

**2012 – 2013**

**Annual Report of Activities**

**UNIVERSITY OF  
LOUISVILLE®**

**KENTUCKY AUTISM  
TRAINING CENTER**



The mission of the Kentucky Autism Training Center (KATC) 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.

Kentucky Autism Training Center  
College of Education and Human Development  
University of Louisville Autism Center at Kosair Charities  
1405 E Burnett St - Louisville, KY 40217  
<http://louisville.edu/education/kyautismtraining/>

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Letter from the Director

July 30, 2013

Dear Friends:

Since the establishment of the KATC in 1996, the number of individuals with autism spectrum disorders has risen from 34,547 to 49,311. The need for integrated and systemic supports and services in all regions of our Commonwealth has never been greater.

I am proud to present to you this copy of the Kentucky Autism Training Center's (KATC) 2012-2013 Annual Report, our sixteenth year of service to the autism community of Kentucky. This report represents a summary of our work in the areas of information dissemination, training, coaching and various other supports. Each section provides an overview of the services and a support provided in each area and information regarding our collaborative partners.

In addition to work detailed in this report it is important to note the hundreds of hours our staff spend providing resources and supports via telephone calls, committee meetings, community awareness events, and resource fairs. Establishing and maintaining positive relationships with families and professionals for the betterment of individuals with autism is important work – but challenging to qualify.

On behalf of the KATC Advisory Board and the KATC staff of 4.5 folks, I would like to thank you for support. Please feel free to contact me with any feedback or suggestions.

Sincerely,

R. Larry Taylor,  
Executive Director, Kentucky Autism Training Center

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## 2012-2013 KATC Summary of Activities

### INFORMATION DISSEMINATION

**Website** 25,798 visits (↑9%)

**Newsletter** Electronic. Quarterly. 6,278 Subscribers (↑7%)

**Webinars** 27 webinars. 486 attendees (↑62%)

**YouTube Channel** 11,467 views, 62 Subscribers (↑412%)

**Autism Internet Modules (AIM)** 2,242 Kentucky users (↑22%)

**Facebook** 2,224 “likes” (↑27%)

**Twitter** 142 followers (↑373%)

**Amanda L. King Resource Library** Unique collection. Statewide distribution

**Kentucky Autism Service and Supports Directory** 403 Providers listed

**KYAUTISM LISTSERV** 348 members. Statewide information and resource sharing.

**Promoting Early Identification** Affiliation with Centers for Disease Control and Prevention’s (CDC) National Center on Birth Defects and Developmental Disabilities (NCBDDD), public awareness campaign “Learn the Signs. Act Early.” Facebook page. website, public service announcements. Print materials. Statewide Distribution. Collaboration with myriad of child and family service programs.

### TRAINING

#### **Network of Early Childhood Professionals**

Specialized training in screening, diagnosis and intervention. Developed to build systemi and regional supports. **Collaboration with University of Louisville Autism Center, First Steps, Kentucky Department of Education and Cabinet for Health and Family Services.** Goal to increase early access to services and supports that are evidences based.

#### **Kentucky Training of Trainers (TOTS)**

Trainer of Trainer Model. Regionally-based. Overview of autism, family stress, collaboration, resources and transition. 3 locations. Four 1.5 training modules. 46 participants from 15 counties.

#### **Regional Workshops**

2 topics. 3 locations & 1 online. 31 attendees from 15 counties.

**Guest Lecture: Mark L. Sundberg, Ph.D., BCBA-D****Identifying Language Intervention Priorities for Children with Language Delays**

International expert. 2-day workshop. Focused on the use of the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP). Participants learned to use the results of the VB- MAPP assessment to determine an individual child's immediate intervention priorities. *Collaboration with the Central Kentucky Special Education Cooperative.* 126 participants from 42 school districts.

**University of Louisville Special Education Conference: Innovative Research to Practical Application**

2-day training. 15 speakers. 19 sessions. *Collaboration with the College of Education and Human Development's Department of Special Education.* 128 attendees from 33 counties.

**Autism Case Training (ACT): A Developmental-Behavioral Pediatrics Curriculum**

3 locations. Designed to educate healthcare providers on identifying, diagnosing, and managing autism spectrum disorders through real life scenarios. Endorsed by the American Academy of Pediatrics and the Society of Developmental and Behavioral Pediatrics. Developed in Partnership with Health Resources and Services Administration Material and Child Health Bureau. *Collaboration with the University of Louisville Autism Center and Eastern Kentucky University.* 47 attendees represented from the following 18 counties.

**Workshops for Families and Professionals**

70 training events across the Commonwealth for families and professionals. (e.g. famil groups, schools, services, professional & community organizations, childcare centers)

**COACHING AND SUPPORT****ASD Partnership Training Sites**

In partnership with Kentucky Department of Education, 3 special educational cooperatives, 6 school district, 10 schools. Direct coaching to professionals at the regional, district and school level in problem solving process to promote the use of evidence-based practices. Direct impact on student outcomes in all 10 partner schools.

**Autism Cadre**

In partnership with Kentucky Department of Education. 9 special educational cooperatives, 164 school districts (95% of school districts participate). 681 members. Capacity-building initiative.

**KATC Family Network: Families Supporting Families**

In collaboration with The Council on Developmental Disabilities (CDD). Networking of families across the Commonwealth to collaborate, empower, and develop relationships with others throughout Kentucky. 16 family members participated from 10 counties.

## **Mission**

The mission of the Kentucky Autism Training Center (KATC) 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 KATC is a university-based program with a legislative mandate, 13 KAR 2:080. State Autism Trainin Center, 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, hostin workshops for families, and conducting professional development sessions.

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

## **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 Advisory Board Members**

Diane Cowne, Parent, Oldham County

Rhonda Hedges, Professional, Principal, Jefferson County Schools

Linda Linville, Professional, Senior Fellow, Council on Postsecondary Education

Norma Thomas, Parent, Vice Co-Chair, Jefferson County

Mike Armstrong, Professional, Superintendent, Lawrence County

Terr Srinivasan, Parent, Mason County

Paula Goff, Professional, State Coordinator, Part C

Johnny Collett, Professional, Director, Division of Learning Services Office of Next-Generation Learners  
Kentucky Department of Education

Robert Pennington, Professional, Assistant Professor, Special Education, College of Education and Human  
Development

Kellie D. Scott, Professional, Program Evaluator Office of Vocational Rehabilitation

### **Ex-Officio Board Members**

Linda Collins, Parent, Letcher County

Nat McKay, Parent, Oldham County

Laurie Spezzano, Parent, Oldham County

Dr. Peter Tanguay, Professional, Oldham County

R. Larry Taylor, Professional, Executive Director, Kentucky Autism Training Center

Gwenna Pennell, Parent, Letcher County

### **KATC Strategic Focus**

#### **KATC 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
- Develop 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 district

#### **KATC 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.

### **KATC 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 finding to diverse audiences.
- Develop relationship with early interventions service systems to promote early identification diagnostics and the use of appropriate & evidence practices.
- Develop relationship 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 religions 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.

### **Strategies to Guide the Work of the KATC**

- 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

## INFORMATION DISSEMINATION

### 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:

Unique Visits: 16,265 (↑30%)

Total Visits: 25,798 (↑9%)

Total Page views: 67,127 (-9%)

Average visit Duration: 2.45 minutes (-23%)

New Visitors: 57.25% (↑2%)

Average number of pages per visit: 2.6 (-17%)

### Newsletter

This year KATC's newsletter discussed topics such as augmentative alternative communication, assistive technology and basic care issues such as sleep, feeding and toilet training. The newsletter also disseminated information about training opportunities provided by KATC and autism education programs offered throughout the state. The newsletter subscriber email database has grown from 5,843 subscribers in June 2012 to 6,278 subscribers in June 2013.

