**Student Success**

- **72%** Student Credit Hour Increase from 2007-2019
- **100,000+** Hours of Student Community Engagement
- **95-100%** Graduate Employment Rate

**Research & Innovation**

- **$65,000,000+** Contracts & Grants Managed in FY19
- **$31,066,580** Total Proposals Submitted in FY19
- **190** Conference Presentations
- **44** Journal Editorial Positions
- **88** Journal Articles
- **32** Technical Reports
- **30** Book Chapters

**Sustainable Partnerships**

- **7,000** Certificates issued per month to Child Welfare Professionals and Foster Parents
- **1,934** Children enrolled in HIPPY across 16 Sites in 18 Florida Counties
- **1,969** Florida Schools trained in Positive Behavioral Interventions
- **41,365** Service Hours assisting 2,905 people with developmental disabilities and their families

**Economic Efficiencies**

- **$466,000** Income generated by 32nd Annual Research Conference
- **$200,000** Funds raised to date by the Tampa Interbay Rotary Club benefiting CARD & ABA
- **$86,388** Funds received through ABA Online Trainings
Greetings,

As the Chair of Child & Family Studies (CFS) for the past 10 years, my days are usually focused on specific tasks and timelines necessary to help our department run efficiently. Working on this Impact report allows me to step back and take a more comprehensive view of our department.

From that viewpoint, I see:

» Faculty who are committed to their students and leading experts in their fields of research.
» Students who are dedicated to their studies and fully engaged in our communities as they provide over 100,000 hours through practicum and field placements each year.
» Research being conducted that is leading the change for improving the lives for children and families in our homes, schools and communities throughout the state and nation.
» Graduates who leave our university having received important and timely training for jobs in demand.
» Administrative and staff employees who are the foundation of the department.

I hope that you will see the same as you view the following pages highlighting our academic, research and training, and technical assistance activities conducted between July 1, 2018 and June 30, 2019.

CFS is an interdisciplinary department in the College of Behavioral & Community Sciences (CBCS) at the University of South Florida (USF). Organized into three research divisions and three academic programs, CFS currently has approximately 288 faculty and staff members. Our 59 faculty members include 20 tenured and tenure earning.

During FY18-19, our accomplishments were many! CFS managed a portfolio of contracts and grants totaling over $65 million, including new and continued federal awards totaling $9,600,980 and non-federal awards totaling $15,938,326. Student credit hours, which have been tracked since 2006, have grown 72% for both undergraduate and graduate courses since 2006. Our three academic programs in Applied Behavior Analysis, Child & Adolescent Behavioral Health and Rehabilitation & Mental Health Counseling all received top ranking by U.S. News & World Report and/or BestColleges.com. Many more highlights from the year are listed in pages 8 – 10, followed by profiles of our funded centers, academic degrees and certificate programs, research and training, professional development, as well as a listing of the conferences we host.

I am proud of the work conducted by our faculty, staff and students. Their efforts throughout our community, state, nation and world play an important part in helping the university achieve its mission to deliver competitive undergraduate, graduate, and professional programs, to generate knowledge, foster intellectual development, and ensure student success in a global environment.

I look forward to the continued contributions of our department, which I am confident will create much success for the university, community, and children and families throughout the nation.

Mario Hernandez, Ph.D.
Professor and Chair
Child & Family Studies
College of Behavioral & Community Sciences
University of South Florida
IMPACT 2019

July 1, 2018 - June 30, 2019

By
Mario Hernandez, Department Chair
Bob Lutz
Storie Miller
Victor Trinidad, Layout

Special thanks to contributors:
Rocky Haynes
Elizabeth Ingram
Kimberly Read
Debra Mowery
Cathy Sowell

Child & Family Studies
College of Behavioral & Community Sciences
University of South Florida
Tampa, Florida
© 2019
http://cfs.cbcs.usf.edu

Contents

Academics

Academic Programs ........................................... 12

Applied Behavior Analysis (ABA) Doctoral Program ........................................... 12
Applied Behavior Analysis (ABA) Master of Science ........................................... 12
Applied Behavior Analysis (ABA) Online Master of Arts ........................................... 12
Applied Behavior Analysis (ABA) Undergraduate Program ........................................... 13
Child & Adolescent Behavioral Health (CABH) Master of Science (MS) Program .............. 13
Rehabilitation and Mental Health Counseling (RMHC) Program ........................................... 13

Graduate Certificates Programs

Graduate Certificate in Addictions & Substance Abuse Counseling ........................................... 14
Graduate Certificate in Children's Mental Health ........................................... 14
Graduate Certificate in Leadership in Child & Adolescent Behavioral Health ........................................... 14
Graduate Certificate in Marriage and Family Therapy ........................................... 15
Graduate Certificate in Positive Behavior Support (PBS) ........................................... 15
Graduate Certificate in Research in Adolescent Behavioral Health ........................................... 15

Collaborative Graduate Programs

Public Health/Behavioral Health Concentration ........................................... 16

Continuing Education Programs

Applied Behavior Analysis (ABA) RBT™ Training ........................................... 17

Research/Training/Technical Assistance/Dissemination

Autism and Related Disabilities ........................................... 18

Center for Autism and Related Disabilities (CARD) ........................................... 18
Improving Postsecondary Outcomes for Hispanic Youth with Autism Spectrum Disorders ........................................... 18
Let's Play Together: A Peer Implemented Pivotal Response Train with Preschoolers with Autism ........................................... 18
Partnership for Effective Programs for Students with Autism (PEPSA) ........................................... 18

Child Welfare System and Practice Improvement ........................................... 19

Evaluation of the Grant to Address Trafficking within the Child Welfare Population in Jacksonville, FL ........................................... 19
Evaluation to Measure the Effectiveness of Florida's Title IV-E Waiver Demonstration Project ........................................... 19
Florida's Child Welfare Information and Training Gateway ........................................... 19
Nevada QPI/JIT Website ........................................... 19
QPI Just in Time Training - Cuyahoga County, Ohio ........................................... 20
Quality Parenting Initiative (QPI) ........................................... 20
Technical Assistance Network for Children's Behavioral Health (TA Network) ........................................... 20
The Impact of the S.P.A.R.K. Intervention on Risky Sexual Behavior and Teen Pregnancy Prevention ........................................... 20

Community Supports ........................................... 21

All Pro Dad's Evaluation ........................................... 21
Florida Behavioral Health Service Provider Directory Update ........................................... 21

Child & Family Studies

IMPACT 2019
July 1, 2018 - June 30, 2019
Florida Center for Excellence in Developmental Disabilities Education, Research and Service (UCEDD) .................................................. 21
Florida Diagnostic and Learning Resource System ........................................... 22
Florida Project Coordination for Educational and Community Supports ................................................................. 22
Independent Assessment of the Florida Medicaid NET Program .................. 22
NOURISH-T+: A Randomized Control Trial Targeting Parents in Promoting Healthy Eating and Exercise Behaviors in Pediatric Cancer Survivors with Overweight/Obesity ...................... 23
Sarasota County Children’s Mental Health Environmental Scan ................ 23
UCEDD National Training Institute Program Generated Income (PGI) ........ 23

Early Childhood ..................................................................................... 24
Developing, Testing and Evaluating a Group Coaching Approach as part of a System of Differentiated Professional Development Supports .................. 24
Early Childhood Systems Technical Assistance Center ................................ 24
Florida Project LAUNCH ........................................................................ 24
Hillsborough HIPPY Parent Involvement Project ......................................... 25
Home Instruction for Parents of Preschool Youngsters .......................... 25
Program-Wide Positive Behavior Support ............................................. 25
Pyramid Equity Project .......................................................................... 26
Pyramid Model Expansion to School-District Implementation in Preschool and Kindergarten Classrooms ........................................ 26

Facts, Figures, and Data Support on Child Well-Being .......................... 26
Florida KIDS COUNT 2019 ................................................................... 26

Positive Behavior Support ..................................................................... 27
Development of Program-Wide Supports for Implementing the Pyramid Model to Address Young Children’s Social-Emotional Competence and Challenging Behavior ............................................. 27
Evaluation of Preschool Special Education Practices: Pyramid Model and Targeted Instructional Supports ........................................... 27
Florida School Climate Transformation Grant ........................................ 27
National Center for Pyramid Model Innovations .................................. 27
Positive Behavioral Interventions and Support: Multitiered System of Supports Project .......................................................... 28
Technical Assistance Center for Positive Behavioral Interventions and Supports IV .............................................................. 28
Technical Assistance Center on Positive Behavioral Interventions and Supports V ........................................................................ 28

Quality Improvement ........................................................................... 28
Florida Children’s Mental Health System of Care (CMHSOC) Expansion Sustainability Project .............................................................. 28
Citrus Helping Adolescents Negatively Impacted by Commercial Exploitation (CHANCE) ........................................................... 29
Community-Based Child Abuse Prevention Program Evaluation ............ 29
Evaluation of Child Welfare Pre-Service Training in Florida ................ 29
Evaluation of Pinellas Open Doors Project ........................................... 29
System of Care Practice Review Project ............................................... 30

Reduction in Mental Health Disparities .................................................. 30
Making Connections for Mental Health .................................................. 30
School-Based Mental Health ................................................................... 30
Florida Advancing Wellness and Resilience in Education (AWARE) .... 30

School Success ..................................................................................... 31
A Close Inspection of the Academic Language Used by K-3 Students .. 31
Development of a Dual Language Narrative Curriculum ........................ 31
School Readiness Curriculum Based Measurement System (SRCBM) .... 32

The Effect of Definitions, Contextual Support, and Cognate Status on 4th Grade Spanish-Speaking English Learner’s Understanding of Unfamiliar Words .......................................................................... 32

Substance Abuse ................................................................................. 33
Evaluation of the State Targeted Response and Partnership for Success Projects ................................................................................. 33
Parent Partners for Families of Miami-Dade County ............................. 33
Regional Partnership Grants to Increase the Well-Being of, and to Improve the Permanency Outcomes for, Children Affected by Substance Abuse ........................................................................... 34

System Planning & Policy ................................................................. 34
Consultation on System of Care Development .................................... 34

Trauma-Based Support ........................................................................ 34
IMPACT Project .................................................................................. 34
The Trauma Recovery Institute ............................................................ 34

Workforce Development ....................................................................... 35
A Solution to Personnel Shortages in the Florida Public Vocational Rehabilitation System ................................................................. 35
Achieving Competitive Customized Employment through Specialized Services .............................................................................. 35
Institute for Translational Research Education in Adolescent Drug Abuse ......................................................................................... 35
Project ABA: Preparing Related Services Personnel in Applied Behavior Analysis for Children with Autism ........................................ 35
Project EBAS: Enhancing Behavior Analytic Services for Children with Severe Emotional and Behavioral Disorders ................................. 36

IMPACT Activities

Appointments ...................................................................................... 38
Awards ................................................................................................. 38
Book Chapters ..................................................................................... 38
Books ................................................................................................. 40
Conference Presentations ................................................................... 40
Editorial Positions ............................................................................... 48
Media ................................................................................................. 49
Patents ................................................................................................. 50
Peer-Reviewed Journal Articles ......................................................... 50
Reviewers ......................................................................................... 55
Book ..................................................................................................... 55
Grant ................................................................................................ 55
Journal .............................................................................................. 55

Technical Reports ............................................................................... 56
Acronyms ......................................................................................... 58
Project List ........................................................................................ 60
Child & Family Studies

Child & Family Studies (CFS) is one of seven departments and schools within the College of Behavioral & Community Sciences (CBCS) at the University of South Florida (USF). 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

Child & 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

For additional information on the programs below, visit https://www.usf.edu/cbcs/cfs/academics.

Applied Behavior Analysis (ABA)

ABA focuses on meaningful behavior change to increase the quality of life for individuals in all walks of life. Our nation's current demand for skilled behavior analysis practitioners is outpacing the field's current capacity for training them. USF is helping to meet that demand for practitioners in the fields of developmental disabilities, autism, education, child protective services, child behavior disorders and rehabilitation. Masters (traditional and online) and doctoral degrees are offered, as well as an undergraduate minor, continuing education credits and Registered Behavior Technician (RBT) training.

Child and Adolescent Behavioral Health (CABH)

This fully online program prepares professionals to serve in community, youth, and family agencies and organizations that work to promote the well-being of children, adolescents, and emerging adults. The program offers both thesis and applied tracks. 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.

