



UNIVERSITY OF
SOUTH FLORIDA
COLLEGE OF BEHAVIORAL
& COMMUNITY SCIENCES

DEPARTMENT OF

Child & Family Studies

Generating hope and solutions
for the complex issues confronting
individuals, children, families and
communities through leadership
in research and evaluation, theory,
policy, and practice innovation.



Junius Gonzales, MD, MBA
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Child & Family Studies

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Department of

Child & Family Studies

Vision:

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

Mission:

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

Values:

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

We believe that:

1. Families and communities are the foundation for the well-being of their members and of society as a whole.

Within the CFS work environment—

2. Our mission can best be accomplished in a professional and supportive environment that relies on the contributions of every member of the department, as well as the values the diversity of individuals in the department and multi-disciplinary approaches that result from their collaboration.
3. We should pursue the active participation of stakeholders in the development of research, programs, policy, and the delivery of services.

4. We should be accountable for our work and believe that it should result in outcomes that are valued by our stakeholders.

Regarding CFS activities—

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

The Division of Applied Research and Educational Support (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. The division is home to a peer-reviewed journal, Topics in Early Childhood Special Education.

The Division of Policy, Services Research, and Evaluation

The Division of Policy, Services Research, and Evaluation engages in applied research and evaluation of children's mental health services. The major research activities of the division focus 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.

The Division of State & Local Support

The Division of State & Local Support responds 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.

The Division of Training, Research, Education, and Demonstrations (TREaD)

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, the support and improvement of 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.



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Applied Research & Educational Support

Who We Are

The Division of Applied Research and Educational Support (DARES) engages in a variety of research, training, technical assistance, and policy projects and programs that 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.

Key Projects by Topic Area

Autism

- **The Center for Autism and Related Disabilities (CARD)** at USF provides communities, organizations, agencies, service providers and families with the knowledge and skills to support children and adults with autism in early intervention, school, community, work, and home settings. An annual conference, fact sheets, on-line training presentations and training for families and teachers are among the resources available through CARD. USF Executive Director: Karen Berkman, PhD <http://card-usf.fmhi.usf.edu>
- **Partnership for Effective Programs for Students with Autism (PEPSA)** provides training and technical assistance to teachers or a school program that wishes to enhance the educational program for students with autism. Each teacher or school is matched to a CARD professional who will mentor the teacher or school staff in developing a plan for implementing innovative and effective practices within educational programs for students with autism. PI: Donna Casella www.doepartnership.org

Community Supports

- **The Diagnostic Adaptive Behavior Scale** is an assessment instrument being developed to provide precise information around the cutoff point where an individual is deemed to present "significant limitations" in adaptive behavior. The Diagnostic Adaptive Behavior Scale (DABS) will focus on persons with developmental disabilities who are between the ages of 4 and 21 years. PI: Marc J. Tassé, PhD <http://flfcic.fmhi.usf.edu/projects/dabs.htm>

Early Childhood

- **Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI)** is a national center that promotes the social development of young children and improves early intervention results by providing training and technical assistance, guiding and evaluating model demonstrations, and disseminating information on effective practices. PI: Lise Fox, PhD
- **Teaching Tools** provides teachers with strategies and resources to develop positive behavior support strategies for young children who display challenging behavior in preschool settings. PI: Bobbie Vaughn, PhD http://www.challengingbehavior.org/do/resources/teaching_tools/tyc.htm
- **The Center on the Social and Emotional Foundations for Early Learning** is a national center focused on strengthening the capacity of child care and Head Start programs to improve the social and emotional outcomes of young children. The Center provides a wealth of materials including training modules, a DVD overview on the teaching pyramid model for promoting social competence and addressing challenging behavior, "what works" briefs, and an array of practical strategies. PI: Lise Fox, PhD <http://www.vanderbilt.edu/csefel>
- **The Program-Wide Positive Behavior Support (PBS)** project provides training and support to selected early childhood programs and monthly workshops on the teaching pyramid model for supporting the development of young children's social competence and addressing challenging behavior. PI: Rochelle Lentini

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- In collaboration with Vanderbilt University, the **Teaching Pyramid Intervention Model** is being refined and operationalized to allow an experimental evaluation of its implementation within public school classrooms. The focus is on preschool children with challenging behavior who are at-risk for or have disabilities. PI: Lise Fox, PhD <http://flfcic.fmhi.usf.edu/projects/education.htm>
- **The Home Instruction for Parents of Preschool Youngsters (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, housed at USF, serves as the state office, which works in collaboration with HIPPY USA's national office to provide training, technical support, and guidance to all HIPPY programs in the state of Florida. State Director: Mary Lindsey, PhD, Assistant State Director: Dabaram Rampersad <http://floridahippy.fmhi.usf.edu>

Education

- **Florida's Positive Behavior Support Project (FLPBS)** provides training and technical assistance to increase the capacity of Florida school districts to implement evidence-based practices for supporting students with and without disabilities who are exhibiting problem behaviors. The FLPBS Project provides training to district and school personnel in school-wide, targeted group, classroom, and individual levels of PBS. PI: Donald Kincaid, EdD <http://flpbs.fmhi.usf.edu>
- **The Technical Assistance Center for Positive Behavior Interventions and Support** addresses the behavioral and discipline systems needed for successful learning and the social development of students. The Center provides capacity-building information and technical support on behavioral systems to assist states and districts in the design of effective schools. PI: Donald Kincaid, EdD <http://www.pbis.org>
- **The Prevent-Teach-Reinforce (PTR) Project** is investigating the impact of PBS interventions on students with severe behavior problems. Over 200 students at two sites (Denver and Tampa) will be randomly assigned to intervention and control conditions. PI: Donald Kincaid, EdD

Health

- **Toward Healthcare Parity for Persons with Disabilities: Training Healthcare Providers** is a collaborative project with the University of Florida and the USF College of Medicine that focuses on training medical students about the needs of individuals with disabilities and their families. PI: Susan M. Havercamp, PhD

Training

- **The Master's Degree Program in Applied Behavior Analysis (ABA)** is designed to meet the growing need in Florida and nationally for practitioners who can work effectively within systems to improve the quality of services in the fields of developmental disabilities, education, child protective services, rehabilitation, mental health, and business and technology. Program Director: Raymond Miltenberger, PhD
- Both pre-service and in-service training programs are available for professionals and community members who provide supports and services to individuals with developmental disabilities. PI: Bobbie Vaughn, PhD

Resources

- **Family Involvement in Functional Assessment** provides information on promoting family involvement in the functional assessment and behavior support process. A manual that schools can use may be downloaded for free at <http://fifa.fmhi.usf.edu/manual.htm>
- **A Guide to Including Students with Developmental Disabilities in Middle and High School Social Activities.** <http://flfcic.fmhi.usf.edu/Content/Sip%20Manual%20Revised.pdf>
- **Sexuality & Developmental Disabilities Across the Lifespan** helps educators and family members assist individuals with developmental disabilities in their exploration of self and sexuality. Workbooks are available in both English and Spanish. <http://flfcic.fmhi.usf.edu/projects/community.htm>

Funders & Partners

- Administration on Developmental Disabilities (ADD)
- Centers for Disease Control and Prevention (CDC)
- Children's Board of Hillsborough County
- Florida Department of Education (FDOE)
- Florida Developmental Disabilities Council, Inc. (FDDC)
- Home Instruction Program for Parents of Preschool Youngsters (HIPPY) USA
- Office of Early Learning/Agency for Workforce Innovation
- Office of Special Education Programs (OSEP)
- U.S. Department of Health and Human Services (HHS)
- U.S. Department of Education (USDOE)
- U.S. Department of Education's Institute of Education Sciences (IES)
- Vanderbilt University
- University of Colorado-Denver
- Georgetown University
- University of Kansas
- University of Oregon



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Policy and Services Research & Evaluation

Who We Are

The Division of Policy, Services Research, and Evaluation conducts applied research, evaluation, and consultation activities regarding children's mental health services in schools, communities and public sector agencies. Major research activities of the division focus on systems of care research, evidence-based services, integration of school based mental health services, and transitional services for children and youth.

Key Projects

- Annual National Conference on System of Care for Children's Mental Health
PI: Robert Friedman, PhD
<http://rtckids.fmhi.usf.edu>
- An Empirical Investigation of the Effectiveness of Parent Support Groups
PIs: Albert Duchnowski, PhD, Krista Kutash, PhD
- Decreasing Adolescent Suicidality through a Multiple Component Suicide Prevention Program: Linking Adolescents at Risk to Mental Health Services
PIs: Marc Karver, PhD, Krista Kutash, PhD
- Evaluation of Mental Health/Behavioral Health Services in Schools
PI: Oliver T. Massey, PhD
- Graduate Behavioral Health Concentration: A joint program with the College of Public Health
PI: Bruce Lubotsky Levin, DrPH
- Journal of Emotional and Behavioral Disorders
Co-Editor: Krista Kutash, PhD
- Journal of Behavioral Health Services Research
Editor in Chief: Bruce Lubotsky Levin, DrPH
- National Center on Youth Transition: Improving Practices, Systems, and Outcomes for Youth and Young Adults with Emotional/Behavioral Difficulties
PI: Hewitt B. "Rusty" Clark, PhD
<http://ncyt.fmhi.usf.edu/index.cfm>
- RRTC for Children's Mental Health
PI: Robert Friedman, PhD
<http://rtckids.fmhi.usf.edu>
- RRTC for Children's Mental Health Study 1: National Survey of Systems of Care Implementation
PIs: Roger Boothroyd, PhD, Paul Greenbaum, PhD
<http://rtckids.fmhi.usf.edu/research/study01.cfm>
- RRTC for Children's Mental Health Study 4: The School-based Mental Health Services Study
PIs: Albert Duchnowski, PhD, Krista Kutash, PhD
<http://rtckids.fmhi.usf.edu/study.html>



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Funders & Partners

- Agency for Health Care Administration (AHCA)
- Center for Mental Health Service, Substance Abuse and Mental Health Services Administration (CMHS, SAMHSA)
- Hillsborough Children's Board
- Juvenile Welfare Board of Pinellas County (JWB)
- National Institute on Disability and Rehabilitation Research (NIDRR)
- Pasco County School Board
- Pinellas County Schools
- School Board of Hillsborough County
- School Board of Polk County
- Tri-County School Districts of Georgia
- U.S. Department of Health and Human Services (HHS)
- U.S. Department of Education, Office of Special Education Programs (USDOE, OSEP)
- USF College of Public Health/ Department of Community and Family Health
- USF College of Education/Department of Special Education



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State & Local

Who We Are

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.

