

Impact

JULY 1 JUNE 30
2022-2023



Child & Family Studies



UNIVERSITY of
SOUTH FLORIDA

Child & Family Studies
Chair: Lise Fox, PhD

College of Behavioral & Community Sciences
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Child & Family Studies

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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).

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UNIVERSITY of
SOUTH FLORIDA

College of Behavioral & Community Sciences
Child & Family Studies



Dear Colleagues,

I am excited 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.

CFS had a stellar year with notable outcomes in our research, community engagement, grant productivity, and academic preparation for the next generation of professionals and scholars. 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 USF, achievements in our academic programs, and the diversity of our externally funded projects.

CFS is successful because of the commitment, passion, and expertise of our faculty, staff, and students. As a mission-driven department, we work collaboratively to improve the well-being of individuals, children, and families within communities across the country through promoting respect, inclusion, development, achievement, mental and behavioral health, and an optimum quality of life.

I applaud the remarkable efforts of our faculty and staff and look forward to another year of outstanding accomplishments. I hope you will take the time to learn more about our department and how we contribute to the strategic goals of USF. We would love to hear from you if you have any questions, want more information, or are interested in collaborating with us in our research or academic programs.

A handwritten signature in black ink, appearing to read 'Lise Fox'.

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

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Child&Family Studies IMPACT 2023

July 1, 2022 -
June 30, 2023

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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). CFS offers five academic programs: Applied Behavior Analysis (ABA), Child and Adolescent Behavioral Health (CABH), Marriage and Family Therapy (MFT), Clinical Rehabilitation and Mental Health Counseling (CRMHC), and Rehabilitation Counseling & Disability Sciences (RCDS). Five graduate certificates are also offered. Three research divisions are involved in numerous 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

Child and Family Studies is committed to improving the well-being of individuals, children, and families within communities across the country through promoting respect, inclusion, development, achievement, mental and behavioral 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.
- ▶ Promote successful, well-educated, highly skilled, and adaptable graduates who contribute to the well-being of individuals, children, and families, and are engaged citizens in a democratic society, functioning in local and global communities.
- ▶ Support faculty and student excellence conducting high-impact research and developing new knowledge and innovative practices to create positive global impact in the lives of individuals, children, and families.
- ▶ Advance the effective application of the best available practices in communities and agencies through partnership and engagement including education, training, dissemination, consultation, evaluation, advocacy, and collaboration.
- ▶ Develop a diverse and inclusive community through demonstrating a sensitivity to and understanding of the cultural, economic, and social diversity of our society through the way we conduct our work and the outcomes of that work.
- ▶ Engage in visionary planning and sound stewardship to ensure a strong and sustainable financial base that will allow us to continue our activities, improve services, and influence policy-making bodies, funding agencies, communities, and other organizations that support individuals and families while adapting to emerging opportunities.

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.

We believe that:

