

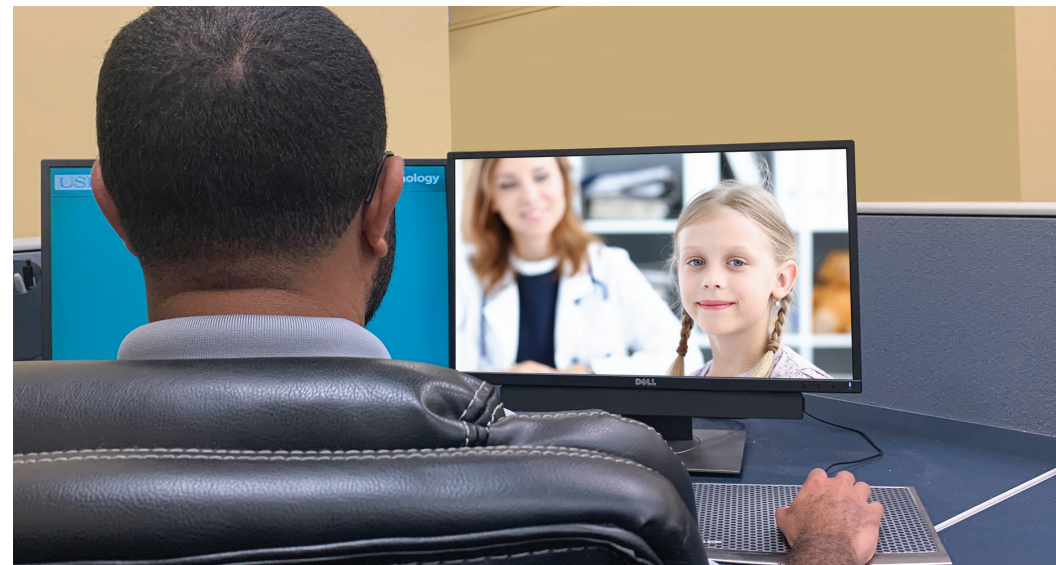
# Spotlight on Children's Mental Health

2019-2020 Annual Report  
**Louis de la Parte**  
**Florida Mental Health Institute**

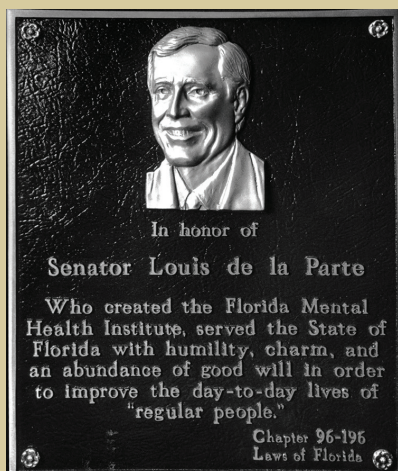


UNIVERSITY of  
**SOUTH FLORIDA**

College of Behavioral & Community Sciences  
Louis de la Parte Florida Mental Health Institute







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## Acknowledgments

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## Message from the FMHI Executive Director

The Louis de la Parte Florida Mental Health Institute (FMHI) has been a driving force in improving services for individuals with mental health and substance use disorders for over 45 years. Its mission has always been to set an example for behavioral health services across Florida, a mission which has been accomplished over time through research and evaluation, policy advising, as well as training and technical assistance for practitioners, community members, and students alike. In 2008, FMHI merged with the College of Behavioral and Community Sciences (CBCS). Since this change, the interdisciplinary collaboration between researchers within the college, policy-makers, and community-based agencies has been continuously strengthened. The expansive field of behavioral health is represented in the expertise housed in FMHI on topics that include mental illness, substance abuse, health care financing, disability law, juvenile justice, involuntary commitment, child abuse, and other pressing social issues. In 2020, a year full of lessons, it is perhaps clearer than ever before that we must care for our world and those in it as “upstreamists”- with regard for those who

live downstream, those who come after us. As Nelson Mandela said, “children are our greatest treasure, they are our future”; it is with this mentality in mind that FMHI strives to contribute to a sustainable well-being of our communities, particularly that of our children. For the 2019-2020 FMHI Annual Report, we focus on our ever-emerging efforts in children’s behavioral health, highlighting the wide array of research, training, and policy projects conducted over time in collaboration with community, state, and federal partners.

### Children’s Mental Health: Past and Current Projects

The content of this report will shine a spotlight on children’s mental health, reporting on progress and accomplishments made while reinforcing the need for continued research, evaluation, and training in this area. The mental health of children and adolescents can have a profound effect not only on their quality of life, but also on the quality of the communities that surround them. The work that FMHI has done over the years has supported positive change around critical issues in children’s mental health through local

and statewide alliances. This report seeks to credit the key players who have served as leaders throughout FMHI’s history, helping to advance its contributions to children’s mental health “then” and “now.”

### Children’s Mental Health: New Policy Initiative

While FMHI has been involved in numerous state legislative projects in the past, just this year, we were included in an exciting new legislative bill that focuses on enhancing service delivery for children’s mental health. The bill supports the development of a framework that outlines guiding principles, evidence-based practices, and effective resources to be utilized by mobile response teams (MRTs) in an effort to enhance community-level interventions. FMHI will serve as a liaison between stakeholders and provide strategy expertise to develop a model response protocol in consultation with school districts, the mobile response team providers, the Department of Children’s Services, local law enforcement agencies, and managing entities.

## Children's Mental Health: New Community Engagement Forum

Each year the College of Behavioral and Community Sciences (CBCS) and FMHI hold an annual colloquium that provides a space for community leaders, providers, local citizens, and university faculty and students to convene and hold a dialogue on pressing state and national issues. Annually, the program includes presentations by a panel of national and local experts followed by questions from the audience. This Fall 2020, we hosted a colloquium with a focus on children's mental health entitled, "School Mental Health Including Threat Assessment, School Safety, and Trauma." The presenters were national experts in this area including Mark

Weist, PhD, Department of Psychology, University of South Carolina; Melissa Reeves, PhD, College of Arts & Sciences, Winthrop University; Don Kincaid, EdD, BCBA-D, Child & Family Studies, University of South Florida; and moderator Nicoleta Zenn, EdS, NCSP, Mental Health Law and Policy, University of South Florida. This year we had over 350 attendees engage in active discussion on this cutting edge topic.

It has been an honor and a privilege to be the Executive Director of FMHI the past two years. While the first six months of 2020 have been very challenging for many in light of the COVID-19 pandemic, we have set our sights on many exciting new initiatives that are on the horizon. As an institution that serves the often underserved, this time

of need has inspired so many in this field to seek innovative solutions that may not have become realities otherwise. For example, the health crisis created the opportunity to seek a solution to disrupted care by utilizing tele-mental health (TMH). Emerging evidence indicates that TMH therapies are safe and effective when delivered to youth outside of clinic settings, such as schools and the home, potentially offering more ecologically valid, as well as family-friendly, interventions. Throughout the history of FMHI, we have tried to reframe a problem into an opportunity; time remains a testament to the resilience of those serving and those being served in this field. We hope you enjoy this year's report highlighting these strengths "then" and "now" with a focus on the future, our children.



*Kathleen Moore, PhD, Executive Director  
Louis de la Parte  
Florida Mental Health Institute*



**"The mental health of children and adolescents can have a profound effect not only on their quality of life, but also on the quality of the communities that surround them."**

*High school students in the Upward Bound Program were part of the Summer Research Institute (SRI@FMHI) program.*



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# Message from the Dean

Today more than ever, the mission and vision of the Louis de la Parte Florida Mental Health Institute remains relevant as communities across the country deal with the challenges of serving the behavioral health needs of children and adolescents in these unprecedented times.

In this annual report you'll read about FMHI leaders, both past and present, who have focused their careers on improving the well-being of children and families in Florida and across the nation. Drs. Robert Friedman, Mary Armstrong, and Mario Hernandez have been instrumental in developing a comprehensive research and training agenda for children's mental health. Drs. David Shern and Pat

Robinson have advocated at the state and national level to promote effective policy making aimed at improving the human service systems that serve children and adolescents. Lastly, Dr. Kathleen Heide has spent decades focusing on the intersection of mental health and the juvenile justice system.

Their groundbreaking work continues to influence the research of current FMHI faculty who carry on this effort in earnest, from assisting schools in developing positive behavioral interventions, to prevention and early intervention in education, human service, and criminal justice systems. Always with the goal of implementing new knowledge in systems

that improve the lives of children and adolescents with special challenges.

