

CARD Quarterly

Center for Autism and Related Disabilities, Louis de la Parte Florida Mental Health Institute, Department of Child & Family Studies Volume 7, Issue 3 • July - September 2004

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Director's Note

CARD-USF has just completed a search for new team members to fill the void left by Diane Wilson, a long-term employee of CARD and Serena Samar who left to expand her career options.

We have also identified a candidate to lead us in our efforts to update and improve our training. Once fully staffed, we will begin focusing on designing new training options in autism spectrum disorders and creating new collaborations and networking opportunities to expand our presence within our 18 county region. In addition, we will look for ways to offer consultation to individuals with autism that meets their needs in their home or community in more effective ways. Our technical assistance work in schools, classrooms, districts and agencies will expand this year to more areas in west and central Florida. We will offer school-based training with follow up assistance to move from theory to practice. You have probably interacted with our resource and information dissemination team when

you first called CARD. They will continue to provide quality assistance with your needs for information, intake assistance and resource materials. Lastly, our special projects coordinator will continue to look for demonstration projects and other longer-term projects with collaborators that will enhance or expand capacity within our communities.

As you may recall from the last newsletter, we will be taking a break from most of our regular training activities for the summer months (except our Southern region out of our Ft. Myers office) to reorganize and have time to plan for the fall of 2004. Any training that is happening this summer can be found in this newsletter and on our web site. New staff will be transitioning into their roles during August. We ask for your patience and support in this process.

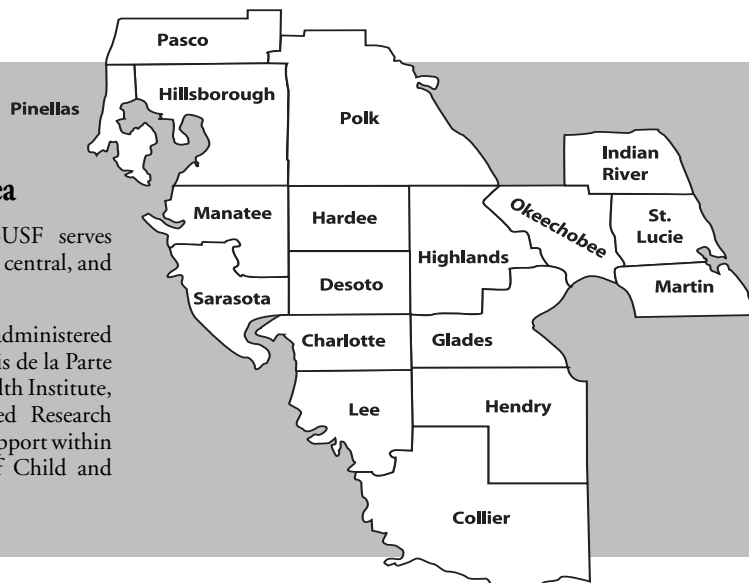
We look forward to introducing you to our new team members soon. If you have any questions or concerns, please feel free to contact me at kberkman@fmhi.usf.edu. I always welcome your comments.

—Karen Berkman, Ph.D.

CARD-USF Catchment Area

Currently, CARD-USF serves 18 counties in west, central, and southwest Florida.

CARD-USF is administered through USF's Louis de la Parte Florida Mental Health Institute, Division of Applied Research and Educational Support within the Department of Child and Family Studies.



USF
UNIVERSITY OF
SOUTH FLORIDA



Center for Autism and Related Disabilities

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Our Mission

The mission of the Center for Autism & Related Disabilities (CARD) at the University of South Florida is to provide support and assistance that optimizes the potential of people with autism and related disabilities. Our effort to achieve this mission is exemplified in the four "components for caring" that are the focus of our work:

- Direct Assistance – Providing individualized support for people with autism and related disabilities, and their families, in natural community settings.
- Technical Assistance & Consultation – Undertaking activities on behalf of programs (e.g., classroom, supported living residence, supported employment site, etc.) that serve people with autism and related disabilities.
- Professional Training – Providing instruction on autism and related disabilities through our workshops, conferences, in-service training, and college courses.
- Public Education and Awareness – Developing and disseminating information about people with autism and related disabilities.

As one of six regional, university-based CARD sites, CARD-USF provides its services to individuals with autism and related disabilities, their families, related professionals, and the general public throughout an eighteen county catchment area in west, central, and southwest Florida.

Endorsement Policy

As a policy, CARD will not lend its name to the endorsement of any specific program, practice, or model that is offered for service to people with autism and related disabilities. However, the sharing of information and training opportunities are key functions of the CARD program.

Events, activities, programs, and facilities of the University of South Florida are available to all without regard to race, color, marital status, sex, religion, national origin, disability, age, Vietnam or disabled veteran status as provided by law and in accordance with the University's respect for personal dignity.

