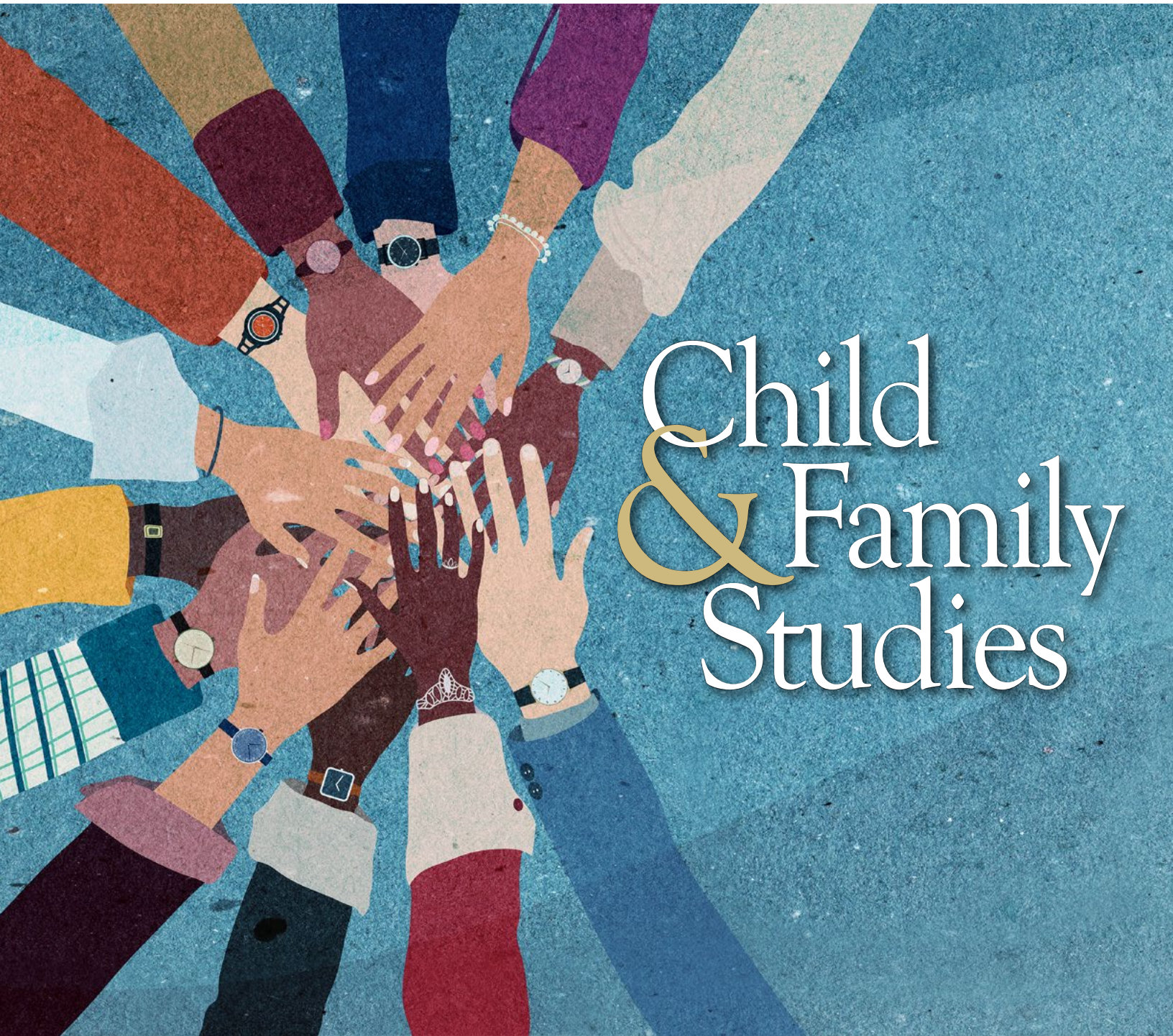


Impact

JULY 1 JUNE 30
2021-2022



Child & Family Studies



UNIVERSITY of
SOUTH FLORIDA

Child & Family Studies
Chair: Lise Fox, PhD

College of Behavioral & Community Sciences
Dean: Julie Serovich, PhD

Child & Family Studies

CFS Impact 2022 Team Members

Lise Fox

Dawn Khalil

Bob Lutz

Storie Miller

Kimberly Read

Victor Trinidad

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

About this Document

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

Suggested Citation

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UNIVERSITY of
SOUTH FLORIDA

College of Behavioral & Community Sciences
Child & Family Studies



Dear Colleagues,

I am honored to present the Impact report for the Department of Child and Family Studies (CFS) in the College of Behavioral and Community Sciences (CBCS). The achievements listed in this document reflect the efforts of our large (269 faculty and staff), interdisciplinary, highly productive, and mission-driven department committed to improving the well-being of individuals, children, and families. CFS is proud to be a department in CBCS that advances knowledge through interdisciplinary teaching, research, and service that improves the capacity of individuals, families, and diverse communities to promote productive, satisfying, healthy, and safe lives across the lifespan.

While I am presenting this document, it is imperative to note that the activities listed in this report were achieved during the final year of the extraordinary leadership of our former Department Chair, Dr. Mario Hernandez, who has guided CFS since 2007. Under his leadership, CFS has grown substantially in academic programs, externally-funded research, and national visibility.

CFS houses several research divisions and multiple academic programs. In this document, we have noted the past year's successes in our contributions to the strategic goals of USE, achievements in our academic programs, and the diversity of our externally-funded projects.

I am excited to be at the helm of this outstanding department and to be trusted to provide leadership to the CFS team and continue the legacy of Dr. Mario Hernandez. I applaud the remarkable efforts of our faculty and staff and look forward to another year of outstanding accomplishments.

A handwritten signature in black ink, appearing to read "Lise Fox". The signature is fluid and cursive, with a large, stylized "L" and "F".

Lise Fox, PhD
Professor and Chair
Child and Family Studies
College of Behavioral and Community Sciences
University of South Florida

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About Child & Family Studies



About the Department

Child & Family Studies (CFS) is one of seven departments and schools within the College of Behavioral & Community Sciences (CBCS) at the University of South Florida (USF). In the 2021-22 fiscal year, CFS offered four academic programs; five graduate certificates; as well as housed three research divisions involved in numerous research, training, technical assistance, and evaluation activities.

CFS efforts are consistent with the CBCS mission of combining knowledge gained through the behavioral sciences with knowledge gained from the community. CFS faculty, staff, and students, who are well immersed in the local community as well as state and national efforts, are deeply connected to the college's focus of Creating Healthy Communities.

All activities within CFS are aligned with USF strategic goals.

Vision

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

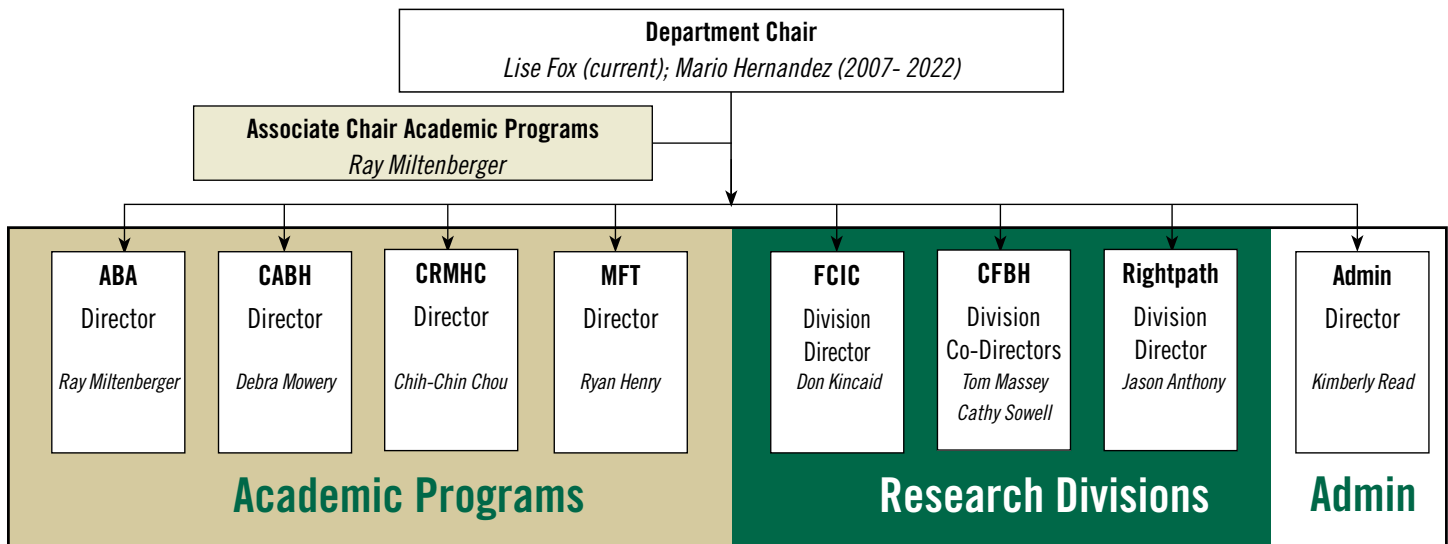
Mission

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

Values

Values are those beliefs essential to reaching the vision, mission and the 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.