Key Projects by Subject Area

Child Welfare System and Practice Improvement

- **Child Welfare Prepaid Mental Health Plan (CW-PMHP) Evaluation** examines the extent to which the mental health needs of children in Florida's child welfare system are being met by the CW-PMHP. PI: Amy Vargo., PhD <http://logicmodel.fmhi.usf.edu/resources/socprrr/>
- **Evaluation of Community-Based Care and Title IV-E Waiver** examines the outsourcing of child welfare services in Florida to determine the impact on child outcomes, including child permanency, safety and well-being. PI: Amy Vargo, PhD
- **Family Heritage Project: A Kinship Support Program of Family Resources, Inc** involves the evaluation of a program in Pinellas County, Florida providing support to relatives who have become the caregivers of children whose biological parents are affected by HIV/AIDS. PI: Norin Dollard, PhD
- **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. PIs: Don Policella, MS, Mary Armstrong, PhD www.centerforchildwelfare.org
- **Florida Community Based Care Partnership Project** assists the Department of Children and Families and local communities with meeting statutory requirements to privatize foster care and related services, with particular emphasis on start-up and transition activities. PI: Don Policella, MS
- **Florida District 10 and 11 Pilot Program Evaluation** is determining whether a pilot program for the Community-Based Care lead agencies serving Miami-Dade, Monroe, and Broward Counties leads to improved resource management and cost efficiency, and whether these changes have an affect on child outcomes. PI: Amy Vargo, PhD

- **National Child Welfare Training Institute (NCWLI) Evaluation** is determining the effectiveness of a new program offering leadership training for public and tribal mid-level child welfare managers and building human capital needed in child welfare agencies in order to improve outcomes for vulnerable children and families in those systems. PI: Mary Armstrong, PhD
- **Out-of-Home Care Study** investigates a series of questions related to Florida through out-of-home Medicaid funded programs. PIs: Mary Armstrong, PhD, Norin Dollard, PhD
- **TRI Center (Trauma Recovery for Youth Center)** is evaluating the effectiveness of a trauma-focused intervention for children and youth experiencing complex trauma who are in foster care and other out-of-home family care in the Florida Panhandle region. PI Keren Vergon, PhD

Facts, Figures and Data Support on Child Well-Being

- **Center for the Study of Children's Futures** is dedicated to promoting the health and well-being of Florida's children through data, research, analysis, and community involvement. PI: Susan Weitzel. <http://cscf.fmhi.usf.edu>. **Florida KIDS COUNT** annually updates and disseminates national, state-wide and county-level data on key indicators for Florida's children, ranging from health, economic, educational and social well-being. PI: Susan Weitzel <http://cscf.fmhi.usf.edu/flkc.htm>

Family-driven Services

- **Family Voice Study: Assessing the Role of Family Organizations in Developing Family Voice in Systems of Care** identifies measurable factors that facilitate the active and influential inclusion of family voices in systems of care activities so that necessary transformation of the system can occur. PI: Kathy Lazear, MA

Building Effective Systems of Care

- **Evaluation of Connecticut Behavioral Health Partnership** evaluates a new managed care design for at-risk children in Connecticut, including access to a comprehensive array of community-based services. PI: Mary Armstrong, PhD
- **Financing Structures and Strategies to Support Effective Systems of Care** investigates cross-agency financing structures and strategies to develop a better understanding of the critical financing structures and strategies to support systems of care for children and adolescents with behavioral health disorders and their families. PI: Mary Armstrong, PhD
- **Health Care Reform Tracking Project (HCRTTP)** tracked publicly financed managed care initiatives and their impact on children with mental health and substance abuse problems and their families. PI: Mary Armstrong, PhD
- **SEDNET: Network for Students with Severe Emotional Disturbance** evaluates the success of a comprehensive system of care approach for high-risk students and students with emotional disabilities and their families to transform the education and mental health systems into an integrated system that focuses on recovery, resiliency, and family empowerment. PI: Kathy Lazear, MA

Suicide Prevention

- **Suicide Prevention efforts** work in close coordination with the Florida Office of Suicide Prevention to implement the State Suicide Prevention strategy, which aims to reduce the suicide rate in the state of Florida through specialized programs for all age groups. PI: Steve Roggenbaum
- **Relationship of Suicide Death to Baker Act Examination, Client Characteristics and Service Use Patterns** provides a better understanding of Medicaid funded services and how funds can be used in such a way that contributes to reduction in suicides. PI: Steve Roggenbaum. <http://cfs.fmhi.usf.edu/resources/reports/lowaSOCPRFINAL.pdf>

Resources

- **Products of the Health Care Reform Tracking Project (HCRTTP)** which tracked publicly financed managed care initiatives and their impact on children with mental health and substance abuse problems and their families. *The Promising Approaches Series* includes: Managed Care Design & Financing; A View from the Child Welfare System; Making Interagency Initiatives Work for Children and Families in the Child Welfare System; Accountability and Quality Assurance in Managed Care Systems; Serving Youth with Serious and Complex Behavioral Health Needs in Managed Care Systems; Family Involvement in Managed Care Systems; Care Management in Public Sector Managed Care Systems; and Clinical Decision Making Approaches. <http://rtckids.fmhi.usf.edu/rtcpubs/hctrking/healthcarerefs.cfm>
- **Report to the Legislature: Evaluation of the Department of Children and Families Community-Based Care Initiative/Fiscal Year 2006-2007** examines the status of Community-Based Care in Florida, with a special focus on child and family outcomes, quality, and cost. http://cfs.fmhi.usf.edu/StateandLocal/PDF/CBC_LegReport.pdf
- **Florida's Children at a Glance 2008** provides county and statewide indicator summaries of 2006/07 data on population, birth indicators, education, child well-being, and youth and the law. <http://cscf.fmhi.usf.edu/pdf/AAG2008>
- **The Youth Suicide Prevention School-Based Guide** provides a framework for schools to assess their existing or proposed suicide prevention efforts (through a series of checklists) and provides resources and information that school administrators can use to enhance or add to their existing program. <http://theguide.fmhi.usf.edu/>
- **National Directory of Family-Run & Youth-Guided Organizations for Children's Mental Health** lists family-run and youth-guided organizations and support groups throughout the United States, U.S. Territories and Tribal Nations. <http://familyorgdirectory.fmhi.usf.edu>
- **Quick Guide for Self-Assessment of Family-Run Organizations in Systems of Care** is a technical assistance tool for family-run organizations. <http://rtckids.fmhi.usf.edu/rtcpubs/FamExp/Familyquickguide.pdf>

The listings below can be found at <http://rtckids.fmhi.usf.edu/research/study03.cfm>.

- **A Self-Assessment and Planning Guide** helps policymakers and planners develop a comprehensive financing plan to support effective systems of care. http://rtckids.fmhi.usf.edu/rtcpubs/hctrking/pubs/AssessPlanGuide2006/AssessPlanGuide_OrderForm.pdf
- **Effective Financing Strategies for Systems of Care: Examples from the Field - A Resource Compendium for Developing a Comprehensive Financing Plan** presents the results of the first wave of site visits and is intended to be a companion to the Self-Assessment and Planning Guide
- **Financing Structures and Strategies to Support Effective Systems of Care: Issue Brief 1** presents the results of the first wave of study on site visits regarding financing strategies to support a broad range of services and supports. **Issue Brief 2** presents the results of the first wave of study on site visits regarding financing strategies to support family and youth partnerships.

Funders & Partners

- Annie E. Casey Foundation
- Center for Mental Health Services, Substance Abuse and Mental Health Services Administration (CMHS, SAMHSA)
- Connecticut Department of Children and Families
- Florida Agency for Health Care Administration (AHCA)
- Florida Department of Children and Families (DCF)
- Florida Department of Education (FDOE)
- Florida Office of Suicide Prevention
- National Child Traumatic Stress Network (NCTSN)/ Children's Home Society of Florida
- National Institute on Disability and Rehabilitation Research (NIDRR)
- Success for Kids
- USF-Community Trauma Research Group
- U.S. Children's Bureau/University of Utah
- U.S. Department of Education



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Training, Research, Evaluation and Demonstrations

Who We Are

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Key Projects by Subject Area

Systems Planning and Policy

- **Theory-based Logic Models Technical Assistance and Training** provides support for system of care community stakeholders to discuss desired system change, plan how to accomplish that change, and generate shared responsibility for the results. PIs: Mario Hernandez, PhD, Sharon Hodges, PhD <http://logicmodel.fmhi.usf.edu>
- **System of Care Practice Review (SOCPR -R)** provides technical assistance to system of care communities wanting to assess how well their overall service delivery system is meeting the needs of children with serious emotional disturbances (SED) and their families. PIs: Mario Hernandez, PhD, Sharon Hodges, PhD <http://logicmodel.fmhi.usf.edu/resources/socpr/>

Service System Implementation

- **National Survey of Systems of Care Implementation** provides the first and only national data on system of care implementation from 300 counties across the United States. PIs: Paul Greenbaum, PhD, Krista Kutash, PhD <http://rtckids.fmhi.usf.edu/research/study01.cfm>
- **Case Studies of System Implementation** contributes to knowledge about how local systems of care actually develop, the conditions that support or impede their implementation, and what factors interact together to establish well-functioning systems. PI: Sharon Hodges, PhD, MBA <http://rtckids.fmhi.usf.edu/cssi>