“Let Me Win, But if I Cannot Win, Let Me be Brave in My Attempt”

That is the motto of all Special Olympic athletes. This year one special young lady was a winner at the Special Olympics State Games in Tampa, Florida. Tosha Nicole Finnemore, age 11, became an athlete with Special Olympics 3 years ago in track and field. Her venues are the 50 meter dash and the softball throw. Having such an outstanding result from her training and her attitude to try, Tosha was nominated by Lee County to be the Inspirational Athlete of the Year at this year's State Games.

Each area of participation in the games presented its own unique challenges for Tosha. She soon realized there is a winning technique to throwing a softball, and with much dedication and practice, she mastered this technique. Dashing for 50 meters was not as challenging for this young lady as tolerating the signal of the race, specifically hearing the start-gun fire. Parents and coaches worked with Tosha to tolerate the noise. Her parents, Richard and Debbie Finnemore, bought a cap gun and earplugs to practice at home, and implemented strategies that supported Tosha, enabling her to endure the start of her winning race.

Special Olympics provides weekly Saturday practices for athletes to learn the sport, make friends, and be a member of a team. Tosha anxiously awaited these weekly practices. Her dedication and hard-work earned her a GOLD medal in the 50 meter dash by running her fastest time in her



Gold medalist, Tosha Finnemore.

welcomed and encouraged to participate to the best of their ability. Athletes compete in their age, gender and ability levels in such areas as basketball, bocce, cycling, swimming, tennis, soccer, bowling, golf, and track & field. These events may include walking, dashes, long distance running, relay teams, softball throw and discus. Lee County track and field coaches volunteer their time and expertise while encouraging, motivating and instructing the athletes in their respective event. Coaches are patient, caring, and kind. At the end of the season, track team members have a party at the field where they receive their IMPROVEMENT awards. Every athlete earns this award for the improved times or distance developed during the season. Participation in Special Olympics is free and includes t-shirts, food at events, and travel. Parents have a built-in support network with plenty of time to make friends and team up to problem-solve issues related to supporting their children, and are encouraged to participate as volunteers in the games.

One Lee county parent describes Special Olympics as, “A place to have fun, develop a talent in your child, increase self-esteem, and feel the joy of success”. In Lee County there are several athletes in the Autism Spectrum who are experiencing the thrill of success. Call your local county Special Olympic office to get more information and sign up.

—Kate Latu, Cape Coral



Lee County friends went to the games.

Olympic career of 17 seconds, and a SILVER medal in the softball throw in her division in the State of Florida. Congratulations Tosha Finnemore for your willingness to try, your achievements, and good sportsmanship.

Special Olympics offers athletics year round for people with needs, eight years and older. All people with disabilities are

Special Olympics Florida
<http://www.sofl.org>
800-322-4376

ESSAY...

Why We Let People With Disabilities in Our Every Day Lives

I think we should let people with disabilities in our everyday lives because by letting them in our everyday lives, we help them learn how to live the ordinary day-to-day lives. People with disabilities need us to show and guide them and by letting them into our day-to-day lives we're getting them involved and getting them ready to live on their own.

I think by letting them do the things that we do, we start to give them confidence and show them it's okay to make mistakes because everyone does. It also begins to let them build trust in themselves. If we include people with disabilities, they'll begin to understand the meaning and the purpose of everyday life. Life to children with disabilities may seem to them like something too big for them to accomplish but by showing them and letting them do things we will help them to realize that ordinary life isn't that complicated, they just have to practice first.

Some of us ordinary people think it may be hard to help show a person with disabilities how to do things in life but I know from experience it's not hard to show a person who has disabilities. I have a 14-year old brother with a disability. Yes,



some days can be more confusing for him and then; he gets frustrated and wants to stop trying. I tell him if he stops trying how will he be able to do it when he lives by himself? Then he realizes he has to learn to be independent and tries until he accomplishes what it is he's trying to learn.

Letting people with disabilities do what everyday life people do gives them time to experience what life is really like so that when they are old enough, they will be ready to really live life, experiencing it for themselves, instead of having to depend on someone for help. This will also in time build self-esteem. If a person with disabilities has self-esteem they'll have

enough courage to succeed in the everyday life without being dependent on others.

It also helps them understand right and wrong in everyday life. Children with disabilities don't want to be left out of what they see others doing. By getting them involved and letting them do some hands-on activities of everyday life really allows them to have good experiences that they feel good about. Then, they don't feel left out of life. Also, the child has something to be proud of because he or she can go home and share with his parents about what he learned. On the other hand, the person teaching the child can also feel proud of knowing they taught someone something that will help them in life.

