

# Impact

JULY 1 JUNE 30  
2023-2024



UNIVERSITY of  
**SOUTH FLORIDA**

Child & Family Studies  
Chair: Lise Fox, PhD

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

# Child & Family Studies

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

## About this Document

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

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UNIVERSITY of  
**SOUTH FLORIDA**

**College of Behavioral & Community Sciences**  
Child & Family Studies



Dear Colleagues,

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

CFS had a stellar year with notable outcomes in our research, community engagement, grant productivity, and academic preparation for the next generation of professionals and scholars. CFS houses several research divisions and multiple academic programs. In this document, we have noted the past year's successes in our contributions to the strategic goals of USEF, achievements in our academic programs, and the diversity of our externally funded projects.

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

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

A handwritten signature in black ink that reads 'Lise Fox'.

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

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# Child & Family Studies IMPACT 2024

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June 30, 2024

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## About the Department

Child & Family Studies (CFS) is one of seven departments and schools within the College of Behavioral & Community Sciences (CBCS) at the University of South Florida (USF). CFS offers five academic programs: Applied Behavior Analysis (ABA), Child and Adolescent Behavioral Health (CABH), Marriage and Family Therapy (MFT), Clinical Rehabilitation and Mental Health Counseling (CRMHC), and Rehabilitation Counseling & Disability Sciences (RCDS). Six undergraduate/graduate certificates are also offered. Three research divisions are involved in numerous training, technical assistance, and evaluation activities.

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

All activities within CFS are aligned with USF strategic goals.

### Vision

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

### Mission

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

## Values

Values are those beliefs essential to reaching the vision, mission, and the purpose of the mission. Our beliefs are demonstrated by the respectful and professional ways in which we conduct research, our efforts at teaching, training, and sharing information, and our partnerships with the individuals and families that we serve.

### We believe that:

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

### Within the CFS work environment—

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

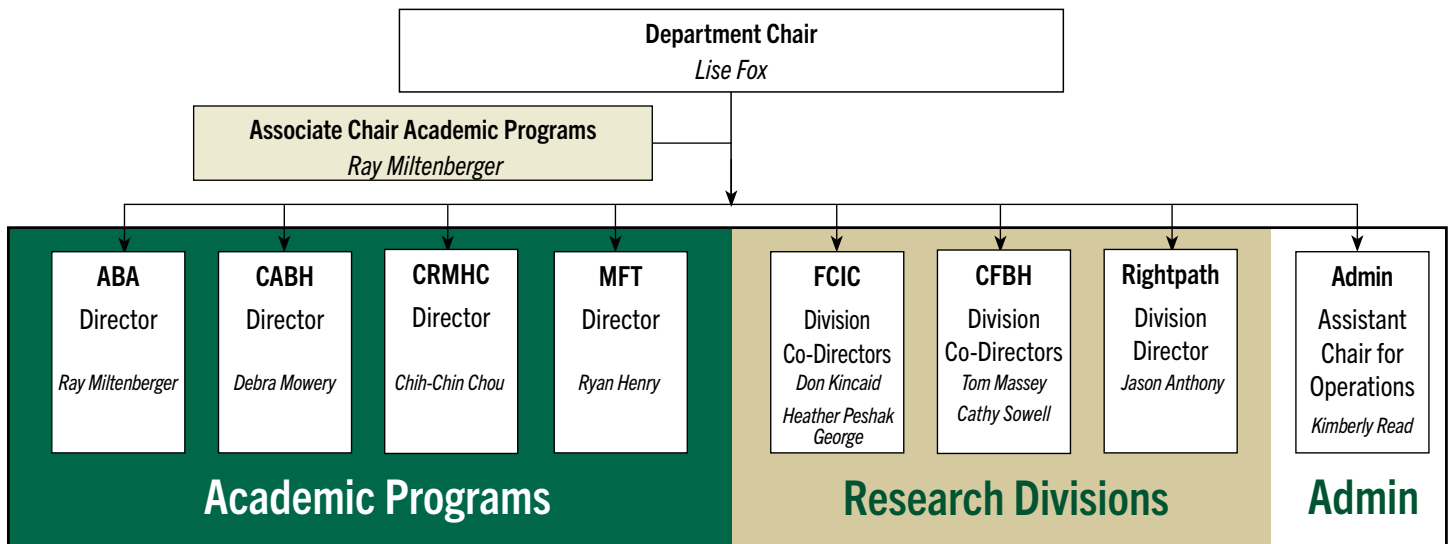
### Regarding CFS activities—

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

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



# Child & Family Studies Organization



## CFS Academic Programs

### Applied Behavior Analysis (ABA)

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

### Child and Adolescent Behavioral Health (CABH)

- ▶ MS

### Clinical Rehabilitation and Mental Health Counseling (CRMHC)

- ▶ MA
- ▶ MA Online
- ▶ Rehabilitation Counseling & Disability Sciences MA Online
- ▶ Addictions Studies Minor

### Marriage and Family Therapy (MFT)

- ▶ MS

### Undergraduate/Graduate Certificates

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

### Continuing Education Programs

- ▶ Registered Behavior Technician (RBT™) Training
- ▶ Certified Rehabilitation Counselor and Licensure Preparation (Phased out in 2024)

## CFS Research Divisions

### Child and Family Behavioral Health (CFBH)

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

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

### Florida Center for Inclusive Communities (FCIC)

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

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

### Rightpath Research & Innovation Center (RRIC)

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

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



# CFS Contributions to USF Strategic Goals

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

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



## Goal 1: Student Success at USF and Beyond

### Student enrollment

- ▶ CFS academic programs supported 381 master's and 19 doctoral students.

### Degrees award rates

- ▶ 99 master's and 1 doctoral students across academic programs were awarded degrees.
- ▶ The Child & Adolescent Behavioral Health (CABH) Master of Science Program at the University of South Florida had its largest graduating class in the Fall 2023 Ceremony.

### Teaching awards

- ▶ CFS faculty, including Vicky Buckles, Anthony Concepcion, Heather Peshak George, Jillian Heilman, Debra Mowery, Laura Rodríguez López, and Heather Zerger were recognized with a USF gold quality online teaching designation.
- ▶ Catia Cividini-Motta received the College of Behavioral and Community Sciences (CBCS) Outstanding Graduate Mentor Award.

