

## Vitae

# Hewitt B. "Rusty" Clark, Ph.D., BCBA

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### Professor Emeritus

Department of Child & Family Studies  
College of Behavioral & Community Sciences  
University of South Florida  
Tampa, Florida 33612

RClarkTIP@gmail.com

### Director

National Network on Youth Transition (NNYT)  
199 Dali Blvd., #905  
St Petersburg, Florida 33701

RClarkTIP@gmail.com  
www.TIPstars.org

### Educational Experience

- B.A. University of Alabama, Psychology and Sociology, 1967.
- M.A. University of Kansas, Department of Human Development,  
Applied Behavior Analysis in Clinical Treatment, (with Honors) 1969.
- Ph.D. University of Kansas, Departments of Human Development  
and Psychology, Developmental and Child Psychology, (with Honors) 1972.

### Signature Program Development and Research

*Dr. Clark developed and researched the **Transition to Independence Process (TIP) Model** to function as a community-based engagement and intervention program for working with youth and young adults (14-29 years of age) with severe mental health conditions and associated problems (e.g., substance use, chronic trauma, unemployment). The **TIP Model** is an evidence-supported practice that is being implemented in communities, counties, and states across the nation and in regions of Canada and in a few areas internationally. Dr. Clark continues to research and refine the program and its fidelity processes to ensure the implementation, effectiveness, and sustainability of the TIP Model.*

### Positions and Appointments – Current and Recent

Professor Emeritus, Department of Child and Family Studies, College of Behavioral & Community Sciences, University of South Florida, Tampa, 2011-present.  
Senior Research Consultant, Stars Behavioral Health Group, Long Beach, CA, 2011-present.

Member, Professional Advisory Committee, Stars Behavioral Health Group, Long Beach, CA, 2019-present.

Senior Research Project Advisor, IES Funded Grant: “Development of an Intervention Model to Improve Educational Outcomes of Youth in Foster Care by Decreasing Runaway Behavior” Department of Child and Family Studies, College of Behavioral & Community Sciences, University of South Florida, Tampa, 2011-2014.

Professor, Department of Child and Family Studies, Florida Mental Health Institute, University of South Florida, Tampa, 1983-2010. (Tenured 1986).

Full Member of Graduate Faculty, University of South Florida, 1984-2010.

Courtesy Professorship, Clinical & Community Psychology Section, Department of Psychology, College of Social and Behavioral Sciences, University of South Florida, 1987-2000.

Courtesy Professorship, Department of Psychological and Social Foundations of Education, University of South Florida, 1988-1996.

Joint Professorship, Department of Special Education, College of Education, University of South Florida, 1992-2010.

Member, Faculty Steering Committee: Master’s Program in Applied Behavior Analysis, 1998-2012.

### **Special Appointments and Awards**

Guest Professorship, Philipps University, Marburg, West Germany, 1979.

Certified Behavior Analyst, with Extended Privileges (CBA/E-0036), State of Florida, 1989-2000.

Board Certified Behavior Analyst (BCBA 1-00-0093), Behavior Analyst Certification Board, Inc., 2000-present.

Award for Excellence in Research on Wraparound Services. Presented at the First National Wraparound Conference, Pittsburgh, PA, April 2, 1992.

### **Areas of Current Professional and Research Interest**

- Transition of youth and young adults with behavioral and/or emotional difficulties into employment/career, education, independent living, personal effectiveness/well-being, and community-life functioning.
- Applied behavior analysis and positive behavior support strategies for child and family interventions in home, school, and community.
- Process and outcome measurement systems for evaluating the implementation and effectiveness of multifaceted interventions in complex social settings.

**Professional Affiliations**

- Guest Editor: *Journal of Child and Family Studies*, Special Issue: Research on the Wraparound Process and Individualized Services for Children with Multi System Needs. H.B. Clark & R.T. Clarke, Eds. (1996).
- Journal of Behavioral Health Services and Research*, Special Issue: Transition to Adulthood Research. Clark, H.B., Koroloff, K., Geller, J. & Sondheimer, D. (2008).
- Board of Editors: *Journal of Positive Behavior Interventions*, 2003-present.
- Journal of Child Welfare*, 2008-2011.
- Journal of Child and Family Behavior Therapy*, 1978 present.
- Education and Treatment of Children*, 1979-1985.
- Journal of Applied Behavior Analysis*, 1974-1977; 1980-1982; 1984; 1986; 1987-1990.
- Journal of Organizational Behavior Management*, 1988-2002.
- Reaching Today's Youth: Effective Collaboration Journal*, 1996-2000.
- Associate Editor: *Education and Treatment of Children* (Guest Associate Editor), 1981, 1987.
- Guest Reviewer: *Journal of Applied Behavior Analysis*
- Journal of Experimental Child Psychology Behavior Therapy*
- Behavior Therapy and Experimental Psychiatry*
- Behavior Modification*
- Education and Treatment of Children*
- Analysis and Intervention in Developmental Disabilities*
- Journal of Organizational Behavior Management*
- Research in Developmental Disabilities*
- Children's Services: Social Policy, Research, and Practice*
- Journal of Behavioral Health Services & Research.*
- Journal of Positive Behavior Interventions.*
- Founder & Co-Editor: Column for "Reviews of Specialized Training Materials," *The Behavior Therapist*, Association for the Advancement of Behavior Therapy, 1985-1988.
- Grant Reviewer: Review Team: Special Studies Section, Human Development & Aging Study Division, National Institute of Health, 1990.
- Review Team: Center for Scientific Review, National Institutes of Health,

- 1999-present.
- Invited Member: Florida Peer Review Committee, Developmental Services Program Office, Department of Children and Families, 1985-1993; 1994-2001
- Invited Associate Member, 2001-2006.
- Invited Member: Transition Task Force, Center for Transition, University of Florida, 1999-2002.
- Invited Member: Task Force on Positive Behavior Support in Developmental Disabilities, Developmental Disabilities Council, 2001-2010.
- Invited Member: Florida Autism Task Force, Developmental Services Program Office, Health & Rehabilitative Services, 1987-1988.
- Invited Research Fellow: Center for Effective Collaboration and Practice, 1997-2007.

**Membership in Associations & Committees:***Current*

Association for Behavior Analysis, 1977- present.

Association for the Advancement of Behavior Therapy, 1974-2005.

Invited Member, Continuing Education Committee, 1980-1988.

Florida Association for Behavior Analysis, 1983-present.

Invited Chairperson, FABA Conference Committees, 1984, 1985, 1987.

President-Elect, 1985-1986; President, 1986-1987; Past President, 1987-1988.

Elected Member, Executive Council, 1985-1988.

*Previous*

American Association for Counseling and Development, 1978-1986.

American Psychological Association, 1973-1995.

American Public Health Association, 1995-1997.

Autism Society of Florida, 1989-1991.

Federation of Families for Children's Mental Health, 1990-1998.

National Teaching-Family Association, 1976-1987.

Invited Member, Legal Issues Committee, 1979-1980.

Invited Member, Site Certification Review Team, 1980-1981.

Nevada Psychological Association, 1976-1983.

Nevada Association for Behavior Analysis and Therapy, 1977-1983.

Southeastern Psychological Association, 1972-1977.

Council on Prevention in Mental Health: State of Nevada Task Force, 1977-1979.

**Previous Positions and Experience**

Research Assistant and Education Counselor, Draper Correctional Penal Institute, Drs. John McKee and Carl Clements, Montgomery, AL, Summer, 1966.

Research Assistant, University of Alabama, Drs. Stephen Kendall and Robert Campbell, Tuscaloosa, AL, 1966-1967.

Research Assistant, Behavior Research Laboratory, Drs. Harry Rubin and Nathan Azrin, Anna State Hospital, Anna, IL, Summer, 1967.

Research Assistant, University of Kansas, Drs. James Sherman and Donald M. Baer, Lawrence, KS, 1967-1969.

Teaching Assistant, University of Kansas, Dr. James Sherman, 1968-1969. Co-advised research project and thesis for B.A. Honors Degree, 1969-1970.

Pre-doctoral Research Trainee, National Institute of Child Health and Human Development,

University of Kansas, Drs. Donald M. Baer, James Sherman, Todd R. Risley, and Montrose M. Wolf, 1969-1971.

Member, Living Environments Group (LEG), directed by Dr. Todd R. Risley, University of Kansas, 1970-1971.

Clinical Psychology Internship, Western Carolina Center, Morganton, NC, 1971-1972.

