



Issue 8, Winter 2003

Weisskopf Center for the Evaluation of Children  
Department of Pediatrics • University of Louisville

Newsletter of the

# KENTUCKY AUTISM TRAINING CENTER

UNIVERSITY of LOUISVILLE  
Health Sciences Center

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

Dear Friends,

Over the past many years we have seen a dramatic increase in the number of children who are receiving the diagnosis of autism. Given the rapidly growing needs, it is vital that public and private organizations as well as individual parents and professionals work together to design and implement programs to meet the diverse needs of the children, youth, and adults with autism. Options need to be made more available for families across the Commonwealth who are seeking treatment, training, or other supportive services across the commonwealth. We at the Kentucky Autism Training Center are continuing to emphasize collaboration as we all contribute our talents to meet the identified needs. Contained within this Newsletter, is information that may be of particular interest to both parents and professionals. In upcoming issues, we will continue to include articles on organizations that strive to provide a wide range of services and supports to individuals with autism and their families. I hope to see you at our Autism Institute 2003 or during an upcoming activity.

Sincerely,

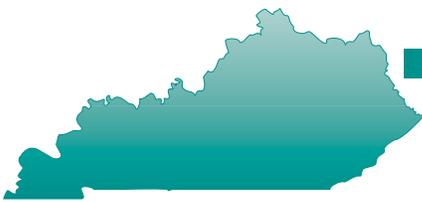
*John C. Burke*

John C. Burke, Ph.D.

Director, Kentucky Autism Training Center



Rebecca Grau, MPA  
Editor  
Rebecca.Grau @louisville.edu  
Phone: 502-852-4631  
Kentucky Autism Training Center  
911 South Brook Street  
Louisville KY 40202



## FEAT OF LOUISVILLE



*Missy Collins*

*Angela Aebersole*

FEAT (Families For Effective Autism Treatment) of Louisville is a local support group for Kentuckiana families and their children with autism and related disorders. FEAT of Louisville was organized in 1999 by a small group of parents seeking guidance, support, encouragement and information in order to facilitate treatment for their children. FEAT is now a non-profit 501-3C organization with an extensive membership of families and professionals – all of whom recognize and appreciate the benefits of intense intervention and treatment for children with autism, regardless of age or skill level. These members are able to offer assistance with special dietary and supplementation protocols, consultations for IEP meetings, and counseling and advice on biomedical testing, home treatment programs, insurance and funding issues, as well as legislative issues relating to autism. Most importantly, we offer families a chance to escape the seclusion and depression that often accompanies a diagnosis of autism. We offer hope.

FEAT of Louisville sponsors monthly forums on various topics relating to autism on the second Thursday of each month. These complimentary forums are held in the evening from 7 until 9 at Highland Presbyterian Church, located at the corner of Cherokee Road and Highland Avenue. Each year, a more expansive conference is hosted to feature a national speaker. Though annual dues in the amount of \$20 are accepted for membership to FEAT of Louisville, families are never denied information or assistance because of non-payment. However, paying members do enjoy an informative, quarterly newsletter and discounts on merchandise and the national conferences. The officers, directors, and committee chairs of FEAT meet on the fourth Tuesday of each month, where member attendance and participation is encouraged.

For more information about FEAT of Louisville and its services, please call 502-477-1096, or write to FEAT@iglou.com. Also, check out our website at [www.featoflouisville.org](http://www.featoflouisville.org). We can help, and so can you!

## AUTISM SOCIETY OF THE BLUEGRASS

**The Autism Society of the Bluegrass is also planning the 5th Annual Autism Awareness Walk in April at the UK Arboretum**

**The date is scheduled for April 27th.**

**2003 tentative calendar**

*Laura S. Wright*

*Melanie Tyner-Wilson*

**March 31** - Becky Farmer. Transition Planning: How should parents approach this?

**April 28** - State Agencies Panel - Recreational opportunities: Camps and summer activities

**June 30** - Family Picnic

**July 28** - Teacher/parent panel. Strategies for Interaction between Parents and Teachers.

**August 25** - Age appropriate Interventions: Behavioral, therapeutic dietary and sensory tracks

**September 29** - Medical and Therapeutic Services for persons with Autism: Dental, physical therapy, occupational therapy

**October 27** - Drug-nutrient Interactions in Medications used for Autism Symptoms

**December 1** - Holiday Potluck, "Choosing Educational Toys and Games for Children with Autism"

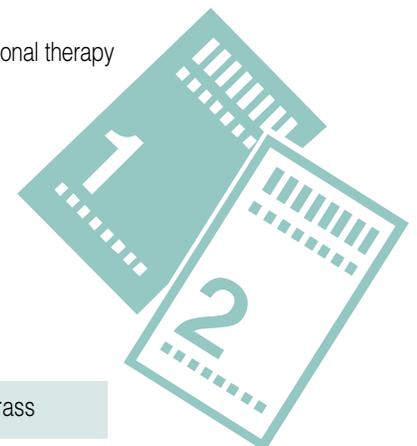
### **Autism Awareness Month Workshop -**