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

Within the CFS work environment—

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

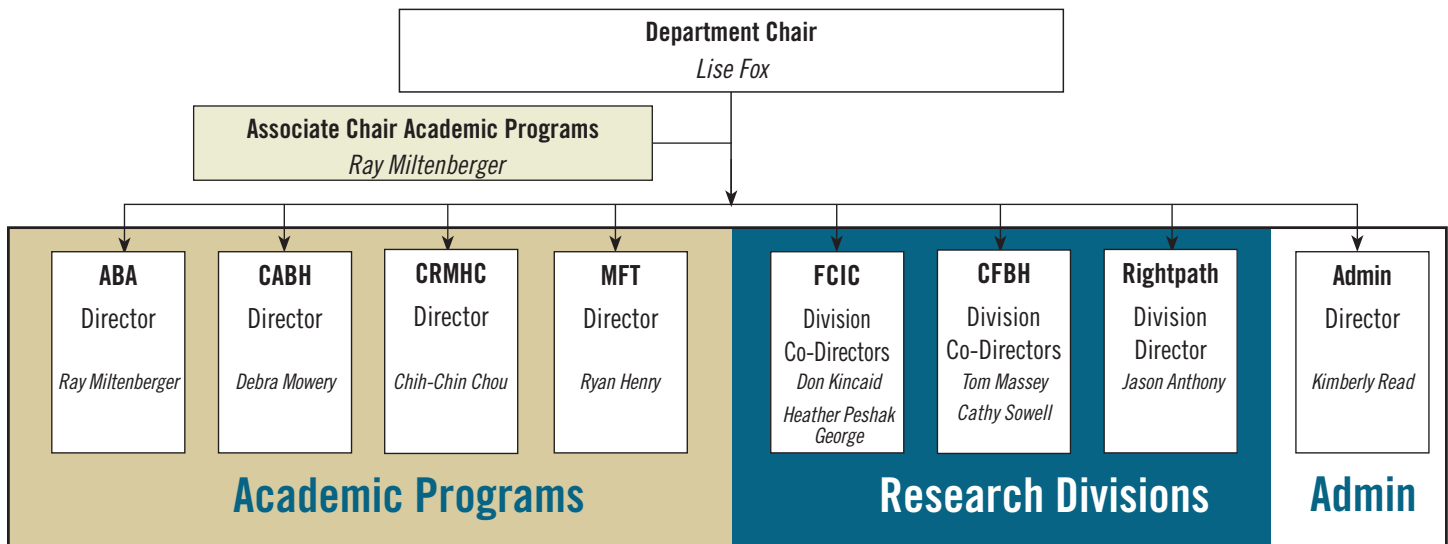
Regarding CFS activities—

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

All activities of the department will be conducted in accordance with anti-discrimination laws and university policies. In accordance with the departmental values as articulated in this document, the department will actively and intentionally promote in the departmental work environment and in all work, activities respect for human dignity, equal opportunity for all persons, and sensitivity to the diversity of individuals.



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
- ▶ 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)

<https://www.usf.edu/cbcs/cfs/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/>

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 (RRIC)

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

RRIC 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 I: Student Success at USF and Beyond

Increased student enrollment

- ▶ CFS academic programs supported 387 masters and 17 doctoral students, an increase of 37% from the previous year.

Increased degrees award rates

- ▶ 122 master and 2 doctoral students across academic programs were awarded degrees, an increase of 43% from the previous year.

Teaching awards

- ▶ The CRMHC Program is among the nation's top 50 in Best Health Schools, Rehabilitation Counseling, according to recent rankings released by *U.S. News & World Report*.
- ▶ Clinical Associate Professor Richard Weinberg was awarded the Outstanding Undergraduate Teaching Award from the USF Provost's Office.
- ▶ Director of Business and Research Administration, Kimberly Read received designation of Society of Research Administrators International (SRAI) Distinguished Faculty.
- ▶ Associate Professor Sarah Bloom received the Outstanding Mentor award at the 2023 Association for Behavior Analysis Conference.
- ▶ Assistant Professor of Instruction Bryon Miller received the CBCS 2023 Outstanding Teaching Award.

Student excellence

- ▶ ABA student Kaleigh Cernosek received a \$2,000 scholarship from Butterfly Effects, a national leader in ABA-based treatment for children affected by autism spectrum disorder.
- ▶ CBCS students Cassandra Hendry, Maggie Alvarez, Yuri Von Emil Lizardo, Olivia Smith, and Breanna Zurita were awarded undergraduate research assistantships to work with CFS Associate Professor Trina D. Spencer on research projects during spring 2023.
- ▶ ABA student Julissa Robles received a \$10,000 fellowship offered through Behavioral Consulting of Tampa Bay.
- ▶ ABA doctoral student Alyssa Rojas was named Distinguished Scholar of the Cambridge Center for Behavioral Studies.
- ▶ ABA doctoral student Daniel Kwak was invited to serve on the Diversity, Equity, and Inclusion (DEI) Board for the Association for Behavior Analysis International (ABAI).
- ▶ ABA doctoral student Daniel Kwak was selected as Postdoctoral Fellowship (Clinical Fellow) at Neurobehavioral Outpatient Clinic, Kennedy Krieger Institute, Johns Hopkins University School of Medicine.
- ▶ Post-doctoral research scholar Everette Coffman won runner-up for the Best Poster Award at the Student Research Awards Luncheon, hosted by USF Research and Innovation.
- ▶ ABA student Emily Baton was selected as a postdoc fellow at May Institute.
- ▶ CRMHC student Estefania Simon was selected as a McKnight Doctoral Fellowship.
- ▶ ABA doctoral student Arturo Garcia received a National Latino Behavioral Health Association's JTR Scholarship Award.
- ▶ ABA student Justin Han was awarded the Presidential Doctoral Fellowship by the USF Office of Graduate Studies.



Richard Weinberg, PhD, ABPP, was awarded the Outstanding Undergraduate Teaching Award and was commended for his effective teaching, innovation, and commitment to students and their success.

CFS Contributions to USF Strategic Goals

Goal 2: Faculty excellence in research and innovation

Growth in research funding

- ▶ CFS increased from 65 to 78 active grants (a 20% increase) from FY22 to FY23.
- ▶ The total grant value across all sources of funding increased from \$64,249,356 to \$78,039,054 during the same period, a 21% increase.

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

- ▶ Research Associate Professor Elizabeth Perkins received the 2022 George S. Jesien Distinguished Achievement Award from the Association of University Centers on Disabilities.
- ▶ Research Associate Professor Elizabeth Perkins received the 2023 Service to the Association Award from the American Association on Intellectual and Developmental Disabilities.
- ▶ Professor Heather George received the CBCS International Collaboration Award.
- ▶ Professor Don Kincaid received the Association for Positive Behavior Support Leadership Award.
- ▶ Faculty Administrator and Director Kimberly Read received the Distinguished Faculty Award from the Society of Research Administrators International.
- ▶ Assistant Professor Matthew Foster was a Publication Subvention Recipient from the University of South Florida.
- ▶ Professor Lise Fox was presented the Distinguished Alumni – Postsecondary Systems Award by the Florida State University College of Education.



