

KENTUCKY AUTISM TRAINING CENTER

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT • UNIVERSITY OF LOUISVILLE

The mission of the Kentucky Autism Training Center is to enhance supports for persons with autism by providing information and technical assistance to families and service providers across Kentucky.

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Check out the KATC on Facebook— Become a fan!

If you have any questions or concerns about this issue, please contact:

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Kentucky Autism Training Center
College of Education and Human Development

UNIVERSITY OF LOUISVILLE

THE KATC WELCOMES OUR NEW EXECUTIVE DIRECTOR AND ASSISTANT DIRECTOR OF TRAINING

The KATC is happy to announce Dr. G. Richmond Mancil as our new Executive Director. Dr. Mancil will have an appointment in the Department of Teaching and Learning/Special Education at the College of Education and Human Development at the University of Louisville.

Dr. Mancil graduated from the University of Florida with an emphasis on autism spectrum disorders (ASD) and behavior analysis. Prior to assuming the role as Director of the KATC, Dr. Mancil was the assistant director at the Kelly Autism Program. In the past, he has worked on several research grants related to examining the social communicative

I am looking forward to my work here at KATC and across the Commonwealth of Kentucky in helping individuals with ASD through building support for families, teachers, and community members who have such an important role in their lives.

—Dr. Mancil

behaviors of young children with ASD, and training grants focused on improving education for all children with ASD. In addition, he has trained parents to teach nonverbal children communication systems and how to socially interact within the family network and with peers. Dr. Mancil also has provided consultation on working with adults with ASD. He has taught courses on the characteristics of autism, behavior management for children with autism, assessment and diagnosis of autism, and communication for children with autism. He has numerous publications in journals such as the *Journal of Autism and Developmental Disorders* and *Focus on Autism and Developmental Disabilities*. Dr. Mancil presents nationally and internationally at conferences such as the Council for Exceptional Children and the International Meeting for Autism Researchers.



Larry Taylor-KDE, Robert Pennington, New Assistant KATC Director of Training and Dr. Rich Mancil-New Executive Director of the KATC.

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

I am excited about the opportunity to join KATC and the mission to building capacity to improve service, supports and outcomes for individuals with autism spectrum disorders across Kentucky. My prior experiences as an educator, teacher trainer, and researcher have prepared me for my new role as assistant director of training. I have worked with families and teachers across many diverse contexts and believe that I am well suited for making decisions about the types of content most critical to our stakeholders.

—Rob Pennington

2008-2009 ANNUAL REPORT OF SERVICES

KENTUCKY AUTISM TRAINING CENTER
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Collaborative Activities

National Professional Development Center on Autism Spectrum Disorders (NPCDA)

The Kentucky Department of Education (KDE) and KATC partnered on the grant application. KDE and KATC will work in collaboration with the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill, the Waisman Center at the University of Wisconsin-Madison and the M.I.N.D. Institute at the University of California Davis Medical School to implement the two-year project. KDE and KATC also will partner with the statewide network of Special Education Cooperatives and Early Childhood Regional Training Centers, Kentucky's Infant-Toddler Program (First Steps), the Parent Training and Information Network (KY-SPIN), the Kentucky Council on Developmental Disabilities, institutions of higher education and many other state partners. Key feature of NPCDA:

- Takes systems change perspective
- Promotes use of data to drive instructional planning, implementation, continuous progress monitoring
- Promotes development of measurable, observable IEP/IFSP goals and objectives
- Provides a model for sustainable professional development and technical assistance
- Provides flexible resources that can be used for ongoing training
- Links use of EBP to IEP/IFSP goals

Learn the Signs. Act Early.

The KATC is collaborating with Kentucky's University Center for Excellence in Developmental Disabilities Education, Research and Service and Division of Birth Defects (at the University of Kentucky), National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention to promote the early identification of Autism Spectrum Disorders in Kentucky utilizing the materials developed to support the "Learn the Signs. Act Early." campaign. A workgroup comprised of key state leaders from the healthcare community, the early intervention and early childhood communities have developed an initial state plan. The function of this workgroup is to enhance relationships and collaborations among these key stakeholders, provide a forum to share information and insights on the opportunities, challenges, and barriers for families and children with Autism Spectrum Disorders (ASD).

