$43.5 Million
Total contracts and grants (11/1/2017).

53%
of 47 grant submissions successfully secured.

$13,798,862
CFS combined federal and non-federal awards received in FY 17.

129%
Above fall student projection for the Applied Behavior Analysis online master’s program.

7,937
Student credit hours, revealing both undergraduate and graduate courses taught by CFS faculty continue to grow.

100,000+
Hours students are spending in the community for practicum work and field study.

81
Peer reviewed journal articles

43
Technical reports

206
Conference presentations

16
Book chapters

30
Journal editorial positions

COMMUNITY

6,605
PROFESSIONALS served with 3,796 technical assistance consultations through the FCIC.

2,783
CHILDREN enrolled in the Home Instruction for Parents of Preschool Youngsters Program across 23 sites in Florida.

610
TRAINING HOURS available on Florida’s Center for Child Welfare website.

$195,285
Raised by the Center for Autism’s Fiesta by the Bay since 2005

$149,908
Raised by the Tampa Interbay Rotary Club for CFS programs.
Greetings,

This Impact Report highlights academic, research and training, and technical assistance activities conducted each fiscal year by the Department of Child & Family Studies (CFS). As a department in the College of Behavioral & Community Sciences (CBCS) at the University of South Florida, CFS continues to be among the highest of academic affairs units in both research awards and research expenditures at USF. In 2017, CBCS faculty obtained over $23.5 million in grant awards. CFS contributions toward that total consisted of over $9.8 million in federal funds and nearly $3.9 million in non-federal funds. This represents approximately 58% of CBCS's 2017 contracts and grants dollars.

In addition, the number of students, as well as the number of both undergraduate and graduate courses taught by CFS faculty, has grown since 2006. The undergraduate teaching increase can be attributed to the outreach of the Applied Behavior Analysis (ABA) undergraduate minor to other departments on campus such as Psychology, Communication Sciences & Disorders, and Criminology. The graduate teaching increase is a result of the three graduate programs in CFS: the Applied Behavior Analysis Doctoral and Master's Degree Programs; the fully-online Master of Science Degree in Child & Adolescent Behavioral Health (MSCABH) Program; and the Master's Degree in Rehabilitation and Mental Health Counseling (RMHC) Program. Six graduate certificates also provide graduate students with valuable educational experience and contribute to the educational impact of the department.

In our efforts to continuously work to help level the playing field for all children, youth, and their families, regardless of race, ability and home environments, CFS has recently received funding to establish two new centers within our department. These include the USF Rightpath Research and Innovation Center, which will work to improve academic development in young children; and the National Center for Pyramid Model Innovations, which will work to improve young children's social and emotional competence while reducing challenging behaviors.

All activities within CFS are aligned with the following USF strategic goals: 1) having well-educated and highly skilled global citizens through a continuing commitment to student success; 2) participating in high-impact research and innovation to change lives, improve health, and foster sustainable development and positive societal change; 3) creating new partnerships to build a strong and sustainable future for Florida in the global economy; 4) and establishing a strong and sustainable economic base in support of USF's continued academic advancement.

The University of South Florida has developed into a major research institution. Today, USF is one of only 40 public research universities nationwide with high research productivity and is designated as community engaged by the Carnegie Foundation for the Advancement of Teaching. As the CFS Department Chair, I am proud of the work conducted by our faculty and staff. Their efforts throughout our community, state, and nation have played an important part in helping the university reach this prestigious milestone, and will continue to contribute to the success of the university, community, and field of children's mental health.

Mario Hernandez, Ph.D.
Professor and Chair
Department of Child & Family Studies
College of Behavioral & Community Sciences
University of South Florida
IMPACT 2017

July 1, 2016 - June 30, 2017

By

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College of Behavior & Community Sciences
University of South Florida
Tampa, Florida
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http://www.usf.edu/cbcs/cfs

The Department of Child & Family Studies

IMPACT 2017

July 1, 2016 - June 30, 2017

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Department of Child and Family Studies

The Department of Child & Family Studies (CFS) is one of six departments and schools within the College of Behavioral & Community Sciences (CBCS) at the University of South Florida (USF). Since 1984, CFS has worked to support the development of new knowledge and practices through research and evaluation, theory, policy, and practice innovation.

CFS Vision

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

Academic Programs

Applied Behavior Analysis (ABA)
This program prepares graduates to work in a variety of fields including education, developmental disabilities, autism, child protective services, mental health, residential supports, and rehabilitation. Masters (traditional and online) and doctoral degrees are offered, as well as an undergraduate minor and continuing education credits. www.usf.edu/aba

Child and Adolescent Behavioral Health (MSCABH) Program
This master’s program, available fully online, is designed to prepare professionals to serve in public and non-profit agencies and schools that work with diverse children, adolescents, and their families who are experiencing behavioral health challenges. Educational opportunities include advancement to doctoral programs in public health and the behavioral and social sciences. Concentrations are available in Developmental Disabilities, Leadership, Research and Evaluation, and Youth and Behavioral Health. www.usf.edu/cabh

Rehabilitation and Mental Health Counseling Program (RMHC)
This master’s program, which offers concentrations in Addictions and Substance Abuse Counseling and Marriage and Family Therapy, trains counselors to work with individuals with physical, mental, emotional, and chemical disabilities. Training emphasizes the psychological, social, medical, and vocational aspects of disability, and also the development and refinement of personal adjustment counseling skills. Graduates are prepared for careers as both rehabilitation specialists and mental health counselors. www.usf.edu/rmhc

Graduate Studies in Behavioral Health Program
CBCS/CFS and the USF COPH/CFH jointly offer a specialty concentration in behavioral health through five graduate degree options: Master in Public Health (MPH); Master of Science in Public Health (MSPH); Master of Social Work/Master in Public Health Dual- Degree Program (MSW/MPH); Doctor of Philosophy (PhD) Focus in Behavioral Health; and Doctor of Public Health (DrPH) Focus in Behavioral Health. http://cfs.cbcbs.usf.edu/GraduateStudiesBeHealth/

Graduate Certificate in Addictions and Substance Abuse Counseling
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. http://rmhc.cbcbs.usf.edu/graduateCertificates/addictionsSubstanceAbuse.cfm

Graduate Certificate in Children’s Mental Health
This fully-online certificate provides current knowledge about effective service delivery to graduate students seeking specialized training in children’s mental health, and professionals in need of retooling in order to keep pace with the fundamental changes that have taken place in the field. http://www.usf.edu/innovative-education/graduate-certificates/programs/childrens-mental-health.aspx

Special thanks to reviewers:

Sandra Dwinell
Yaritza Carmona
CFS Resource Centers & Training Programs

- CLC Hub Library: Resources for Eliminating Behavioral Health Disparities provides information, training and technical assistance, and evaluation consultation about cultural and linguistic competence.
- Florida's Center for Child Welfare Practice works in collaboration with the Department of Children and Families to provide in-service trainings for re-certification of child welfare professionals and foster parents.
- Florida Center for Inclusive Communities/University Center for Excellence in Developmental Disabilities Education, Research and Service (FCIC/UCEDD) provides training, technical assistance, research, systems change, and dissemination activities focused on supporting individuals with developmental disabilities. FCIC programs include:
  - Center for Autism and Related Disabilities (CARD)
  - Development and Pilot Testing of Students with Autism Accessing General Education Model
  - Early Childhood Technical Assistance Center subcontract (ECTA)
  - Florida AWARE: Advancing Wellness and Resiliency in Education
  - Florida Positive Behavioral Interventions and Support: Multi-Tiered System of Supports (FLPBIS: MTSS)
  - Home Instruction for Parents of Preschool Youngsters (HIPPY)
  - Interdisciplinary Center for Evaluation and Intervention (ICEI)
  - Partnership for Effective Programs for Students with Autism (PEPSA)
  - Program-Wide Support for Pyramid Model Implementation
  - Pyramid Equity Project
  - Quality Counts for Kids Early Childhood Program-Wide PBS Project
  - School Climate Transformation Program
  - Technical Assistance Center for Positive Behavioral Interventions and Supports (PBIS)
  - The Learning Academy at USF
- Florida KIDS COUNT is part of the nationwide Annie E. Casey Foundation KIDS COUNT network to track the status of children in the U.S.
- Institute for Translational Research Education in Adolescent Drug Abuse (ITRE) is a one-of-a-kind education and training program in translational research in adolescent drug abuse.
- USF Rightpath Research and Innovation Center is aimed at improving the well-being and academic success of vulnerable children in Florida, nationally and globally.

Graduate Certificate in Leadership in Child & Adolescent Behavioral Health

This certificate is designed to provide a rigorous, empirically-based education to individuals who wish to apply leadership skills in work with public and private organizations serving children, adolescents, and their families.


Graduate Certificate in Marriage and Family Therapy

This certificate enables professionals in mental health, rehabilitation counseling, counselor education, social work, psychology, and other human service fields to enhance their knowledge and skills in marriage and family therapy.

http://www.usf.edu/innovative-education/graduate-certificates/programs/marriage-and-family-therapy.aspx

Graduate Certificate in Positive Behavior Support (PBS)

This fully-online certificate program is one of few in the nation offering the skills necessary to conduct consultation for the support of individual children with intensive behavior challenges. In addition, this certificate program allows students to develop knowledge and expertise either in School-wide or Program-wide PBS, a three-tiered model of support for school and preschool systems.

http://www.usf.edu/innovative-education/graduate-certificates/programs/positive-behavior-support.aspx

Graduate Certificate in Translational Research in Adolescent Behavioral Health

This certificate is part of the USF Institute for Translational Research in Adolescent Behavioral Health, a federally funded state-of-the-art research education program that teaches the practical skills of translational and implementation science in the field of adolescent behavioral health. Institute Scholars work with community partners, academic mentors, and national mentors to advance the field of translational science and promote evidence-based practice.


Annual Conferences

Center for Autism & Related Disabilities Annual Statewide Conference and Pre-Conference Day

The annual CARD conference, hosted by the Center for Autism and Related Disabilities, offers keynote presentations and sessions by leaders in the field of autism and related disabilities. It provides an excellent opportunity for education and information sharing. It is also a celebration of years of service and support to individuals with autism and related disabilities, their families, and professionals.

http://card-usf.fmhri.usf.edu/ CARDconference

Florida Home Instruction for Parents of Preschool Youngsters (HIPPY) State Conference

The Florida HIPPY Staff Training & Development Conference provides opportunities to enhance personal and professional development for the Florida HIPPY staff, coordinators, and home visitors. The Florida HIPPY State Conference is held every two
years, alternating with the National HIPPY Conference. http://floridahippy.fmh.usf.edu

National Training Institute on Effective Practices-Addressing Challenging Behavior: Supporting Young Children’s Social and Emotional Development
This annual training institute is built around the Pyramid Model framework for addressing the social and emotional development and challenging behavior of young children. In addition, the institute’s format is designed to provide cutting-edge information on the implementation of state and program systems to address challenging behavior in an in-depth, intensive learning experience. http://nti.cbcs.usf.edu

Partnership for Effective Programs for Students with Autism (PEPSA) Summer Institute
The PEPSA Summer Institute is an annual workshop aimed at providing high quality professional development to a wide spectrum of professionals such as ESE and general education teachers, guidance counselors, school psychologists, speech-language pathologists, occupational therapists, instructional assistants, administrators, and parents who impact the lives of students with Autism Spectrum Disorders http://docpartnership.fmh.usf.edu/

Research & Policy Conference on Child, Adolescent, & Young Adult Behavioral Health
Known as “The Tampa Conference,” this annual gathering of more than 600 researchers, evaluators, policy-makers, administrators, parents, and advocates provides a forum where participants can learn, inform, network, and discuss issues related to research, policy, and practice; explore behavioral health topics from a systems and community perspective; and discover new research and policy ideas that are individualized, community-defined, evidence-based, culturally/linguistically competent, family-driven, and youth-guided. Each year, participants hear an outstanding line-up of speakers who are leading researchers and advocates in the field. http://www.cmhconference.com

Working Together to Support Positive Student Behavior
Although 80 people were in attendance, this conference was designed to be delivered as a web conference that was free to anyone. The entire conference was posted to Facebook Live where a session pop-up was seen by 201,000 people in the first week, and over 50,000 people engaged on-line with the content. There were participants from 10+ states and 44 links with different languages indicating that it was being viewed around the world. As a result of specific social media strategies, posts about the conference were seen by 15 million people.

