



Newsletter of the

KENTUCKY AUTISM TRAINING CENTER

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

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If you have any questions or concerns about this issue, please contact:
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 Phone: 502-852-4631
 Kentucky Autism Training Center
 911 South Brook Street
 Louisville KY 40202

Dear Friends,

Another school year is over and a summer is upon us with many events around the corner. Even though the summer often brings "school breaks", this season is a very active time for us at KATC. During this summer, we have several training events for professionals and parents ranging from small group specialty trainings to large-scale conferences. While most of you are probably aware of these events, information is contained within this newsletter and on our web site.

To help ensure that our conferences and trainings are more accessible to people throughout the Commonwealth, we are holding events in Ashland, Bardstown, Covington, Lexington, Louisville, and Owensboro. In future years, we will continue to work with local school systems and parent support groups to co-sponsor events in different communities. Our goal is to provide information and training to as many parents and professional as we can using a variety of training formats such as conferences, workshops, direct hands on training, and web-based distance education. If there are suggestions as to how we can better meet the growing needs, please feel free to drop us a line or if you are attending one of our summer activities, come up and talk with us.

I hope to see you at one of our summer events.

John C. Burke

Director of Kentucky Autism Training Center



"BEGINNING WITH THE END IN MIND"

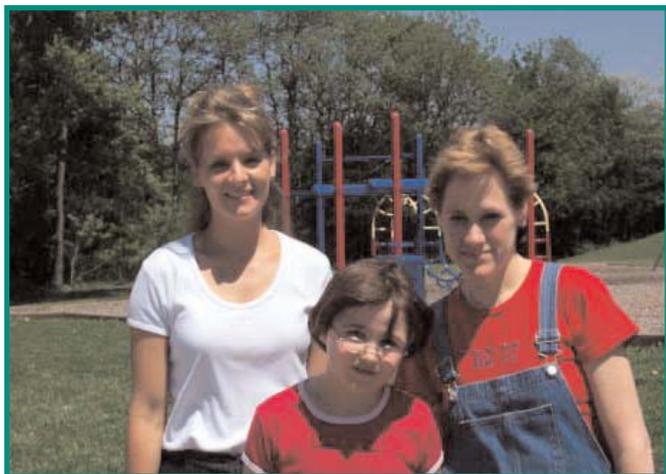
Shaewen Henry, Field Training Coordinator, Kentucky Autism Training Center

As we strive to develop meaningful educational opportunities for individuals with autism we should begin with the end in mind. Considering the tremendous task of trying to meet the individual needs of a classroom full of students, the general education teacher must give special attention to addressing the unique social, communication, and sensory needs of his/her students with autism. When planning activities it is important to have a comprehensive vision of how this will affect the student now and in the future. This is achieved through well-organized lesson plans with clearly defined objectives and goals. The activities chosen should take into account the individual's academic goals, mode of communication, and socialization opportunities. This article will concentrate on how one activity can address all of these areas before the school day even begins.

To create a dynamic learning environment that is fun, resourceful, meaningful, and student-centered takes teamwork. It is my good fortune to work with a wonderful team at Ekron Elementary School in Meade County that embodies these teaching principles. In Mrs. Treva Wright's room the words "learning" and "meaningful" are continuously connected for all students. Mrs. Wright, the general education teacher and team leader, and Jeana Moore, the para-professional, have gone to great lengths to make learning meaningful for a very special second grade student, Ginny Manion.

Background

Ginny was diagnosed with autism when she was only 19 months old. Ginny's mother, Mrs. Jennifer Manion, explained that Ginny lacked typical communication skills. "She was either in her own world or communicated with aggressive behavior." She went on to explain, "Ginny would act like she was deaf and give no recognition of loud noises or of people calling her name loudly. She wanted no ones intervention throughout the day unless a specific need had to be met. When she did want help it was only from me. We encountered many communication barriers. There was a lot of crying and whining and we just didn't know what was wrong and Ginny didn't know how to tell us." Ginny's mother conveyed that she hoped



Treva Wright, Ginny Manion and Jeana Moore

Ginny would begin to interact more with her peers, "Last year, she may have known one other student's name, but she did not show interest in being with other student's at school".

