

UNIVERSITY OF **LOUISVILLE**®

KENTUCKY AUTISM TRAINING CENTER

2011 – 2012 Report of Activities

The mission of the Kentucky Autism Training Center is to strengthen our state's systems of support for persons affected by autism by bridging research to practice and by providing training and resources to families and professionals. KATC is committed to improving the quality of life for those affected by ASD.

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AUTISM CENTER AT
KOSAIR CHARITIES

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COLLEGE OF EDUCATION
& HUMAN DEVELOPMENT

Kentucky Autism Training Center
UofL Autism Center at Kosair Charities
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About the KATC

Vision

Kentucky's leading resource on Autism Spectrum Disorders (ASD).

Mission

The mission of the Kentucky Autism Training Center is to strengthen our state's systems of support for persons affected by autism by bridging research to practice and by providing training and resources to families and professionals. KATC is committed to improving the quality of life for those affected by ASD.

History

The Kentucky Autism Training Center (KATC) is a university-based program with a legislative mandate to enhance outcomes for all Kentuckians with ASD. KATC strives to "bridge the research to practice gap" by leveraging resources, building sustainable collaborative relationships, and "scaling-up" the use of evidence-based practices in all regions of Kentucky.

In 1996, the Kentucky General Assembly established the Kentucky Autism Training Center to serve as a statewide resource for families and educators. KATC is housed at the University of Louisville's College of Education and Human Development. For over ten years the KATC has supported individuals with autism spectrum disorder (ASD) by providing hands-on training for educators in the classroom, hosting workshops for families, and conducting professional development sessions.

KATC has worked towards its goals to strengthen the network of technical assistance and professional development, leverage resources, enhance supports and build collaborative relationships.

Roles

- Inform the systems of support for education, early childhood, mental health, and employment
- Build regional capacity
- Facilitate network
- Empower families to access the resources
- Development of documents, videos, and other evidence-based information
- Develop evidence-based models and practices for families, teachers, and schools
- Collaborate with the Kentucky Department of Education to develop training and technical assistance for schools and school districts

Beliefs

- All people with ASD have value, can contribute and are unique.
- All people with ASD and their families deserve access to seamless systems of multidisciplinary support across the lifespan.
- Communities need to be prepared to embrace all individuals with autism.
- Support and services should be person-centered.
- Early diagnosis, followed by early intervention, can improve outcomes.
- Professionals need support and resources in order to sustain evidence-based

- practices and master new skills.
- Fidelity of evidence-based practice is the basis of effective service delivery across communities.
- Comprehensive planning and data based decisions are essential for continuous improvement of the processes and outcomes of our work.
- Attracting professionals to the field of ASD is important to the sustainability of services.
- Changing political and social environments will continue to demand flexibility and creativity.
- When we educate individuals with ASD, we aim for personal independence and social responsibility.

Strategic Goals

Goal 1: KATC will create, grow, and maintain relationships with service systems and providers that serve individuals with ASD and their families

- Use technology to promote KATC, distribute informational materials, and communicate with families and professionals.
- Increase communication with educational leaders in Kentucky and report findings to diverse audiences.
- Develop relationship with early intervention service systems to promote early identification, diagnostics and the use of appropriate & evidence-based practices.
- Develop relationships with mental health service system and providers to promote the use of appropriate & evidence practices.
- Develop relationship with adult service system and providers to promote the use of appropriate & evidence practices.
- Develop relationships with established family groups and disseminate information to "underserved" populations.

Goal 2: KATC will develop materials and supports consistent with evidence-based practices for families, educators, and service providers

- Utilize technology to disseminate information to families and professionals.
- Develop resources, planning processes and communication mechanisms for educators.
- Provide basic information about resources, supports, services and evidence-based practices to families and professionals.
- Provide work experience for intern(s) in an office setting.
- Provide religious communities with basic information about building supportive environments for families affected by autism and empower support groups to develop relationships with religious communities.

Goal 3: KATC will provide direct training consistent with evidence-based practices to families, educators, and service providers across the commonwealth of Kentucky

- Provide web-based content regarding evidence-based practice.
- Provide information regarding evidence-based practices, data collection,

coaching and program planning for educators, early interventionists, professionals supporting adults and family members.

Strategies to Implement Strategic Plan

- Purposefully integrate individuals and families into network, program, and resource planning.
- Use a variety of technology-based delivery and communication systems to connect with families and professionals.
- Promote the development of seamless systems of individual and family support in early intervention, mental health, education, and employment.
- Extend the regional capacity development approach to early intervention, mental health, and employment.
- Target general and special educators and administrators with information and resources about ASD. Support all school professionals in their efforts to provide students with ASD access to all school environments and the general education curriculum.
- Establish and conduct collaborative activities with University partners.

KATC Advisory Board

The KATC has an Advisory Board that advises the Director in matters of policy, staffing, and operation. Board members are committed to the growth of the Kentucky Autism Training Center as it strives towards its mission to enhance supports for persons with autism by providing information, training and technical assistance to families and service providers across Kentucky. The composition of the board consists of parents (50%), professionals (40%) and lay members (10%) from across the Commonwealth, as outlined in KRS 164.9811(2). Board members are actively involved in the development of collaborative relationships. Members also provide input and expertise in the development, implementation and evaluation of services provided by the KATC. Unless restricted by their employment, members will assist the KATC to procure funding, in addition to state general funds, to accomplish its mission. Current membership:

Tricia Bronger, Professional, Vice Chair

Diane Cowne, Parent

Cathy Durkan, Parent

Bev Harp, Layperson

Advocate

Technical Assistance Specialist, Supported Higher Education in Kentucky, University of Kentucky

Rhonda Hedges, Professional

Principal, Binet School, Jefferson County Schools

Barbara Lewis, Parent

Linda Linville, Professional

Assistant Vice President, Academic Affairs, Council on Postsecondary Education

Nat McKay, Parent, Chair

Laurie Spezzano, Parent

Peter Tanguay, Professional, Co Chair

Norma Thomas, Parent, Vice Co-Chair

Mike Armstrong, Professional

Superintendent, Lawrence County Schools

Terri Srinivasan, Parent

Paula Goff, Professional

Part C Coordinator - First Steps Cabinet for Health and Family Services

Johnny Collett, Professional
Director, Division of Learning Services, Kentucky Department of Education

Gwenna Pennell, Parent

Robert Pennington, Professional
Assistant Professor, Department of Special Education, University of Louisville

Regina Wilcome, Layperson
Advocate

2011 – 2012 KATC Summary of Activities

Utilizing Technology

Website - 23,587 website visits up 52% since last year

Newsletter – Electronic. Quarterly. 5,843 Subscribers up 45% since last year

Webinars – Inaugural offering. 27 webinars. 300 attendees

YouTube Channel - 2,237 views

Autism Internet Modules (AIM) - 1,832 Kentucky users

Facebook - 1,752 “likes”

Twitter – 30 followers

Promoting Early Identification and Access to Early Intervention

Early Identification of Young Children – *Developed*: Website, 14 documents, Public Service Announcement (PSA) *Distributed*: Statewide

Network of Early Childhood Professionals – Three 2-day workshops, 100+ attendees

Supporting Families

Kentucky Parent Lead Autism Networks of Support (KY PLANS) – monthly information packets and web-based training to 41+ autism related support groups

Western Kentucky Trainer of Trainers (TOTS) – 251 attendees, 37 counties, 6 days of training

Building Statewide Capacity for Educators to Improve Outcomes for Learners with ASD: Partnership with Kentucky Department of Education, Special Education Cooperatives and Local School Districts

Autism Cadre - Develop quarterly training to 750 members representing 95% of school districts

Training Sites – Worked with 11 schools, 71 technical assistance sessions, 7 district trainings, three 3-day Summer institutes (9 training days)

Statewide Training for Families and Professionals

Fall and Spring Regional Workshops: Supporting Autism 24/7 – 6 workshops, 145 attendees, 39 counties

Staff Presentations – 52 presentations to family and community groups across the Commonwealth

11th Autism Institute – 48 Speakers, 41 Sessions, 390 Attendees from 56 Counties

Utilizing Technology

Website

During this past year the KATC continued efforts to offer an informative and user-friendly website. Based on a Google analytics report ran on June 29, 2012* below is a summation of website visitation:

- 23,587 Visits (↑52%)
- 13,448 Unique Visitors (↑47%)
- 73,982 Pages were viewed (↑48%)
- 3.14 Pages were viewed by the average visitor (↓2%)
- 3 min. 19 sec length of time spent on the web site by the average visitor (↑5%)
- 56% New Visits (↓3%)

Newsletter

The KATC newsletter focuses on topics to help support subscribers dealing with issues concerning autism. This year's newsletter discussed topics such as dealing with holiday meltdowns, evidence-based practice, Individualized Education Plans (I.E.P) plans, preparing teachers for the next school year, summer camps and more information about trainings and services provided by KATC. The newsletter subscriber email database has grown from 4024 subscribers in July 2011 to 5843 subscribers in June 2012(↑45%). Our subscribers have found the topics discussed in the newsletter to be helpful with their work in autism.