### Webinars

This year KATC offered webinar trainings that focused on both family and professional development needs. KATC was able to provide web based training about basic care and safety to assist individual's transitioning into adulthood through a collaborative partnership with the Louisville Chapter of the Red Cross and Kosair Children's Hospital Bridges to the Future program. In addition, KATC offered two professional development series that focused on augmentative alternative communication, assistive technology and early childhood development and autism in the preschool classroom. The professional development webinar trainings were also approved for continuing education credit through the American Speech and Hearing Association, KY Cabinet for Family and Children and state education leadership credits. The KATC offered a total of 27 live webinars that that were attended by 486 participants.

**Figure 1: 2012-2013 KATC Webinars**

| Date      | Topic  | Speaker   |
|-----------|--|---|
| 7/10/2012 | <i>Engaging Conversations-Team Building between Families and Professionals Part one</i>  | Brenda Mullins                                  |
| 7/11/2012 | <i>Positive Reinforcement</i>  | Heidi Cooley-Cook, KATC Field Trainer           |
| 7/17/2012 | <i>Engaging Conversations - Team Building Between Families and Professionals to Support Planning for Young Children Part 2</i> | Brenda Mullins                                  |
| 7/27/2012 | <i>Accessing Disability Services at Post-secondary Institutions in KY</i>  | Diandre Glover Thomas, KATC Program Coordinator |

|            |  |   |
|------------|--|---|
| 8/30/2012  | <i>Techniques to Expand Food Variety for Children with ASD</i>   | Jocelyn Warren, Weisskopf Center                |
| 10/2/2012  | <i>KY PLANS: Behavior Basics</i>   | Laura Ferguson, KATC Field Trainer              |
| 10/23/2012 | <i>Maintaining Your Independence During a Disaster</i>   | Lydia Hignite, Louisville Red Cross             |
| 10/24/2012 | <i>Functional Community Behavior</i>   | Laura Ferguson, KATC Field Trainer              |
| 11/7/2012  | <i>Peer-Mediated Instruction and Intervention in the Classroom</i><br>Heidi Cooley-Cook  | Heidi Cooley-Cook, KATC Field Trainer           |
| 11/21/2012 | <i>Social Media and Online Communities for Family Support Groups</i>   | Diandre Glover-Thomas, KATC Program Coordinator |
| 12/5/2012  | <i>Targeting Social Skills across the School Day: Lunch Bunch &amp; Beyond</i>   | Julie Stewart, KATC Field Trainer               |
| 12/14/2012 | <i>KY PLANS: Transition to Adulthood</i>   | Heidi Cooley-Cook, KATC Field Trainer           |
| 12/19/2012 | <i>Starting an Effective Social Skills Group</i>   | Laura Ferguson, KATC Field Trainer              |
| 1/15/2013  | <i>Finding an Adult Health Care Provider, Talking with Health Care Providers</i>   | Erika G. Janes, RN, Kosair Children's Hospital  |
| 1/18/2013  | <i>Bridges to the Future Transitional Care Program: Social Services</i>  | Kanetha Dorsey, MSSW CSW, CSHCN                 |
| 2/21/2013  | <i>Augmentative Alternative Communication (AAC) Professional Development Webinar Series: AAC Options and Applications</i>  | Karen Coulter, Weisskopf Center                 |
| 3/5/2013   | <i>Bridges to the Future: Relationships and Sex webinar. Collaborative partnership with Norton Children's Hospital Bridges to the Future Transitional Care Program</i> | Carole Boudreau, Nurse Practitioner             |

|           |   |  |
|-----------|---|--|
| 3/7/2013  | <i>Bridges to the Future: Nutrition. Collaborative partnership with Norton Children's Hospital Bridges to the Future Transitional Care Program</i>                            | Sara Chandler, Dietician, Kosair Children's Hospital |
| 3/28/2013 | <i>AAC Professional Development Webinar Series: Assistive Technology 101</i>  | Karen Coulter, Weisskopf Center                      |
| 4/25/2013 | <i>AAC Professional Development Webinar Series: AAC the APple of my iDevice</i>   | Karen Coulter, Weisskopf Center                      |
| 5/16/2013 | <i>Autism Awareness</i>   | Laura Ferguson, KATC Field Trainer                   |
| 5/23/2013 | <i>Environmental Arrangement for Individuals with ASD</i>   | Laura Ferguson, KATC Field Trainer                   |
| 5/30/2013 | <i>Understanding Behavior Strategies for Individuals with ASD</i>   | Laura Ferguson, KATC Field Trainer                   |
| 6/3/2013  | <i>Bridges to the Future: Medication Management. Collaborative partnership with Norton Children's Hospital Bridges to the Future Transitional Care Program</i>                | Paige Wolf, Pharmacy Assistant                       |
| 6/13/2013 | <i>Autism and Early Childhood Professional Development Webinar Series: Early Childhood Development &amp; Autism</i>   | Julie Stewart, KATC Field Trainer                    |
| 6/20/2013 | <i>Autism and Early Childhood Professional Development Webinar Series: Environmental &amp; Instructional Supports for Students' with Autism in the Preschool Classroom</i>    | Julie Stewart, KATC Field Trainer                    |
| 6/26/2013 | <i>Bridges to the Future: Your New Rights and Responsibilities. Collaborative partnership with Norton Children's Hospital Bridges to the Future Transitional Care Program</i> | Erika Janes, RN Kosair Childrens Hospital            |
| 6/27/2013 | <i>Autism and Early Childhood Professional Development Webinar Series: Systematic Instruction in the Preschool Classroom</i>  | Julie Stewart, KATC Field Trainer                    |

**Feedback from webinar attendees:**

*The presenter did a great job and was very informative.*

*Excellent presentation of the difference between school and college. Presented in a very layman orientation. Well done!*

*I thought this was an excellent presentation. The speaker was knowledgeable and presented in an interesting manner adding much of her personal experiences.*

*I really enjoyed this webinar and look forward to the next two!*

*Great information. I am a parent of a child with autism and I thought the information was all very accurate and well presented.*

*Very good information. Like being able to print off presentation and then add notes of what speaker points out.*

*This has been so informative and beneficial! Thanks so much!*

### **Youtube**

KATC's recorded webinars are archived online on youtube.com. Currently, fifty-six webinars are archived. KATC's Youtube channel has 62 subscribers and has had 11,467 video views and 53,20 minutes of KATC's training videos have been viewed.

### **Autism Internet Modules (AIM)**

Developed by the Ohio Center for Autism and Low Incidence in partnership with the Autism Society of America, 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. The KATC supported the development of AIM and is identified as a partner. Currently there are 2,242 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, 2013 the KATC has 2,224 "likes".

### **Twitter**

KATC joined Twitter in June 2012. As of June 30<sup>th</sup> we have 142 followers.

### **Amanda L. King Resource Library**

The Amanda L. King Resource Library is a collection of materials on topics such as ASD, disability education, transition, parenting, and child development. These materials are available for checkout at no cost to families and professionals across the commonwealth of Kentucky. Library houses a large collection of resources on autism, special education, and vocational information. This collection is available to all citizens of Kentucky.

### **Kentucky Autism Service and Supports Directory**

The goal of the KATC's Autism Service and Supports Directory is to increase information about community resources available to individuals with autism and their families. Users can search by age county, service, and region. Current 403 providers are listed on the directory.

### **KYAUTISM LISTSERV**

The KYAUTISM Listserv is hosted by the Kentucky Autism Training Center. The purpose of the KATC listserv is to share information, services, resources, and training opportunities in a positive and respectful way. Currently 348 individuals are subscribed to the listserv.

### **Promoting Early Identification**

A Partnership with University of Louisville Autism Center, First Steps, Kentucky Department of Education and Cabinet for Health and Family Services, Kentucky Department of Education, Human Development Institute at the University of Kentucky, and many others . . .

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. As June 2013 TOTS reported 32 children with autism spectrum disorders in the system. Towards the goal of promoting early identification of young children, the Kentucky Act Early Team was awarded a \$15,000 grant last year 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 LTS AE 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 LTS AE PSA**

Objectives: Statewide communication of LTS AE message through the use of public service announcements

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

**Goal 3: Develop web-based content to support LTS AE 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 (e.g., Overview of LTS AE 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.

