

2013 – 2014

Annual Report of Activities

UNIVERSITY OF
LOUISVILLE®

**KENTUCKY AUTISM
TRAINING CENTER** 

The mission of the Kentucky Autism Training Center (KATC) is to strengthen our state's systems of support for persons affected by autism by bridging research to practice and by providing training and resources to families and professionals. KATC is committed to improving the quality of life for those affected by ASD.

Kentucky Autism Training Center
College of Education and Human Development
University of Louisville Autism Center at Kosair Charities
1405 E Burnett St - Louisville, KY 40217
<http://louisville.edu/education/kyautismtraining/>

Table of Contents

2013-2014 KATC Summary of Activities -----	4
INFORMATION DISSEMINATION -----	4
TRAINING -----	4
COACHING AND SUPPORT -----	5
Mission -----	5
History -----	5
Advisory Board -----	6
KATC Strategic Focus -----	7
KATC Roles -----	7
KATC Beliefs -----	7
KATC Strategic Goals -----	7
Strategies to Guide the Work of the KATC -----	8
INFORMATION DISSEMINATION -----	9
Website -----	9
Newsletter -----	9
Webinars -----	9
YouTube	10
Autism Internet Modules (AIM) -----	10
Facebook -----	10
Twitter -----	10
Amanda L. King Resource Library -----	11
Kentucky Autism Service and Supports Directory -----	11
KYAUTISM LISTSERV -----	11
Promoting Early Identification -----	11
STATEWIDE TRAINING FOR FAMILIES AND PROFESSIONALS -----	12
Network of Early Childhood Professionals -----	12
Kentucky Training of Trainers (TOT) -----	12
Regional Workshops -----	13
Autism Case Training (ACT): A Developmental-Behavioral Pediatrics Curriculum -----	13
Workshops for Families and Professionals -----	15
COACHING AND SUPPORT -----	20
ASD Partnership Training Sites -----	20
Autism Cadre -----	23
KATC Family Network: Families Supporting Families -----	25
KATC Staff -----	27
KATC 2013 – 2014 Expenditures -----	27



Letter from the Director

August 15, 2014

Dear Friends:

Since the establishment of the KATC in 1996, the number of individuals with autism spectrum disorders (ASD) continues to increase. The most recent prevalence rate of ASD from the Center for Disease Control is 1 in 68 individuals. The need for integrated and systemic supports and services in all regions of our Commonwealth has never been greater.

I am proud to present to you this copy of the Kentucky Autism Training Center's (KATC) 2013-2014 Annual Report, our seventeenth year of service to the autism community of Kentucky. This report represents a summary of our work in the areas of information dissemination, training, coaching and various other supports. Each section provides an overview of the services and a support provided in each area and information regarding our collaborative partners.

In addition to work detailed in this report, it is important to note the hundreds of hours our staff spend providing resources and supports via telephone calls, committee meetings, community awareness events, and resource fairs. Establishing and maintaining positive relationships with families and professionals for the betterment of individuals with autism is challenging-but important work.

On behalf of the KATC Advisory Board and the KATC staff, I would like to thank you for support. Please feel free to contact me with any feedback or suggestions.

Sincerely,

R. Larry Taylor,
Executive Director, Kentucky Autism Training Center

The mission of the Kentucky Autism Training Center (KATC) is to strengthen our state's systems of support for persons affected by autism by bridging research to practice and by providing training and resources to families and professionals. KATC is committed to improving the quality of life for those affected by ASD.

2012-2013 KATC Summary of Activities

INFORMATION DISSEMINATION

Website Visits: 24,906 visits

Website Pages Viewed: 63,783

Newsletter: Quarterly Electronic Publication 7,447 subscribers

Webinars: 16 webinars 278 attendees

YouTube Channel: 176 subscribers, 13, 724 views, 78,696 minutes watched

KYAUTISM LISTSERV: 230 members use in Statewide information and resource sharing

Facebook: 2,411 “likes”

Twitter: 177 followers

Kentucky Autism Service and Supports Directory: 9,602 users, 11,817 visits, and 34,113 page views with 465 providers listed

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

Promoting Early Identification: KATC began the “Learn the Signs Act Early” public awareness campaign with a grant from the Center for Disease Control and Prevention’s (CDC) and the National Center on Birth Defects and Developmental Disabilities (NCBDDD). Activities to make the public more aware of the early signs of autism included: a website page off KATC’s website, public service announcements, print materials with a statewide distribution and collaboration with myriad of child and family service programs. This important work has been continued at KATC after the initial grant ended.

TRAINING

Network of Early Childhood Professionals

Specialized training in screening, diagnosis and intervention continues to be provided. Developed to build systemic and regional supports. Collaboration with University of Louisville Autism Center, First Steps, Kentucky Department of Education, Cabinet for Health and Family Services and Ohio Valley Educational Cooperative. The goal of these partnerships is to increase early access to evidence-based services and supports that to intervene with individuals with ASD as early as possible. Early diagnosis using the most current research based methods is critical to achieve this goal. In May 2014, KATC partnered with the Ohio Valley Educational Cooperative and the Louisville Autism Center to provide training in the administration of the Autism Diagnostic Observation Schedule (ADOS 2). Due to the high demand for this training, a second ADOS 2 Training is scheduled for September of 2014.

Kentucky Training of Trainers (TOTS)

Trainer of Trainer Model was used to provide regional training. The specific topics of trainings provided are included in the detailed description on page insert page.

Workshops for Families and Professionals

More than 86 training events for families and professionals (e.g. family groups, schools, services, professional & community organizations, childcare centers) were conducted across the Commonwealth. This number does not include time spent by staff members attending awareness events and support group meeting with the more than 50 ASD support groups in the state.

COACHING AND SUPPORT

ASD Partnership Training Sites

In partnership with Kentucky Department of Education, 8 special educational cooperatives, 17 school districts, 25 schools. Direct coaching to professionals at the regional, district and school level in the problem solving process to promote the use of evidence-based practices to positively impact student outcomes in all 25 schools.

Autism Cadre

In partnership with Kentucky Department of Education KATC partnered with 9 special educational cooperatives serving 174 school districts across the state. The goal of this work is to build capacity statewide in the implementation of evidenced-based practices.

KATC Family Network: Families Supporting Families

In collaboration with The Council on Developmental Disabilities (CDD), KATC provided training for 16 family members from 10 counties across the Commonwealth to collaborate, empower, and develop relationships with others throughout Kentucky. Participants have provided direct supports to families and autism support groups regarding individuals with autism.

Mission

The mission of the Kentucky Autism Training Center (KATC) is to strengthen our state's systems of support for persons affected by autism by bridging research to practice and by providing training and resources to families and professionals. KATC is committed to improving the quality of life for those affected by ASD.

