Greetings, and welcome back for a new school year. This time of year re-sets the calendar for many of us as children return to school and summer starts to wind down.

Summer 2017 has been a busy one for FAU CARD. We had a fantastic Summer Academy for teachers at our Jupiter Campus. Dr. Debra Leach spoke about bringing behavior techniques to inclusive settings and Dr. Lee Wilkerson spoke about anxiety issues for people on the spectrum. A special thanks to the many teachers and related service providers who attended. This event is held prior to school opening and these people come on their own time to learn new and effective ways to help children on the spectrum learn.

This fall has one of the best line-ups of ASD events we have ever offered. On November 4, we have the College Connecting Conference, a one-day event to help adolescents prepare for college and to help persons with ASD now in college or other post-secondary programs do even better. Dr. Stephen Shore, a professor at Adelphi University in New York, and a person on the autism spectrum, will be a featured speaker and panel moderator. Presentations will look at planning for college, selection of schools, organizing for success, accommodations for housing and academics and much more. Parents, if your child grade 8 through 12 has plans to attend college, this is a “must attend” event. For teachers with potentially college-bound students on the spectrum, please consider the field trip opportunities afforded by this special day. It will be held right on campus and your students can really get a feel for college life. They can even eat in the student union dining hall (for a fee) if they wish. Registration for this and our other events is required and easily done online. Go to the CARD website at autism.fau.edu

Many persons with autism have unique artistic talents. Cynthia Drucker, the founder of Artists for Autism will conduct a workshop on how to sell and market your art work. This is on September 22. Her son Brandon happens to be one of my favorite artists.

We know of the struggle many families face with the transition from high school to the world after high school. On December 7, Michael Wehmeyer, from the University of Kansas will be speaking on the topic of transition at our Jupiter Campus. This is aimed squarely at both parents and teachers. People on the spectrum may also find it interesting. Dr. Wehmeyer is one of the foremost experts on transition for people with disabilities. If your child or students are at this stage of life, this will be a fantastic event. We have many other great events this fall, too many to note here – so please check them out on our FAU CARD website.

Two more things. A new array of services is being offered by the Legal Aid Society of Palm Beach County, the Education Advocacy Project, providing specialized help with IEPs and special education rights training. Expert attorneys are bringing a new level of awareness of parents’ rights to the region. Their IEP – rights training, as reported by several CARD staff is fantastic and supported by a comprehensive set of materials. If you need help in relation to IEPs or disability rights related to education, contact them at 561-822-9786. And finally, I wanted to mention our Little Owls Training program. This 3-day parent intensive training is designed for parents of young children (under 6 years) with ASD. Parents get expert advice on optimizing socialization and communication, preventing behavior problems, advocacy, diet, stress reduction and much more. This is all free, funded by a grant from the Taft Foundation. In addition to parents, many grandparents and even some therapists have attended. Contact Wanda Baldwin, Little Owls coordinator at 561-254-1792 for more information.

And one last item. Each year CARD staff meet with school district leaders to share information and coordinate.

Support Autism Programs

Florida motorists have the opportunity to help generate funds for autism related services throughout Florida by purchasing a plate!
Director’s Update

Dear CARD Families,

I hope you had a wonderful summer! It is difficult to believe we are approaching another school year. It has been a busy and productive summer at FAU CARD!

We are very grateful for your support, and that of our partners and collaborators. We are also most grateful for the support of our legislators. 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 all of the great program initiatives.

I want to thank all of the professionals and parents who took time out of their summer to attend our 2017 Annual Summer Academy conference on July 24th and 25th. Dr. Debbie Leach, Dr. Lee Wilkinson, Noelle Balsamo and Alison Bourdeau did a great job of informing everyone on a wide variety of topics such as Strategies for Including Students with ASD in the General Education Classroom; Using Cognitive Behavioral Therapy with Individuals with ASD to Reduce Anxiety; Exploring the Gender Gap in Identifying Individuals with ASD; and Evidence-Based Tips for Counseling Teens and Adults with ASD. A huge thank you is given to our FAU CARD staff, for their hard work in organizing this event.

Please make note of the following upcoming events:

- **FAU CARD Autism Friendly Cities Institute** on October 6th
- **Rett Syndrome Training and Individual Student Planning for Parents**, Saturday, October 14th with Dr. Ann-Marie Orlando
- **Color Burst 5K for Autism**, Sunday, October 15th
- **Rett Syndrome Training and Individual Student Planning for Classroom Staff** on Monday, October 16th with Dr. Anne-Marie Orlando
- **Joyful Learning: Using Active and Collaborative Structures to Differentiate Instruction**, Thursday, October 26th, with Dr. Paula Kluth
- **FAU CARD College Connections Conference**, Saturday, November 4th
- **When Children with ASD are More Than Just Picky Eaters: Prevalence, Assessment, and Treatment Considerations**, with Dr. Roseanne Lesack, Friday, November 17th
- **Home Run for Autism**, Saturday, November 18th
- **Promoting Self-Determination of Students with Autism Across the Life Course**, Thursday, December 7th, with Dr. Michael Wehmeyer

We also received funding from the Taft Foundation for our Little Owls Comprehensive Early Intervention Initiative for parents of young children with autism or suspected of having autism. This intensive training will be provided across our five county region. Additionally, we are grateful to the Mangurian Foundation for renewing funding for our Community Autism Speakers Series again this year. Please see our event calendar for additional upcoming trainings and events.

I hope to see you at our events!

Maryellen Quinn-Lunny, Ed.S.
Director
FAU CARD’s Little Owls Early Intervention Initiative is a 3-day training for parents, grandparents, and family members of infants, toddlers and preschoolers (18 months - 5 years old) with autism spectrum disorder (ASD) or a related disorder.

