

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

**ANNUAL REPORT OF  
SERVICES AND ACTIVITIES  
2003-2004**



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.



The idea of a Kentucky Autism Training Center (KATC) came when parents realized the need for an autism resource center in Kentucky. The parents began to research other centers around the country and spoke with State Representative Robert Heleringer at a legislative breakfast for the Kentucky Disabilities Coalition in January of 1996.

Rep. Heleringer was interested in the idea of an Autism Center in Kentucky and had the Legislative Research Commission examine similar bills adopted by other states. Information was given to Rep. Heleringer by parents. On January 9, 1996, Rep. Heleringer introduced a bill to the Health and Welfare Committee. Rep. Tom Burch, the Committee Chair, co-sponsored the bill.

In February 1996, the bill was passed by the House of Representatives and went to the Senate, where it was approved in April 1996. After the adoption of the bill, an advisory council was appointed that included parents, professionals in the field of autism, and other citizens of the Commonwealth. The Child Evaluation Center/Department of Pediatrics applied and was awarded the responsibilities of administering the autism center under Dr. Lonnie Sears, who served as interim director. In addition, to the Child Evaluation Center/Department of Pediatrics, both the Bingham Child Guidance Center and the Department of Special Education were internal partners regarding the formation of the Kentucky Autism Center.

As part of the national search for a director, interviews involved people from multiple UofL departments, state agencies, and parent support groups. In August of 1997, Dr. John C. Burke, of Johns Hopkins University was hired to serve as the Director. During the initial year of operation, the Center had .70 FTE Trainers. Following the initial year, and with additional funding being made available, additional trainers and other staff have been added. Currently, as of April 2004, KATC has 3.4 FTE trainers, a senior leadership specialist, one program, assistant, and a part-time UBM.

During 2002-2003, the Board elected a Chair and expanded on the KATC guidelines that currently include responsibilities for all members. These responsibilities include actively serving on sub-committees pertaining to specific areas of the Center's activities. To assist with the oversight of the working subcommittees, an executive committee was formed which includes the chairs of the subcommittees, the Chair and Vice-Chair of the KATC Advisory Board and the KATC Director.

In July of 2004, the College of Education and Human Development (CEHD) at the University of Louisville assumed the administrative responsibility of the Kentucky Autism

Training Center. It anticipated that the KATC under the CEHD will flourish through collaborative relationships and creative partnerships towards the mission of providing professional development, training and information dissemination to families and professionals across the Commonwealth.

## THE PURPOSE OF THE KATC

Based on a statewide needs assessment and collaboration of our advisory board, the KATC provides school-based consultations, family technical assistance, and training activities for promoting the early identification of autism in young children. The Center focuses on forming partnerships with other agencies to help in preparing direct service providers to work with individuals with autism. The Center places emphasis on providing information and training on intervention strategies that are supported by research as being effective with individuals with autism. In addition, the Center places emphasis on building performance-based program evaluation efforts at all levels of operation.

KATC staff members work with families and agencies to develop individualized treatment plans, including conducting individual centered training activities.

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

- (1) Approach the Task in Phases. 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) Keep Stakeholders Involved. 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) Initiatives Should be Coordinated. 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.



## SUMMARY

During the seventh 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 July 2003 through June 2004 is provided below. A more detailed account of services is further outlined 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. During this past year, KATC met with 10 families.

In addition, KATC delivered a “Family Workshop Series” involving more in-depth full day training sessions in London and Danville with a total attendance of approximately one hundred individuals at the ten sessions. 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. To address regional needs this year, the KATC presented at 13 autism related support group meetings addressing regional needs. Lastly, during the summer of 2003 KATC staff received specialized training in the implementation of the Family Focus Positive Behavior Support (FFPBS) model. As a part of the training process, KATC agreed to implement FFPBS with two families in Kentucky. During this past year, KATC Field Training Coordinators have participated in eight activities associated with the piloting the FFPBS Model.

**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 31 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 one thousand requests for information through our Amanda L. King Resource Library. In addition, the KATC has presented at 25 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 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 three family consultations to specifically address adolescent and adult issues. With regards to school-based team consultations and technical assistance sessions, six local educational teams, with a total of sixty-nine consultation/training sessions, received technical assistance focused on adolescent and adult issues. Specifically the teams 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 five 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. Eight presentations or consultations to organizations such as local educational agencies, professional organizations, and psychiatric hospitals were provided over the last year. Training was provided to one private employer regarding natural supports for an employee with autism.

### **Community Employment**

The Kentucky Autism Training Center is committed to the goal of quality community-based employment for persons with autism spectrum disorders (ASD). Through our current work toward employment related goals of individuals with autism it has become clear that an important component required for success is the support and understanding of employers and co-workers of individuals with ASD and the building of natural supports. The process of planning and providing assistance and services can only come to its ultimate fruition with the support and understanding of both the employers for whom the individuals with autism works and the co-workers along side of whom they work.

Towards this goal of quality employment, the KATC has pursued and was awarded additional funding in this area. The KATC received funding from the Organization for Autism Research (OAR) to study how to improve opportunities for individuals with autism to become socially integrated into the workplace by providing brief training to employers and co-workers of individuals with autism related to the specifics of autism as a diagnosis. The goal of the study will be determine if data reflects an increase in the subject's scores on attitude and interaction scales from baseline measurement. Of further inquiry will be whether the measured level of severity is contributory to any statistically significant changes in subjects' attitude or interaction scores using a repeated measures analysis of variance design involving two groups with random assignment. If the training is found to be effective, the intervention model will be disseminated using print and electronic media and professional development training activities

This study is believed relevant based upon a review of the literature that suggests that while natural supports are increasingly utilized in supported employment settings, many individuals with severe disabilities, such as autism, may be at a disadvantage for the development of natural supports due to issues of impaired social communication and behavior. If brief training specific to autism is related to increased scores on attitude and interaction scales, then the inclusion of such training into job placement for individuals with autism may prove an efficacious means of developing natural supports. Activities associated with this study will begin in the summer of 2004.