Child & Family Studies Organization



CFS Academic Programs

Applied Behavior Analysis (ABA)

- ▶ Doctoral Degree (PhD)
- ▶ Master of Science (MS)
- ▶ Master of Arts (MA) Online
- ▶ Undergraduate Minor

Child and Adolescent Behavioral Health (CABH)

- ▶ MS

Clinical Rehabilitation and Mental Health Counseling (CRMHC)

- ▶ MA
- ▶ MA Online
- ▶ Rehabilitation Counseling & Disability Sciences MA Online *Starting Fall 2022*
- ▶ Addictions Studies Minor

Marriage and Family Therapy (MFT)

- ▶ MS

Graduate Certificates

- ▶ Addictions & Substance Abuse (Graduate and Undergraduate)
- ▶ Children's Mental Health
- ▶ Marriage & Family Therapy
- ▶ Positive Behavior Support
- ▶ Translational Research in Adolescent Behavioral Health

Continuing Education Programs

- ▶ Registered Behavior Technician (RBT) Training
- ▶ Certified Rehabilitation Counselor and Licensure Preparation

CFS Research Divisions

Child and Family Behavioral Health (CFBH)

CFBH is composed of faculty and staff engaged in research and evaluation of children's behavioral health services as well as training, technical assistance, and knowledge sharing that supports, improves, and sustains programs and systems that serve children and their families. The division's mission is to promote the health and well-being of children and families while empowering them to positively impact their own lives.

Florida Center for Inclusive Communities (FCIC)

<https://flfcic.cbcs.usf.edu/index.html>

FCIC at the University of South Florida was established in October 2005 through a University Centers for Excellence in Developmental Disabilities (UCEDD) Education, Research, and Service grant award from the Administration on Developmental Disabilities. Through leadership in research and evaluation, theory, policy, capacity building, and practice, the FCIC is committed to developing a range of supports and services in the areas of Community Supports, Early Childhood, Education, Employment, Health, and Interdisciplinary Training.

Rightpath Research & Innovation Center

<https://www.usf.edu/cbcs/cfs/rightpath/index.aspx>

The Rightpath Center focuses on prevention, works to improve language, literacy and mathematics development in young children who are at risk of poor outcomes due to limited English language proficiency, low socioeconomic and ethnic minority backgrounds, or those who have communication, learning, behavioral or intellectual disabilities. Rightpath also provides specialized mentoring and training for graduate students so that a well-prepared next generation of innovative scholars will be readily available.

CFS Contributions to USF Strategic Goals



As a public metropolitan research university, USF, in partnership with our communities, serves the people of Florida, the nation, and the world by fostering intellectual inquiry and outcomes that positively shape the future—regionally, nationally, and globally. This section profiles CFS accomplishments that contribute to the successful achievement of USF strategic goals.

<https://www.usf.edu/strategic-plan/documents/usf-strategic-plan-120721.pdf>

Goal 1: Student Success at USF and Beyond

Increased student enrollment

- ▶ CFS academic programs supported 280 masters and 14 doctoral students.

Increased degrees award rates

- ▶ 82 master and 5 doctoral students across academic programs were awarded degrees.

Teaching awards

- ▶ Dr. Kimberly Crosland received the CBCS Outstanding Teaching Award for the tenure track level.
- ▶ Dr. Lauren Baxley received the CBCS Outstanding Teaching Award for the instructor level.

Student excellence

- ▶ ABA master's student Kayla Coogle received 2022 Behavioral Consulting of Tampa Bay (BCOTB) Fellowship.
- ▶ Student Myisha Wallace was awarded the 2021 American Association for Marriage and Family Therapy (AAMFT) Minority Fellowship Award.
- ▶ ABA doctoral student Arturo Garcia received Josie Torralba Romero Scholarship.
- ▶ CRMHC student Carmen Florez received Josie Torralba Romero Scholarship.
- ▶ CRMHC students Callie Hill, Jessica Klein, and Kevin Spath were People's Choice winners of the Annual USF Graduate Student Research Symposium.
- ▶ Doctoral student Megan Sullivan Kirby, received the CBCS Outstanding Graduate Student Research Award.

Goal 2: Faculty excellence in research and innovation

Growth in research expenditures

- ▶ CFS active grants increased 16% from FY21 to FY22.

Increase in post-doctoral students

- ▶ 4 post-doctoral scholars joined faculty research teams addressing marriage and family therapy, rehabilitation and mental health counseling and applied behavior analysis.

Increase in faculty awards

- ▶ Professor Marilyn Stern named a Fellow of the American Association for the Advancement of Science.
- ▶ Dr. Meka McCammon awarded the Edward G. Carr Scholarship, College of Education, University of South Carolina.
- ▶ Professor Raymond Miltenberger awarded the Association for Behavior Analysis International Student Committee's Outstanding Mentorship Award.
- ▶ Associate Professor Christina Dillahunt-Aspillaga honored as a 2021 Fellow of the American Congress of Rehabilitation Medicine.
- ▶ Dr. Everette Coffman received Relational Ethics in Therapy Fellowship Award from the Doherty Foundation.

Increased external grants with faculty between colleges

- ▶ CFS faculty contributed to the funding of 10 new grants with faculty from other colleges (College of Education, College of Public Health, College of Arts and Sciences, and College of Nursing).

Increased publications with faculty between colleges

- ▶ CFS faculty published 23 peer-reviewed articles and chapters with faculty from other colleges.

Goal 3: Partnership and Engagement with Local, National, and Global Impact

Strengthened corporate and community partnerships

- ▶ The CRMHC program placed 132 students with 102 community partners. These students delivered 36,450 hours of mental health and rehabilitation services to the community.
- ▶ The ABA program added 10 new community partners to the roster of 189 partners that provided 100 students with the required supervised fieldwork experience for delivering applied behavior analysis services.
- ▶ The CABH program placed 9 students in 8 community partner placements to expand and apply their knowledge of child and adolescent behavioral needs and services.

Expanded corporate and professional training and continuing education courses offered to the community

- ▶ RBT™ (Registered Behavior Technician)—549 registrants totaling \$80,000 revenue.
- ▶ CRMHC's Certified Rehabilitation Counselor preparation course—35 registrations totaling \$5,700 revenue.

Increased Fulbright Scholars

- ▶ CRMHC hosted Dr. Ming Hung Wang from Taiwan as a Fulbright scholar from July 2021-February 2022.
- ▶ Associate Professor Trina D. Spencer received a Fulbright Scholar Award for research and teaching in South Africa.

Expanded partnerships with PreK-12 school systems

- ▶ CFS has partnerships with 50 of Florida's 68 school districts.

Goal 4: A Diverse and Inclusive Community for Learning and Discovery

Enhanced diverse student enrollment and degree production

- ▶ CFS' student diversity as of Spring 2022:
 - 57.8% White
 - 24.1% Hispanic
 - 6.4% African-American
 - 3.7% Asian
 - 3% reported two or more ethnicities

Goal 5: A strong, sustainable, and adaptable financial base

Diversification of financial review streams

- ▶ CFS was awarded \$20,043,629 in external funding from local, state, and federal sources.

Gifts in general:

- ▶ Co-founder of ABA program professor emeritus Hewitt B. "Rusty" Clark establishes legacy gift for ABA Program.
- ▶ CARD-USF received a donation from Buccaneers player Donovan Smith.
- ▶ CARD-USF received \$30,000 from Lightning Community Hero Award recipient.
- ▶ Dr. Karen A. Berkman donated \$100,000 to The Learning Academy at CFS.
- ▶ Total gifts to CFS during FY22 was \$143,667.



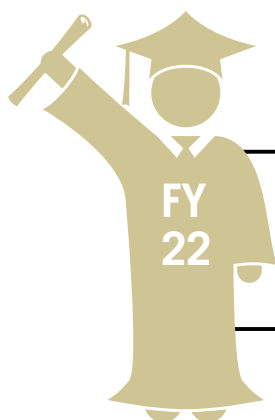


ACADEMIC POINTS OF PRIDE



233%

Student Credit Hour
10-Year Growth Rate



MASTERS: 280

82 graduated

DOCTORATE: 14

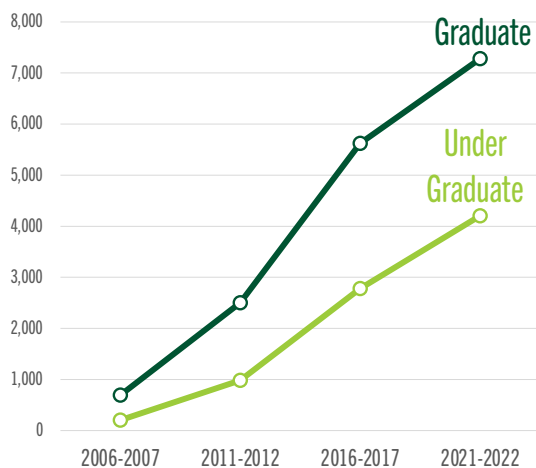
5 graduated



190,000+

Hours of Student
Community
Engagement

Student Credit Hours



Applied Behavior Analysis (ABA)

Director: Ray Miltenberger, PhD

www.usf.edu/ABA

The ABA program at USF is designed to meet growing needs in Florida and nationally for practitioners who can work effectively in the fields of developmental disabilities, autism, education, child protective services, child behavior disorders, rehabilitation, mental health, and business and technology.