- ▶ Assistant Professor of Instruction Jillian Heilman received the Thomas "Tom" Ulvenes Outstanding Community Service Award for the work she has done in the Tampa Bay Area to better the lives of individuals with disabilities.
- ▶ Clinical Associate Professor Richard Weinberg received the Whiteley Scholar from the University of Washington Whiteley Center, Friday Harbor Laboratories.
- ▶ Professor Marilyn Stern received a USF Outstanding Research Achievement Award in recognition for distinguished contributions to the field of psychology and pediatric health.

Increased external grants with faculty between colleges

- ▶ CFS faculty contributed to the funding of 8 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

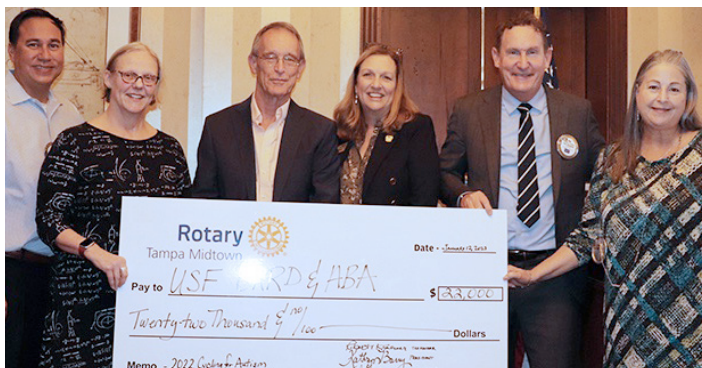
- ▶ CFS faculty published 13 peer-reviewed articles and chapters with faculty from other colleges.

Goal 3: Partnership and engagement with local, national, and global impact

Strengthened corporate and community partnerships

- ▶ The CRMHC program placed 148 students with 80 community partners. These students delivered 35,750 hours of mental health and rehabilitation services to the community.
- ▶ The CRMHC program celebrated its 50th Anniversary of the program in 2022-2023.
- ▶ The ABA program added 3 new community partners to the roster of 189 partners that provided 50 students with the required supervised fieldwork experience for delivering applied behavior analysis services. Students in the ABA MA and MS programs provided a combined 130,000 hours to the community through their field experience efforts.

CFS Contributions to USF Strategic Goals



- ▶ Students in the CABH program contributed more than 3,000 hours to the community through their field experience efforts, and over 60 national partnerships have been established. The percentage of CABH students from minority groups continues to increase with more than 40% of students representing diverse backgrounds and ethnicities.
- ▶ The MFT program has established 52 community partnerships for field placements and students contributed more than 2,500 hours to the community through their field experience efforts.
- ▶ The Florida HIPPA Training & Technical Assistance Center (T&TAC) at USF has 14 program sites throughout Florida and provided 36,127 home visits.
- ▶ University Center for Excellence in Developmental Disabilities (UCEDD) at USF provided 39,642 hours of direct services to 3,792 people with developmental disabilities and their families.
- ▶ Florida Representative Traci Koster visited faculty, staff and students in the USF Marriage & Family Therapy Program and received recognition for her sponsorship of Florida House Bill 343/Mental Health Professional Licensure.

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

- ▶ The Registered Behavior Technician (RBT™) program generated \$80,416 in revenue from 513 registrants.

Expanded partnerships with PreK-12 school systems

- ▶ CFS has partnerships with 54 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 2023:
 - 57.6% White
 - 24.1% Hispanic
 - 6.4% African-American
 - 3.7% Asian
 - 3.2% reported two or more ethnicities

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

Diversification of financial revenue streams

- ▶ CFS was awarded \$78,039,054 in external funding which included federal, state and local sources.

Gifts in general

- ▶ CARD received a \$25,000 gift to the Karen A. Berkman Innovation & Autism Fund.
- ▶ LAUNCH, formerly the Learning Academy at USF, received a transformational gift of \$100,000.
- ▶ CARD-USF's Fiesta By-the-Bay fundraiser received surprise \$25,000 gift from a long-time CARD Champion.
- ▶ Tampa Midtown Rotary Club presented \$22,000 to USF CARD and the ABA program.
- ▶ Dae Sheridan, PhD, LMHC, CRC, along with her husband Scott, recently established the Dr. Dae Sheridan Endowed Scholarship to support CRMHC students. Their gift, which includes \$25,000 to fund an endowment, and \$5,000 in support while the endowment grows, will provide scholarships to full- or part-time graduate students pursuing a CRMHC major.





