KENTUCKY AUTISM TRAINING CENTER Weisskopf Center for the Evaluation of Children Department of Pediatrics • Department of Teaching and Learning University of Louisville

Annual Report of Services and Activities 2002-2003

MISSION STATEMENT

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.



SUMMARY

During the sixth year of operation, the Kentucky Autism Training Center (KATC) has continued to follow its legislative mandate by providing intensive school-based team training and technical assistance to local teams of professionals and parents, implementing family based technical assistance, and offering state-wide introductory and advanced training activities covering autism awareness through the development of specialized intervention programs. The Center has placed emphasis on providing information and training on intervention strategies that are supported by research as being effective with individuals with autism spectrum disorders. A brief summary of major KATC activities between July 2002 through June 2003 is provided below. A more detailed account of services is further outlined later in this report.

Family Services. KATC has provided training and technical assistance to families across the Commonwealth by continuing to offer opportunities for families to individually meet with KATC professionals to have general questions addressed. In addition, KATC continued with group sessions known as *Families with Autism, Consultation and Training Sessions* (FACTS) which are designed for families of newly diagnosed children. These sessions, were attended by approximately 30 individuals at three locations across the Commonwealth and were delivered in collaboration with regional autism spectrum disorders related support groups.

In addition, during this past year, KATC piloted a "Family Workshop Series" involving more in-depth full day training sessions in Louisville and Bowling Green with a total attendance of approximately 100 individuals. During the series of five sessions participants received information from teams of parents and professionals who offered practical strategies and "informal" advice from a parent's perspective. Lastly, during this year, the KATC presented at 7 autism related support group meetings addressing regional needs.

School-Based Team Consultations and Technical Assistance Sessions.

KATC has modified the process in which these are conducted in order to increase our effectiveness for promoting systemic change. In general, the current process involves a KATC trainer working with a team of professionals and parents to help them reach consensus on target areas of need and for them as a team to develop and implement a "Technical Assistance Profile" which is individually developed for each team. During this past year, our three full-time trainers have worked with 23 teams each consisting of educational personnel such as special and regular educators, related service providers such as speech/language and occupational therapists, teaching assistants, psychologists, as well as parents.

Information Dissemination and Training. Specific activities have included addressing over 1,000 requests for information through our Amanda L. King Resource Library. In addition, the KATC has presented at 32 events and professional development sessions across our Commonwealth. From an advanced training perspective, The KATC has worked in conjunction with the University of Louisville Department of Teaching and Learning to develop and implement a Distance Education Masters Program in Special Education with a concentration in Autism, Technology, and Collaboration. Courses were broadcasted on television as well as video-streamed on the World Wide Web. Courses in this program include: Introduction to Autism, Strategies and Techniques, Autism, Assistive Technology & Collaboration, and Applied Behavior Analysis.

Associated Activities.

Development of Policy and Practices through Collaboration. During the past year, KATC staff members have continued to expand our collaborative efforts with local and state public and private agencies as well as offering consultation to state leaders as they strive to meet the growing needs seen in the area of autism. For example, KATC participated in the Autism Spectrum Disorder's Advisory Consortium (ASDAC). The ASDAC Consortium was an initiative from the State Inter-Agency Council for Children's Mental Health Services. Through such meetings and advisory sessions, KATC has assisted the Commonwealth of Kentucky in developing effective policy for promoting local, regional and statewide systemic change.

Services for Adolescents and Adults with Autism. The Kentucky Autism Training Center continues to support the efforts of agencies and families to promote employment, independent living and age appropriate functioning for adolescents and adults with autism. Toward these goals the center hired a full-time staff member in December of 2002 whose areas of expertise include school-to-work transition, adolescent and adult issues of disability, vocational and secondary school training, supported employment and independent living. While the KATC does not have a direct funding source to provide adult services, every effort is made to develop collaborative relationships with organizations that provide services to adults. The following summary outlines activities during this past year that addressed the needs of adolescents and adults with autism and their families.

During this past year KATC staff members have delivered 5 family consultations to specifically address adolescent and adult issues. With regards to school-based team consultations and technical assistance sessions, 4 local educational teams, with a total of 48 consultation/training sessions, received technical assistance focused on adolescent and adult issues. Specifically the team received training pertained to; social inclusion in middle/high school, issues of puberty and sexuality, pre-vocational and vocational curriculum development, functional and independent living skill development and management of severe behavioral issues in older students.