Legal Issues - Wills, Living wills, Medicaid Codes DNR /PR plans

Acquisition of the Medical Waiver

Admission and Release Committees and the Individual Education Plan

Social Skills, Self-sufficiency at home and group activities training



For more information, please visit the ASBG web-page at: <http://www.geocities.com/autismsocietyofthebluegrass>

# EASTERN KENTUCKY UNIVERSITY AUTISM HAPPENINGS

*Myra Beth Bundy, Ph.D.*  
*Psychology Department*  
*Eastern Kentucky University*

## **Parent Consultation Programs**

Our annual parent consultation series begins in February. This group meets on Monday evenings in the EKU

Psychology/Developmental Disabilities Clinic and is moderated by Dr. Myra Beth Bundy and Dr. Bob Brubaker. Participants learn to apply principles of behavioral analysis to design of specific strategies aimed at improving and managing child behaviors.

We enjoy problem solving and empathizing as a group. An internet-based version of the program will soon be available (email Dr. Bundy for more information ([Myrabeth.Bundy@eku.edu](mailto:Myrabeth.Bundy@eku.edu))).

## **Social and Coping Skills Groups**

As a companion to our parent consultation program, we will be offering a group for the children of the parent attendees. Children with autism and their siblings will learn about coping and social strategies, have a snack, and hang out with each other on Monday evenings while the parent group meets.

## **Adolescent/Adult Social Opportunities**

Plans are underway for this summer's schedule of activities. We're open to suggestions, but are thinking along the lines of pizza, talent exhibition, Lexington Legends game, and more. To get on the mailing list for this or any of our other activities, e-mail ([Myrabeth.Bundy@eku.edu](mailto:Myrabeth.Bundy@eku.edu)) or call 859-622-2356.

## **Semi-monthly FACTS training**

We are enjoying conducting FACTS (Family Autism Consultation and



Training Services) in coordination with KATC on the 3rd Monday of odd-numbered months! The sessions are held on the EKU campus, and include presentations by a psychologist, social worker, and parent of a child with autism. Anyone is welcome to attend. We typically have a small group, so we answer lots of questions and personalize the information we provide. This is an especially good training opportunity for people just learning about autism. Anyone interested in attending should reserve a spot by calling 859-622-2356.

## **New Clinic Facility**

The EKU Psychology/Developmental Disabilities Clinic has moved to a larger, more comfortable space (right across the hall from the old clinic). We're especially pleased with our new child therapy/play room and meeting space. In this clinic, along with the group opportunities discussed above, supervised graduate students in psychology work individually with children, adolescents, and adults with autism. Our number is still the same: 859-622-2356.

## **Autism Lending Library**

Thanks to the Opportunities for Family Leadership program for a grant to the EKU Autism and Related Disorders Group to establish a lending library of autism-related books and resources. The library will be housed in the Psychology/Developmental Disabilities Clinic. Although it's wonderful to have access to a large number of books from KATC, we're also looking forward to being able to steer people right into the next room for resources! Students, family members, and others from the community are welcome to check out books and other materials by Kathleen Quill, Catherine Maurice, Michael Powers, to name a few. If you're interested in borrowing a book that we don't have, let us know and we'll add it to our library if we can.

---

## AUTISM SOCIETY OF WESTERN KENTUCKY

*Nancy Boyett*

Embracing the options policy in keeping with the wishes of our national office is not only something we do because it is required of us to retain chapter status, but it is truly the philosophical vision we as an organization hold close to our hearts.

This policy states that all information provided is for informational purposes, and the choice of treatment, educational program, therapy option, or service provider should be made by being fully informed and making wise choices.

The availability of books/videos for loan from a constantly expanding Resource Library, providing support to parents of a newly diagnosed child, holding numerous events during Autism Awareness Month in

April, an annual "Focus on Abilities" scholarship program, and hosting a fall conference with a nationally known speaker on autism are just a few of the things this chapter strives to achieve.

### **Our annual fall conference :**

**Friday, October 24, 2003-9 a.m.-5 p.m.-**

Executive Inn Rivermont-Owensboro, KY

Keynote Speaker: Luke Tsai M.D.

Topic: Medication Issues and Autism/Asperger's Syndrome

Various breakout sessions will be offered. More information and registration forms will be available in July. For more information call:

270.826.0510 or email [tawanda@dyansty.net](mailto:tawanda@dyansty.net)

# PRACTICAL STRATEGIES: A WORKSHOP SERIES FOR FAMILIES

Rebecca Grau, MPA  
Kentucky Autism Training Center

The KATC is currently piloting a workshop series designed specifically for families of children with ASD. The goal of the KATC's Family Workshop Series is to provide families with practical strategies that can enhance their child's participation in family life and community activities.