## **STATEWIDE TRAINING FOR FAMILIES AND PROFESSIONALS**

### **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

### **Kentucky Training of Trainers (TOT)**

The KY TOTs initiative began in Appalachia with the Eastern Kentucky Training of Trainers, moved to Western Kentucky for the second year, and culminated in 2013 with the Central Kentucky Training of Trainers. The goal of TOTs was to increase capacity in the various regions of the Commonwealth. The participants also developed a network amongst themselves to further build a network of support and knowledge within their communities. TOTs provides a series of four 1.5 hour training modules. These were delivered in pairs with the second portion of the series to be completed several months after the initial pair. This will provide participants a total of 12 hours of autism specific training. Upon completion of TOTs, the participants were charged with sharing this information formally by presenting the content to others in their communities and informally by raising awareness as the opportunity arises. Topic include:

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.
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.

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, Community Mental Health Providers, IMPACT workers, Parents Day Care Employees, Early Childhood Professionals, University Employees, University Students and more.

**46 participants represented the following counties:**

Adair, Barren, Campbell, Fayette, Franklin, Grant, Greenup, Jefferson, Jessamine, Kenton, Lewis, Marion Pendleton, Taylor and Wolfe

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

**Figure 2: Summary of KY Training of Trainers (TOTS) Evaluation n=41**

| TOTS Sites                 | Attendees | Met Expectations | Helped Understanding ASD | Impact work with individuals with ASD | Will share information with family and professionals | Will be able to apply strategies learned |
|----------------------------|-----------|------------------|--------------------------|---------------------------------------|--|--|
| 5/8/2013<br>Campbellsville | 15        | 4.8              | 4.8                      | 4.7                                   | 4.8  | 4.8                                      |
| 5/20/2013<br>Louisville    | 2         | 4.5              | 4.5                      | 4.5                                   | 4.5  | 4.5                                      |
| 6/5/2013<br>Lexington      | 13        | 4.5              | 4.5                      | 4.2                                   | 4.3  | 4.3                                      |
| 6/11/2013<br>Williamstown  | 16        | 4.6              | 4.4                      | 4.4                                   | 4.6  | 4.3                                      |

**Feedback from KY TOTS Participants:**

*Presenter was respectful, professional, and very approachable. She did a great job and handled all questions very well.*

*Having all documents and the PowerPoint on CD was super helpful and a really great resource!*

*Everything (was informative) - I only knew basic information*

**Regional Workshops**

**Supporting Autism 24/7**

- 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.



## Navigating the Behavioral and Social World of Individuals with Autism

- Understand areas of the social world that are difficult for individuals with autism.
- Develop strategies to increase social interactions with peers and adults
- Understand the functions of behavior and how to develop strategies based on those specific functions.

### 37 Attendees came from the following 11 counties:

Barren, Clark, Fayette, Green, Hardin, Henderson, Hopkins, Jessamine, McCreary, Morgan, Pike, Pulaski, Trigg, Warren and Wayne

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.

**Figure 3: Regional Workshops Evaluation Data n=28**

| Regional Workshop Sites   | Attendees | Achieved learning objectives | Motivated to learn more about autism | Will apply knowledge and/or skills gained | Contributed to professional / personal growth. | Materials and resources were helpful. |
|---|-----------|------------------------------|--------------------------------------|---|--|---------------------------------------|
| Autism 24/7<br>November 2012<br>Jenny Wiley<br>State Park   | 11        | No data                      | No data                              | No data                                   | No data  | No data                               |
| Autism 24/7<br>December 2012<br>Dale Hollow<br>State Park   | 10        | 4.8                          | 5                                    | 4.7                                       | 4.7  | 4.8                                   |
| Online Training   | 4         | 4.7                          | 4.8                                  | 4.8                                       | 4.7  | 4.8                                   |
| Navigating the<br>Social and<br>Behavioral<br>World of<br>Individuals with<br>Autism<br>April 2013<br>Buckhorn Lake<br>State Park | 12        | 4.8                          | 4.8                                  | 4.7                                       | 4.8  | 4.7                                   |

### Feedback on Fall and Spring Regional Workshops:

*Class was very helpful and interesting. As a parent it helped me to be more aware and get more info to help me do a better job in helping my child (son)*

*One of the best workshops I have attended. Kept my attention throughout.*

### Guest Lecture: Mark L. Sundberg, Ph.D., BCBA-D

#### Identifying Language Intervention Priorities for Children with Language Delays

November 12-13, 2012 Lexington, KY

*Hosted in Collaboration with the Central Kentucky Special Education Cooperative*

This two-day workshop covered the basic elements of the applied behavior analysis/verbal behavior approach to language assessment and intervention for children with autism or other types of developmental disabilities. The first day the focus will be on how to use a behavioral analysis of

language to assess the language skills of a child with language delays, as well as the potential barriers to his acquisition of language. An assessment tool called The Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) was presented. Participants learned how to use the results of the VB-MAPP assessment to determine an individual child's immediate intervention priorities. During the second day the focus was on developing an individualized intervention program. Additional topics discussed over the course of the workshop included how to set up a classroom for children with autism, data collection, behavior problems, augmentative communication, inclusion, and peer interaction.

**Target Audience:** Those working with children with autism or developmental delays—Behavior Analysts, Parent Trainers, Special Educators, School Psychologists, Psychologists, Speech Pathologists Direct Interventionists, Social Workers, Family Members and other professionals.

### **Learning Objectives**

- Define and exemplify the basic elements of Skinner's analysis of verbal behavior
- Describe the five components of the VB-MAPP
- Use the VB-MAPP to identify intervention priorities for children with autism
- Explain how to teach an early mand repertoire, as well as how to develop, listener, tact, and intra-verbal skills
- Describe how to set up a school or home-based verbal behavior intervention program for a child with autism

### **126 attendees came from the following 42 school districts:**

Adair, Allen, Anchorage Independent, Anderson, Boone, Bourbon, Boyd, Boyle, Bracken, Bullitt, Campbell, Carter, Clark, Fayette, Fleming, Floyd, Franklin, Grant, Hancock, Hardin, Jackson, Jefferson, Jessamine, Kenton, Lee, Lewis, Logan, Madison, Marion, Meade, Mercer, Metcalfe, Montgomery, Nelson, Perry, Pulaski, Robertson, Russell, Shelby, Warren, Webster, and Woodford

Participants completed a narrative evaluation as a means of providing feedback regarding the training

### **University of Louisville Special Education Conference: Innovative Research to Practical Application**

June 18 & 19, 2013 at the University of Louisville, Shelby Campus.

*Hosted in Collaboration with the College of Education and Human Development's Department of Special Education*

This conference was designed to provide educators, service providers, students and families from across the Commonwealth with the latest research-based tools for supporting students with disabilities across the lifespan.

15 speakers, 19 sessions

### *128 attendees represented the following 33 counties:*

Barren, Bell, Boone, Boyd, Breathitt, Breckenridge, Caldwell, Christian, Fayette, Fleming, Floyd, Franklin, Hardin, Harrison, Henry, Hopkins, Jefferson, Johnson, Laurel, Madison, Magoffin, Metcalfe, Nelson, Ohio, Oldham, Owen, Rowan, Scott, Shelby, Spencer, Trigg, Warren and Woodford

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.