ACADEMIC POINTS OF PRIDE



MASTERS: 387

122 graduated

DOCTORATE: 17

2 graduated

**FY
23**



209%

Student Credit Hour
10-Year Growth Rate



173,000+

Hours of Student
Community
Engagement



43%

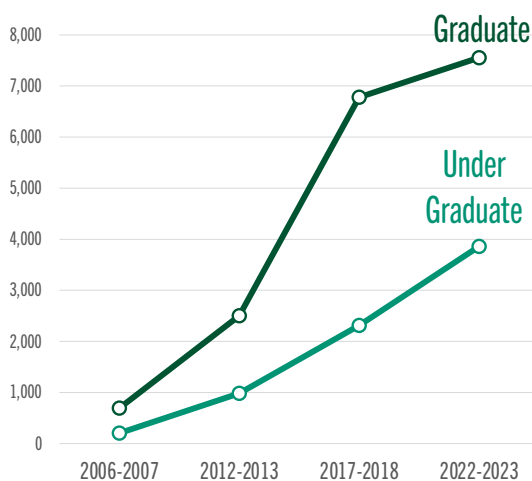
Increase in Degrees
Awarded from FY2022



37%

Student Enrollment
Increase from FY2022

CFS Student Credit Hours



Applied Behavior Analysis (ABA)

Director: Ray Miltenberger, PhD

<https://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

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.

- ▶ 2 PhD students graduated.
 - » 1 accepted faculty position.
 - » 1 accepted postdoctoral fellowship position.
- ▶ 5 students admitted for the fall 2022.

ABA Master of Science

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.

- ▶ 11 students graduated.
- ▶ 100% job placement rate.
- ▶ 20 students admitted in the fall of 2023.

ABA Online Master of Arts

Program Coordinator: 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.

- ▶ 55 students graduated between Summer 22 and Spring 2023.
- ▶ 31 students were admitted in Fall 2022 and 26 students in Spring 2023.
- ▶ The program boasts a certification pass rate of 25% above the national average.
- ▶ 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.
- ▶ The program was recognized by Intelligent.com, and BestColleges.com as the #1 online program in behavior analysis.
- ▶ The program hired Dr. Heather Zerger to be the curriculum coordinator and Dr. Brianna Laureano to serve as the practicum coordinator.

ABA Undergraduate Minor

Program Coordinator: 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.

- ▶ Student credit hours in the ABA minor were similar to the levels from the previous year.
- ▶ The curriculum was modified in 2023 and the ABA minor course sequence was verified by the Association for Behavior Analysis International which allows students to meet the course requirements for the 6th edition test content outline for board certification as a Board Certified Assistant Behavior Analyst.

Child & Adolescent Behavioral Health (CABH)

Director: Debra Mowery, PhD

<https://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.

- ▶ The program had 40 active students and graduated 7 students. Since its inaugural semester in Spring 2015, a total of 91 students have graduated.
- ▶ For the fifth consecutive year (2019-2023), the CABH Program was selected as one of BestColleges.com's Best Online Master's Program in Child Development, and it is ranked 2nd in Human and Family Development Degree programs by Intelligent.com.
- ▶ The program maintains its designation 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.
- ▶ Students in the CABH program contributed more than 3,000 hours to the community through their field experience efforts, and over 60 national partnerships have been established.
- ▶ The percentage of CABH students from minority groups continues to increase with more than 40% of students representing diverse backgrounds and ethnicities.

Clinical Rehabilitation and Mental Health Counseling (CRMHC)

Director: Chih-Chin Chou, PhD

<https://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.

- ▶ The CRMHC Program is among the nation's top 50 in Best Health Schools, Rehabilitation Counseling, according to recent rankings released by *U.S. News & World Report*.
- ▶ Students provided over 35,750 hours of community service through practicum placements.
- ▶ 43 students graduated.
- ▶ 32 new students admitted in Fall 2022.
- ▶ 115 active students in program.
- ▶ Celebrated 50th Anniversary of program in FY2023.

Marriage & Family Therapy (MFT)

Director: Ryan Henry, PhD

<https://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.

- ▶ 8 students accepted in March for a Fall 2023 start.
- ▶ 15 current students total.
- ▶ 52 community partnerships have been established for field placements.
- ▶ 7 students of the second cohort graduated summer of 2023.

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)

Director: Vicky Buckles, PhD

This graduate 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.

Graduate Certificate

- ▶ 25 students graduated.
- ▶ 10 new applications.
- ▶ 15 total number of students in the program.

Undergraduate Certificate

- ▶ 50 students graduated.
- ▶ 55 new applications.
- ▶ 60 total number of students in the program.

Children's Mental Health (Graduate)

Director: Cathy Sowell, MSW

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.

- ▶ 30 enrolled students.
- ▶ 14 new students admitted.
- ▶ 4 students successfully completed the program.
- ▶ The students include degree seeking students currently enrolled in a master's program at USF and non-degree seeking students from multiple disciplines including child and adolescent behavioral health, education, applied behavior analysis, social work, public health, and psychology.

