



Issue 9, Spring 2003

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.

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HELLO,

Spring is upon us and summer is knocking at our door. As in the past three summers, KATC is hosting an Autism Institute. However, in contrast to the previous years, we have redesigned this year's Institute to involve three in-depth two-day training sessions. While you are probably well aware of the content, speakers, and dates of the first two sessions, we have not formally announced our third session, which will take place later this year. While some additional details need to be worked out, I am very pleased to announce the third event will be focused on assisting older individual's transition through the school years into employment and the community. We will keep you posted.

This summer also brings us to a new point in our Center's history. As many of you know, since the start of KATC, we have been working with the Department of Teaching and Learning within the College of Education and Human Development at the University of Louisville. Through our joint efforts, we have been developing several courses pertaining to autism and have offered a Masters in Special Education with an emphasis on Autism, Technology, and Collaboration for a few years. Our immediate goal is to put all of our current courses on-line including: Introduction to Autism: Strategies and Techniques; Applied Behavior Analysis; Autism, Technology, and Collaboration; and the Application of Single Subject Designs in behavioral programs. By the end of this process, we will have redeveloped our courses to not only be "on-line", but to also involve multimedia including videos as well as

interactive discussion sessions with the instructors. If individuals are interested in participating in these courses, please contact either myself or the Department of Teaching and Learning (Special Education - Distance Education).

In terms of our overall collaborative efforts, we at KATC are continuing to work in unison with several regional and state organizations as well as with numerous family support groups from around the Commonwealth. It is our firm belief that we can be much more effective by blending our respective talents as we all strive to advance the development of individuals with autism. As we continue to work together, it is vital that we look at how we can impact today's children as we continue to build programs for tomorrows. Through our involvement in such collaborative groups as the Autism Spectrum Disorders Advisory Consortium, (sponsored by the State Interagency Advisory Council), we will continue to help build options for individuals with autism, their families, and the dedicated professionals who are striving to serve them.

As I participate in several family support group workshops and regional conferences this Summer, I look forward to strengthening relations with those who I have known since coming to Kentucky as well as to have the opportunity to make new acquaintances.

John C. Burke

John C. Burke, Ph.D.
Director, Kentucky Autism Training Center



To subscribe to the KATC Listserv:

- Send an e-mail message to: listserv@listserv.louisville.edu
- In the MESSAGE part of the email type: SUB KYAUTISM your-first-name your-last-name (Be sure not to enter it in the subject line, you will get booted out!)
- You will then get a message telling you that it has been sent to the owner. You need not reply to this message.
- The next message should be one telling you that you have been added to the KYAUTISM LISTSERV
- To send message to the group, address message to: KYAUTISM@listserv.louisville.edu

Please be aware that everyone on the list will be able to see all of the messages that are sent to the KYAUTISM LISTSERV. Therefore, we ask that you use this listserv only for autism related communications. Only subscribers to the listserv will be able to post messages to the listserv.

Dear Readers:

In this era of budgetary constraints, we have decided to change the distribution process of the KATC's quarterly newsletter. Starting with the Summer Edition, we will not be sending the KATC newsletters to the over 7,000 folks on our mailing list. Instead, readers can obtain a copy of the newsletter in the following ways:

1. Copies will be sent to local autism related support groups across the Commonwealth. For a support group near you, please refer to this edition of the KATC newsletter (p.8).
2. The latest edition of the KATC newsletter will be posted on the KATC Web site located at: www.kyautism.com
3. Members of the KATC Listserv will receive a copy.

4. However, if you have limited access to a computer, we are happy to send you a copy of the newsletter in the mail. Please call 800-334-8636 ext. 852-7799 or fax the mailing label on the front of this edition to the KATC at 502-852-6821. (KATC, att: Rebecca Grau, 911 S. Brook St., Louisville, KY 40203.)

We apologize for any inconvenience this change in process might cause you. We feel it is necessary to take advantage of available technology to efficaciously disseminate autism related information to families and professionals across our Commonwealth.

Sincerely,

Rebecca Grau

Rebecca Grau, M.P.A., Editor, Kentucky Autism Training Center
800-334-8636 ext. 852-7799, Rebecca.Grau@louisville.edu

USING A FIRST-THEN BOARD

Kelly Shepherd, M.Ed.
Field Training Coordinator,
Kentucky Autism Training Center

A major challenge when working with individuals with autism is giving directions that are clear to the individual. (Quill, 1995). Individuals with autism often have difficulty understanding direction or rules as given to peers. Visual supports are a common tool used to assist individuals with autism with this understanding. Visual supports include schedules, scripts, calendars, choice boards and First-Then boards. These supports can be created using pictures (Boardmaker or photographs), print, or a combination, depending upon the level of the child.

Many individuals with autism are motivated differently and often have difficulties "waiting" for the reinforcer. Professionals and parents alike must come up with creative ways to motivate the individual to complete a task. First-then boards are one such way. These boards are designed to make a nonpreferred task seem more pleasing and to help the student understand that a "fun" task or reinforcer is coming after the work is completed. To use a First-then board, the following steps should be taken.

- Using a reinforcer assessment, assess what will motivate the individual
- Make a picture (photo or Boardmaker) of the preferred item
- Make a picture of the nonpreferred task
- Place these pictures together on a board with one side labeled First the other side labeled Then
- Show the board to the individual prior to beginning the nonpreferred task
- Using the board, say, First _____ Then_____.
- Once the nonpreferred activity is completed, the student is immediately given the preferred item/activity.
- The initial use of the First-Then Board should involve an activity that is relatively brief in time in order for the child to see and understand the rule of first doing some work, then getting something fun.

As a part of a school based consultation at James T. Alton Middle School in Hardin County, the team incorporated first-then boards at both school and home. Team members included: Stephanie Thomas, parent, Debbie Vogel, teacher, Teresa Wilson, SLP, Penny Amerine, Instructional Assistant and Kelly Shepperd, field training coordinator, KATC.