KATC Services

Autism Institute 2009

The Kentucky Autism Training Center (KATC) celebrated the 10th anniversary of their Autism Institute by offering three special seminars during 2009. The seminars are designed for families, educational and vocational professionals, and employers.

The first seminar, "Perspectives on Autism Supporting the Family and Empowering the Individual," held April 24-25 had 62 attendees from 23 counties.

The second seminar, "Fundamentals of Structured Teaching" and "Practical Strategies for Students with High Functioning Autism," was held June 17-18. The workshops were presented by Treatment and Education of Autistic and Related Communication-Handicapped Children (TEACCH), and had 225 attendees from 31 counties.

The last seminar, "Improving Employment Outcomes at any Age," was held July 29-30, and was presented by Sherry Moyer. The seminar was attended by 367 middle and high school educators, vocational professionals and employers who work with individuals with autism.

School-Based Team Consultations and Technical Assistance

Nine districts across the state received on-site professional development and individualized coaching for 16 teams. Teams consisted of building staff, district or special education cooperative administrators, general and special education teachers, related service providers, school psychologists, para-educators and parents

Fall Regional Workshops

Attendance: 144 attendees came from 25 counties across Kentucky.

- Terry Scott and Peter Alter (September, 2008). "Positive Behavior Support: Addressing Challenging Behavior Effectively," Carroll County, KY.
- Robert Pennington (October 2008). "Listening to Students with Challenging Behaviors: Assessment and Intervention Techniques for the Practitioners," Madison County, KY.
- Robert Pennington (October 2008). "Applied Behavior Analysis for Educational Professionals," Jefferson County, KY.

- Monica Delono and Trisha Bronger (November, 2008). **“Social Skill Interventions and Peer Supports Literacy Learning for Students with ASD,”** Breckinridge County, KY.
- Monica Delono and Trisha Bronger (November, 2008). **“Literacy Learning for Students with ASD,”** Breckinridge County, KY.
- Katie Carnazzo, Emily Kirkham, Tina Bernstein and Debra Lorence (November, 2008). **“From A-Z structuring your classroom to meet the needs of students on the Autism Spectrum,”** Whitley County, KY.

Professional Development Sessions

KATC staff provided workshops and/or presentations on ASD to agencies, organizations and parent groups across Kentucky. Content was developed in collaboration with the hosting organization and designed to meet their specific training needs. At the request of local, state and regional organizations, the KATC conducted 23 workshops for approximately 580 attendees. Participants included administrators at the state and local district level, special education cooperative staff, special and general educators, higher education, related service providers, students and families.

Workshops for Families

To increase support and training for parents and caregivers, KATC significantly increased the number and scope of workshops provided to Autism Parent Support groups all across Kentucky. New workshops have been developed to meet the needs of parent groups. The creation of a listserv for leaders of parent support groups allows an increase in information dissemination from KATC as well as the opportunity for parents to network with each other. In addition, individual family consultations were provided to assist parents in addressing unique and specific issues. At the request of Parent Support groups around the state, 33 family-focused workshops were provided for a total of 497 participants.

Kentucky Family Guide to Autism Spectrum Disorders

The Kentucky Family Guide to Autism Spectrum Disorders was developed to assist parents of individuals with autism spectrum disorders. In addition to valuable information for parents and caregivers on a wide-range of topics, this guide includes information about evidence-based practices along with web-based resources and identified books and journal articles for further reading. The guide will be updated on an annual basis.

KATC Newsletter

The goal of KATC’s newsletter is to fulfill KATC’s mission of providing Kentuckians with current information and resources on autism spectrum disorders. The newsletter is posted on KATC’s website, e-mailed through distribution lists, distributed at meetings, trainings and is provided upon request. The newsletter is provided free of charge.