ABA Doctoral Program

Ray Miltenberger, PhD

The ABA program is a three-year program that accepts students with master's degrees in ABA and focuses on training students to be researchers, teachers, and faculty members.

- ▶ 5 PhD students graduated.
 - » 2 accepted faculty positions.
 - » 3 accepted postdoctoral fellowship positions.
- ▶ 4 students admitted for the fall 2022.

ABA Master of Science

Ray Miltenberger, PhD

The on-campus MS program is a two-year program designed to provide students with expertise in applied behavior analysis as they work in applied settings and conduct applied research for their thesis. Students in the program take 9 courses, participate in 1,500 hours of concentrated supervised fieldwork, and complete a data based thesis.

- ▶ 18 students graduated.
- ▶ 100% job placement rate.
- ▶ Admitted 27 students in the fall of 2022.
- ▶ The MS program course sequence was verified by the Association for Behavior Analysis International (ABAI) which allows students to meet the course requirements for the 5th edition task list for the Board Certified Behavior Analyst exam.
- ▶ Received re-accreditation from ABAI for 7 years.

ABA Online Master of Arts

Anthony Concepcion, PhD

The online MA program at USF is a two-year program designed to provide students with expertise in behavior analysis as they work in applied settings. Students in the program take 8 courses and participate in 1,500 hours of concentrated supervised fieldwork.

- ▶ 24 graduates in fall 2021 and spring 2022.
- ▶ Admitted 26 students in spring 2022 and 27 students in fall 2021.
- ▶ The MA program course sequence was verified by the Association for Behavior Analysis International which allows students to meet the course requirements for the 5th edition task list for the Board Certified Behavior Analyst exam.
- ▶ The MA program became an approved content provider for the International Behavior Analysis Organization and an approved course provider for the Qualified Behavior Analysis Certification Board.

ABA Undergraduate Minor

Bryon Miller, PhD

The on-campus ABA minor is a 6-course sequence of undergraduate classes in ABA designed to prepare students for BCaBA™ certification or for a master's program in ABA.

- ▶ The ABA minor course sequence was verified by the Association for Behavior Analysis International which allows students to meet the course requirements for the 5th edition task list for board certification as a Board Certified Assistant Behavior Analyst.

Child & Adolescent Behavioral Health (CABH)

Director: Debra Mowery, PhD

www.usf.edu/CABH



CABH prepares professionals to serve in community, youth, and family agencies and organizations that work to promote the well-being of children, adolescents, and emerging adults. Potential employment opportunities include positions such as directors, supervisors, and case managers in mental health, substance abuse, juvenile justice, developmental disabilities, and child welfare agencies, as well as consultants in schools and early education and care programs. Educational opportunities include advancement to doctoral programs in public health and the behavioral and social sciences.

CABH Master of Science

The fully-online non-clinical program offers both thesis and applied tracks. Four focus areas within the overall program curriculum include Developmental Disabilities, Leadership, Research & Evaluation, and Youth & Behavioral Health.

- ▶ 40 active students and graduated 9 students.
- ▶ Since its inaugural semester in Spring 2015, CABH has graduated 84 students.
- ▶ For the fourth time (2019-2022), CABH was selected as one of BestColleges.com's Best Online Master's in Child Development programs.
- ▶ CABH increased its rank from 3rd to 2nd in Human and Family Development Degree program by Intelligent.com, and continued to be selected as a Best Online Master's by College Rank; Best Master's by Best Value Schools; and Most Affordable Master's by Grad School Hub.
- ▶ CABH students contributed almost 3,000 hours to the community through their field experience.

Clinical Rehabilitation and Mental Health Counseling (CRMHC)

Director: Chih-Chin Chou, PhD, CRC

www.usf.edu/RMHC



The USF Clinical Rehabilitation and Mental Health Counseling program trains a workforce of professionals that promote quality behavioral health care for all, particularly people with disabilities, including those of a physical, mental, emotional or chemical nature. Both non-thesis and thesis programs provide high quality teaching and inspire learning in rehabilitation and mental health counseling and related disciplines.

CRMHC Master of Arts

The program offers concentrations in Addictions and Substance Abuse Counseling and Marriage and Family, along with both a non-thesis and thesis program track.

- ▶ Ranked 27th in U.S. News & World Report's Best Graduate School Rankings in 2019.
- ▶ 36 students graduated.
- ▶ 24 graduates applied for either LMHC or LMFT.
- ▶ CRMHC students provided over 35,750 hours of community service through practicum placements.

Marriage & Family Therapy (MFT)

Director: Ryan Henry, PhD

www.usf.edu/MFT

The MFT program trains and educates students to be competent marriage and family therapists who will help to meet the growing job demand for the state of Florida. Graduates of the program are eligible for licensure in the state of Florida as marriage and family therapists.

MFT Master of Science

MFT is a 60-credit hour terminal degree.

- ▶ Accepted a new cohort of 8 students for Fall 2021.
- ▶ 24 community partnerships have been established for field placements.

CFS Certificate Programs

Certificates are designed to provide valuable educational experience in a more accessible, focused format than traditional graduate degree programs. Certificate completion increases student competitiveness, enhances their performance, and helps prepare them for the changing nature of business.

Addictions & Substance Abuse (Graduate & Undergraduate)

Vicky Buckles, PhD

This certificate is primarily designed for graduate students in rehabilitation counseling, mental health counseling, social work, psychology or other human services disciplines or for human services professionals who desire to learn about addictions and substance abuse counseling.

Children's Mental Health (Graduate) *Cathy Sowell, MSW, LCSW*

This graduate certificate program provides a rigorous, empirically-based education to individuals in the behavioral health services field who wish to work with agencies and systems that serve children and families with mental health challenges.

- ▶ 32 students enrolled.
- ▶ 9 students were admitted during the year and 6 students successfully completed the program.
- ▶ Students include degree seeking enrolled in a master's program at USF, and non-degree seeking from disciplines including education, nursing, public health, and psychology.

Marriage & Family Therapy (Graduate) *Ryan Henry, PhD*

The 15-credit graduate certificate in the CRMHC program provides mental health professionals specialized training in diagnosing and treating mental, emotional, and relationship problems from a systemic perspective. The certificate includes two required courses and three electives.

- ▶ 10 students graduated
- ▶ 13 new applications
- ▶ 28 students total in the program

Positive Behavior Support (Graduate)

Laura Rodriguez Lopez, EdD

This graduate certificate program is designed for educators, school or mental health administrators, school psychologists, social workers, school counselors, and behavioral health staff who want to specialize in an evidence-based approach to resolving challenging behavior and supporting the prosocial behavior of children and

youth within schools and early education settings. This 12-credit graduate certificate program supplements graduate and undergraduate degrees by offering a specialization in Positive Behavior Support (PBS). All courses are fully online and available to interested students across the country. There are four core courses and a number of possible electives that round out the program of study.

- ▶ 40 students enrolled, and 14 students successfully completed the program in FY22.
- ▶ 18 new students admitted during FY22.

Translational Research in Adolescent Behavioral Health (Graduate)

Bruce Levin, DrPH, MPH

The graduate certificate is offered through the Institute for Translational Research Education in Adolescent Drug Abuse, a joint initiative of the USF College of Behavioral & Community Sciences and Northern Arizona University (NAU) (led by the USF CBCS Department of Child & Family Studies and the NAU Center for Health Equity Research). Funding: National Institute on Drug Abuse of the National Institutes of Health

- ▶ Community projects include organizations in Phoenix and Flagstaff, Arizona, and the Tampa Bay area.
- ▶ As of June 30, 2022, 102 scholars have completed the program.

Continuing Education Programs

Registered Behavioral Technician (RBT)[™] Training

Catia Cividini-Motta, PhD

The RBT[™] training program is based on the Registered Behavior Technician Task List[™] and is designed to meet the 40-hour training requirements for the RBT[™] credential.

- ▶ Funds generated support student research, faculty and student conference registration and travel, and some doctoral student stipends. Since 2017, the course has generated over \$400,000.

Certified Rehabilitation Counselor and Licensure Preparation

Christina Dillahunt, PhD

This training program is based on the 12 Certified Rehabilitation Counselor (CRC) knowledge domain areas and is designed to help individuals prepare to sit for the CRC certification examination. The training program aims to increase the numbers of counselors and students who successfully pass the CRC exam.