Clinical Psychologist, Department of Psychology, Western Carolina Center, Morganton, NC, 1972-1973.

Adjunct Assistant Professor and Member of the Graduate Faculty, Department of Special Education, Appalachian State University of North Carolina, Boone, NC, 1972-1973.

Senior Research Associate and Director, Johnny Cake Child Study Center, Mansfield, AR, 1973-1975.

Adjunct Assistant Professor and Member of the Graduate Faculty, Department of Human Development, University of Kansas, Lawrence, KS 1973-1977.

Director, Boys Town Youth Development Program of Kansas City, Feasibility Study for Father Flanagan's Boys' Home, Boys Town, NB, 1975-1976.

Agency Director and Clinical Director for Residential Treatment, Children's Behavioral Services Center, Las Vegas, NV, 1976-1983.

Guest Professorship, Philipps University, Marburg, West Germany, 1979.

Adjunct Professor and Member of Graduate Faculty, Department of Special Education, University of Nevada, Las Vegas, NV, 1977-1983.

Co-Director, Desert Region Teaching-Family Training and Research Site, Las Vegas, NV, 1976-1983.

Associate Chairperson, Research Director, & Professor, Department of Child & Family Studies, Florida Mental Health Institute, University of South Florida, Tampa, 1983-1986.

Director of Research and Program Evaluation, & Professor, Department of Child & Family Studies, Florida Mental Health Institute, University of South Florida, Tampa, 1986-1989.

Psychologist, Professional Clinical Staff Privileges, Florida Mental Health Institute, University of South Florida, 1989-1991.

Allied Health Professional, Shriners Hospital for Crippled Children, Tampa, 1987-1990.

**Journal Publications: Refereed**

- Clark, H.B., & Sherman, J.A. (1970). Effects of conditioned reinforcer upon accuracy of match-to-sample behavior. *Journal of the Experimental Analysis of Behavior*, 13, 375-384.
- Clark, H.B., Rowbury, T., Baer, A.M., & Baer, D.M. (1973). Timeout as a punishing stimulus in continuous and intermittent schedules. *Journal of Applied Behavior Analysis*, 6, 443-455. Reprinted, in part, in R.G. Miltenberger (Ed.), (1996). *Behavior modification*. Boston, MA: Brooks/Cole Publishing.
- Clark, H.B., Boyd, S.B., & Macrae, J.W. (1975). A classroom program teaching disadvantaged youths to write biographic information. *Journal of Applied Behavior Analysis*, 8, 67-75.
- Clark, H.B., & Sherman, J.A. (1975). Teaching generative use of sentence answers to three forms of questions. *Journal of Applied Behavior Analysis*, 8, 321-330.
- Clark, H.B., & Macrae, J.W. (1976). The use of imposed and self-selected training packages to establish classroom teaching skills. *Journal of Applied Behavior Analysis*, 9, 105.
- Dineen, J.P., Clark, H.B., & Risley, T.R. (1977). Peer tutoring among elementary students: Educational benefits to the tutor. *Journal of Applied Behavior Analysis*, 10, 231-238. Reprinted in J.G. Sherman, R.S. Ruskin, & G.B. Semb (Eds.), (1982). *The personalized system of instruction: Seminal papers* (pp.296-303). Lawrence, KS: Trilogy Systems.
- Clark, H.B., Greene, B.F., Macrae, J.W., McNeese, M.P., Davis, J.L., & Risley, T.R. (1977). A parent advice package for family shopping trips: Development and evaluation. *Journal of Applied Behavior Analysis*, 10, 605-624.
- Clark, H.B., & Dameron, D.W. (1978). Using generalized imitation to expand verbal imitative repertoires in non-speaking retarded children. *Behavior Therapy*, 9, 966-967.
- Jewett, J.F., & Clark, H.B. (1979). Teaching preschoolers to use appropriate dinner-time conversation. An analysis of generalization from school to home. *Behavior Therapy*, 10, 589-605. Reprinted in F.A. Paniagua (Ed.), (1985). *Basic and applied research in verbal-nonverbal correspondence training*.
- Clark, H.B., Caldwell, C.P., & Christian, W.P. (1979). Classroom training of conversational skills and remote programming for the practice of these skills in another setting. *Child Behavior Therapy*, 1, 139-160.
- McManmon, M.P., Davis, J.L., & Clark, H.B. (1979). A parental advice procedure for distributing morning responsibilities among family members. *Education and Treatment of Children*, 2, 293-303.
- Evans, J.H., Clark, H.B., & Hinman, S. (1981). Community reaction to a treatment program for youthful offenders: Staff perceptions vs. consumer evaluation ratings. *Psychological Reports*, 49, 994.
- Tarte, R.D., Vernon, C.R., Luke, D.E., & Clark, H.B. (1982). Comparison of responses by normal and deviant populations to the Louisville Behavior Checklist. *Psychological Reports*, 50, 99-106.

- Gendrich, J.G., McNeese, M.P., Schnelle, J.F., Beegle, G.P., & Clark, H.B.(1982). A student-based anti-litter program for elementary schools. *Education and Treatment of Children*, 5, 321-325.
- McManmon, L., Peterson, C.R., Metelenis, L., McWhirter, J., & Clark, H.B.(1982). The development of a parental advice protocol for enhancing family mealtime. *Behavioral Counseling Quarterly*, 2, 156-167.
- Clark, H.B., Barnett, J.M., Northrop, J.T., Garner, A.R., & Daileida, D.A. (1983). Environmental and architectural planning for community-based, residential treatment facilities. *Journal of Rehabilitation Administration*, 7, 27-33.
- Swetnam, L., Peterson, C.R., & Clark, H.B. (1983). Social skill development in young children: Preventative and therapeutic approaches. *Child & Youth Services*, 5, 5-27.
- Barber, K., Barber, M., & Clark, H.B.(1983). Establishing a community-oriented group home and ensuring its survival: A case study of failure. *Analysis and Intervention in Developmental Disabilities*, 3, 227-238.
- Drash, P.W., Murrin, M.R., Jordan, S.E., & Clark, H.B.(1985). Rapid reduction of off-task behavior in retarded children by use of light-out. *Psychological Reports*, 56, 499-509.
- Clark, H.B., Wood, R., Kuehnel, T., Flanagan, S., Mosk, M., & Northrop, J.T.(1985). Preliminary validation and training of supervisory interactional skills. *Journal of Organizational Behavior Management*, 7(12), 73-87.
- Baum, J., Clark, H.B., McCarthy, W., Sandler, J., & Carpenter, R. (1986). An analysis of the acquisition and generalization of social skills in troubled youths: Combining social skills training, self-talk, and relaxation procedures. *Journal of Child & Family Behavior Therapy*, 8,1-27.
- Clark, H.B., Northrop, J.T., & Barkshire, C.T.(1988). The effects of contingent thank-you notes on case managers visiting residential clients. *Journal for the Education & Treatment of Children*, 10, 40-45.
- Amish, P.L., Gesten, E.L., Smith, J.K., Clark, H.B., & Stark, C.(1988). Social problem-solving training for severely emotionally and behaviorally disturbed children. *Behavioral Disorders*, 13(3), 175-186.
- Clark, H.B., Striefel, S., Bedlington, M., & Naiman, D. (1989). A social skills development model: Coping strategy for children with chronic illness. *Journal of Children's Health Care*, 18, 19-29.
- Ichinose, C. K., & Clark, H.B. (1990). A review of ecological factors that influence the play and activity engagement of handicapped children. *Journal of Child and Family Behavior Therapy*, 12(3), 49-76.
- Ergon-Rowe, E., Ichinose, C.K., Meseck-Bushey, S., & Clark, H.B. (1991). Dissemination of self-help information for families: An evaluation of parents' use of three child-rearing advice booklets. *Child and Family Behavior Therapy*, 13(3), 59-73.

