

# CARD NEWSLETTER

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CARD serves Baker, Clay, Duval, Flagler, Nassau, & St. Johns County. We offer services to family, schools, and community organizations who's lives come in contact with the autism community. CARD also provides services to individuals with vision or hearing impairments or dual sensory impairments. All CARD services are at no cost to the individual.



**DELIVER  
the Dream**

*A once in a Lifetime  
retreat weekend for  
CARD Families*

**Application Deadline  
February 21st, 2015**

[deliverthedream.org](http://deliverthedream.org)



## Upcoming Events

**Jan 17-19** Annual CARD  
Conference

[card-usf.fmhi.usf.edu/CARDconference/](http://card-usf.fmhi.usf.edu/CARDconference/)

**Feb 4** CARD Regional  
Training: iPads for  
Learning in Special  
Ways

[doepartnership.fmhi.usf.edu/trainings/UFJ\\_iPadsforLearning\\_020414.pdf](http://doepartnership.fmhi.usf.edu/trainings/UFJ_iPadsforLearning_020414.pdf)

## 2015 CARD Deliver the Dream Family Retreat

This is a once in a lifetime retreat weekend providing structured family-centered activities offering respite, relaxation, and recreation for families who have children with an autism spectrum disorder or related disabilities.

The Cerveny Conference Center ([www.campweed.org](http://www.campweed.org)) is located in Live Oak, Florida on 500 acres of natural beauty. Its rustic surroundings make it an ideal setting for relaxing, recreation, and spending time with family and new friends.

The application deadline is **February 21<sup>st</sup>** while the event takes place March 20-22<sup>nd</sup>.

The weekend is at no cost to the family (lodging, activities, and group meals included).

For more information click [here](#) or email [autumn.mauch@jax.ufl.edu](mailto:autumn.mauch@jax.ufl.edu).

A flyer can be found [here](#). Learn more about the Deliver the Dream program by visiting their [website](#).

### CARD's Mission

To educate and empower individuals and families throughout the lifespan by providing support, assistance, and awareness within the community; with the goal of optimizing the potential of all individuals with autism and related disabilities.

# Parents' Role in Building Employment Readiness Skills

by Anne Wilson, M.S.T., BCaBA

Employment is a goal for many young adults, including young adults with autism spectrum disorders. It is essential for parents to build employment readiness skills in their children early.

In order to do this, parents must promote independence through routines: teaching hygiene, self-help and daily living skills, encouraging choices and decision making and behavioral accountability, and embedding chores and tasks in routines to increase greater responsibilities. Parents should also explain the unique features of their child's disability, so the child understands and knows its impact their life.

Although, parents have a duty to provide guidance and direction in the transition process; parents ought to allocate more of their "role" to their child over time, so their child acquires self-direction, self-advocacy and self-determination skills. Children between ages 16 – 18, should choose and make decisions when it comes to greater rt mayt age 14.

- ◇ Writing 504 or IEP plans
- ◇ Identifying interests and abilities
- ◇ Creating future dreams or visions

Parents should promote, monitor and support career and postsecondary education exploration.

Between the ages of 16 – 22, parents ought to discuss eligible state and community resources. They should assist their young adult by connecting with

- ◇ Transportation
- ◇ Counseling
- ◇ Behavioral supports
- ◇ Support groups
- ◇ Recreational opportunities
- ◇ Funding and cash assistance programs
- ◇ Training and educational programs
- ◇ Respite
- ◇ Healthcare

Also, parents and their young adult ought to explore and consider the different employment options, develop a resume, cover letter and a personal reference page, and finally, scheduling "mock interviews" with businesses equipped to handle them.

Employment readiness options include:

- ◇ Internships
- ◇ On-the-job-training
- ◇ Job shadowing
- ◇ Work experiences
- ◇ Job Try-outs
- ◇ Temp to hire

# “AUTISM ART”

By Chanél Baldwin, M.Ed.

Autism and art. What does that mean? How could that be therapeutic? This profession uses art’s creative process to deal with feelings, helps develop social skills and the well-beings of individuals. With Autism, art therapy helps with social and verbal communication.