**Figure 4: University of Louisville Special Education Conference: Innovative Research to Practical Application Evaluation Data**

| Speaker                        | Session   | # of Evaluations | Content | Delivery | Attendee Participation | Meet Expectations                  |
|--------------------------------|---|------------------|---------|----------|------------------------|------------------------------------|
| Kathleen Lane                  | <i>Comprehensive, Integrated, Three-Tiered (CI3T) Models of Prevention: The Importance of Systematic Behavior Screenings</i>                            | Keynote          |         |          |                        |                                    |
| Kathleen Lane                  | <i>Using Teacher-Directed Strategies to Prevent Problem Behaviors from Occurring: Refining Academic Instruction and Using Positive Behavior Support</i> | 35               | 4.9     | 4.9      | 4.4                    | Yes – 97%<br>No – 3%               |
| Ginevra Courtade and Amy Lingo | <i>Using literature-based Mathematics Lessons with Students with Moderate Intellectual Disabilities</i>   | 33               | 4.58    | 4.67     | 3.8                    | Yes – 93%<br>No – 6%<br>Blank – 1% |
| Terry Scott                    | <i>School-Wide Systems of Positive Behavior Interventions and Support: Developing Staff Buy-In and Consistent Prevention</i>                            | 25               | 4.56    | 4.76     | 3.4                    | Yes – 96%<br>No – 0%<br>Blank – 4  |
| Kathleen Lane                  | <i>Building Tier 2 and Tier 3 Intervention Grids: Where do we begin?</i>  | 11               | 4.27    | 4.54     | 3.3                    | Yes – 91%<br>No – 9%               |
| Terry Scott                    | <i>Recommendations for Instructional Practice in Kentucky Classrooms: Analysis of over 4500 Classroom Observations</i>                                  | 24               | 4.33    | 4.38     | 3.6                    | Yes – 88%<br>No – 4%<br>Blank – 8% |
| Justin Cooper                  | <i>Promoting Successful Transitions to College for Students with Disabilities</i>   | 18               | 4.6     | 4.5      | 3.7                    | Yes-100%                           |
| Julie Stewart and Jill Cook    | <i>When Play Isn’t Enough, Meeting Instructional Needs of Students with ASD in the Early Childhood Classroom</i>  | 17               | 4.76    | 4.71     | 3.7                    | Yes – 100%                         |
| Trisha Gallagher               | <i>College and Career Ready: Using high school advisory to teach social skills to students with Asperger Syndrome</i>                                   | 21               | 4.52    | 4.57     | 4.0                    | Yes – 95%<br>No – 5%               |
| Erik Carter                    | <i>Promoting Rigor, Relevance, and Relationships: What We Know About Helping Youth with Autism to Flourish During and After High School</i>             | Keynote          |         |          |                        |                                    |
| Erik Carter                    | <i>Evidence-Based Peer Support</i>  | 18               | 4.7     | 4.6      | 3.6                    | Yes – 94%                          |

|                                  |  |    |      |      |     |                                     |
|----------------------------------|--|----|------|------|-----|-------------------------------------|
|                                  | <i>Strategies: Promoting Inclusion, Learning, and Relationships</i>  |    |      |      |     | No – 6%                             |
| Tim Landrum                      | <i>Evidence-based practice for students with emotional and behavioral disorders (EBD)</i>                          | 30 | 4.8  | 4.8  | 3.9 | Yes – 100%                          |
| Rob Pennington                   | <i>Promoting Communicative Competency in Children with Autism Spectrum Disorders and Intellectual Disabilities</i> | 19 | 4.9  | 4.9  | 4.3 | Yes – 100%                          |
| Erik Carter                      | <i>Connecting Transition-Age Youth with Autism to Meaningful Work and Community Experiences</i>                    | 19 | 4.68 | 4.68 | 3.8 | Yes – 95%<br>No – 5%                |
| Todd Whitney                     | <i>Effective Strategies for Students Struggling in Mathematics</i>   | 7  | 4.86 | 5    | 4.7 | Yes – 100%                          |
| Justin Cooper and Rob Pennington | <i>Functional Communication Training for Reducing Challenging Behaviors</i>  | 33 | 4.8  | 4.76 | 4.1 | Yes – 94%<br>N/A – 3%<br>Blank – 3% |
| Chris Sweigart                   | <i>Antecedent Instructional Strategies to Prevent Challenging Behavior in the Classroom</i>                        | 14 | 4.29 | 4.5  | 3.4 | Yes – 93%<br>No – 7%                |
| Laura Ferguson<br>Debra Myers    | <i>Using Differential Reinforcement in the Classroom</i>   | 18 | 4.3  | 4.3  | 3.5 | Yes – 100%                          |
| Rob Pennington                   | <i>Teaching Written Expression to Students with Autism Spectrum Disorders and Intellectual Disabilities</i>        | 26 | 4.9  | 4.88 | 4.5 | Yes – 100%                          |

**Autism Case Training (ACT): A Developmental-Behavioral Pediatrics Curriculum**

April 12, 2013 at Kosair Charities, Louisville, Dr. Scott Tomchek, Department of Pediatrics, University of Louisville (13 Attendees)

July 19, 2013 at Barren River Lake State Resort Park, Dr. Scott Tomchek and Dr. David Lohr, Department of Pediatrics, University of Louisville (13 Attendees)

July 20, 2013 at Eastern Kentucky University, Dr. Myra Beth Bundy, Department of Psychology, Eastern Kentucky University (21 Attendees)

*Hosted in Collaboration with the University of Louisville Autism Center and Eastern Kentucky University*

The "Autism Case Training (ACT): A Developmental-Behavioral Pediatrics Curriculum" is designed to educate healthcare providers on fundamental components of identifying, diagnosing, and managing autism spectrum disorders through real life scenarios. Endorsed by the American Academy of Pediatrics and the Society of Developmental and Behavioral Pediatrics. Developed in Partnership with Health Resources and Services Administration Material and Child Health Bureau. Target audience: Physicians, Nurses and Nurse Practitioners

*47 attendees represented the following 18 counties:*

Allen, Daviess, Fayette, Fleming, Floyd, Hancock, Jefferson, Knox, Madison, McCracken, Montgomery, Oldham, Perry, Pulaski, Russell, Rockcastle, Scott, and Warren

**Feedback from Attendees:**

*I learned a great deal that i did not know before regarding recognizing early warning signs, making a diagnosis, and treatment models regarding autism.*

*I work with children in a social work type of position so it helped me be a better advocate for my families.*

*In current practice we did not have many resources for autism or it's early warning signs so this seminar gave those to me.*

*Use of a standard screening tool for all providers will hopefully ensure that families will be referred to appropriate resources early.*

*I will now be able to talk about autism and feel confident in my knowledge instead of hesitant to discuss the topic.*

### **Workshops for Families and Professionals**

- Cooley-Cook, H.A. (August 2012). "ASD in the Classroom - School-Wide Training", with Kendra Smith-Wehr, Crestwood Elementary School, Crestwood, KY.
- Cooley-Cook, H.A. (September 2012). "Social Skills - ASD Cadre" with Mary Comer, Debbie Williams, and Carla Jordan, Ohio Valley Education Cooperative, Shelbyville, KY.
- Cooley-Cook, H.A. (September 2012). "ASD in the Classroom - Training for Para-Professionals from Meade County", Brandenburg Primary School, Brandenburg, KY.
- Cooley-Cook, H.A. (October 2012). "Environmental Arrangement - ASD Cadre" with Lisa Zabonick Northern Kentucky Cooperative for Educational Services, Cold Spring, KY.
- Cooley-Cook, H.A. (October 2012). "Siblings - Family Support Group Training", Buffalo Trace Support Group, Maysville, KY.
- Cooley-Cook, H.A. (October 2012). "Asperger Syndrome in the Classroom", with Lisa Zabonick, Scott High School, Taylor Mill, KY.
- Cooley-Cook, H.A. (October 2012). "Asperger Syndrome in the Classroom", with Lisa Zabonick, Dixie Heights High School, Fort Mitchell, KY.
- Cooley-Cook, H.A. (October 2012). "Asperger Syndrome in the Classroom", with Lisa Zabonick, Simon Kenton High School, Independence, KY.
- Cooley-Cook, H.A. (October 2012). "Understanding Autism", Resource Parent Fall Enrichment Conference - Foster Care Parents, Louisville, KY.
- Cooley-Cook, H.A. (November 2012). "Environmental Arrangement - OVEC ASD Cadre", with Carla Jordan, Mary Comer, Debbie Williams, Shelbyville, KY.
- Cooley-Cook, H.A. (November 2012). "Overview of KATC and Training Sites", Hardin County Support Group, Cecilia, KY.
- Cooley-Cook, H.A. (January 2013). "Social Skills II - OVEC ASD Cadre", with Carla Jordan, Mary Comer, Debbie Williams, Shelbyville, KY.
- Cooley-Cook, H.A. (June 2013). "Addressing Challenging Behavior in the Home", East KY Autism Awareness Group, Prestonsburg, KY.
- Cooley-Cook, H.A. (June 2013). "Teaching Skills in the Home", East KY Autism Awareness Group, Prestonsburg, KY.
- Cooley-Cook, H.A. "Encouraging Language Development in the Home", East KY Autism Awareness Group June 2013, Prestonsburg, KY.
- Ferguson, L. (June, 2013). "Differential Reinforcement in the Classroom" with Debra Myers. Special Education Conference, Louisville, KY.