### **Adults in Residential Settings**

The Kentucky Autism Training Center (KATC) bid for, and subsequently received, an open contract with the Commonwealth of Kentucky/Central State Hospital (CSH). This contract was for initial staff development and training for specific personnel in the areas of structured environments for individuals with autism and positive behavioral support for individuals with autism. Specifically, the Kentucky Autism Training Center provided set of core staff training in the following specific areas:

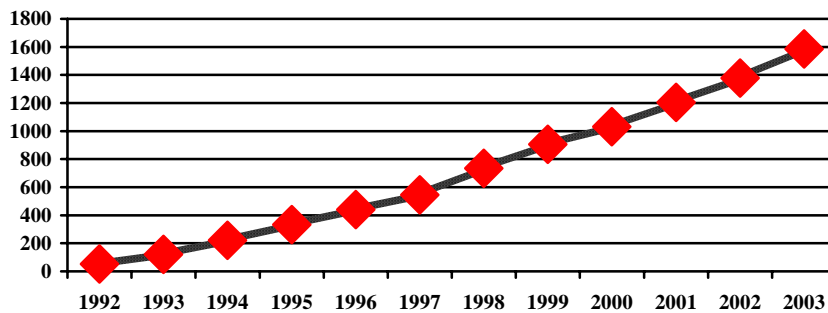
- Staff training in basic behavioral principles including; Antecedent-Behavior-Consequence, Paired Association and Schedules of Reinforcement.
- Training on the use of A-B-C data collection forms on targeted behaviors and charting of behaviors over time to detect trends and patterns.
- Training on the conceptualization of data into hypothesized function of behavior, the concretization of target behavioral goals and delineation of steps to reach goals in operationalized language with time frames.
- Training of staff in the determination and incorporation of preferred activities/environments and positive behavioral supports per motivational assessments.
- Demonstration of continued data collection and conceptualization to amend/improve behavioral plan based on increase/decrease in targeted behaviors.

KATC activities specific to this training contract included: data collection, hands-on demonstration of intervention strategy and the creation of visual supports. During the duration of this contact, KATC staff delivered 48 training activities specific to this project.

## INCIDENCE OF INDIVIDUALS WITH AUTISM

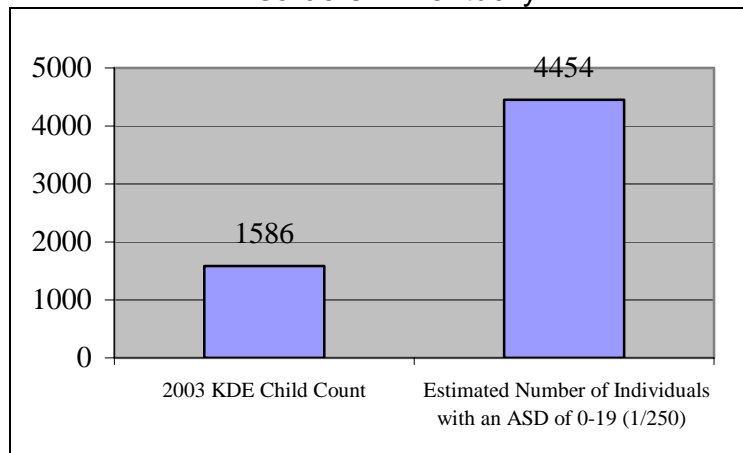
In December of each year, the Kentucky Department of Education (KDE) counts the number of children under each diagnostic category. In 1997 when KATC began, there were approximately 562 children and youth identified in Kentucky as having autism. In the last KDE December count (2003), the number increased to approximately 1,566 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 five and half years of age in Kentucky. In terms of how Kentucky figures compare to established incidence rates, there continues to be a discrepancy, using incidence rate of 1/250 there are an estimated 4,454 individuals with an autism spectrum disorder under the age of nineteen in the Commonwealth. (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



## **2003-2004 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 leaders in educating students with autism. In a similar manner, the KATC has begun to develop relationships with mental health and other service providers.

**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 10 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**

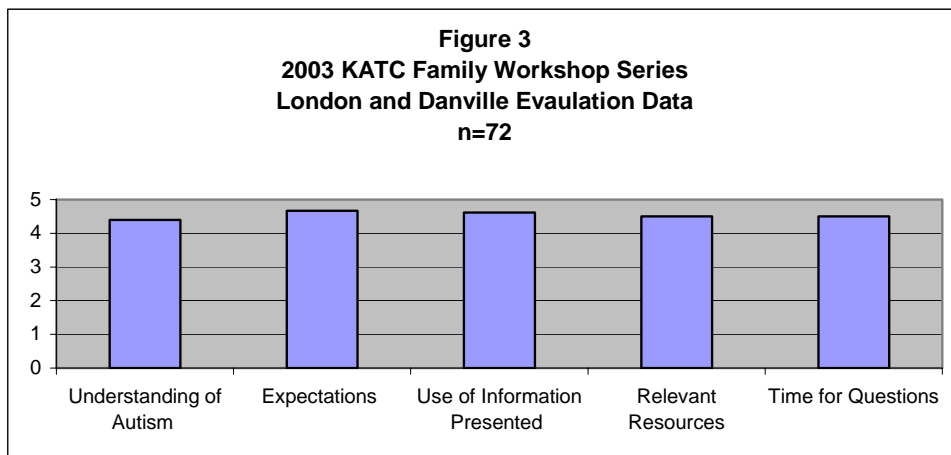
The goal of the KATC's Family Workshop Series was to provide families with practical strategies that can enhance their child's participation in family life and community