Marriage & Family Therapy (Graduate)

Director: 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.

- ▶ 14 students graduated.
- ▶ 7 new applications.
- ▶ 37 total students in the program.

Positive Behavior Support (Graduate)

Director: 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.

- ▶ Throughout FY23, the program maintained a consistent enrollment of 23 students, with an average of 14 students registered per course.
- ▶ 18 students completed the program.
- ▶ 12 students admitted.

Translational Research in Adolescent Behavioral Health (Graduate)

Director: 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

- ▶ 17 active scholars in FY2023.
- ▶ 9 cohorts (110 Scholars) have completed the program.

Continuing Education Programs

Registered Behavioral Technician (RBT)™ Training

Coordinator: Meka McCammon, PhD

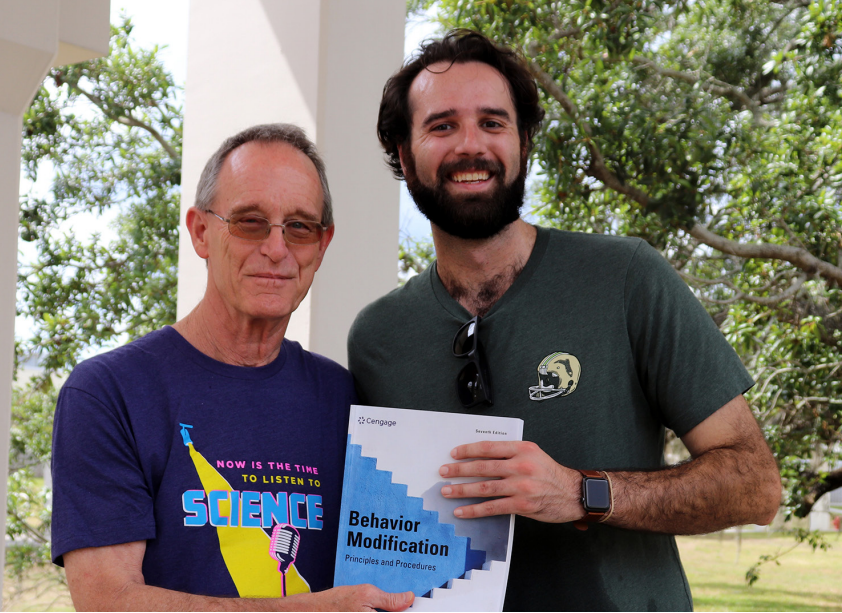
The RBT™ training program is based on the Registered Behavior Technician Task List™ and is designed to meet the 40-hour training requirements for the RBT™ credential.

- Funds generated support student research, faculty and student conference registration and travel, and some doctoral student stipends. Since 2017, the course has generated over \$480,000 (approximately \$81,000 from FY2023).

Certified Rehabilitation Counselor and Licensure Preparation

Coordinator: 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 FY23 —



13

Appointments
& Awards



8

Books
& Book Chapters



84

Peer Reviewed
Articles



224

Conference
Presentations



CFS Researchers collaborated with other USF Colleges

- ▶ USF College of Arts & Sciences
- ▶ USF College of Education
- ▶ USF College of Medicine
- ▶ USF College of Nursing
- ▶ USF College of Public Health
- ▶ USF Sarasota
- ▶ USF St. Petersburg



Applied Behavior Analysis

Evaluating Music's Effects with a Treadmill

PI: Ray Miltenberger, PhD

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, PhD

<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, PhD

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 is being implemented with 120 student/teacher pairs across 60 schools in several states.

Funder: May Institute

Total Funding: \$982,543

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

PI: Jeff Williams, PhD

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

Total Funding: \$242,576

Partnership for Effective Programs for Students with Autism (PEPSA)

PI: Beth Boone, PhD

<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

A4CP Florida Family Connections Evaluation

PI: Svetlana Yampolskaya, PhD

This study examines outcomes among child welfare-involved parents who were referred to Family Connections based upon the family's risk level at the time of the investigation closure and compares these outcomes with those who did not participate in services with the equivalent risk levels at the time of the investigation closure.

Funder: Action 4 Child Protection

Total Funding: \$19,391

Client and Provider Roster for FL Department of Health

PI: Areana Cruz, PhD

Researchers at the University of South Florida developed data collection spreadsheets and analyzed data for the FL Department of Health's Pediatric Behavioral Health Collaborative initiative. This initiative provides integrated behavioral health services within pediatric primary care practices in various regions of Florida. The research team at USF is currently providing evaluation services for this initiative.

Funder: Florida Department of Health

Total Funding: \$60,379

Evaluation of Child Maltreatment Outcomes in Florida Maternal, Infant and Early Childhood Home Visiting Initiative

PI: Svetlana Yampolskaya, PhD

The purpose of the Florida Maternal, Infant and Early Childhood Home Visiting (MIECHV) Initiative is to implement selected Health Resources Services Administration (HRSA)-approved, evidence-based home visiting programs that best meet the needs of their communities. USF researchers are examining child maltreatment outcomes for participants in the MIECHV intervention.

