

CARD NEWSLETTER

CARD Staff

David O. Childers Jr., M.D.
Chief of Developmental Pediatrics
& Executive Director of CARD

Jeannie M. Bowles, M.B.A.
Assistant Director - CARD

Maria R. Tapia, Ph.D.
Psychological Consultant

Stephanie Holmes, Ph.D.
Licensed Psychologist

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

Elise Summa, M.A., BCBA
Clinician

Katrina Ressa, B.S., BCaBA
Clinician

Jennifer Flagge, B.S.
Event Coordinator

Anthony R. Rhodes, M.S.
IT Expert

Shannon Knagge, Psy. S.
School Psychologist

Audrey Bringman, B.S.
Clinician

Chanel Baldwin, M.Ed.
Clinician

Autumn Mauch
Executive Assistant

Karen Auger
Office Manager

Lorena Ponce
Referral Coordinator

Roger Avans, MA, PCT, CNA
Client Service Rep/MA

Tyler Rounds, B.S.
Administrative Assistant

Johnetta Blunt
Client Service Rep/MA

Carrie Fagen, M.Ed
Clinician

Candice Rosenberg, M.Ed
Educational Coordinator

The UF-JAX CARD program provides support and assistance with the goal of optimizing the potential of people with autism spectrum disorders and related disabilities. Services are provided at no cost. The UF-JAX CARD program provides services to Baker, Clay, Duval, Flagler, Nassau, and St. Johns counties.

Decisions, Decisions, Decisions: What Happens When Your Child Turns Eighteen?

By Audrey Bringman, B.S.

When emerging adults turn 18, the law expects them to make their own decisions regarding health, finances, and other adult matters. Some people need a family member or caregiver to continue helping them with those decisions. There are legal ways to formally obtain the right to help your adult child with increased decision-making responsibilities.

Families should start talking about this when the child turns 17. Many find it is useful to consult with an attorney about these matters; an attorney would help you through the process and present the least restrictive options so that your child can maintain some independence.

For more information about this topic, please consider attending our upcoming Two Feet Forward Workshop on October 5. To register online go to:

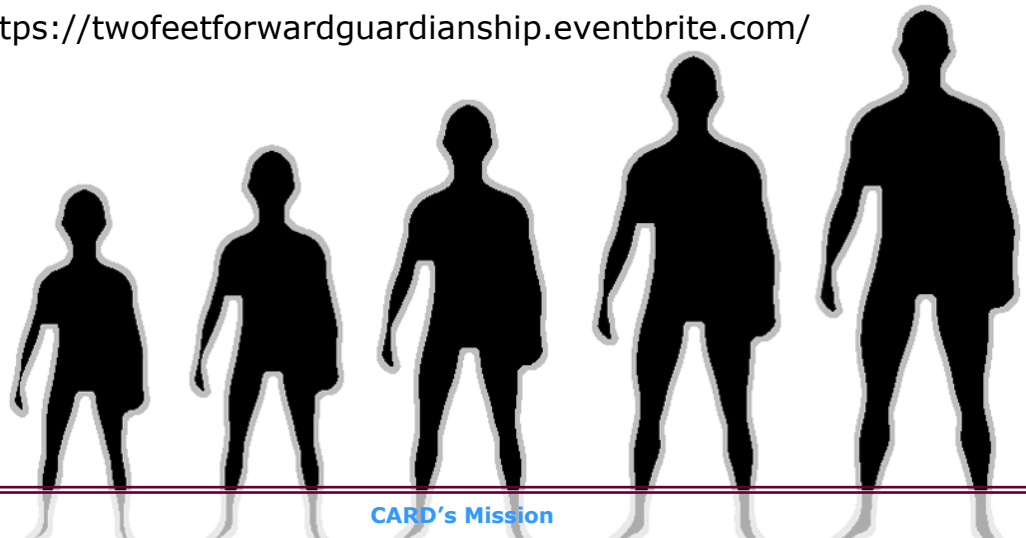
<https://twofeetforwardguardianship.eventbrite.com/>

Upcoming Events

Oct 6 CARD Constituency Board Meeting (8:00—9:30 A.M.)

Jan 29-31 23rd Annual CARD Conference

For more information about the CARD Conference go to <http://www.cardconference.net/>



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.

“WE WANT THE FUNC, GOTTA’ HAVE THAT FUNC” - OR - HOW BEHAVIOR ANALYSTS LOOK AT BEHAVIOR

By Elise Bowers, M.A., BCBA

Applied Behavior Analysis, or ABA is a scientific approach used to change socially significant behavior. Our approach to modifying behavior has to do with the function of that behavior. Knowing the function of the behavior is necessary in developing an effective plan for how to increase or decrease it.

For example, if a child is hitting, I cannot say “Oh, for hitting do this...”. I must first get information to discover the function of that hitting.