Discover how to:
- Promote learning
- Improve communication
- Increase social engagement
- Keep your child safe

Learn about:
- Therapies
- Advocacy
- Benefits your child may be eligible for
- Parent support and self-care

Little Owls Training:
Date: Thursday: Aug 31, Sept 7 & Sept 14
Each day will have new content
Time: 9 a.m. - 1:30 p.m.
Location: The Palm Beach School for Autism
8480 Lantana Road Lake Worth, FL 33467
https://littleowlspsaug.eventbrite.com

Date: Oct 11, Oct 12, & Oct 13, 2017
Each day will have new content
Time: 9:30 a.m. - 3 p.m.
Location: The Hope Center for Autism
1695 Southeast Indian St, Stuart, FL 34997
https://littleowlshopecenteroct.eventbrite.com

Date: Wednesday - Nov. 1, Nov. 8, Nov. 15, 2017
Each day will have new content
Time: 8:45 a.m. - 1:30 p.m.
Location: The Els Center for Excellence
18370 Limestone Creek Road, Jupiter, FL 33458
https://littleowlselsnov.eventbrite.com
Next week I’ll be heading off for my third trip with the Global Autism Project. I’ll be going to Indonesia for a week to help with an ABA center located in Jakarta. Through discussions and observations, we’ll identify the goals and concerns of the center and will help train in those specific areas. The Global Autism Project is a non-profit organization dedicated to promoting the acceptance and integration of individuals with autism, by training communities around the world in culturally relevant, quality practices. Currently, they are partnered with 7 sites in Kenya, Nigeria, India, Indonesia, Dominican Republic, Czech Republic, and Nicaragua. Previously I have traveled to the Dominican Republic and Kenya. They strive to support these ABA centers on a regular basis, in the hopes that the centers gain the skills to be self-sufficient therapy centers and autism experts in their local areas. Global Autism Project achieves this by creating partnerships that consist of weekly supervision meetings, as well as multiple SkillCorps trips throughout the year. These SkillCorps trips send small groups of qualified individuals into the field to support the center in any way. The teams consist of BCBAs, BCaBAs, RBTs, and behavior technicians, as well as other relevant service providers. This can be clinical or administrative support and goals are created to support the center’s most pressing needs.

I have been given the opportunity to pursue leadership within the Global Autism Project. I attended a leadership training and this trip to Indonesia will be a Leader-in-Training trip for me. I’ll be co-leading with an experienced trip leader, similar to a student teaching position. The goal is that I will be able to lead the next trip that I go on, likely early next year. Throughout the trip, I’m excited to increase my leadership skills, collaborate with the ABA center, and experience a new culture!

Stay tuned for updates on my trip both during and after my experience. I’ll be heading out to Indonesia next Friday. Butterfly Effects has been incredibly supportive throughout this process in an effort to help promote our mission statement throughout the world. These experiences have taught me things that have helped make me a better BCBA here in California. I’ve learned to look at goals more through the eyes of the clients and their circles of support, improved in my collaboration skills, and gained creativity in how to implement goals. We’ll be posting my updates to Butterfly Effects’ social media sites for anyone who is interested in following me on this journey!

Kathryn Petersen, BCBA
Butterfly Effects
For Accommodations at College Plan Early!

Students, if you are headed back to college or are attending college for the first time, be sure to meet with staff from your college’s disability services office before the semester begins!

Many students delay, or wait until they feel they need an accommodation before they schedule an appointment with their college disability services office, but this does not support long-term success! It may take several days or weeks to complete the application and arrange accommodations. Begin the process early so you have the resources in place throughout your entire college experience. Remember, accommodations for college students are covered under the Americans with Disabilities Act (ADA) and you have a right to these supports!

What to bring to your first appointment at a college disability services office:

- High school or college transcript
- IEP or 504 plan
- Information about how your disability impacts learning
- Required documentation about your disability (Ask the office what documents they will need from you. Colleges may require very specific information, so ask before your appointment.)
- Questions you may have about the services offered

Services provided by college disability offices will be individualized for your needs, but these are some general services typically offered:

- Academic Accommodations might include extended time on assignments, note taking, or a reduced course load
- Assistive technology
- Housing accommodations
- Priority registration
- Social activities

Most colleges offer programs or services outside of the disability office that might also interest you and may include:

- New student welcome events and orientation
- Peer mentoring
- Social activities
- Interest-based clubs
- Academic gatherings
- Competitive and recreational sports
- Living-learning opportunities
- Counseling, Career, and Health Services Centers

BREAKING BARRIERS
By: Jennifer Percival

On July 29th, the artists from Artists with Autism, in partnership with the City of Boynton Beach, presented their art to the public at an event called Breaking Barriers. The event featured art that had been on display at the City of Boynton Beach throughout the summer in the Art in Public Places showcase. Breaking Barriers was an opportunity for the community to meet the artists, purchase art, and to learn more about Artists with Autism. FAU CARD Clinician, Jennifer Percival, assisted in connecting these groups and was delighted to see such powerful results from this collaboration.

Visit Artists with Autism at: http://artistswithautismunite.webs.com

Visit the City of Boynton Beach at: http://www.boynton-beach.org
Welcome to the 2017-2018 school year! New and returning FAU students, who are registered FAU CARD constituents, are invited to come meet your classmates at the FAU CARD College Student Meet Up!

This meet up is for both undergraduate and graduate students. Bring your lunch and head over to the FAU College of Education 4th floor, in room 411! We look forward to seeing you there!

**FAU CARD College Student Meet Up**

**FAU Boca Raton Campus, College of Education, Room 411**
To attend this training on campus, register at: [https://faucard_collegestudentmeetup.eventbrite.com](https://faucard_collegestudentmeetup.eventbrite.com)
Registration closes at 5 p.m. on Monday, September 4, 2017.