In conclusion, I believe letting children in our everyday life will give them the strength to believe in themselves. It will give them courage to keep trying even if they do make mistakes. Most of all this experience will let everyone see the big picture of life and let them do the right things when they grow up.

—Jessica Corona, Sebring Middle School, 1st Place Winner of the Altman's Construction Autism Awareness Essay Contest.

Autism Awareness Month Spotlight: Sebring Middle School is Aware!

During the month of April, Sebring Middle School made great strides to promote Autism Awareness 2004 through partnerships with Coca Cola and Altman Construction. Mrs. Stacey McKenzie headed up the activities that targeted the entire school and community. During the first week of April, Mrs. McKenzie led a short presentation to SMS faculty. She gave a fun lesson titled "Life is Like a Box of Chocolates," and held a drawing for teachers to win books on inclusion. Coca-Cola made a banner to honor Autism Awareness Month and displayed it in front of the middle school. They also donated weekly prizes for a drawing that asked students to write known facts about autism. Mrs. McKenzie set up an informational table at the school's Showcase of Excellence highlighting her student's successes complete with awareness ribbons, brochures, pens and "I Have a Friend With Autism" pamphlet. Interns and parent volunteers made posters of Autism facts that they displayed all around the campus. Students participated in an art contest that was sponsored by

CARD USF, and an essay contest sponsored by Altman's Construction. Jessica Corona, a 13 year old at the middle school, won first place. The Primal Connection – Acoustic World Rhythm Music - performed with the students on April 29th, 2004. The students participated in the drum circle and played instruments as a part of the group.

This was Sebring Middle School's first year commemorating Autism Awareness Month and an estimated number of over a thousand people were reached and affected by the celebrations. A very heartfelt "thank you" goes out to Mrs. Stacey McKenzie of Sebring, Middle School and Highlands County School District for their successful efforts.

Other Autism Awareness News

CARD sent out diagnostic information to all of the pediatricians within our eighteen county catchment area and have received an overwhelming response from the medical community. Posters and brochures were sent to public libraries throughout the state about



autism. Every school within our eighteen county service area received information on Autism Awareness and we sincerely appreciate the schools that helped us promote Autism Awareness through parent, teacher and student involvement.

A very special thank you goes out to all the parents that assisted us by writing letters to their local newspapers, providing information to communities, and assisting CARD-USF with coordinating activities. Your involvement is invaluable!

—Serena Samar

Trainings and Workshops for Families and Professionals

Things You Need to Know About CARD Workshops

All CARD workshops listed in this newsletter are free. However, we ask that you register prior to attending the workshop. We need to know how many individuals are going to attend in order to prepare enough handouts for each participant. If three or more individuals have not registered for a workshop, the workshop may be cancelled and we would need a way to reach you to let you know. In order to keep you from wasting a trip, please register so we can get in touch with you. If you register and then cannot make it for some reason, please let us know, either by phone or by email.

A family member can register others in their family, but we ask that professionals attending only register themselves and have each person

in their organization register individually. This will prevent individuals from being registered by someone else and not knowing that they were expected to be at a workshop.

Email is the fastest way to register and we can confirm by reply email if your registration is received three days ahead of the workshop.

If you register by phone, you will get the voice mail system. Please leave a voice message with the name of the person attending, the training number and date of the workshop, a phone number and/or email address where you can be reached. If we need to cancel or change a workshop we will notify you.

If you need accommodations, please notify us two weeks prior to the workshop that you plan to attend. CARD is not able to provide childcare at this time.

How to Register for CARD Workshops

If you live in Charlotte, Collier, Glades, Hendry or Lee Counties you can register by:

Email: cphilbro@fgcu.edu
Phone: (239) 590-7771

If you live in DeSoto, Hardee, Highlands, Hillsborough, Indian River, Manatee, Martin, Okeechobee, Pasco, Pinellas, Polk, St. Lucie, or Sarasota Counties you can register by:

Email: card-usf@fmhi.usf.edu
Phone: 813-974-2532 (in Hillsborough Co.)
1-800-333-4530 (outside Hillsborough Co.)