- **Sustainable Infrastructure in Support of Quality Field-Based Practice** develops strategies for local multi-disciplinary intervention programs composed 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. PIs: Sharon Hodges PhD, MBA, Kathleen Ferreira, MSE
- **Patterns of Service Utilization Among Children in the Child Protection System** examines the effect of maltreatment on mental health service utilization among children placed in out-of-home care. PI: Svetlana Yampolskay, PhD

Reduction in Mental Health Disparities

- **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. PIs: Mario Hernandez PhD, Teresa Nesman, PhD
- **Transportation Guidebook** assists transportation teams as they seek ways to simplify transportation access for persons with disabilities, persons with lower incomes, and older adults. PI: Sharon Hodges, PhD, MBA
- **Little Havana Community Partnership Evaluation** is determining if a wide array of key stakeholders are developing ways to transform service delivery and integrate quality services that are culturally appropriate and accessible to families in their own neighborhood. PI: Teresa Nesman, PhD



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- **Community Defined Evidence Project** continues efforts to eliminate disparities in behavioral health for the Latino population and represents a major step toward achieving that goal by discovering and developing measurement criteria to find what really works for Latinos within the context of their own communities and culture. PI: Linda Callejas, MA
- **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. PI: Richard Briscoe, PhD

Success in School

- **Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)** provides academic, educational and enrichment supports to students who are low-income, minority, and/or at risk of dropping out of high school. PI: Ruby Joseph, MPA

Education and Training

- To help translate new knowledge into effective practice, in-service training modules have been developed to benefit an array of behavioral health professionals. Programs Offered: Graduate Program in Children's Mental Health; Continuing Education for Working Professionals; Custom Training Packages for System of Care Sites; Specialized Programs for Behavioral Health Staff; Specialized Contracted Services for Behavioral Health Grantees. PI: Carol MacKinnon-Lewis, PhD

Resources

- **RAICES Training Curriculum** supports communities in their efforts to strengthen partnerships that better link Latino children and families with

school personnel and service providers. It is intended for communities with committed service providers—mental health, education, child welfare, juvenile justice and other agencies—dedicated to ensuring families have access to the services and supports they need to achieve successful outcomes. <http://raices.fmhi.usf.edu>

- **Creating a Front Porch: Strategies for Improving Access to Mental Health Services** shares the results of interviews conducted with personnel from selected organizations and focuses on key practices that were reported to increase accessibility of mental health services for underserved populations.
- **Examining the Research Supporting Cultural Competence in Children's Mental Health Services** shares results of an in-depth literature review, which will become the basis of an attempt to operationalize cultural competence, with the eventual result being an organizational cultural competence assessment tool.
- **Organizational Cultural Competence: A Review of Assessment Protocols** contributes to the understanding of how cultural competence is currently operationalized and measured at the organizational level.

The three documents above can be downloaded from: <http://rtckids.fmhi.usf.edu/rtcpubs/CulturalCompetence/>

- **Interagency Collaboration Activities Scale (IACAS)** is a self-report questionnaire 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. <http://rtckids.fmhi.usf.edu/rtcpubs/study01/CollaborationScaleVersion6.pdf>

- **Case Studies of System Implementation** is a series of issue briefs based on findings from Case Studies of System Implementation that provide readers with a summary of lessons learned from established system of care communities. System of Care Definition; Critical Factors in System of Care Implementation; Strategies for System of Care Development: Locally Identified Factors for System Implementation; Leadership Qualities in Successful Systems of Care; Evidence-based Practices and Systems of Care: Implementation Matters; What Works: System Development Strategies Across Communities; Quality Improvement Strategies that Work. <http://rtckids.fmhi.usf.edu/cssi/>
- **System of Care Practice Review (SOCPR-R)** is a process designed to assess if and to what extent the system of care core values and guiding principles are practiced by a service system. <http://logicmodel.fmhi.usf.edu/training/socpr.cfm>
- **Crafting Logic Models for Systems of Care: Ideas Into Action** is designed to provide a guide for communities engaged in developing systems of care. It provides a straightforward method that system stakeholders can use to turn their ideas into tangible action-oriented strategies for achieving their goals for system development. <http://rtckids.fmhi.usf.edu/rtcpubs/CMHseries/IdeasintoAction.html>

Funders & Partners

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- Center for Mental Health Service, Substance Abuse and Mental Health Services Administration
- Children's Board of Hillsborough County
- National Institute on Disability and Rehabilitation Research
- The Children's Trust
- U.S. Department of Education



More Information

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

CARD-USF provides communities, organizations, agencies, service providers and families with the knowledge and skills to support children and adults with autism and related disabilities. We also work with early intervention, schools, employers, and colleges and universities.

Child & Family Studies

DARES Division
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Center for Autism and Related Disabilities

Who We Are

The Center for Autism & Related Disabilities (CARD) 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. We serve Florida families and professionals within the following counties: Charlotte, Collier, Desoto, Glades, Hardee, Hendry, Highlands, Hillsborough, Lee, Manatee, Pasco, Pinellas, Polk, & Sarasota.

What does CARD-USF do?

- **Participate in state-level autism efforts** to impact policy and services.
- **Engage in individual consultations.** Our staff offers families and professionals strategies or information on best practices to increase skill development or address behavioral concerns by observing the individual in natural settings, and collaborating with the person's team and family members to suggest appropriate services and supports. These consultations require a time commitment from all involved.
- **Organize and conduct regional and statewide training events.** Each year, regional workshops are organized on topics of great interest to families and school personnel.
- **Organize and conduct training events.** CARD-USF partners with community providers such as the Florida Diagnostic and Learning Resources System (FDLRS), the Florida Inclusion Network (FIN), the Family Network on Disabilities of Florida (FND), and the National Alliance on Mental Illness (NAMI) and others to offer information on relevant topics for families and professionals.
- **Maintain an active website.** Families and professionals often access the web to gather information. Our website links to information and resources about autism and related disabilities, provides a list of training events, and other valuable information. The website is updated on a regular basis.
- **Develop and disseminate materials.** Some of these materials are available online; others are available on CDs, videotape or in print.
- **Develop and distribute a newsletter** twice a year. The newsletter is available in our 14-county region of Florida.
- **CARD Technical Assistance Consultations** provide technical assistance to schools and agencies to build capacity with a teacher and/or team around an entire classroom issue or concern.

How can CARD help me?

- In addition to CARD's trainings, direct assistance, technical assistance and project development, CARD-USF is a resource both to families and professionals locally, and also around the world through our website.

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

Please visit CARD's website for resources, links, online training modules, plus community activities and materials and resources in Spanish. In addition to the main CARD website, CARD has created another site for specifically for educators:

The CARD Learning Curve

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

This online resource provides interesting and interactive stories, ideas, resources and materials for teachers of students with autism or a related disability.

The Center for the Advancement of Child Welfare Practice

Who We Are

The 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. Funding is provided through a contract with the Department of Children and Families. The Center's mission is to support and facilitate the identification, expansion, and transfer of expert knowledge and best practices in child welfare case practice, direct services, management, finances, policy, and organizational development to child welfare and child protection stakeholders throughout Florida. Operating within the University of South Florida's Louis de la Parte Florida Mental Health Institute (FMHI), the Center serves Child Protective Investigation professionals of DCF and various Sheriff's Offices, the Attorney General or State's Attorney Offices, DCF Children's Legal Services and Community-Based Care Lead Agencies for child welfare services.

Center Objectives

- **Ensure timely and consistent information** to Florida's child welfare professionals emphasizing easy access 24 hours a day, seven days a week, resulting in one right answer accessible to all users statewide on demand.
- **Link customers to resources**, innovations, and evidence-based models and best practices throughout the country.
- **Enable virtual meetings** and on-line collaborative forums that facilitate communication and information sharing among Florida's child welfare professionals.

Services

Knowledge Base

- A fully searchable on-line knowledge base is built around current rules and policies, embedded links to relevant Florida State and Federal statutes and rules, recent decision memoranda or policy interpretations, fiscal requirements, national best practices, research, and Frequently Asked Questions (FAQ) with authoritative answers. The Center processes requests from customers for policy clarification or interpretation by acquiring answers from the DCF and posting those in the Center database. Knowledge base access is available on-line to all users 24 hours a day, seven days a week.

Collaboration

- The collaboration component serves as an interactive on-line information-sharing portal where peers and experts can interact with each other and share documents. This component features video conferencing, video streamed educational and training presentations, and discussion boards designed to facilitate learning, information sharing, and identification of training and technical issues for inclusion in The Center's services.

National Project Support

- The Center provides web portal services, including collaboration and video webinars, for the Western and Pacific Child Welfare Implementation Center. A service of the Children's Bureau and a member of the Children's Bureau Training and Technical Assistance Network, the Implementation Center will assist States, Tribes and Territories in Regions IX and X institutionalize principles, policies, and proven or promising practices likely to result in sustainable improvements in outcomes for children and families.

Service Limits

- The Center does not establish or interpret policy, statute, or rules. The Center does not engage in subjective discussions or exchanges about such matters and does not provide advice or information about operational matters.
- The Center does not provide case, family, or child specific services.



More Information

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Florida Center
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Inclusive Communities



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Florida Center for Inclusive Communities

Who We Are

The Florida Center for Inclusive Communities (FCIC) at the University of South Florida was established in October 2005 through a University Centers for Excellence in Developmental Disabilities Education (UCEDD), Research, and Service grant award from the Administration on Developmental Disabilities. Since 1963, UCEDDs have been working to accomplish a shared vision that foresees a nation in which all Americans, including Americans with disabilities, participate fully in their communities.

Through leadership in research and evaluation, theory, policy, capacity building, and practice innovation, the Florida Center for Inclusive Communities (FCIC) is committed to developing a range of supports and services for individuals with developmental disabilities in the areas of community supports, early childhood, transition, education, employment, health, interdisciplinary training, public policy, and cultural competence.