Rehabilitation and Mental Health Counseling Program (RMHC)

This program trains a workforce of professionals that promote quality behavioral health care for all, particularly people with disabilities, including those of a physical, mental, emotional or chemical nature. Both non-thesis and thesis programs provide high quality teaching and inspire learning in rehabilitation and mental health counseling and related disciplines. Graduates are prepared for careers as both rehabilitation specialists and mental health counselors.

Graduate Studies in Behavioral Health

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.

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.

Undergraduate Certificate in Addictions and Substance Abuse Counseling

This certificate is primarily designed for students interested in pursuing a career working in the addiction and substance abuse field. Completion of the certificate program meets partial requirement for state certification as an addiction professional (CAP).
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.

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.

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.

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.fmhi.usf.edu/CARDconference

CFS Resource Centers & Training Programs
- **Florida’s Center for Child Welfare Practice** works in collaboration with the Florida 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)
  - Florida Positive Behavioral Interventions and Support: Multi-Tiered System of Supports (FLPBIS:MTSS)
  - Florida Home Instruction for Parents of Preschool Youngsters (HIPPY) Training & Technical Assistance Center
  - Florida Positive Behavioral Interventions & Support Project
  - Interdisciplinary Center for Evaluation and Intervention (ICEI)
  - National Center for Pyramid Model Innovations (NCPMI)
  - Partnership for Effective Programs for Students with Autism (PEPSA)
  - Program-Wide Positive Behavior Support (PWPBAS)
  - Technical Assistance Center for Positive Behavioral Interventions and Supports (PBIAS)
  - 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. and inform Floridians and their policy makers about the quality of life for Florida’s children.
- **Institute for Translational Research Education in Adolescent Drug Abuse (ITRE)** is a one-of-a-kind education and training program that addresses best practices for translational research in the field of adolescent behavioral health as it relates to substance abuse and co-occurring disorders.
- **Technical Assistance Network for Children's Behavioral Health (TA Network)/CLC Hub Library: Resources for Eliminating Behavioral Health Disparities** provides information, training and technical assistance, and evaluation consultation about cultural and linguistic competence.
- **The Learning Academy** at the University of South Florida is a customized transition program that assists in preparing young adults diagnosed with Autism Spectrum Disorder for employment. The Learning Academy provides services, supports and experiential opportunities that develop and enhance each student’s independence in meeting personal career goals.
- **USF Rightpath Research and Innovation Center** employs cutting edge research methods to improve language, literacy and mathematics development in young children who are at risk of poor outcomes due to limited English language proficiency, low socioeconomic and ethnic minority backgrounds, or those who have communication, learning, behavioral or intellectual disabilities.
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.fmhi.usf.edu](http://floridahippy.fmhi.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](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://doepartnership.fmhi.usf.edu](http://doepartnership.fmhi.usf.edu)

Research & Policy Conference on Child, Adolescent, & Young Adult Behavioral Health
Known as "The Tampa Conference," this annual gathering of more than 800 researchers, evaluators, policy-makers, administrators, parents, and advocates provides an independent 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](http://www.cmhconference.com)

CFS Highlights/Points of Pride

Global Engagement/International Activities
- Dr. Sarah Bloom delivered the invited keynote address at Turkey's Association for Behavior Analysis National Conference for Functional Analysis in Eskesehir, Turkey.
- Dr. Kwang-Sun Blair delivered two invited workshops at the Korean School Psychology Association conference, a seminar at Seoul Dawn School for children with developmental disabilities, and a colloquium at Kongju National University in South Korea.
- Dr. Kwang-Sun Blair and her students presented at the Pan Africa Congress on Autism in Nairobi, Kenya.
- Dr. Sarah Bloom delivered a keynote address and a workshop at the National Organization of Israeli Behavior Analysts conference held at Beit Berl University between K'far Saba and Tel Aviv, Israel.
- Ruby Joseph met with faculty and students from Nigeria, West Africa's Kwara State University, along with village representatives, community elders and families regarding the feasibility of implementing the Home Instruction for Parents of Preschool Youngsters (HIPPY) early childhood education program.
- As part of Dr. Heather George's establishment of an international research partnership through USF World in 2016, educators from Belgium and Windesheim University in Zwolle, The Netherlands visited USF in October 2018 to learn firsthand about Florida's Positive Behavioral Interventions and Support (FLPBIS) Project approach for supporting student behavior. The Dutch visitors were comprised of special education and general education teachers, school principals, administrators, PBIS coaches and researchers.
- Dr. William Kearns was an invited keynote speaker for the Jockey Club Smart Ageing Hub Opening Ceremony & Symposium at the Hong Kong Polytechnic University.
- Dr. William Kearns was an invited main panelist at the International Gerontechnology EXPO & Forum in KINTEX, Ilsan, South Korea.
- Dr. Trina Spencer provided consultation in Minsk, Belarus as part of a humanitarian group to help build capacity of Belarusians' to work with young children with autism.
- Shelley Clarke, MA, BCBA was invited to conduct a day long presentation as part of an international conference that targeted PBS leadership teams spread across Northern England.
- Dr. Rose Iovannone was a major contributor at the Queensland Positive Behaviour for Learning Conference held in Australia. She provided 4 presentations consisting of an invited keynote address, two concurrent sessions and a master workshop. Her presentations focused on evidence-based individualized behavior interventions.
- In addition to Spanish, Chinese, Korean, and Japanese, Dr. Ray Miltenberger's textbook *Behavior Modification Principles and Procedures (5th Edition)* is now published in Portuguese.

Student Success: Programs, Teaching, Student Services (USF Goal 1)
- CFS's student credit hours have grown 72% for both undergraduate and graduate courses since 2006.
- Student credit hours in CFS's Applied Behavior Analysis (ABA) minor increased by 20% since 2018.
- Dr. Kwang-Sun Blair was PI on two federal training grants for over 2 million dollars that funded students for special training in individualized positive behavioral interventions and supports for school-aged children with severe emotional and behavioral disorders.
- ABA faculty published 25 papers and chapters, with 20 different USF student authors.
ABA faculty and students presented 19 papers at the May 2019 ABAI.

U.S. News & World Report’s America’s Best Graduate Schools rankings released in March 2019, listed our Department at 27th in the nation in Best Health Schools, Rehabilitation Counseling, which is a significant accomplishment compared to the 2010 listings where the Department was ranked 39th of 166 programs in the nation.

The online M5 in Child & Adolescent Behavioral Health Program earned #1 ranking by BestColleges.com in the child development category.

The online MA in Applied Behavior Analysis Program earned #1 ranking by BestColleges.com in the behavioral psychology category.

100% of RMHC students who took their comprehensive exam passed.

RMHC Student Jenny Vosburg received the John A. Orphanidys Scholarship. Named after a leader in private sector vocational rehabilitation services in Florida, the fund was established to recognize Florida vocational rehabilitation graduate students who have expressed a commitment to work in private vocational rehabilitation.

**Research & Innovation (USF Goal 2)**

During FY2019, CFS managed a portfolio of contracts and grants totaling over $65 million.


CFS submitted proposals in FY2019 totaling $26,391,689 to federal agencies and $4,674,891 to non-federal agencies. CFS successfully secured 30.5% of these submissions with an additional 23.7% still in review.

In addition to awards received by tenure faculty, 10 A&P employees in CFS have submitted proposals representing $1.9 million dollars.

CFS had 9 researchers in the top 100 of grant awardees across all of USF.

CFS had 6 researchers in the top 10 grant awardees in CBCS.

CFS faculty authored 3 books, 30 book chapters, 88 peer reviewed journal articles, 32 technical reports, provided 190 presentations, 51 invited presentations, which includes 19 keynotes at state, national or international conferences.

19 faculty served on editorial board positions for 44 journals.

24 faculty served as journal reviewers for 55 journals.

The *Journal of Behavioral Health Services and Research* is edited by Dr. Bruce Lubotsky Levin. The Journal is a peer-reviewed, multidisciplinary journal that publishes articles on the organization, financing, delivery, and outcomes of behavioral health services, including mental health, alcohol, and substance abuse. It is the official publication of the National Council for Behavioral Health and published by Springer Publications.

Dr. Liz Perkins, FCIC’s Associate Director and President of the American Association on Intellectual and Developmental Disabilities, gave an AAIDD Conference presidential address on the topic of “Reaffirming Diversity and Inclusion.” Now published in one of the three AAIDD Journals, *Intellectual and Developmental Disabilities*.

Dr. Christina Dillahunt-Aspillaga was profiled in American Congress of Rehabilitation Medicine’s Research Spotlight.

Dr. Christina Dillahunt-Aspillaga was invited to serve as Chair of the International Military and Veterans Networking Group which provides high quality evidence-based education and training to rehabilitation professionals to promote and advance the science and practice of rehabilitation appropriate for military and Veteran populations and their family members.

Dr. Heather George provided the keynote addresses at the:

<table>
<thead>
<tr>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th Annual Southeastern School Behavioral Health Conference</td>
<td>Myrtle Beach</td>
</tr>
<tr>
<td>2018 National Leadership Forum on School-Wide Positive Behavioral Interventions and Support in Chicago, IL.</td>
<td></td>
</tr>
</tbody>
</table>

**Community/Engagement/Service (USF Goal 3)**

ABA, CABH, and RMHC students provided over 100,000 community service hours through practicum placements and field experience.

The Learning Academy at USF and MacDonald Training Center developed a new collaboration to provide educational programs in technology for people with disabilities. Students will have the opportunity to earn globally recognized industry certifications in a variety of technology fields, all with the goal of technology-based employment, one of the fastest growing sectors in Florida.

74% of The Learning Academy graduates reported that they found employment after graduating from TLA. This figure is almost double the employment rate of 32.5% for individuals with an autism spectrum diagnosis reported in the National Longitudinal Transition Study-2 (NLTS2). In addition, 96% of TLA graduates and TLA job seekers reported they went on to some type of meaningful activity, including higher education, employment or volunteering.

An article, *Law Enforcement Suicides: Protect Ourselves, Protect Each Other* and co-authored by CFS’s Steve Roggenbaum, was shared in 10,000 copies of the Fall Edition of Florida Sheriff’s Association’s All Points Bulletin.

The Center for Autism & Related Disabilities at USF (CARD-USF) consultants have developed materials and employee trainings and provided technical support to prepare the Tampa Parks and Recreation programs, the fire and rescue responders, and the convention center to support and recognize the needs of those on the autism spectrum.

Mindy Stevens, Assistant Director at CARD-USF, moderated a panel discussion for WEDU Public Media at the Glazer Children’s Museum concerning the impact of PBS shows and others for children on the autism spectrum.
The Florida Center for Inclusive Communities supported communities in FY19 as follows:

- Provided 41,365 hours of services to 2,905 individuals with developmental disabilities and their families, including:
  - Provided 7,705 hours of technical assistance to 7,967 individuals.
  - Provided 4,581 hours of interdisciplinary preservice and community training to 14,186 participants.
- The Florida Home Instruction for Preschool Youngsters Program served 1,934 children across 16 sites in 18 Florida counties.
- A total of 2038 schools (1731 Active and 307 Inactive) in Florida have been trained through Florida’s Positive Behavioral Interventions & Support Project during the 2018-19 school year. An expanded framework is now inclusive of mental health issues, trauma informed practices, restorative practices, and culturally responsive support.
- Of the 1731 active schools, 1308 schools submitted a PBIS Benchmarks of Quality at the end of the year (a nationally used measure of fidelity of Tier 1 PBIS implementation).
- 75% of schools reported implementing with fidelity (and average score of 88% across the 1308 schools reporting).
- For the 2018-19 school year, the following number of schools at the various levels were recognized as demonstrating high levels of implementation and lower rates of exclusionary discipline:
  - 184 Gold level
  - 128 Silver level
  - 90 Bronze level

Florida’s Center for Child Welfare Practice issued an average of 7,000 certificates monthly to child welfare professionals and foster parents.

The Rightpath Research & Innovation Center participated in research in 96 schools with 3,125 children.

**Fundraising/Development Activities**

- CARD’s Autism Services Fund, Learning Academy Success Fund, Autism Endowment Fund, and Learning Academy Fund received $97,818 in FY 19.
- Since May 2011, Tampa Interbay Rotary Foundation, Inc/Cycling for Autism event has given a total of $188,908 to CARD-USF and the ABA Program.

