



FAU CARD NEWSLETTER

Fall 2015

FAU

**CENTER FOR AUTISM AND
RELATED DISABILITIES**
Florida Atlantic University

SEPTEMBER

SEPT 3	Mentor/Volunteer Orientation
SEPT 8	Educational Rights webinar by Central Florida Parent Center at Sheriff’s EOC
SEPT 10	Developing Leisure Skills
SEPT 10	Treasure Coast Adult Social Group
SEPT 10	Ladies Adult Social Group in Jupiter
SEPT 18	Julie Weatherly: Collaborating with Parents
SEPT 19	Julie Weatherly: Collaborating with Schools
SEPT 21	Boca Raton Adult Social Group
SEPT 22	Community Developmental Screening Clinic
SEPT 23	Increasing Independence
SEPT 25	Executive Functioning: Skills Students Need For Success
SEPT 29	Mentor Parent And Protégé Orientation

OCTOBER

OCT 8	Treasure Coast Adult Social Group
OCT 8	Jupiter Mentor/Volunteer Orientation
OCT 8	Vocational Rehabilitation Services: Strategies And Tips
OCT 9	Ladies Adult Social Group In Jupiter
OCT 11	Respite Care Provider Training
OCT 13	Resource Fair-Meet Local Service Providers
OCT 16	Jupiter Adult Social Group
OCT 17	Dr. Cipani: Bedtime Problems and Other Sleep Concerns
OCT 19	Boca Raton Adult Social Group
OCT 23	Success Starts With Me: What Can I Do To Be a Better Parent To My Child With ASD?
OCT 23	Support Your Struggling Writer With ASD
OCT 23	Siblings As Mentors And Advocates
OCT 25	FAU Homecoming Run for Autism
OCT 27	Mentor Parent And Protégé Orientation
OCT 30	Transition Conference

NOVEMBER

NOV 4	Navigating School Choice
NOV 6	Ladies Adult Social Group In Jupiter
NOV 10	Holiday Gift Ideas
NOV 12	Treasure Coast Adult Social Group
NOV 12	Boca Raton Mentor/Volunteer Orientation
NOV 12	Increasing Independence
NOV 13	Jupiter Adult Social Group
NOV 16	Boca Raton Adult Social Group
NOV 17	Community Developmental Screening Clinic
NOV 20	Setting Up For Success: Preparing Your Students For Unfamiliar Events

DECEMBER

DEC 4	Pre-Employment Strategies For Parent And Professionals
DEC 10	Treasure Coast Adult Social Group
DEC 11	Strategies for Working with Pre-Verbal And Minimally Verbal Children With ASD
DEC 11	Ladies Adult Social Group In Jupiter
DEC 14	Boca Raton Adult Social Group
DEC 18	Jupiter Adult Social Group
DEC 18	Reading For Meaning: Supporting Comprehension Skills For Students With ASD

Executive Director’s Message

Dear CARD Families,

As we prepare for a new school year, it’s important to keep in mind problems that could emerge for your children. Students on the autism spectrum and other disabilities are bullied more frequently than typically developing students. Many times, our students don’t know how to handle the bullying themselves or to get help from teachers or parents when it may be realistic for them to report it.

As I look at this from a big picture perspective, I see part of the reason for the increase in bullying. In years past, most students with autism were not included in the regular classrooms. Now, most are included extensively. The former isolation offered a measure of protection in a way that is no longer common. Many school-aged children still don’t know much about children with autism and this can add to the problem.

Schools in our region are becoming far more sensitive to these issues. I attended an anti-bullying roundtable discussion hosted by the new superintendent of schools for Palm Beach County, Dr. Robert Avossa. This meeting had well over 150 people in attendance and the school district is working with many community partners to further reduce the incidents of bullying. District staff presented data showing decreases in bullying incidents reported last year. Even though this was reported, it was clear from all involved that much more still needed to be done. Overall, it was gratifying to see the new superintendent front and center on this issue and asserting that he is eager to reduce and even eliminate bullying for all students.

FAU CARD is interested in looking at these bullying issues carefully. As Executive Director, I’ve spoken to a large number of parents recently about bullying incidents their children have experienced. It is our intention to begin hosting a series of focus groups in Palm Beach and the Treasure Coast regions to gain first-hand information on bullying from middle and high school students with ASD and their parents. We then plan to use this information to strengthen our workshops and training efforts to help students on the spectrum combat bullying. We will be sending out notices to invite students and families that have been impacted by bullying to participate in these groups in the coming months.

Be on the lookout for a series of workshops that will feature some of these new understandings about autism and bullying. Until then, I want to urge you to talk with your child about what bullying looks like and suggest that they tell you about any incidents of bullying that may occur in the community, in school or even online. I encourage you to communicate with your child’s teacher(s) in the hopes of resolving bullying situations that might occur in school.

Best of luck for the new school year!

Jack Scott
Executive Director

Director's Update

Dear CARD Families,

We hope you had an opportunity for some well deserved time with family and friends! It is difficult to believe we are approaching another school year. It has been a very busy and productive summer at FAU CARD!

We have been able to maintain level funding with our FAU CARD grant. Please take a minute to thank your Florida legislators for their commitment to FAU CARD and all seven CARD centers. This funding has allowed us to continue to maintain all of our staff and great program initiatives.

I would like to thank our Constituency Board Members: Chair Joe Eppy, Vice Chair Glen Stein, and Board Members Gregory Albert MD, Judith Aronson-Ramos MD, Lloyd Bucher, Michele Drake, Natalie Eno, John Miller, Veronica Pappas and Michele Weppner for their dedication and support to FAU CARD. Additionally, I would like to thank our Corporate Partners, Parent Advisory and Parents as Partners members for their continued support.

I want to also thank all of the professionals and parents who took time out of their summer to attend our 9th annual Summer Academy conference. A huge thank you also to our FAU CARD staff for their hard work in organizing this great event. Dr. Merrill Winston and Dr. Julie Causton our keynotes, along with our breakout presenters Michelle Beatty, Darrin Moshe and Dr. Alison Golden educated and entertained.

You may also notice a new face to the FAU CARD website. FAU CARD staff have been working diligently to update the website, make it more user friendly and to create additional trainings. These trainings have been posted to the FAU CARD website, Resource page under Video Library. We currently have 12 online tutorials for parents and professionals to access. Additional trainings will be posted throughout the year. Please take a moment to visit the FAU CARD website www.autism.fau.edu and provide us your feedback.

Please make note of the following upcoming events: Collaborating with Parents on Friday, September 18th and Collaborating with Schools on Saturday, September 19th at the FAU Jupiter Campus, Lifelong Learning Center Auditorium; the FAU CARD and Ruth Rales Jewish Family Services Regional Respite Provider Training on Sunday, October 10th at the Boca Raton YMCA; the FAU CARD Homecoming Run for Autism on Sunday, October 25th on the Boca Raton campus; the FAU CARD 1st Annual Regional Transition Conference on Friday, October 30th. We will also offering our community Autism Speakers Series again this year due to a generous donation from the Mangurian Foundation. Please check out our event calendar for additional upcoming trainings and events.

I hope to see you soon.

Maryellen Quinn-Lunny, Ed.S.
Director



Dear Parents and Community Partners,

FAU CARD would like to partner with you to ensure that all of our individuals, especially children with disabilities are safe in the community. Safety is everyone’s responsibility. The Center for Disease Control and Prevention reports drowning is the second leading cause of accidental injury-related death among children ages 1-4 and the leading cause of accidental injury-related death among children ages 1 to 4. One in five people who die from drowning are children 14 and younger.



Unfortunately, this past June we had two children on the autism spectrum, one 7 year old and a 5 year old, drown. My deepest sympathies go out to both families. In both cases, the child first eloped then found and entered water and became submerged and died.