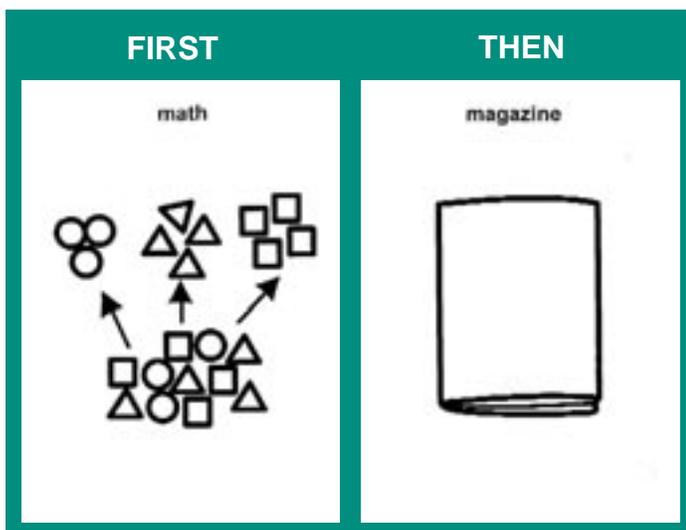
Below: (left to right) Penny Aminine, Debby Vogel, Jay Thomas and Teresa Wilson



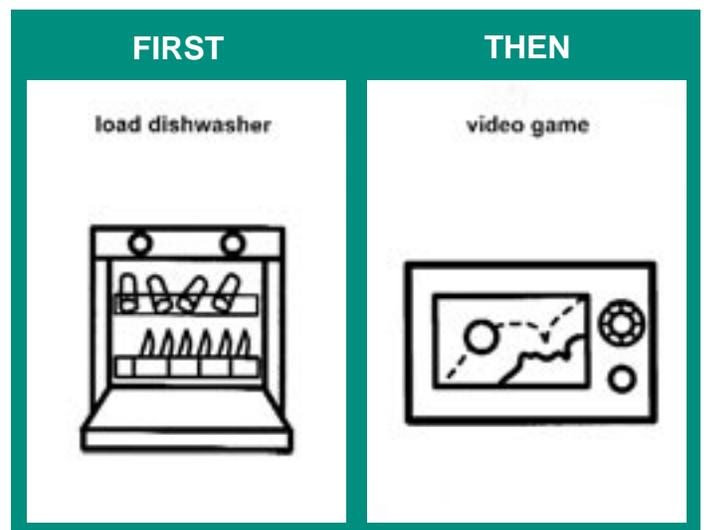
Jay Thomas, a middle school student in a self-contained classroom seemed unmotivated to complete his class work. He was not disruptive; however, he would not complete class work without multiple prompts. The classroom staff needed a way to get him to complete work such as hands on math with less prompts.

The team implemented a First-Then Board. As a part of the training agenda for the school based consultation, Jay's team completed a reinforcer assessment. By doing this, the team determined that particular NASCAR items, sports magazines, computer games and certain videos would motivate Jay. Each of these items have been used as a part of a first-then board with Jay. For the purpose of this article we will discuss the sports magazine as an example.

SCHOOL



HOME



SCHOOL-BASED TRAINING AND TECHNICAL ASSISTANCE PROVIDED BY THE KATC

Jay was highly motivated by looking at sports magazines so a picture representing a magazine was placed under then. A picture representing schoolwork was used under first. Using the First-then board prompted Jay to complete his work with minimal prompts. The staff showed him the board saying, "First work, then magazine."

Initially, Jay was given one nonpreferred activity (such as a calendar activity or functional math) to complete and then he was allowed look at a magazine for a set amount of time. Over days, Jay was able to complete nonpreferred tasks more independently and the First-Then board was expanded so that he was expected to complete multiple tasks prior to earning the magazine.

This process is used not only at school, but at home as well. His mother, Stephanie, is an active participant in the school based consultation process. She utilizes the first-then process at home and in the community. For community outings, such as shopping at the local grocery or discount store. His mother knows that he likes to visit the magazine and toy rack at the grocery. In order to finish her shopping, Stephanie uses first-then. Jay is told, "First groceries, then magazines". The same principle is applied when at the discount store, however, there, he enjoys looking at NASCAR merchandise. Jay is told, "First shop for mom, then NASCAR." According to Stephanie, shopping trips with the First-then method are a lot easier than without. She also uses this method when prompting Jay to clean up his room, "First clean, then video". Short errands around town may also prove to be a time when First-then is used. Jay may be prompted to participate in a short trip by using, "First bank, then Nana's." This procedure has proven to be a positive tool in Jay's life at home, school and the community.

Quill, Kathleen Ann, ed. *Teaching Children with Autism: Strategies to Enhance Communication and Socialization*. (New York: Delmar, 1995)

*Katie Carnazzo, M.A.
Coordinator,
Kentucky Autism Training Center*

As the school year comes to an end we at the KATC thought it was a good idea to review our school consultation process. Initially in 1998 a school consultation consisted of a Field Training Coordinator (FTC) receiving background information and questions from a team on a particular student with autism. The FTC would travel out to the school to observe the student for approximately 2 hours then meet with the educational team, including the parents and discuss recommendations. The FTC would then write a report highlighting the recommendations and send it to the school system.

How times have changed. Over the past 5 years we saw an increased need to provide follow-up visits to the educational team. In the fall of 2002, the KATC revised our current school consultation model to consist of multiple training sessions with the team by addressing the individual needs identified by the team which includes the parents. The following is a detailed explanation of the current school consultation process.

Step 1

The team leader contacts the KATC to discuss technical assistance and training services.

After discussing the school consultation process with the team leader, a KATC staff person will send a Technical Assistance Profile (TAP) packet. The TAP serves as the in-take form for this service and includes:

- General Information on the student
- Requests that the team provide evaluation materials specific to that student (i.e., evaluations, IEP, behavior plan, video tape of student).
- Signed parent/guardian consent
- Team members, including the parents are asked to delineate 3 priority areas of need for technical assistance and training in the following areas: *Communication, Social Competence, Academic Performance, Physical Functioning, Sensory Issues, Vocational Issues, Daily Living, Challenging Behaviors and Transition.*

Step 2

When all of the requested in-take information is received at the KATC it is reviewed and assigned to a FTC based on the three priority areas and the FTC's area of expertise.