**Educational Business and Entrepreneurial Activities**

- The 32nd Annual Research & Policy Conference on Child, Adolescent and Young Adult Behavioral Health continued its growth with nearly 800 attendees and generated over $466,000.
- The Learning Academy is supported through the Florida Division of Vocational Rehabilitation 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 fourth year of its online master’s program funded as a cost recovery program by Innovative Education at USF.

- In FY2019, the ABA Program’s popular online training format for continuing education credits for Behavior Analysts and Registered Behavior Technician Training generated $78,886.

**Awards, Honors, & Special Recognition**

- Dr. Karen Berkman received USF PRIDE’s First Lifetime Achievement Award by the Presidential Advisory Committee on Sexual Orientation and Gender Identity.
- CARD-USF and their innovative project, the Autism Friendly Business Initiative, was nominated for the Joe Sanchez, Jr. Leadership Award at the 2018 Mayor’s Alliance for Persons with Disabilities Award Luncheon. The award recognizes outstanding achievement in the increase of integration of people with disabilities into public and private programs, services, events and facilities.
- Dr. Tammy Jorgensen-Smith received the following nominations and awards:
  - CBCS Outstanding Research Accomplishment Award.
  - Nominated for the Barry University Distinguished Alumni Award Nominee.
  - Nominated for the American Rehabilitation Counseling Association’s Rehabilitation Counselor of the Year Award.
- Dr. Chih-Chin Chou received the Outstanding Faculty Award, University of South Florida.
- Dr. Chih-Chin Chou received a U.S. Fulbright Senior Research Scholar, 2018-2019. The Project Social Support in Vocational Rehabilitation Outcomes for Indigenous People with Disability and Chronic Illness was conducted in Taiwan.

**CFS Annual Fall Luncheon Awards**

- CFS Outstanding Community Partners:
  - Anna Randazzo: Pasco County Schools
  - Arizona Jenkins III: New Horizons Support Group for People with Disabilities
  - Sheryle Baker & Thomas Brown: The Life Center
  - Sheff Crowder: Conn Memorial Foundation
  - Zachary Gibson: Governor’s Office of Adoption and Child Protection
- CFS Outstanding University Partners:
  - Stefan Phekoo, Ben Edwards, Roger Andrews, Alberto Delgato: CBCS Security
  - Julie Moore: USF Institutional Review Board, USF Research, Integrity & Compliance
- CFS Outstanding Individual Achievement Award
  - Connie Walker, PhD: CBFH
  - Dabaram Rampersad: HIPPY
- CFS Outstanding Team Achievement Award:
  - Making Connections Evaluation Team
### 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 2013-2018 Strategic Plan.

### Overview of CFS Activities

The matrix on the following pages lists academic programs and research, evaluation and technical assistance projects within Child & Family Studies. Project information is arranged by topic areas and includes a series of headers as shown below.

#### Principal Investigator
The lead researcher for the project.

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

#### Accomplishments
Academic programs provide a listing of student and faculty successes for the fiscal year.

#### Funder
The federal, state or local agency supporting the project.

#### Status
Continuing or new project.

#### Amount
Funding provided for the FY19 year.

#### USF 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).

<table>
<thead>
<tr>
<th>USF Strategic Goal 1</th>
<th>USF Strategic Goal 2</th>
<th>USF Strategic Goal 3</th>
<th>USF Strategic Goal 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>USF will, through a continued commitment to student success, produce well educated global citizens.</td>
<td>USF will, through its high-impact research and innovation, change lives for the better, improve health, and foster sustainable development and positive societal change.</td>
<td>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.</td>
<td>USF will pursue a more secure economic base, greater operational and resource efficiencies, and increased transparency in its business practices.</td>
</tr>
</tbody>
</table>

---

**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) Doctoral Program

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

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

**Accomplishments:** 1. 8 students graduated with their PhD.  
2. The program admitted 3 students in the fall of 2018.  
3. The program received funding from the USF Provost to support doctoral students as TAs.  
4. Doctoral students received funding to teach in the online ABA master’s program.  
5. The program received an Interbay Rotary Autism Fellowship to fund a doctoral student.  
6. ABA doctoral students helped create online learning modules, including a module on supervision.

**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.

### Applied Behavior Analysis (ABA) Master of Science

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

**Program:** The on-campus ABA Master of Science 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.

**Accomplishments:** 1. 35 students from the program graduated with their master’s degree.  
2. The program admitted 16 students in the fall of 2018.  
3. ABA faculty published 25 papers and chapters, with 20 different USF student authors.  
4. ABA faculty and students presented 19 papers at the May 2019 ABAI conference.  
5. ABA faculty gave 8 invited addresses at international, national, and regional conferences.  
7. Sarah Bloom delivered the Keynote Address at the Association for Behavior Analysis Turkey’s First National Conference for Functional Analysis in Eskesehir, Turkey.  
8. ABA faculty and students presented at the annual APBS Conference, the CEC conference, and the OSEP Directors Conference.  
9. Kwang-Sun Blair was PI on two federal grants for over 2 million dollars that funded students for training in ABA and autism and ABA with children with severe emotional and behavioral disorders.  
10. The Graduate Student Assistance Fund provided funds to nine students.  
11. ABA program continues to offer the popular Registered Behavior Technician (RBT) (TM) training course.

**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.

### Applied Behavior Analysis (ABA) Online Master of Arts

**Contact:** Rachel Scalzo  
rscalzo@usf.edu

**Program:** The online ABA Master of Arts 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.

**Accomplishments:** 1. 35 students from the online program graduated with their master’s degree.  
2. The program admitted 27 students for fall of 2017 and 24 students in the spring of 2019.  
3. Two students presented posters at May 2019 ABAI conference.

**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.
### Applied Behavior Analysis (ABA) Undergraduate Program

**Contact:** Rocky Haynes  
rhaynes@usf.edu

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

**Accomplishments:**  
- Student credit hours in the ABA minor courses increased by 20% from the previous year.
- Rocky Haynes was hired as the program coordinator.
- Faculty developed two new courses (Ethics, Supervision, and Management in ABA; ABA and Aging).

**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 (CABH) Master of Science (MS) Program

**Contact:** Debra Mowery  
mowery@usf.edu

**Program:** This fully online non-clinical program prepares professionals to serve in public and nonprofit agencies and schools that work to positively impact the lives of children, adolescents, and emerging adults. The program offers both thesis and applied tracks. Potential employment opportunities include positions such as directors, supervisors, and case managers in mental health, substance abuse, juvenile justice, developmental disabilities, and child welfare agencies, as well as consultants in schools and early education and care programs. Educational opportunities include advancement to doctoral programs in public health and the behavioral and social sciences. Four focus areas within the overall program curriculum include Developmental Disabilities, Leadership, Research & Evaluation, and Youth & Behavioral Health.

**Accomplishments:**  
- The CABH program had 46 students in 2018-2019.
- The program graduated 12 students.
- As part of their Field Experience, CABH students Aniya Bess-Rosa and Rachel Lettieri completed their internships with the Children's Mental Health Network remotely. Although our program is totally online, this was a first for the program.

**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.

### Rehabilitation and Mental Health Counseling (RMHC) Program

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

**Program:** The Rehabilitation and Mental Health Counseling Program (RMHC) 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 47 students.
- 36 graduates applied for licensure as either an LMHC or LMFT.
- 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 Addictions & Substance Abuse Counseling

Contact: Vicky Buckles
vbucks@usf.edu

Program: 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.

Accomplishments: ■ 13 students graduated from the Certificate.
■ 17 students were accepted into the Certificate.
■ 23 students were enrolled in the Certificate.

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 Certificate in Children’s Mental Health

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 200 students from 19 states have enrolled in the Certificate in CMH since its inception.
■ 68 students have been awarded the Graduate Certificate in CMH; 7 in 2018-2019.
■ 14 new students were admitted into the program (4-summer,’18; 6-fall,’18; 4-spring,’19).
■ A total of 24 students were enrolled in the program in 2018-2019.
■ Students in the Certificate were enrolled in the following courses:
  » 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.
3. Create partnerships to build a strong sustainable future for Florida.

Graduate Certificate in Leadership in Child & Adolescent Behavioral Health

Contact: Linda Callejas
callejas@usf.edu

Program: The graduate certificate in Leadership in Child & Adolescent Behavioral Health 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. Students will gain a broad understanding of leadership theory and practice with a focus on developing their own leadership potential. The graduate certificate will provide students with tools and strategies for leading organizations that serve the behavioral health needs of children, youth, and their families in a variety of contexts including mental health, education, juvenile justice, and child welfare.

Accomplishments: ■ 1 student was awarded the Graduate Certificate in Leadership, 2018-2019.
■ 6 students were actively enrolled in the program (admitted spring 2018-fall 2018).
■ 4 new students were admitted into the program spring,’19.

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 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:
- 13 students graduated from the Certificate.
- 38% of students who graduated from the MFT Certificate have applied for Licensure in Marriage and Family Therapy.
- 14 students were accepted into the Certificate.
- 28 total students were enrolled in the Certificate.

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 Certificate in Positive Behavior Support

Contact: Laura Rodriguez-Lopez
lrodri11@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:
- In FY 2019, increased the number of students enrolled and the number of students completing the PBS certificate.
- 30 new students benefited from the PBS certificate orientation.
- 46 students were actively enrolled in the PBS Graduate Certificate during FY 2019.
- Of the 46 students, 14 were not enrolled in the PBS certificate but benefited from completing one of the core courses.
- 22 students completed in FY 2019 with a total of 123 having completed the PBS certificate requirements since program inception.
- 16 students completed an individualized intervention plan.

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 Certificate in Research in Adolescent Behavioral Health

Contact: Bruce Lubotsky Levin
levin@usf.edu

Program: The graduate certificate is offered through the Institute for Translational Research Education in Adolescent Drug Abuse, a joint initiative of the USF College of Behavioral & Community Sciences and Northern Arizona University (NAU) (led by the USF CBCS Department of Child & Family Studies and the NAU Center for Health Equity Research). It is funded by the National Institute on Drug Abuse of the National Institutes of Health under award number R25DA031103.

Accomplishments:
- The current cohort (Spring 2019 - Spring 2020) of 16 Institute Scholars reflects graduate student participation from a variety of disciplines, including public health, child & adolescent behavioral health, social work, nursing, psychology, health education, occupational therapy, behavioral & community sciences, rehabilitation & mental health counseling, and anthropology/interdisciplinary health.
- Throughout the development of service learning, the Institute promotes community engagement and collaboration with seven behavioral health and education organizations. Two of such organizations are based in Phoenix and Flagstaff, Arizona, and the other five are in the Tampa Bay area. Of the Tampa Bay area organizations, two of them are new agency partners.
- As of June 30, 2019, 5 cohorts (63 Scholars) have completed the Institute graduate certificate program, service-learning projects, and conference presentations.

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.
Collaborative Graduate Programs

Public Health/Behavioral Health Concentration

Contact: Bruce Lubotsky Levin
levin@usf.edu

Program: This program is a joint initiative between the USF College of Behavioral & Community Sciences (CBCS) and the USF College of Public Health COPH (led by the CBCS Department of Child & Family Studies and the COPH Behavioral Health Concentration). The program includes students in the following degree programs (all with Behavioral Health Concentration/Focus): Master of Public Health (MPH)
» Master of Public Health (MPH)
» Master of Science in Public Health (MSPH)
» Masters of Social Work/ Masters of Public Health Concurrent-Degree Program (MSW/MPH)
» Doctor of Public Health (DrPH)
» Doctor of Philosophy (PhD)
» Graduate Certificate in Translational Research in Adolescent Behavioral Health Program

Accomplishments:
- There was a total of 40 graduate students in the Behavioral Health Concentration within the five-degree programs in the USF College of Public Health.
- In 2018-2019, there was a total of 10 graduates in the Behavioral Health Concentration program: 4 MPH Degree students; 2 MSPH Degree students; 3 MSW-MPH Concurrent Degree students; and 1 DrPH Degree student.
- The program continues to be recognized as a unique program nationally and one of only two interdisciplinary programs in the United States for training graduate students in a behavioral health concentration within an U.S. accredited college/school 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 MS Degree in Child & Adolescent Behavioral Health, the new CBCS PhD Degree program, as well as in the PhD, DrPH, MSPH, MPH, and MSW/MPH 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.
3. Create partnerships to build a strong sustainable future for Florida.
### Applied Behavior Analysis (ABA) RBT™ Training

**Contact:** Catia Cividini-Motta  
catiac@usf.edu

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

**Accomplishments:**
- ABA program created more online learning modules, including a module on supervision.
- Enrollment in the course continues to increase.

