



Impact

JULY 1
2019-2020
JUNE 30

Student Success



78%

Student Credit Hour Increase from 2006 - 2020



105,000+

Hours of Student Community Engagement



95-100%

Graduate Employment Rate

Sustainable Partnerships



1,100

Certifications issued per month to Child Welfare Professionals and Foster Parents



1,914

Children enrolled in HIPPY across 16 Sites in 18 Florida Counties



2,000

Florida Schools trained in Positive Behavioral Interventions



49,457

Service Hours assisting

2,580

people with developmental disabilities and their families

Research & Innovation



\$55,688,214

Contracts & Grants Managed in FY20



\$35,695,680

Total Proposals Submitted in FY20



33

Journal Editorial Positions



9

Faculty researchers in the top 100 grant awardees across USF



123

Journal Articles



29

Technical Reports



162

Conference Presentations

Economic Efficiencies



\$46,104

Charitable Donations to CARD Autism Services Fund



\$86,543

Funds received through ABA Online Trainings



UNIVERSITY of
SOUTH FLORIDA

**COLLEGE OF BEHAVIORAL
& COMMUNITY SCIENCES**



Dear Colleagues,

The reporting period for this yearly report covers the activities and accomplishments of our department from July 1, 2019 to June 30, 2020. Little did we know – or be able to predict – how much would change in our nation and world in a year's time. The Covid-19 Pandemic required much change and adaptability for higher education and the University of South Florida. The adaptability and positive attitude I have witnessed in our faculty and staff since March 2020 is humbling. All I have is gratitude for all CFS has done to adapt. Adjusting to working from home and teaching in alternative formats has been impressive beyond words as our 267 total employees continue to succeed at achieving our mission of improving the well-being of individuals, children, and families within communities across the country.

As I reflect on this last year, I see the incredible effort, resourcefulness and flexibility that both our research and academic programs have made to keep our projects moving forward. As you will learn in this report, CFS has remained committed to continuing our successful trajectory both in research/training and academics. There is much good news to share.

Since 2006, CFS's student credit hours have grown 78% for both undergraduate and graduate courses. We have established a new Master's in Marriage and Family Therapy to meet the growing demand for services in Florida. In addition, a new Minor in Addictions Studies has been developed and is especially valuable for those seeking state level Certification as an Addictions Professional or those seeking to prepare for a graduate program in Counseling.

Our current funded state and federal research/training activities that require face to face contact pivoted quickly to a focus on developing products, resources, and alternate ways of providing training and continuing research agendas. In June 2020, as the state faced severe budget challenges, the Governor signed a state budget that included many CFS programs. This not only saved many of our jobs but also is a clear acknowledgment of the important work we do in CFS.

Our externally funded research and training activities continue in a strong trajectory of achievement. During FY2020, CFS managed a portfolio of 55 grants and contracts with a total value of \$55,688,214. Additionally, CFS secured 14 new awards bringing an additional \$5,132,337 to the portfolio. Of these, 6 were Federal awards with a value of \$1,859,515, and 8 were non-Federal totaling \$3,272,822. Continued Federal funding for existing grants totaled \$33,551,644 as well as \$17,004,234 in continuing non-Federal awards. CFS was also busy submitting 39 proposals for externally funded research and training activities in FY2020 totaling \$35,695,680. Of these proposals, 22 were submitted to Federal agencies totaling \$30,909,803 and 17 were submitted to non-Federal agencies totaling \$4,785,877.

According to USF Research & Innovation reports (Top Awardees), CFS had 9 researchers in the top 100 of grant awardees across USF and 6 researchers in the top 10 grant awardees in CBCS. This is an incredible show of success that reflects our department's sustained productivity and contributions to achieving USF's research goals.

All of our successes are consistent with helping to achieve USF goals.

I extend my heartfelt gratitude to the entire CFS team. We have gone above and beyond our normal responsibilities during the reporting period, by continuing our positive engagement with communities, and adjusting our activities in a way that ensures safety with productivity.

Despite current economic and public health challenges, we are seriously poised to continue our rock-solid growth into the future despite current economic challenges. And we will do so fully committed to embracing multiculturalism, diversity and social justice. I want to encourage our students and colleagues to find their voice and share their perspectives as a way to bring about the change needed to build a kinder, more accepting, equitable, and humane world for all, regardless of gender, sexual orientation, race/ethnicity, or disability.

Mario Hernandez, Ph.D.
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Child & Family Studies

IMPACT 2020

July 1, 2019 -
June 30, 2020

By

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IMPACT 2020

July 1, 2019 -
June 30, 2020

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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).



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.

Since 1984, CFS has worked to:

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

Academic Programs

For additional information on the CFS academic programs profiled 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 master's 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)

RMHC is a 60-credit hours master's program that trains mental health professionals that promote quality behavioral health care for all, particularly people with physical, psychological, and developmental disabilities. This program is dually-accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) for specializations in Clinical Mental Health Counseling and Rehabilitation Counseling. Graduates are prepared for careers as both Certified Rehabilitation Counselors (CRC) and Licensed Mental Health Counselors (LMHC).

Graduate Certificate in Addictions and Substance Abuse Counseling (ASA)

The graduate certificate in ASA is 15 credit hours. The 5 courses meet the content area requirements for students to apply to be Masters-level Certified Addictions Professionals (MCAP) within the State of Florida. 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.

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 Marriage and Family Therapy

The graduate certificate in MFT is 15 credit hours over one year. It requires six core credit hours and nine elective credit hours. Although the certificate does not lead to licensure on its own it does prepare therapist from other counseling fields with the clinical training to be competent in working with families and couples and expand their clinical skills.

Graduate Certificate in Positive Behavior Support (PBS)

This fully online certificate program is one of a 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.

CFS Resource Centers & Training Programs

- **Florida's Center for Child Welfare** works in collaboration with the Department of Children and Families to ensure information contained on the website is timely, accurate and useful to child welfare professionals and others.
- **Florida Center for Inclusive Communities/University Center for Excellence in Developmental Disabilities Education, Research and Service (FCIC/UCEDD)** is one of 67 UCEDD's funded by the Administration on Intellectual and Development Disabilities. 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. FCIC programs include:
 - » Achieving Competitive Customized Employment through Specialized Services (ACCESS)
 - » Center for Autism and Related Disabilities (CARD)
 - » Development of Program Wide Supports for Implementing the Pyramid Model to Address Young Children's Social Emotional Competence and Challenging Behavior
 - » Early Childhood Technical Assistance Center (ECTA)
 - » Home Instruction for Parents of Preschool Youngsters (HIPPY)
 - » Interdisciplinary Center for Evaluation and Intervention (ICEI)
 - » Partnership for Effective Programs for Students with Autism (PEPSA)
 - » Positive Behavioral Interventions and Support: Multi-Tiered System of Support
 - » Program-Wide Positive Behavior Support (PBS) Project
 - » National Center for Pyramid Model Innovations (NCPMI)
 - » Technical Assistance Center for Positive Behavior Interventions and Support (PBIS)
 - » The Learning Academy at USF
- **Florida KIDS COUNT** is part of the nationwide Annie E. Casey Foundation KIDS COUNT network to track the status of children in the U.S. 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.
- **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. The Rightpath Center also has infrastructure to support digital data collection, computer programming, statistical analysis, and methodological consultation.

Undergraduate Addictions Studies Minor

The online Addictions Studies minor is for students seeking knowledge and skills in the field of addiction treatment. It is especially valuable for those seeking state level Certification as a Certified Addictions Professional (CAP) because the courses offered meet the knowledge content requirements for the CAP. It also prepares students for graduate studies in counseling or related fields. The minor consists of 6 courses and is open to all majors.

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>

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>

National Training Institute on Effective Practices-Addressing Challenging Behavior: Supporting Young Children's Social and Emotional Development

This annual training institute is built around the Pyramid Model framework for addressing the social and emotional development and challenging behavior of young children. In addition, the institute's format is designed to provide cutting-edge information on the implementation of state and program systems to address challenging behavior in an in-depth, intensive learning experience.

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

Partnership for Effective Programs for Students with Autism (PEPSA) Summer Institute

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

CFS Highlights/Points of Pride

Global Engagement/International Activities

- Dr. Ray Miltenberger provided the Keynote Address and Invited Workshop at the National Congress of the Brazilian Association for Behavior Analysis in São Paulo, Brazil.
- Dr. Trina Spencer worked in Belarus presenting on topics related to Applied Behavior Analysis and language promotion. She worked with approximately 30 undergraduate students from the Bilingual Language and Literacy Investigative Networking Group (BLLING) who volunteered their time to create and assemble educational materials before the trip.

Promote the lifelong success of well-educated, highly skilled, and adaptable alumnae/alumni who lead enriched lives, are engaged citizens and thrive in a dynamic global market. (USF Goal 1)

- CFS's student credit hours have grown 78% for both undergraduate and graduate courses since 2006.
- The MS in Marriage and Family Therapy degree program, directed by Dr. Ryan Henry, was approved to begin accepting students in the Fall 2020.
- **Applied Behavior Analysis (ABA) Programs**
 - » Student credit hours in the ABA minor increased by 20% since 2018.
 - » The online ABA MA program graduated 41 students, admitted 25 students (enrollment target 15) in Fall 2019 and 20 students (enrollment target 15) in Spring 2020.
 - » 22 students graduated from the on-campus MS program, which maintains a 100% job placement rate.
 - » ABA student Marlesha Bell's dissertation project on teaching preschoolers consent skills won the B.F. Skinner Student Research Award from the Florida Association for Behavior Analysis.
 - » ABA student Natalie Mandel was awarded the best poster at the Berkshire Association for Behavior Analysis and Therapy (BABAT) Conference in October, 2019 with her research on behavior specific praise.
 - » ABA student Theresa Barhold received the 2019 BCOTB fellowship which has been established for 2nd year master's students in the Applied Behavior Analysis (ABA) Program at the University of South Florida.

■ Child & Adolescent Behavioral Health Master's Program

- » 46 students were actively enrolled.
- » 12 students graduated.
- » CABH student Haley Vernoy's field experience was profiled on the Children's Mental Health Network.

■ The Rehabilitation and Mental Health Counseling Program

- » Ranked 27th in U.S. News & World Report's Best Graduate School Rankings in 2019.
- » Graduated 32 students.
- » 21 graduates applied for either LMHC or LMFT licensure.
- » Students provided over 37,800 hours of community service through practicum placements.
- » RMHC revamped the recruitment and admission process to complete more applications by the priority deadline and have applicants attend in-person Interview Day showcasing faculty research, clinical field placement opportunities, meeting student ambassadors, and an RMHC Open House. By February, 96 applicants had attended an Interview Day.

- » In Fall 2019, the RMHC program partnered with Career Services to host a Scholarship Bootcamp for current students to share resources of available scholarship opportunities at USF and nationwide.
- » Due to the success of the undergraduate certificate in Addictions and Substance Abuse, the RMHC program launched a minor in Addictions Studies.
- » RMHC student Aysha Tenouri completed the I-Corps program at USF, an entrepreneurial program funded by the National Science Foundation that provides infrastructure, advice, resources, networking opportunities, training and modest funding as students work to build their business ventures.
- » RMHC student Magdha Thodhori was awarded the John A. Orphanidys Scholarship Fund, which was established in 2013 by the International Association of Rehabilitation Professionals (IARP) Florida Chapter
- » RMHC student Meagan Gillespie received a fellowship through the American Association for Marriage and Family Therapy Research & Education Foundation's Minority Fellowship Program, which supports the training of culturally competent mental health and substance abuse researchers and practitioners.
- » RMHC students were awarded \$167,000 in scholarships made available through a federal grant from Rehabilitation Services Administration (RSA), United States Department of Education.
- » RMHC has over 200 partnerships with private practices, non-profit agencies, and federal and state government organizations in Tampa, St. Petersburg, Sarasota, and the surrounding areas.

■ Graduate Certificate Program in Children's Mental Health

- » More than 220 students from 19 states have enrolled in the fully-online graduate certificate since its inception.
- » 73 students have been awarded the certificate - 5 in 2019-2020.
- » 11 new students were admitted into the program.
- » 30 students were enrolled in 2019-2020.

■ Graduate Certificate in Positive Behavior Support

- » 33 students were actively enrolled.
- » 16 students successfully completed the program.

■ Graduate Certificate in Translational Research Education in Adolescent Drug Abuse

- » Provides graduate students and working professionals with a Master's degree (or in a doctoral degree program) to apply for a fully paid 15 credit Graduate Certificate in Translational Research in Adolescent Behavioral Health. Participating scholars are matched with a team of academic mentors, national experts, and community agencies to conduct service-learning projects.
- » 6 cohorts (79 Scholars) have completed the Institute graduate certificate program, service-learning projects, and conference presentations.

Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives. (USF Goal 2)

- During FY2020, CFS managed a portfolio of 55 grants and contracts with a total value of \$55,688,214. The one year-value of these projects for FY19-20 is \$20,816,946.
 - » CFS secured 14 new awards bringing an additional \$5,132,337 into the CFS extramural funding portfolio. Of these, 6 were Federal awards with a value of \$1,859,515, and 8 were non-Federal totaling \$3,272,822.
 - » Continued Federal funding totaled \$33,551,644.
 - » Non-Federal funding totaled \$17,004,234.
- CFS submitted 39 proposals in FY2020 totaling \$35,695,680. Of these proposals, 22 were submitted to Federal agencies totaling \$30,909,803. 17 were submitted to non-Federal agencies totaling \$4,785,877. CFS successfully secured 10.25% of these submissions with an additional 21.8% still in review.
- In addition to awards received by tenured faculty, 7 A&P employees in CFS submitted proposals representing \$2,646,501.
- CFS had 9 faculty researchers in the top 100 of grant awardees across USF.
- CFS had 6 faculty researchers in the top 10 grant awardees in CBCS.
- CFS faculty authored 1 book, 8 book chapters, 100 peer reviewed journal articles, and provided 162 presentations, at state, national or international conferences.
- 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.

