

**The Florida State University**  
*Center for Autism and Related Disabilities*

**FINAL REPORT**  
**1 JULY 2002 – 30 JUNE 2003**

*GENERAL DESCRIPTION*

The Center for Autism and Related Disabilities at Florida State University (CARD-FSU) was established in July 1993, and has completed its ninth year of service. CARD-FSU provides services for people with autism, pervasive developmental disorders, autistic-like disabilities, dual sensory impairments, and sensory impairment with other handicapping conditions. Services are provided in eighteen (18) counties in the Panhandle region of northern Florida. The area served by the Center is shown in Figure 1. The Center provides direct services to eligible individuals for communication, social, and behavior problems, and provides information, consultation, and technical assistance to families and professionals. In addition, the Center offers training and partnerships to professionals and pre-professionals who serve, or are preparing to serve, the client population.

The following objectives were proposed as goals for the 2002-2003 year of service. Levels of performance and accomplishment at the close of the fourth quarter and reflecting the entire year of service are reported in italics following each stated objective.

**Direct Assistance Objectives**

Direct assistance efforts are defined as any service offered on behalf of a registered constituent. These services could include the sharing of information or education of key players in the lives of constituents, “partnering” with professionals or family member in order to support and improve their efforts to promote better outcomes for constituents, working directly with an individual with autism or related disabilities, or gathering information or resources pertinent to the needs of the client. Since the primary goal of CARD-FSU is to help individuals on the autism spectrum and their families, direct assistance contacts comprise the majority of CARD efforts.

Direct assistance responses occur as a result of the Family Action Plan (FAP.) This is a family focused process which determines CARD’s involvement with the client, his family, and other professionals. The FAP, which is written by family members under the guidance of CARD Family Resource staff, identifies family needs and priorities and subsequent goals to be addressed. CARD staff and family members then commit to completing “action steps” toward the accomplishment of identified goals.

Proposed objectives for the 2002-2003 year were:

1. Continue to discuss and implement changes in direct service activities in order to build capacity and prioritize the role of the family. *Revise service plan as appropriate.*

- *A total of **1021 constituents** were counted on the registry*
- ***227 new clients** registered in the 2002 – 2003 year of service*
- ***239 Family Action Plans** were written during the year. The Family Action Plan is the document which drives service delivery by identifying family needs and priorities and establishing responsibility to CARD staff or to the family for acting to address identified needs.*
- *Completed Family Action Plans 343 goals for families. The status of action steps addressing goals is as follows:*
  - *CARD Action Steps: 516 completed, 705 ongoing*
- *As a result of CARD involvement during the year, incidental child outcomes were noted:*
  - *2 clients with social goals attend a local after school program which has had intensive empathy training for the children. One client participated in a story telling festival at the program and told his story to an audience. A circle of friends is being created for this client.*
  - *Due to the empathy trainings at the after school program another client is able to stay after school without his mother being present and is participating in activities with typical peers in a safe/nonthreatening environment.*
  - *A client was invited to a classmate's home (1<sup>st</sup> time ever!) following the peer empathy training in his classroom.*
  - *One child was able to attend school for a full day thanks to assistance from CARD staff*
  - *Two clients made significant gains in the development of social skills as a result of information acquired by their parents during a parent training series on Relationship Development Intervention conducted by CARD*
  - *A client was toilet trained in two days by his parent following information gained from CARD staff*
  - *Three trainings specifically designed for parents were developed and conducted. Topics included inclusion, relationship development intervention, and communication development through use of the PECs program. Attendance at all three trainings was excellent*
  - *As a result of interventions learned by parents during a 6-week RDI training, 2 children made significant gains in their ability to interact effectively with their families*
  - *Ongoing information sessions related to the Relationship Development Intervention program have been organized by CARD and a parent constituent. The purpose of the sessions is to provide interested parents and professionals with ongoing inservice and problem solving sessions that will lead to an increase of opportunities for clients to receive this intervention in Leon and surrounding communities.*

- *A SibShop was organized and conducted to meet the needs of siblings of our constituents*
  - *An adult client with Asperger's Syndrome was hired by the Center while he continued his search for full time employment. Accommodations to the work environment necessary for his success were identified and implemented allowing him to increase his self-advocacy skills once he was successfully employed within the community*
  - *Visual supports were developed for several clients to help them make choices, participate positively in community activities, transition to a new class, and develop appropriate social behaviors*
  - *A parent was assisted in starting a Baseball League for children with disabilities within the Leon County area; coaches throughout the area were trained and supported*
  - *A young adult with Asperger's Syndrome obtained employment with CARD's assistance. He reported that he loves going to work, has made good friends, and plans to continue his college education in the fall. His employer reported that CARD's assistance had been helpful in the transition to employment and that he is a valued employee.*
  - *With CARD's assistance, a middle school student with Asperger's Syndrome presented his own empathy awareness discussion with students who had been bullying him. He reported that the peers' behavior changed after talking to him and that, if he had known that it would have been such a help, he would have discussed his disability with them earlier.*
2. Develop plans for informing constituents about changes in direct service model, and for evaluating impact and outcomes of planned changes.
- *Referring agencies received notification that CARD will be providing services to their referred client and received information about CARD*
  - *Constituents completing Family Action Plans were apprised of service options*
  - *Data collection and update continued*
  - *Consumer satisfaction surveys were mailed out*
  - *Survey outcomes for the year were as follow:*  
***Initial surveys: 98% of the respondents answered "YES" to the following questions:***
    1. *Did CARD staff respond promptly?*
    2. *Did the Family Action Plan help identify your priorities?*
    3. *Did the goals and action steps of the Family Action Plan reflect your needs?*
    4. *Do you think your action steps are appropriate and manageable?*
    5. *Are you satisfied with CARD services?*