The KATC then contacts the school to set up an initial observation date and team meeting. The main contact at the school will then ensure that all team members receive scheduling information. When scheduling this meeting efforts are made to accommodate the schedules of all team members, including parents.

(Continued on page 4)



SCHOOL-BASED TRAINING AND TECHNICAL ASSISTANCE PROVIDED BY THE KATC

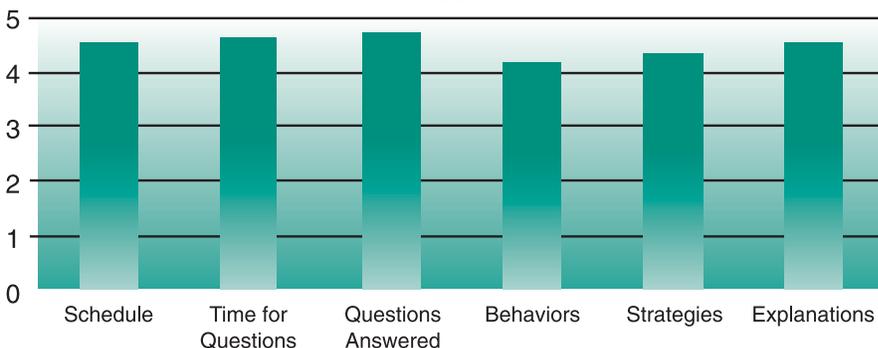
(Continued from page 4)

After the initial observation the FTC meets with the entire team, including the parents and facilitates consensus on the three priority areas in which to target for technical assistance and training. Based on the information obtained during the observation and the training needs outlined by the team, the FTC then creates a Training Agenda. The Training Agenda outlines the team's priority areas, format in which the training will occur (i.e., small group, hands on training), and an approximate number of sessions to address the areas agreed upon by the team. The Training Agenda is shared with the entire team, via the main contact at the school.

After all of the Training Agenda items have been addressed, an exit meeting with all of the team members present is scheduled. At this meeting the priority areas are discussed and any questions or comments are addressed. After the final meeting an exit report is written by the FTC and sent to the main contact at the school for distribution to all team members. KATC can be contacted to schedule follow up sessions if necessary.

Currently 23 students are receiving school consultation services from 9 different districts across Kentucky. There are 16 students on a waiting list to receive services. Please contact Katie Carnazzo if you have any questions or comments in regards to the school consultation process at 502-852-7231, or Katie.carnazzo@louisville.edu.

Figure 1: 2002–2003 KATC School-Based Training and Technical Assistance Evaluation Data
n=38



Evaluation of School-Based Training and Technical Assistance

Teams that participate in School-Based Training and Technical Assistance activities delivered by the KATC are sent quarterly evaluations. These evaluations are anonymous. The purpose of these evaluations is to receive feedback on our school consultation process and the technical assistance and training activities. The evaluations are mailed out to the team leader as well as the parents/guardians of the student.

The evaluations are comprised of 6 Likert scale questions, as well as 4 open ended questions. Sample questions are as follows; to what degree was/did the consultation *scheduled in a professional manner, enough time for questions, were the questions addressed, clear explanations and rationales for the recommended strategies, help parents and professionals understand behavior*. As of May 21, 2003 of the 102 evaluations mailed out 38 of them were returned for a return rate of 37%.

Of the returned evaluations, 30% were from parents, 38% were from school staff and 32% did not provide identifying information. Figure 1, represents a summation on evaluation data from participants of KATC School-Based Training and Technical Assistance activities.

Participants indicated what was most helpful about sessions:

- It was helpful to work as a team.
- Examples of materials
- It was helpful to meet with all of my child's teachers.
- Practical suggestions.
- We were given advice and ideas to use at home that are used in the classroom.

Participants indicated how consultation will affect educational planning and work with student:

- I will try less intrusive prompts first.
- We worked together on applications of materials presented that will affect how to determine and implement goals and objectives for the students.
- I appreciate information from an "educator's perspective" rather than strictly a therapeutic approach.
- Ideas for activities.
- Strategies

Participants suggested ways for the KATC to more effectively serve schools and families of students with autism:

- Continue to work with regular educators and assist them with needed modifications for those settings.
- Increase parental involvement.
- In working with several people from KATC over the years, I have seen a positive change towards really looking at what the child/team needs and aiding in implementation of strategies. I would very much encourage for that to continue!
- Families need to be aware that the KATC is resource that they can turn to.
- Middle and high schools need information on vocational/interest evaluations for students with autism.

SUMMER TIME IS FUN TIME!!!!!!

I have put together a list of camps and programs suggested by families and professionals across the Commonwealth. If you would like a copy, please contact the KATC at 800-334-8636 ext. 852-7799 or e-mail me at Rebecca.grau@louisville.edu (subject line: summer fun)



CLASS + CONSULTATION = SUCCESS

*Richard Hudson, M.Ed., MRC
Field Training Coordinator,
Kentucky Autism Training Center*

A primary goal of the Kentucky Autism Training Center is the dissemination of information and technical assistance related to training and education of individuals with autism. Toward this goal the KATC provides school consultations in which local educational teams, by providing individualized direct training on working with students with autism as well as a graduate program through the University of Louisville. Either of these services is an effective way of increasing parents', teachers' or other service providers' knowledge of autism, but the combination of these can lead to amazing learning opportunities for staff and students.

Consider Dustin Biglin, an 18-year-old high school student with autism. Dustin, functionally non-verbal, exhibited frequent acting out behaviors and was the topic of many 'calls to the office' over the past several years. Though Dustin's preferred aide was able to intuitively understand his wants and needs it was very difficult for other staff to work with him.

