**2016 – 2017**

**Annual Report of Activities**

Kentucky Autism Training Center

College of Education and Human Development

University of Louisville Autism Center at Kosair Charities

1405 E Burnett Street

Louisville, KY  40217

http://louisville.edu/education/kyautismtraining/

The mission of the Kentucky Autism Training Center (KATC) is to strengthen Kentucky’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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August 15, 2017

Dear Friends:

On behalf of the Kentucky Autism Training Center (KATC) Advisory Board, University of Louisville’s College of Education and Human Development, and KATC’s staff, I am proud to present to you this copy of the KATC’s 2016-2017 Annual Report, our 20th year of service to the autism community of Kentucky. Since the establishment of the KATC in 1996 by the Kentucky General Assembly, the number of individuals identified with autism spectrum disorders (ASD) has increased significantly. The most recent prevalence rate of ASD from the Center for Disease Control is 1 in 68 individuals. The need for integrated and systemic supports and services in all regions of the Commonwealth is great.

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, support provided in each area, and information regarding our collaborative partners.

In addition, it is important to note the many hours KATC staff spend providing resources and supports via telephone calls, virtual consultations, committee meetings, community awareness events, and resource fairs. Establishing and maintaining collaborative partnerships with professionals and related agencies has proven to be productive in moving KATC toward that initial vision created by parents and the Legislature pursuant to 13 KAR 2:080 in 1996.

On behalf of the KATC Advisory Board and the KATC staff of 7, I would like to thank the many individuals and agencies that provide their support for the work of KATC.



*The mission of the Kentucky Autism Training Center (KATC) is to strengthen Kentucky’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.*

# 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 Training 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](http://www.lrc.state.ky.us/kar/013/002/080.htm) 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 11 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 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

* [Mike Armstrong, Professional](http://www.lawrence.k12.ky.us/Superintendent.htm), Executive Director of the Kentucky School Boards Association
* Meagan Brannon, Parent, Bracken County
* [Paula Goff, Professional](http://louisville.edu/education/kyautismtraining/about/advisory-board/paula-goff.html), State Coordinator, Part C
* [Rhonda Hedges, Professional](http://louisville.edu/education/kyautismtraining/about/advisory-board/hedges.html), Principal, Jefferson County Schools
* [Gretta Hylton, Professional](http://louisville.edu/education/kyautismtraining/about/advisory-board/johnny-w-collett.html), Director, Division of Learning Services Office of Next-Generation Learners Kentucky Department of Education
* Dr. Nancy Lovett, Professional, Director, Calloway County Early Childhood Regional Training Center
* Jennifer Ouderkirk, Parent, Fleming County
* [Robert Pennington, Professional](http://louisville.edu/education/kyautismtraining/about/advisory-board/robert-pennington.html), Assistant Professor, Special Education, College of Education and Human Development, University of Louisville
* Mindy Pfau, Parent, Carter County
* Maureen Schell, Parent, Jefferson County
* [Kellie D. Scott, Professional](http://louisville.edu/education/kyautismtraining/about/advisory-board/kellie-d-scott.html), Program Evaluator, Office of Vocational Rehabilitation
* [Terri Srinivasan, Parent](http://louisville.edu/education/kyautismtraining/about/advisory-board/terri-srinivasan.html), Mason County
* Dr. Elizabeth Sternberg, Professional, Pediatrician, Gilbert Graves Clinic
* [Norma Thomas, Parent, Vice Co-Chair](http://louisville.edu/education/kyautismtraining/about/advisory-board/thomas.html), Jefferson County
* [Melissa Young, Professional](http://louisville.edu/education/kyautismtraining/about/advisory-board/linville.html), Senior Fellow, Council on Postsecondary Education
* [Diane Zero, Parent](http://louisville.edu/education/kyautismtraining/about/advisory-board/cowne.html), Oldham County

## Ex-Officio Board Members

* Linda Collins, Parent, Letcher County
* [Nat McKay, Parent](http://louisville.edu/education/kyautismtraining/about/advisory-board/mckay.html), Oldham County
* [Laurie Spezzano, Parent](http://louisville.edu/education/kyautismtraining/about/advisory-board/spezzano.html), Oldham County
* [Dr. Peter Tanguay, Professional](http://louisville.edu/education/kyautismtraining/about/advisory-board/tanguay.html), Retired Pediatric Psychiatrist
* [R. Larry Taylor, Professional](http://louisville.edu/education/kyautismtraining/about/advisory-board/taylor.html), Executive Director, Kentucky Autism Training Center

# 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
* 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 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 findings to diverse audiences.
* Develop relationships with early interventions service providers 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 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 self-advocates 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 self-advocates 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.
* Collaborate and coordinate with the Kentucky Advisory Council on Autism member

# 2016-2017 KATC Activities

# Information Dissemination

**Website:** 40,954 visits-http://louisville.edu/education/kyautismtraining/

**Newsletter:** Quarterly electronic distribution to 7,478 Subscribers (.15% increase over last year)

This year KATC's newsletters discussed topics such as *Choosing a Behavior Analyst, ASD and Schools, Autism Forces Parents to Adapt, ASD Support Groups, Peer Support Network, and Safety* to name a few. The newsletter also disseminated information about training opportunities provided by KATC and autism education programs offered throughout the state.