Calendar of Trainings and Workshops for Families and Professionals

Title and Training No.	Date	Time	Location
Charlotte			
What is Autism? #1760 (Early Childhood)	7/8/2004	5:30 pm – 7:30 pm	Punta Gorda Library – 424 W. Henry St., Punta Gorda
Community Living. #1604 (14 yrs old and above)	7/12/2004	6:00 pm – 8:30 pm	Time Out Respite – 24246 Harbour View Rd., Port Charlotte
Guardianship and Estate Planning. #1603 (14 yrs and above)	7/19/2004	6:00 pm – 8:30 pm	Time Out Respite – 24246 Harbour View Rd., Port Charlotte
Support Strategies for Your Child's Transition to a New Classroom. #1761 (Early Childhood)	7/22/2004	5:30 pm – 7:30 pm	Punta Gorda Library – 424 W. Henry St., Punta Gorda
Getting What You Need for Your Child. #1762 (Early Childhood)	8/5/2004	5:30 pm – 7:30 pm	Punta Gorda Library – 424 W. Henry St., Punta Gorda
Self-Determination. #1605 (14 yrs and above)	8/9/2004	6:00 pm – 8:30 pm	Time Out Respite – 24246 Harbour View Rd., Port Charlotte
How to Teach New Skills. #1763 (Early Childhood)	8/19/2004	5:30 pm – 7:30 pm	Punta Gorda Library – 424 W. Henry St., Punta Gorda
Understanding and Intervening with Challenging Behavior of Young Children. #1764 (Early Childhood)	9/2/2004	5:30 pm – 7:30 pm	Punta Gorda Library – 424 W. Henry St., Punta Gorda
Toilet Training. #1765 (Early Childhood)	9/16/2004	5:30 pm – 7:30 pm	Punta Gorda Library – 424 W. Henry St., Punta Gorda
Helping Children with Autism Spectrum Disorders Learn to Communicate. #1766 (Early Childhood)	9/30/2004	5:30 pm – 7:30 pm	Punta Gorda Library – 424 W. Henry St., Punta Gorda
Hendry			
Promoting the Social Skills of Children with Autism Spectrum Disorders, Part 2 of 2. #1647 (School Age)	7/1/2004	6:45 pm – 8:45 pm	Barron Library – 461 N. Main St., Labelle, FL
Teaching Independence in Daily Living Skills. #1648 (School Age)	7/15/2004	6:45 pm – 8:45 pm	Barron Library – 461 N. Main St., Labelle, FL
Creating Environmental Supports to Promote Structure and Consistency Across Environments. #1649 (School Age)	7/29/2004	6:45 pm – 8:45 pm	Barron Library – 461 N. Main St., Labelle, FL
Introduction to the Adult Service System. #1773 (14 yrs and above)	9/8/2004	Noon – 2:30 pm	Barron Library – 461 N. Main St., Labelle, FL
What is Autism Spectrum Disorder? #1779 (Early Childhood)	9/13/2004	5:30 pm – 7:30 pm	RCMA, 551 West Cowboy Way – Labelle, FL
Getting What You Need for Your Child. #1780 (Early Childhood)	9/27/2004	5:30 pm – 7:30 pm	RCMA, 551 West Cowboy Way – Labelle, FL
Lee			
Creating Environmental Supports to Promote Structure and Consistency in the Home. #1771 (Early Childhood)	7/14/2004	6:00 pm – 8:00 pm	FGCU AB3 Room 102 – 10501 FCGU Blvd. S., Ft. Myers
Teaching Play Skills to Children with Autism Spectrum Disorders. #1772 (Early Childhood)	7/28/2004	6:00 pm – 8:00 pm	FGCU AB3 Room 102 – 10501 FCGU Blvd. S., Ft. Myers

CARD Works To Develop A Social Skills Curriculum for Individuals With Asperger's Syndrome

Individuals with Asperger's Syndrome (AS) demonstrate a range of life-long social difficulties. While some individuals with AS may display an interest in friendships and interactions with others, this interest is often marked by severe difficulties characterized by an inability to engage in age-appropriate social interactions. These social difficulties, however, may be a more a product of misunderstanding social cues and social skills, rather than disinterest or fear of social contacts. Regardless of where an individual with AS fits on the continuum of social difficulties, they are often viewed as socially awkward, immature, socially stiff, lacking empathy, and lacking understanding of social mores.

With such a range of difficulty with social interactions, many individuals with AS require some form of social skills training that allows for directly teaching and practicing appropriate social skills. Unfortunately, there are few resources available to satisfy the growing demand for assisting individuals with AS. Clearly, more demonstration projects and research are needed in this area. Understanding the nature of social skills difficulties for individuals with AS, members of CARD staff have begun developing a social skills curriculum aimed at remediating the social difficulties experienced by individuals with AS. The Sarasota Area Social Skills Experience (or SASSE, as it is currently called), is a collaborative effort between CARD staff, family constituents in Sarasota, and the School Board of Sarasota County, and will offer social skills trainings for constituents with AS (primarily between the ages of 10-15).

The idea of the SASSE program came from the testimonies and interest of parents of individuals with AS in the Sarasota area. The objectives of the SASSE project are twofold. First, the SASSE team will create a manual that can be used by CARD staff, parents, teachers, and other community supports to help individuals with AS better understand social relationships and directly teach them the social skills necessary to interact with other peers and adults. Lessons to be

included in the forthcoming manual will focus on teaching individuals with AS how to: (a) "read" and understand emotions of others, (b) identify and understand nonverbal cues, (b) use conversational skills effectively, and (c) resolve stressful social situations. Second, the SASSE project will serve as the foundation for more comprehensive social skills support networks to be created with collaboration between other families and schools.