Wandering was ranked among the most stressful autism related behavior by 58% of parents of elopers. If your child wanders/elopes there are additional safety strategies that we may provide you. Young children with autism often wander or elope. They unexpectedly leave a safe area and then enter a world of danger. Some are really skilled at these escapes and require the most careful supervision. These escapes in our part of Florida, with so many pools, canals, ponds, creeks, and the ocean create a high-risk situation. Even worse, many children with autism seem to be fascinated with water – to see it, feel it, be in it – even if they do not know how to swim.

CARD’s clinical support team is here to provide education and resources to ensure that everyone has the tools they need to be safe. Please reach out to your CARD clinical support specialist to make sure that you have the latest water and wandering safety education and resources. Our Clinical Support Specialist are available to provide families and community partners with education and resources related to effectively preventing wandering and accidental drowning.

Together we can make every effort to prevent a tragedy from occurring. For more information on any of the above or additional resources, please contact FAU CARD by calling 561-297-2055 or emailing CARD@fau.edu. We are here to support you!

Sincerely,
FAU CARD



A PARENT PERSPECTIVE

Cathy Allore

As parents of children with autism, we face many difficult decisions. This is especially true when it’s time to make that decision about future living arrangements for your child. I made a rather difficult decision a few years ago to move my son, Ian, to a group home. The decision was fraught with doubt, second guessing and a lot of heartache for me and his sibling (sib) Megan.



The big move happened three years ago. Ian was at his first group home for about two months. He had difficulty adjusting to having a roommate. Two months later I moved him to his second group home. There were numerous issues at this home such as Ian being left on the school bus and poor personal care by staff which required my constant oversight. Additionally, his communication method (PECS) was lost. Just after the one year date, I moved him to his third and current group home. There he has his own room, most of the staff are trained in behavior strategies, and they are very welcoming to not only Ian, but to me as well. There have been some challenges at this home as well but the agency and staff have addressed the issues and resolved problems. Ian has been in his current home for just over two years now. I have seen new levels of maturity in him each and every time we visit. In the past, he very rarely would initiate his need to use the bathroom however the staff has told me that he is occasionally initiating this need now, if he doesn’t just go on his own. He is eating a wider variety of foods. He has further developed the ability to entertain himself. He is growing and changing in so many ways. I am very happy with the young man he is developing into. Ian is clean, happy, well fed, active in the community, and healthy. Isn’t that ultimately what we want for our children?



Eventually, whether through choice or force due to aging and death, our children with special needs will need to transition away from the family home. Many parents assume or hope that a sibling will take the child into their home when the parent dies. This is challenging for the siblings to decide whether to accept the sib into their home when they may not be able or want to, or go against the parent’s wishes and place them in a group home. I found out just recently that Megan, Ian’s sib, had been thinking about this very issue , at a much younger age than I ever assumed she would. She even contemplated at the young age of 10 the type of house she might need so that Ian could live with her—she said she was probably as young as 10 or 11, if not younger when she began considering these options.

Making the decision to move Ian to a group home was not the end of the world, instead it was the beginning of his new world and a changed world for me. I enjoy his company so much more, not being his day to day caregiver.

Without this move, I don’t know if Ian would be developing into the fine young man he is becoming, who I absolutely adore.

The Autism Biomarker Consortium for Clinical Trials

Judith Aronson-Ramos, M.D.

www.draronsonramos.com

This summer the National Institute of Health (NIH) and non-profit partners launched the Autism Biomarker Consortium- Clinical Trial (ABC-CT). With 28 million dollars in research funding, this project will be investigating ways to more objectively measure autism diagnosis, treatment, and outcomes. The multi-site design of the study includes Yale, Boston Children's, Duke, UCLA, and the University of Washington, and will be collecting data and implementing trials across the United States. Data will be collected over a four-year period in ASD children between 3-11 years old.

One of the project's goals is to use laboratory studies such as EEG, genetics, eye tracking technology, and other biomarkers to make autism diagnosis and treatment more precise. Blood samples will be obtained from parents and other family members for genetic testing. The concept of "precision medicine" is the goal of many disciplines that deal with disorders affecting behavioral and social aspects of functioning. ABC-CT is trying to find reliable measures of language and social function in individuals with autism to guide treatment, and hopefully diagnosis with greater specificity and accuracy. This scientific approach to treatment and diagnosis should benefit all with ASD and the clinicians who help guide families in treatment.

Dr Thomas Insel of the NIH, states "The heterogeneity of people with an ASD makes it imperative that we find more precisely diagnosed groups of research subjects so that we can objectively evaluate the clinical effects of an intervention". This is critically important for family's everyday lives. Many families are faced with limited resources and constrained insurance benefits. Yet, they have to make decisions along with the help of their treating clinicians as to the most worthwhile therapies for their child. Sometimes these decisions are made based on what is covered by insurance, offered by publically funded programs and the accessibility of providers. These practical factors often can trump the instead scientifically or medically validated recommendations.

I personally welcome the day when I have laboratory evidence (genetics, biomarkers, EEG etc) which can drive how and what we recommend the best treatment for children with ASD. The ultimate goal of the study is to validate a set of tools that will enable clinicians to measure and predict how children with ASD respond to treatment. Once the data is collected, it will be available for other researchers to use and analyze through an NIH database and will likely lead to a broad array of help to us all.

If you are interested in more information about the ABC-CT, you can read more here:

<http://www.nih.gov/news/health/jul2015/nimh-20.htm>

<http://www.biomarkersconsortium.org/>



HOW LEGAL AID SOCIETY CAN HELP YOU

Families of children with Autism Spectrum Disorder face unique challenges accessing equal educational opportunities. For families of any means, obtaining the necessary diagnosis, evaluations, services and accommodations for their children in the school system can be a difficult battle. For those with limited means, the fight for their children to receive an appropriate public education can seem impossible. The Education Advocacy Project seeks to help these low-income families access appropriate educational services and accommodation so their children have the opportunity to reach their full potential.

The Education Advocacy Project provides free legal services to families of children who are denied a free and appropriate public education. EAP serve children with a variety of developmental, physical and mental health challenges. Many of our clients struggle with learning disabilities. A child does not need a particular diagnosis to qualify for our program, however many children with ASD are confronted with issues that intersect with our service priorities. In order to qualify for services, families must be within 150% of the federal poverty guidelines. An annual salary of \$36,375 for a family of four, for example, would meet the income eligibility guideline.

EAP can assist when disputes arise over eligibility for ESE services or 504 plans, related services such as occupational or speech therapy, school placement, bullying, and inclusion issues. Some of our clients face school discipline problems including improper school suspensions, excessive discipline actions, use of restraints and even arrests from schools. In these cases, EAP lawyers can help families advocate for effective positive behavioral interventions and appropriate behavior plans. EAP lawyers assist children and young adults from birth to 21 year of age. For our youngest clients, we can help when families of children with developmental delays face difficulties obtaining early intervention evaluations and services. For older students, EAP lawyers advocate for meaningful transition plans. As a related service, EAP can also refer clients to the Legal Aid Society's Relative Caregiver Project for assistance with guardian advocacy petitions.

EAP lawyers offer parents and caregivers advice on their educational rights and options. We also provide direct legal representation to families in need of legal advocacy as well as policy and litigation solutions to systemic problems. EAP lawyers help clients review educational records and evaluations, accompany the parent or caregiver to school meetings, and advocate at mediations and due process hearings as necessary in the case.

Once accepted as a client, families also receive assistance with related legal services, such as Social Security and Medicaid appeals, transition services for young adults and referrals as needed to other community service providers. Ultimately, families served by the Education Advocacy Project have a zealous advocate to help them navigate the educational system, access better educational opportunities for their children, and provide them with the legal tools to help plan for their future. To find out if you may be eligible for assistance, you can contact the Education Advocacy Project's intake line at 561-822-9786.