- Baum, J.G., Clark, H.B., & Sandler, J. (1991). Preventing relapse in obesity through post-treatment maintenance systems: Comparing the relative efficacy of two levels of therapist support. *Journal of Behavior Medicine, 14*(3), 287-302.
- Geiger, G., Todd, D.D., Clark, H.B., Miller, R.P., & Kori, S.H. (1992). The effects of feedback and contingent reinforcement on the exercise behavior of chronic pain clients. *Pain, 49*, 179-185.
- Clark, H.B., Ichinose, C.K., Meseck-Bushey, S.J., Perez, K.R., Hall, M.S., Gibertini, M., & Crowe, T. (1992). Non-handicapped peers provide effective group support for chronically ill adolescents. *Journal of Children's Health Care, 21*, 233-238.
- Clark, H.B., Unger, K.V., & Stewart, E.S. (1993). Transition of youth and young adults with emotional/behavioral disorders into employment, education, and independent living. *Community Alternatives: International Journal of Family Care, 5*(2), 19-46.
- Clark, H.B., Prange, M.E., Lee, B., Boyd, L.A., McDonald, B.A., & Stewart, E. S. (1994). Improving adjustment outcomes for foster children with emotional and behavioral disorders: Early findings from a controlled study on individualized services. *Journal of Emotional and Behavioral Disorders, 2*(4), 207-218.
- Lanehart, R.E., Clark, H.B., Kratochvil, D., Rollings, J.P., & Fidora, A.F. (1994). Case management of pregnant and parenting female crack and polydrug abusers. *Journal of Substance Abuse, 6*, 441-448.
- McDonald, B.A., Boyd, L.A., Clark, H.B., & Stewart, E.S. (1995). Recommended individualized wraparound strategies for serving foster children with emotional/behavioral disturbances and their families. *Community Alternatives: International Journal of Family Care, 7*, (2), 63-82.
- Clark, H.B., Lee, B., Prange, M.E. & McDonald, B.A. (1996). Children lost within the foster care system: Can wraparound service strategies improve placement outcomes? *Journal of Child and Family Studies, 5*, (1), 39-54.
- Clark, H.B. & Clarke, R.T. (1996). Research on the wraparound process and individualized services for children with multi-system needs. *Journal of Child & Family Studies, 5*, (1), 1-5.
- Lanehart, R.E., Clark, H.B., Rollings, J.P., Kratochvil-Haradon, D., & Scrivner, L. (1996). The impact of intensive case-managed intervention on substance-using pregnant and postpartum women. *Journal of Substance Abuse, 8*(4), 487-495.
- Touchton, M., Clark, H.B., Platt, J., Kaczinski, D., & Richmond, L. (in press). Returning to the community from incarceration: Factors that may contribute to the effectiveness of aftercare. In Braaten, S., Guetzloe, E., & Evans, B., *Perspectives on Services for Youth with Emotional and Behavioral Disorders*.
- Deschênes, N. & Clark, H.B.(1998). The seven best practices for facilitating transition of youth and young adults with EBD. *Reaching Today's Youth, 2*(4), 44-48.

- Clark, H.B. & Hieneman, M. (1999). Comparing the wraparound process with features of positive behavioral support. What we can learn. *Journal of Positive Behavioral Interventions*, 1, (3), 183-186.
- Corbett, B., Clark, H.B., and Blank, B. (2002). Employment and social outcomes associated with vocational programming for youth with emotional or behavioral disorders. *Journal of Behavioral Disorders*, 27, (4), 358-370
- Lehman, C.M., Clark, H.B., Bullis, M., Rinkin, J. & Castellanos, L.A. (2002). Transition from school to adult life: Empowering youth through community ownership and accountability. *Journal of Child and Family Studies*, 11(1), 127-141, March 2002.
- Karpur, A., Clark, H.B., Caproni, P., & Sterner, H. (2005). Transition to adult roles for students with emotional/behavioral disturbances: A follow-up study of student exiters from a transition program. *Career Development for Exceptional Individuals*, 28(1), 36-46.
- Westerlund, D., Granucci, E., Gamache, P., & Clark, H.B. (2006). Effects of peer mentors on work-related performance of adolescents with behavioral/learning disabilities. *Journal of Positive Behavior Interventions*, 8(4), 244-251.
- Crosland, K., Cigales, M., Dunlap, G., Neff, B., Clark, H.B., Giddings, T., & Blanco, A. (2008). Using staff training to decrease the use of restrictive procedures at two facilities for foster care children. *Research on Social Work Practice*. 18(5), 392-400.
- Clark, H., Crosland, K., Geller, D., Cripe, M., Kenney, T., Neff, B., & Dunlap, G. (2008). A functional approach to reducing runaway behavior and stabilizing placements for adolescents in foster care. *Research on Social Work Practice*. 18(5), 421-428.
- Clark, H.B., Koroloff, N., Geller, J., & Sondheimer, D.L., Eds. (2008). Special Issue of Journal: Transition to Adulthood Research: Process & Outcome Findings. *Journal of Behavioral Health Services and Research*, 35(4).
- Clark, H.B., Koroloff, N., Geller, J., & Sondheimer, D.L., (2008). Research on Transition to Adulthood: Building the Evidence Base to Inform Services and Supports for Youth and Young Adults with Serious Mental Health Disorders. *Journal of Behavioral Health Services and Research*, 35(4), 365-372.
- Haber, M., Karpur, A., Deschênes, N. & Clark, H.B. (2008). Predicting improvement of transitioning young people in the Partnerships for Youth Transition Initiative: Findings from a multisite demonstration. *Journal of Behavioral Health Services & Research*. 35(4), 488-513.
- Miller, I., Crosland, K., & Clark, H.B. (2014). Behavioral skills training with teachers: Booster training for improved maintenance. *Child & Family Behavior Therapy*, 36:1, 19-32, DOI: 10.1080/07317107.2014.878176.
- Dresser, K., Clark, H.B., & Deschênes, N. (2014, DOI: 10.1007/s11414-014-9438-3). Implementation of a positive development, evidence-supported practice for emerging adults with serious mental health conditions: The Transition to Independence Process (TIP) Model. *Journal of Behavioral Health Services & Research*. Pp. 1-14. <http://www.springer.com/-/9/cd1d41bfc46042199f05fb958109c087>. Published Online: October 24, 2014.

This research article is also in the bound JBHS&R Special Issue on: *Empirically-based Interventions for Emerging Young Adults with Serious Mental Health Conditions*. 42(2), 223-237. April, 2015.

- Skelton, E.A., Crosland, K., & Clark, H.B. (2016). Acquisition of a social problem solving method by caregivers in the foster care system: Evaluation and implications. *Journal of Child & Family Behavior Therapy*. 38:1, 32-46, DOI: 10.1080/07317107.2016.1135699.  
(Link to article: <http://dx.doi.org/10.1080/07317107.2016.1135699>).
- Streetman, C., Crosland, K.A., & Clark, H.B. (2016). The acquisition and usage of the SODAS problem solving method among adults at-risk for homelessness. *Research on Social Work Practice*, 1-9. DOI: 10.1177/1049731516662318.
- Moore, J.L., Crosland, K., & Clark, H.B. (Submitted for Review). Using Video Feedback to Teach Job Interview Skills to Young Adults Diagnosed with Developmental Disabilities. *Journal of Autism and Developmental Disorders*.
- Klodnick, V.V., Clark, H.B., Johnson, R.P., & Fagan, M.A. (2018, September 27). Developing Quality Assurance Practices and Measures for Implementing and Sustaining the Transition to Independence Process (TIP) Model. *Psychiatric Rehabilitation Journal*. Advance online publication. <http://dx.doi.org/10.1037/prj0000324>.
- Bohs, R., Lawrence, T., & Clark, H.B. (2021). Evaluation of Outcomes of Youth and Young Adults being Served Under the Transition to Independence Process (TIP) Model by a Six Agency Collaborative. *Journal of Evidence-Based Social Work*, DOI: 10.1080/26408066.2021.1948482.
- Klodnick, V.V., Johnson, R.P., Cohen, D.A., Fagan, M.A., Fetzer, P., and Clark, H.B., (Submitted for Review). Integrating Positive Youth Development into Coordinated Specialty Care for a Recent Onset of Psychosis.

### **Professional Publications: Non-refereed**

- Clark, H.B., Macrae, J.W., Fields, S., & Clark, R.S. (1976). A teacher training package: Its effectiveness and the trainee's preference for various components. *Journal of School Application of Learning Theory*, 9, 3-15.
- Clark, H.B., Christian, W.P., Northrop, J.T., Vernon, C.R., Diamonof, J., Garner, A.R., & Luke, D.E. (1980). In-service training and quality control review systems for clinical case records. *Nevada Personnel and Guidance Journal*, 1, 48-52.
- Hall, E., & Clark, H.B. (1981). The Teaching-Family Approach: A developing model for quality control in residential treatment. *Nevada Personnel and Guidance Journal*, 2, 101-105.
- Clark, H.B., Wadden, T., Brownell, K.D., Gordon, S.B., & Tarte, R.D. (1983, February). Sources of continuing education for behavior therapists: The utility of journals, conferences, and other informational sources. *The Behavior Therapist*, 6, 23-26.