CFS Highlights/Points of Pride
Global Engagement/International Activities
Drs. Donna Burton, Bruce Lubotsky Levin and Tom Massey presented on innovative graduate research education and community partnerships at the Global Implementation Conference, Toronto, Canada.
Drs. Jennifer Bleck and Marilyn Stern gave several presentations on eating disorders at the International Conference on Eating Disorders, Prague, Czech Republic.
Dr. William Kearns presented at the 10th World Conference on Gerontechnology in Nice, France.
Drs. Mary Armstrong presented at the meeting of the World Congress of the International Association of the Scientific Study of Intellectual and Developmental Disabilities in Melbourne, Australia.
Drs. Sharon Hodges and Roxann McNeish presented on the evaluation of the Making Connections Initiative at the Movember Foundation Global Evaluation meeting in Melbourne, Australia.
Dr. William Kearns was an invited speaker at the University of Salford Manchester, United Kingdom.
Dr. Don Kincaid was an invited speaker at the 2017 International Positive Behaviour Support Research and Practice Conference in Bristol, United Kingdom.
Dr. David Chiriboga was an invited speaker at the 1st International Symposium on Age Integration in Seoul, South Korea.

Student Success: Programs, Teaching, Student Services (USF Goal 1)
Applied Behavior Analysis (ABA):
» ABA Master’s Program received reaccreditation by the Behavior Analysis Accreditation Board.
» Student credit hours in the ABA minor courses were the highest yet in 2016/2017, building on the large increase from the previous year.
» 14 students graduated with their master’s degree and 2 students graduated with their PhD, which included the first graduate for the doctoral program.
» 4 ABA master’s students were published in the premiere journal of the field (Journal of Applied Behavior Analysis)
» ABA online master’s program admitted 17 students for the fall 2016 and 16 students in the spring of 2017.
» 25 papers/chapters were published in 2016/2017, with 21 different USF ABA student authors.
» 14 papers were presented at the May 2017 ABAI conference with 9 USF student presentations.
» 22 papers were presented at the 2016 Florida ABA conference with 18 USF student presentations.
» 10th Annual Community Applications of Behavior Analysis Student Poster Expo was held in April 2017.
» The Graduate Student Assistance Fund provided funds to 10 students in 2016/2017.
» ABA master’s student Kelsey O’Neill received a $16,000 Fellowship Grant from Behavioral Consulting of Tampa Bay.
» Jennifer Cook, doctoral student in the ABA Program received a 2017-2018 University Graduate Fellowship.
The ABA program, with Dr. Blair as PI, funded students with a grant for training in ABA and autism in 2016-2017.

The Rehabilitation and Mental Health Counseling (RMHC) Program:
- 39 students graduated with their master's degree.
- Students provided over 70,000 hours of community service each year through practicum placements.
- 35 total students were enrolled in the Graduate Certificate in Marriage and Family Therapy.
- RMHC Master’s Students Claudia Cordero and Suresh Lama Tamang were awarded the John A. Orphanidys Scholarship Award, sponsored by the Florida Chapter of the International Association of Rehabilitation Professionals (IARP).
- The Council on Rehabilitation Education (CORE) Board extended the accreditation period of the RMHC master's degree level program in Rehabilitation Counselor Education and Clinical Rehabilitation Counseling to 2024.

Child & Adolescent Behavioral Health Program (MSCABH):
- 63 students enrolled during 2016.
- The Behavioral Health Student Organization has expanded to welcome undergraduate majors in Behavioral Healthcare, graduate students at the Master's level in both the Behavioral Health Concentration and the new MS Degree in Child & Adolescent Behavioral Health, the new CBCS PhD Degree program, as well as in the PhD and DrPH Degree programs in the College of Public Health.

The USF Institute for Translational Research in Adolescent Behavioral Health:
- As of 2017, 4 cohorts have completed the Institute coursework, service-learning project, and conference presentation of results.
- The Institute promotes community engagement and collaboration with six bay area behavioral health and education organizations.
- 72 students have earned a Graduate Certificate in Positive Behavior Support in the 6 years the program has been in place.
- The Marriage and Family Therapy graduate certificate program ranked #4 in number of applications submitted out of 134 Graduate Certificate Programs at USF.
- Ray Miltenberger received the Outstanding Graduate Faculty Mentor Award, College of Behavioral and Community Sciences, University of South Florida.

Research & Innovation (USF Goal 2)
- CFS had federal awards totaling $9,810,064 and non-federal awards totaling $3,888,798 in FY17.
- CFS submitted 47 proposals in FY2017 and successfully secured 53% of those submissions.
- Scholarly Activity (See appendix):
  - CFS faculty authored 3 books, 16 book chapters, 81 peer reviewed journal articles, 43 technical reports, provided 206 presentations - including 58 invited - at state, national or international conferences.
  - 13 faculty served on editorial board positions for 29 journals.
  - 18 faculty served as journal reviewers for 52 journals.
  - 1 journal was edited within CFS:
    - Journal of Behavioral Health Services and Research, Bruce Lubotsky Levin, DrPH.
- CFS faculty were quoted/interviewed in 38 news media outlets.
- CFS received $1.6 million grant from the National Institute on Drug Abuse to continue efforts to address drug abuse and related behavioral health concerns of children and adolescents and increase workforce training skills. (PI's: Bruce Lubotsky Levin, DrPH and Tom Massey, PhD)
- The Center for Autism & Related Disabilities at USF was one of three CARD centers in the state to receive a $100,000 grant from the Florida Legislature to implement a pilot program addressing the serious issue of individuals on the autism spectrum who may be at risk of wandering out into the community unsupervised. (PI: Karen Berkman, PhD)
- The Center for Child Welfare was renewed for 4 years, November 2017 through October 31, 2021, for $3.3 million dollars. (PI: Pam Menendez)
- Catia Cividini-Motta, PhD received $13,913 in funding from the Veterans Administration to support a project on therapeutic containment Health in Tampa, hosted by CFS.
- CFS received a $1 million long-term training grant from the Rehabilitation Service Administration, U.S. Department of Education to promote the recruitment, training and development of highly-qualified rehabilitation counselors to meet the high demand for public sector providers of Vocational Rehabilitation (VR) services. (PI’s: Tammy Jorgensen-Smith, PhD and Christina Dillahunty-Aspillaga, PhD)

Community/Engagement/Service (USF Goal 3)
- To recognize their outstanding partnerships with CFS, the following Community Partners were honored at the Annual Fall Luncheon: Mayor Bob Buckhorn and Christina Barker, City of Tampa; Yinay Ruiz, Our Kids of Miami-Dade/Monroe, Inc.; Gwen Cuavers, Florida Department of Children & Families; Gianna Fernandez and Nicole McMillan, Engage Behavioral Health; Nancy Mashberg, Florida Alliance for Assistive Services and Technology; Nancy Berkman and John Howell, Vocational Rehabilitation.
- ABA, MSCABH, and RMHC students provided over 100,000 hours of community service through practicum placements and field experience.
- Practicum Fairs were held for both the Rehabilitation and Mental Health Counseling Program (24 sites in attendance) and the Applied Behavior Analysis program (12 sites in attendance).
- Florida’s Center for Child Welfare has 610 training hours available on its website. Since the beginning of the Center in 2007, they have had over 1,000,000 page views of their online training videos.
The Florida Center for Inclusive Communities supported communities in FY17 as follows:

- Served 6,605 professionals with 3,796 technical assistance consultations.
- Provided 11,978 hours of technical assistance to 7,809 individuals.
- Provided 4,786 hours of interdisciplinary preservice and community training to 18,705 participants.
- Developed 217 new products and continued dissemination of 60 other products reaching 109,394 individuals, family members and professionals.
- Support with organizations throughout Hillsborough County to plan an ADA (Americans with Disabilities Act) Disability Awareness Day Expo.

Center for Autism and Related Disabilities at USF:

- Served 1,119 professionals with 4,342 technical assistance consultations.
- Provided 3 regional trainings and one summer institute for 850 teachers in our 14-county area.
- Provided 7,619 direct assistance contacts to families serving 2,935 individuals.
- Maintained database of 6,390 individuals with disabilities with 708 new constituents joining CARD during this year.
- Provided 188 trainings serving 5,105 individuals.
- Used fundraising dollars to host the Hispanic Training Day, reading and math initiative, and other family events.
- Interfaced with the medical community, participated in 65 public awareness events with 11,446 visitors.
- Expanded autism friendly business initiative to include over 50 companies.
- Members of CARD-USF were recognized by Tampa Mayor Bob Buckhorn during his State of the City Address on April 4 as he announced their partnership and the city's new Autism Friendly initiative.

The Home Instruction for Parents of Preschool Youngsters (HIPPY) enrolled approximately 2,783 children and 2,453 families across 23 different sites/programs in the State and provided 1,594 hours of technical assistance.

The Positive Behavior Interventions and Support Project provided 1,462 hours of technical assistance.

Dr. Norín Dollard was among panelists for a Step Up for Kids town hall meeting in Tallahassee to increase public awareness of critical children's issues.

Stephen Roggenbaum, MA and Dr. Natalie Romer were named to the Florida Department of Education's Suicide Awareness Training Workgroup to support the 2016 Florida Legislative Statute 1012.583 requiring schools to provide continuing education and in-service training for youth suicide awareness and prevention.

Post-Doctoral Appointments/Programs/Services

- The Department hired two Postdoctoral Research Scholars focused on school mental health and family engagement and supported one Postdoctoral Research Scholar focused on behavioral health and autism.

Fund Raising Activities

- CARD’s Fiesta by the Bay annual event has raised $195,284 since 2005.
- Tampa Interbay Rotary Foundation, Inc/Cycling for Autism event has given a total of $149,908 since May 2011.

Educational Business and Entrepreneurial Activities

- The 30th Annual Research & Policy Conference on Child, Adolescent and Young Adult Behavioral Health continued its growth with more than 750 attendees. The proceeds from the conference are used to support the planning efforts and special speakers for this annual conference held in Tampa.
- The Learning Academy continues to cover the expenses for students who attend the 30-week program designed to provide a structured employment-focused curriculum for individuals diagnosed with an Autism Spectrum Disorder, between the ages of 18-25 after they have graduated from high school.
- The ABA Program is in the second year of its online master’s program funded as a cost recovery program by Innovative Education at USF. The online master’s program has doubled enrollment projections in its first year.
- The ABA Program has an online training format for continuing education credits and registered behavior technician training.

Integrating and Using Technology

- The Master of Science Degree in Child & Adolescent Behavioral Health is a fully online graduate program.
- CFS faculty developed an online Master's Degree in Applied Behavior Analysis.

Alumni Activities

- The ABA master’s program hosts an annual poster session highlighting the work that students do in their practicum placements. We invite alumni and community partners to attend and support our students.
- The ABA program works with alumni working in the field locally to provide practicum placements for current students.

Awards, Honors, & Special Recognition

- Dr. Mario Hernandez received the “2016 Hispanic Success Story Award” from the Tampa Hispanic Services Council.
- Dr. Ray Miltenberger received the CBCS Outstanding Graduate Faculty Mentor Award.
- Steve Roggenbaum received the INTO USF Student Services Giraffe Staff Award.
- USF TRAIN Ambassadors Kimberly Read and Janet Reyes were recognized for their exceptional contributions to the TRAIN mission.
Aligning Our Work with USF Strategic Goals

The USF 2013-2018 Strategic Plan builds on the success of previous plans and advances the institution as a global research university. The vision is to extend USF’s reach in the U.S. and around the world, provide further educational opportunities for students and improve their employability, increase faculty and staff prospects, and foster richer local, national, and international relationships.