In addition, Dr. Kathleen Moore, FMHI Executive Director, continues to provide leadership to the Institute's mission. Her research and advocacy efforts have led to a very important state-wide initiative to enhance mental health service delivery in Florida's school system. And so the legacy of the de la Parte Institute endures, ready to lead the way and help shape the future of children's mental health.

I hope you enjoy reading this report and feel the same pride as I do in the work of FMHI.



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



*Louis de la Parte  
Florida Mental Health  
Institute*



# History of FMHI





The Louis de la Parte Florida Mental Health Institute began providing services to youth and adolescents in 1976 with the creation of a children's section and children's activity center at its current Tampa location. By the early 1980s, the Institute became Florida's principal facility to train mental health services personnel and conduct research on the prevention and treatment of mental health problems for adults and children. Today, FMHI continues its longstanding tradition of conducting research and providing services for children and adolescents nearly 45 years later.

### 3rd Annual Research Conference

#### A System of Care for Children's Mental Health Building A Research Base

February 12 - 14, 1990  
Wyndham Harbour Island Hotel  
Tampa, Florida



Robert Friedman was given a service award.

## Doctor honored for theory on children

By KATHY FEENEY  
Tribune Staff Writer

**NORTH TAMPA** — Keeping emotionally disturbed children at home rather than sending them away for treatment has long been a mandate of Dr. Robert Friedman of the Florida Mental Health Institute at the University of South Florida. Now the National Mental Health Institute in Alexandria, Va., is utilizing Friedman's theory that most

children can be treated on a local level in outpatient services in programs across the country, he says. For his work in providing presentations and data on the subject, Friedman was given a distinction award in December by the National Mental Health Institute. In the mental health arena he has long been a cause most of the focus. See DOCTO

## Doctor wants kids treated locally

from Page 1NS

Dr. Friedman, chief of the department of policy analysis and development at FMHI, FRIC was invited to address the need for services for severely disturbed children. "For a long while people thought kids had problems, but people are realizing that kids have

Voice of Physically Challenged Mentally Tampa

FEB - 89

## USF gets grant to study autism and developmental delays

The U.S. Department of Education has awarded Glen Dunlap, Ph.D., a five-year grant to establish a major research and training center at the Florida Mental Health Institute (FMHI) at the University of South Florida.

The Research and Training Center for Community-Referenced Behavior Management at FMHI will be part of an innovative national five-site consortium which will concentrate on behavior problems of autistic and developmentally disabled individuals. Dr. L. Adlai Boyd, Boyd is the chief of the FMHI Department of Child Family Studies, in which the center is located.

"We are most fortunate to have able to attract Dr. Dunlap and his emphasis to FMHI," Boyd said, time when there appears to be too dependency on harsh and ineffective behavior management procedures in schools and elsewhere. Dunlap comes with a mandate to remedy the situation. He is a welcome."

Since the early 1970's, Dunlap has devoted to research in the field of and severe mental handicaps. Florida University of California, where

received his doctorate, and throughout his career (particularly at Marshall University), Dunlap has been constantly involved in a series of research and training programs that have been supported by grants under the U.S. Department of Education.

An author, teacher and lecturer, Dunlap

### Major behavior research center to come to FMHI

Through a five-year grant from the U.S. Department of Education, a major research and training center is being established at FMHI.

The Research and Training Center for Community-Referenced Behavior Management will be part of an innovative national five-site consortium. The consortium will concentrate on behavior problems of autistic and developmentally disabled individuals, according to Dr. L. Adlai Boyd, Boyd is the chief of FMHI, Department of Child and Family Studies, in which the new center will be located.

The Department of Education grant was awarded to Dr. Glen Dunlap, who has been involved in research in the field of autism and severe mental handicaps since the early 1970s.

Boyd said Dunlap is at the forefront of today's nationwide effort to develop procedures that are based on positive reinforcement to help people with severe handicaps.

"We are most fortunate to have able to attract Dr. Dunlap and his grant's emphasis to FMHI," Boyd said.

"As a time when there appears to be too great a dependency on harsh and largely ineffective behavior management procedures in schools and elsewhere, there comes Dr. Dunlap with a mandate to help remedy that situation."

"There is a need for good, solid early intervention to prevent serious behavior



problems followed by support and strengthening of the school systems programs," Dunlap said. "The families need help and support, and adults with developmental disabilities need vocational training programs."

Dunlap received his doctorate from the University of California and has spent most of his career at Marshall University. An author, teacher and lec-

turer, Dunlap has had more than 40 articles published in journals and books. He has also written several books on behavior modification for emotionally disabled children. He has been a frequent speaker at national and international conferences.

The program's goal is to help the children control their behavior problems early to prevent them from being placed in a severely restricted classroom, Oates said.

Severely emotionally disturbed children have some or all of the following characteristics: disruptive behavior in themselves and others; withdrawal symptoms; and often the need for counseling.

With 18 children and four staff members in each Carrousel class, pu-



Teachers Fran Reilly, left, and Rita Schonfeld, clockwise from left, Jeffrey Pierre, Brianna Beynard, Melvyn Becton and Li Wei Chen.

## School offers new approach to help disturbed students

By KATHY Y. TIMES  
Tribune Staff Writer

**TAMPA** — Patricia Oates isn't keen on the idea of separating emotionally disturbed children from other youngsters in the classroom. "As a director of the Carrousel Preschool, Oates oversees two classes that teach severely emotionally disturbed children and normal children together."

"In a traditional school, emotionally handicapped students usually join their peers in subjects like physical education but not in regular academic classes, said Meste Heir of Hillsborough County's mental health education program.

"Schools such as Carrousel are better because children are not usually diagnosed as severely emotionally disturbed as preschoolers," Oates said.

Carrousel is one of several programs Hillsborough County school system uses to educate emotionally disturbed children. It is a preschool for 32 pupils, 3 to 6 years old, participate in recreational and academic classes such as art, swimming, and maintenance at the Florida Mental Health Institute at the University of South Florida.

The program's goal is to help the children control their behavior problems early to prevent them from being placed in a severely restricted classroom, Oates said.

Severely emotionally disturbed children have some or all of the following characteristics: disruptive behavior in themselves and others; withdrawal symptoms; and often the need for counseling.

ils receive more individual attention than the 30 or more students in a public school classroom, Oates said.

"Teachers from Hillsborough County schools and employees with backgrounds in mental health help give the pupils the extra praise they need at Carrousel."

"They've received the students with a lot of positive attention when they are demonstrating appropriate behavior," Oates said.

"On the other hand, if they misbehave, they know we are going to drop them like a hot potato and center our attention on someone else," Oates said.

All of the children benefit from the program, Oates said. The normal children serve as role models for the emotionally disturbed youngsters, and the normal children notice another side of their peers.

"The children interact quite nicely," Oates said. "I think if the kids can't make the distinction, they maybe the adults won't."

Although a former Carrousel pupil has been placed in a normal classroom, Oates said that case was rare.

frms and behavior problems were different from anything Anderson had experienced with her other children. So Anderson enrolled David, 6, at Carrousel after her minister gave her a brochure on the center.

"His behavior has changed so much since he started in Carrousel," Anderson said. "They were able to control his behavior and find out what his problems were."

David is 10 above average and he may be placed in a normal class when he attends a public school next year, Anderson said.

Though Oates and her staff can recommend which classes the children should be placed in at a public school, the school makes the final placement.

Once the pupils have completed the program, Carrousel employees make periodic visits to the schools to check on their progress.

"We don't just turn them loose and say good luck and we hope that things work out for you in your less restrictive environment," Oates said.

So far the parents are pleased with their children's performance, said Steve Kitzner, Hillsborough County school coordinator.

"I think Carrousel has some very strong program assets that should be duplicated elsewhere," Kitzner said. "It's very important that the school system continue these programs."



## FLORIDA FIRST TO MERGE JUVENILE JUSTICE AND CHILD WELFARE TRAINING



U.S. President Frank B. Rowland (left) and Florida DHS Secretary Cooper (right) with staff working with dependent children and delinquent youth.

The new approach could keep some youngsters from ever entering the juvenile justice system." Center Director, Dr. Richard Swanson.

The Center is an expanded version of the Florida Mental Health Institute's (FMHI) Department of Law and Mental Health. Swanson says, there are more than 200,000 families in the state.