Team Planning

The Kentucky Autism Training Center was contacted by Meade County Public Schools to provide training and technical assistance for Ginny's educational team in the areas of communication, academics and social skills. As a team we agreed that planning comprehensive activities that encompassed meaningful social and academic communication was essential. Concerning communication, the team decided that increasing the quantity of communication opportunities with peers and adults was a critical need for Ginny in developing meaningful relationships. Initially, Ginny was using one picture depicting rewards such as candy, play time, or computer to communicate her basic wants and needs to adults. However, she seldom exhibited limited interaction with peers. To increase interactions with peers we considered all times throughout the day when her peers would naturally interact. Just after breakfast proved to be an opportune time for Ginny to socialize since all students are preparing for the day and the school community goes through a consistent morning routine. We believed that establishing a structured routine was crucial for Ginny to become more communicative. However, before implementing a strategy we wanted to set the stage for positive interactions.

Planning and Implementation "Lunch Count" Strategy

- **Autism awareness talk** – This provided the students with a general understanding of autism spectrum disorders. All students viewed a short video on autism. Next a **KWL** chart (What you **KNOW**, **WANT** to know, and have you **LEARNED** about autism) was used to facilitate questions and give the students a framework of understanding autism. This activity helped to break down possible barriers and foster community within the classroom.
- **Typical Classroom Activity** – Within the first thirty minutes of every morning, a lunch count was taken for the entire class. This included finding the number of students who brought a lunch from home while the remaining children chose between two meat options.
- **Classroom Organization** – The class was divided into four separate tables. Each table was designated a different color (purple, blue, green, red). This organization provided consistency and comfort for Ginny to navigate the room.
- **Pictures** – A photo was taken of each child and printed twice. Each photo was labeled with the student's name in his/her designated table color. One photo was taped to the student's desk while the duplicate was laminated and whole punched. A "Boardmaker" picture of a lunch box was printed and labeled "home lunch." In addition, pictures of each meat choice served at the school was printed and also labeled appropriately. These were also hole punched.
- **Bulletin board** – A bulletin board inside the classroom was made into a graph by creating three horizontal rows of pushpins. The top row began

with the home lunch picture. The other two rows alternated with the school's two daily entree choices.

• **Natural prompt for Activity** – The class is given independent seatwork in the morning and is instructed to work silently while Ginny completes her lunch survey. Ginny is prompted to announce "home lunch" to the class. At first, a peer would stand with Ginny and announce the choices to the class. However, as the year progressed, Ginny became more vocal, learned the names of the pictures and did not need the assistance from her peers. **Scaffolding** was used to increase her participation in the activity. In that, gradual repetition and less and less prompting allowed Ginny to confidently address the class and see this activity as her responsibility.

Scaffolding is the condition of adjustable and temporary support structures. In other words, it is the adjustment of support provided in relation to the child's needs. The basis for "lunch count" was to increase Ginny's quantity of interactions, but at the same time through adjusting and redefining the goals to her needs the quality of Ginny's interactions with peers has greatly increased.

• **Opportunities to Communicate** –After Ginny says, "home lunch", the students who brought their lunch from home hold up their picture. Ginny goes to each table picking up the photos and says the student's name. She then graphs the pictures by placing them on the bulletin board and repeats the child's name again as she hangs the photo on the pin. Ginny then repeats this process for the second choice. Following this procedure gives Ginny the opportunity to interact with peers approximately 100 more times per week before class even begins. At the beginning of the year, Ginny had to be prompted multiple times to pick up the students' pictures and needed assistance remembering students' names. Now, Ginny completes her lunch graph with little assistance. In a firm voice, she is able to announce the choices for the day, and Ginny automatically proceeds to each child, picking up the photo and repeating the child's name.

• **Practice Names** - At the end of the day, Ginny removes the photos from the bulletin board and passes them out to the children; in the beginning she did this by matching the color of the name to the color of the table. Now, Ginny has had so much interaction with her peers and practice with their names that she knows each child by face and can also

read their names.