The IEP process can be a daunting and overwhelming process for both parents and educators alike. Whether it be writing appropriate goals and objectives, selecting an appropriate placement or understanding the services parents often leave IEP meetings with more questions than answers. This training will provide participants with an overview of the IEP process, an understanding of the critical features of an IEP, and tips on having a successful IEP meeting

**Impacting IEP's:**

Making the Most of the IEP Process

**FAU Boca Raton Campus, College of Education, Room 411**
To attend this training on campus or online, register at: [https://impactingieps2017.eventbrite.com](https://impactingieps2017.eventbrite.com)
Registration closes at 5 p.m. on Monday, September 11, 2017.

Application Assistance

Have you been referred for the Agency for Persons with Disabilities?
Home and Community Based Waiver Services, or Med-Waiver?
Would you like assistance completing the application?
Would you like more information on the Agency for Persons with Disabilities and/or the Medicaid Waiver program?

**Attend one of two information sessions being offered:**

**Tuesday, September 12 from 10 a.m. - 12 p.m.**
FAU Jupiter Campus, College of Education
To attend this training on campus or online, register at: [https://apd-and-medwaiver.eventbrite.com](https://apd-and-medwaiver.eventbrite.com)
Registration closes at 5 p.m. on Friday, September 8, 2017.

**Thursday, September 28 from 6 - 8 p.m.**
IRSC - St. Lucie West Campus
To attend this training on campus or online, register at: [https://apdandmedwaiver.eventbrite.com](https://apdandmedwaiver.eventbrite.com)
Registration closes at 5 p.m. on Tuesday, September 26, 2017.

*Due to space limitations, this session is limited to 10 individuals

**FAU CARD Adult Survey**

We need your help

- Responses are anonymous
- Information will help develop adult programming
- Takes only 20 minutes

**Click Here:** [https://www.surveymonkey.com/r/cardadult](https://www.surveymonkey.com/r/cardadult)
Calling all artists! Cynthia Drucker, Founder of Artists with Autism, will present Selling Your Art for AUTrepreneurs!

This training will help aspiring artists learn how to become successful AUTrepreneurs! Artists, authors, and crafters will learn how to market, promote, and organize a business.

Artists with Autism, Inc provides self-employment opportunities and training for aspiring artists with autism to become self-sufficient, independent entrepreneurs. Their purpose is to promote a Micro-enterprising philosophy to encourage entrepreneurship. They provide opportunities for artistic expression, whereby creating independence contributing to the community. The Artists with Autism display in many local galleries and shared space of institutions that support our vision of Inclusion in the Arts. Visit their website at: http://artistswithautismunite.webs.com

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

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 in a variety of settings and creating robust language environments.

Participants will leave with a durable, visual support system to utilize in their classroom.

FAU Jupiter Campus, Lifelong Learning Center
To attend this training on campus, register at: https://preverbal2017.eventbrite.com
Registration closes at 5 p.m. on Tuesday, October 3, 2017.

MEET JACQUELINE WOOD OUR NEW CLINICIAN!

Jacqueline Wood received a Bachelor’s Degree in Childhood and Special Education (K-12) from SUNY Geneseo in New York. She received a Master’s Degree in Teaching English as a Second Language from Nazareth College in Rochester, New York. For a decade, Jacqueline taught students with Autism Spectrum Disorder and related disabilities in both inclusion and self-contained classrooms at the elementary and high school level. As an educator, Jacqueline collaborated with school staff, families and community members to advocate for students and promote success in all aspects of their lives. She maintains accreditation in Childhood Education, Exceptional Student Education (K-12) and English as a Second Language. Jacqueline also served as a Behavior Technician implementing behavior analysis strategies in home and community settings to foster functional, productive skills and improve the quality of life for individuals with autism and their families.
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 five working days in advance of the date of the event.

Tips for Back to School

The beginning of a new school year is right around the corner. Transitioning from the lazy days of summer back into the hustle and bustle of the school year can be challenging for many families. Now is the time to start thinking about how you, as a parent or caregiver, can make the transition from summer vacation back to school as smooth as possible. Below are some tips to help you get started.

1. Prime your child for the change. Simply put, start talking with your child about the start of the school year. Reminding them that they may have to start going to bed and waking up earlier, they will have to be out the door by a certain time to get to school on time, and any other disruptions to their current schedule. Creating a visual checklist, video model or social story could be very helpful strategies to implement.

2. Establish and practice a school routine early. We all benefit from practicing new skills and routines. Going to bed, waking up, and getting ready for school are no different. Consider creating a back to school schedule for your child at least one week before the start of school and practice! This will help both you and your child prepare for the transition and will also give you useful information on where you may need to adjust time.

3. Visit your child's school before the first day of school. Many, if not all schools will have a meet the teacher event at the school the week before the start of classes. These types of events may be particularly overwhelming for a child on the Autism spectrum. Consider contacting your school and requesting a visit at a different time, perhaps the day following the event. The reasons you may want to request a visit following the meet the teacher event is simple, that week before the start of school is quite busy for school staff, many teachers do not have their classrooms set up and school facilities staff are making last minute repairs, especially at the beginning of the week. The later you go in that week before the start of school the more likely you will get a picture of what your child's class will look like on that crucial first day.

4. Involve your child in 'back to school' preparation. From back to school shopping, to selecting a first day of school outfit, to packing lunch, allowing your child to make choices along the way will give them a sense of ownership and connection to the new school year before it has even started. In doing this you are also supporting self-determination and self-advocacy!