RESEARCH TRAINING • TECH ASSIST POINTS OF PRIDE

— CFS Activities FY22 —



19

Appointments
& Awards



19

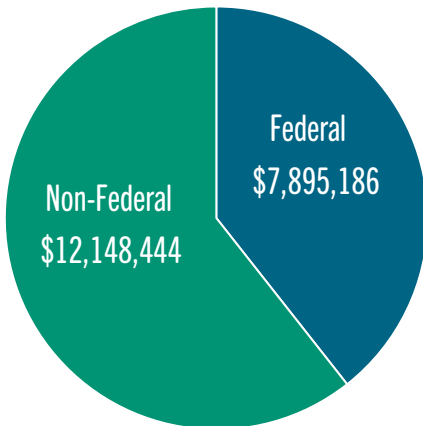
Books
& Book
Chapters



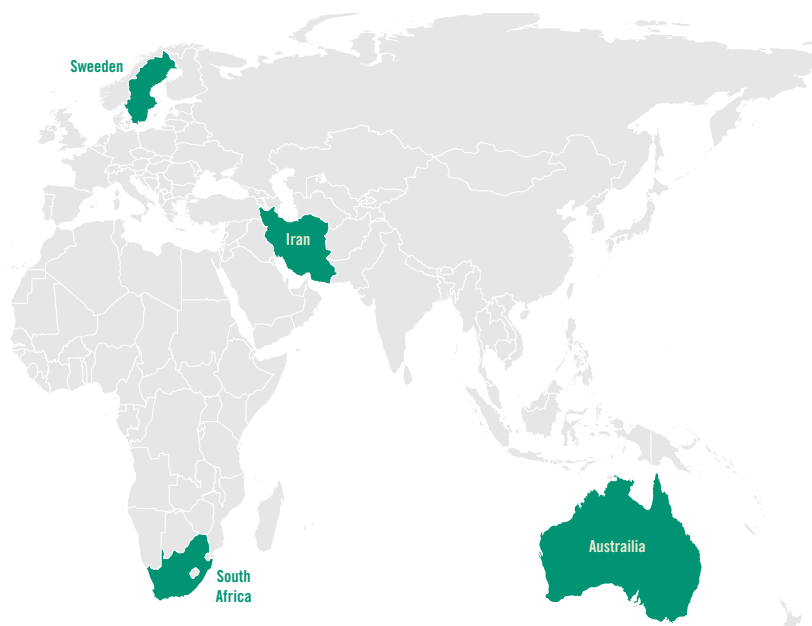
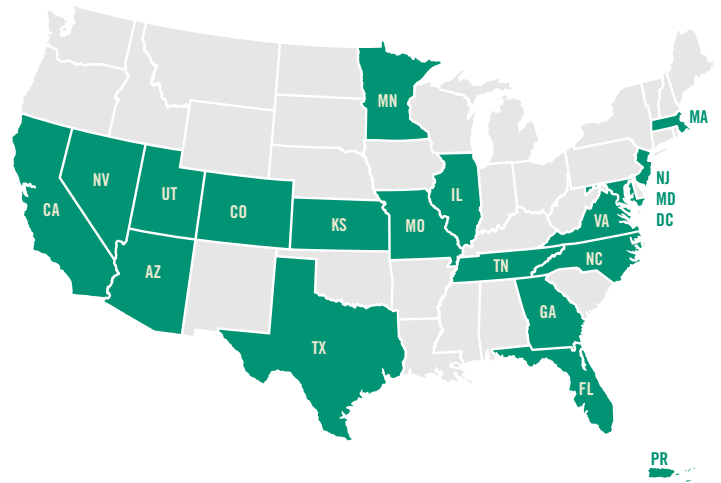
66

Peer
Reviewed
Articles

— FY22 New Contracts and Grants — **\$20,043,629**



237 FY 22 National & International Conference Presentations



Applied Behavior Analysis

Evaluating Music's Effects with a Treadmill

PI: Ray Miltenberger

This joint project between USF, Auburn University, and Western New England University is investigating the effects of music on exercise intensity on a treadmill. Although research shows that antecedent music can influence running pace and enjoyment, research has not evaluated music as a reinforcing consequence for running. The results will inform basic research on reinforcement and applied research on interventions to promote exercise.

Funder: Auburn University

Total Funding: \$39,405

Autism & Related Disabilities

Center for Autism & Related Disabilities (CARD)

PI: Beth Boone

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

CARD-USF provides resources and direct support to individuals of all ages with autism spectrum disorder and related disabilities, their families, and the community at no charge. Services also include trainings, outreach, and support for teachers, businesses, and community programs to enhance their ability to include individuals with autism spectrum disorder (ASD). In addition, CARD-USF creates innovative projects to reflect the needs and desires of the community we serve. Counties served: Charlotte, Collier, Desoto, Glades, Hardee, Hendry, Highlands, Hillsborough, Lee, Manatee, Pasco, Pinellas, Polk, and Sarasota.

Funder: Florida Department of Education

Total Funding: \$1,844,371

Efficacy Trial of the Modular Approach for Autism Programs in Schools (MAAPS)

PI: Rose Iovannone

MAAPS is a research study evaluating the effectiveness of a modular intervention approach for elementary students with autism. MAAPS consists of evidence-based practices that address the core and associated features of autism. MAAPS will be implemented with 120 student/teacher pairs across 60 schools in several states.

Funder: U. S. Department of Education, Institute of Education Sciences

Total Funding: \$1,013,799

Modular Approach for Autism Programs in Schools (MAAPS) Methodology Core

PI: Jeff Williams

This individualized intervention system is composed of evidence-based strategies to address core and associated features of ASD and enhance the success of elementary students with ASD in school settings. It is comprised of a collaborative framework for identifying needs, setting appropriate intervention goals, selecting modular interventions that best address those goals, and developing intervention steps that are feasible for school personnel to implement, with opportunities for active participation by families.

Funder: May Institute/U. S. Department of Education

Total Funding: \$242,576

Partnership for Effective Programs for Students with Autism (PEPSA)

PI: Christopher Vatland

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

This initiative supports teachers of students with autism in three ways. It provides regional workshops across the state to provide information to teachers and families on effective practices for teaching students with autism. The funding also supports a pre-conference day for teachers to attend the annual Florida Center for Autism and Related Disabilities Conference (CARD). The preconference day offers teachers a workshop from a national speaker and break-out sessions on innovations for students with autism that Florida teachers have implemented. The final activity is the enrollment of teacher partners through a competitive application process. Teachers selected for the partnership program are provided with a mentor from their regional CARD office who provides support to them as they implement a year-long project in their classroom and document their achievements and the outcomes in a portfolio.

Funder: Florida Department of Education/U. S. Department of Education

Total Funding: \$340,819

Child Welfare System and Practice Improvement

Evaluation of Implementation to Fidelity of Evidence-Based Services

PI: Amy Vargo

The Families First Prevention Services Act (FFPSA, 2018) reforms child welfare financing streams to provide prevention services to families who are at risk of entering the child welfare system; allows for federal reimbursement for community mental health, substance use treatment, and in-home parenting skills training; and seeks to improve the well-being of children already in foster care by incentivizing states to reduce placement of children in congregate care. In order to meet these changes, states and local areas must be prepared to implement programs and practices that have been determined by the FFPSA Clearinghouse to be either well-supported, supported, or promising. USF will evaluate Florida's implementation and fidelity of nine evidence-based practices (EBPs) as the state transitions to FFPSA: Motivational Interviewing, Multisystemic Therapy, Functional Family Therapy, Parent Child Interaction Therapy, Healthy Family Florida, Homebuilders, Brief Strategic Family Therapy, Nurse Family Partnerships, and Parents as Teachers.

Funder: Florida Department of Children and Families/
Administration for Children and Families

Total Funding: \$1,658,492

Evaluation of Nurturing Parenting Program (NPP) and Family Intensive Treatment (FIT)

PI: Svetlana Yampolskaya

This project assesses whether two specific interventions have a positive impact on various child welfare outcomes among families involved in the child protection system. The NPP intervention was implemented by one child welfare community-based care agency in Florida—Kids Central, Inc. (KCI), with the focus on families who have already experienced, or are deemed to be at higher risk for, child maltreatment. The FIT intervention was developed by a group of key behavioral health stakeholders in Florida and aims to help families involved in the child welfare system due to parental substance use and co-occurring mental health disorders. Both studies seek to determine the extent to which these interventions prevent child maltreatment, expedite the achievement of permanency, and maintain child safety.

Funder: Casey Family Programs

Total Funding: \$33,723

Family Intensive Training (FIT) Model Evaluation

PI: Svetlana Yampolskaya

The FIT model was developed and implemented by the Florida Department of Children and Families throughout Florida for child welfare involved families with substance abuse issues. This study assesses the effect of FIT on child safety, permanency in case the child was placed in foster care, and parental wellbeing.

Funder: Florida Department of Children and Families

Total Funding: \$8,359

Impact of the SPARK Intervention on Risky Sexual Behavior and Teen Pregnancy Prevention

PI: Svetlana Yampolskaya

The Speaking to the Potential, Ability, and Resilience inside Kids (SPARK) curriculum-based group intervention aims to improve academic success, healthy relationships, and prevent involvement in problem behavior including risky sexual behavior. This study examined the effect of SPARK of Duval intervention on targeted outcomes among young people ages 11-17 living in out-of-home foster care.