• **Academic objectives** – As a follow-up activity, Ginny completes a bar graph on paper. Ginny counts the number of children who brought a lunch from home. Then, she colors the corresponding number of squares on a bar graph. This is continued with the other two choices. This entire activity allows Ginny to begin the day with positive social interactions, expands her memory skills, improves her vocabulary and strengthens her number proficiency.



Conclusion

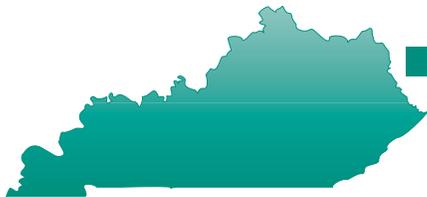
Learning is a gradual and accumulating process that results from environmental, cognitive and behavioral conditions. Considering these factors, teaching practices must be developmentally appropriate, meaningful and real for the individual learner. Students must see how the curriculum is related to their everyday life experience and that it is significant. Having short term and long term goals in mind for a student can help to scaffold activities so that success is earned and the activity is motivating. This is just one example of a strategy used by Ginny's educational team to meet her individual social-communication needs, while at the same time, regarding her access to the curriculum.

Mrs. Manion (Ginny's mother) explains how she thinks this strategy has helped Ginny in various ways, "Now Ginny does not need as much prompting to say her peers' names. She has learned the names of all of her classmates." Furthermore, Ginny has generalized this skill at home, "Yes, I noticed more interest in family, extended family and friends. She was not as much in her own world anymore. Before the noises (at family gathering) bothered her and she would not want to participate. Family members have remarked that they can tell a difference, they just get tickled when she will approach them and say their name to do something, or Ginny will say, "I want to go see (relatives' name). Instead of being afraid, she is not so hesitant." "She has really come a long way, this will really help her in the future."



Resources for Further Reading

- Wetherby, A.M., Prizant, B.M. **Autism Spectrum Disorders: A Transactional Developmental Perspective**. Paul H. Brooks: 2000
- Quill. **Do-Watch-Listen-Say Social and Communication Intervention for Children with Autism**, Brooks Publishing: 2000
- Wagner, Sheila. **Inclusive Programming for Elementary Students with Autism**. Future Horizons, Inc: 1999.
- Simpson & Myles. **Educating Children and Youth with Autism: Strategies for Effective Practice**. Pro-Ed Publishing: 1998.
- Hodgdon, Linda. **Visual Strategies for Improving Communication**. QuickRoberts, Publishing, 1996.



UPCOMING CONFERENCES, WORKSHOPS AND TRAINING OPPORTUNITIES

Autism Society of America's 35th National Conference & Exposition on Autism Spectrum Disorders "Soaring to New Heights"

July 7-10, 2004
Washington State Convention & Trade Center- Seattle, Washington
<http://www.autism-society.org>

Eastern Kentucky University Autism and Related Difference Group will host 8th Annual Grandparent Workshop on Autism, Asperger's and PDD-NOS.

July 23, 2004
Eastern Kentucky University in Richmond, KY
For more information contact, Hira at 859-623-6074 or e-mail Dr. Bundy at myrabeth.bundy@eku.edu

"Adolescents and Young Adults with Asperger Syndrome: The Real World" hosted by Uniting Paradigms"

September 28-29, 2004
The Eberhard Center, Grand Rapids, MI
www.unitingparadigms.com

Wilderness Trail Special Education Cooperative's 2004 Summer Institute July 12-13, 2004

Meece Middle School, Somerset, KY
Connie Bagby cbagby@madison.k12.ky.us 859-624-4580

KATC Sessions at Wilderness Trail Special Education Cooperative's 2004 Summer Institute

Member School Districts:
Adair County, Berea Independent, Campbellsville Independent, Casey County, Clinton County, Estill County, Garrard County, Lincoln County, Madison County, Model Lab School, Monticello Independent, Russell County, Science Hill Independent, Somerset Independent, Taylor County, and Wayne County

July 12, 2003 8:30-4:00
Autism Evaluations for Eligibility, Instructional Planning, and Continuous Assessment

July 13, 2004 8:30-4:00
Comprehensive Autism Planning System (CAPS): A Process Approach to Planning and Implementing Instruction for Individuals with Autism Spectrum Disorders.