FCIC Mission

The mission of the Florida Center for Inclusive Communities, a University Center for Excellence in Developmental Disabilities, is to provide training, technical assistance, research, systems change, and dissemination activities focused on supporting individuals with developmental disabilities to:

- Make informed choices and decisions about their lives
- Receive support and services that are based on individual goals and outcomes
- Achieve full inclusion and participate in society, in an individualized manner, consistent with the unique strengths, resources, priorities, concerns, abilities, and capabilities of each individual

Goal 1: To improve access to effective educational supports for individuals with developmental disabilities.

Goal 2: To expand the availability and range of employment opportunities for individuals with disabilities.

Goal 3: To ensure that individuals with developmental disabilities enjoy increased and meaningful opportunities to access and use community services.

Goal 4: To expand access to health services for individuals with disabilities, particularly individuals from ethnic or racial minority groups.

Funded Projects

- Program-Wide PBS Implementation in Early Childhood
- Center on the Social and Emotional Foundations for Early Learning
- Center on Self-Employment
- HIPPY: Home Instruction Program for Preschool Youngsters
- HIPPY Corps Evaluation
- Center for Autism and Related Disabilities
- Partnerships for Effective Programs for Students with Autism
- Supported, Competitive and Integrated Employment Training
- Positive Behavior Support: Team Training and Technical Assistance
- Technical Assistance Center on Positive Behavior Interventions and Supports
- Student's Website on Employment & Transition
- Evidence-Based Interventions for Severe Behavior Problems: The Prevent-Teach-Reinforce Model

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How to Order Publications

To order recent, or additional past Center publications, download an order form at:

<http://cscf.fmhi.usf.edu/pdf/Publication%20Order%20Form.pdf>

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Center for the Study of Children's Futures

Who We Are

The mission of the Center for the Study of Children's Futures (CSCF) is to promote the health and well-being of Florida's children and their families by centralizing current research, education, and community engagement activities. The Florida KIDS COUNT Project is the primary activity within the Center.

The Center is dedicated to maintaining a repository of statistical data as well as research, policy, and program activities occurring throughout Florida and the nation. Through the development and dissemination of informative and educational products, technical assistance, and consultation services, the Center provides the necessary data driven knowledge-base for improving the lives of Florida's children and their families.

Center Goals

- Develop child well-being indicators
- Provide technical assistance and consultation services
- Centralize current research efforts policy agendas, and program activities
- Develop and disseminate data rich products
- Maintain the Center's resource library
 - » Products from all 53 contributing KIDS COUNT projects
 - » National and Florida foundations
 - » Reports and products from numerous research affiliates
 - » National, state, and county government and private agencies
 - » Private and public associations
 - » Training centers and institutes

Data Partners

- Florida Agency for Workforce Innovation
- Florida Department of Children and Families
- Florida Department of Corrections
- Florida Department of Education
- Florida Department of Health
- Florida Department of Juvenile Justice
- Florida Department of Law Enforcement
- Office of Economic and Demographic Research, The Florida Legislature

Partner Organizations

- Alliance for Justice
- Brookings Institute
- Center for Budget and Policy Priorities
- Center for Social and Demographic Analysis
- Center for the Study of Social Policy
- Child Trends
- Economic Policy Institute
- Frameworks Institute
- KIDS COUNT Network
- Management Assistance Group
- Organizational Research Services
- Population Reference Bureau
- Urban Institute
- Velir Studios
- Voices for America's Children

Who We Serve

- Advocacy Organizations
- Attorneys
- Consultants
- Educators
- Foundations
- Government Agencies
- Grant Writers
- Health Organizations
- Legislators
- Local and State Coalitions
- Media Outlets
- Parents
- Program & Service Agencies
- Students
- Universities



HIPPYUSA
Home Instruction for Parents of Preschool Youngsters
FLORIDA

More Information

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813-974-4858

Home Instruction for Parents of Preschool Youngsters (HIPPY)

Who We Are

The Home Instruction for Parents of Preschool Youngsters (HIPPY) is a parent involvement and school readiness program. HIPPY offers free home-based early childhood education for three, four and five year old children working with their parent(s) as their first teacher. The parent is provided with a set of developmentally appropriate materials, curriculum and books designed to strengthen their children's cognitive skills, early literacy skills, social/emotional and physical development.

How HIPPY Got Started

- 1969 HIPPY was developed in Israel at the National Council of Jewish Women (NCJW) Research Institute for Innovation in Education at the Hebrew University in Jerusalem.
- 1984 HIPPY programs were established in the United States.
- 1985 The first Florida HIPPY program began in Miami.
- 1988 HIPPY USA was established at NCJW to provide training and technical assistance to all HIPPY programs.
- 1991 HIPPY USA became an independent, non-profit, educational organization.
- 2008 Florida HIPPY has 15 sponsoring agencies which utilize the services of 21 professional coordinators and approximately 115 Home Visitors to serve more than 2,500 children in 17 counties.

How HIPPY Helps Parents

- HIPPY begins with the basic tenet that all parents want the very best for their children, but might need support and help in developing their children's potential.
- HIPPY gives parents the tools, skills and confidence they need to be the primary educators of their children.
- HIPPY teaches parents how to engage their children in educational activities.

- HIPPY delivers services through home visits by trained peers from the community.
- HIPPY provides additional learning experiences through group meeting activities and special events.

How HIPPY Helps Children

- HIPPY is primarily cognitive-based focusing on language development, problem solving, logical thinking and perceptual skills.
- HIPPY's curriculum covers the skills necessary to acquire reading and other literacy skills.
- HIPPY's curriculum is developmentally appropriate and builds on the child's interests and maturing skills.
- HIPPY offers skill development through a variety of approaches.
- HIPPY fosters social-emotional and physical development in children.

Our Location

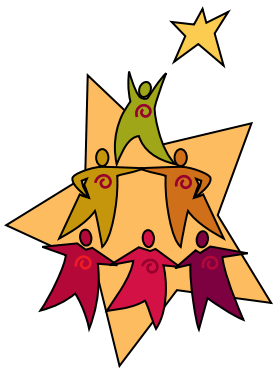
The Florida HIPPY Training and Technical Assistance (T&TA) Center was opened in 1996 and is based at the University of South Florida in Tampa. The role of the state office is to work in collaboration with HIPPY USA's national office in Little Rock, Arkansas to provide training, technical support, and guidance to all of the HIPPY programs in the state of Florida. Currently, the state HIPPY office is staffed by seven employees.

Some Florida HIPPY programs are funded by a State Legislative Appropriation and others are funded through a variety of local, state, or federal sources.

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National Network on Youth Transition for Behavioral Health

Who We Are

The mission of the National Network on Youth Transition for Behavioral Health (NNYT) is 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.

The National Network 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. This population of young people experiences extreme challenges as they move in and out of our community child and adult-serving systems (e.g., schools, foster care, mental health, detention, corrections) and have, almost without exception, the poorest post-secondary outcomes (e.g., employment, career-type education, homelessness, incarceration) of any of the disability groups.

How We Can Help...

Consultation

- Develop collaborative partnerships at all levels
- Assist with program planning, implementation, funding strategies, sustainability planning, and related resource allocation
- Develop training materials, toolkits, modules and workshops
- Improve competencies through information sharing, on-site competency-based training, and coaching
- Assist site capacity to train, coach, supervise, and manage personnel and operations
- Assist with the implementation of an effective community transition system (e.g., Transition to Independence Process model)

Evaluation/Research

- Develop evidence-based logic models
- Develop and perform program evaluations
- Provide training on evaluation and quality assurance
- Provide or develop measurement instruments
- Investigate practices, interventions, and strategies
- Track and report outcomes

Dissemination

- Communicate best practices, strategies, and interventions through websites, webinars and other means of dissemination
- Assist sites with the development and use of social marketing tools
- Assist sites with sustainability efforts

Who We Can Help...

- Transition program personnel
- Agency managers and administrators
- Community stakeholders
- Young people/parents from advocacy organizations
- Evaluators and researchers
- County and state service system administrators
- Federal and state policy makers
- Schools, communities, agencies, and states that are planning or implementing transition services and supports

National Network on Youth Transition for Behavioral Health

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

- Consultation, Evaluation/Research and Products/Publications

Transition to Independence Process (TIP) Model

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

- TIP System Development and Operations Manual
- TIP Theory and Research



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Positive Behavior Support

About PBS

Positive Behavior Support (PBS) is the application of evidence-based strategies and systems to help schools increase academic performance and safety, decrease problem behavior, and establish positive school cultures. Providing a positive and effective alternative to the traditional methods of discipline, PBS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance.

The Department of Child & Family Studies provides leadership in a variety of local and national research, training, and program development efforts. Our faculty and staff offer a large array of resources to inform education and positive behavior support in the adoption of evidence-based practices.