Funder: Children's Home Society of Florida/Administration for Children and Families

Total Funding: \$531,236

Just in Time (JIT) Training Website

PI: Pamela Menendez

This project provides direct services to foster/adoptive parents, relative caregivers and birth parents of foster children through the Just In Time training (JIT) Website. The website provides information and web-based training videos that facilitate foster/adoptive parents, relative caregivers and birth parents learning strategies to improve their parenting skills. The web-based trainings include such topics as: trauma informed parenting, mentoring of biological parents by foster parents; strategies to support successful reunification, how to support foster children's education; support the healthy development of infants and toddlers in foster care; importance of providing quality health care; brain development; and adolescent development.

JIT Website—California—Quality Parenting Initiative (QPI)

<http://www.jitcalifornia.org/>

Funder: University of California, Berkley

Total Funding: \$285,000

JIT Website—Cuyahoga County, OH

<http://www.jitcuyahoga.org/index.html>

Funder: Cuyahoga County Division of Children and Families

Total Funding: \$60,422

JIT Website—Kentucky

<http://www.jitkentucky.org/>

Funder: Kentucky Cabinet for Health and Family Services

Total Funding: \$56,051

JIT Website—Nevada

<http://www.qpinevada.org/>

Funder: Nevada Department of Child and Family Services

Total Funding: \$147,200

JIT Website—Philadelphia, PA

<http://jitphiladelphia.org/>

Funder: Turning Points for Children

Total Funding: \$43,410

Community Supports

ADAPT+: Optimizing an Intervention to Promote Healthy Behaviors in Rural, Latino Youth with Obesity and their Parents, using Mindfulness Strategies

PI: Marilyn Stern

Latino youth and their families living in rural areas are at increased risk for obesity and obesity-related complications. The purpose of this study is to refine and test the acceptability and feasibility of a culturally competent, evidence-based, community-centered obesity lifestyle modification intervention, ADAPT+, using mindfulness strategies. The goal of the project is to set the groundwork for a larger clinical trial to test whether ADAPT+ can improve rural Latino families' health behaviors.

Funder: National Institutes of Health/National Center for Complementary and Integrative Health

Total Funding: \$1,577,120

All Pro Dad: Fatherhood Involvement in Literacy and Family Engagement Multimedia and Awareness Campaign

PI: Donna Burton

The Family First organization has developed and implemented a literacy campaign within their All Pro Dad (APD) program designed to enhance father and child relationships, while also building child reading and academic skills. The evaluation plan examines the implementation experiences of new chapters and identifies opportunities to support their continued growth and success. This plan includes research questions and methods that are guided by APD goals. It reports on strategies that Family First can use to support the growth and enhance the positive impact of APD chapter events on dads and their children. As Family First continues to grow the APD program, the evaluation plan will expand its focus to assess changes over time in parent knowledge, attitudes, beliefs, and behaviors related to the literacy campaign.

Funder: Family First

Total Funding: \$31,000

Decreasing Recidivism among Juveniles with Brain Injury Re-Entering the Community using Resource Facilitation

PI: Christina Dillahunt-Aspillaga

This project aims to decrease the rate of recidivism, defined as returning to the Florida Department of Juvenile Justice (FLDJJ) system within one year of release, among Florida's juvenile offenders with brain injury by increasing brain injury surveillance within the FLDJJ and by implementing a Traumatic Brain Injury (TBI) continuum of services to address the unique needs of the brain injury population. These goals will ultimately be reached by implementing TBI screening protocols within identified FLDJJ residential program sites, working with Youth Opportunity Foundation professionals at those sites to implement brain injury specific programming. Resource Facilitators will infuse Brain Injury accommodations into their residential programming (Ohio Valley Center for Brain Injury Prevention and Rehabilitation), creating a care pathway called "FLDJJ TBI Continuum."

Funder: Florida Department of Justice/U.S. Department of Justice

Total Funding: \$705,221

Enhancing Veteran Community Reintegration Research (ENCORE)

PI: Christina Dillahunt-Aspillaga

The goal of ENCORE is to improve Veterans Affairs (VA) policies, programs and services that support veteran community reintegration (CR). Two strategic objectives will guide ENCORE activities: (1) mobilize veteran CR research and (2) promote innovation, relevance and acceleration of Veteran CR research and knowledge translation. Successful achievement of ENCORE's goal will be measured by meeting project milestones and benchmarks including deliverables developed by the multi-stakeholder partnership (MSP), ENCORE informed research proposal submissions, and knowledge translation of research and MSP consensus into VA policies and programs.

Funder: James A Haley Veteran's Hospital

Total Funding: \$2,500

Florida Center for Inclusive Communities (FCIC) Family Community Liaison

PI: Christopher Vatland

This grant supports FCIC activities related to engaging families of individuals with disabilities statewide, primarily funding salary and supplies for staff who serves as FCIC Family/Community Liaison. The Family/Community Liaison helps identify needs of families who have one or more member with an intellectual and developmental disability, provides these families with information and tools for advocacy, and helps connect them to supports and services that match their needs.

Funder: Administration for Community Living

Total Funding: \$113,670

Florida Diagnostic and Learning Resources System Multi-Disciplinary Centers (FDLRS-MDC)

PI: Rose Iovannone

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

Interdisciplinary Center for Evaluation and Intervention (ICEI) is part of a statewide network of Florida Diagnostic and Learning Resources (FDLRS) Multi-Disciplinary Centers (MDC). The center provides comprehensive evaluations, consultations, and interventions at no cost for children and youth aged 3-21 who have medical, educational, emotional, or behavioral problems.

Funder: Florida Department of Education

Total Funding: \$1,450,000

Improving Access to Mental Health Care for Underserved Children, Adolescents, and Families through Integrating Behavioral Health Training into Primary Care

PI: Chih-Chin Chou

This project is designed to increase access to behavioral healthcare for underserved populations in the Tampa Bay area of Florida by increasing numbers of counselors, marriage and family therapists, psychologists, and social workers trained to provide integrated behavioral health (IBH) services in primary care medical practices. The interdisciplinary “Integrated Behavioral Health Training Collaborative” has been formed from graduate programs in Rehabilitation and Mental Health Counseling, Psychology (School and Clinical), Social Work, and Pediatric Psychology in the Colleges of Behavioral and Community Sciences and Medicine. These training programs, over several years, have individually offered an uncoordinated variety of IBH courses, experiential placements (advanced practicums), and internships in a limited number of primary care medical practices. It is projected that by the end of the project, 72 trainees from Mental Health Counseling and Social Work, 12 Psychology doctoral graduate students and 16 Psychology interns will be trained to enter behavioral health practice in primary care settings.

Funder: Health Resources and Services Administration

Total Funding: \$1,919,549

NOURISH-T+: A Randomized Control Trial Targeting Parents in Promoting Healthy Eating and Exercise Behaviors in Pediatric Cancer Survivors with Overweight/Obesity

PI: Marilyn Stern

Approximately 40-50% of pediatric cancer survivors are overweight or obese; thereby increasing their risk for negative long-term physical health complications. The purpose of this multi-site project is to address obesity in pediatric cancer survivors by targeting parents as agents for change in promoting positive health behaviors and long-term healthy weight, with the goal of establishing a framework for future translation and dissemination of NOURISH-T+.

Funder: National Institutes of Health/National Cancer Institute

Total Funding: \$591,149

NOURISH-T+: A Mixed Methods Approach to Evaluating the Role of Individual Differences: Impact on Fruit and Vegetable Intake Outcomes in NOURISH-T+ Parents of Pediatric Cancer Survivors

PI: Marilyn Stern

This study examines which personal and social factors might help in understanding why some families do very well in meeting their healthy lifestyle goals and others do not. A special focus is in fruit/vegetable consumption over the course of the parent NOURISH-T+ project, examining individual differences in eating behaviors and conducting interviews with participating parents to get a better understanding of their perceptions of personal and social individual difference variables most important to them in influencing behavior change.

Funder: National Institutes of Health/National Cancer Institute

Total Funding: \$285,859

Pediatric Mental Health Care Access Program Evaluation (PBHC)

PI: Areana Cruz

This project is evaluating the Florida PBHC. The goals of the PBHC include increasing the number of pediatric behavioral health screenings and referrals, improving collaboration between pediatric primary care and behavioral health providers, and improving children's behavioral health outcomes. USF researchers are responsible for evaluating the effectiveness of program implementation and analyzing data related to the target outcomes.

Funder: Florida Department of Health/Department of Health and Human Services

Total Funding: \$305,815

Promoting the Participation of Individuals with Disabilities in COVID-19 Vaccines

PI: Elizabeth Perkins

People with disabilities have an increased risk for contracting COVID-19. This project provides individuals with disabilities and their families with information about the COVID-19 vaccines, addresses vaccine hesitancy, and shares the personal experiences of individuals with disabilities who have received the vaccine.

Funder: U.S. Department of Health and Human Services, Administration for Community Living

Total Funding: \$59,701

Social, Ethical, and Behavioral Implications (SEBI) Research on COVID-19 Testing and Vaccine Uptake among Rural Latino Migrants in Southwest Florida

PI: Laura Redwine

The COVID-19 pandemic has disproportionately affected racial and ethnic minority groups, including Latinos residing in rural communities. Low rates of vaccination and testing have contributed significantly to this disparate impact. The initiative assessed attitudes, barriers and facilitators of rural Latino migrants and immigrants of Southwest Florida to obtain COVID-19 testing and vaccine uptake.