The primary responsibilities of the SASSE team at CARD over the summer will be to develop materials and resources to implement social skills groups with individuals with AS. Specifically, the SASSE team will create a social skills manual that includes lesson plans for a variety of social skills that educators and/or other professionals can use when working with individuals with AS. During the Fall semester of the 2004-2005 school year, it is projected that the SASSE team will be working to build capacity of the Sarasota County School District by offering trainings to student support personnel interested in carrying out social skills lessons with individuals with AS. This fall CARD staff members will implement and evaluate the effects of the social skills lessons included in the SASSE manual by measuring student outcomes. Based on information gathered following the completion of the pilot project, CARD will begin the necessary steps to improve the curriculum, train school district personnel, and expand the program to other counties. Ultimately, the SASSE project aims to provide the much needed social skills supports for individuals with AS, and the families and schools that support them.

In this preliminary phase, CARD is only implementing the SASSE program with a small number of constituents in the Sarasota area. Once the program has been finalized, information for families interested in social skills groups for individuals with AS will be available in subsequent CARD newsletters and publications. In the future, we envision such social skills being extended to include more of out constituents with AS.

— Frank Sansosti

Must-Have Book About Autism!

The following book was recently released and it comes with high praise from the CARD faculty here at USF. Every family will want to read it. It is available through Amazon and most bookstores. Encourage your library to order it.

Title: Overcoming Autism: Finding the Answers, Strategies, and Hope That Can Transform a Child's Life.

Authors: Lynn Kern Koegel, PhD and Clair LaZebnik

Hardcover: 310 pages

Publisher: Viking Press; (April 12, 2004)

ISBN: 0670032948

Review From Amazon.com

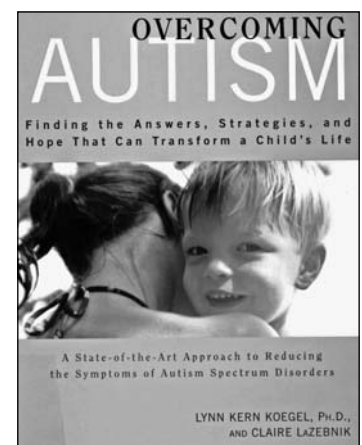
With a 300 percent increase in the incidence of autism and autism spectrum disorders and 1 in 150 children being diagnosed with the disability, autism is now an epidemic. Fortunately, there have been huge advances in our ability to diagnose the disability at younger ages and in the development of effective interventions that can change children's lives.

In *Overcoming Autism*, Lynn Kern Koegel, Ph.D., one of the most well-known and highly respected experts on treating autism, shares her

professional advice while co-author Claire LaZebnik, a professional writer whose son has autism, provides insight into the daily life of parents coping with autism.

It's a difficult disability to live with, but it doesn't have to devastate a family. In this book, Koegel and LaZebnik offer concrete ways to immediately begin improving the symptoms of autism and the emotional life of anyone coping with the disorder. Providing a complete program of

strategies that can be tailored to any child's specific needs, this is a must-read, must-own book that offers hope through practical solutions which are warm, nurturing, and designed to fit into a family's daily life. The writers never lose sight of the humor that lurks in the quirkiness of the disability or the importance of enjoying and loving your child.



Path Finding in Southwest Florida: The Center for Independent Living Creates a PATH

Consumers with developmental disabilities and the advocates who help them achieve independence and self-determination gathered around the PATH posted on the wall at The Center for Independent Living (CIL) of Southwest Florida. Side-by-side representatives from the community, each participant signed their name on the colorful planning document concluding the creation of dreams and vision for the CIL's future. Signing names was more than a symbolic gesture; it demonstrated one community's commitment to charting a successful future.

A Visioning Process

Planning Alternative Tomorrows with Hope (PATH) is a planning process that starts with an organization's "North Star" dream and motivates a team to identify short- and long-range goals. A facilitator from CARD-USF helps the team members to create snapshots in time, such as one to three year intervals leading up to the organization's vision. Team members are encouraged to think backwards and visualize how they will achieve their dream. Graphics are integral to the planning process. An eight foot template becomes a pictorial road map to record the organization's plan of action.

After the first hour, the CARD-USF facilitator asks participants to report how they are feeling. "Overwhelmed, but encouraged," said Anne Edwards, director, Center for Independent Living. "Individuals in the room are offering to help us reach our goals. I realize now how much we have in common."

A sense of empowerment emerges, often mixed with feelings of anxiety. The facilitator reminds the leadership team that one person cannot do this work alone. Apprehension fuels the process further and team members realize that to move forward leaders need to enroll the help of others.