Projects

- **Florida's Positive Behavior Support Project (FLPBS)** provides training to district and school personnel in universal, supplemental and intensive/individual levels of PBS. Technical assistance activities include the dissemination of data, newsletters, effective practices and web-based resources. Materials to support entire schools, classrooms, targeted groups, individual students, and families are available for download at <http://flpbs.fmhi.usf.edu>
- **The Technical Assistance Center for Positive Behavior Interventions and Support** provides capacity-building information and technical support about behavioral systems to assist states and districts in the design of effective schools. The Center operates as a consortium of researchers, resource agents, public university and private agency personnel, and receives guidance from an external evaluation team. PI: Don Kincaid, EdD <http://www.pbis.org/main.htm>
- **The Program-Wide PBS Project** provides training and technical assistance for the implementation of a program-wide model of PBS for young children (birth to five) within selected community early childhood programs in Hillsborough County. It offers teachers and families effective strategies for supporting children's social-emotional development and addressing challenging behavior. Program Director: Rochelle Lentini, MEd
- **Family Involvement in Functional Assessment** is a school-wide model for effectively involving families who have children with challenging behavior through the use of functional behavior assessment and positive behavior interventions and supports. PI: Bobbie Vaughn, PhD <http://fifa.fmhi.usf.edu>
- **The Prevent-Teach-Reinforce Project** is a federal grant funded through 2009 that investigates the impact of PBS interventions for students with severe behavior problems. Over 200 students at two sites (Denver and Tampa) will be randomly assigned to intervention and control conditions. The research study will investigate the impact of a standardized assessment, intervention, coaching and fidelity process on the competence of teachers and the outcomes for targeted students. PI: Don Kincaid, EdD

Partners:

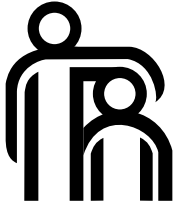
- **The Center on the Social and Emotional Foundations for Early Learning (CSEFEL)** is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country. PI: Lise, Fox, PhD <http://www.vanderbilt.edu/csefel>

Resources:

- **The Positive Beginnings Training Modules** provide higher education faculty and professional development personnel with material that can be used to teach early educators, interventionists, and related service personnel about the use of PBS with young children and their families. Faculty members with the Florida Center for Inclusive Communities are available to provide “train the trainers workshops” on the adoption of the materials. Contact Rochelle Lentini, MEd at lentini@fmhi.usf.edu or 813-974-1455.
 - **Family Involvement in Functional Assessment Manual** is created for school personnel to use when involving families in functional behavior assessment and Positive Behavior Support. A manual that schools can use may be downloaded for free at <http://fifa.fmhi.usf.edu/manual.htm>.
- The following products can be found at http://www.challengingbehavior.org/do/resources/tacsei_resources_all.htm*
- **Teaching Tools for Young Children with Challenging Behavior** is a free product that gives teachers practical strategies to create a plan to support young children who are having challenging behavior.
 - **Recommended Practices Handouts** offer professionals and family members information on evidence-based recommendations for a variety of topics. Copying and distribution of these documents is encouraged.
 - **Program-Wide Positive Behavior Support Booklet** provides a report on the program-wide implementation of the “Teaching Pyramid” within a Head Start Program. The Southeast Kansas Community Action Program (SEK-CAP) provides information on the implementation of the model and the outcomes for the children, families, teachers, and program.
 - **Positive Solutions for Families Brochure** provides parents with eight practical tips they can use when their young children exhibit challenging behavior. Each tip includes a brief explanation and an example to show parents how they might use the specific approach with their own family in everyday life. This product is also available in Spanish.

Funders

- Children’s Board of Hillsborough County
- Florida Department of Education/Bureau of Exceptional Education and Student Services
- Office of Head Start and Child Care Bureau
- U.S. Department of Education/Office of Special Education Programs (USDOE/OSEP)



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Research & Training Center for Children's Mental Health

Why We Are Needed

Approximately 10% of children and youth in the United States have a serious mental health challenge that not only causes them and their family great distress but interferes with their functioning at home, at school, or in the community. The seriousness of this problem has been noted by several important federal groups. For example, in the report of its workgroup on child and adolescent mental health, the National Institute of Mental Health's National Advisory Mental Health Council has indicated that "no other illnesses damage so many children so seriously. The National Research Council and Institute of Medicine has reported that at least 25% of adolescents in the United States are at serious risk of not achieving productive adulthood."

Who We Are

The mission of the Research and Training Center for Children's Mental Health is to support the development of systems of care that provide access to effective care for children with mental health challenges and their families. The Center seeks to do this through an integrated set of research, training, consultation, and dissemination activities.

The Center is one of two federally funded research and training centers for children's mental health and is jointly funded by the U.S. Substance Abuse and Mental Health Services Administration and the National Institute on Disability and Rehabilitation Research. The Center has been funded through consecutive federal grants since 1984 and has a diverse team including researchers, evaluators, policy makers, administrators, parents, and practitioners.

The Center's research is inter-disciplinary, and is based in complex, real-world environments. Findings are disseminated to key audiences using a variety of formats. As part of its national leadership role, each year since 1988 the Center has hosted a national research conference on systems of care and children's mental health that brings together researchers with policy makers and family members to exchange information about new research findings and dialogue about strategies for improving the mental health and overall well-being of children and youth.

Key Projects

The Center is currently engaged in six research projects designed to further the understanding of how to develop and implement effective systems and services for children with mental health challenges and their families.

- **Research Study 1: A National Survey of Systems of Care Implementation** is the first study ever undertaken of a nationally representative sample of counties to determine the status of their children's mental health system. This study is currently in the data analysis phase and has identified areas of relative strength across the country, as well as areas requiring considerably more attention if progress is to be made. PIs: Roger Boothroyd, PhD, Paul Greenbaum, PhD, Krista Kutash, PhD
- **Research Study 2: Holistic Approaches to Studying Community-Based Systems of Care** is taking an in-depth look at mature systems of care across the country to identify factors that have contributed to their success. Preliminary findings from this study have been disseminated both through a series of issue briefs and technical reports and are being used as the basis for training communities around the country in the development of effective systems of care. This is but one of many examples of translating research into action that is the hallmark of the Center. PI: Sharon Hodges, PhD, MBA

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- **Research Study 3: Financing Structures and Strategies to Support Effective Systems of Care** is studying communities and states across the country to identify financing strategies that contribute to effective systems and services. This study has not only resulted in important findings about the impact of various financing strategies but has also led to a comprehensive guide for communities and states to use in developing their financing strategies. PI: Mary Armstrong, PhD
- **Research Study 4: The School-based Mental Health Services Study** builds on the recognition that a high percentage of children and youth receive services for their mental health challenges within schools, and is examining a variety of models for providing school-based mental health services. This study has conducted an extensive review of the research on school-based mental health services and has published a monograph that is being used widely by school districts across the country. PIs: Albert Duchnowski, PhD, Krista Kutash, PhD
- **Research Study 5: Accessibility of Mental Health Services** addresses the concern that children and youth from minority racial and ethnic backgrounds are less likely to receive needed and effective services than others. This study has reviewed data on strategies for reducing these disparities, has developed a model for understanding the way in which particular organizational factors contribute to reducing these disparities, and that model is now being widely used across the country. PIs: Mario Hernandez, PhD, Teresa Nesman, PhD, Mareasa Isaacs, PhD
- **Research Study 6: Assessing the Role of Family Organizations in Developing Family Voice in Systems of Care** is assessing the role of family organizations in developing effective systems of care. This study has developed reports on the status of family organizations and on the strategies that they use to improve conditions and outcomes for children with mental health challenges and their families. PI: Mary Evans, PhD, Kathy Lazear, MA

The research of the Center is of tremendous importance. However, the Center is committed to going beyond knowledge development to ensure that knowledge is effectively transmitted to professionals and parents in the community and to students who will become the next generation of leaders in the field. The Center does this through widespread dissemination of its products on its website, the electronic publication of regular research summaries, its annual national research conference, consultation with leaders at the community, state, and federal level, and preparing a wide variety of written products and presentations. The written products include publications in peer reviewed journals, technical reports, monographs summarizing research findings, brief summaries of research findings and articles in newsletters.

In addition, the Center has initiated the nation's only graduate certificate program in systems of care and children's mental health. The coursework for this program is offered on-line and students enrolled in the program come from around the country and from a wide range of academic disciplines. In addition, the Center has developed web-based curricula that can be used for in-service training across the country.

Summary

The Center, with the support of the Department of Child and Family Studies and the Louis de la Parte Florida Mental Health Institute, is privileged to be in a national leadership role in addressing the significant problem of mental health challenges in children and youth, problems that prominent researchers Phil Kendall and Ron Kessler have identified as being "much more powerful predictors of a wide array of later adverse outcomes than virtually any other potential target." The particular focus of the Center is on the development and dissemination of knowledge about how to establish systems that provide access to effective care for all children with mental health challenges and their families. The Center is currently in the process of conducting a series of research, training, educational, and dissemination projects on this topic that it hopes will have an important impact on this complex and serious problem.



Suicide Prevention Implementation Program

Who We Are

The Suicide Prevention Implementation Program (SPIP) works with the Florida Statewide Office of Suicide Prevention, the Florida Suicide Prevention Coordinating Council and various counties, agencies and partners to enhance Florida's capacity to initiate, implement, and sustain suicide prevention activities.

Key Projects

Suicide Stops Here

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

The Suicide Stops Here website serves as a resource for schools, agencies, businesses, health providers, faith-based organizations, and community coalitions and provides:

- A menu of suicide prevention activities
- A flexible, end-to-end implementation process that includes community mobilization
- Ideas for initiating and energizing suicide prevention efforts
- Resources to assist at each step of the implementation process
- Links to web resources

Education & Training Programs

SPIP staff participate in a number of training and education programs offered to raise awareness and disseminate information about the risk factors and warning signs associated with suicide.

Related Suicide Prevention Evaluation Activities

- **Evaluation of the BETH (Become Educated to Help) Campaign.** The campaign, aimed at increasing awareness of suicide as a public health and mental health issue, was implemented in two pilot Florida communities of Alachua and Pasco Counties. The evaluation investigated the impact of the campaign through the number of calls to 1-800-273-TALK and the proportion of calls related to suicide.
- **Florida Suicide Prevention Gatekeeper Training.** The program establishes a network of individuals or "Gatekeepers," including teachers, school nurses, school personnel, police officers, mental health care providers, and emergency health care personnel trained to recognize, respond appropriately and refer people for help. The evaluation analyzed behavioral change subsequent to the Gatekeeper Training.