History

The KATC is a university-based program with a legislative mandate, 13 KAR 2:080. State Autism Training Center, to enhance outcomes for all Kentuckians with ASD. KATC strives to “bridge the research to practice gap” by leveraging resources, building sustainable collaborative relationships, and “scaling-up” the use of evidence-based practices in all regions of Kentucky.

In 1996, the Kentucky General Assembly established the Kentucky Autism Training Center to serve as a statewide resource for families and educators. KATC is housed at the University of Louisville’s College of Education and Human Development. For over ten years the KATC has supported individuals with autism spectrum disorder (ASD) by providing hands-on training for educators in the classroom, hosting workshops for families, and conducting professional development sessions.

KATC has worked toward its goals to strength the network of technical assistance and professional development, leverage resources, enhance supports and build collaborative relationships.

Advisory Board

The KATC has an Advisory Board that advises the Director in matters of policy, staffing, and operation. Board members are committed to the growth of the Kentucky Autism Training Center as it strives towards its mission to enhance supports for persons with autism by providing information, training and technical assistance to families and service providers across Kentucky. The composition of the board consists of parents (50%), professionals (40%) and lay members (10%) from across the Commonwealth, pursuant to KRS 164.9811(2). Board members are actively involved in the development of collaborative relationships. Members also provide input and expertise in the development, implementation and evaluation of services provided by the KATC. Unless restricted by their employment, members will assist the KATC to procure funding, in addition to state general funds, to accomplish its mission.

Current Advisory Board Members

- ✓ Diane Cowne, Parent, Oldham County
- ✓ Rhonda Hedges, Professional, Principal, Jefferson County Schools
- ✓ Linda Linville, Professional, Senior Fellow, Council on Postsecondary Education
- ✓ Norma Thomas, Parent, Vice Co-Chair, Jefferson County
- ✓ Mike Armstrong, Professional, Superintendent, Lawrence County
- ✓ Terri Srinivasan, Parent, Mason County
- ✓ Paula Goff, Professional, State Coordinator, Part C
- ✓ Johnny Collett, Professional, Director, Division of Learning Services Office of Next-Generation Learners Kentucky Department of Education
- ✓ Robert Pennington, Professional, Assistant Professor, Special Education, College of Education and Human Development
- ✓ Kellie D. Scott, Professional, Program Evaluator Office of Vocational Rehabilitation

Ex-Officio Board Members

- ✓ Linda Collins, Parent, Letcher County
- ✓ Nat McKay, Parent, Oldham County
- ✓ Laurie Spezzano, Parent, Oldham County
- ✓ Dr. Peter Tanguay, Professional, Oldham County
- ✓ R. Larry Taylor, Professional, Executive Director, Kentucky Autism Training Center
- ✓ Gwenna Pennell, Parent, Letcher County

KATC Strategic Focus

KATC Roles

- Inform the systems of support for education, early childhood, mental health, and employment
- Build regional capacity
- Facilitate network
- Empower families to access the resources
- Develop of documents, videos, and other evidence-based information
- Develop evidence-based models and practices for families, teachers, and schools
- Collaborate with the Kentucky Department of Education to develop training and technical assistance for schools and school district

KATC Beliefs

- All people with ASD have value, can contribute and are unique.
- All people with ASD and their families deserve access to seamless systems of multidisciplinary support across the lifespan.
- Communities need to be prepared to embrace all individuals with autism.
- Support and services should be person-centered.
- Early diagnosis, followed by early intervention, can improve outcomes.
- Professionals need support and resources in order to sustain evidence-based practices and master new skills.
- Fidelity of evidence-based practice is the basis of effective service delivery across communities.
- Comprehensive planning and data based decisions are essential for continuous improvement of the processes and outcomes of our work.
- Attracting professionals to the field of ASD is important to the sustainability of services.
- Changing political and social environments will continue to demand flexibility and creativity.
- When we educate individuals with ASD, we aim for personal independence and social responsibility.

KATC Strategic Goals

Goal 1: KATC will create, grow, and maintain relationships with service systems and providers that serve individuals with ASD and their families

- Use technology to promote KATC, distribute informational materials, and communicate with families and professionals.
- Increase communication with educational leaders in Kentucky and report finding to diverse audiences.
- Develop relationship with early interventions service systems to promote early identification, diagnostics and the use of appropriate & evidence practices.
- Develop relationship with mental health service system and providers to promote the use of appropriate & evidence practices.
- Develop relationship with adult service system and providers to promote the use of appropriate & evidence practices.
- Develop relationships with established family groups and disseminate information to "underserved" populations.

Goal 2: KATC will develop materials and supports consistent with evidence-based practices for families, educators, and service providers

- Utilize technology to disseminate information to families and professionals.
- Develop resources, planning processes and communication mechanisms for educators.
- Provide basic information about resources, supports, services and evidence-based practices to families and professionals.
- Provide work experience for intern(s) in an office setting.
- Provide religious communities with basic information about building supportive environments for families affected by autism and empower support groups to develop relationships with religious communities.

Goal 3: KATC will provide direct training consistent with evidence-based practices to families, educators, and service providers across the commonwealth of Kentucky

- Provide web-based content regarding evidence-based practice.
- Provide information regarding evidence based practices, data collection, coaching and program planning for educators, early interventionists, professionals supporting adults and family members.
- Strategies to implement strategic plan
- Purposefully integrate individuals and families into network, program, and resource planning.
- Use a variety of technology-based delivery and communication systems to connect with families and professionals.

Strategies to Guide the Work of the KATC

- Purposefully integrate individuals and families into network, program, and resource planning.
- Use a variety of technology-based delivery and communication systems to connect with families and professionals.
- Promote the development of seamless systems of individual and family support in early intervention, mental health, education, and employment.
- Extend the regional capacity development approach to early intervention, mental health, and employment.
- Target general and special educators and administrators with information and resources about ASD. Support all school professionals in their efforts to provide students with ASD access to all school environments and the general education curriculum.
- Establish and conduct collaborative activities with University partners

INFORMATION DISSEMINATION

Website

During this past year the KATC continued efforts to offer an informative and user-friendly website. Based on a Google analytics report ran on July 1, 2013 through June 30, 2014* below is a summation of website activity:

Total Visits: 24,906

Total Page views: 63,783

Newsletter

This year KATC's newsletter featured topics such as safety, choosing a behavior analyst, working with schools, DSM-V changes, early identification, family support, sensory friendly theater performances, etc. The newsletter also disseminated information about training opportunities provided by KATC and autism education programs offered throughout the state. The newsletter subscriber email database has grown from 5,843 subscribers in June 2012 to 7,447 subscribers in June 2014.

