

The Department of Child and Family Studies (CFS), in the newly formed College of Behavioral & Community Sciences at USF, believes that communities are the foundation for the well-being of families, children, and of society as a whole. In this issue, you will see how the positive impact of our research and academic activities spread across programs in schools, homes, public and private agencies and other child-serving organizations. We are proud to highlight the Florida Home Instruction for Parents of Preschool Youngsters Program (HIPPPY) and share with you its impact and ability to transform lives.

—Mario Hernandez, CFS Chair

BCS Dean

Junius Gonzales, MD, MBA

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Preparing for School Success: 2,500 Florida Students Benefit from Early Intervention Program



Dr. Ruth Westheimer and HIPPPY State Director Dr. Mary Lindsey visit HIPPPY children in Tampa.

Yes, that is “Dr. Ruth” Westheimer in the photo with a younger group than she usually advises, but a group she has advocated for and supported over many years – the HIPPPY (Home Instruction for Parents of Preschool Youngsters) students.

Housed within CFS, the Florida HIPPPY Training and Technical Assistance Center is the second largest HIPPPY state office in the United States. Florida serves over 2,500 children in seventeen counties representing a variety of racial, ethnic, and cultural backgrounds such as migrant, Spanish-speaking, Haitian-Creole, and rural communities.

“The successful implementation of HIPPPY in Florida’s different settings has been due to the ability of each local agency to adapt the model to suit the specific needs and resources of the community,” said Dr. Mary Lindsey, HIPPPY State Director.

In order to break the cycle of poor educational outcomes in targeted areas, HIPPPY teaches parents how to prepare their three, four, and five year old children for success in school and beyond.



HIPPPYUSA
Home Instruction for Parents of Preschool Youngsters
FLORIDA

“As someone who became an orphan at the age of ten, I know how difficult it can be to get an education when there are no footsteps to follow, when there isn’t a well-educated family behind you supporting the educational process. And that’s where HIPPPY comes in,” said Dr. Ruth Westheimer. “HIPPPY helps families to create those

footsteps that lead right up to the schoolhouse door.”

Dr. Ruth served as HIPPPY advisor for numerous years. Her daughter Miriam Westheimer is Director of HIPPPY International.

“The early days of bringing HIPPPY to the United States were filled with all the energy, excitement and frustrations that are expected in the process of implementing any creative initiative. Florida played a very unique role in that process,” said Dr. Miriam Westheimer. “It was in Florida that Hillary Clinton, then First lady of Arkansas, first learned about HIPPPY, and became one of HIPPPY’s strongest advocates. It was in Florida that State Senator Nan Rich helped to start the Miami program, with her sights on building a national effort. And, it was in Florida that Professor Henry Green wrote the first research book on the Israeli HIPPPY program. There’s no doubt – Florida has played and continues to play a unique role in HIPPPY’s growth and development.”

“We believe that all children can learn and that all parents want the very best for their children, but might need support and help in developing their children’s potential,” added Dr. Lindsey.

A profile of Florida HIPPPY can be found in this issue. For additional information, contact the HIPPPY State Office at (813) 974-2177.





Addressing Trauma in Youth

In the photo above, Florida Department of Children and Families Secretary George Sheldon (left) and Department of Juvenile Justice Secretary Frank Peterman (right) hold artwork given to them by youth from the Eckerd Challenge & E-Nini-Hassee therapeutic service programs in Brooksville.

The photo was taken at the Governors' Cabinet meeting in Tallahassee where the Interagency Workgroup: *Collaborating to Increase Trauma Informed Services to Trauma Survivors* presented to the Children & Youth Cabinet on July 30th.

CFS's Norin Dollard, Vicki Hummer, Keren Vergon, and Colleen Clark from Mental Health Law & Policy are members of the workgroup.

The artwork idea originated from a guest lecture by Dollard and Hummer at the USF School of Public Health. They mentioned the efforts of the workgroup and a need for a logo. A student, serving as an intern at a youth residential program, offered to enlist the creativity of the youth by asking them to express their personal experiences through drawing. Once presented to the Interagency Workgroup, the artwork became much more than a logo quest. Plans formed to present framed work along with resource CDs to cabinet members in Tallahassee.

