foster parents and training professionals. Because training is provided in real time on-line, foster parents and trainers from across the State can interact and share insights and concerns. www.QPIFlorida.com QPI established an advisory committee to this project that will make recommendations for the design and operation of the coordinating function and help assess the effectiveness of the training. The Center has begun dialogue in California and Nevada for similar Just In Time training services.	<ul style="list-style-type: none"> ■ Training – The Center will work with QPI leaders and stakeholders to identify and coordinate clinical or related professionals, foster parent mentors, trainers, etc. to facilitate learning, discussion, "scenario debriefing," questions and answers, peer learning and interaction for and among the on-line participants in real-time. State and, in some cases, National experts will be brought into the training event remotely from their locations throughout the nation eliminating the need for costly travel or excessive delays in delivering training due to logistical planning. ■ On-Line Training Requests: <ul style="list-style-type: none"> » The Center will prepare a QPI training request function and embed it in the Center's web portal. The QPI Training request will be a simple on-line form that allows foster parents, trainers or supporters to request training. QPI training staff will follow up and coordinate the training event. The site will provide foster parents and trainers with easy access to information, people, and resources to meet their particular need. » Produce on-line multi-media Select trainings events will be recorded and posted to The Center's multi-media library in an edited format to maximize their future use. Expert editing services will be used to ensure a professional quality and composition in line with the focuses of the content and the QPI learning objectives.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
<ul style="list-style-type: none"> Expand and strengthen local systems of care, increase capacity and expertise in delivery of child welfare services; increase performance standards, and improve outcomes for children and families. 	<ul style="list-style-type: none"> Developed tools and resources to support employment and independent living skills for youth as they prepare to leave substitute care. Prepared CBC Lead Agency staff to work more effectively with Youth. Reported on a National review of States who have initiated changes relating to the Foster Connections Act for use by DCF as a base for Florida's planned systems change. 	Ongoing	Don Policella dpolicella@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> Improved child safety, permanency, and well-being outcomes for children in the child welfare system and a reduced need to place children in out-of-home care. Improved quality of child welfare services provided to children and families through the IV-E Waiver. 	<ul style="list-style-type: none"> Evaluation findings across all study components disseminated at state and national conferences. 	Ongoing	Mary Armstrong miarmstr@usf.edu or Amy Vargo avargo@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Registered users: 8,078 (Florida's child welfare and related professionals) of The Center's Web Portal, a 10% increase from 7,319 in 2010. Unique users: Average monthly total of daily unduplicated users for 2011 is 42,921 a 7% increase from 2010. Hits: Average Monthly total hits in 2011 are 1,930,238. Multimedia <ul style="list-style-type: none"> 218 total in-service training videos on-line with post-testing videos which provide 342.50 hours of training and certificates of completion. This is an Increase of 41.6% from the 154 videos on 12/31/10. Over 200 other multimedia resources Other collaborative Services <ul style="list-style-type: none"> 63+ Web events an 58% increase from 2010 6 statewide user groups. 	Ongoing	Don Policella dpolicella@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> Improve child welfare service operations in Florida through the identification and delivery of on-line and interactive training services specifically for foster parents and related substitute caregivers. Increased expertise and "professionalization" of foster care direct services throughout Florida. Disseminate system change training provided by QPI Florida lead project staff. 	<ul style="list-style-type: none"> Numbers: <ul style="list-style-type: none"> Training Requests Received: 94 Trainings Coordinated: 46 Calls with QPI Advisory Committee: 27 Meetings with QPI Advisory Committee: 16 Broadcast or Completed: 28 Total Participants Completing Training: 2239 Participants Completing Training Evaluation Survey: 629 Participants Satisfied: 590 Satisfaction Rate: 93.8% Developed and launched QPI Just in Time Training Website which includes: <ul style="list-style-type: none"> Site General Pages: 8 QPI Documents: 28 QPI – Rebranding Videos: 2 QPI Foster Parent Training Videos: 32 QPI Voice of Foster Parent: 76 Partnership Planning Modules: 2 	Ongoing	Don Policella dpolicella@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

Community Supports

Project	Goals
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.	<ul style="list-style-type: none"> ■ 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)	<ul style="list-style-type: none"> ■ 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.	<ul style="list-style-type: none"> ■ Phase I: Pilot <ul style="list-style-type: none"> » Test the certification process and local TA model. Develop policy and procedures needed for statewide implementation. ■ Phase II: Online/Web-based Pilot <ul style="list-style-type: none"> » Evaluate the effectiveness of Phase I and II pilots in terms of provider performance, customer satisfaction, and competitive employment outcomes. ■ Phase III: Statewide Launch <ul style="list-style-type: none"> » Implement the certification process statewide. » Develop a system for continual tracking and evaluation of the certification process to ensure model fidelity and effectiveness.
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.	<ul style="list-style-type: none"> ■ Provide evaluation and intervention services to students ages 3 through 21 whose needs are complex. Services to be delivered include: <ul style="list-style-type: none"> » 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.
Project Conectar-RTOI RTOI is part of a federally-funded Research Topic of Interest (RTOI), a cooperative agreement between the Association of University Centers on Disabilities and the Centers for Disease Control and Prevention. Project Conectar researches the application of early intervention efforts via natural supports within underserved and underrepresented families in Little Havana, Miami.	<ul style="list-style-type: none"> ■ Adapt, modify, and create Center for Disease Control early intervention materials, Learn the Signs Act Early (LTSAE). ■ Promote the use of natural supports/helpers in early intervention efforts for underserved and underrepresented primarily Hispanic families.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
<ul style="list-style-type: none"> ■ Improve 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. 	<ul style="list-style-type: none"> ■ Advisory Committee established. ■ Implementation process developed. ■ Application for district participation disseminated. ■ Developed evaluation and fidelity tools. 	Ongoing	Lise Fox lisefox@usf.edu	III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Improve stability of youth In foster care placements and improve school attendance and performance. 	<ul style="list-style-type: none"> ■ Conducted initial planning meetings with collaborating child welfare agencies and school districts. ■ Conducted first round of focus groups with providers. 	Ongoing	Kim Crosland crosland@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Improve 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. 	<ul style="list-style-type: none"> ■ 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. ■ Launched Phase 1 pilot. 	Ongoing	Tammy Jorgensen Smith smithtj@usf.edu	III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ 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). 	<ul style="list-style-type: none"> ■ Formatted and refocused program in 2011. 	Ongoing	Rose Iovannone iovannone@usf.edu	I. Expanding world-class interdisciplinary research. II. Promoting globally competitive undergraduate, graduate, and professional programs. III. Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ CFS faculty and staff will gain knowledge, expand values, and expand cultural competence that guides their research efforts for children with developmental disabilities and their families. ■ Floridians will gain a better understanding of the need to contextualize and tailor early intervention efforts for Hispanic and other underrepresented and underserved families about developmental disabilities. 	<ul style="list-style-type: none"> ■ Natural helpers have been trained to identify children in need of developmental screening. ■ Materials for Learn the Signs Act Early have been modified for use by natural helpers within a Hispanic community. ■ Natural helpers have seen 146 children with an average age of 3 years. During the first visit 53% of families has sought help during second 65% and during third visits 71% had received help. Natural helpers have conducted home visits, screenings at 2 neighborhood fairs, and a preschool screening. 	Ongoing	Bobbie Vaughn bvaughn@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

**Community
Supports
(continued)**
**Dissemination
Planning and
Implementation**

Project	Goals
Student Website on Employment and Transition (SWET) Development and updating of an interactive website (FYItransition.org) that provides information and resources on post-school options for individuals with developmental disabilities.	<ul style="list-style-type: none"> ■ Address customized employment and transition issues for students, families, school personnel and service providers. ■ Provide information and resources to guide decision making pertaining to transition from school to adult life. ■ Expand the website from a state to a national resource.
Content Development Provide support and technical assistance so that faculty and staff can effectively communicate using quality content for marketing materials, reports, and web language.	<ul style="list-style-type: none"> ■ Ensure that written content is appropriately geared to product (web site, web publications, email and print newsletters, technical reports, monographs, etc.).
Event Planning & Coordination The Dissemination Group staff provides planning, consultation, logistics, coordination, and support for CFS hosted and co-sponsored professional meetings.	<ul style="list-style-type: none"> ■ Continue to identify and implement best practices for vendor selection, contract negotiations, budget development, program development, marketing, production of support materials, and on-site logistics. ■ Continue collaboration and consultation for major events.
Product Development and Design The Dissemination Group develops materials representing the work of CFS for use at public and professional events. The team also works with faculty and staff to identify products that professionally reflect the work of the department. The Dissemination Group provides TA support on the development of deliverables faculty and staff must produce as specified in individual grant contracts.	<ul style="list-style-type: none"> ■ Create and maintain up-to-date depository of CFS resources for use at events and meetings including, displays, presentations, brochures, reports, and newsletters. ■ Develop flyers and promotional materials for faculty and staff related to special events, invited lectures, seminars, job announcements, etc.
Public Awareness and Social Media The CFS Dissemination Group coordinates coverage of departmental activities with the media and with USF University Relations. The Dissemination Group serves as the primary source for updates on CFS activities and accomplishments.	<ul style="list-style-type: none"> ■ Ensure that CFS events and accomplishments are appropriately covered by the targeted media and USF. ■ Develop quick response to issue-based opportunities (i.e., op-eds, TV appearances, radio interviews). ■ Continue to alert CFS to website postings for news, as well as new features/resources on the CFS website. ■ Provide templates/examples for announcements, and adopt safe and effective e-news protocols. Identify and employ user-friendly list management software solution.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
<ul style="list-style-type: none"> Students and families will have access to a user-friendly tool for exploring accurate and current information on transition planning, self-determination, and other information pertinent to a successful transition to adult life. 	<ul style="list-style-type: none"> Develop and maintain web site that provides multiple interactive courses to help users learn about transition, self-employment, health and finance issues, and self-determination and links to transition resources accessed by 16,000 users. 	Ongoing	Tammy Jorgensen Smith smithtj@usf.edu	III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> The work of CFS is effectively communicated and clearly understood. Content is utilized to improve policy, services, supports, and practice. 	<ul style="list-style-type: none"> Provided content support for CFS Impact book and various reports prepared by department faculty. Provided content support for faculty PowerPoint Presentations and event flyers. Provided content support for CFS, Online Learning, Florida KIDS COUNT and Logic Model sites. 	Ongoing	Storie Miller storiemiller@usf.edu	I: Expanding world-class interdisciplinary research.
<ul style="list-style-type: none"> Collaborations and partnerships are formed, applying new knowledge to improve policy and practice. New knowledge presented increases awareness of current issues, and best practices are adopted. 	<ul style="list-style-type: none"> Provided planning support and technical assistance for meetings and conferences hosted by CFS, including the Annual Children's Mental Health Research & Policy Conference, which hosted more than 600 individuals in Tampa. CFS Annual Fall Awards Luncheon 	Ongoing	Sandra Dwinell sdwinell@usf.edu	I: Expanding world-class interdisciplinary research.
<ul style="list-style-type: none"> Stakeholder groups are familiar with the work of CFS and incorporate CFS methods and findings in their planning and practice. Partners, potential collaborators and contributors develop a positive view of CFS capacity and standards for excellence as a whole and share that view with others. Requests for information are fulfilled; information is ready to use, and is incorporated in the planning and improvement of human service systems and services. 	<ul style="list-style-type: none"> Increased frequency of use, frequency of contacts, and requests for materials following events. Provided design and printing support for brochures and flyers promoting individual projects, events, special guest lectures, academic programs, job postings and new publications. Provided design and printing for project monographs and reports, posters and displays, department newsletters, the CFS Impact Book, PowerPoint presentations, and numerous materials requested for specific events and activities. Provided design and dissemination support for the development of newsletters for partners including The Children's Home Society/Western Division and the CBCS School of Social Work. 	Ongoing	Sandra Dwinell sdwinell@usf.edu	I: Expanding world-class interdisciplinary research.
<ul style="list-style-type: none"> Educate, inform, and therefore help shape public opinion and perceptions about children's mental health, mental health services, and familiarity with the work of CFS. CFS faculty and staff experience a shared identity and benefit from learning about the activities of their colleagues, helping to identify best practices and opportunities for collaboration. 	<ul style="list-style-type: none"> Created and disseminated quarterly department newsletters through mail, web and e-news. Completed 44 news stories and distributed through local media, department and college websites and newsletters. Prepared e-news announcements for projects and events including the Annual Children's Mental Health Research & Policy Conference, Theory of Change Logic Model project, International Initiative for Mental Health Leadership, and the Journal of Behavioral Health Services & Research Call for Submissions. Media placements included an op-ed in the <i>Tampa Tribune</i> regarding U.S. Males in Distress, radio interviews on WSUF/University Beat, WGPU and WMNF. Faculty were cited throughout the news in areas of expertise including suicide prevention, child welfare, autism, and bullying. 	Ongoing	Sandra Dwinell sdwinell@usf.edu	I: Expanding world-class interdisciplinary research.

