



Community Connection

Louis de la Parte Florida Mental Health Institute, Department of Child & Family Studies — Volume 9, Issue 1 • February 2006 - July 2006

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Director's Note

I wanted to begin this newsletter by thanking those of you who have been supportive of CARD by writing and speaking with your legislators about the work that we do that has had a positive impact on your lives. Two families were kind enough to accompany me to Senator Alexander's office to inform him of the needs that families have in raising a child with autism. We feel very fortunate to work along side so many great families who allow CARD to become part of your lives.

I would like to provide a brief reminder of what services CARD offers to assist our readers in helping others who are just coming into the system with a newly diagnosed child. CARD-USF provides assistance to families and professionals within a 14 county region.

- We meet with families in their homes or community to define needs and offer consultation and tools to improve outcomes. We are not allowed to duplicate services in existence and therefore, may not provide direct treatment. But, as a resource and information center, we can assist families to get information on who can provide treatment.
- In addition, we have a relationship with over 200 schools and spend a great deal of time in classrooms, assisting teachers to become knowledgeable about the interventions available for educating children with autism and related disabilities. We can enter schools when an invitation is

extended or with permission from the administrator. We are always happy to become part of the education solutions for the children we serve.

- CARD also offers many training options when requested. We have been working on developing online and cd/video based tutorials on topics of interest to many families and professionals. We have two trainings online at our website currently and will continue to add new ones as the year progresses, so check back often or ask your CARD consultant to assist you in getting a copy.
- CARD has an awesome resource and information service. If you have called us, you know we have several people devoted to providing you with current and useful information to meet your needs.
- Lastly, CARD is now developing a variety of new projects that we anticipate will have an impact on many individuals we serve. Some of these projects may include increasing autism awareness; creating more inclusive recreation experiences; enhancing early screenings for young children; and coordinating providers of disability related services to offer training and technical assistance to communities to improve access for all. Stay tuned for more information.

We are very pleased to announce our four newest employees to CARD-USF. Leigh Anna Nowak has joined our Ft. Myers branch office and will be a new CARD consultant. Kimberly Webb is a new CARD consultant in our Tampa

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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 seven 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 a fourteen 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.

Director's Note (continued)



Leigh Anna Nowak



Kimberly Webb



Takia Bullock



Vivian Herrero

office and works with young children up to age 6. Takia Bullock is a Masters student with the School of Social Work and works with CARD-USF 20 hours per week completing intakes, needs assessments and action plans. Vivian Herrero is working for CARD part time as our Spanish translator for families as well as allowing us to offer materials for our Spanish speaking

constituents. Our phone number for our Spanish speaking families is 813-974-2299. Please join me in welcoming our new team members.

CARD-USF continues to seek your input to better meet your needs. As always, I invite you to contact me if you want to share ideas or concerns.

—Karen Berkman, Ph.D.

The Road to Transition for Students with Asperger's, Part III

Over this past summer I went on an historic journey for me as I was entering the world of college. The experience was to be different, unlike my years at high school and I was prepared to face newer and greater challenges to overcome having autism. Overall the summer experience that I had was very beneficial and it was one of the many things that I found worked while I was up there.

Prior to my arrival on campus as an official student, I visited the Disability Resources office and met with one of the workers there to do an intake and to get some information on how the disability services worked at the university. This eased the [transition] process during the summer term for I knew the exact plan on where to go and how to get things done when I needed help.

Living in a residence hall was an experience in itself for I got to meet new people and start creating a network of peers so we can help each other out. The only real challenge that I had while living in the residence hall was tolerating the different living styles and unique personalities of my roommates but this is a challenge that I am bound to overcome real soon. The only other real challenge that I have had over my summer experience was the bus system and its inconsistency. There have been times when the bus drivers would just drive on by and not

even see me and the capacity on the actual bus would reach its max so I would have people compressing me into a very small section of the bus. The only real solution that I have found to the bus system was experimentation; I would take the bus at different times to determine which time had the smallest population on the bus and that solved a lot of problems.

Before I started my classes I made sure that I walked to all of my classes to ensure that I had a routine before the first day so I did not get overwhelmed. I also made sure that I plotted out all the dining facilities within the general vicinity of all my classes so I did not have to scramble getting food in-between my classes. It really saved time and relieved a lot of stress.