Be a major social and economic engine creating robust global, national and regional partnerships to build a prosperous and sustainable future for our regional communities and the State of Florida. (USF Goal 3)

- ABA, CABH, and RMHC students provided over 105,000 community service hours through practicum placements and field experience.
- Amanda DePippo coordinated and facilitated a Race and Counseling discussion session for all RMHC students. The discussion session aimed to provide a safe space where students could explore current issues related to race and counseling and to learn practical ways to grow in their multicultural competency. Two RMHC alumni were guest speakers during the event and shared their experiences being mental health counselors and persons of color.
- A two-part series aired on Telemundo TV 49 in Spanish helped to answer questions parents had about autism and share how the Center for Autism and Related Disabilities at USF is working with parents and schools to help children achieve success.

- During the times of social isolation and increased stress brought on due to Covid 19, CFS faculty created seven *A Minute for Mental Health* videos related to their expertise.
- Dr. Vicky Buckles facilitated a professional development training for community partner Riverside Recovery on evidence-based relapse prevention models.
- The statewide network of Center for Autism & Related Disabilities (CARD) centers held their 27th Annual Statewide Conference January 17-19 in Orlando for 963 participants. The CARD Conference provides access to evidence-based information that promotes best practices in education, early intervention and quality community-based life-styles for individuals with autism and related disabilities. CARD is the largest state-wide model program for autism supports in the United States.
- In partnership with CARD and in conjunction with the CARD Conference, the Partnership for Effective Programs for Students with Autism (PEPSA) held its 21st annual pre-conference day for educators on January 17. The pre-conference provided evidence-based professional development for Florida educators working with students on the Autism spectrum.
- 19 faculty served on editorial board positions for 44 journals.
- 24 faculty served as journal reviewers for 55 journals.

Practice continuous visionary planning and sound management throughout USF to ensure a strong and sustainable financial base, and to adapt proactively to emerging opportunities in a dynamic environment. (USF Goal 5)

- The CARD program received \$49,104 in charitable donations through its Autism Services Fund, Learning Academy Success Fund, Autism Endowment Fund, and the Karen A. Berkman Innovation & Autism Fund. The Karen A. Berkman Innovation & Autism Fund is new. It was established in honor of Dr. Berkman, who retired this year.
- The Center for Autism & Related Disabilities at USF's 2020 signature fundraiser, Fiesta by the Bay for Autism was canceled due to the COVID-19 Pandemic concerns. However, CARD-USF welcomed many sponsors, donors, friends and ticket holders for an online gathering via Zoom on Friday, May 8th.
- The 33rd Annual Research & Policy Conference on Child, Adolescent and Young Adult Behavioral Health was canceled due to the Covid-19 Pandemic concerns.
- 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 fifth year of its online master's program funded as a cost recovery program by Innovative Education at USF. Program funds allow the support of more students at a rate above the university minimum.

- In FY2020, the ABA Program's popular online training format for continuing education credits for Behavior Analysts and Registered Behavior Technician Training generated \$86,543. Funds support student research, student and faculty conference registration/travel, and stipends for some of the ABA doctorate students.

Awards, Honors, & Special Recognition

- Brenda Brinson, director of the Hillsborough HIPYPY Parent Involvement Project received the Avima Lombard Award at the 2020 HIPYPY National Virtual Conference: Together We Are HIPYPY Strong, held May 14-15.
- Dr. Ryan Henry received the USF College of Behavioral & Community Sciences Dean's Outstanding Service Award
- Dr. Liz Perkins was a National Honoree of the National Historic Recognition Project for her significant contributions to the field of intellectual and development disabilities (IDD) in the United States between 2000 and 2020.
- Dr. Trina Spencer was:
 - » selected for a Fulbright award to conduct research and teach in South Africa.
 - » appointed to be the chair of the Clinical Research, Implementation Science, and Evidence-Based Practice committee for the American Speech-Language Hearing Association (ASHA).
- Dr. Svetlana Yampolskaya was elected as a chair of the Quantitative/Qualitative Café for the 2020 American Evaluation Association (AEA) Conference.
- Dr. Maria Carlo was invited to serve on the editorial board of the Journal of Educational Psychology beginning January 1, 2020. The journal publishes original, primary psychological research pertaining to education across all ages and educational levels.
- Dr. Christina Dillahunt-Aspillaga was nominated and elected to serve on the National Rehabilitation Association as a Board Member at Large for the upcoming three-year term.
- Dr. Karen Berkman, retired Executive Director of CARD, was presented the Joe Sanchez Jr. Leadership Award for her amazing leadership of CARD-USF and The Learning Academy for the past 15½ years and the wonderful initiatives and projects developed during her time: City of Tampa's Autism Friendly Initiative; Autism Friendly Business Initiative; and the development of The Learning Academy.
- Drs. Jason Anthony, Maria Carlo and Jeffrey William from the Rightpath Research & Innovation Center were invited to join the editorial board of the Journal of Educational Psychology.

Aligning Our Work with USF Mission and Goals

As a public metropolitan research university, USF, in partnership with our communities, serves the people of Florida, the nation, and the world by fostering intellectual inquiry and outcomes that positively shape the future - regionally, nationally and globally.

All activities within CFS are closely aligned with USF goals to: promote lifelong student success; conduct high-impact research and innovation; advance economic development in Florida, the nation, and globally; provide a safe, inclusive learning environment; and ensure a strong and sustainable financial base. The CFS Highlights and Points of Pride section profiles CFS accomplishments that are closely aligned with the USF Goals.

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).

USF Goal 1

Promote the lifelong success of well-educated, highly skilled, and adaptable alumnae/alumni who lead enriched lives, are engaged citizens and thrive in a dynamic global market.

USF Goal 2

Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

USF Goal 3

Be a major social and economic engine creating robust global, national and regional partnerships to build a prosperous and sustainable future for our regional communities and the State of Florida.

USF Goal 4

Provide a safe, inclusive and vibrant community for learning, discovery, creative activities and transformative experiences enabled through adaptive design of physical, social and digital environments.

USF Goal 5

Practice continuous visionary planning and sound management throughout USF to ensure a strong and sustainable financial base, and to adapt proactively to emerging opportunities in a dynamic environment.

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:

- Four students graduated with their PhD.
 - » Two accepted faculty positions.
 - » Two accepted post-doc positions.
- The program admitted five students for the fall 2020 semester.

USF Goals:

1. Promote the lifelong success of well-educated, highly skilled, and adaptable alumnae/alumni who lead enriched lives, are engaged citizens and thrive in a dynamic global market.
2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.
3. Be a major social and economic engine creating robust global, national and regional partnerships to build a prosperous and sustainable future for our regional communities and the State of 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:

- Twenty-two students graduated from the master's program.
- The program maintained a 100% job placement rate.

USF Goals:

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2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.
3. Be a major social and economic engine creating robust global, national and regional partnerships to build a prosperous and sustainable future for our regional communities and the State of 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:

- 41 students from the online program graduated with their master's degree.
- The program admitted 17 students in Spring 2020 and 24 students in Fall of 2019.
- The program hired Dr. Diana Ginns.

USF Goals:

1. Promote the lifelong success of well-educated, highly skilled, and adaptable alumnae/alumni who lead enriched lives, are engaged citizens and thrive in a dynamic global market.
2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.
3. Be a major social and economic engine creating robust global, national and regional partnerships to build a prosperous and sustainable future for our regional communities and the State of Florida.

Applied Behavior Analysis (ABA) Undergraduate Program

Contact:	Rocky Haynes rdhaynes@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:	<ul style="list-style-type: none"> ■ Student credit hours in the ABA minor courses increased by 20% from the previous year. ■ Faculty taught a Special Topics Course: ABA and Aging. ■ The ABA minor was re-verified by the Association of Behavior Analysis International which allows students to meet the course requirements for the Board Certified Assistant Behavior Analyst exam.
USF Goals:	<ol style="list-style-type: none"> 1. Promote the lifelong success of well-educated, highly skilled, and adaptable alumnae/alumni who lead enriched lives, are engaged citizens and thrive in a dynamic global market. 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives. 3. Be a major social and economic engine creating robust global, national and regional partnerships to build a prosperous and sustainable future for our regional communities and the State of 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:	<ul style="list-style-type: none"> ■ In 2019-2020, the CABH Program had 46 active students. ■ The program graduated 12 students. ■ Since its inaugural semester in Spring 2015, the CABH program has graduated 59 students. ■ The CABH Program was selected as one of BestColleges.com's Best Online Master's in Child Development programs for 2019 and 2020. ■ With the onset of the COVID-19 pandemic field experience had to be reenvisioned. Field placement sites such as Champions for Children, and The Spring of Tampa Bay were able to provide activities so that students could remotely participate in their field experience opportunity. Some CABH students were on the front line providing information on issues related COVID-19 and children's behavioral health through the Children's Mental Health Network. ■ Two students, Haley Vernoy and Heather Smith, were the first CABH students to receive scholarship awards.
USF Goals:	<ol style="list-style-type: none"> 1. Promote the lifelong success of well-educated, highly skilled, and adaptable alumnae/alumni who lead enriched lives, are engaged citizens and thrive in a dynamic global market. 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives. 3. Be a major social and economic engine creating robust global, national and regional partnerships to build a prosperous and sustainable future for our regional communities and the State of Florida.

Academic Programs (cont'd)

Rehabilitation and Mental Health Counseling (RMHC) Program

Contact: Chih-Chin Chou, PhD
chouc@gmail.com

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

Accomplishments:

- Ranked 27th in U.S. News & World Report's Best Graduate School Rankings in 2019.
- Graduated 32 students.
- 21 graduates applied for either LMHC or LMFT.
- Students provided over 37,800 hours of community service through practicum placements.

USF Goals:

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2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.
3. Be a major social and economic engine creating robust global, national and regional partnerships to build a prosperous and sustainable future for our regional communities and the State of Florida.

Graduate/Undergraduate Certificates Programs

Graduate Certificate in Addictions and Substance Abuse

Contact: Vicky Buckles, PhD
vbuckles@usf.edu

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

Accomplishments:

- Graduated 8 students.
- 8 new applications.
- Total number of students in the program 15.

USF Goals:

1. Promote the lifelong success of well-educated, highly skilled, and adaptable alumnae/alumni who lead enriched lives, are engaged citizens and thrive in a dynamic global market.
2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.
3. Be a major social and economic engine creating robust global, national and regional partnerships to build a prosperous and sustainable future for our regional communities and the State of Florida.

Graduate Certificate in Children's Mental Health

Contact:	Carol 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:	<ul style="list-style-type: none"> ■ More than 220 students from 19 states have enrolled in the fully-online Certificate in CMH since its inception. ■ 73 students have been awarded the Graduate Certificate in CMH - 5 in 2019-2020. ■ 11 new students were admitted into the program. ■ 30 students were enrolled in 2019-2020
USF Goals:	<ol style="list-style-type: none"> 1. Promote the lifelong success of well-educated, highly skilled, and adaptable alumnae/alumni who lead enriched lives, are engaged citizens and thrive in a dynamic global market. 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives. 3. Be a major social and economic engine creating robust global, national and regional partnerships to build a prosperous and sustainable future for our regional communities and the State of Florida.

Graduate Certificate in Marriage and Family Therapy

Contact:	Ryan Henry, PhD rghenry@usf.edu
Program:	The 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:	<ul style="list-style-type: none"> ■ Graduated 20 students. ■ 6 applied for licensure. ■ 19 new applications. ■ Total number of students in the program 22
USF Goals:	<ol style="list-style-type: none"> 1. Promote the lifelong success of well-educated, highly skilled, and adaptable alumnae/alumni who lead enriched lives, are engaged citizens and thrive in a dynamic global market. 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives. 3. Be a major social and economic engine creating robust global, national and regional partnerships to build a prosperous and sustainable future for our regional communities and the State of Florida.

Graduate/Undergraduate Certificates Programs (cont'd)

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:** ■ During FY20, the PBS program had:
- » 26 new students benefit from the PBS certificate orientation.
 - » 33 students actively enrolled in the PBS Graduate Certificate.
 - » An average of 14 students enrolled in the four PBS courses with a range of 5 to 20 students per course.
 - » 16 students complete the certificate with a total of 133 having completed the PBS certificate requirements since program inception.
 - » 15 students complete an individualized intervention plan.
- USF Goals:**
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 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.
 3. Be a major social and economic engine creating robust global, national and regional partnerships to build a prosperous and sustainable future for our regional communities and the State of Florida.

Graduate Certificate in Research in Adolescent Behavioral Health

- Contact:** O. Tom Massey
massey@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 7 (Spring 2020- Spring 2021) of 12 Institute Scholars reflects graduate student participation from a variety of disciplines, including public health, child & adolescent behavioral health, social work, psychology, health education, occupational therapy, behavioral & community sciences, and rehabilitation & mental health counseling. Throughout the development of service learning, the Institute promotes community engagement and collaboration with behavioral health and education organizations. For our current cohort, community projects are being conducted with two such organizations in Phoenix and Flagstaff, Arizona, and three in the Tampa Bay area. Of the Tampa Bay area organizations, one of these is a new agency partner. As of June 30, 2020 six cohorts (79 Scholars) have completed the Institute graduate certificate program, service-learning projects, and conference presentations.
- USF Goals:**
1. Promote the lifelong success of well-educated, highly skilled, and adaptable alumnae/alumni who lead enriched lives, are engaged citizens and thrive in a dynamic global market.
 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.
 3. Be a major social and economic engine creating robust global, national and regional partnerships to build a prosperous and sustainable future for our regional communities and the State of Florida.

Undergraduate Certificate in Addictions and Substance Abuse

- Contact:** Vicky Buckles, PhD
vbuckles@usf.edu
- Program:** The Addictions and Substance Abuse Certificate is 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). According to the Florida Certification Board, the CAP designation is a professional substance abuse credential for people who assess, develop and provide substance abuse treatment services and plans. Individuals holding the CAP are recognized/hold the practice rights of “qualified professionals” per Chapter 397, F.S. Therefore, this credential will allow students to practice in the substance abuse field. This certificate program is beneficial to persons in sociology, social work, psychology, criminology, pre-med, nursing, and any closely related human service field.
- Accomplishments:**
- Graduated 5 students
 - 35 new applications.
 - 45 total students in the program.
- USF Goals:**
1. Promote the lifelong success of well-educated, highly skilled, and adaptable alumnae/alumni who lead enriched lives, are engaged citizens and thrive in a dynamic global market.
 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.
 3. Be a major social and economic engine creating robust global, national and regional partnerships to build a prosperous and sustainable future for our regional communities and the State of Florida.