Funder: Florida Association of Healthy Start Coalition, Inc.

Total Funding: \$10,738

Evaluation of Implementation to Fidelity of Evidence-Based Services

PI: Amy Vargo, PhD

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, PhD

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, PhD

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

Hillsborough County Enhanced Jail Diversion Program Evaluation

PI: Anna Abella, PhD

The USF team is developing documentation and a system for the Agency for Community Treatment Services (ACTS) to convey basic information about the evaluation to people enrolled in the Juvenile Diversion Programs program. The team will use the SAMHSA developed & required interview protocol. At intake a few measures are added, including questions about insurance coverage, the Vulnerability Index: Service Prioritization Decision Assistance Tool (VI-SPDAT) & the Adverse Childhood Experiences (ACES) scales for trauma experience & resilience. Added to the interviews at intake, 6 months and discharge, shorter status check interviews will be conducted at 3 and 9 months (if still enrolled) that will include an update of contact information and completion of the VI-SPDAT. This frequency will help reach the SAMHSA 80% retention rate.

Funder: Hillsborough County Board of Commissioners

Total Funding: \$66,000

Impact of the Speaking to the Potential, Ability, and Resilience inside Kids (SPARK) Intervention on Risky Sexual Behavior and Teen Pregnancy Prevention

PI: Svetlana Yampolskaya, PhD

The 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—Quality Parenting Initiative (QPI)

PI: Pamela Hardy-Jones

This project provides direct services to foster/adoptive parents, relative caregivers and birth parents of foster children through the 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

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

Funder: University of California, Berkeley

Total Funding: \$285,000

JIT Website—Cuyahoga County, OH

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

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: \$113,319

JIT Website—Nevada

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

Funder: Nevada Department of Child and Family Services

Total Funding: \$147,200

JIT Website—Philadelphia, PA

<http://www.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, PhD

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, PhD

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: \$71,000

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

PI: Christina Dillahun-Aspillaga, PhD

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 Dillahun-Aspillaga, PhD

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: Laura Rodríguez López, MEd

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, PhD

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

The 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

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, PhD

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

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, PhD

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

Pediatric Mental Health Care Access Program Evaluation (PBHC)

PI: Areana Cruz, PhD

USF researchers are responsible for evaluating the effectiveness of program implementation and analyzing data related to the target outcomes. 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.

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

Total Funding: \$358,363

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

PI: Laura Redwine, PhD

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. This 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)

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

PI: Donald Kincaid, EdD

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 on Developmental Disabilities

Total Funding: \$2,858,660

Early Childhood

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, PhD

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

Examining the Efficacy of Program-Wide Supports for Pyramid Model Implementation (PWS-PMI): Addressing Young Children's Social-Emotional Competence and Challenging Behavior

PI: Lise Fox, PhD

The project is conducting an efficacy study of a system of supports for implementing the Pyramid Model for Promoting Social-Emotional Competence program-wide in early childhood programs. The Pyramid Model is a tiered framework of teaching practices for promoting social-emotional competence and addressing challenging behavior in young children. PWS-PMI describes the systems that programs put in place to support and sustain the use of Pyramid Model practices by all staff. Project staff will work with community early childhood programs (e.g., child care, Head Start) in the Nashville metro and Tampa Bay areas to examine if the implementation of PWS-PMI yields outcomes in teachers' use of evidence-based practices and children's social, emotional, and behavioral outcomes.

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

Total Funding: \$1,539,628

Expanding and Scaling the Pyramid Model in Pre-Kindergarten and Kindergarten Classrooms in Districts Across the U.S.

PI: Lise Fox, PhD

A research grant focused on scaling the Pyramid Model for Promoting Social Emotional Competence in Young Children in Pre-Kindergarten (PreK) and Kindergarten (K) classrooms in diverse districts in states across the country. The Pyramid Model provides tiered practices that teachers implement in their classrooms to address the social-emotional and behavioral needs of children with all children, including those with high needs. The project includes an evaluation of the implementation and efficacy of the Pyramid Model across eight districts in four states (TN, NC, NE, and CA) with a diverse student sample. A key project component is partnering with school districts to scale and build the capacity for sustaining Pyramid Model implementation in Pre-K and K classrooms.

Funder: Vanderbilt University/Office of Elementary and Secondary Education, U.S. Department of Education

Total Funding: \$806,667

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

PI: Matthew Foster, PhD

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, PhD

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 Payne Jordan, PhD

<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: \$11,700,000

HIPPY Corp

PI: Tracy Payne Jordan, PhD

This project involves work in Florida on behalf of HIPPY US and the National HIPPY Network, such as conducting site visits in Florida, attending the National Conference, participating in National Network Meetings, training and monitoring HIPPY programs in Florida.

