

The Post CARD

*A Publication of the Center for Autism and Related Disabilities
at the University of Florida/ Gainesville*

Summer 2002

Dear Families and Friends of CARD,

As summertime brings the close of one fiscal year and the beginning of the next to CARD, we embark on our tenth year of service. Those of you unfamiliar with our beginnings might be surprised to learn that the CARD at UF/Gainesville started with just two professionals—one full-time and one half-time--responsible for an area that covered 27 counties in North Florida and that included the cities of Jacksonville and Orlando. The subsequent establishment of new centers in those cities has allowed us to concentrate our efforts on the 14 counties that we now serve in north-central Florida. We are grateful that through the successes of our program and the support of families, professionals, the Florida Department of Education and the Florida Legislature, we continue to grow and to provide meaningful assistance to our constituents.

I believe we have accomplished much in collaboration with the families and professionals in our area this year. We now serve nearly 600 families of individuals with autism and related disabilities. Using written Action Plans, our staff has worked with over 100 of those families this year on specific goals identified by the families, their schools, and agencies. Our regional training programs on literacy and social skills were attended by over 250 parents and professionals, and our evening information sessions were well received in Alachua, Putnam, and Hernando Counties. We are also happy to report that we are completing partnership projects with educators in Alachua, Marion, and Citrus Counties, and continuing to see great success with our Sibshop and Teen Game Night initiatives.

I am delighted to be able to report that the Florida Legislature has restored to our budget for 2002-2003 the funds that were cut from the 2001-2002 budget in October 2001. We are looking forward to another great year and our Tenth Anniversary Conference and Celebration in St. Petersburg, Jan 17-19, 2003.

Best wishes for a great summer,



Greg Valcante, Ph.D.
Director

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Wouldn't Be Without!

The Center for Autism and Related Disabilities and the Florida Outreach Project for Individuals with Deaf-Blindness are excited to announce the

Tenth Annual CARD Conference: Celebrating A Decade of Commitment to Individuals with Autism and Related Disabilities and Their Families

January 17-19, 2003
Hilton St. Petersburg
333 1st St. S.

St. Pete, FL 33701
Phone: 727-894-5000
Fax: 727-823-4797

For reservations ask for the CARD
Conference, Tenth Annual.

If you have any questions about the conference, call Donna Casella at 813/974-6168 or email her at dcasella@fmhi.usf.edu.

**Look for details in the Fall edition
of *The Post CARD!***

STAFF HIGHLIGHT: CATHY ZENKO

By John Murchek



Cathy Zenko, CARD Training Coordinator and Support Specialist, remembers vividly the first child with autism with whom she worked. She was doing her first semester practicum as a graduate student studying Speech-Language Pathology at the University of South Florida, and was assigned two children on the autism spectrum—a boy with Asperger's Syndrome and a six year-old girl with autism. "The girl," Zenko recalls, "wasn't very verbal and plainly had a lot of sensory issues. She threw tantrums. It was a struggle just to get her into the therapy room. At any moment, she could have a melt down." On top of the child's difficult behavior was the fact that Zenko was a student being observed and graded on her first foray into clinical work. Together, these factors left Zenko feeling intimidated. By the end of the semester's practicum, however, the girl had accepted Zenko, and Zenko no longer felt intimidated. Looking back, she concludes that in the course of trying to teach the girl something, she learned something very important from her. "Kids," she explains, "sense your fear. Before you can do anything else, you have to respect the children and wait patiently for them to accept you."

This insight seems especially appropriate coming from Zenko given that one of her interests is theory of mind. Theory of mind, Zenko explains, is the name researchers give to our ability to understand what might be going on in the minds of the people with whom we interact as we're interacting with them. Every day, we take perspectives, grasp the perspectives others take, and more or less confidently anticipate their likely responses. When you recognize that these seemingly natural and automatic mental processes are actually quite complex, you can begin to understand the challenges faced by people who have immature or underdeveloped theory-of-mind skills—as do many children on the autism spectrum. Such children have a hard time grasping the perspectives of those around them, of "seeing where they're coming from," which makes communication and social interaction difficult for them.

Because typical adults have better theory-of-mind skills than their children or students with autism, they can hypothesize what's going on in the kids' minds, and are thus better positioned than the children to figure out how to adapt their strategies for communicating. Theory of mind, in other words, makes it clear that you cannot simply expect children with ASD to communicate as you do: you have to discover how to communicate with them on their terms in order to get to the point where you can begin to win them over to communicating in more typical ways. As Zenko puts it, "Adults have to ask themselves: 'How can we be better communication partners for children with autism?' rather than: 'How do we fix the kids so that they can communicate the way we do?'"