Quotes from readers:

Amazing--I love it! Each story and research based strategy is a natural connection for so many of us and our families...thank you for a collaborative endeavor that will impact so many!

Thank you so very much. The information is not only helpful but informative as well.

Webinars

During this past year the, KATC responded to feedback from constituents regarding the need for workshops that focus on single topics. In response, the KATC offered 27 webinars with approximately 300 attendees. Topics included:

- Addressing the Challenging Behaviors of Children with Autism
- Advocacy
- Asperger's Disorder
- Augmentative and Alternative Communication (AAC) 101
- Autism and Private Insurance: What does the law say about my child's benefits?
- Basics of Positive Reinforcement
- Communication Strategies for Early Childhood Professionals Working with Individuals with Autism
- Coping with Stress
- Creating and Implementing Goals
- Early Childhood Access Guide Overview
- Effective Parent Advocacy
- Employment Works: How to Make Working a Reality for Your Son or Daughter
- Great Expectations! Building Better Communication Between Schools and Families
- Growing up with Autism-Sibling Research and Experiences
- How to Start and Sustain a Support Group!
- Lets Walk Through the IEP
- Overview of the changes of the DSM-V
- Puberty
- Questions to ask your Pediatrician about Autism
- Sharing Developmental Concerns with Parents
- Show Me the Money: Navigating Kentucky's Funding Sources
- Supporting Individuals with ASDs in the Workplace
- The Basics of School-Wide Positive Behavior Interventions and Supports (PBIS)
- Transition to Adulthood
- Transition: Before, During and After
- Unspoken Social Rules for the Internet
- Using Visual Supports to Help Individuals on the Autism Spectrum

Feedback from webinar attendees:

I really enjoyed the presentation yesterday! There was a lot of great information shared.

Thank you so much, the webinar was very informative.

I really enjoyed the webinar and found the information very helpful. I loved the surveys and found the webinar very easy to attend.

You (the presenter) have done an outstanding job with the Q&A, very on target.

Will this webinar be archived on the KATC website? I would LOVE to be able to share it with parents and teachers in our district.

Thank you! I got a lot of useful information.

YouTube Channel

Archived webinars are available on our YouTube Channel. During this past year the KATC YouTube channel had 2,237 video views.

Autism Internet Modules (AIM)

Developed by the Ohio Center for Autism and Low Incidence (OCALI) in partnership with the Autism Society of America (ASA), the Nebraska Autism Spectrum Disorders Network, the National Professional Development Center on Autism Spectrum Disorders and Toronto's Geneva Centre for Autism, this series of online learning modules includes information on assessment and identification of ASDs, recognizing and understanding behaviors and characteristics, transition to adulthood, employment, and numerous evidence-based practices and interventions. All module content has been written by ASD experts from across the U.S., including the Arizona Department of Education, the Indiana Resource Center for Autism, and the University of Miami Center for Autism and Related Disorders. In addition, OCALI staff members have designed each module to be consistent with research on how adults learn; information is presented at a universal reading level, and interactive activities both reinforce knowledge and teach learners how to make the latest research applicable to real life.

The KATC supported the development of AIM and is identified as a partner. Currently there are 1,832 registered AIM users in Kentucky.

Facebook

KATC utilizes Facebook to communicate with the autism community in Kentucky to share resources and advertise KATC trainings. As of July 2, 2012 the KATC has 1,752 "likes" (↑52%).

Twitter

KATC joined Twitter in June 2012. As of June 30th we have 30 followers.

Promoting Early Identification and Access to Early Intervention

Early Identification of Young Children:

A Partnership with University of Louisville Autism Center, First Steps, Kentucky Department of Education and Cabinet for Health and Family Services

Kentucky participated in the Act Early Region IVA Summit in January of 2009. The team completed the majority of the activities delineated in the Logic Model to promote the use of "Learn the Signs. Act Early" (L TSAE) materials in Kentucky (e.g. survey to families & physicians, outreach to professional & family organizations, statewide press release). Kentucky team included: KATC, First Steps (Part C), Kentucky Department of Education, Human Development Institute, University of Kentucky (KY UCEDD), Department of Behavioral Health, Developmental and Intellectual Disabilities, Kentucky Council on Developmental Disabilities Psychology Department - Eastern Kentucky University and representation from Autism Related Support groups.

In October 2011, the data system for First Steps, Public Health and its service providers, the Technology-assisted Observation and Teaming Support System (TOTS), reported 8 children with autism spectrum disorders in the system. While undoubtedly a number of young children with ASD in Kentucky are receiving services under a more generic label (e.g., developmental delay), these data still point to clear under-identification, and most importantly, a significant lack of early intervention for young children with ASD in our state.

Table 1. Children with Autism Spectrum Disorders in Kentucky

	Estimated children with ASD in Kentucky on Center's for Disease Control and Prevention Incidence Rate of 1 in 88	Identified number of students under the category of autism KDE 1, 2010 Child Count (Ages 3-5 years old)
Children 0-5	2,979	425

Towards the goal of promoting early identification of young children, the Kentucky Act Early Team was awarded a \$15,000 grant from Centers for Disease Control and Prevention - National Center on Birth Defects and Developmental Disabilities and the Association of University Centers on Disability towards the following goals.

Goal 1: Develop L TSAE print materials (e.g. "Go Out and Play!" Kit, Milestones Checklist/Sharing Concerns with Physician, Campaign Poster/Flyer, Physician Resource Sheet and Specialized Information for Child Care Centers)

Objective: Integrate materials into programs and supports that serve parents of young children (Part B, Part C, Child Care Resource and Referral Program, Healthcare Providers, Parent Training & Information Project, Early Childhood Mental Health Program, Public Health, Help Me Grow, 40+ Autism Related Support Groups)

Outcomes: Improved access to information that is research based; Development of Kentucky specific materials and to be "housed" on the Kentucky Act Early Website <https://louisville.edu/education/kyautismtraining/actearly>

Goal 2: Develop LTSAE PSA

Objectives: Statewide communication of LTSAE message through the use of public service announcement

Outcomes: Initial step in framing statewide conversation regarding the needs of individuals with ASD

Goal 3: Develop web-based content to support LTSAE in Kentucky

Objectives: Targeted communication with families and professionals who work with young children with ASD and their families

Outcomes: Webinars to be housed on the Kentucky Act Early Website include (e.g., Overview of LTAE Campaign, resources, engagement modules, questions to ask your pediatrician, basic strategies for families with young children) Health care professionals can direct families towards services to mitigate the lag time between the identification of developmental concerns and the procurement of intervention services. TOTS data, Part B & Part C data will serve as long term indicators.

Projects end in fall of 2012.

Network of Early Childhood Professionals:

Partnership with the University of Louisville Autism Center, First Steps, Kentucky Department of Education and Cabinet for Health and Family Services

Leveraging the resources, relationships and momentum of the partnership with the National Professional Development Center for ASD, efforts have begun to establish a network of early childhood professionals. Early Childhood ASD State Team brings together leadership from the ASD State Team and members from the Act Early team. Membership includes: Kentucky Department of Education (Headstart, Preschools and Early Childhood Regional Training Centers), Commission for Children with Special Healthcare Needs, and Early Childhood Mental Health Specialists. This initiative is lead by First Steps and the University of Louisville Autism Center at Kosair Charities. Goals of initiative are to:

1. Conduct screenings in multiple settings and refer families to appropriate services and resources
2. "Move beyond developmental disability label and towards specialized intervention"
3. Provide appropriate evidence-based interventions to children as young as possible
4. Create tools, practices and networks that improve a child's transition from diverse service systems

Towards these goals, three 2-day trainings have been offered addressing the following topics:

- Overview of Learn the Signs Act Early Campaign and Autism Policy Issues at the National Level (Invited speakers from National Center on Birth Defects and Developmental Disabilities and the Association of University Centers on Disability)
- Screening tools and sharing developmental concerns with families (Invited speakers)
- Diagnostic tools and practices (Invited speakers)
- Coaching (Invited speakers National Professional Development Center for ASD)
- Overview of evidence-based practices for young children

Subsequent trainings will address implementing evidence-based practices in the home and in childcare settings.

Supporting Families

Kentucky Parent Lead Autism Networks of Support (KY PLANS)

KATC initiated the effort to develop a network of support groups across Kentucky. The first step in this process is Kentucky Parent Lead Autism Networks of Support (KY PLANS). KATC disseminated monthly information packets and web-based training to 41+ support group leaders that included research-based information, tasks, and community activities. In addition, KATC created a listserv for leaders of parent support groups to allow an increase in information dissemination from KATC as well as the opportunity for parents to network with one another. Topics include:

Examples of topics include:

- It's Never too Early to Start Planning- Guardianship and Financial Planning
- Being Your Own Case Manager: Accessing Services Keeping your Child's Medical Information and Organizing It
- Surviving the Teenage Years: What to Expect When Your Child Goes Through Puberty
- National Disability Employment Awareness Month

This spring the KATC developed a webinar to supplement the month's topics on social skills.