KATC Website

- Hub of all KATC work
- Enhanced information on “best practices” and research-based interventions
- Free lending library
- Online supports and service database
- Information regarding KATC services

Kentucky Autism Service and Supports Directory

The KATC’s Autism Service and Supports Directory is a project that has been in development for several years. Originally, information regarding services was available in a printed service directory that was provided upon request. This past year, the information was formatted on the KATC’s website in a dynamic searchable database. There is no cost to access the directory.

- 417 service providers have listed their services in the KATC database
- KDE’s 11 Special Education Cooperatives collaborated with this effort
- Users can search by age, county, service and region
- Free access to database

KYAUTISM LISTSERV

The KYAUTISM Listserv is hosted by the KATC, housed at the College of Education and Human Development. The purpose of the KATC listserv is to share information, services, resources, and training opportunities in a positive and respectful way. Information on autism, disabilities and education issues are relevant topics. The KYAUTISM listserv is unique in that subscribers include: families and professionals from across the commonwealth that care about individuals with autism. There is no charge to access the listserv.

SUMMER INSTITUTE, JUNE 22-26 KICKS OFF KENTUCKY'S PARTNERSHIP WITH THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER FOR ASD

By Rebecca Grau

Educators, administrators, mental health and early childhood professionals, family members and university personnel attended an intensive five-day institute to receive training on evidence-based practices and student-centered problem solving.

It is important to note that this project is informed by implementation research literature and takes a "systems change approach". The participants are working towards the development of a model for sustainable professional development and technical assistance across the state.

The Kentucky Department of Education (KDE) and KATC are working in collaboration with the National Professional Development Center for ASD (NPDCA). The goals of the partnership are 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

Towards these goals, KDE and KATC is partnering with the statewide network of Special Education Cooperatives and Early Childhood Regional Training Centers, Kentucky's Infant-Toddler Program (First Steps), the Parent Training and Information Network (KY-SPIN), the Kentucky Council on Developmental Disabilities, institutions of higher education and many other state partners. Informed by the research literature on implementation in relation to "scaling up" evidence-based programs and practices, the KATC will lead efforts to develop supports and monitor progress at the child, family, practitioner and system-level.

"Developing services to meet the needs of our students identified with autism requires focus on high quality instruction guided by evidence-based practices. Our efforts have to be intentional and deliberate in building the capacity to prescriptively provide these services at the school level."

*—Larry Taylor,
Director of Exceptional Child Education*



Dr. Laura McCullough (Behavior Specialist for the Kentucky Department of Education and co-state liaison for Kentucky's partnership with the NPDCA) and Larry Taylor Director of Exceptional Child Education with the Kentucky Department of Education.



Mickey Graff, Instructional Assistant, Jeffersontown High School, Jefferson County Schools, surprised the group with several beautiful (and delicious) cakes she decorated. The cakes depicted the unique characteristics of autism and the Evidence-Based Practices.

AUTISM INSTITUTE 2009: SPECIAL TOPIC SESSIONS

By Kristen Frarey

The KATC is marking the tenth anniversary of our Autism Institute with a series of lectures for parents, educators, vocational professionals and prospective employers. The first event of this series, **"Perspectives on Autism: Supporting the Family and Empowering the Individual"** was presented on April 24-25, 2009 at the University of Louisville Shelby Campus. This event brought together 62 family members and professionals. This was their first KATC training activity.

Speakers address the needs and concerns of families in the following sessions:

- Dr. Anthony Baker - **Lost (and Found) in Translation: Understanding and Not Understanding the Logics of Autistic Communication; Dealing with Representations of Autism in Pop Culture and Media**
- Jill Hudson - **Prescriptions for Success: Supporting Children with Autism Spectrum Disorders in a Medical Environment; Out and About: Preparing Individuals with Autism Spectrum Disorders to Participate in their Communities**
- Bev Harp - **Let's Have a Conversation: Reframing the Communication Deficit in Autism**
- Panel - **Promoting Collaboration between Home and School**
- Eric Blackwell - **Becoming an Obstacle Remover: A Dad's Perspective**
- KATC Staff and Mel & Norma Thomas - **Implementing the Comprehensive Autism Planning System (CAPS) in the Home**



"I really enjoyed the conference, I thought it was extremely informative and gave great ideas for the classroom! I am an occupational therapist, new to the school system, and I am very excited to share this information with teachers and get these great ideas implemented! It was great to see such real life, practical examples not just to hear theories. I would recommend this conference to anyone working in the pediatric setting."