5. Stay calm. The start of the school year can be stressful for us all. Try to maintain a calm reaction to obstacles as they arise. Use the resources you have available (family, community, etc.) for support. Remember this too shall pass.
This presentation will discuss the benefits of using video modeling with individuals with autism and related disabilities to increase communication, social, academic, and adaptive behaviors across settings. Strategies for effectively implementing video modeling and steps for creating individualized video models will be provided. Both teachers and families will benefit from this presentation.

MEET KERRY WITTEL OUR NEW CLINICIAN!

Kerry Wittel earned her Master’s Degree in Special Education from Florida International University.

For over a decade Kerry has taught students with Autism Spectrum Disorders and related disabilities throughout Palm Beach County. During her time teaching Kerry co-authored the Palm Beach County School Districts English Language Arts Adaptive Curriculum, mentored undergraduate and graduate students from local universities, as well as new teachers in the school district. Prior to moving to Florida from Connecticut, Kerry taught at a private special education hospital-based facility for students in grades K–12. Kerry maintains licensure in Exceptional Student Education (K-12), Prekindergarten/Primary Education (age 3 through grade 3), Elementary Education (K-6), as well as endorsements in Autism and English as a Second Language.

Having an adult child on the Autism spectrum gives Kerry a unique professional and personal perspective. She is dedicated to supporting children, families, teachers and the community.

About the Presenter

Ann-Marie Orlando, Ph.D., CCC-SLP, is a research assistant professor in the Department of Psychiatry at the University of Florida and associate director for the Center for Autism and Related Disabilities (CARD) in Gainesville. Dr. Orlando works with educators and families, and provides community outreach services and professional development focused on autism spectrum disorder and related disabilities. A certified speech-language pathologist, Dr. Orlando’s research activities focus on inclusive education, literacy, and the use of augmentative/alternative communication for individuals with autism and related disabilities. She has published journal articles and book chapters, and has taught both undergraduate and graduate courses on these and related topics. Dr. Orlando is a member of the American Speech-Language-Hearing Association and TASH.

Description
Target Audience: Caregivers & Families

The presentation will focus on strategies for developing IEP goals related to meaningful involvement and progress in the general education for girls with Rett Syndrome. The presentation will include information on collaborative teaming as well as ecological assessment practices.

Learning Objectives
Participants should be able to:
1. Understand learning characteristics and their impact on learning
2. Describe the process for determining IEP goals for this population.
3. Describe the characteristics of collaborative teams

Saturday, Oct 14, 2017

Caregiver/Families

9 a.m. – 12 p.m.

FAU Jupiter
MacArthur Campus
Lifelong Learning Center
Large Classroom
5353 Parkside Drive
Jupiter, FL 33458

REGISTRATION IS MANDATORY

DEADLINE: October 13, 2017
Limited to first 150 participants

Register at: https://ann-marieorlando.eventbrite.com
Jupiter, FL

RETT SYNDROME TRAINING & INDIVIDUAL STUDENT PLANNING
Presented by: Ann-Marie Orlando, Ph.D., CCC-SLP    Hosted by: FAU CARD

About the Presenter
Ann-Marie Orlando, Ph.D., CCC-SLP, is a research assistant professor in the Department of Psychiatry at the University of Florida and associate director for the Center for Autism and Related Disabilities (CARD) in Gainesville. Dr. Orlando works with educators and families, and provides community outreach services and professional development focused on autism spectrum disorder and related disabilities. A certified speech-language pathologist, Dr. Orlando’s research activities focus on inclusive education, literacy, and the use of augmentative/alternative communication for individuals with autism and related disabilities. She has published journal articles and book chapters, and has taught both undergraduate and graduate courses on these and related topics. Dr. Orlando is a member of the American Speech-Language-Hearing Association and TASH.

Description
Target Audience: Instructional Teams & Classroom Staff
The presenter will cover a variety of educational topics relevant to Rett Syndrome. The content will focus on learning characteristics, ecological inventories, collaborative teaming, communication systems, goals and objectives, and strategies for generalization of skills.

Learning Objectives
Participants should be able to:
1. Understand learning characteristics and their impact on learning
2. Describe the process for determining IEP goals for this population.
3. Describe the characteristics of collaborative teams

Registration Information:
REGISTRATION IS MANDATORY
DEADLINE: October 15, 2017
Limited to first 80 participants
To view this presentation on-site register at: http://doepartnership.fmhi.usf.edu/trainings.html
For more information, contact: CARD@fau.edu or 561-297-297
Directions:
For directions click HERE
Be sure to contact your ESE District Staff or Staff Development Contact to determine the process for receiving in-service.

Monday, Oct 16, 2017
9 a.m. – 4 p.m.
FAU Jupiter
MacArthur Campus
Education Classroom Building
Room 104
5335 Parkside Drive
Jupiter, FL 33458

About the Presenter
Ann-Marie Orlando, Ph.D., CCC-SLP, is a research assistant professor in the Department of Psychiatry at the University of Florida and associate director for the Center for Autism and Related Disabilities (CARD) in Gainesville. Dr. Orlando works with educators and families, and provides community outreach services and professional development focused on autism spectrum disorder and related disabilities. A certified speech-language pathologist, Dr. Orlando’s research activities focus on inclusive education, literacy, and the use of augmentative/alternative communication for individuals with autism and related disabilities. She has published journal articles and book chapters, and has taught both undergraduate and graduate courses on these and related topics. Dr. Orlando is a member of the American Speech-Language-Hearing Association and TASH.

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For more information, contact: CARD@fau.edu or 561-297-297
Directions:
For directions click HERE
Be sure to contact your ESE District Staff or Staff Development Contact to determine the process for receiving in-service.

