

### CARD Staff

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Speech-Language Pathologist

**Sarah Falls, M.S., CCC-SLP**  
Speech-Language Pathologist

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**Arnette Green**  
Executive Assistant

**Tyler Rounds, B.S.**  
Administrative Assistant

**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.

## Talking to Your Child's Teacher

By Amy Lane

After children have been back to school for a few weeks, parents start to have questions and, sometimes, concerns that they'd like to discuss with their children's teachers. Starting this conversation can be a little intimidating. Here are some

hints to help with the nerves and make it more likely that discussions go smoothly and stay focused on the best interest of students.

- Don't wait too long – It's tempting to let a worry sit for a while, hoping it will resolve itself. Waiting can make the concern seem bigger than it is, *and* it gives potential problems time to grow into actual problems. Bring your question or concern up right away.
- Assume positive intent – Teachers and school teams want to help students reach their fullest potential. It's easy to forget that when we're worried about our child being harmed or treated unfairly. Conversations always go better when both parties have control of their emotions. Take a few deep breaths and remind yourself that you and the teacher have the same goal – helping your child succeed.
- Stay curious – Ask lots of questions. Going into a conversation thinking you already have a full understanding doesn't usually lead to a positive

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### Upcoming Events

4/19 Sensory Story Time

4/20 PERPSA Workshop - Roadmap to Reading

4/20 PEPSA Workshop - UDL for Administrators

Join the CARD Weekly Update Email Newsletter.

To sign up please email [Anthony.Rhodes@jax.ufl.edu](mailto: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.

outcome. Open the conversation with the teacher with something like, "My son told me that he doesn't get help in class when he raises his hand. Can you help me understand why he would think that so I can talk with him about it?"

- Extend the teacher the same respect that you want for yourself. Ask for an appointment to talk in-person or via phone. Coming to school unannounced for a lengthy discussion, leaving long voicemails or texts may lead to frustration for you and the teacher if he or she cannot meet or respond immediately.

What if you try to resolve the concern in good faith, but the situation is not improving?

- The school counselor, vice principal, or exceptional student education staffing specialist are all part of the team serving your child at school. It may be helpful to ask them to join the conversation.

Phone a friend – **US**. Remember that the team at FDLRS-MDC are here to support your family, your student, and the educational teams who work with you. We are here to help problem-solve, offer solutions and ideas, and provide training and technical assistance to families and schools.

## Retro Diner Hour



### Upcoming Dates:

Meets the 2nd Wednesday  
of Each month.  
*Beginning at*  
5:00 PM

Adults  
with autism spectrum disorder  
will have the opportunity to engage in facilitated  
social conversations via Zoom. This event will temporarily take the place  
of the Breakfast Club Meetings during the COVID-19 pandemic.

Register online at: <https://ufhjax.zoom.us/meeting/register/tJEvceCrrzwvG92WVODDjJV4-ue4HG3r-67G>

For more information please contact [bernardo.cuadra@jax.ufl.edu](mailto:bernardo.cuadra@jax.ufl.edu)



## Planned Ignoring

*by Diego Castillo, M.S.,  
Educational & Training Specialist*

**Planned ignoring** can be effective for reducing problem behaviors that are meant to get attention or avoid a task. Planned ignoring means **purposely** ignoring your child's problem behavior, and providing them with an appropriate way to express themselves. **Planned ignoring is meant for problem behaviors that are NOT dangerous to your child or others.**

Two examples of problem behaviors that can be ignored are whining (mild) and swearing (severe). Let's use homework as an example of a task your child may want to avoid. You tell your child to do their homework, but they whine and say "I hate homework." In this situation, your child is seeking your attention and attempting to avoid a task—the homework.

If you respond with something like, "stop it," you may get into an argument with your child. The more you argue, the longer

your child is able to avoid doing their homework. Instead, you can ignore their complaining, and add a rephrase like "This homework is hard for me, and it makes me mad. Can you help me?" "Sure! Let's see what you have to work on." **By ignoring your child's whining, you are teaching them that it does not get them out of doing things you tell them to do.**

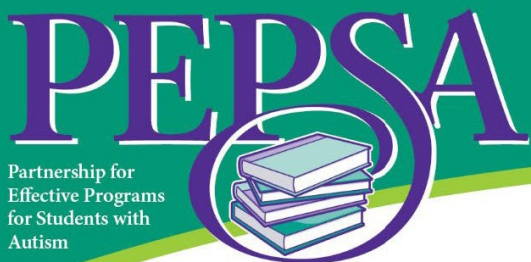
Now, let's use the homework example but replace whining with a more complex situation like swearing. In this situation, you may want to reprimand them by saying something like, "don't swear at me." However, reacting to the swear or reprimanding them actually reinforces the swearing by focusing attention on it, and it can start an argument. The argument with your child will delay them having to complete their homework, which is what they want.