**Twitter:** 269 followers (5% increase since last year)

KATC joined Twitter in June 2012 and as of June 30, 2017 we have 269 followers.

**Facebook:** 2,773 “likes” (4.23% increase since last year)

KATC utilizes Facebook to communicate with the autism community in Kentucky to share resources, community events, and to advertise KATC trainings. As of June 30, 2017, the KATC has 2,773 “likes”.

**YouTube Channel:** 33,285 views (83.40% increase over last year), 484 Subscribers, (77.37% increase over last year, and 322,868 minutes watched (147% increase over last year)

KATC’s recorded webinars are archived online on youtube.com. Currently, 73 webinars are archived.

## 

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

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.

## 

## Kentucky Autism Service and Supports Directory: 519 Providers listed

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.

**KYAUTISM LISTSERV:** 348 members

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.

**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, and print materials. Statewide distribution has been provided through collaboration with myriad of child and family service programs.

### Office of Vocational Rehabilitation: KATC staff conducted a learning conference with 10 Office of Vocational Rehabilitation Counselors to identify services and supports available for individuals with autism.

**Office of Autism:** KATC’s Executive Director is a Governor-appointed member on the Kentucky Advisory Council on Autism. Additionally, KATC staff are active participants in each of the Council’s three subcommittees: Early Childhood, School-Age, and Adolescent/Adult. The KATC has been awarded proposals by the Council to bring the Hanen Centre’s More Than Words Workshop to the Commonwealth and assisted with planning, presenting, and facilitating the Parent Support Learning Collaborative and the Western Kentucky Parent Summit.

# Training

## Parent Summit

KATC collaborated with the Kentucky Office of Autism, Western Kentucky Educational Cooperative, and Calloway County Early Childhood Regional Training Center to provide a Parent Summit that was attending by 69 parents at Murray State University in March of 2017. Participants came from 17 counties in Kentucky. Ray Chumbler, IV, an individual with autism and graduate of Murray State University, provided the Keynote Speech entitled, “Support for Success: What Others Need to Know and Do to Support Individuals with Autism to Achieve Their Goals”. In addition, 9 informational sessions on a variety of topics pertaining to individuals with autism and their families were provided.

## Technical Support

KATC Field Training Coordinators (FTC) provided direct ongoing consultation to 145 individuals and or their families related to service agencies, i.e. schools, First Steps, Preschool, and Postsecondary support agencies. When individuals with autism and or their parents call, email, or are referred by the University of Louisville Autism Clinic clinical staff and other clinical professionals, the FTC provides technical assistance in accessing supports and resolving challenges. The goal of this service is to train individuals with autism and their families learn how to better navigate the many complex systems of support available.

## Kentucky Head Start Conference and Kentucky Early Childhood Conference

KATC personnel provided training at the annual Kentucky Head Start Conference and various Head Start locations.

## Kentucky Council for Exceptional Children (CEC) Conference

KATC partnered with the KY CEC to provide training at the annual CEC Conference that was attended by more than 1,100 participants. KATC’s Executive Director was a collaborative partner in this conference, KATC staff conducted multiple sessions attended by teachers, school administrators, and others throughout Kentucky. KATC staff organized and facilitated a college fair specifically designed for students with disabilities.

## Kentucky Autism Initiative in Treatment, Training, and Research (KAITTR)

Diagnostic clinics have been provided in collaboration with the Commission for Children for Special Health Care Needs (CCSHCN) and physicians from the University of Louisville Autism Center (ULAC) in 5 regions in Kentucky. The team typically consists of a developmental pediatrician, child psychiatrist, and a neurologist who work in conjunction with the CCSHCN staff. KATC provided initial and on-going training for CCSHCN staff at these clinics. KATC Field Training Coordinators partner with the ULAC physicians and CCSHCN staff to support the families by identifying resources and services to address their specific needs, especially related to the child’s school programming. More than 250 patients have benefits from these regionally-based collaborative services through June 30, 2017.

## Support Group Presentations and Support

KATC Field Training Coordinators presented on a variety of topics when requested by Parent Support Groups for children with autism in various regions of Kentucky. Resource information and technical assistance was provided to other support groups as requested.

## Collaborative Advocacy: Special Education Law in Practice Conference

February 2017, the 2nd conference was conducted through a partnership between UL’s College of Education/KATC and the Brandies School of Law. Participants included parents of individuals with disabilities, attorneys, educators, disability advocates, and professionals in related fields. Presenters for the conference included attorneys, university faculty members, educators, administrators from local school districts, and personnel from the Kentucky Department of Education. The goals of the conference were to provide accurate information and resources pertaining to disability law and to promote the concept of preventing disputes and litigation by resolving conflict at the lowest administrative level whenever possible.

**Regional Workshops**

KATC staff conducted 2 Regional Workshops in 2 locations for 73 attendees from 23 counties in Kentucky. The topics presented *Autism Spectrum Disorders for Early Childhood Professionals* and *Autism Spectrum Disorders and the Implementation of Evidence-Based Practices*, were identified as the areas of greatest need by parents and professionals.

**Support Access and Opportunity to the Arts**

KATC partners with StageOne, Actors Theatre, and Bluegrass Opera to provide input regarding Sensory Friendly Performances that support individuals and their family ability to access the arts. In addition, a Mini-Grant was awarded to KATC from VSA Kentucky, a member of the Affiliate Network, a program of the John F. Kennedy Center for the Performing Arts.  KATC partnered with the University of Louisville Autism Center (ULAC) to identify youth to participate in Hip-Hop dance lessons.