THANK YOU BREAKERS HOTEL



Thank You Breakers Hotel, for helping to make our Confidence and Etiquette Mock Interview Workshop a great success. Thanks to our collaboration with The Breakers Palm Beach, some of our clients had the opportunity to practice their interview skills with etiquette and confidence with U.S. News 4th Ranked Best Hotel in Florida, receiving tips and concert feedback from members of the award wining recruitment team and staff.



Mentoring has resulted to have significant impact in youth development at home and in school, as well as promoting appropriate behaviors in the community. One-on-one mentoring has been proven to positively influence social skills and promote self-esteem and self-confidence in youth while guiding them to reach their full potential. The theory of ecological systems helps to quantify the positive impact that multiple settings have on reinforcing positive behaviors and promoting strong cognition skills that lead to the developmental success of youth assets. Mentoring relationships provide protégés with an additional safe

setting to explore their interests and strengthen skills that are best comprehended when delivered with the help of a trained adult mentor and reinforced through their interactions with parents and educators. FAU CARD iRISE2 now provides mentoring for youth, between the ages of 11 – 22 years old, matching them with a trained mentor capable of modeling appropriate behavior, navigating interests, maintaining friendships and building employable skills.

Contact FAU CARD today if you're interested in becoming a mentor or protégé today!
Darius Murray - dmurra23@fau.edu - 561-213-6936

20 Movies Showcasing Positive Mentoring Relationships

1. Yoda & Luke Skywalker – Star Wars, The Empire Strikes Back (1980)
2. Professor Dumbledore & Harry Potter, Harry Potter Series (1997-2007)
3. Mr. Miyagi & The Karate Kid The Karate Kid, (1982)
4. Genie of the Lamp & Aladdin, Aladdin (1992)
5. Professor John Keating & Students Dead Poet's Society, (1989)
6. Gandalf the Grey & The Fellowship of the Ring, Lord of the Rings Series (2001-2003)
7. Mushu the Dragon & Mulan, Mulan (1998)
8. Sean Maguire & Will Hunting, Good Will Hunting (1997)
9. Aslan & The Pevensie Children, The Chronicles of Narnia (2005-2010)
10. Obi-Wan Kenobi & Luke Skywalker, Star Wars Series (1977-1983)
11. Mary Poppins & Michael and Jane Banks, Mary Poppins (1964)
12. Lester Bangs & William Miller, Almost Famous (2000)
13. Mufasa & Simba, The Lion King, (1994)
14. Uncle Ben & Peter Parker, Spiderman Series (2002-2007)
15. Mickey Goldmill & Rocky Balboa, Rocky (1976)
16. Master Shifu & Master Po, Kung Fu Panda (2008)
17. Professor Charles Xavier & The X-Men, X-Men Series (2000-2014)
18. Jiminy Cricket & Pinocchio, Pinocchio (1940)
19. Agent K & Agent J, Men in Black (1997-2002)
20. Haymitch Abernathy & Katniss Everdeen, The Hunger Games (2012-2015)

NEW Mentoring Program!



FLORIDA ATLANTIC UNIVERSITY
CARD

iRISE², *Interest and Relationships Impacting Social Engagement and Employment*, mentoring is now offered at FAU CARD for youth with autism and related disabilities.

Mentor Qualifications:

- Eligible applicants must live in Palm Beach County
- Be at least 21 years of age or older
- Successfully complete all steps of mentoring background screening
- Open and willing to mentor individuals diagnosed with an autism spectrum disorder
- Willing to meet with assigned protégé in the community and plan activities together
- Maintain a 1-year mentoring relationship spending a minimum of 4-6 hours a month with assigned protégé
- Maintain monthly contact with Mentoring Program Coordinator

Register today and become a mentor or protégé.

For more information contact:

Darius Murray
Dmurra23@fau.edu
(561) 213-6936

Inspiring someone with special interests is easier than you think.



The FAU Center for Autism and Related Disabilities (CARD) provides expert consulting, training and support, at no charge, for people with autism and related disabilities, their families and the professionals serving them. CARD's goal is to optimize the potential of the individuals we serve by helping them become valued members of their communities, enabling them to learn, work, communicate and socialize.

AUTISM FRIENDLY BUSINESS

Jennifer Pollack

FAU CARD's Autism Friendly Business program is excited to announce that we now have seven companies who have joined our initiative! Businesses range from financial institutions to micro-enterprises who support community inclusion. Please view the Autism Friendly Business webpage on the CARD website at: http://coe.fau.edu/centersandprograms/card/autism_friendly_business.php

FAU CARD Autism Friendly Businesses are:

- Boxing for Life
- ScentsAbility Candles
- The Chocolate Spectrum
- The Eppy Group
- @The-Hair.Net Hair Salon
- Velocity Community Credit Union
- We Rock the Spectrum Gym

If you or someone you know is interested in participating in the Autism Friendly Business program please contact: Jennifer Pollack at jpollack@fau.edu or 561-212-4203.



Okeechobee Parent Support

Parents meet monthly to discuss topics relevant to support the success of their child with autism spectrum disorders. Locations in Okeechobee and meeting times are determined based on space demands and will be posted prior to meeting. For questions or to offer suggestions for topics, contact Rosie Portera 772-873-3422 or by email r.portera.vaughn@fau.edu

Educational Rights Webinar by Central Florida Parent Center at Sheriff's EOC

When: Tuesday, September 8

Time: 5:30 -7:30

Resource Fair-Meet local service Providers

When: Tuesday, October 13

Time: TBA

Holiday Gift Ideas

When: Tuesday, November 10

Time: TBA

Ladies Adult Social Group

- ★ Women with Autism 18 years old and up
- ★ Social outings based on interests
- ★ Focusing on making connections with others and exploring interest-based activities in the area
- ★ Meeting in Jupiter
- ★ Meets monthly in Jupiter from 7-9 p.m.
(Dates/ times may be subject to change depending on acitivy scheduled.)

Thursday, Sept 10
Friday, Oct 9
Friday, Nov 6
Friday, Dec 11

For more information call Alison Bourdeau (561)990-9518 or email abourdeau@fau.edu

Adult Social Groups

Adults with an autism spectrum disorder ages 18 and older are welcome. Groups will meet at various community locations to discuss issues, problem solve, and form friendships. Locations will be determined prior to outing date. Any costs associated with participation in the outing are the responsibility of the adult participant, as well as transportation to and from the outing.
(Dates/ times may be subject to change depending on activity scheduled.)



Jupiter
7 - 9 p.m.

Friday, Oct 16
Friday, Nov 13
Friday, Dec 18

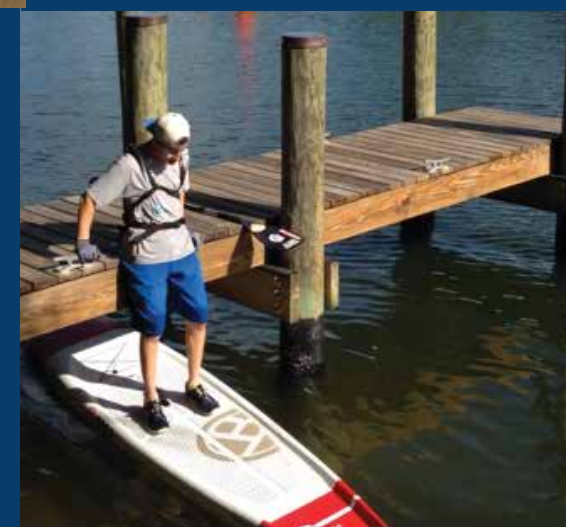
For questions, contact Alison Bourdeau (561) 990-9518 or by email abourdeau@fau.edu



Boca Raton
7 - 8:30 p.m.