During the 2002-2003 school year, Dustin's school district contracted with the Kentucky Autism Training Center to provide training and technical assistance to his team. Concurrently, Dustin's FMD teacher Jennifer Mansell-Bishop enrolled in EDSP 671, Autism Strategies, a graduate-level distance education course offered by the University of Louisville's College of Education and Human Development, taught by Dr. John Burke and Shawn Henry of the KATC. This combination proved to be quite beneficial to all involved.

Regarding the course work in conjunction with the technical assistance provided by Richard Hudson at the KATC, Jennifer Mansell-Bishop elaborated on her experience, "Taking the Autism Strategies class helped me better understand my student's unique characteristics and gave me a new perspective on students with autism. The experience with the KATC

enabled me to put into immediate practice much of what I learned in class. [The KATC] helped fill in the gaps when I was unsure about some situations with Dustin."

Through participating in the Autism Strategies class concurrently with a consultation Jennifer established a strong theoretical and literature based understanding of current practices while having direct, hands-on training and application of those theories in her daily work with Dustin. "Truthfully, it seemed that [the consultant] had been a part of the class or had access to the lesson plans because many times he came into my classroom talking about the topics discussed in my previous [Autism Strategies] class."

As Jennifer Mansell-Bishop gained further insight into strategies for students with autism, her team worked toward applying these strategies for Dustin in the classroom with the consultant's technical assistance. Dustin's behaviors were tracked using behavioral analysis to provide data about when and where negative behaviors occurred and what factors lead to, and resulted from these actions. Dustin's preferred aide Robin Caudill was pivotal in tracking his behaviors and conducting a reinforcement assessment to establish tangible reinforcers for which he would engage in more appropriate behaviors. "The experience was very insightful. [The KATC] is very patient. We received a lot of practical and useful information to help us with our students with autism."

Jennifer updated Dustin's IEP to reflect major focus on areas of behavior and communication, both of which were extensively covered as part of the Autism Strategies class. As she moved toward development of a consistent in-class communication system for Dustin, the KATC consultant was there to help with the technical training and implementation of the system. With the strong combination of theoretical and technical backing, the team was able to quickly establish the communication system and provide Dustin with the ability to communicate with numerous



Above: (left to right) Jennifer Mansell-Bishop, Dustin Biglin and Teressa Wilson

people in his environment rather than rely on negative behaviors as a means of communication. According to John Russell, another aide in Dustin's class, "After applying the techniques that KATC offered us, we have seen major improvements with Dustin's communications skills, less of a behavior problem. It's been a great asset to us."

Though Dustin is still in an early stage of using his communication system he is exhibiting progress and the data being collected suggests that he is increasing in spontaneous communication behaviors. Much of this success can be attributed to the support of Dustin's strong team. According to Jennifer, "The most important aspect of this experience has been the commitment of the team. We, John, Robin and I are committed to improving the educational experience for Dustin. Of course, the one who has benefited most from this experience is Dustin. He is communicating more and seems much happier."

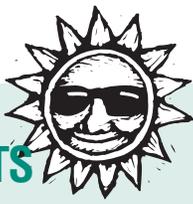
For more information about the Master's in Special Education with a concentration in Autism, Assistive Technology and Collaboration, please visit:

<http://www.louisville.edu/edu/edsp/distance/programs/ma/index.html>

Or contact:

Debra Bauder, Ph.D. or John C. Burke, Ph.D.
Distance Education Program
Department of Teaching and Learning
Louisville, KY 40292
Phone: 502-852-0564
Fax: 502-852-3976
E-Mail: bauder@louisville.edu or johncburke@louisville.edu

CALENDAR OF EVENTS



Below is a listing of up-coming KATC activities and events sponsored by local autism related support groups.

The 2003 Autism Society of America (ASA) National Conference on Autism—"Bridges To The Future!"

July 16-20, 2003; Pittsburgh, Pennsylvania
Registration is required, please contact the ASA at <http://www.autism-society.org>

Incorporating Environmental Supports to Promote Success for Individuals with Autism

July 29-30, 2003
The Bardstown Autism Support Group will be hosting a 2-day conference. John Burke, Ph.D., Director of the Kentucky Autism Training Center and Shawn Henry, M.Ed., Field Training Coordinator, Kentucky Autism Training Center will be presenting information on Incorporating Environmental Supports to Promote Success for Individuals with Autism. Specifically the first day the presenters will be discussing the use of visual strategies (i.e., choice boards, schedules) in the home, as well as a brief make and take of materials. The second day will focus on improving behavior through expressive and receptive communication strategies. Registration is required; please contact Charla Dewitt at 502-349-0214 or chadew7275@aol.com.

The Kentucky Autism Training Center hosts Autism Institute: Strategies Series 2003

On July 21-22, 2003 Dr. Amy Wetherby will present, **Understanding and Enhancing Communication and Language for Young Children with Autism Spectrum Disorders**
On July 23-24, 2003 Linda Burkhart will present, **Multi-Modality Supports for Communication, Cognition and Play: Strategies for Young Children on the Autism Spectrum**

See this edition of the KATC newsletter for registration information.

The Autism Society of Kentuckiana is hosting a Hospitality Suite in the Collins Room at the Spectrum Building on Tuesday, July 22, 2003 from 4:00-6:00. Light refreshments will be served.

