

CARD NEWSLETTER

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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.

Tips for a Healthy Summer

By Audrey Bringman, B.S.

Did you know that adolescents with Autism are two times more likely to be obese than adolescents without intellectual or developmental disabilities (Phillips K.L., et al., 2014)? Children and adolescents who are overweight and obese are at a higher risk for developing serious chronic medical conditions such as high blood pressure, type 2 diabetes, cancer, and sleep apnea (NIH, 1998). These risks can be drastically reduced by implementing healthy lifestyle changes. First, know and monitor your youth's BMI, use this [BMI Percentile Calculator](http://www.hscj.ufl.edu/calendar/attachments/2278/2015cardboardmeetin_gjune.pdf). While the Center for Disease Control (CDC) says that obesity management approaches for youth with autism needs further research, there are some simple steps your family can take to start making positive changes. A healthy balanced diet paired with regular exercise has many physical and mental health benefits. In addition to weight loss, it helps build stronger bones, reduce stress and anxiety, builds self-esteem, and reduces blood pressure.

Understand what your child's BMI results mean (CDC, 2015):

Weight Status Category	Percentile Range
Underweight	Less than the 5th percentile
Normal or Healthy Weight	5th percentile to less than the 85th percentile
Overweight	85th to less than the 95th percentile
Obese	Equal to or greater than the 95th percentile

Tips for a Healthy Summer continued on Page 2.

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.

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If your child is in the overweight or obese range, you should consult with a doctor or nutritionist before implementing an exercise and weight loss regimen, but here are some recommendations from the CDC that you can start immediately. Small changes every day can have significant long-term benefits!

Nutritional Changes	Get Active	Snacks (nutritious 100-calorie or less snack alternatives)
Reduce sugar-sweetened beverages such as soda, sweet tea, and juice	Go for a brisk walk (fast-pace)	1 medium apple
Drink lots of water	Go swimming	1 banana
Choose lean meats such as: chicken, fish, and beans. Opt for grilled meats over fried meats	<i>Outdoor Play</i> Tag Jump rope Throw a Frisbee or toss a ball	1 cup carrots, broccoli, or bell peppers with 2 tbsp. hummus
Eat vegetables, fruits, and whole-wheat or whole-grain products that contain fiber	Dance	1 cup of grapes

Additionally, many people find value in using technology to stay motivated and make healthy decisions. This method helps with accountability and many people gain support from family and friends through use of these apps. Free fitness apps that will help you track physical activity and eating habits include: **MyFitnessPal**, **FatSecret**, and **MapMyWalk**

References

- Center for Disease Control. (2015). Prevalence and impact of unhealthy weight in a national sample of US adolescents with Autism and other learning and behavioral disorders. Retrieved from <http://www.cdc.gov/ncbddd/autism/features/keyfindings-unhealthy-weight.html>
- National Institutes of Health National Heart, Lung, And Blood Institute. (1998). *Clinical guidelines on the identification, evaluation, and treatment of overweight and obesity in adults: The evidence report. (NIH PUBLICATION NO. 98-4083)*. Bethesda, MD: National Heart, Lung, and Blood Institute in cooperation with the National Institute of Diabetes and Digestive and Kidney Diseases. Retrieved from http://www.nhlbi.nih.gov/files/docs/guidelines/ob_gdlns.pdf
- Phillips KL, Schieve LA, Visser S, Boulet S, Sharma AJ, Kogan M, & Yeargin-Allsopp M. (2014). Prevalence and impact of unhealthy weight in a national sample of US adolescents with autism and other learning and behavioral disabilities. *Maternal and Child Health Journal, (18)(8), 1964-1975.*

Healthy Summer Snack Recipe

Strawberry Watermelon Kiwi Popsicles

Ingredients:

- 2 cup, diced – Watermelon
- 1 cup, sliced – Strawberries
- 1 fruit (2" dia) – Kiwi
- 1 fruit (2" dia) – limes

Directions:

- Juice and zest the lime. Peel kiwi.
- Place all ingredients in a blender and puree until completely smooth.
- Pour mixture into Popsicle molds. If you do not have molds, use small paper cups.
- Freeze at least 3-4 hours, or till solid.
- Yield: Makes 3 cups smoothie mixture, or at least 8-10 Popsicles



Picture and Recipe Source: <http://www.superhealthykids.com/strawberry-watermelon-kiwi-popsicles/>

Building Language through Play

By Katrina Ressa, B.S., BCaBA

Pick Activities Where You and Your Child Can be Successful!

- Activities that are engaging for them
- Activities that are highly reinforcing
- Activities where you can get and maintain their attention
- *Consider:* Is this activity so preferable that it wouldn't be good to work on sharing with? Start with something less reinforcing

Setting Yourself Up for Success!

