

FDLRS Record

Newsletter for the University of Florida FDLRS-MDC program in Jacksonville

IN THIS ISSUE:

Introducing Inferencing Cards

**Preparing for Transition During a
Pandemic**

Tips to Having a Not So BOO Halloween

Understanding Guardianship Options

Understanding Procedural Safeguards

Summer Engagement



Introducing Inferencing Cards

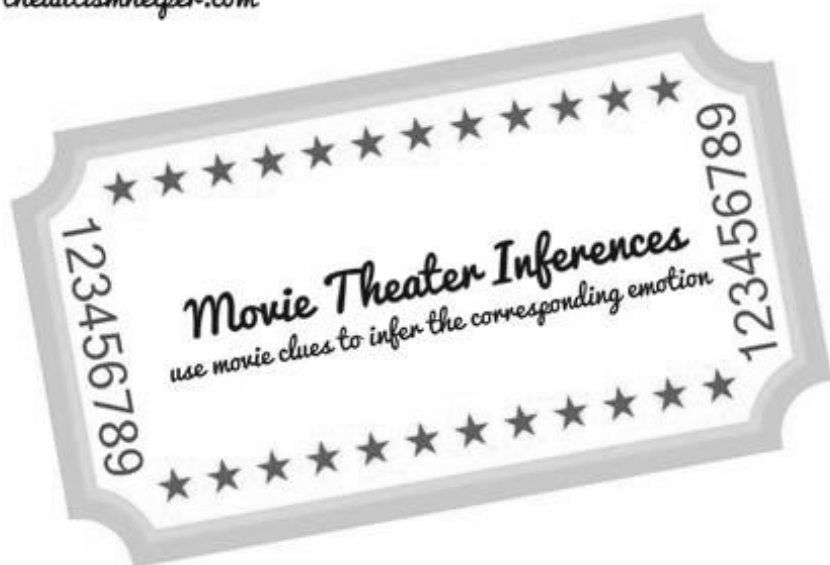
by Brett A. Walden, MPH

Oftentimes, students with an expressive language disorder or ASD (autism spectrum disorder) have a hard time conveying their wants, needs, and feelings. As educators, we use visual supports to enhance our student's learning and provide them an outlet to communicate using prompting throughout the teaching sequence.

Educators can use visual schedules to show students their daily activities, visual prompts for transitioning throughout the school day, and inferencing cards to spark conversation. Inferencing cards are a good way to have students create a series of events, continue a story, determine cause and effect, as well as define feelings/emotions in daily situations.

Check out the **attached pdf file** by *The Autism Helper* for an exciting way to introduce inferencing cards to your class.

theautismhelper.com



OUR SERVICES

Who we Serve:

- Individuals between the ages of 3 & 22 who have not graduated high school.
- Who are struggling in school and have complicated medical, behavioral, developmental, &/or social histories
- And who reside in Baker, Clay, Duval, Flagler, Nassau, & St. Johns counties

Services for Families:

- Comprehensive, multidisciplinary assessment, which may include psychoeducational, emotional-behavioral, &/or developmental pediatric evaluations
- Feedback sessions and a report detailing our findings
- Assistance in planning for your child's educational and psychological needs
- Trainings for parents covering a variety of topics

Services for the Community:

- Training/consultations for educators, students, & other professionals
- Educational consultation and support services: This can include collaboration with school personnel to facilitate school placement & provision of services

Preparing for Transition During a Pandemic

By Audrey Bringman, M. Ed.

Whether your high school student is in a brick and mortar high school, participating in distance learning, or doing some form of hybrid learning, transition readiness is surely at the forefront of parent's minds. Time is not stopping, and as we learn and adapt to these new changes, we need to be sure we are not losing sight of helping prepare our students for the transition to adulthood. This article will discuss a few things that you can do with your high school student to promote self-advocacy, improve self-determination skills, and prepare for the transition into adulthood.



Contacting the teacher: In the classroom, students learn to raise their hands or use other methods to ask for help, answer a question, or gain clarification. With distance and hybrid learning, teachers should be clear about how they want to be contacted with questions. Parents and caregivers, be sure your student has the tools to contact the teacher with questions. Teachers should respond to student-initiated questions and maintain an encouraging reply, as this may be an emerging skill for your student, and you want to encourage future attempts. Parents and caregivers may need to model this task or behavior the first few times, then give your student a template to follow. If students have a question about an assignment, or need clarification, encourage them to initiate contact with the teacher. This is a self-advocacy skill that is transferrable to other many other areas of life. Imagine how useful this skill will be when your student needs to initiate contact with his boss in a future work environment.