PUSH Groups and the FIVCO District are planning a Two-Day Autism Conference

September 22-23, 2003
in the Ashland Area

John Burke, Ph.D. and Shawn Henry, M.Ed. from the Kentucky Autism Training Center will be presenting on strategies to promote the success of individuals with autism. Registration is required; for more information, please contact Trudy Abshire at 606-673-4120 or abby8@foothills.net

Autism Awareness Shootout Basketball Tournament to Promote Autism Awareness

January 24, 2004
All day event at Mercer County High School. Proceeds go to Wilderness Trace Child Development Center
Contact Stacey Hall: 859-734-4364, ext. 4166 or halls@mercerc.k12.ky.us

Autism Society of Western Kentucky

KenDucky Derby

July 4, 2003; Owensboro, KY
Please purchase a duck at the ASWK office, proceeds will pay for books/videos for our planned satellite Resource Library in Owensboro

Sixth Annual One Day Conference on Autism in Owensboro

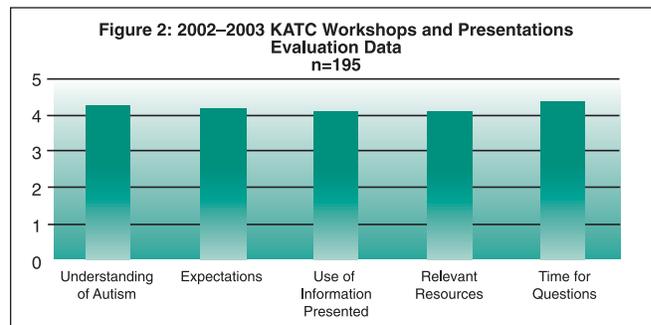
October 24, 2003
The Executive Inn: hosted by The Autism Society of Western Kentucky. Keynote speaker: Dr. Luke Tsai, internationally known author and speaker on Medication Issues and Autism/Asperger's Syndrome. Break-out sessions on various topics, along with our annual book sale will also take place. Registration forms available by August 1st. CEU's/Service hours available.

*For more information about these events, contact the Autism Society of Western Kentucky, PO Box 1647, 230 Second Street, Suite 206, Henderson, KY 42419
Phone: 270-826-0510
Email: tawanda@dynasty.net
Website: www.kentucky-autism.org*

KATC WORKSHOPS AND PRESENTATIONS

As the event calendar reflects, the Kentucky Autism Training Center is asked to present at many conferences across the state. Sponsors have included, but are not limited to autism-related support groups, the State Inter Agency Council (SIAC), Kentucky Speech-Language and Hearing Association (KSHA), Local Education Agencies, Seven Counties, Inc., Central State Hospital, Interdisciplinary Human Development Institute (IHDI). These presentations range from one-hour talks to one and two day presentations. Audience members have included parents and professionals from across the state. The topics have included but are not limited to the following: introduction to autism, behavior management, classroom modifications, visual supports, communications strategies, transition, and sensory strategies.

Parents and professionals that attend workshops and presentations delivered by the KATC are asked to complete evaluations. The evaluations are comprised of 6 Likert scale questions, as well as several open-ended questions. Sample questions are as follows; *How will the information you gained at the presentation impact your work with individuals who have autism? What are some issues in autism you would like to see addressed in future presentations, workshops? What did you find most helpful about the presentation?* Figure 2 represents a summation on evaluation data from 195 individuals.



Overall, 98% of participants indicated the presented information was helpful regarding their work with individuals with ASD.

Participants of these sessions also indicated how the information provided would help in their work with individuals with ASD and their families.

- Better understanding of behavior
- Information to introduce self-monitoring into program
- Increased confidence to address individual's needs
- New ways to implement programs
- Ways to collect data

Participants indicated additional issues they would like to see addressed:

- Emotional support for parents and children
- Family issues

- Potty training
- Reinforcement
- Schedules
- Asperger's
- Collaboration
- Social Skills

Participants indicated what was most helpful about sessions:

- Strategies to increase communication
- Video clips
- Social Stories
- Dispelled myths
- Ideas for classroom set-up
- Questions/answer period (willingness to answer any question)

FAMILY WORKSHOP SERIES

Rebecca Grau, M.P.A.
Leadership Development Specialist,
Kentucky Autism Training Center

After a successful series in both Louisville and Bowling Green, the KATC is happy to announce that the Family Workshop Series will be coming to London and Danville in the Fall of 2003.

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. The content of Family Workshop Series is designed to build upon one another. Parents of children with autism spectrum disorders 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. Families that participate in this workshop series will receive information on the following topics:

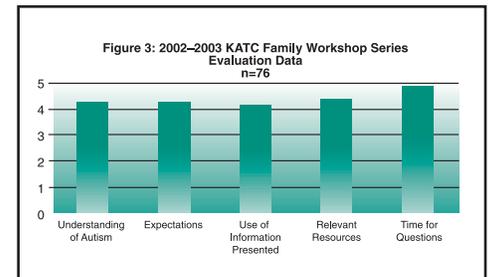
- Behavior, Sensory Needs and Visual Supports
- Enhancing Communication
- Toileting
- Transition Issues
- Social Skills
- Promoting Collaboration and Advocacy

For more information about registering for the Danville and London workshops, please contact me at 800-334-8636 ext. 852-7799 or e-mail me at rebecca.grau@louisville

Figure 3 represents a summation of the evaluation data that was collected at the end of each session in Louisville and Bowling Green, of approximately 100 attendees, 76 evaluations were collected. The evaluations are comprised of 6 Likert scale questions, as



well as several open-ended questions. Sample questions are as follows; *How will the information you gained at the presentation impact your work with individuals who have autism? What are some issues in autism you would like to see addressed in future presentations, workshop? What did you find most helpful about the presentation?*



Overall, 100% of participants indicated the presented information was helpful regarding their work with individuals with ASD.

Participants indicated how information provided would help them in their work with individuals with ASD and their families:

- I will try to use more social stories and visual supports.
- Better appreciation of incidental learning opportunities
- I will gradually implement schedules to help my child understand his world better.
- Better understanding of prompting.
- Help understand and react to difficult situations.

Participants indicated additional issues they would like to see addressed:

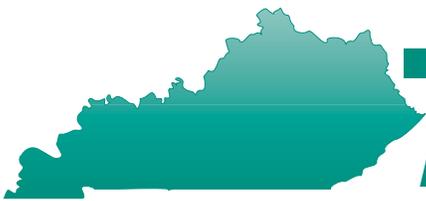
- Music therapy
- Legal information
- Assistive Technology
- Adult Issues
- Medication

Participants indicated what was most helpful about sessions:

- Sharing ideas with other families.
- Learning that other families have similar issues.
- Ideas about starting a social skills group at my child's school.
- Specific examples of visual supports.
- New strategies to try.