- Ferguson, L. (April 2013). "Understanding Autism and Introduction to Strategies" Louisville Seminary  
Louisville, KY.
- Ferguson, L.L. (April 2013). "Evidence Based Practices for Individuals with Autism" Seven Counties,  
Louisville, KY.
- Ferguson, L.L. (April 2013). "Behavior Basics" Hindman Elementary Family Night, Hindman, KY.
- Ferguson, L.L. (April 2013). "Autism and Evidenced Based Practices" Morehead College Conference  
Center, Morehead, KY.
- Ferguson, L.L. (April 2013). "Behavior Strategies for students with Autism" KVEC cadre, Prestonsburg, KY.
- Ferguson, L.L. (March 2013). "Implementing Evidence Based Practices in the Home" Pulaski County  
Schools Family Night, Somerset, KY.
- Ferguson, L.L. (March 2013). "Embedding Social skills, video modeling, and supports" GRREC Cadre,  
Leitchfield, KY.
- Ferguson, L.L. (February 2013). "Career options in the area of Autism", Bellarmine University, Louisville  
KY.
- Ferguson, L.L. (February 2013). "Introduction to Autism and resources" Foster Care Training, Louisville  
KY.
- Ferguson, L.L. (January 2013). "Embedding social skills and video modeling" GRREC Cadre, Bowlin  
Green, KY.
- Ferguson, LL. (January 2013). "Instructing individuals with autism" Central Hardin High School  
Elizabethtown, KY.
- Ferguson, L.L. (January 2013). "Peer Mediated Instruction" Big East Cadre, Ashland, KY.
- Ferguson, L.L. (December 2012). "Instructing individuals with autism" Pike County Schools  
Pikeville, KY.
- Ferguson, L.L. (December 2012). "Understanding Autism and working with Individuals with Autism"  
Elizabethtown professional group, Elizabethtown, KY.
- Ferguson, L.L. (November 2012). "Social Skills Part II "KVEC Cadre, Hazard, KY.
- Ferguson, L.L. (November 2012). "The Power of Motivation in the classroom" Council for Exceptiona  
Children conference, Louisville, KY.
- Ferguson, L.L. (November 2012). "Embedding social skills and Peer mediated instruction" Big East Cadre,  
Ashland, KY.
- Ferguson, L.L. (October 2012). "Environmental Arrangement and Strategies" KVEC cadre, Leburn, KY and  
SESC cadre, Somerset, KY.

- Ferguson, L.L. (October 2012). "Careers in Autism" Bellarmine University, Louisville, KY.
- Ferguson, L.L. (September 2012). "Developing a program" Early Interventionist, Louisville, KY.
- Ferguson, L.L. (September 2012). "Understanding the barriers assessment in the VB MAPP" Early Interventionist, Louisville, KY.
- Ferguson, L.L. (September 2012). "Autism and Strategies" Central Hardin High School, Elizabethtown, KY.
- Ferguson, L.L. (September 2012). "Asperger's and interventions" Seven Counties, Louisville, KY.
- Ferguson, L.L. (September 2012). "Autism characteristics and interventions" Seven Counties, Louisville KY.
- Ferguson, L.L. (August 2012). "Autism and Interventions" Fleming County Schools, Fleming, KY.
- Ferguson, L.L. (June 2013). "Model Site Summer Institute" Elizabethtown, KY.
- Pennington, R. (November, 2012). Teaching writing to students with autism spectrum disorders. Kentucky Council for Exceptional Children Conference, Louisville, KY.
- Pennington, R. (August, 2012). "Great expectations! Building better communication between schools and families. Union County Schools Parent Training, Union County, KY
- Pennington, R. (August, 2012). Preparing effective educational programs for children with autism. Union County Schools Opening Day, Union County, KY
- Pennington, R. (August, 2012). Headfirst: Early and Intensive Intervention for Children with ASD" Infant-Toddler Conference, Lexington, KY.
- Pennington, R. (June, 2012). Building successful summer camps for kids with ASD. Hope Center for Growth Summer Camp, Louisville, KY.
- Pennington, R. (September, 2012). Families and schools: Building communicative competence for Children with ASD. Western Kentucky Parents as Partners Presentation. Paducah, KY.
- Pennington, R. (February, 2012). Why wait: Autism diagnosis. Invited Round Table Presentation, Squar One, Louisville, KY.
- Pennington, R. (January, 2012). Athletes with autism. Annual State Conference for Special Olympics Lexington, KY.
- Stewart, J.E. (June 2013). "When Play Isn't Enough: Meeting Instructional Needs of Students with Autism Spectrum Disorders in the Early Childhood Classroom", Kentucky Early Childhood State Institute (2 sessions), Crown Plaza, Louisville, KY.



- Stewart, J.E. (April 2013). "Exploring Challenging Behaviors and Interventions", Wendell Foster campus for Developmental Disabilities, Owensboro, KY.
- Stewart, J.E. (April 2013). "Exploring Communication and Instruction", Wendell Foster Campus for Developmental Disabilities, Owensboro, KY.
- Stewart, J.E. (April 2013). "Puberty: Strategies to Promote Success", Bowling Green Area Family Support Group, Bowling Green, KY.
- Stewart, J.E. (April 2013). "Introduction to Autism Spectrum Disorders & Evidence-based Practices", Perry County Schools, Hazard, KY.
- Stewart, J.E. (March 2013). "Supporting Students with Autism Spectrum Disorders in General Education Classrooms", with Jill Towne-Cook, Consultant Campbell County Schools, Campbell County High School, Alexandria, KY.
- Stewart, J.E. (March 2013). "Coping with Stress", London Area Family Support Group, Garland Center, London, KY.
- Stewart, J.E. (February 2013). "Social Skills: Part II", with Laura Ferguson, Southeastern Educational Cooperative ASD Cadre (Former Upper Cumberland), London, KY.
- Stewart, J.E. (November 2012). "Review of Select Evidence-based Practices for Students with Autism Spectrum Disorders", with Ronda Williams, Occupational Therapist Owensboro Independent Schools, Kentucky Annual Council on Exceptional Children Conference (KY-CEC), Galt House, Louisville, KY.
- Stewart, J.E. (November 2012). "Tips, Strategies, & Guidance for Providing Effective Instruction for Preschool Students' with Autism Spectrum Disorders", Kentucky Annual Council on Exceptional Children Conference (KY-CEC), Galt House, Louisville, KY.
- Stewart, J.E. (October 2012). "Environmental Arrangement", with Special Education Cooperative Staff Southeastern Educational Cooperative ASD Cadre, London, KY.
- Stewart, J.E. (August 2012). "Introduction to Autism Spectrum Disorders and Evidence-based Practices", with Laura Ferguson, Fleming County Public Schools, Flemingsburg, KY.
- Stewart, J.E. (July 2012). "Introduction to Autism Spectrum Disorders and Evidence-based Practices", Owensboro Independent Schools, Owensboro, KY.
- Stewart, J.E. (November 2012). "Review of Select Evidence-based Practices for Students with Autism Spectrum Disorders", with Ronda Williams, Occupational Therapist Owensboro Independent Schools, Kentucky Annual Council on Exceptional Children Conference (KY-CEC), Galt House, Louisville, KY.
- Stewart, J.E. (November 2012). "Tips, Strategies, & Guidance for Providing Effective Instruction for Preschool Students' with Autism Spectrum Disorders", Kentucky Annual Council on Exceptional Children Conference (KY-CEC), Galt House, Louisville, KY.