And, as Zenko relates the story, she had a "crash course in augmentative communication" when, after completing her graduate degree, she went to work at the Nina Harris Exceptional Education Center in St. Petersburg. More than 50% of the children on her caseload at the Center were non-verbal. But, believing that "every child is entitled to have—indeed, must have—some way to communicate," she was committed to finding any medium that would allow a child to communicate. She remains so. She recognizes the obstacles: people often initially resist communication strategies that are not verbal; they are hard pressed to find the time for the process of trial and error, teaching and re-teaching, that can precede discovery of the right strategy; they become impatient; they find it difficult to identify a communication system that works well both at school and at home. Still, though, Zenko works with parents and educators who find that children can communicate with them through pictures, objects or signs, and who then find ways of linking these forms of communication to spoken and written language.

When, in the summer of 2000, Zenko finally came to work at CARD after teaching at a charter school in Gainesville for a year, there was something almost uncanny about it. A few years earlier, when she'd been working towards her graduate degree, she'd attended a training presentation organized by the USF CARD in Tampa. Afterwards, she told her mother, "I want to work there."

Like other support specialists at CARD, Zenko works on individual assistance cases, conducts trainings, and provides technical assistance when required. As CARD's Training Coordinator, Zenko keeps track of requests for trainings, and plans and executes many of them. She really likes the experience of conducting trainings, of sharing knowledge with others, and enjoys the organizational demands of assembling a schedule of trainings and seeing that they take place as planned. More generally, though, she emphasizes the collegial and collaborative dimensions of all aspects of working at CARD. "CARD," she says, "brings something important to the community. We're a team of professionals with different backgrounds, but we all have knowledge of autism as well as hands-on experience working with parents, teachers and kids. If you have a question, there's always someone in the office who can answer it. We share information with parents so that they can become their own children's experts. Because we can visit homes and schools, we can provide continuity between home, school and agency in an intervention."

TIPS FROM THE CARD STAFF

Communicating with your Child: Try the 3-A Way

By Cathy Zenko

As the sole speech-language pathologist (SLP) at the CARD UF/Gainesville, I get asked many questions about communicating with individuals with autism and related disabilities. Last September, I attended a three-day workshop offered by the Hanen Center. It focused on how to teach parents to communicate more effectively with their children. In this column, I'll share with you the "3-A" method for enhancing communication that I learned at the workshop.

Before I get to the 3 As, I'd like you to ponder an important question: How does your child communicate? You may think that because your child does not talk, he does not communicate, but talking is only one form of communication. Communication is an exchange between two or more people. It can employ gestures, words, grunts, or picture symbols, or it might involve leading someone to a desired object, pushing a person away, or throwing tantrums. People communicate for many reasons: to request, protest, comment, gain attention, and so forth. When we understand that communication is driven by goals and that it precedes and extends beyond speech, we more readily recognize the "unconventional" forms of communication we often overlook. Your long-term goal may be to teach your child to talk, but to reach that goal you need to understand how your child is already communicating, meet her at her level, and then guide her step by step to speech.

Parents begin to suspect that their children might not be developing typically when communication breakdowns take place. In order to repair and extend communication effectively, you need to pinpoint in which of three areas communication has broken down. Sometimes, it fails at the level of language comprehension: children receive unclear messages from us that they cannot comprehend. At other times, children don't know how to express what they want to say in a way we'll understand. Last, but not least, communication breakdowns may occur when an adult or a child misreads the implied social meanings of an exchange.

Now that we have some shared knowledge about communication and how it can break down, we're ready to turn to the 3 A's. The 3-A way takes basic language development and intervention strategies and reformulates them in a parent- and teacher-friendly format. Derived from my Hanen training and Ayala Manolson's *It Takes Two to Talk* (1992), this advice assumes that the parents or other adults in a child's life are the "skilled" communicators. Adults, therefore, must alter the way THEY communicate with children who have delays in order to foster language growth. The "3-A" way helps parents remember how to do this.