Funder: National Institutes of Health/National Center for Complementary and Integrative Health

Total Funding: \$906,807

University Center for Excellence in Developmental Disabilities Education, Research, and Service (UCEDD)

PI: Donald Kincaid

The UCEDD, called the Florida Center for Inclusive Communities (FCIC), has been funded since 2005 and is one of 67 federally funded UCEDD centers. FCIC conducts research, delivers community training, prepares professionals through graduate programs, and provides technical assistance to improve systems and services that affect individuals with developmental disabilities and their families.

Funder: U.S. Department of Health and Human Services, Administration for Community Living

Total Funding: \$2,858,660

Early Childhood

Early Childhood Technical Assistance Center (ECTA)

PI: Lise Fox

The ECTA is operated by the Frank Porter Graham Center of the University of North Carolina at Chapel Hill and subcontracts with USE. Project faculty provide training and support to state and community leaders for the inclusion of young children with developmental disabilities within early childhood classrooms and programs.

Funder: Frank Porter Graham Center, University of North Carolina – Chapel Hill, through funding received from the U.S. Department of Education, Office of Special Education Programs

Total Funding: \$832,748

Effect of Definitions, Contextual Support, and Cognate Status on 4th Grade Spanish-Speaking English Learner's (ELs) Understanding of Unfamiliar Words in Text

PI: Maria Carlo

This project involves a series of studies to inform the development of instructional strategies intended to help Spanish-speaking 4th grade English learners learn the meanings of new words in English. The studies test the benefits of providing students with definitions in English versus Spanish, supportive text context, and cognates—words such as profound-profundo which are spelled similarly and mean the same in Spanish and English—on students' ability to independently learn new English words. Project findings will provide evidence of potentially promising practices for helping English learners learn new academic vocabulary in English.

Funder: U. S. Department of Education

Total Funding: \$936,578

Exploring Heterogeneity Among the U.S. Latino Dual Language Learner Head Start Population: A Secondary Data Analysis

PI: Matthew Foster

The purpose of this project is to gain a better understanding of the academic achievement and socioemotional functioning of the Latino dual language learner (DLL) population within Florida Head Start classrooms. With the intention of informing instruction and assessment for DLLs, this secondary data analysis will identify subgroups of DLLs based on their: 1) levels of cognitive, linguistic, literacy, and math achievement in both English and Spanish prior to kindergarten entry; 2) growth trajectories for language, literacy, and math in English and Spanish as DLLs transition from preschool into kindergarten; and 3) trajectories for socioemotional functioning from preschool into kindergarten. Home and malleable classroom factors associated with the subgroups will be examined. Preliminary results show that there are four subgroups of DLLs (English Dominant, Balanced Average, Spanish Dominant, Emerging Bilinguals) and that bilingual development is not associated with risk for poor educational outcomes.

Funder: U. S. Department of Education

Total Funding: \$139,058

Florida Implementation of the Pyramid Model to Improve Young Children's Social, Emotional, and Behavioral Outcomes in Early Care and Education

PI: Lise Fox

This project provides capacity-building technical assistance and training to regional Early Learning Coalitions for the implementation of the Pyramid Model. Activities include establishing and guiding community implementation teams, implementation specialist training and support, training of trainer workshops, and technical assistance related to data systems and the use of data for decision-making.

Funder: Florida Division for Early Learning, Florida Department of Education, through the preschool development grant funded by the U.S. Department of Health and Human Services, Administration for Children and Families

Total Funding: \$114,410

HIPPY: Home Instruction for Parents of Preschool Youngsters

PI: Tracy Jordan

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

HIPPY is an evidence-based, home visiting program that partners with parents of children ages two through five to help prepare parents and children for school success. The Florida HIPPY Training & Technical Assistance Center at USF funds, licenses, and provides training and technical assistance for all HIPPY programs in Florida. The Florida HIPPY T&TA Center partners with local agencies who provide local HIPPY services in their counties at no cost to participants.

Funder: Florida Department of Education

Total Funding: \$7,800,000

HIPPY Hillsborough Parental Involvement Program (HHPIP)

PI: Tracy Jordan

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

The HHPIP collaborates with CARD-USF to deliver HIPPY services in Hillsborough County to 350 families with children diagnosed with Autism and related disorders. HHPIP also subcontracts social and mental services for HIPPY families through Success for Kids and Families. The HIPPY program is free to parents and is delivered by HIPPY home visitors who live in the same targeted high-need communities as the families they serve.

Funder: Children's Board of Hillsborough County

Total Funding: \$1,407,396

HIPPY Martin County Program

PI: Tracy Jordan

HIPPY in Martin County is funded to establish a HIPPY program in Martin County. The funding supports a coordinator and two to three home visitors from the community serve 60 – 75 families residing in communities with a school readiness rate below 20%.

Funder: Children's Services Council Martin County

Total Funding: \$301,942

National Center on Early Childhood Development, Teaching, and Learning (NCECDTL)

PI: Lise Fox

The NCECDTL provides a subcontract to USF to provide training and guidance to Head Start programs. The NCECDTL helps early childhood programs use best practices that lead to positive child outcomes across early childhood programs. Project faculty at USF provide training and guidance related to preventing and addressing challenging behavior and the coaching of classroom teachers.

Funder: Vanderbilt University/U.S. Department of Health and Human Services, Administration for Children and Families

Total Funding: \$85,000

National Center for Pyramid Model Innovations

PI: Lise Fox

<https://challengingbehavior.org/>

The National Center for Pyramid Model Innovations provides resources, training materials, practical tools and materials, develops guidance, and assists state and program leaders in addressing the needs of young children with or at-risk for developmental disabilities with a focus on improving children's social-emotional development and addressing challenging behavior.

Funder: U. S. Department of Education, Office of Special Education Programs

Total Funding: \$5,500,000

Pyramid Model Expansion to School-District Implementation in Preschool and Kindergarten Classrooms

PI: Lise Fox

This project is a collaboration with Metro Nashville Public Schools to implement the Pyramid Model in preschool and kindergarten classrooms. The USF team is developing the training materials and will train teachers and coaches in the implementation of the Pyramid Model.

Funder: Metro Nashville Public Schools, U. S. Department of Education, Office of Elementary and Secondary Education

Total Funding: \$364,237

Validity of a Nonspeech, Dynamic Assessment of the Alphabetic Principle (DAAP)

PI: Jason Anthony

This project involves the development and validation of a dynamic early literacy assessment for English speaking children in prekindergarten and kindergarten. The new test involves very simple instructions and requires only nonverbal touch responses, making it ideally suited for young learners and children with speech, language, or intellectual disabilities.

Funder: University of Kansas/U. S. Department of Education

Total Funding: \$320,859

Positive Behavior Support

Florida Connect: Interconnecting School Mental Health and Positive Behavioral Interventions and Supports to Improve Middle School Students' Academic, Social, Emotional, and Behavioral Outcomes

PI: Heather George

This project improves service delivery to students identified at-risk for mental health needs by installing the Interconnected Systems Framework (ISF) in high implementing PBIS middle schools in Marion County. Training and technical assistance is provided to participating school teams in administering universal screening, analyzing social, emotional and behavior data across all students, and engaging in problem-solving to implement evidence-based interventions matched to student need, including connecting students to the local mental health agencies for more intensive support. The outcomes of these model demonstration sites will help others in understanding the critical system components needed to successfully meet the needs of all students.

Funder: U. S. Department of Education

Total Funding: \$1,508,004

Florida Positive Behavioral Interventions and Supports: Multi-Tiered System of Supports (PBIS:MTSS)

PI: Donald Kincaid

<https://flpbis.cbcs.usf.edu/>

Because significant behavior problems contribute to unsafe school environments and reductions in student performance, Florida Positive Behavioral Interventions and Supports (FLPBIS) is committed to providing training and technical assistance in developing and implementing sustainable positive behavioral interventions and supports (PBIS) to create systems that support effective practices that improve student outcomes and school climate. FLPBIS focuses on building the local capacity to prevent challenging behaviors and improve skills through team-based coaching, evaluation, and data-based problem-solving with district leaders across Florida.

Funder: Florida Department of Education/U. S. Department of Education

Total Funding: \$1,390,289

Program-Wide Positive Behavior Support

PI: Anna Winneker

<http://pwpbs.cbcs.usf.edu/index.html>

This project provides training and technical assistance to early childhood programs on the implementation of effective methods to promote children's social emotional competence and effectively address challenging behavior.

Funder: Children's Board of Hillsborough County

Total Funding: \$745,166

Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS)

PI: Heather George

<https://www.pbis.org/>

The Center on PBIS provides technical assistance to support all state educational agencies (SEAs), local educational agencies (LEAs), and schools in building their capacity to improve behavioral, academic, social, emotional, and mental health outcomes, including for students with or at-risk for disabilities, enhance school climate and school safety, and improve teacher health and wellbeing through implementation of the evidence-based PBIS framework.