— Allison Cadick, OTR/L



"I just wanted to let you know that I enjoyed the speakers and the conference. It was extremely helpful to me and I am starting to set my classroom up this way. Even though I am beginning my fourteenth year in the classroom, I know there is still so much to learn about autism spectrum disorders. I am so glad I got the opportunity to attend the conference."

— Jenny Despain, Taylor County High School

The second seminar, **"Fundamentals of Structured Teaching"** and **"Practical Strategies for Students with High Functioning Autism,"** was held June 17-18. The workshops were presented by Treatment and Education of Autistic and Related Communication-Handicapped Children (TEACCH). The KATC would like express sincere gratitude to the folks at Class Act Credit Union for sponsoring lunch.



The third event of this series, was July 29-30 at the University of Louisville Shelby Campus, and will be presented by Sherry Moyer. She discussed **"Improving Employment Outcomes at any Age."** This event is co-sponsored by Families for Effective Autism Treatment (FEAT), Community Employment, Supported Employment Training Project and Vocational Rehabilitation.

HONORING DR. PINKSTAFF



Dr. Thomas Pinkstaff, longtime Lexington pediatrician and supporter of KATC, passed away April 12, 2009. "Dr. Tom" to most of his patients, served as a general pediatrician in private practice for 26 years, first in Sikeston, MO, and then in Lexington, KY, with Lexington Clinic's Pediatric Division until 1995. In 1995, he was named Medical Director of University Child Health Specialists and Clinical Professor in the Department of Pediatrics at the University of Louisville's School of Medicine, where he received numerous teaching awards. After "retiring" in 2001, Dr. Pinkstaff continued to teach part-time in the medical schools at both University of Louisville and University of Kentucky. In 2007, he was named Medical Director of the Medical Home for Coordinated Pediatrics in Lexington, which treats children in Kentucky's foster care system and children with disabilities. During his long career in pediatrics, Dr. Pinkstaff was an active member on a wide range of boards (including the KATC), associations, committees and service as president of the Kentucky Chapter of American Academy of Pediatrics. He was a tireless advocate, consultant, and educator regarding children's health issues, especially autism.

The KATC will dedicate the 2nd edition of the Kentucky Family Guide for Autism Spectrum Disorders (April 2010) to honor the memory and compassion of Dr. Pinkstaff. With the support of his family, friends and colleagues, copies of the revised Kentucky Family Guide for Autism Spectrum Disorders will be distributed to autism-related support groups across Kentucky.

"Dr. Pinkstaff was a mentor and friend. His humor, compassion and pragmatism served as a compass that I will always carry with me."

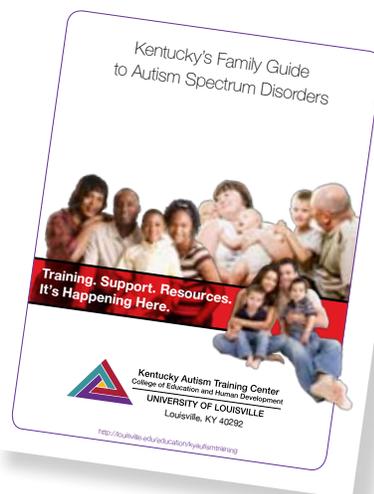
—Rebecca Grau
Kentucky Autism Training Center

"Dr. Pinkstaff represented the deliberate affection for children and their families at the forefront for his research and caring support for our autism community."

—Trisha Bronger
Co-Director, Special Education
College of Education and Human
Development
KATC Board Member

"Dr. Pinkstaff was a gentleman and a scholar. Conversations with him were always a treat."

