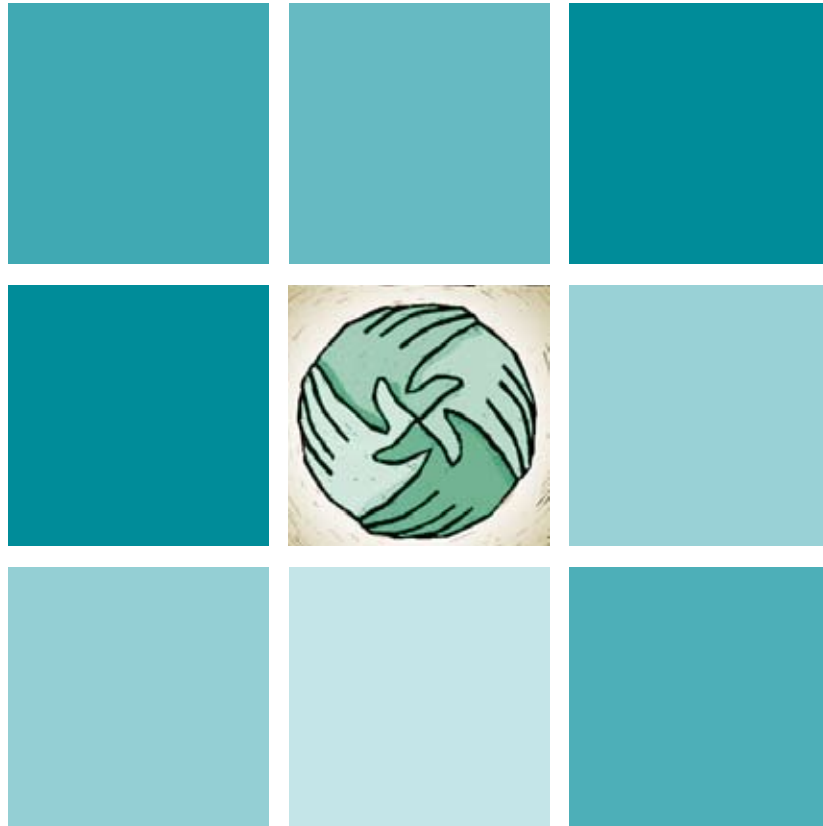
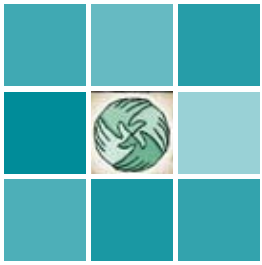


The Department of
Child & Family Studies



2009 IMPACT

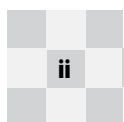


2009 IMPACT

2009 CFS Impact Contents

The Department of Child & Family Studies	1	The Division of Policy, Services Research, and Evaluation (Policy)	12
Purpose of this Document.....	1	Systems of Care	12
Getting to Impact	1	Research and Training Center for Children's Mental Health	12
Theory of Impact.....	1	School-Based Mental Health Services	12
Overview	2	Effectiveness of a Parent Support Program: Office of Special Education Programs (OSEP)	12
College of Behavioral & Community Sciences	2	Mental Health Integration Study.....	12
Louis de la Parte Florida Mental Health Institute	2	Parent Connectors.....	12
Department of Child & Family Studies	2	The School-Based Mental Health Services Study (RTC Study 4)	12
The Organization of this Document.....	2	Youth Transition	12
USF 2007-2012 Strategic Plan Goals	2	National Network on Youth Transition.....	12
Aligning Our Work with USF Strategic Goals	3	Education & Training	14
The Division of Applied Research and Education Support (DARES)	4	Graduate Studies in Behavioral Health	14
University Center for Excellence in Developmental Disabilities	4	Research Dissemination	14
Florida Center for Inclusive Communities (FCIC-UCEDD)	4	Annual National Conference on System of Care for Children's Mental Health.....	14
Autism	4	Journal of Behavioral Health Services & Research (JBHS&R)	14
Center for Autism and Related Disabilities (CARD) in the community ...	4	Journal of Emotional and Behavioral Disorders.....	14
Center for Autism and Related Disabilities (CARD) in schools.....	4	The Division of State & Local Support	16
Partnership for Effective Programs for Students with Autism (PEPSA) ..	4	Child Welfare System and Practice Improvement	16
Community Supports	6	A.I.R. Child Welfare Technical Assistance Implementation Center	16
Supported Competitive Integrated Employment Training Team (SCIETT) Project.....	6	Child Welfare Prepaid Mental Health Plan Study	16
One Stop Service Center Initiative (OSSCI)	6	Community-Based Care Technical Assistance Project	16
Project Conectar-RTOI.....	6	Evaluation of Community-Based Care and Title IV-E Waiver.....	16
Early Childhood.....	6	Florida's Center for the Advancement of Child Welfare Practice	18
Technical Assistance Center on Social Emotional Interventions for Young Children (TACSEI)	6	Florida's Center for the Advancement of Child Welfare Practice – Florida Safe Families Network System (FSFN) Application Training.....	18
Center on the Social and Emotional Foundations for Early Learning (CSEFEL)	8	Kids Central and Marion County Evaluation of Prevention Project – Phase 1 Literature Review.....	18
Program-Wide Positive Behavior Support (PWPBS).....	8	Community Engaged Trauma Research.....	20
Teaching Pyramid Research Project	8	Many Faces of Trauma: Community Engaged Trauma Research.....	20
Topics in Early Childhood Special Education	8	Trauma Recovery Initiative for Youth Center (TRI Center).....	20
Home Instruction for Parents of Preschool Youngsters (HIPPY)	8	Facts, Figures, and Data Support on Child Well-Being.....	20
Florida HIPPY AmeriCorps Initiative.....	8	Florida KIDS COUNT (FKC).....	20
HIPPY AmeriCorps Evaluation	8	Family-Driven Services.....	22
Education	10	Getting It Together Newsletter.....	22
Florida's Positive Behavior Support Project (PBS)	10	The Family Voice Study: Assessing the Role of Family Organizations in Developing Family Voice in Systems of Care (RTC Study 6).....	22
The Office of Special Education Programs-Training and Technical Assistance Program for Positive Behavioral Interventions and Supports (OSEP-TAC)	10	Voices and Choices: Statewide Family and Youth Network.....	22
USF Graduate Program	10		
Applied Behavior Analysis Master's Program (ABA)	10		

Building Effective Systems of Care	22	Reduction in Mental Health Disparities	34
Financing Structures and Strategies to Support Effective Systems of Care (RTC Study 3)	22	The Community-Defined Evidence Project (CDEP)	34
Multiagency Network for Students with Serious Emotional/Behavioral Disabilities (SEDNET) – Accountability Database	22	Culturally Competent Community-Based Research within Neighborhoods (East Tampa)	34
Out-of-Home Care Study	24	Little Havana Community Partnership Evaluation.....	34
Quality of Life, Comorbidities, and Health Service Utilization for Youth with Tic Disorders	24	Mental Health Disparities (RTC Study 5).....	36
Successful Kids Quality Improvement	24	RAICES: Resources, Advocacy, Integration, Collaboration, Empowerment, and Services.....	36
System of Care Practice Review (SOCPR) Component.....	24	Education and Training	36
Child & Adolescent Needs and Strengths (CANS) and Service Process Adherence to Needs and Strengths (SPANS) Component	24	Graduate Certificate in Children’s Mental Health (Distance Learning).....	36
Suicide Prevention	26	Professional Online Training in Children’s Mental Health	36
Statewide Suicide Prevention Implementation Plan Project.....	26	Success in School	38
The Youth Suicide Prevention School-Based Guide.....	26	Dawn Center Primary Prevention Program Evaluation	38
The Relationship of Suicide Death to Baker Act Examination, Client Characteristics and Service Use Patterns: Veteran’s Acute Mental Health Care	26	GEAR UP Project II.....	38
The Division of Training, Research, Education & Demonstrations (TRaD)	28	CFS Communications	40
Service System Development; Systems Planning and Policy	28	Promoting & Supporting CFS	40
Big Sky Project	28	CFS Marketing	40
Case Studies of System Implementation (RTC Study 2)	28	Event Planning & Coordination.....	40
Collaboration Survey.....	28	Product Development, Design, and Dissemination	40
Developing Systems of Care in African-American Communities Using Natural Supports	28	Public Relations.....	40
Evaluation of Brevard Parenting with Love and Limits Project	30	Web Development & Design	42
Evaluation of Florida’s Behavioral Health Overlay Services 2009-10.....	30	Online Course Support	42
National Survey of System of Care Implementation (RTC Study 1)	30	Resource for Emerging Technologies	42
Profiles of Children with High Utilization of State Inpatient Psychiatric Program.....	30	Content Development	42
Sustainable Infrastructure Project	32	CFS Books and Book Chapters (2008)	44
System of Care Development	32	CFS Journal Articles (2008)	47
System of Care Practice Review (SOCPR)	32	Acronyms	49
Theory-based Logic Models Technical Assistance and Training	32	Project List	50
Utilization of the Most Costly and Intense Mental Health Services Among Out of Home Care	34		



The Department of Child & Family Studies

The Department of Child and Family Studies (CFS) 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.

Child & Family Studies

Purpose of this Document

The purpose of the CFS Impact document is to provide readers with a snapshot of the current or recently completed research, evaluation, technical assistance, and consultation that is conducted across each division within the Department of Child and Family Studies. It is a living document that is regularly modified to reflect the work and structure of CFS, the Louis de la Parte Florida Mental Health Institute, the College of Behavioral and Community Sciences, and the University of South Florida (USF).

Getting to Impact

In 2006, a departmental faculty and staff exercise resulted in the sharing of moments when individuals felt they had made a difference during their work efforts. From those shared experiences, a rich and thoughtful commentary was organized into themes and sent to the department at large. The commentary made such an “impact” that a more formal framework was developed to capture accomplishments for each project, particularly noteworthy project highlights, and in year two was restructured to illustrate how the programs/projects relate to the strategic planning goals of USF. The framework is now intended to serve as a yearly guide for the department to update and identify our programs/projects’ short-term goals, a description of how we measure progress towards these goals, and intended long-term impacts (contributions to overall improvements in systems, services, or populations).

Theory of Impact

Through our research efforts, CFS *generates* new knowledge, *translates* knowledge into new methods, perspectives, and approaches to service, and *disseminates* knowledge through both traditional and innovative venues. As knowledge is *acquired* and *utilized* in direct services to populations in need, it changes the landscape of services, systems and whole populations. *Feedback* from stakeholders and populations generates and expands knowledge so that our activities continue to lead to new discoveries, theories and methods, and successful interventions.



The CFS Theory of Impact Logic Model shows how all that we do – regardless of role – is aimed at bringing research to practice for populations we target, for systems and for services themselves.