activities. During this past year, families and professionals that participated in this workshop series delivered in both Danville and London received information on the following topics: behavior, sensory & visual supports enhancing communication, toilet training transition and advocacy. Sessions were delivered between the months of August through December of 2003.

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

Boyle	Jackson	Madison
Casey	Jefferson	Marion
Clay	Jessamine	Mercer
Fayette	Knox	Pulaski
Floyd	Laurel	Scott
Garrard	Lincoln	Whitley

Please find in Figure 3, evaluation data that was collected at the end of each session in Danville and London, of approximately 100 attendees, 72 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, 96% of participants indicated the presented information as 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:**

- Have more patience through understanding their unique personalities.
- I have a better understanding of the social/emotional aspects of individuals with autism, as they grow older.
- Will help me improve my skills in increasing language
- It has given me a new strategy to use at home with my son which I hope will have a positive influence.

**Participants indicated what was most helpful about sessions:**

- Being able to talk about my situation and hearing about others.
- The combination of a professional and a parent, this is a fantastic team approach.
- Developing a systematic approach according to individual differences.
- Seeing autism in a different light, viewing them as individuals.
- The presentation demonstrated how important visual cues are to children on the autism spectrum.
- The presentation has given me more tools, ideas, and resources to draw from.

**Participants indicated additional issues they would like to see addressed:**

- Medications
- Behavior plans
- IEP Development
- Sensory Issues
- Social Skills

**During this past year at the request of autism related support groups across the Commonwealth, KATC staff delivered 13 workshops to the following groups:**

Advocates for Autism Awareness in partnership with the Central Kentucky Special Education Cooperative

Cardinal Hill Northern Kentucky hosted in partnership with the ASD Network of Northern Kentucky and TASK of Northern Kentucky

Families and Individuals Teaching Hope and River Valley Behavioral Health

Franklin County Parent Resource Center

Binet School Annual Information Fair

Marion County Parent Resource Center

Powell County Autism Support Group

Southeast Christian Church Disabilities Ministry (Louisville, KY)

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

### **Family Focus Positive Behavior Support**

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

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

Currently, the KATC has identified two focus families and has completed Phase I with each family and is in the process of Phase II. A PATH has been completed for one focus family, and dates have been set for the lecture series. Dates are in the process of being set for the second focus family. KATC plans to open the lecture series to anyone in the area who would like to gather more information about autism. During this past year, KATC Field Training Coordinators have participated in eight activities associated with the piloting the FFPBS Model.

## 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.
  - 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.
  - Promoting generalization of skills across the life domains of home, community and school.
  - 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.



During this past years KATC staff conducted approximately 173 school based consultations and technical assistance activities in the following local educational agencies:

Anchorage Independent Schools  
 Bardstown Independent Schools  
 Bowling Green Independent Schools  
 Franklin County Schools  
 Grayson County Schools  
 Hardin County Schools  
 Jefferson County Schools

Knox County Schools  
 Meade County Schools  
 Nelson County Schools  
 Oldham County Schools  
 Pulaski County Schools  
 Russell County Schools

For improved program accountability we increased our emphasis on evaluation at the beginning of the 2002-2003 school year. Quarterly evaluations are sent out to the main contact at the school and to the parents/guardians of each educational team. We ask that they be filled out and mailed back to the KATC. The respondents are not required to give their name. At the beginning of the 2003-2004 school year the evaluations forms were adapted to gain additional information in regards the technical assistance and training. Specific questions were asked in regards to priority areas delineated by the team. Questions pertained to how the consultation prepared the staff to implement the skill and how the new strategy impacted the student's acquisition of that skill. Data from the 2003-2004 school year can be found below in Figure 4.