—Peter Tanguay,
Retired Spafford Ackerly Endowed
Professor of Child and Adolescent
Psychiatry (Emeritus)
Department of Psychiatry and
Behavioral Sciences
School of Medicine
University of Louisville



"LEARN THE SIGNS. ACT EARLY." CAMPAIGN

The Centers for Disease Control and Prevention (CDC) in collaboration with a coalition of national partners has created awareness materials to help family members learn more about the importance of measuring their child's social and emotional progress in the first few years of life. The campaign "Learn the Signs. Act Early," is designed to educate family members about early childhood development, including potential early warning signs of autism and other developmental disabilities.

Also, "Learn the Signs. Act Early" encourages health care professionals to observe and measure when children achieve certain abilities, encourages dialogue between family members and health care professionals, and urges professionals and families to take immediate action when a delay in development is suspected. Health care professionals can obtain a free "Learn the Signs. Act Early" Resource Kit that contains the following educational materials designed for sharing with family members from CDC.

It's time to change how we view a child's growth. It's natural to measure your child's height and weight. But you should measure other ways your child is growing, too. From birth to 5 years, there are milestones your child should reach in terms of how she plays, learns, speaks, and acts. A delay in any of these areas could be a sign of a developmental problem, even autism. The good news is, the earlier it's recognized the more you can do to help your child reach her full potential. Talk with a doctor or nurse about your child's total development.

1-800-CDC-INFO
www.cdc.gov/actearly

Learn the Signs. Act Early.

QUESTIONS AND ANSWERS ABOUT AMANDA L. KING RESOURCE CENTER

What is the Center? The Amanda L. King Resource Center houses a collection of materials pertaining to Autism Spectrum Disorders.

Who can access the Center? The materials are available for checkout to families and professionals across the state of Kentucky.

How many books are in the Center? There are almost 900 books in the Center.

How can I find out what books are available? There is a complete list of the available books on our website.

What if I am unsure about which title to check out? If you are interested in a particular topic but don't know which

title to choose, just call or email and we can help you make a selection.

How can I get a book? You just complete the checkout form that is available on the KATC website and mail or fax it in.

Then what happens? Your selection(s) are sent to you by mail.

How many books can I check out? You can check out two books at a time.

How long can I keep the books? Because patrons may be waiting for books that are checked out by others, we ask that you return the books to the Center two weeks after you receive them.

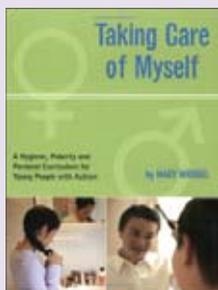
How do I return the books? You return the books to us by mail.

Is there any way I can help? Sure, there are several ways you can help. Your donations help us to purchase new titles for the Center. You can suggest additional titles for us to carry in the Center. You can join the KATC Book Review Team by reading a title of your selection and writing a short review to help others as they consider what books would be most helpful to them.

What is the website? <http://louisville.edu/education/kyautismtraining/resources>

What if I have more questions? You can contact Debbie Lorence by phone at (502) 852-7811, or by email at debbie.lorence@louisville.edu

BOOK REVIEW



The Amanda L. King Resource Center houses a collection of materials pertaining to Autism Spectrum Disorders. These materials are available for checkout to families and professionals across the state of Kentucky. Several

individuals across the state are reading books from the resource center and writing reviews to help other parents choose materials that might be most helpful to them. If you would like to read one of the books and write a review, please contact Debbie Lorence at debbie.lorence@louisville.edu.

This review was written by Marilyn Barnett, leader of the Parent and Professional Autism Support Group in Powell County.

Book Review: by Marilyn Barnett, mother of 14-year old son with autism.

Book: Mary Wrobel (2003). *Taking Care of Myself*. Texas: Future Horizons, Inc.

Author Mary Wrobel is a speech-language pathologist with two decades of experience working with ASD and

other special needs groups in the school setting. Her brief bio states her motivation for writing this book is to "help teach students with disabilities the necessary information and skills they need to live safe, healthy lives as independently as they are physically and mentally capable of", stating an alarming molestation statistic of both girls and boys by age 18.