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USF 2007-2012 Strategic Plan Goals

- I: Expanding world-class interdisciplinary research,** creative, and scholarly endeavors.
- 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.
- III: Expanding local and global engagement initiatives** to strengthen and sustain healthy communities and to improve the quality of life.
- 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.

The Department of Child & Family Studies (CFS) is one of eight departments and schools within the College of Behavioral & Community Sciences (BCS) at the University of South Florida (USF), and historically affiliated with the Louis de la Parte Florida Mental Health Institute (FMHI).

College of Behavioral & Community Sciences

BCS 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. BCS prepares students, scholars, human service providers, policy makers, and other professionals to improve the quality of life, health, and safety of diverse populations and to promote positive change in individuals, groups, communities, organizations and systems. Through multidisciplinary teaching and research, service, and engagement with community partners, BCS 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.

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.

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.

The Organization of this Document

The framework of this document is organized by division and further arranged by topic areas within each division according to:

Project	Goals	Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
Title and a brief description of project (50 words or less).	The goals, or intended accomplishments of projects.	Ways in which projects intend to contribute to improvements in systems, services, or populations. Leaders identified long-term impacts that their projects will have on the mental health or well-being of children and families.	Project accomplishments toward goals and impacts.	New, ongoing or complete project.	Identify the USF Strategic Plan Goal(s) that each project contributes to.

The resulting matrices for each division appear in this booklet.

Aligning Our Work with USF Strategic Goals

Below are programs highlighting special CFS accomplishments that are closely aligned with the USF 2007-12 Strategic Plan.

Goal I: Expanding world-class interdisciplinary research

- The most recently compiled Scholarly Activity Report (2008) revealed that:
 - 262 presentations, workshops, and keynotes were conducted at 112 conferences
 - 44 journal peer-reviewed articles, with 18 captured in the *Thompson ISI Journal*
 - 60 book chapters and monographs
 - 31 technical reports
 - 3 department produced serial publications were edited (the *Journal of Emotional and Behavioral Disorders*, *Journal of Behavioral Health Services and Research*, and the *Topics in Early Childhood Special Education*)
 - Citations Reports, which ranks scholarly and professional journals (5 ranked in the top ten of their discipline)
- 13 faculty members received special invitations and/or appointments in 2009 to local, state and national committees and workgroups, including:
 - Joining the Florida Statewide Interagency Taskforce on Trauma
 - Serving as a national expert to Washington State Secretary for the Department of Social and Health Services
 - Invited Project Reviewer for the United States Department of Health and Human Services, Substance Abuse and Mental Health Services Administration (SAMHSA) Science to Service Awards
 - Awarded a special internship at SAMHSA during Summer 2009
 - Serving as national experts to address suicide issues in systems of care to SAMHSA Planning Committee
 - Invited to conduct a national training community-based systems of care
 - Installed as president of the Association for Behavior Analysis International

Goal II: Promoting globally competitive undergraduate, graduate and professional programs

- 20 new students were admitted in 2009 to CFS' Applied Behavior Analysis Master's program, 16 graduated, 16 presented at conferences, and 3 had papers published.
- The Online Learning in Children's Mental Health program officially went live October 19 with choices among 32 courses specific to children's mental health and systems of care featuring national subject experts.
- The CFS & USF College of Public Health joint Graduate Studies in Behavioral Health Concentration prepare masters and doctoral degree graduates to work in alcohol, drug abuse, mental health, and public health organizations.

Goal III: Expanding local and global engagement initiatives

- Students in the Applied Behavior Analysis Master's program provided over 37,000 hours of community service as part of their practicum training.
- The Florida Center for Inclusive Communities (FCIC) provided over 2,000 hours of assistance to individuals and organizations and over 2,500 hours of training focused on supporting individuals with developmental disabilities to achieve full inclusion and participation in society.
- Florida's Center for the Advancement of Child Welfare Practice Web Portal increased their registered users to 6,355 professionals and had more than 5.5 million web hits during the last quarter of 2009. The Portal also hosted 198 web events and 4 statewide community forums, and provided 1,430 training events.
- The Florida Positive Behavior Support (PBS) Program worked with 745 schools across Florida to address problem behaviors among students. The PBS website received 1,000,000 hits in 2009 and PBS developed over 20 training and technical assistance materials. Schools implementing PBS with high fidelity averaged 29% fewer student discipline referrals compared to other schools implementing with low fidelity.
- The Office of Special Education Programs-Training and Technical Assistance Program for Positive Behavioral Interventions and Supports (OSEP-TAC) collaborated on training and supporting over 6,000 schools nation-wide on implementation of School-Wide PBS.
- The Center for Autism and Related Disabilities (CARD) worked with Florida families, schools and agencies to provide specific strategies and resource assistance serving over 11,460 individuals. CARD had over 10,000 downloads at its Learning Curve website serving over 3,000 teachers. There were over 109,000 downloads by teachers and families.
- The Home Instruction for Parents of Preschool Youngsters (HIPPI) program was given a "stellar" rating from HIPPI USA and served over 2,500 Florida children in seventeen counties. Eleven of the 13 HIPPI programs secured substantial local funding for FY 2008-09 to supplement state funding.
- The Partnership for Effective Programs for Students with Autism (PEPSA) provided 27 professional development activities across the state to 2,085 educators.

Goal IV: Enhancing all sources of revenue

- For Fiscal Year 2008-09, CFS received 11 new federal grants plus 10 renewals, totaling \$14,028,955 in active funding for FY2009. Federal sponsors include: U.S. Dept. of Education/Institute of Education Sciences; Administration for Children and Families; U.S. Dept of Education/Office of Special Education and Rehabilitative Services; U.S. Dept. of Education/Office of Special Education Programs; ACF/Administration on Developmental Disabilities; U.S. Department of Education/National Institute on Disability and Rehabilitation Research; U.S. Department of Labor and Substance Abuse and Mental Health Services Administration.
- New funding includes:
 - \$225,406.00 from the Florida Developmental Disabilities Council to focus on supported Competitive Integrated Employment Training and Technical Assistance (SCIETT).
 - \$200,000 for year one of a three-year project by the Centers for Disease Control and Prevention to gain a better understanding of specific challenges faced by youth with tic disorders and their families.
 - \$1.2 million three-year grant from the Institute of Education Sciences to improve educational outcomes for students who have emotional disturbances. (In partnership the USF College of Education.)
 - An initial year of funding at \$90,000 from the Florida Developmental Disabilities Council for a three-year project to address barriers to servicing individuals with disabilities at the One Stop Service Centers in Florida.
 - 4 year award for from the Florida Developmental Disabilities Council to continue guiding the development of the web site that provides transition to independence information related to youth with disabilities in Florida.
 - \$150,000 each year for 2 years – Research Topic of Interest (RTOI) award to examine how to adapt the "Learn the Sign, Act Early Campaign" for early screening of children in Little Havana, Miami. The RTOI awards are funded by the Association of University Centers on Disabilities (AUCD) through a cooperative agreement with the Centers for Disease Control and Prevention National Center on Birth Defects and Developmental Disabilities.
 - The Florida Center for Inclusive Communities leveraged an additional \$8,317,972 (49% federal, 49% state, 4% local) to support individuals with developmental disabilities.

University Center for Excellence in Developmental Disabilities

Project	Goals
<p>Florida Center for Inclusive Communities (FCIC-UCEDD) FCIC-UCEDD is part of a federally-funded network of 67 Centers across the United States and territories. UCEDDs have four broad tasks: conduct interdisciplinary training, promote community service programs, provide technical assistance at all levels (from local service delivery to community and state governments), and conduct research and dissemination activities.</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.

Autism

Project	Goals
<p>Center for Autism and Related Disabilities (CARD) in the community The Center for Autism and Related Disabilities at the University of South Florida 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.</p>	<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.

About DARES

DARES engages in a variety of research, training, technical assistance, and policy projects and programs that affect the range and quality of supports and services available to enhance the lifestyles of individuals with disabilities, persons who may be at risk, and their families. DARES projects and programs encourage and facilitate community participation and inclusion through collaboration among agencies, individuals, and families.

<p>Center for Autism and Related Disabilities (CARD) in schools The Center for Autism and Related Disabilities at the University of South Florida 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.</p>	<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).
<p>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.</p>	<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 Impacts	Accomplishments	Status	Linkage to University Goals
<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"> ■ Provided 1400 hours of technical assistance (TA), 2,400 hours of training, 94 products, 907 activities affecting the lives of 41,000 individuals. ■ Leveraged additional \$6,412,461 (31% federal, 64 9% state, 4% local). 	Ongoing	<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.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<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 appointed to and participated in the Governor's autism task force (2008-2010). ■ Provided 6,236 direct assistance contacts to families serving 7,275 individuals. ■ Served 2,502 families with 327 new constituents joining CARD during this year. ■ Created various online trainings and multimedia presentations for families and professionals; promoted literacy to young children through public awareness events. ■ Provided 205 trainings serving 5,270 individuals. ■ Developed the Learning Academy (4-semester program on skill development) for young adults diagnosed with ASD with grant funding through Autismspeaks. ■ 641,077 hits to the CARD website from 124 countries, serving 78,340 individuals. ■ Created multiple resource documents on autism awareness topics such as Faith, Airline Travel, Mental Health and Emergency Room visits. 	Ongoing	III: Expanding local and global engagement initiatives.
<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 2,488 professionals with 3,301 technical assistance consultations. ■ Created 4 tutorials, 3 videos, 2 classroom showcases, 16 animated book modifications and 15 printable versions, 8 staff bios and 12 animated and printed social stories for teachers. ■ Provided trainings to 2,582 teachers in a 14 county region; CARD Learning Curve website for teachers served over 9,577 teachers with 54,858 web hits. ■ Provided 2 regional trainings for teachers in our 14 county area. ■ Provided three-day Summer Institute serving over 350 teachers. 	Ongoing	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 28 professional development activities across the state to 2,582 educators. ■ The annual pre-conference day provided training to 445 educators. ■ 39 teachers completed the intensive mentorship program. ■ USF Eighth Annual Summer Institute provided three-day training to 362 educators. ■ PEPSA/UCEDD provided 20 teachers with two of the four modules for the Autism Endorsement. 	Ongoing	<ul style="list-style-type: none"> II. Promoting globally competitive undergraduate, graduate, and professional programs. III: Expanding local and global engagement initiatives.