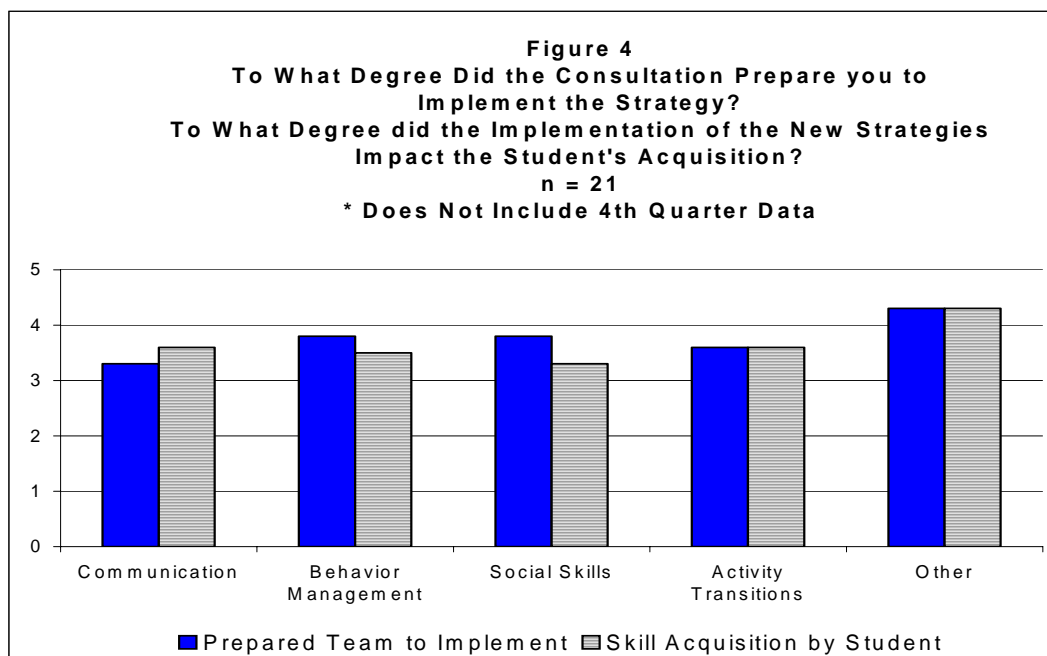
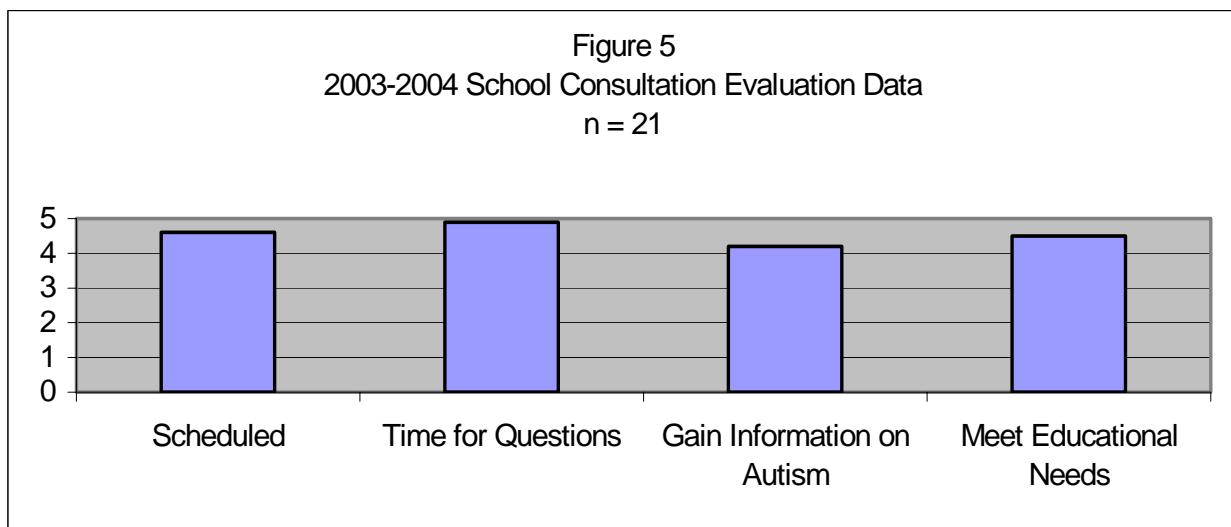


Figure 5 presents participant feedback from team members that participated in School-Based Team Training and Technical Assistance Activities. Team members include: educators, administrators, related services providers and family members. Utilizing a five point scale, participants were asked to provide feedback regarding training activity,

with “5” representing highest satisfaction and “1” indicated participant’s complete dissatisfaction with the activity.



Overall, 70% of participants indicated the presented information was helpful regarding their work with individuals with ASD.

**Participants of the school consultations indicated what they felt most helpful about the process:**

- Provided support to the staff members and offered many strategies.
- The consultant was very teacher and parent friendly.
- Hands on observation and small group discussions.
- Ways to collect data

**Participants indication how the consultation affected their educational planning and work with the student with autism:**

- We had meetings with everyone involved in the student’s education to make sure we all were doing the same thing.
- It helped me design lessons that helped the student’s classroom behavior.
- The educational plan is more structured, more consistent, and more deliberant than with other students.
- I have higher expectations of the student now.

**At the end of the 2003-2004 school year 34 students were receiving school consultation services from thirteen different districts across Kentucky. There were 14 students on a waiting list to receive services.**

## **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 electronically to thousands of families and professionals. In the Commonwealth, the KATC newsletter is sent to the KATC Listserv, family organizations, Educators & Education Organizations, Early Childhood Professionals, Professional Organizations, Family Resources & Youth Services Centers, 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 across the Commonwealth. Individuals and organizations are welcome to request a print version of the newsletter.

### **Web-Site**

The KATC web site is located at [www.kyautism.com](http://www.kyautism.com). During this past year, the KATC web-site has been updated to included additional resources specific to Kentucky and other autism related information.

### **AWIN**

The KATC is working towards closing the research to practice gap in understanding and educating individuals with autism spectrum disorders by continuing to provide and further expand web-based lessons pertaining to general knowledge as well as specific best practices strategies. Examples of different active web pages are presented below.



C:\Documents and Settings\User\Desktop\kyautism.htm - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Media

Address C:\Documents and Settings\User\Desktop\kyautism.htm Go

Links Customize Links Free Hotmail Windows Windows Media

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A.W.I.N.


Log on  
Information  
Demo  
Help

KATC

Kentucky Autism Training Center  
AUTISM WEB-BASED INTERACTIVE NETWORK

# A.W.I.N.

The Autism Web-based Interactive Network...