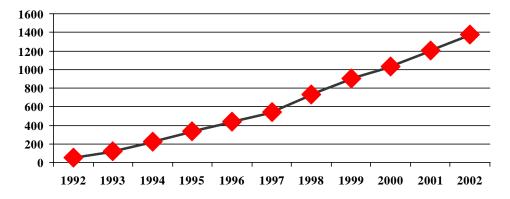
The KATC has partnered with the Interdisciplinary Human Development Institute (IHDI) at University of Kentucky to provide an autism component for the training of job coaches and vocational professionals. To date a total of 5 trainings have been performed with IHDI with an ongoing commitment to the training of these professionals. In addition, other professional groups and organizations have sought KATC's training services with regard to services relating to older individuals with autism. Presentations or consultations to organizations such as supported employment providers, vocational rehabilitation agencies and psychiatric hospitals account for 14 presentations/consultations. Training was provided to one 1 private employer regarding natural supports for an employee

with autism and the KATC has completed a grant application for further support in this burgeoning area.

INCIDENCE OF INDIVIDUALS WITH AUTISM

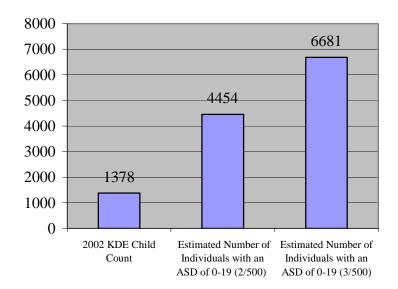
In December of each year, the Kentucky Department of Education (KDE) counts the number of children under each diagnostic category. In 1997 when KATC began, there were approximately 562 children and youth identified in Kentucky as having autism. In the last KDE December count (2002), the number increased to approximately 1,378 children and youth as shown in Figure 1. Based on information obtained from professionals and parents, it became apparent that emphasis needed to be placed on assisting health care providers in identifying children with autism at a younger age. While autism can be diagnosed during the first 18 to 24 months of life, the average age of a child diagnosed with autism is approximately 5.5 years in Kentucky. In terms of how Kentucky figures compare to established incidence rates, there continues to be a discrepancy, using incidence rate of 2/500 there are an estimated 4,454 individuals with an autism spectrum disorder under the age of 19 in the Commonwealth. Using a higher incidence rate as reported by the U.S. Centers for Disease Control and Prevention of 3/500 there may be as many as 6,681 individual with an autism spectrum disorder (see figure 2).

Figure 1: Annual KDE "Child Count"



Source: Kentucky Department of Education Homepage

Figure 2: Estimated number of individuals (ages 0-19) with an autism spectrum disorders in Kentucky



Incidence rate range acknowledged by the Autism Society of America

2002-2003 SERVICES AND ACTIVITIES

During the past year of operation, the Kentucky Autism Training Center has continued to provide, in collaboration other agencies and parent organizations, individual workshops and school-based consultations for the goal of providing technical assistance to public school personnel and health care providers. The KATC brings knowledge in effective teaching strategies to teachers, administrators, and parents, and have continued to build long-term relationships to build local capacity to develop a plan for furthering their Local Educational Agencies' (LEA) efforts in establishing them as the LEA's leaders in educating students with autism. In a similar manner, the KATC has begun to develop relationships with mental health and other service providers.

Four basic assumptions guided the implementation of KATC's efforts:

- (1) <u>Approach the Task in Phases.</u> In providing services on a statewide basis, KATC has sought to begin to build local capacity by establishing a multi-tiered training program to disseminate information and technical assistance training.
- (2) <u>Keep Stakeholders Involved.</u> Stakeholders should have an active role in designing, implementing, and evaluating these efforts. KATC has an advisory council composed of parents, professionals, and lay-members that provide needed input, along with other individuals and agencies.
- (3) <u>Initiatives Should be Coordinated.</u> Action strategies should be coordinated with other outside related initiatives, whenever possible. KATC works in

- conjunction with other individuals and organizations that are involved in similar activities.
- (4) Strive to Benefit More Children. Long-term success should benefit not only children with autism, but also all children with special needs and the entire school environment.

Information on specific activities is presented on pages to follow.

