

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

**FINAL REPORT
1 JULY 2003 – 30 JUNE 2004**

GENERAL DESCRIPTION

The Center for Autism and Related Disabilities at Florida State University (CARD-FSU) was established in July 1993, and has completed its eleventh 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 below. 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 2003-2004 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 2003-2004 year were:

1. Continue to implement the Family Action Plan (FAP) process in order to build capacity and prioritize the role of the family. Revise the FAP process as appropriate.
 - ❖ *A total of 1,224 constituents were counted on the registry.*
 - ❖ *251 new clients registered in the 2003 – 2004 year of service.*
 - ❖ *245 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 included 330 goals for families. The status of action steps addressing goals is as follows:*
 - *681 CARD Action Steps were completed*
 - *1,232 CARD Action Steps are ongoing*
 - ❖ *FAP goals triggered service delivery decisions and helped to determine CARD efforts and emphasis. Targeted goals were individually developed to reflect the priorities and needs of the constituent or family. Examples of targeted goals included:*
 - *Developing a play group for a child with autism to interact with typical peers;*
 - *Obtaining an appropriate diagnosis for individuals suspected of having an autism spectrum disorder;*
 - *Developing visual supports to support transitions and/or daily schedules;*
 - *Providing empathy awareness activities for peers of students with autism;*
 - *Scheduling and attending team meetings to address home and school concerns;*
 - *Providing person-centered planning for an adolescent with autism and his educational team;*
 - *Working with a parent constituent to organize and support ongoing information sessions related to the Relationship Development Intervention program. The group continues to meet on a regular basis.*
 - *Developing and providing recommendations to appropriately address behavioral difficulties at home; interested parents received additional consultative services to assist them in the implementation of recommendations*
 - *Developing visual supports to help teach complete daily living routines (toileting, hand washing, bathing) and simple household chores*
 - *Providing empathy awareness activities for peers of students with autism; interested schools received additional consultative services to assist them in developing and implementing their own peer empathy programs*
 - *Observing students in regular education classrooms and providing the teacher with recommendations for accommodations to support them within that environment; interested teachers received additional consultative services to assist them in the implementation of recommendations*
 - *Providing information regarding feeding to a parent of a child with ASD who has significant feeding difficulties;*

- *Providing suggestions for organization and classroom accommodations for children with ASD within regular education classrooms;*
 - *Providing strategies to assist with the development of behavior plans for individuals with ASD who are displaying significant behavioral difficulties;*
 - *Gathering and disseminating referral information;*
 - *Providing support services, job placement information, and referrals to appropriate adult agencies to an adult with ASD who is transitioning from school to work;*
 - *Helping a family of a young child with social difficulties to develop guided social opportunities for their child at home;*
 - *Providing suggestions for organization and school accommodations for an adult with ASD who is attending Florida State University;*
 - *Collaborating with local psychologists to assist in gathering relevant information to help determine the presence of Autism Spectrum Disorders;*
 - *Securing information through observation, parent/teacher report, and previous evaluation to determine eligibility for CARD services.*
- ❖ *As a result of CARD involvement during the year, incidental changes often were noted for our clients. Examples of these types of changes included:*
- *An adult client was able to report that he is now happily employed at a sheltered worksite and is ready to begin learning how to use public transportation;*
 - *A client was able to obtain a diagnosis of Asperger Syndrome which accurately explained his disability and helped determine the supports that he needed;*
 - *A preschool client had a great transition to kindergarten thanks to the team support that he received throughout the transition process. The parent reported that the school successfully followed through with all CARD and home recommendations made during ongoing team meetings;*
 - *A middle school client completed a science fair project on one of his intense interests and won the school competition; and*
 - *A middle school client was noted to be talking more to his peers following school based empathy training supported by CARD.*

2. Provide individualized direct assistance for at least 350 individuals with autism and related disabilities in an effort to make systems change and target capacity building activities.

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

1st quarter: 239 constituents
2nd quarter: 242 constituents
3rd quarter: 285 constituents
4th quarter: 253 constituents

Although these numbers may have overlap in constituents served, it appears that the goal of serving at least 350 different individuals was met.

- ❖ **4,408 contacts** were made throughout the year to provide direct service to individuals and families.
- ❖ **5,519 people** were served through direct service contacts.
- ❖ **181 home or school observations** were formally conducted and led to the initiation of consultations, partnerships, or follow-up evaluations.
- ❖ **49 consultations** were initiated; goals included developing a social story to assist in toilet training a child, 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, positive behavioral strategies to teach a young child to come when an adult calls him, visual supports and directed teaching to increase a child's repertoire of play behaviors on the playground, developing a positive behavioral plan to decrease a child's aggression towards himself and others, teaching a teacher to use aided language techniques to increase language production of a child with ASD, the development of visual supports to help a young child independently complete daily routines, the use of social stories and lists to help a family take their child with autism into local stores without tantrums, the development of supports to help a kindergarten child with ASD function independently within a regular classroom environment, and the development of a routine chart that helped an adolescent complete routines independently
- ❖ **10 DOE partnerships** were established during the 2003-2004 service year. Partnerships are intense collaborations between CARD staff and teachers. Each partnership is focused on specific learning goals and activities that the teacher wants to accomplish with CARD assistance. The purpose of these partnerships is to increase the capacity of local professionals to implement effective strategies when working with individuals with autism spectrum disorder. Examples of partnership activities and outcomes follow:
 - Develop effective teaching strategies to address the development of communication, socialization, and behavioral skills for students with autism;
 - Organize and schedule monthly support meetings for teachers working with students on the autism spectrum;
 - Provide information about effective teaching practices to parents of children with autism and to the professionals working with them;
 - Provide training and support in the area of team development (regular education teachers, special education teachers, speech pathologists, parents) to facilitate student learning gains and social skills;
 - Provide direct support (from a district level) to teachers working with students with autism within a rural setting;
 - Develop and present a training on effective strategies for teaching social skills to students with autism in regular education environments;
 - Develop and implement appropriate multi-modality supports to enhance receptive and expressive communication for 2 nonverbal children with autism being educated within a pre-kindergarten classroom; and
 - Develop and implement training for after school care providers within the public schools to enhance their ability to include children with autism spectrum disorders within their program.