Department of Teaching and Learning, University of Louisville

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http://www.kyautism.org:4400/library/welcome\_uni.cfm - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Media

Address http://www.kyautism.org:4400/library/welcome\_uni.cfm Go

Links Customize Links Free Hotmail Windows Windows Media

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A.W.I.N.

My Courses  
Profile  
Grade Book  
Search  
Shortcuts  
EXIT


**AUTISM EDUCATIONAL STRATEGIES AND TECHNIQUES**


**INSTRUCTORS** **EDSP 671-50**

John C. Burke, Ph.D. Shawn A. Henry, Ph.D.

**Designing and Implementing Effective Intervention Strategies**

- Communication
- Social Skills
- Behavior
- Academics
- Community Based Life Skills





Absolutely! This course is designed to provide you with a solid foundation of autism. In particular, we will be focusing on understanding the unique characteristics of autism we will be involved designing and implementing effective intervention strategies to target communication, social skills, behavior, academics, as well as community based life skills.

Introduction

Print

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## **Professional Development Sessions and Events**

KATC staff members have presented parents and professionals information on autism spectrum disorders and effective strategies at 25 local, regional, and state conferences to approximately 1,150 individuals. The topics for these sessions included: understanding autism spectrum disorders, unique characteristics, promoting early intervention, toileting, 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:

Association for Person in Supported Employment

Danville Independent Schools

Eastern Kentucky University Student Workshop

Frazier Rehab Speech Therapists

Green River Regional Educational Cooperative

Interdisciplinary Human Development Institute

Kentucky Annual Infant Toddler Conference

Kentucky Association for Psychology in the Schools

Kentucky Coalition for Nurse Practitioners/Nurse Midwives Annual Conference

Kentucky Department of Insurance

Louisville Diversified Services

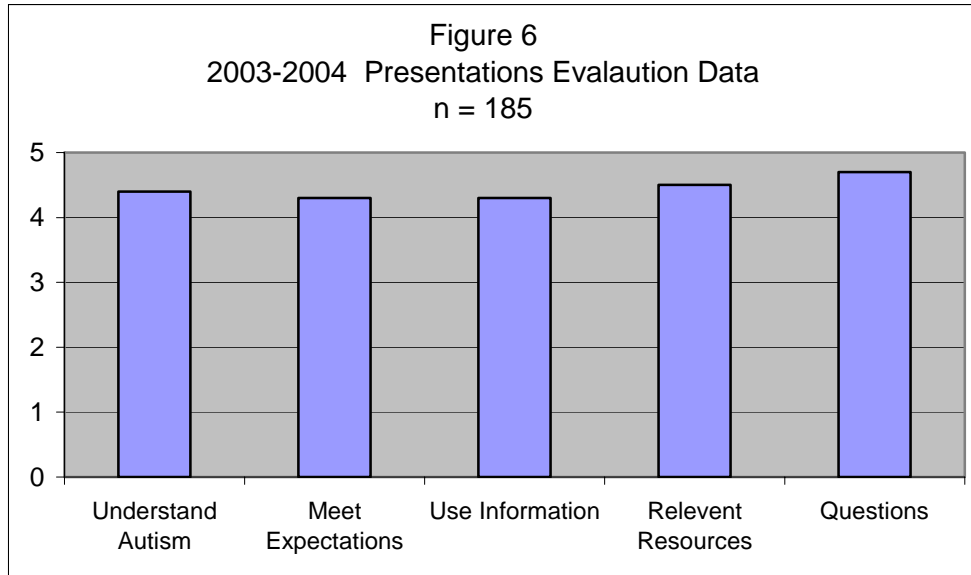
Parent/Professional Conference Sponsored by the Upper Cumberland Special Education Cooperative

Pikeville College of Osteopathic Medicine

State Interagency Council for Children's Mental Health Services

University of Louisville, College of Education and Human Development, Department of Teaching and Learning (Graduate Courses)

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.



Overall, 72% of participants indicated the presented information was helpful regarding their work with individuals with ASD.

**How will the information you gained impact your work with individuals with autism?**

- Help me to further understand interactions with folks with autism.
- I have a better approach to communicating with individuals with autism.
- I know now that I have “tools” to use for my student’s with autism.
- I have a much better idea of how to create and use social stories and peer buddies.

**What are some issues that you would like addressed in future presentations?**

- How to deal with major behavioral problems.
- Strategies to enhance inclusion in the schools.
- How extended family members and friends can make a difference.
- Medical interventions.
- Assessment and interventions of non-verbal students with autism.

## International Efforts

“The Use Of Distance Education Technologies For Disseminating Information and Training In Kentucky”. United Nations World Summit on the Information Society (WSIS): Global Forum on Disability in the Information Society. Geneva, Switzerland

“Advancing the Lives of People with Autism”. Invited presentation at the International Seminar on Information and Communication Technology (ICT) for People with Cognitive and Intellectual Disabilities in the Information Society. Sponsored by The National Horse Racing Welfare Foundation and Japanese Society for Rehabilitation of Persons with Disabilities. Tokyo, Japan.

“Promoting Independence Understanding and Collaboration: What we do at The Kentucky Autism Training Center”. Invited seminar for Japanese regional rehabilitation and educational specialists. Sponsored by the Japanese Government. Tokyo, Japan.