Monday, Oct 16, 2017
9 a.m. – 4 p.m.
FAU Jupiter
MacArthur Campus
Education Classroom Building
Room 104
5335 Parkside Drive
Jupiter, FL 33458
Celebrate With Us

★ OCTOBER 19, 2017 ★

iRISE² Mentoring Day!

This year iRISE2 Mentoring Day in Palm Beach County is on Thursday October 19th and we would like your help to support Disability Employment Awareness in our community.

Join us at Applebee’s Neighborhood Grill & Bar from 11 a.m. - 4 p.m.
1570 W Boynton Beach Blvd, Boynton Beach, FL 33436

• Live music, games and prizes
• Car wash hosted by IMPACT for Autism

10% give-kickback to FAU CARD’s iRISE2 Mentoring program for dinning at Applebee’s

• Onsite mentor recruitment

For more information at our iRISE2 Day and getting your business involved, please contact Darius Murray at dmurra23@fau.edu or 561-213-6936.

Contact Alison Bourdeau for time and location at (561) 990-9518
abourdeau@fau.edu
As another school year begins hopefully families, students and teachers begin with an optimistic view of the challenges and opportunities ahead. Something all families of school age children share is the hope that their children will be valued for their unique abilities, stimulated to achieve their best, and pushed without preconceived limitations of their potential.

For students on the autism spectrum effective communication between families, teachers, therapists and physicians is critical. It is important to find ways to facilitate this communication and the beginning of the school year is the optimal time. It is beneficial to approach your child’s teacher and find out his or her preferred method of communication. Email and text offers convenience to everyone, however some teachers prefer a daily log sent between home and school, still others prefer a weekly behavior chart or summary. Asking the teacher how he or she prefers to communicate begins the dialogue in a friendly and courteous manner. We want to create a spirit of collaboration and mutual respect from the beginning. Remember excessive detail is not helpful for anyone. Specific targeted information that addresses concerns is more beneficial. If you feel a teacher is providing too much nit picking detail or is overly negative you may want to change the discourse by providing a check list of your own with the specific information you want to have about your child. For example observations related to self-control, socialization, specific academic areas, organizational skills etc. Information can be specific without being lengthy. “Great day” is a lot less meaningful than a specific observation “Jenny asked Lisa to sit with her at lunch” etc. If you help the teacher understand the information you most want to know you can keep the feedback meaningful without it being taxing on the teacher’s time.

Of course the teacher may have his or her own agenda and want you to know specific information valuable to your child’s classroom performance (reading level, benchmark testing, and compliance with classroom rules). This of course is important but should not exclusively be the information you receive. It is fair and appropriate to obtain information specific to your child on the spectrum’s needs. ASD as a social-communication-behavioral disorder may mean information about social-emotional functioning, sensory seeking activities, and social skills - which may not be the classroom teacher’s main focus, are still critical to your child’s progress and within the scope of a classroom teacher’s expertise. Feedback on non-academic functioning and specific behavior concerns unique to your child, should be available to you and expect nothing less.

Communicating with ancillary personnel and/or therapists in the school can be more difficult as you may rarely have the opportunity to see or speak to them. Similarly, find a way to make initial contact via email or phone and from there establish a preferred method of consistent communication. Private therapists should also be brought into the loop and communication between therapists and teachers should be facilitated when appropriate. For example language and communication needs, behavioral challenges, fine motor deficits and sensory issues being addressed by speech, behavioral or occupational therapists with your child, may have valuable insight and tips to share with classroom teachers. Where feasible and appropriate try and connect teachers to therapists if you feel it is helpful for your child. If this proves difficult you can always simply provide team members with the information from other team members yourself.

Physicians such as myself like to be in the “loop”. For my practice I prefer a summary from the parents with the vital information from individuals involved in the child’s education and treatment. Detailed behavior logs, progress reports, and myriad emails from individuals are not as helpful or practical as the big picture summaries and general overview. Specifically, as a physician I am looking for trends or patterns that signal a change in behavior or function in a child that I may need to address or document for school based services. These patterns may reflect a need for changes in medical treatment, therapies, or call for new interventions not yet trialled.

Last but certainly not least talk directly to your child. However they communicate best verbally, in pictures, through play, keyboarding whatever it takes to find out how they feel about their teachers and therapists. We all know for some children a behavioral change may signal a non-verbal expression of preference or protest. Resistance to demands placed need to be investigated to be sure it is not a task too challenging, a poor fit with a teacher or therapist, a signal for help, or simply a maladaptive response to a challenge. Check in with your child, you know them best, and you will always be their best advocate.

In sum, welcome the new school year with an open mind and positive outlook. Capitalize on the spirit of optimism endemic to a new school year and make it work to your advantage. Sincerely believe in your power as a parent to be pivotal in your child’s development. The goal is to make this spirit of collaboration and positivity last throughout the year.
Enhancing Engagement in Science
Participants are exploring ways to engage students in the content area of Science. Various strategies will be discussed and sample experiments will be experienced.

Let’s Get Organized
A Goal Setting Workshop
Join us for a hands-on training to get organized for a brand new year. This workshop will focus on setting goals, identifying strategies, and organizing a path for success. Participants will receive a 4 week organizational workbook to carry over skills into daily life. For constituents ages 14-30.

Training Description
Too often a “one-size-fits-all” approach is used to design lessons, leaving some learners struggling to participate and leaving teachers feeling that they have not reached all of their students. In this interactive session, participants will apply principles of differentiation by exploring a number of collaborative, active, and brain-compatible learning techniques aimed at engaging students and making learning joyful. The session is appropriate for teachers in K-12 classrooms and is structured for participants to experience these active techniques through demonstration.

Training Objectives
Participants will:
- Explore the connection between active learning and inclusive schooling.
- Learn about benefits of active learning for students with and without disabilities.
- Learn how active & collaborative structures can be used to address communication, social, and literacy goals.
- Experience over a dozen active & collaborative structures that can be used in K-12 inclusive classroom.
- Explore ideas for adapting common collaborative structures.