### Student excellence

- ▶ ABA doctoral student Arturo Garcia, MA, BCBA received a 2023 Student Employee of the Year Award.
- ▶ Behavior Consulting of Tampa Bay (BCOTB) awarded a \$10,000 fellowship to Kalysta Gregory, an ABA Master of Arts student.
- ▶ Kim Menendez received the Bob Friedman Endowed Scholarship Award.
- ▶ 7 ABA students were awarded a Project iSED scholarship.
- ▶ 8 ABA students received a Project MABAS scholarship.
- ▶ Alexia Burns, Coral Morley, Mia Sinclair, Caroline Kelley, and Isabella Rios received an Undergraduate Research Scholar Award.

## Goal 2: Faculty excellence in research and innovation

### Growth in research funding

- ▶ CFS currently has 65 active grants for FY23/24.
- ▶ The total grant value across all sources of funding is \$76,561,668.
- ▶ Drs. Kwang-Sun Blair (PI), Kimberly Crosland (Co-PI), Cividini-Motta (Co-PI), and Rose Iovannone (Co-I) received a 4-year, \$2M research grant from the Institute of Education Sciences (IES), U.S. Department of Education to develop and test an approach for training school personnel on the use of virtual coaching model to guide the delivery of intervention to students with behavioral challenges.
- ▶ CFS Associate Research Professor Rose Iovannone, PhD was awarded a \$2 million, 4-year grant from Institute of Education Sciences (IES) to address chronic school absenteeism of students in grades 3-8 with and at risk for disabilities.
- ▶ Dr. Heather Peshak George was awarded \$3.3 million as part of the continued collaboration with the University of Oregon's Technical Assistance (TA) Center on Positive Behavioral Interventions and Supports (PBIS).



Behavior Consulting of Tampa Bay (BCOTB) awarding a \$10,000 fellowship to Kalysta Gregory, an ABA Master of Arts student.

# CFS Contributions to USF Strategic Goals

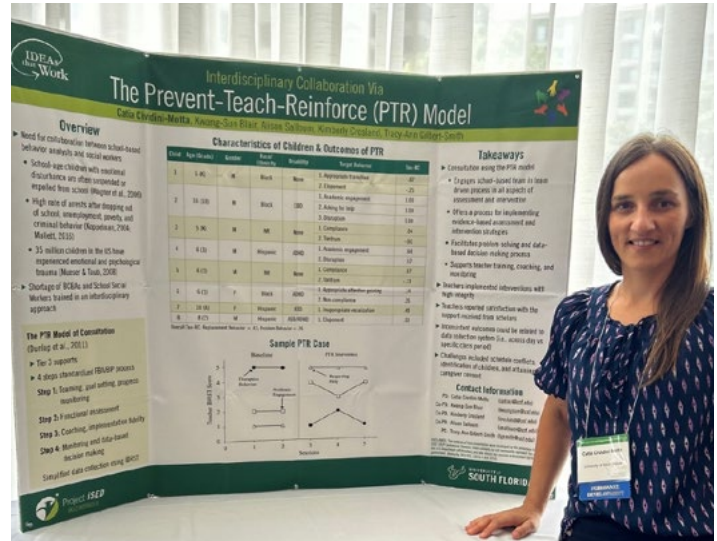
- ▶ The Florida Department of Education (FLDOE) awarded USF Professor Jason Anthony and USF Associate Research Professor Jeffrey Williams, PI, and Co-PI, from the Rightpath Research & Innovation Center a \$1.8 million contract titled “Development of an Accountability System for Florida’s Voluntary Prekindergarten Program.” In partnership with FLDOE and Hillsborough County Public Schools, this collaborative project aims to enhance the quality of early education programs throughout Florida.

## Increased in post-doctoral students

- ▶ Four post-doctoral scholars joined faculty research teams addressing research methodology, rehabilitation, and mental health counseling, and applied behavior analysis.

## Increased in faculty and staff awards

- ▶ Yazmin Castellano received the Top Latino Leader Award at the 2023 National Latino Leadership Conference.
- ▶ Professor Donald Kincaid received the 2023 Leadership Award from the Association for Positive Behavior Support.
- ▶ Maricel Hernandez, Assistant Director in the Department of Child and Family Studies, received a 2023 USF Outstanding Staff Award.
- ▶ Linda Callejas, PhD was promoted to Associate Research Professor.
- ▶ Cathy Sowell, MSW was promoted to Associate in Research.
- ▶ CFS PreAward Specialist Telisha McKenzie received a USF Staff Senate Quiet Quality Award.



Applied Behavior Analysis (ABA) faculty Catia Cividini-Motta, PhD, BCBA-D (pictured), Kwang-Sun Cho Blair, PhD, BCBA-D, and Tracy-Ann Gilbert Smith, MS presented their research findings at the 2023 Office of Special Education Programs (OSEP) Leadership and Project Directors' Conference.

- ▶ CFS Assistant Chair of Operations, Kimberly Read, PhD, who served as the President of the Southern Section of SRA International, was recognized for her year of service to SRA and received an award for her contributions.
- ▶ Professor Marilyn Stern received a USF Status of Latinos (SoL) Award for her numerous scholarly contributions to the Latinx community.

## Increased external grants with faculty between colleges at USF

- ▶ CFS faculty contributed to the funding of 11 grants with faculty from other colleges (College of Education, College of Medicine, College of Public Health, College of Engineering).

## Increased publications and presentations with faculty between colleges

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

## Editorial Leadership

- ▶ *Journal of Behavioral Health Services & Research*, Editor-in-Chief, Bruce Lubotsky Levin, DrPH, MPH



Maricel Hernandez, assistant director in the Department of Child and Family Studies (CFS), received a 2023 USF Outstanding Staff Award.

# CFS Contributions to USF Strategic Goals

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

### Strengthened corporate and community partnerships

- ▶ The Center for Autism and Related Disabilities (CARD) celebrated its 30th anniversary of the project in 2023-2024.
- ▶ Students in the CRMHC program delivered over 35,000 hours of mental health and rehabilitation services to the community.
- ▶ Over 370 community partner agencies hosted students for their field experience from the CRMHC, ABA, CABH, and MFT programs
- ▶ CFS faculty Linda M. Callejas, PhD; Svetlana Yampolskaya, PhD; Connie Walker-Egea, PhD; and Anna Abella, PhD, presented recommendations on increasing equity and reducing behavioral health disparities to Indiana Division of Mental Health and Addiction (DMHA) leadership.
- ▶ The USF Marriage and Family Therapy M.S. program launched a new partnership with the James A Haley LMFT Training program, one of only six in the nation.
- ▶ The Florida HIPPIY Training and Technical Assistance Center at USF has 14 program sites throughout Florida and provided 40,348 home visits.
- ▶ The University Center for Excellence in Developmental Disabilities (UCEDD) provided 78,319 hours of direct services to 5,292 people with developmental disabilities and their families. The UCEDD also provided 2,726 hours of training to 23,448 participants.