The 250 page 8 ½ by 11 inch book covers 65 life skills within ready to use social stories that target hygiene, health, modesty, growth and development, menstruation, touching and personal safety, and masturbation. This book is organized and written simply and specifically, answering who, where, what, when, and why in the 12 page introduction; how is imbedded throughout the seven sections of social stories. Each section begins with a one - two page guide to teaching the skills for that unit which includes a list of goals and anticipated progress of skills. The stories themselves have visuals to help caregivers "see" the product Ms. Wrobel used in her practice. The actual pages

(including some visuals) can be copied and read to the individual.

I found the teaching guides at the beginning of each section to be almost as informative to the "teacher" as the social stories themselves are to the "student". The "guide helps" are given from the perspective of the parent, teacher, and professional. For example, involving and/or informing and at times asking parent's permission to teach a skill that addresses puberty or masturbation. And answering questions: Do you teach a female about male development? Answer: Yes-but it's not a priority until the female understands herself.

This book allowed me, a parent with not a lot of time, to read the short introduction, locate the unit with the target skill, and quickly get to work teaching skills to increase my son's understanding and independence. This book should be available to every family when they receive a challenging diagnosis. The information could be used as a constant consultant over the life of their child.

SURVEY OF PARENTS OF CHILDREN WITH DISABILITIES AND THEIR EXPERIENCES WITH THEIR FAITH COMMUNITIES

Dear Parent,

Researchers in the Department of Special Education and Rehabilitation Counseling at the University of Kentucky are conducting a **survey of parents of children with disabilities and their experiences with their faith communities**. This includes their church, synagogue, mosque, temple, etc. We are interested in finding out the factors that influence parents' participation, or lack of participation, in a faith community as it relates to their child with a disability.

We would appreciate it if you would take the time to fill out the survey. If you decide to participate, your answers will remain completely **anonymous**. Your name will not be known unless you choose to participate in a follow-up telephone interview that will occur at a later date.

Your participation in this survey is entirely **voluntary** and you may withdraw or refuse to participate at any time. There are no serious risks involved in participating in this study. No identifying information will be included in any written or verbal report of the survey. **Please note that by completing the survey, you are giving your consent to participate in the survey** and you are giving us permission to use the results in written or oral presentations.

If you would like to participate, you may either (a) complete the survey online at <http://www.faithsurvey.org>, or (b) contact Melinda Ault for a paper version (859-257-3759, mjault@uky.edu). It should take about 15-20 minutes to complete. We will use the results to help improve the participation of persons with disabilities and their families in faith communities. If possible, please **complete the survey within two weeks**.

If you have any questions or comments, please do not hesitate to contact us. If you have further questions or concerns, you can contact the University of Kentucky Office of Research Integrity at 859-257-9428.

Sincerely,
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GIVING TO THE KATC

It seems you hear about autism every day in the media. In 2007, a Centers for Disease Control report found that one in 150 children in America today have an autism spectrum disorder (ASD). Where do families and educators and related professionals affected by autism in Kentucky go for research-based information and support? The answer is: The Kentucky Autism Training Center.

KATC has served the citizens of the Commonwealth for nine years, providing support and training to families and professionals across Kentucky in the following ways:

1. The Amanda L. King Resource Center at KATC is the only source of autism-specific information available to all citizens of Kentucky. With this role comes a responsibility to be the most effective and far-reaching resource possible.
2. The KATC hosts an annual Autism Institute that brings together families, educators and related professionals from across Kentucky together to network, share ideas and learn from top researchers in the field of autism.
3. KATC staff travel the Commonwealth to provide the following services:
 - Conduct teacher training
 - Local autism-related support groups
 - Promote community awareness
 - Provide professional development opportunities.
4. The KATC gathers, synthesizes and disseminates information regarding best practices and supports, (e.g. creation of Kentucky Family Guide for Autism Spectrum Disorders, informative website, dynamic listserv and development of a data-

base of service providers across the state).