Continuing Education Programs

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:**
- RBT course has been available since mid 2017.
 - Its free to USF ABA Master students, \$200 for individuals that do not have an affiliation with USF, and various discounts are available (USF students/graduates = \$100; USF minor ABA students = \$50; Employees of our practicum sites = \$100).
 - Funds generated support student research, student and faculty conference registration/travel; and stipends for some of the ABA doctorate students.
 - Since 2017 the course has generated \$240,000. In 2020 the course generated \$58,000
- USF Goals:**
1. Promote the lifelong success of well-educated, highly skilled, and adaptable alumnae/alumni who lead enriched lives, are engaged citizens and thrive in a dynamic global market.
 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.
 3. Be a major social and economic engine creating robust global, national and regional partnerships to build a prosperous and sustainable future for our regional communities and the State of Florida.

Autism and Related Disabilities

Center for Autism & Related Disabilities (CARD)

PI: Boone, Beth

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-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. CARD-USF serves children and adults of all levels of intellectual functioning who have autism spectrum disorder (including autism, Asperger's disorder, childhood disintegrative disorder, Rett's disorder, or pervasive developmental disorder not otherwise specified); an autistic-like disability (documented on an evaluation that describes the characteristics that are being considered "autistic-like" by the evaluator); a dual sensory impairment; or a sensory impairment with other disability. CARD-USF serves 14 counties in south central Florida. The counties are Charlotte, Collier, Desoto, Glades, Hardee, Hendry, Highlands, Hillsborough, Lee, Manatee, Pasco, Pinellas, Polk, and Sarasota. Additional centers are located throughout the state.

Funder: Florida Department of Education

Status: Continuing Award

Amount: \$1,444,757

- USF Goals:**
2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.
 3. Be a major social and economic engine creating robust global, national and regional partnerships to build a prosperous and sustainable future for our regional communities and the State of Florida.

Let's Play Together: A Peer Implemented Pivotal Response Train with preschoolers with autism.

PI: 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: \$1,999

- USF Goals:**
2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

Partnership for Effective Programs for Students with Autism

PI: Fox, Lise

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

Funder: Florida Department of Education

Status: Continuing Award

Amount: \$355,486

- USF Goals:**
2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.
 3. Be a major social and economic engine creating robust global, national and regional partnerships to build a prosperous and sustainable future for our regional communities and the State of Florida.

Child Welfare System and Practice Improvement

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 on-line information-sharing portal where peers and experts can interact with each other and develop on-line learning communities. <http://www.centerforchildwelfare.org>.

Funder: Florida Department of Children and Families

Status: Continuing Award

Amount: \$838,551

USF Goals: 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

Just in Time (JIT) Foster Parent

PI: Menendez, Pamela

Abstract: This project creates and maintains a web-based service program designed to connect foster parents, kinship caregivers and adoptive parents with on-demand interactive multimedia training, information exchange and other resources for Cuyahoga County, Ohio.

Funder: Kentucky Cabinet for Health and Family Services

Status: New Award

Amount: \$30,422

USF Goals: 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

Just in Time Training Website

PI: Menendez, Pamela

Abstract: Establish and maintain a website and related services for the State of Kentucky for Just in Time for foster/adoptive parents.

Funder: Kentucky Cabinet for Health and Family Services

Status: Continuing

Amount: \$55,586

USF Goals: 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

Miami CARES Project

PI: Johnson, Melissa

Abstract: This project provides preventive services to children and their families who are at risk of entering the foster care system as a result of human trafficking. USF provides process and outcomes evaluation for the project. Evaluation activities include interviews with key project stakeholders and personnel, interviews with youth and families served by the project, administration of surveys, analysis of administrative data, and review of documents produced by the project. This is a 5-year federal grant, with funding of \$100,000 per year for the evaluation.

Funder: Citrus Health Network, Inc.

Status: New Award

Amount: \$31,610

USF Goals: 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

Child Welfare System and Practice Improvement

Nevada QPI/JIT Website

PI: Menendez, Pamela

Abstract: This project provides 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 provides information and web-based training videos that facilitate foster/adoptive parents, relative caregivers and birth parents learning strategies to improve their parenting skills. The web based trainings include such topics as: trauma informed parenting, mentoring of biological parents by foster parents; strategies to support successful reunification; how to support foster children's education; how to 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. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

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: \$10,213

USF Goals: 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

Quality Parenting Initiative (QPI)

PI: Menendez, Pamela

Abstract: The goal of this project is to provide maintenance of a web based training service for foster parents and other caregivers in California.

Funder: University of California Berkeley

Status: Continuing Award

Amount: \$87,414

USF Goals: 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

Racial Disparities among Crossover Youth

PI: Rohrer (Lipien), Leokadia

Abstract: This project intends to contribute to the growing knowledge of how relatively recent innovations have contributed to the widening or narrowing of disparities in the juvenile justice and child welfare systems. The research team will conduct focus groups with professionals trained to treat youth in either or both systems as well as case file reviews to investigate the array and intensity of services provided, the engagement of worker and client, and the outcomes of cases, such as dual involvement in both systems. Researchers will provide a special focus to issues of race and ethnicity, such as observing whether culturally appropriate practices were used to investigate and treat families and how common stressors among minority and immigrant groups are addressed.

Funder: Florida Department for Child Welfare

Status: New Award

Amount: \$50,000

USF Goals: 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

Child Welfare System and Practice Improvement

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 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: \$209,800

USF Goals: 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

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 employs a randomized-control design and assesses the intervention's impact on various youth outcomes.

Funder: Children's Home Society of Florida

Status: Continuing Award

Amount: \$132,809

USF Goals: 1. Promote the lifelong success of well-educated, highly skilled, and adaptable alumnae/alumni who lead enriched lives, are engaged citizens and thrive in a dynamic global market.

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Community Supports

Academic Language Enhancement Community Partnership

PI: Spencer, Trina

Abstract: In this partnership, Dr. Spencer provides the newest research-based academic language interventions to Community Partnership School at Mort Elementary and guide the integration of academic language promotion in an after-school enrichment program. While Dr. Spencer contributes her expertise in the form of leadership, training and consultation, as well as being responsible for the execution of the entire project, Ms. Sabrinia Burns coordinates the day to day activities. These involve management of schedules, training, liaisoning with Mort Elementary staff and Community Partnership School staff, and supervision of USF Federal Work Study (FWS) students.

Funder: Children's Home Society of Florida

Status: New Award

Amount: \$57,224

USF Goals: 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

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Community Supports

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

PI: Stern, Marilyn

Abstract: Latino youth living in rural areas represent an ethnic and geographical minority population at increased risk for obesity and obesity-related complications in adulthood including metabolic syndrome, type 2 diabetes, cancer, and cardiovascular disease. To address this urgent public health issue, we synthesized our prior experience in child obesity intervention and tailored our multi-family behavioral intervention, Adaptando Dieta y Acción Para Todos (ADAPT), to the acculturation status, language, and national origin of our target population -- obese, Latino youth (8-12 years old), and their parents, living in rural communities. This NIH Stage I R34 application proposes a refinement and optimization of the ADAPT obesity intervention protocol + mindfulness parent stress reduction strategies (ADAPT+) (Stage IA) and feasibility assessment of ADAPT+ implementation (Stage IB), setting the basis for a Stage 2 R01 trial to determine ADAPT+'s efficacy in improving Latino families' eating and physical activity behaviors.

Funder: National Institutes of Health

Status: New Award

Amount: \$218,441

- USF Goals:**
2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.
 3. Be a major social and economic engine creating robust global, national and regional partnerships to build a prosperous and sustainable future for our regional communities and the State of Florida.

All Pro Dad Literacy Campaign and Chapter Development Evaluation Plan

PI: Massey, Oliver T

Abstract: The Family First organization has developed and implemented a literacy campaign within their All Pro Dad (APD) program designed to enhance father and child relationships, while also building child reading and academic skills. As the Family First organization continues to grow the APD program, the evaluation plan will expand its focus from previous years to assess changes over time in parental knowledge, attitudes, beliefs, and behaviors (KABB) related to the literacy campaign, as well as examine the implementation experiences of new chapters and identify opportunities to support their continued growth and success. The evaluation plan includes research questions and methods that are guided by the campaign's goals to identify strategies the Family First organization can employ to support the growth and enhance the positive impact of APD chapter events on members and their children.

Funder: Family First

Status: New Award

Amount: \$25,000

- USF Goals:**
2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.
 3. Be a major social and economic engine creating robust global, national and regional partnerships to build a prosperous and sustainable future for our regional communities and the State of Florida.

Community Supports

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. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.
3. Be a major social and economic engine creating robust global, national and regional partnerships to build a prosperous and sustainable future for our regional communities and the State of Florida.
4. To provide a safe, inclusive and vibrant community for learning, discovery, creative activities and transformative experiences enabled through adaptive design of physical, social and digital environments.

Florida Diagnostic and Learning Resource System

PI: 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 provides 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 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 are 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) are provided in specialization areas as indicated by needs assessments to families, community and medical agency staff, and educational personnel.

Funder: Florida Department of Education

Status: Continuing Award

Amount: \$450,000

USF Goals:

2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.
3. Be a major social and economic engine creating robust global, national and regional partnerships to build a prosperous and sustainable future for our regional communities and the State of Florida.

Community Supports

Florida Project Coordination for Educational and Community Supports

PI: Evanovich, Lauren

Abstract: This project coordinates the recruitment of district and school-based staff to complete a sustainability of Positive Behavior 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: Continuing Award

Amount: \$1,000

USF Goals: 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

Florida Project Coordination for Educational and Community Supports

PI: Evanovich, Lauren

Abstract: This project coordinates the recruitment of district and school-based staff to complete a sustainability of Positive Behavior 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: \$2,000

USF Goals: 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

Independent Assessment of the Florida Medicaid NET Program

PI: Rohrer (Lipien), 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: Florida Agency for Health Care Admin

Status: Continuing Award

Amount: \$21,728

USF Goals: 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

Community Supports

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

PI: 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 Award

Amount: \$591,149

USF Goals: 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

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 is being tested in a randomized trial. Vanderbilt University and the University of South Florida are conducting this study within Head Start programs or Early Childhood Programs that serve low income children. The study includes 64 teachers across the two study sites. Teachers are 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 mentors the program coach in implementing group coaching with the control group. Measures include teacher implementation of practices, classroom interaction, and teacher ratings of child social skills and problem behavior.

Funder: Vanderbilt University

Status: Continuing Award

Amount: \$102,534

USF Goals: 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.
3. Be a major social and economic engine creating robust global, national and regional partnerships to build a prosperous and sustainable future for our regional communities and the State of Florida.

Early Childhood Systems Technical Assistance Center

PI: Fox, Lise

Abstract: The project provides technical assistance to states and local IDEA funded programs that provide services to young children with or at-risk of disabilities. Technical assistance includes on-site and distance support to state systems and local leaders including product development, training, consultation, and dissemination.

Funder: University of North Carolina, Chapel Hill

Status: Continuing Award

Amount: \$200,876

USF Goals: 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

Early Childhood

Hillsborough HIPPY Parental Involvement Program (HHPIP)

PI: Jordan, Tracy

Abstract: The Hillsborough HIPPY Parent Involvement Project (HHPIP) is a county-wide home visiting model for caregivers of young children designed to increase school readiness and utilizes parent involvement in their children's education. This contract funds 235 children ages 3-5 and 185 parents residing in Hillsborough County. The project has collaborative partnerships with 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. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

Home Instruction for Parents of Preschool Youngsters

PI: Jordan, Tracy

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. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

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: \$745,166

USF Goals: 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

Early Childhood

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 is developing the training materials and training teachers and coaches in the implementation of the Pyramid Model.

Funder: Metro Nashville Public School

Status: Continuing Award

Amount: \$56,981

USF Goals: 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

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

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 our children. Using selected key well-being indicators and general demographic profiles, the project strives to provide a consistent and reliable source of information that is adaptable to a variety of uses such as policy analysis, grant and proposal writing, needs assessments, and public education.

Funder: Annie E Casey Foundation

Status: Continuing Award

Amount: \$100,000

USF Goals: 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

KIDS COUNT 2019 - Supplement

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 our children. Using selected key well-being indicators and general demographic profiles, the project strives to provide a consistent and reliable source of information that is adaptable to a variety of uses such as policy analysis, grant and proposal writing, needs assessments, and public education.

Funder: Annie E Casey Foundation

Status: New Award

Amount: \$25,000

USF Goals: 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

Kids Count 2020

PI: Dollard, Norin

Abstract: The objective of Florida KIDS COUNT is to inform Floridians and their policy makers about the quality of life for Florida's children, and and builds leadership and accountability for action on behalf of our children. Using selected key well-being indicators and general demographic profiles, Florida KIDS COUNT provides 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. Data are made available for use at the national, state and local levels and include county specific information, statewide measures and comparisons among counties and regions within Florida. National comparisons are also available. FKC annually updates and disseminates national, statewide and county-level data on key indicators for Florida's children.

Funder: Annie E Casey Foundation

Status: New Award

Amount: \$100,000

USF Goals: 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

Positive Behavior Support

Development of Program-Wide Supports for Implementing the Pyramid Model to Address Young Childrens’ Social-Emotional Competence and Challenging Behavior

PI: Fox, Lise

Abstract: This project is developing and evaluating 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. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

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

PI: Fox, Lise

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

Funder: Vanderbilt University

Status: Continuing Award

Amount: \$66,930

USF Goals: 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

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 FLPBIS Project to provide enhanced support across a number of areas: Tier 3 systems, disciplinary equity, classroom PBIS, data systems for behavior, PBIS in early childhood, and mental health.

Funder: FL Department of Education

Status: Continuing Award

Amount: \$540,506

USF Goals: 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

Positive Behavior Interventions and Support: Multitiered System of Support Project

PI: Kincaid, Don

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

Funder: Florida Department of Education

Status: Continuing Award

Amount: \$1,812,650

USF Goals: 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

3. Be a major social and economic engine creating robust global, national and regional partnerships to build a prosperous and sustainable future for our regional communities and the State of Florida.