Instead of reprimanding them or arguing with them, ignore the swear and rephrase with, "I am so angry and frustrated with this homework. I need help." "OK, how can I help you?" In this situation, you are ignoring the swear and starting a dialogue with your child. **By ignoring the swear, you are teaching them that swearing at you does not get them out of doing things you tell them to do.**

It is important to recognize that planned ignoring looks different depending on the context and your child's age. **Planned ignoring should always be paired with a model of the appropriate way to communicate a need or want.** Always consider the situation, the context, and your child as an individual.







# Professional Development

## Planning & Preparing for Secondary Transition

**Presented by: ABLE United, Comprehensive Rehabilitation Consultants, and Hoyt and Bryan, LLC; Community partners will be available after presentations to provide information and assistance**

**Hosted by: UF Health Jacksonville – CARD &  
UF Health Jacksonville – FDLRS-MDC**

### About the Presenter

- ABLE United oversees the administration of savings accounts for adults with special needs to assist with health, education, housing, transportation, legal, and other qualified expenses without affecting Federal benefits.
- Comprehensive Rehabilitation Consultants assist with life care planning, resource management, and vocational assessments, among their many service offerings.
- Hoyt and Bryan, LLC, is a law firm specializing in wealth and legacy management with particular expertise in elder and special needs law.

### Training Description

Families and school staff will learn about structures and resources that are available to ensure financial stability for adults with disabilities, to plan for safe and suitable living arrangements, to identify and participate in rewarding work, and to advocate for and build protections around loved ones as they transition into adulthood.

### Target Audience:

Teachers, school leaders and administrators, family members

### Training Objectives

Participants will:

- Learn about the importance of creating financial security for their loved ones with disabilities as they transition into adulthood and greater independence.
- Learn about products and structures to help families save money for their family members with disabilities to use as adults.
- Become aware of the multitude of considerations that impact a person with disabilities when they become adults and how to ensure that their loved ones are supported and safe throughout their lifespans.
- Talk with multiple agencies in the community whose focus is creating meaningful and rewarding lives for adults with disabilities through continuing education, rewarding work, socialization opportunities, and safe housing.



### Date:

June 6, 2023  
9:00 am – 4:00 pm  
Registration begins at 8:00 am

### Location:

Adam W. Herbert University Center  
University of North Florida  
12000 Alumni Drive  
Jacksonville, FL 32224

### Registration Deadline:

May 30, 2023  
Limited to first 100 participants

### Register Online:

[Click here to register](#)

*Registration is mandatory.*

### For more information contact:

Amy Lane  
[Amy.lane@jax.ufl.edu](mailto:Amy.lane@jax.ufl.edu)  
or (904)633-4338

### Directions:

For directions, click [HERE](#).

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



Regional Trainings are hosted by the Center for Autism and Related Disabilities, through the Partnership for Effective Programs for Students with Autism (PEPSA), a program funded by the State of Florida, Department of Education, K-12 Public Schools, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

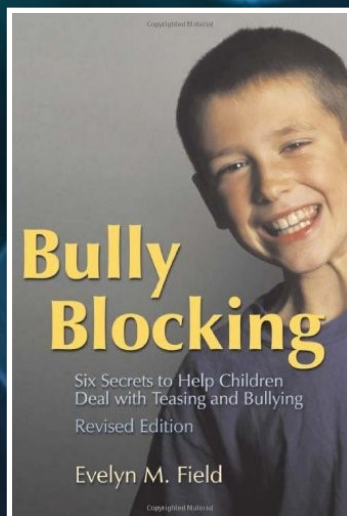
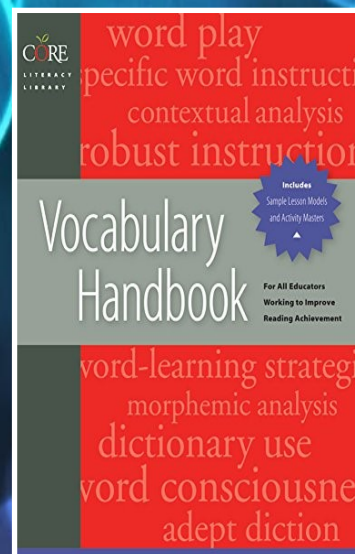
[www.DOEpartnership.org](http://www.DOEpartnership.org)

# Now available in the CARD Lending Library:

## Vocabulary Handbook (Core Literacy Library)

by Linda Diamon & Linda Gutlohn

Educators and reading specialists from elementary to high school will get in-depth, ready-to-use guidance on the three main elements of high quality vocabulary instruction: specific word instruction, independent word-learning strategies, and word consciousness. Part textbook, part practical handbook, this must-have resource from the trusted Consortium on Reading Excellence (CORE) will help every literacy teacher understand key research on vocabulary instruction, put best practices to work in any classroom, and improve the reading achievement of all students.