Resources

- **Youth Suicide Prevention School-Based Guide.** The Guide provides a framework for schools to assess their existing or proposed suicide prevention efforts (through a series of checklists) and provides resources and information that school administrators can use to enhance their existing program. The Guide was recently selected for the Suicide Prevention Resource Center/American Foundation for Suicide Prevention's Best Practices Registry (BPR) for Suicide Prevention. <http://theguide.fmhi.usf.edu/>
- **Take Action Brochure.** FSPIP staff worked with Florida Suicide Prevention Coordinating Council and members of the Florida Suicide Prevention Coalition and brainstormed 125 ideas for moving the Florida Suicide Prevention Strategy into ongoing community action. A Take Action brochure was created in easy-to-read format to share highlights from these ideas, including specific recommendations for individuals and various groups.
- **Well Aware Bulletin.** The SPIP serves as a co-funder for the Well Aware Bulletin, a suicide prevention policy bulletin delivered twice each academic year to school administrators and leaders throughout Florida. http://www.helppromotehope.com/initiatives/well_aware.php
- **The Relationship of Suicide Death to Baker Act Examination, Client Characteristics and Service Use Patterns** provides a better understanding of Medicaid funded services and how funds can be used in such a way that contributes to reduction in suicides. <http://cfs.fmhi.usf.edu/resources/AHCA/AHCA3-Baker-Act-Suicide.pdf>

Funders & Partners

- Agency for Health Care Administration (AHCA)
- BETH Foundation
- Duval County Suicide Prevention Task Force
- Florida Suicide Prevention Coordinating Council
- Pasco Aware
- USF/FMHI Collaborative for Children, Families & Communities Faculty Grant Program

More Information

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

Child & Family Studies

State & Local Division
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UNIVERSITY OF
SOUTH FLORIDA
COLLEGE OF BEHAVIORAL
& COMMUNITY SCIENCES



More Information

Lise Fox, PhD
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<http://challengingbehavior.fmhi.usf.edu/>

Technical Assistance Center on Social Emotional Intervention

Who We Are

The Technical Assistance Center on Social Emotional Intervention for Young Children, also known as TACSEI, is a continuation and expansion of the work of the Center for Evidence-Based Practice, Young Children with Challenging Behavior. TACSEI gives decision makers, caregivers and service providers an enhanced awareness and understanding of, and ability to use evidence-based practices for improving the social-emotional outcomes for young children with, or at risk for, delays or disabilities. TACSEI uses the widely endorsed Pyramid Model framework for promoting social-emotional competence and addressing challenging behavior as the conceptual model to deliver this important information.

What does TACSEI do?

- Synthesizes and disseminates research findings on evidence-based models and practices for children and families served by the Individuals with Disabilities Education Act (IDEA).
- Provides technical assistance (TA) with specific emphasis on behavior and social/emotional development.
- Creates products for caregivers, service providers, families, and administrators.
- Maintains a partnership with national organizations and TA providers.
- Provides training and e-learning opportunities on evidence-based practices and the Pyramid Model of promotion, prevention and intervention.
- Coordinates a cadre of experts for providing consultation to the field.

How can TACSEI help me?

- Visit the TACSEI website at: www.challengingbehavior.org
- Download TACSEI resources
- Attend a training or workshop at a TACSEI partner conference
- Participate in a TACSEI teleconference

Who makes up the TACSEI team?

- Lise Fox, PhD, Glen Dunlap, PhD, Diane Powell, PhD
University of South Florida
- Barbara J. Smith, PhD, Phil Strain, PhD
University of Colorado Denver
- Mary Louise Hemmeter, PhD
Vanderbilt University
- Roxane Kaufmann, MA
Georgetown University
- Judith Carta, PhD
University of Kansas
- Karen Blase, PhD
University of North Carolina at Chapel Hill

Partner Organizations

- National Association for the Education of Young Children (NAEYC)
- Division for Early Childhood (DEC)
- National Head Start Association (NHSA)
- National Association of State Mental Health Program Directors (NASMHPD)
- PACER Center & Technical Assistance Alliance for Parent Centers
- National Association of State Directors of Special Education (NASDSE)
- IDEA Infant and Toddler Coordinators Association (ITCA)

Child
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<http://challengingbehavior.fmhi.usf.edu/>

TACSEI is funded by the U.S. Department of Education, Office of Special Education Programs.

Applied Behavior Analysis (ABA) Master's Degree

Who We Are

The master's degree program in applied behavior analysis (ABA) is designed to meet a growing need in Florida and nationally for practitioners who can work effectively in the fields of developmental disabilities, education, child protective services, rehabilitation, mental health, and business and technology. ABA provides an approach for developing, implementing, and evaluating practical strategies to produce changes in the socially significant behaviors of individuals in the context of community settings. Three important features characterize the scientific basis upon which ABA is built: a) it focuses upon the objectively measurable behavior of an individual or system; b) it studies environmental influences upon the targeted behaviors; and c) it places a premium upon single-subject research designs to analyze the effects of different environmental variables.

About the Program

The 46 credit-hour master's degree program in ABA is housed in the Department of Child and Family Studies in the College of Behavioral and Community Sciences. It provides coursework, research opportunities, and supervised practical experiences in a variety of areas within applied behavior analysis. Students are required to show proficiency in courses that constitute a core curriculum, demonstrate content areas through supervised practicum experiences, and complete a data-based thesis. In addition, students are encouraged to work on research projects beyond their thesis with faculty mentors. The master's degree program was designed to prepare students to become researchers and practitioners. As such, it provides the training needed to meet the standards to be Board Certified Behavior Analysts. It will assist students in their preparation for employment in many fields where there are growing demands for competent professionals with expertise in applied behavior analysis.

Practicum

The USF Applied Behavior Analysis Practicum follows the experience guidelines of the Behavior Analysis Certification Board (www.BACB.com), which requires 1,000 total hours of practicum experience. Students work 10-25 hours per week at their practicum site under the direct supervision of a Board Certified Behavior Analyst (BCBA). Practicum placements are available at a broad array of sites throughout the greater Tampa Bay area.

ABA Sample Program of Study

Fall Semester

- Applied Behavior Analysis Basic Principles
- Observational Methods and Functional Assessment
- Single Case Experimental Design
- ABA Practicum

Spring Semester

- Behavior Theory
- ABA in Complex Community Environments
- Ethics in Applied Behavior Analysis
- ABA Practicum

Summer Semester

- ABA Practicum
- Thesis

Fall Semester

- ABA Practicum
- Thesis
- Elective (Applications of Behavior Analysis)

Spring Semester

- ABA Practicum
- Thesis
- Elective (Behavior Analysis and Developmental Disabilities)



More Information

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The University of South Florida is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award degrees at the baccalaureate, master, specialist, and doctoral levels, including the Doctor of Medicine.

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More Information

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Fax: 813-974-6257

For additional information on specific programs and their admission requirements, visit: <http://home.fmhi.usf.edu/Education/GraduateStudiesBeHealth.cfm>

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Child & Family Studies

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Graduate Studies in Behavioral Health

About the program

The USF Louis de la Parte Florida Mental Health Institute (FMHI) and the USF College of Public Health (COPH) jointly offer a specialty concentration in behavioral health as part of the master's and doctoral programs in the COPH Department of Community & Family Health (DCFH). The Graduate Studies in Behavioral Health Program examines community and family issues in policy, evaluation, systems performance, and outcomes of alcohol, drug abuse, and mental health services. Students with psychology, education, counseling, social work, nursing, medicine, and public health backgrounds analyze current trends and research in behavioral health services. Graduates are prepared to work in mental health, alcohol, drug abuse, and public health organizations, as well as in research and consulting firms. Examples of sub-specialization areas include children, mental health, policy and behavioral health services delivery; the behavioral health needs of at-risk populations, and mental health planning, evaluation, and accountability.

Degree Options:

The Graduate Studies in Behavioral Health Program includes five graduate degree options:

- **The Master's of Public Health (MPH) Concentration in Behavioral Health** is a non-thesis degree program that prepares students for a professional career in behavioral health services.
- **The Master's of Science in Public Health (MSPH) Focus in Behavioral Health** is a thesis degree program that prepares students for careers in applied behavioral health research and outcomes evaluation.
- **The Master's of Social Work/Masters of Public Health Dual-Degree Program (MSW/MPH) (Behavioral Health Concentration)** is an advanced dual degree program for students interested in combining clinical social work with public health and a concentration in behavioral health (including mental health and substance abuse services).
- **The Doctor of Philosophy (PhD) Focus in Behavioral Health** is an advanced research degree program for students intending to pursue academic, research, or high-level administrative careers in behavioral health services.
- **The Doctor of Public Health (DRPH) Focus in Behavioral Health** is an advanced professional degree for students intended to pursue high level administration or leadership careers in behavioral health services.

Behavioral Health graduates will be able to:

- Summarize the history and philosophy of the behavioral health services field
- Relate fundamental principles of epidemiology to the incidence of mental and substance use disorders
- Examine behavioral health programs for cultural and age specific populations;
- Examine ethical issues involved in the care of individuals with mental substance use disorders
- Acquire general knowledge related to the etiology, prevention, and early intervention of individuals with mental health and substance abuse problems
- Assess the social, political, and environmental context of behavioral health in relation to public health practice
- Critically evaluate the existing literature related to population-based behavioral health services research

More Information

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<http://www.outreach.usf.edu/gradcerts/admissions.asp>

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Graduate Certificate Program in Planning, Evaluation and Accountability

About the program

This graduate certificate program is aimed at preparing individuals to evaluate mental health and substance abuse service programs, determine whether they can be improved and how, and if they are efficient and cost effective. Designed for professionals in mental health, human services, public health, education, addiction services, and related behavioral health fields, it provides in-depth training in a broad range of techniques and strategies for improving outcomes, and for applying findings to policy development for mental health and substance abuse services.

Admission Requirements:

- Applicants must have a master's degree in a field related to human services (e.g. public health, social work, psychology, nursing, or education) or currently enrolled in a master's degree program.

Course Requirements:

To obtain a graduate certificate, students must complete 4 courses: 1 required course and 3 additional certificate elective courses.