Talk about the future: The future is often a scary and nebulous idea for teens. Parents and caregivers should talk about the future often and in realistic and simple terms for your teen. Stay hopeful and optimistic about the future and all the good things that they can look forward to and make happen. Start the conversation by asking your teen what she would like to be when she grows up. If she has an idea, ask your teen to start looking into the type of education and preparation someone in that field needs to obtain. Have her report what she finds back to you and if there is something she does not understand, help her get clarification. Help your teen connect with people in your community who work in that field. Encourage your teen, with your assistance, to find volunteer opportunities that get them in that field, or help build transferrable skills that would help in that field. If your student does not know what he or she wants to be or do when she grows up, start creating opportunity for her to learn about new jobs and careers. Help her set up interviews with friends and family members in different fields she may be interested in. Research and apply for volunteer opportunities that would create exposure to different job opportunities, or help your teen initiate a job shadowing opportunity.

Continued from pg. 3

Create a Budget: Teach your teen healthy money management and budgeting skills that will give him hope and confidence about his financial future. As soon as your teen has any form of income, whether allowance, babysitting, lawn care, or other earned income, be sure to involve him in creating a budget and a plan for this money. There are several budgeting resources and courses for teens and youth: the FDIC has a Money Smart Training that is accessible online, Dave Ramsey has many financial resources and tools; some are free, such as the EveryDollar budgeting app, while others such as the Financial Peace, Jr. set and other financial curricula has a fee. Jump\$tart is another resource, with many free tools available to promote financial literacy. If college is in your student's long-term plan, create a financial plan for how your teen will pay for college. Set goals for students to apply to 1 scholarship each day, or 5 each week for a year. Though this sounds like a lot of work and time commitment, it can be done, and the relief of graduating without student debt will be incredibly rewarding.

Even during a pandemic, life goes on and we need to keep moving with it. Doing these activities are sure to open communication in your home, and instill a sense of normalcy and optimism for your student's future. Let us not underestimate the resiliency skills our teens have, and prepare them for a successful future.

Resources:

Dave Ramsey site and tools: <https://www.daveramsey.com/store/product/financial-peace-junior?ictid=JUMDX3797>

FDIC Moneysmart training: <https://www.fdic.gov/consumers/consumer/moneysmart/learn.html>

Jump\$tart: <https://www.jumpstart.org/>

Who's Future is it anyway? Toolkit: <https://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/whos-future-is-it-anyway>

Tips for helping your high school student learn to self-advocate: <https://www.understood.org/en/friends-feelings/empowering-your-child/self-advocacy/6-tips-for-helping-your-high-schooler-learn-to-self-advocate>

<https://pediatrics.med.jax.ufl.edu/diagnostic-and-learning-resources/>

FDLRS Staff

David O. Childers Jr., M.D.
*Chief of Developmental Pediatrics
& Executive Director of FDLRS-
MDC, Developmental Pediatrician*

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

Karen Mullin
Office Manager

Marlena Jenkins, M.S., BCaBA
Lead Clinician

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

Audrey Bringman, B.S.
Clinician

Chanel Baldwin, M.Ed.
Clinician

Gina Bauer, B.A.
Special Ed. Clinician

Brett Walden, MPH
Clinician

Natalie Borden, MA
Clinician

Autumn Mauch
Executive Assistant

Tyler Rounds, B.S.
Administrative Assistant

Jennifer Flagge, B.S.
Event Coordinator

Anthony R. Rhodes, M.S.
IT Expert

UF-Jacksonville
FDLRS-MDC serves
Baker, Clay, Duval,
Flagler, Nassau, &
St. Johns County.

Tips to having a not so Halloween

by Marlena Jenkins, MS., BCaBA

Support non-judgmental creativity. Remember that many children and teens who are living with autism spectrum disorder and/or an intellectual disability may have interests and hobbies that do not match their chronological age. For this reason, your son or daughter may like characters or shows that other children his/her age may not find interesting. Look for ways to encourage and expand your child's interest, while fostering conversation and social skills around the things that are of present interest. Some ways to do this are, linking your child's interest to other activities that are within the same category (e.g., Lightning McQueen may transition to Herbie, the Love Bug).