Western Kentucky Trainer of Trainers (TOTS)

The focus of TOTS was to enhance services to meet the specialized needs of individuals with ASD by providing families and providers in western Kentucky with access to practical information and developing a network of local service providers with ASD-specific training to build the capacity in this region.

The TOTS training series provides four 1.5 hour training modules to participants at two different times, 6 months apart – for a total of 12 hours. This time allows for trainees to then provide the trainings to others in their community. The first two modules presented were:

1. Autism 101: Overview of the diagnosis, red flags for autism, and the importance of early intervention
2. Handling Stress and Increasing Coping Skills: Identifies common stressors faced by families, strategies to increase coping skills to relieve some feelings of stress.

The first two modules were presented in October 2011 and there were 169 participants in attendance. Training locations include: Eddyville (Western Kentucky Special Education Cooperative), Hardinsburg (River Region Special Education Cooperative) and lastly Bowling Green, (Caveland Special Education Cooperative).

Once the training was completed, all participants were then considered “trainers” and completed action plans to continue providing these trainings to others that would benefit. Professionals that participated included: Teachers, First Step Workers, Family Resource and Youth Service Centers, Community Mental Health Providers, IMPACT workers, Parents and other family support group members, Day Care, Early Childhood Professionals, University employees, university students and more.

Participants represented the following counties: Ballard, Barren, Breckenridge, Butler, Caldwell, Calloway, Carlisle, Christian, Crittenden, Daviess, Fulton, Graves, Grayson, Hancock, Hardin, Hart, Henderson, Hickman, Hopkins, Livingston, Logan, Marion, Marshall, McCracken, Meade, Muhlenberg, Nelson, Simpson, Union, Warren, and Webster.

The second portion of this training is given 6 months later in April 2012. This portion of training focuses on enhancing relationships between the family, service providers and the community.

3. It Takes a Village: Promoting Collaboration Among Families, Educators and Related Services Professionals”
4. Transitioning to Adulthood: Planning for the future, outlining a timeline to assist parents and providers as they help individuals with ASD navigate through key transitional periods.

82 participants were from the following counties: Adair, Barren, Breckenridge, Butler, Daviess, Edmonson, Grayson, Hardin, Jefferson, Marion, McCracken, Meade, Metcalfe, Taylor, and Warren.

Workshop Evaluations:

Utilizing a five point Likert scale, participants were asked to provide feedback regarding training activity, with “5” representing highest satisfaction and “1” indicating participant’s complete dissatisfaction with the activity.

Table 2. Western Kentucky Trainer of Trainers (TOTS) Modules 1 and 2 Evaluation Data n=128

Modules 1 and 2	Achieved learning objectives	Will apply knowledge and skills gained	Contributed to professional/personal growth	Materials and resources were helpful	Motivated to learn more about autism
Bowling Green	4.5	4.5	4.6	4.7	4.5
Eddyville	4.4	4.8	4.6	4.7	4.6
Hardinsburg	4.2	4.2	4.2	4.6	4.4

Table 3. Western Kentucky Trainer of Trainers (TOTS) Modules 3 and 4 Evaluation Data n=53

Modules 3 and 4	Achieved learning objectives	Will apply knowledge and skills gained	Contributed to professional/personal growth	Materials and resources were helpful	Motivated to learn more about autism
Bowling Green	4.7	4.7	4.6	4.9	4.7
Eddyville	5	4.9	4.9	5	4.7
Hardinsburg	4.4	4.6	4.7	4.7	4.5

Feedback from TOTS participants:

I wish I had this information earlier!!! The information provided is so helpful!

With this training I feel I can more accurately provide information and answers to parents and teachers I'm working with.

I feel better able to discuss ASD's with parents

My knowledge was greatly increased after attending these trainings

I had no prior training in this area and I feel this has been very helpful

This presentation was great and very informative. I gained a lot of information that I didn't know before. I plan to use more of the information to help my students and families.

The material has been wonderful for us in talking with parents in our community.

Building Statewide Capacity for Educators to Improve Outcomes for Learners with ASD: Partnership with Kentucky Department of Education, Special Education Cooperatives and Local School Districts

Autism Cadre

In spring of 2009 the Kentucky Department of Education (KDE) and the Kentucky Autism Training Center (KATC) partnered to establish a statewide autism cadre of approximately 750 members representing 95% of school districts to forward the following goals:

- Provide ongoing training to district level staff on evidence-based practices for students with ASD so that they could provide training at the district level.
- Establish networks of support between professionals from different districts and special education cooperative regions.
- Establish local problem solving teams at the district level across Kentucky.

Partnership

Kentucky is divided into 11 special education cooperative regions¹. Complex needs consultants provide technical assistance in each region. KATC works with the complex needs consultants to drive the ASD cadre; the consultants already met several times a year to drive other state initiatives (e.g., alternative assessment, new teacher training). At the district level, representatives from 95% of local districts were identified by the director of special education based on an application process developed by KDE. Participants were selected based on their ability to translate cadre training material back to the local district. Cadre members represent a myriad of roles within a school district: SLPs, OTs, General Education Teachers, Special Education Teachers, Directors of Special Education, Early Childhood Diagnosticians, Psychologists, Autism Specialists, Consultants, and Pre-school Teachers.

Process

KATC develops quarterly training materials to be given to the special education co-op consultants. Consultants were grouped into super clusters, containing three to four co-op regions. Super clusters met to clarify content and share resources for training; in some instances consultants provided cross cooperative trainings. KATC attended these meetings in-person or via Skype to clarify training materials upon request. After review of the materials the cooperative consultants delivered a 6-hour training to the district level professionals. Participants received 4 trainings each year for a total of 24 hours of professional development.

Content

KATC developed quarterly training materials (e.g. PowerPoint, group activities, video examples). Materials are posted on ASD Cadre Moodle site. . Complex needs consultants were able to add supplementary materials but were asked not to

¹ Cooperatives will be redesigned in 2012-2013. Number of cooperatives will change from 11 to 7

change the KATC slides to maintain the integrity of the training materials. KATC sent a set of books to each coop region to support cadre development. Topics included: Applied Behavior Analysis, Generalization, and Communication

Session	Content
Module 1	Project Overview, ASD characteristics
Module 2	Functional Behavior Assessment and Preference Assessment
Module 3	Behavioral Intervention
Module 4	Systematic Instruction 1
Module 5	Systematic Instruction 2
Module 6	Communication Instruction 1
Module 7	Communication Instruction 2
Module 8	Asperger Syndrome, Intro to Problem Solving
Module 9	Social Skills

Outcomes

In the fall of 2011 the KATC disseminated a survey to cadre members. 218 members responded.

97% of the participants indicated that the cadre training have positively impacted their professional practice

The cadre has unified our teachers and staff (paraprofessionals) affording the same level of understanding in effective practices and instructional techniques. My greatest learning as a director has been in the area of the 24 research based practices and the utilization of the various checklists and other information that assists our programs and our teachers and staff to be more effective with instructional plans for every aspect of the IEP needs for each student.

69% of the participants reported being prepared to be effective problem solvers in ASD

These trainings have increased my knowledge base significantly. I feel much more comfortable in implementing research based practices into my daily routines and I also much more confident and comfortable in talking with others about ASD in general and also modeling things I have learned and how to use them.

District Highlights

Several districts have reported that cadre members have conducted trainings at the local district level.

Districts have reported developing local problem solving teams and using cadre members to address district challenges associated with meeting the needs of students with ASD.

ASD Partnership Training Sites

KATC works in collaboration with the Kentucky Department of Education (KDE) eleven Special Educational Cooperatives at all levels of operation; cooperatives have the capacity to create and sustain change at the local level, such collaboration is essential to develop and sustain a network of professional development, training, and coaching to educators. Building upon this relationship, KATC initiated a collaborative workgroup in 2008 to develop a proposal and was subsequently awarded a partnership with the National Professional Development Center on Autism Spectrum Disorders. The National Professional Development Center on Autism Spectrum Disorders (NPDCA), funded by the U.S. Department of Education, Office of Special Education Programs is a multi-university program that began on July 1, 2007. The center is located at three universities: The University of North Carolina, the University of Wisconsin, and the University of California.