Occupational therapy evaluations were performed to assess the motor, social and leisure skills of the participants prior to session 1 and again following session 7.  The chosen leisure activity of dance, particularly hip hop, was individually identified as a preferred interest which created a motivation for attendance, learning, and socialization among the participants. Within the group structure, evidence based interventions for individuals with ASD were implemented.  These interventions included:  visual supports, visual schedule, environmental supports, self-monitoring, use of the natural environment, shaping/chaining, positive reinforcement, fading, and video modeling.  The results indicated marked improvements in motor and social skills.  Parents reported increases in confidence, motivation, and a sense of belonging for their youth.  This opportunity also increased the instructor’s knowledge and skills to better instruct individuals with autism, thereby promoting access and opportunity for individuals with autism. At the same time, occupational therapists, who provide therapeutic services to individuals with autism, were afforded the opportunity to conduct research to inform their profession.

**Autims Diagnostic Observation Schedule, 2nd Edition (ADOS-2)**

The Autism Diagnostic Observation Schedule, Second Edition (ADOS-2) is a semi-structured, standardized measure of communication, social interaction, play/imagination, and restricted and/or repetitive behaviors published by Western Psychological Services. The ADOS-2 is often referred to as the “gold standard” measure of observational assessment for autism spectrum disorder.

Individuals who can administer the ADOS-2 are clinical and school psychologists, psychiatrists, developmental pediatrician, occupational therapists, and speech pathologists that have prior education, training, and experience in conducting individually administered test batteries and, training by an independent trainer or the test publisher is required.

KATC has contracted with a clinical psychologist who is endorsed by the ADOS-2 publishing company to provide training to Kentucky professionals from clinical and school-based settings in the administration of this test. KATC’s goal of this activity is to increase the skills and confidence of evaluators in to identify and help in developing high quality programs for individuals with autism. KATC offers this training regionally to increase access to the training at a reduced cost for participants to attend. In July 2016, this training was offered the western part of the state in Hopkinsville at the James Bruce Convention Center. In May 2017, this training was offered again in the eastern part of the state in Morehead at the Morehead Conventioin Center.