The basic functions of behavior are:

- ◇ **Avoid/Escape**
- ◇ **Attention (negative or positive)**
- ◇ **Access to items**
- ◇ **Automatic (non-social/sensory)**

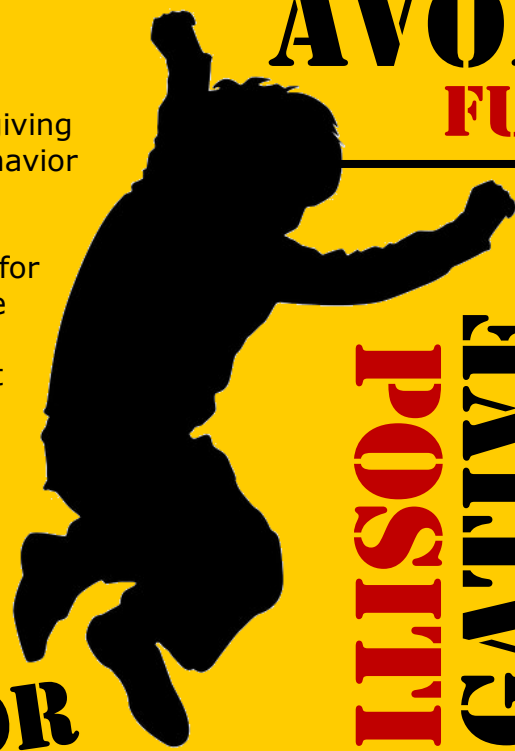
If a child is hitting for attention, scolding him or giving him a “talking to” may only serve to keep the behavior going.

If a child is hitting because he has no way to ask for a cookie, putting him in timeout does not give the child an appropriate replacement behavior. If a child hits to escape cleaning up, and he is put in his room, the behavior is working for him.

CARD provides ongoing training and consultation to help parents and professionals learn how to become more successful at identifying functions of behavior, and in turn, how to come up with plans to effectively address them.

APPLIED BEHAVIOR ANALYSIS ATTENTION

ABA
FUNCTION
AVOID
FUNC



ESCAPE
POSITIVE
NEGATIVE

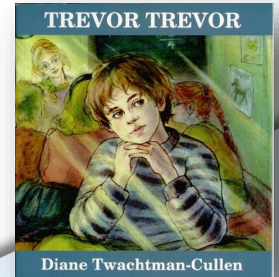
Resources for Helping Peers Support Students with Autism

By Katrina Ressa, B.S., BCaBA

Elementary School Children

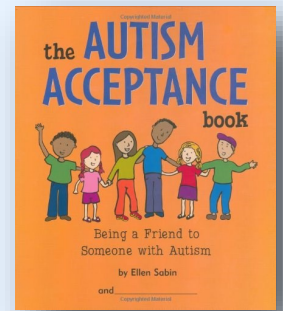
Trevor, Trevor by Diane Twachtman Cullen

The story of Trevor, a primary school aged child whose problems with social relationships suggest a form of autism. Unfortunately, like so many children with social interaction problems, it is not Trevor's strengths that his classmates notice, but rather his differences. Change comes through the efforts of a caring and sensitive teacher Metaphor, as it is explained in the preface, is a type of storytelling pioneered by Milton H Erickson that concentrates on indirect or symbolic communication in order to transfer the message or meaning of the story in a lasting and powerful manner. Show More Show Less



Wings of Epoh by Gerda Weissman Klein

Wings of Epoh is a story that teaches acceptance, tolerance and empathy. What unfolds is the gift of friendship, and the joy in helping a person who is misunderstood or who just doesn't fit. The Wings of EPOH is available as both a book and a film.

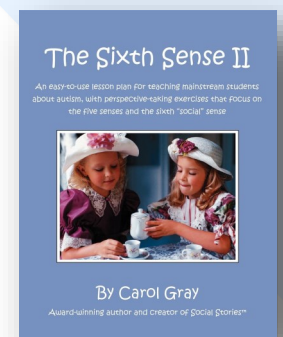


The Autism Acceptance Book by Ellen Sabin

The Autism Acceptance Book teaches children about autism, further develops their understanding for the people around them, and encourages them to embrace people's differences with respect, compassion and kindness. For ages 6 and up.

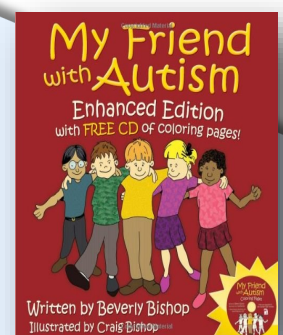
The Sixth Sense II by Carol Gray

Provides a lesson plan for promoting understanding and supportive social climates for children with autism spectrum disorders. "Students (peers) will be better equipped to include a classmate with unique behaviors when provided with accurate social information. Using their five senses as a frame of reference, this lesson plan introduces students to their sixth (or social) sense via activities and discussions."