3. Expand the “parent partners” project (numbers of participants and counties, levels of training, system of support.) if the current budget allows.
 - ❖ *One parent partner county and two parent staff members are acting effectively to increase awareness of CARD and to provide support and resource information to parents in Gadsden, Leon, and Escambia Counties.*
 - ❖ *Parents on the constituency board have agreed to act as additional liaisons and resources for parents in their communities.*
 - ❖ *A parent on the CARD constituency board was hired by the Florida Network on Disabilities (FND) and worked to increase collaboration between agencies in order to increase support and training opportunities to CARD parents.*

4. Continue to target ethnically diverse populations to increase enrollment of appropriate constituents.
 - ❖ *A minority parent partner in Gadsden County is representing CARD for her community.*
 - ❖ *Information materials regarding autism and CARD services were sent to health departments throughout the 18-county catchment area.*
 - ❖ *CARD collaborated with Children’s Medical Services and Tallahassee Pediatric Foundation in an effort to increase appropriate referrals by low income families served by these agencies.*
 - ❖ *CARD collaborated with the Florida Network on Disabilities and FDLRS to identify training and support needs for families in outlying counties.*
 - ❖ *CARD participated in a transition fair designed to provide information regarding services to individuals with developmental disabilities from diverse ethnic and economic backgrounds; over 40 families were in attendance and received information.*
 - ❖ *Information about CARD services was provided at the Leon County FDLRS/ESE Parent Conference located in an ethnically diverse area of Tallahassee.*
 - ❖ *Information about CARD services was sent to radio and television stations throughout the panhandle area in an effort to expand awareness about services.*

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 throughout the 18 county catchment area
 - ❖ *Initial intake includes request for diagnostic information.*
 - ❖ *An eligibility process that includes information from constituents, families, and professionals has been developed, is being implemented, and will be revised as needed.*
 - ❖ *Procedures for systematic determination of eligibility and service response are being followed and include:*
 - *A structured observation including the Systematic Observation of Red Flags (SORF) is completed on all newly identified clients; and*
 - *A diagnostic team was created to assess “questionable” clients through collaboration with FIRST WORDS Project the, FDLRS Multicenter, and other*

- appropriate agencies; Assessment instruments used include the ADI (Autism Diagnostic Interview) and the 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.*
 - ❖ *CARD has regularly scheduled staff meetings to discuss client referrals, issues, and CARD responses.*
 - ❖ *The CARD database system is being revised to better meet the reporting needs of the Center.*
 - ❖ *The Constituency Board provided input regarding CARD activities in an effort to identify procedures and services that are priorities for our constituents and their families.*
 - ❖ *A staff retreat was conducted to review CARD procedures for referral, Family Action Plans, and follow-up activities. Revisions have been made to the current system to address issues related to the growth in client population without corresponding growth in staff. Specific changes made addressed the need to maintain services identified by parents as priorities and to increase staff efficiency.*
 - ❖ *A 2nd staff retreat is planned for August, 2004 to continue the review of CARD procedures for referral, Family Action Plans, and follow-up activities in response to additional decreases in staff. Feedback from constituents and families will be collected prior to the retreat regarding their service priorities and suggestions for program revision.*
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 that 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 5 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 10 DOE sponsored partnerships. Within these partnerships, goals were developed and 227 specific action steps were targeted by CARD staff and their partners.*
 - ❖ *Of the 10 DOE partnerships, 4 were leader (2nd year) partners who will be working on goals designed to expand the knowledge and skill level of teachers or parents within their school or district.*
 - ❖ *Four leadership partners presented information on their projects from last year at the 2004 CARD conference in January.*
 - ❖ *Staff members are in the process of revising the Partnership form to better reflect and document CARD and partner action steps and outcomes.*

- ❖ *Increasing the number of partner evaluative feedback forms has been identified as a need as the return rate continues to be low. Efforts will continue to be made to ensure that a greater percentage of partnership evaluation forms are completed and returned by the end of the fiscal year.*
 - ❖ *The teachers who returned the feedback questionnaire agreed 100% that the partnership with CARD was a positive experience and that it helped them achieve their individual goals.*
7. Continue attendance at and participation with local, regional, and state meetings of relevant family organizations throughout catchment area.
- ❖ *CARD articpation in the Florida CSPD (Comprehensive System of Personnel Development,) Children’s Mental Health Project, Parent to Parent, Capital Area Autism Society, Big Bend Transition Council, Parent Leader Forum, Advocacy Council, and Regional Policy Council continues.*
 - ❖ *The Associate Director in the Pensacola Office was invited to be in the ESE Advisory Council for Escambia County and will continue to serve on that council.*
 - ❖ *CARD supported Parent Support Groups throughout the area.*
 - *In Pensacola—*
 - Autism Society of the Panhandle*
 - *In Panama City—*
 - Washington/Holmes County Support Group*
 - The Emerald Coast Autism Support Group*
 - Bay County Autism Support Group*
 - S.O.S. – Supportive Parents of Special Needs Children Support Group*
 - North Okaloosa Autism Support Group*
 - *In Tallahassee—*
 - Asperger Parent Support Group*
 - Teen Game Night*
 - Capitol Area Autism Society*
 - Wakulla Autism/Asperger/PDD Support Group*
 - Gadsden Area Family Support Group*
 - Parent to Parent of the Capitol Area*
8. 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 collaborated with Vocational Rehabilitation to assist in identification and implementation of supports needed by an adult with Asperger Syndrome so that he could be successfully employed.*
 - ❖ *CARD worked with the FSU Psychology Department to refer and initiate psychological services for an adult with Asperger Syndrome.*
 - ❖ *CARD collaborated with psychologists to assist adult clients obtain a diagnosis of ASD if one was needed to determine eligibility for CARD services and/or to access services through other community agencies.*