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

- ▶ The Registered Behavior Technician (RBT™) program generated over \$97,000 in revenue.
- ▶ The Registered Behavior Technician (RBT™) training program achieved the second-highest pass rate in the country for 2023.
- ▶ Over one thousand attendees were in Tampa April 16-19, 2024, for the National Training Institute on Effective Practices: Addressing Challenging Behavior conference. The annual conference has doubled in size over the last decade.

### Expanded partnerships with PreK-12 school systems

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

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

### Enhanced diverse student enrollment and degree production

- ▶ CFS has increased its student diversity with these enrollments as of Spring 2024:
  - 54.4% White
  - 27.4% Hispanic
  - 7.5% African-American
  - 3.2% Asian
  - 3.7% reported two or more ethnicities

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

### Diversification of financial revenue streams

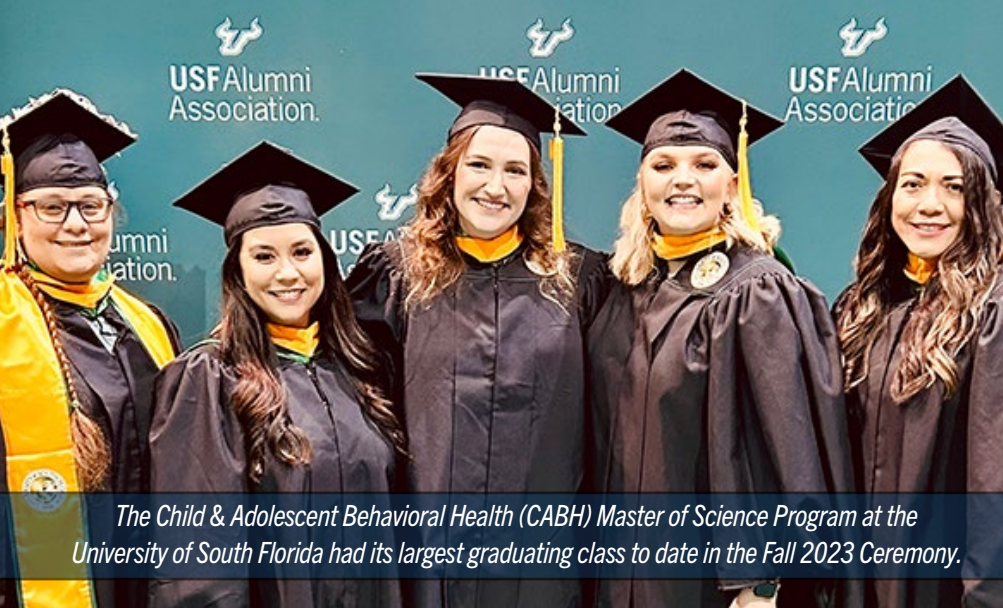
- ▶ CFS was awarded \$76,561,668 in external funding, which included federal, state, and local sources.

### Gifts in general

- ▶ CFS received 489 gifts totaling \$370,044 including:
  - The Center for Autism and Related Disabilities (CARD) was presented with a \$500 donation from the Tampa Bay Sports Commission's NIL Brand Ambassador campaign, Setting the Standard – Growing the Game.
  - The Autism Service Fund received a total of \$36,455 in gifts.
  - The David and Sandra Millspaugh Family Foundation gave \$10,000.
  - The Rotary Club of Tampa Midtown Foundation gave \$8,000 to CARD and \$8,000 to the ABA Program from money raised in the Cycling for Autism event.
  - The Lynn Bartolotta Endowed Memorial Scholarship was gifted a total of \$16,632.



The Center for Autism and Related Disabilities (CARD) was presented with a \$500 donation from the Tampa Bay Sports Commission's NIL Brand Ambassador campaign, Setting the Standard – Growing the Game.



# ACADEMIC POINTS OF PRIDE

The Child & Adolescent Behavioral Health (CABH) Master of Science Program at the University of South Florida had its largest graduating class to date in the Fall 2023 Ceremony.



**190%**  
Student Credit Hour  
10-Year Growth Rate



**MASTERS: 381**

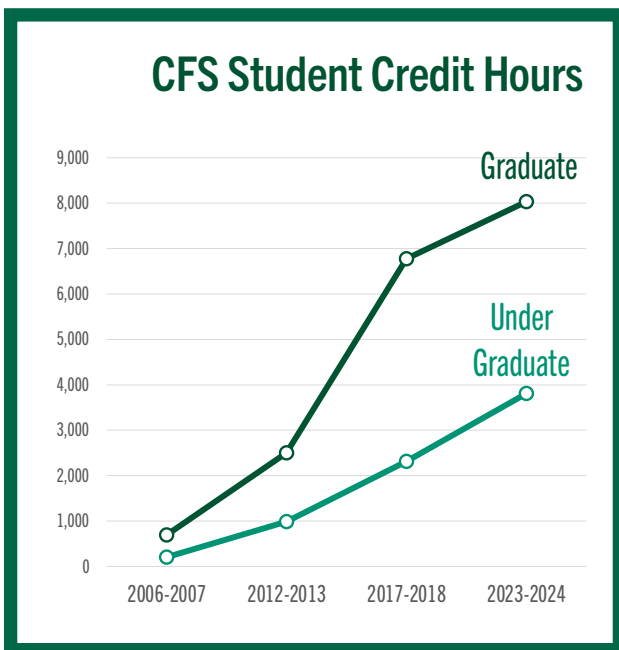
**98** graduated

**DOCTORATE: 19**

**1** graduated



**173,000+**  
Hours of Student  
Community  
Engagement



## Applied Behavior Analysis (ABA)

**Director:** Ray Miltenberger, PhD

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

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

### ABA Doctoral Program

The ABA program is a three- to four-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).