Positive Behavior Support

Technical Assistance Center on Positive Behavioral Interventions and Supports V

PI: 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

Status: Continuing Award

Amount: \$800,000

USF Goals: 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

Technical Assistance Center on Positive Social, Emotional, and Behavioral Outcomes for Young Children with, and at Risk for, Developmental Delays or Disabilities (NCPMI)

PI: Fox, Lise

Abstract: This national technical assistance center provides 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: US Department of Education

Status: Continuing Award

Amount: \$1,100,000

USF Goals: 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

Quality Improvement

CHANCE Evaluation Phase II: A Comparative Evaluation of Services and Outcomes for Commercially Sexually Exploited Children in Florida

PI: Johnson, Melissa

Abstract: This project expands upon the current evaluation of the CHANCE Program by adding a comparison group in order to demonstrate the effectiveness of CHANCE services. CHANCE is a program that serves youth in the child welfare system who have been identified as victims of commercial sexual exploitation. The evaluation to date has used a longitudinal pre-post design to assess improvements in youth outcomes over time. The study for Phase II uses a quasi-experimental study design to compare the provision of services, youth outcomes, and program costs among sexually exploited children who are served through different models of care: (1) CHANCE, (2) specialized congregate care, and (3) child welfare "services as usual."

Funder: Citrus Health Network, Inc.

Status: Continuing Award

Amount: \$50,804

USF Goals: 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

Quality Improvement

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

PI: McNeish, Roxann

Abstract: USF is evaluating the Children's Mental Health System Of Care Expansion Sustainability Project in four SOC Expansion Sites. USF coordinates 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 also includes 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 includes 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. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

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 determines 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 is being 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: No Cost Extension

USF Goals: 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

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 FL Behavioral Health Network

Status: Continuing Award

Amount: \$5,000

USF Goals: 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

Quality Improvement

System of Care Practice Review Project

PI: Mowery, Debra

Abstract: SO CPR provides a tool for assessing whether system of care principles are operationalized at the level of practice. It also provides a measure of how well the overall service delivery system is meeting the needs of children with serious emotional disturbances (SED) and their families.

Funder: Arizona Health Care Cost Containment System

Status: Continuing Award

Amount: \$176,299

USF Goals: 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

System of Care Practice Review Project

PI: Mowery, Debra

Abstract: SO CPR provides a tool for assessing whether system of care principles are operationalized at the level of practice. It also provides a measure of how well the overall service delivery system is meeting the needs of children with serious emotional disturbances (SED) and their families.

Funder: Arizona Health Care Cost Containment System

Status: New Award

Amount: \$46,063

USF Goals: 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

Reduction in Mental Health Disparities

Making Connections for Mental Health

PI: McNeish, Roxann

Abstract: 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.

Funder: Movember Foundation

Status: Continuing Award

Amount: \$482,622

USF Goals: 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

School Success

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

PI: Spencer, Trina

Abstract: This exploratory project leverages 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 are also producing grade level sequences of vocabulary and grammatical features that educators can address during core instruction.

Funder: US Department of Education

Status: Continuing Award

Amount: \$467,399

- USF Goals:**
2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.
 3. Be a major social and economic engine creating robust global, national and regional partnerships to build a prosperous and sustainable future for our regional communities and the State of Florida.

Development of Math and Science domains of the School Readiness Curriculum Based Measurement System

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. SRCBM 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. SRCBM 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 because SRCBM was aligned with common state learning standards.

Funder: US Department of Education

Status: Continuing Award

Amount: \$111,308

- USF Goals:**
2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.
 3. Be a major social and economic engine creating robust global, national and regional partnerships to build a prosperous and sustainable future for our regional communities and the State of Florida.

School Success

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' understanding of unfamiliar words in text. Project staff will 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: \$587,705

USF Goals:

2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.
3. Be a major social and economic engine creating robust global, national and regional partnerships to build a prosperous and sustainable future for our regional communities and the State of Florida.

Substance Abuse

Evaluation of the State Targeted Response and Partnership for Success Projects

PI: Rohrer (Lipien), 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: \$319,306

USF Goals:

2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

Parent Partners for Families of Miami-Dade County

PI: 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 includes 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, this study focuses 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: Citrus Health Network, Inc.

Status: New Award

Amount: \$126,341

USF Goals: 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

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: This study is evaluating 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 is comprised of three main components: an implementation study, a partnership study, and an outcomes analysis. Specifically, the evaluation assesses 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: Continuing Award

Amount: \$123,453

USF Goals: 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

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: Citrus Health Network, Inc.

Status: New Award

Amount: \$100,380

USF Goals: 2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

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. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

Workforce Development

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

PI: Jorgensen-Smith, Tammy

Abstract: The program aims to address personnel shortages within the Florida Vocational Rehabilitation (VR) system. New courses 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: US Department of Education

Status: Continuing Award

Amount: \$222,218

USF Goals:

1. Promote the lifelong success of well-educated, highly skilled, and adaptable alumnae/alumni who lead enriched lives, are engaged citizens and thrive in a dynamic global market.
2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.
3. Be a major social and economic engine creating robust global, national and regional partnerships to build a prosperous and sustainable future for our regional communities and the State of Florida.

Workforce Development

Achieving Competitive Customized Employment through Specialized Services

PI: 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. Promote the lifelong success of well-educated, highly skilled, and adaptable alumnae/alumni who lead enriched lives, are engaged citizens and thrive in a dynamic global market.
2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.
3. Be a major social and economic engine creating robust global, national and regional partnerships to build a prosperous and sustainable future for our regional communities and the State of Florida.

Enhancing Veteran Community Reintegration Research (ENCORE)

PI: Dillahunt-Aspillaga, Christina

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

Funder: James A. Haley Veteran's Hospital

Status: New Award

Amount: \$9,600

USF Goals:

2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

Institute for Translational Research Education in Adolescent Drug Abuse

PI: 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: \$331,656

USF Goals:

1. Promote the lifelong success of well-educated, highly skilled, and adaptable alumnae/alumni who lead enriched lives, are engaged citizens and thrive in a dynamic global market.
2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

Pilot Studies of the ACCESS Customized Employment Training System (ACETS)

PI: Jorgensen-Smith, Tammy

Abstract: This project is designed to develop and test a customized employment training system using an intervention model (ACCESS) that was developed through an NIMH grant (permission has been obtained, in writing, through the Program Officer at NIMH. After a three-state pilot, we intend to expand the training system nationally. We will use the pilot data from this work to inform a five-year center grant renewal application in collaboration with SDSU's Interwork Institute. The goal is to test the ACCESS Customized Employment Training System (ACETS) to promote sustainability and consistency in the way CE is delivered as a service through public VR.

Funder: San Diego State University

Status: New Award

Amount: \$30,000

USF Goals:

2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

Workforce Development

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

PI: 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. Promote the lifelong success of well-educated, highly skilled, and adaptable alumnae/alumni who lead enriched lives, are engaged citizens and thrive in a dynamic global market.
2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

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: \$705,158

USF Goals:

1. Promote the lifelong success of well-educated, highly skilled, and adaptable alumnae/alumni who lead enriched lives, are engaged citizens and thrive in a dynamic global market.
2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

Rehabilitation Counseling Master's Program: A solution to Personnel Shortage in the Florida Vocational Rehabilitation System

PI: Jorgensen-Smith, Tammy

Abstract: This training grant addresses personnel shortages within Florida Vocational Rehabilitation system. 5 scholars will be recruited annually for a total of 25 scholars over the course of five years with outreach to underserved groups.

Funder: US Department of Education

Status: Continuing Award

Amount: \$199,996

USF Goals:

1. Promote the lifelong success of well-educated, highly skilled, and adaptable alumnae/alumni who lead enriched lives, are engaged citizens and thrive in a dynamic global market.
2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.
3. Be a major social and economic engine creating robust global, national and regional partnerships to build a prosperous and sustainable future for our regional communities and the State of Florida.

IMPACT Activities (July 1, 2019 to June 30, 2020)

Appointments

- American Association on Intellectual and Developmental Disabilities, Immediate Past President, Elizabeth Perkins, PhD
- American Congress of Rehabilitation Medicine, Community Re-integration Task Force, Co-Chair, Christina (Tina) Dillahunt-Aspillaga, PhD, CRC, CVE, CLCP, CBIST
- American Congress of Rehabilitation Medicine, International Program Planning Committee, Member, Christina (Tina) Dillahunt-Aspillaga, PhD, CRC, CVE, CLCP, CBIST
- American Congress of Rehabilitation Medicine, Military Veterans Networking Group, Chair, Christina (Tina) Dillahunt-Aspillaga, PhD, CRC, CVE, CLCP, CBIST
- American Evaluation Association - AEA, Collaborative, Participatory, and Empowerment Topical Interest Group Program Co-Chair, Connie Walker, PhD
- American Psychological Association, Division 17, Counseling Psychology, Fellow, Marilyn Stern, PhD, CRC
- American Psychological Association, Division 38, Health Psychology, Fellow, Marilyn Stern, PhD, CRC
- American Psychological Association, Division 54, Pediatric Psychology, Fellow, Marilyn Stern, PhD, CRC
- Association for Positive Behavior Support, Board Member, Laura Kern, JD, PhD
- Association for Positive Behavior Support, Ex-Officio, Heather Peshak George, PhD
- Association for Positive Behavior Support, President, Rose Iovannone, PhD
- Association of Behavior Analysis International Connecting Dots, Blogger, Catia Cividini-Motta, PhD
- Association of Behavior Analysis International Verbal Behavior SIG, Membership Coordinator, Catia Cividini-Motta, PhD
- BAAB, Site Visitor, Catia Cividini-Motta, PhD
- Board member of Current Developments, non-profit research curation, Trina D. Spencer, PhD, BCBA-D
- Board of the Mayor's Alliance for Persons with Disabilities, Treasurer, Brenda Clark, MS
- Chair of the Clinical Research, Implementation Science, & Evidence-based Practice (CRISP) committee of the American Speech-Language Hearing Association (ASHA), Trina D. Spencer, PhD, BCBA-D
- Community Tampa Bay (formerly National Conference for Community and Justice-Tampa Bay Chapter), Anytown Program, co-Director, Richard Weinberg, PhD
- Expert Consultant for Story Llama (Promise Venture), Trina D. Spencer, PhD, BCBA-D
- Florida Rehabilitation Association (FRA), Board Member, Christina (Tina) Dillahunt-Aspillaga, PhD, CRC, CVE, CLCP, CBIST
- Hillsborough County Alliance for Citizens with Disabilities, Board Member, Brenda Clark, MS
- INESP Universidade (Sao Paulo, Brazil), Invited Lecturer, Catia Cividini-Motta, PhD
- International Association of Rehabilitation Professionals, Academic Advisory Council, Member, Christina (Tina) Dillahunt-Aspillaga, PhD, CRC, CVE, CLCP, CBIST
- Korean Association of Applied Behavior Analysis, Board of Directors, 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
- Life 360, Inc. (Youth Development Organization), Board Member, Linda M. Callejas, PhD
- National Rehabilitation Association, Board Member at Large, Christina (Tina) Dillahunt-Aspillaga, PhD, CRC, CVE, CLCP, CBIST
- Polytrauma Research Executive Committee, Member, James A. Haley Veterans Administration Medical Center, Christina (Tina) Dillahunt-Aspillaga, PhD, CRC, CVE, CLCP, CBIST
- Redlands Christian Migrant Association (RCMA) Charter School Board Sub-committee, Matthew E. Foster, PhD
- Society for Research Administrators International, Committee for Research Pre-Award and Development Training, Kimberly Read, PhD
- Society for Research Administrators International, Southern Section Secretary, Kimberly Read, PhD
- Tampa Bay EFT Community, President, Ryan G. Henry, PhD, LMFT
- USF CFS Governance Council, Interim Chair, Catia Cividini-Motta, PhD
- USF CFS Governance Council, Member, Catia Cividini-Motta, PhD
- USF College of Behavioral Health and Community Sciences College Faculty Council, Chair, Christina (Tina) Dillahunt-Aspillaga, PhD, CRC, CVE, CLCP, CBIST
- USF College of Behavioral Health and Community Sciences Tenure and Promotion Committee, Chair, Christina (Tina) Dillahunt-Aspillaga, PhD, CRC, CVE, CLCP, CBIST
- USF Faculty Senate Executive Committee, Member, Raymond Miltenberger, PhD
- USF Graduate Council, Chair, Raymond Miltenberger, PhD
- USF Graduate Council, Graduate and Professional Student Success Workgroup, Raymond Miltenberger, PhD
- Yes! America United, Inc., Board Member, Brenda Clark, MS
- Youth Opportunity Foundation Scientific Advisory Council-Youth with TBI, Christina (Tina) Dillahunt-Aspillaga, PhD, CRC, CVE, CLCP, CBIST

IMPACT Activities (continued)

Awards

- 2019 Outstanding Achievement Award, Child and Family Studies, University of South Florida, Rocky Haynes, PhD
- 2019 Outstanding Graduate Faculty Mentor Award (Honorable Mention), University of South Florida, Raymond Miltenberger, PhD
- 2020 America Education Research Association and National Science Foundation Institute on Statistical Analysis: Development of Mathematics Competencies in Early Childhood, Matthew E. Foster, PhD
- 2020 National Academy of Education (NAEd)/Spencer Postdoctoral Fellowship Semifinalist, Anna R. Garcia, PhD
- 2020 Student Member Registration Grant, ABAI Convention Society for the Advancement of Behavior Analysis (SABA), Megan Kirby, MEd, BCBA
- Dr. Karen Berkman, CARD-USF Executive Director (now retired), received the Joe Sanchez Jr. Leadership Award at the 31st Annual Mayor's Alliance for Persons with Disabilities Awards Luncheon.
- Fulbright Scholars Program (Teaching and Research Grant), *Storytelling in South Africa*, University of Pretoria, Pretoria, South Africa, Trina D. Spencer, PhD, BCBA-D
- Graduate Student Employee of the Year (2020), College of Behavioral and Community Sciences, University of South Florida, Enya Vroom, MS
- Service Award, College of Behavioral and Community Sciences, University of South Florida, Ryan G. Henry, PhD, LMFT

Book Chapters

- Blair, K. C., Lee, D. J., Matsuda, K., & Knochel, A. (2020). Culturally tailored ABA treatments for Asian American clients and families. In B. M. Conners & S. Capell (Eds.), *Multiculturalism and diversity in applied behavior analysis: Bridging theory and application* (pp.69-82). New York, NY: Routledge.
- Callejas, L.M. & Hernandez, M. (2020). Reframing the concept of cultural competence to enhance delivery of behavioral health services to culturally diverse populations. In B.L. Levin & A. Hanson (Eds.) *Foundations of behavioral health* (pp. 321-335). Switzerland: Springer Nature. https://doi.org/10.1007/978-3-030-18435-3_15.
- Cogan, A., Dillahunt-Aspillaga, C. & Scholten, J. (accepted, 2019). Caring for Veterans in the Private Sector. *Nursing Research Best Practices: Caring for Veterans in Civilian Healthcare Settings*
- Crosland, K.A., & Haynes, R. (2019). Runaway Youth. In J. Ponzetti, (Ed.) *MacMillan Encyclopedia of Families, Marriages, and Intimate Relationships*. Boston, MA: Cengage Publishers.