Community Supports

Project	Goals
<p>Supported Competitive Integrated Employment Training Team (SCIETT) Project The SCIETT project, funded through the Florida Developmental Disabilities Council, facilitates systems to support an array of options for supported employment outcomes within integrated work environments, provides training and TA for local capacity building and facilitates the implementation of research-based best practices for supported competitive integrated employment options for persons with developmental disabilities.</p>	<ul style="list-style-type: none"> ■ Develop self sustaining systems and trainers in 8 pilot site communities. ■ Facilitate a statewide network of employment practitioners. ■ Provide professional development opportunities, TA, and action planning within each team. ■ Identify gaps between youth services and adult services of supported employment supports.
<p>One Stop Service Center Initiative (OSSCI) The purpose of this initiative is to address barriers to servicing individuals with disabilities at the One Stop Service Centers in Florida through research, collaboration, and education.</p>	<ul style="list-style-type: none"> ■ Obtain information at the state and national levels pertinent to improving services provided to individuals with disabilities at One Stop Service Centers. ■ Gather/analyze information that will lead to quality recommendations to assist individuals with disabilities at One Stop Service Centers. ■ Develop an action plan to assist One Stop Service Centers on improving employment service needs for individuals with disabilities. ■ Identify three pilot sites to receive training and technical assistance in phases II and III of the initiative.
<p>Project Conectar-RTOI Project Conectar 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.</p>	<ul style="list-style-type: none"> ■ Adapt, modify, and create Center for Disease Control early intervention materials, “Learn the Signs Act Early.” ■ Promote the use of natural supports in early intervention efforts for underserved and underrepresented families.

Early Childhood

Project	Goals
<p>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.</p>	<ul style="list-style-type: none"> ■ Identify effective intervention models and then work with states in the implementation and scale up of those models.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> ■ The 8 pilot communities will have access to local resources to facilitate ongoing professional development opportunities and will be a part of a network to support each other. ■ Employment consultants will have enhanced skill levels and knowledge. ■ The 8 pilot sites will collaborate with non-traditional stakeholders to increase employment outcomes. ■ Communication among the youth transition service providers and the adult service provider systems will improve. 	<ul style="list-style-type: none"> ■ Statistics for the participating 8 pilot sites: 35% developed new job opportunities; 15% acquired non-traditional jobs; 50% established or revised organized community partnerships to focus on hiring opportunities. ■ Developed a website to facilitate statewide communication. ■ Established a core team of 12 trainers. ■ Presented at 3 state and national conferences. ■ Provided training and TA to establish two Active Employment Councils. ■ Collaborated with IRS, Social Security Administration, One Stops, and Atlanta Region PASS Cadre to provide 10 training and technical assistance opportunities for self advocates, business partners, and other community stakeholders. ■ Disseminated quarterly newsletters and electronic bulletins of state, local, and national trends to 2,323 registered participants. 	Ongoing	III: Expanding local and global engagement initiatives
<ul style="list-style-type: none"> ■ One Stop Centers in Florida will improve and increase their capacity to serve individuals with disabilities in obtaining gainful, competitive employment in their communities. ■ Floridians with disabilities will have access to quality services and supports to assist them in becoming employed in a career of their choice that aligns with their interests, strengths, knowledge, and abilities. 	<ul style="list-style-type: none"> ■ This initiative began on October 1, 2009. To date, a statewide advisory committee has been established, a literature review has begun, and coordination of focus group meetings is underway. 	Ongoing	I: Expanding world-class interdisciplinary research
<ul style="list-style-type: none"> ■ CFS faculty and staff gain knowledge and expand values that guide 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"> ■ This recently funded project has thus far provided an opportunity to meet leaders, natural support providers, and Hispanic families of Little Havana, a neighborhood in Miami. This initial meeting provided opportunities to discuss project parameters for the research aspects of Project Conectar. 	Ongoing	I: Expanding world-class interdisciplinary research III: Expanding local and global engagement initiatives

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<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 web site. ■ National Training Institute attended by 550 participants. ■ Five demonstration programs involved in implementation and outcome monitoring. ■ Partnership collaboration with NAEYC, DEC, PACER, NASDSE, NHSA, NASMHPD, ITCA. ■ 15 journal articles; and chapters, 50 conference presentations. ■ Recruitment of 2 states for systems change partnerships (Minnesota and Alaska) 	Ongoing	III: Expanding local and global engagement initiatives.

Early Childhood (continued)

Project	Goals
<p>Center on the Social and Emotional Foundations for Early Learning (CSEFEL) The Center on the Social and Emotional Foundations for Early Learning 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.</p>	<ul style="list-style-type: none"> ■ Support early educators in the implementation of a model for promoting social competence and addressing challenging behavior.
<p>Program-Wide Positive Behavior Support (PWPBS) The Program-Wide Positive Behavior Support program 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.</p>	<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.
<p>Teaching Pyramid Research Project This project is funded by the Institute for Education Science, and is a collaborative research study conducted by investigators at Vanderbilt University, the University of South Florida, and the University of Florida.</p>	<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.
<p>Topics in Early Childhood Special Education</p>	<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.
<p>Home Instruction for Parents of Preschool Youngsters (HIPPY) HIPPY is a home-based, early intervention/school readiness program that helps educationally disadvantaged parents provide educational enrichment 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.</p>	<ul style="list-style-type: none"> ■ Assist Florida HIPPY programs in reaching/building optimal quality and capacity in order to promote parent involvement and school readiness and success of HIPPY children. ■ Increase the knowledge base of the effects of HIPPY program on children and families and the means by which program effects are achieved.
<p>Florida HIPPY AmeriCorps Initiative Through this initiative volunteering opportunities for staff and parents are incorporated into Florida HIPPY programs and HIPPY home visitors receive educational awards to further their own education.</p>	<ul style="list-style-type: none"> ■ Promote civic engagement and community volunteering among HIPPY staff and parents. ■ Provide educational awards to HIPPY home visitors.
<p>HIPPY AmeriCorps Evaluation This project evaluates the HIPPY AmeriCorps Initiative in three states</p>	<ul style="list-style-type: none"> ■ Determine the benefits for HIPPY parents and children of participating in the HIPPY program and the benefits of volunteering for HIPPY programs, home visitors and parents.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<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 Colorado, Iowa, Tennessee, Wisconsin, and Hawaii, Co-sponsored National Training Institute with 550 attendees. Developed parent group training modules and coaching materials. Developed family materials for web dissemination. 	Ongoing	III: Expanding local and global engagement initiatives.
<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"> 24 community trainings provided to 617 providers in the community. Hosted 6 local, state, and national conference presentations to 250 participants. 20 inservice/preservice trainings provided to 519 participants. Ongoing training and technical assistance provided to seven local early childhood programs who are adopting the program model, with 48 early childhood professionals and 700 children between the ages of birth to 5 years. Our seven centers hosted 104 family events. Participating programs showed improvements in their development efforts, partnerships with their families, fidelity of implementation in classrooms, and in child behavior. 	Ongoing	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 first year of a randomized study with teachers of preschool children in Pasco County, Florida. Developed standardized protocol for measuring intervention and coaching fidelity 	Ongoing	I: Expanding world-class interdisciplinary research.
<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	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> Increased parent involvement, and improved school readiness and success of HIPPPY children. 	<ul style="list-style-type: none"> 2,320 children in 1,833 families were served in Florida HIPPPY programs in the 2008-09 program year. Ten of the 12 Florida HIPPPY programs have received a rating of Stellar from HIPPPY USA, indicating they are providing exemplary services to children and families. Florida HIPPPY programs were supported by \$6,057,499 in funding from federal, local and private sources. Two evaluation projects associated with the project were completed and results disseminated: The HIPPPY Health Pilot Evaluation and The Tampa HIPPPY Child Growth and Development Study 	Ongoing	III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> HIPPPY programs, staff and parents provide volunteer service for the betterment of their communities. HIPPPY home visitors increase their effectiveness by attaining higher levels of education. 	<ul style="list-style-type: none"> The 34 Florida HIPPPY AmeriCorps home visitors provided HIPPPY services to 634 parents in the 2008-09 program year. Florida HIPPPY AmeriCorps home visitors provided 1,091 hours of volunteer services in their communities. Florida HIPPPY parents served by AmeriCorps home visitors provided 1,638 hours of volunteer service in their communities. 	On-going	III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> Increase knowledge of the impact of the HIPPPY program and the benefits of the HIPPPY AmeriCorps Initiative. 	<ul style="list-style-type: none"> Data from 628 parents on the impact of HIPPPY were collected, analyzed and summarized with results indicating that HIPPPY parents increased their use of teaching skills, their frequency of engaging in home literacy activities, their confidence in their ability to support their children's learning and the quality of the home literacy environment. Data from 451 parents, 39 home visitors and 13 program coordinators on the benefits of volunteering were collected, analyzed and summarized with results indicating that all three groups found their volunteering experiences to be enjoyable and beneficial, and reported they plan to continue volunteering in the future. 	On-going	III: Expanding local and global engagement initiatives.

Education

Project	Goals
<p>Florida's Positive Behavior Support Project (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.</p>	<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.
<p>The Office of Special Education Programs- Training and Technical Assistance Program for Positive Behavioral Interventions and Supports (OSEP-TAC) OSEP-TAC provides training and technical assistance to state and district leadership teams to increase their capacity to provide positive behavior support to students. Training and TA are provided to implement PBS at the school, classroom, targeted group and individual student levels.</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.

USF Graduate Program

Project	Goals
<p>Applied Behavior Analysis Master's Program (ABA) The ABA Master's Program at USF is a two year program designed to provide students with expertise in behavior analysis as they work in applied settings and conduct applied research upon graduation with their master's degree. Students in the program take six core courses and two elective courses, participate in 1,000 hours of practicum experience in community agencies, and conduct a data-based master's thesis.</p>	<ul style="list-style-type: none"> ■ Graduate 20 students each year with their masters degree in Applied Behavior Analysis who have the expertise needed to pass the national certification examination in behavior analysis.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<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 to over 3,400 school personnel in 522 schools. ■ 60 of Florida's 67 school districts are collaborating with the Project and have an active PBS District Leadership Team ■ Provided 138 regional or district level trainings and nearly 250 TA activities. ■ Almost 600 schools trained in the school-wide PBS process remain active, with over 70% of these implementing PBS with fidelity. ■ Participating schools implementing PBS with fidelity realized 29% fewer office discipline referrals, 54% fewer in-school suspensions and 47% fewer out-of-school suspensions compared to low implementing schools. ■ The Project website had almost 4,000,000 hits. ■ Provided over 30 lectures, awareness presentations, and conference presentations at the local, state, and national levels. ■ Published 3 articles on PBS implementation. ■ Developed and disseminated 10 new products. 	Ongoing	III: Expanding local and global engagement initiatives.
<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 11,000 schools nation-wide on implementation of School-Wide PBS. ■ Collaborated on 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	III: Expanding local and global engagement initiatives.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> ■ Students will contribute to knowledge through their applied research and provide needed behavior analysis services in the community, both locally and nationally. 	<ul style="list-style-type: none"> ■ 12 students graduated in 2008. ■ 10 students graduated in 2009. ■ 6 students scheduled to graduate by the end of 2009. ■ 8 students took and passed the BCBA exam in 2008. ■ 5 students took and passed the BCBA exam in 2009. ■ 12 students took and passed the BCaBA exam in 2009. ■ 1 thesis published in 2008. ■ 3 theses to be published in 2009. ■ 7 students presented papers at the 2009 ABA conference. ■ 9 students presented papers at the 2009 FABA conference. ■ Students provided over 25,000 hours of community service through practicum placements. 	Ongoing	I: Expanding world-class interdisciplinary research. II. Promoting globally competitive undergraduate, graduate, and professional programs. III: Expanding local and global engagement initiatives.

