

FCIC Report Card 2019-2020

Below is a summary report of the FCIC University Center for Excellence in Developmental Disabilities (UCEDD) within the USF College of Behavioral & Community Sciences. This report reflects the impact and successes FCIC had on the education, research

and service activities accomplished to support people with developmental disabilities across the state of Florida and nationally between July 1, 2019 and June 30, 2020.

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Programs & Projects



Grants

\$13,536,019

17.5% Federal
73% State
5.5% Local
4.0% Other



49,457 hours of direct services

Provided to

2,580

People with Developmental Disabilities and their Families



8,417

Research Activity Hours

Hours of Technical Assistance 10,211



9,256 People Assisted

71

Conference Papers/Posters

22

Peer-Reviewed Articles Published/ In Press

9

Peer-Reviewed Articles Submitted for Publication

25

Reports

49

Pamphlets & Factsheets



271

New Products Developed

FCIC products/ resources were disseminated to

398,586

People with Developmental Disabilities, Family Members, and Professionals



3,992

Hours of Interdisciplinary Preservice & Community Training to

31,856

Participants



Florida Center for
INCLUSIVE COMMUNITIES



UNIVERSITY of
SOUTH FLORIDA

FCIC's Programs & Selected Projects



Achieving Competitive Customized Employment through Specialized Services (ACCESS)

ACCESS is funded by the National Institutes on Mental Health, to test an intervention for community-based Vocational Rehabilitation service practitioners to improve competitive employment outcomes for adults (age 22+) diagnosed with Autism Spectrum Disorder.



Center for Autism and Related Disabilities (CARD)

The Center for Autism and Related Disabilities provides support and assistance with the goal of optimizing the potential of people with autism and related disabilities.



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

Funded by the Institute of Education Sciences to develop and evaluate a feasible system of program-wide implementation of the Pyramid Model for promoting social emotional competence and addressing the challenging behavior of preschool children within early childhood programs.



Early Childhood Technical Assistance Center (ECTA)

FCIC has a subcontract with the Early Childhood Technical Assistance Center. ECTA is a national center funded by the Office of Special Education Programs (OSEP) to support early intervention and preschool special education programs and practitioners.



Home Instruction for Parents of Preschool Youngsters (HIPPPY)

Funded by State of Florida, the Florida HIPPPY Training and Technical Assistance Center provides support and training to local HIPPPY programs in Florida. HIPPPY provides a home-based, early intervention/school readiness program that helps educationally disadvantaged parents provide educational enrichment for their preschool children aged 3-5.



Interdisciplinary Center for Evaluation and Intervention (ICEI)

ICEI is funded by the Florida Department of Education, and is one of their Florida Diagnostic and Learning Resources System diagnostic and training center that specializes in preschool and school-aged students (ages 3-22) having autism spectrum disorders, serious behavioral/social/emotional challenges, and other complex conditions.



Partnership for Effective Programs for Students with Autism (PEPSA)

PEPSA is funded by the Florida Department of Education, K-12 Public Schools, Bureau of Exceptional Education and Student Services, and is designed to provide training and technical assistance to teachers or a school program that wishes to enhance their educational program for students with ASD.



Positive Behavioral Interventions and Support: Multi-Tiered System of Support

The Florida's Positive Behavior Support Project provides training and technical assistance to increase the capacity of Florida school districts to implement evidence-based practices for supporting students with and without disabilities who are exhibiting problem behaviors.



Program-Wide Positive Behavior Support (PBS) Project

The Program-Wide PBS project is funded by the Children's Board of Hillsborough County to support the program-wide adoption of the teaching pyramid model for supporting the development of young children's social competence and addressing challenging behavior.



National Center for Pyramid Model Innovations (NCPMI)

NCPMI is funded by the Office of Special Education Programs to improve and support the capacity of state systems and local programs to implement an early childhood multi-tiered system of support to improve the social, emotional, and behavioral outcomes of young children with, and at risk for, developmental disabilities or delays.



Technical Assistance Center for Positive Behavior Interventions and Support (PBIS)

This program is also funded by the OSEP, with the overall goals of identifying and enhancing knowledge about, and practical demonstration of, school-wide PBIS practices, systems and outcomes along the three-tiered continuum (primary, secondary, tertiary); and develop, conduct and evaluate technical assistance and dissemination efforts that allow evidence-based practices to be implemented on a large scale with high durability and effectiveness.



The Learning Academy at USF

The Learning Academy at the University of South Florida is a 30 week program designed to provide a structured employment-focused curriculum for individuals diagnosed with an Autism Spectrum Disorder, between the ages of 18-25 after they have graduated from high school.

Interdisciplinary Training Program

Master of Science in Child and Adolescent Behavioral Health with a Focus in Developmental Disabilities

Interdisciplinary Training Mentorship Program



Academic Credit for Interdisciplinary Training and Research Mentorship

Graduate Certificate in Positive Behavior Support