FAMILY-BASED TECHNICAL ASSISTANCE

KATC staff members have provided Family Based Technical Assistance to families of children, youth, and adults with autism. As part of all KATC activities, emphasis is placed on preparing parents to become active members of their children's local educational and planning teams. Parents can directly access and utilize KATC through the following services:

Individual Family Support Sessions

KATC staff members have provided parents, along with other family members and key individuals, opportunities to meet with a KATC staff member to receive information, and to address general questions and concerns in a confidential manner. Parents of children who have recently received the diagnosis of autism can gain greater insight into autism and the professionals and agencies in their community that are available to provide services. During this past year, KATC staff members have conducted 7 individual family support sessions.

Referral Service

KATC has continued to compile a data bank of individuals and public and private agencies that are prepared to serve children, youth, and adults with autism. Parents and professionals from across the Commonwealth continue to access and contribute to this data bank.

"1-800 Number"

KATC may be accessed toll free by calling 1-800-334-8635 and requesting extension *852-4631*. Parents have used this line to contact the KATC staff and to ask general questions or to procure information. The use of this number has assisted KATC to ensure that all parents within Kentucky have equal access to our services.

Family Workshop Series

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. During this past year, families that have participated in this workshop series delivered in both Louisville and Bowling Green received information on the following topics:

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

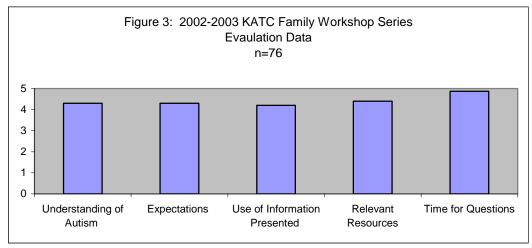
The content of these workshops was designed to build upon one another. Parents of children with autism spectrum disorders presented in conjunction with professionals by sharing strategies and techniques that have *worked* within their homes and communities. Attendees of the Family Workshop Series resided in the following counties:

Barren	Fayette	Oldham	Woodford
Bullit	Henry	Todd	
Christian	Jefferson	Trigg	
Edmondson	Marion	Warren	

The KATC plans to deliver a similar series in London and Danville in the fall of 2003.

Please find in Figure 3, evaluation data that was collected at the end of each session in Louisville and Bowling Green, of approximately 100 attendees, 76 evaluations were collected.

The evaluations are comprised of 5 Likert scale questions, as well as several open-ended questions. Sample questions are as follows; How will the information you gained at the presentation impact your work with individuals who have autism? What are some issues in autism you would like to see addressed in future presentations, workshop? What did you find most helpful about the presentation?



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

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

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

Participants indicated additional issues they would like to see addressed:

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

Participants indicated what was most helpful about sessions:

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

During this past year at the request of autism related support groups across the Commonwealth, KATC staff delivered 7 workshops to the following groups:

Autism Society of Kentuckiana Autism Society of Southeastern Kentucky Danville Autism Parent Support Group Families and Individuals Teaching Hope-Owensboro Families for Effective Autism Interventions Powell County Autism Support Group Meeting

Addressing regional needs, the topics addressed included: overview of KATC services, toileting, adult/adolescent issues and building community supports for individuals with autism and their families.

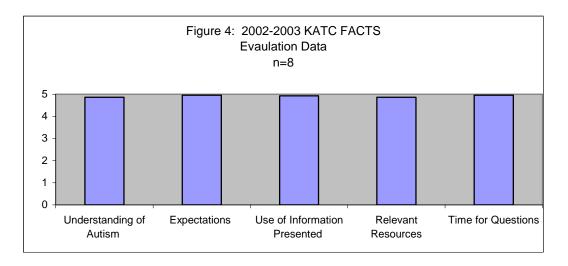
In addition, the Kentucky Autism Training Center provided support groups with meeting space within its facilities for the purposes of meetings and workshops. To highlight these collaborative efforts, during the past year, the Autism Society of Kentuckiana held meetings at the offices of the KATC in addition to a workshop featuring Barbara Becker-Cotrill, Ed.D., Director of the West Virginia Autism Training Center. In addition, First Steps held a "fire-side chat" for families with young children with disabilities at the KATC. The KATC is committed to developing on-going and creative relationships with other organizations that service individuals with autism spectrum disorders and their families.