Required Course:

- Survey of Planning, Evaluation & Accountability

Elective courses:

- Case Management and Community Mental Health
- Children's Mental Health Services
- Community-Based Prevention in Behavioral Health (Web course)
- Cultural Competency in Children's Mental Health

- Foundations in Behavioral Health Systems
- Grant Writing in Mental Health
- Homelessness: Implications for Behavioral Healthcare
- Co-Morbidity of Mental & Physical Disorders
- Financing, Economics & Policy in Behavioral Health
- Epidemiology of Mental Disorders
- Mental Health Informatics
- Advanced Seminar in Behavioral Health
- Women's Mental Health
- Measurement Issues in Behavioral Health Services Research & Evaluation



Learning On-line: Education and Training in Children's Mental Health

About the program

The Department of Child & Family Studies at USF has played an important role in developing and advancing the Systems of Care (SOC) framework in children's mental health, as well as studying policy development and implementation. To help translate new knowledge into effective practice, in-service training modules have been developed to benefit an array of behavioral health professionals. We offer a range of in-service programs and approaches to help bridge the gap between research and practice to improve services for children with mental health challenges and their families.

More Information

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813-974-2075

Graduate Program:

<http://www.outreach.usf.edu/gradcerts/certifinfo.asp?ccode=XCH>

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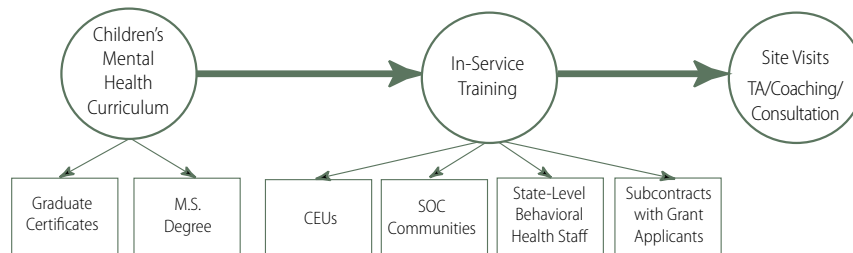
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Creating a Pipeline for Pre-Service and In-Service Education and Training



On-line Community of Learners can be established according to need of the participants

Programs Offered

- Graduate Program in Children's Mental Health.** The Graduate Program in Children's Mental Health is delivered fully on-line through distance learning technologies. This comprehensive interdisciplinary program is designed to provide a rigorous, empirically-based education with an applied focus to individuals in the human service and behavioral health fields. This program addresses basic principles of Systems of Care, cultural competence, and special topics critical for the development and implementation of effective services (including financing, program development, leadership, and wraparound services).
- Continuing Education for Working Professionals.** Through a partnership with the Florida Certification Board (FCB) and Solutions of Substance, a technical assistance and consulting company, we have adapted the Children's Mental Health curriculum for in-service continuing education (CEU) training. The FCB is the regulatory body that sets the standards for the certification of professionals, awards certifications, and provides oversight of continuing educational requirements for professionals certified in behavioral

health. A reciprocity agreement among participating members of the International Certification & Reciprocity Consortium means that certifications and CEUs awarded by the FCB are recognized within most states.

- Custom Training Packages for System of Care Sites.** Customized training programs can be designed for individual SOC communities. First, based on the specific training needs identified by the site, on-line lessons are selected from a menu of modules and packaged for access by identified staff. Sites can elect to add an on-line forum to support moderated discussions among site staff on the application of lessons to practice in their particular context. In addition to these components, web conferences can be conducted with subject matter experts around specific topics of interest in order to supplement the curriculum or further the objectives and goals of a particular initiative.
- Specialized Programs for Behavioral Health Staff.** Customized training programs are available to meet the needs of any configuration of staff, from the system to service level. Once the specific training needs of a group of individuals are defined, on-line lessons are selected from the menu of offerings

and packaged to meet the needs of these staff. If the contracting agency elects to utilize the on-line forum feature, participants can take part in discussions on the application of new knowledge to their setting from remote locations, 24/7. The web conference component allows access to subject matter experts who can help participants address specific implementation issues without the cost and inconvenience of travel.

- **Specialized Contracted Services for Behavioral Health Grantees.** The content of these in-service training modules is applicable to a range of initiatives in behavioral health, from the classroom to the community. Together we can design a training package that will support the objectives of your grant or contract. Individuals on the project team can access modules relevant to their work and discuss the application of the lessons through the on-line forum to ensure common understanding and identify implementation steps. The live on-line meeting component can be especially useful for bringing a team to the table to address the application of key constructs and receive practical advice from a subject matter expert.
- **Supplemental Resources for Higher Education.** In addition to the above users, the curriculum offered through the training modules can be utilized by faculty at universities and community colleges as supplementary resources to train professionals in behavioral health across disciplines—from the graduate to paraprofessional levels. These faculty are infusing the principles and values into existing curricula and/or creating new interdisciplinary classes and programs across departments, and occasionally universities/colleges. We provide consultation and technical assistance in the process.

Training Modules Now Available

Systems of Care: Serving Children with Mental Health Challenges and their Families

Topics include:

- Conceptualizing Mental Health Services for Children
- Defining “Systems of Care” and Implementation of Effective Systems
- Application of Systems Thinking to Implementation of Evidence- Based Practices and Family-Driven Services
- Partnering with Families: Strengths Discovery Process
- Effective Child and Family Teams
- Using Outcomes to Achieve Quality Care
- Leadership within Systems of Care
- Understanding Problem Behavior with Functional Assessment
- A Functional Approach to the Treatment of Problem Behaviors

Cultural Competency and Children’s Mental Health Disparities

Topics include:

- Understanding Culture
- Race as a Social Construct
- Service Access, Availability and Utilization
- Implementing Systems of Care in Tribal Communities

Wraparound Interventions and the System of Care

Topics include:

- Applied Approaches to Implementing Wraparound Services
- Implementing Wraparound within Systems of Care

Program Development and Implementation in Children’s Mental Health

Topics include:

- Science of Implementation: Community and Contextual Considerations
- Multilevel Influences and Working with Organizations
- Real World Examples: Getting Programs into Practice

Highlighted CFS Publications

Books		
	<p>Handbook of Positive Behavior Support Editors: Wayne Sailor, PhD, Glen Dunlap, PhD, George Sugai, PhD, Rob Horner, PhD ISBN 978-2-387-09631-5 2008</p>	<p>In one concise volume, this handbook offers the many elements of the burgeoning field of positive behavior support (PBS) and organizes them into a powerful, dynamic knowledge base, including theory, research, and applications.</p>
	<p>Teaching Students with Severe Disabilities By David L. Westling, MA, Lise Fox, PhD ISBN-10: 0132414449 ISBN-13: 978-0132414449 2008</p>	<p>This updated edition is written in a way that makes the most complex findings of research understandable and usable in the real educational world, this book offers comprehensive coverage of all of the issues that are pertinent to teaching students with severe disabilities.</p>
	<p>Introduction to Public Health in Pharmacy By Bruce Lubotsky Levin, DrPH, Peter D. Hurd, PhD, Ardis Hanson, PhD ISBN-10: 0763735396 ISBN-13: 978-0763735395 2007</p>	<p>This book provides a basic introduction to public health from a pharmacy perspective. Organized into two main sections, Part I presents concepts and issues in public health that pharmacy students and pharmacists need to develop a knowledge base in public health. Part II presents chapters that illustrate key applications of public health concepts to pharmacy practice.</p>
	<p>Outcomes for Children and Youth with Emotional Disorders and Their Families—Second Edition By Michael H. Epstein, PhD, Krista Kutash, PhD, Albert Duchnowski, PhD ISBN-10: 089079989X, ISBN-13: 978-0890799895 2005</p>	<p>Since the publication of the first edition, many significant changes have occurred in the multiple arenas that affect children who have emotional disturbances and their families. This second edition is written for practitioners, administrators, and evaluators who need up-to-date information on the outcomes of innovative programs on best practices for children and youth with emotional and behavioral disorders</p>
	<p>Mental Health Services: A Public Health Perspective, 2nd ed. By Bruce Lubotsky Levin, DrPH, John Petrila, PhD, Kevin D. Hennessy, PhD ISBN-10: 0195153952, ISBN-13: 978-0195153958 2004</p>	<p>Increasingly, a public health framework is needed to develop and advance mental health systems both nationally and locally. This uniquely multi-disciplinary work integrates knowledge derived from research in epidemiology, treatment methods, service systems, and public policy to delineate such a framework.</p>
	<p>Positive Behavior Support: Critical Articles on Improving Practice for Individuals with Severe Disabilities Edited by Linda M. Bambara, Ed.D, Glen Dunlap, PhD, Ilene S. Schwartz, PhD ISBN-10: 0890799865, ISBN-13: 978-0890799864 2003</p>	<p>This reference work, a cooperative venture between TASH and PRO-ED, is essential for anyone concerned with fundamental issues related to positive behavior support (PBS). The editors selected influential articles documenting the history, foundation, and critical features of PBS for people with severe disabilities.</p>
	<p>Behavior Modification: Principles and Procedures By Raymond G. Miltenberger, PhD ISBN-10: 0495091537 ISBN-13: 978-0495091530 2003</p>	<p>This textbook provides a precise, step by step, scientific approach to explain the principles and procedures used to understand and change human behavior. Key case studies and examples are used to illustrate key principles.</p>

Books



Families and Positive Behavior Support: Addressing Problem Behaviors in Family Contexts (Paperback)

By Joseph M. Lucyshyn, PhD, Glen Dunlap, PhD, Richard W. Albin, PhD

ISBN-10: 1557665745 ISBN-13: 978-1557665744

2002

The parents and professionals who wrote this book have remarkable stories, insights, and research to share—all about children with a range of disabilities who overcame difficult behavior challenges with the help of positive behavior support (PBS).



Women's Mental Health Services A Public Health Perspective

Edited by: Bruce Lubotsky Levin, DRPh, Andrea K. Blanch, PhD, Ann Jennings

ISBN-10: 076190509X

ISBN-13: 978-0761905097

1998

Until fairly recently, women's mental health and the services that address it have suffered serious neglect in the research literature. This volume is intended to fill this information void. In Women's Mental Health Services, authorities from around the country and from a variety of perspectives take on such key topics as empowerment, substance abuse, severe mental illness, and interpersonal violence as they relate to women.