All activities within CFS are closely aligned with USF strategic goals to ensure student success, contribute innovation and new knowledge, and advance economic development in Florida, the nation, and globally. The CFS Highlights and Points of Pride section profiles several CFS accomplishments that are closely aligned with the USF 2013-18 Strategic Plan.

Overview of CFS Activities

The matrix on the following pages lists projects within the Department of Child & Family Studies. Project information is arranged by topic areas and includes a series of headers as shown below.

PROJECT
A brief description of each project; the goals or intended accomplishments of that project.

GOALS
A listing of ways in which the project is intended to contribute to improvements in systems, services, or populations (long-term impacts on the mental health or well-being of children and families).

CONTACT
Details on who to contact for additional information.

LINKAGE TO UNIVERSITY GOALS
The USF Strategic Goal(s) the project contributes to is provided.

USF Strategic Goal 1
USF will, through a continued commitment to student success, produce well educated global citizens.

USF Strategic Goal 2
USF will, through its high-impact research and innovation, change lives for the better, improve health, and foster sustainable development and positive societal change.

USF Strategic Goal 3
USF will, as a highly effective major economic engine, create new partnerships to build a strong and sustainable future for Florida in the global economy.

USF Strategic Goal 4
USF will pursue a more secure economic base, greater operational and resource efficiencies, and increased transparency in its business practices.
# Academic Programs

## Applied Behavior Analysis (ABA)

**Contact:** Ray Miltenberger  
miltenbe@usf.edu

**Program:**

### ABA Doctoral Program

The ABA doctoral program is a three-year program that accepts students with master's degrees in ABA and focuses on training students to be researchers and teachers. The doctoral program requires 54 credit hours (7 didactic courses - 21 credits; dissertation - 18 credits; independent research - 15 credits).

### ABA Master's Program

The ABA Master's program at USF is a two-year program designed to provide students with expertise in behavior analysis as they work in applied settings and conduct applied research. Students in the program take eight core courses, participate in 1,000 hours of practicum experience in community agencies, and conduct a data-based master's thesis.

### ABA Online Master's Program

The online ABA master's program was developed in 2015/2016 and recruited its first cohort for fall 2016. It is a two year, fully online master's program with seven courses, five semesters of practicum seminar, and a directed research project.

### ABA Undergraduate Minor

The ABA minor is a 5-course sequence of undergraduate classes in ABA designed to prepare students for BCaBA certification or for a master's program in ABA.

**Accomplishments:**
- 14 students graduated with their master's degree in August and December 2016 and May 2017.
- 2 students graduated with their PhD.
- 25 papers/chapters were published, with 21 different USF student authors.
- 14 papers were presented at the May 2017 ABAI conference, 9 were USF student presentations.
- 22 papers were presented at the 2016 Florida ABA conference with 18 USF student presentations.
- ABA faculty gave 7 invited addresses at national and regional conferences.
- ABA master's program admitted 24 students in fall of 2016.
- ABA online master's program admitted 17 students for the fall of 2016 and 16 students in the spring of 2017.
- ABA doctoral program admitted 3 students in the fall of 2016.
- ABA doctoral program received funding from the USF Provost to support 5 doctoral students as TAs.
- ABA doctoral students received funding to teach in the online ABA master's program.
- An ABA doctoral student received a McKnight Fellowship.
- ABA doctoral program received an Interbay Rotary Autism Fellowship to fund a doctoral student.
- The ABA program, with Dr. Blair as PI, funded students with a grant for training in ABA and autism in 2016-2017.
- Student credit hours in the ABA minor courses were the highest yet in 2016/2017, building on the large increase from the previous year.
- The Graduate Student Assistance Fund provided funds to 10 students in 2016/2017.
- ABA Program created more online learning modules in 2016/2017.
- ABA program created the Registered Behavior Technician (RBT) training course in 2016.
- ABA Program Director Ray Miltenberger received the Outstanding Graduate Faculty Mentor Award, College of Behavioral and Community Sciences, University of South Florida.
- Catia Cividini-Motta received $13,913 in funding from the Veterans Administration to support a project on therapeutic containment.
- Students provided over 35,000 hours of community service each year through practicum placements.

**USF Goals:**

1. Produce well educated global citizens.
2. Change lives for the better through high-impact research and innovation.
3. Create partnerships to build a strong sustainable future for Florida.
## Child & Adolescent Behavioral Health (MSCABH) Program

**Contact:** Amy Green  
algreen@usf.edu

**Program:** This master's program, available fully online, includes core courses and electives addressing emerging national priorities, including increasing diversity and leadership capacity in the behavioral health workforce, cross-training in prevention, increasing knowledge about developmental disabilities in combination with behavioral health, and closing the research-to-practice gap through translational research education. Concentrations are available in Developmental Disabilities, Leadership in Child/Adolescent Behavioral Health, Research and Evaluation, and Youth and Behavioral Health.

**Accomplishments:**
- 63 total students enrolled in the MSCABH Degree program.
- 3 thesis track students in the MSCABH Comprehensive Exam.
- 22 total graduates in the MSCABH degree program.

**USF Goals:**
2. Change lives for the better through high-impact research and innovation.

## Public Health/Behavioral Health Concentrations

**Contact:** Bruce Lubotsky Levin  
levin@usf.edu

**Program:** This program is a joint initiative of the USF College of Behavioral & Community Sciences and the USF College of Public Health (led by the CBCS Department of Child & Family Studies and the COPH Department of Community & Family Health).

Includes students in the following degree programs (all with Behavioral Health concentrations):
- Master of Public Health (MPH)
- Master of Science in Public Health (MSPH)
- The Masters of Social Work/ Masters of Public Health Dual- Degree Program (MSW/MPH)
- Doctor of Public Health (DrPH)
- Doctor of Philosophy (PhD)
- Graduate Certificate in Translational Research in Adolescent Behavioral Health

**Accomplishments:**
- There were a total of 9 graduates in the Behavioral Health Concentration program: 3 MPH Degree students; 2 MSW/MPH Dual Degree students; 2 PhD Degree students, and 1 DrPH Degree student.
- The program continues to be recognized as a unique program and one of only two interdisciplinary programs nationally for training graduate students in a behavioral health concentration within a college of public health.
- The Behavioral Health Student Organization has expanded to welcome undergraduate majors in Behavioral Healthcare, graduate students at the Master's level in both the Behavioral Health Concentration and the new MS Degree in Child & Adolescent Behavioral Health, the new CBCS PhD Degree program, as well as in the PhD and DrPH Degree programs in the College of Public Health.

**USF Goals:**
1. Produce well educated global citizens.
2. Change lives for the better through high-impact research and innovation.

## Rehabilitation and Mental Health Counseling (RMHC) Program

**Contact:** Chih-Chin Chou  
chouc@usf.edu

**Program:** The Rehabilitation and Mental Health Counseling Program (RMHC) The master's program includes didactic and experiential learning emphasizing on development of knowledge and skills for working with individuals with disabilities and their families to facilitate adjustments to disability and enhance their quality of life. The program provides various courses in rehabilitation and mental health counseling to ensure students' competence in dealing with psycho-social, medical, psychological, and vocational issues for people with disabilities. The program offers Concentrations in Addictions and Substance Abuse Counseling and Marriage and Family, along with both a non-thesis and thesis program track.

**Accomplishments:**
- Graduated 29 students.
- Students provided over 70,000 hours of community service each year through practicum placements.

**USF Goals:**
1. Produce well educated global citizens.
2. Change lives for the better through high-impact research and innovation.
3. Create partnerships to build a strong sustainable future for Florida.
Graduate Certificates Programs

Graduate Certificate in Children’s Mental Health (Distance Learning)

Contact: Carol MacKinnon- Lewis
lewiscm@usf.edu

Program: 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.

Accomplishments:
- More than 170 students from 18 states.
- Over 2,200 student credit hours (SCH) have been generated.
- 48 students were awarded the Certificate; 5 in 2016-2017.
- 15 new Certificate students were admitted into the program.
- 18 were enrolled in the program.
- 7 courses were offered generating 366 SCH, including: Child & Adolescent Behavior; Cultural Competence; Interdisciplinary SOC Practice; Program Development/Implementation; Foundation Behavioral Health Systems; Wraparound Interventions & Systems; Community Based BH Interventions Div. Youth.

USF Goals:
1. Produce well educated global citizens.
2. Change lives for the better through high-impact research and innovation.

Graduate Certificate in Marriage and Family Therapy

Contact: Ryan Henry
rghenry@usf.edu

Program: This 15 credit graduate certificate in the RMHC program provides mental health professionals specialized training in diagnosing and treating mental, emotional, and relationship problems from a systemic perspective. The certificate includes a supervised field placement in a marriage and family counseling setting, during which students will provide 180 direct client contact hours of marriage and family services.

Accomplishments:
- Ranked #4 in number of applications submitted out of 134 Graduate Certificate Programs at the University of South Florida.
- 12 students graduated from the Certificate.
- 7 students were accepted into the Certificate.
- 35 total students were enrolled in the Certificate.

USF Goals:
1. Produce well educated global citizens.

Graduate Certificate in Positive Behavior Support

Contact: Jolenea Ferro
jbferro@usf.edu

Program: This 12-credit graduate certificate program supplements graduate and undergraduate degrees by offering a specialization in 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.

Accomplishments:
- 24 students were actively enrolled in the PBS Certificate program during FY16.
- 15 students graduated with a certificate. In total, 72 students have earned a PBS Graduate Certificate in the 6 years the program has been in place.
- 10 additional non-certificate students completed at least one PBS certificate core course.
- 13 students completed an individualized.

USF Goals:
1. Produce well educated global citizens.
Graduate Certificate in Translational Research in Adolescent Behavioral Health

Contact: Bruce Lubotsky Levin
levin@usf.edu

Program: The graduate certificate is offered through the Institute for Translational Research in Adolescent Behavioral Health, 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). It is funded by the National Institutes of Health, National Institute on Drug Abuse.

Accomplishments: ■ The current cohort of Institute Scholars reflects graduate student participation from a variety of disciplines, including public health, behavioral health, social work, nursing, psychology, health education, and rehabilitation and mental health counseling. Community-based professionals who are not enrolled in degree health, behavioral health, social work, nursing, psychology, health education, and rehabilitation and mental health counseling.
■ Community-based professionals who are not enrolled in degree programs are participating in the current cohort of Scholars based on the benefits to personal and professional development.
■ The Institute promotes community engagement and collaboration with six bay area behavioral health and education organizations.
■ As of 2017, 4 cohorts have completed the Institute coursework, service-learning project, and conference presentation of results.
■ In 2017, the Institute for Translational Research in Adolescent Behavioral Health grant proposal was re-funded by NIH NIDA for $1.70 million for an additional 5 years. This will allow the Institute to support 4 additional Institute Cohorts of Scholars.

USF Goals: 1. Produce well educated global citizens.
2. Change lives for the better through high-impact research and innovation.
Autism

CARD Missing Persons with Special Needs Pilot Program

**PI:** Berkman, Karen  
**Abstract:** The Center for Autism and Related Disabilities at the University of South Florida will create a pilot project in Hillsborough County, to be known "Project Leo" to provide personal safety devices to aid search-and-rescue efforts for persons with ASD in the case of elopement.

**Funder:** FL DOE  
**Status:** New  
**Amount:** $100,000  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.

Center for Autism & Related Disabilities (CARD)

**PI:** Berkman, Karen  
**Abstract:** The Center for Autism & Related Disabilities at USF is a community-based project that provides information and consultation to individuals diagnosed with autism spectrum disorders and related disabilities. CARD-USF offers instruction and coaching to families and professionals through a training and assistance model.

**Funder:** FL DOE  
**Status:** Continuing  
**Amount:** $1,444,757  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.

Partnership for Effective Programs for Students with Autism (PEPSA)

**PI:** Fox, Lise  
**Abstract:** This initiative supports teachers of students with autism in 3 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:** FL DOE  
**Status:** Continuing  
**Amount:** $340,819  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.