**3 month follow-up surveys:**

1. CARD staff responded promptly.  
**95% Agreed, 5% Neutral, 0% Disagreed**
2. Completing a Family Action Plan was appropriate and helpful to my family.  
**72% Agreed, 13% Neutral, 15% Not Applicable**
3. CARD staff were responsive to my family needs.  
**85% Agreed, 8% Neutral, 6% Not Applicable**
4. CARD staff were knowledgeable about autism spectrum disorders.  
**100% Agreed**
5. CARD staff gave me useful suggestions and resources.  
**85% Agreed, 10% Neutral, 4% Not Applicable**
6. CARD staff helped me gain skills to implement their recommendations.  
**65% Agreed, 22% Neutral, 13% Not Applicable**
7. CARD staff helped me work with professionals involved in my child's life.  
**70% Agreed, 15% Neutral, 2% Disagreed, 13% Not Applicable**
8. My family has benefited from CARD's assistance.  
**83% Agreed, 15% Neutral, 2% Not Applicable**
9. My child has benefited from CARD's assistance.  
**68% Agreed, 26% Neutral, 6% Not Applicable**
10. I would not change anything about CARD services.  
**73% Agreed, 20% Neutral, 5% Disagreed, 2% Not Applicable**

**1 year follow-up surveys:**

1. Following CARD services there were positive changes in our lives.  
**79% Agreed, 9% Neutral, 12% Disagreed**
2. We need help and would benefit from CARD services at this time.  
**72% Agreed, 12% Neutral, 16% Disagreed**
3. My family knows that CARD services remain available upon request as we need them.  
**91% Agreed, 3% Neutral, 6% Disagreed**
4. We were on the mailing list and received CARD mailings in a timely manner.  
**97 Agreed; 3% Neutral 3%**
5. We were on the emailing list and received email notifications in a timely manner.  
**80% Agreed, 4% Neutral, 16% Disagreed**
6. We have been satisfied with CARD services.  
**82% Agreed, 12% Neutral, 6% Disagreed**

7. *CARD has helped me work with professionals involved my child*  
**76% Agreed, 6% Neutral, 18% Disagreed**
8. *My family has benefited from CARD's assistance*  
**88% Agreed, 6% Neutral, 6% Disagreed**
9. *My child has benefited from CARD's assistance*  
**85% Agreed, 9% Neutral, 6% Disagreed**
10. *I would not change anything about CARD services*  
**82% Agreed, 6% Neutral, 12% Disagreed**

- *Examples of survey feedback provided by constituents included:*
  - *The whole CARD staff has been wonderful!*
  - *I have been receiving a lot of information from Cathi Casto. She has been extremely helpful.*
  - *We really appreciate all the help we have received especially from Joy.*
  - *No follow-up on your part. I think it's more related to funding than to anything else.*
  - *The referrals provided and the support in addressing our pediatricians was wonderful.*
  - *The communication and follow-up from the intake appointment and the visits were very helpful.*
  - *We thought that the inservice on inclusion was superb. I would like to see more inservice with outside experts.*
  - *Tallahassee is lucky to have CARD. Janice Overstreet has been an incredible resource.*
  - *Meetings are very helpful. I would like to see a support group in Jackson County.*
  - *Nice to have help in fighting battles so parents don't feel alone.*
  - *Good to have someone backing up the family.*
  - *CARD's observations are helpful.*
  - *CARD has been a big help to my family.*
  - *We thank God for a program like CARD.*

3. Provide individualized direct assistance for at least 350 individuals with autism and related disabilities as a result of systems change and capacity building activities.

- *Data was collected each quarter on the number of different registered constituents who receive services at least once. Numbers for each quarter were as follows:*

*1<sup>st</sup> quarter: 206 constituents*

*2<sup>nd</sup> quarter: 209 constituents*

*3<sup>rd</sup> quarter: 241 constituents*

*4<sup>th</sup> quarter: 239 constituents*

*Although these numbers are not additive, it appears that the goal of serving at least 300 different individuals was met.*

- **3839 contacts** were made throughout the year to provide direct service to individuals and families
- **5884 people** were served through direct service contacts
- **42 consultations** were initiated; goals included developing a social story to assist in toilet training a child preparing to transition to kindergarten, developing a now/then schedule which successfully increased a young child's ability/willingness to follow routines, implementation of visual systems to increase requesting and choicemaking, classroom organization ideas which successfully increased time on task and peer interactions, the development of a transition plan for a young child entering prekindergarten for the first time, and the development of a routine chart that helped an adolescent complete routines independently
- **26 partnerships** (including DOE Partnerships) were established during the 2002-2003 service year