Evaluating Human Resource Development Programs: A Practical Guide for Public Agencies

Oliver T. Massey, PhD

Hardcover, Prentice Hall

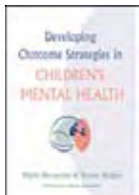
ISBN 0205157130 (0-205-15713-0)

1996

This book covers each phase of the evaluation process in the order in which the phases ideally occur in human resource development programs: needs assessment, formative evaluation, program selection, process evaluation, and outcome evaluation. The overlap between these activities in real-world situations is also appropriately acknowledged.

Books

System of Care Series



Developing Outcome Strategies in Children's Mental Health

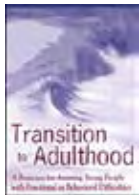
Editors: Mario Hernandez, PhD, Sharon Hodges, PhD, MBA

ISBN 1-55766-520-6

2001

Do you know if your services are reaching the intended population? Are those services provided as planned? Are you able to use outcome information to improve service delivery?

This new book is designed to help you explore answers to these questions! Recognizing the value of measuring outcomes in children's mental health services, the authors share with you the realities of developing and sustaining outcome-based evaluation strategies that help you understand what your program has accomplished.



Transition to Adulthood: A Resource for Assisting Young People with Emotional or Behavioral Difficulties

Editors: Hewitt B. "Rusty" Clark, PhD, Maryann Davis, PhD

ISBN-10: 1557664544

ISBN-13: 978-1557664549

2000

In this guidebook—from the premier researchers, educators, and practitioners in the field—you'll discover proven methods for helping young people with emotional or behavioral difficulties move into the world of career-oriented education, work, and independent living.



Promoting Cultural Competence in Children's Mental Health Services

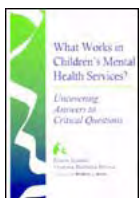
Edited by Mario Hernandez, PhD, Mareasa Isaacs, PhD

ISBN-10: 1557662878

ISBN-13: 978-1557662873

1998

This volume proposes strategies for developing cultural competence across a range of services. To help you improve existing programs, this book offers you self-assessment tools, trouble-shooting suggestions, planning assistance, methods for recruiting and retaining ethnically diverse staff, and tips on operating in a managed care environment. You'll also learn about specific interagency challenges and special issues as they relate to children of diverse cultural backgrounds. This book is critical reading for mental health professionals.



What Works in Children's Mental Health Services? Uncovering Answers to Critical Questions

Editors: Krista Kutash, PhD, Vestena R. Rivera, MA

ISBN-13: 978-1557662545

1996

Responding to the need for mental health professionals to stay abreast of advances in service provision, this informative third volume in the Systems of Care for Children's Mental Health series provides an overview of services for children with emotional and behavioral disorders.

Monographs—Systems of Care



Annual Research Conference Proceedings (series)

Edited by Catherine Newman, MA, Cindy Liberton, Krista Kutash, PhD, Robert Friedman, PhD
Yearly, 1989 - 2008

Features presentation summaries from symposia, paper presentations and poster presentations, organized around the central themes and full agenda of the annual research conference.



Quick Guide for Self-Assessment of Family-Run Organizations in Systems of Care

Kathy Lazear, MA, René Anderson, Eloise Boterf
2007

The Quick Guide is for use by family-run organizations. The guide is divided into nine sections addressing important elements of family-run organization development and sustainability.

Monographs—Cultural Competency



Creating a Front Porch: Strategies for Improving Access to Mental Health Services

Linda M. Callejas, MA, Mario Hernandez, PhD, Debra Mowery, PhD, Teresa Nesman, PhD
2008

This monograph shares the results of interviews conducted with personnel from selected organizations and focuses on key practices that were reported to increase the accessibility of mental health services for underserved populations. It includes a description of each of the target populations served by the participating study sites, as well as information about the history and context of general service delivery.



Examining the Research Base Supporting Cultural Competence in Children's Mental Health Services

Linda M. Callejas, MA, Mario Hernandez, PhD, Mareasa Isaacs, PhD, Debra Mowery, PhD, Teresa Nesman, PhD
2006

Examining the Research Base Supporting Cultural Competence in Children's Mental Health Services shares the results of an in-depth literature review, which will become the basis of an attempt to operationalize cultural competence, with the eventual result being an organizational cultural competence assessment tool. This review identifies and describes organizational factors associated with increased access for ethnically/racially diverse children and their families to quality mental health services and supports.



Organizational Cultural Competence: A Review of Assessment Protocols

Mario Hernandez, PhD, Mareasa Isaacs, PhD, Debra Mowery, PhD, Teresa Nesman, PhD
2006

Racial and ethnic minorities are a growing segment of the U.S. population and currently are either underserved and/or inappropriately served in the mental health system. Within a framework of addressing these mental health disparities, the level of a human service organization's/system's cultural competence can be described as the degree of compatibility and adaptability between the cultural/linguistic characteristics of a community's population AND the way the organization's combined policies and structures/processes work together to impede and/or facilitate access, availability and utilization of needed services/supports.



Linking community helpers and services with schools serving Latino families: An orientation to the RAICES/Promotoras Model and associated training curriculum.

Linda M. Callejas, MA, Mario Hernandez, PhD
2006

This guide introduces and describes a model and associated training curriculum designed to support communities in their efforts to strengthen partnerships that better link Latino children and families with school personnel and service providers. It is intended for communities with committed service providers—mental health, education, child welfare, juvenile justice and other agencies—dedicated to ensuring families have access to the services and supports they need to achieve successful outcomes.

Monographs—Success in Schools



Family Driven Care: Are We There Yet?

Albert J. Duchnowski, PhD, Krista Kutash, PhD
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This report acquaints readers with the concept of family-driven care for children who have emotional and behavioral disturbances. From this context, the authors provide information about evidence-based practices that are effective interventions to help the children and their families.

	<p>Voices from the Field: A Blueprint for Schools to Increase the Involvement of Families Who Have Children with Emotional Disturbances Albert J. Duchnowski, PhD, Krista Kutash, PhD 2006</p>	<p>This 27 page document describes how the school and mental health systems can increase the involvement of parents in developing and assisting with services for their children with serious emotional disturbances.</p>
	<p>School-Based Mental Health: An Empirical Guide for Decision-Makers Albert J. Duchnowski, PhD, Krista Kutash, PhD, Nancy Lynn, MSPH 2006</p>	<p>The “Yellow Book” provides a discussion of barriers to school-based services with the intention of improving service effectiveness and capacity. It reviews the history of mental health services supplied in schools, implementation of services, and provides an overview of the evidence base for school-based interventions. It includes recommendations for evidence-based mental health services in schools.</p>
Monographs—Mental Health Financing		
	<p>Effective Financing Strategies for Systems of Care: Examples from the Field: A Resource Compendium for Developing a Comprehensive Financing Plan Beth A. Stroul, M.Ed., Sheila A. Pires, MPA, Mary I. Armstrong, PhD, Jan McCarthy, MSW, Karabelle Pizzigati, PhD, Ginny M. Wood, BS 2008</p>	<p>This document presents the results of the first wave of site visits and is intended to be a companion to the Self-Assessment and Planning Guide. It presents examples of effective financing strategies for each of the seven areas discussed in the Guide, based on information gathered through the site visit and interview process. It is intended as a technical assistance document to assist stakeholders to identify strategies that might be implemented or adapted in their own states and communities.</p>
	<p>A Self-assessment and Planning Guide: Developing a Comprehensive Financing Plan Mary I. Armstrong, PhD, Sheila Pires, MPA, Beth Stroul, M.Ed, Ginny Wood, BS 2006</p>	<p>This guide is intended to serve as a road map to planners, policy makers, advocates, family representatives and others engaged in building a system of care for children and families. The Guide discusses critical financing structures and strategies to support systems of care for children, adolescents and their families, and examines how financing mechanisms operate separately and collectively to achieve this goal.</p>
	<p>Promising Approaches Series Mary I. Armstrong, PhD This project has published several reports to date</p>	<p>Drawing on the Health Care Reform Tracking Project (HCRTTP) findings to date, a series of papers highlights relevant issues and approaches that have surfaced through the HCRTTP’s all-state surveys and in-depth impact analyses in a smaller sample of 18 states. This series provides resources for states and communities as they refine managed-care systems to better serve children and families.</p>
	<p>Health Care Reform Tracking Project Reports to Date Mary I. Armstrong, PhD This project has published several reports to date</p>	<p>The Health Care Reform Tracking Project was initiated in 1994 in response to the rapid expansion of managed care in the early 1990s from the private health care field to the public sector. The project gathered extensive data on the early stages of implementation of Medicaid managed care. The project has published several reports to date</p>

Journals

The following academic journals are edited or co-edited by faculty at the Department of Child & Family Studies:

Topics in Early Childhood Special Education (TECSE)

Editor: Glen Dunlap, PhD
 ISSN (printed): 0271-1214
 ISSN (electronic): 1538-4845

Topics in Early Childhood Special Education (TECSE) provides the most current, relevant research on all aspects of early childhood education for children with special needs. TECSE focuses on information that will improve the lives of young children and their families.

Journal of Behavioral Health Services & Research

Editor-in-Chief: Bruce Lubotsky Levin, DrPH
 ISSN (printed): 1094-3412
 ISSN (electronic): 1556-3308

Now in its fourth decade, the Journal of Behavioral Health Services & Research (JBHS&R) is a peer-reviewed journal that publishes articles on the organization, financing, delivery, and outcomes of behavioral health services. It 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).

Journal of Emotional and Behavioral Disorders

Co-Editor: Krista Kutash, PhD
 ISSN (printed): 1063-4266
 ISSN (electronic): 1538-4799

The Journal offers interdisciplinary research, practice, and commentary related to individuals with emotional and behavioral disabilities. Each issue explores critical and diverse topics such as youth violence, functional assessment, school-wide discipline, mental health services, positive behavior supports, and educational strategies.

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