# Statewide Trainings for Parents and Professional

# Provided by KATC Field Training Coordinators

| **Training Date** | **Topic** | **Where** | **Trainer** |
| --- | --- | --- | --- |
| July 2016 | Cognitive Behavior Interventions | Christian County Schools, KY | Michelle Antle |
| July 2016 | Early Recognition of Autism | Ready Kids Conference, Louisville, KY | Michelle Antle |
| July 2016 | Cognitive Behavior Interventions | KY STEP Mental Health Professionals | Michelle Antle |
| July 2016 | ASD Initial Training Site Training | Green River Regional Educational Cooperative | Michelle Antle |
| July 2016 | Introduction to Autism and Classroom Strategies | Hart County Schools, KY | Michelle Antle |
| July 2016 | ASD Initial Training Site Training | Christian County Schools, KY | Michelle Antle |
| July 2016 | Cognitive Behavioral Interventions for Para- educators | Campbell County Schools, KY | Michelle Antle |
| July 2016 | ASD Initial Training Site Training | Calloway County Schools, KY | Michelle Antle |
| July 2016 | Autism and Behavior in the Home and Community | ARC of Kentucky Family Support Coalition Resource Fair, Paducah, KY | Heidi Cooley-Cook |
| July 2016 | Autism and Behavior in the Home and Community | ARC of Kentucky Family Support Coalition Resource Fair, Owensboro, KY | Heidi Cooley-Cook |
| July 2016 | ABC’s of ASD: From Diagnosis to Resources in KY | Reading Kids Conference, Louisville, KY | Heidi Cooley-Cook |
| July 2016 | Applied Behavior Analysis in the Classroom | Christian County Schools, Hopkinsville, KY | Laura Ferguson |
| July 2016 | Autism and Supports | Black Mountain Elementary School, Harlan County, KY | Laura Ferguson |
| July 2016 | Evidence-based Practices for Individuals with Autism | Reading Kids Conference, Louisville, KY | Laura Ferguson |
| July 2016 | Behavior Supports for Early Childhood | Bell-Whitley County Head Start, Pineville, KY | Laura Ferguson |
| July 2016 | Training Site Process | Casey, Clay, and McCreary County Schools, KY | Laura Ferguson |
| July 2016 | Systematic Instruction Procedures | Ohio Valley Educational Cooperative Summer Institute, Shelbyville, KY | Laura Ferguson |
| July 2016 | Applied Behavior Analysis in the Classroom | Ohio Valley Educational Cooperative Summer Institute, Shelbyville, KY | Laura Ferguson |
| July 2016 | Impacting Kentucky Schools | KY Association for Behavior Analyst Regional Meeting, Covington, KY | Laura Ferguson |
| July 2016 | Social and Communication Instruction for Individuals with Autism | Bardstown Independent Schools, Bardstown, KY | Laura Ferguson |
| July 2016 | Training Site Process | Jessamine County Schools, Nicholasville, KY | Laura Ferguson |
| July 2016 | Training Site Process | Shelby and Spencer County Schools, Shelbyville, KY | Laura Ferguson |
| July 2016 | Meeting Sensory Needs of Young Learners | Reading Kids Conference, Louisville, KY | Kim Howard |
| July 2016 | Autism Orientation Training for Training Sites | Kentucky Educational Development Corporation, Ashland, KY | Kim Howard |
| July 2016 | Autism Orientation Training for Training Sites | Kentucky Valley Educational Cooperative, Hazard, KY | Kim Howard |
| July 2016 | Problem-Solving for Children with Autism | Kentucky Educational Development Corporation, Ashland, KY | Kim Howard |
| July 2016 | Successful Inclusion | Kentucky Valley Educational Cooperative Summer Institute, Hazard, KY | Kim Howard |
| July 2016 | Meeting Sensory Needs | Kentucky Valley Educational Cooperative Summer Institute, Hazard, KY | Kim Howard |
| July 2016 | Problem-Solving Puberty for Children with Autism | Kentucky Valley Educational Cooperative Summer Institute, Hazard, KY | Kim Howard |
| July 2016 | Addressing Challenging Behavior | Kentucky Valley Educational Cooperative Summer Institute, Hazard, KY | Kim Howard |
| July 2016 | Addressing Challenging Behavior | Frankfort Independent Schools, Frankfort, KY | Kim Howard |
| August 2016 | Initial Training Site Training | Adair County Schools, Bowling Green, KY | Michelle Antle |
| August 2016 | Initial Training Site Training | Allen County Schools, Bowling Green, KY | Michelle Antle |
| August 2016 | Initial Training Site Training | Clinton County Schools, Albany, KY | Michelle Antle |
| August 2016 | Cognitive Behavior Intervention in the General Classroom Setting | Caldwell County Schools, KY | Michelle Antle |
| August 2016 | Introduction to Autism | Christ the King School, Hopkins County, KY | Michelle Antle |
| August 2016 | Classroom Strategies for Working with Students with Autism | Christian County Schools, Hopkinsville, KY | Michelle Antle |
| August 2016 | Introduction to Autism and Recognizing Early Signs of Autism | Frankfort Head Start Program, Frankfort, KY | Michelle Antle |
| August 2016 | Introduction to Autism and Classroom Strategies | Olmstead Elementary School, Logan County, KY | Michelle Antle |
| August 2016 | Introduction to Autism and Classroom Strategies | Warren County Schools, Bowling Green, KY | Michelle Antle |
| August 2016 | Functional Behavior Assessment | Hancock County Schools, KY | Michelle Antle |
| August 2016 | Applied Behavior Analysis in the Classroom | Elliot County Schools Teacher Institute, Sandy Hook, KY | Kim Howard |
| August 2016 | Meeting Social and Communication Needs of Learners with Autism | Elliot County Schools Teacher Institute, Sandy Hook, KY | Kim Howard |
| August 2016 | Training Site Process | Oldham County Schools, Goshen, KY | Laura Ferguson |
| August 2016 | Addressing Challenging Behaviors | Northern Kentucky Educational Cooperative, Covington, KY | Laura Ferguson |
| August 2016 | Supporting Individuals with Autism in the General Education Classroom | Northern Kentucky Educational Cooperative, Covington, KY | Laura Ferguson |
| August 2016 | Challenging Behavior | Kenton County Schools, Erlanger, KY | Laura Ferguson |
| August 2016 | Working with Individuals with Autism in the General Education Setting | Kenton County Schools, Erlanger, KY | Laura Ferguson |
| August 2016 | Behavior Management | Bullitt County Schools, Shepherdsville, KY | Laura Ferguson |
| September 2016 | IEP Training for Families of Newly Identified Children | Autism/Asperger Parent Support Group, Bowling Green, KY | Michelle Antle |
| September 2016 | Behavior Intervention Plans | Hancock County Schools, KY | Michelle Antle |
| September 2016 | Visual Supports for Individuals with Autism | Green River Regional Educational Cooperative ASD Cadre, Bowling Green, KY | Michelle Antle |
| September 2016 | Cognitive Behavior Interventions in the Classroom | Kentucky Valley Educational Cooperative, Hazard, KY | Michelle Antle |