## Workshop topics include:

- **Prompting and Reinforcement**
  - **Enhancing Opportunities for Communication at Home and in the Community**
  - **Establishing Schedules and Implementing Visual Supports at Home**
  - **Building Positive Peer Relationships**
  - **Promoting Collaboration in the Community, Home and School**



The content of these workshops is designed to build upon one another. Parents of children with ASD will present in conjunction with professionals, sharing strategies and techniques that have worked in their home and community. This series is designed specifically for families; however, professionals that work with children and youth with ASD are welcome to attend.

Each of the five workshops will be held in both Bowling Green at the Bowling Green Community Center and in Louisville at the KATC Resource Center. The KATC plans to deliver this series at other locations across the Commonwealth, starting this fall.

For more information, please contact Rebecca Grau at 502.852.7799 or at [rebecca.grau@louisville.edu](mailto:rebecca.grau@louisville.edu)

## FAMILY AUTISM CONSULTATION & TRAINING SERVICES

Kentucky Autism Training Center  
Weisskopf Center for the Evaluation of Children

The Kentucky Autism Training Center (KATC) is offering monthly information sessions for parents, family members and guardians who have children who have recently been diagnosed with an autism spectrum disorder. These sessions are free of charge to participants and will provide valuable information regarding diagnostic criteria, professional and community resources, and intervention options. Sessions will include a brief overview of autism information and available resources, as well as time for discussion and questions. This is an excellent opportunity for parents of newly diagnosed children to network with other families.

We are happy to work with families from all areas of Kentucky to make it possible for them to attend. Information sessions are currently scheduled for the following dates and locations. If you do not see a session scheduled in your area, but would like one, please contact us. Childcare will be provided in Louisville, but not in Lexington or Richmond.

Advance registration is requested, but not required. If you would like more information or plan to attend a FACTS information session, please call Barbara Trevor at 502-852-7883.

### Lexington – St. Michael's Episcopal Church:

Friday	March 14, 2003	12 Noon – 2:00 p.m.
Friday	May 9, 2003	12 Noon – 2:00 p.m.

### Louisville - Weisskopf Center for the Evaluation of Children:

Tuesday	April 15, 2003	10:00 a.m. – 12 Noon
Tuesday	May 13, 2003	12:30 p.m. – 2:30 p.m.
Tuesday	June 3, 2003	10:00 a.m. – 12 Noon (Revised Date)

### Richmond – Psychology Clinic – Eastern Kentucky University:

Monday	March 10, 2003	6:00 p.m. – 8:00 p.m.
Monday	May 12, 2003	6:00 p.m. – 8:00 p.m.



# SYSTEMATIC TREATMENT OF AUTISM & RELATED DISORDERS (STAR)

## "REACHING POTENTIAL THROUGH INDIVIDUALIZED INTERVENTION"

Professionals of the Weisskopf Center for the Evaluation of Children (WCEC) have a history of providing specialized services for children with autism spectrum disorders. Building upon this expertise, Dr. Joseph Hersh, Director of the WCEC, has expanded the WCEC's commitment to autism by initiating several new programs. His first endeavor involved the creation of intervention services for young children with autism when he received a grant from the WHAS Crusade for Children to help support some of the direct clinical services in this area. Then he recruited Dr. Lisa Ruble, Psychologist, to direct an intervention program at the WCEC. These two important activities have resulted in the establishment of the Systematic Treatment of Autism and Related Disorders (STAR) program. Dr. Ruble brings many years of experience in autism. She provided direct services to children and families in Indiana, Kentucky, Minnesota, Missouri, and Tennessee. Her interests include parent training, intervention, and advocacy.

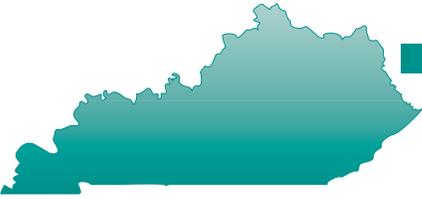
The primary goal of STAR is to enhance family and child outcomes through a systematic process of establishing treatment goals and generating interventions. Toward this end, STAR's mission is to provide a range of clinical services for children with autism spectrum disorders and their families and caregivers. Areas of emphasis include behavior management, social skills, program planning, early childhood, and medical consultation. Each one of STAR's services is based on an individualized assessment approach called the Collaborative Model for Promoting Competence and Success (COMPASS). COMPASS, which is based on the Technical Assistance Manual for Autism for Kentucky Schools written by Nancy Dalrymple and Lisa Ruble in 1996, identifies individual and family strengths that can be used to improve outcomes.

New WCEC staff members also involved with the program are Trish Gallagher, M.Ed., Educational Specialist and Coordinator of the Early Childhood Program, and Valerie Crabtree, Ph.D., Licensed Psychologist. Trish brings experience as the lead autism preschool teacher in Gwinnett County Georgia. She has particular expertise integrating different individualized teaching methodologies. Dr. Crabtree worked at Bingham Child Guidance Center and conducts research and treatment related to children's sleep problems.