## **Autism Institutes 2003**

The 2003 Autism Institute featured Dr. Amy Wetherby and Linda Burkhart discussing the Promotion of Communication, Social Skills and Cognitive Development for Children with Autism Spectrum Disorders. The institute was held July 21-24, 2003 and has been designed to bring together the expertise of two outstanding professionals in a seamless manner. The Kentucky Department of Education in part funded this event.

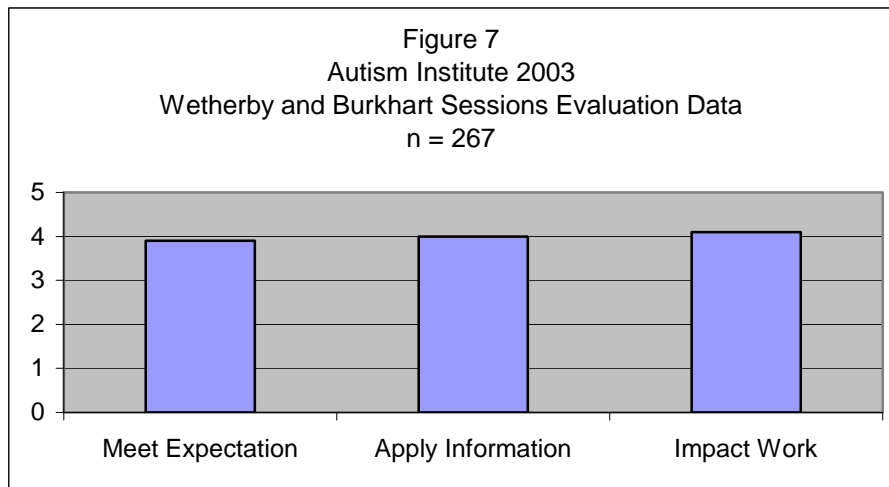
The conference began with Dr. Wetherby sharing information on ecologically based communication assessments and intervention strategies for young children with autism spectrum disorders and will lead into the next presentation by Linda Burkhart. During Mrs. Burkhart's presentation, the focus was on practical 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 led a post-conference afternoon make-and-take session for a limited number of participants and provided 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.



Attendees of the conference resided in the following counties in Kentucky:

Allen	Garrard	Lancaster	Russell
Barren	Graves	Lincoln	Scott
Breathitt	Green	Madison	Shelby
Bullitt	Hardin	Marion	Simpson
Calloway	Henderson	Meade	Spencer
Casey	Henry	Metcalf	Taylor
Christian	Jackson	Montgomery	Todd
Daviess	Jefferson	Muhlenburg	Warren
Fayette	Jessamine	Oldham	Washington
Floyd	Kenton	Perry	Whitley
Franklin	Knox	Rockcastle	Wolfe

Please find in Figure 7, evaluation data that was collected at the end of both the Wetherby and Burkhart sessions, of the approximately 460 attendees, 267 evaluations were collected.

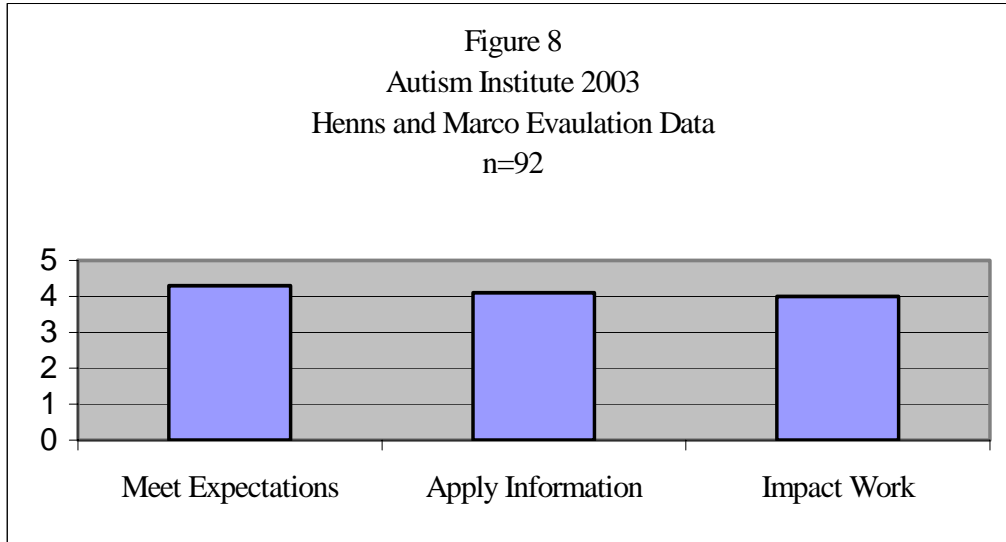


The third in the 2003 Autism Institute Strategies Series focused on the changing needs of teachers, professionals and parents as individuals with autism age and begin the process of transitioning from school to work and community environments. This institute was designed to address the wide range of educational and service delivery needs of older individuals with autism spectrum disorders while providing parents and professionals with practical information about funding sources for these services. The institute began with Judy Marco's discussion, on October 7th, of alternate portfolio development for middle and secondary school students with autism that focuses on inclusion into vocational and community settings. Marilyn and Joe Henn, a husband and wife team, followed this presentation on October 8th with a very specific discussion of funding the unique combination of services that were vital in helping their daughter, Nancy, to achieve employment and independent living. Marilyn and Joe Henn closed the conference with a presentation about futures and financial/legal planning for individuals with autism.