- Garbacz, S. A., Vatland, C. H., Kern, L., Von der Embse, N., Novotnak, T., Minch, D. R., & Weist, M. D. (2020). Family-school partnerships within tiered systems of support to increase access, improve equity, and promote positive outcomes for all children and families. In C. Clauss-Ehlers, A. B. Sood, & M. D. Weist (Eds.), *Social justice for children and young people: International perspectives*. Cambridge University Press.
- Gion, C., George, H.P., Nese, R., Kato, M., Masser, M., & McIntosh, K. (2020). School-wide positive behavioral interventions and supports. In A. Reschly, S. Christenson, & A. Pohl (Eds.), *Student engagement: Effective academic, behavioral, cognitive, and affective interventions at school*. (pp. 171-183). Springer. https://link.springer.com/chapter/10.1007%2F978-3-030-37285-9_10.
- Tasse, M. J., Perkins, E. A., Jorgensen-Smith, T., & Chapman, R. (2020). Behavioral health services for persons with intellectual and developmental disabilities. In B. L Levin & A. Hanson. (Eds.), *Foundations of behavioral health* (pp. 253-272). Springer Nature. <https://doi.org/10.1007/978-3-030-18435-3>

Books

- Dunlap, G., Iovannone, R., Kincaid, D., Wilson, K., Christiansen, K., & Strain, P. (2019). *Prevent-Teach-Reinforce: A school-based model of individualized positive behavior support (2nd. ed.)*. Paul H. Brookes.

Conference Presentations

- Anthony, J. L., Foster, M. E., Chen Y., & Williams, J. M. (2019, July). *Growth Mixture Modeling of Bilingual Language Development and Literacy Outcomes*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Toronto, CA.
- Avalos, M. A., Carlo, M. S., Williams, J., & Anthony, J. (2020, March). *Effects of Spanish/English definition supports on academic vocabulary learning of 4th grade Spanish-English bilinguals*. Paper to be presented at the annual meeting of the American Association of Applied Linguistics, Denver, CO. (Conference canceled)
- Bardzilauskaite, M., Scalzo, R., & Blair, K. C., (2019, October). Using DRO and response cost as a class-wide intervention to improve student and teacher behaviors. In K. Blair (Chair), *Implementation of Teacher Consultation in public schools*. Symposium conducted at the Annual meeting of the Florida Association for Behavior Analysis (FABA), Ponte Vedra, FL.
- Bardzilauskaite, M., Scalzo, R., & Blair, K. C., (2020, May). Using differential reinforcement of other behavior and response cost as a class-wide intervention to improve student and teacher behaviors. In T. Maxfield (Chair), *Implementation of teacher consultation in public schools*. Symposium conducted at the annual meeting of the Association for Behavior Analysis International (ABAI), Washington, D.C.
- Barton, E. E., Fox, L., & Nemecek, A. (2019, October). *Implementing the Pyramid Model in Part C: Supporting programs, practitioners, and families* [Conference session]. 35th Annual International Conference on Young Children with Special Needs and their Families, Dallas, TX.

IMPACT Activities (*continued*)

- Binder, D., Ferro, J., & von der Embse, M. (2020, June). *Coaching teachers to fidelity: Using data-based decision tools to maximize coaching efforts* [Webinar]. 17th International Conference on Positive Behavior Support.
- Blair, K. C. (2019, June). Feasibility of Using the Teaching Tools for Young Children with Challenging Behavior (TTYC) for toddlers. (Invited). Poster presented at the annual meeting of the National Training Institute on Effective Practices (NTI), St. Petersburg, FL.
- Blair, K. C., Iovannone, R., & Kwak, D. (2020, March). School-based behavioral consultation using the Prevent-Teach-Reinforce Model within Tier 3 PBIS. Paper presented at the annual meeting of the Association of Positive Behavior Support. Miami, FL. (Conference canceled due to Covid-19).
- Blair, K. C., Iovannone, R., Ginns, D., Cividini-Motta, C., & Crosland, K. (2019, October). Overview and preliminary data for Project Enhancing Behavior Analytic Services (EBAS). In K. Crosland (Chair), *So happy together: behavior analysts and school psychologists collaborating in authentic school settings*. Symposium conducted at the Annual meeting of the Florida Association for Behavior Analysis (FABA), Ponte Vedra, FL.
- Blair, K. C., Park, E., Kim, W., Kwak, D. (2019, October). A meta-analysis of tier 2 interventions implemented within school-wide PBIS. In K. Crosland (Chair), *School-based interventions for problem behavior*. Symposium conducted at the Annual meeting of the Florida Association for Behavior Analysis (FABA), Ponte Vedra, FL.
- Blair, K. C., Park, E., Kim, W., Kwak, D., & J. Trapani. (2020, May). A meta-analysis of tier 2 interventions implemented within school-wide PBIS. In K. Crosland (Chair), *School-based interventions for problem behavior*. Symposium conducted at the annual meeting of the Association for Behavior Analysis International (ABAI), Washington, D.C.
- Bloom, S. E. (2020, April). Current Research on Trial-Based Functional Analysis. Invited Presentation at Behavior Analysis Student Association, Florida Institute of Technology. Online. [Invited]
- Bloom, S. E., (2019, September). *Discussant*. In Andrew Houvouras (Chair). *Mental disorders, burnout, and substance abuse: Occurrence and stigma among behavior analysis*. Symposium presented at the 39th annual convention of the Florida Association for Behavior Analysis. Ponte Vedra, FL
- Bloom, S. E., Perone, M., & Watson-Thompson, J. (2020, May). Diversity, Equity, and Inclusion: Strategies and Challenges in Recruitment, Invited Panel (Chair: C. Pilgrim) presented at the 46th annual meeting of the Association for Behavior Analysis International, Online. [Invited]
- Brennan, J., & Crosland, K. (2020, May). The use of stability balls for children with autism spectrum disorder in a clinic setting. Paper presented at the annual ABAI conference, online.
- Campos, C., Bloom, S. E., Weyman, J. R., & Garcia, A. (2020, May). *Development and validation of the Waiting Assessment Interview Tool and evaluation of individualized waiting durations in signaled reinforcement*. In Jennifer R. Weyman (Chair), *Issues Related to Assessment and Treatment of Problem Behavior from a Variety of Perspectives*. Symposium presented at the 46^h annual convention of the Association for Behavior Analysis International, Online.
- Carlo, M.S. (2020, February). *Vocabulary and Comprehension promoting instructional strategies for DLL in PK and K*. Meeting of teachers in the Growing-up Great in Town 'n Country partnership, Tampa, FL.
- Carlo, M. S., Williams, J., & Avalos, M., Anthony, J. (2019, July). *Are there differential benefits from definition supports related to L1 and L2 proficiency among 4th grade Spanish-English bilinguals?* Paper to be presented at annual meeting of the Society for Scientific Study of Reading, Toronto, Canada.
- Carlo, M.S., Williams, J., Avalos, M., & Anthony, J. (2020, April). Linguistic moderators of effects of definition supports on academic vocabulary of 4th grade dual-language. In Carlo, M.S. & Gamez, P. (Chairs), *The role of language input and production in academic language and literacy development of DLLs*. Symposium at annual meeting of the American Educational Research Association annual meeting, San Francisco, CA. (Conference canceled).
- Carlo, M.S., Williams, J., Avalos, M., Anthony, J. (2020, January). *The effect of Spanish and English definitions on learning general purpose academic English words by 4th grade Spanish speaking ELL*. Poster to be presented at the annual Institute for Educational Sciences PI meeting, Washington, DC.
- Cividini-Motta, C. (2019, August). *Avaliação e Intervenção para estereotipia em pessoas com TEA (Assessment and treatment for stereotypy in persons with ASD)*. Workshop presented at the 3rd encontro Brasil & EUA de autism (3rd Brasil & USA conference on autism), Recife, Brazil.
- Cividini-Motta, C. (2019, September). Chair. *Variables that Influence Rate of Skill Acquisition*. Symposium presented at the annual FABA conference, Ponte Vedra, FL.
- Cividini-Motta, C. (2019, September). *Discussant*. In K. Albert (Chair). *Assessing and Treating Stereotypy in Children with Autism Spectrum Disorder*. Symposium presented at the annual FABA conference, Ponte Vedra, FL.
- Cividini-Motta, C. (2020, May). Chair. *Evaluations of Innovative Procedures Aimed at Improving Behavior in Classrooms and Clinical Settings*. Symposium presented at the annual ABAI conference, Virtual Conference.
- Clark, B., Smith, T.J., & Souders, D. (2020, June). Fifth Annual FCIC Virtual Employment Conference – Talent Actualized: Journey to Employment. Florida Center for Inclusive Communities. Online.

IMPACT Activities (continued)

- Clarke, S. (2019, September). Using the Prevent-Teach-Reinforce process to improve the behavior of a kindergartener. In Haynes, R. (Chair), *Royal Flush: Prevent-Teach-Reinforce Symposium* presented at the 39th Annual Meeting of the Florida Association for Behavior Analysis, Ponte Vedra Beach, FL.
- Clarke, S. (2020, January). Prevent-Teach-Reinforce: A Comprehensive FBA/BIP Model Tested in Typical Schools. In Clark, S. (Chair), *The Use of PTR to improve the behavior of a second-grade student with ASD*. Symposium presented at the 27th Annual Statewide CARD Conference, Orlando, FL.
- Concepcion, A., Crosland, K., & Scalzo, R. (2020, May). At last: An application of delay discounting on academic procrastination. Paper presented at the annual ABAI conference, online.
- Corr, C., Fox, L., & Eber, L. (2019, July). *Trauma-informed care: Evidence-based framework for improving outcomes for children and students* [Conference session]. 2019 OSEP Leadership Conference, Arlington, VA.
- Crosland, K. (2019, September) (Discussant). Teaching complex skills. In A.K. Edgemon (Chair), *Teaching complex skills*. Symposium presented at the annual Florida Association for Behavior Analysis conference, Ponte Vedra, FL.
- Crosland, K.A. (2019, January). *School based intervention: Educator training and collaboration*. Invited Conference Webinar: Southwest West Central Service Cooperative (SWWC).
- Deenihan, D., & Blair, K. C. (2019, October). Using the Prevent-Teach for Secondary (PTR-SEC) model for high school students with autism spectrum disorders. In K. Blair (Chair), *Implementation of Teacher Consultation in public schools*. Symposium conducted at the Annual meeting of the Florida Association for Behavior Analysis (FABA), Ponte Vedra, FL.
- Deenihan, D., Blair, K. C., & Russo, D. A. (2020, May). Using the Prevent-Teach for Secondary model for high school students with autism spectrum disorders. In T. Maxfield (Chair), *Implementation of teacher consultation in public schools*. Symposium conducted at the annual meeting of the Association for Behavior Analysis International (ABAI), Washington, D.C.
- Deenihan, D., Iovannone, R., Ginns, D., Cividini-Motta, C., Crosland, K. (2019, September). So happy together: Behavior analysts and school psychologists collaborating in authentic school settings. Paper presented at the annual Florida Association for Behavior Analysis conference, Ponte Vedra, FL.
- DePaolo, J. & Crosland, K. (2020, May). The use of negative reinforcement to increase running behavior in collegiate athletes. Paper presented at the annual ABAI conference, online.
- DePaolo, J., Crosland, K., & Gravina, N. (2019, September). Sports based PDC: Assessing what behaviors to study and how to intervene. Paper presented at the annual Florida Association for Behavior Analysis conference, Ponte Vedra, FL.
- DePippo, A. (2020, June). *Teaching Practicum Courses in a University Setting*. Presented at the University of South Florida, Tampa, FL.
- Dillahunt-Apillaga, C. J., Ching, D., Smith, T. J., & Weston, A. (2019, November). *Achieving competitive, customized employment through specialized services (ACCESS)* [Poster presentation]. 96th Annual National ACRM Conference, Chicago, IL.
- Dillahunt-Aspillaga, C., Pogoda, T., Ottomanelli, L., Billingsley, E., Eshel, I. (2019, November). *Variations on patient-centered approaches to community reintegration: Meeting individuals where they are*. Special symposia presented at the meeting of the American Congress of Rehabilitation Medicine, Chicago, IL [Invited presentation]
- Evanovich, L., & Martinez, S. (2019, November). *Connecting and Building Relationships Through Community Building Restorative Practices* [Conference presentation]. 4th Annual Healing Neen Conference, Kissimmee, FL.
- Evanovich, L., & Raulerson, C. (2019, October). *Filling in the tier 2 intervention gap for youth at-risk* [Conference presentation]. 42nd Annual Conference of Teacher Educators for Children with Behavior Disorders, Tempe, AZ.
- Evanovich, L., Martinez, S., & Sandomierski, T. (2019, February). *Integrating reactionary restorative practices into an already established Tier 1 PBIS* [Conference presentation]. Sixteenth International Conference on Positive Behavior Support, Washington, D.C.
- Evanovich, L., Vanover, R., Martinez, S., & Raulerson, C. (2019, February). *"Conversation" to "action": A protocol to decrease restraint and/or seclusion* [Conference presentation]. Sixteenth International Conference on Positive Behavior Support, Washington, D.C.
- Ferro, J., Binder, D., & von der Embse, M. (2020, March). *Using coaching strategies and data-based decision tools to maximize coaching effort* [Conference presentation]. Presentation at the 17th International Conference on Positive Behavior Support, Miami, FL. (Conference cancelled).
- Foster, M.E., Anthony, J. L., Williams, J. M., & Carlo, M. (2020, February). *The Relationship between Language Trajectories and Kindergarten Math Achievement among Spanish-English Speaking Dual Language Learners: A Latent Profile Analysis*. Paper presented at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.
- Fox, L. & Hemmeter, M. L. (2019, July). *Using evidence-based discipline practices in preschool programs* [Conference presentation]. 2019 OSEP Leadership Conference, Arlington, VA.
- Fox, L. (2019, November). *Implementing the Pyramid Model as a social and behavioral multi-tiered system of supports: Alignment, integration, and critical elements* [Conference presentation]. CASE/NASDSE Joint Conference, Louisville, Kentucky.