- ❖ *CARD is actively involved in the Big Bend Transition Council which is working to increase awareness of and referral to adult service agencies throughout the Big Bend area.*
 - ❖ *Information gathered during Big Bend Transition Council meetings about services available for adolescents and adults with ASD are regularly shared with CARD staff; parents and constituents receive information through the action plan and consultative process and/or by request.*
 - ❖ *CARD participated in a transition fair in March, 2004 aimed at increasing the awareness of individuals with developmental disabilities (including autism) and their families about agencies supporting adults with disabilities; over 40 families from Leon and surrounding counties attended the event.*
 - ❖ *CARD collaborated with other agencies involved in the Big Bend Transition Council to produce a video to provide information about adult service agencies to high school students preparing for transition; the council plans to distribute this video to school systems throughout the state.*
9. Increase direct assistance for adults with autism and related disabilities by increasing assistance activities related to employment and social opportunities
- ❖ *Two DOE Trainings were conducted in the Pensacola and Panama City areas to address the social and transition needs of adolescents and adults with ASD:*
 - *Planning for Adulthood for Learners with Autism Spectrum Disorders; Presented by Dr. Peter Gerhardt; February 12, 2004; and*
 - *Teaching Social Skills to Individuals with Autism at Home and in the Classroom; Presented by Dr. Carol Schall; February 20, 2004.*
 - ❖ *CARD Action Plans for newly referred adults include offers of assistance in employment issues upon request as well as referrals to other community based adult support agencies.*
 - ❖ *CARD has collaborated with Ability 1st, an agency that provides assistance in the development of job skills and social skill development to adults with disabilities.*
10. Increase direct service to families of newly diagnosed young children by providing access to services that encourage the development of parent networking groups and the development of effective strategies for use within home and community environments
- ❖ *CARD staff actively collaborated with the FIRST WORDS Project and the ESI (Early Social Interaction) project in an effort to identify young children with autism spectrum disorders in the community.*
 - ❖ *Systematic efforts were made to coordinate the transition of young children with autism spectrum disorders identified by FIRST WORDS Project and/or served by the ESI Project to CARD services as soon as possible.*
 - ❖ *CARD sent one staff member to Responsive Teaching Training sponsored by Auburn University to provide information on effective teaching techniques for families of young children with disabilities.*
 - ❖ *CARD provided trainings and individualized consultations to families of young children to increase their understanding of ASD as well as their ability to develop and implement appropriate supports for their child at home or community activities.*

- ❖ *CARD supported activities for parents interested in increasing social opportunities for their child within the community; all activities were publicized through CARD email or direct mail systems.*
- ❖ *CARD staff provided consultative assistance upon request to early childhood teachers, instructional assistants, therapists, and administrators to assist in the development of quality pre-kindergarten programs for children on the autism spectrum.*

11. Continue to implement plan for systematic evaluation of the provision of individualized child and family assistance by CARD.

- ❖ *Consumer satisfaction surveys were mailed out at regular intervals*

- ❖ *Survey outcomes for the year were as follow:*

Initial surveys:

1. *Are you satisfied with CARD-FSU services?*
99% Agreed
2. *Have CARD staff been courteous?*
99% Agreed
3. *Have CARD staff been helpful?*
100% Agreed
4. *Did CARD staff respond in a timely manner?*

Comments included:

Thanks! You are a great resource.

You are wonderful! Great to see Laura and Teri again!

The CARD staff has been wonderful!

You are a blessing!

Very wonderful experience!

3 month follow-up surveys:

1. *CARD staff responded promptly and courteously.*
98% Agreed, 2% Disagreed
2. *The Family Action Plan (FAP) helped identify goals and action steps that addressed my child's/family needs.*
78% Agreed, 3% Disagreed, 19% Not Applicable
3. *CARD staff were knowledgeable about autism spectrum disorders.*
98% Agreed, 1% Disagreed, 1% Not Applicable
4. *CARD staff gave me recommendations that were helpful to my child and family.*
93% Agreed, 2% Disagreed, 5% Not Applicable
5. *CARD staff helped me learn how to implement their recommendations.*
84% Agreed, 2% Disagreed, 14% Not Applicable
6. *CARD staff worked effectively with professionals involved with my child.*
82% Agreed, 3% Disagreed, 15% Not Applicable

Comments included:

- *The best has been the emotional support from Judy and Karen. Without their pep talks and vote of confidence in me I wouldn't have know where to start.*
- *I haven't worked with anyone just yet.*

- *The information and suggestions have made RAPID improvements in my child's behavior!*
- *Before them, I had little understanding of Autism and now I not just understand but I'm dealing well with it and I honestly believe my child will reach his full potential.*
- *I can't say enough good things. They saved my family!*
- *It is helpful to know that it is possible something is wrong and that my child is not just bad and it is not all my fault he is the way he is.*
- *Joy was a tremendous help. She is a very nice and understanding person and a great listener.*
- *Thank you for your follow-up and the information that you sent on toilet training.*
- *CARD was very quick to help, unfortunately based on my child's needs there was not a lot they could do.*
- *Thank you for all your help and services!*
- *Just that I would like to thank you for your time with my family.*
- *Cathi has been awesome in helping to design forms for the school and suggestions for home.*
- *Judy is a great help!*
- *Referral to SSD and books concerning my child's condition were very helpful. Also, CARD contacted Child Find and expedited the process.*
- *It was helpful to receive the information about therapists.*
- *Your information on autism is very in-depth and it has helped me in some ways to better understand my son. However, I am frustrated that I am unable to attend meetings because there is no babysitting available.*
- *Wonderful staff!*
- *I am extremely grateful to the CARD Center for the services that have been provided to my family. I am especially grateful for their referral to FSU's MultiDisciplinary Center.*
- *Everyone was extremely nice and made my family feel at home.*
- *Leigh has been very helpful with working with our school to create a plan of action to assist our child. She has been really great.*
- *The trainings and conferences have been very helpful and informative.*
- *Although I have not use CARD too much yet, I reel the resources available will be of great help as time goes by especially school support, reading materials, work stations*
- *The CARD center has been very helpful. I wish I would have known about their services a couple of years ago! (This was not the fault of CARD)*