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# Highlighting Children's Mental Health at FMHI





## 2019-2020 Activities

### CARD-USF

The Center for Autism and Related Disabilities at the University of South Florida (CARD-USF) delivers services to families, professionals, schools, agencies, and businesses located within our 14 county regions in southwest Florida. This year, COVID-19 and its resulting quarantine has provided many challenges and opportunities for us all. The CARD-USF staff is working from the safety of their homes, but continues to provide all of our services and support activities, albeit in virtual formats. At CARD-USF, our focus this year was on creatively providing all of our services and supports remotely. We succeeded in not only meeting all our quarterly deliverables and mandated fundraising goals for this year, but we also created new activities, procedures, and programs that will likely endure beyond quarantine. A few of our COVID-19 specific activities included maintaining an externally accessible, constantly updated COVID Resources Roundup page, creating a Coronavirus Social Narrative, and co-writing and producing an online training on "Anxiety for families and individuals with ASD: Finding Calm in the age of Coronavirus." In addition to our newly developed Covid-19 activities and

resources, CARD-USF continues to make gains this year in the number of trainings offered, individuals and professionals assisted, training modules and tools created, and the formation of new community partnerships.

### Florida's Center for Child Welfare

Florida's Center for Child Welfare (The Center) is an online environment established in 2007 to improve child welfare service delivery and practice, and to facilitate the identification, expansion, and transfer of expert knowledge and best practices for child welfare and child protection stakeholders throughout

Florida. The Center enhances information sharing and the transfer of knowledge by creating and promoting professionally accredited online trainings and enabling virtual meetings and webcasts to efficiently disseminate information that is timely, economical, and convenient to its busy customer base. The Center issues more than 120,000 re-certification and re-licensing hours annually. The Center also maintains a listserv of more than 16,000 child welfare professionals, and publishes a weekly newsletter with the most up-to-date practice and policy resources available in child welfare and related trainings.



**In 2008, FMHI became a part of the newly formed College of Behavioral and Community Sciences (CBCS). Today, CBCS includes numerous programs aimed at improving the lives of children. Such programs include: CARD/USF, Florida Center for Child Welfare, HIPPY, PBIS, KIDS Count & The Child Welfare Training Consortium.**



**“Florida HIPPY is a remarkable program that has positively impacted the lives of thousands of parents and their children.”**

**– Lise Fox, PhD,  
FCIC Co-Director**

### Home Instruction for Parents of Preschool Youngsters (HIPPY)

The Home Instruction for Parents of Preschool Youngsters (HIPPY) is a parent involvement and school readiness program offering free home-based early childhood education for three, four, and five-year-old children working with their parent(s) as their first teacher. The parent is provided with a set of developmentally appropriate materials, curriculum and books designed to strengthen their children’s cognitive and early literacy skills, as well as their social/emotional and physical development. The Florida HIPPY Training and Technical Assistance (T&TA) Center, housed within CFS, works in collaboration with HIPPY USA’s national office in Little Rock, Arkansas to provide training, technical support, and guidance to all of the HIPPY programs in the state of Florida. During the 2018-2019 fiscal year,

HIPPY served 1,934 children in Florida.

### Florida Positive Behavioral Interventions & Support Project (PBIS)

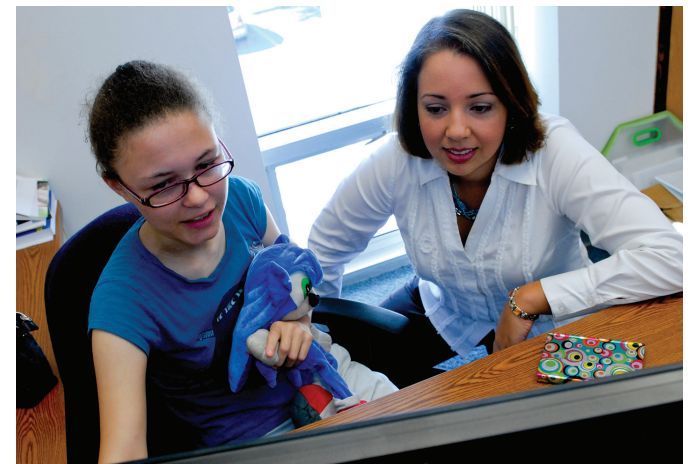
#### *A Multi-Tiered System of Supports*

The mission of PBIS is to increase the capacity of Florida’s school districts to use team-based planning and problem solving to implement positive behavioral interventions and supports within a Multi-Tiered System of Supports (MTSS). This mission is carried out by providing training and technical assistance to school districts. To support their model and to build local capacity for implementing PBIS, the FLPBIS Project engages in coaching, evaluation, and data-based problem solving with district leaders to create systems that support effective PBIS practices.

During the 2018-2019 school year, the FLPBIS project worked with districts to integrate mental health plans into their existing multitiered PBIS system of support. FLPBIS also developed several resources and online trainings to support the integration. In 2018-2019, FLPBIS reached a total of 2,038 schools trained in PBIS Tier 1, with 85% of trained schools remaining active. We continue to see a high level of implementation from most (75%) Florida schools, which also corresponds with better outcomes (lower ODRs and OSSs) from those schools. The FLPBIS also provides training on Culturally Responsive PBIS systems (CR-PBIS). These systems are uniquely designed to fit the cultural backgrounds of the individuals they serve, by providing Family and Community Engagement (FACE).



*HIPPY: Graduation photo of children participating in the Home Instruction for Parents of Preschool Youngsters program.*



*PBIS: Planning and problem solving to implement positive behavioral interventions and supports.*



## Florida KIDS COUNT (FKC)

Florida KIDS COUNT (FKC) is part of a nationwide KIDS COUNT Network, a project of the Annie E. Casey Foundation. The KIDS COUNT Network is a national and state-by-state effort to track the status of children in the U.S. by providing policymakers and citizens with benchmarks of child well-being. KIDS COUNT seeks to enrich local, state, and national discussions concerning ways to secure better futures for all children.

The objective of Florida KIDS COUNT is to inform Floridians and their policy makers about the quality of life for Florida's children, and to build leadership and accountability for action on behalf of our children. Florida and nationwide, KIDS COUNT provides a consistent and reliable source of information that is adaptable to a variety of uses such as policy analysis, grant and proposal writing, as well as needs assessments and public education. Data are made available for use at the national,

state, and local levels and include county specific information, statewide measures and comparisons among counties and regions within Florida. FKC annually updates and disseminates data on key indicators for Florida's children.

## The Child Welfare Training Consortium (Training Consortium)

The Training Consortium has served child welfare agencies statewide to provide a wide range of in-depth child welfare trainings and professional development services for over 30 years. These trainings and services have included trainer certification for both child protective investigation and case management pre-service training; in-service and advanced training, field coaching, mentoring, and curricula development for specialized and emerging needs, as well as specialized training to agencies for recruitment and licensing of foster parents.

The mission of the Training Consortium

is to promote the health, safety and well-being of children and their families by training the child welfare workforce and supporting effective practice across Florida's child welfare systems. The Training Consortium collaborates on curricula development and special training projects with regional agencies and the Florida Department of Children and Families for statewide initiatives. The Training Consortium is currently working on developing and delivering a train-the-trainer program (Family Finder Program), providing classroom Pre-Service and In-Service trainings, field coaching, certification, and development to Eckerd Connects (Eckerd Child Welfare Training Program), as well as the development, implementation, and delivery of a standardized statewide Child Welfare Trainer Proficiency Program. The Training Consortium continues to pursue projects related to training, coaching, practice model development initiatives and the implementation of best practices for child welfare.

**Florida KIDS COUNT partnered with State Innovation Exchange, Organize Florida, and FMHI, to host State Representatives as well Congresswoman Kathy Castor's office to increase awareness about the importance of an accurate census and strategies to reach hard to count populations.**



*FKC: Norin Dollard with representatives of the 2020 census providing policymakers and citizens with benchmarks of child well-being.*



*The Eckerd team is one of three training teams in the Child Welfare Training Consortium.*



# Interviews

**“At the time, Systems of Care was the “National Model or Optimal Model” of how to assist and address the needs of those most in need of mental health care, and FMHI was at the forefront of that.”**

**- David Shern, PhD**



**Pat Robinson, PhD**

*FMHI State Liaison Coordinator, Assistant Dean (Retired)*

Dr. Pat Robinson served as the FMHI State Liaison Coordinator for a number of years and in that role she worked with state agencies, state legislators and staff, as well as service provider agencies statewide. The focus of her work was to broker relationships between FMHI and mental health agencies and policymakers, with the goal to bring research and service innovation of the Institute to the field of mental health and to the development of mental health policy. FMHI was once a free-standing mental health facility before being a part of the University of South Florida. Its mission was to conduct research and develop new program and service approaches that could be translated to services provided by community agencies as well as state hospitals. Over time, however, there was less emphasis on state hospitals as states began to shift their resources to community-based programs.