IMPACT Activities (continued)

- Fox, L. (2020, February). *Social emotional teaching strategies that every family should know and use* [Conference presentation]. Family Connections Hopes and Dreams Annual Conference, Columbia, South Carolina.
- Fox, L., & Kavulic, C. (2019, October). *Using data to understand and address challenging behavior* [Conference presentation]. 35th Annual International Conference on Young Children with Special Needs and their Families, Dallas, TX.
- Fox, L., (2020, February). *Pivotal social emotional teaching practices every VPK teacher should know and use* [Conference presentation]. Hillsborough Early Learning Coalition VPK Conference, Tampa, Florida.
- Fox, L., Ashley, L., Veguilla, M., & Morris, C. (2020, March). *Addressing inappropriate discipline practices: Examining state policies on preschool suspension and expulsion* [Poster presentation]. 17th International Conference on Positive Behavior Support, Miami, FL. (Conference cancelled).
- Fox, L., Miguel, T. Vinh, M., & Ashley, L. (2019, October). *Addressing inappropriate discipline practices: State policies on suspension and expulsion* [Poster presentation]. 35th Annual International Conference on Young Children with Special Needs and their Families, Dallas, TX.
- Freeman, J., George, H. P., Lewis, T., McIntosh, K., & Simonsen, B. (2020, May). *MTSS during the pandemic: Adapting systems of behavior support* [Webinar]. Hosted by the National OSEP Technical Assistance Center on PBIS. <https://www.pbis.org/video/mtss-during-the-pandemic-adapting-systems-of-behavior-support>
- Gage, N., MacSuga-Gage, A., Grasley-Boy, N., George, H. P., & Elfner, K. (2020, March 11-14). *The impact of SWPBIS on student outcomes in Florida* [Conference session]. Association for Positive Behavior Support (APBS) Conference, Miami, FL. <https://www.apbs.org/conference> (Conference cancelled).
- Garcia, A. R. (2020, August). *Cultural Reciprocity in Applied Behavior Analysis*. In A. Garcia (Chair), *Providing Culturally Competent Services to Families of Diverse Backgrounds*. Symposium presented virtually at the Women in Behavior Analysis (WIBA) Conference.
- Garcia, A., Bloom, S. E., Bell, M. (2019, September). *Using pyramidal training to teach behavior analytic procedures to Hispanic families*. In Kerri Peters (Chair), *Evaluations of innovative teaching procedures aimed at training parents, staff, and college students*. Symposium presented at the 39th annual convention of the Florida Association for Behavior Analysis, Ponte Vedre, FL.
- Gavin, E., Miles, S., Silva, M., Corrigan, J., Neumann, D., Eapen, B., ... Dillahunt-Aspillaga, C. & Nakase-Richardson, R. (November, 2019). *Arrests rates in veterans and military personnel after TBI: A VA TBI Model Systems Study*. Paper presented at the meeting of the American Congress of Rehabilitation Medicine, Chicago, IL [Invited presentation]
- Gemignani, M., Mertz, R. & Joseph, R. (2019, November). *Family literacy initiative: An international partnership brings success to parents and preschoolers* [Conference presentation]. The National Association for the Education of Young Children (NAEYC) 2019 Annual Conference & EXPO, Nashville, TN.
- Ginns, D. S. (2019, October). *Enhancing behavior analytic services for students with emotional disturbance*. In D.S. Ginns (Chair), *Enhancing behavior analytic services for students with emotional disturbance*. Symposium presented at the Florida Association of Behavior Analysts, St. Augustine, Florida.
- Ginns, D. S., Scheel, N., & Hodnett, J. (2019, October). *The use of performance feedback for improving training practices*. In Renaker, D. (Chair), *Improving Treatment Integrity through Different Behavior Analytic Approaches*. Symposium presented at the Florida Association of Behavior Analysts, St. Augustine, Florida.
- Hanashiro-Parson, H. & Miltenberger, R (2020, May). *Comparison of token reinforcement and monetary reinforcement to increase steps in adults with intellectual disability*. Paper presented at the annual ABAI conference. Virtual presentation. Also presented at the 2019 FABA conference, Ponte Vedra, FL.
- Haynes, R. (2019, September). *Discussant*. In K. Peters (Chair). *Evaluation of Innovative Teaching Procedures Aimed at Training Parents, Staff, and College Students*. Symposium presented at the annual FABA conference, Ponte Vedra, FL.
- Haynes, R. (2019, September). *What are the steps of the process that make P-T-R a royal flush?!* In R. Haynes (Chair). *Royal Flush: Prevent-Teach-Reinforce*. Symposium presented at the annual FABA conference, Ponte Vedra, FL.
- Hodnett, J. (2019, September). *Improving treatment integrity for school-based interventions: BST and beyond* [Conference session]. Florida Association of Behavior Analysis, Ponte Vedra, FL.
- Iovannone, R. (2019, October). *The prevent-teach-reinforce FBA/BIP model for middle and high school students* [Conference session]. The National PBIS Leadership Forum, Chicago, IL.
- Iovannone, R. (2019, September). *Prevent-Teach-Reinforce (PTR): An evidence-based functional behavior assessment/behavior intervention process* [Conference presentation]. 2019 MTSS Summit, Kearney, NE.
- John, K., Bloom, S. E., Samaha, A. L., Bell, M. & Talhelm, P. (2020, May). *Some effects of functional analysis on problem behavior outside of session*. In Jennifer R. Weyman (Chair), *Issues Related to Assessment and Treatment of Problem Behavior from a Variety of Perspectives*. Symposium presented at the 46th annual convention of the Association for Behavior Analysis International, Online.

IMPACT Activities (continued)

- John, K., Bloom, S. E., Samaha, A. L., Talhelm, P., & Bell, M. (2019, September). Some effects of functional analysis on problem behavior outside of session. In E. Schieber (Chair). *Further Evaluations of Functional Analysis: Screening Tools, Post-Session Effects, and Interpretation of Data*. Symposium presented at the 39th annual convention of the Florida Association for Behavior Analysis, Ponte Vedre, FL.
- Jorgensen-Smith, T., Dillahun-Aspillaga, C., & Ching, D. (November, 2019). *ACCESS intervention: Enhancing employment outcomes for individuals with complex disabilities*. Paper presented at the meeting of the American Congress of Rehabilitation Medicine, Chicago, IL [Invited presentation]
- Kim, W., Park, E., Blair, K. C., & Maxfield, T. (2019, October). Effectiveness of physical activity interventions for individuals with autism spectrum disorder: A meta-analysis. In S. Weinsztok (Chair), *Sports, health, & fitness: motivating physical activity*. Symposium conducted at the Annual meeting of the Florida Association for Behavior Analysis (FABA), Ponte Vedra, FL.
- Kincaid, D. (October 3, 2019). *APBS PBIS State Leaders Meeting [Facilitation]*. Hosting Network Meeting of the APBS Network, Chicago, IL.
- Knochel, A., & Blair, K. C. (2020, May). Promoting equity in teachers' use of behavior specific praise with self-monitoring and performance feedback. In T. Maxfield (Chair), *Implementation of teacher consultation in public schools*. Symposium conducted at the annual meeting of the Association for Behavior Analysis International (ABAI), Washington, D.C.
- Knochel, A., Blair, K. C., & Kincaid, D. (2020, March). Promoting equity in teachers' use of behavior-specific praise with self-monitoring with performance feedback. Poster presented at the annual meeting of the Association of Positive Behavior Support. Miami, FL. (Conference canceled due to Covid-19).
- Knochel, A., Blair, K. C., & Randazzo, A. (2019, October). Promoting equity in teachers' use of behavior specific praise with self-monitoring and performance feedback. In K. Blair (Chair), *Implementation of Teacher Consultation in public schools*. Symposium conducted at the Annual meeting of the Florida Association for Behavior Analysis (FABA), Ponte Vedra, FL.
- Kurji, N., Koza, T., Moore, A., Albizu-Jacob, A., & Grant, C. (2020, March). *Program evaluation of hillsborough county anti-drug alliance's youth tobacco awareness class (Y-TAC)*. 33rd Annual Research & Policy Conference on Child, Adolescent, and Young Adult Behavioral Health, Tampa, FL. (conference canceled)
- MacSuga-Gage, A., & Martinez, S. (2019, October). *Introducing pre-service and in-service teacher to issues of equity: Awareness without blame* [Conference presentation]. TECBD 2019, Tempe, AZ.
- Mahoney, E., Silva, M., Dams-O'Connor, K., Chung, J., Giacino, J., Hammond, F., ... & Dillahun-Aspillaga, C. (November, 2019). Unmet rehabilitation needs five years post traumatic brain injury: A VA TBI Model Systems Study. Paper presented at the meeting of the American Congress of Rehabilitation Medicine, Chicago, IL [Invited presentation]
- Makris, A., Khaliq, M., & Perkins, E. (2019, November). *Social marketing interventions to primary care physicians to decrease health disparities for patients with a disability: A scoping review* [Poster presentation]. Annual AUCD Conference, Washington D.C.
- Massey, O. T., & Vroom, E. B. (2019, December). *Implementation of school-based mental health: Implementation and organizational structure change over time*. Presented at the 12th Annual Conference on the Science of Dissemination and Implementation in Health, Washington, D.C.
- Massey, O. T., & Vroom, E. B. (2019, September). *From implementation science to implementation practice: Building community implementation capacity*. Presented at the Global Implementation Conference, Glasgow, Scotland, UK.
- Maxfield, T., Park, E.Y., Blair, K. C. (2020, May). A meta-analysis of safety skills interventions for individuals with intellectual disabilities. In M. A. Novotny (Chair), *Recent research on teaching safety skills to children with developmental disabilities*. Symposium conducted at the annual meeting of the Association for Behavior Analysis International (ABAI), Washington, D.C.
- McDermit, M., & Crosland, K. (2019, September). Evaluating check-in/check-out with a self-monitoring component. Paper presented at the annual Florida Association for Behavior Analysis conference, Ponte Vedra, FL.
- McDermit, M., & Crosland, K. (2020, May). Evaluating check-in/check-out with a self-monitoring component. Paper presented at the annual ABAI conference, online.
- McNeish, R., Delva, J., & Albizu-Jacob, A. (2020, March). *Strategies that promote male engagement in community-based programs*. 33rd Annual Research & Policy Conference on Child, Adolescent, and Young Adult Behavioral Health, Tampa, FL. <https://www.cmhnetwork.org/tampa-conference/agenda/concurrent-sessions-45-55/> (conference canceled)
- Miles, S., Silva, M., Dillahun-Aspillaga, C., Corrigan, J., Neumann, D., Eapen, B., ... & Nakase-Richardson, R. (November, 2019). Demographic and mental health predictors of arrests 1-10 years post-TBI: A VA TBIMS Study. Paper presented at the meeting of the American Congress of Rehabilitation Medicine, Chicago, IL [Invited presentation]
- Miltenberger, R. (2019, November). Lessons Learned from 30 Years of Research on Teaching Safety Skills to Children. Invited address at the National Congress of the Brazilian Association for Behavior Analysis, São Paulo, Brazil.
- Miltenberger, R. (2019, November). Teaching Safety Skills to Children. Invited workshop presented at the National Congress of the Brazilian Association for Behavior Analysis, São Paulo, Brazil.

IMPACT Activities (*continued*)