Pactice the expectations. In light of CoVID, many families are altering how they approach Halloween. Review your family's "new normal" with your child or teen to ensure expectations for the day or evening are rehearsed and practiced. Some families may find that Social Stories or Video Modeling activities are helpful when reviewing the ins and outs of Halloween with their child or teen.

Openly discuss safety and awareness with your child or teen. Practice social distancing and wearing personal protective equipment (PPE). If you are using the buddy system, provide your child or teen with a visual reminder of their buddy and a map of the area they will be trick-or-treating. Maps are a fun way of showing there is a clear start and end to the activity. Your child or teen can collect stamps at each stop or use a marker or crayon to cross off completed steps.

Observe your child or teen for warning signs that they are feeling stressed. Halloween can be an intense evening with costumes, sounds and flashing lights. Monitor for signs of anxiety and bring along some coping items, sunglasses (this will dim lights even at night) and headphones to ease your loved one into the fun. Offer plenty of breaks throughout the evening to allow your child or teen to de-stress and relax in their own spacing and without interruption from others.

Kee your eye on the prize! This means, avoid trying to push your child or teen beyond what they are able to cope with during your Halloween festivities. Other families may want to walk for miles going door to door. It is just as meaningful if your family is working on stopping at a few houses or going door to door within your own home. Your family's goal is YOUR FAMILY'S GOAL! Above all HAVE FUN!



Understanding Guardianship Options

by Audrey Bringman, M.Ed.

At age 18, individuals in Florida are determined to be the age of majority, meaning, they are deemed able to make decisions about their own life, health care, money matters, and more. This can be a difficult adjustment, or an unreasonable expectation for individuals with exceptionalities or developmental disabilities. Not to worry, there are options that can allow parents and caregivers to legally help young adults with developmental disabilities make decisions in their best interest. This article will discuss a couple options given to guardians in the state of Florida, but it would be best if parents seek legal counsel when starting this process.

Guardianship takes many different forms; there is limited guardianship or plenary guardianship, and there is also voluntary or involuntary guardianship. Guardianship in itself allows someone to act as a decision maker for all of another individual's estate and needs, usually because there is a disability that prevents someone from being able to make these decisions independently. Plenary or full guardianship is generally the most restrictive form of guardianship, because all decision-making is done by the guardian. So other less restrictive options are typically considered first (Florida Courts, n.d.).

Guardian Advocate is someone, usually a family member, parent, caregiver or friend, who is legally able to make some decisions for an individual with a developmental disability. In this instance, the individual is not necessarily deemed incapacitated and may still have the ability to make some decisions about his or her life or estate, medical care or finances. A developmental disability is defined

by Florida Statute §393.063(12), as a person who has one or more of the following diagnoses:

- an Intellectual Disability (IQ less than 70)
- Cerebral Palsy
- Autism
- Spina Bifida
- Downs Syndrome
- Phelan-McDermid syndrome
- Prader-Willi syndrome

This statute goes on to say that the diagnosis must have manifested before the age of 18, and that it causes significant impairment in activities of daily living that are expected to last a lifetime. If your teen or young adult meets this criteria, it would be best to seek an attorney to help with obtaining guardian advocacy. You can generally start this process after your teen turns 17 and it can be obtained even after your young adult turns 18. Your local FDLRS-MDC may also know about legal community resources to help you get started with this process.

Power of Attorney gives someone the ability to act on another person's behalf. There are different types of power of attorney, such as limited, temporary, permanent. An individual can also designate when a power of attorney takes effect, whether it is immediately or after something happens in the future. Power of Attorney can be specific to finances or medical care, or be general, it just depends on the needs of the individual.

This is just a brief overview of a couple of options for guardianship. There are several other options that apply to certain situations, so it is wise to consult with an attorney who

Continued from pg. 6

specializes in this area to help you decide which option is best for you and your family.

Pro Tip: To help make this process smooth, maintain a folder or binder with records of all of your child's medical and school evaluations and IEPs or 504 plans, starting at the beginning of your early intervention or exceptional student education or developmental delay diagnosis.