Funder: U. S. Department of Education

Total Funding: \$3,900,000

Quality Improvement

COACH: Individualized Coaching in Young Adult Cancer Survivors to Encourage Healthy Behaviors

PI: Marilyn Stern

When a young adult (YA) is diagnosed with cancer, normal growth and development is disrupted, making YA a vulnerable population. YA Hispanic and African Americans survivors are particularly vulnerable as they are more likely to have a higher body mass index (BMI) pre-treatment, further increasing the risk of late effects of cancer and negative consequences. There is an urgent need to develop health behavior interventions for YA cancer survivors that are effective and easily disseminated. The purpose of this project is to provide information on diverse YA preferences for delivery of health-related topics, highlighting specific information needs and concerns in young adult cancer survivors.

Funder: H. Lee Moffitt Cancer Center/National Institutes of Health/National Cancer Institute

Total Funding: \$9,752

Cross-Site Analysis and Case Study of STOP Program Grantee Perspectives on Violence Prevention and Mental Health Training Program Implementation

PI: Anna Abella

This study informs ongoing implementation and improves program effectiveness for violence prevention and mental health training programs funded by the Bureau of Justice Assistance (BJA) in response to the Students, Teachers, and Officers Preventing (STOP) School Violence Act. A cross-site analysis of programs across 128 sites throughout the U.S. is included in the study, as well as an in-depth case study analysis across diverse geographic locations. The impact of COVID-19 on system-wide efforts to address mental health and violence prevention in schools is being explored. Results will inform broader understandings of violence prevention and mental health program implementation in schools through dissemination of findings to the school, practitioner, and research communities.

Funder: National Institute of Justice, Office of Justice Programs

Total Funding: \$478,553

Efficacy of a Selective Intervention to Improve Middle School Students' Subjective Well-Being

PI: Jason Anthony

This Well-Being Promotion program is being implemented by school-based mental health teams who serve middle school students in FL and MA. A randomized controlled trial is evaluating the program's impact on children's mental health and academic outcomes.

Funder: U. S. Department of Education

Total Funding: \$190,592

Florida's Child Welfare Information and Training Gateway

PI: Pamela Menendez

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

The Center was established to provide information, collaboration, and program support to Florida's professional child welfare stakeholders. It is funded through a contract with Florida's Department of Children and Families. Services include a fully searchable online knowledge library categorized by program area, a comprehensive credentialed video training component for professionals, statewide and local live web events hosted and supported by staff, responding and posting of Frequently Asked Questions submitted by professionals, and a collaboration component that serves as an interactive online information-sharing portal where peers and experts can interact with each other and develop online learning communities.

Funder: Florida Department of Children and Families/ Administration for Children and Families

Total Funding: \$6,939,303

Enhancing Person-Centered, Trauma Informed Services and Supports for Individuals with TBI in Florida through Resource Facilitation

PI: Christina Dillahunt-Aspillaga

This project builds capacity in core partners of Nebraska's system of services and supports to effectively, equitably serve all individuals with traumatic brain injury (TBI), targeting culturally and linguistically diverse populations, their families and support networks.

Funder: Nebraska Department of Health

Total Funding: \$18,997

Improved Understanding of Medical and Psychological (IMAP) Needs in Veterans and Service Members with Chronic Traumatic Brain Injury

PI: Areana Cruz

The IMAP project assesses the needs of Veterans and service members with traumatic brain injuries. Staff conduct and analyze data from semi-structured interviews with providers, advocates, community partners, and policy makers regarding the facilitators and barriers to accessing services.

Funder: Tampa Veteran's Administration Research & Education Foundation

Total Funding: \$4,431

Reduction in Mental Health Disparities

Florida Advancing Wellness and Resilience in Education: Florida AWARE "Building Resiliency in Diverse Groups of Empowered Stakeholders (BRIDGES)" Project AWARE - USF

PI: Donald Kincaid

Florida AWARE builds capacity of school and community-based resources to respond to the needs of students with mental health needs; implement mental health awareness training to school staff and other adult stakeholders; enhance school climate with programming to promote the healthy development of school-aged youth, prevent youth violence, and reduce the number of students referred for disciplinary action, and; address policy and practices necessary to apply outcomes to other districts in Florida. USF serves as evaluators of the project, including tracking annual and cumulative 5-year goals and specific objectives associated with each goal.

Funder: Florida Department of Education/Substance Abuse and Mental Health Services

Total Funding: \$146,900

Making Connections for Mental Health

PI: Roxann McNeish

This collaborative evaluation assesses the implementation of the Making Connections Initiative at sites across the U.S. The Making Connections Initiative supports the development of prevention-focused, responsive strategies to promote mental well-being among men and boys.

Funder: Movember Foundation

Total Funding: \$2,337,808

Statewide Evaluation: Indiana Department of Mental Health and Addiction Health Equity Program

PI: Linda Callejas

This evaluation study is focused on using data provided by the Indiana Department of Mental Health and Addiction (DMHA) Equity Office to assess how well statewide equity efforts have worked to reduce behavioral health disparities, particularly those experienced by racially or ethnically minoritized communities within the state; LGBTQ+ youth; and others. Findings will be used to address two key evaluation aims: 1) evaluate DMHA equity initiatives for effectiveness, give recommendations for future directions, identify continuous quality improvements for organizational equity processes, and assist DMHA staff with technical assistance; and 2) use DMHA data to inform DMHA's work, service provision, funding decisions, policy, and training regarding health equity.

Funder: Indiana Department of Mental Health and Addiction Health Equity

Total Funding: \$857,534

School Success

A Close Inspection of the Academic Language Used by K-3 Students

PI: Trina Spencer

This project involved collaboration with Northern Arizona University to investigate the distinct vocabulary and grammatical features that students with above- and below-average oral language abilities use. Academic language is the malleable factor as it can be improved upon through instruction and is associated with later achievement in reading and writing. The findings will provide critical information to develop interventions to improve academic language for early elementary school students. The Academic Language of Primary Students (ALPS) research team collected nearly 9000 narrative and expository language samples from 1037 K-3 students. The samples have been analyzed using several different coding strategies and the PIs are currently working on their dissemination plan including conference presentations, peer reviewed manuscripts, and educator-friendly academic language guidance documents. Moreover, the samples will be transferred to an open access repository so they can be used by other researchers in the coming years.

Funder: U. S. Department of Education

Total Funding: \$1,326,661

Development and Pilot Testing of Modular-Based Consultation using Evidence-Based Practices for Teachers of Students with Emotional Disturbance (MOTIVATED)

PI: Kimberly Crosland

This project involves developing and testing a modular approach for use by elementary teachers who deliver instruction in self-contained classrooms that include students with emotional and behavioral disorders. The modules are comprised of evidence-based practices that teachers can select and customize to fit the needs of their classrooms. Project coaches collaborate with teachers to ensure improvements in class-wide student behavior.

Funder: U. S. Department of Education

Total Funding: \$1,398,399

Development of Math and Science Domains of the School Readiness Curriculum Based Measurement (SRCBM) System

PI: Jason Anthony

This project involves the development and validation of English and Spanish tests of young children's language, literacy, math and science achievement. Teacher-administered screening and progress monitoring forms in combination with associated diagnostic assessments form a seamless assessment system for children in preschool, prekindergarten, and kindergarten. SRCBM supports universal screening, universal benchmarking, and more frequent progress monitoring with the aim of supporting educators plan targeted instruction.

Funder: U. S. Department of Education

Total Funding: \$1,111,308

Effect of Bilingual vs Monolingual Methods of Explicit English Vocabulary Instruction on 4th Grade Spanish-Speaking English Learners (EL): Exploring Accuracy, Retention, and Transfer of Learning

PI: Maria Carlo

This study compares the effectiveness of mixed-language (English and Spanish) vs single language (English) vocabulary instruction in promoting learning of English words by 4th grade Spanish speaking children who are learning English. Students receive 6 weeks of vocabulary instruction twice a week via remote instruction (using Microsoft Teams) with USF instructors. Students learn 60 academic words that are taught via 6 units about the Florida Everglades. There is reason to believe that instruction that incorporates Spanish definitions in teaching academic English words may benefit Spanish-speaking children who are learning English as a second language. Results of this research are expected to help design more effective curricular materials for English learners.

Funder: U. S. Department of Education

Total Funding: \$1,137,257

Effects of Home and Classroom Practices on Language, Cognitive, and Social Development of Young Spanish-Speaking Dual Language Learners

PI: Maria Carlo

English learners living in poverty are at risk for later reading difficulties and are less likely than their peers to encounter the level of responsive, extended conversations in their homes and preschools needed for school readiness. Furthermore, many types of dual language programs in U.S. schools operate in ways that delay regular exposure to English until later grades, rather than systematically teaching in ways that build on students' knowledge of their home language to accelerate English proficiency. USF is collaborating on this project to evaluate a dual-language approach that: a) maintains and improves the home language of English learners who speak mostly Spanish in their homes via parent coaching, and b) simultaneously coaches teachers to use an explicit cross-language transfer approach in which sophisticated concepts are introduced in Spanish before English. Expected findings are increased understanding of effective classroom instruction and family engagement approaches for English learners at risk of later reading difficulties.