Registration Information:
REGISTRATION IS MANDATORY
DEADLINE: October 25, 2017
Limited to first 250 participants
To view this presentation on-site or online, register at:
https://paulakluth.eventbrite.com
For more information, contact:
CARD@fau.edu or 561-297-2023
Directions:
For directions click HERE
Credits:
4 Social Work, Mental Health, M&F CEUs ($50 pre-registration; $60 onsite)
Be sure to contact your ESE District Staff or Staff Development Contact to determine the process for receiving in-service.

Thursday, Oct 26, 2017
9:00 am – 3:00 pm
FAU Jupiter
MacArthur Campus
ADM Auditorium
5333 Parkside Drive
Jupiter, FL 33458
Dr. Stephen Shore
Competencies and Skills Needed to be Successful in College
Dr. Stephen Shore, nonverbal until four and diagnosed with “Atypical Development and strong autistic tendencies”, was “too sick” for outpatient treatment and recommended for institutionalization. With support from his parents, teachers, wife and others, he is now a professor at Adelphi University. His research focuses on matching best practice to the needs of individuals with autism. Dr. Shore is internationally renowned for presentations, consultations and writings on lifespan issues pertinent to education, relationships, employment, advocacy, and disclosure. His recent book, College for Students with Disabilities, combines personal stories and research for promoting success in higher education.

Dr. Stephen Shore/ College Student w/ASD / Parent / FAU Housing, New Directions for Youth, CLE

Panel Presentation: Ensuring Success in College
Dr. Stephen Shore / College Student w/ASD / Professor / Parent / FAU CARD / FAU CARD College Social Group / Student Accessibility Services / Student Health Center / Counseling Center / Student Services / Campus Safety / Impact for Autism / Vocational Rehabilitation

Breakout Session #1: Preparing for College for Student and Parent
Dr. Stephen Shore / Graduate Student w/ASD / Parent / Graduate Professor / Graduate College / Career Center / Career Source / Employed Adult with ASD / Employer (AFB Employer) / FAU CARD Social Group / Town of Boca / MCA, Special Olympics / Ruth & Norman Rales Jewish Family Services

FAU Boca Campus
Live Oak Pavilion, Rooms B & C
777 Glades Road
Boca Raton, FL 33431-0991

Register now at: https://collegeconnecting.eventbrite.com

WHEN CHILDREN WITH ASD ARE MORE THAN JUST PICKY EATERS: PREVALENCE, ASSESSMENT, AND TREATMENT CONSIDERATIONS

Presented by: Roseanne Lesack, Ph.D., BCBA-D
Hosted by: FAU CARD

FAU Jupiter
MacArthur Campus
Education Classroom Building
Room 101 & 102
5333 Parkside Drive
Jupiter, FL 33458

Nov. 17, 2017
9 am – 4:30 pm

*6 Social Work, Mental Health, M&F CEUs and 6 BCBA CEUs will be available ($75 pre-registration; $90 onsite)

About the Presenter
Roseanne Lesack, Ph.D., BCBA-D, ABPP, is a licensed psychologist in the state of Florida and a Board Certified Behavior Analyst. Prior to moving to Florida two years ago, Dr. Lesack was an assistant professor at Emory University School of Medicine, providing clinical services at the Marcus Autism Center’s Pediatric Feeding Disorders Clinic, one of the largest in the country. She is currently the director of the only multidisciplinary feeding disorders clinic serving South Florida. Based at the Mailman Segal Center for Human Development at Nova Southeastern University, the Feeding Disorders Clinic supports families and children struggling with mealtime problem behaviors.

Learning Objectives
This workshop will provide the foundational information describing the problems children on the autism spectrum encounter with food selectivity and food refusal. Clinicians in the field will learn the components of a standard feeding assessment and how to use applied behavior analysis (ABA) strategies to address mealtime problem behaviors. Most importantly, considerations for safety will be reviewed so that clinicians are aware of procedures ensuring that children are medically cleared to begin services and know the boundaries of their scope of practice.

Training Objectives
Participants will:
- Review prevalence rates for children with ASD and food refusal and/or significant food selectivity.
- Discuss classification of food refusal and food selectivity for children with ASD.
- Describe the underlying mechanisms leading to disordered feeding patterns in children with ASD.
- Define the scope of practice for BCBA targeting feeding goals.
- Review assessment methodology to identify problematic feeding behaviors in children with ASD.
- Review research to support the use of applied behavior analysis (ABA) in the treatment of feeding concerns in children with ASD.
- Discuss the use of ABA intervention strategies to decrease problem mealtime patterns and increase adaptive feeding behaviors.

For more information, contact: CARDC@fau.edu or 561-297-2023

Directions:
For directions click HERE

Credits:
6 Social Work, Mental Health, M&F CEUs and 6 BCBA CEUs will be available ($75 pre-registration; $90 on-site)

Limited to first 150 participants

To view this presentation onsite or online, register online at:
https://roseanne_lesack.eventbrite.com

Be sure to contact your ESE District Staff or Staff Development Contact to determine the process for receiving in-service.
PROMOTING THE SELF-DETERMINATION OF STUDENTS WITH AUTISM ACROSS THE LIFE COURSE

Presented by: Michael Wehmeyer, Ph.D.  Hosted by: FAU CARD

About the Presenter
Michael L. Wehmeyer, Ph.D., is the Ross and Marianna Beach distinguished professor in special education, associate chairperson of the Department of Special Education, director and senior scientist at the Beach Center on Disability, and co-director of the Kansas University Center on Developmental Disabilities within the Schiefelbusch Institute for Life Span Studies, all at the University of Kansas. For more info click here.

