
BIOGRAPHICAL SKETCH

NAME Kathleen Armstrong, Ph.D.	POSITION TITLE Professor, College of Medicine, Director Pediatric Psychology LEND Discipline Coordinator for Pediatrics & Psychology
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EDUCATION/TRAINING			
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
University of South Florida, Tampa, FL	Ph.D.	1996	Psychology
University of Florida, Gainesville, FL	Ed.S.	1975	Psychology
University of Florida, Gainesville, FL	M.Ed.	1975	Counseling
University of Florida, Gainesville, FL	BA	1973	Psychology

A. Professional Experiences

Positions and Employment

1998-2002	Research Assistant Professor, Department of Child and Family Studies, Florida Mental Health Institute, University of South Florida, Tampa, FL
2002-2005	Research Associate Professor, Department of Child and Family Studies, Florida Mental Health Institute, University of South Florida, Tampa, FL
2005-2009	Clinical Associate Professor, Department of Pediatrics College of Medicine, University of South Florida, Tampa, FL
2009-9999	Clinical Associate Professor, Department of Pediatrics College of Medicine, University of South Florida, Tampa, FL
2010-9999	Clinical Professor, Department of Pediatrics College of Medicine, University of South Florida, Tampa, FL

B. Selected publications

1. Armstrong, K., Dedrick, R., & Greenbaum, P. (2003). Factors associated with community adjustment of young adults with serious emotional disturbance: A longitudinal analysis. *Journal of Emotional and Behavioral Disorders, 11* (2), 65-76.
2. Armstrong, K., Massey, O.T., Boroughs, M. (2003). Safe Schools/Healthy Students Initiative: Pinellas County Schools, FL. *Psychology in the Schools, 40* (5), 489-502.
3. Massey, O.T., Armstrong, K., Boroughs, M., & Henson, K. (2005). Mental health services in schools: A qualitative analysis of challenges to implementation, operation, and sustainability. *Psychology in the Schools, 42*(4), 361-372.
4. Boroughs, M., Massey, O.T., & Armstrong, K. (2005). Socioeconomic status and behavior problems: Addressing the context for school safety. *Journal of School Violence, 4*(4), 31-47.
5. Armstrong, K., Massey, O.T., Boroughs, M. (2006). The Safe Schools Initiative in Pinellas County, FL. In S. Jimerson & M. Furlong (Eds.) *Handbook of School Violence and School Safety: From Research to Practice*, (pp. 525-536). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
6. Armstrong, K., Hornbeck, M., Beam, B., Mack, K., & Popkave, K. (2006). Development, implementation, and evaluation of a model for supporting caregivers of young children with challenging behavior. *Journal of Early Childhood and Infant Psychology, 2*, 51-61.
7. Cusumano, D., Armstrong, K., Cohen, R., & Todd, M. (2007). Indirect impact: How early childhood educator training and coaching impacted that acquisition of literacy skills in preschool students. *Journal of Early Childhood Teacher Education, 27*, 363-37.