Funder: Connelly-3-Publishing Group

Total Funding: \$25,000

HIPPY Hillsborough Parental Involvement Program (HHPIP)

PI: Tracy Payne Jordan, PhD

<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: \$1,457,290

HIPPY Martin County

PI: Tracy Payne Jordan, PhD

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: \$86,137

National Center for Pyramid Model Innovations

PI: Lise Fox, PhD

<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

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

PI: Lise Fox, PhD

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

Total Funding: \$78,875

The Early Childhood Technical Assistance (ECTA) Center

PI: Lise Fox, PhD

The ECTA Center is funded by the office of Special Education programs to support states as they provide special education services to infants, toddlers, and preschoolers with or at risk for disabilities. ECTA provides technical assistance to help these programs develop more equitable, effective, and sustainable state and local systems that support access and full participation for each and every young child with a disability, and their family.

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

Total Funding: \$916,248

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

PI: Jason Anthony, PhD

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: \$140,000

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 Peshak George, PhD

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, EdD

<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, PhD

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

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 Peshak George, PhD

The National 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: University of Oregon/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, PhD

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, PhD

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, PhD

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

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

PI: Christina Dillahunt-Aspillaga, PhD

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

Florida's Child Welfare Information and Training Gateway

PI: Pamela Hardy-Jones

The Center was established to provide information, collaboration, and program support to Florida's professional child welfare stakeholders. 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

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

PI: Areana Cruz, PhD

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: \$80,355

Making Connections for Mental Health

PI: Roxann Taormina, PhD

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, PhD

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

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, EdD

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: \$146,931

School Success

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

PI: Trina Spencer, PhD

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 9,000 narrative and expository language samples from 1,037 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, PhD

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: \$1,397,919

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

PI: Jason Anthony, PhD

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, PhD

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: \$1,398,975

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

PI: Maria Carlo, PhD

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

Freshmen Success: Implementation of Comprehensive Universal Supports for School Engagement

PI: Stephanie Martinez, PhD

Research has shown that disengagement with high school begins with the transition into high school. Students begin to fall behind in credits, skip school or classes, and do not have the academic skills needed to be successful in the more rigorous curriculum. Freshmen Success (FS) is a universal Tier 1 program focusing on prevention and students engagement for Freshmen to keep them on-track to graduation. There are three components to FS: Leadership Teams (systems), FS Curriculum (teaching) and Peer Navigators (peer support). Freshmen Success is a 5-year funded grant with Education Innovation and Research. USF is contracted with the University of Oregon to conduct this randomized control trial in 40 schools in Florida (20 treatment and 20 control).

Funder: University of Oregon

Total Funding: \$1,699,070

Substance Abuse

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, PhD

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, PhD

Total Funding: \$38,809

PI: Christina Dillahunt-Aspillaga, PhD

Total Funding: \$6,575

PI: Tammy Jorgensen-Smith, PhD

Total Funding: \$23,087

Improving Access to Mental Health Care for Underserved Children, Adolescents, and Families through Integrating Behavioral Health Training into Primary Care (BHWET-USF)

PI: Chih-Chin Chou, PhD

<https://www.usf.edu/cbcs/cfs/academics/rmhc/bhwet>

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

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

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

PI: Oliver Tom Massey, PhD

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, PhD

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, PhD

<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 MABAS: Enhancing the Promotion of Mental Health Wellbeing of Children and Youth in High-Need Schools through Preparing School-Based Behavior Analysts and Social Workers

PI: Catia Cividini-Motta, PhD

The project aims to address the social, emotional, behavioral, and mental health needs of children and youth by increasing the number of school-based behavior analysts who are prepared to provide integrated behavioral and mental health services in high-need schools and ensuring that all service providers are trained in inclusive practices, including ensuring access to services for children and youth who are English learners. The project will focus on the needs of graduate program students from diverse backgrounds and utilizing the program's broad allowability to use funds to provide support services that will have a meaningful impact on diversifying the school-based mental health services workforce. Funds will be used to pay for participating graduate students' tuition and stipends, which is critical in supporting students pursuing careers as school-based behavioral and mental health services providers, especially students from low-income backgrounds.