- Clark, H.B. & Boyd, L.A. (1993). Research comparing effects of standard foster care practice with an intensive individualized support system for foster children who have emotional/behavioral disturbances. *Community Alternatives: International Journal of Family Care*, 5(1), 140-141.
- Clark, H.B. & Stewart, E.S. (1995). Navigating rough waters: Transition of youth and young adults with emotional/behavioral disturbances into adulthood. *Daily Living*, 9(3), 1-2.
- Clark, H.B. & Boyd, L.A. (1996, May). Service strategies for children in foster care with emotional/behavioral disturbances. *Common Ground*, 14(1), 21.
- Wolford, B., Clark, H.B., Hammitt, D., Jones, M., Nelson, M.C., Rutherford, R., Schwartz, G. (1996). *School-to-work for at-risk youth: Action paper*. Richmond, KY: National Juvenile Detention Association, National Coalition for Juvenile Justice Services, and Eastern Kentucky University.
- Fishman, R., Stelk, W., & Clark, H.B. (1997). The Mentor School Assistance Program. *Journal for the Presentation of School Failure*, 41(3), 105-109.
- Deschênes, N. & Clark, H.B. (2001). Best practices in transition programs for youth. Invited article for the Focal Point A national bulletin on family support and children's mental health. *Research & Training Center on Family Support and Children's Mental Health*, Spring, 14-17.
- Deschênes, N. & Clark, H.B. (2001). Best practices in transition programs. Invited article for the *Brown University Child and Adolescent Behavior Letter*, 17(6), 1-7.
- Clark, H.B. (2008, Fall). Navigating the treacherous pathways to adulthood. National Council Magazine. Washington D.C.: National Council for Community Behavioral Healthcare.
- Clark, H.B. & Crosland, K. (2010, Spring). Individualized tailored services to improve placement stability and safety. *Child Welfare CW-360*. (pp. 23-24). Minneapolis, MN: University of Minnesota.
- Crosland, K. & Clark, H. B. (2010). Reducing runaways and stabilizing foster placements for adolescents: Study findings and best practice model. Invited article for the USF Research Highlights. Tampa, FL: Child & Family Studies, University of South Florida.
- Clark, H.B. (2015, Winter). Transition to Independence Process (TIP) Model: An evidence-supported practice for improving the progress and outcomes of youth and young adults with emotional/behavioral difficulties (EBD). *FOCUS Newsletter*. Vol. 2, No. 1. (pp. 8-10). Hackensack, NJ: Foster Family-based Treatment Association (FFTA).

## Books

- Hannah, J.T., Christian, W.P., & Clark, H.B. (Eds.) (1981). *Preservation of client rights: A handbook for practitioners providing therapeutic, educational, and rehabilitative services*. New York: Free Press of MacMillan.
- Greene, B.F., Clark, H.B., & Risley, T.R. (1977). *Shopping with children: Advice for parents*. Navato, CA: Academic Therapy Publications.

- Clark, H.B. & Davis, M. (Eds.) (2000). *Transition to adulthood: A resource for assisting young people with emotional or behavioral difficulties*. Baltimore: Brookes Publishing.
- Unruh, D., Kortering, L., Braziel, P., Pleet, A., Obiakor, F. E., Mukuria, G., Clark, H. B., & Murry, F. (Eds.) (2006). *Providing services to adolescents with emotional and behavioral disorders*. Arlington, VA: *The Council for Children with Behavioral Disorders*.
- Clark, H. B., & Unruh, D. K. (2009). *Transition of youth and young adult with emotional or behavioral difficulties: An evidence-supported handbook*. Baltimore: Brookes Publishing.

## Chapters Published in Books

- Baer, D.M., Rowbury, T.G., Baer, A.M., Herbert, E.W., Clark, H.B., & Nelson, A. (1971). A programmatic test of behavioral technology: Can it recover deviant children for normal public schooling? In E. Meyer (Ed.), *The Second Western Symposium on Learning in Early Childhood*, (pp. 112-131). Bellingham, WA: Western Washington State College Press.
- Reprinted in T.D. Tjossem (Ed.) (1976). *Intervention strategies for high risk infants and young children*. Baltimore, MD: University Park Press.
- Clark, H.B. (1972). A program of delayed consequences for the management of class attendance and disruptive classroom behavior of 124 special education children. In G. Semb, D.R. Green, R.P. Hawkins, J. Michael, E.L. Phillips, J.A. Sherman, J. Sloan, & D.R. Thomas (Eds.), *Behavior analysis and education* (pp. 318-330). Lawrence, KS: Behavior Analysis Program, University of Kansas.
- Clark, H.B., Macrae, J.W., Ida, D.M., & Smith, N.R. (1975). The role of instructions, modeling, verbal feedback, and contingencies in the training of classroom teaching skills. In E. Ramp & G. Semb (Eds.), *Behavior analysis: Areas of research and applications* (pp. 187-202). Englewood Cliffs, NJ: Prentice-Hall.
- Clark, H.B., & Bird, C.P. (1976). Forecasting future societal needs: What programs and professionals will be needed? In J.T. Nagoshi (Ed.), *Ecology of youth development* (pp. 119-135). Honolulu, HI, Social Welfare Development and Research Center, University of Hawaii.
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- Clark, H.B. (2004, original version 1995). Transition to Independence Process: TIP System Development and Operations Manual. Louis de la Parte Florida Mental Health Institute, University of South Florida, Tampa, FL.
- Clark, H.B., Pelaez-Nogueras, M., & Koorland, M. (1998, First Draft). Presenter Guidelines and Evaluation Form: Behavior Analysis Continuing Education Events. Tallahassee, FL: Florida Program Office of Developmental Services.
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- Fixsen, A., Haber, M., & Clark, H. B. (2007). Person Centered Planning: Personnel Training Module. Tampa FL: National Network on Youth Transition for Behavioral Health.
- Blase, K., Wagner, R., & Clark, H. B. (2007, Revised from 2004). Problem-Solving and Decision-Making Processes: The SCOCS Framework. Personnel Training Module. Tampa, FL: National Network on Youth Transition for Behavioral Health.
- Wagner, R., Blase, K., & Clark, H. B. (2007. Revised from 2004). Developing and Using Rationales: Personnel Training Module. Tampa, FL: National Network on Youth Transition for Behavioral Health.
- Wagner, R., & Clark, H. B. (2007). Strength Discovery Assessment Process for Transition-Aged Youth and Young Adults: Personnel Training Module. Tampa, FL: National Network on Youth Transition for Behavioral Health.
- Karpur, A., Clark, H. B., & Banks, S. (2007). Type of secondary school exit and postsecondary outcomes for students: A follow-up study using existing statewide data sets. Tampa, FL: National Network on Youth Transition for Behavioral Health.
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- Haber, M. G., Deschênes, N., & Clark, H.B. (2008). Issue brief # 2 – Risk Behavior in the Transition-to-Adulthood: A Common Issue. Tampa, FL: National Network on Youth Transition for Behavioral Health.
- Herrygers, J., Krynski, A., Deschênes, N., and Clark, H.B. (2008). Issue brief # 3 –Partnerships for Youth Transition (PYT): Youth-Driven Transition Systems. Tampa, FL: National Network on Youth Transition for Behavioral Health.
- Deschênes, N., Herrygers,J., Clark,H.B., & Gamache, P., (2008). Issue brief # 4 – Lessons from Successful Transition Systems: Developing Useful Program Manuals for Transition-to-Adulthood Programs. Tampa, FL: National Network on Youth Transition for Behavioral Health.