Overall the college experience has really enhanced my life and I am really glad I made the decision to move into this new and bold stage of my life. Although there were many challenges that I had to face, I feel much more confident that I will successfully overcome my challenges. I am really looking forward to the next four to five years of not only obtaining knowledge from an institution of higher learning but also learning about the world around me and testing my capabilities in leading a successful life.

—Jeffrey Schmidt
8/19/05

REGIONAL SUMMIT ON CHILDREN'S EMOTIONAL, BEHAVIORAL AND MENTAL HEALTH SOUTHWEST FLORIDA COMMUNITIES IN COLLABORATION

CARD-USF participated in the Summit on Children's Emotional, Behavioral and Mental Health on Nov. 4 and 5 at Florida Gulf Coast University for individuals who serve children with emotional, behavioral and mental health needs, their families, and interested community members. CARD consultants from the Fort Myers area office exchanged information with families and professionals during "Navigating the Resource Maze," a hands-on experience exploring and accessing regional community services, and presented two break-out sessions on Positive Behavior Support.

CARD-USF in Fort Myers is located at the College of Education, Florida Gulf Coast University, and can be reached by telephone at (239) 590-7771.

Grandparents: The Do's and Don'ts of Planning for Your Grandchild(ren) with Special Needs

Grandparents want the best for their children and grandchildren. They often worry about a grandchild who is severely handicapped or disabled, and may need additional assets or assistance to lead a quality life. Grandparents are sometimes told not to leave their grandchild(ren) with special needs anything because the child(ren) may lose government benefits. People are often confused as to what to do or not to do.

Grandparents can leave money to their grandchild(ren) with special needs. **There are very special ways to do it!**

Money has to be left in such a way so that government benefits are not lost. Assets in excess of \$2,000 will cause the loss of certain government benefits for the person with special needs.

Money should not be left to the grandchild directly, but should be left to a special needs trust. The special needs trust was developed to manage resources while maintaining the individual's eligibility for government benefits. The trust is maintained by a trustee on behalf of the person with special needs. The trustee has discretion to manage the money in the trust and decides how the money is used. The money must be used for supplemental purposes only. It should only supplement, or add to benefits (food, shelter or clothing) that the government already provides through Supplementary Security Income (SSI). It must not replace government benefits.

Brief Summary of Do's and Don'ts!

Do's:

- 1) **Make provisions for your grandchild(ren) with special needs. Leave money to the child's special needs trust.** The special needs trust is the only way to leave money without losing government benefits.
- 2) **Coordinate all planning with the child's parents or other relatives.** Notify the parents when you plan for grandchild(ren). Plan with others.
- 3) **Leave life insurance, survivorship whole life policies and annuities to the child's special needs trust.** The special needs trust can be named as the policy beneficiary. When the insured or annuitant dies, the death benefit is paid to the special needs trust. The special needs trust then has a lump sum of money to be used in caring for the grandchild(ren) with special needs.
- 4) **Consult with trained financial and legal professionals with specialties in special needs estate planning.**

Don'ts:

- 1) **Do not disinherit your grandchild(ren) with special needs.** Money can be now left to a properly drawn special needs trust. It does not make sense to disinherit any of your grandchild(ren) with special needs.



- 2) **Don't give money to your grandchild(ren) with special needs under UGMA or UTMA (Uniform Gift or Transfer To Minors Act).** Money automatically belongs to the child(ren) upon reaching legal age. Government benefits can be lost!
- 3) **Don't leave money directly to a grandchild with special needs through a will.** Money left will be a countable asset of the child and may cause the loss of government benefits.
- 4) **Don't leave money to a poorly set up trust.** Money left in an improperly drafted trust can result in the loss of government benefits.
- 5) **Do not leave money to relatives to "keep or hold" for the child with special needs.** The money can be attached to a lawsuit, divorce, liability claim or other judgment against the relative.

Provided by MetDESK; www.metlife.com/desk;
1-877-MetDESK (1-877-638-3375)

30 – Hour Positive Behavior Change Training Concludes in Hardee County

Parents and professionals in the Hardee County area recently completed a 30-hour curriculum that trained them in the use of specific tools based on the fundamental principles of applied behavior analysis. The training was a collaborative effort by CARD and the District 14 Agency for Persons with Disabilities, The Hardee County School District, and the Florida Diagnostic and Learning Resource Center, Sunrise office.