Stewart, J.E. (October 2012). "Environmental Arrangement", with Special Education Cooperative Staff Southeastern Educational Cooperative ASD Cadre, London, KY.

Stewart, J.E. (August 2012). "Introduction to Autism Spectrum Disorders and Evidence-based Practices", with Laura Ferguson, Fleming County Public Schools, Flemingsburg, KY.

Stewart, J.E. (July 2012). Former Upper Cumberland & Wilderness Trace Region Training Site Initiative 3-Day Summer Institute, with KATC Staff, Somerset, KY.

Stewart, J.E. (July 2012). "Introduction to Autism Spectrum Disorders and Evidence-based Practices", Owensboro Independent Schools, Owensboro, KY.

## **COACHING AND SUPPORT**

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

### **ASD Partnership Training Sites**

KATC works in collaboration with the Kentucky Department of Education's (KDE) nine 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 (NPDC on ASD), 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.

NPDC on ASD 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-NPDC on ASD, National Autism Center-NAC). The groups' findings overlap significantly and the KATC draws on interventions identified across organizations. One group, the NPDC on ASD, 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.

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

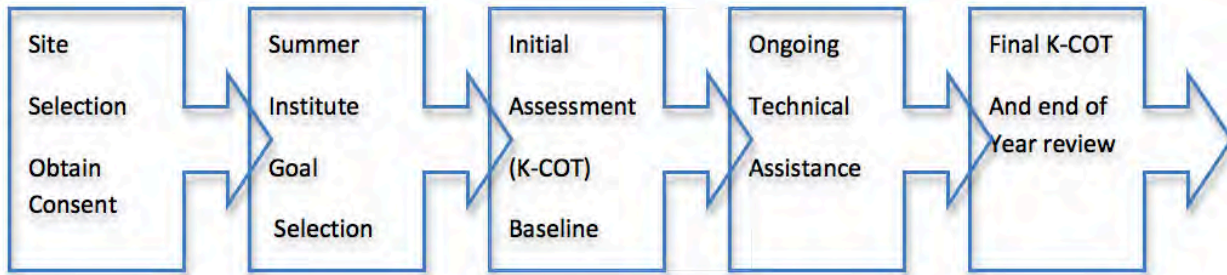
The NPDC on ASD is in the process of developing online modules for each of the 24 identified evidence-based practices. These modules are available on the Autism Internet Modules (AIM) website.

Leveraging the NPDC on ASD 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.

**Figure 5: ASD Partnership Training Sites**

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

**Figure 6: 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 school year and updated in 2012-2013 to include the assessment of general education settings. 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 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.

<sup>1</sup> Formerly know as Northern Kentucky Cooperative for Educational Services, River Region Cooperative, Wilderness Trail Special Education Cooperative and Upper Cumberland Special Education Cooperative

### 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.

**Figure 7: 2011-2012 KATC Support to Schools Implementing ASD Partnership Training Sites**

| Educational Cooperative                        | Schools                   | County   |
|--|---------------------------|----------|
| Greater River Region Educational Cooperative   | Central Hardin High       | Hardin   |
|  | Heartland Preschool       | Hardin   |
|  | Newton Parrish Elementary | Daviness |
|  | Brandenburg Primary       | Meade    |
| Southeast/Southcentral Educational Cooperative | Northern Elementary       | Pulaski  |
|  | Northern Middle           | Pulaski  |
|  | Pulaski High              | Pulaski  |
|  | Madison Central High      | Madison  |
|  | Berea Elementary          | Madison  |
| Northern Kentucky Educational Cooperative      | John W. Riley Elementary  | Campbell |

**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.**

#### **Sampl goals:**

*Given the verbal directive, picture and proximity prompts to transition E will travel to 1 class (back and forth) independently with 100% accuracy across 3 sessions.*

*Given an array of 5 word cards, C will select the correct word when adult vocally identifies the word with 100% accuracy across 3 consecutive sessions as measured by probe data sheets.*

*Upon arrival at school, T will put her backpack away in her cubby with 2 or fewer verbal or physical prompts 80% of the time, as measured by staff in weekly frequency counts.*

*Given a 2-digit addition problem without regrouping, E will receptively identify by touching or grabbing the correct answer to 3 problems in an array of 4 with 100% accuracy across 3 sessions.*

## **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 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 9 special education cooperative regions. 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: Speech Language Pathologists, Occupational Therapists, General Education Teachers, Special Education Teachers, Directors of Special Educations, 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). Topic included: Applied Behavior Analysis, Generalization, Communication. Complex needs consultants were able to add supplementary materials but were asked not to change the KATC slides to maintain the integrity of the training materials.

## **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  |

| <b>Session</b> | <b>Content</b>               |
|----------------|------------------------------|
| Module 10      | Environmental Arrangement    |
| Module 11      | Social Skills Part II        |
| Module 12      | Coaching and Problem Solving |

### **Feedback from Cadre Members**

*The knowledge, expertise, and positive attitude from trainers on ASD strategies and interventions are so useful.*

*The WKSEC staff was excellent in modeling problem solving strategies, especially for student communication training and teaching of replacement behaviors.*

*The materials and trainings help me better serve the autism population in my classroom*

*I am so impressed with the knowledge of the trainers! I have learned so much!*

### **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. Superintendents report that the training they once had to secure from outside the district has been replaced by their own district personnel.



**Figure 8 ASD Cadre Memberships by Special Education Cooperative and School District**

Special Education Cooperatives:

- Central Kentucky Educational Cooperative (CKEC)
- Green River Regional Educational Cooperative (GRREC)
- Jefferson County Exceptional Child Education Services (JCPS)
- Kentucky Educational Development Corporation (KEDC)
- Kentucky Valley Educational Cooperative (KVEC)
- Northern Kentucky Cooperative for Educational Services (NKECS)
- Ohio Valley Educational Cooperative (OVEC)
- Southeast/Southcentral Education Cooperative (SESC)
- West Kentucky Educational Cooperative (WKEC)

| Coop          | District              | Number of Cadre Members by District |
|---------------|-----------------------|-------------------------------------|
| CKEC          | Anderson County       | 4                                   |
| CKEC          | Bardstown Independent | 7                                   |
| CKEC          | Bourbon County        | 5                                   |
| CKEC          | Boyle County          | 8                                   |
| CKEC          | Burgin Independent    | 1                                   |
| CKEC          | Clark County          | 6                                   |
| CKEC          | Danville Independent  | 5                                   |
| CKEC          | Fayette County        | 5                                   |
| CKEC          | Frankfort Independent | 3                                   |
| CKEC          | Harrison County       | 5                                   |
| CKEC          | Jessamine County      | 5                                   |
| CKEC          | Marion County         | 6                                   |
| CKEC          | Mercer County         | 5                                   |
| CKEC          | Montgomery County     | 4                                   |
| CKEC          | Nelson County         | 7                                   |
| CKEC          | Nicholas County       | 1                                   |
| CKEC          | Paris Independent     | 6                                   |
| CKEC          | Powell County         | 5                                   |
| CKEC          | Scott County          | 6                                   |
| CKEC          | Washington County     | 5                                   |
| CKEC          | Woodford County       | 6                                   |
| <i>Totals</i> |                       | <i>105</i>                          |