FACTS Sessions

In response to feedback from families, KATC developed and delivered information sessions specifically for families that have recently received a diagnosis, known as Families with Autism, Consultation and Training Sessions (FACTS). The sessions provided participants with an overview of the criteria used by clinicians that make diagnoses on the autism spectrum. In addition, families receive information on available resources, interventions and planning for the future. These sessions were delivered in conjunction with the Autism Society of Kentuckiana, the Autism Society of the Bluegrass and the Eastern Kentucky University Autism and Related Disorders Support Group. Approximately 30 individuals participated in FACT sessions.

Please find the below in Figure 4, evaluation data that was collected at the end of each sessions, of approximately 30 attendees, 8 evaluations were collected.

The evaluations are comprised of 5 Likert scale questions, as well as several open-ended questions. Sample questions are as follows; How will the information you gained at the presentation impact your work with individuals who have autism? What are some issues in autism you would like to see addressed in future presentations, workshop? What did you find most helpful about the presentation?



SCHOOL-BASED TEAM CONSULTATIONS AND TECHNICAL ASSISTANCE

Staff members of the Kentucky Autism Training Center work directly with teams of professionals and parents to facilitate the development, implementation, and evaluation of educational and community-based programs for children and youth with autism. Through workshops and make and take sessions, participants have gained greater knowledge of autism and learned to develop Individualized Educational Plans (IEPs). In subsequent application sessions, KATC worked directly with staff and parents in classroom based "practice and feedback"

coaching sessions. KATC staff members provided technical assistance in the following areas:

- Identifying & understanding students with autism.
 - Screening information for early childhood professionals
 - o Awareness sessions for school personnel (bus drivers, cafeteria workers, and custodians)
 - Peer awareness and training
- Developing, implementing and evaluating an Individualized Education Plan
- Integrating fundamental behavioral teaching principles and strategies into daily activities and into individual student's schedules.
 - o Promoting generalization of skills across the life domains of home, community and school
 - o Developing individualized visual and sensory supports
- Using effective educational, behavioral, and technological supports for students with autism to promote communication, social integration, academic gains, and participation.
- Developing transition plans and developing vocational skills
- Conducting behavioral, functional and ongoing program assessments.
- Teaming between professionals and parents.

See Appendix A for more specific examples of school-based training activities.

During this past years KATC staff conducted approximately 294 school based consultations and technical assistance activities in the following local educational agencies:

Anchorage Independent Schools Boone County Public Schools Bowling Green Independent Schools Edmonson County Public Schools Garrard County Public Schools Hardin County Public Schools Harrison County Public Schools

Jefferson County Public Schools Marion County Public Schools Meade County Public Schools Monroe County Public Schools Nelson County Public Schools Pulaski County Public Schools Wolfe County Public Schools

As we strive to accomplish our mission to enhance the lives of individuals with ASD and their families in our Commonwealth, the KATC has continued to develop existing services as means to build local capacity to address the needs. Below is

summary of the evolution to our current model developed by the KATC with specific regards to School-Based Team Consultations and Technical Assistance.

Initially in 1997-1998 a school consultation consisted of a Field Training Coordinator (FTC) receiving background information and questions on a designated student with autism. The FTC would travel out to the school to observe the student for approximately 2 hours then meet with the educational team, including the parents and discuss recommendations. The FTC would then write a report highlighting the recommendations and send it to the school system.

Based on feedback from participating team members, which included parents, at the end of the 1998 school year staff decided to add a half-day follow up visit to the one time school visit to answer questions regarding recommendations and provide additional technical assistance.

Again based on feedback from participants, in the fall of 1999 the school consultation model was expanded to four sessions; this change was implemented in order to provide additional follow up to the teams. Favorable anecdotal feedback was received from the schools. It was reported that the teachers felt like they needed additional support with their students with autism. The four day model provided them with much needed support.

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

Step 1

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

General Information on the student

Requests that the team provide evaluation materials specific to that student (i.e., evaluations, IEP, behavior plan, video tape of student).

Signed parent/guardian consent

Team members, including the parents are asked to delineate 3 priority areas of need for technical assistance and training in the following areas: Communication, Social Competence, Academic Performance, Physical Functioning, Sensory Issues, Vocational Issues, Daily Living, Challenging Behaviors and Transition.