Webinars

This year KATC offered webinar trainings that focused on both family and professional development needs. Two hundred and seventy eight (278) participants attend the 16 live webinars. Topics and the presenter are listed in Figure 1 below:

Figure 1: 2013-14 Webinars

Webinar Topic	Presenter
<i>Adults with Autism: A Clinical Review</i>	David Lohr, MD.
<i>Autism and First Responders</i>	Heidi Cooley-Cook, Major John Gosper Lexington FD, Patrick Branam Lexington EMS
<i>Drowning in Data! Streamlining the RTI Process in Preschool</i>	E. Caitlin Conley, M.Ed.
<i>DSM -V and Changes to the Diagnosis of Autism</i>	David Lohr, MD.
<i>Early Childhood Development and Autism</i>	Julie Stewart, M.Ed.
<i>Environmental & Instructional Supports for Students</i>	Julie Stewart, M.Ed.
<i>From the Table to the Playground: Practical Applications for ABA in Early Childhood Environments</i>	E. Caitlin Conley, M.Ed.
<i>Inclusion Toolbox: Practical Ideas for Faith Communities Including Children and Youth with ASD</i>	Barbara J. Newman, M.Ed.
<i>Safety in the Home</i>	Heidi Cooley-Cook
<i>Sleep Problems in Children with Autism Spectrum Disorders</i>	P. Gail Williams, MD.
<i>Social Narratives</i>	Laura Ferguson, M.Ed., BCBA, LBA
<i>Strategies for Parents to Promote Physical Activity for Children with Autism Spectrum Disorder</i>	Donna M. Russell, MSSW
<i>Successful Strategies for Recruiting, Training and Utilizing Volunteers</i>	Diane Zero, M.Ed

<i>Systematic Instruction in the Preschool Classroom</i>	Julie Stewart, M.Ed.
<i>To Be a Sib: An Exploration from the Perspectives of Siblings of Children with Special Needs</i>	Amanda Westmoreland, MS, LMFT
<i>Wandering</i>	Heidi Cooley-Cook

Webinar Feedback

Webinar: Environmental and Instructional Supports in the Preschool Classroom

"Excellent training. I have shared the information with my staff the best part, visual supports can be utilized for all children who are struggling not only those with autism. KATC trainings are excellent!"

Webinar: Systematic Instruction in the Preschool Classroom

"The webinars are very user-friendly and easy to follow. The format is easy to use and laid out well. The information is presented well so that is not so overwhelming."

Webinar: DSM -V and Changes to the Diagnosis of Autism

"Dr. Lohr did a great job. I would love to see more webinars by him. I felt it was interesting and informative. I liked that he provided research along with topic."

Webinar: Inclusion Toolbox: Practical Ideas for Faith Communities Including Children and Youth with ASD

"The presenter did a great job. This was the most practical training on inclusion at church that I have participated in! Thank you"

Webinar: Early Childhood Development and Autism

"I am greatly appreciative of these webinars. Since having more children coming into my classroom with autism, I am learning a lot of information at the small increments which helps me to better understand and soak the information into my head."

YouTube

KATC's recorded webinars are archived online on youtube.com. Currently, fifty-six webinars are archived. KATC's YouTube channel has 176 subscribers and has had 13,724 video views and 78,696 minutes of KATC's training videos have been viewed.

Autism Internet Modules (AIM)

Developed by the Ohio Center for Autism and Low Incidence in partnership with the Autism Society of America, the Nebraska Autism Spectrum Disorders Network, the National Professional Development Center on Autism Spectrum Disorders and Toronto's Geneva Centre for Autism, this series of online learning modules includes information on assessment and identification of ASDs, recognizing and understanding behaviors and characteristics, transition to adulthood, employment, and numerous evidence-based practices and interventions. The KATC supported the development of AIM and is an identified as a partner. Currently there are 2,242 registered AIM users in Kentucky.

Facebook

KATC utilizes Facebook to communicate with the autism community in Kentucky to share resources and advertise KATC trainings. As of June 30, 2014 the KATC has 2,411 "likes".

Twitter

KATC joined Twitter in June 2012. As of June 30, 2014 we have 177 followers.

Amanda L. King Resource Library

The Amanda L. King Resource Library is a collection of materials on topics such as ASD, disability, education, transition, parenting, and child development. These materials are available for checkout at no cost to families and professionals across the commonwealth of Kentucky. Library houses a large collection of resources on autism, special education, and vocational information. This collection is available to all citizens of Kentucky.

Kentucky Autism Service and Supports Directory

The goal of the KATC's Autism Service and Supports Directory is to increase information about community resources available to individuals with autism and their families. Users can search by age, county, service, and region. Current 465 providers are listed on the directory. From July 1, 2013 through June 30, 2014 there were 11,817 visits to the directory with 34,113 pages viewed.

KYAUTISM LISTSERV

The KYAUTISM Listserv is hosted by the Kentucky Autism Training Center. The purpose of the KATC listserv is to share information, services, resources, and training opportunities in a positive and respectful way. Currently 230 individuals subscribe to the listserv.

Promoting Early Identification

A Partnership with University of Louisville Autism Center, First Steps, Kentucky Department of Education and Cabinet for Health and Family Services, Kentucky Department of Education, Human Development Institute at the University of Kentucky, and many others . . .

Kentucky participated in the Act Early Region IVA Summit in January of 2009. The team completed the majority of the activities delineated in the Logic Model to promote the use of "Learn the Signs. Act Early" (LTSAE) materials in Kentucky (e.g. survey to families & physicians, outreach to professional & family organizations, statewide press release). Kentucky team included: KATC, First Steps (Part C), Kentucky Department of Education, Human Development Institute, University of Kentucky (KY UCEDD), Department of Behavioral Health, Developmental and Intellectual Disabilities, Kentucky Council on Developmental Disabilities, KY Commission for Children with Special Health Care Needs, Psychology Department of Eastern Kentucky University and representation from Autism Related Support Groups.

In October 2011, the data system for First Steps, Public Health and its service providers, the Technology-assisted Observation and Teaming Support System (TOTS), reported 8 children with autism spectrum disorders in the system. While undoubtedly a number of young children with ASD in Kentucky are receiving services under a more generic label (e.g., developmental delay, multiple disabilities), these data still point to clear under-identification, and most importantly, a significant lack of early intervention for young children with ASD in our state.

Goal 1: Develop LTSAE print materials

Objective: Integrate materials into programs and supports that serve parents of young children (Part B, Part C, Child Care Resource and Referral Program, Healthcare Providers, Parent Training & Information Project, Early Childhood Mental Health Program, Public Health, Help Me Grow and more than 50 Autism Related Support Groups.

Outcomes: Improved access to information that is research based; Development of Kentucky specific materials and to be "housed" on the Kentucky Act Early Website

<https://louisville.edu/education/kyautismtraining/actearly>

Goal 2: Develop LTSAE PSA

Objectives: Statewide communication of LTSAE message through the use of public announcements.