Project ABA: Preparing Related Services Personnel in Applied Behavior Analysis for Children with Autism

**PI:** Blair, Kwang-Sun Cho  
**Abstract:** Project ABA is a 5-year $1.06 million grant funded by the U.S. Department of Education, Office of Special Education Programs (H325K140309), which aims to prepare highly qualified behavior analysts to contribute to evidence-based practices (EBP) in Applied Behavior Analysis (ABA) for children with autism. All students accepted in the ABA Master's Program are eligible to participate in Project ABA.

**Funder:** U.S. Department of Education  
**Status:** Continuing  
**Amount:** $244,393.00  
**USF Goals:** 1. Produce well educated global citizens.  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.
# Child Welfare System and Practice Improvement

## Adoption Incentive

**PI:** Menendez, Pamela  
**Abstract:** USF will provide direct services to foster/adoptive parents, relative caregivers and birth parents of foster children through QPI and JIT training website.  
**Funder:** Nevada Dept of Child and Family Services  
**Status:** New  
**Amount:** $20,000.00  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.

## California Quality Parenting Initiative

**PI:** Menendez, Pamela  
**Abstract:** The Quality Parenting Initiative (QPI) began in 2009 as a collaborative effort with California Department of Social Services (CDSS), the County Welfare Directors Association (CWDA) and the Youth Law Center with support from the Stuart, Walter S. Johnson, and David B. Gold Foundations. Since this original date, additional contracts with NV and OH have been completed. Currently LA, TX, and OH are in communication regarding these services. The Center provides the technology to allow for the remote collaboration of the California, Nevada, and Ohio Partners and the Youth Law Center to develop a statewide approach to recruiting and retaining caregivers.  
**Funder:** University of California, Berkeley  
**Status:** Continuing  
**Amount:** $84,032.00  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.

## Department of Human Services Child Welfare Demonstration Project Evaluation

**PI:** Armstrong, Mary  
**Abstract:** University of Utah  
**Funder:** This evaluation examines the Title IV-E Waiver, which enables federal funds to be more flexibly spent on preventing children who come into contact with Utah’s child welfare system from being placed in out-of-home care. The purpose of the evaluation is to assess the effectiveness of Utah’s implementation of the Waiver at the state level and regional levels. The process evaluation also includes a needs assessment of service gaps and fidelity of implementation at the practice level.  
**Status:** Continuing  
**Amount:** $91,310.00  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.

## Evaluation to Measure the Effectiveness of Florida’s Title IV-E Waiver Demonstration Project

**PI:** Armstrong, Mary  
**Abstract:** Florida Dept of Children and Families  
**Funder:** This evaluation examines the Title IV-E Waiver, which enables federal funds to be more flexibly spent on preventing children who come into contact with Florida’s child welfare system from being placed in out-of-home care. The purpose of the evaluation is to assess the effectiveness of Florida’s implementation of the Waiver at the state and lead agency level. The process evaluation also includes a needs assessment of service gaps and fidelity of implementation at the practice level.  
**Status:** Continuing  
**Amount:** $208,333.00  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.
### Child Welfare System and Practice Improvement

<table>
<thead>
<tr>
<th>Evaluation of the Grant to Address Trafficking within the Child Welfare Population in Jacksonville, FL</th>
<th>QPI Just In Time Training-Cuyahoga County Ohio</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PI:</strong> Johnson, Melissa H</td>
<td><strong>PI:</strong> Menendez, Pamela</td>
</tr>
<tr>
<td><strong>Abstract:</strong> The evaluation design is mixed method and framed by the project’s theory of change, which assumes that enhanced collaboration and coordination among the identified key partner agencies will increase system capacity to 1) prevent the trafficking of children and youth in the child welfare system, 2) increase the timeliness of identifying youth victims of trafficking, and 3) provide effective treatment services and supports for youth victims of trafficking.</td>
<td><strong>Abstract:</strong> The Quality Parenting Initiative (QPI) began in 2009 as a collaborative effort with California Department of Social Services (CDSS), the County Welfare Directors Association (CWDA) and the Youth Law Center with support from the Stuart, Walter S. Johnson, and David B. Gold Foundations. Since this original date, additional contracts with NV and OH have been completed. Currently LA, TX, and OH are in communication regarding these services. The Center provides the technology to allow for the remote collaboration of the California, Nevada, and Ohio Partners and the Youth Law Center to develop a statewide approach to recruiting and retaining caregivers.</td>
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<tr>
<td><strong>Funder:</strong> Our Kids of Miami-Dade/Monroe, Inc.</td>
<td><strong>Funder:</strong> Cuyahoga County Division of Children and</td>
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<td><strong>Status:</strong> Continuing</td>
<td><strong>Status:</strong> Continuing</td>
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<tr>
<td><strong>Amount:</strong> $50,000.00</td>
<td><strong>Amount:</strong> $27,235.00</td>
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<td><strong>USF Goals:</strong> 2. Change lives for the better through high-impact research and innovation.</td>
<td><strong>USF Goals:</strong> 2. Change lives for the better through high-impact research and innovation.</td>
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### Florida’s Child Welfare Information and Training Gateway

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<tr>
<th>Florida’s Child Welfare Information and Training Gateway</th>
<th>Technical Assistance Network for Children’s Behavioral Health (TA Network)</th>
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<tbody>
<tr>
<td><strong>PI:</strong> Menendez, Pamela</td>
<td><strong>PI:</strong> Callejas, Linda M.</td>
</tr>
<tr>
<td><strong>Abstract:</strong> 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 on-line 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 on-line information-sharing portal where peers and experts can interact with each other and develop on-line learning communities.</td>
<td><strong>Abstract:</strong> The Technical Assistance Network is the national TA center for the CMHS, SAMHSA Child Mental Health Initiatives providing technical assistance to local, state, Territories and Tribal system of care grantees and non-grantees.</td>
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<tr>
<td><strong>Funder:</strong> Florida Dept of Children and Families</td>
<td><strong>Funder:</strong> University of Maryland</td>
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<td><strong>Status:</strong> Continuing</td>
<td><strong>Status:</strong> Continuing</td>
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<tr>
<td><strong>Amount:</strong> $838,551.00</td>
<td><strong>Amount:</strong> $387,256.00</td>
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<td><strong>USF Goals:</strong> 2. Change lives for the better through high-impact research and innovation.</td>
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### The Impact of the S.P.A.R.K. Intervention

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<thead>
<tr>
<th>The Impact of the S.P.A.R.K. Intervention</th>
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<tbody>
<tr>
<td><strong>PI:</strong> Yampolskaya, Svetlana</td>
<td><strong>PI:</strong> Yampolskaya, Svetlana</td>
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<tr>
<td><strong>Abstract:</strong> The study will evaluate the S.P.A.R.K. intervention, which aims to prevent early involvement in risky sexual behavior and adolescent pregnancy/parenthood among foster care youth. The study will employ a randomized-control design and will assess the intervention’s impact on various youth outcomes.</td>
<td><strong>Abstract:</strong> The study will evaluate the S.P.A.R.K. intervention, which aims to prevent early involvement in risky sexual behavior and adolescent pregnancy/parenthood among foster care youth. The study will employ a randomized-control design and will assess the intervention’s impact on various youth outcomes.</td>
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<td><strong>Funder:</strong> Children’s Home Society of Florida</td>
<td><strong>Funder:</strong> Children’s Home Society of Florida</td>
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<td><strong>Status:</strong> New</td>
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<tr>
<td><strong>Amount:</strong> $132,809.00</td>
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<td><strong>USF Goals:</strong> 2. Change lives for the better through high-impact research and innovation.</td>
<td><strong>USF Goals:</strong> 2. Change lives for the better through high-impact research and innovation.</td>
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Community Supports

Achieving Competitive Customized Employment through Specialized Services (ACCESS)

PI: Smith, Tammy Jorgensen
Abstract: This project will be used to conduct a research study to test the ACCESS intervention for its capacity to improve competitive employment outcomes in adults with ASD. First, the research team will compare employment outcomes with the ACCESS intervention to usual care. This focus was selected to facilitate evidence-based decision making on eligibility criteria to include a broader population of ASD job seekers who may benefit from CE services. While we are not testing a formal Competitive, Integrated Employment Risk Factors for Unemployment Adult Job Seeker with ASD Employment Matching* Employment Customization** hypothesis in this pilot, we anticipate that the ACCESS intervention will result in significantly greater competitive employment placement rates than usual care because it enhances employment matching and employment customization.

Funder: National Institute of Mental Health
Status: New
Amount: $224,250.00
USF Goals: 2. Change lives for the better through high-impact research and innovation.

All Pro Dad Evaluation

PI: Massey, Oliver
Abstract: This project will evaluate the Literacy Multimedia campaign which strives to encourage dads to read to their children via a robust media awareness campaign supporting fatherhood tools and resources, reading challenges, reading events and encouraging summer reading

Funder: Family First
Status: New
Amount: $45,000.00
USF Goals: 2. Change lives for the better through high-impact research and innovation.

Development and Pilot Testing of a Child Health and Safety Training Module for Parents with Mild to Moderate Intellectual Disabilities

PI: Vatland, Christopher
Abstract: In homes in which one or more parent has an intellectual disability, more explicit instruction and support is often required to ensure that a child has the nurturing and supportive home to maximize future well-being and success. The objective of this project is to fully develop and pilot the first in a series of training modules to help providers support parents and caregivers with intellectual and cognitive disabilities in developing knowledge and skills to provide safe and enriching environments for their children.

Funder: USF Research - Internal Award
Status: New
Amount: $9,974
USF Goals: 2. Change lives for the better through high-impact research and innovation.

Employment and Vocational Rehabilitation of Veterans with Deployment Related Stress

PI: Dillahunt-Aspillaga, Christina Jane
Abstract: This IPA will provide subject matter expertise regarding employment and vocational rehabilitation of veterans with deployment-related stress.

Funder: James A. Haley Veteran’s Hospital
Status: New
Amount: $2,703.00
USF Goals: 2. Change lives for the better through high-impact research and innovation.
### Community Supports

#### Florida Diagnostic and Learning Resources System Multidisciplinary Educational Service Center

<table>
<thead>
<tr>
<th>PI:</th>
<th>Iovannone, Rose</th>
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<tbody>
<tr>
<td>Abstract:</td>
<td>The Florida Diagnostic and Learning Resources System Multidisciplinary Educational Services Centers (FDLRS MDCs) are a network of six centers established around the state and affiliated with universities. The purpose of the FDLRS MDC is to provide diagnostic, evaluation, recommendations and consultation/intervention services for children and youth identified as having complex medical, educational, emotional, and/or behavioral problems. The Centers also provide pre-service and in-service trainings for families, teachers, school districts, and community agencies concerning children and youth with complex medical, emotional, and/or behavior problems.</td>
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<td>Funder:</td>
<td>FL DOE</td>
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| USF Goals: | 2. Change lives for the better through high-impact research and innovation.  
3. Create partnerships to build a strong sustainable future for Florida. |

#### Florida Diagnostic and Learning Resource System

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<thead>
<tr>
<th>PI:</th>
<th>Iovannone, Rose</th>
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<tbody>
<tr>
<td>Abstract:</td>
<td>The mission of the University of South Florida's FDLRS Multidisciplinary Educational Services Center is to provide evaluation and intervention services to students whose presenting needs have been resistant to typical interventions. Specifically, the USF clinic will provide the following: (a) Behavioral evaluations and support plans using evidence-based practices (i.e., functional behavior assessments and function-based support plans); (b) Autism Spectrum Disorder (ASD) diagnosis and strategies; and (c) Diagnosis of ASD and co-morbid conditions and strategies (e.g., anxiety, ADHD, depression). Services will include interdisciplinary processes in planning for evaluations and developing contextually based interventions and coaching support for implementation of interventions in educational, community, and home settings. In addition, capacity building activities will be embedded to increase skills in school personnel, specifically in developing and implementing interventions for students needing Tier 3 multi-tiered behavioral supports and using data to make educational decisions that will increase academic and behavioral success of students. Finally, training and technical assistance (e.g., school-based/family consultations) will be provided in specializations areas as indicated by needs assessments to families, community and medical agency staff, and educational personnel.</td>
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<td>Funder:</td>
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<td>Status:</td>
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</table>
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#### UCEDD National Training Institute Program Generated Income (PGI)

<table>
<thead>
<tr>
<th>PI:</th>
<th>Fox, Lise</th>
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</thead>
<tbody>
<tr>
<td>Abstract:</td>
<td>The Institute aims to provide professionals with an in-depth, intensive learning experience around the Pyramid Model framework for addressing the social and emotional development and challenging behavior of young children.</td>
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<tr>
<td>Funder:</td>
<td>Administration for Children &amp; Families</td>
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<td>Amount:</td>
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<td>USF Goals:</td>
<td>2. Change lives for the better through high-impact research and innovation.</td>
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</tbody>
</table>
**University Center for Excellence in Developmental Disabilities**

**PI:** Fox, Lise  
**Abstract:** The Florida Center for Inclusive Communities (FCIC) at the University of South Florida was established in October 2005 through a 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.  
**Funder:** Administration for Children & Families  
**Status:** Continuing  
**Amount:** $547,000  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.