| Coop  | District                   | Number of Cadre Members by District |
|-------|----------------------------|-------------------------------------|
| GRREC | Adair County               | 8                                   |
| GRREC | Allen County               | 5                                   |
| GRREC | Barren County              | 9                                   |
| GRREC | Bowling Green Independent  | 5                                   |
| GRREC | Breckinridge County        | 7                                   |
| GRREC | Butler County              | 3                                   |
| GRREC | Campbellsville Independent | 4                                   |

|               |                           |            |
|---------------|---------------------------|------------|
| GRREC         | Caverna Independent       | 3          |
| GRREC         | Clinton County            | 3          |
| GRREC         | Cloverport Independent    | 1          |
| GRREC         | Cumberland County         | 2          |
| GRREC         | Daviess County            | 4          |
| GRREC         | Edmonson County           | 3          |
| GRREC         | Elizabethtown Independent | 5          |
| GRREC         | Glasgow Independent       | 4          |
| GRREC         | Grayson County            | 3          |
| GRREC         | Green County              | 2          |
| GRREC         | Hancock County            | 4          |
| GRREC         | Hardin County             | 8          |
| GRREC         | Hart County               | 3          |
| GRREC         | LaRue County              | 2          |
| GRREC         | Logan County              | 5          |
| GRREC         | McLean County             | 3          |
| GRREC         | Meade County              | 3          |
| GRREC         | Metcalfe County           | 5          |
| GRREC         | Monroe County             | 1          |
| GRREC         | Ohio County               | 2          |
| GRREC         | Owensboro Independent     | 4          |
| GRREC         | Russell County            | 2          |
| GRREC         | Russellville Independent  | 4          |
| GRREC         | Simpson County            | 5          |
| GRREC         | Taylor County             | 5          |
| GRREC         | Todd County               | 2          |
| GRREC         | Warren County             | 4          |
| GRREC         | West Point Independent    | 1          |
| <i>Totals</i> |                           | <i>134</i> |

| <b>Coop</b> | <b>District</b>      | <b>Number of Cadre Members by District</b> |
|-------------|----------------------|--|
| JCPS        | Jefferson County     | 41   |
| <b>Coop</b> | <b>District</b>      | <b>Number of Cadre Members by District</b> |
| KEDC        | Ashland Independent  | 6  |
| KEDC        | Augusta Independent  | 3  |
| KEDC        | Bath County          | 3  |
| KEDC        | Boyd County          | 7  |
| KEDC        | Bracken County       | 2  |
| KEDC        | Carter County        | 8  |
| KEDC        | Elliott County       | 3  |
| KEDC        | Fairview Independent | 2  |
| KEDC        | Fleming County       | 4  |
| KEDC        | Greenup County       | 2  |
| KEDC        | Johnson County       | 4  |
| KEDC        | Lawrence County      | 3  |
| KEDC        | Lewis County         | 3  |
| KEDC        | Martin County        | 3  |

|               |                         |           |
|---------------|-------------------------|-----------|
| KEDC          | Mason County            | 6         |
| KEDC          | Menifee County          | 2         |
| KEDC          | Morgan County           | 3         |
| KEDC          | Paintsville Independent | 2         |
| KEDC          | Raceland Independent    | 3         |
| KEDC          | Robertson County        |           |
| KEDC          | Rowan County            | 6         |
| KEDC          | Russell Independent     | 3         |
| <i>Totals</i> |                         | <i>78</i> |

| <b>Coop</b>   | <b>District</b>       | <b>Number of Cadre Members by District</b> |
|---------------|-----------------------|--|
| KVEC          | Breathitt County      | 3  |
| KVEC          | Floyd County          | 4  |
| KVEC          | Hazard Independent    | 2  |
| KVEC          | Jackson Independent   | 2  |
| KVEC          | Jenkins Independent   | 1  |
| KVEC          | Knott County          | 3  |
| KVEC          | Lee County            | 2  |
| KVEC          | Leslie Coutny         | 2  |
| KVEC          | Letcher County        | 6  |
| KVEC          | Magoffin County       | 6  |
| KVEC          | Owsley County         | 3  |
| KVEC          | Perry County          | 2  |
| KVEC          | Pike County           | 1  |
| KVEC          | Pikeville Independent | 2  |
| KVEC          | Wolfe County          | 2  |
| <i>Totals</i> |                       | <i>41</i>                                  |

| <b>Coop</b>   | <b>District</b>           | <b>Number of Cadre Members by District</b> |
|---------------|---------------------------|--|
| NKECS         | Beechwood Independent     | 1  |
| NKECS         | Bellvue Independent       | 1  |
| NKECS         | Boone County              | 3  |
| NKECS         | Campbell County           | 4  |
| NKECS         | Covington Independent     | 1  |
| NKECS         | Dayton Independent        | 1  |
| NKECS         | Erlanger Independent      | 3  |
| NKECS         | Fort Thomas Independent   | 1  |
| NKECS         | Kenton County             | 6  |
| NKECS         | Ludlow Independent        | 1  |
| NKECS         | Newport Independent       | 4  |
| NKECS         | Pendleton County          | 1  |
| NKECS         | Silver Grove Independent  | 1  |
| NKECS         | Southgate Independent     | 1  |
| NKECS         | Walton-Verona Independent | 5  |
| NKECS         | Williamstown Independent  | 3  |
| <i>Totals</i> |                           | <i>37</i>                                  |

| <b>Coop</b>   | <b>District</b>       | <b>Number of Cadre Members by District</b> |
|---------------|-----------------------|--|
| OVEC          | Anchorage Independent | 1  |
| OVEC          | Bullitt County        | 5  |
| OVEC          | Carroll County        | 5  |
| OVEC          | Eminence Independent  | 1  |
| OVEC          | Franklin County       | 9  |
| OVEC          | Gallatin County       | 3  |
| OVEC          | Grant County          | 4  |
| OVEC          | Henry County          | 4  |
| OVEC          | Oldham County         | 3  |
| OVEC          | Owen County           | 4  |
| OVEC          | Shelby County         | 3  |
| OVEC          | Spencer County        | 2  |
| OVEC          | Trimble County        | 3  |
| <i>Totals</i> |                       | <i>47</i>                                  |

| <b>Coop</b>   | <b>District</b>            | <b>Number of Cadre Members by District</b> |
|---------------|----------------------------|--|
| SESC          | Barbourville Independent   |  |
| SESC          | Bell County                | 4  |
| SESC          | Berea Independent          | 1  |
| SESC          | Casey County               | 4  |
| SESC          | Clay County                | 13   |
| SESC          | Corbin Independent         | 5  |
| SESC          | East Bernstadt Independent |  |
| SESC          | Estill County              | 1  |
| SESC          | Garrard County             |  |
| SESC          | Harlan County              |  |
| SESC          | Harlan Independent         |  |
| SESC          | Jackson County             | 2  |
| SESC          | Knox County                | 9  |
| SESC          | Laurel County              | 6  |
| SESC          | Lincoln County             | 1  |
| SESC          | Madison County             | 7  |
| SESC          | McCreary County            | 5  |
| SESC          | Middlesboro Independent    | 5  |
| SESC          | Monticello Independent     | 3  |
| SESC          | Pineville Independent      | 6  |
| SESC          | Pulaski County             | 7  |
| SESC          | Rockcastle County          | 4  |
| SESC          | Science Hill Independent   |  |
| SESC          | Somerset Independent       | 5  |
| SESC          | Wayne County               | 2  |
| SESC          | Whitley County             | 12   |
| SESC          | Williamsburg Independent   |  |
| <i>Totals</i> |                            | <i>102</i>                                 |

| <b>Coop</b>   | <b>District</b>            | <b>Number of Cadre Members by District</b> |
|---------------|----------------------------|--|
| WKEC          | Ballard County             | 3  |
| WKEC          | Caldwell County            | 2  |
| WKEC          | Calloway County            | 4  |
| WKEC          | Carlisle County            | 5  |
| WKEC          | Christian County           | 6  |
| WKEC          | Crittenden County          | 2  |
| WKEC          | Dawson Springs Independent | 3  |
| WKEC          | Fulton County              | 2  |
| WKEC          | Fulton Independent         | 4  |
| WKEC          | Graves County              | 4  |
| WKEC          | Henderson County           | 6  |
| WKEC          | Hickman County             | 2  |
| WKEC          | Hopkins County             | 5  |
| WKEC          | Livingston County          | 8  |
| WKEC          | Lyon County                | 3  |
| WKEC          | Marshall County            | 4  |
| WKEC          | Mayfield Independent       | 5  |
| WKEC          | McCracken County           | 8  |
| WKEC          | Muhlenberg County          | 5  |
| WKEC          | Murray Independent         | 4  |
| WKEC          | Paducah Independent        | 2  |
| WKEC          | Trigg County               | 5  |
| WKEC          | Union County               | 2  |
| WKEC          | Webster County             | 2  |
| <i>Totals</i> |                            | 96   |