- Deschênes, N., Caproni, P., & Clark, H.B. (2008). Transition to Independence Process: TIP Enhancement Checklist. Tampa, FL: Network on Youth Transition for Behavioral Health.
- Clark, H. B., Herrygers, J., & Deschênes, N., (2009). *In-vivo Teaching: Strategies for Teaching Relevant Skills to Transition-Age Youth and Young Adults*. Tampa, FL: National Network on Youth Transition for Behavioral Health.
- Deschênes, N., Clark, H. B., Herrygers, J., Blase, K., Wagner, R., (2009). *Rationales: Teaching transition-age youth and young adults about the connection between behavior and likely outcomes*. Tampa, FL: National Network on Youth Transition for Behavioral Health.
- Deschênes, N., Clark, H. B., Herrygers, J., Blase, K., & Wagner, R., (2009). *SODAS: Social problem-solving and decision-making techniques for working with transition-age youth and young adults*. Tampa, FL: National Network on Youth Transition for Behavioral Health.
- Blase, K., Wagner, R., Clark, H. B., & Deschenes, N. (2010). *Problem-solving and decision-making processes for working with transition-age youth and young adults: The SODAS framework: Behavior rehearsal manual*. Tampa, FL: National Network on Youth Transition for Behavioral Health.
- Deschênes, N., Clark, H. B., & Herrygers, J., (2010). *SCORA: Mediated Social Problem-Solving with young people and other key players; Training module*. Tampa, FL: National Network on Youth Transition for Behavioral Health.
- Deschênes, N., Herrygers, J., & Clark, H.B., (2010). *Futures Planning: A Person-centered Planning Process for Working with Transition-Age Youth and Young Adults: Training module*. Tampa, FL: National Network on Youth Transition for Behavioral Health.
- Deschênes, N., Clark, H. B., Herrygers, J., Blase, K., Wagner, R., (2010). *Strength Discovery and Needs Assessment: A process for working with transition-age youth and young adults: Training module*. Tampa, FL: National Network on Youth Transition for Behavioral Health.
- Clark, H.B., & Deschênes, N. (2010). *Futures Planning: A Person-centered Planning Process for Working with Transition-age Youth and Young Adults: Training module*. Tampa, FL: National Network on Youth Transition for Behavioral Health.
- Clark, H.B., & Deschênes, N. (2010). *In-Vivo Teaching: Strategies for Teaching Relevant Skills to Transition-Age Youth & Young Adults; Training module*. Tampa, FL: National Network on Youth Transition for Behavioral Health.
- Clark, H.B., & Deschênes, N. (2010). *Rationales: Techniques for Engaging Transition-Age Youth and Young Adults (Power Point Document)*. Tampa, FL: National Network on Youth Transition for Behavioral Health.
- Clark, H. B., & Deschênes, N. (2010). *Transition to Independence Process (TIP) Model: TIP Model Consultant Certification NNYT Process and Protocol*. Tampa, FL: National Network on Youth Transition for Behavioral Health.
- Deschênes, N. & Clark, H.B. (2010). *Problem-Solving/Decision-Making Processes for Working with Transition-Age Youth & Young Adults: SCORA Mediation Method*. Training presentation. Tampa, FL: National Network on Youth Transition for Behavioral Health.

- Deschênes, N., Clark, H. B., and Herrygers, J. (2010). *Problem-Solving/Decision-Making Processes For Working with Transition-Age Youth & Young Adults: SCORA Mediation Method, Negotiated Decision-Making for Win-Win Agreements: Behavior rehearsal manual*, Tampa, FL: National Network on Youth Transition for Behavioral Health.
- Deschênes, N., Herrygers, J., & Clark, H. B. (2010). *Transition Program Fidelity Assessment Protocol: Guiding Quality Improvement for a Comprehensive Transition to Adulthood System – Third Edition*. Tampa, Florida: National Network on Youth Transition for Behavioral Health.
- Haber, M. G., Burgin, E., Clark, H.B. (2011). *Prevention planning method for working with youth and young adults with emotional/behavioral difficulties*. Training presentation. Tampa, FL: National Network on Youth Transition for Behavioral Health.
- Herrygers, J., Clark, H.B., Deschênes, N., Solomita, J., & Zucker, P. (2011). *NNYT consultant competency series: Guiding successful program and practice implementation*. Tampa, FL: National Network on Youth Transition for Behavioral Health.
- Frounfelker, R., Bond, G., Fraser, V., Fagan, M., & Clark, H.B. (2014). *Supported Employment/Supported Education Fidelity Scale for young adults with mental health challenges*. Shrewsbury MA: University of Massachusetts Medical School, Systems and Psychosocial Advances Research Center, Transitions RTC.
- Clark, H.B. et al. (2016, 2018). *TIP Model®: Grant Preparation Boilerplate to Use in Guiding Preparation of Your Proposals for TIP Model® Implementation in Conjunction with SBHG* (First & Second Editions). Long Beach, CA: Stars Behavioral Health Group and National Network for Youth Transition.
- Clark, H.B. et al. (2009, 2012, 2017). *TIP Model® Workshop Participant Manuals – Parts 1 & 2* (First, Second, & Third Editions). Long Beach, CA: Stars Behavioral Health Group and National Network for Youth Transition.
- Clark, H.B. et al. (2009, 2019, 2017). *TIP Model® Video Demonstration Series for Advance Competency-Based Training Forums* (First, Second & Third Editions). Long Beach, CA: Stars Behavioral Health Group and National Network for Youth Transition.
- Clark, H.B. et al. (2012-2019). *Certification Process for Personnel Associated with the TIP Model®* -- including: Protocols, Applications, Certification Materials – and similar materials for the Site Accreditation (First & Second Editions). Long Beach, CA: Stars Behavioral Health Group and National Network for Youth Transition.
- Clark, H.B. et al. (2012, 2016, 2019). *TIP Solutions Review (TSR) Process* – including: TSR Protocol, TSR User Guide, TSR Info-Summary for website, TSR SurveyMonkey, TSR SurveyMonkey User Guide (First, Second, & Third Editions). Long Beach, CA: Stars Behavioral Health Group and National Network for Youth Transition.
- Clark, H.B. et al. (2005, 2008, 2014, 2019). *Fidelity QI Assessment Package for the TIP Model®* -- including: Instruments, User Guides, Planner Checklist, TSR SurveyMonkey, Data Workbook, and Progress Report Boilerplate (First, Second, Third, & Fourth Editions). Long Beach, CA: Stars Behavioral Health Group and National Network for Youth Transition.
- Clark, H.B. et al. (2010-2014). *Implementation Drivers and Approaches for the TIP Model®* -- including: Site Readiness Assessments, Supervisory Coaching Methods, Implementation

- Goal Planning & Tracking (First & Second Editions). Long Beach, CA: Stars Behavioral Health Group and National Network for Youth Transition.
- Crowley, C., Fetzer, P., & Clark, H. B. (2021). *Covid Adjustment CHECKLIST for a “New Normal” related to the Transition to Independence Process (TIP) Model*. Long Beach, CA: Stars Behavioral Health Group and National Network for Youth Transition, [www.TIPstars.org](http://www.TIPstars.org).
- Crowley, C., Fetzer, P., & Clark, H. B. (2021). *Covid Adjustment RESOURCES for the Transition to Independence Process (TIP) Model*. Long Beach, CA: Stars Behavioral Health Group and National Network for Youth Transition, [www.TIPstars.org](http://www.TIPstars.org).

### **Reviews of Published Materials**

- Clark, H.B. (1979). Book review for Behavior Modification. Sulzer-Azaroff, B., & Mayer, G.R. (1977). Applying behavior-analysis procedures with children and youths. New York: Holt, Rinehart, and Wilson.
- Wood, R., & Clark, H.B. (1981). Book review for Contemporary Psychology, 26, 925-926.
- Rachlin, H. (1980). Behaviorism in everyday life. Englewood Cliffs, New Jersey: Prentice-Hall.

### **Professional Presentations, Invited Keynote Addresses, Workshops, and Colloquia**

*Dr. Clark has typically presented between five and twelve professional presentations (e.g., keynote addresses, symposium presentations, paper presentations) per year over the course of his career.*

### **Clinical Experience**

First offender adults in minimum security prison: Education Counselor, Draper Correctional Penal Institute, Summer, 1966.

Preschoolers with behavior problems: Program Consultant, University of Kansas Preschool, Lawrence, KS, 1969-1970. Behavior problems in mentally retarded individuals. Classroom Consultant, Kansas Neurological Institute, Topeka, KS, 1970-1971.

Behavioral and emotional problems of severely to mildly impaired retarded clients: Clinical Internship Psychological Services Director, Western Carolina Center, Morganton, NC, 1971-1973.

Behavioral and emotional problems of children and families: Director of Home and School Intervention, Johnny Cake Child Center, Mansfield, AR, 1973-1975.

Parent training and treatment of emotional-behavioral problems of children and adolescents: Clinical Director of Residential Services, Children's Behavioral Services Center, Las Vegas, NV, 1976-1983.

Residential treatment of emotionally-behaviorally disturbed children, adolescents, and developmentally disabled adults: Founder and Co-director, Desert Region Teaching-Family Training and Research Site, Las Vegas, NV, 1976-1983.

Behavioral and emotional problems of children and families and the enhancement of family life: Florida Mental Health Institute, University of South Florida, Tampa, FL, 1983-present.