The Institute has always had a broad range of endeavors, from programs and research regarding early childhood as well as aging populations. Dr. Robinson witnessed significant changes across the spectrum as more emphasis became placed on supporting individuals in their environment rather than in less normalized settings. In children’s mental health, this was certainly true as working with families, schools, and agencies (i.e., those providing foster care), became more important. In addition, there was a shift from treating problems after they developed to focusing on early interventions.

According to Dr. Robinson, there are still challenges in the area of prevention. It can be difficult to convince policy-makers that monies spent on prevention are sound investments of resources while there are still children with serious problems who must be treated. This is especially true when budgets are limited and there are other interests vying for the same resources. Another area where there is room for improvement is the connection between the mental health and juvenile justice systems. Children in the juvenile justice system can often come with serious mental health issues, but juvenile justice

programs are not always equipped to address those problems. Unfortunately, many of those unaddressed problems can lead to involvement in the adult penal system.

Now that the Institute is an integral part of the University and an entity within the College of Behavioral and Community Sciences, it has the opportunity to help shape the future of children’s mental health and many other areas through its courses and research efforts that influence students.



**David L. Shern, PhD**

*Senior Public Health Advisor, National Association of State Mental Health Program Directors and Senior Associate, Department*

*of Mental Health, Bloomberg School of Public Health, Johns Hopkins University*

Dr. David Shern earned his PhD in psychology at the University of Colorado at Boulder, and began his career in program evaluation at the Denver Department of Health and Hospitals.



With funding support from the National Institute of Mental Health (NIMH) and the Colorado Division on Mental Health, he began to study issues related to serious mental illnesses (SMI) among adults. The experience from this research led him to a position directing the New York State Office of Mental Health Evaluation Bureau where for several years he oversaw many other large NIMH funded projects focusing on persons with SMI who were homeless, and the use of peers on Intensive Case Management teams among other topics. Along with colleagues he was awarded an NIMH national services research center grant in 1993. To his knowledge, this was the only advanced research center funded as part of a state mental health agency. In 1995, he moved to Tampa, Florida where he became Professor and Dean of the Florida Mental Health Institute (FMHI).

During his time as Dean, he helped to increase the visibility of FMHI within the University as well as nationally. He concentrated on strengthening relationships with the state and local agencies that addressed the mental health needs of Floridians. In 2000 he chaired the Florida Commission on Mental Health and Substance Abuse, documenting the extent that mental health needs were unmet and how this impacted the well-being of the state population as well as several human service areas. While featuring testimony on the science of preventing mental health and substance use conditions, he became aware of the strength of the science in prevention and continued to pursue the

dissemination and implementation of this science when he left FMHI to become the President and CEO of the National Mental Health Association in Washington DC. There, he was part of a coalition that helped to pass the Mental Health Parity and Addiction Equity Act and the Affordable Care Act. Both of these laws dramatically expanded access to persons with mental health and substance use disorders.

Although Dr. Shern had principally focused on the needs of adults with serious mental illnesses prior to joining FMHI, he was also aware of the needs of children and families. Part of the attraction of FMHI involved the great strengths that the Institute had in the areas of children's services. Dr. Friedman, the Chair of the Department of Child and Family Studies, was and is a national leader in this area. Along with

colleagues, Friedman co-authored the seminal document outlining the need for organized systems of care for children and youth. Based on this blueprint, the Federal government has allocated billions of dollars to build and support systems of care, which are now seen as the backbone for effective services for children and families. FMHI was, and continues to be, a national leader in addressing autism and related disabilities, and further supports the emerging field of Applied Behavior Analysis (ABA). He supported some of the initial faculty hires in ABA, which has grown into a very successful graduate program offered by the Department. Shern also realized the emerging field of dissemination and implementation research, and secured the initial support for the National Implementation Research Network that has become a national leader in this important field, and that strives to





**“My hope is that one day we have an equal balance between prevention and treatment in youth mental health. I believe that starts with strong family supports.”**

**- Robert  
Freedman, PhD**

translate behavioral science into effective services in the community.

Dr. Shern is currently working with the National Association of State Mental Health Program directors where he helps states to implement effective mental health programming. He remains passionate about the need to reduce the exposure to trauma – especially among children - and implement technologies to help build resilience. He is working with various national organizations to help realize the promise of our science in reducing illness and improving well-being. His experience at FMHI broadened his perspectives on the drivers of mental wellbeing – a perspective that he took to Washington, and one that guides his current work with states and communities.



**Bob Friedman,  
PhD**

*1976—Director,  
Adolescent Day  
Treatment Project;  
1984—Chair,  
Department of  
Epidemiology and  
Policy Analysis, and*

*Director, Research and Training Center for  
Children’s Mental Health; 1990—Chair,  
Department of Child and Family Studies;  
2006—Interim Dean, FMHI*

Dr. Bob Friedman earned his PhD in Clinical Psychology from Florida State University in 1970. He came to FMHI in 1976, just three years after its establishment, to run a treatment program for adolescents. He came to FMHI because he was

excited about its mission of developing, evaluating, and disseminating research-based interventions across the age spectrum. Most of the programs that were developed and implemented in the early days of FMHI were led by clinical psychologists, and many had a strong behavioral orientation.

Although the day treatment program that Dr. Friedman developed along with Dr. Judith Quick was successful, they realized that in order to significantly impact the children’s mental health field, there was a need for a wide range of services, as well as a close collaboration between all of the systems that served young people. Out of this recognition came a framework for service delivery, called a “system of care,” that was first described in a monograph by Dr. Friedman and Ms. Beth Stroul. This was soon disseminated across the country, and became the model for change at a national level and in most states.

In 1984, FMHI received a five year grant from the U.S. Department of Education and the National Institute of Mental Health to implement a research and training center to improve outcomes throughout the country for children and adolescents with serious emotional disturbances. Dr. Friedman was the Director of this Center for the 25 years of its existence, with Drs. Al Duchnowski and Krista Kutash as co-directors. A key part of the Center, after his arrival back at FMHI in 1993, was Dr. Mario Hernandez. Dr. Hernandez, who is now the Chair of the Department of

Child and Family Studies, was hired by Dr. Friedman as a graduate assistant shortly after Dr. Friedman had arrived in 1976, and returned to FMHI after spending 12 years in California. Other key people in the Center for various periods of time were Melinda Allegar, Dr. Mary Armstrong, Dr. Rusty Clark, Dr. Mary Evans, Dr. Paul Greenbaum, Dr. Sharon Hodges, Kathy Lazear, and Cindy Liberton.

The system of care framework grew to focus on partnerships between families and professionals, the delivery of services and establishment of systems in a culturally competent way, and the use of individualized and evidence-based interventions and performance measurement to guide system development and improvement. In 1988, the Center sponsored a national conference on systems of care and children’s mental health. This conference, which now has an expanded focus, has become an annual event attracting about 700 people from around the country each year.

One of the strengths of the Department of Child and Family Studies has always been the development of behavioral interventions. As this field evolved to focus specifically on Positive Behavioral Support, FMHI became a national leader in this as well. Under the leadership of Dr. Glen Dunlap and Dr. Lise Fox, the department has received numerous state and federal grants and had an enormous impact on changing the way in which the challenges that children experience



are conceptualized and addressed. The strength of the department in this area has led to the development of a master's program, and now also a doctoral program in Applied Behavioral Analysis, led by Dr. Ray Miltenberger.

Dr. Friedman retired from FMHI in 2010 after 34 years of working there, and is now a Professor Emeritus. He continues to be involved as a consultant in children's mental health both around the development of systems of care, and the appropriate use of residential care. Dr. Friedman recognizes that while there has been considerable progress since the 1970s in the field of children's mental health field, there is far more to be done. He is thrilled by the continued excellent work in children's mental health by the Department of Child and Family Studies, under Dr. Hernandez. Dr. Friedman feels very fortunate to have served as Chair under the leadership of excellent deans such as Dr. Max Dertke and Dr. David Shern, Associate Dean Dr. Catherine Batsche, and Assistant Dean Cindy Stark. He also feels fortunate to have served in an academic organization with a mission of integrating research and knowledge development with knowledge transfer efforts towards the end of improving the lives of our children and families with special challenges.