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**Dementia-Specific Adult Day Care**

**Pathways to Care: An Evaluation and Substantive Component**

**PI:** Chiriboga, David A  
**Abstract:** This is a contract to evaluate the effectiveness of 22 dementia-specific adult day care centers, and to develop a graduate course that focuses on home and community based care  
**Funder:** Alzheimer's Community Care  
**Status:** Continuing  
**Amount:** $43,866.00  
**USF Goals:** 1. Produce well educated global citizens.  
2. Change lives for the better through high-impact research and innovation.

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**Early Childhood**

**Early Childhood Systems Technical Assistance Center**

**PI:** Fox, Lise  
**Abstract:** Provide technical assistance to states and local IDEA funded programs that provide services to young children with or at-risk of disabilities. Technical assistance will include on-site and distance support to state systems and local leaders including product development, training, consultation, and dissemination.  
**Funder:** University of NC  
**Status:** New - Multiyear  
**Amount:** $100,673  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.

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**Florida Project LAUNCH**

**PI:** Sowell, Cathy Jean  
**Abstract:** Evaluation of Project LAUNCH, which aims to promote the wellness of young children from birth to age eight and their families, specifically those living with or at risk of substance abuse by implementing evidence-based mental health/behavioral health services with other early childhood services. This project is managed by the Florida Department of Children and Families and includes an interagency pilot project serving families in the Lealman corridor of Pinellas County. The evaluation includes federally-mandated outcomes, cross-site data collection requirements, and local process, fidelity, and outcome evaluation activities.  
**Funder:** Central FL Behavioral Health Network  
**Status:** Continuing  
**Amount:** $166,425.00  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.
**Early Childhood**

### HIPPY Parental Involvement Program (HIPPY PIP) 2016-17

**PI:** Lindsey, Mary  
**Abstract:** The Hillsborough HIPPY Parent Involvement Project (HHPIP) is a county-wide home visiting model for caregivers of young children designed to increase school readiness and utilizes parent involvement in their children’s education. This contract funds 235 children ages 3-5 and 185 parents residing in Hillsborough County. The project has collaborative partnerships with (subcontracts) Mental Health Care, Inc. and Bible-Based Fellowship Church of Temple Terrace, Inc. It also supports the activities of the Florida HIPPY State Office located in FCIC/USF. The State Office provides administrative support, training, technical assistance, quality monitoring, advocacy, and research and evaluation support to HIPPY programs in Florida. The HIPPY curricula are focused on specific school readiness skills including visual discrimination, phonemic awareness, pre-math concepts, self-concept, creativity, problem-solving, and logical thinking, as well as active parental involvement in the learning process. HIPPY programs serve families from a variety of racial, ethnic, and cultural backgrounds. 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. The four essential features of the HIPPY model include role playing, home visits, group meetings and a staff of home visitors. HIPPY’s systematic program of role playing during home visits and group meetings is designed to engage parents in learning activities with their children and to promote the view of themselves as active agents in their children’s education and schooling.

**Funder:** Children’s Board of Hillsborough County  
**Status:** Continuing  
**Amount:** $1,187,195  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.

### National Early Childhood Technical Assistance Center

**PI:** Fox, Lise  
**Abstract:** The Early Childhood Technical Assistance Center (ECTA) funded by the Office of Special Education Programs (OSEP) builds upon the foundation of several recent OSEP funded TA centers to improve service systems and assist states in scaling up and sustaining effective services and research-based interventions for infants, toddlers and preschoolers with disabilities and their families.

**Funder:** OSEP  
**Status:** Continuing  
**Amount:** $258,902  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.

### Program-Wide Positive Behavior Support (PWPBS) 16-17

**PI:** Lentini, Rochelle  
**Abstract:** Provide 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  
**Status:** Continuing  
**Amount:** $598,761  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.
**Pyramid Equity Project**

**PI:** Fox, Lise  
**Abstract:** The Pyramid Equity Project (PEP) was funded by the U.S. Department of Education to develop, demonstrate and disseminate an effective approach for the promotion of social competence in young children and the prevention of suspension, expulsion, and discipline disparities in early learning programs. The Pyramid Equity Project is developing tools, materials, and procedures to explicitly address implicit bias, implement culturally responsive practices, and use data systems to understand potential discipline equity issues through the implementation of the Pyramid Model for Promoting the Social Emotional Competence of Infants and Young Children (Fox, Dunlap, Hemmeter, Joseph, & Strain, 2003).

**Funder:** OSEP  
**Status:** Continuing  
**Amount:** $370,000  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.

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

**PI:** Fox, Lise  
**Abstract:** This project is to provide support for the Metropolitan Nashville Public Schools to study implementation of the Pyramid Model in preschool and kindergarten classrooms. The Pyramid Model will provide the schools with a robust intervention that can address young children's social and behavior problems.

**Funder:** U.S. Department of Education with Metro Nashville, Tennessee Public Schools  
**Status:** New - Multiyear  
**Amount:** $111,683  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.

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

**Florida KIDS COUNT 2017**

**PI:** Dollard, Norin  
**Abstract:** FKC, established in 1992, is a long-term funded effort of the Annie E. Casey Foundation and part of a nationwide network of state-level KIDS COUNT projects. The objective is to inform Floridians and their policy makers about the quality of life for Florida's children, and to build leadership and accountability for action on behalf of our children. Using selected key well-being indicators and general demographic profiles, the project strives to provide a consistent and reliable source of information that is adaptable to a variety of uses such as policy analysis, grant and proposal writing, needs assessments, and public education.

**Funder:** Casey (Annie E) Foundation  
**Status:** Continuing  
**Amount:** $100,000.00  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.

**Positive Behavior Support**

**Community for Family Engagement in Education (COFEE) Inaugural Working Meeting**

**PI:** Minch, Devon  
**Abstract:** Promote family and youth engaged partnerships in research, practice, and policy to improve prevention and intervention in the systems and practices of schoolwide positive behavioral interventions and supports and related multitiered systems of support toward improvement in valued outcomes for children and adolescents.

**Funder:** ORAU Travel Grant Program  
**Status:** New  
**Amount:** $800  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.
**Positive Behavior Support**

**Development of Program-Wide Supports for Implementing the Pyramid Model to Address Young Childrens Social-Emotional Competence and Challenging Behavior (PWS-PMI)**

**PI:** Fox, Lise  
**Abstract:** The purpose of this research project is to develop and evaluate a feasible system of program-wide implementation of the Pyramid Model (Fox et al., 2003; Hemmeter, Ostrosky, & Fox, 2006). The Pyramid Model is a three-tiered framework that organizes empirically supported practices for promoting social emotional competence and addressing the challenging behavior of preschool children. The project goal is to develop a scalable system, Program-wide Supports for Pyramid Model Implementation (PWS-PMI), to scaffold implementation of the Pyramid Model in early childhood settings. Guided by an implementation science framework, the project will use an iterative process of development, observation, refinement, and evaluation to create this system. PWS-PMI will include the procedures and tools needed for programs to implement the Pyramid Model with fidelity.

**Funder:** Vanderbelt (IES)  
**Status:** Continuing  
**Amount:** $149,654  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.

**Florida School Climate Transformation Grant 2016-2017**

**PI:** George, Heather; Kincaid, Don  
**Abstract:** The School Climate Transformation project will expand the state education agency's capacity to support system change and to improve academic and behavioral outcomes for all students. This grant focuses on achieving long-term improvements to ensure all Florida students have access to effective school and community practices that improve social, emotional, and academic outcomes. The Florida SCT grant permits the FLPBIS Project to provide enhanced support across a number of areas: Tier 3 systems, disciplinary equity, classroom PBIS, data systems for behavior, PBIS in early childhood, and mental health.

**Funder:** FL DOE  
**Status:** Continuing  
**Amount:** $672,698  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.

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**PI:** Kincaid, Don  
**Abstract:** Because significant behavior problems contribute to unsafe school environments and reductions in student performance, the Florida Positive Behavioral Interventions and Support (FLPBIS) project is committed to assisting schools to develop effective discipline, social skills teaching, and behavior support strategies for all students.

**Funder:** FL DOE  
**Status:** Continuing  
**Amount:** $1,737,861  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.  
3. Create partnerships to build a strong sustainable future for Florida.

**Technical Assistance Center for Positive Behavioral Interventions and Supports IV**

**PI:** Kincaid, Don  
**Abstract:** The OSEP-funded National Technical Assistance Center on Positive Behavior and Intervention Supports was established to address the behavioral and discipline systems needed for successful learning and social development of students. The Center provides capacity-building information and technical support about behavioral systems to assist states and districts in the design of effective schools.

**Funder:** OSEP  
**Status:** Continuing  
**Amount:** $449,999  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.
### Quality Improvement

#### Children's Mental Health System of Care (CMHSOC) Expansion Project Evaluation and Dissemination

<table>
<thead>
<tr>
<th>PI</th>
<th>Armstrong, Mary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Abstract</strong></td>
<td>The evaluation is designed to gain a better understanding of how System of Care Values and Principles are being implemented at the state level and at five local SOC expansion sites. The plan uses qualitative and quantitative methods to address three main areas: achievement of project objectives; effectiveness of process objectives including changes in collaboration levels, policies and financing strategies and structures at the state and local pilot levels, and impact of the project on child and family outcomes using both primary data and administrative data sources; and a readiness assessment of the local SOC expansion sites.</td>
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<tr>
<td><strong>Funder</strong></td>
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<td><strong>Status</strong></td>
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<td><strong>Amount</strong></td>
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#### Therapeutic Containment Project

<table>
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<tr>
<th>PI</th>
<th>Bloom, Sarah Elizabeth</th>
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</thead>
<tbody>
<tr>
<td><strong>Abstract</strong></td>
<td>This IPA is developed to provide expertise in applied behavior analysis, especially with dealing with disruptive behavior. This IPA will help evaluate current therapeutic containment protocol used at the VHA, and possibly develop an improved protocol for disruptive behavior that will use safer techniques for staff and patients.</td>
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<tr>
<td><strong>Funder</strong></td>
<td>James A. Haley Veteran’s Hospital</td>
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#### West Central Florida Area Agency on Aging, Inc Older Americans Act Programs Title III-E 2016

<table>
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<tr>
<th>PI</th>
<th>Armstrong, Mary</th>
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<tr>
<td><strong>Abstract</strong></td>
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<tr>
<td><strong>Funder</strong></td>
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<tr>
<td><strong>Status</strong></td>
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<td><strong>Amount</strong></td>
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### Quality Improvement

**West Central Florida Area Agency on Aging, Inc**

**Older Americans Act Programs Title III-E 2017**

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<tr>
<th>PI:</th>
<th>Armstrong, Mary</th>
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<tr>
<td>Abstract:</td>
<td>Senior Connections Center, Inc. formerly known as the West Central Florida Area Agency on Aging, Inc. is contingent upon annual appropriations by the Legislature passed through the Department of Elder Affairs. The grant is funded for a three-year period with a yearly application submission and review process.</td>
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<td>Funder:</td>
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### Reduction in Mental Health Disparities