Monday, Sept 21
Monday, Oct 19
Monday, Nov 16
Monday, Dec 14

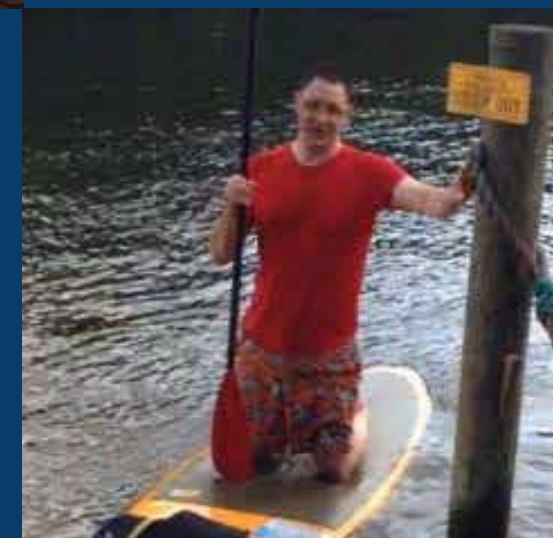
For questions, contact Veronica Castro (561) 213-8381 or by email castrov2014@fau.edu



Treasure Coast
7 - 8:30 p.m.

Thursday, Sept 10
Thursday, Oct 8
Thursday, Nov 12
Thursday, Dec 10

For questions, contact Cathy Allore (772) 873-3367 or by email callore@fau.edu



JUPITER ADULT SOCIAL GROUPS UPDATE

Alison Bourdeau

These last few months have been busy for our Northern-Area Adult Groups. We have gone bowling, mini-golfing, paddle boarding and kayaking. We had 12 adults in attendance at our last outing, and we have new adults joining us every time. It is truly wonderful to see the adults finding common interests and coordinating get-togethers outside of our monthly outings. I would like to extend my sincere thanks to all of the families and caregivers who provide transportation to all of our events, as well as the caregivers that attend to ensure that everyone has the opportunity to experience the outings to the fullest. In these last few outings we have seen adults hit all-time high bowling scores, holes-in-one, as well as challenge themselves on the water and even see a manatee or two! I genuinely look forward to every outing.



I am also very happy to say that we recently successfully launched our Ladies-Only Social Group, and have met at a local area coffee shop as well as the Gardens Mall. This wonderful group of young women connected immediately and found common interests in the arts, music, and literature. I look forward to planning future outings with these young ladies that are based upon their interests.

TRAININGS

UNLESS OTHERWISE INDICATED, ALL TRAININGS WILL ALSO BE AVAILABLE ONLINE

iRISE² Mentor/Volunteer Orientation

Orientation

Thurs., Sept 3 5 - 6:30 p.m.

Boca Raton Campus

<https://irise2volunteerorientation.eventbrite.com>

Thurs., Oct 8 5 - 6:30 p.m.

Jupiter Campus

<https://irise2volunteermentororientationjupiter.eventbrite.com>

Thurs., Nov 12 5 - 6:30 p.m.

Boca Raton Campus

<https://irise2volunteerorientation.eventbrite.com>

Attend this training on campus or online

Come and learn about our NEW exciting iRISE² Mentoring Program and how you can become a mentor for amazing individuals impacted by autism. This orientation will provide participants with a complete overview of our iRISE² Mentoring Program while discussing the role of mentor, mentor requirements, the iRISE² matching process, protégé enrollment and mentor training opportunities.

Mentor Requirements:

- Must be 21 years of age
- Open to maintaining a 1 year mentoring relationship
- Minimum of 4-6 hours a month
- Valid Drivers Licenses
- Successfully Complete Volunteer Backgrounds Screening



Educational Rights

The Central Florida Parent Center will provide a live Webinar on the procedural safeguards written into the Federal Law known as Individuals with Disabilities Act (IDEA). Procedural safeguards is the page packet of papers you are given at your child's annual IEP meeting. It's procedural safeguards that protect parents' and students' rights with respect to the provision of a free appropriate public education (FAPE).

These procedural safeguards provide standards for accountability, consistency across classrooms, districts and states, and detail a process for settling disputes in a fair and equitable manner.

With rights come responsibilities, and understanding your rights and responsibilities will help you to become an informed, and active participant in the special education process.

TUES
SEPT 8
5:30 - 7:30 p.m.

Okeechobee Sheriff's Emergency Operation Center
707 Northwest 6th Street, Okeechobee, Florida 34972

To attend this training on campus, register at:

Register: <http://educationalrights.eventbrite.com>

*Registration closes at 5:00 PM on Friday, September 4, 2015.



Developing Leisure Skills

Participants will learn how to increase leisure skills from current skills, expose to new skills, and teach those skills to individuals with autism spectrum disorders. REGISTRATION IS REQUIRED
ONSITE ONLY

THURS
SEPT 10
4:30 - 6 p.m.

IRSC - St. Lucie West Campus
To attend this training on campus, register at:
<http://leisureskillspsl.eventbrite.com>
**Registration closes at 5 p.m. on Monday, September 7, 2015.*

THANK YOU TO:
The Boca Raton Resort and Club

Autism now affects 1 in 68 children and is the fastest-growing serious developmental disability in the U.S.A. The Boca Raton Resort and Club created a campaign in April to raise awareness about autism and helped to raise approximately \$4,000.

"All money donated by the Boca Raton Resort and Club employees and by the general public is essential to our ability to fulfill the mission of FAU CARD," stated Executive Director, Jack Scott. "This generous \$4000 donation from Boca Raton Resort and Club helps FAU CARD provide immediate training to families with autism who depend on FAU CARD for support."



JULIE WEATHERLY

Sept. 18th & 19th
LLS Auditorium
FAU Jupiter Campus

SEPTEMBER 18

1-4 p.m.

Collaborating with Parents

"Tips for School Professionals for Avoiding Conflict and Litigation in Special Education Matters"

Educating students with disabilities is a profession that can be emotionally charged and challenging, which can lead to conflict in the process of developing IEPs and in implementing them. However, there are things that educators can do to avoid conflict with parents and to increase the chance that the process will be as smooth and successful as possible.

This session will provide participants with practical tips designed to avoid conflict and to assist in keeping a school district compliant with the legal requirements applicable to IEP meetings, process and implementation issues.

Register:

<http://collaboratingwithparents.eventbrite.com>

SEPTEMBER 19

9 a.m. - 12 p.m.

Collaborating with Schools

"Tips for Parents for Collaborating with School Professionals and Avoiding Conflict"

The area of special education can be emotionally charged and challenging for both parents and educators, which can lead to conflict that is often unnecessary and counter-productive. However, there are things that parents should keep in mind in an effort to avoid conflict and to increase the chance that the educational process will be smooth and successful.

This session will provide participants with practical tips designed to help parents better understand the special education legal process and to more effectively collaborate with educators to jointly provide appropriate services to students with disabilities.

Register:

<http://collaboratingwithschools.eventbrite.com>



The FAU Center for Autism and Related Disabilities (CARD) provides expert consulting, training and support, at no charge, for people with autism and related disabilities, their families and the professionals serving them. CARD's goal is to optimize the potential of the individuals we serve by helping them become valued members of their communities, enabling them to learn, work, communicate and socialize. Visit us at: www.autism.fau.edu If an accommodation(s) for a disability is required, please call 561-297-2055 or e-mail us at CARD@fau.edu, a minimum of 5 working days in advance of the date of the event.

Community Developmental Screening Clinic

Do you have a child who is 5 years old or younger?
Do you have concerns about their development?

We will conduct free developmental screenings throughout our service area, which includes Palm Beach, Martin, St. Lucie, Indian River and Okeechobee counties. This service is critical for children and families experiencing developmental concerns because early screening leads to early diagnosis and early intervention.

We are coming to your community!
Developmental Screenings for the year 2015:

Where: Vickers House South
3801 Georgia Avenue
West Palm Beach, FL 33405

Time: 9 a.m. - 12 p.m.

Dates: September 22 and November 17

Appointments: Call (561) 804-4975 - to schedule your child for a screening.
Parents must be present at the time of screening to provide consent and receive screening results.