| September 2016 | Autism 101, Adapted and Inclusive Recreation | Louisville Metro Parks, Louisville, KY | Heidi Cooley-Cook |
| September 2016 | Behavioral Resources for Children with Autism | 7th Annual Northeast Alliance Conference of Teachers (Audiology, Nursing, First Steps, and Head Start), Ashland, KY | Kim Howard |
| October 2016 | Consultation for Students with ASD | Kentucky Association for Psychology in the Schools Conference, Louisville, KY | Michelle Antle |
| October 2016 | Cognitive Behavior Interventions in the Classroom | Kentucky Association for Psychology in the Schools Conference, Louisville, KY | Michelle Antle |
| October 2016 | Autism 101 for Case Managers | WellCare, Jamestown, KY | Heidi Cooley-Cook |
| October 2016 | Autism and Early Childhood | Campbellsville University, Elizabethtown, KY | Laura Ferguson |
| October 2016 | Applied Behavior Analysis in the Classroom | Corbin Community Center, Corbin, KY | Laura Ferguson |
| October 2016 | Autism and Early Childhood | KATC Regional Workshop, Northeast Community Church, Lexington, KY | Laura Ferguson & Mike Miller |
| October 2016 | Communication and Behavioral Supports for School-Age Children with Autism | Kentucky Education Development Corporation, Ashland, KY | Kim Howard |
| November 2016 | Introduction to Autism for Parents | Adair County Schools, KY | Michelle Antle |
| November 2016 | Fitting the Puzzle Together: Active Problem-Solving/Intervention Planning for Students with ASD | Western Kentucky Educational Cooperative, Murray, KY | Michelle Antle |
| November 2016 | Trauma Informed Care for Students with ASD | Franklin Elementary School, Simpson County Schools, KY | Michelle Antle |
| November 2016 | Feeding Intervention | Kentucky Annual Council for Exceptional Children Conference, Louisville, KY | Michelle Antle |
| November 2016 | Cognitive Behavior Intervention | Kentucky Annual Council for Exceptional Children Conference, Louisville, KY | Michelle Antle |
| November 2016 | Autism Medical Diagnosis and Educational Eligibility | Kentucky Annual Council for Exceptional Children Conference, Louisville, KY | Michelle Antle |
| November 2016 | ABCs of ASD: From Diagnosis to Treatment | Kentucky Annual Council for Exceptional Children Conference, Louisville, KY | Heidi Cooley-Cook & Mike Miller |
| November 2016 | Post-Secondary Options for Individuals with Autism (Panel Discussion) | Kentucky Annual Council for Exceptional Children Conference, Louisville, KY | Heidi Cooley-Cook |
| November 2016 | Understanding the VB MAPP | Kentucky Valley Educational Cooperative, Prestonsburg, KY | Laura Ferguson |
| November 2016 | Understanding Autism | McNabb Middle School, Montgomery County Schools, Mt. Sterling, KY | Laura Ferguson |
| November 2016 | Systematic Instruction for Students with Autism | Kentucky Annual Council for Exceptional Children Conference, Louisville, KY | Laura Ferguson |
| November 2016 | Supporting Behavior, Communication and Sensory Needs for Young Children with Autism | Early Learning Center, Monticello, KY | Kim Howard |
| November 2016 | Supporting Behavior, Communication and Sensory Needs for Young Children with Autism | Bevins Elementary School, Pike County Schools, Sidney, KY | Kim Howard |
| November 2016 | Meeting Sensory Needs at School | Kentucky Annual Council for Exceptional Children Conference, Louisville, KY | Kim Howard |
| December 2016 | Introduction to Applied Behavior Analysis | Autism Training Site, Graves County Schools, KY | Michelle Antle |
| December 2016 | Diagnosis to Intervention for the Preschool Classroom | McCracken County Preschool, McCracken County Schools, Paducah, KY | Michelle Antle |
| December 2016 | How to Teach Social Skills to My Child with Autism | Glasgow Autism Parent Support Group, Glasgow, KY | Michelle Antle |
| December 2016 | Understanding Applied Behavior Analysis | Franklin County Schools Principals, Frankfort, KY | Laura Ferguson |
| January 2017 | Teaching Social Skills to Young Adults with Autism | Habilitation Information Vocation & Education, Inc., Glasgow Autism Parent Support Group,  Glasgow, KY | Michelle Antle |
| January 2016 | Autism and First Responders (Group 1) | Davis County and Owensboro Fire Departments | Heidi Cooley-Cook & Chad Greathouse |
| January 2016 | Autism and First Responders (Group 2) | Davis County and Owensboro Fire Departments | Heidi Cooley-Cook & Chad Greathouse |
| January 2016 | Autism and First Responders (Group 3) | Davis County and Owensboro Fire Departments | Heidi Cooley-Cook & Chad Greathouse |
| January 2017 | Applied Behavior Analysis in the Classroom | Madison County Schools, Richmond, KY | Laura Ferguson |
| January 2017 | Understanding Autism and Strategies for Bus Drivers | McCreary County Schools Bus Driver Training, Whitley City, KY | Laura Ferguson |
| January 2017 | Behavior Management and Autism | Bluegrass Oakwood Staff, Somerset, KY | Laura Ferguson |
| January 2017 | Visual Supports for Students with Autism | McNabb Middle School, Montgomery County Schools, Mt. Sterling, KY | Laura Ferguson |
| February 2017 | Support Groups: What can they offer me? | Western Kentucky University’s Coffee Hour, Clinical Complex, Bowling Green, KY | Michelle Antle |
| February 2017 | Autism Cadre for GRREC | Green River Regional Cooperative, Bowling Green, KY | Michelle Antle |
| February 2017 | Post-Secondary Options for Individuals with Autism | Kentucky School Counselor Conference, Lexington, KY | Heidi Cooley-Cook |
| February 2017 | ABCs of ASD | Kentucky School Counselor Conference, Lexington, KY | Heidi Cooley-Cook |
| February 2017 | Movement Strategies for Individuals with Autism | McNabb Middle School, Montgomery County Schools, Mt. Sterling, KY | Laura Ferguson |
| February 2017 | Systematic Instruction Strategies for Individuals with Autism | Green River Regional Cooperative Cadre, Bowling Green, KY | Laura Ferguson |
| February 2017 | Instructional Practices for Children with Autism | Kentucky Education Development Corporation, Ashland, KY | Kim Howard |
| February 2017 | Steps to Meet Basic Requirements of IDEA and the Purpose Behind Them | Special Education Law and Collaborative Advocacy, Brandies School of Law, University of Louisville, Louisville, KY | Larry Taylor |
| March 2017 | Autism Assessment and Intervention | Green River Regional Cooperative School Psychologist Cadre, Bowling Green, KY | Michelle Antle |
| March 2017 | Teaching Social Skills to Students with Autism | Green River Regional Educational Cooperative ASD Cadre | Michelle Antle |