1 year follow-up surveys (Note: Surveys were sent to all active clients whether they received services during the past year or not. Agreed and disagreed responses are reported below while not applicable responses are not included in the calculations):

1. *CARD services resulted in positive outcomes for my child..*
100% Agreed
2. *We are on the mailing/emailing list and are receiving CARD information in a timely manner.*

88% Agreed, 12% Disagreed

2. *We know how to access CARD services when we need them.*

97% Agreed, 3% Disagreed

3. *CARD staff has responded promptly and courteously to our requests.*

100% Agreed

5. *We have benefited from and are satisfied with CARD services.*

97% Agreed, 3% Disagreed

6. *We would recommend CARD to other families.*

100% Agreed

Comments included:

- *Everything is wonderful: the resources, the in-home help with Joy, having Laura there to listen. I don't know what I would have done without you guys!*
 - *My child has just recently been diagnosed with autism. I will know more about services at a later date.*
 - *Thank you for the support during our son's IEP and also providing empathy training to his peers at school.*
 - *The workshops have been great!*
 - *I had a very pleasant experience with CARD. Cathi, my contact person, made a home visit and provided much needed comfort and information. Her support has been a wonderful blessing!*
 - *CARD is always available with suggestions for problems.*
 - *They have been very helpful in suggestions on long travels with M. to keep him calm and occupied with things like toys, books, and songs.*
 - *We are happy with this program.*
 - *The Asperger's class was informative and helpful. The handouts were great. I'm looking forward to it again next year so that I can make sure my son's teacher is there.*
 - *I was very satisfied with the staff and their services. Even when the services were transferred to another county, they were very helpful.*
 - *Cathi has been extremely helpful in a few areas of concern, specifically school district concerns about my son's IEP!*
 - *Continuing transition services are the most important. Job experience with a goal of permanent employment for all CARD clients.*
 - *We always appreciate the willingness of CARD staff to help. You are always there for us. Thanks!*
 - *You guys are great!*
 - *Everything is great! Cathi and Karen have been absolutely wonderful!*
- ❖ *Suggestions for improving CARD's collection of consumer satisfaction information were solicited from the Constituency Board. The goal is to increase survey responses from constituents and their families. Changes included modifications made to the surveys to make responses easier to make and the initiation of a quarterly prize (Target gift certificate). The recipient will be chosen quarterly on a random basis from all survey respondents.*

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

- ❖ *An increased emphasis on verification of diagnosis continued.*
- ❖ *Information to establish eligibility for CARD services was gathered with screening tools such as the SORF (Systematic Observation of Red Flags) and SIRF (Systematic Interview re: Red Flags), as well as the ASDS (Asperger's Syndrome Diagnostic Scale). Referrals for further testing were made as needed.*
- ❖ *Three CARD staff received training on the Autism Diagnostic Interview (ADI). One staff member became certified as an ADI trainer and 2 staff members are in the process of achieving reliability and certification to be trainers.*
- ❖ *An ADI training session was conducted in February, 2004 in order to increase the number of CARD and community professionals trained to complete the ADI as part of the assessment process; Participants included 2 additional CARD staff members, 3 local psychologists from the FSU MultiDisciplinary Center, and 1 intern from the FSU School of Social Work; All participants completed their training by conducting ADIs with families seeking diagnosis.*
- ❖ *Training materials for the Autism Diagnostic Observation Scale (ADOS) and the ADI were acquired by CARD in an effort to make access to these materials available to interested community mental health professionals.*
- ❖ *Multicenter collaborations continued throughout the year; 2 diagnostic evaluations per month were available to CARD clients; this resulted in 24 completed evaluations (CARD ADI results and observational reports were used as collateral information).*
- ❖ *A private psychologist provided one diagnostic evaluation per month (as needed) at no cost to CARD clients.*
- ❖ *Collaboration with a psychologist employed by the FIRST WORDS Project to provide ADOS evaluations to young children suspected of having autism spectrum disorders was begun during the 2003-2004 fiscal year. CARD Center staff assisted by providing collateral information (e.g., developmental history, parent reports, observational information) as needed.*
- ❖ *CARD offered to provide information related to diagnostic strategies, individual consultations, and collateral information (developmental history, school reports, observational data) to mental health and medical professionals involved in diagnosing autism spectrum disorders in the community.*
- ❖ *CARD staff actively collaborated with psychologists from the FSU FDLRS MultiDisciplinary Center, FIRST WORDS Project, and community by providing collateral information (developmental history, observation, school/teacher information, assistance with ADOS scoring) in the completion of evaluations for children, adolescents, and adults suspected of having an autism spectrum disorder.*
- ❖ *Efforts continue to increase the number of medical and mental health professionals who have the skills and are willing to provide diagnostic evaluations for individuals suspected of having autism spectrum disorders; 2 local psychologists have indicated interest in additional training and collaboration.*
- ❖ *CARD plans to support professionals willing to increase their diagnostic skills by offering local training and/or stipends to attend training as well as providing direct follow-up support during the next fiscal year.*