Step 2

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

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

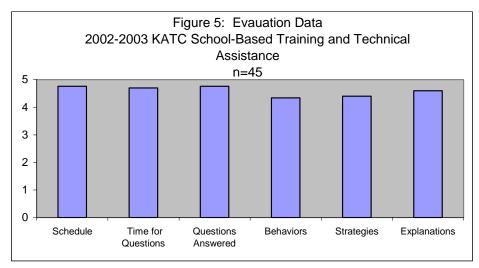
After the initial observation the FTC meets with the entire team, including the parents and facilitates consensus on the three priority areas in which to target for technical assistance and training. Based on the information obtained during the observation of the students and the training needs reported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

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

Another important addition for the 2002-2003 school year was increased emphasis placed on evaluation. Quarterly evaluations are now sent out to the main contact at the school and to the parents/guardians. We ask that they are filled out and mailed back to the KATC. The respondents are not required to give their name.

At the end of the 2002-2003 school year 23 students were receiving school consultation services from 14 different districts across Kentucky. There were 16 students on a waiting list to receive services.

Figure 5 presents participant feedback from team members that participated in School-Based Team Training and Technical Assistance Activities. Team members include: educators, administrators, related services providers and family members. Utilizing a five point scale, participants were asked to provide feedback regarding training activity, with "5" representing highest satisfaction and "1" indicated participant's complete dissatisfaction with the activity.



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

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

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

Participants indicated additional issues they would like to see addressed:

- Emotional support for parents and children
- Family issues
- Toilet training
- Reinforcement
- Schedules
- Aspergers Disorder
- Collaboration
- Social skills

Participants indicated what was most helpful about sessions:

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

STATEWIDE INFORMATION DISSEMINATION AND TRAINING

KATC staff members worked to establish statewide supports and training activities for professionals and parents involved in promoting gains for individuals with autism by offering the following resources and services:

Amanda L. King Resource Library

KATC assumed a lead role in Kentucky as a resource of print, electronic, and video covering the life span of individuals with autism. In addition, the Amanda L. King Resource Library has become a preview site for several major software companies. During this past year, the KATC addressed approximately 1,000 requests for information from parents and professionals across Kentucky. Patrons of the Amanda L. King Resource Library may access print material through mailed requests. Families and professionals contact the KATC in order to obtain information regarding the availability of services, information on "best practices", support groups, up-coming training activities and vendors.

Newsletter

The KATC disseminates a newsletter to approximately 7,000 family members, educators, Family Resources and Youth Services Centers, health departments, employment specialists and mental health professional across the Commonwealth. The newsletter contains information regarding the services KATC, activities of autism related support groups, strategies and information regarding other organizations serving individuals with autism spectrum disorders and their families. See Appendix B for the Spring 2003 edition of the KATC newsletter.

Web-Sites

The KATC web site is located at www.kyautism.com. Currently in development, the KATC's Autism Web-based Interactive Network (AWIN), is a web-based instructional series comprised of content units and lessons in multiple disciplines. AWIN topics include assessment, communication, medical issues, and sensory-based programs. The a link to the web site for AWIN is located at www.kyautism.com. This web site will also include opportunities for chat room discussions with KATC staff and other professionals to address general issues in identifying and educating students with autism.

Professional Development Sessions and Events

KATC staff members have presented parents and professionals information on autism spectrum disorders and effective strategies at 32 local, regional, and state conferences to approximately 1,500 individuals. The topics for these sessions have included promoting early intervention, targeting communication and social skills, building academic supports in inclusion settings, and promoting transition and employment for adults with autism. Sponsors for these conferences include:

Autism Spectrum Disorders Advisory Consortium

Caritas Peace Center – Louisville, KY

Caveland Educational Support Center

Central Baptist Church - Corbin, KY

Easter Seals - Louisville, KY

Easter Seals - Paducah, KY

Garrard County Public Schools

Hardin County Public Schools

Harrison County Public Schools

Jefferson County Public Schools

Kentucky Association for Persons in Supported Employment

Kentucky Department for the Blind

Kosair Hospital

Kentucky Speech-Language-Hearing Association

Kentucky Division of Mental Health

Marion County Public Schools

River Region Cooperative

Regional Training Center Early Childhood Institute

State Interagency Council for Services to Children with Emotional Disabilities

State Advisory Panel for Exceptional Education

University of Kentucky Adoption Support for Kentucky

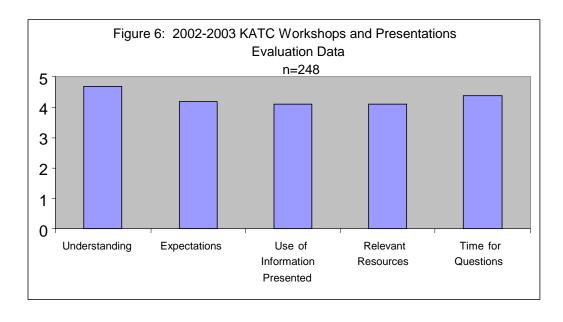
University of Kentucky Interdisciplinary Human Development Institute

University of Louisville Continuing Medical Education Conference

Wolfe County Public Schools

YMCA-Fayette County

Figure 6 represents feedback from workshop participants regarding material presented. Utilizing a five point scale, participants were asked to provide feedback regarding training activity, with "5" representing highest satisfaction and "1" indicated participants complete dissatisfaction with the activity.



Autism Institute

The 2003 Autism Institute was planned to occur in July 2003 and to feature Dr. Amy Wetherby and Linda Burkhart discussing the Promotion of Communication, Social Skills and Cognitive Development for Children with Autism Spectrum Disorders. The institute will be held July 21-24, 2003 and has been designed to bring together the expertise of two outstanding professionals in a seamless manner.

The conference began with Dr. Wetherby sharing information on ecologically based communication assessments and intervention strategies for young children with autism spectrum disorders and will lead into the next presentation by Linda Burkhart. During Mrs. Burkhart's presentation, the focus was on practical strategies for motivating and communicating with young children with autism spectrum disorders spectrum disorders. After Linda Burkhart's one and a half day presentation, she lead a post-conference afternoon make-and-take session for a limited number of participants and provide an opportunity for guided practice in building communication and social supports. While attendees were encouraged to participate in both speaker sessions, enrollment in individual speaker sessions was permitted.

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

Specific information regarding the number of participants, their roles and evaluation data will be available in August 2003.

Graduate Courses and Program Offerings

In conjunction with the Department of Teaching and Learning/Distance Education at the University of Louisville's College of Education and Human Development, Dr. John Burke and senior staff have offered multiple graduate courses on autism, intervention strategies, and other related topics. Courses include: Autism Strategies & Techniques, Applied Behavior Analysis, and Single Subject Research Methods.

KATC ORGANIZATIONAL STRUCTURE

KATC Staff

John C. Burke, Ph.D., Director. The Kentucky Autism Training Center is directed by Dr. John C. Burke who oversees all aspects of the operation of the Center under the direct administration of WCEC/Department of Pediatrics at the University of Louisville. Prior to coming to UofL in August of 1997, Dr. Burke served as faculty at Johns Hopkins University as well as a Program Director at the Center for Technology in Education (JHU). Dr. Burke earned degrees and credentials in Psychology, Education, Speech Communication, and Speech and Hearing Sciences from the University of California, Santa Barbara. He also received a Post-Doctoral Fellowship from the Department of Pediatrics, The Johns Hopkins University School of Medicine and the Department of Behavioral Psychology the Kennedy Krieger Institute.

Dr. Burke has been extensively involved in several major research and training projects pertaining to autism funded by various government agencies (e.g., U.S. Department of Education, National Institute of Mental Health). He has taught several courses pertaining to understanding and educating students with autism and implementing effective technology-based behavioral and instructional supports. He has worked with Local and State Educational Agencies in planning, implementing, and evaluating major collaborative training programs pertaining to preparing teams of professionals and parents to work with students with autism and other pervasive developmental disorders. Dr. Burke has extensively published in several major journals and has presented at regional, national, and international conferences on such topics as strategies for facilitating communication and social skills, application of technology with children with autism and team-based training with parents and professionals.

Katie Carnazzo, M.A., Coordinator. Katie Carnazzo graduated from the University of Kansas with a Masters degree in Human Development and Behavior Analysis. She has worked with children with autism for approximately 9 years in various roles. At Juniper Gardens Children's Project, Ms. Carnazzo designed and implemented programs, which promoted successful integration of children with autism into regular, age-appropriate classrooms. She trained teachers to use such programs as peer tutoring, cooperative learning groups, social skills groups, and social networks. In her current role at the KATC, Ms. Carnazzo coordinates the KATC's school-based technical assistance activities. Currently, Ms. Carnazzo works .40 FTE for the KATC.