*If you have specific questions about screening tools used or to schedule the clinic to come to your area
Please contact Elisa Cruz-Torres, Ed.D., BCBA at (561) 235-9078.*

The FAU Center for Autism and Related Disabilities (CARD) provides expert consulting, training and support, at no charge, for people with autism and related disabilities, their families and the professionals serving them. CARD's goal is to optimize the potential of the individuals we serve by helping them become valued members of their communities, enabling them to learn, work, communicate and socialize. Visit us at: www.autism.fau.edu If an accommodation(s) for a disability is required, please call 561-297-2055 or e-mail us at CARD@fau.edu, a minimum of 5 working days in advance of the date of the event.

Increase Independence

Participants will learn how to identify skills for independence and help increase independence.

**WEDS
SEPT 23**
10-11:30 a.m.

Boca Raton Campus, College of Education, Room 411

To attend this training on campus or online, register at:

<http://increasing-independence.eventbrite.com>

Registration closes at 5 p.m. on Monday, August 21, 2015.

Save the Date Relationship Training

Explore aspects of the dating relationship process. Learn to engage in safe and healthy relationships. For any questions, please contact Veronica A. Castro, LCSW, Clinical Support Specialist, at 561-213-8381 or castrov2014@fau.edu

Vocational Rehabilitation Services: *Strategies and Tips*



Come hear about strategies
and tips for applying for
Vocational Rehabilitation
Services!

IRSC - St. Lucie West Campus

To attend this training on campus, register at:

<https://tipsforvrservices.eventbrite.com>

**Registration closes at 5 p.m. on Monday, October 5, 2015.*

WANDERING SAFETY

Veronica Castro

Wandering was ranked among the most stressful autism related behavior by 58% of parents who's children elope or wander. If your child wanders or elopes there are additional safety strategies to assist you in making summer a more relaxed experience. These are some simple steps:

1. Secure your home using deadbolt locks, keep doors and windows locked
2. Install an alarm or alert chimes on doors
3. Use visual cues such as story boards or signs to serve as reminders
4. Consider a personal tracking or GPS location transmitter
5. Get an ID bracelet or necklace and tag personal items
6. Create a family wandering safety plan
7. Work with first responders through programs such as the Wallet Card Program

FAU CARD provides support and assistance with the goal of optimizing the potential of people with autism and related disabilities. For more information on any of the above or additional resources, please contact FAU CARD at 561-297-2055.

FAU
CENTER FOR AUTISM AND
RELATED DISABILITIES
Florida Atlantic University



Respite Care Provider Training

OCT 11

8:30 a.m. - 4 p.m.

Check in 8:30 - 9 a.m.

Peter Blum Family YMCA of Boca Raton (Room MPR)
6631 Palmetto Circle S. Boca Raton, FL 33433

REGISTER: <https://faurespitetraining.eventbrite.com>

Thank you for your continuous support to FAU CARD

The YMCA



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Advanced Behavior Training Series

Dr. Ennio Cipani



AM Session: Functional Behavior Assessments

As author of Functional Behavior Assessment, Diagnosis, and Treatment, Dr. Cipani will provide a comprehensive approach to functional behavioral assessment, review a function-based diagnostic classification system of the target problem, and describe functional behavioral treatment.

PM Session: Bedtime Problems & Other Sleep Concerns

This two-hour workshop will develop or enhance participants' expertise in behavioral pediatrics by detailing a number of specific procedures (comprising of an advice package) for dealing with child problems around bedtime and sleep. This session is open to parents of children with ASD who are experiencing bedtime problems.

SAVE THE DATE: OCT 17

FAU Jupiter Campus, ADM Auditorium 104

6 CEUs for BCBA's will be available: \$75 for advance payment
\$90 for onsite payment

My Child Has ASD - Part 2: Success Starts with Me: What Can I Do To Be a Better Parent to My Child with ASD?



Parenting a young child is always challenging, but parents of children with ASD are especially vulnerable to stress and burnout. In this workshop, parents will learn to balance their new roles as child advocate, care coordinator, and therapist with other parts of their life to preserve their own health and the health of their family.

This is Part 3 of a 4 - Part workshop series designed for parents of children with a new or recent diagnosis of Autism Spectrum Disorder. All parents and caregivers of individuals with ASD are welcome to attend one or more parts of this workshop series. This series may be most helpful for parents of children between 15 months and 5 years of age who have been recently diagnosed with ASD.

Boca Raton Campus, College of Education, Room 411

To attend this training on campus or online, register at:

<https://parenting-success-starts-with-me.eventbrite.com>

Registration closes at 5 p.m. on Tuesday, October 20, 2015.



iRISE² Siblings as Mentors and Advocates

This workshop will provide participants with an overview on empowering siblings as mentors and peer advocates for their siblings and other individuals with disabilities.

Topics presented will include:

- Issues related to providing support and guidance to siblings
- Motivating growth, Independence and Self-confidence
- Advocating and Educating Peers
- Volunteering and Empowerment

Register today and learn how to help your child be a positive sounding board for their siblings and other individuals impacted by autism or related disabilities

FRI OCT 23
10 - 11:30 a.m.

Jupiter Campus, Life Long Learning Center - PC 154

To attend this training on campus or online, register at:

<https://siblingmentorsandadvocates.eventbrite.com>

**Registration closes at 5 p.m. on Tuesday, October 21, 2015.*



FAU
CENTER FOR AUTISM AND
RELATED DISABILITIES
Florida Atlantic University



FAMILY
Fun
Run

Oct 25
5:30 p.m.

FAU Homecoming
**Run for
Autism**

Pre-Register by Oct 21
Call: 561-361-1950 or Email: runedgetom@gmail.com

Located
at the
FAU
Track & Field
Complex

FREE
KIDS
Run

BOUNCE
SLIDES

FREE
FOOD

KID'S
ACTIVITIES

1st FAU CARD Regional



TRANSITION
Conference

Friday **Oct 30**
2015

Conference
9 a.m. - 12 p.m.
Where: FAU Jupiter Campus
ADM Auditorium

Register: <https://cardtransitionconference.eventbrite.com>

Stephanie Martin, President of College Living Experience

Building Resiliency

How does your child respond when faced with challenges? The ability to bounce back and demonstrate resiliency is often as important to an individual as learning the skills needed to complete a task on their own. Although watching a son or daughter experiencing hardships can be gut wrenching, we will discuss how, under your guidance, you can start building resiliency, nurture independence and teach your child a greater sense of self, a critical life long skill. Ultimately through beginning to let your child experience accountability in a safe and supportive environment independence will increase, and parents may step back, thus building a bridge to a more independent life.

Lauren Veit, Area Supervisor at the Florida Division of Vocational Rehabilitation

Transition Services at Vocational Rehabilitation

The Workforce Innovation and Opportunity Act requires that Vocational Rehabilitation spend 15% of their Federal VR program funding on pre-employment transition services to assist students with disabilities. Find out more about Vocational Rehabilitation and how to access transition services. Lauren Veit is the Area Supervisor of Area Five of the Florida Division of Vocational Rehabilitation. Ms. Veit is a Certified Rehabilitation Counselor with her Masters of Science from Hofstra University. She has worked for the State of Florida for nine years, as well as thirteen years in a similar capacity in another state.

Highlighting transition and work

Employment Panel

An open discussion on the challenges and successes of transitioning to employment.

Proud sponsor of FAU CARD Reginal Transition Conference 2015



FAU
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RELATED DISABILITIES
Florida Atlantic University

The FAU Center for Autism and Related Disabilities (CARD) provides expert consulting, training and support, at no charge, for people with autism and related disabilities, their families and the professionals serving them. CARD's goal is to optimize the potential of the individuals we serve by helping them become valued members of their communities, enabling them to learn, work, communicate and socialize. Visit us at: www.autism.fau.edu If an accommodation(s) for a disability is required, please call 561-297-2055 or e-mail us at CARD@fau.edu, a minimum of 5 working days in advance of the date of the event.