Kentucky Autism Training Center Family Workshop Series Schedule				
Session	Topic	London Dates	Danville Dates	Speakers
1	<i>Behavior, Sensory and Visual Supports at Home and in the Community</i>	Aug. 16, 2003 10:30 a.m.–3:30 p.m. Eastern Standard Time	Aug. 23, 2003 10:30 a.m.–3:30 p.m. Eastern Standard Time	Paul Brown, Parent of a child with autism Shawn Henry, Kentucky Autism Training Center
2	<i>Enhancing Communication at Home and in the Community</i>	Sept. 6, 2003 10:30 a.m.–3:30 p.m. Eastern Standard Time	Sept. 20, 2003 10:30 a.m.–3:30 p.m. Eastern Standard Time	Angela Aebersole, Parent of a child with autism Brenda McMillan, Speech-Language Pathologist
3	<i>Toilet Training</i>	Oct. 11, 2003 10:30 a.m.–3:30 p.m. Eastern Standard Time	Oct. 4, 2003 10:30 a.m.–3:30 p.m. Eastern Standard Time	John Burke, Kentucky Autism Training Center
4	<i>Transition</i>	Nov. 8, 2003 10:30 a.m.–3:30 p.m. Eastern Standard Time	Nov. 15, 2003 10:30 a.m.–3:30 p.m. Eastern Standard Time	Jackie Marquette, Parent of an individual with autism Richard Hudson, Kentucky Autism Training Center
5	<i>Promoting Collaboration and Advocacy</i>	Dec. 6, 2003 10:30 a.m.–3:30 p.m. Eastern Standard Time	Dec. 13, 2003 10:30 a.m.–3:30 p.m. Eastern Standard Time	Kentucky Dept. of Education Protection and Advocacy Parents of a child with autism

* **London Sessions:** First Baptist Church, 804 W. 5th St, London, KY
Danville Sessions: Farmer's National Bank, 304 West Main St.



AUTISM RELATED SUPPORT GROUPS IN KENTUCKY

In the past several years, the awareness of Autism Spectrum Disorders has dramatically increased in our Commonwealth. This increased public awareness of autism can be attributed to the grass roots collaborative efforts of support groups across the state bringing together families and professionals. Below is an updated list of the over 20 autism-related support groups in Kentucky.

Kentucky Chapters of the Autism Society of America

Autism Society of Kentuckiana (A.S.K.)
(Louisville and Southern Indiana areas)
www.ask-lou.org

Meets 2nd Saturday of the Month from 10 a.m.–12 p.m. EST at the Kentucky School for the Blind, 1867 Frankfort Ave., Louisville, Ky.; Deanna, New Albany, 812-949-2922, armj01@aol.com; Laurie Spezzano, 502-222-4706, lauries@iglou.com

Autism Society of Southeastern Kentucky
(Laurel and Knox counties)

Meets 1st Tuesday of the month from 6:30–8 p.m. EST at the First Baptist Church, 804 W. 5th Street, London, Ky.; Lee Bowser, 606-864-4116, leebowser@msn.com; Kim Smith, 606-864-4557

Autism Society of the Bluegrass
(Lexington and Richmond areas)

Meets last Monday of the month from 6:30–8:30 p.m. EST at the St. Michael's Episcopal Church, 2025 Bellefonte Dr., Lexington, Ky.; Melanie Tyner-Wilson, 859-278-4991, Tynerwilso@aol.com; Laura Wright, 859-489-1147

Autism Society of Western Kentucky
(Henderson, Daviess, Union, Webster, McLean, Ohio, and Hancock counties)
www.kentucky-autism.org

No specific support group meetings. Call for a list of upcoming events, resource library hours, and location.; Nancy Boyett, 270-826-0510, tawanda@dynasty.net

Autism Society of Greater Cincinnati
(Cincinnati area)
www.autismcincy.org

General Meeting
Meets 2nd Tuesday of the month from

7:30–9 p.m. EST at the Drake Hospital Conference Center, 151 W. Galbraith Rd., Cincinnati, Ohio

Adult with Asperger's Syndrome Network
Meets 2nd Sunday of the month from 7:30–9 p.m. EST at the Drake Hospital Conference Center, 151 W. Galbraith Rd., Cincinnati, Ohio

Asperger's Syndrome Support Group
Meets 2nd Thursday of the month from 7:30–9 p.m. EST at the Kenwood Baptist Church, 8341 Kenwood Rd., Cincinnati, Ohio; Ann Hagerstrand, 513-636-7203, ann@hagerstrand.com

Purchase Area Chapter of the Autism Society of America
(Ballard, Carlisle, Calloway, Livingston, McCracken, and Graves counties)
www.angelfire.com/ky2/pasa

Call for meeting date, time, and place. Michelle Sullivan, 270-462-8101, jacob9306@aol.com; Theresa Reed, 270-898-0220, autumn@vci.net

Kentucky Chapters of Other National Autism Organizations

FEAT of Louisville, INC.
www.featoflouisville.org

Meets 2nd Thursday of the month from 7–9 p.m. EST at the Highland Presbyterian Church, 1011 Cherokee Rd., Louisville, Ky.; Crystal Johnston, 502-693-2963, feat@iglou.com; Anne Gregory, 502-254-7733, amgregor@aol.com

Kentucky Autism Related Support Groups

Ashland Area Autism Support Group
Meets 2nd Thursday of the month from 7–9 p.m. EST at Our Lady of Bellefonte Hospital—Vitality Center, 1000 Saint Christopher Dr., Ashland, Ky.; Stephanie Herberlad, 606-836-8492, smdmkdeha@yahoo.com

Autism Spectrum Disorder Network
(Northern Kentucky area, Boone, Kenton, and Campbell Counties)
ASDNKY@yahoo.com