"What came of this was heartfelt emotion from kids who experienced trauma. The artwork has already touched many lives, and discussion continues about additional ways to share their work," said Vicki Hummer. "Congratulations to the young artists and to Bill Leader for making their art look so professional."

CFS Expertise Around the Nation

Technical Assistance Center on Social Emotional Intervention for Young Children



Lise Fox

The Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI – pronounced "taxi") received special attention during an April meeting in Washington DC with representatives from the Head Start and Child Care Bureau, the Office of Special Education Programs, as well as Barbara Bowman, Advisor for President Obama on early childhood programs.

"Many early educators report feeling ill-equipped to meet the needs of children with challenging behavior and frustrated in their attempts to develop safe and nurturing classroom environments," said Dr. Lise Fox, Principal Investigator of TACSEI. "TACSEI is specifically focused on addressing these concerns."

TACSEI takes the research that shows which practices improve the social-emotional outcomes for young children with, or at risk for, delays or disabilities and creates free products and resources to help decision-makers, caregivers, and service providers.

After hearing a presentation on TACSEI, Larry Wexler, Director of the Research to Practice Division of the U.S. Department of Education/Office of Special Education Programs, asked to convene a meeting to discuss how the federal agencies could advise programs to promote partnerships with TACSEI.



Notes from a SAMHSA Intern

From June 23 through August 28, PhD candidate **Kathleen Ferreira** is participating in a special internship at the Substance Abuse and Mental Health Services Administration (SAMHSA). Taking a break from writing her dissertation and going to classes, Kathleen is spending the summer writing issue briefs and going to congressional briefings. She is working with SAMHSA Special Expert Larke Huang and Public Health Analyst David DeVoursney. Six weeks into the internship, Kathleen took a few minutes to answer some questions about her experiences.

What is the most exciting thing so far?

I am learning so much about the different Centers within SAMHSA, their priority areas, their broad array of TA and training work in the areas of mental health services, substance abuse prevention and treatment, and their collaborations with various Federal and State agencies. Going to Capitol Hill to sit in on various caucuses and meetings is very exciting – sometimes with several members of Congress sitting in the audience with us! In general, I think there is a level of excitement that pervades much of the work being done in Washington, DC right now. There has been a shift in priorities with the new Administration, with a strong focus on issues that affect our most vulnerable populations.

How are you spending most of your time?

Much of my time has been spent on workgroups addressing the following priorities: reduction in seclusion and restraint, mental health services/supports for young children (specifically prenatal to 8 years); integration of mental health and behavioral health services, especially in community mental health centers around the country. One thing that Larke and I talked about when I arrived is the importance of disseminating research and policy briefs, and she noted that CFS is fantastic at writing and designing briefs that reach such a broad audience. Kudos to our research faculty and staff and our incredible design folks!

Addressing Suicide Issues in Systems of Care

CFS Chair Dr. Mario Hernandez and Assistant in Research Stephen Roggenbaum were among 40 experts invited to Washington DC to attend a recent planning meeting. "Addressing Suicide Issues in Systems of Care: Identifying Strategies for Prevention, Intervention, and Postvention." Hosted by the Child, Adolescent and Family Branch of the Center for Mental Health Services, the meeting brought together individuals with expertise in suicide prevention and Systems of Care to discuss the important issue of suicide prevention and how to generate a more comprehensive approach within Systems of Care. Kathy Lazear, a Social & Behavioral Researcher at CFS, co-facilitated the meeting utilizing small and large group discussions.

Dr. Armstrong Serves as a National Expert



Dr. Mary Armstrong was invited by Susan Dreyfus, the newly appointed

Secretary for the Department of Social and Health Services for the State of Washington to be one of two national experts advising on the development of child welfare pilots dealing with performance-based contracting and privatization. The state legislation requires the involvement of 2 national experts as advisors to their Transformation Workgroup. Congratulations Dr. Armstrong!