The multidisciplinary group of WCEC professionals involved with the STAR program include Developmental Pediatricians, Occupational Therapists, Psychologists, Social Workers and Speech-Language Pathologists. The following individuals have been particularly instrumental in the planning and implementation stages of STAR services: Nancy Dalrymple, M.A.; Anna Allard, M.S.; Erika Boland, Ed.D.; Susan Burk, M.A. CCC-SLP; Gail Byrd, M.Ed.; Rose Geis, M.S. CCC-SLP; Eva Markham, Ed.D.; Scott Tomchek, M.S. OTR/L; Barbara Trevor, MSSW; and Gail Williams, M.D.

**Families who would like more information about STAR can contact our social work department at :**

**Weisskopf Center for the Evaluation of Children - STAR  
571 S. Floyd Street, Suite 100  
Louisville, KY 40202-3828  
(502) 852-5331**



# WEISSKOPF CENTER FOR THE EVALUATION OF CHILDREN FEEDING/SWALLOWING PROGRAM

Interdisciplinary Feeding/Swallowing Team Evaluations are available for children with behavioral, sensory, and/or oral motor based feeding disorders. Evaluation team includes a dietician, occupational therapist, psychologist, and speech pathologist. Evaluations are clinic-based and include the following:



**Diet inventory**

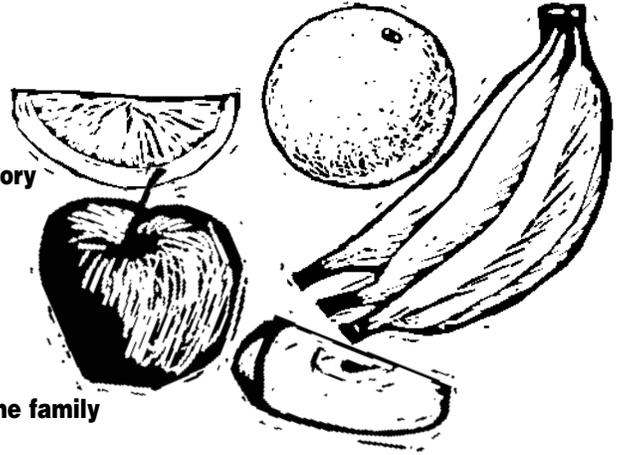
**Caregiver interview including medical, feeding, and diet history**

**Review of family concerns and goals**

**Oral mechanism exam**

**Feeding observation assessment**

**Overview of evaluation results and recommendations with the family**



Feeding/Swallowing therapy is available and provided by relevant team members as determined by the evaluation.

## For further information please contact:

Jocelyn Warren OTR/L (502) 852-0819

Anne Eddins M.S., CCC/SLP (502) 852-7568



To refer a patient to the Feeding/Swallowing Program, please have caregiver contact:

Karen Pass (502) 852-7778

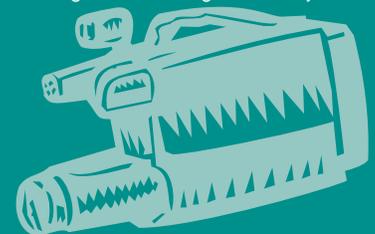
Ada Mucker (502) 852-3035

## DEPARTMENT OF TEACHING AND LEARNING • UNIVERSITY OF LOUISVILLE

**John Burke, Ph.D.** Director, Kentucky Autism Training Center and Associate Professor in Pediatrics and Teaching and Learning, University of Louisville

**Debra Bauder, Ed.D.** Assistant Professor, Department of Teaching and Learning, College of Education and Human Development, University of Louisville

**Carol Stinson, Ph.D.** Dr. Carol Stinson, Associate Professor Health Promotion, Physical Education & Sports Studies, College of Education and Human Development, University of Louisville



The University of Louisville will conduct a research study exploring the effectiveness of using dynamic language boards to increase social communication skills with individuals with autism this spring. The research team will also look at the effects of video self-modeling on children's social communication skills.

A dynamic language board consists of a set of pictures that are used to assist individuals with autism to communicate by pointing to the picture. Video self-modeling (Dowrick, 1999) is a technique involving creative planning and editing video, to make a 2 or 3-minute video of the individuals correctly performing the targeted task. Prior to performing the targeted task, the individual views the video. The study will compare which type of intervention is the most effective in a child's language development.

University of Louisville faculty members Dr Carol Stinson, Dr. Debra Bauder are lead investigators in this study. Dr. John Burke is providing consultation on this project. The research team is looking for families in the Louisville area to participate in this important study. If you are interested in participating in this research, please call Dr. Carol Stinson at 852-0547.