Enrolling People to Help

Edwards scans the energy in the room. Twenty people representing eleven different organizations, including Abilities, Lee Memorial Rehabilitation Hospital, Social Security Administration, Goodwill Industries, the Florida Department of Health and Center for Independent Living begin pledging their support. People offer to help CIL recruit volunteers, schedule disability sensitivity trainings, find an accessible meeting room in Lehigh, plan workshops on self-determination, partner on accessible housing issues, help with public relations, and support the need for program expansion in Charlotte County. Together, they draft the agency's "first steps" and assign inter-agency responsibilities.

The PATH process, started in April 2004, is part of a collaborative action plan created for The Center for Independent Living of Southwest Florida. Anne Edwards initiated contact with CARD-USF in Fort Myers in 2003 by requesting a training on autism spectrum disorders for the service coordinators serving adults with developmental disabilities in Collier, Lee, Charlotte, Hendry and Glades counties. CARD-USF also participates actively in the Americans with Disabilities Act (ADA) Advisory Group which meets monthly at the CIL office.

To Learn More About Planning Alternative Tomorrows With Hope (PATH)

Falvey, M., Forest, M., Pearpoint, J. & Rosenberg, R. (1997). *All my life's a circle: Using the tools: Circles, MAPS & PATHS*. Toronto, Ontario, Canada: Inclusion Press.

Pearpoint, J., O'Brien, J. & Forest, M. (1994). *Path: training video*. Toronto, Ontario, Canada: Inclusion Press.

—SW Florida FGCU Branch Office

Centers for Independent Living

Centers for Independent Living were established by Congress under the Rehabilitation Act of 1973 with four core functions. With over 250 Centers throughout the United States (there are 14 in Florida), Centers provide information and referral services, advocacy, independent living skills training, peer counseling and individualized support for persons with significant disabilities.

Accessible Path to Independence

ENROLL

4/29/2004

- BHSY, BHSY, BHSY
- Growth
- Uncertainty at state level with funding
- Over stretched, under staffed
- Too much to do, not enough time
- Challenged, frustrated
- Encouraged, concerned
- Inadequate
- Many items in the fire
- Consumers in need of training of all disabilities
- Encouraged by consumers self-determination
- Isolated, especially outside Lee County for transportation
- Complexity of consumers
- Insecurity of signs, two degrees to dental
- Loss the "CAPS HAND" (handicap)
- Reverse discrimination: for unseen needs
- ENCTED

ENROLL

- Consumers, Individuals
- The Mayor's Alliance
- Transit Providers, Housing Providers
- Police, Boys & Girls Club, Gasnett Foundation
- Home Owners Assoc., Price Foundation
- Arts & Humanities Council, Pilot & Zonta
- Medical & legal professionals
- Law enforcement, Community leaders
- Public schools/ Univer. & Comm. Colleges
- Professional athletics support
- Parents' families, Elder affairs
- SW Fla Foundation, Goodwill Industries
- Special populations, Abilities, Other CILs
- Retirement organizations, Voc Rehab, YR
- Scouting groups
- Brain & Spinal Cord Injury Program
- Division of Blind Services
- Sporting Organizations
- FND Family Network on Disabilities
- Epilepsy Foundation, Banks Homeless Coalition, Trust Masters
- LARC, volunteers, Deaf Services Center
- Victim Services Provider/ ACT
- WSC - Waiver Support Coordinators
- PKC, United Way, Food Banks
- Subsistence Army
- Other Services' Support groups
- Discharge planners, Children's Home Society
- Media, Public Library, Woman's Club
- 4-H, Service Organizations
- One Stop Career Service Center
- Kiwanis, Rotary, Shriners', Civitan, Church Build' & Contractors Association
- Human Services Network

FIRST STEPS

24-48 hours/ week

- Knowledge, time, stamina
- Personal experience with disability
- Recognized at state level
- Comaraderie
- Extensive Network
- Good attitude
- Community involvement
- Honor
- Outreach Programs
- Good strategies
- Strong leadership, Organization
- Training, experience, longevity = 14 years/CIL
- Partnership, creativity, enthusiasm
- Persistence, understanding, flexibility
- Empathy, empowerment, recognition
- Do more with less; coaching skills
- Desire, integrity, recruitment
- Goal oriented, positive attitudes
- Sincerity, vision, direction
- Willingness, cooperation, collaboration
- Communication skills
- Periodic/ daily rejuvenation
- Recognizing the need for help
- Delegating, oversight, sensitivity
- Compassion, objective-discern
- Desire to succeed
- Confidentiality, team work
- Time management