Navigating School Choice

WEDS
NOV 4
10:30 a.m. - 12 p.m.



Selecting your child's school is one of the most important decisions you can make as a parent. With so many options out there, public, private, charter and even homeschooling the decision making process can be a challenge. In this training, we will explore all of the options you available to you and your child. We will also discuss what to look for and what to steer clear of when touring schools as well as what types of questions to ask.

Boca Raton Campus, College of Education, Room 411

To attend this training on campus or online, register at:

<https://schoolnavigation.eventbrite.com>

**Registration closes at 5 p.m. on Monday, November 2, 2015.*

Pre-Employment Strategies for Parents and Professionals

WEDS
NOV 4
12 - 1:30 p.m.



Parents and professionals help your student or client prepare for a job search! Pre-employment strategies including job search techniques, resume development and a review of soft skills will be offered in this training!

FAU Jupiter Campus

To attend this training on campus, register at:

<http://pre-employmentstrategies.eventbrite.com>

Registration closes at 5 p.m. on Tuesday, December 1, 2015.

Participants will learn the critical need for being prepared for an autism emergency. Wandering, identification methods, and emergency documentation will be covered. REGISTRATION IS REQUIRED ***ONSITE ONLY***

Planning for an Autism Emergency

IRSC - St. Lucie West Campus

To attend this training on campus, register at:

<http://safetypsl.eventbrite.com>

**Registration closes at 5 p.m. on Monday, November 9, 2015.*

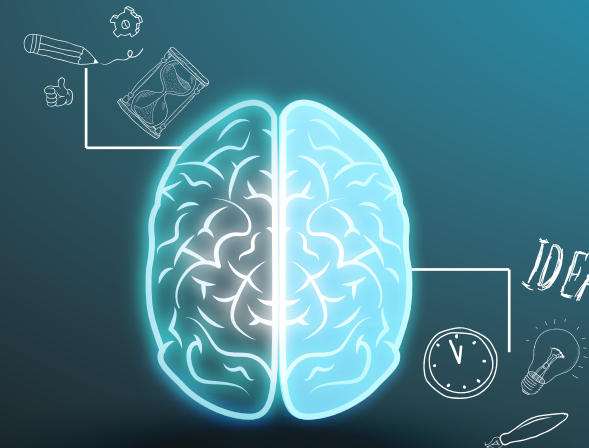
THURS
NOV 12
4:30 - 6 p.m.

iRISE² Parent and Protégé Orientation

FAU CARD's New iRISE2 Mentoring Program (Interest and Relationships Impacting Social Engagement and Employment), is a interest based one-to-one mentoring program focused on helping protégés reach their full potential with the guidance of a trained professional adult mentor. This orientation will provide parents and youth with a complete introduction to our NEW iRISE2 Mentoring Program.

We will discuss:

- iRISE2 Program Goal and Mission
- Program Ground Rules
- Protégé Eligibility Requirements
- Volunteer Selection and Screening



Tues., Sept 29 10:30 - 11:30 a.m. Boca Raton Campus
<https://fauirise2parentandprotegeorientation.eventbrite.com>

Tues., Oct 27 10:30 - 11:30 a.m. Jupiter Campus
<http://jupiteririse2parentandprotegeorientation.eventbrite.com>

Attend this training on campus or online



Friday 9/25/15 12-1:30 p.m.

Part 1: Executive Functioning: Skills Students Need for Success

This training will cover the basics of Executive Functioning, and how this may present in individuals with ASD. Examples will be discussed and strategies for individuals and families will be presented.

<https://executivefunctioningtraining.eventbrite.com>

Friday 10/23/15 12-1:30 p.m.

Part 2: Supporting your Struggling Writer with ASD

This training will provide educators and caregivers an overview of written expression challenges students with ASD commonly face and discuss strategies and tools for supporting your struggling writer. The training will be offered both on-site and online. Please indicate how you will attend in your registration. Please contact Noelle Balsamo at nbalsamo@fau.edu or call 561 212-4930 with any questions

<https://strugglingwriters.eventbrite.com>

Friday 11/20/15 12-1:30 p.m.

Part 3: Setting up for Success: Preparing your Student for Unfamiliar Events

This training will cover strategies for successful transitions to unfamiliar events. Attendees are encouraged to come with examples that can be discussed.

<https://unfamiliareventstraining.eventbrite.com>

Friday 12/18/15 12-1:30 p.m.

Part 4: Reading for Meaning: Supporting Comprehension Skills for Students with ASD

This training will discuss why some students with ASD struggle with reading comprehension and discuss strategies for developing these skills in young readers. The training will be offered both on-site and online. Please indicate how you will attend in your registration. Please contact Noelle Balsamo at nbalsamo@fau.edu or call 561 212-4930 with any questions.

<http://readingformeaning.eventbrite.com>

FAU Jupiter Campus, Education Classroom Building, EC 201

Attend this training on campus or online

Strategies for Working with Pre-verbal and Minimally Verbal Children with ASD

**FRI
DEC 11**
9 a.m. - 3 p.m.

Rosemary Portera
Susanna Launder
Jennifer Sanderson

FAU Jupiter Campus, LLS Auditorium
Register:TBA

This training will provide participants with evidence-based strategies to increase language development in pre-verbal and minimally verbal children from toddler through elementary school age with Autism Spectrum Disorder. Emphasis will be placed on behavioral interventions designed to increase language development, utilizing visual supports and structure and, in a variety of settings and creating robust language environments.

ADULT SOCIAL OPPORTUNITIES

Alison Bourdeau

As a clinician with FAU CARD, I see two main issues impacting our young adults ability to connect- limited access and possessing ecologically valid social skills..

One of the reasons why finding these opportunities gets more challenging as the constituent gets older is access. As children age, the impetus to interact and connect becomes more self-directed. For individuals who have challenges in social communication and interaction, this can be when benefits of making a social connection are outweighed by the cost of being potentially rejected. Once the common ground of the school is lost, it can become more challenging to find individuals who have common interests, which is the basis from which all friendships begin.

The challenges of navigating the hidden social curriculum are compounded if explicit social strategies are not taught. While there are a variety of options in terms of social skill curriculums available, the key is to find one that is evidence-based, and ecologically valid. The goal would be to provide meaningful, consistent opportunities for young adults to practice their social communication skills and interact in ways that are typical of peers their age. Once the foundational skills have been learned, opportunities need to be found that provide consistent opportunities to fine-tune the skills with others who have the same ultimate goal.

FAU CARD has adult social groups currently running at our Boca, Jupiter, and Port St. Lucie offices. For further information on dates and times, please consult our website, www.autism.fau.edu or call 561-297-2055.

Alison B. Bourdeau, M.S.Ed. is a Clinical Support Specialist at Florida Atlantic University's Center for Autism and Related Disabilities (CARD).

READING COMPREHENSION

Noelle Balsamo

Reading comprehension is a common challenge for children with autism spectrum disorder (ASD). This may be confusing for some parents whose children could be described as “early” or even “advanced” readers. As these children progress through primary school, they are expected to move beyond basic decoding skills and begin to “read for meaning,” and the discrepancy between what the students can read or “decode” and what they understand or “comprehend” is revealed. Although no two students with ASD are exactly alike, pervasive social communication deficits can lead to a breakdown in comprehension of both oral and written language. By incorporating just a few strategies into your existing story time routine, you can help your child develop important foundational skills to support overall comprehension.