*Examples of partnership activities and outcomes follow:*

- *Following a partnership designed to help a new teacher reorganize her room, create visuals, and develop a positive behavioral plan the teacher was better able to work effectively with her students with autism.*
- *The goal of a partnership to increase appropriate social skills within the classroom was addressed through the following strategies:*
  - *Social activities that were preferred by the client's peers were identified;*
  - *The client was taught the rules of games played regularly by his peers within his classroom;*
  - *An adult was chosen to monitor the client's generalization of the rules once they had been taught;*
  - *Peer buddies were identified and taught to encourage the client's participation in the playground and classroom games.*
- *Parents of a young child with autism were having difficulties with toileting and with controlling his access to food. Their CARD partner worked with them to address these needs by helping them to develop and implement schedules for toileting and eating. These schedules structure the day for the child so that he was aware of when these activities should take place.*
  - *A teacher working with students with autism was having difficulties with her instructional assistant. A partnership was formed to help her develop effective management skills. An increase in administrative support and guidance was also targeted.*
  - *A teacher requested a CARD partnership to increase her ability to effectively manage her classroom. During the course of the partnership, she learned how to use visual*

*supports to increase communicative opportunities, to develop effective transition aides, and to conduct a functional behavioral assessment in order to develop an effective positive behavioral plan.*

- *A school was interested in fully including a student with autism into their regular education program. Through their CARD partnership, they learned to develop and present empathy training to their typical peers. As a result of their training, bullying has significantly decreased and the targeted child's positive social interactions have dramatically increased. The teachers at the school are now independently conducting empathy activities on a regular basis with minimal assistance from CARD.*
- *A mother with a young child with autism wanted to increase her child's communication and social skills. During her CARD partnership, she was taught to follow her child's lead to increase her shared enjoyment, to introduce joint action routines to increase her child's ability to participate in them, and to use communicative temptations to increase her child's communicative attempts. As a result, she reported that she was better able to play with her child and to understand what she wanted.*
- **Partnership evaluations** *were collected from teachers and family members receiving CARD partnerships. Feedback indicated that:*
  - *Family members who participated in home partnerships agreed that*
    - *they had benefited from the partnership that focused on their child*
    - *the family had experienced positive change as a result of the partnership*
    - *the professional team accomplished the desired goals and objectives*
    - *CARD staff were helpful in team meetings*
    - *CARD staff were effective in the classroom*
    - *The partnership was successful*
  - *During the 2002-2003 year all of the teacher evaluators agreed that:*
    - *They learned new information that would be help them work with other children as well*
    - *Their team accomplished their goals*
    - *CARD staff were helpful in team meetings*
    - *CARD staff were effective in the classroom*
    - *The partnership was successful*

- *If needed, CARD services would be accessed in the future*
  - *Examples of feedback provided by parent and teacher partners include:*
    - *My partnership with CARD was extremely beneficial*
    - *Charly was helpful and dependable in working with us.*
    - *This was an awesome experience and received so well by the entire school due to Joy's professionalism.*
    - *The CARD partnership proved to be highly effective for me, my staff, my target student, and the entire class*
    - *I wish there was a way to get more teachers involved.*
    - *All my students are with the general public during some part of the day.*
    - *Looking forward to a second year partnership!*
4. Continue to increase responsiveness to culturally and ethnically diverse populations by ensuring that agendas are family-driven.
- *Identification of churches with dense populations of African American parishioners has begun. Information packets will be distributed to these programs.*
  - *Public awareness efforts targeting culturally diverse populations were started. African-American media were requested to highlight autism awareness and local families identified as being willing to be interviewed.*
  - *Brochures appropriate for diverse populations were designed*
  - *Medwaiver Support Coordinators have been targeted for information sharing*
  - *CARD actively participated in the Education Expo in Leon County to share information about autism and CARD services with those attending from various community groups*
  - *Information displays related to autism and CARD services were setup in 6 rural and/or minority areas throughout the panhandle area*
  - *A Public Awareness presentation was completed at the First Presbyterian Church Social Service Agency Education Days*
  - *A Parent Partner was hired in Gadsden County to increase awareness of autism and CARD, to form a parent support group, and to establish effective relationships between CARD and the local community.*
5. Maintain systematic procedures for processing cases at intake (e.g., for completing Family Action Plans, for determining priorities, and providing necessary response and follow-up) to assure adequate service provision
- *Initial intake includes request for diagnostic information*

- *Procedures established for systematic determination of eligibility and service response:*
    1. *A structure observation including the Systematic observation of red flags (SORF) is completed on all newly identified clients*
    2. *A diagnostic team was created to assess “questionable” clients through collaboration with First Words, FDLRs Multicenter, and other appropriate agencies*
      - ADI (Autism Diagnostic Interview)*
      - ADOS (Autism Diagnostic Observation Schedule)*
  - *All families are invited to meet with a Family Resource Coordinator to complete a Family Action Plan. Each family’s plan identifies their individual areas of need as well as CARD and family action steps to address identified needs. CARD actions are always designed to address individual family priorities for their child.*
6. Refine the Partnership application process, ensure that timelines and response commitments are followed, and develop plans for evaluating impact and outcomes of Partnerships.
- *Options for service to teachers and families include **consultations** which include multiple visits with the teacher or parent to address a specific goal identified as a priority for them. Goals and recommendations are developed. CARD staff provides consultative support to increase the ability of the teacher or parent to follow through on the recommendations and to meet the identified goal.*
  - *CARD partnerships are more intense collaborations that last a period of 2 to 3 months. Each partnership involves a set of goals (individually determined based upon parent, professional, or client priority), action steps for both CARD and the partner, and indication of completion of the steps. During the past year, CARD completed **26** partnerships. Within these partnerships, **74** goals were developed and **218** specific actions steps were completed by CARD staff and their partners. Examples of goals and action steps included:*
    - *Develop visual supports for the classroom*
    - *Develop skills for positive behavior support, i.e., completion of functional behavioral assessments for the purpose of reducing aggression in students*
    - *Increase staff’s ability to support communication development through aided language stimulation, picture exchange, sign language, and verbal means*
    - *Increase appropriate peer interactions through empathy awareness*
    - *Develop plan to systematically increase student’s opportunities to interact with nondisabled peers*
    - *Develop plan to reduce student’s interfering behaviors and increase peer interaction*
    - *Improve student toileting abilities*