√ **A**llow your child to lead. This seems very simple, but if you step back and watch yourself, it is not as easy as it sounds, especially if your child doesn't initiate many interactions. Manolson (1992) offers some further advice about how to allow your child to lead:

- **OWL**: O-observe, W-ait, and L-isten. Take time to observe what your child likes to do, wait for the opportunity to interact, and listen to what he "says" when he does something he likes.
- **Get down to your child's level** when interacting. When you are face-to-face with your child, both of you can really see what the other is doing, looking at, or expressing.

√ **A**dapt to Share the Moment. In other words, "Go with the flow." For example, if you take all the Legos out to build towers with your child and she starts to throw them back in the bucket, drop your initial plan to build towers and make the Lego toss an opportunity to practice turn-taking.

- **Interpret what your child is trying to say** and fill in the words for her. Of course, you also want to have another communication medium that she can use herself (e.g., signs, pictures, gestures, etc.), but sometimes it is ok to "say it as they would if they could."

√ **A**dd language and experiences. If your child is saying one-word utterances like "dog," you can say, "That's a big dog" or "The dog is barking." You are taking what they say (allowing them to lead) and adding on more information.

- **Slow down and emphasize key words.**
- **Use gestures, pictures, signs, etc.** to portray your message in two or more ways.
- **Use a variety of activities, settings, and toys** to provide a multitude of opportunities for your child to experience language.

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CONSTITUENT HIGHLIGHT

Hillary Brenner Hits Her Stride at Browning-Pearce Elementary

By John Murchek



On a warm May morning this year, CARD UF/Gainesville Director Greg Valcante traveled from Gainesville to Palatka, crossed the bridge that arcs over the idling expanse of the St. John's River, and headed down Rt. 17 to San Mateo to see how eleven year-old constituent Hillary Brenner was faring at Browning-Pearce Elementary School. Much of the time, CARD staff members are asked to make school visits when problems need to be addressed; in this case, though, Valcante had been invited to see how well things were going. What he found was indeed encouraging.

When Valcante first saw Hillary at Browning-Pearce in 1998, she was quite a handful. Speech-Language Pathologist Cathy Holloway clearly recalls Hillary's early days at the school. "She was a runner, a screamer, and defiant. We were all at our wits' ends!" Her mother, Cheryl Brenner, found out about and contacted CARD at the end of 1997, when "Hillary had stopped doing anything in class If she wanted to get out of doing something, she would just have a fit and be taken out of class." According to Valcante, Hillary "was often unwilling to engage in academic tasks and was only spending a few minutes each day in a general education classroom." Most of the time, she worked with a one-on-one aide in an office. When she was brought into the classroom, she generally protested after a few minutes and was taken back into the office.

At Valcante's suggestion, Holloway and her colleagues made picture schedules for Hillary. He also proposed that, instead of taking Hillary out of the classroom immediately when she behaved badly, they might try positive reinforcements for her good behavior. Holloway and a friend went to the FSU Summer Institute on Autism in Tallahassee, and started working with social stories soon afterwards. Holloway taught Hillary turn-taking by playing "Go fish!" with her. "We found our way," Holloway reflects. "Hillary became more and more compliant. When we found something that worked, we'd go with it. We tried to set her up with teachers who would work well with her."

Mrs. Brenner testifies to that. She speaks glowingly of Kathy Motl, who taught Hillary in kindergarten, and of Traci Tilton, Hillary's second grade teacher; of special education teachers Nancy Webb and Leslie Fairbairn; of Hillary's reading teacher, Sharon Register and her 4th and 5th grade teacher, Debbie Yeomans. Webb "pushed to get Hillary into a regular reading class [because she] had seen the work Hillary was doing in science," and, "[w]hen no one else wanted to give Hillary a chance [in regular reading], Register said, 'I'll try.'" Fairbairn provided the structure and consistency Hillary needed. "She really pushed Hillary in the academics and Hillary made tremendous progress." While other teachers might miss a beat when Hillary talks out of turn, Yeomans "just keeps on smiling." "All these people," Brenner continues, "really want to help all kids to learn We all meet together if there is a decision to be made or a problem to work out. I think team work is so important."

Upon returning to the school in early 2001, Greg Valcante was "most impressed" by Hillary's progress. She spent most of each day with her general education peers; her behavior was generally not a problem; and she had appropriate social conversations with adults and peers on a daily basis.

At about the time Valcante made that visit, Hillary had been placed in Sharon Register's class, where, according to Cathy Holloway, she "has blossomed academically." Register says that when she first started teaching Hillary, she was afraid and "went overboard being too nice. I had to change



that. At first, Hillary had severe tantrums, but I let her scream, and gradually she screamed less and less." Register, who studied a good deal on her own while trying to include Hillary in her classroom, highlights a few aspects of the work she's done.