- Providing clear, predictable routines
- Clearly communicating expectations
 - "You have 5 minutes left." "There are 2 more minutes left." "One minute left and it's time to clean."
 - Have a highly-preferred activity follow a lesser-preferred activity
 - "First... Then..."
 - "When... Then..."

Example Activities:

Bubbles

- **Mommy:** (Place bubble jar in front of child, trying to get him to request that you open it) **Open Bubbles!**
- **Child: Open!**
- **Mommy: Let's blow bubbles!** (Pucker lips)
- **Child:** (Watches mommy and bubbles, smiles)
- **Mommy:** (Blows bubbles) **Hooray!!!** (Prompt child to ask for more)
- **Child: More bubbles!!!**

Rice Tub:

- **Mommy:** (Use excited voice.) **Let's hide the animals!!!** (Can be adjusted up to letters, numbers, or words)
- **Child:** (Looks at you and the rice tub. Takes an animal from Mommy's hand. Pushes it into the rice. Do this for 2 or 3 animals.)
- **Mommy: Where's the cow???** **Moo!!**

(Sift through the rice looking for the cow.)

- **Child:** (Sifts through the rice too, looking for cow. If he is just sifting, act as if he is looking for the cow.)

Mommy: When the cow is near his hand say, **You found the cow!! Hooray!! Moo!!**

Puzzles:

- **Mommy: Let's do a puzzle!!!** (Give a choice of 2 puzzles that are of interest to your child.)
- **Child:** (Looks at Mommy and chooses the puzzle he or she wants to complete.)
- **Mommy:** Take out all the pieces and do one of the following:
 - Take turns putting in pieces (Mommy and child can label pieces as they are placed in puzzle.)
 - Give your child a hint to help them pick a specific piece (i.e., "Which one is the one that says, 'Neigh'?")
 - Hide a necessary piece and have them ask you where it is
 - Hide a piece (within view) in the room and search (in a dramatic way) together for it.

Story Time:

- **Mommy: Help me read this book!!** (Give your child a picture to Velcro onto book)
- **Child:** (Looks at Mommy, smiles, looks at book in anticipation.)
- **Mommy: What is it? or Point to ____ or Let's count 1, 2...**(Spread out pictures on floor, reads with expression, prompts child to attach corresponding picture to the book, make corresponding sounds,...)
- **Child:** (Participates, looks at Mommy at specific parts of book, comments on pictures, or story events.)

A Social Media Anniversary: CARD-Jacksonville On Facebook

In August of 2015 CARD-Jacksonville will be celebrating it's second anniversary on Facebook.

<https://www.facebook.com/AutismJacksonville>

We've been posting our upcoming CARD events as well as sharing community events ever since.

The CARD Facebook page currently has just over 600 subscribers and has been consistently growing at an average rate of 1.3% every week.

On one occasion a post was swept up in the media stream and caused a mini-trend that was liked, commented upon, and shared so many times that it was viewed by over 29,000 people. Pretty amazing by our standards (thus far).

We hope you'll follow us as well.



Finding a Summer Job

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

Summertime, is a great time to find a job and earn extra cash. Summer jobs provide opportunities for students to learn, work and develop life skills. Getting a summer job depends on your motivation and readiness. To be more successful in your search, follow these steps.

1. Start your job search early (before school ends and summer vacation begins).
2. Use a variety of approaches.
 - a. Check newspaper ads, internet job databases, career expos and job fairs, employment networks, city and government websites and workforce development centers.
 - b. Speak with family members and friends for job leads.
 - c. Make cold calls to small businesses in your area.
3. Assess your strengths, interests, and values correctly.
 - a. You can find assessment tools on the Project 10: Transition and Education Network, <http://project10.info/>.
 - b. Now, decide what you want to do.
4. Evaluate previous work experiences. Remember, volunteer work counts!
 - a. What duties did you perform?
 - b. What aspects of that job did you enjoy?
 - c. What can you offer an employer?
5. Develop your resume.
 - a. Make sure every part of your resume is professional, including your E-mail address.
 - b. If you are writing a resume for the first time, keep it simple.
 - c. There are many resume templates online. Review them, and choose a style that best fits you.
 - d. Your resume should include these parts: contact information, level of education, an objective statement, skills/abilities, achievements/awards, and a list of references.
 - e. Some businesses don't require a resume (e.g. fast food restaurants or retail stores); still, they will ask you to fill out an application. Make sure you complete the entire application correctly.
6. Create a cover letter.
 - a. Some companies require a cover letter to go along with your resume.
 - b. Examples of cover letter types and cover letter instructions can be found online.
 - c. Make sure your cover letter is only a single page. It should be three paragraphs in length.
7. Prepare for your interview.
 - a. Do an online search for the top 10 job interview questions and behavioral interviews.
 - i. Script your answers
 - ii. Practice, practice, practice
 - b. Always know something about the businesses for which you are applying. You will be quizzed - during your interview.
 - c. It may be important to know something about the company's mission statement, culture, products, services, customer-base, and needs.