**Mary  
Armstrong, PhD**

*Associate Professor,  
Department of Child  
and Family Studies -  
Executive Director of  
FMHI (Retired)*

Dr. Mary Armstrong began her professional career working with children, youth, and young adults with serious behavioral health problems and their families. She had many different roles related to this target population which included direct care positions in residential treatment programs, university-based education, and training, and as director of the child and adolescent unit at the New York State Office of Mental Health (OMH). Through her OMH position, she became familiar with the body of work being produced by Bob Friedman and colleagues at FMHI. When a position became available in 1995, she applied and became the Director of the Division of State and Local Support in CFS.

When Dr. Armstrong first arrived at FMHI, she felt that her primary responsibility was to play a leadership role at the intersection of public policy and research and evaluation. Dr. Armstrong felt the overall role of FMHI, back then, was to inform policy at the local, state, and national level through relevant, applied evaluation and research studies. Dr. Armstrong stated that she felt appreciative of the mentorship role she received from Bob Friedman. "Not only did Bob hire me, he gave me great

freedom to pursue my dreams in a variety of projects that related to evaluation and technical assistance with state and local government entities."

During her many years at FMHI, Dr. Armstrong worked on several projects that evolved around the Research and Training Center for Children's Mental Health that was housed at FMHI. These projects included a financing study that focused on the impact of Medicaid managed care on vulnerable children and their families, a study on the role of collaboration in developing and sustaining state and local systems of care, and a study on best practices in financing strategies and structures that support effective systems of care. During this time, she also worked closely with Florida government state agencies in policy and legislation development as well as program evaluation. She and others at FMHI were also the evaluation partners for several local system of care projects in Florida funded by SAMHSA.

Dr. Armstrong earned her PhD from Memorial University, School of Social Work in 2003 and was named executive director of FMHI in 2014. In her career at FMHI, Dr. Armstrong focused on projects which were related to children in the child welfare system. These projects included an evaluation of Florida's policy shift to Community-based Care and its impact on permanency and safety indicators, and evaluations of Florida's and Utah's IV-E Waivers.

**"The late 1990s  
and early 2000s  
was a very exciting  
time for policy in  
children's mental  
health."**

**– Mary  
Armstrong, PhD**



**The Department of Child and Family Studies is a collection of disciplines that are made up of professionals from a variety of backgrounds and expertise who work on a multitude of issues that involve the well-being of children and their families.**

During her nearly three decades of service at FMHI, Dr. Armstrong has seen many changes. She stated, “during the late 1990s and early 2000s was very exciting related to children’s mental health policy. Our Research and Training Center was a major national player and SAMHSA partner in the development of the construct of systems of care.” Also during this time, the federally funded system of care projects were developing across the country and provided a wonderful opportunity to learn how to implement effective systems of care. There was strong national leadership and support from SAMHSA, especially under Gary Blau’s leadership.

When asked about what she felt was the largest concern facing children’s mental health today, Dr. Armstrong responded that she felt it was the lack of federal support and attention on children’s mental health. “There is no longer a structure at SAMHSA for supporting, implementing, and evaluating children’s mental health.” From a policy standpoint, she feels advocacy needs to re-focus national attention and make this a priority. She feels we need another publication like *Unclaimed Children* by Jane Knitzer. She also feels there is lack of a policy focused on child, adolescent, and young adult mental health at the state level. Dr. Armstrong said, “the National Association of State Mental Health Program Directors needs to take a leadership role in reviving this focus.” Lastly, she felt that a key issue facing children’s mental health is the need to reframe children’s mental health

systems of care in relationship to the new evidence that is emerging regarding prevention science, population health, and accountable care organizations.



**Mario Hernandez, PhD**

*Chair of Child and Family Studies*

Early in his career, Dr. Mario Hernandez focused on animal behavior, with the intention of becoming an animal behaviorist. During his studies at USF, he worked with several professors who influenced his developing interests. He ultimately changed direction and was inspired to pursue his PhD. Hired by Dr. Friedman, his first position at FMHI was to work in the Children’s Day Treatment program. When he moved to California to work at the Ventura Project for Mental Health, he remained on the Systems of Care Advisory Board and stayed connected to Dr. Friedman. Years later he accepted another offer from Dr. Friedman, this time to return to FMHI.

As one of the early stakeholders in Systems of Care, Dr. Hernandez dissuades people from the idea that it is a program or a framework. He prefers to describe the Systems of Care as a set of values and principles that are used to guide how one organizes or delivers services to those in need. He recognizes that today, Systems of Care has split into many different programs

that strive to share these values. As the direction of FMHI shifted from being a part of the state to operating under USF administration, several new departments within the Institute were formed. New programs emerged like HIPPY, CARD, ABA, FCIC, and others. It was at this time of development and innovation that Dr. Hernandez became chair of the department of Child and Family Studies. He describes the department as a collection of disciplines that are made up of professionals from a variety of backgrounds and expertise who work on a multitude of issues that involve the well-being of children and their families.

As far as the future of the field of children’s mental health, Dr. Hernandez would like to see the Systems of Care’s collaborative efforts modeled more throughout the country. He feels strongly that there remains a lack of mental health care available to children, and that while services exist, they too often exist within silos. He recognizes that in the existing dearth of services, those at the highest risk and with the most acute needs must be cared for immediately. However, he would like to see efforts in the field focus more on prevention and expansion of services to cover a broader array of children’s needs.





**Kathleen M. Heide, PhD**

*Distinguished University Professor, Department of Criminology*

Kathleen Heide was a junior at Vassar

College studying psychology when she read an article in the New York Times that set her on the path to becoming one of the leading authorities on juvenile homicide. The article, titled “They think I can kill because I am 14,” described “a new breed of child murderer” who killed casually, remorselessly, and gleefully. Kathleen wondered whether kids described in the article really existed. With the support of her professors at Vassar College, Kathleen took courses at John Jay College of Criminal Justice in New York City during her junior year, while her comrades were studying in Europe. Kathleen earned her doctorate in criminal justice from the State University of New York at Albany, where she specialized in personality development, theories of crime, and mental health and juvenile law.

While finishing her dissertation in 1981, Kathleen was hired as an Assistant Professor in Criminal Justice at USF. Soon after arriving, Kathleen received a number of internal grants to study juvenile homicide offenders (JHOs) in Florida, as teen murderers remained a serious concern in the early 1980s. With the support of the Governor, Professor Heide was given access to interview

juveniles who were convicted of murder or attempted murder in Florida prisons. The 59 boys that Dr. Heide interviewed in the early 1980s constituted about 85% of the youths arrested for murder in Florida at that time. The other 15% were retained in the juvenile justice system or handled in the mental health system.

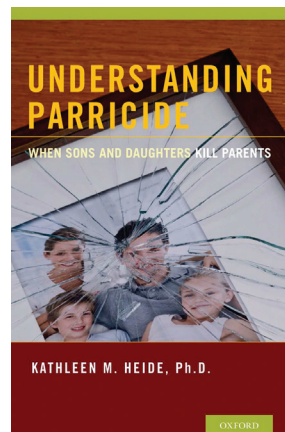
At that time, Florida was among the first states to treat children and adolescents involved in serious and violent crimes as adults. “Getting tough” with lawbreakers became a popular slogan in the late 1980s and early 1990s, leading all states in the U.S. to provide mechanisms to make it easier to transfer “kids” to adult court.

Professor Heide has continued to focus on juvenile homicide over the last 35 years, resulting in many publications, consultations, and evaluations of JHOs across the country. She has followed up on her original sample of 59 boys, tracking their release and recidivism. Dr. Heide recently conducted follow-up interviews with these “boys,” now men in their early 50s, inquiring about their experiences in prison as juveniles and post-release experiences as adults.

Heide has shown that mental health and criminal justice are intertwined. Her work has contributed to a better understanding of the complex causes for adolescent involvement in violent crime. Ultimately, the goal of her research is to show that these youth are people and not simply killers.

Professor Heide maintains that one of the biggest impediments to helping troubled youth today is society’s failure to consider the child as a whole. She explained that children are discussed in fragmented ways. We tend, as a society, to view educational and school concerns, family crisis, mental health difficulties, and criminal involvement as separate issues, instead of working together to assess and treat the whole child. Dr. Heide is convinced that improvements in juvenile justice will not progress until we move from viewing kids that commit crimes as “bad kids” to asking “what happened to these kids?”