Meets 1st Thursday of the month from 7–9 p.m. EST at the Immanuel United Methodist Church, 2551 Dixie Highway, Lakeside Park, Ky.; Jill Hall, 859-356-6501

Autism Support Group of Central Kentucky
(Taylor, Green, Adair, Nelson, and Russell counties)

Meets Quarterly (February, May, August, and November) 2nd Friday from 6–8 p.m. CST at the Campbellsville—Taylor Co. Rescue Squad Building, Meeting Room 105, S. Columbia Ave., Campbellsville, Ky.; Dianna Tucker, 270-932-3576, lannydt@yahoo.com; Mike & Carolyn Forbis, 270-465-6245

Bardstown Autism Support Group
Meets 2nd Tuesday of the month from 7–9 p.m. EST at the Pediatric Language Associates, 215 W. Beall St., Bardstown, Ky.; Charla DeWitt, 502-349-0214, ChaDew7275@aol.com; Kelly Marks, 502-348-2842, kmarks@bardstown.com

Barren River Area Autism Support Groups
(Barren, Hart, and Monroe counties)
Call for meeting date, time, and place; Laura Hagan, 270-646-3297, brasg@scrtc.com; Susan Fant, 270-651-6510, sfant@glasgow-ky.com

(Allen, Edmonson Simpson, and Warren counties)
Meets 3rd Friday of the month from noon–2 p.m. CST at the Barnes & Noble Booksellers, 1680 Campbell Ln. #106, Bowling Green, Ky.; Betty Brennenstuhl, 270-843-6547, bettybrennenstuhle@msn.com; Cindy Whitson, 270-843-7421

(Butler and Logan counties)
Call for meeting date, time, and place; Grace Rafi, 270-542-4915, rrmgdc@logantele.com; Margena Burns, 270-657-8569

Bowling Green Autism/Asperger's Support Group
Meets 3rd Friday of the month from noon–2 p.m. CST at the Barnes & Noble Booksellers, 1680 Campbell Ln. #106, Bowling Green, Ky.; Betty Brennenstuhl, bettybrennenstuhle@msn.com

Danville / Boyle County Autism Parent Support Group
(Boyle, Mercer, Casey, Lincoln, and Garrard counties)
Meets 2nd Thursday of the month from 6:30–8:30 p.m. EST at the Centenary Christian Life Center on Perryville Rd., Danville, Ky.; Melissa Caudill,

859-236-8812, gmcbrc@bellsouth.net; Linda Smith, 859-236-4850, lindaandrich@searnet.com

Eastern Kentucky University Autism and Related Disorders
www.psychology.eku.edu/Autism/general.html

Provides F.A.C.T.S. Trainings, a parent conference, and a Teen & Young Adult Social Group.; Rita Brockmeyer, 859-623-6074; Myra Beth Bund, MyraBeth.Bundy@eku.edu

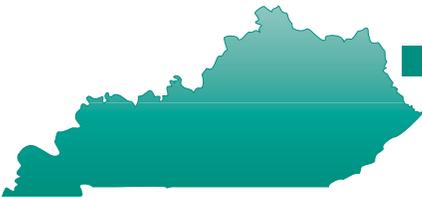
Families Sharing and Caring for Autism
(Versailles Area)
Angie Lance, 859-873-4494, angielance@peoplepc.com

Franklin County Autism and Related Disorders Support Group
Meets 3rd Tuesday of the month (during the school year) from 7–8 p.m. EST Bondurant Middle School Library, 300 Bondurant Drive, Frankfort, Ky. Belinda Henson, 502-875-8440, Day—bhenson@franklin.k12.ky.us Theresa Smalley, 502-875-4460, Evening—TheresaJ.Smalley@mail.state.ky.us

Hopkins County Autism Awareness Advocates
Call for information on next meeting. Meetings are usually held at the Parkway Plaza Mall.; Vicky and Bob Renn, 270-825-9067 Home, 270-825-5182 Work; Ron and Cathy Wilson, 270-821-8537

Owensboro Area Autism Support System
Meets 3rd Thursday of the month from 6:30–8:30 p.m. CST at the Kentucky Baptist Homes for Children & Family Center, 2720 Frederica St., Owensboro, Ky.; Sandra Sharpe, 270-298-3635, Sanls1124@aol.com; Donna Lanham, 270-686-8517

Parent and Professional Autism Support Group in Powell County
(Wolf, Montgomery, Clark, and Powell counties)
Meets 2nd Tuesday of the month from 4:30–6 p.m. at the Stanton Elementary School, Library on Breckenridge Street, Stanton, Ky.; Kay Marksberry, 859-498-4065 Home, 606-663-3330 Work, kmarksberry@powell.k12.ky.us; Marilyn Barnett, 606-663-2854; Shirley Christopher, 606-663-1727; Joyce Hall, 606-663-3319



KENTUCKY AUTISM TRAINING CENTER

Conference Schedule

Monday, July 21	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

Tuesday, July 22	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

Wednesday, July 23	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

Thursday, July 24	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

Thursday, July 24 (afternoon) Make & Take Workshop	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 • 800-334-8635 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 Freary • KATC • 911 S. Brook St. • Louisville, KY 40203

KENTUCKY AUTISM TRAINING CENTER SURVEY

The purpose of this survey is to gather information on areas of technical assistance and training that are needed in your region. Based on the results of previous questionnaires, we have listed below the most commonly identified areas of need. We are asking you as educators and other professionals, as well as families to help us in prioritizing these areas of need. You may also add additional areas of need. Your input regarding the needs for additional training technical assistance, specific to autism is valued. Please take a few moments to answer the following questions and return this form to the KATC. Our mailing address is 911 S. Brook St., Louisville, KY 40203 or via fax at 502.852.6821.