Applied Autism Research & Intervention Conference 2004 Hosted by Organization for Autism Research

October 29-30, 2004
Key Bridge Marriott-1401 Lee Highway-Arlington, VA
703-351-5031 OAR@researchautism.org

Conference on Programs for Exceptional Children

November 21-23, 2004
Louisville, KY
270-586-2008

Up-Coming Events Sponsored by Northern Kentucky Cooperative for Educational Services

Summer Special Education Institute

Receptions Conference Center, Erlanger, Kentucky
July 26-July 30, 2004

Oct. 13 - Advanced PECS - Practice and Problem Solving

Oct. 14 - PECS across the day - This is a BRAND NEW training!

Oct. 15-16 - Initial PECS training - Beginner Level

March 22, 2005 - TEACCH Strategies for High Functioning Students

March 23, 2005 - TEACCH Strategies for Adolescents

For more information about these activities, contact:
Marinell Kephart, Special Education Co-op Director
Northern Kentucky Cooperative for Educational Services
10 E. Alexandria Pike
Cold Spring, KY 41076
859-441-4225, ext. 222
<http://www.nkces.coop.k12.ky.us>

Member Districts:

Augusta Independent, Beechwood Independent, Bellevue Independent, Boone County, Campbell County, Covington Independent, Dayton Independent, Erlanger, Elsmere Independent, Ft. Thomas Independent, Kenton County, Ludlow Independent, Newport Independent, Pendleton County, Silver Grove Independent, Southgate Independent, Walton-Verona Independent, Williamstown Independent, Northern Kentucky University, and Gateway Community and Technical College

VOLUNTEERS: ANOTHER PIECE OF THE PUZZLE

Rebecca Grau, M.P.A.

Kentucky Autism Training Center

Our mission here at the Kentucky Autism Training Center is to enhance supports for persons with autism by providing information and technical assistance to families and service providers across Kentucky. All of our efforts at the KATC are supported by the belief that collaboration is the "key piece of the puzzle" toward developing a system of care for individuals with autism spectrum disorders and their families across our Commonwealth. To enhance our efforts, the KATC is seeking volunteers in the following areas:

- Data entry
- Preparation of training materials
- Resource Center
- Fundraising

In addition to the areas listed above the KATC welcomes volunteers to assist staff during the Strategy Series this summer. If you have any questions about volunteering at the KATC, please feel free to contact me at 502-852-7799 or rebecca.grau@louisville.edu.

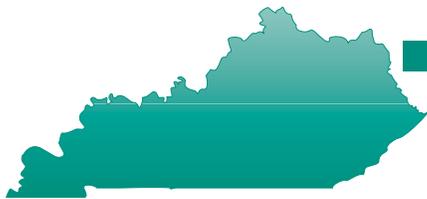


FAMILY FOCUS POSITIVE BEHAVIOR SUPPORT

In August 2003, staff from the Kentucky Autism Training Center visited the West Virginia Autism Training Center to receive training in Family Focus Positive Behavior Support (FFPBS). As a part of the training process, KATC agreed to implement FFPBS with two families in Kentucky.

FFPBS is a process based on the philosophy of positive behavior support which incorporates both family and person-centered strategies. There are two Phases in the process. Phase I includes family-centered planning and assessment. Family-centered planning, also called Frames or Family Profile are a graphic representation of important information gathered about the family which will help guide the focus person's positive behavior support plan. The Frames give valuable information about family history, important people in the family's life, important places, family schedule, adaptive and challenging behaviors, fears, choices, stress-related strategies and future's planning. Phase II includes several activities which lead to the development of a positive behavior support plan for the focus person. This phase includes a PATH (Planning Alternative Tomorrows with Hope), which is a graphic representation of a positive and possible future for the focus person. Also included in Phase II are a series of lecture presentations for all team members related to best practices in the field of autism, team meetings, hands on training and development of the behavior support plan.

Currently, the KATC has identified two focus families and has completed Phase I with each family and is in the process of Phase II. A PATH has been completed for one focus family, and dates have been set for the lecture series. Dates are in the process of being set for the second focus family. KATC plans to open the lecture series to anyone in the area who would like to gather more information about autism.