Dr. Heide is pleased that attention is now focusing locally on coordinating services for children. This approach is exemplified by the initiation of a juvenile mental health court in our local judicial circuit. Compared to when she first began her work in this field, Kathleen sees a greater emphasis on prevention, early intervention, and treatment, as opposed to solely punishment.



**Professor Heide maintains that one of the biggest impediments to helping troubled youth today is society’s failure to consider the child as a whole.**



# Spotlights

**These “spotlights” offer a peek into the world of research, practice, and policy for child and adolescent behavioral health that is happening right here in our academic home.**

As a uniquely interdisciplinary college, the knowledge and expertise of our research faculty is vast but remains connected by a dedication to serving the behavioral health needs of our shared communities. While as a group we at CBCS value the interconnected nature of each other’s work, it isn’t often that we have the opportunity to truly understand the meaningful contributions that our colleagues have made in fields that may be different from our own. These “spotlights” offer a peek into the world of research, practice, and policy for child and adolescent behavioral health that is happening right here in our academic home. We are proud to have such change-agents among us, and know that their work has influenced our past, but, more importantly, will continue to impact our future.



**Annette Christy, PhD**

*Associate Professor,  
Department of Mental  
Health Law & Policy*

Dr. Annette Christy’s area of interest focuses on the interaction between behavioral health and criminal justice systems. She

directs the Baker Act Reporting Center, which involves the receipt and analysis of statewide civil commitment data. Her work includes a focus on obtaining and using large data sets for research and evaluation, as well as on how to develop systems for the collection of high-quality data in real world settings. Her work has also included studies of criminal justice system diversions for persons with behavioral health disorders along the sequential intercept from intercept 1 (pre-booking diversion) to intercepts 2 and 3 (post booking diversions, such as mental health court and drug court). Some of her past work has also focused on guardianship and competence to proceed.

The Baker Act Reporting Center receives forms used to initiate involuntary (Baker Act) examinations and enters data from these forms on behalf of the Florida Department of Children and Families (DCF). These data have been used to address issues specific to children’s mental health. This includes analysis of the data to inform several legislatively mandated efforts and their reports, such as the DCF Taskforce on Baker Act Examinations of Minors and a report required in every odd-numbered year starting in 2019 that

addresses the root causes of repeated involuntary examinations of youth. The Annual Baker Act report that the Center produces to assist DCF in meeting its statutory reporting requirement contains information specific to children at the state and county levels. The Baker Act data are also included in the centralized integrated data repository (also known as the Florida Safe Schools Portal) that was created in the Marjory Stoneman Douglas High School Public Safety Act (2018). The Center produces aggregate data and reports, as requested by DCF and other stakeholders.



**Michelle Bourgeois, PhD, CCC-SLP**

*Professor, Department  
of Communication  
Science & Disorders*

Dr. Michelle Bourgeois is currently a faculty member in the Department of Communication Sciences & Disorders. She was elected Fellow in the Psychology Section of the American Association for the Advancement of Sciences (AAAS) for distinguished contributions to the field of cognitive communication disorders, due to her

pioneering research and development of therapies for dementia patients and their caregivers. Dr. Bourgeois has made significant advancements investigating behavioral treatments for persons with neurogenic cognitive-communication disorders (i.e., dementia, TBI, MCI) as well as training for their caregivers. In addition, she was awarded Fellow status through the Behavioral and Social Sciences Section of The Gerontological Society of America (GSA) for her outstanding and continuing work in the field of gerontology.

Serving as just one example of her outstanding contributions to the field, Dr. Bourgeois is currently working on the Intergenerational Montessori Program for Adults with Memory Concerns. She is evaluating the effects of an Intergenerational Montessori after-school program on the engagement, affect, and quality of life of older adults with mild memory concerns, the attitudes of children towards older adults, and the attitudes and knowledge of graduate student clinicians. Her study evaluated older adults who were paired with children to participate in a 45-minute after-school activity program. Observations of engagement and affect during the interactions were collected 3 times a week for 4 weeks. The older adults' engagement and affect was also observed during planning/reflection sessions without the children present, and prior to their arrival to the program. Her teams' findings revealed significant differences in older adults' engagement and positive affect when the children were present,

significant improvements in reported quality of life, and maintenance of cognitive status as a result of program participation. Children demonstrated significantly more active than passive engagement and more happy than neutral affect during activity sessions.



**Nicoleta  
"Nickie" Zenn,  
EdS**

*Instructor and  
Academic Program  
Director, Department  
of Mental Health Law  
& Policy*

Nickie Zenn currently serves as an Instructor and Academic Programs Director for the Department of Mental Health Law & Policy. She has over 20 years of combined experience working in the education and public health arena and presenting on children's mental health issues at the national, state and local levels. Ms. Zenn's areas of focus include trauma-informed practices, compassion fatigue, crisis intervention, behavioral threat assessment, emotional and behavioral disabilities, dyslexia, traumatic brain injury, evidence-based practices, early intervention, positive behavior supports, social justice, disproportionate discipline, and children's behavioral system of care. Ms. Zenn is a certified trainer of the NASP PREPaRE: School Crisis Prevention and Intervention Training Workshops I and II, Adult Mental Health First Aid (MHFA), Youth Mental Health First Aid Trainer

(YMHFA) and Heartmath the Resilience Advantage. Ms. Zenn previously served as the Executive Director of the Multiagency Network for Students with Emotional and Behavioral Disabilities (SEDNET) and the Youth Mental Health Awareness and Training (YMHAT) Administration Projects for the Florida Department of Education. While serving as the Executive Director, Ms. Zenn was appointed to serve as a member of the Task Force on Involuntary Examination of Minors, the Governor's Roundtable on School Safety following the Marjory Stoneman Douglas tragedy, the Children's Mental Health System of Care State Advisory Team, the Statewide Multi-Agency Review Team, and the Florida Youth Justice Commission. She has testified on Children's Mental Health and SEDNET as a member of the Department of Education to the Marjory Stoneman Douglas High School Public Safety Commission and the Florida Senate Appropriations Subcommittee on Education. Her previous positions include District School Psychologist in Tennessee and Florida School Districts, Director of a Family Resource Center in Tennessee, District Pre-Kindergarten Coordinator of Challenging Children's Behavior training and interventions, Psychological Examiner at the Vanderbilt Child Development Center investigating the under identification of gifted African American children in Nashville Metro Public Schools, and conducted court ordered psychological evaluations of youth at-risk of dependence for a Tennessee tri-county Community Mental Health Center.

**Ms. Zenn was appointed to serve as a member of the Task Force on Involuntary Examination of Minors, the Governor's Roundtable on School Safety following the Marjory Stoneman Douglas tragedy, the Children's Mental Health System of Care State Advisory Team, the Statewide Multi-Agency Review Team, and the Florida Youth Justice Commission.**



**Dr. Salloum has worked with colleagues to develop and test a stepped care model that utilizes Trauma-Focused Cognitive-Behavioral Therapy (TF-CBT).**

**Dr. Massey's research has led to federal grants to assess processes that support services in schools, and to a research training grant to train graduate students in IS for behavioral health services for children, youth, and transition age young adults.**



**Alison Salloum,  
PhD, LCSW**

*Professor, School of  
Social Work*

Dr. Alison Salloum's research focuses on the treatment of

childhood trauma and loss, service delivery methods to address treatment barriers, and provider support. She is specifically interested in examining psychosocial interventions for children, adolescents, and their families who have been exposed to various types of traumatic events such as violence, disasters, and death. Currently, Dr. Salloum is the principal investigator on an NIMH grant to examine how to optimize the efficiency and cost-effectiveness of stepped care treatment for children after trauma.

Dr. Salloum's primary area of research has been intervention development and testing for treatments to improve children's mental health. Prior to coming to USF in 2006, she developed a grief and trauma intervention for children (GTI for Children) to help children experiencing traumatic stress and grief due to traumatic loss. GTI for Children was used with children after Hurricane Katrina and the treatment manual is now published and available for clinicians working with children post-disaster. A non-profit in New Orleans, LA that partnered in the development and research on GTI for Children continues to train others around the country to

use this model as well as implement the intervention with children and families in the surrounding area. While at USF, she has worked with colleagues to develop and test a stepped care model that utilizes Trauma-Focused Cognitive-Behavioral Therapy (TF-CBT) with a parent-led, therapist-assisted treatment as a first step and therapist-directed TF-CBT as a second step. The initial pilot studies on stepped care for children after trauma had promising results and are now being tested in a randomized clinical trial funded by the NIMH. Dr. Salloum has also worked with colleagues to test a computerized evidence-based treatment for childhood anxiety delivered in community mental health clinics. While primarily focused on accessible, efficient and effective mental health treatment for children, her research also seeks to understand the effects of working with trauma survivors on the providers, and the role of trauma-informed self-care on provider compassion satisfaction, burnout, secondary trauma and well-being.