- *Assist an adult develop appropriate job search and interview skills*
  - *Increase a parent's ability to write and present social stories to help her child understand how to play with peers more appropriately*
  - *Increase the ability of staff members at a group home facility to increase leisure activities for their client with autism*
  - *Assist a parent in developing visual supports, including if/then cards to help her child learn to follow a schedule instead of reacting aggressively to daily instructions*
  - *Assist a parent to complete a preference log for her child with low communication rates so that she could use the information to develop an effective choice board*
  - *Assist a school plan for the inclusion of a student with autism by increasing their ability to provide empathy training activities to their typically developing students*
7. Continue attendance at and participation with local, regional, and state meetings of relevant family organizations throughout catchment area.
- *Participation on the CSPD (Comprehensive System of Professional Development,) Children's Mental Health Project, Parent to Parent, Capital Area Autism Society, Big Bend Transition Council, and Regional Policy Council*
  - *Participation in and support for support groups in each regional office continue. Efforts to create support groups in Gadsden county and Wakulla County have been successful.*
8. Implement professional development plans for individual staff in regard to core competencies in direct assistance for families, technical assistance, and training as well as areas of specialization.
- *Staff participated in trainings throughout Florida on topics which included Early Intervention, McKay Scholarships, Picture Exchange Communication System, Transition Planning, TEACCH strategies, Comprehensive Intervention for Students with Problem Behaviors, Inclusive Programming for Students with Asperger's Syndrome, Appropriate Instruction for Students who are Deaf-Blind, and Teaching Social Skills to Students with Asperger's Syndrome*
  - *Staff members attended the 2003 CARD Conference: A Decade of Commitment*
  - *Two staff members attended the conference Autism Spectrum Disorders: Making a Difference*
  - *Staff attended local DOE trainings entitled:*
    - *Understanding and Addressing the Challenging Behaviors of Students with Autism*
    - *Autism Spectrum Disorders: Myths, Miracles, and Science*
    - *Mental Health Issues Related to Asperger's Syndrome*
    - *Early Indicators of Autism Spectrum Disorders*

- *Staff completed the Summer Institute training on the topics:*
    - *Neurology and Autism Spectrum Disorders*
    - *Project DATA (Developmentally Appropriate Treatment for Autism): Blending Approaches to Meet the Needs of Young Children with ASD*
    - *Engineering the Classroom for Children on the Autism Spectrum*
    - *Early Detection and Early Intervention in Autism Spectrum Disorders*
    - *Dealing with Problem Behavior through Positive Behavior Support*
9. Increase direct assistance for adults with autism and related disabilities by increasing contacts with adult service agencies and the adult service systems throughout the catchment area.
- *CARD participation on the Adult Subcommittee continued through the program's tenure*
  - *Participation on the DD Council grant to develop a "blueprint" for services has been initiated*
  - *Shared efforts with the Center for Independent Living continue*
  - *Collaboration with the local Goodwill agency has begun and one CARD constituent has successfully been hired; agency administrators have expressed an interest in working with more CARD clients due to the success of this collaboration*
  - *CARD staff provided assistance to adults needed help finding and/or successfully holding jobs in the community, e.g.,*
    - *coordinated with Vocational Rehabilitation to assist in identification of supports needed by an adult with Asperger's Syndrome so that he could be successfully employed*
    - *assisted a young man with ASD successfully locate and apply for a position with a local agency*
10. Continue to implement plan for systematic evaluation of CARD's provision of individualized child and family assistance. Evaluation data will be analyzed on a quarterly basis and summarized in the FSU-CARD Final Report.
- *Data was collected from FAPs through use of present levels re: family goal and impact on child, and partnership goals and child outcome*
  - *Follow up calls were made to determine incidental child change*
  - *Instances of incidental child change identified by parents and included:*
    - A child received a new walker and helmet to help with ambulation thanks to a referral to the Elk's Club by CARD*
    - A child was successfully toilet trained using a visual toileting booklet and reinforcement chart developed by CARD*
    - A child began to independently brush his teeth using visual supports developed by CARD*
    - A behavior plan developed by CARD resulted in a decrease of attention seeking behaviors and an increase in appropriate language*

*-A teacher partnership resulted in the student talking more, engaging in more activities, transitioning easier, and staying with the group for circle time for longer periods of time*

*-A home partnership resulted in the child eating an increased variety of foods, playing with her mother for longer periods of time, increased language, improved transitions, and an increased desire to be with family members*