Training Description
Research has established that promoting the self-determination of youth with disabilities, including youth with autism spectrum disorder, has benefits for both school and adult outcomes. This day-long session will introduce and provide an overview of self-determination and its application in the education of students with ASD, examine factors contributing to the need to promote self-determination, and overview the research for its importance. The development of self-determination across the life course will be discussed and evidence-based practices to assess and promote self-determination will be overviewed, including efforts to promote students with ASD in educational and transition planning.

Training Objectives
Participants will:
• Understand the self-determination construct and its relevance to the education of children and youth with disabilities.
• Examine the research base supporting instruction in self-determination and student involvement.
• Become aware of critical skills leading to self-determination and the development of such skills.
• Be introduced to interventions to promote self-determination and student-directed learning.
• Be introduced to interventions to promote student involvement in education and transition planning.

Registration Information:
REGISTRATION IS MANDATORY
DEADLINE: Dec. 6, 2017
Limited to first 150 participants
To view this presentation on-site or online, register online at:
https://michael_wehmeyer.eventbrite.com
For more information, contact:
CARD@fau.edu  or 561-297-2023
Directions:
For directions click HERE

Credits:
6 Social Work, Mental Health, M&F CEUs will be available ($75 pre-registration; $90 onsite)
Be sure to contact your ESE District Staff or Staff Development Contact to determine the process for receiving in-service.

Dec. 7, 2017
9 am – 4:30 pm
FAU Jupiter
MacArthur Campus
Auditorium
5353 Parkside Drive
Jupiter, FL 33458

About the Presenter
Michael L. Wehmeyer, Ph.D., is the Ross and Marianna Beach distinguished professor in special education, associate chairperson of the Department of Special Education, director and senior scientist at the Beach Center on Disability, and co-director of the Kansas University Center on Developmental Disabilities within the Schiefelbusch Institute for Life Span Studies, all at the University of Kansas. For more info click here.

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

Adults with 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 and Times to be announced. For questions, contact Alison Bourdeau (561) 990-9518 or abourdeau@fau.edu**

**About the Presenter**

Michael L. Wehmeyer, Ph.D., is the Ross and Marianna Beach distinguished professor in special education, associate chairperson of the Department of Special Education, director and senior scientist at the Beach Center on Disability, and co-director of the Kansas University Center on Developmental Disabilities within the Schiefelbusch Institute for Life Span Studies, all at the University of Kansas. For more info click here: https://specialedu.ku.edu/michael-wehmeyer#link1

**Q & A. Session**

- Research that needs to be done on Self-Determination for adults with DD
- Dead ends, methodological issues, and research traps in research on Self-Determination
- What Self-Determination will look like in the next two decades
- Self-Determination issues for college students with DD

**Meet Dr. Michael Wehmeyer**

Friday, Dec 8, 2018

10:30 - 2:30 p.m.

FAU Jupiter - Education Classroom Building, Room EC104  5353 Parkside Dr. Jupiter, FL 33458

**Q & A. Session**

- Research that needs to be done on Self-Determination for adults with DD
- Dead ends, methodological issues, and research traps in research on Self-Determination
- What Self-Determination will look like in the next two decades
- Self-Determination issues for college students with DD

**Register: https://meetdrwehmeyer.eventbrite.com**
The Autism Channel was founded almost five years ago, and is an “all autism all the time” news channel. They are a public access streaming channel available in 49 countries with nearly a quarter of a million viewers. Most of their on-screen hosts and interns are on the spectrum, many of which were connected with The Autism Channel by FAU CARD.

This summer Melissa K a twenty-two-year-old constituent with FAU CARD took on a role as an intern with the Autism Channel. Melissa was first introduced to FAU CARD after her father inquired about a social group hosted by the organization. Melissa, detailed that CARD was the first place where she made real friends and helped her “find her people.” While enrolled at FAU as a student, Melissa joined The University Press newspaper, which is where she discovered her passion for journalism, inspiring her dream job of running a teleprompter at a small, local news station. She says that she prefers local because they have more “human,” down to earth pieces, and they give you more of an opportunity to get to know the people you are working with.

Melissa got involved with the Autism Channel through FAU CARD, specifically Darius Murray (Program Coordinator of FAU CARD’s iRISE2 Mentoring Program), whom she met in a career interest class he facilitated. “I gave him my resume and information, he linked me to The Autism Channel, helping me land this internship.”

During her internship, Melissa’s duties mainly included creating subtitles for episodes on the Royal Caribbean Cruise Line’s programming. Through this work, she has learned a great deal about the background work that goes into news production.

Melissa detailed that one of the biggest challenges she faces is finding a paid job. When she applies to a position, and the employer learns that she has Autism, they automatically jump to the stereotype that Autism will inhibit her work. In reality, this is not the case at all. Melissa can do her job to the fullest capacity, and knows when she needs to ask for more clarification and instruction. According to the Autism Channel, individuals with Autism, including Melissa, are the most dedicated employees, want to work and live independent lives.

The Autism Channel has had a wonderful experience with opening their doors to Melissa as an intern, and they are always looking for more interns who hope to be in the business of media and telecommunications. Although Melissa has not been officially matched with mentor, she is an example of how iRISE2 Mentoring helps link individuals to services, internship or job opportunities to help enhance their skills and understanding of employment while embedding inclusive values in the workforce and community. Melissa has now fine-tuned an employable skill and is excited about her education and employment possibilities.