**KATC Family Network: Families Supporting Families**

Kentucky Autism Training Center (KATC) is developing the KATC Family Network: Families Supporting Families *through a partnership with The Council on Developmental Disabilities (CDD)*.

The purpose of the KATC Family Network is to develop a network of family members affected by ASD who will reach, collaborate, empower, and develop relationships with others throughout Kentucky. In May, families came together for an intense two-day leadership development program delivered by staff from CDD. The training has been adapted from CDD's LEAD program (Leadership, Education, & Advocacy Development). Training addressed:

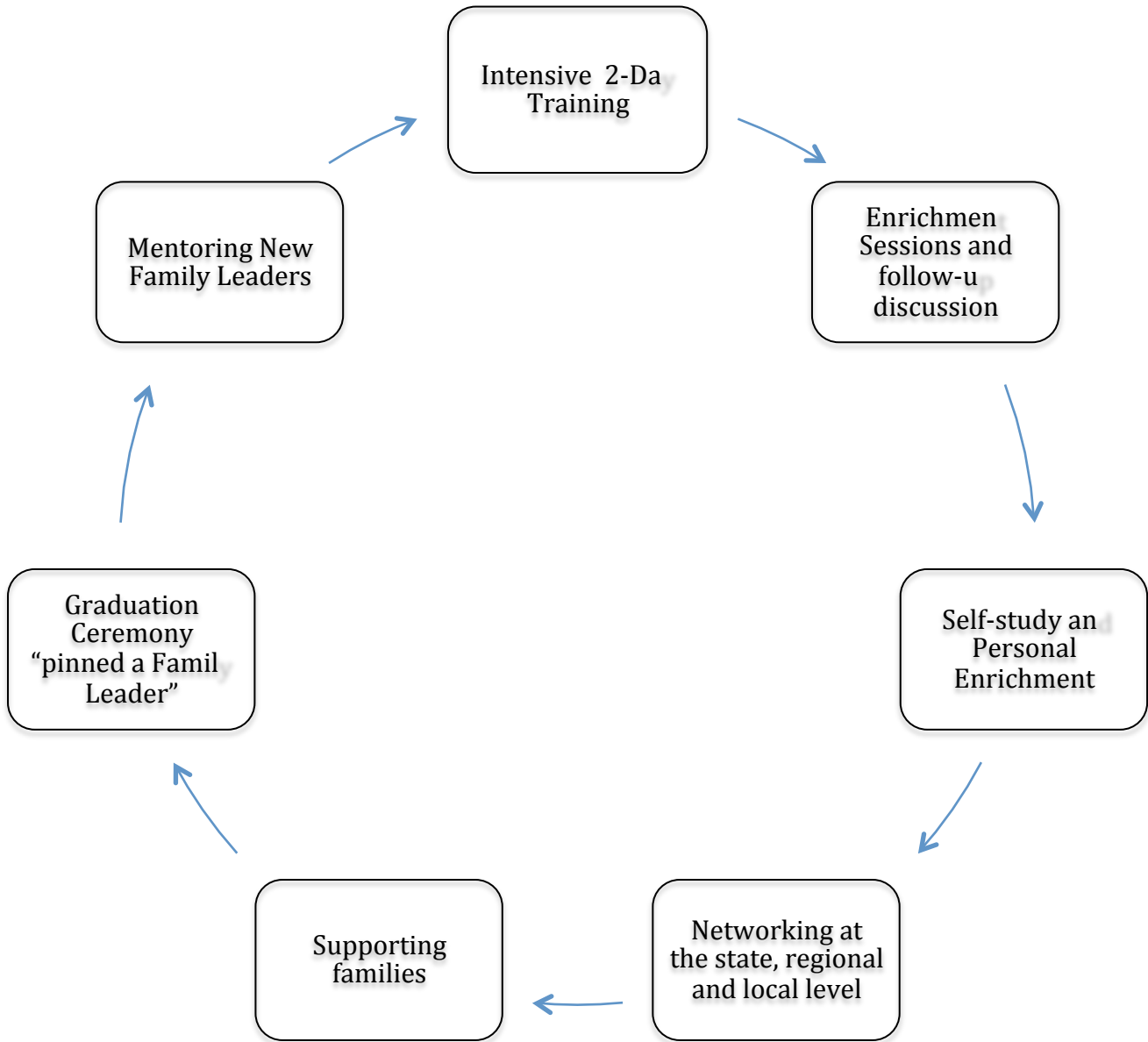
- Special Education Law 101
- Skills for Effective Parent Advocacy
- Understanding the IEP
- Developing Parent Leadership
- Collaborative Communication
- Conflict Resolution

**16 family members came from the following 10 counties:**

Boone, Christian, Fayette, Jefferson, Knox, Lawrence, Mason, Oldham, Pulaski and Warren

Responsibilities of Family Leaders may include the following: provide direct support to families, mentor other families, deliver presentations and network with families as well as policy makers, and to collaborate with other disability groups throughout the state.

**Figure 9 Process of Becoming a Family Leader**



**KATC Staff**

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

Rebecca Grau, M.P.A., Assistant Director, Administrator

Diandre G. Thomas, M.A., Program Coordinator

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

Heidi Cooley-Cook, Family Field Training Coordinator

Vacant, (2) Field Training Coordinator



**KATC 2012 – 2013 Expenditures**

| <b>EXPENSES</b>       | <b>General Funds</b> | <b>Revenue</b>     | <b>Gift</b>        | <b>Discretionary</b> | <b>CPE</b>         | <b>KDE</b>          | <b>CDC</b>         | <b>YTD TOTAL</b>    |
|-----------------------|----------------------|--------------------|--------------------|----------------------|--------------------|---------------------|--------------------|---------------------|
| Salary                | \$103,315.37         | \$0.00             | \$0.00             | \$0.00               | \$36,147.14        | \$161,827.58        | \$2,379.54         | \$303,669.63        |
| Benefits              | \$35,937.77          | \$0.00             | \$0.00             | \$0.00               | \$11,794.52        | \$55,492.73         | \$678.06           | \$103,903.08        |
| Operating Expenses    | \$61,680.14          | \$71,500.61        | \$16,441.57        | \$2,305.34           | \$14,936.65        | \$3,595.27          | \$14,974.82        | \$185,434.40        |
| Travel                | \$2,571.17           | \$7,666.99         | \$0.00             | \$1,423.51           | \$11,132.16        | \$27,564.35         | \$0.00             | \$50,358.18         |
| F&A                   | \$0.00               | \$0.00             | \$0.00             | \$0.00               | \$0.00             | \$19,819.99         | \$0.00             | \$19,819.99         |
| <b>TOTAL EXPENSES</b> | <b>\$203,504.45</b>  | <b>\$79,167.60</b> | <b>\$16,441.57</b> | <b>\$3,728.85</b>    | <b>\$74,010.47</b> | <b>\$268,299.92</b> | <b>\$18,032.42</b> | <b>\$663,185.28</b> |