First, she did extensive social skills preparation with the rest of the class. She told the other students not to laugh or make jokes when Hillary had outbursts. "They had to understand that the outbursts were a sign Hillary wasn't feeling well." Register also taught the other children in her fourth grade class to talk with Hillary during break and at lunch. As a result, Register observes, "They've been good about including her, talking to her when she's standing by herself. Hillary is starting to notice her peers more and to socialize with them . . . because they help her so much." What Greg Valcante witnessed at Browning-Pearce this spring confirms Register's sense that Hillary is forming bonds with her peers. During Ms. Register's "Success for All" reading class, Hillary and her reading partner huddled companionably under a computer counter as they took turns reading. Later, during a break between classes, when the children played out on the grass, a group of fourth grade girls took Hillary by the hand and ran back and forth across the lawn with her. Mrs. Brenner agrees that Hillary's classmates "have definitely helped with Hillary's social development." She's pleased that Hillary ate outside with her classmates on Fridays and "actually played dodge ball with them." Both Brenner and Register note that Hillary attended one classmate's birthday party. Hillary's mother declares, "The kids love her unconditionally."

Second, in the classroom, Register keeps a schedule on the blackboard that lists the tasks Hillary must perform. When she completes a task, Hillary gets to cross it out. Valcante explains that Register has astutely adapted the schedule to deal with some of those aspects of Hillary's behavior on which she still needs to work. For example, Hillary doesn't like to re-read texts: if she's done it once, she sees no reason to do it again! So, to persuade Hillary to understand that re-reading was a necessary part of the routine, Register added that activity to the schedule.

Finding appropriate reinforcers for Hillary was also important to Register. She used pretzels at first. Then Hillary's aide, Tricia Connell, discovered that Hillary liked pennies. So, now they use pennies to reward Hillary for staying in the classroom and doing whatever everybody else is doing. Cheryl Brenner says, "The first day they started with the pennies, Hillary came up to me and said, 'I earned 7 pennies today.' I like the fact that she knows she has to earn the pennies."

Greg Valcante applauds the way Hillary's teachers have adapted the curriculum and promoted her acquisition of social and pragmatic skills. Where assignments are concerned, sometimes Hillary does a modified version of the work her peers complete; sometimes she works on something different. An example of improvement in social skills is the change in the way Hillary greeted Valcante. She used to greet him with enthusiastic, but socially inappropriate, hugs and kisses. On this visit, she shook his hand. She has also learned ordinary, but crucial, classroom routines. When she works with Alphapro, she keyboards using several fingers of each hand and, without prompting, produces a nicely numbered and well-spaced list of her spelling words. She raises her hand during class and waits for Ms. Register to get to her—rather than simply calling out in the middle of discussion. She puts away her math work without being told to do so. Valcante concludes, "They have really found ways of using her strengths."

Everyone agrees that Cheryl Brenner has been the dynamo propelling Hillary's progress. "Hillary's mother is her best advocate," Holloway declares. "We might have given up if it weren't for her mother." Valcante marvels at how Brenner got herself elected as President of the PTA, stayed all day at school when necessary, and provided "tremendous support at home."

Because Hillary has made such giant strides, her teachers are optimistic about the future. "Hillary's doing an amazing job!" says Cathy Holloway. "She's doing math and likes to read. And, whereas before you couldn't get her to take a test, she took the FCAT this year. I don't know how she does it. I see the progress she's made, and I wouldn't put anything beyond her reach." Given that when Hillary first arrived at Browning-Pearce, Holloway and her colleagues were at their wits' ends, this optimism suggests that they've learned a lot in the intervening years as well. All their studying and experimentation and patience have made them different teachers. As Cheryl Brenner puts it, "Hillary has been a real learning experience for a lot of people at Browning-Pearce."

SOCIAL SECURITY & BENEFITS UPDATE

Florida's "Olmstead" Grant: the Real Choice Partnership Project

By Ben A. Fitz (aka Art Wallen)

If you are interested in seeing improvements in long-term support systems that allow people with disabilities to live in and participate in their communities, you might want to find out more about the REAL CHOICE PARTNERSHIP (RCP) PROJECT. The state of Florida recently received a \$2 million grant from the Centers for Medicaid and Medicare Services (CMMS) to fund the RCP Project over a period of 3 years. CMMS had invited proposals for projects that would enable children and adults of any age who have a disability to:

1. Live in the most integrated community setting appropriate to their individual support requirements and preferences;
2. Exercise meaningful choices about their living environment, the providers of services they receive, the types of supports they use, and the manner by which services are provided; and
3. Obtain quality services that are consistent with their community living preferences and priorities.