| March 2017 | Teaching Social Skills to Students with Autism | Hart of Autism Support Group, Hart County, KY | Michelle Antle |
| March 2017 | Evidence-Based Interventions for Home | West Kentucky Parent Summit, Murray, KY | Michelle Antle |
| March 2017 | Post-Secondary Education Options | West Kentucky Parent Summit, Murray, KY | Heidi Cooley-Cook & Mike Miller |
| March 2017 | Post-Secondary Options | Summit Academy, Louisville, KY | Heidi Cooley-Cook |
| March 2017 | Autism and Early Childhood | Campbellsville University Early Children Preservice Class, Louisville, KY | Laura Ferguson |
| March 2017 | What is Applied Behavior Analysis? | SNAPS Family Support Group, Hopkinsville, KY | Laura Ferguson |
| March 2017 | Applied Behavior Analysis and Behavior in the Home | West Kentucky Parent Summit, Murray, KY | Laura Ferguson |
| March 2017 | Practices for Early Childhood for Students with Autism | North Park Elementary School, Hardin County Schools, Radcliff, KY | Laura Ferguson |
| March 2017 | Behavior Assessments | Northern Kentucky Educational Cooperative, Cold Springs, KY | Laura Ferguson & Kim Weber |
| March 2017 | Understanding Autism | Shelby County Schools, Shelbyville, KY | Laura Ferguson |
| March 2017 | Applied Behavior Analysis in the Classroom | Kentucky Education Development Corporation, Lexington, KY | Laura Ferguson |
| March 2017 | Teachers of Students with Moderate to Severe Disabilities Best Practices | Fleming County Schools, Fleming, KY | Kim Howard |
| March 2017 | Behavioral Strategies for Parents | ARC Conference, Louisville, KY | Kim Howard |
| March 2017 | Meeting Adult Behavioral and Communication Needs | Hazard, KY | Kim Howard |
| March 2017 | Accessing Resources for Young Adults with Autism | Magnetic North Support Group, Oldham County School’s Art Center,  Crestwood, KY | Mike Miller |
| March 2017 | Special Education Law: Implications for Medical Professional | Pediatric Grand Rounds, Norton Health Care, Louisville, KY | Larry Taylor & Laura Rothstein |
| March 2017 | Collaborative Advocacy | West Kentucky Parent Summit, Murray, KY | Larry Taylor |
| April 2017 | IEP, ASD, SDI: What Do These Letters Mean for My Child? | Glasgow Autism Support Group Parent Panel, Glasgow, KY | Michelle Antle |
| April 2017 | Understanding Autism Spectrum Disorders and Evidence-Based Practices for Mental Health Providers | KATC Regional Workshop, Bowling Green, KY | Michelle Antle & Heidi Cooley-Cook |
| April 2017 | Autism and First Responders | Bowling Green Fire Department, Bowling Green, KY | Heidi Cooley-Cook & Chad Greathouse |
| April 2017 | Autism and First Responders | Edgewood Fire Department, Edgewood, KY | Heidi Cooley-Cook & Chad Greathouse |
| April 2017 | Reinforcement is the Key | First Steps Conference, Lexington, KY | Laura Ferguson |
| April 2017 | Applied Behavior Analysis in the Home | Brandenburg Elementary School, Meade County Schools, Brandenburg, KY | Laura Ferguson |
| April 2017 | Early Childhood and Autism: Understanding the Signs and Methods to Support Families | Infant Toddler Conference, Paintsville, KY | Kim Howard |
| April 2017 | Behavioral Interventions for Young Children with Autism | Early Childhood Mini-Conference, Maysville, KY | Kim Howard |
| April 2017 | Problem-Solving Social Skills | Kentucky Education Development Corporation Autism Cadre, Ashland, KY | Kim Howard |
| May 2017 | Initial Training Site Training and District Planning Team Problem-Solving | Calloway County Board of Education, Calloway County, KY | Michelle Antle |
| May 2017 | Autism and First Responders | Harrison County Search and Rescue, Cynthiana, KY | Heidi Cooley-Cook & Chad Greathouse |
| May 2017 | Teaching Social Skills to Children with Autism | SNAPS Parent Support Group, Christian County, KY | Michelle Antle |
| May 2017 | Autism in the Home | Simpson County Parents, Simpson County, KY | Michelle Antle |
| May 2017 | Autism and First Responders | Search and Rescue, Louisville, KY | Heidi Cooley-Cook & Chad Greathouse |
| May 2017 | Autism and the Arts | StageOne Family Theatre, Louisville, KY | Heidi Cooley-Cook |
| May 2017 | Classroom Setup for Individuals with Autism | Carroll County Middle School, Carroll County Schools, Carrollton, KY | Laura Ferguson |
| May 2017 | Resources for Families Affected by Autism | Parents Support Group, Carroll County Schools, Carrollton, KY | Mike Miller |
| June 2017 | Teaching Social Skills to Students in the General Education Classroom | CCBD Behavior Institute, Louisville, KY | Michelle Antle |
| June 2017 | Autism in the Community | School Resource Officers Richmond, KY | Michelle Antle |
| June 2017 | Early Recognition of Autism Spectrum Disorders | Early Childhood Institute, Louisville, KY | Michelle Antle |
| June 2017 | Autism 101 and Resource in Kentucky | University of Louisville Special Education Preservice Class, Louisville, KY | Heidi Cooley-Cook |
| June 2017 | Autism 101 | Systems of Care Conference, Lexington, KY | Heidi Cooley-Cook |
| June 2017 | Medical Diagnosis vs Educational Eligibility | KYACA Family Navigator Training, Jamestown, KY | Heidi Cooley-Cook |
| June 2017 | From Red Flags to Intervention and the Steps In-Between | Early Childhood Institute, Louisville, KY | Heidi Cooley-Cook & Mike Miller |
| June 2017 | Autism-Services, Resources, and More | Early Childhood Institute, Louisville, KY | Heidi Cooley-Cook & Mike Miller |
| June 2017 | Changing the Community in 10 Minutes: Autism Friendly Business Initiative | Early Childhood Institute, Louisville, KY | Heidi Cooley-Cook & Molly Dubuque |
| June 2017 | Using Reinforcement Strategies to Increase Compliance | Central Kentucky Educational Cooperative, Lexington, KY | Laura Ferguson |
| June 2017 | Autism and Bullying | CCBD Behavior Institute, Louisville, KY | Laura Ferguson |
| June 2017 | What is Applied Behavior Analysis? | System of Care Conference, Lexington, KY | Laura Ferguson |
| June 2017 | The Five “wh’s” of Functional Communication Training | Central Kentucky Educational Cooperative, Lexington, KY | Laura Ferguson |
| June 2017 | Communication is the Key | Early Childhood Conference, Louisville, KY | Laura Ferguson |
| June 2017 | Behavior Intervention Plans and Functional Behavioral Analysis | Kentucky Education Development Corporation Autism Cadre, Ashland, KY | Kim Howard |
| June 2017 | Questions Teachers Ask | Early Childhood Institute, Louisville, KY | Kim Howard |
| June 2017 | Medical Diagnosis of Autism and Educational Eligibility of Autism | Kentucky Systems of Care Conference, Lexington, KY | Larry Taylor |