ACTIVATE PRIOR KNOWLEDGE: Rarely do we dive into a new novel without first previewing the cover, skimming the book jacket, or remembering other stories by the same author. Prior to beginning a new story, encourage your child to use previewing strategies such as a “picture walk.” Picture walks allow readers to preview important images and get acquainted with the story’s structure before they are required to actively read or listen to the text. Share comments about salient things you notice and invite your child to do the same. Acknowledge novel text features, such as quotation marks or figurative language that may confuse your reader. Help your child to “make connections” between what they see in the new book to a previous story or experience from their own life. Making connections will help your child build background knowledge to draw upon in future readings. Make predictions of what the story might be about and support your child to do the same. Predicting requires the reader to notice important picture and textual cues that they can rely on to support understanding when actively reading the connected text. For children who have difficulty taking risks or making mistakes, emphasize that there are no right or wrong answers when making predictions.

THINK ALOUD: Think alouds allow us to verbalize the internal dialogue that proficient readers naturally do to construct meaning from text. By narrating our thought process, we can model important self-monitoring strategies. Normalize mistakes and model how to fix them; acknowledge any skipped or misread words and model strategies to repair breakdowns in comprehension. Parents can “wonder” out loud about the plot or pause to make connections to an event or character in the story. Describe the mental imagery or “visualization” created in your head and encourage your child to do the same. Visualization supports comprehension by cueing readers to attend to descriptive language and keeps the child actively engaged. Ask guiding questions, such as “What color shirt is the character in your head wearing?” to support your child in developing this important skill.

RECIPROCAL QUESTIONING: Parent and child can take turns posing and responding to questions related to the story. By posing questions to your child, you invite your child to recall important details while assessing comprehension of the story. By allowing your child to formulate questions for you, you encourage a more thoughtful analysis of the reading and reinforce their understanding in response. Ask questions that require your child to attend to important characters, settings, and events. Build confidence by beginning with concrete questions (who, when, where) that can easily be derived from the text. Build up to questions that are not explicitly stated in the text (why, how) requiring your child to make inferences or “read between the lines.” Making inferences can be especially challenging for children with ASD who struggle to understand the perspective, emotions, and intent of others. Prompt your child to notice clues from the story, such as facial expressions or character traits, that support inferential thinking. Take turns “retelling” the story emphasizing main idea, relevant details, and sequencing of events.

By enhancing story time with these simple strategies, you create opportunities for your child to be actively engaged in reading and participate in meaningful dialogue that supports comprehension of both oral and written language.

STRATEGIES TO REDUCE HOMEWORK HASSLES

Rosie Portera

The school year begins! And so does the homework...not excited? No one knows better than parents, the struggles that homework presents for so many children on the autism spectrum. I’ve pulled from the online blog of Carolyn Dalglish, professional organizer, parent of a child with a sensory processing disorder and author of the book, *The Sensory Child Gets Organized*. Her book provides a wealth of practical strategies on systems you can set up at home to AVOID the daily stress, frustration and ultimate meltdowns that can sabotage a happy, calm home. Carolyn reminds us that keeping organized and remembering to bring homework necessities back and forth from school require good executive function skills. Generally, executive functioning skills are an area that many children on the autism spectrum require good strategies to be successful.

Remembering Strategies:

- To demonstrate that everyone forgets things, share with your child some of the things you routinely forget (coupons, keys, etc.). Help your child identify things they routinely forget and make a list of those things. Together, you will develop strategies to help them remember these things.
- Prioritize what needs to be remembered. For most kids it will be getting homework and everything related to it back and forth to school. Focus on one thing at a time.
- The Drop-Bin: Get a big bin that will hold everything that goes back to school, (backpack, jacket, lunch). As homework is completed, it goes in the bin. Check the calendar, tomorrow’s a PE or band day, uniform or instrument goes in the bin. Before bed, have your child pack everything up. This reduces that morning stress that can often set the tone for their entire day.
- Make a “Did You Remember” Visual: Visuals are an amazing tool for children with ASD. Take a picture of the items not to forget or take a picture of your child with backpack on and lunch in hand. Post it at their eye level.
- Use A Portable Visual: Carolyn Dalglish suggests a rubber bracelet, of the child’s choosing to help them remember to bring homework home and turn homework in. When they put the bracelet on have them say, “Turn Homework in”.
- Visuals at School: The end of the day is crazy at school, use a small luggage tag or a small laminated list to hang on backpack or in locker for a quick visual checklist of books that might need to come home. Make sure to use the language they use to describe their books (i.e. Vocab Notebook, Reading Journal etc.).
- Forgot My Homework Plan: It’s bound to happen! So before it does and when your child is calm, discuss and list 3 – 4 options for what can be done when they forget their homework (call certain classmates, keep an extra set of books at home, access information online etc.).

Remember it’s important that your child be a part of developing the strategies and coming up with alternate strategies when things aren’t working. Using simple strategies will help your child develop independence skills, feel good about themselves and bring you more peaceful days.

SAFETY AND AUTISM

Cathy Allore

On Wednesday, June 24, 2015 the 2nd Annual Treasure Coast Autism, Law Enforcement and Public Safety conference was held in Fort Pierce, FL at the Public Safety Complex at Indian River State College. A collaboration between FAU and IRSC. The target population was law enforcement officers and other professionals working with individuals with autism spectrum disorders.

The training was provided by Dennis Debbaudt with Autism Risk Management and Officer James Cozine of the Fort Pierce Police Department. They are professionals in law enforcement as well as being fathers of young men on the autism spectrum.

The 60 attendees at the conference earned certificates of training and the law enforcement officers earned Florida Department of Law Enforcement credits for attending. A special thank you goes out to Project Lifesaver International for providing a component of this training while discussing Wandering and Elopement.

The content of the training included the following topics:

- Common autism behaviors and characteristics
- Public safety issues
- Criminal justice issues
- Wandering, Search and Rescue
- Initial contact options
- Establishing communications
- Behavioral de-escalation techniques
- Restraint and arrest options
- Offender and victim trends
- Fire-Rescue and emergency medical response
- Dilemmas and tips in interrogation and interview settings
- Working pro-actively with families, advocacy organizations and school system
- Model programs
- Cross educational opportunities

Additional conferences are being considered in other areas of the FAU-CARD service area. Check our website for future trainings on Safety and other topics at www.autism.fau.edu



Children's Friendship Training

Now Enrolling at FAU Boca Raton Campus!



The FAU Communication Disorder Clinic (CDC) offers social skills groups for children in 2nd to 6th grade and their parents.

What Is Children's Friendship Training?

An evidence-based social skills treatment group where children learn how to make and keep friends. Parents attend to learn how to support their children in friendship development.

Who Can Attend?

Children in 2nd to 6th grade who have Autism Spectrum Disorder or a related disability. This group is appropriate for children who have fluent verbal language skills are able to follow basic classroom rules, and have average to above average cognitive abilities.

When Will The Group Occur?

The treatment is 12 weeks long. The Boca Group will meet every Monday afternoon from 5:00 p.m. to 6:15 p.m. during Fall 2015.

Where Will The Group Occur?

Groups will be held in :
FAU Boca Raton Campus:
Starts Monday 9/14/2015
Ends Monday 12/7/2015

How Much Will It Cost?

A charge of \$30/session, a total of \$360 for the 12-week program.

Why Are Parents Involved?

The Children's Friendship Training program is unique in its inclusion of a parent group, which is a requirement of the program, so that parents can provide support and coaching to their child as friendship skills are developed.

To apply for Fall 2015, please complete a confidential interest form by clicking on this link or visit <http://tinyurl.com/mvfabtc>

For more information, contact:

FAU Boca Raton:
Jennifer Sanderson, Psy.D.
561-235-9342 or jsanderson@fau.edu

Children's Friendship Training is an evidence-based treatment program developed by Fred Frankel, Ph.D., ABPP, and Robert Myatt, Ph.D. at the UCLA Semel Institute for Neuroscience and Human Behavior to teach elementary school-aged children with high functioning ASD and other social difficulties how to make and keep friends. Some of the topics that will be addressed over the course of treatment include: Conversational skills, Finding common interest, Joining games, Good sportsmanship, Changing your reputation, Appropriate play-date behavior, Handling teasing and bullying, and Managing conflicts with adults and peers.