- ▶ 1 PhD student graduated.
- ▶ 5 doctoral students were admitted for the Fall of 2023.

### ABA Master of Science

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

- ▶ 8 students graduated.
- ▶ 20 students were admitted in the Fall of 2023.

### ABA Online Master of Arts

**Program Coordinator:** Anthony Concepcion, PhD

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

- ▶ 44 students graduated between Summer 2023 and Spring 2024.
- ▶ 60 students were admitted in Fall 2023 and Spring 2024.

## ABA Undergraduate Minor

**Program Coordinator:** Bryon Miller, PhD

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

- ▶ The curriculum was modified in 2023, and the ABA minor course sequence was verified by the Association for Behavior Analysis International, allowing students to meet the course requirements for the 6th edition test content outline for board certification as a Board Certified Assistant Behavior Analyst.

## Child & Adolescent Behavioral Health (CABH)

**Director:** Debra Mowery, PhD

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



The CABH 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. Potential employment opportunities range from positions as directors, supervisors, and administrators in mental health, substance abuse, juvenile justice, developmental disabilities, and child welfare agencies, to consultants in schools and hospital systems. Educational possibilities include advancement to doctoral programs in public health and the behavioral and social sciences.

### CABH Master of Science

The online, non-clinical program offers both thesis and applied tracks. Course offerings are diverse and range from topics related to developmental disabilities, organizational leadership, and research, to youth and behavioral health. Graduate students in the CABH Program are encouraged to select courses that align with their academic interests and professional aims.

- ▶ The program had 40 active students and 10 students who graduated.
- ▶ 15 students have been accepted for Fall 2024.
- ▶ The program has been recognized by BestColleges.com and Intelligent.com as the best online Master's Program in Child Development.

- ▶ Students in the CABH program contributed more than 3,000 hours of direct service provided to behavioral health organizations across the country as part of students' field experience efforts.
- ▶ 75 national partnerships have been established for field placements.

## Behavioral Health Concentration

**Director:** Bruce Lubotsky Levin, DrPH

The Behavioral Health Concentration (BHC) is a collaborative initiative between the University of South Florida (USF) College of Behavioral & Community Sciences (CBCS; faculty from the Departments of Child & Family Studies & Mental Health Law & Policy) and the USF College of Public Health (COPH). The BHC is one of approximately 28 concentrations, disciplines, programs, and domains offered college-wide in the USF COPH. While the MPH, MSPH, & MSW/MPH concurrent degree students formally apply and are accepted to COPH concentrations, students with an interest or focus in behavioral health include additional graduate students in the PhD & DrPH degree programs at the USF COPH as well as graduate students who apply and are admitted as Scholars into the Graduate Certificate Program in Translational Research in Adolescent Substance Use (funded by the National Institutes of Health, National Institute on Drug Abuse).

- ▶ The program admitted 25 students and graduated 18 students.
- ▶ Currently, there are 31 active students.
- ▶ The BHC is 1 of only 7 of the 67 programs in accredited schools/colleges of public health in the United States that offer a concentration, at the Master's degree level, in behavioral health, and only 1 of 2 programs in accredited schools/colleges of public health in the United States which offers a focus, at the doctoral degree level, in behavioral health.

## Clinical Rehabilitation and Mental Health Counseling (CRMHC)

**Director:** Chih-Chin Chou, PhD

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



The Clinical Rehabilitation and Mental Health Counseling Program (CRMHC) includes didactic and experiential learning emphasizing the 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 a non-thesis and thesis program track.

### CRMHC Master of Arts

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

- ▶ Ranked among the nation's top 50 Best Health Schools for Rehabilitation Counseling by *U.S. News & World Report*.
- ▶ Students provided over 35,000 hours of community service through practicum placements.
- ▶ Successful CACREP reaccreditation until 2032.
- ▶ Graduated 28 students in 2023.
- ▶ Added 35 new students in Fall 2023.
- ▶ A total of 110 active students in the program.
- ▶ Launched a new Rehabilitation Counseling and Disability Sciences (RCDS) online M.A. Program.
- ▶ Offer the Addictions Studies Undergraduate Minor.

### Addictions Studies Undergraduate Minor

The Addictions Studies undergraduate minor is designed for USF students seeking knowledge and skills in addiction treatment. It is particularly valuable for those aiming for state-level Certification as an Addictions Professional or preparing for a graduate program in counseling. This 18-credit minor is open to all majors and equips students with the skills needed to enter the field of addictions counseling and work towards state certification.

- ▶ Collaboration with TGH on community service projects.

- ▶ 553 students enrolled in classes during 2023-2024.
- ▶ Courses such as RCS 4453 (Overview of Addictive Disorders) and RCS 4503 (Addiction Treatment with Special Populations) are offered during semester intersessions.

### Rehabilitation Counseling and Disability Sciences (RCDS) Program

The Rehabilitation Counseling and Disability Sciences (RCDS) M.A. program trains counselors to work with persons with physical, mental, emotional, and chemical disabilities. This is a 60-credit, fully online master's program that offers training that emphasizes psychological, social, medical, and vocational aspects of disability, and the development and refinement of personal adjustment counseling skills. Graduates of this program are prepared for careers as both rehabilitation counselors and professional disability specialists.

- ▶ Graduated the first cohort in Summer 2024.
- ▶ 39 active students in the program.
- ▶ 11 students received RSA scholarships for vocational rehabilitation studies.

### Marriage & Family Therapy (MFT)

**Director:** Ryan Henry, PhD

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

The Master's in Marriage and Family Therapy (MFT) is a 60-credit hour terminal degree. The purpose of the program is to train and educate students to be competent marriage and family therapists who will help to meet the growing job demand for the state of Florida. Graduates of the program will be eligible for licensure in the state of Florida as marriage and family therapists.

We are excited to announce that the MFT program earned accreditation from the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), the national accrediting body for the field of marriage and family therapy.

#### MFT Master of Science

- ▶ 16 students accepted in March for Fall 2024.
- ▶ 15 current students total.
- ▶ 52 community partnerships have been established for field placements.
- ▶ 7 students of the third cohort graduated summer of 2024.

### CFS Certificate Programs

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

#### Addictions & Substance Abuse (Graduate)

**Director:** Vicky Buckles, PhD

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.

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

#### Addictions & Substance Abuse (Undergraduate)

**Director:** Vicky Buckles, PhD

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 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.