**Dissemination
Planning and
Implementation
(continued)**

**Early
Childhood**

Project	Goals
Web Development and Design The CFS Dissemination Group provides assistance in planning, creating, and launching successful websites, as well as providing support for the 20+ current domains. Design and coordination of the CFS website is focused on incorporating emerging best practices for accessibility and user-centered content delivery.	<ul style="list-style-type: none"> ■ Implement features and procedures to ensure easy access to information profiling academic and training programs, projects and research, publications, resource centers, faculty, staff, news and events. ■ Ensure products are prominently placed on the web for easy access.
Center on the Social and Emotional Foundations for Early Learning (CSEFEL) CSEFEL promotes the social emotional outcomes and enhances the school readiness of low-income children from birth to age 5, and serves as a national resource center for disseminating research and evidence-based practices to Head Start and Child Care programs across the country.	<ul style="list-style-type: none"> ■ Support early educators in the implementation of a model for promoting social competence and addressing challenging behavior.
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.	<ul style="list-style-type: none"> ■ 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.	<ul style="list-style-type: none"> ■ Provide leadership in the area of best practices in teaching and learning for Head Start training and technical-assistance providers, consultants and grantees. The center will be an integral component to ensuring that the federal investment in Head Start helps foster children's learning and readiness for school.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
<ul style="list-style-type: none"> ■ The website serves as a national and international resource promoting the most current information on best practices and provides a conduit for the transfer of knowledge. 	<ul style="list-style-type: none"> ■ Completed a redesign of the website for the Applied Behavior Analysis Master's and Minor programs. ■ Completed a redesign and/or upgrades to the USF Logic Model website, the Florida KIDS COUNT website, the Journal of Behavioral Health Services & Research website, and began the design and development of a new USF Community Solutions website. ■ In 2010, there were 223,117 total visitors to the website (http://cfs.cbcs.usf.edu/) with an average of 181,752 page views monthly. 	Ongoing	Sandra Dwinell sdwinell@usf.edu	I: Expanding world-class interdisciplinary research.
<ul style="list-style-type: none"> ■ Improved social competence and decreased challenging behaviors in young children. 	<ul style="list-style-type: none"> ■ Provided training and technical assistance for the statewide adoption of the model in eleven states. ■ Co-sponsored National Training Institute with 550 attendees. ■ Developed family materials for web dissemination. ■ Developed practitioner training modules. ■ Supported states in statewide systems building. ■ Developed evaluation and data systems. 	Ongoing	Lise Fox lisefox@usf.edu	III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ 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. 	<ul style="list-style-type: none"> ■ Approximately 2,100 children from 1,900 families were served by Florida HIPPY programs. ■ 11 of the 17 Florida HIPPY programs were accredited by HIPPY USA. ■ 3 HIPPY Newsletters were disseminated statewide and 3 statewide HIPPY advisory committee meetings were held. ■ 5 counties serving 85 children participated in the Parent Information Resource Center (PIRC) initiative in collaboration with Florida Network on Disabilities. ■ 6 HIPPY programs participated in the health literacy initiative. ■ 80 home visitors completed the on-line training in 2010-2011. ■ 17 coordinators received training to collect program data using the web-based Efforts to Outcomes (ETO) system developed by HIPPY USA. ■ 135 participants attended the Florida HIPPY staff development orientation training. ■ Served as the research network for HIPPY USA. ■ Completed the analyses and disseminated results for the Florida HIPPY longitudinal study. As of 10/20/11, there are 1,990 children in the study. ■ Administered 368 parent interviews for the Parent Involvement in Home and Community Educational Activities Research study. ■ Administered the pilot HIPPY Skills Test to 162 children from three programs. 94% of the post test scores were higher than the pre test scores. 	Ongoing	Mary Lindsey lindsey@usf.edu	III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Improve quality of Instruction within Head Start programs ■ Improve school readiness outcomes for children entering Kindergarten from Head Start programs 	<ul style="list-style-type: none"> ■ Completed an exhaustive literature review on professional development within early childhood programs ■ Developed a coaching framework to use in the effective professional development of teachers 	Ongoing	Lise Fox, PhD, lisefox@usf.edu	III: Expanding local and global engagement initiatives.

**Early
Childhood
(continued)**

Project	Goals
Program-Wide Positive Behavior Support (PWPBS) PWPBS provides training and technical assistance to community early childhood programs to build their capacity to effectively promote young children's social and emotional competence and address challenging behavior.	<ul style="list-style-type: none"> ■ Build the capacity of early childhood programs to promote the social development of all children and address challenging behavior effectively through the program-wide adoption of the teaching pyramid model.
Teaching Pyramid Research Project This Project is a collaborative research study conducted by investigators at Vanderbilt University, the University of South Florida, and the University of Florida. Funded by the Institute for Education Science.	<ul style="list-style-type: none"> ■ Conduct a randomized study to examine the effects of classroom adoption on the Teaching Pyramid Model on child social behavior, challenging behavior, classroom climate, and teacher skills.
Teaching Tools for Young Children with Challenging Behavior (TTYC) Project TTYC gives teachers practical strategies, developed from TACSEI's research activities and experiences in Positive Behavior Support, to create a plan to support young children who are having challenging behavior. Funded by the USF College of Behavioral and Community Sciences.	<ul style="list-style-type: none"> ■ To evaluate the feasibility of implementing TTYC in community early childhood programs.
Technical Assistance Center on Social Emotional Interventions for Young Children (TACSEI) TACSEI provides training and technical assistance to states in the adoption of effective intervention models for young children at risk for and with disabilities.	<ul style="list-style-type: none"> ■ Identify effective intervention models and then work with states in the implementation and scale up of those models.
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.	<ul style="list-style-type: none"> ■ 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.

**Facts, Figures,
and Data
Support on
Child Well-
Being**

Long Term Impact	Accomplishments	Status	Contact	USF Goals
<ul style="list-style-type: none"> ■ Improved social development of all children, and decrease in challenging behavior in early childhood programs. 	<ul style="list-style-type: none"> ■ 38 community trainings provided to 894 providers in the community. ■ Hosted 7 local, state, and national conference presentations to 705 participants. ■ 6 additional inservice/preservice trainings provided to 385 participants. ■ Ongoing training and technical assistance provided to seven local early childhood programs who are adopting the program model, with 108 early childhood professionals and 622 children between the ages of birth to 5 years. Our seven centers hosted 167 family events. 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	III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Provide an effective classroom model to promote young children's social competence and address challenging behavior. 	<ul style="list-style-type: none"> ■ Completed randomized study with teachers of preschool children in Pasco County, Florida and Nashville, TN. ■ Data indicated important outcomes in teacher implementation of the Teaching Pyramid Model with fidelity and child social skills within those classrooms. ■ Submitted plan for large scale efficacy trial to federal funder. 	Ongoing	Lise Fox, PhD, lisefox@usf.edu	I: Expanding world-class interdisciplinary research.
<ul style="list-style-type: none"> ■ Provide an effective teaching tool to promote social-emotional competence and address challenging behavior of at-risk toddlers. 	<ul style="list-style-type: none"> ■ Baseline data is being collected in three classrooms of two local community preschools. 	Ongoing	Kwang Sun Blair kwangsun@usf.edu	I: Expanding world-class interdisciplinary research.
<ul style="list-style-type: none"> ■ Implementation of intervention models by state systems that results in improved social and behavioral outcomes for children served by IDEA. 	<ul style="list-style-type: none"> ■ National Training Institute attended by 550 participants. ■ Partnership collaboration with NAEYC, DEC, PACER, NASDSE, NHSA, NASMHPD, ITCA. ■ 36 journal articles; and chapters, 124 conference presentations. ■ Minnesota, Alaska, Nevada, and West Virginia are engaged in statewide adoption of the Pyramid Model with the assistance of the Center. 	Ongoing	Lise Fox lisefox@usf.edu	III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Improve the lives of children and families by providing the necessary data-driven knowledge base. ■ Track status of children over time to allow policy makers, advocates, educators, and concerned citizens to evaluate and advocate for policies and programs improving outcomes for children. ■ Build leadership and accountability for action on behalf of Florida's children and families. ■ Contribute to the understanding of the need for effective policies to produce positive outcomes for children and their families, empowering leaders by providing reliable data tools. 	<ul style="list-style-type: none"> ■ Completed annual data collection and disseminated to a large body of constituents across Florida; a publication comparing key national indicators over time; a publication highlighting why reading by the end of third grade matters in Florida; one national KC data book release and corresponding data and media events; design for demographic and family structure profile of children and families in Florida and the nation; and a publication providing statewide data on children in Florida. ■ 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 and included profiles of best programs serving children and families in Florida. Completed updates and additions on national KC Data Center site for Florida. 		Susan Weitzel weitzel@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