Funder: U.S. Department of Education

Total Funding: \$3,686,702

Project STARS: Scholars in Teaching, Applied Research, and Service

PI: Trina Spencer, PhD

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: \$19,134.16

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

PI: Christina Dillahunt-Aspillaga, PhD

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

A4CP	Action 4 Child Protection	FLDJJ	Florida Department of Juvenile Justice	PBHC	Pediatric Mental Health Care Access
ABA	Applied Behavior Analysis	FLPBIS	Florida Positive Behavioral Interventions and Supports	PBIS	Positive Behavioral Interventions and Supports
ABAI	Association for Behavior Analysis International	FS	Freshman Success	PBIS:MTSS	Florida Positive Behavioral Interventions and Supports: Multi-Tiered System of Supports
ACTS	Agency for Community Treatment Services	FSSNF	Family Support Services of North Florida	PBS	Positive Behavior Support
ALPS	Academic Language of Primary Students	FSU	Florida State University	PEPSA	Partnership for Effective Programs for Students with Autism
APD	All Pro Dad	FY	Fiscal Year	PFPC	Preserving Families and Protecting Children
ASD	Autism Spectrum Disorder	HHPIP	HIPPY Hillsborough Parental Involvement Program	PI	Principal Investigator
AWARE	Advancing Wellness and Resilience in Education	HIPPY	Home Instruction for Parents of Preschool Youngsters	Pre-K	Pre-Kindergarten
BHWET	Behavioral Health Workforce Education & Training Program	HRSA	Health Resources Services Administration	PWS-PMI	Program-Wide Supports for Pyramid Model Implementation
BJA	Bureau of Justice Assistance	IBH	Integrated Behavioral Health	PhD	Doctoral Degree
BMI	Body Mass Index	ICEI	Interdisciplinary Center for Evaluation and Intervention	QPI	Quality Parenting Initiative
BRIDGES	Building Resiliency in Diverse Groups of Empowered Stakeholders	IMAP	Improved Understanding of Medical and Psychological	RBT	Registered Behavior Technician
CABH	Child & Adolescent Behavioral Health	ISF	Interconnected Systems Framework	RCDC	Rehabilitation Counseling & Disability Sciences
CARD	Center for Autism & Related Disabilities	ITRE	Institute for Translational Research Education in Adolescent Drug Abuse	RRIC	Rightpath Research and Innovation Center
CBCS	College of Behavioral and Community Sciences	JIT	Just in Time	SAMHSA	Substance Abuse & Mental Health Services Administration
CFS	Child and Family Studies	JTR	Josie Torralba Romero	SCI	Spinal Cord Injury
CR	Community Reintegration	KCI	Kids Central, Inc.	SEA	State Educational Agencies
CRC	Certified Rehabilitation Counselor	LEA	Local Educational Agencies	SEBI	Social, Ethical, and Behavioral Implications
CRMHC	Clinical Rehabilitation and Mental Health Counseling	LGBTQ+	Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, Plus	SED	Severe Emotional and Behavioral Disorders
DAAP	Dynamic Assessment of the Alphabetic Principle	LMHC	Licensed Mental Health Counselor	SPARK	Speaking to the Potential, Ability, and Resilience inside Kids
DEI	Diversity, Equity, Inclusion	MA	Master of Arts	SRAI	Society of Research Administrators International
DLL	Dual Language Learner	MAAPS	Modular Approach for Autism Programs in Schools	SRCBM	School Readiness Curriculum Based Measurement
DMHA	Department of Mental Health and Addiction	MDC	Multi-Disciplinary Centers	STARS	Scholars in Teaching, Applied Research, and Service
DrPH	Doctor of Public Health	Med	Master of Education	STOP	Students, Teachers, and Officers Preventing School Violence
EBAS	Enhancing Behavior Analytic Services	MFT	Marriage and Family Therapy	SW	Social Work
EBD	Emotional and Behavioral Disorders	MIECHV	Maternal, Infant and Early Childhood Home Visiting	T&TAC	Training & Technical Assistance Center
ECTA	Early Childhood Technical Assistance Center	MOTIVATED	Modular-Based Consultation using Evidence-Based Practices for Teachers of Students with Emotional Disturbance	TBI	Traumatic Brain Injury
EdD	Doctor of Education	MPH	Master of Public Health	UCEDD	University Center for Excellence in Developmental Disabilities Education, Research, and Service
EdS	Educational Specialist	MS	Master of Science	USF	University of South Florida
EL	English Learners	MSP	Multi-Stakeholder Partnership	VA	Veterans Affairs
ENCORE	Enhancing Veteran Community Reintegration Research	MSW	Master of Social Work	VI-SPDAT	Vulnerability Index: Service Prioritization Decision Assistance Tool
EBP	Evidence-based Practices	NAU	Northern Arizona University	VR	Vocational Rehabilitation
FCIC	Florida Center for Inclusive Communities	NCECDL	National Center on Early Childhood Development, Teaching, and Learning	YA	Young Adult
FDLRS	Florida Diagnostic and Learning Resources	NPP	Nurturing Parenting Program		
FDLRS-MDC	Florida Diagnostic and Learning Resources System Multi-Disciplinary Centers				
FFPSA	Families First Prevention Services Act				
FIT	Family Intensive Treatment				

A Special Thanks to Our Funders

- ▶ Action 4 Child Protection Auburn University
- ▶ Casey Family Programs
- ▶ Children's Board of Hillsborough County
- ▶ Children's Home Society of Florida
- ▶ Children's Services Council Martin County
- ▶ Connelly-3-Publishing Group
- ▶ Cuyahoga County Division of Children and Families
- ▶ Family First
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- ▶ Florida Department of Education
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