

CARD NEWSLETTER

CARD Staff

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

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

Karen Mullin
Office Manager

Marlena Jenkins, M.S., BCaBA
Lead Clinician

Johanna Lopez, Ed.S., NCSP
School Psychologist

Chanel Baldwin, M.Ed.
Clinician

Gina Bauer, B.A.
Special Ed. Clinician

Brett Walden, MPH
Clinician

Bernardo Cuadra, B.A., CWCM
Clinician

Autumn Mauch
Executive Assistant

Tyler Rounds, B.S.
Administrative Assistant

Jennifer Flagge, B.S.
Event Coordinator

Anthony R. Rhodes, M.S.
IT Expert

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.

Activate Engagement with Executive Functioning Strategies

By Marlena Jenkins, M.S., BCaBA

Executive Functioning (EF) can be viewed as the hub for skills that students (and staff) rely on to be successful and productive in all areas of learning in their daily life. Skills such as emotional regulation and inhibition,

problem solving and organization are examples of executive functioning skills. EF skills are developed from a young age and continue to expand throughout childhood and adolescence. As parents and educators, we can build on our student's EF skills through not only, everyday experiences, but through the on-going modeling and delivery of feedback. Feedback is meant to guide and reinforce the steps taken by students to develop a



broader understanding of the way in which they learn and process information.

Educators who actively engage in practices that are based on building strong executive functioning in themselves, find that they are better equipped to come

Continued on pg.2

Upcoming Events

- | | |
|--------|-------------------------|
| Apr. 7 | CARD Spring Fling |
| APR 21 | ASD Pride Support Group |
| Apr 27 | CARD 101 (en Español) |

Join the CARD Weekly Update Email Newsletter.

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

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.

alongside their students who may be struggling with implementation.

Let's explore some strategies to use with all students to support the healthy growth of EF skills like emotional regulation, problem solving and organization.

Emotional Regulation:


- Teach mindfulness or focused engagement via calming activities such as, yoga or deep breathing exercises.
 - Calm App
 - GoZen website and YouTube videos
- Mood regulation activities and self-monitoring systems
 - Anger Charts
 - Zones of Regulation
 - The Incredible 5 Point Scale
 - Behavioral shaping, modeling and role play

Problem Solving:

- Individual and small group games and activities that require reasoning, taking turns, concentration and/or memory
 - Perfection
 - UNO
 - Memory
 - Capture the Flag

Organization:


- To do Lists
- Graphic Organizers
- Calendars and Scheduling Tools
- Class materials that match by color (book covers, binders, supplemental materials)
- Practice does make perfect and a supportive and consistent environment goes a long



Sibshops

Presented by UF Health CARD and FDLRS-MDC.

Sibshops are engaging and interactive workshops where siblings can share the challenges and celebrate the joys of having a brother or sister with a special need.



UNIVERSITY OF FLORIDA HEALTH

SUPPORT AND GUIDANCE FOR SIBLINGS

For siblings ages 6 through 25. Breakout sessions will be held for young, tween, and young adult sibling groups.

Families must be registered with one of the statewide CARD or FDLRS programs to participate.

Location: Via Zoom Meeting

Register for Sibshops online using the link in the description.

For more information contact
Chanel.Baldwin@jax.ufl.edu.

How to Request an IEP Interim Review

By Gina Bauer, B.A. Special Education



As many parents get started with the journey of understanding their child's Individual Education Plan (IEP), they learn the requirements of attending their child's annual IEP review. What I have observed is that many parents do not realize that they are able to request an interim IEP review at any time. They do not have to wait for the annual IEP review to address concerns to the IEP team. Here are 6 steps to take in order to successfully request an IEP interim review.

1. Get in touch with your child's case manager.

Your child's case manager is usually their support facilitator or special education teacher which can also be found in the IEP document. You can contact them by phone or by email to explain that you are requesting an IEP review. I always suggest that if you are speaking to someone over the phone, to follow-up with a summary in an email to the person as well. Including other team members in your email should be considered as they may have relevant information to add. This can include the teacher, the principal, or an educational specialist such as your child's speech/language pathologist or occupational therapist.

2. Be specific about your concerns and your request(s).

Provide the team with as many details as you can about why you are requesting this meeting. For example: do you have concerns about declining grades, behavior, and/or accommodations to name a few.

3. Put it in writing.

Putting your request in writing provides notice to the school that you are requesting a meeting to review the IEP and bring concerns to the team. If you have not received a response from the email, you can send a written letter. The letter should also reflect your specific reasons for the request; addressing the letter to your child's teacher and or ESE teacher (case manager) and providing a copy to the principal or special education administrator.