Family-Driven Services

Journals Edited within CFS

Positive Behavior Support

Project	Goals
National Directory of Family-Run and Youth-Guided Organizations for Children's Behavioral Health The National Directory lists family-run and youth-guided organizations and support groups throughout the United States, US Territories and Tribal Nations that are working to support families who have children, adolescents and young adults with behavioral health challenges and to improve services and supports. SAMHSA, through the Technical Assistance Partnership, provided funds for ongoing activity through 2011. Discussions are currently taking pace to determine the future "home" of the Guide. Organizations continue to be added and updated. Requests and wide distribution continue of The Quick Guide and the monograph <i>Examining the Relationship between Family-Run Organizations and Non-Family-Run Organizations in Systems of Care</i> .	<ul style="list-style-type: none"> ■ Increase the field's understanding of the structures, processes, and relationships of family-run organizations in systems of care. ■ Identify factors that contribute to the development and sustainability of an effective family-run organization. ■ 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.
Journal of Behavioral Health Services & Research (JBHS&R) The peer-reviewed, multidisciplinary journal is the official journal of the National Council for Community Behavioral Healthcare (NCCBH).	<ul style="list-style-type: none"> ■ 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.
Journal of Emotional and Behavioral Disorders Offers interdisciplinary research, practice, and commentary related to individuals with emotional and behavioral disabilities. Each issue explores critical and diverse topics such as youth violence, functional assessment, school-wide discipline, mental health services, positive behavior supports, and educational strategies.	<ul style="list-style-type: none"> ■ To provide new knowledge to the field of behavioral health services and to offer interdisciplinary research, practice, and commentary related to individuals with emotional and behavioral disabilities.
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.	<ul style="list-style-type: none"> ■ To provide research, policy analyses, program descriptions, and position papers related to improving the lives of young children with special needs and their families.
Florida's Positive Behavior Support Project: Response to Intervention for Behavior (PBS) PBS provides training and technical assistance to Florida school districts 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.	<ul style="list-style-type: none"> ■ Provide districts and schools with knowledge and tools to promote improved student behavior via Positive Behavior Support. ■ Provide districts and schools with knowledge and tools to promote improved academic performance via Positive Behavior Support.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
<ul style="list-style-type: none"> ■ Improve and sustain organizational structure for family organizations by developing the capacity of family-run organizations to conduct self-assessments and network analysis. ■ Promote policy change through dissemination of study findings and technical assistance to family-run organizations, state and local policy makers and their partners. 	<ul style="list-style-type: none"> ■ The National Directory of Family-Run and Youth Guided Organizations averages over 10,000 hits per month. Over 180 family-run and youth-guided organizations are part of the directory. ■ Over 6,000 copies of the Quick Guide and Examining the Relationship between Family-Run Organizations and Non-Family-Run Organizations in Systems of Care distributed to family organizations and system of care communities. 	Ongoing	Kathy Lazear klazear@usf.edu or Frank Reyes freyes@usf.edu	III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Improve the understanding of effective organization, financing, delivery, systems, and outcomes of alcohol, drug abuse, and mental health services throughout the United States. 	<ul style="list-style-type: none"> ■ The JBHS&R is edited by a faculty member in the Department of Child & Family Studies. 	Ongoing	Bruce Levin levin@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ To explore critical and diverse topics such as youth violence, functional assessment, school-wide discipline, mental health services, positive behavior supports, and educational strategies. 	<ul style="list-style-type: none"> ■ The journal is co-edited by faculty at the Department of Child & Family Studies, and is an essential resource for researchers, administrators, policymakers, and other behavioral health professionals. 	Ongoing	Krista Kutash kutash@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ The practical nature of this journal helps professionals improve service delivery systems for preschool children with special needs. 	<ul style="list-style-type: none"> ■ This journal is edited by a faculty member within the Department of Child and Family Studies and is an important resource for leaders in the field of early childhood special education. 	Ongoing	Glen Dunlap dunlap@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Students in districts and schools utilizing PBS will show improved behavior. ■ Students in districts and schools utilizing PBS will show improved academic performance. 	<ul style="list-style-type: none"> ■ Provided training and support to over 2,400 school personnel in over 1,100 schools. ■ 52 of Florida's 67 school districts are actively collaborating with the Project and have an active PBS District Leadership Team. ■ Provided 52 regional or district level trainings and over 250 TA activities. ■ Over 75% of trained schools are implementing PBS with fidelity. ■ Participating schools realized a 21% reduction in ODRs over baseline measures. ■ Participating schools implementing PBS with fidelity realized 10% fewer office discipline referrals, 18% fewer in-school suspensions and 30% fewer out-of-school suspensions compared to low implementing schools. ■ The Project website had 5,594,278 hits. ■ Provided over 30 lectures, awareness presentations, and conference presentations at the local, state, and national levels. ■ Published 2 articles on PBS implementation. ■ Developed and disseminated at least 10 new products. 	Ongoing	Don Kincaid kincaid@usf.edu or Heather George HGeorge@usf.edu	III: Expanding local and global engagement initiatives.

**Positive
Behavior
Support
(continued)**

Project	Goals
<p>Office of Special Education Programs Technical Assistance Center for Positive Behavioral Interventions and Supports (OSEP-TAC) OSEP-TAC provides training and technical assistance to state and district leadership teams to increase their capacity to provide positive behavior support to students. Training and TA are provided to implement PBS at the school, classroom, targeted group and individual student levels.</p>	<ul style="list-style-type: none"> ■ 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.
<p>Project Preparing Tiered Systems Behavior Analysts (TSBA) TSBA prepares highly qualified school-based behavior analysts to provide related services to children with disabilities with a focus on the provision of positive behavioral interventions and support and to serve leadership positions in implementing the multi-tiered system wide approach to PBS. Funded by the U.S. Department of Education, Office of Special Education Programs.</p>	<ul style="list-style-type: none"> ■ Graduate 16 students with a Master's degree in ABA, certification as a Board Certified Assistant Behavior Analysts and the PBS Certificate.
<p>Child & Adolescent Needs and Strengths (CANS) and Service Process Adherence to Needs and Strengths (SPANS) S4KF serves children, youth, and families that vary in the complexity of their needs and strengths from early intervention programs to more intensive intervention. To address the need for a uniform assessment process and outcome monitoring, S4KF is piloting the use of the CANS. The SPANS is a complementary measure used for quality improvement. CANS-C training beyond S4KF is ongoing. Faculty are working with the San Francisco Department of Health to develop a training package for the SPANS for use 0-4 year olds.</p>	<ul style="list-style-type: none"> ■ Implement the CANS and SPANS across S4KF programs. Develop training and data infrastructure to support implementation.
<p>Community-Defined Evidence Project (CDEP) CDEP aims to evolve and contribute to a developing body of knowledge that takes into consideration cultural values and beliefs and indigenous knowledge to assess the results of practices and treatments for Latinos.</p>	<ul style="list-style-type: none"> ■ Discover and develop a model for establishing an evidence base using cultural and/or community indices that identify community-defined and community-based practices that work. ■ Document the common and unique characteristics among identified practices and outline their "essential elements" to develop criteria for Community-Defined Evidence. ■ Develop a national inventory of community-based practices. ■ Disseminate project findings to a wide audience of stakeholders (via issue briefs, journal articles, presentations). ■ Provide training, technical assistance and consultation related to the development of Community-Defined Evidence.

**Quality
Improvement**

**Reduction in
Mental Health
Disparities**

Long Term Impact	Accomplishments	Status	Contact	USF Goals
<ul style="list-style-type: none"> ■ Increase in the number of highly skilled trainers and consultants. ■ Decreases in problem behaviors and increases in academic success within schools trained. 	<ul style="list-style-type: none"> ■ Collaborated on training and supporting over 17,000 schools nation-wide on implementation of School-Wide PBS. ■ Collaborated on over 30 national and state conference presentations as well as two national and international conferences for over 1,200 participants. ■ Disseminated two articles nationally on PBS implementation and evaluation. ■ Provided technical assistance to 10 states regarding implementation of School-Wide PBS. 	Ongoing	Don Kincaid kincaid@usf.edu or Heather George HGeorge@usf.edu	III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Improve the quality and increase the number of personnel who are fully credentialed to serve children with disabilities. ■ Improve outcomes for children with disabilities. 	<ul style="list-style-type: none"> ■ Delineated the program requirements. ■ Presented Project TSBA to first year ABA students. ■ Recruited four prospective qualified applicants from among first year ABA program students, including students from diverse ethnic/racial backgrounds. ■ Developed the TSBA program flyer and brochure to advertise the program. ■ Developed details of Year 1 project activities and timeline. 	Ongoing	Kwang-Sun Blair kwangsun@usf.edu	II. Promoting globally competitive undergraduate, graduate, and professional programs. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Systematic assessment of child and family needs and strengths guides service planning and delivery at the individual, program, and agency levels. 	<ul style="list-style-type: none"> ■ Staff have been trained, a revised assessment incorporating the CANS has been developed and a pilot is underway. ■ Statewide 97 individuals representing 4 agencies have been certified CANS-C trainers. 	Ongoing	Norin Dollard dollard@usf.edu	III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Advance the current body of knowledge for identifying practices that work to successfully improve service delivery and behavioral health outcomes for Latino populations. ■ Influence the research and evaluation agenda, as well as policymakers and funding agencies, to implement and use innovative community-based practices to reduce disparities and improve availability, quality, and outcomes of behavioral health care for all individuals and families. 	<ul style="list-style-type: none"> ■ Some recent interest from funders in finalizing the data analysis of the remaining 200 qualitative interviews. 	Complete but being disseminated	Linda Callejas Callejas@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

**Reduction in
Mental Health
Disparities
(continued)**

Project	Goals
ConnectFamilias Evaluation This evaluation examined a community partnership in the Little Havana community of Miami, Florida that includes a resident council, network of providers, and community health workers overseen by representative governance board. The evaluation was based on a theory of change based logic model that employs a participatory and culturally competent approach.	<ul style="list-style-type: none"> ■ Co-develop an evaluation strategy that is accessible and useful for ConnectFamilias (formerly, the Little Havana Community Partnership). ■ Inform the development of an effective partnership for increased neighborhood safety in the Little Havana community.
Culturally Competent Community-Based Research within Neighborhoods (East Tampa) The East Tampa Community Revitalization Partnership provides leadership and oversight in transforming East Tampa into a neighborhood of vibrant residential, commercial, social and cultural life through the implementation of the East Tampa Community Redevelopment Plan.	<ul style="list-style-type: none"> ■ Disseminate the East Tampa approach to other community stakeholders to create partnerships for refinement of approach.
Mental Health Disparities (RTC Study 5) RTC Study 5 examined accessibility of mental health services, identified which systemic organizational practices, rather than clinical practices, operate within systems of care that demonstrate improved access to mental health services.	<ul style="list-style-type: none"> ■ Disseminate and apply an empirically-based conceptual model and organizational strategies for increasing access, availability and utilization of mental health services. ■ Develop and utilize assessment protocol for organizational cultural competence.
RAICES: Resources, Advocacy, Integration, Collaboration, Empowerment, and Services RAICES developed a training curriculum that integrates the promotora outreach model with the local school-based case management program, known as the Family and School Support Team (FASST) to support families.	<ul style="list-style-type: none"> ■ Develop a training curriculum that prepares FASST (and other Wraparound teams) to work effectively with promotora outreach workers. ■ Disseminate findings from RAICES (via issue briefs, journal articles, presentations) on a local and national level to communities and individuals aiming to develop or improve service systems for children with Serious Emotional Disabilities (SED) and their families. ■ Provide training, technical assistance and consultation related to implementation of RAICES.
Effectiveness of a Parent Support Program: Office of Special Education Programs (OSEP) This four-year study conducted a random controlled trial evaluating the effectiveness of a parent-to-parent support program for families who have a child with serious emotional disturbances and served in a special education setting.	<ul style="list-style-type: none"> ■ Provide empirical support for an important service for families who have children with emotional disturbances. ■ Contribute to the research base on evidence-based practices for children who have emotional disturbances.
Mental Health Integration Study This integration effort is currently in the second year of funding. The study will continue the work of increasing organizational integration among a large school district and mental health service providers with an emphasis on the implementation and integration of evidence based services for the provision of improved mental health services.	<ul style="list-style-type: none"> ■ To increase student access to quality mental health services.