If you would like to support a protégé/intern in your workplace or are interested in becoming a iRISE2 mentor with FAU CARD, please contact Darius Murray at: dmurra23@fau.edu or 561-213-5936.
I wanted to reach out because I have come across an amazing new resource for families who have a young child who either has an autism diagnosis or suspects that their child may be on the autism spectrum and I thought of you. AutismNavigator.com is a unique collection of web-based tools and courses developed to increase the abilities of families, health care and early intervention providers and educators to improve the developmental outcomes of young children with autism spectrum disorder (ASD).

Consider this, autism affects the way children learn about their world. Their brains do not take in and process information in a typical way. This can change the way they perceive, respond and learn information. Without proper intervention EARLY, their cycle of learning will become more and more disordered and they may begin to develop secondary characteristics (rigidity, self-stimulation, language delay, etc.) that further hinders their ability to accurately build on the things they know and learn new skills.

Autism Navigator has taken the most current research and integrated it into a highly interactive web platform with extensive video examples of evidence-based practice. It also offers an unparalleled library of video clips offering side by side examples of young children who are typically developing and contrasts it with children showing the early signs/Red Flags of ASD. Autism Navigator was created by the faculty and staff at the Autism Institute at The Florida State University College of Medicine.

To get started, I would like offer direction that will help you maneuver the Autism Navigator Web Site and, hopefully, keep you from getting overwhelmed by all the information.

Here is where you should begin:

- **About Autism and Toddlers** is a great place for families to begin. This is a free online course. It's 2 hours long, but is self-paced, so you can stop and start as your schedule will allow. This link is to their handout About Autism in Toddlers. It will provide an overview of the materials: [http://www.autismnavigator.com/wp-content/uploads/2017/04/Autism-Navigator-About-Autism-in-Toddlers.pdf](http://www.autismnavigator.com/wp-content/uploads/2017/04/Autism-Navigator-About-Autism-in-Toddlers.pdf)

- To begin the About Autism in Toddlers course go to: [http://www.autismnavigator.com/](http://www.autismnavigator.com/)
  - Along the top of the page, click on Family Resources
  - Scroll down to #3 Autism Navigator – About Autism in Toddlers you can either watch a short preview of the course or click ‘Get Started’

- This will take you to a page for you to register. This is a grant funded program, so they need a way to count how many people access their information and courses. It’s what keeps this training free. Your information is not shared.

- After registering you will be taken to another page where you will click ‘Get Started’ again.

- This will take you to a page that has some short videos on a variety of relevant topics that are covered in the course or you can click Launch About Autism

- On this page, in the top right corner is a link to About Autism, click it.

- This takes you to the ‘Welcome to About Autism’ page. Under the title you will see a drop down menu that allows you to select a Spanish language option.

- Click ‘Start Presentation’

- Once in the presentation, you will be able to watch the presentation and access more resources. Click on the tabs at the top of the presentation page to find:
  - **Tools & Script:** You will have access to numerous materials and handouts and a written script of the presentation.
  - **The Ideas** tab will also provide you with additional video clips and resources.

- The companion training to About Autism in Toddlers is the ASD Video Glossary. This link is to the handout that will provide an overview of the ASD Video Glossary: [http://autismnavigator.com/isd/materials/About_ASD_Video_Glossary.pdf](http://autismnavigator.com/isd/materials/About_ASD_Video_Glossary.pdf)

- To access ASD Video Glossary you will choose #4 Autism Navigator – ASD Video Glossary on the Family Resources page. Then ‘Get Started’. If you are already signed in, you will go directly to the glossary. I suggest you take the tour to get an overview of navigating the abundant resources.

Please take some time and explore this truly comprehensive resource for families of the youngest children with ASD and the professionals that serve them.
**TREASURE COAST PARENT SUPPORT GROUPS:**

**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 6:45 - 8:30 p.m. in either Martin or St Lucie.
*Where:* TBA at a local restaurant. Like them on Facebook for meeting notifications.

**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 6:30 - 8 p.m.
*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

**A Mommy Corner**
Parent/family support group meeting in St Lucie County. Started and run by two moms of special needs children. The group’s mission is to inspire and encourage; educate and empower to bring about positive change in your and your child’s life. Join the group to gain and give advice, develop friendships, and find inspiration.

*When:* TBA – monthly meeting details shared on Facebook
*Where:* Sun Up Center, 2455 5th Street SW, Vero Beach, FL

https://www.facebook.com/amommycorner/
RSVP: amommycorner@gmail.com or 772-882-1376

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**25th Annual CARD Conference on Autism Spectrum Disorder**

We’ve come a long way in 25 years of supporting those with autism and related disabilities. Join us, January 12–14 2018 as we explore what the future holds.

The CARD Conference provides access to evidence based information that promotes best practices in education, early intervention and quality community based life-styles for individuals with autism, deaf-blindness, and related disabilities.

**Keynotes Sneak Peek**
- Chantal Sicile-Kira
- Paul Wehman
- Jennifer O’Toole
- Susan Faja
- Jed Baker

http://card-usf.fmhi.usf.edu/cardconference/index.html
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
- A Journey of Success: Navigating Systems

In the Home
- Guardianship Options
- Support for Grandparents
- Strategies for Increasing Homework Success
- Toilet Training

In the School
- ASD & the Reading Comprehension Challenge: What Can You Do?, created by UM-NSU CARD
- Classroom Set-up
- Count on It! Strategies to Teach Math Skills to Students with ASD, created by UM-NSU CARD
- Enhancing Engagement in Science
- Strategies for Increasing Homework Success

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

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Phone: (772) 678-6704, x101 • Fax: (772) 221-9969 • Email: clinic@abasolutions.org • www.abasolutions.org
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**
Department of ESE
777 Glades Road
Boca Raton, FL 33431

Or visit:
https://fauf.fau.edu/NetCommunity/SSLPage.aspx?&pid=1151
and select Center for Autism & Related Disabilities (C.A.R.D.) as the designation.