



Child & Family Studies IMPACT 2024

July 1, 2023 -
June 30, 2024

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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.

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.



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Goal I: Student Success at USF and Beyond

Student enrollment

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

Degrees award rates

- X 99 master's and 1 doctoral students across academic programs were awarded degrees.
- X The Child & Adolescent Behavioral Health (CABH) Master of Science Program at the University of South

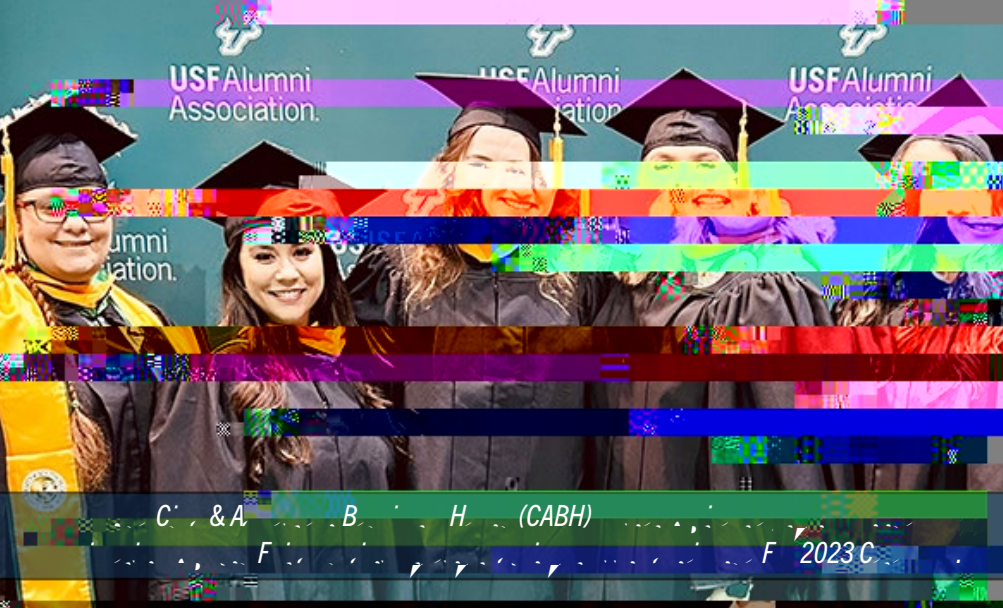
Goal 3: Partnership and engagement with local, national, and global impact

Strengthened corporate and community partnerships

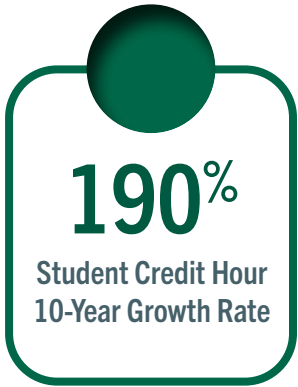
- X The Center for Autism and Related Disabilities (CARD) celebrated its 30th anniversary of the project in 2023-2024.
- X Students in the CRMHC program delivered over 35,000 hours of mental health and rehabilitation services to the community.
- X Over 370 community partner agencies hosted students for their field experience from the CRMHC, ABA, CABH, and MFT programs
- X 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.
- X 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.
- X The Florida HIPPIY Training and Technical Assistance Center at USF has 14 program sites throughout Florida and provided 40,348 home visits.
- X 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

- X The Registered Behavior Technician (RBT™) program generated over \$97,000 in revenue.
- X The Registered Behavior Technician (RBT™) training program achieved the second-highest pass rate in the country for 2023.
- X Over one thousand attendees were in Tampa



ACADEMIC POINTS OF PRIDE



Applied Behavior Analysis (ABA)

Director: Ray Miltenberger, PhD

[://www.usf.edu/ABA](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

- X 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.
- X 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).

- X The program admitted 25 students and graduated 18 students.
- X Currently, there are 31 active students.
- X 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 offer a focus, at the doctoral degree level, in behavioral health.

Clinical Rehabilitation and Mental Health Counseling (CRMHC)

Director: Chih-Chin Chou, PhD

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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.

- X Ranked among the nation's top 50 Best Health Schools for Rehabilitation Counseling by *U.S. News & World Report*.
- X Students provided over 35,000 hours of community service through practicum placements.
- X Successful CACREP reaccreditation until 2032.
- X Graduated 28 students in 2023.
- X Added 35 new students in Fall 2023.
- X A total of 110 active students in the program.
- X Launched a new Rehabilitation Counseling and

- ✗ 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

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.



RESEARCH TRAINING TECH ASSIST POINTS OF PRIDE

➤ CFS Activities FY24 ➤



Applied Behavior Analysis

Evaluating Music's Effects with a Treadmill

PI: Ray Miltenberger, PhD

This is a joint project between USF, Auburn University, and Western New England University. We are 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://www.usf.edu/card>

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. Contact: 707-364-3011, 408-448-4481, T: 408-448-4481, M: 408-448-4481, F: 408-448-4481, P: 408-448-4481

Partnership for Effective Programs for Students with Autism (PEPSA)

PI: Beth Boone, PhD

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is 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

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

This 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

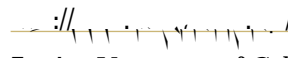
Just in Time (JIT) Training Website: Quality Parenting Initiative (QPI)

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



Funder: University of California, Berkeley

Total Funding: \$285,000

JIT Website: Cuyahoga County, OH



Funder: Cuyahoga County Division of Children and Families

Total Funding: \$158,349

JIT Website: Kentucky



Funder: Kentucky Cabinet for Health and Family Services

Total Funding: \$180,077

JIT Website: Nevada



Funder: Nevada Department of Child and Family Services

Total Funding: \$322,051

JIT Website: Philadelphia, PA



Funder: Turning Points for Children

Total Funding: \$244,067

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

University of South Florida

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

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

Florida HIPPY Training and Technical Assistance Center

PI: Tracy Payne Jordan, PhD

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

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

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 home visiting.

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 (en-US)/MCID 2236 for children with or at-risk for disabilities (en-US)/MCID 2236. It is a virtual Prevent-Teach-Reinforce (PTR) coaching model (en-US)/MCID 2236 for children with or at-risk for disabilities (en-US)/MCID 2236. It is a virtual Prevent-Teach-Reinforce (PTR) coaching model (en-US)/MCID 2236 for children with or at-risk for disabilities (en-US)/MCID 2236.

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. StudID 24 childr

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

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 supports USF doctoral students mentored by Dr. Bloom to provide clinical BCBA services to Neurorestorative’s Wauchula program to complete sta

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Acronyms

ABA A B A
ABAI A B A
APD A D
ASD A m m D
AWARE A
BMI B
BRIDGES B D
m
CABH C & A B
CARCEP C A C &
m
CARD C A m & D
CBCS

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- X Auburn University
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- X Casey Family Programs
- X Children's Board of Hillsborough County
- X Children's Services Council Martin County
- X

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to improving the well-being of
individuals, children and families*