Technical Assistance and Consultation Objectives

Technical assistance is defined as efforts made by CARD staff whose purpose is to collaborate with or to provide information to professionals who work with individuals on the autism spectrum 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. Technical assistance increased 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.
 - ❖ *845 technical assistance contacts to 1,008 people were provided during the 2003-2004 year.*
 - ❖ *Information about CARD services and technical assistance opportunities was provided to beginning teachers in Leon County during their regular district meetings.*
 - ❖ *CARD disseminated information about CARD services during the FDLRS ESE Family conference in February, 2004.*
 - ❖ *CARD participated in a Transition Fair on March 18, 2004 where information about CARD services was provided to other service agencies and schools as well as to parents and constituents.*
 - ❖ *Technical assistance was provided to the schools throughout the catchment area as well as to the following community agencies: ACS, Adult and Community Education, Autism Society of the Panhandle, Autism Society of America, Behavior Management Consultants, Big Bend Transition Council, Bridgeway Center, Center for Enabling Special Children, Child Care Network, Children’s Communication Center, Children’s Health Associates, Children’s Home Society, Children’s Medical Services, Community Intervention Resource Center, Developmental Disabilities Program, Department of Children and Families, Department of Health Care, Elk’s Club, Faith Presbyterian Preschool, Family Connections, Family Network on Disabilities, FIRST WORDS Project, Florida Diagnostic and Learning Resource Center, Florida Department of Education, Florida Respite Coalition, FSU Department of Communication Disorders, FSU Education Department, FSU MultiDisciplinary Center, FSU Psychology Department, FSU School of Social Work, Goodwill Industries, Head Start, Horizons, Killlearn United Methodist Mother’s Morning Out Program, Leon Association for Retarded Citizens, Life Management Center, Marks and Associates, Ounce of Prevention Program, Panhandle Family Medical Center, Pediatric Therapy Services, Pensacola Police Department, Professional Association of Program Specialists, South East Regional Resource Center, Tallahassee Community College.*

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.*
 - ❖ *Information sheets have been developed and continue to be updated to provide information about community-based service care providers willing to provide service to individuals with ASD to constituents and families.*
 - ❖ *CARD's attempts to network with service providers to provide information about ASD, CARD services, and collaborative opportunities are ongoing.*
 - ❖ *Two additional private psychologists have expressed interest in collaborating with CARD to provide assessment and/or counseling services to individuals with ASD.*
 - ❖ *Collaborative relationships with several agencies including Ability 1st, Advocacy Center, Respite Coalition, First Words Project, Early Social Interaction Project, FDLRs, Department of Education, FSU MultiDisciplinary Center, Big Bend Transition Council, and Children's Home Society.*

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 have been trained to refer clients and their families to appropriate community agencies and service providers.*
 - ❖ *Referrals are documented through the Family Action Plan process.*
 - ❖ *Service providers are regularly contacted by CARD to assess their willingness to provide services to our clients and to maintain a relationship with our agency. Technical assistance is regularly offered to interested providers.*
 - ❖ *CARD's internal directory has been updated to include current information regarding providers for local insurance carriers.*
 - ❖ *CARD established a collaborative relationship with a local psychologist who is in the process of being approved by a local insurance carrier that is in need of professionals with the expertise to diagnose individuals with autism spectrum disorders.*

4. Provide training for personnel within school and adult systems as a proactive means of establishing the context for fruitful technical assistance.
 - ❖ *133 CARD Trainings have been conducted throughout the catchment area and have been open to all constituents as well as professionals and agency personnel involved in providing services to individuals with autism spectrum disorders. Topics have been chosen based upon request and have included:*
 - *Teaching social skills to individuals on the autism spectrum*
 - *Positive Behavioral Supports*
 - *Asperger Syndrome*
 - *Understanding autism disorders and effective treatments*
 - *Visual Supports*
 - *Teaching Academic Skills to Students on the Autism Spectrum*
 - *Literacy Strategies*
 - *Communication and Language Development*
 - *Inclusion*

- *Multi-Modality Supports for Children with ASD*
 - *Friendship Building*
 - *Early Identification and Assessment*
 - *Working with Paraprofessionals*
 - *Communication and Language Skills for Young Children with ASD*
 - *Early Red Flags for Autism Spectrum Disorders*
 - *Empathy Training for Peers*
 - *Social Story Development*
 - *Sensory Issues for Individuals with Autism Spectrum Disorder*
 - *How to Keep Individuals with Autism Safe*
 - *Other (See Summary Report for full listing of training topics)*
 - ❖ *CARD staff collaborated with the FSU Departments of Communication and Special Education in the 2004 Institute on Autism held at Florida State University June 14-18, 2004. Topics and speakers included:*
 - *The Brain Basis of Autism presented by Dr. Eric Courchesne*
 - *Early Red Flags of Autism Spectrum Disorders in the Second Year of Life presented by Dr. Amy Wetherby*
 - *The SCERTS Model presented by Dr. Amy Wetherby*
 - *Professionals and Families Together: The Winning Team presented by Dr. Pam Winton and Ms. Jane Coburn*
 - *Linking Educational And Positive Behavioral Supports by Dr. Rob Horner*
 - *The PROMPT Model: Using Tactile and Dynamic Systems to Develop Interactive and Meaningful Oral Communication in Children with ASD presented by Ms. Deborah Hayden*
 - ❖ *CARD presented a training for the Florida Association of Staffing Specialists at their request. The training focus was on the identification of students with ASD and their school challenges.*
 - ❖ *Training was offered to any group or community agency that requested it; trainings were individualized to meet the needs of the group making the request.*
 - ❖ *CARD staff began developing training materials which include manuals for empathy training and visual supports in order to provide interested professionals with information to increase their capacity to implement these programs/strategies.*
5. Participate in the development of programs that demonstrate best practices in 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)*
 - ❖ *Ten CARD partnerships were carried out during the 2003-2004 fiscal year. Partnership goals all focused on the development and implementation of best practice strategies for students with autism spectrum disorders*
 - ❖ *Four CARD leadership partners were selected to give presentations on best practice strategies at the 2004 CARD conference; Two of these partners have received requests to conduct trainings for local school systems in their area*
 - ❖ *The result of a CARD partnership with a program specialist in Taylor County was an increase in her capacity to provide ongoing assistance and training to other teachers in her area without ongoing, direct CARD support.*

