

CARD NEWSLETTER

CARD Staff

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

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

Maria R. Tapia, Ph.D.
Psychological Consultant

Karen Mullin
Office Manager

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

Elise Summa, M.A., BCBA
Lead Clinician

Marlena Jenkins, M.S., BCaBA
Lead Clinician

Katrina Ressa, B.S., BCaBA
Clinician

Jennifer Flagge, B.S.
Event Coordinator

Anthony R. Rhodes, M.S.
IT Expert

Audrey Bringman, B.S.
Clinician

Chanel Baldwin, M.Ed.
Clinician

Ashley Parker, M.S., CCC-SLP
Speech Language Pathologist

Chelsea Pierce, M. Ed.
Clinician

Autumn Mauch
Executive Assistant

Tyler Rounds, B.S.
Administrative Assistant

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.

Transition Goals for the Individualized Education Program (IEP)

by Audrey Bringman, M. Ed.

Transition goals should be specific, measurable, and align with the student's postsecondary educational and career goals. Transition goals should be developed in each of the following areas: training, education, employment, and independent living skills. According to the Individuals with Disabilities Education Act (IDEA 2004), transition discussions and IEP goals should help promote a smooth transition into adulthood. Transition planning should start as early as possible, which can be as soon as a diagnosis is made, and be based on the student's interests and strengths. This is a useful checklist (https://transitionta.org/sites/default/files/transitionplanning/NSTTAC_ChecklistFormB.pdf) to make sure your student's IEP contains all of the transition planning requirements based on the compliance measure Indicator 13 of the State Performance Plan that is required by IDEA.

Parents, educators and students can use the following formula to develop a **postsecondary transition goal** that meets IDEA criteria.

After high school, (student name) will (behavior) (where and how).

Education/training postsecondary example: After high school, *student* will

Continued on next page.

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.

Upcoming Events

10/20 Fall Family Festival

11/6 Make Money Work: Fraud Alert

12/8 Microsoft Gaming Party

Keep up to date on events. Join the CARD Weekly Update Email Newsletter.

To sign up please email Anthony.Rhodes@jax.ufl.edu.



Continued from previous page

enroll in an information technology computer course in the fall 2018 semester at Florida State College at Jacksonville.

Employment postsecondary example:

Upon graduation, *student* will work at least 10 hours per week in the IT field, at a local business, with assistance of a job coach from Vocational Rehabilitation.

The next formula can be used to help you develop an annual goal that meets IDEA criteria and supports the postsecondary transition goal.

Given (condition: specific teaching strategy, modeling, direct instruction, peer tutoring, etc.) (student name) will (behavior: accomplish/do/create/develop/complete) (task) (where, when [deadline/timeframe], with how much accuracy and how will it be monitored?).

Education/training annual example that aligns with the transition goal above:

Given direct instruction on completing a college application and guided practice, *student* will complete 3 local college applications and submit them by the posted school deadlines for enrollment in the Fall 2018 semester.

Employment example that aligns with the transition goal above:

Given direct instruction on job searches and opportunity to independently search job listings, *student* will identify 10 businesses with open IT jobs that he is interested in and will save or print these 10 job applications by the end of the first school semester. Electronic copies of the applications will be saved on his personal USB drive in his IT Job folder and printed copies will be maintained in his career binder at school.

References:

- Center for Parent Information and Resources. (2016). *Transition Goals in the IEP*. Retrieved from <http://www.parentcenterhub.org/transition-goals/>
- Individuals with Disabilities Education Act (IDEA). (n.d.). *Individuals with Disabilities Education Act*. Retrieved from <https://sites.ed.gov/idea/>
- Learning Disabilities Association of America. (n.d.). *Transition Planning Requirements of IDEA 2004*. Retrieved from <https://ldaamerica.org/transition-planning-requirements-of-idea-2004/>
- National Secondary Transition Technical Assistance Center (NSTTAC). (2012). *NSTTAC Indicator 13 Checklist Form A*. Retrieved from https://transitionta.org/sites/default/files/transitionplanning/NSTTAC_ChecklistFormA.pdf
- National Secondary Transition Technical Assistance Center (NSTTAC). (2012). *NSTTAC Indicator 13 Checklist: Form B (Enhanced for Professional Development)*. https://transitionta.org/sites/default/files/transitionplanning/NSTTAC_ChecklistFormB.pdf
- National Secondary Transition Technical Assistance Center (NSTTAC). (n.d.). *Alex. NSTTAC Indicator 13 Checklist Form A*. Retrieved from https://transitionta.org/sites/default/files/dataanalysis/I13_Alex.pdf
- Project10 Transition Education Network. (n.d.). *Indicator 13 – Postsecondary Goals*. Retrieved from <http://project10.info/StatePerformancePlanDetail.php?MainPageID=211>

RAISING RESPONSIBLE ACCOUNTABLE PEOPLE R²AP Training Series for Parents

A CARD program facilitated by: Anne Wilson, MST, Audrey Bringman, M.Ed., & Katrina Ressa, BS, BCaBA

Targeted Audience: Parents of individuals with Autism Spectrum Disorders (ASD),

- With accompanying Intellectual Disability (InD)
- Who are 10-14 years old
- Who are minimally verbal
- Who have minimal behaviors that would interfere with learning new skills

Pre-Requisites:

- Parent and child must attend an eligibility appointment with two facilitators
- Participants must be registered CARD constituents
- Parents must be willing to attend all 4 sessions and follow up with Clinicians for monthly Family Support Time

Contact Anne or Audrey to schedule the eligibility appointment

**Audrey: 904-633-4330 or Audrey.Bringman@jax.ufl.edu
Anne: 904-633-0764 or Anne.Wilson@jax.ufl.edu**

Session 1 - Behavioral Principles
Session 2 - Reinforcement
Session 3 - Planned Ignoring & Compliance Training
Session 4 - Teaching Skills & Generalization

Fall Back To Basics

A Training Series for Parents of Minimally Verbal Children
with ASD and/or IND and Related Disabilities

Join our Lead Clinician Elise Summa, M.A., BCBA for this three-part series covering basics of behavior for early learners.