**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.
**Autism and Related Disabilities**

**Center for Autism and Related Disabilities (CARD)**

**Pl:** Berkman, Karen  
**Abstract:** The Center for Autism and Related Disabilities (CARD-USF) at the University of South Florida is a community-based project that provides information and consultation to individuals diagnosed with autism spectrum disorder and related disabilities. CARD at USF is one of six regional CARD sites funded by the Florida State Legislature and offers instruction and coaching to families and professionals through a training and assistance model.

**Funder:** State of Florida  
**Status:** Continuing Award  
**Amount:** $1,444,757  
**USF Goals:**  
1. Change lives for the better through high-impact research and innovation.  
2. Create partnerships to build a strong sustainable future for Florida.

**Improving Postsecondary Outcomes for Hispanic Youth with Autism Spectrum Disorders**

**Pl:** Berkman, Karen  
**Abstract:** Hispanic and Latino youth and young adults with Autism Spectrum Disorders (ASD) face a variety of challenges in accessing and completing post-secondary education and training programs. The challenges resulting in these disparities are just beginning to be understood. Students with ASD identified as Hispanic are more likely to be placed in classrooms for emotional and behavior disorders, instead of ASD classrooms, which may have resulted in Hispanic/Latino students being unable to access evidence-based practices for optimal education outcomes for this group. The University of Central Florida Center for Autism and Related Disabilities (UCF-CARD), and the seven sister CARD centers around the State including USF-CARD, are uniquely qualified to deliver educational outcomes by virtue of their long history of service, commitment to the Hispanic/Latino community, and expertise in ASD. Together with the FDDC leadership and Florida College System, the CARD centers will compile and analyze baseline data and develop targets for annual improvement.

**Funder:** State of Florida: Developmental Disabilities Council  
**Status:** Continuing Award  
**Amount:** $8,439  
**USF Goals:**  
1. Change lives for the better through high-impact research and innovation.  
2. Create partnerships to build a strong sustainable future for Florida.

**Let’s Play Together: A Peer Implemented Pivotal Response Train with Preschoollers with Autism.**

**Pl:** Fox, Lise  
**Abstract:** Preschool is a critical time in the development of play and social skills for all children, specifically children with autism. Children with autism often experience delays in age appropriate play skills and are deficient in the social skills required to successfully engage with peers in the classroom. This study seeks to evaluate typically developing children’s ability to implement Pivotal Response Training strategies during center play with children with autism in their preschool classroom.

**Funder:** Organization for Autism Research  
**Status:** New Award  
**Amount:** $2,000  
**USF Goals:**  
2. Change lives for the better through high-impact research and innovation.

**Partnership for Effective Programs for Students with Autism (PEPSA)**

**Pl:** 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 pre-conference 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:** State of Florida: Department of Education  
**Status:** Continuing Award  
**Amount:** $340,819  
**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.
Child Welfare System and Practice Improvement

**Evaluation of the Grant to Address Trafficking within the Child Welfare Population in Jacksonville, FL**

**PI:** Johnson, Melissa  
**Abstract:** This 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.  
**Funder:** Our Kids of Miami-Dade/Monroe, Inc.  
**Status:** Continuing Award  
**Amount:** $50,000  
**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:** 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.  
**Funder:** Florida Department of Children and Families  
**Status:** Continuing Award  
**Amount:** $375,000  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.

**Florida's Child Welfare Information and Training Gateway**

**PI:** Menendez, Pamela  
**Abstract:** 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 online information-sharing portal where peers and experts can interact with each other and develop online learning communities. [http://www.centerforchildwelfare.org](http://www.centerforchildwelfare.org).  
**Funder:** Florida Department of Children and Families  
**Status:** Continuing Award  
**Amount:** $873,587  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.

**Nevada QPI/JIT Website**

**PI:** Menendez, Pamela  
**Abstract:** The University of South Florida (USF), a public university, will provide direct services to foster/adoptive parents, relative caregivers and birth parents of foster children through the Quality Parenting Initiative (QPI) and Just In Time training (JIT) Website. The website will provide information and web-based training videos that will facilitate foster/adoptive parents, relative caregivers and birth parents learning strategies to improve their parenting skills. The web-based trainings will include such topics as: trauma informed parenting, mentoring of biological parents by foster parents; strategies to support successful reunification, how to support foster children's education; support the healthy development of infants and toddlers in foster care; importance of providing quality health care; brain development; and adolescent development.  
**Funder:** Nevada Dept of Child and Family Services  
**Status:** Continuing Award  
**Amount:** $20,000  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.
**Child Welfare System and Practice Improvement**

**QPI Just in Time Training - Cuyahoga County, Ohio**

**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:** Cuyahoga County Division of Children and Families  
**Status:** Continuing Award  
**Amount:** $27,235  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.

**Quality Parenting Initiative (QPI)**

**PI:** Menendez, Pamela  
**Abstract:** University of South Florida will create and maintain a Quality Parenting Initiative (QPI) California website which will provide QPI leadership at each site through collecting and making available QPI tools, policies, practice innovations, key documents, and video presentation on systems change. USF will provide an information exchange and access to information from other states as well as web conferences and webcasts for inter-site and inter-state. USF will provide foster parents and caregivers with a resource bank of training videos, a way for foster parents to attend trainings online, connection with other foster parents and resources in their county and state.  
**Funder:** University of California, Berkeley  
**Status:** Continuing Award  
**Amount:** $86,503  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.

**Technical Assistance Network for Children’s Behavioral Health (TA Network)**

**PI:** Callejas, Linda  
**Abstract:** 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. Under the lead of the University of Maryland, School of Social Work, CFS faculty and staff will support the CMHI grantees as they work to ensure the hallmarks of systems of care – a coordinated network of services and supports that is family-driven, youth-guided, culturally and linguistically competent, and data-driven – are in place.  
**Funder:** University of Maryland  
**Status:** Continuing Award  
**Amount:** $239,800  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.

**The Impact of the S.P.A.R.K. Intervention on Risky Sexual Behavior and Teen Pregnancy Prevention**

**PI:** Yampolskaya, Svetlana  
**Abstract:** The study examines 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.  
**Funder:** Children’s Home Society of Florida  
**Status:** Continuing Award  
**Amount:** $132,809  
**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.
**Community Supports**

**All Pro Dad’s Evaluation**

PI: Massey, Oliver T  
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 Award  
Amount: $22,500  
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 Behavioral Health Service Provider Directory Update**

PI: Cruz, Areana  
Abstract: This project updates a statewide directory of behavioral health providers in Florida for children and adolescents. The University of South Florida (USF), Department of Child and Family Studies (CFS) will provide these services to the Florida Department of Health (Department) Office of Children's Medical Services (CMS) the Managed Care Plan and Specialty Programs. The Florida Department of Health (FDOH) Office of Children's Medical Services (CMS) Managed Care Plan is collaborating with University of South Florida, Department of Child and Family Studies to utilize their extensive expertise, knowledge, and resources to update the directory of the state of Florida's behavioral health providers and assess readiness for behavioral health integration with primary care providers and behavioral health providers for children and adolescents that USF originally created for the department. CFS will provide these services to the Florida Department of Health.  
Funder: Florida Department of Health  
Status: New Award  
Amount: $5,000  
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 Center for Excellence in Developmental Disabilities Education, Research and Service (UCEDD)**

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 on Developmental Disabilities  
Status: Continuing Award  
Amount: $570,000  
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.
Community Supports

Florida Diagnostic and Learning Resource System

Pl: Iovannone, Rose

Abstract: 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 specialization areas as indicated by needs assessments to families, community and medical agency staff, and educational personnel.

Funder: State of Florida: Department of Education
Status: Continuing Award
Amount: $450,000
USF Goals: 2. Change lives for the better through high-impact research and innovation.

Florida Project Coordination for Educational and Community Supports

Pl: Evanovich, Lauren

Abstract: This project will coordinate the recruitment of district and school-based staff to complete a sustainability of Positive Behavioral Interventions and Supports survey and serve as the liaison to the supporting University (University of Oregon) for data collection and organization of research efforts.

Funder: US Department of Education
Status: New Award
Amount: $1,000
USF Goals: 2. Change lives for the better through high-impact research and innovation.

Independent Assessment of the Florida Medicaid NET Program

Pl: Rohrer, Leokadia

Abstract: The Florida Medicaid Non-Emergency Transportation (NET) program provides transportation services to ensure access to medical care for beneficiaries who are unable to drive, cannot afford to own or maintain a vehicle, or do not have access to affordable transportation. Currently, most beneficiaries receive their transportation services through a managed care plan; however, NET services continue to be provided by subcontracted transportation providers (STPs) to individuals who are excluded from participating in managed care or who are authorized to voluntarily opt out of managed care. This study evaluates three aspects of the NET program for individuals who are not enrolled in a managed care plan: access to services, quality and efficiency of services, and cost effectiveness of services. It is a continuation of the NET program evaluation that was conducted in 2016.

Funder: Agency for Healthcare Research & Quality
Status: Continuing Award
Amount: $64,489
USF Goals: 2. Change lives for the better through high-impact research and innovation.
### Community Supports

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

**Pl:** Stern, Marilyn  
**Abstract:** Approximately 40-50% of off-treatment pediatric cancer survivors (PCS) are overweight or obese; thereby increasing their risk for negative long-term physical health complications. Using our successful pilot trial testing the preliminary feasibility and efficacy of NOURISH-for Healthy Transitions (NOURISH-T, 5R21CA167259-02) as a base, we address obesity in PCS by targeting parents as agents for change in modeling healthy eating and physical activity behaviors to promote positive PCS health behavior change and long-term healthy weight. This multi-site application addresses the public health epidemic of obesity by conducting a randomized control trial to test the efficacy of our intervention, NOURISH-T+, across a diverse sample of PCS and their parents at four pediatric oncology clinics, with the goal of establishing a framework for future translation and dissemination of NOURISH-T+.

**Funder:** National Institutes of Health  
**Status:** New Proposal  
**Amount:** $3,281,070  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.

#### Sarasota County Children's Mental Health Environmental Scan

**Pl:** Abella, Anna  
**Abstract:** USF’s task is to prepare a strategic framework that, if effectively implemented, improves the mental health environment for children, youth, and young adults (ages 0-24) in Sarasota County. USF will conduct research and collect data to examine the mental health care needs and existing mental health care resources available for the target population, and will use these research findings to inform the creation of this framework. This research incorporates: a needs assessment outlining ages, numbers and regional locations of ages 0-24 children needing mental health assistance/care; a report card for Sarasota County’s existing mental health system (prevention, intervention, and treatment); an analysis of the capacity of existing primary care providers to assist with the growing demand for child, adolescent and young adult mental health care in the County; identification of the barriers/challenges for improving the mental health of our target population (0-24) in Sarasota County; an evaluation of the impact untreated mental illness has on the Sarasota County economy, medical systems, criminal justice system, families, schools and area businesses; development of benchmarks and outcomes measures that can motivate system changes in services, policies and funding.

**Funder:** Charles & Margery Barancik Foundation  
**Status:** New Award  
**Amount:** $199,070  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.

#### UCEDD National Training Institute Program Generated Income (PGI)

**Pl:** Fox, Lise  
**Abstract:** 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.

**Funder:** Administration on Developmental Disabilities  
**Status:** Continuing Award  
**Amount:** $261,011  
**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.
Early Childhood

Developing, Testing and Evaluating a Group Coaching Approach as Part of a System of Differentiated Professional Development Supports

**PI:** Fox, Lise

**Abstract:** An investigation of the implementation of practice-based coaching through a group format will be tested in a randomized trial. Vanderbilt University and the University of South Florida will conduct this study within Head Start programs or Early Childhood Programs that serve low income children. The study will include 64 teachers across the two study sites. Teachers will be randomly assigned to a condition where they receive training only and a comparison condition where they receive 8 group coaching sessions paired with 8 distance coaching sessions. In the second year of the study, the research staff coach will mentor the program coach in implementing group coaching with the control group. Measures will include teacher implementation of practices, classroom interaction, and teacher ratings of child social skills and problem behavior.