*My name is Vibh Forsythe and I am an eighteen-year-old senior at Henry Clay High School in Lexington, Ky. My brother Vahl was diagnosed with autism when he was 2 and I was 6. I have been the sibling Chair of the Autism Society of the Bluegrass for the four years of my high school career. I sit on a committee for peace and justice and I am a member of my school track team. I wrote this article for my mentoring project, which is to plan two seminars for siblings of children with autism to support and educate on sibling interaction.*

## SIBLINGS

Siblings, we are the others. Many who have experienced life around a loved one with autism know that as siblings we live on the outskirts of anecdotes and float in and out of conversations as names "in addition to." It is not to say that we are not loved, or are not needed, but times arise in certain conversations and certain company where our lives blend into the background. Contrary to appearances we are more than a blip on the backdrop. To a child with Autism, because of the struggle he faces with forming bonds, a sibling relationship can be one of the most crucial in his life. To parents of children with autism their "other children" are a precious, and oftentimes under appreciated resource. I feel that it is important that we as siblings of children with Autism understand the invaluable role we play.

Autism is a disorder that affects social and communication skills. All children develop social skills by modeling themselves after other people; siblings often provide a point of reference for social development. Like other children, eventually, children with autism may begin to mimic the behaviors of their siblings.

This is because unlike parents, siblings are usually closer in age and they hold an authority that is strong but not absolute.

Autism prevents most children born with the disorder from developing socially at the "normal" rate. In lieu of outside friends, family members and educators make up the entire spectrum of interaction for some children. My younger brother, Vahl, was diagnosed with autism when he was two years old. From the time he could walk he was following my every move, of course I took advantage by blaming him for accidents and the like, because he was younger and would get into less trouble, presumably. Now that I am older and have friends to go out with and groups to take part in, I feel an aching guilt for leaving Vahl at home. At the jingle of my keys or the sight of me in my coat, my brother pops up, puts on his shoes, and asks if he can go, and the answer is most often no. Some places he just cannot come with me, some places I just do not want to take him. I came to realize that I am and will probably remain his closest friend. I mean more to him than just someone who lives in the house and the more I think about it, I realize that he is more to me too. His special needs have adjusted our sibling dynamic in such a way as to make me more valued to him than I would be to a normal sibling, and to make me more sensitive to his wants and needs.

Parents of a child with special needs often take for granted the role that other family members play. The life of a family dealing with special needs may be described as hectic, if you will pardon the understatement. Siblings, especially older ones, take on more responsibilities than most of our friends would care to assume. Younger siblings tend more towards feeling a lack of attention. All siblings of children with special needs have to adopt a new outlook on family roles, and in a lot of ways so do parents. Siblings help with homework; we stand up to people and peers who do not understand, we surrender a lot of our parent's time and attention, and we sacrifice some of our own desires, not to mention a healthy portion of our free time.

It can be very difficult to understand a relationship between someone with autism and a family member without, even if you are a party in the relationship. One person must be more than willing to give; the other often wants to but cannot, at least not in a traditional or visible way. This description works either way. I try to help my brother with his homework. I am rarely sure whether he understands or is just repeating/rephrasing what I say. I get frustrated and angry and on occasions have begun to shout. I feel inadequate because I cannot make him understand, and then I look at his face, and I see that he wants to and I then feel like a horrible soulless witch for losing my temper and taking my frustration at myself out on him. I am not the only one. This is a more than common sentiment among those who have confronted their feelings about a close family member with autism. We have to keep in mind who we are to our siblings. Though it is often very difficult, we have to remember that the bond we share with our special needs sibling is one they may never encounter otherwise. Surveys of families have shown that they are most willing to learn from and listen to us, the siblings.

I am the only sibling of a child with autism. My brother has a disorder that negatively affects his social and communication skills. I am his closest friend, I feel a sense of duty and responsibility for him and his well being, I am an important part of his life as he is of mine, I love him. Sibling relationships are crucial to a child with this special need. I would advise any other "other child" not to entirely discount the cliché "labor of love", but to embrace the significant role they play in their loved one's life.



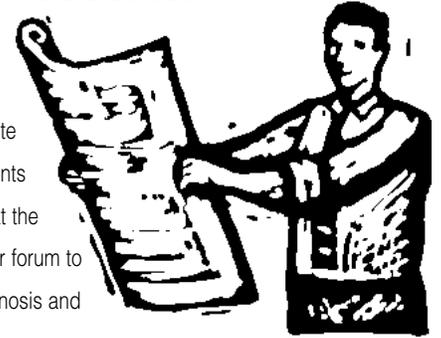


# APRIL IS AUTISM AWARENESS MONTH!!!

*Lee Bowser*

*Autism Society of South Eastern Kentucky*

The Autism Society of South Eastern Kentucky would like to announce our "Autism Press Conference". We invite anyone (parents, educators, healthcare providers, etc.) interested in learning first hand from experienced parents about issues relating to the autism spectrum disorders. We will meet on the First Tuesday in April (April 1st), at the First Baptist Church of London on West 5th Street, starting at 6:30pm. This will be an informal question/answer forum to raise awareness about the increasing prevalence of this disorder and equip parents to obtain the earliest diagnosis and intervention possible.