Useful resources:

Career Source is a local career resource center which provides employment services to all types of businesses and job seekers at all levels of education and abilities. Career Source offers a number of services and resources to job seekers including resume and cover letter writing. www.careersourcenortheastflorida.com

Vocational Rehabilitation is a federal-state program that helps adults with disabilities get or keep a job. They offer a number of services to qualifying individuals. www.rehabwork.org

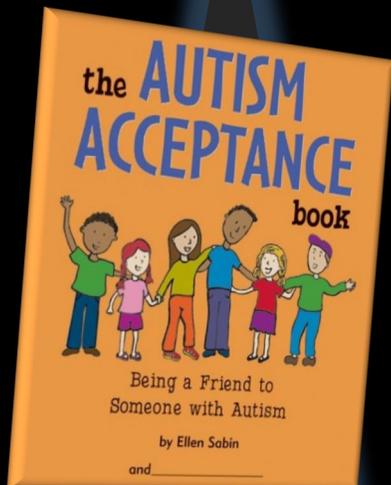
Online: Quintessential careers: www.quintcareers.com
City of Jacksonville: Summer jobs: www.coj.net
CARD provides assistance to constituents with developing resumes and cover letters.

Summer Jobs & Where to Look:

Malls	Movie theaters
Summer camps	Local merchants
Small Business	Fast Food
Hotels & Resorts	Golf/Tennis clubs
Grocery	Corporate office internships
Parks and recreation	City summer jobs for students
Y.M.C.A. Coaching Pool attendant Life guard	Work for yourself Child care Yard service Cleaning service Pet sitting and walking Tutoring

Now available in the CARD Lending Library

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

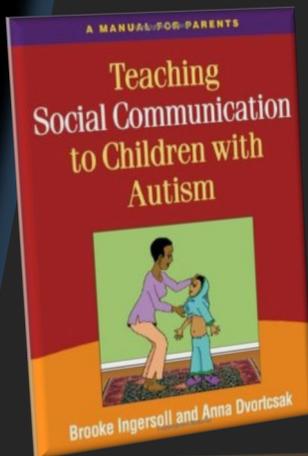


The Autism Acceptance Book: Being a Friend to Someone With Autism

by Ellen Sabin

An interactive, educational, and character-building book that introduces children to the challenges faced by people with autism while also supporting their personal journey toward appreciating and respecting people's differences. This book offers educational information, conversation-starters, and engaging exercises that invite children to "walk in someone else's shoes" as they learn to treat others the same ways they would like to be treated themselves.

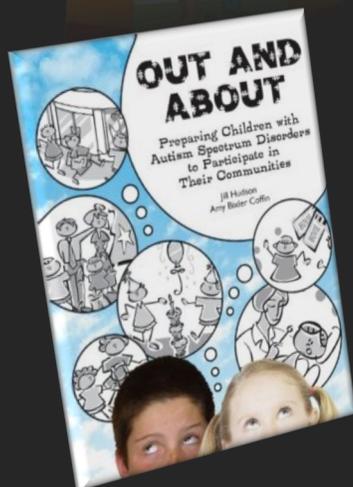
This book is much more than a book that teaches children about autism. It uses informative narrative and engaging activities to help them develop understanding, compassion, and appreciation for people different from themselves. It lets them use their imagination and journal exercises to more fully comprehend some of the challenges people with autism might face. It also empowers children by helping them understand the power of their actions and how they can be a good friend to others.



Teaching Social Communication to Children with Autism: A Manual for Parents

By Brooke Ingersoll, Ph.D.

In this manual the authors describe two types of skill-building techniques and show how to integrate them into everyday family routines and activities. Interactive teaching techniques create opportunities for Children to engage and communicate. Direct teaching techniques are used to promote specific skills in language, imitation, and play. Designed for use as part of a therapist-guided program the manual includes reproducible forms.



Out and About: Preparing Children with Autism Spectrum Disorders to Participate in Their Communities

By Jill Hudson

This short, to-the-point resource is sure be used repeatedly by parents and educators. It focuses on everyday events and how to enable and support individuals on the autism spectrum to be active participants in the world around them. Created as a Blueprint to be filled in according to the child and the event being planned, the framework lists 10 areas that have been identified in best practice as effective types of support for children with an autism spectrum disorder. These include a waiting plan, communication, social, visual, hidden curriculum rules, sensory, motivation, behavior, transitions and siblings or other students.