Resources:

Eighteenth Judicial Circuit, Seminole County, FL. (2017, July). *Florida guardian advocate law and information*. https://flcourts18.org/docs/sem/Florida_Guardian_Advocacy_Law_and_information_Guide.pdf

Florida Courts. (n.d.) *Guardianship*. Florida Courts. <https://www.flcourts.org/Resources-Services/Court-Improvement/Family-Courts/Guardianship>

Florida Developmental Disabilities Council, Inc. (2010). *Lighting the way to guardianship and other decision-making alternatives. A manual for individuals and families*. https://www.fddc.org/sites/default/files/file/publications/Guardianship%20Family%20Manual_0.pdf

The Florida Legislature. (n.d.) *The 2020 Florida statutes*. Online Sunshine. http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=0300-0399/0393/Sections/0393.063.html



Understanding Procedural Safeguards

by Gina Bauer, B.A.

If you have ever had your child evaluated or attended an Individualized Education Plan (IEP) meeting as a parent, you have received a copy of your procedural safeguards. Procedural Safeguards are your legal protections under the Individuals with Disabilities Education Act (IDEA). The school is required to provide a written explanation of your rights annually or at each IEP Meeting.

One of my favorite resources to share with parents is the website Understood.org. There you will find many resources to help you navigate special education. Below, I have summarized a list of 10 important safeguards researched by author Andrew M.I. Lee, JD, an editor and former attorney, written for Understood.org.

Procedural Safeguards Notice

The school is required to provide you with a written document, explaining your rights under IDEA and your state's laws. You should receive this printed procedural safeguards notice at least once a year, either prior to the meeting or during the meeting. It is also recommended that if you do not understand these rights to kindly ask for a verbal explanation.

Parent Participation

You are a very important part of the team, as you know your child the best. You have a legal right to be part of your child's meeting about their education. This includes IEP meetings. You also have the right to call an IEP meeting anytime and



request a copy of a drafted IEP 3 days prior to a scheduled meeting.

Access to Educational Records

You have the right to your child's records. You also have the right to ask them to make corrections if needed. The rights are protected by IDEA and the Family Educational Rights and Privacy ACT (FERPA)

Confidentiality of Information

The school must protect your child's confidentiality.

Informed Consent (or Parental Consent)

Before your child is evaluated or provided special education services for the first time, the school is required to inform you of what's involved. You, as the parent must provide permission in writing before the school can move forward with an evaluation or special education services.

Prior Written Notice

The school is required to provide you written notice before changes are made to

Continued from pg. 8

your child's special education experience. This includes adding and/or denying services. The notice must include what the team proposes and why.

Understandable Language

The written notice must use language that is understandable to the general public. The notice must also be in your native language (including Braille).

Independent Educational Evaluation (IEE)

If you disagree with the school's evaluation results, you have the right to an Independent Educational Evaluation (IEE). This is an evaluation of your child's abilities by an examiner that is not employed by the school. The school must also consider these results; however, they are not required to accept them.

"Stay Put" Right

If you disagree with a proposed change to your child's IEP placement, the "stay put" protection keeps the current IEP in place until the school can resolve the disagreement.

Dispute Resolution Options

As a parent you have the right to disagree with the school. IDEA provides dispute resolution options. Mr. Lee states that you should try to discuss and solve disputes with the school, use a mediator or a third party. However, you also have the right to

what is called due process. (Lee, n.d.)

Please remember that these are not the only procedural safeguards in IDEA. You can read about disciplining students with disabilities and other relevant topics as well. A link with a reference to The Florida Department of Education's procedural safeguards are included below. Your local FDLRS or FDLRS-MDC is also available for training, consultation and additional resources.

We wish you and your families a healthy and happy holiday season.

Resources:

Lee, Andrew M I. (n.d.) "*10 Key Procedural Safeguards in IDEA.*" - Understood.
www.understood.org/en/school-learning/your-childs-rights/basics-about-childs-rights/10-key-procedural-safeguards-in-idea

Individuals with Disabilities Education Act, 20 U.S.C. §§300.503-300.140 (2014)

Florida Department of Education, Procedural Safeguards <http://www.fldoe.org/core/fileparse.php/3/urlt/procedural.pdf>

Summer Engagement

By Natalie S. Borden, MA

Ensuring we provide structure and stability, while still cultivating a happy and healthy habitat can be a daunting challenge for any parent or caregiver. But it's also important and healthy to embrace a little leisure when school lets out for summer. We're here to provide you with a few ideas to help your child of any ability have a happy, healthy summer, while still maintaining a routine.