HIPPY-USA Founding President Florida Senator Nan Rich



Dr. Ruth Westheimer, Hillary Clinton and Nan Rich at a past HIPPY-USA Conference.

Widely recognized as one of Florida's leading champions of children's and social justice issues, Senator Nan Rich served as the Founding President of HIPPY-USA from 1991-1994. She also helped to initiate one of the first programs in Florida.

"I am proud that Miami, my community, is one of the pioneers in the US for HIPPY," said Senator Rich. "I saw how effective it was in Israel and thought it applicable to populations in the US, as well as worldwide. HIPPY fosters a love of learning and prepares children to be successful. All children deserve that opportunity and HIPPY is a key vehicle for enabling that to happen. We know how important parental involvement is for successful outcomes. If it

doesn't happen at home, it's very hard to happen later."

Senator Rich established friendships and relations with Hillary Clinton and Dr. Ruth Westheimer, who were on the board of HIPPY USA when she became the first president of HIPPY-USA. (Photo courtesy of HIPPY-USA).



Florida HIPPY Research

Several statewide HIPPY research studies are currently being conducted to determine the influence of HIPPY on children and their parents.

Better Educational Outcomes Through Better Health

To address the recent findings of national surveys in health literacy, which have shown that a considerable number of adults lack the ability to understand basic, health-related materials and do not have the information they need to keep themselves and their family healthy, a Florida HIPPY Health Literacy Pilot is being conducted in ten HIPPY sites. The pilot is using a curriculum written by University of Miami Professor Henry Green, Ph.D. and Dr. Denise Necoechea. Dr. Green has been involved with HIPPY since its early stages in Israel and led the efforts to establish the first USA and Florida programs. He served as national chair of HIPPY USA's Board of Trustees from 2000 to 2003 and currently serves as Vice Chair of the Board of Directors of HIPPY Canada and is a member of the HIPPY Florida Advisory Committee.

"I am proud to be involved in a collaborative effort with HIPPY that empowers families and enhances and integrates education with health literacy," said Dr. Green. "The Health Literacy Pilot partners with nursing programs, where students are assigned to HIPPY children and families as their practicum (University of Miami), as well as agencies that promote health, such as the Miami Human Services Coalition. The trainer/training model is

I am heartened to learn from parents that the program is nourishing and has a profound influence on health practices.

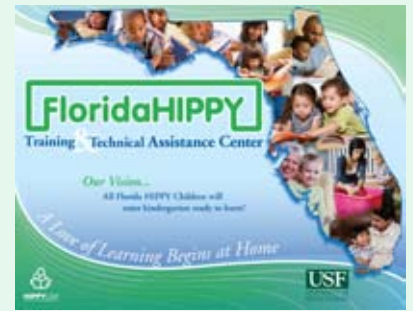
— Henry Green, University of Miami

a wonderful opportunity to bring mentoring and knowledge to students and those working in health related areas. I am heartened to learn from parents that the program is nourishing and has a profound influence on health practices."

The pilot has been modified for group meeting settings rather than during home visits. Health lesson topics include: finding a doctor and dentist in your community; health insurance; visiting your doctor; understanding prescriptions and labels; healthy eating; and immunizations. Information on the effects of the Health Literacy curriculum is being collected from over 400 pretest and post test instruments completed by participating parents.

Florida HIPPY Longitudinal Study

This study is designed to demonstrate the sustainability of HIPPY's influence on children's academic performance. Five cohorts of children (approximately 800 currently) are being followed from kindergarten through the third grade to evaluate kindergarten readiness, grades in reading and math, third grade FCAT scores, grade promotion status, school attendance, and disciplinary history. For more information, contact 813-974-6115.



HIPPY Brightens Futures in the Sunshine State

Florida HIPPY has 15 sponsoring agencies, 21 professional coordinators and approximately 115 Home Visitors serving more than 2,500 children in 17 counties.