The Division of Policy, Services Research, and Evaluation (Policy)

Systems of Care

Project	Goals
<p>Research and Training Center for Children's Mental Health Funding for the Research and Training Center for Children's Mental Health ended September, 2009.</p>	<ul style="list-style-type: none"> ■ For 25 years, the Center supported the development of systems of care that provide access to effective care for children with mental health challenges and their families through an integrated set of research, training, consultation, and dissemination activities.

School-Based Mental Health Services

Project	Goals
<p>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.</p>	<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.
<p>Mental Health Integration Study This two year study worked to increase organizational integration among a large school district and mental health service providers.</p>	<ul style="list-style-type: none"> ■ To increase student access to quality mental health services.
<p>Parent Connectors A Parent Support Program to Improve Outcomes for Students Who Have Emotional Disturbances.</p>	<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.
<p>The School-Based Mental Health Services Study (RTC Study 4) This study investigates school-mental health collaboration in the context of the overall mental health system and the roles of financing strategies and family voice at all levels of the system.</p>	<ul style="list-style-type: none"> ■ To provide new knowledge to the field on the status of collaboration between education and mental health systems from a national and community level. ■ To provide planners with information on financing mechanisms, staffing, service, organizational characteristics and other factors critical to successful implementation of comprehensive, integrated school-based mental health service models.

About Policy

The Division of Policy, Services Research, and Evaluation is composed of faculty and staff engaged in applied research and evaluation of children's mental health services. Major research activities of the division center on evidence-based services, mental health services in the schools, and transitional services. The division is home to two peer-reviewed journals, the *Journal of Emotional and Behavioral Disorders* and the *Journal of Behavioral Health Services and Research*.

Youth Transition

Project	Goals
<p>National Network on Youth Transition Improving Practices, Systems, and Outcomes for Youth and Young Adults with Emotional/Behavioral Difficulties.</p>	<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 system development, program implementation, and research.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> ■ The Center was funded through consecutive federal grants since 1984, and consisted of a diverse team including researchers, evaluators, policy makers, administrators, parents, and practitioners aimed at making it possible for children with serious emotional disturbances to live, learn, work, and thrive in their own communities. 	<ul style="list-style-type: none"> ■ Significant accomplishments to the field were made during the Center's 25 years and five funding cycles, and although the Center's funding cycle is complete, the staff of the Department of Child & Family Studies (CFS), in which the RTC resided, remains committed to broadening the knowledge base for improving child-serving systems through research-informed policies and practices. Department staff will continue to build on the lessons of the past 25 years, to expand systems of care across the country, and to enhance their effectiveness.. ■ Accomplishments are listed in individual RTC studies throughout this book. 	Completed	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<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 is in preparation for submission. 	Completed	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"> ■ This project established standards of practice and protocols for school-based mental health services, and has developed and implemented formal relationships among community partners and the school district. New protocols are in place to increase MH services for children returning to school after crisis. A new federal proposal to expand mental health integration efforts is currently under way. 	Ongoing	III: Expanding local and global engagement initiatives.
<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. 	Ongoing	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. 	<ul style="list-style-type: none"> ■ Published Resource: School-based mental health: an empirical guide for decision-makers. ■ Data analysis is complete. Manuscript is in preparation for submission. 	Ongoing	III: Expanding local and global engagement initiatives.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> ■ To expand the number of communities (e.g., agencies, schools) adopting evidence-informed transition systems. 	<ul style="list-style-type: none"> ■ This is the only technical assistance resource that is exclusively focused on improving practices, systems, and outcomes for transition-age youth and young adults and their families. ■ NNYT has worked with federal agencies and national organizations; provided technical assistance to states on policy and systemic issues; and has from 1 to 8 community transition sites in over 20 states. 	Ongoing	III: Expanding local and global engagement initiatives.

Education & Training

Project	Goals
<p>Graduate Studies in Behavioral Health Includes the Behavioral Health Concentration (MPH Degree Program); Behavioral Health Focus (MSPH, PhD, & DrPH Degree Programs); the MSW-MPH Dual Degree Program; PhD Public Health (DRPH) Behavioral Health Focus; and the Graduate Certificate in Mental Health Planning, Evaluation, and Accountability.</p>	<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.

Research Dissemination

Project	Goals
<p>Annual National Conference on System of Care for Children's Mental Health</p>	<ul style="list-style-type: none"> ■ To bring together researchers, policy makers, and family members to exchange information about new research findings regarding systems of care and strategies for improving the mental health and overall well-being of children and youth. ■ The Center's annual research conference offers one of the most effective methods for bringing together a large network of intermediaries and dissemination partners who are influential in policy and planning for systems of care.
<p>Journal of Behavioral Health Services & Research (JBHS&R)</p>	<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.
<p>Journal of Emotional and Behavioral Disorders</p>	<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.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> Prepares students for a professional career in behavioral health services, applied behavioral health research and outcomes evaluation, as well as students pursuing high level administration or leadership careers in behavioral health services. 	<ul style="list-style-type: none"> This program was recognized as one of only two interdisciplinary programs nation-wide for mental health education and training in public health. A fifth degree was added in 2008: The Doctor of Public Health (DRPH) Degree Program which include a Focus in Behavioral Health. 	Ongoing	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> To further the understanding of how to develop and implement effective systems and services for children with mental health challenges and their families. This conference has grown into an outstanding forum for exchange of new research findings and methodologies, and for exploration of new ideas and important issues in the field. Such exchanges are essential to keeping a field focused on its goals, reflective of its progress and open to new practices and ideas. 	<ul style="list-style-type: none"> The CD-ROM compendium of Key Center publications, "Selected Readings in Systems of Care," is produced and updated annually. This CD features previews of in-press works, new knowledge products from the Center, as well as archival reference works The 2009 conference offered a special advisory board session, Looking to the Future in Children's Mental Health and Systems of Care, to help set the stage to identify issues that should be addressed, and strategies that could be used to solidify the gains that have already been made in the children's mental health and systems of care field, and to promote further progress. The Center also published a 22nd annual volume of Proceedings and distributed it at the conference during this reporting period. 	Ongoing	I: Expanding world-class interdisciplinary research. 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 journal is an essential resource for researchers, administrators, policymakers, and other behavioral health professionals. JBHS&R is the official journal of the National Council for Community Behavioral Healthcare (NCCBH). The journal is edited by faculty at the Department of Child & Family Studies. Two special issues of the Journal were published in 2009; Alcohol and Drug Abuse Mental Health Services 36(1) January 2009, and Addiction Health Services, 36(2) April 2009. 	Ongoing	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. A special issue of this journal was published regarding: Implementing Evidence-based Interventions in Elementary Schools for Students with and At-risk for Severe Behavioral Disorders 17(4) December 2009. 	Ongoing	I: Expanding world-class interdisciplinary research. 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 This study provides all evaluation activities for the Western and Pacific Child Welfare Implementation Center. The evaluation focus is twofold: 1. To assess the capacity of the Center to strengthen the capacity of states and tribes to implement child welfare system reforms; 2. To assess the capacity of states, tribes, and counties with Implementation Projects to implement and sustain system reforms.</p>	<ul style="list-style-type: none"> ■ Evaluate the capacity of the Western and Pacific Child Welfare Implementation Center to offer intensive technical assistance to states and tribes related to the implementation of sustainable systems changes.
<p>Child Welfare Prepaid Mental Health Plan Study This study contracted by the Agency for Health Care Administration (AHCA) examines the implementation of Florida's Child Welfare Prepaid Mental Health Plan (CW-PMHP) and the quality of mental health services provided through the plan to children in the child welfare system.</p>	<ul style="list-style-type: none"> ■ Provide process and outcome data to AHCA in order to facilitate refinements in the implementation and operation of the Child Welfare Prepaid Mental Health Plan.

About State & Local

The Division of State and Local Support performs research, evaluation, training, technical assistance, consultation, and knowledge sharing activities aimed at being responsive to the needs of states, communities, and public sector service systems (including child welfare and mental health services) in developing collaborative, well-functioning systems of care for at-risk children and families. Division activities are geared toward promoting the health and well-being of children and families as well as empowering them to positively impact their own lives.

<p>Community-Based Care Technical Assistance Project This project supports child welfare Lead Agencies, direct service providers, and the Department of Children and Families through technical assistance, consultation, and project management activities. Areas include program design, readiness assessments, administrative support, quality assurance, and related special projects.</p>	<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.
<p>Evaluation of Community-Based Care and Title IV-E Waiver The evaluation examines Community-Based Care (CBC), the outsourcing of child welfare services in Florida. Special attention is paid to child and family outcomes, service quality, and cost. The Title IV-E Waiver enables federal funds to be more 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.</p>	<ul style="list-style-type: none"> ■ Examine safety and permanency outcomes for children under Community-Based Care. ■ 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.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<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. 	<ul style="list-style-type: none"> ■ Developed tools and protocols for data collection for both the capacity of WPIC and the evaluation of the Implementation Projects. 	Ongoing	I: Expanding world-class interdisciplinary research.
<ul style="list-style-type: none"> ■ Improve the mental health care provided to children in Florida's child welfare system. 	<ul style="list-style-type: none"> ■ Dissemination activities 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 a poster presentation at the Academy Health Annual Research Meeting, a presentation at the state-level annual briefing at AHCA, and an accepted paper presentation at the 2010 American Professional Society on the Abuse of Children national conference. Project reports are also posted on the FMHI website and the Internet portal of Florida's Center for the Advancement of Child Welfare Practice for ready availability to child welfare professionals and other stakeholders. 	Ongoing	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<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. ■ Reported on a statewide review of substance abuse services system issues as they relate to children and adults of dependency cases to inform policy makers on existing best practices and system improvements ■ Completed child profiles of children in foster care on prescribed psychotropic medications to assist in statewide panel's assessment and understanding of such children and inform the panel's policy recommendations. 	Ongoing	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 Community-Based Care. 	<ul style="list-style-type: none"> ■ Child welfare practice findings used by stakeholders in presentations to the state legislature to advocate for needed resources. ■ Evaluation findings across all study components disseminated at state and national conferences. 	Ongoing	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

Child Welfare System and Practice Improvement (continued)

Project

Florida’s Center for the Advancement of Child Welfare Practice

The Center was established to provide needed information and support to Florida’s professional child welfare stakeholders. It is funded through a contract with the Department of Children and Families. The Center functions under the guidance of a joint statewide Steering Committee of stakeholders who act similar to a Board of Directors. Services include a fully searchable on-line knowledge base which is available on-line to all users 24 hours a day, seven days a week, and a collaboration component serves as an interactive on-line information-sharing portal where peers and experts can interact with each other and share documents.