There is no better way for you to provide families and professionals with opportunities to access support, information, resources and training that will enhance the lives of individuals with autism.

That's why we are asking you to make a gift to KATC. Please take a moment right now to visit <https://www.applyweb.com/public/contribute?s=UOFLGIVE>, or contact KATC at 502-852-4631, to learn more.





Kentucky Autism Training Center

Training. Support. Resources.

A lifelong developmental disability resulting from a neurological disorder that effects brain functioning.

U usually occurs during the first 3 years of life.

Therapy early and throughout the life span greatly increases chances of productive, independent life.

Interferes with social interaction, communication, and learning.

Sensory input often poses problems for these individuals.

Mild to severe in symptoms.

Asperger Syndrome is a neurologically-based disorder and is part of the Autism Spectrum. Persons with Asperger Syndrome often have:

Difficulties in social interaction such as recognizing and responding appropriately to other people's emotions.

Restricted, repetitive and intense patterns of behavior and interests in certain subjects or activities.

Impaired ability in social, occupational or other important areas of functioning (e.g., sensory).

No obvious early language delays.

Learn the Signs. Act Early

www.cdc.gov/actearly

Department of Health and Human Services
Centers for Disease Control and Prevention

Early Identification of Autism is Critical!

Look for these RED FLAGS in Children Under 24 Months

- ▶ No back-and-forth sharing of sounds, smiles, or other facial expressions by 9 months
- ▶ No babbling by 12 months
- ▶ No responding to name by 12 months
- ▶ No gesturing (pointing, waving bye-bye) by 12 months
- ▶ No single words by 16 months
- ▶ No pretend use of objects by 18 months
- ▶ No 2-word spontaneous (not just repeating) phrases by 24 months
- ▶ ANY loss of ANY language or social skills at ANY age
- ▶ Impairment in nonverbal behaviors (e.g., eye to eye gaze, body postures, facial expressions)

The word "No" in the above list implies: limited, little, impaired or very few.



Kentucky Autism Training Center

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E-mail: katc@louisville.edu

Website: <http://louisville.edu/kyautismtraining/>

Fall Regional Professional Development Workshops

Hosted by the Kentucky Autism Training Center

Spread the word about the KATC's Fall Regional Workshops!

Register at <http://louisville.edu/education/kyautismtraining/>

The cost for two days of the event is \$125 per person.

DATES AND LOCATIONS:

September 28-29 2009: Jenny Wiley State Park

October 12-13 2009: General Butler State Park

October 19-20 2009: Lake Cumberland State Park

November 9-10 2009: Lake Barkley State Park

DAY ONE: Addressing Challenging Behaviors of Learners with ASD: Assessment and Intervention Techniques for the Practitioners

This session will provide an introduction to the basic principles of applied behavior analysis (ABA). The presenters will describe the relationships between ABA, instruction, and treating challenging behavior. They will present how to conduct functional behavior assessments (FBA) and subsequently, implement interventions. The presenters will provide a logical framework for assessing problem behavior and suggest tips to make data collection and intervention less complicated in school settings. Additionally, the presenters will share strategies for teaching appropriate behavior in a variety of contexts.



DAY TWO: Components of Effective Instruction for Learners with Autism Spectrum Disorders

This session will provide participants with knowledge related to evidenced-based practices for teaching students with ASD. The presenters will build on the information presented in Day one as they teach participants the basic components of instruction and their application across broad contexts (i.e., 1:1, small group, large group) and skills (i.e., communication, self-help, academic). In addition, the presenters will provide strategies for collecting, organization, and analyzing instructional data.

LEARNING OBJECTIVES:

Upon completion of this two day professional development training, participants will have a greater understanding of the following:

- Principles of Applied Behavior Analysis
- Components of a Functional Behavior Assessment
- Understanding and analyzing different data collection systems
- Making instructional programming decisions based on data
- Identifying evidence based principles specific to individuals with ASD
- Understanding the basic teaching components of instruction for individuals with ASD