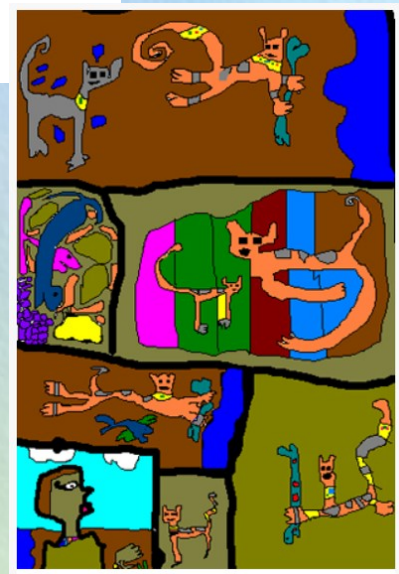
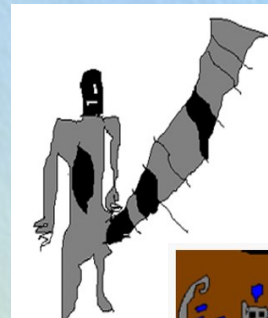
Art therapy is becoming more known working with children with exceptionalities, not evidence-based research but many are accessing this type of therapy. Many case-studies are accessible and available for further research online. Individuals with autism may have difficulty reading emotions such as sarcasm or having sincerity. Many with autism think “visually” and art is all visual.

Art is a form of expression that requires little to no verbal interaction for an individual to communicate. An art therapy environment is a one-to-one therapeutic setting where the ability to think, imagine, express, learn how to read facial expressions, manage sensory, and improve fine motor skills are available and possible to develop.

*For further interest please visit these websites:*

[www.arttherapy.org](http://www.arttherapy.org)

[www.atcb.org](http://www.atcb.org)





# Tips to Increase Functional Play in Young Children

By Elise Summa, M.A., BCBA

Many children on the autism spectrum have difficulty engaging in functional play. Their play may be repetitive in nature and exclude family members.

Additionally, they may be every self-directed in play,

and have difficulty participating in leisure activities that are not of their own choosing.

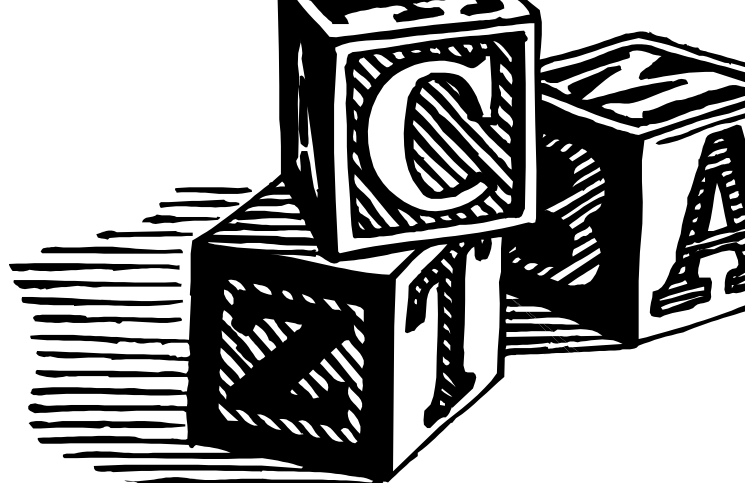
One way to address this skill deficit is to use play “stations” to teach more functional play to your youngster.

The simplest way to start this, is to gather several toys that have a clear “beginning” and “end”, for example: shape sorters, puzzles, books, blocks to stack, Mr. Potato Head, etc. You may want to begin with having three items out and letting your child choose where to start. You may need to choose for your child, and they may initially need a significant amount of prompting on what to do with the toy. For example, you may need to prompt them to put the pieces in the shape sorter, as opposed to lining them up. When the activity is “completed” you can move to the next. Starting out, 3 toys might only take you a couple of minutes. As your child becomes familiar with the routine and expectations, you can extend time and also include communication goals as well.