**Making Connections for Mental Health**

<table>
<thead>
<tr>
<th>PI:</th>
<th>McNeish, Roxann R</th>
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<tbody>
<tr>
<td>Abstract:</td>
<td>This comprehensive and collaborative evaluation assesses the implementation of the Making Connections Initiative at 16 sites across the U.S. The Making Connections Initiative funds the development of upstream, community-level mental health and well-being strategies for men and boys of color and veterans.</td>
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<td>Funder:</td>
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### School-Based Mental Health Services

**Florida AWARE (Advancing Wellness and Resilience in Education) Project 2016-2017**

<table>
<thead>
<tr>
<th>PI:</th>
<th>Kincaid, Don; Romer, Natalie</th>
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<tbody>
<tr>
<td>Abstract:</td>
<td>Florida AWARE will provide coordination of family, school, mental/behavioral health, juvenile justice, and other systems in Florida through a long-term plan developed and implemented by a State Management Team to increase school safety, mental wellness, and improved access to coordinated mental health supports and services.</td>
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### Safe Schools Healthy Students

<table>
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<tr>
<th>PI:</th>
<th>Massey, Oliver</th>
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<tbody>
<tr>
<td>Abstract:</td>
<td>This is an implementation study of the Safe Schools/Healthy Students initiative. This project will continue to contribute to past efforts to evaluate the SS/HS framework and to further dissemination of these lessons in ways that will be useful to policymakers, educators, and members of the educational, behavioral health, and justice system collaborators at all levels.</td>
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<td>Funder:</td>
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### System Planning & Policy

**System of Care Expansion Grant Evaluation**

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<td>Funder:</td>
<td>Florida Dept of Children and Families</td>
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**System of Care Practice Review**

<table>
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<tr>
<th>PI:</th>
<th>Mowery, Debra</th>
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<tr>
<td>Abstract:</td>
<td>SOCPR provides a tool for assessing whether system of care principles are operationalized at the level of practice. It also provides a measure of how well the overall service delivery system is meeting the needs of children with serious emotional disturbances (SED) and their families.</td>
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<td>Funder:</td>
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<td>Status:</td>
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<td>Amount:</td>
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<td>USF Goals:</td>
<td>2. Change lives for the better through high-impact research and innovation.</td>
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</tbody>
</table>
### System of Care Practice Review

**PI:** Mowery, Debra  
**Abstract:** SOCPOR provides a tool for assessing whether system of care principles are operationalized at the level of practice. It also provides a measure of how well the overall service delivery system is meeting the needs of children with serious emotional disturbances (SED) and their families.  
**Funder:** Arizona Health Care Cost Containment System  
**Status:** Continuing  
**Amount:** $105,678.00  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.

### Transition-Aged Youth

**NITT Technical Assistance Center**

**PI:** Massey, Oliver  
**Abstract:** Now is the Time - Technical Assistance Center provides training and technical assistance to recipients of the Now is the Time – Project AWARE, Healthy Transitions, and ReCAST grants awarded through the Substance Abuse and Mental Health Service Administration (SAMHSA). The purpose of the Center is to provide grantees technical assistance services and supports needed to optimize the implementation and sustainability of their efforts to make schools safer, increase access to mental health services, and promote resilience and equity in communities.  
**Funder:** Center for Applied Research Solutions  
**Status:** Continuing  
**Amount:** $256,832.00  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.

### Trauma-Based Support

**IMPACT Project**

**PI:** Callejas, Linda M.  
**Abstract:** The Identify, Measure, and Prevent Addiction and Childhood Trauma (IMPACT) Project enhances child and family well-being and reduces incidences of re-abuse, child welfare re-referrals and removals.  
**Funder:** University of Maryland  
**Status:** Continuing  
**Amount:** $87,554.00  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.

### The Trauma Recovery Institute

**PI:** Tirotti, Melissa Elaine  
**Abstract:** The evaluation of the TRI Center aims to demonstrate and evaluate the effectiveness of sustainable, culturally competent, trauma-focused interventions and trauma-informed system approaches to ameliorate adverse consequences of complex trauma experience for abused and neglected youth in foster care and other out-of-home family care in the Florida Panhandle region.  
**Funder:** Children’s Home Society of Florida  
**Status:** Continuing  
**Amount:** $79,812.00  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.

### Workforce Development

**Institute for Translational Research Education in Adolescent Drug Abuse**

**PI:** Massey, Oliver  
**Abstract:** Funded by the National Institute on Drug Abuse, this is an innovative, state-of-the-art research education program that teaches the practical skills of translational and implementation science in the field of adolescent behavioral health. Institute scholars work with community partners, academic mentors and national mentors to advance the field of translational science and promote evidence-based practice.  
**Funder:** National Institute on Drug Abuse  
**Status:** Continuing  
**Amount:** $326,433.00  
**USF Goals:** 1. Produce well educated global citizens  
2. Change lives for the better through high-impact research and innovation.
### Workforce Development

#### Preparing Tiered System Behavior Analysts (TSBA)

<table>
<thead>
<tr>
<th>PI:</th>
<th>Blair, Kwang-Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract:</td>
<td>The purpose of Project TSBA is to prepare highly qualified behavior analysts who can work collaboratively with educators to provide Tier 3 behavioral interventions to high-need children with disabilities and who can provide leadership in implementing the multi-tiered systems of Positive Behavior Support (PBS) in schools. Project TSBA was prepared as a response to the Department of Education’s Absolute Priority to improve the quality and increase the number of personnel who are fully credentialed to serve children with disabilities.</td>
</tr>
<tr>
<td>Funder:</td>
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<tr>
<td>Status:</td>
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| USF Goals:         | 1. Produce well educated global citizens.  
                      2. Change lives for the better through high-impact research and innovation. |

#### Students with Autism Accessing General Education (SAAGE)

<table>
<thead>
<tr>
<th>PI:</th>
<th>Iovannone, Rose</th>
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<tbody>
<tr>
<td>Abstract:</td>
<td>This project will develop a comprehensive intervention to increase the quality of educational services and access to inclusive settings for students with co-occurring autism spectrum disorder (ASD) and intellectual disability (ID) in elementary school. Existing support systems in many schools do not sufficiently meet the needs of these students, and there is a wide gap between what is known from research regarding best practices and current educational practices. This intervention will be designed to reduce that gap to improve social and academic outcomes for students with ASD and ID. The products of this project will include a fully developed intervention, SAAGE, along with companion training materials, modules, and manuals that will improve educational services and access to inclusive settings for students with autism spectrum disorder and co-occurring intellectual disability.</td>
</tr>
<tr>
<td>Funder:</td>
<td>IES with University of Rochester</td>
</tr>
<tr>
<td>Status:</td>
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<tr>
<td>Amount:</td>
<td>$167,599</td>
</tr>
<tr>
<td>USF Goals:</td>
<td>2. Change lives for the better through high-impact research and innovation.</td>
</tr>
</tbody>
</table>

#### Rehabilitation Counseling Master’s Program: A Solution to Personnel Shortage in the Florida Vocational Rehabilitation System

<table>
<thead>
<tr>
<th>PI:</th>
<th>Smith, Tammy Jorgensen</th>
</tr>
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<tbody>
<tr>
<td>Abstract:</td>
<td>The program aims to address personnel shortages within the Florida Vocational Rehabilitation (VR) system. New courses are proposed to teach scholars customized employment strategies that align with provisions of the Workforce Innovation and Opportunities Act (WIOA) and adhere to recommendations from researchers on essential knowledge domains. These courses add to the already strong Council on Rehabilitation Education (CORE) accredited program, ranked 30th in the nation by U.S. News and World Reports. The program emphasizes applied learning that focuses on effective practices to serve VR consumers with a wide range of disabilities.</td>
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<tr>
<td>Funder:</td>
<td>U.S. Department of Education</td>
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<tr>
<td>Status:</td>
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<tr>
<td>Amount:</td>
<td>$199,996.00</td>
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| USF Goals:         | 1. Produce well educated global citizens.  
                      2. Change lives for the better through high-impact research and innovation. |
IMPACT Activities (July 1, 2016 to June 30, 2017)

Appointments
- Alzheimer’s Foundation of America-AFA, Medical and Scientific Review Board Member, Donna Cohen, PhD
- American Association of Caregiving Youth (AACY), Advise the President of AACY and research affiliates about evaluation research for the Caregiving Youth Project (CYP) of all middle and high schools in Palm Beach County, Research Director, Donna Cohen, PhD
- American Association of Suicidology (AAS), Member, Donna Cohen, PhD
- American College of Forensics Institute, Diplomate, Donna Cohen, PhD
- American Psychological Association, Genealogy Project, Division 20 Executive Committee, Chair, Appointed, 2016, David Chiriboga, PhD
- American Psychological Association, Member, Donna Cohen, PhD
- American Public Health Association Governing Council, representing the Mental Health Section. Elected, 2017, Mary Armstrong, PhD
- Bailey Family Foundation, Tampa, Florida (review high school and college scholarship applications for the Foundation) January through March 31, Scholarship Reviewer, Donna Cohen, PhD
- CBCS PhD in Behavioral and Community Sciences, Advisory Committee and Admissions Committee, Member, (appointed), Donna Cohen, PhD
- CBCS Research Associate Career Path Committee. Appointed, 2017, Member, David Chiriboga, PhD
- CBCS Tenure and Promotion Committee (appointed), Member, Donna Cohen, PhD
- Conn Memorial Foundation, Board Member, Mario Hernandez, PhD
- Florida Department of Children and Families’ Strategic Leadership Workgroup on suicide prevention and trauma for Service Members, Veterans, and their Families (Strategic Leadership Workgroup – SMVF), Invited member, Stephen Roggenbaum, MA
- Florida KIDS Count Advisory Council, Founding Chair, Mario Hernandez, PhD
- Florida MEMI Awards Committee, Member and Chair, Appointed, 2016, David Chiriboga, PhD
- Florida Small Business Development Center at the University of South Florida (FSBDC at USF), Board of Advisors, Mary Armstrong, PhD
- Florida Suicide Prevention Coalition, Vice Chair (re-elected June 2017) & Newsletter Editor, Stephen Roggenbaum, MA
- Florida’s Suicide Prevention Coordinating Council (reappointed 2013), Gubernatorial appointment, Stephen Roggenbaum, MA
- Global Implementation University, Founding Member. Appointed as member, 2016, Donna Burton, PhD
- International Academics Societies, International Society for Gerontechnology, President, William Kearns, PhD
- National Caregiving Youth Research Collaborative (CYRC), Member, Donna Cohen, PhD
- National Committee for the Prevention of Elder Abuse, Member, Donna Cohen, PhD
- Pine Hills Wellness Advisory Board, Member, Sharon Hodges, PhD
- USF Graduate Council (appointed), Member, Donna Cohen, PhD
- USF Graduate Council Policy/Fellowship Committee (appointed), Member, Donna Cohen, PhD
- USF Graduate Council Policy/Fellowship Committee (appointed), Member, Donna Cohen, PhD
- USF Graduate Council Policy/Fellowship Committee (appointed), Member, Donna Cohen, PhD

Awards
- Outstanding Graduate Faculty Mentor Award, College of Behavioral and Community Sciences, University of South Florida, Raymond Mittenberger, PhD
- U.S. Department of Veterans Affairs national “Brain Trust” competition, 3rd place - VA Smart Home Caregivers: The Forgotten Victims of War – Washington, DC, William Kearns, PhD
- Who’s Who in America (Marquis), William Kearns, PhD

Books

Book Chapters


Conference Presentations


Bleck, J., & DeBate, R. (2016, November). Psychometric properties of a positive youth development instrument among 3rd to 5th grade girls. Presented at the 144rd Annual Meeting of the American Public Health Association, Denver, CO.