**Funder:** Stranahan Foundation

**Status:** New Award

**Amount:** $95,391

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

Florida Project LAUNCH

**PI:** Sowell, Cathy

**Abstract:** The evaluation of Project LAUNCH 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 Florida Behavioral Health Network

**Status:** Continuing Award

**Amount:** $11,972

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

Early Childhood Systems Technical Assistance Center

**PI:** Fox, Lise

**Abstract:** Provides 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:** Department of Education: Office of Special Education and Rehabilitative Services

**Status:** Continuing Award

**Amount:** $179,540

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

### Hillsborough HIPPY Parent Involvement Project

**PI:** Fox, Lise  
**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 also 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:** The Children's Board of Hillsborough County  
**Status:** Continuing Award  
**Amount:** $1,358,046  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.

### Home Instruction for Parents of Preschool Youngsters

**PI:** Rampersad, Dabaram  
**Abstract:** The Home Instruction for Parents of Preschool Youngsters (HIPPY) program is a national home visiting model for caregivers of young children designed to increase school readiness and to foster parent involvement in their children's education and in community life. This contract funds HIPPY programs at 14 sites throughout Florida. It also supports the activities of the Florida HIPPY State Office located here at USF in FCIC. This office provides administrative support, training, technical assistance, quality monitoring, outreach and advocacy, and research and evaluation support to HIPPY programs in Florida and serves as the liaison between Florida HIPPY programs and the HIPPY national office, HIPPY USA.

**Funder:** State of Florida: Office of Early Learning  
**Status:** Continuing Award  
**Amount:** $3,900,000  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.

### Program-Wide Positive Behavior Support

**PI:** Winneker, Anna  
**Abstract:** This project provides training and technical assistance to early childhood programs on the implementation of effective methods to promote children's social-emotional competence and effectively address challenging behavior.

**Funder:** The Children's Board of Hillsborough County  
**Status:** Continuing Award  
**Amount:** $681,809  
**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:** Department of Education  
**Status:** Continuing Award  
**Amount:** No-cost extension  
**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 a collaboration with Metro Nashville, Tennessee, Public Schools to scale the Pyramid Model in preschool and kindergarten classrooms. The USF team will develop the training materials and will train teachers and coaches in the implementation of the Pyramid Model.  
**Funder:** Department of Education: Office of Special Education and Rehabilitative Services  
**Status:** Continuing Award  
**Amount:** $102,907  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.

**Florida KIDS COUNT 2019**

**PI:** Dollard, Norin  
**Abstract:** Florida KIDS COUNT, 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. FKC informs Floridians and their policy makers about the quality of life for Florida's children, and builds leadership and accountability for action on behalf of 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:** Annie E. Casey Foundation  
**Status:** Continuing Award  
**Amount:** $100,000  
**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 Children’s Social-Emotional Competence and Challenging Behavior

**PI:** Fox, Lise

**Abstract:** The purpose of this 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:** Department of Education

**Status:** Continuing Award

**Amount:** No-cost extension

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

Evaluation of Preschool Special Education Practices: Pyramid Model and Targeted Instructional Supports

**PI:** Fox, Lise

**Abstract:** This project will involve the development of integrated implementation guides on the Pyramid Model for preschool special education providers. The development will include training and coaching materials for the delivery of this model.

**Funder:** Mathematica, Vanderbilt

**US Department of Education**

**Status:** New Award

**Amount:** $85,336

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

Florida School Climate Transformation Grant

**PI:** George, Heather

**Abstract:** The School Climate Transformation (Florida SCT) project 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 FL-PBIS 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:** State of Florida: Department of Education

**Status:** Continuing Award

**Amount:** $1,006,310

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

National Center for Pyramid Model Innovations

**PI:** Fox, Lise

**Abstract:** A national technical assistance center to provide guidance, training, materials, tools, and on-site support to state leaders for the implementation and scale-up of evidence-based practices within early childhood and early intervention programs serving young children with disabilities.

**Funder:** Department of Education: Office of Special Education and Rehabilitative Services

**Status:** Continuing Award

**Amount:** $1,100,000

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

Positive Behavioral Interventions and Support: Multitiered System of Supports Project

Pl: 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: State of Florida: Department of Education
Status: Continuing Award
Amount: $1,737,861
USF Goals: 2. Change lives for the better through high-impact research and innovation.

Technical Assistance Center for Positive Behavioral Interventions and Supports IV

Pl: Kincaid, Don
Abstract: The OSEP-funded National Technical Assistance Center on Positive Behavioral 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: Department of Education: Office of Special Education and Rehabilitative Services
Status: Continuing Award
Amount: No-cost extension
USF Goals: 2. Change lives for the better through high-impact research and innovation.

Florida Children’s Mental Health System of Care (CMHSOC) Expansion Sustainability Project

Pl: McNeish, Roxann
Abstract: USF will evaluate the Children’s Mental Health System of Care Expansion Sustainability Project in four SOC Expansion Sites. USF shall coordinate with Department SOC project staff, local service providers and other stakeholders to develop data collection methods for a thorough evaluation and analysis based on grant project requirements. USF shall include family members on the evaluation team through the parent advisory group and parent data collectors and report evaluation findings to the statewide Core Advisory Team and the local planning teams in the Expansion Sites in a continuous quality improvement effort. The evaluation shall include two components: A culturally and linguistically competent process evaluation to measure effectiveness of the implementation process, fidelity to SOC values and principles, and fidelity to the statewide CMHSOC implementation strategic plan; and a clinical outcome evaluation to measure effectiveness of service provision to youth and family members.
Funder: Florida Department of Children and Families
Status: Continuing Award
Amount: $200,916
USF Goals: 2. Change lives for the better through high-impact research and innovation.

Technical Assistance Center on Positive Behavioral Interventions and Supports V

Pl: George, Heather
Abstract: This Center provides technical assistance to support implementation of social, and emotional learning (SEL) evidence-based programs and practices (EBPPs) by enhancing the capacity of (1) state educational agencies to support their local educational agencies and (2) local educational agencies to support their schools.
Funder: University of Oregon
Department of Education: Office of Special Education and Rehabilitative Services
Status: New Award
Amount: $800,000
USF Goals: 2. Change lives for the better through high-impact research and innovation.
Quality Improvement

Citrus Helping Adolescents Negatively Impacted by Commercial Exploitation (CHANCE)

PI: Johnson, Melissa
Abstract: The evaluation will assess the appropriateness and effectiveness of treatment interventions, fidelity to the program model, and outcomes of youth receiving the CHANCE intervention. The evaluation is organized into two components: the fidelity assessment and the outcomes evaluation. The fidelity assessment will examine whether services have been provided as intended, based on the specified program model. The outcomes evaluation will focus on youth outcomes associated with the CHANCE treatment program to assess whether functional and strengths outcomes for youth improved.
Funder: Citrus Health Network, Inc.
Status: Continuing Award
Amount: $50,804
USF Goals: 2. Change lives for the better through high-impact research and innovation.

Community-Based Child Abuse Prevention Program Evaluation

PI: Rohrer, Leokadia
Abstract: This evaluation assesses the impact of prevention programs that are provided by seven community-based care lead agencies in Florida. These programs are within the category of Family Support Services (FSS), and are designed to strengthen and support families with the goal of preventing future child maltreatment and the subsequent removal of children from their homes.
Funder: Florida Department of Children and Families
Status: Continuing Award
Amount: $135,265
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.

Evaluation of Child Welfare Pre-Service Training in Florida

PI: Vargo, Amy
Abstract: Through Senate Bill 1666, the Florida Legislature has prioritized the evaluation of the pre-service training for child protective investigators and case managers. This evaluation will determine how much transfer of knowledge and skills has occurred following pre-service training curriculum. Specifically, what workplace behaviors are in place as a consequence of training, and if knowledge gain has occurred without the corresponding behavior change, what environmental and systems level factors are hindering the desired application of knowledge. The skill transfer will be assessed in a variety of ways, such as, evaluating work tasks (assessment tools), performance checklists, supervisor assessments, peer reviews and observations.
Funder: Florida Institute for Child Welfare
Status: Continuing Award
Amount: $193,698
USF Goals: 2. Change lives for the better through high-impact research and innovation.

Evaluation of Pinellas Open Doors Project

PI: Abella, Anna
Abstract: This evaluation involves: 1) Development of a logic model to demonstrate the systems change framework as it relates to the Pinellas Open Doors project, 2) Assessment of the project objective to improve collaboration between major funders, policy makers, and health services providers in Pinellas County through participation in partner meetings, stakeholder interviews, and policy analysis, and 3) Assessment of the behavioral and health services outcomes of participants through the analysis of records provided by project partners (i.e., county jail, emergency rooms, detoxification facilities, Department of Health) and through the administration of the Functional Assessment Rating Scale (FARS).
Funder: Central Florida Behavioral Health Network
Status: Continuing Award
Amount: $50,000
USF Goals: 2. Change lives for the better through high-impact research and innovation.
**Quality Improvement**

**System of Care Practice Review Project**

<table>
<thead>
<tr>
<th>PI</th>
<th>Mowery, Debra</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<tr>
<td>Funder</td>
<td>Arizona Health Care Cost Containment System</td>
</tr>
<tr>
<td>Status</td>
<td>Continuing Award</td>
</tr>
<tr>
<td>Amount</td>
<td>$36,425</td>
</tr>
<tr>
<td>USF Goals</td>
<td>2. Change lives for the better through high-impact research and innovation.</td>
</tr>
</tbody>
</table>

**Reduction in Mental Health Disparities**

**Making Connections for Mental Health**

<table>
<thead>
<tr>
<th>PI</th>
<th>McNeish, Roxann</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>Funder</td>
<td>Movember Foundation</td>
</tr>
<tr>
<td>Status</td>
<td>Continuing Award</td>
</tr>
<tr>
<td>Amount</td>
<td>$474,809</td>
</tr>
<tr>
<td>USF Goals</td>
<td>2. Change lives for the better through high-impact research and innovation.</td>
</tr>
</tbody>
</table>

**School-Based Mental Health**

**Florida Advancing Wellness and Resilience in Education (AWARE)**

<table>
<thead>
<tr>
<th>PI</th>
<th>Kincaid, Don</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract</td>
<td>Florida AWARE is committed to assisting districts in developing safer schools, improving school climate, increasing awareness of mental health issues, and developing a continuum of social, emotional, and behavioral supports that ensures improved outcomes for all students. Florida AWARE will facilitate the development, implementation, and evaluation of a comprehensive, cross-agency plan developed by the State Management Team and coordinate technical assistance that initially targets three Florida AWARE school districts (Pinellas, Polk and Duval). Technical assistance will focus on building district capacity to develop an Interconnected Systems Framework (ISF) (Barrett, Eber, &amp; Weist, 2013). The project will also implement the Youth Mental Health First Aid (YMHFA) training component of the NITT-AWARE SEA grant by coordinating mental health literacy and response training of youth serving adults across Florida. Florida AWARE will be coordinated with the SEA Florida Climate Transformation (SCT) grant and expand current Florida Department of Education (FDOE), Bureau of Exceptional Education and STudent Services' (BEESS) initiatives focused on integrating social and emotional supports within a multi-tiered system of supports (MTSS).</td>
</tr>
<tr>
<td>Funder</td>
<td>State of Florida: Department of Education</td>
</tr>
<tr>
<td>Status</td>
<td>Continuing Award</td>
</tr>
<tr>
<td>Amount</td>
<td>$679,027</td>
</tr>
<tr>
<td>USF Goals</td>
<td>2. Change lives for the better through high-impact research and innovation.</td>
</tr>
</tbody>
</table>
School Success

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

PI: Spencer, Trina

Abstract: This exploratory project will leverage the expertise of education researchers (Trina Spencer, University of South Florida) and corpus linguists (Randy Reppen and Doug Biber, Northern Arizona University) to create a large database of K-3 students' academic language. Researchers have partnered with Hillsborough County Public Schools HOST program to complete this research. Academic language is the pivotal skill repertoire for closing the achievement gap and attention to it is nearly absent in primary grades. Dr. Spencer's long-term goal is to elevate reading and writing achievement by promoting a sustained focus on academic language beginning as soon as students enter school. This necessitates detailed knowledge of children's academic language. The ALPS research team is committed to collecting narrative and expository language samples from 3,000 K-3 students. Once collected and transcribed, the ALPS team will analyze the samples to create comprehensive linguistic profiles of students' vocabulary and grammar focusing especially on the differences between students with above average and below average skills. These differences (or gaps) indicate where intervention should be directed. Because the overarching aim of this effort is to reduce the language-based achievement gap, the results will inform the future development of academic language educational materials. Researchers will also produce grade level sequences of vocabulary and grammatical features that educators can address during core instruction.