*-A school partnership resulted in the student being more aware of what other children are doing, an increase in on task behavior, and increased independence*

11. Emphasize and support access to accurate diagnoses and collection of assessment information.

- *Increased emphasis on verification of diagnosis continues*
- *ADOS and ADI training completed and tools are being used to provide collateral information for diagnosis*
- *Systematic Observation of Red Flags (SORF) was adapted for use with children older than 3 years of age has been implemented*
- *Trainings providing information on diagnosis and identification of ASD were offered to medical professionals*
- *Training was provided by a local pediatrician to 37 pediatric residents in the Pensacola area to help increase understanding the characteristics of autism*
- *An increase in direct referrals from physicians has been noted*
- *Networking list compiled for professional collaboration and support re: administration of ADOS*
- *Collaboration with the Florida State University MultiDisciplinary Center continues to provide at least 2 diagnostic evaluations per month to local families (CARD observations and ADI reports are used as collateral information)*
- *Collaboration with the First Words Project to provide ADOS evaluations to young children referred to the CARD Center initiated*
- *A private psychologist has agreed to provide one diagnostic evaluation per month at no cost to CARD clients*
- *Family practice doctors and pediatricians in the Leon County area have been targeted to receive diagnostic information and training*
- *Training has been completed for the doctors in the Family Practice Residency Program at TMRMC (Evaluations from the residents were 100% positive. Residents felt the information was valuable and useful.)*

**Technical Assistance and Consultation Objectives**

Technical assistance is defined as efforts made by CARD staff whose purpose is to work with or to provide information to professionals who work with individuals whom we serve when the focus is not on any one individual but on a general service delivery issue, including program change. This also includes interactions with constituency board

members, problem solving sessions with agency personnel, or attending meetings where CARD serves as a resource for change or improvement.

Technical assistance responses are typically provided in conjunction with “projects” with schools or agencies seeking to increase their understanding of autism spectrum disorders and to improve their service delivery. Since technical assistance is perceived as a “secondary” mission, the number of assistance activities did not surpass 800. CARD-FSU efforts focused more on direct service. Technical assistance did, however, increase significantly from the last reporting year. Technical assistance goals and activities are described below.

1. Refine the process for informing schools and agencies of the availability of consultation and technical assistance. Provide technical assistance and consultation services within programs such that the number of assistance activities surpasses 800.
  - *594 technical assistance contacts to 985 people were provided during the 2002-2003 year*
2. Continue to increase knowledge about service providers, and develop relationships with multiple individuals within service systems as appropriate.
  - *An informational brochure is being developed for the purpose of sharing information about CARD*
  - *Relationships continued with Center for Independent Living, Advocacy Center, Respite Coalition. Collaboration with First Words Project , the Early Social Interaction Project, the FDLRs Testing and Evaluation center, the Department of Education, Pearl Nelson Center, Florida Alliance for Assistive Services an Technology, Inc, Big Bend Transition Council, and CHS occurred*
3. Develop and maintain an internal directory of service providers across the catchment area
  - *Information continues to be gathered, updated, and disseminated on a regular basis*
  - *Family Resource Providers*
4. Provide training for personnel within school and adult systems as a proactive means of establishing the context for fruitful technical assistance.
  - *See summary sheet for trainings*
5. Participate in the development of at least two programs that demonstrate exemplary practices in the Pre-K, public education, or adult services for individuals with autism and related disabilities.
  - *Previous reports detail the specifics pertinent to each program (see quarterly reports for 2002-2003)*
  - *Empathy Trainings have been presented to students in 8 schools, 21 classes to approximately 346 students*

- *Feedback from students receiving empathy training included the following:*

What did you learn during the Empathy Discussion that you never knew before?

*That he had a disorder.*

*That people with Asperger's can get annoyed real easy.*

*That he has to live a hard life.*

*That he has a problem we can't see.*

*That there are disabilities inside your body that you can't see.*

*That their brains are different than mine.*

Did the Empathy Discussion change how you feel or how you will act?

*Yes, because now I know why he acted like that.*

*I will treat him with more respect.*

*I used to pick on him and now I know how he feels.*

*It did because yesterday I hung out with him to help him.*

*I'll be nicer to more kids whether they look handicapped or not.*

*I didn't know he had a disorder and I will treat him different.*

*Their brain works a lot differently.*

*I used to think he was mean and rude. I didn't know he had that disorder. I now know to be nicer to him.*

*When people mess with him, it makes me want to stick up for him.*

What did you like most about the discussion?

*The video because it was neat to see the difference.*

*The skits and role play.*

*Talking about what we don't like. I learned a bunch.*

*When I got to act sarcastic.*

*I liked everything about it*

Do you have additional comments?