Behaviorally, be prepared to stick with each item to completion. It is important that

while working on this, you are not allowing your child to leave the activity before it is done. If your child is very resistant to being read to, you may “read” the first, middle and last pages quickly before saying “The End.”

If your child is tantrumming while you are working on a puzzle, you may put all the pieces in and prompt them to put the last piece in. It is important to have developmentally appropriate activities and start with small, simple goals and build upon your child’s success. As you model interactions with toys, hopefully the end result will be increased social engagement, and also increased functional play with toys.



# Holiday Travel Tips

By Audrey Bringman

Airports are bustling this time of year and we want you to have an enjoyable holiday season whether you are planning a family vacation or traveling to see relatives to celebrate the holidays and ring in the New Year. We hope that these tips will prevent or reduce some of the challenges you may incur while traveling with an individual with autism, creating a pleasant experience for everyone.

## Call ahead

- Let the airport, airline and hotel know that you will be traveling with an individual with Autism.
- Offer to email or fax information to let them know about your child's disability and what challenges he or she may face during travel. It may be helpful to include medications, allergies, specific fears (ie: encounter with a dog), and other social or communication concerns. Keep a copy in your carry-on bag, as well.
- Call TSA 72 hours in advance with questions about the screening process or to coordinate checkpoint support.

## Identification

- All individuals over age 18 are required have a U.S. federal or state-issued photo ID in order to go through security at an airport, regardless of disability.

Complete this [Notification Card](#) to present to TSA at a security checkpoint.

- A medical bracelet, necklace, or ID tag should be visible and attached to individuals with autism or other special health care needs.
- If the individual has a cell phone that he or she carries at all times, turn on the GPS locator.

## Prepare

- Use visual prompts, storyboards, and schedules to prepare your child for the trip.
- Pack familiar toys, favorite electronic devices, a brand new toy, movies or books that will calm your child and occupy his or her time during long waits.
- Pack favorite snacks to avoid long waits in food lines (be aware of liquid rules when passing through security).

## Rehearse

- Attend a local [Wings for Autism](#) rehearsal.

Relax & enjoy your vacation or holiday trip with family and friends.

Click here for more [travel tips](#)

[TSA Traveler Information for Individuals with Autism or Intellectual Disabilities](#)



**Happy Holidays!**



# Now Available from the CARD Lending Library

## Puzzles!

We now have an assortment of puzzles for all ages and ability (most still in the box) which families can check out of our lending library. Animal puzzles, Disney princesses, nature, and more to choose from. You need only inquire about the lending library to our front office staff or email [karen.auger@jax.ufl.edu](mailto:karen.auger@jax.ufl.edu).

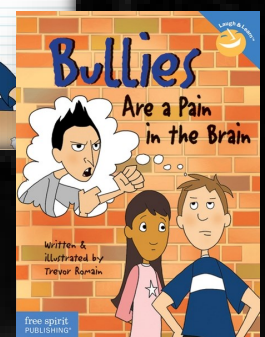
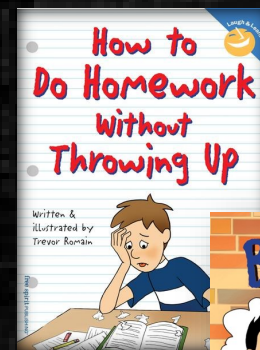


## DVD - Transitions to Postsecondary Learning

Eight college students with specific disabilities discuss the transition from high school to postsecondary learning environments. Hosted by actor/musician Jim Byrnes, the students deliver powerful messages about self-advocacy, transition planning, learning strategies, and the differences between high school and college. Recommended for both high school and postsecondary students.

## Homework, Bullies, & more: books by Trevor Romain

Written and illustrated by the author, CARD now have a series of pocket-sized books full of jokes and cartoons about otherwise serious subjects. The books light-heartedly cover skills like creating a schedule, asking for help, using friends for support and much more. Other books cover subjects like getting organized and procrastination.



All items in the CARD lending library can be checked out at no cost.