4. Make sure the letter gets there.

I would suggest hand delivering the letter instead of giving the letter to your child to turn in. This will ensure that the letter is delivered and not forgotten at the bottom of their backpack. Document the day, time and the person that received the letter. This will help if there is a need to follow up.

5. Timeline.

It can take the school a few weeks to coordinate everyone's schedule, however, they usually have 30 days from the time your request was submitted to respond. If the situation is urgent, it could be shorter.

6. Follow-up.

Follow-up with the school in a few days if you have not heard back from any of the team members. As mentioned earlier, when/if you call, it is always a good idea to summarize the call with another follow-up email.

Your local FDLRS or FDLRS-MDC is also available for training, consultation and additional resources.

Children's Books About Disability

by Brett A. Walden, MPH

As a special education teacher, I am always on the lookout for books to help students and families learn about different disabilities. I stumbled across an article that included a list of children's books about disabilities that I thought were great. I will share and summarize some of her selections, as well as, some of my personal favorites. The article can be found on The Mighty and was written by Francesca Dalleo.

Daniel's New Friend by Becky Friedman

If you have a toddler or have been around little ones, you will most likely know Daniel Tiger. He introduces a new friend that wears leg braces and uses arm crutches. This book is great a conversation starter.

Just Ask! Be Different, Be Brave, Be You by Supreme Court Justice Sonia Sotomayor.

This book discusses a range of visible and invisible disabilities and health conditions. Some include diabetes, asthma, deafness, autism, ADHD, stuttering, wheelchair users, and more. This one is recommended for ages 5 years and up due to the length of text on each page.

A Very Special Critter by Mercer Mayer.

One of my all-time favorite children's author, Mercer Mayer and the Little Critter book series has included a book about a new critter

starting school that uses a wheelchair. Little Critter realizes that he is just like the rest of them and enjoys his new friendship.

Thank you, Mr. Falker by Patricia Polacco.

Another favorite. Trisha is a young girl who struggles to read throughout the years. Finally, her 5th grade teacher, Mr. Falker recognized her struggle as possible dyslexia. With his encouragement and extra help, the story showcases how a good teacher can change a young child's life by taking the time to recognize the struggle and help.

When Charley Met Emma by Amy Webb

Ms. Dalleo summarizes this book as a character replying to questions from other children who ask curious questions about her limb differences and her use of a wheelchair. One child, Charley doesn't quite know how to react. He learns after talking to Emma that different is ok.

I hope you can enjoy these as much as I do.

Please remember your local Florida Diagnostic and Learning Resources System (FDLRS or FDLRS-MDC) is also available for training, consultation and additional resources.



Effective Instructional Practices for Meaningful Student Outcomes

Presented by: Ashley Harned, M.Ed., BCBA

Hosted by: Hosted by: UF Health/Jacksonville CARD, UF Health FDLRS – MDC

About the Presenter

Ashley Harned, M.Ed., BCBA, works as an educational consultant with PaTTAN's Autism Initiative. Prior to coming to PaTTAN, Ashley served as a special education teacher for K-4 students with high- and low-incidence disabilities for eight years. Ashley secured her undergraduate degree from Slippery Rock University and her graduate degrees from Wilkes University. She holds her Pennsylvania K-12 Principal Certification as well as her Instructional II Certification as Reading Specialist K-12, Special Education K-12, and Elementary Education K-6. She recently completed her coursework in applied behavior analysis at Florida Institute of Technology. At PaTTAN, her responsibilities include providing in-class consultation to autism support classrooms throughout Pennsylvania, working directly with students, teachers, para-educators and other staff to implement evidence-based instructional practice. Ashley also serves on the Behavior Initiative and is an adjunct professor of education at Eastern University.

Training Description

Target Audience: (District Administrators, Educators, Caregivers, and others who teach students with ASD)

This session will provide a review of effective instructional strategies and procedures for the delivery of high-quality instruction for individual and groups of students across all settings. The focus will be on evidence-based interventions that include addressing the core issues of autism spectrum disorders, namely communication, social skills, and teaching cooperation skills. Emphasis will be placed on effective instruction, data-based decision making, team communication, collaboration, training, and natural environment teaching.

Training Objectives

1. Participants will be able to identify the verbal and non-verbal operants.
2. Participants will be able to identify the errorless and error correction procedures for intensive teaching protocol, effective group instruction and natural environment teaching.
3. Participants will be able identify the basic data collection procedures for cold probes, skill acquisition, group instruction and natural environment teaching as well as data based decision making related to antecedent and consequence interventions.