Outcomes: Initial step in framing statewide conversation regarding the needs of individuals with ASD

Goal 3: Develop web-based content to support LTSAE in Kentucky

Objectives: Targeted communication with families and professionals who work with young children with ASD and their families

Outcomes: Webinars to be housed on the Kentucky Act Early Website (e.g., Overview of LTAE Campaign, resources, engagement modules, questions to ask your pediatrician, basic strategies for families with young children) Health care professionals can direct families towards services to mitigate the lag time between the identification of developmental concerns and the procurement of intervention services. TOTS data, Part B & Part C data will serve as long term indicators.

STATEWIDE TRAINING FOR FAMILIES AND PROFESSIONALS

Network of Early Childhood Professionals

Partnership with the University of Louisville Autism Center, First Steps, Kentucky Department of Education and Cabinet for Health and Family Services

Leveraging the resources, relationships and momentum of the partnership with the National Professional Development Center for ASD, efforts have begun to establish a network of early childhood professionals. Early Childhood ASD State Team brings together leadership from the ASD State Team and members from the Act Early team. Membership includes: Kentucky Department of Education (Headstart, Preschools and Early Childhood Regional Training Centers), Commission for Children with Special Healthcare Needs, and Early Childhood Mental Health Specialists. This initiative is lead by First Steps and the University of Louisville Autism Center at Kosair Charities. Goals of initiative are to:

1. Conduct screenings in multiple settings and refer families to appropriate services and resources
2. "Move beyond developmental disability label and towards specialized intervention"
3. Provide appropriate evidence-based interventions to children as young as possible
4. Create tools, practices and networks that improve a child's transition from diverse service systems

Towards these goals, three 2-day trainings have been offered addressing the following topics:

- Overview of Learn the Signs Act Early Campaign and Autism Policy Issues at the National Level (Invited speakers from National Center on Birth Defects and Developmental Disabilities and the Association of University Centers on Disability)
- Screening tools and sharing developmental concerns with families (Invited speakers)
- Diagnostic tools and practices (Invited speakers)
- Coaching (Invited speakers National Professional Development Center for ASD)
- Overview of evidence-based practices for young children

Kentucky Training of Trainers (TOT)

The KY TOTs initiative began in Appalachia with the Eastern Kentucky Training of Trainers, moved to Western Kentucky for the second year, and culminated in 2013 with the Central Kentucky Training of Trainers. The goal of TOTs was to increase capacity in the various regions of the Commonwealth. The participants also developed a network amongst themselves to further build a network of support and knowledge within their communities. TOTs provided a series of four 1.5 hour training modules. These

were delivered in pairs with the second portion of the series to be completed several months after the initial pair. This will provide participants a total of 12 hours of autism specific training. Upon completion of TOTs, the participants were charged with sharing this information by presenting the content to others in their communities and by raising awareness. Topics include:

- Autism 101: Overview of the diagnosis, red flags for autism, and the importance of early intervention
- Handling Stress and Increasing Coping Skills: Identifies common stressors faced by families, strategies to increase coping skills to relieve some feelings of stress.
- It Takes a Village: Promoting Collaboration Among Families, Educators and Related Services Professionals
- Transitioning to Adulthood: Planning for the future, outlining a timeline to assist parents and providers as they help individuals with ASD navigate through key transitional periods.

Once the training was completed, all participants were then considered “trainers” and completed action plans to continue providing these trainings to others that would benefit. Professionals that participated included: Teachers, First Step Workers, Community Mental Health Providers, IMPACT workers, Parents, Day Care Employees, Early Childhood Professionals, University Employees, University Students and more.

Feedback from KY TOTs Participants:

Presenter was respectful, professional, and very approachable. She did a great job and handled all questions very well.

Having all documents and the PowerPoint on CD was super helpful and a really great resource!

Everything (was informative) - I only knew basic information

Regional Workshops

Supporting Autism 24/7

- Design a supportive home environment for individuals on the Autism Spectrum.
- Develop strategies for going into the community with individuals on the Autism Spectrum.
- Understand functions of behavior and how to develop strategies based on specific functions.

Navigating the Behavioral and Social World of Individuals with Autism

- Understand areas of the social world that are difficult for individuals with autism.
- Develop strategies to increase social interactions with peers and adults
- Understand the functions of behavior and how to develop strategies based on those specific functions.

Autism Case Training (ACT): A Developmental-Behavioral Pediatrics Curriculum

July 19, 2013 at Barren River Lake State Resort Park, Dr. Scott Tomchek and Dr. David Lohr, Department of Pediatrics, University of Louisville (13 Attendees)

July 20, 2013 at Eastern Kentucky University, Dr. Myra Beth Bundy, Department of Psychology, Eastern Kentucky University (21 Attendees)

Hosted in Collaboration with the University of Louisville Autism Center and Eastern Kentucky University

The "Autism Case Training (ACT): A Developmental-Behavioral Pediatrics Curriculum" is designed to educate healthcare providers on fundamental components of identifying diagnosing, and managing autism spectrum disorders through real life scenarios. Endorsed by the American Academy of Pediatrics and the Society of Developmental and Behavioral Pediatrics. Developed in Partnership with Health Resources and Services Administration Material and Child Health Bureau. Target audience: Physicians, Nurses and Nurse Practitioners

47 attendees represented the following 18 counties:

Allen, Daviess, Fayette, Fleming, Floyd, Hancock, Jefferson, Knox, Madison, McCracken, Montgomery, Oldham, Perry, Pulaski, Russell, Rockcastle, Scott, and Warren

Feedback from Attendees:

I learned a great deal that i did not know before regarding recognizing early warning signs, making a diagnosis, and treatment models regarding autism.

I work with children in a social work type of position so it helped me be a better advocate for my families.

In current practice we did not have many resources for autism or it's early warning signs so this seminar gave those to me.

Use of a standard screening tool for all providers will hopefully ensure that families will be referred to appropriate resources early.

I will now be able to talk about autism and feel confident in my knowledge instead of hesitant to discuss the topic.