*I would like to learn more.*

*I will try and make his life a little bit happier.*

*It made me want to cry cause I feel bad about him.*

*I want to get to know him better.*

*I'm thankful I know better what to do now.*

*I am mad that some people have to go through that.*

- *As a result of CARD training in the area of Person Centered Planning, one school has been able to begin implementing these techniques without CARD direction*
- *CARD training efforts have increased the capacity of several professional staff members in outlying counties. As a result, they have been able to conduct professional training opportunities in their area with limited direct CARD involvement. Attendance at these trainings has been good and feedback has been very positive.*

- *At the request of one full inclusion school in the Tallahassee area, a UF CARD consultant provided individualized information and guidance to assist them in the development of policies and priorities for successful inclusion*
  - *Programs at Wakulla Educational Center, Deer Lake Middle School, Hartsfield Prekindergarten Program, and Hawk's Rise PreK demonstrate exemplary practice through their collaborations with CARD*
6. Develop a collaborative working relationship with the Florida State College of Medicine to support their mission to “advance knowledge in autism.”
- *Efforts to establish a working relationship will continue during the 2003-2004 year*
  - *College of Medicine was notified of Regional Training opportunities available to students and faculty*
  - *CEUs were provided for physicians attending CARD trainings and presentations*
7. Improve relationships with medical professionals throughout the catchment area for early identification of at-risk children and quick response to their intervention and support needs
- *Letters were mailed to medical professionals throughout the catchment area apprising them of the training on diagnosing autism*
  - *Application for CEUs for medical professionals was approved and CEUs were offered at the two DOE Regional Training on early identification and current medical research*
  - *Information regarding autism and CARD services was disseminated to doctor's offices throughout the catchment area during autism awareness month*
  - *Ongoing*
8. Expand and maintain the utilization of technology (e.g., E-Mail, Web site) to facilitate and support on-site technical assistance and consultation services throughout the catchment area.
- *New webpage has been completed*
  - *Emailing system disseminating monthly calendars, newsletters, and important information to constituents is in place and is effective*
  - *Technology and support for families and professionals to create their own visual supports has been available. Throughout the entire year, **feedback from consumers** was consistent and excellent:*
    - *100% felt they could schedule use of the Visual Supports Development room at a convenient time*
    - *100% felt they were given adequate information on the use and development of visual supports*
    - *100% felt they were given clear instructions on how to use the programs and materials*
    - *100% felt that adequate assistance was provided*

- *100% felt that supplies and materials were adequate to meet their needs (The printer was down on one occasion during the year.)*
- *100% felt that CARD staff were courteous and helpful*  
*Comments included: "Extremely helpful." Thanks for everything!"*  
*"Thanks for the materials." "Everyone was helpful." Everyone is a great help and take time out to help my son." "Vanessa is very helpful in creating a visual aide for my child." "Couldn't be better!"*

9. Develop library/catalog of environmental supports and technology for use by professionals and facilities.
  - *Ongoing*

### **Education and Training Objectives**

Training includes presentations, inservice or preservice workshops, lectures, or other discussions offered to constituents, family members, school personnel, services providers, students, etc.

1. Provide training workshops, institutes, and university course and community presentations with a total attendance of at least 1450 family members and service providers representing a range of disciplines including, at a minimum, education, special education, physical therapy, communication disorders, occupational therapy, health and medical services, psychology, rehabilitation, counseling and adult service providers
2. Emphasize training which targets early identification (infants and toddlers), intervention for preschool and school aged children, and support issues for adolescents and adults.
  - *During the year, **140 trainings** were offered to over **3967 individuals** (see Summary pages for complete information on titles, times, and locations)*
  - *Audiences included physicians, educational professionals, therapists, community members, and family members*
  - *During the 4<sup>th</sup> quarter, satisfaction with the trainings was reported as follows:*
    - *The quality of this presentation was excellent. (99% agreed or strongly agreed)*
    - *This presentation increased my knowledge of the subject. (97% agreed or strongly agreed)*
    - *I plan to use information presented in this session. (96% agreed or strongly agreed)*
    - *I was satisfied with the organization of this presentation. (96% agreed or strongly agreed)*
    - *Handouts and visuals materials enhanced this presentation. (98% agreed or strongly agreed)*
    - *I would recommend this presentation to others. (99% agreed or strongly agreed)*

3. Target the medical professions and medical students to participate in trainings on autism spectrum disorders.
  - *See above*
  - *Family Practice Residents' training was completed at TMRMC Nov. 5, 2002*
  - *MCEs were offered for trainings aimed at medical personnel in order to encourage attendance*
  - *A training on identifying Autism Spectrum Disorders was conducted by a CARD constituency Board member who is also a physician to 37 pediatric residents in the Pensacola area*
  
4. Continue to disseminate a quarterly training schedule to provide periodic workshops in all regions of catchment area in order to deliver current information and provide participants with regular access to CARD personnel throughout our service area.
  - *Monthly calendars were disseminated pertinent to offerings in the areas surrounding Tallahassee, Panama City, and Pensacola*
  - *Training announcements were emailed to constituents*
  - *Quarterly newsletters were disseminated to families, professionals, and interested others on our mailing list*
  
5. Systematically increase contact with relevant FSU departments to inform them of CARD activities and of the availability of CARD staff to deliver lectures concerning autism, related disabilities, and relevant support services.
  - *Collaborative interactions and/or training opportunities occurred with FSU Departments of Special Education, Communication Disorders, and the FDLRs Testing and Evaluation Center*
  - *CARD collaborated in teaching FSU courses*
  - *CARD staff provided learning opportunities to participants in the FSU Communication Disorders/Special Education Doctoral Leadership Grant*
  - *Information and supervisory support was given to FSU ABA program in Panama City*
  - *CARD staff collaborated with students in the Communication Disorders Autism class to provide them with experiences with children with autism*
  - *CARD staff presented lectures on autism spectrum disorders to master's and doctoral level students as well as to interested faculty in the Florida State University Special Education Department*
  - *CARD staff provided training for staff at the FSU Early Childhood Program to assist in the provision of services for children on the autism spectrum*
  