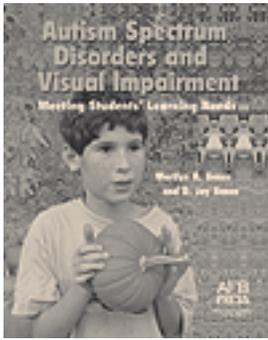
The Tools for Positive Behavior Change (PBC) class teaches participants a variety of new skills for dealing with problem behavior. It includes role-plays to allow participants to not only learn the tools but practice them as well.

We would like to express considerable thanks to the following individuals for their assistance and support in providing this training: Eric Olsen, District 14 Agency for Person's with Disabilities; Don Woods, Florida Diagnostic and Learning Resource Center- Sunrise; Teresa Hall, Hardee



County Schools; Bryon Neff, Kimberly Crosland, and Bennie Colbert, Behavior Analysis Service Project; and an extra special thanks to Kathleen Rossetter, class co-trainer and senior psychologist at District 14 Agency for Person's with Disabilities.

Book Review



Title: Autism Spectrum Disorders and Visual Impairment: Meeting Students' Learning Needs

Author: Marilyn H. Gense and D. Jay Gense, 2005

Publisher: AFB (American Foundation for the Blind) Press

ISBN: 0-89128-880-5

When a child with a visual impairment also has ASD, there are particular teaching methods and strategies that need to be implemented to assist the child in his/her learning. The authors recognize that behaviors associated with ASD such as rocking, spinning, head swaying, and rhythmic bouncing resemble those that have historically accompanied some people who are visually impaired. They "believe that acceptance of "autistic-like" behaviors without the pursuit of a better understanding of the meaning of those behaviors and the exploration of the possible coexistence of visual impairment and an autism spectrum disorder is doing the child a "disservice".

Part I of this book provides an overview of ASD, and presents a helpful graphic comparing the development of children who

are sighted and typically developing, blind or visually impaired, and blind or visually impaired with an autism spectrum disorder.

Part II of the book begins by describing program planning and instructional strategies for teachers. With many years of experience working with children who have ASDVI, present the common principles used to guide their work:

- Strive for small, doable increments
- Expect communication
- Use positive reinforcements
- Nothing is free
- Take responsibility for each student's learning
- Learning, teaching, learning

The chapter on assessment thoroughly explains that there are not specific assessments for the child with ASDVI, but some ASD assessments can be used with children who have a visual impairment. One of the greatest strengths of this book is the numerous strategies and resources provided to assist the assessor.

The remaining chapters focus on overviews of seven content areas that the authors feel are important to address for any student who has both ASD and a visual impairment. The content areas are communication, social interactions, challenging behaviors, orientation and mobility, independent living skills, career education, and recreation and leisure. The authors suggest these curricular areas are based on research and the National Agenda for the Education of Children and

Youths with Visual Impairments, Including Those with Multiple Disabilities, Revised (2004). Since a student with ASD must first learn the connection between the need to communicate and a communication system, and since the student needs to learn to engage and communicate appropriately with an adult, all of "the foundational instructional strategies will come from the field of autism with modifications made to address the student's lack of vision". Again, there are numerous strategies and resources provided to assist the teacher with these seven content areas as well as in the last chapter on classroom supports.

An additional strength of this book is that throughout, the authors identify the need to look at each child as an individual, stating "each child presents unique and individualized learning characteristics and learning challenges". And further point out that "children with ASDVI will not learn what they have not experienced" so, "teachers need to create opportunities for learning by doing within functional, natural settings".

Although this is a reference book providing an overview of concepts, the appendix provides in depth sources for more detailed information, including sources for any products, assessment tools, extensive websites, or other instruments mentioned in the book. This book will serve as a reference tool to any teacher working with a child who has both an autism spectrum disorder and a visual impairment. The authors appropriately define teacher in a very broad sense to include all teachers, parents, service providers, paraprofessionals, and others who work with a student.

From the Family Café

Dear Friend,

Have you ever wanted to attend a conference, training, town hall meeting or other forum but didn't have the financial resources to make it happen? Now, thanks to generous funding from the Florida Developmental Disabilities Council, The Family Café can help.