**Kentucky Autism Training Center
University of Louisville
College of Education and Human Development, Department of Teaching and Learning**



**Presents
FAMILY FOCUS POSITIVE BEHAVIOR SUPPORT TRAINING SERIES**

DATE: JULY 7, 2004

LOCATION: NELSON COUNTY PUBLIC LIBRARY- 90 COURT SQUARE BARDSTOWN KY 40004 Sessions are designed for family members, educators, psychologists, administrators, health care professionals and other professionals working with individuals with Autism.

Session Topics: July 7, 2004 8:30-3:00

Visual Supports, Functional Communication Training, Overview of PECS (Picture Exchange Communication Systems) and Giving Directions: Shaping, Prompting and Error Correction

Registration Information

Name		Role	Phone	
Address				
City	State	Zip	County	

I will attend the following session:

- July 7**-Visual Supports, Functional Communication Training, Overview of PECS, Social Stories and Giving Directions: Shaping, Prompting, and Error Correction

There is no cost for registration. Please return completed registration forms to:

KATC FFPBS Training

TEL 1-502-852-4631 • FAX 1-.502-852-.6821 • E-MAIL kjshep01@gwise.louisville.edu
911. S. Brook St Louisville, KY 40203

KENTUCKY AUTISM TRAINING CENTER
UNIVERSITY OF LOUISVILLE
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT, DEPARTMENT OF TEACHING
AND LEARNING



PRESENTS

FAMILY FOCUS POSITIVE BEHAVIOR SUPPORT TRAINING SERIES

DATES: JULY 15TH AND JULY 27TH

LOCATION: BOYD COUNTY PUBLIC LIBRARY • 1740 CENTRAL AVENUE • ASHLAND, KY

Session Topic (July 15th): Functional Behavioral Assessment, Developing a Hypothesis and Building a Behavior Support Plan

Session Topic (July 27th): Visual Supports, Functional Communication Training, Overview of PECS (Picture Exchange Communication Systems) and Giving Directions: Shaping, Prompting and Error Correction

Registration Information

Name		Role	Phone
Address			
City	State	Zip	County

I will attend the following sessions:

- Session 1-**(July 15th) Functional Assessment, Building a Hypothesis and Developing a Support Plan
- Session 2-**(July 27th) Visual Supports, Functional Communication Training, Overview of PECS, Social Stories and Giving Directions: Shaping, Prompting, and Error Correction

There is no cost for registration. Please return completed registration forms to:

KATC FFPBS Training
TEL 1-502-852-4631 • FAX 1-502-852-6821 • E-MAIL kjshep01@gwise.louisville.edu
911. S. Brook St Louisville, KY 40203

FAMILY WORKSHOP SERIES 2004

GREATER ASHLAND AREA
GREATER OWENSBORO AREA

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. Families that participate in this workshop series will receive information on the following topics:

Professionals and parents of individuals with autism will share information, strategies and techniques that have worked in their homes and communities. This series is designed specifically for families; however, professionals that work with individuals with ASD are welcome to attend.

Special thanks to River Valley Behavioral Health in Owensboro and Our Lady of Bellefonte Hospital in Ashland, and the families & professionals that have made this series possible.

KATC FAMILY WORKSHOP SERIES REGISTRATION FORM

NAME _____ PROFESSIONAL OR FAMILY MEMBER (CIRCLE ROLE) _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

COUNTY _____ PHONE _____

E-MAIL ADDRESS _____ _ ADD ME TO THE KATC LISTSERV _____

I AM PAYING BY: Check Purchase Order (Must Attach Completed PO)
Total \$ Enclosed _____ (Make Checks payable to the KATC)

Greater Ashland Area All sessions scheduled for 12:30pm to 3:30pm EST	Greater Owensboro Area All sessions scheduled for 9:30am to 1:30pm CT	Fees
<input type="checkbox"/> Dietary Issues <input type="checkbox"/> Social Skills <input type="checkbox"/> Toileting	<input type="checkbox"/> Dietary Issues <input type="checkbox"/> Educational Right & Advocacy <input type="checkbox"/> Toileting	Family Members-Each session is \$5 Professionals-Each session is \$25 <i>Scholarships for family members will be granted on a limited basis according to financial need and date of registration.</i>

RETURN COMPLETED FORMS TO:
KATC Family Workshop Series
ATT: Rebecca Grau
911 S. Brook St.
Louisville, KY 40203

Please use a separate form for each registrant and keep a copy of this form, directions and the series schedule for your records.