- ❖ *Programs at Wakulla Educational Center, Deer Lake Middle School, Hartsfield PreK, and Hawk's Rise PreK demonstrate exemplary practice through their collaborations with CARD.*
6. Continue efforts to 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 are ongoing and will continue during the 2004-2005 year.*
 7. Continue to develop and 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.
 - ❖ *Efforts to provide medical professionals with informational brochures continue.*
 - ❖ *CARD continues to offer assistance and support to medical professionals concerned about appropriate diagnosis and intervention strategies for patients with suspected autism spectrum disorders.*
 - ❖ *Efforts have resulted in an increase of direct referrals from physicians in the Tallahassee area.*
 - ❖ *A training for Emergency Response personnel was completed in June, 2004 in the Pensacola area to provide medical personnel with information to help identify individuals with ASD in as well as strategies for use in emergency medical situations.*
 - ❖ *CARD staff prepared informational packets that will be personally distributed to Pediatricians in the Tallahassee area during the summer of 2004; Packets include information about ASD and services provided by CARD as well as referral information.*
 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.
 - ❖ *Emailing system to disseminate monthly calendars, newsletters, and important information to constituents is effective and ongoing.*
 - ❖ *FSU/CARD website has had 1,722 hits since July 1, 2003.*
 - ❖ *Plans have been developed to re-design the FSU-CARD website in order to increase ease of access, clarity of use and information provided.*
 - ❖ *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:*
 - *98% felt they could schedule use of the Visual Supports Development room at a convenient time;*
 - *94% felt they were given adequate information on the use and development of visual supports;*
 - *84% of first time visitors felt they were given clear instructions on how to use the programs and materials;*
 - *96% felt that adequate assistance was provided;*
 - *98% felt that supplies and materials were adequate to meet their needs ; and*
 - *98% felt that CARD staff was courteous and helpful.*

9. Expand and maintain a library/catalog of environmental supports and technology for use by professionals and facilities.
 - ❖ *Libraries, resource materials, and Visual Supports Development rooms are available at all 3 offices and are regularly used.*
 - ❖ *Efforts to increase resources available to constituents and professionals are 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, university courses, and community presentations with a total attendance of at least 2000 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.
 - ❖ *During the year, **133 trainings** were offered to over **8,818 individuals** (see Summary pages for complete information on titles, times, and locations).*
 - ❖ *Audiences included educational professionals, therapists, medical professionals, community members, constituents, family members.*
 - ❖ *During the 2003-2004 year, satisfaction with the trainings was reported as follows:*
 - *I was satisfied with the quality of this presentation. (99% agreed or somewhat agreed)*
 - *This presentation increased my knowledge of the subject. (99% agreed or somewhat agreed)*
 - *I plan to use information presented in this session. (99% agreed or somewhat agreed)*
 - *I was satisfied with the organization of this presentation. (99% agreed or somewhat agreed)*
 - *Handouts and visuals materials enhanced this presentation. (99% agreed or somewhat agreed)*
 - *I would recommend this presentation to others. (99% agreed or somewhat agreed)*
2. Emphasize training in early identification (infants and toddlers,) intervention for preschool and school age children, support issues for adolescents and adults, and research-based practices across the lifespan.
 - ❖ *Four DOE Regional Training were completed:*
 - *Multi-Modality Supports for Communication, Cognition, and Play: Strategies for Preschool and Elementary-Aged Children on the Autism Spectrum, Linda Burkhardt, Tallahassee, November 17, 2003*
 - *Planning for Adulthood for Learners with Autism Spectrum Disorders; Presented by Dr. Peter Gerhardt; February 12, 2004*
 - *Teaching Social Skills to Individuals with Autism at Home and in the Classroom; Presented by Dr. Carol Schall; February 20, 2004*

- *Autism Recognition and Response Techniques for Law Enforcement, Criminal Justice and First Response; Presented by Dennis Dubbaud; June 28, 2004*
 - ❖ *A parent training was completed on June 28, 2004 as a follow-up to the emergency responder training to help increase parent awareness and utilization of strategies for preventing and responding to emergency situations with their child.*
 - ❖ *A training on Person Centered Planning was presented to the Big Bend Transition Council.*
 - ❖ *CARD was involved with a planning/work group comprised of parents, educators, and therapists attempting to implement strategies (relationship Intervention Development) to increase social abilities for individuals with ASD.*
 - ❖ *See Summary Report for additional trainings offered during the year.*
3. Target the medical professions and medical students to participate in trainings on autism spectrum disorders.
- ❖ *The Emergency Responder training completed in June, 2004 targeted community-based medical responders and school health personnel in addition to law enforcement personnel.*
 - ❖ *Efforts are ongoing.*
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 are disseminated pertinent to offerings in the areas surrounding Tallahassee, Panama City, and Pensacola.*
 - ❖ *Training announcements are emailed to constituents.*
 - ❖ *Interested constituents and professionals receive information about CARD and other agency trainings via email on a regular basis.*
 - ❖ *Quarterly newsletters were disseminated for families, professionals, and interested others on our mailing list.*
5. Continue efforts to 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.
- ❖ *Information and supervisory support was given to FSU ABA program in Panama City*
 - ❖ *CARD assisted in the training of an intern from the College of Social Work in collaboration with the staff at the FSU MultiDisciplinary Center. The internship was very successful and resulted in increased knowledge of ASD and the role of a social worker on a multidisciplinary team.*
 - ❖ *CARD collaborated with the FSU MultiDisciplinary Center to train advanced level students in the area of Psychology in the assessment of autism spectrum disorders continues.*
 - ❖ *Collaborative interactions and/or training opportunities occurred with FSU Departments of Special Education, Communication Disorders, Social Work, and the FDLRS Testing and Evaluation Center.*
 - ❖ *CARD collaborated in teaching courses at FSU and University of West Florida.*