**If you have any questions, please contact:**

Autism Society of South Eastern Kentucky 1-606-864-4116 • 60 Cameron Lane • London, KY 40744

## PREVALENCE OF AUTISM

*Gail Williams, M.D.*

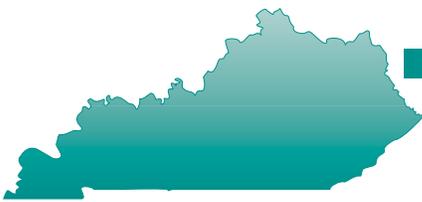
*Associate Professor in Department of Pediatrics at the University of Louisville  
Weisskopf Center for the Evaluation of Children*

There is currently a great deal of controversy surrounding the prevalence of autistic spectrum disorders. The question has been raised in the press as to whether there is an autism "epidemic". It is certainly true that prevalence figures have changed from 4 to 5 per 10,000 in the 1970's to approximately 1 in 500 in recent studies.

How can we explain this marked change in prevalence data? A recent article by Lorna Wing and David Potter in *Mental Retardation and Developmental Disabilities Research Reviews* (2002) summarizes the possible explanations for the apparent increase in autism prevalence.

- 1)** Changes in diagnostic criteria probably account for much of the variation among reported prevalence estimates. We have come to recognize the concept of an autistic spectrum in which social and communication difficulties can present in varying degrees and have different manifestations. This broader view of autism has influenced clinician diagnosis over time. Differences in the methods used from study to study may also have contributed to variability in prevalence rates.
- 2)** Increasing awareness of autistic spectrum disorders may also partially explain prevalence changes. Based on their reading or experience, parents often bring children to the attention of physicians with concerns about autism. The development of specialized services in autism including educational strategies and supports has led to an increased willingness on the part of parents and professionals to consider a diagnosis of an autistic spectrum disorder if it will lead to appropriate intervention.
- 3)** Recognition that autism can be associated with other developmental, medical, genetic and psychiatric disorders may be responsible for increased diagnosis. In the past, individuals with severe mental retardation or Down syndrome were often not considered for an autism diagnosis despite the fact that they had pervasive social and communication deficits. Individuals with Asperger's syndrome may have been mistakenly diagnosed with obsessive compulsive disorder or a personality disorder.
- 4)** There is also the possibility that the prevalence data reflect a real increase in the number of individuals with autism and are not just due to improved recognition and broader diagnosis. It has been speculated that factors such as diet, allergies, environmental toxins, and vaccines are contributing to the rise in autism. Medical research addressing these environmental issues is limited, but generally does not support causal associations. However, further research is needed.

Wing and Potter conclude that most of the reported rise in prevalence of autism can be explained by changes in diagnostic criteria and increased awareness. Long-term prospective studies of populations will be important to determine whether there is also a true increase in autism. Whatever the explanation, it becomes clear that autistic spectrum disorders are not rare and will increasingly demand the attention of educators and health care professionals.



# KENTUCKY AUTISM TRAINING CENTER

## Conference Schedule

<b>Monday, July 21</b>	7:30 a.m.	Registration
	8:30 a.m.	Welcome and Introduction
	8:45 a.m.	Morning Session with Amy Wetherby
	12:00 p.m.	Lunch (provided)
	1:15 p.m.	Afternoon Session with Amy Wetherby
	4:30 p.m.	Adjourn
<b>Tuesday, July 22</b>	8:00 a.m.	Registration
	8:30 a.m.	Morning Session with Amy Wetherby
	11:45 p.m.	Lunch (provided)
	1:00 p.m.	Afternoon Session with Amy Wetherby
	4:15 p.m.	Adjourn
<b>Wednesday, July 23</b>	7:30 a.m.	Registration
	8:15 a.m.	Introduction
	8:30 a.m.	Morning Session with Linda Burkhart
	11:45 p.m.	Lunch (provided)
	1:00 p.m.	Afternoon Session with Linda Burkhart
	4:15 p.m.	Adjourn
<b>Thursday, July 24</b>	8:00 a.m.	Registration
	8:30 a.m.	Morning Session with Linda Burkhart
	11:45 p.m.	Ending Comments
	12:00 p.m.	Adjourn
<b>Thursday, July 24 (afternoon) Make &amp; Take Workshop</b>	12:00 p.m.	Lunch (for registered Make and Take Attendees)
	12:30 p.m.	Registration
	1:00 p.m.	Make and Take Workshop with Linda Burkhart
	4:30 p.m.	Adjourn

Please call our Summer Institute 2003 Information Line for any additional activities planned for the conference or changes to the schedule.  
 Local: (502) 852-7277 Long Distance: (800) 334-8635 ext. 852-7277



## KENTUCKY AUTISM TRAINING CENTER AUTISM INSTITUTE: STRATEGIES SERIES 2003

### REGISTRATION

**Please use a separate form for each registrant and keep a copy for your records.**

Name \_\_\_\_\_

School District/County \_\_\_\_\_

Address \_\_\_\_\_

Phone # \_\_\_\_\_ Fax # \_\_\_\_\_ Email \_\_\_\_\_

Special Accommodations \_\_\_\_\_

Lunch will be provided July 21-23 to all session attendees. On July 24, lunch will be provided for Make and Take Session participants only.