FAU LAUNCHES POST-SECONDARY ACADEMY IN FLORIDA FOR STUDENTS WITH DEVELOPMENTAL DISABILITIES

Florida Atlantic University's Department of Exceptional Student Education within the College of Education will launch the FAU Academy for Community Inclusion, a new higher education program for students with developmental disabilities, beginning in the spring 2016 semester. The Academy, led by Michael P. Brady, Ph.D., professor and chair of FAU's Department of Exceptional Student Education, is the first-of-its-kind in Florida and will begin operation on FAU's John D. MacArthur Campus in Jupiter. The program is made possible by a generous multi-year commitment from The Taft Foundation designated to provide funding for the program's development, recruitment and personnel.

The Academy is designed to provide students with intellectual and developmental disabilities who have completed high school with opportunities to earn certificates in "Supported Employment Skills," "Supported Community Access" and "Supported Living Skills." The curriculum will be under development for the first two years of the program and will include courses that focus on practical skills such as employability, study techniques, time management, soft skills for the workplace, personal finance, and internet safety. All FAU students will be eligible to register for these courses, which will be added to the University's course catalog, encouraging community inclusion. There are similar programs in Florida, but none that are hosted entirely by a state university.

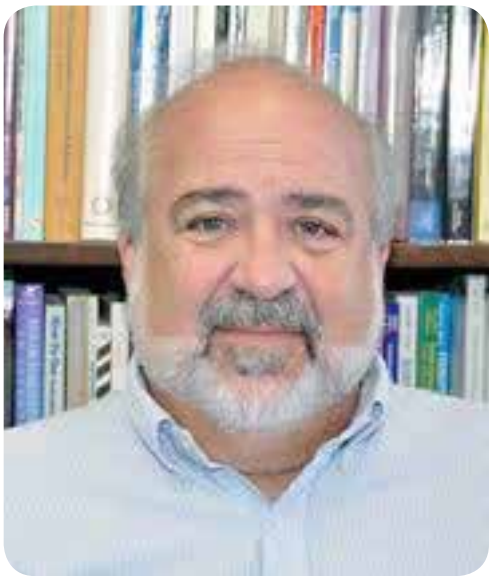
FAU students and local employers who are open to hiring persons with intellectual and developmental disabilities will be an integral part of the program.

"We will be seeking graduate and undergraduate students enrolled at FAU to fill peer mentor and volunteer student positions, which are perfect opportunities for them to contribute to and learn from the Academy," said FAU professor Dr. Duffy. "Another big part of the process is securing employers in the immediate area who will work with us to develop appropriate jobs for this special population."

Corporations such as PNC, Publix Supermarkets, and Courtyard by Marriott – who have locations in neighboring Abacoa – already have made commitments to expanding opportunities for this population and will be invited to join the FAU Academy as partners. Employment experiences are a part of the certificate requirements, which will be supported by two full-time job coaches and an instructor.

Once the curriculum is fully formalized over the first two years, many Academy students will become eligible for federal financial aid. A second site for the Academy targeted for FAU's Boca Raton campus will be launched when the program has been formalized at the Jupiter campus.

Applications for the spring 2016 semester are available online. For more information, visit The Florida Atlantic University Academy for Community Inclusion website at: <http://www.coe.fau.edu/academicdepartments/ese/aci/>



LOCAL SIBSHOP® GROUPS:

MIAMI SIBSHOP®

Primary Contact: Jessica Spence
REACH of Miami
9501 SW 20th Terrace
Miami, FL 33165
Phone: 808-321-3814

SLOMIN FAMILY CENTER SIBSHOP®

Primary Contact: Jeffrey Zirulnick
16705 Puzzle Place
Delray Beach, FL 33446
Phone: 561-495-4443
www.slominfamilycenter.org

PBBHW SIBSHOP®

Primary Contact: Brandi Rials
Palm Beach Behavioral Health and Wellness
345 Jupiter Lakes Blvd, Ste 302a
Jupiter, FL 33458
Phone: 561-429-2397
www.pbbhw.com

BROWARD COUNTY SIBSHOP®

Primary Contact: John Kabot
Supporting the Spectrum
3055 NW 126th Avenue
Sunrise, FL 33323
Phone: 954-829-9018

JAFCO SIBSHOP® SERIES

Primary Contact: Linda Sachs, LCSW
JAFCO
4200 N. University Drive
Sunrise, FL 33351
www.jafco.org

PALM BEACH COUNTY SIBSHOP®

Primary Contact: Daniella Robbins
PBC Parks/Rec & ARC of PBC
2728 Lake Worth Road
Lake Worth, FL 33461
Phone: 561-966-7088

TREASURE COAST PARENT SUPPORT GROUPS:

Puzzled Families of Indian River County

Puzzled Families is a parent support group that meets to provide support and information for parents of individuals with autism spectrum disorders.

When: 2nd Monday of each month from 6:00 – 8:30 PM
Where: Sun Up Center, 2455 5th Street SW, Vero Beach, FL

<https://www.facebook.com/pages/Puzzled-Families-of-Indian-River/122076224542183>
RSVP: puzzledfamilies@gmail.com

Disability Support Network of the Treasure Coast

Disability Support Network is a parent support group meeting to provide support and information for parents of individuals with special needs, not specifically for those living with autism spectrum disorders.

When: 3rd Thursday of each month from 7:00pm-8:30pm in either Martin or St Lucie.
Where: TBA at a local restaurant. Like them on Facebook for meeting notifications.

RSVP: puzzledfamilies@gmail.com
<https://www.facebook.com/groups/131030553607709/>

Puzzled Families of St Lucie County

Puzzled Families is a parent support group that meets to provide support and information for parents of individuals with autism spectrum disorders.

When: 2nd Thurs of each month from 6:00pm – 7:30pm
Where: Community United Methodist Church, 3114 Okeechobee Rd, Fort Pierce, FL

<https://www.facebook.com/pages/Puzzled-Families-of-Indian-River/122076224542183>
RSVP: puzzledfamilies@gmail.com

S.O.U.L.(Supporting,Overcoming,Understanding, & Loving)

Meets in Martin County and is for those families living with autism spectrum disorders. This is not a religious meeting, but for education and q & a. The goal of the group is to provide resources to those families attending.

When: 1st Monday of the month from 6:30pm-8:00pm.
Where: Covenant Fellowship Church @ 2880 SE Aster Lane in Stuart.

For More info contact Rhonda Oksman, Founder/Facilitator
Email: rhonda.oksman@gmail.com
<https://www.facebook.com/SoulSupportGroup>



FAU CARD ONLINE TRAININGS



FAU CARD has developed this library of online training presentations that are available for you to view. Visit our website: <http://coe.fau.edu/centersandprograms/card/tutorials.php>

- Overview of Autism Spectrum Disorders
- Toilet Training
- Enhancing Engagement in Science
- ASD & the Reading Comprehension Challenge: What Can You Do?, Created by UM-NSU CARD
- Guardianship Options
- Count on it! Strategies to Teach Math Skills to Students with ASD, created by UM-NSU CARD



Behavior Series

- Part 1: Understanding Why Problem Behaviors Occur
- Part 2: Building Play and Leisure Skills
- Part 3: Environmental Setup and Visual Strategies
- Part 4: Developing Requesting and Protesting Skills
- Part 5: Token Economies and Behavioral Contracts



We would like to express our most sincere gratitude to all of the families and professionals who continue to support FAU CARD.

If you or your organization would like to contribute to FAU CARD, donations can be made out to:

FAU Foundation - CARD

and mailed to our office at:

**FAU CARD
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777 Glades Road
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and select Center for Autism & Related Disabilities (C.A.R.D.) as the designation

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