The Family Café is proud to announce the beginning of the Consumers and Families Leadership and Development Assistance Program. This program has been designed to provide funding for individuals with developmental disabilities and their families to attend conferences, public forums and other training opportunities in order to help them become

effective advocates and community leaders. Funding is available to pay for travel, accommodation, conference registration fees and other related costs.

If you've always wanted to participate, but lacked the resources to do so, this program is for you! All you have to do is apply.

To learn more about the Consumers and Families Leadership and Development Assistance Program, or to complete an application, visit The Family Café website at www.familycafe.net. You can also apply by phone at 1-888-309-CAFÉ (2233).

Yours,
The Family Café

Supporting the Very Young Child with Autism Spectrum Disorders

The early years of development offer a tremendous opportunity for early intervention and the developmental progress of children with ASD. While professionals are very adamant about the importance of early intervention, it is often difficult to identify what parents should pursue in gaining the appropriate supports for their child. Here are some general considerations that may be helpful:

1. Engagement is key. The most effective intervention approaches are ones that ensure that the child is engaged with adult or peers. The more a child is engaged in meaningful interactions and activities, the better the developmental outcome.
2. Communication is the goal. The goal of early intervention should be to have the child communicate and socially interact. Communication refers to both nonverbal forms of communication (e.g., leading an adult, using a picture exchange, making a choice) and the use of words. Get as much communication going as you can. Spend less time worrying about the production of words and focus more on the sending and receiving of messages.
3. Have high expectations. Encourage the child to become independent. Expect that your child will learn to play, to dress, put toys away, eat independently, and other skills of independence.
4. Teach to the child's strengths and interests. If a child learns well from the use of visuals, provide visuals for everything. Use your child's strength area to teach and support his development. Use your child's interest to promote engagement and learning. Teaching episodes that are based on the child's attention or motivations are less effective than instruction that includes the child's interests and goals.
5. Be selective about instructional targets. Children with ASD need a lot of skill instruction and you will need to decide on what is a priority. The important instructional targets are the skills the child needs to communicate effectively, enjoy social interactions, and become independent (at an age-appropriate level). Be selective in what is targeted for instruction. For example, asking for juice may be more important than labeling farm animals and zipping up a jacket may be more important than putting clothespins in a container.
6. Teaching must be intentional and systematic. While children with ASD learn a lot on their own, they can learn much more when provided with systematic instruction. Systematic instruction involves identifying the skill that is desired, breaking the skill down into teachable units, and then using a planned procedure for instruction of the skill. Parents should ask the professional who is working with their child to describe exactly "how" a skill will be taught. Professionals must be able to identify the instructional sequence that they will be systematically using to ensure that the child will learn.
7. Problem behavior is meaningful and can be replaced. Children with ASD have problem behavior because they want something or want out of something. It is a form of expression that often works for them. The best approach for resolving problem behavior is to identify what the child may be communicating and then developing a behavior support plan that includes strategies for helping the child understand or cope with the routine or activity, strategies for teaching the child new ways to express wants or needs, and new ways for adults and peers to respond to problem behavior. This approach, Positive Behavior Support (PBS), has shown to be a highly effective intervention approach.
8. Children with ASD need support. Children with ASD have a difficult time making sense of the world. They don't seem to pick up on subtle social cues and have difficulty understanding language. Support strategies for children with ASD includes: providing a predictable schedule and routines; using gestures and visuals with verbal communication to enhance the child's understanding; using warnings, schedules, or objects to let a child know what may be coming up next; and analyzing the child's behavior to interpret what he may be communicating or struggling to understand.
9. Young children with autism are young children first. Don't throw away your books on raising a toddler or preschooler. Your child is more alike other children, than different. Your child still may want cuddle time, water play, chase, and naps. Your child will probably tantrum if you take him on a long shopping trip or if he needs lunch. Likewise, you should expect your child to be toilet-trained, eating by himself, putting his clothes in the hamper, and sleeping by himself when it is developmentally normative.
10. This may be the most important consideration. The most powerful and enduring resource the child with autism has is his/her family. Make sure you nurture this resource. Having a child with autism is a journey... a marathon... it is not the sprint. You have to be ready to be your child's life long advocate. Take care of yourself, spiritually, physically, and mentally. Take care of the family unit and don't let the autism undermine your relationships with others or your ability to get satisfaction from your life. Most importantly, the family will be the keepers of the information about the child with autism. Although many professionals will come and go from your life and contribute substantial knowledge about autism; it is the family who will know the child best. Make sure that you are included in all intervention efforts and are fully informed about how to best support your child.