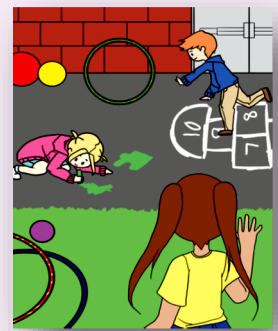
My Friend with Autism: A Coloring Book for Peers and Siblings by Beverly Bishop

Written for classmates of spectrum students and the classmates' parents, this kid-friendly book explains in positive ways that children with autism are good at some things, not so good at others - just like everyone else! The narrator (a peer) notes that his friend's senses work "really well" - he can hear sounds no one else can hear; his eyes work so well bright lights can hurt them. In all cases, the differences are described in a kind, understanding manner. There are charming illustrations for readers to color. "Notes for Adults" offer parents more detailed information about the "kid's pages."



Kids Booklet on Autism presented by Autism New Jersey

A booklet for siblings and peers, with notes for parents and teachers, too! This resource provides children with lots of helpful information about kids and grown-ups who have autism and includes answers to frequently asked questions from children, explanations about autism, descriptions of feelings, ideas and actions plans.



Middle School and High School Students

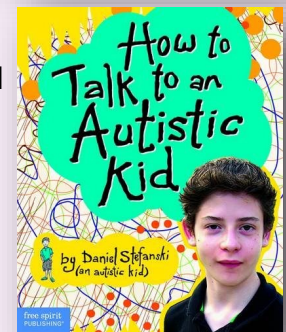
What's Up With Nick? From the Organization for Autism Research

A story about Nick, a new kid in school with autism. This accordion booklet includes sections "Meeting a Kid with Autism", "Hanging Out With Kids That Have Autism", "Things to Remember About Autism" and more!



How to Talk to an Autistic Kid by Daniel Stefanski (an autistic kid)

Kids with autism have a hard time communicating, which can be frustrating for autistic kids and for their peers. In this intimate yet practical book, author Daniel Stefanski, a fourteen-year-old boy with autism, helps readers understand why autistic kids act the way they do and offers specific suggestions on how to get along with them. Written by an autistic kid for non-autistic kids, it provides personal stories, knowledgeable explanations, and supportive advice—all in Daniel's unique and charming voice and accompanied by lively illustrations.



Social Skills Picture Book for High School and Beyond by Jed Baker

Winner of an iParenting Media Award, this picture book appeals to the visual strengths of students on the autism spectrum, with color photos of students demonstrating various social skills in the correct (and sometimes incorrect) way. The skills depicted are meant to be read, role-played, corrected when necessary, role-played some more and, finally, to be practiced by the student in real-life social situations.



BEHAVIORAL DETECTIVE SOCIAL SKILLS CLUB

Become a behavioral detective.

Teaching important social skills for children with Asperger's Syndrome and high functioning autism (and conversationally appropriate) ages 8 to 12.

Students learn how to be "Behavioral Detectives" and develop strategies for dealing with difficult social situations.

- ⇒ Initiate Conversations
- ⇒ Stay on topic
- ⇒ Point of view
- ⇒ Nonverbal language

Time: 5:00 to 6:30
Every Second and Fourth Tuesday

10/13	11/24
10/27	12/8
11/10	



Register online at: <https://ufjaxcard-social.eventbrite.com/>

For more information contact
katrina.ressa@jax.ufl.edu

Fall Family Festival!

An awareness event sponsored by UF Health, Northeastern Early Steps, and the Walgreens Corporation

Free
Admission!

Face
Painting!

Balloon
Artist!

Magician!

The Amazing
Mr. C and
his Train
Rides!



Pizza available.
(Cash only)



Fall Festival

Family
Photos!

Costumes!

Carnival
Games!

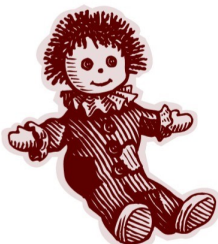
Activities!

Music!

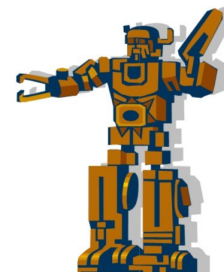
Drumline
Ensemble



An awareness event for all families with special needs. Please consider donating a new toy to support the UF Center for Autism and Related Disabilities toy bank. **Parents must supervise their children at all times.**



Saturday, October 24th, 2015 11:00 - 2:00 P.M.



Where: UF Developmental Pediatric Center
6271 St. Augustine Rd., Suite 1
Jacksonville, FL 32217

You can now print the Shands & UF consent forms ahead of time by going online :
<http://www.hscj.ufl.edu/pediatrics/autism/activities.asp>

For more information contact: karen.auger@jax.ufl.edu