Greater Ashland Area Schedule

Date and Time <i>Our Lady of Bellefonte Hospital</i>	Topic	Speaker
July 10, 2004 12:30pm-3:30pm EST	Dietary Issues	Brigette Hires, M.S., R.D., L.D. Ph.D. Candidate/ Registered Dietitian Graduate Center for Nutritional Sciences University of Kentucky
August 21, 2004 12:30pm-3:30pm EST	Social Skills	Kelly Shepperd, M.Ed., Kentucky Autism Training Center
September 11, 2004 12:30pm-3:30pm EST	Toileting	John Burke, Ph.D., Kentucky Autism Training Center

Greater Owensboro Area Schedule

Date and Time <i>River Valley Behavior Health</i>	Topic	Speaker
July 10, 2004 9:30am- 12:30pm CT	Communication	Brenda McMillian, SLP-CCC Angela Aebersol, Parent of Individual with Autism
August 7, 2004 9:30am- 12:30pm CT	Dietary Issues	Hazel W. Forsythe, Ph.D., R.D., L.D. Associate Professor and Chairperson Department of Nutrition and Food Science University of Kentucky Parent of Individual with Autism
September 4, 2004 9:30am- 12:30pm CT	Educational Rights	Marie Allison, J.D. Parent of Individual with Autism and an Individual with ADHD
October, 23, 2004 9:30am- 12:30 pm CT	Toileting	John Burke, Ph.D., Kentucky Autism Training Center

DIRECTIONS TO KATC FAMILY WORKSHOP SERIES

OUR LADY OF BELLEFONTE HOSPITAL
ST. CHRISTOPHER DRIVE, ASHLAND, KY 41101
MAP TO OLBH [HTTP://CAREYOUCANTRUST.COM/CONTACT.ASP](http://careyoucantrust.com/contact.asp)

FROM U.S. 52 AT ASHLAND

CROSS OHIO RIVER BRIDGE AT ASHLAND, KY, AND TURN RIGHT ONTO U.S. 23 N (WINCHESTER AVENUE). FOLLOW U.S. 23 NORTH APPROXIMATELY 3 MILES PAST ASHLAND TOWN CENTER, AK STEEL AND RUSSELL CENTRE SHOPPING PLAZA. CONTINUE STRAIGHT THROUGH TRAFFIC LIGHT ON U.S. 23 AT DIEDERICH BOULEVARD. TURN LEFT AT SECOND LIGHT AFTER DIEDERICH ONTO ASHLAND DRIVE. ASHLAND DRIVE FORKS WITH SAINT CHRISTOPHER ON THE RIGHT AT THE TOP OF THE HILL. VEER TO RIGHT ONTO SAINT CHRISTOPHER DRIVE. THE HOSPITAL WILL BE ON YOUR LEFT.

FROM I-64 W

EXIT I-64 AT CANNONSBURG AND FOLLOW U.S. 60 INTO DOWNTOWN ASHLAND, APPROXIMATELY 12 MILES. AT U.S. 23 (WINCHESTER AVENUE), TURN LEFT. FOLLOW U.S. 23 NORTH APPROXIMATELY 5 MILES PAST ASHLAND TOWN CENTER, AK STEEL AND RUSSELL CENTRE SHOPPING PLAZA. CONTINUE STRAIGHT THROUGH TRAFFIC LIGHT ON U.S. 23 AT DIEDERICH BOULEVARD. TURN LEFT AT SECOND LEFT (AFTER DIEDERICH) ONTO ASHLAND DRIVE. ASHLAND DRIVE FORKS WITH SAINT CHRISTOPHER DRIVE ON THE RIGHT AT THE TOP OF THE HILL. THE HOSPITAL WILL BE ON YOUR LEFT.