Attendees of the conference resided in the following counties in Kentucky:

- |              |          |          |
|--------------|----------|----------|
| Barren       | Edmonson | Oldham   |
| Bell         | Fayette  | Perry    |
| Bergin       | Franklin | Shelby   |
| Boyd         | Fulton   | Spencer  |
| Breckinridge | Hardin   | Taylor   |
| Calloway     | Harlan   | Woodford |
| Campbell     | McCreary |          |
| Carroll      | Mercer   |          |
| Casey        | Ohio     |          |
| Christian    |          |          |

Please find in Figure 8, evaluation data that was collected at the end of both the Wetherby and Burkhart sessions, of the approximately 80 attendees, 92 evaluations were collected.



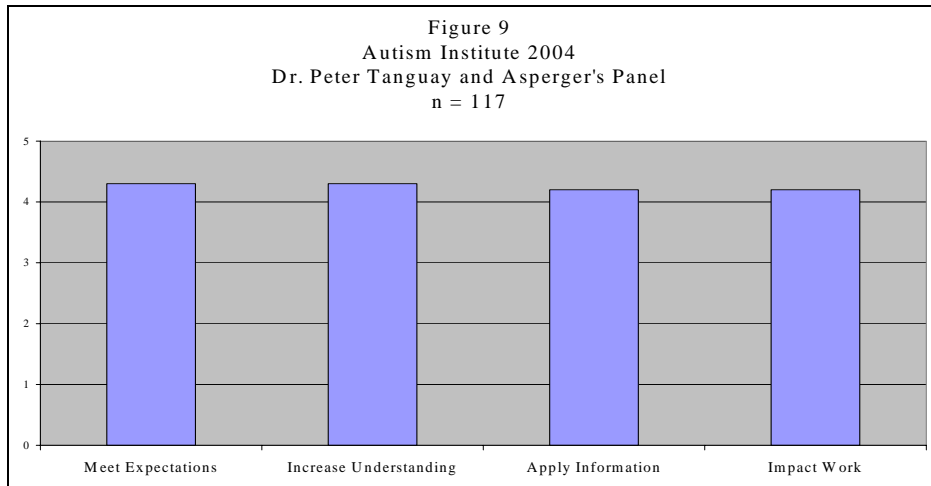
**Autism Institute Strategy Series 2004**  
**Asperger's: Diagnosis Through Intervention**

This two-day event hosted by the Kentucky Autism Training Center was held June 28th-30, 2004 in Louisville and was a funded in part by the Kentucky Department of Education.

On the morning of the June 28th the KATC hosted a panel discussion with the theme, "Beginning with the End in Mind." During this panel discussion, participants gained knowledge in multiple discussed factors that influence success during this transition period. The panel was comprised of individuals with Asperger's Syndrome, parents and professionals.

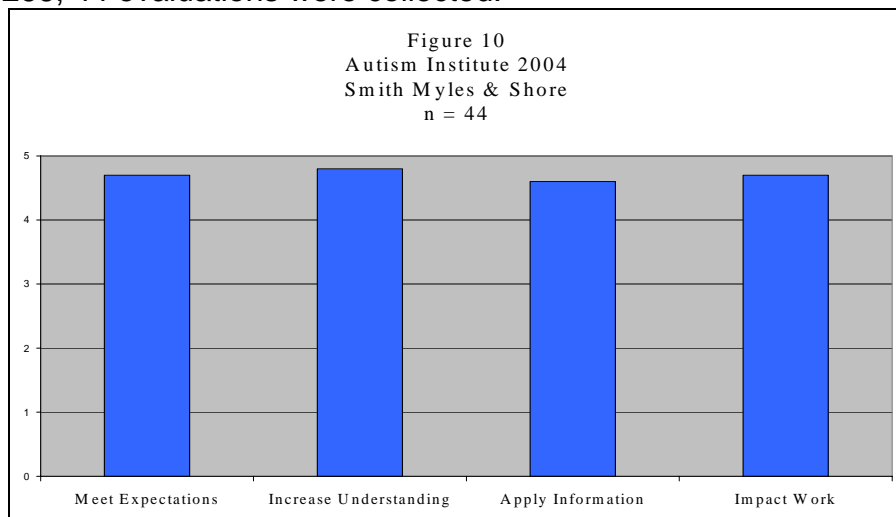
Peter Tanguay, M.D., F.A.C.P. discussed, Autism and Asperger's Disorder: Concepts, Diagnosis and Treatment on the afternoon of the 28<sup>th</sup>. The goal of this interactive session was to provide participants with a detailed understanding of the nature and core deficits of autism as a disorder of social communication

Please find in Figure 9, evaluation data that were collected at the end of the day on the 28th, of the 266, 117 evaluations were collected.



On June 29<sup>th</sup> and 30<sup>th</sup>, Brenda Smith Myles, Ph.D. and Stephen Shore presented on Asperger's Syndrome Across the Lifespan: Practical Strategies for Parents and Professionals. The focus of this workshop was to provide participants with an understanding of Asperger's Syndrome and related interventions. Specifically, the addressed during the session were the characteristics of Asperger's Syndrome, topics including sensory, behavioral, and social issues. Participants also received information regarding academic and environmental modifications that are effective in general and special education.

Please find in Figure 10, evaluation data that was collected at the end of the day on the 30<sup>th</sup>, of the 266, 44 evaluations were collected.