8. Massey, O.T., Boroughs, M., & Armstrong, K. (2007). School violence interventions in the Safe Schools Healthy Students Initiative: Evaluation of two early intervention programs. *Journal of School Violence, 6*, 57-75.
9. Armstrong, K., Cusumano, D., Cohen, R., & Todd, M. (2008). Literacy training for early childhood providers: Changes in knowledge, beliefs, and instructional practices. *Journal of Early Childhood Teacher Education, 29*. 297-308.
10. Curtiss, H., Armstrong, K., & Lilly, C. (2008). Positive behavior support and pediatric feeding problems: A case study. *Journal of Early Childhood and Infant Psychology, 4*, 94-109.
11. Armstrong, K., Curtiss, H., Popkave, K., & Lilly, C. (2008). ABAS-II: Adaptive Behavior Assessment for Children with Intellectual and Developmental Disabilities. In Oakland, T., & Harrison, P. (Eds.). *Adaptive Behavior Assessment System-II: Clinical Use and Interpretation* (pp. 349-366). San Diego, CA: Elsevier, Inc.
12. Armstrong, K., Kohler, W., & Lilly. (2009). The young and the restless: A pediatrician's guide to managing sleep problems. *Contemporary Pediatrics, 26*(3), 28-39.
13. Armstrong, K., Missall, K., & Shaffer, E. (2009). Positive Psychology: Promoting Positive Adaptation during the Early Childhood Years. In Gilman, R., Huebner, E., & Furlong, M. (Eds.). *Handbook of Positive Psychology in the Schools, (pp. 339-351)*. New York: Rutledge.
14. Aggazi, H., Salinas, A., Williams, J., Chiriboga, D., Ortiz, C., & Armstrong, K. (2010). Adaptation of a parent training curriculum for Hispanic caregivers. *Infant Mental Health Journal, 1-19*.
15. Salinas, A., Smith, JC, & Armstrong, K. (2010). Engaging fathers in behavioral parent training: Listening to fathers' voices. *Journal of Pediatric Nursing, 20*, 1-9.
16. Agazzi, H., Bradley-Klug, K., & Armstrong, K. (2010). BMI and physical activity in at-risk tweens and teens. *Preventing Chronic Diseases: Public Health, Research, and Policy*.
17. Williams, J., Armstrong, K., Bradley-Klug, K., & Curtiss, H. HOT DOCS: A parenting intervention to prevent and address challenging behavior in young children (In press). *Journal of Early Childhood and Infant Psychology*.
18. Armstrong, K., Hangauer, J., Curtiss, H., & Gieron, M. (2011). Individuals with intellectual and developmental disabilities. In Davis, A. (Eds.) *Handbook of Pediatric Neuropsychology*.
19. Armstrong, K. & Curtiss, H. (2010). The Bayley Scale of Infant Development-III Cognitive Scale. In Oakland, T. (Eds.). *The Bayley-III Clinical Use and Interpretation: A Scientist-Practitioner Perspective*. San Diego, CA: Elsevier, Inc.
20. Armstrong, K., Agazzi, H. & Hangauer, J. (in press). *Integration of neuropsychological assessment and clinical intervention for youth with intellectual and developmental disabilities and other low incidence disorders*. In Reddy, L. Hale, & Weissman (Eds.) *Neuropsychological assessment and clinical intervention for emotional and behavior disordered youth: An integrated step-by-step approach*. Washington, DC: APA Books.
21. Armstrong, K., Hangauer, J., & Worcester, J. (in press). Models and methods of assessing adaptive behavior for children with intellectual and developmental disabilities. In Zimmerman, C. (Eds.) *Oxford Handbook of Psychological Assessment of Children and Adolescents*. New York: Oxford University Press, Inc.

C. Research Support (Principal Investigator)

Ongoing Research Support

Helping Our Toddlers, Developing Our Children's Skills (PI; 6119108300, 2010-2011) \$275,000 Children's Board of Hillsborough County

Florida Early Steps Systems of Care for Children with Challenging Behavior (PI; 2010-2011), \$ 117,986, Florida Department of Health

Completed Research Support

The Match Program: Matching Families' Strengths to Children's Needs (PI; 5834004Z0, 99-00), \$12,000, USF Collaborative for Children, Families, and Communities

Supporting Caretakers of Children with Sickle Cell Disease (PI; 5834004Z0, 01-02), \$15,000, USF Center for Scholarship in Action

Families are First Teachers (PI; 5830389K0, 01-02), \$150,000
Annie E. Casey Foundation

Early Learning Opportunities Grant (PI; 5830558K0, 05-06), \$85,000, PI
Early Learning Coalition of Pinellas County

Helping Our Toddlers, Developing Our Children's Skills (PI; 6119108300, 2006-2010) \$814,826, Children's Board of Hillsborough County

Co-Principal Investigator

Early Intervention Project, (1725086K0, 01-03) \$160,000, Florida Department of Education Office of Special Education and Rehabilitation Services

Safe Schools/Healthy Students Initiative (5830366L0, 99-03), \$450,000
US Departments of Education, Health, and Juvenile Justice

PKU-016, (6169-a669B2), \$14, 653 per patient + \$11,085 start-up, BioMarin Pharmaceutical Inc,