**School-Based
Mental Health
Services**

Long Term Impact	Accomplishments	Status	Contact	USF Goals
<ul style="list-style-type: none"> ■ Use of evaluation findings to gain sustainable funding for the partnership. Adoption of the evaluation approach by other community-based partnerships. 	<ul style="list-style-type: none"> ■ Contract completed successfully in 2010. Social network analysis conducted as part of the partnership evaluation to measure outcomes related to increased networks among families, identified as part of the theory of change in 2009. ■ Results presented to ConnectFamilias and The Children's Trust. ■ Results submitted for dissemination at the annual Children's Mental Health Research and Policy Conference in 2011. ■ Currently CF and USF are interested in seeking funding that will allow them to document their model of service delivery and eventually test its effectiveness with children and families. 	Complete but being disseminated.	Linda Callejas Callejas@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Increased stakeholder collaboration in support of improved services in East Tampa. 	<ul style="list-style-type: none"> ■ Currently conducting presentations to disseminate the East Tampa approach. ■ Book chapter based on findings from this project. ■ Based on work from this project and others, CFS faculty received award as one of the 100 most influential African Americans in Tampa. 	Ongoing	Richard Briscoe rbriscoe@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Human service organizations will develop and utilize strategies to increase organizational cultural competence and access to services for diverse populations of children and families. 	<ul style="list-style-type: none"> ■ Completion and wide dissemination of 5 monographs: <ul style="list-style-type: none"> » <i>Examining the Research Base, Review of Assessment Protocols.</i> » <i>Creating a Front Porch: Strategies for Improving Access.</i> » <i>Serving Everyone at the Table: Strategies for Enhancing Availability.</i> » <i>Increasing Utilization: Strategies for Engaging Children/Families.</i> » <i>Planning Guide for Organizational Cultural Competence is in Preparation.</i> 	Complete but being disseminated	Debra Mowery Mowery@usf.edu	I: Expanding world-class interdisciplinary research.
<ul style="list-style-type: none"> ■ Service systems for children with SED and their families will incorporate informal community helpers to improve service access and quality for children at-risk for mental health challenges in Hispanic/Latino populations. 	<ul style="list-style-type: none"> ■ The project was successfully implemented locally resulting in implementation of the RAICES/ Promotoras in several schools within the School District of Hillsborough County. ■ An article on the RAICES/Promotoras training implementation is in preparation. ■ Dissemination of RAICES information continues. 	Complete but being disseminated	Linda Callejas Callejas@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Increase coordination in, and quality of, special education services for children with serious emotional/ behavioral disturbances. Provide the foundation for more complete research with larger populations. 	<ul style="list-style-type: none"> ■ This grant has led to a large federally funded effort (Parent Connectors) to establish the effectiveness of the program in larger more diverse populations. ■ Manuscript published in <i>Administration and Policy in Mental Health Services Research</i> 38, 412-427. 	Completed. 2011	Krista Kutash kutash@usf.edu or Al Duchnowski duchnows@usf.edu	III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ To increase the availability and quality of mental and behavioral health services available for children in the school setting, and to establish models for effective integration of school-based mental health services. 	<ul style="list-style-type: none"> ■ Developed and implemented formal relationships among community partners and the school district. ■ Developed new protocols to improve access to services for students, coordinate services across the community, and improve communications across school and community service providers. 	Continuation	Tom Massey massey@usf.edu	III: Expanding local and global engagement initiatives.

**School-Based
Mental Health
Services
(continued)**
**Success in
School**
**Suicide
Prevention**

Project	Goals
Parent Connectors A parent support program to improve outcomes for students who have emotional disturbances.	<ul style="list-style-type: none"> ■ To develop and document the feasibility of an intervention (Parent Connectors) aimed at increasing the engagement of families in the broad educational development of their children who have emotional disturbances.
Dawn Center Primary Prevention Program Evaluation This project analyzed community awareness and education prevention programs of domestic violence and sexual assault.	<ul style="list-style-type: none"> ■ Co-develop a curriculum-based program that is cost-effective and provides information for program implementation. Conduct analysis of individual level factors to increase students' knowledge, beliefs, attitudes, and behaviors about violence prevention.
Dawn Center Sexual Violence Prevention Program Evaluation This project analyzed the effectiveness of a school-based curriculum focused on the prevention and intervention of teen dating violence and bullying.	<ul style="list-style-type: none"> ■ Co-develop not only a curriculum-based program that is cost-effective and provides information for program implementation, but also a community-based violence prevention and advocacy program. ■ Conduct analysis of individual level factors to increase students' knowledge, beliefs, attitudes, and behaviors about violence prevention.
Project Conectar This project aims to reduce disparities in early identification of autism and other developmental disabilities (DD) and increase access to services in the largely Latino/Hispanic Little Havana community in Miami, FL. Prior to the project, families in Little Havana were not only not screening, they were seeing their children go without intervention, for the most part, until ages 7 or 8+.	<ul style="list-style-type: none"> ■ Help ConnectFamilias incorporate the Project Conectar screening for use with all families they register/serve with children 0 to 5.
Relationship of Suicide Death to Baker Act Examination, Client Characteristics and Service Use Patterns: Veteran's Acute Mental Health Care The Relationship of Suicide Death to Baker Act Examination, Client Characteristics and Service Use Patterns: Veteran's Acute Mental Health Care described the volume and patterns of Baker Act exams (involuntary assessments) of veterans of Operation Enduring Freedom/ Operation Iraqi Freedom (OEF and OIF). The specific aims are to describe the precipitating factors and the use of emergency commitment and involuntary inpatient placement by veterans of OEF and OIF. This effort aligns with Florida's 2009 Green Paper, Returning Veterans and Their Families with Substance Abuse and Mental Health Needs: Florida's Action Plan, which highlights research gaps in community-based substance abuse and mental health services.	<ul style="list-style-type: none"> ■ Increase awareness among policy makers, including the Statewide Office of Suicide Prevention and DCF, as well as practitioners concerning veterans' mental health issues by documenting the impact and experiences of veterans with the mental health systems and involuntary assessment facilities in Florida.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
<ul style="list-style-type: none"> ■ To produce a fully developed intervention that will increase family involvement through a peer-to-peer support program, which will lead to improved child functioning. 	<ul style="list-style-type: none"> ■ Secondary analysis of national data sets is underway. Interviews have been conducted with numerous stakeholders. ■ Consultation with leaders in the field is complete and resulted in a comprehensive revision to the theory of change. ■ Participant recruitment and collection of baseline data for the randomized controlled trial has begun. ■ Follow-up data collection is complete. ■ First manuscript under review. 	Ongoing	Krista Kutash kutash@usf.edu or Al Duchnowski duchnows@usf.edu	III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Increased understanding of healthy relationships among K-8 and high school students in Hernando County, resulting in reduced relationship violence in schools. 	<ul style="list-style-type: none"> ■ Completed evaluation of the program's third year; reporting positive improvement in program goals. ■ Results presented at the annual Children's Mental Health Research and Policy Conference in 2011. ■ An article about this curriculum based program is in preparation. 	Complete but being disseminated	Debra Mowery mowery@usf.edu	III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Increased understanding of healthy relationships among K-8 and high school students and community members in Hernando County, resulting in reduced relationship violence in schools. 	<ul style="list-style-type: none"> ■ Completed evaluation of the program's second year; reporting positive improvement in program goals. ■ Results presented at the annual Children's Mental Health Research and Policy Conference in 2011. ■ An article about this curriculum based program is in preparation. 	Complete but being disseminated	Debra Mowery mowery@usf.edu	III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Provides early identification of potential concerns in the areas of social and emotional development, as well as communication and is often a good screener for autism and related/similar disorders. 	<ul style="list-style-type: none"> ■ Analyzing quantitative and qualitative data gathered for the preparation of several manuscripts (3). ■ Findings will be presented at the 2012 Children's Mental Health Conference. ■ Findings will be presented to the Centers for Disease Control and other funded Research Topics of Interest (RTOI) programs. ■ Seeking additional funding to expand the efforts of the project and/or provide increased training to area childcare providers, pediatricians who work in clinics and are missing signs of potential delays, and parents. 	Complete but being disseminated	Linda Callejas Callejas@usf.edu	
<ul style="list-style-type: none"> ■ Inform policymakers and practitioners regarding issues specific to veterans and their acute mental health care needs in hopes of better preparing the service system to respond to the needs of current and returning veterans. 	<ul style="list-style-type: none"> ■ Analysis of administrative data completed. ■ Published Journal article: Roggenbaum, S., Christy, A., & LeBlanc, A. (2011 June). Suicide Assessment and Prevention During and After Emergency Commitment. <i>Community Mental Health Journal</i>, Online First. doi:10.1007/s10597-011-9428-3. 	Completed	Stephen Roggenbaum roggenba@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

Suicide Prevention (Continued)

Project	Goals
State/Tribal Youth Suicide Prevention Grant Program State collaboration with USF Department of Psychology to examine youth suicide prevention efforts in Florida to increase knowledge and identification abilities of students, parents, and staff. The project is also tracking the processes and outcomes of linkage of school, agency, and parent referrals as aided by case management services of suicidal adolescents to mental health assessment and treatment. Funded by Substance Abuse and Mental Health Services Administration.	■ Develop Youth Suicide Prevention program for the state of Florida.
Statewide Suicide Prevention Implementation Plan Project This study was conducted in cooperation with the Office of Suicide Prevention and the Suicide Prevention Coordinating Council to develop an implementation process and plan to enhance the capacity of the State and of local communities to convert the suicide prevention strategy into concrete actions.	■ Develop a comprehensive statewide suicide prevention plan and implementation process.
Youth Suicide Prevention School-Based Guide (The Guide) The Guide is a comprehensive, evidence-based guide designed to assist schools, in collaboration with families and community partners, in improving their suicide prevention programs or creating new ones.	■ Help schools address youth suicide via The Guide. This is a tool that provides a framework for schools to assess their existing or proposed suicide prevention efforts and provides resources and information that school administrators can use to establish new programs or enhance existing programs.
Youth Suicide Prevention Training A training workshop designed for community members	■ To help communities and schools gain knowledge and skill in planning a community approach to youth suicide prevention.
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.