Transition interventions and systems for youth and young adults with emotional/behavioral disturbances: Florida Mental Health Institute, University of South Florida, Tampa, FL, 1990-present.

### **University Service Activities**

Graduate Student Member, University Advisory Committee for Human Experimentation, University of Kansas, 1969-1970.

Member, Committee for Social/Behavioral Experimentation with Human Subjects, University of Nevada, Las Vegas, NV, 1983.

Chairperson, Faculty Search Committee for FMHI Deputy Director of Programs, Florida Mental Health Institute, University of South Florida, 1984-1985.

Member, Technical Publications Committee, Florida Mental Health Institute, University of South Florida, 1984-present.

- Member, Committee on Appointment, Promotion, and Tenure, Florida Mental Health Institute, University of South Florida, 1984-present.
- Chairperson, Ad Hoc Committee on FMHI Research Policies, Florida Mental Health Institute, University of South Florida, Fall Semester, 1986.
- Coordinator, Sabbatical appointment for Dr. Stan O'Dell at the Florida Mental Health Institute from the University of Mississippi, Fall Semester, 1986.
- Member, USF Sabbatical Committee, University of South Florida, 1986-1987; 1987-1988.
- Coordinator, Sabbatical appointments for Drs. James Holland, Pamela Meadowcroft, and Sebastian Striefel, 1987-1988.
- Chairperson, Research Review Committee, Department of Child and Family Studies, University of South Florida, 1987-present.
- CFS Liaison, Collaborative graduate training program between the Departments of Child and Family Studies and Psychological and Social Foundations in Education, Florida Mental Health Institute and College of Education, University of South Florida, 1987-present.
- Associate Chairperson, Committee on Appointment, Promotion, and Tenure, Florida Mental Health Institute, University of South Florida, 1988-1994.
- Member, USF Commencement and Convocation Committee, University of South Florida, 1988-1989, 1989-1990.
- Member, Ad Hoc Doctoral Program Review Committee, Department of Special Education, University of South Florida, 1989-present.
- Member, Faculty Search Committee, Psychological and Social Foundations of Education Department, 1989.
- Member, Research Advisory Committee for Grant Proposals, Psychological and Social Foundations of Education Department, 1989-1992.
- Member, Faculty Search Committee, Department of Special Education, University of South Florida, 1989-1991.
- Member, CFS Professional & University Training Committee, Department of Child & Family Studies, University of South Florida, 1991-1993.
- Member, USF Sabbatical Committee, University of South Florida, 1992-1993, 1993-1994, 1994-1995.
- Member, CFS Strategic Planning Committee, Department of Child & Family Studies, University of South Florida, 1994-1995.
- Member, CFS Council of Representatives, Department of Child & Family Studies, 1996-1998.
- Representative for Department of Child & Family Studies, Dean's Committee on FMHI's Role in Teaching, Florida Mental Health Institute, 1996-97.
- Member, USF Institutional Review Board for Research Involving Human Subjects, USF Office of Sponsored Programs, University of South Florida, 1997-present.

Member, Task Force for Development of a Master's Degree in Behavioral Analysis and Support, Interdepartmental Degree Proposal, University of South Florida, 1997-1999.

Co-chair, TIP State Committee, (Transition to Independence Process for Youth and Young Adults with EBD). University of South Florida and Florida Department of Education, Tallahassee, Florida, 1997-2000.

Member, Professional Preparation Subcommittee, Florida Blueprint 2000 Task Force on Transition, Florida State University and University of Florida, 1998-1999.

Member, Task Force on Transition, Florida Transition Center, Florida University, 1999-present.

Founding Member, Steering Committee for the Master's Degree in Applied Behavior Analysis, Interdepartmental Degree Program, University of South Florida, 1999-present.

Member, Faculty Search Committee, Program Director, Applied Behavior Analysis Master's Degree Program, USF Graduate School, 2002-04.

Member & Chair, Committee on Promotion and Tenure, Florida Mental Health Institute, University of South Florida, 2004-05 Member; 2005-06 Member; 2006-07 Chair.

### **Types of Courses Taught**

Curriculum development and programming	Undergraduate and graduate level
Classroom Education: Systems for management and academic gain	Undergraduate and graduate level
Teaching training	Undergraduate level
Principles and procedures of behavior modification	Undergraduate practicum
Task analysis in the education of persons	Undergraduate level: U.S. mentally retarded persons and West Germany
Applied features of applied behavior analysis	Graduate level: U.S.
Design and organization of living environments for dependent people	Graduate level: U.S.
Scientific and ethical issues concerning preparation of technology for dissemination to users in society	Graduate level: U.S.
Ecobehavioral design and organization for living, educational, health, and rehabilitative environments	Graduate level: U.S.
Transitional Programming for Adolescent and Young Adult Exceptional Students	Graduate level: U.S.
Wraparound Process for Children with	Graduate level: U.S.

emotional and/or behavioral difficulties and their families	
Applied Behavior Analysis: Applications in Complex Community Environments	Graduate level: U.S.
Organization of human service delivery systems	Graduate level: U.S.
Professional writing: Research articles and peer reviews	Graduate level: U.S.
Staff training, consultation, and evaluation systems	Graduate level: U.S. and West Germany
Clinical treatment of child problems	Graduate level: U.S. and West Germany
Experimental design issues	Graduate level: U.S. and West Germany
Community-based treatment alternatives	Graduate level: U.S. and West Germany
Directed research, thesis, and dissertation work	Graduate level: U.S. and West Germany
Stress management methods	Continuing Education Course

### **Thesis & Doctoral Committee Membership\***

Student's Name	Student's Activity	Clark's Role	Student Product
Jan Sheldon U. of Kansas	Senior Honor Thesis	Directed research & served as Co-Chair	Honor's degree, Publication
Brandon Green U. of Kansas	Master's Thesis	Directed research & served as Co-Chair	Master's degree, Publication
John Dineen U. of Kansas	Master's Thesis	Directed research & Served as member	Master's degree, Publication
Jackie Jewett U. of Kansas	Master's Thesis	Directed research & Served as member	Master's degree, Publication
Charlie Caldwell U. of Kansas	Master's Thesis	Directed research & Served as member	Master's degree, Publication
Linda McManmon U. of Nevada	Master's Thesis	Directed research	Master's degree, Publication
John Gendrich Tennessee State U	Master's Thesis	Directed research	Master's degree, Publication

Janet Smith Clinical Psychology	Master's Thesis	Co-directed research & Co-Chair committee	Master's degree, Publication
Joseph Baum Clinical Psychology – US	Master's Thesis	Directed research & Co-Chair committee	Master's degree, Publication
Patricia Amish Clinical Psychology – US	Master's Thesis	Co-directed research & Co-Chair committee	Master's degree, Publication
Cynthia Pollans Clinical Psychology – US	Doctoral Dissertation	Committee member & research consultant	Doctoral degree
Linda Skidmore Clinical Psychology – US	Doctoral Dissertation	Committee member & research consultant	Doctoral degree
Joseph Baum Clinical Psychology – US	Doctoral Dissertation	Directed research & Co-Chair committee	Doctoral degree, Publication
Roger Tudor Dennis Todd Psychological & Social Foundations - US	Doctoral Program Planning Committee	Member	
Dennis Todd Psychological & Social Foundations - US	Doctoral Dissertation	Co-directed research & Co-Chair committee	Doctoral degree, Publication
Karen Place Clinical Psychology – US	Doctoral Dissertation	Member	Doctoral degree
Deborah Rose Psychological & Social Foundations - US	Doctoral Dissertation	Member	Doctoral degree
Julie L. McCoy Architecture - US	Master's Thesis	Member	Master's degree

Kristin Knapp Clinical Psychology - U. of Tuebingen, Germany	Doctoral Dissertation	Research Director & Member	Doctoral degree
William Corbett Adult Vocational Education – USF	Doctoral Dissertation	Co-Chair & Research Director	Doctoral degree
Elizabeth Granucci ABA – USF	Master’s Thesis	Chair & Research Director	Master’s Degree, Publication
Debbie Westerland ABA – USF	Master’s Thesis	Chair & Research Director	Master’s Degree, Publication
Robin Wagner ABA –USF	Master’s Thesis	Chair & Research Director	Master’s Degree
Leonora Foels School of Social Work Barry University	Doctoral Dissertation	Co-Chair & Research Director	Doctoral Degree
Teri Crace Special Education, USF	Doctoral Dissertation	Co-Chair & Research Director	
Jason Guthridge ABA - USF	Master’s Thesis	Committee Member	
Israel Miller ABA – USF	Master’s Thesis	Committee Member	Thesis Degree
Paula Chan ABA – USF	Master’s Thesis	Committee Member	Thesis Degree
Jessica Moore ABA – USF	Master’s Thesis	Committee Member	Thesis Degree, Publication (submitted)

\* This lists the formal committees on which I have served. I have also directed other student research and writings, served a secondary advisor role on other students' thesis research, scored master's and doctoral written examinations, and have co-supervised pre-and post-doctoral internships.