Goals

- Ensure engagement and consistent information flow to Florida’s child welfare professionals.
- Ensure engagement and consistent information flow to child welfare professionals in Regions IX and X participating in the Child Welfare Implementation Center.
- 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 to replace conference calls and statewide meetings.
- 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 – Florida Safe Families Network System (FSFN) Application Training

To accommodate the new additional Florida Safe Families Network (FSFN) system application training requirements, Florida’s Center for the Advancement of Child Welfare Practices shall perform and coordinate expert consultation for FSFN system application training to be delivered up to 4,100 child welfare professionals on-site in each of the six regions of the Florida Department of Children and Families.

- Training – Completion of the activities, by up to 20 qualified trainers, necessary to deliver classroom, field-based, on-the-job coaching, observation, feedback, consultation, or technical assistance related to FSFN Release 2 system application training for partners.
- Develop a Training Implementation Plan for department review and approval that manages training, delivery, and completion of the tasks and activities necessary to support training implementation.
- Produce on-line multi-media support for child welfare professionals such as video demos, Frequently Asked Questions, live webinar training to support in-service training and support needs. Availability 24/7 through the Center’s web portal.

Kids Central and Marion County Evaluation of Prevention Project – Phase 1 Literature Review

Marion County has developed a partnership with Kids Central Inc. and Devereux to implement an evidenced-based intervention based on developmental assets for children and youth. The evaluation will examine: rates of child maltreatment reports followed by the child protection investigations; rates of verified child maltreatment; rates of recurrence of maltreatment within six months after the initial maltreatment incident; and proportion of children entering out-of-home care after receiving in-home services.

- Examine the expansion of social support and community-based practices, including innovative and evidence-based practices that contribute to improved outcomes for children in the child welfare system.
- Describe the family resource center approach including the role of the community facilitator.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<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. ■ Increase information dissemination, communication and peer networking for Western and Pacific Child Welfare Implementation Center through development and hosting of a web portal and providing webinar services as needed. 	<ul style="list-style-type: none"> ■ Registered users – 6,355 (Florida’s child welfare and related professionals) of The Center’s Web Portal as of 09/30/09, an 11.7% increase from 5,693 in 09/30/08. ■ Unique users - Monthly total of daily unduplicated users on 9/30/09 was 40,877, a 168% increase from 9/30/08 of 15,238. ■ Hits-Monthly total hits 9/30/09 was 1,199,591, a 125% increase from 9/30/08 monthly total of 533,130. ■ 85 in-service training videos on-line with post-testing. ■ Other multimedia resources included hosting and/or video-taping 198 web events and 4 statewide groups’ community forums. 	Ongoing	<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"> ■ 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"> ■ 7,671 individuals in the Florida child welfare profession trained. ■ Provided 1,430 FSFN training events including: <ul style="list-style-type: none"> » Classroom 657 » Field-based 5 » On-the-job 21 » Observation 61 » Feedback 71 » Consultation 178 » Technical Assistance 437 ■ Overall training evaluation rating is 98.6% satisfied. ■ On-going development of on-line FSFN system video demos, FAQ’s and other multi-media resources for workforce in-service training and technical support. ■ Project expanded by sponsor 5 months to include additional training services for new module. 	Ongoing	<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"> ■ 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. 	<ul style="list-style-type: none"> ■ New project. 	New	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

Community Engaged Trauma Research

Project	Goals
<p>Many Faces of Trauma: Community Engaged Trauma Research These 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.
<p>Trauma Recovery Initiative for Youth Center (TRI Center) The TRI Center, funded by the National Child Traumatic Stress Network, 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.

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

Project	Goals
<p>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.</p>	<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.

Long-Term Impacts	Accomplishments	Status	Linkage to University 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, presented to the Children's Cabinet in 07/09. Completion of trauma-informed curriculum and model for a Learning Collaborative to implement change in Medicaid-funded out of home treatment programs. Recruited two additional sites to implement and evaluate a trauma-specific group intervention for adolescent girls. Facilitated the collection and professional presentation of artwork by adolescent trauma survivors in out of home treatment settings. Developed an on-line module on trauma for dissemination. Developed a model of "Trauma-Informed Behavior Support" combining principles of trauma-informed care with applied behavior analysis. Submitted three grant applications. 	Ongoing	<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. 	<ul style="list-style-type: none"> CANS-C, which assists with trauma screening, is being added to Florida's Medicaid manual as an approved assessment. Seven clinicians trained in the provision of Trauma-Focused – Cognitive Behavioral Therapy (TF-CBT) since grant inception. Continued implementation of TF-CBT to children and youth in the Western Panhandle area of Florida – an evidence-based practice that was unavailable to this population previous to initiation of this study. 	Ongoing	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<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 comprehensive publication profiling the status of children and families by state and county; a child maltreatment data retrospect of the system; and a Florida comparison profile to key national indicators over time. Continued work on briefs regarding Florida's young mothers, and the economic and demographic state of Florida's children; a training guide for a new, dynamic data base that tracks and measures child well-being. Expanded functionality and redesigned project web site. Sustained a continued knowledge base that includes key indicators and development, data trends, programs and policies on the state and national levels. Continued to serve on the Annie E. Casey Foundation KC Steering Committee, influencing national partnerships, as well as AECF KC working groups. Maintained and strengthened collaborations at the state and national level with partners such as Florida Children's Services Councils, Voices for America's Children, Child Trends, Urban Institute, and the Population Reference Bureau. Provided data and materials as requested by various entities around the state such as USF students, faculty and staff; a variety of Florida media outlets/reporters; child-focused programs including United Way, Children's Home Society, Community Youth Development of Sarasota, and the Children's Campaign, Inc. 	Ongoing	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

Family-Driven Services

Project	Goals
<p>Getting It Together Newsletter The newsletter by and for families of children with serious emotional or behavioral disorders is published quarterly and distributed statewide in Florida. This publication is supported in part by a grant from the Substance Abuse and Mental Health Administration, Statewide Family Network Grant.</p>	<ul style="list-style-type: none"> ■ Educate consumers, parents and families by providing educational and informational articles, and news of activities and events involving mental health issues through the quarterly distribution of the newsletter to over 1,600 Florida readers.
<p>The Family Voice Study: Assessing the Role of Family Organizations in Developing Family Voice in Systems of Care (RTC Study 6) This Research and Training Center for Children’s Mental Health (RTC) study is designed to identify critical implementation factors which support communities and states in their efforts to build effective systems of care to meet the needs of children and youth with, or at risk of, serious emotional disturbances and their families.</p>	<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.
<p>Voices and Choices: Statewide Family and Youth Network Voices and Choices of Florida Statewide Family and Youth Networks (Statewide Family Network Grant) is committed to the development of an effective network of family and youth leadership and family organizations capable of playing a part in the transformation of the children’s mental health system to improve the lives of children and their families.</p>	<ul style="list-style-type: none"> ■ Development of a statewide policy agenda that supports activities of family and consumer groups across the state. ■ Create a statewide information/referral database to promote dissemination. ■ Coordinate a unified public awareness campaign that includes anti-stigma messages, to promote statewide awareness of Mental Health Summit Days information and resources.

Building Effective Systems of Care

Project	Goals
<p>Financing Structures and Strategies to Support Effective Systems of Care (RTC Study 3) This Research and Training Center for Children’s Mental Health (RTC) study explores critical financing structures and strategies that support effective systems of care for children, adolescents and their families, and examines 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. ■ Promote policy change through dissemination, targeted technical assistance, and utilization of its findings by state and community planners and policymakers.
<p>Multiagency Network for Students with Serious Emotional/Behavioral Disabilities (SEDNET) – Accountability Database The SEDNET Accountability Database/Reporting Project is focused on the continued maintenance of a statewide reporting system for each of the SEDNET Projects. The primary goal of the database is to allow the SEDNET Projects to demonstrate, in a standardized way, the connection of local project processes/outcomes to the goals of the NCLB, DOE, and local Advisory Boards.</p>	<ul style="list-style-type: none"> ■ Conduct analysis of SEDNET from the SEDNET Accountability Database. ■ Examine SEDNET operations and related initiatives, interagency collaborations, policies, training, and direct services for Florida’s students with or at risk of emotional/behavioral disabilities and their families.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> Promote the sharing of information and knowledge about mental health issues and events, occurring in Florida, and increase consumer, parent and family involvement in improving behavioral health care for their families and their communities. 	<ul style="list-style-type: none"> Distributed over 6,400 newsletters by mail annually. Initiated electronic distribution of newsletter statewide. Additional dissemination activities conducted at the annual Research and Training Conference in Florida, quarterly meetings of the State Mental Health Planning Council, Tampa Bay Depression Bipolar Support Alliance meetings, and regional Florida trainings of the Statewide Family Network Grant. 	Ongoing	<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"> 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 averaged 7,259 hits per month. Over 110 family-run and youth-guided organizations are part of the directory. Over 2,000 copies of the Quick Guide distributed to family organizations and system of care communities. Produced the monograph – <i>Examining the Relationship between Family-Run Organizations and Non-Family-Run Organizations in Systems of Care</i>. 	Ongoing	<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"> Children’s mental health policy funds and supports promulgation of the system of care framework across child serving agencies and community partners that is seamless, coordinated and integrated for children who are at risk and have serious emotional and behavioral disorders. 	<ul style="list-style-type: none"> Continued sponsorship of the Getting It Together newsletter for families of children with serious emotional or behavioral disorders. Statewide trainings and conferences held in Tampa, Ft. Lauderdale, Tallahassee, West Palm Beach, FL with youth and families in attendance. Developed a logic model for the Statewide Family & Youth Network which includes program resources, activities, objectives, and evaluation. 	Ongoing	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

Long-Term Impacts	Accomplishments	Status	Linkage to University 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	<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"> Enhanced SED Networks and integrated systems of care for students with behavioral and/or emotional disabilities. 	<ul style="list-style-type: none"> Completed 2008-2009 SEDNET Annual Report. Completed findings from the SEDNET Accountability Database 2005-2009. Provided on-site technical assistance to individual SEDNET projects for implementation of the accountability database. Completed and disseminated media briefs for education, juvenile justice, mental health and families. 	Completed	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

State & Local

Building Effective Systems of Care (continued)

Project	Goals
<p>Out-of-Home Care Study The Out-of-Home Care Study contracted by the Agency for Health Care Administration (AHCA) for FY09-10 investigates a series of questions related to Florida's three out-of-home Medicaid funded programs.</p>	<ul style="list-style-type: none"> ■ Understanding the characteristics, service use, and outcomes of youth involved in both the mental health and justice systems. ■ Provide most current information on psychotropic medication prescribing practices for children and youth with complex needs served in residential mental health programs (SIPPs).
<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 us to identify characteristics of each phase 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.