Funder: University of Texas Health Sciences Center/U. S. Department of Education

Total Funding: \$358,363

Substance Abuse

Parent Partners for Families of Miami-Dade County

PI: Linda Callejas

This project examines efforts to establish an integrated continuum of care for families with parental substance misuse/use disorders and children in substitute care. A key component of this project includes a randomized controlled trial (RCT) to test a peer specialist intervention focused on these child safety outcomes: reducing child length of stay in out of home care, reducing the number of child placements once in care, and reducing re-entry into the system, as well as an implementation sub-study to document project implementation and assess factors associated with implementation of the peer support model ("Parent Partners"). In addition, a focus is on these child/family well-being outcomes: increasing parental engagement into substance treatment, increasing parental protective capacities, and increasing child engagement into needed behavioral health services.

Funder: Citrus Health Network, Inc/Substance Abuse and Mental Health Services Administration

Total Funding: \$424,448

Regional Partnership Grants to Increase the Well-Being of, and to Improve the Permanency Outcomes for, Children Affected by Substance Abuse (PFPC)

PI: Monica Landers

PFPC is aimed at increasing parents' recovery from substance abuse disorders, improving outcomes for children, and enhancing family functioning and stability. Family Support Services of North Florida (FSSNF) expanded their voluntary, non-judicial program to provide a comprehensive array of services and supports to meet the needs of families impacted by substance misuse. Eligible families were randomly assigned to either the control group (services as usual) or the intervention group (enhanced services). The expanded service array for the intervention group adds peer support and health care coordination to supplement existing services and supports to improve outcomes for children 0-5 years of age and their families. USF is conducting the comprehensive assessment on the performance and outcomes of PFPC. The evaluation includes a process evaluation, partnership evaluation, and outcomes analysis designed to 1) assess the implementation of the program, 2) understand the development of the collaborative group brought together to serve and support the target population, and 3) examine the impact of the program on child and family outcomes.

Funder: Family Support Services of North Florida/
Administration for Children and Families

Total Funding: \$302,247

Workforce Development

ACCESS Vets

The ACCESS-Vets study is evaluating the impact of a proven customized employment service on employment rates of Veterans with spinal cord injury (SCI) who have not been successful with other vocational service options. Results will guide research and practices for adoption of ACCESS-Vets as part of the Veterans Health Administration's vocational services to improve employment outcomes for Veterans with SCI.

Funder: James A Haley Veteran's Hospital

PI: Areana Cruz

Total Funding: \$31,430

PI: Tina Dillahunt-Aspillaga

Total Funding: \$31,430

PI: Tammy Jorgensen-Smith

Total Funding: \$20,738

Institute for Translational Research Education in Adolescent Drug Abuse (ITRE)

PI: Oliver T Massey

<https://www.usf.edu/itre>

ITRE is a unique opportunity for graduate students in behavioral health to learn and apply the principles of implementation science to community based service providers. Through a graduate certificate program, scholars gain experience in the use and application of evidence based practices, and the practical aspects of improving services in real world communities. Student tuition, books, and service learning costs are covered by federal funding.

Funder: National Institute on Drug Abuse/National Institutes of Health

Total Funding: \$994,850

Project EBAS: Enhancing Behavior Analytic Services for Children with Severe Emotional and Behavioral Disorders

PI: Kwang-Sun Blair

This project is preparing 29 school-based behavior analysts and school psychologists to improve the quality of behavior intervention services for school-age children with severe emotional and behavioral disorders (EBD). The focus is to provide a high-quality training program to selected Applied Behavior Analysis (ABA) Master's Program and School Psychology Educational Specialist (EdS) program students to work together with educators as a team member to support children with severe EBD. The project will be carried out in collaboration between the ABA Master's program and the School Psychology EdS Program at the University of South Florida and in partnership with four local school districts.

Funder: U. S. Department of Education

Total Funding: \$954,815

Project iSED: Advancing Interdisciplinary Services for Students with Severe Emotional and Behavioral Disorders

PI: Catia Cividini-Motta

<https://www.usf.edu/cbcs/cfs/academics/aba/masters/scholarship.aspx>

Project iSED provides training, coursework, mentorship, and fieldwork experience to students in the masters program in Applied Behavior Analysis (ABA) and Social Work (SW). Through various experiences students selected for the project (i.e., scholars) gain the skills necessary to work, following graduation, in school settings, serving school-aged children who engage in challenging behavior. During their time enrolled in Project iSED, scholars gain additional knowledge in school-based interventions and learn to collaborate with other professionals in designing interventions for the children they serve.

Funder: U. S. Department of Education

Total Funding: \$1,196,421

Project STARS (Scholars in Teaching, Applied Research, and Service)

PI: Trina Spencer

This training and mentoring grant prepares the next generation of school psychology professors in the implementation of Multi-Tiered Systems of Supports (MTSS). This effort is coordinated through the School Psychology Program in the College of Education at USF and represents collaboration among several USF partners such as Florida Center for Inclusive Communities, Institute for School Reform, and Rightpath Research & Innovation Center, as well as with the University of Wisconsin (UW)-Madison.

Funder: U. S. Department of Education

Total Funding: \$493,043

Rehabilitation Counseling Master's Degree Program—A Solution to Personnel Shortages in the Florida Public Vocational Rehabilitation System

PI: Christina Dillahunt-Aspillaga

This project promotes recruitment, training, and development of highly qualified rehabilitation counselors to meet the high demand for public sector providers of Vocational Rehabilitation (VR) services.

Funder: U. S. Department of Education

Total Funding: \$999,830

Acronyms

| | | | |
|------------------|---|------------------|---|
| AAMFT | American Association for Marriage and Family Therapy | ITRE | Institute for Translational Research Education in Adolescent Drug Abuse |
| ABA | Applied Behavior Analysis | JIT | Just in Time |
| ABAI | Association for Behavior Analysis International | KCI | Kids Central, Inc. |
| ALPS | Academic Language of Primary Students | LEA | Local Educational Agencies |
| APD | All Pro Dad | MA | Master of Arts |
| ASD | Autism Spectrum Disorder | MAAPS | Modular Approach for Autism Programs in Schools |
| BCOTB | Behavioral Consulting of Tampa Bay | MFT | Marriage and Family Therapy |
| BJA | Bureau of Justice Assistance | MOTIVATED | Modular-Based Consultation using Evidence-Based Practices for Teachers of Students with Emotional Disturbance |
| BMI | Body Mass Index | MS | Master of Science |
| BRIDGES | Building Resiliency in Diverse Groups of Empowered Stakeholders | MSP | Multi-Stakeholder Partnership |
| CABH | Child & Adolescent Behavioral Health | NAU | Northern Arizona University |
| CARD | Center for Autism & Related Disabilities | NCECDTL | National Center on Early Childhood Development, Teaching, and Learning |
| CBCS | College of Behavioral and Community Sciences | NPP | Nurturing Parenting Program |
| CFS | Child and Family Studies | PBHC | Pediatric Mental Health Care Access |
| CRC | Certified Rehabilitation Counselor | PBIS | Positive Behavioral Interventions and Supports |
| CRMHC | Clinical Rehabilitation and Mental Health Counseling | PBIS:MTSS | Florida Positive Behavioral Interventions and Supports: Multi-Tiered System of Supports |
| DAAP | Dynamic Assessment of the Alphabetic Principle | PBS | Positive Behavior Support |
| DLL | Dual Language Learner | PEPSA | Partnership for Effective Programs for Students with Autism |
| DMHA | Department of Mental Health and Addiction | PhD | Doctoral Degree |
| EBD | Emotional and Behavioral Disorders | RBT | Registered Behavior Technician |
| ECTA | Early Childhood Technical Assistance Center | RCT | Randomized Controlled Trial |
| EL | English Learners | SCI | Spinal Cord Injury |
| ENCORE | Enhancing Veteran Community Reintegration Research | SEA | State Educational Agencies |
| FCIC | Florida Center for Inclusive Communities | SEBI | Social, Ethical, and Behavioral Implications |
| FDLRS | Florida Diagnostic and Learning Resources | SPARK | Speaking to the Potential, Ability, and Resilience inside Kids |
| FDLRS-MDC | Florida Diagnostic and Learning Resources System Multi-Disciplinary Centers | SRCBM | School Readiness Curriculum Based Measurement |
| FFPSA | Families First Prevention Services Act | STARS | Scholars in Teaching, Applied Research, and Service |
| FIT | Family Intensive Treatment | SW | Social Work |
| FLDJJ | Florida Department of Juvenile Justice | TBI | Traumatic Brain Injury |
| FLPBIS | Florida Positive Behavioral Interventions and Supports | UCEDD | University Center for Excellence in Developmental Disabilities Education, Research, and Service |
| FSSNF | Family Support Services of North Florida | USF | University of South Florida |
| HHPYP | HIPPY Hillsborough Parental Involvement Program | VA | Veterans Affairs |
| HIPPY | Home Instruction for Parents of Preschool Youngsters | YA | Young Adult |
| IBH | Integrated Behavioral Health | | |
| ICEI | Interdisciplinary Center for Evaluation and Intervention | | |
| IMAP | Improved Understanding of Medical and Psychological | | |
| ISF | Interconnected Systems Framework | | |

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- ▶ Florida Department of Children and Families
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 - » Florida Division for Early Learning
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