RIVER VALLEY BEHAVIOR HEALTH
CIGAR FACTORY COMPLEX
1100 WALNUT ST., OWENSBORO, KY 42301

FROM I-64 W

FROM I-64 W, TAKE THE US-231 EXIT- EXIT NUMBER 57- TOWARD DALE/JASPER/HUNTINTON. TURN LEFT ONTO US-231/IN-45 S. CONTINUE TO FOLLOW US-231 S. US-231 S BECOMES US-60 W. TURN LEFT ONTO US-431/FREDERICA ST. TURN RIGHT ONTO W 11TH ST. END AT 1100 WALNUT ST

FROM WESTERN KENTUCKY PARKWAY

TAKE THE WESTERN KY PARKWAY EAST EXIT- EXIT NUMBER 42- TOWARD PRINCETON/ELIZABETH TOWN. MERGE ONTO WENDELL H FORD WESTERN KENTUCKY PKWY E. TAKE THE US-431/KY-70 EXIT- EXIT NUMBER 58- TOWARD DRAKESBORO/CENTRAL CITY. TURN RIGHT ONTO US-431 N/KY-70 W. CONTINUE TO FOLLOW US-431 N. TURN LEFT ONTO W 11TH ST. END AT 1100 WALNUT ST.



KENTUCKY AUTISM TRAINING CENTER

University of Louisville

Hosts

AUTISM INSTITUTE: STRATEGIES SERIES 2004

Featuring

Linda Burkhart

July 20-21, 2004

July 22-23, 2004

Tates Creek High School

Northern Kentucky Convention Center

Lexington, KY* Covington, KY/ Greater Cincinnati**

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



"If you are looking for ways to reduce inappropriate behavior displays in your classroom, look no further! Linda Burkhart incorporates multi-modal strategies for assisting young learners who have significant communication needs with their understanding of classroom expectations. Linda shares numerous strategies for teachers to use with their students in order to help them replace confusion with understanding, and frustration with labored communication efforts with excitement and success." - Peggy Moore, Intervention Services Coordinator, Upper Arlington City Schools, OH

"Linda Burkhart has expertly created countless ways to open the doors of possibility for young learners who have communication needs. She sensitively weaves research-based methodology into common sense approaches. Picture schedules, magnetic cookie sheets, and sophisticated assistive technology come together in ways that greatly support communication, cognition, and play in young learners." - Autism Institute 2003 Attendee

During a day and a half session, Linda Burkhart will focus on sharing practical strategies for motivation and communicating with young children on the autism spectrum. Participants will hear how to use visual, auditory and tactile/kinesthetic strategies to enhance receptive understanding, expressive language and cognitive processing skills. Information will also be covered on how to structure the child's natural environment for multi-sensory input and output to reduce frustration, improve behavior and teach social skills. Ms. Burkhart will also address frequently asked questions such as - "What types of supports increase motivation, attention and cognitive processing?" "How do you facilitate communicative interaction?" and "How can you utilize the computer to teach pivotal skills and create child-directed play experiences that increase independence and learning?" During a special half-day limited enrollment session, Ms. Burkhart will lead a make and take session in which participants will be developing materials for their later use.

* In conjunction with the Kentucky Department of Education ** In conjunction with the Kentucky Department of Education and the Ohio Department of Education

Linda Burkhart

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.

Conference Schedule for Both Locations

Day 1	Day 2
7:30 a.m. Registration	8:00 a.m. Registration
8:30 a.m. Welcome and Introduction	8:30 a.m. Morning Session with Linda Burkhart
9:00 a.m. Morning Session with Linda Burkhart	11:30 a.m. Lunch (on your own)
12:00 p.m. Lunch (on your own)	12:30 p.m. Make & Take Registration (limited enrollment)
1:15 p.m. Afternoon Session with Linda Burkhart	1:00 p.m. Make & Take Workshop with Linda Burkhart
4:30 p.m. Adjourn	4:30 p.m. Adjourn

Autism Institute 2004 is designed for Early Childhood Educators, Special Educators, Speech Language Pathologists, Occupational Therapists, Family Members, Psychologists, Administrators, Mental Health Professionals and other professionals working with children with autism.

Certificates of attendance will be provided. Upon approval by the State Professionals Standards Board, continuing education units (CEUs) may be available.