- ▶ 45 students graduated.
- ▶ 48 new applications.
- ▶ 53 total number of students in the program.

### Children's Mental Health (Graduate)

**Director:** Cathy Sowell, MSW

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

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

### Marriage & Family Therapy (Graduate)

**Director:** Ryan Henry, PhD

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

- ▶ 2 students graduated.
- ▶ 6 new applications.
- ▶ 22 total students in the program.

### Positive Behavior Support (Graduate)

**Director:** Laura Rodríguez López, EdD

This graduate certificate program is designed for educators, school or mental health administrators, school psychologists, social workers, school counselors, and behavioral health staff who want to specialize in an evidence-based approach to resolving challenging behavior and supporting the prosocial behavior of children and youth within schools and early education settings. This 12-credit graduate certificate program supplements graduate and undergraduate degrees by offering a specialization in Positive Behavior Support (PBS). All courses are fully online and available to interested students across the country. There are four core courses and a number of possible electives that round out the program of study.

- ▶ Throughout FY24, the program enrolled a total of 21 students, with an average of 12 students registered per course.
- ▶ 13 students completed the program.
- ▶ 18 students admitted.

### Translational Research in Adolescent Behavioral Health (Graduate)

**Director:** Bruce Lubotsky Levin, DrPH

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

- ▶ 21 active scholars in FY2024.
- ▶ Ten cohorts (131 Scholars) have completed the program.

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## Continuing Education Programs

### Registered Behavioral Technician (RBT)<sup>™</sup> Training

**Coordinator:** Meka McCammon, PhD

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

- ▶ Funds generated support student research, faculty and student conference registration and travel, and some doctoral student stipends. Since 2017, the course has generated over \$550,000 (approximately \$97,000 from FY2024).

### Certified Rehabilitation Counselor and Licensure Preparation

**Coordinator:** Christina Dillahunt, PhD

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

*(Phased out in 2024)*





# RESEARCH TRAINING • TECH ASSIST

# POINTS OF PRIDE

## — CFS Activities FY24 —



**27**

Appointments  
& Awards



**16**

Books  
& Book Chapters



**100**

Peer Reviewed  
Articles



**316**

Conference  
Presentations



### CFS projects were a sponsor or co-sponsor of the following conferences and institutes:

- ▶ National Training Institute on Addressing Challenging Behavior in Young Children
- ▶ National PBIS Leadership Forum
- ▶ Center for Autism and Related Disabilities (CARD) Annual Statewide Conference
- ▶ Partnership for Effective Programs for Students with Autism (PEPSA) Summer Institute
- ▶ 11th Annual Translational Research in Adolescent Drug Abuse Conference

# Applied Behavior Analysis

## Evaluating Music's Effects with a Treadmill

**PI:** Ray Miltenberger, PhD

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

**Funder:** Auburn University

**Total Funding:** \$83,655

# Autism & Related Disabilities

## Center for Autism & Related Disabilities (CARD)

**PI:** Beth Boone, PhD

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

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

**Funder:** Florida Department of Education

**Total Funding:** \$1,737,249

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

**PI:** Rose Iovannone, PhD

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

**Funder:** May Institute

**Total Funding:** \$1,008,171

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

**PI:** Jeff Williams, PhD

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

**Funder:** May Institute

**Total Funding:** \$253,424

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

**PI:** Beth Boone, PhD

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

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

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

**Total Funding:** \$357,860

## Child Welfare System and Practice Improvement

### Client and Provider Roster for Florida Department of Health

**PI:** Anna Abella, PhD

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

**Funder:** Florida Department of Health

**Total Funding:** \$136,400

### Evaluation of Brevard C.A.R.E.S. (Coordination, Advocacy, Resources, Education, and Support) Program

**PI:** Amy Vargo, PhD

The Florida Department of Children and Families identified C.A.R.E.S as a Florida homegrown practice model for potential submission to the Title IV-E Prevention Services Clearinghouse. Through rigorous evaluation, the evaluation team determines if C.A.R.E.S meets the adherence to the six steps outlined on the Title IV-E Prevention Services Clearinghouse Handbook of Standards and Procedures.

**Funder:** Brevard Family Partnership

**Total Funding:** \$100,000

### Evaluation of Canopy's Community-Based Family Preservation Program

**PI:** Svetlana Yamploskaya, PhD

The evaluation explores the effect of the Canopy Children's Solution community-based child welfare intervention and examines outcomes among child welfare-involved parents who received Canopy's services and compares these outcomes with those who did not participate in services with the equivalent risk levels at the time of the investigation closure.

**Funder:** Casey Family Programs

**Total Funding:** \$50,000

## Evaluation of Implementation to Fidelity of Evidence-Based Services

**PI:** Amy Vargo, PhD

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

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

**Total Funding:** \$2,158,014

## Evaluation of the Family Connections Program

**PI:** Svetlana Yampolskaya, PhD

The evaluation of the Family Connections intervention that has been implemented by the Florida Kids Central and Partnership for Strong Families examines outcomes among child welfare-involved parents who were referred to Family Connections based upon the family's risk level at the time of the investigation closure and compare these outcomes with those who did not participate in services with the equivalent risk levels at the time of the investigation closure.