NPDCA provided professional development and technical assistance to help Kentucky promote implementation of evidence-based practices for early identification, intervention and education for children and youth with ASD. These practices should produce the best possible outcomes for families and students with ASD, spanning the age range from infancy to early adulthood (21 years). In addition, the center helped Kentucky establish a problem solving process to develop model sites demonstrating evidence-based practices for ASD and in evaluating and measuring child, family, practitioner and system-level outcomes. The purposes of the project that began in Kentucky in January 2009 were to:

- Increase the number of highly qualified personnel (particularly teachers and practitioners) serving children and youth with ASD in Kentucky
- Establish a sustainable system of professional development in evidence-based practices in ASD
- Provide technical assistance support for early childhood practitioners, educational leaders, teachers and school-based personnel
- Establish training site where pre-service and in-service professionals can observe the implementation of evidence-based practices

Evidence-Based Practices: The Foundation

While many interventions for autism exist, only some have been shown to be effective through scientific research. Interventions that researchers have shown to be effective are called evidence-based practices. Several groups have sought to identify evidence-based practices for autism treatment (National Professional Development Center on Autism-NPDCA, National Autism Center-NAC), The groups' findings overlap significantly and the KATC draws on interventions identified across organizations. One group, the NPDCA, uses rigorous criteria to determine whether a practice is evidence-based. Currently, the Center has identified 24 evidence-based practices. Please note that every identified practice is not necessarily appropriate

for every learner. Practices are most effective when carefully matched to a learner’s specific needs and characteristics. The NPDCA has adopted the following definition of evidence-based practices (EBP).

To be considered an evidence-based practice for individuals with ASD, efficacy must be established through peer-reviewed research in scientific journals using:

- Randomized or quasi-experimental design studies. Two high quality experimental or quasi-experimental group design studies
- Single-subject design studies. Three different investigators or research groups must have conducted five high quality single subject design studies, or
- Combination of evidence. One high quality randomized or quasi-experimental group design study and three high quality single subject design studies conducted by at least three different investigators or research groups (across the group and single subject design studies)

To date, the NPDC on ASD has identified 24 practices that meet the above criteria for evidence-based practices for children and youth with autism spectrum disorders. They continue to review the literature for practices that meet their definition. The practices are:

Antecedent-Based Interventions (ABI)

Computer-Aided Instruction	Prompting
Differential Reinforcement	Reinforcement
Discrete Trial Training	Response Interruption/Redirection
Extinction	Self-Management
Functional Behavior Assessment	Social Narratives
Functional Communication Training	Social Skills Groups
Naturalistic Intervention	Speech Generating Devices/VOCA
Parent-Implemented Interventions	Structured Work Systems
Peer-Mediated Instruction and Intervention	Task Analysis
Picture Exchange Communication System (PECS)	Time Delay
Pivotal Response Training	Video Modeling
	Visual Supports

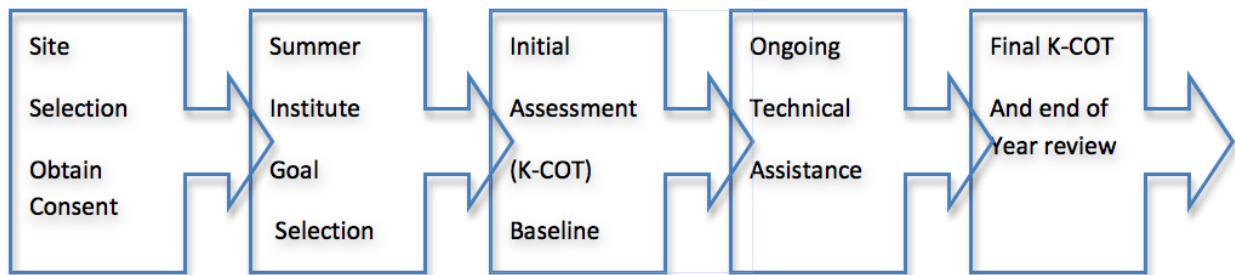
The NPDC on ASD is in the process of developing online modules for each of the 24 identified evidence-based practices. These modules are available on the Autism Internet Modules (AIM) website.

Leveraging the NPDCA resources and positive momentum of the partnership, the KATC and KDE refined the problem-solving process. Table 1: ASD Partnership Training Site Program outlines the KATC efforts to collaborate with Special Education Cooperatives to implement the problem solving process across the Commonwealth.

Table 3. ASD Partnership Training Sites

	Year 1: 2009-2010	Year 2: 2010-2011 Coaching from the NPDC with CKSEC	Year 3: 2011-2012	Year 4: 2012-2013
	Direct support from the NPDC		KATC Support	KATC Support²
Model Site Locations	Jefferson County	Central Kentucky Special Education Cooperative Big East Educational Cooperative West Kentucky Educational Cooperative	Ohio Valley Educational Cooperative Caveland Educational Support Center Kentucky Valley Educational Cooperative	Southeast/Southcentral Educational Cooperative Green River Regional Educational Cooperative Northern Kentucky Cooperative for Education Services

Overview of Training Site Process:



Tools developed by the KATC to facilitate technical assistance process for training sites.

1) K-COT (Kentucky Classroom Observation Tool)

This tool was created by the KATC prior to the 2011-2012 Training Site school year. The tool is used to gather program information during the first site visit through direct observation, record review, and interview. The checklist will be completed by

² Formerly know as Northern Kentucky Cooperative for Educational Services, River Region Cooperative, Wilderness Trail Special Education Cooperative and Upper Cumberland Special Education Cooperative

KATC staff and discussed with teams at the beginning and end of the school year. The information gathered will help training site teams to collectively determine program goals to target during the year.

2) K-COT/S (Kentucky Classroom Observation Tool Self-Assessment)

This version of the K-COT is completed by the school team during the summer training and will reflect their perspective of their strengths and challenges. This completed tool will be used in connection with the completed K-COT to determine program goals and guide professional growth throughout the year.

3) TA Contact Form (Technical Assistance Contact Form)

At the completion of each visit, district level and KATC technical assistance providers will complete this form as a summary of their visit. This form will document information regarding progress towards meeting classroom goals and student goals and next steps.

4) Online Data System

Participants of the training site project will be required to become members of the KATC Online Community, which is facilitated by the KATC program coordinator. After enrolling in the

Table 4. 2011-2012 KATC Support to Schools Implementing ASD Partnership Training Sites

Special Education Cooperative	Schools	County	Technical Assistance Sessions	District Trainings
Cavland Education Cooperative	Parker Bennett Curry Preschool	Warren	9	1
	Park City Elementary	Barren	14	0
	Moss Middle	Warren	9	1
	Lincoln Elementary	Simpson	9	2
Kentucky Valley Education Cooperative	Dennis- Wooten Elementary	Perry	8	0
	Robinson Elementary	Perry	8	1
	Sebastian Middle	Breathitt	8	1
	Highland-Turner Elementary	Breathitt	5	0
Ohio Valley Special Education Cooperative	Oldham County Preschool	Oldham	16	1
	Crestwood Elementary	Oldham	10	0
	Bullitt East High	Bullitt	13	0

Prior the start of the school year, teams participating in the problem-solving process participated in a specialized 3-day Summer Institute in each cooperative region to orient the teams to the process and evidence-based practices.

Sample goals:

- In the presence of a peer and a preferred item during a social time (snack, related arts, recess), E will verbally request that item, from his peer 80% of opportunities over 4 out of 5 consecutive days.
- When given a list of five questions, B will ask one question from his given list to a group member during small group discussions three out of five consecutive times with teacher prompting.
- Will ask questions of others regarding topics initiated by self or others to sustain conversation for conversational turn taking 4 out of 5 opportunities.
- During one on one instructional time when given a prompt/question, C will use his communication device to request/label for four out of five opportunities presented.
- When given a transition object, H will transition independently within five minutes 80% of transitions presented.

Training Site Case Study: Park City Elementary FMD classroom

Involved:

- Laura Ferguson, KATC
- Co-op Low Incidence Specialist Debra Myers
- District Consultant Cynthia York
- Lead teacher
- Para-professionals
- Principal

Challenges:

There was a high level of needs in the classroom. It was a challenge of how to set up the classroom to meet all the needs of students.

Goal:

To meet the needs of all the students, the goal was to improve the environmental arrangement of the classroom, develop both individual and classroom-wide behavior plans, schedules, and instructional procedures.

Implementation:

An *Action Plan* was created that outlined goals and deadlines. All consultants and teachers were involved in the process of putting the action plan together.

Outcomes:

Throughout the school year goals were met, with a total of four classroom goals achieved by the end of the year. Four individual behavior plans were written, as well as an overall classroom wide behavior plan. Individual and classroom schedules were developed along with improvements in all instructional areas. Principal and teacher reported a huge gain in overall student achievement and behavior.

Quotes from staff at training sites

I do not know what I would do without the support.-Teacher at Park City

*This has helped our staff take more data, and make better data based decisions.
-Preschool director at Parker Bennett Curry*

I have been able to bounce ideas, create behavior plans, and learn strategies to include students into regular education classrooms.-Teacher at Moss

Statewide Training for Families and Professionals

Fall and Spring Regional Workshops: Supporting Autism 24/7

KATC hosted six full day workshops attended by 145 individuals from 39 counties.