Workshops for Families and Professionals

- Antle, Michelle S. (June 2014). Autism training site training, *Western Kentucky Educational Cooperative*, Eddyville, KY
- Antle, Michelle S. (June 2014). Autism 101: KATC resources and review of autism eligibility criteria). *Bowling Green Family Support Group*, Bowling Green, KY.
- Antle, Michelle S. (June 2014). Feeding issues in children with autism. *Christian County SNAPS*, Hopkinsville, KY.
- Bundy, M. B., Guffy, N. & Pennington, R. (November 2013). Resume cover letter writing instruction for adults on the autism spectrum. *Annual Conference for the Ohio Center on Autism and Low Incidence*, Columbus, OH.
- Cooley-Cook, H.A. (July 2013). Autism 101. *Lord's Legacy Life Ministries*, Nicholasville, KY.
- Cooley-Cook, H.A. (July 2013). Assisting individuals with autism throughout their school day. *Cedar Lake*, Louisville, KY.
- Cooley-Cook, H.A. (August 2013). KATC history and resources. *North Key Regional Forum*, Florence, KY.
- Cooley-Cook, H.A. (August 2013). Autism 101 for early childhood educators. *Boyd and Gaynell Fowler Child Development Lab*, Berea, KY.
- Cooley-Cook, H.A. (August 2013). KATC history and resources. *Mountain Comp Care Regional Forum*, Prestonsburg, KY.
- Cooley-Cook, H.A. (August 2013). KATC history and resources. *Pennyroyal Regional Forum*, Hopkinsville, KY.
- Cooley-Cook, H.A. (August 2013). Effective collaboration. *Western Kentucky Parent Professional Conference*, Murray, KY.
- Cooley-Cook, H.A. (August 2013). Autism 101", Western Kentucky Parent Professional Conference, Murray, KY.
- Cooley-Cook, H.A. (September 2013). Transition to adulthood and it takes a village-promoting collaboration. *Grant County UK Extension Office*, Williamstown, KY.
- Cooley-Cook, H.A. (September 2013). Transition to adulthood and it takes a village-promoting collaboration. *UK Human Development Institute*, Lexington, KY.
- Cooley-Cook, H.A. (September 2013). KATC history and resources. *Communicare Regional Forum*, Elizabethtown, KY.
- Cooley-Cook, H.A. (September 2013). KATC history and resources. *Pathways Regional Forum*, Morehead, KY.
- Cooley-Cook, H.A. (October 2013). Transition to adulthood and it takes a village-promoting collaboration. *Campbellsville University*, Campbellsville, KY.

- Cooley-Cook, H.A. (October 2013). Transition to adulthood and it takes a village-promoting collaboration. *Kosair Charities*, Louisville, KY.
- Cooley-Cook, H.A. (October 2013). Autism 101 for theatre staff. *StageOne and Kentucky Center*, Louisville, KY.
- Cooley-Cook, H.A. (October 2013). KATC-history and resources. *Kentucky River Comprehensive Care Regional Forum*, Hazard, KY.
- Cooley-Cook, H.A. (October 2013). Increasing autism awareness in the community. *Washington County Autism Group of Support*, Springfield, KY.
- Cooley-Cook, H.A. (October 2013). Autism 101. *Protection and Permancy*, Morehead, KY.
- Cooley-Cook, H.A. (November 2013). Autism update. *Kentucky Annual Council for Exceptional Children Conference*, Louisville, KY.
- Cooley-Cook, H.A. (January 2014). Autism and puberty. *Buffalo Trace Autism Support Group*, Maysville, KY.
- Cooley-Cook, H.A. (February 2014). Autism 101 for social work". *Kent School of Social-University of Louisville*, Louisville, KY.
- Cooley-Cook, H.A. (March 2014). Adults with autism for SLPs. *Kentucky Speech and Hearing Association Annual Conference*, Covington, KY.
- Cooley-Cook, H.A. (March, 2014). KATC and professional journey. *Bellarmino University*, Louisville, KY.
- Cooley-Cook, H.A. (April 2014). Autism 101-from early identification to providing services and supports. *Buffalo Trace, Gateway, and FIVCO Community Collaboration for Children Regional Conference*, Morehead, KY.
- Cooley-Cook, H.A. (April 2014). Autism 101 for early childhood educators. *Western KY Association of Early Childhood Education*, Paducah, KY.
- Cooley-Cook, H.A. (May 2014). Autism Red Flags to Strategies. *HANDS Academy*, Lexington, KY.
- Cooley-Cook, H.A. (May 2014). Visual supports for individuals with ASD. *Northern Kentucky Parent and Professional Conference*, Florence, KY.
- Cooley-Cook, H.A. (May 2014). Safety and autism for parents. *Franklin County Autism and Related Disorder Support Group*, Frankfort, KY.
- Cooley-Cook, H.A. (May 2014). Visual supports for families. *Autism Support 4 Lake Cumberland Family Support Group*, Bronston, KY.
- Cooley-Cook, H.A. (June 2014). Autism 101. *Ready Kids Conference*, Louisville, KY.
- Cooley-Cook, H.A. (June 2014). KATC resources. *Blugrass.org*, Lexington, KY.

- Courtade, G., & Pennington R. (April 2014). Using behavior skills training: Increasing fidelity of implementation of a science Curriculum. *Annual Conference for the Council for Exceptional Children*, Philadelphia, PA.
- Ferguson, L. (July 2013). Behavior management and communication. *Olive Hill Elementary School*, Olive Hill, KY.
- Ferguson, L.L. (September 2013). Teaching individuals on the autism spectrum. *KAECE*, Cold Springs, KY.
- Ferguson, L.L. (October 2013). The classroom observation tool. *Boone County Schools ASD Cadre*, Florence, KY.
- Ferguson, L.L. (October 2013). Developing social skills with students with autism. *Pulaski County Schools Cadre*, Somerset, KY.
- Ferguson, L.L. (October 2013). Behavior management and autism. *Radcliff Elementary School*, Radcliff, KY.
- Ferguson, L.L. (November 2013). Increasing communication with students with autism. *Taylor Elementary School*, Brooksville, KY.
- Ferguson, L.L. (November 2013). Developing Instructional Programs. *Kentucky Council for Exceptional Children Conference*, Louisville, KY.
- Ferguson, L.L. (February 2014). Introduction to autism. *Foster Care Training*, Louisville, KY.
- Ferguson, L.L. (March 2014). Behavioral strategies for students with autism. *Western Kentucky Schools Autism Cadre*, Eddyville, KY.
- Ferguson, L.L. (March 2014). What is autism. *Undergraduate Class at University of Louisville*, Louisville, KY.
- Ferguson, LL. (March 2014). Understanding the VB MAPP. *Autism Leadership Team*, Morehead, KY.
- Ferguson, L.L. (March 2014). Autism Expert Panel. *Northern Kentucky Cooperative*, Cold Springs, KY.
- Ferguson, L.L. (April 2014). Understanding autism. *Community Baby Shower*, Paris, KY.
- Ferguson, L.L. (April 2014). Managing problem behavior. *SPEAK Conference*, Louisville, KY.
- Ferguson, L.L. (April 2014). Introduction to KATC and resources. *Lebanon Junction Elementary School*, Lebanon Junction, KY.
- Ferguson, L.L. (April 2014). Increasing Communication for Individuals with autism. *Kentucky Valley Educational Cooperative School Cadre*, Hazard, KY.
- Ferguson, L.L. (April 2014). Autism and communication. *Kentucky Head Start Association Conference*, Louisville, KY.
- Ferguson, L.L. (May 2014). Increasing communication with individuals with autism. *Northern Kentucky Parent Professional Conference*, Erlanger, KY.