**Funder:** Casey Family Programs

**Total Funding:** \$16,397

## Just in Time (JIT) Training Website—Quality Parenting Initiative (QPI)

**PI:** Pamela Hardy-Jones

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

### JIT Website—California

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

**Funder:** University of California, Berkley

**Total Funding:** \$285,000

### JIT Website—Cuyahoga County, OH

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

**Funder:** Cuyahoga County Division of Children and Families

**Total Funding:** \$158,349

### JIT Website—Kentucky

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

**Funder:** Kentucky Cabinet for Health and Family Services

**Total Funding:** \$180,077

### JIT Website—Nevada

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

**Funder:** Nevada Department of Child and Family Services

**Total Funding:** \$322,051

### JIT Website—Philadelphia, PA

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

**Funder:** Turning Points for Children

**Total Funding:** \$244,067

## Community Supports

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

**PI:** Donna Burton, PhD

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

**Funder:** Family First

**Total Funding:** \$139,791

### Florida Center for Inclusive Communities (FCIC) Family Community Liaison

**PI:** Laura Rodríguez López, EdD

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

**Funder:** Administration for Community Living

**Total Funding:** \$113,670

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

**PI:** Rose Iovannone, PhD

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

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

**Funder:** Florida Department of Education

**Total Funding:** \$1,450,000

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

**PI:** Chih-Chin Chou, PhD

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

**Funder:** Health Resources and Services Administration

**Total Funding:** \$ 1,919,549

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

**PI:** Marilyn Stern, PhD

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

**Funder:** National Institutes of Health/National Cancer Institute

**Total Funding:** \$193,962

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

**PI:** Marilyn Stern, PhD

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

**Funder:** National Institutes of Health/National Cancer Institute

**Total Funding:** \$2,356,077

## **Pediatric Mental Health Care Access Program Evaluation (PBHC)**

**PI:** Anna Abella, PhD

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

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

**Total Funding:** \$287,938

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

**PI:** Heather Peshak George, PhD

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

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

**Funder:** U.S. Department of Health and Human Services, Administration on Developmental Disabilities

**Total Funding:** \$2,333,246

## Early Childhood

### Development of an Accountability System for Florida's Voluntary PreKindergarten programs

**PI:** Jason Anthony, PhD

The Florida Department of Education is legislatively charged with developing an accountability system for its statewide Voluntary PreKindergarten program. Florida gathered program assessment and student achievement data during the 2022/2023 school year. Research activities will involve gaining a thorough understanding of the accountability tools employed, performing descriptive analyses that evaluate the adequacy of the data gathered, recommending what additional data should be collected in subsequent years, and performing growth curve analysis and growth mixture modeling of student achievement data.

**Funder:** Florida Department of Education, Division of Early Learning

**Total Funding:** \$1,834,000

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

**PI:** Maria Carlo, PhD

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

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

**Total Funding:** \$150,554

### Evaluation of the Early Learning Coalition of Hillsborough County's Summer Boost program

**PI:** Jason Anthony, PhD

The project evaluates the impacts of a Summer Boost program designed to improve the educational outcomes of children who are at risk of scholastic failure. The Summer Boost program involves intensive professional development and coaching activities for early childhood educators who participate.

**Funder:** Early Learning Coalition of Hillsborough County

**Total Funding:** \$150,000

### Early Childhood Technical Assistance Center (ECTA)

**PI:** Lise Fox, PhD

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

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

**Total Funding:** \$916,248

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

**PI:** Lise Fox, PhD

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

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

**Total Funding:** \$1,539,631

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

**PI:** Lise Fox, PhD

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

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

**Total Funding:** \$806,667

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

**PI:** Matthew Foster, PhD

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

**Funder:** U.S. Department of Education

**Total Funding:** \$139,058

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

**PI:** Lise Fox, PhD

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

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

**Total Funding:** \$228,620



## Florida HIPPY Training and Technical Assistance Center

**PI:** Tracy Payne Jordan, PhD

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

Home Instruction for Parents of Preschool Youngsters, HIPPY, is a 50+ year old, international, evidence-based, home visiting program serving families with children ages two through five. Its mission is to help prepare parents and children for school success. The Florida HIPPY Training & Technical Assistance Center (T&TAC) partners with agencies throughout Florida that deliver HIPPY services locally within their counties. HIPPY is free to parents and guardians and is delivered by HIPPY home visitors recruited from among parents once in the program or from among community leaders of the high-needs communities they serve. The T&TAC licenses, trains, and evaluates sites in Florida on behalf of HIPPY US, the national entity that ensures fidelity to the HIPPY model.

**Funder:** Florida Department of Education

**Total Funding:** \$11,700,000

## HIPPY Corp

**PI:** Tracy Payne Jordan, PhD

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

**Funder:** Connelly-3-Publishing Group

**Total Funding:** \$25,000

## Hillsborough HIPPY Parent Involvement Project (HHPIP)

**PI:** Tracy Payne Jordan, PhD

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

HHPIP provides HIPPY services to 350 families throughout Hillsborough County. HHPIP also subcontracts social and mental services for HIPPY families through Success for Kids and Families to ensure barriers to participation are mitigated. HHPIP has also successfully expanded HIPPY services to families with young children on the autism spectrum through a program developed in collaboration with the Center for Autism and Related Disabilities (CARD).

**Funder:** Children's Board of Hillsborough County

**Total Funding:** \$ 1,503,909

## HIPPY In Martin County (HIMCO)

**PI:** Tracy Payne Jordan, PhD

HIMCO is funded to establish a new HIPPY site in Martin County. The funding supports the development of a new team that deliver services to 60-75 families residing in communities where the school readiness rate is below 20%.

**Funder:** Children's Services Council Martin County

**Total Funding:** \$749,216

## National Autism Spectrum Disorder Community of Research and Practice (NASD-CORP)

**PI:** Tracy Jordan, PhD

NASD-CORP is a train-the-trainer pilot project to develop an online course for HIPPY Home Visitors and establish a Community of Research and Practice for graduates of the course. The online course will provide instruction, materials, and knowledge in autism, developing children's communication, handling challenging behaviors, and other topics relevant to HIPPY Home Visitors wanting to deliver home visiting and school readiness support to families with children recently diagnosed with autism. Following the development of the course, we will pilot test the registration process, 8-week course, assessments, and enrollment into the CORP with a group of experts, home visitors, and community partners who have agreed to help facilitate future administration of the course and CORP to subsequent cohorts who will participate after this project has ended.

**Funder:** Early Learning Coalition of Hillsborough County

**Total Funding:** \$122,500

## National Center for Pyramid Model Innovations

**PI:** Lise Fox, PhD

<https://challengingbehavior.org/>

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

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

**Total Funding:** \$5,500,000

## National Center on Early Childhood Development, Teaching, and Learning-Zero to Three

**PI:** Lise Fox, PhD

The National Center on Early Childhood Development, Teaching, and Learning (NCEDTL) provides a subcontract to USF to provide training and guidance to Head Start programs. NCEDTL helps early childhood programs use best practices that lead to positive child outcomes across early childhood programs. Project faculty at USF provide training and guidance related to preventing and addressing challenging behavior and the coaching of classroom teachers.