Part 1 - Communication and
Social Skills

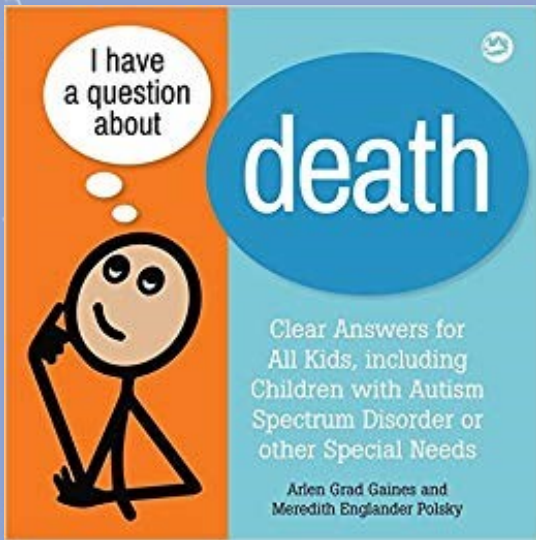
Part 2 - The ABC's of
Behavior

Part 3 - Toilet Training

The trainings are for caregivers only and held from 10:00 am - 12:00 pm at the UF Developmental Pediatric Center (6271 St. Augustine Rd., Suite 1, Jacksonville, FL 32217.)

For dates or more information contact elise.summa@jax.ufl.edu

Now available in the CARD Lending Library:



I Have A Question About Death

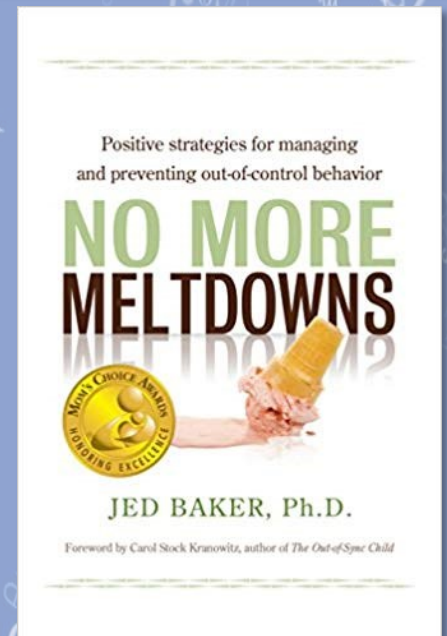
By Arlen Grad Gaines & Meredith Englander Polsky

The first book of its kind, *I Have a Question about Death* uses straightforward text and images to walk children through what it means when someone dies, as well as ways they might want to react or to think about the person. Using clear illustrations throughout and with information for parents and guardians, this book is essential for families with a child aged 5-11 with Autism Spectrum Disorder or other special needs.

No More Meltdowns

By Jed Baker, Ph.D.

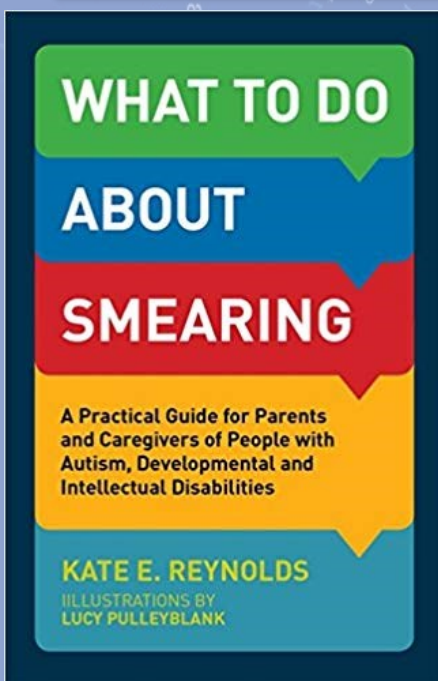
It could happen anywhere: at the grocery store, at a restaurant, at school, or at home. Meltdowns are stressful for both child and adult, but Dr. Baker can help! The book offers an easy-to-follow, four-step model that will improve your everyday relationships with the children in your life, including managing your own emotions by adjusting your expectations, learning strategies to calm a meltdown in the moment, understanding why a meltdown occurs, and creating plans to prevent future meltdowns.



What To Do About Smearing

By Kate E. Reynolds

Addressing the often hidden, yet not uncommon, behaviour of fecal smearing among children and adults with autism and developmental and intellectual disabilities, this practical handbook shows how to tackle this often embarrassing and difficult issue in a positive way. Informing parents and caregivers of the many causes of smearing, the author offers tried-and-tested, everyday approaches for managing this behaviour. This supportive guidebook includes down-to-earth advice, helpful picture narratives, examples of how to prepare and use diary sheets for behaviour analysis, and practical exercises that can be carried out at home.



Parent Support Group & Parent Craft Group

Please join us for two new parent support group options hosted by the UF-Jax CARD and geared to meet the needs voiced by many in our area!

Parent Support Group:

- Conversation-based group, co-facilitated by our licensed psychologist & lead clinician.
- Please contact Marlena.Jenkins@jax.ufl.edu for more information regarding this group.

Parent Craft Group:

- Activity-based craft group for parents, lead by CARD clinicians.
- Please contact Chelsea.Pierce@jax.ufl.edu for more information regarding this group.

Requirements for joining these groups:

- You must be an active constituent who is using our services
- Please come willing to learn, share and grow