Join The CARD Constituency Board: Help CARD Survive, Thrive & Grow!

CARD-USF NEEDS YOU

The Center for Autism and Related Disabilities is currently accepting applications to join the CARD Constituency Board. Your talents, creativity and enthusiasm would be a welcome addition to CARD's Constituency Board!

The CARD Constituency Board is comprised of caring individuals and family members, like you, who are touched by autism. We meet four times a year to develop and implement plans and fundraising projects to help benefit CARD. Basically, that means we are a group of folks that want to help CARD survive, thrive & grow.

HOW TO JOIN US

To join the CARD Constituency Board or to find out more information about becoming a member of the CARD Constituency Board, please contact:

Mary-Kay Bunton-Pierce
Center for Autism and Related Disabilities
(813) 974-5960
email at bunton@fmhi.usf.edu

If you have a family member or are an individual diagnosed with an autism spectrum disorder and you live in Charlotte, Collier, Desoto, Glades, Hardee, Hendry, Highlands, Hillsborough, Lee, Manatee, Pasco, Pinellas, Polk or Sarasota county, you are eligible to join the CARD Constituency Board.

CARD Gives Back to the Community

Being active participants and contributing members of our community is at the core of our beliefs at CARD. This year in order to share what we are so fortunate to have, the CARD staff volunteered our time at Metropolitan Ministries, a local not for profit agency which serves individuals needing assistance with food and shelter year round. Specifically, we volunteered at their Holiday Center, where food and toys that were donated were packaged

and distributed to local families in need. We also had the privilege of conducting a holiday arts and crafts activity with the children residing at the shelter.

It was a wonderful experience and we look forward to our next community activity!

*For those interested in obtaining additional information regarding Metropolitan Ministries: <http://www.metromin.org/>

Autism Support

CHARLOTTE COUNTY

National Alliance for Autism and Research Southwest Florida Branch (Walk F.A.R. for NAAR)
Contact Sharon Boyd for meeting dates and times or to be added to their mailing list for upcoming events. Port Charlotte, FL
Phone: 941-697-9772
Email: NAAR@mail2help.com

HILLSBOROUGH COUNTY

Concerned Parents of Autistic Children
Meetings are held on last Sunday of the month
Time: 3:00 - 5:00 pm
Place: Nature's Health Food Store in Valrico
Contact: Dr. Housam Moursi, 813-643-9393

KIDDs (Keys for Individuals with Developmental Disabilities)
When: 2nd Thursday of November, February, and April
Time and Location will be provided when you RSVP
To RSVP contact one of the following individuals
Kris Zak at krizak@earthling.net
Phyllis Guthman at Phyllis.Guthman@sdhc.k12.fl.us
To leave a voice message, please call 813-837-7735

PASS (Parents of AS/HFA Support Group)
Support group for parents of children with Asperger's Syndrome or High Functioning Autism. Meets monthly.
Contact: Karen Boughner for details at 813-643-1441 or e-mail: karen@theboughners.com

Sibling Support Group "Lauren's Link"
A group for kids ages 8- 15 who have a sibling with a special need. Meeting dates for 2005: 08/12; 09/09; 10/07; 11/04 and 12/02.

Location: St. Andrew's United Methodist Church, Room 302. 3315 Bryan Road (at Bloomingdale Ave.) in Brandon
Time: 7:00 - 8:00 pm
Contact: Karen Boughner at 813-643-1441 or e-mail: karen@theboughners.com

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
Website: <http://www.adonisautismflorida.com>

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 COUNTY

(Herrnando County has the closest support group)
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

Rock of Refuge Support Group

Group covers all special needs/disabilities, including autism, ADHD, mental retardation and physical disabilities.
Time: 2nd Friday (monthly), 7:00 - 8:30 pm
Location: Victorious Life Church, 6224 Old Pasco Rd., Wesley Chapel, Bldg. 300
Respite care provided during meeting -- must RSVP for respite! Call the church office 813-973-2230 for more information or to RSVP for respite.