**Funder:** Vanderbilt University/Administration for Children and Families (ACF) of the United States (U.S.)  
Department of Health and Human Services (HHS)

**Total Funding:** \$162,334

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

**PI:** Jason Anthony, PhD

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

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

**Total Funding:** \$551,208

## Positive Behavior Support

### Development and Pilot Testing of a Virtual Prevent-Teach-Reinforce Coaching Model (ePTR Coach) for Children with or At-Risk for Disabilities

**PI:** Kwang-Sun Blair, PhD

This project develops and evaluates the potential efficacy of a virtual Prevent-Teach-Reinforce (PTR) coaching model (ePTR Coach) to improve behavioral and academic outcomes for children with or at-risk for disability in grades K-5 who are in need of intensive behavior interventions. The study is unique in its aim to train school-based personnel to become coaches, rather than relying on outside experts. The project collaborates with three local school districts (Hillsborough, Manatee, and Pasco).

**Funder:** U.S. Department of Education

**Total Funding:** \$ 1,999,017

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

**PI:** Heather Peshak George, PhD

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

**Funder:** U.S. Department of Education

**Total Funding:** \$1,508,004

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

**PI:** Donald Kincaid, EdD

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

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

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

**Total Funding:** \$1,459,803

## Program-Wide Positive Behavior Support

**PI:** Anna Winneker, PhD

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

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

**Funder:** Children's Board of Hillsborough County

**Total Funding:** \$805,972

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

**PI:** Heather Peshak George, PhD

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

**Funder:** University of Oregon/U.S. Department of Education

**Total Funding:** \$3,325,000

## Quality Improvement

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

**PI:** Marilyn Stern, PhD

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

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

**Total Funding:** \$9,752

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

**PI:** Jason Anthony, PhD

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

**Funder:** U.S. Department of Education

**Total Funding:** \$198,902

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

**PI:** Christina Dillahunt-Aspillaga, PhD

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

**Funder:** Nebraska Department of Health

**Total Funding:** \$61,289

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

**PI:** Areana Cruz, PhD

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

**Funder:** Tampa Veteran's Administration Research & Education Foundation

**Total Funding:** \$101,640

## Making Connections for Mental Health

**PI:** Roxann Taormina, PhD

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

**Funder:** Movember Foundation

**Total Funding:** \$909,372

## National Evaluation of Project Aware and TISS

**PI:** Oliver T. Massey, PhD

This project supports the design, implementation, and dissemination of the findings of a process and outcome evaluation of two grant programs administered by SAMHSA: (1) Project AWARE; and (2) Trauma-Informed Services in Schools (TISS). The process evaluation identifies and describes the factors that may affect the fidelity and success of these programs. The outcome evaluation addresses program specific questions and assesses the extent to which these programs make schools safer by increasing access to mental health promotion and treatment services. CFS faculty provide qualitative and quantitative evaluation design, data collection, site visits, analysis, and reporting.

**Funder:** ICF International/SAMHSA

**Total Funding:** \$641,497

## Pinellas Data Collaborative

**PI:** Svetlana Yampolskaya, PhD

The CBCS Data Center provides services to Pinellas County's data collaborative on an ad hoc basis to generate reports, provide technical assistance with regard to data analysis, conduct analyses, and other similar activities as requested by the county's data collaborative.

**Funder:** Pinellas County

**Total Funding:** \$20,000

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

**PI:** Linda Callejas, PhD

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

**Funder:** Indiana Department of Mental Health and Addiction Health Equity

**Total Funding:** \$857,534

## School Success

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

**PI:** Kimberly Crosland, PhD

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

**Funder:** U.S. Department of Education

**Total Funding:** \$1,397,919

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

**PI:** Jason Anthony, PhD

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

**Funder:** U.S. Department of Education

**Total Funding:** \$1,111,308

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

**PI:** Maria Carlo, PhD

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

**Funder:** U.S. Department of Education

**Total Funding:** \$1,398,975

## Florida Advancing Wellness and Resilience in Education: Florida AWARE

**PI:** Donald Kincaid, EdD

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

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

**Total Funding:** \$159,732

## Freshmen Success: Implementation of Comprehensive Universal Supports for School Engagement

**PI:** Stephanie Martinez, PhD

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

**Funder:** University of Oregon

**Total Funding:** \$1,699,071

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

**PI:** Catia Cividini-Motta, PhD

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

**Funder:** U.S. Department of Education/IES

**Total Funding:** \$3,686,702

## Substance Abuse

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

**PI:** Linda Callejas, PhD

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

**Funder:** Citrus Health Network, Inc./Substance Abuse and Mental Health Services Administration (SAMHSA)

**Total Funding:** \$457,287

## Workforce Development

### ACCESS Vets

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

**Funder:** James A. Haley Veteran’s Hospital

**PI:** Areana Cruz, PhD

**Total Funding:** \$118,842

**PI:** Christina Dillahunt-Aspillaga, PhD

**Total Funding:** \$53,939

**PI:** Tammy Jorgensen-Smith, PhD

**Total Funding:** \$75,818

### Conducting Research in Clinical Contexts: Project to Support Doctoral Students at Neurorestorative

**PI:** Sarah Bloom, PhD

This project support USF doctoral students mentored by Dr. Bloom to provide clinical BCBA services to Neurorestorative’s Wauchula program to complete staff training, protocol development, implementation, QA, BIP writing, and interdisciplinary treatment team meeting.