Date:

March 31, 2022

4:00 pm – 7:00 pm

Location:

Online

Registration Deadline:

March 30, 2022

[Register Online](#)

Registration is mandatory.

For more information contact:

Autumn Mauch

Autumn.mauch@jax.ufl.edu

or (904)633-0801

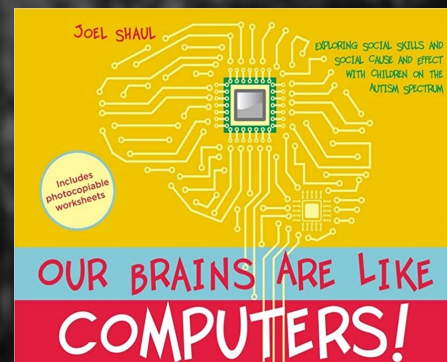
Directions:

Be sure to contact your ESE District Staff or Staff Development Contact to determine the process for receiving in-service.

Now available in the CARD Lending Library:

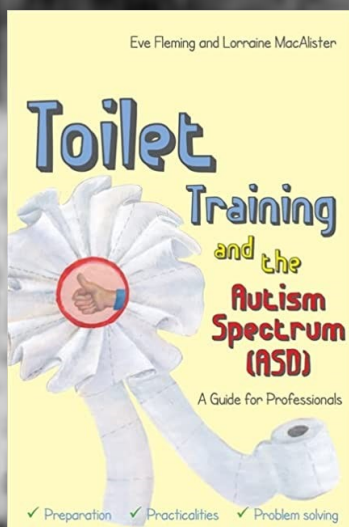
Our Brains Are Like Computers! *by Joel Shaul*

This visual book uses computer metaphors and visual diagrams to help children on the autism spectrum to understand how their words and actions can affect other people. Easily identifiable computing and social networking metaphors are used to explain how memories are saved in the brain, like files in computer folders, and how, just as files can be shared and downloaded on the internet, people learn about you by sharing their positive and negative impressions with each other. The author explains why certain actions may be 'liked' or 'disliked' by others, and offers guidance on appropriate and inappropriate social behavior.



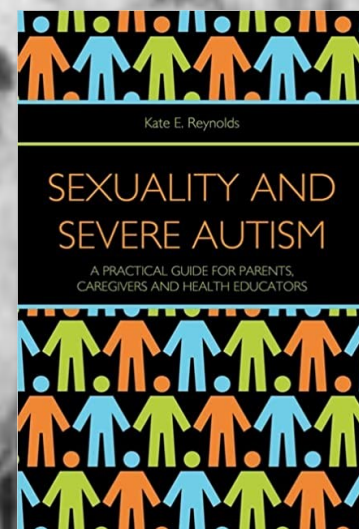
Toilet Training and the Autism Spectrum (ASD), *by Eve Fleming*

This practical guide equips practitioners to support families and careers in developing effective toilet training programs and provide continued help with analyzing and addressing problems that occur. With appropriate intervention and persistence most children on the autism spectrum can be toilet trained, however difficult it may sometimes seem at first. This book will give early years practitioners, special education teachers, pediatric and school nurses, health visitors and other frontline professionals the knowledge and skills to support children with autism spectrum disorder and their families with toilet training.



Sexuality and Severe Autism, *by Kate E. Reynolds*

Sexual health and sexuality can be difficult subjects for parents and caregivers to broach with autistic children, made more challenging when children are at the severe end of the autism spectrum. This practical handbook guides you through the process of teaching about sex and sexuality, answering all of the most crucial questions, including: Why is it necessary to teach this subject to my severely autistic child? When is the right time to start talking about these issues? It addresses male and female issues separately and covers public and private sexual behaviors, sexual abuse, and cross-gender teaching.



Spring Fling

for individuals with special needs

You and your family are invited to the
UF Neurodevelopmental Pediatric Center
For an evening of fun and games at our
annual Spring Fling event!

When: Thursday, April 7th, 2022
5:30 pm to 7:30 pm

Where: 6271 St. Augustine Rd, Suite 1
Jacksonville, Florida 32217

Register online at:

<https://www.eventbrite.com/e/292550134327>

For more information

email autumn.mauch@jax.ufl.edu
or call (904) 633-0801

- ◆ Hunt for eggs
- ◆ Game Rooms & Prizes
- ◆ Dancing
- ◆ Crafts & Activities
- ◆ Face Painting

SPRING FLING



Bring your camera for a special photo
with the Easter Bunny