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# Coaching and Support

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

## 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 and this collaboration is essential to develop and sustain a network of professional learning, 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 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 NPDC 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

During 2016-2017 school year, KATC collaborated with 8 special educational cooperatives to provide intensive training and technical assistance for 1 district team and 40 school teams. School and district personnel participate in comprehensive training regarding the implementation of evidence-based practices to teach students with autism. Many more schools apply than KATC has the capacity to serve. KATC Field Training Coordinators (FTC) are assigned to the schools within a specific region, provide the comprehensive trainings, visit each classroom a minimum of 1 time monthly, and provide ongoing technical assistance to the school staff

**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 27 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 27 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. This list was updated by the NPDC in 2014 from 24 evidence-based practices to 27. The practices are

1. Antecedent-Based Interventions (ABI)
2. Cognitive Behavioral Intervention
3. Differential Reinforcement
4. Discrete Trial Training
5. Exercise
6. Extinction
7. Functional Behavior Assessment
8. Functional Communication Training
9. Modeling
10. Naturalistic Intervention
11. Parent-Implemented Interventions
12. Peer-Mediated Instruction and Intervention
13. Picture Exchange Communication System (PECS)
14. Pivotal Response Training
15. Prompting
16. Reinforcement
17. Response Interruption/Redirection
18. Scripting
19. Self-Management
20. Social Narratives
21. Speech Generating Devices/VOCA
22. Structured Play Group
23. Task Analysis
24. Technology-aided Instruction
25. Time Delay
26. Video Modeling
27. Visual Supports

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# Overview of Training Site Process:



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

1. **Autism and Low-Incidence Classroom Observation Tool (ALCOT)**

The Autism Classroom Observation Tool (A-COT) was created by the KATC, under the direction of Dr. Robert Pennington, prior to the 2011-2012 school year and updated in 2012-2013 to include the assessment of general education settings. This tool has since undergone revision and in now entitled, Autism and Low-Incidence Observation Tool . 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.

1. **Autism and Low-Incidence Classroom Observation Tool Self-Assessment (ALCOT-SA)**

This version of the ALCOT 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 ALCOT to determine program goals and guide professional growth throughout the year. After this year of training and technical assistance, the ALCOT is re-administered to determine progress as compared to the baseline data.