MAY 2004

- Schedule sensitivity training
- Michelle will have PATH to teams
- Name, phone #'s, addresses to contact & alternate resources: One Stop, etc. United Way- Lehigh, Shelly Armstrong
- Enrollment contact
- Scott contacts team/ rec curriculum for self-determination & lobbying efforts
- Contact & schedule meeting with at least 2 enrollees- Anne
- Linda to determine packet content for sensitivity training
- PR contact with organization- Bell
- List of potential volunteers- Virginia: church, service clubs, new centers club, FGCU Service Learning Center
- Establish committee to meet with Toastmasters, Life Care Comm., etc.- Sally/ Dottie/ Abiliti et
- Baseline narrative on subcommittee for data collection- Jean
- List of contacts ADA advisory
- Date scheduled by Tim/ FND meeting
- July- list of grants (investigate possibilities)

JULY 2004

- 3 sensitivity trainings complete
- Teams have met to reassess goals
- Research for phone lines & computer lines, compiled report- new office
- Enrollment of 25% of team
- Identify prospective buildings- ADA compliant, PC & FM & transit
- Curriculum for self-determination- scheduled & lobbying efforts
- Scheduled with 2 enrollees to present info on CIL
- Packets of info & training materials ready to go!
- Establish volunteer for P.R.
- Overall 4 in volunteers- knowledgeable, dependable, quality
- Team members, Life Care Community Coordinators establish plan
- Establish a subcommittee for data collection including volunteers & 11 meeting scheduled
- ADA advisory to meet with city & county manager or public office for building CODE
- Ann & Tim have met with FND- ATC
- A list of possible grants

GOALS

APRIL 18, 2005

- Digger office in a new building- PR, PC
- CL House- PC
- Have consumer responsibility as well as self-determination, self-advocacy
- Collaborative partnership (number of community service organizations, local university & community college - for County)
- All county schools/ public schools, PLAC- Public relations
- Training & acknowledgment awareness of parents, teachers, students, participants & facilitators through early intervention
- Seven sensitivity awareness trainings completed, accessibility present to 100% of 199
- Increased NCS education & awareness
- CL Tracking of info & referrals plan
- Increased links network, applied for grant through volunteer
- Increased of the current problem of housing & building codes in an establish plan for increased education & awareness for ADA
- Increased collaboration through FND- Family Network on Disabilities

North Star Dream

Fully accessible community

Have knowledge to encourage power & change

Respect people for their ability

Gold education

BIGGEST & BEST

Center for Independent Living to all Counties through Club House- Fort Charlotte

Back universal population

New job opportunities

Collaboration with other agencies

Strong education at the top

See education for disabled person

Seamless living here

By Time program

Need to know

Advocate for all legislative issues (committees, Courts, Tax, Regs, Statutes)

Driving force

Sensitivity training

Going to the North Star

Highlight potential employees' concerns

Self-determination

PC plan to the individual

To see disability work

Seamless care plan

Community inclusion

Community recognizes

Partnership with other organizations, using money & time

Quality of training of group leaders

Seamless waiting list

Advises & promote NCS issues locally & state, publicly nationally

Seamless waiting list

Continuing & ongoing "press for"

Building force

Early support, questions, etc

Increased education opportunities through money, family & facilitators

Increased diversity for building it

Autism Support

HILLSBOROUGH COUNTY

KIDDs (Keys for Individuals with Developmental Disabilities)

When: 2nd Thursday of Nov., Feb., and April.
Time and Location will be provided when you RSVP.
To RSVP contact Kris Zak at krizak@earthling.net, or
Phyllis Guthman at phyllis.guthman@sdhc.k12.fl.us
To leave a voice message, please call 813-837-7735

LEE COUNTY

Adonis Autism Center of Southwest Florida

Time: 3rd Thursday (monthly), 7:00 p.m.
Place: Bashaw home, 1456 Lynwood Avenue, Ft. Myers
Contact: Maureen Bashaw, 239-332-5395

Autism Done a New Way (Diet/Biomedical emphasis)

Time: 3rd Sunday (monthly), 6:00 p.m.
Place: Royal Palm Corporate Center, Royal Palm Sqr. Blvd.
Summerlin and Colonial past Publix
Contact: Stacy Alvarez, 239-549-2633

Florida Autistic Society

Time: Group meets informally. Call for meeting times.
Place: Ft. Myers area.
Contact: Kate Cullen, 239-433-4929

Southwest Florida ASA Chapter #555

Contact: Fran Swanson, 239-768-0723
Please call for meeting times.
Respite provided while parents attend meeting.