**Research and Training Grants & Contracts** (Previous Grants: funded, approved unfunded, and/or unfunded)

*Over the last 10 years of Dr. Clark's professorship at the University of South Florida, he served as Principal Investigator or Co-Principal Investigator for research and program development grants and contracts totaling over 16.5 million dollars.*

"The Effects of Community-Controlled Sanctions on Social Deviance in an Urban Poverty Area: A Neighborhood Approach to Crime Prevention." Funded for \$190,000 by (MH 18542-02A1) National Institute of Mental Health, Center for Studies of Crime and Delinquency, 1971-1974. (Assisted the principal investigator, Dr. Todd R. Risley, with the development and writing of the proposal.)

"The Establishment of Generative Language Through the Use of Classroom Training Techniques." Funded for \$3,000 by the North Carolina Department of Mental Health, Division of Research, 1971-1972. (Principal investigator for this grant).

"An Analysis of the Use of Generalized Imitation for the Development of Speech in Nonspeaking Retarded Children." Funded for \$3,000 by the North Carolina Department of Mental Health, Division of Research, 1972-1973. (Principal Investigator).

"Bringing It All Back Home: Community-Based, Family-Style Treatment for Youths in Trouble." Funded for \$350,000 annually by Appalachian Regional Health Commission, 1972-1977. (Assisted the principal investigator, Dr. Lawrence A. Larsen, in the development and writing of the proposal.)

"Achievement Place III: Research and Evaluation Project." Requested \$180,000 from National Institutes of Mental Health, Center for Studies of Crime and Delinquency, 1976-1981. (Research Associate).

"Research on the Development of Children from Depriving Environments." Requested \$1,533,241 from National Institutes of Child Health and Human Development, 1977-1981. (Research Associate).

"A Competency Enhancement Program for Youth Treatment Personnel." State of Nevada funded at \$24,000, 1977. (Project Director).

"Parent Education Protocols for Prevention and Therapy." Requested from National Institute of Mental Health, \$330,000 for three years, 1978. Unfunded. (Principal Investigator).

"Outreach and Follow-up Services for Emotionally Handicapped Preschoolers." Funded by Nevada Department of Education, \$6,000, 1979. (Assisted with proposal).

"A Competency Enhancement Program for Residential Treatment Personnel." Funded by Nevada Department of Human Resources, \$22,000, 1980. (Project Director).

"Early Intervention Programming for Emotionally Disturbed Children and Their Families." Funded by Nevada Department of Education, \$50,000 for 1979 and \$51,000 for 1980. (Assisted with proposal).

"Special Education through Day Care and Home Programming." Funded by Nevada Department of Education, \$24,000, 1981. (Assisted with proposal).

"Teaching-Family Group Home Program for Adolescents." Contract for \$10,000 annually with Northside Mental Health Center, initiated in 1984. (Assisted CFS Chairperson and Project Director in securing this contract).

"Consultation on Clinical Case." Contract for \$2,500 with South Florida State Hospital, 1984. (Assisted CFS Chairperson in securing this contract).

"Transitional Skills Development Program for Seriously Emotionally Disturbed Youth." Requested \$360,000 for a three-year period from the Office for Special Education and Rehabilitation Services, U.S. Department of Education, 1985. Unfunded. (Co-Principal Investigator with Dr. Albert Duchnowski).

"Teaching Family Foster Parent Program." Budget request for a QIP Project. Initially submitted in 1984. (Assisted the Project Director and Chairperson in the preparation of this proposal). Funding started in 1986.

"Planning on Special Programming for Clinical Case." Contract for \$5,000 with South Florida State Hospital, 1985. (Assisted CFS Chairperson in securing this contract).

"Intensive Transitional-Treatment Group Home for Severely-Disturbed Youths." Contract for \$10,000 with South Florida State Hospital, 1986. (Assisted CFS Chairperson and Project Director in securing this contract).

"Child and Adolescent Residential Treatment." Contract for consulting with the Tampa Heights Hospital, Tampa, FL, funded at \$11,340, 1986. (Secured this contract).

"Supervisory Training Workshop." Contract for personnel training at Indian River Community Mental Health Center, Ft. Pierce, FL, \$1,309, 1986. (Secured this contract).

"Supervisory Training Workshop." Contract for personnel training at Seminole Community Mental Health Center, Altamonte Springs, FL, \$695.00, 1986. (Secured this contract).

"Supervisory Training for Institutional Reform." Contract for personnel training at South Florida State Hospital, Hollywood, FL, estimate funding at \$5,000, 1986. (Secured this contract).

"Evaluation of a Supervisory Training Program for Human Service Personnel." Sponsored Research Application, \$6,764, 1985. Approved, but not funded.

"Community and School Programs for Adolescents At Risk." Requested \$321,000 for a 3-year period from the Office of Special Education and Rehabilitation Services, U.S. Office of Education, 1985. Unfunded. (Co-Principal Investigator with Dr. Richard Briscoe).

"Facility and program planning." Contract for consulting with Au Clair School, Mt. Dora, FL, funded up to \$5,400. (Secured this contract).

"Residential Treatment Services for Children and Adolescents." Contract for Consulting with the Pinellas Emergency Mental Health Services Center, Pinellas Park, FL, estimated funding at \$10,800, 1986-1987. (Secured this contract).

"Development of a Model Urban/Rural Service Delivery System for Children with AIDS." Demonstration grant submitted to the U.S. Department of Health and Human Development,

funding requested for three years, approximately \$180,000 per year, 1988-1991. Unfunded. (Drs. Clark and Ichinose assisted Ms. Whisman and associates in the development and writing of this grant proposal).

"Jacksonville Treatment Links for Children." Demonstration grant submitted to The Robert Wood Johnson Foundation, Funding requested for five years, 1989-1994. Unfunded. (Provided technical assistance to grant writer).

"Evaluation of the Great Oaks Village Family Services Project." Contract submitted to ADM/HRS District 7 for \$10,000, 1988-1989. Funded. (Clark & Ichinose secured this contract).

"Fostering Individualized Mental Health Care," 1990. A controlled experiment to evaluate a system of care to serve foster children with emotional and behavioral disorders. Research grant prepared by the Florida Mental Health Institute at the University of South Florida in conjunction with the Florida Department of Alcohol, Drug Abuse, and Mental Health. Funded by the Child and Family Support Branch of the National Institute of Mental Health for \$1,250,000 over three years. (Clark, Principal Investigator, & Boyd, Co-Principal Investigator).

"Evaluation of a System of Services for Substance Abusing Mothers and their Children." Contract with District 1 of the Florida Department of Alcohol, Drug Abuse, and Mental Health to evaluate Federal Grant Project funded by the Office of Substance Abuse Prevention. Contracts 1990-1995 ranged from \$10,000 to \$25,000. (Clark, Principal Investigator).

"Fostering Individualized Mental Health Care: Follow up," 1992. This research grant provides for the longitudinal tracking of the experimental and control groups of foster children established in the original three-year grant proposal. Funded by the Child, Adolescent, & Family Branch, Center for Mental Health Services, Substance Abuse Mental Health Services Administration (Grant No. 9, HD5 SM51328-04 & 05) for \$600,000 over two years. (Clark, Principal Investigator).

"Transition to Independence: Training of Transition Life Coach Personnel," 1995. This contract with the Henderson Mental Health Center in Fort Lauderdale was to train members of the new transition team. \$3,000 over six months. (Clark, Principal Investigator).

"Evaluation of Project Advance." 1995-1997. Project Advance is a federally funded research demonstration grant that Drs. Platt and Clark and their associates wrote. This contract with the University of West Florida for the evaluation of a juvenile justice program for the re-integration of youthful offenders into their communities. \$50,000 over two years. (Clark, Principal Investigator).

"Transition to Independence: A Controlled Study on SED," 1995. Submitted to Center for Mental Health Services. This grant proposal was ranked fourth out of 32 applications through the scientific review process, but the \$1.2 million dollars for 3 years was not awarded due to federal funding cuts in this agency's budget. (Clark, Principal Investigator).