Learning Outcomes:

- Design a supportive home environment for individuals on the Autism Spectrum.
- Develop strategies for going into the community with individuals on the Autism Spectrum.
- Understand functions of behavior and how to develop strategies based on specific functions.

Presenters:

Laura Ferguson, Julie Stewart and Heidi Cooley-Cook

Dates, Locations and Number of Attendees:

October 14, 2011 Blue Licks Battlefield State Park 44 attendees	March 23, 2012 Barren River State Park 10 attendees
October 24, 2011 Cumberland Falls State Park 46 attendees	April 2, 2012 General Butler State Park 7 attendees
March 5, 2012 Kentucky Dam Village State Park 24 attendees	April 23, 2012 Greenbo State Park 14 attendees

Attendees from the following counties:

Bath, Boyd, Bullitt, Calloway, Campbell, Carter, Fayette, Fleming, Floyd, Franklin, Graves, Greenup, Hardin, Harlan, Hopkins, Jefferson, Kenton, Knox, Laurel, Laurence, Letcher, Logan, Madison, Marshall, Mason, McCracken, McCreary, McCullen, Montgomery, Muhlenberg, Pulaski, Robertson, Rockcastle, Scott, Taylor, Union, Warren, Whitley, and Woodford

Table 5. Summation of Regional Workshop Evaluations:

Utilizing a five point Likert scale, participants were asked to provide feedback regarding training activity, with “5” representing highest satisfaction and “1” indicating participant’s complete dissatisfaction with the activity, as well as several open-ended questions.

n=32

Workshop	Achieved learning objectives	Will apply knowledge and skills gained	Contributed to professional/ personal growth	Materials and resources were helpful	Motivated to learn more about autism
Cumberland Falls	4.7	4.9	5	4.6	5
Kentucky Dam	4.3	4.6	4.6	4.2	4.4
Blue Licks	4.2	4.4	4.4	4.4	4.2
Greenbo	4.3	4.7	4.3	4	4.7

Feedback on Fall and Spring Regional Workshops:

I can't say enough for the great training you and Julie provided last Friday. My mom and I enjoyed it and are glad we were able to come the entire day. We are looking forward to more trainings provided by KATC.”

First, I would like to express my sincere "thanks" for today's training. Lots of great information! You both mentioned things that confirmed our current practices as well new ideas that I am very excited about taking back to my school. I would highly recommend this training to anyone and will be looking forward to future trainings with KATC!

Staff Presentations

Over this past year the KATC staff delivered 52 presentations to community groups, schools and family organizations.

June 2012

Bobo, J. *Puberty*. (2012, June). KY PLANS Webinar Series presented at the Kentucky Autism Training Center in Louisville, KY.

Bobo, J. *Overview of Kentucky Autism Training Center*. (2012, June). Presented to State Advisory Panel for Exceptional Child Education Meeting.

Bobo, J. *Transition to Adulthood*. (2012, June) Family Summer Webinar Series presented at the Kentucky Autism Training Center in Louisville, KY.

Bobo, J. *Behavior Basics: Understanding and Managing Behavior Outbursts*. (2012, June). Presented to Adanta/Lake Cumberland Support group in Somerset, KY.

Cooley-Cook, H., Ferguson, L., & Stewart, J. *Model Site Summer Institute*. (2012, June). Presented in Elizabethtown, KY.

Ferguson, L. *Verbal Behavior*. (2012, June). Presented at Autism Institute 2012, University of Louisville Shelby Campus. Louisville, KY.

Pennington, R. *Building Successful Summer Camps for Kids with ASD*. (2012, June). Hope Center for Growth Summer Camp, Louisville, Ky.

Stewart, J. *Exploration of Autism Spectrum and Basic Interventions*. (2012, June). Presented at the Archdiocese of Louisville Summer Training in Louisville, KY.

May 2012

Bobo, J. *Behavior Basics: Understanding and Managing Behavior Outbursts*. (2012, May). Presented to Clarkson/Leitchfield Support Group.

Pennington, R. *Addressing Autism in Kentucky*. (2012, May). Presentation given to Kentucky Department of Education, Frankfort Ky.

Pennington, R. *Developing Evidence-based Practices for Young Children with Autism Spectrum Disorders*. (2012, May) with Scott Tomchek, Statewide Early Intervention Initiative, Louisville KY.

Pennington, R. *Pigeons and PCs; Teaching Behavioral Courses by Distance Education*. (2012, May) University of Louisville Technology Conference. Louisville, KY.

Stewart, J. *Community Awareness*. (2012, May). Presented at African American Ministers Workshop, Bates memorial Baptist Church, Louisville, KY.

Stewart, J. *Autism Awareness and Tips for Responding*. (2012, May). Presented to the Fern Creek Fire Department in Louisville, KY.

April 2012

Bobo, J. *Social Skills KY PLANS Webinar Series*. (2012, April). Webinar presented at the Kentucky Autism Training Center, Louisville, KY.

Bobo, J. *It Takes a Village: Promoting Collaboration Among Families, Educators, and Related Service Professionals*. (2012, April). KY Training of Trainers (KY TOTS) series presented to groups of professionals and parents in Hardinsburg, KY, Eddyville, KY and Bowling Green KY.

Bobo, J. *Transition to Adulthood*. (2012, April). KY Training of Trainers (KY TOTS) groups of professionals and parents in Hardinsburg, KY, Eddyville, KY and Bowling Green, KY.

Ferguson, L. *Teaching Communication to Individuals with Autism*. (2012, April). Early Childhood Summer Webinar Summer Webinar Series presented at the Kentucky Autism Training Center in Louisville, KY.

Ferguson, L. *Supporting Individuals with Aspergers*. (2012, April). Presented at the Bowling Green Central Office.

Ferguson, L., Stewart, J., & Cooley-Cook, H. *Supporting Autism 24/7*. (2012, April). Regional training presented at General Butler State Park, Carrollton, KY.

Pennington, R. *Conceptualizing Problem Behavior as Communication*. (2012, April). Early Learning Campus at the University of Louisville, April 2012, Louisville, KY.

Pennington, R. *Evidence-Based Interventions Addressing Challenging Behaviors in Individuals With an Autism Spectrum Disorder*. (2012, April) with Scott Tomchek & Jocelyn Warren. Annual Conference for the American Occupational Therapy Association (AOTA). Indianapolis, IN.

Pennington, R. *The Write Stuff: Teaching Writing to Students with MSD*. (2012, April) With Monica Delano. Annual Conference for the Council for Exceptional Children, Denver, CO.

Stewart, J. *STAR Families Visual Workshop*. (2012, April). Presented at the University of Louisville Autism Center in Louisville, KY.

Stewart, J. *Autism and Employment*. (2012, April). Presented to the Kentucky Office of Vocational Rehabilitation Statewide Conference in Lexington, KY.

March 2012

Bobo, J. *Community Inclusion*. (2012, March). Presented to Washington County Autism Support Group, Springfield, KY.

Ferguson, L., and Stewart, J. *Supporting Autism 24/7*. (2012, March). Regional training presented at Kentucky Dam Village State Park and Barren River State Park.

Ferguson, L., Stewart, J., & Cooley-Cook, H. *Supporting Autism 24/7*. (2012, March). Regional training presented at Kentucky Dam Village State Park .

Ferguson, L. *Strategies for Working with Individuals with Autism*. (2012, March). Presented at the Mattingly Center, Louisville, KY.

Ferguson, L. *Autism 101*. (2012, March). Presented at the Warren County Afterschool Program.

Ferguson, L. *Visual Supports*. (2012, March). Webinar presented at the Kentucky Autism Training Center, Louisville, KY.

Pennington, R., Tomchek, S, & Williams P. *Building Awareness to Promote the Early Identification and Implementation of Evidence-based Practices for Young Children with Autism Spectrum Disorders*. (2012, March) with Scott Tomcheck, Statewide Early Intervention Initiative, Louisville KY.

Pennington, *Navigating the Complex Public Education System to Treat Children with Autism*, Invited Presentation, (2012, March). Annual Conference of the Kentucky Association for Behavior Analysts, Louisville, KY.

Pennington, R *Conceptualizing Problem Behavior as Communication*, (2012, March) Early Learning Campus at the University of Louisville, Louisville, KY.

Pennington, R. *Why Wait: Autism Diagnosis* (2012, March) Round Table Presentation. Square One, February, 2012, Louisville, KY.

Stewart, J. *Walking Through the I.E.P.* (2012, March). Webinar presented at the Kentucky Autism Training Center, Louisville, KY.

Stewart, J. *Supporting Students with Autism Spectrum Disorders in College*. (2012, March). Presented at Ashland Community & Technical College faculty and staff spring meeting, Ashland, KY.