The Florida HIPPY Training and Technical Assistance Center was established in 1995 with funds from a Federal Title IV Parent Involvement Project grant at the Hillsborough County Center of Excellence. It is now funded by the Florida Office of Early Learning/Agency for Workforce Innovation and is housed at the Department of Child & Family Studies/USF College of Behavioral and Community Sciences.

HIPPY Achieves Results: Florida and Beyond

HIPPY Children are Acquiring Pre-academic Skills

When compared to children in a national sample, HIPPY children are acquiring greater pre-academic skills. As reported by their parents, more HIPPY children than children in a national sample can recognize all letters of the alphabet, count to 20, write their first name, and read on their own.

—Florida HIPPY Parent Study II, 2004

HIPPY Children and FCAT Reading

A Comparison of 3rd grade FCAT reading scores for HIPPY children in Sarasota County in 2004-05 showed that 70% were reading at grade level or above compared to only 43% in a demographically similar comparison school.

HIPPY Children and FCAT Math

A comparison of 3rd grade FCAT mathematics scores for HIPPY children in Sarasota County in 2004-05 showed that 63% were performing at grade level or above compared to only 41% in a demographically similar comparison school.

FloridaHIPPY

A New Look



The Florida HIPPY Training & Technical Assistance Center has a new look and has created a variety of promotional materials in both English and Spanish. Materials include:

- Introduction DVD
- Brochures in English and Spanish
- HIPPY Fact Sheet in English and Spanish
- HIPPY at-a Glance Booklet in English and Spanish
- HIPPY Success Stories Booklet
- Spreading the word: HIPPY Success Stories from Parent, Coordinator and Home Visitor perspectives

For copies of these HIPPY materials, contact Julie Franklin at 813-974-7060 or jfranklin@fmhi.usf.edu

Florida HIPPY Funding Sources 2007-2008

Type	Amount	Percent	Includes
Federal	\$1,458,658	22.9%	Mainly Title I
State	\$2,541,345	40.0%	Mainly AWI/OEL
Local Government	\$1,918,394	30.2%	Children's Boards, Corporate, Others
Other	\$441,956	6.9%	Churches, Individuals, Volunteers, Others
Total	\$6,360,353		



HIPPY STATE OFFICE STAFF:

Researcher Marsha Black, Ph.D., Assistant State Director: Dabaram Rampersad, HIPPYCorps Coordinator Brenda Brinson, Researcher Diane Powell, Ph.D, Staff Assistants: Eric Biel and Julie Franklin, and State Director Mary Lindsey, PhD.



Some HIPPY parents become employed by the program as parent educators.

Aracely Aguilera, HIPPY mom

"I never wanted to send Galilia to pre-kindergarten because I always thought that I wanted to be the first teacher for my daughter," said Belle Glade, FL mom Aracely Aguilera. "When Ms. Calderon came to my home and told me about her job, I was very interested because she was telling me exactly what I wanted for my daughter. Ms. Calderon started visiting my home continuously for 28 weeks. Since that time, I have been working hard and teaching my daughter exactly how Ms. Calderon teaches me. I feel so happy because I know that now she is ready for school."

HIPPY Parent

"My son is now 4 years old. He is always eager to do HIPPY activities. Sometimes I have to tell him 'enough for today, leave some work for tomorrow.' He is in pre-kindergarten and according to his teacher, he is one of her best students. By using the HIPPY curriculum, I was able to see my son going through the milestones of learning. From learning how to handle crayons, and scissors, to recognizing and writing letters of the alphabet. I was even more amazed when his teacher stated: 'I can tell you are working with your son at home.' I was proud to tell her 'my son is a HIPPY child.'"

Antonia Bloise, Bradenton HIPPY Coordinator

"Since I am the HIPPY Coordinator, I feel very pleased when parents and people in the community share positive information about HIPPY with me. HIPPY mom Mrs. Arrcola called me and said her daughter's elementary school teacher asked her if she was doing something special at home with her daughter, Ashly because Ashly is doing so well and demonstrating much success in school. Mrs. Arrcola happily shared information about the HIPPY program and would like some flyers to distribute. The teacher would like as many children as possible to have the opportunity to have access to the HIPPY program."