Attendees of the conference resided in the following counties in Kentucky:

Barren	Hopkins	Montgomery
Boone	Jefferson	Oldham
Bourbon	Jessamine	Perry
Boyle	Kenton	Pulaski
Breckinridge	Lyon	Rockcastle
Bullitt	Madison	Rowan
Elliott	Marion	Russell
Fayette	Marshall	Simpson
Floyd	McCracken	Spencer
Franklin	Meade	Trigg
Grayson	Mercer	Trimble
Hardin	Monroe	Warren

## **Graduate Courses and Program Offerings at the University of Louisville in the Area of Autism**

Based on the need for knowledge and education in the areas of Autism and Assistive Technology in Kentucky and at the national level, the Distance Education Programs in Special Education has created a new delivery system utilizing distance education technology. Students seeking a Master's Degree in the area of special education with a concentration in Autism or Assistive Technology have the opportunity to participate in courses during the Fall, Spring, and Summer delivered via the Internet. In addition, students will have access to interactive distance education library support systems and will computer technology such as e-mail, chat rooms, and the Internet to communicate with the professor and complete course assignments.

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.

These courses taught during this year include:

- Introduction to Autism
- Autism Strategies & Techniques
- Applied Behavior Analysis.

## 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.

**Theresa Ellis, Unit Business Manager.** Theresa Ellis has worked for University of Louisville for approximately 5 years. She oversees the financials of several grants in the Department of Teaching & Learning, Special Education. She has been brought to the Kentucky Autism Training Center to oversee the financials of grants as well as the general budget.

**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. Leadership Development Specialist.** 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 pre-doctoral 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 southwestern region of Kentucky were she resides.

## **KATC 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 spectrum disorders 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. 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 to provide information, training and technical assistance.

The composition of the board consists of parents (50%), professionals (40%) and lay members (10%) from across the Commonwealth, as outlined in KRS 164.9811(2). Members have further defined the outlined membership categories as follows:

### **Parents**

Individuals that are parents of an individual with an autism spectrum disorder.

### **Professionals**

Positions University of Louisville partners:

- Department of Pediatrics, University of Louisville
- Bingham Child Guidance Center, University of Louisville
- College of Education and Human Development, University of Louisville

Council on Postsecondary Education

Individuals with professional experience and knowledge specific to autism spectrum disorders.

### **Layperson**

Individuals active in the community, not currently serving in a professional role.

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.

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

Laurie Spezzano	Parent
Melanie Tyner-Wilson	Parent
Nat McKay	Parent, Chairperson of KATC Advisory Board
Cheryl Dunn	Parent
Barbara Lewis	Parent
Marie Allison	Parent
Rita Brockmeyer	Parent, Vice-chair of KATC Advisory Board
Hazel Forsythe	Parent
Joseph Hersh	Professional-University of Louisville, Department of Pediatrics
Peter Tanguay	Professional-University of Louisville, Department of Psychiatry
Sue Daniel	Professional-Carriage House Consultants
Linda Linville	Professional-Council on Postsecondary Education
Trisha Bronger	Professional-Department of Education
Carol Estes	Professional-Vocational Rehabilitation/Supported Employment
Tom Simmons	Professional-University of Louisville, Department of Teaching and Learning
Ann Bolly	Professional-First Steps
Thomas Pinkstaff	Layperson

**Kentucky Training Center  
2003-2004 Budget**

**Personnel**

Including the Director, personnel included permanent full-time and part-time employees. Total Field Training Coordinators were 3.4 FTE positions for FY 2003/2004. Additional core staff included a Leadership Development Specialist, part-time Unit Business Manager and Program Assistant (Including Fringe Benefits)

Total \$441,387.24

**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 \$225,987.02

**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 \$13,674.19

**Indirect Cost**

Indirect cost (overhead) was paid on only CSPD and CSH grants.

Total \$14,710.99

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**Total \$695,759.44**

**KENTUCKY AUTISM TRAINING CENTER FY 03/04 EXPENSE REPORT**  
As of June 30, 2004

	<b>TOTAL BUDGET FY03/04</b>	<b>GENERAL LEGISLATED FUNDS</b>	<b>KY COUNCIL POSTSECONDARY EDUCATION 7/1/2003 - 6/30/2004</b>	<b>INCOME</b>	<b>KDE-CSPD FUNDS 2/1/03-6/30/04</b>	<b>CENTRAL STATE</b>	<b>TOTAL</b>
		<b>EXPENDED</b>	<b>EXPENDED</b>	<b>EXPENDED</b>	<b>EXPENDED</b>	<b>EXPENDED</b>	<b>EXPENDED</b>
<b>SALARIES</b>	364,927.00	82,908	145,774	20,793	102,134	10,003	361,612
<b>FRINGE BENEFITS</b>	98,924.34	20,364	31,049	4,202	21,677	2,483	79,775
<b>TOTAL SAL. &amp; F.B.</b>	463,851.34	103,272	176,823	24,996	123,811	12,486	441,387
<b>OPERATING EXPENSES</b>	135,891.76	15,044	8,983	38,919	35,977	1,365	100,287
<b>TRAVEL</b>	14,000.00				13,674		13,674
<b>EQUIPMENT</b>	4,700.00				3,898		3,898
<b>RENT</b>			30,450	91,351			121,802
<b>INDIRECT COST</b>	17,474.00				13,462	1,249	14,711
<b>TOTAL OPERATIONS</b>	172,065.76	15,044	39,433	130,270	67,012	2,614	254,373
<b>REVENUE</b>	132,031.00						
<b>TOTAL</b>	<b>767,948.10</b>	<b>118,315</b>	<b>216,256</b>	<b>155,266</b>	<b>190,822</b>	<b>15,100</b>	<b>695,760</b>