Systems Planning & Policy

Long Term Impact	Accomplishments	Status	Contact	USF Goals
<ul style="list-style-type: none"> ■ Decrease suicide rate for at risk youth in the state of Florida 	<ul style="list-style-type: none"> ■ Completed training of community members. 	Ongoing	Krista Kutash kutash@usf.edu	III. Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Strengthen the ability of individuals, communities, and state level agencies and organizations to reduce the number of deaths by suicide in Florida. 	<ul style="list-style-type: none"> ■ Established a website to support suicide prevention coalition building. Website also lists suicide prevention action steps and resources. ■ Continued work with Pasco Aware (one project pilot site) and ongoing consultation with Duval County Suicide Prevention Task Force. ■ Project brochure adapted and replicated for the South Carolina suicide prevention coalition. 	Completed	Stephen Roggenbaum roggenba@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ 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. 	<ul style="list-style-type: none"> ■ The Youth Suicide Prevention School-Based Guide's Checklists are listed on the Suicide Prevention Resource Center/American Foundation for Suicide Prevention Best Practice Registry for Suicide Prevention. ■ The Guide is available on-line for free download. Over 28,800 national and international individuals visited the website during the past year for an average of 80 website visitors per day. Twenty-nine components of the online version of The Guide were downloaded between 1,056 and 2,414 times. ■ Implemented an evaluation to document impact and usage of The Guide among online visitors. ■ Revised and updated The Guide with current literature through 2011. ■ Created an individualized edition of the Youth Suicide Prevention School-based Guide for Orange County, New York. 	Ongoing	Stephen Roggenbaum roggenba@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives
<ul style="list-style-type: none"> ■ Gain knowledge and skill in planning a community approach to youth suicide prevention. ■ Enhance understanding of a suicide prevention, intervention, and postvention framework and resources. ■ Understand how a public health model can be used for community suicide prevention activities. 	<ul style="list-style-type: none"> ■ An Intensive Youth Suicide Prevention Workshop training curriculum was developed and successfully piloted in Tampa for participants including representatives from county mental health organizations, family organizations, hospitals and churches, counselors and suicide prevention specialists from schools, advocates and family members who lost a loved one to suicide. 	Ongoing	Kathy Lazear klazear@usf.edu or Stephen Roggenbaum roggenba@usf.edu	III: Expanding local and global engagement initiatives
<ul style="list-style-type: none"> ■ Improved implementation of family driven care within service systems for children with Serious Emotional Disturbance and their families. 	<ul style="list-style-type: none"> ■ 3 presentations of findings at national conferences (Children's Mental Health Policy and Research Conference and Federation of Families for Children's Mental Health Conference). ■ 3 manuscripts based on study findings are in preparation, one to be submitted for publication by the end of 2011. ■ Work on this project led to membership on two national boards/workgroups, including the Board of Commissioners for Peer Support Provider Certification (through the FFCMH) and Assessing Family Impact workgroup (funded through SAMHSA). 	Complete but being disseminated	Kathleen Ferreira ferreira@usf.edu	I: Expanding world-class interdisciplinary research.

**Systems
Planning
& Policy
(Continued)**

Project	Goals
Case Studies of System Implementation (RTC Study 2) RTC Study 2 identified strategies that local communities undertake to implement community-based systems of care and provided greater understanding of how factors affecting system implementation contribute to the development of local systems of care for children with serious emotional disturbance and their families.	<ul style="list-style-type: none"> ■ Help both established and potential systems of care identify strategies for successful system implementation within their local contexts.
Children's Home Society of Florida (CHS)/USF-Department of Child and Family Studies (CFS) collaboration This collaboration develops a partnership of engaged scholarship in areas of shared interest, utilizing key faculty across CFS who take a liaison role in facilitating collaboration between CFS and CHS, exploring potential research opportunities and facilitating teams of individuals interested in working together (on a number of topics such as birth to 5, child abuse, foster care placement stability, trauma informed care, and organizational infrastructure)	<ul style="list-style-type: none"> ■ Develop a collaboration between CHS and CFS that will result in multiple shared opportunities for externally funded research, evaluation, training, and technical assistance.
Developing Systems of Care in African-American Communities Using Natural Supports This project focuses on the use of natural supports to improve service delivery in African-American communities.	<ul style="list-style-type: none"> ■ Develop technical reports, publications and presentations that examine the impact of natural supports in the African-American community to improve service delivery to children and families. ■ Provide training and consultation to professionals and community partners to identify, plan, and implement research projects.
Evaluation of Florida's Behavioral Health Overlay Services (BHOS) 2009-10 BHOS 2009-10 examined the effect of BHOS on youth outcomes and factors associated with (a) placement in State Inpatient Psychiatric Programs, (b) Baker Act examinations, and (c) involvement with the juvenile justice system. BHOS were developed under Florida's Medicaid Community Mental Health Services Program to allow providers to address, on a child-specific basis, medically necessary mental health and substance abuse treatment needs of children who are placed in group shelters, residential group care settings, or low to moderate risk Department of Juvenile Justice (DJJ) commitment programs.	<ul style="list-style-type: none"> ■ Describe profiles of children and youth who receive Behavioral Health Overlay Services in child welfare group homes and Departments of Juvenile Justice facilities, including service use, outcomes and costs.
Families and Children Together In Seminole (FACTS) The FACTS system transformation is being implemented in order to ensure that services and supports for children, youth, young adults and families are integrated across human service systems and implemented consistent with System of Care and Trauma-informed Care values and principles. Supports, consisting of local public and private organizations working in teams, will plan, enhance & implement an enhanced set of services tailored to each child's physical, emotional, social, educational and family needs. FACTS will facilitate families of children and adolescents with SED getting the services they need in or near their home and community. Teams will better find and build upon the strengths of a child and his or her family, rather than focusing solely on their problems.	<ul style="list-style-type: none"> ■ Create & implement a more culturally and linguistically proficient system of care for children with SED and their families. ■ Ensure access to a broad array of mental health and related services. ■ Increase the quality of services by identifying & implementing best practices models for the system of care and for treatment. ■ Improve data collection & implement science based evaluation to monitor progress. ■ Ensure system of care sustainability.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
<ul style="list-style-type: none"> Improved service systems for children with Serious Emotional Disturbance and their families. 	<ul style="list-style-type: none"> Submitted manuscript for publication: "If we're going to change things, it has to be systemic": Leveraging systems change in children's mental health to the American Journal of Community Psychology. Currently developing presentations for national audiences on linking research to policy and practice. 	Complete but being disseminated	Sharon Hodges sphodges@usf.edu	I: Expanding world-class interdisciplinary research.
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> CFS faculty are actively participating In CHS statewide workgroups on trauma informed care, independent living, and with the CHS Strategic Management Team. CFS faculty worked collaboratively with CHS in 2011 to submit 4 grant proposals for federal funding. CFS faculty worked with CHS's strategic management team to develop a theory of change (TOC) for statewide strategic objectives and to link this TOC to division-level planning activities. 	Ongoing	Sharon Hodges sphodges@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives
<ul style="list-style-type: none"> At local, state and national levels, research findings will be used within African-American system of care communities that use natural supports to improve service delivery. Increase in projects that utilize natural support within communities to improve service delivery as identified from our research findings. 	<ul style="list-style-type: none"> This model is currently being used in East Tampa, West Tampa, and Pinellas County. 3 proposals for additional funding have been submitted. Multiple trainings have been conducted based on project. Findings from this study have been used within texts, during conference presentations, and university courses. CFS faculty have been asked to serve on multiple community boards and advisory councils. 	Ongoing	Richard Briscoe rbriscoe@usf.edu & Amber Gum Ambergum@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> Identification of the effects of services on child welfare outcomes. 	<ul style="list-style-type: none"> Final report has been completed. Findings have been presented to AHCA officials. AHCA officials have expressed interest in continuing this project. 	Complete but being disseminated	Svetlana Yampolskaya yampol@usf.edu	I: Expanding world-class interdisciplinary research.
<ul style="list-style-type: none"> Expansion and enhancement of the system of care principles throughout Florida. Improved child and family functioning at home, school & community. Increased satisfaction by families and youth. Integrated sustainable services and infrastructure. 	<ul style="list-style-type: none"> Development of logic model. Refinement of a service delivery model for youth in juvenile justice and their families. Support to the family organization and identification of its goals. 	Ongoing	Norin Dollard dollard@usf.edu or Kathy Lazear klazear@usf.edu	III: Expanding local and global engagement initiatives.