February 2012

Bobo, J. *Exploration of Autism Spectrum Disorders*. (2012, February). Presented to Department of Child Based Services Foster Parent class in Louisville, KY.

Bobo, J. *Autism and Asperger's*. (2012, February). Presented to Breckenridge County Family Support Group in Breckenridge County, KY.

Bobo, J. *Brief Exploration of Autism Spectrum Disorders*. (2012, February). Presented to Kent School of Social Work, Louisville, KY.

Cooley-Cook, H. & Sackella, J. *Increasing Opportunities to Respond and Manding*. (2012, February). Presented at Oldham County Preschool, Buckner, KY.

Cooley-Cook, H. *Show Me The Money: Navigating Funding Sources*. (2012, February). Webinar presented at the Kentucky Autism Training Center, Louisville, KY.

Ferguson, L., Smith-Wehr, K. *Behavior Management*. (2012, February). Presented at Oldham County Preschool, Buckner, KY.

Stewart, J. *Oldham County Preschool PD Workshop: System of Least Prompts & Behavior Specific Praise*. (2012, February). Presented at Oldham County Preschool, Buckner, KY.

January 2012

Ferguson, L. *Looking Across the Spectrum: Asperger's Syndrome*. (2012, January). Presented at River Region Autism Cadre and Caveland Autism Cadre.

Pennington R. & Delano, M. *An Evaluation of an Instructional Package for Increasing the Use of Story Elements During Writing Tasks for Students With Autism Spectrum Disorder (ASD)* (2012, January) with Monica Delano, Philadelphia, PA.

Pennington, R. *Athletes with Autism* (2012, January) Annual State Conference for Special Olympics, January 2012, Lexington, KY.

December 2011

Cooley-Cook, H. *Autism and Employment*. (2011, December). Presented to the Office of Vocational Rehabilitation, Bardstown, KY.

November 2011

Bobo, J. *Coping with Stress*. (2011, November). Webinar presented to parents and professionals at the Kentucky Autism Training Center, Louisville, KY.

Bobo, J. & Grau, R. *Kentucky Parent Lead Autism Network of Support (KY PLANS)*. (2011, November). Presented at OCALI 2011 Conference and Expo, Columbus, OH.

Bobo, J. *Eastern Kentucky Training of Trainers TOTs*. (2011, November). Presented at OCALI 2011 Conference and Expo, Columbus, OH.

Chan, M. *Autism in the Workplace*, KY APSE, November 2, 2011, Louisville KY.

Ferguson, L. *Supporting Autism in the Home*. (2011, November). Presented at the Lincoln Elementary School, Franklin, KY.

Pennington R. *Autism in the Community*. (2011, November) Quest Farms, Georgetown, KY.

Pennington R. *Data Collection 101*. (2011, November) with Kevin Aldridge, Annual Leadership Summit at the Annual Conference for the Ohio Center on Autism and Low Incidence, Columbus, OH.

Pennington R. *Evaluation of a Planning Strategy for Teaching Story Writing Skills to Students with ASD* (2011, November) with Monica Delano, Annual Conference for the Ohio Center on Autism and Low Incidence, Columbus, OH.

Pennington R. *Reconnecting with an Old Friend: New Applications of Response-Prompting Procedures* (2011, November) with Monica Delano, Annual Conference for the Ohio Center on Autism and Low Incidence, Columbus, OH.

Pennington R. *Reading to Engage Children with Autism in Language and Learning*. (2011, November) with Monica Delano Annual Conference for the Ohio Center on Autism and Low Incidence, November, 2011, Columbus, OH.

Pennington R. *Building Statewide Capacity Through a Professional Autism Cadre*. (2011, November) with Laura McCullough, Annual Conference for the Ohio Center on Autism and Low Incidence, November, 2011, Columbus, OH.

Pennington R. *Applied Behavior Analysis and Mand Training*. (November, 2011) Bell County Schools, Pineville, KY.

Pennington R. *Autism in the Workplace*. (November, 2011). with Maya Chan, Laura Ferguson Annual APSE conference, Louisville, KY.

Stewart, J., Ferguson, L., & Cooley-Cook, H. *Supporting Autism 24/7*. (2011, November). Presented at the Kentucky Annual Council on Exceptional Children Conference (KY-CEC), Galt House, Louisville, KY.

October 2011

Bobo, J. *Autism 101: Understanding Autism*. (2011, October). Presented to groups of professionals and parents in Hardinsburg, Eddyville and Bowling Green, KY.

Bobo, J. *Handling Stress and Increasing Coping Skills*. (2011, October). Presented to groups of professionals and parents in Hardinsburg, Eddyville and Bowling Green, KY.

Bobo, J. *Parent Partnering with Professionals*. (2011, October). Presented to Powell County Family Support Group in Stanton, KY.

Ferguson, L., and Stewart, J. *Supporting Autism 24/7*. (2011, October). Regional training presented at Blue Licks Battlefield State Park, Mt. Olivet, KY and Cumberland Falls State Park, Corbin, KY.

September 2011

Chan, M. *Employment and Autism*, (2012, September) Kentucky Office of Vocational Rehabilitation, Hopkinsville KY.

Ferguson, L. *Dealing with Challenging Behaviors*. (2011, September) Webinar presented at the Kentucky Autism Training Center, Louisville, KY.

Ferguson, L. *Asperger's 101*. (2011, September). Presented at Moss Middle School, Bowling Green, KY.

Stewart, J. *Exploration of Autism Spectrum Disorders*. (2011, September). Presented to Sebastian Middle School and Lyndon B. Johnson Elementary School Staff, Jackson, KY.

Stewart, J. *Autism Spectrum Disorders & Basic Interventions*. (2011, September). Presented to Robinson Elementary School Staff. Ary, KY.

Stewart, J. *Introduction to ASD and Guide to Resources*. (2011, September). Presented to the Central Bank Wellness Program. Lexington, KY.

August 2011

Bobo, J. *It Takes a Village: Promoting Collaboration Between Parents and Professionals*. (2011, August). Presented at the Adanta Focusing on Treatment and Care Conference.

Bobo, J. *Professionals Supporting Parents*. (2011, August). Presented at the Adanta Focusing on Treatment and Care Conference.

Bobo, J. *Managing Stress*. (2011, August). Presented at the Western Kentucky Parent Professional Conference.

Bobo, J. *Working with Autism: Profession Options*. (2011, August). Presented at Bellarmine University.

Ferguson, L. *Basics of Behavior Management*. (2011, August). Presented at the Adanta Sexual Assault Conference, Somerset, KY.

Pennington, R. C. *Using Carrots not Sticks: Reinforcement-based Intervention*. (2011, August) Fayette County Schools, Lexington , KY.

Pennington, R. *Autism: A Unique Museum and Theatre Experience*. (2011, August) Invited presentation at the Leadership Exchange in Arts and Disability Conference by The John F. Kennedy Center for the Performing Arts, Louisville, KY.

Stewart, J. & Ferguson, L. *Autism Spectrum Disorders Developmental Milestones and Basic Instructional Strategies*. (2011, August). Presented to the Fayette County Community Action Council Headstart Staff, Lexington, KY.

Stewart, J. & Ferguson, L. *Autism Behavior Basics and Social-Emotional Interventions*. (2011, August). Presented to the Fayette County Community Action Council Headstart Staff, Lexington, KY.

July 2011

Bobo, J. & Chan, M. *Team Building*. (2011, July). Presented to the OVEC Special Education Cooperative for Summer Institute.

Bobo, J. *Active Listening*. (2011, July). Presented to the OVEC Special Education Cooperative for Summer Institute.

Bobo, J. *Active Listening*. (2011, July). Presented to the Kentucky Valley Educational Cooperative for Summer Institute.

Bobo, J. *Team Building*. (2011, July). Presented to the Kentucky Valley Educational Cooperative for Summer Institute.

Pennington, R. P. *Creating Communicative Competence in Learners with ASD* (2012, July). Scott County Schools, July 2011, Georgetown KY.

Stewart, J. Chan, M., Pennington, R., Bobo, J. & Ferguson, L. *Summer Institute Model Training Site Initiative 3-Day Trainings*. (2011, June-July). Presented to the 2011 Model Site Participants, Bowling Green, KY, Louisville, KY, & Hazard, KY.