Funder: US Department of Education
Status: New Award
Amount: $432,605
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.

Development of a Dual Language Narrative Curriculum

PI: Spencer, Trina

Abstract: This research project is based on the knowledge that early oral language skills lay the foundation for later reading comprehension and academic success. Young Spanish-speaking English learners, with limited English language, are at risk for academic difficulty. Early and intensive language promotion that builds upon their Spanish language foundation can help prepare English learners for school success and foster bilingualism, which can lead to increased social, vocational and economic opportunities. The long-term goal of the project is to promote academic success among young Spanish-speaking English learners. The short-term goal is to iteratively develop a Spanish-English multi-tiered curriculum for use in Head Start preschools that promotes academic language through storytelling.

Funder: US Department of Education
Status: Continuing Award
Amount: No-cost extension
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.
School Success

School Readiness Curriculum Based Measurement System (SR-CBM)

PI: Anthony, Jason
Abstract: The School Readiness Curriculum Based Measurement System (SR-CBM) is intended to help address the pressing need for assessment tools that teachers can use to efficiently identify children’s strengths and weaknesses in English and Spanish, monitor students’ learning, and inform instruction. This project is creating research-based progress monitoring tools for both English-speaking children and Spanish-speaking children aged 3 to 6 years. SR-CBM assess vocabulary, names of letters, sounds associated with letters and letter combinations, phonological awareness, mathematics, and science. Many children, especially those from ethnic and language minority groups, lag behind in development of these critical school readiness skills, which places them at risk for academic failure. SR-CBM includes brief parallel English tests and brief parallel Spanish tests of each school readiness domain. These short forms are designed for educators to use for universal screening, benchmark testing, and progress monitoring. Expanded English and Spanish versions are designed for those with advanced assessment training, e.g., evaluators, diagnosticians, psychologists, and researchers, who engage in program evaluation, diagnosis, and educational research.

Funder: US Department of Education
Status: Continuing Award
Amount: $750,384
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.

The Effect of Definitions, Contextual Support, and Cognate Status on 4th Grade Spanish-Speaking English Learner’s Understanding of Unfamiliar Words

PI: Carlo, Maria
Abstract: This funding examines how word definitions, contextual support, and cognate status affect 4th grade Spanish speaking English learners’ (EL) understanding of unfamiliar words in text. The inclusion of monolingual and bilingual dictionary definitions as a support for independent word learning is a ubiquitous practice in EL instruction, yet, the field lacks experimental work that isolates and tests the effect of dictionary definitions on EL vocabulary learning. Research on effective vocabulary instruction for ELs has typically relied on interventions that include multiple teaching strategies, each considered exemplary of best practice, but that lack evidence of their unique contribution to EL vocabulary learning. The value of definitions as supports for independent learning has been brought into question in research with monolingual English speakers. The bulk of this work suggests that definitions are mostly ineffective in promoting independent learning of word meanings. However, a metaanalysis on the value of testing accommodations for ELs indicates that provision of an English dictionary is a form of accommodation that is effective in boosting ELs’ reading comprehension performance in testing situations. The same metaanalysis found that the estimates of the effect of providing a Spanish dictionary varied considerably across studies, suggesting that some students benefited more from this practice than others. The widespread use of dictionary definitions in EL instruction coupled with the inconsistent evidence regarding their utility to ELs and English monolinguals, compel us to study how ELs’ use definitions to aid their understanding of unfamiliar words in text. Thus, we study the extent to which Spanish-speaking ELs benefit from English and Spanish definitions during independent learning situations and how ability to use definitions to understand English text interacts with other potential sources of information about word meaning, namely sentence context and cognate status.

Funder: US Department of Education
Status: Continuing Award
Amount: $402,317
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.
**Substance Abuse**

### Evaluation of the State Targeted Response and Partnership for Success Projects

**Pl:** Rohrer, Leokadia

**Abstract:** This project involves the evaluation of services for two projects that are designed to address the opioid crisis in Florida. The first project is Florida’s Opioid State Targeted Response (STR) project, which provides life-skills training to middle and high school students in six rural counties in order to prevent opioid misuse. The STR project also aims to reduce opioid-related deaths and enhance medication-assisted treatment. The second project is Partnerships for Success (PFS), which is designed to reduce prescription drug misuse and the nonmedical use of opioids among adolescents and adults in three rural and five urban areas of Florida. The PFS project aims to provide school-based prevention training in three rural and five urban schools, build awareness of the opioid epidemic, provide training for overdose prevention, monitor drug trends across the state, and improve care coordination for substance abuse treatment.

**Funder:** Florida Department of Children and Families

**Status:** Continuing Award

**Amount:** $153,556

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

---

### Parent Partners for Families of Miami-Dade County

**Pl:** Callejas, Linda

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

**Funder:** Our Kids of Miami-Dade/Monroe, Inc.

**Status:** New Award

**Amount:** $92,268

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

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

**PI:** Landers, Monica  
**Abstract:** The goal of this study is to provide an evaluation of a partnership that integrates programs, activities, and services in an effort to increase well-being, improve permanency, and enhance the safety of children involved in the child welfare system as a result of their parent’s or caregiver’s substance abuse. The evaluation will be comprised of three main components: an implementation study, a partnership study, and an outcomes analysis. Specifically, the evaluation will assess the extent to which the Northeast Partnership for Family Recovery collaborates to implement and sustain project activities, the procedures, infrastructure, and supports to facilitate implementation and sustainability of evidence-based practices, and how well-being, permanency, and safety outcomes were affected as a result of services offered through the collaboration.

**Funder:** Family Support Services of North Florida  
**Status:** New Award  
**Amount:** $100,432  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.

**System Planning & Policy**

*Consultation on System of Care Development*

**PI:** Armstrong, Mary  
**Abstract:** This project provided consultation to the Juvenile Welfare Board of Pinellas County regarding a strategic planning process to develop a county-wide system of care in Pinellas County for children and adolescents with serious mental health problems.

**Funder:** Juvenile Welfare Board of Pinellas County  
**Status:** New Award  
**Amount:** $5,000  
**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.

**Trauma-Based Support**

*IMPACT Project*

**PI:** Callejas, Linda  
**Abstract:** The Identify, Measure, and Prevent Addiction and Childhood Trauma (IMPACT) Project is focused on improving the provision of targeted child welfare services for children and families and increasing parental retention in substance abuse treatment and other needed services. The ultimate aim of the project is to enhance child and family well-being, as well as reduce incidences of re-abuse, child welfare re-referrals, and child removals. CFS faculty researchers are conducting the IMPACT Project evaluation.

**Funder:** Our Kids of Miami-Dade/Monroe, Inc.  
**Status:** Continuing Award  
**Amount:** $99,521  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.

*The Trauma Recovery Institute*

**PI:** Burton, Donna  
**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 Award  
**Amount:** $79,979  
**USF Goals:** 2. Change lives for the better through high-impact research and innovation.
**Workforce Development**

### A Solution to Personnel Shortages in the Florida Public Vocational Rehabilitation System

**Pl:** Jorgensen-Smith, Tammy  
**Abstract:** 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.  
**Funder:** Department of Education: Office of Special Education and Rehabilitative Services  
**Status:** Continuing Award  
**Amount:** $222,218  
**USF Goals:** 1. Produce well educated global citizens. 2. Change lives for the better through high-impact research and innovation.

### Achieving Competitive Customized Employment through Specialized Services

**Pl:** Jorgensen-Smith, Tammy  
**Abstract:** The goal of this project is to refine and test an intervention that can be utilized by community-based Vocational Rehabilitation service practitioners to improve competitive employment outcomes for adults (age 22+) diagnosed with Autism Spectrum Disorders (ASD).  
**Funder:** National Institute of Mental Health  
**Status:** Continuing Award  
**Amount:** $224,250  
**USF Goals:** 1. Produce well educated global citizens. 2. Change lives for the better through high-impact research and innovation.

---

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

**Pl:** Massey, Oliver T  
**Abstract:** This innovative, state-of-the-art research education program 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. The Institute is supported by the National Institute on Drug Abuse of the National Institutes of Health under Award Number R25DA031103. The Institute is a collaboration between the University of South Florida and Northern Arizona University.  
**Funder:** National Institute on Drug Abuse  
**Status:** Continuing Award  
**Amount:** $0  
**USF Goals:** 1. Produce well educated global citizens. 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**

**Pl:** Blair, Kwang-Sun  
**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 apply to participate in Project ABA.  
**Funder:** US Department of Education  
**Status:** Continuing Award  
**Amount:** $158,678  
**USF Goals:** 1. Produce well educated global citizens. 2. Change lives for the better through high-impact research and innovation.
Project EBAS: Enhancing Behavior Analytic Services for Children with Severe Emotional and Behavioral Disorders

**PI:** Blair, Kwang-Sun

**Abstract:** Project EBAS is a $1.11 million grant funded by the U.S. Department of Education, Office of Special Education Programs (H325K170085) to help prepare high-quality scholars to serve as either Board Certified Behavior Analysts or School Psychologists who can contribute to the provision of focused instruction and individualized positive behavioral interventions and supports in an interdisciplinary team-based approach for school-aged children with severe emotional and behavioral disorders (EBD).

**Funder:** US Department of Education

**Status:** Continuing Award

**Amount:** $249,659

**USF Goals:**
1. Produce well educated global citizens.
2. Change lives for the better through high-impact research and innovation.
IMPACT Activities (July 1, 2018 to June 30, 2019)

Appointments

- American Association on Intellectual and Developmental Disabilities, President, Elizabeth Perkins, PhD
- American Congress of Rehabilitation Medicine: Community Re-integration Task Force, Co-Chair, Christina Dillahunt-Aspillaga, PhD
- American Congress of Rehabilitation Medicine: Military Veterans Networking Group, Chair, Christina Dillahunt-Aspillaga, PhD
- Association for Positive Behavior Support, President, Rose Iovannone, PhD
- ATLE Liaison for CFS, Amanda DePippo, Ph.D., LMHC, CRC, MCAP
- Behavior Analyst Certification Board’s Child Welfare Action Committee, Member, Kimberly Crosland, PhD
- BIAF, Consultant and Brain Injury Specialist Trainer, Christina J. Dillahunt-Aspillaga, PhD
- Community Tampa Bay (formerly National Conference for Community and Justice- Tampa Bay Chapter), Co-Director, Advisor, Group Leader, Presenter, Richard Weinberg, PhD
- Current Developments, Board Member, Trina D. Spencer, PhD, BCBA-D
- Division 17 Counseling Health Psychology, Senior Advisory Committee, Marilyn Stern, PhD
- Elizabeth A. Fries Scholarship Award, Coordinator, Marilyn Stern, PhD
- FEDAC Member, Richard Weinberg, PhD
- FRA, Board Member Chapter of National Rehabilitation Association, Chih-Chin Chou, PhD
- FRA, Board Member, Christina Dillahunt-Aspillaga, PhD
- Global Alliance (formerly the American Orthopsychiatric Association), Board Member, Scientific Review Committee Chair, Monica Landers, MA MSW
- Graduate and Professional Student Success Workgroup, USF Graduate Council, Member, Raymond Miltenberger, PhD
- Graduate Council Policy and Fellowship Committee, USF, Member, Raymond Miltenberger, PhD
- Graduate Council University of South Florida, Chair, Raymond Miltenberger, PhD
- HOB Program Leader’s Advisory Committee, Moffitt Cancer Center, Marilyn Stern, PhD
- Korean Association for Applied Behavior Analysis, Board of Directors, Kwang-Sun Blair, PhD
- Korean Association for Youth Counseling, Advisory Board, Kwang-Sun Blair, PhD
- Korean Society for Early Childhood Special Education, Board of Directors, Kwang-Sun Blair, PhD
- Korean-American Network for Children with Diverse Needs, Board of Directors, Kwang-Sun Blair, PhD
- Mayor Bob Buckhorn Autism Friendly Advisory Committee, Karen Berkman, PhD, Christine Rover, Gage Sosso, Melinda Stevens
- SMHCA (Suncoast Mental Health Counselors Association) Counselor Educator Representative Chair, Amanda DePippo, Ph.D., LMHC, CRC, MCAP
- Society for Research Administrator International, Committee for Research Pre-Award and Development Training, Kimberly Read, PhD
- USF Johnson Scholars Foundation Selection Committee, Tammy Jorgensen-Smith, PhD

Awards

- ACCESS Award, National Institutes of Health/National Institute of Mental Health (R34), Tammy Jorgensen-Smith, PhD
- American Speech-Language-Hearing Association, Minority Student Leadership Award, Noe Erazo
- ARCA Rehabilitation Counselor of the Year Award Nominee, Tammy Jorgensen-Smith, PhD
- Barry University Distinguished Alumni Award Nominee, Tammy Jorgensen-Smith, PhD
- CBCS Outstanding Research Accomplishment Award, Tammy Jorgensen-Smith, PhD
- International Travel Award, College of Behavioral and Community Sciences, University of South Florida, Trina Spencer, PhD, BCBA-D
- National Association of People Supporting Employment First Employer Award, Karen Berkman, PhD
- Outstanding Faculty Award, University of South Florida, Chih-Chin Chou, PhD
- Rehabilitation Services Administrative Long-Term Training Grant, Tammy Jorgensen-Smith, PhD
- U.S. Fulbright Senior Research Scholar, 2018-2019. Project Title: Social Support in Vocational Rehabilitation Outcomes for Indigenous People with Disability and Chronic Illness in Taiwan, Chih-Chin Chou, PhD

Book Chapters


Hanson A., & Levin B. L. (in press). Challenges with behavioral health services research data. In B. L. Levin & A. Hanson (Eds.), Foundations of behavioral health (pp. 119-137). New York: Springer.