**Systems
Planning
& Policy
(Continued)**

Project	Goals
<p>Financing Structures and Strategies to Support Effective Systems of Care (RTC Study 3)</p> <p>This study explored critical financing structures and strategies that support effective systems of care for children, adolescents and their families, and examined how these financing mechanisms operate separately and collectively to achieve this goal.</p>	<ul style="list-style-type: none"> ■ Tested whether our theory regarding a hypothesized set of financing structures and strategies that support effective systems of care is valid. ■ Determined how financing components operate separately and collectively, within a community and systemic context, to create effective financing policy. ■ Promotes policy change through dissemination, targeted technical assistance, and utilization of its findings by state and community planners and policymakers.
<p>Integrative Data Analysis of Gender and Ethnic Differences in Multidimensional Family Therapy Randomized Control Trials (MDFT RCTs)</p> <p>This project proposes to link measures of substance use, delinquency, and family functioning from 10 randomized controlled trials testing the effectiveness of MDFT, an empirically supported treatment for substance abusing, juvenile justice involved youth and test intervention effectiveness, moderation effect and action mechanism.</p>	<ul style="list-style-type: none"> ■ Test the efficacy of MDFT as treatment for adolescents within minority groups who have substance abuse issues as well as females who have substance abuse issues.
<p>National Evaluation of the Children's Mental Health Initiative (CMHI)</p> <p>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.</p>	<ul style="list-style-type: none"> ■ 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.
<p>National Survey of System of Care Implementation (RTC Study 1)</p> <p>RTC Study 1 provided national data on system of care implementation in a probability sample of counties across the United States.</p>	<ul style="list-style-type: none"> ■ Survey a disproportionate stratified probability sample of public mental health systems from randomly selected counties to obtain data on the current status of those factors believed to facilitate integrated systems of care for child and adolescent mental health.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
<ul style="list-style-type: none"> States and communities develop strategic financing plans; states and communities use these strategies effectively to positively impact the lives of at risk children and their families. 	<ul style="list-style-type: none"> Rapid production of technical reports that summarize study findings as well as articles and book chapters. The products of this study (<i>A Self-Assessment and Planning Guide: Developing a Comprehensive Financing Plan, and Effective Financing Strategies for Systems of Care: Examples from the Field</i>) have been used extensively at the national level for training and technical assistance activities by groups such as The Center for Mental Health Services, SAMHSA and the Federation of Families for Children's Mental Health. The products are also in use by state Medicaid and mental health authorities. 	Ongoing dissemination	Mary Armstrong miarmstr@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> More effective substance abuse treatments for adolescents within minority groups and females. 	<ul style="list-style-type: none"> Presented at the Annual Addiction Health Services Research Conference, Lexington, KY, Oct., 2010. Presented at the Prevention Science and Methodology Weekly Conference, Jan., 2011. Presented at the 2011 From Disparities Research to Disparities Interventions: Lessons Learned and Opportunities for the Future of Behavioral Health Services, Arlington, VA, April, 2011. Presented at the National Hispanic Science Network Conference, Miami, FL, August, 2011. Presented at the Annual Addictions Health Research Conference, Fairfax, VA, August 2011. Four manuscripts are being prepared for submission. 	Ongoing	Wei Wang wwang@health.usf.edu	I: Expanding world-class interdisciplinary research.
<ul style="list-style-type: none"> Policies and service intentions for child mental health service delivery will be implemented and sustained with fidelity to their original intentions. 	<ul style="list-style-type: none"> Conducted national trainings on using theory driven evaluation to improve community use data in decision making. Facilitated successful communities in peer-to-peer support—specifically systems that use a Theory of Change approach to drive system change. Presented at 2 national conferences on a) preliminary findings from qualitative secondary analysis of SOCA data around governance structures of system of care communities, and b) developing logic models in youth organizations. Completed and submitted manuscript on governance structures for publication. Submitted multiple proposals for conference presentations at national conferences in 2012. Maintain an active Logic Model Website, which includes interactive theory of change logic model training and narration http://logicmodel.fmhi.usf.edu/. Collaboration on integrating Theories of Change and Continuous Quality Improvement. 	Ongoing	Sharon Hodges sphodges@usf.edu	I: Expanding world-class interdisciplinary research.
<ul style="list-style-type: none"> Local communities and researchers will use national data on systems of care implementation to improve service systems through self-assessment. 	<ul style="list-style-type: none"> Contributed to special section on the systems of care implementation survey (SOCIS) in The Journal of Behavioral Health Services & Research. 	Complete but the instrument, methods and findings are being disseminated	Bob Friedman robertf@usf.edu	I: Expanding world-class interdisciplinary research.

Project	Goals
<p>Out-of-Home Care Study This Study investigates a series of questions related to Florida's three out-of-home Medicaid funded programs.</p> <p>(Contracted by the Agency for Health Care Administration (AHCA) for FY11-12.</p>	<ul style="list-style-type: none"> ■ 2011's goals are to conduct a multi method study to investigate the factors at the system, provider, child and family levels that either facilitate or impede active family involvement at Statewide Inpatient Psychiatric Programs (SIPP, facility based residential mental health treatment). ■ To implement and evaluate an Enhanced Therapeutic Foster Care model for youth with serious emotional disturbance involved in the juvenile justice system. ■ To describe the service use, pharmacy use, outcomes and costs of services for children and youth in out-of-home mental health treatment settings. ■ To assist the sponsor to identify and operationalized key performance measures and implement a web-based reporting system for providers.
<p>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.</p>	<ul style="list-style-type: none"> ■ Describe profiles of youth placed in residential out-of-home care settings and identify risk factors for less desirable outcomes associated with each subgroup.
<p>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.</p>	<ul style="list-style-type: none"> ■ Examine child characteristics associated with (a) longer length of stay, (b) time to re-admission, and (c) multiple admissions to SIPP.
<p>Quality of Life, Comorbidities, and Health Service Utilization for Youth with Tic Disorders This project will generate information about continuities and discontinuities of clinical presentation, perception of self, access to care, and treatment strategies for youth with Tic disorders spanning four developmental phases (early and middle childhood, and early and late adolescence) that will allow for identification of characteristics of each phase of life for those most at risk for persistent unmet treatment needs and for poor outcomes.</p>	<ul style="list-style-type: none"> ■ Describe the children and youth receiving treatment for Tic disorders. ■ Better understand access and feasibility of current treatments. ■ Increase the understanding of the role of support, resilience, and coping among these children and their families.
<p>Research and Training Center for Children's Mental Health The Center was funded through consecutive federal grants from 1984 through June 2010 to support the development of knowledge on the implementation of effective systems of care for children with mental health challenges and their families.</p>	<ul style="list-style-type: none"> ■ Develop new knowledge through an integrated set of research, training, consultation, and dissemination activities, and disseminate through monographs, publications, briefs and presentations.
<p>SEDNET SEDNET provided technical assistance and consultation to the Network for the Students with Serious Emotional/Behavioral Health Challenges on the expansion of system of care principles and behavioral health reform throughout Florida through the identification of analyses of technical assistance and training needs to build and expand the system of care for children and their families. Funding support provided by SEDNET.</p>	<ul style="list-style-type: none"> ■ Provided technical assistance and consultation SEDNET to be leaders in the expansion of system of care principles and behavioral health reform throughout Florida ■ Provide TA for the development and implementation of a statewide TA/training needs assessment survey.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
<ul style="list-style-type: none"> ■ 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. 	<ul style="list-style-type: none"> ■ Technical assistance, training and monitoring system to further the goal of reducing seclusion and restraint statewide. ■ State and local community partnerships and collaboration have developed as a result of ongoing research. ■ SIPP psychiatrists were convened to discuss state of the art prescribing practices with a nationally recognized expert. 	Ongoing	Mary Armstrong miarmstr@usf.edu or Norin Dollard dollard@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives
<ul style="list-style-type: none"> ■ 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. 	<ul style="list-style-type: none"> ■ Report submitted ■ Submitted 2 proposals for national and international conference presentations ■ Developing 2 manuscripts for publication. 	Complete but being disseminated	Svetlana Yampolskaya yampol@usf.edu	I: Expanding world-class interdisciplinary research.
<ul style="list-style-type: none"> ■ Reduce recidivism rates and lengths of stay within the child welfare system within the State of Florida. 	<ul style="list-style-type: none"> ■ Completed project and submitted report. ■ Submitted manuscript based on findings for publication ■ Presented findings at the Children's Mental Health Research & Policy Conference. 	Complete but being disseminated	Svetlana Yampolskaya yampol@usf.edu	I: Expanding world-class interdisciplinary research.
<ul style="list-style-type: none"> ■ Improve treatment and increase acceptability of treatment and support to children and youth with Tic disorders and their families. 	<ul style="list-style-type: none"> ■ Service use analyses are ongoing. 	Ongoing	Norin Dollard dollard@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Improve systems serving children with mental health challenges and their families. (The system of care concept is now used in every state in the country.) ■ Change attitudes, values and practices in the children's mental health field in important ways that will benefit many children and families for years to come. 	<ul style="list-style-type: none"> ■ An on-line graduate curriculum in children's mental health/ systems of care was developed through efforts of Center faculty. It is anticipated that by the end of 2010, 33 students will have completed the program. A spin-off from this effort has been the development of 32 in-service courses dealing with key issues of system of care implementation that are also offered on-line. ■ Activities of the center have expanded and transitioned to a new CFS initiative for 2012 – USF Community Solutions. 	Completed but being disseminated	Mario Hernandez marioh@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Expansion and enhancement of the system of care principles throughout Florida. 	<ul style="list-style-type: none"> ■ TA and training needs assessment survey developed and implemented. 	Ongoing	Kathy Lazear klazear@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

**Systems
Planning
& Policy
(Continued)**

Project	Goals
Sustainable Infrastructure Project This project developed strategies for use by local multi-disciplinary intervention programs comprised of schools, community and family representatives to ensure the program is being implemented as intended and is sustainable so that lessons learned can be applied to other projects.	<ul style="list-style-type: none"> ■ Conduct a study on implementation and enhancement of research-grounded field-based practices. ■ Utilize findings to develop innovative tools and a framework for measuring and sustaining fidelity. ■ Assist in building capacity and strengthening Family and School Support Team's (FASST) infrastructure to improve access, availability, and quality of FASST services for children and families.
System of Care Development This project provided technical assistance for three tasks in the Technical Assistance Partnership (TAP) III Option Year 1 contract. These tasks include technical assistance and support directly with system of care communities as well as collaboration with TAP staff on projects related to workforce development related to online learning (Task 5); direct community support (Task 11); and activities associated with the New Communities Training (Task 13).	<ul style="list-style-type: none"> ■ Task 5: Develop a process for promoting the enrollment of child mental health professionals and paraprofessionals within system of care grantees into internet-based training programs. ■ Task 11: Collaborate with TAP staff on development of a community self-assessment tool to be used in system of care development by staff and community stakeholders in funded communities; ongoing technical assistance to funded communities related to critical factors in system development, engaging system partners, and quality improvement approaches to support system development. ■ Task 13: Collaborate with TAP staff on the planning and facilitation of the New Communities Training held February 2010 for the purpose of integrating research findings from the Research and Training Center for Children's Mental Health (RTC) into applied practice in system of care communities.
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.	<ul style="list-style-type: none"> ■ Provide a method and instrument for assessing whether System of Care values and principles are operationalized at the level of practice. ■ Provide feedback to enhance quality improvement efforts. ■ Incorporate specific recommendations into staff training at the direct service level. ■ Identify strengths and areas that need improvement on a system-wide level.
System of Care Practice Reviews (SOCPR-R) SOCPR-R assesses the current status of Children's System of Care in Scott County, Iowa.	<ul style="list-style-type: none"> ■ To assist Scott County in providing services and supports that are consistent with system of care values, i.e., family-driven, youth guided and culturally competent.
Utilization of the Most Costly and Intense Mental Health Services Among Out of Home Care (2009-2010) This project examined factors (i.e., child demographics, maltreatment history, maltreatment severity, placement stability, diagnoses) on utilization of the most costly and intense services among children placed in out-of-home care.	<ul style="list-style-type: none"> ■ Use findings from the project to develop recommendations for policy development and service provision, which will be disseminated through technical reports, manuscripts for publication, and conference presentations.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
<ul style="list-style-type: none"> Communities throughout the state will successfully implement and maintain fidelity of research-grounded field-based practices. 	<ul style="list-style-type: none"> Manuscript based on findings is currently being developed. Presentation of findings at the Children's Mental Health Research and Policy Conference. 	Complete but being disseminated	Sharon Hodges sphodges@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> Improved services systems for children with serious emotional disturbance (SED) and their families; improved capacity of mental health professionals and paraprofessionals in serving children with SED and families. 	<ul style="list-style-type: none"> Task 5: <ul style="list-style-type: none"> Completed report of Online Learning needs and activities in system of care communities throughout country. Disseminated marketing/ promotional materials nationally. Online Learning direct mail to State Mental Health Directors, SOC Community Contacts and Partners. Continued public access community awareness courses to the Online Learning Curriculum. Task 11: <ul style="list-style-type: none"> Ongoing technical assistance to new communities throughout the country related to system development. Online training modules being developed for new communities related to 1) utilizing data to make informed decisions, and 2) collaborating with agency partners. These will be posted on both USF's Online Learning and TAP's website. 	Completed but being disseminated.	Sharon Hodges sphodges@usf.edu	I: Expanding world-class interdisciplinary research. II. Promoting globally competitive undergraduate, graduate, and professional programs. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> Communities increase and maintain the presence of systems of care values, principles and policies in their child-serving systems. 	<ul style="list-style-type: none"> SOCPR training and technical assistance has been expanded to communities internationally. An active SOCPR website, which includes interactive training modules and narration on the SOCPR. National conference presentations. State presentations of SOCPR data. SOCPR activities have expanded and now include 5 SOC communities, 3 counties, 1 state, and 1 Canadian province. Results of a survey which was conducted in Ottawa are being analyzed. SOCPR activities continue with community-based Success for Kids project. 	Ongoing	Debra Mowery Mowery@usf.edu	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> Inform continued development of Scott County's system of care by establishing a cadre of staff able to use the SOCPR-R to monitor their system of care on an ongoing basis. 	<ul style="list-style-type: none"> Two site visits, cumulative reports will be submitted to the Scott Kids to provide information as the County continues to develop their local system of care. 	Ongoing	Stephen Roggenbaum roggenba@usf.edu	III: Expanding local and global engagement initiatives
<ul style="list-style-type: none"> Children will stay in community-based settings and have the need for less intensive treatment services and settings. 	<ul style="list-style-type: none"> Project completed. Manuscript published. 	Complete	Svetlana Yampolskaya yampol@usf.edu	I: Expanding world-class interdisciplinary research.