IMPACT Activities (continued)
IMPACT Activities (continued)


Bloom, S. E. (2016, September). Discussant. In R. Haynes (Chair), Beyond the treatment room: ABA in complex settings. Symposium presented at the meeting of the Florida Association for Behavior Analysis, Ft. Lauderdale, FL.


Bloom, S. E., Slattery, L., & Miller, B. (2017, May). The use of progressive-ratio schedules to assess negative reinforcers. In J. C. Borrero (Chair), Therapeutic choices, skill acquisition, and negative reinforcement in the contexts of aversive stimuli and delayed consequences. Symposium presented at the 43rd annual meeting of the Association for Behavior Analysis International, Denver, CO.


Cameron, K., & Blair, K. C. (2016, September). Using the teaching tools for young children with challenging behavior (TTYC) in kindergarten classroom. In K. C. Blair (Chair), Addressing problem behavior in the classroom. Symposium conducted at the Annual meeting of the Florida Association for Behavior Analysis, Ft. Lauderdale, FL.

Cassell, E., & Blair, K. C. (2016, September). The impact of question type on student behavior in using response cards. In K. C. Blair (Chair), Supporting individual students with problem behavior within class-wide interventions. Symposium conducted at the Annual meeting of the Florida Association for Behavior Analysis, Ft. Lauderdale, FL.

Castillo H, Lescano CM, Lynn C., ... & Stern, M. (2016, July). Without 15 tortillas for breakfast, I will have no energy!: Knowledge, attitudes, and behaviors about diet and physical activity of adult Hispanics living and working in a rural community in Florida. Presented at the Florida Public Health Association Educational Conference. Orlando FL.


Evonovich, L. L. (2016, October). OTRs, positive feedback, and active engagement: Implementing an explicit instruction reading intervention for students with challenging behaviors. 40th Annual Conference of Teacher Educators for Children with Behavior Disorders. Tempe, AZ.

Evonovich, L. L., & Boden, L. J. (2016, October). The versatility of precorrection in 24/7 delivery juvenile facility models. 40th Annual Conference of Teacher Educators for Children with Behavior Disorders. Tempe, AZ.


Fox, L. (2017, March). Social emotional strategies that every early educator and family member should know and use. Florida PBS Conference, Tampa, FL.


Fox, S., Heller, T., Perkins, E. A., & Shira, Y. (2016, December). Navigating change in supporting individuals and their caregivers as they age! Invited panel presentation at the meeting of the Association of University Centers on Disabilities, Washington, DC.


Gage, N, Childs, K., & Kincaid, D. (2017, March). Average treatment effect of SWPBIS on school-level academic achievement in Florida. Poster presentation at the meeting of the International Association for Positive Behavior Support, Denver, CO.


**IMPACT Activities (continued)**


Fox, L. (2017, March). Social emotional strategies that every early educator and family member should know and use. Florida PBS Conference, Tampa, FL.


Fox, S., Heller, T., Perkins, E. A., & Shira, Y. (2016, December). Navigating change in supporting individuals and their caregivers as they age! Invited panel presentation at the meeting of the Association of University Centers on Disabilities, Washington, DC.


Gage, N, Childs, K., & Kincaid, D. (2017, March). Average treatment effect of SWPBIS on school-level academic achievement in Florida. Poster presentation at the meeting of the International Association for Positive Behavior Support, Denver, CO.


IMPACT Activities (continued)

George, H. P. & Barrett, S. (2017, May). PBIS state-wide summit. 1-day intensive workshop for state-wide PBIS planning across stakeholders in Georgia. Invited keynote presented at the Georgia Department of Education and Clayton State University, Atlanta, GA.


George, H.P. (2016, November). Infrastructure to support PBIS implementation: Building and sustaining momentum. Invited keynote at the Georgia Association for Positive Behavior Support (Georgia APBS) State-wide Conference, hosted by Georgia State University, Duluth, GA.


George, H.P. & Cash, A. (2016, October). District planning using goals to evaluate needs, progress & next steps. Invited presentation at the National PBIS Leadership Forum, Chicago, IL.


Herrera, F., & Blair, K. C. (2016, September). Improving class-wide behavior through teacher-preferred group contingency with data-based decision making. In K. C. Blair (Chair), Addressing problem behavior in the Classroom. Symposium conducted at the annual meeting of the Florida Association for Behavior Analysis, Ft. Lauderdale, FL.


John, K., Kim, Y., Samaha, A., & Bloom, S. E. (2016, September). Effects of delay to reinforcement on selections for high-tech and low-tech leisure items. In A. Betz (Chair), Manipulating parameters of reinforcement to decrease problem behavior and improve skill acquisition. Presented at the 36th annual meeting of the Florida Association for Behavior Analysis Conference, Ft. Lauderdale, FL.


Kearns, W. (2016, September). Location, location, location, where is as important as when. Symposium conducted at the International Society for Gerontechnology 10th World Conference, Nice, France.

Kim, Y., Samaha, A.L., Bloom, S.E., & John, K. (2016, September). Effects of delay to reinforcement on selections for high-tech and low-tech leisure items. In A. Betz (Chair), Manipulating parameters of reinforcement to decrease problem behavior and improve skill acquisition. Symposium conducted at the meeting of the Florida Association for Behavior Analysis, Ft. Lauderdale, FL.
IMPACT Activities (continued)


Kincaid, D. (2016, June). What we have learned about coaching and systems change. Invited presentation at the 12th Annual Texas Behavior Support State Conference, Houston, TX.


Kincaid, D. (2017, May). What is positive behaviour support and how do I use it to support children and adults? Invited presentation to BILD Conference, Bristol, UK.


Martinez, D., & Blair, K. C. (2016, September). Use of the individualized behavior rating Scale tool as a self-monitoring tool. In K. C. Blair (Chair), Supporting individual students with problem behavior within class-wide interventions. Symposium conducted at the Annual meeting of the Florida Association for Behavior Analysis, Ft. Lauderdale, FL.

Martinez, S. (2016, June) CARED: Identifying why disproportionality occurs to identify solutions. Presented at the TBS State Conference, Houston, TX.


Miltonberger, R. (2016, October). Get up and go! Using ABA procedures to increase physical activity. Invited address at the Alabama Association for Behavior Analysis Conference, Birmingham, AL.

Miltonberger, R. (2016, October). Lessons learned from 25 years of research on teaching safety skills to children. Invited address at the Alabama Association for Behavior Analysis Conference, Birmingham, AL.

Miltonberger, R. (2017, April). Lessons learned from 25 years of research on teaching safety skills to children. Invited keynote address at the Kansas Association for Behavior Analysis Conference, Overland Park, KS.


Miltonberger, R. (2017, May). Getting the word out about ABA. In B. Zey (Chair). Disenfranchisement: A collaborative effort. Invited address at the annual ABAI conference, Denver, CO.


Romer, N., & Cox, K.E. (2017, March). Data-based monitoring and decision making with indicators of complete mental health. Presentation at the Annual Research & Policy Conference on Child, Adolescent, and Young Adult Behavioral Health, Tampa, FL.


Rudd, A., & Blair, K. C. (2016, September). Implementing of the bully prevention in positive behavior support (BP-PBS). In K. C. Blair (Chair), Supporting individual students with problem behavior within school-wide interventions. Symposium conducted at the Annual meeting of the Florida Association for Behavior Analysis, Ft. Lauderdale, FL.
Sama, A. L. (2016, September). (Discussant). Translational research in behavior analysis. In C. Campos (Chair), Translational research in behavior analysis. Symposium conducted at the 36th annual meeting of the Florida Association for Behavior Analysis Conference, Ft. Lauderdale, FL.

Sama, A. L. (2017, May). (Discussant). Novel interventions for automatically maintained behavior. In L. Singer (Chair), Novel interventions to address behaviors maintained by automatic reinforcement. Symposium conducted at the 43rd annual meeting of the Association for Behavior Analysis International, Denver, CO.


Tschatz, J., & Fox, L. (October, 2016). Efforts to address disproportionate discipline practices in early childhood programs. Presented at the 32nd Annual International Conference on Young Children with Special Needs and their Families, Louisville, KY.


**IMPACT Activities (continued)**


Webster, R. & Gaunt, B. (2016, September). *Using positive behavioral interventions and supports (PBIS) to link academic and behavior supports and improve classroom engagement.* Presentation at the Educational Strategies and Student Engagement Institute, Orlando, FL.


**Course Presentations**


**Editorial Positions**

- American Journal of Alzheimer's Disease Care, Editorial Board Member, Donna Cohen, PhD
- Behavior Development Bulletin, Editorial Board Member, Andrew L. Samaha, PhD
- Child and Family Behavior Therapy, Editorial Board Member, Kimberly Crosland, PhD
- Children's Health Care, Board Member, Marilyn Stern, PhD
- Education and Training in Autism and Developmental Disabilities, Editorial Board, Lise Fox, PhD
- Gerontechnology, Associate Editor, William Kearns, PhD
- Inclusion, Editorial Board Member, Elizabeth Perkins, PhD
- Infants and Young Children, Editorial Board Member, Lise Fox, PhD
- International Journal of Autism and Related Disabilities, Editorial Board Member, Tammy Jorgensen-Smith, PhD
- Journal of Applied Behavior Analysis, Editorial Board Member, Sarah E. Bloom, PhD
- Journal of Behavioral Disorders, Contributing Editor, Heather George, PhD
- Journal of Behavioral Education, Guest Associate Editor, Sarah E. Bloom, PhD
- Journal of Behavioral Health Services & Research, Editor in Chief, Bruce Luboien, PhD
- Journal of Early Intervention, Editorial Board Member, Lise Fox, PhD
- Journal of Emotional and Behavioral Disorders, Associate Editor, Oliver T. Massey, PhD
- Journal of Policy & Practice in Intellectual Disabilities, Editorial Board Member, Elizabeth Perkins, PhD
- Journal of Positive Behavior Interventions, Associate Editor, Lise Fox, PhD
- Journal of Rehabilitation, Editorial Board, Tammy Jorgensen-Smith, PhD
- Journal of Vocational Rehabilitation, Editorial Board, Tammy Jorgensen-Smith, PhD
- Korean Journal of Behavior Analysis and Support, Editorial Board Member, Kwang-Sun Cho Blair, PhD
- Korean Journal of Early Childhood Special Education, Editorial Board Member, Kwang-Sun Cho Blair, PhD
- Korean Journal of Special Education, Editorial Board Member, Kwang-Sun Cho Blair, PhD
- Learning Disability Practice, Editorial Board, Elizabeth Perkins, PhD


IMPACT Activities (continued)


Patents


Peer-Reviewed Journal Articles


LaRosa, K., Stern, M., Bleck, J., Lynn, C., Hudson, J., Reed, D., Quinn, G. P. & Donovan, K. (2017). Adolescent and young adult (AYA) cancer patients: Perceptions of care on and off treatment. *Journal of Adolescent and Young Adult Oncology*. Advance online publication. doi: 10.1089/jayao.2017.0012
Reviewer

Abstracts

- Annual Conference of the American Public Health Association, Abstract Reviewer, Mental Health Section, Roxanne McNeish, PhD.
- Conference Reviewer and Organizer Activities, International Society for Gerontechnology Conference Chair, Organizing Committee, St. Petersburg, William Kearns, PhD

Book

- Sage Publications Textbook (Human Behavior), Reviewer, Debra Mowery, PhD
- Sage Publications Textbook (Statistics), Reviewer, Debra Mowery, PhD

Grant

- Alex's Lemonade Stand foundation (ALSF): Psychosocial (Impact of Childhood Cancer) Grants Review Board (2015-2017), Marilyn Stern, PhD
- National Institutes of Health 2016 Risk Prevention and Health (R12), William Kearns, PhD
- The Geographic Management of Cancer Health Disparities (GMaP) Program in Region 2 Pilot Project Award, Reviewer (2016) Marilyn Stern, PhD

Journal

- American Journal Health Behavior, Jennifer Bleck, PhD
- American Journal of Orthopsychiatry, Reviewer, Mario Hernandez, PhD
- American Journal of Orthopsychiatry, Reviewer, Mary Armstrong, PhD