PINELLAS COUNTY

Gulf Coast ASA Chapter #134
Time: 2nd Wednesday (monthly), 7:00 - 9:00 p.m.
Place: Abilities in Clearwater - 2735 Whitney Rd.
Contact: Filomena MacDonald, 727-789-0082

POLK COUNTY

Parental Encouragement for Autistic Children Everywhere (PEACE)
Time: 1st Tuesday (Monthly) 6:00 - 8:00 pm
Place: Family Fundamentals Bldg.
1021 Lakeland Blvd., Lakeland
Contact: Nicole 863-686-1221 ext 228 or email
Nikki73170@aol.com Sabra 863-688-4836 or email
Sabrasm@msn.com
Website: <http://www.peacelakeland.com>

SARASOTA COUNTY

Manasota ASA Chapter #535
Contact the chapter for location of summer meeting times.
Time: 1st Friday (monthly Sept-May), 6:30 - 8:30 p.m.
Place: Toledo Blade Elementary School - 1201 Geranium Avenue, North Port, FL
Chapter email: manasotaautism@msn.com
Web: <http://www.manasotaautism.com>
Chapter Contacts: Heather Koenig 941-426-3885
Spanish speakers contact Alicia 941-377-0959

Biological Interventions for Autistic Spectrum Disorders (BIASD)
Meets second Friday of each month from 6:30 p.m. - 8:30 p.m.
First hour will be structured, social hour follows.
Location: Whole Foods in Sarasota at 1451 1st Street, next to the downtown Selby Library.
For more information contact Dianna at 941-341-9922 or Michelle at 941-266-7326. By email at info@biasd.net
Website: <http://www.biasd.net>

*Please contact CARD-USF with changes or additions.
Support Group listings are provided as a service and are not an endorsement by CARD-USF.*

CENTER FOR AUTISM AND RELATED DISABILITIES

The Division of Applied Research and Educational Supports
Florida Mental Health Institute-MHC 2113A
University of South Florida
13301 Bruce B. Downs Blvd.
Tampa, Florida 33612

GIFT/PLEDGE FORM

Please consider donating to the Autism Services Fund to support families and special events. We appreciate your help and commitment. (Detach this form and send with your donation to the attention of Dr. Karen Berkman at the address above).

Please identify whether you are giving a GIFT or making a PLEDGE.

I wish to give a GIFT of \$ _____.

I wish to make a PLEDGE of \$ _____ over _____ years/months
starting on the following date: _____

Please send me a pledge reminder:

(Please select one) Annually Semi-Annually Quarterly

I am making a pledge payment of \$ _____ at this time.

My gift or pledge payment will be paid by (Please select one)

Check (Please make your check payable to the "USF Foundation, Inc., Autism Services Fund")

Stock Transfer (Please call the Gift Planning Office at (813) 974-1897
for simple instructions on how to make a stock transfer.)

Electronic Fund Transfer (Please call the Foundation Business Office
at (813) 974-3423 for instructions on how to make an electronic fund transfer.)

Credit Card Charge \$ _____ to the following credit card
(Please select one) VISA MasterCard American Express Discover

NAME AS IT APPEARS ON CREDIT CARD _____

CREDITCARD NUMBER _____

EXPIRATION DATE _____

Donor Information:

Company Name: _____

Contact Person: _____

Address: _____

City, State, Zip: _____

Phone: _____ E-Mail Address: _____

Donor Signature: _____

Select how you would like your gift or pledge to make a difference in the lives of those with autism and related disabilities.

To enhance the programs and services CARD provides to individuals of any age with autism.

To support special events and activities.

WALK F.A.R. for NAAR

Family & Friends for Autism Research

**Florida, do you want to make a Lasting Imprint
for Autism Research? Yes, please join your
local Walk F.A.R. for NAAR team today!**

For a quick 3-step sign-up go to autismwalk.org
then choose Florida. Interested in the National
Alliance for Autism Research's research and
advocacy programs please go to naar.org

Miami: Sunday, December 4, 2005
Crandon Park on Key Biscayne
naarsouthfl@naar.org

Broward County: Saturday, April 22, 2006
Nova Southeastern University
naarsouthfl@naar.org

Orlando: Saturday, April 29, 2006
Blue Jacket Park
Orlando@naar.org

Palm Beach: Spring 2006 (TBA due to Storm)
naarsouthfl@naar.org

Tampa: Fall 2006 (Date/Location TBA)
Tampa@naar.org

Southwest Florida: (TBA)
naarswf@naar.org



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