Trauma-Based Support

Project	Goals
<p>Many Faces of Trauma: Community Engaged Trauma Research</p> <p>Many Faces of Trauma: Community Engaged Trauma Research initiatives are intended to facilitate development of partnerships and approaches that can remediate the psychological impact of trauma.</p>	<ul style="list-style-type: none"> ■ Increase the awareness among policy makers and practitioners of the impact of trauma on the well-being of Florida's citizens across the lifespan. ■ Disseminate state-of-the-art information on trauma assessment, intervention and community and system responses to trauma. ■ Implement trauma-informed care in Medicaid funded out-of-home settings in Florida. ■ Contribute to the evidence base regarding group interventions for adolescent girls with mental health, substance use, and violence, abuse, or trauma. ■ Test a model of Trauma-Informed Behavior Support for direct care staff in residential treatment programs and caregivers. ■ Provide technical assistance to statewide organizations and systems striving to implement trauma-informed care.
<p>Trauma Recovery Initiative for Youth Center (TRI Center)</p> <p>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.</p>	<ul style="list-style-type: none"> ■ 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.
<p>Florida Center for Inclusive Communities-University Center for Excellence in Developmental Disabilities (FCIC-UCEDD)</p> <p>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.</p>	<ul style="list-style-type: none"> ■ 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.

University Center for Excellence in Developmental Disabilities

Long Term Impact	Accomplishments	Status	Contact	USF Goals
<ul style="list-style-type: none"> Continue building USF's capacity to be a center for engaged community-focused trauma research. 	<ul style="list-style-type: none"> Member of the Statewide Interagency Workgroup on Trauma Implementation of a Learning Collaborative to implement change in Medicaid-funded out of home treatment programs. Continued analysis of data on a trauma-specific group intervention for adolescent girls (Triad Girls Group). Piloted "Trauma-Informed Behavior Support" curriculum combining principles of trauma-informed care with applied behavior analysis. Contracted with large mental health organization to develop a trauma-informed care learning community. Provided technical assistance and instruments to three metropolitan community trauma-informed care workgroups. Invited to provide thirteen statewide & national presentations on Trauma & Trauma-informed Care. 	Ongoing	Victoria Hummer vhummer@usf.edu	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. II: Promoting globally competitive undergraduate, graduate and professional programs. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> Florida shifts to a trauma-informed treatment environment using identified trauma-specific best practices. Florida to screen all youth in dependency system for trauma. 	<ul style="list-style-type: none"> Received Year 5 of funding to continue to expand services throughout CHS regions, to focus on sustainability, and to further develop an infrastructure to support use of Trauma Informed services. Outcome Evaluation: Local evaluation data currently being analyzed; NCTSN and cross-site national evaluation data continue to be collected and analyzed. Fidelity evaluation data collected and currently being analyzed. Annual grant and evaluation reports completed and submitted. Training and use of TF-CBT continues in Pensacola and is being expanded to Jacksonville, Panama City, and other CHS regions throughout FL. Implementation of TF-CBT to children and youth in the Western Panhandle area of Florida continues. Continue to work with CHS related to collaboration on future trauma initiatives and external funding. 	Ongoing	Kathleen Ferreira Ferreira@usf.edu	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 1,100 activities affecting the lives of 38,069 individuals. 2,278 hours of technical assistance (TA), and 2,937 hours of training. 155 products for dissemination, with a dissemination reach of 342,677. Website received 436,378 hits. Launched PBS Graduate Certificate Program, and new interdisciplinary graduate class Issues and Trends in Developmental Disabilities. Leveraged additional \$6,361,395 (21% federal, 74% state, 4% local, 0% local). 	Ongoing	Lise Fox lisefox@usf.edu or Don Kincaid kincaid@usf.edu	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. II. Promoting globally competitive undergraduate, graduate, and professional programs. III: Expanding local and global engagement initiatives.

Workforce Development

Youth Transition

Project	Goals
Professional Online Training in Children's Mental Health Professional Online Training in Children's Mental Health provides cutting-edge research presented by nationally known subject experts in policy and practice in children's behavioral health. Three series including building effective systems of care in children's mental health, creating effective child and family teams, and reducing mental health disparities are currently being disseminated. Online courses will be utilized by University faculty and community partners to develop their workforce at both the pre-service and in-service levels.	<ul style="list-style-type: none"> ■ Provide online training courses with CEUs. ■ Provide customized on-line training packages for systems of care communities, including universities/colleges, agencies/organizations, and other community partners. ■ Develop contracts with universities, agencies, and community partners around workforce needs. ■ Write grants to secure state/federal support for the implementation, marketing and evaluation of the training program.
Healthy Transitions Initiative Process Evaluation The purpose of this project is to conduct a four-year process evaluation for the Healthy Transitions Initiative, working with sites to assess the fidelity of program effort related to the comprehensive transitional support model for youth and young adults.	<ul style="list-style-type: none"> ■ To improve outcomes for transition-age youth and young adults (14-25 years of (age) with emotional and/or behavioral difficulties (EBD) through evaluation of the implementation of youth transition programs across the nation.

Long Term Impact	Accomplishments	Status	Contact	USF Goals
<ul style="list-style-type: none"> ■ 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. 	<ul style="list-style-type: none"> ■ Currently the Professional Online Training project has 32 courses in its core curriculum. ■ Each course consists of a narrated slideshow presentation, discussion board and/or chat room, required and suggested readings, a preparation and final exam, and a certificate of completion. ■ Active website for registration and delivery of courses http://onlinelearningincmh.fmhi.usf.edu ■ A federal grant was awarded through the Technical Assistance Partnership in order to develop a marketing and dissemination plan. ■ Multiple contracts with states and communities, which include development of public access courses for families and communities and customized facilitated live discussions. 	Ongoing	Sandra Dwinell Sdwinell@usf.edu	I: Expanding world-class interdisciplinary research. II: Promoting globally competitive undergraduate, graduate and professional programs
<ul style="list-style-type: none"> ■ To improve outcomes for transition-age youth and young adults (14-25 years of age) with emotional and/or behavioral difficulties (EBD). 	<ul style="list-style-type: none"> ■ This new evaluation effort will investigate fidelity to best practices, implementation and integration of services in existing care systems for youth and young adults, and will add to the body of evidence regarding methods and procedures to assess fidelity, integration and outcomes, and the effect of fidelity on program practices. 	New	Tom Massey massey@usf.edu	III: Expanding local and global engagement initiatives.

Publications

Books

Saxon, S.V., Etten, M. J., & **Perkins, E. A.** (2011). *Physical Change and Aging: A Guide for the Helping Professions (5th ed.)*. Chinese Translation: Taiwan: Fartherng Culture Company Ltd., (Traditional Chinese).

Book Chapters

Dewhirst, M. R., & **George, H. P.** (in press). Positive behavior support: Coaching/Facilitating. In C. R. Reynolds, K. J. Vannest, & E. Fletcher-Janzen (Eds.), *Encyclopedia of special education: A reference for the education of children, adolescents, and adults with disabilities and other exceptional individuals (4th ed.)* Hoboken, New Jersey: Wiley.

Dunlap, G., Strain, P., & **Fox, L.** (in press). *Positive behavior support and young people with autism: Strategies of prevention and intervention*. In B. Kelly & D.F Perkins (Eds.), *The Cambridge handbook of implementation science for educational psychology*. New York: Cambridge University Press.

Dunlap, G., & Fox, L. (in press). Positive behavior support, Early Childhood Intervention. In C. R. Reynolds, K. J. Vannest, and E. Fletcher-Janzen (Eds). *Encyclopedia of Special Education: A Reference for the Education of Children, Adolescents, and Adults with Disabilities and Other Exceptional Individuals, Fourth Edition*. Hoboken, NJ: John Wiley & Sons, Inc.

Dunlap, G. (in press). Positive behavior support, Biography of Edward G. Carr. In C. R. Reynolds, K. J. Vannest, and E. Fletcher-Janzen (Eds). *Encyclopedia of Special Education: A Reference for the Education of Children, Adolescents, and Adults with Disabilities and Other Exceptional Individuals, Fourth Edition*. Hoboken, NJ: John Wiley & Sons, Inc.

Hummer, V., Dollard, N. Robst, J., & Armstrong, M.I. (in press). *Innovations in Implementation of Trauma-Informed Care Practices in Youth Residential Treatment: A Curriculum for Organizational Change*. Child Welfare.