Successful Kids Quality Improvement

Project	Goals
<p>System of Care Practice Review (SOCPR) Component Success for Kids & Families, Inc. (S4KF) has a 3-year contract with the Florida Department of Children and Families to demonstrate the state pilot program for consumer-directed care. As part of this contract, Success for Kids & Families, Inc. is providing coordinated access for children's mental health services, and providing assessment, triage, and family support planning. This study is designed to provide quality improvement feedback to Success for Kids & Families, Inc. regarding the experiences of children and families served through DCF SAMHPO funds.</p>	<ul style="list-style-type: none"> ■ Assess the degree to which the system of care (SOC) philosophy is implemented at the practice level and generate recommendations for improvement.
<p>Child & Adolescent Needs and Strengths (CANS) and Service Process Adherence to Needs and Strengths (SPANS) Component 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.</p>	<ul style="list-style-type: none"> ■ Assess feasibility of implementing the CANS and SPANS across S4KF programs. Develop training and data infrastructure to support implementation.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> ■ Identification and implementation of appropriate treatment practices for justice-involved youth in the public mental health system. ■ Improve pharmacologic treatment of children and youth on antipsychotic medications. 	<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 at residential sites. 	Ongoing	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<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"> ■ New project. 	New	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> ■ Contribute to increased adherence to SOC philosophy at system and practice levels in Hillsborough County, Florida. ■ Demonstrate success of consumer-directed care for potential statewide rollout. 	<ul style="list-style-type: none"> ■ Program changes made at administrative and process levels to better serve children and families in Hillsborough County, Florida. 	Ongoing	I: Expanding world-class interdisciplinary research. 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"> ■ New component. 	New	III: Expanding local and global engagement initiatives.

Suicide Prevention

Project

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.

The Youth Suicide Prevention School-Based Guide

The Youth Suicide Prevention School-Based 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.

The Relationship of Suicide Death to Baker Act Examination, Client Characteristics and Service Use Patterns: Veteran's Acute Mental Health Care

The purpose of this study is to describe 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. The relationship of veteran deaths by suicide to involuntary assessments will also be explored. 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.

Goals

- Develop a comprehensive statewide suicide prevention plan and implementation process.

- 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.

- 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 Impacts	Accomplishments	Status	Linkage to University Goals
<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 is being adapted and replicated for the South Carolina suicide prevention coalition. 	Completed	<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"> 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 24,570 national and international individuals visited the website during the past year and 28 components of the online version of The Guide were downloaded between 535 and 1,641 times. Over 950 printed copies were distributed to individuals in 17 states and Canada. Revised The Guide's program section to include information and links to programs and resources on the Suicide Prevention Resource Center's Best Practice Registry. Implementing an evaluation to document impact and usage of The Guide among online visitors. 	Ongoing	<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"> 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"> New project. 	New	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

Service System Development; Systems Planning and Policy

Project	Goals
<p>Big Sky Project This project studied the services and supports provided to children with mental health challenges who are placed in foster care in the state of Florida. The study seeks to identify the complex combination of individual, family, and systems-level factors and circumstances that impact the medications and services that children receive. Funded by the Agency for Health Care Administration (AHCA).</p>	<ul style="list-style-type: none"> Conduct analysis of individual, family and systems-level factors, and the relationships among the factors, to provide ACHA with a systemic formulation to improve the quality of care and identify best practices.
<p>Case Studies of System Implementation (RTC Study 2) The purpose of the study is to identify strategies that local communities undertake in implementing community-based systems of care and provide 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.</p>	<ul style="list-style-type: none"> Dissemination and consultation based on the results of this study will help both established and potential systems of care identify strategies for successful system implementation within their local contexts.

About TREaD

The Division of Training, Research, Education, and Demonstrations (TREaD) is committed to developing knowledge that supports, improves, and sustains best practice in programs and systems serving children and families. TREaD projects and activities focus on the reduction of mental health disparities, support and improvement systems and organizations serving children with or at risk of serious emotional disturbance (SED) and their families, and the development of innovative resources for learning.

<p>Collaboration Survey The self-report questionnaire is used to measure interagency collaborative activities in the following four areas; (a) Financial and Physical Resources, (b) Program Development and Evaluation, (c) Client Services, and (d) Collaborative Policies. These four scales, along with information about scoring the scales and their psychometric properties, is described in this overview document.</p>	<ul style="list-style-type: none"> Disseminate and promote appropriate use of instrument through publication, dissemination and consultation.
<p>Developing Systems of Care in African-American Communities Using Natural Supports This research project focuses on the use of natural supports to improve service delivery in African-American communities.</p>	<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.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> ■ Children with mental health needs in Florida’s foster care system will receive appropriate mental health services regardless of the family ecology. 	<ul style="list-style-type: none"> ■ Paper presented on Florida’s Center for the Advancement of Child Welfare Webcast. According to their website, the Center “supports Florida’s child welfare professionals in achieving practice excellence and developing communities of practice to help keep kids safe.” ■ Resulting report, which includes recommendations from a national expert panel, are being presented at The Florida Council for Community Mental Health & The Florida Psychiatric Rehabilitation Association Conference. 	Complete	I: Expanding world-class interdisciplinary research.
<ul style="list-style-type: none"> ■ Improved service systems for children with Serious Emotional Disturbance and their families. 	<ul style="list-style-type: none"> ■ The research team conducted a training for newly funded communities through the Comprehensive Community Mental Health Services for Children and Their Families Program based on Study 2 findings. The training was held in February 2009 by invitation of the Technical Assistance Partnership. ■ Special Issue of Evaluation and Program Planning is in press based on work from Study 2. The research team are editors of the Special Issue. ■ Site based reports and additional issue briefs continue to be disseminated based on findings from this study. They are being used within SOC communities as well as coursework for the Graduate Certificate in Children’s Mental Health. ■ Manuscripts based on findings are complete or in preparation. 	Ongoing	I: Expanding world-class interdisciplinary research.
<ul style="list-style-type: none"> ■ Increased and effective collaboration at the community level among child serving agencies. 	<ul style="list-style-type: none"> ■ Continue to receive requests for instrument from providers throughout the country. ■ An additional peer review journal article was accepted for publication. 	Complete but being disseminated	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 finding. 	<ul style="list-style-type: none"> ■ This model is currently being used in East Tampa, West Tampa, and Pinellas County. ■ Within a new project, this model is being used with elder populations within the community. ■ Multiple publications and presentations have been developed based on the results of this project. ■ Currently seeking additional funding to expand use. ■ Findings from this study have been used within texts (Handbook of African-American Psychology: Evidence-Based Treatment and Prevention Practice and African Americans and Community Engagement in Higher Education), during conference presentations (The 17th Annual Imhotep Interdisciplinary Student Research Conference, Florida Agricultural and Mechanical University, Tallahassee, FL), and university courses (such as PHC 7935: Community-based Health Promotion, College of Public Health, USF Health, Tampa, FL). 	Ongoing	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

Service System Development; Systems Planning and Policy (continued)

Project

Goals

Evaluation of Brevard Parenting with Love and Limits Project

Community-Based Care of Brevard, Inc. has developed a partnership with Parenting with Love and Limits (PLL) to implement an evidence-based intervention that targets children with serious emotional problems. The primary program goals are to (a) reduce youth problem behavior, (b) improve parent and adolescent communication, (c) reduce rate of involvement with juvenile justice system as well as recidivism rates. Current proposal presents an evaluation of PLL intervention and its effect on outcomes among youth served by the child protection system.

■ The goal of this project is to examine the effect of Parenting with Love and Limits (PLL) intervention on outcomes among youth served by the child protection system.

Evaluation of Florida's Behavioral Health Overlay Services 2009-10

Behavioral Health Overlay Services (BHOS) were developed under the Medicaid Community Mental Health Services Program in the State of Florida 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. BHOS providers have served children from the DJJ since 1997 and children from the Department of Children and Families Office of Child Welfare and Community Based Care (DCF) since 2000. The array of covered services was designed to "overlay" contracted services such as room, board, supervision and delinquency programming.

■ The goal of this project is to describe profiles of children and youth who receive Behavioral Health Overlay Services (BHOS) services in child welfare group homes and DJJ facilities, including service use, outcomes and costs.

National Survey of System of Care Implementation (RTC Study 1)

The purpose of this study is to provide national data on system of care implementation in a probability sample of counties across the United States

■ 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. The instrument, methods and findings will be disseminated to the field.

Profiles of Children with High Utilization of State Inpatient Psychiatric Program

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. Although previous studies provided some information about child characteristics or factors associated with utilization of residential or inpatient mental health services, currently, little is known about predictors of longer length of stays and multiple re-admissions to the State Inpatient Psychiatric Program (SIPP) and appropriateness of SIPP care for children placed in this program.

» The goal of this project is to examine child characteristics associated with longer length of stay and multiple admissions to SIPP.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> ■ Successful implementation of evidence-based interventions with children and families in the child welfare system. 	<ul style="list-style-type: none"> ■ New project. 	New	I: Expanding world-class interdisciplinary research.
<ul style="list-style-type: none"> ■ Identification of the effects of services on child welfare outcomes. 	<ul style="list-style-type: none"> ■ New project. 	New	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"> ■ Paper presentations at national conferences. ■ Developing publications for peer review. 	Ongoing	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"> ■ New project. 	New	I: Expanding world-class interdisciplinary research.

Service System Development; Systems Planning and Policy (continued)

Project	Goals
<p>Sustainable Infrastructure Project This project aims to develop strategies that can be used 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.</p>	<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.
<p>System of Care Development This project includes system of care development activities related to 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 direct community support (Task 11); activities associated with the New Communities Training (Task 13); and workforce development related to online learning (Task 5).</p>	<ul style="list-style-type: none"> ■ 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 scheduled for 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. ■ 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.
<p>System of Care Practice Review (SOCPR) The SOCPR provides a tool for assessing whether system of care principles are operationalized at the level of practice. The SOCPR collects and analyzes data obtained from multiple sources to determine the extent to which direct service workers adhere to the system of care philosophy. 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.</p>	<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.
<p>Theory-based Logic Models Technical Assistance and Training This project provides support to the system development process which allows system stakeholders to discuss desired system change, plan how to accomplish that change, and generate shared responsibility for the results.</p>	<ul style="list-style-type: none"> ■ Generate new knowledge on the impact of developing logic models on development and sustainability of effective systems of care. Help initiatives, communities, and states articulate active ingredients of their policies and service intentions.