**Funder:** Neurorestorative

**Total Funding:** \$89,865

## Institute for Translational Research Education in Adolescent Substance Use (ITRE)

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

**PI:** Oliver T. Massey, PhD and Bruce Lubotsky Levin, DrPH

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

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

**Total Funding:** \$1,625,322

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

**PI:** Catia Cividini-Motta, PhD

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

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

**Funder:** U.S. Department of Education

**Total Funding:** \$1,196,421

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

**PI:** Heather Peshak George, PhD

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

**Funder:** U.S. Department of Education

**Total Funding:** \$21,942

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

**PI:** Christina Dillahunt-Aspillaga, PhD

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

**Funder:** U.S. Department of Education

**Total Funding:** \$999,830



# Acronyms

<b>ABA</b>	Applied Behavior Analysis	<b>ICEI</b>	Interdisciplinary Center for Evaluation and Intervention	<b>RBT</b>	Registered Behavior Technician
<b>ABAI</b>	Association for Behavior Analysis International	<b>IES</b>	Institute of Education Sciences	<b>RCDC</b>	Rehabilitation Counseling & Disability Sciences
<b>APD</b>	All Pro Dad	<b>IMAP</b>	Improved Understanding of Medical and Psychological	<b>RRIC</b>	Rightpath Research and Innovation Center
<b>ASD</b>	Autism Spectrum Disorder	<b>ISF</b>	Interconnected Systems Framework	<b>SAMHSA</b>	Substance Abuse & Mental Health Services Administration
<b>AWARE</b>	Advancing Wellness and Resilience in Education	<b>ITRE</b>	Institute for Translational Research Education in Adolescent Drug Abuse	<b>SCI</b>	Spinal Cord Injury
<b>BMI</b>	Body Mass Index	<b>JIT</b>	Just in Time	<b>SEA</b>	State Educational Agencies
<b>BRIDGES</b>	Building Resiliency in Diverse Groups of Empowered Stakeholders	<b>KCI</b>	Kids Central, Inc.	<b>SED</b>	Severe Emotional and Behavioral Disorders
<b>CABH</b>	Child & Adolescent Behavioral Health	<b>LEA</b>	Local Educational Agencies	<b>SRAI</b>	Society of Research Administrators International
<b>CARCEP</b>	Council for Accreditation of Counseling & Related Educational Programs	<b>LGBTQ+</b>	Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, Plus	<b>SRCBM</b>	School Readiness Curriculum Based Measurement
<b>CARD</b>	Center for Autism & Related Disabilities	<b>LMHC</b>	Licensed Mental Health Counselor	<b>STARS</b>	Scholars in Teaching, Applied Research, and Service
<b>CBCS</b>	College of Behavioral and Community Sciences	<b>MA</b>	Master of Arts	<b>SW</b>	Social Work
<b>CFS</b>	Child and Family Studies	<b>MAAPS</b>	Modular Approach for Autism Programs in Schools	<b>T&amp;TAC</b>	Training & Technical Assistance Center
<b>CRC</b>	Certified Rehabilitation Counselor	<b>MDC</b>	Multi-Disciplinary Centers	<b>TBI</b>	Traumatic Brain Injury
<b>CRMHC</b>	Clinical Rehabilitation and Mental Health Counseling	<b>MEd</b>	Master of Education	<b>TGH</b>	Tampa General Hospital
<b>DAAP</b>	Dynamic Assessment of the Alphabetic Principle	<b>MFT</b>	Marriage and Family Therapy	<b>UCEDD</b>	University Center for Excellence in Developmental Disabilities Education, Research, and Service
<b>DLL</b>	Dual Language Learner	<b>MOTIVATED</b>	Modular-Based Consultation using Evidence- Based Practices for Teachers of Students with Emotional Disturbance	<b>USF</b>	University of South Florida
<b>DMHA</b>	Department of Mental Health and Addiction	<b>MPH</b>	Master of Public Health	<b>VA</b>	Veterans Affairs
<b>DrPH</b>	Doctor of Public Health	<b>MS</b>	Master of Science	<b>VPK</b>	Voluntary PreKindergarten
<b>EBAS</b>	Enhancing Behavior Analytic Services	<b>MSPH</b>	Master of Science Public Health	<b>VR</b>	Vocational Rehabilitation
<b>EBD</b>	Emotional and Behavioral Disorders	<b>MSW</b>	Master of Social Work	<b>YA</b>	Young Adult
<b>ECTA</b>	Early Childhood Technical Assistance Center	<b>NAU</b>	Northern Arizona University		
<b>EdD</b>	Doctor of Education	<b>NCECDL</b>	National Center on Early Childhood Development, Teaching, and Learning		
<b>EdS</b>	Educational Specialist	<b>PBHC</b>	Pediatric Mental Health Care Access		
<b>EL</b>	English Learners	<b>PBIS</b>	Positive Behavioral Interventions and Supports		
<b>EBP</b>	Evidence-based Practices	<b>PBIS:MTSS</b>	Florida Positive Behavioral Interventions and Supports: Multi-Tiered System of Supports		
<b>FCIC</b>	Florida Center for Inclusive Communities	<b>PBS</b>	Positive Behavior Support		
<b>FDLRS</b>	Florida Diagnostic and Learning Resources	<b>PEPSA</b>	Partnership for Effective Programs for Students with Autism		
<b>FDLRS-MDC</b>	Florida Diagnostic and Learning Resources System Multi-Disciplinary Centers	<b>PI</b>	Principal Investigator		
<b>FFPSA</b>	Families First Prevention Services Act	<b>Pre-K</b>	Pre-Kindergarten		
<b>FLPBIS</b>	Florida Positive Behavioral Interventions and Supports	<b>PWS-PMI</b>	Program-Wide Supports for Pyramid Model Implementation		
<b>FSU</b>	Florida State University	<b>PhD</b>	Doctoral Degree		
<b>FY</b>	Fiscal Year	<b>PSF</b>	Partnership for Strong Families		
<b>HHPIP</b>	HIPPY Hillsborough Parental Involvement Program	<b>QPI</b>	Quality Parenting Initiative		
<b>HIPPY</b>	Home Instruction for Parents of Preschool Youngsters				
<b>IBH</b>	Integrated Behavioral Health				

# *A Special Thanks to Our Funders*

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- ▶ Health Resources and Services Administration
- ▶ ICF International
- ▶ Indiana Department of Mental Health and Addiction Health Equity
- ▶ James A. Haley Veteran’s Hospital
- ▶ Kentucky Cabinet for Health and Family Services
- ▶ May Institute
- ▶ Movember Foundation
- ▶ National Cancer Institute
- ▶ National Institute on Drug Abuse
- ▶ National Institutes of Health
- ▶ Nebraska Department of Health
- ▶ Neurorestorative
- ▶ Nevada Department of Child and Family Services
- ▶ Pinellas County
- ▶ Substance Abuse and Mental Health Services Administration
- ▶ Tampa Veteran’s Administration Research & Education Foundation
- ▶ Turning Points for Children
- ▶ U.S. Department of Education
  - » Office of Elementary and Secondary Education
  - » Office of Special Education Programs
  - » Institute of Education Sciences
  - » Office of Safe and Supportive Schools
- ▶ U.S. Department of Health and Human Services
  - » Administration for Children and Families
  - » Administration for Community Living
  - » Administration on Developmental Disabilities
- ▶ University of California, Berkley
- ▶ University of Kansas
- ▶ University of Texas Health Sciences Center
- ▶ Vanderbilt University
- ▶ University of Oregon

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# Child & Family Studies

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