IMPACT Activities (continued)


Books


Conference Presentations

- Bales, T., Baldwin, C., Levin, B.L., Menendez, K., & Mendez, C. (2019, March) Evaluation of the Too Good for Drugs Prevention Program Implementation Fidelity Checklist. 32nd Annual Research & Policy Conference on Child, Adolescent, and Young Adult Behavioral Health, Tampa, FL.
- Boden, L., Parks Ennis, R., & Evanovich, L. L. (2018, October). Ideas for securing and maintaining youth and staff buy-in when implementing facility-wide positive behavior interventions and supports within residential and juvenile facilities. Presentation at the 41st Annual Conference of Teacher Educators for Children with Behavior Disorders, Tempe, AZ.
- Callejas, L.M. (2019, June). Interrogating “community” and equity in implementation: Lessons learned from the community defined evidence project. NIRN Summer Institute on Implementation Science. Chapel Hill, NC.
- Carlo, M. S. (2019, January). We are all ELL researchers. Invited presentation at the Institute for Education Sciences Principal Investigator Annual Meeting. Washington, DC.
IMPAKT Activities (continued)


- Clarke, S. (2018, September). Using the PTR process to reduce the problem behavior of an elementary student with ADHD. Presentation at the 38th Annual Meeting of the Florida Association for Behavior Analysis, Bonita Springs, FL.


- Cox, K., Raulerson, C., & Romer, N. (2018, November). Building the data-based decision making capacity of school teams to promote social and emotional wellness through MTSS. Presentation at the 2018 Annual Conference on Advancing School Mental Health, Las Vegas, NV.


- Erazo, E., & Kirby, M. S. (2019, March). Public policy, linguistic competency, and ABA service delivery. Invited presentation for Uncomfortable X LLC, webinar. 1 BACB Ethics CE.


IMPACT Activities (continued)


- Fox, L. (2019, March). *Social emotional strategies that every early educator should know and use.* Presentation at the Childhood Conversations Conference, Hartford, CT.

- Fox, L. (2018, December). *Pyramid model: Where it came from, what we’ve learned, where we need to go.* Invited keynote address at the North Carolina Preschool Pyramid Leadership Summit, Winston-Salem, NC.


- Fox, L. (2019, March). *Social and emotional learning begins day 1: Promoting social emotional competence in the early years.* Invited keynote address at the Childhood Conversations Conference, Hartford, CT.


- George, H. P. (2018, December). *Making an impact with MTSS through prevention, response and recovery.* Invited presentation at the Georgia Association for Positive Behavior Support (Georgia APBS) State-wide Conference, hosted by Georgia State University and the Georgia Department of Education, Atlanta, GA.

- George, H. P. (2018, December). *State of the state: PBIS in Georgia.* Invited keynote address at the Georgia Association for Positive Behavior Support (Georgia APBS) State-wide Conference, hosted by Georgia State University and the Georgia Department of Education, Atlanta, GA.

- George, H. P. (2018, October). *Building district capacity to systematically improve outcomes for all.* Invited keynote address at the National PBIS Leadership Forum, Chicago, IL.

- George, H. P. (2019, April). *Building capacity to systematically improve outcomes for all.* Invited keynote address at the 6th Annual Southeastern School Behavioral Health Conference, Myrtle Beach, SC.


- George, H. P. (2019, January). *Using the Tiered Fidelity Inventory (TFI) for corrective action planning.* Invited presentation at the Region 19 Positive Behavior Interventions & Support Conference, El Paso, TX.

- George, H. P. (2019, March). *Impacting the whole child through MTSS.* Invited keynote address at the Northside ISD Annual PBIS Showcase, San Antonio, TX.
George, H. P. (2019, March). Lessons learned: How administrators support implementation of PBIS. Invited presentation at the Northside ISD Annual PBIS Showcase, San Antonio, TX.


Iovannone, R. (2019, January). The importance of tier 3 behavior interventions in improving student success: Are schools prepared to meet Individualized needs? Keynote presentation at the Second Asia Pacific International Conference of Positive Behaviour Support, The Education University of Hong Kong, Tai Po Campus, Hong Kong.


Johnson, M. H., James, S. E. (2019, March). “No one wants to hear my story”: Engaging the perspectives of exploited youth to better meet their needs. In M. H. Johnson (Chair), Addressing the needs of commercially sexually exploited children: Lessons learned in research and practice. Symposium conducted at the 32nd Annual Research and Policy Conference on Child, Adolescent, and Young Adult Behavioral Health, Tampa, FL.
IMPACT Activities (continued)


McGrath, K., Johnson, M. H., Landers, M., Armstrong, M. I. (2018, July). Meeting the needs of commercially sexually exploited children: Connecting research to practice. Workshop conducted at the Foster Family-based Treatment Association’s 32nd Annual Conference on Treatment Foster Care, Atlanta, GA.


Payne-Jordan, T. (2018, November). Working with families to develop the whole child into twenty-first century leaders. Invited keynote address at the 22nd Annual Polk Collaborative Partner’s Quality Education and Care for Children Fall Conference, Polk State College, Winter Haven, FL.

Payne-Jordan, T. (2019, June). Human interaction: There is no app for that. Presentation at the National SECME 2019 Summer STEAM Teaching Institute at the University of Florida, Ocala, FL.


IMPACT Activities (continued)

- Romer, N. & Raulerson, C. (2019, February). Data-based decision making with indicators of complete mental health. Mini-skills presentation at the Annual National Association of School Psychologist Convention, Atlanta, GA.
- Smith, T. J. (2018, September). Achieving competitive, customized employment through specialized services (ACCESS). Invited keynote address at the Florida Rehabilitation Association Conference, Orlando, FL.


Vatalaro, A. (2019, March). Florida HIPPY childrens development of school readiness skills: Results from Bracken School Readiness Assessment fiscal year 2016-2017. In T. Payne (Chair), Parent engagement works: How findings from Home Instruction for Parents of Preschool Youngsters (HIPPY), an early education program, impacts family engagement, school readiness, and educational outcomes of low-income children in Florida. Symposium conducted at the 32nd Annual Research and Policy Conference on Child, Adolescent, and Young Adult Behavioral Health, Tampa, FL.


IMPACT Activities (continued)

- Walker-Egea, C. (2018, December). Evaluation of interventions. Workshop presented at the School of Health Professions, Medical Sciences Campus, University of Puerto Rico, San Juan, PR.
- Webster, R. (2018, October). Stakeholder input as the key to problem solving disproportionate discipline. Presentation at the Annual Conference on Advancing School Mental Health, Las Vegas, NV.


Editorial Positions

- Behavior Analysis: Research and Practice, Associate Editor, Sarah Bloom, PhD
- Assessment for Effective Intervention, Editorial Board, Natalie Romer, PhD
- Barinas, J. Disparities in obesity, health-related behaviors, health literacy among middle-aged cancer survivors. (Unpublished dissertation Completed April, 2019), University of South Florida, Tampa, FL. Chair, Marilyn Stern, PhD
- Behavior Analysis: Research and Practice, Editorial Board, Raymond Miltenberger, PhD
- Behavioral Interventions, Editorial Board Member, Catia Cividini-Motta, PhD
- British Journal of Educational Technology, Ad Hoc Reviewer, Matthew E. Foster, PhD
- Child and Family Behavior Therapy, Consulting Editor, Kimberly Crosland, PhD
- Child Development, Ad Hoc Reviewer, Matthew E. Foster, PhD
- Children’s Health Care, Member Editorial Board, Marilyn Stern, PhD
- Early Childhood Research Quarterly, Associate Editor, Maria S. Carlo, PhD
- Education and Training in Autism and Developmental Disabilities, Editorial Board, Lise Fox, PhD
- Elementary School Journal, Ad Hoc Reviewer, Maria S. Carlo, PhD
- Families in Society, Editorial Board Member, Svetlana Yampolskaya, PhD
- Florida Journal of Educational Research, Co-Managing Editor, Lodi Rohrer, MSPH
- Inclusion, Editorial Board, Elizabeth Perkins, PhD
- Infants and Young Children, Editorial Board, Lise Fox, PhD
- International Journal of Autism and Related Disabilities, Editorial Board Member, Tammy Jorgensen-Smith, PhD
- Journal of Applied Behavior Analysis, Editorial Board, Raymond Miltenberger, PhD
- Journal of Applied Behavior Analysis, Guest Associate Editor, Raymond Miltenberger, PhD
Topics in Early Childhood Special Education, Consulting Editor, Kwang-Sun Blair, PhD

Young Exceptional Children, Editorial Board, Lise Fox, PhD

Media


IMPACT Activities (continued)


**Patents**


**Peer-Reviewed Journal Articles**

IMPACT Activities (continued)


IMPACT Activities (continued)


IMPACT Activities (continued)


Impact Activities (continued)

Reviewers

Book
- Sage Publications Textbook (Research Methods for Social Work), Reviewer, Debra Mowery, PhD

Grant
- U.S. Department of Education, Office of Special Education and Rehabilitative Services, Personnel Development to Improve Services and Results for Children with Disabilities – Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (CDFA #84.325D) Program. Review Panel Member, Kwang-Sun Blair, PhD