- I am a:  Family Member  
 Professional/Educator  
 Para-Professional/Instructional Assistant  
 Full Time Student

**Please continue to complete the other side of this form.**

# AUTISM INSTITUTE 2003

## ACCOMODATIONS

**Please make hotel arrangements in advance. Mention "UofL KY Autism" when making your reservations to receive these special rates. A limited number of rooms will be available at these hotels:**

Hyatt Regency Louisville – Our Headquarters Hotel  
320 W. Jefferson St. Louisville, KY 40202  
(800) 233-1234 or (502) 587-3434  
\$79.00/night, single to quad occupancy  
www.louisville.hyatt.com

Holiday Inn Hotel  
120 W. Broadway Louisville, KY 40202  
(800) 626-1558 or (502) 582-2241  
\$59.00/single, \$69.00/double occupancy

The Galt House  
Fourth St. and River Rd.  
(800) 626-1814 or (502) 589-5200  
\$79.00/single or double occupancy

**Transportation to and from these hotels will be available prior to the morning session and following the afternoon session each day. On Thursday, a shuttle will be available in the morning and at lunch only.**

## DIRECTIONS

TO THE KATC SPECTRUM BUILDING/OLD  
MALE HIGH SCHOOL  
911 S. BROOK STREET  
LOUISVILLE, KY 40203  
502.852.4631

### From I-65 South

Take I-65 South towards Louisville/Nashville  
Take the St. Catherine West Exit (Exit 135)  
Keep Right at the fork in the ramp  
Turn Right onto E. St. Catherine  
Turn Right onto South 2nd Street  
Turn Right onto Kentucky Street  
Turn Left onto South Brook Street  
We are located in the Old Male High School  
Building at 911 S. Brook

### From I-71 South

Take I-71 South to Louisville  
Take I-65 South to Louisville/Nashville  
Follow directions about from I-65 South

### From I-65 North

Take I-65 North to Louisville/Indianapolis  
Take St. Catherine West Exit (Exit 135)  
Merge onto East St. Catherine  
Turn Right onto South Brook Street  
We are located in the Old Male High School  
Building at 911 S. Brook

### From I-64 West

Take I-64 West  
Take the I-65 South Exit to Louisville (Exit 5A)  
Follow directions from I-65 South

 **Kentucky Autism Training Center • 800-334-8365 ext.852-4631 • University of Louisville • www.kyautism.com**

### I am registering for:

**July 21-22:** Amy Wetherby (2 full days)

*Professionals: \$135.00*

*Family Member, Para-Professional/Instructional Assistant,  
Full-Time Student: \$50.00*

**July 23-24:** Linda Burkhart (1.5 days)

*Professionals: \$100.00*

*Family Member, Para-Professional/Instructional Assistant,  
Full-Time Student: \$40.00*

**July 24:** Linda Burkhart Make and Take Session (.5 day) (Session is limited - please read below)

\*REGISTRATION # All participants: \$70.00 (\$40 registration fee + \$30 supply charge)

*\*Registration for the Make and Take Session is limited to 80 people. Each region of the state will be offered an equal number of seats.*

**Prior to sending in this registration form and payment, you must call 502-852-2467 to receive a registration number that will hold your seat for the Make and Take session.**

### Special Rate:

**July 21-24:** Amy Wetherby & Linda Burkhart (3.5 days)

*Professionals: \$200.00*

*Family Member, Para-Professional/Instructional Assistant,  
Full-Time Student: \$80.00*

### TOTAL \$ Enclosed:

*Unfortunately, credit cards cannot be accepted.*

I am paying by:  Check  Money Order  \*Purchase Order

**\*Must attach your completed Purchase Order.**

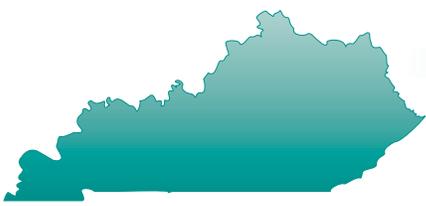
P.O. Number

### On-Site Registration will be an additional \$15.

Scholarships for conference fee will be granted on a very limited basis according to financial need and date of registration.