Kristen Frarey, Program Assistant. Kristen Frarey assists in the coordination of the KATC school-based services. Ms. Frarey also arranges KATC's participation in professional development seminars and family-oriented presentations.

Rebecca Grau, M.P.A. Field Training Coordinator. Rebecca Grau graduated with a Masters degree in Public Administration at the University of Louisville. Ms. Grau coordinates many of the Center's administrative responsibilities and is working to increase collaboration among parents and professionals to develop an efficacious

system of care for individuals with autism and their families across the Commonwealth.

Shawn Henry, M.Ed., Field Training Coordinator. Shawn Henry graduated from the University of Kentucky with a Bachelor's degree in Special Education in the area of Moderate to Severe Disabilities and Elementary Education. He holds a Master's degree in Special Education with a concentration in autism, augmentative communication, collaboration, learning and behavior disorders from the University of Louisville. He has worked with children and adults with autism for ten years. Prior to his arrival at the KATC, Mr. Henry served as an elementary special education teacher, primarily teaching students with autism. In his current position at the KATC, Mr. Henry coordinates the KATC's annual institute and provides training and technical assistance to families and professionals across the Commonwealth.

Richard Hudson, M.Ed., M.R.C., Field Training Coordinator. Richard Hudson worked as a Rehabilitation Counselor for the Kentucky Department of Vocational Rehabilitation for seven years, serving a diverse population of persons with severe disabilities. Holding a Master's of Education in Psychology from the University of Louisville and a Master's of Rehabilitation Counseling from the University of Kentucky, Richard is currently ABD toward his doctorate in Educational and Counseling Psychology at the University of Louisville. Having completed his predoctoral internship at Gallaudet University in Washington D.C. he is now completing his dissertation work which deals with social barriers of individuals with autism in employment.

At the KATC, Mr. Hudson serves as a resource for teachers, families, comprehensive care personnel, supported employment providers, school-to-work transition providers and rehabilitation counselors of persons with autism attempting to achieve community based employment.

Kelly Shepperd, M.A., Field Training Coordinator. Kelly Shepperd graduated from Western Kentucky University with a Master's degree in exceptional child education and holds certification in three areas: K-4 Elementary Education, K-12 Trainable Education and Director of Special Education.

She has worked with individuals with autism and other disabilities for eleven years. Prior to her arrival at the KATC, she served as a special education teacher for nine years, three of which were in the secondary setting and 6 of which were in the elementary setting. For the last 5 years of her career in the public school setting. she primarily taught elementary students with autism, implementing a variety of programs in both regular education and special education settings.

In 1999, in an effort to support and educate parents and families with children with autism, she and a colleague started the Barren River Area Autism Support Group.

In her current position at the KATC Ms. Shepperd primarily provides training and technical assistance to families the south western regions of Kentucky were she resides.

Carolyn Stevens, Unit Business Manager. Carolyn Stevens is a 15-year employee of the University of Louisville whose background is in accounting. She has worked in the Controller's Office and Development Office prior to joining KATC as unit business manager.

Scott Tomchek, M.S., OTR/L. Scott Tomchek is currently chief of Occupational Therapy at the Weisskopf Center for the Evaluation of Children at the University of Louisville. He received his Bachelor's degree in Occupational Therapy from the University of Wisconsin, Milwaukee, in 1991 and subsequently received his Master's degree in Occupational Therapy with an emphasis on developmental pediatrics, from the State University of New York at Buffalo in 1993. His pediatric experience over nine years is noted in inpatient and outpatient pediatrics, neonatal intensive care, and formal research. This experience includes extensive involvement in both assessment and treatment of behavior in children with autism. At the KATC, Mr. Tomchek consults with parents and professionals regarding issues related to occupational therapy. Currently, Mr. Tomchek worked .20 FTE for the KATC.