Elena Trevino, Clearwater Home Visitor

"I feel privileged to be a part of the HIPPY program. As a home visitor I am able to work with some wonderful people who understand the importance of education. While working with my HIPPY parents I am able to help them to not only learn new things for their children, but for themselves also. My HIPPY parents consist of mothers, grandmothers, and an aunt. Teria is a 19-year-old aunt who has taken on the responsibility to raise her twin three-year-old niece and nephew and one year old nephew. When we work together on the HIPPY activities I can see she is eager to learn new ways to help the children learn."

If you are interested in supporting HIPPY, please contact Beth Bosserman at bbosserman@fmhi.usf.edu or 813-974-9139.



Autism Speaks Grant Supports New Learning Academy at CARD-USF

The transition from high school to post secondary education or work is often a difficult one for students with autism and related disabilities. “No, we don’t have a program for you” are responses all too familiar to students and their parents as they search for new opportunities after graduation.

Thanks to funding from Autism Speaks, the Center for Autism and Related Disabilities at USF (CARD-USF) has been able to say “yes” to 14 students and their families. CARD-USF is one of twenty-one organizations in the country to receive a 2008 Family Services Community Grant, aimed at helping community organizations expand existing or create new programs that demonstrate true innovation in providing services to improve and enrich the lives of individuals with autism spectrum disorders (ASD).

In June, CARD-USF launched The Learning Academy, a four semester program focused on skill development in the areas of self-knowledge, organization, time management, goal setting and attainment, conflict resolution and community contribution. USF students hired as mentors work closely with the students throughout their daily classes.

“The intent of the program is to build and enhance skills that will prepare students for the world of work or to further their education in a college or university setting,” said Susan Richmond, Learning Academy coordinator.

Gaining friendships, improving social skills, and developing self-confidence to achieve educational goals were all desires strongly expressed by the parents during orientation interviews. Students mainly wanted to be in a place where they could just fit in and make friendships, and that happened right away.

“Positive things have already happened that we would not have anticipated,” said Dr. Karen Berkman, Director of The Learning Academy. “Friendships quickly formed among the students and the mentors, as they found out they all have more in common than they are different.”

“This is such a great thing, not just for my son, but for all the individuals like him,” said Darlene Farquhar. “It’s what’s been needed for a long time, and yay, we finally got there!”



Learning Academy students socialize during a break.

Connecting Parents and Schools

A three-year, \$1.2 million grant was awarded to CFS faculty Drs. Albert Duchnowski and Krista Kutash from the Institute of Education Sciences to improve educational outcomes for students who have emotional disturbances (ED). They are partnering with John Ferron, PhD from the USF College of Education.

“Growing numbers of students are experiencing a devastating spiral of consequences associated with their inappropriate behavior in school and poor academic performance,” said Dr. Kutash. “Despite advances in developing effective practices, these students continue to have the poorest educational outcomes compared to peers with other disabilities.”

The grant initiative, Parent Connectors, will develop and document the feasibility of an intervention aimed at increasing the engagement of families in the broad educational development of their children.

Publications

New Research on Family Voice

Examining the Relationship between Family-Run Organizations and Non-Family Organization Partners in Systems of Care profiles a study that investigates how family voice, as represented through family-run organizations, contributes to the context of the overall mental health system, and the implementation of an effective system of care. <http://rtckids.fmhi.usf.edu/research/study/cfm>.



Florida Child Maltreatment

Florida KIDS COUNT has released Child Maltreatment In Florida, A Data Retrospect. The brief provides a look at child protection data at the statewide and county level from 1996-2003. To request a copy of this report, contact Susan Weitzel, Director, at Florida KIDS COUNT 813-974-7411.