Seek out **summer programs** early! Remember to ask your local schools, community-based organizations, and clubs based on a child's specific ability. If looking to qualify for a scholarship or grant, it may be wise to secure funding early for camps in the early months of the year.

See the Summer Camps and Scholarship Information below

Summer Activities for Parents and Caregivers

Consider taking a **field trip**. Many parks, libraries, nature centers, museums, and zoos are no cost or low cost options to get your family out and about. Many of these places also offer virtual options as an alternative.

Get moving, and **PLAY!** You can play outside or inside, but don't forget to schedule time specifically for you and your child to exercise and burn off some energy. If you don't have access to a local park, you can search terms like "Kids Yoga" or "Kids Movement Activities", walk around your neighborhood/race your child, consider riding a bike or tricycle. Safety tip: Be sure to preview any online videos prior to showing them to your child/teen.

Find creative ways to **incorporate reading and numbers** into your everyday tasks. Go on a live or virtual shopping trip with your child, allowing them to identify the items on your grocery list. Depending on your child's math level, you can practice adding, subtracting or multiplying the prices of items. Invite your child to cook a recipe with you. Having them read the recipe card and measure the ingredients is a nice way to build academic skills in the natural environment. Give your child opportunities to further practice math and science skills by measuring items around the house and making a graph of daily weather/temperatures.

Healthy eating during the summer is just as important as it is during the school year. Encourage and model healthy eating habits by keeping plenty of fruits and vegetables in your household, which

will promote good snack habits. Start by labeling the foods and have your child touch and smell them. As your child is more comfortable, have them taste the fruit or vegetable. Some children may prefer to make a smoothie or juice from the fruit or vegetable.

Do your best to keep a **bedtime routine** regardless of summer or school schedule. This will ensure your child is getting the proper amount of sleep for their development.

Remember that when we help children stay engaged academically and physically throughout the summer, we help set them up for success in the new school year.



SUMMER CAMPS

Catholic Charities Camp I Am Special

235 Marywood Drive, St Johns, FL 32259, United States

(904) 230-7447

CampIAmSpecial@ccbjax.org

<http://www.dosacamps.com>

We provide a 6-day recreational, overnight camp for persons who have physical, emotional, or mental disabilities.

Camp Boggy Creek

30500 Brantley Branch Road, Eustis, FL 32736, United States

866-462-6449

info@campboggycreek.org

<http://www.boggycreek.org>

During each of our summer sessions, up to 150 children with like abilities arrive for a week of fun, adventure, and independence. The prescription for the day is fun, fun, fun! Laughter, giggles, friendships, and excitement abound on the 232 acres of tall pines, majestic oaks and nature trails.

The Jericho School

1351 Sprinkle Drive, Jacksonville, FL, United States

904-744-5110

jerichoschool@yahoo.com

<http://www.thejerichoschool.org/#!intensive-sum...>

The mission of The Jericho School (nonprofit 501 (c) 3 corporation) is to provide comprehensive, individualized science-based education not otherwise available in our community. We believe those children with autism and other developmental delays deserve the opportunity to reach their full potential.

Angelwood

4674 Hood Rd, Jacksonville, FL 32257, United States

(904) 288-7259

<http://angelwoodjax.org/cms2/summer-camp/>

Angelwood Summer Day Camp is for children ages 5-22 with special needs. By providing a fun and safe environment, campers flourish while giving parents support they need to maintain their jobs when school is out. Camp is the perfect opportunity for kids to play and experience new things.

Camp Abilities North Florida

1517 Ball Road, Green Cove Springs, FL, United States

904-556-9287

campabilitiesflorida@gmail.com

<https://www.campabilitiesflorida.com/>

Camp Abilities is a developmental sports camp for students with visual impairments. This year will be our first annual camp. The ages of the

participants ranges from Age 9-Age 16. The week will consist of camping, s'mores, camp fires, cook outs, and all the fun that goes with it.

LifeSkills Summer Camp

12443 Joda Ln E, Jacksonville, FL, United States

904-701-9381

heather.lifeskillsoutreach@gmail.com

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

Summer Life Skills Program LifeSkills Outreach and Learning Supports (LOLS) is a non profit organization dedicated to providing transitional services for youth with disabilities. Our center, Jacksonville LifeSkills Center, a division of LOLS, provides educational services and Life Skills training throughout the year in a natural home like environment.