6. Develop an improved mechanism to collaborate with family members, staff from other CARDS, staff from related agencies, community members, and representatives of agency/system in CARD trainings.
  - *Training opportunities were well advertised as open to all*
  - *DOE Regional Trainings were made available to participants throughout Florida*

- *DOE Regional Trainings brochures were disseminated statewide*
  - *Collaborations with USF CARD (and other CARDS) for participation in the DOE Early Intervention grant and Developmental Disabilities Council grant to create a blueprint for services began*
  - *Ongoing Directors' conference calls facilitate cross-CARD collaboration*
  - *FSU CARD staff participated on CARD subcommittees addressing statewide concerns and issues*
  - *Training opportunities were well advertised as open to all*
7. Continue to work with DOE on developing and implementing plans for inservice teacher training and the third year of the Partnerships Program.
- *Training stipends were made available for teachers participating in "advanced level" trainings*
  - *Partners attended the CARD 2002 Annual Conference and Pre-Conference Day for Teachers*
  - *15 DOE partners received stipends to fund their participation in the preconference training day in January*
  - *DOE training dollars were utilized to supplement training opportunities offered through the Panama City office*
  - *Partners completed third year, assembled portfolios and turned in abstracts*
  - *Four DOE Regional Trainings were completed:*
    - *Understanding and Addressing the Challenging Behaviors of Students with Autism*
    - *Autism Spectrum: Myths, Miracles, and Science*
    - *Mental Health Issues Related to Asperger's Syndrome*
    - *Early Indicators of Autism Spectrum Disorders*
8. Develop training initiatives focused on building the capacity of service systems by linking training to systematic technical assistance.
- *Plans for advanced levels of training included follow up and technical assistance were developed*
  - *DOE Regional Trainings for 2002-2003 included links between training and assistance and follow up*
9. Develop training modules on topics frequently requested.
- *Power point presentations are available on a variety of topics*
  - *Trainings were presented to families, professionals, and community members across the catchment area*
  - *Teacher training series were presented across the Panhandle*

### **Public Education (Awareness) Objectives**

Public education includes presentations on "What is Autism and/or Related Disabilities/What is CARD?" or any presentation to people who are not professionals, pre/paraprofessionals or family members. It also includes public awareness efforts including media events (TV/radio) and displays and booths at conferences.

1. Collaborate with UCF CARD in planning and supporting the annual, state-wide CARD conference.
  - *Completed with USF*
  - *Production of materials for dissemination (Yearbook, etc) was completed*
  - *FSU CARD presented at preconference (Empathy Awareness Training)*
  - *Networking luncheon on developing community sports opportunities was facilitated by FSU CARD*
  - *Planning for FSU CARD presentations at the 2004 conference has begun*
  - *Ongoing planning with UM has begun for 2004 conference to be held in Miami*
  
2. Deliver at least 15 introductory presentations to individuals and/or systems about CARD, autism, related disabilities, and necessary supports.
  - *50 different public awareness events occurred with over 525 people attending or being impacted*
  
3. Continue to work with family organizations and advocacy groups to encourage family involvement in CARD training, technical assistance, and awareness activities.
  - *CARD participates in and supports Parent Support Groups in Pensacola*
    - *Parent to Parent*
    - *Pensacola Autism Support Group*
    - *F.A.C.E.S*
    - *Special Parents*
  - *In Panama City*
    - *Washington/Holmes County Support Group*
    - *The Emerald Coast Autism Support Group*
    - *Bay County Autism Support Group*
  - *In Tallahassee*
    - *Asperger Parent Support Group*
    - *Teen Game Night*
    - *S.P.O.T. (Supporting Parents of Tallahassee)*
    - *Big Bend Autism Society of America*
    - *Wakulla Autism/Asperger/PDD Support Group*
    - *Parent to Parent*
    - *Capital Area Autism Society*
    - *Advocacy Center*
    - *Gadsden County Parent Support Group*
  
4. Expand the dissemination file of resource materials (e.g., articles, manuals) available through the Center to support family assistance and consultation efforts.
  - *Ongoing*
  - *Reorganization of the CARD lending library was completed*
  - *First Signs materials purchased as resource information for medical professionals continue to be used and disseminated*

5. Maintain the utilization of technology and materials to disseminate information concerning autism and related disabilities and to make visual supports and structures
  - *Tech lab in CARD offices was available to families*
  - *Make and Takes were scheduled and completed*
  - *Technology and support for families and professionals to create their own visual supports has been available. During the fourth quarter, feedback from 16 consumers was as follows:*
    - *100% felt they could schedule use of the Visual Supports development room at a convenient time*
    - *100% felt they were given adequate information on the use and development of visual supports*
    - *100% felt they were given clear instructions on how to use the programs and materials*
    - *100% felt that adequate assistance was provided*
    - *100% felt that supplies and materials were adequate to meet their needs*
    - *100% felt that CARD staff were courteous and helpful*
  - *Ongoing*
  
6. Expand the number and availability of books in the lending library.
  - *1,837 books are available through the lending libraries in Tallahassee, Panama City, and Pensacola*
  - *John Biasco Foundation funded additions to libraries in Pensacola and Tallahassee*
  