Support Group (ASD to ADHD)

Time: 2nd Thursday (Monthly) 7:00 pm - 8:30 pm
Location: Covenant Presbyterian Church
MacGregor Blvd., Room F204, Ft. Myers
Contact: Carol Simontacchi; Email: csimontacchi@cs.com

PASCO (NORTH) COUNTY

Hernando Autism Parenting & Personal Experience Network (HAPPEN)

Time: 3rd Wednesday (monthly), 7:00 - 8:30 p.m.
Place: Pediatric Therapy Works
Contact: Leslie Bolen at 352-683-0209 for directions

PINELLAS COUNTY

Gulf Coast ASA Chapter #134

Time: 2nd Wednesday (monthly), 7:00 - 9:00 p.m.
Place: Abilities in Clearwater, 2735 Whitney Rd., Clearwater
Contact: Filomena MacDonald, 727-789-0082

POLK COUNTY

Heart of Florida Autism Society

Time: Call contact for meeting time.
Place: Polk County area.
Contact: Angie Dawson, 863-294-6315

RACE (Reaching Autistic Children Early)

Time: 2nd Thursday (monthly), 6:00 - 8:00 p.m.
Place: Central Florida Speech & Hearing Center,
710 E. Bella Vista, Lakeland
Contact: Families call Karla Dickson at 863-859-1477 x328
during the day or email karlajoy@aol.com

Teachers call Danielle Moody at 863-255-9707
or email moody74sd@aol.com

ST. LUCIE COUNTY

Treasure Coast Autism Support Group

Time: Meets 2nd Monday of the month, 7:00 - 9:00 p.m.
Place: Florida Atlantic University/Treasure Coast Campus Port
St. Lucie, 500 NW California Blvd. (Book Store Bldg.)
Contact: Kim at 772-878-7036

SARASOTA COUNTY

Manasota ASA Chapter #535

Time: 1st Thurs. (monthly Sept-May), 6:30 - 8:30 p.m.
Place: Oak Park School, 7285 Proctor Road, Sarasota
Chapter email: manasotaautism@msn.com
Web: <http://www.manasotaautism.com>
Chapter Contacts: Day time - Julie 941-426-9059.
Evenings or Spanish speakers contact Alicia 941-377-0959

Biological Interventions for Autistic Spectrum Disorders (BIASD)

When: Second Friday of each month from 6:30-8:30 p.m.
First hour will be structured, social hour follows.
Place: Fruitville library in Sarasota
Contact: Dianna 941-341-9922 or Michelle 941-266-7326
By email at info@biasd.net
Website: <http://www.biasd.net>

ASPERGER'S SUPPORT GROUPS

Highlands County Asperger's/High Functioning Autism Support Group

Time: 3rd Thursday of each month at 6:30 - 8:00 p.m.
Contact: Phyllis Reff: 863-385-4744
Email: perel1258@aol.com

Hillsborough County Asperger's Syndrome Support Group

This group will not be meeting during the summer and will reconvene in the fall.

Pinellas County Asperger's Syndrome Support Group

Time: 3rd Tuesday of each month at 6:30 - 8:00 p.m.
Place: Morton Plant Mease Wellness Center,
32672 US Hwy. 19 N, Palm Harbor, FL.
Temporary Contact : CARD-USF 813-974-2532
Temporary Email: card-usf@fmhi.usf.edu

Sarasota County Asperger's Syndrome Support Group

Time: Last Wed. of each month at 10:00 - 11:30 a.m.
Place: 1960 Landings Blvd., Sarasota, FL.
(Maroon Awning Bldg, 2nd Floor, French Door Room)
Contact: Susan Magers 941-408-0083
Email: Smmagers@aol.com

Please contact CARD-USF with changes or additions.

*Support Group listings are provided as a service and
are not an endorsement by CARD-USF*

WALK F.A.R. for NAAR

Family & Friends for Autism Research

Save the Date

Join NAAR's team in Charlotte County and help find the answers that research will provide ... step by step by step. To learn about the National Alliance for Autism Research you can visit their web site at <http://www.autismwalk.org>.

The Southwest Florida Walk will be held on October 2, 2004 at Edison Community College on the Punta Gorda Campus. Walkers will be coming from Tampa to Naples. Registration will be at 9:00 am and the two mile walk will start at 10:00 am. There will be clowns, a bounce house, music provided by "Joint Effort", snacks and lots of family fun as we raise awareness about autism and much needed research money.

To see how you can help, attend organization meetings, or get information about the walk, call 941-697-9772 or email NAAR@mail2help.com



What: Walk F.A.R. for NAAR
Southwest Florida Walk for Autism
Research Walk-a-thon

When: Saturday, October 2, 2004

Where: Edison Community College, Punta Gorda, FL



CARD Center for Autism and Related Disabilities

Department of Child & Family Studies
Louis de la Parte Florida Mental Health Institute
University of South Florida
13301 Bruce B. Downs Blvd., MHC 2113A
Tampa, FL 33612-3899

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