In response to this invitation, the RCP Project grant proposed to:

- ◆1. Link key stakeholders in order to enhance both communication between them and the coordination of services for people with severe disabilities.
- ◆2. Improve service delivery to consumers by increasing access to waiver providers.
- ◆3. Create a comprehensive single point of contact/inquiry for Floridians with disabilities, caregivers, and service providers to obtain information and links to state and local resources.
- ◆4. Demonstrate the development of community capacity to assist people with disabilities to live in integrated community settings of their choice.

Over the course of the next three years, the Project will pursue these goals. It will expand Florida's statewide Clearinghouse on Disability Information so that it can function as a single point of data collection for purposes of making referrals to community-based providers, of tracking consumer satisfaction, and of measuring the effectiveness of referrals. It will develop a website for disseminating project information. It will analyze costs and benefits of a statewide automated and accessible benefits screening program for professionals and consumers.

The Project will select three demonstration sites at which it will create resource networks that will include consumers, faith-based organizations, private for-profit businesses and non-profits, government agencies, "drop-in" centers, housing affiliates, etc. It hopes to design a recruitment, retention, and training service targeting direct support workers for the home and community-based waiver. It also aims to create a "Help for the Caregiver" support that will recruit and place volunteers, and to develop a specialized outreach and referral service to link consumers most at risk of institutionalization with needed community support services. Finally, it proposes to create a housing initiative that unites disability and aging communities.

To learn more about the Real Choice Partnership Project, contact Lloyd Tribley, Project Director, at 850-922-4103 (Voice/TTY) or by email at lloyd.tribley@myflorida.com.

FOCUS ON THE CLASSROOM

CARD's DOE Partners

By John Murchek

Each year, the Department of Education Partnership for Effective Programs for Students with Autism allows staff members at CARD centers throughout the state to enter into partnerships with educators who work with children with autism or related disabilities. A Florida Department of Education (DOE) training initiative supported by special funds provided to the CARD centers by the DOE, the Partnership Program helps educators "to develop and implement innovative programs in their classrooms or in the services they provide to students with autism."

In the first year of the Partnership, the CARD staff members help their partners to assess their classroom situations, refine their ideas, find resources, and make improvements. By the end of the year, the educators submit portfolios that document the stages of the partnerships and the outcomes they have achieved. Educators are given stipends (which will be in the amount of \$250 in 2002-2003), and receive reimbursement for the registration fees for attending the annual statewide CARD Conference. Those partners who participate in the Program for a second year are encouraged to become "teacher leaders" in their schools and districts so that they can share what they've learned in the first year with a larger group of educators.

CARD UF/Gainesville staff members partnered with educators on a variety of projects during the 2001-2002 year. Karin Marsh worked with pre-school ESE teacher Joanne Weinhardt at Idylwild Elementary in Gainesville "to increase student learning, task engagement and independence through visual supports and individualized workstations." In Marion County, Jennifer Nye partnered with Patrice Jones-Butler at Maplewood Elementary to enhance parent/teacher communication, to restructure the space of the classroom as a set of TEACCH-style workstations, and to create IEP-tailored daily schedules and curricular activities for students at those workstations. At Ft. King Middle School in Ocala, Cathy Zenko worked with Rho-Nan Florio in the second year of her partnership to disseminate the fruits of their collaboration on social skills curricula from the previous year. Greg Valcante partnered with ESE Specialist Viki Reich in Citrus County to create a videotape for parents of very young children that shows them their options for early intervention services. In Gainesville, Talbot Elementary School teacher Alan Finney collaborated with CARD's Robbin Byrd on video scripted modeling to teach social skills.

Last year's partners speak enthusiastically about their experiences. Patrice Jones-Butler says the program is great "if you are new to the field, or if you have a lot of ideas and don't know how to make them happen." When people ask Rho-Nan Florio about the program, she tells them, "It is a chance to work with people who are very knowledgeable in the field and to learn from the best." Noting that "you can't do it all yourself," Joanne Weinhardt really appreciates the sense of support she's had: "I feel that it is wonderful that I can call [my partner] and say, 'Can we try something new?'"