Special Education Cooperatives

* [Central Kentucky Educational Cooperative](http://www.cksec.org/) (CKEC)
* [Green River Regional Educational Cooperative](http://www.grrec.ky.gov/) (GRREC)
* Jefferson County Exceptional Child Education Services (JCPS)
* [Kentucky Educational Development Corporation](http://www.bigeastcoop.org/Pages/Default.aspx) (KEDC)
* [Kentucky Valley Educational Cooperative](http://www.kentuckyvalley.org/test/c_Index_5_English.htm) (KVEC)
* [Northern Kentucky Cooperative for Educational Services (NKECS)](http://www.nkces.org/school_home.aspx?schoolID=2)
* [Ohio Valley Educational Cooperative](http://www.ovec.org/)
* [Southeast/Southcentral Education Cooperative](http://www.sesccoop.org/) (SESC)
* [West Kentucky Educational Cooperative](http://wkec.org/dev/) (WKEC)

# 2016-17 KATC Support to Schools Implementing ASD Partnership Training Sites

|  |  |  |
| --- | --- | --- |
| **School** | **District** | **Coop Region** |
| 1. Bardstown Elementary School | Bardstown Independent | CKEC |
| 1. Bardstown Middle School | Bardstown Independent | CKEC |
| 1. McNabb Middle School | Montgomery County | CKEC |
| 1. Montgomery Intermediate School | Montgomery County | CKEC |
| 1. Adair County Primary School | Adair County | GRREC |
| 1. Allen County Intermediate School | Allen County | GRREC |
| 1. Barren County District Team | Barren County | GRREC |
| 1. North Park Elementary School | Hardin County | GRREC |
| 1. Olmstead Elementary School | Logan County | GRREC |
| 1. Stevenson Elementary School | Russellville Independent | GRREC |
| 1. Plano Elementary School | Warren County | GRREC |
| 1. Clinton Early Childhood Center | Clinton County | GRREC |
| 1. Albany Elementary School | Clinton County | GRREC |
| 1. North Hancock Elementary School | Hancock County | GRREC |
| 1. Flemingsburg Elementary School | Fleming County | KEDC |
| 1. Flemingsburg High School | Fleming County | KEDC |
| 1. Botts Elementary School | Menifee County | KEDC |
| 1. Menifee Elementary School | Menifee County | KEDC |
| 1. Betsy Lane Elementary School | Floyd County | KVEC |
| 1. Mullins Elementary School | Pike County | KVEC |
| 1. Bevins Elementary School | Pike County | KVEC |
| 1. Valley Elementary | Pike County | KVEC |
| 1. Millard School | Pike County | KVEC |
| 1. Phelps Elementary School | Pike County | KVEC |
| 1. Pike Central High School | Pike County | KVEC |
| 1. Elkhorn City Elementary School | Pike County | KVEC |
| 1. Carroll County Child Development Ctr. | Carroll County | OVEC |
| 1. Kathryn Winn Primary School | Carroll County | OVEC |
| 1. Kenwood Station Elementary School | Oldham County | OVEC |
| 1. Centerfield Elementary School | Oldham County | OVEC |
| 1. Harmony Elementary School | Oldham County | OVEC |
| 1. Southside Elementary School | Shelby County | OVEC |
| 1. Spencer County Preschool | Spencer County | OVEC |
| 1. Liberty Elementary School | Casey County | SESC |
| 1. Big Creek Elementary School | Clay County | SESC |
| 1. Black Mountain Elementary School | Harlan County | SESC |
| 1. Whitley City Elementary School | McCreary County | SESC |
| 1. Caldwell Middle School | Caldwell County | WKEC |
| 1. East Calloway Elementary School | Calloway County | WKEC |
| 1. Pembroke Elementary School | Christian County | WKEC |
| 1. Graves Central Elementary School | Graves County | WKEC |

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

**Autism Cadre**

In partnership with Kentucky Department of Education and 9 special educational cooperatives, training and coaching in evidenced-based practices for individuals with autism are trained for local school personnel. Special education cooperatives customize the trainings based on the needs of the school personnel in their respective regions. These trainings are an ongoing follow-up and support to the 164 State school districts in the 9 special education cooperatives that training more than 681 professionals at the inception of this initiative**.**

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 681 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). Topics 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 | |
| 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 training they once had to secure from outside their district has been replaced by their own district personnel learning the skills they need to better support the needs of their students with ASD.

# KATC Staff

* R. Larry Taylor, Executive Director
* Michelle Antle, Field Training Coordinator
* Heidi Cooley-Cook, Family Field Training Coordinator
* Laura Ferguson, Field Training Coordinator
* Diandre Glover-Thomas, M.A., Program Coordinator
* Kim Howard, Field Training Coordinator,
* Mike Miller, Field Training Coordinator

# KATC 2016 – 2017 Expenditures

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **EXPENSES** | **General Funds** | **Revenue** | **Gift** | **CPE** | **KDE** | **YTD TOTAL** |
| Salary | $141,493.37 | $5,730.22 | $0.00 | $130,040.36 | $78,562.35 | $355,826.30 |
| Benefits | $45,457.35 | $1,697.66 | $0.00 | $30,971.30 | $21,052.58 | $99,178.89 |
| Operating Expenses | $15,526.79 | $11,425.68 | $66.86 | $1,289.01 | \*\*$211,323.04 | $239,631.38 |
| Travel | $0.00 | $0.00 | $0.00 | $557.90 | $27,918.32 | $28,476.22 |
| F&A | $0.00 | $481.00 | $0.00 | $0.00 | $27,108.50 | $27,589.50 |
| **TOTAL EXPENSES** | **$202,477.51** | **$19,334.56** | **$66.86** | **\*$162,858.57** | **$365,964.79** | **$750,702.29** |

\*Expenditures exceeded the annual allocation of $119,500. Carryover funds in the amount of $43,358.57 from the previous year allocation were expended.

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\*\*Contractual services for nonemployees to perform training services were secured from Operating Expenses instead

of Salary.