- Ferguson, L.L. (May 2014). Instructing individuals with autism. *Casey County Schools*, Liberty, KY.
- Ferguson, L.L. (June 2014). Initial training for demonstration site schools. *Western Kentucky Schools*, Eddyville, KY.
- Ferguson, L.L. (June 2014). Initial training for demonstration site schools. *Bardstown Independent Schools*, Bardstown, KY.
- Ferguson, L.L. (June 2014). Increasing communication for individuals with autism. *Ready Kids Conference*, Louisville, KY.
- Ferguson, L.L. (June 2014). Behavior management for autism. *Ready Kids Conference*, Louisville, KY.
- Ferguson, L.L. (June 2014). Introduction to autism. *Lincoln Trail Behavioral Health*, Radcliff, KY.
- Ferguson, L.L. (June 2014). Initial training for demonstration site schools. *Northern Kentucky School*, Cold Springs, KY.
- Howard, K. (June 2014). Initial training for demonstration site schools. *Eastern Kentucky Schools*, Hazard, KY.
- Howard, K. (June 2014). Initial training for demonstration site schools. *Eastern Kentucky Schools*, Ashland, KY.
- Pennington, R. (July 2013). Teaching writing to students with Intellectual disabilities and ASD. *Fayette County Public Schools Autism Conference*, Lexington, KY.
- Pennington, R. (July 2013). Developing programs that promote communicative competence. *Fayette County Public Schools Autism Conference*, Lexington, KY.
- Pennington, R. (July 2013). Building behavioral teaching programs for young children with ASD” *Infant-Toddler Conference*, Lexington, KY.
- Pennington, R. (July 2013). Teaching writing to students with Intellectual disabilities and ASD. *Training for Central Kentucky Special Education Cooperative*, Lexington, KY.
- Pennington, R. (July 2013). Developing programs that promote communicative competence. *Training for Central Kentucky Special Education Cooperative*, Lexington, KY.
- Pennington, R. (August 2013). Promoting Socio-communicative competence: A behavioral perspective, *Early Learning Center*, Louisville, KY.
- Pennington, R. (August 2013). Teaching writing to students with Intellectual disabilities, *Training for Oldham County Schools*, Buckner, KY
- Pennington, R. (November 2013). Strategies for training others to implement evidence-based practices, *Annual Conference for Kentucky Council for Exceptional Children*, Louisville, KY.
- Pennington, R., Courtade, G., Ault, M. & Delano, M. (December 2013). Five non-negotiables in program development for students with intellectual disabilities. *Annual TASH Conference*, Chicago, IL.

- Pennington, R., Sadaatzi, M., & Welch, K. (November 2013). Using robots to teach texting to students with intellectual disabilities. *Annual Conference for the Ohio Center on Autism and Low Incidence*, Columbus, OH.
- Pennington, R. (November 2013). Simple strategies for teaching others to implement evidence-based practices. *Annual Conference for the Ohio Center on Autism and Low Incidence*, Columbus, OH.
- Pennington, R. C. (March 2014). Addressing the challenges of consulting in rural areas. A behavioral perspective. *Annual Conference for the American Council on Rural Special Education*, Tucson, AZ
- Pennington, R., Ferguson, L. & Jordan, C., (Invited March 2014). Expert panel on ASD intervention. *Problem Solving Panelist for Northern Kentucky Special Education Cooperative (6-hr)*. Cold Spring, KY.
- Pennington, R. & Delano, M. D. (April 2014). Write to work: Teaching resume writing skills to students with intellectual disabilities. *Annual Conference for the Council for Exceptional Children*, Philadelphia, PA.
- Pennington, R. & Saadatzi, M. (April 2014). Using innovative strategies to develop written expression skills in students with moderate/severe ID. *Annual Conference for the Council for Exceptional Children*, Philadelphia, PA.
- Pennington, R.C., & Ault, M., (April 2014). Five Non-negotiables in program development for students with moderate/ severe intellectual disabilities. *Annual Conference for the American Council on Rural Special Education*, Tucson, AZ.
- Pennington, R. (April 2014). Building Communication program for children with intellectual disabilities and autism. *Annual Conference for the KY ARC*, Louisville, KY.
- Pennington, R. (Accepted to be conducted) Write on! Teaching written expression to students with ASD/intellectual disability. *Annual Conference for the Council for Exceptional Children, Division of Autism and Developmental Disabilities*, Clearwater, FL.
- Pennington, R. (April 2014). Simple strategies for training others to implement evidence-based practices, 6-hour workshop. *Kentucky Valley Educational Cooperative Technical Assistance team*, Lexington, KY.
- Pennington, R., (May 2014). Establishing universals for serving students with disabilities. *Northern KY Parent/Professional Mini Conference*, Erlanger KY. Keynote
- Pennington, R. (May 2014). Building better communication between schools and families. *Northern KY Parent/Professional Mini Conference*, Erlanger KY.
- Pennington, R. (June 2014). Making a better world through behavior analysis, 6- hour workshop. *Binet Schools*. Louisville, KY.
- Pennington, R. (June 2014). Foundations for intervention for young children with ASD. *First Steps Training Series*, Louisville, KY.

COACHING AND SUPPORT

Building Statewide Capacity for Educators to Improve Outcomes for Learners with ASD: Partnership with Kentucky Department of Education, Special Education Cooperatives and Local School Districts

ASD Partnership Training Sites

KATC works in collaboration with the Kentucky Department of Education's (KDE) nine Special Educational Cooperatives at all levels of operation; cooperatives have the capacity to create and sustain change at the local level, such collaboration is essential to develop and sustain a network of professional development, training, and coaching to educators. Building upon this relationship, KATC initiated a collaborative workgroup in 2008 to develop a proposal and was subsequently awarded a partnership with the National Professional Development Center on Autism Spectrum Disorders. The National Professional Development Center on Autism Spectrum Disorders (NPDC on ASD), funded by the U.S. Department of Education, Office of Special Education Programs is a multi-university program that began on July 1, 2007. The center is located at three universities: The University of North Carolina, the University of Wisconsin, and the University of California.

NPDC on ASD provided professional development and technical assistance to help Kentucky promote implementation of evidence-based practices for early identification, intervention and education for children and youth with ASD. These practices should produce the best possible outcomes for families and students with ASD, spanning the age range from infancy to early adulthood (21 years). In addition, the center helped Kentucky establish a problem solving process to develop model sites demonstrating evidence-based practices for ASD and in evaluating and measuring child, family, practitioner and system-level outcomes. The purposes of the project that began in Kentucky in January 2009 were to:

- Increase the number of highly qualified personnel (particularly teachers and practitioners) serving children and youth with ASD in Kentucky
- Establish a sustainable system of professional development in evidence-based practices in ASD
- Provide technical assistance support for early childhood practitioners, educational leaders, teachers and school-based personnel
- Establish training site where pre-service and in-service professionals can observe the implementation of evidence-based practices

Evidence-Based Practices: The Foundation

While many interventions for autism exist, only some have been shown to be effective through scientific research. Interventions that have shown to be effective are called evidence-based practices. Several groups have sought to identify evidence-based practices for autism treatment: National Professional Development Center on Autism-NPDC on ASD, National Autism Center-NAC. The groups' findings overlap significantly and the KATC draws on interventions identified across organizations. One group, the NPDC on ASD, uses rigorous criteria to determine whether a practice is evidence-based. During the time span of this report (2013-2014) the Center had identified 24 evidence-based practices. Please note that every identified practice is not necessarily appropriate for every learner. Practices are most effective when carefully matched to a learner's specific needs and characteristics.