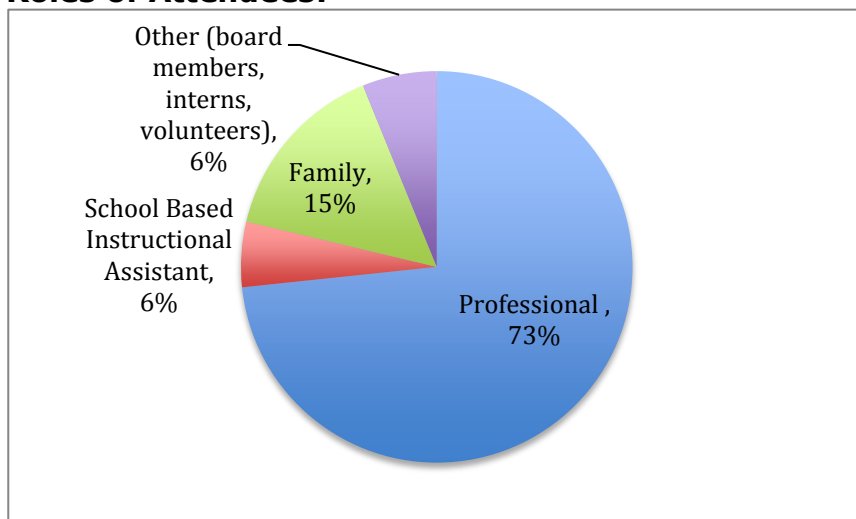
**11th Autism Institute:
"Putting the Pieces Together Through Collaboration: Bridges to a Brighter Future"**

Speakers: 48 **Sessions:** 41 **Attendees:** 390 +

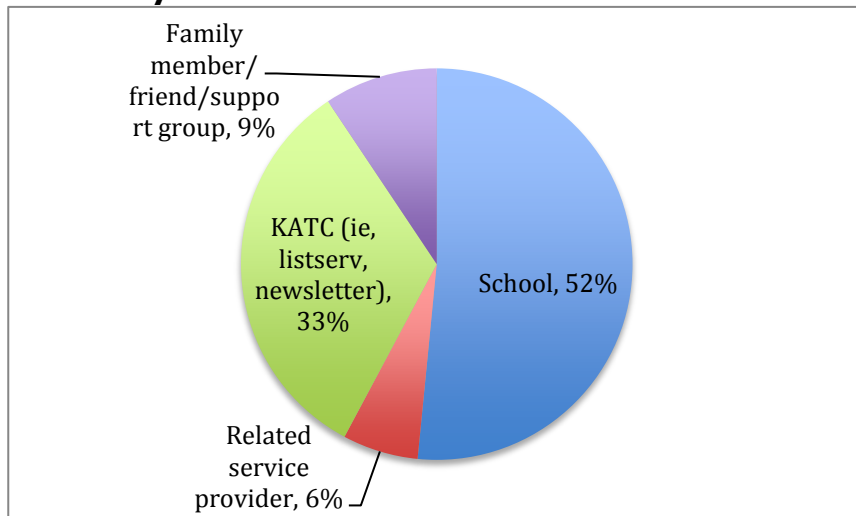
Attendees from Counties: 56

Adair, Allen, Anderson, Barren, Bath, Boyd, Boyle, Bracken, Breckinridge, Bullitt, Christian, Clark, Daviess, Fayette, Floyd, Franklin, Grant, Grayson, Hancock, Hardin, Hart, Henderson, Jefferson, Jessamine, Johnson, Kenton, Laurel, Lincoln, Logan, Madison, Marshall, Mason, McCracken, McCreary, McLean, Meade, Mercer, Muhlenberg, Nelson, Nicholas, Oldham, Owen, Perry, Pulaski, Scott, Shelby, Simpson, Spencer, Todd, Trigg, Trimble, Union, Warren, Washington and Whitley

Roles of Attendees:



How did you hear about the institute?



Average number of trainings hosted by the Kentucky Autism Center, attended have attended - 3

Average distance traveled to attend 2012 Autism Institute – 72 Miles

Table 6. Summation of Overall Institute Evaluation n=65

Question	Response
Institute was well organized.	96% Yes 4% No
Institute staff was helpful and courteous.	98% Yes 2% No
Institute facilities were comfortable.	70% Yes 30% No
I was satisfied with the Institute registration process.	89% Yes 11% No
I was satisfied with the Institute materials.	80% Yes 20% No
Institute provided high-quality training opportunities.	95% Yes 5% No
Institute was priced at a fair rate.	98% Yes 2% No
Do you plan to attend next year's Institute?	84% Yes 16% No
Would you recommend this Institute to others?	84% Yes 16% No

Table 7. Summation of Autism Institute Session Evaluations:

Utilizing a five point Likert scale, participants were asked to provide feedback regarding training activity, with "5" representing highest satisfaction and "1" indicating participant's complete dissatisfaction with the activity

Speaker(s)	Session	Number of Evals	Content	Delivery	My participation	Inspired me	Met my expectations
Brock	Implementing Evidence-Based Practices through Coaching and Support-Brock	34	4.4	4.5	3.9	91% Yes 8% No	91% Yes 8% No
Williams, Lohr and Coulter	Collaborating with Physicians	12	4.5	4.6	4	100% Yes	100% Yes
Goff and Curry	Kentucky Services for Young Children with ASD	25	4.2	4.3	3.6	88% Yes 12% No	100% Yes
Taylor	Understanding IEPs: A Session for Families	2	5	5	3.5	100% Yes	100% Yes
Henry and Palay AM	Planning a Comprehensive Program for Individuals with ASD	67	4.6	4.5	3.6	97% Yes 3% No	97% Yes 3% No
Filler	Supporting the Individual with Autism Spectrum Disorder to Succeed in the Workplace	21	5	5	4.6	100% Yes	100% Yes
Worthington	Teaching Children with Autism Spectrum Disorders about Personal Safety-	38	4.4	4.5	3.8	81% Yes	84% Yes 16% No

AM						19% No	
Fenty	Effective Literacy Instruction in Early Childhood Education	5	4.8	5	4.4	100% Yes	100% Yes
Henry and Palay PM	Planning a Comprehensive Program for Individuals with Autism Spectrum Disorders	21	4.8	4.8	4.3	100% Yes	95% Yes 5% No
Worthington PM	Teaching Children with Autism Spectrum Disorders about Personal Safety-	18	4.6	4.8	4.1	83% Yes 17% No	95% Yes 5% No
Bundy	Psychoeducational and Psychotherapeutic Support Strategies in Asperger Syndrome	56	4.6	4.7	4	96% Yes 5% No	91% Yes 9% No
Speaker(s)	Session	Number of Evaluations	Content	Delivery	My participation	Inspired me	Met my expectations
Brock	Overview of Evidence Based Practices for Young Children	58	4.6	4.6	4	96% Yes 4% No	96% Yes 4% No
Courtaide	Aligning IEPs to Common Core State Standards	41	4.4	4.2	3.5	87% Yes 13% No	87% Yes 13% No
Fisher and Aldridge	Please Pass the Butter...Ohio's Experience in Joining around the Same Table	5	4.4	4.4	4.4	80% Yes 20%	60% Yes 30% No

e						No	
O'Regan and Kearns	Seven (and more!) Deadly Communication Sins in Programming for Students with Significant Disabilities	21	4.9	4.9	4.3	100% Yes	100% Yes
Weatherly and Gregory	Update on Autism Insurance Mandate (HB 159)	5	4.8	4.8	4.6	96% Yes 4% No	96% Yes 4% No
Freedman AM	The impact of autism on the family: challenges and strategies for successful coping	27	4.8	4.7	4.3	96% Yes 4% No	88% Yes 12% No
Barney	Navigating Vocational Rehabilitation Services	7	5	5	5	100% Yes	85% Yes 15% No
Knight, Sartinit and Spriggs	Using Activity Schedules to Increase Independence for Individuals with Autism	19	4.8	4.9	4.7	100% Yes	100% Yes
Delano	Binoculars, Teachers and Thermostats: Supporting Students with HFA in Inclusive Environments	12	4.7	4.8	4.2	91% Yes 9% No	75% Yes 25% No
Tomchek and Warren	Evidence-Based Interventions Addressing Challenging Behaviors in Individuals with an Autism Spectrum Disorder	76	4.2	4.2	3.6	81% Yes 9% No	77% Yes 23% No
Freedman PM	The impact of autism on the family: challenges and strategies for successful coping	20	4.9	4.9	4.2	95% Yes 5% No	100% Yes
Boyd	Promoting Social Communication and Play in Preschools with ASD	39	4	4.8	4.5	100	100% Yes

						%Yes	s
Speaker(s)	Session	Number of Evaluations	Content	Delivery	My participation	Inspired me	Met my expectations
Duverge	Individual Education Program (IEP) Workshop	7	4.4	4.3	4.6	85% Yes 15% No	71% Yes 29% No
Pantolos, Kuravackel and Warren	Interventions for Children with Autism Spectrum Disorders with Feeding Disorders-Pantalos, Kuravackel and Warren	30	4.5	4.4	4	86% Yes 14% No	76% Yes 24% No
Henderson	Bright Kids on the Spectrum: Making the Most of Academic Strengths in Students with ASD	43	4.9	4.9	4.4	95% Yes 5% No	97% Yes 3% No
Forsythe and Hiten	Nutrition and medication interactions play a role in health assessment of children with Autism	10	5	5	4.1	100% Yes	100% Yes
Ault and Goldstein	Disability and Spirituality	5	5	5	4.8	100% Yes	100% Yes
Coulter	Assistive Technology and Adults with ASD	6	4.7	4.7	4.4	100% Yes	100% Yes
Karp and Lingo	Teaching Mathematics to Students with Disabilities	29	5	5	4.9	100% Yes	100% Yes