Journal
- Administration and Policy in Mental Health and Mental Health Services Research, Anna Abella, PhD
- Autism and Developmental Language Impairments, Kimberly Crosland, PhD
- Autism: International Journal of Research and Practice, Rocky Haynes, PhD
- Behavior Analysis in Practice, Kimberly Crosland, PhD
- Behavior Analysis in Practice, Megan Kirby, MS
- Behavior Analysis in Practice, Sarah Bloom, PhD
- Behavior Analysis in Practice, Trina D. Spencer, PhD, BCBA-D
- Behavior Development, Kimberly Crosland, PhD
- Behavioral Interventions, Raymond Miltenberger, PhD
- Child & Youth Care Forum, Monica Landers, MA MSW
- Child and Family Behavior Therapy, Kimberly Crosland, PhD
- Child and Family Behavior Therapy, Raymond Miltenberger, PhD
- Child Language Teaching and Therapy, Trina D. Spencer, PhD, BCBA-D
- Child Maltreatment, Svetlana Yampolskaya, PhD
- Children and Youth Services Review, Debra Mowery, PhD
- Children and Youth Services Review, Kimberly Crosland, PhD
- Children and Youth Services Review, Monica Landers, MA MSW
- Children and Youth Services Review, Svetlana Yampolskaya, PhD
- Disability and Rehabilitation, Kwang-Sun Blair, PhD
- Early Childhood Research Quarterly, Jeffrey M. Williams, PhD
- Early Childhood Research Quarterly, Trina D. Spencer, PhD, BCBA-D
- Families, Systems and Health, Richard Weinberg, PhD
- Intellectual and Developmental Disabilities, Elizabeth Perkins, PhD
- Journal of Applied Behavior Analysis (Guest AE and reviewer), Sarah Bloom, PhD
- Journal of Applied Behavior Analysis, Kimberly Crosland, PhD
- Journal of Applied Behavior Analysis, Raymond Miltenberger, PhD
- Journal of Autism and Developmental Disorders, Kimberly Crosland, PhD
- Journal of Autism and Developmental Disorders, Kwang-Sun Blair, PhD
- Journal of Autism and Developmental Disorders, Raymond Miltenberger, PhD
- Journal of Behavioral Education, Sarah Bloom, PhD
- Journal of Behavioral Disorders, Heather George, PhD
- Journal of Behavioral Disorders, Rose Iovannone, PhD
- Journal of Behavioral Education, Raymond Miltenberger, PhD
- Journal of Behavioral Health Services and Research, Amy Green, PhD
- Journal of Child and Family Studies, Linda M. Callejas, PhD
- Journal of Child and Family Studies, Amy Green, PhD
- Journal of Clinical Child and Adolescent Psychology, PhD
- Journal of Positive Behavior Interventions, Chris Vatland, PhD
- Journal of Positive Behavior Interventions, Kimberly Crosland, PhD
- Journal of Positive Behavior Interventions, Kwang-Sun Blair, PhD
- Journal of Positive Behavior Interventions, Natalie Romer, PhD
- Journal of School Psychology, Chris Vatland, PhD
- Journal of Special Education, Don Kincaid, EdD
- Journal of Special Education, Rose Iovannone, PhD
- Language, Speech, and Hearing Services in Schools, Trina D. Spencer, PhD, BCBA-D
- Preventing School Failure, Don Kincaid, EdD
- Preventing School Failure, Heather George, PhD
- Reading and Writing, Yi-Jui I. Chen, PhD
- Research in Developmental Disabilities, Kimberly Crosland, PhD
- School Mental Health, Amy Green, PhD
- School Mental Health, Natalie Romer, PhD
- Teacher and Teacher Education, Rose Iovannone, PhD
- The Journal of Behavioral Health Services & Research, Linda M. Callejas, PhD
- The Journal of Behavioral Health Services and Research, Enya Vroom, MS
- The Journal of Primary Prevention, Anna Abella, PhD
IMPACT Activities (continued)

Technical Reports


<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABA</td>
<td>Applied Behavior Analysis</td>
</tr>
<tr>
<td>ACCESS</td>
<td>Achieving Competitive Customized Employment through Specialized Services</td>
</tr>
<tr>
<td>APBS</td>
<td>Association for Positive Behavior Support</td>
</tr>
<tr>
<td>ASD</td>
<td>Autism Spectrum Disorder</td>
</tr>
<tr>
<td>ASPE</td>
<td>Association of People Supporting Employment First</td>
</tr>
<tr>
<td>ATLE</td>
<td>Academy of Teaching and Learning Excellence</td>
</tr>
<tr>
<td>AU CD</td>
<td>Association of University Centers on Disabilities</td>
</tr>
<tr>
<td>AWARE</td>
<td>Advancing Wellness and Resilience in Education</td>
</tr>
<tr>
<td>BIAF</td>
<td>Brain Injury Association of Florida</td>
</tr>
<tr>
<td>CARD</td>
<td>Center for Autism and Related Disabilities</td>
</tr>
<tr>
<td>CBIST</td>
<td>Certified Brain Injury Specialist Trainer</td>
</tr>
<tr>
<td>CIRS</td>
<td>Certified Information and Referral Specialist</td>
</tr>
<tr>
<td>CLCP</td>
<td>Certified Life Care Planner</td>
</tr>
<tr>
<td>CRC</td>
<td>Certified Rehabilitation Counselor</td>
</tr>
<tr>
<td>CVE</td>
<td>Certified Vocational Evaluator</td>
</tr>
<tr>
<td>DD</td>
<td>Developmental Disabilities</td>
</tr>
<tr>
<td>ECTA</td>
<td>Early Childhood Technical Assistance Center</td>
</tr>
<tr>
<td>FCIC</td>
<td>Florida Center for Inclusive Communities</td>
</tr>
<tr>
<td>FEDAC</td>
<td>American Psychological Association Federal Education Advocacy Grassworks Network</td>
</tr>
<tr>
<td>FLPBS</td>
<td>Florida's Positive Behavior Support Project</td>
</tr>
<tr>
<td>FRA</td>
<td>Florida Rehabilitation Association</td>
</tr>
<tr>
<td>HHPIP</td>
<td>Hillsborough HIPPY Parent Involvement Project</td>
</tr>
<tr>
<td>HIPPY</td>
<td>Home Instruction for Parents of Preschool Youngsters</td>
</tr>
<tr>
<td>HOB</td>
<td>Department of Health Outcomes and Behavior</td>
</tr>
<tr>
<td>HSR&amp;D</td>
<td>Health Services Research &amp; Development</td>
</tr>
<tr>
<td>ICEI</td>
<td>Interdisciplinary Center for Evaluation and Intervention</td>
</tr>
<tr>
<td>MAAPS</td>
<td>Modular Approach for Autism Programs</td>
</tr>
<tr>
<td>MTSS</td>
<td>Multi-Tiered System of Support</td>
</tr>
<tr>
<td>NCPMI</td>
<td>National Center for Pyramid Model Innovations</td>
</tr>
<tr>
<td>NTI</td>
<td>National Training Institute on Effective Practices: Addressing Challenging Behavior</td>
</tr>
<tr>
<td>OSEP</td>
<td>Office of Special Education Programs</td>
</tr>
<tr>
<td>PBIS</td>
<td>Positive Behavioral Interventions and Supports</td>
</tr>
<tr>
<td>PBS</td>
<td>Positive Behavior Support</td>
</tr>
<tr>
<td>PEP</td>
<td>Pyramid Equity Project</td>
</tr>
<tr>
<td>PEPSA</td>
<td>Partnership for Effective Programs for Students with Autism</td>
</tr>
<tr>
<td>PGI</td>
<td>Program Generated Income</td>
</tr>
<tr>
<td>PIP</td>
<td>Parental Involvement Program</td>
</tr>
<tr>
<td>PM</td>
<td>Pyramid Model</td>
</tr>
<tr>
<td>PTR</td>
<td>Prevent-Teach-Reinforce</td>
</tr>
<tr>
<td>PVE</td>
<td>Professional Vocational Evaluator</td>
</tr>
<tr>
<td>PWPBS</td>
<td>Program-Wide Positive Behavior Support</td>
</tr>
<tr>
<td>PWS-PMI</td>
<td>Program-Wide Supports for Pyramid Model Implementation</td>
</tr>
<tr>
<td>SCT</td>
<td>School Climate Transformation</td>
</tr>
<tr>
<td>SMHCA</td>
<td>Suncoast Mental Health Counselors Association</td>
</tr>
<tr>
<td>TA</td>
<td>Technical Assistance</td>
</tr>
<tr>
<td>TLA</td>
<td>The Learning Academy</td>
</tr>
<tr>
<td>UCEDD</td>
<td>University Centers for Excellence in Developmental Disabilities</td>
</tr>
</tbody>
</table>
Project List

A Close Inspection of the Academic Language Used by K-3 Students ................................................................. 31

A Solution to Personnel Shortages in the Florida Public Vocational Rehabilitation System ........................................... 35

Achieving Competitive Customized Employment through Specialized Services ......................................................... 35

All Pro Dad’s Evaluation ........................................................................................................................................ 21

Center for Autism and Related Disabilities (CARD) ................................................................................................... 18

Citrus Helping Adolescents Negatively Impacted by Commercial Exploitation (CHANCE) ........................................... 29

Community-Based Child Abuse Prevention Program Evaluation .................................................................................... 29

Consultation on System of Care Development ......................................................................................................... 34

Developing, Testing and Evaluating a Group Coaching Approach as Part of a System of Differentiated Professional Development Supports ........................................................................................................ 24

Development of a Dual Language Narrative Curriculum ............................................................................................ 31

Development of Program-Wide Supports for Implementing the Pyramid Model to Address Young Children's Social-Emotional Competence and Challenging Behavior ......................................................... 27

Early Childhood Systems Technical Assistance Center .................................................................................................. 24

Evaluation of Child Welfare Pre-Service Training in Florida ......................................................................................... 29

Evaluation of Pinellas Open Doors Project .................................................................................................................. 29

Evaluation of Preschool Special Education Practices: Pyramid Model and Targeted Instructional Supports ...................... 27

Evaluation of the Grant to Address Trafficking within the Child Welfare Population in Jacksonville, Fl ....................... 19

Evaluation of the State Targeted Response and Partnership for Success Projects .................................................................. 33

Evaluation to Measure the Effectiveness of Florida’s Title IV-E Waiver Demonstration Project ...................................... 19

Florida’s Children's Mental Health System of Care (CMHSOC) Expansion Sustainability Project ........................................ 28

Florida Advancing Wellness and Resilience in Education (AWARE) ............................................................................. 30

Florida Behavioral Health Service Provider Directory Update .......................................................................................... 21

Florida Center for Excellence in Developmental Disabilities Education, Research and Service (UCEDD) ....................... 21

Florida Diagnostic and Learning Resource System ....................................................................................................... 22

Florida KIDS COUNT 2019 ....................................................................................................................................... 26

Florida Project Coordination for Educational and Community Supports ......................................................................... 22

Florida Project LAUNCH .............................................................................................................................................. 24

Florida School Climate Transformation Grant ................................................................................................................ 27

Florida’s Child Welfare Information and Training Gateway ............................................................................................. 19

Hillsborough HIPPY Parent Involvement Project ............................................................................................................ 25

Home Instruction for Parents of Preschool Youngsters .................................................................................................... 25

IMPACT Project ............................................................................................................................................................ 34

Improving Postsecondary Outcomes for Hispanic Youth with Autism Spectrum Disorders ........................................... 18

Independent Assessment of the Florida Medicaid NET Program .................................................................................... 22

Institute for Translational Research Education in Adolescent Drug Abuse ...................................................................... 35

Let’s Play Together: A Peer Implemented Pivotal Response Train with Preschoolers with Autism ....................................... 18

Making Connections for Mental Health ........................................................................................................................ 30

National Center for Pyramid Model Innovations .......................................................................................................... 27

Nevada QPI/JIT Website .................................................................................................................................................. 19

NOURISH-T+: A Randomized Control Trial Targeting Parents in Promoting Healthy Eating and Exercise Behaviors in Pediatric Cancer Survivors with Overweight/Obesity .................................................................................. 23

Parent Partners for Families of Miami-Dade County .................................................................................................... 33

Partnership for Effective Programs for Students with Autism (PEPSA) ............................................................................ 18

Positive Behavioral Interventions and Support: Multitiered System of Supports Project ................................................ 28

Program-Wide Positive Behavior Support .................................................................................................................... 25

Project ABA: Preparing Related Services Personnel in Applied Behavior Analysis for Children with Autism ................... 35

Project EBAS: Enhancing Behavior Analytic Services for Children with Severe Emotional and Behavioral Disorders ........ 36

Pyramid Equity Project .................................................................................................................................................... 26

Pyramid Model Expansion to School-District Implementation in Preschool and Kindergarten Classrooms ..................... 26

QPI Just in Time Training - Cuyahoga County, Ohio ........................................................................................................ 20

Quality Parenting Initiative (QPI) .................................................................................................................................. 20

Regional Partnership Grants to Increase the Well-Being of, and to Improve the Permanency Outcomes for, Children Affected by
Project List (continued)

Substance Abuse...........................................................................................................34

Sarasota County Children's Mental Health Environmental Scan........................................23

School Readiness Curriculum Based Measurement System (SRCBM)..............................32

System of Care Practice Review Project .................................................................30

Technical Assistance Center for Positive Behavioral Interventions and Supports IV ..........28

Technical Assistance Center on Positive Behavioral Interventions and Supports V................28

Technical Assistance Network for Children's Behavioral Health (TA Network)..................20

The Effect of Definitions, Contextual Support, and Cognate Status on 4th Grade Spanish-Speaking English Learner’s Understanding of Unfamiliar Words.................................................................32

The Impact of the S.P.A.R.K. Intervention on Risky Sexual Behavior and Teen Pregnancy Prevention ..................................................................................................................20

The Trauma Recovery Institute.......................................................................................34

UCEDD National Training Institute Program Generated Income (PGI) ............................23