Locations

Tates Creek High School
1111 Center Parkway
Lexington, KY 40517

Northern Kentucky Convention Center
Number One West RiverCenter Blvd.
Covington, KY 41011

Directions to Tates Creek High School and the Northern Kentucky Convention Center can be found on the KATC website: www.kyautism.com
We look forward to seeing you this summer!

Accommodations

Lexington KY

Note: PLEASE make hotel arrangements FAR in advance. Due to several events in the Lexington area during that week, hotel room availability is NOT guaranteed.

Red Roof Inn South

2651 Wilhite Drive, Lexington, KY 40503
Phone: (859) 277-9400 Fax: (859) 277-9416
Toll Free: (800) 733-7663

Courtyard by Marriott South at Hamburg Place

1951 Pleasant Ridge Drive, Lexington, KY 40509
Phone: (859) 263-9090
Toll Free: (800) 321-2211

Hilton Garden Inn

1973 Plaudit Place, Lexington, KY 40509
Phone: (859) 543-8300
Toll Free: (800) 445-8667

Transportation from these hotels will NOT be available. Directions to Tates Creek High School will be available in the lobby of each hotel listed above.

Northern KY/Cincinnati Area

Holiday Inn Riverfront

www.whihotels.com/ebrochures/hiriverfront

Complimentary continental breakfast and transportation to Convention Center included. Call 1-800-HOLIDAY or the hotel at 859-291-4300 and ask for the "Kentucky Autism Training Center" group rate of \$87.00 per night.

Note - Reservations must be received on or before the cutoff date of 6/30/04 to receive the special rate.

The Drawbridge

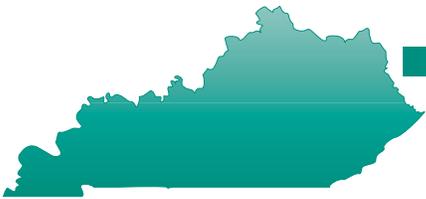
<http://www.drawbridgeinn.com>
2477 Royal Drive, Ft. Mitchell, KY 41017
Phone: 859-261-2900 Fax: 859-261-0900

Transportation to or from The Drawbridge is NOT provided. Please call or e-mail to make room reservations:
Toll Free: (800) 354-9793
In Kentucky: (800) 352-9866 / (859) 341-2800

Marriott RiverCenter (connected to Convention Center)

<http://marriott.com/property/propertyPage/CVGDR>
10 West RiverCenter Boulevard, Covington, KY 41011
Phone: 859-261-2900 Fax: 859-261-0900

Please call our Strategies Series 2004 Info 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 2004

REGISTRATION

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

Name: _____

Role (circle one): Family Member Professional Para-Professional/Instructional Assistant Full-Time Student

Phone # _____ Organization: _____

Fax # _____ School District/County: _____

Alternate Phone or Email for summer: _____

Special Accommodations: _____

I am registering for:

<p>Lexington, KY</p> <p><input type="checkbox"/> July 20-21, 2004 (1.5 days) Professional/Educator \$60.00</p> <p>Family Member, Para-Professional/Instructional Assistant, Full-Time Student \$40.00</p> <p><input type="checkbox"/> July 21 Make & Take Session (.5 day)* \$75.00 (\$40.00 reg. fee + \$35.00 supply fee)</p> <p>_____ Make & Take Registration #</p>	<p>Northern KY/Cincinnati</p> <p><input type="checkbox"/> July 22-23, 2004 (1.5 days) Professional/Educator \$60.00</p> <p>Family Member, Para-Professional/Instructional Assistant, Full-Time Student \$40.00</p> <p><input type="checkbox"/> July 23rd Make & Take Session (.5 day)* \$75.00 (\$40.00 reg. fee + \$35.00 supply fee)</p> <p>_____ Make & Take Registration #</p>
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***LIMITED ENROLLMENT** - 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 this post-conference Make and Take session. Seating is limited to 90 participants at each location.

I am paying by: Check Purchase Order _____ * Must attach your completed Purchase Order
P.O. Number

TOTAL \$ Enclosed _____

On-Site Registration will be an additional \$15.00.
Family Member 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:
KATC Strategies Series 2004
Attn.: Kristen Freary
911 S. Brook St.
Louisville, KY 40203