**O. Tom Massey,  
PhD**

*Associate Professor  
& Division Director/  
Concentration Director,  
Research & Evaluation  
Child & Family Studies*

Dr. Tom Massey's experiences include extensive consultations with local community and state agencies. He currently serves as Chair of the

Hillsborough County Anti-bullying Advisory Committee, which was created in 2009 to provide advice and recommendations to curb and eliminate all forms of bullying throughout Hillsborough County.

Dr. Massey's current area of research focuses on how the provision of adequate and appropriate behavioral health services for children and adolescents is critical for developmental success. The provision of behavioral health services was first recognized as important with regard to improving the Systems of Care for people who are considered seriously and persistently mentally ill (SPMI), by engaging and coordinating multiple service providers in the community. However, it is now well recognized that services must be integrated into schools, expanded into foster care and child welfare arenas, and extended to youth as they move into transition age and young adulthood. Beyond those efforts aimed at SPMI, services must include social and emotional learning (SEL), substance use and abuse interventions, prevention, and the development of competencies to ensure a successful transition to adulthood. Dr. Massey's research (and that of many of the faculty and researchers in CFS) has centered on the development, implementation, and provision of services in schools and for transition age youth. As part of this work, his research and evaluation efforts have involved four Safe School/Healthy Students (SS/HS) grants working with school districts to

provide mental health, substance use, and prevention efforts in school districts. He was also the PI for SAMHSA-funded national evaluations of the seven site SS/HS Initiative, and the eleven site Healthy Transition Initiatives. This work culminated in co-directing the Now Is The Time (NITT) National Technical Assistance Center for 37 grantees across the nation that provide services in school districts and transition age programs. As the field of behavioral health has evolved, the critical nature of the use of Evidence Based Programs (EBPs) is increasingly recognized. With this understanding comes the awareness of the role of implementation in the successful provision of services. Dr. Massey's research has now evolved to emphasize the critical processes by which the best services for children and youth may be brought to communities through implementation science (IS), acknowledging that for services to be successful in schools and community service agencies, there must be careful attention paid to the needs and resources of the community, the needs of the consumers, and organizational supports and practices that make programs possible. This emphasis has led to federal grants to assess processes that support services in schools, and to a research training grant to train graduate students in IS for behavioral health services for children, youth, and transition age young adults.



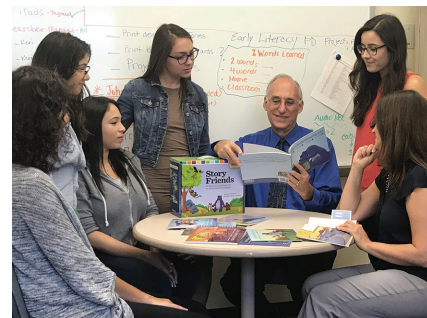
**Howard Goldstein, PhD**

*Associate Dean,  
Professor, Department  
of Communication  
Sciences and Disorders*

Dr. Howard Goldstein has maintained a steadfast commitment to intervention research for over 35 years. He has sought to develop and evaluate interventions to teach functional social, language, and literacy skills to individuals with a variety of disabilities. He has been engaged in research across the life span, but his primary focus has been on early intervention and prevention.

In our interview with Dr. Goldstein, he described how his involvement in early childhood behavioral health stemmed from the landmark work of Betty Hart and Todd Risley. In 1995, it was their observation of the huge disparities in the home language environments of American children that stunned early interventionists. What is often called the “30- million-word gap” represents the cumulative difference in words typically heard by children in middle class families versus words heard by children raised in poverty by the time they begin pre-Kindergarten at age 4. Dr. Goldstein explained how when children enter school with vastly different language skills, namely vocabulary, it has long-term implications for learning how to read and being successful in school and beyond. It is this topic that he has dedicated his work to, primarily through the investigation of

two tactics to prevent such school failure. First, teaching parents to “talk, read, sing,” provides natural contexts for enriching the home language environment starting in infancy. Second, with insufficient time to make up for a vast 30-million-word gap, he has pursued a tactic for identifying words to teach as efficiently as possible in preschool. His current research selects small groups of children demonstrating delays in language development who then listen to pre-recorded stories in which they have embedded vocabulary instruction. This “Story Friends” intervention coupled with practice during the school day and at home has been shown to be quite effective in teaching rather challenging words, such as enormous, thrilled, curious, and burst. These are words that promise to enhance fluent reading and comprehension when children encounter such words as they learn to read. This intervention was designed to make it easy to implement with high fidelity. Dr. Goldstein and his colleagues have demonstrated robust learning results in preschool, and are now investigating ways to sustain these effects as children progress through primary grades.



**Dr. Goldstein and his colleagues have demonstrated robust learning results in preschool, and are now investigating ways to sustain these effects as children progress through primary grades.**



**“PBIS has helped raise the morale of the student body. It’s making a difference in our students’ attendance, attitude and achievement.”**

**- Baker County High School, Baker County**



**Don Kincaid, EdD**

*Professor & Co-Division Director, Department of Child & Family Studies*

Dr. Don Kincaid is a Professor in the

Department of Child & Family Studies at the University of South Florida and co-directs The Florida Center for Inclusive Communities, a University Center for Excellence in Developmental Disabilities. He is a Primary Investigator or Co-Primary Investigator on a number of Positive Behavior Support Projects, all of which integrate school-based positive behavior interventions and support within a multi-tiered support system framework. Much of his professional activity involves coordinating systems change efforts at a local, state and national level to support the implementation of evidence-based practices. Additionally, he serves on a number of editorial and advisory boards in the area of positive behavior support.



**Lise Fox, PhD**

*Professor & Co-Division Director, Department of Child & Family Studies*

Dr. Lise Fox is a Professor in the Department

of Child and Family Studies and the Co-Director of the Florida Center for Inclusive Communities, the University

of South Florida Center for Excellence in Developmental Disabilities. She is currently engaged in research and technical assistance projects related to the implementation of evidence-based practices within early care, education, and early intervention systems; state and program implementation technical assistance; and the implementation of the Pyramid Model (program-wide positive behavior support). Dr. Fox is a nationally-recognized leader in interventions related to young children and challenging behavior, and the author of many articles, chapters, and books related to improving practices and programs for young children.

Drs. Kincaid and Fox are collaborating together on the Florida Positive Behavioral Interventions & Support Project (PBIS). Problem behaviors in schools often lead to time spent away from teaching in order to manage office discipline referrals and school suspensions. Because significant behavior problems contribute to unsafe school environments and reductions in student performance, Florida’s Positive Behavioral Interventions & Support (FLPBIS) Project is committed to assisting schools to develop effective discipline, social skills teaching, and behavior support strategies for all students.

The FLPBIS Project is currently in 45 school districts in Florida providing training and technical assistance in the development and implementation of positive behavioral interventions and supports at school-wide, classroom, targeted group, and individual student levels (tiers). One participant said

of the project, “PBIS has helped raise the morale of the student body. It’s making a difference in our students’ attendance, attitude and achievement.” (Baker County High School, Baker County)

PBIS is most often applied in schools, however, these strategies can also be found in a variety of settings including early childhood centers, residential treatment settings, juvenile justice facilities, communities, and homes. PBIS strategies have been shown to benefit individuals, small groups, large groups, and entire communities, and are effective with individuals of all ages and abilities. In response to the tragedy at Marjory Stoneman Douglas High School in 2018, Florida enacted legislation to promote school safety and increase support for students’ mental health. The 2018-2019 school year marked the end of the Florida AWARE grant funded by SAMHSA to address mental health through a multi-tiered PBIS framework. To maintain momentum and support for schools and districts in addressing mental health through a PBIS framework, the FLPBIS Project worked with districts to integrate mental health plans into their existing multi-tiered PBIS system of support. This was implemented through the development of several resources and online trainings. The FLPBIS team also completed a revision of the school-wide training to be inclusive of mental health supports, trauma-informed practices, restorative practices, and culturally responsive supports to meet the needs of all students.

# Looking Ahead

## School Mental Health including Threat Assessment, School Safety, and Trauma

This year's annual Fall colloquium will focus on school mental health issues, addressing current behavioral health needs and best practices. The colloquium will bring together local, state, and national experts to advance knowledge and skills related to school mental health practice, research, training, and policy.