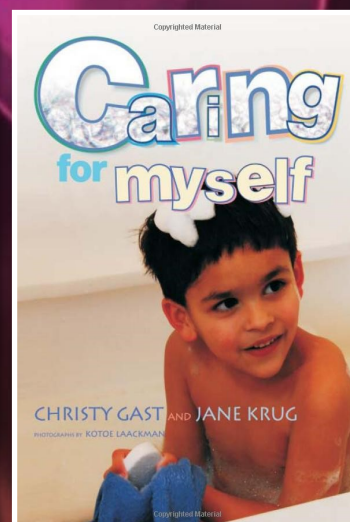
## Bully Blocking: Six Secrets to Help Children Deal with Teasing and Bullying

by Evelyn M. Field

This confidence-boosting book aims to help children overcome the damaging effects of teasing and bullying, and to develop practical skills and attitudes to improve their self-esteem and quality of life. The first part of the book helps parents understand what happens when their children are bullied and provides useful approaches for changing the attitude of children who may feel there is no hope. The second part provides activities with an emphasis on fun, helping children develop effective methods of counteracting bullying situations.

## Caring for Myself: A Social Skills Storybook by Jane Krug & Christy Gast

For a child with an autism spectrum disorder (ASD), even everyday activities like brushing your teeth, washing your hands or visiting the doctor can cause anxiety and stress because of the sensory, cognitive and communication impairments they experience. Caring for Myself is an entertaining and educational social skills storybook that will help children with ASDs to understand the importance of taking care of their bodies. Fully illustrated with colour photographs, it sets out fun, simple steps that explain what caring for yourself actually involves - how you can do it, where it is done and why it is important.





# 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: March 30th, 2023**  
**5:30 to 8:00 pm**

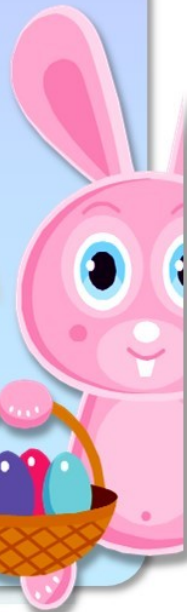
**Where: 6271 St. Augustine Rd, Suite 1**  
**Jacksonville, Florida 32217**

Register online at:  
<https://ufhealthspringfling.eventbrite.com>

For more information  
email [brett.walden@jax.ufl.edu](mailto:brett.walden@jax.ufl.edu)  
or call 904.633.0760

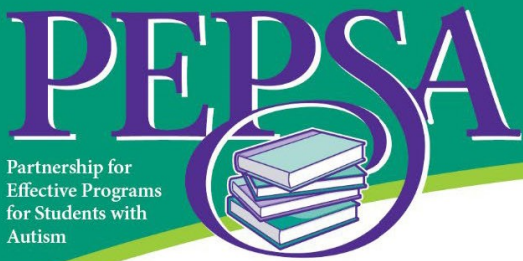
- ◆ Hunt for eggs
- ◆ Game Rooms & Prizes
- ◆ Dancing
- ◆ Crafts & Activities
- ◆ Face Painting

SPRING FLING



**Bring your camera for a special photo  
with the Easter Bunny**





# Professional Development

## Managing Emerging Sexuality at Home and in the Classroom

**Presented by: Kim Spence, Ph.D.**

**Hosted by: UF Health Jacksonville – CARD &  
UF Health Jacksonville – FDLRS-MDC**

### About the Presenter

Dr. Spence received her undergraduate degree in Secondary English Language Arts Education, her Master's in Varying Exceptionalities, and her Ph.D. in Special Education from the University of Central Florida. Prior to joining CARD, Kim worked within public and private settings as a Teacher and Behavior Specialist. She published her ground-breaking research involving the use of hand-held technology by individuals with autism spectrum disorders in an effort to complete jobs in the book, *Assistive Technology and Autism Spectrum Disorders: Research-Based Practice & Innovation in the Field* (Journal of Assistive Technology Outcomes and Benefits). In addition to her responsibilities at CARD, Kim is an active member of several national professional organizations, a member of the Project Autism Spectrum Disorders (ASD) Grant Advisory Committee at UCF, an adjunct instructor for both the College of Education and the Department of Communication Sciences and Disorders at UCF. Her research and training interests include law enforcement awareness training and sexuality awareness training for individuals with significant impairments.

### Training Description

Participants will learn how to respond to emerging sexuality in a manner that supports healthy development, appropriate personal boundaries, and an understanding of societal and cultural expectations around expressing and fulfilling sexual impulses.

### Target Audience:

Teachers, school leaders and administrators, family members

### Training Objectives

Participants will:

- Understand the developmental progression of sexuality.
- Learn strategies for responding to sexual behaviors at each stage of development.
- Learn how to communicate personal boundaries and social/cultural expectations at each stage of development in a manner that promotes the health and safety of students and the people they encounter.



### Date:

June 9, 2023

9:00 am – 4:00 pm

Registration begins at 8:00 am

### Location:

Adam W. Herbert University Center  
University of North Florida  
12000 Alumni Drive  
Jacksonville, FL 32224

### Registration Deadline:

June 2, 2023

Limited to first 100 participants

### Register Online:

[Click here to register](#)

*Registration is mandatory.*

### For more information contact:

Amy Lane

[Amy.lane@jax.ufl.edu](mailto:Amy.lane@jax.ufl.edu)

or (904)633-4338

### Directions:

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