Evidenced-based practices trained by KATC from July 2013 through June 2014 were those 24 practices that meet the above criteria for evidence-based practices for children and youth with autism spectrum

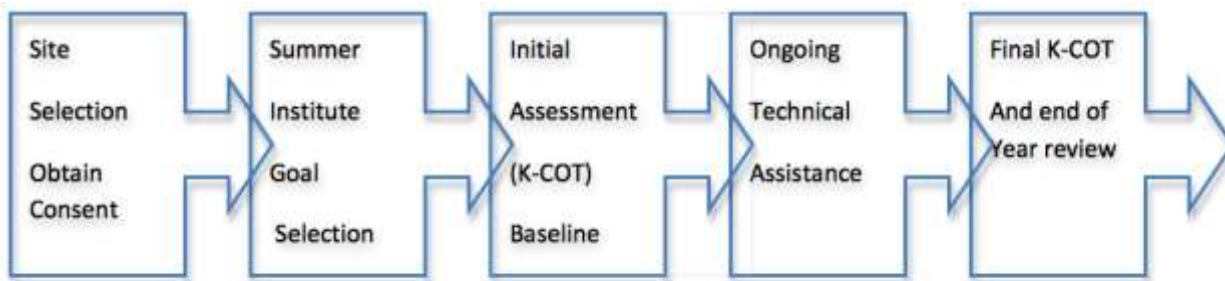
disorders. Researchers continue to review the literature for practices that meet their definition additional evidenced-based practices will be trained by KATC when they are identified. Practices trained due the 2013-2014 time from are:

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

The NPDC on ASD is in the process of developing online modules for each of the 24 identified evidence-based practices. These modules are available on the Autism Internet Modules (AIM) website.

Leveraging the NPDC on ASD resources and positive momentum of the partnership, the KATC and KDE refined the problem-solving process. Figure 1: ASD Partnership Training Site Program outlines the KATC efforts to collaborate with Special Education Cooperatives to implement the problem solving process across the Commonwealth. Additional information pertaining to current efforts toward furthering this work can be obtained at the following website:
<http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/2014-EBP-Report>.

Figure 2: ASD Partnership Training Sites-An Overview of the Trainings Site Process:



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

1) K-COT (Kentucky Classroom Observation Tool)

This tool was created by the KATC prior to the 2011-2012 school year and continues to be updated. The tool is used to gather program information during the first site visit through direct observation, record review, and interview. The checklist will be completed by KATC staff and discussed with teams at the beginning and end of the school year. The information gathered will help training site teams to collectively determine program goals to target during the year.

2) K-COT/S (Kentucky Classroom Observation Tool Self-Assessment)

This version of the K-COT is completed by the school team during the summer training and will reflect their perspective of their strengths and challenges. This completed tool will be used in connection with the completed K-COT to determine program goals and guide professional growth throughout the year.

3) TA Contact Form (Technical Assistance Contact Form)

At the completion of each visit, district level and KATC technical assistance providers will complete this form as a summary of their visit. This form will document information regarding progress towards meeting classroom goals and student goals and next steps.

Figure 3: 2011-2012 KATC Support to Schools Implementing ASD Partnership Training Sites

Educational Cooperative	Schools	School District
Central Kentucky Educational Cooperative	Stamping Ground Elementary School	Scott
Greater River Region Educational Cooperative	TC Cherry Elementary School	Bowling Green Independent
	Flaherty Elementary School	Meade County
	Ohio County High School	Ohio County
	Radcliff Elementary School	Hardin County
Kentucky Educational Development Corporation	Olive Hill Elementary School	Carter County
	West Carter Middle School	Carter County
Kentucky Valley Educational Cooperative	Carr Creek Elementary School	Knott County
	G.G. Johnson Elementary School	Pike County

	Millard Middle School	Pike County
	Millard Elementary School	Pike County
Northern Kentucky Educational Cooperative	Taylor Elementary School	Bracken County
	Beechwood Elementary/High School	Beechwood Independent
Ohio Valley Educational Cooperative	New Castle Elementary School	Henry County
Southeast/South Central Educational Cooperative	Pulaski Elementary School	Pulaski County
	Southwestern High School	Pulaski County
	Nancy Elementary School	Pulaski County
	Shopville Elementary School	Pulaski county
Western Kentucky Educational Cooperative	Pride Elementary School	Hopkins County
	Browning Springs Middle School	Hopkins County
	Trigg County Primary School	Trigg County
	Christian County Middle School	Christian County
	Christian County High School	Christian County

Prior the start of the school year, teams participating in the problem-solving process participated in a specialized 3-day Summer Institute in each cooperative region to orient the teams to the process and evidence-based practices.

Autism Cadre

In spring of 2009 the Kentucky Department of Education (KDE) and the Kentucky Autism Training Center (KATC) partnered to establish a statewide autism cadre of approximately 750 members to forward the following goals:

- Provide ongoing training to district level staff on evidence-based practices for students with ASD so that they could provide training at the district level.
- Establish networks of support between professionals from different districts and special education cooperative regions.
- Establish local problem solving teams at the district level across Kentucky.

Partnership

Kentucky is divided into 9 special education cooperative regions. Complex needs consultants provide technical assistance in each region. KATC works with the complex needs consultants to drive the ASD cadre; the consultants already met several times a year to drive other state initiatives (e.g., alternative assessment, new teacher training). At the district level, representatives from local districts were identified by the director of special education based on an application process developed by KDE. Participants were selected based on their ability to translate cadre training material back to the local district. Cadre members represent a myriad of roles within a school district: Speech Language Pathologists, Occupational Therapists, General Education Teachers, Special Education Teachers, Directors of Special Educations, Early Childhood Diagnosticians, Psychologists, Autism Specialists, Consultants, and Pre-school Teachers.

Process

KATC develops training materials to be given to the special education co-op consultants. Consultants were grouped into super clusters, containing three to four co-op regions. Super clusters met to clarify content and share resources for training; in some instances consultants provided cross cooperative trainings. KATC attended these meetings in-person or via Skype to clarify training materials upon request. After review of the materials the cooperative consultants delivered a 6-hour training to the district level professionals. Participants received 4 trainings each year for a total of 24 hours of professional development. During the 2013-2014 school year, cadres were convened as needed to support foundational work that occurred in the previous years of this initiative.