**Friday, October 2, 2020 ■ 10 a.m.-1 p.m.**  
**To be held virtually in Teams**

*(A link to the event will be sent to all registrants a few days in advance)*

### Featured Presenters:

**Mark Weist, PhD**, Professor, Department of Psychology, University of South Carolina **"Best Practices in School Behavioral Health"**

**Melissa A. Reeves, PhD, NCSP, LCMHC**, Associate Professor, Department of Psychology, Winthrop University

**"Stress vs. Trauma, Threat Assessment, and School Safety – Addressing Current Mental Health Needs in Schools"**

**Don Kincaid, EdD**, Professor, Child & Family Studies, University of South Florida **"The Role of School Mental Health Professionals in Addressing Student Trauma"**

**Nickie Zenn, EdS, NCSP**, Instructor and Academic Program Coordinator, University of South Florida

**Register by September 25,**

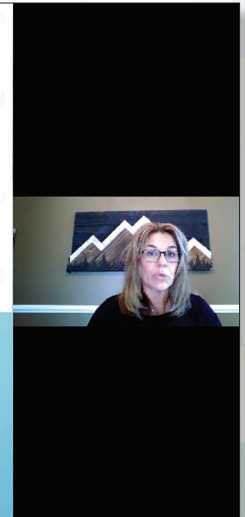
 UNIVERSITY of  
**SOUTH FLORIDA**  
College of Behavioral & Community Sciences

### Strengthen internal resiliency

- Promote
  - active oriented coping styles
  - student and staff mental health
  - internal locus of control
  - self-confidence and self-esteem
- Teach
  - how to better regulate emotions
  - how to accurately identify facial expressions and emotions
- Develop problem-solving skills
- Foster development of empathy and a strong self-concept
- Validate the importance of faith and belief systems



**SEL  
Curriculum!**





**“For this year’s Fall colloquium, we decided to focus on the very important topic of school mental health. Indeed, mental health awareness is an important issue for all educators, who are often the first line of defense for their students. Education professionals have recognized the impact that a student’s mental health has on learning and achievement, and this colloquium presents very important information by national experts on school mental health best practices.”**

**– Kathleen Moore, PhD,  
Executive Director of  
FMHI**

## Fall Colloquium – Children’s Mental Health (Sneak Peak)

*Interview with Melissa and Mark*



**Melissa Reeves,  
PhD, NCSP,  
LCMHC**

*Associate Professor at  
Winthrop University.*

Dr. Melissa Reeves is the Past-President

of the National Association of School Psychologists (2016-17), a nationally certified school psychologist, licensed clinical mental health counselor, and licensed special education teacher. She has over 19-years’ experience working in public schools, a private school, and day and residential treatment programs. Dr. Reeves is a co-author of the PREPaRE Crisis Prevention and Intervention curriculum and travels both nationally and internationally to train professionals in crisis prevention and intervention, threat and suicide assessment, trauma and PTSD, and cognitive-behavioral interventions. She is a senior consultant with Sigma Threat Management Associates and an advisor for Safe and Sound Schools, an organization founded by two parents who lost their children in the Sandy Hook tragedy. She has co-authored multiple books and publications focusing on school safety and trauma.



**Mark D. Weist,  
PhD**

*Professor, Clinical  
Community and  
School Psychology, and  
Director of the School  
Behavioral Health  
Team.*

Dr. Mark Weist finished his doctoral training in clinical psychology at Virginia Tech in 1991, after completing his internship at Duke University. Prior to joining the Department of Psychology at the University of South Carolina in 2010, he was a faculty member at the University of Maryland for 19 years where he helped to found and direct the Center for School Mental Health, and provided leadership to the advancement of school mental health (SMH) policies and programs in the United States. He has edited ten books and has published and presented widely in SMH and in the areas of trauma, violence and youth, evidence-based practice, cognitive behavioral therapy, Positive Behavioral Interventions & Supports (PBIS), and on an Interconnected Systems Framework (ISF) for SMH and PBIS. He is currently co-leading a regional conference on school behavioral health that reflects integrated SMH and PBIS, and is leading a randomized controlled trial on the ISF.



**Don Kincaid,  
EdD**

*Professor & Co-Division  
Director, Department of  
Child & Family Studies*

Dr. Melissa Reeves and Dr. Mark Weist are

collaborating this fall with Dr. Don Kincaid from the department of Child and Family Studies to present at CBCS’ Fall Colloquium: School Mental Health including Threat Assessment, School Safety, and Trauma. This year’s annual Fall colloquium focused on school mental health issues, addressing current behavioral health needs and best practices. The colloquium brought together local, state, and national experts to advance knowledge and skills related to school mental health practice, research, training, and policy.



**Nickie Zenn,  
EdS, NCSP**

*Colloquium Moderator,  
Instructor and  
Academic Program  
Director, Department  
of Mental Health Law  
& Policy*

## House Bill 945

*A Message from Representative David Silvers*



**David Silvers,  
JD, MBA**

*Florida House of  
Representatives,  
District: 87*

Mr. David Silvers is a native of Florida and life-long resident of South Florida. After graduating high school in Miami, he headed north to Gainesville, to attend the University of Florida. While an undergraduate, Mr. Silvers was inspired by a professor who suggested he consider a career in public office. He graduated from the University of Florida with a degree in Economics and decided a law degree was a logical next step towards his political goals. Mr. Silvers graduated from law school at the University of Miami and one year later earned a Masters of Business Administration from Miami as well. As a motivated young lawyer, he accepted a position in the private sector and then for a corporation based in his beloved South Florida. Mr. Silvers always held onto the idea of running for public office. He was particularly passionate about education reform, but he wanted to make a larger impact than running for the local school board would afford him.

After being elected to the 87th district of the Florida House of Representatives, David Silvers became Representative

Silvers in 2016. Originally, Rep. Silvers began his political career with the goal of tackling education reform. However, his original focus on education reform would take a backseat when Rep. Silvers was presented with a news article by his sister in 2017. The news article told the story of a six-year-old boy in Florida that was recently Baker Acted while at school. The circumstances surrounding the story and the then current practices of the Baker Act law were so jarring and unsettling to Rep. Silvers that he felt driven to focus on reforming Children's Mental Health in Florida, particularly the policies and procedures surrounding the use of the Baker Act with minors under the age of 17 years old.

Representative Silvers has remained focused on children's mental health and his steadfast commitment has led to the

passing of multiple house bills focused on topics such as suicide prevention in teens, protecting the privacy rights of those seeking mental health treatment, and, most recently, the passing of House Bill 945 (HB945). FMHI was named in the legislation to develop a model response protocol that will outline the goals, guiding principles, evidence-based practices, and resources recommended for mobile response teams (MRTs). The model response protocol will be developed in consultation with school districts and the mobile response team providers that are effectively utilizing the teams, as well as those school districts that are not utilizing the response teams effectively. The consultation team will also consult with the Florida Managing Entities (MEs), Department of Children and Families (DCF), and local law enforcement agencies.

**"I think keeping the momentum to continue to deliver valuable services to children is key to the future of children's mental health."**

**– Rep. David Silvers, JD, MBA**

The screenshot shows the Florida Senate website interface for House Bill 945. The page title is "CS/CS/HB 945: Children's Mental Health". Below the title, it lists the authors: "GENERAL BILL by Health and Human Services Committee ; Children, Families and Seniors Subcommittee ; Silvers ; Webb ; (CO-INTRODUCERS) Bush ; Driskell ; Duran ; Eskamani ; Hogan Johnson ; Joseph ; McGhee ; Polo ; Slosberg ; Willhite". There are buttons for "Track This Bill", "View Bill Summary", and "Glossary of Legislative Terms". The "Effective Date" is 7/1/2020 and the "Last Action" is 6/29/2020 - Chapter No. 2020-107. A "Bill Text: PDF" link is provided. At the bottom, there is a "Bill Text" table with columns for "VERSION", "POSTED", and "FORMAT".

VERSION	POSTED	FORMAT
H 945 Filed	12/13/2019 8:27 AM	<a href="#">PDF</a>
H 945 c1	1/17/2020 10:45 AM	<a href="#">PDF</a>
H 945 c2	2/27/2020 1:25 PM	<a href="#">PDF</a>
H 945 e1	3/5/2020 4:16 PM	<a href="#">PDF</a>



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# Historical



# Mental Health Institute

## Timeline





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