Cecil	Establishing and Sustaining a Support Group	6	4.7	4.7	4.7	100% Yes	100% Yes
Baker	All Kids Can Succeed: Effective Interventions for Behavioral and Social Challenges	65	4.9	4.97	4.5	100% Yes	100% Yes
Logsdon	Is Your Child a Target of Bullying? Children with Disabilities	4	5	5	4.3	100% Yes	100% Yes
Ferguson	Verbal Behavior	14	4.9	4.9	4.6	85% Yes 15% No	100% Yes
Markham	Autism and Sexuality	14	4.6	4.4	3.8	92% Yes 8% No	100% Yes

Autism Certificate – College of Education and Human Development

The University of Louisville’s Graduate Certificate in Autism and Applied Behavior Analysis provides practitioners with advanced knowledge in autism research and behavioral analytic approaches to skill development and the treatment of challenging behavior. Students will receive rigorous academic work within the program’s carefully designed course sequence taught by faculty with practical and research experience in autism and applied behavior analysis. Furthermore, students will be expected to demonstrate successful application of behavior change procedures within each course. This certificate does contain an approved BACB course sequence (EDSP 644, 646, 650, 651, 669, 671). Upon completion of these courses, students with a Masters degree may complete a 1500-hour practicum and be eligible to sit for the Board Certified Behavior Analyst Certification Exam.

Research data strongly suggest that procedures derived from applied behavior analysis represent the majority of evidence base practices for teaching children with autism. Certification in application behavior analysis demonstrates a basic level of competency in the knowledge of these key treatment principles.

The reported increase in the prevalence of children with autism suggests a commensurate increase in the availability of positions for behavior analysts. Teachers with certifications in special education and applied behavior analysis will likely be more competitive for teaching positions.

Prerequisite to entry into the program

1. EDSP 644 Applied Behavior Analysis (Taken within the past 3 years with a grade of “B” or better)
2. EDSP 670 Autism: Introduction and Understanding (Taken within the past 3 years with a grade of “B” or better)
3. Professional certification / license in a field related to autism (e.g., special education, psychology, speech language pathology, occupational therapy or social work)

Course Sequence

EDSP	671	Autism: Methods and Teaching Strategies
EDSP	669	Single Subject Research Methods and Designs
EDSP	646	AAC and a Behavior Analytic Approach to Communication
EDSP	650	Advanced Applied Behavior Analysis
EDSP	651	Behavior Consultation
EDSP	673	Supporting Individuals with HFA / Asperger’s Syndrome

KATC Staff

Jennifer Bobo, LCSW, MSSW

Jennifer Bobo graduated from the University of Louisville with a Bachelors degree in Psychology and the Kent School of Social Work with a Masters of Science in Social Work. Prior to joining the KATC Ms. Bobo, a licensed clinical social worker, was employed at Seven Counties and the Family and Children's Place as a family therapist. In her role as a family therapist she provided individual, couple, and family therapy to many clients with disabilities. She created and implemented group therapy, supervised students, and participated in peer and supervision groups. Over the past six years she has worked in collaboration with many agencies such as; JCPS, medical providers (psychiatrists and doctors), substance abuse facilities, other community mental health agencies and in-patient hospital settings to advocate for her clients and empower them. In her current role at the KATC, Jennifer Bobo provides direct training and technical assistance to families, parent support groups, education staff, social and community personnel.

Heidi Cooley-Cook, Field Training Coordinator

Heidi Cooley-Cook graduated from The Metropolitan State College of Denver with a Bachelors degree in Psychology. While in Colorado, Heidi worked with adults with intellectual and developmental disabilities. Upon returning to Kentucky, Heidi continued working with adults with disabilities. It was at this point that Heidi began working with children with autism. This quickly developed into a passion and led Heidi to work as an in-home behavior therapist for several families and their children with autism. Heidi brings nearly a decade of experience working with individuals with disabilities and their families in various capacities including direct support, job coach, case manager, behavior therapist, and advocate. At the KATC, Heidi provides direct training and technical assistance to educators, families, and other agencies.

Laura Ferguson, M.Ed., BCBA, Field Training Coordinator

Laura Ferguson received her undergraduate degree in Psychology from the University of Louisville. During her undergraduate years she began working in homes providing one on one therapy to children with Autism. She then went on to get her Master's in Education with an emphasis in Autism from the University of Louisville. She continued to work in homes providing therapy, training staff, and consulting with families. In 2010 Laura became a Board Certified Behavior Analyst (BCBA). After receiving her BCBA she moved to New York to work as an instructor at the Carbone Clinic.

Rebecca Grau, M.P.A, Assistant Director

Rebecca Grau graduated with a Masters degree in Public Administration at the University of Louisville. Ms. Grau coordinates many of the Center's administrative responsibilities and is working to increase collaboration among parents and professionals to develop an efficacious system of care for individuals with autism and their families across the Commonwealth.

Robert Pennington, Ph.D., Assistant Professor Department of Special Education at the University of Louisville

Robert earned his PhD at the University of Kentucky and has over 20 years of experience in working with individuals with disabilities and their families in school and communities contexts. He has served as a classroom teacher and district technical assistance provider, and piloted Jefferson County Public Schools' first autism inclusion model (AIM). His research interests include autism spectrum disorders, applied behavior analysis, writing instruction, and teacher preparation. He frequently provides professional development to educators across Kentucky and presents research data at national professional conferences (i.e., Council for Exceptional Children, Association of Behavior Analysis International, Council on Rural Special Education).

Julie Stewart, M.Ed., Field Training Coordinator

Julie Stewart graduated from Berea College with a Bachelors degree in Child and Family Studies with an emphasis in Interdisciplinary Early Childhood Education. Following graduation she was the lead preschool teacher at Paris Elementary, a program supporting students with and without disabilities, for two years. The next step in her professional career Julie attended graduate school full time at the University of Washington—Seattle, graduating with her M.Ed. in Early Childhood Special Education. While a graduate student, Julie, worked in a variety of early childhood classrooms, although most of her time was spent working in the Project DATA (Developmentally Appropriate Treatment for Autism) program. This program was a behaviorally based extended school-day program for preschoolers with Autism Spectrum Disorders. Also while in Seattle, Julie worked as an in-home behavior therapist for a family of a toddler with autism. Now, in her role at the KATC, Julie provides direct training and technical assistance to education staff, social and community personnel, counselors, job coaches and families.

R. Larry Taylor, M.Ed., Executive Director

R. Larry Taylor received a BS Degree from Cumberland College in the areas of learning and behavior disorders, elementary education and a Master's Degree in Special Education. Larry holds certifications from Eastern Kentucky University and the University of Kentucky in a variety of areas in education. Larry worked 23 years in local school districts serving in the role of teacher of exceptional children, school counselor, instructional supervisor, director of special education and assistant superintendent of personnel, curriculum and instruction.

In 2005, Larry was appointed as the State Director of Exceptional Children Services for the Kentucky Department of Education. While at KDE, he served in the role of Interim Associate Commissioner for the Office of Special Instruction Services and Director in the Division of Learning Services. July 2011, Larry accepted the position of Director of the Special Education Cooperative for the Ohio Valley Special Education Cooperative and Consultant for the Center for Learning Excellence at the University of Louisville.

In addition to the position as the Director to the Special Education Cooperative, in January of 2012 Larry was appointed as the Executive Director of the Kentucky Autism Training Center. Larry is also a doctoral student at the University of Louisville in the College of Education.

Diandre G. Thomas, Program Coordinator

Diandre Glover Thomas graduated from the University of Louisville with a Bachelor's degree in Communication and is currently working towards a Master's degree in Higher Education Administration at the University of Louisville. Prior to joining the KATC she was employed at Louisville Public Media, Louisville's National Public Radio affiliate station, as Traffic Manager for 12 years. In her current role, Ms. Thomas schedules and plans KATC's workshops and training events, develops program marketing materials, maintains KATC's web site, administrates KATC's online courses, oversees the resource library activities and is editor of KATC's online newsletter *Insight on Autism*.

2011-2012 Expenditures

TOTAL	
Salary	\$476,108.91
Benefits	\$141,249.80
Operating Expenses	\$124,488.07
Travel	\$43,317.04
Facilities and Administrative Costs (F&A) (a.k.a. in-direct)	\$21,765.20
TOTAL	\$806,929.02