KATC continues to develop and revise training materials (e.g. PowerPoint, group activities, video examples). Listed below are the initial training materials that were developed based on the prioritized evidence-based practices needed to support the interventions for individuals with ASD in schools:

- Module 1 Project Overview, ASD characteristics
- Module 2 Functional Behavior Assessment and Preference Assessment
- Module 3 Behavioral Intervention
- Module 4 Systematic Instruction 1
- Module 5 Systematic Instruction 2
- Module 6 Communication Instruction 1
- Module 7 Communication Instruction 2
- Module 8 Asperger Syndrome, Intro to Problem Solving
- Module 9 Social Skills
- Module 10 Environmental Arrangement
- Module 11 Social Skills Part II
- Module 12 Coaching and Problem Solving

District Highlights

Several districts have reported that cadre members have conducted trainings at the local district level. Districts have reported developing local problem solving teams and using cadre members to address district challenges associated with meeting the needs of students with ASD. Superintendents and local directors of special education report that their own district's personnel have increased their skills in meeting this growing population of students. On superintendent stated, "*We have not had to seek support from professionals outside the district as the result of the increased capacity of staff to meet the complex needs of our students with autism.*"

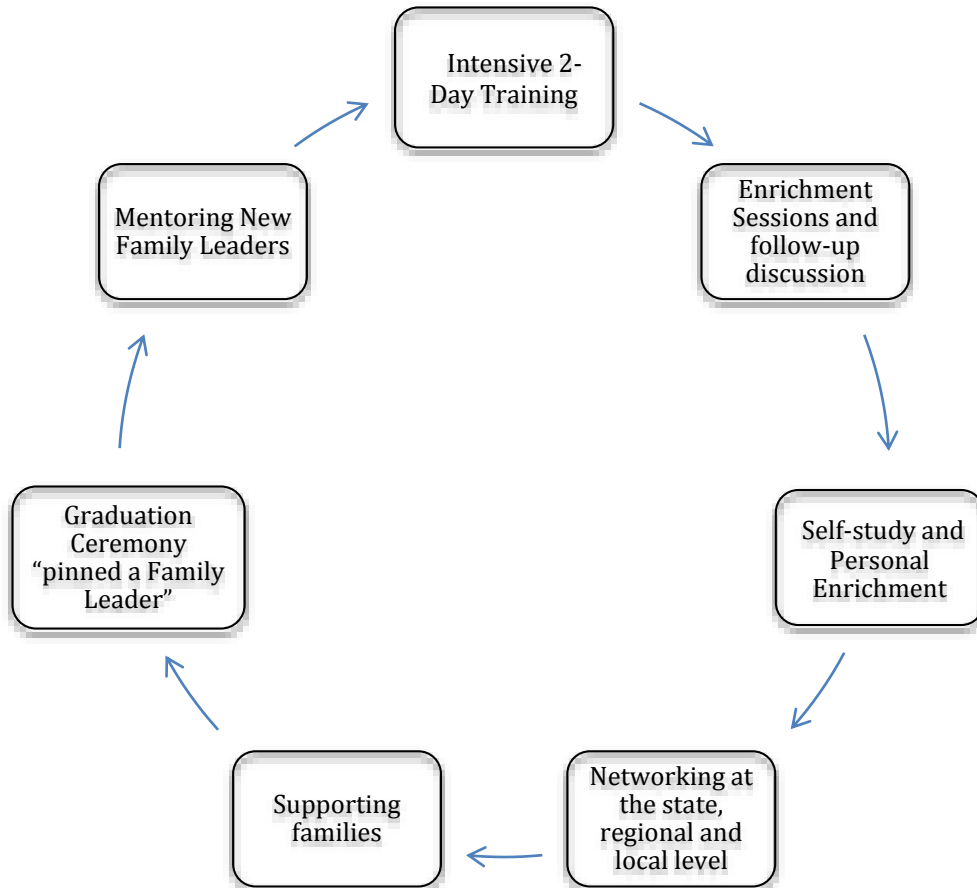
KATC Family Network: Families Supporting Families

Kentucky Autism Training Center (KATC) is developing the KATC Family Network: Families Supporting Families through a partnership with The Council on Developmental Disabilities (CDD).

The purpose of the KATC Family Network is to develop a network of family members affected by ASD who will reach, collaborate, empower, and develop relationships with others throughout Kentucky. In May, families came together for an intense two-day leadership development program delivered by staff from CDD. The training has been adapted from CDD’s LEAD program (Leadership, Education, & Advocacy Development). Training addressed:

- Special Education Law 101
- Skills for Effective Parent Advocacy
- Understanding the IEP
- Developing Parent Leadership
- Collaborative Communication
- Conflict Resolution

Figure 4: Process of Becoming a Family Leader



Sixteen family members came from the following 10 counties:

Boone, Christian, Fayette, Jefferson, Knox, Lawrence, Mason, Oldham, Pulaski and Warren. The responsibilities of Family Leaders may include the following: provide direct support to families, mentor other families, deliver presentations and network with families as well as policy makers, and to collaborate with other disability groups throughout the state.

KATC Staff

Michelle S. Antle, Ed.S. (Started April 2014)

Barbara Bishop, M.A., M.L.I.S., Grants Management Specialist

Heidi Cooley-Cook, Family Field Training Coordinator

Laura Ferguson, M.Ed., BCBA, Field Training Coordinator

Rebecca Grau, M.P.A., Assistant Director, Administrator (through December 2013)

Kimberly Howard, M.Ed. (Started March 2014)

R. Larry Taylor, M.Ed., Executive Director

Diandre G. Thomas, M.A., Program Coordinator

KATC 2013– 2014 Expenditures

EXPENSES	General Funds	Revenue	Gift	CPE	KDE	CDC	YTD TOTAL
Salary	\$74,244.77	\$0.00	\$0.00	\$64,737.65	\$107,279.77	\$2,379.54	\$246,262.19
Benefits	\$26,213.98	\$0.00	\$0.00	\$21,094.35	\$36,437.76	\$678.06	\$83,746.09
Operating Expenses	\$66,693.42	\$40,228.51	\$2,807.90	\$21,040.03	\$17,905.31	\$14,974.82	\$148,675.17
Travel	\$454.83	\$273.74	\$0.00	\$22,038.19	\$27,781.40	\$0.00	\$50,548.16
F&A	\$0.00	\$0.00	\$0.00	\$0.00	\$15,152.26	\$0.00	\$15,152.26
TOTAL EXPENSES	\$167,607.00	\$40,502.25	\$2,807.90	\$128,910.22	\$204,556.50	\$18,032.42	\$544,383.87