- ❖ *CARD staff provided learning opportunities to participants in the FSU Communication Disorders/Special Education Doctoral Leadership Grant.*
 - ❖ *CARD staff collaborated with students in the Communication Disorders Autism class to provide them with experiences with children with autism.*
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 brochures will be disseminated statewide.*
 - ❖ *Monthly Directors' conference calls facilitate cross-CARD collaboration.*
 - ❖ *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 occurred.*
 - ❖ *FSU CARD staff participated on CARD subcommittees addressing statewide concerns and issues.*
 - ❖ *Training opportunities were well advertised as open to all.*
 - ❖ *Constituency Board members received CARD funding to attend the annual CARD conference in Miami.*
7. Continue to work with DOE on developing and implementing plans for inservice teacher training and the fifth year of the Partnerships Program.
- ❖ *13 DOE partners received stipends to fund their participation in the preconference training day in January, 2003.*
 - ❖ *Four DOE leadership level partners presented their projects from last year at the CARD conference in Miami.*
 - ❖ *DOE training dollars were utilized to supplement training opportunities offered through the Panama City office.*
 - ❖ *DOE training dollars were used to fund 4 training opportunities with nationally known speakers throughout the catchment.*
 - *Multi-Modality Supports for Communication, Cognition, and Play: Strategies for Preschool and Elementary-Aged Children on the Autism Spectrum, Linda Burkhardt, Tallahassee, November 17, 2003*
 - *Planning for Adulthood for Learners with Autism Spectrum Disorders; Presented by Dr. Peter Gerhardt; February 12, 2004*
 - *Teaching Social Skills to Individuals with Autism at Home and in the Classroom; Presented by Dr. Carol Schall; February 20, 2004*
 - *Autism Recognition and Response Techniques for Law Enforcement, Criminal Justice and First Response; Presented by Dennis Dubbaud; June 28, 2004*
8. Develop training initiatives focused on building the capacity of schools and other community agencies by linking training to systematic technical assistances
- ❖ *CARD technical and direct assistance opportunities were offered to all participants of CARD training opportunities.*
 - ❖ *DOE Regional Trainings for 2003-2004 included links between training and assistance.*

- ❖ *A CARD partnership with 14 teachers from 4 schools and the local assistive technology experts was completed following Dr. Linda Burkhart's training on Multi-Modality Supports. Training feedback from teachers was extremely positive and outcomes included ability to make needed materials for the classroom, increased ability with utilization of visual strategies to support students, and video presentations used to share effective techniques.*

Comments from that initiative included:

- *It was helpful to have the time to get it (materials) all together.*
- *I enjoyed the opportunity to share with other teachers.*
- *The how to videos and computer programs used were very helpful.*
- *We had the opportunity to learn from and encourage each other.*
- *The trainings were excellent.*
- *The creative ideas and visuals that the participants shared were fabulous and inspiring.*
- *Creating color-coded stimulation boards have been great for receptive and expressive vocabulary building!.*
- *I know for myself it is going to be a lot easier to plan and set up for it at the beginning of the year.*

9. Develop training modules on topics frequently requested.

- ❖ *Efforts are ongoing – PowerPoint presentations are available on a variety of topics.*
- ❖ *Collaboration with other CARD Centers to share training PowerPoints and training materials has been initiated. What is CARD? and What is Autism? PowerPoint presentations are available on-line for use by CARD staff throughout the state.*
- ❖ *State-wide discussion of collaboration to develop training videos for use by CARD staff has begun.*
- ❖ *Trainings were presented to families, professionals, and community members across the catchment area.*
- ❖ *Teacher training series were presented across the Panhandle.*

10. Increase systematic training efforts to include parents and professionals in the more rural counties across the catchment area.

- ❖ *Fall training opportunities provided by the Tallahassee office were repeated in the Calhoun County area. Participants included parents and professionals from Liberty, Jackson, and Calhoun Counties.*
- ❖ *A training series was completed in Taylor County at the request of the parents and school system.*
- ❖ *DOE dollars were used to expand training opportunities in areas outside of the Panama City office.*
- ❖ *A program specialist from Taylor County was selected to be a DOE leader partner which has resulted in an increase in her ability to train and provide technical assistance to teachers in her area.*
- ❖ *CARD funded 2 professionals from outlying counties to attend the Summer Institute on Autism.*

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 UM CARD in planning and supporting the annual, state-wide CARD conference.
 - ❖ *Production of materials for dissemination at the conference (FSU/CARD fact sheet) was completed.*
 - ❖ *FSU CARD staff hosted a networking luncheon on developing afterschool social opportunities for students with autism spectrum disorders during the CARD conference in Miami.*
 - ❖ *Four CARD partners were presented their DOE partnership projects during the Teacher Preconference Day.*
 - ❖ *Ongoing planning with UCF-CARD for the 2005 conference to be held in Orlando has begun.*

2. Deliver at least 15 introductory presentations to individuals and/or systems about CARD, autism, related disabilities, and necessary supports.
 - ❖ *116 different public awareness activities occurred with over 700 people attending.*
 - ❖ *Examples of public awareness activities initiated by FSU CARD included organizing and participating in Autism Day at the Capitol in March, targeting libraries, television stations, and newspapers to receive information and displays about autism, delivering packets about autism and CARD to physicians’ offices, and giving presentations entitled “What is Autism” and “What is CARD” upon request.*
 - ❖ *See Summary Report for full listing of activities.*

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*
 - *Autism Society of the Panhandle*
 - In Panama City*
 - *Washington/Holmes County Support Group*
 - *The Emerald Coast Autism Support Group*
 - *Bay County Autism Support Group*
 - *S.O.S. – Supportive Parents of Special Needs Children Support Group*
 - *North Okaloosa Autism Support Group*
 - In Tallahassee*
 - *Asperger Parent Support Group*
 - *Teen Game Night*
 - *Capitol Area Autism Society*
 - *Wakulla Autism/Asperger/PDD Support Group*
 - *Gadsden Area Family Support Group*
 - *Parent to Parent of the Capitol Area*

4. Expand the dissemination file of resource materials (e.g., articles, manuals) available through the Center to support family assistance and consultation efforts.
 - ❖ *Efforts to increase quantity and quality of materials/resources are ongoing.*
 - ❖ *Reorganization of the CARD lending library completed.*
 - ❖ *Library system is working well and is available to all constituents.*
 - ❖ *CARD purchased training materials for the ADOS and ADI for use by qualified professionals to increase their skill in the area of assessment.*