Camp Hope

Hope Haven, 4600 Beach Boulevard, Jacksonville, FL, 32207 United States

904-346-5100

<http://www.hope-haven.org>

Camp Hope provides a summer camp enrichment program for youth and young adults with physical and/or developmental disabilities aged 3-22. Hours of operation are 7:30am-5:30pm. Our summer fun camp provides traditional camp activities such as field trips, sports, and arts and crafts as well as meaningful skills development for campers.

Careers 360

3856 Grant Rd, Jacksonville, FL 32207, United States

904-399-8484

vanessab@theilrc.org

This week-long summer camp provides career readiness skills for student's age 15-21 who have disabilities. We will be focusing on four core topics: career exploration, work readiness training, work experience, and self-advocacy. Our goal is to empower students to live independent lives by obtaining these skills.

Camp Wego

2550 West Dunnellon Road, Dunnellon, FL,
United States

352-445-2044

352-445-2044

info@campwego.com

[Http://campwego.com](http://campwego.com)

Camp Wego is a great alternative to summer camps. Camp Wego offers high-quality tours for children and adults with special needs year around. Our travel programs are specialized for travelers with Developmental Disabilities, Autism, Learning Disabilities, ADHD and Asperger's syndrome. At Camp Wego, we are always on the go.

Sensory Towne Summer Camp:

Dates: June - July

Attendance: 1pm - 5pm (physical)

Who: Ages 3-9

Where: 8380 Baymeadows Road, Suite 6.
Jacksonville, FL 32256

Cost: \$40/ day or \$200/ week. \$35.00 application fee.

Description: Includes a snack, resource class such as yoga, dance, art or music. Different weekly themes.

We Rock The Spectrum Summer Program:

Dates: June - July

Attendance: M-F: 9am - 1pm (After care available until 3:00)

Who: Elementary and Teens

Where: 9357-3 Philips Highway, Jacksonville, FL 32256

Cost: 2 Days a Week (T/R) = \$100 / 3 Days a Week (M/W/F) = \$150 / 5 Days a Week (M-F) = \$250

Description: Sessions will include group lessons & activities, social skills activities, arts and crafts, and open play on the equipment!

YMCA Summer Day Camp:

Dates: June 7- August 6

Attendance: M-F: 6:30am - 6pm (Varies by Location)

Who: Ages 5-15

Where: Brooks YMCA, Baker, Clay, Duval, Nassau and St. Johns counties

Cost: Financial Assistance is available for all who qualify; specialty rates for Military & YMCA members.

Description: Each week, a new theme will help campers Learn, Explore, Accept and Play as they discover new skills, build self-confidence and feel a sense of achievement and belonging.

Shepherd of the Woods Day Camp:

Dates: June 30- July23

Attendance: M-F: 9am - 3pm

Who: School Age

Where: 7860 Southside Blvd Jacksonville, FL 32256

Cost: \$450/ Session

Description: This extended school year program provides enrichment, maintenance, and remediation of academic skills in a fun, values-based environment. Students enjoy structured learning activities in a blended learning environment that includes small group instruction, collaborative work, and computer-assisted instruction. Students will develop social, emotional, and academic skills through hands-on learning.

CAMP SCHOLARSHIPS

HEAL awards grants in spring (Summer Camps and Programs) and fall (Equipment Request) of each year. If you have questions on HEAL’s grant giving policies, please email us at Jason@HealAutismNow.org or call 904-716-4198.

Consider contacting charitable organizations and fraternal organizations (such as the Lions clubs, Kiwanis, and Rotary Clubs, all of which sponsor special-needs camps).

Depending on your child's specific special need, he or she may be eligible for financial aid from your state.

Other sources of scholarships include religious or ethnic charities.

Also see the side by side comparison chart below for the Gardiner and McKay Scholarship.

Eligibility & Fund Information	Gardiner	McKay
Child must have a defined disability	Yes	Yes
Family can receive while child is enrolled in public school	No	Yes
Child must have been enrolled in public school the year before application	No	Yes
Child must have an IEP or 504 Accommodation Plan	No	Yes
Family can receive while child enrolled in private school	Yes	Yes
Family can receive if child is homeschooled	Yes	No
Funds can be used for private school tuition	Yes	Yes
Funds can be used for therapy	Yes	No
Funds can be used for educational materials	Yes	No
Family must reapply each year	Yes	No