Long-Term Impacts	Accomplishments	Status	Linkage to University 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"> Reports for Phases I and II of the project have been completed. During Phase II, the research team developed a multi-level framework for implementing a local program with fidelity. A FASST Implementation Toolkit, based on findings from the project, has also been completed. Reports and the toolkit are being used in FASST program planning by FASST agencies, Children’s Future Hillsborough, and the Children’s Board of Hillsborough County. Phase III report is in development. 	Ongoing	<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"> 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"> New project. 	New	<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"> 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. SOCPR website developed, which includes interactive training modules and narration on the SOCPR. Recently published book chapter on SOCPR. National conference presentations. State presentations of SOCPR data. 	Ongoing	<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"> 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"> Facilitating successful communities in peer-to-peer support—specifically systems who use Theory of Change approach to drive system change. Logic Model Website now includes interactive theory of change logic model training and narration http://logicmodel.fmhi.usf.edu/ Training for family organizations on developing logic models. Training for youth organizations on developing logic models. Collaboration on integrating Theories of Change and Continuous Quality Improvement. Theory of Change Logic Model work has been continuous for the past 10 years. 	Ongoing	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research.

Service System Development; Systems Planning and Policy (continued)

Project

Utilization of the Most Costly and Intense Mental Health Services Among Out of Home Care

The goal of this study is to examine 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.

Goals

- 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.

Reduction in Mental Health Disparities

Project

The Community-Defined Evidence Project (CDEP)

This project 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.

Goals

- The central goal of the CDEP is to 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.

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.

- Disseminate the East Tampa approach to other community stakeholders to create partnerships for refinement of approach.

Little Havana Community Partnership Evaluation

This project is an evaluation of a project funded by the Children’s Trust and the Annie E. Casey Foundation to develop a partnership that includes a resident council, network of providers, and community health workers through a representative governance board. The evaluation is based on a theory of change based logic model and employs a participatory and culturally competent approach.

- To co-develop an evaluation strategy that is accessible and useful for the Little Havana Community Partnership.
- To inform the development of an effective partnership for increased neighborhood safety in the Little Havana community.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<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"> Submitted findings for national conference. Manuscripts for peer review publications in development. 	Ongoing	I: Expanding world-class interdisciplinary research.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> The Community-Defined Evidence Project seeks to advance the current body of knowledge for identifying practices that work to successfully improve service delivery and behavioral health outcomes for Latino populations. The project aims to 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"> An article on the definition of Community-Defined Evidence was submitted for publication in the Report on Emotional and Behavioral Disorders in Youth, Published by the Civic Research Institute, New York. October 2009 Presentation with Ken Martinez to Compendium of Best Practices for American Indian/Alaska Native and Pacific Island Indigenous Populations Work Group, Substance Abuse and Mental Health Services Administration Headquarters, Washington, D.C. February 2009. National Network to Eliminate Disparities in Behavioral Health (NNED) Forum Call with Ken Martinez, Rosa Gil and Gilberto Perez to present ongoing CDEP progress. October 2009. 	Ongoing	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"> Completed a community needs assessment. Currently conducting presentations to disseminate the East Tampa approach. Project is linked to other projects within FMHI and USE. 	Ongoing	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<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"> Development of a theory of change that has been used to guide partnership and program implementation as well as in dissemination of information about the partnership and applications for additional funding. Contract renewed in 2009 and 2010. Completion of an evaluation of the partnership implementation of the theory of change in 2009 resulting in a report published in English and Spanish. Results presented to the Little Havana Partnership, The Children's Trust, and at the annual American Evaluation Association meeting in 2009. 	Ongoing	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

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

Project	Goals
<p>Mental Health Disparities (RTC Study 5) This study, which examines accessibility of mental health services, identifies which systemic organizational practices, rather than clinical practices, operate within systems of care that demonstrate improved access to mental health services.</p>	<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.
<p>RAICES: Resources, Advocacy, Integration, Collaboration, Empowerment, and Services The RAICES project was funded to develop 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.</p>	<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.

**Education and
Training**

Project	Goals
<p>Graduate Certificate in Children's Mental Health (Distance Learning) Cutting-edge research in policy and practice for systems of care in children's mental health will be disseminated via on-line academic coursework.</p>	<ul style="list-style-type: none"> ■ Increase enrollment in the graduate certificate program by a minimum of 10 students per year. ■ Offer a Master's degree in Children's Mental Health in the 2010-2011 academic year. ■ Establish CFS as the leading source for graduate programs in children's mental health with a systems of care emphasis.
<p>Professional Online Training in Children's Mental Health Cutting-edge research is 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.</p>	<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.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<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 4 monographs: <ul style="list-style-type: none"> Examining the Research Base Review of Assessment Protocols Creating a Front Porch: Strategies for Improving Access Serving Everyone at the Table: Strategies for Enhancing Availability Conceptual model published in a peer-reviewed journal and presented in numerous conference and workshop venues across the U.S. Findings incorporated into a well-received graduate level course on cultural competence. 	Ongoing	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. 	Complete but being disseminated	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

Long-Term Impacts	Accomplishments	Status	Linkage to University 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. 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. 	<ul style="list-style-type: none"> 15 students have graduated from the program; it is anticipated that 7-10 additional students will graduate by summer 2010. Current courses include: Interdisciplinary SOC Practice – 15 students; Cultural Competency and Child Mental Health Disparities – 26 students. Courses scheduled for the spring of 2010 include: Program Development and Implementation in Children's Mental Health; and Systems of Care in Children's Mental Health. Courses scheduled for summer of 2010 include Leadership within Systems of Care. 	Ongoing	I: Expanding world-class interdisciplinary research. II: Promoting globally competitive undergraduate, graduate and professional programs
<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. A new website was developed for registration and delivery of courses http://onlinelearningincmh.usf.edu A federal grant was awarded through the Technical Assistance Partnership in order to develop a marketing and dissemination plan. Currently, there are two contracts that include development of new public access courses for families and communities and customized facilitated live discussions. Two other state contracts are underway that will utilize our courses as part of a certification program for direct care practitioners. 	Ongoing	I: Expanding world-class interdisciplinary research. II: Promoting globally competitive undergraduate, graduate and professional programs.

Success in School

Project	Goals
<p>Dawn Center Primary Prevention Program Evaluation</p>	<ul style="list-style-type: none"> ■ To co-develop and implement an evaluation strategy that is cost-effective and provides useful information for program implementation and application for additional funding.
<p>GEAR UP Project II Schools impacted are Memorial Middle School and Hillsborough High School. GEAR-UP is a six-year federally funded U.S. Department of Education program, which is also supported locally by the Children's Board of Hillsborough County. The program provides academic, educational and enrichment supports to students who are low-income, minority, and/or at risk of dropping out of high school.</p>	<ul style="list-style-type: none"> ■ Support the academic progress of approximately 600 targeted Hillsborough High School students. ■ Provide case management, academic advising, and/or mentoring throughout the academic year to targeted students on the school campus. ■ Provide educational supports including in-class, after school and Saturday tutoring; college preparation support such as SAT/ACT. CPT preparation and testing. ■ Support and prepare students for post secondary placement by guiding them through the application and financial aid processes; conducting college tours and providing college information workshops for students and their parents. ■ Organize social enrichment, leadership and volunteer opportunities for students through the GEAR UP club, Saturday program for students and parents and other recreational activities.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> ■ Increased understanding of healthy relationships among middle school 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 first year reporting positive outcomes in most target areas. ■ Funded to evaluate an additional program focusing on sexual violence through the Florida Department of Health. 	Ongoing	III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Low income, minority youth, at high risk of failure and dropping out of school. ■ Impacting and providing appropriate educational services to disadvantaged students, in order to improve their academic outcomes, graduation rates and chances of post secondary placement. ■ Youth will improve behavioral, social, and leadership skills. ■ Youth will successfully graduate from high school. ■ Youth will enroll in four-year, two-year and vocational/technical school, military or workforce. 	<p>Graduation Rates</p> <ul style="list-style-type: none"> ■ In 2008/2009, 95% (388 of 410 students) of the seniors graduated with a high school diploma. 39% went to four year college; 22% went to two year schools and 18% went to vocational/technical school. <p>Scholarships</p> <ul style="list-style-type: none"> ■ A total of 63 students received GEAR UP scholarships for their post secondary education. Over the life of the grant, a total of \$161,500. \$108,000 federal dollars and \$53,500 match dollars were spent on scholarships to students. Of this amount \$102,000 went towards Florida Prepaid Scholarships and \$59,500 went towards GEAR UP cash scholarships. <p>Florida Prepaid Scholarships</p> <ul style="list-style-type: none"> ■ 31 students received Florida Prepaid scholarships: <ul style="list-style-type: none"> » 2 students received 4 year Prepaid Scholarships » 12 students received 2+2 year Prepaid Scholarships » 17 students received 2 year Prepaid Scholarships <p>Cash Scholarships (\$59,500)</p> <ul style="list-style-type: none"> ■ 32 students received cash scholarships ■ 11 students received a \$1,000 cash scholarship (for a 2 year college) ■ 5 students received a \$2,000 cash scholarship (for a 2 year college - \$1,000 GEAR UP cash scholarship and \$1,000 match) ■ 1 student received a \$1,500 cash scholarship (for a 2 year college - \$1,000 GEAR UP cash scholarship and \$500) 	Complete. Targeted cohorts of students who started with the program in 2002, when they were in the 6th and 7th grades have graduated from high school. Final cohort graduated in 2008/2009.	III: Expanding local and global engagement initiatives.

Promoting & Supporting CFS

Project	Goals
<p>CFS Marketing The Communications team develops and implements strategies for creating, communicating, and disseminating CFS products and activities to colleagues, clients, and partners. Communications serves as the primary source for updates and information sharing on CFS activities and accomplishments both internally and externally.</p>	<ul style="list-style-type: none"> ■ Ensure that CFS activities, events and accomplishments related to the current 60+ federal, state and privately funded projects are adequately and appropriately represented within the University, the media and our target audiences. Products and materials are presented professionally through venues including websites, e-newsletters, printed materials and special products such as displays, training manuals and technical reports.
<p>Event Planning & Coordination Communications staff provide planning, consultation, logistics, coordination and support for CFS hosted and co-sponsored professional meetings.</p>	<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. Create and disseminate conference planning checklist and marketing protocols. Continue collaboration and consultation for major events for reciprocal learning.

About Communications

The key functions of CFS Communications are to promote the key messages of the Department, support and extend the work of the Department, and create information flow within the organization to promote shared identity and collaboration. These functions are accomplished through the division's blend of technical expertise in knowledge translation and utilization measurement, publication design, technical and news writing, media relations, marketing, web-based content delivery, and event planning. This division provides a broad range of technical support and consultation to the Department in all mediums of information architecture and knowledge dissemination.