7. Develop and/or support (co-sponsor) special awareness activities during Autism Awareness Month.
  - *Press kits were disseminated to local media for the purpose of highlighting autism awareness in April*
  - *Autism Awareness Day at the Capitol was held*
  - *Public awareness in 8 bookstores throughout the catchment area*
  - *Dissemination of First Signs kits to 20 pediatricians*
  
8. Participate in at least 3 community activities or conferences to promote awareness about the services of CARD-FSU.
  - *Participated in Autism Awareness Day at the Capitol on April 10, 2003*
  - *Developed and disseminated 12 library displays for use during April throughout the catchment area*
  - *Arranged for Tallahassee Community College, Southwood Community, and Super Lube in Tallahassee and Pensacola to post Autism Awareness messages on their message boards*
  - *CARD display at 'Putting the Pieces Together', a parent conference at Gulf Coast Community College*
  - *Placed What is Autism/What is CARD displays in libraries throughout the catchment area*

- *Placed What is Autism/What is CARD displays in physicians offices during Autism Awareness Month*
- *Presented 'What is Autism?' overview to Leon County Little League coaching staff and peer buddies*
- *CARD display at Leon County Education Expo on March 1, 2003*
- *CARD display at Center for Enabling Special Children Walk-A-Thon*
- *51 press releases were prepared and disseminated in preparation for Autism Awareness Month*
- *Presented 'What is Autism/What is CARD?' overview to Gadsden County Prekindergarten Council*
- *Presented 'What is Autism/What is CARD?' overview to doctors and their staff upon request*
- *Participated in a TV interview with a parent constituent to discuss her new book about raising a child with autism*
- *Presented 'What is Autism?' to Kids for Camp volunteers*
- *CARD display at Social Service Agency Day at the First Presbyterian Church in Tallahassee*
- *CARD display at 5<sup>th</sup> Annual ESE Conference*
- *CARD booth at Family C.A.F.E.*

9. Design awareness activities and events in a manner what will promote knowledge about CARD to families who are underrepresented or underserved.

- *Ongoing*
- *Parent Partner program began in Gadsden county*

### **Coordination of Services Objectives**

1. Continue to develop collaborative agreements for training, consultation and technical assistance with specific systems (e.g., LEAs) and evaluate the effectiveness of these arrangements.
  - *Procedures that allow school systems to access CARD services are in place*
  - *Requests by schools or school systems for training, direct assistance, or technical assistance are addressed*
  - *CARD participation in state-wide Administrator's training is being planned*
  - *Access to CARD services by community agencies is encouraged and efforts are being made to increase community awareness of available CARD supports*
  - *Ongoing*
2. Maintain agreements with other CARD sites with regard to existing functions of materials development and conference planning.
  - *Ongoing*

3. Explore potential for shared initiatives with state Developmental Services office, Vocational Rehabilitation, and Occupational Access and Opportunity Commission in the area of adult services and in the area of community integration projects.
  - *Ongoing*
  - *Participation began on blueprint for services project through the DD Council*
  - *Collaboration with Center for Independent Living continues*
  - *Collaboration with Vocational Rehabilitation involving an adult client with Asperger's Syndrome completed*
  - *Collaboration with the Big Bend Transition Council has been initiated*
  
4. Continue to pursue additional linkages with academic departments, including the College of Medicine, to expand pre-service training capabilities and to increase the number of graduate students involved with CARD activities.
  - *Ongoing*
  - *Collaborations currently exist with the FSU Department of Special Education, the FSU Department of Communication Disorders, and the FSU MultiDisciplinary Center, and the FSU Applied Behavioral Analysis Program on the Panama City Campus*
  - *Efforts to increase collaboration with the FSU Medical School are ongoing*
  
5. Continue to maintain and develop collaborative agreements with other state and local agencies to pursue appropriate funding for the development of model demonstration projects for individuals with autism and related disabilities.
  - *Ongoing*
  - *FSU Colleges of Communication Disorders and Special Education grant to fund Personnel Preparation at the master's and doctoral level received; CARD is acting as participant*

### **Coordination with Constituency Board Objectives**

1. Continue to meet with Constituency Board on at least a quarterly basis.
  - *Constituency Board meetings held 9/11/2002, 12/04/2002, 03/17/2003*
  - *Letter to FSU President written and mailed following meeting on 9/11/2002*
  - *Next meeting scheduled for 08/27/2003 in Bonifay, FL*
  - *Meetings for the 2002-2003 fiscal year are scheduled*
  
2. Submit service plan and final report to Constituency Board for review and comment. Revise documents, as appropriate, in accordance with comments.
  - *Plan and final report submitted September, 2002*
  - *Quarterly were reports submitted upon completion*
  
3. Work with Constituency Board and other relevant organizations to recruit involvement on the Constituency Board from family members who represent additional geographic regions in the catchment area as well as more diverse cultural, ethnic and economic populations.

- *An additional parent from the West Panhandle area is in the process of being added to the Constituency Board*
  - *Ongoing*
4. Review activities and outcomes with constituency board by sharing reports, videotapes, and other examples of specific support efforts undertaken by CARD. Collaborate with constituency board in review, planning and evaluation of CARD service plan and activities.
- *Constituency Board agendas*