Barbara Trevor, MSSW Barbara Trevor is the Chief Social Worker at the Weisskopf Center for the Evaluation of Children where she has been employed for fifteen years. She has a Master's degree in Social Work from the University of Louisville and a Bachelor's degree from Union College in Barbourville, Kentucky. She has over twenty-six years of experience as a social worker in the field of developmental disabilities in Kentucky and Indiana. Her interests lie in linking families with community resources and assessing family dynamics. At the KATC, Ms. Trevor has lead efforts to inform parents of children with autism of resources available in the community and how to access the services. Ms. Trevor worked .30 FTE for the KATC.

Gail Williams, **M.D.** Dr. Williams is an Assistant Professor of Pediatrics at the University of Louisville, Weisskopf Center for the Evaluation of Children. She provides neurodevelopment evaluations for children with a variety of developmental disabilities and has a particular interest in autism. At the KATC, Dr. Williams provides training and input regarding the production of training materials. Currently, Dr. Williams worked .10 FTE for the KATC.

Advisory Board

KATC has an advisory council who advises the Director in matters of policy, staffing, and operation. The composition of the council consists of parents (50%), professionals (40%) and lay members (10%). The advisory council meets formally four times during the year and is frequently called upon by the Director for advice in an ongoing manner.

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

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

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

Layperson

Vacant

Kentucky Training Center 2002-2003 Budget

Personnel

Including the Director, personnel included permanent full-time and part-time employees plus temporary employees. Total Field Training Coordinators were 3.4 FTE positions for FY 2002/2003. Additional core staff included a Leadership Development Specialist, Unit Business Manager, one Part-time Student worker, plus part-time related Service Trainers including one Occupational Therapist, one Social Worker, an M. D. In addition, percentages of WCEC administrative staff were paid for during the past year. (Including Fringe Benefits)

Total \$448,700.56

Operating Expenses

Items such as procurement card expenses (including such purchases as office supplies, small equipment, instructional supplies, and registrations), postage, copiers/maintenance, telephone/communications expenses, duplicating/printing, temporary help, honorariums, building rent, stockroom/office supplies, and vehicle rent are included in operating expenses.

Total \$237,318.39

Travel

Travel expenses include mileage, overnight accommodations, and in some instances meals of KATC employees who travel throughout the state to train and to attend some conferences.

Total \$13,610.75

Indirect Cost

Indirect cost (overhead) was paid on only CSPD grant.

Total \$ 4,569.69

Total \$704,199.38

KENTUCKY AUTISM TRAINING CENTER FY 02/03 EXPENSE REPORT As of June 30, 2003

	TOTAL	GENERAL	KY COUNCIL	INCOME	KDE-CSPD	
	BUDGET FY02/03	LEGISLATED FUNDS	POSTSECONDARY EDUCATION		FUNDS 2/1/03 thru 6/30/2003	
						TOTAL
		EXPENDED	EXPENDED	EXPENDED	EXPENDED	EXPENDED
SALARIES	\$ 406,546.84	\$ 137,662.80	\$ 167,937.04	\$ 29,486.40	\$ 39,137.48	\$ 374,223.72
FRINGE BENEFITS	\$ 93,982.14	\$ 28,476.39	\$ 32,987.66	\$ 5,326.87	\$ 7,685.91	\$ 74,476.83
TOTAL SAL. & F.B.	\$ 500,528.98	\$ 166,139.19	\$ 200,924.70	\$ 34,813.27	\$ 46,823.39	\$ 448,700.55
	,	,		•	,	\$ -
SUPPLIES	\$ 57,809.78	\$ 12,037.93	\$ 32,546.24	\$ 37,319.33	\$ 7,292.53	\$ 89,196.03
TRAVEL	\$ 7,985.81	\$ 1,690.09	\$ 5,972.00	\$ 2,943.44	\$ 3,005.22	\$ 13,610.75
EQUIPMENT						\$ -
RENT	\$ 146,859.71	\$ 49,374.12		\$ 98,748.24		\$ 148,122.36
INDIRECT COST	\$ 10,440.00				\$ 4,569.69	\$ 4,569.69
TOTAL						
OPERATIONS	\$ 223,095.30	\$ 63,102.14	\$ 38,518.24	\$ 139,011.01	\$ 14,867.44	\$ 255,498.83
ADJUSTMENT ENCUMBERED	\$ 33,464.00					·
TOTAL	\$ 757,088.28	\$ 229,241.33	\$ 239,442.94	\$ 173,824.28	\$ 61,690.83	\$ 704,199.38