Hanson, A., Hurd, P. D., & **Levin, B. L.** (in press). Critical issues in public health. In R. L. McCarthy, K. W. Schafermeyer, & K. S. Plack (Eds.), *Introduction to health care delivery: A primer for pharmacists*. Sudbury, MA: Jones & Bartlett Publishers.

Hanson, A., **Levin, B. L.**, Ott, C. A., & Meldrum, H. (in press). Introduction to health care delivery. In McCarthy, R. L., K. W. Schafermeyer, & K. S. Plack (Eds.), *A primer for pharmacists*. Sudbury, MA: Jones & Bartlett Publishers.

Hanson, A., **Levin, B. L.**, & Scott, D. (in press). Health & pharmaco-informatics. In R. L. McCarthy, K. W. Schafermeyer, & K. S. Plack (Eds.), *Introduction to health care delivery: A primer for pharmacists*. Sudbury, MA: Jones & Bartlett Publishers.

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Acronyms

ABA	Applied Behavior Analysis
AECF	Annie E. Casey Foundation
AHCA	Agency for Health Care Administration
AIR	American Institute of Research
ASD	Autism Spectrum Disorder
AUCD	Association of University Centers on Disabilities
BCBA	Board Certified Behavior Analyst
BHOS	Behavioral Health Overlay Services
CAFB	Child, Adolescent and Family Branch
CANS	Child & Adolescent Needs and Strengths
CARD	Center for Autism and Related Disabilities
CBC	Community-Based Care
CBCS	College of Behavioral and Community Sciences
CBHA	Comprehensive Behavioral Health Assessments
CDEP	Community-Defined Evidence Project
CFS	Child & Family Studies
CHS	Children's Home Society
CMHS	Center for Mental Health Services
CPT	College Placement Test
CQI	Continuous Quality Improvement
CSEFEL	Center on the Social and Emotional Foundations for Early Learning
CW-PMHP	Child Welfare Prepaid Mental Health Plan
DARES	Division of Applied Research and Educational Support
DCF	Department of Children and Families
DEC	Division for Early Childhood
DJJ	Department of Juvenile Justice
DOE	Department of Education
EBD	Emotional and/or Behavioral Difficulties
FASST	Family and School Support Team
FCIC	Florida Center for Inclusive Communities
FKC	Florida KIDS COUNT
FMHI	Louis de la Parte Florida Mental Health Institute
FSFN	Florida Safe Families Network
GEAR-UP	Gaining Early Awareness and Readiness for Undergraduate Programs
HIPPY	Home Instruction for Parents of Preschool Youngsters
IDEA	Individuals with Disabilities Education Act
ITCA	Inter Tribal Council of Arizona
JBHS&R	Journal of Behavioral Health Services & Research
MDFT	Multidimensional Family Therapy,
NAEYC	National Association for the Education of Young Children
NASDSE	National Association of State Directors of Special Education
NASMHPD	National Association of State Mental Health Program Directors
NCCBH	National Council for Community Behavioral Healthcare
NCLB	No Child Left Behind
NCTSN	National Child Traumatic Stress Network

NHSA	National Head Start Association
NNED	National Network to Eliminate Disparities
NNYT	National Network on Youth Transition
ODR	Office Discipline Referral
OEF	Operation Enduring Freedom
OIF	Operation Iraqi Freedom
OSEP	Office of Special Education Programs
OSSCI	One Stop Service Center Initiative
PACER	Parent Advocacy Coalition for Educational Rights
PASS	Plan to Achieve Self-Support
PBIS	Positive Behavioral Interventions and Supports
PBS	Positive Behavior Support
PEPSA	Partnership for Effective Programs for Students with Autism
PLL	Parenting with Love and Limits
PWPBS	Program-Wide Positive Behavior Support
QPI	Quality Parenting Initiative
RAICES	Resources, Advocacy, Integration, Collaboration, Empowerment, and Services
RTC	Research and Training Center for Children's Mental Health
RTOI	Research Topic of Interest
S4KF	Success 4 Kids & Families
SAMHPO	Substance Abuse and Mental Health Program Office
SAMHSA	Substance Abuse and Mental Health Services Administration
SCH	Student Credit Hours
SCIETT	Supported Competitive Integrated Employment Training Team Project
SED	Serious Emotional Disturbances
SEDNET	Multi-agency Service Network for Children with Severely Emotional Disturbances
SIPP	State Inpatient Psychiatric Program
SOC	System of Care
SOCA	System of Care Analysis
SOCIS	System of Care Implementation Survey
SOCPR	System of Care Practice Review
SPANS	Service Process Adherence to Needs and Strengths
TA	Technical Assistance
TAC	Technical Assistance Center
TACE	Technical Assistance and Continuing Education
TACSEI	Technical Assistance Center on Social Emotional Interventions for Young Children
TAP	Technical Assistance Partnership
TF-CBT	Trauma-Focused – Cognitive Behavioral Therapy
TREaD	The Division of Training, Research, Education & Demonstrations
TRI	Trauma Recovery Initiative
TSBA	Tiered Systems Behavior Analyst
UCEDD	University Centers for Excellence in Developmental Disabilities
WPIC	Western Psychiatric Institute and Clinic

Project List

A.I.R. Child Welfare Technical Assistance Implementation Center	14	Interdisciplinary Center for Evaluation and Intervention (ICEI).....	18
Actualizing Empowerment: Developing a Framework for Partnering with Families in System Level Service Planning and Delivery	34	Journal of Behavioral Health Services & Research (JBHS&R)	26
Applied Behavior Analysis Master's Program (ABA)	8	Journal of Emotional and Behavioral Disorders.....	26
Applied Behavior Analysis Undergraduate Minor.....	8	Learning Academy and The Learning Academy Employment Services	12
Case Studies of System Implementation (RTC Study 2)	36	Many Faces of Trauma: Community Engaged Trauma Research	44
Center for Autism and Related Disabilities (CARD) in schools at USF.....	12	Mental Health Disparities (RTC Study 5)	30
Center for Autism and Related Disabilities (CARD) in the Community at USF	12	Mental Health Integration Study	30
Center for the Advancement of Child Welfare Practice — Western and Pacific Child Welfare Implementation Center (WPIC).....	14	National Center for Quality Teaching and Learning	22
Center on the Social and Emotional Foundations for Early Learning (CSEFEL)	22	National Directory of Family-Run and Youth-Guided Organizations for Children's Behavioral Health	26
Child & Adolescent Needs and Strengths (CANS) and Service Process Adherence to Needs and Strengths (SPANS).....	28	National Evaluation of the Children's Mental Health Initiative (CMHI)	38
Child Welfare Prepaid Mental Health Plan Study	14	National Survey of System of Care Implementation (RTC Study 1).....	38
Children's Home Society Case Management Baseline Assessment Study	14	Office of Special Education Programs Technical Assistance Center for Positive Behavioral Interventions and Supports (OSEP-TAC).....	28
Children's Home Society of Florida (CHS)/USF-Department of Child and Family Studies (CFS) collaboration	36	Out-of-Home Care Study.....	40
Collaboration on Discovery and Innovation in Employment (CODIE).....	18	Parent Connectors.....	32
Community-Based Care Technical Assistance Project	16	Partnership for Effective Programs for Students with Autism (PEPSA).....	12
Community-Defined Evidence Project (CDEP).....	28	Product Development and Design.....	20
ConnectFamilias Evaluation	30	Professional Online Training in Children's Mental Health	46
Content Development	20	Profile of Youth in Out-of-Home Care Residential Programs (2010-11).....	40
Culturally Competent Community-Based Research within Neighborhoods (East Tampa).....	30	Profiles of Children with High Utilization of State Inpatient Psychiatric Program (2009-2010)	40
Dawn Center Primary Prevention Program Evaluation	32	Program-Wide Positive Behavior Support (PWPBS)	24
Dawn Center Sexual Violence Prevention Program Evaluation	32	Project Conectar.....	32
Developing Systems of Care in African-American Communities Using Natural Supports.....	36	Project Conectar-RTOI	18
Development of an Intervention Model to Improve Educational Outcomes of Youth in Foster Care by Decreasing Runaway Behavior (RUN Grant)	18	Project Preparing Tiered Systems Behavior Analysts (TSBA)	28
Discovery Certification	18	Public Awareness and Social Media	20
Effectiveness of a Parent Support Program: Office of Special Education Programs (OSEP).....	30	Quality of Life, Comorbidities, and Health Service Utilization for Youth with Tic Disorders.....	40
Evaluation of Florida's Behavioral Health Overlay Services (BHOS) 2009-10.....	36	RAICES: Resources, Advocacy, Integration, Collaboration, Empowerment, and Services	30
Evaluation of the Title IV-E Waiver	16	Relationship of Suicide Death to Baker Act Examination, Client Characteristics and Service Use Patterns: Veteran's Acute Mental Health Care.....	32
Event Planning & Coordination	20	Research and Training Center for Children's Mental Health	40
Families and Children Together In Seminole (FACTS)	36	SEDNET	40
Financing Structures and Strategies to Support Effective Systems of Care (RTC Study 3).....	38	State/Tribal Youth Suicide Prevention Grant Program.....	34
Florida Center for Inclusive Communities (FCIC-UCEDD).....	44	Statewide Suicide Prevention Implementation Plan Project.....	34
Florida KIDS COUNT (FKC)	24	Student Website on Employment and Transition (SWET).....	20
Florida's Center for the Advancement of Child Welfare Practice.....	16	Sustainable Infrastructure Project	42
Florida's Center for the Advancement of Child Welfare Practice – Quality Parenting Initiative (QPI).....	16	System of Care Development.....	42
Florida's Positive Behavior Support Project: Response to Intervention for Behavior (PBS)	26	System of Care Practice Review (SOCPR)	42
Graduate Certificate in Children's Mental Health (Distance Learning).....	8	System of Care Practice Reviews (SOCPR-R)	42
Graduate Certificate Program in Positive Behavior Support.....	8	Teaching Pyramid Research Project	24
Graduate Studies in Behavioral Health Program.....	10	Teaching Tools for Young Children with Challenging Behavior (TTYC)	24
Healthy Transitions Initiative Process Evaluation	46	Technical Assistance Center on Social Emotional Interventions for Young Children (TACSEI).....	24
Home Instruction for Parents of Preschool Youngsters (HIPPY).....	22	Topics in Early Childhood Special Education Journal	26
Integrative Data Analysis of Gender and Ethnic Differences in Multidimensional Family Therapy Randomized Control Trials (MDFT RCTs).....	38	Trauma Recovery Initiative for Youth Center (TRI Center).....	44
		Utilization of the Most Costly and Intense Mental Health Services Among Out of Home Care (2009-2010)	42
		Web Development and Design	22
		Youth Suicide Prevention School-Based Guide (The Guide).....	34
		Youth Suicide Prevention Training.....	34

Child & Family Studies

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