Addressing Suicidal Thoughts and Behaviors

A new SAMHSA resource for substance abuse professionals and administrators enlisted the expertise of CFS’s Steve Roggenbaum as a field reviewer. *Treatment Improvement Protocol (TIP) 50, Addressing Suicidal Thoughts and Behaviors in Substance Abuse Treatment* describes the reasons individuals with substance use disorders who are in treatment are at high risk of suicidal thoughts and behaviors.



Handbook on Positive Behavior Support

The Handbook of Positive Behavior Support gathers into one concise volume the many elements of this burgeoning field and organizes them into a powerful, dynamic knowledge base – theory, research, and applications. CFS Research Professor Glen Dunlap served as editor and CFS faculty Hewitt B. “Rusty” Clark, Albert Duchnowski, Lise Fox, Heather George, Mary Louise Hemmeter, Don Kincaid, Krista Kutash and Bryon Neff were chapter co-editors. To order, visit <http://www.springer.com>.



Behavioral Health Care

CFS Researchers Drs. Norin Dollard and Keren S. Vergon have co-authored a chapter in the new book *Behavioral Health Care Assessment, Service Planning, and Total Clinical Outcomes Management*, which offers practical tools and proven strategies to make behavioral health care agencies and programs work better. The book can be ordered through the Civic Research Institute.



CFS Impact

Our *CFS Impact* book is being well received both nationally as well as within USF. Through this book, we are able to communicate our mission, impact on the field and our department’s relationship to USF’s strategic goals. To view a pdf, visit <http://cfs.fmhi.usf.edu/resources/CFSImpact/2009CFSimpact.pdf>



Serving the LGBTQI2-S Population in the Mental Health System

Asset-Based Approaches for lesbian, gay, bisexual, transgender, questioning, intersex, two-spirit (LGBTQI2-S) Youth and Families in Systems of Care presents a description of the research literature related to youth and families who are LGBTQI2-S and provides recommendations to develop an inclusive and asset-based system of care to meet the needs of youth and families who are LGBTQI2-S. To download a pdf, visit: <http://rtckids.fmhi.usf.edu/rtpubs/FamExp/lgbt-mono.pdf>



Upcoming Events

October 8-9, 2009

National Leadership Forum on Positive Behavioral Interventions and Supports

March 07-10, 2010

The 23rd Annual Children's Mental Health Research and Policy Conference

March 25-27, 2010

7th International Association for Positive Behavior Support Conference



In recognition of Children's Mental Health Awareness week in May, a large group of faculty and staff spent a few hours adding color to a cottage on the grounds of Joshua House, a program of the Children's Home Society of Florida serving children who have been significantly abused, abandoned and neglected.

Please consider partnering with us to generate hope and solutions for the complex issues confronting individuals, children, and families. Donations to the Department of Child and Family Studies support our commitment to enhance the development, mental health and well-being of children and families through leadership in integrating research, theory & practice. To find out more about donations or sponsoring one of our annual conferences or special events, visit our website at <http://cfs.fmhi.usf.edu>, or contact Sandra Dwinell at 813-974-0342 or sdwinell@fmhi.usf.edu.

Focus on Academics

Master's Degree in Applied Behavior Analysis

The master's degree program in applied behavior analysis (ABA) is designed to meet growing needs 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. USF's ABA program, now in its third year, is providing students with approximately 37,000 community service hours per year helping individuals, including runaways and those with autism spectrum disorders, those with acquired brain injuries, Down Syndrome and mental retardation. Visit <http://aba.grad.usf.edu/>

Graduate Certificate in Mental Health

This 12-credit 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.



Graduate Studies in Behavioral Health Program

The USF Louis de la Parte Florida Mental Health Institute (FMHI) at the College of Behavioral & Community Science and the USF College of Public Health (COPH) jointly offer a specialty concentration in behavioral health as part of the Master and Doctoral programs in the COPH Department of Community & Family Health (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.



For more information on both programs above, contact: Bruce Lubotsky Levin, DrPH, MPH at levin@fmhi.usf.edu or blevin@health.usf.edu

Questions or comments about the CFS Quarterly can be directed to Storie Miller at 813-974-5468 or smiller@fmhi.usf.edu.