The deadline for applications for the 2002-2003 Partnership Program is September 16, 2002. For further information about the Program or for application materials, contact Leannis Maxwell by e-mail at maxwell@mbi.ufl.edu or by phone at either (352) 846-3455 or (800) 754-5891.

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If you want to learn more about Hanen Center techniques, visit the CARD library. We have just added several of the Center's books and videos. The videos are great for visual learners: they show parents and children interacting and using the strategies discussed in the books. The new additions to our library include *It Takes Two to Talk: A Parent's Guide to Helping Children Communicate* (Manolson, 1992), a book and video set aimed at parents, and *You Make the Difference In Helping Your Child Learn* (Manolson, Ward, Dodington, 1995), a book and video set that resembles *It Takes Two to Talk*, but uses simpler language (this set is perfect if, for example, English is your second language). *More than Words: Helping Parents Promote Communication and Social Skills in Children with Autism Spectrum Disorder* (Sussman, 1999), a book and video set that adapts *It Takes Two to Talk*, focuses on specific ASD issues. *Learning Language and Loving It: A Guide to Promoting Children's Social and Language Development in Early Childhood Settings* (Weitzman, 1992) is a book and video set for teachers and childcare workers who teach young children.

Sibshop Update

By Karin Marsh

The most recent sibshop was held on Saturday, April 20 at Victory Riding Stables in Alachua. Eleven siblings (ages 8-11) of children with autism and related disabilities attended this event, and we had lots of fun! Activities included horseback riding, a hayride, a water balloon toss, and a watermelon seed-spitting contest. In the afternoon, after a barbeque lunch, we were able to sit, relax and talk about our siblings.

CARD would like to thank Victory Riding Stables for hosting this event and for giving us a generous discount. We would also like to give a big thank you to David's Bar-B-Que, which donated all the lunches.

In the upcoming months, we plan to offer sibshops for children of a variety of ages. The next is scheduled for Saturday, June 29th at the Faith Presbyterian Church in Gainesville. It will be for brothers and sisters 5-8 years old, and will have a circus/carnival theme. The following sibshop will be held in August for siblings between 12 and 16 years old. Any ideas Post CARD readers might have regarding the location and activities for the August event would be greatly appreciated.

If you have any ideas for or questions and concerns about upcoming sibshops, please contact Karin Marsh at (352) 392-4171.

Books the CARD Staff Wouldn't Be Without!

By John Murchek

Do you sometimes feel confused or overwhelmed by the different books available about autism and related disabilities? Do you have a hard time figuring out which books will be most useful? If so, then perhaps a recent poll conducted in the CARD UF/Gainesville office will help you out. The members of the CARD staff were asked which books they would find it most valuable to have always at hand on their office bookshelves. More than one staff member selected each of the books listed below.

Val Cumine et. al., *Asperger Syndrome: A Practical Guide for Teachers* (Resource Materials for Teachers)

Catherine Faherty, *Asperger's: What Does It Mean to Me?*

Michael F. Giangreco, *Choosing Outcomes and Accommodations for Children (COACH): A Guide to Educational Planning for Students with Disabilities* (2nd. Edition)

Linda A. Hodgdon, *Solving Behavior Problems in Autism*

Linda A. Hodgdon, *Visual Strategies for Improving Communication: Practical Supports for School and Home*

Janice E. Janzen, *Understanding the Nature of Autism: A Practical Guide*

Lisa Lewis, *Special Diets for Special Kids*

Rebecca A. Moyes and Susan J. Moreno, *Incorporating Social Goals in the Classroom: A Guide for Teachers and Parents of Children with High-Functioning Autism and Asperger Syndrome*

Kathleen Ann Quill, *Do-Watch-Listen-Say: Social and Communication Intervention for Children with Autism*

Kathleen Ann Quill, *Teaching Children with Autism: Strategies to Enhance Communication and Socialization*

Jayne Dixon Weber (ed.), *Children with Fragile X Syndrome: A Parent's Guide*

Amy M. Wetherby & Barry M. Prizant, *Autism Spectrum Disorders: A Transactional Developmental Perspective*

Maria Wheeler, *Toilet Training for Individuals with Autism and Related Disorders*

Multiple staff members also selected the Hanen Center books and videos about communication that Cathy Zenko writes about in her "Staff Tips" piece on pages 3-4 of this edition of *The Post CARD*.

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Go to

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for information about:

- *current news about autism and related disabilities
- *support groups
- *trainings
- and more!