- Miltenberger, R. (2019, October). BST is Not As Good As You Think: Lessons Learned from Teaching Safety Skills. Invited address at the Mid-America Association for Behavior Analysis conference, Omaha, NE.
- Miltenberger, R. (2019, September). BST is Not As Good As You Think: Lessons Learned from Teaching Safety Skills. Keynote address at the Florida Association for Behavior Analysis conference, Ponte Vedra, FL.
- Miltenberger, R. (2019, September). Discussant. In S. Weinsztok (Chair). *Sports, health and fitness: Motivating physical activity*. Symposium presented at the annual FABA conference, Ponte Vedra, FL.
- Miltenberger, R. (2020, May). Discussant. In S. Flynn (Chair). Application of behavior analytic approaches to increase sports skills. Symposium presented at the annual ABAI conference. Virtual presentation.
- Miltenberger, R., Novotny, M., Maxfield, T., & Baruni, R. (2020, May). *Video self-modeling to teach firearm safety skills*. Paper presented at the annual ABAI conference. Virtual presentation. Also presented at the 2019 FABA conference, Ponte Vedra, FL.
- Moore, J., & Crosland, K. (2019, September). An evaluation of self-monitoring using the Individualized Behavior Rating Scale (IBRS) in classroom settings. Paper presented at the annual Florida Association for Behavior Analysis conference, Ponte Vedra, FL.
- Moore, J., Hordges, S., & Crosland, K. (2020, May). An evaluation of self-monitoring using the individualized behavior rating scale tool in classroom settings. Paper presented at the annual ABAI conference, online.
- Mowery, D. (2020, June). System of care practice review (SOCPR): Program, community, and state perspective. Invited poster presented at the 2020 University of Maryland, Baltimore Training Institutes, Orlando, FL. (Conference cancelled)
- Mowery, D. (2020, June). System of care practice review (SOCPR): Program, community, and state perspective. Invited poster presented at the 2020 University of Maryland, Baltimore Training Institutes, Orlando, FL. (conference cancelled)
- Orner, M., Miltenberger, R., & Maxfield, T. (2020, May). *Evaluating small-scale simulation training for teaching firearm safety skills to children with ASD*. Paper presented at the annual ABAI conference, Virtual presentation. Also presented at the 2019 FABA conference, Ponte Vedra, FL.
- Park, E., Maxfield, T., & Blair, K. C. (2019, October). Safety skills interventions for individuals with intellectual disabilities: A meta-analysis of single subject design studies. In K. Goldman (Chair), *Teaching adaptive skills to individuals with intellectual and/or developmental disabilities and typically developing children*. Symposium conducted at the Annual meeting of the Florida Association for Behavior Analysis (FABA), Ponte Vedra, FL.
- Park, N.S., Jang, Y., Chiriboga, D.A., & Chung, S. (2020, January). *Social network types, living alone, and depressive symptoms among older Korean Americans*. Paper presentation, 24th Annual Conference of the Society for Social Work and Research, Washington, DC.
- Read, K. (2020, April 21). *Funding development* [Webinar]. In the Society of Research Administrators International iSRA Virtual Conference.
- Read, K. (2020, April). *F&A costs: Balancing sponsor requirements and institutional needs* [Webinar]. In the Society of Research Administrators International iSRA Virtual Conference.
- Reed, J., & Crosland, K. (2019, September). An evaluation of Khan Academy videos as a supplement to teacher instruction. Paper presented at the annual Florida Association for Behavior Analysis conference, Ponte Vedra, FL.
- Reed, J., Crosland, K., & Braren, J.T. (2020, May). Evaluating Khan Academy videos as supplemental support for elementary aged students with disabilities. Paper presented at the annual ABAI conference, online.
- Reyes, S., & Blair, K. C. (2019, October). Implementation of the Prevent-Teach-Reinforce model within multi-tiered system of support of elementary school students with problem behavior. In K. Blair (Chair), *Implementation of Teacher Consultation in public schools*. Symposium conducted at the Annual meeting of the Florida Association for Behavior Analysis (FABA), Ponte Vedra, FL.
- Reyes, S., & Blair, K. C. (2020, May). Implementation of the Prevent-Teach-Reinforce model within multi-tiered system of support of elementary school students with problem behavior. In T. Maxfield (Chair), *Implementation of teacher consultation in public schools*. Symposium conducted at the annual meeting of the Association for Behavior Analysis International (ABAI), Washington, D.C.
- Rodriguez Lopez, L. M. & Avila, M. M. (2020, March). *Embracing diversity in recruitment of trainees, faculty, and staff* [Webinar]. AUCD.
- Rodriguez Lopez, L. M. (2019, November). *Innovative approaches to interdisciplinary training in UCEDDs* [Poster presentation]. Annual Conference of the Association of University Centers on Disabilities, Washington, DC.
- Sandomierski, T. & Martinez, S. (2019, May). *Providing a Safe and Supportive Environment for Every Student* [Conference presentation]. 2nd Annual Mental Health & Transition Conference, Kissimmee, FL.
- Scheel, N. L. (2019, September). *Using BST to train graduate students to conduct classroom observations* [Conference session]. Florida Association of Behavior Analysis, Ponte Vedra, FL.
- Schenk, M., & Miltenberger, R. (2020, May). *Antecedent vs consequence components of BST to improve proper tackling in football*. Paper presented at the annual ABAI conference. Virtual presentation. Also presented at the 2019 FABA conference, Ponte Vedra, FL.

IMPACT Activities (continued)

- Schulz, T., Cividini-Motta, C., & Blair, K. (2019, September). A comparison of high-tech and low-tech response modalities to improve student performance and classroom behavior. In Edgemon, A. K. (Chair), *Teaching complex skills*. Symposium conducted at the Annual meeting of the Florida Association for Behavior Analysis (FABA), Ponte Vedra, FL.
- Silvestre, C., & Blair, K. C. (2019, October). A collaborative electronic behavior assessment system (eBA): Validation and evaluation of feasibility. Paper presented at the Annual meeting of the Florida Association for Behavior Analysis (FABA), Ponte Vedra, FL.
- Singer, L., & Crosland, K. (2019, September). Effects of interspersing recall versus recognition questions with response cards during college lectures. Paper presented at the annual Florida Association for Behavior Analysis conference, Ponte Vedra, FL.
- Singer, L., Cividini-Motta, C., Blair, K. C., & MacNaul, H. L. (2020, May). A comparison of high-tech and low-tech response modalities to improve student performance and classroom behavior. In K. Crosland (Chair), *School-based interventions for problem behavior*. Symposium conducted at the annual meeting of the Association for Behavior Analysis International (ABAI), Washington, D.C.
- Soca Lozana, S., Redwine, L., Rodriguez, C., & Stern, M. (2020, April). *Adapting Adaptando Dieta y Acción Para Todos (ADAPT): The inclusion of mindfulness*. Paper to be presented to the meetings of the Society of Pediatric Psychology, Dallas, TX (Conference canceled due to COVID-19).
- Song, W., Chang, E., Han, M., Blair, K. C., Lee, G., & Lee, D. (2019, July). *Development and validation of the Korean Classroom Problem Behavior Scale - Elementary School Version (CPBS-E)*. Paper presented at 9th World Congress of Behavioural and Cognitive Therapies. Berlin, Germany.
- Splett, J. W., Kern, L., Trainor, K. M., Baton, E., Cornett, S., Meeker, M., Riddle, D., & George, H. P. (2020, March). *How do Schools use new state funding to improve students' mental health?* [Conference session]. Association for Positive Behavior Support (APBS) Conference, Miami, FL. <https://www.apbs.org/conference> (Conference cancelled).
- Stern, M. (Chair, 2019, October). *Breakout session during the pediatric psycho-oncology educational day*. Moderator of papers presented to the meetings of the Society of International Pediatric Oncology (SIOP), Lyon France.
- Talhelm, P., Bloom, S. E., Concepcion, A., & Samaha, A. L. (2020, May). *Translational evaluation of history effects on resurgence*. In J. R. Weyman (Chair), *Issues Related to Assessment and Treatment of Problem Behavior from a Variety of Perspectives*. Symposium presented at the 46th annual convention of the Association for Behavior Analysis International, Online.
- Talhelm, P., Bloom, S. E., Concepcion, A., & Samaha, A.L., (2019, September). *Translational evaluation of history effects on resurgence*. In B. Laureano (Chair), *Translational evaluations of response persistence and relapse*. Symposium presented at the 39th annual convention of the Florida Association for Behavior Analysis, Ponte Vedra, FL.
- Thompson, K., & Crosland, K. (2019, September). Using video modeling to improve staff implementation of the PEAK relational training. Paper presented at the annual Florida Association for Behavior Analysis conference, Ponte Vedra, FL.
- True, G., Cotner, B., Carlozzi, N., Melillo, C., Hahm, B., Dillahunt-Aspillaga, C. (2019, November) Engaging caregivers in research to improve health and community reintegration outcomes for veterans and families. Intensive Cross Cutting symposia presented at the meeting of the American Congress of Rehabilitation Medicine, Chicago, IL [Invited presentation]
- Vatland, C. H., Hemmeter, M. L., Barton, E., Fox, L., Binder, D., Horth, K., Green, A., & van der Embse, M. (2020, March). *Facilitating systems change for PBS and Pyramid Model in early childhood programs* [Poster presentation]. Conference on Research Innovations in Early Intervention, San Diego, CA.
- Veguilla, M., & Fox, L. (July, 2019). *Data tools for early childhood teams: Implementing the Pyramid Model* [Poster presentation]. OSEP 2019 Leadership Conference, Washington, D.C.
- Veguilla, M., Fox, L., von der Embse, M., & Binder, D. (2020, March). *Got Excel? Data tools for early childhood teams implementing the Pyramid Model* [Poster presentation]. 17th International Conference on Positive Behavior Support, Miami, FL. (Conference cancelled).
- Veguilla, M., Shackel, E., Chappell, J., & Brown, B. (2019, November). *Project Leo: A management-oriented approach to evaluate a community's effort to keep the ASD community safe* [Poster presentation]. American Evaluation Association Conference, Minneapolis, MN.
- Veguilla, M., von der Embse, M., Ferro, J., Binder, D., & Fox, L. (2020, April). *Beyond simply tracking data: Using the power of behavior incident reports to make data-based decisions that will improve outcomes* [Conference presentation]. National Training Institute on Effective Practices: Addressing Challenging Behavior. St. Petersburg, FL. (Conference cancelled).
- von der Embse, M., Veguilla, M., Binder, D., & Fox, L. (2019, October). *Using fidelity data in Pyramid Model implementation* [Poster presentation]. Division for Early Childhoods 35th Annual International Conference on Young Children with Disabilities, Dallas, TX.
- Vroom, E. B., Massey, O. T., Levin, B. L., Baldwin, J., & Burton, D. (2019, December). *Evaluating an implementation science training program: Impact on professional research and practice*. Presented at the 12th Annual Conference on the Science of Dissemination and Implementation in Health, Washington, D.C.
- Vroom, E. B., Weston, A. M., & Massey, O. T. (2019, September). *Understanding successful implementation of school-based behavioral health services: A longitudinal study of implementation barriers and facilitators*. Paper presented at 5th Biennial Conference of the Society for Implementation Research Collaboration, Seattle, WA.

IMPACT Activities (continued)

- Walker-Egea, C. (2019, November). *Dimensions of the mental well-being concept: From concept mapping to factor analysis*. Paper presented at the American Evaluation Association 2019 Conference. Minneapolis, MN.
- Wallace, M. D., Higbee, T. S. & Bloom, S. E. (2020, May). Professional Development Series: How to develop a Research Idea, Panel (Chair: I. Morales) presented at the 46th annual meeting of the Association for Behavior Analysis International, Online.
- Weston, A., Jackson, T., Jackson, J., Nadeau, J., Albizu-Jacob, A., & Green, A. (2020, March). *Assessing clinical competence of lesbian, gay, bisexual, transgender, and queer (LGBTQ) treatment needs in a community-based mental health setting*. 33rd Annual Research & Policy Conference on Child, Adolescent, and Young Adult Behavioral Health, Tampa, FL. <https://www.cmhnetwork.org/tampa-conference/agenda/concurrent-sessions-45-55/> (conference canceled)
- Weyman, J. R., Bloom, S. E., Campos, C., & Garcia, A. (2020, May). *An application of the trial-based functional analysis to assess problem behavior evoked by ritual interruption*. In J. R. Weyman (Chair). *Issues Related to Assessment and Treatment of Problem Behavior from a Variety of Perspectives*. Symposium presented at the 46th annual convention of the Association for Behavior Analysis International, Online.
- Winneker, A. & Delgado-Herrera, R. (2019, October). *Making it work: PBIS and Early Childhood* [Conference presentation]. National PBIS Leadership Forum, Chicago, IL.
- Winneker, A. (2019, October). *Bringing PBIS to preschool. PBIS and early childhood* [Conference presentation]. National PBIS Leadership Forum, Chicago, IL.
- Winneker, A. (2019, October). *Early childhood and PBIS* [Roundtable discussion]. National PBIS Leadership Forum, Chicago, IL.
- Winneker, A., Ferro, J., & Veguilla, M. (2020, March). *Addressing equity early: Data tools for early childhood and preschool programs* [Conference presentation]. 17th International Conference on Positive Behavior Support, Miami, FL. (Conference cancelled).
- Won, S., Chang, E., Blair, K. C., Nam, D., Song, W., Lee, D., & Han, M. (2019, July). *The development and validation of the Korean implementation fidelity checklist of tier 3 school-wide positive behavior support (IFC-T3)*. Paper presented at 9th World Congress of Behavioural and Cognitive Therapies. Berlin, Germany.
- Child and Family Behavior Therapy, Consulting Editor, Kimberly Crosland, PhD
- Current Psychiatry Research and Reviews, Editorial Board Member, Svetlana Yampolskaya, Ph.D.
- Early Childhood Research Quarterly, Associate Editor, Maria S. Carlo, PhD
- Education and Training in Autism and Developmental Disabilities, Editorial Board, Lise Fox, PhD
- Home Health Care Services Quarterly, Editorial Board Member, David Chiriboga, Ph.D.
- Inclusion, Editorial Board, Elizabeth Perkins, PhD
- Infants and Young Children, Editorial Board, Lise Fox, PhD
- Journal of Applied Behavior Analysis, Editorial Board, Raymond Miltenberger, PhD
- Journal of Applied Behavior Analysis, Guest Associate Editor, Raymond Miltenberger, PhD
- Journal of Applied Gerontology, Editorial Board Member, David Chiriboga, Ph.D
- Journal of Behavior Analysis and Support, Editorial Board Member, Kwang-Sun Blair, PhD
- Journal of Behavioral Disorders, Contributing Editor, Heather George, PhD
- Journal of Child & Family Studies, Associate Editor, Linda M. Callejas, PhD
- Journal of Early Intervention, Editorial Board, Lise Fox, PhD
- Journal of Educational Psychology, Jason L. Anthony, PhD, EdS
- Journal of Policy & Practice in Intellectual Disabilities, Consulting Editor, Elizabeth Perkins, PhD
- Journal of Positive Behavior Interventions, Associate Editor, Lise Fox, PhD
- Journal of Public Child Welfare Editorial Board, Editorial Board Member, Svetlana Yampolskaya, Ph.D.
- Korean Journal of Special Education, Editorial Board Member, Kwang-Sun Blair, PhD
- Learning Disability Practice, Editorial Board, Elizabeth Perkins, PhD
- Preventing School Failure, Consulting Editor, Heather George, PhD
- Preventing School Failure, Consulting Editor, Rocky Haynes, PhD
- Preventing School Failure, Editor, Laura Kern, JD, PhD
- Public Anthropologies Section, American Anthropologist, Associate Editor, Linda M. Callejas, PhD
- Remedial and Special Education, Consulting Editor, Kwang-Sun, Blair, PhD
- Research and Practice for Persons with Severe Disabilities, Editorial Board, Lise Fox, PhD
- Teacher Education in Special Education, Editorial Board, Lise Fox, PhD

Editorial Positions

- American Speech-Language Hearing Association (ASHA), Journals Board Member, Trina Spencer, PhD, BCBA-D
- Behavior Analysis Research and Practice, Associate Editor for special issue on health, sports, and fitness, Raymond Miltenberger, PhD
- Behavioral Interventions, Editorial Board Member, Catia Cividini-Motta, PhD

IMPACT Activities (continued)

- The Korean Journal of Early Childhood Special Education, Editorial Board Member, Kwang-Sun Blair, PhD
- Topics in Early Childhood Special Education, Consulting Editor, Kwang-Sun Blair, PhD
- Topics in Early Childhood Special Education, Editorial Board, Lise Fox, PhD