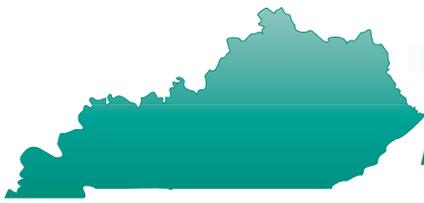
County of Residence: _____

I am a:

- | | | |
|---|--|---|
| <input type="checkbox"/> Family Member | <input type="checkbox"/> SLP | <input type="checkbox"/> Early Childhood Specialist |
| <input type="checkbox"/> Educator | <input type="checkbox"/> Vocational Specialist | <input type="checkbox"/> Case Manager |
| <input type="checkbox"/> Mental Health Professional | <input type="checkbox"/> Administrator | <input type="checkbox"/> Social Worker |
| <input type="checkbox"/> Psychologist | <input type="checkbox"/> OT | <input type="checkbox"/> Other/Specify: _____ |

Using the scale of 1 to 5, please indicate to what degree are the following commonly targeted areas presenting challenges in School, Home, and Community Settings. If you are unsure, please leave blank. In addition, please indicate the degree to which you feel additional technical assistance & training is needed to address these challenges.

Commonly Targeted Areas	Setting	Challenges					Need for additional Support and Training				
		Never	Seldom	Some of the time	Most of the time	All of the time	None	Very Little	Moderate	Some	Great
Tantrums	School	1	2	3	4	5	1	2	3	4	5
	Home	1	2	3	4	5	1	2	3	4	5
	Community	1	2	3	4	5	1	2	3	4	5
Self-Injurious Behavior	School	1	2	3	4	5	1	2	3	4	5
	Home	1	2	3	4	5	1	2	3	4	5
	Community	1	2	3	4	5	1	2	3	4	5
Acting out such as hitting, kicking, etc.	School	1	2	3	4	5	1	2	3	4	5
	Home	1	2	3	4	5	1	2	3	4	5
	Community	1	2	3	4	5	1	2	3	4	5
Social Skills	School	1	2	3	4	5	1	2	3	4	5
	Home	1	2	3	4	5	1	2	3	4	5
	Community	1	2	3	4	5	1	2	3	4	5
Communication Skills	School	1	2	3	4	5	1	2	3	4	5
	Home	1	2	3	4	5	1	2	3	4	5
	Community	1	2	3	4	5	1	2	3	4	5
Independence	School	1	2	3	4	5	1	2	3	4	5
	Home	1	2	3	4	5	1	2	3	4	5
	Community	1	2	3	4	5	1	2	3	4	5
Academic Skills - Reading	School	1	2	3	4	5	1	2	3	4	5
	Home	1	2	3	4	5	1	2	3	4	5
	Community	1	2	3	4	5	1	2	3	4	5
Academic Skills - Math	School	1	2	3	4	5	1	2	3	4	5
	Home	1	2	3	4	5	1	2	3	4	5
	Community	1	2	3	4	5	1	2	3	4	5
Self-Help Skills such as toileting.	School	1	2	3	4	5	1	2	3	4	5
	Home	1	2	3	4	5	1	2	3	4	5
	Community	1	2	3	4	5	1	2	3	4	5
Sensory Issues	School	1	2	3	4	5	1	2	3	4	5
	Home	1	2	3	4	5	1	2	3	4	5
	Community	1	2	3	4	5	1	2	3	4	5
Developing Tasks and Materials	School	1	2	3	4	5	1	2	3	4	5
	Home	1	2	3	4	5	1	2	3	4	5
	Community	1	2	3	4	5	1	2	3	4	5
Other..	School	1	2	3	4	5	1	2	3	4	5
	Home	1	2	3	4	5	1	2	3	4	5
	Community	1	2	3	4	5	1	2	3	4	5



ADVISORY BOARD OF THE KATC

The KATC has an Advisory Board that advises the Director in matters of policy, staffing, and operation. The composition of the board consists of parents (50%), professionals (40%) and lay members (10%) from across the Commonwealth. The advisory board meets formally on a quarterly basis.

In addition, members participate in committee activities to address specific issues or projects and report progress to the Board at quarterly meetings. A Board member and a KATC staff person co-chair all committees. Currently, members participate in the following committees: Early Identification, Resource Center, Nominating and Membership, Adult and Community Services, Program Review, Needs Assessment/Planning and Legislative Issues and Professional Development. Additional committees are established on an as needed basis.

Below is a list of the current members of the Kentucky Autism Training Center Advisory Board:

Nancy Boyett Parent Henderson County	Ann Bolly Professional . . . First Steps
Beth McKenzie Parent Jefferson County	Pam Shirley Professional . . . Psychiatrist, University of Kentucky
Laurie Spezzano Parent Oldham County	Carol Estees Professional . . . Vocational Rehabilitation/ Supported Employment
Melanie Tyner-Wilson Parent Fayette County	Peter Tanguay Professional . . . University of Louisville, Bingham Child Guidance Center
Nat McKay Parent Oldham County	Tom Simmons Professional . . . University of Louisville, Teaching and Learning
Cheryl Dunn Parent Calloway County	Thomas Pinkstaff Layperson
Barbara Lewis Parent Jefferson County	VACANT Layperson
Marie Allison Parent Fayette County	
Hazel Forsythe Parent Fayette County	
Rita Brockmeyer Parent Madison County	
Sue Daniel Professional . . . Carriage House Consultants	
Bill Swinford Professional . . . Council on Postsecondary Education	
Trisha Bronger Professional . . . Kentucky Dept. of Education	

The **Summer KATC Board Meeting** is scheduled for Tuesday, July 22, 2003 from 1–4:30 p.m. EST. A portion of this meeting will be set aside for an open forum. This meeting will coincide with the KATC’s Autism Institute, which will be held July 21–24 in Louisville, at the Spectrum Building, located at 911 S. Brook St.

The **Fall Board Meeting** will be scheduled to coincide with Western Kentucky Autism Society conference on October 24, 2003 in Owensboro, KY.

Guests are welcome to attend KATC Advisory Board Meetings. If you wish to attend a meeting, please contact Rebecca Grau at 502-852-7799 or rebecca.grau@louisville.edu