5. Maintain the utilization of technology and materials to disseminate information concerning autism and related disabilities and to make visual supports and structures
 - ❖ *Tech labs were available to families, constituents, professionals, and other interested parties in all CARD offices.*
 - ❖ *Assistance with use of equipment and materials was available upon request.*
 - ❖ *Make and Takes were scheduled and completed on a monthly basis.*
 - ❖ *Technology and support for families and professionals to create their own visual supports has been available. Feedback was gathered throughout the year and was consistently favorable*

Consumer comments included:

 - *Always a pleasure to come here*
 - *Thank you for your help!*
 - *Great Resource*
 - *The staff was exceptionally helpful and instrumental in making a board for use in Challenger Sports*
 - *What a great group of people!*

6. Expand the number and availability of books in the lending library.
 - ❖ *Over 1,550 books are available through the lending libraries in Tallahassee, Panama City, and Pensacola*
 - ❖ *John Biasco Foundation funded additions to the Pensacola library*

7. Develop and/or support (co-sponsor) special awareness activities during Autism Awareness Month.
 - ❖ *Organized and participated in Autism Awareness Day at the Capitol scheduled on March 12, 2004*
 - ❖ *Information about autism and CARD services was placed in bookstores and libraries throughout the catchment area during Autism Awareness month*
 - ❖ *Information about autism and CARD services was sent to radio stations and television stations throughout the catchment area during Autism Awareness month*

8. Participate in at least 3 community activities or conferences to promote awareness about the services of CARD-FSU.
 - ❖ *CARD developed and disseminated What is Autism? and What is CARD? displays to libraries and doctor's offices.*
 - ❖ *CARD participated in several community events including:*
 - *FDLRS Family Conference in February, 2004*

- *Transition Fair held in Tallahassee in March, 2004*
 - *Autism Awareness Day at the Capitol in March, 2004*
 - *Exceptional Saturday in March, 2004*
 - ❖ *See Summary Report for additional information regarding public awareness activities.*
9. Design awareness activities and events in a manner what will promote knowledge about CARD to families who are underrepresented or underserved.
- ❖ *Parent Partner Program in Gadsden County has continued.*
 - ❖ *CARD participated in community programs such as FDLRS ESE Conference and the Leon County Transition Fair in an effort to reach underserved populations.*
 - ❖ *Collaborations with Big Bend Transition Council are designed to increase awareness of available services throughout the community.*

Coordination of Services Objectives

1. Maintain agreements with other CARD sites with regard to existing functions of materials development and conference planning.
- ❖ *Plans to share training materials across CARD Centers were developed and have begun to be implemented.*
 - ❖ *Coordination with UM/CARD for the 2004 CARD conference was completed.*
 - ❖ *Coordination with UCF/CARD for the 2005 CARD conference has begun.*
 - ❖ *Discussion of state-wide CARD collaboration to develop training videos for use in CARD trainings has begun.*
2. 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.
- ❖ *Efforts are ongoing.*
 - ❖ *Collaboration with Ability 1st continues and cross-referrals are increasing.*
 - ❖ *Collaboration with the Big Bend Transition Council was initiated and continues resulting in shared projects which have included the development of a video for high school students transitioning to the work place.*
3. Continue to pursue additional linkages with FSU 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.
- ❖ *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.*
 - ❖ *CARD assisted in the supervision of a graduate student in the FSU Department of Social Work during the winter semester.*
 - ❖ *CARD staff presented information to classes in the college of communication disorders, exceptional student education, social work, and psychology.*
 - ❖ *Efforts to increase collaboration with the FSU Medical School are ongoing.*

4. 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.
 - ❖ *FSU Colleges of Communication and Special Education grant to fund Personnel Preparation at the master's and doctoral level received; CARD is acting as participant in training personnel.*
 - ❖ *CARD is participating in the development of a transition video through our collaboration with the Big Bend Transition Council.*
 - ❖ *Efforts to increase collaborative relationships are ongoing.*

Coordination with Constituency Board Objectives

1. Continue to meet with Constituency Board on at least a quarterly basis.
 - ❖ *Constituency Board meetings held 08/27/2003, 11/19/1003, 2/11/04, 5/18/04.*
 - ❖ *Next meeting scheduled August 24, 2004 in Chipley, FL.*
 - ❖ *Letter to FSU President written and mailed following the meeting on 08/27/03.*
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 August, 2003.*
 - ❖ *Quarterly reports were submitted prior to each quarterly meeting.*
3. Work with Constituency Board and other relevant organizations to recruit family members on the Constituency Board from who represent additional geographic regions in the catchment area as well as more diverse cultural, ethnic and economic populations.
 - ❖ *A parent from the West Panhandle area was added to the Constituency Board.*
 - ❖ *Board input was utilized to identify potential board members that represent a diverse population, factors identified as important included age of child, severity of disability, type of community (rural, urban), race, and economic background.*
 - ❖ *Individuals from underrepresented groups are actively being sought and recruited to replace constituency board members in the area who have recently resigned.*
 - ❖ *At the suggestion of board members, meetings began to be held in locations throughout the catchment area in an effort to make participation easier for a larger number of members.*
4. Review activities and outcomes with constituency board by sharing reports, videotapes, and other examples of specific support efforts undertaken by CARD.
 - ❖ *These are incorporated into Constituency Board agendas and reviewed at meetings.*
5. Collaborate with constituency board in review, planning and evaluation of CARD service plan and activities.
 - ❖ *Four Constituency Board members and the CARD director attended a board member training offered at the CARD conference.*
 - ❖ *Board meeting on 02/11/2004 included discussion of board direction and responsibilities as a result of ideas generated during recent board training.*

- ❖ *A strategic planning meeting is being planned by the board to assist in the development of board priorities, goals, and action steps in an effort to become more actively involved in CARD initiatives.*
- ❖ *Constituency board agendas continue to document efforts.*