"Life Skills Development Protocol," 1996-1997. Contract with Mentor, Inc., Boston, MA. Funded for \$34,000. (Clark, Principal Investigator).

"Establishing the Transition to Independence Process (TIP) System: Readiness Phase I", 1997-1998. Grant awarded by the Florida Department of Education. Funded for \$68,000. (H.B. Clark, Principal Investigator).

“Establishing the Transition to Independence Process (TIP) System: Readiness Phase II”, 1998-1999. Grant awarded by the Florida Department of Education. Funded for \$149,000. (H.B. Clark, Principal Investigator).

“Establishing the Transition to Independence Process (TIP) System: Implementation and Evaluation Phase..” Grant awarded by the Florida Department of Education. Funded in 1999-2000 for \$180,500; Funded in 2000 -01 for \$197,000. (H.B. Clark, Principal Investigator).

“Transition to Independence (TIP) Study: Preparing and Facilitating Transition into Adulthood for Students with EBD.” Collaborative research grant proposal submitted to the National Institute for Developmental and Rehabilitation Research. Submitted November, 2000. Requesting \$150,000 per year for three years. (H.B. Clark, Principal Investigator).

“Positive Behavior Change Program for Improving the Care and Outcomes of Children in Foster Care”. Clark wrote proposals for this contract to establish behavior analysis services in six districts and for evaluation coordination across the entire state. Florida Department of Children and Families. Funded in 2001 for approximately 1.8 million dollars annually. (G. Dunlap, Principal Investigator; H.B. Clark, Co-Principal Investigator).

“Longitudinal Evaluation of the Applied Behavior Analysis Initiative in the Florida Family Safety Program,” 2001-2002. Funded by Florida Department of Children and Families for approximately \$70,000. (S. Silver, Principal Investigator; H.B. Clark Co-Principal Investigator).

“Personnel Preparation in the Application of Behavior Analysis with Children and Families in Florida Family Safety,” 2001-2002. Contract proposal with the Gulf Coast Region of the Florida Department of Children and Families submitted August, 2001, (H.B. Clark, Principal Investigator & Byron Neff, Co-Principal Investigator).

“Transition to Independence (TIP) Study: Preparing and Facilitating Transition into Adulthood for Students with EBD. Collaborative grant proposal submitted to the Office for Special Education and Rehabilitation. Grant awarded for \$180,000 per year for three years, 2001-2004 (H.B. Clark, Principal Investigator).

“Student Achievement Through Valued Employment: Preparing and Facilitating Young People with Emotional/Behavioral Difficulties for Transition into Adulthood Roles.” Collaborative grant developed by SEDNET partners in Dade and Monroe Counties. Submitted to Florida Vocational Rehabilitation for approximately \$200,000 per year for a three-year period (2002-2005). (H. Sterner, Principal Investigator; Clark assisted in the planning, conceptualization, and writing of the grant).

“Establishing the Transition to Independence Process (TIP) System: Dissemination and Evaluation Phase.” 2001-02, 2002-03, 2003-04. Grant awarded annually for approximately \$237,000 by the Florida Department of Education. (H.B. Clark, Principal Investigator).

“Transition to Adulthood: National Technical Assistance Center on Youth Transition.” Grant awarded annually for \$200,000 per year by the Jim Casey Youth Opportunities Initiative and the Annie E. Casey Foundation. 2003-04, 2004-05. (H.B. Clark, Principal Investigator; N. Deschenes, Co-Principal Investigator).

“Planning and Evaluation Grant on the Transition Re-Design Project for Dade County.” Grant awarded by Able Trust to MAXIMUS, sub contractual grant secured. 2005-06. (M. Armstrong, N. Dollard, and H.B. Clark).

“WITH-IT.” Grant to expand the TIP initiative in the Dade County area. Grant awarded through sub-contract for provision of training, technical assistance, and evaluation. 2005-06, 2006-07. (C. Ochipa, Principal Investigator, H.B. Clark assisted in the planning and development of grant).

“PYT Policy Impact Initiative.” Grant awarded for about \$55,000 from SAMHSA through DB Consulting for 2006-07. (H.B. Clark, Principal Investigators).

“Using Targeted Group Treatment in a TIP System: A Controlled Effectiveness Study.” (2006 submission). R34, NIMH for \$591,441 (H.B. Clark, Principal Investigator; M. Haber, Co-Principal Investigator).

“Behavior Analysis Services Program for Improving the Care and Outcomes of Children in Foster Care.” Florida Department of Children and Families. Funded for approximately 1.85 million dollars annually for: 2001-02, 2002-03, 2003-04, 2004-05 and funded for approximately 1.95 million dollars annually for 2005-06, 2006-07, 2007-08. (G. Dunlap, Principal Investigator; H.B. Clark, Co-Principal Investigator).

“The Development of Transition Issue Briefs.” Contract awarded for about \$30,000 per year by SAMHSA through AIR. 2005-06, 2006-07, and no cost extension into 2007-08. (H.B. Clark, Principal Investigator).

“Project Ho’omohala: Implementation of a Transition System in an Inner-city Community Setting.” Clark assisted the State of Hawaii with the development of their SAMHSA grant. A technical assistance and training contract was awarded to USF for \$84,000 for 2005-06; for \$38,000 for 2006-07; and for \$26,000 for 2007-08 by the U. of Hawaii. (H.B. Clark, Principal Investigator).

“PYT System Improvement and Continuation of the NCYT” Contract awarded for about \$122,000 over the period from 2006-08. Funded by SAMHSA through AIR. (H.B. Clark, Principal Investigator).

“Evaluation and Implementation of TIP System for Youth with EBD: Florida TIP Initiative.” Grant awarded for \$237,000 for 2005-06 and awarded \$247,000 per year by the Florida Department of Education for 2006-07 and 2007-08. (H.B. Clark, Principal Investigator).

“Development of an Intervention Model to Improve Educational Outcomes of Youth in Foster Care by Decreasing Runaway Behavior” Institute on Education Services (IES) (K. Crosland, Principal Investigator; H.B. Clark & G. Dunlap, Co-Principal Investigators). Submitted October 1, 2008 for about \$375,000 for each of three years. Not funded, but received a high panel score.

”Improving Outcomes of Youth with Disabilities in Foster Care by Decreasing Runaway Behavior: Development of an Intervention Model” (NIDRR) (K. Crosland, Principal Investigator; H.B. Clark & G. Dunlap, Co-Principal Investigators). Submitted January 2009. Not funded, but received a high panel score

”The Development of an Evidence-Based Intervention to Improve Transition to Adulthood Outcomes for Youth in Foster Care who Runaway” (NIH – NIMH) (K. Crosland, Principal

Investigator; H.B. Clark & G. Dunlap, Co-Principal Investigators). Submitted April 2009. Not funded.

“NNYT / SBHG Academy for Transition to Independence Process (TIP) Model Implementation.” Contract awarded for about \$50,000 for 2008-09; Contract awarded for about \$100,000 for 2009-2010. (H.B. Clark, Principal Investigator).

“Learning and Working During the Transition to Adulthood Research and Training Center.” (Maryann Davis, PI, University of Massachusetts, 2009-14). Subcontract for Hewitt B. Clark’s involvement in this RTC: 1. Serving on the RTC Advisory Board (Years 1-5); 2. Consult on Study A-3 “Adapting evidence-based supported employment for transition age youth.” (Years 1-3); and 3. Co-Direct Personnel Training Project A.1 “Pre-service training for TAYYA with SMHC for graduate students in special education (Years 4-5).

“Pathways to Positive Futures Research and Training Center.” (Nancy Koroloff and Janet Walker, Co-PIs, Portland State University, 2009-14). Subcontract for Hewitt B. Clark’s involvement in this RTC: 1. Serving on the RTC Advisory Board (Years 1-5); 2. Consult on Study “Pathways transition training collaborative”; and 3. Serving on the Career Visions Advisory Committee for this RTC.

“Implementation and Evaluation of the Transition to Independence Process (TIP) System.” Department of Behavioral Health, State of Alaska. (Principal Investigator: H.B. Clark). Funded, 2010-2011, \$200,000.

“Development of an Intervention Model to Improve Educational Outcomes of Youth in Foster Care by Decreasing Runaway Behavior” Institute on Education Services (IES) (K. Crosland, Principal Investigator; H.B. Clark, Senior Research Project Advisor). Funded 2011-2014, \$375,000 for each of three years.

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