<p>Product Development, Design, and Dissemination The CFS design team 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 Communications design team provides information on seeking intended audiences, and provides design and TA support on the development of deliverables faculty and staff must produce as specified in individual grant contracts.</p>	<ul style="list-style-type: none"> ■ Create and maintain up-to-date depository of CFS resources for use at events and meetings, including but not limited to displays, presentations, brochures, reports and newsletters. ■ Develop guidelines for matching document design/production to key targeted audiences. ■ Collaborate with other departments to establish standards based on best practices for product design and dissemination.
<p>Public Relations CFS Media Relations coordinates coverage of departmental activities with the media and with USF university relations. Communications serves as the primary source for updates on CFS activities and accomplishments.</p>	<ul style="list-style-type: none"> ■ Ensure that CFS events, accomplishments are adequately/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. Coordinate and expand best practice throughout the department.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> ■ Targeted audiences access new information on products and training events which can be incorporated in efforts to integrate findings, tools and interventions to improve policies, services and supports for individuals and communities. ■ 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. 	<ul style="list-style-type: none"> ■ Supporting all faculty and staff within CFS by providing technical assistance for over 60 projects via web development and updates, event planning and support, product development and design, public relations, and online course support. ■ Increase in utilization, inclusion of resources, and participation by CFS staff. 	Ongoing	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: <ul style="list-style-type: none"> » Center for Autism and Related Disabilities Annual CARD Conference » Annual Children's Mental Health Research & Policy Conference » Annual National Training Institute on Effective Practices: Supporting Young Children's Social Emotional Development » Annual International Conference on Positive Behavior Support 	Ongoing	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. ■ Information seeker's requests are met; information is ready to use, and is incorporated in 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, and new publications. ■ Provided design and printing for project monographs and reports, posters and displays, department newsletters, CFS Impact Book, Power-Point presentations and numerous materials requested for specific events and activities. 	Ongoing	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"> ■ Create and disseminate quarterly department newsletters. ■ Prepared op-eds related to suicide prevention, mental health awareness month, homeless children, and children at risk. ■ Wrote 25 news stories regarding projects, staff accomplishments, events and publications and distributed via local media, target audiences, department and college website and newsletters. ■ Coordinated e-news announcements for various projects including conferences, Theory of Change Logic Model project, and academic programs such as Graduate Studies in Behavioral Health. ■ Coordinated display in USF Library for May/Mental Health Month. 	Ongoing	I: Expanding world-class interdisciplinary research.

Promoting & Supporting CFS (continued)

Project	Goals
<p>Web Development & Design CFS Communications 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.</p>	<ul style="list-style-type: none"> ■ Implement features and procedures that maintain an up-to-date CFS “front door” website to ensure easy access to all the work of the department, including on-line products, interactive features, resource centers, faculty/staff information, etc.
<p>Online Course Support The Communications team provides expert support in marketing and electronic resource development for the department’s academic programs.</p>	<ul style="list-style-type: none"> ■ In partnership with FMHI IT and the CFS web team, procedures for capturing, cataloguing and distributing multimedia resources in support of academic programs are identified, disseminated and refined.
<p>Resource for Emerging Technologies Communications serves as a planning and troubleshooting resource for use of electronic communications software and equipment.</p>	<ul style="list-style-type: none"> ■ Maintain consultation role for best practice in emerging communications technology through pursuit of expert-level knowledge and mastery of software/techniques related to design, web and video.
<p>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.</p>	<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.).

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> ■ The website serves as a national resource promoting the most current information on best practices and provides a conduit for the transfer of knowledge. 	<ul style="list-style-type: none"> ■ Coordinated the development or redesign of 4 websites. ■ Maintained the department website profiling staff, projects, publications, news and events. ■ In 2009, there was an average of 813 visitors to the site each day. The yearly total hits equaled 2,007,279 hits, and the most requested pages were the staff (123,431 hits), news (64,283 hits) and publications (57,945 hits) detail pages. 	Ongoing	I: Expanding world-class interdisciplinary research.
<ul style="list-style-type: none"> ■ Learning is enhanced for students enrolled in the department's academic programs, which will promote their leadership roles in human service capacities. 	<ul style="list-style-type: none"> ■ Provided consultation for the development of audio/video encoding and distribution for increased on-line course work. Decreased time spent on each resource, improved quality, and effective coordination and management of digital resources. 	Ongoing	I: Expanding world-class interdisciplinary research.
<ul style="list-style-type: none"> ■ Content of CFS knowledge/information products is utilized to improve policy, services, supports and practice. 	<ul style="list-style-type: none"> ■ Provided consultation for best practice in emerging communications technology. 	Ongoing	I: Expanding world-class interdisciplinary research.
<ul style="list-style-type: none"> ■ The work of CFS is effectively communicated and clearly understood. ■ Readers are engaged and want to learn more about CFS. ■ 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 Power-point presentations. ■ Provided content support for CFS, TIP, On-line Learning and Logic Model sites. 	Ongoing	I: Expanding world-class interdisciplinary research.

CFS Books and Book Chapters (2008)

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Acronyms

ABA	Applied Behavior Analysis
AECF	Annie E. Casey Foundation
AHCA	Agency for Health Care Administration
ASD	Autism Spectrum Disorder
AUCD	Association of University Centers on Disabilities
BCBA	Board Certified Behavior Analyst
BCS	College of Behavioral and Community Sciences
BHOS	Behavioral Health Overlay Services
CANS	Child & Adolescent Needs and Strengths
CARD	Center for Autism and Related Disabilities
CBC	Community-Based Care
CDEP	Community-Defined Evidence Project
CFS	Child & Family Studies
CPT	College Placement Test
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
IRS	Internal Revenue Service
ITCA	Inter Tribal Council of Arizona
JBHS&R	Journal of Behavioral Health Services & Research
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

NHSA	National Head Start Association
NNED	National Network to Eliminate Disparities
NNYT	National Network on Youth Transition
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
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
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
SOCPR	System of Care Practice Review
SPANS	Service Process Adherence to Needs and Strengths
TA	Technical Assistance
TAC	Technical Assistance Center
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
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	16	Little Havana Community Partnership Evaluation.....	34
Annual National Conference on System of Care for Children’s Mental Health	14	Many Faces of Trauma: Community Engaged Trauma Research	20
Applied Behavior Analysis Master’s Program (ABA)	10	Mental Health Disparities (RTC Study 5)	36
Big Sky Project	28	Mental Health Integration Study	12
Case Studies of System Implementation (RTC Study 2)	28	Multiagency Network for Students with Serious Emotional/Behavioral Disabilities (SEDNET) – Accountability Database	22
Center for Autism and Related Disabilities (CARD) in schools.....	4	National Network on Youth Transition	12
Center for Autism and Related Disabilities (CARD) in the community.....	4	National Survey of System of Care Implementation (RTC Study 1).....	30
Center on the Social and Emotional Foundations for Early Learning (CSEFEL)	8	Office of Special Education Programs-Training and Technical Assistance Program for Positive Behavioral Interventions and Supports (OSEP-TAC)	10
CFS Marketing.....	40	One Stop Service Center Initiative (OSSCI)	6
Child & Adolescent Needs and Strengths (CANS) and Service Process Adherence to Needs and Strengths (SPANs) Component.....	24	Online Course Support.....	42
Child Welfare Prepaid Mental Health Plan Study	16	Out-of-Home Care Study.....	24
Collaboration Survey	28	Parent Connectors.....	12
Community-Based Care Technical Assistance Project	16	Partnership for Effective Programs for Students with Autism (PEPSA).....	4
Community-Defined Evidence Project (CDEP).....	34	Product Development, Design, and Dissemination	40
Content Development	42	Professional Online Training in Children’s Mental Health	36
Culturally Competent Community-Based Research within Neighborhoods (East Tampa)	34	Profiles of Children with High Utilization of State Inpatient Psychiatric Program	30
Dawn Center Primary Prevention Program Evaluation	38	Program-Wide Positive Behavior Support (PWPBS)	8
Developing Systems of Care in African-American Communities Using Natural Supports.....	28	Project Conectar-RTOI	6
Effectiveness of a Parent Support Program: Office of Special Education Programs (OSEP)	12	Public Relations.....	40
Evaluation of Brevard Parenting with Love and Limits Project	30	Quality of Life, Comorbidities, and Health Service Utilization for Youth with Tic Disorders	24
Evaluation of Community-Based Care and Title IV-E Waiver.....	16	RAICES: Resources, Advocacy, Integration, Collaboration, Empowerment, and Services	36
Evaluation of Florida’s Behavioral Health Overlay Services 2009-10	30	Relationship of Suicide Death to Baker Act Examination, Client Characteristics and Service Use Patterns: Veteran’s Acute Mental Health Care	26
Event Planning & Coordination	40	Research and Training Center for Children’s Mental Health	12
Family Voice Study: Assessing the Role of Family Organizations (RTC Study 6)	22	Resource for Emerging Technologies.....	42
Financing Structures and Strategies (RTC Study 3).....	22	School-Based Mental Health Services Study (RTC Study 4)	12
Florida Center for Inclusive Communities (FCIC-UCEDD).....	4	Statewide Suicide Prevention Implementation Plan Project.....	26
Florida HIPPY AmeriCorps Initiative	8	Supported Competitive Integrated Employment Training Team (SCIETT)	6
Florida KIDS COUNT (FKC)	20	Sustainable Infrastructure Project	32
Florida’s Center for the Advancement of Child Welfare Practice.....	18	System of Care Development.....	32
Florida’s Center for the Advancement of Child Welfare Practice – Florida Safe Families Network System (FSFN) Application Training.....	18	System of Care Practice Review (SOCPR)	32
Florida’s Positive Behavior Support Project (PBS)	10	System of Care Practice Review (SOCPR) Component.....	24
GEAR UP Project II.....	38	Teaching Pyramid Research Project	8
Getting It Together Newsletter	22	Technical Assistance Center on Social Emotional Interventions for Young Children (TACSEI)	6
Graduate Certificate in Children’s Mental Health (Distance Learning).....	36	Theory-based Logic Models Technical Assistance and Training.....	32
Graduate Studies in Behavioral Health	14	Topics in Early Childhood Special Education	8
HIPPY AmeriCorps Evaluation.....	8	Trauma Recovery Initiative for Youth Center (TRI Center).....	20
Home Instruction for Parents of Preschool Youngsters (HIPPY).....	8	Utilization of the Most Costly and Intense Mental Health Services Among Out of Home Care.....	34
Journal of Behavioral Health Services & Research (JBHS&R)	14	Voices and Choices: Statewide Family and Youth Network.....	22
Journal of Emotional and Behavioral Disorders.....	14	Web Development & Design.....	42
Kids Central and Marion County Evaluation of Prevention Project – Phase 1 Literature Review	18	Youth Suicide Prevention School-Based Guide	26

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