Media

- Castellano, Yazmin. (2020, February 28). Recursos para el autism [Video]. Univision. <https://www.icloud.com/sharedalbum/#B0w5oqs3q1fvSiV>
- Dollard, N. (2019, September 11). Report: Counties That Support Parents Increase Child Well-Being. WGPU <https://news.wgcu.org/2019-09-11/report-counties-that-support-parents-increase-child-well-being>
- Dollard, N. (2019, September 11). Major decline in poverty rate for Central Florida children, report shows. Orlando Sentinel <https://www.orlandosentinel.com/health/os-ne-central-florida-children-in-poverty-rate-down-20190910-tasguyw5dohnr3p2h76onkm-story.html>
- Dollard, N. (2019, September 11). Report: Counties That Support Parents Increase Child Well-Being. WUSF <https://wusfnews.wusf.usf.edu/news/2019-09-11/report-counties-that-support-parents-increase-child-well-being>
- Dollard, N. (2019, September 11). Report: Counties That Support Parents Increase Child Well-Being. WJCT <https://news.wjct.org/post/report-counties-support-parents-increase-child-well-being>
- Dollard, N. (2019, September 12). County slips from 2018 rank of 50th out of the state's 67 counties. New Chief <https://www.newschief.com/news/20190912/pol-k-ranks-in-floridas-bottom-20-in-kids-well-being>
- Dollard, N. (2019, September 12). Report: Counties That Support Parents Increase Child Well-Being. Health News Florida <https://health.wusf.usf.edu/health-news-florida/2019-09-11/report-counties-that-support-parents-increase-child-well-being#stream/0>
- Dollard, N. (2019, September 13). Polk ranks in Florida's bottom 20% in kids well-being. Lakeland Ledger <https://www.theledger.com/news/20190912/pol-k-ranks-in-floridas-bottom-20-in-kids-well-being>
- Dollard, N. (2019, September 24). Report: 459,000 of Florida's Children Live in Concentrated Poverty. Apopka Voice <https://theapokkavoice.com/report-459000-of-floridas-children-live-in-concentrated-poverty/>
- Dollard, N. (2019, October 7). Children remain the largest group in poverty. Herald Tribune <https://www.heraldtribune.com/news/20191007/children-remain-largest-group-in-poverty>
- Dollard, N. (2019, October 15). Hillsborough schools will encourage Census participation. Tampa Bay Times <https://www.tampabay.com/news/gradebook/2019/10/15/hillsborough-schools-will-encourage-census-participation/>
- Dollard, N. (2020, January 14). Florida perderá millones de dólares por no contar niños en el censo. El Sentinel Orlando <https://www.orlandosentinel.com/elsentinel/os-ex-florida-perdera-millones-dolares-por-no-contar-ninos-censo-20200114-vrdlmt6f3jg5lgjr3wr6dea73a-story.html>
- Dollard, N. (2020, January 15). Exclusión de niños en censo 2020 costaría "asombrosas" cantidades de fondos federales a Florida. MiamiDiario.com <https://miamidiario.com/exclusion-de-ninos-en-censo-2020-costaria-asombrosas-cantidades-de-fondos-federales-a-florida/>
- Goldberg, D. (2019, November 13). The health care system isn't ready to replace aging caregivers. Politico. https://www.politico.com/news/2019/11/13/health-care-aging-caregivers-070722?utm_campaign=KHN%3A%20Daily%20Health%20Policy%20Report&utm_source=hs_email&utm_medium=email&utm_content=79406131&_hsenc=p2ANqtz-AldlsUw3pBMaxlXkXgkvGJvZUPtqifXucc2FLqqXA9aa5Hyf_f4WSIDwvyxdT9hM2k-xQJqdZ6OIRakA2rxlo7G-7WRw5wv9omNsbku88mO-EDz8&_hsmi=79406131
- Hopkins, L. (2020, August 25). Living in COVID: Learning a new normal can be a challenge for special needs adults. Osprey Observer. <https://www.ospreyobserver.com/2020/08/living-in-covid-learning-a-new-normal-can-be-a-challenge-for-special-needs-adults/>
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- Spencer, T. D., & Petersen, D. B. (2020). Narrative intervention: Principles to practice. *Language Speech Hearing Services in Schools*, accepted for publication.
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IMPACT Activities (continued)

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- Zuniga, A. N., & Cividini-Motta, C. (Accepted Pending Revisions). Using class pass intervention (CPI) to decrease disruptive behavior in children. *Journal of Behavioral Education*.

Reviewers

Abstracts

- American Evaluation Association Conference, Alexandra Albizu-Jacob, MPH
- American Evaluation Association Conference, Connie Walker-Egea, PhD
- American Evaluation Association Conference, Svetlana Yampolskaya, PhD.
- Annual Research & Policy Conference on Child, Adolescent, & Young Adult Behavioral Health, Cathy Sowell, LCSW
- Annual Research & Policy Conference on Child, Adolescent, and Young Behavioral Health, Connie Walker-Egea, PhD
- Global Alliance for Behavioral Health and Social Justice conference, Svetlana Yampolskaya, PhD.
- International Summit on Violence, Abuse and Trauma, Svetlana Yampolskaya, PhD.

Grant

- American Congress of Rehabilitation Medicine (ACRM) ACRM National Poster & Conference Abstracts (2015-present), Christina (Tina) Dillahunt-Aspillaga, PhD, CRC, CVE, CLCP, CBIST
- Department of Defense, Military Operational Medicine (MOM): Congressionally Directed Medical Research Programs (CDMRP), Christina (Tina) Dillahunt-Aspillaga, PhD, CRC, CVE, CLCP, CBIST
- NIH Language and Communication Study Section (LCOM) (2019-2020), Maria S. Carlo, PhD
- NIH Study Section Member, National Cancer Institute in response to PAR-CA-18-021 (March 2020), Marilyn Stern, PhD, CRC
- NIH Study Section Member, NCCIH Training and Education Review Panel (March 2020), Marilyn Stern, PhD, CRC
- Review Panel Member, U.S. Department of Education, Office of Special Education and Rehabilitative Services, Personnel Development to Improve Services and Results for Children with Disabilities – Personnel Preparation in Special Education, Early Intervention, and Related Services (CDFA #84.325K)
- The Netherlands Organization for Health, Research and Development (ZoMw) (2019-2020), Trina Spencer, PhD, BCBA-D
- U.S. Department of Education Office of Special Education Programs, Parent Information and Training Centers (CFDA 84.328M), Review Panel Member, Lise Fox, PhD.

Journal

- Administration and Policy in Mental Health and Mental Health Services Research, Anna Abella, PhD
- Advances in Neurodevelopmental Disorders, Raymond Miltenberger, PhD
- American Journal of Speech-Language Pathology, Trina Spencer, PhD, BCBA-D
- Annals of Anthropological Practice, Linda M. Callejas, PhD
- Archives of Physical Medicine and Rehabilitation, Christina (Tina) Dillahunt-Aspillaga, PhD, CRC, CVE, CLCP, CBIST
- Behavior Analysis in Practice, Anna R. Garcia, PhD
- Behavior Analysis in Practice, Kimberly Crosland, PhD
- Behavior Analysis in Practice, Raymond Miltenberger, PhD
- Behavior Analysis in Practice, Trina Spencer, PhD, BCBA-D
- Behavior Analysis: Research and Practice, Kimberly Crosland, PhD
- Behavior and Social Issues, Megan Kirby, MEd, BCBA
- Behavioral Interventions, Catia Cividini-Motta, PhD
- Behavioral Interventions, Raymond Miltenberger, PhD
- Child Abuse & Neglect, Svetlana Yampolskaya, Ph.D.
- Child and Family Behavior Therapy, Kimberly Crosland, PhD
- Child Development, Matthew E. Foster, PhD
- Child Maltreatment, Svetlana Yampolskaya, Ph.D.
- Children and Youth Services Review, Debra Mowery, PhD
- Children and Youth Services Review, Kimberly Crosland, PhD
- Children and Youth Services Review, Svetlana Yampolskaya, Ph.D.
- Children's Health Care, Marilyn Stern, PhD, CRC
- Contemporary Research in Disability and Rehabilitation, Christina (Tina) Dillahunt-Aspillaga, PhD, CRC, CVE, CLCP, CBIST
- Dignity: A Journal on Sexual Exploitation and Violence, Christina (Tina) Dillahunt-Aspillaga, PhD, CRC, CVE, CLCP, CBIST
- Disability and Rehabilitation, Christina (Tina) Dillahunt-Aspillaga, PhD, CRC, CVE, CLCP, CBIST
- Disability and Rehabilitation, Kwang-Sun Blair, PhD
- Early Childhood Research Quarterly, Jeffrey M. Williams, PhD
- Early Childhood Research Quarterly, Yi-Jui Chen, PhD
- Early Education and Development, Trina Spencer, PhD, BCBA-D
- Educational Researcher, Matthew E. Foster, PhD
- Exceptional Children, Yi-Jui Chen, PhD
- Families in Society, Elizabeth Perkins, PhD
- Families in Society, Svetlana Yampolskaya, Ph.D.
- Families, Systems and Health, Richard B. Weinberg, PhD
- Focus on Autism and Other Developmental Disabilities, Chris Vatland, PhD
- Genetic Psychology, Trina Spencer, PhD, BCBA-D

IMPACT Activities (continued)

- Intellectual and Developmental Disabilities, Elizabeth Perkins, PhD
- Journal of Applied Behavior Analysis, Anna R. Garcia, PhD
- Journal of Applied Behavior Analysis, Kimberly Crosland, PhD
- Journal of Applied Behavior Analysis, Raymond Miltenberger, PhD
- Journal of Applied Research in Intellectual Disabilities, Elizabeth Perkins, PhD
- Journal of Behavioral Disorders, Heather George, PhD
- Journal of Behavioral Health Services & Research, Alexandra Albizu-Jacob, MPH
- Journal of Behavioral Health Services & Research, Linda M. Callejas PhD
- Journal of Behavioral Health Services & Research, Noe Erazo
- Journal of Behavioral Health Services & Research, Svetlana Yampolskaya, Ph.D.
- Journal of Child and Family Studies, Anna R. Garcia, PhD
- Journal of Child Language Acquisition and Development, Trina Spencer, PhD, BCBA-D
- Journal of Communication Disorders, Trina Spencer, PhD, BCBA-D
- Journal of Educational Psychology, Jeffrey M. Williams, PhD
- Journal of Educational Psychology, Reading Research Quarterly, Maria S. Carlo, PhD
- Journal of Educational Psychology, Yi-Jui Chen, PhD
- Journal of Head Trauma Rehabilitation, Christina (Tina) Dillahunt-Aspillaga, PhD, CRC, CVE, CLCP, CBIST
- Journal of Latinx Psychology, Linda M. Callejas, PhD
- Journal of Military, Veteran and Family Health, Christina (Tina) Dillahunt-Aspillaga, PhD, CRC, CVE, CLCP, CBIST
- Journal of Positive Behavior Interventions, Chris Vatland, PhD
- Journal of Positive Behavior Interventions, Heather George, PhD
- Journal of Positive Behavior Interventions, Kimberly Crosland, PhD
- Journal of Positive Behavior Interventions, Kwang-Sun Blair, PhD
- Journal of Public Child Welfare, Cathy Sowell, LCSW
- Journal of Public Child Welfare, Svetlana Yampolskaya, Ph.D.
- Journal of Rehabilitation, Christina (Tina) Dillahunt-Aspillaga, PhD, CRC, CVE, CLCP, CBIST
- Journal of Research in Childhood Education, Raymond Miltenberger, PhD
- Language, Speech, and Hearing Services in Schools, Trina Spencer, PhD, BCBA-D
- Learning Disability Quarterly, Matthew E. Foster, PhD
- Lingua, Trina Spencer, PhD, BCBA-D
- Perspectives on Behavior Science, Megan Kirby, MEd, BCBA
- Perspectives on Behavior Science, Raymond Miltenberger, PhD
- Preventing School Failure, Don Kincaid, EdD
- Preventing School Failure, Heather George, PhD
- Psychology in the Schools, Diana Ginns, PhD
- Reading and Writing, Yi-Jui Chen, PhD
- Reading Psychology, Yi-Jui Chen, PhD
- Scientific Study of Reading, Yi-Jui Chen, PhD
- Teaching and Teacher Education, Heather George, PhD
- The Analysis of Verbal Behavior, Catia Cividini-Motta, PhD
- The Analysis of Verbal Behavior, Trina Spencer, PhD, BCBA-D
- The Behavior Analyst, Megan Kirby, MEd, BCBA
- The Clinical Neuropsychologist, Christina (Tina) Dillahunt-Aspillaga, PhD, CRC, CVE, CLCP, CBIST
- Topics in Early Childhood Special Education, Kwang-Sun Blair, PhD
- Topics in Early Childhood Special Education, Trina Spencer, PhD, BCBA-D

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- Fish, J. & Vatland, C. H. (2020). *Inclusive home visiting policy brief*. Florida Center for Inclusive Communities.
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- Joseph, R., Vatalaro, A. Moneke, N. & Payne, T. (2019). *Results & findings (Ages 3-6) fiscal year 2018-2019 (Volume 5)*. College of Behavioral and Community Sciences, University of South Florida.
- Joseph, R., Vatalaro, A., Moneke, N. & Michael-Asalu, A. (2019). *Parent involvement and Bracken School Readiness Assessment Results Fiscal Year 2018-2019 (Series of 13)*. College of Behavioral and Community Sciences, University of South Florida.
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Acronyms

ACRM	American Congress of Rehabilitation Medicine
ADAPT+	Adaptando Dieta y Acción Para Todos
ARCA	Certified Rehabilitation Counselor
BIAF	Brain Injury Association of Florida
CDMRP	Congressionally Directed Medical Research Programs
CRC	Certified Rehabilitation Counselor
EFT	Emotionally Focused Therapy
ENCORE	Enhancing Veteran Community Reintegration Project
EPPC	European Pediatric Psychology Conference
FRA	Florida Rehabilitation Association
MCAP	Masters Certified Addiction Professional (MCAP)
MOM	Military Operational Medicine
NCRE	National Council of Rehabilitation Education
NIH	National Institute of Health
NRA	National Rehabilitation Association
NRCA	National Rehabilitation Counseling Association
SIOP	Society of International Pediatric Oncology
SMHCA	Suncoast Mental Health Counselors Association
TBI	Traumatic Brain Injury
VECAP	Vocational Evaluation and Career Assessment Professionals
VEWAA	VocationEvaluation and work Adjustment Association
VTBI	Veterans with Traumatic Brain Injury

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