### RETURN COMPLETED REGISTRATION FORMS TO:

**Autism Institute 2003 • Attn: Kristen Frarey • KATC • 911 S. Brook St. • Louisville, KY 40203**



# PROMOTING COMMUNICATION, SOCIAL SKILLS AND COGNITIVE DEVELOPMENT FOR CHILDREN WITH AUTISM SPECTRUM DISORDERS

## UNDERSTANDING AND ENHANCING COMMUNICATION AND LANGUAGE FOR YOUNG CHILDREN WITH AUTISM SPECTRUM DISORDERS

**Dr. Amy Wetherby - July 21 - 22, 2003**

Autism is now understood to be a developmental disorder involving impairments of social interaction, communication and symbolic abilities. This two-day workshop will provide an overview of empirically supported practices for enhancing language and communication abilities of infants, toddlers, and preschool children with autism spectrum disorders. On the first day, the nature of the communication and language impairments in autism will be reviewed. Guidelines for ecologically-based communication assessment strategies and empirically-supported intervention practices will be presented. On the second day, specific strategies will be presented on the following topics: earlier identification of autism in infants and toddlers, planning activities to promote initiation and interaction, integrating communication programming with the management of behavior problems, and fostering peer interactions in inclusive preschool programs

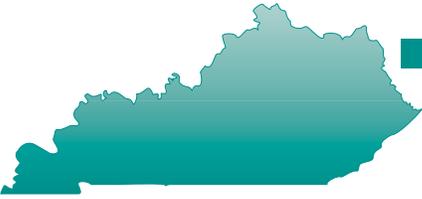
**Dr. Amy Wetherby** is a Professor in the Communication Disorders Department at Florida State University. She received her Ph.D. from the University of California, San Francisco/Santa Barbara in 1982. She has had over twenty years of clinical experience and is an ASHA Fellow. Dr. Wetherby has published extensively and presents regularly at national conventions on social and communicative profiles of children with autism/PDD and on early identification of communication disorders in infants and toddlers. She is a co-author of the Communication and Symbolic Behavior Scales (with Barry Prizant). Dr. Wetherby is the Executive Director of the Florida State University Center for Autism and Related Disabilities.

## MULTI-MODALITY SUPPORTS FOR COMMUNICATION, COGNITION AND PLAY: STRATEGIES FOR YOUNG CHILDREN ON THE AUTISM SPECTRUM

**Linda Burkhart - July 23 - 24, 2003**

This session will focus on practical strategies for motivating and communicating with young children on the autism spectrum. Learn how to use visual, auditory and tactile/kinesthetic strategies to enhance receptive understanding, expressive language and cognitive processing skills. Structure the child's natural environment for multi sensory input and output to reduce frustration, improve behavior and teach social skills. What types of supports increase motivation, attention and cognitive processing? How do you facilitate communicative interaction? How can you utilize the computer to teach pivotal skills and create child-directed play experiences that increase independence and learning? Numerous light tech to high tech suggestions to answer these and other questions will be shared.

**Linda Burkhart** is a well-known teacher and leader in the field of assistive technology, adaptive play, and augmentative communication for children who face significant disabilities. She has conducted workshops and presentations nationally and internationally since 1982. Linda worked for eight years as an Augmentative Communication and Assistive Technology Specialist for the Center for Technology in Education - a joint project between the Johns Hopkins University and the Maryland State Department of Education. She has also developed many publications and software to be used in these areas.



# KENTUCKY AUTISM TRAINING CENTER

University of Louisville

Hosts

## AUTISM INSTITUTE: STRATEGIES SERIES 2003

Featuring

**Dr. Amy Wetherby and Linda Burkhart**

Promoting Communication, Social Skills and Cognitive Development for  
Children with Autism Spectrum Disorders

**July 21-24, 2003**

Spectrum Building Auditorium • 911 South Brook St. • Louisville, Kentucky

*The 2003 Autism Institute has been designed to bring together the expertise of two outstanding professionals in a seamless manner. The conference will begin with Dr. Wetherby sharing information on ecologically based communication assessments and intervention strategies for young children with autism spectrum disorders and will lead into the next presentation by Linda Burkhart. During Mrs. Burkhart's presentation, the focus will be on practical strategies for motivating and communicating with young children with autism spectrum disorders. After Linda Burkhart's one and a half day presentation, she will lead a post-conference afternoon make-and-take session for a limited number of participants and provide an opportunity for guided practice in building communication and social supports. While attendees are encouraged to participate in both speaker sessions, enrollment in individual speaker sessions will be permitted.*

**Autism Institute 2003 is designed for Early Childhood Educators, Special Educators, Speech Language Pathologists, Family Members, Psychologists, Administrators, Mental Health Professionals and other professionals working with children with autism.**

U.S. Postage  
**PAID**  
Louisville, K.Y.  
Permit No. 769

Kentucky Autism Training Center  
University of Louisville  
Spectrum Building/Old Male High School  
911 S. Brook St.  
Louisville, KY 40203