Other

- Archives of Physical Medicine and Rehabilitation, Reviewer, Tina J. Dillahunty-Aspillaga, PhD
- Autism and Developmental Language Impairment, Ad hoc reviewer, Kimberly Crosland, PhD
- Behavior Analysis in Practice, Ad hoc reviewer , Sarah E. Bloom, PhD
- Behavior Analysis in Practice, Ad hoc reviewer, Kimberly Crosland, PhD
- Behavior Analysis in Practice, Ad hoc reviewer, Raymond Miltenberger, PhD
- Behavior Analysis: Research and Practice, Ad hoc reviewer , Sarah E. Bloom, PhD
- Behavior Analysis: Research and Practice, Ad hoc reviewer, Raymond Miltenberger, PhD
- Behavioral Interventions, Ad hoc reviewer , Sarah E. Bloom, PhD
- Behavioral Interventions, Ad hoc reviewer, Raymond Miltenberger, PhD
- BioMed Central Health Services Research, Reviewer, Tina J. Dillahunty-Aspillaga, PhD
- Brain Science, Reviewer, William Kearns, PhD
- Child and Youth Services Review, Reviewer, Debra Mowery, PhD
- Contemporary Research in Disability and Rehabilitation, Reviewer, Tina J. Dillahunty-Aspillaga, PhD
- Developmental Neurorehabilitation, Ad hoc reviewer, Kwang-Sun Cho Blair, PhD
- Disability and Rehabilitation, Reviewer, William Kearns, PhD
- Educational Research, Reviewer, Amy Green, PhD
- Evaluation and Program Planning, Reviewer, Oliver T. Massey, PhD
- Families in Society, Reviewer, Sharon Hodges, PhD
- Gerontechnology, Reviewer, William Kearns, PhD
- Gerontologist, Reviewer, Donna Cohen, PhD
- Homicide Studies, Reviewer, Donna Cohen, PhD
- Hospital and Community Psychiatry, Reviewer, Oliver T. Massey, PhD
- IEEE Intelligent Systems, Reviewer, William Kearns, PhD
- IEEE Journal of Biomedical and Health Informatics, Reviewer, William Kearns, PhD
- IEEE Transactions Information Technology in BioMedicine, Reviewer, William Kearns, PhD
- Journal of Applied Behavior Analysis, Ad hoc reviewer, Andrew L. Samaha, PhD
- Journal of Applied Behavior Analysis, Ad hoc reviewer, Kimberly Crosland, PhD
- Journal of Applied Behavior Analysis, Ad hoc reviewer, Raymond Miltenberger, PhD
- Journal of Applied Rehabilitation Counseling, Reviewer, Tina J. Dillahunty-Aspillaga, PhD
- Journal of Asia Pacific Education, Reviewer, Tammy Jorgensen-Smith, PhD
- Journal of Autism and Developmental Disorders, Ad hoc reviewer, Kimberly Crosland, PhD
- Journal of Autism and Developmental Disorders, Ad hoc reviewer, Kwang-Sun Cho Blair, PhD
- Journal of Behavioral Disorders, Reviewer, Heather George, PhD
- Journal of Behavioral Education, Ad hoc reviewer, Sarah E. Bloom, PhD
IMPACT Activities (continued)

- Journal of Behavioral Health Services & Research, Reviewer, Sharon Hodges, PhD
- Journal of Behavioral Health Services and Research, Reviewer, Donna Cohen, PhD
- Journal of Behavioral Health Services Research, Reviewer, Mary Armstrong, PhD
- Journal of Child and Family Studies, Ad hoc reviewer, Kimberly Crosland, PhD
- Journal of Child and Family Studies, Reviewer, Amy Green, PhD
- Journal of Child and Family Studies, Reviewer, Sharon Hodges, PhD
- Journal of Consulting and Clinical Psychology, Reviewer, Oliver T. Massey, PhD
- Journal of Early Intervention, Ad hoc reviewer, Kwang-Sun Cho Blair, PhD
- Journal of Mental Health Administration, Reviewer, Oliver T. Massey, PhD
- Journal of Military, Veteran and Family Health, Reviewer, Tina J. Dillahunt-Aspillaga, PhD
- Journal of Neuroscience and Behavioural Health, Reviewer, Tina J. Dillahunt-Aspillaga, PhD
- Journal of Positive Behavior Interventions, Ad hoc reviewer, Kwang-Sun Cho Blair, PhD
- Journal of Public Child Welfare, Reviewer, Mary Armstrong, PhD
- Journal of Rehabilitation, Reviewer, Tammy Jorgensen-Smith, PhD
- Journal of Social Work in Disability and Rehabilitation, Reviewer, Tammy Jorgensen-Smith, PhD
- Journal of Consulting and Clinical Psychology, Reviewer, Sarah E. Bloom, PhD
- Trauma Studies, Reviewer, Donna Cohen, PhD
- Traumatology, Reviewer, Donna Cohen, PhD

Technical Reports


Dollard, N., (2016). Reports to the Florida Department of Children and Families in response to the Governor's Executive Order 15-175. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences, Louis de la Parte Florida Mental Health Institute, Department of Child and Family Studies.


Freeman, J., Simonsen, B., Goodman, S., Mitchell, B., George, H.P., Swain-Bradway, J., Lane, K., Sprague, J., & Punnam, B. (2017). PBIS technical brief on systems to support teachers’ implementation of classroom positive behavior support. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences, Department of Child and Family Studies, OSEP Technical Assistance Center, PBIS Website.


Lentini, R. & CIFuentes, M. (2016). *Program-wide implementation of the teaching pyramid: Promoting children’s social competence and readiness for school*. Annual report to the Children’s Board of Hillsborough County for the early childhood program-wide positive behavior support project. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences, Louis de la Parte Florida Mental Health Institute, Department of Child and Family Studies. Florida Center for Inclusive Communities.

McIntosh, K., Simonsen, B., Horner, R., Swain-Bradway, George, H.P., & Lewis, T. (2017). *PBIS technical brief on getting back to school after disruptions: Resources for making your school year safer, more predictable, and more positive*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences, Louis de la Parte Florida Mental Health Institute, Department of Child and Family Studies. OSEP Technical Assistance Center, PBIS Website: http://www.pbis.org/Common/Cms/files/pbisresources/Back%20to%20School%20after%20Disruptions.pdf


IMPACT Activities (continued)


<table>
<thead>
<tr>
<th>Acronyms</th>
<th>Description</th>
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<tbody>
<tr>
<td>ABA</td>
<td>Applied Behavior Analysis</td>
</tr>
<tr>
<td>ABAI</td>
<td>Association for Behavior Analysis International</td>
</tr>
<tr>
<td>ACCESS</td>
<td>Achieving Competitive Customized Employment through Specialized Services</td>
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<tr>
<td>AHCA</td>
<td>Agency for Health Care Administration</td>
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<tr>
<td>APBS</td>
<td>Association for Positive Behavior Support</td>
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<tr>
<td>ASD</td>
<td>Autism Spectrum Disorder</td>
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<tr>
<td>AWARE</td>
<td>Advancing Wellness and Resilience in Education</td>
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<tr>
<td>AYA</td>
<td>Adolescent and Young Adult</td>
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<tr>
<td>BCABA</td>
<td>Board Certified Assistant Behavior Analyst</td>
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<tr>
<td>CABH</td>
<td>Child and Adolescent Behavioral Health</td>
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<tr>
<td>CANS</td>
<td>Child &amp; Adolescent Needs and Strengths</td>
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<tr>
<td>CAP</td>
<td>Certified Addiction Professional</td>
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<tr>
<td>CARD</td>
<td>Center for Autism and Related Disabilities</td>
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<td>CBCS</td>
<td>College of Behavioral and Community Sciences</td>
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<td>CBHC</td>
<td>Children’s Board of Hillsborough County</td>
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<tr>
<td>CBTAC</td>
<td>Certified Business Technical Assistance Consultants</td>
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<tr>
<td>CDSS</td>
<td>California Department of Social Services</td>
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<tr>
<td>CE</td>
<td>Customized Employment</td>
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<tr>
<td>CFARS</td>
<td>Children’s Functional Assessment Rating Scale</td>
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<td>CFS</td>
<td>Child &amp; Family Studies</td>
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<td>CHANCE</td>
<td>Citrus Helping Adolescents Negatively Impacted by Commercial Sexual Exploitation</td>
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<td>CHS</td>
<td>Children’s Home Society</td>
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<td>CLC Hub</td>
<td>Cultural and Linguistic Competence Hub</td>
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<td>CME</td>
<td>Continuing Medical Education</td>
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<tr>
<td>CMHI</td>
<td>Child Mental Health Initiative</td>
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<td>CMHS</td>
<td>Center for Mental Health Services</td>
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<td>CODIE</td>
<td>Collaboration on Discovery and Innovation in Employment</td>
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<td>COFEE</td>
<td>Community for Family Engagement in Education</td>
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<td>COPH</td>
<td>College of Public Health</td>
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<tr>
<td>CW-PMHP</td>
<td>Child Welfare Prepaid Mental Health Plan</td>
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<tr>
<td>CWDA</td>
<td>County Welfare Directors Association</td>
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<tr>
<td>CWSA</td>
<td>Child Welfare Specialty Plan</td>
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<tr>
<td>DD</td>
<td>Developmental Disabilities</td>
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<td>DEC</td>
<td>Division for Early Childhood</td>
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<tr>
<td>DJJ</td>
<td>Department of Juvenile Justice</td>
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<tr>
<td>DrPH</td>
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<tr>
<td>EBP</td>
<td>Evidence-Based Program</td>
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<td>ECTA</td>
<td>Early Childhood Technical Assistance Center</td>
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<td>ETO</td>
<td>Efforts to Outcomes</td>
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<tr>
<td>FACTS</td>
<td>Families and Children Together in Seminole</td>
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<td>FAIR</td>
<td>Functional Assessment Interview for Runaways</td>
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<td>FCIC</td>
<td>Florida Center for Inclusive Communities</td>
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<td>FDLE</td>
<td>Department of Law Enforcement</td>
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<td>FKC</td>
<td>Florida KIDS COUNT</td>
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<td>FLPBS</td>
<td>Florida's Positive Behavior Support Project</td>
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<td>FMHI</td>
<td>Louis de la Parte Florida Mental Health Institute</td>
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<td>FOEL</td>
<td>Florida’s Office of Early Learning</td>
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<tr>
<td>HIPPY</td>
<td>Home Instruction for Parents of Preschool Youngsters</td>
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<tr>
<td>ICEI</td>
<td>Interdisciplinary Center For Evaluation and Intervention</td>
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<tr>
<td>IDD</td>
<td>Intellectual and Developmental Disabilities</td>
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<td>IDEA</td>
<td>Individuals with Disabilities Education Act</td>
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<tr>
<td>IMPACT</td>
<td>Identify, Measure, and Prevention Addiction and Childhood Trauma</td>
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<tr>
<td>ITCA</td>
<td>Inter Tribal Council of Arizona</td>
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<tr>
<td>ITRE</td>
<td>Institute for Translational Research Education</td>
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<td>JBHS&amp;R</td>
<td>Journal of Behavioral Health Services &amp; Research</td>
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<td>KC</td>
<td>Kids Count</td>
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<td>LAUNCH</td>
<td>Linking Actions for Unmet Needs in Children’s Health</td>
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<td>Linking Individuals Being Emotional Real</td>
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<td>LEAP</td>
<td>Leading to Educational Advancement Pathway</td>
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<td>Now is the Time – Technical Assistance Center</td>
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<td>Rehabilitation and Mental Health Counseling</td>
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<td>S4KF</td>
<td>Success 4 Kids &amp; Families</td>
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**Acronyms (continued)**

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<td>TSBA</td>
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<td>University of South Florida</td>
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<td>UCEDD</td>
<td>University Centers for Excellence in Developmental Disabilities</td>
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<td>VR</td>
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## Project List

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